Introduction

What is Oxford Living Grammar?

Oxford Living Grammar is a series of three books which explain and practise grammar in everyday contexts. They show how grammar is used in real-life situations that learners themselves will experience. The books can be used for self-study, for homework, and in class.

Elementary: CEF level A1+ (towards KET level)
Pre-Intermediate: CEF level A2 (KET and towards PET level)
Intermediate: CEF level B1 (PET and towards FCE level)

How are the books organized?

The books are divided into four-page units, each of which deals with an important grammar topic. Units are divided into two two-page parts. Each unit begins with an explanation of the grammar point, and includes a unique Grammar in action section which shows how the grammar is used in typical everyday situations. It explains when to use the grammar point. This is followed by a number of contextualized exercises for learners to practise the grammar they have read about. The second part of each unit introduces additional explanation of the topic, more Grammar in action, and more contextualized exercises. The last exercise in every unit provides practice of a variety of the points and contexts introduced across the four pages.

The intention is that the fully contextualized explanations and exercises will show real English in real situations, which learners can recognize and apply to their own experience.

Word focus boxes highlight unfamiliar words or expressions and enable learners to widen their vocabulary.

The Over to you section at the back of the book provides a comprehensive bank of review exercises. Learners are encouraged to do more creative tasks about themselves and their own experience, using what they have learned. Sample answers are provided for these tasks.

There is an Oxford Living Grammar Context-Plus CD-ROM at each level with further grammar practice and Word focus exercises. Learners can also build longer texts, and build and take part in dialogues; learners can record and listen to their own voice to improve pronunciation. There are six grammar texts at each level so learners can see if there are any areas they would like to study again.

What grammar is included?

At Pre-Intermediate level, you will study all the grammar necessary for Cambridge KET and much of the grammar required for PET. The choice of contexts in the exercises has been informed by the Common European Framework of Reference and the framework of the Association of Language Testers in Europe at A2.

How can students use Oxford Living Grammar on their own?

You can work through the book from beginning to end. All the units will present and practise the grammar in typical everyday situations. When you have finished the exercises, you can go to the Over to you tasks for that topic at the back of the book for extra practice, and then check your answers.

Or, when you have a particular grammar problem, you might want to study that topic first. You can look up the topic you need in the Contents at the front of the book, or in the Index at the back.

How can teachers use the material in the classroom?

Oxford Living Grammar enables your students to learn and practise English grammar in context. The contexts themselves are typical everyday situations that your students will experience, such as talking about their own experiences, having conversations with people they have met, talking about other people, and discussing common topics.

The syllabus is divided into 30 four-page units, which we hope will make the book ideal for study over an academic year. Units can be studied in any order, or you and your students can work through the book from beginning to end. The Over to you tasks provide freer practice and more creative review tasks.
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01 Present continuous
Talking about the present

1 Some examples of the present continuous (be + -ing):
   I'm reading a good book at the moment.
   She isn’t working at this office today.
   What are you doing now?

2 Forms of the present continuous:
   POSITIVE
   I am/’m starting
   you/we/they are/’re starting
   he/she/it is/’s starting

   NEGATIVE
   I am not /’m not starting
   you/we/they are not /’re not / aren’t starting
   he/she/it is not /’s not / isn’t starting

   QUESTIONS
   am I starting
   are you/we/they starting
   is he/she/it starting

3 The -ing form:
   For most verbs, add -ing:
   work → working    play → playing
   For verbs ending -e, take away -e and add -ing:
   take → taking      write → writing

   For many verbs ending with one vowel and one consonant, double the last letter and add -ing:
   run → running      sit → sitting

   (For more information on the -ing form, see p. 130.)

Grammar in action

3 We use the present continuous to talk about actions and describe situations at the present moment:
   What are you doing at the moment? ~ I’m sitting on the sofa. It’s raining outside.

3 We use the present continuous for actions and situations in the present period of time, but not at this exact moment:
   What’s Jack doing these days? ~ He’s travelling around the world. He’s visiting lots of countries.

3 We use the present continuous for present situations that are temporary or different from usual. This example describes a change in someone’s usual routine:
   Kathy has an office but she’s working at home today.

A What I’m doing now

Alice is on a train. Complete what she says using the present continuous and the words in brackets. Use short forms if possible.

0 I’m sitting ______ on a train. (I/sit)
1 __________ a cup of coffee. (I/drink)
2 ________ the station now. (We/leave)
3 __________ to Manchester. (The train/go)
4 ________ to a meeting. (I/travel)
5 What __________ at the moment? (you/do)
6 Me? __________ a phone call to you! (I/make)
B  The big match

Complete the descriptions of the football match using the words in brackets and the present continuous forms of the correct verbs from the box.

leave  run  blow  talk  wear  look  shine  celebrate  play

0 Good afternoon. I'm talking to you from the National Stadium. (l)
1 It's a lovely day at the stadium, and it's warm. (The sun)
2 out onto the field. (The teams)
3 white shirts and Wales are in red. (The England players)
4 well and it's a good game. (Both teams)
5 happy. It's 1–0 to England. (The England fans)
6 It's half-time. the field. (The players)
7 Another goal for England and . (the players)
8 his whistle and it's the end of the game. (The referee)

C  News of friends

Tom and Rose are talking about people they know. Complete their conversation using the present continuous and the words in brackets. Use short forms.

TOM  How's Michael?
ROSE  He's fine. He's working in Italy at the moment.
TOM  Really? (What/does) he there?
ROSE  He's spending a year at his company's office in Rome.
TOM  And what about Olivia?
ROSE  (She/lives) in a different flat now. And (she/not) go out with Frank any more. In fact, (they/not) talk to each other now.
TOM  Oh dear. Poor Frank.
ROSE  He's fine. He's enjoying himself. He's not sitting at home alone.
TOM  Oh, I see. Lucky Frank!

D  Changes in my town

Complete this report about changes in a town using the present continuous and the correct verbs from the box.

not use  talk  go  tell  not do  change  cause  move  not listen  not travel  get

My town is changing a lot. The population bigger because people traffic problems. People public transport very much and they on bikes. Too many cars into the town centre.

The authorities 7 people to stop using their cars so much, but people . People about the problem but they anything to solve it.
Present continuous
Talking about the future

We also use the present continuous to talk about the future:

*I'm meeting some friends tonight.*
*Jane is starting a new job next week.*
*What are you doing next weekend?*

(For more information on future verb forms, see unit 6 on p. 22 and unit 17 on p. 66.)

Grammar in action

We use the present continuous for fixed, arranged, and organized actions. These actions are certain to happen in the future.

*I'm going on holiday tomorrow.*
*I'm catching the 8.30 flight.*

---

My plans next week

Look at Zena's schedule for next week and complete her description of her plans, using the present continuous. Use short forms.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
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<tbody>
<tr>
<td>start new course 9 a.m., go to Main Hall</td>
<td>we take test</td>
<td>play for college basketball team</td>
<td>evening, cook meal for Sam and Olga (at 8.30 p.m.)</td>
</tr>
<tr>
<td>Principal gives talk special lecture rest of day</td>
<td>we go on trip to History Museum</td>
<td>no college work to do</td>
<td>watch film at home</td>
</tr>
<tr>
<td>Friday</td>
<td>Saturday</td>
<td>Sunday</td>
<td></td>
</tr>
<tr>
<td>write essay in library</td>
<td>morning, go shopping with Alex</td>
<td>do nothing! stay at home, take it easy</td>
<td></td>
</tr>
<tr>
<td>good morning with tutor</td>
<td>afternoon, play tennis with Pam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On Monday morning, **I'm starting** a new course. At 9 a.m., **I'm** to the Main Hall and **I'm** a talk about this course. After that, **I'm** lectures for the rest of the day.

On Tuesday morning, **I'm** a test. In the afternoon, **I'm** a trip to the History Museum. **I'm** the college at 2 p.m. and **I'm** back at the college at 5 p.m.

On Wednesday, **I'm** for the college basketball team.

On Thursday evening, **I'm** a meal for Sam and Olga.

On Friday, **I'm** an essay in the library and then **I'm** a meeting with my tutor.

On Saturday morning, **I'm** shopping with Alex. In the afternoon, **I'm** tennis with Pam and in the evening **I'm** to a concert at the Morris Hall.

On Sunday, **I'm** anything. **I'm** at home and **I'm** easy all day.
F  The college party

Tara and Leon and talking on the phone. Complete their conversation using the present continuous and the words in brackets.

TARA  Are you busy at the moment?

LEON  Yes, I'm trying to finish some work. I do an assignment and find it very difficult. What do you do?

TARA  I get ready for the party tonight. I leave in about twenty minutes. (The taxi/come) for me at 7.30 p.m.

LEON  Well, (not go), unfortunately, I've got too much work to do.

TARA  Everyone (go) to this party? (We/celebrate) the end of the exams.

LEON  Well, (stay) here and (work) all evening. And then (go) to bed.

G  My life in London

Complete this email from Carmen to her friend, using the present continuous and the correct verbs from the box. Use short forms.

go not miss study learn take have visit practise stay happen treat do look not study make

Hi,

As you know, I'm staying in London with a family. I'm studying at a local college and I'm really good time. Everyone's treating me very well and I've lots of new friends. I'm home at all because I'm so many fantastic things.

At college, I'm taking a lot of English and of course I'm studying English with the family. When I'm there, I'm taking all sorts of places with the family. For example, on Saturday we went to a theme park and next week we're going to a very famous old castle, somewhere outside London. I'm looking forward to that.

Let me know what you're doing and I'll send you a photo. Carmen

OVER TO YOU  Now go to page 122.
02 Present simple
Forms, uses, and contexts

1 Some examples of the present simple:
   I read a newspaper every day.
   She doesn't like this kind of music.
   When does the party start tomorrow?

2 Forms of the present simple:
   **POSITIVE**
   If you/we/they know
   he/she/it knows
   **NEGATIVE**
   If you/we/they do not know / don’t know
   he/she/it does not know / doesn’t know
   **QUESTIONS**
   do I/you/we/they know
   does he/she/it know

3 The he/she/it form:
   For most verbs, add -s:
   work → works      like → likes     buy → buys
   For verbs ending -ch, -o, -sh, -x and -ss, add -es:
   catch → catches    go → goes        fix → fixes
   For verbs ending with a consonant and -y, take away -y and add -ies:
   study → studies    cry → cries        fly → flies

   **For have:**
   have → has
   (For more information on the he/she/it form, see p. 129.)

**Grammar in action**

1 We use the present simple for facts and things that are always true:
   Some doctors work in hospitals.

2 We use the present simple for habits and repeated actions:
   She takes the bus to work.

3 We use the present simple to talk about thoughts or feelings, for example to say what we like, want, think, or know:
   He loves her very much.

4 We use the present simple for the future, to talk about events on a timetable. Here, someone is looking at a TV schedule:
   The film tomorrow starts at 8.30 and finishes at 11.

A Some facts about cricket

These are some facts about the sport of cricket. If the verb form is correct, put a tick (/). If the verb form is incorrect, write the correct verb form.

0. A cricket team have **has** 11 players and they usually wear **white**.
1. Cricket has **a lot of rules and lots of people aren't understand **it.
2. In a game of cricket, the bowler throws **the ball and the batsman **tries **to hit it**.
3. The fielders stand **around the field and they stop **the ball.
4. If a fielder catches **the ball, the batsman is 'out', and he leaves **the field.
5. If the batsman doesn't hit **the ball and the ball hits **the wicket, he is also out.
6. You win **a game if you score **more 'runs' than the other team.
7. Some cricket matches lasts **for five days and nobody wins **!
8. Some people doesn't like **cricket but millions watch **it on TV.
B  A typical day at work

Complete this magazine article by a businesswoman, using the present simple forms of the verbs in brackets. Use short forms for negatives.

**Business as usual**

I usually **arrive** (arrive) at the office very early. My assistant Cheryl **bring** (bring) me the mail and **tell** (tell) me what is in my diary for the day. She **organize** (organize) my day and **deal** (deal) with a lot of people for me. Then I **have** (have) a meeting with my team of managers – we **discuss** (discuss) plans and problems. Sometimes they **not agree** (not agree) with me but the meetings usually **not last** (not last) for very long.

I **not eat** (not eat) much at lunchtime – the others **go** (go) to the canteen but I **stay** (stay) in my office and someone **get** (get) me a sandwich. My day usually **finish** (finish) at about 6 p.m.

I **not go** (not go) to the office every day. I **work** (work) at home some days and I sometimes **travel** (travel) to meetings or conferences.

C  Using the library

Complete the questions and answers in a survey of people using a library, using the present simple and the words in brackets.

**INTERVIEWER** Do you live* 1 in the local area? (you/live)
**WOMAN** Yes, I live* 2 close to here. (I/live)

**INTERVIEWER** How often do you visit this library? (you/visit)
**WOMAN** No, I don’t* 3 here very often. (I/not come)

**INTERVIEWER** What kind of material do you use in the library? (you/do)
**WOMAN** I use* 4 the newspapers and* 5 books. (I/read) I/borrow)

**INTERVIEWER** What kind of books do you borrow? (you/borrow)
**WOMAN** Fiction. Are* 6 a good fiction section. (The library/have)

**INTERVIEWER** Do you use the library? (other members of your family/use)
**WOMAN** Yes, my* 7 some of her college work here. (my daughter/do)

D  Timetable for tomorrow’s school trip

Complete this notice about a school trip in the future, using the present simple and the correct verbs from the list.

<table>
<thead>
<tr>
<th>go</th>
<th>start</th>
<th>meet</th>
<th>show</th>
<th>leave</th>
<th>return</th>
<th>finish</th>
<th>get</th>
<th>attend</th>
<th>arrive</th>
<th>have</th>
</tr>
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</table>

Here are the details for tomorrow’s trip. We **meet** (meet) outside the school at 8. The coach **start** (start) at 8.30 so don’t be late! We **leave** (leave) at the museum at 10. A guide **round** (round) the museum from 10 to 12. We **go** (go) to the museum restaurant for lunch at 12 and we **lunch** (lunch) from 12 to 1. In the afternoon, we **lecture** (lecture) in one of the lecture rooms, it **start** (start) at 1 and **end** (end) at 2.30. We **back** (back) on the coach at 3 and we **arrive** (arrive) to the school at 4.30.

**Verbs and tenses** | 7
Present simple or present continuous?

4 Compare the present simple and the present continuous:
   He sits at a desk every day.
   He's sitting at his desk at the moment.

Grammar in action

5 We use the present simple to talk about facts that are always true. We use the present continuous to talk about things that are only true at the moment or in the present period of time:
   You cook wonderful meals.  (= always or usually)
   He's cooking a meal in the kitchen.  (= right now)

6 We use the present simple for permanent situations. We use the present continuous for temporary situations:
   My husband works for a computer company, but he's working at home today.

7 We use the present simple for things we do regularly (e.g. in our daily routine). We can use it with words and phrases describing how often something happens (always, sometimes, often, never, usually, every day, etc.):
   I go to bed at ten and get up at six every day.
   We do not use the present continuous with this meaning:
   I sometimes wear a hat.
   (not I'm sometimes wearing a hat!)

8 We often use the present continuous with 'now' and phrases meaning 'now', for example at the moment, right now, this week, this month. We do not use the present simple with these words and phrases:
   I'm sitting in a traffic jam at the moment. (not I sit ...)

9 We use the present simple with verbs that describe what we feel and think. These verbs are connected with what is in our minds, not with actions. They describe what we like (for example like, dislike, hate, love), what we want (want, need), what we know (know, understand, realize, remember) and what we believe (believe, think). We do not use the present continuous with these verbs:
   I don't understand this letter.
   (not I'm not understanding this letter.)

E Over to our reporter

Complete what the television reporter says by choosing the present simple or present continuous form.

Hello, I'm standing outside a very famous person's house, millions of dollars for every film, on the front cover of magazines and people all over the world, her and her at the moment because the media stories about her private life, She her private life but right now everyone to know about it. Can you guess who it is?

Dozens of photographers are here too and for her to come out.
Ah, the front door now and someone out.

0 I stand / I'm standing
1 She stars / She's starring
2 she earns / she's earning
3 She appears / She's appearing
4 know / are knowing
5 love / are loving
6 talk / are talking
7 tell / are telling
8 doesn't usually discuss / isn't usually discussing
9 wants / is wanting
10 we wait / we're waiting
11 opens / is opening
12 comes / is coming
**F  Someone to write to**

Complete this letter in an international magazine for teenagers, using the present simple or present continuous form of the verbs in brackets. Use short forms.

**Letter of the month**

<table>
<thead>
<tr>
<th>I am looking <em>for</em> someone to write to in another country</th>
<th>I <em>speak</em> quite good English but I <em>want</em> to get better at it. And I think it's good to have friends in different parts of the world.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I <em>go</em> to a local school and this term we <em>study</em> for our exams. I <em>work</em> very hard at school now because I <em>need</em> to get good results. In my spare time, I <em>like</em> classical music but I <em>not like</em> much modern pop music. I <em>not play</em> video games and I <em>not watch</em> TV much. I <em>read</em> a lot of books and at the moment I <em>try</em> to read fiction in English. I <em>take</em> an interest in sports but I <em>not play</em> any sports regularly. My family? My father <em>work</em> for an international company and he <em>travel</em> a lot - right now he <em>travel</em> in South-East Asia. He always <em>buy</em> me something interesting from these trips and at the moment I <em>use</em> a computer that he bought me. I hope that I <em>not make</em> too many mistakes!</td>
<td></td>
</tr>
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</table>

**G  Adverts**

Complete the extracts from adverts, using the present simple or present continuous and the words in brackets.

1. **Do you want** *(you/want)* to improve your computer skills?
   This month we’re offering *(we/offer)* free lessons.

2. *(you/look)* for a new job?
   Our agency always *(have)* hundreds of interesting jobs.

3. *(you/need)* a new TV?
   We take 10% off all our TVs this month.

4. People *love* this area and it has become very popular with tourists.
   *(We/serve)* thousands of customers every week and many of them *(come)* back to us again.

5. Our company *(grow)* and *(we/look)* for more staff.

6. The box office *(open)* at 8 a.m. every day, but hurry, tickets *(sell)* fast.

**OVER TO YOU** Now go to page 122.
03 Past simple and past continuous

Past simple

1. Some examples of the past simple:
   I walked to college yesterday.
   She didn’t phone me last week.
   When did you arrive in this country?

2. Forms of the past simple:
   **POSITIVE**
   I/you/he/she/it/we/they finished
   **NEGATIVE** (did not / didn’t + verb)
   I/you/he/she/it/we/they did not / didn’t finish
   **QUESTIONS** (did + subject + verb)
   did I/you/he/she/it/we/they finish
   **not did** finished

3. Regular verbs (positive forms):
   We form the past simple by adding -ed to the verb:
   walk → walked
   visit → visited
   For verbs ending with -e, we add -d:
   live → lived
   love → loved
   For verbs ending with a consonant and -y, we take away -y and add -ied:
   carry → carried
   try → tried
   For many verbs ending with one vowel and one consonant, we double the last letter and add -ed:
   stop → stopped
   plan → planned
   (For more regular past simple forms, see p. 130.)

4. Irregular verbs:
   Many very common verbs are irregular:
   go → went
   come → came
   do → did
   speak → spoke
   run → ran
   have → had
   take → took
   see → saw
   buy → bought
   think → thought
   leave → left
   make → made
   (For more irregular past simple forms, see p. 131.)

5. The past simple forms of be:
   I/he/she/it was / was not / wasn’t
   you/we/they were / were not / weren’t
   was I/he/she/it
   were you/we/they

Grammar in action

1. We use the past simple to talk about actions completed in the past, for example when we describe a sequence of events:
   He came out of the door, locked it, got into his car and drove away.

2. We use the past simple to talk about past situations (situations that are not true now). For example, we can use it to describe earlier times in our lives:
   I was a waiter when I lived in Spain.

3. With the past simple, we often say when something happened. Sometimes we don’t say when something happened because we understand what point in time in the past we are talking about:
   What did you do last night? ~ I listened to some music, I read a book and then I went to bed.
   (= last night)

A Family history

Complete this description using the past simple forms of the verbs in brackets.

My name is Gunnam and my family originally **came** 9 (come) from India. My grandparents ____________ 1 (move) to Britain in 1975 and they went to live in the city of Leicester. My grandfather ____________ 2 (open) a restaurant there and he ____________ 3 (become) very successful. He ____________ 4 (not speak) much English when he ____________ 5 (arrive) in Britain but he ____________ 6 (learn) very
quickly. Lots of people ______ 7 (eat) at his restaurant. He ______ 8 (work) very hard for many years and he ______ 9 (make) plenty of money.

My father ______ 10 (be) born in Leicester and he ______ 11 (go) to school there. He ______ 12 (do) very well at school and ______ 13 (pass) all his exams. Then he ______ 14 (study) at university for three years and ______ 15 (get) a Business degree. After that, he ______ 16 (set) up his own business. At first he ______ 17 (sell) clothes in a shop near the city centre, and after a few years he ______ 18 (own) five shops all over the city. When I was a small child, we ______ 19 (live) in a small house but my father ______ 20 (buy) a bigger one two years ago.

B An unpleasant journey

Complete this story about a journey, using the past simple and the correct verbs from the box. Use short forms for negatives.

get not stay drive be (x2) shout not speak come not go make not start not say arrive start go not arrive want

Yesterday I ______ 9 on a day trip. My friend Liam ______ 1 with me. The day ______ 2 well because Liam ______ 3 at my house late. He ______ 4 why he ______ 5 late and I ______ 6 at him. Then we ______ 7 our journey. I ______ 8 the car. A bit later, we ______ 9 lost. We ______ 10 to go to the seaside but we ______ 11 a bad mistake and we ______ 12 in the right direction. We ______ 13 at the beach until very late in the day, so we ______ 14 for a long time. On the way home, we ______ 15 to each other at all. We ______ 16 both very angry.

C The road to fame

Complete this interview with a famous singer, using the past simple and the correct words from the box.

offer play you feel happen appear be not earn you become help it happen see leave enjoy buy want make you start take ask know have

INTERVIEWER When ______ 6 did you start ______ 7 singing in the band?
MIA Well, I ______ 1 19 years old. The original singer ______ 2 the band and the others ______ 3 me to replace him.

INTERVIEWER ______ 4 successful very quickly?
MIA No, it ______ 5 a long time. We ______ 6 in small clubs for many years and we ______ 7 much money.

INTERVIEWER ______ 8 unhappy then?
MIA No, we ______ 9 ourselves. We ______ 10 a great time. But we ______ 11 to succeed.

INTERVIEWER ______ 12?
MIA Well, a manager ______ 13 us playing in a small club and he ______ 14 to be our manager. He ______ 15 a lot about the music business and he ______ 16 us a lot. Because of him, we ______ 17 on a TV show. Then we ______ 18 a record and lots of people ______ 19 it.

Everything ______ 20 very quickly then.
Past simple and past continuous
Past continuous; past simple or continuous?

6 Some examples of the past continuous:
In 2003, I was studying at college.
Please repeat that, I wasn’t listening.
What were you doing at 6 o’clock yesterday evening?

5 We often use the past continuous in sentences with
the past simple to talk about two actions. We use
the past simple for a completed action and the past
continuous to describe something in progress when
the second action happened:
While I was walking down the street, I met an old friend.
When the doorbell rang, I was lying in bed.

7 Forms of the past continuous:

**POSITIVE (was/were + -ing)**
- She was walking.
- You were walking.
- They were walking.

**NEGATIVE (was/were not / weren’t + -ing)**
- She was not walking.
- You were not walking.
- They were not walking.

**QUESTIONS (was/were + -ing ...?)**
- Was she walking?
- Were you walking?
- Were they walking?

(For rules on the -ing form, see p. 130.)

Grammar in action

4 We use the past continuous for actions and situations
that were in progress at a particular time in the past
(e.g. in 1981, at 6 a.m. yesterday morning):
At 7.30 p.m. last night, I was playing a video game,
my sister was doing her homework and my parents
were reading.

D What was happening five years ago

Complete this description of situations five years ago, using the past continuous and
the verbs in brackets. Use short forms for negatives.

Five years ago, I \[was living...\] (live) in a different city. I \[studied...\] (study)
for my final school exams and I \[tried...\] (try) to decide what to do after
school. I \[went...\] (go) to the museum every evening and I \[visited...\] (visit)
not go out much. My friends \[had...\] (have) more fun than me. They
\[visited...\] (visit) clubs and they \[enjoyed...\] (enjoy) themselves while
I \[sat...\] (sit) at home. But I’m glad now that I \[didn’t...\] (not do)
that, because I passed my exams and now I’ve got a good job.

Five years ago, my father \[was working...\] (work) very hard. He \[got...\] (get)
up early every morning and he \[came...\] (come) home quite late at night.
He \[felt...\] (feel) under pressure and he \[wasn’t enjoying...\] (not enjoy)
life. He is retired now and he is much happier because he has a lot more free time.

Five years ago, my sister \[got...\] (go) out with a local boy. They \[saved...\] (save)
money to get married and they \[planned...\] (plan)
their wedding. She \[served...\] (serve) in a shop and he \[worked...\] (live)
with his parents. Now they’re married and they’ve got three children.
E  A day at the office

Complete these sentences about someone's day at work, using the past simple or the past continuous forms of the verbs in brackets.

0. While I was travelling (travel) to work, I got (get) stuck in traffic jam.
1. When I arrived (arrive) at work, my boss spoke (speak) to someone on the phone.
2. At 11 a.m., I did (do) some work when the boss asked (ask) to see me.
3. While I talked (talk) to my boss, his phone rang (ring) several times.
4. When I came (come) out of the boss's office, people looked (look) at me.
5. At 1 o'clock, I stopped (stop) work and I went (go) for lunch.
6. While I ate (eat) my lunch, a colleague came (come) to my table.
7. While we sat (sit) together, he asked (ask) me a question.
8. He asked me: 'What was (talking) about while you sat (sit) in his office?'
9. I said: 'When I went (go) into his office, I felt (feel) nervous, but he smiled (smile).'
10. While we talked (talk), he offered (offer) me a much better job.'

F  Travel writers

Complete this story, using the past simple or the past continuous form of the correct verbs from the box. You will need to use some of the verbs more than once.

plan ask have decide meet travel come sit write give discover become start make do chat continue not like live

Joan was living in Paris when she met Paul. She was in a café when he approached her and said if he could sit there. They were talking and while they talked, they discovered a lot in common. Both of them wrote novels and both of them decided to travel around the world together. While they were working, they met up their friends and they went on all sorts of adventures, and they all sorts of interesting people. They kept lots of notes while they wrote these experiences. When they wrote books about their journey.
Present perfect
Forms, uses, and contexts

1 Some examples of the present perfect (have/has + past participle):
I’ve posted the letters.
She hasn’t replied to my email.
Have you seen this programme before?

2 Forms of the present perfect:

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>have/has + past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/you/we/they have/’ve worked</td>
<td></td>
</tr>
<tr>
<td>he/she/it has/’s worked</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEGATIVE</th>
<th>have/has not / haven’t worked</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/you/we/they have not / haven’t worked</td>
<td></td>
</tr>
<tr>
<td>he/she/it has not / hasn’t worked</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>have/has + past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/you/we/they worked</td>
<td></td>
</tr>
<tr>
<td>he/she/it worked</td>
<td></td>
</tr>
</tbody>
</table>

3 For regular verbs, the past participle is the same as the past simple form:

- add -ed: finish → finished
- add -d: live → lived
- take away -y and add -ied: reply → replied
- double the last letter and add -ed: stop → stopped
- try → tried

4 The past participle of some irregular verbs is different from the past simple form:

- write → written
- be → been
- do → done

The past participle of some irregular verbs is the same as the past simple form:

- buy → bought
- think → thought
- leave → left

5 The past participle of some irregular verbs is the same as the infinitive form:

- read → read
- come → come
- put → put

(For more information on forming past participles, see p. 130 and p. 131.)

Grammar in action

1 We use the positive present perfect for past actions and situations. We do not say the time in the past, and we often use the present perfect with the meaning ‘in my life’ or ‘in the life of the person we are talking about’:
She’s travelled to many countries.

2 When we use the present perfect, the point in the past when something happened is not important, or we do not know or cannot remember exactly when it happened:
I’ve read that book and it’s great. (The fact of reading the book is important, not when you read it.)

3 We use the present perfect when something that happened in the past has a result now. The result is more important than when the action or event happened:
I’ve lost my keys. (= I can’t find them now.)

4 We use the negative present perfect with the meaning ‘at any time before now’:
I’ve met his brother but I haven’t met his sister.
(= in all of the past before now)

5 We also use the negative present perfect with the meaning ‘in the period of time before now’:
You haven’t eaten much.

A My life until now

It is Olivia’s 40th birthday and she is thinking about her life until now. Complete her sentences, using the present perfect and the verbs in brackets. Use short forms.

0 I’ve met (meet) lots of people and I’ve done (do) lots of exciting things.
1 (work) hard but (not become) rich.
2 (live) in different cities but (not live) in another country.
3 (study) on several courses and (learn) a lot.
4 (buy) lots of books but (not read) all of them.
5 (try) lots of sports but (not find) one I enjoy.
B Surprising news

Complete this conversation between two friends about a friend of theirs, using the present perfect, the correct verbs from the box and he. Use short forms if possible.

find give not say buy hear not tell decide sell not contact plan do

JACK Have you heard 1 about Marlon?
TOM No, I haven't. I 2 me recently. What has he 3 to leave the country? He has 4 a job in Australia.
TOM I'm very surprised about that. He 5 anything to me.
JACK No, it's a secret. 6 his family, so they don't know.
TOM Wow, 7 everything in secret?
JACK Yes, he 8 up his job, 9 his car and 10 his plane ticket.
TOM I don't know what to say. I'm amazed.

C Things said in a classroom one day

Anna is a college student and her teacher is Mr Cross. Complete what Anna says one day at college, using the present perfect and the correct verbs from the box. You will need to use negative forms in some sentences. Use short forms if possible.

be join come have do lose eat

0 I need to borrow a pen because I've lost mine.
1 Sharon is unhappy because she 2 an argument with her boyfriend.
2 The class is bigger today because two new students 3 it.
3 Mr Cross is angry with me because I 4 my homework.
4 Jane 5 to school today because she's ill.
5 I 6 lunch because I 7 too busy.

D News from home

Complete this email from Georgia to her friend Paul, who now lives in another country. Use the present perfect and the words in brackets. Use short forms if possible.

Hi Paul, I'm sorry I haven't replied to your email before now, but finally here's some news. Helen 1 college now and 2 (she/start) her first job. She 3 (She/buy) lots of new clothes to wear at work because she needs to look smart. 4 (Things/get) better for Harry. He 5 a new girlfriend and 6 (he/become) a lot happier. She's called Martha and 7 (I/not meet) her, but 8 (people/tell) me that she's really nice. 9 (The weather/be) terrible. 10 (The rain/not stop) for ages. 11 (You/make) a good decision – I'm sure it's lovely where you are!
Present perfect
Present perfect with just, yet, already, never, ever

5 We use just, already, and never with the positive present perfect in the pattern:

subject + have/has + just/already/never + past participle

I've just arrived at the airport.
I've already given you this information.
I've never heard this singer before.

6 We use yet with the negative present perfect in the pattern:

subject + haven't/hasn't + past participle + yet

We haven't bought any tickets yet.

We use yet in questions with the present perfect in the pattern:

have/has + subject + past participle + yet

Have you bought any tickets yet?

7 We use ever in questions with the present perfect in the pattern:

have/has + subject + ever + past participle

Have you ever written a song?

Grammar in action

6 We use just with the present perfect with the meaning 'a short time ago' or 'a very short time before now':

I've just arrived at the station.

7 We use already with the present perfect with the meaning 'before now'. We use already to emphasize that something happened before now or to express surprise that something happened before now:

The bus has already left. ~ But we're not late.

8 We use yet with the present perfect to say that something has not happened but we think it will happen. Here the speaker expects something to happen before now, and is waiting for it to happen:

He hasn't fixed the car yet.

9 We use never with the present perfect with the meaning 'at no time in the past':

He has never scored a goal for the team.

10 We use ever in questions with the present perfect with the meaning 'at any time in the past':

Have you ever met a famous person?

In the shopping centre

Decide whether these sentences and questions said by people in a shopping centre are correct or not. If a sentence or question is correct, put a tick (√). If it is not correct, write it correctly.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>I spent already all my money.</td>
</tr>
<tr>
<td>1</td>
<td>The book hasn't arrived in the shops yet.</td>
</tr>
<tr>
<td>2</td>
<td>I've just seen something I really want.</td>
</tr>
<tr>
<td>3</td>
<td>We didn't go to that shop yet.</td>
</tr>
<tr>
<td>4</td>
<td>I've bought already lots of things.</td>
</tr>
<tr>
<td>5</td>
<td>Did you yet buy anything?</td>
</tr>
<tr>
<td>6</td>
<td>We've been already here for three hours.</td>
</tr>
<tr>
<td>7</td>
<td>I didn't look yet in all the shops.</td>
</tr>
<tr>
<td>8</td>
<td>The shop over there has opened just.</td>
</tr>
<tr>
<td>9</td>
<td>The shop has already sold out of the DVD.</td>
</tr>
<tr>
<td>10</td>
<td>Have you found any bargains yet?</td>
</tr>
</tbody>
</table>
F Fans

Complete this conversation between two fans of a singer. Use the words given for each gap, and put just, yet and already in the correct places. Use short forms if possible.

KATE Have you bought his new CD yet?

JIM Yes, but I've bought it several times and it's great.

KATE No, I've bought it yet.

JIM But I've bought a spare ticket.

KATE And has he got one?

JIM I don't know.

KATE Have you bought his new CD yet?

JIM Yes, but I've bought it several times and it's great.

KATE No, I've bought it yet.

JIM But I've bought a spare ticket.

KATE And has he got one?

JIM I don't know.

0 you/buy/his new CD yet
1 I/get/my copy already
2 I/buy it just
3 I/not listen to it yet
4 you/heard it yet
5 you/buy tickets for his concert yet
6 I/phone the box office just
7 they/sell out already
8 I/see him already
9 I/not see him yet
10 I/phone a friend just
11 He/not phone back yet

G Are you sporty?

Complete the questions and answers in this conversation, using the words in brackets and ever or never and the present perfect. Use short forms if possible.

MICK Have you ever done (you/do) any dangerous sports?

PETE No, I've never (I/jump) out of an aeroplane.

MICK (you/want) to do any of those things?

PETE No, I've never been interested in them.

MICK Well, (you/play) any sports?

PETE Yes, but I've never (I/win) a race.

MICK (you/try) to do those things?

PETE Yes, but I've never succeeded.

MICK (you/feel) bad about that?

PETE No, it worries me. I'm good at other things.

OVER TO YOU Now go to page 122.
05 Past simple and present perfect
Comparison of uses

1. Compare the past simple and the present perfect:
   
   He left school last year.
   He has left school and he has a job now.

   Grammar in action

   1. We use the past simple to talk about things happening at a particular time in the past. We use the present perfect to talk about things happening in the past when we don't say or are not interested in exactly when they happened:
      I watched this programme last week.
      I've watched this programme many times.

   2. We use the past simple to talk and ask about particular times in the past. We use the present perfect to talk and ask about the past in general. These examples are about experiences in the past:
      When did he visit France? → He visited France in 2006.
      Has he ever visited France? → Yes, he's visited France and many other countries in his life.

   3. We use the past simple to talk about things that happened in the past but have an important result now:
      I finished my work and then I went home.
      OK, you can go home now.

   4. We use the past simple if we understand exactly when something happened, but don't say when. We use the present perfect if we don't know when something happened in the past:
      What did she do last weekend? → She did some shopping and she went to a party. (= last weekend)
      She's given up smoking. (= at an unknown time in the past)

   A Kitchen conversation

   Complete the conversation using the past simple or the present perfect and the words in brackets. Use short forms if possible.

   JULIA: I hope you haven't eaten yet (you/not eat). I (cook) a very big meal.
   CAROL: No, I'm hungry. This looks interesting. (I/cook) this dish before?
   JULIA: Yes, I (cook) it many times.
   CAROL: Oh, I (not see) it before. When I (learn) how to cook it?
   JULIA: Someone (teach) me when I (be) in Sweden.
   CAROL: Oh, when I (live) in Sweden?
   JULIA: I (live) there from 2003 to 2006.
   CAROL: Oh, that's interesting. I (have) a job there.
   JULIA: Yes, I (have) jobs in various parts of the world.
   CAROL: For example?
   JULIA: Well, I (work) in Brazil last year.
   CAROL: I (enjoy) that?
   JULIA: Yes, I (have) a great time. I (make) lots of friends and I (enjoy) my time there. Anyway,
   CAROL: I (finish) the cooking now. Let's eat.
B  No tickets

Complete this conversation between two people arriving at the theatre, by choosing the past simple or the present perfect form.

DANIEL  Oh no! I've made a terrible mistake.
TOBY  What? 2
DANIEL  I 3 the tickets. 4 them at home.
TOBY  What? 5
DANIEL  Yes, 6 them in my bag this morning but then 7 to use a different bag. 8 the tickets out of the first bag this evening and so 9 them with me.
TOBY  When 10 the tickets? 11
DANIEL  Last week, I 12 it by phone and then 13 me the tickets in the post.
TOBY  How 14?
DANIEL  15 by credit card.
TOBY  16 a receipt?
DANIEL  Yes, oh just a minute. Look at 17 the receipt, it's in my wallet.
TOBY  Great. Let's go to the box office, I'm sure 18 a record of the seat numbers and we can solve the problem.

0  I made / I've made
1  did you do / have you done
2  I forgot / I've forgotten
3  I left / I've left
4  I put / I've put
5  I decided / I've decided
6  I didn't take / I haven't taken
7  I didn't bring / I haven't brought
8  did you book / have you booked
9  I did / I've done
10  they sent / they've sent
11  did you pay / have you paid
12  I paid / I've paid
13  Did they send / Have they sent
14  I found / I've found
15  they kept / they've kept

C  My guest tonight …

The host of a chat show is introducing his special guest. Complete what he says, using the past simple or the present perfect and the correct verbs from the box.

want / play / be / leave / see / change / become / get / choose / go
win / work / vote / not / be / have

My guest tonight has become a household name in this country. He 1 the lead role in many successful TV dramas and he 2 several awards. Last year viewers 3 him the Most Popular Actor on TV. But it 4 easy for him to get where he is today. Ten years ago, he 5 school without any qualifications. He 6 a job in a restaurant and he 7 as a waiter. But he 8 desperate to be an actor and he 9 to drama school at weekends. Then he 10 a big piece of luck. The writer Sheila Grace 11 him acting in a small theatre and she 12 him to be the main character in her new police series. At that moment his life 13, and he is now one of the most well-known people on TV. I 14 to meet him for a long time. Please welcome Terry McCann!
Past simple and present perfect
Comparison with for, since, ago, ever, never

2 Compare these sentences:
   I worked in Rome for a year.
   I have worked in Rome for years and I love it here.

3 We use the pattern past simple + for + period of time
   to talk about something that continued and ended in
   the past:
   She lived in Paris for two years. (= She does not live
   in Paris now.)
   We use the pattern present perfect + for + period of
   time to talk about something that began in the past and
   continued until now (it may also continue after now):
   She’s lived in Paris for a year. (= She lives in
   Paris now.)

