Oxford Living Grammar
pre-intermediate

Learn and practise grammar in context

Mark Harrison
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 tests 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.
Contents

Introduction

Verbs and tenses

01 Present continuous
   Talking about the present
   Talking about the future

02 Present simple
   Forms, uses, and contexts
   Present simple or present continuous?

03 Past simple and past continuous
   Past simple
   Past continuous; past simple or continuous?

04 Present perfect
   Forms, uses, and contexts
   Present perfect with just, yet, already, never, ever

05 Past simple and present perfect
   Comparison of uses
   Comparison with for, since, ago, ever, never

06 The future
   Going to
   Will and shall

Questions

07 Question words
   When, where, why, how, which, whose, who, what
   How long, how many, etc.

08 Subject and object questions
   Questions with who
   Questions with what, which, and whose

Modal verbs

09 Can, could, and would
   Ability
   Requests and permission

10 May, might, could, and should
   May and might for possibility
   Could and should: possibility and probability

11 Must and have to
   Positive forms, their uses, and their contexts
   Negative forms, their uses, and their contexts

12 Should
   Uses and contexts
   Should compared with other modals

Verb forms and structures

13 The infinitive
   The to infinitive
   The infinitive without to

14 The -ing form
   Form, uses, and contexts
   Infinitive or -ing form?

15 The passive
   Forms, uses, and contexts
   Active and passive compared

16 Conditionals
   First conditional
   Second conditional

17 Connecting future sentences
   Conditional clauses
   Time clauses

Nouns, pronouns, determiners

18 Articles
   A/an and the
   A/an, the, and no article

19 Pronouns and possessives
   Subject and object pronouns; possessive adjectives and pronouns
   Reflexive pronouns; each other
20 Quantifiers
All, most, some, a lot of, any, a few, a little
Much, many, none, no

21 Pronouns and determiners
One, ones; another, other, others
Something, everybody, nowhere, anyone, etc

22 There, it, this, that, etc.
There and it
This, that, these, and those

Adjectives and adverbs
23 Comparison of adjectives
Comparative adjectives
As ... as; superlative adjectives

24 Adverbs
Adverbs of manner; comparison of adverbs
Adverbs of degree

Prepositions
25 Prepositions (1)
Prepositions of place
Prepositions of movement

26 Prepositions (2)
In, with, by, without
Prepositional phrases

Building sentences
27 Reported speech
Say and tell
Tell and ask

28 Relative clauses
Who, which, that
Which, that, who, where, when, whose

29 Conversational English
Short answers and short questions;
question tags
Short responses: so, too, neither/nor, either

30 Clause and sentence building
Still, only, also
Because, so, so that; instead; apart from,
except; although/though

Over to you
Form tables
Verb tenses
Answer key
Answer key Over to you
Index
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 / I'm starting
   you/we/they are / you're starting
   he/she/it is / he's starting

   **NEGATIVE**
   I am not / I'm not starting
   you/we/they are not / you're not / aren't starting
   he/she/it is not / he'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

1 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.

2 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.

lead run blow talk wear look shine celebrate play

0 Good afternoon... I'm talking to you from the National Stadium. (I)
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... (He/work) in Italy at the moment.
TOM  Really? (What/he/do) there?
ROSE  (He/spend) a year at his company's office in Rome. (He/learn) Italian and (he/have) fun.
TOM  And what about Olivia?
ROSE  (She/live) 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/enjoy) himself. (He/not sit) at home alone. (He/take) lots of girls to bars and night clubs.
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 from the countryside to the town. This traffic problems. People public transport very much and they on bikes. Too many cars into the town centre. The authorities people to stop using their cars so much, but people . People about the problem but they anything to solve it.
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.*

**E 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></th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>start new course</td>
<td>start new course</td>
<td>write essay in library</td>
</tr>
<tr>
<td>9 a.m., go to Main Hall</td>
<td>9 a.m., go to Main Hall</td>
<td>have meeting with tutor</td>
</tr>
<tr>
<td>Principal gives talk</td>
<td>Principal gives talk</td>
<td></td>
</tr>
<tr>
<td>attend lectures rest of day</td>
<td>attend lectures rest of day</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>we take test</td>
<td>morning, go shopping with Alex</td>
<td>do nothing</td>
</tr>
<tr>
<td>we go on trip to History Museum</td>
<td>afternoon, play tennis with Pam</td>
<td>stay at home, take it easy</td>
</tr>
<tr>
<td>(leave 2 p.m., arrive back 5 p.m.)</td>
<td>go to concert, Morris Hall</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wednesday</th>
<th>Thursday</th>
<th>April</th>
</tr>
</thead>
<tbody>
<tr>
<td>play for college basketball team</td>
<td>evening, cook meal for Sam and Olga (eat 8.30 p.m.)</td>
<td></td>
</tr>
<tr>
<td>no college work to do</td>
<td>watch film at home</td>
<td></td>
</tr>
</tbody>
</table>

On Monday morning, **I'm starting** 2 a new course. At 9 a.m., 3 a talk about this course. After that, 4 lectures for the rest of the day.

On Tuesday morning, 4 a test. In the afternoon, 5 on a trip to the History Museum. 6 the college at 2 p.m. and 7 back at the college at 5 p.m.

On Wednesday, 8 for the college basketball team. 9 any college work that day.

On Thursday evening, 10 a meal for Sam and Olga. 11 at 8.30 p.m. and then 12 a film at home.

On Friday, 13 an essay in the library and then 14 a meeting with my tutor.

On Saturday, 15 shopping with Alex. In the afternoon, 16 tennis with Pam and in the evening 17 to a concert at the Morris Hall.

On Sunday, 18 anything. 19 at home and 20 it easy all day.
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 I find it very difficult. What are you doing?
TARA I’m getting ready for the party tonight. I leave in about twenty minutes. The taxi comes for me at 7.30 p.m.
LEON Well, I’m not going, unfortunately. I’ve got too much work to do.
TARA Everyone’s celebrating the end of the exams. A band’s playing and about 120 people come.
LEON Well, I’m staying here and I’m working all evening. And then I go to bed.

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 at a local college and I’m really good time. Everyone treats me very well and I’ve lots of new friends. I’m home at all because I’ve so many fantastic things.

At college, I study a lot of English and of course I learn my English with the family. When I stay with the family. For example, on Saturday they treat me to a theme park and next week we’re to a very famous old castle, somewhere outside London. I’m forward to that.

Let me know what with you.

Carmen

OVER TO YOU Now go to page 122.
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**
   - I / you / we / they know
   - he / she / it knows
   **NEGATIVE**
   - I / 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
   - wash → washes
   - fix → fixes
   - pass → passes
   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 **has**...... a lot of rules and lots of people aren’t understand **it**.
2 In a game of cricket, the bowler throws **throws** the ball and the batsman **tries** to hit it.
3 The fielders stand **stand** around the field and they stop **to hit** the ball.
4 If a fielder catches **catch** the ball, the batsman is ’out’; and he leaves **the field**.
5 If the batsman doesn’t hit **hit** the ball and the ball hits **wicket** the wicket, he **is out**.
6 You win **win** a game if you score **more’runs’** than the other team.
7 Some cricket matches lasts **lasts** for five days and nobody wins **!**
8 Some people doesn’t like **like** cricket but millions watch **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) me the mail and (tell) me what is in my diary for the day. She (do) a lot of very important work for me – she (organize) my day and (deal) with a lot of people for me. Then I (have) a meeting with my team of managers – we (discuss) plans and problems. Sometimes they (not agree) with me but the meetings usually (travel) to meetings or conferences.

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

I (not go) to the office every day. I (work) at home some days and I sometimes (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 A Do you live in the local area? (you/live)
WOMAN A Yes, I live close to here. (I/live)
INTERVIEWER A Do you visit this library very often? (you/visit)
WOMAN A No, (I/not) here very often. (I/not come)
INTERVIEWER A What do you do in the library? (you/do)
WOMAN A I read the newspapers and borrow books. (I/read) (I/borrow)
INTERVIEWER A What kind of books do you borrow? (you/borrow)
WOMAN A Fiction. I have a good fiction section. (The library/has)
INTERVIEWER A Do you use the library? (other members of your family/use)
WOMAN A Yes, 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.

go start meet show leave return finish get attend arrive have

Here are the details for tomorrow’s trip. We meet outside the school at 8. The coach at 8.30 so don’t be late! We at the museum at 10. A guide us round the museum from 10 to 12. We to the museum restaurant for lunch at 12 and we lunch from 12 to 1. In the afternoon, we a lecture in one of the lecture rooms. It at 1 and at 2.30. We back on the coach at 3 and we to the school at 4.30.
Present simple

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 0 outside a very famous person's house. 1 in films and 2 millions of dollars for every film. 3 on the front cover of magazines and people all over the world 4 her and 5 her. And people 6 about her at the moment because the media 7 stories about her private life. She 8 her private life but right now everyone 9 to know about it. Can you guess who it is?

Dozens of photographers are here too and 10 for her to come out. Ah, the front door 11 now and someone 12 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**

I’m looking for someone to write to in another country. I speak quite good English but I want to get better at it. And I think it’s good to have friends in different parts of the world.

I go to a local school and this term we study for our exams. I work very hard at school now because I need to get good results. In my spare time, I like classical music but I don’t like much modern pop music. I don’t play video games and I don’t watch TV much – I read a lot of books and at the moment I try to read fiction in English. I take an interest in sports but I don’t play any sports regularly.

My family? My father works for an international company and he travels a lot - right now he is travelling in South-East Asia. He always buys me something interesting from these trips and at the moment I use a computer that he bought me. I hope that I don’t make too many mistakes!

**G  Adverts**

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

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

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

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

3  People love this area and become very popular with tourists.

4  (We/serve) thousands of customers every week and many of them come back to us again.

5  Our company grow and 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.
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:

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>NEGATIVE (did not / didn't + verb)</th>
<th>QUESTIONS (did + subject + verb)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/you/he/she/it/we/they finished</td>
<td>didn't finish</td>
<td>did I/you/he/she/it/we/they finish</td>
</tr>
</tbody>
</table>

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 Gurnam and my family originally came (come) from India. My grandparents (move) to Britain in 1975 and they went to live in the city of Leicester. My grandfather (open) a restaurant there and he (become) very successful. He (not speak) much English when he (arrive) in Britain but he (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 0 went 1 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 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 9 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 How 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?

7 Forms of the past continuous:

<table>
<thead>
<tr>
<th>POSITIVE (was/were + -ing)</th>
<th>NEGATIVE (was/were not/weren’t + -ing)</th>
<th>QUESTIONS (was/were ... + -ing ...?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/he/she/it was walking.</td>
<td>I/he/she/it was not walking.</td>
<td>was I/you/he/she/it walking</td>
</tr>
<tr>
<td>you/we/they were walking.</td>
<td>you/we/they were not/weren’t walking.</td>
<td>were you/we/they walking</td>
</tr>
</tbody>
</table>

(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.

