Oxford Practice Grammar with answers

Basic

Norman Coe
Mark Harrison
Ken Paterson
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Oxford
Practice
Grammar
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with answers

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Mark Harrison
Ken Paterson
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Introduction

Oxford Practice Grammar is a series of three books, each written at the right level for you at each stage in your study of English. The series is intended for your use either in a classroom or when working independently in your own time.

The books are divided into units, each of which covers an important grammar topic. Each unit starts with an explanation of the grammar and this is followed by a set of practice exercises. Answers to the exercises are given at the back of the book.

You may want to choose the order in which you study the grammar topics, perhaps going first to those giving you problems. (Topics are listed in the Contents page at the front of each book and in the Index at the back.) Alternatively, you may choose to start at the beginning of each book and work through to the end.

Exam practice

The first level in the series is Oxford Practice Grammar – Basic. This is suitable for elementary to pre-intermediate learners, and those working for the Oxford Test of English and Cambridge A2 Key and B1 Preliminary exams. The second is Oxford Practice Grammar – Intermediate for students who are no longer beginners but are not yet advanced in their use of English. It is suitable for those studying for the Oxford Test of English and Cambridge B2 First exam. Oxford Practice Grammar – Advanced is for those who have progressed beyond the intermediate level and who wish to increase their knowledge of English grammar and become more confident when using it. It helps students prepare for the C1 Advanced, C2 Proficiency, TOEFL, IELTS, and other advanced-level exams.

Oxford Practice Grammar – Basic is written for elementary to pre-intermediate students of English.

Grammar topics are explained simply and clearly and you are given lots of opportunity to practise.

Each new topic is presented on a left-hand page and the practice section follows on the same page or the facing page. You can therefore look across to the explanation while you are working through the exercises.

Appendices at the back of the book summarize how to form plurals of nouns, verb endings, comparative forms of adjectives, and adverbs. They also include a table of irregular verbs.

An exit test provides an opportunity for more practice, and prepares you for Oxford Practice Grammar – Intermediate.
There is an interactive *Oxford Practice Grammar* website at www.oup.com/elt/practicegrammar.

**Key to symbols**

The symbol / (oblique stroke) between two words means that either word is possible. *We put does before he/she/it* means that *We put does before he, We put does before she and We put does before it* are all possible. In exercise questions this symbol is also used to separate words or phrases which are possible answers.

Brackets () around a word or phrase in the middle of a sentence mean that it can be left out. *She said (that) she lived in a small flat* means that there are two possible sentences: *She said that she lived in a small flat* and *She said she lived in a small flat.*

The symbol ~ means that there is a change of speaker. In the example *When did jasmine go to India? ~ In June,* the question and answer are spoken by different people.

The symbol ♦ in an exercise indicates that a sample answer is given.
Be: Present Simple (1)

1 Here are some examples of be in the Present Simple:
   This is my brother. He's ten years old.
   I'm a student. These are my books.
   They aren't at home. They're at the theatre.

2 We form the Present Simple of be like this:

<table>
<thead>
<tr>
<th></th>
<th>FULL FORM</th>
<th>SHORT FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
<td>you are</td>
<td>I'm</td>
</tr>
<tr>
<td></td>
<td>he/she/it is</td>
<td>you're he/she/it's</td>
</tr>
<tr>
<td>Plural</td>
<td>you are</td>
<td>we're</td>
</tr>
<tr>
<td></td>
<td>they are</td>
<td>you're they're</td>
</tr>
</tbody>
</table>

3 In speech, we usually use the short forms:
   She's my sister. He's my brother.
   I'm from Italy. They're German.

4 We use be:
   ▶ to say who we are:
     I'm Steve and this is my friend William.
     We're from Scotland.
     I'm Jessica and these are my sisters. This is Amber and this is Penelope. Amber and Penelope are doctors.
   ▶ to talk about the weather:
     It's cold today.
     It's a beautiful day.
     It's usually hot here.
     It isn't very warm today.
   ▶ to talk about the time:
     It's ten o'clock.
     It's half past four.
     You're late!
   ▶ to talk about places:
     Milan is in the north of Italy.
     John and Mary are in Yorkshire.
   ▶ to talk about people's ages:
     My sister is six years old.

A Maria is from Brazil. She is writing about herself and her family. Put full forms of be in the gaps.

1 I am ... a student from Brazil.
2 My parents are not ... rich.
3 My father ... a teacher.
4 My mother ... (not) Brazilian.
5 She ... from America.
6 I ... 20 years old.
7 My little brother ... two.
8 My older brothers ... (not) students.
9 They ... in the army.
10 They ... often very hot in Brazil.

B Now fill these gaps. This time, use short forms of be.

1 I'm ... a doctor.
2 I'm not ... (not) a bank manager.
3 She ... (not) a teacher.
4 He ... a student.
5 They ... at home.
6 They ... in the park.
7 It ... (not) cold today.
8 It ... eight o'clock.
9 We ... from Paris.
10 We ... (not) from Bordeaux.
11 You ... (not) 21 years old.
12 We ... 24 years old.
C Choose words from the box to put in the gaps.

<table>
<thead>
<tr>
<th>He's</th>
<th>She's</th>
<th>They're</th>
<th>It's (x2)</th>
<th>are</th>
<th>is</th>
<th>We</th>
<th>isn't</th>
</tr>
</thead>
</table>

1. My parents live in Scotland. **They're** teachers.
2. New York **are** in England. **is** in America.
3. Paul **are** from Germany. **is** German.
4. My sister is a doctor. **are** 30 years old.
5. Look at the time! Chris and Mary **are** late.

D Look at these pictures. These people are saying who they are. Write sentences using the jobs from the box.

<table>
<thead>
<tr>
<th>a pop star</th>
<th>a farmer</th>
<th>a bank manager</th>
<th>a footballer</th>
<th>a dentist</th>
<th>a doctor</th>
</tr>
</thead>
<tbody>
<tr>
<td>a police officer</td>
<td>an artist</td>
<td>a teacher</td>
<td>a film star</td>
<td>a scientist</td>
<td>a photographer</td>
</tr>
</tbody>
</table>

1. **Italy**

   - **names:** Paolo and Federico.
   - **nationality:** We're from Italy.
   - **jobs:** I'm a police officer and Federico is a footballer.

2. **Sweden**

   - **names:** Bjorn and Liv.
   - **nationality:**
   - **jobs:**

3. **Mexico**

   - **names:** Maria and Pedro.
   - **nationality:**
   - **jobs:**

4. **Australia**

   - **names:** Jim and Mary.
   - **nationality:**
   - **jobs:**

5. **Japan**

   - **names:** Tomoko and Akira.
   - **nationality:**
   - **jobs:**

6. **India**

   - **names:** Rajiv and Ikram.
   - **nationality:**
   - **jobs:**

---

Tenses: present
1. We use be:
   - to talk about how we feel:
     - I'm happy. They're sad.
     - They're bored. She's tired.
     - We're hungry. I'm thirsty.
     - He isn't afraid. They're cold.
   - to greet people:
     - William: Hello. How are you?
     - Jasmine: I'm fine thanks. How are you?
   - to apologize:
     - I'm sorry I'm late.
   - to describe things:
     - It isn't expensive. It's cheap.
     - It's an old film. It isn't very good.
     - These photos are bad!

For other uses of be, see Unit 1.

2. We use there + be to talk about the existence of something. There + be can be used to talk about where things are:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>There's a supermarket in this street.</td>
<td>There are some good cafes in the centre of the town.</td>
</tr>
</tbody>
</table>

We also use there + be to talk about when things happen:

- There is a bus to London at six o'clock.
- There are taxis, but there aren't any buses on Sunday.
- There isn't another train to Manchester today.

3. We form questions with be in the Present Simple like this:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am I...</td>
<td>Am I...</td>
</tr>
<tr>
<td>Are you...</td>
<td>Are you...</td>
</tr>
<tr>
<td>Is he/she/it...</td>
<td>Is he/she/it...</td>
</tr>
<tr>
<td>Are we...</td>
<td>Are we...</td>
</tr>
<tr>
<td>Are you...</td>
<td>Are you...</td>
</tr>
<tr>
<td>Are they...</td>
<td>Are they...</td>
</tr>
</tbody>
</table>

   Examples of questions using all the forms of be:

   - Am I late for the film?
   - Are you 20 years old?
   - Is he at home now?
   - Is she French or Italian?
   - Is it time to go home?
   - Are we ready to leave?
   - Are you both at university?
   - Are they in London today?

A. Make sentences about the pictures using the words from the box. Use He/She/They and the Present Simple of be.

- She's thirsty
- He
- They
- 1
- 2
- 3
- 4
- 5
- 6
- 7
B Use there + the correct form of be to say what we can and cannot find in the town of Smallwood.

- (a cinema: ✓) There's a cinema.
- (a river: x) There isn't a river.
- (restaurants: 10) There are ten restaurants.
- (a castle: ✓) There's a castle.
- (baker's shops: 2) There are two baker's shops.
- (a zoo: ✓) There's a zoo.
- (banks: 6) There are six banks.
- (a luxury hotel: ✓) There's a luxury hotel.
- (a theatre: x) There isn't a theatre.
- (newsagents: 6) There are six newsagents.
- (many tourists: x) There aren't many tourists.

C Write questions by putting the words in brackets ( ) in the correct order.

- (thirsty – you – are) Are you thirsty?
- (a teacher – you – are) Are you a teacher?
- (they – bored – are) Are they bored?
- (is – afraid – he) Is he afraid?
- (she – tired – is) Is she tired?
- (are – you – how) How are you?
- (cold today – it – is) Is it cold today?
- (she – Spanish – is) Is she Spanish?
- (they – from London – are) Are they from London?

D Complete the dialogues with the correct forms of be.

Steve: This is Jasmine, my sister.
Tom: Hello, Jasmine. Are you a student?
Jasmine: No, I'm a dentist. I work in Brighton.

Mike: How are you, Ellie?
Ellie: I'm fine, thanks.
Mike: Are you hungry?
Ellie: Yes, there is a good restaurant near here?
Mike: Yes. There is a good, and cheap, restaurant in Wellington Street.

E Write questions using the words in brackets ( ) and a form of be.

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(you/Spanish)?</td>
<td>Are you Spanish?</td>
</tr>
<tr>
<td>(you/hungry)?</td>
<td>~ No, I'm thirsty.</td>
</tr>
<tr>
<td>(she/your sister)?</td>
<td>~ No, she's my mother.</td>
</tr>
<tr>
<td>(I/late)?</td>
<td>~ No, you're on time.</td>
</tr>
<tr>
<td>(they/from America)?</td>
<td>~ No, they're from Canada.</td>
</tr>
<tr>
<td>(he/a tennis player)?</td>
<td>~ No, he's a footballer.</td>
</tr>
<tr>
<td>(you/happy)?</td>
<td>~ No, I'm sad.</td>
</tr>
<tr>
<td>(she/at home)?</td>
<td>~ No, she's at work.</td>
</tr>
<tr>
<td>(he/20)?</td>
<td>~ No, he's 18 years old.</td>
</tr>
</tbody>
</table>
We form the Present Simple like this:

**POSITIVE**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know</td>
<td>we know</td>
</tr>
<tr>
<td>you know</td>
<td>you know</td>
</tr>
<tr>
<td>he/she/it knows</td>
<td>they know</td>
</tr>
</tbody>
</table>

I know the answer.
She starts work at nine o’clock.

We add -s after he/she/it:

I start → he starts
I live → she lives

If a verb ends in -ch, -o, -sh, -ss or -x, we add -es after he/she/it:

I watch → he watches
you do → he does
they go → it goes
we wash → she washes

If a verb ends in a consonant (b, c, etc.) + y (e.g. study), we use -ies after he/she/it:

I study → he studies
I fly → it flies

(For more examples, see Appendix 2, page 243.)

Now look at these examples of the negative:

I don’t like that music.
He doesn’t listen to his teacher.

**NEGATIVE**

<table>
<thead>
<tr>
<th>FULL FORM</th>
<th>SHORT FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not know.</td>
<td>I don’t know.</td>
</tr>
<tr>
<td>You do not know.</td>
<td>You don’t know.</td>
</tr>
<tr>
<td>He/She/It does not know.</td>
<td>He doesn’t know.</td>
</tr>
<tr>
<td>We do not know.</td>
<td>We don’t know.</td>
</tr>
<tr>
<td>You do not know.</td>
<td>You don’t know.</td>
</tr>
<tr>
<td>They do not know.</td>
<td>They don’t know.</td>
</tr>
</tbody>
</table>

Note that we say:

He does not know. (NOT He does not knows.)

We use the Present Simple:

- to talk about things that happen regularly:
  He plays golf every day.
- to talk about facts:
  She comes from France. (= She is French.)
Greengrocers sell vegetables.
I don’t speak Chinese.

A Add -s or -es to the verbs in the sentences if it is necessary. If it is not necessary, put a tick (✓) in the gap.

1. He works ✓ in a bank.
2. They live ✓ in France.
3. I watch TV every day.
4. She goes to work by car.
5. The film finishes at ten o’clock.
6. We play tennis every weekend.
7. They go on holiday in August.
8. He speaks Italian and French.
9. She does her homework every night.
10. We start work at half past eight.

B Now finish these sentences using a verb from the box. Use each verb once. Remember to add -s or -es if necessary.

fly  study  finish  eat  sell  write  drink  live

1. He eats toast for breakfast.
2. I drink coffee three times a day.
3. My father learns a new language every year.
4. He writes a blog post every week.
5. They work in Ireland.
6. He sells work at six o’clock.
7. I eat fruit in a shop.
C Write sentences using the words in brackets ( ) and the negative form of the Present Simple.

1. (He/not/live/in Mexico) He doesn't live in Mexico.
2. (She/not/work/in a bank)
3. (Paul/not/listen/to music)
4. (We/not/speak/French)
5. (You/not/listen/to me)
6. (My car/not/work)
7. (I/not/drink/tea)
8. (Michelle/not/eat/meat)
9. (I/not/understand/you)

D Complete the interview using the verbs from the box. Use each verb once.

Interviewer: How do you start the day, James?
James: Well, I get up at six o'clock. I get washed and dressed, and I breakfast at seven o'clock. After breakfast, I my teeth. I to work at eight o'clock.

Interviewer: When do you get to work?
James: I usually at my office at about half past eight. First, I a cup of coffee, and then I work at just before nine o'clock.

Interviewer: Where do you work?
James: in a bank. I am a computer programmer. I my job. It's very interesting.

Interviewer: When do you eat lunch?
James: work and I have lunch at one o'clock. I a cup of tea at half past three.

Interviewer: When do you finish work?
James: the office at six o'clock. I eat dinner when I get home. Then I TV for an hour or two.

E Write facts about Jasmine using the table and the verbs in brackets ( ). A tick (✓) means that something is true. A cross (X) means that something is not true.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>from Scotland ✓</td>
<td>in a bank X</td>
<td>in a flat ✓</td>
<td>French ✓</td>
</tr>
<tr>
<td>from England X</td>
<td>in a shop ✓</td>
<td>in a house X</td>
<td>Italian X</td>
</tr>
</tbody>
</table>

1. (come) She comes from Scotland.
2. (work) She in a bank.
3. (live) She
4. (like)
1 We use the Present Simple:

- to talk about feelings and opinions:
  - I like pop music. I don't like classical music.
  - She loves football!
  - Raphael wants a new car.
  - I don't want a cup of tea, thanks.
  - He feels sick.

- to talk about thoughts:
  - I think he's angry.

I don't think she likes her new job.
I don't know the answer.
He doesn't understand me.

For other uses of the Present Simple, see Unit 3.

2 We form Present Simple questions like this:

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you</td>
<td>/you</td>
<td>know?</td>
</tr>
<tr>
<td>Does he</td>
<td>he/she/it</td>
<td>know?</td>
</tr>
<tr>
<td>Do you</td>
<td>we</td>
<td>know?</td>
</tr>
<tr>
<td>Do you</td>
<td>you</td>
<td>know?</td>
</tr>
<tr>
<td>Do you</td>
<td>they</td>
<td>know?</td>
</tr>
</tbody>
</table>

Note that we put do before I/you/we/they:

- Do you speak Spanish?
- Do you work in the town centre?
- Do they know the answer?

We put does before he/she/it:

- Does he walk to work?
- Does Steve enjoy his job?
- Does she play the piano?

Note that we say:

- I don't think she likes her new job.
- I don't know the answer. Does he walk? (NOT Does he walks?)
- He doesn't understand me.

A Complete the sentences using the Present Simple form of the verbs from the box. Use each verb once.

- like    not have    love    feel    think    not like    want    not understand

1 She thinks that films are fantastic! She loves films.
2 I ______________ sick. Can I have a glass of water, please?
3 I don't know the answer because I ______________ the question.
4 I ______________ he's tired. He works too hard.
5 We ______________ that new painting. We think it's terrible!
6 I want to call Jasmine, but I ______________ her phone number.
7 They're thirsty. They ______________ something to drink.
8 I ______________ your new car. It's very nice. Was it expensive?

B Write sentences about Peter using the information in brackets ( ). (✓ = like, ✗ = love, ✗ = not like, ✗ ✗ = hate)

1 (tennis: ✗) He doesn't like tennis.
2 (coffee: ✓) He ______________ coffee.
3 (his job: ✗ ✓) He ______________ work in the town centre.
4 (music: ✓ ✓) He loves music.
5 (films: ✗) He ______________ films.
6 (golf: ✗) He ______________ golf.
7 (holidays: ✓) He ______________ holidays.
8 (football: ✓ ✓) He loves football.
This is an interview with Mary Woods about herself and her husband, John. Write the questions using the ideas from the box.

<table>
<thead>
<tr>
<th>like films</th>
<th>read books</th>
<th>listen to music</th>
<th>play golf</th>
</tr>
</thead>
<tbody>
<tr>
<td>watch TV</td>
<td>play a musical instrument</td>
<td>go to the gym</td>
<td>go to the theatre</td>
</tr>
<tr>
<td>drive a car</td>
<td>like pop music</td>
<td>drink coffee</td>
<td>live in London</td>
</tr>
<tr>
<td>like dogs</td>
<td>speak any foreign languages</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

QUESTIONS

1. **Do you live in London?**
   - **ANSWERS**
     ~ Yes, I live in north London.

2. **Does John play golf?**
   - **ANSWERS**
     ~ No, but he plays tennis.

3. **Do you watch TV?**
   - **ANSWERS**
     ~ Yes, I like some programmes on TV.

4. **Does John go to the gym?**
   - **ANSWERS**
     ~ Yes, he listens to music in the morning.

5. **Do you drink coffee?**
   - **ANSWERS**
     ~ No, but he loves cats.

6. **Do you like dogs?**
   - **ANSWERS**
     ~ No, I don't like films.

7. **Does John speak any foreign languages?**
   - **ANSWERS**
     ~ Yes, he has two cups in the morning.

8. **Do you go to the theatre?**
   - **ANSWERS**
     ~ No, but I have a motorbike.

9. **Do you like pop music?**
   - **ANSWERS**
     ~ Yes, he plays the piano.

10. **Do you have a swimming pool?**
    - **ANSWERS**
      ~ No, I prefer classical music.

11. **Do you like films?**
    - **ANSWERS**
      ~ Yes, I love musicals.

12. **Do you read books?**
    - **ANSWERS**
      ~ Yes, I read one book every week.

13. **Do you like like A musical instrument?**
    - **ANSWERS**
      ~ No, but he likes running.

---

You are on holiday, and you are in a Tourist Information Centre. Ask questions using the table below.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do</td>
<td>you</td>
<td>stop at the railway station?</td>
</tr>
<tr>
<td>Does</td>
<td>the sports centre</td>
<td>finish before 11 o'clock?</td>
</tr>
<tr>
<td></td>
<td>all the banks</td>
<td>start here?</td>
</tr>
<tr>
<td></td>
<td>the number 38 bus</td>
<td>sell maps of the city?</td>
</tr>
<tr>
<td></td>
<td>the restaurants</td>
<td>change tourists' money into pounds?</td>
</tr>
<tr>
<td></td>
<td>the concert</td>
<td>sell souvenirs?</td>
</tr>
<tr>
<td></td>
<td>the sightseeing tour</td>
<td>have a swimming pool?</td>
</tr>
<tr>
<td></td>
<td>the museum</td>
<td>serve typical English food?</td>
</tr>
</tbody>
</table>

1. **Do you sell maps of the city?**
   - **ANSWERS**
   ~ Yes, I live in north London.

2. **Do you sell souvenirs?**
   - **ANSWERS**
   ~ Yes, I like some programmes on TV.

3. **Do you change tourists' money into pounds?**
   - **ANSWERS**
   ~ Yes, he listens to music in the morning.

4. **Do you serve typical English food?**
   - **ANSWERS**
   ~ No, but he loves cats.

5. **Do you sell any foreign languages?**
   - **ANSWERS**
   ~ No, I don't like films.

6. **Do you have a swimming pool?**
   - **ANSWERS**
   ~ Yes, he has two cups in the morning.

7. **Do you play the piano?**
   - **ANSWERS**
   ~ No, but I have a motorbike.
5
Present Continuous (1)

1 We form the Present Continuous like this:

be + -ing form
I am eating.

Here are the forms of the Present Continuous:

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>SHORT FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>FULL FORM</td>
<td></td>
</tr>
<tr>
<td>I am eating.</td>
<td>I'm eating.</td>
</tr>
<tr>
<td>You are eating.</td>
<td>You're eating.</td>
</tr>
<tr>
<td>He/She/It is eating.</td>
<td>He's eating.</td>
</tr>
<tr>
<td>We are eating.</td>
<td>We're eating.</td>
</tr>
<tr>
<td>You are eating.</td>
<td>You're eating.</td>
</tr>
<tr>
<td>They are eating.</td>
<td>They're eating.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEGATIVE</th>
<th>SHORT FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>FULL FORM</td>
<td></td>
</tr>
<tr>
<td>I am not eating.</td>
<td>I'm not eating.</td>
</tr>
<tr>
<td>You are not eating.</td>
<td>You aren't eating.</td>
</tr>
<tr>
<td>He/She/It is not eating.</td>
<td>He isn't eating.</td>
</tr>
<tr>
<td>We are not eating.</td>
<td>We aren't eating.</td>
</tr>
<tr>
<td>You are not eating.</td>
<td>You aren't eating.</td>
</tr>
<tr>
<td>They are not eating.</td>
<td>They aren't eating.</td>
</tr>
</tbody>
</table>

2 To make the -ing form, we add -ing to the verb:

listen → listening
play → playing
work → working
read → reading

3 But notice these irregular spellings:

<table>
<thead>
<tr>
<th>win</th>
<th>winning</th>
</tr>
</thead>
<tbody>
<tr>
<td>get</td>
<td>getting</td>
</tr>
<tr>
<td>shop</td>
<td>shopping</td>
</tr>
<tr>
<td>sit</td>
<td>sitting</td>
</tr>
<tr>
<td>swim</td>
<td>swimming</td>
</tr>
<tr>
<td>travel</td>
<td>travelling</td>
</tr>
<tr>
<td>dance</td>
<td>dancing</td>
</tr>
<tr>
<td>write</td>
<td>writing</td>
</tr>
<tr>
<td>shine</td>
<td>shining</td>
</tr>
</tbody>
</table>

(For more details on the spelling of the -ing form, see Appendix 2, page 243.)

4 We use the Present Continuous:

▷ to talk about actions and situations in progress now:

The bus is coming.

▷ to talk about actions and situations in progress around now, but not exactly at the moment we speak:

I'm learning Spanish.

A Look at the pictures and the words in brackets (). Decide what is happening (✓) and what isn't happening (✗). Then write positive or negative sentences.

-pocket

1 (George/eat/breakfast)
   (George/sleep)
1 (They/work)
   (They/sit/in the garden)
2 (I/study/music)
   (I/learn/Japanese)

- George isn't eating breakfast.
  George is sleeping.
- George isn't eating breakfast.
  George is sleeping.
3 (He/play/tennis) (He/win)
4 (We/spend/a day at the seaside) (The sun/shine)

B Complete the postcard using the words in brackets () in the Present Continuous. Use full forms (e.g. is sitting).

Dear Peter,
Jenny and I are staying here for a week. The sun and it’s very hot. We sit on the beach and I drink an orange juice.

We are not swimming because we’re both tired. We watch the boats on the sea at the moment. They travel fast, but I can see 15 or 16. Jenny reads her book, and I write all the postcards!

James and Jenny

C Match the two halves of the sentences. Then put in the correct form of the verb in brackets ()..

1 My aunt is staying with us this week
   a so he is feeling quite drowsy.
   b because she works at home.
   c so she stays at home today.
   d so I am sleeping in the living room.
   e because our oven is broken.
   f because he wants to get a good mark.
   g because I haven’t got money for petrol.
   h so she walks to school this week.
2 I go to work by bike this week
3 My father takes some medicine
4 Anna is not in the office this week
5 We eat in a restaurant this week
6 Charlotte doesn’t feel well
7 Tom studies more now
Look at these questions:

Are you enjoying that drink, Anna?
Is he watching TV at the moment?
Are they working hard?

We form Present Continuous questions like this:

Here are three common Present Continuous questions. They all mean 'How are you?':

How's it going?
How are you getting on?
How are you doing?

Hello. How are you doing?  Very well, thanks. And you?

We do not usually use the Present Continuous to talk about opinions or thoughts:

I like tennis. I know your sister. (NOT I'm liking tennis. I'm knowing your sister.)

We do not usually use these verbs in the Present Continuous:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Am I</th>
<th>Are you</th>
<th>Is she / he / it</th>
<th>winning?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plural</td>
<td>Are we</td>
<td>Are you</td>
<td>Are they</td>
<td>winning?</td>
</tr>
</tbody>
</table>

Think and have:

- we cannot use think in the Present Continuous to express opinions:
  I think he's nice. (NOT I'm thinking he's nice.)
- we can use think in the Present Continuous to talk about an action:
  She's thinking about the film.
- we cannot use have in the Present Continuous to talk about possessions:
  I have a ticket. (NOT I'm having a ticket.)
- we can use have to talk about actions:
  I'm having breakfast. He's having fun.

Make questions by putting the words in brackets ( ) in the correct order.

1. (enjoying - your work - you - are - ?)
2. (she - having lunch - is - ?)
3. (playing football - are - they - ?)
4. (the cat - sleeping - is - ?)
5. (the sun - is - shining - ?)
6. (you - are - coming - to the cinema - ?)
7. (listening - are - they - ?)
8. (eating - at the moment - she - is - ?)
9. (it - raining hard - is - ?)
10. (I - getting better - at tennis - am - ?)
B Make questions and answers using the words in brackets () and the Present Continuous.

QUESTIONS
1. (she/work/in Peru this year?)
2. (you/study/English at the moment?)
3. (Peter/wash/now?)
4. (they/live/in Madrid at the moment?)
5. (David/sing/in a band this year?)

ANSWERS
1. (No, she/study/in Mexico)
2. (Yes, I/work/hard)
3. (Yes, he/have/a bath)
4. (Yes, they/learn/Spanish)
5. (No, he/work/in a restaurant)

C Put a tick (✓) next to the correct sentences, and a cross (X) next to the incorrect sentences.

1. She's liking pop music. X
2. They're enjoying the film.
3. We're loving ice cream.
4. She's believing he's right.
5. John's thinking about my idea.
6. She's eating a banana.
7. He thinks it's a good idea.
8. 'Huge' is meaning 'very big'.
9. Mick is knowing Jasmine.
10. She's hating classical music.

D Complete this conversation. Use the verbs in brackets () in the Present Continuous.

Paul: Hi Steve! What are you doing?
Steve: *I'm going* (l/go) to the bank. What are you doing?
Paul: 1 (l/shop), 2 (l/look) for a new tennis racket. 3 (l/play) a lot of tennis at the moment, and I need a new racket.
Steve: Where is Lily? Do you know?
Paul: Yes. She isn't in England at the moment. 4 (She/work) in France for a month.
Steve: What 5 (she/do) in France?
Paul: 6 (She/sing) in a show.
Steve: Really? What about Jacob and Lucy? What 7 (they/do)?
Paul: 8 (They/study) for an exam. They're always in the library at the moment.
Steve: How is your sister? Is she all right?
Paul: Yes, she's fine, but she's tired. 9 (We/paint) the living room. It's hard work.
Steve: Can I help you?
Paul: No, it's OK. My father 10 (help).
## Present Simple or Present Continuous

Compare the Present Simple and the Present Continuous:

1. **We use the Present Simple to talk about facts (things which are true at any time):**
   - Anna speaks good Spanish.
   - Journalists write newspaper articles.
   - I come from Norway. (= I am Norwegian.)

2. **We use the Present Simple for situations that exist over a long time, and for actions that are repeated (e.g. people's habits, or events on a timetable):**
   - Mike works for an advertising company.
   - He lives in Paris. (= His home is in Paris.)
   - Jasmine travels a lot in her job.
   - I do a lot of sport.

   We can use words like usually, often, every:
   - We usually go out to dinner at weekends.
   - I often go to football matches on Sundays.
   - The buses leave every hour.

3. **We use the Present Simple with thinking and feeling verbs (e.g. know, forget, notice, understand, recognise, remember, like, love, hate, want, prefer, need):**
   - I don't know which train to catch.

4. **We use have in the Present Simple to talk about possession:**
   - I have a new car.

   We use think in the Present Simple to express opinions:
   - I think she's interesting.

   **We use have in the Present Continuous to talk about actions:**
   - I'm having fun.
   - He can't come, he's having dinner at the moment.
   - I am thinking about my work.

   **We do not usually use the Present Continuous with thinking and feeling verbs:**
   - NOT I'm knowing someone who lives in Venice.

   **We use have and think in the Present Continuous to talk about actions:**
   - I'm working in the USA for six months. His home is in Paris.
   - Jasmine is travelling around Europe for a month.
   - I'm doing a one-year course in tourism.
   - We're painting the flat.

---

### A

Complete the sentences with the verbs in brackets ( ). Use the Present Simple (I do) or the Present Continuous (I am doing).

1. I leave **(leave) home at seven o'clock every morning.**
2. She usually **(work) in the Sales Department in London, but at the moment she (do) a training course in Bristol.**
3. Emilia **(wash) her hair every day.**
4. He **(try) very hard in every game that he (play).**
4 Excuse me. I think that you (sit) in my seat.
5 (you/listen) to music very often?
6 Don’t talk to me now. I (write) an important essay.
7 Why (they/drive) on the left in Britain?
8 It (not/get) dark at this time of year until about ten o’clock.
9 It usually (rain) here a lot, but it (not/rain) now.
10 A: What are you doing?
   B: I (bake) a cake. Why (you/smile)?
      (I/do) something wrong?

B This is Anna’s first message in English to David. There are some mistakes in it. Cross out the incorrect forms and write in the correct form. Put a tick (✓) if the form of the verb is correct.

Hi David,
I live in a large flat in Rome. I’m having two sisters. They are called Rosa and Maria. We are getting up at seven o’clock every morning, and we have coffee and a small breakfast. I leave the flat at eight and walk to the university. I am finishing classes at five every day, and I arrive home at six. This month I work very hard for my first exams. At the moment, I eat breakfast in the kitchen of our flat: my mother drinks coffee, and my sisters are messaging their friends.

On Saturday afternoons I am playing tennis with my friends, or I go to the cinema. Today, I’m going to see a new English film! Sometimes I am watching American films on TV, but I’m not understanding the words! Are you liking films?

With best wishes,
Anna

C Write the sentences using the words in brackets () and the Present Simple or the Present Continuous.

(Usually she/work/at the office, but this week she/work/at home.)
Usually she works at the office, but this week she’s working at home.
1 (You/not/eat/very much at the moment. Are you ill?)
2 (She/know/three words in Italian!)
3 (I/take/the bus to work this week, but usually I/walk.)
4 (I/study/Japanese this year. It’s very difficult.)
5 (you/watch/the television at the moment?)
6 (I/not/remember/the name of the hotel.)
7 (She/speak/three languages.)
8 (The sun/shine. It’s a beautiful day!)
These are imperatives:

- Go
- Help
- Come
- Wait

We use the imperative like this:

- Come in! Have a cup of tea.
- Turn left at the pharmacy.
- Don’t touch! It’s hot.

Note that sometimes the imperative is one word, but often we give more information:

- Help!
- Help me!
- Help me with my suitcase.

We can say please after an imperative to be more polite:

- Help me with my suitcase, please.
- Hurry up, please. We’re late.
- Come here, please.
- Listen to me, please.

We form the negative like this:

- Don’t be late.
- Don’t forget your books!
- Don’t wait for me.

We normally use the short form Don’t.

To give instructions:

- Turn right at the corner.
- Don’t forget your passport.

To give warnings:

- Look out! There’s a car coming.
- Be careful! That box is very heavy.

To give advice:

- Have a rest. You look tired.
- Take a coat. It’s cold today.
- Don’t see that film. It’s terrible!

To ask people to do things:

- Come in please, and sit down.
- Listen to this song. It’s wonderful.
- Pass the butter, please.

To make offers:

- Have another orange juice.
- Make yourself a cup of coffee.

To ‘wish’ things:

- Have a good trip!
- Have a nice holiday!

A) Make complete sentences by filling the gaps with words and phrases from the box. Use each word or phrase only once.

<table>
<thead>
<tr>
<th>Turn left</th>
<th>Come in</th>
<th>Don’t wait</th>
<th>Don’t forget</th>
<th>Stop the car!</th>
<th>Help me!</th>
<th>Have</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t listen</td>
<td>Pass</td>
<td>Don’t be late</td>
<td>Open</td>
<td>Catch</td>
<td>Take</td>
<td></td>
</tr>
</tbody>
</table>

- Don’t wait ____________ for me. I’m not coming tonight.
- ____________ an umbrella with you. It’s raining.
- ____________ a rest. You look tired.
- ____________ at the end of the road.
- ____________ I can’t swim!
- ____________ to take your passport.
- ____________ There’s a cat in the road.

7 ____________ to my party, please.
8 ____________ your books at page 84.
9 ____________ the salt, please.
10 ____________ to that song. It’s terrible.
11 ____________ The bus leaves at nine o’clock.
12 ____________ and have a glass of lemonade.
13 ____________ the first train in the morning.
B Steve is emailing a friend. Put the verbs from the box into the gaps.

open forget come be bring have turn wait make

Hi Paul,

Come and see me next weekend. I'm staying in a house by the sea. Don't forget to bring your swimming costume with you! It isn't difficult to find the house. When you get to the crossroads in the town, turn right and drive to the end of the road. Be careful because it is a dangerous road!

Bring some warm clothes with you because it is cold in the evenings here.

If I am not at home when you arrive, don't wait for me. The key to the house is under the big white stone in the garden. Go to the front door and help yourself a cup of tea in the kitchen.

Best wishes,
Steve

C What are these people saying? Look at the pictures and match the words from the box to make imperatives.

1. Help me!
2. Pass me!
3. Turn an orange juice.
4. Help your umbrella.
5. Don't in.
6. Don't forget to me!
7. Listen the milk, please.
8. Look touch it!
A Kate and Amber are talking about their daily lives. Complete their conversation using the verbs in brackets () in the Present Simple. Use short forms if you can.

Kate: • Do you get up (you/get/up) early?

Amber: No, not really. 1 (My sister/go) to the bathroom first at about eight o'clock. 2 (not/get up) until about eight thirty. What about you?

Kate: Well, 3 (Mike/try) to get me up at about seven, but 4 (he/not/usually/succeed)!

Amber: 5 (I/be/not) very hungry in the morning. What about you? 6 (you/eat) much for breakfast?

Kate: (Mike/study) for an hour before breakfast, so 9 (he/eat) quite a lot.

Amber: 10 (he/have) a big lunch as well?

Kate: 11 (I/not know). 12 (He/not/tell) me!

Amber: 13 (you/drive) to work?

Kate: Yes. 14 (there/not/be) any buses. What about you?

Amber: Well, 15 (my sister/want) to buy a new car, but at the moment, 16 (we/both/walk).

B Felix is on holiday in Portugal with his wife, Charlotte, and their children, Tom and Ellie. He's emailing their oldest child, Simon, who is at home in England. If the Present Continuous form is correct, put a tick (√). If it's wrong, either change the spelling or change it to the Present Simple.

Hi Simon,

How are you getting 1 getting on? We're thinking 2 we think it’s great here. Everyone is having 3 √ a good time. I'm sitting 4 in the hotel Business Centre. Tom is swimming 5 on the beach, and Charlotte is shopping 6 . We're liking 7 Portugal. We're all relaxing. 8 What are you doing?

Are you working hard 9 at the moment? I'm knowing 8 your exams start tomorrow. Good luck! Is it raining 10 in England? The sun is shining 11 here, of course! I'm learning 12 a bit of Portuguese, but not very much. I'm understanding 12 some of the things that people say, but only if the words are similar to English. Hope to hear from you soon!

Love,

Dad
Hazel and Isaac are on the phone. Complete their conversation using the verbs in brackets ( ) in either the Present Simple or Present Continuous. Use short forms if you can.

Isaac: *Are you working*? *(you/work)*
Hazel: Yes. *(I/finish) a piece of homework for tomorrow. Why? What are you doing?*
Isaac: Well, *(I/think) about my homework, but I'm afraid *(I/not/actually/do) it at the moment. I'm tired and bored. *(you/want) to go out?*
Hazel: No. Look at the weather. *(it/rain). *(I/never/go out) in the rain. By the way, *(you/know) the new girl in our class, the one with glasses? *(I/think) *(she/come) from Venezuela. Anyway, *(she/stay) with Peter's family this month.*
Isaac: Yes, I know. *(she/do/well) at school, isn't she? Peter says *(she/speak) three languages: Spanish, English and French. *(I/not/speak/any languages) other than English!*

This is the opening part of a book. One unnecessary word has been crossed out already as an example. Find 21 more and cross them out.

Today is the 1 June 1964. The sun shines and the birds sing. What is everyone doing? Well, Mrs Green is reading a newspaper. She reads reading a newspaper every day before breakfast. Her husband, Mr Green, is dancing dancing in the garden. He likes liking dancing in the morning.

Have you another cup of coffee, darling,’ says Mr Green. But I'm still drinking drinking my first cup, dear’, replies Mrs Green, 'and anyway, where's our daughter today? She is usually bringing brings me my coffee.'

Mary,’ says Mr Green (but he doesn't stop dance dancing), ‘she's she works working in London this week. Don't you remember?’

Stopping Stop dancing and listening listen to me. I never forget forgetting anything. I was just giving you a little test. Anyway, it's time for work.’

‘Alright, darling, but don't forget not your briefcase.’

Thank you, dear. Don't dancing dance too hard!’

It's the beginning of a new term at university. Complete these sentences for new students, using the words from the box.

**E**

**Work** hard, but take a break now and again!

**Don't leave** your bags or coats in the lecture hall.

that you know all the examination dates.

your computer password to another student.

your ID card when you enter the building.

in the lecture halls or classrooms.

your essays from the Internet!
We form the Past Simple of *be* like this:

<table>
<thead>
<tr>
<th>POSITIVE</th>
</tr>
</thead>
</table>
| **Singular**     | I was  
|                  | you were  
|                  | he/she/it was  
| **Plural**       | We/you/they were  

<table>
<thead>
<tr>
<th>NEGATIVE</th>
</tr>
</thead>
</table>
| **FULL FORM**    | I was not  
|                  | you were not  
|                  | he/she/it was not  
| **SHORT FORM**   | I wasn’t  
|                  | you weren’t  
|                  | he/she/it wasn’t  

<table>
<thead>
<tr>
<th><strong>QUESTIONS</strong></th>
</tr>
</thead>
</table>
| **Singular**     | Was I  
|                  | Were you  
|                  | Was he/she/it  
| **Plural**       | Were we/you/they  

Here are some examples with *was* and *were*:

- *I was* in New York last week.
- *We were* at home yesterday evening.
- *They weren’t* late this morning.
- *Was it* a good film?

Complete the sentences using *was* or *were*.

1. Today I am happy but yesterday I **was** sad.
2. Now Jasmine is at home but last week she **was** on holiday.
3. Today it’s raining but yesterday it **was** sunny.
4. This year there is a jazz festival here and last year there **was** a pop festival.
5. Today Mr Brown is at work but yesterday he **was** ill.
6. These days there are houses here but 100 years ago there **were** trees.
7. Today I feel fine but yesterday I **was** in bed all day.
8. My mother is a manager now but she **was** a shop assistant last year.
9. Today is Saturday and we are at home, but yesterday we **were** at school.
10. This summer we are staying at home but last summer we **were** in Greece.
11. Today Tina and Jack are tired because yesterday they **were** in Greece.
B Mary spent last weekend in Madrid. Ask her some questions using the words in brackets ( ) and was or were.

1. (your hotel/good?) Was your hotel good?
2. (your room/comfortable?)
3. (the weather/nice?)
4. (the streets/full of people?)
5. (the shops/expensive?)
6. (the city/exciting at night?)
7. (the museums/interesting?)
8. (the people/friendly?)
9. (your flight/OK?)

C George and Sally have been married for 50 years. They are talking about their first house. Complete their conversation using words from the box, and following the model of the two examples.

new | Italian | big | green | cheap | cold | bad

George: The house was warm.
Sally: No, it wasn't warm, it was cold.

George: The garden was small.
Sally: No, it wasn't small, it was big.

Sally: The neighbours were French.
George: No, they weren't.

George: The living room was red.
Sally: No, it wasn't red.

Sally: Our first chairs were expensive.
George: No, they weren't.

George: The kitchen was old.
Sally: No, it wasn't old.

George: The local shops were good.
Sally: No, they weren't.

D Complete these conversations with was, wasn't, were, or weren't.

Peter: Was Paul at work today?
Julie: No, he wasn't in the office. I think he's sick.

Henry: Were you in South America last year?
Steve: Yes, I was in Bolivia on business, and then my wife and I were in Brazil for a holiday.

Olivia: Raphael and I were at home in London last week. We were at Mike's house in Cornwall. It was lovely there. Do you know Mike?

Jasmine: Yes, I was at Mike's party in Oxford in the summer. Were you there?
Olivia: No, we weren't there. Raphael and I were in Portugal in the summer.
1 We form the Past Simple of regular verbs by adding -ed to the verb:

- walk → walked
- watch → watched
- open → opened
- ask → asked

There are some exceptions:

- verbs ending with -e:
  - live → lived
  - like → liked

- verbs ending with a consonant and -y:
  - apply → applied
  - try → tried

- most verbs ending with one vowel and one consonant:
  - stop → stopped
  - plan → planned

(For more details on the form of the Past Simple, see Appendix 2, page 243.)

2 Many verbs have an irregular Past Simple form:

- do → did
- have → had
- take → took
- buy → bought
- come → came
- stand → stood
- find → found
- ring → rang
- go → went
- say → said

(For more details, see Appendix 3, page 244.)

3 We form the negative with didn't and the infinitive (e.g. do, take, understand):

- I didn't understand. (NOT didn't understand)

We form questions with did and the infinitive (e.g. watch):

- Did you watch the film?

4 We use the Past Simple to talk about an action or situation in the past which is finished. We often say when it happened (e.g. yesterday, last night):

- Chris phoned me yesterday. He wanted to ask me something.
- Did you enjoy the concert last night?

5 We can use the Past Simple with for to talk about something that continued for a period of time, and ended in the past:

- I lived in Rome for two years. Then I went to work in Japan.

(For more details, see Appendix 3, page 244.)

Put a tick (√) next to the correct forms of the Past Simple, and cross out those which are incorrect. You can look at Appendix 3, page 244, before you do the exercise.

- walked ✓
- dranked
- went
- played
- writed
- went
- played
- swam
- tooked
- wrote
- cooked
- gived
- spent
- finded
- dranked
- asked
- flew
- made
- sended
- buyed
- gaveed
- meeted
- tooked
- left
- found
- winned
- meted
- passed
- stoped
- followed
- sent
- eated
- woned
- cryed
- comed
- drove
- bought
- brought
- leaved
- swimmmed
- cried

Complete the sentences using the Past Simple form and the words in brackets ( ).

- We went (go) on holiday to Scotland last year.
- I took (take) a taxi from the airport to the city centre.
- We walked (walk) to the park and then we played (play) tennis.
- The man in the shop said (say) something to the woman, but she didn’t hear (not/hear) him.
4 I _______________ (ring) the doorbell and a woman _______________ (open) the door.
5 I _______________ (download) three films at the weekend, but I only _______________ (watch) one.
6 A: _______________ (you/understand) the film?
   B: No, I _______________ (try) to understand it, but the actors _______________ (speak) very quickly.
7 A: _______________ (you/buy) some clothes at the market?
   B: Yes, I _______________ (buy) a pair of trousers and a shirt.
8 A: _______________ (you/enjoy) the festival?
   B: Yes. It _______________ (not/rain) and we _______________ (listen) to some good music.

C Make sentences using the Past Simple form and the words in brackets ( ).

1 (When/you/leave/the party?) When did you _______________ leave the party?
2 (When/you/finish/your exams?)
3 (I/wait/for an hour, but he/not/phone.)
4 (you/watch/the news on TV last night?)
5 (Mark/stop/playing tennis, and he/start/playing golf instead.)
6 (He/ask/me a question, but I/not/know/the answer)
7 (you/live/there for a few years, but I/not/like/the place)

D It's the beginning of a new term at university. Two students, Nick and Elliot, are talking about the summer holidays. Complete their conversation using the Past Simple form of the words in brackets ( ).

Nick: What _______________ (did you do) in the summer?
Elliot: I _______________ (take) a trip around Europe by train.
Nick: A couple of friends _______________ (come) with me.
Elliot: How many countries _______________ (you visit)?
Nick: _______________ (go) to six or seven countries. I _______________ (have) a great time, and I really _______________ (love) all of them.
Elliot: _______________ (you like) most?
Nick: Sweden, I think. I _______________ (enjoy) exploring the marvellous countryside and I _______________ (take) lots of photographs.
Elliot: When _______________ (you arrive) back home?
Nick: Last week. I'm still rather tired.
1. We form the Past Continuous like this:

**POSITIVE**

If/He/She/It was waiting
You/We/They were waiting

**NEGATIVE**

If/He/She/It was not waiting
You/We/They were not waiting

(For rules on the spelling of -ing forms (e.g. waiting), see Appendix 2, page 243.)

2. Now look at this:

When I walked into the room, Anna was working on her laptop and Joseph was reading.

We use the Past Simple (walked) for a completed action. We use the Past Continuous (was working) for an action in progress in the past.

3. Look at these examples:

A: What were you doing at seven o'clock last night?
B: I was driving home from work.

<table>
<thead>
<tr>
<th>Time</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.30</td>
<td>Driving home</td>
</tr>
<tr>
<td>7.00</td>
<td></td>
</tr>
<tr>
<td>7.15</td>
<td></td>
</tr>
</tbody>
</table>

I was living in Japan in 2001. (I lived there from 1999 to 2003.)

We use the Past Continuous for an action or situation that was in progress at a particular time in the past (e.g. at 7 p.m., in 2001).

Complete the sentences using the Past Continuous form of the words in brackets ( ).

1. It was snowing (snow) when I left home this morning.
2. I tried to explain my problem to her, but she (not/listen).
3. He (talk) on the phone when I arrived.
4. A lot of people (wait) for the seven-thirty bus last night.
5. I (live) in London when I met them.
6. I nearly had an accident this morning. A car (come) towards me, but I moved quickly out of the way.
7. At the end of the first half of the game, they (win).
8. It was a sunny afternoon and people (sit) on the grass in the park. Then it suddenly started to rain.
9. Which hotel (you/stay) in when you lost your passport?
10. Fortunately, I (not/drive) too fast when the child walked into the road in front of me.
11. I looked out of the window, and I saw that it (not/rain) any more.
12. What (you/do) at three o'clock yesterday afternoon?
B Describe what the people in the picture were doing when Nick came into the room. Use the correct verb from the box in the Past Continuous.

<table>
<thead>
<tr>
<th>Verb</th>
<th>People</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>brush</td>
<td>George</td>
<td>reading a newspaper</td>
</tr>
<tr>
<td>watch</td>
<td>George</td>
<td></td>
</tr>
<tr>
<td>read</td>
<td>Lucy and Liz</td>
<td>table tennis</td>
</tr>
<tr>
<td>listen</td>
<td>Frank</td>
<td>television</td>
</tr>
<tr>
<td>write</td>
<td>Frank</td>
<td></td>
</tr>
<tr>
<td>eat</td>
<td>Frank</td>
<td></td>
</tr>
<tr>
<td>paint</td>
<td>Frank</td>
<td></td>
</tr>
<tr>
<td>sit</td>
<td>Frank</td>
<td></td>
</tr>
<tr>
<td>play</td>
<td>Frank</td>
<td></td>
</tr>
<tr>
<td>brush</td>
<td>Anna</td>
<td></td>
</tr>
<tr>
<td>watch</td>
<td>Anna</td>
<td></td>
</tr>
<tr>
<td>read</td>
<td>Anna</td>
<td></td>
</tr>
<tr>
<td>listen</td>
<td>Anna</td>
<td></td>
</tr>
<tr>
<td>write</td>
<td>Anna</td>
<td></td>
</tr>
<tr>
<td>eat</td>
<td>Anna</td>
<td></td>
</tr>
<tr>
<td>paint</td>
<td>Anna</td>
<td></td>
</tr>
<tr>
<td>sit</td>
<td>Anna</td>
<td></td>
</tr>
<tr>
<td>play</td>
<td>Anna</td>
<td></td>
</tr>
</tbody>
</table>

C Look at the information about Sian and Nathan. Complete the sentences about them using the Past Continuous (I was doing) or the Past Simple (I did).

<table>
<thead>
<tr>
<th>Year</th>
<th>Sian Events</th>
<th>Nathan Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000–06</td>
<td>lived in New York</td>
<td>lived in Washington</td>
</tr>
<tr>
<td>2003–06</td>
<td>studied at university</td>
<td>did a course in computing</td>
</tr>
<tr>
<td>2006</td>
<td>left university</td>
<td>worked as a computer programmer</td>
</tr>
<tr>
<td>2006–10</td>
<td>worked as a translator</td>
<td>met Sian</td>
</tr>
<tr>
<td>2009</td>
<td>met Nathan</td>
<td>ran his own company</td>
</tr>
<tr>
<td>2012</td>
<td>married Nathan</td>
<td>married Sian</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Sian Events</th>
<th>Nathan Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>was living in New York</td>
<td>was living in Washington</td>
</tr>
<tr>
<td>2004</td>
<td>did a course in computing</td>
<td>worked as a computer programmer</td>
</tr>
<tr>
<td>2009</td>
<td>met Sian, she was working as a translator</td>
<td>ran his own company</td>
</tr>
<tr>
<td>2012</td>
<td>married Sian, she was working as a translator</td>
<td>married Sian</td>
</tr>
</tbody>
</table>
Compare the Past Simple and the Past Continuous:

**PAST SIMPLE**

He talked to her last week.
I didn’t talk to her yesterday.
Did you talk to your sister?

**PAST CONTINUOUS**

He was talking to her when I saw him.
I wasn’t talking to anyone. I was watching the TV.
Were you talking to her before I came?

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

Last Saturday morning, Paul played football in the park.

Here are some more examples:

On Sunday I made a cake.
It rained a lot on Saturday morning.

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

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

Here are some more examples:

My phone rang while I was making a cake.
It was raining when we left home.

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

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

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

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

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

1. (The police/arrive/while/I have/breakfast)
   The police arrived while I was having breakfast.

2. (The storm/start/while/they/drive/home)

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

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

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

1. Beethoven wrote nine symphonies; he was writing another symphony when he died.

2. Last Saturday Tom wanted to make two salads. He made the first one in five minutes. He was making the second one when his guests arrived, and they helped him to finish it.

3. The artist Gaudí designed several houses in Barcelona, Spain. Later he started work on a church. He was working on the church when he died.

4. Last month a bank robber escaped while the police were taking him to prison. Later they caught him again, and this time they locked him up without any problem.

5. Raphael’s football team were lucky last Saturday. After 20 minutes they lost, but in the end they won the game by four goals to two.

6. John Lennon sang and played on many records with the Beatles. After that he recorded several songs without the Beatles. He was preparing a new record when Mark Chapman shot him.

6. The evening was getting darker; the street lights came on. People hurried home after work. I was standing in a queue at the bus stop. Suddenly, somebody grabbed my bag.

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

Police officer: What time did you get home from work?
Mary: At about six o’clock.

Police officer: And what did you do after you got home?
Mary: I read the news.

Police officer: Did anything happen while you were reading?
Mary: Yes, my phone rang.

Police officer: What did you do when your husband came home?
Mary: I was watching TV, and I was drinking a cup of coffee.

Police officer: Did you and your husband stay at home?
Mary: No, I was drinking my coffee. Then I put on my raincoat, and we went out at seven o’clock.

Police officer: Why did you put your raincoat on?
Mary: Because it was raining, of course.
1. We form the Present Perfect using the present tense of have + a past participle:

**POSITIVE**

<table>
<thead>
<tr>
<th>FULL FORM</th>
<th>SHORT FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>if you have arrived</td>
<td>I've arrived</td>
</tr>
<tr>
<td>he/she/it has arrived</td>
<td>he's arrived</td>
</tr>
<tr>
<td>we/you/they have arrived</td>
<td>we've arrived</td>
</tr>
</tbody>
</table>

**NEGATIVE**

<table>
<thead>
<tr>
<th>FULL FORM</th>
<th>SHORT FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>if you have not arrived</td>
<td>haven't arrived</td>
</tr>
<tr>
<td>he/she/it has not arrived</td>
<td>hasn't arrived</td>
</tr>
<tr>
<td>we/you/they have not arrived</td>
<td>haven't arrived</td>
</tr>
</tbody>
</table>

**QUESTIONS**

- Have I/you arrived?
- Has he/she/it arrived?
- Have we/you/they arrived?

2. Regular past participles end in -ed or -d:

- played
- travelled
- arrived
- washed

(For more regular past participles see Appendix 2, page 243.)

Many past participles are irregular:

- buy — bought
- make — made
- go — gone

(For irregular past participles see Appendix 3, page 244.)

3. We use the Present Perfect:

- to talk about recent actions:
  - At 18.00, Anna arrived home.
  - At 18.01, we can say: Anna has arrived home.
  - From 18.30 to 19.00, Anna ate her dinner.
  - At 19.01, we can say: She's eaten her dinner.

- to talk about our lives:

  I've sailed across the Atlantic.
  I've seen gorillas in Africa.
  I haven't danced the Flamenco.

4. When we ask people about their lives, we often use ever (= at any time):

Have you ever been to Australia?

ANSWER: Yes, I have./No, I haven't.

When people talk about their lives, they sometimes use never (= not at any time):

I've never learnt French.

Note that ever and never come before the past participle.

A. Use short forms (I've seen, she's gone) of the Present Perfect to make positive or negative sentences with the words in brackets ( ).

- (He/lose/his passport.) He's lost his passport.
- (She/not/see/her sister.) She hasn't seen her sister.
- 1 (We/finish/our work.)
- 2 (They/buy/a new house.)
- 3 (They/not/phone/the doctor)
- 4 (They/go/to the cinema)
- 5 (You/eat/four bananas)
- 6 (You/not/take/any photographs)
Now use the words in brackets ( ) and the Present Perfect to make questions.

1. (you/see/John?)  
   Have you seen John?

2. (you/be/to Canada?)  

3. (they/cook/our breakfast?)  

4. (Jasmine/make/any mistakes?)  

5. (we/visit/all the museums?)  

James is talking about his life. Put the past participle of the verbs in brackets ( ) in the gaps.

I've *seen* a lot of beautiful places in my life, and I've *done* a lot of interesting things. I've *travelled* in North and South America, for example.

I've *visited* all the big American cities. I've *driven* across Mexico.

I haven't *been* to Argentina, but I've *worked* in Peru and Bolivia.

I've *swum* in the Pacific Ocean, the Atlantic Ocean, and the Mediterranean Sea.

I've *eaten* in the best restaurants in Paris, and I've *sung* Italian songs in Rome. I haven't *made* much money in my life, but I've *met* a lot of interesting people and I've *taken* a lot of wonderful photographs!

Read the questions. If they refer to a recent event, put a tick (✓). If they refer to someone's life, rewrite the sentence using ever.

1. Have you had coffee?  
   Have you ever been to Jamaica?

2. Have you bought your ticket?  

3. Have you flown in a helicopter?  

4. Have you washed your hands?  

5. Have you spoken to a prince or princess?  

6. Have you had anything to drink?

Write true short answers (Yes, I have./No, I haven't.) to the following questions.

1. Have you ever been to New York?

2. Have you bought a newspaper this week?

3. Have you played a computer game today?

4. Have you ever made a grammatical mistake in English?

5. Have you learnt something new today?

6. Have you ever danced the tango?

7. Have you used your phone yet today?
We use the Present Perfect to talk about something that happened in the past, but we do not say exactly when it happened:

I've seen this film before. (= before now)

We often use the Present Perfect in this way for things that happened in the past, and that have a result now:

I've seen this film before. I don't want to see it again now.
She's left the company. She doesn't work there now.

We often use the Present Perfect with ever (= at any time) and never (= at no time):

Have you ever met a famous person?
He has never worked in a factory.

We can use the Present Perfect with for and since to talk about situations or actions in a period of time from the past until now.

Look at the difference between these two sentences:

He's been to Paris. (= He is now at home again.)
He's gone to Paris. (= He is in Paris now.)

He's been means 'he has finished his trip'.
He's gone means 'he has begun his trip'.

A Look at the pictures that show what Jenny has done in her life. Complete the sentences about her, using the Present Perfect form of the verbs in brackets ( ).

She has worked as a secretary and as a schoolteacher.
1 She lives in Paris since 2015.
2 She visited Canada and the USA.
3 She has been married for four years.
4 She has written four books.
5 She has climbed Mont Blanc twice.
B Complete the sentences using the Present Perfect form of the verbs in brackets ( ).

1. Don't take my plate away. I haven't finished (not/finish) my meal.
2. A: What's that book about?
   B: I don't know. I haven't (not/read) it.
3. I lost my pen. Can I borrow yours, please?
4. My father (buy) an expensive new car.
5. I (make) some sandwiches. Would you like one?
6. I'm not sure what the problem with the car is. It hasn't (not/happen) before.
7. A: (you/rep)ly to that letter from the bank?
   B: No I haven't, but I'll do it soon.

C Write this conversation using the Present Perfect and the words in brackets ( ).

Rob: (you/e/ver/want/to work in another country?)

1. Noah: (Yes, in fact I/work/abroad twice.)
2. (I/work/in Ireland and in Brazil.)
3. (What about you? you/ever/have/a job abroad?)

Rob: (No, I/never/want/to leave my home town.)

5. (I/live/here for 20 years, and I/never/think/working abroad.)

Noah: (Really? Well, I/apply/for another job abroad.)

D Make sentences using the words in brackets ( ) with the Present Perfect and for or since.

1. (I/not/play/tennis/last summer.)
   I haven't played tennis since last summer.
2. (I/not/eat/anything/Lunchtime.)
3. (you/live/in this town/a long time?)
4. (Charlotte/be/a good friend/we were at school together.)
5. (you/see/Jack/the party last week?)
1 We use just with the Present Perfect to talk about things that happened a short time before now:

\[ \text{have} + \text{just} + \text{PAST PARTICIPLE} \]

It has just finished.

Could I speak to Jasmine, please? \(\sim\) I'm afraid she has just left. (= She left a short time ago.)

Is that a good book? \(\sim\) I don't know. I've just started it. (= I started it a short time before now.)

2 Look at this example with already:

Do you want something to eat? \(\sim\) No thanks, I've already eaten. (= I ate before now.)

We use already with the Present Perfect to emphasize that something happened before now, or before it was expected to happen.

We use already like this:

\[ \text{have} + \text{already} + \text{PAST PARTICIPLE} \]

I've already heard that story.

Here is another example:

Nicola: Is Sarah going to phone you later?
Robert: No. She's (= She has) already phoned me. (= Sarah phoned before Nicola expected her to phone.)

3 We use yet with a negative verb to say that something has not happened, but we think that it will happen:

The post hasn't arrived yet. (= The post has not arrived, but it probably will arrive.)

I haven't finished this work yet. (= I haven't finished this work, but I will finish it.)

They haven't replied to my letter yet.

We use yet in questions to ask whether something that we expect to happen has happened:

Have you paid the bill yet? (= Perhaps you have not paid the bill, but you are going to pay it soon.)

Has it stopped raining yet? (= Perhaps it has not stopped raining, but it will stop raining soon.)

Have you found a job yet?

Notice that we usually put yet at the end of a negative statement or question:

They haven't replied to my message yet.

Have you found a job yet?

A Complete the dialogues using just and the words in brackets ( ). Use the Present Perfect.

1 A: What's happening in this programme?
   B: I don't know. It's just started. \(\ldots\) (It/start).

2 A: Could I have a copy of Sports World, please?
   B: Did you have a good time?

3 A: Could I have a copy of Sports World, please?
   B: Sorry. \(\ldots\) (I/sell) the last copy.

3 A: How's Lucy?
   B: She's very happy. \(\ldots\) (She/finish) her exams.

4 A: \(\ldots\) (I/have) a message from Mike.
   B: Oh yes? What did he say?

5 A: Have you heard from Alice and Frank recently?
   B: Yes, \(\ldots\) (they/move) to another town.
6 A: Have you still got the same car?  
B: No ___________________ (I/buy) a new one.

7 A: Would you like something to eat?  
B: No, thanks. ___________________ (I/have) breakfast.

B Make sentences using the Present Perfect with already or yet and the words in brackets (). Use the Present Perfect.

1 (I/not/read/today’s news.) yet  
I haven’t read today’s news yet.

2 (you/decide/which one to buy?) yet  
... ...

3 (Their baby son/start/talking.) already  
... ...

4 (you/phone/Jasmine?) yet  
... ...

5 (The game/not/finish.) yet  
... ...

6 (I/have/lunch.) already  
... ...

7 (He/spend/all his money.) already  
... ...

C Complete the conversation using just, already or yet and the words in brackets (). Use the Present Perfect.

Julia: Are you having a good time here?  
Anna: Yes, I haven’t been here long, and ___________________ (I/visit) a lot of interesting places.
Julia: ___________________ (you/visit/the Art Gallery).  
Anna: No, ___________________ (I/not/do/that), but I’m going to do it.
Julia: What about the theatre? ___________________ (you/see/a play)?  
Anna: No, but ___________________ (I/book/a ticket) for one. It’s called The Friends.
I did it online five minutes ago. Would you like to come with me?  
Julia: Thanks, but ___________________ (I/see/that play). I saw it last month.  
Anna: ___________________ (I/hear) that The Adventurers are going to give a concert next week. Do you like them?  
Julia: Yes, I do. ___________________ (they/make) a really good new album. It came out a couple of days ago.
Anna: I really want to get a ticket.  
Julia: ___________________ (they/not/sell/all the tickets). But be quick! They’re a very popular group.
16 Past Simple or Present Perfect

Compare the Past Simple and the Present Perfect:

1 We use the Past Simple to talk about something that happened at a particular time in the past:
   - I met John at four o'clock.
   - When did Jasmine go to India? ~ In June.
   - Martin bought a new car last week.

2 We use the Present Perfect to talk about the past, but not about when things happened:
   - I've met John's girlfriend. She's nice.
   - Have you ever been to India? ~ Yes, I have.
   - I have never bought a new car.

We use the Past Simple for situations or actions during a period of time that ENDED in the past:
   - I worked there for two years. I left last year.
   - He has worked here for two years. (= He still works here.)

We use the Present Perfect for situations or actions during a period of time from the past to NOW:
   - We lived in that house for a long time; then we moved to this one.
   - We've lived in this flat since we got married. (= We still live in it.)

Notice how we often move from the Present Perfect to the Past Simple:
   - Peter: Have you ever played this game before?
   - Maria: Yes, I played it once when I was in England.
   - Peter: Did you win?
   - Maria: No, I lost.

A Complete the conversation by choosing the correct form in brackets ( ).

Sarah:  *Have you ever been* (Have you ever been/Did you ever go) to the United States?
James: Yes, 1 (I've been/I went) to California last year.
Sarah: 2 (Have you liked/Did you like) it?
James: Yes, 3 (I've enjoyed/I enjoyed) the trip a lot.
Sarah: What 4 (have you done/did you do) there?
       6 (Have you been/Did you go) to California, Sarah?
Sarah: No, but 7 (I've booked/I booked) a holiday there. I've got my ticket and I'm going next week!

B Complete the dialogues using the Present Perfect (I have seen) or Past Simple (I saw) of the words in brackets ( ).

A: I 1 saw (see) Jack last night.
B: Oh really. I 1 (not/see) him for months. How is he?
A: We 2 (go) to the theatre last Saturday.
B: 3 (you/enjoy) the play?
A: Yes, it 4 (be) very good.

A: I 5 (never/hear) of this group before. Are they famous in your country?
B: Yes, they are very popular. They 6 (be) famous in my country for years.

A: What 7 (you/do) last weekend?
B: I 8 (stay) at home. I 9 (need) a rest.

A: 10 (you/ever/win) a competition?
B: Yes, I 11 (win) a photography competition in 2015.

A: So, John is your best friend. 12 (you/meet) him when you were at university?
B: Yes. We 13 (be) friends for more than ten years.

C Complete this paragraph about the London Underground using the Present Perfect or Past Simple forms of the verbs in brackets ( ).

The London Underground

London 1 has had 2 (have) an underground train system since the 19th century. The London Underground 3 (start) in 1863, when Victorian engineers and workers 2 (build) the Metropolitan railway. This railway line 3 (go) from Paddington Station to Farringdon Street Station, and steam engines 4 (pull) the coaches. 12 more lines 5 (open) since then. The world's first underground electric railway 6 (open) in 1890. This line 7 (go) from the City of London to Stockwell in South London. Since the London Underground 8 (begin), many other cities, such as New York and Moscow, 9 (build) their own systems.
1 We form the Present Perfect Continuous like this:

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>FULL FORM</th>
<th>SHORT FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/You/We/They</td>
<td>have cooking</td>
<td>'ve been cooking</td>
</tr>
<tr>
<td>He/She/It</td>
<td>has cooking</td>
<td>'s been cooking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEGATIVE</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I/You/We/They</td>
<td>have not</td>
<td>have not cooking</td>
</tr>
<tr>
<td>He/She/It</td>
<td>has not</td>
<td>hasn't been cooking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>Have</th>
<th>Have/You/We/They</th>
<th>Has</th>
<th>He/She/It</th>
</tr>
</thead>
<tbody>
<tr>
<td>have cooking</td>
<td>been cooking?</td>
<td>been cooking?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(For details about -ing forms see Appendix 2, on page 243.)

2 We use the Present Perfect Continuous for an action or situation that began in the past and continues until now:

You're late! I've been waiting for you.

We often use for and since with the Present Perfect Continuous. We use for with a period of time, and since with a point in time:

I've been waiting for you for two hours.  
I've been waiting for you since six o'clock.

3 Here are some more examples:

Julia has been talking on the phone for an hour. (= She started talking on the phone an hour ago and she is still talking.)

You've been sitting there since one o'clock. (= You started sitting there at one o'clock and you are still sitting there.)

4 We use the Present Perfect Continuous for actions that are done many times in a period of time from the past until now:

She's been having driving lessons for a couple of months. (= She started a couple of months ago; she is still having lessons.)

I've been playing tennis since I was a small child.

5 We can use How long ...? with the Present Perfect Continuous:

How long have you been living here? I have been living here for three years.

A Complete the sentences by putting the verbs in brackets ( ) into the Present Perfect Continuous.

1 She has been learning (she/learn) Spanish for six months.
2 The roads are very wet; (it/rain) for hours.
3 (we/play) this game for hours. Let's stop now!
4 (Emilia/learn) French at school for three years.
5 (I/read) this book for months, but I haven't finished it yet.
6 (we/watch) this programme for hours.
7 (the neighbours/make) a lot of noise again today?
8 (I/save) my money for a holiday.
9 (you/listen) to me carefully?
B Put for or since into the gaps.

1. I've been working in this office since last summer.
2. Have you been doing this course for a long time?
3. I've been driving this car more than ten years.
4. She has been planning the party since the beginning of the month.
5. George has been telling the same stories for several years.
6. We've been waiting for a reply since we contacted them last week.
7. What have you been doing since the last time that I saw you?
8. You've been writing that application more than two hours.
9. He's been feeling ill for a few days.

C Write sentences to describe what each member of the Wyatt family has been doing to prepare for Christmas. Use words from the box and the Present Perfect Continuous to describe the pictures.

- John has been putting up decorations.
- Mary and Steve
- Martha
- Mia
- Tom
- Joseph

D Write a sentence for each of the following situations, using the Present Perfect Continuous and for or since.