4 We use the pattern past simple + period of time +
   ago to talk about how long in the past something
   happened:
   He started this job two months ago.
   We use the pattern present perfect + since + point in
   time to talk about something that began in the past and
   continued until now (it may also continue after now):
   He’s worked in this job since March.
   Remember that we use for with a period of time and
   since with a point in time.

Grammar in action

5 We use for and since with the negative present
   perfect to talk about the period of time between
   when something happened and now. We often use
   this pattern to talk about the last time something
   regular happened:
   He hasn’t phoned me for four days. / He hasn’t
   phoned me since Tuesday. (= The last time he
   phoned me was four days ago/Tuesday.)

6 We use the present perfect, not the
   past simple, with never and ever to
   talk and ask about the past in general:
   “Have you ever cooked this dish
   before?” (not: Did you ever cook?)
   “No, I’ve never cooked it before. It’s
   my first time.” (not: I never cooked . . .)

The verb go has two present perfect forms.
We use have/has gone to talk about going
   to a place and not being in that place now:
   I’ve been to Poland six times.
   We use have/has gone to talk about going
   to a place and not being here now:
   Matt’s gone to Poland. He’ll be back next week.

Football reports

Complete the rewritten sentences about various football clubs, using for, since, or ago.

0 The club last won a trophy 20 years ago.
   The club hasn’t won a trophy for 20 years.

1 The club has been successful for 5 years.
   The club started to be successful.

2 The team last won a home game in April.
   The team hasn’t won a home game.

3 He hasn’t scored a goal for 3 months.
   He last scored a goal.

4 The club started to play at this stadium in 1996.
   The club has played at this stadium.

5 He became the team captain 6 months ago.
   He has been the team captain.

6 He last played for the team 2 months ago.
   He hasn’t played for the team.

7 He got injured 3 weeks ago.
   He has been injured.
E My friend Steve

Write the sentences about a friend, using the present perfect and for or since.

0 Steve/be/ a friend of mine/ many years.

1 I / know/him/ 2002.

2 Steve/work/ for the same company/ five years.

3 I / not see/ Steve/a couple of months.

4 Steve/not phone/me/ March.

5 We/ not play/ tennis together/ a long time.

6 Steve/be/ very busy/ several months.

7 Steve/not have/a holiday/ last year.

F Where are they?

Complete this conversation at a party, using the past simple or the present perfect and ever, never, went, go, been, or gone. Use short forms if possible.

BRIAN I haven’t seen Nick or Karen. Where are they?

VALERIE Nick? He’s gone to Canada.

BRIAN Really? When?

VALERIE About three weeks ago. He’s got relatives there.

BRIAN It’s a really good country.

VALERIE No, but I’d like to go one day. What about you?

BRIAN Yes, several times. Anyway, where’s Karen?

VALERIE She’s not feeling very well. She’s got a cold.

BRIAN Oh dear. But it’s a good party, isn’t it?

VALERIE Yes, it is. Where’s Trudy? It’s her party and I’d like to speak to her. I saw her a few minutes ago but I can’t see her now. Where is she?

VALERIE I don’t know. Maybe she’s outside.

BRIAN Well, I’ll try to find her later. See you.

0 He/ to Canada 4 I / there 8 I / here

1 he / there? 5 I / there 9 she

2 He 6 She / home 10 she / outside

3 you / there? 7 She / to bed

OVER TO YOU Now go to page 122.
The future
Going to

1 Some examples of going to (be going to + verb):
- We’re going to have a party next week.
- It isn’t going to rain today.
- Are you going to watch the match on TV tonight?

2 Forms of going to:

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>NEGATIVE</th>
<th>QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am / I’m going to eat</td>
<td>I am not / I’m not going to eat</td>
<td>am I going to eat</td>
</tr>
<tr>
<td>you / we / they are /’re going to eat</td>
<td>you / we / they are not /’re not / aren’t going to eat</td>
<td>are you / we / they going to eat</td>
</tr>
<tr>
<td>he / she / it is /’s going to eat</td>
<td>he / she / it is not /’s not going to eat</td>
<td>is he / she / it going to eat</td>
</tr>
</tbody>
</table>

Grammar in action

1 We use **going to** for actions that we have decided to do in the future. First we think and decide, then we say what we have decided about the future, using **going to**:

- I’m going to catch the 8.30 train.

2 Sometimes we say what the action will happen and sometimes we understand when the action will happen and do not say it:

- I’m going to wear my new dress tonight.
- I’m going to a party tonight. = What are you going to wear? (= tonight) I’m going to wear my new dress. (= tonight)

3 We use **going to** for actions in the future that we have planned and organized. We can also use the present continuous for these actions (see p. 4).

4 We use **going to** for things that we believe or predict about the future, often because the present situation or a past event gives us a good reason for our prediction:

- You’re going to fail.

A In future, I’m going to ...

Suzanne has decided to change her life. Complete her decisions for the future, using going to and the correct verbs from the list. Use short forms.

| prepare | enjoy | do | learn | not watch | not spend | get
|---------|-------|----|-------|-----------|----------|-----
| lose | shout | pass | not eat | run

0 I’m going to study hard at college and I’m going to pass my exams.
1 more exercise and fit
2 a running club and a marathon
3 on the sofa so much and for walks
4 so much money and more money
5 so much TV and more books
6 some weight and so much chocolate
7 nicer to my brother and at him
8 how to cook and healthy meals
9 about small problems and life more
B  Plans for tonight’s event

Luke is the organizer of a college event. He is talking to the students who are helping him. Complete the questions and answers, using going to and the words in brackets.

LUKE  OK,  the show is going to start 6 at 8 p.m. (the show/start)
AMY  When  here? (you/get)
LUKE  here at 6 p.m. (I/get)
KATE  When  at the same time. (The rest of you/come)
LUKE  ? (the refreshments/arrive)
Then  them in the kitchen immediately. (We/put)
PAUL  When  arriving? (people/start)
LUKE  arriving for the event at 7.30 p.m. (People/start)
SALLY  What  ? (the timetable for the show/be)
LUKE  at 9 p.m. (The first part of the show/finish)
Frank/serve)  the food and drinks in the interval. (Elaine and
PAUL  afterwards? (we/stay)
LUKE  Yes,  the hall after the show. (we/tidy)

C  Predictions at home

Bob and Louise are doing various things at home. Complete their predictions, using going to and the correct verbs from the box.

be  drop  not work  taste  finish  ruin  fall  not look

0  We’re going to finish  this wall soon.
1  This meal  great.
2  Be careful. That shelf  on you.
3  This letter  a bill.
4  You  those books.
5  That picture  good there.
6  The computer . There’s something wrong with it.
7  You  that shirt.

WORD FOCUS

Find words in the conversation with these meanings. The words are all connected with public events:
A  people watching/listening
B  food and drink
C  pause between parts
D  performance

Verbs and tenses   |  23
The future
Will and shall

3 Some examples of will (will + verb):
- I'll speak to you later.
- It won't cost a lot.
- Will you help me?

4 The forms of will are the same for all persons:

**POSITIVE**
- I/you/he/she/it/we/they will/ll help

**NEGATIVE**
- I/you/he/she/it/we/they will not/ won't help

**QUESTIONS**
- will I/you/he/she/it/we/they help

5 We use shall in questions with I and we:
- Shall I go with you?
- Shall we have something to eat?

Grammar in action

6 We use will for offering to do something. Here, the speaker offers help after a meal:
- Sit down! I'll do the washing-up.

7 We use will for promises:
- Don't worry. I won't tell anyone your secret.

8 We use will to give opinions about the future. We often use phrases like I'm sure, I think, and I don't think before will to give opinions about the future:
- I'm sure you'll feel better soon.

9 We use will for facts about the future:
- My daughter will be 5 years old next year.

10 We use shall in questions for offering to do something for another person. Here, the speaker offers help to someone who has a problem:
- Shall I carry that heavy case for you?

11 We use shall in questions for suggesting possible actions and asking if an idea is good:
- Shall we stop now?

D Tomorrow's an important day

Complete this conversation, using will or shall and the words in the box. You will need to use negative verbs in some gaps. Use short forms if possible.

<table>
<thead>
<tr>
<th>I/can</th>
<th>I'll</th>
<th>I have</th>
<th>I'll</th>
<th>I get</th>
<th>I watch</th>
<th>I go</th>
<th>I leave</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JANE</strong></td>
<td>I don't think I'll watch the rest of this programme. I think</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUE</strong></td>
<td>OK, I think I'm watching</td>
<td>you what</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>JANE</strong></td>
<td>I don't watch</td>
<td>me up in the morning? Please remember. It's important.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUE</strong></td>
<td>Don't worry, I'm up</td>
<td>you some breakfast, too?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>JANE</strong></td>
<td>No, I'm up</td>
<td>time to eat breakfast.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUE</strong></td>
<td>Of course</td>
<td>able to have breakfast!</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>JANE</strong></td>
<td>OK, maybe some toast. And then</td>
<td>very nervous about it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUE</strong></td>
<td>Don't be nervous. I'm sure</td>
<td>well and I think</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>JANE</strong></td>
<td>Oh, I hope so.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
E  The visit next week

Michael is going to stay at Andrew's house next weekend. Complete their phone conversation about his visit, using will or shall and the words in brackets. You will need to use negative verbs in some gaps. Use short forms if possible.

MICHAEL: I'll see *you* next Friday. (I/see)
ANDREW: *I'll meet* you at the bus station? (I/meet)
MICHAEL: No, it's OK. *I'll find* my way back from there to your house. (I/walk)
ANDREW: *I'll find* my house? (you/find)
MICHAEL: Yes, it's *easy*. (it/be)
ANDREW: *I'll get* you a map? (I/send)
MICHAEL: No, *I'll bring* one. (I/need)
ANDREW: *I'll bring* a sleeping bag with me? (I/bring)
MICHAEL: No, it's *not* necessary. (that/be)
ANDREW: *I'll put* you in the spare room. (I/put)
MICHAEL: That's great. *I'll call* you when I get to the bus station? (I/call)
ANDREW: Yes, and then *I'll wait* for you to arrive. (I/wait)
MICHAEL: Fine. I'm sure *I'll have* a great weekend. (we/have)
ANDREW: Me too.

F  A new life

Sam's friend Eddie is going to live in another country. Complete Sam's email to Eddie, using will or shall and the correct verbs from the box. You will need to form negatives and questions in some gaps and you will need to use one of the verbs three times. Use short forms if possible.

tell  come  meet  talk  be  learn  have  write  send
fix  wonder  contact  forget  miss  keep

I'm sure you'll have 1 a great time in your new country. You make 2 all about a different culture. And you'll be 3 so busy when you get there that you won't 4 your friends or this country too much. Of course things aren't the same here without you. I'm sure we won't wonder about you and we want 6 to know what you're doing. We certainly won't forget you. Please do come 8 to see you first or 9 me first? I'd like 10 you up to date with all the news from here. I'll tell 11 me all about what happens when you get there? And can I 12 me some photographs of your new home? You have 13 long before we see each other again. Perhaps I 14 and visit you some time next year. We'll 15 a date for that soon.

OVER TO YOU  Now go to page 122.
Question words
When, where, why, how, which, whose, who, what

1. Some examples of questions with these words:
   * Where are you going?
   * Which film are you going to see?
   * What did you do last weekend?

2. To form questions with when, where, why and how, we use these patterns:
   - question word + auxiliary (do, have, etc.) + subject + verb
     * When does the film start?
   - question word + be + subject
     * When was the exam?

3. To form questions with which and whose, we use this pattern:
   - which/whose + noun + auxiliary/be
     * Which course is he taking?
     * Whose coat is this?
   We can also use a noun with what, with the same meaning as which:
   - What/Which sports do you play?

4. To form questions with who, what, which and whose, we can use both of the patterns in 2:
   - Who do you live with?
   - What is your address?
   - Which restaurant do you prefer?
   - Whose books are these?

(For more information on questions with who, what, which and whose, see unit 8 on p. 30.)

Grammar in action

1. We use when to ask about time and where to ask about places:
   * When did you arrive here?
   * Where are my keys?

2. We use why to ask for a reason:
   * Why are you wearing a coat?

3. We use how to ask about a process or a series of actions or events that produce a certain result. In this example, someone is asking what you do to make a certain meal:
   * How do you cook this dish?

4. We use which or what with a plural noun to ask someone to specify when there are a number of possibilities:
   * Which countries in Europe have you been to? — Italy, Spain, Germany, ...
   We usually use which with a singular noun when we are asking someone to specify one thing from more than one possibility:
   * Which country in Europe have you been to the most? — Italy.

5. We use whose to ask who owns something:
   * Whose hat is this?

6. We use what to ask about things or actions and who to ask about people:
   * What do you want to eat?
   * Who is that man over there?

A The concert ticket

Complete the questions in this conversation by putting in the correct question words.

0. What’s in this envelope? — A ticket.
1. _____________ ticket is it? — It’s my ticket.
2. _____________ did you get a ticket for the concert? — I queued at the box office.
3. _____________ is the concert? — Next Friday.
4. _____________ are your seats? — At the back of the hall.
5. _____________ did you choose those seats? — Because it’s going to be very loud.
6. _____________ are you going to the concert with? — Two of my friends.
7. _____________ friends are you going with? — Pete and Dave.
B The new dress

Write the questions in this conversation, using the words in brackets and the correct question words and verb tenses.

0 What are you wearing? (you/wear) — I’m wearing a new dress.
1 (you/buy a new dress) — I bought a new dress because I’m going to a party tomorrow.
2 (you/buy/it) — I bought it in a new shop in town.
3 (the shop/called) — It’s called ‘Beautiful People’.
4 (street/the shop/be/in) — It’s in Taylor Street.
5 (party/it/be) — It’s Stella’s party.
6 (be/Stella) — She’s a new friend of mine.

C London Quiz

Write or complete the questions for a quiz about London, using the words in brackets and the verb tenses in italics.

0 What do people call the financial district of London? (people/call) present simple
1 ? (London Marathon/end) present simple
2 In Trafalgar Square? (statue/be) present simple
3 In Portobello Road? (people/buy) present simple
4 ? (Heathrow Airport/open) past simple
5 ? (street/the Prime Minister/live in) present simple
6 to the Tate Modern? (people/go) present simple

D Police investigation

Write the questions asked by a police officer while investigating various crimes. Answers to each question are underlined.

0 Where were you at 3 o’clock yesterday afternoon? I was at home at 3 o’clock yesterday afternoon.
1 I ran away because I was scared.
2 I last saw the missing person three weeks ago.
3 The burglars got into my house by breaking a window.
4 They broke the kitchen window.
5 The burglars took my laptop and some jewellery.
07

Question words
How long, how many, etc.

5 Some examples of questions with how:
How often do you check your emails?
How many people did you invite?

6 We use how long, how far and how often in the pattern:
How long does the film last?
How far is it from your home to your office?

7 We also use how far in these patterns:
How far is it from A to B?
How far is your home from your office?

8 We use how much in these patterns:
How much did you pay?
How much was the ticket?
How much money have you spent?
(Uncountable nouns have no plural form. See p. 72.)

9 We use how many in these patterns:
How many journeys do you make by bus?
How many tickets did you buy?
How many people live in your house?

10 We can form questions with the pattern how +
    adjective + be + subject:
    How old is he?
    How expensive was it?

Grammar in action

7 We use how long to ask about a period of time:
    How long is this film?

8 We use how far to ask about a distance:
    How far is it from London to Paris?

9 We use how often to ask about the number of times
    something happens:
    How often do the trains go to London?

10 We use how much to ask about
    the cost or amount of something:
    How much is that guitar?
    How much milk would you like?

11 We use how many to ask about a number of things or
    people:
    How many potatoes would you like?

12 We use how with an adjective to ask for personal details:
    How old are you?
    How tall are you?

We also use how with an adjective to ask questions
which can be answered 'very' or 'not very', etc.:
    How angry are you?

E Travel survey

Complete this survey about public transport by putting in the question words.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>How long have you lived in this area?</td>
</tr>
<tr>
<td>1</td>
<td>How far do you spend on travel per week?</td>
</tr>
<tr>
<td>2</td>
<td>How does it take you to travel to work?</td>
</tr>
<tr>
<td>3</td>
<td>How is it from your home to the nearest bus stop?</td>
</tr>
<tr>
<td>4</td>
<td>How many journeys do you make by bus?</td>
</tr>
<tr>
<td>5</td>
<td>How many times do you buy a travel card?</td>
</tr>
<tr>
<td>6</td>
<td>How often do you think the transport service is?</td>
</tr>
</tbody>
</table>
**F  Museum questions**

Write the questions in this conversation between a tourist and a tour guide about a museum. Begin each question with How and use the words in brackets.

0 How far is it from the bus stop to the museum? (it/be/the bus stop/the museum)
   The bus station is quite close to the museum.
1 It’s over 500 years old.
2 It’s been a museum for about 30 years.
3 It’s extremely popular.
4 About a million tourists visit it every year.
5 There are special exhibitions three times a year.
6 A season ticket for the museum costs £60.

**G  Brian is leaving**

Complete this conversation between work colleagues by completing or writing the questions. The short answers to each question are underlined.

CLIVE Who were you talking to just now?
KATE I was talking to Brian. He’s an assistant here.
CLIVE Who is he?
KATE He’s Fiona’s assistant.
CLIVE Who told you that he was leaving the company?
KATE He told me that he was leaving the company.
CLIVE Really?
KATE He’s leaving because he doesn’t like working here any more.
CLIVE Why?
KATE He’s going to leave next month.
CLIVE When?
KATE He’s going to work in Birmingham.
CLIVE What company?
KATE He’s going to work for a company called Gregory Systems.
CLIVE What company?
KATE That company is not very big.
CLIVE How much will he get in that job?
KATE He got that job by answering an advert.
CLIVE How much?
KATE He’s going to earn over £100,000 a year.

**OVER TO YOU** Now go to page 122.
Subject and object questions
Questions with who

1. Some examples of subject questions with who:
   - Who knows the answer to this question?
   - Who’s that girl with George?

2. In a subject question with who, the pattern is:
   who + singular verb
   - Who wants something to eat?
   - Who’s/Who is going to help me?

   In these questions, Who? is the subject. The order of words in the question is the same as in a statement:
   - Who won the game? = Somebody won the game. Who?

3. The answer to a subject question with who is the subject of the verb:
   - Who went to the concert with you? – Irene. (Irene went to the concert with me. Irene’s the subject of went!)

4. Some examples of object questions with who:
   - Who did you meet last night?
   - Who have you told about this?

5. In an object question, the pattern is:
   who + auxiliary (are, do, did, etc.) + subject + verb
   - Who do you live with?
   - Who did you phone?

   In these questions, Who? is the object of the verb. The order of words in the question is the same as in any other question:
   - Who did you phone? = You phoned somebody. Who?

6. The answer to an object question with who is the object of the verb:
   - Who do you live with? – My parents. (= I live with my parents. ‘My’ is the subject of ‘live’ and ‘my parents’ is the object.)

Grammar in action

1. We use a subject question with who when we want to know which person does the action mentioned in the verb:
   - Who broke this window?

   We use the third person (he/she/it) form of the verb in a subject question. The answer may be more than one person but the verb after who is singular. Here, a teacher is speaking to a class:
   - Who knows the answer to this question?

2. We use an object question with who when we are asking which person is the object of the verb. A different person is the subject of the verb and that person is not the answer to the question:
   - Who did Lucy marry?

A Classroom questions

Write the subject questions asked by a teacher in a classroom, using the same verb tenses as the student’s answers.

0. Who’s/Who has done the homework?
   - We’ve all done the homework.

1. ____________________________
   - I know the answer.

2. ____________________________
   - I’m going to hand out the books.

3. ____________________________
   - Nobody got every answer right.

4. ____________________________
   - We’re all listening carefully.

5. ____________________________
   - I left a pen here yesterday.

6. ____________________________
   - I’ve finished the exercise.
B Class gossip

One student is asking another student about the people in their class. Write the object questions using the same verb tenses as the answers.

0 Who did you go to the café with? ~ I went to the café with Anna.
1 ~ Elaine is going out with Phil.
2 ~ Mark sat next to Irene on the bus.
3 ~ I like Jack the most in the class.
4 ~ I'm going to be Ruth's partner next week.
5 ~ Eric has invited most of the class to his party.
6 ~ Tom was phoning his brother in the break.

C Soap opera stories

Read the summary of what has been happening in a television series and then write the correct subject and object questions about it.

**TV CHOICE**  *An Update*

In last week's episodes of this popular series, a lot happened. Harry and Chris had a big argument and Harry killed Chris. Olivia saw what happened and she ran away. Now Harry is trying to find her because he wants to kill her too.

Sharon has left her husband and she is now living with her parents again. She's given up her job and she's going to start a new life in Australia. But Geoff is in love with her and he wants her to live with him.

0 Who / a big argument? Who had a big argument? ~ Harry and Chris
0 Who / Harry? Who did Harry kill? ~ Chris
1 Who / Chris? ~ Harry
2 Who / what happened? ~ Olivia
3 Who / Harry / to find? ~ Olivia
4 Who / to find Olivia? ~ Harry
5 Who / to kill? ~ Olivia
6 Who / her husband? ~ Sharon
7 Who / now? ~ Her parents
8 Who / a new life in Australia? ~ Sharon
9 Who / Sharon? ~ Geoff
10 Who / Geoff? ~ Sharon
Subject and object questions
Questions with what, which, and whose

7 A subject question has the same form as a statement:
   *Who invited you to the party?* ~ *Jake invited me to the party.*

An object question has an auxiliary in the same way as any other question:
   *Who did you invite to the party?* ~ I invited 10 people from college and about 20 other people.

8 We can also ask both subject and object questions with what, which, and whose:
   *What's on TV tonight? (= Something is on TV tonight. What?)*
   *What did you watch on TV last night? (= You watched something on TV last night. What?)*
   *Which newspapers are the most popular? (subject)*
   *Which newspapers do you read? (object)*
   *Whose house is this? (subject)*
   *Whose house did you stay in? (object)*

Grammar in action

3 We use a subject question to ask about the subject of the verb in the question. We use an object question to ask about the object of the verb in the question:
   *Who invented the worldwide web?*  
   The answer is the subject of 'invented': *An Englishman called Tim Berners-Lee invented the worldwide web.*
   *What did an Englishman called Tim Berners-Lee invent?*  
   The answer is the object of 'invented': *He invented the worldwide web.*

4 We often use subject questions with what + be to ask for information and facts:
   *What's the capital of Venezuela?*

5 We often use subject questions with what + happen to ask about situations and events:
   *What's happening in this programme? I can’t follow it.*

D Workplace questions
Write the questions about the place where someone works, beginning with Who or What.

0 Who started the company? ~ A man called Evans started the company.
0 What does the company make? ~ The company makes computer parts.
1 ~ My job title is ‘Sales Executive’.
2 ~ Karen sits next to me in the office.
3 ~ I have lunch with Anna most days.
4 ~ Ian Butler runs the department.
5 ~ Something strange happened at work today.
6 ~ I'm working on a new product at the moment.
7 ~ I worked with Jane on that project.
8 ~ The project involved a lot of meetings.
9 ~ Ron and Zena applied to be the new boss.
10 ~ They appointed Ron as the new boss.
E  Quiz questions

Write the questions for a general knowledge quiz.

0  Something happened on 20 July 1969. What?
   What happened on 20 July 1969?

1  Edward Jenner discovered something. What?

2  The author JK Rowling created a very famous character. Which?

3  John Wilkes Booth shot someone in Washington in 1865. Who?

4  Something caused the Great Fire of London in 1666. What?

5  Someone won the award for Best Actor at last year’s Oscars. Who?

6  One king of England had six wives. Which?

7  Someone has had more Number 1 hits in Britain than any other singer. Who?

F  The painting competition

Complete the questions about a painting competition at a school.
The short answers to each question are underlined.

0  What took place last week?
   A painting competition (took place last week).

1  Who
   Daniel (won the painting competition).

2  Whose
   Daniel’s (painting won the painting competition).

3  What
   (Daniel painted) a forest.

4  Which
   (The teacher chose) Daniel’s painting.

5  Who
   (The teacher gave the first prize to) Daniel.

6  Which
   Sarah’s painting (came second in the competition).

7  What
   (The title of my painting was) ‘Summer Fields’.

8  Whose
   (I liked) mine (the most, of course!)

OVER TO YOU  Now go to page 123.
Can, could, and would
Ability

1 Some examples of can and could:
   She can play the guitar and the piano.
   She couldn’t go to work yesterday.

2 Forms of can:
   **POSITIVE**
   can + verb
   I can swim quite well.
   **NEGATIVE**
   cannot/can’t + verb
   We can’t afford a new car.
   **QUESTIONS**
   can + subject + verb
   Can you speak any other languages?

3 We use can and can’t for the present and the future:
   I can’t talk to you now.
   I can do it tomorrow.

4 We use could and couldn’t for the past:
   He could drive at the age of 17.
   It was so hot that I couldn’t breathe.

Grammar in action

1 We use can and can’t to talk or ask about the ability to do something, in general or at a particular moment in time:

2 We use can/can’t or will/won’t be able to to say that something will/won’t be possible in the future. Here someone is discussing a future arrangement:
   I can see you on Friday but I can’t see you on Saturday.
   I’ll be able to see you on Friday but I won’t be able to see you on Saturday.

3 We use could and couldn’t to talk about past abilities in general:
   She could play the piano when she was young but she couldn’t play the guitar.

4 We usually use was/were able to or managed to (not could) to talk about being able to do something successfully at a particular time in the past. This might be to describe something that was difficult to do:
   After several days, the climbers were able to get / managed to get to the top of the mountain.

4 We use couldn’t to say that something was impossible for someone in the past:
   He was listening to music on headphones and he couldn’t hear me.

A The lost key

Complete this phone conversation using can, can’t or couldn’t and the words in brackets.

JUDY Hi, Frank, can you hear me?
FRANK Hello, I can’t hear you very well, there’s something wrong with your phone. Where are you?
JUDY I’m outside the house.
FRANK Can you speak up? I can’t hear what you said.
JUDY I can’t get in because
FRANK Can you remember when you last had the key?
JUDY I can’t remember putting it in my pocket this morning. But when I got home a few minutes ago,
FRANK How did you lose it?
JUDY I don’t know.
FRANK OK, I’ll explain it. There now and

Modal verbs
B  Language ability

Complete this description of a personal experience using can, can’t, could or couldn’t and the verbs in brackets.

I ___________ (remember) my first year of living in this country very clearly. When I first arrived here, I ___________ (speak) the language very well. I ___________ (understand) a few words and phrases and I ___________ (go) shopping but I ___________ (have) real conversations with people. Then I took a course and now I ___________ (speak) the language quite well. I ___________ (make) friends and I ___________ (do) most things I want to do. Sometimes I ___________ (remember) certain words but usually I ___________ (think) of the right word and people ___________ (understand) what I’m saying.

C  Possibilities for the game tomorrow

Complete this conversation using can/can’t or will/won’t be able to and the words in brackets. Put two answers into a gap if this is possible.

JAMES Can you go / Will you be able to go ___________ (you/go) to the game tomorrow?
PAUL Yes, ___________ (I/go) and I’m looking forward to it.
JAMES ___________ (we/discuss) our plans for going to the game now?
PAUL Yes, of course. I’m sure ___________ (we/arrange) everything now.
JAMES OK, ___________ (we/go) in your car tomorrow night?
PAUL ___________ (We/use) my car because it isn’t working.
PAUL Oh, ___________ (you/borrow) your father’s car?
JAMES No, ___________ (he/lend) it to me because he needs it then.
PAUL ___________ (we/get) there on public transport?
JAMES Well, ___________ (we/take) a train that goes all the way but ___________ (we/get) one that stops near the stadium.
PAUL ___________ (I/look up) the train details on the internet now.
JAMES ___________ (you/do) that now? That’s great.
PAUL Oh, ___________ (I/phone) you back later and ___________ (I/tell) you the best plan then.

D  Problems on the trip

Complete this description of a trip using were able to, managed to or couldn’t and the verbs in brackets.

We had some bad problems on our trip. First of all, we ___________ (get) a taxi to the airport because they were all busy. We rang lots of numbers and eventually we ___________ (get) one and we ___________ (arrive) at the airport just in time. When we arrived at the other end, we ___________ (find) a trolley for all our bags but we ___________ (carry) them to the bus. We ___________ (find) our hotel without any problems so that was good. The next day, we ___________ (take) a tour of the city and we ___________ (see) all the famous sights. Unfortunately, we ___________ (take) any photos because the camera wasn’t working. The next day, I ___________ (get) any money because I ___________ (use) my card in any of the cash machines. After several hours, we ___________ (find) a bank which accepted my card, which was lucky. At the end of the trip, we ___________ (come) home without any problems, I’m pleased to say!
Can, could, and would
Requests and permission

5 We use can, could, may, and would in questions:
   Can I help you?
   Could I borrow your pen, please?
   May I ask a question?
   Could you phone back later?
   Would you wait for a moment, please?

6 We use can/can't and be allowed to with the same meaning:
   You can park here. / You're allowed to park here.
   I can't use my father's computer. / I'm not allowed to use my father's computer.

Grammar in action

5 We use Can I...? (or Can we...?) or May I...? to offer to do something for someone:
   Can I give you a lift?

6 We use Can I/we?, Could I/we? and May I/? to ask for something or for permission to do something.
   Can I have a go now?

Can I? is not as polite as Could I? May I? is very polite and is used in formal situations. Here, someone is talking to an interviewer in a job interview:
   Could/May I ask a question?

7 We use Can you? Could you? and Would you? to ask someone to do something. Can you? is not as polite as Could you? and Would you? Here, someone is talking to a friend:
   Can you be quiet?
   Here, someone is talking to a person they don't know:
   Could/Would you be quiet, please?

8 We use can and can't to give or refuse permission to someone:
   Yes, you can use my phone.
   You can't sit there, it's my friend's seat.

9 We use can/can't and be allowed to to talk about what is permitted or not permitted by rules and laws:
   You can go to this club if you're over 18.
   You're not allowed to go to this club if you're under 18.

In a restaurant

Complete the questions asked in a restaurant, using the words in brackets.
There is more than one way of completing each question.

0 WAITER Can/Could/May I take your coat, sir? (I/take)
0 CUSTOMER Could/Can we sit at a table by the window? (we/sit)
1 CUSTOMER Could/Can we sit at a table by the window? (we/sit)
2 CUSTOMER me the menu please? (you/show)
3 CUSTOMER me what this dish is, please? (you/tell)
4 CUSTOMER the chef's special, madam? (I/recommend)
5 CUSTOMER now, please? (I/order)
6 CUSTOMER your order now? (I/take)
7 CUSTOMER to another table, please? (we/move)
8 CUSTOMER my order please? (I/change)
9 CUSTOMER me another knife, please? (you/bring)
9 CUSTOMER some more bread, please? (we/ have)
10 CUSTOMER me the bill, please? (you/get)
F Home rules

Complete this interview with a child in a children's magazine about what he is permitted to do at home. Change 'can/can't' to 'be allowed to' and 'be allowed to' to 'can/can't'.

(Can you eat) Are you allowed to eat meals in front of the TV? (I can't do) that. (I can watch) films for my age but (I'm not allowed to watch) films for teenagers or adults.

(Can you play) computer games on school days? (I can allow to play) computer games when I get home but (I'm not allowed to play) them for more than half an hour on school days.

(G) Booking a hotel room

Complete this phone conversation using the phrases in the box. You need to form questions and positive and negative verbs.

<table>
<thead>
<tr>
<th>Phase Verb</th>
<th>Question</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>could/wait</td>
<td>can you?</td>
<td>Can I help you?</td>
</tr>
<tr>
<td>may/have</td>
<td>must?</td>
<td>Sure. What can I help you with?</td>
</tr>
<tr>
<td>can/park</td>
<td>can have</td>
<td>OK, Mr. Leach. Could I have your surname?</td>
</tr>
<tr>
<td>could/tell</td>
<td>would you</td>
<td>Yes, it's Leach. Could I tell you your name?</td>
</tr>
<tr>
<td>could/book</td>
<td>can do</td>
<td>Yes, it's Leach. Can I book a room for next week?</td>
</tr>
<tr>
<td>could/go</td>
<td>can go</td>
<td>Sure, a moment, please? OK, your surname?</td>
</tr>
<tr>
<td>can/smoke</td>
<td>can leave</td>
<td>Yes, it's Leach. Can I leave your surname?</td>
</tr>
<tr>
<td>would/spell</td>
<td>can make</td>
<td>Yes, it's Leach. Could I spell your surname?</td>
</tr>
<tr>
<td>can/leave</td>
<td>can/can't</td>
<td>Yes, it's Leach. Can I make a reservation for next weekend?</td>
</tr>
<tr>
<td>can/use</td>
<td>can/can't</td>
<td>MR LEACH Yes, it's Leach. Can I leave your surname?</td>
</tr>
<tr>
<td>would/send</td>
<td>can't</td>
<td>RECEPTIONIST Yes, it's Leach. A single or a double room?</td>
</tr>
<tr>
<td>could/help</td>
<td>can't</td>
<td>MR LEACH Yes, it's Leach. A single or a double room?</td>
</tr>
<tr>
<td>could/stay</td>
<td>can't</td>
<td>RECEPTIONIST Sure. I must just tell you that I in the room.</td>
</tr>
<tr>
<td>can/can't</td>
<td>can't</td>
<td>MR LEACH That's OK. Now, I have a question. at the hotel?</td>
</tr>
<tr>
<td>can/can't</td>
<td>can't</td>
<td>RECEPTIONIST Yes, your car in the private car park for guests.</td>
</tr>
<tr>
<td>can/can't</td>
<td>can't</td>
<td>MR LEACH And the hotel gym?</td>
</tr>
<tr>
<td>can/can't</td>
<td>can't</td>
<td>RECEPTIONIST Yes, to the gym free of charge at any time.</td>
</tr>
<tr>
<td>can/can't</td>
<td>can't</td>
<td>MR LEACH OK, I'll book the room.</td>
</tr>
<tr>
<td>can/can't</td>
<td>can't</td>
<td>RECEPTIONIST me your credit card details, please?</td>
</tr>
<tr>
<td>can/can't</td>
<td>can't</td>
<td>MR LEACH Yes, and confirmation of the booking by email?</td>
</tr>
<tr>
<td>can/can't</td>
<td>can't</td>
<td>RECEPTIONIST Yes, of course.</td>
</tr>
</tbody>
</table>

OVER TO YOU Now go to page 123.
10 May, might, could, and should
May and might for possibility

1 Some examples of may and might:
Take an umbrella because it might rain later.
We may not have enough money.

2 Forms of may/might:

**POSITIVE**
may/might + verb
I might buy a new guitar next week.

**NEGATIVE**
may not/might not + verb
The traffic may not be bad today.

We do not usually form questions with may or might.
We usually use the full forms (may not / might not) for negatives.
We can use the negative short form mightn’t but we do not use a short form of may not:
She mightn’t be angry with you.

3 We use may and might for the present and the future:
I might not have enough money with me now.
I may not have enough money next month.

Grammar in action

1 We use may and might to say that something is possible, but not certain, in the future:
Runner number 7 may/might win the race. (= It’s possible that number 7 will win.)

2 We use may and might to say that it is possible, but not certain, that something is true in the present:
This shirt may/might fit me.

May is often less certain than might. We often use may to make it clear that something is possible but that we do not think it will happen. We often use might to make it clear that it really is possible that something will happen. Here, someone is talking about the possibility of getting tickets for a concert by a very popular band:
We may get tickets but I don’t think we will.
We might get tickets if we phone today.

A The cinema tonight

Complete this conversation, using might or might not and the verbs in brackets.

LUKE I _____________ ___________ (go) the cinema tonight. I think I ____________ ___________.
(see) that new film, Wild Thing.

STANLEY Oh, I ___________ ___________ (come) with you. I think it ___________ ___________ (be) good.

LUKE Well, you ___________ ___________ (not enjoy) it. I think you ___________ ___________ (find) it boring.

STANLEY Why?

LUKE Well, it’s a comedy, but you ___________ ___________ (not think) that it’s very funny.

STANLEY You ___________ ___________ (not be) right about that. It ___________ ___________ (make) me laugh a lot. The reviews say that it’s very funny.

LUKE Yes, that’s true. But we ___________ ___________ (have) a problem. We ___________ ___________ (not get in) because the cinema ____________ ___________ (be) full.

STANLEY Oh, yes. Lots of people ____________ ___________ (want) to see it. There ____________ ___________ (be) a big queue. We ___________ ___________ (have to) get there very early.

LUKE Just a minute! We ____________ ___________ (be able to) book tickets on the phone.

STANLEY Ah, good idea! I’ll find the number and phone it.
**B  What are you going to do next summer?**

Complete these sentences written by a group of students about their plans for the summer, using *might* or *might not* and the correct verbs from the box.

Use each verb in the box only once.

<table>
<thead>
<tr>
<th>visit</th>
<th>do</th>
<th>come</th>
<th>get</th>
<th>read</th>
<th>rain</th>
<th>take</th>
<th>spend</th>
<th>want</th>
<th>find</th>
<th>travel</th>
<th>have</th>
<th>work</th>
<th>be</th>
</tr>
</thead>
</table>

0 I __________ a job easily.
1 I __________ a summer job, but it __________ easy to find one.
2 I __________ Spain, but I __________ enough money to do that.
3 I __________ around Europe and my friend __________ with me.
4 I __________ some books for school, but I __________ to do that.
5 It __________ at all and I __________ every day outdoors.
6 I __________ anything, I __________ it easy all the time.

**C  Possible but unlikely**

Complete this voicemail message, using *may* or *may not* and the verbs in the box.

<table>
<thead>
<tr>
<th>get</th>
<th>be able to</th>
<th>have</th>
<th>leave</th>
<th>be</th>
<th>have to</th>
<th>last</th>
<th>arrive</th>
<th>get back</th>
</tr>
</thead>
</table>

Hi Kate, it's Charles here. I'm just calling to tell you that I __________ a bit late tonight. I don't think it's going to happen but I __________ at the restaurant at exactly 8 o'clock. The problem is that I __________ work late today. There's a meeting here at 4 and it __________ until 6, so I __________ the building until about 6:30. At that time, I __________ stuck in traffic and I __________ home until about 7:30. Then I have to get changed and I __________ a shower, so I __________ get to the restaurant for 8. Sorry about that. See you this evening, anyway.

**D  The visitor**

Complete this email about a visit, using the phrases in the box. For some gaps you will need to form negatives.

<table>
<thead>
<tr>
<th>may/organize</th>
<th>may/say</th>
<th>might/get on</th>
<th>might/want</th>
<th>may/do</th>
<th>might/speak</th>
<th>might/forget</th>
<th>may/book</th>
<th>may/go</th>
<th>might/have</th>
<th>might/offer</th>
<th>might/be</th>
<th>might/be able to</th>
</tr>
</thead>
</table>

A French girl is coming to stay with me and my family next month and I'm not quite sure what to do with her when she's here. I think we __________ some language problems because she __________ very good English, but I __________ right about that. She __________ to spend her time going to museums and art galleries. I __________ a guided tour of one of them but I'm not sure about that. Another thing that I __________ with her is that I __________ a party for her. Some of my friends __________ very well with her and they __________ to go places with her. But I __________ organize a party so I __________ about that idea. I'm a bit worried that her visit __________ well and that she __________ that she's had a good time when she gets home. But I'm hoping that everything will be fine.
May, might, could, and should

Could and should: possibility and probability

4 We can use the positive form could to say that we believe that something is possible in the present or future. (In this way, could has the same meaning as may and might.)

