How to use MyELT and access the My Practical Grammar Online activities

1 Go to myelt.heinle.com

2 Returing users
   Students
   Key in your username and password.
   Teachers
   Key in your username and password. You should already have an Instructor Account. This is so you can access
   a Course and generate a Course-Key for your students to enroll in your course. If you need an Instructor
   Account, see point a) below.

3 New users
   Students
   a) Click on Create an Account.
   b) Click on Student.
   c) If your teacher has given you a Course-Key, then enter this with your Content Access-Code (PIN number).
   d) If you do not have a Course-Key, then click 'No' and enter your Content Access-Code (PIN number).
   e) Click continue at the bottom right of the screen and fill in the information to create your account.
   Teachers
   a) You need to obtain an Instructor Account. Click on the Instructor tab and then scroll down to the bottom of
   the MyELT page. Click on Request a MyELT Instructor Account. Fill in and submit the online request form.
   An Instructor Account will be sent to you via email within 72 hours of receipt.
   b) Once you have your Instructor Account, log-in to myelt.heinle.com
   c) To check your students' progress, your students must enroll in your course with a Course-Key. To create a
   course click on the Courses tab.
   d) Click on the 'Create a New Course' button. Fill out the course information on the next page.
   e) Click on 'Go on to step 2' button at the bottom of the page. This will generate the Course-Key that you must
   give to your students to enroll in your class. You can always find your Course-Key once it has been created
   by clicking on the Courses tab.
   f) To view student progress click on the Gradebook tab.
   If you need help at any time, click on the Help button (bottom right of each screen). This contains
   tutorials for new and returning users, students and teachers.
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Introduction

Welcome to Practical Grammar Level 3. This is the third in a series of grammar books for students of English. Level 3 introduces grammar to students at intermediate to upper-intermediate level. It aims to:

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

Organisation of the book

Practical Grammar Level 3 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 232–245) and an index (pages 277–284) 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 3

Practical Grammar Level 3 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 3 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 3:

- 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 3, check them in your dictionary and write them down.
- Use the online component mypg at 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 3 for self study but you can also use it in class. It is aimed at students at intermediate and upper-intermediate levels.

If you are using a course book, Practical Grammar Level 3 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 3

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 232–245).

Index
Use the index to find items of grammar quickly and help with terminology (see pages 277–284).

mypp
This online component provides extra practice of all the language covered in the book through a wide range of exercise types.
1 Present simple
Adverbs and expressions of frequency

It says here that the average human walks 150,000 km in a lifetime. That's four times round the Earth! I don't believe it! You never walk anywhere.

He shoots!

I agree.

It's a typical Saturday afternoon in the Smith house. Suddenly, Mrs Smith interrupts Mr Smith's favourite pastime ...

Presentation

Common uses:
You use the present simple to talk about:
• facts (things that are generally or currently true): The average human walks over 150,000 km in a lifetime.
• habits, routines, and regularly repeated events: I walk to work every day. You never walk anywhere.
• states, thoughts, and feelings: I don't believe it! See Unit 3: Sative verbs

Other uses:
You often use the present simple:
• with performative verbs (verbs that describe the action you are performing, e.g., apologise, promise, refuse): I agree. / I disagree.
• to tell stories, jokes, and anecdotes: It's a typical Saturday afternoon in the Smith house. Suddenly, Mrs Smith interrupts Mr Smith's favourite pastime ...
• to describe the plot of a book or film and to review them: The film begins in a jungle in Borneo. Daniel Craig plays a hunter ...
• to comment on sporting or special events: He runs to the penalty spot and he shoots!

Adverbs and expressions of frequency:
You often use adverbs and expressions of frequency with the present simple: You never walk anywhere. Adverbs of frequency (always, frequently, normally, often, regularly, occasionally, sometimes, rarely, hardly ever, seldom, never) normally come before the main verb but after the verb to be:
You never walk anywhere. (don't say You walk-never anywhere.)
I'm often at home on Saturdays. (don't say I often-am at home on Saturdays.)

Expressions of frequency such as once a week, every Monday, twice an hour can come at the beginning or the end of the sentence: I walk to work once a week. Once a week, I walk to work.

Exercises

1 Complete the article using the verbs in the box in the present simple.

brush carry eat have love make spend watch

WOW MAG!
Are you average?
The average human ...

1 makes 1500 telephone calls every year.
2 _______ a minimum of two hours of TV every day.
3 often _______ more than three dreams a night.
4 female _______ three kilos of lipstick in her bag over a lifetime.
5 _______ two weeks of their life waiting for a traffic light to turn green.
6 normally _______ their teeth with a blue toothbrush.
7 eight spiders in their lifetime while they're asleep.
8 _______ reading useless facts!

2 (1.02) Read parts of different TV programmes. Write the words in brackets in the present simple. Then listen and check.

Comedy show
There 1 (be) this man and be 2 (go) to his doctor and 3 (ask): Doctor, Doctor, Why 4 (everyone/call) me a liar? The doctor 5 (look) at him and 6 (reply): 'I 7 (not/believe) you.'

Sports programme
It 8 (not/look) good for the opponents of the two Williams sisters. Surely it 9 (be) possible to survive match points against the powerful serve of Venus. She 10 (study) the ball and then she 11 (serve). It's all over! The two sisters 12 (celebrate) an easy victory.

Cookery show
13 (you/have) problems with your kitchen knives? Perhaps they 14 (not/cut) the way you want. Well, now you 15 (not/need) to worry. The new 'Goliath' 16 (slice) through any type of meat every time.

3 Write the words in the correct order to make sentences.

1 I long once holiday take a year.
2 late you are always why?
3 isn't always sunny it here.
4 he times practices the piano three a week.
5 canoesing every they weekend do go? 6 misses from work rarely a day Robert.

4 Complete each sentence in your own words using the present simple.

1 Once a week, I _______.
2 I don't believe _______.
3 My favourite film begins _______.
4 To get to my house from the station, you _______.

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2 Present continuous
Comparison with present simple

Presentation

Use the present continuous:
- to talk about temporary events and actions in progress at the moment of speaking:
  The bus is coming!
- to talk about repeated events over a specific period of time (around now but not necessarily at the moment of speaking):
The buses aren't stopping at the station this week.
- to talk about trends and changing situations:
Public transport is getting really expensive!
- with always to emphasise the frequency of a habitual action (and sometimes to express annoyance):
They're always digging up these roads.

Examples:
- to describe background events in a story when the present simple describes the main events:
  A woman is waiting for her bus when a young man turns to her and asks...
  See Unit 58: Present continuous for future reference

Time expressions

We often use the present continuous tense with time expressions such as: now, at the moment, currently, today, this week, nowadays, etc.
See page 230: Spelling rules
See page 235: Summary of present continuous

Present simple or present continuous?

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<td>Happening now: The bus is coming!</td>
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<td>Regularly repeated events over a period of time (around now): The buses aren't stopping at the station this week.</td>
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<td>Regular change: Public transport gets more expensive every year.</td>
<td>Changing situation: Public transport is getting more expensive.</td>
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<td>With always meaning 'every time': They always dig up the road in the summer.</td>
<td>With always meaning 'all the time': They're always digging up the road in the summer.</td>
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<td>The main events in a story: a young man turns to her and asks...</td>
<td>To describe the background events in the story: A woman is waiting for her bus when...</td>
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Exercises

1 Look at the pictures. Complete the descriptions of the people using the present continuous. Use the negative form where necessary.

1 Lots of people are looking for (look for) work these days.

2 He (study) for his English exam.

3 The price of things (always/go up).

4 They (always/work) late.

2 Choose the correct options. Then listen and check.

A: What do you watch / are you watching?
B: A really good film about a scientist. One day he works / is working with insects when he suddenly discovers / is discovering he can make them bigger.

A: Sounds great. Is it / Is it being nearly over?
B: I don't know. Why?

A: Manchester United / are playing Barcelona. Can I change channels?
B: No, you can't. You always watch / 're always watching the football. It's so boring! I never watch / 'm never watching anything I like.

A: But you enjoy / 're enjoying football.
B: That's not true. When you aren't here, I don't watch / I'm not watching it.

3 Make sentences with the words. Use the present simple or the present continuous.

1 They / currently / develop a new type of medicine for the flu.

2 The postman / deliver / our letters once a day.

3 You / always / talk during the movie. It's so annoying!

4 This room / be / always / cold.

5 Why / my course fees / go up again this term?

6 It's night time and the wind / blow when there's a loud scream in the air...
3 Stative verbs
With the present simple and present continuous

Presentation

There are two types of main verbs: dynamic and stative.

Dynamic verbs

You use dynamic verbs to talk about actions or events. You can use them to talk about facts/routines and actions that are in progress:

I talk to my students individually once a term. (= routine)
Sorry, I'm talking to a student right now. Can we talk later? (= action in progress)

Stative verbs

You use stative verbs to talk about states. These include talking about existence (be, exist), beliefs and opinions (know, think, understand) and possession (have, get, belong):

I'm from England. (= existence)
I know what you mean. (= belief)
I've got one brother and two sisters. (= possession)

Some stative verbs are only used in the present simple and not in the present continuous:

Ask me. I know the answer! (don't say Ask me, I'm knowing the answer!)
Speak more slowly. I don't understand English very well. (don't say Speak more slowly, I'm not understanding English very well)

You seem distracted today. (don't say You're distracting distracted today)

This house belongs to my grandmother. (don't say This house is belonging to my grandmother)

I don't believe you! (don't say I'm not believing you)

I'm sorry but I don't agree with you. (don't say I'm sorry but I'm not agreeing with you)

You can use some stative verbs in both the present simple and the present continuous:

- in the present simple the verb describes a general state or situation:
  Normally, he isn't well behaved. (= generally true)
  What do you think about the situation? (= general opinion)
- in the present continuous the verb describes a temporary state or new situation:
  He's being very well behaved today. (= temporary situation)
  I'm not sure. I'm thinking about it. (= in progress)

Changes in meaning

The meaning of some verbs can change because they can be both stative and dynamic, e.g. have:

Stative: I have a shower. (= I own a shower)
Dynamic: I'm having a shower. (= I am taking a shower at the moment)

Other verbs that can change their meaning include: come, love, appear, see and weigh

See page 241: Dynamic/Stative verbs

The rules for using dynamic and stative verbs with the present simple or present continuous are also true for other tenses in the simple or continuous forms.

Exercises

1 Complete the sentences with A or B.

1 A I see my colleagues. B I'm seeing my colleagues.
2 A I'm seeing my colleagues. B I see my colleagues twice a week.
3 A I'm weighing. B I weigh the package.
4 A I weigh. B I'm too much!
5 A Jill and John come from. B Jill and John are coming from.
6 A Jill and John are coming from. B Canada via the USA.
7 A I think. B Canada - Ottawa to be exact.
8 A One moment. I'm thinking. B About it.
9 A Mandy is being clever. B Mandy is clever.
10 A Mandy is clever. B And always gets good grades.

2 (0.04) Read this conversation. Find five more mistakes in the tourist's English. Then listen and check.

Tourist: Hello. I'm trying to find Trafalgar Square but I'm not knowing the way. Can you help me?
Local person: Sure. It's easy from here. Go straight on and turn left at the large bookshop on the corner.
Tourist: Sorry, I'm not understanding you. I'm not speaking English very well. Are you meaning straight up this road?
Local person: That's right.
Tourist: Thanks very much. Sorry for my English.
Local person: No, it's very good.
Tourist: Thank you, but I'm not believing you. I'm being in England for a month, so I hope it gets better.
Local person: I'm sure it will.

3 Choose the correct form of the verbs.

1 A believe / m believing you might be right about this answer. B believe
2 A give it back. It belongs to me. B give it back. It belongs
3 A I love / I'm loving my new school. B love / loving
4 A I'm sorry but I don't agree / I'm not agreeing with you. B I'm sorry but I don't agree
5 A The Queen owns / is owning most of the land around here. B The Queen owns
6 A see / see seeing what you mean. B see / seeing
7 Matthew sees / is seeing someone about a new job. B sees / seeing
8 A Why are your neighbours being so difficult about your plans to add a new floor to your house? B I have / I'm having no idea. B I have / I'm having probably.

4 Write sentences that are true for you using both forms of the verbs.

1 A I love ______. B I'm loving ______
2 A I have ______. B I'm having ______
3 A I think ______. B I'm thinking ______
Present perfect simple and present perfect continuous 1
For actions and situations in progress in the present

Presentation

You can use both the present perfect simple and the present perfect continuous to talk about an action, event or situation that started in the past and continues in the present:

I've been here since Monday. (I'm still here.)
I've been visiting clients all week. (I started on Monday and I'm still visiting clients.)

See page 235: Summary of present perfect

Present perfect simple or present perfect continuous?

You can use the present perfect simple or the present perfect continuous when you talk about general facts which are long term:

I've worked for this company all my life.
I've been working for this company all my life.

(Don't say 1 week for this company all my life or I'm working for this company all my life.)

You can use both forms with verbs such as live, work, teach.

You also use the present perfect simple with stative verbs: How long have you been here?

You use the present perfect continuous to talk about:

- something temporary: I've been working in our new offices all week.
- repeated actions: I've been visiting clients every day.

You usually use dynamic verbs in the present perfect continuous when talking about an action, or series of repeated actions, that is still in progress: I've been talking to clients.

how long, for / since

You often use the present perfect with how long, for and since. Use for to talk about a period of time. Use since with the point in time and when it started:

A: How long have you been here?
B: For about an hour.

A: How long have you been working here?
B: Since I left school.

See Unit 7: Present perfect simple and present perfect continuous 2

Exercises

1 Write sentences about the pictures. Use the present perfect simple and since or for.

1 They / be / in this traffic jam / hours
They have been in this traffic jam for hours.

2 I / have toothache / three hours

3 They / be married / 1957

4 We / support / this team / we were children

2 Rewrite these sentences using the present perfect continuous and since or for. Use the verb in brackets.

1 We live in France. We moved here a month ago.
We've been living in France since a month ago.

2 My uncle smokes. He began when he was a child.
My uncle started smoking when he was a child.

3 Switch the TV off! You started watching it three hours ago.
Switch the TV off! You've been watching it for three hours.

4 How far is it to the campsite? We left home at nine this morning!
How far is it to the campsite? We left home since nine this morning!

5 Jane's playing it again! She was practicing the same piece of music yesterday.
Jane's been practicing it again! She practised the same piece of music since yesterday.

3 Write the verbs in brackets in the present perfect simple or present perfect continuous. Use the present perfect continuous where possible.

1 Sorry, I didn't call you back. I've been working (work) long hours every day this week.
2 You invited me (invite) you for ages. You look great!
3 How long (be) you here?
4 How long (wait) for me?
5 I'm surprised you haven't seen them. They've been (stay) at the same hotel as you.
6 Sandra (want) to become a doctor since she was a child.
7 Frank (talk) about the new girl in his class ever since she arrived.
8 In my life, I (always spend) too much time on unimportant things.
5 Review of units 1 to 4

Grammar

1 Tick the correct sentence, A or B.

A Does anyone here drive a red car?
B Does anyone here drive a red car? ✓

2 A I live in this town for 20 years.
B I've lived in this town for 20 years.

3 A That building's been there since the 1950s.
B That building's been there for the 1950s.

4 A Come quick! They're showing our street on the news!
B Come quick! They show our street on the news!

5 A He seems to be telling the truth.
B He's seeming to tell the truth.

6 A I work here all my life, but today is my last day.
B I've worked here all my life, but today is my last day.

7 A I have my lunch with me.
B I'm having my lunch with me.

8 A Every hour, the bell opposite my hotel room rings.
B Every hour, the bell opposite my hotel room is ringing.

9 A For the last few days, I'm waking up with a headache.
B For the last few days, I've been waking up with a headache.

10 A How long have you known about her illness?
B How long have you been knowing about her illness?

2 Read the questions and the responses. Complete each question with the words in brackets. Change the verb form where necessary.

1 company? (always/you/work)
   Yes, I have.

2 company? (always/you/work)
   Yes, I do, but I also have other clients, too.

3 (be/wait) for me?

4 something? (you/think)
   Yes, but it isn't important. I'll tell you about it later.

5 What (you/think)
   We agree. It's a good idea.

6 (Leila/eat/seafood)
   Yes, always. Even when she was a child.

7 What (she/weigh)
   Some vegetables.

8 How much (he/weigh)
   About 80 kilos.

3 Complete the text with the words in the box.

all week always (to) at the moment for a few years nowadays three times a day

I've 1   enjoyed travelling and learning languages, but I'm living back at home 2   , with my parents. However, I've been reading a book 3   about national stereotypes. I don't 4   agree with everything the writer says but it's very interesting. For example, in chapter one he says that the English drink tea at least 5   . The author obviously hasn't been out with any English people 6   . Maybe it was true in the past, but 7   the English are drinking more coffee than ever.

4 Choose the correct options. In some cases, both verb forms are possible.

Language from the Stone Age

Everyone 8  agree that language is always changing / changing always. For example, words often disappear after a few years and new ones – especially among teenagers and young adults – 8  appear / have appeared all the time. But speakers of English have been using certain words for / since tens of thousands of years. That's what researchers at the University of Reading believe / are believing. Dr Mark Pagel, who is leading the research at the University of Reading, 9   think / is thinking that words including 'I', 'we' and 'you' have been used / since the Stone Age. Over the last few months, his team 10   compare / has been comparing modern and ancient languages using computers and the results show that humans 11   said / have been saying some words for the last 15,000 to 20,000 years.

Since these findings, Dr Pagel 12   also study / is also studying how quickly words change or disappear. For example, numbers and pronouns don't / aren't often changing because we use them extremely often. However, less frequently used words 13   evolve / are evolving more quickly and are also likely to die out very quickly.

Pronunciation: contracted forms

5 105 We often use contracted forms when we speak, but we can also use full forms for emphasis. Listen and tick the form you hear.

I don't believe you!
I do not believe you!

He doesn't live here any more.
He does not live here any more.

Wait! Caroline's coming, too.
Wait! Caroline is coming, too.

The trains aren't stopping here.
The trains are not stopping here.

I'm not going and that's final!
I am not going and that is final!

You've been studying for hours.
You have been studying for hours.

Which verb form did the speaker use? The present simple or the present continuous?

6 106 Listen. What is the speaker doing in each programme? Tick A or B.

Listen again

7 Which verb form did the speaker use? The present simple or the present continuous?
Past simple and present perfect simple

Finished actions in the past

**Presentation**

Past simple

You use the past simple to talk about finished actions and events in the past when there is a clear reference to a specific time in the past or when the past time reference is clearly implied or understood:

*I saw a great film last night.*

*Did you see it too? (It is clear in the context that the question refers to last night.)*

The past simple is often used with a past time expression such as yesterday, last week, three years ago.

Present perfect

You can use the present perfect simple to talk about finished actions and events in the past when there is no time reference, or when it's not important, or when we don't know exactly when the action happened:

*I've seen it before. (It is not important to know exactly when.)*

Common expressions that refer to periods of time which continue to the present include: so far, up to now, considering the last three years.

Some time expressions can refer to both a period of time that has finished and a period of time that continues in the present: this morning, today, this week, this month.

*Have you talked to Simon this morning? (It is still morning.)*

**Exercises**

1. **Read about Simon Reeve. Circle the correct form of the verbs.**

   Simon Reeve is an author and TV presenter. Several of his books and TV programmes have won international awards. He *has made / has made a series of* travelling documentaries for the BBC. He *has travelled / has travelled to* the four corners of the earth. In 2006 he *circled / has circled* the earth following the Equator. In 2008 he *did / has done the same again, but this time following the tropic of Capricorn.* He *visited / has visited* some of the most dangerous places on earth. He *also went / has also been to* places no other foreign visitor *ever visited / has ever visited.* His taste for travel *developed / has developed when he and his family drove / have driven across Europe on their summer holidays.*

2. **Write questions using the present perfect simple or past simple.**

   1. Has he ever won (ever/win) any international awards? – Yes, several.
   3. Where else (visit)? – Some very dangerous places.
   4. How many countries (visit)? – Too many to count!
   5. When (develop) a taste for travelling? – During his summer holidays as a child.

3. **Complete the interview using the present perfect simple or past simple of the verbs in brackets. Then listen and check.**

   A: What’s the most exciting thing you have ever done (everdo)?
   B: I’ve climbed (climb) to the top of Kilimanjaro. It’s (climb) a lot of mountains, but Kilimanjaro was definitely the best. When I (reach) the top, I just (want) to shout. It’s amazing standing on a snow-covered mountain looking down over sun-baked Africa.
   A: What’s the worst moment of your last trip? (be)
   B: When I had (catch) malaria. I (have/feel) so ill.
   A: Is there anywhere you (not visit)?
   B: I (never/be) to the Arctic Circle. I’d love to visit the North Pole.
   I (never/see) the midnight sun or the Northern Lights. I’d love to do that some day.

4. **Add already, ever or yet to the dialogues. Add only one word per dialogue. Then listen and check.**

   A: Has John arrived yet? I need to see him.
   B: No, he hasn’t. He phoned to say he’d be late today.
   A: Have you been on a cruise?
   B: No, but my parents are going on one at the end of the month. They’re really excited about it.
   A: Is there anything I can do to help?
   B: No, I’ve cooked dinner. We just need to heat it up when the others get back.
   A: Shall I throw out this old magazine?
   B: No, please don’t. I haven’t read it.
   A: Do you mind if I change the channel? Or are you watching the film?
   B: No, turn over. I’ve seen this film twice!
7 Present perfect simple and present perfect continuous 2
Recent events, news stories and present/future results of past events, just

Presentation

You can use both the present perfect simple and the present perfect continuous to talk about:

- recent past events and news stories:
  The police have reopened the case about the fire in the football stadium.
  We've just been talking about the fire at the stadium.
- a past event or action that has a present or future result:
  They've been looking at the evidence again. (Result: there'll be no match on Saturday.)
  They've been playing football. (They're not playing football now)
- the present perfect continuous to talk about an action, or series of actions, that was in progress in recent past but is no longer happening:
  The kids have been playing football. (They are not playing football now)
You don't usually use static verbs in the present perfect continuous.

Say I've known the manager for several years. (don't say I've been knowing the manager for several years.)

See Unit 3: Static verbs in the continuous
See page 235: Summary of present perfect simple and present perfect continuous

just

Use just to show that an action took place, or was in progress, recently. Use the present perfect simple to talk about a single, finished action: I've just finished.
Use the present perfect continuous to talk about an action that was in progress until recently: I've just been talking to your mum on the phone.

Quantity and duration

Use the present perfect simple to talk about a specific number of times you have done something in the past or the number of things you have produced or made:
She's been to Paris three times in the last year.
He's written five books.
He's had several different jobs.

You often use the present perfect simple with expressions of quantity: three books, four times, several jobs.
Use the present perfect continuous to emphasise the duration of an action, or series of actions, in progress recently (we don't always know if the action is complete):
The police have been questioning the manager all morning.
I've been working at the computer all morning.
I've been having some strange dreams recently.

You often use the present perfect continuous with expressions of time such as all morning, this week, over the last few months.

Exercises

1 Look at the pictures and write sentences in the present perfect continuous.

1 They play garden
They have been playing in the garden.

2 She chop onions

3 What you do?

4 you hit sister?

2 Choose the correct form of the verbs.

1 A: Why isn't Sam here?
   B: His car's broke / been breaking down.
2 A: Why is the office such a mess?
   B: We've looked / been looking for something.
3 A: What's the smell?
   B: I've cooked / been cooking.

4 A: Are you going to buy a cake for Dad?
   B: No, Sue's baked / been baking one already.
5 A: I need a cup of tea. I'm exhausted!
   B: I've helped / been helping Sue all day.
6 A: Have you finished / been finishing?
   B: Yes, we have. We can take it easy now.

3 Look at the verbs in bold. Which should not be in the present perfect continuous? Where necessary, write the verbs in the present perfect simple.

1 I've been working hard all morning. I'm taking a break.
2 I've been writing ten pages of the report.
   I've written.
3 They've been playing really well all season.

4 Complete the conversation using the present perfect simple or present perfect continuous form of the verbs in brackets. Then listen and check.

A: Have you heard the news? Bill (resign).
B: No! You're kidding! Why?
A: Well, he (not get on) with the boss recently.
B: Yes, I noticed they (argue) quite a lot recently.
A: Yes, they (have) two really big arguments in the last week. And he (decide) that enough is enough. He (quit) his job. He (already/start) looking for a new one.
B: Well, good luck to him, I say.
Past simple, past continuous and past perfect simple

Presentation

Past simple
Use the past simple to talk about the sequence of the main events in a story:
When I arrived, they all stopped and looked at me.

Past continuous
Use the past continuous with the past simple to explain that two actions happened at the same time. The action in the past continuous was in progress at the time the action in the past simple happened:
When I arrived, everyone was laughing.

Past perfect simple
You use the past perfect simple to show that something happened before the main event:
When I arrived, the party had already finished.

Exercises

1. Put 1–8 in the correct order to complete the story.

2. Circle the correct form of the verbs.

3. Complete the dialogue using the past simple, past continuous or past perfect simple.

Then listen and check.

A: Did you hear about the party last night?
B: No, what party?
A: The one at Hugh’s house. You remember, the one for his girlfriend’s 30th birthday.
B: Oh, yes, I remember. So, what happened?
A: Well, everyone had knocked over our rubbish bin. It was eating the food that had fallen into the pavement.
B: Sounds just like Hugh!

A: Yeah, but while the band was playing, some thieves broke into the house.
B: Not really.
A: Yes! Hugh had found out till a few hours after it had happened. Everybody was already at home.
B: What did they take?
A: Everything: the TV, the hi-fi, the computer...
B: Oh, no! Poor Hugh!

See page 235: Summary of past simple, past continuous and past perfect simple
Past perfect simple and past perfect continuous

Presentation

Past perfect continuous

Use the past perfect continuous to talk about an action that was in progress before a given time in the past:

*He had been working hard all his life; but now it was time to retire.*

**Past perfect continuous or past perfect simple?**

Use the past perfect simple to talk about:

- single, complete events: *He'd worked as a truck driver. He'd bought a bike.*
- repeated actions when we give the number of times the action is repeated: *He'd done a lot of different jobs in his lifetime.*

**Affirmative and negative**

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**Questions and answers**

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Exercises

1. Look at the pictures and complete the sentences using the past perfect continuous of the verbs in the box.

   cry  not listen  not live  work

   1. She was exhausted. *She had been working all night.*
   2. He had no idea what the answer was. *He hadn't.*
   3. The baby was all night. It was six o'clock and he hadn't had any sleep.
   4. She had been there very long, but she already felt totally at home.

2. Look at the pictures in exercise 1 and complete the questions using the past perfect continuous.

   1. How long *? All night.*
   2. *? All night.*
   3. *? All night! Crying!*
   4. *? Not very long.*

3. Choose the correct form of the verbs to complete the story.

   1. He'd never been seeing him before. She was his first love.
   2. *She'd seen / been seeing him for a few weeks.*
   3. *He hadn't realised / been realising what was happening.*
   4. *One day, he'd seen / been seeing the two of them walking down the street hand in hand.*
   5. *And he understood that she'd found / been finding a new boyfriend.*

4. 1.15 Complete the text using the past perfect simple or past perfect continuous form of the verbs in brackets. Then listen and check.

   *We* *work* (work) for the same company for a couple of months. *I* *see* (see) her in the distance and *I* *notice* (notice) how attractive she was, but we *never* (never/speak). Then, while we *do* (do) a training course together, we finally got to know each other. *We* *have* (have) a drink with the other people on the course at the end of the first day, and we *all the talk* (all/talk) about how difficult it was. *I* *laugh* (never/laugh) to embarrass myself in my life. But she was really nice about it. I bought her another drink and we got talking. *She* *told* (tell) *her* *not notice* (not notice) that she was standing just behind me. I laughed at one of the jokes, stepped back and split her drink down her dress! *I* *never* (never/feel) so embarrassed in my life. But she was really nice about it. I bought her another drink and we got talking. *She* *told* (tell) *her* *not* (not) *buy* (buy) a house on my street and that she *spend* (spend) her weekends painting and decorating. I offered to help her. That's how it all started!
Review of units 6 to 9

Grammar

1. Choose the best response or ending.
   a. Because he'd seen a ghost.
   b. Because he was seeing a ghost.
   2. Are they still working on the house?
      a. No, they aren't. They've just finished.
      b. No, they aren't. They've just been finishing.
   3. What happened when they heard the news?
      a. They had decided to have a party.
      b. They decided to have a party.
   4. He's just rung and...
      a. he's coming here now.
      b. he came here.
   5. I've lost my mobile phone...
      a. and I don't know where it is.
      b. then I bought a new one.
   6. Where had they been all that time?
      a. They'd been playing golf.
      b. They'd played golf.

2. Choose the correct form of the verbs.

Complete the story using the past simple, past continuous, past perfect or past perfect continuous. Sometimes more than one form is possible.

It was 8 o'clock and at last I was ready. I spent hours deciding what to wear. This was a special occasion and I wanted to look my best. I walked to the bus stop when a friend (pass) me in his car. He offered to give me a lift. We stopped the car opposite the restaurant. I could see the people inside. They were eating. As I waited on the pavement, a huge lorry drove straight through a big puddle of water. My dress was covered in mud. I felt really embarrassed in my whole life.

4. Complete the sentences with the words in the box.

all week/ all weekend/ already for years and years/ just last year/ never before/ when yet

1. A: Have you seen the Grand Canyon?
   B: No. We're going there.

2. A: My children have tried sushi.
   B: I think they should. They'll love it.

3. I was working in the office/ I had a loud bang.

4. Hello, I left a message on your phone. Did you get it?

5. I've been working on this project/ I can't wait to hand it in tomorrow morning!

6. They'd been arguing about the same old things/ ever since they got married.

7. It was very late when she got home. Her husband had gone to bed and was sound asleep.

8. We didn't have a holiday and I don't know if we'll get one this year either.

Collect cool

In the past, collecting was/ had been a hobby for rich people. Kings and queens sent / were sending explorers to find new objects in strange new countries. Since those times, people from all types of background have collected / have collected every kind of object from the normal (stamps and coins) to the weird (lunchboxes and toilet papers). Mike Bryant has been collecting antique bottles for years. Bryant has built / has been building an extra room above his garage to keep all the bottles. Another collector, Pat Sonnenberg, has also created / been creating a special room in the house for her collection of 350 lunchboxes. She started / has started collecting lunchboxes because she doesn't have / hasn't had one for school when she was a child.

Grammar in context

Choose the correct option to complete the text below.

The strange story of a tree in the night...

Do you believe in ghosts? I'm interested / I've been thinking about this question a lot recently. I'd never met / I've never met a ghost, but a friend of mine has. And her story has made me think again about my answer to the question.

It had been / was a dark, fearsome night - as it often is, of course, in all good ghost stories - and my friend was driving / drove home along a quiet country road. Suddenly, a large white shadow was flying / flew across the road in front of her car. My friend slowed down and had been looking / looked behind her in her mirror. But there was nothing there. The strange white shadow had disappeared / was disappearing. She drove on a bit further, when the shadow was appearing / appeared again. This time it flew straight at her windscreen and blocked her view. She stopped the car. And at that very moment she heard a loud crashing sound just in front of her. She looked up. There, in the middle of the road, was being / was a huge tree. It had been falling / had fallen down into the middle of the road. My friend was shaking with shock. Had the strange white shadow been trying / tried to warn her of the danger? It had saved / Had it saved her life?

Pronunciation: had and was

6. The auxiliary verbs had and was are often unstressed in affirmative sentences, but they are stressed in negative sentences, short answers and to add emphasis. Listen to these short dialogues. Are the verbs in bold stressed or unstressed?

   a. Was he working when you phoned?
   Yes, he was. But his wife wasn't. She was at home.

   b. So, had he seen her or not?
   Yes, he had. But she hadn't seen him.

   c. She hadn't finished the report yesterday.
   Yes, she had. I read it.

Listen again and repeat the sentences.

Listen again

7. Listen and correct the mistakes in the sentences.

1. They'd been working for the same company for a couple of years.
   They'd been working on a project together when they first got to know each other.

2. They'd been having lunch with the other people on the course.

3. They'd been talking about how easy it was.
   She stood on his foot and spit his drink.

4. She had just bought a car.
   She had just bought a car.

5. She had just bought a car.
   She had just bought a car.
**Exercises**

1. **Add the conjunctions in brackets to the sentences.**
   
   1. I got home, the first thing I did was have a quick shower. **(when)**
   2. I checked my emails I started making some food. **(before)**
   3. I'd seen that there were no messages for me, I started preparing supper. **(once)**
   4. I waited the pasta had cooked, then I switched on the TV. **(until)**
   5. I had finished watching the news, I started writing my blog. **(as soon as)**

2. **Combine the two sentences using the time linker in brackets.**
   
   1. We checked the train times carefully. We left for the concert. **(before)**
   2. We checked the train times carefully before we left for the concert. **(before)**
   3. We checked the train times carefully. **(before)**
   4. We got off the train. We ran to the bus stop. **(as soon as)**
   5. We were on the bus. We texted the others to tell them we were on our way. **(once)**
   6. We finally got there. We found out that the concert had been cancelled. **(when)**

3. **Rewrite the clauses in bold using the -ing form where possible.**
   
   1. Before she left the house, she closed all the windows and switched off all the lights. **(Before leaving the house, ...)**
   2. After they left, we cleaned the house and prepared for our next guests. **(-ing form possible)**
   3. After we'd left our bags at the hostel, we decided to take a walk around the city centre. **(-ing form possible)**
   4. Before he plays an important match, he always checks that he's got his lucky socks. **(Before)**
   5. After the storm had finished, the streets were covered in water and fallen trees. **(After)**
   6. Before she left home and moved into her own flat, she shared a bedroom with her sister. **(Before)**

4. **Complete these sentences so that they are true for you.**
   
   1. As soon as I get home yesterday, **(before going to bed)**
   2. When the alarm rang this morning, **(after doing sport)**
   3. I always **(as soon as)**
   4. I usually **(after doing sport)**
12 Time linkers 2
Actions that happen at the same time: when, while and as

Presentation

Use the time conjunctions when, while and as to connect two sentences and show that the two actions happen at the same time:

1. I was walking down the street. I saw the strangest thing.
2. I saw the strangest thing happen while/while/as I was walking down the street.

You need a comma after the time clause when it is at the beginning of the sentence:

When/While/As I was walking down the street, I saw the strangest thing.

when

Use when (and not as or while) to talk about:

- a short action that happened at the same time as a longer action. Use the past simple for the short action: We were eating supper when it started to rain.

while

You usually use while (although when is also possible) to talk about:

- two long actions that happened at the same time. Use the past continuous for both actions: While he was putting the tent up, the others were unpacking the car.

as

Use as to talk about:

- two short actions that happened at the same time. Use the past simple for both actions: As I opened the door, I heard a noise.
- two short actions that happened at the same time. Use the past simple for both actions: As I opened the door, I heard a noise.

See Unit 8: Past simple and past continuous

when/while + -ing

You can also form time phrases with when/while + verb + -ing. Use when for a short action, and use when or while for a long action:

When receiving the award, he smiled and shook his hand. (= at the moment when he received the award.)
When/While answering questions from the press, he took time to think carefully about his answers. (= during the whole time.)

You often use clauses with when + -ing:

- to introduce a set of instructions: When speaking in public, always remember to speak slowly and clearly.
- to talk about habits: When talking to the camera, he always looked at his feet.

Use clauses with while + -ing to talk about two long actions that are in progress at the same time. Use while with either of the actions:

He looked around nervously for support while answering the questions.
He answered the questions while looking around nervously for support.

Exercises

1. The use of while is incorrect in four of the sentences below. Replace the incorrect examples of while with when.

   1. While I got up this morning, Elena and Hans were preparing breakfast.  
   2. When Hans was cooking the coffee, while Elena fried the eggs.  
   3. While I was eating the eggs, I saw the strangest thing.
   4. While I was eating the eggs, I saw the strangest thing happen when/while/as I was walking down the street.

   1. While I got up this morning, Elena and Hans were preparing breakfast.  
   2. While Hans was cooking the coffee, while Elena fried the eggs.  
   3. While I was eating the eggs, I saw the strangest thing.
   4. While I was eating the eggs, I saw the strangest thing happen when/while/as I was walking down the street.

2. Cross out the incorrect conjunctions. In one sentence all three conjunctions are possible.

   1. As/When/While I arrived home, I heard a strange noise.
   2. As/When/While I was walking up the stairs, I heard it again.
   3. As/When/While I put my hand out to open the door to the bedroom, it slowly opened by itself.
   4. As/When/While I jumped back in horror, a dark shadow crept out of the room.
   5. I was about to scream as/when/while I saw that it was only the cat.
   6. The cat turned and looked at me as/when/while I quietly laughed to myself.

3. Combine the two sentences using the conjunction in brackets and the verb + -ing.

   1. You are giving a presentation to a room full of people. Always speak slowly and clearly. (while)
   2. You are crossing the road. Remember to look both ways. (when)
   3. You are waiting for the pasta to cook. You can prepare the sauce. (while)
   4. He looked very uncomfortable. He answered the questions from the press. (when)
   5. She looked distractedly through the window at the rain. She listened to my questions. (while)
   6. You are driving the car. Don’t use your mobile phone. (while)
Past habits: used to and would

Presentation

used to
Use used to to talk about past habits, and situations or states:

- We used to go out every night. (habit)
- We used to live in the city. (situation)
- We used to be city people. (state)

You only use used to to talk about past habits. Use the present simple and usually (or other adverbs of frequency) to talk about habits in the present.

We don't usually go out at the weekend. (don't say I don't use to go out at the weekend.)

You can also use the past simple to talk about past habits:

- We went out every night.
- We used to go out every night.

would
You can also use would/wouldn't to talk about past habits: We'd go out to eat.

You use would to talk about actions not to talk about states or situations: We'd go to exhibits. (don't say We'd live in the city.)

Don't use used to or would to talk about:

- a single past action: I used to/would go to a great exhibition yesterday.
- We went to a great exhibition yesterday.

- how long an action lasted: I used to live in the city for three years.
- I lived in the city for three years.

- the number of times an action was repeated in total:
- We used to/would visit the museum at least a hundred times.
- We visited the museum at least a hundred times.

Exercises

1. Complete the conversation using the correct form of used to and short answers.

   A: ____________________________ (you live) in the country when you were a kid?
   B: Yes, we ___________ 1, I loved it! We ___________ 2 (have) cats and dogs, and even a couple of chickens!
   A: ____________________________ (you eat) their eggs?
   B: Yes, we ___________ 3, (have) to collect the eggs every morning. We ___________ 4 (take) it in turns. My sister ___________ 5 (not like) looking after the chickens very much. She ___________ 6 (be) scared they'd peck her.

2. Rewrite the sentences using used to where possible.

   1. I went to belly-dancing classes when I was at school.
      I ___________ 7 to go to belly-dancing classes when I was at school.

   2. I started my first classes when I was eight.

   3. We took part in competitions.

   4. I loved performing in front of an audience.

   5. I continued dancing for almost six years.

   6. Then I lost interest and I took up basketball instead.

   7. I played in the school team and we trained every day of the week.

   8. We were pretty good and we won three local championships.

3. Look at the verbs in bold. Replace used to with would/wouldn't where possible. Then listen and check.

   I ___________ 8 to love chocolate. I ___________ 9 to eat it all day long. Some days I ___________ 10 to eat anything else, until one day I ___________ 11 an allergy to it — and now I ___________ eat it anymore!

   I ___________ 12 to be scared of the dark. I ___________ 13 to refuse to go into a dark room on my own. My little sister ___________ 14 to hold my hand!

   I ___________ 15 to do any sport at all. I ___________ to think I was fit and healthy enough without it. I ___________ to spend all day at my desk and I ___________ to ever get any exercise. But then I ___________ to follow an intensive exercise programme. I ___________ and I ___________ to keep doing sport ever since.

4. Complete the text so that it is true for you or someone you know.

   When ___________ was a kid, ___________ used to ___________ would ___________ always and ___________ would ___________.

   EnglishTips.org
14 be used to and get used to

A: How do you feel about your new job? Are you getting used to the new routine?
B: Getting up so early in the morning is still a bit difficult. I used to work in a bar and the hours were very different. I was used to staying in bed late in the morning, and having a long, slow breakfast.
A: Did you prefer working in the evenings, then?
B: No, not at all. I love finishing at midday. Give me another couple of weeks and I'm sure I'll be used to getting up at four o'clock!

Presentation

You can use used to as an adjective:
I'm used to working at night, (= I'm accustomed to working at night.)

be used to

Use be used to to explain that someone is familiar with a situation or a routine:
I'm used to staying in bed late. Don't use be used to in the continuous:
I'm being used to working late at night.

get used to

Use get used to in the present continuous to express that someone is becoming familiar with a situation:
I'm getting used to working early this morning.
Use the past simple to show that the process is complete:
I quickly got used to the new routine.

used to (verb) and be/get used to (verb + adjective)

When you use used to as a verb, it is followed by the infinitive:
used to work nights.
You can only use used to as a verb to talk about the past.
I used to work nights.
I'm used to working early in the morning. (noun)
I'm getting used to working early in the morning. (verb + -ing)
You can use be/get used to to talk about the past, present or future:
past: I wasn't used to getting up late.
present: I'm used to getting up early.
future: I'll get used to getting up at four o'clock. See page 235: Summary of be used to

Exercises

1 Choose the correct options.

I grew up in the city, so I'm used to noise and traffic. It's taking me some time to be/get used to the peace and quiet out here in the country!

Our daughter is almost a year old now. You/your mother is slowly getting used to life as a parent. I quickly was got used to the sleepless nights and the toys all over the house.
And I know I'll have to be/get used to being called "Daddy" pretty soon, too, now that Rosie's started talking.

2 Complete the sentences with the correct form of be or get.

1 He ___________ used to travelling on the train to work every day. He'd been doing it for years and always took a book with him.
2 They soon ___________ used to the new routine and really enjoyed the change.
3 Moving to a new town can be quite stressful, but I'm sure I ___________ used to it pretty quickly.
4 At the beginning, I ___________ (not) used to working nights and I found it very difficult to adapt.
5 She had always lived alone and ___________ used to having the house to herself, so she didn't like having visitors to stay.
6 We ___________ (not) used to all this noise and we're finding it very difficult to sleep at night.

3 Complete the dialogue with the correct form of used to, to be used to and to get used to.

Then listen and check.

A: So, what ___________ you ___________ do before you became a teacher?
B: I ___________ work as a bank employee in the City, in London.
A: Why did you decide to become a teacher?
B: My working life _________ be very stressful. I'm working ten or twelve hours a day and under a lot of pressure. It was very tiring and I decided it was time for a change.
A: Was it difficult to _________ your new lifestyle?
B: Well, I_________ earning a lot of money, so it took me a bit of time to _________ living on a teacher's salary! And I _________ (not) working with kids, but now I'm slowly _________ the role of a teacher and I'm loving every minute of it - well, almost!
A: And what about your new working routine?
B: I _________ the shorter working hours and the longer holidays very quickly. I only _________ take ten or fifteen days' holiday a year when I was a bank employee. Now I have six weeks' holiday in the summer alone. That's great!

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

1 I'm used to _________ at work/school/university.
2 I'm still not used to _________
3 I'm slowly getting used to _________
3 Match the questions in exercise 2 with the answers below.

1. No, this is the first time for me.
2. We found someone else to take his place.
3. I used to work as a sports instructor.
4. Turn out all the lights and lock all the windows.
5. They caught a taxi and went home.
6. Yes, I am, thanks.
7. We’d sit around the fire and tell stories, of course.
8. Nothing special. Just watching TV.

4 Choose the correct options.

1. A: Did you stay long last night?  
   B: I stayed before until the class had finished and I went straight home.
   
   2. A: Did / Would you live in the city when you were kids?  
   B: No, we used to / would live in a really small village in the country.
   
   3. A: What did you do after he left?  
   B: Yeah, it was so small I didn’t even use to / wouldn’t even have a shop.
   
   4. A: Wow! It’s really cold here. But I suppose you get / ‘ve used to it after a while.  
   B: Yes, it’s difficult at first, but I’m / ‘ve got used to it now and I hardly notice.

Pronunciation: used to

6 Listen to the dialogues. Notice the pronunciation of the words in bold and answer questions 1 and 2.

1. Is the ‘d in ‘used and ‘used pronounced as an /d/ or an /t/?
2. Can you hear the final ‘d in used to?
   A: Did you use to enjoy school?
   B: No, I didn’t! I used to hate it! I didn’t use to want to go and I used to make all kinds of excuses to try and stay at home!
   A: Did you use computers in your last school?
   B: Yes, for forms and records and things, but we never used them in class.

Listen again and repeat the sentences.
16 Questions 1
Review of common question forms

Presentation

Yes/No questions
To ask questions requiring the answer 'yes' or 'no', you use an auxiliary verb (e.g. be, do, have, can) followed by the subject:

Are you going to resign?

Do you want to interview your wife?

Can I ask you a question?

Subject and object questions
You can ask questions about the subject or the object of a verb using which, who, which, whom, how much and how many.

Object questions
In an object question you need a question word, an auxiliary verb and a subject. The auxiliary verb comes before the subject. Use the auxiliary verbs do, does, did with the present simple and the past simple:

What did the journalists ask?

How much did the Prime Minister know?

Question expressions
As well as single question words such as what, where, who, which, whom, how, you can also use multi-word expressions such as what time, what sort, what type, what kind, how much, how many, how well, how big:

What time are you giving the press conference?

What sort of course do you want?

How much does the Prime Minister know?

Questions with like
Use questions with What ... like? to ask for a description:

What's he like? (kind and friendly)

What does she look like? (short and blonde with glasses)

Questions with prepositions
In everyday speech, you use prepositions at the end of the question:

What were they looking for?

What time are you giving a press conference?

See page 237: Summary of statements questions, short answers and short responses

Exercises

1 Write the missing auxiliary verbs in these yes/no questions.

1 ___ you late for the press conference?

2 ___ the Prime Minister going to make a statement?

3 ___ that journalist telephoned yet?

4 ___ he think no one cares?

5 ___ you get a photograph of his wife yesterday?

6 ___ he already left the house by the time you arrived?

2 Complete the subject and object questions about this news report.

Politician resigns

The minister for Education, Gordon Fortescue, met the Prime Minister this morning at ten o'clock. Mr Fortescue spent 30 minutes with his ex-boss and then walked from 10 Downing Street. He told the waiting newspaper reporters that he had resigned and immediately returned to his home to be with his family. Fortescue is married and has three children.

Later in the day, the Prime Minister’s Press Secretary made an official statement, saying that the Prime Minister understood the reason Mr Fortescue gave for leaving, which was that he couldn’t continue as a politician while the police were investigating his private life.

1 Which minister met the Prime Minister this morning? The Prime Minister for Education.

2 What time did the Prime Minister? At ten o'clock.

3 How long did Mr Fortescue his ex-boss? Thirty minutes. 

4 What the waiting newspaper reporters? That he had resigned.

5 Where did Mr Fortescue to his home.

6 How many did you resign? Three.

7 Who made an official statement? The Prime Minister’s Press Secretary.

8 What reason for leaving? That he couldn’t continue as a politician while the police were investigating his private life.

3 Complete the telephone conversation. Write one word in each gap. One gap does not need a word. Then listen and check.

Customer: Hello. I'm calling about your camping equipment.

Supplier: Sure. What exactly are you looking for?

Customer: I need a tent.

Supplier: What type of tent?

Customer: I've seen one called 'The Bennington Mountain Tent'. What's it like?

How large can people sleep in it?

Supplier: It's for two people.

Customer: I see. And where do I use it in any season?

Supplier: It depends on the weather. What time of year are you planning to use it for?
17 Questions 2
Negative questions, indirect ways of asking questions and statements as questions

What type of boss do you work for? Tick one.

Type 1: My boss always needs it now! ‘Haven’t you finished it yet? Hurry up!’

Type 2: My boss needs it today. ‘Sorry, but can I ask you if you’ve finished it yet?’

Type 3: My boss needs it sometime this week (or next). ‘You haven’t finished it? No problem.’

Presentation

Negative questions
You can ask questions using the negative form of the verb:

Haven’t you finished it yet?

When you use negative questions in spoken English, you normally use contracted forms. Full forms are less common:

Haven’t they called you back? (more common)

Have they not called you back? (less common)

You often use negative questions to:

• show surprise or annoyance: Haven’t you finished it yet? You’ve been working on that report for hours.

• suggest something: Why don’t you work late tonight?

• request something (often polite) or expecting a negative response: Can’t I finish it later?

• check information or something you think is probably true: Isn’t the deadline for this report next Friday?

• exclaim something: Don’t you work long hours!

When you use negative question forms for exclamations, you use an exclamation mark (!) not a question mark (?).

Indirect ways of asking questions
You can use certain expressions to make questions less direct. They often make the questions more polite or more tentative:

Have you finished it yet? → Can I ask you if you’ve finished it yet? (more polite and less direct)

Common expressions to ask a question indirectly:

Can/Could I ask you if...? Can/Could you/anyone tell me...? Do you know/remember/think...? Do you have any idea...? I don’t know/’d like to know... I wonder/ was wondering...

After the expression, the word order is the same as an affirmative sentence (subject before the verb):

I was wondering if you’ve finished it yet. (not I was wondering if you haven’t finished it yet.)

With yes/no questions, use if/whether:

Can I ask you if/whether you’ve finished it yet?

With object questions, do not use an auxiliary verb (do, does, did) in the present simple or past simple:

Do you have any idea what time she wants the report? (not Do you have any idea what time does she want the report?)

Statements as questions
You can make an affirmative sentence into a question by using rising intonation at the end. This type of question often shows surprise or checks information:

You haven’t finished it? What have you been doing? (= This has taken longer than I expected.)

A: The office is open on Saturday? (= I’m fairly certain, but I want to check.)
B: That’s right, but only until midday.

See page 237: Summary of statements, questions, short answers and short responses

Exercises

1 Put these words in the correct order to make questions or statements.

1. done he a hasn’t good job
   hasn’t he done a good job

2. come you I with can’t

3. they take a break soon won’t

4. they how expensive know don’t this is

5. Phillip me can you tell where is

6. you think will like Marilyn do our idea

7. know mistakes how I made so many I don’t

8. idea you have are coming do any how many people

2 Match a statement as a question (1–6) to the questions (A–F).

1. You’ve left your job. ______
   A. What is it now?

2. They’ve changed the password. ______
   B. So who’s in charge?

3. It’s this afternoon. ______
   C. What will you do instead?

4. Your car’s broken down again. ______
   D. Do you think they all received one?

5. No one’s replied to our invitations. ______
   E. Wasn’t it in the garage only last week?

6. The boss is on holiday. ______
   F. Why did I need to get up so early then?

3 Read the first sentence or question. Rewrite each to ask the question indirectly, or form a negative question, or make a statement as a question.

1. Have you talked to your boss about the problem? It would be a good idea to.
   Why ______ about the problem?

2. Is it OK if I take the rest of the day off?
   Can’t ______ of the day off?

3. I thought today’s lesson was cancelled.
   Isn’t ______ cancelled?

4. How much are potatoes this week?
   I’d like to know ______ this week?

5. Aren’t they coming? Why not?
   They ______ Why not?

6. I need you to help me move these books.
   Could you ______ these books, please?

7. How long has Gabriel been playing that computer game?
   Do you have any idea ______ that computer game?

8. Do you spell his surname C-H-U-J?
   You ______ ?
18 Question tags

Presentation

Use question tags for asking for information, or for checking and confirming information. They are used in informal speech at the end of affirmative or negative sentences:

It’s Lisa, isn’t it?

There was a meeting, wasn’t there?

Don’t use them after questions:

Is it Lisa, isn’t it?

Was there a meeting—wasn’t there?

Always use contracted forms in the tag.

Don’t say: It’s Lisa, isn’t it?

When the main verb is affirmative, the tag question is negative:

+  It’s Lisa, isn’t it?

When the main verb is negative, the tag question is affirmative:

+  You don’t work with León Alvarez, do you?

When the subject is a pronoun, repeat the pronoun:

It’s Lisa, isn’t it?

When the subject is a noun, use an appropriate pronoun:

The conference has been interesting, hasn’t it?

Punctuation

When you write question tags, put a comma between the main sentence and the tag: It’s Lisa, isn’t it?