1. She started her course a month ago and she is still doing it.
   _She has been doing her course for a month._
2. I started reading this novel last weekend and I'm still reading it.
   _I have been reading this novel since last weekend._
3. It started raining at three o'clock and it is still raining.
4. He started playing chess when he was ten years old and he still plays it.
5. She started looking for another job two months ago and she's still looking.
6. We arrived here two hours ago and we're still waiting.
Present Perfect Simple or Continuous

1 Compare the Present Perfect Simple and Present Perfect Continuous:

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

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

2 We use the Present Perfect Simple to ask and answer How many? and How much?:

A: How many rooms have you painted?
B: We've painted three of them.

We usually use the Present Perfect Continuous to ask How long?, and with since and for:
- I haven't been travelling for six months.
- A: How long have you been waiting? Have you been queuing for a long time?
B: Yes, I've been waiting since two o'clock.

For more details about How long?, How many? and How much? see Unit 32.

3 Note that we usually use the Present Perfect Simple (not the Continuous):

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

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

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

- He's late again. (How many times/ he / arrive / late this month?)
  How many times has he arrived late this month?
1 What a good week! (We / sell / much more than we expected.)

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

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

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

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

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

B Five friends have just finished some jobs. Look at the table and complete the dialogues. Use the Present Perfect Simple or the Present Perfect Continuous.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>NOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lucas  sweep the floors</td>
<td>he is sweating</td>
</tr>
<tr>
<td>Rachel  cut the grass</td>
<td>she is tired</td>
</tr>
<tr>
<td>Paul    do the washing-up</td>
<td>he has soft hands</td>
</tr>
<tr>
<td>Laura   peel the onions</td>
<td>she has red eyes</td>
</tr>
<tr>
<td>Tim     defrost the freezer</td>
<td>he has cold hands</td>
</tr>
</tbody>
</table>

1 Lucas, why are you sweating? ~ Because I have been sweeping the floors.
2 Is the lawn finished? ~ Yes, Rachel has cut the grass.
3 Paul, why are your hands so soft? ~ Yes, I...
4 Are the onions ready for the pan? ~ Yes, Laura peeled them.
5 Rachel, you look tired. ~ Yes, I...
6 Tim, your hands are very cold. ~ Yes, I...
7 Are the floors clean? ~ Yes, Lucas cleaned them.
8 Why are your eyes red, Laura? ~ Because I...
9 Are the plates clean? ~ Yes, Paul...
10 Is the freezer all right now? ~ Yes, Tim...

C Complete the conversations using the verbs in brackets ( ). Use the Present Perfect Simple or the Present Perfect Continuous.

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

Tina: Excuse me. Have you 1 (stand) in this queue for a long time?
Jacob: Yes, I've 2 (queue) for almost an hour.

Sara: Why are you crying?
Joe: Because my brother has 3 (have) an accident. He's 4 (break) both his legs.

Lucy: Excuse me. Has someone 5 (leave) this bag here?
Ben: I don't know. I've 6 (sit) here all afternoon, but I haven't 7 (notice) it until now.
We form the Past Perfect with had and the past participle of a verb (e.g. started, taken):

<table>
<thead>
<tr>
<th>FULL FORM</th>
<th>SHORT FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>If/You/He/She/It/We/They had started.</td>
<td>'d started.</td>
</tr>
</tbody>
</table>

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

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

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

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

Also, compare these sentences using when:

Past Simple: When I returned with my phone, the bird flew away. (= It went after I returned.)
Past Perfect: When I returned with my phone, the bird had flown away. (= It went before I returned.)

The Past Perfect is used in reported speech:

'I have suffered from asthma for many years.'
She told the doctor that she had suffered from asthma for many years.
(For more on reported speech, see Units 100–102.)

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

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

2. Last year Nathan visited Scotland for the first time.
   He had never visited Scotland before that.

3. Last weekend Tom rode a horse for the first time.
   He

4. Last summer Julian ran in a marathon for the sixth time.
   He

5. Last week Lucy wrote a poem for the first time.
   She
4 Last week Anna appeared on TV for the first time.
   She before that.

5 Last summer Anthony played tennis at Wimbledon for the fifth time.
   He before that.

6 Last year Abigail wrote her third novel.
   She before that.

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

A: The driver started the car. B: Lady James appeared.
(When Lady James appears, the driver already started the car)

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

2 A: James finished the work. B: The manager came back.
(When the manager comes back, James already finished the work)

3 A: I went to bed. B: Raphael called.
(When Raphael called, I already went to bed.

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

5 A: Owen prepared the supper. B: His wife got home from work.
(When his wife got home from work, Owen already prepared the supper)

6 A: The thieves spent the money. B: The police caught them.
(The thieves already spent the money when the police caught them)

C Use the Past Perfect to complete the sentences.

1 Jacob said, ‘Jack has just gone out.’
   Jacob told us that Jack

2 Robert said to Charlotte, ‘Have you been to Cambridge?’
   Robert asked Charlotte if she

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

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

5 Rob was talking to Abigail, and he said, ‘Have you ever been to Japan?’
   Rob asked Abigail if she
We can use the Present Simple to talk about present situations or habits:

- situations:
  
  - My sister works as a translator.
  - Andrew lives in London.

- habits:
  
  - Peter usually wears jeans.
  - I often eat a sandwich for lunch.
  - Mike doesn't smoke anymore.
  - Does John drive to work every day?

Look at these sentences with the Past Simple:

- situation:
  
  - Henry lived in France for many years.

- habit:
  
  - When I was young, I ran three miles every day.

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

Look at these sentences with *used to*:

- Charlotte used to live in Ireland.

- Many people used to make their own bread.

- My husband used to work at home.

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

- Charlotte doesn't live in Ireland now.

- Nowadays people usually buy bread from a shop.

- My husband doesn't work at home now.

Compare the Past Simple and *used to*:

- Past Simple:
  
  - When he was young, he ran three miles every day. (He may or may not run three miles every day now.)

- *used to*:
  
  - When I was young, I used to run three miles every day. I don't do that now. (I don't run three miles every day now.)

We make negative sentences and questions with *did* + *use to*:

- Lucy didn't use to like black coffee.

- Paul didn't use to smoke.

- Did Oliver use to cycle to school?

- Did your parents use to read to you?

We do not use *use to* for present situations or habits; we use the Present Simple:

- Anna sings in a band. (NOT Anna uses to sing in a band.)

- Joe doesn't cycle to school. (NOT Joe doesn't use to cycle to school)

Look at the table of people who have changed what they eat or drink and complete the sentences.

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

- Anna used to eat meat, but now she eats fish.
- Tom drinks tea now, but he used to drink coffee.
- Robert eats white bread, but now he eats brown bread.
- Grace drinks tap water, but now she drinks bottled water.
- Mary eats fresh fruit now, but she used to eat tinned fruit.
- Lucy eats butter now, but she used to eat margarine.
Now complete these questions.

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

Now complete these sentences.

- Anna didn’t use to eat fish, but she does now.
- Tom drinks tea now, but he didn’t use to drink it.
8 Lucy use to eat butter, but she does now.
9 Mary eats fresh fruit now, but she didn’t use to do it.
10 Grace drinks bottled water now, but she didn’t use to do it.

Tick (✓) the sentences which are correct and cross out the sentences which are incorrect.

- When he was at primary school, Anthony used to work very hard. ✓
- Last year Peter used to get a new bicycle for Christmas.
1 I didn’t use to watch TV much, but I do now.
2 When he was a teenager, my grandfather used to buy all the Beatles’ records.
3 Paul used to go to the cinema almost every weekend.
4 Did Grace used to go to the concert last night?
5 Paul used to be really fit when he played a lot of volleyball.
6 John use to spend a lot of money on that new jacket he bought last week.
7 Kate didn’t use to come to school yesterday because she was sick.
8 Jasmine used to play tennis a lot, but she doesn’t have time now.
9 Did you use to go to the seaside for holidays when you were a child?
10 We used to live in Canada before we came here.

Complete the sentences with the words in brackets ( ) to say what these people used to do and what they do now.

- (Andrew/get up/seven o’clock/now/half past seven)
  Andrew used to get up at seven o’clock, but now he get up at half past seven.
- (I/swim/before work/now/after work)
  I used to swim before work, but now I swim after work.
1 (Dan/play/violin/now/guitar)
2 (Anna/be/best friends/Annie/now/Cathy)
3 (Lucy/have/dancing lessons/now/riding lessons)
4 (I/buy CDs/now/download all my music)
5 (John and Abigail/live/London/now/Cardiff)
6 (David/drive/Fiesta/now/Jaguar)
A  Anna is emailing her new Spanish friend, Pilar. If the verb tenses are wrong, correct them. If they are right, put a tick (√).

I'll try to answer some of your questions. *I have moved* moved to London from Bristol in 2009. That means *I've been here* √ for almost ten years now. (Wow! Time flies, doesn't it?) *I was living* living in the south of the city when *I was starting* starting going out with my husband, Mel. (We were both studying French at the time *we have met* met at University College.) In fact, *I've stayed* stayed in flats all over London! My favourite flat *had* had a balcony and you could see a small park in the square. *I had never forgotten* never forgotten that flat, or my flatmates. Anyway, that's enough about me. How long *have you lived* lived in Madrid? *Have you been* been born there? London and Madrid are so big, aren't they? *I didn't see* didn't see all the different parts of London yet! I saw an old friend by chance about a week ago when *I walked* walked to work, and she lives on a boat in north London. *I have visited* visited her last week. *I've never seen* never seen such a small kitchen! My friend cooked a meal for us.

B  Sara is talking to her husband. They've been married for 40 years. Six Past Simple verb forms should be Past Perfect. One has been corrected for you as an example. Find the other five, cross them out and rewrite them.

Sara: We first met in 1977, didn't we, at the cinema?
Brian: Yes. When we arrived, *the film already began.* √ the film had already begun.
Sara: I saw it before anyway.
Brian: Really? You didn't tell me that.
Sara: No. I wanted you to take me to the cinema the following week!
Brian: So you already decided you liked me!
Sara: And then you took me to your favourite restaurant, but it closed a week before!
Brian: Oh dear. What did we do next?
Sara: We went to a pub to meet your friends, but it was empty. Everyone went home, because England was playing Germany at Wembley.
Brian: What an evening!
Sara: That's not all! When I got home I couldn't open the front door because I left my keys at the pub.
Anna is talking to her mother on the phone. Underline the verbs that should be in the Present Perfect Continuous or Past Continuous form, and then correct them. One has been done as an example. Find five more.

I've been studying

'I'm so tired, Mum. I've studied all day from five o'clock this morning. In fact, I did some maths when you rang just now. I still haven't finished and now I've got a headache because I've worked harder than I've ever done before! Sorry, what did you say? You've never had a problem with maths? But you're a teacher! You've read books and things all your life! Dad says you learnt French verbs on Saturday morning in the park when he first met you! Anyway, I haven't finished yet. My friend Stevie will be OK, though. Every time I've visited her in the last month, she has worked hard.'

Paul, Caroline, Jo and Rob are talking about some of the holidays they've had. Put the verbs in brackets ( ) in the Past Simple, Past Continuous or Present Perfect form.

Paul: Do you remember when *we went* (we go) to Morocco, Caroline?

Caroline: Unfortunately, yes. *(You/lose) your passport, just after we arrived.*

Paul: *(We/sail) near the coast, and I was looking at the fish,* and *(it/just drop) into the sea!* *(you/two/visit)* North Africa?

Jo: No. *(We/be) to Ghana, though. *(We/fly) there in 2001, didn't we, Rob?*

Rob: *Sorry, Jo. *(I/not/listen)*. *(I/have) such a busy day today! Actually, *(I/fall) asleep on the sofa when *(Paul/ring) and invited us around.*

Jo: So you need a holiday, don't you?

Caroline: *(Paul and I/go) to this really great country hotel, The Woodland Spa, about a month ago. *(We/read) the Sunday newspapers, and *(we/see) this advertisement.* *(Paul/not/stop) talking about it since we got back!*

Paul: It was fantastic!

Rob: *(it/have) a jacuzzi in the bathroom?*

Jo: *(be/there) a bowl of fruit in your bedroom?*

Caroline: All of that. And *(you/never/see) such a beautiful swimming pool in your life!

Jo: It sounds lovely. Better than that hotel! *(Rob and I/stay) in last year in Devon.*

Rob: Oh dear. *(it/be) terrible. One night *(we/talk) in our room, and the owner knocked on the door at ten o'clock in the evening and told us to go to sleep!*

Jo: *(I/not/enjoy) a holiday in the UK for years, I'm afraid.*
We form sentences with *be going to* like this:

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>I am</td>
</tr>
<tr>
<td>He/She/It is</td>
<td>He/She/It is</td>
</tr>
<tr>
<td>We/You/They are</td>
<td>We/You/They are</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am I?</td>
</tr>
<tr>
<td>Is he/she/it?</td>
</tr>
<tr>
<td>Are we/you/they?</td>
</tr>
</tbody>
</table>

Note that we usually use the short form of *be* (I'm, he/she/it's, we/you/they're):

- They're going to leave.
- He's going to spend a week by the sea.

The negative short form is *I'm not going to*:

- I'm not going to play tennis today.

With *he, she* and *it*, there are two negative short forms:

- He/she/it isn't going to come.
- He/she/it's not going to come.

With *you, we* and *they*, there are also two negative short forms:

- You/we/they aren't going to come.
- You/we/they're not going to come.

We use *be going to* for the future. We use it:

- to talk about things we have decided to do in the future:

  - A: What are you going to do tomorrow?
  - B: I'm going to visit Paul in Brighton.
  - A: Are you going to drive?
  - B: No, I'm going to take the train.

- to predict the future, using information we know now:

  - Look at that blue sky! It's going to be hot.
  - I've eaten too much. I'm going to be ill.
  - Look at the time. It's two o'clock. They aren't going to come now.

Paul has decided what he's going to do in his life. Complete the sentences, using short forms of *be going to* and the verbs in brackets ( ).

1. I'm going to study (study) music at university.
2. I (travel) all over the world.
3. I (not/work) in an office.
4. I (marry) a very rich woman.
5. We (have) 11 boys.
6. They (become) a football team.
7. I (win) the World Cup.
8. My wife (not/cook) or clean.
9. We (eat) in restaurants every day.

Note that we usually use the short form of *be* (I'm, he/she/it's, we/you/they're):

- They're going to leave.
- He's going to spend a week by the sea.

The negative short form is *I'm not going to*:

- I'm not going to play tennis today.

With *he, she* and *it*, there are two negative short forms:

- He/she/it isn't going to come.
- He/she/it's not going to come.

With *you, we* and *they*, there are also two negative short forms:

- You/we/they aren't going to come.
- You/we/they're not going to come.

We use *be going to* for the future. We use it:

- to talk about things we have decided to do in the future:

  - A: What are you going to do tomorrow?
  - B: I'm going to visit Paul in Brighton.
  - A: Are you going to drive?
  - B: No, I'm going to take the train.

- to predict the future, using information we know now:

  - Look at that blue sky! It's going to be hot.
  - I've eaten too much. I'm going to be ill.
  - Look at the time. It's two o'clock. They aren't going to come now.

Paul has decided what he's going to do in his life. Complete the sentences, using short forms of *be going to* and the verbs in brackets ( ).

1. I'm going to study (study) music at university.
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6. They (become) a football team.
7. I (win) the World Cup.
8. My wife (not/cook) or clean.
9. We (eat) in restaurants every day.

Write positive sentences with short forms of *be going to* and the words in brackets ( ).

1. (I/see/a film tonight.) I'm going to see a film tonight.
2. (She/buy/a new car tomorrow.)
3. (They/work/hard this year.)
4. (It/rain/this afternoon.)
Write negative sentences with short forms of *be going to* and the words in brackets ( ).

1. (They/not/catch/that train!)  
   They're not going to catch that train!

2. (Paul/not/drive/to Scotland.)

3. (We/not/finish/it today)

4. (She/not/buy/a new house.)

Write questions with *be going to* and the words in brackets ( ).

5. (you/have/a holiday this year?)  
   Are you going to have a holiday this year?

6. (they/win/the match?)

7. (Mary/leave/her job?)

8. (you/take/the exam in June?)

Keiko is Japanese. She's going to spend a week by the sea in England. Ask her some questions. Use *be going to*, the verbs in brackets ( ), and the words from the box.

- an umbrella
- in a luxury hotel
- to a club
- fish and chips
- in the sea
- a lot of English
- golf every day

9. (speak)  
   Are you going to speak a lot of English?

10. (play)  

11. (take)  

12. (swim)  

13. (eat)  

14. (stay)  

15. (go)  

Make sentences about the pictures using short forms of *be going to* and the words from the box.

16. It/rain.
   They/eat/a pizza
   They/not/play/tennis
   He/not/win/the race
   She/have/a swim
   They/watch/a film
   He/make/a phone call
   He/play/the piano

17. He's going to make a phone call.
We use **will** to talk about the future. Look at this example:

It's now five o'clock. I'll stop work at six.

We make sentences with **will** like this:

- **WILL + INFINITIVE**
  - I will stop.

We use **I will** or **I'll**, and **I will not** or **I won't**. We usually use the short forms (**I'll**, **he'll**, **I won't**, **he won't**) when we speak.

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>FULL FORM</th>
<th>SHORT FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/He/She/It/We/You/They</td>
<td>will go.</td>
<td>I'll go.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEGATIVE</th>
<th>FULL FORM</th>
<th>SHORT FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/He/She/It/We/You/They</td>
<td>will not go.</td>
<td>won't go.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>FULL FORM</th>
<th>SHORT FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>will go.</td>
<td>I/He/She/It/We/You/They</td>
<td>go.</td>
</tr>
</tbody>
</table>

We use **will** to talk about future facts, and things that we think will happen in the future:

- My father will be 50 years old tomorrow.
- Jasmine will love your new dress.
- He's a good manager. He won't make any mistakes.

We also use will to ask about the future:

- Will they win this game?

We use **I'll** when we make a quick decision to do something. For example, when the doorbell rings, we say:

- I'll answer it.

Here is another example:

A: Does anyone want to come with me tonight?
B: Yes, I'll come.

We use **Shall I ...?** or **I'll ...** when we want to do things for other people:

<table>
<thead>
<tr>
<th>OFFER:</th>
<th>Shall I make you a cup of coffee?</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFFER:</td>
<td>I'll make you a cup of coffee.</td>
</tr>
</tbody>
</table>

We use **Shall we ...?** to suggest things that we can do:

| SUGGESTION: | Shall we see a film tonight? |

---

**Complete the dialogues with will or won't and the verbs from the box. Use short forms of will where you can.**

- **have**
- **make**
- **phone**
- **take**
- **be (x2)**
- **finish**
- **win**

A: Are you coming to the cinema on Sunday?
B: I'm not sure. I'll phone you on Saturday.

1. A: Don't change your clothes now. We do late.
B: No, we won't. We a taxi.

2. A: George is going to have a party at the weekend.
B: Why?
A: It's his birthday. He 30 on Saturday.

3. A: She the tennis match tomorrow.
B: Why not?
A: She mistakes. She always makes mistakes in important matches.

4. A: Steve the work tonight?
B: No, he won't finish. He time.
B Put the best phrase from the box in each gap. Start your sentences with I'll.

<table>
<thead>
<tr>
<th>Option</th>
<th>Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>phone for a taxi</td>
<td>help you to look for it</td>
</tr>
<tr>
<td>go with you</td>
<td>give you some money</td>
</tr>
<tr>
<td>open a window</td>
<td>make you a sandwich</td>
</tr>
<tr>
<td>ask her to phone you tonight</td>
<td>give you the name of a language school</td>
</tr>
<tr>
<td>carry some of them</td>
<td></td>
</tr>
</tbody>
</table>

♦ A: I want to take these books home, but they're very heavy.
   B: I'll carry some of them.

1 A: I feel sick. It's so hot in this room.
   B: ..........................................................

2 A: I want a cup of coffee, but I don't have any money.
   B: ..........................................................

3 A: I'm hungry. I didn't have any lunch.
   B: ..........................................................

4 A: I want to learn Japanese.
   B: ..........................................................

5 A: I've lost my passport.
   B: ..........................................................

6 A: It's ten o'clock. I'll be late if I walk.
   B: ..........................................................

7 A: I want to speak to Jasmine. It's very important.
   B: ..........................................................

8 A: I want to go to the museum, but I don't know the way.
   B: ..........................................................

C Put Shall I or Shall we in the gaps to complete the dialogues.

♦ A: I'm hungry. Are you going to the shops?
   B: Yes. Shall I get you something to eat?

♦ A: We need a holiday.
   B: What a good idea! Shall we go to Florida?

1 A: I'm going to get some tickets for the concert next week. Shall we buy you one?
   B: Yes please. I'd love to come.

2 A: Shall we go to a restaurant tonight?
   B: OK, but I don't have any money. Will you pay for me?

3 A: I want to go to Italian classes, but I've never learnt a foreign language before.
   B: Shall I come with you?
   A: That's very kind of you.

4 A: Where is our meeting?
   B: At John's office on Baker Street.
   A: Shall we walk or take a taxi?

5 A: You look thirsty. Shall I get you a drink?
   B: Yes, please. Can I have an orange juice or some water?

6 A: It's a beautiful day! Shall we have a picnic?
   B: Wonderful idea! Who shall we invite?
23 Will or be going to

1 Compare will and be going to:

We use will with an infinitive (do, go, be, arrive, etc.):

\[ \text{INFINITE} \]

\[ \text{John will arrive tomorrow.} \]

We use be going with to + infinitive (to do, to be, to rain, etc.):

\[ \text{TO + INFINITIVE} \]

\[ \text{It's going to rain soon.} \]
\[ \text{My friends are going to come tonight.} \]
\[ \text{It isn’t going to rain today.} \]
\[ \text{What are you going to do on Sunday?} \]

2 We use will for actions that we decide to do now, at the moment of speaking:

PAST

\[ -I \text{ like this coat. I think I’ll buy it.} \]

A: What would you like to eat?
B: I’ll have a pizza, please.

We can use will for offers and promises:

\[ \text{I'll carry your case for you. (OFFER)} \]
\[ \text{I won’t forget your birthday again. (PROMISE)} \]

3 We use will to talk about things that we think or believe will happen in the future:

\[ \text{I’m sure you’ll enjoy the film.} \]
\[ \text{I’m sure it won’t rain tomorrow. It’ll be another beautiful, sunny day.} \]

A: Complete the sentences using the words in brackets () and ‘ll or a form of be going to.

\[ \text{A: Are you going to watch TV tonight?} \]
\[ \text{B: Yes, I’m going to watch} \]
\[ \text{(I/watch) my favourite programme at nine o’clock.} \]

1 A: What \[ (you/eat) \] tonight? What food have you bought?
B: I haven’t bought any food.
A: Well, why don’t you come to my house? \[ (I/cook) \] us something nice to eat.

2 A: I’m going into the centre of town tomorrow. \[ (I/buy) \] some new clothes.
B: Oh, what \[ (you/get) \]?
A: \[ (I/look) \] for a T-shirt and some jeans.
B: I’d like to go into the centre too. \[ (I/come) \] with you.

3 A: \[ (I/leave) \] work late tomorrow. There is a meeting at six o’clock.
B: Oh, I didn’t know that. Well, \[ (I/see) \] you after the meeting.

4 \[ (I/phone) \] Tom at six o’clock. I promised to phone him this evening.

5 A: Are you going to have a holiday in the summer?
B: Yes, \[ (I/travel) \] around Europe with a friend.
B Look at the office scenes in the pictures and match them to the sentences. Cross out the incorrect sentences.

Relax, I'll answer it. / Relax, I'm going to answer it.

a You look hot, I'll open a window. / You look hot, I'm going to open a window.

b Next year, we're going to enter the Japanese market. / Next year, we'll enter the Japanese market.

c Thanks, I'm going to have an orange juice. / Thanks, I'll have an orange juice.

d Have a rest, I'm going to do the photocopying. / Have a rest, I'll do the photocopying.

e Thursday is no good for me, I'm afraid. I'll meet the new manager of our Tokyo office. / Thursday is no good for me, I'm afraid. I'm going to meet the new manager of our Tokyo office.

C You are at a party. Here are some of the questions you are asked. Reply using the words in brackets ( ) and will or be going to.

A: Hi, nice to see you. Would you like a drink?
B: (I/have/a coke, please) I'll have a coke, please.

1 A: What are you doing these days?
B: (Nothing much, but I/start/a new job soon)

2 A: Would you like something to eat?
B: (Thanks, I/have/a sandwich)

3 A: What are your plans for the weekend?
B: (I/do/some shopping tomorrow and I/go/for a swim on Sunday)

4 A: Why is Maria standing by the piano?
B: (She/sing/, I'm afraid)

5 A: This cake looks delicious. Are you going to have some?
B: (No, but I'm sure you/enjoy/it)

6 A: How are you getting home?
B: (David/give/me a lift)
Look at these examples:

I'm flying home tomorrow.
He's starting a new job on Monday.
Anthony and Anna are coming at the weekend.

In each example, we are using the Present Continuous (see Units 5 and 6), but we are talking about the future, not the present.

Look at this example:

You bought a plane ticket last week.
You can now say:
I'm flying home next week.

We use the Present Continuous to talk about things we have arranged in the past to do in the future.

Here are some more examples:

A bank wrote to Steve and asked him to start work next week.
We can now say:
He's starting a new job next week.

The important part of a Present Continuous for the future sentence is often a time or day (e.g., next week, in July, tomorrow, on Sunday):

PRESENT: I'm leaving now.
FUTURE: I'm leaving tomorrow.
PRESENT: We're having a party at the moment. Can I phone you tomorrow?
FUTURE: We're having a party in July.

We do not use the Present Continuous for future events that we cannot arrange or have not arranged:

The sun will shine tomorrow.
(NOT The sun is shining tomorrow.)
The Irish team will win next week.
(NOT The Irish team are winning next week.)

Write sentences about the past events in brackets ( ) using the words from the box. Use short forms of the Present Continuous for the future.

1 (You paid for an English course in London yesterday.)
I'm studying English in London in May.

2 (You booked a table at a new restaurant last week.)

3 (You bought a ticket for a concert last month.)

4 (You paid for a holiday at a travel agent's last week.)

5 (You talked to Mary on the phone this morning.)
B Mark is an explorer. Look at the things he has arranged to do. Match the pictures with the words from the box. Write sentences about what he is doing next year using the Present Continuous. Say when he is doing each thing.

1. he/drive/across the Sahara
2. he/walk/across the Antarctic
3. he/run/across/Africa
4. he/fly/over the Amazon
5. he/climb/Mount Everest

He is running across Africa in January.

July

C Complete these dialogues using the Present Continuous for the future and the words in brackets ( ). Use short forms where possible.

1. Steve: Are you doing anything this weekend?
   Megan: I'm seeing you do a film on Sunday. Do you want to come?

2. Pete: Jasmine, Joe and Ellie (come) to my house on Friday night.
   Mark: (you/have) a party?
   Pete: No, we aren't. (We/play) cards. Would you like to come?

3. David: (I/fly) to New York on Sunday.
   Chris: (you/see) John there?
   David: Yes, (we/meet) at the airport.

4. Raphael: Mary and I (drive) to Scotland next Wednesday.
   Mike: (you/stay) in Edinburgh?
   Raphael: No. (we/visit) my mother in Aberdeen.

5. Paul: (I/start) a new job on Monday.
   Arthur: Really? What is it?
   Paul: (I/sell) cars. Do you need a new car?
1 Look at this sentence:

*When the programme ends, I'll do the washing-up.*

To talk about an event in the future, we usually use the Present Simple (e.g. *ends*) after *when*, *before*, *after*, *until* and *as soon as*. We do not use *will*:

*I'm going to finish this work before I go.*

*(NOT ... before I will go.)*

*Wait here until I get back.*

*I'll phone you as soon as I arrive.*

2 We can use *when* + Present Simple to refer to a time when something will happen:

*I'll buy an ice cream when I'm in the newsagent's.*

3 We use *as soon as* + Present Simple with the meaning 'immediately after':

*They'll start playing as soon as it stops raining.*

*(= They will start playing immediately after the rain stops.)*

4 We use *when* + Present Perfect (e.g. *I have done*) to talk about an action that must, or will, happen before the next action can happen:

*When I've found a job, I'll look for a place to live.*

*(= First I will find a job; then I will look for a place to live.)*

5 We use *until* + Present Simple to mean from now to a time in the future:

*We'll sit outside until it gets dark.*

*(= We'll sit outside from now to when it gets dark.)*

A Complete the sentences by putting *when*, *before*, *after*, *as soon as* or *until* into the gaps. Sometimes more than one answer is possible.

1 I'll stay in this job __________ I find a better one.

2 I'm going to keep working __________ I finish this.

3 Remember to buy some stamps __________ you're in the post office.

4 __________ I speak to him on the phone tonight, I'll ask him.

5 We can go for a meal __________ we've seen the film.

6 I'll keep looking for it __________ I find it.

7 I'll wait for them __________ it gets dark, and then I'll leave.

8 Don't forget to lock the door __________ you go out.

9 __________ I've found the information, I'll phone you.

10 We'll wait __________ it stops raining, and then we'll go out.

11 __________ you see John, give him my regards.

12 Put in your application __________ the closing date arrives.

13 You shouldn't wait. You should reply __________ you receive the invitation.

14 Book a table __________ you go to the restaurant. It's often full.
B Complete the dialogues using the Present Simple or will forms of the verbs in brackets ( ). Sometimes you do not need to change the word in brackets.

A: Could you post this letter for me today, please?
B: Yes, I’ll do (do) it when I go (go) to the shops.

1 A: I might be late tonight.
B: OK, I (wait) until you (arrive).

2 A: I’m leaving next week.
B: I see you (go), won’t I?

3 A: Have you decided what you’re going to do at the weekend yet?
B: No, but I (phone) you as soon as I (know) what I’m going to do.

4 A: Have you done that homework yet?
B: No, not yet. I (do) it when I (have) enough time.

5 A: I don’t want to go to that party tonight.
B: Well, I’m sure you (enjoy) it when you (get) there.

6 A: Could you tell Tom to call me, please?
B: Yes, I (tell) him when I (see) him tomorrow.

7 A: Mr Jackson isn’t in at the moment.
B: I see. Well, I (wait) until he (come) back.

8 A: Have you booked a hotel in London yet?
B: No, but we (book) one before we (go) there.

9 A: Don’t forget to write to Peter.
B: OK, I (do) it as soon as I (get) home.

10 A: (you/see) Jack when you (be) in Madrid?
B: Yes, I hope I will. I (phone) him when I (arrive) in Spain.

C Complete the sentences using the Present Perfect or will forms of the verbs in brackets ( ).

1 When you have wrapped (wrap) that parcel, I’ll (post) it for you.

2 I (pay) the bill when I have borrowed some money from somebody.

3 When I’ve found a car that I want to buy, I (ask) my bank to lend me the money to buy it.

4 After the plane (land), you may unfasten your safety belts.

5 When you (check) all your answers, hand in your question paper.

6 I (read) this book when I’m on holiday.

7 You (feel) better when you have had something to eat.

8 When you (finish) your work, you can go home.

9 She (be) pleased when she hears the news.

10 Let’s go for a walk after we (have) dinner.
We can talk about future time with different verb forms, for example:

- will: I'll come with you.
- be going to: He's going to come with us.
- Present Continuous: We're coming tomorrow.
- Present Simple: When he arrives, we'll have dinner.

When we talk about events in the future that we expect to happen but that are not in our control, we can use will or be going to:

Anna will be (OR is going to be) 12 next week.

We won't see (OR aren't going to see) those birds again until next spring.

Will they finish (OR Are they going to finish) the building soon?

When we talk about events in the future that are in our control (i.e. we can decide what will happen), we use will differently from be going to. We use will at the time we decide what to do; we use be going to after we have decided what to do. Look at these examples:

John: Can somebody help me, please?
Helen: Yes, I'll help you.
(Here, Helen decided after John asked.)

Look at these examples:

If it rains, they'll stay (OR they're going to stay) at home.

We'll have (OR we're going to have) lunch after the programme finishes.

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

<table>
<thead>
<tr>
<th>WHEN/AFTER ETC.</th>
<th>SIMPLE PRESENT</th>
<th>WILL/BE GOING TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>After it finishes</td>
<td>we'll have lunch.</td>
<td></td>
</tr>
</tbody>
</table>

We use the Present Continuous to talk about a future arrangement that we have made with someone else:

A: Can you come and see us this evening?
B: I can't. I'm playing squash with Sam.

Peter can't come to the cinema with us tonight because he's meeting Jasmine for dinner.

Liz has come back to London from Amsterdam. Her brother Tom has just met her at Liverpool Street Station. In the sentences below, think about when the person decides to do something. Put a tick (✓) if you think the underlined phrase is correct. Otherwise write the correct form of will or be going to in the gaps.

Tom: Hi Liz. Do you want some tea or coffee after your journey?
Liz: Thanks. * I'll ✓ have a tea.

Tom: * I'm going to ✓ carry your bag - you look tired. 1 We'll go to that cafe, over there. Here we are. So, welcome back to England. How was Holland?
Liz: Well, it was great to have some time to think, and I've made some decisions. 2 I'll talk to the boss tomorrow, and 3 I'll ask him if I can move to another department.

Tom: Good. I'm sure 4 he'll give you what you want. Now, would you like something to eat?
Liz:  Um, yes. I'm going to have a sandwich. Thanks. What about you?
Tom:  No, thanks, I don't want to spoil my appetite. I've reserved a table for this evening at the Mexican restaurant in Leicester Square. I'll take Charlotte. What are you going to do this evening?
Liz:  I haven't thought about it. Probably cook something. Oh, and I must ring Dad. Did you remember that it's his birthday tomorrow?
Tom:  Yes, I remembered. He'll be 50. Promise me you'll relax a bit?
Liz:  Sure.
Tom:  OK. I'll get you a taxi. Call me tomorrow. You won't forget, will you?

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

C Look at Anna's diary for next week and complete the sentences. If Anna has an arrangement with someone else, use the Present Continuous, but if she does not, use be going to.

<table>
<thead>
<tr>
<th>MORNING</th>
<th>AFTERNOON/EVENING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>10.00 take Tim to the airport</td>
</tr>
<tr>
<td>Tuesday</td>
<td>do some shopping</td>
</tr>
<tr>
<td>Wednesday</td>
<td>11.00 take the dog to the vet</td>
</tr>
<tr>
<td>Thursday</td>
<td>12.30 cook lunch for mother</td>
</tr>
<tr>
<td>Friday</td>
<td>9.00 play squash with Mary</td>
</tr>
<tr>
<td>Saturday</td>
<td>6.00 meet Tim at the airport</td>
</tr>
</tbody>
</table>

Anna is taking Tim to the airport on Monday morning.
On Monday evening Anna is going to wash the car.
1. On Tuesday she is going to wash the car.
2. She can't see anyone on Wednesday morning because she is going to cook lunch for her mother.
3. On Wednesday evening she is going to tidy her flat.
4. On Thursday afternoon she is going to buy a new squash racket because she is going to play squash with Tim on Friday morning.
5. On Friday afternoon she is going to paint her bedroom.
6. She is going to wash her hair on Saturday morning because she is going to meet Tim at the airport at six o'clock.
A Alex is talking on the phone to his girlfriend, Rosemary. Use shall or short forms of will or be going to to complete the conversation.

Alex: Hi! It's Alex here.
Rosemary: Hi! I'm drying my hair at the moment.
Alex: Shall I ring (/ring) you back?
Rosemary: No, it's OK. (/finish) drying it later. How are things going?
Alex: Not bad, thanks. What (you/do) on Saturday after you've seen your mum?
Rosemary: I'm not really sure. (/meet up) around six in the evening?
Alex: OK. But I may be a little late. (/watch) the final at tennis club in the afternoon. (/get) you a ticket, if you like.
Rosemary: No thanks. It sounds a bit boring. I'm sure (you/enjoy) it more on your own. Anyway, (/buy) some new books in town, I think, if I've got enough money.
Alex: (/lend) you some. I've just been paid.
Rosemary: Don't worry. I'll have my credit card.

B Steve is writing an email to Joanna, a work colleague. Complete his message using the words in brackets and the Present Continuous, shall or a short form of will.

Hi Joanna,
I've just arrived in Mexico City. I didn't get much sleep on the plane so I think I'll go (/go) to bed for an hour or two this morning. As you know from my schedule, (/meet) Carl this afternoon, and then (/fly) to Monterrey tomorrow morning. (/send) you the documents after Carl has signed them? By the way, Carl says (you/come) to Mexico at the weekend. If (you/stay) near the Hotel Victoria, (you/bring) me the green folder on my desk? I forgot it, I'm afraid. Also, I'm sorry but (not/be able) to meet you at the airport. I'm sure you've heard already that (/visit) the new headquarters building of Carl's company in Acapulco.

Best wishes,
Steve.

C Mike is talking to his teenage daughter about the visit of her uncle and his children. Complete their conversation with the words from the box.

Ellie: I just want to go out, Dad.
Mike: I know, but your Uncle Paul is coming tomorrow with Steve and Sara.
Ellie: So? What's it got to do with me?
Mike: You know moving out of your room tomorrow morning, don't you?
Ellie: I move! I don't want to! Why should I?
Mike: We've talked about this already. I tell Uncle Paul that he can't come?
Ellie: Where going to sleep then?
Mike: Before they, we'll make a bed for you in my room.
Ellie: OK. But that's all going to do.
Mike: Almost. Remember you're the children to the circus on Sunday.
Ellie: I won't go. Circuses are cruel to animals!
Mike: It's a circus without animals. We've talked about this before. I'll give you some money. When you get there, the kids want some ice cream.
Ellie: OK. I'll sleep in your room and take little Steve and Sara to the circus, but next weekend I'm going to Michelle's party, and I'll need a new pair of jeans, but I don't have any money. Can you help?

Jasmine is telling her classmates what will happen when they arrive at the school's mountain centre in Scotland. Cross out the word will or the form 'll, if they are wrong.

'You'll meet Tim, one of the team of guides, as soon as you will arrive at the centre. He'll show you where to eat and sleep. Tim will check your bags when you will get up, to make sure you're ready for the day. It's important to have food and drink and an extra pullover. Before you'll start walking, Tim will make sure you have your own map, in case you get lost. It's a fantastic place to go walking. You'll be able to see the sea after you will get to the top of the mountain! But it can become cold very quickly. You'll have to listen to Tim until you'll know the right thing to do if the weather changes suddenly. Don't worry, though. You'll have a good time. You'll enjoy the views as soon as you will get there!'
1. Look at this:

Nouns describe things or people or animals:
- butter
- car
- woman
- dog
- problem

Some nouns (proper nouns) are the names of people, places and things. We begin proper nouns with capital letters (A, B, etc.):
- Jasmine
- Paris
- Oxford Street
- June
- a Rolls-Royce
- the Tower of London

Verbs describe actions or situations:
- work
- play
- live
- meet
- stay
- see

They work hard. (work = verb)
I saw Peter. (saw = verb)

We use auxiliary verbs (be, have, do, will, can, may, must, etc.) before another verb:
They are working hard. (are = auxiliary)
I have seen Peter. (have = auxiliary)
I must go now. (must = auxiliary)

2. We put adjectives (e.g. wonderful) before nouns:
We had a wonderful day.

We can also use adjectives after the verbs be, look, seem, feel:
He's hungry. She looks tired.

Sometimes we put very before adjectives:
It's very hot today.
He bought a very expensive car.

3. We normally use adverbs to describe verbs:
She walked quickly. He sings well.

Most adverbs end in -ly:
clearly, slowly, badly

4. We use pronouns (I, you, he, she, etc.) to replace nouns:
David has a new job. He is enjoying it.

5. We use prepositions (in, on, at, etc.) when we are talking about places and times:
PLACE:
- She's at home.
- It's in the box.

TIME:
- I'll see you on Monday.
- They went on holiday in June.

A. Put the underlined words in the correct columns in the table.

<table>
<thead>
<tr>
<th>NOUN</th>
<th>VERB</th>
<th>AUXILIARY</th>
<th>ADJECTIVE</th>
<th>ADVERB</th>
<th>PRONOUN</th>
<th>PREPOSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>wonderful</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I had a wonderful holiday in Spain last year.
She lives in a large flat in New York.
Peter walked quickly to work.
We met them in Green Street on Friday.
You must come and visit me in Scotland.
My teacher spoke slowly but I didn't understand her.

Mary and Lily are studying Japanese at college.
I have lost my bag.
They bought a big old house in the country.
She swims fast and she can ski well, too.
B Complete the sentences with words from the box. Use each word once.

<table>
<thead>
<tr>
<th>NOUN</th>
<th>VERB</th>
<th>AUXILIARY</th>
<th>ADJECTIVE</th>
<th>ADVERB</th>
<th>PRONOUN</th>
<th>PREPOSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>job</td>
<td>find</td>
<td>has</td>
<td>beautiful</td>
<td>badly</td>
<td>I</td>
<td>on</td>
</tr>
<tr>
<td>match</td>
<td>pass</td>
<td>must</td>
<td>sick</td>
<td>easily</td>
<td>you</td>
<td>at</td>
</tr>
<tr>
<td>Saturday</td>
<td>do</td>
<td>carefully</td>
<td>in</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Paul has ______ just started a new job ______.
2. You'll ______ the books ______ the table.
3. __________________ bought some ______ flowers and gave them to my wife.
4. __________________ haven't seen your grandfather for a long time – you ______ visit him at the weekend.
5. Don't worry! You'll ______ the exam ______.
6. Listen ______! The money is ______ the box.
7. I'm playing golf on ______ you want to play with me?
8. I feel ______. What did we eat ______ the restaurant?

C In this text, circle the letters that should be capital letters.

Josephine got a job in New York in June. She went there with her husband, Mike. They are living in an apartment on Madison Avenue. Yesterday, they wanted to look at the sights. They saw the statue of liberty and walked through Manhattan. Last Monday, Josephine started her new job. Josephine and Mike want to live the rest of their lives in America.

D Put the word in brackets () in the correct place (a–i).

1. (on) I'm flying ______ to Mexico ______ Sunday.
2. (interesting) I saw ______ very ______ film ______ last ______ night.
3. (quickly) Go ______ you'll miss ______ the ______ train!
4. (can) ______ see ______ mountains ______ from ______ my ______ window.
5. (it) She ______ me ______ a ______ ticket ______ but ______ left ______ at home.
6. (go) You ______ sick. You ______ must ______ and ______ see ______ a ______ doctor.
7. (in) I ______ stayed ______ there ______ for ______ a ______ week ______ June.
8. (very) Mary ______ Christopher ______ a ______ expensive ______ present.
9. (road) There's ______ snow ______ on ______ the ______ so ______ drive ______ carefully.
In English, the order of words in a statement is subject + verb + object:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>VERB</th>
<th>OBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>enjoy</td>
<td>good food.</td>
</tr>
<tr>
<td>Peter</td>
<td>is watching</td>
<td>TV.</td>
</tr>
<tr>
<td>She</td>
<td>drank</td>
<td>a cup of coffee.</td>
</tr>
</tbody>
</table>

Some verbs (e.g. go) do not have an object:
- Steve has gone.
- The train didn't arrive.
- Anna and Tom are swimming.

Some verbs (e.g. like) always need an object:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>VERB</th>
<th>OBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>like</td>
<td>music.</td>
</tr>
<tr>
<td>She</td>
<td>wants</td>
<td>a drink.</td>
</tr>
</tbody>
</table>

After the verb be, we can use an object or an adjective:

<table>
<thead>
<tr>
<th>OBJECT/ADJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>She is a doctor.</td>
</tr>
<tr>
<td>Mary is tired.</td>
</tr>
</tbody>
</table>

We can also put adjectives after the verbs look, seem and feel (see Unit 65):
- Mary looks tired.

Now look at this example:
John gave Mary an apple.
John gave her an apple.

After some verbs (e.g. give, send, bring), we can talk about a person (Mary, her) and an object:

<table>
<thead>
<tr>
<th>VERB</th>
<th>PERSON</th>
<th>OBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>sent</td>
<td>Jasmine a book.</td>
</tr>
<tr>
<td>Anna</td>
<td>made</td>
<td>Tom a cup of tea.</td>
</tr>
<tr>
<td>Anna</td>
<td>brought</td>
<td>him a cup of tea.</td>
</tr>
<tr>
<td>He</td>
<td>left</td>
<td>them some money.</td>
</tr>
<tr>
<td>She</td>
<td>wrote</td>
<td>him an email.</td>
</tr>
</tbody>
</table>

We usually put information about times or places at the end of the sentence:
- I had a holiday in Spain.
- They gave their son a watch yesterday.

A There are ten sentences in the box. Circle each sentence.
- She didn't come
- he is rich they like sport we are studying she is a teacher the bus hasn't arrived they've gone I didn't like the programme they sent me a postcard Paul and Joe have left

B Put the words in brackets ( ) in the correct order.
- (bought – she – a TV)
- (the match - won - they)
- (is eating – he – a pizza)
- (Anna – films – loves)
- (saw – three cats – I)
- (tennis – we – played)
- (wants – a new house – Steve)
- (forgot – my passport – I)
8 (a photo she is taking)
9 (drank an orange juice he)
10 (golf they like)
11 (Joe Mexico visited)
12 (lost we our money)

**C** If the words are in the correct order, put a tick (√). If not, write the correct sentence.

- Mary has phoned.  
- Brilliant was the film.
- The boys are playing football.
- Michael not has come.
- The children are looking tired.
- Anna eggs does not eat.
- Mary ate a large piece of cake.

**D** Write sentences with the word in brackets ( ) in the correct place.

- She wrote a letter. (me)  
- They sent an invitation. (us)
- Michelle gave a present. (Mike)
- I made a sandwich. (her)
- Tom bought a new phone. (Ellie)
- My uncle gave a job. (me)
- She left a message. (you)
- Mary is sending some flowers. (them)
- She brings a coffee every day. (him)

**E** Put the word in brackets ( ) in the correct place in the sentence.

- (bought) We bought a house in Italy (him)  
- (gave) They gave a new car (thirsty) this morning.
- (last night) My friends didn't arrive (her bag)
- (lost) She (her)  
- (is) David (an actor)  
- (sent) I (a photograph) (her)  
- (stayed) We in Turkey for a week. (her bag)
- (met) Paul (his wife) in Scotland (yesterday)  
- (didn't win) We the match (me)
- (wrote) I an email (her)
- (wonderful) The film was (today)  
- (left) They (me)  
- (brought) She a cake (ate)  
- (their dinner) They at seven o'clock (ate)
Here are some 'yes/no' questions:

Are you hungry?
Shall I get the door?
Did you enjoy the film?

We call them 'yes/no' questions because the answer is either 'yes' or 'no':

Are you hungry? Yes, I am./No, I'm not.

We form 'yes/no' questions like this:

We put the verb be before the subject:

<table>
<thead>
<tr>
<th>BE</th>
<th>SUBJECT</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are</td>
<td>they</td>
<td>busy?</td>
</tr>
<tr>
<td>Is</td>
<td>he</td>
<td>ready?</td>
</tr>
<tr>
<td>Was</td>
<td>she</td>
<td>here?</td>
</tr>
</tbody>
</table>

Or, we put an auxiliary verb (be, have, will, shall, can, may, etc.) before the subject:

<table>
<thead>
<tr>
<th>AUXILIARY</th>
<th>SUBJECT</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is</td>
<td>Mark</td>
<td>leaving?</td>
</tr>
<tr>
<td>Have</td>
<td>they</td>
<td>gone?</td>
</tr>
<tr>
<td>Will</td>
<td>they</td>
<td>win?</td>
</tr>
<tr>
<td>Can</td>
<td>you</td>
<td>sing?</td>
</tr>
</tbody>
</table>

(For auxiliary verbs, see Unit 27.)

With Present Simple verbs, we put do or does before the subject:

<table>
<thead>
<tr>
<th>DO</th>
<th>SUBJECT</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does</td>
<td>she</td>
<td>work</td>
</tr>
<tr>
<td>Do</td>
<td>they</td>
<td>live</td>
</tr>
<tr>
<td>Do</td>
<td>you</td>
<td>play</td>
</tr>
<tr>
<td>Does</td>
<td>he</td>
<td>like</td>
</tr>
</tbody>
</table>

Note that we say:

Does she play tennis? (NOT Does she plays-tennis?)

With Past Simple verbs, we put did before the subject:

<table>
<thead>
<tr>
<th>DID</th>
<th>SUBJECT</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did</td>
<td>she</td>
<td>visit</td>
</tr>
<tr>
<td>Did</td>
<td>he</td>
<td>go</td>
</tr>
</tbody>
</table>

Here are all the forms of do questions:

PRESENT SIMPLE

<table>
<thead>
<tr>
<th>DO</th>
<th>SUBJECT</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do</td>
<td>/ you / we</td>
<td>work?</td>
</tr>
</tbody>
</table>

| DOES | he / she / it | () | work? |

PAST SIMPLE

<table>
<thead>
<tr>
<th>DID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did</td>
</tr>
</tbody>
</table>

A Make 'yes/no' questions from these statements.

* You are learning a language.
  1. Are you learning a language?
  2. She is thirsty.
  3. He can swim well.
  4. They were tired after the match.
  5. I may leave now.
  6. They have all left.
  7. We shall wait a little longer.

B Make 'yes/no' questions from these statements. Start your questions with Do, Does or Did.

* You listen to music.
  1. Do you listen to music?
  2. They work in London.
  3. She visits her uncle.
3 We began the course in March.
4 Her car goes very fast.
5 You bought a new table.

You have met an English girl, Jasmine, in Paris. Use the words in brackets () to ask her some questions. Her answers are on the right. They will help you choose the right tense for your questions.

- (like/it here) You: Do you like it here? ~ Jasmine: Yes, I do.
- (staying/in the centre) You: ? ~ Jasmine: No, I'm not.
- (come/by plane) You: ? ~ Jasmine: Yes, I did.
- (have got/a flat) You: ? ~ Jasmine: Yes, I have.
- (working/in Paris) You: ? ~ Jasmine: No, I have.

You want to study English in London. You call a language school to ask some questions. Put the words in brackets () in the right order to make questions.

- (of London? – Is – near the centre – the school) Is the school near the centre of London? 
- (homework? – give – Do – the teachers) Do the teachers give homework?
- (the classes – small? – Are) Are the classes small?
- (organize – trips? – Does – the school) Does the school organize trips?
- (a certificate – I get – Will – at the end of the course?) Will I get a certificate at the end of the course?
- (a place now? – I – reserve – Shall) Shall I reserve a place now?
- (pay – I – Can – by credit card?) Can I pay by credit card?

David has just spent a week on holiday in Greece with his wife Mary. Ask him some questions about his holiday using words and phrases from the box. Use his answers to help you.

- You: Did Mary enjoy the holiday? ~ David: Yes, she had a good time.
- You: ~ David: Yes, there were thousands of people at the airport.
- You: ~ David: Yes, the water was very warm.
- You: ~ David: No, they were quite cheap.
- You: ~ David: No, it’s a difficult language for me.
- You: ~ David: Yes, she swam and sunbathed every day.
- You: ~ David: Yes, it was a lovely hotel.
Where, when, why, how

1 Where, when, why, and how are question words. We use them like this:

- **Where**
  We use *where* to ask about places:
  *Where is Mike? ~ He's at home.*

- **When**
  We use *when* to ask about times and dates:
  *When will you phone? ~ At six o'clock.*

- **Why**
  We use *why* to ask about the reason for something:
  *Why is Mary taking a taxi? ~ Because her car isn't working.*

- **How**
  We use *how* to ask 'in what way?':
  *How did he get to Brighton? ~ He went by train.*

We also use *how* to ask about people's health or happiness:
*Hello. How are you? ~ I'm fine, thanks.*

2 We form questions with *where, when, why* and *how* like this:

- **In questions with be**, we put the subject after *be*:

<table>
<thead>
<tr>
<th>BE</th>
<th>SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why</td>
<td>is Paul angry?</td>
</tr>
<tr>
<td>Where</td>
<td>are they?</td>
</tr>
<tr>
<td>Why</td>
<td>is he here?</td>
</tr>
</tbody>
</table>

- **In questions with an auxiliary verb (will, is, are, can, must, etc.),** we put the subject after the auxiliary verb:

<table>
<thead>
<tr>
<th>AUXILIARY</th>
<th>SUBJECT</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why</td>
<td>are they leaving?</td>
<td></td>
</tr>
<tr>
<td>How</td>
<td>will she get there?</td>
<td></td>
</tr>
<tr>
<td>When</td>
<td>will you phone?</td>
<td></td>
</tr>
</tbody>
</table>

(For auxiliary verbs, see Unit 27.)

- **In questions with a Present Simple or Past Simple verb,** we put a form of *do* before the subject:

<table>
<thead>
<tr>
<th>DO</th>
<th>SUBJECT</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>does she live?</td>
<td></td>
</tr>
<tr>
<td>Why</td>
<td>did you phone the police?</td>
<td></td>
</tr>
<tr>
<td>Where</td>
<td>did he live?</td>
<td></td>
</tr>
</tbody>
</table>

A Put the words in brackets () in the correct order to make questions.

1. *(you - where - live - do - ?)* Where *do you live?*
2. *(do - get up - you - when - ?)*
3. *(she - does - where - come - from - ?)*
4. *(leaving - they - are - when - ?)*
5. *(he - is - why - waiting - ?)*
6. *(are - you - how - ?)*
7. *(did - to Scotland - how - get - you - ?)*
8. *(is - where - the town centre?)*
9. *(Paul - drive - so fast - does - why - ?)*
10. *(when - the film - does - start - ?)*
11. *(will - how - you - travel - ?)*
12. *(is - running - she - why - ?)*
13. *(did - where - buy - you - that picture - ?)*
B  Put *Where, When, Why or How* in the gaps to complete the questions.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where are you going?</td>
<td>To the shops.</td>
</tr>
<tr>
<td>Where are you leaving?</td>
<td>At six o'clock.</td>
</tr>
<tr>
<td>Where does she take a taxi to work?</td>
<td>Because she doesn't have a car.</td>
</tr>
<tr>
<td>Where did they get to France?</td>
<td>By boat.</td>
</tr>
<tr>
<td>Where is he studying Spanish?</td>
<td>Because he wants to work in Spain.</td>
</tr>
<tr>
<td>Where do you have breakfast?</td>
<td>At seven-thirty.</td>
</tr>
<tr>
<td>Where is the restaurant?</td>
<td>In Carlton Street.</td>
</tr>
<tr>
<td>Where are you feeling today?</td>
<td>I've got a headache.</td>
</tr>
<tr>
<td>Where did she buy that dictionary?</td>
<td>In the bookshop near the station.</td>
</tr>
<tr>
<td>Where did Grace go to the police?</td>
<td>Because she lost her passport.</td>
</tr>
</tbody>
</table>

C  Use the 'full' answers to write questions with *where, when, why or how*. (We usually use the short, underlined answers when we reply to a question.)

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question: When did you lose your bag?</td>
<td>Answer: (I lost my bag) On Saturday morning.</td>
</tr>
<tr>
<td>Question: Where do you normally go for your holidays?</td>
<td>Answer: (got home) By bus.</td>
</tr>
<tr>
<td>Question: Why do you work so hard at the moment?</td>
<td>Answer: (She left the party at ten o'clock) Because she was tired.</td>
</tr>
<tr>
<td>Question: When does she finish work yesterday afternoon?</td>
<td>Answer: (He's studying English) At a language school in Edinburgh.</td>
</tr>
</tbody>
</table>

D  If the underlined words are wrong, change them. Put a tick (✓) if they are right.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How is she get to work in the mornings?</td>
<td></td>
</tr>
<tr>
<td>Where do you normally go for your holidays?</td>
<td>✓</td>
</tr>
<tr>
<td>How is your father?</td>
<td></td>
</tr>
<tr>
<td>Why do you working so hard at the moment?</td>
<td></td>
</tr>
<tr>
<td>When she finish work yesterday afternoon?</td>
<td></td>
</tr>
<tr>
<td>Why do you go to the bank every day?</td>
<td></td>
</tr>
<tr>
<td>Where does Peter yesterday?</td>
<td></td>
</tr>
<tr>
<td>Where Mike live?</td>
<td></td>
</tr>
<tr>
<td>How do you get from the art gallery to the swimming pool?</td>
<td></td>
</tr>
</tbody>
</table>
We use **who** to ask about people:

A: **Who are you going to visit?**
B: I'm going to visit my sister.

Who did Jasmine invite to her party?

We use **what** and **which** to ask about things:

**What film did you see at the cinema?**
**Which newspaper do you want, The Times or the Daily Telegraph?**

We normally use **what** when there are many possible answers:

Put **who, what or which** in the gaps.

**A.**

### QUESTIONS

1. What did you eat last night?
2. Are you messaging?
3. Restaurant do you prefer, the Pizza Palace or the Spaghetti King?
4. Bus do we take to the museum, the number 24 or the number 38?
5. Did you invite to the party?
6. Are you doing at the weekend?
7. Pen is yours, the green one or the blue one?
8. Has been to Africa?
9. 's the capital of Scotland?
10. 's the boy in the photo?

### ANSWERS

- Fish, peas and potatoes.
- Steve.
- The Pizza Palace.
- I don't know.
- The number 38.
- Anthony, Steve and Kathryn.
- I'm driving to Bristol.
- The green one.
- I have.
- Edinburgh.
- My cousin.

**B. Complete the dialogues using the words from the box.**

<table>
<thead>
<tr>
<th>is</th>
<th>what</th>
<th>do</th>
<th>who</th>
<th>is</th>
<th>are</th>
<th>what</th>
<th>did</th>
<th>who</th>
<th>is</th>
<th>are</th>
<th>which</th>
<th>were</th>
</tr>
</thead>
</table>

**A:** What **do** you do this morning?

1. **A:** Where **buy** that painting?

2. **A:** Where **the nearest bank?**

**B:** We bought a new car.

B: We bought it in Mexico.

B: In the High Street.
3 A: Why .............. you tired yesterday evening?
B: I worked very hard all day.
4 A: When .............. you get up in the morning?
B: I get up at seven o'clock.
5 A: .............. car do you prefer, the family car or the sports car?
B: The sports car.
6 A: What .............. they doing?
B: They're playing tennis.
7 A: .............. did you meet at the station?
B: I met Jasmine.
8 A: Who .............. they?
B: They're my sisters.
9 A: .............. is the name of the hotel?
B: It's called the Bridge Hotel.
10 A: .............. does she like best?
B: Tom.
11 A: Who .............. the richest person in the world?
B: I don't know!
12 A: Which film .............. better?

C Complete the questions. (We usually use the short, underlined answers when we reply to a question.)

1 A: What
B: (She bought) Bread and milk.
2 A: Which
B: (They use) The blue book.
3 A: What
4 A: Who
B: (I met) My aunt and uncle (at the airport).
5 A: Which
B: (I am catching) The 13.30 (train).
6 A: Who
B: (I will visit) My sister and her family (in Paris).

D Write questions to match the answers. Begin your questions with who, what or which.

1 Jack drinks coffee in the morning. ?
2 I'm going to see a film tomorrow. ?
3 They are playing cricket. ?
4 I prefer the blue book. ?
5 She likes Peter. ?
6 He bought the small car. ?
We use **How long ...?** to ask about a period of time:

- **How long have you been waiting?** ~ **About 20 minutes.**
- **How long will the journey take?** ~ **Three hours.**

We use **from ... to or from ... until** to talk about a period of time:

- **She was a student from 2007 to 2012.**
- **Tomorrow I'm working from nine o'clock until six o'clock.**

We use **How far ...?** to ask about the distance from one place to another. We can use **from** and **to** with the places we are asking about:

- **How far is it from Amsterdam to Paris?** ~ **475 kilometres.**
- **How far are the shops from here?** ~ **Not far.**

We use **How often ...?** to ask about the number of times something happens. We can use phrases like **every day, once a week**, etc. in the answer:

- **How often do the buses run?** ~ **Every hour.**
- **How often do you play squash?** ~ **Twice a week.**

We can use **How much ...?** to ask about the price of something:

- **How much is a return ticket to Florence?**
- **How much did you pay for this car?**

We use **How much ...?** with an uncountable noun to ask about the amount of something. An uncountable noun cannot be plural because it describes something that cannot be counted (e.g. bread, work, weather, money, music, meat, milk, cheese):

- **How much bread is there in the cupboard?**
- **How much work have you done today?**

We use **How many ...?** with a plural noun to ask about numbers:

- **How many students are in your class?** ~ **15.**
- **How many people went to the party?** ~ **Ten.**

We use **How old ...?** to ask about someone's age:

- **How old are you?** ~ **I'm 19.**

Note that we say:

- **I am 19. OR: 19. (NOT I have 19.)**

We can also say:

- **I'm 19 years old. (NOT I'm 19 years.)**

---

**A**

Complete the questions using the words in brackets and **How long, How old, How often**, etc. Put the verbs into the correct tense.

**QUESTIONS**

1. (How/you/stay/in New Zealand?)
   - **How long did you stay in New Zealand?**
2. (How/he/go/to the gym?)
3. (How/a single room/cost?)
4. (How/be/you when you went to live in Australia?)
5. (How/exams/yougoing to take?)
6. (How/the course/last?)
7. (How/be/it from here to the nearest bus stop?)

**ANSWERS**

1. ~ I stayed there for six months.
2. ~ He goes every day.
3. ~ It costs £50 a night.
4. ~ I was 15 when I went there.
5. ~ I'm going to take three exams.
6. ~ It will last for two years.
7. ~ It's about 200 metres.
Write questions using the words in brackets ( ) and How old, How much, How many, etc. Put the verbs into the correct tense.

A: How old is your husband? (your husband/be)
   B: He is 34. He'll be 35 next month.

1 A: What languages do you speak? (languages/you/speak)
   B: I speak three – English, French and Chinese.

2 A: How far is it from here to the airport? (it/be/from here to the airport)
   B: It's about 25 kilometres.

3 A: What is the meal going to cost? (the meal/cost)
   B: I can't remember, but it wasn't very expensive.

4 A: How long have you been there? (you/stay there)
   B: I stayed there from June until October.

5 A: How often do you brush your teeth? (you/brush your teeth)
   B: I brush them twice a day.

6 A: How much cheese did you buy? (cheese/you/buy)
   B: I bought half a kilo.

Complete each of these sentences by putting one word into each gap.

6 It was my birthday last week. I am 21 years old.
1 The programme lasts eight-thirty until ten o'clock.
2 There is a train to the centre thirty minutes in the morning.
3 How much money have you got?
4 How far is it here to the city centre?
5 My grandfather is 70.
6 How many countries have you visited?

Write Rob's questions to complete the dialogue. Start with How each time.

Anna: I'm doing a course in computer programming.
Rob: Oh really. How long have you been doing it?
Anna: I've been doing it for about a month. It's at the local college.
Rob: 1 
Anna: I go there twice a week.
Rob: 2 
Anna: The lessons last for three hours, from two o'clock until five o'clock.
Rob: 3 
Anna: I study at home every evening.
Rob: 4 
Anna: There are about 25 people in my class.
Rob: 5 
Anna: They're all about the same age as me.
Rob: 6 
Anna: It's not far from my home.
Rob: 7 
Anna: It doesn't cost anything. My company is paying.
Look at this question and answer:
A: What's Julie like?
B: She's kind and very clever.

We use What ... like? to ask about a person's physical appearance (tall, short, pretty, etc.) or character (interesting, boring, friendly, unfriendly, etc).

We can also use What ... like? to ask about places, books, films and events (e.g. a party, a football match):
A: What's Rio de Janeiro like?
B: Well, the beaches are wonderful but the traffic is awful.
A: What's Spielberg's latest film like?
B: It's excellent.

We use look like to talk about someone's appearance:
A: What does Julie look like?
B: She's tall with brown hair.

We can also use like with taste, feel, sound, and smell:
A: What does that taste like?
B: It tastes like cheese.

A: What is this material?
B: I don't know. It looks like wool but it feels like cotton.

We can also use like with the question word Who and in statements to mean 'similar to':
A: Who's Julie like - her father or her mother?
B: She's like her mother. (= She is similar to her mother.)
Rio de Janeiro is like Buenos Aires. (= Rio is similar to Buenos Aires.)

The word like in What's she like? is a preposition; it is not the verb like. Here is an example of like used as a verb:
A: What music does Julie like?
B: She likes rock music.

We usually use How ...?, not What ... like?, when we ask about someone's health or temporary state:
A: How's your brother today?
B: He's feeling much better.
A: How was your boss today?
B: He was very friendly today!

Write questions using the words in brackets and is, are, or look. Sometimes more than one question is possible.

1. (What/Ellie/like)
A: What is Ellie like?
B: She's clever, but she's a bit boring.

2. (What/Jasmine/like)
A: What does Jasmine look like?
B: She's quite short and has dark hair.

3. (What/Peter/like)
A: What is Peter like?
B: He's not a very interesting person.

4. (What/Anna's parents/like)
A: Are Anna's parents friendly?
B: They're very friendly.

5. (What/Tom/like)
A: What is Tom like?
B: He's very tall, and he has blond hair.

6. (What/Lucy/like)
A: What does Lucy look like?
B: She's tall and strong.

A: How is this material?
B: It feels like wool but it looks like cotton.
B Read the following descriptions.

Kiwis are a round, brown fruit with a rough skin. They have almost no smell, but they are sweet, with a flavour similar to strawberries.
A double bass is a musical instrument. It is the largest member of the violin family. It has a deep sound.

Now for each of the answers, write a question about kiwis or a double bass, using look/sound/.../like.

QUESTIONS
1. What do kiwis look like?
2. What does a double bass sound like?
3. What is the taste of kiwis?
4. What smell do kiwis have?
5. What feel is a double bass?

ANSWERS
1. They’re round and brown.
2. It has a deep sound.
3. They have a flavour like strawberries.
4. They don’t really have a smell.
5. They are rough to the touch.

C Use the words in brackets ( ) to write a question with the preposition like or the verb like. Add any other necessary words.

1. (What music you like)
A: What music do you like?
B: I like rock music.

2. (What Julie like)
A: What is Julie like?
B: She is very amusing.

3. (What your sister like)
A: What is your sister like?
B: She likes a boy in her class.

4. (What Paul’s brothers like)
A: What are Paul’s brothers like?
B: They think they’re clever, but I don’t.

5. (What Jasmine like for breakfast)
A: What does Jasmine like for breakfast?
B: She likes toast and marmalade.

6. (What you like)
A: What do you like?
B: I’m like my mother.

7. (What Mary’s husband like)
A: What is Mary’s husband like?
B: He is rather boring. He’s not like her.

D Write questions with What … like? (for things that are permanent) or How …? (for health or temporary situations). Use a form of be and the other words in brackets ( ).

1. (be Atlanta) What is Atlanta like?
A: What is Atlanta like?
B: It’s a very modern city.

2. (be Mike yesterday) How was Mike yesterday?
A: How was Mike yesterday?
B: He felt a lot better.

3. (be John’s flat) How is John’s flat?
A: How is John’s flat?
B: It’s very big, and it has a wonderful view over the city.

4. (be your boss yesterday) How was your boss yesterday?
A: How was your boss yesterday?
B: He was tired but friendly.

5. (be a squash racket) Is a squash racket similar to a tennis racket?
A: Is a squash racket similar to a tennis racket?
B: It’s similar to a tennis racket, but lighter.

6. (be your sister) How is your sister?
A: How is your sister?
B: She’s very well, thank you.

7. (be Portugal) What is Portugal like?
A: What is Portugal like?
B: It’s very interesting. There are lots of things to see.
Compare these examples:

**SUBJECT**
Anna: Who told you?
Mary: James told me.
This is a subject question.

**OBJECT**
Anna: Who did you tell?
Mary: I told William.
This is an object question.

Compare subject and object questions with **Who**:

In the sentence *Who told you?*, **Who** is the subject. Here is another example:

**SUBJECT**
Anna: Who wrote *Hamlet*?
Mary: Shakespeare wrote *Hamlet*.

When **Who** is the subject, the order of the words is the same as in a statement:

**SUBJECT**
Who is going to come with me?
Who lives in that old house?
Who wants some more coffee?

Compare subject and object questions with **What**:

**SUBJECT**
What is in this dish?
(= *Something* is in it. What?)

**OBJECT**
What did you buy at the shops?
(= *You bought something*. What?)

Write questions beginning with **Who** or **What** from the sentences in brackets ( ).

- (Eric met somebody.)
  - Who did Eric meet?

- (Somebody ate the last piece of cake.)
  - Who ate the last piece of cake?

1. (Somebody wants some more coffee.)
2. (Something happened at the end of the story.)
3. (Somebody is going to pay the bill.)
4. (He had something for breakfast.)
5. (Their email said something.)
6. (Somebody knows the answer to my question.)
7. (They saw something.)
8. (She is phoning somebody.)
B Use the ‘full’ answers to write questions using Who or What. (We usually use the short, underlined answers when we reply to a question.)