It might rain tomorrow or it could be sunny.

5 We cannot use couldn’t to talk about a future or present possibility. We only use the negative form couldn’t to talk about possibility in the past. (See unit 9 on p. 54.)

Grammar in action

We use could to say that something is possible because the subject is able to do it or has the opportunity to do it:

I could see you at 12 o’clock on Wednesday.

We often use phrases like I think, I should think, I suppose, I guess, I reckon, etc., before may, might and could to give our opinion that something is possible:

I think my dad might phone tonight.
I guess that shop may have what you want.
I reckon I could finish this work today.

4) We can use should and shouldn’t for the present and future to say that we think that something good in the future probably will or probably won’t happen. (We are more certain when we use should than when we use may or might.) Here, someone is talking about a journey:

I should arrive at 7 p.m. but I’ll be later if there’s a lot of traffic.
I might be late because the traffic might be bad.

E The weather forecast

Complete this weather forecast, using might and could and the verbs in brackets. If both might and could are correct, use both of them.

Tomorrow will be a wet day in many parts of Britain. The rain might/could be (be) very heavy in the North but it 

might not be (be) so heavy in the South. In the north, thunderstorms (arrive) early in the morning and the weather conditions (make) driving difficult. However, it (be) as cold as it was today and temperatures (rise) to 12°C. In the Midlands, fog (appear) on high ground early in the morning but this will clear away by lunchtime. There will be rain in the afternoon, but this (last) for very long and there 

only light showers. Temperatures will be around 10°C but it (feel) as warm as that because of the cold winds. The weather will be better in the South and people there (enjoy) some sunny periods. There will be some rain, but it 

(rain) at all in some parts of the South.
F Plans for the weekend

Complete these plans for the weekend, using might or could and the verbs in brackets.
Use could if it is more appropriate than might.

0 I ____________ (buy) a new coat because I need one.
0 I ____________ (meet) you tomorrow night because I’m not doing anything then.
1 I ____________ (invite) some friends for dinner but I haven’t decided yet.
2 I ____________ (get) my hair cut because it’s very long at the moment.
3 I ____________ (do) some training at the gym because I want to get fit.
4 I ____________ (go) to the match tomorrow because there are plenty of tickets.
5 I ____________ (do) some cleaning because my flat is very dirty.
6 I ____________ (give) you a lift to the party because my brother is lending me his car.
7 I ____________ (stay) at home all weekend because I’m quite tired.
8 I ____________ (have) a great time because I can do anything I want.

G A possible arrangement

Complete this conversation between students at the end of a day at college, using might or should and the phrases below the text. Use should if it is more appropriate than might.

LILY What did you think of that test?
GLENN I don’t know. I ____________ (pass) because I didn’t know some of the answers.
LILY Oh, you ____________ (do) a good mark. You always do well in the tests.
GLENN Well, ____________ (be) this time. ____________ (be) this one.
LILY No, ____________ (be) that badly. It wasn’t that difficult. Anyway, where are you going now?
GLENN A friend’s house.
LILY Is it a long way from here?
GLENN No, ____________ (be) there in about half an hour.
LILY What are you going to do there?
GLENN I ____________ (not) know. I ____________ (watch) some computer games and I ____________ (go) to a film.
LILY So you’re ____________ (not) going out tonight?
GLENN Well, ____________ (be) at his house the whole evening. I ____________ (start) to go out.
LILY Ah, well, I’m ____________ (go) to that new club, The Workhouse. I think ____________ (have) good fun. I’ve heard about it from other people and they say it’s great.

0 I ____________ 3 you ____________ 7 we ____________
0 you ____________ 4 it ____________ 8 we ____________
1 it ____________ 5 I ____________ 9 we ____________
2 I ____________ 6 we ____________ 10 it ____________
11 Must and have to
Positive forms, their uses, and their contexts

1 Some examples of must and have to:
You must obey the rules.
I have to make a phone call.

2 The positive form of must is:

must + verb
You must listen to the instructions.

NOT You must to listen ...

The form of must is the same for all subjects:
I/You/He/She/It/We/You/They must work.

The form of must is the same for the present and the future:
You must do this now/tomorrow.

NOTE You will must do ...

3 The positive form of have to is:

have to + verb
I have to go home now.

The form of have to changes in the same way as have:
I/You/He/She/It have to work.

We can use the present simple form of have to for the present and the future:
You have to do this now/tomorrow.

For the future, we can also use will have to + verb:
You’ll have to do this tomorrow.

The past form is had to + verb:
I had to get up early yesterday.

Grammar in action

1 We use must in a formal way for rules, particularly written rules. Here is an example of a company rule:
All staff must wear smart clothes.

2 We use have to in an informal way for talking about rules:
Sanjay has to wear a smart suit for work.

3 We use must and have to for giving orders and instructions to someone:
You must wear your helmet!
You have to wear your helmet!

4 We use must and have to for actions that we believe are necessary or very important:
We must get a new car.
We’ll have to get a new car.

5 We use have to for actions that are necessary because there is no choice in the circumstances:
I had to stand because there were no empty seats.

6 We use must and have to (often after really) for strongly recommending or offering something:
You (really) must / have to try this cake, it’s delicious!

A College course rules and instructions

(i) Complete the rules from a college brochure, using must and the correct verb.

tell get enrol arrive pay complete

0 Students _________ the course by 10 July.
1 Students _________ the fee before the start of the course.
2 Students _________ a student identity card.
3 Students _________ on time for classes.
4 Students _________ their assignments on time.
5 Students _________ the college if they change address.

(ii) Complete the sentences about the rules written by one of the students, using have to.

0 We _________ the course by 10 July.
1 I _________ the fee before the start of the course.
2 I _________ a student identity card.
3 We _________ on time for classes.
4 We _________ our assignments on time.
5 You _________ the college if you change address.
B  The Problem Friend

Tom and Rose are talking at the end of a class. Complete their conversation using must and have to and the words in brackets. If both must and have to are possible, write both of them. Sometimes only a form of have to is possible.

TOM Would you like to go for a cup of coffee?
ROSE No, I can't. I must leave / have to leave. (leave) now. (I/meet) a friend of mine. She says that she's got a problem that she needs to discuss with me. So I'm hurrying now because I don't want to be late.

TOM Oh, OK. I hope it isn't a serious problem.
ROSE Probably not. Last week, I borrowed some money from me and before that she / give her some advice about a boyfriend.

TOM So she has lots of problems?
ROSE Yes, and she always contacts me about them. I tell her to talk to someone else sometimes!

C  No choice

Complete this description of a family's situation using the correct forms of have to and the correct verbs from the box.

walk find catch get travel drive leave have

I live with my family in a small village a long way from the nearest town. I have to travel a long way to school, I have to get up very early in the morning and I have to catch a bus. Last month, I had to go to school because it snowed and there were no buses. My brother has to work because the buses don't go there. So he has a car. He doesn't like the journey every day. He thinks that in the future he will have an apartment in the town and live there.

D  Recommendations

Complete this email from one friend to another using must and the correct verbs from the box.

spend bring see meet go take do eat look

0 Here are some things that you really must do when you come here:
1 You must visit the Transport Museum – it's fascinating.
2 You must meet my friends Rob and Jerry – they're really funny.
3 We must eat at Sparks Restaurant – it's new and I've never been there.
4 You must see the fireworks display on 1 May – it's spectacular.
5 We suggest some time walking in the countryside – it's beautiful.
6 You must spend round the old part of the city – it's very historic.
7 You must take a trip to the next town – it's got some great buildings.
8 You must spend warm clothes with you – it can get very cold here!
Must and have to
Negative forms, their uses, and their contexts

4 The negative form of must is:

**must not/mustn't + verb**

- You mustn't forget to take your passport.
- You mustn't forget ...
- You don't must forget ...

The form of must not/mustn't is the same for all subjects:

I/You/He/She/It/We/You/They mustn't leave.

The form of must not/mustn't is the same for the present and the future:

It mustn't happen today and it mustn't happen tomorrow.

5 The present negative form of have to is:

**don't/doesn't have to + verb**

- You don't have to book tickets in advance.
- She doesn't have to work hard in her job.

We can use the present negative form of have to for the present and the future:

You don't have to do this now/tomorrow.

For the future, we can also use won't have to + verb:

You won't have to do this tomorrow.

The past form is didn't have to + verb:

I didn't have to get up early yesterday.

6 The question forms of have to are:

- Do I /you /we /they have to + verb?
- Does he/she/it have to + verb?

Do I have to fill in a form?

We don't usually use must in a question form.

Grammar in action

7 We use must not/mustn't for rules, to say that something is forbidden or not allowed. Here is an example of a company rule:

**Staff must not eat at their desks.**

8 We use must not/mustn't for orders and instructions, to say that an action is bad or wrong:

**You mustn't forget your helmet.**

9 We use must not/mustn't to say that it is necessary or very important not to do something:

We mustn't use this car again, it's dangerous.

10 We use don't have to to say that an action is not necessary:

I didn't have to stand because there was one empty seat.

**Compare mustn't and don't have to.**

You mustn't shout, you're making too much noise. (= Don't shout, it's bad/not allowed.)

You don't have to shout, I can hear you easily. (= It is not necessary to shout.)

TIP

E Sports rules

Complete these rules for various sports, using have to or mustn't and the correct verbs.

<table>
<thead>
<tr>
<th>jump</th>
<th>kick</th>
<th>touch</th>
<th>cross</th>
<th>run</th>
<th>win</th>
<th>get</th>
<th>start</th>
</tr>
</thead>
</table>

0 In a 1500m race, you **mustn't run** round the track four times. (v)
1 In football, the players **mustn't touch** the ball with their hands. (X)
2 In golf, you **mustn't cross** the ball into the hole. (v)
3 In tennis, you **mustn't touch** a certain number of points in each game. (v)
4 In a hurdles race, a runner **mustn't cross** over hurdles. (v)
5 In a grand prix race, the drivers **mustn't start** before the green light goes on. (X)
6 In a rowing race, you **mustn't win** the line before the other boats. (X)
7 In most sports, you **mustn't touch** your opponent, even if you are very angry! (X)
F Activity Centre Information

Complete this speech made by a course leader to people arriving at an activity centre, using mustn't or don't have to.

OK, welcome to the Bridges Activity Centre. Let me tell you some things about your stay here. First of all, for safety reasons you mustn't use any of the equipment without one of the teachers. When you're doing the activities, you take any unnecessary risks. I'm sure I tell you that - I'm sure you're all sensible people. And thirdly, you make a lot of noise at night - other people want to sleep. You be completely silent, but you disturb other people.

Now, the activities. Of course, you do anything that you don't want to do. You can choose which activities to do and you choose anything you don't fancy. All the activities are included in the price and you pay extra for any of them.

Finally, remember that you leave the centre without telling someone where you're going - that's one of our rules. You stay here every minute of the day, but we need to know where you are.

So, enjoy your time here. Any questions?

G The Secret Job

Complete this conversation, in which Jane asks Nick about his job, using mustn't or the correct form of have to and the words in brackets.

JANE What you have to do (you/do) in your job exactly?
NICK I tell you too much about it. A lot of my work is secret.
JANE Really? Well, (you/tell) me anything if you don't want to.
NICK Well, I can tell you that I do research work for various companies about games products.
JANE (you/play) a lot of games?
NICK I can, but (I/do) that.
JANE (you/go) to other countries to do your research?
NICK Sometimes, I've just been on a trip but (I/go) abroad again until next year.
JANE (you/get) any particular qualifications before you got that job?
NICK No, I do a course - experience was more important.
JANE So, are there any exciting new games coming out soon?
NICK Yes, there is one that's going to be really popular. You repeat this to anyone, but it's called 'Weird' I say any more. Only a few people know about this game.
JANE Don't worry, I won't say a word.

Overs to You Now go to page 123.
12 Should
Uses and contexts

1 Some examples of should:
   I should go to bed now – it's late.
   You shouldn't work so hard.
   What should I say?

2 Forms of should:

   POSITIVE
   should + verb
   You should do more exercise.

   NEGATIVE
   shouldn't + verb
   You shouldn't watch so much TV.

   QUESTIONS
   should + subject + verb
   Should I phone them again?

3 We use should for the present and the future:
   You should speak to him now.
   You should speak to him tomorrow.

   Grammar in action

   1 We use should to say that we believe that something is a good idea or the right thing to do, and shouldn't to say that we believe that something is a bad idea or the wrong thing to do:
      We shouldn't keep walking. We should find a place to eat now.

   2 We use should and shouldn't to give or ask for advice:
      You should go home - you're ill.
      You shouldn't spend so much money.
      What should I wear for the party?

   TIP We often use I think, I don't think, and Do you think? with should to give or ask for advice and to give opinions:
      I think we should look for a better hotel.
      I don't think we should stay at this hotel.
      Do you think we should look for another hotel?

   3 We use should to talk about things that we expect to be true now but in fact are not true:
      The bus should be here now.

A Going to London

Complete this conversation, using should or shouldn't and the phrases below the text.

SAM I'm going to London next month. You've been to London, haven't you?
   What should I see while I'm there?

LUCY Well, of course, some sightseeing, 2 to the famous places but only the places the tourists always go to. 4 in the parks and 5 interesting things to buy in the markets. 4 all your time doing the things that every tourist does. 7 the real city.

SAM 8 a car?

LUCY No 9 that. 10 public transport.

SAM 11 a travel card?

LUCY Yes, but 12 too far every day, 13 that London is a very big city and 14 to do too much every day.

0 What/I do
1 you/do
2 You/go
3 you/visit
4 I/think/you/walk
5 you/look for
6 you/spend
7 you/experience
8 you/think/l/hire
9 I/think/you/do
10 You/use
11 I/get
12 you/travel
13 You/remember
14 you/try
### B  Helping the environment

Complete this blog about the environment, using should or shouldn’t and the verbs in brackets.

In my opinion, people should do 8 (do) a lot more to help the environment and they shouldn’t continue 8 (continue) to damage it. We 1 (use) our cars so much because cars produce pollution. We 2 (walk) more and we 4 (cycle) more. Some people say that we 4 (fly) so much because aeroplanes are very bad for the environment.

We 8 (buy) products that are bad for the environment and we 4 (throw away) so many things. People 7 (recycle) more and governments 8 (organize) more ways of recycling things. Companies 9 (produce) more products that aren’t bad for the environment. And we 10 (destroy) the land by cutting down trees and building on it. Also, we 11 (look for) other ways of getting the fuel we need, for example by using solar energy. We 12 (use up) all the world’s natural resources. We 13 (wait) – we 14 (take care) of the planet now.

### C  The new computer

Alan has bought a new computer and his girlfriend Sarah is helping him to get it ready for use. Look at the pictures and complete Alan’s statements, using should or shouldn’t and the verbs in brackets.

0 The instruction manual 1 (tell) us everything.

1 The screen 2 (come on) now.

2 It 2 (make) that noise when you switch it on.

3 The time 3 (be) in that corner.

4 That message 4 (appear) on the screen. Something’s wrong.

5 I’m sure the screen 5 (look) like that.
12 Should
Should compared with other modals

4 Compare:
- could, should and would
- should and must / have to
- should and might

Grammar in action

4 We can use could (but not couldn’t) to give advice and to suggest that we think something is a good idea. With this meaning, could is not as strong as should:
We could try to repair it.

We often use I suppose or I guess before could with this meaning:
I suppose we could try to repair it.

We can also use I’d (= I would) and I wouldn’t to give advice to someone and to tell someone that we think something is a good or a bad idea. We often say if I were you when we give advice in this way:
I wouldn’t argue with him (if I were you).

5 We use should to talk about actions that we believe are right or correct, and shouldn’t to talk about actions that we believe are wrong or bad. We use must/mustn’t for official rules and laws:
People shouldn’t drop litter in the street. (= it’s wrong)
People mustn’t drop litter here. (= it’s against the law)

Should is not as strong as must or have to – we use should for giving advice and must / have to for giving orders.
(See also unit 11 on p. 42.)

6 Should is stronger than might. We use might to say that something is possible, and should to say that something is likely or probable:
They should win the game. There are only five minutes left.
They might win the game. There are five minutes left.
(See also unit 10 on p. 38.)

D Advice on personal problems

Change the advice given in a teenage magazine, using the word in brackets. You will need to use some negative forms.

0 Perhaps you should discuss the problem with him. (could)
I guess you could discuss the problem with him.

0 You should tell him how you feel. (would)
If I were you, I’d tell him how you feel.

1 Maybe you should start doing a different sport. (could)
I suppose doing a new sport.

2 I think you should speak to your teacher about the problem. (would)
I think you should speak to your teacher about the problem, if I were you.

3 You shouldn’t get upset about the problem. (would)
If I were you, I wouldn’t be upset about the problem.

4 Maybe you should apologize to her. (could)
I suppose to her.

5 I don’t think you should listen to those people. (would)
I don’t think you should listen to those people, if I were you.

6 You should forget about him and get a new boyfriend. (would)
If I were you, I wouldn’t think about him and get a new boyfriend.
E  The school trip

Complete what a teacher says to a class before a school trip by putting the correct word from the choices in brackets in each gap.

OK, tomorrow’s trip to the museum. Everyone _____ must _____ (might/must) meet at the school entrance by 8.30 a.m. This is very important – you _____ (mustn’t/might not) be late because we _____ (might/must) get to the museum in time for our guided tour. You _____ (must/should) enjoy the museum because it’s a very interesting place. We _____ (might not/shouldn’t) have time to see all of the interesting exhibitions but we _____ (should/must) be able to see most of them. The museum _____ (mustn’t/shouldn’t) be too crowded. The journey back _____ (mustn’t/shouldn’t) take more than an hour and we _____ (might/should) arrive back here at 6 p.m. However, there _____ (must/might) be a lot of traffic on the way. So you _____ (might/should) tell your parents to get here by 6 p.m. but they _____ (mustn’t/might not) have to wait for you.

F  When you come to this country

Complete this email, using one of the modal forms from the box. Use each of the choices only once.

should  shouldn’t  could  would  wouldn’t  must  mustn’t  might  might not

Hi Martha,

When you come to this country, I think you _____ (should) 1 see as much of the country as possible. I _____ (shouldn’t) 2 spend the whole trip in such a busy and crowded place. I _____ (could) 3 see some of the countryside if I were you, it’s very varied and very beautiful. I don’t know if you want to drive while you’re here, but I guess you _____ (would) 4 hire a car and take a little tour. But don’t forget that you _____ (must) 5 have a proper licence to do that and that you _____ (mustn’t) 6 drive on the right in this country, they drive on the left here.

Unfortunately, I _____ (might) 7 see you while you’re here because I _____ (might not) 8 have to go away during that period. I’m not sure about that but I’ll let you know later.

Eleanor
The infinitive
The to infinitive

1. Some examples of the to infinitive:
   - I want to go home now.
   - He promised not to do it again.

2. We use the pattern verb + to infinitive with various common verbs:
   - I've arranged to meet some friends tonight.
   - She's hoping to get a better job.

3. The negative form is not + to infinitive:
   - We decided not to buy the cheapest one.

4. We use the pattern verb + object + to infinitive with some common verbs:
   - I don't want her to come with me.
   - See also tell and ask on p. 108.

Grammar in action

1. We use the to infinitive after various verbs connected with saying that we will or will not do something:
   - agree, refuse, offer, promise
   - She refused to go to bed.

2. We use the to infinitive after various verbs connected with wanting or planning to do something: hope, intend, plan, want.
   - Here, someone is talking to a waiter:
     - I want to order my meal now.

3. We use the to infinitive after various verbs connected with thinking: decide, forget, remember
   - I've forgotten to bring my money.

4. We use the to infinitive after various verbs connected with doing something in order to produce a certain result: try, manage, arrange, fail
   - He tried not to drop the plates.

5. We use want + object + to infinitive to give an order or request. Here, a teacher is giving instructions to a class:
   - I want you to write a story called 'The Long Journey'.

A Postcard from Paris

Complete this postcard from one friend to another, using the to infinitive form of the correct verbs in the box.

see understand pay take go arrive bring spend get in improve

Hi Nick,

I'm having a good time in Paris. My French isn't very good but I'm managing to understand what people say to me. Fortunately I remembered my phrase book while I'm here. And I'm planning to spend a lot of my time sightseeing.

I want to take a riverboat trip on the Seine. I intend to go to the top of the Eiffel Tower and I've also decided to spend a guided tour of the Louvre yesterday. I tried to see some of the famous paintings at another museum but I failed to get in at the place early enough. There were long queues but I managed after about an hour and the paintings were great. I'll write to you again in a few days.

William

9 Park Street
Oxford
ENGLAND
B  The school team's next match

Some people had a meeting to discuss the school team's next match at another school. Complete what some of the boys and their parents said, using agreed, offered, promised or refused and the to infinitive.

'Will you wear the number 4 shirt, Andy?' said the coach. 'No,' said Andy.  
'I'm not going to play in the match. I don't want to,' said Eric.  
'I'll take Eric's place,' said Simon.  
'Will you bring some snacks and drinks, Mrs Davies?' 'OK,' said Mrs Davies.  
'Don't be late, Don,' said the coach. 'No, I'll be there on time.'

0 Andy refused to wear the number 4 shirt.  
1 Eric _____________ in the match.  
2 Simon _____________ Eric's place.  
3 Mrs Davies _____________ some snacks and drinks.  
4 Don _____________ there on time.

C  The new motorbike

Complete this conversation between Joe and Neil about Joe's new motorbike. Use the verbs in brackets in the same verb tenses as the questions before them, and use the negative to infinitive form of the correct verbs in the box.

NEIL Did you buy a motorbike last week?  
JOE Yes, and I _____________ not to spend too much. I found a cheap one.  
NEIL What have your parents said about it?  
JOE We _____________ (agree) the subject any more. They're not pleased.  
NEIL Did you get the one you told me about?  
JOE No, I _____________ (decide) that one. I got a different one.

NEIL Can I come for a ride on it with you? Will I be safe?  
JOE Yes, I _____________ (try) anything risky if you're with me. And I _____________ (remember) too fast.

NEIL Do you promise? I don't want to get frightened.  
JOE Yes, I _____________ (promise) you. You'll love it.

D  Janet's party

Complete each pair of sentences about Janet's birthday party, using the phrases in the box. Use the past simple form of want in each first sentence and the present simple form of want in each second sentence.

0 She _____________ want everyone to enjoy the party.  
   She said 'I _____________ want people to remember it for a long time.'  
1 She _____________ want people to remember the party.  
   She said 'I _____________ there. I hate him!'  
2 She _____________ plenty to eat.  
   She said 'I _____________ quickly.'  
3 She _____________ down all evening.  
   She said 'I _____________ to the music.'
The infinitive
The infinitive without to

5 Some examples of the use of the infinitive without to:
I’ll see you tomorrow.
The teacher made him do the work again.

6 We use the infinitive without to after modal verbs
(will, can, may, might, should, could, would, must):
Can you hear me?
You might not like this.

7 We use the infinitive without to after make and let in
this pattern:
make/let + object + infinitive without to
His story made us laugh.
The boss let them go home early.

Grammar in action

8 We use make with an object and the infinitive without

to to talk about the cause of an action or feeling:
It was a sad film and it made me cry.

9 We use make with an object and the infinitive without
to to say that someone forces another person to do
something that the person does not want to do:
His mother made him tidy his room.

10 We use let with an object and the

infinitive without to with the meaning
‘allow’ or ‘give permission’:
They let their children do anything
they want.

We usually use the patterns in 9 and 10 to talk about
the actions of people in authority, e.g. parents,
teachers, bosses at work.

To form negatives with let, we often use won’t
for the present and wouldn’t for the past:

His parents won’t let him stay up late at night.
(in the present and in general)
He wanted to watch the programme but his
parents wouldn’t let him watch it.

E Travel card information

Complete this conversation in a tourist information office using the phrases in the box
and the appropriate modals. More than one modal may be correct in some gaps.

I get you find they be use you give it be

TOURIST Could/Would you give... me some information on travel cards?
ASSISTANT Yes, of course. What do you want to know?

TOURIST ...................... the card on trains and buses?
ASSISTANT Yes, it’s for trains and buses.

TOURIST I’m staying here for three weeks. ..................2 weekly cards or a
monthly card?
ASSISTANT Well, that’s up to you. If you travel a lot, ..................2 a good idea to
get a monthly card, but I’m not sure.

TOURIST Are children free?
ASSISTANT .................. under the age of 12 for free travel.

TOURIST How much are the cards?
ASSISTANT Here’s a leaflet with all the details. ..................5 everything you need
to know there.

TOURIST Oh, OK thanks.
F  My teacher

Complete this description of a teacher using the correct forms of make or let, the words in brackets and the correct verbs in the box.

<table>
<thead>
<tr>
<th>go</th>
<th>bring</th>
<th>concentrate</th>
<th>enjoy</th>
<th>behave</th>
<th>read</th>
<th>do</th>
<th>stay</th>
<th>give</th>
</tr>
</thead>
</table>

Mr Gregory is a good teacher and I like him but he's very strict. Sometimes he makes all of us stay 9 (all of us) at school after lessons if only one person has done something wrong. Last week, he was angry with us, and he 2 (us) lots of extra work. He certainly never 9 (people) badly. He 4 (everyone) on their work, but he sometimes 3 (us) ourselves when we've finished a particular piece of work. One thing he's very strict about is doing our homework on time - he 4 (students) it to him late. Last Thursday was an unusual day in our class, because he 7 (us) books to school that we wanted to read. That was great, but he also 8 (me) from my book to the rest of the class.

G  Email from California

Bill is visiting the US. Complete his email to his friend Ellie, using the to infinitive or the infinitive without to and the correct verbs or phrases in the box.

<table>
<thead>
<tr>
<th>visit</th>
<th>bring</th>
<th>stay</th>
<th>pay</th>
<th>not laugh</th>
<th>me/miss</th>
<th>describe</th>
<th>go</th>
<th>everyone/sing</th>
<th>have</th>
<th>not get</th>
</tr>
</thead>
</table>

Hi Ellie,

I'm staying with some friends of my parents here in California and I'm having a good time. I've done lots of things and I won't tell you about all of them now but I can 1 one or two of my experiences. Last week, the family offered 2 me to Hollywood because I wanted 2 on a tour of a film studio. It was great - you must 4 the place one day. And yesterday they wanted 5 some of their friends and so they arranged 3 a picnic in some beautiful woods. At the end, they made 7 a song. At first I refused 9 it, but they wouldn't let 9 my turn, so I had to sing. I tried 10 embarrassed and they promised 10 if I sang badly. I did OK, I think, and I managed 12 too stupid.

Next week, I'm planning 13 a visit to San Francisco on my own. The family I'm staying with are really good to me, and perhaps I shouldn't 14 this, but it'll 13 good to spend some time exploring on my own. I might 14 in a hotel there for a couple of days, I'm not sure. And I've also decided 15 a car and drive to some other places before I come home - I remembered 15 my international licence with me. That's all for now,

Bill
14 The -ing form
Form, uses, and contexts

1 Some examples of the -ing form:

I enjoy listening to music.
Would you mind waiting?

2 We use the -ing form of a verb after various common verbs:
- He hates getting up early in the morning.
- My computer keeps breaking down.
- She loves travelling.
- Please stop making so much noise.

3 We use go + -ing in various common phrases:
- Let’s go swimming.

4 We can use the -ing form of a verb as the subject of a sentence. When the -ing form is the subject, we can also use an object after it:
- Swimming is a good form of exercise.
- Travelling long distances every day is very tiring.

Grammar in action

- We use the -ing form after various verbs connected with liking or not liking something: like, love, enjoy, hate

- I like walking in the countryside.

- We use the -ing form after mind in negative statements to say that we are not angry or unhappy about doing something:

- I don’t mind lending you some money.

We use Do/Would you mind with the -ing form in questions to ask someone politely to do something. Here, a shop assistant is talking to a customer in a busy shop:

- Would you mind waiting, please?

- We use the -ing form after keep to say that something happens regularly or too often:

- My team keeps losing matches.

- We use the -ing form after stop to say that something does not continue:

- The phone stopped ringing before I could answer it.

- We use the -ing form after finish to talk about completing an action or process that continues for a period of time:

- She hasn’t finished painting the picture.

- We use go + -ing to talk about various activities and hobbies that we go out of our homes to do:

- He goes fishing in the river near where I go swimming.

- We use the -ing form as the subject of a sentence when the subject is an action or situation, not a person or thing:

- Playing the violin is very difficult.

A Going to rock festivals

Complete the blog about rock festivals, using a positive, negative or to infinitive form of the verb in brackets and the -ing form of the correct verb from the list.

be work sit listen do go travel spend wait join get

Next month I’m going to a rock festival that’s taking place quite a long way from where I live. I really

like going ¹ (like) to these festivals and I’ve been to a few before. My friend Jane usually comes with me, but he’s decided

(stop) me. He says that he

² (like) down in muddy fields, he

³ (hate) in long queues for food and he

⁴ (enjoy) long distances to get there and back. But I’m going

⁵ (keep) it because I really

⁶ (love) to the music, I

⁷ (enjoy) in a big crowd of people and I

⁸ (mind) wet when it rains. So, when I

⁹ (finish) in the shop this week, I’m going to set off on my journey to the festival. I really

¹⁰ (like) my free time out in the countryside listening to music with thousands of people.

54 | Verb forms and structures
B Busy people

Lucy and her friends do a lot of activities. Look at the pictures and complete the sentences using the correct tense of go and the -ing form of the correct verb.

0 I sometimes ___go cycling___ with a friend at weekends.
1 We ___go hiking___ in the mountains two months ago.
2 I sometimes ___go swimming___ with my friend Hannah.
3 I ___go skateboarding___ with some friends last night.
4 We often ___go surfing___ in the local pool.
5 I ___go sailing___ in the winter but I wasn’t very good at it.

C Living in a new city

Suzanne has gone to live in a big city in her own country. Here, she talks about her experience. Complete what she says, using the -ing form of the correct verbs from the box.

cross be understand meet drive leave find shop go park travel

I came to live in this city about a year ago. At first, it wasn’t easy. Finding ___somewhere to live___ was difficult. ___1___ people was another problem, because they speak with a strong accent in this part of the country. But things are better now. I’m living in an apartment in the centre of the city. ___2___ is easy and I can get anything I want. ___3___ is a bit tiring because I have to go on crowded trains to the place where I work. I have a car but ___4___ is a problem in this area. And ___5___ here is risky because there’s so much traffic. ___6___ the road can be dangerous, too. But ___7___ in the centre of the city is great. ___8___ out is great fun and ___9___ people is easy. I’m really glad I came here. ___10___ my home town wasn’t an easy thing to do but I don’t regret it.

D A special offer

Complete the conversation between two friends, using the correct phrases from the box and the -ing form of the verbs.

try hate/do love/shop stop/complain mind/come not enjoy/be like/wear not like/buy go/know shop keep/talk not like/spend not finish/tell mind/listen

OLIVIA ___11___ you like wearing ___12___ nice clothes?
CLAUDIA Yes, you know I do. But I ___13___ them.
OLIVIA ___14___ you busy this afternoon?
CLAUDIA Look, I ___15___ to the shops with me?
CLAUDIA ___16___ you with most things but I don’t want to ___17___ that. It’s so boring. I ___18___ my time in shopping centres and I ___19___ in crowds. ___20___ on clothes is horrible, too.
OLIVIA ___21___ you why I want you to come.
CLAUDIA ___22___ to me?
OLIVIA Well, it’s your birthday soon. I thought I’d buy something special for you.
CLAUDIA Ah, why didn’t you say that before? I ___23___ When can we go?
The **-ing form**  
*Infinitive or -ing form*

5 Some examples of the *to infinitive* and the *-ing form*:
- *I promised to help her.*
- *I didn’t mind helping her.*
- *I like learning English.*
- *I’d like to learn Spanish.*

6 We use the *to infinitive* after some verbs and the *-ing form* after other verbs:
- *I want to have something to eat.*
- *I enjoy eating good food.*

(For more examples of verbs followed by the *to infinitive* see p. 50, and for more examples of verbs followed by the *-ing form* see p. 54.)

7 We can use the *-ing form* with *like* but we always use the *to infinitive* with *would like*:
- *like + -ing*
  - *I like living in Paris.*
- *would like + to + infinitive*
  - *I would like to live in Paris.*

We usually use the short form of *would like*:
- *I’d like to live in Paris.*

8 We can use the *to infinitive* (not the *-ing form*) to link two parts of a sentence:
- *I went to the library to borrow a book.*

We can use the *-ing form* as the subject of a sentence:
- *Borrowing books from the library is easy.*

**Grammar in action**

7 We use the *-ing form* after *like* to talk about actions that we actually do and situations that actually exist. We use *like + -ing* to say that we enjoy these actions and situations in general and they make us feel good:
- *I like spending time with my friends.*

8 We use the *to infinitive* after *would like* to say that we want to do something that we are not doing, or to say that we want a situation that is not happening. *Would like* is more polite than *want*:
- *I’d like to spend time with my friends.*

9 We use the *to infinitive* to talk about the reason for or purpose of an action – when we explain why someone does something; for example:
- *He went to a gym to get fit.*  
  We can put the *to infinitive clause* at the beginning of the sentence, with the same meaning:
- *To get fit, he went to a gym.*

---

**E The picnic**

Julie and Ruth are having a picnic together. Complete their conversation using positive or negative forms of *like* or *would like* and the correct verbs in the box. Use short forms if possible.

<table>
<thead>
<tr>
<th>earn</th>
<th>spend</th>
<th>give up</th>
<th>sit</th>
<th>be</th>
<th>come</th>
<th>happen</th>
<th>talk</th>
<th>work</th>
<th>have</th>
<th>go</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JULIE</strong></td>
<td><em>like sitting here.</em> &lt;sup&gt;2&lt;/sup&gt;, it’s very pleasant.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RUTH</strong></td>
<td>Me too. And &lt;sup&gt;1&lt;/sup&gt; time with good friends. &lt;sup&gt;2&lt;/sup&gt; on picnics more often but it isn’t always possible. &lt;sup&gt;3&lt;/sup&gt; to places like this and &lt;sup&gt;4&lt;/sup&gt; to friends like you when we’re able to do it.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>JULIE</strong></td>
<td>I agree. &lt;sup&gt;5&lt;/sup&gt; less. What &lt;sup&gt;6&lt;/sup&gt; to you in the future?</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>RUTH</strong></td>
<td>Me? &lt;sup&gt;7&lt;/sup&gt; a lot of money and &lt;sup&gt;8&lt;/sup&gt; work completely! &lt;sup&gt;9&lt;/sup&gt; under pressure and I’m under pressure at work a lot.</td>
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<td></td>
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</tr>
<tr>
<td><strong>JULIE</strong></td>
<td>I know what you mean. &lt;sup&gt;10&lt;/sup&gt; more free time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

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56 | Verb forms and structures
F  Plans with John

Charlie has a friend called John. Complete what he says about a situation with John, by putting in the to infinitive or -ing form of the correct verbs in the box.

<table>
<thead>
<tr>
<th>stop</th>
<th>plan</th>
<th>discuss</th>
<th>help</th>
<th>do</th>
<th>get</th>
<th>make</th>
<th>speak</th>
<th>leave</th>
<th>fix</th>
</tr>
</thead>
</table>

I rang John to discuss something important with him. In touch with John isn’t always easy because he’s a very busy man. When I phoned him, he was out. Then I phoned him a message. Eventually, he called me back. I said that I wanted to speak to him. It’s not something that John is good at and decisions sometimes takes him a long time. I plan for his visit, I made him agree on a definite weekend. That took a long time but I managed to do it in the end. And him forgetting all about it, I sent him a message with the dates in it.

G  Plans for a tour of Europe

Complete this text about travel plans, using the to infinitive or -ing forms of the verbs in brackets.

I like travelling and I’ve done quite a lot of it. Last year, I decided to take a big trip around Europe. (save) money for the trip, I stopped go to night clubs. I like have fun in those places and I enjoy keep my money for the trip. So I didn’t go dance at all and in fact I didn’t go out much. And I managed save enough money for the trip. (choose) which countries I would visit wasn’t easy. I wanted experience lots of places because I love see new places, and I think that find out about different cultures is fantastic. (choose) the countries I would visit, I borrowed some books from the library and tried learn as much as I could about different places. Then I made a list of the countries I planned visit. I don’t mind stay in cheap hotels so find places to stay didn’t worry me. I wanted the places be interesting.

I finished do my research and then I booked my flight from here. (get) a cheap flight, I did a lot of research online. In fact, (book) a cheap flight wasn’t at all difficult because there were lots available. (organize) my timetable was great fun, and I looked in lots of guidebooks (help) me decide what do to in the different places I visited.

And then I went on my trip and it was great. I’d like (travel) all the time and I’m hoping (be) able to go on a trip to Africa next year.

OVER TO YOU  Now go to page 124.
15 The passive
Forms, uses, and contexts

1 Some examples of passive sentences:
   English is spoken all over the world.
   This product was invented in Sweden.

2 We use this pattern to form the passive:
   subject + be + past participle
   (For details on forming past participles, see p. 14.)

3 The form of be is different for different verb tenses:
   PRESENT SIMPLE PASSIVE
   subject + am/is/are + past participle
   I'm employed by a big company.
   PRESENT CONTINUOUS PASSIVE
   subject + am/is/are + being + past participle
   The road is being repaired.
   PAST SIMPLE PASSIVE
   subject + was/were + past participle
   It was made in China.
   PAST CONTINUOUS PASSIVE
   subject + was/were + being + past participle
   People were being interviewed.
   PRESENT PERFECT PASSIVE
   subject + has/have + been + past participle
   He has been given a new job.
   MODAL PASSIVE
   subject + modal + be + past participle
   Applications must be received before 12 May.

GOING TO PASSIVE
   subject + am/is/are going to + be + past participle
   I'm not going to be chosen for the team.

Grammar in action

1 We use the passive when the person who 'does' the verb is not important or we don't know who 'does' the verb. The object of the verb is more important, so it becomes the subject of the sentence and we use a passive verb:
   The college was built in 1947.
   (= Some people built the college in 1947.)
   Here, the college is the subject of the sentence because the man is talking about the college. He is not talking about who built the college, and he may not know who built it. He uses a passive verb because the college is not the subject of the verb (the college did not build anything).

2 We often use the passive in formal contexts, such as public information (rules, signs, brochures, etc.) and media reports:
   Cycling is not permitted in this area. (Cycling is the subject of the rule, not who does not allow it.) Bookings can be made online. (Bookings is the subject of the sentence, not the people making them).

A A bad journey

Complete this story about a journey, using the past simple passive or past continuous passive form of the verbs in brackets. You will need to use one past continuous passive form and one negative form.

The journey to Italy was terrible. First of all, I got to the airport quite late. I was driven 9 (drive) there in a taxi, but my taxi got stuck in traffic because the road 1 (repair). When I got to the airport, I 2 (tell) that there was a problem and the flight 3 (delay). Then I 4 (put) in a seat on the plane next to some very loud children. During the flight, we 5 (give) a really horrible meal. When we landed, my bags 6 (search) and this took a long time. Everything 7 (charge) a lot of money for the journey. When I finally got to the hotel, all the staff were busy. I 8 (show) to my room and I had to find it myself. It was a terrible way to start the trip.
B  **Tonight's news**

Complete these news stories, using the passive form of the correct verbs in the box. In each paragraph, use the same verb tense as the example.

**New bridge planned for north**

A new bridge is going to be built in the north of the country next year. The plan is to open the work within three years. Thousands of new jobs are expected in that part of the country.