<table>
<thead>
<tr>
<th>Verb or verb form + auxiliary</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>to be (is, are, was, was)</td>
<td>It’s Lisa, isn’t it?</td>
</tr>
<tr>
<td></td>
<td>I’m late, aren’t I?</td>
</tr>
</tbody>
</table>
|                             | *(With I am ... don’t say I’m late, am not it?)*
|                             | You were at that meeting with León in Barcelona, weren’t you? |
|                             | There was that wonderful reception, wasn’t there? |
| Present simple (does/does)    | You work for KMC, don’t you? |
|                             | You don’t know my colleague, do you? |
| Past simple (did)            | He went to the conference, didn’t he? |
|                             | They didn’t enjoy the presentation, did they? |
| Perfect and continuous (the same auxiliary verb) | The conference has been interesting, hasn’t it? |
|                             | You aren’t listening to me, are you? |
| Modal verbs (the same modal auxiliary verb) | I should leave now, shouldn’t I? |
|                             | I couldn’t buy you a drink, could I? |
| Imperative (will/won’t)       | Send me your contact details, won’t you? |
|                             | Don’t forget to call me, will you? |
| Let’s (shall)                | Let’s go out for dinner again sometime, shall we? |
|                             | Let’s not spend too long discussing this, shall we? |

See page 237: Summary of statements, questions, short answers and short responses

Exercises

1 Write the question tags in the conversation. Then listen and check.

<table>
<thead>
<tr>
<th>are you didn’t you do you haven’t we isn’t it shall we shouldn’t I wasn’t it weren’t you will you won’t you</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: We’ve met before, 1 ？</td>
</tr>
<tr>
<td>B: Sorry, you’ll have to remind me.</td>
</tr>
<tr>
<td>A: You were on a training course with me in Bristol, 2 ？</td>
</tr>
<tr>
<td>B: Yes! That was a long time ago, 3 ？ I remember now. You aren’t Malcolm, 4 ？</td>
</tr>
<tr>
<td>A: That’s right. Malcolm Savage.</td>
</tr>
<tr>
<td>B: Peter Franks. Nice to meet you again. It’s funny how you meet people again at these events, 5 ？</td>
</tr>
<tr>
<td>A: Well, it’s a small world. You worked for Havensham Plastics then, 6 ？</td>
</tr>
<tr>
<td>B: Yes, I still do. You don’t do any business with us, 7 ？</td>
</tr>
<tr>
<td>A: No, I’m afraid not. But I have a colleague here who works in your industry. In fact he’s looking for a supplier.</td>
</tr>
<tr>
<td>B: I should meet him, 8 ？</td>
</tr>
<tr>
<td>A: Yes, but I can’t see him at the moment. Never mind. You’ll be here later, 9 ？</td>
</tr>
<tr>
<td>B: Actually I have to go in a minute.</td>
</tr>
<tr>
<td>A: OK. Well, let’s keep in touch about this, 10 ？ Here’s my card with my phone number.</td>
</tr>
<tr>
<td>Don’t forget to call me, 11 ？</td>
</tr>
<tr>
<td>B: No, I won’t. Thanks. It was nice meeting you again.</td>
</tr>
</tbody>
</table>

2 Write the missing question tags.

1 You’re Marie, ？
2 It’s my turn to pay, ？
3 They don’t work here, ？
4 She likes sugar in her tea, ？
5 When I lived here, there was a tree here, ？
6 They’ve closed the post office, ？
7 I’m in your group, ？
8 I couldn’t borrow a pen, ？

9 He’d already asked her to marry him before, ？
10 Sheila’s going to be angry about the mess, ？
11 Don’t forget to give this package to your mother, ？
12 All you children must work harder, ？
13 Let’s take a taxi home, ？
14 It’s been a lovely day, ？

3 Think of someone you know who you haven’t seen for a long time. Imagine you meet again.

Write questions using these tags.

1 ？
2 ？
3 ？
4 ？
19 Short answers and responses

Presentation

Short yes/no answers
You can answer a question with just 'yes' or 'no' but it can sound unnatural, abrupt and possibly impolite.

A: Do you ever buy celebrity magazines?
B: No, I don't.

When you add a pronoun and an auxiliary verb, a short answer can sound more natural:

A: Do you ever buy celebrity magazines?
B: No, I don't.

You can also add extra information after the short answer. This helps the conversation: Neither do I. I hate all those lies they print about people.

Use the auxiliary verb from the question in your answer:

A: Are you? ... Yes, I am./No, I'm not.
B: Has it? ... Yes, it has./No, it hasn't.

Did we? ... Yes, we did./No, we didn't.

Would you? ... Yes, I would./So, I wouldn't.

Do not use contracted forms in Yes answers.

Say Yes, I am. (don't say Yes, I am.
Yes, I have. (don't say Yes, I have.

Short responses
Use so do I, neither do I, so am I, neither am I, etc. to show agreement with the speaker or to say that it is also true for you or someone else.

Affirmative responses
I hate all those lies they print about people. So do I. (= Me too. I also hate them.)
I'm interested in celebrities. So am I.
Paolo eats at this restaurant. So does Pilar.

Negative responses
I never buy them. Neither do I (= I don't buy them either.)
She hasn't got a boyfriend. Neither has Anna.

Short questions
You can respond to a statement with a short question. This shows the other person that you are listening and interested. It can also show surprise:

A: He's leaving her.
B: Is he?

If the statement is affirmative, the short question is in the affirmative:
A: She'll leave him first.
B: Will she?

If the statement is negative, the short question is in the negative:
A: I don't believe it.
B: Don't you?

Using short questions helps a conversation to continue more naturally.

See page 237: Summary of statements, questions, short answers and short responses

Exercises

1 Match the questions and statements (1-10) to the responses (A-3).

<table>
<thead>
<tr>
<th>Question/Statement</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Are you interested in hearing about Hugh and Penelope?</td>
<td>A: No, he didn't.</td>
</tr>
<tr>
<td>2 Was it all true?</td>
<td>B: Yes, I would.</td>
</tr>
<tr>
<td>3 Have you read this month's copy?</td>
<td>C: Did they?</td>
</tr>
<tr>
<td>4 He's in today's newspaper.</td>
<td>D: Yes, I am.</td>
</tr>
<tr>
<td>5 Did he leave her again?</td>
<td>E: Neither do I.</td>
</tr>
<tr>
<td>6 Will they get back together?</td>
<td>F: No, I didn't.</td>
</tr>
<tr>
<td>7 Would you like to hear some gossip?</td>
<td>G: Would you?</td>
</tr>
<tr>
<td>8 I don't like any of his films.</td>
<td>H: No, I haven't.</td>
</tr>
<tr>
<td>9 I'd love to meet him.</td>
<td>I: No, it wasn't.</td>
</tr>
<tr>
<td>10 They told me you had a new girlfriend.</td>
<td>J: No, they won't.</td>
</tr>
</tbody>
</table>

2 Write the missing verbs in these conversations. Then listen and check.

Conversation 1
A: Did you watch the news last night?
B: Yes, I did. Why?
A: Was there anything on about our town?
B: No, there wasn't. Was there supposed to be?
A: I thought there'd be something on about that local scandal at the town council.
B: Is there a scandal?
A: Yes, there is. I haven't heard anything about it.
B: No, I haven't. Tell me!

Conversation 2
C: I'm exhausted!
D: So am I.

C: Why are you exhausted? You haven't been working all day.
D: Neither have I, yep.

Conversation 3
E: What's the matter with Angie?
F: She won't come out of her room.
F: Some problem with her boyfriend. Maybe she's come out if you spoke to her.
A: Oh, she didn't. She never tells me anything.
F: I forgot. I thought you two were very close.
E: We were until she found a new boyfriend. I told her not to get involved with him.
A: Yes, I have. I was outside in the garden. I wasn't sitting staring at a computer all day.
B: Neither did I. I was helping Mum and Dad set up their new computer.
C: Well, it's the same thing! Anyway you don't have to be so sensitive about it.
D: Well, neither have I, you!

3 Write questions or statements for B's responses.

A: Are you interested in hearing about Hugh and Penelope?
B: No, I haven't. Tell me about it.
A: So did Lisa.
B: Were they? I didn't know that.
20 Review of units 16 to 19

Grammar

1 Write in the missing verbs.
   1 A: Why ______ you buy this one?
      B: It was in the sale.
   2 You need a new coat, Why ______ you buy yourself one?
   3 It's a long way, I thought it would be quicker than this.
   4 ______ you tell me if this is the right way for the post office?
   5 You've got a cat, ______ you?
   6 A: I'd love to be able to play the piano.
      B: ______ you? Me too.
   7 A: I didn't know we had a test today.
      B: Neither ______ anyone else in the class.
   8 Let's stop and take a break, ______ we?

2 Delete the extra word in the questions and conversations.
   1 Who did come to your party?
   2 What time does everyone arrive at?
   3 Haven't you not seen them for a while?
   4 Do you have any idea where do they live?
   5 Is your daughter being married to him?
   6 I don’t believe it!
   7 A: I love steak and chips!
      B: Do you love?
   8 They weren't very happy about something, were they?

3 Rewrite the question in bold in three other ways.
   Are you going to tell her?
   1 You are going to tell her, ______ you?
   2 Can I ask you if ______ to tell her?
   3 Aren't ______ to tell her?

4 Hasn't Rachel finished her course?
   1 Rachel's finished her course, ______?
   2 Has ______ her course?
   3 Do you know if ______ her course?
   4 Could you help me move this wardrobe?
   5 You couldn't help me move this wardrobe, ______?
   6 I wonder if ______ this wardrobe?
   7 Couldn’t ______ this wardrobe?

5 Does he look like you?
   1 He looks ______?
   2 He doesn’t ______?
   3 I'd like to know if ______?

4 Write a statement or question for the responses using the words in brackets.
   1 (what / like)
      Quaint short, but he's good looking.
   2 (when / happen)
      At about three in the morning.
   3 (do / know / if)
      Yes, it is. It's going to rain this afternoon.
   4 (you / Maria / aren't)
      Yes, I am. Have we met before?
   5 (type / car / drive)
      I think she drives a Mercedes.
   6 (can't / give / report / tomorrow)
      No, you can't. If you give me it tomorrow, it'll be too late.
   7 (my daughter / eat / any kind of vegetable)
      Neither does my son. He also refuses to eat any kind of fruit.
   8 (buy / new hat)
      So have I. This is mine. Let's see yours.

Listen again

Pronunciation: intonation in question tags

The intonation on question tags rises when the speaker is unsure and falls when the speaker is sure. Listen to these sentences and tick the intonation you hear.

1 We've met before, haven't we? ✓  ✓  ✓
2 That was a long time ago, wasn't it? ✓  ✓  ✓
3 You aren't Michael's colleague, are you? ✓  ✓  ✓
4 You don't do any business with us, do you? ✓  ✓  ✓
5 You will be here later, won't you? ✓  ✓  ✓
6 Let's keep in touch about this, shall we? ✓  ✓  ✓
7 Don't forget to call me, will you? ✓  ✓  ✓
8 We weren't at school together, were we? ✓  ✓  ✓

Listen again and repeat the sentences.
Pronouns

Personal, possessive, reflexive and reciprocal pronouns and one/ones

Presentation

Use pronouns to substitute for a noun:
- Subject pronouns (I, you, he, she, it, we, you, they)
- Object pronouns (me, you, him, her, it, us, you, them)
- Possessive pronouns (mine, yours, his, hers, its, ours, yours, theirs)

Reflexive pronouns

Use reflexive pronouns:
- when the subject and object are the same: I hurt myself with this knife.
- to emphasise that the subject did something alone (without anyone else): We packed them ourselves.

Possessive pronouns (mine, yours, his, hers, its, ours, your, theirs)

Exercises

1. Rewrite the sentences. Replace the words in bold with personal or possessive pronouns.
   1. Joanna doesn’t like Nigel.
      She doesn’t like him.
   2. Their homework is easier than our homework.
   3. Is there any difference between the bags?
      4. Mandy and Alena worked with Greg and Bettina in Budapest.

2. Look at the pairs of sentences (A and B). One sentence is incorrect. Cross out the unnecessary reflexive or reciprocal pronoun.
   1. A: My son dressed himself for the first time today. ✓
      B: Every day, I get dressed myself and then go to work. ✗
   2. A: I won’t be here tomorrow, so you need to get yourself dinner.
      B: I won’t be here tomorrow, so go out yourself for dinner.
   3. A: That painting’s wonderful. Did they paint it themselves?
      B: That painting’s wonderful. Did they paint themselves?
   4. A: Let’s save money this Christmas and just buy each other something small.
      B: Let’s save money this Christmas and just buy ourselves something small.
   5. A: Patrick always hurts himself when he plays outside with other children.
      B: Patrick always hurts himself when he plays outside with other children.

3. Underline the correct pronouns in these conversations. Then listen and check.
   A: I’m calling again about the cases I lost on the bus from Glasgow yesterday.
   B: Which one/ones were those?
   A: There was a metal one/ones and two blue ones/one.
   B: Sorry, but I don’t know anything about it.
   A: But don’t you have my report form? I filled in one/ones in yesterday.

4. Write the missing pronoun.
   1. A: Who broke this vase?
      B: Well, it wasn’t me. I’ve only just arrived.
   2. What’s the matter with you? You look terrible!
   3. We want to hear your plans, so tell me everything.
   4. That book’s yours. Can you pass it to me?
   5. This coat looks a bit like Sally’s. Is it yours?
   6. A: Did you make this cake?
      B: No, I bought it.
   7. If you don’t like the way I’m doing it, you can do it yourself!
   8. Which one of these is yours? The blue or the grey one?

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22 Countability and plural nouns

Presentation

Nouns can be countable, uncountable or both.

Countable nouns have a singular and a plural form: a drink; drinks; an egg; eggs

Uncountable nouns only have a singular form (advice, advice, furniture, furnitures, milk, milks) and use a singular verb: Orange juice is a drink.

Countable and uncountable nouns

Some nouns are both countable and uncountable, but the meaning changes:

There's some pizza left. (= part of a pizza)
There are some pizzas in the oven. (= more than one whole pizza)
The job interview was an interesting experience. (= a specific experience)
Experience is more important than qualifications for this job. (= knowledge or skills in general)

Keep your seatbelts fastened at all times. (= on all occasions)

There isn't much time left! (= the general concept of time)
Do you drink coffee? (= coffee in general)
I'd like a coffee, please. (The speaker misses out 'cup of' as in I'd like a cup of coffee, please. This is also true for many type of drinks: an orange juice, a water, etc.)

Only plural or only singular

Some nouns are only plural (they have no singular form) and need a plural verb. They include: glasses (for your eyes), goods, jeans, savings, scissors, stairs, trousers.
The goods are at the warehouse.
Are those your glasses? (not *those your glasses!)

Some nouns are only singular (they have no plural form) and need a singular verb. They include: news, politics, economics, mathematics.

Mathematics is my favourite subject.
The news isn't good I'm afraid.

Singular or plural

Nouns that describe groups of people (band, class, family, government, staff, team) can take a singular or plural verb.

Our family is/are coming to our house for Christmas.
When we think of the group as being made up of many individuals, each acting separately, we use a plural form:
The government are currently discussing the proposal. (= the various members of the government)

When acting as a united group, we use a singular form:
The government is ready to cut taxes. (= the government acting as one body)

Police and people are always followed by a plural verb.
The police have arrested a man for the murder.

The people are waiting for information about the delay. We say police officer to refer to an individual member of the police force.

Two police officers appeared before the court.

Noun phrases using a ... of

You can modify countable and uncountable nouns with expressions such as a kind of, a sort of, a type of, a bit of, a piece of, a lot of:
A bowler is a kind of bat.
A penguin is a type of bird.
I need a bit of time.

Often a specific expression collocates with a specific noun: a loaf of bread, a slice of lemon, a glass of water, a tin of beans.

Exercises

1 Seven sentences have one incorrect word (x). Three sentences are correct (✓). Cross out the incorrect words and write them correctly.

1 How much baggages have you got with you? baggage
2 That's a nice watch. ✓
3 A lot of snows fell last night.
4 My glasses needs mending.
5 Goggles must be worn at all time.
6 DVDs are really cheap at this shop.
7 Would you like some drink?
8 Sorry, I don't have any gossips for you today.
9 Have you got an information about the castle?
10 Three coffees, please.

2 Match the expressions on the left to the nouns on the right. Then write the phrases beneath the pictures.

<table>
<thead>
<tr>
<th>a type of</th>
<th>a loaf of</th>
<th>a piece of</th>
<th>lemon</th>
<th>bread</th>
<th>cards</th>
<th>soup</th>
</tr>
</thead>
<tbody>
<tr>
<td>a slice of lemon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Underline the correct verb form, singular or plural, in italics. In one sentence, both forms are possible.

1 Be careful. These stairs is/are very steep.
2 A pinch of salt helps helps the taste.
3 Your advice is/are always very helpful.
4 How well do you does your trousers fit?

5 Your scissors cut/cuts really well.
6 My team isn't/aren't very good. They lose every match.
7 The police haven't/haven't arrested anyone yet.

4 Read the pairs of sentences and match them to the correct responses (A or B).

1 I'd like an orange juice, please. B
   I'd like a carton of orange juice, please. A
2 I've baked the cakes. A
   There's some cake left. B
3 Do I have to wear a safety helmet? B
   Shall I wear this as well? Does it go with my necklace? A
4 Sorry, we've sold out. We're waiting for a delivery.
   With ice.
5 Let's try one.
   OK. I'll have some with my tea.
6 Yes, at all times.
   Yes, but hurry up. We haven't got much time.

54
23 Articles 1
Indefinite and definite articles, zero article, some

J.R.R. Tolkien was a professor at Oxford University. He wrote a children's book called The Hobbit in 1937. Since then, the book has been translated into more than 30 languages and sold millions of copies worldwide. The book begins at the home of a hobbit called Bilbo Baggins...

In a hole in the ground there lived a hobbit.

Presentation

Indefinite article a/an

Use the indefinite article a/an:
- to talk about one person or one thing in a general way (and it doesn't matter which one):
  She lived in a house in Manchester.
- to talk about something or someone for the first time (we don't know which one):
  In a hole in the ground...
- to say that a person or thing is one of many:
  He was a professor at Oxford University. (There is more than one professor.)

Definite article the

Use the definite article the:
- to talk about a specific person or thing:
  J.R.R. Tolkien was the author of The Hobbit.
- to add a description of the specific thing or person:
  The hole had a round door.
- to refer back to the same thing or person:
  The hole had a round door. The door opened on to a hall.

Zero article

Use no article to talk about:
- people or things in a general way:
  The hobbit was fond of visitors.
  Houses in England often have gardens.

Some

Note that some isn't an article but it can replace a/an or the zero article when you talk about plural countable nouns, or uncountable nouns.

There's a chair in the hall. → There are some chairs in the hall.

There's furniture in the hall. → There's some furniture in the hall.

We often use some to say a number of... rather than talking about people/things in general:
- I like books about fantasy. (= all books)
- I like some books about fantasy. (= a number of books, but not all)

Exercises

1 Read the text. One of the options in italics (1–6) is not possible. Underline it.

Last weekend we visited 'a / the / the castle near my home. It has 'an / some / the ancient statues at the entrance. The main door opens on to 'an / some / the entrance hall and the first painting you see is a portrait of 'a / the previous owner. All the rooms have 'a / some / the beautiful furniture. The disappointing thing was that I wanted 'a / an / some information about its history but no one there seemed to know anything about it.

2 Read this description of a room from a play called A Doll's House. Complete it using a, an or the. Then listen and check.

ACT I Scene 1
The audience sees a comfortable room. At the back of the stage, there are two doors. There is a piano between two doors. One door leads to an entrance-hall and another door, which is partly open, leads to a study. We can see part of a desk in the study. On the left-hand wall of the main room, there is a window and there are two armchairs near it. On the right-hand side, there is another window and, in front of it, a stone and a rocking-chair. There's a small table between the stone and the rocking-chair. There are pictures on the walls and a small bookcase with some books. A fire burns in the stove.

3 Read the sets of three sentences. Write one indefinite article, one definite article and one zero article (0) in A, B and C.

1 A Henrik Ibsen was the author of the play A Doll's House.
   B Henrik Ibsen was a playwright from Norway.
   C Henrik wrote plays in the 19th century.
2 A I like watching comedy shows on TV.
   B There's an episode of that new TV show on this evening.
   C Have you seen the new detective show on Channel 5? It's great!
3 A We have accommodation for 30 guests.
   B Here are your keys. The room is on the second floor.
   C Do you have a room for two, please?
4 A They live in the house in the centre of Rome.
   B Some people still live in houses made of straw.
   C They live in the same house that Shakespeare once lived in.
5 A Would you like a piece of chocolate?
   B In my opinion chocolate they make in Mexico is the best in the world.
   C I'm very fond of chocolate.
Benjamin Franklin

Benjamin Franklin is as famous as one of the Founding Fathers of the United States of America, but did you know that...
- He invented the lightning rod.
- He was the first public library in Philadelphia.
- He believed that hard work, education, and community service were the most important values for society.
- He played the violin, the harp, and the guitar.
- He was the US Ambassador to France during the Revolutionary War and lived near the River Seine.

Presentation

the

Use the article: 
- play + musical instrument: play the violin, the harp, and the guitar
- the name of a specific invention: the lightning rod, the Franklin stove
- an adjective to talk about a group of people: the rich, the wealthy
- professional jobs: the police, the army, the media
- words about the weather and climate: the wind, the rain
- deserts: the Gobi, the Sahara
- rivers: the Amazon, the Seine
- mountain ranges: the Alps, the Himalayas
- oceans and seas: the Pacific, the Mediterranean
- 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 United Kingdom, the People's Republic of China
- some buildings: the White House, the Eiffel Tower
- periods of time and history: the holidays, the weekend, the sixties, the 18th century, the Enlightenment
- geographical regions: the Americas, the north, the coast, the mountains, the countryside, the world

No article

You use no article with: 
- meals as part of a routine: What do you have for breakfast?
- play + sports/games: play tennis, play chess
- by + transport: by car, by taxi, by train
- possessive's: Sally's house, Franklin's invention
- towns and cities: Paris, Boston
- most countries: France, New Zealand, South Africa
- continents: Asia, Africa, Europe, Antarctica
- lakes and mountains: Lake Geneva, Mount Everest
- days of the week, months, and years: Monday, Tuesday, January, February, 1991, 2001
- languages: Italian, Japanese
- school subjects: Geography, History, Art
- magazines: Vogue, Elle
- some common expressions: wait for someone: wait for school, university, college, church, work, wedding, rain, snow
- at/in: at school, in the office

Exercises

1. Complete the text with the or no article (Ø). Then listen and check.

Hedy Lamarr

Actress and inventor

Hedy Lamarr was an Austrian actress born in Vienna who went on to become one of the most famous Hollywood actresses of the 20th century. Her real name was Hedwig Eva Maria Kiesler. Her mother was a pianist and influenced her daughter's artistic skills, as she studied ballet and began an acting career. She became well known in European films and was called the most beautiful woman in Europe. In 1933, she married Fritz Mandl, but she left him four years later. She went to London and met Louis B. Mayer, a film producer. He changed her name to Hedy Lamarr and she went to Hollywood. Nowadays, Lamarr is well known for her many films from the forties and fifties. However, she was also very intelligent and invented a secret communications system in 1942 which could change radio frequencies and protect radio messages. At the time, the technology was too advanced to help the US Army in World War II, but since then it has been used by the modern military and the mobile phone industry.

2. Cross out the in sentences 1-11 where it's not needed.

1. What time do you usually eat lunch?
2. The Times of India is the country's most widely-read English newspaper.
3. Have you finished your copy of the newspaper yet?
4. The United Nations' headquarters is in New York.
5. Let's leave the car and go by the bus for a change.
6. Are you going to the gym later?
7. What can we do about the poor in our society?
8. My uncle is in the hospital with a broken leg.
9. The Italian Renaissance was famous for paintings like Michelangelo and Leonardo da Vinci.
10. My favourite subject has always been Geography.

3. Complete these sentences in your own words. Use the or no article in your answers.

1. The most famous place to visit in my country is
2. I can
3. The invention, was probably the most important of the last century.
4. My country is part of the continent of
5. In my country, everyone has to study
6. My favourite meal of the day is

58
25 Review of units 21 to 24

Grammar

1 Match the two halves of the sentences (1-10 and A–J).

1. There's a _______ A. is yours?
2. I wrote it _______ B. is cheaper here.
3. These ones _______ C. some keys here.
4. Help each _______ D. giant hole in the road.
5. Food _______ E. other with this exercise.
6. Goods _______ F. are ours.
7. This _______ G. any keys here.
8. There are _______ H. are cheaper here.
9. There aren't _______ I. myself.
10. Which one _______ J. one is hers.

2 One word is missing from each sentence. Complete the sentences using the words in the box.

- The hero of the two us yourself.

3 Cross out one word in each sentence so the sentence is still correct (though the meaning might change).

1. I'll have an orange, please.
2. Is this one his?
3. Sandra likes his flowers.
4. The breakfast was disgusting!
5. There's some cheese in the fridge.
6. That one is yours.

4 Match the names to the places. Add the where necessary.

Dubai Gobi Desert Lake Balaton Moon Mount Kilimanjaro Taj Mahal

3 Pronunciation: vowel sounds

6 2.29 Listen to the vowel sounds in these words. Put them in the correct column.

bit mine I she type me each him piece his it my we

[/] 2

Listen again and repeat the words.

Listen again and repeat the words.

5 Read part of a play. Complete the text with the words A, B or C. Then listen and check.

Jamison enters the hotel. He is carrying a package. Meaning is at reception.

Jamison Good afternoon. Do you have a guest staying with _______ called Ms Green?

Meaning Yes, we do.

Jamison Good. She asked me to deliver _______.

Meaning I can give it to _______.

Jamison Actually, she specifically requested that I deliver it _______ in person.

Meaning As you like. But I know she's gone out. You'll have to wait.

Jamison Does the hotel have a car park? _______.

Meaning Our car is parked illegally out the front.

Jamison Sorry, we don't. You might want to move it. _______ police often drive up this street.

Meaning Damn!

6 Go. Did _______ man come looking for me? He has black hair and he would have a package for me.

Meaning I haven't seen him. But you do have _______.

6.29 Listen to a biography of Hedy Lamarr. Write the missing words in these statements. Be careful to use the correct article.

1. Hedy Lamarr was actress.
2. She became most famous actresses in Hollywood.
3. Her mother was _______.
4. She was called in Europe.
5. After her first marriage, she went to and met Louis B. Mayer.
6. She invented _______.
7. Nowadays it's used by and the mobile phone industry.
Presentation

Use some, any and no with plural and uncountable nouns.

**some and any**
Some refers to a part of a group or thing, but not all of it.
You can use some:

- in affirmative sentences: I'd like some stamps. (= an unspecified number of). I'd like some cake. (= part of, but not all of it).
- to make requests and offers: Can I have some help? (an unspecified amount)
- with a negative verb to exclude part of a group or thing. Some computers aren't as reliable as others. (an unspecified number of computers, but not all)
Any can refer to a part, all or none of a group or thing. You can use any:

- in affirmative sentences when the quantity is not important: Tell me if there are any problems with your computer. All problems, no matter how many or what kind of problem it is.
- in questions, with plural or uncountable nouns: Do you have any stamps? How we got any better?
- in affirmative sentences, often with a singular noun, when any means 'it doesn't matter which'. Press any key.
- with negative sentences and questions: There aren't any stamps. (some)
You can use some and any without a noun when the meaning is clear: Have you got any stamps? Yes, there are some in my purse. Sorry, I haven't got any.

You can also use some and any with of: The verb with something of + plural noun is plural: some of the computers are very old. The verb with some/any of + uncountable noun is singular: Does any of the software need updating?

**no and none**

Use no and none with an affirmative verb in both questions and statements. The meaning is similar to not any but none is slightly more emphatic: Are there no stamps? There are none. (don't say There aren't no stamps/none.)

Do not use none without a noun or with of. Say There are none left. (don't say There are no left.) Say None of the computers work. (don't say No of the computers work.)

Do not use none with a noun: Are there none stamps left? No, there are none stamps.

**one**

None of + plural noun can take a plural verb or singular verb: None of the computers work. / None of the computers works.

**some-**, **any-**, **no-**
You can add -one, -body, -thing, to some- any- no- to talk in general about people, places and things. How does the computer know it isn't someone else? There isn't anything on the other side. There's nowhere to put a disc.

When one of these words is the subject of a sentence, the verb is in the singular form: Someone is on the phone.

You can also use these words before an adjective: This computer is too slow. I'd like something faster.

Exercises

1. Write some, any, no or none in this conversation. Then listen and check.

   **A:** Computer support. Tricky speaking.  
   **B:** Hello, I need help with my new computer. There are pictures on the screen. It's completely blank.  
   **A:** OK. I'm going to ask you questions first. What sort of computer is it?  
   **B:** A white one.  
   **A:** What's the serial number on your computer?  
   **B:** I can't see numbers.

2. All the sentences below contain a mistake. Correct the sentences by changing or crossing out one word in each.

   1. We don't have any copies of Mafia Maxe II.  
   2. I've got any blank discs, I'll give you them.  
   3. There aren't no lessons today.  
   4. No, there are none lessons today.  
   5. Some of people prefer this kind of mouse.  
   6. Do any of these machines work properly?

3. Complete the conversations with words beginning with some-, any- or no-. More than one word is possible in some sentences.

   1. **A:** Who's the person at the door?  
      **B:** It's the plumber. He's here to fix it.  
   2. **A:** Did you go away at the weekend?  
      **B:** No, we didn't go. I was so bored!  
   3. **A:** Did you call that number?  
      **B:** Yes, but it wasn't answered.

4. Describe the room you are in by completing these sentences.

   1. It has got some, but there aren't any.  
   2. Also, there are no new, but some of the are.  
   3. My are somewhere in the room, but I can't see them at the moment.
**The Rules of Chess Boxing**

If you already know all the rules of chess and boxing, then the rules of Chess Boxing are simple.

1. Both opponents are required to box and play chess over eleven rounds. All contests start with a round of chess which is followed by a round of boxing.
2. Every round of chess is four minutes long and every round of boxing lasts three. There is a one-minute pause between each of the rounds to put the gloves on or take them off.
3. Each contestant can win either by checkmate or by a knockout. If neither person wins, the referee makes the final decision based on the number of punches in a ring and pieces left on the board.

**Presentation**

**all, every, each, both, either, neither**

Use all, every and each to talk generally about people or things:

- All contestants/All the contests/All of the contests start with a round of chess.
- Every round of boxing lasts three minutes.
- Everyone who chess-boxes is physically and mentally strong.

Use each, every and each other to talk about two or more people or things:

- Each contestant can win by checkmate or by a knockout.
- You can say each of the without any change of meaning but with a plural noun: Each of the contestants can win... (don’t say: Each of contestants can win... or Each of the contestants can win...)”

Use all, every and each to talk about three or more people or things:

- All people think that chess-boxing is the future of sports.
- Every person believes that it is the most exciting sport.

- All of us are interested in this new sport.
- All of us must learn how to play this game.

If you already know all the rules of chess and boxing, then the rules of Chess Boxing are simple.

1. Both opponents are required to box and play chess over eleven rounds. All contests start with a round of chess which is followed by a round of boxing.
2. Every round of chess is four minutes long and every round of boxing lasts three. There is a one-minute pause between each of the rounds to put the gloves on or take them off.
3. Each contestant can win either by checkmate or by a knockout. If neither person wins, the referee makes the final decision based on the number of punches in a ring and pieces left on the board.

**Exercises**

1. Underline the correct option. Both answers are possible in one sentence.
   - All / Every player on our team wants to play in the World Cup.
   - Every / Each performer appears in front of three judges.
   - Every / Each of the players wears a helmet in ice hockey.
   - All / Both halves in a football match are 45 minutes long.
   - This is a close match. Both / Either competitor could win.
   - A: Do you ever watch golf or bowls?  
   B: No, I’m not interested in either / neither.

2. Look at the verbs in these sentences. Tick the correct verbs and change the incorrect verbs.
   - Each person on the team has a number. ✓
   - Each of them are allowed five shots at the goal.
   - All of the information were helpful.
   - All the managers were at the meeting.

3. Choose the correct options to complete the article. Then listen and check.

4. Complete these sentences about sport so that they are true for you.
   1.  
   2.  
   3. I'm not interested in either
You use lots of (or a lot of), much, many, a little and a few to talk about quantities:

**Uncountable**
- How much? How much...?
- How many? How many...?

**Large quantities**
- lots of / a lot of lots of / a lot of, lots of / a lot of, many

**Small quantities**
- (a) little, not much (a) few, not many

**much / many**
You usually use much / many in:
- questions: How many countries are affected? How much water do they have?
- negative statements to talk about small quantities: People don't pay much money for water. Not many countries have a lot of water.

You can also use not much and not many in short answers: How many countries will have a lot of water? Not many.

You don't normally use much in affirmative statements. You normally use a lot of / lots. Say We've got a lot of juice in the fridge. (Don't say We've got much juice in the fridge.)

You can use many in affirmative statements which are more formal (and often written): Many people agree on the solution (formal). A lot of people waste water (everyday).

**little / a little / few / a few**
You use little / a little and few / a few to talk about small quantities in affirmative statements. A little and a few have a positive meaning. Little and few have a negative meaning:
- There's a little water left in the jug.
- There's little water left in the jug.
- A few experts believe there is no water shortage.
- Few experts believe there is no water shortage.

Little / few have a similar meaning to very little / very few:
- There isn't much time. = There's very little time.

**too much / too many / too much / too few / too little**
Use too much / too many to talk about more than you want or need: Too much water is wasted. Too many countries will have a water shortage. You've got too much food on your plate. Put some back.

Use too little / too few to talk about less than you want or need. Too little sleep can be very bad for you. Too few senior jobs in the world of finance go to women.

**Presentation**

The world has water for everyone but...

**Exercises**

1. Complete the pairs of sentences using the words in bold.

   - little / a little
   - I've got __________ sympathy with anyone who breaks the laws! They should go to prison!
   - I've got __________ time, so tell me what's on your mind.
   - much / many
   - 3 How __________ people visit your blog?
   - 4 How __________ time do you spend online?
   - little / a little / few / a few
   - 5 A __________ of people their age also go to nightclubs.
   - 6 They go to __________ of nightclubs.
   - too many / a lot of
   - 7 __________ people take courses throughout their lives to improve their qualifications.
   - few / not much
   - 8 __________ people are looking for the same job as me. It's really annoying!
   - not many
   - 9 There are __________ wild animals left in this part of the world.
   - too many
   - 10 __________ money is given to protecting animals in this part of the world.

2. Look at the pictures. Use the words in the box to complete the sentences.

   - a few / a lot of / lots / not many / too many / too much

   - 1 fireworks__________ people came to watch
   - 2 roads__________ cars but__________ people came but not__________ very many,__________ people please,__________ for me, please!
   - 4 there are__________ signposts round here.
   - 5 There are__________________ people came but not__________ very many,__________ people please,__________ for me, please!
   - 6 That's__________ for me.

3. There is one word missing in each sentence or conversation. Write it in.

   - 1 I think there's__________ cheese left. Would you like some?
   - 2 Count how questions you answered correctly.
   - 3 There are many people here. I only invited ten. Who are the other fifteen?
   - 4 A lot new mobile technology comes out every week.
   - 5 There are only possibilities left to us. Which should we choose?
   - 6 A: Do you like her new album? B: I like lot of the songs but not all of them.
29 enough, plenty of, most, a large number of, a great deal of, several

Presentation

Use enough, plenty of, most, a large number of, a great deal of, a number of and several to talk about quantities without giving a specific amount:

- with uncountable nouns
- with plural countable nouns
- with both

enough

Use enough to say you have the correct or sufficient quantity. We've got enough money to pay for this.

Not enough to say you have less than you want or need. Some people don't have enough time to relax.

plenty of

Use plenty of to talk about large quantities or to say there is more than enough. We've got plenty of hospitals in our area.

most

Use most or most of the to talk about the largest quantity or number compared to any other. Most people in Denmark are satisfied with life most of the time.

Exercises

1 Match the two halves of the sentences.

1) Several... 
2) Most of... 
3) Plenty... 
4) At number four, people in Sweden have a large... 
5) Ireland had enough... 
6) Financial security explains a large...

2 Underline the correct options. Both options are possible in one sentence.

1) Several/Most of the voters wanted the current Prime Minister to continue leading the country. Only about five percent voted for his opponent.
2) That's enough/ It isn't enough! Otherwise, I'll never eat everything on my plate!
3) A: Do you have any sugar? B: Yes, there's plenty / several in that packet.
4) A large amount of / A great deal of electricity is wasted every year.

3 Complete sentences 1-6 using the words in the box.

- enough
t- great deal
t- large number
t- most
- not enough
t- plenty

1) We have twelve chairs and eleven people, so we have... chairs for everyone.
2) Good news: he wants a hamburger too, but I only bought one, so I'm afraid there are... of time.
3) It's seven o'clock and the film doesn't start until nine, so we have... of time.

4) Complete the sentences about the results from a survey of 100 people using the words from the box. There is more than one possibility in some sentences. You may need to add a or of.

- large number
t- most
t- plenty
t- several

What is most important for happiness?

However, ... people answered that family and community were most important. ... people said that access to healthcare was important.

people also said that good schools were important.
Grammar in context

4. Underline the correct options in italics. In some sentences, both options are possible.

HOLIDAYS
ARE YOU TIRED OF SHARING THE BEACH WITH 'ALL / EVERY THOSE OTHER HOLIDAYMAKERS?

Do you fancy going somewhere different this year?

FASTDIET
You probably think you've tried 'all / every diet there is, but you still haven't lost weight / any weight. But Fast Diet is like 'no / any other diet, it was created by qualified nutritionists, so you never feel like you've eaten enough / too much food and you only eat enough / little of the right kinds of food.

EARN EXTRA MONEY
Most / A large number of people have either full-time jobs or busy lives, but often they just have a few / little free money at the end of the week to afford the things they want. How can you earn a great deal / plenty of extra money by logging on to www.homeemploye.com. Home Employe puts you in contact with lots / a great deal of employers who will pay you to work from home. So don't waste those few / little extra hours doing nothing when you could be making some / any extra cash. Log on to www.homeemploye.com now.

Pronunciation: Unkinking
5. 1.32 Words ending in a consonant sound followed by a word starting with a vowel sound often sound like one word. Speakers link the words. Listen to these sentences and decide which words are linked.

Listen again
6. 1.98 Listen to the rules of a sport. Change words in the rules to make them correct.

Listen again and repeat the sentences.
Presentation

Adjectives are used to describe people, things, and abstract ideas. They are used:

- before a noun: the next big thing, cool gift ideas
- after a collocation (a verb that introduces a description of the subject, e.g. appear, be, get, feel, look, taste): getting old is optional; the lanterns look beautiful

Most adjectives can be used in both positions:

**A wonderful gift (adjective - noun)**
That gift looks wonderful (copula verb + adjective)
A few adjectives can only be used before a noun:
Say: It's the only choice. Don't say: The choice is only.

**Other adjectives only used before a noun:**
- chief, entire, former, future, main, principal.
- Some adjectives can only be used after a copula verb:
  Say: You're alone. Don't say: You're alone.
**Other adjectives only used after a copula verb:**
- afraid, ashamed, asleep, awake, glad, ill, well.

Order of adjectives

Before a noun: opinion adjectives (e.g. wonderful, delicious) always come before adjectives that describe facts (e.g. big, round, delicious) in Spanish.

When you use more than one fact adjective, they usually follow this order:

- size, shape, colour (e.g. warm, soft, tall, colour, origin, nationality), material, type (e.g. winter, movie), e.g.:
  - enormous white paper lanterns; classic French movie posters

You can also use a noun to describe a noun: a paper lantern, a chocolate pizza, a movie poster.

Using ad

Before the noun use and between two adjectives which describe the same quality or feature (e.g. material), say a paper and cloth lantern (don't say a paper-cloth lantern).

The word order is often based on convention: e.g. black and white (not white and black).

Other pairs of adjectives which are always used in the same order include: hot and cold, bright and sunny, weird and wonderful.

After a copula verb, add and between the last two adjectives. With three or more adjectives, use a comma between the other adjectives:

Gifts that are inspirational, quirky, bizarre, and fun.

Exercise

1. Use the adjectives to complete the pairs of sentences.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>asleep/daisy</td>
<td>asleep/daisy</td>
</tr>
<tr>
<td>The _________ dog lay in the sun.</td>
<td>The _________ baby was asleep in the pram.</td>
</tr>
<tr>
<td>important/main</td>
<td>important/main</td>
</tr>
<tr>
<td>The _________ problem was how to get the box in the car.</td>
<td>It's _________ to get there before the shops close.</td>
</tr>
</tbody>
</table>

2. 1.3.3. Add the adjectives in brackets to the sentences. Write them in the correct order. Then listen and check.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>No more boring moments with this _________ game. (desktop, magnetic, tiny)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Try eating this _________ snow (amazing, instant, sweet). It even works indoors!</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A _________ warm (blanket, cotton, huge nights) with sleeves? Perfect for those cold nights (winter, cold, long).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make your own _________ ice cream (Italian home-made), delicious with this gadget. (plastic, clever, little)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Add and to the sentences below wherever necessary.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>My brother collects black and white movie posters.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>That job was silly childish!</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I love all these weird, wonderful gadgets.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why aren't all male Hollywood film stars tall, dark handsome?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Choose the correct answer.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our gifts appeal to everyone, the young and the old / the youngs and the olds.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The TV advert shows a young / a young person playing with the latest gadgets.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>British / The British spend more money on ice cream than any other nationality.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I met a really interesting Spanish girl / Spanish at a party last week.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Italian / The Italianos love strong, dark coffee.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The super rich / Super rich spend millions on personalised, luxury gifts.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Write sentences describing two of your possessions using at least two adjectives.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I drive an old, grey delivery van.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Adjectives 2
-ing and -ed participles as adjectives, adjectives + dependent prepositions, adjectives + to infinitive

You have a passionate, caring nature, but sometimes you like to be alone and you are often jealous of your privacy. Some people think you are cold and reserved. This is not true, although you don’t like talking about your feelings to people you don’t know very well. You’re a diver not a talker. You’re happy when you’re active and working with your hands. You get irritated with boring, repetitive household chores. You’re not very good at sitting still at a desk. You get bored with paperwork and you often find it difficult to concentrate on administrative tasks.

Presentation

Past participle adjectives and dependent prepositions

Other adjectives with dependent prepositions

You can use the present participle (-ing) and past participle (-ed) of some verbs as adjectives: you get irritated with household chores; household chores are irritating.

-ing adjectives describe a characteristic of a person or thing. They are often used before a noun: boring household chores; a caring nature.

-ed adjectives describe a person’s emotional or physical state. They are often used with copula verbs: some people think you are reserved; I’m really tired today.

Past participle adjectives and dependent prepositions

Other adjectives are often followed by dependent prepositions (i.e. these adjectives are always used with the same preposition):

about: excited about, worried about
in: interested in, involved in
of: frightened of, scared of, terrified of, tired of
with: bored with, pleased with, satisfied with

You use prepositions when you want to explain the relationship between the adjective and an object, person or situation. The preposition is followed by a noun or gerund: You get bored with paperwork (noun). I’m tired of working (gerund) on this.

The dependent preposition comes at the end of a sentence or question when the object, person or situation it refers to has already been mentioned:

This is the present I was so pleased with.

Who are you so angry with?

Other adjectives with dependent prepositions

Other adjectives also have dependent prepositions: you’re often jealous of your privacy:

about: angry about, anxious about, passionate about
at: good at, bad at
in: successful in, lucky in
of: afraid of, fond of, proud of
on: dependent on, fair on, hard on, keen on
in: accustomed to, close to, friendly to, kind to
with: angry with, happy with, honest with

Some adjectives have more than one dependent preposition, e.g.:

angry: I’m angry with you. (the person who has made me angry)
I’m angry about working overtime. (the specific situation)

honest: He wasn’t honest with me. (the person)
He wasn’t honest about the money. (what he lied about)

Adjectives + to + infinitive

You can use to + infinitive following an adjective used after a copula verb. The adjective describes the infinitive.

You sometimes find it difficult to concentrate on paperwork.

Common adjectives which can be followed by to + infinitive include: difficult, easy, free, glad, good, hard, likely, lucky, nice, pleased, proud, ready, sorry.

Exercises

1. Choose the correct options. Then listen and check.

2. Cross out the unnecessary dependent preposition in three more of the sentences.

3. Each sentence has one mistake in it. Find the mistakes and correct them.

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

1. I’m tired of ____________________________ because ____________________________

2. I got really angry with ____________________________ because ____________________________

3. I sometimes find it difficult to ____________________________
Adverbs 1: -ly adverbs
Adverbs of manner, comment adverbs

S
She quietly picked up the gun. She turned to face
her and spoke remarkably calmly.
‘Luckily, you knew Matthews was the murderer,’ she
said. She held the murder weapon firmly in her hand,
‘And you led me straight to him.’
‘Apprently I did,’ he answered slowly, as he looked
at the newly dead body of Matthews, lying on the floor
beside him.
‘But does that mean I’m next?’ he thought to himself.

Presentation

You can add -ly to a number of adjectives to form
adverbs: bad → badly, loud → loudly, suddenly
Sometimes you need to make changes to the spelling:
true → truly, full → fully, happy → happily,
terrible → terribly, realistic → realistically.
See page 233: Spelling rules

-ly adverbs with verbs
Adverbs of manner describe how something is done,
or how something happens: He answered slowly. She
quietly picked up the gun.
Adverbs of manner can come in three positions in a
sentence or clause:

- They usually come after the verb they describe. If the
  verb has an object, the adverb comes after the verb +
  object: She spoke calmly. She held the gun firmly.

- They can also come in the middle of the sentence,
between the subject and the main verb: She calmly
  spoke to the man in the chair. She quietly picked up
  the gun.

When there is an auxiliary verb, the adverb comes
after the auxiliary and before the main verb: She had
quietly picked up the gun.

- They can also come at the beginning of the sentence:
  Calmly, she spoke to the man in the chair. Quietly, she
  picked up the gun.

You don’t normally use adverbs of manner between the
subject and the verb, or at the beginning of the sentence,
when no other additional information is given after the
verb (e.g. an object + prepositional phrase).

Say She spoke calmly. (don’t say She calmly spoke.
Calmly she spoke.)

See Unit 37: Word order

-ly adverbs with adjectives and adverbs
You can use -ly adverbs to add information about, or
comment on, an adjective or another adverb. The -ly
adverb always comes before the adjective or adverb.
Her voice was remarkably calm. He was incredibly
relieved. He moved surprisingly quickly.

-ly adverbs commenting on a clause or sentence
You can use an -ly adverb to comment on a whole
sentence or clause. These adverbs usually come:

- at the beginning of the sentence or clause: Luckily, he
  knew Matthews was the murderer.

- or at the end of the sentence or clause: He knew
  Matthews was the murderer, luckily.

Use commas to separate the comment adverb from the
rest of the sentence.

Change of position and meaning
The meaning of the sentence sometimes changes when
the position of the adverb changes. This happens when
the focus of the adverb changes.

Slowly, we realised that he had taken all our money.
(Slowly refers to the whole sentence.)

We realised that he had slowly taken all our money.
(Slowly refers to the way he took the money.)

Exercises

1 Add -ly in the gaps. Sometimes you will need to make some changes to the spelling.

He looked at her critical ly . . . . She looked
true ly awful and he was sure she was going to sing
horrible ly . . . . But lucky ly , when she opened
her mouth, he was amazed. She sang beautifi
ly and she immediate ly won everyone’s hearts.
When she finished, the crowd stood on their feet and
clapped enthusiastic ly.

2 The adverbs in five of the sentences below are in the wrong position. Move them to a better
position. Sometimes there is more than one correct position.

1 I was sitting comfortably on the sofa.
2 I heard a loud suddenly noise from outside.
3 I went quickly to the door.
4 I looked up and carefully down the street.
5 Then I stepped out slowly and cautiously
extremely.

6 The street outside was silent completely.
7 There was nothing or nobody there, apparently.
8 So I closed quietly the door and went back to the TV.

3 Change the position of the adverbs so that the sentence has a different meaning.

1 a Honestly, I can’t speak to him. b Honestly, I can’t speak to him.
2 a I can’t speak to him honestly. b
3 a Normally, I can’t work if there’s music on. b
4 a He laughed happily when he heard the joke. b
5 a We quickly realised that he couldn’t walk. b
6 a I said something incredibly stupid. b

4 Match the explanations below to either a or b in 1-6 in exercise 3.

1 I find it difficult to tell him the truth.
2 He’ll probably get someone else to tell her.
3 I find I work more slowly with music on.
4 I was worried that he might think it was offensive.
5 So we all slowed down to his walking pace.
6 I don’t normally say anything stupid.
Adverbs 2: adverbs of place and time

Word order

Presentation

Adverbs of place
Adverbs of place explain where something is or happens: *Is that Raúl Gómez, the football player, over there?* He lives nearby.

Prepositional phrases (preposition + noun phrase), also called adverbial phrases, can also describe where something is or happens: *He’s bought a house in the next street. They play football in the park.*

Position of adverbs of place
Adverbs of place usually come after the verb and object if there is one: *We live here. We play football in the park.*

Adverbs of time
Adverbs (and adverbial phrases) of time tell us when or how often, something happens: *We often see him in the neighbourhood. He moved there last week.*

Position of adverbs of time
Adverbs of time can come in three different positions in the sentence:

- at the beginning: *Recently, we saw him in the park.*
- between the subject and the verb: *We recently saw him in the park.*
- after the verb and object if there is one: *We saw him in the park recently.*

The following adverbs can be used in all three positions: now, recently, usually, sometimes, occasionally, often, soon, still, and already.

Often, soon, still, and already are less frequent at the beginning of the sentence.

Some adverbs are only used after the verb, e.g. yet, early, late: *I haven’t seen him play yet.*

Other adverbs can only be used between the subject and the verb, e.g. always, never, just (=very recently): *I’ve just seen him. (Don’t say just I’ve seen him or I’ve seen him just.)*

Some adverbs cannot be used between the subject and the verb, e.g. today, tomorrow, yesterday, nowadays. *Yesterday, I saw him in the supermarket. (Don’t say I yesterday saw him in the supermarket.)*

Adverbial phrases such as last year, now and then, three days ago, at night do not usually go between the subject and the verb. *Don’t say They last week moved into their new house.*

Word order with auxiliaries
Adverbs used in the middle of a sentence come after the subject (and the auxiliary verb if there is one) and before the other verbs:

- *He always shops here. He doesn’t always shop here.*
- *He hasn’t always shopped here.*

They come after the verb to be in the present simple or past simple: *He’s always late for class.*

Adverbs of certainty (e.g. possibly, probably, certainly) also go between the subject and the verb. *They come after an affirmative auxiliary, but before a negative one: He’ll probably be there tonight. He probably won’t be there tonight.*

Position of adverbs of place and time together
Adverb of place usually come before adverbs of time when both are being used after the verb: *We saw them here (place) last night (time).*

Never use an adverb between a verb and its object: *They are playing tonight football.*

Exercises

1. Write the words in the correct order to make sentences.

   1. *at the end the street he of. He lives at the end of the street.*
   2. *school to nearby children go the.*
   3. *there parked car over is my.*
   4. *here live you near do?*
   5. *parents locally both work my of.*
   6. *area parks there are in the any?*
   7. *working ten years abroad spent she.*
   8. *door outside the my shoes left 1.*

2. In which position can the adverbs in brackets not be used?

   1. *He bought a new car: (last week) position number 2.*
   2. *They play football in the park: (often)*
   3. *I have to get up: (tomorrow).*
   4. *He’s got into his car: (just)*
   5. *They lived here: (always)*
   6. *We’re going to the football match: (tomorrow)*
   7. *I get up: (at 6.30): (every morning)*
   8. *Sorry, I haven’t finished the book: (yet)*

3. Write the adverbs in the conversations. Then listen and check.

   Conversation 1:
   A: Why aren’t Tom and Luke here?
   B: Tom’s called. He says Luke is looking for his football boots.
   A: What? But the other team are on the field. We have to start now!
   B: We’ll have to play with nine players and hope they both get here.