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:
I was walking down the street when I met an old friend.
While/When I was walking down the street, I met an old friend.

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 in a different city. I (study) for my final school exams and I (try) to decide what to do after school. I (do) homework every evening and I (not go) out much. My friends (have) more fun than me. They (go) to clubs and they (enjoy) themselves while I (sit) at home. But I’m glad now that I (not do) that, because I passed my exams and now I’ve got a good job.

Five years ago, my father (work) very hard. He (get) up early every morning and he (come) home quite late at night. He (feel) under pressure and he (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 (go) out with a local boy. They (save) money to get married and they (plan) their wedding. She (serve) in a shop and he (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 .................................. (travel) to work, I .......................................... (get) stuck in traffic jam.
1 When I .................................. (arrive) at work, my boss .................................. (speak) to someone on the phone.
2 At 11 a.m., I .................................. (do) some work when the boss .................................. (ask) to see me.
3 While I .................................. (talk) to my boss, his phone .................................. (ring) several times.
4 When I .................................. (come) out of the boss’s office, people .................................. (look) at me.
5 At 1 o’clock, I .................................. (stop) work and I .................................. (go) for lunch.
6 While I .................................. (eat) my lunch, a colleague .................................. (come) to my table.
7 While we .................................. (sit) together, he .................................. (ask) me a question.
8 He asked me: ‘What .................................. (the boss/talk) about while you .................................. (sit) in his office?’
9 I said: ‘When I .................................. (go) into his office, I .................................. (feel) nervous, but he .................................. (smile).
10 While we .................................. (talk), he .................................. (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

Joan .................................. 0 in Paris when she .................................. 1 Paul. She .................................. 2 in a café when he .................................. 3 to her table and .................................. 4 if he could sit there. They .................................. 5 talking and while they .................................. 6, they .................................. 7 that they .................................. 8 a lot in common. Both of them .................................. 9 novels and both of them .................................. 10 jobs that they .................................. 11. They .................................. 12 very good friends.

One day, while they .................................. 13 lunch in the same café, they .................................. 14 an idea. They .................................. 15 to travel around the world together. While they .................................. 16 their trip, they .................................. 17 working. Then they .................................. 18 up their jobs and they .................................. 19 their journey. While they .................................. 20, they .................................. 21 all sorts of adventures, and they .................................. 22 all sorts of interesting people. They .................................. 23 lots of notes while they .................................. 24 these experiences. When they .................................. 25 home again, both of them .................................. 26 books about their journey.

OVER TO YOU  Now go to page 122.
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>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>l/you/we/they have/'ve worked</td>
<td>l/you/we/they have not / haven't worked</td>
</tr>
<tr>
<td>he/she/it has/'s worked</td>
<td>he/she/it has not / hasn't worked</td>
</tr>
</tbody>
</table>

QUESTIONS

have l/you/we/they worked
has he/she/it worked

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

add -ed:  finish → finished  start → started
add -d:   live → lived      save → saved

take away -y and add -ied:  reply → replied
try → tried

double the last letter and add -ed:
stop → stopped  plan → planned

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

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.

<table>
<thead>
<tr>
<th>find</th>
<th>give</th>
<th>not say</th>
<th>buy</th>
<th>hear</th>
<th>not tell</th>
<th>decide</th>
<th>sell</th>
<th>not contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>plan</td>
<td>do</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>he</td>
<td></td>
</tr>
</tbody>
</table>

JACK Have you heard about Marlon?
TOM No, recently. What recently?
JACK I'm very surprised about that recently. What do you mean?
TOM I'm very surprised about that. I'm not surprised about that.
JACK No, it's a secret. his family, so they don't know.
TOM Wow, everything in secret?
JACK Yes, up his job, his car and 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.

<table>
<thead>
<tr>
<th>be</th>
<th>join</th>
<th>come</th>
<th>have</th>
<th>do</th>
<th>lose</th>
<th>eat</th>
</tr>
</thead>
<tbody>
<tr>
<td>I need to borrow a pen because I 've lost mine.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharon is unhappy because she an argument with her boyfriend.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>The class is bigger today because two new students it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Mr Cross is angry with me because I my homework.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jane to school today because she's ill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I lunch because I too busy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 college now and she started her first job. She lots of new clothes to wear at work because she needs to look smart. Things better for Harry. He a new girlfriend and he become a lot happier. She's called Martha and I her, but people tell me that she's really nice. (The weather be) terrible. (The rain not stop) for ages. (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 expected 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?

E 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.

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

KATE Yes, several times and it's great.

JIM No, and

KATE Well, and asked him if he's got a spare ticket.

JIM And has he got one?

KATE 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/hear it yet

5 I/play it already

6 you/buy tickets for his concert 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, (l/do) anything like that. (l/jump) out of an aeroplane, (l/climb) a mountain and (l/dive) deep under the sea.

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

PETE No, (l/be) interested in them and (l/understand) why people do them.

MICK Well, (you/play) any sports?

PETE Yes, but (l/win) a race and (l/score) a goal in a football match.

MICK (you/try) to do those things?

PETE Yes, but (l/succeed). (Sport/be) one of my strong points.

MICK (you/feel) bad about that?

PETE No, (it/worry) 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 the past only. We use the present perfect to talk about things that happened in the past but have an important result now:
   I finished my work and then I went home.
   I've finished my work.  ~  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 (you/not eat) 1 (l/cook) a very big meal.
CAROL No, I’m hungry. This looks interesting. (you/cook) this dish before?
JULIA Yes, 2 (l/cook) it many times.
CAROL Oh, (you/learn) how to cook it?
JULIA (Someone/teach) me when (you/be) in Sweden.
CAROL Oh. When (you/live) in Sweden?
JULIA (l/live) there from 2003 to 2006. (l/have) a job there.
CAROL Oh, that’s interesting. (you/live) in any other countries?
JULIA Yes, (l/have) jobs in various parts of the world.
CAROL For example?
JULIA Well, (l/work) in Brazil last year.
CAROL (you/enjoy) that?
JULIA Yes, (l/have) a great time. (l/make) lots of friends and 15 (l/enjoy) my time there. Anyway, 16 (l/make)
  (l/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?
DANIEL  I've lost two tickets. I dropped them at home.
TOBY   What?
DANIEL  Yes, I put them in my bag this morning but then I decided to use a different bag. I took the tickets out of the first bag this evening and so I've lost them with me.
TOBY   Where?
DANIEL  Last week. I book them in the post. I've done it by phone and then they sent me the tickets in the post.
TOBY   How do you pay?
DANIEL  Yes. Oh, just a minute. Look, I found the receipt. It's in my wallet.
TOBY   Great. Let's go to the box office. I'm sure they have a record of the seat numbers and we can solve the problem.

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

My guest tonight has become a household name in this country. He the lead role in many successful TV dramas and he several awards. Last year viewers him the Most Popular Actor on TV. But it easy for him to get where he is today. Ten years ago, he school without any qualifications. He a job in a restaurant and he as a waiter. But he was desperate to be an actor and he to drama school at weekends. Then he a big piece of luck. The writer Sheila Grace him acting in a small theatre and she him to be the main character in her new police series. At that moment his life changed, and he is now one of the most well-known people on TV. I to meet him for a long time. Please welcome Terry McCann!

want play be leave see change become get choose go win work vote not be have
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 been to talk about going
to a place but 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.

D 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.
   Steve has been a friend of mine for 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.

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

VALERIE  Yes, before but I think it’s a very good place.

BRIAN  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?

VALERIE  I don’t know. Maybe.

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:

   **POSITIVE**
   - I am / ’m going to eat
   - you/we/they are / ’re going to eat
   - he/she/it is / ’s going to eat

   **NEGATIVE**
   - I am not / ’m not going to eat
   - you/we/they are not / ’re not / aren’t going to eat
   - he/she/it is not / isn’t / ’s not going to eat

   **QUESTIONS**
   - am I going to eat
   - are you/we/they going to eat
   - is he/she/it going to eat

---

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
- not shout
- join
- not worry
- study
- save
- go
- be read
- pass
- not eat
- run

0 I’m going to study hard at college and ... 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_ 0 at 8 p.m. (the show/start)

AMY When _1_ here? (you/get)

LUKE _2_ here at 6 p.m. (I/get)

KATE When _3_ ? (the refreshments/arrive)

LUKE _4_ at 6.30 p.m. (They/arrive)

Then _5_ the chairs for the audience. (we/arrange)

PAUL When _6_ arriving? (people/start)

LUKE _7_ arriving for the event at 7.30 p.m. (People/start)

PAUL _8_ arriving for the event at 7.30 p.m. (People/start)

LUKE _9_ the parking outside. (Robin and Thelma/organize)

PAUL _10_ the tickets at the door. (Pamela/collect)

Then _11_ them in the kitchen immediately. (We/put)

SALLY What _12_ ? (the timetable for the show/be)

LUKE _13_ at 9 p.m. (The first part of the show/finish)

PAUL _14_ arriving for the event at 7.30 p.m. (People/start)

LUKE _15_ the food and drinks in the interval. (Elaine and Frank/serve)

PAUL _16_ for 20 minutes. (The interval/last)

LUKE _17_ at 9.20 p.m. (The second part of the show/begin)

PAUL _18_ at 11 p.m. (The show/finish)

LUKE _19_ afterwards? (we/stay)

PAUL _20_ 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 _1_ this wall soon.

1 This meal _2_ great.

2 Be careful. That shelf _3_ on you.

3 This letter _4_ a bill.

4 You _5_ those books.

5 That picture _6_ good there.

6 The computer _7_. There’s something wrong with it.

7 You _8_ that shirt.
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:

<table>
<thead>
<tr>
<th>VERB FORMS</th>
<th>POSITIVE</th>
<th>NEGATIVE</th>
<th>QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/you/he/she/it/we/they will</td>
<td>I/you/he/she/it/we/they will'll help</td>
<td>I/you/he/she/it/we/they will not/won't help</td>
<td>will I/you/he/she/it/we/they help</td>
</tr>
</tbody>
</table>

5 We use shall in questions with I and we:

Shall I go with you?
Shall we have something to eat?

Grammar in action

5 We use will for actions in the future that we decide to do at the moment of speaking. We think first and speak using will at the same time that we decide. In this example, someone is looking at a menu in a restaurant:

I'm not sure what to order ... OK, I'll have the Chef's Special dish.

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.

I/cook I/bring I/be you/do I/have I/keep I/tell you/be I/leave you/get I/watch you/wake I/go I/forget

JANE I don't think ............ I'll watch ......... the rest of this programme. I think ............ 1 to bed now, I'm very tired.