**World Cup shock**

The national team for the World Cup has been announced and it contains some surprises. Several new players are included for the first time, a new captain and a number of established players are left out.

---

C  **Ordering online**

Complete the information and instructions from a company's website, using the verbs in brackets and the passive forms given after each sentence.

0 All our products can be ordered (order) online. (can)
1 Orders (make) 24 hours a day. (can)
2 All major credit cards (accept). (present simple)
3 Orders (deliver) within 14 days. (will)
4 A delivery address (provide). (must)
5 Please wait. Your order (process). (present continuous)
6 Your order (send). (present perfect)

---

D  **Harry's party**

Complete this conversation between two friends, using the words below it and the correct passive forms.

**ADAM** Where was this photograph taken?
**IAN** At Harry's party last week.
**ADAM** Oh, to that.
**IAN** No, I know. Two far in advance and a lot about it.
**ADAM** Was it a good party?
**IAN** Only about 20 people came. But it was good fun.
**ADAM** What exactly is happening in this photograph?
**IAN** Harry is in water and his friends are laughing.
**ADAM** Well, if someone did that to me. But Harry deserves it!

0 Where/this photograph/take 1 when/it/take 4 lots of people/not/tell 5 How many people/invite 2 I/not/invite 6 Harry/cover 3 The party/not/plan 7 I/not/would/amuse
The passive
Active and passive compared

4 Here is a comparison between active and passive forms:

**PRESENT SIMPLE**

**ACTIVE** The price includes meals.
**PASSIVE** Meals are included in the price.

**PRESENT CONTINUOUS**

**ACTIVE** Police are interviewing a man.
**PASSIVE** A man is being interviewed by police.

**PAST SIMPLE**

**ACTIVE** He caused the problem.
**PASSIVE** The problem was caused by him.

**PAST CONTINUOUS**

**ACTIVE** People were repairing the road.
**PASSIVE** The road was being repaired.

**PRESENT PERFECT**

**ACTIVE** They have sold all the tickets.
**PASSIVE** All the tickets have been sold.

**MODAL**

**ACTIVE** You can buy this book in most bookshops.
**PASSIVE** This book can be bought in most bookshops.

**GOING TO**

**ACTIVE** The manager is going to choose the team tomorrow.
**PASSIVE** The team is going to be chosen tomorrow.

Grammar in action

3 We use the active or the passive depending on what is the main topic we are talking about or what we are most interested in. We use the active if the subject of the verb is the main topic, and the passive if the subject of the sentence is not the subject of the verb because the subject of the verb is not important or not known:

Lions live in parts of Africa and southern Asia. They belong to the cat family. Lions are hunted and killed in some places. They can be seen in many zoos.

Here, the topic is 'lions.' 'Lions' is the subject of 'live' and 'belong,' and so those verbs are active. 'Lions' is not the subject of 'hunted,' 'killed' or 'seen' – other people hunt, kill and see lions – and so those verbs are passive.

4 We use **by + agent** after a passive verb when it is important to say who 'does' the verb because the sentence would have no real meaning without this information:

The painting 'Sunflowers' was painted by Vincent Van Gogh. It is a very famous painting.

In the example, the main topic is the painting – it is the subject of the next sentence. But the artist’s name is important information. We use **by + agent** because the sentence is about both the painting and the artist, and the artist (the agent) is not the subject of the verb.

---

E College information

Complete the information from a college brochure by changing the active sentences into passive sentences.

0 We offer excellent tuition at the college.
1 You can find details of all our courses on our website.
2 We do not give lessons on public holidays.
3 You must pay all course fees in advance.
4 We are introducing new courses at the college.
5 Students take tests at the end of every course.

**Excellent tuition is offered** at the college.
_______________ on our website.
_______________ on public holidays.
_______________ in advance.
_______________ at the college.
_______________ at the end of every course.
F  Short story competition

This is an announcement on a children's TV programme about a competition. Rewrite the announcement, changing the active forms into passive forms with by.

As you know, this programme runs a short story competition every year, and every year, children from all over the country send in stories for the competition. And I know that many of you are creating fantastic stories right now. Last year a story called 'Creeps' won the competition and Ellie Stone, aged 12, wrote that story. The teenage magazine YLP published it and many thousands of people all over the country read it. This year the film director Marvin White is going to judge the competition. And this year, a film studio in London is offering the top prize – Marvin will make the winning story into a short film after the competition. This channel will show that film later in the year.

As you know, a short story competition is run by this programme. From all over the country for the competition. And I know that right now. Last year, called 'Creeps' and YLP and all over the country. This year, in London – after the competition. later in the year.

G  Crime report

Complete this conversation in a police station by putting in the correct active and passive verbs in the box.

will be seen ran will be found will help appeared was grabbed will throw will be written took has happened contained was being served will be asked might remember wasn't seen has been stolen am being robbed will be returned

WOMAN Can you help me? My bag has been stolen. Someone 3
it while I was in a shop. I 4 by an assistant and suddenly it 5 by someone. I shouted 6 but it was too late.

OFFICER OK. Can you wait here? In a few minutes you 8 by one of my colleagues. You 9 to give a description of this person and a report 10.

WOMAN I don't know what he looked like and the incident 11 by anyone else. The thief 12 and then he 13 away.

OFFICER OK. My colleague 14 you and you 15 more than you think.

WOMAN I hope so. It's very important. My passport 17 to you by a member of the public. That kind of thing 18 before.

OFFICER Yes, it's possible that it 19 by somebody.
Conditionals
First conditional

1. Some examples of first conditional sentences:
   I'll phone you later if I have time.
   If you leave now, you won't be late.

2. The first conditional pattern is:
   If + subject + present simple + subject + will
   If I pass my exams, I'll go to university.

   We use a comma (,) after the 'if' part of the sentence in this pattern.

   The 'if' clause can come second:
   I'll go to university if I pass my exams.

   We can use negative verbs in the same patterns:
   If I don't pass my exams, I won't go to university.
   I won't go to university if I fail my exams.

   We can form questions with all these patterns:
   What will you do if you don't pass your exams?

Remember to use the present simple (or will/ won't) after 'if' in a first conditional sentence:
   If I pass .... (or if I will pass)
   If I don't pass .... (or if I won't pass)

Grammar in action

1. We use the first conditional to talk about possible actions and situations in the future, and the results of those actions and situations. The 'if' part of the sentence contains a possible action or situation, and the 'will/won't' part of the sentence contains the result:
   If you run, you'll catch the bus.

2. We use the first conditional when
   we are talking about possibilities
   immediately after the present moment:
   You'll be late for work if you don't get up now.

   We also use the first conditional when we are
   imagining and talking about possibilities a long time
   in the future. Here, a child imagines life as an adult:
   If I make a lot of money, I'll live in a big house.

3. We can use may/might for the result, to say that the result is only possible, not certain:
   If I post this letter today, it might get there tomorrow.

   We can use should for the result, to say that the result is probable but not certain:
   If I post this letter today, they should get it before the end of the week.

   We can use an imperative for the result, to give an instruction or advice:
   Here's my card - if you need any help, give me a ring.

A Possibilities in my future

Complete this email from one friend to another by putting in the correct positive or negative forms of the verbs in brackets. Use the present simple or will/won't. Use short forms.

Thanks for your message, it was great to hear your news. I'm very busy at the moment because my exams start next week. If I get the right grades, I'll start my university course in September. But if I don't do well enough in them, I'm not able to go to that university. So I'm working very hard.

Thanks for inviting me to come and stay with you during the summer. I can't do it if the flights are too expensive. I'm planning to get a job for a few weeks and I save enough money to come if I find one. It's a pity if we see each other, so I'll do my best.

Other news? Well, the weather's terrible here at the moment. If it improves, I think I reply as quickly as I can.

If you write to me again soon, I
B What might happen tonight

Judy and Brian are getting ready to go out for the evening. Complete their conversation, using the words below it and the present simple or will/won’t.

JUDY If you don’t hurry, I’ll be late. Don’t worry about it.
BRIAN Well, wait for us for a few minutes. I’m sure they’ll be on time.
JUDY But it’s a very important evening. It’s Frank’s birthday and he’s angry with us if we’re late.
BRIAN Look, I’m nearly ready. If I’m calm, I’m sure it’ll be fine.
JUDY Do you think that Frank is going to make a speech?
BRIAN If I have to make a speech, I’ll be embarrassed, I’m sure.
JUDY Why? If I have to make a speech on his special day, I’ll make my funny stories.
BRIAN You might laugh. But if I have to talk about things that happened when he and I were small children, I’ll leave the room!

C If you visit this city …

Match the second halves of the tips from a travel guide (a–i) giving advice to tourists visiting a city with the beginning of each sentence (1–8). Write the correct sentence endings in the spaces.

0 If you book accommodation early, you might like to climb to the top of the cathedral tower.
1 If you get lost in the city, you should be able to get tickets easily.
2 If you visit the Central Museum, some of the tourist attractions might not be open.
3 If you want to go to the opera, don’t panic.
4 If you go to the market, you shouldn’t have to queue at museums and art galleries.
5 If you want to avoid the crowds, you might find some good souvenirs.
6 If you buy a tourist pass, go straight to the third floor.
7 If you feel energetic one day, don’t come at the height of the tourist season.
8 If you come here in the winter, you shouldn’t have difficulty getting a good hotel.
Conditionals
Second conditional

3 Some examples of second conditional sentences:
If I lived by the sea, I’d go swimming every day.
If I could find a better job, I wouldn’t stay here.

4 The second conditional pattern is:
if + subject + past simple + subject + would

If I had enough money, I would buy that car.

We use a comma (,) after the “if” part of the sentence in this pattern.
The if clause can come second:
I would/I’d buy that car if I had enough money.

We can use negative verbs in the same patterns:
If I didn’t have friends, I wouldn’t be happy.
I wouldn’t be happy if my friends left the country.

5 We also use could/couldn’t in the if clause:
If I could find a better job, I would/I’d leave this company.

6 We can form questions with all these patterns:
If you had lots of money, which car would you buy?
How would you get to work if you couldn’t drive?

Grammar in action

We use the second conditional to talk about the present, and to imagine that a present fact or situation is different from what it really is. We use the second conditional to imagine the present or future result of a different present situation:

If I lived by the sea, I’d go swimming every day. (But I don’t go swimming every day because I don’t live by the sea.)

We also use the second conditional to talk about actions and events in the future that we think probably will not happen, and to imagine the results of those actions and events. For example, we can use it to talk about our dreams:
If I won $1 million, I would travel the world.
(But I probably won’t win $1 million so I probably won’t travel the world)

We use could in second conditional sentences to talk about abilities and possibilities that do not exist in the present or probably won’t exist in the future:
If I could swim, I’d go in the water; (But I won’t go in the water because I can’t swim.)

D A different world

A teenage magazine asked readers to imagine a world that is different from the world they live in. Complete what they wrote, using the verbs in the box and the second conditional. Use short forms. You will need to use one of the choices more than once.

not eat  not suffer  help not be  use  not start  do  not like  be

0 If people didn’t start wars, the world would be a better place.
1 If everyone drove their cars less, there would be so much pollution.
2 If people recycles, they would clean the environment a lot.
3 If people ate healthier food, they would not get so unhealthy.
4 If people ate green vegetables, they would not grow so fast.
5 If celebrities ate junk food, they would not lose reading about them.
E  It probably won’t happen, but …

Complete this extract from a magazine interview with an actor called Paul, using the words in brackets and the second conditional. Use short forms if possible.

INTERVIEWER  If you could have (you can have) another job, what
PAUL  (I can be) a musician, (I be) really happy. If (I can play) an instrument really well, (it be) great.

INTERVIEWER  What instrument (you play) if (you can choose) one?
PAUL  (I join) a band and (I play) really loud. (I stand) on the stage and (I enjoy) being a rock star. But of course, it’s not going to happen.

INTERVIEWER  No, and you have a very successful career as an actor.
PAUL  I know, and I love it, but if (I stop) enjoying it, (I give up).

INTERVIEWER  Really? If (you give up) acting, what
PAUL  (I decide) to stop being an actor, I think (I become) a teacher. If (I work) with young people, (I teach) them from my own experience and I think (they learn) a lot.

F  Different possibilities

Write the questions using the words given and the conditional form in brackets. When you have completed the exercise, answer the questions.

0 you get married/what kind of person you marry? (first)
   If you get married, what kind of person will you marry?

1 you change your appearance what you change? (second)

2 you watch TV tonight, what you watch? (first)

3 you go out tonight/where you go? (first)

4 you can live in another country where you live? (second)

5 you have a lot of money/what you buy? (second)

6 you learn to speak English well/how you use the language? (first)

OVER TO YOU  Now go to page 124.
17 Connecting future sentences
Conditional clauses

1. Some examples of conditional clauses for the future:
   - If you leave now, you won't be late.
   - Unless you leave now, you will be late.
   - You won't be late as long as you leave now.
   - You will be late even if you leave now.

2. We use unless, as long as and even if to talk about the future in the pattern:
   - unless/as long as/even if + present simple

3. We use unless with a positive verb with the meaning 'if ... not':
   - Unless I borrow some money, I can't go out tonight.
   (= if I don't borrow ...)

4. We can use as long as with the meaning 'if ...':
   - We'll have a picnic as long as the weather is good.
   (= if the weather is good)

5. We can use even if for emphasis:
   - Even if we score a goal, we won't win the game.

6. We also use in case + present simple to talk about the future, with the meaning 'because it might happen':
   - Take my phone number in case you need to contact me tomorrow.
   (= because you might need to contact me)

Grammar in action

1. We use unless to talk about something that is necessary in the future, and to talk about the result if this does not happen:
   - I won't go on that ride unless you come with me.
   (= if you don't come with me)

2. We use as long as to emphasize that something is only possible in the future if another thing happens or doesn't happen:
   - As long as you drink plenty of water during the race, you'll be fine.

3. We use even if to emphasize that a possible future action or event will not change the future result:
   - Even if we work all night, we won't finish on time.
   (= because there is too much to do)

4. We use in case to talk about possible future situations and problems, and actions that someone takes or can take because these situations and problems are possible. We often use in case when we give advice:
   - Take a jumper in case it gets cold later.

A Music lessons

A music teacher is talking to a group of students in their first lesson. Rewrite what he says, using unless.

0. You won't improve if you don't practise regularly.
   You won't improve unless you practise regularly.

1. If you don't pay attention, you won't learn.
   You won't learn if you don't pay attention.

2. You won't enjoy the lessons if you don't concentrate.
   You won't enjoy the lessons unless you concentrate.

3. If you don't make a mistake, I won't tell you to stop playing.
   I won't tell you to stop playing if you don't make a mistake.

4. You won't be able to join the orchestra if you don't reach a high standard.
   You won't be able to join the orchestra unless you reach a high standard.

5. If your parents don't buy an instrument for you, you'll have to borrow one.
   You'll have to borrow one if your parents don't buy an instrument for you.

6. If I'm not late for some reason, lessons will always start at 2.30.
   Lessons will always start at 2.30 if I'm not late for some reason.
B  Exam advice

Some parents are talking to their children before they take an exam. Complete what they say, using as long as or even if.

0 As long as you concentrate (you/concentrate), you'll be fine.
1 (you/not panic), you'll be OK.
2 (you/not pass), I won't be angry with you.
3 (you/write clearly), everything will be fine.
4 (you/not know all the answers), you'll pass.
5 (some of the questions/be/hard), you'll do well.
6 (you/do your best), I'll be proud of you.

C  Packing for the trip

Carl and Rick are packing their suitcases before they go on holiday to another country. Complete their conversation using in case and the words in the box.

```plaintext
we/need  we/not be  one of us/start  we/spend  we/have  it/get
```

CARL OK, what are we going to take?
RICK Well, I've packed all my clothes. I've put in all my beach things in case we spend a lot of time sunbathing. But I've also put in a raincoat lucky with the weather. And I've put in a jumper cold at night.
CARL Good idea. I think I'll do that. Now, I'm going to take various things problems during the trip. I'm putting in various medicines and tablets feel ill. And I've made a list of various phone numbers contact someone in an emergency.

D  Kathy's party

Complete this email about a party, using unless, as long as, even if or in case and the words in brackets. You will need to use some negative verbs.

Are you going to Kathy's party at the Friends night club next weekend? My Dad says I can go as long as I don't go (go) on my own, so will you come with me? He also says that I can't go (get) a taxi home, so you could come back with me and stay at our house. He's going to give me plenty of money for the taxi (be) very expensive late at night, so you won't have to pay for it. Oh, and my Dad also says it's OK for me to go (get) home by midnight.

The usual crowd from college won't be there. Kevin says he doesn't want to go, so (be) good, we'll be able to dance and enjoy ourselves. So, please come with me. I'm going to phone you tonight (see) this message before then.
Connecting future sentences
Time clauses

7 We can use when/before/after/until/as soon as + present simple to talk about the future:
When I get home tonight, I’m going to take it easy.
Stay here until I get back.

8 We do not use will to talk about the future with these words:
NOT When I’ll get home tonight …

9 We can also use when/before/after/until/as soon as + present perfect to talk about the future:
When you’ve taken these pills, you’ll start to feel better.
She won’t be happy until she’s found a good job.

We usually use the present simple with before and the present perfect with after:
Wait! Wash your hands before you eat.
After you’ve washed your hands, you can start eating.

Grammar in action

5 We use the present simple with these words for an action or situation that happens at a particular point in the future. Here, someone is ill and not at work:

I’ll go back to work when I feel better. (= at the time when I feel better)

6 We use the present perfect with these words to make it clear that one future action will or must be complete before a second action happens:
I’m going to go diving when I’ve finished my meal.

7 We use until to talk about a point in the future when an action ends. Here, an adult is telling some children what happens in a game:
In this game, you dance until the music stops.
(= you stop at exactly the time the music stops)
Here a boss is talking to an employee:
You can’t go home until you’ve finished all your work.
(= you must finish your work first, then you can go)

8 We use as soon as to emphasize that something will or must happen a very short time after something else happens:
As soon as the fire alarm rings, leave the building.
(= immediately after the alarm starts to ring)

E Directions

Phil is going to drive to another town to visit his friend Dave. Phil has never made the journey before. Phil and Dave are talking on the phone. Complete their conversation using the correct phrases from the box. You will need to use capital letters sometimes.

when you arrive before you set off until the barrier lifts
when I get there when I’m until I reach as soon as you turn
as soon as you pass until you see before you get when you come

DAVE OK, Listen, I’ll give you some directions before you set off. 6 on the journey.

PHIL Right. I know that I have to go on the motorway 1 junction 7.

DAVE That’s right. 2 at junction 7, leave the motorway and you’ll come to a roundabout. Go straight on at the roundabout 3 a sign saying ‘Town Centre’. 4 that sign, you’ll come to a crossroads.

PHIL What will I do 5 at the crossroads?

DAVE Turn left and go along Slack Road. You’ll go past the hospital 6 to the end of that road. At the end of the road, turn right into Albert Street.

PHIL Yes 7 the building, you’ll find the entrance to the car park on the left. Press the button and wait 8 . Then you can drive in.
F  Cookery book instructions

Complete these instructions from a cookery book, using the words in brackets and the present perfect.

0  When you've boiled the water, put the pasta into the pan. (When you boil)
1  Wait before slicing it. (Until the meat cool down)
2  the carrots, add them to the dish. (When you chop)
3  the meat brown. (Until it go)
4  the sauce, pour it over the meat. (After you prepare)
5  Put the food in the required temperature. (When the oven reach)
6  Don't take it out of the oven properly. (Until it cook)
7  salt and pepper, leave the dish to cook for 40 minutes. (After you add)
8  in the oven for an hour, it will be ready to serve. (After the dish be)

G  Advert for climbing courses

Complete this extract from a brochure, using the words in the box and the correct verb tenses.

case something go long obey when you stand after you complete soon you do when you learn unless you try before you move even a climb seem before they take until you feel

CLIMBING FOR BEGINNERS

Beginners are welcome on our climbing courses. Before they take one of our courses, lots of people think they'll never be good climbers. They're amazed at what they achieve.

If you come on one of our courses, you'll receive full training from our qualified and friendly staff. If you do the basics, you'll be able to experience the excitement of real climbing. You'll start on small climbs onto bigger ones. You won't have to do any serious climbing confident enough to do it.

impossible at first, don't worry. to do it, you'll never know what you're able to achieve. And on our climbing courses, an instructor will be with you at all times wrong.

If you want to come down, just pull on the rope. You'll be able to come down safely that. Climbing is exciting, but at our centre, it's not dangerous. the safety instructions, you won't have any problems.

at the top after your first real climb, you'll feel great. And the course, you'll get a certificate to prove that you really did it!

OVER TO YOU  Now go to page 125.
18 Articles
A/an and the

1 Some examples of sentences with a/an and the:
   They live in a big house.
   They live in the big house on the corner.

2 We can use a/an with a singular noun:
   I bought a ticket.

3 We can use the with singular and plural nouns:
   I put the ticket in my pocket.
   I paid for the tickets with my credit card.

4 We often use an adjective after a/an or the and before a noun:
   I bought a cheap ticket.
   The cheap tickets have sold out.

Grammar in action

We use a/an to talk about something for the first time.
Here the speaker introduces something (a T-shirt) that she has not mentioned before:
I saw Alison yesterday. She was wearing a new T-shirt.

We use the with a singular noun to talk about something we have already mentioned. Here, the speaker gives more information about something:
Alison was wearing a new T-shirt. The T-shirt had blue stripes.

TIP
We use a/an before a type of job:
My brother is a doctor. (not ... a doctor)

We use the for a specific job or job title that only one person has:
His father is the Managing Director of a small company.

A Birthday presents

Complete this description of a birthday by putting a or the into the gaps.

Last week it was my Dad’s 50th birthday. In the morning... the... 6 postman brought him some cards and in the evening we took him for 1 meal in 2 restaurant. When he got up, Mum gave him 3 very big parcel. We all wondered what was in 4 parcel and when Dad opened it, we saw that it was 5 new like. Dad said that it was 6 surprise and that he was very pleased with it. I bought him 7 jumper and my brother gave him 8 book about art. When he put 9 jumper on, I could see that there was 10 hole in it. He didn’t see 11 hole because it was at 12 back, but I saw it. I got 13 jumper from 14 shop near here and I’m going to take it back to 15 shop and get 16 different one. In the afternoon, Dad went for 17 ride on 18 bike and then he read 19 book from my brother. Then we went to 20 restaurant. We had 21 good meal and Mum made 22 short speech after 23 meal. I think Dad had 24 good day but I’m angry about 25 jumper.
B  John’s plans

John’s parents are talking in the kitchen at home. Circle the correct articles in their conversation.

DAD  Where’s John and what’s he doing?
MUM  He’s in a/the living room. He’s watching a/the programme on TV.
DAD  Oh, OK. What’s he doing later?
MUM  He’s going to see a/the film. He’s going to a/the cinema in Brook Street, I think.
DAD  He’s going to see a/the new James Bond film that came out last week.
DAD  Who’s he going with?
MUM  Ah, well, he’s going with a/the girl. But he doesn’t want to say who a/the girl is.
DAD  It’s probably a/the girl he told us about last week. You know, a/the girl he met at a/the college party last Saturday.
DAD  Ah, you’re probably right. Anyway, he wants to take a/the car.
DAD  I suppose that’s OK. He can park it in a/the car park at the cinema.
MUM  I think he’s excited about a/the evening. He’s even wearing a/the clean shirt!
DAD  Wow! It must be an/a/an other/other important occasion for him!

C  Restaurant questions

These are questions commonly asked by waiters and customers in restaurants. Put a tick (√) if the article is correct and change the article if it is incorrect.

WAITER
0  Have you booked a table?
1  Would you like to leave your coats in the cloakroom?
2  Would you like a drink in the bar?
3  Can I recommend a chef’s special?
4  Would you like a wine list?
5  Would you like a dessert?

CUSTOMER
0  Could I have the clean knife, please?
1  Could we have the table for 6 people?
2  Can I see the menu, please?
3  Can we have a jug of water?
4  Could I speak to the manager?
5  Could I have a bill, please?

D  My home life

Complete this blog by putting a, an or the into the gaps.

I live in the big city in the centre of Britain. The city is called Coventry and I live in an old house in a quiet street. I’m a student at the local university, which is called Warwick University. The university is a modern one and it’s a good university. It has the arts centre, which has a good programme of films and concerts. I’m doing a three-year course there.

My father works in an office. He’s a Sales Director at the company that makes sports equipment. My mother is a nurse and she works at the new hospital that has just been built outside the city. I also have a brother – he’s a doctor and he works at the same hospital.
Articles
A/an, the, and no article

5 Some examples of sentences with a/an, the and no article.
That's a nice song.
I like the music in that film.
I like listening to music.

6 We can only use a/an with a countable noun. A countable noun can have a plural form and describes something that exists in separate, individual forms:
Claire has a very old car. ('Car' is a countable noun.)

We cannot use a/an with an uncountable noun. An uncountable noun has no plural form and describes something that does not exist in individual examples that can be 'counted' e.g.:

music, education, politics, food, water, weather, work, meat, rice, bread

not: listentoamusical' (it is not possible to talk about different 'musics')

7 We can use the with singular and plural countable nouns:
The teacher arrived and spoke to the students.

We can use the with uncountable nouns:
The food was good and I really liked the bread.

Grammar in action

4 We use a/an with countable nouns to talk about one thing or person, when many different ones exist:
This is a vegetable.

We use the with a plural noun to talk about specific things or people:
I like the vegetables in this dish.
(= these particular vegetables)

We do not use an article before a plural noun when we are talking about things or people in general:
Young children often don't like vegetables. (= young children in general and vegetables in general)

We use the with an uncountable noun to talk about a particular type or example of something:
I put the money into my bag. (= particular money)

We do not use an article with an uncountable noun when we are talking about something in general:
Money is a very important part of life. (= money in general and life in general)

We do not use the with:
• the names of most countries (except the US and the UK)
  She comes from Ireland and she lives in the US.
• the names of continents or languages:
  She comes from Africa. (not the Africa)
  Do you speak Spanish? (not the Spanish)
• types of music, but we can use the with musical instruments:
  He likes classical music. (not the classical music)
  He plays (the) saxophone in a band.
• meals, subjects for study, sports and games:
  What did you have for breakfast? (not the breakfast)
  She's very good at maths. (not the maths)
  I don't know how to play chess. (not the chess)

E Politics

Read this short article. Put a tick (✓) if the underlined parts are correct and change them if they are incorrect.

I think that politics is an interesting subject. Young people often aren't interested in a subject but I am. In fact, I'd quite like to be a politician.

At the moment in this country, the subjects that people are talking about are education and health. And of course the employment is big subject too. There will be an election soon but lots of people don't vote in elections here. They say that they don't trust politicians because they tell the lies and they don't know anything about lives of ordinary people.

But the attitudes like that are wrong in my opinion. If you want to see the changes in the world, you have to do something, if you want
the laws

37 that the government

38 introduces to be

the good ones

39 you have to be active. I'd like to be

successful politician

40 not because I want power

but because I want the peace

41 in world

42 and I

want to find answers

43 to the problems

44 that exist

45 at the moment.

F  Impressions of a new country

Tania has come to live in a new country. Complete her postcard to a friend at home about her feelings about the new country by putting the or or — into the gaps.

Put — if no article is required.

I've never been to the 6 sick before, but I've been to 7 France and to lots of countries in 8 Europe. There are loads of things in this country that are new to me. As you know, I like 9 sport but 10 sports they play in 11 England are different. I don't understand 12 cricket and I don't know much about 13 rugby but I'm going to find out about them.

Some people have 14 silly ideas about 15 food that people eat in 16 Britain. They don't really eat 17 fish and chips very much and they don't always have 18 bacon and eggs for 19 breakfast. These are 20 very old-fashioned ideas from 21 past. These days, they eat 22 pizza and 23 curry and 24 Chinese food and all kinds of things from all over the world.

I really like 25 old buildings that they have here. I'm very interested in 26 architecture and I like reading about 27 history of buildings I've visited. 28 History is one of my favourite subjects, but I also want to learn about 29 culture of the country. I must say that I don't like 30 weather here. But 31 people that I've met here are very nice and I've found it easy to make 32 friends. So I'm glad that I came here.

G  Reader profile

This is an announcement in an international magazine. Readers who want to get into contact with other readers send their details to the magazine. Circle the correct choices.

In touch | keeping readers connected

This week's reader is Kathryn Hunt. Kathryn's 33 the 34 student at a/the 35 college in Canada, where she's studying the 36 Business and Economics. She wants to start the 37 company that organizes the 38 special events when she leaves college. Kathryn likes the 39 rock music and the 40 jazz and she often goes to the 41 concerts. She can't play the 42 musical instrument but she's planning to learn to 43 play the 44 trumpet. She also likes the 45 reading and she particularly likes the 46 novels, especially the 47 crime fiction. Kathryn is a/the 48 vegan, which means that she doesn't eat the 49 meat and she also doesn't eat the 50 eggs or the 51 cheese. She likes learning the 52 foreign languages and at the moment she's learning the 53 Mandarin in her spare time. If you want to write to Kathryn, write to the 54. 55 Contacts Page of the 56 magazine at are the 57 address below.

OVER TO YOU  Now go to page 125.
Pronouns and possessives
Subject and object pronouns; possessive adjectives and pronouns

1 Some examples of sentences with subject and object pronouns:
   I don't know her.
   They live near us.

Some examples of sentences with possessive adjectives and pronouns:
   This is my bag.
   Is this bag yours?

2 We form these pronouns and adjectives in this way:

<table>
<thead>
<tr>
<th>SUBJECT PRONOUN</th>
<th>OBJECT PRONOUN</th>
<th>POSSESSIVE ADJECTIVE</th>
<th>POSSESSIVE PRONOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>me</td>
<td>my</td>
<td>mine</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
<td>your</td>
<td>yours</td>
</tr>
<tr>
<td>he/she/it</td>
<td>him/herit</td>
<td>his/her/its</td>
<td>his/ers/its</td>
</tr>
<tr>
<td>we</td>
<td>us</td>
<td>our</td>
<td>ours</td>
</tr>
<tr>
<td>they</td>
<td>them</td>
<td>their</td>
<td>theirs</td>
</tr>
</tbody>
</table>

She has lots of friends. Everybody likes her.
This isn't my passport. It's yours.

Grammar in action

We use a subject pronoun as the subject of a verb, when it is clear which person or thing we are talking about:
In the shop, I spoke to an assistant. She (= the assistant) was helpful.
We do not use a subject pronoun after a subject:
NOT An assistant she served me in the shop.

A The tourist information office

Complete this description of a job by putting in the correct subject or object pronouns.

I work in a tourist information office. Three other people work with

1. Mandy is a very funny girl and 2. always makes jokes. Rosemarie is
an older woman and I don't know 3. very well. Robert is a friendly
man and everyone likes 4. because
5. is very helpful.
6. seat in seats at the counter and people come in and ask
7. questions. 8. try to help 9. but
sometimes 10. ask silly questions and 11. don't know
the answers. But 12. is a good job and I enjoy
13.

74 | Nouns, pronouns, determiners
B The good students

Two school students are talking about homework. Complete their conversation by putting in the correct possessive adjectives and possessive pronouns.

ANN I've done my (i) homework. Have you done (you)?
NICK Yes, I did (I) two days ago.
ANN What about Carl? Has he done (he)?
NICK I don't know. He usually does (he) late, doesn't he?
ANN He doesn't care about (he) school work.
NICK Yes, and it's the same for Ruth.
ANN Mmm, I'm sure she hasn't done (she) yet. She's always out with (she)? boyfriend.
NICK We always try to do (we) work on time but other people don't do (they). That's why they get into trouble at school and we don't.
NICK But they probably have more fun than us.

C Childhood memories

An adult is remembering his childhood. Decide if the underlined words are correct or incorrect. Put a tick (√) if they are correct and write the correct word if they are not.

0 My sister was born when I was 3. Hers birthday is in June.
1 We didn't have a computer in our house when I was little.
2 When he was 4 years old, my brother broke his leg.
3 My sister and I had little bikes. My was yellow and hers was blue.
4 I've still got my.
5 My best friends were Dave and Paul. Sometimes they played at my house and sometimes I played at theirs.
6 My mother enjoyed his job but my dad didn't like his.

D On the plane

A group of friends are getting onto a plane. Complete what two of the friends say by putting in the correct possessive adjectives and possessive pronouns.

TOM This is my seat, row F, seat 28.
LYNN No, it isn't. It's . Look, my boarding card says F28 is number 29.
TOM Oh yes, you're right. I didn't look at card properly.
LYNN Where shall we put bags?
TOM I can put under the seat, it's only small. You can put in the overhead compartment. It's quite big but if you put it on side it should go into the compartment. Oh, have you got passports?
LYNN No, you've got them, they're in a bag.
TOM Oh yes, I forgot. Now, where are Richard and Judy? Where are seats?
LYNN 11 are at the back of the plane. He's right at the back, I think seat is in row W, and 13 is in row T. She's a couple of rows in front of him.
TOM Why are 14 seats so far away from 15?
LYNN Well, we were a bit late checking in so we couldn't all get seats together.
Pronouns and possessives

Reflexive pronouns; each other

3 Some examples of sentences using reflexive pronouns and each other:
I enjoyed myself at the party.
We painted the flat ourselves.
Pam and Fiona don’t like each other.

4 We form reflexive pronouns in this way:

<table>
<thead>
<tr>
<th>SUBJECT PRONOUN</th>
<th>REFLEXIVE PRONOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>myself</td>
</tr>
<tr>
<td>you (singular)</td>
<td>yourself</td>
</tr>
<tr>
<td>he/she/it</td>
<td>himself/herself/itself</td>
</tr>
<tr>
<td>we</td>
<td>ourselves</td>
</tr>
<tr>
<td>you (plural)</td>
<td>yourselves</td>
</tr>
<tr>
<td>they</td>
<td>themselves</td>
</tr>
</tbody>
</table>

5 We use reflexive pronouns with certain verbs, for example:

<table>
<thead>
<tr>
<th>verb</th>
<th>subject + verb + reflexive pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>enjoy</td>
<td>enjoy themselves last night.</td>
</tr>
<tr>
<td>hurt</td>
<td>hurt himself.</td>
</tr>
<tr>
<td>teach</td>
<td>teach ourselves.</td>
</tr>
<tr>
<td>paint</td>
<td>paint themselves.</td>
</tr>
<tr>
<td>cook</td>
<td>cook himself.</td>
</tr>
<tr>
<td>do</td>
<td>do make.</td>
</tr>
<tr>
<td>make</td>
<td>make themselves.</td>
</tr>
<tr>
<td>build</td>
<td>build themselves.</td>
</tr>
<tr>
<td>organize</td>
<td>organize themselves.</td>
</tr>
</tbody>
</table>

6 We sometimes use reflexive pronouns in this pattern:

Everyone enjoyed themselves last night.

7 We sometimes use reflexive pronouns in this pattern:

He cooked the meal himself.

8 We use each other in these patterns:

<table>
<thead>
<tr>
<th>verb + each other</th>
</tr>
</thead>
<tbody>
<tr>
<td>verb + preposition + each other</td>
</tr>
</tbody>
</table>

We’ve known each other for a long time.
They speak to each other on the phone every day.

Grammar in action

We use a reflexive pronoun immediately after certain verbs, to talk about actions or experiences that only affect the subject and not other people:

- Don’t do that! You’ll hurt yourself.
- Help yourself (= take something without asking for permission)
- Behave yourself (= act in the correct way, do not do bad things)

We use a reflexive pronoun after certain verbs and an object to emphasize that the subject does or did the action, not another person or other people:

- They built the cupboards themselves. (= They built them, not another person; they didn’t buy them or pay someone to build them)
- She paid for the ticket herself. (= She used her money; another person didn’t pay for her)

We use each other in these ways:

- Bill and Sue love each other very much. (= Bill loves Sue very much and Sue loves Bill very much.)
- Bill and Sue often buy presents for each other. (= He buys presents for her and she buys presents for him.)

E School prizes

The head teacher at a primary school is giving prizes to some of the children.
Complete what the head teacher says by putting in the correct reflexive pronouns.

OK, the first prize today goes to Julia for this excellent picture. She painted it _______ and it took her a long time. Well done, Julia. Next, we have a prize for Carl, who ran in the 10 kilometre race last weekend. I did that _______ last year and I know it’s not easy. Well done, Carl. Next, a prize for Natasha and Bella. They held a party to raise money for charity and they organized it _______. We enjoyed _______ at that party, didn’t we? Good work, girls. Now, a prize for George for this fantastic model of our school. He built it _______ at home and then brought it into school. It’s fantastic that you built the whole thing _______, George, with no help from anyone. Well done! OK, children, behave _______ and stop talking. I have some information to give you.
F  The new home

Sue and Tony have just moved into a new home. Sue is showing the new home to her friend Jill. Complete their conversation using the words below it and the correct reflexive pronouns.

SUE Welcome to our new home.
JILL Wow, everything looks so new. Did you decorate it yourself?
SUE Yes, we 1, we didn’t have enough money to pay someone to do it.
JILL Was it really hard work?
SUE Yes, it was but we 2.
JILL Those shelves are nice.
SUE Yes, Tony 3. It was his first time and he 4 a few times while he was putting them up. But he’s very pleased with the results.
JILL And the curtains? They look great.
SUE That’s my work.
JILL Really! Did you 5?
SUE Yes, I didn’t know how to do it, but I 6 from a book and I managed to …7.
JILL Wow, I’m impressed. I really envy people who can 8. I’m no good at that kind of thing.

0 decorate it  3 built them  6 taught
1 did everything  4 hurt  7 put them together
2 enjoyed  5 make them  8 do things

G  Tina and Susannah’s party

Tina and Susannah are having a party. Complete what Tina says to different people at the party by putting ourselves, yourselves, themselves or each other into the gaps.

0 Do you like the food? We didn’t cook it  ourselves, of course.
1 Some of my old friends are here. We don’t see  very often so it’s great to see them.
2 Do you see that couple over there? That’s Fiona and Paul. I think they’re arguing. They argue with  all the time.
3 Please help  to some more food, there’s plenty for everyone.
4 Some of the people here don’t know  very well but everyone’s being friendly with .
5 I hope you like the music. We chose it  .
6 That’s Elaine over there. She’s one of my best friends and we phone  almost every day.
7 I think this a good party and people are enjoying  .

OVER TO YOU  Now go to page 125.
Quantifiers
All, most, some, a lot of, any, a few, a little

1 Some examples of sentences with these quantifiers:
   I bought some fruit in the market.
   I ate some of the apples and I kept a few of them.
   We worked hard all day.

2 We can use all, most, some, a lot of and any in these patterns:
   + noun
   I bought some new clothes last week.
   + of + the/possessive + noun
   You haven’t eaten any of your meal.
   + of it/them
   We looked for a hotel but most of them were full.

It is not necessary to use ‘of’ after all with a noun but we must use ‘of’ before ‘it/them’:
I got all (of) the questions right. /I got all of them right.

3 We use a few in these patterns:
   + plural noun
   I read a few magazines yesterday.
   + of + the/possessive + plural noun
   A few of the people in my class do judo.
   + of them
   There were a lot of good books in the shop and I bought a few of them.

4 We use a little + uncountable noun:
   I’ve only got a little money left.

5 We use some with positive verbs and any with negative verbs and in questions:
   *Have you got any milk or sugar? ~ Well, I’ve got some sugar but I haven’t got any milk.