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>✷ Who were you talking to on the phone?</td>
<td>~ (I was talking to) Elizabeth (on the phone).</td>
</tr>
<tr>
<td>✷ What was the result of the game?</td>
<td>~ (The result of the game was) 2–0 to Italy.</td>
</tr>
<tr>
<td>1</td>
<td>~ Anita and Frank (went on the trip).</td>
</tr>
<tr>
<td>2</td>
<td>~ I'm not sure (what's happening in this film).</td>
</tr>
<tr>
<td>3</td>
<td>~ (I'm going to call) Jasmine.</td>
</tr>
<tr>
<td>4</td>
<td>~ (I watched) that new comedy programme (on TV last night).</td>
</tr>
<tr>
<td>5</td>
<td>~ John (sent these flowers).</td>
</tr>
<tr>
<td>6</td>
<td>~ (I bought) a book (in that shop).</td>
</tr>
<tr>
<td>7</td>
<td>~ Some good news (has made Tom so happy).</td>
</tr>
</tbody>
</table>

C Read this story and then complete the questions.

Two days ago Robert took his driving test. He failed it. Afterwards he met his friend Raphael. He told Raphael that he had failed his test. Then he said, 'Don't tell anyone. It's a secret.' Raphael said, 'OK, I won't tell anyone.' Later that day, Raphael met Emilia for coffee and he said, 'Robert failed his driving test.' Emilia laughed. 'Poor Robert,' she said.

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>✷ (What/Robert/do/two days ago?) What did Robert do two days ago?</td>
<td>~ He took his driving test.</td>
</tr>
<tr>
<td>1 (What/happen?)</td>
<td>~ He failed it.</td>
</tr>
<tr>
<td>2 (Who/take/his/driving test?)</td>
<td>~ Robert.</td>
</tr>
<tr>
<td>3 (What/Robert/fail?)</td>
<td>~ His driving test.</td>
</tr>
<tr>
<td>4 (What/Robert/say/to Raphael?)</td>
<td>~ He said, 'Don't tell anyone.'</td>
</tr>
<tr>
<td>5 (Who/meet/for coffee?)</td>
<td>~ Raphael and Emilia.</td>
</tr>
</tbody>
</table>

D Complete the questions for the answers using the words in brackets ( ).

| 1 (the Nobel Prize/win) | Who won the Nobel Prize for Physics in 1909? | ~ Marconi and Braun. |
| 2 (Marconi and Braun/invent) | What did Marconi and Braun invent? | ~ Short wave radio. |
| 5 (Hiroshima/destroy) | What was destroyed in Hiroshima? | ~ An atomic bomb. |
Whose is this? ~ It’s John’s.

1 's and ’

We use the apostrophe (’) to talk about possession:
This is Mike's house. (= The house belongs to Mike.)

Here are the rules:
- Singular noun (e.g. Mary) + 's:
  Where is Tom’s bike?
- Irregular plural noun (e.g. men) + 's:
  Have you got the children’s books?
- Regular plural noun (e.g. teachers) + ':
  We have eight children. This is the boys’ bedroom, and this is the girls’ bedroom.

2 We use the apostrophe for people, but not normally for things. We use of for things:
The boys’ room. (NOT The room of the boys.)
The end of the film. (NOT The film’s end.)

We say:
I’m going to the newsagent’s, the baker’s, the butcher’s ...

because we mean ‘the newsagent’s shop/the baker’s shop/the butcher’s shop’.

3 We use whose to ask about possession:
A: Whose car is that? (= Who does that car belong to?)
B: It’s John’s. (= It belongs to John.)
A: Whose shoes are those?
B: They’re mine. (= They belong to me.)

The word whose does not change:
Whose book is that?
Whose books are those?

We often use this, that, these and those (see Unit 52) in our questions. We often use mine, yours, his, etc. (see Unit 57) in our answers:

Whose watch is that? ~ It’s Steve’s.
~ It’s his.
(We don’t need to say: It’s Steve’s watch.)

4 Whose sounds the same as who’s but it is different in meaning:
Whose coat is this? (= Who does this coat belong to?)
Who’s coming? (= Who is coming?)
Who’s finished? (= Who has finished?)

A Complete these questions and answers. Use Whose and the words in brackets () in each question. Use It’s or They’re in each answer.

QUESTIONS
- (books/be) Whose books are those?
- (car/be) Whose car is that?
1 (pens/be) those?
2 (umbrella/be) that?
3 (house/be) that?
4 (clothes/be) those?
5 (rings/be) those?
6 (bike/be) that?
7 (painting/be) that?
8 (bag/be) that?
9 (apple/be) that?
10 (motorbike/be) that?
11 (taxi/be) that?
12 (jackets/be) those?

ANSWERS
~ They’re Mike’s.
~ It’s hers.
~ mine.
~ Paul’s.
~ Steven King’s.
~ his.
~ Carla’s.
~ Christine’s.
~ John’s.
~ hers.
~ Michelle’s.
~ my grandfather’s.
~ ours.
~ the tennis players'.
B Rewrite each sentence using an apostrophe (') and This is or These are.

- This umbrella belongs to Lucy.  
  This is Lucy's umbrella.
- These books belong to the students.  
  These are the students' books.
- These keys belong to Peter.  
- This football belongs to the boys.  
- This house belongs to my teacher.  
- These bikes belong to my sisters.  
- This room belongs to the children.  
- This chair belongs to the manager.  
- These suitcases belong to Mark.  
- These bags belong to the women.  
- This laptop belongs to Jasmine.

C Complete the conversation using the names of shops from the box and apostrophes (').

fishmonger  chemist  hairdresser  travel agent  
shopkeeper  butcher  greengrocer  newsagent  

Mike: Have we got everything we need for the weekend?
Anna: I hope so. I went to the baker's for some bread. Then I went to the bank. After that, I bought some apples at the... and some cough medicine at the...
Mike: Did you get any meat?
Anna: Yes. I went to the fishmonger and bought some beef. I also got some fish at the...
Mike: Well, I had a cup of coffee and a piece of cake, and then I bought a newspaper at the...
Anna: Did you get any milk or sugar or tea?
Mike: No, I'm sorry. I forgot. But I did go to the butcher's for a haircut. Do you like it?

D Complete these sentences with Who's or Whose.

- Who's finished their homework?
- Whose flat are you staying in?
- 1 going to the cinema tonight?
- 2 watch is that?
- 3 got an answer to question number three?
- 4 playing football in the park on Sunday?
- 5 house is near to the railway station?
- 6 bags are these?
- 7 chair is that?
- 8 been to France this year?
Question tags

1. A question tag is a short question (e.g. isn't it, haven't we?) that we can add at the end of a statement:
   - Henry: We've met before, haven't we?
   - Julian: Yes, we have.

2. Look at this part of a conversation:
   - Anna: Manon is Swiss.
   - David: No, she's French, isn't she?
     (= I thought she was French, but am I wrong?)

When tag questions really are questions, like David's, the voice goes up at the end.

But when tag questions are not really questions, the voice goes down at the end:
   - That was a boring programme, wasn't it?
     (= I think that was a boring programme.)

3. Note that the verb we use in the tag depends on the verb used in the statement:

<table>
<thead>
<tr>
<th>VERB</th>
<th>+ TAG</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>You're French, aren't you?</td>
</tr>
<tr>
<td>verb</td>
<td>He plays golf, doesn't he?</td>
</tr>
<tr>
<td>auxiliary verb</td>
<td>It has arrived, hasn't it?</td>
</tr>
</tbody>
</table>

Thus, most verbs use do/does, while be and auxiliary verbs use the same verb in the question tag.

4. A positive statement has a negative tag:

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>+ NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm right,</td>
<td>aren't I?</td>
</tr>
<tr>
<td>You're 18,</td>
<td>aren't you?</td>
</tr>
<tr>
<td>They're getting tired,</td>
<td>aren't they?</td>
</tr>
<tr>
<td>They were friendly,</td>
<td>weren't they?</td>
</tr>
<tr>
<td>He lives in France,</td>
<td>doesn't he?</td>
</tr>
<tr>
<td>You speak Spanish,</td>
<td>don't you?</td>
</tr>
<tr>
<td>You passed your exams,</td>
<td>didn't you?</td>
</tr>
<tr>
<td>She has left,</td>
<td>hasn't she?</td>
</tr>
<tr>
<td>You can drive,</td>
<td>can't you?</td>
</tr>
<tr>
<td>The bus will come soon,</td>
<td>won't it?</td>
</tr>
</tbody>
</table>

5. A negative statement has a positive tag:

<table>
<thead>
<tr>
<th>NEGATIVE</th>
<th>+ POSITIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>It isn't very cheap,</td>
<td>is it?</td>
</tr>
<tr>
<td>We aren't going to be late,</td>
<td>are we?</td>
</tr>
<tr>
<td>She wasn't angry,</td>
<td>was she?</td>
</tr>
<tr>
<td>You don't like this,</td>
<td>do you?</td>
</tr>
<tr>
<td>She didn't win,</td>
<td>did she?</td>
</tr>
<tr>
<td>She hasn't visited Ireland,</td>
<td>has she?</td>
</tr>
<tr>
<td>She can't drive,</td>
<td>can she?</td>
</tr>
<tr>
<td>It won't rain today,</td>
<td>will it?</td>
</tr>
</tbody>
</table>

A. Complete the conversation by putting in question tags.

Tim: We haven't met before, *have we*?  
Jo: No, I've just arrived in this country.

Tim: You come from Australia, *do you*?  
Jo: Yes, from Sydney.

Tim: It's very hot there, *isn't it*?  
Jo: Most of the time, but not always.

Tim: But it never gets very cold, *does it*?  
Jo: No. Well, not as cold as some places.

Tim: They speak English there, *do they*?  
Jo: Yes, that's right.

Tim: You haven't been here long, *have you*?  
Jo: No, I only got here two weeks ago.

Tim: You're on holiday, *aren't you*?  
Jo: Yes, I'm travelling around for six months.
B Complete the sentences by putting in question tags.

1. The programme starts at seven o'clock, **doesn't it**? ~ Yes, that's right.
2. I can use this ticket on any bus, **can I**? ~ Yes, you can.
3. The bill won't be very high, **will it**? ~ No, I don't think so.
4. He wasn't very polite, **was he**? ~ No, he wasn't.
5. I didn't make a mistake, **did I**? ~ No, you didn't.
6. It won't be a difficult thing to do, **will it**? ~ No, I don't think so.
7. That was a lovely meal, **wasn't it**? ~ Yes, it was delicious.
8. You can't play the piano, **can you**? ~ No, I can't.

C Complete the conversation with question tags.

Charles: You're going to Helsinki this week, *aren't you*?
Marta: Yes, I'm going tomorrow.
Charles: Helsinki is in Finland, **isn't it**?
Marta: Yes, it's the capital.
Charles: You've been there before, **have you**?
Marta: Yes, two years ago.
Charles: But you can't speak Finnish, **can you**?
Marta: No, I can't.
Charles: But a lot of Finnish people speak English, **do they**?
Marta: Yes.
Charles: Well, I'll see you before you leave, **will you**?
Marta: Yes, I'll see you tonight.

D Use the replies to complete the sentences. Use question tags.

1. A: She comes from Italy, **doesn't she**?
   B: Yes, she comes from Italy.
2. A: You can
   B: Yes, I can speak French very well.
3. A: You haven't
   B: No, I haven't heard this story.
4. A: It isn't
   B: No, it isn't very far from here.
5. A: She won't
   B: No, she won't be angry.
6. A: You're not
   B: No, I'm not going to leave now.
7. A: You'll
   B: Yes, I'll be at home tonight.
37 Short answers

1 Look at this example:

Are you working? No, I'm not.

When the main verb is *be*, we use *be*:

* Are you tired? ~ Yes, I am.

When we answer *No*, we use a negative verb:

* Will they win? ~ No, they won't.
* Did Paul come? ~ No, he didn't.
* Are you cold? ~ No, I'm not.

We never use positive short forms in short answers:

* Are you tired? ~ Yes, I am. *(NOT Yes, I'm.)
* Is he happy? ~ Yes, he is. *(NOT Yes, he's.)

2 We form short answers by not using the main verb from the question:

* Have they gone? ~ Yes, they have gone.
* Did he go to Paris? ~ Yes, he did go.
* Is she waiting? ~ Yes, she is waiting.

3 We can also use short answers to reply 'yes' or 'no' to statements:

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>+</th>
<th>REPLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>He's working hard.</td>
<td>~</td>
<td>Yes, he is.</td>
</tr>
<tr>
<td>She's at work.</td>
<td>~</td>
<td>No, she isn't.</td>
</tr>
<tr>
<td>She loves films.</td>
<td>~</td>
<td>Yes, she does.</td>
</tr>
<tr>
<td>He liked the book.</td>
<td>~</td>
<td>Yes, he did.</td>
</tr>
<tr>
<td>She can swim fast.</td>
<td>~</td>
<td>Yes, she can.</td>
</tr>
<tr>
<td>You've finished.</td>
<td>~</td>
<td>No, I haven't.</td>
</tr>
<tr>
<td>She'll enjoy herself.</td>
<td>~</td>
<td>Yes, she will.</td>
</tr>
</tbody>
</table>

4 When we write, we normally put a comma (,) after *Yes* or *No* in short answers:

* He lives in London. ~ No, he doesn't.

A Make short answers by putting in a 'full stop' (.) and a line (—).

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you come tonight?</td>
<td>~ Yes, I can. come tonight.</td>
</tr>
<tr>
<td>Will you see Edward tomorrow?</td>
<td>~ Yes, I will see Edward tomorrow.</td>
</tr>
<tr>
<td>Have you finished your breakfast?</td>
<td>~ No, I haven't finished my breakfast.</td>
</tr>
<tr>
<td>Do you drive to work?</td>
<td>~ Yes, I do drive to work.</td>
</tr>
<tr>
<td>Did she come yesterday?</td>
<td>~ No, she didn't come yesterday.</td>
</tr>
<tr>
<td>Were you tired after the game?</td>
<td>~ Yes, I was tired after the game.</td>
</tr>
<tr>
<td>Can she sing well?</td>
<td>~ No, she can't sing well.</td>
</tr>
<tr>
<td>Did Tom have a holiday?</td>
<td>~ Yes, he did have a holiday.</td>
</tr>
<tr>
<td>Is she studying French?</td>
<td>~ Yes, she is studying French.</td>
</tr>
</tbody>
</table>
Sentences and questions

9 Do you play golf? ~ No, I don't play golf.
10 Did you buy a new table? ~ Yes, I did buy a new table.
11 Are you thirsty? ~ No, I'm not thirsty.
12 Has Jasmine been to Mexico before? ~ Yes, she has been there before.

B Write the correct answers to the questions. Use the phrases from the box.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, she did.</td>
<td>No, he doesn't.</td>
</tr>
<tr>
<td>No, she wasn't.</td>
<td>Yes, he has.</td>
</tr>
<tr>
<td>Yes, I will.</td>
<td>No, I can't.</td>
</tr>
</tbody>
</table>

♦ Have they all left? ~ Yes, they have.
1 Does Steve work hard? ~
2 Do you like this music? ~
3 Are they listening? ~
4 Did she enjoy her holiday? ~
5 Was Mary at the concert? ~
6 Will you phone this weekend? ~
7 Can you play the guitar? ~
8 Has he gone to bed? ~

C Write positive short answers and then negative short answers for the questions.

♦ Was the film good? POSITIVE: ~ Yes, it was. NEGATIVE: ~ No, it wasn't.
1 Does he enjoy French food? ~ Yes, ~ No,
2 Can he swim? ~
3 Will they return tonight? ~ Yes, ~ No,
4 Do you want to buy that shirt? ~ Yes, ~ No,
5 Are they coming in Mike's car? ~ Yes, ~ No,
6 Did you ask Ellie to come? ~ Yes, ~ No,
7 Is your headache better? ~ Yes, ~ No,
8 Were the exams difficult? ~ Yes, ~ No,

D William always says Yes. Tom always says No. Write their answers.

♦ Japanese people eat a lot of fish. WILLIAM: ~ Yes, they do. TOM: ~ No, they don't.
1 The sun always shines in England. ~
2 New York is busier than London. ~
3 Italy will win the next World Cup. ~
4 Bananas are delicious. ~
5 Cats can sing beautifully. ~
6 The English speak very slowly. ~
1 Look at this:

She is saying that she is also tired.

2 Here are some more examples:

- He was very angry. ~ So was I.
- My flat’s quite small. ~ So is mine.
- They were waiting. ~ So was she.
- I’m going to have tea. ~ So am I.
- Anna has finished her work and so has Mary.
- They’ve been waiting. ~ So has she.
- I work in an office. ~ So do I.
- I enjoyed the film. ~ So did I.
- Raphael will pass the exam and so will you.
- He can drive. ~ So can she.

Note:

- we use so after a positive statement;
- the verb we use after so depends on the verb used in the positive statement.

3 Instead of so am I, we can say I am too, with the same meaning. Here are some examples:

- I’m tired. ~ I am too.
- We’ve got a small flat. ~ We have too.
- I work in an office. ~ I do too.
- William enjoyed the film and I did too.
- He can drive. ~ She can too.

4 We can use expressions like neither am I to reply to a negative statement:

- I’m not tired. ~ Neither am I.
  (= And I’m not tired.)
- I haven’t seen that film. ~ Neither have I.
- I don’t like this place. ~ Neither do I.
- I didn’t see that play. ~ Neither did I.
- His sister can’t drive and neither can he.

5 We can say I’m not either to mean the same as neither am I:

- I’m not tired. ~ I’m not either.
  (= And I’m not tired.)
- I haven’t seen that film. ~ I haven’t either.
- I don’t like this place. ~ I don’t either.
- I didn’t see that play. ~ I didn’t either.
- His sister can’t drive and he can’t either.

A Complete the sentences with so, too, either or neither.

1. I really enjoyed that meal. ~ So did I.
2. I haven’t done the homework. ~ I haven’t either.
3. We live in the centre of town. ~ We do too.
4. I don’t like football. ~ I don’t do.
5. I haven’t been to America. ~ I haven’t have.
7. I haven’t seen the news today. ~ I haven’t have.
8. I play a lot of different sports. ~ I do.
9. I’ve been working very hard lately. ~ I have.
10. Anna will be at the party and will Jasmine.
11. My brother can’t speak any foreign languages and can my sister.
12. Helen sent me a birthday card and Robin did.
13. George isn’t going to the meeting and I’m not.
14. Anthony arrived late and did I.
15. Kathy didn’t go to the concert and did I.
B. Write replies to the sentences using *so* or *neither* and the words in brackets ()..

- I've got a cold. (I) ~ So have I.
- I haven't got much money. (I) ~ Neither have I.
- We're going to the concert. (we) ~
- My pen doesn't work. (mine) ~
- I haven't seen Mike today. (I) ~
- My meal was excellent. (mine) ~
- I've been ill. (Frank) ~
- Ron didn't go to the party. (George) ~
- I can't understand this game. (I) ~
- I'm not working tomorrow. (I) ~
- Ruth passed the exam. (John) ~
- I've eaten enough. (I) ~
- I'm going to see that film. (we) ~
- My car is very old. (mine) ~

C. Look at the information in the table about four people. Complete the sentences using *so*, *too*, *either* or *neither*.

<table>
<thead>
<tr>
<th></th>
<th>JULIA</th>
<th>ROBERT</th>
<th>AMBER</th>
<th>PAUL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaks:</td>
<td>Spanish</td>
<td>French</td>
<td>Spanish</td>
<td>French</td>
</tr>
<tr>
<td>Drives?</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Likes:</td>
<td>reading</td>
<td>travelling</td>
<td>travelling</td>
<td>reading</td>
</tr>
<tr>
<td>Plays:</td>
<td>basketball</td>
<td>basketball</td>
<td>tennis</td>
<td>tennis</td>
</tr>
</tbody>
</table>

- Julia lives in New York and Amber *does too*.
- Julia lives in New York and *so does* Amber.
- Robert doesn't live in New York and *neither does* Paul.
- Julia speaks Spanish and *so does* Amber.
- Julia speaks Spanish and Amber.
- Robert can't speak Spanish and *neither can* Paul.
- Robert can't speak Spanish and Paul.
- Julia can drive and Paul.
- Robert can't drive and Amber.
- Julia has passed her driving test and Paul.
- Robert likes travelling and Amber.
- Julia likes reading and Paul.
- Julia plays basketball and Robert.
- Amber doesn't play basketball and Paul.
A  A police officer is asking Raphael some questions. Make questions by putting the words in brackets ( ) in the right order. Complete the short answers.


• Did you get home before your wife, Sir?

Raphael: Yes, I did. Half an hour before.

Police officer: (normally – the – home – take – do – bus – you)

• I normally take the bus, do you?

Raphael: No, I normally walk. But it was raining yesterday.

Police officer: I see. Shall we sit down, sir?

Raphael: Of course. I’ll make you some tea.

Police officer: (wife – soon – is – home – coming – your)

• Is your wife coming home soon?

Raphael: Yes, just like yesterday.

Police officer: (by – travel – she – bus – does)

• Does she travel by bus?

Raphael: No, she runs. She runs.

Police officer: Runs? Even in the rain, sir?

Raphael: That’s right. She likes to exercise.

Police officer: (she – was – yesterday – tired)

• Was she tired yesterday?

Raphael: Yes, sometimes she runs too fast.

Police officer: If she was running and you were on the bus, who was driving your car when it crashed, then?

Raphael: I’ve no idea, officer. Do you take sugar in your tea?

B  Noah is going to ask people in Manchester about their lives and attitudes. Write the first word in each question to complete his questionnaire.

♦ When do you usually go to bed?

♦ Do you play sports?

1 many brothers and sisters have you got?

2 was your childhood like?

3 do you talk to if you need financial advice?

4 you do your shopping in the morning, afternoon or evening?

5 much exercise do you do?

6 type of washing powder do you use?

7 do you enjoy doing on Saturday nights?

8 do English people eat so little fish?

9 your neighbours speak to you?

10 you born in Manchester?

11 is your favourite TV programme?

12 washes the dishes in your house?
13 Have you gone on holiday in the UK or abroad this year?
14 Is football so popular in Manchester?

C Joan and her husband agree on everything. Finish Joan’s sentences, using neither or so.

‘He won’t eat anything yellow, and neither will I. We enjoy walking sometimes, but he prefers sitting in the garden. I can play the piano, and so can he, but we both went there before we met. I don’t like long films on the TV, and so do I. We always fall asleep before the end. He had a very lonely childhood, I’m afraid, and his life is very different now. I’ll never forget the first time we met, and how he looked on the day that we first met. I can play the piano, and so can he. We were in a music shop and he began playing my favourite song on the piano. He hasn’t stopped playing, and I’ve never forgotten the moment when he played it.’

D Chloe has bought a second-hand yacht. Adam is asking her about it. Complete his questions with three words, using how each time.

Adam: It looks fantastic! How long is it?
Chloe: 20 metres. I’m going to sail to the Greek islands next month.
Adam: That sounds nice. How about it?
Chloe: I’m not sure. About 1,000 kilometres.
Adam: It looks fairly new. How much is it?
Chloe: Six and a half years. But the last owner didn’t use it much. He was too busy working.
Adam: I would use it every weekend, if it was mine. How are you going to use it?
Chloe: At least once a month, probably.
Adam: How long are you going for?
Chloe: Two or three days at a time, I think. Are you any good at sailing?
Adam: I am actually. But I’m better at standing on the deck in the sun. By the way, how much did it cost?
Chloe: I can’t tell you. I don’t want to remember!

E Put the correct question tag at the end of each line.

John: That was an interesting play, wasn’t it?
Paul: You didn’t like the main actor, did you?
John: Not exactly. He’s in that TV programme, isn’t he?
Paul: I think so. He plays the boy’s father, isn’t he?
John: That’s right. I couldn’t hear him tonight. He hasn’t got a very loud voice, has he?
Paul: No, not at all. You just can’t hear actors these days, can you?
John: That’s because they work in TV, isn’t it?
Paul: I suppose so. More money. He won’t earn so much tonight, will he?
John: He was terrible, so he shouldn’t earn so much tonight, should he?
Paul: No. You’re right. He wasn’t great, was he?
John: Anyway, you didn’t pay very much for the tickets, did you?
Paul: I can’t remember. They were free, weren’t they?
John: That’s OK, then, wasn’t it?
We form sentences with **can** like this:

<table>
<thead>
<tr>
<th><strong>can</strong></th>
<th><strong>INFinitive</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td><strong>can</strong> ski.</td>
</tr>
</tbody>
</table>

**POSITIVE**

| I/He/She/It/We/You/They | can ski. |

**NEGATIVE**

| I/He/She/It/You (etc.) | cannot ski. | can't ski. |

**QUESTIONS**

- Can I/He/She/It/You (etc.) ski?

In spoken English **cannot** is possible, but we normally use **can't**:

- He can't swim.

For short answers (**Can you swim? ~ No, I can't.**), see Unit 37.

We use **can and can't** to talk about things we are able to do generally:

- She can speak Japanese. (= She is able to speak Japanese.)
- He can't ski. (= He isn't able to ski.)

We also use **can and can't** to talk about things we are able to do at the moment:

- I can see the moon. (= I am able to see it now.)

We form sentences with **could** like this:

<table>
<thead>
<tr>
<th><strong>could</strong></th>
<th><strong>INFinitive</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>could ski.</td>
</tr>
</tbody>
</table>

**POSITIVE**

| I/He/She/It/We/You/They | could ski. |

**NEGATIVE**

| I/He/She/It/You (etc.) | could not ski. | couldn't ski. |

We use **could** to talk about things we were able to do generally in the past:

- I could run 100 metres in 12 seconds when I was young.
- Lucy could read when she was three years old.

We do not normally use **could** for something that happened on a particular occasion in the past. We use **was able to** or **managed to**:

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

When we talk about a person's ability to do something in the future, we use **will be able to**:

- The baby will be able to talk soon.

**A**

Complete the sentences with **can, can't or couldn't** and the verbs in brackets (**()**).

1. You don't have to shout. I **can hear** (hear) you very well.
2. I **couldn’t watch** (watch) that programme last night because I had to go out.
3. He **played** (play) last week because he was injured.
4. He eats in restaurants all the time because he **cooks** (cook).
5. I **give** (give) you a lift in my car because it isn't working at the moment.
6. I didn't have a good seat in the theatre, so I **saw** (see) the stage very well.
7. John doesn't need a calculator. He **does** (do) very difficult sums in his head.
8. She's very good at music. She **plays** (play) three instruments.
9. I **found** (find) my address book. Have you seen it?
10. He spoke very quickly and I **understood** (understand) anything he said.
11. We **went** (go) on the trip because we **afforded** (afford) it. It was very expensive.
10 I ______________________ (do) any more work because I was very tired, so I stopped.
11 I'm afraid that I ______________________ (talk) to you now. I'm in a hurry. I have to be at work in five minutes.

B Complete the sentences using the words in brackets () and can, can't, could or couldn't.

1 Sarah phoned Jasmine yesterday. (They/not/talk/for a long time, because Jasmine had to go out.)
   They couldn’t talk for a long time, because Jasmine had to go out.
2 Grandma needs her glasses. (She/not/see/anything without her glasses.)
   She
3 (Last year, Robert/beat/his younger brother at chess.) But he can’t beat him now.
   Last year,
4 John and Anna have a wonderful view from their hotel room. (They/see/the whole of the city.)
   They

C Complete these sentences using managed to or the correct form of be able to.
1 I ______________________ get the last ticket for the concert.
2 After waiting for a long time, we ______________________ go into the museum.
3 They ______________________ buy a new carpet yesterday.
4 I ______________________ eat three plates of pasta in the restaurant last night!
5 Our friends ______________________ visit us yesterday afternoon.
6 She ______________________ have a long holiday last year.
7 We ______________________ ski in Scotland last weekend.

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

<table>
<thead>
<tr>
<th>LAST YEAR</th>
<th>NOW</th>
<th>HOPES FOR THE FUTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joy</td>
<td>swim 100 metres</td>
<td>swim 1000 metres</td>
</tr>
<tr>
<td>Mark</td>
<td>type 15 words per minute</td>
<td>type 30 words per minute</td>
</tr>
<tr>
<td>Anna</td>
<td>speak only a little French</td>
<td>speak French quite well</td>
</tr>
<tr>
<td>Laura</td>
<td>only cook omelettes</td>
<td>cook quite well</td>
</tr>
<tr>
<td>Tom</td>
<td>only play the piano</td>
<td>play the piano and the violin</td>
</tr>
<tr>
<td>Lucy</td>
<td>ride a bike</td>
<td>drive a car</td>
</tr>
</tbody>
</table>

♦ Last year Joy ______________________ swim 100 metres. Now, she ______________________ swim 1,000 metres.
♦ At the moment Anna ______________________ speak French quite well, and if she studies hard, perhaps she’ll be able to work as an interpreter.
1 Last year Mark ______________________. Now,
2 Last year Anna ______________________. Now,
3 At the moment Laura ______________________, and if she works hard, perhaps
4 Last year Tom ______________________. Now, and if he studies hard, perhaps
5 Last year Lucy ______________________. Now, and she hopes that one day...
We form questions with *can*, *may* and *could* like this:

**Questions**

<table>
<thead>
<tr>
<th>Can</th>
<th>l/he/she/it/we (etc.)</th>
<th>wait?</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>l/we</td>
<td>have</td>
</tr>
<tr>
<td>Could</td>
<td>I</td>
<td>have</td>
</tr>
</tbody>
</table>

We use *can*, *may* and *could* to ask for things:

- Can (etc.) + l/we + have ...?
- Can I have some sugar?
- Could we have two tickets, please?
- Could we have the menu, please?
- Could you close the window?

We use *can* or *may* to give permission:

- You can leave your bag here. (or ... may leave ...)
- People can drive on the roads when they are 17 years old.
- But official notices often use *may*:
  - BAGS MAY BE LEFT HERE.

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

<table>
<thead>
<tr>
<th>Could/Would</th>
<th>YOU</th>
<th>INFINITIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
<td>help</td>
<td>me</td>
</tr>
</tbody>
</table>

We use *Can I*, *May I* and *Could I* to ask for permission. *Could I* and *May I* are more formal and polite than *Can I*:

<table>
<thead>
<tr>
<th>Can/May/Could</th>
<th>l/WE</th>
<th>INFINITIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>May I</td>
<td>l</td>
<td>see</td>
</tr>
<tr>
<td>Could I</td>
<td>l</td>
<td>borrow</td>
</tr>
<tr>
<td>May I</td>
<td>I</td>
<td>use</td>
</tr>
</tbody>
</table>

A. Put the words in brackets () in the right order to make questions.

1. (have – a return ticket to York – could – please – l – ?)
   - Could I have a return ticket to York, please?
2. (please – l – may – a glass of orange juice – have – ?)
3. (we – listen to their new song – can – ?)
4. (may – borrow – your camera tomorrow – l – ?)

B: Yes, of course.
Modal verbs

B Ask for permission. Use the words in brackets () and the words from the box.

use your printer  use your dictionary  close the window
borrow your pen  turn on the TV

SITUATION: You want to find the meaning of a word.
(May I) May I use your dictionary?

SITUATION: You want to write down a phone number.
(Can I)

SITUATION: You want to watch a programme.
(Can I ... please)

SITUATION: You’re feeling cold.
(May I)

SITUATION: You need to print a document.
(May I ... please)

C Ask people to do things. Use the words in brackets () and the phrases from the box.

buy me a magazine  tell me the time  make me a sandwich
tell me the way to Buckingham Palace  carry one of these cases

(Can you ... please) Can you buy me a magazine, please?

PROBLEM: Your suitcases are very heavy.
(Could you)

PROBLEM: You’re lost in London.
(Could you ... please)

PROBLEM: You’ve forgotten to put your watch on.
(Can you)

PROBLEM: You’re hungry. You’re very tired.
(Can you ... please)

D Choose the right word from the words in brackets () and put it in the gap.

Could (May/Could) you give me one of these forms, please?

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

2 At a railway station:
   A: Let’s have our sandwiches here.
   B: (Couldn’t/Can’t) you read? Look at the notice; it says:
      ‘FOOD (MAY/COULD) NOT BE EATEN IN THIS WAITING ROOM.’

3 A: (Could/May) you call Jenny about tomorrow’s meeting?
   B: I (may not/can’t/couldn’t) call her because she has lost her phone.

4 A: (May/Could) someone help me?
   B: What (may/can) I do to help you?
   A: We need to move the chairs and to clean this room. Can you help?
   B: I’m afraid I (may not/can’t) move the chairs because of my bad back.
1. We use *must* with an infinitive (do, go, work, etc.):

   **INFINITIVE**

   You must work harder.

   Don't use *to* before the infinitive:

   **NOT** You must to work harder.

   The form of *must* is the same for all persons:

   If you/his/her/it/we/they must leave soon.

2. We use *must* in rules to say that an action is necessary:

   All visitors must go to reception when they arrive.

   We use *You must* ... to give somebody an order:

   Your work is poor – you must try harder.

   You must finish this work tomorrow.

   We use *I/We must* ... to say that we think it is necessary or important that we do something:

   I'm getting tired. I must go home now.

   We must get a new car soon.

3. We also use *You must* ... to strongly recommend or offer something:

   You must read this book; it's fantastic!

   You must come for lunch at our house.

4. The negative form of *must* is *mustn't* or *must not*:

   You mustn't park here – it's not allowed.

   (NOT You mustn't to park here.)

5. We use *You mustn't* ... (or *You must not*) to say that it is necessary that somebody does **NOT** do something:

   You mustn't smoke in here.

   You mustn't make this mistake again.

6. We use *I/We mustn't* ... (or *must not*) to say that we think it is necessary that we do **NOT** do something:

   I mustn't forget her birthday again.

   We mustn't be late for the meeting.

Notice that we can use *must* and *mustn't* (NOT *will must*) to talk about the future:

   I must phone Harry tomorrow.

   (NOT I will must phone Harry tomorrow.)

To talk about what was necessary in the past, we cannot use *must*; we use a form of *have to* (see Unit 42).

We don't generally use *must* in a question form. We use *have to* (see Unit 42).

---

**Notice to guests**

Leave your key at reception when you go out. Do not take food into your room.

Vacate your room by nine o'clock on the morning you leave. Pay for your room when you arrive.

Return to the hotel before ten o'clock every night. Do not smoke in the restaurant.

1. You must leave your key at reception when you go out.
2. You must not take food into your room.
3. You must pay for your room when you arrive.
4. You must vacate your room by nine o'clock on the morning you leave.
5. You must return to the hotel before ten o'clock every night.
B) Look at this table of instructions for students in a school. Use the table to make sentences with *must* or *mustn't*.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attend all classes.</strong></td>
<td>✓</td>
</tr>
<tr>
<td>Take school books home with you.</td>
<td>✓</td>
</tr>
<tr>
<td>Make a noise in the corridors.</td>
<td>✓</td>
</tr>
<tr>
<td>Write in school books.</td>
<td>✓</td>
</tr>
<tr>
<td>Arrive for lessons on time.</td>
<td>✓</td>
</tr>
<tr>
<td>Bring your own pens and paper.</td>
<td>✓</td>
</tr>
</tbody>
</table>

- You **must** **attend** all classes.
- 1 **_______** school books home with you.
- 2 **_______** a noise in the corridors.
- 3 **_______** in school books.
- 4 **_______** for lessons on time.
- 5 **_______** your lessons on time.

C) Henry wants to make some changes in his life. Look at the pictures and make sentences using the phrases from the box with *must* or *mustn't*.

- **Study after school**
- **Run every morning**
- **Dress smartly**
- **Watch TV all day**
- **Smoke**
- **Visit my grandmother**
- **Sleep in the afternoon**
- **Work late at night**

1. **I **mustn’t** smoke.**
2. **I **must** dress smartly.**
3. **_______**
4. **_______**
5. **_______**
6. **_______**

D) Rewrite the sentences in brackets ( ) using *must* or *mustn’t/must not*.

1. (Have some of this fish. It's wonderful.)
   You **must** have some of this fish. It's wonderful.

2. (Don't tell lies. It's bad.)
   You **mustn't** tell lies. It's bad.

3. (Passengers: Do not open the door while the train is moving.)
   Passengers **must not** open the door while the train is moving.

4. (Come for dinner with us one evening next week!)
   You **must** come for dinner with us one evening next week!

5. (It's bad for you to eat so much unhealthy food.)
   You **must not** eat so much unhealthy food.

6. (Follow the instructions when using this machine.)
   You **must** follow the instructions when using this machine.
1. The Present Simple forms of have to are:

<table>
<thead>
<tr>
<th>Positive and Negative</th>
<th>I/you/we/they</th>
<th>He/She/It</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have to</td>
<td>have</td>
<td>has</td>
</tr>
<tr>
<td>Don't have</td>
<td>don't have</td>
<td>doesn't have</td>
</tr>
</tbody>
</table>

2. We use have to to talk about things that are necessary because of rules that other people oblige us to follow:

- **My brother has to travel a lot in his job.**
  (= It is required by his employer.)
- **We have to pay the rent every month.**
  (= It is required by the landlord.)

To talk about things that we think are necessary, we usually use must (see Unit 43).

3. We also use have to for things that are necessary because of the circumstances:

- **I have to get a bus to school.**
  (= It is the only way I can travel there.)
- **She has to live on a small income.**
  (= She only receives a small amount of money to pay for what she needs.)

4. We use don't have to to say that something is NOT necessary.

- **We don't have to hurry; we're early.**
  (= It's not necessary to hurry. We have plenty of time.)
- **I don't have to get up early on Sunday.**
  (= I can stay in bed if I want.)

5. We can use have got to with the same meaning as have to to talk about something that is necessary at one particular time (but not in general):

- **I have to/I've got to make a phone call now.**
- **You don't have to/haven't got to do this immediately.**

6. The past form of have to is had to:

- **I had to do a lot of work yesterday.**
  (See Unit 48.)

7. The future form of have to is will have to:

- **He'll have to look for another job.**
- **We won't have to get tickets in advance.**
- **Will they have to get visas?**

Note that we cannot use have got to in past or future forms:

- **Yesterday I had to work hard.**
  (NOT I I've got to work hard.)

8. We can use the Present Simple of have to to talk about the future:

- **I have to do some shopping tomorrow.**
- **Do you have to work next weekend?**

---

A. Look at this table about different jobs and use the information to complete the sentences using have to or don't have to.

<table>
<thead>
<tr>
<th>Shop assistants</th>
<th>Bank clerks</th>
<th>Doctors</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deal with the public</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Be polite to people</td>
<td>✔️</td>
<td>✔️</td>
<td>✗</td>
</tr>
<tr>
<td>Work with money</td>
<td>✔️</td>
<td>✔️</td>
<td>✗</td>
</tr>
<tr>
<td>Wear uniforms</td>
<td>✔️</td>
<td>✗</td>
<td>✔️</td>
</tr>
</tbody>
</table>

- **Shop assistants have to deal ✔️ with the public.**
- **Teachers ✗ to people.**
- **Bank clerks ✔️ to people.**
- **Bank clerks ✗ with money.**
- **Doctors ✔️ with money.**
- **Shop assistants often ✔️ uniforms.**
- **Teachers ✗ uniforms.**
B Complete the sentences using the correct forms of have to or have got to and the words in brackets (). Be careful to use the correct tense.

1. I have to leave (I/leave) now; I've got an appointment at the dentist's.
2. Did you have to study (you/study) literature when you were at school?
3. You haven't got to come (You/not/come) with me now if you don't want to.
4. (I/not/work) hard because the job was very easy.
5. (I/do) this work now, or can I do it tomorrow?
6. (I/run) to school because I was late.
7. (I/go) to an important meeting yesterday.
8. (You/show) your passports when you reached the border?
9. (I/pay) in cash next week or can I transfer the money online?
10. I want to be an airline pilot. What qualifications (you/have) to be a pilot?

C Complete the conversations using the words in brackets () and correct forms of have to or have got to.

A: (Good morning, I'd like to buy a travel card. What/I/do?)
   * Good morning. I'd like to buy a travel card. What do I have to do?

B: (You/fill/in an application form.)

A: (I/give/you/a photograph?)

B: (No, you/not/give/me anything, except the money for the card!)

Dad: (What/you/do/at school today?)
   * What did you have to do at school today?

Sam: (We/do/some/English tests.)

Dad: (How many questions/you/answer?)

Sam: (We/answer/about 40 grammar questions.)

(l/think/about them very carefully.)

Dad: (you/write/a composition?)

Sam: (No, but we/do/one next week.)
Must/have to, mustn’t/don’t have to

1. We use **must** when the speaker thinks it is necessary or important to do an action:
   
   You must go. (= It is important that you go.)

   We make negatives, questions and short answers like this:
   
   You mustn’t go.
   Must you go? ~ Yes, I must.

2. We use **have to** to talk about an action that is necessary because of rules or laws, or because someone obliges us to do it:
   
   Doctors sometimes have to work on Sunday.
   (it is in the rules of their work.)

   We make negatives, questions and short answers with a form of do:
   
   Teachers don’t have to work on Sunday.
   Do you have to work today? ~ No, I don’t.

3. **POSITIVE**

   In positive sentences we can often use **must** and **have to** with little difference in meaning, because many things are important both because we think so and because there are rules:
   
   You must work hard in order to succeed
   (OR You have to work in order to succeed).

4. **NEGATIVE**

   Note the difference in meaning between **mustn’t** and **don’t have to**.

   In negative sentences we often use **mustn’t** to say that something is against the rules or against the law:
   
   You mustn’t smoke on buses. (= Smoking is against the rules.)
   In football you mustn’t touch the ball with your hands. (= Touching the ball is against the rules.)

   We use **don’t have to** to say that people are not obliged to do something:
   
   In Britain, people don’t have to carry a passport with them. (= People are not obliged to carry one.)
   Nowadays pupils do not have to learn Latin at school. (= They are not obliged to learn it.)

5. **QUESTIONS**

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

---

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

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

   But these things are not allowed:

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

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

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

**ANTICHES**
Please feel free to come in.
(No eating inside.)

- You *don't have to* go in.
- You *mustn't* eat inside.

Entry possible 30 minutes before the concert.
No late arrivals allowed.

1. You *mustn't* arrive half an hour early.
2. You *don't have to* arrive late.

All vehicles – slow.
Drivers of large vehicles, wait for guard before crossing.

3. Small vehicles *mustn't* wait.
4. Drivers of large vehicles *don't have to* cross alone.

**STUDENTS!**
Please be quiet — 4th-year exam in progress.

5. Students *mustn't* make a noise.
6. Third-year students *don't have to* take the exam.

**LIBRARY**
No talking.
Please leave books on tables.

7. You *mustn't* talk in the library.
8. You *don't have to* put the books back on the shelves.

**SWIMMING POOL**
Free swim today.
No eating.
No drinking.

9. Swimmers *mustn't* pay today.
10. Swimmers *don't have to* eat or drink by the pool.

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

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

Mark: We *have to* get up early tomorrow.
Rob: Why?

Mark: Have you forgotten? Annie *mustn't* to move to a new flat tomorrow, and I promised we would help her.

Rob: *Don't have to* move out by a particular time?

Mark: No, there's no rush. She *mustn't* leave her old flat before the afternoon, but there are lots of things that *must* to pack, so we *must* get there fairly early.

Rob: Why *mustn't* have to move, by the way?

Mark: She said that *mustn't* tell you because she wants to tell you herself, when she sees you tomorrow.
We use **must** with an infinitive (e.g. be, go, come, earn): 

They must earn a lot.

**CERTAINTY**

She **must be rich.**

Look at this example with **must**:

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

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

*The Greens have two houses and two cars.*

They must earn a lot of money. (= We can be sure that the Greens earn a lot of money.)

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

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

**IMPOSSIBILITY**

She **can't be poor.**

Look at this example with **can't**:

*Mark studied hard for his exams, but he got poor marks; he can't be very clever.*

(= From what we know, we can guess that Mark is not very clever.)

We use **can't** to talk about impossibility:

*The Browns both have part-time jobs; they can't earn much money.*

(= We can guess that the Browns do NOT earn a lot of money.)

A: *There's someone at the door. I think it's William.*

B: It **can't** be William. He's in Australia.

**POSSIBILITY**

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

Look at this example with **may**:

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

B: She **may be in the garden.** (= From what we know, perhaps she is in the garden.)

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

*My sister might come tomorrow.*

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

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

A: *I've phoned Charlotte, but there's no answer.*

B: She **may not be at home.** (= From what we know, perhaps she is not at home.)

**Could not** is NOT possible here.

---

**Complete the sentences using **must** or **can't** and the verbs from the box.**

- Anna lived in America for three years, so she **must** speak English.
- Tom's brother doesn't know anything about medicine, so he **can't be** a doctor.
- Jasmine has an incredible number of albums. She **likes** music a lot.
- Peter doesn't speak German, so he **doesn't speak** from Germany.
- This jacket **doesn't belong** to Jessica because it's not her size.
- That man **doesn't belong** around here because he doesn't know any of the street names.
- Jack **spends** a lot of clothes. He wears something different every day.
- Sam's grandmother is almost 100 years old, so she **remembers** the Second World War.
- You've got ten cats already. You **can't afford** to get another one.
- Lucy buys a new dress every day. She **spends** a lot of money on clothes.
Someone has robbed a bank. The police are sure that the criminal is one of these men. Look at the pictures and complete the sentences using can't be, could be or must be.

A witness says that the robber had short hair. If that's true, then it can't be Drake or Rogers, but it could be Hall.

A witness says that the robber had glasses. If that's true, then it can't be Brown or Drake. It must be either Hall or Rogers or Smith.

1 A witness says that the robber had black hair. If that's true, then it can't be Brown, but it must be Hall.

2 A witness says that the robber had a moustache. If that's true, then it must be Rogers but it could be Drake or Brown.

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

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

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

6 And if what everyone says is true, then it must be Smith.

Complete the dialogues with must, can't or might and the phrases from the box.

- cost a lot of money
- be a soldier
- work long hours
- go to Portugal
- come this weekend
- take much interest
- also be at the shops
- be at the gym

Ruth: I think Anna's brother is in the army. James: He can't be a soldier; he's only 15.

1 Rob: What are you going to do next summer? Lucy: I don't know. We might come this weekend, but it's not certain yet.

2 Jacob: Mike's new flat is all electric – kitchen, heating, everything. Peter: That must cost a lot of money in electricity bills.

3 Sam: Is Mary coming to see us this week? Ellie: It depends on her work. She might take much interest if she finishes the project that she's doing.

4 Laura: Have Noah and Kim got any children? Tom: Yes, they have two children, but they might never talk about them.

5 Andrew: Do you see your new neighbours very much? Sarah: No, they might not be at the gym, because they are hardly ever at home.

6 Paul: Jacob's gone out, hasn't he? Where has he gone? Anna: I don't know. He must be at the gym or he may go to Portugal.
We use *should* with an infinitive (do, go, etc.):

- **I should** do some work tonight.

The form of *should* is the same for all persons:

- /you/he/she/it/we/they should go.

The negative form is *shouldn’t*:

- You shouldn’t sit in the sun all day.
- They shouldn’t spend so much money.

We use *I should* or *we should* to say what is a good thing for us to do:

- I should go home. It’s midnight.
- We should invite them for a meal.

We use *I/we shouldn’t* to say that something is a bad thing for us to do:

- I shouldn’t spend so much money.

We use *you should/shouldn’t* to give advice:

- You should look for a better job.
- You shouldn’t drive so fast.

*Should* is not as strong as *must* or *have to*. Compare:

- You *should* eat more fruit. (It’s a good idea.)
- You *must* eat more fruit, said the doctor. (It’s very important.)

We use the question form *Should I/we ...?* to ask for advice:

- What should I say to Helen?
- I need a new passport. Where should I go?

We can say *I think we should*, *I don’t think you should*, etc. to give an opinion:

- I don’t think you should believe everything he says.
- We do not usually say:
  - I think you shouldn’t ..."

We can use *do you think I should ...?* to ask for advice:

- He hasn’t replied to my email. Do you think I should phone him?
- What do you think I should give Tom for his birthday?

---

**A** Complete the sentences using the words in brackets () and *should* or *shouldn’t*.

1. You shouldn’t work (You/work) so hard. Have a holiday.
2. I enjoyed that film. **We should go** (We/go) to the cinema more often.
3. **I** (You/park) here. It’s not allowed.
4. What **(I/cook)** for dinner tonight?
5. **(You/put)** a coat. It’s cold outside.
6. **(You/smoke)**. It’s bad for you.
7. **(We/arrive)** at the airport two hours before the flight.
8. **(I/pay)** now or later?
9. Do you think (I/apply) for this job?
10. **What do you think** (I/write) in this space on the form?
12. This food is terrible. **(We/complain)** to the manager.
13. Which shirt do you think **(I/buy)?**
Henry is cooking a meal. Give him some useful advice. Use the advice from the box and you should or you shouldn't.

- Don't leave the meat in the oven for more than one hour.
- Cut the onions as small as possible.
- Use fresh herbs and fresh vegetables.
- Don't put in too much salt and pepper.
- Wait until the water boils before you put the vegetables into it.
- Heat the oven before you put the meat in.
- Cut the meat into four equal slices.

You shouldn't leave the meat in the oven for more than one hour.
1. Cut the onions as small as possible.
2. Use fresh herbs and fresh vegetables.
3. Don't put in too much salt and pepper.
4. Wait until the water boils before you put the vegetables into it.
5. Heat the oven before you put the meat in.
6. Cut the meat into four equal slices.

Write this conversation between Noah and Joseph using the words in brackets (). Use do or should where required.

Noah: (I want to buy a motorbike. What do you think I should do?)
* I want to buy a motorbike. What do you think I should do?

Joseph: (You look at the advertisements in the papers.)
* You should look at the advertisements online.

Noah: (Which website do I use?)

Joseph: (I think you go on the 'What Bike?' website.)

Noah: (What do you think I do before I buy a bike?)

Joseph: (I not think you decide too quickly.)

(You check the condition of the bike.)
(You ask somebody who knows about bikes to look at the bike for you.)
(You not buy one simply because it looks nice!)
We use *should*, *ought to* and *had better* with an infinitive (e.g. *be*, *go*, *ask*, *wait*):

- *I should* go.
- *You ought to* ask.
- *We had better* wait.

We use both *should* and *ought to* to ask for or to give advice, to say what is the correct or best thing to do:

A: *I've got toothache. What should I do?*  
(= What is the best thing for me to do?)

B: *You should go to the dentist's.*  
(= The best thing for you to do is to go to the dentist's.)

When we are talking about a duty or a law, we usually use *ought to*:

A: *I saw a robbery. What should I do?*  
(= It is a person's duty to report it.)

B: *You ought to report it to the police.*

On the other hand, when we are giving a personal opinion, we usually use *should*:

B: *I think you should forget about it.*

We use *should* much more than *ought to* in negatives and questions:

- *I shouldn't go.*  
(OR *I ought not to go.*)
- *Should I go?*  
(OR *Ought I to go?*)

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

There'll be a lot of traffic tomorrow. *We had better* leave early.  

*I had (OR *I'd*) better ask the doctor about the pain in my stomach.*

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

We only use *had better* to give advice about a particular thing; when we give general advice, we use *should* or *ought to*:

When people are in trouble, *they should go to the police.*  
(NOT ... *they had better go to the police.*)

The negative is *had better not*:

*They had better not be late.*

**A**  
Complete the sentences using the phrases from the box and *should* or *shouldn't*.

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

- A: *There is a house near my home where I often hear strange noises.*  
B: *You should report it to the police.*

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

1 A: *If someone has a serious accident, what's the right thing to do?*  
B: *Well, you shouldn't move the person yourself.*  
Instead, you *shouldn't* move the person yourself. It's not a good idea to move an injured person.  
Instead, you *should* take the person to hospital.*
2 A: Last Saturday I bought some coffee cups but one of the handles was broken. What can I expect the shop to do?
   B: They ________________________________.

3 A: My son is 12 years old and he’s overweight.
   B: Well, it’s important not to eat too much, so you _________________________________.
   Also, you _________________________________.

4 A: If you come home and see that you’ve been robbed, what’s the best thing to do?
   B: Well, you ________________________________, You ________________________________ and call the police.

5 A: Mary can’t work because she’s feeling sick. How can she get home?
   B: Well, she _______________________________.
   She _______________________________.

6 People _________________________________.

B Use the sentences in brackets ( ) to write a reply with had better in the following dialogues.

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

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

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

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

C Complete the dialogues using the correct form of the words in brackets ( ).
Use to or not if necessary.

1 A: Should Henry stay in bed?
   B: No, the doctor said he shouldn’t (should) stay in bed.

2 A: Can we move that cupboard?
   B: No, it’s very delicate, so you _______________________________ (ought) leave it where it is.

3 A: Should we change these notices?
   B: No, the show is still on, so we _______________________________ (should) change them until next week.

3 A: You’d better tell the boss about the accident immediately.
   B: No, she’s in a bad mod. I _______________________________ (had better) tell her until tomorrow.

4 A: Does the doctor say it’s all right for Mrs Bradley to work?
   B: Yes, but she must be careful. She _______________________________ (ought) lift anything heavy, for example.

5 A: Can they come before dinner?
   B: No, we haven’t got enough food, so they _______________________________ (had better) come after dinner.
We use the verb **need** to talk about things that we must do. We use **to** + infinitive (e.g. *to do, to go*) after need:

**TO + INFINITIVE**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>to go</td>
</tr>
<tr>
<td>Mary</td>
<td>to go to the dentist's.</td>
</tr>
</tbody>
</table>

After he/she/it we use **needs**:

*Mary/She needs to buy some white paint.*

We make negatives, questions and short answers with a form of **do**:

*You don't need to go to the doctor's.*

*Mary doesn't need to buy any green paint.*

A: **Do you need to go to the dentist's?**
B: Yes, I do./No, I don't.

A: **Does Mary need to buy any brushes?**
B: Yes, she does./No, she doesn't.

We can also use **need** to talk about things that we must get. Here we use an object after need:

**OBJECT**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary</td>
<td>some white paint.</td>
</tr>
<tr>
<td>I</td>
<td>a new car.</td>
</tr>
<tr>
<td>Does Peter need</td>
<td>any help?</td>
</tr>
</tbody>
</table>

To talk about what we do not need to do, we can use **needn't**. We use an infinitive (e.g. *go, buy*) after **needn't**. **Needn't** has the same meaning as **don't/doesn't need to**:

We cannot use **needn't** before an object (e.g. your coat); we must use **don't need**:

*You don't need your coat. It's not cold outside.*

*(NOT You needn't your coat.)*

We can use **needed to** for past time:

*They needed to clean everything before they started to paint.*

The negative past simple form is **didn't need to**:

*The room wasn't dirty so they didn't need to clean it before they started to paint it.*

(*= It was not necessary to clean the room so they didn't clean it.*)

We use **needn't have** + past participle to talk about something that was done although it wasn't necessary:

*We needn't have lit the fire, because it was a warm evening.*

(*= We lit the fire, but it was not necessary to light it.*)

*You needn't have bought any bread, James.*

(*= You bought some bread, but it was not necessary.*)

**A** Use the statements in brackets () to make questions and short answers.

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

2. *(She doesn't need to study hard.)*
   
   **Does she need to study hard?**
   
   *~ No, she doesn't.*

3. *(Jacob needs a ladder.)*
   
   **Does Jacob need a ladder?**
   
   *~ Yes,*

4. *(We don't need to go to the shops.)*
   
   **Do we need to go to the shops?**
   
   *~ No,*

5. *(John doesn't need to leave before lunch.)*
   
   **Does John need to leave before lunch?**
   
   *~ No,*

6. *(They need to check the train times.)*
   
   **Do they need to check the train times?**
   
   *~ Yes,*
B Change each sentence in brackets ( ) into a negative sentence using *needn’t* where possible. If not possible, write a negative sentence with *doesn’t/don’t need*.

1. (Jasmine needs to pay James today.) *Jasmine doesn’t need to pay James today.*
2. (The car needs new tyres.) *The car doesn’t need new tyres.*
3. (We need a lot of red paper.)
4. (Mark needs to get everything ready today.)
5. (Mary needs to leave at six o’clock.)
6. (Anna needs a new bag.)

C When there are exams or competitions at Brightside School, the school provides certain things for all the students, but there are other things that the school does not provide. Use the information in the table to write sentences with *need to bring* or *needn’t bring*.

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

1. (art exams/paint) For art exams, students *needn’t bring* paint.
2. (tennis competitions/rackets) For tennis competitions, students *need* to bring rackets.
3. (maths exams/pens and pencils)
4. (football competitions/shirts)
5. (drawing exams/paper)
6. (art exams/brushes)
7. (tennis competitions/balls)
8. (football competitions/shorts and boots)
9. (maths exams/rubbers)
10. (drawing exams/rulers and pencils)

D Rewrite the sentences using *didn’t need* or *needn’t have* and the correct form.

1. The programmes didn’t cost us anything. We *didn’t need* to pay for them.
2. You took your umbrella yesterday but it didn’t rain. You *needn’t have taken* your umbrella yesterday.
3. Charlotte paid for her holiday in advance, but it wasn’t necessary. Charlotte *didn’t need* to pay for her holiday in advance.
4. My sister spoke to Ellie yesterday, so I didn’t phone her.
   | I *didn’t need* to phone her because my sister had spoken to her.
5. We bought extra food but now John and Mary can’t come. We *didn’t need* to buy extra food because John and Mary can’t come.
6. Why did you work during the weekend? We don’t have to finish until next week.
   | You *didn’t need* to work during the weekend.
7. I didn’t take my passport with me because an identity card was enough.
   | I *didn’t need* to take my passport with me.
Look at this example:

Jasmine had to wait an hour for a bus.

Had to wait means that Jasmine waited because no bus came for an hour.

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

If someone did not do something because it was not necessary, we use didn't have to:

I didn't have to work last Saturday. (= I didn't work because it was not necessary.)

The question form is did ... have to:

Did you have to work last Saturday?

Now consider this situation:

Grace's job includes working on Saturday. Last Saturday she was ill, so she didn't work:

Grace should have gone to work last Saturday, but she was ill. So she stayed at home.

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

Peter, a farm worker, didn't close a gate, and the cows got into the wrong field:

Peter should have closed the gate.

We use shouldn't have (done/gone, etc.) to say that something which did happen was not the correct action:

I shouldn't have got angry with Jasmine.

(= I got angry with Jasmine, but it was not a good thing to do.)

Peter shouldn't have left the gate open.

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

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

2 Anna: I was very busy yesterday.
   William: What (you) do?
   Anna: I (not) prepare everything for today's meeting.

3 Nathan: (you) wear uniform when you were at school?
   Abigail: Yes, and we make sure it was always neat and tidy.

4 Tom: What (you) do to get your international driving licence?
   Tina: I show the police my national driving licence, but I (not) take another driving test.

5 Mark: Our children enjoyed their holiday at the summer camp.
   Mary: (they) help at mealtimes?
   Mark: Well, they (not) make the food, but they (help) with the washing-up.
B Complete the sentences with *should have* or *shouldn't have* for these situations.

1. SITUATION: Raphael didn't take his medicine. Later he got very ill.
   Raphael [ ] his medicine.
   Raphael [ ] his medicine.

2. SITUATION: Sara drove her car when she was tired and she had an accident.
   Sara [ ] her car when she was tired.

3. SITUATION: Anthony didn't buy any sugar so he couldn't make a cake.
   Anthony [ ] some sugar.
   Anthony [ ] some sugar.

4. SITUATION: Ellie had a cold but she still went to the cinema. Later she had to stay in bed.
   Ellie [ ] to the cinema.

5. SITUATION: Edward ate a lot of apples. Later he had stomach ache.
   Edward [ ] so many apples.

6. SITUATION: Lucy didn't lock the door to her flat when she went to buy a newspaper. While she was away, someone stole her television.
   Lucy [ ] the door when she went out.

7. SITUATION: Mary borrowed Tom's camera without asking him.
   Mary [ ] Tom's camera without asking him.

C Some of the staff at the Information Office did not go to work last weekend because they were ill. Look at the work timetable and complete the sentences using the words in brackets ( ) and *had to, didn't have to, or should have*.

<table>
<thead>
<tr>
<th>SATURDAY</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>On duty</td>
<td>Comments</td>
<td>On duty</td>
</tr>
<tr>
<td>Jenny</td>
<td></td>
<td>Matt</td>
</tr>
<tr>
<td>Noah</td>
<td>ill</td>
<td>Mary</td>
</tr>
<tr>
<td>Jasmine</td>
<td>ill</td>
<td>Lewis</td>
</tr>
<tr>
<td>Daniel</td>
<td>✔</td>
<td>Laura</td>
</tr>
</tbody>
</table>

1. (Jenny/Saturday) Jenny [ ] work on Saturday.

2. (Matt/Saturday) Matt [ ] work on Saturday.

3. (Laura/Sunday) Laura should have worked on Sunday but she was ill.

4. (Matt/Sunday)

5. (Jasmine/Sunday)

6. (Lewis/Sunday) but he was ill.

7. (Mary/Saturday)

8. (Noah/Saturday) but he was ill.

9. (Daniel/Saturday)

10. (Jasmine/Saturday) but she was ill.

11. (Lewis/Saturday)
A Chris is going to Carstairs College in Scotland. Miranda is already studying there. Cross out the incorrect modal verb forms to complete their conversation.

Chris: Can I / Do I can ask you a few questions about Carstairs?
Miranda: Of course, You should / You ought to get as much information as possible before you go.
Chris: Do *must / I have to wear a uniform?
Miranda: No, but *must / you have dress smartly. You can't wear jeans.
Chris: Should I / Had I take my laptop with me?
Miranda: No, but *you don't ought / you don't need to! You have to write all your essays by hand!
Chris: What? Will *be possible / I be able to use email?
Miranda: No, I'm afraid not. Carstairs is very old-fashioned. Anyway, when are you leaving?
Chris: I managed / I could to get a ticket for the train this evening. *I should / I must have reserved a seat, though. *I can / I may have to stand all the way to Scotland.
Miranda: Should I better / Had I better give you a ring later and see how things are going?
Chris: Sure. Can I use my phone at college?
Miranda: Yes, don't worry. But *you need / you must switch it off during the school day.
Chris: OK. Can you give me any more advice?
Miranda: Yes. *You must / You ought visit the lake near the college. It's beautiful!

B Olivia is emailing Sarah. The numbered words in the box are missing from the text. Put one number only in the text at the right place.

I've had a terrible day! I *have got up early, but I couldn't get out of bed! It was too late to go by bus, so I to get a taxi. Luckily, I found one quite quickly. Of course, when we arrived outside the office, I didn't have any money, so I pay the driver. Anyway, I was to borrow some from the receptionist. I've paid her back already, but do you think I to give her a present as well? My boss was waiting for me in her office. I should arrived at nine o'clock, and I was half an hour late. I have taken a taxi at all, though! She told me the company was closing, so I had find a new job!

C Mr and Mrs Buck are deciding what to take with them on holiday. Rewrite the sentences using the word in brackets ( ).

Mrs Buck: It's not necessary to take the tent. (need)
*We don't need to take the tent.
We're not going camping again!

Mr Buck: The hotels will be full, possibly. (might)
The

Mrs Buck: Then it will be necessary to sleep in the car. (have)
Then we *
Mr Buck: Well, I think we've got everything we need. What's in that paper bag?
Mrs Buck: I'm sure it's the sun cream we got in Brighton. (must)
Mr Buck: It wasn't necessary to buy it. (needn't)
Mrs Buck: Is it a good idea to take it with us this time? (Should)
Mr Buck: It wasn't necessary to buy it. (needn't)
Mrs Buck: Are you feeling OK, George? Maybe you should have a rest. (better)

D Michael is about to give a presentation. Use the words from the box to complete what he's saying.

Aren't you able to hear me at the back of the hall? I must get this information around. Thank you. Have I brought enough copies? I haven't? I'm so sorry. Sir, I can see you don't have a seat, but you should write anything in my presentation. I'll put everything on my website. I'm sorry, Madam, but you must be able to see the screen unless you move forward. Anyway, I started five minutes ago. Right, where are my notes?

E Four friends are in a cafe. If the underlined modal verb forms are wrong, correct them. If they are right, put a tick (√).

Tim: Is that your phone ringing, John?
John: Yes. It can be must be Dave. He said he would ring about now. No, wait a moment, it can't be Dave. That's not his number. I wonder who it is.

Phil: You'll have to answer it if you want to know! Who's that by the window, Tim? Is it Alice?

Tim: It isn't be She's in New York. She must go there on business last Monday.

Phil: Then it must be her sister or something.
John: That was someone called Louise on the phone. I don't know her …

Phil: But she should have your number!
John: … and she says she's in the café with us. By the window.

Tim: Really? Well, she could be the girl who looks like Alice.

John: Shall I speak to her?
Phil: You don't ought to, because she's coming over now.
Louise: Hi, John. I'm Alice's cousin. She gave me your number.
John: Have a seat. Can I get you a coffee?
**Articles (1): a, an or the**

1. **Compare a and an:**
   - We use **a** before words which begin with consonants (b, c, d, f, g, h, j, k, l, etc.):
     - a doctor  a big car  a girl
   - We also use **a** before **u** when it sounds like the word 'you'; and before **eu**:
     - university (sound: 'you'): a university
     - a European city
   - We use **an** before words which begin with vowels (a, e, i, o, u):
     - an apple  an interesting film
   - We also use **an** before words that begin with a silent **h**. Compare **hour** and **house**:
     - hour (sound: 'our'): an hour
     - house: a house

2. **Compare a/an and the:**
   - Mary: I bought a laptop and a TV yesterday.
   - Joe: Was the laptop expensive?
     - We usually use **a/an** with a noun to talk about a person or thing for the first time:
       - a laptop
     - We use **the** when we talk about the person or thing again:
       - the laptop (= the one that Mary bought)

3. **There are some special uses of a/an and the:**
   - We use **a/an** with prices, frequency and speeds:
     - It costs £2 a litre.
     - I drink about three cups of coffee a day.
     - You're driving at 150 kilometres an hour!
   - We use **a/an** before **hundred, thousand, and million**:
     - a hundred people  a thousand days
   - We use **a/an** for talking about jobs:
     - I'm a bank manager.
   - We use **the** when there is only one of something:
     - May I turn on the TV? (= There is only one TV in the room.)
     - Where's Mary? ~ She's in the kitchen. (= There is only one kitchen in the house.)
   - We use **the** with musical instruments:
     - I play the guitar. Jasmine plays the violin

---

**A** Complete the sentences using **a** or **an**.

- I bought a ____ new car yesterday.
- 1. She's reading ____ interesting book.
- 2. They've got ____ house in Spain.
- 3. It's ____ cheap restaurant.
- 4. He's ____ Italian businessman.
- 5. It's ____ old film.
- 6. The journey took ____ hour.
- 7. We've lost ____ black cat.
- 8. I want to buy ____ umbrella.
- 9. It was ____ difficult exam.

**B** Complete the sentences using the phrases from the box and **a** or **an**.

- Steven Spielberg is ____ American director.
- 1. Tokyo is ____ European country
- 2. Heathrow is ____ airport
3. The Ganges is
4. Oxford is
5. A Mercedes is
6. Spain is

C. Owen wants to take out an insurance policy so Mike Cox, an agent from the insurance company, is asking him some questions. Complete their conversation using a, an, or the.

Mr Cox: Hello, my name is Mike Cox. I am from an insurance company. I have a form with some questions. Your name is Owen Brent. Do you have a middle name?
Mr Brent: Yes, my full name is Owen Marcus Brent.
Mr Cox: All right. Now, where do you live, Owen?
Mr Brent: I live in a house in Peckham.
Mr Cox: Peckham, I see. And what is your job?
Mr Brent: I'm a scientist. I work for the government.
Mr Cox: Do you work in a laboratory or in an office?
Mr Brent: I work in a small office in the centre of London.
Mr Cox: And how do you get to the office from Peckham?
Mr Brent: I usually take the underground.
Mr Cox: What is your salary, Owen?
Mr Brent: Well, I earn almost £50,000 a year.
Mr Cox: Now, your family. You're married, aren't you?
Mr Brent: Yes, and we have two children, a girl and a boy. The girl is 16 and the boy is 14.
Mr Cox: Fine. And you want to take out an insurance policy for £100,000. Is that right?
Mr Brent: Yes, that's right.
Mr Cox: Well, that's all. Can you sign the form here at the bottom? Thank you.

D. There are some mistakes in these sentences. If the underlined words are wrong, correct them. If they are right, put a tick (√).

1. I'm not sure what she does, but I think she's a doctor.
2. I saw the a thousand different things when I was on holiday.
3. Be careful! That perfume costs £180 a bottle.
4. We must invite him to the party. He plays a piano and a guitar.
5. A: What does John do?
   B: I'm not sure, but I think he is the teacher in a school.
6. She likes to drive at the hundred miles an hour.
7. I play the violin in an orchestra. They pay me £300 the day!
8. I've got the hundred jobs to do before we leave.
9. A: Is my handbag in the living room?
   B: No, it isn't. I saw it in a kitchen.
1. We use a/an with singular nouns:
   - He was reading a book.
   - I saw an interesting film yesterday.

2. Look at this example:
   - When I arrived, John was reading a book.

   We use a/an when it isn't necessary to make clear which particular thing we are talking about. There are lots of books; John was reading one of them.