SUE OK. I think ............ 2 watching. ............ 3 you what happens at the end tomorrow.

JANE ............ 4 me up in the morning? Please remember. It's important.

SUE Don't worry, ............ 5. And ............ 6 you a cup of tea in bed. ............ 7 you some breakfast, too?

JANE No, ............ 8 time to eat breakfast.

SUE Of course ............ 9 able to have breakfast!

JANE OK, maybe some toast. And then ............ 10 for the interview. ............ 11 very nervous about it.

SUE Don't be nervous. I'm sure ............ 12 well and I think ............ 13 the job.

JANE Oh, I hope so.
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 ........... 1 you at the bus station? (I meet)
MICHAEL No, it's OK. ................................................................. 2 from there to your house. (I walk)
ANDREW ........... 3 my house? (you find)
MICHAEL Yes, ................................................................. 4 easy. (it is)
................................................................. 5 lost. (I get)
ANDREW ........... 6 you a map? (I send)
MICHAEL No, ................................................................. 7 one. (I need)
ANDREW ......... 8 a sleeping bag with me? (I bring)
MICHAEL Yes, ................................................................. 9 necessary. (that is)
................................................................. 10 you in the spare room. (I put)
................................................................. 11 very comfortable there. (you are)
MICHAEL That's great. ................................................................. 12 you when I get to the bus station? (I call)
ANDREW Yes, and then ................................................................. 13 for you to arrive. (I wait)
MICHAEL Fine. I'm sure ................................................................. 14 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 ................................................................. 0 a great time in your new country. You ................................................................. 1 lots of new people and you ................................................................. 2 all about a different culture. And you ................................................................. 3 so busy when you get there that you ................................................................. 4 your friends or this country too much.
Of course things ................................................................. 5 the same here without you. I'm sure we ................................................................. 6 about you and we ................................................................. 7 what you're doing. We certainly ................................................................. 8 you. ................................................................. 9 to you first or ................................................................. 10 me first? I ................................................................. 11 you up to date with all the news from here. ................................................................. 12 me all about what happens when you get there? And ................................................................. 13 me some photographs of your new home?
I'm sure it ................................................................. 14 long before we see each other again. Perhaps I ................................................................. 15 and visit you some time next year. We ................................................................. 16 a date for that soon.

OVER TO YOU  Now go to page 122.
07 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 …… **What** ticket is it? ~ It’s my ticket.
2 …… **How** did you get a ticket for the concert? ~ I queued at the box office.
3 …… **Why** is the concert? ~ Next Friday.
4 …… **Where** are your seats? ~ At the back of the hall.
5 …… **Why** did you choose those seats? ~ Because it’s going to be very loud.
6 …… **Who** are you going to the concert with? ~ Two of my friends.
7 …… **Who** 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  What?  (London Marathon/end) present simple
2  Where?  (Trafalgar Square) present simple
3  Where?  (Portobello Road) present simple
4  Where?  (Heathrow Airport/open) past simple
5  Where?  (street/the Prime Minister/live in) present simple
6  Where?  (to the Tate Modern) present simple

D  Police investigation

Write the questions asked by a police officer while investigating various crimes. Short 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.
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/far/often + auxiliary + subject + verb?
How long does the film last?

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

8 We use how much in these patterns:
How much + auxiliary + subject + verb?
How much did you pay?
How much + be + subject?
How much was the ticket?
How much + uncountable noun + auxiliary + subject + verb?
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 + plural noun + auxiliary + subject + verb?
How many tickets did you buy?
How many + plural noun + verb?
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.

| 0 | How long | have you lived in this area? | For about 2 years. |
| 1 |         | do you spend on travel per week? | About £30. |
| 2 |         | does it take you to travel to work? | About 20 minutes. |
| 3 |         | is it from your home to the nearest bus stop? | About 500 metres. |
| 4 |         | journeys do you make by bus? | About 3 a week. |
| 5 |         | do you buy a travel card? | Every month. |
| 6 |         | do you think the transport service is? | I think it's very good. |
**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 How old is the building? (be/the building)
   It's over 500 years old.

2 How long has it been a museum? (it/be/a museum)
   It's been a museum for about 30 years.

3 How popular is it? (it/be/popular)
   It's extremely popular.

4 How many tourists visit it every year? (tourists/visit/it/every year)
   About a million tourists visit it every year.

5 How many special exhibitions are there? (there/be/special exhibitions)
   There are special exhibitions three times a year.

6 How much does a season ticket for the museum cost? (season ticket for the museum/cost)
   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's your assistant?
KATE He's Fiona's assistant.

CLIVE Did he tell you anything?
KATE He told me he was leaving the company.

CLIVE Why?
KATE He's leaving because he doesn't like working here any more.

CLIVE When?
KATE He's going to leave next month.

CLIVE Where?
KATE He's going to work in Birmingham.

CLIVE What company?
KATE He's going to work for a company called Gregory Systems.

CLIVE That company is not very big.
KATE How did he get that job?
KATE He got that job by answering an advert.

CLIVE How much will he earn?
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’ is 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. ‘I’ 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?
1 ~ We’ve all done the homework.
2 ~ I know the answer.
3 ~ I’m going to hand out the books.
4 ~ Nobody got every answer right.
5 ~ We’re all listening carefully.
6 ~ I left a pen here yesterday.
   ~ 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

CITY PEOPLE  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?

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.
### 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*:

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>NEGATIVE</th>
<th>QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>can + verb</strong></td>
<td><strong>cannot/can’t + verb</strong></td>
<td><strong>can + subject + verb</strong></td>
</tr>
<tr>
<td><em>I can swim quite well.</em></td>
<td><em>We can’t afford a new car.</em></td>
<td><em>Can you speak any other languages?</em></td>
</tr>
</tbody>
</table>

### 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:

### A. The lost key

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

**JUDY** Hi, Frank, ___________ (you/hear) me?

**FRANK** Well, ___________ (I/hear) you very well, there’s something wrong with your phone. Where are you?

**JUDY** I’m outside the house. ___________ (I/find) the key.

**FRANK** ___________ (you/speak up)? ___________ (I/hear) what you said.

**JUDY** ___________ (I/open) the door!!!

**FRANK** ___________ (you/remember) when you last had the key?

**JUDY** ___________ (I/remember) putting it in my pocket this morning. But when I got home a few minutes ago, ___________ (I/find) it.

**FRANK** How did you lose it?

**JUDY** I don’t know. ___________ (I/explain) it.

**FRANK** OK. ___________ (you/wait) there? ___________ (I/drive) over there now and ___________ (I/open) the door for you.
B Language ability

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

I .......................... 1 (remember) my first year of living in this country very clearly. When I first arrived here, I .......................... 2 (speak) the language very well. I .......................... 3 (understand) a few words and phrases and I .......................... 4 (go) shopping but I .......................... 5 (have) real conversations with people. Then I took a course and now I .......................... 6 (make) friends and I .......................... 7 (do) most things I want to do. Sometimes I .......................... 8 (remember) certain words but usually I .......................... 9 (think of) the right word and people .......................... 10 (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 ................................ 1 (you/go) to the game tomorrow?
PAUL Yes, ................................ 2 (I/go) and I’m looking forward to it.
JAMES .......................... 3 (we/discuss) our plans for going to the game now?
PAUL Yes, of course. I’m sure .......................... 4 (we/arrange) everything now.
JAMES OK, .......................... 5 (we/go) in your car tomorrow night?
PAUL .......................... 6 (you/borrow) your father’s car?
JAMES No, .......................... 7 (he/lend) it to me because he needs it then.
PAUL .......................... 8 (we/get) there on public transport?
JAMES Well, .......................... 9 (we/take) a train that goes all the way but .......................... 10 (we/get) one that stops near the stadium. .......................... 11 (I/look up) the train details on the internet now.
PAUL Oh, .......................... 12 (you/do) that now? That’s great.
JAMES Yeah, and .......................... 13 (I/phone) you back later and .......................... 14 (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 .......................... 0 (get) a taxi to the airport because they were all busy. We rang lots of numbers and eventually we .......................... 1 (get) one and we .......................... 2 (arrive) at the airport just in time. When we arrived at the other end, we .......................... 3 (find) a trolley for all our bags but we .......................... 4 (carry) them to the bus. We .......................... 5 (find) our hotel without any problems so that was good. The next day, we .......................... 6 (book) a tour of the city and we .......................... 7 (see) all the famous sights. Unfortunately, we .......................... 8 (take) any photos because the camera wasn’t working. The next day, I .......................... 9 (get) any money because I .......................... 10 (use) my card in any of the cash machines. After several hours, we .......................... 11 (find) a bank which accepted my card, which was lucky. At the end of the trip, we .......................... 12 (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...? (NOT Could I...? 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 ....................................................... me the menu please? (you/show)
2 CUSTOMER ....................................................... me what this dish is, please? (you/tell)
3 WAITER ........................................................ the chef’s special, madam? (I/recommend)
4 CUSTOMER ....................................................... now, please? (I/order)
5 WAITER ........................................................ your order now? (I/take)
6 CUSTOMER ....................................................... to another table, please? (we/move)
7 CUSTOMER ....................................................... my order please? (I/change)
8 CUSTOMER ....................................................... me another knife, please? (you/bring)
9 CUSTOMER ....................................................... some more bread, please? (we/have)
10 CUSTOMER ....................................................... me the bill, please? (you/get)
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?
(We aren't allowed to do) We can't do that usually but (we're allowed to do) it if there's a special programme on TV.

(Are you allowed to watch) films on your own?
(I can't watch) violent films. One of my friends, Ben, is allowed to watch anything he wants, but

(I can't do) 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'm allowed 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.

Booking a hotel room

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

could/wait may/have can/park could/tell could/give could/book can/go can/smoke would/spell can/leave can/use would/send can/help could/stay could/make

RECEPTIONIST Can I help you?
MR LEACH Yes, a room for next week?
RECEPTIONIST Sure, a moment, please? ... OK, your surname?
MR LEACH Yes, it's Leach.
RECEPTIONIST that for me?
MR LEACH Yes it's L-E-A-C-H.
RECEPTIONIST OK, Mr Leach. when you want to stay here?
MR LEACH Yes, a reservation for next weekend?
RECEPTIONIST A single or a double room?
MR LEACH in a luxury single, please?
RECEPTIONIST Sure. I must just tell you that in the room.
MR LEACH That's OK. Now, I have a question: at the hotel?
RECEPTIONIST Yes, your car in the private car park for guests.
MR LEACH And the hotel gym?
RECEPTIONIST Yes, the gym free of charge at any time.
MR LEACH OK, I'll book the room.
RECEPTIONIST Fine. me your credit card details, please?
MR LEACH Yes, and me confirmation of the booking by email?
RECEPTIONIST Yes, of course.