6 We do not use these patterns:
   the most, etc. + noun: (not The most people in my class are friendly)
   the most, etc. of + noun: (not I like the most of people in my class)
   most, etc. of + noun: (not I like most of people in my class)

   In all these examples, we say most people or most of the people.

Grammar in action
1 We use all, most, some, a lot of and any to talk or ask about the amount or number of something when we don’t give an exact amount or number:
   - Have you done all (of) the ironing?
     - No, I’ve done most of it, but I’ve got some shirts to do.

2 We use the pattern all day/night/week/year, etc. to talk about whole periods of time:
   It rained all night. (not all the night)

A Some facts about my job
Underline the correct words in what a young woman says about her job.

0 Most/Most of days I start at 7 a.m. but some/some of the days I don’t start until 8 a.m.
1 I write a lot/a lot of reports and I’ve spent most of/most of the day writing one.
2 Sometimes it’s hard to do all my/all of work.
3 Some/Some of days are very difficult but sometimes I don’t have any/any of problems.
4 I spend a lot my/a lot of my time talking on the phone.
5 I get on well with all of/all the people at work and most men/most of them are friends.
6 Sometimes I’m very busy and I don’t have any/some lunch.
7 Sometimes I spend all/all the day in meetings...
8 If I don’t have any/any of work to do, I can go home early.
9 Sometimes I have so much work to do that I can’t do all it/all of it in a day.
B  Author discussion

Bob and Terry are talking about an author and his books. Complete their conversation by putting in the missing words. Put one word in each gap.

BOB Have you read any books by Malcolm Parker?
TERRY No, I've heard of him, but I can't remember the names of his books. Tell me the names of some books.
BOB Dark Alley, Cold Water, The Long Journey – that's a few books he's written.
TERRY Are all of them good?
BOB I think so. I'm reading Dark Alley at the moment. I've read most of it, but I've still got a few pages to go.
TERRY I started reading that book 8 weeks ago. I read a lot of pages, about 200 pages, but I didn't enjoy any of the characters, I thought all were totally unrealistic.
BOB Really? I'm enjoying it. I think he's a really good writer.

C  What did you eat today?

Adam and Roger are discussing what they ate today. Complete their conversation by putting a few, a little or a lot into the gaps.

ADAM What did you have for breakfast?
ROGER I just had a little cereal, I wasn't very hungry. What about you?
ADAM I had a few pieces of toast – I was really hungry this morning. What did you have for lunch?
ROGER I just had 2 pasta. I don't like to have any food at lunchtime. What about you?
ADAM I had 4 sandwiches and 5 crisps and then I had a little chocolate, but not too much.
ROGER You eat a lot of unhealthy things, don't you?
ADAM Yes, and I know I need to lose weight. I'm going to start by eating fruit and fresh vegetables instead of my usual things.

D  Local information

Decide if the underlined phrases in these pieces of advice from a tourist information leaflet are correct or incorrect. If they are correct, put a tick (√). Write the correct phrase if they are incorrect.

0 Most of the hotels in the city stay open all year.
1 Some hotels will exchange money for you.
2 The weekly tourist card can be used in the most of the city's tourist attractions.
3 Try some of the local specialties – you'll love them!
4 The most restaurants offer a children's menu.
5 Public transport into and out of the city centre runs all the night.
6 All museums and art galleries in the city are free.
7 If you haven't been to any of the magnificent parks, you should visit them.
8 This is a very exciting city and you should see all of it!
Quantifiers

Much, many, none, no

5 Some examples of sentences with these quantifiers:
   She hasn't got many friends.
   There's no food in the cupboard.

6 We can use many and much with negative verbs and in questions, in these patterns:
   many + plural noun
   I don't want many potatoes, thanks.
   many of + the possesive + plural noun
   Did you know many of the people at the party?
   many of + them
   There were lots of people but I didn't know many of them.
   much + uncountable noun
   I haven't got much money at the moment.
   much of + the possesive + singular/uncountable noun
   I haven't read much of this book.
   I haven't got much of my money left.
   much of + it
   It's a very long book and I haven't read much of it.

7 We can use no and none with positive verbs, in these patterns:
   no + plural/uncountable noun
   There were no hotels here 30 years ago.
   There was no tourism in this area 30 years ago.
   none of + the possesive + plural/uncountable noun
   None of my friends wanted to come with me.
   None of the food was very nice.
   none of + them
   I asked my friends but none of them wanted to come with me.

Grammar in action

8 We use many to talk about a number of things, and much to talk about an amount of something:
   I didn't take many clothes, so I didn't have much luggage.

(For questions with how much and how many, see p. 28.)

6 no with a positive verb is the same as any with a negative verb:
   There are no good night clubs in this town = There aren't any good night clubs in this town.

Remember to use none with a positive verb:
   None of the tables in the restaurant were full.

(Not weren't full).

We use no (not none) before a noun:
   There were no people in the street.

We use none of (not no of):
   None of the photos are good.

E We don't travel

Val and Eva are talking about travelling. Complete their conversation by putting in much, many, much of, or many of.

VAL Have you been to many countries?
EVA No, I haven't done much travelling. What about you? Have you had any experience of travelling?
VAL No, I never have enough money so I don't have many holidays. And there aren't many places that I'd like to visit. I guess I don't have much interest in doing that.
EVA I went to Scotland once, but I didn't see the country because the weather was so awful. There are lots of mountains and lakes there but I didn't see them.
VAL Don't they eat something called haggis there?
EVA Yes, I tried some once but I didn't like it so I didn't eat it.
VAL I went to Paris once, but I didn’t see the sights. And I didn’t know the language so I couldn’t really talk to people.
EVA Well, I guess we’re just not good travellers, are we?
VAL No!

F My unhappy friend

Complete this description of a friend by putting in no or none of.

My friend Simon has got a lot of problems. He’s at college but he’s got no friends. There are lots of people in his class but them like him. 2 of the girls want to go out with him. They say he’s very rude - he’s got 3 manners and 4 charm. He’s also got 5 money and 6 nice clothes. I tried to give him some advice but 7 it helped him. He paid 8 attention to what I said and it made 9 difference to him. I’ve got 10 sympathy for him now.

G A bad shopping trip

Complete these sentences about a shopping trip by putting in the correct words and phrases from the box. Use each of the words and phrases in the box only once.

many any a lot none a little some all most much no a few

0 I went to the shopping centre because I wanted to buy clothes.
1 I need some new things because my clothes are quite old now.
2 I tried on a lot of clothes but I didn’t buy of them.
3 I saw a lot of clothes I liked but of them fitted me.
4 I couldn’t buy anything expensive because I didn’t have money.
5 It was a quiet day and there were only people in the shops.
6 I was looking for bargains but I didn’t see of them – only one or two cheap things.
7 I got tired because I spent of time going round the shops.
8 I spent of my money on other things and I only had money left when I came home.
9 I was unhappy when I came home because I had new clothes to wear.

OVER TO YOU Now go to page 125.

Match phrases 1–4 from exercise F to definitions A–D:
1 have manners
2 have charm
3 pay attention
4 make a difference
A listen
B be polite
C be important
D have an attractive personality

Nouns, pronouns, determiners | 81
21 Pronouns and determiners
One, ones; another, other, others

1 Some examples of sentences with these pronouns and determiners:
I like those cars and I want one.
We can come back here on another day.
I couldn’t go last night because I had other things to do.

2 We use one and the one to refer to a singular noun:
Would you like a drink? – No, thanks; I don’t want one (= a drink) at the moment.
I was looking for a particular book but I couldn’t find the one (= the book) I wanted.
We use ones and the ones to refer to a plural noun:
Which trousers are you going to wear? – My new ones (= trousers).
These photos are the ones (= the photos) I took at the wedding.

We can use one in the pattern one of + the/possessive + plural noun:
One of the people in my class has left the college.
One of my friends has gone to live in the US.

3 We use another with singular nouns and other with plural nouns:
Would you like another sandwich?
She never thinks of other people.

We use the other and my/your etc. other with singular or plural nouns:
You can have my other sandwich.
The other people at the interview seemed so clever.

We use the other one in place of a singular noun and the others in place of a plural noun:
I didn’t like the beef sandwich, but I liked the other one (= the other sandwich)
One of the interviewers seemed nice. The others didn’t (= the other interviewers)

Grammar in action

1 We use one, the one, ones and the ones instead of repeating a noun that has been mentioned and is therefore understood:
Would you like to borrow my pen? – No, it’s OK, I’ve got one.

2 We use which one and which ones to ask someone to specify a particular thing or particular things:
There are lots of good hotels. Which one shall we book?

3 We use one of to talk about one person or thing when there are many:
One of the flowers has died.

4 We use another with the meaning ‘one more’:
Could I have another cup of coffee, please?

5 We use another and other with the meaning ‘a different’ and ‘different’:
James has left the company. He’s found another job.
Have you got these shoes in other sizes?

6 We use the other (one) and the others when it is clear which thing(s) we mean:
I’ve got one sock but I can’t find the other one; (= the other sock)
Two of the burglars got away. The others (= the other burglars) were arrested.

A The new bike
Nicola and Guy are talking about Guy’s new bike. Complete their conversation using one, the one, ones, the ones or one of. For some gaps you must also use the word in brackets.

NICOLA That’s a nice bike. Is it a new one? (new)?

GUY Yes, my son’s bike. It’s stopped working.

NICOLA Well, that looks expensive. It’s impossible (the new) XT7 models, isn’t it?

GUY No, I couldn’t afford those; (= those). No, this is an RP75. It was expensive (only) in the shop that I liked and that I could afford.

NICOLA Really?
GUY Yes, I looked at lots of really nice bikes, but all of them were too expensive for me. I really wanted the XT, but it costs a lot.

NICOLA Well, I've got ________ but it wasn't very expensive. I got it in a shop in the city centre.

GUY ________ (which)?

NICOLA Collier's. It's ________ (really good). It's got a fantastic range of bikes from ________ (cheap) to ________ (very expensive). I got an XT there and it didn't cost too much.

GUY Oh well, I'm happy with ________ I've got.

B Lots of luggage

Complete this description from a novel by putting the correct phrase from the box in each gap. Use each phrase at least once.

another the other the other one other the others

When Chris arrived back from Greece, he was carrying a lot of luggage. He had a big suitcase in one hand and another suitcase and some small bags in ________ hand. And there was ________ bag on his shoulders. When he got home, he had a cup of coffee and unpacked all the bags. The big suitcase contained all his clothes and ________ suitcase contained things that he bought while he was away. First of all, he took out his clothes from the big suitcase. Some of them were clean but ________ needed to be washed, so he put them in a pile on the floor. He put that suitcase away and then he unpacked ________ souvenirs and ________ things from local shops in Greece. He put that bag away and then he unpacked all ________ bags. They contained presents for his family and for ________ people. He put some of them in a cupboard and he left ________ on his bed. Then he sat down and had ________ cup of coffee.

C In the shoe shop

Complete this conversation in a shop by putting in the correct word or phrase, using one, ones, another and other. Put one word in each gap.

CUSTOMER I'd like to get some boots, please. I need to get some strong ________.

ASSISTANT OK, ________ would you like? We have several different kinds.

CUSTOMER I'd like ________ in the window, the brown ________ called Trekkers.

ASSISTANT OK, what size are you?

CUSTOMER Well, ________ my feet is bigger than ________, I'll try a size 9 but I might need a 10.

ASSISTANT OK, here's the size 9. I've also brought the size 10.

CUSTOMER Thanks. Ah, this ________ fits OK, but ________ feels too small. Can I try ________ pair, please?

ASSISTANT Yes, here you are.

CUSTOMER Ah, these are fine. But they're light brown ________ in the window are dark brown.

ASSISTANT Oh, I'm afraid we've sold out of the dark brown ________. We're expecting to get some more soon. If you come back on ________ day, we might have them.

CUSTOMER No, it's OK, I'll take these.
Pronouns and determiners
Something, everybody, nowhere, anyone, etc.

5 Some examples of sentences with these pronouns:
I want to tell you something.
Everybody knows what happened.
Did you eat anything for breakfast?

6 We use something, somebody/someone and somewhere with positive verbs:
Something has made her unhappy.
Someone phoned you while you were out.

7 We use everything, everybody/everyone and everywhere with positive verbs:
Everything is fine at the moment.
I've looked everywhere but I can't find it.

8 We use nothing, nobody/no one and nowhere with positive verbs:
There was nothing in the cupboard.
Nobody/No one spoke.

9 We use anything, anybody/anyone and anywhere with negative verbs and in questions:
She didn't tell anyone.
Did you find anything at the shops?

Grammar in action

6 We use something, somebody/someone and somewhere with the meanings 'a thing', 'a person', and 'in a place'. We use these words when we are not saying, or don't know, which thing, person or place:
Something rang you, but she didn't leave a message.

8 We use everything, everybody/everyone and everywhere with the meanings 'all things', 'all people', and 'in all places':
He took everything out of his bag.

7 We use nothing, nobody/no one and nowhere with the meanings 'no things', 'no people' and 'in no places':
Nobody/No one lives there.

8 We use anything, anybody/anyone and anywhere with negative verbs with the meanings 'a thing', 'a person' and 'in or to a place':
I can't see anything - it's very dark in here.

9 We can use else in the phrases something else, anybody else, etc. with the meanings 'a different thing', 'another person', etc. Here, someone is talking to a friend in a very crowded place:
Let's go somewhere else.

10 We can use an adjective after something, anything, etc.: 
Something strange is happening to me!

D The missing notebook

Complete this conversation by putting in something, anything, etc.

ANNE You look worried. What's the problem?
TIM I've lost something.
ANNE What?
TIM My notebook. I've looked everywhere for it but I can't find it.

ANNE Perhaps you left it at college. Is it in your locker, for example?
TIM No, there's nothing in my locker, it's completely empty.
ANNE Well, maybe someone took it by accident.
TIM No, I've asked my class but no one has got it.
ANNE: Well, there must be something you can do. Have you checked in all your pockets?
TIM: Of course I have. Oh, just a minute, there’s something in this pocket. I don’t usually keep anything in there. Ah, guess what it is!

E My news

Complete this email from Monica to her friend Sarah by putting in something, anything, etc. If there is a word in brackets, also use that word.

Hi Sarah,

I’ve got something interesting (interesting) to tell you but you mustn’t tell anyone (else) because it’s a secret. Clare has split up with Michael and she’s seeing someone (new). His name’s Toby and she says he’s a builder, but she hasn’t told me anything (else) about him. That’s a surprise isn’t it? She didn’t say anything (to me) about problems with Michael before this happened and it’s quite amazing (unusual) that she was expecting it to happen – we were all very surprised.

Well, apart from that, everything (else) is normal and everything (different) from the usual routine. I haven’t done anything (exciting) and I haven’t done anything (good) happens soon.

Love to you (in your family).

Monica

F Student mistakes

Antonio is a student in England, living with a host family. Correct these things he says to his host family by changing the underlined words and phrases.

0. I went to some nice shops today but I didn’t buy anything in them.
1. I don’t want nothing else (anything) to eat, thank you.
2. I spoke in English but nobody didn’t understand what I said.
3. I went to a café and I went to another place too.
4. I’m not going to go nowhere tonight, I’m going to stay here.
5. I like these biscuits more than the one we have at home.
6. I met anyone today who has been to my home town.
7. I don’t usually buy a newspaper but I bought a one today.
8. We had other teacher today because our usual teacher was ill.
9. I think I said wrong something when I was in the shop.
10. There isn’t nothing to watch on TV tonight.

OVER TO YOU Now go to page 126.
There, it, this, that, etc.
There and it

1. Some examples of sentences with there and it as the subject of a sentence or clause:
   - There’s a hotel and there are three shops nearby. It’s very beautiful in this part of the country.

2. We always use there in these patterns:
   - There is/are...
   - There be...
   - There were...
   - There were fifteen of us in the restaurant.

3. These are some examples of patterns beginning with It:
   - It’s nearly five o’clock.
   - It was raining a lot yesterday.
   - It was nice of you to do this for me.
   - It was a good day.

Grammar in action

We use there to say that something exists. We can use there to talk about something that exists physically:

- There’s some orange juice in the fridge.
- We can also use there to talk about things that happen and situations:
  - There was an accident on the motorway.
  - There were no spaces in the car park.

We can use there for a number of people or things:
- There are four people in my band.
- There are four of us in the band. (not: We are four in the band...)

We use it + be to say the time, day, month, date, etc.:
- It’s nearly five o’clock.

We use it to say a distance from one place to another:
- It’s 120 kilometres from here to Paris.

We use it + be or it + verb to talk about the weather:
- It was sunny.
- It rained all day.

We can also use there + be + noun to talk about the weather:
- There was a lot of rain here last month.

We use it + be + for + me/him, etc. + to infinitive to describe someone’s situation:
- It was hard for him to find a job.

We use it + be + of + me/him, etc. + to infinitive to describe someone’s behaviour. In this example, the speaker is thanking someone:
- It was kind of you to help me.

We use it + be + adjective + to infinitive / -ing form to describe feelings about experiences. Here, the speaker is meeting someone:
- It’s great to see/see you again.

We use it + be + adjective + that... to give opinions about situations:
- It’s obvious that he’s angry.

A Postcard from Venice
Anita is visiting Venice. Circle the correct words in her postcard to a friend.

Greetings from Venice. There’s really good to be here and I’m enjoying myself. There’s a good time of year to come to this place. It’s not too many tourists. It’s so many things I want to see here, but there’s no way it’s possible to see all of them because there’s a lot of it’s not enough time. There’s it’s a lunchtime now and I’m writing this outside a café. The weather hasn’t been too bad. It’s not been much sunshine, there’s it’s been mostly cloudy, but there’s it’s been raining and there’s it’s been quite warm. There’s it’s interesting to sit here and watch all the people go by. There’s it’s a very good atmosphere in this place and I’m glad I came.
B Let's go to the cinema

Bill and Eric are discussing what to do. Complete their conversation by putting there or it into the gaps.

BILL What shall we do this afternoon? It's boring sitting here with nothing to do.
ERIC Well, it's a new film on at the cinema called Red Alert.
BILL Mmm, it's been a few weeks since I saw a film. Is it any good?
ERIC Well, it's a good review of it in today's paper. It starts at 5 p.m.
BILL OK, let's go and see it. What time is it now?
ERIC It's just after 4 p.m.
BILL Well, there's not far to the cinema. It's plenty of time for us to get there.
ERIC OK, we'll go.

C Good neighbours!

In this description of some neighbours, decide if the underlined words and phrases are correct or incorrect. If they are correct, put a tick (✓). If they are incorrect, write the correct word or phrase in the gap.

It's There's a group of students who live in the house next to mine. They are six and they are all studying to be doctors. It's always parties at that house and it's always very noisy when they have a party. There's impossible to sleep and it's annoying for the neighbours. But there's great for me. They always invite me to their parties and I really enjoy them. It's lots of people at those parties and it's always music and dancing.

D Thanks for inviting me, but ...

Jack's friend Steve has invited Jack to stay with him at his house. Complete Jack's email to Steve using the words below to fill each gap. Use short forms of verbs if possible.

It was great to hear from you and to come and stay with you. However, I have to go to a conference that month and I have to go there at that time but it's a very big event. Someone to go instead of me and so to you. I'm sorry about that. won't be able to see each other then. any other dates when I could come? some time with you. Please let me know.

0 was great/hear 6 is too late/me/find
1 was very good/you/invite 7 is impossible/me/come
2 will be difficult/me/come 8 is a pity/we
3 is 9 are
4 is unfortunate/I 10 is always great/spend
5 will be /five
There, it, this, that, etc.
This, that, these, and those

4 Some examples of sentences with this, that, these and those:
I like this jacket but I don’t like that one.
These suits are cheap but those are very expensive.

5 We use this and that in these patterns:
this/that + singular/uncountable noun
I like this café but I don’t like that music they’re playing.
this/that (pronoun)
Have you done this before?
I’ve already explained that.

6 We use these and those in these patterns:
these/those + plural noun
These flowers are nice and those trees are beautiful.
these/those (pronoun)
I’ve received a lot of emails. I’ve replied to these but I haven’t read those yet.
one of these/those (+ plural noun)
She lives in one of these houses, but I’m not sure which one.
Could I have one of those, please?

Grammar in action

5 We use this and these to talk about something that is physically near or in front of us when we are speaking, and that and those to talk about something that is a distance away when we are speaking:
I’m really enjoying this book. (The speaker is holding a book.)
Could you bring me that book, please? (The speaker is pointing to a book.)

6 We use this, that, these and those as pronouns with the meaning ‘this/that thing/person/place’ or ‘these/those things/people/places’. Here, someone is holding a friend’s book:
Can I borrow this? ~ No, you can’t borrow that, I haven’t finished it yet.

7 We use this and these with a noun or as a pronoun to talk about things that exist or happen in the present, and that and those to talk about things that existed or happened before now:
This is going to be a wonderful meal. It looks delicious.
That was a fantastic meal. I really enjoyed it.

8 These problems are difficult to solve. Those people behind us at the cinema last night were making a lot of noise.

9 We use that and those with a noun to refer to something that has been mentioned before:
I like Wales. ~ I’ve never been to that country.
I met Sam and Robin. ~ I don’t know those people.

10 We use that as a pronoun to refer to something that has been mentioned before, with the meaning ‘that fact’ or ‘that situation’:
Dave is leaving the company. ~ Oh, I didn’t know that.

11 We use that and those with a noun to refer to things and people without identifying them specifically or saying what their names are:
He’s married to that woman who drives a big red car.
She always buys those magazines that have lots of gossip about celebrities in them.

12 We use one of these/those to refer to one thing or person when there are many. Here, someone has chosen something in a shop:
I’d like to buy one of those watches, please.

E In the art gallery

A guide is talking to a group of visitors on a tour of an art gallery. Complete what he says, using this, that, these or those.

OK, now this painting that we’re now standing next to is one of the most famous paintings in the gallery. It’s been in this gallery for over 100 years and people come from all over the world to see it. It’s called Sunrise. The artist painted lots of wonderful scenes, but this is my personal favourite. Look at all these details here, they’re wonderful. In fact, in this section of the gallery, there are many of
his best paintings. 7 are all from his early period and I like 8 paintings more than any others of his. Now, if you look at 9 painting over there, on the opposite wall, you'll see that it has a totally different style. In fact, all of 10, on 11 wall, are from his later period. 12 is called Mechanics by the way.

Anyway, I'll talk about some of 13 paintings when we get there, but before that let's concentrate on 14, because it's a truly great work of art.

F The train journey

Caroline and Lucy are on a train journey. Complete their conversation by putting this, that, these, or those into the gaps.

CAROLINE 7 This 9 journey is quite boring, isn't it?
LUCY Yes, 10 trains are quite slow. But if you take one of 11 fast trains that only take two hours, it's quite expensive.
CAROLINE Yes, I know 12.
LUCY Still, 13 seats are OK, aren't they?
CAROLINE Yes, they are. But I'm bored.
LUCY Well, read 14. I've finished reading it now and it's a good magazine. Here, you can have it.
CAROLINE No, I don't want 15. Where are 16 biscuits we bought at the station?
LUCY We ate 17 when we got onto the train.
CAROLINE Oh yes, I'd forgotten about 18.
LUCY Here, have one of 19 sweets. They're very nice.
CAROLINE No, I don't like 20, they're horrible. I think I'll go to the buffet car and buy some of 21 chocolate I really like.
LUCY Yes, 22 is a good idea. Could you get me some of 23 too? And some more of 24 sweets. I've nearly finished 25.
CAROLINE OK, I'll go in a minute.

G Competition announcement

Complete this announcement by a TV presenter about a competition by putting there, it, this or that into the gaps.

OK, 26 is the moment you've all been waiting for — 27 is now competition time. 28 is a fantastic prize for the winner, and 29 is it — the TB6 multi-media unit that you can see on your screen now. OK, to win this fantastic prize, 30 is just one question that you have to answer and 31 is the question: Where were the first TV broadcasts made? OK, 32 was the question, and if you can answer it, 33 is easy to enter the competition. 34 is the number you need — 35 won't be expensive to call, as local rates will apply. I'm sure that 36 will be many thousands of entries for this competition and I'll announce the winner next week. Good luck!

OVER TO YOU Now go to page 126.
Comparison of adjectives

1 Some examples of sentences with comparative adjectives:
   His wife is older than him.
   The weather is better today.
   My sister is more intelligent than me.

2 We form comparative adjectives in this way:
   short adjectives (with one syllable):
   \[ \text{add -er} \]
   \[ \text{high} \rightarrow \text{higher} \quad \text{small} \rightarrow \text{smaller} \]
   short adjectives ending with one vowel and one consonant (except 'w'):
   \[ \text{double the consonant and add -er} \]
   \[ \text{big} \rightarrow \text{bigger} \quad \text{hot} \rightarrow \text{hotter} \quad \text{low} \rightarrow \text{lower} \]
   short adjectives ending with -e:
   \[ \text{add -r} \]
   \[ \text{nice} \rightarrow \text{nicer} \quad \text{late} \rightarrow \text{later} \]
   long adjectives (with two or more syllables):
   \[ \text{more + adjective} \]
   \[ \text{useful} \rightarrow \text{more useful} \quad \text{interesting} \rightarrow \text{more interesting} \]
   adjectives ending with -y:
   \[ \text{change to -ier} \]
   \[ \text{dirty} \rightarrow \text{dirtier} \quad \text{easy} \rightarrow \text{easier} \]
   irregular adjectives:
   \[ \text{good} \rightarrow \text{better} \quad \text{bad} \rightarrow \text{worse} \quad \text{far} \rightarrow \text{farther/further} \]

3 We often use this pattern to compare:
   \[ \text{comparative adjective + than} \]
   My new car is faster than my old one.
   This question is more difficult than the others.

Grammar in action

1 We use comparative adjectives to say that two or more things or people are different in a way.
   Nathan is taller than Carl.
   I like that painting but I think this one is better.

2 When we are comparing people, we often use an object pronoun (me, him, etc.) after than:
   Clare was happier than me about the news.

When we are comparing things belonging to people, we often use a possessive pronoun (mine, yours, etc.) after than:
   Dave’s car is smaller than mine.

We can use get with a comparative adjective to talk about a change. To emphasize that a change continues to happen, we sometimes repeat the comparative adjective:
   She got angrier and angrier/more and more upset.

A Possessions

Clive is talking about his possessions. Complete what he says, using the comparative forms of the adjectives in brackets.

0 My bike’s quite slow and I want to get a ________ (fast) one.
1 I want to get a ____________ (expensive) camera than the one I’ve got.
2 I’ve got an old computer and I want one that’s ____________ (modern).
3 My games console is OK but I want a ____________ (good) one.
4 I’d really like to have a ____________ (nice) guitar.
5 My phone isn’t very good and I want a ____________ (advanced) one.
6 I need new exercise equipment because I want to get ____________ (fit).
7 My music system is getting ____________ (bad) and I need a new one.
8 I want a car that’s ____________ (powerful) than the one I’ve got.
B Which film?

Alice and Brenda are discussing which film to see. Complete their conversation using the comparative forms of the adjectives in brackets. Sometimes you must also use than.

ALICE  I want to see Moonlight, I think it’ll be more exciting than *(exciting)* Dark Woods.

BRENDA Yes, but it’ll be *(scary)*. And you get *(frightened)* me in horror films, don’t you?

ALICE That’s true. You’re *(brave)* me, and you’re always *(calm)*.

BRENDA I think we should see Dark Woods. The reviews say that it’s *(funny)* Moonlight.

ALICE Yes, but Moonlight is *(popular)*, everyone’s talking about it.

BRENDA I know, but it’ll be *(easy)* to get tickets for Dark Woods.

ALICE But I think Moonlight will be *(entertaining)*.

BRENDA OK, we’ll see Moonlight.

C Comparing Tom and me

David is talking about his schoolfriend Tom. Complete his comparative sentences, using a comparative adjective and an object pronoun or a possessive pronoun.

0 He’s not very tall. I am. I’m *(taller than him)*

1 He’s good at maths. I’m not. He’s *(better than me)*

2 He lives in a big house. I don’t. My house is *(bigger than yours)*

3 His family is rich. My family isn’t. His family is *(richer than ours)*

4 He lives near the school. I don’t. He lives *(nearer to the school)*

5 He wears very fashionable clothes. I don’t. His clothes are *(more fashionable)*

6 I’m quite thin. He isn’t. He’s *(fatter than you)*

7 His parents are quite young. My parents aren’t. His parents are *(younger than mine)*

D Working at home

Complete this text about working at home, using the comparative forms of the adjectives in brackets. Sometimes you must also use than.

Some people say that working at home is *(better than)* *(good)* going out to work. They say that people who work at home are *(freer)*, their hours are *(more flexible)* and they are able to live *(more relaxed)* lives. They’re *(happier)* people who work in offices, and if they want, they can be *(lazier)*.

But other people say that working at home can be *(more difficult)* going out to work.

They say that for some people, working at home is *(more stressful)*. People who do it are *(lonelier)* people who can talk to colleagues at work, and they also have to be *(more organized)*.

Working at home instead of going out to work is *(more common)* in many parts of the world. But it doesn’t suit everyone.
23 Comparison of adjectives
As ... as; superlative adjectives

4 Some examples of sentences with as ... as:
   I'm not as clever as you.
   I don't spend as much money as him.

5 We can use (not) as ... as for comparing in these patterns:
   (not) as + adjective + as
   My computer isn't as good as yours.
   (not) as much + uncountable noun + as
   I don't earn as much money as Anna.
   (not) as many + plural noun + as
   I don't buy as many clothes as Anna.

6 Some examples of sentences with superlative adjectives:
   This is the oldest building in the city.
   That's the worst meal I've ever had!
   He is the most popular singer in this country.

7 We form superlative adjectives in this way:
   short adjectives (with one syllable):
      add -est
      high → the highest  small → the smallest
   short adjectives ending with one vowel and one consonant (except 'w'):
      double the consonant and add -est
      big → the biggest  hot → the hottest
   short adjectives ending with -e:
      add -est
      nice → the nicest  late → the latest

   long adjectives (with two or more syllables):
      the most + adjective
      useful → the most useful
      interesting → the most interesting

   adjectives ending with -y:
      change to -iest
      easy → the easiest

   irregular adjectives
      good → the best  bad → the worst
      far → the farthest/furthest

Grammar in action

3 We use as + adjective + as to say
   that things or people are the same
   or not the same in a way:
   I'm not as strong as him.

   We use as + much/many + as to say that amounts
   or numbers are the same or not the same. Here, two
   people are in an airport:
   I'm carrying as many bags as you.
   I'm carrying as much luggage as you are.

4 We use a superlative adjective
   with the meaning 'more ... than
   all others.' For example, 'the
   most expensive tickets' = 'more
   expensive than all other tickets':
   Harry is the tallest person in
   the team.

E Comparing you and me

Helen is talking to her friend Clare and comparing herself with Clare. Complete the
rewritten comparisons, using as ... as.

0 Your family is big. My family isn't. → My family isn't as big as yours.
1 Your watch was very expensive. My watch wasn't. → My watch
   __________________________ yours.
2 You do a lot of work. I do a lot of work too. → I ____________________ you.
3 You've got lots of qualifications. I haven't. → I ____________________ you.
4 You're very brave. I'm not. → I ____________________ you.
5 You're happy. I'm happy too. → I ____________________ you.
6 You earn a lot of money. I don’t. → I __________ you.
7 Your bike is very good. My bike isn’t. → My bike __________ yours.
8 You go to lots of parties. I don’t. → I __________ you.

F Interview with a travel writer

Complete the questions asked in an interview with a travel writer, using superlative forms of the adjectives in brackets.

0 What’s __________ (good) place you’ve ever been to?
1 Tell me about __________ (exciting) trip you’ve ever made.
2 What do you think is __________ (beautiful) place you’ve visited?
3 Which hotel is __________ (nice) one you’ve ever stayed in?
4 What are __________ (difficult) parts of your job?
5 What’s __________ (funny) thing that’s ever happened to you?
6 Which city is __________ (clean) and which one is __________ (dirty)?
7 Tell me about __________ (hot) place you have ever been to and __________ (cold) place.
8 What’s __________ (bad) experience you’ve ever had on your travels?
9 What’s __________ (interesting) thing that’s happened to you?
10 Which country has __________ (friendly) people, in your opinion?

G The company I work for

Adam is talking about his job. Complete what he says, using the words in brackets in the correct comparative or superlative forms and patterns.

This year I got a new job, and my new job is __________ (good) my old one. I now work for __________ 1 (big) company in this area, and my company is __________ 2 (successful) any other company in our industry. Our products are __________ 3 (popular) the ones other companies sell and other companies don’t have __________ 4 (employees) us. This year was __________ 5 (good) year in the company’s history. Our sales were __________ 6 (high) last year and the company is getting __________ 7 (big). My job is __________ 8 (interesting) job I’ve ever had. My office is __________ 9 (far) from my home than my previous one, so my journey to work is __________ 10 (long), but my previous job was not __________ 11 (challenging) this one and I didn’t earn __________ 12 (money) I earn now. I’m very happy now. My colleagues are __________ 13 (nice) people I’ve ever met and I’m working for __________ 14 (fine) company in this area.

OVER TO YOU Now go to page 126.
24 Adverbs
Adverbs of manner; comparison of adverbs

1 Some examples of sentences with adverbs of manner:
   She smiled happily.
The children played quietly.

2 We form adverbs in this way:
   most adjectives
   ▶ add -ly:
   quick → quickly careful → carefully
   adjectives ending with -y:
   ▶ change to -ly
   easy → easily
   adjectives ending with -ble:
   ▶ change to -bly
   comfortable → comfortably
   irregular adverbs:
   good → well fast → fast hard → hard late → late

   Some common adverbs of manner are:
   slowly quickly badly happily efficiently angrily carefully correctly

3 Some examples of sentences with comparative adverbs:
   Try to do your work more carefully in future.
   You work harder than me.

4 We form comparative adverbs in this way:
   more + adjective (+ than)
   She works more efficiently than him.

   Some very common comparative adverbs are irregular:
   well → better fast → faster
   hard → harder late → later

   She cooks better than me.
   They arrived later than me.

5 We can also make comparisons in this pattern:
   (not) as + adjective as
   I don’t learn things as quickly as you.
   I can cook as well as her.

Grammar in action

1 We use adverbs of manner with verbs to describe how someone or something does an action:
   I didn’t write the address clearly and
   I couldn’t read it.

2 We use comparative adverbs to talk about doing things in a different way:
   You should cycle more carefully.

   We use comparative adverbs + than to compare how people and things do actions and to say that they are different. We can compare how we do something with how a friend does something, for example:
   Lana can run faster than me.

3 We use as + comparative adverb + as to compare how people and things do actions and to say that they are or are not the same:
   I can draw as well as Tony but I can’t paint as well as him.

A School report

Complete this school report by Julie’s teacher by forming the correct adverbs from the adjectives in brackets.

Julie is an excellent member of the class. She does all her work quietly 6 (quiet) and 7 (efficient) and she checks it all carefully 8 (careful) before handing it in. She always comes to school punctually 9 (punctual) and she never arrives late 10 (late) for a class. She works 11 (good) with the other members of the class and she learns quickly 12 (quick). She speaks to her teachers politely 13 (polite) and she concentrates hard 14 (hard) when she is in class. In my opinion, she will pass her exams at the end of the year easily 15 (easy), and she will complete her studies very successfully 16 (successful).
**B Our horrible boss**

Complete this description of a boss by putting in the adverb forms of the correct adjectives from the box.

quick  easy  bad  secret  late  good  busy  incorrect  nervous  angry  immediate

Our boss behaves badly at work. He doesn't treat us properly. When he comes to speak to us, we look at each other vaguely, because we think he's going to tell us off. He likes to see that we are working happily, because he always wants us to complete every piece of work very carefully. If we do something wrong, we get into bad trouble with him and he often makes us work without extra pay. We talk about him angrily and he doesn't know we call him 'The Monster'. We'd all like to leave this company badly but we can't find other jobs immediately, so we have to stay.

**C The tennis match**

Complete this newspaper report of a tennis match by putting in the comparative adverb forms of the adjectives in brackets. You may also need to use *than*.

**Lewis through to final**

Lewis was very nervous at the beginning of the match. Franklin started the match more calmly (calm) and was playing better (good) him. He was hitting the ball more strongly (hard) Lewis and he was running around the court faster (fast). But after a while, Lewis started to play more confidently (confident) and to hit the ball more accurately (accurate). The crowd began to support him more loudly (loud) and he began to score points more easily (easy) Franklin. Lewis started to play more impressively (impressive) as the game continued and he hit some very good shots. Franklin started to behave more unpleasantly (unpleasant) and he shouted at the umpire several times. Lewis played more intelligently (intelligent) him and finally won an easy victory.

**D Comparing Laura and Wendy**

Laura and Wendy often disagree. Complete Wendy's replies to what Laura says about her, using the correct adverbs.

0 You're a dangerous driver. ~ I don't drive as dangerously as you.
1 You wear fashionable clothes. ~ I don't dress as fashionably as you.
2 You're a good piano player. ~ I don't play the piano as well as you.
3 You're a careful planner. ~ I don't plan things as carefully as you.
4 You're a clear speaker. ~ I don't speak as clearly as you.
5 You're a healthy eater. ~ I don't eat as healthily as you.
24 Adverbs

Adverbs of degree

6 Some examples of sentences with adverbs of degree:
   I'm extremely tired.
   It was a fairly good result.
   She's a lot older than him.

7 We use an **adverb of degree** before an adjective or adverb:
   I was very/extremely/really excited.
   We played very badly.
   That idea is completely/absolutely/totally stupid!
   The tickets were fairly expensive.
   He finished his work quite quickly.

   We can also use an **adverb of degree** before an adjective and a noun:
   *It was a fairly/very interesting book.*

   But we use the pattern **quite + an adjective + a noun**:
   *It's quite an interesting book.*

8 We use the adverbs **much, far, a lot** and a **bit** to make comparisons in this pattern:
   **much / far / a lot / a bit + comparative adjective / comparative adverb (+ than)**

   Your computer is much more expensive than mine.
   Jack is a good player but Dave is far / a lot better.
   Try to do your work a bit more carefully in future.

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**Grammar in action**

6 We use very, extremely, really to make adjectives and adverbs stronger:
   His clothes were very/extremely/really dirty.
   They played extremely well.

   We use completely, absolutely, totally for emphasis, with the meaning 'very, very' or 'as ... as possible':
   The dustbin was completely/absolutely/totally full.

   We use fairly, quite with the meaning 'not very':
   His hair is fairly/quite long.
   She's got a fairly big dog. / She's got quite a big dog.

   We use much, far, a lot with comparative adjectives and adverbs to say that the difference between people, things or actions is very big:
   Your room is much / far / a lot tidier than mine.
   You can run much faster than me.

   We use a **bit** with comparative adjectives and adverbs to say that the difference between people, things or actions is not very big:
   This saucepan is a bit bigger than that one.
   He's doing his work a bit more efficiently now.

---

**E Martin's holiday**

Martin has been on holiday. Complete what he tells his friends about it by putting in suitable adverbs of degree. Sometimes more than one adverb is suitable in a gap.

0 I've just had an _______ pleasant holiday. It was great!
1 The weather was ___________________ nice but it wasn't wonderful.
2 It got ___________________ cold in the evenings and I had to put on lots of warm clothes.
3 The hotel was ___________________ a long way from the beach and it took a ___________________ long time to get there.
4 The beach was ___________________ nice and I had a wonderful time there.
5 I went to the beach ___________________ frequently but there were lots of days when I didn't go there.
6 Local people spoke to me ___________________ politely and treated me ___________________ well – they were lovely.
7 I was ___________________ amazed by some of the wonderful things I saw.
8 It was an ___________________ fantastic holiday – the best I've ever had.
F  Job candidates

Bella and Lisa have interviewed candidates applying for a job at their company. Complete their conversation using the words in brackets.