   Conversation 2:
   C: Hurry up Luke! We need to go this minute! The rest of the team were there ages ago.
   D: OK, Call Dan and tell him we’ll be late.
   C: He knows! I’ve called him twice. Maybe they’re in your bedroom!
   D: Good idea. I’ll have a look… You’re right! They’re

4. Look at each pair of sentences. Tick the correct sentence. In one pair of sentences, both are correct.

   2. A: Have you been to see yet your tutor? B: Have you been to see your tutor yet?
   4. A: You were seen walking last night here. B: You were seen walking here last night.
   5. A: Everyone else has just arrived. B: Everyone else has arrived just.
   6. A: Elaine is currently visiting friends. B: Currently, Elaine is visiting friends.
35 Review of units 31 to 34

Grammar

1 There is a mistake in each of the sentences below. Find the mistake(s) and correct them.

- He was an old man, with no family and few friends.
- Now that they had dealt with the problem, the rest seemed quite easy.
- She looked great in a white and black jacket over long black leather boots.
- The poor are getting poorer, and rich are getting richer.
- They were really exciting by the news.
- I always find it difficult to say sorry.
- I must get tomorrow an appointment with the dentist.
- Can you please come now here!

2 Choose the correct options.

- That was our chief concern. / That concern was our chief.
- In the end they chose the red Italian small / small red Italian sports car.
- During the summer, the old man and the sick old and sick are always the first to suffer.
- It was definitely the most terrified / terrifying thing I had ever done.
- It was easy seeing / to see how he had made the mistake.
- He turned slowly his head / his head slowly and looked her in the eye.
- She ate quickly her food / her food quickly in order to leave the table.
- It was an incredible / a truly incredible sight. I could hardly believe my eyes.
- It moved remarkably quickly / quickly remarkably, considering its size.
- I've worked always / always worked here.

3 Complete the second sentence so that it has the same meaning as the first. Use the words in bold. Do not use more than five words.

- The baby had gone to sleep and the house was quiet.
- asleep The baby was asleep and the house was quiet.
- She spoke with a quiet voice.
- quietly She spoke with a quiet voice.
- He was the only person in the house.
- alone He was the only person in the house.
- He wanted to leave his job it seems.
- apparently He apparently wanted to leave his job.
- Studying in the evening can be difficult when you've been working all day.
- to It's difficult / to study in the evening when you've been working all day.
- He was very careful when he moved the painting.
- carefully He was very careful when he moved the painting.

4 Complete the text using the words in the box.

- accidentally alone at the beginning busily finally happily quietly soon that night whole

One Christmas, the McCallister family leave their eight-year-old son at home 5 over Christmas. As they preparing to go the airport, their son, Kevin is 6 sleeping upstairs. When he 7 wakes up, he realises that his family have left without him and he has 8 house to himself. 9 he loves the freedom. He eats all the junk food he wants, and 10 watches his favourite programmes on TV. But he 11 discovers that two thieves are planning to enter his house 12 . That's when the fun starts, as Kevin cleverly prepares a series of ways that are sure to catch the thieves.

5 Write the words in italics in the correct order.

6 Read these adverbs. Which have a) two syllables? b) three syllables? c) four syllables?

- apparently - naturally - remarkably -
- beautifully - normally - slowly -
- carefully - quickly - terribly -
- completely - really - truly -
- extremely - recently -

7 Listen and mark the stress on each adverb, then match them to the stress patterns below.

- quickly
- normally
- slowly
- clearly
- completely
- deliberately
- extremely
- especially

- 1 quick
- 2 normal
- 3 slow
- 4 clearly
- 5 completely
- 6 deliberately
- 7 extremely
- 8 especially

Listen again and repeat the words.
36 Adjectives or adverbs?

Presentation

You use adjectives to describe nouns. They come before the noun or after a copula verb (e.g. appear, be, become, get, feel, seem, sound, look, taste, smell). It was an easy test. The test was easy.

You use adverbs to describe verbs, adjectives or other adverbs:
He did it quickly.
It was really easy.
He did it reasonably well.

Some words can be used as both adjectives and adverbs:

e.g. clear, daily, deep, early, fast, free, high, hourly, late, loud, hard, weekly, well, yearly.

The test was hard. (adjective: it describes the test)
He works hard. (adverb: it describes the way he works)

You don't look well. (adjective: well = in good health)
She plays the piano well. (adverb: it describes how she plays the piano)

They have weekly tests. (adjective: it describes the tests)
They do maths tests weekly. (adverb: it describes how often they do the tests)

The father looked close at his son. Was he being honest? Or was he just giving his usual, easy answer? His son stared back at him defiantly. He knew his test marks were going to get him into trouble. He knew his father was going to get really angry. But still he stared at his father. His father sighed quietly. With a tired look on his face, he took the test paper from his son's hand. The boy waited anxiously for the inevitable explosion. Nothing came. The father looked at his son, shook his head and walked away.

Exercises

1 Choose the correct options. Then listen and check.

2 Decide whether the words in bold are adjectives or adverbs.

3 Look at the pictures and the captions. Add -ly in the gaps where necessary.

4 Complete the sentences using the words in bold.

hard/hardly

The father looked (close / closely) at his son. Was he being (honest / honestly)? Or was he (just / justly) giving his usual, (easy / easily) answer? His son stared back at him (defiant / defiantly). He knew his (terrible / terribly) test marks were going to get him into trouble. He knew his father was going to get really (angry / angrily). But still he stared at his father. His father (sighed / sighed quietly). With a (tired / tiredly) look on his face, he took the test paper from his son's hand. The boy (waited / waited anxiously) for the inevitable explosion. Nothing came. The father looked (sad / sadly) at his son, shook his head and walked (slow / slowly) away.

1 The nurses make hourly checks on their patients all through the night. (adjective)
2 The church bells are ringing hourly, day and night, filling the square with noise.
3 We hadn't walked far when we came to a gate.
4 The figure was very far away; we couldn't really see it properly.
5 She talks so fast I can't understand a word she says.
6 He loves fast cars and beautiful women.
7 My mum says I play my music too loud.
8 They all jumped when they heard the loud bang behind them.
9 They all looked really friendly.
10 He said goodbye to us with a friendly wave.

1 He ran quick _______ after his ball.
2 She was very tired _______ after walking for such a long time.
3 Atlantic Star is in the lead followed close _______ by Kaboura.
4 Who's Who is published annual _______.

1 Did you stay up _______ last night? You look tired.
2 You've been working very long hours _______. You deserve a rest.
3 We haven't seen a lot of you _______. Have you been away?
4 We had a _______ lunch and then we went to the cinema.
5 This bread is very _______. How old is it?
6 You've _______ touched your food. Aren't you hungry?
7 It's a _______ decision. I really don't know what to do.
8 We had _______ arrived when it started raining really heavily.
37 Modifying adjectives and adverbs
Graded and non-gradable adjectives, adverbs of degree

Presentation

modifyinggradableadjectives
Adjectives can be gradable or non-gradable. Gradable adjectives describe a feature that can be strong or weak. Adverbs of degree such as very, extremely, really make the adjective stronger. Adverbs such as not very and quite make it weaker: a very nice day, not a very nice day, quite a nice day.

Most adverbs of degree come immediately before the adjective. It was a very hot day; the sun was extremely hot. 

quite, not very, rather
Quite and not in not very come before adjectives: It was quite a nice day. It wasn't a very nice day. (don’t say It was a very nice day. It was not very nice day.)

Rather can come either before or after adjectives: rather a nice day / a rather nice day.

Use rather to suggest that you are surprised: It was rather a nice day (= I didn’t expect a nice day), or to express a negative opinion: It's rather cold (= I don't like the cold).

too and enough

Use too to criticise and say there is more than is necessary: It was too big. He moved too slowly. Use enough to say that an object or action has the correct amount of a quality: It was big enough. He moved quickly enough.

Enough comes after the adjective but before a noun: (not) big enough, (not) enough money.

modifyingnon-gradableadjectives

Non-gradable adjectives describe a quality that is extreme or absolute. They cannot be made stronger or weaker. Examples include: amazed, convinced, delicious, delighted, exhausted, freezing, staggering, unbearable.

Do not use adverbs such as very, fairly, too or enough with non-gradable adjectives. You cannot say: very delicious, too freezing.

But you can use adverbs such as absolutely, really, totally or utterly to emphasise the quality of the adjective: We're absolutely delighted you came. I'm completely exhausted. It was really delicious.

You can use quite and really with both gradable and non-gradable adjectives. Quite used with a non-gradable adjective means totally. The meaning of really does not change.

It was quite hot. (= a little bit, not very)

It was quite delicious. (= totally). (This use is more common in British English.)

modifyingadverbs

You can also use adverbs of degree to modify other adverbs:

He rode his bike very quickly. The customer spoke to me extremely rudely.

- Gradable only
  - Non-gradable
    - Both gradable and non-gradable
  - Extremely, fairly, absolutely
  - Quite, fairly, very, too,
    - Completely
  - Quirky, really
  - Enough, pretty, totally, utterly
  - Changes

Certain non-gradable adjectives collocate more frequently with certain adverbs. For example

1. Freezing
   - it is freezing

2. Certainly
   - it certainly is

Exercises

1. Add the adverbs in brackets to the sentences.
   1. I’ve been working hard recently so I’m going to take a rest! (too)
   2. His boss said he hadn’t been working hard and gave him the sack! (enough)
   3. Their relationship has always been strained. (very)

2. Match the adverbs to sentences A and B. Use each adverb once only. Then listen and check.

1. totally / very
   A. This is tasty. How did you make it?
   B. Wow! This is delicious. You didn’t make it yourself, did you?

2. not very / utterly
   A. I was unconvincing by his explanation.
   B. I was sure I was making the right decision.

3. absolutely / rather
   A. It’s hot today, don’t you think?
   B. Huh! It’s boiling!

4. completely / extremely
   A. They had been walking for ten hours and were exhausted.
   B. They were tired and went straight to bed.

5. pretty / absolutely
   A. I hadn’t eaten all day and I was starving when I got home.
   B. I’d only had a couple of biscuits for breakfast and I was hungry by the time I got to work.

3. Rewrite the sentences with a similar meaning, using the words in bold.

1. He was walking too slowly.
   enough He wasn’t walking quickly enough.

2. It was a fairly mild day.
   cold It was a very cold day.

3. It had taken them quite a long time to find the house.
   pretty They had taken a very long time to find the house.

4. It wasn’t warm enough to be swimming.
   cool It wasn’t cool enough to swim.

5. Rather a long time had passed since we last saw them.
   fairly They hadn’t seen each other for a long time.

6. She wasn’t speaking loudly enough.
   too She wasn’t speaking loudly enough.

4. Add adverbs of degree to the sentences below to make them true for you.

1. I study hard. I study quite hard. I study very hard. I study extremely hard.

2. My home town is small and quiet.
   small My home town is a very small town.

3. My neighbours are friendly.
   friendly My neighbours are extremely friendly.

4. I speak English well.
   enough I speak English quite well.
38 Focus adverbs

alone, only, just, also, as well, too, even

Presentation

Focus adverbs emphasise a particular piece of information:

Only Alex knew what he was talking about.

We've got to do yesterday's homework as well.

alone, only, just

Use alone, only and just to focus on a particular element or feature to the exclusion of others:

He could only play the guitar. (He couldn't play the piano.)

He alone could play the guitar. (Nobody else could play the guitar.)

Just and only can be used to focus on nouns, verbs and adjectives. They come before the noun, verb or adjective they are focussing on:

He's just / only joking.

Just / Only Jim's coming tonight.

None can only be used with nouns. It comes after the noun:

Jim alone was coming tonight. (too one else)

When alone is used after a verb, it has a different meaning:

Jim was coming alone tonight. (= He was on his own, no one else was coming with him.)

also, as well, too

Use also, as well and too to emphasise an additional element or feature in a sentence. Also comes before most verbs, but after the verb to be, or at the beginning of a sentence.

He also writes his own songs. He's also a song writer.

Also, he writes his own songs. As well and too come after the verb (and object if there is one):

We appreciate

Exercises

1 Read the article and underline the correct adverb.

Art appreciation

- Research is being carried out to find out whether it's only / even humans who can appreciate and produce art, or whether animals can do it too / just. Both elephants and chimpanzees have been trained to produce paintings such as the one in the photo, but are these really works of art or 'alone / just random shapes and lines? Elephants and chimpanzees can see a range of colour, but animals who are completely colour-blind, such as seals, have 'also / only been trained to paint. The 'artwork' they produce 'even / alone looks similar to pictures painted by elephants. However, since they do not see in colour, surely we have to deduce that these paintings can only / only be random strokes, however much we would like to believe otherwise.

2 Put the adverb in brackets in the correct position in the sentence. In some sentences there is more than one possibility.

also

1 I bought some new shoes and I bought a cool pair of shoes. (also)

2 Jeremy doesn't know the answer and he's the cleverest kid in the class. (even)

3 I think it's Richard coming tonight. Everyone else is too busy. (just)

4 My teacher thinks local history is really interesting. My father thinks it is interesting. (as well)

5 She wanted to come but she couldn't. (too)

6 I'm asking you to do the dishes. I'm not asking you to do anything else. (only)

7 Sue finished the race in time. All the others took too long. (alone)

8 I have to finish this last exercise and then I can come out. (just)

3 Rewrite the first sentence using the adverb in bold.

1 Did you also meet the rest of the band? too

Did you meet the rest of the band?

2 Steffi was the only person who passed the exam.

alone Steffi

3 We like Bollywood movies as well.

also We

4 My parents don't listen to anything except classical music.

only My parents

5 I want to be left in peace, that's all.

just I

6 He does most of the housework, including the cooking.

even He
Hi Monika
I'm having a great holiday, but it's all going so quickly. Greece has such beautiful places to visit and there's so much to see. We've been to the Acropolis of course, but my favourite place is Kythnos. It's such a nice island and the local people are so friendly ...

Presentation

You use so and such to add emphasis to an adjective, adverb or noun.

**so**

Use so before:
- an adjective without a noun:
  The local people were so nice and welcoming.
- an adverb:
  The holiday is going so quickly.
- much, many:
  There's so much to see in Greece.
- few:
  There are so few people here. (= It's too quiet.)
- little:
  There's so little space here. (= It's too small.)

such

Use such before:
- an adjective + noun:
  Greece has such beautiful places.
- a noun without an adjective:
  The Acropolis is such a nice place.
- so, so much, so many, so few, so little
  Such a flat is so little! (adjective)
  We have so little space. (quantifier)

Exercises

1. **Underline the correct option, so or such.**

<table>
<thead>
<tr>
<th>From: Monika</th>
<th>Subject: Re: Greece</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hi Monika</td>
<td></td>
</tr>
<tr>
<td>I'm so / such glad you're having so / such a good time in Greece. We're so / such jealous of you here at work. You chose the right time for a holiday. There have been so / such few people here this week - and we've had so / such a lot of extra work to do. Anyway, I can't wait to see you. You'll have so / such a good time, I expect!</td>
<td></td>
</tr>
</tbody>
</table>

2. **Write so or such in the conversation. Then listen and check.**

A: Thank you for such a lovely evening.
B: Not at all.

A: I'm so glad that you enjoyed it.
B: A: But there were so many dishes!
B: But then I'm an awful cook.

3. **Look at pictures 1–4. Write what each person is saying. Use the words and add so or such.**

3. India / beautiful country:

1. Why / she / drive / slowly?
2. I don't know why there / few people
3. There's / much / do
4. That now boy in our class is so handsome!
5. Question three is so difficult.
6. We had such a wonderful holiday.
7. Have you ever met anyone so rude?
8. Have you ever met such a person?
40 Review of units 36 to 39

Grammar

1 Write the words in the correct order.
   1 Finish worked he to job the hard
   2 He worked hard to finish the job
   3 Strong you coffee for the enough is
   4 Lately holiday you have on been
   5 Quietly moved he so nobody sound that a heard
   6 Mistake that clever she's make much to too
   7 Birthday forgot even he his mother's
   8 Game as that played well I've
   9 Hair such a my mess today is
   10 Your so has useful work been

2 Underline and correct the mistakes in 1–6.
   1 John only is staying. Everyone else is leaving. Only John . .
   2 On this diet you only meat eat and no carbohydrates.
   3 This necklace is such beautiful. Where did you buy it?
   4 That's so a good idea!
   5 He had got up lately that morning and was in no hurry to leave the house.
   6 It was a quite good idea, but I knew it'd never work.

3 Complete the conversation with the words in the box. You will not need to use all the words.
   alone also as well even hard hardly just late only

A: What are you doing here so ?
   Your classes ended hours ago!
   B: Yes, but I hard to finish this last piece of homework.
   A: What are you doing? Your German assignment?
   B: It's really ! And I have to study all this new vocabulary.
   A: Let's see. That's ! new! We studied that last year. Don't you remember?
   You know that already. And you know I've got a terrible memory!
   B: Oh yes, you're right! Great. Listen, leave me for ten minutes so I can finish.
   Then we can go and get a coffee or something.
   A: OK, but ? ten minutes, no more!
   B: See you outside in ten minutes.

Pronunciation: stressing words in sentences

6 2.14 We often stress particular words in sentences for emphasis. Notice the stressed words in sentences 1 and 2 and then underline the stressed words in 3–6.
   1 Thank you, it's really beautiful.
   2 Rosal's so lucky! She met Johnny Depp and he gave her his autograph!
   3 Can I come, too?
   4 That's such a good point you made.
   5 Snowboarding is so much fun.
   6 I'll only go if Ray isn't going.
   7 Jon alone knows the secret.
   8 I'm sorry, it's just too big.

Listen again and repeat the sentences.

Grammar in context

5 Complete the text using the words in the box. Note that some words are used more than once.
   also hard just late only so such too

World News

Preventing global warming: Is it already too ?

When you ask this question, much depends on who you ask. There are people who don't believe it really exists. There are others who say that even if it's true that the world is getting warmer, it's part of the natural cycle and we can all look forward to enjoying warmer summers and shorter winters. But it's to argue with the evidence nowadays when many scientists accept it as a fact last week, another report from a team of experts said that there is a large amount of greenhouse gas in the atmosphere already that it will take at least another century for it all to clear.

Tim Barnett, a senior scientist at the Scripps Institution of Oceanography in California, believes that it's already . . . late to stop the temperature rising. Even if the world suddenly stops producing greenhouse gases today, temperatures will still rise by one degree by 2050.

Listen again

7 2.14 Listen and decide: does the adjective describe the father or the son?
   1 Dishonest
   2 Deaf
   3 Angry
   4 Quiet
   5 Tired
   6 Anxious
   7 Sad

Listen again and repeat the sentences.
Comparatives and superlatives 1
Adjectives and adverbs

You use comparative and superlative forms to make comparisons: Italian is easier than German. The easiest language is the one you're most motivated to learn.

Comparative forms are used to compare two things or people. They are used to:
- say that one has more or less of a quality than the other: Spanish is easier than Portuguese.
- show how a situation has changed: I find it more difficult to study now than I did in the past.
- describe a change that is in progress: It's getting more difficult as I get older.

Use the superlative to say that one thing or person has more or less of a quality than all the others of the same group: Spanish is the easiest European language.

Comparative and superlative forms can be used in different ways to say the same thing: Spanish is the easiest language to learn. Spanish is easier than any other language.

To form comparative adjectives and adverbs, we use more or less: easy → easier; motivated → more motivated; efficient → less efficient.

To form superlative adjectives and adverbs, we use most or least: easy → easiest; motivated → most motivated; efficient → least efficient.

Expressions with comparative forms

You can repeat the comparative using and to emphasise a process of change: It's getting easier and easier. She worked less and less enthusiastically.

You can use two comparative expressions with the to explain how one thing changes in relation to another: The older you are, the harder it is. (= As you get older, it gets more difficult.)

The more confident you feel, the better you learn.

Expressions with superlative forms

You often use superlative expressions with:
- one of the: one of the hardest languages; some of the easiest languages.
- the second/third, etc. ... is ... the second easiest language is Italian.
- the most ... ever ... the most beautiful language I've ever heard.

Use the preposition than with comparative forms to link the two objects, people or situations that you are comparing: Italian is easier than German. Speaking it is more difficult than reading it.

You usually use the before a superlative adjective: The easiest language to learn. The most beautiful language in the world.

Exercise 1
Write the comparative or superlative form of the words in brackets. Then listen and check.

1 A: How's the new job going? Is it any (good) than the last one?
   B: No! It's (bad) if anything! It's probably the (boring) job I've ever had! And the hours are (long) than my other job, too. Changing jobs was the (bad) decision I've ever made!
   A: Well, if it's so bad, why don't you quit?
   B: Because the wages are (high) and I need the extra money!

2 A: I think maybe you should drive a little (slowly).
   B: Why? Do you think I'm going too fast?
   A: Well, you're certainly going (fast) than anyone else on the road. But importantly, there's a police car over there, and they're going to stop you for speeding!

Exercise 2
Complete the second sentence so that it has a similar meaning to the first sentence. Use the words in bold and use no more than four words in each gap.

1 A: This one's cheaper, but it's not very reliable.
   B: That one's (expensive) but it's not very reliable.

2 A: This is the best model in the range in terms of reliability.
   B: This model is (reliable) in the range.

3 A: Their new delivery service isn't very efficient compared to the old one.
   B: Their new delivery service is (less) efficient than the old one.

4 A: This car is certainly not the most comfortable car I've ever driven!
   B: This car is probably the least comfortable car I've ever driven!

5 A: Sam has been attending more classes this term.
   B: Sam has been attending more classes than anyone else this term.

6 A: Their business has been improving over the last year.
   B: Their business has been improving (frequently) over the last year.

7 A: I've never felt (happy) than I do now. I have everything I could possibly want in life.
   B: I've never felt happier than I do now. I have everything I could possibly want in life.

8 A: It was one of the (harder) days of her life. She had always wanted to be a mother.
   B: It was one of the (hardest) days of her life. She had always wanted to be a mother.

9 A: She has been working (harder) and (more enthusiastically) over the last year.
   B: She has been working more enthusiastically over the last year.

Exercise 4
Write your own answers to the questions below. Use comparative and superlative structures.

1 What do you think is the easiest language to learn? Why?
2 Do you think English is a difficult language?
3 What do you think is the most difficult thing about learning a language?
4 What do you think is the best way to learn a language?
Comparatives and superlatives 2
more, most, less, least as adverbs

Ask Annie!
Got a problem at work? Need advice about a difficult decision? Annie has helped more people than any other online advice service.

End of the line?
- My job's getting me down more and more every day! I spend more time at the office than I do at home and I have less and less time to spend with my family and friends. Of all the people I know, I'm the one who works the most hours and I'm also the one who has the fewest holidays! And now my boss has asked me to work on Saturdays as well! I'm already doing more than I want to, but if I say no, I'll lose my job. What should I do?

Brad

- Try talking to your boss. Maybe you can negotiate to work fewer hours during the week? Or get more holidays to make up for the extra work? If your boss won't listen to sense, then you need to decide what matters most to you, your job or your personal life.

Annie

Good luck!

Presentation
Comparative and superlative structures with nouns
You can form comparative and superlative expressions using nouns:
I spend more time at the office than I do at home.
I have less time to spend with my friends.
I'm the one who works the most hours.
I'm also the one who has the fewest holidays.
Use more, less and fewer to form comparative structures.
Use most, least and fewest to form superlative structures.

more, most, less, least as adverbs
More, most, less and least can also be used as adverbs. They come after the verb (and the object if there is one): My job is getting me down more and more. These days, I care about my family more and more. I'm working more than I want to.
The thing that matters most is my family.
The thing I care about least is the money.
When I'm tired, I work less.

Expressions
The following comparative and superlative expressions can be used with nouns and as adverbs:
more and more / less and less: I spend more and more time at work. I have less and less time to spend with my family. I worry more and more about my job.
The more ... the less ...: The more time I spend at work, the less time I spend with my family. The more I work, the less I play.
The most / least / fewest ... possible: The company employs the fewest people possible. I spend the least time possible at the office.

<table>
<thead>
<tr>
<th>uncountable</th>
<th>countable</th>
</tr>
</thead>
<tbody>
<tr>
<td>more/most + noun</td>
<td>more/most + noun</td>
</tr>
<tr>
<td>more time, the most</td>
<td>more hours, the most</td>
</tr>
<tr>
<td>holidays*</td>
<td></td>
</tr>
<tr>
<td>less/least + noun</td>
<td>less/fewest + noun</td>
</tr>
<tr>
<td>less time, the least</td>
<td>fewer people, the fewest</td>
</tr>
<tr>
<td>money</td>
<td>things</td>
</tr>
</tbody>
</table>

*You must always use the with most + noun if you want to express a superlative meaning.
The most people who can fit in the room is 200. (most = the largest number possible)
Most people live in flats. (most = the majority of)

 Exercises
1 Choose the correct options. Then listen and check.
A new survey shows that teenagers spend fewer / least / most time watching TV than most adults. In fact, of all the age groups covered in the survey, teenagers spend the fewer / least / most hours in front of a TV screen. But, in contrast, they spend fewer / least / fewest / less time on the internet. They are, in fact, one of the groups that spends the fewer / least / fewest / less hours on the internet. This may be because adults have / least / more / most access to the internet than teenagers. Teenagers have fewer / least / fewest opportunities to go online because they spend most of the day either at school or in after-school activities. They also spend fewer / least / less time playing video games than most people think. The people who play the less / more / most video games are in the 21–30 age group.

2 Add more, most, less or least to the sentences below.
1 I'm enjoying my dance classes this year than I did last year. They're really good.
2 The thing I like about them is the teacher. She's great!
3 She makes us work less than the old teacher did. The old teacher was a bit lazy.
4 She shoots as well! The old teacher was forever shouting at us!
5 He spent most of the lesson sitting down in front of the computer, telling us what to do. He spent the possible time actually dancing.
6 The new teacher explains things and shows us the steps herself, instead of just talking.
7 And I suppose that the thing that matters is that I'm getting really fit and having fun at the same time.

3 Correct the mistakes in the sentences below.
less and less
1 He's spending fewer and fewer time with his family.
2 She's studying less and less and I'm really worried she'll fail her exams.
3 They told the less people possible, but the story still got into the newspapers.
4 The more I get to know him, less I like him.
5 The more I try, the most mistakes I make.
6 He really made the fewest effort possible to make us feel at home.
7 The few options you have, the easier it is to make a decision.
8 They're making most and most money, but they have no time to spend it.

4 Complete these sentences so that they are true for you.
1 I spend than
2 I spend money on than on
3 The thing I like about studying English is
4 The one thing that matters in life is
Modifying comparatives and superlatives

Exercise 1

1. Add the modifiers in brackets to the sentences. Then listen and check.
   a) He always does his work more quickly than anyone else. (far)
   b) Yes, but he also makes more mistakes. (a lot)
   c) What's the quickest way to get to the centre from here?
   d) The train is probably the quickest, but the bus isn't bad either. It takes more time, but costs less. (a little / a lot)
   e) That was the best film I've seen this year. Better than the original. (easily / even)
   f) Really? You think so? I thought the original was better. (much)
   g) Well, there were more people there tonight than I'd expected. (a few)
   h) Yes, there were definitely more tonight than last week. (a lot)

Exercise 2

Choose the best word(s) from the brackets to replace the words in bold.

1. I got a few more birthday presents this year. (slightly / a bit)
   4. The time passed a lot more quickly than we'd expected. (easily / fast)
   2. It took me much more time to do the homework this week than usual. (far / many)
   5. She had much more support from her parents than I ever did. (a bit / a lot)
   3. He was easily the most attractive man in the room. (by far / far)
   6. There are far more job opportunities in a large town. (many / much)

Exercise 3

Look at the information about three cities in Spain and answer the questions using comparative and superlative structures. Use modifiers where possible.

<table>
<thead>
<tr>
<th>City</th>
<th>Founded in</th>
<th>Population</th>
<th>Average temperatures</th>
<th>Number of visitors per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cádiz</td>
<td>3,000 BC</td>
<td>160,000</td>
<td>Summer 24° Winter 12°</td>
<td>400,000</td>
</tr>
<tr>
<td>Madrid</td>
<td>5th century AD</td>
<td>3 million</td>
<td>Summer 30° Winter 5°</td>
<td>7 million</td>
</tr>
<tr>
<td>Santiago de Compostela</td>
<td>5th century AD</td>
<td>94,000</td>
<td>Summer 18° Winter 8°</td>
<td>3.5 million</td>
</tr>
</tbody>
</table>

1. Which city is the oldest?
   Cádiz is the oldest. It is much older than both Madrid and Santiago de Compostela.

2. Which is the largest in terms of population?

3. Which has the best climate?

4. Which city is the most popular with tourists?

5. Which city would you prefer to visit? Why?
The amazing folding bike!

When it's folded up it's as small as a backpack and it's almost as light, though possibly not quite so easy to carry! Traditional bike lovers may complain that the wheels aren't nearly as big as the wheels of a normal road bike, but then, you can't get a normal road bike, which is at least three times as big, onto a busy train at rush hour! They may not perform quite as well on the open road, but they move just as quickly through heavy city traffic, and they certainly don't take up as much space in your garage or hall! And think about the back of your car, where you can carry as many bikes as you want — within reason, of course!

Presentation

Use as ... as ... to compare two things and say that they are similar:

It's as small as a normal backpack. (= A backpack is small. The bike, when it is folded up, is equally small.)

Use not as ... as ... to compare two things and say that they are different, and that one possesses less of a certain quality or ability than the other:

The wheels aren't as big as the wheels of a normal road bike. (= The wheels are smaller than the wheels of a normal road bike.)

You can also use not so ... as ... The meaning is the same. It's not so easy to carry as a normal bike.

Use (not) as much/many as ... with adjectives and adverbs:

It's as much as a backpack.

It's as much as a normal bike.

It doesn't take up as much space as a normal bike.

The second as can be followed by a noun phrase or a clause:

as big as a normal bike (noun phrase)

not as big as you think (clause)

You can drop the second as and the following noun phrase or clause if the comparison is easy to make:

It's as small as a normal backpack though it's not so easy to carry (as a normal backpack).

Modifying as ... as ... We can modify expressions using (not) as ... as ... to show the degree of similarity or difference:

- small differences: use almost/nearly/not quite as ... as ...
- big differences: use twice/three times (etc.) not nearly as ... as ...

This one is not quite as exciting as that one.

This one is twice as expensive as that one.

This one is not nearly as attractive as that one.

You can use just to emphasise that one thing is equal to another:

They move just as quickly as other bikes in heavy traffic.

There is no difference between them.

like and as

You use the preposition like in expressions that compare two things and say that they are similar in some way:

He runs like the wind. She looks like you. It sounds like a dream come true.

You use the preposition as to explain the jobs and functions of people and things:

She works as a TV actor. You can use this box as a seat.

You also use the preposition as with the adjective same:

He looks just the same as you. (= He looks just like you.)

Exercises

1 1.42 Complete the expressions using the words in the box. Then listen and check.

easy fit good new quickly

1 A: Hi, my car's broken down! Can you come and pick me up?
B: Yes, sure, I'll come as ______ as I can. Where are you?

2 A: Hey, you sound out of breath! What have you been doing?
B: The lift's broken. I came up the stairs. I'm obviously not as ______ as I used to be!

3 A: Oh dear, this isn't going to be as ______ as I thought. Can I give it to you tomorrow?
B: Yes, sure. Take all the time you want.

4 A: Does your dog bite?
B: No! He's as ______ as gold! He'd never hurt a fly.

5 A: There you are. I've mended the hole in your trousers.
B: Thanks, hey, you've done a great job. They're as good as ______

2 Complete the second sentence so that it has the same meaning as the first. Use structures with as ... as ...

1 It's easier than it looks.
   It's not ______ as ______ as it looks.

2 Yoga is more relaxing than pilates.
   Pilates is ______ as yoga.

3 Pilates is much more dynamic than yoga.
   Yoga is ______ as pilates.

4 More people do yoga than pilates.
   Not ______ people do pilates as do yoga.

5 Both exercise types are equally good for improving tone and balance.
   Both exercise types are ______ for improving tone and balance.

6 There are a lot more variations of yoga than pilates.
   There are ______ variations of pilates as there are of yoga.

3 Complete the sentences using as or like.

1 It's the same height ______ a normal bike, and ______ a normal bike, it can be used on cycle lanes but not on pavements.

2 Is that a new bike you've got? It's just ______ mine! Except that it's not quite ______ big.

3 What's your new flat ______ ? Is it in more or less the same area ______ before?

4 It's not ______ close to the station, but it's twice ______ big. It feels ______ a palace after that tiny flat we used to live in!

4 Complete these sentences so they are true for you.

1 I'm not nearly/just as ______ my father.

2 I'm not nearly/just as ______ my mother.

3 I'm more or less ______.

4 Everybody says I look just a bit ______.
45 Review of units 41 to 44

Grammar

1 Complete each section of the text below with the words in the box.

Fascinating facts about languages

The oldest languages
- just as old, older than, one of the oldest
- Chinese is written in languages which is still spoken.
- Ancient Greek is as Chinese.
- But Ancient Egyptian is than both of them.

The most spoken languages
- more people, as many people, the greatest number
- Mandarin Chinese is the language with native speakers.
- Also speak English as a second or foreign language than as a first language.
- speak Chinese as a foreign language.

Languages on the internet
- as popular, less popular, not as dominant
- English is as it used to be on the Internet. The number of websites in other languages has grown dramatically over the last ten years.
- Chinese is now almost as English on the web.
- Spanish is used than Japanese but than English.

2 Correct the mistakes in the sentences below. There is one mistake in each sentence.

1. There are far more students in our class this year than last year.
2. I haven’t got quite as much free time this week than I had last week.
3. There were a bit fewer applications for the job than we were expecting.
4. He generally spends the fewest time at his desk of all his colleagues.
5. That was the easiest most boring party I’ve ever been invited to.
6. It’s not nearly so cold so I thought it would be.

Choose the correct options.

1. A: You look a lot as / like your brother, don’t you?
   B: Yes, a lot of people say that, except that I’m not nearly as tall / taller.
2. A: The restaurant looks a few / a lot busier than usual today.
   B: Yes, it’s by far / far the most visitors we’ve had all year.
3. A: I really can’t stand this heat anymore. It’s getting hotter / hotter / more and more hot every day!
   B: Just wait. It gets even / just hotter in July!
4. A: That was one of the worse / worst hotels I’ve ever stayed in. I know it was cheap, but I was expecting it to be a little / easily cleaner.
   B: Oh, I don’t know. I thought the one we stayed in last night was even / just as bad.

Complete the second sentence so that it has the same meaning as the first. Use the words in bold. Use no more than five words.

1. My room is much colder than yours.
   warm My room isn’t as warm as yours.
2. I spend more money on food than on clothes.
   less I spend less than on food.
3. Mike was much happier in his old job.
   near Mike isn’t nearly / in his new job.
4. My previous office was half the size of this one.
   big This office is twice ray previous one.

Health tip of the week: slow down, lose weight!

"The faster you eat, the more you eat, so if you want to lose weight, you’d better start slowing down. Medical researchers in Athens have found that the more slowly you eat, the more time / the less time your stomach has to produce natural hormones that tell you that you’re full. As a result, you don’t feel as hungry and you eat less / less. A group of volunteers were asked to eat 500ml of ice cream, some faster and others much / slowly / more slowly. Their blood was tested before and after eating, and then at intervals to measure the levels of hormones. Those volunteers who ate the faster / the fastest had the lowest levels of hormones in their blood, which meant that they felt twice / hungry / as hungry as the volunteers who had eaten their ice cream at half the pace. They felt / as hungry as they could still eat more, while the slower eaters felt that they’d eaten 'more enough' / more than enough. So, the lesson is, eat 'slower / as slowly as you can, enjoy what you're eating and lose weight at the same time!"

Pronunciation: as ... as ... weak form

Listen to the first two sentences with as ... as ... Notice the pronunciation of as and the stress on the main content words.

1. The children were as good as gold.
2. This is definitely not as easy as I thought.

Listen to the other sentences and underline the stressed words.

1. I'll get it done as soon as I possibly can.
2. Her hair was as white as snow.
3. The concert wasn’t nearly as good as last time.
4. Watch out for him! He’s as cunning as a fox.
5. There’s no hurry. Take as much time as you want.
6. There weren't quite as many people as we'd expected.

Listen again and repeat the sentences. Remember to stress the main content words.

Listen again

7 Listen to three short conversations and answer the questions.

Conversation 1: Why doesn’t Nick like his new job?
   1. The children were as good as gold.
   2. This is definitely not as easy as I thought.

Conversation 2: Why does Sue tell the driver to slow down?
   1. I’ll get it done as soon as I possibly can.
   2. Her hair was as white as snow.
   3. The concert wasn’t nearly as good as last time.
   4. Watch out for him! He’s as cunning as a fox.
   5. There’s no hurry. Take as much time as you want.
   6. There weren't quite as many people as we'd expected.
### Exercises

**1 Complete each pair of sentences with the words in bold.**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>in / on</td>
<td>A</td>
<td>He works ________________ Mondays and Thursdays.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B</td>
<td>He works ________________ the evenings.</td>
</tr>
<tr>
<td>2</td>
<td>in / at</td>
<td>A</td>
<td>Let's meet ________________ five o'clock.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B</td>
<td>Let's meet ________________ an hour.</td>
</tr>
<tr>
<td>3</td>
<td>on / at</td>
<td>A</td>
<td>I'll be at home ________________ New Year's Day.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B</td>
<td>I'm going away ________________ New Year.</td>
</tr>
<tr>
<td>4</td>
<td>in the night / at night</td>
<td>A</td>
<td>The wind blew down a tree ________________ but fortunately it missed the house!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B</td>
<td>When I sleep at my grandmother's house, I always hear strange noises.</td>
</tr>
<tr>
<td>5</td>
<td>in time / on time</td>
<td>A</td>
<td>I was late home last night but I arrived ________________ to watch the second half of the match on TV.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B</td>
<td>She never starts her meetings ________________ It's so annoying!</td>
</tr>
<tr>
<td>6</td>
<td>in the end / at the end</td>
<td>A</td>
<td>We drove round and round Paris for about half an hour. ________________ we asked someone for directions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B</td>
<td>I always cry ________________ of this film because they never see each other again.</td>
</tr>
</tbody>
</table>

**2 Cross out any prepositions in this conversation where possible or necessary. Then listen and check.**

A: Our next meeting will be ________________ next month.  
B: The following on Monday.  
A: Which day is that on?  
B: Right. We'll have it on the first.  
A: The twenty-fifth.  
B: What time are we meeting at?  
A: OK. On what day are you back?  

**3 Rewrite the first sentence using the words in bold.**

1 I hope he applies for the job ________________ the deadline.  
   in time I hope he applies ________________ the deadline.  
2 We meet on Mondays.  
   every We ________________  
3 I couldn't sleep for ages. Finally, I took some sleeping pills and fell asleep.  
   end I couldn't sleep ________________ ages. Finally, I took some sleeping pills and fell asleep.  
4 You must answer ten questions. You have five minutes only.  
   within You must answer ________________ questions.  
5 My uncle is a security guard ________________ he often works nights.  
   night My uncle is a security guard ________________ he often works ________________ night.  
6 She's coming to visit this Friday.  
   on She's coming ________________ to visit ________________.
for, in, during, from ... to, between, by, until, before, after, since

Prepositions of time 2

Summer of Love

When Rachel Knightly stays at her aunt's Italian villa for the summer, she isn't looking for romance. That is until one warm afternoon on the beach when she meets her aunt's stepson — Roberto. By the evening, she's fallen hopelessly in love.

Then, during one tempele night, she is woken by the voices of Roberto and her aunt. It is after midnight. As she opens the door she overhears their conversation and a terrible family secret ...

One critic said: 'From the moment I began reading to the moment I closed the book, I lived every day of Rachel's summer. Summer of Love is like no other book I've ever read — before or since!'

Presentation

for, in, during, from ... to, between

These prepositions are used with a period of time but there are differences in meaning.

for

For refers to the length of the period and shows how long something lasted: Rachel Knightly stays at her aunt's Italian villa for the summer.

in, during

In or during describes a shorter period of time within a longer period: We visited my grandparents in the school holidays. (= The visit took place at some time within the period of the school holidays, not the entire holiday.)

from ... to, between

Use from ... to ... to describe the length of the period of time by stating the starting and ending points:

I read the book from two o'clock to three o'clock. (= I read for an hour.)

Use between to say that an action happened at some point in a period of time: What time was Rachel woken up? Sometime between two and three o'clock. (= We don't know exactly what time.)

See page 244: Common prepositions and their meanings by, until (till), before

Use by, until and before when talking about the end point of a period of time. Use by to talk about an action/event that is completed at some point before or possibly at a point in time: By the evening, she's fallen hopelessly in love.

Use until to describe an action/event that will continue from the time of speaking to precisely the point in time: She stays on the beach until (ill) five o'clock.

Use before to describe an action/event that is completed at some time previous to the time given: I always read a book before I go to bed.

after, since

Use after and since when talking about the starting point in a period of time. Use after to describe an action/event that happened at some time later than the point in time: She woke up after midnight.

Use since to refer to the time at which an action (which continues to the present) started: She hasn't been able to sleep since midnight. (= She is still awake.)

See also Unit 4: for / since

Exercises

1 Match sentences 1-8 with A and B.

1 I stayed with my friend in Warsaw for a short time during the summer. _____ A

2 I stayed with my friend in Warsaw for the summer. _____ B

A I was there for two days.

B So I had lots of time to learn Polish!

3 How long has Julia been here? _____

4 When did Julia arrive? _____

A After three o'clock.

B Since three o'clock.

5 I can be at work by five. _____

6 I can be at work until five. _____

A Really? Can't you stay any later?

B Really? Can't you get here any earlier?

7 How long are you working at the restaurant this evening? _____

8 When are you leaving the restaurant this evening? _____

A In two hours.

B For four hours.

2 Underline the correct preposition.

Animal facts

Sharks have been on the earth since / until the dinosaur age.

A snail can sleep for / during three years.

For / During her lifetime, a cow gives nearly 200,000 glasses of milk.

A caterpillar becomes a butterfly since / after two weeks.

During / From the age of one to seven years, a lobster will only grow to weigh half a kilo.

The average fly lives between / since two and three weeks.

3 Complete part of a famous story with a preposition A, B or C. Then listen and check.

1 sunset, all the guests had arrived along with the King, Queen and the Prince. The dancing began.

2 the evening, many young single ladies tried to attract the attention of the Prince. But

3 the beginning of the ball, he had shown no interest in anything or anybody.

However, some time, a new, unexpected guest arrived at the ball. The Queen whispered to the King, "Who is the girl in the white dress and glass slippers? She's beautiful."

4 that moment, the Prince hadn't moved from his seat, but instantly, he invited the guest to dance and could not be separated from her

5 midnight, the mysterious visitor began to run from the castle with no explanation. The Prince followed her as the castle bell began striking twelve. But outside, there was no sign of her — except a glass slipper.
Presentation

**in, on, at**

Use **in** to say that the person/object is inside something or surrounded by something:

Fourteen people **are in** the telephone box. (= They’re inside the telephone box.)

Common uses:

- towns, countries, continents, general locations: **in** Oxford, **in** France, **in** Africa, **in** the countryside, **in** the city, **in** a line
- printed materials: **in** the newspaper, book, magazine, **in** the photograph, picture
Use **on** to say that the person/object is situated on or attached to something:

He’s on the wing of an aeroplane. **He has a parachute** on his back. (= The parachute is attached to his back.)

Common uses:

- technology: **on** the phone, **on** the TV, **on** the internet, **on** the screen
- other: **on** an island, **on** the coast, **on** the second floor, **on** holiday
Use **at** to say that something or someone is:

- next to or very near an object, but not in or on it: **at** the table, **at** the bar
- located at a certain point; **at** the corner, **at** the end of the road, **at** work, **at** home

Common uses:

- events and special occasions: **at** a party, **at** a meeting
- addresses and points of a journey: **at** 23 Waldorf Street, **at** the traffic lights, **at** the bus stop

**in or on?**

When you talk about types of transport, use **in** if you can only sit in the transport: **in** a taxi, **in** a car.

Use **on** if you can stand or sit in the transport: **on** the bus, **on** the midday train, **on** a boat

Use **on** when you talk about a point on a route: The castle is on the road from York to Lincoln. (= It’s somewhere between York and Lincoln.)

Use **in** for something that is physically part of the route: There’s a bend in the river. There’s a bump in the road.

**in or at?**

You use **in** for things that happen inside a building:

Let’s **in** the cinema. (= not outside)

You use **on** for things that happen just outside a building:

Let’s **on** the cinema. (= inside or outside)

See also Unit 24: Articles 2

Use **in** to talk about memberships: **in** the Boy Scouts, **in** a political party

Use **at** to talk about special events: **at** a festival, **at** the Olympics

See page 24: Common prepositions and their meanings

**English Tips**

**Exercises**

1. **Complete these world records with in, on or at.**

**More world records**

- Nino Scigliano ran the fastest 100 metres 1. __________ ice.
- 201 members of the Indian army need 2. ___________ on motorcycles and travelled 129 metres.
- The largest number of people 3. __________ a party was 32,681 participants, in India.
- Ashrita Furman of New York walked the longest distance (130.3 km) with a milk bottle 4. ___________ his head.
- The smallest cinema is in Italy. 63 people can sit 5. ___________ it.
- 2,129 pizzas were put 6. ___________ the Tumbrilone Restaurant 7. ___________ the United Kingdom on 29th June 2008.

2. **Complete the sentences with the words in the box. You will also need to add a preposition to each one.**

<table>
<thead>
<tr>
<th>a wedding</th>
<th>an island</th>
<th>the newspaper</th>
<th>the phone</th>
<th>the photograph</th>
<th>the queue</th>
</tr>
</thead>
</table>

1. She’s been 8. ___________ home for hours and I need to call someone.
2. A: Are you 9. ___________ for tickets?
   B: Yes, I’m the last person.
3. Did you read about this man who lives by himself 10. ___________ the Pacific Ocean?
4. A: Are the football results 11. ___________?
   B: Yes, they’re on the back page.

3a. **Complete the sentences with in or on.**

1. I’m 12. ___________ a train to London now.
2. Only five people can sit 13. ___________ the taxi.
3. There are a lot of holes 14. ___________ this road, so drive carefully.
4. There’s a garage 15. ___________ this road, so let’s stop for petrol.

3b. **Complete the sentences with in or at.**

1. My grandmother is 16. ___________ hospital. She needs an operation.
2. My mother is 17. ___________ the hospital, visiting my grandmother.
3. At school, which class were you in? Class 3A or 3B?
4. I’ll see you 18. ___________ school tomorrow. Outside the main gates.
5. The bus stops Amsterdam.
6. The bus stopped Amsterdam bus station before continuing to Brussels.
7. This letter has come to the wrong house. It’s for the people 19. ___________ 26 Brooks Lane.

3c. **Complete the sentences with on or at.**

1. The next train is arriving 20. ___________ platform 2A.
2. This is the wrong platform. We need to wait 21. ___________ platform 2A.
3. I’m going 22. ___________ holiday for two weeks!
4. Why are you 23. ___________ work? Today is a public holiday.
Prepositions of place 2

on top of, on, next to, near, by, between, among, opposite, in front of, above, over, below, under

Presentation

on top of, on
On top of refers to the highest point of a high place, or the surface of a high place or object: on top of the mountain (at the highest point); on top of the wardrobe (on the flat, top surface).

He’s on the mountain. (= somewhere on the mountain but not necessarily at the highest point)

next to, near, by
Use next to when there is little or no space between the two objects: I was standing next to my tour guide.

Use near to say that one object is close to the other object (at a short distance): Use near to say that one object is close to the other object: near the top of the mountain. By can have the same meaning as next to or near. The town is by a river.

between, among
Use between to describe the position of one object/person in relation to two other objects: I was standing between my tour guide and a friend.

Use among to describe the position of one object/person in relation to more than two other objects: John was among the crowd.

opposite, in front of
Use opposite to describe one object/person as being on the other side of a space from another. Often there is something between the two objects: The café is opposite the hotel.

Use in front of to describe an object/person as you can see when looking forwards. The opposite of in front of is behind: I’m standing in front of my hotel.

above, over
You use above and over to say one object is at a higher point than another object but the two objects are not in contact: The clouds are above/over the town.

Use above (but not over) to show that something is at a higher position but not in a direct line. Say The bus is above the clouds. (don’t say The bus is over the clouds.)

Use over (but not above) to say that something is covering something else: a mosquito net over my bed.

Over can also show that something crosses: another object: a bridge over the river.

below, under
Below shows that something is in a lower position, but not physically underneath: The bus stop was below the city wall.

Under shows that the position is directly lower: An ancient tomb is buried under the city.

Common expressions with above or below (but not with over and under) include above/below sea level, above/below average, above/below room temperature.

See page 244: Common prepositions and their meanings.
## Grammar

1. **Write in, on or at.**
   1. ____ the summer
   2. ____ night
   3. ____ September 1st
   4. ____ Independence Day
   5. ____ the seaside
   6. ____ 23 King Street
   7. ____ five minutes
   8. ____ the weekend
   9. ____ the computer
   10. ____ the seaside
   11. ____ 23 King Street
   12. ____ the phone

2. There are mistakes in the prepositions in six more of the sentences below. Find the mistakes and correct them.
   1. Did you hear the thunder in the night?
   2. Lots of people shop here in Saturdays.
   3. I'd like to take some time off on New Year, please.
   4. The training team needs to score the most goals within 90 minutes.
   5. The train to Scotland is never in time. It's always late.
   6. In the end of the performance, the audience stood out and applauded.
   7. The package is arriving on tomorrow.
   8. Let's stop at this service station for some petrol.
   9. My parents are in a cruise liner somewhere in the Bahamas.
   10. What crime is he at prison for?

3. **Underline the correct options to give the second sentence the same meaning as the first.**
   In some sentences, both options are possible.
   1. We stayed from two to four.
      - We stayed from two to four.
      - We stayed during two hours.
   2. No one has lived here since 1995.
      - Someone lived here before 1995.
      - Someone lived here after 1995.
   3. We can't stay any later than three o'clock.
      - We have to leave before three o'clock.
      - We have to leave by before three o'clock.
   4. The tunnels are below where we're standing.
      - We're standing above over the tunnels.

4. **Complete the sentences with the pairs of prepositions in the box.**
   
   - at \+ in from \+ to
   - in \+ among in \+ in
   - on \+ over on top of \+ until
   - opposite \+ by

   **Example:**
   - Every day, they play their music from morning to night!

5. **Read part of a book called Around the World in Eighty Days. Underline the correct preposition. In one answer, both prepositions are possible.**

   - Passepartout was astonished, "Round the world । In/ During eighty days," added Mr Fogg. "We'll take no luggage. We'll buy our clothes in/the way. The train for Paris leaves in/at exactly half an hour."
   - "Over/ Within ten minutes, Passepartout had locked up the house and returned to his master in/on the front door. Mr Fogg had a small bag on/in his side and passed it to Passepartout. "Take good care of this bag. There are twenty thousand pounds in/among it."

6. **Complete the sentences and decide which words are linked. See the first two examples.**

   **Examples:**
   - It's five minutes.
   - Mr Jacobs lives on top of the hill.
   - They're waiting on the platform.
   - What's that light among the trees?
   - We'll see Paul at the weekend.
   - Dark clouds were over the city.
   - We didn't stop working until after nine.

   **Listen again and repeat the sentences.**

7. **Listen to a story. Are the statements true (T) or false (F)?**

   - All the guests arrived before sunset.
   - Young, single ladies tried to attract the attention of the Prince for part of the evening.
   - At the same moment that the new guest arrived, the Prince moved from his seat.
   - At midnight, the mysterious visitor began to run from the castle.
   - The Prince followed her after the castle bell had struck twelve.

   **Glossary:**
   - Cab: a taxi in the late 19th century, pulled by horses

---

**Listen again:**

**6.1.8 Words ending in a consonant sound followed by a word starting with a vowel sound often sound like one word. Listen to these sentences and decide which words are linked. See the first two examples.**

1. It's five minutes.
2. Mr Jacobs lives on top of the hill.
3. They're waiting on the platform.
4. What's that light among the trees?
5. We'll see Paul at the weekend.
6. Don't stand in front of me.
7. Dark clouds were over the city.
8. We didn't stop working until after nine.

Listen again and repeat the sentences.

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**Pronunciation: linking**

**Listen again:**

**Grammar in context**

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**5.1.8 Read part of a book called Around the World in Eighty Days. Underline the correct preposition. In one answer, both prepositions are possible.**

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**3.1.8 Underline the correct options to give the second sentence the same meaning as the first. In some sentences, both options are possible.**

---

**4.1.8 Complete the sentences with the pairs of prepositions in the box.**

---

**1.1.8 Complete the sentences and decide which words are linked. See the first two examples.**

---
Prepositions of movement

to, towards, at, in, into, on, onto, out of, of, over, across

He burst through the door, marched across the enormous hall, past the smiling receptionist, right under the huge banner announcing his arrival, and headed towards the double doors. When he reached the doors, he hesitated for going in. He put his hand in his coat pocket and took out a gun. As he lifted the gun up to shoulder height, a figure jumped over a chair, leapt at his feet and brought him crashing to the ground. The gun fell from his hand and slid under a chair. The woman got to her feet, put her hands on the man’s shoulders and pulled him up. “You’re under arrest,” she said, quietly.