OVER TO YOU Now go to page 123.
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}___________ 9 (go) the cinema tonight. I think I __________________ 1 (see) that new film, Wild Thing.

STANLEY Oh, I __________________ 2 (come) with you. I think it __________________ 3 (be) good.

LUKE Well, you __________________ 4 (not enjoy) it. I think you __________________ 5 (find) it boring.

STANLEY Why?

LUKE Well, it’s a comedy, but you __________________ 6 (not think) that it’s very funny.

STANLEY You __________________ 7 (not be) right about that. It __________________ 8 (make) me laugh a lot. The reviews say that it’s very funny.

LUKE Yes, that’s true. But we __________________ 9 (have) a problem. We __________________ 10 (not get in) because the cinema __________________ 11 (be) full.

STANLEY Oh, yes. Lots of people __________________ 12 (want) to see it. There __________________ 13 (be) a big queue. We __________________ 14 (have to) get there very early.

LUKE Just a minute! We __________________ 15 (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.

**Visit**  **do**  **come**  **get**  **read**  **rain**  **take**  **spend**  **want**  **find**  **travel**  **have**  **work**  **be**

0 I ____________________ in a shop but 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 I ____________________ 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.

**Get**  **be able to**  **have**  **leave**  **be**  **have to**  **last**  **arrive**  **get back**

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 ____________________ 1 at the restaurant at exactly 8 o’clock. The problem is that I ____________________ 2 work late today. There’s a meeting here at 4 and it ____________________ 3 until 6, so I ____________________ 4 the building until about 6.30. At that time, I ____________________ 5 stuck in traffic and I ____________________ 6 home until about 7.30. Then I have to get changed and I ____________________ 7 a shower, so I ____________________ 8 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.

**May/organize**  **may/say**  **might/get on**  **might/want**  **may/do**  **might/speak**  **might/forget**  **may/book**  **may/go**  **might/have**  **might/offer**  **might/be**  **might/be able to**

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. 34.)

Grammar in action
3 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.*

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 9 (be) very heavy in the North but it might not be 9 (be) so heavy in the South. In the north, thunderstorms 1 (arrive) early in the morning and the weather conditions 2 (make) driving difficult. However, it (be) as cold as it was today and temperatures 4 (rise) to 12°C. In the Midlands, fog 5 (appear) on high ground early in the morning but this will clear away by lunchtime. There will be rain in the afternoon, but this 6 (last) for very long and there 7 (be) only light showers. Temperatures will be around 10°C but it 8 (feel) as warm as that because of the cold winds. The weather will be better in the South and people there 9 (enjoy) some sunny periods. There will be some rain, but it 10 (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 might not pass ⁰ because I didn't know some of the answers.

LILY Oh, you should get ⁹ a good mark. You always do well in the tests.

GLENN Well, .................................. ¹ this time. .................................. ² this one.

LILY No, .................................. ³ 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, .................................. ⁴ long to get there, it's not very far. In fact, .................................. ⁵ there in about half an hour.

LILY What are you going to do there?

GLENN I don't know. I guess .................................. ⁶ some computer games and I reckon .................................. ⁷ a film.

LILY So you're not going out tonight?

GLENN Well, .................................. ⁸ at his house the whole evening. I suppose .................................. ⁹ to go out.

LILY Ah. Well, I'm going to that new club, The Workhouse. I think .................................. ¹⁰ good fun. I've heard about it from other people and they say it's great.

0 I/pa 3 you/do 7 we/watch

0 you/get 4 it/take 8 we/stay

1 it/happen 5 l/get 9 we/decide

2 I/fail 6 we/play 10 it/be

OVER TO YOU Now go to page 123.
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.
   - **NOT** 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/We/They **have to work**. He/She/It **has 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.

<table>
<thead>
<tr>
<th><strong>tell</strong></th>
<th><strong>get</strong></th>
<th><strong>enrol</strong></th>
<th><strong>arrive</strong></th>
<th><strong>pay</strong></th>
<th><strong>complete</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Students <strong>must enrol</strong> for the course by 10 July.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Students <strong>tell</strong> the fee before the start of the course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Students <strong>get</strong> a student identity card.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Students <strong>arrive</strong> on time for classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Students <strong>pay</strong> their assignments on time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Students <strong>complete</strong> the college if they change address.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

| 0 We **have to enrol** for the course by 10 July. |
| 1 I **tell** the fee before the start of the course. |
| 2 I **get** a student identity card. |
| 3 We **arrive** on time for classes. |
| 4 We **pay** our assignments on time. |
| 5 You **complete** 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/speak) to me because she's got a problem that (she/discuss) with me. So (I/hurry) 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, (she/borrow) some money from me and before that (I/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 my school. I get up very early in the morning and I catch my house at 7.30 a.m. Then I travel a bus. Last month, I leave to school because it snowed and there were no buses. My brother has to work because the buses don't go there. So he drives 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 go to the Transport Museum – it's fascinating.
2 You must meet my friends Rob and Jerry – they're really funny.
3 We must go to 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 must spend some time walking in the countryside – it's beautiful.
6 You must visit 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 bring 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.

Not You **mustn't** to forget...

Not You **don't** 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 do not 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.)

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 **have to run** round the track four times. (✓)

1 In football, the players **mustn't** kick the ball with their hands. (X)

2 In golf, you **mustn't** put the ball into the hole. (✓)

3 In tennis, you **mustn't** touch a certain number of points in each game. (✓)

4 In a hurdles race, a runner **mustn't** cross over hurdles. (✓)

5 In a grand prix race, the drivers **mustn't** drive before the green light goes on. (X)

6 In a rowing race, you **mustn't** cross the line before the other boats. (✓)

7 In most sports, you **mustn't** attack your opponent, even if you are very angry! (X)
**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 *don’t have to* take any unnecessary risks. I’m sure I *mustn’t* tell you that – I’m sure you’re all sensible people. And thirdly, you *mustn’t* make a lot of noise at night – other people want to sleep. You *mustn’t* be completely silent, but you *mustn’t* disturb other people.

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

Finally, remember that you *mustn’t* leave the centre without telling someone where you’re going – that’s one of our rules. You *mustn’t* stay here every minute of the day, but we need to know where you are.

So, enjoy your time here. Any questions?

---

**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 *do you have to do* ① (you/do) in your job exactly?
NICK *Don’t tell* ① (l/tell) you too much about it. A lot of my work is secret.
JANE Really? Well, *do you tell* ② (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 *Do you play* ③ (you/play) a lot of games?
NICK I can, but *do you do* ④ (l/do) that.
JANE *Do you go* ⑤ (you/go) to other countries to do your research?
NICK Sometimes. I’ve just been on a trip but *have you go* ⑥ (l/go) abroad again until next year.
JANE *Do you get* ⑦ (you/get) any particular qualifications before you got that job?
NICK No, *do you do* ⑧ (l/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. *Don’t repeat* ⑨ (You/repeat) this to anyone, but it’s called ‘Weird’. *Don’t say* ⑩ (l/say) any more. Only a few people know about this game.
JANE Don’t worry. I won’t say a word.
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?

   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 do... 0 while I’m there?

**LUCY** Well, of course, 1 some sightseeing. 2 to the famous places but 3 only the places the tourists always go to. 4 in the parks and 5 interesting things to buy in the markets. 6 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/I 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 more to help the environment and they shouldn't continue to damage it. We use our cars so much because cars produce pollution. We walk more and we cycle more. Some people say that we fly so much because aeroplanes are very bad for the environment.

We buy products that are bad for the environment and we throw away so many things. People recycle more and governments organize more ways of recycling things. Companies produce more products that aren't bad for the environment. And we destroy the land by cutting down trees and building on it. Also, we look for other ways of getting the fuel we need, for example by using solar energy. We use up all the world's natural resources. We wait – we 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 should tell (tell) us everything.

1 The screen should make (come on) now.

2 It should make that noise when you switch it on.

3 The time should be (be) in that corner.

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

5 I'm sure the screen shouldn't look (look) like that.
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 that 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 that 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/I would 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)
   ......................... to your teacher about the problem, if I were you.

3 You shouldn’t get upset about the problem. (would)
   If I were you, ......................... 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)
   ......................... listen to those people, if I were you.

6 You should forget about him and get a new boyfriend. (would)
   If I were you, ......................... about him and get a new boyfriend.
7 You should eat healthier food. (would)
………………………. healthier food, if I were you.
8 I don’t think you should feel bad about what happened. (would)
………………………. bad about what happened, if I were you.

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, we (shouldn’t/might not) get back for 6 p.m. because 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 (might/should) 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 see as much of the country as possible. I wouldn’t stay in the city all the time if I were you – you should spend the whole trip in such a busy and crowded place. I wouldn’t 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 might hire a car and take a little tour. But don’t forget that you must have a proper licence to do that and that you must drive on the right in this country; they drive on the left here.

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

Eleanor

OVER TO YOU Now go to page 123.
## 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, and fortunately I remembered to buy my phrase book. I'm hoping to improve my French 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 go for 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 to spend about an hour and the paintings were great. I'll write to you again in a few days.
William

Nick Smith
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 offered to play in the match.
2 Simon promised to take Eric’s place.
3 Mrs Davies offered to bring some snacks and drinks.
4 Don agreed to be 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.

<table>
<thead>
<tr>
<th>do</th>
<th>get</th>
<th>scare</th>
<th>spend</th>
<th>discuss</th>
<th>go</th>
</tr>
</thead>
</table>

NEIL Did you buy a motorbike last week?

JOE Yes, and I managed not to spend (manage) too much. I found a cheap one.

NEIL What have your parents said about it?

JOE We agreed (agree) the subject any more. They’re not pleased.

NEIL Did you get the one you told me about?

JOE No, I decided (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 tried (try) anything risky if you’re with me. And I remember (remember) too fast.

NEIL Do you promise? I don’t want to get frightened.

JOE Yes, I promised (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.

not want/her old boyfriend/go want/people/have want/people/remember want/everyone/enjoy want/everyone dance not want/people/sit not want/him/be not want/food/run out

0 She wanted everyone to enjoy the party.

She said I want people to remember

She ran out of food.

She said I wanted everyone to dance.

She said I didn’t want to sit there. I hate him!

2 She wanted to eat plenty.

She said I wanted to eat quickly.

3 She wanted to eat down all evening.

She said I wanted to eat to the music.

Which of these sentences means the same as The food ran out?