BELLA Well, those interviews lasted much longer than 6 (much/long) I was expecting.
LISA True, and the candidates were 1 (lot/young) the people we saw yesterday.
BELLA Well, I thought Frank Spencer was 8 (far/good) Edith Green.
LISA Really, I thought Edith was 7 (bit/suitable) Frank.
BELLA Well, she is 4 (bit/old) him.
LISA Yes, and she’s 3 (much/experienced).
BELLA But Frank spoke 1 (far/confident) her.
LISA That’s true. But she thought about her answers 7 (bit/careful) him.
BELLA Yes, but Frank seemed to be 9 (much/ambitious). And he seemed 9 (lot/keen) to work for us.
LISA Well, I’d be 12 (much/happy) if we chose Edith. Let’s discuss it again later.

G  In the library

Complete this story by putting in the correct words from the box.

more quite absolutely far well silently lot hard extremely bit slowly fairly quickly

It was 6 extremely quiet in the library. Everybody was sitting 3 and working 3 on their studies. I was walking 3 to some shelves to look for a book when someone said ’Pssst!’ I looked round and I was 9 amazed to see Don. ’I thought you were in South America,’ I said. ’No, I’ve been back for a long time,’ he said. ’Oh, what happened?’ I asked. ’Well, things didn’t go 8,’ he said. ’I had a great job when I first went there, but I lost it and things became 8 more difficult for me. So I came home as 9 as I could. I’ve had a bad time, but things are a lot better now and I’m very happy.’ ”Let’s meet a bit later,” I said, ’and you can tell me all about it. Meet me at the entrance to the building in 20 minutes. We can speak 12 easily if we’re not in here.’

OVER TO YOU  Now go to page 126.
Prepositions (1)
Prepositions of place

1. In, at, and on are the most common prepositions of place: words we use to say where something or someone is.

   I was in the garden when you phoned.

   I'll be at home from seven this evening.

   The keys are on the kitchen table.

2. Here are some more examples of prepositions of place:

   I was outside the building.

   I could see people inside it.

   Your keys are under the table.

   There were clouds above us.

   A man in a suit was sitting next to/beside me and a girl was sitting opposite me.

   There's a tree in front of the house.

   The drummer was behind the other musicians.

   We live near to the sea.

   The sugar is between the tea and the coffee.

Grammar in action

1. We use in with streets, cities, districts and regions and countries:

   She lives in Roland Street / in Oxford / in England.

2. We use on with regions (the north, etc.):

   They live in the south of Spain.

3. We use at with addresses:

   I live at 47, George Street.

4. We use the with rooms:

   in the kitchen / in the toilet

   We use in a/the/my, etc. with other enclosed places:

   in an envelope / in the cupboard / in my pocket

   We use on the with surfaces:

   on the floor / on the ceiling / on the pavement

   We use on the second floor, etc. to talk about part of a building:

   My flat is on the third floor.

5. We use at home, at work, at school, at university to talk about being in the place where we live, work, or study:

   I was at work / at home yesterday.

   Jane is at university and she's taking her exams soon.

   But we say in hospital, in prison to talk about being a patient or prisoner in the place:

   Jack is very ill and he's in hospital.

   Notice that we do not say at the work, at the school, etc. with this meaning.

6. We use the to describe being in or using a building:

   Some friends met me at the airport.

   You can buy this at the supermarket.

A. Where I work

   An office worker describes the place where she works. Complete her description by putting in the correct prepositions.

   I work in ① Cardiff, which is the capital city of Wales. It's ② the south of Wales.

   The place where I work is ③ the centre of the city. To be exact, it's ④ 526, Broad Street. My office is ⑤ the 12th floor of a big office block. When I'm ⑥ work, I usually stay ⑦ my office doing my work on my computer, ⑧ my desk.

   I've got my computer, some photos of my family, and various other things. I also keep a lot of things ⑨ the drawers of my desk and ⑩ a cupboard. I usually have lunch ⑪ the office canteen – the food is really good there.
B Party in my street

Complete this description of a party by putting in the correct prepositions from the box.

in front under inside behind near above outside opposite next

There was a party going on at the house opposite ours. When I looked at the windows, I could see that there were lots of people inside the house. There were also lots of people in front of it, in the street. Some of them were talking and some of them were dancing. Someone had put an enormous pair of speakers in the little garden outside of the house and loud music was coming from them. In the street, there was a barbecue. Someone was standing in front of the barbecue cooking food and smoke was rising into the air. Opposite the barbecue. It's very difficult to sleep when there's so much noise happening next to you. I put my head under the covers but I couldn't sleep.

C Meeting Nikki

Marie is on the phone to her friend Linda. Complete their conversation by putting in the correct prepositions. Also use the when it is required.

MARIÉ Yesterday, while I was at the supermarket, I met Nikki. I didn't see her at first because she was standing behind me in the queue. A voice said 'Hi, Marie! I turned round and it was her.

LINDA Really? I thought she was at the university in Paris. What's she doing here?

MARIÉ Well, she's living opposite home again now. She gave up her course. It's a long story, but she's had a lot of bad luck. She was under hospital for two weeks and then she decided to come home.

LINDA What was the problem?

MARIÉ Well, she fell over something outside the pavement and hurt her head.

LINDA Oh, dear. So is she going to stay outside the town now?

MARIÉ She's not sure. At the moment she's working outside a shop.

LINDA Which one?

MARIÉ The clothes shop opposite the ground floor of that new building outside State Street.

D Holiday photos

Brian has been on a trip to a city in another country. He is showing his photos to a friend. Complete what he says about each photo using the correct prepositions.

0 This is me in our hotel room.
1 I took this at the airport when we arrived.
2 These are some people eating outside a café.
3 This is John with his hands behind his pockets.
4 This is a painting of the ceiling of a church.
5 This is me standing behind one of the bridges.
6 This is John standing on a famous statue.
7 This is a picture of the city from a hill above it.
8 That's our hotel below those two tall buildings.
3 Look at the pictures and read the sentences about movement:

He walked out of his house.
He got into his car.
He drove across the bridge. / He drove over a river.

He drove past some hotels.
He drove to the airport.
He parked between two buses.

He drove under a bridge.
He drove through a tunnel.
He drove along the motorway.

He drove up a hill.
He drove down the hill.
He drove round the corner.

He drove onto a ferry.
He drove off the ferry.
He drove towards the city.

Grammar in action

We use these phrases to talk about transport and travelling:

by car, train, plane, boat, bike, bus, taxi
I go to work by car.
We went home by bus.

on foot
I decided to go on foot because I didn't want to drive.

in the/my, etc. car
We went to the station in the car/in our car.

on my, etc. bike
He goes to work on his bike.

on the train, plane, boat, bus
She travelled to London on the train.

in a taxi
She went there in a taxi.

E My journey to work

An office worker is describing her journey from home every morning. Complete her description by putting in the correct prepositions. You may need to use the same preposition more than once.

I walk ___________________________ work every day. Most of the people I work with go ______________________ car, but I prefer to go ______________________ foot, because it's healthier. I come ______________________ the door of
my apartment and then I take the lift to the ground floor. I walk 5 my apartment block and then I go 6 the road to the corner. I walk 7 the corner and then I go 8 a shopping centre until I reach the other side of it. Then I come 9 some traffic lights. I go 10 the road to the other side. Then I reach a bridge that goes 11 the main road. I go 12 the steps and 13 the bridge. At the other side of the bridge is my office building. I go 14 the building 15 the main entrance. And then I start work.

F Travelling every day

Different people describe the way they travel to and from work every day. Decide if the underlined parts of each sentence are correct or incorrect. If they are correct, put a tick (✓) and if they are incorrect, write the correct word or phrase. There may be more than one possible answer.

0 I always go to work in car by car/in the car/in my car.
1 It’s quicker for me to get to work on my bike.
2 When I work late, I sometimes go home by a taxi.
3 When I’m on the train home from work, I sometimes fall asleep.
4 I take the train that goes under of the ground.
5 I usually go to work by my bike.
6 I go to work by the bus near of my office.

G Celebrity report

Complete this magazine report about a film star by putting in the correct prepositions from the box.

round outside into in front on (x2) at next behind towards in (x2) along out of between

Hollywood extra

Donna Winter arrived at† the cinema for the premiere of her latest film. She got ‡ the car and walked quickly ‡ the cinema entrance. She was § two bodyguards. Then she walked ‡ the red carpet that was ‡ the entrance for the stars. She went ‡ a barrier but she didn’t stop. § of the cinema, hundreds of fans were waiting ‡ the pavement to see her. She heard them shouting her name, and she turned ‡ and went to speak to some of them. She signed her autograph books and ‡ pictures they gave to her, and she let them take pictures of her standing ‡ to them. Then she went ‡ the cinema for the film.

OVER TO YOU Now go to page 125.
26 Prepositions (2)
In, with, by, without

1 Some examples of sentences with in, by, with and without:
   - He goes to work in a suit.
   - A man with a beard came into the room.
   - By banking online, you can use your account without paying a fee.

We use **with** to talk about using something in order to do an action:
   - I cleaned my teeth with my electric toothbrush.
   - He cleaned the floor with a cloth.

2 We use **by + -ing** to talk about how people do things, and actions that produce particular results:
   - You can change the temperature by turning this knob.

3 We use **without + -ing** to talk about not doing something. We often use **without + -ing** to say that we are surprised that an action does not happen because we expect it to happen:
   - She left the house without closing the door. (and she didn't close the door)

Grammar in action

1 We use **in** with clothes to describe what somebody is wearing:
   - He went out in a T-shirt and jeans.
   - She went to the party in her new dress.

2 We use **with** to talk about part of a person’s body or part of an animal’s body:
   - She’s a little girl with blonde hair and blue eyes.
   - A giraffe is an animal with a very long neck.

3 We use **with** to talk about part of an object or one thing that is included in something:
   - I’ve got a suitcase with wheels.
   - The room was full of shelves with books in them.

A The meal

This is the beginning of a story called ‘The Meal’. Put **in** or **with** into the gaps to complete it.

A man __________ with a very angry face walked down the street. He was wearing an old overcoat and he was wearing shoes with holes in them. He was carrying a bag with a long handle. He came to a house with a green door. He opened the door with a key that he took out of his pocket. A woman with blonde hair was waiting for him. She was sitting at a table with lots of food on it. She was wearing a very smart dress with shiny jewels on it. ‘Where have you been?’ she said.

B Playing the guitar

Complete the rewritten sentences about how someone learnt to play the guitar.
Use **by** or **without**.

0 He looked in lots of shops and he found a good guitar. He found a good guitar __________ by looking in lots of shops.

1 He didn't spend a lot of money but he found a good guitar. He found a good guitar __________ a lot of money.

2 He used a book and he learnt how to play. He learnt how to play __________ a book.
3 He didn't have any lessons but he learnt how to play the guitar.
   He learnt how to play the guitar ______________ any lessons.
4 He practised a lot and he improved.
   He improved ______________ a lot.
5 He played with other people and he became more confident.
   He became more confident ______________ with other people.
6 He played at the school concert and he didn’t feel nervous.
   He played at the school concert ______________ nervous.

C Teacher’s instructions

A teacher is giving instructions to a class about a trip to a museum they are going to take the next day. Complete what the teacher says, using the correct prepositions.

0 Come ______________ a packed lunch.
1 Come ______________ warm clothes because it’s going to be a cold day.
2 I want you to travel on the coach ______________ making a lot of noise.
3 We’re going to go round the museum ______________ a guide.
4 The guide will be someone ______________ a white jacket ______________ a blue badge on it.
5 There will be a quiz ______________ 20 questions in it.
6 You’ll answer the questions ______________ finding the information in the museum.
7 If you are answering all the questions correctly, you might win a prize.
8 I’m going to give you a sheet ______________ more information on it now.

D My cousin’s job

Complete the rewritten facts about someone’s job. Use in, with, by or without at the beginning of each answer.

0 My cousin has a very interesting job.
   My cousin is a person ______________ with a very interesting job.
1 When he goes to work, he wears a suit.
   He goes to work ______________ a suit.
2 He works for a company. It has about 50 employees.
   He works for a company ______________ about 50 employees.
3 He has an office. It has a view over the city.
   He has an office ______________ a view over the city.
4 Sometimes he works all day and he doesn’t stop for lunch.
   Sometimes he works all day ______________ lunch.
5 His company creates advertisements for other companies and it makes a lot of money.
   His company makes a lot of money ______________ advertisements.
6 My cousin’s job has a good salary.
   My cousin has a job ______________ a good salary.
7 He does research with customers to plan the advertisements.
   He plans the advertisements ______________ customers.
## Prepositions (2)
### Prepositional phrases

2 Some examples of sentences with common prepositional phrases:
- He contacted me by email at the end of last week.
- *In the past* I was away on business a lot, but now I don’t travel much.

### Grammar in action

- **We use at in some common phrases connected with time:**
  - We use at first to talk about a situation or feeling that changed later:
    - At first I was nervous but then I relaxed.
  - We use at last to say that we are pleased that something has happened because we have waited for it for a long time:
    - At last someone is coming to rescue me!
  - We use at the beginning/end (of) to talk about the beginning and end of a period of time or something that lasts for a period of time:
    - At the beginning (of the film), someone was murdered.

- **We use by in some common phrases connected with communications:**
  - You can contact me by phone or by email.
  - We use by credit card and in cash to talk about ways of paying for things:
    - I paid for the shopping by credit card.

- **We use on in some common phrases connected with travelling:**
  - Adam is on holiday at the moment.
  - My father is in Japan on business.
  - I’m going on a trip to Italy next week.

- **We use in in some common phrases connected with media:**
  - I watched the news on TV, and then I listened to a programme on the radio.

- **We use on in some common phrases connected with using technology:**
  - She was talking on her mobile phone.
  - I looked for the information on the internet and I found it on a website.

- **We use in in these common phrases connected with the past and the future:**
  - I’ll be back in ten minutes. (= 10 minutes after now)
  - I’m hoping to visit Australia in the future. (= at some time in the future)
  - I won’t drive so fast in future. (= in all of the future)
  - Did you book a table in advance? (= before the time when something happens or before an event)
  - In the past, this was a very successful football club.

- **We use by with the latest time in the future when something will or can happen:**
  - I have to do this work by Friday. (= not later than Friday)

- **We use in in some common phrases connected with writing and speaking:**
  - This book was originally written in French.
  - You must apply in writing. (= by letter, not by phone, email, etc.)
  - I made a note in pencil.
  - Please fill in your details in capitals / capital letters.

### Test advice

A teacher is talking to a group of students about a test they are going to take. Complete the teacher’s advice, using the correct prepositions.

0 Write your answers in pen in the spaces provided.
1 Put your name in capitals at the top of the paper.
2 You might be nervous first, but don’t worry.
3 When you’re at the end of the test, check your answers.
4 The results of the test will be ready at the end of July.
5 You’ll be able to find your results on the website.
F Holiday plans

Eddie is telling his friend Megan about a holiday he is going to have. Complete their conversation with the correct prepositions.

EDDIE I’m going _______ on holiday soon. _______ last I’m going to have a break after all this hard work!

MEGAN Oh, when are you going?

EDDIE _______ the beginning of June. _______ about three weeks.

MEGAN That sounds great. Where are you going?

EDDIE Spain, I found a fantastic villa _______ the internet.

MEGAN Was it easy to organize that?

EDDIE Yes, I contacted the owner _______ email and then I spoke to her _______ the phone. Some of the details were _______ Spanish and I didn’t understand them. But the owner spoke good English, so that was OK.

MEGAN Did you have to pay for it _______ advance?

EDDIE Well, I’ve paid a deposit _______ credit card and I’ll pay the rest _______ cash when I get there.

MEGAN That sounds good. I think I’ll book my holidays that way _______ future.

G The past and the present

These are some sentences that students wrote when they were asked to compare the past with the present. Complete them by putting in the correct prepositions.

• In the past, people worked _______ their hands and built things _______ tools, but now a lot of these jobs are done by computers.
• Today, people have much more access to news and information _______ TV and _______ the radio.
• Air travel has increased a lot and today lots of people can easily go _______ trips to distant countries, for holidays or _______ business.
• People don’t communicate _______ writing very much and they don’t speak to each other so much because they’re always _______ their mobile phones. Lots of young people prefer to communicate _______ sending texts to each other.
• It’s hard to live in the modern world _______ knowing anything about computers and all the other technology.

OVER TO YOU Now go to page 127.
Reported speech
Say and tell

1. Some examples of reported speech sentences with say and tell:
   - I said that I wanted two tickets.
   - I told him he was wrong.

2. When we report things that people say, we often use the past simple form said and change the tense of the verb the speaker used, in this way:

<table>
<thead>
<tr>
<th>ACTUAL WORDS</th>
<th>REPORTED SPEECH</th>
</tr>
</thead>
<tbody>
<tr>
<td>present simple</td>
<td>past simple</td>
</tr>
<tr>
<td>'I need a drink.'</td>
<td>He said (that) he needed a drink.</td>
</tr>
<tr>
<td>present continuous</td>
<td>past continuous</td>
</tr>
<tr>
<td>'I'm feeling ill.'</td>
<td>She said (that) she was feeling ill.</td>
</tr>
<tr>
<td>past simple / present perfect</td>
<td>past perfect</td>
</tr>
<tr>
<td>'I enjoyed the party.'</td>
<td>He said (that) he had enjoyed the party.</td>
</tr>
<tr>
<td>will</td>
<td>would</td>
</tr>
<tr>
<td>'I'll phone later.'</td>
<td>She said (that) she would phone later.</td>
</tr>
<tr>
<td>am/is/are going to</td>
<td>was/were going to</td>
</tr>
<tr>
<td>'I'm going to buy it.'</td>
<td>He said (that) he was going to buy it.</td>
</tr>
<tr>
<td>can</td>
<td>could</td>
</tr>
<tr>
<td>'I can't come.'</td>
<td>She said (that) she couldn't come.</td>
</tr>
</tbody>
</table>

3. We use say and tell in these patterns:
   - say (that) ...
   - She said (that) she was leaving.
   - tell + object
   - She told me (that) she was leaving.
   - pronoun (that) ...

   We cannot use an object with say:
   - NOT She said me (that) she was leaving.

   We must use an object with tell:
   - NOT She told (that) she was leaving.

Grammar in action

1. We use reported speech when we are speaking or writing about something that another person said:
   - I saw Tom yesterday. He said (that) he was enjoying his new job.

2. We use said when we are simply reporting someone's words. We use said when it is clear or not important who the person was speaking to:
   - I saw Helen yesterday. She said that wasn't going out with Liam any more. (= we know that she said this to 'me')

   ![Image showing a conversation between Helen and Amy]

   Helen: I'm not going out with Liam anymore.
   Amy: Why?
   Helen: He said he was busy.
   Amy: I don't believe it.

   We use told + object pronoun when we want to make clear who the person was speaking to:
   - Helen said to Amy that she wasn't going out with Liam any more. (= Helen told another person and this is an important piece of information)

A Train problem

A train stopped in a tunnel and it didn't move for a long time. Report what the people said, using the correct reported speech forms of the words in brackets.

0. The driver said that ___he was___ sorry for the delay. ('I'm sorry')
1. The driver said that ___he didn't know___ the cause of the problem. ('I don't know')
2. The woman next to me said ___I can't believe___ it. ('I can't believe')
3. I said that ___I'm going to complain___ . ('I'm going to complain')
4. The man opposite me said ___I'll be___ late for a meeting. ('I'll be')
5. Some children said ___we want___ to get out. ('We want')
6 Another passenger said that ____________ to get angry. ('I'm beginning')
7 Someone said ____________ for 20 minutes. ('The train hasn't moved')
8 Another passenger said that ____________ on her last journey. ('The same thing happened')

B Carol's new job

Two old friends, Carol and Alex met in the street one morning. Report what they said to each other, using the correct reported speech verb forms.

ALEX Hi Carol. How are you?
CAROL I'm really happy. I've started a new job and I'm having a great time there.
ALEX What's the job?
CAROL I'm doing market research. I love it.
ALEX I'm pleased for you. Listen, I have to go, but we can meet soon. It'll be nice to have a long chat about things.
CAROL Yes, I haven't seen you for ages. How about next week?
ALEX We can't meet next week because I'm going to be away. I won't be back until Friday.
CAROL Well, I'll give you a ring on Saturday.
ALEX Great. I'll wait for you to call me.

Carol said she ____________ really happy. She said that she ____________ a new job and that she ____________ a great time there. She said that the work ____________ interesting and that the people ____________ very friendly.

Carol said that she ____________ market research and she ____________ it. Alex said that he ____________ pleased for her. He said that he ____________ but that they ____________ soon. He said that it ____________ nice to have a long chat about things. Carol said that she ____________ Alex for ages.

Alex said that they ____________ next week because he ____________ back until Friday. Carol said she ____________ him a ring on Saturday. Alex said he ____________ for her to call him.

C Student gossip

Some students were talking about each other in the college café. Report what they said using told and the correct reported speech verb forms. Use that in each sentence.

0 Anne told me that she wasn't going out with Ian any more.
1 I was surprised to hear that.
2 Wendy ____________ well in the exams.
3 Mary ____________ studying hard.
4 George ____________ a girlfriend.
5 Elaine ____________ her out.
6 Diane ____________ a new dress.
7 Oliver ____________ her.
Reported speech
Tell and ask

4 Some examples of reported speech sentences with tell and ask:
I told them what I wanted.
She asked me what my name was.
I asked him whether he was feeling ill.
She told me to wait for her.

5 We can use tell and ask in this pattern:
   tell/ask + object + question word + subject + reported speech verb
She told her friends where she was going.
I asked the assistant how much it cost.
Notice that after what, when, where, how, etc. we use the pattern of a statement (She was going, it cost), not the pattern of a question (was she going, did it cost).

6 We can use ask in this pattern:
   ask + object + if/whether + subject + reported speech verb
She asked me whether I was enjoying my course.
Notice that after if/whether we use the pattern of a statement (I was enjoying), not the pattern of a question (was I enjoying).

7 We can use tell and ask in this pattern:
   tell/ask + object (+ not) + to infinitive
The teacher told them to be quiet.
The teacher told them not to make a noise.

Grammar in action

8 We use tell + object + question word to report what someone said when answering a question or to report information that someone gave:
   I told my teacher why I was late.
   (= I said: 'I'm late because...')

8 We use ask + object + question word to report questions that ask for information:
   The taxi driver asked me where I wanted to go.
   (= He said: 'Where do you want to go?')

8 We use ask + object + if/whether to report questions that ask for the answer Yes or No:
   He asked me if I was going home.
   (= He said: 'Can you stay?')

8 We use tell + object + to infinitive to report an order or an instruction:
   His father told him to go and play outside.
   His father told him not to play computer games all day.

8 We use ask + object + to infinitive to report a request:
   She asked him to listen. She asked him not to speak.
   (= She said: 'Please listen. Please don't speak'.)

D The job interview

Report what happened in this job interview, using question words (what, where, when, etc.) and the correct reported speech verb forms.

Things the interviewer asked me:
Why did you apply for the job?
When can you start work?
What are your ambitions?
How much are you earning in your present job?

Things I told the interviewer:
I saw the advert in the local paper. I won't be able to start until September because I'm going on holiday. I'm going to get back from my holiday on 2 September.

0 He asked me why I had applied for
the job.
1 He asked me what
work.
2 He asked me when
start
until September.
3 He asked me how
in my
present job.
4 I told him the
advert.
5 I told him
start
until September.
6 I told him from
my holiday.
E Tourist enquiries

Rosemarie works in a tourist office. She is reporting questions that tourists asked her at work. Complete what she says, using if/whether or a question word and the correct reported speech verb forms.

Questions people asked me today:

0 Can you find a hotel for me?

1 0 Someone asked me if/whether I could find a hotel for him.

2 What time does the museum open?

2 0 Someone asked me ____________________.

3 Will the shops be open on Sunday?

3 0 Someone asked me ____________________.

4 How much does a travel card cost?

4 0 Someone asked me ____________________ her umbrella here earlier.

5 Did I leave my umbrella here earlier?

5 0 Someone asked me ____________________.

6 Has the festival started?

6 0 Someone asked me ____________________.

7 Where can I find a good restaurant?

7 0 Someone asked me ____________________ a good restaurant.

8 Is it going to stop raining soon?

8 0 Someone asked me ____________________ raining soon.

9 Do you like dealing with tourists?

9 0 Someone asked me ____________________ dealing with tourists!

F Problems with a neighbour

Complete the rewritten story about an argument between neighbours, using the correct reported speech forms. Use say (that) ... tell + object (that) ... ask + object + to infinitive, or tell + object + to infinitive.

My neighbour was having a party and the music was very loud. I said 'Please turn the music down. It's causing me a problem. I can't sleep because of it.' He said 'Shut up!' I said 'Don't be so unpleasant. And please don't make so much noise.' He said 'I'm not going to turn it down.' I said 'I'll call the police!' He said 'I don't care. Go away.' I phoned the police and said 'Please come!' They knocked on his door and said 'Don't disturb the neighbours.' He smiled and said 'I don't want to upset anyone!' He turned the music down and I went to sleep. I'm not going to talk to him again.

My neighbour was having a party and the music was very loud. I asked him to turn the music down. I told him (that) it was causing me a problem. I said because of it. He told it down. So I told the police. He said the police and asked them to upset anyone. He turned the music down and I went to sleep. I'm not going to talk to him again.

OVER TO YOU  Now go to page 127.
28 Relative clauses
Who, which, that

1 Some examples of sentences with relative clauses:
   My father works for a company which/that makes computer parts.
   The person who/that answered the phone was very polite to me.

2 We can form relative clauses with this pattern:
   **noun + which/that/who + verb**
   We use *which* or *that* to talk about things:
   I caught the bus *which/that goes* to the city centre.
   We use *who* or *that* to talk about people:
   Irene is a girl *who/that lives* in my street.
   In this kind of relative clause, the noun before *who* or *that* is the subject of the verb after *which*,
   *who* or *that*; the bus is the subject of *goes*; a girl is the subject of *lives*.

   
   **Notice that we do not use a subject pronoun before the verb:**
   *not the bus which it goes to ...*
   *not the girl who she lives ...*

Tip

Grammar in action

1 We use this kind of relative clause to give information about the thing or person we are talking about. The purpose of the sentence is to give the information in the relative clause:
   He has a car *which/that cost* a lot of money.
   The main point of this sentence is that the car cost a lot of money, not simply that he has a car.

2 We use this kind of relative clause to say or explain which thing or person we are talking about:
   He’s the player who scored the winning goal.

3 We can also use this kind of relative clause in questions to specify which thing or person we are asking about:
   What’s the name of the woman who works in reception?

A My friend in Australia

Complete this description of a friend’s life in Australia by joining each pair of sentences, using *who* or *which*.

0 I have a friend. He has gone to live in Australia.
   I have a friend who has gone to live in Australia.

1 He works for a company. It sells sports equipment.

2 He has relatives. They have been in Australia for many years.

3 He has a wife. She got a job as a teacher at a local school.

4 They live in a nice house. It is very close to the beach.

5 They have three children. The children love living in Australia.
**B What's her name?**

Jane and Matt are talking about an actress. Complete their conversation, using the phrases in the box.

**who does** | **that started** | **who helps** | **who's always** | **that show** | **who also works** | **that happen** | **who starred** | **that won** | **that's just finished** | **who plays**
---|---|---|---|---|---|---|---|---|---|---

**JANE** What's the name of that actress **who's always** 8 on TV? You see her all the time. You know, the one **who plays** a detective in that series.

**MATT** Are you talking about the series **that won** 7? The one **that's just finished** 1 lots of awards.

**JANE** No, I'm talking about a series **that started** 8 a couple of weeks ago. It's about a private detective **who also works** 4 as a fashion model. She has a boyfriend **who helps** 6 her and together they solve crimes **that happen** 7 in the world of fashion.

**MATT** Ah, I know! She's that actress **who plays** 8 adverts for shampoo.

**JANE** That's right, those adverts **that happen** 9 her sitting on a luxury yacht.

**MATT** Yes, of course I know her. She's the one **who does** 10 in a really good series about doctors last year. But I don't know her name.

---

**C While you're staying in my apartment ...**

Fiona has travelled to Paris to stay in her friend's apartment while her friend is away. Her friend has left a message for her giving her advice and information for her stay in the apartment. Complete what her friend has written by joining each pair of sentences. Use who for people and that for things.

1. Two buses go to the city centre. They are numbers 26 and the 78.
   - The buses **that go to the city centre are** 1 numbers 26 and 78.

2. A woman lives in the next apartment. She will help you.
   - The woman **you** 1 will help you.

3. A shop sells basic groceries. It's at the end of the road.
   - A shop **at the end of the road** 2 sells basic groceries.

4. A man owns the shop. He speaks good English.
   - The man **who speaks** 3 good English owns the shop.

5. A take away does really good food. It's just round the corner.
   - A take away **just round the corner** 4 does really good food.

6. A woman cleans the apartment. She comes every Thursday.
   - The woman **every Thursday** 5 cleans the apartment.

7. A brochure tells you all about events in the city. It's on the kitchen table.
   - A brochure **on the kitchen table** 6 tells you all about events in the city.
Relative clauses

**Which, that, who, where, when, whose**

3 Some examples of another type of relative clause:
   The computer which/that I bought last week doesn't work very well.
   He's a singer who/that I really like.

4 We can form relative clauses with this pattern:

   noun + which/that/who + second subject + verb

   The book which/that I'm reading is great.
   She's a person who/that everyone likes.

   In this kind of relative clause, there is another subject after which, who or that: I is the subject of 'm reading; everyone is the subject of likes.

   **TIP**
   Notice that we do not use an object pronoun after the verb:
   Not: the book that I'm reading it ...
   Not: a person who everyone likes her ...

5 We can use where and when in this kind of relative clause:
   It's a café where a lot of young people meet each other.
   1995 was the year when I first travelled abroad.

6 We can use whose + noun with or without a second subject:
   He's an actor whose films are always very popular.
   He's an actor whose films I really like.

**Grammar in action**

4 We use this kind of relative clause to give information that involves another thing or person in addition to the person or thing we are talking about:
   The book that she was reading was very boring.

   This sentence gives information both about 'the book' - it was boring - and about 'she' - she was reading it.

5 We use where to give information about a place. Here, the speaker is showing someone their home town:
   This is the house where I spent my childhood.

6 We use when to give information about a time or a period of time. We might use it to explain what happens on a certain day:
   5 September is the day when the school year starts.

7 We use whose + noun as a possessive form, instead of 'my,' his,' her, etc. to give information about people's possessions, family members, names, organizations, or creations:
   She's a writer whose books have sold millions.
   (= her books have sold ...)

---

**D  The birthday party**

Kate and Anna are talking before they go to a birthday party for their friend Carmen. Complete their conversation, using who or which and the phrases in the box.

<table>
<thead>
<tr>
<th>I haven't seen</th>
<th>nobody else will get</th>
<th>I bought</th>
<th>I'm sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>she knows</td>
<td>you've never met</td>
<td>I always enjoy</td>
<td>she didn't like</td>
</tr>
</tbody>
</table>

**KATE** Will I know many of the people at Carmen's party?

**ANNA** Most of them, I think. But there will be some people who you've never met before. There will be people who I haven't seen from work.

**KATE** What have you bought her?

**ANNA** I've bought her something she'll like.
   It's a piece of jewellery she'll like.

**KATE** Are you going to wear that dress the other day?

**ANNA** No, I'm going to wear the jacket last week.

**KATE** Will Jerry be there? He's someone they've friends any more.

**ANNA** I don't know. He said something to Carmen. I don't think they're friends any more.

**KATE** Oh that's a shame. He's a funny guy meeting. Anyway, let's go ...
E  My holiday photos

Anthony is showing his holiday photographs to a friend. Correct the underlined parts of what he says.

0  These are some photos that I took them ___ that I took ___ on holiday.
1  This is someone who we met him ___ at the hotel.
2  I took this on the day which we went ___ to the cathedral.
3  That’s a photo of us that another guest at the hotel he took ___
4  This is the hotel that we stayed ___
5  Those are some people from our group whose their names I can’t remember ___
6  That’s me in a hat that I bought it ___ in a souvenir shop.
7  Those are some people who we made friends with them ___ in a restaurant one night.
8  That’s the man which bag got lost ___ at the airport.

F  General knowledge quiz

Rewrite these questions for a general knowledge quiz, using relative clauses. When you have done the exercise, answer the questions or try to find the answers.

0  Name this writer. She wrote the Harry Potter books.
   Name the writer ___ who wrote the Harry Potter books ___
1  Name this building. It’s the tallest in the world.
   Name the building ___
2  Name this instrument. Louis Armstrong played it.
   Name the instrument ___
3  Name this singer. People called him ‘The King’.
   Name the singer ___
4  Name this sport. William Webb Ellis invented it.
   Name the sport ___
5  Name this building. The President of the US lives there.
   Name the building ___
6  Name this director. He made the Star Wars films.
   Name the director ___
7  Name this decade. The Beatles became famous then.
   Name the decade ___
8  Name this scientist. He discovered penicillin.
   Name the scientist ___
9  Name this country. Its capital city is Helsinki.
   Name the country ___

OVER TO YOU  Now go to page 127.
Conversational English
Short answers and short questions; question tags

1. Some examples of short answers:
   - Are you watching this programme? – Yes, I am.
   - Did you watch that programme last night? – No, I didn’t.

2. We form short answers with positive or negative forms of the verb tense used in the question, in these patterns:
   - Yes, + subject + positive be/auxiliary/modal
   - No, + subject + negative be/auxiliary/modal

3. Notice that we use the full form in positive short answers (Yes, I am not Yes’m).

4. Some examples of short questions:
   - I don’t like this music. – Don’t you?
   - I’m very angry. – Are you?

5. We form short questions with positive or negative forms of the verb tense used in the statement by another person, in these patterns:
   - positive statement → positive be/auxiliary/modal + subject
   - negative statement → negative be/auxiliary/modal + subject

6. We form question tags after statements in this way:
   - positive statement + negative be/auxiliary/modal + subject
   - negative statement + positive be/auxiliary/modal + subject

   You enjoyed the film, didn’t you?
   You can’t hear me, can you?

Grammar in action

1. We use short answers when we are saying Yes or No to answer a question. We often do not simply answer ‘Yes’ or ‘No’, we also add a subject and the first part of a verb. This makes the answer more polite:
   - Did you win? – No, we didn’t.

2. We use short questions to react to what someone says. We use short questions after a statement if we are surprised by what someone says or because we want to check what someone says is really true:
   - I’m cold. – Are you? (= I’m surprised)

3. We use question tags to check that what we are saying is true or correct. Here someone is talking to a member of staff at a railway station:
   - This train stops at Brussels, doesn’t it?

A Mum and Edward

Edward is a 12-year-old schoolboy. Complete the short answers he gives to his mother and the short answers his mother gives to him when they are at home.

MUM

0. Have you finished your homework?
   - Yes, I have. It was easy.
   - No, I haven’t. I feel ill.

1. Are you feeling OK?
   - No, I’m not. It was awful.
   - Yes, I’m feeling better. It’s Thursday.

2. Did you have a good day at school?

3. Are you going to play football today?

EDWARD

4. Can I have something to eat?
   - Yes, you can. It’s nearly dinner time.
   - Yes, I can. It’s interesting.
   - Yes, you can. Wait a minute.
B  The new girlfriend

Steve and Billy are talking about their friend, Nick. Put in the short questions.

STEVE
I've just heard something interesting.
Well, Nick has got a new girlfriend.
Yes, she's called Martha Brown.
Well, she lives near you.
She doesn't like Nick's friends.
Nick told me.
Last night. We were talking on the phone.

BILLY
Have you? Tell me about it.
I didn't know that.
I don't know her.
Well, I haven't met her.
What's wrong with her?
How do you know that?
When did he say that?
Tell me what he said.

C  Party time

Bella and Sharon are at a party. Complete their conversation by putting in the short questions and short answers.

BELLA
I've met lots of interesting people.
I'm enjoying myself.
I want to stay.
I'm not working tomorrow.
Well, come and dance for a few minutes.
I love it.

SHARON
Have you? I haven't. I'm bored.
Well, I want to go home now.
Well, I can't have a late night.
You're lucky.
I don't like dancing.
Well, you go and dance. I'm leaving.

D  A difficult interview

Complete this extract from a TV interview with an actress called Helen by putting in the question tags.

INTERVIEWER
You're one of the top actresses in the world, aren't you?
Yes, I suppose I am.
And you've been in some fantastic films.
Yes, that's true.
But you haven't won an Oscar.
No, I don't know why. I've nearly won a few times.
But you will win this year.
I don't know, but I think I've got a good chance.
Your most recent film, Dandelion, was very popular.
And the critics liked it.
Yes, it did very well and the public loved it.
No, I don't. I like to keep it private.
So you won't talk about your new boyfriend.
No, I'm not going to discuss that.
He isn't an actor.
No, but I'm not going to talk about him.
Conversational English
Short responses: so, too, neither/nor, either

7 Some examples of short responses with so, too, neither, nor, and either:
I like this song. – So do I. / I do too.
I can’t ski very well. – Neither/Nor can I. / I can’t either.

8 We use so after a positive statement in this pattern:
so + positive be/auxiliary/modal + subject
I’m hungry. – So am I.
I’ve been to Spain. – So have I.

We use too after a positive statement in this pattern:
subject + positive be/auxiliary/modal + too
I’m hungry. – I am too.
I’ve been to Spain. – I have too.

9 We use neither or nor after a negative statement in this pattern:
neither/nor + positive be/auxiliary/modal + subject
She doesn’t eat meat. – Neither/Nor does he.
I can’t sing. – Neither/Nor can I.

We use either after a negative statement in this pattern:
subject + negative be/auxiliary/modal + either
She doesn’t eat meat. – He doesn’t either.
I can’t sing. – I can’t either.

We often use the informal, spoken phrase
Me too, instead of So do I, So am I, etc. and
instead of I am too, I have too, etc.
I’m getting tired. – Me too. (= So am I.)

Grammar in action

4) We use so, too, neither/nor and either in
these patterns when we are agreeing with a statement
or saying that our situation or experience is the same:
I’m hot. – So am I. (= and I’m hot)
I’ve bought a ticket for the concert. – I have too.
(= and I’ve bought a ticket)
I can’t remember his name. – Neither/Nor can I.
(= and I can’t remember his name)
I don’t want to go tonight. – I don’t either.
(= and I don’t want to go)

5) We can also use so, too, neither/nor and either with
possessive subjects. Here, people are comparing
things they own:
My car is very old. – So is mine. / Mine is too.
My phone doesn’t work. – Neither does mine. / Mine doesn’t either.

6) We use so, too, neither/nor and either in full
sentences linked with and to say that something
is true for both people/things. Here, people are talking
about shared exercises:
I enjoyed the film and so did my girlfriend.
I enjoyed the film and my girlfriend did too.
Kate didn’t like the food and neither did Nick.
Kate didn’t like the food and Nick didn’t either.

E A bad trip

John and Chris are on a backpacking trip to various countries and having a lot of
problems. Complete their responses, using So or Neither/Nor and the words in brackets.