Presentation

Prepositions of movement describe the direction of a movement or action. They are always followed by a noun or pronoun. They are often used after verbs. Many prepositions of movement are also used as prepositions of place:

A figure jumped over the chair. (movement)
The banner hung over the reception area. (location)

See page 244: Common prepositions and their meanings

The following sections look at groups of prepositions that can sometimes be easily confused.

to, towards, at

Use to with the final destination of a movement: He crashed to the ground.
Use towards to say that you are moving nearer someone or something: He moved towards the door.
Use at to show the specific point where the movement is aimed: She leapt at the man’s legs.
Compare the use of to and at with throw.
She threw the ball to me. (= She wanted me to catch it.)
She threw the ball at me. (= She wanted the ball to hit me.)

in, into, on, onto

With a verb that shows movement, use either in or into.
There is no change in meaning: He put his hand in/into his coat pocket.
With a verb that does not necessarily express movement, there is a difference in meaning:
She danced in the hall. (in = location)
She danced into the hall. (into = movement from one place to another)

Exercise

1. Complete the sentences with the prepositions given. Use each preposition only once.

   to/towards
   1. We got ________ the airport just in time.
   2. I moved slowly ________ the open door.

   at/to
   3. He threw the bag ________ his friend who caught it and ran away.
   4. She threw the plate ________ the wall and it broked a loud crash.

   in/into
   5. He turned and waved to the crowd before getting ________ the car.
   6. The driver opened the door of the car and he climbed ________.

   out/of
   7. She took ________ the photo and looked at it sadly.
   8. She looked ________ the window at the falling rain.

   across/over
   9. The woman walked ________ the snowy field towards the gate.
   10. The plane flew ________ the snow-capped mountains.

2. Complete the text using the prepositions in the box. Then listen and check.

   across around behind out out of past through towards

   She walked ________ the revolving doors and marched across the hall, calling loudly for the manager. The manager ran ________ his office and hurried ________ the hall to meet her. He put out his hand to shake hers, but she stepped ________ him and walked straight into his office. The manager followed ________ her, looking very worried. He took ________ a handkerchief and wiped the sweat from his face and his neck as he turned ________ and walked ________ his office.

3. Add the prepositions in brackets to the sentences.

   1. He stepped ________ the door and walked ________ the bus stop. (of, to)
   2. He walked to the baker as he walked ________ the shop and stopped the newsagent’s ________ buy a newspaper. (past, at)
   3. At the bus stop, he sat down ________ one of the seats and waited. (on)
   4. After a few minutes, a bus came ________ the hill. (up)
   5. It slowed down ________ it approached ________ the bus stop, but instead of stopping, it carried on driving ________ the road. (along)
   6. The man looked ________ the bus as it drove away ________ him. (from)
   7. He rose slowly ________ his seat and walked ________ the road ________ his house. (from, down, to)
   8. When he got ________ his house, he opened ________ door, walked ________ the phone and called ________ taxi. (to, in)
52 Verbs and dependent prepositions

Presentation

Some verbs need a preposition to introduce their objects. Many of these verbs are always followed by the same preposition. These prepositions are called dependent prepositions.

I'm listening to the new Coldplay album.
What do you think of it?

Look at the cover.
(Listen, think and look can also be used with other prepositions, but their meanings change. See Units 53 and 54.)

Some verbs have more than one dependent preposition. The preposition changes depending on the nature of the object, but the meaning of the verb stays the same:
I don't agree with you. (agree with + person)
I agree about the cover. (agree about + something)
We went to their concert last week. (go to + place)
We went with Jake and Cass. (go with + person)

Sometimes you can use both prepositions at the same time:
I agree with you about the cover.
We went to the concert with Jake and Cass.

Prepositions are normally followed by a noun or pronoun: Listen to this. Look at the rain. We were just talking about you!

Many of these verbs can be used without an object. In this case, do not use the dependent preposition.

Can you be quiet and just listen? (don't say Can you be quiet and just listen to?)
Open your eyes and look. (don't say Open your eyes and look at.)

I have to go. (don't say I have to go with it.)

However, you must include the dependent preposition:
• at the end of questions with who, what or which:
  What are you listening to?
  What are you talking about?

• in relative clauses: This is the album that I was talking about. (See Unit 83.)
• with adjectives followed by an infinitive: This music is very easy to listen to.

Verb + object + dependent preposition

With some verbs, the dependent preposition comes after the direct object:
I've already downloaded it from the internet. (See Unit 64.)

With verb + object + dependent preposition, you must include the preposition:
• at the end of questions with who, where, what or which: Where did you download it from?
• in relative clauses: The website that I downloaded it from no longer exists.

See page 242: Common verbs and their dependent prepositions

Exercises

1 Match the two halves of the sentences.
   1 I totally forgot …………… A about most things.
   2 Has Pete recovered ……….. B about Keira's birthday.
   3 Are you sure you're prepared …… C for better weather next weekend.
   4 We usually disagree ………… D for your exams?
   5 I know I can depend ………… E for your mistake.
   6 You really should apologise ……… F from the flu yet?
   7 We're hoping ……………….. G on you.
   8 Can you deal ……………….. H with this problem please?

2 Add dependent prepositions to the sentences below.
   1 I love listening to music when I'm on my bike.
   2 Hey! What are you looking? Can I have a look?
   3 Look, that's the car I was telling you. It's great, isn't it!
   4 So, what did you think the film? I thought it was great!
   5 You are going on ahead. Don't wait me. I'll join you later.
   6 I really think Ronnie worries a lot too much. She needs to learn to relax more.
   7 Here's the report you asked. I finished it last night.
   8 He's a difficult person. He really isn't very easy to live.

3 Complete the questions using a verb and an appropriate dependent preposition.
   1 A: I've got to study really hard tonight. B: What are you studying for?
   2 A: We laughed so loud, the boss heard us. B: What were you being laughed at?
   3 A: I had a huge argument last night. B: Who did you argue with?
   4 A: I've just sent off an application for a job. B: What job have you applied for?

4 Write the words in the correct order to make sentences.
   1 their mistake / they / me / for / blamed
   2 you / a cake / for / I've made
   3 Beth / the party / have you / to / invited ?
   4 my hard work / me / be / on / congratulated
   5 never / him / I'll / forgive / that / be able to / for
   6 me / she / my homework / with / helped
   7 the money / they / from / where / steal / did ?
   8 arrested / was / for / what / be ?
53 Phrasal verbs 1
Two-part verbs

Presentation

A phrasal verb is a verb + a particle (preposition or adverb). The same verb may be used with a number of different particles. The meaning of the verb changes each time:

Look out! (= be careful)
I've been looking for you all morning! (= trying to find)
I'll look it up on the computer. (= try to find information)

Intransitive phrasal verbs

Intransitive phrasal verbs don't have objects. They can describe actions or states:
Shut up!
I got up late.
He slept on through all the noise.

Separable phrasal verbs

Many phrasal verbs are transitive and they need an object. Transitive verbs can be separable or inseparable.

With separable phrasal verbs, the object can come either before or after the particle:
Look up 'bonsai' on the computer.
Look 'bonsai' up on the computer.

If the object is a pronoun, it must go before the particle:
Look it up on the computer. (Don't say look up it on the computer.)

Common separable phrasal verbs include: bring out, call off, drop off, give up, look up, make up, pass around, pick up, put across, put out.

With a few separable phrasal verbs, the object can only come between the verb and the particle:
I'll call the customer back later. (Don't say I'll call back the customer later.)

Other verbs like this include: bring round, call (someone) over, invite out, talk (someone) round, tell (two or more things) apart.

Inseparable phrasal verbs

With inseparable phrasal verbs, the object must go after the particle. It cannot go between the verb and the particle.

Common inseparable phrasal verbs include: call for, come after, count on, get over, go into, look after, look for, look through, make of, run after, side with. See page 243: Phrasal verbs

Exercises

1 Choose the correct options. Then listen and check.

A: Have you had a chance to look through this report / this report through yet?
B: No, I haven't. Dave dropped it off / off it on my desk this morning, but I honestly haven't had the chance to pick it up / up it yet. I've been too busy.
A: Janet wants to know what you make of / of it. She's asked me to find it out / out what you think. She wants me to call her back / back her as soon as I have.
B: Why's it so urgent?
A: Well, apparently it's calling for massive cuts for / for massive cuts in spending — it could even mean some people losing their jobs. Janet wants to fight it if she can, but she needs to know she can count on everyone's support / on everyone's support — and that, of course, includes you.
B: Hmm, I'd better get it down / down to reading it then! Or maybe we should call the boss over / over the boss to explain it to us in person.

2 Write the words in the correct order. In some cases two different orders are possible. Write both possible word orders.

1 album new bringing: They're out a.
   They're bringing out a new album. / They're bringing it new album out.

2 wedding called They've the off.
   They've the off.

3 the police after knew come him would He.
   the police after knew come him would He.

4 managed away She finally to get.
   She finally managed to get.

5 around the world She her job gave to travel up.
   She her job gave to travel up around the world.

6 acting Amy has go decided to into.
   Amy has go decided to into acting.

7 the road to you'll Keep or lost get.
   the road you'll Keep or lost get.

8 his message put He very across clearly.
   He very across clearly put his message.

3 Rewrite the sentences substituting a pronoun for the words in bold.

1 He made it up a story and everyone believed him.
   He made up a story and everyone believed him.

2 They passed around the photos for everyone to see.
   They passed around the photos for everyone to see.

3 We looked after their three cats for our neighbours.
   We looked after their three cats for our neighbours.

4 They quickly put out the fire.
   They quickly put out the fire.

5 He ran after the woman, but he couldn't catch up with her.
   He ran after the woman, but he couldn't catch up with her.

6 My mother always sided with my brother, no matter what he'd done.
   My mother always sided with my brother, no matter what he'd done.
54 Phrasal verbs 2
Three-part verbs

Presentation

Some phrasal verbs have three parts - a verb and two particles:
We just want to get on with our work.
Stand up for your rights!
We're looking forward to using the new road.
We won't put up with the noise.

Three-part phrasal verbs with one object

All three-part phrasal verbs are transitive, i.e. they have an object. When the verb has only one object, the object comes after the second particle:
They soon got on with their work.
I think you stood up to him very well.

Other verbs that follow this pattern include: come up with, come down with, face up to, get away with, get down to, go through with, live up to, look up to.

Three-part phrasal verbs with two objects

A few three-part phrasal verbs have two objects. The first object comes after the verb and the second object comes after the two particles:
She played one boy off against the other.
I've decided to take you up on your offer.

Other verbs that follow this pattern include: put (something) down to (something), put (someone) up to (something), talk (someone) round to (someone).

Two-part phrasal verbs + dependent preposition

Some phrasal verbs can be both intransitive (i.e. have no object) and transitive (i.e. have an object).
Intransitive: We get on.
Transitive: I don't get on with my brother.
When there is no object, they have two parts:
He says he's going to drop out. (drop + out = leave school or college without finishing your course of studies)
When there is an object, you need to add a dependent preposition (drop + out + of).
He says he's going to drop out of school.
Other verbs that follow this pattern include: catch up (on/with), go out (with), keep up (with), move out (of), run out (of).
See Unit 52: Verbs and dependent prepositions
See page 243: Phrasal verbs

Exercises

1 Put the lines in the correct order. Then listen and check.

The authorities seem to think they can talk us round through our village. We're ready to stand up to accepting the situation. We don't seem to be able to get it through with their plans to ruin our countryside and run a road straight to them and fight for our rights. They're certainly not going to get away with it that easily!

2 Write the words in italics in the correct order.

1 Hey! I've just come a brilliant idea with up for the end-of-term party! (up with a brilliant idea)
2 I think I'm going to take on you up your invitation to stay the night.
3 I really need to catch up some work on tonight.
4 Have you got any idea who might have put up to him this?
5 Jamie's come the flu with down again I'm afraid.
6 I really used to look to my maths teacher up.
7 How do you get with Fiona on?
8 It was Steff who brought in us his name the conversation, not me.

3 Add the preposition in brackets to the sentences.

1 I'm really not sure if I can go through this. (with)
2 He's going to have to learn to face up his responsibilities. (to)
3 I put their success to hard work and good organisation. (down)
4 Have you heard? Will's dropped out of university. (out)
5 Is that the girl you went out last night? (with)
6 She's really going to find it hard to live to their expectations. (up)
7 It's not going to be an easy situation to put up. (with)
8 He very cleverly played them off each other. (against)

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

1 I get on really well with
2 I've always looked up to
3 I'm really looking forward to
Review of units 51 to 54

Grammar

1. Choose the correct options.
   1. He reached out / out of and gently touched her hair.
   2. I love lying in bed listening at / to the rain.
   3. She started walking slowly in / towards him, then stopped and turned away.
   4. I often think about / in the times we spent together.
   5. Could you come and pick up me / me up after work?
   6. What about your dogs? Who’s going to look after them / them after?
   7. Please remember to knock on the door before coming in / into.
   8. We rarely disagree about / with anything.
   9. What have you been talking about / about it?
   10. The plane flew across / over the city before it descended towards the airport.

2. Cross out the one unnecessary preposition in each sentence.
   1. He took out of his phone and looked at the time.
   2. Everybody gets on really well with in the office.
   3. He made up of an excuse for being late.
   4. We really must get together soon to have a coffee and catch up on.
   5. Look at Iain that your swimming instructor getting into that car?
   6. If you listen to carefully, you’ll hear the waves breaking on the shore.
   7. Please don’t walk so fast – I can’t keep up with!
   8. She looked down at and saw a small child sitting at her feet.

3. Complete the questions using a word from the box.
   about after for from of on to up with
   1. Where did you come ?
   2. Is that the man you were telling me ?
   3. How much more nonsense do I have to put up ?

4. How many dogs do you usually look ________ at the one time?
5. Who was that person you were talking ________ just then? He looked interesting.
6. Is this the house you grew ________ in?
7. Which door did he come ________?
8. Do you really think he’s someone you can ________?

4. Use the same word to complete all three sentences in each group.

Group 1
1. Have you finished looking ________ the newspaper?
2. He walked ________ the door and out into the street.
3. I’ve been trying to talk to him all day, but I just couldn’t get ________ to him on the phone.

Group 2
1. The bus drove slowly ________ the bridge.
2. It took her a long time to get ________ the shock.
3. He handed the money ________ to the cashier.

Group 3
1. We’re really looking forward ________ seeing you at the weekend.
2. Hey! Throw the keys down ________ me, will you?
3. He walked down ________ the end of the road.

Group 4
1. Kevin dropped ________ of school when he was 15.
2. I moved ________ of my parents’ home when I got married.
3. Oh dear! We seem to have run ________ of fuel!

Grammar in context

5. Complete the article using the words in the box.
across cleaning down get off out through (x2) to town

Tornado sweeps ________ coastal town

Early this morning, a tornado hit the small tourist resort of Newport. It brought ________ trees and street lamps and left more than 3,000 homes without electricity. Bins and other heavy objects were blown ________ roads and a small wooden structure was blown ________ a rooftop terrace onto the road below. Luckily, no one was hurt. The tornado ________ down more than 100 trees and residents have reported damage to cars, gardens and properties. One seafront restaurant lost ________ chairs and 15 tables when a wave carried them ________ to sea. Several pleasure boats were damaged as the tornado passed ________ the marina, leaving destruction and mayhem in its wake. Officials are assessing the damage today as the town starts a massive clean-up operation. "The tourist season starts in three weeks. We all need ________ down to work now if we’re going to have any chance of ________ up this mess before the tourists arrive," said the mayor, talking ________ journalists at the town hall.

Pronunciation: stress patterns for separable phrasal verbs

6. 2.03 Read and listen to the two sentences below and notice where the main stress falls. Notice that when the object of the separable phrasal verb is a noun, the stress falls on the noun (right). When the object is a pronoun, it falls on the particle (off).

Can you turn the light ________ please?
Can you turn it off, please?

7. 2.06 Look at the sentences below and decide where the main stress falls on the phrasal verbs (in italics). Then listen and check.

1. Can you pick the kids ________ from school, please?
2. Can’t you do it ________ yesterday?
3. Can you switch the TV ________?
4. Can’t you switch it on? You’re much nearer.
5. Do you want me to ________ address ________ for you?
6. No, it’s OK, thanks. I’ve already ________ it up.

Listen again

8. 2.07 Listen to two colleagues discussing a report. Answer the questions using the words in brackets.

1. When did the man get the report? (drop off)
2. Has he read it yet? (pick up)?
3. Why is it so urgent? (call for)
4. Why does Janet want to know what the man thinks of the report? (count on)
56 Future verb forms review
Present simple, present continuous, future simple, going to

Presentation

Present simple
Use the present simple for timetabled or scheduled events in the future:
The show starts at five.

Present continuous and going to
You can use both the present continuous and going to to talk about plans and arrangements in the future. They can often be used with the same meaning:
We’re going to have a party.
Where are you going?
We’re having it in the park.

Use the present continuous (and not going to) when a formal arrangement has been made:
I’m having a party tomorrow.

We’re flying to Barcelona tomorrow. We booked the tickets last week.

Use going to (and not present continuous) to talk about personal intentions when there is no clear time reference or expression:
I’m going to study hard for my exams. (= I intend to study hard in the future.)

I’m studying hard for my exams. (= I’m studying hard NOW.)

going to and will
You can use both going to and will:
• to talk about future facts and inevitable events:
  She’ll be / She’s going to be three next birthday.
• to make predictions about the future: It’ll be great fun / It’s going to be great fun.

Use going to when you make a prediction based on information in the present situation:
Look at those clouds! Get in the car, it’s going to rain!
You often use will with verbs like think, expect, imagine:
I think it’ll be OK. I expect he’ll be here on time.
I imagine he’ll call later today.

To talk about decisions, I’m going to … and I’ll … are both used.

Use going to to talk about a decision that has been made before the moment of speaking:
I’m going to get a bus.
Use will to talk about a decision that is made at the moment of speaking:
Oh no! It’s really late. I’ll call a taxi!
See page 236: Summary of future forms

Exercises

1 Match 1–8 with A–H.

1 There’s been a change of plans. __________
   B We’ll need to leave here at about 7.30.
2 We’ll need to leave here at about 7.30. __________
   C I didn’t do very well in my exams.
3 I didn’t do very well in my exams. __________
   D You’d better bring some sun cream.
4 You’d better bring some sun cream. __________
   E I forgot that it’s Amy’s birthday today!
5 I forgot that it’s Amy’s birthday today! __________
   F Oh no! Look at the traffic.
6 Oh no! Look at the traffic. __________
   G Tomorrow is the last day of term.
7 Tomorrow is the last day of term. __________
   H I can’t come to the cinema tomorrow evening.
8 I can’t come to the cinema tomorrow evening. __________

2 Choose the best options. Then listen and check.

A: We’re going to the theatre on Saturday.
B: I’m staying. / I’ll stay.

A: We’re going to the theatre on Saturday.
B: What are you going to / will you see?
A: It’s a Cuban dance group. They’re great. Do you want to come, too?
B: What time does the show start?
A: At 9.30. We’re going to meet up / We will meet up for something to eat at the Thai Dragon beforehand. ‘There’s / There’ll be me, Rob, Teresa and Stefon. It’s being / It’ll be fun.
B: I’d love to come too. Have you got the tickets yet?
A: No, I think I buy / I’m going to buy them online later today. Do you want me to get one for you?
B: Could you get two? Jane’s / I’ll stay / will stay with me this weekend.
A: Sure, I’m doing / I’ll do that this morning – as soon as I’ve finished my breakfast!
B: Thanks a lot! Let me know how much it is and I’m paying / I’ll pay you on Saturday.
A: OK. Speak soon!

3 Rewrite the sentences with a similar meaning using the words in bold.

1 What are your plans for tomorrow?
   doing ______
   What are you doing tomorrow?

2 Who do you think will win the competition?
   think / going ______
   Who do you think will win the competition?

3 Don’t worry, it isn’t going to rain tomorrow. 
   will ______
   Don’t worry, it isn’t going to rain tomorrow.

4 I’ve arranged to take the dog off tomorrow.
   taking ______
   I’ve arranged to take the dog off tomorrow.

5 The flight will leave Naples at 18.30 and arrive in London at 20.25. 
   going ______
   The flight will leave Naples at 18.30 and arrive in London at 20.25.

6 Do you intend to sell your bike at the end of the summer?
   will ______
   Do you intend to sell your bike at the end of the summer?

7 It’s going to be really difficult to get there by nine.
   will ______
   It’s going to be really difficult to get there by nine.

8 The exam will start at 9.00 and the doors to the exam room will close at 8.50. 
   will ______
   The exam will start at 9.00 and the doors to the exam room will close at 8.50.
57 Future continuous, future perfect, future perfect continuous

**Presentation**

**Future continuous**
Use will be + /ing to talk about an action that you know or think will be in progress at a certain point in time, or during a certain period of time, in the future. This time tonight, I'll be celebrating with my friends! (= point in time) Next week, I'll be lying in the sun. (= period of time)

**Future perfect simple**
Use will have + past participle to talk about an action that is going to be completed at or before a given time in the future. Just two more hours to go and, I'll have finished the last exam of my whole life!

You often use the future perfect simple with expressions using by:
I'll have finished all my exams by the end of the week. I'll have finished work by five o'clock.

**Future perfect continuous**
Use will have been + /ing to talk about an action that is going to be in progress at some time before and/or until a given time in the future. It emphasizes the fact that the action will take place over an extended period of time. At the end of this month, I'll have been working here for 35 years!

By ten o'clock tomorrow, we'll have been travelling for 24 hours. See page 236; Summary of future forms

<table>
<thead>
<tr>
<th>Future continuous</th>
<th>Future perfect</th>
<th>Future perfect continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'll be studying for my exams all weekend.</td>
<td>We'll have finished the exam by 12 p.m.</td>
<td>We'll have been doing exams all week.</td>
</tr>
<tr>
<td>I won't be going out at all.</td>
<td>We won't have finished until 12 p.m.</td>
<td>We won't have been doing exams all week.</td>
</tr>
<tr>
<td>What will you be studying?</td>
<td>Will you have finished by 12 p.m.?</td>
<td>Will you have been doing exams all week?</td>
</tr>
</tbody>
</table>

**Exercises**

1a. Complete the text using the future continuous form of the verb in brackets. Then listen and check.

1. Good morning Ladies and Gentlemen. This is flight LH344 from Berlin to New York's John F Kennedy airport. We 1. ______ (take) off shortly so please listen to your seatbelts.
2. We 2. ______ (fly) at a speed of 885 kilometres per hour and at a height of over 10,000 metres. We 3. ______ (land) in New York in about ten hours, so sit back and enjoy the flight.
3. In a few minutes, our staff 4. ______ (serve) a hot lunch. After lunch, we 5. ______ (start) our duty-free service when we 6. ______ (sell) perfumes and other gift items.

1b. Complete the text using the future perfect simple form of the verbs in brackets.

By this time next week, we 1. ______ (cross) the whole of Australia. We 2. ______ (drive) more than 2,000 miles. We 3. ______ (sleep) under the stars. We 4. ______ (see) the sun set over Uluru, we 5. ______ (visit) the famous town of Alice Springs, and we 6. ______ (arrive) at our final destination – Darwin – on the tropical north coast.

1c. Complete the dialogue using the future perfect continuous form of the verbs in brackets.

A: When we've finished our exams, we'll be exhausted. We 1. ______ (work) really hard for weeks. We 2. ______ (not/get) enough sleep. We 3. ______ (not/eat) properly ...
B: Yes, but just think how you'll be feeling afterwards. You'll be a new person!

2. Choose the correct form of the verb.

1 A: Will you be in the office tomorrow? B: I'll be travelling / have travelled all day, but you can call me on my mobile.
2 A: I'll be finishing / have finished it by midday tomorrow. B: I should hope so. You'll be working / have been working on it for over a week!
3 A: How long have you been here? A year and a half? B: No longer. We'll be living / have been living here for three years in May.
4 A: Will you be seeing / have seen Patricia this afternoon? B: No, sorry. I won't be going / have gone to the sports centre this afternoon.

3. Complete these sentences so that they are true for you.

1 This time tomorrow, I'll be _______
2 By this time next week, I'll have _______
3 By the end of the weekend, I'll be feeling _______ because I'll have been _______.

124 125
Present verb forms in future time clauses

if, when, once, until, as soon as, before, after

Exercises

1. Write the words in the correct order to make sentences.
   1. home when I'll get you. I call.
      I'll call you when I get home.
   2. by the time I work I don't until I've finished I've finished I've come out.
   3. Sue next time she'll next time she to speak to see.
   4. the dinner you cooked you'll get home by the time.

2. Choose the correct form of the verb. Then listen and check.
   A: No, I've spoken to Tim yet!
   B: No, I've spoken to Tim yet.
   A: I've got /'ll get your dinner ready for you when you arrive /'ll arrive.
   B: OK, Mum. We've had /'ll have had something to eat before we leave /'ll leave.

3. Complete the sentences using if or when. In two sentences, both answers are possible.
   1. We won't go to the beach this afternoon we rain.
   2. We'll tell you all about it you get home.
   3. you get there before me, you'll have to ask the neighbours for the key.
   4. What are we going to do the train's late?
   5. It's been a long day. We're going to be exhausted you get home.
   6. you don't get a good night's sleep, you'll be exhausted in the morning.
   7. you've finished your dinner, you can watch some TV.
   8. What are you going to do you grow up?

4. Complete these sentences so that they are true for you.
   1. I finish this exercise, I'm going to
   2. If I've got enough time late today, I'll
   3. I'll when I've finished
   4. I don't until I
   5. I'll be happy with my English when

Presentation

A future time clause explains when the action described in the main clause is going to happen.

**Main clause** future time clause

I'll let you know as soon as I've spoken to my boss.

To form future time clauses, use conjunctions like before, when or once followed by a verb in the present simple, present continuous or present perfect:

I'll call you when I know what's happening.

I'll call you once I've finished.

I'll call you when I'm leaving the office.

Notice that the verb in the main clause is in a future form (will, going to, etc.). The time clause may come before or after the main clause:

Once I've finished, I'll call you.
I'll call you once I've finished.

We use the present perfect to show that the action will be completed:

... once I've finished this work ...
... as soon as I've spoken to my boss ...

Conjunctions we commonly use in future time clauses include after, as soon as, before, by the time, next time, once, until, when.

- We don't use will in future time clauses;
  I'll call you before I buy the tickets.

If or when?

Use when to talk about things that you think are certain to happen:

I'll tell you when I know what's happening. (= I'm sure I will know what's happening at some point in the future, but I don't know exactly when that will be.)

Use if when you are not sure that the action is going to happen:

If I don't finish in time, I'll meet you at the sports centre. (= It's possible that I will finish my work in time; it's also possible that I won't finish in time.)

See Unit 86: If clauses 1: present verb forms

See Unit 87: If clauses 2: past simple

See page 236: Summary of future forms
Future phrases and future in the past

about to, bound to, likely to, unlikely to, was/were going to

You are about to enter the Twilight Zone – a place where strange things are sure to happen. A new world will open before your eyes. It's likely to change the way you think and feel. It's an experience you're unlikely to forget. And one you're bound to want to repeat!

Presentation

about to
Use be about to + infinitive to say that something is going to happen in the immediate future:
You are about to enter the Twilight Zone.

bound to
Use be bound to + infinitive to say that you believe something is sure to happen:
You're bound to do it again. (= We're sure you'll want to do it again.)

likely to
Use be likely to + infinitive to say that you think it is probable that something will happen:
It's likely to change the way you think.

unlikely to
Use be unlikely to + infinitive to say that you don't think that something will happen:
It's an experience you're unlikely to forget.

future in the past
You can use all the expressions above to talk about the future in the past:
I was about to leave the house when the phone rang.

He was bound to find out in the end.
We had no idea when he was likely to arrive.
It was unlikely to rain, so we didn't take an umbrella.

was I were going to
You can also use was/were going to to talk about the future in the past. Use was/were going to:
- to make a prediction which may or may not have been fulfilled: It was going to be a great experience.
- to talk about an intention which may or may not have been fulfilled: I was going to work all night, but then a friend called and persuaded me to go out.
- to talk about a plan or arrangement which then changed: We were going to go to the party, but then we changed our minds.
- to report a thought: I knew I was going to fall, but I couldn't do nothing to stop myself.
- in reported speech: I told you it was going to be the best ride ever!

See Unit 56: Future verb forms review
See Unit 71: Reported speech

Exercises

1 Choose the correct options to complete the sentences. Then listen and check.

1 A: Where's John?
   B: He's about / bound to be late. He always is.
2 A: Do you think I should remind Tina about her mum's birthday?
   B: No, I don't think it's necessary. She's bound / unlikely to forget.
3 A: Sorry, are you about / likely to go out? Have you got a minute?
   B: Sure, how can I help you?

2 Complete the second sentence using the words in bold.

1 It'll probably rain this weekend.
   — It is likely to rain this weekend.

2 I was sure he'd come back again soon.
   — He was bound to come back again soon.

3 I was getting ready to leave the office when the boss walked in.
   — I was about to leave the office when the boss walked in.

4 I didn't think he was going to find out about the plan.
   — I thought he was unlikely to find out about the plan.

5 Oh, it's almost time for the film to start.
   — The film is about to start.

6 It doesn't look as if he's going to get the job.
   — It is unlikely that he will get the job.

3 Match 1–6 with A–F to make sentences.

1 I wasn't going to call you.            A because it hated travelling.
2 He wasn't going to have a holiday        B but she failed her exams.
   that summer.                         C but then Jen said you'd appreciate it if I did.
3 They were going to leave for the airport     D so they had to get to bed early.
   at 5 a.m.                            E until his father offered to pay for him.
4 They weren't going to take their dog with       F without saying goodbye, were you?
   them.
5 She was going to study fashion and design at university.
6 You weren't going to leave.

4 Answer these questions using was/were going to.

1 When you were a child, what did you want to be as an adult?

2 What were your holiday plans last year? Did everything go to plan?

3 Have you ever had to change a plan? Why?
60 Review of units 56 to 59

Grammar

1 Match 1–6 with A–F.
1 What time are you arriving? A. That’s OK. I’m fixing it later.
2 When do the doors open? B. That’s OK. I’ll fix it later.
3 Do you think it’s going to rain? C. I hope so.
4 Are you going to the park this afternoon? D. Yes, they have.
5 Do you think you’ll be ready in time? E. Yes, they’re bound to work.
6 Did you tell John about the letter? F. I’m not sure. I’ll let you know when I get to the station.

A It says 6.30 on the programme. I’m meeting Phil outside at 6.20.
B I’m not sure. I’ll let you know when I get to the station.

2 Find and correct the mistakes in the sentences below.
1 It’s really cold outside. I think it’s snowing later tonight.
2 I know you already have your ticket, but when exactly will you go to Spain? It’s quite soon, isn’t it?
3 I’ll have been finishing the book by the end of the week.
4 I’ll call you as soon as I get home.
5 I promise I’ll tidy my room if I get home from school.
6 Come in, come in. I was just bound to make a cup of coffee. Would you like one?
7 When I saw the smile on his face, I knew everything was going to turn out all right in the end.

Choose the correct answer.
1 I’m really sorry. I broke the handle on the door.
A. That’s OK. I’m fixing it later.
B. That’s OK. I’ll fix it later.
2 Do you think they’ll have finished by this time next week?
A. Yes, they have.
B. I hope so.
3 What will you be doing this time next week?
A. I’ll have done my last exam and I’ll have been starting my holidays.
B. I’ll have done my last exam and I’ll have started my holidays.
4 When are you coming home?
A. When I’ve finished work.
B. When I’ll have finished work.
5 Is lanke going to the party tonight?
A. Yes, if she’s feeling better.
B. Yes, when she’s feeling better.
6 Do you think Ben will win the election?
A. Yes, he was going to.
B. Yes, he’s bound to.

3 Choose the best answer.

Grammar in context

6 Read the three emails and choose the best options to complete the text.

From: Ed
To: John, Jen
Subject: Re: Concert
Hi John, Jen,

Thanks for the offer. It was a really nice thought, but I think we’re going to say no. We need / I need you and let you know how much they are once we get / we’ll get to the ticket office.

From: John
To: Ed, Jen
Subject: Re: Concert
Hi Ed, Jen,

Remember the concert we were talking about? The one this Friday? We’re busy, not going to be there.

From: Jen
To: Ed, John
Subject: Re: Concert
Hi Ed, John,

Thanks for the offer. It was a really nice thought, but I think we’re going to say no. We need / I need you and let you know how much they are once we get / we’ll get to the ticket office.

From: Ed
To: John, Jen
Subject: Re: Concert
Hi John, Jen,

Thanks for the offer. It was a really nice thought, but I think we’re going to say no. We need / I need you and let you know how much they are once we get / we’ll get to the ticket office.

Pronunciation: ‘ll

6 Choose the contracted form of will is ‘ll. Listen to the pronunciation in these two sentences.
1 I’ll be ready at four.
2 He’ll have arrived by then.

Listen again

7 Listen to the three recordings and answer the questions.

Recording 1:
Where are they going?

When will they be landing?

Recording 2:
Where will they be by the end of the week?

How far will they have travelled?

Recording 3:
What will they have done before their exams have finished?

How will she be feeling?
61 Verb + infinitive

Presentation

to infinitive

Some verbs can be followed by another verb in the to infinitive form:
I want to go home.
We seem to be lost.

Verbs followed by the to infinitive include: afford, agree, aim, appear, arrange, attempt, can't bear, choose, decide, demand, expect, hope, intend, learn, manage, need, offer, plan, prepare, pretend, promise, refuse, seem, want, wish.

- The to infinitive can have a continuous form: to be + -ing. It has the same meaning or use as the present or past continuous (to talk about an action in progress or at a point in time), but it tends to be more formal:
  You appear to be reading the map upside down.
  He seemed to be leaving.

- The to infinitive can also have a perfect form: to have + past participle. Use the perfect infinitive to talk about an action that is (or will be) completed before a given point in time. Using the perfect infinitive is more formal than using a perfect tense.
  We seem to have lost our way. (= It seems that we’ve lost our way.)
  I expect to have finished by midnight. (= more formal)
  I expect I'll have finished by midnight. (= less formal)

- To make the sentence negative, you can either make the main verb negative or make the to infinitive negative. Form the negative infinitive with not to:
  We don't seem to be in the right place. ✓
  We seem not to be in the right place. ✓ (don’t say We seem to not be in the right place.)

<table>
<thead>
<tr>
<th>simple</th>
<th>continuous</th>
<th>perfect</th>
<th>negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>We seem to be lost.</td>
<td>We seem to be going the wrong way.</td>
<td>We seem to have lost our way.</td>
<td>We don’t seem to be in the right place.</td>
</tr>
</tbody>
</table>

verb + object + to infinitive

Some verbs are followed by an object and the to infinitive:
Call someone to rescue us.
Remind everyone to come to my party.
He wants Mary to call him.
I'd like the team to win.

Verbs followed by object + to infinitive include: ask, expect, force, help, invite, need, remind, teach, tell, want, would like.

Note that some verbs including afford, agree, appear, decide, hope, learn, manage and wish cannot be followed by an object:
I learned them to speak English. ❌
I taught them to speak English. ✓

Exercises

1 Write the words in the correct order to make sentences.

1. I can’t go afford out.
   I.

2. We soon to see expect you.
   We.

3. The police chasing appear be to someone.
   The police.

4. They love be falling in seem to.
   They.

5. We have to by finished aim Tuesday.
   We.

6. They hope have agreed to by morning.
   They.

7. Rachel to not come decided.
   Rachel.

8. They the expected not to pass exam.
   They.

9. Ask at your Malcolm sing party to.
   Ask.

10. We to everyone ‘d help like us.
    We.

2 Write the verb in brackets in the correct infinitive form.

   1. Let’s arrange (meet) again next week.
   2. Are you prepared (risk) your life for this?
   3. The aim is (not/ win), but to enjoy yourself!!
   4. Prices always seem (go up).
   5. At the moment, we seem (work) very long hours!
   6. Since we saw him last, he appears (become) much more responsible.
   7. He always pretends (not/ understand), but he does.
   8. Give a man a fish and he’ll eat for a day. Teach a man (fish) and he’ll eat for a lifetime.

3 Correct the mistake in each sentence.

   1. I can’t bear watch this horror film any more.
   2. You seem to breaking the speed limit! Slow down!
   3. Sam was sad to have lose the race.
   4. I want everyone to gives their opinion.
   5. They chose did not to come.
   6. Force all our customers pay by next week.

4 Join the two sentences to make one sentence using an infinitive.

   1. I woke you up. I’m sorry.
   I’m sorry to have waken you up.

   2. We have a meeting at nine. We arranged it yesterday.
   Yesterday we arranged to have a meeting at nine.

   3. Why aren’t you concentrating on the road! You need to!
   You need to concentrate on the road!

   4. Jack should help us move these books. Tell him.
   Tell him to help us move these books.

   5. Your grandmother didn’t see you. She was sad.
   Your grandmother was sad to see you.

   6. I'm leaving school at last! I'm so happy.
   I'm so happy to be leaving school at last!
**Quiz Time!**

**Which side of your brain is dominant? The left or the right? Take this test to find out.**

Tick the sentences which are true for you.

1. I like to read the instructions carefully when I use something new for the first time.
2. I don't mind being late for appointments - or if other people are.
3. I'm good at guessing the time correctly.
4. I enjoy listening to music when I work.
5. I prefer taking plenty of time to think rather than rushing into a decision.
6. I'm bad at remembering names.
7. I don't like other people helping me.
8. I learn by doing.

Understanding your answers:

If you ticked mainly odd numbers (1, 3, 5, 7), you are left-brain dominant. The even numbers (2, 4, 6, 8) indicate you are right-brain dominant.

---

**Presentation**

**Verb + -ing**

Certain verbs are always followed by a verb in the -ing form (NOT the infinitive):

- I enjoy listening to the radio.
- I enjoy to listen to the radio.

These verbs include: avoid, can't help, consider, dislike, enjoy, fancy, finish, imagine, involve, keep, mention, mind, don't mind, miss, postpone, practice, report, risk, stand, can't stand, suggest.

**Verb + preposition + -ing**

When a preposition follows the first verb, the next verb is in the -ing form:

- I learn by doing.
- I apologise for cheating.

See also Unit 52: Verbs and dependent prepositions.

**Verb + object + -ing**

Some verbs can be followed by an object and a verb in the -ing form:

- I don't like other people helping me.
- This fence prevents the animals running away.

These verbs include: imagine, hate, like, dislike, keep, love, prevent, remember, risk, see, stop, wish.
Presentation

Some verbs can be followed by either the to infinitive or the -ing form but the meaning changes. These verbs include: remember, forget, go on, mean, regret, stop and try.

<table>
<thead>
<tr>
<th>+ -ing</th>
<th>+ to infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>remember</strong></td>
<td>To talk about your memories: He remembers taking comfort from his music during this difficult period of his life. He'll never forget hearing music for the first time.</td>
</tr>
<tr>
<td><strong>forget</strong></td>
<td>To talk about actions which are necessary: I must remember to send that letter. Don't forget to practice the piano. To say whether or not the action took place: Did you remember to post the letter? Sorry, I forget to send it.</td>
</tr>
<tr>
<td><strong>go on</strong></td>
<td>To talk about a continuing action already in progress: He went on performing for the rest of his life.</td>
</tr>
<tr>
<td><strong>mean</strong></td>
<td>To talk about the result of an action: Success as a singer meant changing his career plans.</td>
</tr>
<tr>
<td><strong>regret</strong></td>
<td>To say you are sorry for something that you did: I regret doing things for money. To say you are sorry for something that you are about to say. This is a polite way to introduce bad news: I regret to tell you that you have not won.</td>
</tr>
<tr>
<td><strong>stop</strong></td>
<td>To talk about an action which has ended: He stopped performing to audiences in 2001. To talk about the reason for stopping: He stopped to talk to his fans.</td>
</tr>
<tr>
<td><strong>try</strong></td>
<td>To talk about an experiment to see if something is successful: He tried working as a lawyer but he didn't like it. To talk about an attempt to do something: He tried to earn extra money.</td>
</tr>
</tbody>
</table>

Exercises

1. Complete the pairs of sentences. Write the words in brackets as an infinitive or in the -ing form.

   **A** I remember to leave my wallet on the table, but now it isn't there.
   **B** Did you remember to do your homework?
   **A** Don't forget to take the books with you when you leave.
   **B** I'll never forget to fall off my bicycle for the first time.
   **A** After a bad start, the team went on to win the tournament.
   **B** Mike told us a ghost story and then we all went on to tell each other scary stories.
   **A** Leaving university meant giving up his dreams of becoming a doctor.
   **B** I'm sorry, I didn't mean to be rude.
   **A** I don't regret hitting him at all! He deserved it.
   **B** We regret to inform you that we are unable to reimburse the full amount.
   **A** You're so selfish. Do you ever stop to think how other people might feel?
   **B** Stop bothering your brother. He needs to finish his homework.
   **A** Try to press that key again and see if the program stops this time.
   **B** I'm trying to learn Arabic at the moment, but it isn't easy!

2. **P-ad** Correct six more mistakes in these conversations. Then listen and check.

   **Conversation 1**
   Shelley: Did you remember to buy more paint, Diego?
   Diego: Yes, I did. But I forgot bringing it with me. I can go back and get it now.
   Shelley: It's OK. I think Marie is on her way here, so she can stop getting some.

   **Conversation 2**
   Shelley: Hi Marie. It's Shelley. Are you on your way?
   Marie: No, not yet. I meant leaving ages ago, but my ex-boyfriend called round.
   Shelley: Really? What did he want?
   Marie: To say how much I regretted to leave me. He went on say how sorry he was for over an hour!
   Shelley: What happened?
   Marie: Well, I tried to be nice at first but it didn't help, so in the end I told him to go.

3. Rewrite the first sentence using the word in bold followed by a verb as an infinitive or in the -ing form.

   **1** After he joined the army, he became a general.
   **2** Don't worry so much!
   **3** As the window is stuck from the inside, see if you can open it from the outside.
   **4** I'm sorry that I lied to you.
   **5** The security guard was sure he had checked the lock before he went home.
   **6** I had less money to spend because I lost my job.

   **Rewritten:**
   **1** After he joined the army, he became a general.
   **2** Don't worry so much!
   **3** As the window is stuck from the inside, try to open it from the outside.
   **4** I'm sorry that I lied to you.
   **5** The security guard remembered to check the lock before he went home.
   **6** I had less money to spend because I lost my job.
Presentation

Some verbs can have two objects: a direct object and an indirect object.

The new loyalty card gives customers big discounts. 
Direct object - big discounts 
Indirect object - customers (= The person or thing that receives the direct object.)

Here is a list of common verbs that can have two objects. Notice that these verbs often describe some kind of transaction (giving or receiving) between two people: allow, ask, bring, buy, cast, find, forgive, get, give, leave, lend, make, offer, order, owe, pay, play, promise, read, refuse, reserve, save, send, serve, show, sing, take, teach, tell, throw, wish, write.

The indirect object usually comes before the direct object:

<table>
<thead>
<tr>
<th>Indirect object</th>
<th>Direct object</th>
</tr>
</thead>
<tbody>
<tr>
<td>We give</td>
<td>customers</td>
</tr>
<tr>
<td>He bought</td>
<td>me</td>
</tr>
<tr>
<td>He asked</td>
<td>each person</td>
</tr>
</tbody>
</table>

The indirect object can also come after the direct object. When this happens you need to add a preposition (to or for).

<table>
<thead>
<tr>
<th>Direct object</th>
<th>Indirect object</th>
</tr>
</thead>
<tbody>
<tr>
<td>We give</td>
<td>big discounts</td>
</tr>
<tr>
<td>He bought</td>
<td>a present</td>
</tr>
<tr>
<td>He asked</td>
<td>a question</td>
</tr>
</tbody>
</table>

Common verbs + to: lend, pass, promise, read, refuse, send, serve, show, sing, teach, tell.

Common verbs + for: buy, forgive, make, order, play, save.

Some verbs can be followed by either to or for. There is often a change in meaning.

He wrote a letter to me. (= He wrote the letter and I received it.)
He wrote a letter for me. (= He couldn't write the letter, so he wrote it in my place.)

I owe some money to Bob. (= the person who lent me the money) I owe some money for last night's meal. (= the thing I bought with the money)

Other common verbs + to/for: bring, get, leave, offer, pay, take, wish.

(Use a good dictionary to find out how the meaning changes according to the preposition used.)

With the verbs describe, explain, say and suggest, the direct object must always come before the indirect object.

They'll explain the benefits to you. (not They'll explain you the benefits.)

Say something to me. (not Say me something.)

See page 242: Common verbs and their dependent prepositions.

Exercises

1 Write these words in the correct order to make sentences.

1 sweets don't them give.
   Don't give them sweets.

2 please some money me lend.
   Please some money me lend.

3 a seat me can you reserve?
   Can you reserve a seat for me?

4 to can send Michael the email you?
   Can you send Michael the email?

5 us served the waiter soup.
   We served the waiter soup.

6 they're for you this playing song.
   They're for you this playing song.

7 their to house describe me.
   Describe me to their house.

8 suggest to eat something nice can you?
   Can you suggest to eat something nice?

2 Rewrite these sentences without to or for.

1 Leave some water for the dogs.
   Leave the dogs some water.

2 I'll give this to you.
   I'll give you this.

3 You owe £1,000 to your brother.
   You owe £1,000 your brother.

4 Order a drink for me, please.
   Order me a drink, please.

5 Please tell the truth to us.
   Please tell us the truth.

6 Every year, he buys a present for his wife.
   Every year, he buys a present his wife.

3 Complete these conversations. Use the indirect objects on the left of the box and the direct objects on the right. Then listen and check.

<table>
<thead>
<tr>
<th>Me</th>
<th>Us</th>
<th>Him</th>
<th>A Tip</th>
<th>The Menu</th>
<th>The Bill</th>
</tr>
</thead>
</table>

1 A: Do we have a table?
   B: Yes, I've reserved this one.
   A: Great! By the window.
   B: I'll just ask the waiter to bring us it.

2 A: Can you describe the penne arrabiata for me?
   B: Yes, it's an Italian dish. It's pasta with a hot tomato sauce.
   They serve it with garlic bread I think.

3 C: How was your food?
   B: Very good thanks. Can you bring us please?
   C: Certainly.

4 A: Do you normally leave for the waiter?
   B: Yes, I'll give about ten per cent.
65 Review of units 61 to 64

Grammar

1 Match 1–6 with A–G.
   1 I forgot ______
   2 I remember ______
   3 I was always bad at ______
   4 We heard a crowd of people ______
   5 Sing the tune ______
   6 Sing me ______
   7 He pretended not to ______
   A singing this tune as a child.
   B to me.
   C to bring the music with me.
   D singing, but I enjoy listening to music.
   E be able to sing, but he could.
   F the tune, please.
   G singing outside our door.

2 The word to is missing in six more sentences. Write it in.
   1 I can't hear, lose a game!
   2 I enjoy playing games. ✓
   3 They seem not be friends anymore.
   4 Teach them cook their own breakfast.
   5 He'll never forget meeting her for the first time.
   6 I don't think I remembered switch the cooker off.
   7 We regret inform you we no longer offer this service.
   8 After appearing on the stage, Virginia went on become famous in Hollywood.
   9 Why don't you suggest the idea her?
   10 Her parents lent her some money.

3 Underline the correct words in italics. In some sentences, both options are possible.
   1 The class continued to talk / talking even after the bell rang.
   2 After studying the geography of Peru, the class went on to talk / talking about the country's history.
   3 Explain the homework me / to me, please.
   4 It doesn't appear / appears not to be snowing at the moment.
   5 I can't imagine anyone to like / liking this music.
   6 We all regret to say / saying things that have hurt someone.
   7 Don't keep me to wait / waiting!
   8 When did you begin to study / studying physics?
   9 Everyone here risks to lose / losing their job because of this strike.
   10 Don't you hate to watch / watching other people playing a computer game?

4 Rewrite the sentences using the words in bold.
   1 I don't like watching sport.
   hate ______
   I hate watching ______ sport.
   2 I wanted to learn French, but I never did.
   meant ______
   but I never did.
   3 She'll always remember meeting him for the first time.
   forget ______
   She'll ______ for the first time.
   4 Your teacher doesn't appear to know the answer.
   appears ______
   Your teacher ______ the answer.
   5 The band was leaving the hotel, but talked to the waiting fans.
   stopped ______
   The band was leaving the hotel, but ______ the waiting fans.
   6 Tell us about your journey.
   describe ______

Grammar in context

5 Complete the quotations with the pairs of words in the box. Change the verb form where necessary to the to infinitive or -ing form. There are two possible answers in some questions.

<table>
<thead>
<tr>
<th>dream</th>
<th>become</th>
<th>learn</th>
<th>walk</th>
<th>not mind</th>
<th>live</th>
<th>owe</th>
<th>a lot</th>
<th>pay</th>
<th>$1,000</th>
<th>try</th>
<th>find</th>
<th>want</th>
<th>be</th>
<th>want</th>
<th>grow</th>
</tr>
</thead>
</table>

FAMOUS QUOTATIONS OF MARILYN MONROE

1 I don't mind living in a man's world, as long as I can be a woman in it.
2 I don't know who invented high heels, but all women owe him a lot.
3 I'm not interested in money. I just want a wonderful life as a baby and I haven't had a lesson since.
4 I'm just a girl from the hood of a movie star. But I'm not going to worry about it. I'm dreaming the hardest.
5 There are thousands of girls who dream of being a movie star. But I'm not going to worry about it. I'm dreaming the hardest.
6 I don't mind living in a man's world, as long as I can be a woman in it.
7 Hollywood is a place where they give you a kiss and 50 cents for your soul.
8 I'm just a girl from the hood of a movie star. But I'm not going to worry about it. I'm dreaming the hardest.

Pronunciation: /ə/ and /ə/.

6 2.22 Listen to the sentences below. Notice how to or for are not stressed and are pronounced /ə/ or /ə/.
   1 I want to go home.
   2 They promised not to be late.
   3 Don't forget to write.
   4 I regret doing things for money.
   5 Leave something for the waiter.

Listen again

7 2.22 Listen to two conversations. Are these sentences true or false? Circle the correct answer.
   1 Diego didn't remember to buy the paint.
   2 He forgot to bring it with him.
   3 Marie has stopped buying paint.
   4 Marie has left her house.
   5 Marie's ex-boyfriend left her.
   6 Marie told her ex-boyfriend to go.

englishtips
Scientists close to invisibility

Scientists have succeeded in creating a new device which can bend light and make solid objects invisible. The team of scientists couldn’t say when the device would be ready for production, but once they have managed to perfect the device, they are hoping to be able to use it for a range of different uses, both civilian and military.

Presentation

You can use *can*, *could* and *be able to* to talk about ability:

**The new device can bend light.**

They will be able to use the device for a range of uses.

They couldn’t say when the device would be ready.

can / could

Use *can*/*couldn’t* (present) to talk about ability in the present and the future. If you want to talk about ability in the past, use *could/couldn’t*.

It can bend light. (= present)

We can’t say you until next week. (= future)

They couldn’t say anymore. (= past)

See also Units 67–69 and 86–89.

be able to

There is no infinitive or participle form (-ed or -ing form) of *can* or *could*. When we need an infinitive or participle form, we use *be*/*be*/*be*/*be* able to.

We can’t be able to put the device into production.

They haven’t been able to find a sponsor.

*Being able to speak Japanese is very important.*

could and was / were able to

You can use both *could* and *was/were able to* to talk about general abilities in the past:

He was the best person for the job. He could speak Japanese and he had experience of working in the arts.

I was the only one in my class who wasn’t able to / couldn’t swim.

We use *was/were able to* (not *could*/*couldn’t*) to talk about success in a particular task or activity:

She was able to find a substitute for Tim. (not *She could find a substitute for Tim.*)

You can use both *could*/*couldn’t* and *was/were*/*wasn’t/weren’t* able to to talk about not succeeding in a particular task or activity:

She couldn’t/ wasn’t able to help him.

manage to and succeed in

You can also use *manage to* (+ *infinite*) and *succeed in* (+ *-ing*) to talk about success (or lack of success) in a particular task or activity, but not to talk about general abilities:

Scientists have succeeded in creating a new device.