   We use a/an to talk about people's jobs:
   - James is an engineer. (= There are lots of engineers; James is one.)

   We use a/an to describe things or people:
   - They have a beautiful house. (= There are lots of beautiful houses; they have one.)
   - John is an old friend of mine.

3. We use the with singular or plural nouns:
   - the book the books

   We can use the with uncountable nouns (e.g. music, water, food, education):
   - The water is in the fridge.

   Note:
   - uncountable nouns do not have a plural (NOT two musics, three waters).
   - we do not use a/an with uncountable nouns (NOT a music, a water).
   (See Unit 53.)

4. We use the when it is clear which person or thing we are talking about:
   - Abigail was reading a book. She closed the book. (= She closed the book that she was reading.)
   - Anna likes music, but she doesn't like the music that John plays.
   - Mike's gone to the shops. (= the local shops)
   - She's in the kitchen. (= the kitchen in this house)
   - I must go to the bank. (= my bank, where I keep my money)
   - the centre/the station/the airport (in a city)
   - the River Thames (there is only one)
   - the government (in my country)

5. We do not use the before plural nouns (e.g. vegetables) or uncountable nouns (e.g. education, music) when we are talking about something in general:
   - Do you like vegetables? (= any vegetables)
   - I think education is very important.

6. We do not use a or the before names of languages, meal names, the names of cities, most countries and most streets, and the names of airports, stations, single mountains or lakes:
   - She speaks Spanish.
   - She lives in Montpellier in France. (But we say the U.S.A., the United Kingdom.)
   - What time will lunch be?
   - from Heathrow Airport to Oxford Street

A Complete the sentences with a, an or the if required. Leave the gaps empty if nothing is required.

1. I want to put some money into my bank account, so I'm going to the bank this afternoon. It's in Midland Street.
2. I had a sandwich for lunch today.
3. We flew to Dusseldorf Airport in Germany.
4. It was a long flight, but eventually we arrived in the U.S.A.
5. I'm trying to learn Japanese. I'm having a lesson tomorrow.
6. He made an angry speech against the government.
7. She is a famous actor and she is appearing in a popular TV series.
8. They live in Paris in an area near to the River Seine.
9. They've bought a small flat in Park Street.
Complete the sentences with *a*, *an* or *the* if required. Leave the gaps empty if nothing is required. (Note that the following words in this exercise are uncountable nouns: *music, fuel, education, fish, food, coffee, exercise.*)

1. She read the **emails** that had arrived that morning.
2. It was a nice day, so we had **lunch** in **garden** of my house.
3. I'm just going to **shops**. I'll be back in a few minutes.
4. We phoned for **taxi** to take us to **airport**.
5. I like listening to **music** when I come home.
6. Without **fuel**, **cars** don't work.
7. John was at home. He was reading **magazine** in **living room**.
8. His parents believe that **education** is a very important thing.
9. Jasmine doesn't like **fish**; she never eats it.
10. After **dinner**, I washed **plates and glasses**.
11. Did you like **food** at **party** yesterday?
12. Doctors say that **exercise** is good for everybody.

Complete this conversation with *a*, *an* or *the* if required. Leave the gaps empty if nothing is required.

Mike:  Is Maria *a* student at your college?
Rosie: No, she's *an* old friend of mine. We were at school together.
Mike:  What does she do now?
Rosie:  She's *a* computer programmer. She's not English, you know. She comes from *the* Brazil, but she's living in *the* U.S.A. at the moment.
Mike:  Has she got *a* job there?
Rosie:  Yes, she's working for *a* big company there.
Mike:  Do you send *a* emails to each other?
Rosie:  Yes, and I had *a* long email from her yesterday.
Mike:  What did she say in *the* email?
Rosie:  She said that she was living in *a* nice apartment in *the* centre of *the* Chicago.

Complete the story with *a*, *an* or *the*.

Yesterday I was sitting on *the* six o'clock train when I saw *a* strange man walking along the platform. He came into the carriage of *the* train where I was sitting, and he sat in the seat opposite mine. He opened *the* newspaper and started reading it. On *the* front page of *the* newspaper, there was *a* picture of *a* bank robber. The words under *the* picture were: 'Wanted by the police'. It was *the* same man!
We normally form plural nouns by adding -s:

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>a cup</td>
<td>some cups</td>
</tr>
<tr>
<td>one student</td>
<td>three students</td>
</tr>
<tr>
<td>the cat</td>
<td>the cats</td>
</tr>
</tbody>
</table>

Sometimes we use one instead of repeating a singular noun:

I'm going to buy a drink. Would you like one?
Our house is the one with the red door.

Or, we use ones instead of a plural noun:

Shall I buy the red apples or the green ones?
These biscuits are cheaper than those ones.

We often use Which one ...? and Which ones ...? in questions:

Shop assistant: Which one would you like, the black dress or the pink one?
Mary: I'd like the black one, please.

But we form some plural nouns differently:

<table>
<thead>
<tr>
<th>MAN</th>
<th>MEN</th>
<th>+ -ES</th>
</tr>
</thead>
<tbody>
<tr>
<td>woman</td>
<td>women</td>
<td>bus</td>
</tr>
<tr>
<td>child</td>
<td>children</td>
<td>kiss</td>
</tr>
<tr>
<td>person</td>
<td>people</td>
<td>wish</td>
</tr>
<tr>
<td>foot</td>
<td>feet</td>
<td>watch</td>
</tr>
<tr>
<td>tooth</td>
<td>teeth</td>
<td>match</td>
</tr>
<tr>
<td>sheep</td>
<td>sheep</td>
<td>box</td>
</tr>
<tr>
<td>mouse</td>
<td>mice</td>
<td>potato</td>
</tr>
<tr>
<td>fish</td>
<td>fish</td>
<td>tomato</td>
</tr>
</tbody>
</table>

For more information plural nouns, see Appendix 1, page 242.

A Complete the picture labels with plural nouns.

Some boxes
Four

Some
Two

Some
Some
Two

Some
Some
Two

Some

(For more information plural nouns, see Appendix 1, page 242.)
B Tick (✓) the correct plural forms and cross out the incorrect ones.

- knives ✓
- matches
- countries
- wishes
- wives
- mans
- tooths
- citys
- potatoes
- tomatoes
- teeth
- mouses
- knifes
- matches ✓
- cities
- teehs
- mouses
- knifes
- wishs ✓
- men
- familys
- wifes
- familys
- potatoes
- tomatos
- countrys
- tomatoes
- mans
- mice
- knifes

C Replace one of the nouns in the sentences in brackets ( ) with one or ones.

- He's just bought a new suit.
  (It's a blue suit.) It's a blue one.

- A: Who is your favourite actor?
  B: (The actor that I like best is Joe Late.)
  The one that I like best is Joe Late.

1 I'm going to buy an orange juice.
  (Would you like an orange juice?)

2 The chocolate cakes are popular.
  (But the strawberry cakes are nicer.)

3 A: Which house do you like?
  B: (I like the house with the red door.)

4 I bought a blue carpet last time.
  (This time I want a green carpet.)

5 English is a difficult language.
  (There isn't an easy language.)

6 A: Where did you put the photos?
  B: (Do you mean the photos that we took in Turkey?)

D Elliot and Ellen are buying things for their new apartment. Complete their conversation with one or ones.

Ellen: Here's the china department. We need some cups.
Elliot: Do we want large 9 ones or small 10 ones?
Ellen: Small 11 are best.
Elliot: But I like tea in a large cup.
Ellen: OK, put six small cups and a large 12 in the basket.
Elliot: What about a teapot? There's a metal 13 and a nice china 14 .
  Which 15 do you like?
Ellen: I prefer the china 16 .
Elliot: It's similar to the little cups but it's not like my big 17 .
Ellen: Well, it doesn't have to be exactly the same. Now, we also need knives.
Elliot: Can't we use the 18 that my mother gave us?
Ellen: Well, I suppose the big 19 for bread is all right, but we certainly need some little 20 for vegetables and a sharp 21 for meat.
Elliot: All right. Where are the knives?
Look at these examples:

This exercise is difficult.
These are very expensive!
What is that?
Did you eat those sandwiches?

Here are the singular and plural forms:

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>this car</td>
<td>these cars</td>
</tr>
<tr>
<td>that car</td>
<td>those cars</td>
</tr>
</tbody>
</table>

We use this, that, these, and those with nouns (e.g. painting, apple):
I like this painting.
Those apples are delicious.

We use this, that, these, and those without a noun, when the meaning is clear. For example:
A student has just finished his homework, and he says to his friend:
That was easy (= the homework)

Mike meets his mother at the station. He picks up her suitcases, and he says:
These are heavy (= the cases)

We use this and these for things which are near to us, and that and those for things which are not near. Look at these pictures:

Put this or these in the gaps.

1. I'd like to buy this book, please. How much is it?
2. Could you tell me where ______ bus goes, please?
3. ______ questions are difficult. Could you help me?
4. ______ sandwiches are mine. Yours are on the table.
5. ______ is wonderful! I love a hot bath after work.
6. Have you got some cheaper pens? ______ are very expensive.

Put that or those in the gaps.

7. Have you got some cheaper pens?
8. Look at ______ clouds. I'm sure it's going to rain.
9. Let's cross the road. ______ taxi is free.
10. ______ apartments are all very expensive, because they're in the centre of town.
B) You are at the greengrocer's. Ask how much the fruit and vegetables are. Use *How much ...?*, the words from the box, and *these or those*.

**The greengrocer's**

Articles, nouns, pronouns, etc.

![Image of a greengrocer's stall]

**ThERe:** cucumbers  pineapples  lemons  bananas  tomatoes

**Here:** oranges  pears  cabbages  potatoes  melons

1. How much are those cucumbers?
2. How much are these oranges?

---

C) Complete the dialogue with *this, that, these, or those*.

**James:** It's very pleasant to sit here on *this* terrace in the middle of *1* mountains.

**Anna:** Yes, and the food is good. *2* grapes are delicious.

**James:** Delicious, yes, but *3* one's bad. What are *4* people over there eating?

**Anna:** Oh, *5* is fondue. It's made with cheese. You see, they take one of *6* little pieces of bread and then dip it in *7* pot with the cheese in it.

**James:** We can try *8* if we come again.

**Anna:** All the local restaurants serve it. So if we don't come back here, we can have it at *9* little restaurant in the village.

**James:** Yes, but in the village you don't have *10* wonderful view of the mountains.
Most nouns have singular and plural forms:

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>a house</td>
<td>the house</td>
</tr>
<tr>
<td>some houses</td>
<td>the houses</td>
</tr>
</tbody>
</table>

We can use a, some and the with countable nouns:

- a house
- some houses
- the house
- the houses

We call these nouns countable nouns, because we can count them:

- one house
- two dogs
- three men

Some nouns have only one form. We call these uncountable nouns, because we cannot count them:

- water
- bread
- petrol
- golf
- tennis
- rain

Look at these pictures:

- rain (uncountable)
- cars (countable)

We do not use a or one, two, three, etc. before uncountable nouns, but we can use some or the:

- some: Let's stop the car. We need some petrol.
- the: Look at the rain!

Here is a list of common uncountable nouns and some of the words we use in front of them:

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>a glass</td>
<td>of water</td>
</tr>
<tr>
<td>a bottle</td>
<td>of milk</td>
</tr>
<tr>
<td>a cup</td>
<td>of tea</td>
</tr>
<tr>
<td>a spoonful</td>
<td>of sugar</td>
</tr>
<tr>
<td>a slice</td>
<td>of cake</td>
</tr>
<tr>
<td>a piece</td>
<td>of toast</td>
</tr>
<tr>
<td>a piece</td>
<td>of cake</td>
</tr>
</tbody>
</table>

We can use some with all these words. We also use grams, kilos, litres, etc. in shops:

- Can I have two litres of milk, please?

Some nouns can be countable or uncountable:

**UNCOUNTABLE:**
- I like tea.
- Her hair is red.
- I haven't got time.
- I always have sugar in my tea.

**COUNTABLE:**
- I'll have two teas, please. (= cups of tea)
- There's a hair in my tea.
- We had a good time.
- Three sugars in my tea, please.

Put a circle around the uncountable nouns below.

- house
- advice
- painting
- holiday
- tennis
- cup
- cat
- clock
- petrol
- office
- doctor
- coffee
- cheese
- table
- news
- pen
- cinema
- shoe
- car
- tea
- cigar
- pen
- luggage
- shirt
- coat
- ball
- teacher
- sugar
- chair
- money
- snow
- lemon
- apple
- rain
- watch
- information
- hour

- museum
- film
- homework
- banana
- exam
Choose the correct word in brackets ( ) to complete the sentences.

1. (slice/piece/cup) I'd like a cup of coffee, please.
2. (glass/slice/spoonful) Would you like a spoonful of cheese on your toast?
3. (pieces/cups/bottles) My father gave me two bottles of advice.
4. (slice/bottle/piece) Could you buy a piece of milk at the shops?
5. (glass/piece/slice) Would you give me a glass of water, please?
6. (slices/cups/pieces) How many pieces of luggage do you have?
7. (spoonful/piece/cup) That was a difficult piece of homework!
8. (glass/piece/slice) Would you give me a slice of bread, please?
9. (piece/slice/glass) I need a piece of information.
10. (piece/kilo/slice) I'd like half a slice of coffee, please.

Put a tick (✓) if the sentence is correct, and a cross (X) if it is incorrect.

C) We live in a flat. ✓
1. I have some moneys. X
2. The car needs a petrol. ✓
3. She takes a milk in her tea. ✓
4. Mary likes tea; I prefer coffee. ✓
5. He's got some new games. ✓
6. Two glasses of water. ✓
7. A table and two chairs. ✓
8. A snow comes in winter. ✓
9. Give me two toasts. ✓
10. Tim doesn't eat meat. ✓
11. Two coffees, please. ✓
12. Please buy some sugar. ✓
13. Two kilos of a bread. ✓
14. We have two homeworks. ✓
15. I need some information. ✓
16. We need some bananas. ✓
17. Have we got a butter? ✓
18. I like some egg for breakfast. ✓
19. I can see some young women. ✓
20. Can you see the moon? ✓

Complete the sentences with the words from the box.

a (x2) bottle cartons cup (x2) pieces slice (x2) some (x4) the (x4) two (x2)

My father has a motorbike.
1. After school I have a piece of bread with a slice of butter on it.
2. Tom has got three pieces of luggage.
3. Lucy always has a bottle of coffee after lunch.
4. For this experiment we need a glass of water in it.
5. We want two coffees, please – one white and one black.
6. We must stop at a garage and put petrol in our car.
7. How much is a bottle of Coke at the supermarket?
8. There are two pieces of milk in the fridge.
9. Can I have a piece of tea and a slice of cake, please?
10. There are some hairs in the bath. Both are long and blond.
A, some, any, no

1 Look at these pictures:
   a pen  some pens  some food  no food

2 We use a with singular countable nouns (e.g. pen, car, friend):
   I bought a pen yesterday.
   Do you have a car?
   He doesn't have a friend.

   (For countable and uncountable nouns, see Unit 53.)

3 We use some or any with plural countable nouns (pens, friends, books):
   I bought some new pens yesterday.
   John doesn't have any friends.
   Do you have any books about Africa?

4 We use some or any with uncountable nouns (e.g. money, information, advice, news, music, coffee, milk, toast, bread, food, water, snow):
   I haven't got any money.
   Did the teacher give you any advice?
   I would like some coffee, please.

5 POSITIVE
   We normally use some in positive sentences:
   She took some photos.
   I'd like some information, please.

   But we sometimes use any like this:
   You can leave at any time. (= It doesn't matter when you leave.)
   Take any book. (= It doesn't matter which book you take.)

6 NEGATIVE
   We usually use any in negative sentences:
   I didn't see any good films last year.
   We haven't got any food.

   We sometimes use no instead of not ... any:
   I'm sorry, there are no buses to the museum.
   The shops are shut, and we've got no food.

7 QUESTIONS
   We use any in questions:
   Do you speak any Russian?

   But we use some in requests:
   Can you give me some information?

   We also use some when we offer something:
   Would you like some coffee?

A Put the words in brackets ( ) in the correct order to make sentences.

   A: Can I help you, sir?
   B: (to buy - for my living - room - furniture - I'd - some - like)
      Yes, please. I'd like to buy some furniture for my living room.

1 A: Shall we go into town this afternoon?
   B: Why? (shops open today - any - There - aren't)

2 A: (Can I - cheese, please? - some - have)

   B: Of course. How much would you like?

3 A: (any - in Cambridge? - museums - Are there)

   B: I don't know. We can find out at the Tourist Information Centre.
4 A: I'd like to go to Bristol, please.
B: Certainly, madam. (any – You – train from platform 9 – can take)

5 A: I'd love to go to South America.

6 A: I'm hungry! We haven't eaten all day. Look at that wonderful restaurant!
B: Wait a moment! (money – with us? – We haven't – any – brought)

B Make the following statements negative. Use not ... any.

1 She gave me some advice.
2 There are some good films at the cinema this week.
3 You'll find some cake in the cupboard.
4 Maria had some heavy luggage with her at the airport.
5 There are some letters for you today.
6 We saw some snow on the mountains this morning.

C Tom and Tina are writing a shopping list. Complete their conversation with a, some, any or no.

Tom: We haven't got *any* eggs so we need to buy *some*.

Tina: No, no. There are *some* in the fridge, but there's *no* cheese.

Tom: OK, cheese. Now, we've got *some* fruit in the sitting room but we haven't got enough for the weekend so we need to buy *more* more. What else?

Tina: We want to have *some* salad for lunch, I think.

Tom: Yes, of course. So we need *some* lettuce. Oh, and *some* tomatoes because there aren't *any* in the kitchen.

Tina: We must buy *some* bottle of oil as well.

Tom: OK, and I want to buy *some* newspaper because there's *some* football match on TV this afternoon and I want to know what the reporters are predicting.

Tina: But there are *no* football matches today because the weather is so bad. We can go and see *some* film instead.

Tom: Oh, all right. Anyway, are there *any* more things to put on the list?

Tina: No, I think that's everything. I hope you've got *some* money because I haven't got *any*.

Tom: OK. Put *some* coat on and get *some* shopping bag and we're ready.
Look at this:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>VERB</th>
<th>OBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary</td>
<td>saw</td>
<td>Peter and Paul.</td>
</tr>
<tr>
<td>She</td>
<td>saw</td>
<td>them.</td>
</tr>
</tbody>
</table>

Note that we can use she (subject pronoun) instead of Mary, and them (object pronoun) instead of Peter and Paul.

Here are the subject and object pronouns:

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>1 I</th>
<th>9 me</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 you</td>
<td>10 you</td>
<td></td>
</tr>
<tr>
<td>3 he</td>
<td>11 him</td>
<td></td>
</tr>
<tr>
<td>4 she</td>
<td>12 her</td>
<td></td>
</tr>
<tr>
<td>5 it</td>
<td>13 it</td>
<td></td>
</tr>
<tr>
<td>6 we</td>
<td>14 us</td>
<td></td>
</tr>
<tr>
<td>7 you</td>
<td>15 you</td>
<td></td>
</tr>
<tr>
<td>8 they</td>
<td>16 them</td>
<td></td>
</tr>
</tbody>
</table>

We must always have a subject in English:

They are coming. (NOT Are coming.)

Rewrite these sentences using subject and object pronouns instead of the underlined words.

1. John and I saw Peter yesterday. He bought John and me a cup of coffee.
   We saw Peter yesterday. He bought us a cup of coffee.

2. I'm looking for Mary. Have you seen Mary? Mary isn't at home.

3. John and I saw a film called The Tiger yesterday. Have you seen The Tiger?

4. Come to the swimming pool with Joanna and me. Joanna and I are leaving now.

5. George and Jasmine are meeting Paul today. Paul is having lunch with George and Jasmine.

6. There's Jack! Jack's got a heavy suitcase. Shall we help Jack?
B Look at the pictures and put pronouns in the gaps.

1 saw __________, but he didn't see me.
2 saw __________, but she didn't see __________.
3 saw __________, but it didn't see __________.
4 saw __________, but it didn't see __________.
5 saw __________, but she didn't see __________.
6 saw __________, but they didn't see __________.
7 saw __________, but they didn't see __________.

C James is talking about himself and his family. Put subject pronouns (I, you, etc.) in the gaps.

Hi! I'm James and I live in Australia. I've got two brothers. They're called Pete and Mike. My mother works at the hospital. She's a doctor. My father works in a sports shop. He works very hard. The shop makes a lot of money, and it's always full of people.

Now put object pronouns (me, you, etc.) in the gaps.

On Saturdays I work for my father. I help him in the shop, and he gives me some money. On Sundays we go to the beach. We have two dogs, and we take them with us. We also take a ball and they play with him on the beach while we swim in the sea.

Now put object or subject pronouns in the gaps.

At the moment I'm at university. I'm studying Business, which is an interesting subject. Two of my schoolfriends are at university with me. Our teachers are good but they give a lot of work to do. Next week we are all taking our first exams. I want to get good marks in them.
Look at these sentences:
*There is a big market near the river; it is very good for fruit and meat.*
*There are two buses on Sunday; they both go to the station.*

We use *there is/are* when we talk about something for the first time in a conversation, and when we say where it is or when it is. We do not use *there* to talk about the same thing again; we use singular *it* (here meaning ‘the big market’) or plural *they* (here meaning ‘the two buses’). Here are some more examples:
*There are two schools here; they are both new.*
*There’s a good programme on Sunday; it gives all the sports news.*

We use *there* with different forms of *be*:
*There weren’t any laptops 50 years ago.*
*A: Have there been any problems this year?  
B: Yes, there have.*
*There used to be a park here. (= There was a park here but it isn’t here now.)*
*There may be some eggs in the fridge. (= It is possible that there are some eggs.)*

We also use *there is/are* etc. to talk about the number of people or things in a place. Look at these questions and answers:
*A: How many people were there at your party?  
B: There were about 12.  
(Not We were about 12.)  
A: Are there many restaurants here?  
B: Yes, there must be ten or more.  
(Not They must be ten.)*

We can use *of us, of them,* etc. after the number:
*There were about 12 of us.*

For the weather, we use *it* with a verb or adjective, but *there* with a noun:
*It + verb: It rained/snowed a lot last winter.*
*It + adjective: It was foggy/sunny/windy/cloudy.*
*There + noun: There was a lot of fog/cloud.*

Notice these examples with *it takes:*
*It takes seven years to become a doctor.*
*A: How long does it take to make bread?  
B: It takes several hours (to make bread).* 
These sentences describe the time that is necessary to do something.

**A** Complete the sentences using *there is, there are, it is or they are.*

1. There are ______________ two cinemas in our town; ______________ both near my flat.
2. ______________ one train on Sundays; ______________ an express train.
3. ______________ two national holidays this month, and ______________ both on a Friday.
4. ______________ several trees in our garden, but ______________ not very tall.
5. ______________ a big lake in the park; ______________ very deep.

**B** Write answers to the questions using *There were ... of* and the words in brackets ( ).

1. A: How many people were there at your party?  
B: (20/us) There were 20 of us.
2. A: How many of you were there in the car?  
B: (five/us) ______________
3. A: How many sailors were there in the boat?  
B: (six/them) ______________
4. A: How many people were there at the supper?  
B: (12/us) ______________
C Rewrite the sentences using the words in brackets ( ) and it or there.

- There’s a lot of snow in December.
  (snows a lot) It _snows a lot in December._

- It’s quite cloudy this morning.
  (quite a lot of cloud) There’s quite a lot of cloud this morning.

1. There’s a lot of rain in April.
   (rains a lot)

2. It’s foggy on the motorway this morning.
   (fog on the motorway)

3. There are a lot of clouds in the mountains.
   (very cloudy)

4. It’s very windy on the west coast.
   (a lot of wind)

D Complete the sentences using there and the words from the box. Use each word from the box once.

- There is _an accident on this road almost every day._

1. Last year _a terrible fire at that factory._

2. Next Monday at seven o’clock _a meeting of the committee._

3. When I was young, _a lot more cinemas than there are now._

4. Since 1900 _two world wars._

5. _a late-night bus, but I’m not sure if there is._

E Look at the times needed to prepare certain foods, then write a statement or a question and answer.

- It _takes about three minutes to boil an egg._

A: How long does it take to prepare a salad?
B: It _takes about ten minutes._

1. It _takes about ten minutes._

A: How long
B: _an omelette._

2. It _takes about ten minutes._

A: How long
B: _tea?_ _tea?_

3. It _takes about ten minutes._

A: How long
B: _stew?_ _stew?_

4. It _takes about ten minutes._

A: How long
B: _a cake._ _a cake._

5. It _takes about ten minutes._

A: How long
B: _a cake._ _a cake._
Look at these sentences:
This car belongs to me. It's my car. It's mine.

Now look at this table:

<table>
<thead>
<tr>
<th>OBJECT PRONOUN</th>
<th>POSSESSIVE ADJECTIVE</th>
<th>POSSESSIVE PRONOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>me</td>
<td>my</td>
<td>mine</td>
</tr>
<tr>
<td>you</td>
<td>your</td>
<td>yours</td>
</tr>
<tr>
<td>him</td>
<td>his</td>
<td>his</td>
</tr>
<tr>
<td>her</td>
<td>her</td>
<td>hers</td>
</tr>
<tr>
<td>it</td>
<td>its</td>
<td>its</td>
</tr>
<tr>
<td>us</td>
<td>our</td>
<td>ours</td>
</tr>
<tr>
<td>you</td>
<td>your</td>
<td>yours</td>
</tr>
<tr>
<td>them</td>
<td>their</td>
<td>theirs</td>
</tr>
</tbody>
</table>

We use my, your, etc.

We use my, your, etc. with nouns:
- my book
- his hands
- their house

We say:
- Anthony and his wife. (NOT ... her wife.)
- Sara and her husband. (NOT ... his husband.)

We use possessive adjectives with parts of the body:
- Her hair is red. My hands are cold.

We use mine, yours, etc.

We use mine, yours, etc. instead of my book, your keys, etc:
- My flat is in the centre of town. Where's yours? (yours = your flat)

We often use possessive pronouns in comparative sentences:
- Our cat is smaller than theirs.
  (theirs = their cat)
- Your house is older than mine.
  (mine = my house)

We use a/some + noun + of + possessive pronoun to talk about one of a number of people or things:
- I went to the club with a friend of mine.
  (= one of my friends)

We do not use a/an or the with possessive adjectives or pronouns:
- It's a my bag. They're the ours.

's or s'

We use 's with singular nouns or names:
- When is the team's next game?
- I went to Sam's house.

We use s' with plural nouns that end with -s:
- She borrowed her parents' car.

We use 's with plural nouns that do not end with -s:
- Many people's jobs are difficult.

Remember that it's and it's are different:
- I've got a new dog. Its name is Pluto.
  (Its = possessive adjective)
- It's cold today. (It's = It is)

(See Unit 35.)

Complete the sentences using possessive adjectives (my, your, etc.) and possessive pronouns (mine, yours, etc.)

1. This car belongs to me. This is my car. It's mine.
2. That ticket belongs to you. That's your ticket. It's yours.
3. These shoes belong to her. These are her shoes. They're hers.
4. This house belongs to them. This is their house. It's theirs.
5. Those books belong to him. Those are his books. They're his.
6. That bag belongs to me. That's my bag. It's mine.
7. This key belongs to her. This is her key. It's hers.
8. Those coats belong to us. Those are our coats. They're ours.
9. These pens belong to me. These are my pens. They're mine.
Articles, nouns, pronouns, etc.

B Look at the pictures and complete the sentences. Use *my, your, etc.* and *mine, yours, etc.*

1. That book is ... ... ... ... ...
2. These pens are ... ... ... ... ...
3. That's ... ... ... ... money.
4. This bike is ... ... ... ... ...
5. That ruler is ... ... ... ... ...
6. This is ... ... ... ... car.
7. Those are ... ... ... ... sandwiches.
8. Is this bag ... ... ?
9. Those apples are ... ... ... ...
10. This is ... ... ... ... phone.
11. Is this ... ... ... ... watch?

C If the *underlined* words are correct, put a tick (✔). If they are wrong, write the correct words.

1. Those are ... ... keys.
2. That book is ... ... ...
3. These pens are ... ... ...
4. That's ... ... money.
5. This bike is ... ... ...
6. That ruler is ... ... ...
7. Look at the sky! It's going to rain.
8. Is that Erica's car?
9. Those photos on the table are the mine.
10. I met a friend of me at the shops.
11. The childrens' toys were on the floor.
12. I can't do this exercise. It's very difficult.
13. I like all of that writers' books.
14. People's opinions often change.
15. The workers' wages are very low so they are very unhappy.
16. They were talking about the world's problems.
17. Shall we give the cat it's food?
18. She stayed with some relatives of hers in Spain.

D Replace the words in brackets ( ) with possessive pronouns (*mine, yours, etc.*).

1. My car is faster than *your car*.
2. Her house is bigger than *my house*.
3. Your watch is more expensive than *his watch*.
4. My exams are more difficult than *their exams*.
5. Their garden is more beautiful than *our garden*.
6. Your son is younger than *her son*.
7. My husband is stronger than *your husband*.
8. Her job is harder than *his job*.
Myself, yourself, etc.; each other

1 Look at this table:

<table>
<thead>
<tr>
<th>SUBJECT PRONOUNS</th>
<th>OBJECT PRONOUNS</th>
<th>REFLEXIVE PRONOUNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, you (singular)</td>
<td>me, you</td>
<td>myself</td>
</tr>
<tr>
<td>he, she, it, we</td>
<td>him, her, it, us</td>
<td>yourself, herself</td>
</tr>
<tr>
<td>you (plural)</td>
<td>you</td>
<td>ourselves</td>
</tr>
<tr>
<td>they</td>
<td>them</td>
<td>themselves</td>
</tr>
</tbody>
</table>

We use myself, yourself, herself, etc. to refer to the subject:

- I bought myself a new shirt.
- He taught himself to swim.
- They enjoyed themselves at the concert.

2 Compare these sentences:

- Jenny made Jo a cup of coffee.
  (= Jenny made the coffee for Jo.)
- Jenny made herself a cup of coffee.
  (= Jenny made the coffee for herself.)

- We also use myself, yourself, etc. to emphasize that the subject did the action, not another person:
  - He built the whole house himself.
    (= He built it alone; nobody helped him.)

- We use each other like this:
  - Tom and Lucy were talking to each other.
    (= Tom was talking to Lucy, and Lucy was talking to Tom.)
  - We like each other very much.
    (= I like her and she likes me.)

- Compare themselves and each other:
  - Oliver and Ruth took these photographs themselves.
    (= They took them, not another person.)
  - Oliver and Ruth took photographs of each other.
    (= Oliver took a photograph of Ruth, and Ruth took a photograph of Oliver.)

A Fill the gaps with myself, yourself, etc.

- I cooked myself a meal and then I watched television.
- I'm sure he'll enjoy himself on his trip.
- I cut myself while I was preparing the vegetables.
- We amused ourselves by playing cards while we were waiting for the plane.
- She put the plates on the table and told them to help themselves to the food.
- Tom hurt himself when he was playing football.
- Oliver cooked himself a snack when he got home.

B Complete the sentences with the correct verb tenses and myself, yourself, etc. in the correct place.

- (you cut) Be careful with that knife or you'll cut yourself.
- (enjoy very much) It was a very nice trip and we enjoyed ourselves.
- (burn) I burned my hands while I was taking the dish out of the oven.
- (He teach) He didn't have lessons.
4. (I think I/buy) __________________________ a new coat tomorrow.
5. (She/make/a sandwich) __________________________ and ate it in the kitchen.

C) Complete the sentences with myself, yourself, etc.

Did you paint the room yourself? — Yes, it took me three days to do it.
1. If you won't help me, I'll have to do it all __________________________.
2. She fixes her car __________________________.
3. The students organized the concert __________________________.
4. We painted the whole house __________________________.
5. He makes all his clothes __________________________.

D) Complete the sentences using the words in brackets () and myself, yourself, etc. at the end of the sentence.

(She is a very successful singer. She/write/all her songs/)
She is a very successful singer. She writes all her songs herself.
1. Could you send this parcel for me? — (No, I'm sorry, I won't have time. You/have/to send it/)
No, I'm sorry, I won't have time.
2. (Nobody helped us, so we/carry/all our luggage/)
Nobody helped us, so __________________________.
3. (This is an excellent photograph. You/take it/?)
This is an excellent photograph. __________________________.
4. (She was wearing a dress that she/make/)
She was wearing a dress that __________________________.
5. (I hope you like the present. I/choose/it/)
I hope you like the present. __________________________.
6. (Do you like this meal? I/invent/the recipe/)
Do you like this meal? __________________________.

E) Complete the sentences with each other, ourselves, yourselves or themselves.

They spent the whole evening arguing with each other __________________________.
Their house is very beautiful; they designed it themselves __________________________.
1. Mary met John in April, but they didn't see themselves again until July.
2. They're not friends; in fact, they don't like each other at all.
3. Don't ask me to help you. You must do it __________________________.
4. We didn't buy it __________________________. A friend bought it for us.
5. I could hear two people shouting at __________________________.
6. We're working in the same office now, so Ron and I see __________________________ every day.
Look at this example:

(i) She gave her friend the book.
(ii) She gave the book to her friend.

In both sentences a book is the thing which is given, and her friend is the person who receives it.

Here are other sentences like (i):

<table>
<thead>
<tr>
<th>+ PERSON (indirect object)</th>
<th>+ THING (direct object)</th>
</tr>
</thead>
<tbody>
<tr>
<td>She gave</td>
<td>her brother</td>
</tr>
<tr>
<td>She gave</td>
<td>a shirt</td>
</tr>
<tr>
<td>He sent</td>
<td>me</td>
</tr>
<tr>
<td>He sent</td>
<td>an email</td>
</tr>
<tr>
<td>I showed</td>
<td>him</td>
</tr>
<tr>
<td>I showed</td>
<td>my passport</td>
</tr>
<tr>
<td>Jasmine lent</td>
<td>Frank</td>
</tr>
<tr>
<td>Jasmine lent</td>
<td>some money</td>
</tr>
<tr>
<td>I'll offer</td>
<td>her</td>
</tr>
<tr>
<td>I'll offer</td>
<td>a job</td>
</tr>
<tr>
<td>I'll cook</td>
<td>them</td>
</tr>
<tr>
<td>I'll cook</td>
<td>a meal</td>
</tr>
<tr>
<td>I fetched</td>
<td>her</td>
</tr>
<tr>
<td>I fetched</td>
<td>a plate</td>
</tr>
<tr>
<td>I'll get</td>
<td>you</td>
</tr>
<tr>
<td>I'll get</td>
<td>a magazine</td>
</tr>
<tr>
<td>I'll buy</td>
<td>you</td>
</tr>
<tr>
<td>I'll buy</td>
<td>a coffee</td>
</tr>
</tbody>
</table>

Here are some other sentences like (ii):

<table>
<thead>
<tr>
<th>+ THING (direct object)</th>
<th>+ PERSON (to + object)</th>
</tr>
</thead>
<tbody>
<tr>
<td>She gave</td>
<td>a shirt</td>
</tr>
<tr>
<td>I sent</td>
<td>postcards</td>
</tr>
<tr>
<td>I showed</td>
<td>my card</td>
</tr>
<tr>
<td>She lent</td>
<td>some money</td>
</tr>
<tr>
<td>He offered</td>
<td>the chocolates</td>
</tr>
<tr>
<td>to her brother.</td>
<td>to her brother.</td>
</tr>
<tr>
<td>to my friends.</td>
<td>to the clerk.</td>
</tr>
<tr>
<td>to her friend.</td>
<td>to her friend.</td>
</tr>
<tr>
<td>to the others.</td>
<td>to the others.</td>
</tr>
</tbody>
</table>

Note that we use to + object after these verbs which express the idea of giving or showing something to somebody:

give, send, show, lend, offer

But we use for + object after verbs which express the idea of doing something for another person:

cook, fetch, buy, get (= 'fetch' or 'buy')

A Put the words in brackets into the correct order to make sentences.

1) (He - lent - his car - Mark - )
   
   He lent Mark his car.

2) (a sweet - James - She offered - )

3) (them - an invitation - Have you sent - ?)

4) (a birthday present - Did you buy - her - ?)

5) (I - some of my books - a friend - gave - )

6) (When you go to the pharmacy, - some tissues - me - could you get - ?)
B Now write the sentences from Exercise A again, but using to or for.

- He lent his car to Mark.
- She offered
- He showed
- Have you sent
- Did you buy
- I gave
- When you go to the pharmacy, could you get

C Write sentences, putting the words in brackets ( ) in the correct place.

- She wrote a card. (me)  She wrote me a card.
- They sent an invitation. (us)
- Michelle gave a present. (to Mike)
- I made a sandwich. (her)
- Tom bought a new phone. (for Ellie)
- My uncle sold his camera. (me)
- She left a message. (for you)
- Mary sent some flowers. (them)
- Did you take the money? (to the bank)

D Tim and Lucy went to a restaurant last night for a meal. Make sentences about what happened while they were there. Write two sentences. Use the words in brackets ( ).

- (The waiter/give/the menu) (her) The waiter gave her the menu.
- (to Lucy) The waiter gave the menu to Lucy.

1 (The waiter/fetch/some wine) (them) (for them)

2 (The waiter/show/the bottle) (her) (to Lucy)

3 (The chef/cook/a special meal) (them) (for them)

4 (The waiter/give/the bill) (Tim) (to Tim)

5 (Lucy/lend/some money, because he didn't have enough to pay the bill) (Tim) (to Tim)
Much, many; how much/many; more

1. Look at these examples with much and many:

There weren't many people in the restaurant.

I don't have much money.

We use much and many to talk about quantity.

We normally use much and many in negative sentences:

A: I'm so hungry.
B: I'm sorry, I don't have much food in the house. Shall we go out to a restaurant?
I haven't bought many games this year.

We also use much and many in questions:

Do many tourists come here?
Is there much snow in the mountains?

We can use how much and how many in questions:

How much luggage have you got?
How many times have you been to London?

2. We also use more to talk about quantity:

John did two exams yesterday and he is doing two more exams today.

We have some food, but we will need more food for the party tonight.

Shall we go to the shops?

We often say some more or any more:

A: Would you like some more toast?
B: No, thanks. I don't want any more. But could I have some more orange juice?

3. We use:

- much with uncountable nouns:
  much food    much luggage    much snow
  much time    much money

(For uncountable nouns, see Unit 53.)

- many with plural nouns:
  many things    many books
  many games    many people    many tourists
  many times

- more with uncountable and plural nouns:
  more toast/juice    more glasses

- much/many/more without a noun:
  How much did that coat cost?
A: That cake was delicious.
B: Would you like some more (cake)?

A. If the sentences are correct put a tick (✓). If they are incorrect, put a cross (✗).

1. I don't have much food in the house. ✓
2. I don't have many food in the house. ✗
3. We don't have many information about this machine. ✓
4. We must buy some more apples. ✓
5. How much people can you see? ✗
6. Older students have more exams. ✓
7. Is there many news this week? ✗
8. We don't have much juice. ✓
9. Do you have many luggage? ✗
10. Grace doesn't earn much money. ✓
B Write **much** or **many** in front of these nouns.

1. How **much** money?
2. How **many** films?
3. Not **many** people.
4. How **much** petrol?
5. How **many** advice?
6. How **many** balls?
7. How **much** sugar?
8. How **many** buses?
9. How **many** books?
10. How **many** food?
11. How **many** cups?
12. How **many** watches?
13. How **many** homework?
14. How **many** times?
15. How **much** information?
16. How **many** toast?
17. Not **many** news.
18. Not **many** exams.
19. Not **many** luggage.
20. Not **many** children.
21. Not **many** museums.

C Complete the dialogues using **much**, **many**, **more**, **how much** or **how many**.

A: How **many** albums has your sister got?
B: She hasn't got **many**, I've got **more** than she has.

1. A: Is there **much** cheese in the fridge?
   B: No, and there aren't **many** eggs, either.

2. A: **How much** money do you earn?
   B: Not **many**, but I earn **more** than my brother.

3. A: Do you have **many** homework?
   B: Yes, because there aren't **many** days before the exams.

4. A: **How much** food do we need?
   B: We haven't got **many** vegetables, so we need to buy some **more**

5. A: Is there **much** luggage in the coach?
   B: There aren't **many** big suitcases, but there are a lot of small ones.

6. A: Two please, and without **much** butter.

7. A: **How much** spoonfuls of sugar do you take?
   B: No sugar thank you. I don't usually eat **much** sugar.

D Complete the dialogue with **many**, **much** or **more**.

Jenny: I had a terrible Sunday. I met a friend at the airport, because he wanted some help with his luggage. But his plane was late, and he didn't have **much** luggage! What about you?

Steve: I went into town to buy some books. I spent £50!

Jenny: How **many** books did you buy?

Steve: Only three! In fact, I want to buy some **more** books tomorrow.

Jenny: I don't have **much** time to read at the moment. We're so busy at the office.

Steve: How **many** hours a day do you work?

Jenny: I do eight hours at the office, and then I do two **more** hours at home!

Steve: Do you get **much** money for that?

Jenny: No, I don't get much, but I enjoy the work.

Steve: Why don't you ask your boss for some **more** money?

Jenny: I don't have **much** opportunities. She's always in America on business.

Steve: I see. Listen, do you want some **advice**?

Jenny: OK.

Steve: Look for a new job!
Look at this example with a **lot of**:

*She's got a lot of luggage.*

*(a lot of = a big amount or number)*

We use **lots of** with the same meaning:

*She's got lots of luggage.*

In spoken English, we usually use **a lot of**/lots of in positive sentences:

*There's a lot of/lots of information in this book.*

*(NOT *There's much information in this book.)*

*I bought a lot of/lots of new books today.*

*(NOT *I bought many new books today.)*

*A lot of/Lots of students work in the holidays.*

But in written English, we often use **much** and **many** in positive sentences:

*There are **big problems in many parts of the world.***

We use a **lot of**/lots of:

- with uncountable nouns:
  - a lot of luggage  lots of information
- with plural nouns:
  - a lot of books  lots of students

Use a singular verb with an uncountable noun:

*There is a lot of information in this book.*

*(NOT *There are...)*

Use a plural verb with a plural noun:

*A lot of students work.*

*(NOT *A lot works.)*

**Look at these examples with a few and a little:**

*She has a few bags.*  
*She has a little luggage.*

*(a few and a little = a small number or amount)*

We can use **a few** and **a little** with **more**:

*Would you like a little more coffee?*  
*I should have had a few more hours' sleep.*

**We use:**

- a **little** with uncountable nouns:
  - I have a little money, but I don't have much.
- a **few** with plural nouns:
  - Can you wait a few minutes, John?

We can use **a few** and **a little** without a noun:

**A:** Have you got any money?  
**B:** Sorry. I only have a little (money).

**A:** How many of his albums have you got?  
**B:** I'm not sure exactly. A few (albums).

**Here are some common uncountable nouns:**

- coffee  milk  cheese  information  sugar
- water  bread  money  advice  news
- luggage  homework

**Complete the dialogues using the words in brackets () and a lot of or lots of.**

1. **A:** Are you going to the cinema tonight?  
   **B:** (No, I have homework to do.) No, I have a lot of/lots of homework to do.

2. **A:** Are you hungry?  
   **B:** (No, I ate cake in town.)

3. **A:** Do you want some help?  
   **B:** (Yes, please. I have luggage.)

4. **A:** Did you enjoy the party?  
   **B:** (Yes, I met interesting people.)

5. **A:** Can you pay for our plane tickets?  
   **B:** (Yes, I have money at the moment.)
5 A: Is William coming?
   B: (No, he isn't. He has things to do.)

6 A: Did she help you?
   B: (Yes, she gave me good advice.)

B What do you see in the pictures? Write your answers. Use a lot of/ lots of, a few or a little.

1 a few pencils

3

4

5

A friend is visiting you. Rewrite the questions you ask your friend, using a few or a little instead of some.

Would you like some coffee? Would you like a little coffee?

Would you like some biscuits?

Shall I make you some sandwiches?

Would you like some cheese?

Can I bring you some cake?

Would you like some milk in your coffee?

Would you like some more sugar in your coffee?

D Tick (√) the underlined words if they are correct. Rewrite them if they are incorrect.

There is a lot of tall buildings in New York.

I bought presents today.

A lot of people go to work by car.

She only has a little luggage with her.

We need a little tomatoes for this meal.

There are a lot of news on TV in Britain.

My father gave me a little advice before I went to university.

Could you give me a few water, please?

Lots of children use computers in school.

Are you hungry? Shall I make you a little sandwiches?
1. **something/anything = a thing**
   - somebody/anybody = a person
   - someone/anyone = a person
   - somewhere/anywhere = a place

2. We usually use **something, somebody, someone** and **somewhere** in positive sentences:
   - **Something is burning.** (= I can smell burning. I don't know what is burning.)
   - **I'm going to have something to eat.** (= I'm going to eat; I don't know what I'm going to eat.)
   - **Somebody told me that it was a good film.** (= A person told me it was a good film. I can't remember who told me.)
   - **She lives somewhere in the north.**

3. We usually use **anything, anybody, anyone** and **anywhere** in negative sentences, and in questions:
   - **I didn't know anyone at the party.** (= There were no people at the party who I knew.)
   - **I couldn't find my bag anywhere.** (= I couldn't find my bag in any place.)
   - **Did you understand anything she said?**

4. **nothing = not anything**
   - **nobody/no one = not anybody/not anyone**
   - **nowhere = not anywhere**

We use **nothing, nobody, no one** and **nowhere** before or after positive verbs:
- **Nothing makes Joe unhappy.** (= There isn't anything that makes Joe unhappy.)
- **There's nothing I want to watch on TV.**
- **Nobody was there when I arrived.**
- **There is nowhere that I would prefer to live than here.** (= There isn't anywhere ... )

5. **everything = all things**
   - **everybody/everyone = all people**
   - **everywhere = all places**

We use **everything, everybody, everyone** and **everywhere** before or after positive verbs:
- **Everyone likes music.** I've done everything I can.

6. Note that we use a singular verb after all these words:
   - **Nothing is wrong.** Everyone was friendly.

7. We can use **else** after **something, anybody, nowhere, everyone, etc.**:
   - **Let's talk about something else.** (= Let's talk about a different subject.)
   - **I didn't tell anybody else.** (= I didn't tell another person.)
   - **There is nowhere else I can look for it.**

8. We can also use an adjective (e.g. **wrong, nice**) after **something, anything, etc.**:
   - **Have I said something wrong?**

A. Complete the sentences with the words from the box.

- She didn't say **anything** about her job when I spoke to her.
- 1. __________ phoned you today, but he didn't tell me his name.
- 2. I'm sure you'll find it __________ in the house if you keep looking.
- 3. I had to go to the cinema on my own because I couldn't find __________ to go with me.
- 4. She said that __________ was fine and she was very happy.
- 5. Can I speak to you for a moment? I want to discuss __________ with you.
- 6. Unfortunately, I couldn't help. There was __________ I could do about the problem.
- 7. I looked __________ but I couldn't find it.
- 8. She married __________ she met when she was a student.
- 9. __________ was out of the office so there was __________ to answer the phone.
B) Choose the correct verb form in brackets ( ) to complete the sentences.

1. I'm afraid I don't know (know/don't know) anything about this subject.
2. I rang the doorbell but nobody was (was/wasn't) in.
3. I asked a lot of people, but nobody knew (knew/didn't know) the answer.
4. Nothing interesting has happened (has happened/hasn't happened) since the last time I spoke to you.
5. He loves football. Nothing else is (isn't) important to him.
6. She said (didn't say) anything about her plans for the future.

C) Rewrite these sentences using the words in brackets ( ) with the underlined adjectives or else.

1. A strange thing happened yesterday. (something)
   Something strange happened yesterday.
2. Let's listen to some different music. (something)
   Let's listen to something else.
3. Is there an interesting programme on TV tonight? (anything)
   Is there anything on TV tonight?
4. You won't find better food in any other place. (anywhere)
   You won't find better food anywhere.
5. Is there a cheap place we can go for lunch? (anywhere)
   Is there anywhere we can go for lunch?
6. Let's sit in a different place. (somewhere)
   Let's sit somewhere.
7. I'd like a hot drink. (something)
   I'd like something to drink.

D) Put the right form of a word beginning with some-, any-, no- or every- into the conversation.

Dennis: Have you read *anything* interesting lately?
Sarah: Yes, I lent me a novel last week and I really enjoyed it.

Dennis: What was it about?
Sarah: It was about 2 who goes to visit Australia. She likes to go 3 alone. While she's travelling around on her own, 4 terrible happens to her. She loses 5 including her passport and all her money. She doesn't know 6 who can help her, and she's got 7 to stay.

Dennis: What happens then?
Sarah: I'm not going to tell you 8 else! You should read the book yourself.

Dennis: It sounds like a very depressing book! I'd prefer to read *something* funny.

Sarah: No, read it. It's great fun. And 9 wonderful happens at the end.
We use every and each to talk about all people or things in a group or series. In many contexts, both every and each are correct:

- The letter has been sent to every/each member of staff.
- We checked every/each item before we sent it.

We use every/each + singular noun + singular verb:

- Every/Each student has to fill in this form.

We can use each (but not every) + of + the/possessive + plural noun:

- I put each of the documents into the correct place.
- Tickets are now available and each costs the same.

We can use each (but not every) on its own as a subject or between a subject and a main verb:

- Tickets (will) each cost the same.

Sometimes we can only use every; at other times we can only use each. We use every to talk about a group or series of people or things in general, with the meaning 'all of them':

- Every ticket had been sold.

We use each to talk about all individual things or people in a group or series:

- Each ticket costs £20.

We use one + of + the/possessive + plural noun to talk about one person or thing when there are several or many:

- One of the students in my class was off sick today.
- He is staying with one of his relatives.

We can use one + singular noun:

- One flight leaves at five o'clock and the other leaves at nine o'clock.

We can use one + singular verb:

- There are two flights. One leaves at five o'clock and the other leaves at nine o'clock.

(See Unit 51.)

We use another + singular noun with the meanings 'one more' or 'a different one':

- Would you like another drink?
- Let's go to another restaurant for a change.

Notice that we do not use another with one and a singular noun (NOT another one drink).

Notice also that we do not use another with a plural noun (NOT another one people).

We use the/possessive/quantifier + other + plural noun with the meanings 'different ones' or 'ones that have not been mentioned':

- The other hotels were more expensive.
- Ray agreed with me but my other friends said I was wrong.

For all other enquiries, phone this number.

We use the/possessive + other + singular noun with the meaning 'the one that has not already been mentioned':

- One of his sisters lives in France and his/the other sister lives in Australia.

We use the other (one) to talk about a person or thing that has not already been mentioned:

- He's got two homes – one is in London and the other (one) is in Florida.

We use others with the meaning 'other people or things':

- Some people like sport and others aren't interested in it at all.

We use the others with the meaning 'the other people or things (in a set or group) :

- We arrived first and the others came later.

A Decide whether the underlined parts of the sentences are correct or not. Put a tick (√) next to the sentences that are correct and rewrite the underlined parts of the sentences that are not correct.

- I've told every of my friends about this. each of my friends.
- Each room has its own private bathroom. ✓
1. Every house in the street is exactly the same.
2. Each assignment on the course must be completed on time.
3. Each candidate for the job was interviewed separately.
4. We couldn't park because every car park was full.
5. We each paid £5 towards the cost of the food.
6. There are three tests and every last one lasts for one hour.

**B** Complete these questions using another, other or others.

1. Could I ask you another question?
2. What time is the flight that day?
3. What will the actor say when I tell them about this?
4. Do you know any clubs that are as good as this one?
5. Will you have a chance to take the exam?
6. Could we change our meeting to another date?

**C** Complete this article about a film star using one, another, other or others.

Walter Richards had a remarkably successful film career. One reason for his success was that he had such a relaxed acting style that he never really seemed to be acting. Another reason was of course his good looks. No other actor looked quite like him and his image was used on posters and all sorts of other goods. In a film career spanning 60 years, he won two Oscars and many awards. He first came to fame playing an ambitious musician in *The Path To Glory* and he played a similar character in another film shortly afterwards – *High Hat*. Roles quickly followed and he was soon a household name. Many people felt that, although he made over 100 films, most of the weren't as good as the first two. Nevertheless, he continued to have a highly successful career, and was working on a film when he died, aged 85.

**D** Complete these dialogues using one, another, other, the other, others or the others.

1. A: All their flights are fully booked.
   B: Well, we'll have to use another airline. Lots of airlines fly there.
2. A: Do you like this writer?
   B: I'm not sure. I really enjoyed one of her books but I haven't enjoyed any of books she's written.
3. A: Have you been to any cities in Britain apart from London?
   B: Yes, on my visit to this country last year, I went to Birmingham.
4. A: Is the company you work for big?
   B: It has two main offices. One office is in Lisbon and the other is in Paris.
5. A: Can we make a decision now?
   B: No, I think we should have discussion about the subject later.
All, most, some, none

1. We use 
   **all/most/some + NOUN (e.g. most cities)**

to talk about things or people in general:

   - **She thinks that all sports are boring.**
     ( = She thinks that every sport is boring.)
   - **Most cities have a lot of shops.**
     ( = Almost every city has a lot of shops.)
   - **In some countries life is very hard.**
     ( = In a number of countries in the world, but not all or most ...)

   We do not say **all/most/some + of + noun**:
   - **Most people take exams during their lives.**
     (NOT Most of people ...)

2. We can also use **all** with **morning/afternoon/evening/night/day/year** (e.g. **all afternoon**) to mean 'the whole', 'from the beginning to the end of':

   - **They’ve been working hard all day.**
   - **I waited for the phone call all morning.**

3. We use
   **all/most/some/none + of + the/my/her + NOUN**
   (e.g. all of my books)

to talk about particular things or people:

   - **He spent all of his money.**
   - **Most of my friends are interested in sport.**
   - **I knew some of the people at the party.**
   - **None of the shops were open.**

   Notice that we use a positive verb with **none**.
   We can leave out **of** after **all** (but not after most, some, none):

   - **He spent all his money.**

4. We can use
   **all/most/some/none + of + it/them**

when we have already mentioned the noun that it or them refers to:

   - **It was lovely food, but I couldn’t eat all of it.**
     (it = the food)
   - **I phoned a number of hotels, but most of them were full.**
     (them = the hotels)
   - **That cake looks nice. Can I have some of it?**
     (it = the cake)

A. Look at the exam results for four people. Complete the sentences using all of, some of, most of or none of. Sometimes you will need the (e.g. some of the).

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>EXAM 1</th>
<th>EXAM 2</th>
<th>EXAM 3</th>
<th>EXAM 4</th>
<th>EXAM 5</th>
<th>EXAM 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alice</td>
<td>PASS</td>
<td>PASS</td>
<td>FAIL</td>
<td>PASS</td>
<td>PASS</td>
<td>PASS</td>
</tr>
<tr>
<td>William</td>
<td>PASS</td>
<td>PASS</td>
<td>FAIL</td>
<td>PASS</td>
<td>PASS</td>
<td>PASS</td>
</tr>
<tr>
<td>Laura</td>
<td>FAIL</td>
<td>PASS</td>
<td>PASS</td>
<td>PASS</td>
<td>FAIL</td>
<td>FAIL</td>
</tr>
<tr>
<td>David</td>
<td>FAIL</td>
<td>FAIL</td>
<td>FAIL</td>
<td>FAIL</td>
<td>FAIL</td>
<td>FAIL</td>
</tr>
</tbody>
</table>

- Alice passed most of the exams.
- William passed exams.
- William failed them.
- Laura passed exams.
- Laura passed them.
- David passed exams.
- David passed them.
- David failed exams.
B Complete the sentences with the phrases from the box. Use the phrases more than once.

- all - all the - none of the - some - some of the

1. All European children have to go to school.
2. The classroom is empty because some of the children are outside.
3. We can't buy anything today because all shops are closed.
4. We like that restaurant. Food is expensive, but everything is very good.
5. Some people say he's the best tennis player in the world, but I don't agree.
6. That's a terrible shop. Assistants are very helpful.
7. William's very lazy. He watches films online afternoon.
8. All drinks machines here are working. Where can I get a coffee?
9. It's a wonderful trip. You have day to see the sights.
10. Important notice: passengers must have a valid ticket.
11. If students can answer the teacher's questions, she explains the point again.
12. We can't sit down. Chairs are wet.
13. Cars use petrol and others use diesel.

C Write full sentences using all, most, some or none. Use them or it when possible and include of or the if necessary.

1. 100% – sports – physical and – 20% – dangerous.
   All sports are physical and some of them are dangerous.
2. 80% – Hepworth's art – abstract and – 25% – difficult to understand.
   Most of Hepworth's art is abstract and some of it is difficult to understand.
3. 80% – professional footballers – well off and – 20% – very rich.
4. 80% – sea – very salty and – 0% – fresh water.
5. 30% – pop music – very pleasant but – 20% – terrible.
6. 75% – Indian food – spicy and – 15% – very spicy.
7. 100% – my relatives – slim and – 0% – very tall.
8. 75% – my friends – students but – 0% – very clever.
9. 80% – Nepal – mountainous and – 0% – flat.
10. 75% – the Earth – inhabited but – 10% – desert.
Test F  Articles, nouns, pronouns, etc.

A  This is an advertisement in a music shop. In the numbered lines cross out one of the words a, an or the.

1. It’s a time to change your life!
2. Would you like to learn to play the piano?
3. All you need is half an hour a day and the simple book!
4. What’s the name of the book? Bob Bryant’s Big Piano Book!
5. The friends are great, but the music will be your partner forever!
6. Don’t just stand there! Buy this book today!
7. You’ll also get the free download of piano music from around the world!

B  William and Michelle are going on holiday with their children, Chloe and Dan. Complete their conversation with the words from the box. One of the words is not needed.

everywhere anybody someone everyone
everywhere somewhere nothing nobody

William: Has anyone seen the big blue beach ball? I can’t find it ______.
Chloe: Have you looked in the cupboard under the stairs?
William: Yes, there’s ______ there. Only a box.
Chloe: And did you look in the box?
William: Of course. I’ve looked ______.
Chloe: Well, it must be ______.
Dan: Come on, ______, let’s help Dad find the blue beach ball.
Michelle: But ______ could find it last year, or the year before.
William: Surely ______ has seen it?
Chloe: Do you know what I think? I think we’ve never had a blue beach ball.

C  Read this dialogue about the British Museum. Put a, an, the or

Cathy: Have you been to the British Museum yet?
Alice: I don’t even know where it is, I’m afraid.
Cathy: It’s in ______ street near Tottenham Court Road.
Alice: What’s the name of ______ street?
Cathy: Russell Street. The mummies from Ancient Egypt are on ______ first floor.
Alice: I’d love to see ______ Egyptian mummy. People say that when kings died, the ancient Egyptians gave them ______ food and ______ water to take to the next world.
Cathy: That’s right. And have you heard about the Elgin Marbles?
Alice: Yes. They were part of ______ Parthenon in Athens, and Lord Elgin brought them back to London 200 years ago. Now they’re in the British Museum, but ______ Greek Government wants them back in Athens. What do you think about that?
Cathy: I’m not sure. If we send ______ Marbles back to ______ Greece, we’ll have to send everything back in the end, won’t we?
Alice: Why not?
Cathy: So all paintings by Picasso in museums around the world would go back to Spain?
Alice: Yes. I think it's good idea. Everyone would have to travel to countries that made these famous things.

Two students are in a cafe, talking about going home to Mexico. If the underlined phrases are correct, put a tick (✓) in the space provided. If they're incorrect, rewrite them.

Federico: How many sugar do you take in your coffee? *How much sugar
Maria: Half a spoonful, please. I only like a little. ✓
Federico: So, how many bags have you packed? 1
Maria: Two. Why? How many luggage have you got? 2
Federico: Too much. I'll have to post some of it. 3
How much costs it to post things? 4
Is it very expensive?
Maria: I don't know. I'm OK at the moment, but I haven't bought some presents yet. 5 I'm waiting for my Dad to send me any more money!

Federico: How many presents are you going to buy, then? 6
Maria: A lot! 7 I've got a big family. What about you?
Federico: Me? I'm only going to get a little things. 8 I've only got a little cash left, I'm afraid. Can you give me an advice? 9
Maria: Well, you could get a lot of small presents, I suppose, or just a little, big ones. 10
Federico: Do you want some more coffee? I think there's a few more in the pot. 11
Maria: No thanks, I haven't got a lot of time. 12 I've had three cups already.

John and Steve used to share a house, but John left this morning to live in a different house. Steve is sending him an email. Put the words from the box in the gaps.

me mine one ones some that them there there's your yours yourself

Hi John,
Are you sure that you've taken all your things? I'm sure green football on top of the wardrobe isn't mine, and an expensive black fountain pen on the table which is. And did you give the book on fishing, or did you buy it for? I can't remember. There are purple socks with Mickey Mouse on. Are those the you bought at the market? Also, are no sheets left on your bed. But the sheets were, weren't they? I lent to you, and I want them back! Finally, I'm sure I bought two big cakes yesterday. You haven't taken, have you?

Steve
We use adjectives to describe people and things. Here are some examples:

old  small  friendly  rich  cheap

Look at these sentences:
I've bought an old table for my kitchen.
My home town is small and friendly.
We had lunch in a cheap restaurant.

The form of adjectives never changes:
rich man  rich woman  two rich men

We put an adjective before a noun:

ADJECTIVE  +  NOUN
I saw a beautiful cat.

We put an adjective after be:

BE  +  ADJECTIVE
They are hungry.

We sometimes use these verbs instead of be:
look  feel  taste  smell  sound

Here are some examples:
She looks happy.
This cheese tastes wonderful.
I feel cold.

When we use two adjectives before a noun, we put in a comma (,):
He's a nice, old man.

When we use two adjectives without a noun, we use and:
You look tired and hungry.

When we use more than one adjective, there is a general guide to the correct order:
SIZE + AGE + COLOUR + NATIONALITY + MATERIAL

| a new  | green  | bag   |
| a big  | French | house |
| a small | wooden | table |

We often use materials as adjectives:

a cotton shirt  a silver ring  a plastic bag

Here are some common nationality adjectives:

American  German  Portuguese
Australian  Greek  Russian
Chinese  Indian  Turkish
Dutch  Italian  South African
English  Japanese  Spanish
French  Polish  Swedish

There are 13 adjectives in this story. Underline them.

My favourite picture is one of a large, square room by a Dutch artist.
An elegant man sits on a wooden bench in a corner. He has a small black dog at his feet. The dog looks sleepy. Through the open window you can see bright sunshine. When I look at this picture I feel warm and happy.

Complete this text using the adjectives from the box.

busy  careful  enjoyable  free  good  late  long  old  tall  valuable

Ladies and gentlemen! This is Covent Garden. We want you to have an enjoyable visit so the coach waits here a long time. We get on it again at 12 o'clock, in the coach park behind the big tower you can see over there. Covent Garden is in fact an old market but today it is a place where there is entertainment — you don't have to pay to see anything. But be careful! Like all valuable places, Covent Garden has pickpockets, so look after your money and your possessions like phones. Have a good time and please don't be late for the coach.
C Complete the sentences using the correct forms of the words from the box.

Look (x2)  feel  taste  sound (x2)  smell

• Taste these apples. I've already eaten two. They're delicious!
1 That music ________ terrible. What group is playing?
2 Those flowers look nice and they ________ good too. What are they?
3 I saw Jasmine yesterday, but I didn't speak to her. She ________ tired.
4 Could you close the door, please? I ________ cold.
5 That new picture will ________ wonderful in your dining room.
6 Do you know where that song comes from? It ________ Spanish.

D Look at these sentences. If the underlined adjectives are in the wrong order, cross them out and write in the correct order. If you think the order is correct, put a tick (√).

• She lost a gold small ring at the party last night.
• I have an old Italian ________ painting in my living room.
1 I'm looking for my cotton green ________ shirt and my brown leather ________ shoes.
2 George has a Spanish modern ________ villa near the sea. He goes there every summer.
3 I live in an old white ________ house near the river. I've got a black large ________ dog!
4 I had an interesting talk with a Polish young ________ student last week.
5 We are having lunch in a big Japanese new ________ restaurant in the centre of town.
6 I left all my books in a red plastic ________ bag on the bus. I was so stupid!

E Complete the sentences with a name and a nationality from the box.

<table>
<thead>
<tr>
<th>NAMES</th>
<th>NATIONALITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salamanca</td>
<td>Dutch</td>
</tr>
<tr>
<td>Alfred Nobel</td>
<td>Italian</td>
</tr>
<tr>
<td>Audrey Tautou</td>
<td>German</td>
</tr>
<tr>
<td>Vincent van Gogh</td>
<td>Spanish</td>
</tr>
<tr>
<td>Sherlock Holmes</td>
<td>English</td>
</tr>
<tr>
<td>Batman Forever</td>
<td>Swedish</td>
</tr>
<tr>
<td></td>
<td>Chinese</td>
</tr>
</tbody>
</table>

• Batman Forever is an American ________ film.
1 is a ________ car.
2 was a ________ artist.
3 is an ________ detective.
4 is a ________ actor.
5 is an ________ food.
6 was a ________ chemist.
7 is a ________ surname.
8 is a ________ city.
Adjectives: -ed or -ing

1. Compare frightened and frightening:
   - We can use adjectives that end with -ed to describe people's feelings:
     - frightened
     - The subject of the sentence (e.g. Joshua) is the person who has the feeling.
     - For example: Joshua was very frightened.
   - We use an adjective that ends with -ing (e.g. frightening) to talk about a thing or person that makes us have a feeling:
     - frightening
     - The subject of the sentence (e.g. the ghost) causes the feeling.
     - For example: The ghost was very frightening.

2. Here are some more examples to compare:
   - We are all surprised by the news.
     (= We feel surprised.)
   - I was very tired at the end of the journey.
     (= I felt tired.)
   - He was excited by the way the game ended.
   - I'm interested in your idea.
   - The journey was very tiring.
     (= The journey made us feel tired.)
   - The end of the game was exciting.
   - Your idea is interesting.
   - The lesson was boring.
   - The film was disappointing.
   - I went for a relaxing walk.
   - The clowns were very entertaining.
   - Anna's explanation was totally convincing.

*Note that we can say:
The journey was very tiring.
OR: It was a very tiring journey.

A. Choose the correct adjective in brackets () to complete the sentences.

1. It was a terrible play and I was **bored** (bored/boring) from start to finish.
2. I'm very **excited** (excited/exciting) because I'm going to New York tomorrow.
3. Are you **surprised** (surprised/surprising) or were you expecting this news?
4. I'm reading a very **interested** (interested/interesting) book at the moment.
5. I've had a very **tired** (tired/tiring) day at work today and I want to go to bed.
6. Most people were **surprised** (surprised/surprising) that he won the championship.
7. I'm **bored** (bored/boring). Let's go out for a cup of coffee somewhere.
8. Visit our **excited** (excited/exciting) new shop!
8. His speech was very long and very ________ (bored/boring).

B. Complete the sentences using the words from the box.

<table>
<thead>
<tr>
<th>bored</th>
<th>interested</th>
<th>surprising</th>
<th>amusing</th>
<th>confused</th>
</tr>
</thead>
<tbody>
<tr>
<td>boring</td>
<td>amused</td>
<td>confusing</td>
<td>surprised</td>
<td>interesting</td>
</tr>
</tbody>
</table>

* Your idea is very interesting. Tell me more about it.
1. He told me a very ________ story. I laughed and laughed.
2. This is a terribly ________ book. Nothing happens in it.
3. She's ________ in politics and often talks about it.
4. The map was ________ and I got lost.
5. She was ________ because she had nothing to do all day.
6. Everyone else thought it was funny, but she wasn't ________.
7. Could you repeat that, please? I’m a bit ________ because it was very complicated.
8. It is ________ that she failed the exam, because she’s a good student.
9. Everyone was ________ by the sudden noise.

C. Sebastian: What sort of films do you like?
Liz: When I go to the cinema, I like to be ________

Sebastian: And what sort of films do you find ________?
Liz: Well, I like films that tell a good ________ story. And I mean a story that you can follow, not the sort that goes backwards and forwards in time. I find those very ________.

Sebastian: Yes, but if the story is too simple, surely you get ________ because you know exactly what’s going to happen.
Liz: I don’t mean that. If something is intelligible, it’s not necessarily ________.

Sebastian: For me the most important thing is that the actors must be ________ so that you really believe that they are the person they are acting.
Liz: If that’s true, I imagine that you are ________ most of the time because, well, for example, Harrison Ford is always Harrison Ford. I’m never ________ that he’s somebody else.

Sebastian: Yes, but it’s often not important in his films because they’re escapist – if you’re feeling tense about work or something, you have a good laugh and you come out feeling ________ and happy with the world.
Liz: I’m ________ that you like his films. Although the special effects are good, the story is always terribly simple.
Sebastian: He’s not my favourite, but his films are not bad.
Cardinal and ordinal numbers

1. Look at these examples:
   Three students were late.
   She lives on the third floor.

   Three is a cardinal number.
   Third is an ordinal number.