A There was no more food.
B The food was excellent.
C There was a lot of food.
D The food was poor.
The infinitive

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

7 We use the infinitive without to to make statements and ask questions using modal verbs:
  I can't see anything.

8 We use make with an object and the infinitive without 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.

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 I/use you/give it/be

<table>
<thead>
<tr>
<th>TOURIST</th>
<th>...Could/Would you give... me some information on travel cards?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSISTANT</td>
<td>Yes, of course. What do you want to know?</td>
</tr>
<tr>
<td>TOURIST</td>
<td>.......................................................... 1 the card on trains and buses?</td>
</tr>
<tr>
<td>ASSISTANT</td>
<td>Yes, it's for trains and buses.</td>
</tr>
<tr>
<td>TOURIST</td>
<td>I'm staying here for three weeks........................................ 2 weekly cards or a monthly card?</td>
</tr>
<tr>
<td>ASSISTANT</td>
<td>Well, that's up to you. If you travel a lot, .......................... 3 a good idea to get a monthly card, but I'm not sure.</td>
</tr>
<tr>
<td>TOURIST</td>
<td>Are children free?</td>
</tr>
<tr>
<td>ASSISTANT</td>
<td>.......................................................... 4 under the age of 12 for free travel.</td>
</tr>
<tr>
<td>TOURIST</td>
<td>How much are the cards?</td>
</tr>
<tr>
<td>ASSISTANT</td>
<td>Here's a leaflet with all the details.................................... 5 everything you need to know there.</td>
</tr>
<tr>
<td>TOURIST</td>
<td>Oh, OK thanks.</td>
</tr>
</tbody>
</table>
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 (us) at school after lessons if only one person has done something wrong. Last week, he (us) home because he was angry with us, and he (us) a lot of extra work. He certainly never (people) badly.

He (everyone) on their work, but he sometimes (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 (students) it to him late. Last Thursday was an unusual day in our class, because he (us) books to school that we wanted to read. That was great, but he also (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</th>
<th>laugh</th>
<th>me/miss</th>
<th>describe</th>
<th>go</th>
<th>everyone/sing</th>
<th>not</th>
<th>look</th>
<th>be</th>
<th>take</th>
<th>me/meet</th>
<th>do</th>
<th>tell</th>
<th>rent</th>
<th>say</th>
<th>have</th>
<th>not</th>
<th>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 (tell) one or two of my experiences. Last week, the family offered (me) to Hollywood because I wanted (go) on a tour of a film studio. It was great – you must (visit) the place one day. And yesterday they wanted (go) some of their friends and so they arranged (pay) a picnic in some beautiful woods. At the end, they made (describe) a song. At first I refused (describe) it, but they wouldn’t let (bring) it. my turn, so I had to sing. I tried not to look (look) embarrassed and they promised (not) if I sang badly. I did OK, I think, and I managed to (not) too stupid.

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

Bill

OVER TO YOU  Now go to page 124.
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

1 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.

2 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?

3 We use the -ing form after keep to say that something happens regularly or too often:
   My team keeps losing matches.

4 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.

5 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.

6 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 (like) to these festivals and I've been to a few before. My friend Jake usually comes with me, but he's decided (stop) me. He says that he (like) down in muddy fields, he (hate) in long queues for food and he (enjoy) long distances to get there and back. But I'm going (keep) it because I really (like) to the music, I (enjoy) in a big crowd of people and I (mind) wet when it rains. So, when I (finish) in the shop this week, I'm going to set off on my journey to the festival. I really (like) my free time out in the countryside listening to music with thousands of people.
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 ___________ with a friend at weekends.
1  We ___________ in the mountains two months ago.
2  I sometimes ___________ with my friend Hannah.
3  I ___________ with some friends last night.
4  We often ___________ in the local pool.
5  I ___________ 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.

**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. ___________ somewhere to live was difficult. ___________ 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. ___________ easy and I can get anything I want. ___________ is a bit tiring because I have to go on crowded trains to the place where I work. I have a car but ___________ is a problem in this area. And ___________ here is risky because there’s so much traffic – ___________ the road can be dangerous, too. But ___________ in the centre of the city is great. ___________ out is great fun and ___________ people is easy. I’m really glad I came here. ___________ 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.

**Box:**
- try
- hate/do
- love/shop
- stop/complain
- mind/come
- not enjoy/be
- like/wear
- not like/buy
- go/shop
- keep/talk
- not mind/help
- not like/spend
- not finish/tell
- mind/listen

OLIVIA ___________ nice clothes?
CLAUDIA Yes, you know I do. But ___________ them.
OLIVIA Are you busy this afternoon? ___________ to the shops with me?
CLAUDIA Look, I ___________ you with most things but I don’t want to ___________ that. It’s so boring. I ___________ my time in shopping centres and I ___________ in crowds. ___________ on clothes is horrible, too.
OLIVIA ___________ you why I want you to come.
CLAUDIA OK, sorry. ___________.
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 ___________. 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>
</table>

**JULIE** I like sitting here ⁹, it’s very pleasant.

**RUTH** Me too. And ¹ time with good friends. ² on picnics more often but it isn’t always possible. ³ to places like this and ⁴ to friends like you when we’re able to do it.

**JULIE** I agree. ⁵ less. What ⁶ to you in the future?

**RUTH** Me? ⁷ a lot of money and ⁸ work completely! ⁹ under pressure and I’m under pressure at work a lot.

**JULIE** I know what you mean. ¹⁰ more free time.
**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>phone</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. him at a time when he can talk is often difficult. When I phoned **to** him, he was out. Then I phoned **h**im a message. Eventually, he called me back. I said that I wanted to speak to him **the** arrangements for his visit to me. **isn’t** something that John is good at and **decisions** sometimes takes him a long time. **me** 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** (travel) 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 **to go** to night clubs. I like **have** fun in those places and I enjoy **spend** time with my friends there, but I wanted **to keep** my money for the trip. So I didn’t go **to dance** at all and in fact I didn’t **go out** much. And I managed **to save** enough money for the trip. **choose** which countries I would visit wasn’t easy. I wanted **to experience** lots of places because I love **to see** new places, and I think that **to find out** about different cultures is fantastic. **choose** the countries I would visit, I borrowed some books from the library and tried **to learn** as much as I could about different places. Then I made a list of the countries I planned **to visit**. I don’t mind **to stay** in cheap hotels so **to find** places to stay didn’t worry me. I wanted the places **to be** interesting.

I finished **to 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 **to 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 **to travel** all the time and I’m hoping **to 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 (drive) there in a taxi, but my taxi got stuck in traffic because the road (repair). When I got to the airport, I (tell) that there was a problem and the flight (delay). Then I (put) in a seat on the plane next to some very loud children. During the flight, we (give) a really horrible meal. When we landed, my bags (search) and this took a long time. Everything (take out) of them. When I came out of the airport, I was too late for the bus to my hotel. I had to get a taxi and I (charge) a lot of money for the journey. When I finally got to the hotel, all the staff were busy. I (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.

leave create announce complete
build choose show name

New bridge planned for north

A new bridge is going to be built in the north of the country next year. The plan has been announced and it contains some surprises. Several new players have been chosen for the squad for the first time, a new captain has been named and a number of established players have been 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 online. (order)
1 Orders can make 24 hours a day. (make)
2 All major credit cards accept. (accept)
3 Orders will be delivered within 14 days. (deliver)
4 A delivery address must be provided. (provide)
5 Please wait. Your order is being processed. (process)
6 Your order has been sent. (send)

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? And when?
IAN At Harry’s party last week.
ADAM Oh, lots of people are going to that.
IAN No, I know. We were invited far in advance and have been told about it.
ADAM Was it a good party? How many people came?
IAN Only about 20 people came. But it was good fun.
ADAM What exactly is happening in this photograph?
IAN A lot of people have been covered in water and his friends are laughing.
ADAM Well, if someone did that to me. But Harry deserves it!
The passive
Active and passive compared

Here is a comparison between active and passive forms:

<table>
<thead>
<tr>
<th>Present Simple</th>
<th>Present Continuous</th>
<th>Past Simple</th>
<th>Past Continuous</th>
<th>Present Perfect</th>
<th>Modals</th>
<th>Going To</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIVE</td>
<td>The price includes meals.</td>
<td>Police are interviewing a man.</td>
<td>He caused the problem.</td>
<td>They have sold all the tickets.</td>
<td>You can buy this book in most bookshops.</td>
<td>The manager is going to choose the team tomorrow.</td>
</tr>
<tr>
<td>PASSIVE</td>
<td>Meals are included in the price.</td>
<td>A man is being interviewed by police.</td>
<td>The problem was caused by him.</td>
<td>All the tickets have been sold.</td>
<td>This book can be bought in most bookshops.</td>
<td>The team is going to be chosen tomorrow.</td>
</tr>
</tbody>
</table>

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.

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.

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.
   Excellent tuition is offered at the college.
1 You can find details of all our courses on our website.
   Details of all our courses are available on our website.
2 We do not give lessons on public holidays.
   Lessons are not offered on public holidays.
3 You must pay all course fees in advance.
   All course fees must be paid in advance.
4 We are introducing new courses at the college.
   New courses are being introduced at the college.
5 Students take tests at the end of every course.
   Tests are taken 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 every year, and every year stories are submitted from all over the country for the competition. And I know that right now. Last year a story called ‘Creeps’ and 4, aged 12, was written by YLP and 6 all over the country. This year, 7 Marvin White. And this year, 8 in London – 9 after the competition. 10 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 be thrown 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 1 has been stolen. Someone 2 it while I was in a shop. I 3 by an assistant and suddenly it 4 by someone. I shouted ‘I 5 but it was too late.

OFFICER OK. Can you wait here? In a few minutes you 6 to give a description of this person and a report 7 .

WOMAN I don’t know what he looked like and the incident 8 by anyone else. The thief simply 9 and then he 10 away.

OFFICER OK. My colleague 11 you and you 12 more than you think.

WOMAN I hope so. It’s very important. My bag 13 my passport but no money. Perhaps the thief 14 it away and it 15 by somebody.

OFFICER Yes, it’s possible that it 16 to you by a member of the public. That kind of thing 17 before.

OVER TO YOU Now go to page 124.
16
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 (not will/won't) after if in a first conditional sentence:
   If I pass ... (NOT if I will pass)
   If I don't pass ... (NOT 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 ... 0 (get) the right grades, I'll start ... 0 (start) my university course in September. But if I ... do ... 1 (do) well enough in them, I ... be able to ... 2 (be 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 ... do ... 3 (do) it if the flights ... 4 (be) too expensive. I'm planning to get a job for a few weeks and I ... save ... 5 (save) enough money to come if I ... find ... 6 (find) one. It ... be ... 7 (be) a pity if we ... see ... 8 (see) each other, so I'll do my best.