Exercises

1 Underline the correct options.

1 He loved the water and **could** / **couldn’t** / wasn’t able to swim when he was three.

2 I’d love to **can** / **could** / be able to swim like him.

3 She teaches French and she can’t / could / is able to speak Chinese as well.

4 He’s lost his driving licence. He can’t / couldn’t / hasn’t been able to drive for the last two years.

5 We’re a bit worried about Jake. He’s six years old, but he still can / can’t / couldn’t read.

2 Complete the sentences with the verbs in brackets. Use negative forms where necessary.

1 I’m really sorry we **can’t** / **can’t be able to** / **can’t manage to** / **can’t succeed in** to the party last night. (able/come)

2 She finally **found** / **managed to find** / **managed to catch** a job as a waitress. (manage/find)

3 My father’s going to give me some money so I **can’t** / **can’t manage to** / **can’t succeed in** my first car. (able/buy)

4 We were only at home for a few days and unfortunately we **can’t** / **can’t manage to** / **can’t succeed in** all the people we’d wanted to see. (not succeed/visit)

5 She did as well as she could, but on this particular occasion she just **can’t** / **can’t manage to** / **can’t succeed in** the exam on time. (able/finish)

6 The cup fell off the table, but luckily he **managed to catch** it before it hit the floor. (manage/catch)

3 Complete the sentences using can, could or was able to. Use negative forms where necessary. Sometimes more than one form is possible.

1 A: *I’m sorry* you speak Dutch?
   B: No, not really. I *can’t* / *can’t manage to* / *can’t succeed in* speak it when I was a child, but then my family left the Netherlands and I lost touch with the language.

2 A: Did you go to the concert last night?
   B: No, I *can’t* / *can’t manage to* / *can’t succeed in* get a ticket.

3 A: Do you know if Sarah *can* / *can’t* / *can’t manage to* / *can’t succeed in* get home alright last night?
   B: Yes, she caught the last train with just minutes to spare!

4 A: How’s the snow?
   B: Amazing! Another ten inches fell two nights ago. I *can’t* / *can’t manage to* / *can’t succeed in* get to the office yesterday morning!

5 A: I’m sorry I *can’t* / *can’t manage to* / *can’t succeed in* come to the meeting this afternoon. Something’s come up.
   B: OK. Don’t worry. I’ll take notes for you.

4 Write sentences about yourself.

1 I can *can’t* / *can’t manage to* / *can’t succeed in* ... but I can’t ...

2 I’d love to *can’t* / *can’t manage to* / *can’t succeed in* ...

3 When I was I *can’t* / *can’t manage to* / *can’t succeed in* ...

4 I *can’t* / *can’t manage to* / *can’t succeed in* until I ...

5 I was really pleased when I succeeded in ... for the first time.

6 I’ll never forget the time I managed to ...
**Presentation**

Use *can*, *could*, *must*, *need to*, and *have to* to talk about permission, obligation, prohibition, and necessity.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>permission</td>
<td>can, were allowed to</td>
</tr>
<tr>
<td>obligation/necessity</td>
<td>must, have to, need to</td>
</tr>
<tr>
<td>prohibition</td>
<td>mustn’t, can’t, couldn’t, wasn’t/weren’t allowed to</td>
</tr>
<tr>
<td>no necessity</td>
<td>don’t have to, needn’t, didn’t have to, needn’t have to/don’t need to</td>
</tr>
</tbody>
</table>

Notice that there is no past form of *must* and *mustn’t*. Use *had to*, *didn’t* or *weren’t* allowed to.

- **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: Can be used to show that the person who is speaking has the authority to insist that something is done: You must stay in tonight. (e.g. parent speaking to child)
  - Have to: Can be used to show that an obligation is being imposed by someone else: I have to stay in tonight. (e.g. My parents said so.)
  - Need to: Can be used to explain that an action is necessary rather than obligatory: I need to stay in tonight to look after my little sister. (e.g. the need is urgent)

- **mustn’t, don’t have to, don’t need to**
  - Use *mustn’t* to say that it is important not to do something: You mustn’t forget your homework. (= It’s important that you don’t forget)

- **needn’t I don’t need to**
  - Use *needn’t* to show that something is not necessary: I don’t need to go out at the weekend. (e.g. I can stay at home)
  - Use *don’t need to* to show that something is not necessary: You don’t need to do your homework now. You can do it later.

**Exercises**

1. **Look at the signs and complete the sentences using the words in brackets.**

   WELCOME TO LAKEVIEW CAMPSITE
   Please respect your fellow campers and these simple rules:
   - No camping = Bike camping
   - No fire = Take your bike helmet
   - No alcohol = Use your bike pump
   - No pets = Bring your bike carrier

   Please help yourselves to the free bicycles at reception – but remember to sign them in and out!

   **1. You** **(must) light a fire.**
   **2. You** **(can) bring dogs to the campsite.**
   **3. You** **(must) be quiet after 10 p.m.**
   **4. You** **(have to) leave your car in the car park.**
   **5. You** **(allowed to) ride bicycles on the campsite.**
   **6. You** **(have to) pay to hire a bike.**

2. **2.2 Complete the conversation using the past form of allow, can or have to. Use no more than two words in each gap. Weren’t or didn’t count as one word. Then listen and check.**

   **A:** How was your camping weekend?
   **B:** It was OK. They had a no pets rule, so we __________________ leave the dogs at home and we __________________ play music or make any noise after 10 p.m. But at six o’clock in the morning, you __________________ make as much noise as you wanted! There was a no fires rule, so we __________________ have barbecues. But luckily, there was a great café. We ate there the whole time and we __________________ do any cooking at all.

3. **Circle the correct options.**

   1. We need / needn’t to get up at 6.30 tomorrow to catch the early train.
   2. I don’t need / needn’t go to work today. I’ve got the day off.
   3. You needn’t / needn’t have brought a towel you know, there are plenty here.
   4. He didn’t need / needn’t to take the car. He went on the bus.

4. **Complete the sentences using let, allow and make.**

   - My parents are really strict. They don’t __________________ us to watch TV during the week. They always __________________ us get up early on Saturday mornings to do our homework – even in the holidays! But if we do it quickly and well, they __________________ us go out with our friends in the afternoon.
   - Your boss __________________ you take time off work, doesn’t he? I asked my boss for a day off last week. He was really angry with me for asking and __________________ stay late to finish off some extra work!
68 Certainty, speculation and deduction

can't, could, may, might, must

Presentation

You can use the modal verbs can, could, may, might and must to speculate about the past, present or future, and to say how certain you are that something is true or not.

- **must** → you feel certain that something is true
- **may, might, could** → it is possible that something is true
- **may not, might not** → it is possible that something is not true
- **can't, couldn't** → you feel certain that something is not true

Use can't, could, may, might and must with the infinitive (to) ...

- to make predictions about future events:
  - It looks as if it could rain.
  - It might rain later.
- to speculate about present events using static verbs:
  - He can't be in the coffee shop. (= I don't think he is in the coffee shop because ...)
  - He could be in the coffee shop.
  - He must be at work by now!

Use can't, could, may, might and must with have + past participle ...

- to speculate about past events:
  - He can't have gone far.
  - He might have broken down.
- to make deductions about past events based on present evidence:
  - His coat is on the back of the chair. He must be here somewhere.

See page 240: Modal verbs

Exercises

1. Choose the correct options. Then listen and check.
   A: Where can she be? She's late.
   B: Well, that's no surprise. She must be forgetting / have forgotten.
   A: No, she wouldn't forget. She must be / have been stuck in traffic somewhere.
   B: You always give her the benefit of the doubt. I reckon she might / have slept late, that's all. Or she could / get distracted / have got distracted on the way – you know what she's like! She might even be doing / do some shopping.
   A: Oh, come on. That's not fair! I think she must just / look / be looking for somewhere to park her car.
   B: Look! There she is now, coming round the corner.
   A: At last!

2. Correct the mistakes in the conversations. Use modal verbs in your answers.
   Then listen and check.
   1 A: Is that your brother over there? Can't?
      B: No, it mustn't be him. He's away on business.
   2 A: Are you going cycling this weekend?
      B: No, the weather forecast says it can rain.
   3 A: I heard that Jeff had left the company.
      B: That may be right! Look, he's sitting at his desk.
   4 A: Do you think we're going the right way?
      B: It might be right. It says so on the map.
   5 A: Do you know where the car keys are?
      B: I think they can't be on the kitchen table.
   6 A: So, are you coming for a swim?
      B: You may be joking! The water's freezing!

3. Complete the sentences using can, must or might. Use negative forms where necessary.
   1 It __________ have been him. I refuse to believe it.
   2 I'm not sure you can do that. You __________ need to ask the boss first.
   3 I __________ be able to go to the meeting tomorrow. I'll let you know in the morning.
   4 I can't understand this message. It __________ be written in code.
   5 A: Hey, guess what! It's snowing!
      B: It __________ be! It's far too warm!
   6 A: Steve told me you were going to stand for election. Is that true?
      B: I __________ be. I haven't decided yet.

4. Look at the picture. Complete the sentences using a variety of modal verbs.
   1 She __________ (try) to climb in.
   2 Or she __________ (climb) out.
   3 She __________ (be) a thief.
   4 Or it __________ (be) her van.
   5 She __________ (forget) her keys.
   6 She __________ (be) very comfortable.
   7 She __________ (feel) very embarrassed.
Requests, suggestions, offers, advice and opinions

can, could, may, would, will, shall, let's, should, ought to, had better, mind

Presentation

Formality in requests

Could, would and may are more polite than can or will. Use possibly or Do you think you could possibly … to make requests with could even more polite:

Could I possibly have a glass of water, please?

Do you think you could possibly move your bags?

You can also use Would you mind … or Do you mind … to make polite requests. Use if as a test for permission to do something. With Do you …, use the present simple after if. With Would you …, use the past simple:

Do you mind if I sit here? Would you mind if I sit here? (= I want to sit here.)

Use -ing to ask another person to do something:

Would you mind opening the window? (= I want you to open the window.)

The normal positive response to a request with

Would you mind …? or Do you mind …? is No or No, not at all. This shows that you are happy to do something.

Suggestions and offers

Use let's and shall to make suggestions:

Let's get a coffee on the train.

Shall we get a coffee on the train?

Use will and shall to offer to do something. Use shall in questions with I or we. Use will in the affirmative only. Don't use will in questions to make an offer:

Say I'll move my bag. Shall I move my bag? (don't say Will I move my bag?)

Giving advice and expressing opinions

Use should and ought to to give advice, express opinions and talk about what you think is the right thing to do. Ought to is less common than should, especially in questions and negatives.

We should/ought to do this more often! (= I think it's a good idea.)

Passengers should not leave their bags unattended. (= This is not a good idea.)

Use had (I'd) better to give advice in specific situations:

A: Affirmative: You'd better hurry up or you'll be late.
B: Negative: You'd better not forget. (not You hadn't better forget.)

Question: Had you better leave it until tomorrow?

Negative question: Hadn't you better leave it until tomorrow? (= I think it would be better to leave it until tomorrow.)

Exercises

1 Make the requests more polite using the words in brackets.

1 Can I ask a personal question? (may, please)

2 Will you lend me some money? (think, possibly)

3 Can you hold the door open for me? (would, mind)

4 Can I smoke? (do, mind)

5 Will you help me with my homework? (could, please)

6 Can I leave the room for a short while? (would, mind)

2 Match the requests you wrote in exercise 1 with the responses below.

1 No, not at all. But please don't be too long.

2 I'm sorry, but I haven't got my wallet with me.

3 I'm sorry, but you can't - not inside the building.

4 No, not at all. It's a pleasure.

5 Yes, sure. Just wait a minute, I'll be with you shortly.

6 Well, I don't know. It depends what it is.

3 Complete the dialogues using the words in the boxes.

better ought let's shall

1 A: I'm getting tired. I need a break. We could go out for lunch.
B: OK, let's try that new sandwich bar.

A: Yes, fine. We'd better be quick, though. We really need to try and finish this week today.

better could shall

1 A: What time do you tell me the best way to get to the station?
B: Well, you could get a number 27 bus. It leaves from the stop on the corner. When does your train leave?
A: At 10.30. That's in 20 minutes.
B: Hadn't you better get a taxi then? You don't want to miss it.

let's ought should would

3 A: What do you think I should do?
B: I really don't know. It's a difficult situation. I think you really ought to talk to your boss about it. I mean she needs to know if someone's stealing from the company, doesn't she?
A: I'm not sure. And how about you?
B: OK, shall we do it now then. No time like the present!
Grammar in context

1. I had wanted to move out of my parents' house for a long time, but I hadn't been able / succeeded to find a nice flat. I thought I might have to give up on the idea when finally, last week, I managed to / could find something really nice. A friend at work was looking for someone to share her two-bedroom flat and I moved in last Saturday. I thought it might be / must be a bit difficult to start with, but it's mostly fine and we get on really well. There's only one problem. My new flatmate loves cooking. She insists on preparing all our meals and she won't let me / make me go anywhere near the kitchen. The thing is she just can't / mustn't cook! Everything she makes is disgusting and I haven't the heart to tell her! What better had / should I do?

2. I really think you'd better / ought to say something. She can / must have some idea of how you feel. Who knows, you might be able to help her improve. But you're able to / have to be tactful and sensitive. You'd better not / not better tell her exactly how you feel or you may find yourself looking for a new flat! Maybe you thought / should make a few gentle suggestions or buy her a recipe book as a thank-you present for allowing you / letting you share the flat with her.

Pronunciation: weak form of have

5. Listen to the sentences below. Notice the pronunciation of have.

1. He can't have meant what he said, surely?
2. They must have gone out somewhere.
3. You needn't have bought her a present.
4. We might have left it at home.
5. She may have left on an earlier train.

Listen again and repeat the sentences.
Reported speech
Tense, say, tell, pronouns, place and time

Monday morning...
I'm at home, I'm feeling ill today so I'm staying here.

Monday afternoon...
She rang from home this morning, She said she was feeling ill, so she was staying there.

Friday...
The boss told her she was fired that day.

Presentation

Reported speech
Use reported speech to report someone's words or thoughts. The reporting verb can be followed by the conjunction that, although it is not necessary:
'I'm working from home.' → She said (that) she was working from home.

When you are reporting something that someone said or thought in the past, the verb in the direct speech often moves backwards in time:
'We aren't well.' → They said they weren't well.
'I work from home.' → He said he worked from home.

See Unit 72 for more about changing the tense in reported speech.

say and tell

The reporting verbs say/said and tell/told are commonly used for reporting statements.

Use say/said to:
- report someone's words: She said she was working from home. (don't say She told she was working from home.)
- report who you said something to using the preposition to: She said to me she was working from home. (don't say She told to me she was working from home.)
- Use tell/told to report when someone is talking to (don't use to): The boss told her she was fired. (don't say The boss said her she was fired.)

(don't say: She told she was working from home. / She told to me she was working from home. / The boss said her she was fired.)

Changes to pronouns, place and time

When you use reported speech to refer to words spoken at a different time or place from where you are now, you might need to change the pronoun, possessive adjective or any other words referring to time and place.

Change the pronoun and possessive adjective
'I'm ill.' → She said she was ill.
'My children are ill.' → She said her children were ill.
Common changes:
1. He/She → He/She
2. We/Us → We/Us
3. You/Them → You/Them

Change the place
'I'm staying here.' → She said she was staying there.

Change the time
'I'm feeling ill today.' → She said she was feeling ill that day.
Common changes:
- now → then, today → that day, tomorrow → the next day, yesterday → the day before, last night → the night before.
See page 238: Summary of tense changes backwards in reported speech.

Exercises

1 Write said or told.
   1 She said she was leaving.
   2 My teacher told me to do it again.
   3 My teacher said something to me, but I couldn't hear.
   4 Who they didn't understand?
   5 She 'yes' to him, so they're getting married in the summer.
   6 Who him the answer?

2 Read the first sentence in direct speech. Add the missing words in the second sentence in reported speech.
   1 'We're really tired.'
      They said that were really tired.
   2 'That's my cat.'
      The woman downstairs said that it was cat.
   3 'We're only here for a day.'
      They said that they were only for a day.
   4 'I forgot to do my homework last night.'
      He said that he'd forgotten to do homework the...
   5 'I'll call you back tomorrow.'
      I'm sure she said that 'd call us back the...

3 Rewrite the first sentence using direct speech or reported speech.
   1 'I'm hungry.'
      She said she was hungry.
   2 'We're riding our bikes to work today.'
      They said that they...
   3 He said that he was leaving his job.
      He said, 'I...
   4 They all thought they were going to be famous.
      They all thought, 'We...
   5 Martin told me, 'I don't live here anymore.'
      Martin told me that...
   6 My father said he started his new job that day.
      My father said, 'I...

4 Think of three things you said or other people said to you today. Write them down using reported speech.
   1
   2
   3
72 Reported statements
Change or no change to the verb

Presentation

Verb changes in reported speech
When you report what someone said, you often move the tense of the verb backwards in time, like this:

- present simple → past simple: I want change. → He said he wanted change.
- present continuous → past continuous: We're lowering taxes. → He said his government was lowering taxes.
- present perfect → past perfect: He's cut taxes. → He said he had cut taxes.
- past simple → past perfect: We lowered taxes last year. → They said they'd lowered taxes last year.

You also change the modal verbs will, can and must:
- I will cut taxes by five per cent. → The President said he would cut taxes by five per cent.
- We can spend more on healthcare. → He said they could spend more on healthcare.

You must create more jobs. → The public said the government had to create more jobs.

No change to the verb
You do not change the verb when:
- the tense is the past perfect simple or past perfect continuous:
  They hadn't cut taxes for three years. → She said they hadn't cut taxes for three years.
- you use the modal verbs could, might, should, would:
  I couldn't finish my supper. → She said she couldn't finish her supper.

You should see a doctor. → He said I should see a doctor.
We would love to come! → They said they would love to come.
- the reporting verb is in the present tense (e.g. says/said/did):
  I agree. → He says he agrees.
  She's leaving. → They tell me she's leaving.

Change or no change?
You can change the verb, or leave it as it is, with no change in meaning when:
- the verb in the reported statement refers to a fact or ongoing state:
  We have three children. → She said they had three children. / She said she has three children.
- the information in the reported statement is still happening, very recent or true:
  I will not raise taxes. → This morning, the President said he would not raise taxes. / This morning, the President said he will not raise taxes.

- the verb follows a conjunction such as when, after, as soon as, etc.:
  I'll cut taxes as soon as I become President. → He said he would cut taxes as soon as he became President. / He said he will cut taxes as soon as he becomes President.

See page 238: Summary of tense changes backwards in reported speech

Exercises
1.2.20 Read the dialogues. Move the tense of the verb in bold 'backwards' and use it to rewrite the second sentence. Then listen and check.

1 A: Bye. I'm going to be home at eight.
   B: But you said you________ to be home at seven.
2 A: Brian isn't coming.
   B: I know. He told me________ for work commitments.
3 A: Sue works in Sales.
   B: Really? I thought she________ in Accounts.
4 A: You can help me later.
   B: But you said I________ you now.
5 A: Sorry, no one wanted any cake. B: I made it especially because everyone said they________ some cake.
6 A: When you drive in this country you________ drive on the right.
   B: Really? I thought you________ on the left.

2 Read the direct speech. Then underline the correct words in italics in the reported speech. In some sentences both options are possible.

1 'I couldn't finish this book.'
   She said that she can't / couldn't finish that book.
2 'My family has always lived here.'
   He told me that his family has always / had always lived there.
3 'We totally disagree.'
   They say they totally disagree / disagreed.
4 'We'll eat after they get home.'
   She said they'll / / 'd eat after they get / got home.
5 'There's someone at the door.'
   You said there is / / was someone at the door, but I didn't see anyone.
6 'I hadn't seen my brother for 50 years until yesterday.'
   My grandfather said he hasn't seen / hadn't seen his brother for 50 years until that day.
7 'I saw the new film with Hugh Grant. You'd love it.'
   Mum said she saw / / 'd seen the new film with Hugh Grant and that I will / would love it.
8 'I can't watch this horror film – it's too scary!'
   My little brother said he can't / couldn't watch this film because it was too scary.

3 Four sentences have a mistake. Correct them.

1 Nowadays, many scientists say that the world was getting warmer.
2 A week ago, my boss said he was leaving, but he still hasn't;
3 The teachers at my school always used to say we have to sit still and never speak.
4 Bill told me yesterday he'll help to set up the website, but he never came.
5 We've played this song to lots of people and they all say we should record our music.
6 Everyone thinks it's a good idea.
7 He said the computer crashes when you clicked here.
73 Reported questions, requests, instructions and orders

Presentation

Reported questions

When you report questions, the verbs in the reported questions are often given in the past. Do not use a question mark in the reported question.

"Why are you opening the window?" → She asked me why I was opening the window.

When you report questions which need Yes or No as the answer, use if or whether and do not use the auxiliary verb Do/Did:

"Did you open it?" → She asked me if I opened it. (not She asked me did I open it?)

The word order in a reported question is the same as for an affirmative statement:

"Where are you going?" → He asked me where I was going. (not He asked me where was I going.)

Reported requests, instructions and orders

When you report requests, instructions or orders, you often use the reporting verbs ask and tell.

Requests

Use ask + object + to infinitive to report a request:

"Could you open the window?" → She asked me to open it.

You can also use ask + indirect object + for + direct object:

"Could you pass me a pen?" → She asked me for a pen.

Instructions and orders

Use tell + indirect object + to infinitive to report instructions and orders:

"Keep the window closed." → He told me to keep the window closed.

"Type your password in." → He told me to type my password in.

Exercises

1. Write the words in the correct order to make reported questions, requests, instructions and orders.

1. She asked / my job / what / me / was.
   She asked me what my job was.

2. some change / asked people / to give / A man in the street / him.

3. The customs officer / what / in my bag / I / asked me / was carrying.

4. I’d gone / after school / where / My parents / wanted to know.

5. our music down / to turn / asked / The neighbours / us.

6. if / I asked / to come over / they / to my house / I’d like.

7. Jack / had to / why / asked me / he / study Maths.

8. told / The parking attendant / him / to move / his car.

2. Write the original questions for 1–8 in exercise 1. Then listen and check.

3. Read the top ten questions at a job interview. Then imagine you have been asked all ten and report them.

Top ten questions asked at job interviews

1. Tell me about yourself.
2. What have you been doing since university?
3. Why did you leave your last job?
4. What are your greatest strengths?
5. Do you work well with other people?
6. How would other people describe you?
7. Are you willing to travel?
8. Give me one reason why I should choose you.
9. What will you do if you don’t get this position?
10. What’s your current salary?
Reporting verbs
Verb patterns

Presentation

Say, tell, think and ask are the most common reporting verbs, but you can also use other reporting verbs to summarize or express the sentiment of the original statement:

'Why don't we celebrate the town's 500th anniversary with a large party?' -> The chairperson suggested celebrating the anniversary with a large party.

'Would you like me to investigate the cost?' -> Mrs Holden offered to investigate the cost.

When deciding which reporting verb to use, think about the function or purpose of the speaker's words. For example: Why don't you ...? = suggesting; Would you like me to ...? = offering.

Reporting verbs are followed by different verb patterns:

Verb + that
Everyone agreed that it was a good idea.

Verb + someone + to infinitive
Mrs Lloyd warned everyone that spending more money was a bad idea.

Verb + someone + to infinitive
Mrs Holden offered to investigate the costs.

Verb + someone + to infinitive
The advertisement encouraged customers to buy the product.

Verb + +ing
The chairman suggested celebrating the anniversary with a large party.

Verb + preposition + +ing
The employee apologised for being late.

Verb + preposition + +ing
Their teacher warned all of them about copying in the exam.

Reporting verbs with this pattern include: advise, ask, promise, refuse, threaten.

Reporting verbs with this pattern include: advise, ask, convince, encourage, invite, persuade, remind, tell, warn.

Reporting verbs with this pattern include: advise, admit, deny, mention, propose, recommend, suggest.

Reporting verbs with this pattern include: apologise (+ of), blame (+ on), congratulate (+ on), thank (+ for), warn (+ about).

See Units 61 and 62 for more on verb patterns with to infinitive and verb + +ing.

Exercises

1 Complete the reported speech with a verb in the box.

<table>
<thead>
<tr>
<th>accused</th>
<th>admitted</th>
<th>apologised</th>
<th>encouraged</th>
<th>recommended</th>
<th>refused</th>
<th>suggested</th>
<th>warned</th>
</tr>
</thead>
<tbody>
<tr>
<td>She ...</td>
<td>suggested</td>
<td>seeing a doctor.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He ...</td>
<td>told</td>
<td>me about going up the ladder.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 ...</td>
<td>for breaking her vase.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The thief</td>
<td>stole the car.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The employees</td>
<td>to work late.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>She</td>
<td>reading the book.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>His mum</td>
<td>him of telling lies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The coach</td>
<td>the athlete.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Match the two halves of the sentences.

1 One person warned everyone that ...
2 Mrs White promised to ...
3 Mr Jones proposed ...
4 The chairperson insisted ...
5 The chairperson thanked ...

A everyone for coming.
B building a new park would be expensive.
C on reaching a final decision at the meeting.
D find out the exact costs for the next meeting.
E asking for more prices from different builders.

3 Read the conversation. Complete the report (l–8) of this conversation using words from the conversation. Change the verb form where necessary. With some verbs there is more than one possible answer. Then listen and check.

Baldes: I’d like to propose that we introduce regular English lessons for everyone in the office.

Song: I agree. English lessons will be very useful for all those telephone calls from abroad.

Webb: Sorry, but I don’t think staff need help with English. Most of our clients are Spanish speakers.

Song: Yes, actually you are probably right about the clients being Spanish. But some use English, so what about offering lessons in both languages?

Baldes: But have you considered the cost of such a plan?

Webb: I have an idea. I could find out which language people think they need most.

Baldes: Sorry. I don’t understand.

Webb: They would choose between English or Spanish lessons.

1 Mr Baldes proposed ...
2 Ms Song agreed that ...
3 However, Mr Webb disagreed ...
4 Ms Song admitted ...
5 She suggested ...
6 Mr Baldes asked them ...
7 Mr Webb offered ...
8 He explained that ...

1 introducing regular English lessons for everyone in the office.
2 very useful for all those telephone calls from abroad.
3 with English, because most of their clients are Spanish speakers.
4 probably right.
5 lessons in both languages.
6 the cost of such a plan.
7 which language people thought they needed most.
8 between English or Spanish lessons.
Grammar

1. Each sentence has one mistake. Correct it. Note that one sentence has incorrect punctuation.
   1. The waiter said, 'He was in here earlier but he's gone now.'
   2. She asked me for my number?
   3. Everyone says you give a great performance last night.
   4. He said to me to talk to you about my complaint.
   5. My manager asked her when she planned to take her holiday.
   6. She told me to tell her that something was wrong.
   7. My father ordered me to come home immediately.
   8. The customer asked how much this ring costs.
   9. You haven't convinced that we should buy a new car.
   10. They blamed me for this mess, but I was out all day.

2. Complete the sentences with the pairs of verbs, changing the form where necessary.
   
   | 1. They _______ him to _______ me some money if I needed some. |
   | 2. She _______ _______ you to the door when he left. |
   | 3. Your maths teacher _______ _______ you at all today, I said I hadn't. |
   | 4. My fitness instructor always asks me to _______ three kilometres a day before breakfast. |
   | 5. _______ it up online, but he ignored me. |

The tourists wanted to _______ this castle.

We _______ home by ten so we'd better go.

3. Complete the exact words spoken for sentences 1-7 in exercise 2.

1. 'We'll lend you some money if you need some.'
2. 'Remember to _______ when _______.'
3. '_______ Michael at all today?'
4. '_______ should before breakfast.'
5. 'Why don't you _______ online?'
6. 'When _______ this castle!'
7. 'We'll _______ by ten.'

4. Write that in four more sentences where possible.

   But you said you were coming, too.
   Why did Bryan tell me he loved me when he didn't?
   The person at the bank wanted to know if I wanted a loan.
   The university told me to repeat the class because I failed the exam.
   You said to Sarah she couldn't ride your bike.
   Police are warning drivers the roads are icy.
   How did you persuade the bank to lend you the money?
   How did you persuade the bank they should lend you the money?
   My boyfriend asked me to marry him!

5. A journalist interviewed some people and wrote down what they said. Then he wrote the news article. Use his notes to help you write the missing words in the article.

**Government to raise age**

Last night, the government finally admitted that it had been discussing proposals to raise the retirement age from 65 to 70. However, it denied that it was due to a final decision. Many politicians have been warning people of a change and one minister even told reporters that he was 99 percent certain that it will happen.

The news immediately attracted a reaction from some older people who wanted to know exactly when any change would be made and also how it would affect their pensions. The majority of younger people thought it would happen sooner or later. One young woman in her twenties said that if the working population was growing smaller, but older people were living longer, then she didn't see an alternative alternative.

6. 6.2.3 Listen to four conversations. Underline the word with the main stress in B's responses.

1. A: Bye, I'm going.
   B: Why? You said you were staying.
2. A: Jane works in a factory.
   B: Really? I thought she worked in a shop.
3. A: Let's look at the answers tomorrow.
   B: But you said we'd look at them today.
4. A: They're driving over now.
   B: Driving? I thought they were walking.

7. 7.2.3 Listen to a report and answer questions 1-5.

1. What are the reasons for introducing English lessons?
2. Why does Mr. Webb disagree with the plan?
3. How does Ms Song think they might solve the problem?
4. What is Mr. Bulbeck's argument against this?
5. What is Mr. Webb's final solution?
The Hadron Collider

The Hadron Collider is the largest machine in the world. It was planned by over 10,000 scientists in 100 different countries. The science of the Hadron Collider is so complex that its purpose still isn't fully understood by most of the general public. The machine's purpose is to fire sub-atomic particles at each other. Scientists think that by doing this, the origins of the universe might be discovered. However, since it was completed in 2008, it has suffered a number of technical setbacks. One theory for these has been that the problems are being caused by future time—that's one theory that even most of the scientists don't understand!

Presentation

Use the passive form when you want to focus on the person or thing affected by the action of the verb. The subject of the passive verb is the object of the active verb:

<table>
<thead>
<tr>
<th>Action</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>active</td>
<td>Scientists completed the machine in 2008.</td>
</tr>
<tr>
<td>passive</td>
<td>The machine was completed.</td>
</tr>
</tbody>
</table>

Tenses and modal verbs

To form the passive, use to be + past participle:

- present / past simple: Scientists test the machine. → The machine is/was tested.
- present / past: Scientists are/were developing a new machine. → A new machine is/was being developed.
- present / past perfect: Scientists have/had made a new discovery. → A new discovery has/had been made.
- present, future and past modal: Scientists may discover the origins of the universe. → The origins of the universe may be discovered.

Scientists will be testing the theory. → The theory will be being tested.
Scientists might have discovered the origins of the universe. → The origins of the universe might have been discovered.

*Note that perfect continuous forms in the passive are rarely used.

You cannot use the passive form with intransitive verbs (e.g., arrive, die, grow) because they have no direct object: The tests went well. (not The tests are gone well.) See page 236: Summary of active to passive verb forms.

Exercises

1. Complete the first half of an article by writing the verb in brackets in the correct tense and passive form. Then listen and check.

The International Space Station (ISS) is currently being run (currently / run) as a joint project between five space agencies. The main structure (complete) in 1998, but the idea for cooperation in space began at the end of the Cold War. An agreement for a joint space programme between the USA and Russia (announce) a year later. Unlike previous spaceships and satellites, the ISS (build) in space while in orbit. In fact, components (still / add) today.

2. Complete the second half of the article by underlining the active or passive form. Then listen and check.

The ISS has become the biggest space station ever. It can even see the Earth from the ISS. The space agencies carry out regularly tests / are regularly tested here. It has continuously staffed / has been continuously staffed since 2000, so it is using / is being used as a research centre to assess the long-term effects of zero gravity on the human body. The results will affect / will be affected the preparations for long-term space colonisation.

3. Rewrite the sentences in the passive where possible. Mark the sentence that cannot be written in the passive with an X.

1. We are currently discussing your situation. [Your situation is currently being discussed.]
2. The class had answered every question. [The class has answered every question.]
3. I'm afraid they've already gone. [I'm afraid they've been gone.]
4. The doctor should prescribe some medicine. [The doctor should prescribe some medicine.]

5. We might have sold all those dresses. [We might have sold all those dresses.]
6. The council is going to make the final decision at the next council meeting. [The council is going to make the final decision at the next council meeting.]
Can you help?
Even though the African elephant is protected by governments, its natural habitat is being destroyed. The animals are still being killed for their tusks and the illegal ivory is sold to traders across the world. At the current rate, the African elephant will be extinct in ten years' time. But there is still hope. These amazing creatures can be given a chance and saved from extinction with your donations.

Presentation

**Passive with by + agent**

In the passive, the subject of the active form becomes the agent of the passive verb. The agent is introduced by by:

- **subject**
- **active verb**
- **agent**

- Governments protect the African elephant.
- The African elephant is protected by governments.

**Passive with for / with**

In sentences without the agent, we often give extra information using for and with.

- Use for to describe the purpose: The animals are still being killed for their tusks.
- Use with to describe the method: These amazing creatures can be saved from extinction with your donations.

**Verbs with two objects**

With verbs followed by two objects (see Unit 64), there are two ways to form the passive sentence:

1. put the indirect object of the active sentence first: Traders are sold the ivory.
2. put the direct object first and use a preposition with the indirect object: The ivory is sold to traders.

Verbs commonly used in the passive with two objects include: give, leave, lend, pay, promise, sell, send, show, teach, tell.

Exercises

1. Read the two possible options in sentences 1–6. Delete the agent you would omit.
   1. The bank robber was arrested after he was recognised by a man / a security guard from the bank.
   2. Do you like that new song at number one by Beyoncé / a singer?
   3. Many art historians think this painting could have been painted by Michelangelo / an artist.
   4. Have you read Hamlet by a playwright / Shakespeare?
   5. These socks were made especially for me by a clothes manufacturer / my grandmother.
   6. Last week, I was flown on a plane by a pilot / someone I was at school with.

2. Rewrite the active sentences in the passive with the agent.
   1. A woman on our street found a thousand euros.
   2. Da Vinci probably painted this portrait.
   3. This dog saved a child from drowning.
   4. My aunt encouraged me to learn to play the piano.

3. Complete these sentences with by, for or with.

```
1. Mammoths were hunted early humans.
2. They were hunted spears.
3. They were hunted meat and hide.
4. The meat was eaten the whole tribe.
5. Their hides were used clothing.
6. Nowadays, their fossilised remains are still found palaentologists.
```

4. Rewrite the active sentence starting with the words given.

```
1. My grandfather left me this painting.
   I was left this painting by my grandfather.
2. The bank lent Joe enough money to buy a car.
   Joe enough money to buy a car.
3. Why haven't you sent us the results yet?
   Why haven't the results yet?
4. The company pays its employees their wages on the last Friday of the month.
   Wages on the last Friday of the month.
5. The teacher is telling the children a scary story.
   The children.
```
The passive 3: infinitive, -ing, it is said ...

For centuries, Christopher Columbus was believed to have been the first European to set foot in America. However, nowadays, the Vikings are known to have landed on the continent 500 years before him. The story begins in the 10th century with Óláfr the Good. After murdering two men, he was arrested by sailing west from what is now Iceland. He is said to be eventually settled in Greenland and to have lived there. On one of his voyages, Óláfr discovered a new area of land with plenty of fresh water and food. Evidence of the Vikings and their houses continues to be found in this region of Canada today.

Presentation

Passive infinitive and passive -ing form

You form the passive infinitive with to be + past participle:

Evidence continues to be found in the region today.

You can use the passive infinitive with verbs that are followed by the to infinitive, e.g. agree, demand, want (see also Unit 61):

The Prime Minister agreed to be interviewed.

The shopkeeper was demanded to be paid.

You form the passive -ing form with being + past participle:

Erik avoided being arrested for murder.

The passive -ing can be used with verbs that are followed by verb + -ing (e.g. enjoy, hate) or after a preposition (bored with, learn by):

The children enjoy being taken to the zoo.

I'm bored with being taught history.

See also Units 62 and 63.

Passive reporting structures (it is said ...)

Use passive reporting structures with reporting verbs such as said, thought, believed, claimed, reported, suggested.

See also Unit 74.

It is said that he lived in Greenland.

Christopher Columbus was believed to be the first European to set foot in America.

Vikings are known to have landed on the continent.

Passive reporting structures are formed like this:

- It + be + past participle of reporting verb + (that) clause: It is known that he lived in Iceland.
- It/He/She/They + be + past participle of reporting verb + to infinitive: It is said to be unhappy here.
- It/He/She/They + be + past participle of reporting verb + to infinitive: They are believed to have lived on the island.

The speaker in passive reporting structures is often unknown or unimportant:

It has been reported that there is a delay.

He is believed to have stolen over a million pounds.

Passive reporting structures are also used when someone wishes to remain anonymous:

A: It has been reported that you were not at your desk.
B: That isn't true! Who told you that?

Exercises

1. Underline the correct option. In two sentences, both answers are possible.
   1. All the students hope to be put / being put into Mr Brown's class.
   2. He can't stand to be proved / being proved wrong in an argument.
   3. Are you prepared to be asked / being asked some difficult questions?
   4. Anyone who is late for the bus risks to be left / being left behind!
   5. Your aunt appeared to be shocked / being shocked by the film. What were you watching?
   6. We knew he was missing school because he kept to be seen / being seen around town during the day.
   7. I'm worried about not to be chosen / not being chosen for the team.
   8. No one likes to be delayed / being delaying at airports.
   9. The winning team stopped in their home town to be cheered / being cheered by their fans after they won the cup.

2. Match 1-6 with A-F.
   1. It is commonly known that ________
      A. review their education policy.
   2. It has been claimed that there are ________
      B. most students are in debt.
   3. A serious car crash is reported ________
      C. the world is flat.
   4. Native American Indians are thought ________
      D. to have happened on the motorway this morning.
   5. The government has agreed to ________
      E. other life forms in the universe.
   6. It is said that ________
      F. to have crossed over originally from Asia.

3. Rewrite the reporter's sentences starting with the words in 1-5. Then listen and check.

4. Complete the text with the words in brackets, using reporting passive structures.

When Columbus proposed a plan to reach the East by sailing west, critics by many people, including his own King of Portugal, that Columbus had underestimated the actual circumference of the Earth. Eventually, Columbus is (believe) (be) by many Portuguese explorers to have landed on the island of Guanahani. He was rewarded for his great discovery by the King and Queen of Spain who (know) (be) him. After some time, the crew were growing angry and (believe) (be) the King of Spain only (award) (be) by the desperate men when an island was finally sighted. The island (believe) (be) part of what is now the Bahamas.
79 *get, have, need* with passive meaning

**Presentation**

**Passive with get**

You can replace the passive be + past participle with get + past participle when you are speaking informally. Get is only used with dynamic verbs (not with stative verbs) to talk about something that happened to you. The event or action is often unwelcome or unexpected:

**Example:**

I was arrested. → I got arrested.

He was stopped for speeding. → He got stopped for speeding.

You cannot replace to be with get when the verb is stative:

**Example:**

*My car is kept in the garage.* (not *My car got kept in the garage.*)

Sometimes you use get to talk about passive events:

I was got paid.  
I was got promoted at work.

**Get someone to do something / have someone do something**

You use get someone to do something / have someone do something to explain that you have asked someone to do something for you:

I got the mechanic to repair my car. / I had the mechanic repair my car. (= I asked the mechanic to repair my car.)

Notice that with get you use the to infinitive. With have you use the bare infinitive.

**get / have something done (causative)**

You use get/have + object + past participle to explain that you asked someone else to do something for you, but you don't say who:

I got my car fixed. (= I had my car fixed.)

This use is called 'causative' because you caused it to happen:

I got/had my car fixed at the garage. (= I arranged it.)

**get / have something done (non causative)**

You can also use get/have something done to talk about something that happened to you, although you did not ask for it to happen. You usually use this structure in this way to talk about something unexpected and generally unwelcome:

I got/had my car stolen.  
This use is non causative because you did not cause it to happen.

**need + -ing**

You use need + -ing to say that something needs to be done (by someone), but you don't say who:

The car needs fixing.  
Your hair needs cutting.  
The engine needs checking.

---

**Exercises**

1. Write the verb in brackets in the correct form.

   *You know you are rich when...*

   1. ...you get your style... (choose) your outfits for the day.  
   2. ...you have your personal assistant... (fetch) the morning newspaper.  
   3. ...you have your make-up and hair... (do) before you go out.  
   4. ...you get your personal trainer... (come) to the house.  
   5. ...you get your dogs... (walk).  
   6. ...you have your past... (bring) to your room on a silver tray.  
   7. ...you get your pills... (drink) with your pearls.  
   8. ...you have your security guard... (remove) the paparazzi from outside your window.

2. Replace the verb be with the correct form of *get* when possible.

   1. My wallet was stolen.  
   2. I was given a new job.  
   3. The goalkeeper was replaced by a substitute.  
   4. In the good old days, life was lived at a slower pace.  
   5. Only the lights on my car were damaged.  
   6. The temperature is kept below zero degrees.

3. Look at the four pictures. What needs doing?

   1. (cut) The boy's hair needs cutting.  
   3. (fix)  
   2. (mend)  
   4. (pay)

4. 2.37 Complete the conversation with the pairs of verbs. Change the form of the verbs where necessary. Then listen and check.

   | get + drop | have + look at | have + sand | need + fix | need + replace |
---|---|---|---|---|---|
A: Hello again. My watch *needs fixing*.
B: It *needed fixing* a month ago.
A: Yes, but that was because the battery *needed replacing*. Now both hands have stopped.
B: I see. Well, unfortunately madam, the inside of the watch is completely broken. It looks like it...  
A: I don't know when that happened. Oh dear.
B: I can't fix it here. You'll have to *send* the whole thing *back to* the manufacturer. I'm afraid.
Grammar in context

4. Complete the text by writing the words in brackets in the correct form.

How to get promoted

It 1. (believe) by most people that if you excel in your new job, it won't be long before you 2. (improve) with more job offers. It's partly true, but some things 3. (need/skill/dut) to accelerate that promotion. Here is some good advice by 4. (follow) anyone with career ambitions:

- Relations with the boss: promotion 5. (mainly/influence) by one person - your boss. Build good relations with this person.
- Have your skills 6. (update): attend training courses and keep up to date with new trends in your area.
- Be 7. (be/see) enthusiastic: volunteer for tasks and ask for more responsibility.
- Get yourself 8. (known) modesty 9. (often/think) to be preferable to self-promotion, but there's nothing wrong with having your accomplishments and achievements 10. (promote) around the office.
- If you don't do it, who will?
- Be a team player: show you can work with others and be supportive. Make sure praise for successes 11. (give/to) the whole team and criticism for failure 12. (share).

Pronunciation: intonation in passive reporting

5. 2.2 Listen to these sentences. Write [-] where the intonation rises.

Listen again

6. 2.39 Listen and make notes about the International Space Station for each year. Use the passive form in your notes.

1. 1998. The main structure was completed.
2. 1992:
3. 1993:
4. 1993:
5. Today:

review of units 76 to 79

Grammar

1. Correct the mistake in each sentence.
2. Rewrite the sentences in the passive form. Only include the agent if you think it is necessary.
81 Relative clauses 1
Defining relative clauses, who, which, that

Presentation

Relative clauses
You use a relative clause to give more information about a noun in the main clause of the sentence. The relative clause always follows the noun it is referring to:

That's the man who I saw!
The one that's wearing a blue T-shirt stole my handbag.

Defining relative clauses
When the extra information in the relative clause is essential, it is called a defining relative clause. Without the defining relative clause, the meaning of the main clause can be unclear or need further explanation. In this dialogue, the Police Officer needs more information so the woman uses a defining relative clause:

Woman: That's him.
Police Officer: Who?
Woman: That's the man who I saw!

who, which, that
Who, which and that are relative pronouns and you use them at the beginning of the relative clause.

- Use who for people: That's the woman who identified the thief.
- Use which for objects or things: That's the handbag which was stolen.

You can replace both who or which with the relative pronoun that in defining relative clauses:

That's the woman that identified the thief.
That's the handbag that was stolen.

Subject or object of the relative clause
The relative pronoun (who, which, that) in the relative clause can be...

- the subject of the clause:
  It's the T-shirt [which] has a rip.

- the object of the clause (with a noun or pronoun following it):
  That's the man [who] saw.

Do not use another object in the relative clause when the relative pronoun is the object:

That's the man. I saw [that man].

Verb agreement
When the relative pronoun is the subject, the verb agrees with the subject of the main clause:

This is the shop that sells T-shirts.

Omitting the relative pronoun
In defining relative clauses, you always need a relative pronoun when it is the subject of the defining relative clause (i.e. when it is immediately followed by a verb).

Say That's the man who stole my handbag. (don't say That's the man stole my handbag.)

However, you don't have to use a relative pronoun when it is the object of the relative clause (i.e. when it is followed by a subject + verb):

That's the man I saw. = That's the man who that I saw.

Exercises

1 Join the two sentences using a relative clause and who or which.

1 My neighbour is the person. He called the police.
   My neighbour is the person who called the police.

2 These are the books. They are for my course.

3 This is the car. It's for sale.

4 Those are the same boys. They smashed our window.

5 That's the actor. I saw him in a film last week.

2a Look at your sentences in exercise 1. Is the relative pronoun in each sentence the subject or the object of the relative clause? Write S or O.

1 S 2 S 3 O 4 S 5 O

2b Look at your sentences in exercise 1 again. From which of the sentences can you omit the relative pronoun?

1 S 2 S 3 S 4 O 5 O

3 Look at the family photograph. Complete the conversations in your own words using defining relative clauses. Then listen and check.

1 A: Which man is your dad?
   B: The man who is wearing a red and white jumper

2 A: Who are the two women?
   B: Well, the woman is my mother and the other woman is my aunt.

3 B: They're my twin brothers. That's Ryan.
   A: Which one?
   B: Ryan is wearing the green T-shirt

4 A: Are these your pets?
   B: Max is mine and Spike is the twins'. Max is the one

4 Find a photograph with a group of people (e.g. family, friends, your class). Write three sentences to describe and define some of them using relative clauses.
HANDBAG THIEF CAUGHT AT LAST!

A thief who has stolen over 100 handbags has finally been arrested. Roger Slack was identified last night as the 'handbag thief' by an elderly lady. The witness, who police have not named, was also a victim of Slack, but she had seen his face before he ran away with her handbag. At midnight, the police entered Slack's flat, which was full of handbags. Strangely, all the handbags in the flat, which also included the main witness's bag, still contained all their owners' original money and possessions.

Presentation

Defining and non-defining relative clauses

Defining and non-defining relative clauses both give extra information about the noun in the main clause.

Defining: A thief who has stolen over 100 handbags has finally been arrested.

Non-defining: The witness, who police have not named, was also a victim of Slack.

The extra information in a non-defining clause is not essential. The meaning of the main clause is still clear without the non-defining relative clause.

The police entered Slack's flat. The flat was full of handbags. The police entered Slack's flat, which was full of handbags.

Non-defining clauses are also different from defining relative clauses because...

- you cannot replace who or which with that:
  - The witness, who police have not named, had her handbag stolen.
  - The handbags that also included the woman's contained all the original money.
- you cannot omit the relative pronoun:
  - Say The witness, who police have not named, also had her handbag stolen. Don't say The witness, police have not-named, also had her handbag stolen.

In written English, the non-defining relative clause is separated from the main clause by commas (there are no commas in a defining relative clause):

The witness, who police have not named, had her handbag stolen.

The witness who police have not named had her handbag stolen.

In spoken English, the speaker usually pauses slightly before and after the non-defining clause:

Mr Slack, who is still in police custody, lives at 28 Ravensham Gardens.

<table>
<thead>
<tr>
<th>Adds extra information</th>
<th>Defining</th>
<th>Non-defining</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adds essential information</td>
<td>✓</td>
<td>×</td>
</tr>
<tr>
<td>Can use that instead of who and which</td>
<td>✓</td>
<td>×</td>
</tr>
<tr>
<td>Can omit the subject relative pronoun</td>
<td>×</td>
<td>×</td>
</tr>
<tr>
<td>Can omit the object relative pronoun</td>
<td>✓</td>
<td>×</td>
</tr>
<tr>
<td>Uses commas</td>
<td>×</td>
<td>✓</td>
</tr>
</tbody>
</table>

Exercises

1. Underline six more relative clauses in this article. Then decide if they are defining or non-defining. Write D or N-D.

Robbery attempt put on ice!

A thief, who broke into an office block, was seen by the security guard, but he escaped before the police arrived. However, the 38-year-old man, who had taken two laptop computers, was also recorded on security cameras and the police were able to identify him as Adam Mader. When police entered his flat, which was only five minutes from the office block, they found Mader curled up inside and shivering. Mader, who had been in the fridge for over two hours, had a cold and was given a blanket and a packet of tissues before the police took him away. The two laptops which had been stolen were returned to the office after they had been defrostes!

2. Combine the three pieces of information into one sentence using a non-defining relative clause.

- Burj Khalifa / was completed in 2010 / the tallest building in the world.
- Burj Khalifa, which was completed in 2010, is the tallest building in the world.

- Coca-Cola / also called Coke / sold in over 200 countries.

- Barack Obama / born in Hawaii / the 44th President of the USA.

- The moon / has water under its surface / might be a future home for humans.

3a. Replace who or which with that where possible.

- 1. Are you the person who told the teacher about me?
- 2. My aunt, who has now retired, was a teacher for over 36 years.

3b. Delete who, which or that where possible.

- 1. These shoes which I bought are too small.
- 2. These shoes, which are too small, need to be returned.
- 3. Joe's Cafe, which has only been open since June, is closing.
- 4. The bank robbers who the police caught will only go to prison for a month.
Formality and prepositions in relative clauses

whose, when, where, why, whom, which

Presentation

whose, when, where, why

- Use whose to refer to possession: Arthur, whose kingdom would have covered parts of southwest England and Wales, is portrayed as a noble leader.
- Use when to refer to a time: He lived in the 5th century, when Britain was a collection of much smaller kingdoms.
- Use where to refer to a place: There was the castle of Camelot where he lived.
- Use why to refer to a reason: It's hard to explain why the legend of King Arthur has become such an important part of British mythology.

Formality in relative clauses

More formal use of relative clauses is common in written English such as academic texts, and in formal speaking such as presentations or lectures.

who or whom?

When who is the object of the relative clause, it is possible to use whom instead of who.

Arthur is a king whom many historians have studied.

Arthur is a king who many historians have studied.

Prepositions in relative clauses

In everyday and less formal English, you leave the preposition at the end of the relative clause:

This is the house (which) I used to live in.

In more formal English, when the relative pronoun is the object of the relative clause, you put the preposition before the relative pronoun:

This is the round table at which the knights sat at (=T less formal)
This is the round table at which the knights sat (= more formal)

Do not use who or that after a preposition. Use preposition + whom instead of who:

Arthur, about whom very little is known, is the subject of many biographies.

Use preposition + which instead of that:

There was the castle of Camelot that (or which) he lived in.
There was the castle of Camelot in which he lived. (not in this that he lived)

You cannot use prepositions with where, when or why:

This is the palace where the Queen lives.
This is the time when we normally leave at.
This is the reason why Oxford is famous for.

You can make these more formal by using the preposition + which:

This is the palace in which the Queen lives.
This is the time at which we normally leave.
This is the reason for which Oxford is famous.

Exercises

1 Match 1-5 with A-E.
   1. My old teacher is someone I chose to study literature at university.
   2. Dan Brown is an author I admire.
   3. The beach is a place where I often go to relax.
   4. 2001 was a year when lots of important world events happened.
   5. My old teacher at school was one of the reasons why I chose to study literature at university.

2 Write the missing words in this conversation. Then listen and check.

A: Wow! Here's a photograph of which I haven't seen for years.
B: Who is it?
A: It's my great-grandmother's son who was my grandfather. This is her with the man who asked her to marry him.
B: You mean your great-grandfather?
A: No. Before that, there was someone else who asked her to marry him, before the war.
B: What happened?
A: She never told me the reason why they didn't get married, but this photo was taken in 1939.

3a Make these sentences more formal by moving the preposition and changing the relative pronoun where necessary.

1. King Henry VIII is someone who you've probably heard of. King Henry VIII is someone of whom you've probably heard.

2. 0°C is the temperature when water starts to freeze at.
   0°C is the temperature at which water starts to freeze.