0 I don’t like this place. (I) __________________________
1 I’m homesick. (I) __________________________
2 I didn’t like that food. (I) __________________________
3 My bag’s too heavy. (mine) __________________________
4 I couldn’t sleep on that train. (I) __________________________
5 I feel ill. (I) __________________________
6 I’ve spent too much money. (I) __________________________
7 Your hair looks terrible. (yours) __________________________
8 I’m not enjoying this trip. (I) __________________________
F  Me, my friends and music

Miranda is talking about her friends and their interest in music.
Complete what she says using so, neither/nor, too or either.

0  I'm very keen on music and most of my friends are too.
1  I like rock music and most of my friends prefer classical.
2  I'm going to a festival in July and so are Tessa and Molly.
3  I couldn't go to that festival last year and Molly couldn't either.
4  I haven't been to many festivals. Tessa and Molly haven't either.
5  I'm taking guitar lessons and Tessa is as well.
6  I can't play the guitar very well and neither can Tessa.
7  I want to form a band. Tessa wants to too.
8  I can't sing. Tessa can't either.
9  But I'm not nervous about performing and neither is Tessa.
10  I like being creative and Tessa is too.

G  Travel discussion

Two friends, Michael and Alice, are discussing travel. Fill each gap in their conversation with a short question, a short answer, a question tag, or a pattern with so, neither/nor, too or either.

MICHAEL  I'm going to London next month. Have you been there?
ALICE  No, I haven't. I don't like big cities.

MICHAEL  I think they're really exciting. Paris is great and Rome and Madrid are too. I've been to all of them.
ALICE  I really like travelling and discovering new places. I'd like to go to quieter places. We prefer to go to quieter places. We like to relax on holiday.

MICHAEL  Me too. But I find the big cities very relaxing. For example, they've all got really nice parks.
ALICE  But anyway, I don't have much money to spend on holidays.

MICHAEL  I always stay in cheap hotels and I don't go to expensive restaurants.
ALICE  But it's hard to find those places.

MICHAEL  No, it's the countryside for us. I like going for walks and cycling with my husband.
ALICE  Well, I can't wait for my next holiday.
MICHAEL  I can't wait too. I'm really looking forward to it.

OVER TO YOU  Now go to page 127.
30 Clause and sentence building  
Still, only, also

1 Some examples of sentences with still, only and also:

- It's still raining now.
- I've only read 20 pages of the book.
- She's polite and she's also very clever.

I'm studying French and I'm also learning Italian.
I've spoken to Carl and I've also phoned Ted.
I can speak French. I can also speak Italian.

2 We can use still with verbs in these patterns:

- subject + still + positive/negative verb
  
  I still like her.
  It still hasn't arrived.

- subject + be/modal + still + verb
  
  I'm still thinking about it.
  I'm still not feeling well.
  I can still remember exactly what happened.

We use still to say that something continues to happen or to be true.
We use still when we want to emphasize that something has not stopped or changed:

- He still hasn't cut his hair.

3 We can use only in these patterns:

- only + number/amount
  
  Only 15/a few people came to the party.

- subject + only + verb
  
  It only happened once.

- subject + be/auxiliary/modal + only
  
  Don't get angry. I'm only joking.
  I've only been to one foreign country.
  I can only stay for 10 minutes.

We use only to say that a number or amount is small:

- There's only one sandwich left on the plate.

We use only with verbs with the meaning 'not more than':

- He was only wearing a T-shirt and it was a cold day.

We use only to say that something is not important, serious or interesting:

- Here, someone is giving a present to a friend:
  Don't get excited, it's only something cheap!

4 We can use also with verbs in these patterns:

- subject + also + verb
  
  I tidied my room and I also did the washing-up.

- subject + be/auxiliary/modal + also
  
  It was raining and it also started to snow.

We use also to say that there is something more than what we have said before. We can use also like this:

- He's got a nice car and he's also got a motorbike.
- He's got a nice car. Also, he's got a motorbike.

We use too with the same meaning as also but we use too at the end of a sentence:

- He's got a nice car and he's got a motorbike too.

A Nothing has changed

Complete this letter using the phrases below it and still. Make sure that you put still in the right place in each gap.

Well, nothing has changed here since the last time I wrote to you – everything is still 1 the same. Last month, they told me that I was going to have a pay rise but 2 the same job and 3 it! Last month, they told me that I was going to have a pay rise but 4 happy about the place. As you know, I really want to get a better job 5 for other jobs but 6 I haven't found one. Anyway, I hope 7 me next Friday.

0 everything is  
(0,11),(996,999)
1 I'm working
2 I have
3 I don't like
4 I'm not
5 I'm applying
6 I haven't found
7 you can meet
B  The visitor

Alicia is visiting Britain and she is at a party. Someone asks her some questions. Decide if the underlined parts of Alicia's replies are correct or not. Put a tick (✓) if the underlined part is correct. If it is not correct, write the correct phrase using only.

0  Are you living here?  ~ No, I only am visiting.  I’m only visiting.
1  Have you been here many times?  ~ No, I’ve been only here once before.
2  Have you been here long?  ~ No, I only arrived two days ago.
3  Do you know many people here?  ~ No, I only know a few people.
4  Are you going to stay here for long?  ~ No, I’m going only to stay for a week.
5  Are you here to learn English?  ~ No, I’m only on holiday.
6  Can you speak English very well?  ~ No, I can speak only a bit.

C  Job applications

These are extracts from letters of application for jobs. Decide if the underlined parts are correct or not. Put a tick (✓) if the underlined part is correct. If it is not correct, write the correct phrase using also or too.

0  I’ve worked in shops before. I have also also have also have experience of bar work.
1  My computer skills are good and I am also a good organizer.
2  I like reading. Too, I’m interested in politics.
3  My main hobby is music and I also like playing a variety of sports.
4  I’m studying for a Business degree. I also am learning Spanish.
5  I’ve worked in tourism before. I have travelled also a lot.
6  I have good telephone skills and I also can type.

D  Come to the theatre

Two friends are discussing a trip. Complete their conversation using still, only, also or too.

HELENA  Are you coming on the theatre trip on Saturday?
ANITA  I don’t know. I’m still thinking about it. I haven’t decided yet.
HELENA  I think it’s going to be good and it’ll be a nice change for you. You’ve been working too hard.
ANITA  Yes, but I’ve got lots of work to do. I’ve done a bit of the latest project and there are three days left before we have to hand it in.
HELENA  Come on, you have plenty of time to do that. The trip is going to take a few hours, it’ll give you a break from all the work.
ANITA  I know, but the problem isn’t that work. I’ve got lots of other things to do.
HELENA  Like what?
ANITA  Well, I haven’t replied to the emails I’ve had recently.
HELENA  Come on, it takes a few minutes to do that. You can come to the theatre with us.
ANITA  Oh, OK, I’ll come.
Clause and sentence building

Because, so, so that; instead; apart from, except; although/though

5 Some examples of sentences with these words:
   The lights were red so I stopped.
   Apart from June, it was a miserable summer.
   Although the café was shut, there were people inside.

6 We use because in these patterns:
   because + subject + verb
   She apologized because she was late.
   because of + noun
   She was late because of a traffic jam.

7 So and so that are followed by subject + verb.
   We went outside so that we could enjoy the sunshine.

8 We use instead of, apart from, and except (for) before a noun/pronoun or -ing form. We can also use instead at the end of a clause:
   Instead of going to the meeting, Chris went home.
   Instead of him, Sapna came to the meeting.
   Chris couldn’t come. Sapna came instead.

9 We use although and though at the beginning of a clause. We can also use though at the end of a clause.
   Although she’s very poor, she’s happy.
   She’s very poor – she’s happy, though.

Grammar in action

4 We use because and so to link a cause with a result.
   We use because before the cause of something:
   I fell on the floor because the chair broke.
   We use so before the result of something:
   The chair broke so I fell on the floor.

5 We use so that to talk about the purpose of an action.
   We use so that before the intended result of an action.
   For future intentions, we often use the present simple after so that:
   I’m writing the date in my diary so that I don’t forget it.
   For past actions, we often use would and could after so that:
   I came in quietly so that she wouldn’t wake up.

6 We use instead of and instead to say that the usual or expected action does not happen and a different action happens or is preferred. We use instead of before the action that doesn’t happen, or instead after the action that does happen:
   Instead of taking the lift, I walked up the stairs.
   I didn’t take the lift. I walked up the stairs instead.

7 We use apart from and except (for) to say that a statement is not true for every person or thing. We use apart from / except (for) before the person or thing that the statement is not true for:
   Apart from me, everyone was smiling.
   Everyone was smiling except (for) me.

8 We use although/though to link two contrasting facts or opinions which are both true:
   Although/Though she’s tall, she couldn’t reach the top shelf.

TIP

Although/Though are quite formal. We use but in informal sentences:
   She’s tall but she couldn’t reach the top shelf.

A success story

Complete this story about someone who succeeded in life, by linking the sentences with because, because of, so, or so that.

0 Stefan was popular with his teachers because he was a good student.
1 He studied hard he would be able to get good qualifications.
2 He decided to leave his home he couldn’t find a job there.
3 He found a job in another country easily his qualifications.
4 He took classes before he left he would be good at the language.
5 He was a good worker, he did well in his new job.
6 He made a lot of new friends, he was happy in his new country.
7 People liked him his personality.
8 He was happy in his new country he had friends and money.
F Bad behaviour on the museum trip

Complete the rewritten statements about a class trip to a museum, using the linking words in brackets.

0 The trip was well-organized but I didn’t enjoy it. (although)
   Although the trip was well-organized, I didn’t enjoy it.

1 Some students didn’t go on the trip. They stayed at college. (instead)
   Some students didn’t go on the trip. They stayed at college.

2 The guided tour was short but we got bored. (though)
   Though the guided tour was short, we got bored.

3 People didn’t listen to the guide. They talked and laughed. (instead)
   People talked and laughed.

4 The interactive exhibits were the only things that were interesting. (except)
   Nothing was interesting except the interactive exhibits.

5 I was the only person who bought souvenirs in the shop. (apart)
   Apart from me, nobody bought souvenirs in the shop.

6 I didn’t learn a lot but I had fun with my friends. (although)
   Although I didn’t learn a lot, I had fun with my friends.

G Elena’s course

Jenny and Michael are talking about their friend Elena. Complete their conversation, using the correct words and phrases from the box. Use each choice once.

still only also too because because of so so that instead of instead of apart except although

JENNY Have you seen Elena recently?

MICHAEL Yes, I see her quite regularly because we go to the same gym.

JENNY Is she _______ doing that course in media studies?

MICHAEL No, she’s given it up. She decided to do something different _______. She felt it wasn’t the right course for her, _______ she’s stopped doing it.

JENNY Really? She _______ started that course last year, didn’t she?

MICHAEL Yes, _______. She liked it at the beginning, she decided that it wasn’t what she wanted to do. She didn’t like the college, _______. She felt that it wasn’t a very good course.

JENNY What was wrong with it?

MICHAEL Well, _______. from one or two of the assignments, she felt that it wasn’t useful. _______. doing practical work, she had lots of lectures about popular culture.

JENNY And she gave up the course _______. that?

MICHAEL Yes, but she changed her mind about her career _______. She’s now applying for other courses _______. she can be a teacher.

JENNY Wow! I don’t know anyone _______. for Elena who would change their plans so quickly!

OVER TO YOU Now go to page 128.
Over to you

For examples of the kind of sentences you might say or write, see pp. 149–52 in the answer key.

01 Present continuous
Say or write down three things that are happening at this moment in the place where you are reading or studying this.
Say or write down three things that are happening in your life or in the world during this period of time but not at this exact moment.
Say or write down three things that are fixed and organized in your future.

02 Present simple
Say or write down three things that happen in a typical day for you.
Say or write down three things that will happen at particular times in the future.
Say or write down three things that you do regularly but that you are not doing now, making sentences with the present simple and the present continuous.

03 Past simple and past continuous
Say or write down three important events in your life in the past and say when they happened.
Say or write down three things that you were doing or that were happening in your life a year ago.
Say or write a sentence that begins a story, using the past simple and the past continuous. Then try to tell the rest of the story!

04 Present perfect
Say or write down three important or unusual things that you have done in your life, using the present perfect.
Say or write down three things that you have done today, but don’t say when you did them.

Say or write down three things that you have done today, using just or already.
Say or write down three things that you haven’t done but that you think you will do, using the present perfect and yet.

05 Past simple and present perfect
Say or write down three important or unusual things that you have done in your life, using the present perfect and say when you did them, using the past simple.
Say or write down three things that have not happened for a period of time. Use the past simple and ago and the present perfect and for or since.

06 The future
Say or write down three important things that you have decided to do in your life in the future, using going to.
Say or write down three things that you predict for the future about other people, using going to.
Say or write down three things that you believe about the future, using will/won’t.

07 Question words
Think of a person you would like to interview – it doesn’t have to be a famous person. Say or write down a series of questions you would like to ask that person. Create one question beginning with each of these words: What, Who, Where, When, Why, How, and Which and Whose. Use as many verb tenses as you can.
Imagine that you are going to visit a country or city that you have never been to before and that you are talking to someone from that country or city. Say or write down a series of questions to ask that person. Create one question beginning with each of the following: How much, How many, How long, How far, How often, How + adjective.
08 Subject and object questions

Say or write down three subject questions beginning with **Who** about people that you know. Use different verb tenses for each question.

Think of a famous person and say or write down three object questions about that person, one beginning with **Who**, one beginning with **What** and one beginning with **Which**. Use different verb tenses for each question.

Say or write down three subject questions and three object questions for a general knowledge quiz. Use as many verb tenses as you can, and begin at least one question with **Who**, **What**, **Which**, and **Whose**.

09 Can, could, and would

Say or write down three sentences about your abilities in the past in comparison with your abilities now. In each sentence use **can/can’t** and **could/couldn’t**.

Say or write down three things that are possible or impossible for you now or in the future, using **can/can’t** and three things that were impossible for you in the past, using **couldn’t**.

Say or write down three questions you might ask in a shop, using Can I, Could I, Could you, and Would you?

Say or write down three things that you are permitted to do at home, at school or at work and three things that are not permitted to do, using **can/can’t**, and be allowed to.

10 May, might, could, and should

Say or write down three things that are possible in the future for you using **may** and **might**. Use **may** for things that are not very possible and **might** for things that are really possible.

Say or write down three things that **may not/might not** happen in the future. Think of things that are not about you personally.

Say or write down three things that it is possible for you to do now or in the future, using **could**.

Say or write down two things that you believe probably will and probably won’t happen in the future, using **should** and **shouldn’t**.

11 Must and have to

Say or write down three things that you must do today, three things you must do in the future and three things you had to do in the past. Use both **must** and **have to** when it is possible to do so.

Say or write down two rules of a game you know. Use **mustn’t** for one rule and **have to** for the other.

Say or write down three rules in the place where you work, study or live.

Say or write down three things that are not necessary in the place where you work, study or live.

Say or write down three things you recommend to a visitor to the place where you live.

12 Should

Say or write down three things that you believe are the right way of behaving or good ideas for you and three things that you do which you think are wrong or bad, using **should** and **shouldn’t**.

Imagine that someone wants to start doing a sport or hobby that you do or know a lot about. Give that person three positive pieces of advice using you **should or I think you should** and three negative pieces of advice using **you shouldn’t or I don’t think you should**.

Imagine that you are talking to someone who has asked you to suggest what they can do during the summer. Suggest two things to this person using **should** and two things using **shouldn’t**. Then suggest something you are less certain about, using **could**. Then suggest two things using I’d and two things using I wouldn’t.
13 The infinitive

Say or write down six sentences that are true for you, using the verbs listed in Grammar in action 1-4 on page 50 and the to infinitive. Use a different verb in each sentence and use as many different verb tenses as you can. Use not + to infinitive in two of your sentences.

Say or write down four sentences using want which you know are true. Use want + to infinitive for two sentences and want + object + to infinitive for two sentences.

Say or write down three sentences that are true for you, using modals. Use a different modal in each sentence.

Say or write down two sentences using make + object + infinitive without to and two sentences using let + object + infinitive without to that are true for you. Describe a present fact in one sentence in each pair and a past situation in the other sentence in each pair.

14 The -ing form

Say or write down six sentences that are true for you, using the verbs listed in Grammar in action 1-4 on page 54 and the -ing form. Use a different verb in each sentence.

Say or write down four sentences using -ing as a subject and describing present and past facts or events in your life. Use an object after the -ing form in two of the sentences.

Say or write down three sentences using would like that are true for you. In the sentences, describe things that you want to do now or in the future.

Say or write down three sentences from your own experience using the to infinitive to describe the purpose of an action. Use the to infinitive at the beginning of one of the sentences.

15 The passive

Say or write down three sentences describing things that happened to you in the past, using the past simple passive.

Say or write down three sentences using different passive tenses and describing facts about your school. Create one sentence with the present simple passive, one sentence with the present perfect passive and one sentence with the passive form of going to.

Say or write down three sentences using modal passive forms that you might see in public information or in public places.

Say or write down three sentences using passive verb forms and by + agent, describing things created or produced by different people. Use a different tense or verb form in each sentence. Write the active form of each sentence after each passive sentence.

16 Conditionals

Say or write down three things that you believe are possible in your future, and three things that you believe are possible in the future in general, using first conditional sentences. Use negative verbs in some of the sentences.

Say or write down four things that are different from your present situation and imagine the results if these situations really existed. Create second conditional sentences. Use could in two of the sentences.

Imagine three things that you think are unlikely to happen in the future but that you would like to happen, using second conditional sentences.
17 Connecting future sentences
Say or write down four things that you think will
or won’t happen in the future, using unless,

as long as, even if, and in case. Create one sentence
for each one.

Say or write down five things that you intend or plan
to do in the future, using when, until, as soon as,

before, and after. Create one sentence for each. Use
the present simple in four of the sentences and the

present perfect in one of the sentences.

18 Articles
Say or write down three pairs of sentences about

things that you can see in the room you are in. Use

a/an to mention something for the first time and the
to say something more about it.

Say or write down three pairs of sentences about

buildings. In the first sentence, do not specify which
building you are talking about and use a/an. In the
second sentence, specify which building you are
talking about and use the.

Say or write down two sentences about food with

no article in each sentence. Use a plural noun in
one sentence and an uncountable noun in the
other sentence.

Say or write down two sentences about the same

food with the in each sentence. Use a plural noun
in one sentence and an uncountable noun in the
other sentence and specify particular food.

Say or write down a pair of sentences about an

important aspect of life. Use no article in one of the
sentences to say something general and the in the
other sentence to be specific.

Say or write down a sentence including each of the

following, using the or no article: a country, a continent,
a language, a type of music, a musical instrument, a

meal, a subject for study and a sport or game.

19 Pronouns and possessives
Say or write down three pairs of sentences about
people you know. First of all, say who you are talking
about. Then use a subject pronoun in one sentence
and an object pronoun in the other.

Say or write down three sets of sentences about

things that you possess and things that other
people possess. In the first sentence in each set,
mention the possession; in the second sentence use
a possessive adjective and in the third sentence use
a possessive pronoun.

Say or write down four sentences about things that
you have done and that other people have done,

using reflexive pronouns.

Say or write down two sentences using each other.

20 Quantifiers
Say or write down three sentences about the town,
village or area where you live, using the pattern
quantifier + noun. Use a different quantifier in
each sentence.

Say or write down three sentences about your

school or your job using the pattern quantifier (+ of)
+

the/possessive + noun. Use a different quantifier in
each sentence.

Say or write down three sentences about your

friends, using the pattern quantifier (+ of) + my

friends. Use a different quantifier in each sentence.

Say or write down two sentences about things you

ate or drank recently. Use a few in one sentence and

a little in the other.

Say or write down two negative sentences using

many and two negative sentences using much that

are true for you.

Say or write down four sentences about experiences

you have had, two using the pattern quantifier + of

it and two using the pattern quantifier + of them.

Use as many quantifiers as you can.
21 Pronouns and determiners

Say or write down five sentences about things that you like or want, using one, ones, the one, the ones, and one of. Use as many different patterns as you can.

Say or write down four sentences about your interests or hobbies using another, the/my other, other, and the others. Use a different pattern in each sentence.

Say or write down four sentences about your life in the recent past. In one sentence use a pronoun beginning with some (something, somebody, etc.), in one sentence use a pronoun beginning with every, in one sentence use a pronoun beginning with no and in one sentence, use a pronoun beginning with any.

Say or write down four sentences about your life in the recent past. In two sentences use the pattern pronoun + adjective and in two of the sentences use the pattern pronoun + else.

22 There, it, this, that, etc

Say or write down four sentences about the place where you study or work, using there. In three sentences, use as many verb tenses and forms as you can. In one sentence use a number + of + pronoun.

Say or write down five sentences beginning with it to talk about each of the following: the time, the day, the month, the date, a distance.

Say or write down two sentences about the weather. Use it in one sentence and there in the other.

Say or write down four sentences about things that have happened to you, beginning with the following: It was easy for me ... It was kind of ... It was great to ... It was lucky that ...

Imagine that you are showing a visitor round your home. Say or write down pairs of sentences you can tell the visitor about your home, using this, that, these, and those. In each pair of sentences, use a noun after this, etc in one sentence and use this, etc as a pronoun in the other sentence.

23 Comparison of adjectives

Say or write down five sentences comparing two people that you know and five sentences comparing two places. Use comparative adjective + than and use as many different kinds of adjective as you can.

Say or write down three sentences comparing yourself with someone else, using as ... as.

Say or write down five sentences about places, using superlatives.

24 Adverbs

Say or write down five sentences describing actions you have seen recently, using adverbs of manner. Use a different adverb for each sentence.

Say or write down two sentences comparing the way you do or did something with the way another person does or did it. Use comparative adverb + than in one sentence and as + comparative adverb + as in one sentence.

Say or write down five sentences describing your own experiences and feelings. In one sentence use extremely/very/really, in one sentence use fairly/quite + adjective, in one sentence use a fairly, in one sentence use quite a, and in one sentence use completely/absolutely/totally.

Say or write down four sentences comparing people you know. Use much in one sentence, a lot in another, far in another, and a bit in the other. Use adjectives and adverbs.

25 Prepositions (1)

Say or write down three sentences about where you live, two using in and one using at.

Say or write down three sentences about where various things are in the place where you live or work, two using in and one using on.

Say or write down four sentences describing the place where various things are in the room that you are in now. In each sentence, use a different one of the following: under, above, next to, beside, opposite, in front of, behind, near (to), between.
Say or write down four sentences describing things that you do when you are on a journey that you know well. In each sentence, use a different one of the following: out of, into, across, along, through, up, down, round, towards, past.

Say or write down three sentences about different kinds of transport you use or have used. In each sentence use a different one of the following: by, on, in.

26 Prepositions (2)

Say or write down two sentences describing someone, one using in to describe the person's clothes and one using with to describe the person physically.

Say or write down one sentence describing something that you use frequently, using with to talk about something that it has.

Say or write down two sentences describing how you did something, one using with to talk about what you used and one using by + -ing to talk about how you did it.

Say or write down one sentence describing something that you didn't do, using without + -ing.

Say or write down three sentences about experiences you have had and things you have done, using a different time prepositional phrase with at in each one.

Say or write down three sentences about the past and the future, using a different prepositional phrase with in in each one.

Say or write down two sentences about paying for something, using a different prepositional phrase in each one.

Say or write down two sentences about communicating with someone and two sentences about technology, using a different prepositional phrase in each one.

27 Reported speech

Say or write down six things that people said to you recently. Use say in three of the sentences and tell in three sentences. Use a different verb form for each sentence.

Say or write down six questions that someone asked you recently. Use ask + what, when, where, etc for three of the reported questions and ask + if/whether for three reported questions. Use different verb forms.

Say or write down three reported requests and three reported orders or instructions that you have received or made recently. Use ask for the requests and tell for the orders or instructions.

28 Relative clauses

Say or write down three sentences describing people and three sentences describing things, using relative clauses with the same subject as the rest of the sentence. Use who for three of the sentences and which/that for three of them.

Say or write down three sentences describing people and three sentences describing things, using relative clauses with different subjects from the rest of the sentence. Use who for three of the sentences and which/that for three of them.

Say or write down three sentences about your own personal experiences using relative clauses with where, when and whose. Create one sentence for each of them.

29 Conversational English

Write down three questions you might ask in a shop. Then write the three short answers to those questions. Use different verb forms.

Imagine three surprising things that a friend might say to you. Write what you friend says and the short questions that you use to express your surprise. Use different verb forms.

Choose a country and write three questions with question tags about that country. Use different verb forms.
Write three positive statements about a friend of yours that are also true for you. Write short responses with *so* and *too* after each statement. Use different verb forms. Then create single sentences with *and*.

Write three negative statements about a friend of yours that are also true for you. Write short responses with *neither/nor* and *either* after each statement. Use different verb forms. Then create single sentences with *and*.

### 30 Clause and sentence building

Say or write down four sentences containing facts about your life. Use *still* in the first sentence, *only* in the second, *also* in the third and *too* in the fourth.

Say or write down four sentences explaining actions that you did recently. Use *because* in the first sentence, *because of* in the second, *so* in the third, and *so that* in the fourth.

Describe a choice you have made recently. Describe what you did in one sentence using *instead of* and in a pair of sentences using *instead* in the second sentence.

Say or write down two sentences describing a fact that is true of only one person or place. Use *apart from* in one sentence and *except (for)* in the other.

Write down three pairs of facts about yourself that contrast. Write one sentence using *although* and one sentence using *though*.
### Form tables

#### A  Plural nouns

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<tr>
<td>With nouns that end with -s, -ss, -sh, -ch and -x we add -es:</td>
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#### B  Present simple

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<td>+es</td>
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<tr>
<td>We add -es to verbs that end with -ss, -sh, -ch, -o or -x:</td>
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<tr>
<td>-y → -ies</td>
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<td>We change -y to -ies with verbs that end with a consonant + -y:</td>
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<td>fly</td>
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</table>

*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:
- [s] = 1 syllable
- [st] = 2 syllables
- [stt] = 3 syllables
## C -ing forms

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<tr>
<td>eat</td>
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<tr>
<td>-e + -ing</td>
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<td>With verbs that end with a consonant* + -e, we delete the -e and add -ing:</td>
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<td>write</td>
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<td>-ie → -ying</td>
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<tr>
<td>With verbs that end with -ie, we change -ie to -ying:</td>
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<td>die</td>
<td>dying</td>
</tr>
<tr>
<td>tie</td>
<td>tying</td>
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<tr>
<td>-t → -tting</td>
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<tr>
<td>With verbs that end with one vowel* + one consonant (e.g. get, hit, stop), we double the consonant:</td>
<td></td>
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<td>sit</td>
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<tr>
<td>run</td>
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<td>swim</td>
<td>swimming</td>
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<tr>
<td>+ -ing</td>
<td></td>
</tr>
<tr>
<td>But note that we do not double the consonant, 1) when it is y or w (e.g. play), 2) when the last syllable* is not stressed (e.g. remEMBER, VISIt):</td>
<td></td>
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<tr>
<td>play</td>
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## D Regular verbs: past simple and past participle

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<td>With most verbs we add -ed</td>
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<td>finished</td>
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<td>+ -d</td>
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<td>With verbs ending with -e, we add -d</td>
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<td>-y → -ied</td>
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<td></td>
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<td>With verbs that end with one consonant* + -y, we change the y to -ied:</td>
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<tr>
<td>-p → -pped</td>
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<tr>
<td>With verbs that end with one vowel* + one consonant (e.g. stop), we double the consonant:</td>
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<tr>
<td>+ -ed</td>
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<tr>
<td>But note that we do not double the consonant, 1) when it is y or w (e.g. play), 2) when the last syllable* is not stressed (e.g. LISTen, HAppen, Open):</td>
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Note that in British English I is usually doubled, even if the syllable in unstressed (e.g. travel)
# Irregular verbs: past simple and past participle

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## Comparative and superlative adjectives

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<th>SUPERLATIVE</th>
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<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>low</td>
<td>lower</td>
<td>the lowest</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>more / most</th>
<th>ADJECTIVE</th>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
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<tbody>
<tr>
<td>expensive</td>
<td>more expensive</td>
<td>the most expensive</td>
<td></td>
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<tr>
<td>famous</td>
<td>more famous</td>
<td>the most famous</td>
<td></td>
</tr>
<tr>
<td>beautiful</td>
<td>more beautiful</td>
<td>the most beautiful</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-y &gt; -ier/-est</th>
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<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy</td>
<td>happier</td>
<td>the happiest</td>
<td></td>
</tr>
<tr>
<td>lucky</td>
<td>luckier</td>
<td>the luckiest</td>
<td></td>
</tr>
<tr>
<td>easy</td>
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### Irregular adjectives

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<th>SUPERLATIVE</th>
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<tbody>
<tr>
<td>good</td>
<td>better</td>
<td>the best</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
<td>the worst</td>
</tr>
<tr>
<td>far</td>
<td>further</td>
<td>the farthest</td>
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</tbody>
</table>

## Adverbs

<table>
<thead>
<tr>
<th>+ -ly</th>
<th>ADJECTIVE</th>
<th>ADVERB</th>
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</thead>
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<tr>
<td>quick</td>
<td>quickly</td>
<td></td>
</tr>
<tr>
<td>correct</td>
<td>correctly</td>
<td></td>
</tr>
<tr>
<td>slow</td>
<td>slowly</td>
<td></td>
</tr>
</tbody>
</table>

### Exceptions:

Adjectives that end with -y (y > -iely):

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>COMPARATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy</td>
<td>happily</td>
</tr>
<tr>
<td>lucky</td>
<td>luckily</td>
</tr>
</tbody>
</table>

Adjectives that end with -ble (ble + y):

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>COMPARATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>well</td>
</tr>
<tr>
<td>fast</td>
<td>fast</td>
</tr>
<tr>
<td>hard</td>
<td>hard</td>
</tr>
<tr>
<td>late</td>
<td>late</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>* Consonants</th>
<th>b c d f g h j k l m n p q r t v w x y z</th>
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</thead>
<tbody>
<tr>
<td>Vowels</td>
<td>a e i o u</td>
</tr>
</tbody>
</table>
## Verb tenses

**infinitive: cook**

<table>
<thead>
<tr>
<th></th>
<th><strong>POSITIVE</strong> full forms (short forms)</th>
<th><strong>NEGATIVE</strong> full forms (short forms)</th>
<th><strong>QUESTIONS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Present simple</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I/you/we/they</td>
<td>cook</td>
<td>do not cook</td>
<td>Do you cook?</td>
</tr>
<tr>
<td>He/she/it</td>
<td>cooks</td>
<td>does not cook</td>
<td>Does he cook?</td>
</tr>
<tr>
<td><strong>Present continuous</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>am cooking</td>
<td>am not cooking</td>
<td>Am I cooking?</td>
</tr>
<tr>
<td>You/we/they</td>
<td>are cooking</td>
<td>are not cooking</td>
<td>Are you cooking?</td>
</tr>
<tr>
<td>He/she/it</td>
<td>is cooking</td>
<td>is not cooking</td>
<td>Is she cooking?</td>
</tr>
<tr>
<td><strong>Past simple</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I/you/he/she/it/we/they</td>
<td>cooked</td>
<td>did not cook</td>
<td>Did you cook?</td>
</tr>
<tr>
<td></td>
<td>(didn't cook)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Past continuous</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I/you/we/they</td>
<td>was cooking</td>
<td>was not cooking</td>
<td>Was he cooking?</td>
</tr>
<tr>
<td>You/we/they</td>
<td>were cooking</td>
<td>were not cooking</td>
<td>Were you cooking?</td>
</tr>
<tr>
<td><strong>Present perfect</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I/you/we/they</td>
<td>have cooked</td>
<td>have not cooked</td>
<td>Have they cooked?</td>
</tr>
<tr>
<td>He/she/it</td>
<td>has cooked</td>
<td>has not cooked</td>
<td>Has she cooked?</td>
</tr>
<tr>
<td><strong>Present perfect continuous</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I/you/we/they</td>
<td>have been cooking</td>
<td>have not been cooking</td>
<td>Have you been cooking?</td>
</tr>
<tr>
<td>He/she/it</td>
<td>has been cooking</td>
<td>has not been cooking</td>
<td>Has she been cooking?</td>
</tr>
<tr>
<td><strong>Past perfect</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I/you/he/she/it/we/they</td>
<td>had cooked</td>
<td>had not cooked</td>
<td>Had they cooked?</td>
</tr>
<tr>
<td></td>
<td>(she'd cooked)</td>
<td>(hadn't cooked)</td>
<td></td>
</tr>
</tbody>
</table>
### Answer key

#### 01 Present continuous

<table>
<thead>
<tr>
<th>A</th>
<th>1 I'm drinking</th>
<th>4 I'm travelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>We're leaving</td>
<td>5 are you doing</td>
</tr>
<tr>
<td>3</td>
<td>The train's going</td>
<td>6 I'm making</td>
</tr>
<tr>
<td></td>
<td><strong>WORD FOCUS</strong></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>1 The sun's / is shining</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 The teams are running</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 The England players are wearing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 Both teams are playing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 The England fans are looking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 The players are leaving</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7 the players are celebrating</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8 The referee is blowing</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>1 What's he doing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 He's spending</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 He's learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 he's having</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 She's living</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 she isn't / she's not going out</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7 they aren't / they're not talking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8 He's enjoying</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9 He isn't / He's not sitting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 He's taking</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1 is getting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 are moving</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 is causing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 aren't / are not using</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 aren't / are not / ye not travelling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 are going</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7 are telling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8 aren't / are not listening</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9 are talking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 aren't / are not / ye not doing</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>1 I'm going</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 the Principal's giving</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 I'm attending</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 we're taking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 we're going</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 we're leaving</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7 we're arriving</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8 I'm playing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9 I'm not doing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 I'm cooking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11 We're eating</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12 we're watching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13 I'm writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>14 I'm having</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15 I'm going</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16 I'm playing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17 I'm going</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18 I'm not doing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>19 I'm staying</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20 I'm taking</td>
<td></td>
</tr>
</tbody>
</table>

#### 02 Present simple

<table>
<thead>
<tr>
<th>F</th>
<th>1 I'm doing</th>
<th>8 I'm practising</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>I'm finding</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>are you doing</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I'm getting</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I'm leaving</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The taxi's / The taxi is coming</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I'm not going</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Who's going</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>We're celebrating</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>A band's / A band is playing</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>people are coming</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I'm staying</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I'm working</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I'm going</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>1 I'm studying</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 I'm having</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 I'm treating</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 I'm making</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 I'm not missing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 I'm doing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7 I'm learning</td>
<td></td>
</tr>
</tbody>
</table>

- **WORD FOCUS**
  - A: 'don't understand'
  - B: 'like'
  - C: 'my'
  - D: 'is'
  - E: 'not'
  - F: 'having'
  - G: 'least, like'

---

A canteen is a restaurant where a person or people work. A diary is a list of what someone has to do in the future at work. It is also a small book that is used for writing down what you did each day, after you did it.

Conferences are large meetings of business people.