Other news? Well, the weather's terrible here at the moment. If it ... improve ... 9 (improve), I think I ... go ... mad! I hope you're OK. If you ... write ... 10 (write) to me again soon, I ... reply ... 12 (reply) as quickly as I can.
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 hurry1 to the restaurant on time.
BRIAN Well, if a bit late. Don’t worry about it.
JUDY I am worried. What if there?
BRIAN I’m sure if wait for us for a few minutes.
JUDY But it’s a very important evening. It’s Frank’s birthday and angry with us if, on time.
BRIAN Look, I’m nearly ready. If calm, fine.
JUDY Do you think that Frank is going to make a speech?
BRIAN If a speech, embarrassed, I’m sure.
JUDY Why? If to make a speech on his special day, his funny stories.
BRIAN You might laugh. But if about things that happened when he and I were small children, leave the room!

0 you/not hurry 7 they/have to 14 he/want
1 we/not get 8 people/be 15 nobody/mind
2 it/not matter 9 we/not turn up 16 he/tell
3 we/be 10 you/keep 17 we/laff
4 the others/do 11 everything/be 18 he/talk
5 we/not be 12 he/make 19 l/have to
6 they/not panic 13 everyone/be

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 letters of the correct sentence endings in the spaces.

0 If you book accommodation early, .............................................
1 If you get lost in the city, .............................................
2 If you visit the Central Museum, .............................................
3 If you want to go to the opera, .............................................
4 If you go to the market, .............................................
5 If you want to avoid the crowds, .............................................
6 If you buy a tourist pass, .............................................
7 If you feel energetic one day, .............................................
8 If you come here in the winter, .............................................

a you might like to climb to the top of the cathedral tower.
b you should be able to get tickets easily.
c some of the tourist attractions might not be open.
d don’t panic.
e you shouldn’t have to queue at museums and art galleries.
f you might find some good souvenirs.
g go straight to the third floor.
h don’t come at the height of the tourist season.
i 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/I'd 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

4 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.)

5 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.)

6 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.)

7 Compare the first and second conditionals. We use the first conditional to talk about things that really are possible in the future. Here, someone is talking on a TV gameshow:
   If I win the prize, I'll be very happy.

   We use the second conditional to talk about things that probably won't happen in the future. Here, someone is watching other people on a TV gameshow:
   If I won the prize, I'd be very happy.

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 their cars less, there so much pollution.
2 If people more recycling, they the environment a lot.
3 People so unhealthy if they junk food.
4 People from stress if life so fast.
5 Celebrities popular if people 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 have¹ (you/can have) another job, what (it/be)?

PAUL  Well, if ² (I/can be) a musician, ³ (I/be) really happy. If ⁴ (I/be) a good singer or if ⁵ (I/can play) an instrument really well, ⁶ (it/be) great.

INTERVIEWER  What instrument ⁷ (you/play) if ⁸ (you/can choose) one?

PAUL  ⁹ (I/love) to be a lead guitarist. ¹⁰ (I/join) a band and ¹¹ (I/play) really loud. ¹² (I/stand) on the stage and ¹³ (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 ¹⁴ (I/stop) enjoying it, ¹⁵ (I/give up).

INTERVIEWER  Really? If ¹⁶ (you/give up) acting, what ¹⁷ (you/do)?

PAUL  Well, if ¹⁸ (I/decide) to stop being an actor, I think ¹⁹ (I/become) a teacher. If ²⁰ (I/work) with young people, ²¹ (I/teach) them from my own experience and I think ²² (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/can 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)
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’ll be late.*
   *You won’t be late as long as you leave now.*
   *You’ll 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.
   **If you don’t pay attention**, you won’t learn.

2 You won’t enjoy the lessons if you don’t concentrate.
   You won’t enjoy the lessons **if you don’t concentrate**.

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

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 **if you don’t reach a high standard**.

5 If your parents don’t buy an instrument for you, you’ll have to borrow one.
   **If your parents don’t buy an instrument for you**, you’ll have to borrow one.

6 If I’m not late for some reason, lessons will always start at 2.30.
   **If I’m not late for some reason**, lessons will always start at 2.30.
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.

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 to feel ill. And I've made a list of various phone numbers to 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) (I/go) on my own, so will you come with me? He also says that I can't go (I/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 (it/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 (I/get) home by midnight.

The usual crowd from college won't be there. Kevin says he doesn't want to go, so (he/change) his mind, he won't be there. And Dana won't be there. She's been ill, but (she/get) better, she won't be able to go because her parents won't let her. And Robin won't go (his girlfriend/agree) to go too – and she doesn't like night clubs. But (we/know) many people, I'm sure we'll have a great time. (the music/be) good, we'll be able to dance and enjoy ourselves. So, please come with me. I'm going to phone you tonight (you/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 on the journey.
PHIL Right. I know that I have to go on the motorway junction 7.
DAVE That's right. at junction 7, leave the motorway and you'll come to a roundabout. Go straight on at the roundabout a sign saying 'Town Centre' that sign, you'll come to a crossroads.
PHIL What will I do at the crossroads?
DAVE Turn left and go along Slack Road. You'll go past the hospital to the end of that road. At the end of the road, turn right into Albert Street. into Albert Street, you'll find my apartment block. It's the first building.
PHIL Will I be able to park?
DAVE Yes to the building, you'll find the entrance to the car park on the left. Press the button and wait. 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 Fry 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/you/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.  **After/you/complete** how to 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

1 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.

2 We use a/an to talk about one thing or person when there are many and we are not specifying which one. We are not interested in which one or we don’t know which one:
   I bought this jacket in a shop last week.
   (= the jacket is important, not the shop)

We use the when we are specifying which thing or person we are talking about. We use the because which one we are talking about is important:
   I bought this jacket in the shop next to the library.
   (= which shop is important information)

To specify which one we are talking about, we often use a relative clause (see p. 110) after the:
   I’m going to wear the jacket that/which I bought last week.

3 We use the when it is clear what we are talking about and there are no other possibilities:
   The players are coming onto the court. (= the players in this match and the court for this match)

We use a/an before a type of job:
   My brother is a doctor. (not … is 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 0 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 bike. 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\(^2\) living room. He's watching a/the\(^1\) programme on TV.
DAD Oh, OK. What's he doing later?
MUM He's going to see a/the\(^2\) film. He's going to a/the\(^3\) cinema in Brook Street, I think. He's going to see a/the\(^4\) new James Bond film that came out last week.
DAD Who's he going with?
MUM Ah, well, he's going with a/the\(^5\) girl. But he doesn't want to say who a/the\(^6\) girl is.
DAD It's probably a/the\(^7\) girl he told us about last week. You know, a/the\(^8\) girl he met at a/the\(^9\) college party last Saturday.
MUM Ah, you're probably right. Anyway, he wants to take a/the\(^10\) car.
DAD I suppose that's OK. He can park it in a/the\(^11\) car park at the cinema.
MUM I think he's excited about a/the\(^12\) evening. He's even wearing a/the\(^13\) clean shirt!
DAD Wow! It must be an/the\(^14\) 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 a  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 a\(^6\) big city in centre of Britain.\(^1\) city is called Coventry and I live in\(^3\) area that is quite close to\(^4\) city centre. I live in\(^5\) old house in\(^6\) quiet street. I'm\(^7\) student at\(^8\) local university, which is called Warwick University.\(^9\) university is\(^10\) modern one and it's\(^11\) good university. It has\(^12\) arts centre, which has\(^13\) good programme of films and concerts. I'm doing\(^14\) three-year course there.

My father works in\(^15\) office. He's\(^16\) Sales Director at\(^17\) company that makes sports equipment. My mother is\(^18\) nurse and she works at the new hospital that has just been built outside\(^19\) city. I also have\(^20\) brother – he's\(^21\) doctor and he works at\(^22\) 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:

  - **Clive 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 listen to a music.** *(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.**

5 We use the with a plural noun to talk about specific things or people:

  - **I like the vegetables in this dish.**  
  
  (= these particular vegetables)

6 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)*

6 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)*

7 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 (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)*

### 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** **√** **0** is interesting subject **an interesting subject** **0**. Young people **√** **1** often aren’t interested in a subject **2** but I am. In fact, I’d quite like to be politician **3**.

At the moment in this country, **the subjects** **4** that people are talking about are education **5** and health **6**. And of course **the employment** **7** is big subject **8** too. There will be an election **9** soon but lots of people don’t vote in elections **10** here. They say that they don’t trust politicians **11** because they tell the lies **12** and they don’t know anything about lives **13** of ordinary people **14**.

But the attitudes **√** **15** like that are wrong in my opinion. If you want to see the changes **16** in the world, you have to do something. If you want
the laws that the government introduces to be the good ones, you have to be active. I’d like to be a successful politician, not because I want power but because I want the peace in world and I want to find answers to the problems that exist 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 — into the gaps. Put — if no article is required.

I’ve never been to the UK before, but I’ve been to France and to lots of countries in Europe. There are lots of things in this country that are new to me. As you know, I like sport but sports they play in England are different. I don’t understand cricket and I don’t know much about rugf gay but I’m going to find out about them. Some people have silly ideas about food that people eat in Britain. They don’t really eat fish and chips very much and they don’t always have bacon and eggs for breakfast. These are very old-fashioned ideas from past. These days, they eat pasta and curry and Chinese food and all kinds of things from all over the world. I really like old buildings that they have here. I’m very interested in architecture and I like reading about history of buildings I’ve visited. History is one of my favourite subjects, but I also want to learn about culture of the country. I must say that I don’t like weather here. But people that I’ve met have been nice and I’ve found it easy to make 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 student at a/the college in Canada, where she’s studying Business and Economics. She wants to start a company that organizes special events when she leaves college. Kathryn likes rock music and jazz and she often goes to concerts. She can’t play musical instrument but she’s planning to learn to play trumpet! She also likes reading novels, especially crime fiction. Kathryn is vegan, which means that she doesn’t eat meat and she also doesn’t eat dairy products such as eggs or cheese. She likes learning foreign languages and at the moment she’s learning Mandarin in her spare time. If you want to write to Kathryn, write to Contacts Page of the magazine at 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/her/it</td>
<td>his/her/its</td>
<td>his/hers/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

1 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.

2 We use an object pronoun as the object of the verb, when it is clear which person or thing we are talking about:
   Mr Bruce is the Science teacher at school and I don't like him. (= Mr Bruce).

3 We use a possessive adjective to talk about:
   - things that we own, such as our clothes, cars, gadgets, etc.:
     Is this your coat?
   - family members and friends:
     My brother lives in Canada.
     Did your friends agree with you?
   - parts of the body:
     He broke his leg. (not the leg)
   - things that are connected with us:
     At my school, we have to work hard.

4 We use a possessive pronoun to talk about something that belongs to us or is connected with us, without saying the noun:
   The blue tennis racquet is mine. (= my racquet)

We use a possessive pronoun when we know which thing we are referring to:
   My computer is three years old. How old is yours? (= your computer)

The tourist information office

Complete this description of a job by putting in the correct subject or object pronouns.