3. Princess Diana is a woman who magazines still publish articles about.
   Princess Diana is a woman whom magazines still publish articles about.

4. This is a stage which many famous people have performed on.
   This is a stage at which many famous people have performed.

5. He was a man who I had absolute trust in.
   He was a man whom I had absolute trust in.

3b Make these sentences more formal by replacing where, when, why or that with a preposition + which.

1. The ancient stone circle is the reason why Stonehenge is well known.
   The ancient stone circle is the reason for which Stonehenge is well known.

2. The Tower of London is the fortress where many kings, queens and princes were imprisoned.
   The Tower of London is the fortress in which many kings, queens and princes were imprisoned.

3. Is this really the hill that Arthur built his castle on?
   Is this really the hill at which Arthur built his castle?
Reduced relative clauses

Passengers travelling without a valid ticket will receive a fine. Metro police will remove and destroy any bags left unattended.

Presentation

Relative clauses can sometimes be shortened by omitting the relative pronoun and using a present or past participle.

<table>
<thead>
<tr>
<th>Relative clause</th>
<th>Reduced relative clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passengers who travel without a valid ticket will receive a fine.</td>
<td>Passengers travelling without a valid ticket will receive a fine.</td>
</tr>
<tr>
<td>Metro police will remove and destroy any bags which are left unattended.</td>
<td>Metro police will remove and destroy any bags left unattended.</td>
</tr>
</tbody>
</table>

If the verb in the relative clause is in the active form, use the present participle (-ing).
Active: The 10:30 train to London, which leaves from platform nine, is now ready to depart. → The 10:30 train to London, leaving from platform nine, is now ready to depart. ✓
The 10:30 train to London, left from platform nine, is now ready to depart. ✗

If the verb in the relative clause is in the passive form, use the past participle form:
Passive: Some train services which have been delayed by today's severe weather have now been cancelled. → Some train services delayed by today's severe weather have now been cancelled. ✓
Some train services delaying by today's severe weather have now been cancelled. ✗

You cannot use a reduced relative clause when the relative pronoun is the object of the relative clause:
The train for London, which I was going to take, has now been cancelled. ✓
The train for London taking has been cancelled. ✗

Exercises

1. Complete the sentences using only the verb in brackets in the correct form.
   1. Anyone (drive) over the speed limit will be stopped.
   2. Any employee (work) hard could receive a bonus this month.
   3. Passengers (wait) for trains can use the waiting room on platform two.
   4. Letters (send) with a first class stamp arrive the following day.
   5. Any items (leave) in the classroom at the end of term will be thrown away.
   6. Glass (put) in green bins is recycled.
   7. The people (live) in this house have been here for years.
   8. Many products (buy) online are much cheaper than in the shops.
   9. There is a fine for any library books (return) late.
   10. We'll give a reward to anyone (provide) the police with information about the missing jewels.

2. Combine the two sentences with a reduced relative clause.
   1. A bag was stolen from my hotel room. It had my passport in it.
      The bag ________ from my hotel room ________ my passport in it.
   2. She's the one. She's demanding a pay rise.
      She's the one ________ a pay rise.
   3. This is a job. It needs someone with plenty of experience.
      This is a job ________ someone with plenty of experience.
   4. A package was delivered this morning. It's on my desk.
      The package ________ this morning is on my desk.
   5. It's a university. It specialises in medicine.
      It's a university ________ in medicine.
   6. That's the baby. She was born only three hours ago.
      That's the baby ________ only three hours ago.

3. 2.25 Read these announcements. Reduce the relative clauses where possible. Then listen and check.

   1. All passengers who are travelling to Delhi, please proceed to gate number 31, where your plane is ready for boarding. That's flight AI 311, which departs from gate 31.
   2. Could those passengers who are waiting for their luggage from flight AI 552 please come to the baggage claim desk where we have your suitcases.
   3. Anyone that enters Passport Control should have their passport and boarding card ready for inspection. Any hand luggage which is carried without a passport must confirm to size restrictions.
   4. This is a no-smoking flight. Any passenger who is caught smoking will be detained by airport police after landing.
   5. We are about to land. All electronic items which are switched on should now be turned off.
85 Review of units 81 to 84

Grammar

1 Correct the mistake in each sentence. Some of the mistakes are punctuation.
   1 That's the woman who I saw her.
   2 It's a shop which sell everything you need.
   3 The new student who is in my class is Italian.
   4 That's the singer from Wales has a great new song.
   5 Usain Bolt, that is the fastest man in the world, won three gold medals at the 2012 Olympic Games.
   6 The politician, has been in parliament for over 20 years, has finally resigned.
   7 People in Britain which is surrounded by water, don't each much fish.
   8 Packages sending overseas need a customs form.
   9 Eighteen is the age at when you can vote in many countries.
   10 This is the car that I learned to drive.

2 Delete one or two words in each sentence without changing the meaning.
   1 The driver who saw driving too quickly was arrested.
   2 There's a new place that we like to eat at.
   3 Something which we always like to do at the weekend is go walking in the mountains.
   4 Anyone who is caught smoking in school is in big trouble!
   5 The paper which is put in the green bin can be recycled.

3 Replace the words in bold with the words in the box.
   in which that when whom why
   1 Computers are the things which changed the modern world.
   2 We have also invited Doctor Moore, who I think you already know.
   3 They say he wanted to retire but the reason for which is unknown.
   4 Here's the store cupboard where all cleaning materials are kept.
   5 Midnights is the time at which most people believe witches come out!

4 Rewrite the first sentence starting with the words in the second sentence.
   1 Here's the child who were informed about. Here's the child about.
   2 This is the great hall where the king and his court used to eat. This is the great hall in which the king and his court used to eat.
   3 The person dealing with your complaint is on another line. The person who is on another line.
   4 Every question answered correctly receives one mark. Every question which is answered correctly receives one mark.

5 Underline the correct words in italics. In some cases, both options are possible.

Have you seen our dinosaur?

A remote-controlled dinosaur robot, which is valued at £10,000 has gone missing. The monster was taken from a theatre where it was appearing, appearing in a show called "Walking with Dinosaurs". People who are involved/involved in the show were/realised that something was wrong, which is/that is over two metres high, could have disappeared.

Furthermore, no one can explain why, which the thief (or thieves) would be interested in an object which/that would be extremely hard to sell.

A spokesperson for the show, which has been seen/seen by over four million people worldwide, asked for anyone who has/have knowledge of the dinosaur's whereabouts to contact the show immediately.

Staff discovered that the robot-dinosaur was missing last Friday, since/when the show opened in Guadalajara. The exhibit was the world's most expensive, as it could have been worth over $500,000,000. The show's producers, "of whom/whose dinosaurs can measure up to 13 meters high and cost as much as £600,000.

Pronunciation: pausing

7 **2.23** The commas are missing in these sentences. Listen and decide where the speaker pauses. Mark each pause with a comma.
   1 Johnny Depp who is probably my favourite actor has another film coming out.
   2 Your assistant who I also mentioned last week is always rude on the phone.
   3 The Nestlé company which is a multinational is based in Switzerland.
   4 I'll try the strawberry ice cream which looks delicious.

Listen again and repeat the sentences.

Listen again

8 **2.44** Listen to a conversation. Complete the sentences with the relative clauses.
   1 It's a photograph which she hasn't seen for years.
   2 It's the mother's great-grandmother whose
   3 The photograph is of her with the man who
   4 She never gave the reason why
   5 It was taken in 1939 when
   6 The photograph was taken at a place where
Exercise 1: If clauses 1: present verb forms

Real situations in the present and future

Presentation

You use an *if* clause to describe a situation, and the main clause to describe the consequences:

If clause: situation
If you go,
Main clause: consequence
I’ll go.
The *if* clause can come before or after the main clause.

When it is at the beginning of the sentence, use a comma to separate it from the main clause:

If you go, I’ll go.

To describe present and future situations that are real or likely to happen, use the verb forms below:

<table>
<thead>
<tr>
<th><em>if</em> clause</th>
<th>Main clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present simple</td>
<td>Present simple, imperative, modal verbs such as can, must, should or might</td>
</tr>
<tr>
<td>if / When the temperature drops,</td>
<td>... there’s a ghost nearby.</td>
</tr>
<tr>
<td></td>
<td>... get ready to see a ghost!</td>
</tr>
<tr>
<td>Other present situations, rules and regulations</td>
<td>Present simple, imperative, modal verbs such as can, must, should or might</td>
</tr>
<tr>
<td>if you’re looking for excitement,</td>
<td>this is the tour for you!</td>
</tr>
<tr>
<td>if you’ve always been interested in ghosts,</td>
<td>come along and find out more!</td>
</tr>
<tr>
<td>if you are under 1&quot;,</td>
<td>you must be with an adult.</td>
</tr>
<tr>
<td>Future situations (often called first conditional)</td>
<td>Future verb forms (see unit 56), imperative, modal verbs such as can, must, should or might</td>
</tr>
<tr>
<td>if you go,</td>
<td>I’m going too.</td>
</tr>
<tr>
<td>if you’re going to go,</td>
<td>can you take Nick with you?</td>
</tr>
<tr>
<td>if you’re looking for me later,</td>
<td>I’ll be in the bar.</td>
</tr>
</tbody>
</table>

*If or when?*

Either *if* or when when you are talking about predictable, repeated actions, you can use either *if* or *when: If/When the temperature drops below 1", it snows.*

Exercise 2: Choose the correct options.

1. If you’re going / will go to the match tomorrow, can / will I come with you in your car?
2. If you don’t / won’t get the tickets today, there aren’t / won’t be any left!
3. If you’ll see / ‘re seeing Tom later this afternoon, can / do you give him a message, please?
4. If you’ll want / you want to get fit quick, follow these simple rules.
5. You know he doesn’t / won’t come tomorrow if you don’t / won’t ask him in person.
6. If you need / you’ll need any help, just let me know.

Exercise 3: Replace *if* with *when* where possible.

1. Blue litmus paper turns red if you place it in acid.
2. Children only. You cannot go beyond this point if you are over 14.
3. If you like chocolate, why not try our special triple chocolate treat?
4. We sometimes have our class out in the garden if the weather’s nice.
5. The oven switches itself off if it gets too hot.
6. If you keep going straight on down this road, you’ll see the station at the end.

Exercise 4: Complete these sentences so they are true for you.

1. If it’s raining tomorrow, I
2. I
3. I really enjoy
4. If I finish this exercise in time, I can

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ingilizdili.org
if clauses 2: past simple
Imaginary situations in the present and future, would, could, might

Presentation

Use if + past simple to talk about imaginary or hypothetical situations in the present or future. Use would in the main clause to talk about the consequences.

If I knew where he was, I certainly wouldn't tell the police.
If I were him, I'd leave the country at once as I possibly could.

What would you do if the bank gave you a million dollars?

<table>
<thead>
<tr>
<th>If clause</th>
<th>Main clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use if + past simple to talk about:</td>
<td>Use would to talk about the consequences of the imaginary situation.</td>
</tr>
<tr>
<td>1. a present situation that is the opposite of the real situation.</td>
<td>Use would + be + -ing to talk about an action in progress:</td>
</tr>
<tr>
<td>2. a future situation that you think is not likely to happen.</td>
<td>I wouldn't tell the police.</td>
</tr>
<tr>
<td>If I knew where he was, (but I don't)</td>
<td>I'd be lying on a beach in the Bahamas.</td>
</tr>
<tr>
<td>If he had a million dollars, (but I haven't)</td>
<td>What would you do?</td>
</tr>
<tr>
<td>If the bank gave you a million pounds, (you don't think it's likely to happen)</td>
<td>Note: the contracted form of would is 'd.</td>
</tr>
<tr>
<td>Note: this is often referred to as the second conditional.</td>
<td>The contracted form of would not is wouldn't.</td>
</tr>
</tbody>
</table>

was / were
You can use was or were with I, he, she and it. Were is considered to be more formal.

If I was/were him, I'd give the money to charity.
You often use if I were you ... to give advice:
If I were you, I'd hand myself in to the police.

could, might
Use could to talk about abilities in the imaginary situation:
If I had a million dollars, I could pay off all my debts.
(= I'd be able to pay)

Use might to talk about one of two or more possible consequences:
If he handed himself in to the police, they might arrest him for theft.

Exercises

1. Choose the correct options. In one sentence, both answers are possible.
   1. If they invited me, I might / would go, but I'm not sure.
   2. I couldn't / wouldn't worry if I were you.
   3. If there were too many people staying at Bill's, you could / would stay at ours.
   4. I might / couldn't accept a job from him, even if he offered me a million dollars.
   5. Even if they doubled my salary, I still couldn't / wouldn't be able to afford to buy a house.
   6. Honestly, I might / would help you if I could.
   7. If I was / were you, I'd tell your parents the whole truth.
   8. If someone gives / gave me too much change by mistake, I wouldn't say anything!

2. Correct the mistakes in the sentences below. There is one mistake in each sentence.
   1. If the bank gave me all that money by mistake, I gave it all away to charity.
   2. I'd fire the person who made the mistake if I'd be the bank manager.
   3. If I were the customer, I leave the country and take on a new identity.
   4. The bank might let the customer keep some of the money if he would give himself up.
   5. I didn't recognize him if I saw him in the street.
   6. If I were given a million dollars, I tried to spend it all as soon as I possibly could.

3. Write the correct form of the verbs in brackets. Use the past simple or would. Use contracted forms where possible. Then listen and check.
   1. A: Have you come tonight, can you bring your car? B: Sorry, if I had (have) it, I would be able to: ... I could join your band.
   2. A: What (do) you do, if you (be) me? B: I think I accept the job, but only if they offer to give me a pay rise.
   3. A: If you know who he is, please tell me. B: But I don't know, honestly, if I knew (know) where he (be) the first person I'd tell.

4. Complete these sentences so they are true for you.
   1. If I have time tonight, I go to the movies.
   2. If I don't have to ________, then I'll stay home.
   3. I don't usually ________, but I'll go if I have to.
   4. I would never ________, even if I have to.
Presentation

Use **if + past perfect** to talk about situations that did not happen in the past. The situation described is often the opposite of what really happened. Use **would have + past participle** to talk about the hypothetical past consequences of the imagined past situation:

<table>
<thead>
<tr>
<th>Imagined past situation</th>
<th>Imagined past result</th>
</tr>
</thead>
<tbody>
<tr>
<td>if past perfect</td>
<td>would have + past participle</td>
</tr>
<tr>
<td>If the driver hadn’t seen the dog in time,</td>
<td>he’d have hit it.</td>
</tr>
<tr>
<td>Note: this is often referred to as the third conditional.</td>
<td></td>
</tr>
</tbody>
</table>

**Real or imaginary?**
When you want to talk about a real past situation, use **if + past simple**:

- **If you knew the dog wasn’t on the lead, why didn’t you warn the driver?**
- **If you knew = you did know.**

Compare it with a sentence using **if + past perfect**:

- **If I’d known the dog wasn’t on the lead, I would have warned the driver.**
- **If I’d known = I didn’t know.**

You often use **if + past simple** to express criticism of a past action.

**should have, ought to have**
Use **should have** or **ought to have** to talk about the correct or morally right thing to do in a past situation. You often use these forms to criticise past actions:

- **If they couldn’t control the dog, it shouldn’t (or ought not to) have been left on the lead.**
- **If you knew the dog was loose, you ought to have (or should have) warned the driver.**

**Exercises**

1. **Choose the correct options.**
   1. If I’d arrive / arrived on time, I’d have / had spoken to him before he left.
   2. If my phone hadn’t / wouldn’t have run out of battery, I’d called / have called you.
   3. I hadn’t arrived / wouldn’t have arrived late if my cat hadn’t / wouldn’t have broken down.
   4. They’d never found out / have found out, if he hadn’t / wouldn’t have said something.
   5. I think we could have / had won, if we’d try / tried harder.
   6. If you’d really want / wanted to come, you’d found / have found a way.

2. **Complete the sentences about the imagined past situations.**
   1. The teacher was very angry with him because he hadn’t done his homework.
   2. I was very tired this morning because I went to bed late last night.
   3. You didn’t tell me it was her birthday, so I didn’t bring her a present.
   4. I passed the exam because you helped me.
   5. I didn’t see you, so I didn’t say hello.
   6. I didn’t miss my train because it was delayed.

3. **Complete the sentences using the verbs in the boxes.**
   - might have would have should have

   1. That was a very silly thing to do! You really must have been more careful.
   2. If I’d paid more attention, I would have learnt something new.
   3. If she’d won the competition, she should have been the first woman to do so.
   4. If you’d paid more attention, you wouldn’t have got lost.
   5. If you didn’t know what you were doing, you shouldn’t have been on the boat.
   6. That was very irresponsible. Someone shouldn’t have got hurt.

4. **2.43 Write the correct form of the verbs in brackets. Then listen and check.**
   A: You missed a good concert last night. You really should have been there.
   B: But I was!
   A: If you had (be) there, why didn’t (look) up, you (not/see) her?  
   B: I was in the gallery. If you had (look) up, you (not/see) me. I waved at you, but you didn’t wave back.
   A: If I had (not wave) back, it (be) because I couldn’t see you! Why didn’t you text me or something? If you had (send) a text, we (go) out for a drink or something.
   B: I tried, but I didn’t have any credit on my phone. And anyway, I had to go home early.
89 if clauses 4: past simple and past perfect
Mixed time references

Presentation

In conditional sentences describing unreal situations, the if clause and the main clause do not have to refer to the same time.

An imagined situation in the present (if I didn’t have to work late every night) or the future (if I didn’t have to do an exam next week) could have had an effect on the past:
- present situation, past consequence: If you weren’t such a good friend, you wouldn’t have called me. (= We are good friends; you did call me.)
- future situation, past consequence: If I didn’t have a meeting later today, I would have gone to that party last night. (= I didn’t go to the party.)

An imagined situation in the past (if you hadn’t called me) can have an imagined consequence in the present or future:
- past situation, present result: If you hadn’t called me, I’d still be asleep. (= You called me; I am not asleep.)
- past situation, future result: If I hadn’t lent my car to my brother, I could take you to the airport this afternoon. (= I lent my car; I can’t take you this afternoon.)

Use the following verb forms to describe the situations and their consequences.

<table>
<thead>
<tr>
<th>situation</th>
<th>consequence/result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present or future time</td>
<td>could, might + infinitive or be + -ing</td>
</tr>
<tr>
<td>Past time</td>
<td>would have, could have, might have + past participle</td>
</tr>
</tbody>
</table>

Note: Sentences of this type include more than one time reference are often referred to as mixed conditionals.

Exercises

1. Match 1–4 with A–D.
   1. If he wasn’t so easy going, □
      2. If I don’t tell you about the exhibition, □
      3. If he wasn’t the boss’s husband, □
      4. If I found this work last night, □

   A. I’d be going to the beach with everyone else.
   B. I’d have told him exactly what I thought of him.
   C. I wouldn’t be here.
   D. I think Jeff might have hit him.

2. Choose the correct options.
   1. If I hadn’t done so much work on the moment, I _____ / _____ have accepted their invitation to go away for the weekend.
      □ I would / couldn’t have accepted their invitation to go away for the weekend.
      □ I would / wouldn’t have accepted their invitation to go away for the weekend.
      □ I wouldn’t / have accepted their invitation to go away for the weekend.
      □ I wouldn’t / wouldn’t have accepted their invitation to go away for the weekend.

   2. If I hadn’t had that stupid argument, I _____ / _____ still be together now, but I’m not sure.
      □ would / wouldn’t be.
      □ wouldn’t / would be.
      □ wouldn’t / wouldn’t be.
      □ would / wouldn’t be.

   3. If he’d explained the situation better, they _____ / _____ do something to help.
      □ would / wouldn’t have done something to help.
      □ wouldn’t / would have done something to help.
      □ wouldn’t / wouldn’t have done something to help.
      □ would / wouldn’t have done something to help.

   4. I _____ / _____ have trusted him if he weren’t so arrogant and aggressive.
      □ wouldn’t / could have trusted him if he weren’t so arrogant and aggressive.
      □ wouldn’t / wouldn’t have trusted him if he weren’t so arrogant and aggressive.
      □ wouldn’t / could have trusted him if he wasn’t so arrogant and aggressive.
      □ wouldn’t / wouldn’t have trusted him if he wasn’t so arrogant and aggressive.

   5. If you hadn’t told him about the money, everything _____ / _____ still be OK.
      □ might / wouldn’t.
      □ might / might.
      □ wouldn’t / might.
      □ wouldn’t / wouldn’t.

   6. If you knew more about him, you _____ / _____ shouldn’t have reacted differently.
      □ might / shouldn’t.
      □ might / might.
      □ shouldn’t / might.
      □ shouldn’t / shouldn’t.

3. Read the situations, then complete the sentences using the verbs in brackets and the past simple, past perfect and would.

   1. John went to a job interview, but he didn’t get the job because he was too shy.
      If he _______ (be) so shy, I’m sure he _______ (get) the job.

   2. My boss was looking for an assistant who can speak Japanese. I don’t speak Japanese, so I didn’t apply for the job.
      If I _______ (apply) for the job if I _______ (speak) Japanese.

   3. My brother needed a lift to the airport, but I don’t have a car.
      If I _______ (have) a car, I _______ (give) him a lift to the airport.

   4. I passed my exams, so my parents bought me a new computer.
      If I _______ (not pass) my exams, I _______ (still use) my old computer.

   5. You were out late last night. You’re feeling very tired this morning.
      If you _______ (go) to bed early, you _______ (not feel) so tired now.

   6. You didn’t listen to my advice. Now you’re in trouble.
      If you _______ (listen) to my advice, you _______ (not be) in trouble.

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

   1. If I’d been born ten years earlier, I’d _______.

   2. If I knew how to _______ yesterday, I’d _______ today.

   3. If I hadn’t _______ yesterday, I wouldn’t _______ today.
Review of units 86 to 89

Grammar

1a Add if to the sentences below. Add commas where necessary.

1. I'd think again I were you.
2. I get home early enough I'll call you.
3. I'd have bought the other one I'd had enough money.
4. You were so sure about the answer why didn't you say something?
5. You want to bring a pet with you please let us know beforehand.
6. Remember to check the oil and tyres you're going on a long car journey.

1b In which sentence above can you replace if with when without changing the meaning of the sentence?

2 Find two main clauses (A–H) to match each of the if clauses (1–4) below.

1. If you can't come tomorrow, E / H.
2. If I didn't have so much work on, A / B.
3. If I'd passed the test, C / D.
4. If you hadn't been there to catch me, G / F.

A. I'd have loved to have come to the party last night.
B. I'd be driving my own car by now.
C. I'd be in hospital right now!
D. I'd be more than happy to help you.
E. I'll let you know what happened in the meeting.
F. I might have broken my back.
G. They'd have given me the job.
H. You should at least send her a card.

3 Write the correct forms of the verbs in bold.

1. need
   a. If you help last night, why didn't you ask?
   b. If you anything, just let me know.
   c. If you help, who would you ask?
   d. If he help last night, he'd have asked you.

2. be
   a. If I you, I'd think about getting a new car.
   b. If you planning a holiday, visit our new website.
   c. If you born 50 years earlier, how would your life have been different?
   d. If you at the party, you must have met Zack.

3. win
   a. If I a million pounds, I'd throw a huge party.
   b. If we the match tonight, we'll go into the finals.
   c. If she the competition, she'd have been on TV.
   d. If he the last race, he should stand a good chance of winning this one, too.

4. Choose the correct options to complete the conversation.

A: If we want / wanted to finish this job in time, we're going to have to work all night!
B: If we wanted / hadn't wanted so much time on the photos at the beginning of the week, we'd have finished / I'll have finished by now!

A: I know! Do you think if we asked / I'd ask for more time, they'd give / gave us an extension? Maybe until the end of the weekend?
B: I really don't think so!

A: What, even if we said / said that we're sure it'd make a big difference to the quality of the final product?
B: Well, you can try if you want / wanted. If you succeeded / succeed, I buy / I'll buy a bottle of champagne to celebrate! Mind you, if they gave / gave us an extension, it'll mean having to work all weekend!

A: I know, but what else can we do?
Presentation

Use wish and if only to talk about regrets and to describe an imaginary situation which is the opposite of the real situation.

Past simple

Use the past simple to talk about present or future situations using a stative verb:
I wish / If only I had more time. (But I don’t have time.)
I wish / If only I wasn’t / weren’t so busy. (But I am very busy.)
“You can use was or were with he, she and it. Were is more formal. (See Unit 87)

could

Use could to talk about abilities and possibilities:
I wish / If only I could read. (But I can’t read)
I wish / If only I could come with you. (But I can’t)

would

Use would to talk about a desire for someone to do something differently or for a situation to be different. You often use would to talk about another person’s annoying habits or an annoying situation:
I wish / If only you wouldn’t do that. (But you insist on doing that annoying thing)

I wish / If only you’d stop worrying. (But you don’t stop)
Notice that you cannot use the same subject in both clauses with would: I wish I wouldn’t work so hard. (say if only I didn’t have to go to work so hard)
I wish you wouldn’t work so hard. ✓

Past continuous

Use the past continuous to talk about . . .
• actions in progress at the present time: I wish / If only it wasn’t raining. (but it is raining)
• future plans and intentions: I wish / If only I wasn’t working this evening. (but I am working this evening)

Past perfect

Use the past perfect to talk about past situations:
I wish / If only you’d told me earlier. (but you didn’t tell me)
I wish / If only I hadn’t done that. (but I did)

could have

Use could have to talk about lost opportunities in the past:
I wish / If only I could have found someone to cover for me. (But I couldn’t)
I wish / If only you could have been there. (But you weren’t)

Exercises

1 Choose the correct options.
1 I wish I knew / would know how to play golf.
2 You speak Russian so beautifully; I wish I could / would speak Russian like you.
3 I wish you came / were coming to the party this evening.
4 This film is awful! I wish I stayed / ‘d stayed at home.
5 I wish I could have met / would have met your father.
6 A: I’m bored!
   B: I wish you weren’t saying / wouldn’t say that!

2 Look at the pictures and complete the people’s thoughts using the verbs in brackets.
Then listen and check.

1 I wish I _______ (read)
2 _______ (bring)
3 I wish I _______ (be) so hot!
4 I wish you _______ (bite) your nails all the time!
5 _______ (go) home tomorrow.
6 If only I _______ (have) enough money.

3 Complete the sentences so that they are true for you.
1 I wish I _______
2 I wish I _______
3 If only I _______
4 If only I _______
Alternatives for if
unless, so/as long as, provided/providing, inversion with were to and had

How honest are you? part 3

Q 3 If you were to find a wallet on the street, would you hand it in to the police?
A Yes, I would. Unless it had a lot of money in it!
B Yes, provided there was something that showed who the owner was, like a bank card or a driving licence.
C No, I'd keep it, so long as no one saw me pick it up.

Q 4 Were an advertising agency to offer you a part in an ad for a product you didn't actually like, would you accept the job?
A Yes, so long as I thought the product was harmless.
B No, I would never sell a product unless I really believed in it.
C Yes, provided the money was good enough!

Presentation

unless

Unless = if ... not or except if ... I would never sell a product unless I really believed in it. (= If I didn't believe in it, I wouldn't sell it.) I won't go unless you go too. (= I'll only go if you go.)

so / as long as, provided/providing

These expressions mean only if or on condition that. I'd keep the wallet as long as no one saw me pick it up. Provided/providing are more formal than so/as long as. I would accept the job provided the money was good enough. (= only if the money was good enough)

If I were to ..., Were I to ..., Had I ...

In if clauses which talk about imaginary future situations, you can replace the past simple with were + to + infinitive to emphasise the improbability of the situation.
If I saw him ... → If I were to see him ...
If you won ... → If you were to win ...

It is also possible to drop if and invert the order of the subject and were.
If I were to see him ... → Were I to see him ...
If you won ... → Were you to win ...

were to is far less frequent than if I were to...

You cannot use were ... to ... to talk about imaginary present situations.
If I knew how to swim (but I don't) ... Were I to know how to swim ...

However, you can use inversion with the verb to be + adjective to talk about imaginary present situations.
Were I rich, I'd live a life of leisure.

In if clauses which talk about imaginary past situations, you can drop if and reverse the order of had and the subject.
If I'd known ... → Had I known ...

The inverted forms are more formal and distant than standard if clauses.

Exercises

1 Write unless or as long as in the gaps. Then listen and check.

1 A: Would you steal from a member of your own family?
   B: No, not _______ I really, really had to.
2 A: Can I borrow your bike?
   B: Yes, _______ you bring it back before five.
3 A: You know who the winner is, don't you? Go on, you can tell me.
   B: OK, but only _______ you don't tell anyone else. It's supposed to be a secret.
4 A: Would you like to sit by the window?
   B: Yes, please _______ you want to sit there, of course.
5 A: Are you going out this afternoon?
   B: No, I don't think so, _______ Paul calls me to play football.
6 A: Would you jump from a flying aeroplane?
   B: Yes, _______ I had a parachute!

2 Rewrite the sentences using the word or words in bold.

1 I'll get the bus if Glen can't take me in the car.
   unless I'll get the bus unless Glen can take me in the car.
2 Give me £3.00 and I'll clean your car for you.
   provided
3 We could go out to eat, or if you prefer, we could stay at home and order a takeaway.
   unless
4 You can come in, but you have to leave before my parents get back.
   as long as
5 I really didn't want to do it if Simon wasn't going to help me.
   unless

3 Rewrite the if clause using were to or had.

1 If I'd known you were coming, I'd have made more food.
   Had I known ...
2 If he found out about all your lies, you'd lose your job.
3 If I lost my job, it'd be very hard to find another one in the same town.
4 If we'd got here a little sooner, we'd have seen the start of the match.
5 If I'd never met you, my life would have been very different.
6 If we could start again, things would be so much better.
Presentation

Use although, despite and in spite of to contrast two situations and to say that something is surprising or unexpected:

They had the worst July weather in ten years. The race went ahead as planned. +

Despite the worst July weather in ten years, the race went ahead as planned. (It is surprising that the race took place, considering the weather conditions.)

although, though, even though

Although, though and even though are conjunctions. You use them to join two sentences. They can be used at the beginning of the sentence, in which case the clause is followed by a comma, or in the middle of a sentence, in which case no comma is needed.

Although they knew it was going to rain, the race went ahead as planned.

The race went ahead even though they knew it was going to rain.

Though is slightly less formal than although. You use it in the same way as although, with the same meaning:

Though they knew it was going to rain, the race still took place.

You can also use it at the end of a sentence. This use is more frequent in informal speech.

They knew it was going to rain. The race still took place, though.

When you use though at the end of the sentence, use a comma before it to separate it from the rest of the clause.

Use even to strengthen and emphasise though (but not although): Even though they knew it was going to rain, that didn’t stop the race.

They didn’t take any dry clothes even though they knew it was going to rain.

You cannot use although or even though at the end of a sentence.

despite, in spite of

Despite and in spite of are prepositions. They are followed by a noun, pronoun or the -ing form of the verb.

Despite the weather, the winner set a new record.

The winner set a new record in spite of the weather.

Despite/in spite of running the whole race in a storm, the winner set a new record.

Despite/in spite of this, the winner set a new record.

You can also use despite and in spite of with the fact that + clause:

Despite/in spite of the fact that it rained heavily throughout the race, the winner set a new record.

When despite or in spite of comes at the beginning of the sentence, the clause is followed by a comma. In the middle of a sentence, no comma is needed.

Exercises

1 Complete the sentences with the words in brackets. Add commas where necessary.

Although

1. He fell once or twice before reaching the finishing line, he still completed the race. (although)
2. We really enjoyed our holidays the awful weather. (despite)
3. I felt really tired the next morning I’d had a good night’s sleep. (even though)
4. The fact that more than half of the runners didn’t actually complete the race it was still a huge success. (in spite of)
5. The job’s well paid it’s not particularly challenging. (although)
6. All the talk of reform and modernisation nothing has really changed. (despite)

2 Choose the correct connector. Then listen and check.

3 Join the two sentences using the word or words in bold.

1. We have worked together more than five years. I don’t really know him that well.
   despite
   Despite having worked together for more than five years, I don’t really know him that well.

2. We hardly ever go to the beach. We live near the coast.
   although

3. They have had a lot of problems. He still loves her.
   in spite of

4. The concert was cancelled. We had a great time last night.
   even though

5. He failed all his exams. He worked really hard.
   despite
Connectors 2: reasons and purposes
as, since, because, because of, due to, in order to, that, so as to, so that

Since Nik was a boy, he's been afraid of lifts. And since he lives in a flat on the 21st floor, this means he has to climb 21 flights of stairs in order to get home every day. He also has to walk down 21 flights so that he can get to work or to the shops. When he first moved into his flat, just under a year ago, it took him 20 minutes to climb the stairs. But because of his busy daily routine, he has become very fit. He now runs in the afternoon from the ground floor to his front door in just under three minutes. As 21 floors are no longer a challenge, Nik has signed up for his first international tower running race. He will be running up 10,000 steps in the company of professional athletes, so that he can put his new-found stair-running fitness to the test!

Presentation
as, since
The conjunctions as and since can be used as:
- conjunctions of time:
  as = while, at the same time
  He often listens to podcasts as he runs up the 21 flights to his flat.
since = starting from a certain event or point in time
  Since Nik was a boy, he's been afraid of lifts.
- conjunctions that introduce an explanation of why someone does something or why a certain situation exists:
  As / Since he's afraid of lifts, he has to go up the stairs.
  because, because of, due to
You can also use because, because of and due to to introduce an explanation of why someone does something or why something happens. Because is a conjunction and is followed by a clause. Because of and due to are both prepositions and are followed by a noun or ing form of the verb.

Exercises
1. Choose the best position, a or b, for the words in bold.
   1 because (a) Because our flat is on the first floor on a busy street, (b) it can get very noisy.
   2 as (a) there are three bars on our street, (b) it gets particularly noisy at night.
   3 due to (a) it's also noisy (b) the buses and taxis that drive by all hours.
   4 in order to (a) I have to wear ear plugs (b) get to sleep at night.
   5 so (a) my wife sometimes takes sleeping pills (b) she can sleep through the noise.
   6 so that (a) our children sleep in the back room (b) the noise doesn't disturb them.
   7 since (a) early mornings are the only quiet time (b) the bars are shut and there's very little traffic.
   8 as (a) I like to sleep late when I can, (b) the mornings are so quiet.

2. Choose the correct options.
   1 They closed the road to traffic in order to / in order that the procession through.
   2 The shop remained closed for four days so that / so as to they could redecorate.
   3 She opened the window because / because of it was hot in the car.
   4 We could hardly see the road ahead of us because / because of the fog.
   5 All classes were cancelled that week due to the staff were ill / sickness among the staff.

3. Join the two sentences using the connector in brackets.
   1 I signed up for an intensive course. I wanted to learn to speak Chinese, (in order to)
   2 I didn't go out last night. I was feeling really tired, (as)
   3 There was heavy rain last night, some roads are closed to traffic, (due to)
   4 He wanted to show her he still loved her. He bought her some flowers, (so as to)
   5 You don't really like football. I didn't buy you a ticket for the match, (since)
   6 A new law has been passed. Many small businesses will close, (because of)
   7 One hundred new schools have been built. More children have access to education, (in order that)
   8 We can go out tonight. My brother has offered to babysit, (so)
Grammar

1. Match 1–8 with A–H.
   1. I wish it would stop raining. A.
   2. If only we'd known about the problem sooner. B.
   3. There's no way you're going to get a place on the course. C.
   4. You are free to use the university parking facilities. D.
   5. We had a great holiday. E.
   6. In spite of all the problems. F.
   7. Tom had to get a second job. G.
   8. We're leaving at 6.30. H.

   A. because I want to go out for a walk.
   B. even though the weather was really awful.
   C. in order to pay off his debts.
   D. provided you pay a monthly fee.
   E. so that we get to the airport in plenty of time.
   F. unless you're a personal friend of the director.
   G. we could have done something about it.
   H. we still managed to have a good time.

2. Correct one mistake in each sentence.
   1. If only I have more time!
   2. I wish I weren't going to that party last night.
   3. Were you win the lottery, what would you do with the money?
   4. I won't go to the meeting unless you don't come too.
   5. No one will ever find out about it so long as you'll keep quiet!
   6. The garden party went ahead as planned despite of the rain.
   7. My father lent me some money so as I could buy a car.
   8. Your flight has been delayed due to there's a staffing problem.

3. Complete the dialogues using the words in the box.

   as long as despite if only in order to unless wish

   1. A: Why did they sell their car?
      B: ______ buy a new one.
   2. A: I'm sorry, we've just sold the last ticket.
      B: Oh no.
   3. A: So that's it then? We're closing down the business?
      B: Yes, ______ you've got a better idea.
   4. A: So we can have the party in the flat? Are you sure?
      B: Yes, ______ you don't make too much of a mess.
   5. A: They didn't win in the end.
      B: I know, ______ all that hard work.
   6. A: Oh, I'm so sorry to hear that. I could do something to help.
      B: There isn't really anything anyone can do. But thanks for the offer.

4. Complete the second sentence so that it has a similar meaning to the first. Use no more than four words.

   1. I would really like to go to the concert tonight, but I can't.
      I wish ______ to the concert tonight.
   2. It's a pity I forgot to phone my mother.
      If ______ to phone my mother.
   3. Even though we had lovely weather, we didn't spend much time on the beach.
      Despite ______, we didn't spend much time on the beach.
   4. Remember that you may not find a hotel room if you don't book well in advance.
      Remember that you may not find a hotel room ______ well in advance.
   5. The planes couldn't take off because of the strong wind.
      The planes couldn't take off ______ strong wind.

5. Choose the correct options to complete the text.

   Here's How

   How to get over failing an exam

   Like it or not, exams are part of life and, although / because nobody actually enjoys doing them, we all have to take them. And most of us will probably, despite / in spite of our best efforts, fail one at some point in our lives. So, 'you were to / were you to fail that all-important exam, here are some words of advice from people who've been there before and survived!

   Step 1: Don't waste time saying I wish I 'studied / 'studied more' or 'If only I'd / I hadn't paid more attention in class'. This will only make you feel worse.

   Step 2: Talk to other students who failed the same exam. 'Even though / Provided it won't change the result, it might make you feel better.

   Step 3: If you can, get a copy of the exam and study the mistakes you made 'In order not to / In order that repeat them in the next exam.

   Step 4: Above all, be positive! You need to believe in yourself 'since / so that you go into the next exam focused and full of confidence.

Pronunciation: linking

6. 0.2.53 Listen to the sentences below. Look at the phrases in bold. Notice how the words that end in a consonant sound link with the following word when it starts with a vowel.

   1. You can come with us as long as you behave.
   2. We couldn't go out because of the snow.
   3. We managed to arrive on time in spite of the delays.
   4. I bought a bike in order to cycle to work.
   5. If only I hadn't had that last chocolate!

Listen again and repeat the sentences.

Listen again

7. 0.2.29 Listen to four short news stories. Decide whether the sentences are true or false. Correct the ones that are false.

   1. Key City players did not play in last night's match.
   2. The Davis family did not know about the storm.
   3. The opposition party is not happy with the election results.
   4. A referendum is going to be held.
96 Emphasis 1: do, does, did

Presentation

do, does, did for emphasis

You can add emphasis to affirmative sentences by adding:

• do / does before the main verb in the present simple:
  You look beautiful. → Do you look beautiful.
  She looks beautiful. → She does look beautiful.

• did before the main verb in the past simple:
  I told you she’d be late. → I did tell you she’d be late.

Do not use do / does / did for emphasis with the verbs to be and with continuous or perfect tenses. Add emphasis to these forms by using the full form (affirmative and negative). Do not use the contracted form:

• We’re late. → We are late!
• We aren’t late. → We are not late!

For negative sentences using don’t, doesn’t, didn’t, you add emphasis by using the full form do not, does not, did not and stressing not:

We don’t need to hurry. → We do not need to hurry!
He didn’t have to wait too long. → He did not have to wait too long.

Do with imperatives

You can add emphasis to an imperative sentence with do. It is often used to express anger or annoyance:

Hurry up! → Do hurry up!
Clean up your mess! → Do clean up your mess!

Exercises

1. Make each conversation more emphatic in two places. Use the two forms of do in brackets and change the main verb where necessary. Then listen and check.

Conversation 1: (does / did)

does look
A: That cake looks delicious. Can I try some?
B: No, it’s for later.
A: But you made it for my birthday.
B: Yes, but everyone’s coming later. So wait!

Conversation 2: (do / did)

A: Why are Gretel and Colin smiling?
B: I don’t know, but they seem very happy.
A: Maybe they have some good news for us.
B: Oh! I hope you’re right.

2. Make the sentences as short, direct and emphatic as possible. Start with the emphatic Do ....

1. Would you mind tidying up your bedroom.
   Do tidy up your bedroom.

2. I wish you’d look where you’re going.
   Do_______________________________!

3. I’m asking you for the last time to slow down.
   Do_______________________________!

4. Can you turn the TV down?
   Do_______________________________!

3. In each dialogue, speaker B contradicts speaker A using do or did for emphasis. Write B’s response in 2-6. Then listen and check.

1. A: If he was behind me, why didn’t you say something?
   B: I didn’t say something!

2. A: You don’t love me anymore, do you?
   B: I love you.

3. A: If I remember correctly, he doesn’t eat meat.
   B: He eats meat, but he doesn’t eat fish.

4. A: Why hasn’t Marjorie tried to call us?
   B: Well, maybe you should call. Check your voicemail.

5. A: I keep pressing the red button, but the TV doesn’t work.
   B: The TV doesn’t work?

6. A: I didn’t realise it’s Tuesday! I’ve got a lecture at ten. Why didn’t you remind me?
   B: I____________ you, and anyway, you should have it in your diary.
97 Emphasis 2: cleft sentences

Presentation

A cleft sentence is a sentence which is divided (cleft means divided) into two parts. The introductory part of the sentence often uses the words what, it or the thing + the verb be.

I like the free lunch. → What I like is the free lunch.
The free lunch is what I like.
It's the free lunch I like.
The thing I like is the free lunch.

Cleft sentences with what

Use what ... be / ... be to what to emphasise the noun:
What I like is the free lunches.
The free lunches is / are what I like.
* Notice that both is and are are possible when the noun is plural.
Use what ... do / did + be to emphasise the verb:
Fill in this application form. → What you do is fill in this application form.
He applied for a new job. → What he did was apply for a new job.
* Notice that when the verb in the what clause is in the past, the verb to be is also in the past.
• Use what happened + be to emphasise the rest of the sentence:
I was walking past when I saw your advert in the window. → What happened was (that) I was walking past your window when I saw your advert for part-time staff.

Cleft sentences with it

Use it + is/ was + emphasised language + relative clause:
You need to see the manager. → It's the manager (who) you need to see.
You sign your name on this line. → It's on this line (that) you sign your name. (= not the one above/below it)
You don't normally include the pronoun (who, that) in these cleft sentences.
See also Units 81 and 82: Relative clauses

Cleft sentences with the thing

Cleft sentences with the thing ... is/ was can emphasise:
• the noun: I like the holidays. → The thing I like is the holidays.
• the verb: Talk to the manager. → The best thing to do is talk to the manager.

Cleft sentences with place, person, reason or way

You can make other cleft sentences that introduce and emphasise information about place, person, reason or how something was done. The construction is the same as for cleft sentences with the thing.
The place (where) he works is a fast food restaurant.
The person (who) you need to see is the manager.
The reason (why) I'm here is because I saw the advert in your window.
The way to do this is by filling in this form.

Exercises

1 Match 1–5 with A–E.

1 What I like
2 What he did was
3 It's the long holidays
4 What you need is
5 The thing

A I like.
B is the long holidays.
C I like is the long holidays.
D a long holiday.
E take a long holiday.

2 Rewrite the first sentence as a cleft sentence.

I love the French fries in this restaurant.

What I love about this restaurant is the French fries.

2 Sign your name here and here.

What you ________________________ and here.

3 My brother has to wear a uniform and check everyone's identity.

What my brother has to wear a uniform and check everyone's identity.

4 There was a sudden crash and all the lights went out.

What happened and all the lights went out.

5 They need to tell their teacher not me.

It ________________________ not me.

6 I want to hear the facts, not everyone's opinion.

It ________________________ not everyone's opinion.

7 I like the special effects in this movie.

The thing I like ________________________ the special effects.

8 You need to see the manager about your complaint.

The person you need to see about your complaint ________________________

9 I'm waiting because I'd like to get tickets for the concert.

The reason I'm waiting ________________________ tickets for the concerts.

3 Read the dialogues. Speaker B corrects speaker A using cleft sentences. Write B's sentences using the words in brackets. Then listen and check.

1 A: Doesn't Martin build model cars?
B: No, Martin builds aeroplanes.

2 A: Do I put this in the oven now?
B: No, (What / do / in the fridge)

3 A: Did they take the wrong train?
B: No, (What happened / the wrong bus)

4 A: We need to call an electrician.
B: No, (It / plumber / call)

5 A: We can't afford to go to the museums in London. It'll be so expensive.
B: No, (London / they / free)

6 A: The car's broken down. Call the police!
B: No, (The person / need to call / a mechanic)
New Zealand — bungee

'No way am I going to do this!' I thought as I stood looking down at the Kawerau River, 48 metres below. But there was no turning back now. No sooner had my instructor attached the elastic rope to me than I was falling headfirst and screaming so loud the whole of New Zealand must have heard me! Never have I been so scared in my whole life! But it's over before you know it and you're back on dry land. Only then do you find yourself saying, 'That was amazing! I want to go again!'

Presentation

Negative and limiting adverbials

You can put negative and limiting adverbs or adverbials at the beginning of a sentence to add emphasis:

Never have I been so scared in all my life.

Only then do you find yourself saying, 'That was amazing!'

'This is more common in formal written English but you will also hear the structure in spoken English, for example:

No way am I going to do that!

Negative adverbials are expressions with the word no, not or never. They include never before, at no time, no sooner ... than, no way, not since and not until.

Limiting (or restrictive) adverbials include hardly ... when, rarely, seldom and expressions with only such as only when, only after and not only.

Seldom have I been so scared!

no sooner ... than / hardly ... when

These adverbials are followed by than and when:

No sooner had he attached the elastic rope to me than I was falling ...

Hardly had I reached the top when I was falling to the bottom ...

Inversion

After the adverbial, you must change the order of the subject and verb (this is called inversion).

With sentences with auxiliary verbs, use adverbial + auxiliary verb + subject:

I've never been so scared in all my life. — Never have I been so scared in all my life.

We haven't been bungee-jumping since we were in New Zealand. — Not since we were in New Zealand have we been bungee-jumping.

(Don't say Never I have been so scared ... or Not since we were in New Zealand we have been bungee-jumping.)

Remember that an adverbial starting with Not since ... needs information about the time: Not since we were in New Zealand ...

For sentences with the verb to be, you only invert the subject and the verb with no other changes:

Never was I so happy to stand on solid ground.

With verbs in the simple form, use adverbial + do / does / did + subject + main verb:

She rarely gets scared. — Rarely does she get scared.

Exercises

1. Complete sentences 1-8 using the words in the box.

<table>
<thead>
<tr>
<th>never</th>
<th>no (x2)</th>
<th>not (x2)</th>
<th>only</th>
<th>rarely</th>
<th>when</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Only ______ the exam had finally ended could I relax.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>______ do they reply to our letters any more. We hear from them about once a year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Since the 19th century has anyone lived in that castle. The last family left in 1891.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>______ way are you going to convince me to climb that mountain!</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Not ______ did he pass the test, but he also got the highest mark in his class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>______ will I do that again. It was a terrifying experience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>______ sooner the fire started than the fire brigade arrived.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>______ once they offered to clean up or cook during the whole six months they were here!</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Complete sentences 1-6 with the words in the correct order.

1. was / I / going to / way 
   No way was I going to ______ let him win. 

2. anything / had / they / seen / 
   Never ______ quite as beautiful. 

3. had / they split up / sooner / than 
   No ______ together again. They were back 

4. we / set off / had 
   Hardly ______ someone in the group needed a rest. 

5. win / did / only / she 
   Not ______, but she also broke a world record. 

6. did / after years of hard work / Rachel / qualify 
   Only ______ as a doctor. 

3. Rewrite the first sentence starting with the adverb or adverbial.

1. I have rarely tasted anything so disgusting! 
   Rarely 

2. We had hardly started class when the fire alarm rang. 
   Hardly 

3. It seldom rains at this time of year. 
   Seldom 

4. My parents never want to go on a cruise again. 
   Never 

5. You don't often see Michaela work that hard. 
   Not often 

6. There's no way we're going to work for less money! 
   No way 

7. There hasn't been an Olympic Gold medallist from our country since 1988. 
   Not since 1988 

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

1. Not once have I ever wanted to 

2. Never have I been so scared as the time when I 

3. Seldom do I 

4. No way am I going to 

any more.
Chapters: 99 Emphasis 4: so, such, neither, nor

Presentation

so, such

You can place so or such at the beginning of a sentence to add emphasis:

So predictable is the world of men’s tennis nowadays ...

Such is his confidence that he plays as if he doesn’t believe he can be beaten.

When you use so and such for emphasis, you must invert the verb and subject.

This structure is normally used in formal writing more than speech.

so + adjective + inversion + that to emphasise the adjective:

The victory was so easy that ... → So easy was the victory that ...

His serve is so fast that no one can return it. → So fast is his serve that no one can return it.

Such + adjective is often followed by a that clause.

You can also replace that with a comma: So fast is his serve that no one can return it. / So fast is his serve, no one can return it.

such + be + noun to emphasise the noun:

He was so confident as he walked out on the court ... → Such was his confidence as he walked out on the court ...

His backhand is so powerful ... → Such is the power of his backhand ...

See also Unit 39 for more information on so and such.

neither, nor

After a negative sentence or clause, use neither or nor to add emphasis.

Invert the verb and the subject:

I don’t know who won the match and neither do I care.

You’ve never seen him play tennis and neither have I ever seen him play golf.

We couldn’t afford the tickets and nor could we watch it on TV.

You do not have to include the main verb after neither / nor when you are repeating the verb from the main clause:

He never looked like losing the match and nor did he (lose the match).

You can use neither or nor, but neither is more common in everyday speech.

See also Unit 27 for more information on neither.

so + adjective + inversion + that to emphasise the adjective:

You also use inversion with the short answers So do I, So does he, Neither do I, Nor does he, etc.

See Unit 19 for more information on short answers.

Exercises

1. Complete the text using the words in the box.

nor so such

2. Match 1–5 with A–E.

3. Rewrite the words in the correct order to make sentences.

the rollercoaster / they went on it again / that / so enjoyable / was

So enjoyable was the rollercoaster that they went on it again.

4. Rewrite the sentences using the words in bold.

So skilful was the winning team that the other teams played for second place.

Such was the winning team that the other teams played for second place.
Grammar

1 Underline the correct options in these emphatic sentences. In two sentences, both options are possible.

I do / did tell you, but as usual you weren't listening!

2 Martha does / did love reading. She always has a book in her hand.

3 What / 't's good about this film is the scenery.

4 What / The thing you need to do is delete the software and reinstall it.

5 Not / No sooner had I put my coat on, than my boss asked me to stay and work late.

6 Rarely have I / I have met someone who's so difficult to talk to.

7 No one in the house saw the burglar climb in and neither / nor did any of the neighbours.

8 So / Such is the height of this mountain that every mountaineer wants to climb it.

2 Correct the mistake in each sentence without removing the emphasis.

1 Your mother does looks young in this photograph.

2 I did said this film was very long.

3 Not only you were late but you were rude as well.

4 Not way am I jumping off that diving board.

5 Such strong is his desire to win, I think he'll do it.

6 Your car won't start and neither mine will!

3 Write the words in brackets in the correct form.

1 She ____________ (do/know) where he's hiding but she won't say.

2 Such is their ____________ (kind), they'll help anyone in need.

3 So ____________ (taste) was the soup, I asked for another bowl.

4 She didn't enjoy family meals nor ____________ (she/enjoy) family holidays.

5 Seldom ____________ (Sandra/smile) since she lost her cat.

6 The best way ____________ (learn) is by doing.

7 No way ____________ (I/be going to) miss the final episode on TV tonight.

4 Add emphasis to the sentences using the word(s) in brackets.

1 The boy tried harder at school. (did)

2 I enjoy the excitement of sport. (It)

3 Log in using your username and password. (thing to do)

4 They go hang gliding for the thrill. (reason)

5 I didn't get the job and he didn't either. (neither)

6 It really annoys me when people don't tell the truth. (what)

7 They are not going to pay £100 for a ticket. (no way)

8 Antonia works hard when she puts her mind to it. (does)

Pronunciation: emphatic sentence stress

6 Listen to these emphatic sentences. Underline the word with the most stress.

1 You do look ill.

2 The whole story did happen.

3 I did not take your pen.

4 Such was the noise that we called the police.

5 We are not late.

6 Never have I been so scared.

Listen again and repeat the sentences.