2. Now look at the table:

<table>
<thead>
<tr>
<th>CARDINAL NUMBERS</th>
<th>ORDINAL NUMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>first</td>
</tr>
<tr>
<td>2</td>
<td>second</td>
</tr>
<tr>
<td>3</td>
<td>third</td>
</tr>
<tr>
<td>4</td>
<td>fourth</td>
</tr>
<tr>
<td>5</td>
<td>fifth</td>
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<td>6</td>
<td>sixth</td>
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<tr>
<td>7</td>
<td>seventh</td>
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<tr>
<td>8</td>
<td>eighth</td>
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<td>9</td>
<td>ninth</td>
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<td>10</td>
<td>tenth</td>
</tr>
<tr>
<td>11</td>
<td>eleventh</td>
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<tr>
<td>12</td>
<td>twelfth</td>
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<tr>
<td>13</td>
<td>thirteenth</td>
</tr>
<tr>
<td>14</td>
<td>fourteenth</td>
</tr>
<tr>
<td>15</td>
<td>fifteenth</td>
</tr>
<tr>
<td>16</td>
<td>sixteenth</td>
</tr>
<tr>
<td>17</td>
<td>seventeenth</td>
</tr>
</tbody>
</table>

3. cardinals (40 to 4,000,000)

   40 forty       60 sixty       80 eighty
   50 fifty       70 seventy     90 ninety

   100 one hundred
   101 one hundred and one
   1,000 one thousand
   1,000,000 one million
   200 two hundred
   210 two hundred and ten
   3,000 three thousand
   $4,000,000 four million dollars

4. Look at how we say these dates:

   13 or 13th June: The thirteenth of June.
   June the thirteenth.

   1994: Nineteen ninety-four.

   26 or 26th March 1995 (26.3.95):
   The twenty-sixth of March, nineteen ninety-five.

A. Look at the numbers in brackets ( ). Cross out the wrong form and tick (√) the right form for each one.

   1. (116) one hundred and sixteen
      (49) forty-nine
      (600) six hundred
      (4th) fourth
      (12th) twelfth
      (2,000) two thousand dollars
      (23rd) twenty-three
      (78) eighty-seven
      (8th) eighth
      (17) seventeen
      (5th) fifteenth
      (7,000,000) seven million
      (9th) ninth
      (30th) thirtieth
      (395) three hundred and ninety-five

   2. (1) one hundred and sixteen
      (49) forty-nine
      (600) six hundred
      (4th) fourth
      (12th) twelfth
      (2,000) two thousand dollars
      (23rd) twenty-three
      (78) eighty-seven
      (8th) eighth
      (17) seventeen
      (5th) fifteenth
      (7,000,000) seven million
      (9th) ninth
      (30th) thirtieth
      (395) three hundred and ninety-five
B Write out the numbers in brackets ( ).

1. (211) two hundred and eleven
2. (462)
3. (20th)
4. (12th)
5. (9,000,000)
6. (310)
7. (8th)
8. (111)
9. (14)
10. (2nd)
11. (5,000)
12. (68)
13. (34th)
14. (150)
15. (3rd)
16. (25th)
17. (19th)

C Look at where these people live in the block of flats and complete the sentences.

John lives in flat forty on the fourth floor.
1. Charles lives in flat
2. Maria
3. Diana
4. Michael
5. Peter
6. Jasmine
7. Anna
8. Oliver

D Write the dates and years in words in this interview using the information in brackets ( ).

A: When were you born?
B: I was born on (13.10.90) the thirteenth of October, nineteen ninety.
A: When did you go to secondary school?
B: In (2001).
A: And when did you leave secondary school?
B: Seven years later. My final exam was on (16.6.08).
A: Did you start university in the same year?
B: Yes, on (29 September).
A: Did you spend three or four years there?
B: Well, I left in (2012). That's four years.
A: And your first job? When was that?
B: I started work in an office on (10.1.13).
A: Did you enjoy it? How long did you stay?
B: It was terrible! I left two months later, on (9 March).
A: What did you do then?
We use as + adjective + as (e.g. as old as) to say that two things or people are the same in some way:

The chair is as expensive as the table.
You're as old as me. (= We are the same age.)

Note that we say as me/as him/as her/as us/as them, and not as I/as he/as she, etc:
She's as strong as him. (NOT ... as he.)
I'm as fast as them. (NOT ... as they.)

We use not as ... as to talk about a difference between two things or people:

The two-star hotel isn't as big as the four-star hotel.
I'm not as clever as her. (= She is cleverer than me.)

We can also use as + adverb + as (e.g. as well as):
Abigail cooks as well as Tom. (= Abigail and Tom are both good cooks.)
He couldn't run as quickly as Maria.
(= Maria ran more quickly than him.)

We use as many + plural noun + as (e.g. as many friends as) to say that the numbers of two things are equal:
Jasmine has got as many friends as Mary.
We use not as many ... as to say two things are not equal:
I don't have as many books as you.

We use as much + uncountable noun + as (e.g. as much money as) to compare two things. Uncountable nouns are words for things that we cannot count, and so they do not have a plural form (e.g. money, work, luggage, traffic):
Helen earns as much money as Matt.
Jack doesn't do as much work as me.
They aren't carrying as much luggage as us.

(See also Unit 53.)

A Complete each sentence so that it means the same as the one above it. Use as + adjective/adverb + as.

1 Sweden is bigger than Britain.
Britain isn't as big as Sweden

2 The other students learn more quickly than me.
I don't learn the other students.

3 You're very angry and I'm very angry also.
I'm you.

4 The seats at the front are more expensive than the seats at the back.
The seats at the back aren't the seats at the front.

5 Central Park in New York is bigger than Hyde Park in London.
Hyde Park in London isn't Central Park in New York.

6 Her last film was very good and her new film is also very good.
Her new film is her last film.

7 The other students work harder than him.
He doesn't work the other students.
B Look at the pictures and complete the sentences using *as ... as* and a word from the box.

<table>
<thead>
<tr>
<th>Adjectives and adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>long</td>
</tr>
</tbody>
</table>

1. The black car is going ................................................... the blue car.
2. The footballers aren’t ...................................................... the basketball players.
3. Jessica’s hair is ............................................................ Kathy’s hair.
4. The car on the left isn’t .................................................... the car on the right.
5. The flowers on the right aren’t .......................................... the flowers on the left.
6. The big glass isn’t ............................................................ the little glass.
7. Jasmine is ........................................................................ Kathy.
8. High Street isn’t .................................................................. Main Street.

---

C Join the sentences in brackets () using *as much ... as* or *as many ... as*.

1. (I’ve got about 50 books. Jack’s got about 100.) I haven’t got as many books as Jack.
2. (You’ve done a lot of work. I’ve done a lot of work also.) I’ve done as much work as you.
3. (Oliver earns a lot of money. Michelle only earns a little.) Michelle doesn’t earn as much money as Oliver.
4. (George has been to five countries. I’ve also been to five countries.) I’ve been to as many countries as George.
5. (You’ve had five jobs. I’ve only had two.) I haven’t had as many jobs as you.
6. (Tom has a lot of luggage. Jasmine has a lot of luggage too.) Jasmine has as much luggage as Tom.
7. (Mary answered most of the questions. I only answered about half.) I didn’t answer as many questions as Mary.
8. (Ruth spent £50. I also spent £50.) I spent as much money as Ruth.
1 Look at this example:

The case is too heavy. He can't carry it.

We use too to mean 'more than is good or suitable in the situation'.

2 We can use too like this:

- too + ADJECTIVE:
  I don't want to go out. I'm too tired.
- too many + PLURAL NOUN:
  I couldn't find her at the concert because there were too many people there.
- too much + UNCOUNTABLE:
  (e.g. too much work/money/food/noise/salt/information/time/bread)
  Our teacher gives us too much work.

3 We can use too with to + infinitive to explain why someone cannot do something:

She's too young to drive. (= She can't drive because she's too young.)

4 Now look at this example:

This case is big enough. I can put all my clothes into it. The small case isn't big enough.

We use enough to mean 'as much or as many as we need'. We use not ... enough to mean 'less than we need'.

5 We can use enough like this:

- ADJECTIVE + enough:
  Is your room warm enough?
- enough + PLURAL NOUN:
  I've got enough potatoes, thanks.
- enough + UNCOUNTABLE NOUN:
  I can't talk to you now. I haven't got enough time.

6 We can also use not ... enough + to + infinitive to say why someone cannot do something:

She isn't old enough to drive. (= She can't drive because she isn't old enough.)

A Complete the sentences using too or enough and the word in brackets ()..

1. I can't eat this soup because it's too hot (hot).
2. We couldn't buy the tickets because we didn't have enough money (money).
3. We didn't buy the car because it wasn't big enough (big).
4. I couldn't see her because it was too dark (dark).
5. You can't change the situation now. It's too late (late).
6. Have you had enough food (food), or would you like some more?
7. He did badly in the exam because he was too nervous (nervous).
8. Slow down! You're driving too fast (fast).
9. He shouldn't play in the team because he isn't good enough (good).
10. I haven't got enough clothes (clothes). I must buy some more.
11. Robert didn't go to work because he didn't feel well (well).
12. I couldn't lift the suitcase because I wasn't strong enough (strong).
13. We didn't go swimming because the water was too cold (cold).
14. Mary couldn't post all the packages because she didn't have enough stamps (stamps).
B Complete the sentences using too much, too many or enough and the word in brackets ()

- I’m not enjoying my job at the moment because they’re giving me too much work (work).
- Is your coffee sweet enough (sweet)?
- Shall we have another coffee? Have we got (time)?
- I couldn’t finish the exam because there were (questions).
- We didn’t go for a walk because it wasn’t (warm).
- I couldn’t eat the meal because there was (salt) in it.
- Mary passed the test because she answered (questions) correctly.
- I didn’t enjoy the party because there were (people) there.
- Is that chair comfortable (comfortable) or would you like to sit here?
- George couldn’t work because the others were making (noise).
- We can’t play that game because we haven’t got (players).
- Shall I make some sandwiches? Have we got (bread)?
- Her work isn’t very good. She makes (mistakes).

C Join the sentences using too or enough with to + infinitive (e.g. to do, to go).

- Clare couldn’t sleep. She was too worried.
  Clare was too worried to sleep.
- I can’t go on holiday. I haven’t got enough money.
  I haven’t got enough money to go on holiday.
- I can’t do any more work. I’m too tired.
- Julia won’t pass the exam. She isn’t good enough.
- Clive can’t play basketball. He’s too short.
- His girlfriend couldn’t go to the party. She was too ill.
- David couldn’t pay the bill. He didn’t have enough money.
- Shall we go to the beach? Is it hot enough?
- I can’t see you tonight. I’m too busy.
- I don’t want to go home. It’s too early.
- Chris couldn’t repair the car. He didn’t have enough tools.
- I didn’t visit all the museums. I didn’t have enough time.
1. **We use so and such to intensify adjectives. Compare:**

   *Helen got all the answers right. She is so clever.*
   
   *Helen got all the answers right. She is such a clever person.*

   We use *so* before adjectives that do not have a noun after them, and before adverbs:

   **ADJECTIVE**
   - This tea is so sweet!
   - Tom’s feet are so big!

   **ADVERB**
   - They get up so late.
   - Maria sang so beautifully!

   We use *such* after a singular noun (e.g. person), a plural noun (e.g. feet), or an uncountable noun (e.g. food):

   **ADJECTIVE + NOUN**
   - It was such an amazing car!
   - He has such big feet!
   - That was such excellent food.

   (For uncountable nouns, see Unit 53.)

2. **We can use so with many and much:**

   - **so many + plural noun:**
     *There were so many people in the shop.*
   - **so much + uncountable noun:**
     *We had so much work to do.*

3. **Sentences with so and such can also describe the result of something:**

   **RESULT**
   - It was so dark that we didn’t see him.
   - He arrived so late, he missed his plane.

   **RESULT**
   - It was such a dark night that we didn’t see him.
   - It was such a lovely day, we went to the beach.

4. **Complete the sentences with such or so.**

   1. Tom is very handsome. He has **such** beautiful eyes.
   2. It was a very pleasant trip because the guide was **so** nice.
   3. My birthday was wonderful. I got **so many** lovely presents.
   4. It was difficult to drive because there was **so much** snow.
   5. I like Tom. He is **such a** nice person.
   6. We couldn’t play tennis because it was **so windy**.
   7. Jack loves his children. He is **such a** wonderful father.
   8. Nobody listens to Jasmine because she says **such silly** things.
   9. The nurses are wonderful here. They are **such** helpful.
   10. Look at the stars. They are **such** bright tonight.
B Complete the sentences with such, such a or such an.

1. Edinburgh is such a wonderful city.
2. Motorbikes are such dangerous machines.
3. I love skiing. It's such an exciting sport. But it's a dangerous sport, too.
4. I like these new dresses. They have such pretty colours.
5. We had such a wonderful meal. The food was excellent.
6. Susan Strange is such an interesting writer.

C Write sentences using so, such, such a or such an and the words in brackets ( ). Put the verbs in the correct tense.

1. I can't believe that Tom is only 13 years old. (He/have/grow/tall!)
   He has grown so tall!
2. I never believe those boys. (They/be/always/tell/stupid lies!)
   They are always telling such stupid lies!
3. I enjoy John's cooking. (He/be/wonderful cook.)
4. I can't hear anything. (Those people/be/make/much noise.)
5. Jacob won three prizes. (He/be/lucky.)
6. Sara always looks lovely. (She/wear/pretty clothes.)
7. We had three ice creams. (They/be/delicious.)
8. I don't smoke. (It/be/unhealthy habit.)
9. I enjoyed that test. (It/be/easy.)

D For each sentence, write another sentence with a similar meaning. Use so … that.

1. We decided not to call them because it was very late.
   It was so late that we decided not to call them.
2. Ellie didn't finish the exam because she worked very slowly.
   She worked
3. We didn't buy the sofa because it was very expensive.
   The sofa was
4. Paul didn't go out because he was very tired.
   Paul was
5. Peter couldn't see the holes because they were very small.
   The holes were
6. I couldn't finish the food because there was too much of it.
   There was
## Comparative Adjectives

1. **Look at the way we compare things:**

![Comparison of Plaza and Excelsior Hotels](image)

- **The Plaza Hotel is cheaper than the Excelsior.**
- **The Excelsior Hotel is bigger than the Plaza.**
- **The Excelsior is more expensive than the Plaza.**
- **The Plaza Hotel is smaller than the Excelsior.**

2. **Cheaper and more expensive** are comparative adjectives. We form them like this:

- **Short adjectives (one syllable):**

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>COMPARATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>old</td>
<td>older</td>
</tr>
<tr>
<td>long</td>
<td>longer</td>
</tr>
<tr>
<td>nice</td>
<td>nicer</td>
</tr>
<tr>
<td>new</td>
<td>newer</td>
</tr>
<tr>
<td>slow</td>
<td>slower</td>
</tr>
<tr>
<td>fat</td>
<td>fatter</td>
</tr>
<tr>
<td>hot</td>
<td>hotter</td>
</tr>
<tr>
<td>big</td>
<td>bigger</td>
</tr>
</tbody>
</table>

- **Long adjectives (two syllables or more):**

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>COMPARATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>famous</td>
<td>more famous</td>
</tr>
<tr>
<td>difficult</td>
<td>more difficult</td>
</tr>
<tr>
<td>careful</td>
<td>more careful</td>
</tr>
<tr>
<td>expensive</td>
<td>more expensive</td>
</tr>
</tbody>
</table>

- **Adjectives ending with -y:**

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>COMPARATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy</td>
<td>happier</td>
</tr>
<tr>
<td>hungry</td>
<td>hungrier</td>
</tr>
</tbody>
</table>

- **Irregular adjectives:**

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>COMPARATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>better</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
</tr>
</tbody>
</table>

(For more information, see Appendix 4, page 245.)

3. **To compare things, we use a comparative adjective + than:**

- **Tom is richer than Paul.**
- **Paris is more beautiful than London.**
- **My new car is better than my old one.**

### A. Write the comparative form of these adjectives.

1. cold — **colder**
2. big
3. careful
4. expensive
5. good
6. fat
7. famous
8. new
9. modern
10. young
11. cheap
12. rich
13. long
14. hungry
15. nice
16. happy
17. difficult
18. old
19. beautiful
20. friendly
21. hot
22. wonderful
23. bad
24. small
25. sad
B Write comparative sentences about the pictures using \textit{than} and the words in brackets (). Use the Present Simple.

1. Tom is taller than Sam.
2. (be/cold)
3. (be/hungry)
4. (be/small)
5. (be/happy)
6. (be/young)
7. (be/rich)
8. (be/friendly)

C Look at the information about two boats, the Queen Anne and the King John.

<table>
<thead>
<tr>
<th>BOATS</th>
<th>LENGTH</th>
<th>AREA</th>
<th>TOP SPEED</th>
<th>YEAR MADE</th>
<th>PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Queen Anne</td>
<td>14 metres</td>
<td>40 metres²</td>
<td>35 knots</td>
<td>2005</td>
<td>£9,000</td>
</tr>
<tr>
<td>King John</td>
<td>9 metres</td>
<td>23 metres²</td>
<td>30 knots</td>
<td>1997</td>
<td>£3,500</td>
</tr>
</tbody>
</table>

Now put words from the box in the sentences.

1. The Queen Anne is \underline{bigger} \hspace{1cm} than the King John.
2. The King John is \underline{smaller} \hspace{1cm} the Queen Anne.
3. The Queen Anne is \underline{modern} than the King John.
4. The \underline{Queen Anne} is \underline{older} than the Queen Anne.
5. The \underline{Queen Anne} is \underline{faster} than the \underline{King John}.
6. The Queen Anne is \underline{more expensive} \hspace{1cm} than the Queen Anne.
7. The \underline{King John} is \underline{cheaper} \hspace{1cm} the Queen Anne.
8. The \underline{Queen Anne} is \underline{than} \hspace{1cm} the King John.
We use superlatives in the following way:

- **£20**
- **£15**
- **£10**

1. **The most expensive seats are at the front of the theatre.**
2. **The cheapest seats are at the back.**
3. **The least expensive seats are at the back.**

He is the worst player in the team.
It was the happiest day of their lives.

We can use the superlative without a noun:

- **The seats at the back are the cheapest.**

Look at these tables:

**short adjectives (one syllable):**

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>warm</td>
<td>the warmest</td>
</tr>
<tr>
<td>tall</td>
<td>the tallest</td>
</tr>
<tr>
<td>low</td>
<td>the lowest</td>
</tr>
<tr>
<td>big</td>
<td>the biggest</td>
</tr>
<tr>
<td>hot</td>
<td>the hottest</td>
</tr>
<tr>
<td>wet</td>
<td>the wettest</td>
</tr>
</tbody>
</table>

**long adjectives (two syllables or more):**

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>famous</td>
<td>the most/famous</td>
</tr>
<tr>
<td>difficult</td>
<td>the most/least difficult</td>
</tr>
<tr>
<td>careful</td>
<td>the most/least careful</td>
</tr>
<tr>
<td>expensive</td>
<td>the most/least expensive</td>
</tr>
</tbody>
</table>

Adjectives ending with 

- **easy**
- **the easiest**
- **happy**
- **the happiest**

Irregular adjectives:

- **good**
- **the best**
- **bad**
- **the worst**

(For more details see **Appendix 4**, page 245.)

We usually use **the** before the superlative:

- **London is the biggest city in England.**
- **The Taj Mahal is the most beautiful building in the world.**

Note that we use **in** (not of) for places after the superlative:

- **... the richest man in Europe.**
  (NOT ... of Europe.)

We do not always use a noun after a superlative adjective:

- **George and Mary have three children. Mike is the oldest.**
- A: *Which table did you buy?*
- B: *The most expensive.*

We often use the Present Perfect with ever after the superlative:

- **That was the best film I’ve ever seen.**
- A: *How was your holiday?*
- B: *Fantastic! Iceland is the most beautiful country I’ve ever visited.*

Put the words in brackets () in the right order to make sentences.

- (the world – Antarctica – coldest – is – place – the – in – )
  Antarctic is the coldest place in the world.
- (city – the – Manchester – in England – is – friendliest – )
- (in New York – expensive – restaurant – The Manhattan – the – is – most – )
- (is – river – Africa – the – The Nile – longest – in – )
Complete the sentences using the superlative form of the adjective in brackets ( ).

Anna is **the youngest** (young) person in the class.
1. We stayed in **the worst** (bad) hotel in the whole city.
2. People say that it is **the funniest** (funny) film of the year.
3. What is **the tallest** (tall) building in the world?
4. Her teachers say that she is **the best** (good) student in the school.
5. Many people say that Venice is **the most beautiful** (beautiful) city in the world.

Look at the information about three boats and complete the sentences using the correct superlative form of the adjectives in brackets ( ).

<table>
<thead>
<tr>
<th>BOATS</th>
<th>LENGTH</th>
<th>TOP SPEED</th>
<th>PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Queen Anne</td>
<td>14 m</td>
<td>35 knots</td>
<td>£9,000</td>
</tr>
<tr>
<td>Red Devil</td>
<td>6 m</td>
<td>72 knots</td>
<td>£23,000</td>
</tr>
<tr>
<td>Jolly Jim</td>
<td>4 m</td>
<td>28 knots</td>
<td>£6,000</td>
</tr>
</tbody>
</table>

1. **The longest** (long) boat.
2. **The shortest** (short) boat.
3. **The fastest** (fast) boat.
4. **The slowest** (slow) boat.
5. **The most expensive** (expensive) boat.
6. **The least expensive** (least expensive) boat.

Write sentences using the words in brackets ( ). Use the + superlative, and the Present Perfect + ever.

1. (It's/cold/place/I/visit) **It's the coldest place I've ever visited.**
2. (He's/rich/man/I/meet) **I've never met a richer person.**
3. (It's/difficult/exam/I/do) **I've never done such a difficult exam.**
4. (It's/sad/film/I/see) **I've never seen such a sad film.**
5. (She's/happy/person/I/meet) **I've never met a happier person.**
6. (It's/modern/flat/I/see) **I've never seen such a modern flat.**
7. (It's/hot/country/I/visit) **I've never visited such a hot country.**
8. (It's/small/dog/I/see) **I've never seen such a small dog.**
Here are some adjectives and adverbs:

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>quick</td>
<td>quickly</td>
</tr>
<tr>
<td>careful</td>
<td>carefully</td>
</tr>
<tr>
<td>easy</td>
<td>easily</td>
</tr>
</tbody>
</table>

Compare adverbs and adjectives:

ADVERBS
We use adverbs to describe how someone or something does an action:

Peter plays the violin beautifully.
(Beautifully describes how Peter plays.)

ADJECTIVES
We use adjectives to describe people or things.

Look at that beautiful violin!
That violin is beautiful.

We form most regular adverbs by adding -ly to the adjective:

<table>
<thead>
<tr>
<th>slow</th>
<th>slowly</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad</td>
<td>badly</td>
</tr>
</tbody>
</table>

The whole team played very badly.

If an adjective ends with -y, the adverb ends with -ily:

<table>
<thead>
<tr>
<th>happy</th>
<th>happily</th>
</tr>
</thead>
<tbody>
<tr>
<td>easy</td>
<td>easily</td>
</tr>
</tbody>
</table>

We solved the problem easily.

If an adjective ends with -ble, the adverb ends in -bly:

| comfortable | comfortably |

Some adverbs are irregular; they do not end with -ly:

<table>
<thead>
<tr>
<th>good</th>
<th>well</th>
</tr>
</thead>
</table>

He's a good guitar player. (good = adjective)
He plays the guitar well. (well = adverb)

Fast and hard are both adjectives and adverbs:

<table>
<thead>
<tr>
<th>fast</th>
<th>fast</th>
</tr>
</thead>
<tbody>
<tr>
<td>hard</td>
<td>hard</td>
</tr>
</tbody>
</table>

Maria is a fast learner. (fast = adjective)
Maria learns fast. (fast = adverb)

James is a hard worker. (hard = adjective)
James works hard. (hard = adverb)

We form the comparative of regular adverbs with more or less:

<table>
<thead>
<tr>
<th>carefully</th>
<th>more/less carefully</th>
</tr>
</thead>
</table>

You should do your work more carefully.
She does her work less carefully than other people.

The comparative of well is better:
She speaks Arabic better than me.

The comparatives of fast and hard are faster and harder:

Could you walk faster? We're in a hurry.
You will have to work harder in future.

We form the superlative of regular adverbs with the most/the least:

<table>
<thead>
<tr>
<th>more efficiently</th>
<th>the most efficiently</th>
</tr>
</thead>
<tbody>
<tr>
<td>the least efficiently</td>
<td></td>
</tr>
</tbody>
</table>

In the office, Oliver does his work the most efficiently and Ellie does her work the least efficiently.

The superlative of well is the best and the superlative of badly is the worst:

Which member of the team played the best and who played the worst?

The superlatives of fast and hard are the fastest and the hardest:

They decided to find out who could run the fastest.
Who works the hardest in your class?

Choose the correct adjective or adverb in brackets () to complete the sentences.

1. The train was very slow (slow/slowly) and I arrived late.
2. The journey took a long time because the train went very slowly (slow/slowly).
3. Mrs Green went quickly (quick/quickly) back to her office.
4. I'm afraid I can't give you an immediate (immediate/immediately) answer.
Adjectives and adverbs

4 The work that the builders did for us was very ___________ (bad/badly).
5 The builders did the work for us very ___________ (bad/badly).
6 She organized the party very ___________ (good/well), and everybody enjoyed it.

B Complete the sentences using the adverb form of the adjective in brackets ( ).

1 She read the message quickly ______ (quick).
2 Read the instructions carefully ______ (careful).
3 He looked at her angrily ______ (angry), but he didn't say anything.
4 She passed all her exams easily ______ (easy).
5 I ran as fast ______ (fast) as I could.
6 He thinks that he did the test badly ______ (bad) and that he'll fail.
7 She was working busily ______ (busy) when I arrived.
8 He was playing happily ______ (happy) when I came into the room.

C Complete the dialogues with the adverb form of the adjectives from the box.

slow fast hard good (x2) easy bad

A: Were the questions difficult?
B: No, I answered them easily ______.
1 A: Does she speak English ______ ?
B: No, she only knows a few words.
2 A: Hurry up! I'm waiting!
B: Just a minute. I'm coming as quickly ______ as I can.
3 A: Did you lose at tennis again?
B: Yes, I played poorly ______ and I lost.
4 A: Have you been working ______ today?
B: No, I've done nothing all day!
5 A: Have you finished that book yet?
B: No, I always read very slowly ______. It takes me a long time to finish a book.

D Complete the sentences using the comparative or superlative adverb form of the adjectives in brackets ( ).

1 You must do your work more carefully ______ (careful) in future.
2 He has run the 100 metres ______ (fast) than any other athlete in the world this year.
3 Everyone else did the test ______ (good) than me, because they'd worked ______ (hard) than me.
4 You can travel ______ (cheap) at certain times of the year.
5 He plays ______ (confident) than he did in the past because he has got ______ (good) at the game.
6 You could eat ______ (expensive) if you didn't buy so many takeaways.
7 You will be able to sit ______ (comfortable) in this chair.
# 74 Adverbs (2): adverbs of frequency

## Adjectives and adverbs

### 1. Look at how often Jasmine does things in a year:

<table>
<thead>
<tr>
<th>Action</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has a cup of tea at breakfast</td>
<td>365</td>
</tr>
<tr>
<td>Goes to the cinema</td>
<td>10</td>
</tr>
<tr>
<td>Walks to work</td>
<td>0</td>
</tr>
<tr>
<td>Goes swimming</td>
<td>52</td>
</tr>
<tr>
<td>Goes on holiday</td>
<td>2</td>
</tr>
</tbody>
</table>

We can say:
- She always has a cup of tea at breakfast.
- She sometimes goes to the cinema.
- She never walks to work.
- She goes swimming every week.
- She goes on holiday twice a year.

**But we put always etc. before main verbs:**
- I usually walk to work.
- She hardly ever drinks coffee.

### 2. We use these adverbs to talk about how often we do things:

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>Usually</td>
</tr>
<tr>
<td>Sometimes</td>
<td>Rarely</td>
</tr>
<tr>
<td>Hardly ever</td>
<td>Never</td>
</tr>
</tbody>
</table>

We put always, usually, etc. after be or an auxiliary (e.g. have, must):
- He is always late.
- I've often been to Spain for my holidays.
- You must never swim after a big meal.

### 3. We can compare the meaning of these adverbs like this:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>Never</td>
</tr>
<tr>
<td>5%</td>
<td>Hardly ever</td>
</tr>
<tr>
<td>10%</td>
<td>Rarely</td>
</tr>
<tr>
<td>30%</td>
<td>Sometimes</td>
</tr>
<tr>
<td>70%</td>
<td>Often</td>
</tr>
<tr>
<td>100%</td>
<td>Always</td>
</tr>
</tbody>
</table>

(We usually say the word often without pronouncing the letter t.)

### 4. If we want to say exactly how often we do things, we use these expressions:

<table>
<thead>
<tr>
<th>Frequency Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every ... once a ... twice/two times a ...</td>
</tr>
<tr>
<td>Three times a ... four times a ...</td>
</tr>
</tbody>
</table>

We put these expressions at the end of sentences. Here are some examples:
- I run round the park every day.
- I play tennis once a week.
- She drinks coffee three times a day.
- I go skiing once a year.
- He drives to London twice a month.

## A. Rewrite the sentences, putting the words in brackets ( ) in the correct place.

1. I work late at the office.
   *(often)*
   **I often work late at the office.**

2. You must lock the front door when you leave.
   *(always)*
   **You must always lock the front door when you leave.**

   *(twice a month)*
   **Steve and Charlotte play golf twice a month.**

4. I eat a sandwich for lunch.
   *(usually)*
   **I usually eat a sandwich for lunch.**

5. I go to jazz concerts at the weekend.
   *(sometimes)*
   **I sometimes go to jazz concerts at the weekend.**

6. My teacher gives me a lot of homework.
   *(every day)*
   **My teacher gives me a lot of homework every day.**

7. We see our Mexican friends.
   *(hardly ever)*
   **We hardly ever see our Mexican friends.**

8. They go to Morocco for their holidays.
   *(often)*
   **They often go to Morocco for their holidays.**
8. William and Marie go to the theatre. (four times a year)
9. They are at home in the evening. (rarely)

B. Look at the table and write sentences comparing Liz and Nathan. Use adverbs from the table in Section 3 (opposite).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Liz</th>
<th>Nathan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. walk to work</td>
<td>10%</td>
<td>90%</td>
</tr>
<tr>
<td>2. get up early</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>3. watch TV</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>4. take a taxi</td>
<td>50%</td>
<td>80%</td>
</tr>
<tr>
<td>5. have supper at home</td>
<td>60%</td>
<td>90%</td>
</tr>
</tbody>
</table>

Liz sometimes walks to work. Nathan never walks to work.

C. Look at the table about John's activities and write sentences using the words in brackets ( ) and the Present Simple.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Day</th>
<th>Week</th>
<th>Month</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>swimming</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>French</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>his mother</td>
<td>3</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>a shower</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>broad</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sister</td>
<td>3</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>tennis</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

(He/go/swimming)  He goes swimming twice a week.
1 (He/practise/French)  
2 (He/phone/his mother)  
3 (He/have/a shower)  
4 (He/go/abroad)  
5 (He/visit/his sister)  
6 (He/play/tennis)  
Adverbs (3): place, direction, sequence

1. We use *here* with the meaning 'in or to this place/the place where the speaker is':
   - I've been living *here* for three years.
   - *Come here*, I want to speak to you.

   We use *there* with the meaning 'in or to that place/another place, away from where the speaker is':
   - *Stay there*, I'll come and get you.
   - *Go and stand there*, I'll take a picture of you.

   We also use *there* with the meaning 'in or to a place previously mentioned':
   - I lived in France for a year and I made a lot of friends while *I was there*.

   We often use *over here* and *over there* when we are speaking informally:
   - *Come over here* and sit down.

2. Some common adverbs describing a place or a movement in a particular direction are:
   - abroad (= in/to another country)
   - ahead
   - away
   - back
   - downstairs/upstairs
   - in/out
   - inside/outside (= in or out of a building)
   - nearby
   - forward(s)/backward(s)/sideways

   *Mary is abroad* but she's coming back soon.
   *She ran downstairs and opened the front door.*
   *He walked out*, saying that he couldn't stay.
   *The queue slowly moved forward(s).*

   Notice that we use *out* with the meaning 'not at home/work, etc. for part of a day or a day' and *away* with the meaning 'not at home/work, etc. for more than a day':
   - *Mr Butler is out at the moment. He'll be back at around 12 o'clock.*
   - *My wife is away this week. She's at a three-day conference.*

3. We often use these adverbial phrases when giving someone directions to a place:
   - straight on/ ahead
   - turn left/right
   - on the left/right (to say where something is)
   - to the left/right (for movement)
   - as far as

   *Go straight on. When you come to the traffic lights, turn right. The first road on the left is the one you want.*

4. When we talk about a number of actions or events that happen one after the other, we can indicate the order with these adverbs and adverbial phrases:
   - first(ly)/first of all
   - second(ly)
   - third(ly), etc.
   - last(ly)
   - finally

   Instead of using second(ly), third(ly), etc., we often use the following adverbs and adverbial phrases to link actions or events in a sequence:
   - then
   - next
   - afterwards
   - after that

   *To make this dish, first you chop the tomatoes, then you add the garlic.*
   *First of all I went to Paris, after that I spent some time in Switzerland, then I travelled round Germany and finally I went to the Netherlands.*
A Complete the sentences with the correct adverb in brackets ( ).

1. Jess lived abroad (abroad/away) for several years, mostly in the US.
2. We had to wait (out/outside) until the club opened.
3. I’m going (out/away) now and I’ll be back in about an hour.
4. Fortunately there was a hospital (nearby/nearly).
5. The queue of traffic slowly moved (forwards/out).
6. We’re going (out/away) for the weekend.
7. George has gone (out/away) until the end of the week.
8. Would you like to live (away/abroad)?

B Complete the directions from the station to Tom’s house using the adverbial phrases from the box.

- on the right, turn left, straight ahead, turn right, turn right

1. Come out of the station and turn right.
2. Go ______________________ at the first junction.
3. ______________________ until you reach the traffic lights.
4. ______________________ into my road.
5. You’ll find my house ______________________

C Look at this sequence of events and put them in the correct order. Link the events using suitable adverbs or adverbial phrases. More than one answer is possible.

How I found an apartment to rent:
I agreed with the landlord that I would rent it.
I made a list of apartments I could afford.
I signed the contract.
I went to see some of the apartments.
I looked through the adverts online.
I moved into the apartment.
I paid the first month’s rent as a deposit.
I decided which apartment to rent.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
We can use an adverb (e.g. very) before an adjective (e.g. cold) to make the adjective stronger. Some common adverbs we use in this way are:

- **very**
- **extremely**
- **really**

We were very tired after the trip.
I felt extremely nervous before the exam.
I'm really angry with you. (= very angry)

We can also make an adjective weaker with these adverbs:

- **fairly**
- **quite**
- **rather**

Our car is fairly old. (= It's old, but it isn't very old.)
The meal was quite nice. (= It was nice but not wonderful.)
It was rather late when we finally arrived. (= It was late but not very late.)

When we use two adjectives together, we order them like this:

- **We use 'opinion' adjectives** (e.g. wonderful, nice, pleasant, strange) before any other adjective (e.g. new):
  
<table>
<thead>
<tr>
<th>OPINION</th>
<th>NOUN + NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>wonderful</td>
</tr>
<tr>
<td>a</td>
<td>new</td>
</tr>
<tr>
<td>a</td>
<td>lovely</td>
</tr>
<tr>
<td>a</td>
<td>warm</td>
</tr>
<tr>
<td>a</td>
<td>beautiful</td>
</tr>
<tr>
<td>a</td>
<td>little</td>
</tr>
<tr>
<td>an</td>
<td>horrible</td>
</tr>
<tr>
<td>an</td>
<td>green</td>
</tr>
</tbody>
</table>

- **We use 'size' adjectives** (e.g. big, tall) before an adjective that gives other information, for example its age (new, old), its colour, its shape (thin, round):

<table>
<thead>
<tr>
<th>SIZE</th>
<th>NOUN + NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>big</td>
</tr>
<tr>
<td>a</td>
<td>new</td>
</tr>
<tr>
<td>a</td>
<td>small</td>
</tr>
<tr>
<td>a</td>
<td>red</td>
</tr>
<tr>
<td>a</td>
<td>huge</td>
</tr>
<tr>
<td>a</td>
<td>black</td>
</tr>
<tr>
<td>an</td>
<td>large</td>
</tr>
<tr>
<td>an</td>
<td>round</td>
</tr>
<tr>
<td>an</td>
<td>stone</td>
</tr>
</tbody>
</table>

We can use two nouns together. The first noun is like an adjective and gives information about the second noun:

<table>
<thead>
<tr>
<th>NOUN + NOUN</th>
<th>NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>cardboard</td>
</tr>
<tr>
<td>a</td>
<td>coffee</td>
</tr>
<tr>
<td>a</td>
<td>laundry</td>
</tr>
<tr>
<td>an</td>
<td>office</td>
</tr>
<tr>
<td>a</td>
<td>box</td>
</tr>
<tr>
<td>a</td>
<td>pot</td>
</tr>
<tr>
<td>a</td>
<td>basket</td>
</tr>
<tr>
<td>an</td>
<td>building</td>
</tr>
</tbody>
</table>

---

**A** Complete these sentences using **really** or **quite**.

1. The film was **really** good. I enjoyed it a lot.
2. It's **quite** cold outside, but not very cold.
3. It's **not really** a wonderful book, but it's **not really** good.
4. The tickets were **not quite** expensive – they cost much more than I expected.
5. This series is **not quite** popular in my country; millions of people watch it.
6. He's **not really** good at his job, but he sometimes makes bad mistakes.
7. The meal was **not really** nice, but it wasn't very good.
8. It's **not quite** dangerous to drive so fast in such terrible weather conditions.
9. I'm **not really** a brilliant tennis player, but I am **not really** good.
10. They're all **not really** intelligent students, and they will all pass their exams easily.
11. The company that I work for is **not really** big, but it's not enormous.
B. Put the words in brackets ( ) into the correct order.

1. (a - town - beautiful - little) a beautiful little town
2. (a - day - pleasant - sunny)
3. (a - smile - big - nice)
4. (a - large - coffee - black)
5. (a - old - coat - horrible)
6. (a - large - building - white)
7. (a - bird - big - grey)
8. (a - woman - thin - tall)
9. (a - small - car - blue)
10. (a - story - little - strange)

C. Match the words in box A and box B to describe what you can see in each picture.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>table</td>
<td>cup</td>
</tr>
<tr>
<td>tennis</td>
<td>court</td>
</tr>
<tr>
<td>paper</td>
<td>pot</td>
</tr>
<tr>
<td>rubbish</td>
<td>handle</td>
</tr>
<tr>
<td>door</td>
<td>sign</td>
</tr>
<tr>
<td>soup</td>
<td>hanger</td>
</tr>
<tr>
<td>road</td>
<td>ring</td>
</tr>
<tr>
<td>picture</td>
<td>bowl</td>
</tr>
<tr>
<td>key</td>
<td>frame</td>
</tr>
<tr>
<td>coffee</td>
<td>bulb</td>
</tr>
<tr>
<td>light</td>
<td>bin</td>
</tr>
</tbody>
</table>

1. a table lamp
2. a road sign
3. a tennis court
4. a bulb
5. a door handle
6. a picture frame
7. a key ring
8. a coffee mug
9. a pot
10. a white bowl
11. a table

165
Position of adverbs in a sentence

There are four possible positions for adverbs:

1. before the subject:  
   *Sometimes she gets very tired.*
2. between the subject and the verb:  
   *I sometimes read biographies.*
3. between a modal or auxiliary and the main verb:  
   *I can sometimes play this game very well.*
4. at the end of a clause or sentence:  
   *He makes me angry sometimes.*

However, not all adverbs can go in all four positions.

We use adverbs of certainty (*probably, certainly, definitely*) in these positions:

1. between the subject and a positive verb:  
   *Jasmine probably knows the answer.*
2. after a positive auxiliary/modal:  
   *They'll probably win.*
3. before a negative auxiliary/modal:  
   *Jasmine probably doesn't know the answer. They probably won't win.*

We use adverbs of completeness (*almost, nearly, etc.*) in these positions:

1. between the subject and the verb:  
   *He almost died.*
2. after an auxiliary/modal:  
   *I've nearly finished.*

We use some adverbs that emphasize a statement (*even, just (= simply), only, also*) in these positions:

1. between the subject and the verb:  
   *She was rude and she even laughed at me. I don't know why, I just like jazz.*
2. after an auxiliary/modal:  
   *I can't even understand a word. I'm only joking.*

Notice that we use *just* before a negative modal or auxiliary:

*I just don't understand why it happened.*

Note that all these adverbs go after *be:*

*She is probably at work now.*

For the positions of adverbs related to time (*just, already, yet*) see Unit 15.

We use *too* and *either* at the end of a sentence. We use *too* after two positive verbs and *either* after two negative verbs:

*George earns a lot and he spends a lot too. I don't like dogs and I'm not keen on cats either.* (See also Unit 103.)

We usually use adverbs of manner (those that describe how something is done, e.g. *well, badly, quickly, carefully*) in these positions:

1. after the verb:  
   *Please drive carefully.*
2. after an object:  
   *I read the letter carefully.*

We use adverbial phrases of time (e.g. *in the morning, last Saturday, during the holidays*) at the beginning or end of a sentence or clause:

*Last Saturday I had a great time. I had a great time last Saturday.*

We usually use other adverbial phrases (e.g. those describing place or manner) after the object:

*He put his suitcase on the floor. She opened the letters with a knife.*

When there is more than one adverb or adverbial phrase in a sentence, we normally use them in this order:

*manner -> place -> time*

*He was working hard in his office last night.*
A) Rewrite the sentences using the adverb in brackets ( ) in the correct place.

1. (probably) They will take the train.
   They will probably take the train.
2. (definitely) She comes from Leeds.
3. (nearly) The meal is ready.
4. (even) He lent me some money.
5. (certainly) She works very hard.
6. (only) There were two tickets left.

B) These sentences are taken from a newspaper’s sports section but they are all incorrect. Rewrite them so that they are correct.

1. He will play definitely in Saturday’s game.
   He will definitely play in Saturday’s game.
2. Tickets for the game almost have sold out.
3. They won’t probably become champions.
4. He scored a penalty and he created also two goals.
5. They didn’t just play well enough to win.
6. They won nearly but they were unlucky at the end.

C) These sentences are taken from film reviews. Put the adverbs in brackets ( ) into the correct position in the underlined parts of the sentences.

1. This film will be a big hit with the public. (definitely) will definitely be
2. Many of the characters and events are unbelievable. (almost)
3. This film doesn’t create any interest or excitement. (just)
4. The plot isn’t very interesting and the performances aren’t very good. (either)
5. Although the film was released last week, it has earned a lot of money. (only)
6. This film has attracted a lot of publicity. (certainly)
7. She can act very well and she can sing very well. (also)

Put the words in brackets ( ) in the correct order to make sentences.

1. (hard-worked-yesterday- )
   Lucy worked hard yesterday.
2. (all day-have-well-worked- )
   They
3. (after lunch-in the sea-swam- )
   The children
4. (during the night-rained-heavily- )
   It
5. (better-last week-played- )
   Our team
A) Complete the conversation between two neighbours using the comparative or superlative form of the adjective or adverb in brackets ( ).

Sam: I'm pretty sure my house is a bit *bigger* (big) than yours.

Pete: Really? I thought mine was *bigger* (big) in the street.

Sam: Oh, anyway, my daughter Jo is *brighter* (bright) girl in her class.

Pete: That reminds me, I saw you and Jo pushing your car last week. I must say my car works *better* (good) than yours.

Sam: Really? What's *further* (far) you've ever driven? We've crossed America from coast to coast in my car.

Pete: Your wife didn't enjoy the journey, though, did she? You know, I think I've been *happier* (happy) married than you.

Sam: I'm not surprised. You've bought your wife *more expensive* (expensive) presents in the world, haven't you?

Pete: Well, I've got enough money. I suppose I work *faster* (quick) than you, don't I, and earn *more money* (quick)?

Sam: I think we'd have a fight if you weren't *taller* (tall) man in town.

B) Jasmine has just arrived in a small town in Italy. She's emailing her friend Mia in England. Choose the correct words in brackets ( ) to complete the email.

Hi Mia,

I arrived about three hours ago. I'm sitting in the living room on the *third* (three/third) floor of the house. I was *more excited* (excited/exciting), of course, on the way here, but the journey was *more tired* (tired/tiring). It's *so* (so/such) a beautiful house! I'm a bit *more worried* (worried/worrying), though. Life here for the next six months is going to be very *quieter* (quietly/quiet). On the *sixteenth* (16/16th) of June, there's a festival in the village, but that's the only thing this year! I hope you will email me. I will *be disappointed* (disappointed/disappointing) if I don't get a message now and again.

I met my neighbour just after I arrived. She was *more helpful* (so/such) helpful! She got married last month, and it's her *twenty eighth* (28/28th) birthday tomorrow. She speaks English *better* (good/well), and she sings *beautifully* (beautifully/beautiful) — I can hear her now! Anyway, you know I'm going to try to write a book about my father, so I won't be *more bored* (boring/bored) here. I'm a *slow* (slowly/slow) writer, but I think it will be an *interesting* (interesting/interested) story in the end.

Speak soon,

Jasmine

C) Tom, Ingrid, Raphael and Hilary are talking about their children. Rewrite the underlined part of the conversation.

Tom: I'm worried, Ingrid. Paul is quicker at schoolwork than Joanna. *Joanna* isn't as *quick* at schoolwork as Paul.

Raphael: Kids work too hard at school these days in my view, Tom. Our son Andy didn't watch the football match with me on Saturday. He was too tired!
Ingrid: But you need to work hard to get a job with good pay. Our oldest boy, Sam, is 25 now. He can't buy a house. He hasn't got enough money.

Hilary: But everything costs so much these days! We took Andy to a cycle shop to see a new bike yesterday. We didn't buy it because it was really expensive.

Tom: I know! We looked at a new car. I've never seen a more beautiful machine!

Ingrid: And you drive wonderfully, Tom! And you're...

Tom: Thank you, darling. I'm not as fast as Raphael.

Hilary: Tom! Don't say things like that! Raphael is the worst driver I've ever met!

Raphael: How do you know? You don't open your eyes in the car. You're too frightened.

Boys and their cars! Why don't you spend more time in the garden, Raphael?

---

D Put the words in brackets ( ) in the correct order to complete the text about Bath.

Bath is an interesting English city in the South West. (in the South-West/an/English/interesting/city). Tourists (for four or five days/stay/usually//there). Most people will visit (the/Roman/old/amazing/Baths), and then they (probably/will/a bus/up to the Royal Crescent/take). After that they (beautiful/parks/in one of Bath's/green/can either relax) or have tea in (the/18th-century/elegant/very/Pump Rooms). There's a festival once a year, and (to get/tickets/difficult/always/it's) because it's so popular. Outside Bath, you can visit (American/unusual/the/really/Museum), or the lions at Longleat, or you (can/peacefully in the countryside/drive around/just).

---

E Esther is leaving a voicemail message. Complete her message with the words from the box.

as far as garden on the left at home upstairs away

Hi there Helen! I thought you'd be at home. Oh dear. Anyway, I'm going for a few days. I'm leaving the car, though. It's old, like me, and the garage is full of old. I've lost my book, but I think I know the way to The Grange. You take the train Little Hollow, and then it's when you leave the station. Anyway, the weather looks good, so if you want to borrow my chairs while I'm away, go , turn left and they're in that little cupboard. You'll have to go into the cupboard , I'm afraid, because it's full of old legs and things like that! Anyway, I'd better go. Bye for now!
1 In, on and at are used to talk about places:

- We use in with enclosed spaces (e.g. rooms, buildings) and limited areas (e.g. towns, parks, countries, continents):
  - in my pocket  in her car  in Germany

- We use on with surfaces (e.g. walls, floors, shelves) and lines (e.g. paths, coasts, the equator):
  - on the grass  on the sea  on the line  on the third floor

- We use at with a point (e.g. at the bus stop), and at with a building, when we mean either inside or outside:
  - A: Let's meet at the cinema.
  - B: OK. Shall we meet in the cinema itself or on the pavement outside?

2 Look at the illustration and read the sentences:

```
There is a woman in the car.
There are people outside the cinema.
The people are on the pavement.
There is a clock above the cinema entrance.
The cinema entrance is under the clock.
The bank is next to/beside the cinema.
The letter box is opposite the cinema.
The bank is between the cinema and the cafe.
There is a hill behind the town.
The car is in front of the bank.
```

3 Into, onto, and to are used to talk about movement:

- We moved the chairs into my bedroom.
- The actor ran onto the stage.
- They walked to the next town.

The opposites are out of, off and from:

- We moved the chairs out of my bedroom.
- The actor ran off the stage.
- We drove from London to Edinburgh.

Here are other prepositions of movement:

- They ran across the field to the road.
- James cycled along the road to the next town.
- I walked up the hill and ran down the other side.
- The bus went past the bus stop without stopping.
- The train goes through three tunnels.

A These sentences describe the picture. Look at the picture and change the underlined words which are wrong. Tick (✓) the underlined words which are correct.

1 There is a TV under the table.
2 There is a dog on the floor.
3 The dog is under the table.
4 The cat is next to the table.
5 The keys are next to the flowers.
6 The flowers are in the vase.
7 There is a big book in front of the flowers.
8 There is a picture on the TV.
9 The cat is above the table.
10 There is a bird on a cage.
B Complete the sentences with in, on or at.

1. Peter lives in ______ Turkey.
2. There were some beautiful pictures ______ the walls of their sitting room.
3. The children are playing ______ the grass ______ the park.
4. Does this bus stop ______ the railway station?
5. I live in a flat ______ the fifth floor.
6. Ecuador is ______ South America; it lies ______ the equator.
7. There is a queue of people ______ the bus stop.

C Complete the sentences using the words from the box.

- into (x3) - onto (x2) - to - out of - off

1. The march started in the park. From there we marched ______ the Town Hall.
2. The tiger escaped from its cage and jumped ______ the lake. It took a long time to get it ______ the lake and back ______ its cage.
3. Stupidly, Simon drove his car ______ the beach and then he couldn't move it, because the wheels sank ______ the sand. In the end he needed eight people to push it ______ the beach and back ______ the road.

D Look at this picture of a town showing the route for a race and complete the text using the words from the box.

The race starts ______ the Town Hall. The runners start ______ the Town Hall and run ______ the main square, to the river. Then they run over New Bridge and go ______ the road beside the river for about 200 yards. They go ______ the theatre and ______ Castle Hill. They turn right ______ the castle, and they go ______ Steep Hill. Then they go ______ the tunnel ______ the river, and they finish at the station.
1. When we talk about time we often use the prepositions *in*, *on* or *at*.
   - We use *in* with parts of the day, and with months, seasons and years:
     - *in the morning*, *in the afternoon*, *in the evening*
     - *in January*, *in February*, *in March*
     - *in the spring*, *in the summer*, *in the autumn*, *in the winter*
     - *in 1542*, *in 1868*, *in 2016*
   - We use *on* with days and dates:
     - *on Wednesday*, *on Thursday evening*, *on Christmas Day*, *on her birthday*
     - *on 9th April* (We say *On April the ninth* or *On the ninth of April.*)
   - We use *at* for times of the day, and with meals and mealtimes:
     - *at 11 a.m.*, *at three o'clock*
     - *at breakfast*, *at lunchtime*, *at teatime*, *at dinner*
   - We also say:
     - *at night*, *at the weekend*
     - *at Christmas*, *at Easter*

2. The following words can replace *in*, *on* and *at*:
   - **this** | **next** | **last** | **every**
   - I'm going home *in* April.
   - I'm playing tennis *on* Wednesday.
   - She left *at* the weekend.
   - He visits Jasmine *on* Saturdays.

3. We can use *from ... to* to talk about time:
   - **THE FRICK COLLECTION**
   - OPENING HOURS
   - 10.00 - 6.00
   - The museum is open *from* 10 a.m. to 6 p.m.

A. Complete the sentences with *in*, *on* or *at*.
   - 1. I went to Turkey *in* ....... July.
   - 2. We must leave ....... five o'clock.
   - 3. We'll have a break ....... the afternoon.
   - 4. She's arriving ....... Monday.
   - 5. It's very cold here ....... night.
   - 6. I was born ....... 1992.
   - 7. I never work ....... the weekend.
   - 8. We can play tennis ....... the summer.
   - 10. I'll see you ....... lunchtime.

B. Are you going on holiday in the *summer*?
   - Anna: No, but I went skiing in Italy in the .......
   - Tom: ....... , and I'm going to America at the .......
   - Anna: I'll be in New York on .......
   - Tom: ....... ; then I'm travelling south to Texas. What about you? Are you going away this year?
   - Anna: Yes. In fact, I'm flying to Morocco at ....... tomorrow.
   - Tom: Really? It's a wonderful country. I was there in .......
   - Anna: Just think! I'll be on a Moroccan beach on my ....... !
C In these sentences there are some mistakes. Sometimes the underlined prepositions are wrong. Sometimes the prepositions are not necessary. Cross out the prepositions which are wrong and replace them if necessary. Put a tick (√) if the preposition is correct.

1. I normally go to the south of France on in the winter. I usually go in December, but last December I couldn’t go because my wife was ill.
2. Shall we visit George in Spain in next April?
3. I always drink two cups of coffee on breakfast. In the afternoon I drink tea. I drink hot milk in night before I go to bed.
4. They play golf on every Tuesday in the summer.
5. I gave her a painting on her birthday at June.

D Look at the table with your arrangements for the next few days (today, this week), and for the next few months (in December, next year). Use the information in the table to write sentences using the Present Continuous (I’m doing), and a preposition (in, on, etc.) if necessary.

E Complete the sentences using the information in brackets ( ).

1. (play/golf) → the afternoon
2. (meet/Steve) → Wednesday morning
3. (go/to the bank) → ten o’clock on Friday
4. (start/a new job) → next Monday
5. (visit/Egypt) → December
6. (sell/my house) → 10th January

1. I’m playing golf in the afternoon.
2. I
3. I
4. I
5. I
6. I

1. (two o’clock → three o’clock) The shop is closed from two o’clock to three o’clock.
2. (Friday) She will be on holiday from Friday.
3. (June → August) The beach is busy.
4. (ten o’clock) I’ll be at the sports centre.
5. (March) The new motorway will be open.
6. (Monday → Friday) We work.
8. (January) She will be in Hong Kong.
We use **as + noun**:

- to talk about someone's job or role:
  
  She works **as an assistant** in a laboratory.
  
  He came to fame **as the main character** in a successful film.

- to talk about the function or use of something:
  
  I lent him some money **as a favour**.
  
  You can use this sofa **as a bed**.

We use **as** in phrases that refer to something that has already been stated or is already known:

As I told you last week, I'm going away tomorrow.

As you know, some friends are staying with me at the moment.

We use **as** after certain verbs for giving descriptions or talking about attitudes:

She described her boss **as short and hairy**.

I regard her **as my best friend**.

We use **as** in the phrases **such as**, **the same as** and **as usual**:

Some sports, **such as** golf, don't interest me.

(= for example)

I really like buildings **such as** this.

(= of the same type)

His income is **about the same as** mine.

As usual, she gave me some very good advice.

We use **like + noun/pronoun** for comparing, with the meaning 'similar to':

*He doesn't behave **like other people**.*

*Like most boys **of his age**, he's keen on sports.*

I wish I could sing **like you**.

We use **like + noun/pronoun** with the meaning 'in a similar way to':

*If you cook it **like this**, it always tastes better.*

We use **like + noun/pronoun** with the meaning 'such as':

*Some people, **like my brother**, really love their jobs.*

I really enjoy music **like this**.

We use **look, sound, taste, feel + like** + noun/pronoun to talk about the appearance of someone/something or the impression something gives us:

*She doesn't look **like her sister** at all.*

*He sounds **like his father** when he speaks.*

*This tastes **like coffee**.*

(See also Unit 33.)

We use **as if/as though** + subject, verb, etc. with the meaning 'in a way that suggests ...'.

We use **as if/as though** + subject to describe how something seems:

*He talks **as if he's an expert on the subject**.*

(= he isn't or may not really be an expert)

*She acted **as though we had never met before**.*

(= but we had met before)

---

**A**

**Complete these sentences taken from reviews of new music, using as or like.**

- This song sounds exactly **like** the band's previous one.

  1. At the moment, there is no one quite **like** this singer on the music scene.
  
  2. Many people regard her **as one of the best singers in the country** at the moment.
  
  3. Although she looks **like a small and delicate girl**, she has a very big voice.
  
  4. **As everyone knows**, this band shot to fame last year.
  
  5. He describes this new album **as an experiment in a new style of music**.
  
  6. **As this tends to be popular for only a short time**, this band shot to fame last year.
Complete the dialogues using *as* or *like*.

A: What did you do before this job?
B: I spent seven years *as* a teacher at a university.

1. A: Are you coming to the party tonight?
B: No, *I told you before, I'm going somewhere else.*

2. A: Do you like this programme?
B: No, it's *all those reality TV shows, it's really boring.*

3. A: I'm having trouble doing this job on the computer.
B: That's because you shouldn't try to do it *that.* Look, I'll show you.

4. A: Let's stay at this hotel for the whole trip.
B: Yes, we can use it *a base for travelling around the region.*

5. A: Did you enjoy the book I lent you?
B: Yes, *I don't usually enjoy novels* *that,* but it was excellent.

6. A: Did you discuss the problem with William?
B: Yes, *and I thought,* it was an easy one to solve.

7. A: What's your opinion of Anna?
B: I *get on well with her most of the time,* but sometimes she acts *a child.*

8. A: That was a horrible thing to say.
B: Don't get upset. *I only said it* *a joke.*

Complete these sentences describing people using *as, like* or *as if/as though.*

Felicity behaves *as if/as though* *she's more important than everyone else.*

1. Sarah doesn't think *other people,* she has her own ideas.

2. *Matt has not had an easy life.*

3. Helen dresses *the girls she sees in magazines.*

4. Toby talks *money is the only thing in life that matters.*

5. *James is extremely interested in football.*

6. When he talks, Simon sounds *someone who is not from this area.*

7. *Ruth works very hard and is very serious.*

Complete these sentences using *as, like or as if/as though.*

He's a very good guitarist and he sounds *like* *a professional when he plays.*

1. People *him really make me angry.*

2. This doesn't taste *anything I've eaten before.*

3. The thief was described *tall and thin.*

4. *usual, she arrived late for work.*

5. Older people *my parents have different attitudes from mine.*

6. Most people were shocked but she acted *nothing important had happened.*

7. *you've got a bad throat.*

8. What you're telling me now is not the same *what you told me yesterday.*
We can use **in** to describe what somebody is wearing:
- Jasmine is the woman **in** the red dress.
- I went to the interview **in** my new suit.
- It was a sunny day, and everyone was in summer clothes.
- Are you allowed to go to work **in** jeans?
- We saw some soldiers **in** uniform.

We can use **with** to describe a part of somebody's body:
- A small boy **with** red hair came into the shop.
- Our teacher is a tall man **with** a beard.
- Lisa is a pretty girl **with** blue eyes.
- Jack was talking **to a man with a big nose**.

We can also use **with** to describe animals:
- A rabbit **is an animal with big ears and a small tail**.

We can use **with** to talk about a part of something:
- They live **in a white house with a flat roof**.
- I bought **a shirt with red stripes**.
- I used the pot **with the wooden handle**.
- They have a garden **with three apple trees**.

We can use **with** before something, for example a tool, that we use in order to do something:
- You clean your teeth **with a toothbrush**.
- You open a tin **with a tin opener**.
- I cleaned the table **with a cloth**.
- Please eat **with your knife and fork**.

We use **by + -ing** (e.g. **by doing**) to describe how we do or did something:
- She learnt French **by listening to it**.
- You start a car **by turning the key**.
- She became successful in business **by working very hard**.
- The prisoners escaped **by climbing over a wall**.

We use **without + -ing** (e.g. **without doing**) to say that a particular action is not done or was not done:
- She passed the exam **without doing a lot of work**.
- They left **without waiting for me**.
- He did the work **without making any mistakes**.

**Complete the sentences using in or with.**
- A young man **with** a moustache was driving the car.
- He showed me a photograph of a woman **with** blue eyes.
- It's the only house **in** the street.
- A lot of businessmen **in** suits were on the train.
- There was a plant **with** big green leaves in the corner of the room.
- John was walking down the street **with** a woman **in** a black coat.
- Look at that bull **with** those enormous horns!
- One of the children was a girl **with** long, dark hair.
- A man **with** a hat came into the cafe.
- Soldiers **in** uniform were standing at the entrance to the building.
- She wanted to buy a computer **with** a screen, a keyboard and a mouse.
- We booked a hotel room **with** a bathroom.
- It was cold, so I went out **in** a coat and scarf.
- We've bought a television **with** a big screen.
- He arrived for the meeting **with** a grey jacket.
B Match the first and second halves of the sentences. Then link the two halves with a preposition (in, with, etc.).

1. You must speak to the woman
2. A giraffe is an animal
3. I want a shirt
4. She cleans her teeth
5. They live in a house
6. He's digging the garden
7. She painted the kitchen
8. You should always cut meat
9. They got into the house
10. The soldiers do all their exercises
11. She has a car
12. He dried his hair
13. You can't make an omelette
14. Some women prefer men

a. a sharp knife.
b. sitting in the sun.
c. a spade.
d. lots of sugar.
e. beards.
f. a brush.
g. the green skirt.
h. breaking a window.
i. four chimneys.
j. uniform.
k. toothpaste.
l. a very long neck.
m. a round collar.
n. breaking eggs.
o. four-wheel drive.

C Rewrite the sentences using by or without.

1. She sat in the corner. She didn't say anything.
   She sat in the corner without saying anything.
2. He opened the door. He turned the key.
   He opened the door by turning the key.
3. She answered the question but she didn't read it carefully.
4. He left. He didn't say thank you.
5. She got the money because she sold her car.
6. I threw the letter away. I didn't open it.
7. We worked all day and we didn't eat anything.
8. He lost weight. He went on a strict diet.
9. I went out, but I didn't lock the door.
Other uses of prepositions

There are many common phrases that have prepositions in them.

1. We use at in these phrases:
   - at the beginning/end of
   - at first
   - at last
   - at the moment
   - at the weekend
   - at once (= immediately or at the same time)

   She'll be back at the beginning of next week.
   At first, I didn't believe what he was saying.
   I waited for weeks and at last the letter arrived.
   Are you busy at the moment?
   You don't have to do everything at once.

   We also use at for speeds:
   He was driving at over 150 km an hour.

2. We use by with means of transport:
   - by car/bike/bus/plane/boat/ship/train, etc.

   Do you go to work by train or by car?

   But we say on foot (= walking):
   I came here on foot because I wanted to get some exercise.

   We use the car/in my, our, etc. to talk about someone's car:
   It was only a short journey but we went in my/our/the car.

   We use on my, our, etc. with bike:
   He came on his bike.

   We use on the before other means of transport:
   I met her by chance on the train.

   We use by in phrases describing processes (e.g. sending something, ordering something, paying for something, making something):
   I'll send the information by post/email.
   Can you book tickets by phone?
   You can pay by card or by bank transfer.
   All these products were made by hand.

   But we say in cash:
   I paid for the holiday in cash.

   We also use by in these phrases:
   by chance, by accident, by mistake

3. We use for in these phrases:
   - for example
   - for sale
   - for ever (or forever)
   - Their house is for sale.
   - I'd like to live here for ever.

4. We use in in these phrases:
   - in advance
   - in danger
   - in future
   - in my opinion
   - in the past

   You are advised to book a table in advance.
   I can't talk to you now, I'm in a hurry.
   In general, she has a good life.

   Notice also:
   - in writing
   - pen
   - pencil
   - capitals

   Please write your name in capitals in this box.
   Put your complaint in writing.
   (= write a letter or email)

5. We use on in these phrases:
   - on business
   - on holiday
   - on a trip
   - on (the) TV
   - on the radio
   - on the internet
   - on the computer
   - on the phone (= speaking, using it)
   - on strike
   - on fire
   - on the floor

   I'm going away on holiday/on business next week.
   All this work is done on computers these days.
   There are no trains because the drivers are on strike.
   I found a lot of useful information on the Internet.
   She was on the phone when I went into the room.

   Notice also the common prepositions except (for) and instead of:
   - Everyone was happy except (for) Elaine.
     (= Elaine was the only person who wasn't happy.)
   - I'd prefer a cold drink instead of a coffee at the moment.

   We use an -ing form after instead of:
   I walked to work instead of going by car.
A Match the first and second halves of the sentences.

1. I waited for ages until the parcel arrived at a fashion.
2. You should buy your tickets well in b strike.
3. As part of her job she has to travel a lot on c advance.
4. I didn't plan to meet him, it happened by d last.
5. I won't make the same mistake in e business.
6. This kind of music is currently in f chance.
7. Their plane was late because some pilots were on g future.

B Complete these official instructions by putting in the correct prepositions.

1. We can be contacted by phone at the number below.
2. Complaints must be put writing and sent to the address below.
3. Please complete your personal details capitals.
4. Applications sent post will be dealt with as soon as possible.
5. Payment can be made credit card or bank transfer but not cash.
6. Feel free to contact me email at any time.

C Complete Nick's email to a friend using the words from the box and the correct preposition.

Hi Pete,

I've been living in this city for a couple of months now. It's a very crowded and busy place and everyone seems to be *in a hurry* all the time. Nobody is willing to wait for anything, they want to have it all the time. I see this all the time.

I was in a restaurant the other day and the man at the next table demanded to speak to the person because he'd been waiting five minutes for his meal! When the waiter then brought the wrong meal, he went completely mad!

I thought I'd like living here, but now I've decided it's a good place to stay if you're Nick.

D Complete these sentences with the correct prepositions.

1. Did you have a good time at the weekend? In my opinion, you're wasting your time.
2. A few minutes later, the whole building was fire.
3. They've been love ever since they first met.
4. They've won every game one, which they lost badly.
5. She does most of her work her laptop.
1. After some verbs we use a particular preposition* (e.g. for, to, on):

<table>
<thead>
<tr>
<th>Verb + Preposition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>wait for</td>
<td>I was waiting for a bus.</td>
</tr>
<tr>
<td>listen to</td>
<td>She listens to the radio a lot.</td>
</tr>
<tr>
<td>belong to</td>
<td>Does that book belong to you?</td>
</tr>
<tr>
<td>ask for</td>
<td>Have you asked for the bill?</td>
</tr>
<tr>
<td>apply for</td>
<td>He has applied for another job.</td>
</tr>
<tr>
<td>depend on</td>
<td>The salary depends on your age.</td>
</tr>
<tr>
<td>agree with</td>
<td>I don't agree with you.</td>
</tr>
</tbody>
</table>

2. Now look at these examples:

- **arrive at/in:**
  - We arrived at the airport. (You arrive at a place, for example a building.)
  - We arrived in Portugal. (You arrive in a town or country.)

- **look at/for:**
  - Look at that strange man over there! (You look at something you can see.)
  - I'm looking for my diary. (You look for something that you are trying to find.)

- **talk to/about:**
  - She was talking to some friends. (You talk to somebody.)
  - They were talking about politics. (You talk about something.)

3. In questions that begin with a question word like **What, Who** or **How many**, we usually put the preposition at the end:

- Who are you waiting for?
- What does their decision depend on?

4. We do not usually use a preposition after these verbs:

- phone/ring/call: He phoned/rang/called me last night. (NOT He phoned/rang to me ...)
- discuss: We often discuss sport. (NOT ... discuss about sport.)
- answer: She didn't answer me. (NOT ... answer to me.)
- reach (= arrive): I reached the office at nine o'clock. (NOT ... reached to the office ...)

5. Note that we **pay someone**, but we **pay for something**:

- She paid him yesterday. (You pay a person.)
- I paid for the books. (You pay for something that you receive.)

But note that we **pay a bill**: I'll pay the bill.

*Another term for verb + preposition is prepositional verb.

---

A. Complete these sentences with the correct prepositions (to, for, etc.). In some sentences no preposition (–) is required.

- I'm waiting for a phone call.
- We reached the airport after 11 o'clock.
- I'll ask some information.
- Let's listen some music.
- Where do I pay this shirt?
- Let's discuss the arrangements for tomorrow.
- Who's going to pay the taxi driver?
- We paid the bill and left the restaurant.
- I'll phone the theatre and book two tickets.
- The price of the holiday depends when you want to travel.
9 He walked out of the room without answering me.
10 A lot of people don't agree you.
11 I've applied a visa.
12 Who does this pen belong ?