[ ] 0 work in a tourist information office. Three other people work with [ ] 1 are called Mandy, Rosemarie and Robert.
Mandy is a very funny girl and [ ] 3 always makes jokes. Rosemarie is an older woman and I don't know [ ] 4 very well: Robert is a friendly man and everyone likes [ ] 5 because [ ] 6 's very helpful. [ ] 7 sit in seats at the counter and people come in and ask [ ] 8 questions. [ ] 9 try to help [ ] 10 but sometimes [ ] 11 ask silly questions and [ ] 12 don't know the answers. But [ ] 13 's a good job and I enjoy [ ] 14.
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 (l) homework. Have you done .............. (you)1?
NICK  Yes, I did .............. 2 (l) two days ago.
ANN  What about Carl? Has he done .............. 3 (he)?
NICK  I don't know. He usually does .............. 4 (he) late, doesn't he?
     He doesn't care about .............. 5 (he) school work.
ANN  Yes, and it's the same for Ruth.
NICK  Mmm, I'm sure she hasn't done .............. 6 (she) yet. She's always out with .............. 7 (she) boyfriend.
ANN  We always try to do .............. 8 (we) work on time but other people don't do .............. 9 (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 √Her√ 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. I've still got my .............. .
4  My best friends were Dave and Paul. Sometimes they played at my .............. house and sometimes I played at theirs .............. .
5  My friends had nice cars but our .............. was very old.
6  My mother enjoyed its .............. 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 .............. 1. Look, my boarding card says F28. .............. 2 is number 29.
TOM  Oh yes, you're right, I didn't look at .............. 3 card properly.
LYNN  Where shall we put .............. 4 bags?
TOM  I can put .............. 5 under the seat, it's only small. You can put .............. 6 in the overhead compartment. It's quite big but if you put it on .............. 7 side it should go into the compartment. Oh, have you got .............. 8 passports?
LYNN  No, you've got them, they're in .............. 9 bag.
TOM  Oh yes, I forgot. Now, where are Richard and Judy? Where are .............. 10 seats?
LYNN .............. 11 are at the back of the plane. He's right at the back, I think .............. 12 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:
- enjoy
- hurt
- teach
- paint
- cook
- do
- make
- build
- organize

6 We sometimes use reflexive pronouns in this pattern:
subject + verb + reflexive pronoun
Everyone enjoyed themselves last night.

7 We sometimes use reflexive pronouns in this pattern:
subject + verb + object + reflexive pronoun
He cooked the meal himself.

8 We use each other in these patterns:

verb + each other
We’ve known each other for a long time.

verb + preposition + each other
They speak to each other on the phone every day.

Grammar in action

5 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!
I made myself a sandwich.
(= I made it for me to eat)
Help yourself. (= take something without asking for permission)
Behave yourself. (= act in the correct way, do not do bad things)

6 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.)

7 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 herself 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 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 yourselves?
**SUE** Yes, we didn't have enough money to pay someone to do it.
**JILL** Was it really hard work?
**SUE** Yes, it was but we didn't.
**JILL** Those shelves are nice.
**SUE** Yes, Tony built them. It was his first time and he hurt 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 make them?
**SUE** Yes, I didn't know how to do it, but I taught myself from a book and I managed to put them together.
**JILL** Wow, I'm impressed. I really envy people who can do things. 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 each other 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 each other all the time.
3 Please help yourselves to some more food, there's plenty for everyone.
4 Some of the people here don't know each other very well but everyone's being friendly with themselves.
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 each other almost every day.
7 I think this a good party and people are enjoying themselves.

**OVER TO YOU** Now go to page 125.
Some examples of sentences with these quantifiers:

1. I bought some fruit in the market.
2. I ate some of the apples and I kept a few of them.
3. We worked hard all day.

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.

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.

We use a little + uncountable noun:

I've only got a little money left.

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.

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)

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/all the people at work and most them/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 ......................................... 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 ..................................................

**BOB** *Dark Alley, Cold Water, The Long Journey* – that’s a few ................................................................. but he’s written ................................................................. of books.

**TERRY** Are all ................................................................. good?

**BOB** I think so. I’m reading *Dark Alley* at the moment. I’ve read most ................................................................., but I’ve still got ................................................................. pages to go.

**TERRY** I started reading that book ................................................................. weeks ago. I read a lot ................................................................., about 200 pages, but I didn’t enjoy any ................................................................. so I gave up. I didn’t like any ................................................................. 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 ................................................................. cereal, I wasn’t very hungry. What about you?

**ADAM** I had ................................................................. pieces of toast – I was really hungry this morning. What did you have for lunch?

**ROGER** I just had ................................................................. pasta – I don’t like to have ................................................................. of food at lunchtime. What about you?

**ADAM** I had ................................................................. sandwiches and ................................................................. crisps and then I had ................................................................. chocolate, but not too much.

**ROGER** You eat ................................................................. 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 *Most* 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 specialities – 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 ................................................................. 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/possessive + 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/possessive + 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/possessive + plural/uncountable noun
     None of my friends wanted to come with me.
     None of the food was very nice.
   - none of + them/it
     I asked my friends but none of them wanted to come with me.

Grammar in action

3. 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.)

4. 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.

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 ..........travelling. What about you? Have you had ..........experience of travelling?
VAL   No, I never have ..........money so I don't have ..........holidays. And there aren't ..........places that I'd like to visit. I guess I don't have ..........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 none of them like him. The girls want to go out with him. They say he’s very rude – he’s got no manners and no charm. He’s also got no money and no nice clothes. I tried to give him some advice but it helped him. He paid no attention to what I said and it made no difference to him. I’ve got no 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 some 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 one of them.

3 I saw a lot of clothes I liked but none of them fitted me.

4 I couldn’t buy anything expensive because I didn’t have any money.

5 It was a quiet day and there were only a few people in the shops.

6 I was looking for bargains but I didn’t see any of them – only one or two cheap things.

7 I got tired because I spent most of time going round the shops.

8 I spent some of my money on other things and I only had some money left when I came home.

9 I was unhappy when I came home because I had no new clothes to wear.

Over to you Now go to page 125.
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 look 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 (old) stopped working.

NICOLA Well, (that) looks expensive. It’s (the new) XT7 models,
   isn’t it?

GUY No, I couldn’t afford (those). No, (this) is an RP75. It was
   (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 ____________ 9 I wanted were too expensive for me. ____________ 8 I really wanted was the XT7 but it costs a lot.

NICOLA Well, I’ve got ____________ 9 but it wasn’t very expensive. I got it in a shop in the city centre.

GUY ____________ 10 (which)?

NICOLA Collier’s. It’s a ____________ 11 (really good). It’s got a fantastic range of bikes from ____________ 12 (cheap) to ____________ 13 (very expensive). I got an XT7 there and it didn’t cost too much.

GUY Oh well, I’m happy with ____________ 14 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 ____________ 9 suitcase and some small bags in ____________ 1 hand. And there was ____________ 2 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 ____________ 3 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 ____________ 4 needed to be washed, so he put them in a pile on the floor. He put that suitcase away and then he unpacked ____________ 5 . It contained souvenirs and ____________ 6 things from local shops in Greece. He put that bag away and then he unpacked all ____________ 7 bags. They contained presents for his family and for ____________ 8 people. He put some of them in a cupboard and he left ____________ 9 on his bed. Then he sat down and had ____________ 10 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 ____________ 9.

ASSISTANT OK, ____________ 1 would you like? We have several different kinds.

CUSTOMER I’d like ____________ 2 in the window, the brown ____________ 3 called Trekkers.

ASSISTANT OK, what size are you?

CUSTOMER Well, ____________ 4 my feet is bigger than ____________ 5 . 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 ____________ 6 fits OK, but ____________ 7 feels too small. Can I try ____________ 8 pair, please?

ASSISTANT Yes, here you are.

CUSTOMER Ah, these are fine. But they’re light brown ____________ 9 in the window are dark brown.

ASSISTANT Oh, I’m afraid we’ve sold out of the dark brown ____________ 10 . We’re expecting to get some more soon. If you come back on ____________ 11 day, we might have them.

CUSTOMER No, it’s OK, I’ll take these.
Pronouns and determiners
Something, everybody, nowhere, anyone, etc.

Grammar in action

5 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:

   Somebody rang you, but she didn't leave a message.

6 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!

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 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 in my class but has got it.
ANNE  Well, there must be ___________ you can do. Have you checked in all your pockets?
TIM  Of course I have. Oh, just a minute, there's ___________ in this pocket. I don't usually keep ___________ 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 (else) because it's a secret. Clare has split up with Michael and she's seeing ___________ (new). His name's Toby and she says he's a builder, but she hasn't told me ___________ (else) about him. That's a surprise isn't it? She didn't say ___________ to me about problems with Michael before this happened and ___________ (else) was expecting it to happen – we were all very surprised.

Well, apart from that, ___________ (else) is normal and ___________ (unusual) has happened since I last wrote to you. I haven't been ___________ (exciting) and I haven't done ___________ (different) from the usual routine. ___________ is quite boring in my life. I hope ___________ (good) happens soon.

Love to ___________ 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 nothing 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 anything what I said.
3 I went to a café and I went to another places 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 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.
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 + be** (singular/plural) + noun
     - There’s a big park in this area of the city.
     - There have been some problems at work.
     - There might be a lot of traffic.
   - **there + be + number + of + object pronoun**
     - There were fifteen of us in the restaurant.

3 These are some examples of common patterns beginning with it:
   - It’s nearly 5.30 p.m. It’s Friday.
   - It was a long way from the station to the hotel.
   - It won’t be a sunny day tomorrow.
   - It’s important for you to get some exercise.
   - It was nice of them to buy me a present.
   - It was good to meet/meeting you.
   - It’s lucky that we found this hotel.

**Grammar in action**

1 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.

2 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 ...)

3 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 was a sunny day. / 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.

4) 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/seeing you again.

We use **it + be + adjective + that ...** to give opinions about situations:
   - It’s obvious that he’s angry.

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A Postcard from Venice

Anita is visiting Venice. Circle the correct words in her postcard to a friend.

Greetings from Venice. There’s/It’s really good to be here and I’m enjoying myself. There’s/It’s a good time of year to come to this place because there aren’t/it isn’t many tourists. There are/It’s so many things I want to see here, but there’s/it won’t be possible to see all of them because there’s/it isn’t enough time. There’s/It’s lunchtime now and I’m writing this outside a café. The weather hasn’t been very good. There’s/It hasn’t been much sunshine, there’s/it’s been mostly cloudy, but there’s/it hasn’t rained and there’s/it’s 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, there'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, it's not far to the cinema. There'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 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 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 me to come and stay with you. However, in June, a conference that month and I have to go to. have to go there at that time but it's a very big event. from my company at the conference. 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.
   These problems are difficult to solve.
   Those people behind us at the cinema last night were making a lot of noise.