Listen again

7 Listen to two conversations and correct the auxiliary do in sentences 1–4 where necessary.

1 'The cake doesn't look delicious.

2 The woman didn't make it for the birthday.

3 Gretel and Colin don't seem very happy.

4 The woman doesn't hope they have some good news.
**Progress test (units 1 to 10)**

1. Jamal's house is almost 200 years old. a. is being b. is c. are
2. The Uyuni Salt Flats in Bolivia are incredibly valuable deposits of lithium. a. contains b. are containing c. contain
3. Hyun Tae reads the international news online every morning. a. is reading b. reads c. reads
4. I absolutely refuse to help you with your homework again! a. refuses b. am refusing c. refuse
5. So, then the policeman jumped over the wall, shouting at the thief! a. jumps b. jumps c. jump
6. In the last chapter, the hero's wife leaves him for the soldier. a. leaves b. is leaving c. leave
7. The sales representatives often stay in the Chaligrove Hotel on the corner. a. are staying b. stays c. stay
8. At the moment, Carol six cats. I think! a. has b. has c. have
9. The pills sometimes cause dizziness. a. cause b. causes c. are causing
10. The government's control over crime. a. tries b. trying c. try
11. Where is ? It's after midnight! a. you do go b. you go c. are you going
12. Alfredo is studying Astrophysics this term. a. does b. is c. are
13. The shops in the town centre are open later and later these days. a. stays b. are staying c. stay
14. Sarah's brother her DVDs without asking her. a. always borrows b. borrows always c. is always borrowing
15. Don't leave yet. The rain down outside. a. is pouring b. are pouring c. pours
16. It a pity that the party has to be cancelled. We've invited so many people! a. seems b. seeming c. seem
17. Not everyone the winner deserved the cup. a. agrees b. is agreeing c. does agree
18. everything politicians tell you? a. Are you believing b. Do you believe c. Believe you
19. We time to finish the exercise before lunch. a. haven't got b. aren't having c. has not
20. Helen and Gary the chess club in the leisure centre. a. are belonging b. doesn't belong c. belong
22. The fire alarm for almost half an hour now. a. has been ringing b. is ringing c. rings
23. Who the last piece of cheesecake? a. takes b. has taken c. has been taking
24. and in the cafe since 1987. a. have been owning b. have owned c. own
25. my keys? I can't find them anywhere. a. Have you been seeing b. Do you see c. Have you seen
26. The employment agency its offices to Holborn. a. moved recently b. has recently moved c. has been recently moving
27. No, we lunch yet. We're starving! a. didn't have b. hadn't c. haven't had
28. Where when you were in Paris? a. did you stay b. have you stayed c. do you stay
29. the new Dan Brown novel yet? a. Have you read b. did you read c. did you reading
30. So far, the weather this summer really good. a. was b. is c. has been
31. and I our holiday in December. a. have booked b. booked c. were booking
32. The surgeon the operation to Mrs Dakers. a. already explained b. has already explained c. already explains
33. She in hospital before. a. has never been b. was never c. was never being
34. How many times you in London? a. does your mother visit b. has your mother visited c. has your mother been visiting
35. Keith at least 20 emails this morning. a. has been writing b. was writing c. has written
36. Where is ? 'He going to Paris for the weekend.' a. he b. going to c. going
37. I can't pay for the meal because someone my wallet! a. stole b. has been stealing c. has stolen
38. News Flash! The Prime Minister to resign. a. has decided b. decide c. has been deciding
39. How much money in the January sales this week? a. did you spend b. have you spent c. have you been spending
40. Before Hamid to Cambridge, he had never snow. a. came b. had come c. comes
41. When news of the company closure was released, the employees for strike for several days. a. were b. had been c. were being
42. Sarah for the school for two years when joined the staff. a. had been working b. was working c. worked
43. Tanya is off work today. She well for a few days now. a. isn't feeling b. wasn't feeling c. hasn't been feeling
44. Before I went to Australia last summer, I Europe! a. never left b. had never been leave c. had never left
45. The police the area for two hours and they still hadn't found any clues. a. were searching b. searched c. had been searching
46. Paul Wanda and he knew he was going to marry her one day. a. has only just met b. had only just met c. had only just been meeting
47. I'm sorry. I ten tickets because you said you didn't want to come. a. had only been buying b. have only bought c. had only bought
48. The hand long when there was a power cut and they had to stop. a. hasn't played b. hadn't been playing c. wasn't playing
49. I for almost an hour before I saw the outskirts of the town. a. walked b. had been walking c. had walked
50. I don't think she the soup before she served it. It was so salty! a. had tried b. had been trying c. tried
2 Progress test (units 11 to 20)

1. the doors were opened, a lot of people had started queuing for tickets.
   a. Before  b. While  c. Once

2. The train was almost empty it arrived at the last station.
   a. after  b. while  c. by the time

3. Give me your empty plate you have finished. I'll do the washing-up.
   a. as  b. when  c. while

4. The teacher collected the homework the lesson had ended.
   a. since  b. while  c. as soon as

5. Karen was first in the race the last bend. Then she was overtaken.
   a. while  b. when  c. until

6. the Collins family had reached the coast, the children were really hungry.
   a. By the time  b. While  c. Until

7. You should never eat or drink anything immediately doing a yoga class.
   a. until  b. once  c. before

8. Daniel sometimes likes to have a glass of port dinner.
   a. as soon as  b. once  c. after

9. We won't find out the exam results the end of May.
   a. until  b. by the time  c. as soon as

10. Suzanna got the job in the bank, she had been unemployed for a year.
    a. After  b. While  c. Before

11. The passengers waited on the platform the engineers repaired the train.
    a. before  b. as soon as  c. while

12. Everyone in the courtroom went quiet the judge came in.
    a. while  b. by the time  c. when

13. the glue on the handles is dry, you can paint the door.
    a. When  b. Until  c. While

14. There be a cinema on the corner of Grafton Street when I was a child.
    a. would  b. was  c. used to

15. Did Mary always feed the horses, or did you do it sometimes?
    a. would  b. used to  c. use to

16. Jan never tells us why she left her job in the bank.
    a. would  b. used to  c. wouldn't

17. Sarah just working so hard. The new job was a shock!
    a. didn't use to  b. wasn't used to  c. didn't get used to

18. If you come here every day, you'll quickly the routine.
    a. are used to  b. would be used to  c. get used to

19. We were just the new timetable when they decided to change it again.
    a. getting used to  b. used to  c. got used to

20. Mandy's dogs are going for a walk first thing in the morning.
    a. used to  b. get used to  c. being used to

21. People use the tennis courts more at the weekend than during the week.
    a. use to  b. get used to  c. used to

22. the new wallpaper in her bedroom yet?
    a. Did she use to  b. Is she being used to  c. Has she got used to

23. Which wallpaper?
    a. 'The wallpaper with the orange stripes.'
    b. She chooses  c. She chose she

24. How many eggs this cake recipe?
    a. need you  b. need  c. do you need

25. How long from New York to Denver?
    a. is the flight  b. does the flight  c. takes the flight

26. for dinner tonight or tomorrow?
    a. Coming your friends  b. Your friends are coming  c. Are your friends coming

27. I haven't seen you since the show?
    a. Enjoy you  b. You enjoy it  c. Did you enjoy it

28. soup? There's plenty left.
    a. Have you  b. Are you having  c. Have you had

29. You look absolutely awful! What's the matter?
    a. the matter is  b. the matter  c. does the matter

30. What is Dan doing here today?
    a. Doesn't he work  b. Wasn't he working  c. Isn't he working

31. Can you tell me the next train arrives?
    a. when  b. when does  c. when is

32. Mum was wondering if the kids their bedrooms?
    a. have they tidied  b. tidied they  c. have tidied

33. be quiet! I'm trying to finish my essay.
    a. Can you  b. You can  c. Do you

34. Sarah a car? How does she get to work?
    a. hasn't got  b. she's got  c. hasn't she

35. Do you mind this seat? Thank you.
    a. I will take  b. I am taking  c. I take

36. It's almost time for the lecture.
    a. isn't it  b. is it  c. isn't there

37. There have been too many accidents on the road this year.
    a. weren't there  b. aren't there  c. haven't there

38. Grazie! I don't live here any more.
    a. does there  b. does she  c. doesn't she

39. Let's see if we can beat the last record?
    a. shan't we  b. won't we  c. shall we

40. The management can't make a decision on that just yet.
    a. can they  b. can it  c. can't they

41. Pete is going to get a productivity bonus.
    a. isn't he  b. is he  c. he is

42. His house was sold for a high price.
    a. wasn't it  b. didn't it  c. is it

43. We really should stop buying chocolate.
    a. shouldn't we  b. should we  c. don't we

44. Don't stand too close to the loudspeaker.
    a. won't you  b. do you  c. will you

45. I haven't seen Avatar at the cinema.
    a. So do I  b. So haven't I  c. Neither have I

46. 'I don't really understand what this article is about.'
    a. Neither do I  b. So don't I  c. Nor do I

47. 'My class couldn't find enough information on that topic.'
    a. Neither could we  b. So couldn't we  c. We too

48. I'd really like to have a go on his motorcycle.
    a. So do I  b. Neither would I  c. So would I

49. 'My next door neighbours aren't very friendly.'
    a. So aren't  b. Neither  c. Neither are

50. 'My dog hates the postman.'
    a. Doesn't it  b. Does it  c. Is it
3 Progress test (units 21 to 30)

1. I hope the red stripy socks are ______. I packed them in your case.
   - your b yours c yourselves

2. 'Give me back my CDs! 'But they aren't ______!'
   - a you b yours c your

3. Don't have another piece of cake. You'll make ______ sick!
   - a yours b you c yourself

4. I met Grace at the shopping centre and we bought ______ a present.
   - a each other b yourselves c us

5. The oven on this cooker is good because it can clean ______.
   - a it b itself c oneself

6. In some countries, businessmen bow to ______ when they meet.
   - a each other b themselves c himself

7. There are lots of copper coins and a few ______ in the box.
   - a silver coin b silver ones c silvers

8. Let's watch ______ on TV before dinner.
   - a news b a news c the news

9. What on earth is that? It looks like ______ of jellyfish.
   - a the kind b a kind c kind

10. It's difficult to get ______ from the call centre.
    - a any information b some informations c an information

11. They are finding it hard to find good teachers in the Science department.
    - a the Physics b Physics c Physical

12. 'What shall we have for supper?'
    'Let's defrost ______ and make some chips.'
    - a the fishes b fishes c the fish

13. The law considers ______ to be nine tenths of the law.
    - a a possession b possession c the possessions

14. That was ______ best curry I've ever had!
    - a a b the c -

15. ______ are capable of hearing much higher frequencies than us.
    - a Dogs b The dogs c A dog

    - a the violin b some violin c a violin

17. Boris has applied to join ______ force.
    - a the police b a police c police

18. How long have you lived in Tokyo? Can you speak ______?
    - a Japanese b a Japanese c the Japanese

19. We need to go by ______ as there is no bus service here.
    - a the taxi b a taxi c taxi

20. It's not a good idea to skip ______ breakfast.
    - a - b any c the

21. My boss has booked a holiday in ______.
    - a the island b - c the

22. That gold Mercedes parked outside is ______.
    - a the Bertrand's b his Bertrand's c Bertrand's

23. The person who invented ______ zipper was Swedish.
    - a the black b - c a

24. 'Why are you going out again?' 'I forgot, I must get to ______ before it closes.'
    - a the bank b bank c a bank

25. ______ is absolutely icy today! Wrap up warm!
    - a Wind b The wind c A wind

26. ______ people can't stand the sight of blood.
    - a Any b Some c No

27. There ______ biscuits left in the tin. Sorry!
    - a aren't some b are none c aren't any

28. There must be a power cut ______ of the lights are working.
    - a None b No c Not any

29. This cupboard is so full; there's ______ to put the boxes.
    - a no place b not any space c nowhere

30. I thought I heard ______ moving about upstairs!
    - a some person b someone c anybody

31. ______ thinks that James is Scottish, but he's actually Irish.
    - a Either b Everybody c Nobody

32. There's ______ time like the present!
    - a none b not any c no

33. ______ time Emma comes into the room, Joshua blushes!
    - a All the b Every c Each of the

34. We couldn't do ______ question four or question six. They were impossible!
    - a either b or c neither

35. ______ trees in the wood have to be checked for disease.
    - a All the b Each c All of

36. I had two keys for the house, but ______ of them would open the door.
    - a either b none c neither

37. The snow was falling heavily and ______ houses in the village were white.
    - a all of b all c all the

38. The twins shared ______ they owned.
    - a all b everything c each

39. I'd like ______ sugar with that, if that's alright.
    - a a little b a bit c little

40. It's difficult to tell ______ that second-hand car is worth.
    - a how many b how much c the more

41. Although we have used weedkiller, there are still ______ weeds in the lawn.
    - a a lot b much c lots of

42. Although there are ______ of good writers, too ______ of them make a living from writing.
    - a few b little c less

43. There were 400 guests and ______ of them were in national costume.
    - a much of b most c many of

44. The meal was good but there wasn't ______ bread for everyone.
    - a enough of b plenty of c enough

45. The children were sleeping even though there was ______ of noise from next door.
    - a a great deal b much c enough

46. It took ______ days for the gloss paint to dry properly.
    - a plenty b several c much

47. That dish can hold ______ of food. It'll be big enough for us all.
    - a lots b plenty c large amount

48. British houses have a front and a back garden.
    - a Many of b Most c Most of

49. There aren't ______ language teachers in schools these days.
    - a enough b enough of c plenty

50. The results showed that ______ of the candidates were of a very high standard.
    - a many b little c most of
1. I really like that ____ vase in the shop window.
   a) big red Italian  b) red Italian big  c) Italian red big
2. Cleo had ____ wardrobe in her bedroom.
   a) an old heavy walnut  b) a walnut heavy old  c) a heavy old walnut
3. I’m looking on the Internet for some ____ houses.
   a) Victorian silk pale blue  b) pale blue Victorian silk  c) silk pale blue Victorian
4. Pauline was bidding for a ____ desk in the auction.
   a) French 17th century  b) 17th century French writing  c) writing 17th century French
5. A ____ saucer was hovering above the house.
   a) strange oval silver  b) silver oval strange  c) oval strange silver
6. The little cottage was neat ____ clean.
   a) and tidy  b) and tidy and  c) tidy, tidy
7. Please remember to put something in the box for ____ on your way out.
   a) the poor  b) the poor  c) the poor ones
8. Whose is that bike?
   a) fantastic black Harley Davidson  b) black Harley Davidson fantastic  c) Harley Davidson black fantastic
9. ____ always makes their tea with boiling water.
   a) A British person  b) British  c) A British
10. The tourist leaflets are all really ____!
    a) interested  b) interesting  c) interest
11. Everyone who is ____ about the new power station, please sign the petition.
    a) concerning  b) of concern  c) concerned
12. Some domestic cleaning products can be ____ to the eyes.
    a) irritable  b) irritated  c) irritating
13. My mother is very ____ pink roses.
    a) fond about  b) fond of  c) fond with
14. What is it that Jason is ____? It seems very suspicious!
    a) involved in  b) involving in  c) involving
15. Janice seems very angry ____ her sister at the moment. Do you know what she’s done?
    a) with  b) at  c) to
16. Most of the class is ____ studying grammar.
    a) tired at  b) tiring of  c) tired of
17. The yellow jackets are ____ in the dark.
    a) easy to see  b) easy seeing  c) easy for seeing
18. Mr Dunn opened ____ and took out a small box.
    a) slow his desk drawer  b) his desk drawer slow  c) his desk drawer slowly
19. Oh Selina! I am ____!
    a) truly sorry  b) sorry truly  c) truly sorry
20. ____ all wearing their seatbelts.
    a) Fortunately they were  b) They were fortunately  c) They fortunately
21. Su Yong ____ in his room.
    a) plays often Korean pop loudly  b) often plays Korean pop loudly  c) plays loudly Korean pop often
22. The pretty little brown dog was ____.
    a) aggressively surprisingly  b) surprisingly aggressive  c) aggressively surprising.
23. The police ____ who was sitting on the wall.
    a) spoke firmly to the teenager  b) firmly spoke to the teenager  c) spoke to the teenager firmly
24. The older children ____.
    a) watch TV usually in their bedrooms  b) usually watch TV in their bedrooms  c) in their bedrooms watch TV usually
25. Tom and Justina are living ____.
    a) next door to us at the moment  b) to us next door at the moment  c) at the moment next door to us
26. The bus ____ at that stop.
    a) often doesn’t stop  b) doesn’t stop often  c) doesn’t often stop
27. John _____. When I phoned him, he was out.
    a) wasn’t at midday at home  b) at midday wasn’t at home  c) wasn’t at home at midday
28. Giacinta ____ a bike even though she’s tried many times.
    a) still can’t ride  b) can’t still ride  c) can’t ride still
29. Heinrich ____ deserve to pass the exam.
    a) doesn’t definitely  b) definitely doesn’t  c) does definitely not
30. ____ the new hairdresser I bought her.
    a) She’s already broken  b) Already she’s broken  c) She’s broken already
31. My neighbours had _____. It looks lovely.
    a) last week painted their house  b) their house painted last week  c) painted last week their house
32. I’m hoping to ____ to see the Rembrandt exhibition.
    a) go tomorrow to London  b) tomorrow go to London  c) go London tomorrow
33. Tina earns a good salary but ____ rich!
    a) certainly she’s not  b) she’s certainly not  c) she’s not certainly
34. There ____ that there is a bird nesting in that tree.
    a) have noticed just  b) have just noticed  c) just have noticed
35. ____ their new house, and it’s gorgeous!
    a) Already we’ve seen  b) We’ve already seen  c) We’ve seen already
36. My friend Anton can play the saxophone really ____.
    a) well  b) good  c) good
37. He worked so hard that he passed the final exam ____.
    a) easily  b) in an easy way  c) easily
38. There were ____ enough plates for all the guests.
    a) hard  b) hardly  c) not hard
39. Sarah hasn’t been feeling very well _____. I hope she’s OK.
    a) later  b) lately  c) late
40. The picture was ____ good, but not that good!
    a) absolutely  b) a bit  c) quit
41. When they opened the curtains they saw that it was ____ day.
    a) an absolutely fine  b) absolutely a nice  c) an absolutely beautiful
42. The soup was _____. It was perfect.
    a) too hot  b) hot enough  c) enough hot
43. Francesca speaks Swahili ____.
    a) well really  b) fairly well  c) real good
44. Meat, as well as fish, in the restaurant.
    a) They also serve  b) Also they serve  c) They serve also
45. Although a lot of students did well in the exam, got an A.
    a) Franz just  b) Franz only  c) Franz alone
46. The food was so bad that ____ to eat it.
    a) even the boys refused  b) the boys even refused  c) even refused the boys
47. ‘I’m going to have a swim this afternoon.’ ‘____’
    a) Me too  b) Me as well  c) As well me
48. That was ____ film! I’d like to see it again.
    a) a such wonderful  b) such wonderful  c) so wonderful
49. The weather was ____ that they had to stay indoors all week.
    a) such bad  b) so bad  c) even bad
50. There are ____ kinds of ice cream.
    a) such many  b) too much  c) so many
5 Progress test (units 41 to 50)

1 The second book was ______ the first, I thought.
a the far best  b far better as  c far better than

2 That meeting was ______ I've ever had to face.
a one of the hardest  b a hardest  c one of the harder

3 Gounod wrote ______ ballet music ever written.
a some better  b some of the best  c the best of the

4 I'm afraid learning new dance steps ______ difficult as you get older.
a gets more  b more gets  c gets most

5 The Volvo was ______ car in the race.
a the fastest second  b the next fastest  c the second fastest

6 Some people think the Taj Mahal is the ______ building in the world.
a most beautiful  b more beautiful  c most beautiful

7 Alan has taken ______ anyone else on the trip.
a his got thousand  b more photos as  c more photos than

8 Yasmin makes a little ______ than Harriet.
a less money  b fewer money  c not as much money

9 When it comes to jigsaw puzzles, ______!
a the harder the more  b the harder the better  c the more hard is best

10 Jan usually gives ______ than he can really afford to. He's so generous!
a more  b most  c too much

11 Mrs Grant says that ______ worry you, the less you achieve.
a more  b the more  c the less

12 As the sledge went down the hill it got ______.
a fast and fast  b more fast  c faster and faster

13 The birthday present ______ was the silver locket from my mum.
a I appreciated the most  b the most I appreciated  c the more I appreciated

14 The staff emptied out the warehouse in ______ time.
a the fastest  b the fastest possible  c the possible fastest

15 This pink rose is ______ fragrant than the white one.
a slightly more b more slightly c a little bit

16 There are ______ people in Paris than in Marseille, in fact twice as many.
a far  b a bit  c much

17 If you drove ______ more carefully, you wouldn't keep on having accidents.
a fairly  b rather  c a bit

18 This suitcase is not ______ that old one.
a as heavy as b so heavy as c so heavy like

19 The blue shoes look ______ the red ones with that dress.
a just as good like  b as good just as  c just as good

20 It's amazing how much your cousin looks ______ you.
a as b like  c similar

21 The wall at the bottom of his garden is ______ the fence.
a nearly not so high b not nearly as high c not so high nearly

22 Jamal's Audi doesn't accelerate ______ the BMW.
a quite as quick  b quite as quickly  c so quickly quite

23 Helen's nephew is working ______ lab technician in Toronto at the moment.
a like  b as  c as a

24 What was that? It sounded ______ wolf howling in the forest!
a as if  b like a  c as a

25 The alarm is set to ring ______ 6.30 sharp!
a on  b at  c in

26 The nurse always brings round cups of tea ______ evening.
a in the  b at  c the

27 We should leave ______ about half an hour or we'll get stuck in the rush hour.
a for  b at  c in

28 Tom said he was going to move in ______ but I haven't seen him yet.
a on yesterday b yesterday c at yesterday

29 'When are you going to phone Adam?'
'I thought I'd phone him ______.'
a the Monday b on Monday c in Monday

30 'What day are you ______?'
a returning at  b returning  c returning in

31 ______ of the film, the hero is even more miserable than at the start!
a just  b at  c at the

32 One of the first things you learn is to get to business meetings ______.
a in  b at  c on

33 Unlike is hoping to find a job in Latvia ______ months.
a during  b to  c for

34 The doorbell rang some time ______ midnight.
a since  b after  c for

35 The seeds should be planted some time ______ March and May.
a in  b between  c until

36 The film started ______ seven and eight o'clock.
I'm not sure exactly when.
a for  b in  c between

37 I think the new library should be completed ______ the end of the year.
a by  b until  c between

38 It's been a long time ______ Sara had a really relaxing weekend.
a for  b until  c since

39 Shall we all meet ______ the theatre? I'll wait beside the entrance.
a into  b at  c to

40 There was a brilliant documentary on molluscs ______ TV yesterday.
a in  b at  c on

41 Stephen is going to live ______ Singapore for a couple of years.
a at  b in  c to

42 The Angel of the North is a statue that can be seen ______ hill outside Gateshead.
a in  b at  c on

43 Oh no! It's almost nine o'clock. I should be ______ the staff meeting by now!
a at  b in  c on

44 The bank is very ______ the cinema on the High Street.

45 Where are the theatre tickets? I think they're ______ the shelf in the hall.
a on top of  b in  c on

46 Mr Harland lives in that little house just ______ the bridge.
a by  b next  c between

47 Are you ______ a computer at the moment? You could check online.
a below  b near  c over

48 There was a beautiful old mirror hanging ______ the bed.

49 The church stands in a clearing in the woods ______ the town.
a over  b on  c above

50 I spotted Carlo immediately ______ the crowd by the pool.
a among  b between  c on

220
6  Progress test (units 51 to 60)

1  The avalanche was moving quickly towards the ski lodge in the valley.
   a to b at c towards

2  When Gordon walked into the garden, the dog lunged at him, growling fiercely.
   a to b at c for

3  This meat needs salt. Can you pass it me, please?
   a at b towards c to

4  I think it's best if you turn the car round the car park, not the road.
   a in b into c on

5  The train stopped at Didcot and three Greek tourists got on.
   a onto b on c into

6  I know you're in there. Come out the house immediately!
   a out of b on c out

7  The horse was not quite big enough to jump the fence.
   a across b away c over

8  Miss Bennagh noticed a small child crawling over the fence.
   a over b across c out

9  Where does Omar come from? He looks Egyptian.
   a come at b come c come from

10  What do you think the new sofa is of?
    a of b to c for

11  Where's your coat?
    a The woman I gave it to put it on a hanger.
    a to b that for c it to

12  The lecturer was talking about the Jurassic Age.
    a to b at c about

13  I really hope Jack gets my parents. I want them to like him.  
    a up to b on with c into

14  Pat knows Ken isn't right for her but she can't give up him.
    a give up him b him give up c give him up

15  There's smoke everywhere! 
   a Put out the fire b Put it out the fire c The fire put out

16  Peter is really behind at school so he really must catch up with his work.
    a on up b up to c up with

17  If you don't know the right answers, just make them up.
    a make up them b up them make c make them up

18  The little dog used to run after him when he went for a bike ride.
    a run him after b after him run c run after him

19  Kelly invited her dad out for a meal on his birthday.
    a invited her dad out b invited out her dad c her dad invited out

20  Are you your birthday party next week?
    a looking at b looking for c looking forward to

21  Tammy and Jess don't each other, unfortunately.
    a get very well on with b get on with very well c get on very well

22  Ima is very depressed. I put down the weather.
    a put it down to b put it to c put it down

23  Everyone the possibility of failure.
    a to face up b face to up c face up to

24  Tara has just got so fast it's difficult to her.
    a catch up to b catch up her c catch up with

25  Everyone in the house uses milk, so it's easy to it without realising.
    a of run out b run out of c out of run

26  Bill his new car this evening.
    a will collect b is going to collect c does collect

27  I think the sea bass with spinach.
    a I'm ordering b I order c I'll order

28  Patrick has been offered a place at King's College. 
    He in the autumn.
    a will starts b is going to starting c starts

29  I class on time all this week!
    a I'm going to get b am getting c get

30  Don't worry about spilling your coffee. The waiter another one.
    a brings b 'll bring c is going to bring

31  If Val asks me out, I the invitation.
    a am not accepting b won't accept c don't accept

32  Shall we meet on Monday afternoon?
    a No, I Physics in the Library.
    b 'm studying c 'll be studying

33  Come at seven. The restaurant will then.
    a have opened b be opened c have been opened

34  I'm going to Turkey for two weeks.'
    a How b will you c will be travelling

35  You could meet me at the station. I at about eight.
    a I have been arriving b 'll have arrived c be arriving

36  I hope it raining by the time the film finishes.
    a will have stopped b will be stopping c is going to stop

37  In January, Diana there for 25 years.
    a has been working b will have been working c is working

38  Yvonne in a luxury room in Acapulco at this time tomorrow.
    a is going to sleep b will be sleeping c will have been sleeping

39  Mum gets home at nine tomorrow. I hope you will the house by then.
    a have been tidying up b be tidying up c have tidied up

40  Please give me a call as soon as you she's had the baby.
    a hear b are hearing c will hear

41  Harry is going to fly home once his visa out.
    a is running b runs c will run

42  Let.b. sit here until the café. It's freezing outside!
    a is closing b has closed c closes

43  , we'll go to the cinema.
    a When it's closed b If it is closed c When will close

44  Ella said she would help you if you her to.
    a will need b need c will have needed

45  I thought that the cat into the road.
    a is bound to run b was going to run c is running

46  The divers down the wreck and bring it up to the surface.
    a were likely to b were bound to c were going to

47  The horse won the Grand National, but we bet on it anyway.
    a is bound to b about to c unlikely to

48  Gerard knew he the train home, so he didn't rush.
    a was going to miss b is going to miss c will be missing

49  Peter enter the competition, but then he injured his ankle.
    a is going to b was going to c would

50  If Helen comes to the party, John upset.
    a is bound to be b is likely being c is about to be
7 Progress test (units 61 to 70)

1. When you decide ______ home, I’ll give you a lift.
   a) on going  b) to go  c) going

2. Jason promised ______ Selina the following year.
   a) marrying  b) marry  c) to marry

3. Giovanna ______ really angry with Carlo.
   a) is seeming to be  b) seems to be getting  c) seems to get

4. The class chose ______ for the exam this term.
   a) to not register  b) not to register  c) to register not

5. Can you manage ______ the lesson again, Simon?
   a) not to interrupt  b) not interrupting  c) to not interrupt

6. We have decided ______ the President of the Literary Society.
   a) Adnan to be  b) to elect Adnan as  c) being Adnan

7. Can you imagine ______ for anything? Not a chance!
   a) Phil to apologise  b) apologises Phil  c) Phil apologising

8. It’s not worth risking ______ there quicker. Drive slower!
   a) to get your life  b) your life getting  c) your life get

9. Some people prefer ______ and not heard.
   a) children to be seeing  b) children to be seen  c) to be seen children

10. You can all finish the yoga class by ______ down on the floor for ten minutes.
    a) to lie  b) lie  c) lying

11. Do you remember ______ that you weren’t going to be in this evening?
    a) to tell  b) tell  c) telling

12. I’m sure you didn’t mean ______ Steve while you were playing football.
    a) to kick  b) kicked  c) kicking

13. After studying medicine for five years, Sarah went on ______ a job as a barmaid.
    a) getting  b) and gets  c) to get

14. Please don’t forget ______ the door when you leave.
    a) to lock  b) lock  c) locking

15. The article said that we should all stop ______ so much!
    a) to worry  b) worrying  c) worry

16. The online store was offering ______. It’s cheaper to buy online.
    a) new customers discounts  b) discounts new customers  c) to new customers discounts

17. Read ______ , Daddy. I can’t go to sleep.
    a) story me  b) me a story  c) to me a story

18. Tom said he would order ______ , but he forgot!
    a) the food for the party  b) for the party the food  c) to the party the food

19. I offered ______ , but he refused to take one.
    a) him a sandwich  b) a sandwich him  c) sandwich to him

20. Don’t send ______ as my computer’s crashed.
    a) to me any emails  b) any emails to me  c) me emails

21. You all owe ______ the meal last night.
    a) me some money for  b) some money me to  c) me some money to

22. Tina’s uncle left over and said ______ . She laughed.
    a) to her something  b) her something  c) something to her

23. Pay ______ , if you don’t mind. I’ll get some money from the cash machine.
    a) the waiter the meal  b) for the meal to the waiter  c) the waiter for the meal

24. Dita has been teaching ______ all this week.
    a) the elementary class the past simple  b) the past simple the elementary class  c) the past simple to the elementary class

25. A servant had to serve ______ when the King was playing tennis, as he was too fat to raise his arms!
    a) the ball for Henry VIII  b) Henry VIII the ball  c) to the ball Henry VIII

26. Gary’s got a car so he ______ drive down to see his girlfriend at the weekend.
    a) can b) could have c) manage to

27. Don’t be silly – I know you ______ do it if you try.
    a) able to  b) can  c) could

28. Dina tried to repair her dishwasher by herself but she ______.
    a) wasn’t able to  b) can’t  c) couldn’t

29. ______ this car run on electricity as well as petrol?
    a) Is able to  b) Manages  c) Can

30. Do you think Jake ______ beating his personal 400m record?
    a) managed to  b) could  c) has succeeded in

31. To ______ keep calm in a crisis is a very valuable ability.
    a) succeed in  b) can  c) be able to

32. I hope we ______ park in the road behind the club.
    a) need b) can  c) must

33. It’s OK. You ______ cook the onions before you add them to the soup.
    a) don’t need to  b) can’t  c) aren’t allowed to

34. You really ______ bring me a birthday present, but thanks anyway!
    a) couldn’t  b) didn’t need to  c) mustn’t

35. The coach ______ the team do 50 press-ups at the beginning of the session.
    a) made b) let  c) had to

36. Students are not ______ to eat or drink anything in the classroom.
    a) let  b) made  c) allowed

37. The hikers ______ left the gate open. The cows have got into the road.
    a) might have  b) must have  c) could have

38. ‘Where is Kevin?’
    a) I don’t know. He ______ still be in bed.
    b) mightn’t  c) couldn’t  d) doesn’t have to be

39. David ______ win the first prize, but he will probably come second.
    a) couldn’t  b) might  c) mustn’t

40. It ______ six o’clock already! We haven’t finished the chapter yet.
    a) can’t  b) mustn’t  c) might not

41. Wearing high heels in the snow ______ be dangerous.
    a) can  b) must  c) couldn’t

42. Carina looks as if she ______ fall asleep at any moment!
    a) must  b) couldn’t  c) might

43. Isn’t that Lorenzo’s car? He ______ be visiting Harriet this evening.
    a) can  b) couldn’t  c) must

44. Excuse me, but ______ moving your coat off this seat?
    a) are you  b) would you mind  c) could you

45. Would you mind ______ your pencil a moment?
    a) borrowing b) if I borrowed  c) me to borrow

46. ______ tell Jane her husband’s arrived?
    a) Shall we  b) Let’s  c) Do we

47. When the weather is stormy, the ferry ______ be running.
    a) shall not  b) shouldn’t  c) ought not

48. It’s getting dark, ______ stop weeding and come in from the garden?
    a) Had better you  b) Should you  c) Hadn’t you better

49. ______ I possibly interrupt you for a minute? Sorry.
    a) Would  b) Can’t  c) Could

50. It’s freezing this evening. You ______ take a taxi to the station.
    a) had better  b) shall  c) would better
14 The class agreed be great to start writing a blog. a that it would b it that would c it to 15 Lisa offered one of her famous coffee cakes to the office. a bringing b to bring c will bring 16 I hope he will apologise so rude to me yesterday! a to be b to have been c for being 17 Don’t blame me your scarf! I didn’t touch it. a for losing b to have lost c losing 18 The manager insists on time in the morning. a to everyone b on everyone c arriving 19 I got a letter inviting a cheese-tasting evening. a to me b me coming c me to come 20 I’d really like to congratulate your fabulous performance. a you on b you for c to you for 21 I’m sure this towel before. It isn’t clean. a has been used b was using c use 22 The rules of the game back on the back of the box. a are finding b find themselves c can be found 23 Sorry, I can’t come tomorrow afternoon. I my hair cut then. a ‘ll have b in going having c ‘ll being 24 I think the car in the lead by Alonso. a is driving b is being driven c drives 25 The garden a landscape architect in the 18th century. a designs b is designed to c was designed by
1 That's the woman __________ sold me the fake designer handbag.
   a which    b who      c what

2 What's that noise? It's the kitten __________ your sister brought home today.
   a that      b who      c where

3 This is the car __________ on the internet! It's cool, isn't it?
   a which     b who      c seeing

4 I'm sure that was the person __________ in the alley last night.
   a what      b who      c where

5 I believe that's the ring __________ her last night.
   a I gave     b that      c which

6 If the music __________ a party go well.
   a really makes  b who really makes  c which really makes

7 Can you see the tall blond man at the table over there? He's the actor __________ Tina loved.
   a who     b which     c where

8 My aunt __________ in Zimbabwe, is a doctor.
   a lives      b who      c living

9 The people __________ waiting at the bus stop are all freezing cold.
   a are       b which     c who

10 The house __________ to belong to Sting, has been sold for £2 million.
   a used     b who used   c which used

11 Sarah fakes __________ a children's TV show, was arrested today.
   a presents  b which presents c who presents

12 Her care __________ been badly damaged, was towed away.
   a that had  b which had  c had

13 The singer __________ fans had chased from the theatre, jumped into the waiting car.
   a who      b which     c whose

14 The __________ still full of bank notes, was later found in a lay-by.
   a van, which was  b van was  c van that was

15 The book was written at a time __________ women were not allowed any property.
   a that      b which     c when

16 Can you see the house at the end of the row? That's the house __________
   a where my dad was born in  b which my dad was born  c where my dad was born

17 Does anyone know the reason __________ we have to sign this form?
   a for which  b why      c that

18 I can give the correspondent the address __________ the parcel was sent.
   a at which  b that      c to which

19 The police officer wouldn't tell us the reason __________ we had been arrested.
   a that      b for which  c why

20 Charles arrived at 4.00 a.m. __________ most of the family were fast asleep.
   a when      b at which   c that

21 I'd like to talk to the person __________ car is parked across the entrance.
   a who       b which     c whose

22 This is the college __________ you can study to become a vet.
   a for which  b at which  c in which

23 Those clothes __________ on your bedroom floor must be picked up immediately!
   a lie     b to lie   c lying

24 Have you ever met that man __________ over there by the door?
   a that stands  b standing  c to stand

25 The bag __________ by the pickpocket was recovered later in a waste bin.
   a stolen  b stealing   c was stolen

26 The left luggage office has a sale in which all the items __________ on the trains are sold.
   a leaving  b left    c which leave

27 There is a lovely little shop __________ in organic cosmetics.
   a that     b which     c specialised

28 If Sarah takes the train, Gerard __________ her up from the station.
   a can pick    b is picking  c picks

29 The floors __________ wet if they don't repair the leaking pipe soon.
   a are     b are going to be  c would

30 When the streets __________ really crowded, I hate going shopping.
   a will be    b were     c are

31 If you __________ know the right answer, don't say anything.
   a won't      b aren't going to  c don't

32 Let's take the bus home __________ the film finishes.
   a when      b if       c as

33 If the weather is hot, __________ remember to take a bottle of water.
   a you will  b you must    c can

34 If the sun is directly overhead __________ midday.
   a it's going to be  b it is  c be

35 If you are wearing a short skirt, __________ allowed in.
   a you won't be  b you can't be    c not

36 Tina says she'll come and see you when she __________ Florence.
   a will be    b is     c going to be

37 If this café was a bit closer to my house, I __________ here every afternoon.
   a would come  b am coming  c will come

38 You could join our band if you __________ play an instrument or sing.
   a can     b could   c will

39 If the bomb had fallen a little further to the south, it __________ destroyed the palace too.
   a had    b has     c would have

40 What would you say if Tony __________ your wedding anniversary?
   a forget   b has forgotten  c had forgotten

41 If Chung had known how much caviar cost, he __________ in the restaurant.
   a wouldn't order  b won't order  c wouldn't have ordered

42 The store manager __________ the customer a refund for the dress if it was torn.
   a should have offered  b should offer  c must offer

43 Why did they turn off the heating if they __________ the temperature was so low in the classrooms?
   a know  b had known  c knew

44 If Libor __________ passed his FCE exam, he could have taken CAE this year.
   a might have  b would have  c had

45 If the lecture __________ so boring, I would be able to remember what it was about.
   a isn't       b weren't    c hadn't been

46 We __________ the party tonight if you hadn't forgotten to send out the invitations.
   a would be having  b wouldn't have  c have

47 Keith would still be a member of the committee if he __________ the president.
   a doesn't annoy  b hadn't annoyed  c wasn't annoying

48 If it wasn't for the bad weather, we __________ to the beach this afternoon.
   a could go  b could have gone  c had gone

49 The team would __________ now if their plane hadn't been delayed.
   a have competed b compete  c be competing

50 I __________ you my copy of the magazine if I hadn't already given it to Laura.
   a could have lent  b had lent  c will lend
10 Progress test (units 91 to 100)

1. I really wish the exams were held in August. I won’t be able to have a holiday.
   a. isn’t    b. not being    c. weren’t
2. If only we had better friends, I could be more helpful at this difficult time.
   a. are    b. were    c. had been
3. If only I ____, I’d love to come to Switzerland with you.
   a. can    b. am able to    c. could
4. I really wish reporters only focus on bad news.
   a. wouldn’t    b. can’t    c. won’t
5. There isn’t really enough food for all of you. If only you were coming.
   a. told    b. had told    c. tell
6. David is a complete liar! If only I ______ that sooner!
   a. could see    b. can see    c. could have seen
7. I really wish I ______ entered the race. I’m useless.
   a. didn’t    b. hadn’t    c. didn’t have
8. The students won’t be entered for the exam unless they are well prepared.
   a. if    b. providing    c. unless
9. The play starts on Friday, ______ they sell some tickets.
   a. providing    b. unless    c. when
10. ______ bump into Graham, you would be amazed.
    He’s shaved his head!
   a. If you    b. Did you    c. If you were to
11. If the board of directors ______, we could have opened a new branch.
    a. were to agree    b. agreed    c. had agreed
12. ______ the Queen of England, I would make you a Lord!
    a. Were I    b. Was I    c. Being
13. Julia went on holiday ______ having a really bad cold.
    a. although    b. in spite of    c. in spite of

27. That’s crazy! I ______ want to pay extra for first-class seats.
    a. not    b. do not    c. am not
28. I’m trying to write an email ______ me any more questions!
    a. Not ask    b. Do not ask    c. Am not asking
29. It’s quite tiring, but ______ the variety I like about the job.
    a. the thing is    b. what it is    c. it’s
30. You remember most about Sardinia is the beautiful, clean seashore.
    a. It’s what    b. The thing    c. That
31. Oliver didn’t get the job ______ turn up late for the interview.
    a. What he did was    b. The thing was to    c. It was
32. It’s my sister ______ the successful one in my family.
    a. is    b. who is    c. is being
33. Don’t blame the team ______ to blame for the relegation.
    a. Who is the manager    b. That’s the manager    c. It’s the manager who is
34. She didn’t want a necklace ______ she wanted from him!
    a. That was a ring that    b. It’s a ring    c. The thing was a ring
35. The film lasts for three hours, and ______ can you relax and breathe again.
    a. after that    b. only after    c. only then
36. It was an awesome experience ______ I seen so many people so excited before.
    a. Never have    b. When have    c. Only then have
37. No sooner was the engine repaired ______ they resumed the journey.
    a. that    b. when    c. than
38. The children were so hungry that, hardly had they sat down at the table ______ the food disappeared.
    a. when    b. but    c. than
39. I really didn’t enjoy the concert ______ been so bored, if I’m honest!
    a. Never I have    b. Not have I    c. Never have I
40. ______ their honeymoon had they spent so much time together.
    a. Since only    b. Only since    c. Not since
41. We were absolutely exhausted ______ happy to lie down and sleep.
    a. Never have I been    b. I was never    c. Never since I was
42. I don’t eat very much ______ finish a plateful of food.
    a. Rarely I    b. Rarely do I    c. Rarely do
43. My cousin is a carpenter ______ his skill that he can charge a fortune for a table or chair.
    a. So    b. Such    c. So much
44. Hyun Tae lives in a tower block ______ is his apartment that he can see the sea in the distance.
    a. So high    b. Such is    c. So highly
45. The general’s reputation that the enemy surrendered to him ______ it was ______ Does was.
    a. So it was    b. So does    c. Such was
46. You must be punished ______ the law!
    a. So is    b. Such is    c. So does
47. Neither ______ been to Cyprus nor Malta.
    a. have I    b. I have    c. I haven’t
48. ‘I didn’t enjoy the flight very much.’
    a. Nor did I    b. Neither I did    c. Nor I
49. ‘We go to the cinema at least once a week.’
    a. And we too    b. Do we too    c. So do we
50. The Democrats didn’t look like winning the election but ______ the Republicans did.
    a. nor the Republicans did    b. the Republicans didn’t neither    c. nor did the Republicans
Appendix 1  Punctuation

Capital letters
Use a capital letter for:
- the first letter of a sentence. He climbed up the mountain.
- the names of people and places: Benjamin Franklin, Henry Lamarr, Marilyn Monroe, Machu Picchu, Oxford University.
- 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, Dr Smith, President Obama.
- the pronoun I: Martha and I live on Simpson Street.
- initials in people’s names: JRR Tolkien, Lawrence J Peter.
- the names of festivals and celebrations: New Year’s Eve, Thanksgiving, Christmas.
- abbreviations: the ISS, the USA, the UK.
- the names of institutions and organizations: Scripps Institution of Oceanography, World Wide Fund for Nature.

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 a question mark at the end of a question (not a full stop): Where do you live?
- Do not put a question mark at the end of a question if you are asking it indirectly: I was wondering if you’d seen my glasses.

Exclamation mark
- Put an exclamation mark at the end of a sentence exclaiming something (not a full stop): That’s amazing!
- At the end of a negative question form used as an exclamation: Don’t you look amazing!

Appendix 2  Spelling rules

Plural nouns
- We usually form plural nouns by adding -s or -es.
  - mad → mads   hippo → hippos
  - Monday → Mondays
  - sandwitch → sandwiches   dish → dishes
  - bus → buses   box → boxes
  - class → classes
- Add -es to nouns ending in -ch, -sh, -s, -x, -kh and -x.
  - sandwich → sandwiches   dish → dishes
  - sand → sands   box → boxes
- Change nouns ending in -y (after a consonant) to -i.
  - country → countries
  - story → stories
  - city → cities
  - family → families
- Some nouns are irregular, for example:
  - man → men
don’t change the -y to -i after a vowel: holidays, keys.
- Some adjectives are irregular.
  - fast (be) → faster, fastest
  - all (be) → all, most
  - neither (be) → neither, none

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 -er.
  - large → larger → largest
  - slow → slower → slowest
- Change adjective endings 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
  - fast → faster, fastest
- Don’t double the consonant with adjectives ending in -e:
  - slow → slower, slowest
  - scary → scarier, scariest
- Some adjectives and adverbs are irregular.
  - good → better, best
  - bad → worse, worst
  - far → further, furthest/farthest

Quotation marks
Use quotation marks for:
- contracted verb forms: I’m, don’t, he’d
- possessive ‘s: a Valentine’s card, Phil’s best friend, the scientists’ theory

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, -sh, -s, -x, -kh and -x.
  - watch → watches   finish → finishes
  - do → does   relax → relaxes
- Change verbs ending in consonant + -y to -i.
  - study → studies
  - fly → flies
- Do not change the -y to -i after a vowel: buys, plays.
  - be → is
  - have → has

A few verbs have irregular forms.
  - be → am
  - have → has

Note also:
- fast → fastest
- slow → slowest
Appendix 3  Summary of main verb forms

Summary of present tenses

Present simple
If/You/He/She/It/We/They live in Ireland,
He/Shes/he's/live in Ireland,
We don't live in Ireland,
She doesn't live in Ireland.
Where do they live?
Where does he live?

Present continuous
I'm watching television at the moment,
You/We/They're watching television at the moment.
He/She/It's watching television at the moment.
I'm not watching television at the moment.
He isn't watching television at the moment.
We aren't watching television at the moment.
What are you doing?
Where is she watching television?

Present perfect simple
If/You/He/She/It/We/They've gone to the supermarket,
He/She/It's gone to the supermarket.
We haven't gone to the supermarket,
He hasn't gone to the supermarket.
Where have they gone?
Where has she gone?

Present perfect continuous
If/You/He/She/It/We/They've been chatting for hours,
He/She/It's been chatting for hours.
We haven't been chatting for hours,
He hasn't been chatting for hours.
Where have they been chatting?
Where has she been chatting?

been and gone

be used to
If/He/She/It/We were used to living overseas.
Were you/We used to living overseas?
Was he/she used to living overseas?
You/We weren't used to living overseas.

Summary of past tenses

Past simple
If/You/He/She/It/We/They arrived yesterday.
If/You/He/She/It/We/They didn't arrive yesterday.
Did you/he/she/it/we/they arrive yesterday?

Past continuous
I/He/She/It was sitting in the park,
You/We/They were sitting in the park.
I/He/She/It wasn't sitting in the park.
You/We/They weren't sitting in the park.
Was he/she/it sitting in the park?
Were you sitting in the park?

Past perfect simple
If/He/She/It/You/We/They had eaten before the plane landed.
If/He/She/It/You/We/They hadn't eaten before the plane landed.
Had you/he/she/they eaten before the plane landed?

Past perfect continuous
If/He/She/It/You/We/They had been reading the newspaper.
If/He/She/It/You/We/They hadn't been reading the newspaper.
Had I/he/she/it/you/we/they been reading the newspaper?

used to
If/He/She/It/You/We/They used to visit us twice a year.
If/He/She/It/You/We/They didn't use to visit us twice a year.
Did I/he/she/it/you/we/they use to visit us twice a year?

Irregular adverbs:
well -> better -> best
badly -> worse -> worst
too -> further/farthest -> furthest/farthest

Adverbs ending in -Ly
- We often add -ly to an adjective to form an adverb.
  quick -> quickly
  slow -> slowly

Sometimes you have to make small changes to the spelling:
- Adjectives ending in -e beautiful -> beautifully (not beautifully)
- Adjectives ending in -y: happy -> happily
- Adjectives ending in -ly: terrible -> terribly
- Adjectives ending in -e true -> truly
- Adjectives ending in -ly: full -> fully
- Some adjectives ending in -ic realistic -> realistically

Past simple regular verbs (-ed endings)
- Add -ed to verbs ending in a consonant.
  watch -> watched
- Add -ed to verbs ending in -e.
  arrive -> arrived
- With verbs ending in -y (after a consonant), change the -y to -i.
  apply -> applied
- Don't change the -y to -i after a vowel.
  play -> played
- Double the final consonant on most verbs ending with consonant + vowel + consonant.
  stop -> stopped

Present participles (-ing endings)
- With most verbs, add -ing to the verb.
  wait -> waiting
  learn -> learning
- With verbs ending in -e, delete the -e before adding -ing.
  live -> living
  have -> having
- Double the final consonant on most verbs ending with a vowel and a consonant.
  stop -> stopping
  run -> running
- Sometimes you have to make small changes to the spelling.
  die -> dying
  lie -> lying

British and American spelling
There are a few differences between British and American spelling.

Words ending in -re often end in -er:
  centre (Br Eng) -> center (Am Eng)
  metre (Br Eng) -> meter (Am Eng)

Words with -our often omit the u:
  colour (Br Eng) -> color (Am Eng)
  favourite (Br Eng) -> favorite (Am Eng)
  organise (Br Eng) -> organize (Am Eng)

Verbs ending with -e or -ie are always -ie:
  remember (Br Eng) -> memorize (Am Eng)
  organise (Br Eng) -> organize (Am Eng)
Summary of future forms

I'll meet you at 6.30.
We're going to fly to Paris.
We depart at ten o'clock.
We're meeting Alison at the airport.

Future continuous
I/he/she/we/you/they will be travelling business class.
I/he/she/we/you/they won't be travelling business class.
Will I/he/she/we/you/they be travelling business class?

Future perfect
I'll/you/he/she/you/we/they'll have arrived by six-thirty tomorrow morning.
I'll/you/he/she/you/we/they won't have arrived by six-thirty tomorrow morning.
Will I/he/she/we/you/they have arrived by six-thirty tomorrow morning?

Future perfect continuous
I/he/she/we/you/they will have been travelling for eleven hours.
I/he/she/we/you/they won't have been travelling for eleven hours.
Will I/he/she/we/you/they have been travelling for eleven hours?

Future in the past
She was unlikely to be able to keep the party a secret.
He was certain to discover the arrangements.
It was going to be a lovely surprise for him.
His father was going to fly over from Australia.

Future time clauses
I'll confirm the details when I've spoken to Oliver.
As soon as I've spoken to Oliver, I'll confirm the details.
If Sonny can get to the station, I'll collect him from there.
I'll be waiting at the station when Sonny arrives.
I'll text you once I've met him.

Summary of active to passive verb forms

Present simple: He tests a theory. → A theory is tested.
Present continuous: He is testing a theory. → The theory is being tested.
Present perfect: He has tested the theory. → The theory has been tested.
Past simple: He tested the theory. → The theory was tested.
Past continuous: He was testing the theory. → The theory was being tested.
Past perfect: He had tested the theory. → The theory had been tested.
Future (will): He will test the theory. → The theory will be tested.
Future (be going to): He is going to test the theory. → The theory is going to be tested.
Must: He must test the theory. → The theory must be tested.
Can: He can't test the theory. → The theory can't be tested.
Might: He might test the theory. → The theory might be tested.
Get: Someone tested the theory. → He got the theory tested.