<table>
<thead>
<tr>
<th>1</th>
<th>brings</th>
<th>7 discuss</th>
<th>13 gets</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>tells</td>
<td>8 don't agree</td>
<td>14 finishes</td>
</tr>
<tr>
<td>3</td>
<td>does</td>
<td>9 don't last</td>
<td>15 don't go</td>
</tr>
<tr>
<td>4</td>
<td>organizes</td>
<td>10 don't eat</td>
<td>16 work</td>
</tr>
<tr>
<td>5</td>
<td>deals</td>
<td>11 go</td>
<td>17 travel</td>
</tr>
<tr>
<td>6</td>
<td>have</td>
<td>12 stay</td>
<td></td>
</tr>
</tbody>
</table>

- **WORD FOCUS**
  - A: 'in a place of work'
  - B: 'of'
  - C: 'member of'
  - D: 'of'
  - E: 'in a place of work'
  - F: 'does'
  - G: 'use'

---

134 | Answer key
### Past simple and past continuous

#### A
1. moved
2. opened
3. became
4. didn’t / did not speak
5. arrived
6. learnt
7. ate
8. worked
9. made
10. was
11. went
12. did
13. passed
14. studied
15. got
16. set
17. sold
18. owned
19. lived
20. bought

#### B
1. came
2. didn’t start
3. arrived
4. didn’t say
5. was
6. shouted
7. started
8. drove
9. got
10. wanted
11. made
12. didn’t go
13. didn’t arrive
14. didn’t stay
15. didn’t speak
16. were
17. didn’t / did not like
18. became
19. were having
20. were travelling

#### C
1. was
2. left
3. asked
4. Did you become
5. took
6. played
7. didn’t / did not earn
8. Did you feel
9. enjoyed
10. had
11. wanted
12. did it happen
13. saw
14. offered
15. knew
16. helped
17. appeared
18. made
19. bought
20. happened

#### D
1. was studying
2. was trying
3. was doing
4. wasn’t going out
5. were having
6. were going
7. were enjoying
8. was sitting
9. wasn’t doing
10. was working
11. was getting
12. was coming
13. was feeling
14. wasn’t enjoying
15. was going
16. were saving
17. was planning
18. was serving
19. was living

#### E
1. get lost
2. get married
3. get stuck
4. arrived; was speaking
5. was doing; asked
6. was talking; rang
7. came; weren’t / were not working; were looking
8. stopped; went
9. was eating; came
10. were sitting; asked
11. was the boss talking; were sitting
12. went; was feeling; was smiling
13. were talking; offered
14. had
15. decided
16. were planning
17. continued
18. gave
19. started
20. were travelling
21. had
22. met
23. made
24. were having
25. came
26. wrote
04 Present perfect

A 1 I've worked; I haven't become
2 I've lived; I haven't lived
3 I've studied; I've learnt
4 I've bought; I haven't read
5 I've tried; I haven't found

B 1 he hasn't contacted
2 he has done / 's he done
3 He's decided
4 He's found
5 He hasn't said
6 He hasn't told
7 Has he planned
8 he's given
9 he's sold
10 he's bought

C WORD FOCUS very surprised
1 's had
2 have joined
3 haven't done
4 hasn't come
5 haven't eaten; 've been

D 1 Helen has left / 's left
2 she's started
3 She's bought
4 Things have got
5 He's found
6 he's become
7 I haven't met
8 people have told
9 The weather has been / 's been
10 The rain hasn't stopped
11 You've made

E 1✓
2✓
3 We haven't been to that shop yet.
4 I've already bought lots of things.
5 Have you bought anything yet?
6 We've already been here for three hours.
7 I haven't looked in all the shops yet.
8 The shop over there has just opened.
9 ✓
10 ✓

F 1 I've already got my copy.
2 I've just bought it
3 I haven't listened to it yet
4 Have you heard it yet?
5 I've already played it
6 Have you bought tickets for his concert yet?
7 I've just phoned the box office
8 they've already sold out

G 1 I haven't seen him yet
2 I haven't seen him yet
3 I've never climbed
4 I've never climbed
5 I've never dived
6 I've never been
7 I've never understood
8 I've never played
9 I've never been
10 I've never won
11 I've never scored
12 I've never tried
13 I've never succeeded
14 Sport has never been
15 Have you ever felt
16 It's never worried

05 Past simple and present perfect

A 1 I've cooked
2 Have you cooked
3 I've cooked
4 I haven't seen
5 did you learn
6 Someone taught
7 I was
8 did you live
9 I lived
10 I had
11 Have you lived
12 I've had
13 I worked
14 Did you enjoy
15 I had
16 I made
17 I enjoyed
18 I've finished

B 1 have you done
2 I've forgotten
3 I've left
4 I put
5 I decided
6 I didn't take
7 I haven't brought
8 did you book
9 I did
10 they sent
11 did you pay
12 I paid
13 Did they send
14 I've found
15 they've kept

C WORD FOCUS 8
1 's / has played
2 's / has won
3 voted
4 hasn't been
5 left
6 got
7 worked
8 was
9 want
10 had
11 saw
12 chose
13 changed
14 ve / have wanted
15 for 6 months
16 for 2 months
17 for 3 weeks
18 for 3 weeks

136 | Answer key
### 06 The future

<table>
<thead>
<tr>
<th>A</th>
<th>I'm going to do</th>
<th>I'm going to get</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I'm going to do</td>
<td>I'm going to get</td>
</tr>
<tr>
<td>2</td>
<td>I'm going to join</td>
<td>I'm going to run</td>
</tr>
<tr>
<td>3</td>
<td>I'm not going to sit</td>
<td>I'm going to go</td>
</tr>
<tr>
<td>4</td>
<td>I'm not going to spend</td>
<td>I'm going to save</td>
</tr>
<tr>
<td>5</td>
<td>I'm not going to watch</td>
<td>I'm going to read</td>
</tr>
<tr>
<td>6</td>
<td>I'm going to lose</td>
<td>I'm not going to eat</td>
</tr>
<tr>
<td>7</td>
<td>I'm going to be</td>
<td>I'm not going to shout</td>
</tr>
<tr>
<td>8</td>
<td>I'm going to learn</td>
<td>I'm going to prepare</td>
</tr>
<tr>
<td>9</td>
<td>I'm not going to worry</td>
<td>I'm going to enjoy</td>
</tr>
</tbody>
</table>

### B WORD FOCUS

<table>
<thead>
<tr>
<th>A</th>
<th>Audience</th>
<th>B</th>
<th>Refreshments</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Interval</td>
<td>D</td>
<td>Show</td>
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<tr>
<td>1</td>
<td>are you going to get</td>
<td>are the refreshments going to arrive</td>
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<tr>
<td>2</td>
<td>I'm going to get</td>
<td>They're going to arrive</td>
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<td>3</td>
<td>The rest of you are going to come</td>
<td>We're going to put</td>
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<td>4</td>
<td>are the refreshments going to arrive</td>
<td>we're going to arrange</td>
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<td>5</td>
<td>They're going to arrive</td>
<td>are people going to start</td>
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<td>6</td>
<td>We're going to put</td>
<td>People are going to start</td>
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<td>7</td>
<td>we're going to arrange</td>
<td>9 Robin and Thelma are going to organize</td>
<td></td>
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<td>8</td>
<td>are people going to start</td>
<td>10 Pamela is / Pamela's going to collect</td>
<td></td>
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<tr>
<td>9</td>
<td>People are going to start</td>
<td>11 Alan is / Alan's going to help</td>
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<tr>
<td>10</td>
<td>Robin and Thelma are going to organize</td>
<td>12 is the timetable for the show going to be</td>
<td></td>
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<tr>
<td>11</td>
<td>Pamela is / Pamela's going to collect</td>
<td>13 The first part of the show is going to finish</td>
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<tr>
<td>12</td>
<td>Alan is / Alan's going to help</td>
<td>14 Elaine and Frank are going to serve</td>
<td></td>
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<tr>
<td>13</td>
<td>is the timetable for the show going to be</td>
<td>15 The interval is / The interval's going to last</td>
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<tr>
<td>14</td>
<td>The first part of the show is going to finish</td>
<td>16 The second part of the show is going to begin</td>
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<tr>
<td>15</td>
<td>Elaine and Frank are going to serve</td>
<td>17 The show is / The show's going to finish</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>The interval is / The interval's going to last</td>
<td>18 Are we going to stay</td>
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<tr>
<td>17</td>
<td>The second part of the show is going to begin</td>
<td>19 we're going to tidy</td>
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### C 07 Question words

<table>
<thead>
<tr>
<th>A</th>
<th>Whose</th>
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<th>Why</th>
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<tbody>
<tr>
<td>1</td>
<td>Whose</td>
<td>2</td>
<td>How</td>
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<td>2</td>
<td>How</td>
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<td>When</td>
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<td>3</td>
<td>When</td>
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<td>Where</td>
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<td>4</td>
<td>Where</td>
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<table>
<thead>
<tr>
<th>B</th>
<th>Why did you buy a new dress?</th>
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<tbody>
<tr>
<td>1</td>
<td>Why did you buy a new dress?</td>
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<tr>
<td>2</td>
<td>Where did you buy it?</td>
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<td>3</td>
<td>What is / What's the shop called?</td>
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<td>4</td>
<td>Which street is the shop in?</td>
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<td>5</td>
<td>Whose party is it?</td>
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<table>
<thead>
<tr>
<th>C</th>
<th>1</th>
<th>Where does the London Marathon end?</th>
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<tbody>
<tr>
<td>1</td>
<td>Where does the London Marathon end?</td>
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<td>2</td>
<td>Whose statue is</td>
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<td>3</td>
<td>What do people buy</td>
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<td>When did Heathrow Airport open?</td>
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<td>5</td>
<td>Which street does the Prime Minister live in?</td>
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<td>6</td>
<td>Why do people go</td>
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**Answer key** | 137
D  1. Why did you run away?  
   2. When did you last see the missing person?  
   3. How did the burglars get into your house?  
   4. Which window did the burglars break?  
   5. What did the burglars take?  

E  1. How much  
   2. How long  
   3. How far  
   4. How many  
   5. How often  
   6. How good  

F  1. How old is the building?  
   2. How long has it been a museum?  
   3. How popular is it?  
   4. How many tourists visit it every year?  
   5. How often are there special exhibitions?  
   6. How much does a season ticket for the museum cost?  

G  **WORD FOCUS**  
   1. Whose assistant is he  
   2. What did he tell  
   3. Why is he leaving  
   4. When is he going to leave  
   5. Where is he going to work  
   6. Which company is he going to work for  
   7. How big is that company  
   8. How did he get  
   9. How much is he going to earn  

**08 Subject and object questions**  

A  1. Who knows the answer?  
   2. Who’s / Who is going to hand out the books?  
   3. Who got every answer right?  
   4. Who’s / Who is listening carefully?  
   5. Who left a pen here yesterday?  
   6. Who’s / Who has finished the exercise?  

B  1. Who’s / Who is Elaine going out with?  
   2. Who did Mark sit next to on the bus?  
   3. Who do you like most in the class?  
   4. Who’s / Who is going to be Ruth’s partner next week?  
   5. Who’s / Who has Eric invited to his party?  
   6. Who was Tom phoning in the break?  

C  **WORD FOCUS**  
   1. Who killed Chris?  
   2. Who saw what happened?  
   3. Who’s / Who is Harry trying to find?  
   4. Who’s / Who is trying to find Olivia?  
   5. Who does Harry want to kill?  
   6. Who has / Who’s left her husband?  
   7. Who’s / Who is Sharon living with now?  
   8. Who’s / Who is going to start a new life in Australia?  
   9. Who’s / Who is in love with Sharon?  
   10. Who’s / Who is Geoff in love with?  

D  1. What’s / What is your job title?  
   2. Who sits next to you in the office?  
   3. Who do you have lunch with most days?  
   4. Who runs the department?  
   5. What happened at work today?  
   6. What are you working on at the moment?  
   7. Who did you work with on that project?  
   8. What did the project involve?  
   9. Who applied to be the new boss?  
  10. Who did they appoint as the new boss?  

E  1. What did Edward Jenner discover?  
   2. Which very famous character did the author J.K. Rowling create?  
   3. Who did John Wilkes Booth shoot in Washington in 1865?  
   4. What caused the Great Fire of London in 1666?  
   5. Who won the award for Best Actor at last year’s Oscars?  
   6. Which king of England had six wives?  
   7. Who’s / Who has had more Number 1 hits in Britain than any other singer?  

F  1. won the painting competition?  
   2. painting won the painting competition?  
   3. did Daniel paint?  
   4. painting did the teacher choose?  
   5. did the teacher give the first prize to?  
   6. painting came second in the competition?  
   7. was the title of your painting?  
   8. painting did you like the most?  

**09 Can, could, and would**  

A  1. I can’t hear  
   2. I can’t get  
   3. I can’t find  
   4. Can you speak up?  
   5. I couldn’t hear  
   6. I can’t open  
   7. Can you remember  
   8. I can remember  
   9. I couldn’t find  
   10. I can’t explain  

B  1. couldn’t speak  
   2. could understand  
   3. could go  
   4. couldn’t have  
   5. can speak  
   6. can make  
   7. can do  
   8. can’t remember  
   9. can think of  
   10. can understand
C 1 I can go / I'll be able to go
2 Can we discuss
3 we can arrange
4 Can we go / Will we be able to go
5 We can't use / We won't be able to use
6 Can you borrow / Will you be able to borrow
7 he can't lend / he won't be able to lend
8 Can we get / Will we be able to get
9 We can't take / We won't be able to take
10 we can get / we'll be able to get
11 I can look up
12 Can you do
13 I can phone / I'll be able to phone
14 I can tell / I'll be able to tell

D 1 were able to / managed to get
2 were able to / managed to arrive
3 couldn't find
4 were able to / managed to carry
5 were able to / managed to find
6 were able to / managed to book
7 were able to / managed to see
8 couldn't take
9 couldn't get
10 couldn't use
11 were able to / managed to find
12 were able to / managed to come

E 1 Could / Would / Can you show
2 Could / Would / Can you tell
3 Can / Could / May I recommend
4 Could / Can / May I order
5 Can / Could / May I take
6 Could / Can we move
7 Can / Could / May I change
8 Could / Would / Can you bring
9 Could / Can we have
10 Could / Would / Can you get

F 1 we can do
2 Can you watch
3 I'm not allowed to watch
4 can watch
5 I'm not allowed to do
6 I'm allowed to watch
7 I can't watch
8 Are you allowed to play
9 I can play
10 I can't play

WORD FOCUS A speak B look C stay

G 1 could I book
2 Could you wait
3 May I have
4 Would you spell
5 Could you tell
6 Could I make
7 Could I stay
8 you can't smoke
9 Can I park
10 you can leave
11 can I use
12 you can go
13 could you give
14 would you send

10 May, might, could, and should

A 1 might see
2 might come
3 might be
4 might not enjoy
5 might find
6 might not think
7 might not be
8 might make
9 might have
10 might not get
11 might be
12 might want
13 might be
14 might have to
15 might be able to

B 1 might get; might not be
2 might visit; might not have
3 might travel; might come
4 might read; might not want
5 might not rain; might spend
6 might not do; might take

C 1 may not arrive
2 may have to
3 may last
4 may not leave
5 may get
6 may not get back
7 may have
8 may not be able to
9 might get on
10 might forget
11 may not go
12 may not stay

D 1 might not speak
2 might not be
3 might want
4 might book
5 may do
6 might organize
7 might not last
8 might / could be
9 might / could be
10 might / could enjoy

E 1 might / could arrive
2 might / could make
3 might not be
4 might / could rise
5 might / could appear
6 might not rain

F WORD FOCUS A
1 might invite
2 might get
3 might do
4 could go
5 might do
6 could give
7 might stay
8 could have
9 we might play
10 we might watch
11 we might not stay
12 we might not stay
13 we might decide
14 it should be
### 11 Must and have to

**A(i) 1**
- must pay
- must get
- must arrive

**A(ii) 1**
- have to pay
- have to get
- has to arrive

**B 1**
- I must meet / have to meet
- she must speak / she has to speak
- she must discuss / she has to discuss
- I must hurry / I have to hurry
- she had to borrow
- I had to give
- I must tell / I have to tell / I’ll have to tell

**C 1**
- have to get
- have to leave
- have to catch
- had to walk

**D 1**
- (really) must go
- (really) must meet
- (really) must eat
- (really) must see

**E 1**
- mustn’t touch
- have to get
- have to win
- has to jump

**F 1**
- mustn’t
- don’t have to
- mustn’t
- don’t have to

**G 1**
- I mustn’t tell
- you don’t have to tell
- do you have to play
- I don’t have to do
- you don’t have to go
- I won’t / don’t have to go
- Did you have to get
- I didn’t have to do
- You mustn’t repeat
- I mustn’t say

### 12 Should

**A 1**
- you should do
- you should go
- you shouldn’t visit
- I think you should walk
- you should look for
- you shouldn’t spend
- you should experience
- Do you think I should hire
- I don’t think you should do
- you should use
- you should travel
- you should remember
- you shouldn’t try

**B 1**
- shouldn’t use
- should walk
- should cycle
- shouldn’t fly
- shouldn’t buy
- shouldn’t throw away
- shouldn’t use up
- should recycle
- shouldn’t take care

**C 1**
- should come on
- shouldn’t make
- shouldn’t be

**D 1**
- you could start
- I’d speak / I would speak
- I wouldn’t get
- you could apologize
- I wouldn’t listen

**E 1**
- mustn’t
- should
- shouldn’t
- might not

**F 1**
- wouldn’t
- couldn’t
- shouldn’t
- mustn’t

### 13 The infinitive

**A 1**
- to bring
- to improve
- to spend
- refused to play
- ve / have agreed not to discuss

**B 1**
- to take
- to go
- to pay
- offered to take
- promised to be

**C 1**
- to see
- to arrive
- to get in
- to go
- to not go
- promise not to scare
**D** **WORD FOCUS**  
A  
1. didn't want her old boyfriend to go  
2. want people to have  
3. didn't want people to sit  
4. They must be  
5. You'll find / You can find  
6. it might / it may be  
7. doesn't let students give  
8. made me read  
9. makes everyone concentrate  
10. describes  
11. to take  
12. to go  
13. visit  
14. me to meet  
15. to have  
16. to go  
17. to do  
18. me miss  

**E**  
1. Can I use  
2. Should I get  
3. It might / it may be  
4. Don't / doesn't let students give  
5. let us bring  
6. I like talking  
7. I like to work  
8. I'd like to have  
9. I'd like to have  

**F**  
1. wouldn't / didn't let us go  
2. made us do  
3. doesn't let students give  
4. made me read  
5. makes everyone concentrate  
6. let us bring  
7. I like talking  
8. I'd like to have  
9. I don't like being  
10. I'd like to have  

**G**  
1. to take  
2. to go  
3. visit  
4. me to meet  
5. to have  
6. to go  
7. to do  
8. me miss  
9. to bring  
10. not to get  
11. not to laugh  
12. not to look  
13. to pay  
14. say  
15. be  
16. stay  
17. to rent  
18. to bring  

**14 The -ing form**  
A  
1. to stop joining  
2. doesn't like sitting  
3. hates waiting  
4. doesn't enjoy travelling  
5. to keep doing  
6. love listening  
7. enjoy being  
8. don't mind getting  
9. finish / have finished working  
10. like spending  

**B**  
1. went skiing  
2. went shopping  
3. went dancing  
4. went swimming  
5. went skating  

**C**  
1. Understanding  
2. Shopping  
3. Travelling  
4. parking  
5. driving  
6. crossing  
7. being  
8. going  
9. meeting  
10. leaving  

**D**  
1. don't like buying  
2. Would / Do you mind coming  
3. don't mind helping  
4. go shopping  
5. hate doing  
6. don't like spending  
7. don't enjoy being  
8. Working  
9. Stop complaining  
10. haven't finished / didn't finish telling  
11. Would / Do you mind listening  
12. keep talking  
13. love shopping  

**WORD FOCUS**  
A nice  
B special  
C boring  
D busy  

**E**  
1. I like spending  
2. I'd like to go  
3. I like coming  
4. I like talking  
5. I'd like to work  
6. would you like to happen  
7. I'd like to earn  
8. I'd like to give up  
9. I don't like being  
10. I'd like to have  

**F**  
1. Getting  
2. Phoning  
3. to speak  
4. to leave  
5. to fix  
6. Planning  
7. making  
8. To help  
9. to stop  
10. to go  

**G**  
1. to take  
2. to save  
3. going  
4. having  
5. spending  
6. to keep  
7. dancing  
8. to save  
9. Choosing  
10. to experience  
11. seeing  
12. finding out  
13. To choose  
14. to learn  
15. To visit  
16. staying  
17. finding  
18. to be  
19. doing  
20. To get  
21. booking  
22. Organizing  
23. to help  
24. to travel  
25. to be  

**15 The passive**  
A  
1. was being repaired  
2. was told  
3. was delayed  
4. was put  
5. were given  
6. were searched  
7. was taken out  
8. was charged  
9. wasn't shown  

**B**  
1. is going to be shown  
2. is going to be completed  
3. are going to be created  
4. have been chosen  
5. have been named  
6. have been left  

**C**  
1. can be made  
2. are accepted  
3. will be delivered  
4. must be provided  
5. is being processed  
6. has been sent
D 1 when was it taken
2 I wasn’t invited
3 The party wasn’t planned
4 lots of people weren’t told
5 How many people were invited
6 Harry is being covered
7 I wouldn’t be amused
E 1 Details of all our courses can be found
2 Lessons are not given
3 All course fees must be paid
4 New courses are being introduced
5 Tests are taken
F 1 stories are sent in by children
2 fantastic stories are being created by many of you
3 the competition was won by a story
4 that story was written by Ellie Stone
5 It was published by the teenage magazine
6 it was read by thousands of people
7 the competition is going to be judged by the film director
8 the top prize is being offered by a film studio
9 the winning story will be made into a short film by Marvin
10 That film will be shown by this channel
G WORD FOCUS A action C person
1 took 2 was being served 3 was grabbed 4 am / m being robbed
5 will be seen 6 will be asked 7 will be written 8 wasn’t seen
9 appeared
B 1 we won’t get 2 it won’t matter 3 they’re
4 will the others do 5 we’re not 6 they won’t panic
7 they have to 8 people will be 9 we don’t turn up
10 you keep
D mind E matter
C 1 d 2 g 3 b 4 f 5 h 6 e 7 a 8 c
D 1 used wouldn’t be 2 did wouldn’t help 3 wouldn’t be didn’t eat 4 wouldn’t suffer wasn’t
5 wouldn’t be didn’t like
E 1 would it be 2 I could be 3 I’d be 4 I was 5 I could play 6 it would be
7 would you play 8 you could choose 9 I’d love 10 I’d join 11 I’d play
12 I’d stand 13 I’d enjoy 14 I stopped 15 I’d give up 16 you gave up
17 you would do 18 I decided 19 I’d become 20 I worked 21 I’d teach
22 they’d learn
F 1 if you could change your appearance, what would you change?
2 If you watch TV tonight, what will you watch?
3 If you go out tonight, where will you go?
4 If you could live in another country, where would you live?
5 If you had a lot of money, what would you buy?
6 If you learn to speak English well, how will you use the language?

16 Conditionals
A 1 don’t do 2 won’t be able to 3 ‘ll do 4 aren’t
5 ‘ll save 6 find 7 ‘ll be 8 don’t see 9 doesn’t improve
10 ‘ll go 11 write 12 ‘ll reply

17 Connecting future clauses
A 1 Unless you pay attention
2 unless you concentrate
3 Unless you make a mistake
4 unless you reach a high standard
5 Unless your parents buy an instrument for you
6 Unless I’m late for some reason
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<tbody>
<tr>
<td>B</td>
<td>1</td>
<td>As long as you don’t panic</td>
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<td>Even if you don’t pass</td>
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<td>As long as you write clearly</td>
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<td>Even if you don’t know all the answers</td>
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<td>Even if some of the questions are hard</td>
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<td>As long as you do your best</td>
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<tr>
<td>C</td>
<td></td>
<td>WORD FOCUS</td>
<td>raincoat, jumper</td>
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<td>medicines, tablets</td>
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<td>1</td>
<td>in case we’re not / we aren’t</td>
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19 Pronouns and possessives

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3 she 8 us 13 it
4 her 9 We 14 it
5 him 10 them
B 1 yours 4 his 7 her
2 mine 5 his 8 our
3 his 6 hers 9 theirs
C 1 mine 3 Mine mine 5 ours
2 yours 4 your 6 her
D WORD FOCUS A overhead compartment B row
C boarding card
E 1 mine 6 yours 11 Theirs
2 Yours 7 its 12 his
3 my 8 our 13 hers
4 our 9 your 14 their
5 mine 10 their 15 ours
F 1 myself 3 ourselves 5 yourself
2 themselves 4 himself 6 yourselves
G 1 each other 5 ourselves
2 each other 6 each other
3 yourselves 7 yourselves
4 each other; each other

20 Quantifiers

A 1 a lot of; most of 6 any
2 all my 7 all
3 Some; any 8 any
4 a lot of my 9 all of it
5 all; the most of them
B 1 any of 5 of them 9 of it
2 of them 6 of it 10 of it
3 of them 7 a few 11 of the
4 a lot 8 a few 12 of them
C 1 a few 5 a few 9 a little
2 a little 6 a little 10 a few
3 a lot 7 a lot
4 a few 8 a little
D 1 all 5 all
2 most of 6 all
3 all 7 all
4 Most 8 all of
E 1 much 5 many 9 much of
2 much 6 much 10 many of
3 much 7 much of 11 much of
4 many 8 many of
F WORD FOCUS 1 B 2 D 3 A 4 C
1 none of 5 no 9 no
2 None of 6 no 10 no
3 no 7 none of
4 no 8 no
5 none 6 many 9 no

21 Pronouns and determiners

A 1 old one 8 The one
2 that one 9 one
3 one of the new 10 Which one
4 one of those 11 really good one
5 this one 12 cheap ones
6 the only one 13 very expensive ones
7 the ones 14 the one
B 1 the other 6 other
2 another 7 the other
3 the other 8 other
4 the others 9 the others
5 the other one 10 another
WORD FOCUS A in a cupboard; on his bed
B on the floor  C in a pile  D on his shoulders
### 22 There, it, this, that, etc.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
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<th>C</th>
<th>D</th>
<th>E</th>
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<td>It's</td>
<td>it</td>
<td>There are</td>
<td>it very</td>
<td>this</td>
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<td>1</td>
<td>It's</td>
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### 23 Comparison of adjectives

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<th>A</th>
<th>B</th>
<th>C</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>more expensive</td>
<td>more scarier</td>
<td>better at maths than me</td>
</tr>
<tr>
<td>1</td>
<td>more</td>
<td>2</td>
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<tr>
<td>2</td>
<td>advanced</td>
<td>3</td>
<td>smaller than his</td>
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<td>3</td>
<td>more</td>
<td>4</td>
<td>richer than mine</td>
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<td>4</td>
<td>modern</td>
<td>5</td>
<td>nearer than mine</td>
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<tr>
<td></td>
<td>more</td>
<td>6</td>
<td>more fashionable than mine</td>
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<tr>
<td>5</td>
<td>powerful</td>
<td>7</td>
<td>thinner than him</td>
</tr>
<tr>
<td></td>
<td>more</td>
<td>8</td>
<td>younger than mine</td>
</tr>
<tr>
<td>6</td>
<td>popular</td>
<td>9</td>
<td></td>
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<td></td>
<td>10</td>
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</tbody>
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D 1 freer 6 more difficult than
2 more flexible 7 more stressful
3 more relaxed 8 lonelier than
4 happier than 9 more organized
5 lazier 10 more; more common

E 1 wasn't as expensive as
2 do as much work as
3 haven't got as many qualifications as
4 'm not as brave as
5 'm as happy as
6 don't earn as much money as
7 isn't as good as
8 don't go to as many parties as

F 1 the most exciting
2 the most beautiful
3 the nicest
4 the most difficult
5 the funniest
6 the cleanest; the dirtiest
7 the hottest; the coldest
8 the worst
9 the most interesting
10 the friendliest

G 1 the biggest
2 more successful than
3 more popular than
4 as many employees as
5 the best
6 higher than
7 bigger; bigger
8 as much money as
9 the nicest
10 the finest

24 Adverbs

A 1 efficiently
2 carefully
3 punctually
4 late
5 well
6 quickly
7 politely
8 hard
9 easily
10 successfully

B 1 well
2 angrily
3 nervously
4 busily
5 quickly
6 incorrectly
7 late
8 secretly
9 immediately
10 easily

C 1 better than
2 harder than
3 faster
4 more confidently
5 more accurately
6 more loudly
7 more easily than
8 more impressively
9 more unpleasantly
10 more intelligently than

D 1 as fashionably as
2 as well as
3 as carefully as
4 as clearly as
5 as healthily as

E 1 quite / fairly
2 very / extremely / really
3 quite; fairly
4 really / extremely / very
5 fairly / quite
6 very / really / extremely; very / extremely / really
7 totally / completely / absolutely
8 absolutely

F 1 a lot younger than
2 far better than
3 a bit more suitable than
4 a bit older than
5 much more experienced
6 far more confidently than
7 a bit more carefully than
8 much more ambitious
9 a lot keener
10 much happier

25 Prepositions (1)

A 1 in
2 in
3 at
4 on
5 at
6 on
7 on
8 in
9 in
10 in

B 1 inside
2 outside
3 in front
4 in
5 behind
6 above
7 near
8 under

C 1 behind
2 at
3 at
4 in
5 at
6 on
7 on
8 in
9 in

D 1 at
2 outside
3 in
4 down
5 out of
6 next to / beside
7 above
8 between

E 1 by
2 on
3 out of
4 down
5 out of
6 across
7 across
8 through / round
9 to
10 through
11 over
12 up
13 onto / across
14 into
15 through

F 1
2 by taxi / in a taxi
3

146 | Answer key
### 26 Prepositions (2)

**A**
1. in 4. with 7. with
2. with 5. with 8. in
3. with 6. with 9. with

**B**
1. without spending 4. by practising
2. by using 5. by playing
3. without having 6. without feeling

**C**
1. in 4. in; with 7. By
2. without 5. with 8. with
3. with 6. by

**D**
1. in a suit
2. with about 50 employees
3. with a view over the city
4. without stopping for lunch
5. by creating advertisements for other companies
6. with a good salary
7. by doing research with customers

**E**
1. in 3. at 5. on
2. at 4. by

**F**
1. At 5. by 9. by
2. At 6. on 10. in
3. In 7. in 11. in
4. on 8. in

**G**
1. with 5. on 9. by
2. with 6. on 10. without
3. on 7. in
4. on 8. on

### 27 Reported speech

**A**
1. he didn’t know
2. that she couldn’t believe
3. I was going to complain
4. he would be
5. that they wanted
6. he/she was beginning
7. that the train hadn’t moved
8. the same thing had happened

### 28 Relative clauses

**A**
1. He works for a company which sells sports equipment.
2. He has relatives who have been in Australia for many years.
3. He has a wife who got a job as a teacher at a local school.
4. They live in a nice house which is very close to the beach.
5. They have three children who love living in Australia.
29 Conversational English

A 1 I’m not 3 I am 5 I did
2 I didn’t 4 you can’t 6 I will

B WORD FOCUS B
1 Has he? 4 Haven’t you? 7 Did he?
2 Is she? 5 Isn’t she? 8 Were you?
3 Does she? 6 Doesn’t she?

C 1 Are you? I’m not. 4 Aren’t you? I am.
2 Do you? I don’t. 5 Don’t you? I do.
3 Can’t you? I can.

D 1 haven’t you? 5 didn’t they?
2 have you? 6 do you?
3 won’t you? 7 will you?
4 wasn’t it? 8 is he?

E 1 So am I. 5 So do I.
2 Neither / Nor did I. 6 So have I.
3 So is mine. 7 So does yours.
4 Neither / Nor could I. 8 Neither / Nor am I.

F 1 do too 6 neither / nor can
2 so are 7 does too
3 couldn’t either 8 can’t either
4 haven’t either 9 neither / nor is
5 is too 10 so does

G 1 Don’t you? I do. 7 Neither / Nor do
2 are too 8 isn’t it?
3 So do 9 so does
4 neither / nor does 10 does too
5 too 11 can’t either
6 Have they?

30 Clause and sentence building

A 1 I’m still working
2 I still have
3 I still don’t like
4 I’m still not
5 I’m still applying
6 I still haven’t found
7 you can still meet

B 1 I’ve only been
2 ✓ 5 ✓
3 ✓ 6 I can only speak

C 1 ✓ 4 am / in also learning
2 Also 5 have / I’ve also travelled
3 ✓ 6 can also type / can type too

D 1 also 5 still 9 too
2 still 6 only 10 still
3 only 7 Also 11 only
4 only 8 only 12 still

E 1 so that 4 so that 7 because of
2 because 5 so 8 because
3 because of 6 so

F WORD FOCUS A exhibits 8 souvenirs
1 stayed at college instead
2 Though the guided tour was short
3 instead of listening to the guide
4 except for the interactive exhibits
5 Apart from me
6 Although I didn’t learn a lot

G 1 still 5 Although
2 instead 6 Also
3 so 7 apart
4 only 8 instead of
9 because of
10 too
11 so that
12 except
01 Present continuous
- I'm sitting at my desk.
- My brother is studying at college.
- I'm going to the cinema next Friday.

02 Present simple
- I catch the bus to school.
- My favourite programme starts at 8.30 tonight.
- I listen to music a lot but I'm studying English at the moment.

03 Past simple and past continuous
- I met my best friend 10 years ago.
- A year ago, I was learning to drive.
- I was sitting at home when I heard a noise.

04 Present perfect
- I've performed in a play.
- I've done some shopping today.
- I've just eaten my lunch.
- I haven't had a full-time job yet.

05 Past simple and present perfect
- I've learnt how to play the guitar. I learnt three years ago.
- I last saw a film two weeks ago. I haven't seen a film for two weeks. I haven't seen a film since March.

06 The future
- I'm going to get a well-paid job.
- My team is going to win its match next week.
- I don't think I'll get married for a long time.

07 Question words
- What are you working on at the moment? / Where did you grow up? / How did you become successful?
- How much does a flat cost? / How many people live there? / How hot does it get?

08 Subject and object questions
- Who lives next door? / Who has bought a new car? / Who got a new job last year?
- Who is she going out with? / What did she win last year? / Which team does he play for?
- Who lives at 10 Downing Street? / What did Enid Blyton write? / Which country did the dancer Rudolf Nureyev come from? / Whose face appears on a $100 note?

09 Can, could, and would
- Six months ago I couldn’t play a musical instrument but I can play the guitar now. / Years ago, I could climb trees but I can’t do that now.
- I can enjoy myself at weekends. / I can’t travel abroad next year. / I wanted to go to the concert but I couldn’t get a ticket.
- Can I try on that jacket, please? Could I return this CD?
- Could you help me, please? Would you put it in a bag, please?
- I can take my bike to school. / We can’t/aren’t allowed to use mobile phones at school.

10 May, might, could, and should
- I may get rich. / I might live in another country.
- People may not continue to damage the environment. / Life might not be so difficult for some people.
- I could do much better at school. / I could become a professional musician one day.
- My team should win its next game. / I shouldn’t feel very tired when I get home tonight.

11 Must and have to
- I must/have to go to the bank today.
- You have to move pieces around a board. / You mustn’t move twice.
- I have to pay rent every month.
- I don’t have to work at weekends.
- You must visit the art gallery.

12 Should
- I should be nicer to my little brother. / I shouldn’t watch so much TV.
- You should join a club. / I don’t think you should buy a lot of expensive equipment.
- You should get a job for part of the time. / You shouldn’t waste your time doing nothing. / I suppose you could try to get a job abroad. / I’d save up some money and I’d go travelling. / I wouldn’t stay at home watching TV all the time.

13 The infinitive
- I forgot to phone my friend last night. / I’m planning to see a film this weekend. / I try not to be horrible to people.
- I want to get a good job. / My parents want me to go to university.
- I should work harder. / I might not go out with my friends this week.
- Our teachers make us work hard. / Yesterday my parents wouldn’t let me play on the computer.
14 The -ing form

- I like living in this city. / My team keeps losing matches. / My phone has stopped working.
- Running is a very good form of exercise. / Making friends has always been easy for me.
- I’d like to have something to drink now / I’d like to start a company when I’m older.
- My brother went to Britain to study at a college. / To solve the problem, I asked a friend for help.

15 The passive

- Last week, I was given a lot of homework at school.
- The school year is divided into three terms. / Some new classrooms have been built at my school. / We are going to be tested in English next week.
- Tickets can be bought at the box office. / Forms must be received before the end of the week.
- Our house was built by my grandfather; My grandfather built our house. / The school concert will be organized by the music teacher; The music teacher will organize the school concert.

16 Conditionals

- If I get some good qualifications, I’ll get a good job. / If we don’t take action on the environment, it will be a disaster.
- If I ran the country, I’d change a lot of things. / If I could afford it, I’d travel around the world.
- If everyone was nicer to each other, we’d all be a lot happier.

17 Connecting future clauses

- The country won’t change unless we get a different government. / As long as I keep working hard, I’ll do well at school. / I won’t go to live in another country even if I get the chance. / I’m going to get a qualification in English in case it is useful to me in the future.
- When I’m older, I’m going to travel the world. / As soon as I get home tonight, I’m going to play some music. / I’m going to send some emails before I go to bed tonight. / I’m going to learn English until I’m fluent at it. / After/When I’ve had dinner tonight, I’m going to do my homework.

18 Articles

- I can see a picture. The picture shows some buildings. / I bought some clothes in a clothes shop. I bought some clothes in the new clothes shop in ... Street.
- I don’t usually eat biscuits. / I like fruit.
- I ate the biscuits that were on the table. / I put the fruit into my bag.
- I think that drugs are a big problem today. The drugs that people take can be very dangerous.
- It was made in the USA. / I’ve never been to Asia. / I don’t speak French. / I like rap. / I can play the piano. / I always eat breakfast. / Maths is my favourite subject. / I’m good at chess.

19 Pronouns and possessives

- My neighbours: They are very friendly. I often talk to them.
- I have a guitar. My guitar is electric. That guitar is mine.
- My grandfather built the house himself. / I enjoyed myself when I went to France.
- My friends and I text each other frequently.

20 Quantifiers

- There are no cinemas. / Most people live in apartments.
- Some of my work is very difficult. / A lot of our lessons are fun.
- All my friends like football. / Some of my friends go to night clubs.
- I had a few potatoes. / I put a little sugar in my coffee.
- I don’t read many magazines. / I don’t listen to much music.
- I saw a horror film last week and a lot of it was very frightening. / I took a lot of photographs but none of them were good.

21 Pronouns and determiners

- I like fast motorcycles but I haven’t got one. / My shoes are old and I need new ones. / I like his films but I haven’t seen the new one. / I often wear jeans but the ones I wear are cheap. / That’s one of my favourite films.
- I want to get another camera because my camera isn’t good enough. / I like painting and my other hobby is acting. / I really like dancing with other people. / Some of the photographs were good but the others were rubbish.
- I had something to eat when I got home. / I said goodbye to everybody and then I went home. / No one phoned me last night. / I didn’t go anywhere on Friday.
- A man said something rude to me. / I watched the news last night but I didn’t watch anything else.
22 There, it, this, that, etc.

- There is a big canteen where I have lunch. / There are about 20 classrooms. / There have been lots of changes. / There are six of us in my department.
- It's half past four. / It's Tuesday. / It's March. / It's the twelfth of March. / It isn't far from my house to the bus stop.
- It's cold today. / There might be rain tomorrow.
- It was easy for me to find a job. / It was kind of my friend to lend me some money. / It was great to travel last year. / It was lucky that I met my girlfriend.
- This is my bedroom. This room is my bedroom. / That's my computer. That computer is mine. / These are my DVDs. These DVDs are mine. / Those are souvenirs I got in Britain. Those things are souvenirs I got in Britain.

23 Comparison of adjectives

- Elaine is shorter than Kate. / Elaine's hair is longer than Kate's. / Elaine is more generous than Kate. / London is older than New York. / The underground in London is better than the underground in New York.
- I'm not as lucky as Peter.
- The best restaurant in this city is ... / ... is the most famous building in this city.

24 Adverbs

- My mother shouted at me angrily. / The assistant spoke to me politely. / My friend came quickly to my house.
- I can play the guitar better than Alex. / I didn't finish my work as quickly as Alex.
- I had an extremely good day yesterday. / I did fairly well in my exams. / I had a fairly nice meal for lunch. / I saw quite a good film last week. / I was completely exhausted when I got home yesterday.
- James is much richer than George. / David is a lot funnier than Ian. / Jane works far harder than Simon. / Alison is a bit more reliable than Cassie.

25 Prepositions (1)

- I live in ... Street. / I live in the south of ... / I live at 42 ... 
- I keep my books in my desk. / I study in Room ... / Reception is on the ground floor.
- There's a bin under the desk. / There's a cupboard next to the door.
- The bus goes past the cathedral. / I drive round a big roundabout. / I walk along the main street.
- We went on holiday by plane. / I went to my friend's house on my bike. / I came home from the party in a taxi.

26 Prepositions (2)

- She was in jeans. / He's a man with short hair.
- It's a machine with a lot of buttons.
- I repaired it with glue. / I got the answer by phoning a friend.
- I crossed the road without looking to see if any cars were coming.
- I started my course at the end of January. / At first I enjoyed the course but then ... / I applied for lots of jobs and at last I got one.
- My course finishes in six months. / I'm hoping to travel a lot in the future. / In the past, I was easier to find a job.
- I paid for the books by cheque.
- I spoke to him on his mobile phone. / I looked on the internet.

27 Reported speech

- My friend Jake said that he wasn't feeling very well yesterday. / My brother told me that he would take me to my friend's house in his car. / I told the person on the phone that I couldn't understand her. / My friend said that he was going to meet his girlfriend in a café.
- He asked me what my name was. / A friend asked me what I was going to do at the weekend. / A friend asked me if I could lend her some money. / Someone asked me whether I had heard the news.
- A friend asked me to give her some advice. / The teacher told us to be quiet.

28 Relative clauses

- I've got a friend who is very good at karate. / The person who sits next to me at school is usually Mike. / I've got a computer that doesn't work properly. / The job that my father does involves a lot of hard work.
- It's good to spend time with people who you really like. / The people who I spend time with have the same opinions as me. / It's a newspaper that millions of people read. / The programmes that my parents like are often very boring for me.
- That was the place where I first met my girlfriend. / That was the moment when I decided to change my life. / She's a friend of mine whose clothes I sometimes borrow.
29 Conversational English

- Will you be open on Sunday? – Yes, we will. / Can I try on these trousers? – Yes, you can.
- I’m getting married tomorrow. – Are you? / I’ve decided to leave the country. – Have you?
- A lot of tourists go there, don’t they? / It doesn’t have a very good football team, does it?
- He likes computer games. – So do I, I do too. / She’s been to France. – So have I. I have too. She’s been to France and so have I and I have too.
- He doesn’t like maths. – Neither/Nor do I. I don’t either. / She can’t drive. – Neither can I. I can’t either. He doesn’t like maths and neither do I and I don’t either.

30 Clause and sentence building

- I started learning English last year and I’m still learning it. / I’ve only been abroad once. / I play tennis and I also play golf. / I like action films and I like horror films too.
- I shouted at my friend because I was angry with him. / I didn’t go out because of the weather. / I didn’t sleep well so I felt tired the next day. / I used the Internet so that I could get the information I needed.
- Instead of watching TV last night, I read a book. / I didn’t watch TV last night. I read a book instead.
- Apart from Jimmy, nobody in my class likes baseball. / I haven’t been to any big cities except (for) Paris.
- Although I don’t do much exercise, I’m quite fit. / Though I’m usually quite calm, I sometimes get very angry.
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