B Complete the story with prepositions. For some gaps no preposition is required.

When Jack arrived the theatre, Alice was waiting him.
'Where have you been?' she asked him. 'We can talk that later,' said Jack. 'I tried to phone you to say that I was going to be late, but you didn't answer. Let's go into the concert.' 'OK,' said Alice, 'but as you were late, you have to pay the tickets!' "What?" said Jack. 'I don't want to argue it, but I don't agree you. It's not fair!"

C Complete the questions using the words in brackets (). Add the correct preposition.

Tim: What are you doing here, Grace?
Grace: I'm just waiting.
Tim: Who are you waiting for?
Grace: Sara. She's talking to the boss.
Tim: She wants more money.
Grace: I don't know, but she's started looking for a new job.
Tim: How many jobs have she applied?
Grace: Five or six, I think. By the way, is that a new phone that you've got?
Tim: Yes, I got it the other day.
Grace: And you listen.
Tim: My favourite Beatles album. It's great!

D Complete the postcard by putting in the prepositions that are necessary. Sometimes, no preposition is required.

Dear Sam,
We arrived Greece at about 11 o'clock. We got a taxi from the airport to the port, and found the boat going to our island. I enjoyed looking the scenery on the way. When we reached the island, we looked our villa but we couldn't find it. I talked a local man, and I asked directions. He offered to take me there. When we arrived the villa, I offered to pay him, but he didn't want any money.
The weather's lovely. I'll call you when we get back from our holiday.

Love,
Tina
1 Some adjectives can be followed by a preposition + noun:

<table>
<thead>
<tr>
<th>ADJECTIVE + PREPOSITION + NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm afraid of dogs.</td>
</tr>
<tr>
<td>She's good at maths.</td>
</tr>
</tbody>
</table>

Here are some more examples:

Some people are afraid of thunder.
John is very angry with me.
I was annoyed with my sister.
Jenny is brilliant at maths.
Tom was busy with his work.
William is careless with his money.
Anna's mother was cruel to her.
France is famous for its cheese.
Peter is very fond of children.
Our cat is frightened of your dog.
The rooms were full of old furniture.
Are you good at sport?
They were grateful for our help.
She's interested in old coins.
He's very keen on chess.
Your sister was very kind to us.
I'm often lucky at games.

Ian was pleased with the result.
They're proud of their children.
Are you sure about her name?
I was surprised by her anger.

2 Some adjectives are followed by a preposition + -ing form:

<table>
<thead>
<tr>
<th>ADJECTIVE + PREPOSITION + -ING FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>He was sick of washing dishes.</td>
</tr>
<tr>
<td>I'm not very good at running.</td>
</tr>
<tr>
<td>Robert is very fond of talking.</td>
</tr>
<tr>
<td>Anna is used to working at night.</td>
</tr>
</tbody>
</table>

(= She often works at night, and she doesn't mind it.)

3 A few adjectives can have an -ing form without a preposition:

<table>
<thead>
<tr>
<th>ADJECTIVE + -ING FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>busy no good not worth</td>
</tr>
<tr>
<td>They were busy getting</td>
</tr>
<tr>
<td>things ready.</td>
</tr>
<tr>
<td>It's no good worrying about the weather.</td>
</tr>
<tr>
<td>It's not worth taking the car, we can walk.</td>
</tr>
</tbody>
</table>

Complete these sentences using prepositions (e.g. with, of).

Mary was pleased with her exam results. She had got good marks in most subjects.
1 Thank you very much. I am very grateful for your help.
2 I'm not sure about the price, but I think they cost about £5.
3 It was the day of the concert, and everyone was busy with the preparations.
4 I didn't expect to win the match. I was quite surprised with the result.
5 Amber was very brave. We are very proud of her.
6 I like geography and I'm very interested in history as well.
7 We've got plenty of food. The fridge is full of things to eat.
8 Mary didn't like the director. She was annoyed with him.
9 John is very clever. He's brilliant at physics and chemistry.
10 Jasmine doesn't like small animals, but she's very fond of horses.
11 Julian should look after his glasses. He's very careless with them.
12 Lucy and Jasmine like sports. They are particularly keen on hockey.
13 Matt must be good at French. He got top marks in the exams.
14 Mike has never learnt to swim because he's afraid of water.
B Write these dialogues in the Present Simple or Continuous. Use the words in brackets ( ) and any prepositions (e.g. with, of, at) that you need.

A: (Jasmine, why/be/you/angry/Peter?)  B: (Because he/be/very careless/his money)
A: Jasmine, why are you angry with Peter?
B: Because he is very careless with his money.

1 A: (be/their daughter/good/school work?)  B: (Yes, in fact she/be/brilliant/everything)
A: Is their daughter good at school work?
B: Yes, in fact she is brilliant at everything.

2 A: (Why/be/Mr Bell's dog/hide?)  B: (Because it/be/afraid/fireworks)
A: Why does Mr Bell's dog hide?
B: Because it is afraid of fireworks.

3 A: (be/Jenny/fond/classical music?)  B: (Yes, she/be/very keen/Bach, for example)
A: Is Jenny fond of classical music?
B: Yes, she is very keen on Bach, for example.

4 A: (be/you/pleased/Peter's exam results?)  B: (Yes, we/be/very proud/him)
A: Are you pleased with Peter's exam results?
B: Yes, we are very proud of him.

C Complete the dialogue using the words from the box and a preposition if it is necessary.

Isaac: How did your job interview go?
Chloe: All right, I think. The company director was quite kind to me.
Isaac: What does the company make?
Chloe: Clothes. It's full of its sports clothes, in fact. I had to wait for a while because the director was talking to some clients. The corridor where I waited was full of boxes with clothes in them.
Isaac: And what did he ask you?
Chloe: She. The director's a woman. She asked me if I was interested in maths. I said yes. She asked me if I was used to working under pressure, and I told her that I prefer to be busy at work so that it was no problem. Then she asked me why I was worried about changing jobs, and I told her that I was worried about working hard for so little pay. I'm a bit worried about that answer now; perhaps it wasn't the best thing to say.
Isaac: It's worth thinking about it now. What do you think your chances are?
Chloe: I'm not sure. I'm not really sure that I want to change jobs just now, but I think it's worth going to an interview from time to time because it gives you practice and makes you more confident.
A This is a weather forecast on a local radio station. Complete the missing words.

'Good morning. This is the weather at: six o'clock in the morning. It's cold, and there's ice on the roads, so don't drive too close to the car. The roads, so don't drive too close to the car. There should be 40 metres between you and that car. If you're driving in the city, pay attention to schoolchildren walking across the road. Remember, you might be in front of a school! Traffic is moving very slowly to the city centre at the moment. There was an accident last night, so if you're driving to Central Library, the police may stop you and ask you a few questions. That's all for now. More weather news hour, six at night, this is the KC News Network making sure you're up to date with the news on the road!'
A tour guide is showing tourists a Roman camp near Hadrian's Wall in the north of England. Complete the tour using words from the box.

reach busy interested waiting talk sure proud
Listen depended grateful surprised brilliant

*Listen* .................. to me now, please. Can you hear me? I'm going to 1 ................. to you today about daily life for Romans living in the camp. I think you will be 2 .................. by some of the things that you see. This part of the camp was the kitchen. Imagine 15 cooks 3 ................. with the meals for the soldiers and their families! The cooks 4 ................. on local farms for the food, and they were 5 ................. at keeping food for a long time, using salt for example. If you're 6 .................. in cooking, please ask for more information at the tourist centre.

Shall we continue? Who are we 7 .................. for? We're not 8 .................. about this part of the camp, but we think it was a bathing area, and we know that the Romans were 9 .................. of their bathrooms. I expect that the people living here were 10 ................. for hot water in winter. Let's move on. In a moment we'll 11 .................. the family part of the camp, and I'll let you look around by yourselves.'

E

Olivia and Dan are talking on the phone. In gaps 1–7, circle the correct preposition. In gaps 8–20, write the correct preposition.

Olivia: Hi! Is that you, Dan? I'm glad you haven't left yet. When you come to the conference tonight, could you bring the green file? It's 4 onto/on my desk, 5 behind/between the phone. Can you see it? That's right. It's 2 across/under the dictionary. Great! Now, do you know how to get to the hotel?

Dan: I think so. After I've driven out 3 from/of London, I go north 4 in/up the A54, through Watford, 5 as/like though I was going to Milton Keynes. But in fact I take the B254 6 on/to Halton before I reach Milton Keynes. I think I should get there about nine o'clock, shouldn't I?

Olivia: That's right, unless you get lost 7 as/like me!

Dan: Isn't there a big house 8 .................. sale, just before the Halton road?

Olivia: Yes. It's 9 .................. the left. I didn't see it, so I had to ask 10 .................. directions.

Dan: Is the boss there already? I plan to arrive at the hotel 11 .................. jeans instead 12 .................. my suit and tie. I hope that's OK. By the way, did you apply 13 ................. Phil's job?

Olivia: I wasn't sure about it, but yes, I did apply. I was a bit annoyed 14 .................. the advertisement on the website, though. There was a sentence 15 .................. the end of it, saying 'You must be good 16 .................. talking to people.'

Dan: What's wrong with that?

Olivia: Well, Phil was very good at talking to people, but he wasn't fond 17 .................. doing any work, was he?

Dan: You sound 18 .................. you didn't really like Phil.

Olivia: Well, I thought he was a bit cruel 19 .................. his co-workers.

Dan: Yes, I think they were frightened 20 .................. him, weren't they? Look, I'd better go. See you later!
Have and have got

1 Look at this example with have:
They always have breakfast at seven o'clock.

**POSITIVE**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Full Form</th>
<th>Short Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/you/we/they</td>
<td>have</td>
<td>have</td>
</tr>
<tr>
<td>He/she/it</td>
<td>has</td>
<td>has</td>
</tr>
</tbody>
</table>

**NEGATIVE**

<table>
<thead>
<tr>
<th>Subject</th>
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</tr>
</thead>
<tbody>
<tr>
<td>I/you/we/they</td>
<td>do not have</td>
<td>don't have</td>
</tr>
<tr>
<td>He/she/it</td>
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<td>doesn't have</td>
</tr>
</tbody>
</table>

**QUESTIONS**

<table>
<thead>
<tr>
<th>Question</th>
<th>Form</th>
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<tbody>
<tr>
<td>Do</td>
<td>I/you/we/they have...?</td>
</tr>
<tr>
<td>Does</td>
<td>He/she/it have...?</td>
</tr>
</tbody>
</table>

2 Look at this example with have got:
I've got three brothers.

**POSITIVE**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Full Form</th>
<th>Short Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/you/we/they</td>
<td>have got</td>
<td>have got</td>
</tr>
<tr>
<td>He/she/it</td>
<td>has got</td>
<td>has got</td>
</tr>
</tbody>
</table>

**NEGATIVE**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Full Form</th>
<th>Short Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/you/we/they</td>
<td>have not got</td>
<td>haven't got</td>
</tr>
<tr>
<td>He/she/it</td>
<td>has not got</td>
<td>hasn't got</td>
</tr>
</tbody>
</table>

**QUESTIONS**

<table>
<thead>
<tr>
<th>Question</th>
<th>Form</th>
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<tbody>
<tr>
<td>Have</td>
<td>I/you/we/they have got...?</td>
</tr>
<tr>
<td>Has</td>
<td>He/she/it have got...?</td>
</tr>
</tbody>
</table>

3 We can use have or have got:

4 We use have (NOT have got) to talk about meals and holidays, and with a bath, a shower, or a wash:

Do you normally have a big breakfast?
Have a good holiday!
She's having a shower at the moment.
I always have a wash before I go out.

A Write positive or negative sentences or questions, using have got and the words in brackets ( ).

1 (she/not/brown eyes.) She hasn't got brown eyes.
2 (he/a flat/in the town centre.)
3 (you/a car?)
4 (I/not/a brother.)
5 (she/a headache.)
6 (Steve/brown hair?)
Now write sentences or questions using have in the Present Simple (have, has, don't have, etc.).

1. (we/always/eggs/for breakfast) We always have eggs for breakfast.
2. (John/always/a holiday in August) John always has a holiday in August.
3. (she/a bath/every Friday) She always has a bath every Friday.
4. (you/a shower/in the morning?) Do you always have a shower in the morning?
5. (I/always/lunch/in the park.) I always have lunch in the park.
6. (They/not/a swimming pool.) They don't have a swimming pool.

B. Put the words in brackets ( ) in the correct order to complete the dialogues.

1. (got – I’ve – two brothers) A: Have you got any brothers or sisters? B: Yes, I've got two brothers.
6. (a car – I – got – haven't) A: Are you going to drive to Scotland? B: No, we haven't got a car.
7. (you – dinner at seven o'clock? – have – do) A: We’ve got a large garden. B: No, we always eat at seven-thirty.

C. Some of the sentences are wrong. Rewrite the wrong sentences and tick (✓) the correct sentences.

1. We've got a holiday in Mexico every year. ✓
2. Paul's got a sister in Scotland. ✓
3. She is tired, but she doesn't have a cold.
4. I haven't got lunch every day.
5. Have you got a shower every day?
6. Have you got an English dictionary?
7. Do you have a headache?
8. We've got a large garden.
9. I've got a bath at ten o'clock and I go to bed at eleven o'clock.
10. They're having got dinner at the moment.
11. They've got two dogs.
12. Have got a good weekend!
There are many phrases in which a particular verb is used together with a particular noun, for example:

- make a cup of coffee
- do some work
- have breakfast

We often use make in sentences about producing or creating something:

- They made a fire in the woods.
- Shall I make some coffee?
- He made some sandwiches for lunch.

We also use make in these phrases:

- Excuse me. I have to make a phone call.
- He makes a lot of mistakes in his work.
- I couldn’t sleep because the neighbours were making a lot of noise.

We often use do in sentences about working, or about doing particular jobs:

- Have you done your homework?
- He offered to do the washing-up.
- We're going to do some shopping.
- I haven’t done much work today.

We use have + noun to describe activities:

- I'm going to have a shower in the morning.
- We usually have lunch at about one o'clock.
- I’m having fish for dinner tonight.
- I had a swim in the sea this morning.

We use get with adjectives that describe feelings, to say that we begin to have the feeling:

- I’m getting tired now. I need a rest.
- They’re late and I’m getting worried.
- I got angry and shouted at them.

We use get in some phrases that describe a change of situation:

- We got lost in Paris. (= We became lost ...)
- It’s getting cold. (= It’s becoming cold.)
- Jasmine was very ill, but she’s getting better.
- They got married three years ago.
- It rained heavily and I got very wet.

We use make + someone + adjective to talk about the cause of a feeling:

- He made us very angry.
- The news made him happy.

**A**

Complete the sentences, using the correct forms of *make, do, have* or *get*. Be careful that you use the correct tense.

1. He was making a cup of coffee in the kitchen.
2. We have lunch in a very pleasant little restaurant yesterday.
3. She always excited before her birthday.
4. We have to some homework every evening.
5. I think I’ve a terrible mistake.
6. They the shopping and then they went home.
7. It was late because I lost on my way there.
8. Could I a quick phone call, please?
9. Please don’t so much noise.
10. It was a lovely surprise and it me very happy.
11. Her parents are old. They are 60 or 70.
12. How old were you when you married?
Look at the notes in the table about what Laura did yesterday. Complete the text using the correct forms of make, do, have or get. Sometimes more than one answer is possible.

It was a normal day for Laura yesterday. She got up at 7.30 and she *had* a shower. Then she *got* breakfast. For breakfast she *had* fruit juice and toast. While she was walking to work, it rained and she *got* wet. She *was* angry about this. In the morning she *did* a lot of work. She *had* lunch at about one o'clock. She *had* sandwiches for lunch. When she *had* finished all her work in the afternoon, she went home. On the way home she *did* some shopping. She *made* a pizza for dinner. She *did* the washing-up and then she watched TV for three hours. By 11 o'clock she felt quite tired, and so she went to bed.

Complete the dialogues using the correct form of make, do, have or get.

A: Was the film good?
B: No, I *got* bored in the middle of it.

1. A: Could you *make* some shopping for me?
   B: Yes, what do you want me to buy?

2. A: Were you pleased by the news?
   B: No, it *made* me very unhappy.

3. A: Was it a warm day?
   B: Yes, but it *was* rather cold in the evening.

4. A: Are you hungry at the moment?
   B: No, I *had* a big meal a couple of hours ago.

5. A: Did he pass the test?
   B: No, he *made* a lot of mistakes.

6. A: Are you ready to go out?
   B: No, I'm not. I want to *make* a wash first.

7. A: Could you repair this for me?
   B: Yes, but I can't *make* the job until tomorrow.
We can use many verbs together with another word to form 'phrasal verbs', e.g. put on, get up.

The same verb can go with several different words to form phrasal verbs with different meanings, e.g. put away, put on, put up.

The meaning of a phrasal verb is not always clear from the two parts. You should check the meaning of phrasal verbs in a dictionary.

Grammatically, there are three types of phrasal verb.

1. One type consists of verb + adverb and there is an object, e.g.:
   - She put on the hat.
   - She put the hat on.

   Some common verbs of this type are:
   - bring up, calm down, cross out, fill in, find out, give in, give out, look up, pick up, point out, pull off, put away, put up, take off, try on, turn off, work out

2. The second type of phrasal verb consists of verb + adverb but there is no object, e.g.:
   - I usually get up at seven o'clock.

   Some common verbs of this type are:
   - break down, check in, get off, get up, go on, go out, hang about, look out, set off, show up, stay up, take off, turn out, turn up

3. The third type consists of verb + adverb + preposition and there is an object, e.g.:
   - We're looking forward to your news.

   Some common verbs of this type are:
   - do away with, face up to, run out of, look up to

(See also Unit 88.)

Complete these dialogues with a phrasal verb and a pronoun.

A: Has Mary put her hat on?
B: Yes, she's put it on.

1. A: Who brought up the children?
   B: Their uncle.

2. A: Did you cross out the wrong words?
   B: No, the teacher.

3. A: When do we have to give in the homework?
   B: We have to tomorrow.

4. A: Can you pick Ellie up after school?
   B: OK, I'll on my way home.

5. A: Children, can you put your toys away now please.
   B: Can't we later?

Rewrite each sentence replacing the underlined expressions with the correct form of the phrasal verbs from the box.

- Be careful! Don't step into the hole!
  Look out! Don't step into the hole!

1. The young boys really admire the first team players.
   The young boys really the first team players.
2 The teacher distributed the exam papers.
   The teacher _______________________ the exam papers.

3 You don't have to go home now. We can give you a bed for the night.
   You don't have to go home now. We can __________________________ you ___________ for the night.

4 What's happening here? What are you doing?
   What's ___________________________ here? What are you doing?

5 James's old car stopped working completely last weekend.
   James's old car __________________________ completely last weekend.

C Ellie and Jasmine are staying in Barcelona and are planning to do some shopping. Complete the dialogue with the correct form of the verbs from the box. Use a dictionary to check the meanings.

   find out  get off  look up  put on  run out of  set off  take off  try on  workout

Ellie: Have you ___________________________ where the best shopping centre is?

Jasmine: Yes, I ___________________________ it in the guidebook. We can take the metro right across the street and we ___________________________ at the fourth station.

Ellie: By the way, I've ___________________________ euros so we'll have to call at a bank.

Jasmine: We can go to the hotel reception and ___________________________ if there's a cash machine near here.

Ellie: If we're going to ___________________________ clothes, I think I'll wear a skirt. It's more difficult to ___________________________ jeans and ___________________________ them all the time.

Jasmine: OK, as soon as you've changed we can ___________________________.

D Choose the correct words in the story to complete the phrasal verbs. Use a dictionary to check the meanings.

   We were looking forward *to/on* our holiday, but the night before we were going to leave we stayed *down/up* talking until about three o'clock. We didn't hear the alarm so we got *up/in* late and we were late getting to the airport. When we went to check *in/up*, we were lucky because some passengers hadn't shown *up/out* so there were still some seats left. When we got on the plane, Tim was a bit nervous because he hadn't flown before but I gave him a herbal pill and that calmed him *down/out*. The cabin crew told us to turn *in/off* our mobiles. Then the lights went *up/off* and Tim thought something was wrong but I pointed *out/up* that they always do that before the plane takes *out/off*. When we got to Rome, we went to pick *up/off* our cases. Mine was one of the first to come out, but Tim's didn't appear. We hung *about/up* for a long time but it didn't turn *out/up*. We went to an office to report it and Tim had to fill *in/on* all his details on a form. After several phone calls, it turned *out/up* that Tim's case was in Athens. Luckily we got it back that same evening. As soon as it arrived, Tim pulled *out/off* his sweaty clothes, had a cold shower and put *in/on* a clean shirt and trousers. We were just in time to go and have dinner.
Grammatically, phrasal verbs fall into three* groups. Some phrasal verbs can belong to different groups (see Unit 87), sometimes with different meanings. For example, **clear up**:

Who's going to **clear up** the mess?
(= remove)

The weather soon **cleared up**.
(= improved)

Verbs in the first group consist of verb + adverb and they have an object. When the object is a noun, there are two possible positions:

Tim cleared up the mess.
Tim cleared the mess up.

However, when the object is a pronoun, it goes between the two parts of the verb:

Tim cleared it up. (NOT Tim cleared up it.)

Some common verbs in this group are:

1. **break off, carry on, draw out, get off, give up, knock down, lay off, let out, make up, pay in, put on, rub out, set up, shut down, sort out**

Verbs in the second group consist of verb + adverb but there is no object, e.g.:

Where did you grow up?

Some common verbs in this group are:

1. **call in, come about, cut down, drop in, go on, hang on, look out, stay in**

Verbs in the third group consist of verb + adverb + preposition and they have an object:

I can't **put up with** all this noise.

Some common verbs in this group are:

1. **do away with, face up to, get away with, put up with**

* Some people also classify prepositional verbs (Unit 83) as phrasal verbs.

---

**A** Complete these dialogues with the phrasal verb and a pronoun.

1. A: Has somebody put the lights on?
   B: I think Joe's **put them on**

2. A: When did they knock down the cinema?
   B: They **knocked down** several months ago.

3. A: Look at this skirt! How can I get the ink off?
   B: I think the only way to **get the ink off** is to take it to the cleaner's.

4. A: Somebody's rubbed out my name.
   B: Well, I haven't **rubbed out**

5. A: Ellie and Pete have broken off their engagement.
   B: Oh no! When did they **break off**?

---

**B** Replace the underlined expressions in the sentences with the correct form of the phrasal verbs from the box.

1. They're going to demolish those old houses.
   They're going to **knock down** those old houses.

2. The gang escaped taking £5 million.
   The gang **escaped taking** £5 million.

3. I'm going out. I can't stand the smoke in here.
   I'm going out. I can't **stand the smoke in here**.
I

Verbs

3 Maddie says she's going to visit us on Thursday.
Maddie says she's going to ___________________ on Thursday.

4 Wait! I've just got to get my jacket.
________________! I've just got to get my jacket.

5 We still haven't arranged who does the different jobs.
We still haven't ___________________ who does the different jobs.

C Complete this interview using the correct form of the phrasal verbs from the box.

carry on come about cut down do away with draw out drop in face up to give up
go on grow up lay off let out make up pay in set up shut down stay in

Interviewer: I understand that your early life was not easy. Can you tell us a little about it? Where were you born?
Ruth: In Barnsley, in the north of England, and that's where I ___________________.

Interviewer: Were you lonely as a child?
Ruth: I had three sisters and two brothers so it was never quiet. There was always something ________________ The house was never empty because neighbours __________________ all the time.

Interviewer: Do you remember any particularly happy moments?
Ruth: Yes, when we went to bed my mother always told us stories. She didn't have a book - she just ___________________ them __________________ herself.

Interviewer: And then things went wrong. How did that ___________________
Ruth: Well, in the first place my father smoked a lot. He always said that he was going to ____________________, but he smoked more rather than less. He got very ill and he was in hospital for several weeks. Even when the hospital__________________ him __________________, he wasn't well. He had to ________________ and keep warm so that his bronchitis wouldn't start again. But at least he had the sense to finally __________________ smoking.

Interviewer: But things got worse.
Ruth: Yes, while he was recovering we heard that the factory where he worked had ________________ a lot of workers. At first he wasn't affected but then we heard that they were going to ________________ the factory __________________.

Interviewer: And then things got better.
Ruth: Yes, my parents had to ___________________ their new situation. They said that businesses could _______________ factory workers but they would always need office staff. Luckily they had a savings account and every week they had _______________ something __________________. Now they decided to _______________ their savings and _______________ a little business selling office equipment. It did quite well and when they retired I decided to _______________ it __________________.

Interviewer: Well, that is a story with a happy end. Thank you for speaking to me.
We form the Present Simple passive like this:

**am/is/are** + **PAST PARTICIPLE**

Glass is made from sand.

**POSITIVE AND NEGATIVE**

This programme is shown on TV every Thursday. These computers aren’t produced any more.

**QUESTIONS**

When is breakfast served in this hotel?

(For information on the forms of regular past participles see Appendix 2 on page 243, and for irregular past participles see Appendix 3 on page 244.)

We form the Past Simple passive like this:

**was/were** + **PAST PARTICIPLE**

Anna was born in Germany.

**POSITIVE AND NEGATIVE**

Romeo and Juliet was written by Shakespeare. The goods weren’t delivered yesterday.

**QUESTIONS**

When was your camera stolen?

Complete these sentences using the correct form of the verbs from the box. Use the passive form of the Present Simple or Past Simple.

<table>
<thead>
<tr>
<th>build</th>
<th>check</th>
<th>found</th>
<th>hold</th>
<th>make</th>
<th>produce</th>
<th>repair</th>
<th>sell</th>
<th>speak</th>
<th>write</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Scotch whisky <strong>is made</strong> in Scotland.</td>
<td></td>
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<tr>
<td>♦ The car <strong>was repaired</strong> last week.</td>
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</tr>
<tr>
<td>1 The Olympic Games <strong>are held</strong> every four years.</td>
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<td></td>
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<tr>
<td>2 English <strong>are spoken</strong> in many countries.</td>
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</tr>
<tr>
<td>3 ‘Yesterday’s recording** was done** by John Lennon and Paul McCartney.</td>
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<tr>
<td>4 Car speeds <strong>were detected</strong> by radar.</td>
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<tr>
<td>5 The Channel Tunnel <strong>was built</strong> to connect Britain with Europe.</td>
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<tr>
<td>6 Souvenirs <strong>are sold</strong> at all popular tourist places.</td>
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<tr>
<td>7 The first Volkswagen Beetles <strong>were produced</strong> in 1937.</td>
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<tr>
<td>8 The Times newspaper <strong>was founded</strong> in 1785.</td>
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<td></td>
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</tr>
</tbody>
</table>

Look at these sentences:

**ACTIVE:** They sell **OBJECT** cold drinks **SUBJECT** here.

**PASSIVE:** Cold drinks **are sold** here.

Notice that the object in the active sentence (cold drinks) is the same as the subject in the passive sentence. We use the passive when it is not important who does the action, or when we don’t know who does it:

*These cars are made in Japan.* (We don’t need to say *...by Japanese workers.*)

*This castle was built in the 12th century.* (We don’t know who built it.)

Now look at these examples:

(i) Alfred Hitchcock **was a great film-maker.** He **directed** this film in 1956.

(ii) This **is a wonderful film.** It **was directed by** Alfred Hitchcock.

In (ii) we use the passive because we have been talking about something (the film), and not the person who did it (Hitchcock). We use by to say who does, or did, the action:

*This film was directed by Hitchcock.*

A Complete these sentences using the correct form of the verbs from the box. Use the passive form of the Present Simple or Past Simple.

- Scotch whisky **is made** in Scotland.
- The car **was repaired** last week.
- The Olympic Games **are held** every four years.
- English **are spoken** in many countries.
- ‘Yesterday’s recording** was done** by John Lennon and Paul McCartney.
- Car speeds **were detected** by radar.
- The Channel Tunnel **was built** to connect Britain with Europe.
- Souvenirs **are sold** at all popular tourist places.
- The first Volkswagen Beetles **were produced** in 1937.
- The Times newspaper **was founded** in 1785.
B Now write questions for the sentences in exercise A, using the passive form.

- Where is Scotch whisky made?
- When was the car repaired?

1. How often...
2. Where...
3. Who...
4. How...
5. Why...
6. Where...
7. When...
8. When...

C Change the active sentences into passive sentences. Use the words in brackets ( ).

- We sell tickets for all shows at the box office. (Tickets for all shows/sell/at the box office)

  Tickets for all shows are sold at the box office.

1. Thomas Edison invented the electric light bulb. (The electric light bulb/invent/by Thomas Edison)

2. Someone painted the office last week. (The office/paint/last week)

3. Several people saw the accident. (The accident/see/by several people)

4. Where do they make these cars? (Where/these cars/make)

5. Six countries signed the agreement. (The agreement/sign/by six countries)

6. A stranger helped me. (/help/by a stranger)

7. They don't deliver the post on Sundays. (The post/not/deliver/on Sundays)

D Complete the text using the correct active or passive form in brackets ( ).

Fiat *was started* (started/was started) by a group of Italian businessmen in 1899.

In 1903, Fiat *produced/was produced* 132 cars. Some of these cars *exported/were exported* to the United States and Britain. In 1920, Fiat *started/was started* making cars at a new factory at Lingotto, near Turin. There was a track on the factory roof where the cars *tested/were tested* by technicians. In 1936, Fiat launched the Fiat 500. This car *called/was called* the Topolino - the Italian name for Mickey Mouse. The company grew, and in 1963 Fiat *exported/was exported* more than 300,000 vehicles. Today, Fiat is based in Turin, and its cars *sold/are sold* all over the world.
Here is a summary of passive tenses. Note that a passive verb always includes a past participle (e.g. repaired, taken). For more information on past participles, see Appendices 2 and 3 on pages 243–4.

### Present Simple:

<table>
<thead>
<tr>
<th>VERB (PRESENT)</th>
<th>+ PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIVE: Someone repairs the machine.</td>
<td></td>
</tr>
<tr>
<td>PASSIVE: The machine is repaired.</td>
<td></td>
</tr>
</tbody>
</table>

### Past Simple:

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

### Present Perfect:

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

### Past Perfect:

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

### Present Continuous:

| am/is/are + -ing + PARTICIPLE |
| ACTIVE: They are mending the car. |
| PASSIVE: The car is being mended. |

### Past Continuous:

| was/were + -ing + PARTICIPLE |
| ACTIVE: They were building the bridge. |
| PASSIVE: The bridge was being built. |

### Will, can, must, etc.

| + INFINITIVE + PARTICIPLE |
| ACTIVE: We will finish the job. |
| PASSIVE: The job will be finished. |
| ACTIVE: We must do the work. |
| PASSIVE: The work must be done. |

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

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

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

*Have the books been packed?*

*The bill hadn’t been paid.*

### A

Make questions from the passive sentences in brackets ( ).

1. (That car was made in Germany.) Where was that car made?
2. (Mary was examined by the doctor this morning.) When
3. (The food will be prepared on Friday.) When
4. (This window has been broken three times.) How many times

### B

Write the negative forms of the sentences in brackets ( ) from exercise A.

1. That car *was not* made in Germany.
2. Mary
3. The food
4. This window
Complete these passive sentences using the correct form of the words in brackets ( ).

Nowadays, most bread is made from white flour.

Two workers died while these houses were being built.

Good chips are made from good potatoes.

You mustn't smoke while your car is filled with petrol.

This work must be finished by this afternoon.

These bones were found last year in a cave.

Some money has been stolen from Tom's jacket.

Make these active sentences passive. Use a phrase with by.

Your manager must write the report.

The children are organizing the Christmas party.

The French team has won the silver medal.

A Danish specialist was training the guard dogs.

People of all ages can play this game.

A large crowd was watching the match.

My daughter designed the decorations.

Two different teachers have marked the exams.

A police car is following that green van.

Complete the sentences with the correct passive form of the verb in brackets ( ).

The castle was built in 1546.

These mountains can be seen from a great distance.

These houses were built in 1946.

The repairs must be finished by tomorrow.

The room has been painted in several different colours.

The decision has already been taken.

The newsletter will be sent tomorrow morning.

White wine can be made from red grapes.

The accident happened while the cars were loaded onto the lorries.

The new models will be delivered next week.
Have (something) done

1. Look at this sentence:
   *Mary and Tim painted their flat.*

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

   Now look at this sentence with *have something done*:
   *Jenny and John had their flat painted.*

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

2. Here are some more examples:
   
<table>
<thead>
<tr>
<th>HAVE</th>
<th>SOMETHING</th>
<th>DONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have mended</td>
<td>my bike.</td>
<td>mended</td>
</tr>
<tr>
<td>I have had</td>
<td>my bike.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

   I must clean my suit this week.
   I must have my suit cleaned this week.
   (= I must pay someone to clean it for me.)

   Lucy is very cross. She had her bike stolen.

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

4. Now look at this example:

   *I'll mend that broken window.*
   *I'll have that broken window mended.*
   (= Someone will mend that window for me.)

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

   1. **Situation:** Tom's windows were dirty, but he didn't have time to clean them himself.
   
      Last Saturday, Tom **had his windows cleaned**.

   2. **Situation:** The shop delivers Mary's food.
   
      Mary **2**

   3. **Situation:** At the butcher's Jacob said, 'Please cut the meat into small pieces'.
   
      Jacob **3**

   4. **Situation:** The hairdresser cuts Rachel's hair about twice a year.
   
      Rachel **4**

   5. **Situation:** Last week, the optician checked Mr Stone's eyes.
   
      Last week, Mr Stone **5**

   6. **Situation:** Mrs Frost's doctor says to her: 'When you come to see me next week, I'll check your blood pressure.'
   
      When Mrs Frost goes to see the doctor next week, she **6**

   7. **Situation:** Last week, the garage serviced Jasmine's car.
   
      Last week, Jasmine **7**

   8. **Situation:** A builder is going to mend the roof on our house.
   
      We **8**
Look at these signs from some shops and a garage. Write what people think when they see the signs using the words in brackets ( ) and have or had.

1. We repair all kinds of boots and shoes
   (That reminds me. I must/my brown boots/repair)
   That reminds me. I must have my brown boots repaired.

2. Let us clean your carpets and curtains
   (My parents use that company. They/their carpets/clean/there)
   My parents use that company.

3. Can we check your oil and tyres?
   (That reminds me. I must/the tyres/check)
   That reminds me.

4. We make keys of all types
   (I'd almost forgotten. I ought to a new key/make/for the front door)
   I'd almost forgotten.

5. Our speciality: painting houses and flats
   (I don't think I can afford to/our flat/paint)
   I don't think I can afford to

6. We mend watches and clocks
   (That shop isn't expensive. I/my watch/mend/there last week)
   That shop isn't expensive.

7. We test your eyes for free
   (Ah, yes! My husband/his eyes/test/there last winter)
   Ah, yes!

Some unpleasant things happened to these people last week. Use the sentences in brackets ( ) to write sentences with had (something) done.

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

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

3. (Olivia's bike was stolen from the garage.)
   Olivia

4. (Fiona's glasses were broken.)

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

6. (Jasmine's flat was burgled at the weekend.)

7. (Our electricity was cut off because we had forgotten to pay the bill.)
Infinitive with/without to

1. Look at this example:

**TO + INFINITIVE**

I want to buy some stamps.

We use to do, to buy, to start, etc. (to + infinitive) after some verbs, e.g.:

want | decide | promise | arrange
--- | --- | --- | ---
agree | forget | offer | try
hope | + TO + INFINITIVE

She agreed to lend him some money.
He forgot to book the tickets.
I'm hoping to get a new bike soon.
I've arranged to play tennis tonight.
They've decided to start a new company.
You promised to help me.
She offered to do the washing-up.
We're planning to go away this weekend.
He's trying to learn French.

2. We can also say want + someone + to:

His parents want him to go to university.
Do you want me to help you?

3. Now look at this example:

**INFINITIVE**

He can speak Spanish.

Can is a modal verb. We use do, speak, see, etc. (infinitives) after a modal verb. Some of the most common modal verbs are:

will (I'll) | might | should | can | may | could | must | + INFINITIVE
--- | --- | --- | --- | --- | --- | --- | ---
I'll see you soon.
She won't agree.
Where should I sit?
We may go by train.
It may not cost much.
Can I park here?
I couldn't hear her.
We must pay now.

4. We can use make + someone + infinitive, to mean 'cause' or 'force':

The film made me cry. (= It caused me to cry.)
They made us leave. (= They forced us to leave.)

5. We can use let + someone + infinitive, to mean 'allow':

She let me stay. (= She allowed me to stay.)

Complete these sentences using the verbs in brackets ( ). Use an infinitive (call) or to + infinitive (to call).

1. You can't smoke (smoke) here. Smoking is not allowed in this building.
2. I'm sorry I forgot (call) you yesterday. I was very busy.
3. Don't worry. The exam may not (be) very difficult.
4. Her mother makes her (clean) her room.
5. It's not a very good film. You won't (enjoy) it.
6. She didn't want (wait) any longer, so she left.
7. How many people are you planning (invite) to the wedding?
8. She couldn't (reply) because she didn't know what to say.
9. This kind of music makes me (feel) good.
10. My friend let me (drive) her car.
11. I'm afraid I've forgotten (bring) the map.
12. They might not (receive) the information until next week.
B Complete each sentence so that it has the same meaning as the sentence in brackets ( ).

1. (I don't think it's a good idea to argue with him.)
   I don't think you should **argue with him.**

2. (I won't be able to come to the meeting on Friday.)
   I can't

3. (I'm meeting some friends tonight.)
   I've arranged

4. (Listen to what I'm telling you.)
   I want you

5. (It's important that you lock the door when you go out.)
   Don't forget

6. (Perhaps we'll go out for a meal this evening.)
   We may

7. (I'd like to do a course in Art History.)
   I want

8. (He said, 'I'll pay the bill.')
   He offered

9. (Should I sit in this chair?)
   Do you want me

10. (His stories were very funny, and I laughed a lot.)
    His funny stories made

11. (Perhaps he'll phone you tomorrow.)
    He might

12. (It's possible that Tom won't be angry with you.)
    Tom might not

13. (Jasmine allowed me to drive her new car.)
    Jasmine let

C Complete the conversation using the verbs in brackets ( ) with or without to.

Charlie: I want **to do** (do) something interesting this weekend. Can we  
Laura: Well, I've arranged **to go** (go) on a trip to the coast with some friends.  
Charlie: Yes, that sounds good. When are you planning **to leave** (leave)?  
Laura: Well, we've decided **to start** (start) about nine o'clock tomorrow morning,  
and I've promised **to take** (take) the others in my car. We're hoping **to reach** (reach) the coast by about 11 o'clock. So, you must **to meet** (meet) me here just before nine.  
Charlie: OK, good. I won't **to be** (be) late.
1 Look at this example:

**ing FORM**

I like listening to music.

(For details on -ing forms, see Appendix 2 on page 243.)

We can use certain verbs with an -ing form:

<table>
<thead>
<tr>
<th>like</th>
<th>enjoy</th>
<th>love</th>
<th>keep</th>
<th>+ -ing FORM</th>
</tr>
</thead>
</table>

**She doesn't like cooking.**

Do you enjoy driving?

**They love living in a village.**

He keeps saying the same things.

(= He says the same things many times.)

Have you finished eating?

Suddenly she stopped talking.

I don't mind waiting.

She hates using a drill.

2 Compare this pair of sentences:

I like working here. (= I enjoy my job here.)

**I'd like** (= I would like) to get a better job.

(= I want to get a better job.)

We use like + -ing (e.g. like listening, like working) to talk about things that we enjoy doing. We use would like to to say that we want to do something:

She likes painting pictures. (= She enjoys painting pictures.)

She would like to be an artist.

(= She wants to be an artist.)

I like going to the theatre.

(= I enjoy going to the theatre.)

I'd like to go to the theatre tonight.

(= I want to go to the theatre tonight.)

Do you like playing cards?

(= Do you enjoy playing cards?)

Would you like to play cards now?

(= Do you want to play now?)

In offers and requests it is more polite to say would like than want:

Would you like to come for dinner? (OFFER)

I'd like to leave work early, please. (REQUEST)

3 We use go + -ing for sports and hobbies that we go out to do, and with shopping:

We often go skiing in the winter.

Let's go swimming this afternoon.

She goes dancing at weekends.

I'm going shopping this afternoon.

4 We can use the -ing form of a verb as the subject of a sentence to talk about activities:

Swimming is a healthy activity.

In sentences like this, we can use a noun, adverb or prepositional phrase after the -ing form:

Riding motorbikes can be dangerous.

Exercising regularly is good for you.

Dancing to this kind of music can be difficult.

A Complete the sentences using a Present Simple form of the first verb in brackets ( ). Study the example first.

- She likes playing tennis. She doesn't like watching it.

1 The buses stop at midnight.

2 I don't mind listening to his problems.

3 He's not very good at chess, so he keeps losing.

4 She enjoys going to other countries and she meets new people.

5 I keep making the same stupid mistakes!

6 They usually finish eating at about eight-thirty in the evening.

7 She doesn't enjoy driving, but she loves cycling.
B) Complete the sentences using *like/not like* + *-ing* or *would like* + *to* with the words in brackets ()..

1. She **doesn't like working** (work) here. She hates this job and is going to look for a better one.
2. **Would you like to watch** (you/watch) a different programme, or do you want to watch this one?
3. I **live** (work) here. I have lived here for many years and I think it's a nice town.
4. Sarah **be** (be) a journalist when she leaves university. She wants to work for a newspaper or a magazine.
5. I **get up** (work) so early every morning, but I have to do it.
6. I **go out** (go out) for dinner in an Italian restaurant tonight.
7. Clare **find** (find) a job in the United States. She wants to work in Boston or in New York.
8. I **watch** (watch) television all the time; I think it's a waste of time.
9. Mary **lie** (lie) on the beach when she's on holiday. She doesn't like swimming or going on trips.

C) Look at the pictures. They show what John did last week on holiday. Complete the sentences using the correct form of *go* and a verb from the box.

- dance
- shop
- sail
- swim
- ski
- cycle

1. **On Monday** he **went** (go) shopping.
2. **On Tuesday** he **went** (go) to the cinema.
3. **On Wednesday** he **went** (go) skiing.
4. **On Thursday** he **went** (go) on a trip to the country.
5. **On Friday** he **went** (go) boating.
6. **On Saturday** he **went** (go) on a hike.

D) Complete these sentences using the *-ing* form of the verbs in brackets.

- eat
- play
- walk
- drive

1. **Walking** (walk) in the countryside is very pleasant at this time of year.
2. **Playing** (play) the guitar is his favourite hobby.
3. **Eating** (eat) fatty foods all the time is sure to be bad for you.
4. **Driving** (drive) on motorways can be very tiring.
Look at these sentences:

My sister promised to help me.
John doesn't want to wait.

We use **to** + infinitive after some verbs, e.g.:

| afford | dare | decide | + **TO** + 
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>deserve</td>
<td>want</td>
<td>hope</td>
<td><strong>INFinitive</strong></td>
</tr>
<tr>
<td>learn</td>
<td>mean</td>
<td>offer</td>
<td></td>
</tr>
<tr>
<td>pretend</td>
<td>promise</td>
<td>refuse</td>
<td></td>
</tr>
<tr>
<td>seem</td>
<td>plan</td>
<td>agree</td>
<td></td>
</tr>
<tr>
<td>arrange</td>
<td>have (=&quot;must&quot;)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Look at these sentences:

Have they finished painting the garage?
We enjoy sitting in the garden.

We use an **-ing** form after other verbs, e.g.:

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

Look at these sentences:

Jenny likes to stay at home.
Jenny likes staying at home.

These verbs can usually take an **-ing** form or **to** + infinitive with no difference in meaning:

<table>
<thead>
<tr>
<th>begin</th>
<th>continue</th>
<th>hate</th>
<th>intend</th>
</tr>
</thead>
<tbody>
<tr>
<td>like</td>
<td>love</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>would hate, would like, would love or would prefer, we use <strong>to</strong> + infinitive:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you like to go for a walk?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I'd love to visit Australia.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

- I tried to lift that heavy stone. (= make an attempt: I made an attempt to lift the stone.)
- If you can't read where you are, try sitting nearer the window. (= Test something out: sit nearer the window and see if you can read there.)
- **Remember to go to the bank.** (= Remember that you must go to the bank.)
- She remembers going to the bank. (= She remembers that she went to the bank.)
- **Don't forget to phone Mrs Grey.** (= Remember that you must phone Mrs Grey.)
- I'll never forget seeing that castle. (= I saw that castle, and I'll always remember it.)

Complete the sentences using the correct form of the verb in brackets ( ).

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

Jessica: What do your children [want do] when they leave school?

Sian: Well, Anna [enjoys writing] (enjoy/write), so she’s [hoping to work] (hope/work) for a newspaper. But I don’t know about Paul. He [gave up] (give up/study) months ago. He seems to [enjoy/do] nothing now. He doesn’t [deserve/pass] his exams. And he [refuses/listen] to us when we tell him to [keep/study].

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

C Complete the sentences using an -ing form, or to + infinitive, of the word in brackets ( ).

1. You say that I’ve met Jessica, but I can’t remember her.
   I can’t remember [meeting] (meet) Jessica.

2. Please remember that you must buy some fruit.
   Please remember [buying] (buy) some fruit.

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

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

5. Michelle intended to call Peter, but she forgot.
   Michelle forgot [calling] (call) Peter.

6. Jenny had a headache. She took an aspirin, but it didn’t help.
   Try [taking] (take) an aspirin for her headache.

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

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

9. Remember that you must invite Mary to the party next week.
   Don’t forget [inviting] (invite) Mary to the party next week.
Look at this dialogue:

A: What's this machine for?
B: It's for cutting cloth.

The question **What is it for?** asks about the purpose of something (what we use something for). When we describe the purpose of a thing, we use **for + -ing**. Here are some more examples:

* This is an instrument for measuring wind speed.
* This tool is used for making holes.

Now look at this dialogue:

A: What does he need my camera for?
B: He needs it for his work.

The question **What does ... for?** asks about purpose. To talk about someone's purpose, we can use **for + noun**. Here are some more examples:

* A: What did he go to the shops for?
* B: He went to the shops for some fruit.

To talk about someone's purpose, we can also use **to + infinitive** (e.g. **to take**). Here are some more examples:

* John phoned the police to tell them about the burglar.

**Write definitions for the things in box A using one of the phrases from box B.**

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

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

1. A hammer is a tool for knocking in nails.
2. A kettle
3. A thermometer
4. A vacuum cleaner
5. A fridge
6. A telescope
7. A speedometer
8. A drill
B) Write the dialogues using the words in brackets (). Use What ... for? to make questions and for to make replies.

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

2. A: (does/Mary/want/the money/?)
   B: (She/want/the money/a train ticket)

3. A: (does/Raphael/want/the flour/?)
   B: (He/want/the flour/a cake)

4. A: (did/William/go/to the butcher's/?)
   B: (He/go/to the butcher's/some sausages)

5. A: (does/Helen/want/the polish/?)
   B: (She/want/it/her shoes)

6. A: (did/Alice/go/to the library/?)
   B: (She/go/to the library/a book on India)

7. A: (did/Jasmine/phone/Anna/?)
   B: (She/phone/Anna/some advice)

C) Rewrite the replies from exercise B using the verbs from the box.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>borrow</td>
<td>buy (x2)</td>
<td>clean</td>
<td>get (x2)</td>
<td>make</td>
</tr>
</tbody>
</table>

1. Mary:

2. Raphael:

3. William:

4. Helen:

5. Alice:

6. Jasmine:

D) Find the errors and rewrite the sentences correctly.

1. This machine is for make pasta. **This machine is for making pasta.**

2. A bus is for carry passengers.

3. She went to the baker's for to buy some bread.

4. The mayor came for give the prizes.

5. The woman jumped into the river to saving the child.

6. I'm training hard for to get fit.

7. This is a computer program for make three-dimensional drawings.

8. Can I use your pen for signing this form?
Look at these examples:

Laura said to Rob:
'Make some coffee please.'
We can say:
Laura asked Rob to make some coffee.

Anna said to Rose:
'Can you come to my party, Rose?'
We can say:
Anna invited Rose to come to her party.

Tom thinks Chris should see a doctor. He can say:
'I'll persuade Chris to go to the doctor's.'

The structure is:

<table>
<thead>
<tr>
<th>VERB</th>
<th>OBJECT</th>
<th>TO</th>
<th>INFINITIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ask</td>
<td>Charlotte</td>
<td>to</td>
<td>wait</td>
</tr>
<tr>
<td>ask</td>
<td>her</td>
<td>to</td>
<td>wait</td>
</tr>
</tbody>
</table>

We use these verbs in this structure:

- tell, force, teach
- help, allow, would like
- ask, invite, encourage
- want, forbid, persuade
- advise, remind

Note that the first verb can change its tense, but the second verb is always to + infinitive (to make):
She is asking Rob to make some coffee.
She will ask Rob to make some coffee.
She has asked Rob to make some coffee.

Note that if we use a pronoun, we use me, him, her, it, us, you, them (object pronouns) after the verb:
Laura asked him to make some coffee.

Now look at these two sentences:
The teacher let Jasmine leave school early.
I made him tell me the truth.

Let here means 'allow', and make means 'force' or 'order'. Make and let are followed by an infinitive (without to):

<table>
<thead>
<tr>
<th>VERB</th>
<th>OBJECT</th>
<th>INFINITIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>let</td>
<td>Jasmine</td>
</tr>
</tbody>
</table>

Feel, hear, see and watch can also be followed by an infinitive (without to):
I heard your sister shout 'Fire!' (NOT ... to shout ...)
Tom saw a car come round the corner.

A) Write sentences using the words in brackets (). Be careful to use the correct tense.

1. (Tomorrow/I/encourage/Jessica/enter/the competition.)
   Tomorrow I will encourage Jessica to enter the competition.

2. (I was already tired, but I/force/myself/go on working.)
   I was already tired, but I forced myself to go on working.

3. (Anna/teach/Mary/drive/last year.)

4. (Don't worry! Tomorrow I/persuade/my father/see/a doctor.)

5. (The boss has/forbid/his staff/wear/jeans in the office.)

6. (Last Sunday, John/invite/Michelle/come/for lunch.)

7. (Next year, the teachers/allow/the students/use/calculators in exams.)
B Complete the sentences using the words in brackets ( ).

1 (Police officer: 'Can everyone please stay indoors?')
The police officer asked everyone to stay indoors.

2 (Jasmine: 'Remember to come home early, Tim.')
Jasmine reminded Tim to come home early.

3 (Manager: 'You must work more quickly."
The manager wants us to work more quickly.

4 (Captain: 'Let's do our best in the game.
The captain encouraged us to do our best in the game.

5 (Jo: 'Can you come to my party on Saturday?"
Jo invited me to her party on Saturday.

C Answer the questions, changing the nouns (e.g. Michael) to pronouns (e.g. him). Be careful to use the correct tense.

A: Did Nicola tell Michael to be careful?
B: Yes, she told him to be careful.

1 A: Would Kate like Peter to stay?
B: Yes,

2 A: Did Mrs Slater help her son to finish?
B: Yes,

3 A: Did the doctor advise Michael to stay in bed?
B: Yes,

4 A: Does Lucy allow her children to go to late-night parties?
B: Yes,

5 A: Did Mary remind Mark to call the office?
B: Yes,

D Write sentences with a similar meaning using the verb in brackets ( ).

1 The police told everyone to leave the building. (make) The police made everyone leave the building.

2 The driver allowed the old man to travel on the bus without a ticket. (let)

3 Jack told his younger brother to wash the dishes. (make)

4 I don't allow people to smoke in my house or in my car! (let)

E Combine the two sentences into one.

1 Your sister shouted 'Fire!'. I heard her. I heard your sister shout 'Fire!'.

2 Tom prepared the sandwiches. Diane watched him. Diane watched Tom prepare the sandwiches.

3 The ground shook. We felt it. We felt the ground shake.

4 Noah left early. Did you see him? Did you see Noah leave early?
A  Chris and Toby are walking in the mountains. If the words in brackets ( ) are incorrect, cross them out and rewrite them. If they're correct, put a tick (✓).

Toby:  
(We're getting) ✓ lost. What shall we do?

Chris:  
(We did) We made a mistake an hour ago. We took the wrong road.

Toby:  
(I've got) ✓ a headache, and (I'm making) ✓ more and more tired.

Chris:  
Try not to worry. (I got) ✓ some aspirin in my bag.

Toby:  
It's cold! (Do you have) ✓ an extra jumper?

Chris:  
I think we'll have to stop for the night. (It's getting) ✓ dark.

Toby:  
What do you mean? (We haven't done) ✓ a tent!

Chris:  
Try to stay calm. (We'll make) ✓ a fire and (we'll have got) ✓ a meal.

Toby:  
I suppose you're going (to make) ✓ the shopping!

Chris:  
We're OK. (I've got) ✓ some tea and some pasta in my bag.

Toby:  
What if it rains?

Chris:  
Stop worrying! I've got a job for you (to make) ✓... Go and find some wood.

Toby:  
I want (to have got) ✓ a rest first!

Chris:  
Now (you're making) ✓ me angry. Let's get on with it!

B  Christine is talking to her doctor. Insert the missing words from the box.

it (x3) gets put ran out in down

'I'm worried about my husband. He gets up very late. He never wants to go. You can't stay all your life, can you, Doctor? If the TV is on when our friends come round, he doesn't turn off. Last Saturday we ran out of milk. When we reached the supermarket, he said to me: 'I don't like your hat. Take off! Put away!' That's a strange thing to say, Doctor. I'm getting more and more worried. I don't think I can up with the situation much longer. When I try to talk to him he just says: 'Calm! I'm alright.' What shall I do?

C  Look at this conversation. Make it more natural by rewriting some of it. Use the passive form and someone.

Anna:  
Well, we watched this TV programme about moving to Spain, and we decided to go. *Someone has packed our bags. We're ready to leave!

Celia:  
We wouldn't leave England, would we, John? *Someone decorated our house last month. It looks beautiful. And someone is designing a summer house for the garden.

John:  
*But someone also stole our car last week. Perhaps Spain is a good idea, after all.
Celia: Anyway, I hope you two know what you’re doing! Our neighbours went to France, and when they got there someone hadn’t built their new house! So they bought an old farmhouse instead. It was only after someone repaired the windows and someone mended the roof that they were happy. It took a long time.

Mike: Well, someone has made our decision. Someone booked our flight yesterday. Someone is selling our house next month. We’re on our way!

Our bags have been packed.
1 Our house
2 And a summer house
3 But our car
4 their new house
5 their windows
6 and the roof
7 Well, our decision
8 Our flight
9 Our house

Maddie is replying to a message from a new friend. Complete her reply using the words in brackets (). Use the infinitive without changing it, or add to or change it to the -ing form.

It was nice to hear from you. You asked me to tell you as much as I could about myself, so I will! To begin with, I don’t like cooking (cook). And I hate (wash) up. I can’t (drive), but I’m planning (learn) one day! I gave up (smoke) ten years ago. You don’t (smoke), do you? What else can I (tell) you? Onions and old films make me (cry). I go (dance) on Sunday afternoons. And I don’t mind (walk) in the rain. I think that’s almost everything about me. Oh yes. Some time ago I decided (get) fit. (Jog) regularly makes me (feel) better, but I don’t like (cycle), and I love (eat) chocolate! If you want me (continue), you’ll have to write back! (But I’d rather hear about you.)

Will is talking to his boss. Rewrite the words in brackets (), adding to if necessary, or changing the infinitive to the -ing form.

Will: You promised (give/me) a new job after two years here. *to give me
Boss: Yes, but you must (finish/do) the job you’ve got.
Will: But I would (prefer/start) something new now.
Boss: Try (be/patient)! What did you join the company for?
Will: I wanted (do/something) interesting, I suppose.
Boss: And I allowed (you/do) lots of different things, didn’t I?
Will: And now you are asking (me/do) the same thing every day!
Boss: I’ve seen (you/improve) so much! Just keep going a little longer.
Will: You can’t make (me/stay) in this job.
Boss: No, I can’t. But I can encourage (you/think) about the future.
Look at this:

**Zero Conditional**

We use this structure (if + Present Simple + Present Simple) for facts that are generally true. This structure is called the Zero Conditional:

If I don't get enough sleep, I feel tired.

(= Every time I don't get enough sleep, I feel tired.)

If you want to become a doctor, you have to study hard.

(= Anyone who wants to become a doctor has to study hard.)

We can say the same thing by reversing the two parts of the sentence:

I feel bad if I eat too much.

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

Now look at this:

**First Conditional**

We use this structure (if + Present Simple + will/won't) to talk about things that may happen in the future. The verb after if is Present Simple, but we use it for a possible future action or situation; we use will/won't + verb for the result. This structure is called the First Conditional:

If we don't hurry, we won't finish.

(We do not use will/won't after if:

NOT if I will be late, she'll be angry.)

Rewrite these sentences about various types of people using if + Present Simple + Present Simple. Make you the subject of both parts of the sentence.

1. Doctors treat people who are ill.
   If you're a doctor, you treat people who are ill.

2. Vegetarians don't eat meat.
   If you're a vegetarian,

3. People who live in a hot country don't like cold weather.
   If you live

4. Teachers have to work very hard.
   If you're a teacher,

5. People who do a lot of exercise stay fit and healthy.
   If you

   If you're a

7. People who read the news know what's happening in the world.
   If you
Complete these sentences with if + Present Simple + will/won't, using the words in brackets ( ). Sometimes you do not need to change the words in brackets.

1. If it rains (it/rain), we won't go (we/not/go) out.
2. If the weather (be) nice tomorrow, (we/drive) to the coast.
3. If she (post) the parcel now, (they/receive) it tomorrow.
4. (I/go) to their party if (I/have) enough time.
5. If she (not/pass) this exam, (she/not/get) the job that she wants.
6. (you/learn) a lot if (you/take) this course.
7. If (I/buy) a ticket; (I/go) to the concert.
8. (I/run) that phone if (it/not/cost) too much.
9. (I/go) to the doctor's if (I/not/feel) better tomorrow.
10. If they (win) this game, (you/take) this course.
11. If (you/run) very fast, (I/go) to the concert.

Complete the dialogues with the Present Simple or will/won't forms of the words in brackets ( ). Sometimes you do not need to change the words in brackets.

A: We must be at the airport at two o'clock.
B: Well, if we take (we/take) a taxi at one o'clock, we won't be (we/not/be) late.

1. A: I'd like a newspaper.
B: Well, (I/buy) one for you if (I/go) to the shop later.

2. A: Has John called yet?
B: No, and if (he/not/call) this afternoon, (I/call) him this evening.

3. A: Is Fiona there, please?
B: No, but if (you/want) to leave a message, (I/give) it to her.

4. A: Is Tim going to pass his exam?
B: Well, (he/fail) if (he/not/work) harder.

5. A: Could I have some information about this year's concerts, please?
B: Yes, if (you/give me) your email, (I/send) it to you.
Second Conditional

1. Look at this sentence:
   If Amy Winehouse was alive today, she would be over 30 years old.

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

IF + PAST SIMPLE + WOULD (OR 'D')

If he worked harder, he would do better.

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

I'd buy a new car if I had enough money.

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

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

IF + PAST SIMPLE + WOULD (OR 'D')

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

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

She wishes (that) her dog could talk.
Mary wishes she had enough money for a new dress.
I wish I was very rich.

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

She wishes (that) her dog could talk.
Mary wishes she had enough money for a new dress.
I wish I was very rich.

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

If she were (or was) alive today, ...
I wish Amy Winehouse were (or was) still alive.

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

If I were you, I'd go to the police.
(Not if I was you, ...)
B Look at the predictions for the next few years and complete the sentences.

- It is unlikely that astronauts will visit Mars.
- It is unlikely that they will discover oil in Ireland.
- It is unlikely that doctors will find a cure for cancer.
- It is unlikely that they will stop making weapons.
- It is unlikely that everyone will stop using plastic.

1. If they stopped making weapons, the world would be safer.
2. If they stopped making weapons, the Irish would be very happy.
3. If they stopped making weapons, this terrible disease would disappear.
4. If they stopped making weapons, our rivers would be much cleaner.
5. If they stopped making weapons, we would learn a lot about the planet.

C A manager tells people why they can't have a job. Write the people's thoughts with I wish.

- You don't have a driving licence, so you can't have the job.
  I wish I had a driving licence.
- You can't have the job because you can't type.
  I wish I could type.
1. You can't have the job because you don't have good eyesight.
   I wish
2. You can't speak German, so you can't have the job.
   I wish
3. You don't have a degree, so you can't have the job.
   I wish
4. You can't have the job because you are not 18 years old.
   I wish

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

- People don't do enough exercise, so there is a lot of heart disease.
  (more, less) if people did more exercise, there would be less heart disease.
1. There are too many cars. The city is very polluted.
   (fewer) I wish there were fewer cars, then the city would be less polluted.
2. People drive too fast, so there are a lot of accidents.
   (more slowly) I wish people drove more slowly, then there would be fewer accidents.
3. People watch too much TV, so they don't have much time for reading.
   (more) If people watched less TV, they would have more time for reading.
4. Children have bad teeth because they eat too many sweets.
   (fewer) Children would have better teeth if they ate fewer sweets.
5. Not enough people travel by bus, so the roads are crowded.
   (more) I wish there were more buses, then the roads would be less crowded.
6. People haven't got enough time to cook, so they eat a lot of fast food.
   (more, less) If people had more time to cook, they would eat less fast food.
Look at this sentence:

If Amy Winehouse had died in 2013, she would have been 30 years old.

Winehouse did not in fact die in 2013. She died before she was 30 years old. The sentence imagines something that did not happen in the past. This structure is called the Third Conditional:

IF + PAST PERFECT + WOULD HAVE (OR 'D HAVE) + PAST PARTICIPLE
If he had tried harder, he would have won.

Here is another example:

If Jasmine had come on her usual train, I would have seen her. (= She didn't come on her usual train, so I didn't see her.)

Notice how we can also use the negative forms wouldn't have and hadn't:

John F. Kennedy wouldn't have died in 1963 if he hadn't gone to Dallas. (= Kennedy died in 1963 because he went to Dallas, but this sentence imagines the opposite.)

I would have phoned you if I hadn't lost your phone number. (= I didn't phone you because I lost your phone number.)

I wouldn't have gone to the museum if I had known it was shut. (= I went to the museum because I didn't know it was shut.)

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

He wishes he hadn't driven so fast. (= He drove fast and now he's sorry about it.)

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

We can use a negative form (wish ... hadn't done) to say that we are sorry that something did happen:

Many people wish that John F. Kennedy hadn't gone to Dallas. (= Many people are sorry that John F. Kennedy went to Dallas.)

Read this story about Ellen and write sentences using the words in brackets ( ).

In May 2014 Ellen lost her job in London. She didn't have much money in the bank, so she was very worried. She looked in the newspapers and she saw an advertisement for a job as a translator from German into English. She didn't speak German very well, so she didn't apply for it. In June, she heard about some teaching jobs abroad because a friend phoned to tell her about them. She phoned the company, and they asked her to go for an interview with the director. Ellen thought the interview went badly, but in fact the director was happy with the interview and offered Ellen a job in Spain. However, Ellen couldn't start at once because she didn't know any Spanish. She took a course to learn the language. She was good at languages and she made rapid progress. So, by September she had a new job, and she still had a little money left in the bank.

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

- (If she/not/search/online, she/not/see/the advertisement.)
  If she hadn't searched online, she wouldn't have seen the advertisement.
1 (If she/speak/German very well, she/apply/for the job.)
2 (If her friend/not/call, she/not/hear/about the teaching jobs.)
3 (If she/not/contact/the company, they/not/ask/her to go for an interview.)
4 (If the interview/go/badly, the director/not/offer/Ellen a job.)
5 (If Ellen/know/some Spanish, she/start/at once.)
6 (If she/not/be/good at languages, she/not/make/rapid progress.)

B Complete the sentences using the information in brackets ( ).
1 (Sam didn't get the job as a translator because he failed the exam.)
   Sam would have got the job as a translator if he had not failed the exam.
2 (Oliver lost our phone number, so he didn't call us.)
   If Oliver not phone number, he us.
3 (Ellie broke her leg, so she didn't go on holiday.)
   If Ellie not her leg, she on holiday.
4 (We didn't make a cake because we forgot to buy any eggs.)
   We a cake if we not to buy some eggs.

C Write sentences about these people who are sorry about things they did in the past.
Use wish or wishes.
1 Owen wasted his time at school; now he's sorry.
   Owen wishes he hadn't wasted his time at school.
2 I didn't tell the truth; now I'm sorry.
   I wish
3 John borrowed some money from his mother; now he's sorry.
   John
4 Mary didn't get up early; now she's sorry.
   Mary
5 Peter didn't go to the party; now he's sorry.
   Peter
6 I didn't send Charlotte a birthday card; now I'm sorry.
   I
7 Fiona didn't help her sister; now she's sorry.
   Fiona
1 When we report something that somebody said earlier, we usually change the tense of the verb like this:

<table>
<thead>
<tr>
<th>ACTUAL WORDS</th>
<th>REPORTED SPEECH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Simple: 'I live in a small flat,' she said.</td>
<td>She said (that) she lived in a small flat.</td>
</tr>
<tr>
<td>Present Continuous: 'I'm leaving on Tuesday,' I said.</td>
<td>I said (that) I was leaving on Tuesday.</td>
</tr>
<tr>
<td>Past Simple: 'I learnt a lot,' he said.</td>
<td>He said (that) he had learnt a lot.</td>
</tr>
<tr>
<td>'Mr Jackson has left,' she said.</td>
<td>She said (that) Mr Jackson had left.</td>
</tr>
<tr>
<td>will</td>
<td>would</td>
</tr>
<tr>
<td>'I'll help you,' she said.</td>
<td>She said (that) she would help me.</td>
</tr>
<tr>
<td>are/is/are going to</td>
<td>was/were going to</td>
</tr>
<tr>
<td>'We're going to be late,' I said.</td>
<td>I said (that) we were going to be late.</td>
</tr>
<tr>
<td>can</td>
<td>could</td>
</tr>
<tr>
<td>'I can't find my money,' he said.</td>
<td>He said (that) he couldn't find his money.</td>
</tr>
</tbody>
</table>

2 Note that it is not necessary to use that in reported speech:

She said (that) she knew the answer.

3 Compare say and tell in these sentences:

She said (that) she lived in a small flat.
She told me (that) she lived in a small flat.

Note that with say we do not mention the person.

She said (that) she was going to be late.

I said that I disagreed with him.

Note that with tell we must mention the person.

He told me (that) he was happy.

He told me that he would pay me immediately.

She told Jacob (that) she was going to meet someone.

4 Look at these pictures of people coming through passport control at an airport.

Change the things they said into reported speech.

1 I am visiting friends.
2 I am going to a conference.
3 I have lost my passport.
4 We have been on holiday.
5 I don't understand.

He said that he was visiting friends.
1 She said
2 He said
3 They said
4 She said
B Read this conversation and then report what Claudia and Nicole said.

Nicole: How long have you been in France?
Claudia: Six weeks.
Nicole: Are you enjoying your stay?
Claudia: Yes, I'm enjoying it a lot.
Nicole: Have you been here before?
Claudia: Yes. I've been to France many times.
Nicole: What are you doing here?
Claudia: I'm on holiday.
Nicole: Are you staying in a hotel?
Claudia: No, I'm staying with some friends.
Nicole: Where do they live?
Claudia: They have a flat in the city centre.
Nicole: How long are you staying?
Claudia: I'm leaving in March.
Nicole: Can you speak French very well?
Claudia: No, I can't. I'm going to have some lessons.
Nicole: I'll teach you.

Claudia said (that) she had been in France for six weeks.
1 Claudia said she was enjoying her stay a lot.
2 Claudia said she had been to France many times.
3 Claudia said she was on holiday.
4 She said she was staying with some friends.
5 She said she had a flat in the city centre.
6 She said she was leaving in March.
7 She said she couldn't speak French very well.
8 She said she was going to have some lessons.
9 Nicole said she was going to have some lessons.

C Complete the sentences with said or told.

She said she wasn't feeling very well.
1 Alex told me that he would buy the tickets.
2 They said that the train was going to be late.
3 She said that she was very angry with him.
4 She said that she couldn't help him.
5 Who said you that I was leaving? It's not true!
6 They said that they were leaving in the morning.
7 He said that he didn't know what was wrong with the car.
8 She said she had four sisters.
9 She said me that Tom worked in a factory.
10 He said me that he was a doctor, but he her that he was a dentist.
1 Requests
There are different ways to make a request, e.g.:
Sarah: Please wait a minute, Tom.
Sarah: Will you wait a minute, please?
Sarah: Tom, could you wait a minute, please?
We can report all of these requests in the same way, using asked:
Sarah asked Tom to wait a minute.
We do not usually use please in a reported question.

2 Orders
There are different ways to give an order:
'Stand up, John.'
'You must work harder.'
We can report orders like this, using told:
He told John to stand up.
He told me to work harder.