Summary of statements, questions, short answers and short responses

<table>
<thead>
<tr>
<th>question word</th>
<th>affirmative</th>
<th>negative</th>
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<tbody>
<tr>
<td>What</td>
<td>did</td>
<td>the journalist asked?</td>
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<tr>
<td>What</td>
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<td>Why</td>
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<td>How</td>
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<table>
<thead>
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<tr>
<td>Are you ...?</td>
<td>Yes, I am. No, I'm not.</td>
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<td>Have you ...?</td>
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<td>Do you ...?</td>
<td>Yes, I do. No, I don't.</td>
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<tr>
<td>Did you ...?</td>
<td>Yes, we did. No, we didn't.</td>
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<td>Will they ...?</td>
<td>Yes, they will. No, they won't.</td>
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<td>Would you ...?</td>
<td>Yes, I would. No, I wouldn't.</td>
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</tbody>
</table>

+ I'm interested in politics.
  She's got a new job.
  She gets a car and a mobile.
  They love that restaurant.
  So am I.
  So has he.
  So does she.
  So do we.
  Neither am I.
  Neither has he.
  Neither does she.
  Neither do we.

+ I'm not interested in politics.
  She hasn't got a new job.
  She didn't get a car or a mobile.
  We won't be going to the dinner this year.
  Is it?
  Were they?
  Have you?
  Do you?
  Didn't it?
  Won't she?
  Can he?
Summary of conditionals

**Real conditionals**
- Generally true (zero conditional)
  *When* if it rains, we usually stay indoors.
- Possible future situations (first conditional)
  *If* it rains, we'll entertain the children inside.
- If you're going to arrive after 8 p.m., please telephone us beforehand.

**Unreal conditionals**
- Impossible or improbable present and future situations (second conditional)
  *If* petrol wasn't so expensive, I'd be able to visit more often.
- The airlines lowered their fares, I'd be able to fly over to see you.

**Mixed conditionals**
- If we went to Cornwall, the journey wouldn't be so long.
- If we drove to Normandy, we would have the use of the car.
- If we had driven, the children would have been really bored.
- If we had flown, we could be enjoying the sunshine by now.

### Appendix 4  Verbs

#### Common irregular verbs

<table>
<thead>
<tr>
<th>infinitive</th>
<th>past simple</th>
<th>past participle</th>
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<td>known</td>
<td>write</td>
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</table>
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 at the station.
  I'll be there in ten minutes.
- instant decisions:
  I think I'll have she fish, please.
  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 call her?
  Shall we go out later?
- offering:
  Shall I pick you up?
  Shall we help?

Use can for ...
- ability:
  I can speak Spanish.
  I can't play the guitar.
- offers and requests:
  Can I help you?
  Can I have a drink?
- permission:
  You can go after nine.
  You can't go tonight.
- possibility:
  Sorry, I can't come tomorrow.

Use could for ...
- past ability:
  Franklin could speak many languages.
  She could sing, dance and act.
- possibility (in the past):
  How could it have disappeared?
  Why couldn't he use the lift?
- polite requests:
  Could I speak to the manager, please?
  Could you open the window?

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.
- past habits and tendencies:
  He would often go off for the weekend without her.

Use would like for ...
- requests and offers:
  I'd like some water.
  Would you like a drink?

Use would 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 eleven.
  You must be late.
- prohibition:
  You mustn't park on a yellow line.
  You mustn't stay later than six o'clock.

Use should for ...
- advice and suggesting:
  You should buy that dress.
  He shouldn't go with them.

Dynamic / Stative verbs

Some verbs can be both stative and dynamic:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Stative</th>
<th>Dynamic</th>
</tr>
</thead>
<tbody>
<tr>
<td>have</td>
<td>I have a shower. = I own a shower.</td>
<td>I'm having a shower. = I'm taking a shower at the moment.</td>
</tr>
<tr>
<td>come</td>
<td>They come from Scotland. = They were born there.</td>
<td>They're coming from Scotland. = They're travelling from there.</td>
</tr>
<tr>
<td>love</td>
<td>I love you. = I'll always love you.</td>
<td>I'm loving my new job. = My new job is great at the moment.</td>
</tr>
<tr>
<td>appear</td>
<td>Nicole appears confident. = Nicole seems to be confident.</td>
<td>Nicole is appearing in a new film. = You can see Nicole in a new film.</td>
</tr>
<tr>
<td>see</td>
<td>I see your point. = I understand your point.</td>
<td>I'm seeing friends for dinner. = I'm meeting friends.</td>
</tr>
<tr>
<td>weigh</td>
<td>How much does it weigh? = What is the weight of the object?</td>
<td>What's he weighing? = What is the object?</td>
</tr>
<tr>
<td>be</td>
<td>Sandy is kind. = Sandy is a kind person (this is her nature).</td>
<td>Sandy is being kind. = Sandy is behaving in a kind way at the moment.</td>
</tr>
<tr>
<td>think</td>
<td>I think he's five. = I believe he's five years old (this is my opinion).</td>
<td>We're thinking about moving. = We're considering the idea of moving house.</td>
</tr>
<tr>
<td>taste</td>
<td>It tastes wonderful! = I like it; it has a good flavour.</td>
<td>Are you tasting the wine? = Are you trying the wine to see if it's good?</td>
</tr>
<tr>
<td>smell</td>
<td>It smells awful! = It doesn't have a nice aroma.</td>
<td>She's in the garden, smelling the roses. = She is breathing in the aroma of the roses.</td>
</tr>
<tr>
<td>look</td>
<td>That dress looks gorgeous! = It's a gorgeous dress (this is a description of its appearance).</td>
<td>She's looking at the TV set. = She's reading the TV guide.</td>
</tr>
<tr>
<td>mean</td>
<td>It means nothing. = It has no meaning.</td>
<td>I've been meaning to write, but didn't have time. = I intended to write.</td>
</tr>
</tbody>
</table>
Common verbs and their dependent prepositions

agree about/on/with = He didn’t agree with the director.
aim at/to = They aimed at the middle of the target.
apologise for = He apologised for his behaviour.
apply to/for = I’d really like to apply for that job.
ask for = Shirley asked for a payrise.
belong to = The family had belonged to the club for over 30 years.
beware of = Beware of the dog!
boast about = Simon boasted about his good grades.
comment on = The director commented on the quality of the new product.
deal with = The manager dealt with the angry customer.
decide about/on = Linda couldn’t decide on the colour scheme for her new bathroom.
depend on = The results depend on the time of day the test is taken.
disagree about/on/with = Simon disagreed with his lawyers about the best way forward.
discriminate against = It is illegal for employers to discriminate against any sector of society.
distinguish from = It was hard to distinguish the original from the copy.
download from = It is illegal to download music from unlicensed sites.
dream of/about = I have always dreamt about living in the South of France.
desert from = The cobra managed to escape from the crocodile.
desert about = It was impossible to forget about Xavier.
go to/with/on etc. = I went to the cinema with the kids.
hide from = Georgia hid from her mother.
hope for = They had been hoping for a better result.
instruct on = Ben instructed on wearing a suit.
joke about = The Dawsons joked about the incident for years.
laugh at = The audience laughed at the jokes.
look at = What are you looking at?
listen to = Can I listen to your CD?

long for = Hilda longed for the day when her son will return from Australia.
object to = I object to this mess on my desk.
participate in = It’s good for children to participate in team events.
pay for = Duncan offered to pay for the flights.
persist in = They were determined to persist with their original plan.
preserve for = Let’s preserve for the future next weekend.
protest about = I must really protest about all this noise.
recover from = Sam is recovering well from her operation.
refer to = Please refer to page 201.
rely on = I relied on Sandy to produce a great design.
respond to = Peter responded to the letter yesterday.
side with = Neil sided with his sister for once.
smile at = Smile at the camera!
strike at = Don’t strike at Mr Wheeler.
succeed in = Yvonne succeeded in getting the contract signed.
suffer from = Mum suffers from hay fever.
think about/of = Well, that’s given them something to think about!
vote for = The people voted for a change of government.
wait for = Could you wait for me at the station, please?
worry about = Don’t worry about a thing!

Phrasal verbs

Two-part phrasal verbs

Intransitive (= have no object)
end up = He ended up in jail.
get up = They get up really early.
Examples include: end up, get up, look out, shut up, deep down, wake up

Transitive (= have an object)
a) inseparable (= object must always follow the particle)
call for = They called for a full investigation. (not They called a full investigation for.)
look through = I’ll look through the report before the meeting. (not I’ll look the-report through before the meeting.)
Examples include: call for, come after, count on, get over, go into, look after, look for, look through, make of, take after
b) separable (= object can come either before or after the particle, when it is a pronoun it must come between the verb and the particle)
bring out = He brings out the best in me. / He brings the best out in me.
bring round = He brought round some friends from university for dinner. / He brought some friends from university round for dinner.
Examples include: bring out, bring round, call off, drop off, get up, give up, look up, make up, pass around, pick up, put across, put out
always separable (= object must always come between the verb and the particle)
call back = Can you call Jane back? (not Can you call back Jane?)
invite out = He invited all the stuff out to dinner. (not He invited all the stuff to dinner.)
Examples include: call back, call over, invite out, talk round, tell apart

Three-part phrasal verbs

All three part phrasal verbs are transitive. Some have two objects.
a) three part phrasal with one object – the object always follows the particles (ypnp)
Examples come down with: Alex has come down with chicken pox.
face up to: He’s going to have to face up to the fact that she’s left him.
Other examples include: come up with, face up to, get away with, get down to, get on with, get through to, go through with, line up to, look forward to, look up to, put up with, stand up for.
b) examples of three part phrasal verbs with two objects – the first object follows the verb, the second object follows the particles (ypnpnr)
bring up in: I thought I asked you not to bring that up in the conversation.
put down to: I put it all down to lack of experience.
Other examples include: play off against, put down to, put up with, put up to, take up on, talk round to
**Appendix 5  Common prepositions and their meanings**

**Prepositions of time**

- **for**
  - He stayed with us for twelve days.

- **in / during**
  - He stayed with us during the holidays.

- **from ... to / between**
  - He stayed with us from 12th May to 24th May.

**Prepositions of place**

- **on top of / on**
- **next to / by**
- **near**
- **between**
- **among**
- **opposite**

**Prepositions of movement**

- **to, towards, at**
  - The car sped towards the wall.

- **in**
  - The driver was in the car.

- **into**
  - The car crashed into the wall.

- **out of**
  - The man came out of his house.

- **out**
  - The man took out his phone.

- **over / across**
  - The man went across the road to phone the police.

- **Gemma and Fido walked along the path.**

- **The cat ran down the other side.**

- **They walked past a tree.**

- **Gemma lifted Fido from the tree.**

- **Fido chased a cat up a tree.**

- **Sam is under the desk.**
Unit 1
1 1 makes 2 watches 3 has 4 carries 5 spends
6 brushes 7 eats 8 loves
2 1's 2 goes
3 asks 4 does everyone call
5 looks 6 replies
7 don't believe 8 don't look
9 isn't 10 studies
11 serves 12 celebrate
13 Do you have 14 don't cut
15 don't need 16 slices
3 I 1 take a long holiday once a year.
2 Why are you always late?
3 It isn't always sunny here.
4 He practices the piano three times a week.
5 Do they go canoeing every weekend?
6 Robert rarely misses a day from work.
4 Students' own answers

Unit 2
1 I'm looking for 2 3's studying for
3 Isn't it going up? 4 I'm always working
2 I'm just watching 3 2's working 3 Discovers
4 It is 5's playing 6 I'm always watching
7 Never watch 8 Enjoy 9 I don't watch
3 They are currently developing
2 The postman delivers our letters
3 You always talk
4 This room is always cold
5 Why are my course fees going up
6 It's right time and the wind is blowing

Unit 3
1 1 B 2 A 3 A 4 B 5 B 6 A 7 B 8 A 9 A 10 B
2 I'm not listening 1 don't know
2 I'm not understanding 2 I don't understand
3 I'm not speaking 3 I don't speak
4 Are you meaning 4 Do you mean
5 I'm not believing 5 I don't believe
6 I'm being in England 6 I'm in England

Unit 5
1 1 B 2 B 3 A 4 A 5 A 6 B 7 A 8 A 9 B 10 A
2 I have always worked 2 Do you always work
3 I have been waiting 4 I have been thinking
5 I've been waiting 6 I've been thinking
3 I'm always at the moment 2 I'm always going
3 All week 4 Always
5 Time times a day 6 For a few years 7 Nowadays
3 I agree 2 I always change
3 I am appearing 4 I have been using
5 I'm for 6 I believe
7 I think 8 I have been
9 Since 10 I have been comparing
11 I am saying 12 I have been studying
13 I don't change 14 I evolve

Unit 6
1 I have won 2 I have made
3 I have travelled 4 I have circled
5 I did 5 I have visited
6 Has also been 6 Has visited
7 Has developed 7 Has visited
8 Has ever visited 8 Has visited
9 Has done 9 Has visited
10 Has been 10 Has visited
2 I have ever won 2 I did / follow
3 Has / visited 3 Has / visited
4 Did / develop 4 Has / visited

Unit 7
1 They have been playing in the garden.
2 She's been chopping onions.
3 What have you been doing?
4 Have you been hitting your sister?

Unit 8
1 I was climbing 2 I was happened
2 I was coming 3 I was feeling
3 I broke 4 I was wrong
4 I had visited 5 I was getting
5 I had stopped 6 I was getting
7 I had packed 8 I had been
9 I had knocked 10 I had broken
11 I had knocked 12 I had fallen
12 I had knocked 13 I had been
13 I had knocked 14 I had been

Unit 9
1 I have been working 2 I have been listening
2 I have been crying 3 I have been crying
3 I have been doing 4 I have been living
2 I have been doing 2 I have been living
3 I have been doing 3 I have been doing
Unit 10

1 1a 2a 3 b 4a 5a 6a
2 was 3 have collected 4 has been collecting 5 has built 6 created 7 started 8 didn’t have
3 had spent 2 wanted/had wanted 4 passed 5 was having 6 offered 7 had already started 8 looked 9 done 10 have never felt
11 laughed
4 yet 5 when 6 all weekend 7 already
5 1 I’ve been thinking 3 was 5 flew 7 had disappeared 9 was 11 been trying
6 1 unstressed 2 stressed 3 unstressed 4 stressed 5 stressed 6 stressed 7 stressed 8 unstressed
7 1 years → months
8 They’ve been working on a project → They’ve been doing a training course → They’ve been having a training course
9 She stood on his foot and spilled his drink → He stepped back and spilled her drink.
10 gardening → painting and decorating

Unit 11

1 1 When I got home → 2 I checked my emails before I → 3 On the way → 4 I waited until the pasta had cooked → 5 As soon as I had finished watching the news → 2 1 We checked the train times carefully before we left for the concert → 2 Before we left for the concert → 3 By the time our train arrivedODE: 2 1 We checked the train times carefully before we left for the concert → 2 By the time our train arrived at the station → 3 According to the dates we were told → 4 On the day → 5 On the day → 6 It was raining → 7 We got there → 8 We got there → 9 He left → 10 He left → 11 He left → 12 He left

Unit 12

1 1 White → When → 2 → 3 White → When → 4 → 5 White → When → 6 White → When → 7 White → When → 8 White → When → 2 1 White → 2 all possible → 3 White → 4 White → 5 anywhere/where → 6 White
3 1 When giving a presentation → 2 full of people → 3 always speak slowly and clearly → 4 When crossing the road → 5 to look both ways → 6 While waiting for the pasta → 7 to cook, you can → 8 prepare the sauce. → 4 1 He looked very uncomfortable when answering the questions from the press → 2 When answering the questions from the press → 3 He looked very uncomfortable → 4 She looked distractedly through the window → 5 at the rain while listening to my questions → 6 While listening to my questions → 7 distractedly through the window → 8 at the rain. → 6 Don’t use your mobile phone while → 7 During the car → 8 Drive → 9 Do your mobile phone.

Unit 13

1 1 Did you use to live → 2 did → 3 used to have → 4 Did you use to → 5 used to → 6 used to use → 7 used to use → 8 used to be
2 1 I used to → 2 go to belly dancing classes → 3 when → 4 started → 5 I started → 6 my first class → 7 in → 8 When → 9 was → 10 eight → 11 We used to take part in competitions → 12 We used to take part in → 13 competitions → 14 I continued dancing for almost six years → 15 When → 16 Lost interest → 17 and → 18 took up basketball → 19 instead.

Unit 14

1 1 I’m → 2 get → 3 I’m → 4 slowly → 5 getting → 6 get → 7 get → 8 I → 9 get → 10 get → 11 used → 12 get → 13 used → 14 get → 15 used → 16 get → 17 get → 18 used → 19 get → 20 used
3 1 I did/to → 2 I did/to → 3 I did/out → 4 I did/out → 5 I did/out → 6 I did/out → 7 I did/out → 8 I did/out → 9 I did/out → 10 I did/out → 11 I did/out
4 Students’ own answers
Answer key (and tapescript)

Unit 16

1. Am. 2 Is 3 Has 4 Does 5 Did 6 Had
2. met 2 did he meet
3. did he spend 4 did he tell
5. did he return 6 children has he got?
7. made 8 did he?
3. for 2 sort 3 like 4 many 5 can 6 –

Unit 17

1. Hasn’t he done a good job
2. Can’t I come with you
3. Won’t they take a break soon
4. Don’t they know how expensive this is
5. Can you tell me where Philipp is
6. Do you think Marilyn will like our idea
7. I don’t know how I made so many mistakes
8. Do you have any idea how many people are coming
2. 1 c 2 a 3 f 4 e 5 d 6 b
3. haven’t you talked to your boss
2. I take the rest
3. today’s lesson
4. how much potatoes are
5. aren’t coming
6. help me move
7. how long Gabriel has been playing
8. spell his name G-H-U-I, don’t you

Unit 18

1. haven’t we 2 weren’t you
3. wasn’t it 4 are you
5. isn’t it 6 didn’t you
7. do you 8 shouldn’t I
9. won’t you 10 shall we
11. will you
2. aren’t we 2 isn’t it
3. do they 4 doesn’t she
5. wasn’t there 6 haven’t they
7. aren’t I 8 couldn’t
9. hadn’t I 10 isn’t she
11. will you 12 mustn’t you
13. shall we 14 hasn’t it

Students’ own answers

Unit 19

1. False 2 False 3 True 4 False 5 True 6 False

Track 1.23

A: We’ve met before, haven’t we?
B: Sorry, you’ll have to remind me.
A: You were on a training course with me in Bristol, weren’t you?
B: Yes, but that was a long time ago, wasn’t it? I remember now. You aren’t Malcolm, are you?
A: That’s right. Malcolm Savage.
B: Peter Francis. Nice to meet you again. It’s funny how you meet people again at these events, isn’t it?
A: Well, it’s a small world. You worked for Hasnham Plastics then, didn’t you?
B: Yes, I still do. You don’t do any business with us, do you?
A: No, I’m afraid not. But I have a colleague here who works in your industry. In fact he’s looking for a supplier.
B: I should meet him, shouldn’t I?
A: Yes, but I can’t see him at the moment. Never mind. You’ll be here later, won’t you?
B: Actually, I have to go in a minute. A: OK. Well, let’s keep in touch about this, shall we? Here’s my card with my phone number. Don’t forget to call me, will you?
B: No, I won’t. Thanks. It was nice meeting you again.

Unit 21

1. She doesn’t like him.
2. They’re closer than ours.
3. Is there any difference between them?
4. They worked with them in Budapest.
2. 1 B / myself 2 B / yourself 3 B / yourselves 4 B / yourselves 5 A / themselves
3. ones 2 one 3 ones 4 one
4. 1 me 2 you 3 us 4 mine 5 hers 6 herself 7 yourself 8 one

Unit 22

1. I like baguettes. 2 A slice of lemon
3. A loaf of bread 4 A piece of cake
5. A pack of cards 6 A type of insect
Answer key (and transcript)

Unit 32

1 I tired 2 depressed
3 exciting 4 interesting
5 boring 6 satisfied
7 worrying 8 surprised

1 with 2 with
3 4
5 with 6
7 8

1 about → with 2 with → about
3 at → in 4 on → at
5 in → to 6 looking → look

Unit 33

1 critically 2 truly
3 horribly 4 luckily
5 beautifully 6 immediately
7 enthusiastically

2 1
2 I suddenly heard a loud noise from outside.
Suddenly, I heard a loud noise from outside.
3 3
4 I looked carefully up and down the street. I
looked up and down the street carefully.
5 Then I stepped out extremely slowly and
cautiously. Then I stepped out slowly and
cautiously.
6 The street outside was completely silent.
7 There was apparently nothing or nobody there.
Apparently, there was nothing or nobody there.
8 So I closed the door quietly and went back to the TV.
So I quietly closed the door and went back to the TV.

Unit 34

1 He lives at the end of the street.
2 The children go to school nearby. The children

go to the nearby school.
3 My car is parked over there.
4 Do you live near here?
5 Both of my parents live locally.
6 Are there any parks in the area?
7 She spent ten years working abroad.
8 I left my shoes outside the door.
9 already → there

Unit 35

1 alone → lonely
2 problem-main → main problem
3 white-and-black → black and white
4 rich → the rich
5 exciting → excited
6 saying → say
7 tomorrow-an-appointment → an appointment
tomorrow
8 now → here now

Unit 36

1 closely 2 honest 3 easy 4 definitely 5 terrible
6 angry 7 quietly 8 tired 9 anxiously
10 inevitable 11 sadly 12 slowly
Unit 39

The father looked closely at his son. Was he being honest? Or was he just giving his usual, easy answer? His son stared back at him defiantly. He knew his terrible test mark was going to get him into trouble. He knew his father was going to get really angry. But still he stared at his father. His father sighed quietly. With a stern look on his face, he took the test paper from his son’s hand. The boy waited anxiously for the inevitable explosion. Nothing came. The father looked sadly at his son, shook his head and walked slowly away.

Unit 40

He worked hard to finish the job. Is the coffee strong enough for you? Have you been on holiday lately? Would you like to eat something too? He moved so quietly that nobody heard a sound. She’s much too clever to make that mistake. He even forgot his mother’s birthday. I’ve played that game as well. My hair is such a mess today. Your work has been so useful.

Unit 41

1 better 2 worse 3 most boring 4 5 worst 6 7 more slowly 8 more importantly 9 faster

Unit 42

1 more 2 most 3 less 4 least 5 more 6 fewer 7 8 most

Unit 43

1 far more quickly 2 a lot more mistakes 3 a little more time 4 a lot less 5 easily the best 6 a lot better 7 a few more points 8 there 9 a lot more

Unit 44

1 quickly 2 fast 3 easy 4 good 5 new

Unit 45

1 one of the oldest 2 as old as 3 older than 4 the greatest number 5 More people 6 not as many 7 not as dominant 8 not as popular 9 much less 10 more
Answer key (and tapescript)

2 1 by far (farthest) 2 than I had (least)
3 about 4 the least (the least)
5 easily (least)
6 so I thought (as I thought)

3 1 like/fairly
2 a lot by far
3 hotter and hotter (even)
4 worst/nearly

4 1 as warm as
2 less money on clothes
3 nearly as happy
4 twice as big as

5 1 more
2 more
3 less
4 more slowly
5 the fastest
6 more than enough
7 felt like
8 quite many

6 1 good/gold
2 done/can
3 nearly/good
4 snow
5 hungry
6 on time
7 above

Track T.49

1 The children were as good as gold.
2 This is definitely not as easy as I thought.
3 A: I'll get it done as soon as I possibly can.
4 B: Her hair was as white as snow.
5 A: The concert wasn't nearly as good as last time.
6 B: Watch out for him! He's as cunning as a fox!
7 A: There's no hurry, take as much time as you want.
8 B: There weren't quite as many people as we'd expected.

7 Suggested answers:
1 It is the most boring job he's ever had. The hours are longer.
2 She's going faster than anyone else on the road, and she can see a police car.

Unit 48

1 1 on 2 on 3 at 4 on 5 in 6 in 7 at 8 in
2 1 on the phone 2 in the queue 3 on an island 4 in the newspaper
5 in the photograph
6 at a wedding 7 from home

3a 1 in 2 in 3 in 4 on
3b 1 in 2 in 3 in 4 in 5 in 6 at 7 at
3c 1 at 2 on 3 on 4 at

Unit 49

1 1 on 2 on top of 3 near 4 next to 5 between
6 among 7 in front of 8 opposite

2 1 on top of 2 on top of 3 near 4 next to 5 between
6 among 7 in front of 8 opposite
12 under 13 under 14 under 15 below

3 Students' own answers

Unit 46

1 1 A: on / B: in
2 A: at / B: in
3 A: on / B: at
4 A: in the night / B: at night
5 A: in / B: on the end
6 A: in / B: at the end

2 A: on
B: at

3 A: for the job in time
B: not every Monday
C: in the end
D: within 5 minutes
E: at night
F: on Friday

Unit 47

1 1 A 2 B 3 B 4 A 5 B 6 A 7 B 8 A
2 1 since 2 for 3 During 4 after 5 From 6 between
3 1 A 2 C 3 B 4 B 5 C 6 A 7 C

Unit 50

1 1 In 2 on 3 at 4 on 5 in 6 at 7 in 8 on
9 in 10 at 11 on
2 1 in 2 in 3 on 4 at 5 in 6 in 7 on 8 in
9 in 10 on 11 on 12 on 13 on 14 in 15 on 16 in 17 on
18 in 19 on
3 1 for 2 before 3 by 4 above 5 between 6 and 7 below 8 under 9 on
4 1 from 2 to 3 in 4 on 5 in 6 on 7 on 8 on 9 on
10 on 11 on 12 on
5 1 on 2 on 3 in 4 within 5 at 6 by 7 in 8 in
9 in 10 on 11 above 12 among 13 on 14 in 15 until 16 in 17 in 18 by 19 on
6 1 it's in / 2 lives on
7 Paul in 8 in
8 working
9 on
10 of

Unit 51

1 1 to 2 towards 3 to 4 at 5 into 6 in 7 out
8 out of 9 across 10 over

2 1 through 2 out of 3 across 4 past 5 behind
6 out 7 around 8 towards

3 1 out of 2 walked to
3 past the shop 4 at the newsagent's
5 on one of the seats
6 came up the hill
7 driving along the road
8 to
6 drove away from him
7 rose up slowly from his seat / walked back down
8 the road to his house.
8 got to his house / walked in

Unit 52
1 1 b 2 f 3 d 4 a 5 g 6 c 7 e 8 h
2 1 listening to
2 looking at
3 telling you about
4 think of
5 wait for
6 worries about work too much
7 you asked for
8 live with

3 studying for
4 laughing at
5 argue with
6 applied for

4 They blamed me for their mistake
5 I've made a cake for you
6 Have you invited Beth to the party?
8 They congratulated me on my hard work.
9 I'll never be able to forgive him for that.
6 She helped me with my homework.
7 Where did she steal the money from?
8 What was he arrested for?

Unit 53
1 1 through this report yet
2 2 it off
3 it up
4 of it
5 out
6 her back
7 for massive cuts
8 on everyone's support
9 down to
10 the boss over
1 1 They're bringing out a new album. / They're bringing a new album out.
2 They've called the wedding off / called off the wedding.
3 He knew the police would come after him.
4 She finally managed to get away.

5 She gave up her job to travel around the world.
6 Amy has decided to go into acting.
7 Keep to the road or you'll get lost.
8 He put his message across very clearly.

3 1 He made it up and everyone believed him.
2 passed them around
3 looked after them
4 quickly put it out
5 ran after her
6 always sided with him

Unit 54
1 1, 3, 6, 4, 2, 5, 7
2 1 up with a brilliant idea
2 you up on
3 up on some work
4 him up to
5 down with the flu
6 up with the maths teacher
7 on with Fiona
8 up his name in

3 1 through with this
2 face up to
3 their success down to
4 dropped out of
5 you went out with
6 to live up to
7 to put with
8 played them off against each other

4 Students' own answers

Unit 55
1 1 out 2 to 3 towards 4 about 5 me up
6 after them 7 in 8 about 9 about 10 over
2 1 of 2 with 3 of 4 on 5 at 6 to 7 with 8 at
3 1 from 2 about 3 with 4 after 5 to 6 up
7 of 8 on
4 Group 1. through Group 2. over Group 3. to Group 4. out
5 1 through 2 down 3 across 4 off 5 blew 6 out
7 through 8 get 9 cleaning 10 to

Unit 56
1 1 H 2 S 3 D 4 E 5 G 6 A 7 F 8 C
2 1 We're going
2 are you going to
3 We're going to

4 There'll be
5 It'll be
6 I'm going to buy
7 in staying
8 I'll do
9 I'll pay

3 1 What are you doing tomorrow?
2 Who do you think is going to win the competition?
3 If it will not rain tomorrow.
4 I'm taking the day off.
5 The flight leaves …
6 Are you going to sell …
7 It will be really difficult …
8 The exam starts …

Unit 57
1a 1 will be taking off
2 will be flying
3 will be landing
4 will be serving
5 will be starting
6 will be selling

1b 1 will have crossed
2 will have driven
3 will have slept
4 will have been
5 will have visited
6 will have arrived

1c 1 will have been working
2 won't have been getting
3 won't have been eating

2 1 It'll be travelling
2 A: have finished / B: have been working
3 B: have been living
4 A: be seeing / B: be going

3 Students' own answers

Unit 58
1 1 I'll call you when I get home.
2 I won't come out until I've finished my work.
3 I'll speak to Sue next time I see her.
4 I'll have cooked the dinner by the time you get home. / I'll have the dinner cooked …
5 They'll text us before they get to the station.
6 I'll speak to the boss as soon as I get a chance.
7 I'll do the dishes after the football has finished. 8 Once the exams finish I won't be so busy.
2 1'll call 2've finished 3'll see 4 comes 5'll be 6 get 7 don't 8'll be 9'll get 10 arrive 11'll have had 12 leave
3 if 2 when/if 3 if 4 if 5 when 6 if 7 when/if 8 when
4 Students' own answers

Unit 59
1 bound 2 unlikely 3 about 4 unlikely 5 bound
2 1's likely to rain 2 was bound to 3 was about to 4 was unlikely to 5's about to 6's unlikely to
3 C E 2 D 4 A 5 B 6 F
4 Students' own answers

Unit 60
1 B 2 A 3 C 4 E 5 F 6 D
2 1 answering → going to snow 2 will you go → are you going 3 have been finishing → have finished 4 I'll get → I get 5 if → when 6 bound to → about to 7 is → was
3 B 2 B 3 B 4 A 5 A 6 B
4 1 are you going 2 won't be 3 be going 4 going to 5'll do 6 have gone 7 want 8'll get 9 I'm
5 1 about 2 'll text
3 we get 4 have got 5 have been working 6 bound 7 to stay 8've having 9 if 10 have had 11'll see 12 when

Track 2.10
A: I'll be ready at four. B: He'll have arrived by then.
2 A: They'll arrive at nine. B: They arrive at nine.
3 A: I have finished all my work. B: I'll have finished all my work.
4 A: I'll leave the key under the mat. B: I leave the key under the mat.
5 A: I'll have loved every minute of my holiday. B: I have loved every minute of my holiday.
6 A: We call you on your mobile. B: We'll call you on your mobile.

Recording 1
1 They're going to New York. 2 They'll be landing in about ten hours.

Track 2.15
1 FA: Good morning Ladies and Gentlemen. This is flight LH1344 from Berlin to New York's John F Kennedy airport. We'll be taking off shortly, so please fasten your seatbelts...
2 FA: We'll be flying at a speed of 885 kilometres per hour and at a height of over ten thousand metres. We'll be landing in New York in about ten hours so sit back and enjoy the flight.
3 FA: In a few minutes our staff will be serving a hot lunch. After lunch we'll be starting our duty free service when we'll be selling perfumes and other gift items.

Recording 2
1 They'll be in Darwin. 2 They'll have travelled more than 2,000 miles.

Track 2.17
A: When we've finished our exams, we'll be exhausted. We'll have been working really hard for weeks. We won't have been getting enough sleep, we won't have been eating properly...
B: Yes, but just think how you'll be feeling afterwards. You'll be a new person.

Unit 61
1 1 can't afford to go out 2 expect to see you soon 3 appear to be chasing someone 4 seem to be falling in love 5 aim to be finished by Tuesday 6 have we have agreed by morning 7 decided not to come 8 expected not to pass the exam 9 Malcolm to sing at your party 10 'd like everyone to help us
2 1 to meet 2 to risk 3 not to win 4 to go up 5 to be working 6 to become 7 not to understand 8 to fish
3 1 to watch 2 to be breaking 3 to have lost 4 to give 5 chose not to come 6 to pay

Unit 62
1 1 enjoys playing 2 start working 3 apologize for being 4 worry about cooking 5 prevent burglars breaking 6 mind you staying 7 can't help thinking
2 1 taking 2 doing 3 to be 4 studying 5 to answer 6 making 7 to try 8 asking 9 to show
3 1 reading / to read 2 taking 3 to like 4 collecting / to collect 5 asking / to ask 6 to see 7 to tidy 8 breaking / to break 9 waiting 10 studying / to study
4 Students' own answers

Unit 63
1 A: leaving / B: to do 2 A: to take / B: falling
3 A: to win / B: to tell
4 A: giving up / B: to be
5 A: hitting / B: to inform
6 A: to think / B: bothering
7 A: pressing / B: to learn
Unit 64

1. Don't give them sweets
2. Lend me some money, please. / Please lend me some money.
3. Can you reserve me a seat?
4. Michael can send the email to you.
5. The waiter served us soup.
6. They're playing this song for you.
7. Describe their house to me.
8. Can you suggest something nice to eat?

2. Leave the dogs some water.
2. I'll give you this.
3. You owe your brother £1,000.
4. Order me a drink, please.
5. Please tell us the truth.
6. Every year he buys his wife a present.

3. 1 use 2 the menu 3 me 4 the bill 5 a tip 6 him

Unit 65

1. 1 C 2 A 3 D 4 G 5 B 6 F 7 E
2. 1 to lose 2 V 3 not to be 4 to cook 5 V 6 to switch 7 W to inform 8 to become 9 to her 10 V
3. 1 to talk / talking 2 to talk 3 to me 4 doesn't appear / appears not 5liking 6 saying 7 waiting 8 to study / studying 9 losing 10 to watch / watching

4. 1 I hate watching
2 I meant to learn French
3 never forget meeting him
4 appears not to know / does not appear to know
5 stopped to talk
6 Describe your journey to us.

5. 1 I don't mind living
2 owe him a lot
3 want to be
4 learnt to walk
5 dream of becoming
6 want to grow
7 pay you a thousand dollars
8 trying to find

Unit 66

1. 1 I could
2. be able to
3. is able to
4. hasn't been able to
5. can't
6. able to
7. could
8. able to

2. 1 weren't able to come
2 managed to find
3 will be able to buy
4 didn't succeed in visiting
5 wasn't able to finish
6 managed to catch
3. 1 Can 2 could 3 couldn't 4 was able to 5 couldn't 6 can't

4. Students' own answers

Unit 67

1. 1 I can't 2 mustn't 3 must 4 have to 5 are
6 don't have to
2. 1 had to 2 had to 3 weren't allowed 4 were allowed 5 couldn't 6 weren't allowed
3. 1 need 2 needn't 3 needn't 4 didn't need
4. 1 allow 2 make 3 let 4 lets 5 made

Unit 68

1. 1 have forgotten
2. be
3. have slept
4. have got distracted
5. be doing
6. be looking

2. 1 mustn't can't
2 can't
3 may can't
4 might
5 must
6 may

3. 1 don't / doesn't
don't
don't

can't

Unit 69

1. 1 May I ask you a personal question, please?
2. Do you think you could possibly lend me some money?
3. Would you mind holding the door open for me?
4. Do you mind if I smoke?
5. Could you help me with my homework, please?
6. Would you mind if I left the room for a short while?

3. 1 Let's 2 Shall 3 better 4 ought 5 Could 6 better 7 Shall 8 should 9 ought 10 Would 11 Let's

Unit 70

1. 1 e 2 g 3 d 4 h 5 b 6 a 7 f 8 c
2. 1 were finally able to 2 manage 3 mustn't 4 needn't have 5 didn't need to pay 6 makes us 7 might 8 must 9 'd better not

3. 1 succeeded in finding a cheaper flight 2 wasn't able to find her keys 3 must wear a helmet
Answer key (and tape script)

4 let us stay up late
5 didn’t need to bring food with us
6 can’t bring our mobile phones
7 might be late
8 can’t have written this letter
9 might be waiting for us
10 you think you could

4 I been able 2 managed to 3 might be
4 let me 5 can’t 6 should 7 ought to
8 must have 9 have to 10 better not
11 should 12 letting you

5

Track 2.22
1 A: He can’t have meant what he said, surely?
2 B: They must have gone out somewhere.
3 A: You needn’t have bought her a present.
4 B: We might have left it at home.
5 A: She may have left on an earlier train.

6 1 2 3 32 42 5

Track 2.23
1 A: I’m getting tired. Let’s take a break. We could go out for lunch.
B: OK. Shall we try that new sandwich bar?
A: Yes, fine. We’d better be quick, though. We really ought to try and finish this work today.
2 A: Could you tell me the best way to get to the station?
B: Well, you could get a number 27 bus. It leaves from the stop on the corner. When does your train leave?
A: At 16.30. That’s in 20 minutes.
B: Hadn’t you better get a taxi then? You don’t want to miss it. Shall I call one for you?
3 A: What do you think I should do?
B: I really don’t know. It’s a difficult situation. I think you really ought to talk to your boss about it. I mean she needs to know if someone’s stealing from the company doesn’t she?
A: Would you mind coming with me? It’d make things easier.
B: OK. Let’s do it now then. No time like the present!

Unit 71
1 I said 2 told 3 said 4 said 5 said 6 told
2 1 they 2 her 3 there
4 his 5 night before
6 she 7 next day
3 1 she was hungry
2 were riding their bikes to work that day
3 I’m leaving my job
4 are going to be famous
5 he didn’t live there any more
6 started my new job today

4 Students’ own answers

Unit 72
1 I were going
2 he wasn’t coming
3 worked
4 could help
5 wanted
6 had to drive
2 1 couldn’t
2 hadn’t always lived
3 disagreed
4 ’d eat or go
5 was
6 hadn’t seen
7 ’d seen / would
8 couldn’t

3 1 was → is
2 1
3 have → has to
4 he’d → he’d
5 1
6 1
7 crashes → crashed

Unit 73
1 She asked me what my job was.
2 A man in the street asked people to give him some change.

3 The customs officer asked me what I was carrying in my bag.
4 My parents wanted to know where I had gone after school.
5 The neighbours asked us to turn our music down.
6 I asked if they’d like to come over to my house.
7 Jack asked me why he had to study maths.
8 The parking attendant told him to move his car.

Unit 74
1 1 suggested
2 warned
3 apologized
4 admitted
5 refused
6 recommended
7 accused
8 encouraged

2 1 B 2 D 3 E 4 C 5 A

Unit 75
1 I told 2 He asked me for my number.
3 give → gave
4 said → asked/told
5 plans → planned
6 She told me
7 me to come
8 costs → cost
9 convinced me
10 make → making

2 1 offered / lend
2 told / lock
3 asked / had seen
4 advises / run
5 suggested / look
6 know / built
7 promised / be

3 1 I’ll lend
2 lock the door / you leave
3 Have you seen
4 You / run three kilometers
5 you look it up
6 did they build
7 be home

4 1 said that
2 tell me that
3 – 4 –
5 Sarah that
6 drivers that
7 – 8 bank that
9 –

5 1 had been discussing
2 had not come
3 must expect
4 would happen
5 was going to happen
6 it would
7 their
8 had
Answer key (and tapescript)

Track 2.20
1 A: Bye, I'm going.
B: Why? You said you were staying.
2 A: I'm working in a factory.
B: Really? I thought you were working in a shop.
3 A: Let's look at the answers tomorrow.
B: But you said we'd look at them today.
4 A: They're driving over now.
B: Driving? I thought they were walking.

Track 2.23
Mr Baldes proposed introducing regular English lessons for everyone in the office.
Ms Song agreed that English lessons would be very useful for all the telephone calls from abroad.
However, Mr Webb disagreed that staff needed help with English because most of their clients are Spanish speakers.
Ms Song admitted that she was probably right. She suggested offering lessons in both languages.
Mr Webb offered to find out which language people thought they needed most.
He explained that they would choose between English or Spanish lessons.

Unit 76
1 1 is currently being run
2 was completed
3 wasn't reached
4 was announced
5 was built
6 are still being added

Unit 77
1 a man, 2 a singer, 3 an artist, 4 a playwright
5 a clothes manufacturer, 6 a pilot
2 a woman, 3 a president, 4 a policewoman
5 a musician, 6 a manager
3 by 2, 4 by 3, 5 by 1, 6 by 4
4 left, 5 spent, 6 been
3 have, 4 been told, 5 by 1, 6 by 4

Unit 78
1 to be put
2 to be proved/being proved
3 to be asked
4 to be shot
5 to be科教
6 winning
7 not being chosen
8 to be delayed/being delayed
9 to be cheered
1 C, 2 B, 3 E, 4 D, 5 F, 6 A
3 the robbery happened at three in the morning
2 thought that the robbers dug a tunnel underneath the road

Unit 79
1 to choose, 2 fetch, 3 done, 4 to come
5 walked, 6 brought, 7 to fly, 8 remove
1 was got, 2 was given got
3 was got, 4
5 were got, 6
3 the boy's hair needs cutting.
4 the bike needs mending.
5 the chair needs fixing.
6 the bills need paying.
1 needs fixing
2 had it looked at
3 got dropped
4 needs replacing
5 have the whole thing sent

Unit 80
1 complete + completed
2 been + being
3 being + be
4 be
5 to + with
6 with + by
8 searching + to be searched
1 was sung to me by my mother
2 is being delivered before noon
3 was occupied by Charles Dickens, the famous writer,
4 my book was fixed by the engineer
5 was taught to me by a real magician
6 can be attacked by sharks
7 have fallen last night
3 got, 2 had, 3 to, 4 by, 5 by, 6 to, 7 for
8 had, 9 with, 10 to, 11 for, 12 by, 13 by

Unit 81
1 My neighbour is the person who called the police.
2 These are the books which are for my course.
3 This is the car which is for sale.
4 Those are the same boys who touched our window.
5 That's the actor who I saw in a film last week.
Answer key (and tapescript)

2a 1 S 2 S 3 S 4 S 5 O
2b 1 X 2 X 3 X 4 X 5 X
3 1 's wearing a red and white jumper
 2 who's got long, dark hair
 3 which has a rip
 4 that's got a collar
4 Students' own answers

Unit 82
1 1 who broke into an office block D
 2 who had taken two laptop computers N-D
 3 which was only five minutes from the office block N-D
 4 that came from the inside of the fridge D
 5 which was only a meter high N-D
 6 who had been in the fridge for over two hours N-D
 7 which had been stolen D
2 1 Burj Khalifa, which was completed in 2010, is the tallest building in the world.
 2 Coca Cola, which is also called Coke, is sold in over 200 countries.
 3 Barack Obama, who was born in Hawaii, is the 44th President of the USA.
 4 The moon, which has water under its surface, might be a future home for humans.
3a 1 who 2 that
 3 which 4 who
4 who 4 that
3b 1 which 2 X 3 X 4 who 5 X 6 that

Unit 83
1 1 D 2 B 3 E 4 C 5 A
2 1 which 2 whose 3 who 4 who 5 why 6 when 7 where
3a 1 of whom you've probably heard
 2 at which water starts to freeze
 3 about whom magazine articles are still published
 4 on which many famous people have performed
 5 in whom I had absolute trust
3b 1 for which Stonehenge is well known
 2 in which many Kings and Queens were imprisoned
 3 on which Arthur built his castle

Unit 84
1 1 driving 2 working 3 waiting 4 sent 5 left
 6 put 7 living 8 bought 9 returned 10 providing
2 1 stolen had 2 demanding 3 needing
 4 delivered 5 specialising 6 born
3 1 who are travelling 2 travelling
 3 which departs from 4 departing from
 5 who is 6 waiting
 7 shot, enters 8 entering
 9 which is carried 10 carried
4 who 4 caught
5 which 4 switched on

Unit 85
1 1 her
 2 sell 3 sells
 4 [remove comma]
 5 ... singer from Wales who has a ...
 6 that is
 7 has been 8 who has been
 7 ... Britain, which ...
 8 sending 9 sent
 10 at which
2 1 who
 2 that
 3 which
 4 who is
 5 which is
3 1 that 2 whom 3 why 4 in which 5 when
4 1 whom we were informed
 2 who the King
 3 is dealing with your complaint
 4 is answered
5 1 which is valued 2 valued
 3 where it was appearing
 4 who are involved
 5 which

Unit 86
1 1 E 2 A 3 G 4 F 5 B 6 D 7 C
2 1 're going can
 2 don't won't
 3 try seeing can
 4 you want
 5 won't don't
 6 you need
3 1 when 2 - 3 - 4 when 5 when 6 -

Unit 87
1 1 might 2 wouldn't 3 could 4 couldn't
 5 wouldn't 6 would 7 were 8 gave
2 1 gave 2 I'd give
 2 I'd be 3 were
 3 have I would leave
 4 would give 5 gave
 5 didn't would
 6 I tried 7 I'd try
3 1 I'd had it 2'd bring 3 you 4 do 5 were
 6 offered 7 I knew 8 was 9'd be
4 Students' own answers
Unit 88
1
1 arrived / have
2 hadn’t / have called
3 wouldn’t have / hadn’t
4 have found out / hadn’t
5 could have / tried
6 wanted / have found
2
1 wouldn’t have been / if he had done his homework
2 hadn’t gone to bed / wouldn’t be
3 had told me it was / would have brought
4 wouldn’t have passed / you hadn’t helped
5 would have said / I had seen
6 had been / would have missed
3
1 should have
2 would have
3 might have
4 wouldn’t have
5 shouldn’t have
6 could have
4
1 were
2 didn’t I see you
3 had looked
4 would have seen
5 didn’t wave
6 was
7 had sent
8 could have gone
Unit 89
1
1 D 2 C 3 B 4 A
2
1 would 2 might 3 could have done 4 could 5 might 6 might
3
1 wasn’t/ weren’t / would have got
2 would have applied / could speak
3 had / would have given
4 hadn’t passed / would still be using
5 had gone / wouldn’t be feeling
6 had listened / wouldn’t be
4
Students’ own answers
Unit 90
1a
1 if I were you.
2 If I get home early enough.
3 If I’d had
4 If you were too sure about the answer.
5 If you want to bring a pet with you.
6 If you’re going
1b
1
2 1 E/H 2 A/D 3 B/G 4 C/F
3
1 a: needed
2 needed
3 had been
4 won
5 a: was
6 had
7 been
8 have
9 would
10 have

Unit 91
1
1 knew
2 could
3 were coming
4’d stayed
5 could have
6 wouldn’t say
2
1 could read
2 had brought
3 wasn’t
4 wouldn’t bite
5 wasn’t going
6 had
3
Students’ own answers

Unit 92
1
1 Unless
2 as long as
3 as long as
4 unless
5 unless
6 as long as
2
1 I’ll get the bus unless Glen can take me in the car.
2 Provided you give me £5.00 I’ll clean your car for you.
3 We could go out to eat unless you prefer to stay at home and order a takeaway.
4 You can come in as long as you leave before my parents get back.
5 I really didn’t want to do it unless Simon helped me.
3
1 Had I known...
2 Were he to...
3 Were I to lose...
4 Had we got here...
5 Had I never met...
6 Were we to start...

Unit 93
1
1 Although he fell once or twice before reaching the finishing line, he still completed the course.
2 We really enjoyed our holidays despite the awful weather.
3 I felt really tired the next morning even though I’d had a good night’s sleep.
4 In spite of the fact that more than half the runners didn’t actually complete the race, it was still a huge success.
5 Although the job is well paid, it’s not particularly challenging.
6 Despite all the talk of reform and modernisation, nothing has really changed.
2
despite
despite
despite
3
1 Despite having worked together for more than five years, I don’t really know him that well.
2 Although we live near the coast, we hardly ever go to the beach.
3 He still loves her in spite of the fact that they have a lot of problems.
4 We had a great time last night even though the concert was cancelled. (Even though the concert was cancelled, we had a great time last night.)
5 Despite having worked really hard, he failed all his exams.

Unit 94
1
1 a 2 a 3 b 4 b 5 b 6 b 7 b 8 b
2
1 in order to
2 so that
3 because
4 because of
5 sickness among the staff
3
1 In order to learn to speak Chinese, I signed up for an intensive course.
2 I didn’t go out last night as I was feeling really tired.
3 Due to heavy rain last night, some roads are closed to traffic. Some roads are closed to traffic due to heavy rain last night.
4 He bought her some flowers so as to show her how much he loved her.
5 I didn't buy you a ticket for the match since you don't really like football. Since you don't really like football, I didn't buy you a ticket for the match.
6 Many small businesses will close because of a new law that has been passed. Because of a new law that has been passed, many new businesses will close.
7 In order that more children have access to education, one hundred new schools have been built.
8 My brother has offered to babysit so we can go out tonight.

Unit 95
1 A 2 G 3 F 4 D 5 B 6 H 7 C 8 E
2 have → had
2 weren't going → hadn't gone
3 win → to win
4 don't come → come
5 you'll → you
6 despite of → despite
7 so as → so
8 there’s
3 In order to
2 if only
3 unless
4 as long as
5 despite
6 wish
4 I could go
2 only I hadn’t forgotten
3 the lovely weather / having lovely weather
4 you book
5 the wind was
5 Although 2 despite 3 were you 4'd studied 5 I'd 6 Even though 7 in order not to 8 so that
6

Unit 96
1 I does look / you did make
2 do seem / do hope
2 I Do tidy up your bedroom
2 Do look where you’re going
3 Do slow down
4 Do turn the TV down
3 I did say something
2 I do love
3 He does eat
4 she did try
5 does work
6 did remind you
3

Unit 97
1 A B 2 E 3 A 4 D 5 C
2 I is the French fries
2 do is sign your name here and here
3 to do is to wear a uniform
4 was that there was a sudden crash
5’s their teacher they need to tell
6’s the facts I want to hear,
7 in this movie is
8 is the manager
9 is because I’d like to get

Track 2.28
A: Surprise victory for City
Fans were celebrating last night after City beat United 4-0 despite missing some of their key players.
B: Family caught in summer storm
A family of five were rescued by coastguards yesterday off the coast of Pembroke. The Davis family had insisted on taking their boat out, even though they had been given repeated warnings about the possibility of a summer storm.
C: Election results questioned amid fears of corruption
Despite the fact that the election met all legal and democratic requirements, the main opposition party has called for an international enquiry.
D: Referendum ruled out
The government has confirmed that it will not hold a referendum despite strong popular support.

Unit 98
1 I when
2 Rarely
3 Not
4 No
5 Only
6 Never
7 No
8 Not
2 I way was I going to
2 had they seen anything
3 sooner had they split up than
4 had we set off
5 only did she win
6 after years of hard work did Rachel qualify
3 I have I tasted anything so disgusting
2 had we started class when the fire alarm rang
3 does it rain at this time of year
4 do my parents want to go on a cruise again
5 often do you see Michaels work that hard
6 are we working for less money
7 has there been an Olympic gold medalist from our country
4 Students’ own answers

Unit 99
1 I such
2 nor
3 So
2 I C 2 A 3 E 4 B 5 D
3 I So enjoyable was the roller coaster that they went on it again.
2 is his generosity that he gives to many charities
3 beat him at chess and neither could you beat him at backgammon
4 pay to get in and nor did she

Unit 100
1 I did
2 does
3 What
4 The thing / What
5 No sooner
6 have I
7 neither / nor
8 Such
2 I looks → look
2 said → say
3 you were → were you
4 not → no
5 took → so
6 mine → will mine
3 I does know
2 kindness
3 tasty
4 did she enjoy
5 has Sandra smiled
6 to learn
7 am I going to
4 I The boy did try harder at school.
2 It’s the excitement of sport that I enjoy.
3 The thing to do is to log in using your user name and password.
4 The reason they go hang gliding is for the thrill.
5 I didn’t do the job and neither did he.
6 What really annoys me is when people don’t tell the truth.
7 No way are they going to pay £100 for a ticket.
8 Antonia does work hard when she puts her mind to it.
5 I B 2 A 3 B 4 C 5 B 6 A 7 A 8 C
6 I do
2 did
3 not
4 Such
5 not
6 Never

Track 2.28
A: You do look ill.
B: The whole story did happen.
3 I a did not take your pen.
4 B: Such was the noise that we called the police.
5 A: We are not late.
6 B: Never have I been so scared.
can't

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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.

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  See page 12

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  See page 71

- **Tips**: highlight common errors and characteristics of English Grammar  
  See page 122

- **Regular review and progress tests**: give students the opportunity to check their learning  
  See page 170 for a review  
  See page 212 for a progress test

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