3 Advice
We can give advice like this:
'You ought to stay in bed, Peter.'
'You should stop smoking, John.'
We can report advice like this, using advised:
He advised Peter to stay in bed.
She advised John to stop smoking.

4 In reported speech, we use ask, tell and advise like this:

<table>
<thead>
<tr>
<th>VERB</th>
<th>OBJECT</th>
<th>TO</th>
<th>INFINITIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah</td>
<td>asked</td>
<td>Tom</td>
<td>to wait</td>
</tr>
<tr>
<td>She</td>
<td>told</td>
<td>him</td>
<td>to stand</td>
</tr>
<tr>
<td>He</td>
<td>advised</td>
<td>Jasmine</td>
<td>to stop smoking</td>
</tr>
</tbody>
</table>

Here is a list of common verbs that we use in this structure:
advise    ask    tell    order
persuade   remind   forbid   warn

Examples:
I'll remind them to come early.
I advised them to go to the police.

We cannot use say in this structure:
She said (that) he should wait.
(NOT She said him to wait.)

5 To report a negative request, order, etc.
(e.g. 'Don't laugh'), we use not + to + infinitive:

<table>
<thead>
<tr>
<th>VERB</th>
<th>OBJECT</th>
<th>NOT + TO + INFINITIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sara</td>
<td>told</td>
<td>Tom not to laugh</td>
</tr>
<tr>
<td>They</td>
<td>warned</td>
<td>Owen not to borrow money</td>
</tr>
<tr>
<td>I</td>
<td>reminded</td>
<td>John not to be late</td>
</tr>
</tbody>
</table>

A Rewrite the sentences using an object + to + infinitive.

- 'Make some coffee please, Rob.'
  Laura asked Rob to make some coffee.

1. 'You must do the homework soon, Jasmine.'
   She told

2. 'Remember to buy a map, Anna.'
   He reminded

3. 'You should see a doctor, Mrs Clark.'
   He advised

4. 'Keep all the windows closed, William.'
   They warned

5. 'Go home, Paul.'
   Francis told
B Report what these people said using the words in brackets ( ) and the Past Simple.

Jacob said, 'Anna, would you lend me £5, please?'
(ask) Jacob asked Anna to lend him £5.

1 I said to John, 'Remember to call Ellie.'
(remind)

2 'You must wash your hands, children,' the teacher said.
(tell)

3 'Mary, please lend me your bicycle pump,' said Paul.
(ask)

4 She said, 'Children, stay away from the water.'
(warn)

5 'You should see a lawyer,' the police officer said to Mark.
(advise)

C Complete the conversations using the words in brackets ( ). You will also need a pronoun (e.g. me, him, them) and the word not. Use the Past Simple.

A: Did you tell the children to clean the car?
B: Yes, but I/tell/to use too much water.

1 A: Did you ask William to come to the meeting?
B: (Yes, and I/tell/to be late.)

2 A: Did the doctor tell Lucy to keep warm?
B: (Yes, and she/warn/to go outside the house.)

3 A: Did you ask Michael to go to the butcher's?
B: (Yes, and I/tell/to forget the bacon.)

4 A: Did the police officer advise everyone to stay indoors?
B: (Yes, and he/tell/to go near the windows.)

5 A: Did the dentist advise you to eat carefully?
B: (Yes, and she particularly/warn/to eat nuts.)

D Complete the sentences using the words in the box.

advise ask order remind tell warn

The official said to George, 'Go to Room 23.' The official told him to go to Room 23.

1 'Girls, you mustn't touch these wires. It can be dangerous,' said the guide.
The guide told the wires.

2 'The bus is all right, Anna, but it's better for you to take the train,' we said.
We told the train.

3 'Bring the money, Simon. Don't forget,' Mrs Walters said.
Mrs Walters told the money.

4 'This is the police,' the voice said. 'Spectators must leave at once.'
The police told at once.

5 I said, 'Please come in, Mr Tufnell.'
I told in.
'Yes/no' questions have a form of be (e.g. is, are) or an auxiliary verb (e.g. can, do, have) that goes before the subject:

**SUBJECT**

<table>
<thead>
<tr>
<th>Are they English?</th>
</tr>
</thead>
<tbody>
<tr>
<td>'Can John type?'</td>
</tr>
</tbody>
</table>

We report these questions with ask if/whether:

**SUBJECT**

| She asked if they were English. |
| She asked if John could type. |

OR:

| She asked whether they were English. |
| She asked whether John could type. |

Note that in a reported question we do not put be or an auxiliary before the subject (NOT She asked were they English.)

Many questions begin with a question word (Who, What, Where, etc.):

**SUBJECT**

| Where does Anna live? |
| Why has Jasmine gone? |

We report these questions with ask:

**SUBJECT**

| They asked where Anna lived. |
| She asked why Jasmine had gone. |

We can also ask someone something:

*The manager asked me if I could type.*
*They asked him where Sarah lived.*

Note that when we report a question that somebody asked earlier, we usually change the tense of the verb:

*'Can John swim?'
He asked if John could swim.*

The most common tense changes are:

- Present -> Past:
  *am/is* -> *was*  
  *are* -> *were*  
  *is living* -> *was living*  
  *live* -> *lived*

- Present Perfect -> Past Perfect:
  *has gone* -> *had gone*

- Past Simple -> Past Perfect:
  *arrived* -> *had arrived*

- Modals:
  *will* -> *would*  
  *can* -> *could*

We often also change other words, for example:

*'Have you finished, Mike?'
She asked Mike if he had finished.*

We can use wanted to know and wondered instead of asked:

*She wanted to know if they were English.*  
*(or She wanted to know whether they were English.)*
*She wondered why Jasmine had gone.*

---

A Change each sentence into reported speech or a direct question by filling in the gaps. End each sentence with a full stop (.) or a question mark (?).

1. (Did they come?) She asked if they had come.
2. (I asked him where he worked) Where do you work?
3. (Do you speak English?) They asked me I spoke English.
4. (I wanted to know why he had taken my key) did you take my key?
5. (How many people came to the party?) I asked people had come to the party.
6. (Does Anna work on Saturdays?) I asked Anna worked on Saturdays.
7. (Can we meet tomorrow?) I asked we could meet tomorrow.
8. (I asked what he had done) has he done.
7 (When are your parents leaving?) I asked her her parents were leaving.
8 (Why has Jasmine gone home?) I asked Jasmine had gone home.
9 (Where do you go for your holidays?) I wanted to know they went for their holidays.
10 (Is William coming to the party, Jasmine?) I asked Jasmine William was coming to the party.

B Use the words in brackets ( ) to write questions. Then complete the reported questions.
1 (Do James often play football?) Question: Reported question: I wondered if
2 (What have the children eat?) Question: Reported question: She wanted to know
3 (Where be Mark going?) Question: Reported question: I asked
4 (When will the next bus leave?) Question: Reported question: We wanted to know
5 (Have Anna see the film?) Question: Reported question: Tom asked

C Steve Ellis robbed a bank and the police believe that Alan Reeves helped him. Complete what Reeves told the police officer using the questions from the box.

How long have you been out of prison?
1 Have you worked since then? 4 Do you know Steve Ellis?
2 Does your sister give you money? 5 How long have you known Steve?
3 Who else gives you money? 6 Have you seen Steve recently?

I asked him how long he had been out of prison, and he replied that he had left prison six months ago.
1 Then I asked him ............................................. He told me that he hadn't found a job.
2 I asked him ............................................., and he said she did give him some money, but not very much.
3 Then I asked him ................................................................. He replied that nobody else did.
4 I asked him ................................................................., and he said that he and Steve were friends.
5 So I asked him ................................................................. and he said that he had known him for six years.
6 Then I asked him ................................................................., and he said that he couldn't remember.
A) Antonio and Ellie are having a break at work. Complete their conversation with the verbs in brackets () in the right tenses. Use contracted forms, if they sound more natural.

**Antonio:** I feel old and useless.

**Ellie:** You're OK. Don't worry so much.

**Antonio:** If I **was** (be) in a different job, I might be happier.

**Ellie:** If I **always** (be) tired, you **always** (be) tired.

**Antonio:** Yes, but if I had applied for other jobs, I **would have** (get) something more interesting by now. I **wouldn't be** (be) so tired.

**Ellie:** If you **saved up**, you **would be** (be) able to have holidays. We've had this conversation before, haven't we?

**Antonio:** Yes, I know. But if I **hadn't talked** (not talk) to you, I won't find an answer.

**Ellie:** I wish I **could** (can) help you more.

**Antonio:** But I would have stopped work completely if I **hadn't** (not met) you, Ellie!

**Ellie:** If people **aren't** (not speak) to each other, they lose hope. That's my opinion. What makes you happy, anyway?

**Antonio:** I wish I **knew** (know). The only thing I know is that I **sings** (sing) if I'm happy. Does that help?

**Ellie:** Perhaps. Where do you sing?

**Antonio:** In the shower mostly.

**Ellie:** Perhaps you **will be** (be) happier if you got a job in music?

**Antonio:** Perhaps. But I have to get back to work. I'll talk to you later.

B) Peter is making a political speech in the town centre. Improve his speech by using Second and Third Conditionals instead of the underlined text.

"Please listen to me. *We don't work together, so we don't succeed.* You didn't vote for me at the last election, so your lives have not improved. Don't go away. I know it's raining! *Churchill isn't alive today.* Life isn't better, and he isn't our Prime Minister. Come back, sir! I haven't finished. *Our teachers aren't happy because our schools are short of money.* I won't become Prime Minister, so I won't give every child a new phone. *Didn't bring my wife with me today.* She isn't here because she's busy with her own work."

1. If you
2. I wish Churchill
3. Life would
4. Our teachers would
5. If I
6. I wish I
7. If she wasn't
Luke’s parents got divorced ten years ago. Luke has just met his father, William, for the first time in five years. In this conversation, he is telling his girlfriend what his father said. Report it.

What William said:

1. “Are you living on your own?”
2. “Please get enough sleep.”
3. “You should get some qualifications.”
4. “Please give me your new address there.”
5. “Where do you work?”
6. “Don’t take any drugs.”

Michelle: What did he say?
Luke: *(ask)* He asked me if I was living on my own.
Michelle: None of his business! What else?
Luke: *(advise)*
Michelle: What does he think you’ve been doing for five years? What about college?
Luke: *(tell)*
Michelle: Did he get any himself? Anything else?
Luke: *(warn)*
Michelle: I suppose that’s sensible. Did he say anything about your friend Paul?
Luke: *(ask)*
Michelle: Did you talk about work?
Luke: *(ask)*
Michelle: So you told him about the job in Sheffield?
Luke: Yes and *(persuade)*

Now use William’s report to his second wife to write what Luke actually said.

William’s report:

1. He said I didn’t look very well.
2. He said he would give me the name of his doctor.
3. He told me to eat more fruit.
4. He told me he was living in a flat on his own.
5. He said he had tried sharing with his friend, Paul, but Paul had left.
6. He said he was going to live in Sheffield.

Luke: *(You don’t look very well)*
William: I’m alright actually.
Luke: *(You don’t look very well)*
William: But I’m never ill.
Luke: *(You don’t look very well)*
William: Perhaps. Anyway, what are you doing these days?
Luke: *(You don’t look very well)*
William: Don’t you get lonely?
Luke: *(You don’t look very well)*
William: Really? What are you going to do next, anyway?
Luke: *(You don’t look very well)*
1. We use **and** and **both ... and** to link two similar ideas in one sentence:

- **She is tired.** **She is hungry.**
- **She is tired and hungry.**
- **She is both tired and hungry.**
- **We found both our tickets and our money.**

2. We use **but** to contrast two different ideas:

- **He swims. He doesn't play tennis.**
- **He swims, but he doesn't play tennis.**
- **I live in Bristol, but I work in London.**

3. We use **so** to talk about the result of something (see Unit 104); it links two actions (= and therefore ...):

   - **SITUATION:** I'm tired.
   - **RESULT:** I'm going to bed.

   I'm tired, **so** I'm going to bed. They were late, **so** they missed the train.

4. We use **or** and **either ... or** to talk about two possibilities:

   - **POSSIBILITY A:** She's French.
   - **POSSIBILITY B:** She's Swiss.

   She's either French or Swiss.

   That man is either a footballer or an actor.

   I never work all day. I work either in the morning or in the afternoon.

5. We use **neither ... nor** to put two negative statements together:

- **Peter didn't come.** **Jess didn't come.**
- **Neither Peter nor Jess came.**

   The verb form (came) is positive, because **neither ... nor** makes the sentence negative:

- **NOT** Neither Peter nor Jess didn't come.

6. When we talk about two things, we can also use **both, either and neither** like this:

   - **both** of the films.
   - **either** or my mobile number.
   - **neither** of the suits.

   We can also say:

   - **both/either/neither** of **+ of + them/us**
   - He has two cars, but **neither of them works.**

---

**A** Complete the second halves of the sentences with **but** or **so**.

- The film was very long, ______ it was interesting.
  - **but** we got home late.
  - **so** the food is terrible.
  - **but** only rich people go there.
  - **so** I don't have much free time.
  - **but** I'm not making much progress.
  - **so** I can write to her.
  - **but** I haven't got her mobile number.
  - **so** we went to the seaside.
  - **but** the sea was too cold.
  - **so** they wanted to eat in a restaurant.
  - **but** they couldn't go to a restaurant.
  - **so** I went to the police station.
  - **but** I found £10 in my pocket.
B Combine these sentences with both ... and.

- Jasmine owns a shop. She owns a restaurant. **Jasmine owns both a shop and a restaurant.**
  1. This restaurant is cheap. It is good.
  2. Jo bought a dress. She bought a jumper.
  3. They play golf. They play tennis.
  4. The film was funny. It was exciting.

C Now combine these sentences with either ... or.

- POSSIBILITY A: She's at the office.  
  POSSIBILITY B: She's at the airport.  
  POSSIBILIT Y A: Paul's at home.  
  POSSIBILITY B: Paul's at the gym.
  1. POSSIBILITY A: The shop is in East Street.  
    POSSIBILITY B: The shop is in Fox Street.
  2. POSSIBILITY A: Her father is a doctor.  
    POSSIBILITY B: Her father is a dentist.
  3. POSSIBILITY A: The museum is in Oxford.  
    POSSIBILITY B: The museum is in Bath.

D Now combine these sentences with neither ... nor.

- Chris didn't have time to take a holiday. Michelle didn't have time to take a holiday. **Neither Chris nor Michelle had time to take a holiday.**
  1. The bus didn't arrive on time. The train didn't arrive on time.
  2. David doesn't play tennis. Mike doesn't play tennis.
  3. The restaurants aren't good. The hotels aren't good.
  4. The English team didn't play well. The Scottish team didn't play well.

Complete the sentences with both/either/neither + of + us/them (e.g. neither of us).

- I went to the concert with Mary, but **neither of us** enjoyed it very much because it was a bit boring.
  1. There are two flights we can catch to New York. Both flights cost the same amount, so we can choose
  2. I played two games against Harry, and I lost **because he is a much better player than me.**
  3. I saw Jasmine and Alice walking down the street and I waved at them, but **saw me because they were talking.**
  4. I looked at George, and George looked at me. Then **started to laugh because it was such a funny situation.**
  5. A man spoke to us but **could understand him, so we didn't answer.**
  6. Tim and I wanted to go to the game, but **could get tickets, so we watched it on TV.**
Because, in case, so, so that

1. We use *because* to give the reason for something:

   - **Reason**
   - Jack is in bed because he's got the flu.
   - We couldn't go out because the weather was terrible.
   - I took a taxi because I was in a hurry.

2. We use *because of* with a noun (e.g. flu, weather, noise):

   - Jack is in bed because of his flu.
   - We couldn't go out because of the storm.
   - I couldn't sleep because of the noise.

3. We use *so* to talk about the result of something:

   - **Result**
   - I was in a hurry so I took a taxi.
   - Jack's got the flu so he's in bed.
   - The weather was terrible so we couldn't go out.
   - My neighbours were having a party and making a lot of noise so I couldn't sleep.

4. We use *so that* to talk about the purpose of an action:

   - **Purpose**
   - I took a taxi so that I would arrive on time.
   - I listen to the news in the morning so that I know what's happening in the world.
   - Tom goes jogging every day so that he'll stay fit.
   - I took a taxi so that my friends would not have to wait for me.

   (We can also use *to + infinitive* to talk about purpose; see Unit 95.)

A. Write each sentence in a different way using the words given.

- Tom didn't want to go out because he had a cold.
  Tom didn't want to go out *because of his cold*.

- Take some money because you might need to take a taxi.
  Take some money *in case you need to take a taxi*.

- John and I asked for a drink because we were thirsty.
  John and I asked for a drink *so we asked for a drink*.

1. Mary went to bed because she was tired.
   Mary went to bed *so she was tired*.

2. I couldn't sleep because it was so hot.
   I couldn't sleep *because of the heat*.

3. Charlotte doesn't like apples so she doesn't eat them.
   Charlotte doesn't like apples *because she doesn't eat them*.

4. The streets were crowded because of the football match.
   The streets were crowded *because there was a football match*.

5. I'll give Jasmine a key to the house because she might get home before me.
   I'll give Jasmine a key to the house *in case she might get home before me*.
B. Complete the sentences with because, in case or so, and a phrase from the box. Use each phrase once.

- I'll take a book to read
- I want to lose weight
- she's at home
- he lost his passport
- his wife was ill
- more people come to the party
- they had to wait for the next one

They missed one bus so they had to wait for the next one.

1. I don't know where my sister is, but I'll try phoning her.
2. I'm eating less these days.
3. Peter had trouble at the airport.
4. It's a long journey.
5. We've bought more food.
6. Mr Smith didn't go to the meeting.

C. Write out complete sentences using the words in brackets ( ), making any necessary changes and including so that.

1. (Mark/go/swimming every day/he can stay healthy.)
   Mark goes swimming every day so that he can stay healthy.

2. (Last week, my brother/lend/me £60/I could buy some new trainers.)

3. (Our school has/open/a new library/we can have more books.)

4. (Anna always/write/everything in her diary/she doesn't forget her appointments.)

5. (Last Friday, we/leave/home early/we could avoid the morning traffic.)

D. If the sentence is correct, put a tick (✓). If it is incorrect cross out any incorrect words and, if necessary, write in the correct word.

1. A: Why are they tired? ✓
   B: Because of their long journey.

2. I can't come tomorrow, so I came today.

3. Take a sandwich with you in case you get hungry.

4. Julie had to go to the shops so she needed something for lunch.

5. A: Good morning. I've come because of my back hurts.
   B: You mean you've come so a check-up? O.K. But we're very busy today so you'll have to wait about an hour.
1 We can use because, since and as to express a reason for something. Normally we use because when the reason has not been mentioned previously; the reason usually comes in second place:

We stayed at home because Tom was ill.

If the conversation has already mentioned that Tom was ill, we normally express the reason with since or as; the reason usually comes in first place:

Tom wasn't feeling well. Since/As Tom was ill, we stayed at home.

2 We can use for to express purpose or reason with different structures. We can use it with a noun to express a purpose:

I went to the shops for some cheese.
We stopped for a drink.

When the action and the purpose involve different people, we express this with for and a noun or pronoun followed by the infinitive with to:

We stopped for the children to have a drink.
I waited for him to finish his homework.

We can use for with a noun or an -ing form to give the reason for a reaction:

The teacher sent Charlotte home for cheating.
My cousin was arrested for robbery.

Johnson is in prison for dangerous driving.
Sam won a medal for saving a young boy.

Here the reason happens before the reaction.

3 You will sometimes see for used in a way similar to because:

Diane was pleased to receive the books, for she was fond of reading.

However, this is not common and you can always use because in these cases.

4 We can also use prepositions due to and owing to with a noun to express a reason:

Many people arrived late due to/owing to the heavy rain.
Due to/Owing to the road repairs, we had to take a different route.

If we use these prepositions with a clause, we have to include the fact that:

The concert was cancelled due to/owing to the fact that the pianist had appendicitis.

Note that we can use noun + be + due to + noun:

The delay was due to fog.

We cannot use owing to in this way:

NOT The delay was owing to fog.

Here the reason happens before the action or fact.

A Complete the sentences with an expression from the box.

due to a problem with the brakes
for the best drawing
since Carolyn's a vegetarian
for a cup of coffee

1 She kept a box of toys ____________________________ to play with.
2 Amber won a prize ____________________________
3 ____________________________, we can't take her to our usual restaurant.
4 Jasmine's accident was ____________________________
5 Jack has gone to the shops ____________________________
6 Many people were late for work ____________________________
**B** For each pair of sentences, complete the second so that it means the same as the first. In some cases there is more than one possibility.

1. Lucy went to the kitchen to get some ice cubes.
   Lucy went to the kitchen for **some ice cubes**

2. Jonny's mother sent him to his room because he misbehaved.
   Jonny's mother sent him to his room for **misbehaving**

3. The ferry was late due to the heavy winds.
   The ferry was late due to **it was very windy**

4. Nathan hit his sister and his father punished him.
   Nathan's father punished him for **hitting his sister**

5. The boss gave Isaac a bonus because he worked at the weekend.
   The boss gave Isaac a bonus for **working at the weekend**

6. I can't get into the bathroom because Emily's there.
   Since **Emily is there**, I can't get in there.

7. The road is blocked because some trees have fallen.
   The blocked road is due to **trees have fallen**

8. They waited while the sheep crossed the road.
   They waited for **the sheep to cross**

---

**C** Here is a story about a day out for the Long family. Choose the correct options to complete it.

Mr Long is a careless driver. In fact he has a reputation as a dangerous driver *because*/ **owing to** the police have fined him three times *because*/ **for** speeding. *Due to*/ **Since** he drives carelessly, his wife usually drives the family car, especially when the children are with them. The children often feel sick in the car *due to the fact that*/ **owing to** they are not good travellers, and when this happens Mrs Long has to stop the car *for*/ **as** them to have a break. Some people take pills for travel sickness, of course, but Mrs Long doesn't like the idea *because*/ **due to** she doesn't think they work. One hot summer's day the family were on their way to visit Mrs Long's mother *owing to the fact that*/ **owing to** it was her birthday. *Since*/ **For** it was a special day the children were wearing their best clothes, so it was obviously a bad day *for*/ **because** them to get dirty. Very soon the children were feeling sick, probably *due to*/ **for** the heat, so Mrs Long stopped the car several times *for*/ **since** them to get out for some fresh air. When they finally arrived, grandmother said, 'You're a bit late but I suppose that's *due to*/ **owing to** the traffic.' 'Not really,' said Mrs Green. 'The journey took longer than usual *because*/ **owing to** the heat and we had to stop several times *to*/ **for** a break.' At their grandmother's the children soon felt better and they had a great afternoon. After lunch they went for long walk with Grandma's dog, Queenie. On the way home they were tired and fell asleep straightaway in the car.
We can contrast two ideas or situations within a sentence with although:

**Although the weather was very cold, we decided to go for a walk.**

*The government passed the new law although many people opposed it.*

Informally we can use though in the same way:

**Though the weather was very cold, we decided to go for a walk.**

*The government passed the new law though many people opposed it.*

**While** is not possible here.

We can use while to contrast two aspects of the same thing or two similar things within a sentence:

**While I agree with the idea, I don't think it's very practical.**

*Some of my friends have found work while others are still unemployed.*

(A) **though** is also possible here.

When the contrast is expressed in a separate sentence, we use however:

**The government passed the new law.**

**However, many people were against it.**

**I agree with the idea. I don't think it's very practical, however.**

We use a comma to separate however from the rest of the sentence.

**Though can also go at the end of a separate sentence:**

**I agree with the idea. I don't think it's very practical, though.**

**Although** is not possible here.

We can use prepositions in spite of and despite with a noun (but not usually a personal pronoun) to express concession or contrast:

**In spite of / Despite the cold weather, we decided to go for a walk.**

*The government passed the new law in spite of / despite the opposition.*

If we use these prepositions with a clause, we have to include the fact that, e.g.:

*The government passed the new law in spite of / despite the fact that many people were against it.*

In each question, complete the second sentence (or pair of sentences) so that the meaning is the same as the first sentence (or pair of sentences).

1. Jacob is older than Megan but she is taller than he is.
   **Although Jacob is older than Megan, she is taller than he is.**

2. In spite of the fact that it was dangerous, many people helped in the rescue.
   Many people helped in the rescue although

3. Some people continue to smoke cigarettes although there is a serious warning on every packet.
   Some people continue to smoke cigarettes although the warning on every packet, some people continue to smoke cigarettes.

4. There were several stronger teams but it was Greece that won the cup.
   There were several stronger teams. It was Greece that won the cup.

5. Although London is more expensive than the rest of Britain, many people prefer to live there.
   Many people prefer to live in London despite it is more expensive than the rest of Britain.

6. My work is interesting but it is not very well paid.
   While

7. Although Amy complained about the exams, she got very good marks.
   Amy complained about the exams.
**B** Complete this speech about drugs by putting in although, despite, however or while. In some cases there is more than one possibility.

Ladies and gentlemen. Today I want to explain why I think drugs should be legalized. Many people think that all drugs are illegal. *However* the legal situation is different in different countries. For example, *coca leaves are legal in some parts of South America, they are banned in the USA and many other countries.* But even in the USA and Europe, it is not true that all drugs are illegal. *tobacco and alcohol are seriously addictive, they are a regular aspect of most social gatherings in our countries.* Not everybody who smokes tobacco or drinks alcohol is an addict, of course. Many regular smokers would like to cut down or stop, and in fact many have tried several times. *their many attempts, they continue smoking, precisely because nicotine is so addictive.* Anyway, what are the disadvantages of the illegal drugs remaining illegal? In the first place, illegality means that there is no quality control to protect the consumer. People think they are buying cocaine, for example, the substance is often mixed with dust or even poisonous powders. Also drugs on the street are fairly expensive so consumers might not have a job, they need their drugs and this quickly leads to stealing and prostitution in order to pay for them. Second, the drug industry generates enormous quantities of money, enough to corrupt many police officers and politicians. We like to think that our authorities control crime. The reality, is that in some countries crime controls the authorities. Ladies and gentleman, you may not like drugs, as long as drugs are illegal, they are outside democratic control.

Anthony and Grace are discussing the talk about drugs. Complete their conversation using the expressions from the box.

**although** although **despite** however **in spite of the fact that** though

**Anthony:** What did you think of the talk?

**Grace:** I don't agree with her, *although* I have to accept that her talk was clever. It's true that the present situation isn't perfect, *if they legalize drugs, things will be much worse.*

**Anthony:** Oh, I don't know. Society seems to manage all right with tobacco and alcohol they're perfectly legal.

**Grace:** You make it sound as if they're harmless. I think it's truer to say that society functions they're legal because they cause problems for a lot of people.

**Anthony:** A few people misuse them. Most people use them sensibly, *you can smoke sensibly.*

**Grace:** It doesn't make sense to say that you can smoke sensibly. That's why there are health warnings on the packets. People are stupid enough to smoke all the warnings.
1. If we use a sentence like:
   The police have found the boy.
   it may not be clear which boy.
   We can make it clear like this:
   The police have found the boy who disappeared last week.
   Who links the relative clause (who disappeared last week) to the main clause (The police have found the boy).

2. When we talk about people, we use that or who:
   I talked to the girl that (or who) won the race.
When we talk about things or animals, we use that or which:
   I like the car that (or which) won the race.

3. That, who or which can be the subject of the relative clause, like this:
   I talked to the girl who won.
   The girl who won.
   That is the dog that attacked me.
   The dog that attacked me.

   There is no other pronoun (e.g. it, they):
   NOT That is the dog that it attacked me.

4. That, who or which can be the object of the relative clause, like this:
   The card which Jon sent was nice.
   Jon sent the card.
   The man that I saw was very rude.
   I saw the man.

   There is no other pronoun (e.g. him, them):
   NOT The man I saw him was very rude.

   When that, who or which is the object of the relative clause (e.g. The card which Jon sent), we can leave it out:
   The card Jon sent was nice.
   The man I saw was very rude.

5. Now look at this sentence with whose:
   Lucy is the woman whose husband is an actor.
   (= Lucy's husband is an actor.)
   We use whose in place of his, her, their, etc.
   We only use it with people, countries and organizations, not things. It has a possessive meaning. Here is another example:
   The man whose dog bit me didn't apologize.
   (The man didn't apologize. His dog bit me.)

   All these relative clauses that define a person or thing are called defining relative clauses.

A. Complete the sentences using the information in brackets () and who or which.

   (I went to see a doctor. She had helped my mother.)
   I went to see the doctor who had helped my mother.

1. (A dog bit me. It belonged to Mrs Jones.)
   The dog belonged to Mrs Jones.

2. (A woman wrote to me. She wanted my advice.)
   The woman wanted my advice.

3. (A bus crashed. It was 23 years old.)
   The bus was 23 years old.

4. (Anna talked to a man. He had won a lot of money.)
   Anna talked to the man who had won a lot of money.

5. (Mary was wearing the red dress. She wears it for parties.)
   Mary was wearing the red dress.

6. (He's an architect. He designed the new city library.)
   He's the architect who designed the new city library.
B Complete the sentences using the information in brackets ( ) and that.

1. (Jack made a table. It’s not very strong.)
   The table that Jack made is not very strong.

2. (I read about a new computer. I had seen it on TV)
   I read about the new computer

3. (Jasmine made a cake. Nobody liked it.)
   Nobody liked the cake

4. (Mary sent me a joke. It was very funny)
   The joke was very funny.

5. (My sister wrote an article. The news is going to publish it)
   The news is going to publish the article

6. (I saw a house. My brother wants to buy it.)
   I saw the house

C Complete the sentences with one of the phrases in the box and who or whose.

interviewed me
had saved their son
book won a prize last week
car had broken down

The parents thanked the woman who had saved their son

The couple whose divorce was in the newspapers have got married again.

1. It is very interesting to meet somebody

2. The person asked me some very difficult questions

3. In my office there are two men

4. What's the name of that writer?

5. I don't like people

6. We helped a woman

Complete the sentences with who, that, or nothing (-).

The match we saw was boring.

Did I tell you about the people who live next door?

The horse that won the race belongs to an Irish woman.

1. I love the ice cream they sell in that shop.

2. The book I’m reading is about jazz.

3. The woman who came to see us was selling magazines.

4. We’ll go to a restaurant that has a children’s menu.

5. The factory closed last week had been there for 70 years.

6. Have you read about the schoolgirl who started her own business and is now a millionaire?

7. Ethel says that the house Tom has just bought has a beautiful garden.
In informal English, in defining relative clauses, when who, that or which is the object of the verb, it can be omitted:

The name of the woman I interviewed was Mrs Norris.
The car they bought was quite expensive.

Notice that there is no pronoun in the relative clause:
The name of the woman I interviewed was Mrs Norris.
The car they bought was quite expensive.

When the verb has a preposition, in formal English the preposition goes with whom or which:

That is the young man to whom I spoke.
The job for which she's applied is in Paris.

Informally, we can omit the relative word and then the preposition goes at the end of the relative clause:

That is the young man I spoke to.
The job she's applied for is in Paris.

3 Informally, we often omit the relative word when after day, year, etc.: That was the year I finished university.

We often omit the relative word where after place, somewhere, etc.: Do you know a place/somewhere we can get a good sandwich?

We often omit the relative word why after reason: The real reason she came was to speak to me.

We often omit a relative expression after way: That's the way they make beer in Germany.

A Cross out the words in the sentences that are not possible or not necessary. If there are no such words, mark the sentence with a tick (√).

1. The first book which she wrote was Lost Steps.
2. This is the boy who broke the window. √
3. Do you know the woman that my father's talking to?
4. They're going to close the factories that they make too much smoke.
5. People who live in flats shouldn't have dogs.
6. An animal that comes out at night must have good eyes.
7. The boat that my cousins sailed in it was hit by a bomb.
8. An amphibian is an animal which can live on land or in water.
9. People who are from Manchester are called Mancunians.

B In the following, if a sentence is incomplete, indicate where a word is necessary and write the word at the end. If the sentence is correct, mark it with a tick (√).

1. Is there a shop near here that sells stamps? √
2. Mrs Thomas is the teacher my sister likes best.
3. The referee is the person who takes the decisions.
4. The bus they were waiting for never came.
5. The old lady we saw was wearing a pink dress.
6. Is this the train that goes to Nottingham?
7. There's a place near here where you can get a good hamburger.
8. It took a long time to find the doctor we wanted to see.
9. Do you know anybody who plays the piano really well?
**C** Combine the two sentences into one. Put in *who, that, which or where* only if it is necessary.

1. I lent you a book. Have you read it?
   Have you read the book I lent you?

2. My mother works in a factory. It makes parts for cars.
   The factory where my mother works makes parts for cars.

3. They lived in a block of flats. It was struck by lightning.
   The block of flats where my mother worked was struck by lightning.

4. The hotel had a magician. He was very clever.
   The hotel had a magician who was very clever.

5. The porters are paid a salary. They can't live on it.
   The porters can't live on the salary they are paid.

6. Nobody else wanted the food. My father ate it.
   My father ate the food that nobody else wanted.

**D** Freda and Jacob are packing to go on holiday. Complete their conversation with the expressions from the box and include *that* if it is necessary.

- you can take onto the plane
- go with my green dress
- has a lock
- have just been mended
- covers all the Mediterranean islands
- a bit heavy
- I can walk all day in
- we bought in that second-hand bookshop
- I knitted myself

Freda: We'd better take two cases. The one that has a lock and that smaller one.

Jacob: Which camera do you want to take? The handy one or the big one?

Freda: Let's take the smaller one. How about the travel guide? There's that big one and that pocket-sized one – the one just about Corsica.

Jacob: Perhaps the small one will be enough.

Freda: I think I'll take my shoes. How many pairs of shoes are you taking?

Jacob: Well, we'll need some comfortable ones and perhaps for the evenings I'll take the new green ones, the ones.

Freda: It might be cool in the evenings. I suppose you're taking a sweater.

Jacob: Yes, the white one. You know, the one.

Freda: Anyway, let's have a break. I feel like a drink.
1. Look at these two sentences:

London has nearly 9 million inhabitants.
London, which is the capital of Britain, has nearly 9 million inhabitants.

The clause which is the capital of Britain gives us more information about London, but we do not need this information to define London. We can understand the first sentence without this extra information. Which is the capital of Britain is a non-defining relative clause. It has commas (,) to separate it from the rest of the sentence.

2. For things or animals, we use which (NOT that) in non-defining relative clauses:

Jacob sold his computer, which he no longer needed, to his cousin. (NOT ... that he no longer needed ...)
In the summer we stay in my uncle's house, which is near the sea.

3. For people, we use who (BUT NOT that) in non-defining relative clauses. We use who when it is the subject of the relative clause:

Elvis Presley, who died in 1977, earned millions of dollars. (Presley died in 1977.)

We use who (or sometimes whom) when it is the object of the relative clause:

My boss, who (OR whom) I last saw before Christmas, is very ill. (I last saw my boss before Christmas.)

4. We use whose to mean his, her, or their:

Marilyn Monroe, whose real name was Norma Jean, was born in Los Angeles. (Her real name was Norma Jean.)

5. We can also use which (BUT NOT that) to refer to a whole fact:

Anna did not want to marry Tom, which surprised everybody.

Here, which refers to the fact that Anna did not want to marry Tom.

A. Make one sentence from the two that are given. Use who or which.

- Mont Blanc is between France and Italy. It is the highest mountain in the Alps.
  Mont Blanc, which is between France and Italy, is the highest mountain in the Alps.
- Alfred Hitchcock was born in Britain. He worked for many years in Hollywood.
  Alfred Hitchcock, who was born in Britain, worked for many years in Hollywood.

1. The sun is really a star. It is 93 million miles from the earth.

2. John F. Kennedy died in 1963. He was a very famous American President.

3. Charlie Chaplin was from a poor family. He became a very rich man.

4. The 2016 Olympics were held in Rio de Janeiro. It was the capital of Brazil until 1960.

5. We went to see the Crown Jewels. They are kept in the Tower of London.
B From the notes, make one sentence. Use who, whose or which with the words in brackets ()

Greta Garbo. (She was born in Sweden.) She moved to America in 1925. Greta Garbo, who was born in Sweden, moved to America in 1925.

Darwin. (His ideas changed our view of the world.) He travelled a lot when he was young. Greta Garbo, who was born in Sweden, moved to America in 1925.

1 Football. (It first started in Britain.) It is now popular worldwide. Football

2 Margaret Thatcher. (She was the Prime Minister of Britain for 11 years.) She studied science at university.

3 Michelangelo. (He lived until he was 90.) He is one of Italy's greatest artists.

4 Barack Obama. (His wife is a brilliant lawyer and role model.) He became President of the USA in 2009.

5 The Nile. (It runs through several countries.) It is the longest river in Africa.

6 Madonna. (Her parents were born in Italy.) She is a famous American singer.

7 Gandhi. (He was born in 1869.) He was assassinated in 1948.

8 Elephants. (They are found in Africa and India.) They are the largest land animals.

9 The Beatles. (Their music is still popular.) They were probably the most famous pop group in the world.

10 Brands Hatch. (It is not far from London.) It is famous for its motor races.

C Complete this text about Lewis Carroll with who, which or whose.

Alice in Wonderland, which is one of the most popular children's books in the world, was written by Lewis Carroll. Carroll's real name was Charles Dodgson. Carroll, who had a natural talent as a story-teller, loved to entertain children, including Alice Liddell, whose father was a colleague of Carroll's at Oxford University. One day Carroll took Alice and her sisters for a trip on the River Thames, which flows through Oxford. After the trip, Carroll wrote in his diary that he had told the children a wonderful story, which he had promised to write down for them. He wrote the story, illustrated it with his own drawings, and gave it to the children. By chance, it was seen by Henry Kingsley, who was a famous novelist, and he persuaded Dodgson to publish it.
A Carlo is working on the busy reception desk of a large hotel in Bristol. Complete the dialogue with the words from the box.

Carlo: Can I help you, sir?
First man: I hope so. *Neither* the shower, nor the bath works in my room.
Carlo: I'm sorry, sir. We'll have them repaired this afternoon.

First woman: I've got an early flight, *or* I need an alarm call at five o'clock in the morning.
Carlo: No problem, Madam. I'll arrange that for you.

Second man: Can I borrow an umbrella *if* it rains? I don't want to get my suit wet.
Carlo: Of course you can, sir. Here you are.

Second woman: I'm unhappy *and* my room doesn't have a view. I'd like to see the park and the river.
Carlo: I'll see what I can do, Madam.

Third man: Can you book me a taxi *in* that I can get to the airport by ten o'clock tonight?
Carlo: Certainly sir. I'll book it for half past nine.

Third woman: *The bed* the bath are too small for my husband and me.
Carlo: I'm sorry, Madam, but that's all we have at the moment.

B This is the first of two articles from a holiday magazine. Cross out the wrong words.

Beach, City or Lake?

*Although*/Since most British holidaymakers traditionally go to the seaside for their holidays, lakes and mountains are also popular places *as* for people to relax and enjoy themselves. *While*/However, a lake holiday usually costs more than a beach holiday because the local hotels and restaurants are more expensive.

*Since*/Although most people think very carefully about prices, the beach is still the top location *for* a one-week or two-week holiday. *While*/However you may not think of a city as a place for relaxing, many people enjoy a short break or a long weekend in a nearby town.

*Although*/in spite of the noise and the traffic, tourists love going to big cities and seeing the art galleries, museums, shops and nightlife. *However*/Although they are expensive, big cities all over the world welcome millions of visitors every year.
Joe and Beth have been invited to a neighbour's wedding. Cross out the underlined words if they are not necessary.

Joe: What would you like to drink?
Beth: Something that I haven't tried before, I think. Joe, can you see the man who is drinking orange juice?
Joe: Is he the man who repaired our roof in the summer?
Beth: I think so. The day when he came to our house was your birthday, wasn't it?
Joe: That's right. But the work that he did wasn't very good, was it?
Beth: No, it wasn't. Do you know the woman who is eating a piece of cake by the window?
Joe: Yes. I'm sure she's the woman whose dog bit my leg a month ago.
Beth: Oh dear. Is there anyone here that you want to talk to?
Joe: I'd like to find the man who plays music in his garden at six in the morning!
Beth: Joe! Try to be friendly. The new neighbour that I met in the street yesterday was really nice.
Joe: Yes, but did you think about the reason why she was nice? She wanted to borrow two of our chairs.

This is the second holiday article. Complete the article with the words from the box.

Beautiful Ireland
Ireland, which has a population of less than four million people, is a country with some of the world's most beautiful mountains and valleys. The first things that have thousands which mean you see which has that visit which has as you drive south from Dublin are the green grass and the hills of Wicklow. Further south, on the way to County Wexford, there are many small hotels, you can find somewhere to stay without booking in advance. The place that has thousands which mean you see which has that visit which has of tourists visit every year, however, is the west coast. This is the coast fantastic views of the Atlantic Ocean, and pretty seaside towns. Galway, for example, a wonderful bay, is well worth a visit. Or two visits! It is a fact that tourists Ireland always come back soon for a second or third holiday!

Complete the announcement on a train from London to Lyon with words from the box.

Although we will arrive late in Paris, we still expect to reach Lyon by 19.00 this evening. Passengers who would like tea, coffee or cold drinks should visit the café in coach D. Please remember, that the café will close in 20 minutes to a problem with the refrigerator. Remember also to keep your ticket with you at all times in you pass the Ticket Inspector as he walks through the train. We are sorry to say that Coach F has air conditioning at the moment, if you are in one of these coaches we would like to offer you a free bottle of water. Finally, please remember that Coach B, is at the front of the train, is a quiet coach – the use of mobile phones is not allowed. Thank you. Enjoy your trip!
Appendix 1

Plural nouns

1 We usually add -s to a noun to form the plural:
   a book → some books
   one kilo → ten kilos
   shop → shops
   tyre → tyres

2 After -s, -ss, -sh, -ch and -x we add -es:
   bus → buses
   dress → dresses
   glass → glasses
   dish → dishes
   wish → wishes
   beach → beaches
   watch → watches
   box → boxes

3 When a noun ends in a consonant* + -y, the y changes to -ies:
   city → cities
   family → families
   lorry → lorries
   story → stories

   We do not change y after a vowel*:
   day → days
   journey → journeys

4 Nouns ending in -f or -fe have the plural -ves:
   leaf → leaves
   shelf → shelves
   life → lives
   thief → thieves

5 A few nouns ending in -o have -es:
   potato → potatoes
   tomato → tomatoes
   hero → heroes

   But most have -s:
   kilos photos studios pianos zoos

Some nouns have irregular plurals:
   child → children
   fish → fish
   foot → feet
   man → men
   mouse → mice
   person → people
   sheep → sheep
   tooth → teeth
   woman → women

Uncountable nouns

1 Here is a list of common uncountable nouns:
   advice ice petrol
   bread information rain
   butter luggage snow
   cheese marmalade sugar
   coffee meat tea
   cotton milk toast
   glass money water
   heat news work
   homework noise

2 Uncountable nouns do not have a plural form:
   petrol (NOT petrels) bread (NOT breads)

3 We do not use a / an with uncountable nouns, but we can use some/any, the, much (NOT many), such and my/your/his, etc.:
   I always have toast and marmalade for breakfast.
   I'd like some tea, please.
   Look at the snow outside.
   How much luggage have you got?
   We've had such wonderful news.

4 Some nouns can be countable or uncountable:
   I heard a noise from downstairs. (countable)
   I can't sleep. The neighbours are making so much noise. (uncountable)

* Consonants: b c d f g h j k l m n p q r s t v w x y z
Vowels: a e i o u
Syllables: |hit| = 1 syllable |visit| = 2 syllables |remember| = 3 syllables
Appendix 2  Regular verbs

1 Present Simple

1 Add an -s to make the he/she/it form of most Present Simple verbs:
- I /you/we/they: he/she/it
- leave: leaves
- make: makes
- say: says
- work: works

2 After -ss, -sh, -ch, -o or -x (e.g. finish, go), we add -es:
- I /you/we/they: he/she/it
- catch: catches
- finish: finishes
- pass: passes
- teach: teaches
- do: does
- go: goes
- mix: mixes

3 When a verb ends in a consonant + -y, the y changes to -ies:
- I /you/we/they: he/she/it
- fly: flies
- try: tries
- carry: carries
- study: studies

2 The -ing form

1 For most verbs we add -ing:
- ask: asking
- go: going

2 For verbs ending with a consonant + -e, we normally leave out e when we add -ing:
- hope: hoping
- live: living

But we keep a double e before -ing:
- see: seeing
- agree: agreeing

3 When a verb ends in -ie, it changes to y when we add -ing:
- die: dying
- lie: lying

But y does not change:
- hurry: hurrying

4 When a word ends with one vowel* and one consonant (e.g. run, swim, jog), we double the final consonant:
- get → getting
- run → running
- jog → jogging
- swim → swimming

But note that we do not double the consonant:
- when it is y, w or x (e.g. stay)
  - buy → buying
  - wax → waxing
  - draw → drawing
  - stay → staying
- when the final syllable* is not stressed
  - listen → listening
  - wonder → wondering
  - visit → visiting

Note however that in British English I is usually doubled, even if the syllable is unstressed (e.g. travel):
- cancel → cancelling
- travel → travelling

3 The past tense and past participles

1 Most verbs have -ed in the past tense; most past participles also end in -ed:

<table>
<thead>
<tr>
<th>INFINITIVE</th>
<th>PAST TENSE</th>
<th>PAST/PASSIVE PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>happen</td>
<td>happened</td>
<td>happened</td>
</tr>
<tr>
<td>work</td>
<td>worked</td>
<td>worked</td>
</tr>
</tbody>
</table>

2 If the verb ends in -e, we add -d:
- live: lived
- phone: phoned

3 When a verb ends in a consonant + -y, the y changes to -ied:
- study: studied
- try: tried

4 When a word ends with one vowel and one consonant (e.g. stop), we double the final consonant:
- grab: grabbed
- stop: stopped
- plan: planned

But note that we do not double the consonant:
- when it is y, w or x (e.g. enjoy)
  - allow: allowed
  - enjoy: enjoyed
- when the final syllable is not stressed
  - open: opened
  - discover: discovered
  - listen: listened

Note however that in British English I is usually doubled, even if the syllable is unstressed (e.g. travel):
- cancel: cancelled
- travel: travelled
<table>
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<tr>
<th>INFINITIVE</th>
<th>PAST TENSE</th>
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</thead>
<tbody>
<tr>
<td>be</td>
<td>was/were</td>
<td>been</td>
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<tr>
<td>beat</td>
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Comparatives and superlatives

We form the comparative and superlative of short adjectives (adjectives with one syllable*) with -er and -est:
- cheap → cheaper, the cheapest
- long → longer, the longest
- warm → warmer, the warmest

If the adjective ends in -e, we add -r and -st:
- late → later, the latest
- nice → nicer, the nicest

When a one-syllable adjective ends with one vowel* and one consonant* (e.g. big), we double the final consonant:
- big → bigger, the biggest
- hot → hotter, the hottest
- wet → wetter, the wettest

Note that we do not double w:
- few → fewer, the fewest

We put more/the most before adjectives of two or more syllables:
- beautiful → more beautiful, the most beautiful
- expensive → more expensive, the most expensive
- polluted → more polluted, the most polluted

When an adjective ends in a consonant + -y (e.g. happy), the y changes to -ier or -iest:
- dirty → dirtier, the dirtiest
- easy → easier, the easiest
- happy → happier, the happiest
- lucky → luckier, the luckiest

Some adjectives have irregular comparative and superlative forms:
- good → better, the best
- bad → worse, the worst
- far → farther, the farthest
- little → less, the least

Be careful to use fewer with plural nouns (e.g. shops), and less with uncountable nouns (e.g. money):
- There are fewer shops in the centre of town than there used to be.
- John earns less money than Mary.

Adverbs

We form most adverbs by adding -ly to an adjective:
- polite → politely
- quick → quickly
- slow → slowly

When an adjective ends in a consonant + -y, the y changes to -ily:
- easy → easily
- happy → happily
- lucky → luckily

When an adjective ends in a consonant + -le, the e changes to -y:
- probable → probably
- remarkable → remarkably

Some adverbs are irregular:
- good → well
- fast → fast
- hard → hard
- late → late
### Key to the exercises

#### Unit 1

<table>
<thead>
<tr>
<th>A</th>
<th>1 is</th>
<th>2 is not</th>
<th>3 is</th>
<th>4 am</th>
<th>5 is</th>
<th>6 are not</th>
<th>7 are</th>
<th>8 is</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>1 isn't</td>
<td>2 's</td>
<td>3 're</td>
<td>4 aren't</td>
<td>5 isn't</td>
<td>6 's</td>
<td>7 're</td>
<td>8 aren't</td>
</tr>
<tr>
<td>C</td>
<td>1 isn't, It's</td>
<td>2 is, He's</td>
<td>3 She's</td>
<td>5 are</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

*1 names: I'm Bjorn and this is Liv.  
2 nationality: We're from Sweden.  
3 jobs: I'm a doctor and Liv is a film star.*

#### Unit 2

<table>
<thead>
<tr>
<th>A</th>
<th>1 's/is cold.</th>
<th>2 're/are happy.</th>
<th>3 He's/He is afraid.</th>
<th>4 She's/She is bored.</th>
<th>5 He's/He is hungry.</th>
<th>6 They're/They are sad.</th>
<th>7 They're/They are tired.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>1 There's/There is</td>
<td>2 There are</td>
<td>3 There's/There is</td>
<td>4 There are</td>
<td>5 There's/There is</td>
<td>6 There isn't/There is not</td>
<td>7 There are</td>
</tr>
<tr>
<td>C</td>
<td>1 Are you a teacher?</td>
<td>2 Are they bored?</td>
<td>3 Is he afraid?</td>
<td>4 Is she tired?</td>
<td>5 How are you?</td>
<td>6 Is it cold today?</td>
<td>7 Is she Spanish?</td>
</tr>
<tr>
<td>D</td>
<td>1 Are</td>
<td>3 'm/am</td>
<td>2 'm/am</td>
<td>4 Are</td>
<td>5 Is</td>
<td>6 's/is</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>1 Are you hungry?</td>
<td>2 Is she your sister?</td>
<td>3 Am I late?</td>
<td>4 Are they from America?</td>
<td>5 Is he a tennis player?</td>
<td>6 Are you happy?</td>
<td>7 Is she at home?</td>
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#### Unit 3

<table>
<thead>
<tr>
<th>A</th>
<th>1 watch</th>
<th>2 goes</th>
<th>3 finishes</th>
<th>4 play</th>
<th>5 go</th>
<th>6 speaks</th>
<th>7 does</th>
<th>8 start</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>1 drink</td>
<td>2 drink</td>
<td>3 flies</td>
<td>4 lives</td>
<td>5 live</td>
<td>6 writes</td>
<td>7 starts</td>
<td>8 start</td>
</tr>
<tr>
<td>C</td>
<td>1 She doesn't/do not work in a bank.</td>
<td>2 I don't/do not play golf.</td>
<td>3 Paul doesn't/do not listen to music.</td>
<td>4 We don't/do not speak French.</td>
<td>5 You don't/do not listen to me!</td>
<td>6 My car doesn't/do not work.</td>
<td>7 I don't/do not drink tea.</td>
<td>8 Michelle doesn't/do not eat meat.</td>
</tr>
</tbody>
</table>

#### Unit 4

<table>
<thead>
<tr>
<th>A</th>
<th>1 feel</th>
<th>2 don't/do not understand</th>
<th>3 think</th>
<th>4 don't/do not like</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>1 He likes coffee.</td>
<td>2 He doesn't like films.</td>
<td>3 He loves his job.</td>
<td>4 He hates fishing.</td>
</tr>
<tr>
<td>C</td>
<td>1 Do you speak any foreign languages?</td>
<td>2 Do you watch TV?</td>
<td>3 Does John listen to music?</td>
<td>4 Does John like dogs?</td>
</tr>
<tr>
<td>D</td>
<td>1 Does ... have a swimming pool?</td>
<td>2 Do all the banks change tourists' money into pounds?</td>
<td>3 Does the number 38 bus stop at the railway station? (or Does the number 38 bus start here?)</td>
<td>4 Do the restaurants serve typical English food?</td>
</tr>
</tbody>
</table>
### Unit 5

**A**

1. They aren't/They're not/They are not working. ✓
2. I'm/not/I am not studying music. ✓
3. He's/He is playing tennis. X
4. We're/We are spending a day at the seaside. ✓
5. The sun isn't/is not shining.

**B**

1. It is shining 5. are watching
2. are sitting 6. are travelling
3. am drinking 7. is reading
4. are not swimming 8. am writing

**C**

1. am going 5. e are eating
2. a is taking 6. c is staying
3. b is working 7. f is studying
4. h is walking

### Unit 6

**A**


**B**

1. Are you studying English at the moment? ✓
2. Are they listening to the radio? ✓
3. Is Peter washing now? ✓
4. Are they living in Madrid at the moment? ✓
5. Is David singing in a band this year? ✓

**C**

1. They're enjoying the film. ✓
2. We're having ice cream. ✓
3. She's believing he's right. X
4. John's thinking about my idea. ✓
5. He's having lunch at the moment. ✓
6. She's eating a banana. ✓
7. He thinks it's a good idea. ✓
8. 'Huge' is meaning 'very big.' X
9. Mick is knowing Jasmine. X
10. She's hating classical music. X

**D**

1. I'm/I am shopping ✓
2. I'm/I am looking ✓
3. I'm/I am playing ✓
4. She's/She is working 5. She's/She is doing

### Unit 7

**A**

1. works, is/is doing 2. washes
3. tries, plays
4. re/are sitting 5. Do you listen
6. m/am writing

**Unit 8**

**A**

1. Take 6. Stop the car! 11. Don't be late!
2. Have 7. Come 12. Come in
3. Turn left 8. Open 13. Catch
5. Don't forget 10. Don't listen

**B**

1. forget 3. Be 5. wait 7. make

**C**

1. Look out! 2. Come in.
3. Don't touch it!
4. Have an orange juice.
5. Don't forget your umbrella.
6. Turn right.
7. Listen to me!
8. Pass the milk, please.

### Unit 9

**A**

1. was 4. was 7. was 9. were
2. was 5. were 8. were 10. were
3. was 6. was

**B**

1. Was your room comfortable? 2. Was the weather nice?
3. Were the streets full of people? 4. Were the shops expensive?
5. Was the city exciting at night? 6. Were the museums interesting?
7. Were the people friendly?
8. Was your flight OK?

**C**

1. weren't French, they were Italian.
2. wasn't red, it was green.
3. weren't expensive, they were cheap.
4. wasn't old, it was new.
5. weren't good, they were bad.
### Unit 10

| A | drank ✓ | gave ✓ | met ✓ | won ✓ | leaved ✓ | played ✓ | gave ✓ | asked ✓ | bought ✓ | bought ✓ | won ✓ | leaved ✓ | asked ✓ | bought ✓ | bought ✓ | won ✓ | leaved ✓ | asked ✓ | bought ✓ | bought ✓ | bought ✓ | won ✓ | leaved ✓ | asked ✓ | bought ✓ | bought ✓ | bought ✓ | won ✓ | leaved ✓ | asked ✓ | bought ✓ | bought ✓ | bought ✓ | won ✓ | leaved ✓ | asked ✓ | bought ✓ | bought ✓ | bought ✓ | won ✓ | leaved ✓ | asked ✓ | bought ✓ | bought ✓ | bought ✓ | won ✓ | leaved ✓ | asked ✓ | bought ✓ | bought ✓ | bought ✓ | won ✓ | leaved ✓ | asked ✓ | bought ✓ | bought ✓ | bought ✓ | won ✓ | leaved ✓ | asked ✓ | bought ✓ | bought ✓ | bought ✓ | won ✓ | leaved ✓ | asked ✓ | bought ✓ | bought ✓ | bought ✓ | won ✓ | leaved ✓ | asked ✓ | bought ✓ | bought ✓ | bought ✓ | won ✓ | leaved ✓ | asked ✓ | bought ✓ | bought ✓ | bought ✓ | won ✓ | leaved ✓ | asked ✓ | bought ✓ | bought ✓ | bought ✓ | won ✓ | leaved ✓ | asked ✓ | bought ✓ | bought ✓ | bought ✓ | won ✓ | leaved ✓ | asked ✓ | bought ✓ | 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Unit 15
1 I've/Have just come
2 I've/Have just sold
3 She's/She has just finished
4 I've/Have just had
5 they've/they have just moved
6 I've/Have just bought
7 I've/Have just had

Have you decided which one to buy yet?
2 I've/Have already explained this to you three times.
3 Their baby son's/son has already started talking.
4 Have you phoned Jasmine yet?
5 The game hasn't/has not finished yet.
6 I've/Have already had lunch.
7 He's/He has already spent all his money.

Have you visited the Art Gallery yet?
2 I haven't/Have not done that yet
3 Have you seen a play yet?
4 I've/Have just booked a ticket
5 I've/Have already seen that play.
6 I've/Have just heard
7 They've/They have just made
8 They haven't/They have not sold all the tickets yet.

Unit 16
1 I went
2 Did you like
3 I enjoyed
4 did you do
5 I visited
6 Have you been
7 I've booked

haven't/have not seen
2 went
3 Did you enjoy
4 was
5 've/have never heard
6 've/have been
7 did you do
8 stayed
9 needed
10 Have you ever won
11 won
12 Did you meet
13 've/have been

started
2 built
3 went
4 pulled
5 have opened
6 opened
7 went
8 began
9 have built

Unit 17
1 it's/it has been raining
2 We've/We have been playing
3 Emilia's/Emilia has been learning
4 I've/I have been reading
5 We've/We have been watching
6 Have the neighbours been making
7 I've/I have been saving
8 Have you been listening
9 for
10 for
11 since
12 for
13 for
4 for
5 since
6 since
7 for
8 for

has been making a cake.
2 has been wrapping presents.
3 has been decorating the tree.
4 has been shopping for food.
5 has been writing cards.

Unit 18
1 We've/We have sold much more than we expected.
2 How much money have you spent this week?
3 How many people has Jasmine invited to her party?
4 It's/It has been raining for hours.
5 They've/They have been drilling holes in the wall all morning.
6 How long have you been sitting here?

'Ve/Have been doing the washing-up.
2 's/has peeled (or 's/has been peeling)
3 've/have been cutting the grass.
4 've/have been defrosting the freezer.
5 's/has swept
6 've/have been peeling the onions.
7 's/has cleaned them.
8 's/has defrosted it.

been standing
2 been queuing
3 had
4 broken
5 left
6 been sitting
7 noticed

Unit 19
1 had never ridden a horse
2 had already run in five marathons
3 had never written a poem
4 had never appeared on TV
5 had already played tennis at Wimbledon four times
6 had already written two novels

When the firefighters arrived, we had already put the fire out.
2 When the manager came back, James had already finished the work.
3 When Raphael called, I had already gone to bed.
4 When their children came home, Alice and Jack had already had lunch.
5 When his wife got home from work, Owen had already prepared the supper.
6 The thieves had already spent the money when the police caught them.

been to Cambridge.
2 had been to Cambridge
3 had made some sandwiches.
4 had met her in Amsterdam.
5 had ever been to Japan.

Unit 20
1 used to, he eats
2 used to drink, she drinks
3 eats, she used to eat
4 eats, she used to eat
5 Did Robert use to eat
6 Did Mary use to eat
7 Did Grace use to drink
8 didn't use to eat
9 didn't use to eat
10 didn't use to drink
They're going to watch a film.
They're not going! They aren't going to play tennis.
He's going to eat a pizza.
Are you going to a concert tonight?
Are you going to swim in the sea?
He's not going/ He isn't going to win the race.
it's going to rain .
You'll be, you'll take
You look hot, I'll open a window.
I'll have a sandwich.
I'll ask for a taxi.
I'll have a rest, I'll do the photocopying.

Unit 23
A 1 are you going to eat, I'll cook
2 I'm going to buy, are you going to get, I'm going to look, I'll come
3 I'm going to leave, I'll see
4 I'm going to phone
5 I'm going to travel

B 1 a You look hot, I'll open a window.
2 e Thursday is no good for me, I'm afraid. I'm going to meet the new manager of our Tokyo office.
3 b Next year, we're going to enter the Japanese market.
4 c Thanks, I'll have an orange juice.
5 d Have a rest, I'll do the photocopying.

C 1 Nothing much, but I'm going to start a new job soon.
2 Thanks, I'll have a sandwich.
3 I'm going to do some shopping tomorrow and I'm going to (or I'll/will) go for a swim on Sunday.
4 She's going to sing, I'm afraid.
5 No, but I'm sure you'll enjoy it.
6 David is going to (or I'll/will) give me a lift.

Unit 24
A 1 I'm eating in a new restaurant tonight.
2 I'm going to a concert next Tuesday.
3 I'm going to the doctor tomorrow.
4 I'm flying to Florida in August.
5 I'm seeing Mary this weekend.

B 1 He is climbing Mount Everest in March.
2 He is driving across the Sahara in May.
3 He is sailing across the Pacific in July.
4 He is flying over the Amazon in September.
5 He is walking across the Antarctic in November.

C 1 We're coming, Are you having? We're playing
2 I'm flying. Are you seeing, we're meeting
3 We're driving, Are you staying, We're visiting
4 I'm starting, I'm selling.

Unit 25
A 1 until
2 when
3 When
4 after/when
5 until
6 until
7 when

B 1 I'll wait, arrive
2 I'll see you
3 I'll phone, know
4 I'll do, have
5 I'll enjoy, get

C 1 I'll/will pay
2 I'll/will ask
3 has landed
4 have checked
5 I'll/will read

Unit 26
A 1 We'll ✓
2 I'm going to
3 I'm going to
4 He'll ✓
5 I'll ✓
6 I'm going to
7 I'll ✓
8 He'll ✓
9 I'll ✓
10 You won't ✓
B 1 I'll go to work.
   2 As soon as Henry arrives, I'll go to work.
   3 I have some work to do.
   4 He won't come until he finishes his work.
   5 When John gets there, I'll go to the beach.

C 1 's going to do, 's going to feed
   2 's going to take
   3 's going to tidy
   4 's going to buy, 's going to play
   5 's going to paint
   6 's going to wash, 's going to meet

Unit 27
A NOUN Spain, Mary, bag, house
   VERB lives, met, swims
   AUXILIARY are, have, must
   ADJECTIVE wonderful, large, big
   ADVERB quickly, slowly, well
   PRONOUN you, she
   PREPOSITION to, on

B 1 find, on
   2 I, beautiful
   3 badly, match
   4 You, must
   5 pass, easily
   6 carefully, in
   7 Saturday, Do
   8 sick, at

C Josephine got a job in New York in June. She went there with her husband, Mike. They are living in an apartment on Madison Avenue. Yesterday, they wanted to look at the sights. They saw the Statue of Liberty and walked through Manhattan. Last Monday, Josephine started her new job. Josephine and Mike want to live the rest of their lives in America.

D 1 d
   2 a
   3 f
   4 h
   5 d
   6 f
   7 d
   8 d

Unit 28
A She didn't come. He is rich. They like sport.
   We are studying. She is a teacher.
   The bus hasn't arrived. They've gone.
   I didn't like the programme.
   They sent me a postcard. Paul and Joe have left.

B 1 They won the match.
   2 He is eating a pizza.
   3 Anna loves films.
   4 I saw three cats.
   5 We played tennis.
   6 Steve wants a new house.

C 1 ✔
   2 ✔
   3 ✔

D 1 They sent us an invitation.
   2 Michelle gave Mike a present.
   3 I made her a sandwich.
   4 Tom bought Ellie a new phone.
   5 My uncle gave me a job.
   6 She left you a message.
   7 Mary is sending them some flowers.
   8 She brings him a coffee every day.

E 1 They gave him a new car.
   2 I was thirsty this morning.
   3 My friends didn't arrive last night.
   4 She lost her bag.
   5 David is an actor.
   6 I sent her a photograph.
   7 We stayed in Turkey for a week.
   8 Paul met his wife in Scotland.
   9 We didn't win the match yesterday.
   10 I wrote her a letter.
   11 The film was wonderful.
   12 They left today.
   13 She brought me a cake.
   14 They ate their dinner at seven o'clock.
C 1 Where did you meet Joanna?
2 How did you get home?
3 Why are you looking for a new job?
4 Where is the nearest hospital?
5 How do you get to Park Street?
6 When are they going to see the film?
7 Why did she leave the party at ten o'clock?
8 Where is he studying English?

D 1 3 did 5 was 7 2 are 4 6 does

Unit 31
A 1 Who 4 Which 7 Which 9 What
2 Which 5 Who 8 Who 10 Who
3 What 6 What
B 1 did 4 do 7 Who 10 Who
2 is 5 Which 8 are 11 is
3 were 6 are 9 What 12 is

Unit 32
A 1 How often does he go to the gym?
2 How much does a single room cost?
3 How old were you when you went to live in Australia?
4 How many exams are you going to take?
5 How long will the course last?
6 How far is it from here to the nearest bus stop?
B 1 How many languages do/can you speak?
2 How far is it from here to the airport?
3 How much did the meal cost?
4 How long did you stay there?
5 How often do you brush your teeth?
6 How much cheese did you buy?

Unit 33
A 1 What's/What is Peter like?
2 What are Anna's parents like?
3 What does Tom look like? (or What's/What is Tom like?)
4 What does Eva look like? (or What's/What is Eva like?)
5 What are Rob and Tom like?
6 What does Lucy look like? (or What's/What is Lucy like?)

B 1 What does a double bass sound like?
2 What do kiwis smell like?
3 What do kiwis taste like?
4 What does a double bass look like?
5 What do kiwis feel like?

C 1 Who does your sister like?
2 What are Paul's brothers like?
3 What does Jasmine like for breakfast?
4 Who are you like?
5 What's/What is Mary's husband like?

D 1 What's/What is John's flat like?
2 How was your boss yesterday?
3 What's/What is a squash racket like? (or What does a squash racket look like?)
4 How's/How is your sister?
5 What's/What is Portugal like?

Unit 34
A 1 Who wants some more coffee?
2 What happened at the end of the story?
3 Who is going to pay the bill?
4 What did he have for breakfast?
5 What did their email say?
6 Who knows the answer to my question?
7 What did they see?
8 Who is she phoning?
9 Who went on the trip?
10 What's happening in this film?
11 Who are you going to call?
12 What did you watch on TV last night?
13 Who sent these flowers?
14 What did you buy in that shop?
15 What has made Tom so happy?

B 1 What does a double bass sound like?
2 What do kiwis smell like?
3 What do kiwis taste like?
4 What does a double bass look like?
5 What do kiwis feel like?

C 1 What happened?
2 Who took his driving test?
3 What did Robert say to Raphael?
4 What's/What is Mary's husband like?

D 1 won the Nobel Prize
2 did Marconi and Braun invent
3 climbed Everest
4 did Prince Harry marry
5 destroyed Hiroshima
6 did Churchill smoke

Unit 35
A 1 Whose pens are those? They're mine.
2 Whose umbrella is that? It's Paul's.
3 Whose house is that? It's Steven King's.
4 Whose clothes are those? They're his.
5 Whose rings are those? They're Carla's.
6 Whose bike is that? It's Christine's.
7 Whose painting is that? It's John's.
8 Whose bag is that? It's hers.
9 Whose apple is that? It's Michelle's.
10 Whose motorbike is that? It's my grandfather's.
11 Whose taxi is that? It's ours.
12 Whose jackets are those? They're the tennis players'.
A 1 Neither 5 too 9 too
2 Neither 6 So 10 either
3 So 7 so 11 so
4 Neither 8 neither 12 neither

B 1 So are we. 7 Neither can l.
2 Neither does mine. 8 Neither am I.
3 Neither have I. 9 So did John.
4 So was mine. 10 So have I.
5 So has Frank. 11 So are we.
6 Neither did George. 12 So is mine.

C 1 neither does 8 neither can
2 doesn't either 9 so has
3 so does 10 so does
4 does too 11 does too
5 neither can 12 so does
6 can't either 13 neither does
7 can too

Unit 38

Unit 39

Unit 40
Unit 41
A 1 must not take 2 You must pay 3 You must vacate
B 1 You mustn’t take 2 You mustn’t make 3 You mustn’t write
C 1 I mustn’t work late at night. 2 I must run every morning. 3 I mustn’t sleep in the afternoon.
4 I mustn’t watch TV all day. 5 I must visit my grandmother. 6 I must study after school.
D 1 mustn’t/must not tell lies 2 mustn’t/must not open the door 3 must come for dinner with us
4 must show identity cards 5 mustn’t/must not eat 6 must follow the instructions

Unit 42
A 1 don’t have to be polite 2 have to be polite 3 have to work
B 1 I didn’t have to work 2 Do I have to do or Have I got to do 3 I had to run
4 I had to go 5 Did you have to show 6 Do/Will I have to pay or Have I got to pay
7 do you have to have or have you got to have 8 You don’t/won’t have to decide or You haven’t got to decide
9 I had to wait 10 Do you have to work, I had to work
C 1 You have to fill in an application form, or You’ve got to fill in an application form.
2 Do I have to give you a photograph? or Have I got to give you a photograph?
3 No, you don’t have to give me anything, except the money for the card! or No, you haven’t got to give me anything, etc.
4 We had to do some English tests. 5 How many questions did you have to answer?
6 We had to answer about 40 grammar questions. 7 I had to think about them very carefully.
8 Did you have to write a composition?
9 No, but we have to do one next week. or No, but we have got to do one next week.

Unit 43
A 1 have to, don’t have to 2 don’t have to, mustn’t
B 1 don’t have to 2 mustn’t 3 don’t have to
4 mustn’t 5 mustn’t
C 1 has 3 have to 2 Does she 4 she has

Unit 44
A 1 must like 2 can’t come 3 can’t belong 4 can’t live
B 1 can’t be, could be 2 can’t be, could be 3 can’t be, could be
C 1 might go to Portugal 2 must cost a lot of money 3 may come this weekend
4 can’t take much interest 5 must work long hours 6 might be at the gym, might also be at the shops

Unit 45
A 1 You shouldn’t park 2 should I cook 3 You should wear 4 You shouldn’t smoke
5 We should arrive 6 Should I pay
B 1 You should cut 2 You should use 3 You shouldn’t put
4 You should cut
C 1 Which website should I use? 2 I think you should go on the ‘What Bike?’ website.
3 What do you think I should do before I buy a bike?
4 I don’t think you should decide too quickly.
5 You should check the condition of the bike.
6 You should ask somebody who knows about bikes to look at the bike for you.
7 You shouldn’t buy one simply because it looks nice!
8 You should be very careful.

Unit 46
A 1 shouldn’t move the person yourself; should call an ambulance
2 should give you a new cup
3 shouldn’t let him eat so much, should make him do lots of sport
4 shouldn’t touch anything, should leave everything where it is
5 shouldn’t drive home in her car, should ask someone to take her
6 shouldn’t borrow money
B 1 they’d/the had better clear everything away
2 we’d/we had better take our umbrellas.
3 I’d/I had better go to bed early too.
C 1 ought to 2 shouldn’t/should not 3 ‘d/had better not

Unit 47
A 1 Does Jacob need a ladder, he does
2 Do we need to go to the shops, we don’t
3 Does John need to leave before lunch, he doesn’t
4 Do they need to check the train times, they do
B 1 We don’t need a lot of red paper.
2 Mark needn’t get everything ready today.
3 Mary needn’t leave at six o’clock.
4 Anna doesn’t need a new bag.
### Unit 48
**A**

1. I didn't need to pay or needn't have paid
2. Didn't need to phone
3. Needn't have bought
4. Didn't need to work or needn't have worked
5. Didn't need to take

**B**

1. Should have bought
2. Shouldn't have gone
3. Shouldn't have eaten
4. Should have locked
5. Shouldn't have borrowed

**C**

1. Matt had to work on Sunday.
2. Jasmine didn't have to work on Sunday.
3. Lewis should have worked on Sunday.
4. Mary didn't have to work on Saturday.
5. Noah should have worked on Saturday.
6. Daniel had to work on Saturday.
7. Jasmine should have worked on Saturday.
8. Lewis didn't have to work on Saturday.

### Unit 49

<table>
<thead>
<tr>
<th>A</th>
<th>1 an</th>
<th>3 a</th>
<th>5 an</th>
<th>7 an</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>B</th>
<th>1 a Japanese city.</th>
<th>4 a university town.</th>
<th>5 a German car.</th>
<th>6 a European country.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2 an English airport.</td>
<td>3 an Indian river.</td>
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<table>
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<tr>
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### Unit 50

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### Unit 51

**A**

<table>
<thead>
<tr>
<th>1 people</th>
<th>5 cars</th>
<th>9 children</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 bananas</td>
<td>6 knives</td>
<td>10 buses</td>
</tr>
<tr>
<td>3 mice</td>
<td>7 sheep</td>
<td>11 feet</td>
</tr>
<tr>
<td>4 watches</td>
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</tr>
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</table>

**B**

<table>
<thead>
<tr>
<th>knives</th>
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<th>matches</th>
<th>wishes</th>
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<tbody>
<tr>
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<td>men</td>
</tr>
<tr>
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<tr>
<td>men</td>
<td>shoes</td>
<td>shoes</td>
<td>families</td>
</tr>
</tbody>
</table>

**C**

1. You would like one?
2. But the strawberry ones are nicer.
3. I like the one with the red door.
4. This time I want a green one.
5. There isn't an easy one.
6. Do you mean the ones (that) we took in Turkey?

**D**

<table>
<thead>
<tr>
<th>1 ones</th>
<th>4 one</th>
<th>7 one</th>
<th>10 one</th>
</tr>
</thead>
<tbody>
<tr>
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<td>8 one</td>
<td>11 ones</td>
</tr>
<tr>
<td>3 one</td>
<td>6 one</td>
<td>9 ones</td>
<td>12 one</td>
</tr>
</tbody>
</table>

### Unit 52

**A**

<table>
<thead>
<tr>
<th>1 this</th>
<th>4 This</th>
<th>7 that</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 These</td>
<td>5 These</td>
<td>8 That</td>
</tr>
<tr>
<td>3 These</td>
<td>6 those</td>
<td>9 Those</td>
</tr>
</tbody>
</table>

**B**

(In any order)

1. How much are those pineapples?
2. How much are those carrots?
3. How much are those tomatoes?
4. How much are those bananas?
5. How much are those potatoes?
6. How much are those pears?
7. How much are those melons?

**C**

1. These | 4 those | 7 that |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 These</td>
<td>5 that</td>
<td>8 that</td>
</tr>
<tr>
<td>3 this</td>
<td>6 those</td>
<td>9 that</td>
</tr>
</tbody>
</table>

### Unit 53

<table>
<thead>
<tr>
<th>A</th>
<th>house</th>
<th>cat</th>
<th>cheese</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>coat</td>
<td>snow</td>
<td>lemon</td>
</tr>
<tr>
<td></td>
<td>clock</td>
<td>table</td>
<td>tea</td>
</tr>
<tr>
<td></td>
<td>museum</td>
<td>apple</td>
<td>painting</td>
</tr>
<tr>
<td></td>
<td>news</td>
<td>cigar</td>
<td>teacher</td>
</tr>
<tr>
<td></td>
<td>pen</td>
<td>sugar</td>
<td>office</td>
</tr>
<tr>
<td></td>
<td>tennis</td>
<td>doctor</td>
<td>film</td>
</tr>
<tr>
<td></td>
<td>chair</td>
<td>banana</td>
<td>bed</td>
</tr>
<tr>
<td></td>
<td>coffee</td>
<td>shoe</td>
<td>watch</td>
</tr>
<tr>
<td></td>
<td>exam</td>
<td>hour</td>
<td>luggage</td>
</tr>
<tr>
<td></td>
<td>toast</td>
<td>nose</td>
<td>cup</td>
</tr>
<tr>
<td></td>
<td>school</td>
<td>book</td>
<td>money</td>
</tr>
<tr>
<td></td>
<td>cloud</td>
<td>bread</td>
<td>park</td>
</tr>
<tr>
<td></td>
<td>milk</td>
<td>cloth</td>
<td>water</td>
</tr>
<tr>
<td></td>
<td>milk</td>
<td>shirt</td>
<td>jumper</td>
</tr>
<tr>
<td></td>
<td>milk</td>
<td>shirt</td>
<td>bike</td>
</tr>
<tr>
<td></td>
<td>milk</td>
<td>shirt</td>
<td>television</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B</th>
<th>slice</th>
<th>4 piece</th>
<th>7 spoonfuls</th>
<th>10 kilo</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 pieces</td>
<td>5 glass</td>
<td>8 litres</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 bottle</td>
<td>6 pieces</td>
<td>9 piece</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C</th>
<th>1 X</th>
<th>5 ✓</th>
<th>9 X</th>
<th>13 X</th>
<th>17 X</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 X</td>
<td>6 ✓</td>
<td>10 ✓</td>
<td>14 X</td>
<td>18 X</td>
</tr>
<tr>
<td></td>
<td>3 ✓</td>
<td>7 X</td>
<td>11 ✓</td>
<td>15 ✓</td>
<td>19 ✓</td>
</tr>
<tr>
<td></td>
<td>4 ✓</td>
<td>8 X</td>
<td>12 ✓</td>
<td>16 ✓</td>
<td>20 ✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D</th>
<th>1 slice, some</th>
<th>5 two</th>
<th>9 cup, slice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 pieces</td>
<td>6 some, the</td>
<td>10 two, the</td>
</tr>
<tr>
<td></td>
<td>3 cup</td>
<td>7 a, the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 bottle, some</td>
<td>8 carrots, the</td>
<td></td>
</tr>
</tbody>
</table>
**Unit 54**

**A**
1. There aren’t any shops open today.
2. Can I have some cheese, please?
3. Are there any museums in Cambridge?
4. You can take any train from platform 9.
5. Do you speak any Spanish?
6. We’ve brought no money with us.

**B**
1. She didn’t/did not give me any advice.
2. There aren’t/are not any good films at the cinema this week.
3. There isn’t/is not any cake in the cupboard.
4. Beth didn’t/did not have any heavy luggage to take to the airport.
5. There aren’t/are not any letters for you today.
6. We didn’t/did not see any snow on the mountains this morning.

**Unit 55**

**A**
1. They are arriving today. I’m meeting them at the station.
2. I’m looking for Mary. Have you seen her? She isn’t at home.
3. We saw a film called *The Tiger* yesterday. Have you seen it?
4. Come to the swimming pool with us. We are leaving now.
5. They are meeting him today. Paul is having lunch with them.
6. There’s Jack! He’s got a heavy suitcase. Shall we help him?

**B**
1. I, her, she, me
2. She, it, it, her
3. We, you, you, us
4. They, him, he, them

**C**
1. some
2. no
3. same
4. some
5. a/some

**Unit 56**

**A**
1. There is, it is
2. There are, they are
3. There are, they are
4. There is, it is

**B**
1. There were five of us.
2. There were six of them.
3. There were 12 of us.

**C**
1. It rains a lot in April.
2. There’s fog on the motorway this morning.
3. It’s very cloudy in the mountains.
4. There’s a lot of wind on the west coast.

**D**
1. there was
2. there will be
3. there used to be

**E**
1. takes about five minutes to cook
2. does it take to make, It takes a few minutes
3. takes about three hours to bake
4. does it take to cook a, It takes about two hours
5. takes about an hour to make

**Unit 57**

**A**
1. your, yours
2. her, hers
3. their, theirs
4. his, his
5. my, mine

**B**
1. hers
2. mine
3. theirs
4. ours
5. myself

**C**
1. mine
2. a friend of mine
3. children’s
4. It’s
5. writer’s

**D**
1. mine
2. his
3. theirs
4. ours
5. hers

**Unit 58**

**A**
1. himself
2. myself
3. ourselves
4. themselves
5. himself

**B**
1. enjoyed ourselves very much
2. burnt myself
3. He taught himself
4. I think I’m going to buy/I’ll buy myself
5. She made herself a sandwich

**C**
1. myself
2. herself
3. themselves
4. ourselves
5. himself

**D**
1. You’ll have to send it yourself.
2. we carried all our luggage ourselves.
3. Did you take it yourself?
4. she (had) made herself.
5. I chose it myself.
6. I invented the recipe myself.

**E**
1. each other
2. each other
3. yourself/yourselves
4. ourselves
5. each other

**Unit 59**

**A**
1. She offered James a sweet.
2. He showed Mary his holiday photographs.
3. Have you sent them an invitation?
4. Did you buy her a birthday present?
5. I gave a friend some of my books.
6. When you go to the pharmacy, could you get me some tissues?

**B**
1. a sweet to James.
2. his holiday photographs to Mary.
3. an invitation to them?
4. a birthday present for her?
5. some of my books to a friend.
6. some tissues for me?

**C**
1. They sent us an invitation.
2. Michelle gave a present to Mike.
3. I made her a sandwich.
4. Tom bought a new phone for Ellie.
5. My uncle sold me his camera.
6. She left a message for you.
7. Mary sent them some flowers.
8. Did you take the money to the bank?
D 1 The waiter fetched them some wine.
   The waiter fetched some wine for them.
   2 The waiter showed her the bottle.
   The waiter showed the bottle to Lucy.
   3 The chef cooked them a special meal.
   The chef cooked a special meal for them.
   4 The waiter gave Tim the bill.
   The waiter gave the bill to Tim.
   5 Lucy lent Tim some money, because he didn't have enough to pay the bill.
   Lucy lent some money to Tim, because he didn't have enough to pay the bill.

Unit 60
A 1 \( \Box \) (many information) 5 \( \Box \) (is there many news)
2 \( \checkmark \) 6 \( \checkmark \)
3 \( \Box \) (how much people) 7 \( \Box \) (many luggage)
4 \( \checkmark \) 8 \( \checkmark \)

B 1 much 8 many 15 much
2 many 9 many 16 much
3 many 10 much 17 much
4 much 11 many 18 many
5 much 12 many 19 much
6 many 13 much 20 many
7 much 14 many 21 many

C 1 much, many
2 How much, much, more
3 much, many
4 How much, many, more
5 much, many
6 How much, How many, much
7 How many, much

D 1 many 4 many 7 more
2 more 5 more 8 many
3 much 6 much 9 more

Unit 61
A 1 No, I ate a lot of/lots of cake in town.
2 Yes, please. I have a lot of/lots of luggage.
3 Yes, I met a lot of/lots of interesting people.
4 Yes, I have a lot of/lots of money at the moment.
5 No, he isn’t. He has a lot of/lots of things to do.
6 Yes, she gave me a lot of/lots of good advice.

B 1 a lot of cheese 5 a little bread
2 a little milk 6 a few books
3 a few apples 7 a little money
4 a lot of cars

C 1 Would you like a few biscuits?
2 Shall I make you a few sandwiches?
3 Would you like a little cheese?
4 Can I bring you a little cake?
5 Would you like a little milk in your coffee?
6 Would you like a little more sugar in your coffee?

D 1 travel 3 a few 5 \( \checkmark \) 7 \( \checkmark \)
2 \( \checkmark \) 4 is 6 a little 8 a few

Unit 62
A 1 Somebody 4 everything 7 everywhere
2 somewhere 5 something 8 somebody
3 anyone 6 nothing 9 Everyone, nobody

Unit 63
A 1 \( \checkmark \)
2 Each assignment on the course has to
3 \( \checkmark \)
4 every car park was full.
5 \( \checkmark \)
6 each of them lasts

B 1 other 3 other 5 another
2 others 4 another

C 1 Another 4 another
2 other 5 Other
3 other 6 others

D 1 the other 3 the others 5 another
2 other, other 4 One, the other

Unit 64
A 1 all of the
2 none of the
3 some of the
4 some of

B 1 all the
2 All the (or Some of the)
3 Some
4 None of the
5 all
6 None of the

C 1 Most professional footballers are well off and some of them are very rich.
2 Most of the sea is very salty and none of it is fresh water.
3 Some pop music is very pleasant but some of it is terrible.
4 Most Indian food is spicy and some of it is very spicy.
5 All of my relatives are slim and none of them is/are very tall.
6 Most of my friends are students but none of them is/are very clever.
7 Most of Nepal is mountainous and none of it is flat.
8 Most of the Earth is inhabited but some of it is desert.

Unit 65
A My favourite picture is one of a large, square room by a Dutch artist. An elegant man sits on a wooden bench in a corner. He has a small, black dog at his feet. The dog looks sleepy. Through the open window you can see bright sunshine. When I look at this picture I feel warm and happy.

B 1 long 4 free 7 valuable
2 tall 5 careful 8 good
3 old 6 busy 9 late
A 1 such
2 such
3 such
4 so
5 such
6 so
7 so
8 so

B 1 such
2 such
3 such
4 such
5 such
6 such

C 1 He's such a wonderful cook.
2 Those people are making so much noise.
3 He was/is so lucky.
4 She wears such pretty clothes.
5 They were so delicious.
6 It's such an unhealthy habit.
7 It was so easy.

D 1 two thousand and one.
2 the sixteenth of June, two thousand and eight.
3 the twenty-ninth of September.
4 two thousand and twelve.
5 the tenth of January, two thousand and thirteen.
6 the ninth of March.
7 two thousand and fifteen.

Unit 66
A 1 excited
2 surprised
3 interesting
4 tiring
5 surprised
6 bored
7 exciting
8 boring

B 1 amusing
2 boring
3 interested
4 confusing
5 bored
6 amused
7 confused
8 surprising
9 surprised
10 disappointed
11 relaxed
12 surprised

C 1 entertaining
2 interesting
3 confusing
4 frightened
5 bored
6 boring
7 surprising
8 convincing
9 bored
10 convinced
11 relaxed
12 surprised

Unit 67
A 1 forty-nine
2 six hundred
3 fourth
4 twelfth
5 two thousand dollars
6 twenty-three
7 eighty-seven
8 eighth
9 seventeen
10 fifth
11 seven million
12 ninth
13 thirteenth
14 three hundred and ninety-five
15 one hundred and eleven
16 three hundred and twenty
17 seventeen
18 twenty
19 twenty-first
20 five
21 four
22 ten
23 seven
24 four
25 twelve
26 thirty
27 nine
28 eleven
29 three
30 two
31 one
32 twelve
33 four
34 ten
35 three
36 one
37 five
38 nine
39 ten
40 thirty
41 seven
42 four
43 twelve
44 five
45 eleven
46 three
47 two
48 one
49 four
50 ten
51 five
52 nine
53 twelve
54 four
55 three
56 two
57 one
58 twelve
59 five
60 eleven
61 three
62 two
63 one
64 four
65 ten
66 three
67 two
68 one

B 1 four hundred and sixty-two
2 twentieth
3 first
4 twelfth
5 nine million
6 three hundred and ten
7 eighth
8 one hundred and eleven
9 fourteen
10 second
11 five thousand
12 sixty-eight
13 thirty-four
14 one hundred and fifty
15 third
16 twenty-fifth
17 nineteenth

C 1 twenty-three
2 lives in flat eleven on the first floor.
3 lives in flat thirty-seven on the third floor.
4 lives in flat sixty-four on the fifth floor.
5 lives in flat seventy-two on the seventh floor.
6 lives in flat twenty-five on the second floor.
7 lives in flat fifty-nine on the fifth floor.
8 lives in flat sixty-one on the sixth floor.

Unit 68
A 1 as quickly
2 as angry
3 as expensive
4 as big
5 as good
6 as hard

B 1 as fast
2 as tall
3 as long
4 as clean
5 as fresh
6 as full
7 as strong
8 as wide
9 as big

C 1 as much
2 as many countries
3 as many jobs
4 as much luggage
5 as many questions
6 as much (money)

Unit 69
A 1 too dark
2 enough information
3 too late
4 enough food
5 too nervous
6 too fast
7 good enough
8 enough clothes
9 well enough
10 strong enough
11 too cold
12 enough stamps

B 1 enough time
2 too many questions
3 warm enough
4 too much salt
5 enough questions
6 too many people
7 comfortable enough
8 too much noise
9 enough players
10 enough bread
11 too many mistakes

C 1 I'm too tired to do any more work.
2 Julia isn't good enough to pass the exam.
3 Clive is too short to play basketball. (or Clive isn't tall enough to play basketball)
4 His girlfriend was too ill to go to the party. (or His girlfriend wasn't well enough to go to the party)
5 David didn't have enough money to pay the bill.
6 Is it hot enough to go to the beach?
7 I'm too busy to see you tonight.
8 It's too early (for me) to go home.
9 Chris didn't have enough tools to repair the car.
10 I didn't have enough time to visit all the museums.

Unit 70
A 1 such
2 so
3 such
4 so
5 such
6 so
7 so
8 so
9 so

B 1 such
2 such
3 such
4 such
5 such
6 such

C 1 He's such a wonderful cook.
2 Those people are making so much noise.
3 He was/is so lucky.
4 She wears such pretty clothes.
5 They were so delicious.
6 It's such an unhealthy habit.
7 It was so easy.
D 1 so slowly that she didn't finish the exam.
2 so expensive that we didn't buy it.
3 so tired that he didn't go out.
4 so small that Peter couldn't see them.
5 so much food that I couldn't finish it.

Unit 71

A 1 bigger
2 more careful
3 more expensive
4 better
5 fatter
6 more famous
7 newer
8 more modern
9 younger
10 cheaper
11 more delicious
12 richer
13 longer
14 hungrier
15 nicer
16 happier
17 more difficult
18 older
19 more beautiful
20 friendlier
21 hotter
22 more wonderful
23 worse
24 smaller
25 sadder

B 1 Alaska is colder than Spain.
2 Steve is hungrier than Jasmine.
3 Washington is smaller than New York.
4 Mary is happier than Mike.
5 I am younger than my brother.
6 Film stars are richer than teachers.
7 Peter is friendlier than Chris.

C 1 than
2 more
3 is
4 Queen Anne, King John
5 expensive
6 slower
7 King John, Queen Anne
8 longer

Unit 72

A 1 Manchester is the friendliest city in England.
2 The Manhattan is the most expensive restaurant in New York.
3 The Nile is the longest river in Africa.
4 Granada is the most beautiful town in Spain.
5 The Mona Lisa is the most famous painting in the world.
6 Mont Blanc is the highest mountain in Europe.

B 1 the worst
2 the funniest
3 the tallest
4 the best
5 the most beautiful

C 1 The Jolly James is the shortest
2 The Red Devil is the fastest
3 The Jolly James is the slowest
4 the most expensive
5 the least expensive

D 1 It's the biggest ship I've ever seen.
2 He's the richest man I've ever met.
3 It's the most difficult exam I've ever done.
4 It's the saddest film I've ever seen.
5 She's the happiest person I've ever met.
6 It's the most modern flat I've ever seen.
7 It's the hottest country I've ever visited.
8 It's the smallest dog I've ever seen.

Unit 73

A 1 slowly
2 quickly
3 immediately
4 badly
5 badly
6 well

B 1 carefully
2 angrily
3 easily
4 fast
5 badly
6 busily
7 happily

C 1 well
2 fast
3 badly
4 hard
5 slowly

D 1 faster
2 better, harder
3 more cheaply
4 more confidently, better
5 less expensively
6 more comfortably

Unit 74

A 1 You must always lock the front door when you leave.
2 Steve and Charlotte play golf twice a month.
3 I usually eat a sandwich for lunch.
4 I sometimes go to jazz concerts at the weekend.
5 My teacher gives me a lot of homework every day.
6 We hardly ever see our Mexican friends.
7 They often go to Morocco for their holidays.
8 William and Marie go to the theatre four times a year.
9 They are rarely at home in the evening.

B 1 Liz rarely gets up early. Nathan always gets up early.
2 Liz often watches TV. Nathan sometimes watches TV.
3 Liz rarely takes a taxi. Nathan never takes a taxi.
4 Liz usually has supper at home. Nathan often has supper at home.

C 1 He practices his French every day/once a day.
2 He phones his mother three times a month.
3 He has a shower twice a day/two times a day.
4 He goes abroad once a year.
5 He visits his sister three times a year.
6 He plays tennis four times a week.

Unit 75

A 1 outside
2 out
3 nearby
4 upstairs
5 forwards
6 away
7 abroad

B 1 Turn left or Turn right
2 straight ahead
3 Turn right or Turn left
4 on the right

C 1 Then/Next/Secondly/After that I made a list of apartments I could afford.
2 Then/Next/Thirdly/After that I went to see some of the apartments.
3 Then/Next/After that I decided which apartment to rent.
4 Then/Next/After that I agreed with the landlord that I would rent it.
5 Then/Next/After that I signed the contract.
6 Then/Next/After that I paid the first month's rent as a deposit.
7 Then/After that/Afterwards/Finally/Lastly I moved into the apartment.

Unit 76

A 1 quite
2 quite
3 really
4 really
5 quite
6 quite
7 really
8 quite
9 really

B 1 a pleasant, sunny day
2 a nice big smile
3 a large black coffee
4 a horrible old coat
5 a large white building
6 a big grey bird
7 a tall thin woman
8 a small blue car
9 a strange little story
Unit 77
A 1 She definitely comes from Leeds.
  2 The meal is nearly ready.
  3 He even lent me some money.
  4 She certainly works very hard.
  5 There were only two tickets left.
B 1 Tickets for the game have almost sold out.
  2 They probably won't become champions.
  3 He scored a penalty and he also created two goals.
  4 They just didn't play well enough to win.
  5 They nearly won but they were unlucky at the end.
C 1 are almost unbelievable
  2 just doesn't create
  3 aren't very good either
D 1 have worked well all day.
  2 swam in the sea after lunch.
  3 rained heavily during the night.
  4 did my homework in my room before supper.
  5 played better last week.

Unit 78
A 1 in front of 4 ✓ 7 on
  2 near 5 behind 8 in
  3 ✓ 6 above
B 1 on 3 at 5 in, on
  2 on, in 4 on 6 at
C 1 into, out of, into
  2 onto, into, off, onto
D 1 from, across 4 past 7 down
  2 onto 5 up 8 through
  3 along 6 in front of 9 under

Unit 79
A 1 at 4 at 7 in
  2 in 5 in 8 on
  3 on 6 at 9 at
B 1 winter 3 Saturday 5 2015
  2 weekend 4 two o'clock 6 birthday
C 1 ✓/on at 3 en at, ✓/in at 5 ✓ or for, ✓/in
  2 ✓/on - 4 en - ✓
D 1 'm meeting Steve on Wednesday morning.
  2 I'm going to the bank at ten o'clock on Friday.
  3 I'm going sailing at the weekend.
  4 I'm starting a new job next Monday.
  5 I'm visiting Egypt in December.
  6 I'm selling my house on 10th January.
E 1 from June to August.
  2 from ten o'clock.
  3 from March.
  4 from Monday to Friday.
  5 from 2009 to 2012.
  6 from January.

Unit 80
A 1 like 3 like
  2 as 4 As.
B 1 as 3 like
  2 like 4 as
C 1 like
  2 As
  3 like
  4 as if/as though
D 1 like
  2 like
  3 as
  4 As

Unit 81
A 1 with 5 in
  2 in 6 with
  3 in 7 with
  4 with 8 in
B 1 with (l) 6 with (c)
  2 with (m) 7 with (f)
  3 with (k) 8 with (a)
  4 with (l) 9 by (h)
  5 with (d) 10 in (j)
C 1 He repaired the car by changing some of the parts.
  2 She answered the question without reading it carefully.
  3 He left without saying thank you.
  4 She got the money by selling her car.
  5 I threw the letter away without opening it.
  6 We worked all day without eating anything.
  7 He lost weight by going on a strict diet.
  8 I went out without locking the door.

Unit 82
A 1 c
  2 e
  3 f
  4 g
  5 a
B 1 in
  2 in
  3 by
  4 by, by, in
C 1 at once
  2 For example
  3 in charge
D 1 In
  2 on
  3 in
  4 but

Unit 83
A 1 for
  2 to
  3 for
  4 to
  5 for
  6 at
B 1 for
  2 to
  3 about
  4 -
  5 for
  6 about
C 1 What are they talking about?
  2 How much is she asking for?
  3 How many jobs has she applied for?
  4 What are you listening to?
D 1 at
  2 -
  3 for
  4 to
  5 for
  6 at
Unit 90

A 1 was Mary examined (by the doctor)?
   2 will the food be prepared?
   3 has this window been broken?
B 1 was not examined (by the doctor) this morning.
   2 will not be prepared on Friday.
   3 has not been broken three times.
C 1 are made
   2 is being filled
   3 must be finished
D 1 has been won by the French team.
   2 were being trained by a Danish specialist.
   3 can be played by people of all ages.
   4 was being watched by a large crowd.
   5 were designed by my daughter.
   6 have been marked by two different teachers.
   7 is being followed by a police car.
E 1 were built
   2 be finished
   3 been painted
   4 been taken
   5 be sent
   6 be made
   7 were being loaded
   8 be delivered

Unit 91

A 1 has her food delivered.
   2 had the/his meat cut.
   3 has her hair cut.
   4 had his eyes checked.
   5 will have her blood pressure checked.
   6 had her car serviced.
   7 are going to have the roof mended
B 1 They have their carpets cleaned there.
   2 I must have the tyres on my car checked.
   3 I ought to have a new key made for the front door.
   4 have our flat painted.
   5 I had my watch mended there last week.
   6 My husband had his eyes tested there last winter.
   7 have that coffee stain removed.
C 1 had his driving licence taken away by the police.
   2 had her bike stolen from the garage.
   3 Fiona had her glasses broken.
   4 John had his clothes torn in a fight.
   5 Jasmine had her flat burgled at the weekend.
   6 We had our electricity cut off because we had forgotten to pay the bill.

Unit 92

A 1 to call
   2 to go
   3 to come
   4 to leave
   5 to start
   6 to take
   7 to reach
   8 to meet
   9 be

B 1 come to the meeting on Friday.
   2 to meet some friends tonight.
   3 to listen to what I'm telling you.
   4 to lock the door when you go out.
   5 go out for a meal this evening.
   6 me pay for the meal.
   7 to do a course in Art History.
   8 to pay the bill.
   9 to sit in this chair?
   10 me laugh a lot.
   11 phone you tomorrow.
   12 be angry with you.
   13 me drive her new car.

Unit 93

A 1 stop running
   2 don't mind listening
   3 keeps losing
   4 enjoys going, likes meeting
   5 keep making
   6 finish eating
   7 doesn't enjoy driving, loves cycling
B 1 like living
   2 would like to be
   3 don't like getting up
   4 would like to go out
   5 would like to find
   6 don't like watching
   7 likes lying
C 1 he went dancing.
   2 he went cycling.
   3 he went swimming.
   4 he went sailing.
   5 he went skiing.
   6 offered to help
   7 promised to study
   8 want to talk
   9 stop asking
   10 dislike listening
   11 seem to think
   12 need to study
   13 have to find
C 1 to buy
   2 to call
   3 meeting
   4 to talk
   5 taking
   6 washing
   7 to finish
   8 to feed
   9 to invite

Unit 94

A 1 to go
   2 playing
   3 to buy
   4 to take
   5 repairing
   6 to visit
   7 talking
   8 to help
   9 to pay
   10 to live
   11 talking

B 1 gave up studying
   2 enjoy doing
   3 deserve to pass
   4 refuses to listen
   5 keep studying
   6 offered to help
   7 promised to study
   8 want to talk
   9 stop asking
   10 dislike listening
   11 seem to think
   12 need to study
   13 have to find

C 1 to buy
   2 to call
   3 meeting
   4 to talk
   5 taking
   6 washing
   7 to finish
   8 to feed
   9 to invite

Unit 95

A 1 is an appliance for boiling water.
   2 is an instrument for measuring temperature.
   3 is an appliance for cleaning carpets.
   4 is an appliance for keeping food cold.
   5 is an instrument for seeing things at a distance.
   6 is an instrument for measuring speed.
   7 is an appliance for keeping food frozen.
   8 is a tool for making holes.
B 1 A: What does Mary want the money for?
   B: She wants the money for a train ticket.
   2 A: What does Raphael want the flour for?
   B: He wants the flour for a cake.
   3 A: What did William go to the butcher's for?
   B: He went to the butcher's for some sausages.
   4 A: What does Helen want the polish for?
   B: She wants it for her shoes.
   5 A: What did Alice go to the library for?
   B: She went to the library for a book on India.
   6 A: What did Jasmine phone Anna for?
   B: She phoned Anna for some advice.
C 1 She wants the money to buy a train ticket.
   2 he wants the flour to make a cake.
   3 He went to the butcher's to buy some sausages.
   4 she wants the polish to clean her shoes.
   5 she went to the library to borrow a book.
   6 she phoned Anna to get some advice.
D 1 What did he come for?
   2 a bus is for carrying passengers.
   3 she went to the baker's to buy some bread / for some bread.
   4 the mayor came to give the prizes.
   5 the woman jumped into the river to save the child.
   6 i'm training hard to get fit.
   7 this is a computer program for making three-dimensional drawings.
   8 can I use your pen to sign this form?

Unit 96
A 1 Anna taught Mary to drive last year.
   2 Don't worry! Tomorrow I will persuade my father to see a doctor.
   3 the boss has forbidden his staff to wear jeans in the office.
   4 last Sunday, John invited Michelle to come for lunch.
   5 next year, the teacher will allow the students to use calculators in exams.
B 1 to come home early.
   2 to work more quickly.
   3 to do our best in the game.
   4 to come/go to her party on Saturday.
C 1 she would like him to stay.
   2 she did help him to finish.
   3 she/he did advise him to stay in bed.
   4 she does allow them to go to late-night parties.
   5 she did remind him to call.
D 1 the driver let the old man travel on the bus without a ticket.
   2 Jack made his younger brother wash the dishes.
   3 I don't let people smoke in my house or my car!
E 1 watched Tom prepare the sandwiches.
   2 felt the ground shake.
   3 see Noah leave early?

Unit 97
A 1 you don't eat meat.
   2 In a hot country, you don't like cold weather.
   3 you have to work very hard.
   4 do a lot of exercise, you stay fit and healthy.
   5 mechanic, you understand engines.
   6 read the news, you know what's happening in the world.
B 1 the weather's/is, we'll/will drive
   2 she posts, they'll/will receive
   3 Fiona will be, John arrives
   4 I'll/will go, I have
   5 she doesn't/does not pass, she won't get
   6 you'll/will learn, you take
   7 I get, I'll/will go
   8 I'll/will buy, it doesn't/does not cost
   9 you run, you'll/will catch
   10 I'll/will go, I don't feel
   11 they win, they'll/will be

C 1 I'll/will buy, I go
   2 he doesn't call, I'll/will call
   3 you want, I'll/will give
   4 he'll/will fail, he doesn't work
   5 you give me, I'll/will send

Unit 98
A 1 she'd/she would go
   2 she lived
   3 he didn't/did not eat
   4 he'd/he would have
   5 she got
   6 he wouldn't/would not smoke
B 1 they discovered oil in Ireland
   2 doctors found a cure for cancer
   3 we stopped using plastic
   4 astronauts visited Mars
C 1 I had good/better eyesight.
   2 I could speak German.
   3 I had a degree.
   4 I was 18 years old.
D 1 were fewer cars
   2 drove more slowly
   3 would have more time for reading.
   4 ate fewer sweets.
   5 more people travelled by bus
   6 had more time to cook, would eat less fast food

Unit 99
A 1 If she had spoken German very well, she'd have/she would have applied for the job.
   2 if her friend hadn't/had not called, she wouldn't/would not have heard about the teaching jobs.
   3 If she hadn't/had not contacted the company, they wouldn't/would not have asked her to go for an interview.
   4 if the interview had gone badly, the director wouldn't/would not have offered Ellen a job.
   5 if Ellen had known some Spanish, she'd have/she would have started at once.
   6 if she hadn't/had not been good at languages, she wouldn't/she would not have made rapid progress.
B 1 had (not) lost, would have called
   2 had (not) broken, would have gone
   3 would have made, had (not) forgotten
C 1 I'd/I had told the truth.
   2 wishes he hadn't borrowed some money from his mother.
   3 wishes she'd/she had got up early.
   4 wishes he'd/he had gone to the party.
   5 wish I'd/I had sent Charlotte a birthday card.
   6 Fiona wishes she'd/she had helped her sister.
   7 He wishes he hadn't shouted at the children.

Unit 100
A 1 (that) she was going to a conference.
   2 (that) he'd/he had lost his passport.
   3 (that) they'd/they had been on holiday.
   4 (that) she didn't understand.
B 1 (that) she was enjoying
2 (that) she'd/she had been
3 (that) she was
4 (that) she was staying
5 (that) they/her friends had
6 (that) she was leaving
7 (that) she couldn't speak
8 (that) she was going to have
9 (that) she'd/she would teach

C 1 told 4 told 7 said 9 told
2 said 5 told 8 said 10 told, told

Unit 101

A 1 Jasmine to do the homework soon.
2 Anna to buy a map.
3 Mrs Clark to see a doctor.
4 William to keep all the windows closed.
5 Paul to go home.

B 1 I reminded John to call Ellie.
2 The teacher told the children to wash their hands.
3 Paul asked Mary to lend him her bicycle pump.
4 She warned the children to stay away from the water.
5 The police officer advised Mark to see a lawyer.

C 1 Yes, and I told him not to be late.
2 Yes, and she warned her not to go outside the house.
3 Yes, and I told him not to forget the bacon.
4 Yes, and he told them not to go near the windows.
5 Yes, and she particularly warned me not to eat nuts.

D 1 warned them not to touch
2 advised her to take
3 reminded him to bring
4 ordered them to leave
5 asked him to come

Unit 102

A 1 if/whether .
2 Why?
3 how many .
4 if/whether .
5 if/whether .

B 1 Does James often play football? ..... James often played football.
2 What have the children eaten? ..... what the children had eaten.
3 Where is Mark going? ..... where Mark was going.
4 When will the next bus leave? ..... when the next bus would leave.
5 Has Anna seen this film? ..... if/whether Anna had seen the film.

C 1 if/whether he had worked since then
2 if/whether his sister gave him money
3 who else gave him money
4 if/whether he knew Steve Ellis
5 how long he had known him
6 if/whether he had seen Steve recently

E 1 either of them 4 both of us
2 both of them 5 neither of us
3 neither of them 6 neither of us

Unit 104

A 1 Mary was tired, she went to bed.
2 I couldn't sleep because of
3 Charlotte doesn't eat apples, she doesn't like them
4 The streets were crowded because
5 I'll give Jasmine a key to the house, she gets home before me

B 1 in case she's at home.
2 because I want to lose weight.
3 because he lost his passport.
4 so I'll take a book to read.
5 in case more people come to the party.
6 because his wife was ill.

C 1 Last week, my brother lent me £60 so that I could buy some new trainers.
2 Last month, the Government passed new traffic laws so that fewer people would have accidents.
3 Our school has opened a new library so that we can have more books.
4 Anna always writes everything in her diary so that she doesn't forget her appointments.
5 Last Friday, we left home early so that we could avoid the morning traffic.

D 1 that 2 or 3 so because 4 of, so for, ☑

Unit 105

A 1 for the children
2 for the best drawing
3 Since Carolyn's a vegetarian
4 due to a problem with the brakes
5 for some bottled water
6 owing to the underground strike

B 1 misbehaving
2 the fact that
3 hitting his sister
4 the fact that they were repairing
5 working
6 Emily's in the bathroom
7 the fact that some trees have fallen
8 the sheep to
Unit 106

A 1 it was dangerous 4 the fact that 8 for 11 due to
2 Despite/In spite of 5 my work is interesting 9 to
3 however 6 However 10 for
B 1 while/although 5 although/while how ever 12 owing to
2 Although/While 6 although/while 13 for
3 however 7 however
4 Despite
C 1 However 4 though 10 for
2 although 5 despite
3 in spite of the fact that

Unit 107

A 1 which bit me 3 which crashed
2 who wrote to me 4 who had won a lot of money
3 which she wears for parties 5 which
4 who designed the new city library
B 1 that I had seen on TV 5 although/while/however
2 that Jasmine made 6 although/while
3 that Mary sent me 7 however
4 that I was talking to 8 although/while
5 that my brother wants to buy
C 1 who has visited so many different countries 4 who/that
2 who interviewed me 5 that
3 whose wives have just had babies 6 who/that
4 whose book won a prize last week 7 who/that
5 who complained all the time
6 whose car had broken down

Unit 108

A 1 that 3 ✓ 5 it 7 ✓
2 they 4 ✓ 6 ✓
B 1 ... the person who takes ... 4 ✓ ... the train that goes ...
2 ✓ 5 ✓
3 ✓ 6 ✓
4 ... anybody who plays ...
C 1 which/that takes brilliant photos 4 they are paid
2 they lived in 5 nobody else wanted
3 who was very clever 6 where we ran out of petrol
4 who designed the new city library
5 which/that is kept in the Tower of London.
6 who/that

Unit 109

A 1 The sun, which is really a star, is 93 million miles from the earth.
2 John F. Kennedy, who died in 1963, was a very famous American President.
3 Charlie Chaplin, who was born in poverty, became a very rich man.
4 The 2016 Olympics were held in Rio de Janeiro, which was the capital of Brazil until 1960.
5 We went to see the Crown Jewels, which are kept in the Tower of London.
B 1 Football, which first started in Britain, is now one of the most popular sports worldwide.
2 Margaret Thatcher, who was the Prime Minister of Britain for 11 years, studied science at university.
3 Michelangelo, who lived until he was 90, was one of Italy's greatest artists.
4 Barack Obama, whose wife is a brilliant lawyer and role model, became President of the USA in 2009.
5 The Nile, which runs through several countries, is the longest river in Africa.
6 Madonna, whose parents were born in Italy, is a famous American singer.
7 Gandhi, who was born in 1869, was assassinated in 1948.
8 Elephants, which are found in Africa and India, are the largest land animals.
9 The Beatles, whose music is still popular, were probably the most famous pop group in the world.
10 Brands Hatch, which is not far from London, is famous for its motor races.
C 1 whose 3 whose 5 which
2 who 4 which 6 who
Key to the tests

The numbers after the answer tell you which unit and unit section of the book has information and practice on that grammar point. For example, the numbers 3.1, 3 refer to Unit 3, sections 1 and 3.

Test A
A 1 My sister goes 3.1, 3
2 I don't get up 3.2, 3
3 Mike tries 3.1, 3
4 He doesn't usually succeed 3.2, 3
5 I'm not 2.1
6 Do you eat 4.2
7 I don't usually like 4.1
8 Mike studies 3.1, 3
9 He eats 3.1, 3
10 Does he have 4.2
11 I don't know 4.1
12 He doesn't tell 3.2
13 Do you drive 4.2
14 There aren't 3.2, 3
15 My sister wants 4.1
16 We both walk 3.1, 3
B 1 sitting 5.3
2 swimming 5.3
3 ✔ 5.4
4 shopping 5.3
5 We like 6.4
6 ✔ 5.4
7 ✔ 6.2
8 I know 6.4
9 ✔ 6.2
10 shining 5.4
11 ✔ 5.4
12 I understand 6.4
C 1 I'm finishing 7.2
2 I'm thinking 7.4
3 I'm not actually doing 7.1
4 Do you want 7.3
5 It's raining 7.4
6 I never go out 7.1
7 You know 7.3
8 I think 7.3
9 She comes 7.1
10 She's staying 7.2
11 She's doing well 7.2
12 She speaks 7.1
13 I don't speak any languages 7.1
D Today is the 1 June 1964. The sun is shining 7.1 and the birds are singing. What is doing everyone on 7.1? Well, Mrs Green is reading 7.1 a newspaper. She reads reading 7.2 a newspaper every day before breakfast. Her husband, Mr Green, is

dancing 7.1 in the garden. He likes working 7.3 dancing in the morning.
Have you 8.3 another cup of coffee, darling,' says Mr Green.
'But I'm still drinking 7.1 my first cup, dear,' replies Mrs Green, 'and anyway, where's our daughter today? She's usually bringing 7.2 me my coffee.
'Mary,' says Mr Green (but he doesn't stop dancing 7.1), 'she's working 7.2 in London this week. Don't you remember?'
'Stopping 8.3 dancing and listening 8.3 to me. I never forget forgetting 7.2 anything. I was just giving you a little test. Anyway, it's time for work.'
'All right, darling, but don't forget not 8.2 your briefcase.'
'Thank you, dear. Don't dancing 8.2 too hard!'
E 1 Check 8.1, 3
2 Don't give 8.2, 3
3 Show 8.1, 3
4 Don't smoke 8.2, 3
5 Don't copy 8.2, 3

Test B
A 1 ✔ 12.2
2 I started 12.3
3 We met 16.1
4 ✔ 16.2
5 ✔ 12.2
6 ✔ 16.2
7 ✔ 16.2
8 Were you 16.1
9 I haven't seen 15.3
10 I was walking 12.2
11 I visited 16.1
12 ✔ 14.1
B 1 I saw it before anyway, I had seen it before anyway, 19.3
2 So you already decided you liked me! So you had already decided you liked me! 19.2
3 It closed a week before! It had closed a week before! 19.3
4 Everyone went home, Everyone had gone home, 19.3
5 Because I left my keys because I had left my keys 19.3
C 1 I did some maths I was doing some maths 11.3
2 I've worked harder I've been working harder 17.2
3 You've read books You've been reading books 17.4
4 You learnt French verbs you were learning French verbs 11.2
5 She has worked hard she has been working hard 17.4
D 1 You lost 10.4
2 We were sailing 12.3
3 It just dropped 12.3
4 Have you two visited 13.3
5 We've We have been 13.3
6 We flew 16.1
7 I wasn't I was not listening 11.3
8 I've I have had 13.3
9 I was falling 12.2
10 Paul rang 12.2
11 Paul and I went 10.4
12 We were reading 12.2
13 We saw 12.3
14 Paul hasn't has not stopped 14.2
15 Did it have 10.4
16 Was there 10.4
17 you've you've have never seen 13.4
18 Rob and I stayed 10.4
19 It was 10.4
20 We were talking 12.2
21 I haven't I have not enjoyed 14.2
You'll have to listen to Tim until you know if the weather changes suddenly. Don't worry, though. You'll have a good time. You'll enjoy the views as soon as you get there!

Test D
A 1 Do you normally take the bus home? 29.2
  2 I don't 37.2
  3 Is your wife coming home soon? 29.2
  4 she is 37.2
  5 Does she travel by bus? 29.2
  6 she doesn't 37.2
  7 Was she tired yesterday? 29.2
  8 she is 37.2
B 1 How 30.1
  2 What 31.2
  3 Who 31.1
  4 Do 29.2
  5 What 31.2
  6 How 30.1
  7 What 31.2
  8 Why 30.1
C 1 so do I 38.2
  2 so can he 38.2
  3 so have I 38.2
  4 neither does he 38.4
  5 so did I 38.2
  6 neither will he 38.4
  7 neither have I 38.4
D 1 How far is 32.2
  2 How old is 32.7
  3 How often are (or How much are) 32.5, 6
  4 How long will 32.1
  5 How much did 32.5
E 1 did you 36.5
  2 isn't he 36.4
  3 doesn't he 36.4
  4 has he 36.5
  5 can you 36.5
  6 don't they 36.4
  7 will he 36.5
  8 should he 36.5
  9 was he 36.5
  10 did you 36.5
  11 weren't they 36.4
  12 isn't it 36.4

Test E
A 1 You should 46.2
  2 I must 43.5
  3 you have 43.1
  4 had 45.4
  5 you don't 47.3, 46.2
  6 he possible 39.5
  7 I should 39.4
  8 I must 48.2
  9 I can 44.4
  10 Should I better 46.3
  11 you need 41.2
  12 you ought 41.3
B I've had a terrible day! I have [48.2] got up early, but I couldn't get out of bed! It was too late to go by bus, so I got [48.1] a taxi. Luckily, I found [39.4] one quite quickly. Of course, when we arrived outside the office, I didn't have any money, so I paid [39.3, 2] the driver. Anyway, I was 1 to [39.4] borrow some from the receptionist. I've paid her back already, but do you think I can't give her a present as well? My boss was waiting for me in her office. I should have 2 arrived [48.2] at nine o'clock, and I was half an hour late. I have [47.4] taken a taxi at all, though! She told me the company was closing, so I had 3 find [48.1] a new job.
C 1 hotels might be full. 44.4
  2 'I'll have to sleep in the car. 42.7
  3 must be the sun cream we got in Brighton. 44.2
  4 needn't have bought it. 47.4
  5 Should we take it with us this time? 45.4
  6 can't make the sun shine. 44.3
  7 are you feeling OK, George? You'd better have a rest. 46.3
D 1 Do I need to use 47.1
  2 should really 45.3
  3 could you pass 40.4
  4 don't you need to 47.1
  5 mustn't forget 41.5
  6 got to finish 42.5
  7 better start 46.3
  8 might not 44.4
  9 should have 45.3
E 1 √ 42.3
  2 can't be 44.3
  3 had to 42.3
  4 √ 44.2
  5 must have 44.2
  6 √ 44.4
  7 √ 22.5
  8 don't need/have 47.1
  9 √ 40.2

Test F
A 1 Would you like to learn to play the piano? 49.3
  2 All you need is half an hour a day and a simple book! 49.2
  3 What's the name of the book? Bob Bryant's Big Piano Book! 49.2
  4 The friends are great, but the music will be your partner forever! Don't just stand there! Buy this book today!! 50.5
  5 You'll also get a free download of piano music from around the world! 49.2
B 1 nothing 62.4
  2 everywhere 62.5
  3 somewhere 62.2
  4 everyone 62.5
  5 nobody 62.4
  6 someone 62.2
C 1 a 49.2
  2 the 49.2
  3 the 49.3
  4 an 50.2
  5 some 50.5
  6 a 49.2
  7 the 50.4
D 1 √ 60.1
  2 How much luggage 60.3
  3 √ 64.4
  4 How much does it cost 60.3
  5 any presents (some presents are possible with a different meaning) 54.6
  6 some more 54.5
  7 at 60.1, 3
  8 at 61.1
  9 a few things 61.5
  10 some/any advice 54.4
  11 √ 61.1, 2
  12 a few big ones 61.5
  13 a little/bit more 61.5
  14 √ at 61.2
E 1 that 52.2
  2 there's 56.1
  3 yours 57.4
  4 me 55.2
  5 yourself 58.2
  6 some 54.3
  7 them 55.2
  8 there's 51.2
  9 more quickly 73.5
  10 better have 46.3

Test G
A 1 the biggest 72.2
  2 the brightest 72.2
  3 better 71.2
  4 the fairest/furthest 72.2
  5 more happily 73.3
  6 the most expensive 72.2
  7 harder 73.5
  8 more quickly 73.5
  9 the tallest 72.2
B 1 excited 66.1
2 tiring 66.1
3 such 70.2
4 worried 66.1
5 quiet 73.2
6 16th 67.2
7 disappointed 66.1
8 so 70.1
9 28th 67.2
10 well 73.2, 4
11 beautifully 73.2
12 bored 66.1
13 slow 73.1
14 Interesting 66.1

C 1 (Our son) Andy was, watch the football match (with me on Saturday) 69.2, 3
2 He hasn’t got, buy a house 69.5, 6
3 It was, we didn’t buy it 70.3
4 most beautiful machine 72.2, 3
5 a wonderful driver, Tom! 73.2
6 is faster than me 71.2, 3
7 met a worse driver (than Raphael) 71.3
8 You’re, open your eyes in the car 69.3
9 I haven’t got, argue with you 69.6

D 1 usually stay there for four or five days 74.2
2 the amazing old Roman baths 65.5
3 will probably take a bus up to the Royal Crescent 77.2
4 can either relax in one of Bath’s beautiful green parks 65.5
5 the very elegant 18th-century Pump Rooms 65.5
6 it’s always difficult to get tickets 74.2
7 the really unusual American Museum 65.5
8 can just drive around peacefully in the countryside 77.4

E 1 away 75.2
2 outside 75.2
3 fairly 76.1
4 bags 76.3
5 address 76.3
6 as far as 68.1
7 on the left 75.3
8 garden 76.3
9 upstairs 75.2
10 sideways 75.2
11 table 76.3

Test H
A 1 on 79.1
2 outside 78.2
3 on 78.1
4 in front 78.2
5 between 78.2
6 in 78.1
7 this 79.2
8 along 78.3
9 next to 78.2
10 through 78.3
11 last 79.2
12 past 78.3
13 every 79.2
14 from 79.3
15 in 79.1
16 to 79.3

B Anthony: Jack says he can learn a new language **without** working. [81.5]
Michelle: Who’s Jack?
Anthony: He’s that new boy in the bright blue jumper. [81.1] The one with long hair. [81.2] He’s bought an audiobook [81.3], and he says he learns by [81.5] listening to it while he’s asleep.
Michelle: I think that’s silly.
Anthony: But you’re good at learning. I might try Jack’s audiobook. I’m sick of making [84.2] mistakes all the time.
Michelle: It’s no use worrying about mistakes. We learn by making [81.5] mistakes.
Anthony: It’s easy for you. You can pass French exams **without** doing [81.5] much work. How do you do it?
Michelle: I just sit down with a dictionary [81.4] and a French newspaper. It’s not worth buying [84.3] an expensive audiobook, in my view.

Test I
A 1 ✓ 85.3
2 ✓ 85.3
3 ✓ 85.3
4 ✓ 85.3
5 ✓ 86.7
6 ✓ 86.2
7 ✓ 86.5
8 ✓ 86.4
9 ✓ 86.3
10 ✓ 86.4
11 ✓ 86.4
12 ✓ 86.4
13 ✓ 86.8

B I’m worried about my husband. He gets up [87.2] very late. He never wants to go out [87.2]. You can’t stay in [88.3] all your life, can you, Doctor? If the TV is on when our friends come round, he doesn’t turn it off [87.2]. Last Saturday we ran out of [87.2] milk. When we reached the supermarket, he said to me: ‘I don’t like your hat. Take it off [87.2]!’ That’s a strange thing to say, Doctor. I’m getting more and more worried. I don’t think I can put up with [88.4] the situation much longer. When I try to talk to him he just says: ‘Calm down [87.2]! I’m all right.’ What shall I do?

C 1 was decorated last month 89.2, 3
2 is being designed for the garden 89.1, 3
3 was also stolen last week 89.2, 3
4 their new house hadn’t been built 90.1
5 their windows were repaired 89.2, 3
6 was mended 89.2, 3
7 has been made 90.1
8 was booked yesterday 89.2, 3
9 is being sold next month 90.1

D 1 washing 94.3
2 drive 92.3
3 to learn 92.1
4 smoking 88.2
5 smoke [ sic] 83.2
6 tell 92.3
7 cry 92.4
8 dancing 93.3
9 walking 93.1
10 to get 86.7
11 Jogging 93.4
12 feel 92.4
13 cycling 93.1
14 eating 93.1
15 to continue 92.1
Test J

A 1 're 97.2
2 would have got 99.1
3 were 98.4
4 had 98.3
5 would 98.1
6 don't talk 97.3
7 could 98.3
8 hadn't met 99.1
9 don't speak 97.1
10 knew 98.3
11 sing 97.2
12 would be 98.1

B 1 had voted for me at the last election, your lives would have improved. 99.1
2 was alive today. 98.3
3 be better if he was our Prime Minister. 98.1
4 be happy if our schools had more money. 98.1
5 became Prime Minister I would give every child a new phone. 98.1
6 had brought my wife with me today. 99.2
7 busy with her own work, she would be here. 98.1

C 1 He advised me to get enough sleep. 102.1
2 He told me to get some qualifications. 101.3
3 He warned me not to take drugs. 101.4
4 He asked why he left the flat. 102.2
5 He asked me where I work(ed). 102.2(,4)
6 he persuaded me to give him my address in Sheffield. 101.4

D 1 I'll give you the name of my doctor. 100.1
2 You should eat more fruit. 100.1, 101.4
3 I'm living in a flat on my own. 100.1
4 I tried sharing with Paul, but he left. 100.1
5 I'm going to (go and) live in Sheffield. 100.1

Test K

A 1 nor 103.5
2 so 103.3
3 in case 104.2
4 because 104.1
5 either 103.4
6 or 103.4
7 so that 104.4
8 Both 103.1
9 and 103.1

B 1 as 105.3
2 while 106.3
3 since 105.1
4 as 105.2
5 however 106.5

C 1 yes 107.1-3
2 when 108.3
3 that 108.1
4 yes 107.3
5 yes 107.3
6 that 108.1
7 yes 107.3
8 that 108.1
9 why 108.3

D 1 you see 108.1
2 which means 109.5
3 that thousands 107.2
4 that has 107.3
5 which has 109.2
6 that visit 107.3

E 1 who 107.2, 3
2 however 106.3
3 due 105.6
4 case 104.2
5 neither 103.5
6 nor 103.5
7 but 103.2
8 which 109.1
Choose the right answer (a, b, c, d) and write a, b, c, or d, as in the example.

Russia is the _a_ country in the world.

a) largest  b) larger  c) most large  d) most largest

Tenses: present

1. My sister and I ____ from Scotland.
   a) we are  b) are  c) are  d) is

2. How old ____?
   a) are you  b) you are  c) you have  d) have you

3. They ____ in London.
   a) no live  b) don't live  c) live not  d) doesn't live

4. Where ____ Mary live?
   a) does  b) do  c) are  d) is

5. Where are Sam and Anna? ____ in the garden.
   a) They're sitting  b) They sitting  c) There sitting  d) They're sitting

6. What ____, Ellie?
   a) you are  b) are you  c) do you  d) are you doing

7. It's very cold today and ____.
   a) it's snowing  b) it snows  c) its snowing  d) it snowing

8. ____ close the window please.
   a) No  b) Not  c) Don't  d) You don't

Tenses: past

9. Where ____ yesterday?
   a) was you  b) you were  c) were you  d) did you be

10. They ____ last week.
    a) didn't come  b) came not  c) don't came  d) didn't came

11. What ____ doing at nine o'clock yesterday evening?
    a) Peter were  b) Peter was  c) did Peter  d) was Peter

12. I didn't hear the phone because when it rang, I ____ a shower.
    a) had  b) was having  c) have had  d) having

13. My cousins ____ seen a kangaroo.
    a) have never  b) never have  c) has never  d) haven't never

14. Have you ____ to Canada?
    a) ever been  b) ever gone  c) been ever  d) gone ever

15. I'm sorry. Mrs Johnson hasn't ____.
    a) arrived just  b) already arrived  c) arrived already  d) arrived yet

    a) have moved  b) moved  c) did moved  d) has moved

17. I ____ to London five times already this week.
    a) went  b) have gone  c) have been  d) was going

18. Maddie has ____ here since February.
    a) being worked  b) working  c) been working  d) been worked
19 I'm a vegetarian. I ____ meat since I was a child.
   a) haven't eaten  b) don't eat  c) haven't been eating  d) am not eating

20 When we arrived, the train ____ the station.
   a) already left  b) had already left  c) had left already  d) has left already

21 When Laura was younger, she ____ in a jazz band.
   a) use to sing  b) sang usually  c) was singing  d) used to sing

Tenses: future

22 What ____ do tomorrow?
   a) you are going to  b) are you going  c) you are going  d) are you going to

23 Are you thirsty? ____ make you a drink?
   a) Will I  b) Shall I  c) Do I  d) I'll

24 My cousins ____ visit us next weekend.
   a) will to  b) going to  c) are going to  d) are going

25 I can't see you tomorrow. ____ lunch with Paul.
   a) I'm having  b) I'll have  c) I'm going have  d) I will to have

26 We can start as soon as they ____.
   a) arrive  b) are arriving  c) will arrive  d) are going to arrive

27 Can somebody come and help me? ~ Yes, ____ you.
   a) I'll help  b) I'm helping  c) I will to help  d) I help

Sentences and questions

28 They bought ____.
   a) in the country a big old house  b) a big old house in the country  c) an old big house in the country  d) in the country an old big house

29 Joe was thirsty so I made ____.
   a) a cup of tea to him  b) him a cup of tea  c) for him a cup of tea  d) to him a cup of tea

30 Are you hungry? ~ ____.
   a) Yes, I am  b) Yes, I'm  c) No, I aren't  d) No, I no

31 ____ did you get to Brighton? By train?
   a) When  b) Where  c) Why  d) How

32 Do you know that girl? ____ is her name?
   a) How  b) Which  c) What  d) Who

33 How ____ will the journey take? Two hours a more?
   a) often  b) far  c) much  d) long

34 Julie ____ her mother: very tall.
   a) is like  b) is liking  c) likes  d) like

35 How do you know? ____ you?
   a) Who did tell  b) Who have told  c) Who has told  d) Who did told

36 Whose is that bike? ~ ____.
   a) It's Tom's  b) It's Toms'  c) Its Tom's  d) Its Toms'

37 Marc lives in Paris, ____.
   a) isn't it?  b) isn't he?  c) don't he?  d) doesn't he?

38 Did they go to Canada? ~ Yes, they ____.
   a) went  b) did  c) did go  d) gone

39 Jack doesn't speak French and ____.
   a) Charlotte doesn't neither  b) Charlotte neither  c) neither Charlotte  d) neither does Charlotte
Modal verbs

40 When Raphael was at school, he ______ speak French quite well.
   a) was able  b) could  c) able to  d) can

41 Excuse me, ______ you help me?
   a) Could     b) May     c) Shall     d) Do

42 You ______ buy a ticket before boarding the bus.
   a) might     b) must     c) might to     d) must to

43 ______ go to the supermarket after work.
   a) I've got to  b) I've get to  c) I was getting to  d) I have got

44 It's a present so you ______ pay anything.
   a) don't get to  b) haven't to  c) mustn't to  d) don't have to

45 Who's the woman in that car? ______ be Laura. She's in Germany.
   a) It mustn't    b) She mustn't    c) It can't    d) She can't

46 In my opinion, you ______ smoke so much.
   a) shouldn't to  b) shouldn't  c) needn't  d) don't have to

47 If you have stomach pains, you ______ to go to the doctor's.
   a) had better  b) should  c) ought  d) must

48 We've got enough blue paint. Your sister ______ to buy any more.
   a) don't need  b) doesn't need  c) needn't  d) hasn't need

49 ______ wear a uniform when you were at school?
   a) Must you have worn    b) Must you wear    c) Had you to wear  d) Did you have to

Articles, nouns, pronouns, etc:

50 What's her job? ~ She's ______ lecturer.
   a) an university     b) a university     c) one university     d) university

51 Are you a vegetarian? ~ Yes, I never eat ______.
   a) meat     b) the meat     c) some meat     d) a meat

52 ______ is my favourite art.
   a) A music     b) The music     c) Music     d) Some music

53 ______ is your favourite – the White Horse or the Golden Hart?
   a) Which one     b) What one     c) Which ones     d) What ones

54 I'd like ______, please.
   a) four loaves of bread and two boxes of tomatoes  b) four loafs of bread and two boxs of tomatoes
         c) four loave of bread and two boxes of tomatos  d) four loaves of bread and two boxes of tomato

55 Look at ______ cows in the field over there.
   a) these     b) that     c) those     d) this

56 Her eyes are blue and her ______ dark.
   a) hair are     b) hair is     c) hairs are     d) hairs is

57 We don't need to buy ______ milk.
   a) a     b) some     c) any     d) no

58 We saw Mary, but ______.
   a) him didn't see us     b) she didn't see we     c) her didn't see us     d) she didn't see us

59 How many cinemas ______ near here?
   a) are they     b) is there     c) are there     d) is it

60 My bike is red but ______ blue.
   a) she's     b) her is     c) hers is     d) her one is
Your children are very good. They always help __________ a lot.
a) each other  b) themselves  c) them  d) each the other

I want to check the meaning of these words. Can you ________?

a) get the dictionary for me  b) give to me the dictionary  c) get the dictionary to me  d) give the dictionary for me

Have you got _____?

a) many luggages  b) many luggage  c) much luggages  d) much luggage

I don’t know ______ near here to have lunch.

a) anything  b) something  c) anywhere  d) something

They’ve got two cars. One is a Rover and ______ is a Mini.

a) the other  b) another  c) other  d) one other

I didn’t speak to all the people but I spoke to ______

a) most them  b) most of it  c) them most  d) most of them

Adjectives and adverbs

Mrs Pearson had everything in a ______ bag.

a) plastic green large  b) large green plastic  c) green large plastic  d) green plastic large

We thought the film was ______

a) very bored  b) much boring  c) very boring  d) much bored

My birthday is the _____ of May.

a) twenty-eighth  b) twentyeth  c) twenty-nineth  d) twenty-fourth

Paris isn’t ______ London.

a) big as  b) as big as  c) as big that  d) so big that

Sara is only 15. She isn’t ______ drive a car.

a) enough old to  b) enough old for  c) old enough for  d) old enough to

It was ______ night that we didn’t see the animals.

a) a so dark  b) so a dark  c) such a dark  d) a such dark

In the photo Tom looks ______ his friends.

a) happier that  b) happier than  c) more happy than  d) more happy

Which is the ______ the world?

a) longer river in  b) longer river of  c) longest river of  d) longest river in

Jasmine drives carefully but her sister drives ______

a) fastly  b) very fast  c) more quick  d) very quick

I take the bus but Tim ______ to work.

a) hardly ever walks  b) walks hardly ever  c) often walks  d) walks often

Turn left at the garage then go ______ until you get to the school.

a) ahead  b) straight on  c) on ahead  d) on straight

The way she said that made me ______

a) extreme angrily  b) angrily extreme  c) extremely angry  d) angry extremely

He doesn’t talk much and he doesn’t listen much ______

a) too  b) neither  c) either  d) as well

After 25 minutes take the meat ______ the oven.

a) out from  b) out of  c) from of  d) from out
Prepositions

82 I think we can meet ___ the bus stop.
   a) on  b) at  c) in  d) behind

83 The train has to go ___ three tunnels.
   a) across  b) along  c) through  d) under

84 It happened ___ Friday.
   a) at lunch-time in  b) at lunch-time on  c) in lunch-time on  d) on lunch-time at

85 She described the thief ___ a tall, bearded man.
   a) like  b) such as  c) as  d) as though

86 That student over there – the one ___:
   a) in the blonde hair  b) with the blonde hair  c) in blonde hair  d) blonde haired

87 It was very late but ___ last we reached the hotel.
   a) in the  b) at the  c) in  d) at

88 What time did they arrive ___ the airport?
   a) at  b) in  c) on  d) to

89 She learnt French ___ listening to tapes.
   a) by  b) for  c) on  d) with

90 The rooms were full ___ old furniture.
   a) of  b) with  c) from  d) off

Verbs

91 Peter ___ a car.
   a) hasn't got  b) hasn't  c) haven't got  d) doesn't have got

92 We're going to ___ some shopping.
   a) make  b) get  c) do  d) have

93 The plane ___ in bad weather.
   a) pulled off  b) put up  c) got up  d) took off

94 There was no truth to his story. He simply ___.
   a) made up it  b) made it up  c) drew it out  d) drew out it

95 Fiat ___ a group of Italian businessmen.
   a) is started for  b) is started by  c) was started by  d) was started for

96 Oh, no! My camera isn't here. It ___ stolen!
   a) has been  b) is  c) is being  d) has

97 His hair is too long. He should ___ cut.
   a) let it be  b) get it be  c) make it  d) have it

98 The film was very sad. It ___ cry.
   a) made us to  b) made us  c) let us  d) let us to

99 The teacher ___ go home early.
   a) wanted that we  b) made us to  c) decided us to  d) let us

100 When you've ___ , I'll tell you what I think.
    a) stopped talking  b) stopped to talk  c) been stopping talking  d) been stopped to talk

101 Would you ___ to the cinema?
    a) to like go  b) like to go  c) like going  d) to like going

102 I'm going to India next year. ___ Kerala, Goa and Mumbai.
    a) I'm going to plan visiting  b) I plan visiting  c) I'm going to plan to visit  d) I plan to visit
103 This is a machine boxes.
   a) for make    b) for to make    c) for making    d) to making

104 We invited ___ come to the party.
   a) them to    b) to them    c) that they    d) that they

**Conditionals and reported speech**

105 Tomorrow we can go for a picnic if the weather _____ fine.
   a) is being    b) will be    c) would be    d) is

106 If I _____ you, I'd go to the police.
   a) would be    b) should be    c) were    d) am

107 I wish I _____ to bed earlier last night.
   a) went    b) had gone    c) was going    d) have gone

108 Your cousin _____ she lived in a small flat.
   a) said me    b) said to me    c) told    d) told me

109 Jasmine had a lot of work and so she asked _____ help her.
   a) me to    b) to me    c) that I    d) that I should

110 Do you know where _____?
   a) lives Joe    b) do Joe lives    c) does Joe live    d) Joe lives

**Building sentences**

111 Mr and Mrs Simpson neither came _____ sent a message.
   a) a    b) neither    c) nor    d) either

112 Take your umbrella _____ it rains.
   a) because    b) because of    c) for    d) in case

113 His mother told him off _____.
   a) for laughing    b) because laughing    c) for he laughed    d) because of laughing

114 Most people go by train. The bus, _____, is cheaper and faster.
   a) although    b) despite    c) while    d) however

115 _____ the fact that nobody thought he should do it, he did it.
   a) However    b) While    c) In spite of    d) Because

116 The team _____ scored the most goals won the competition.
   a), which    b), that    c) that    d) which it

117 Do you know those boys _____ are talking to Yvonne?
   a) which    b) that they    c) who    d) who's

118 We saw that woman _____ was on TV.
   a) the son of her    b) whose son    c) that the son    d) that the son

119 I received your letter of 22 March, _____ I'm very grateful.
   a) which    b) that    c) for which    d) to which

120 Raphael went to see the film Robocop 4, _____ had already seen three times.
   a) which    b) which he    c) that    d) that he
The number after the answer tells you which unit of the book has information and practice on that grammar point.

### Tenses: present

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### Tenses: past

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### Tenses: future

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### Articles, nouns, pronouns, etc.

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### Adjectives and adverbs

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### Building sentences

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