8 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.

9 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.

10 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.

11 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.

**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 are all from his early period and I like paintings more than any others of his. Now, if you look at painting over there, on the opposite wall, you'll see that it has a totally different style. In fact, all of wall, are from his later period is called Mechanics by the way. Anyway, I'll talk about some of paintings when we get there, but before that let's concentrate on , 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** This journey is quite boring, isn't it?

**LUCY** Yes, trains are quite slow. But if you take one of fast trains that only take two hours, it's quite expensive.

**CAROLINE** Yes, I know .

**LUCY** Still, seats are OK, aren't they?

**CAROLINE** Yes, they are. But I'm bored.

**LUCY** Well, read . I've finished reading it now and it's a good magazine. Here, you can have it.

**CAROLINE** No, I don't want . Where are biscuits we bought at the station?

**LUCY** We ate when we got onto the train.

**CAROLINE** Oh yes, I'd forgotten about .

**LUCY** Here, have one of sweets, they're very nice.

**CAROLINE** No, I don't like , they're horrible. I think I'll go to the buffet car and buy some of chocolate I really like.

**LUCY** Yes, is a good idea. Could you get me some of too? And some more of sweets, I've nearly finished .

**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 this is the moment you've all been waiting for – is now competition time. is a fantastic prize for the winner, and is it – the TB6 multi-media unit that you can see on your screen now. OK, to win this fantastic prize, is just one question that you have to answer and . Is the question: Where were the first TV broadcasts made? OK, was the question, and if you can answer it, is easy to enter the competition. is the number you need – 345231. won't be expensive to call, as local rates will apply. I'm sure that 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

Comparative 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):
     - add -er
       - high → higher  small → smaller
   - short adjectives ending with one vowel and one consonant (except 'w'):
     - double the consonant and add -er
       - big → bigger  hot → hotter  low → lower
   - short adjectives ending with -e:
     - add -r
       - nice → nicer  late → later
   - long adjectives (with two or more syllables):
     - more + adjective
       - useful → more useful
       - interesting → more interesting
   - adjectives ending with -y:
     - change to -ier
       - dirty → dirtier  easy → easier
   - irregular adjectives:
     - good → better  bad → worse
     - far → farther/further

3 We often use this pattern to compare:
   - 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.

   - We can use comparative adjectives to give facts and opinions:
     - 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.

 possessed by people.

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 _______ faster _______ (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 ...
2 He lives in a big house. I don’t. My house is ...
3 His family is rich. My family isn’t. His family is ...
4 He lives near the school. I don’t. He lives ...
5 He wears very fashionable clothes. I don’t. His clothes are ...
6 I’m quite thin. He isn’t. I’m ...
7 His parents are quite young. His parents aren’t. His parents are ...

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 (free), their hours are (flexible) and they are able to live (relaxed) lives. They’re (happy) people who work in offices, and if they want, they can be (lazy) too.

But other people say that working at home can be (difficult) going out to work.

They say that for some people, working at home is (stressful). People who do it are (lonely) people who can talk to colleagues at work, and they also have to be (organized). Working at home instead of going out to work is getting (common) in many parts of the world. But it doesn’t suit everyone.
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 is(n'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 -st
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 -est
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 wasn't as expensive as yours.
2 You do a lot of work. I do a lot of work too. → I do as much work as you.
3 You've got lots of qualifications. I haven't. → I have as many qualifications as you.
4 You're very brave. I'm not. → I don't have as much courage as you.
5 You're happy. I'm happy too. → I'm as happy as 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 the best (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 __________ (big) company in this area, and my company is __________ (successful) any other company in our industry. Our products are __________ (popular) the ones other companies sell and other companies don’t have __________ (employees) us. This year was __________ (good) year in the company’s history. Our sales were __________ (high) last year and the company is getting __________ and __________ (big).

My job is __________ (interesting) job I’ve ever had. My office is __________ (far) from my home than my previous one, so my journey to work is __________ (long), but my previous job was not __________ (challenging) this one and I didn’t earn __________ (money) I earn now. I’m very happy now. My colleagues are __________ (nice) people I’ve ever met and I’m working for __________ (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 + adverb (+ 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 + adverb + 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 _______ 0 (quiet) and _______ 1 (efficient) and she checks it all _______ 2 (careful) before handing it in. She always comes to school _______ 3 (punctual) and she never arrives _______ 4 (late) for a class. She works _______ 5 (good) with the other members of the class and she learns _______ 6 (quick). She speaks to her teachers _______ 7 (polite) and she concentrates _______ 8 (hard) when she is in class. In my opinion, she will pass her exams at the end of the year _______ 9 (easy), and she will complete her studies very _______ 10 (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 _______ 0 at work. He doesn't treat us _______ 1 and he often shouts at us _______ 2. When he comes to speak to us, we look at each other _______ 3, because we think he's going to tell us off. He likes to see that we are working _______ 4, because he always wants us to complete every piece of work very _______ 5. If we do something _______ 6, we get into bad trouble with him and he often makes us work _______ 7 without extra pay. We talk about him _______ 8 and he doesn't know we call him 'The Monster'. We'd all like to leave this company _______ 9 but we can't find other jobs _______ 10, 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 _______ 0 (calm) and was playing _______ 1 (good) him. He was hitting the ball _______ 2 (hard) Lewis and he was running around the court _______ 3 (fast). But after a while, Lewis started to play _______ 4 (confident) and to hit the ball _______ 5 (accurate). The crowd began to support him _______ 6 (loud) and he began to score points _______ 7 (easy) Franklin. Lewis started to play _______ 8 (impressive) as the game continued and he hit some very good shots. Franklin started to behave _______ 9 (unpleasant) and he shouted at the umpire several times. Lewis played _______ 10 (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 _______ you.
2 You’re a good piano player. ~ I don’t play the piano _______ you.
3 You’re a careful planner. ~ I don’t plan things _______ you.
4 You’re a clear speaker. ~ I don’t speak _______ you.
5 You’re a healthy eater. ~ I don’t eat _______ you.
Adverbs
Adverbs of degree

6 Some examples of sentences with adverbs of degree:
I’m extremely tired.
It was a fairly good result.
I feel much better today.
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 + a/an + adjective + 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.

Grammar in action

4 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.

5 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 ___________extremely_________ 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 I was expecting.
LISA  True, and the candidates were lot/young the people we saw yesterday.
BELLA  Well, I thought Frank Spencer was far/good Edith Green.
LISA  Really, I thought Edith was bit/suitable Frank.
BELLA  Well, she is bit/old him.
LISA  Yes, and she's much/experienced.
BELLA  But Frank spoke far/confident her.
LISA  That's true. But she thought about her answers bit/careful him.
BELLA  Yes, but Frank seemed to be much/ambitious. And he seemed lot/keen to work for us.
LISA  Well, I'd be 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 extremely quiet in the library. Everybody was sitting and working on their studies. I was walking to some shelves to look for a book when someone said 'Psssst!' I looked round and I was 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,' he said. 'I had a good job when I first went there, but I lost it and things became more difficult for me. So I came home as as I could. I've had a bad time, but things are a better now and I'm very happy.' 'Let's meet a 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 easily if we're not in here.'

OVER TO YOU  Now go to page 126.
25 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.

We use in the with regions (the north, etc.):

- They live in the south of Spain.

We use at with addresses:

- I live at 47, George Street.

2 We use in 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.

3 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.

4 We use at 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 Cardiff, which is the capital city of Wales. It's in the south of Wales. The place where I work is in the centre of the city. To be exact, it's on 526, Broad Street. My office is in the 12th floor of a big office block. When I'm at work, I usually stay in my office doing my work on my computer. In my desk, I've got my computer, some photos of my family, and various other things. I also keep a lot of things in the drawers of my desk and a cupboard. I usually have lunch in 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 outside 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 of the house and loud music was coming from them. to the speakers, there was a barbecue. Someone was standing outside 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 nearby to you. I put my head opposite 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.

MARIE  Yesterday, while I was at the supermarket, I met Nikki. I didn’t see her at first because she was standing in the queue. A voice said ‘Hi, Marie’ and I turned round and it was her.

LINDA  Really? I thought she was at university in Paris. What’s she doing here?

MARIE  Well, she’s living in her home again now. She gave up her course. It’s a long story, but she’s had a lot of bad luck. She was in hospital for two weeks and then she decided to come home.

LINDA  What was the problem?

MARIE  Well, she fell over something on the pavement and hurt her head.

LINDA  Oh, dear. So is she going to stay in this town now?

MARIE  She’s not sure. At the moment she’s working in a shop.

LINDA  Which one?

MARIE  The clothes shop in the ground floor of that new building on 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 sitting in a café.
3 This is John with his hands in his pockets.
4 This is a painting on the ceiling of a church.
5 This is me standing on one of the bridges.
6 This is John standing in a famous statue.
7 This is a picture of the city from a hill.
8 That’s our hotel near those two tall buildings.
Prepositions of movement

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 **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**.

**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 **to** work every day. Most of the people I work with go **in** car, but I prefer to go **on** foot, because it's healthier. I come **through** the door of
my apartment and then I take the lift to the ground floor. I walk my apartment block and then I go the road to the corner. I walk the corner and then I go a shopping centre until I reach the other side of it. Then I come some traffic lights. I go the road to the other side. Then I reach a bridge that goes the main road. I go the steps and the bridge. At the other side of the bridge is my office building. I go the building 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
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 and I get out 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 past in (x2) along out of between

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**Hollywood extra**

Donna Winter arrived at the cinema for the premiere of her latest film a limousine. 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 all the photographers and reporters who were 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 name their 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.

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**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.

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.
   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.

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.

3 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.

4 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)

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 .............. an angry face walked down the street. He was ......................... 1 an old overcoat and he was wearing shoes ......................... 2 holes in them. He was carrying a bag ......................... 3 a long handle. He came to a house ......................... 4 a green door. He opened the door ......................... 5 a key that he took out of his pocket. A woman ......................... 6 blonde hair was waiting for him. She was sitting at a table ......................... 7 lots of food on it. She was ......................... 8 a very smart dress ......................... 9 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 .......... with .......... 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 .......... 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 .......... .
2 He works for a company. It has about 50 employees.
   He works for a company .......... .
3 He has an office. It has a view over the city.
   He has an office .......... .
4 Sometimes he works all day and he doesn't stop for lunch.
   Sometimes he works all day .......... .
5 His company creates advertisements for other companies and it makes a lot of money.
   His company makes a lot of money .......... .
6 My cousin's job has a good salary.
   My cousin has a job .......... .
7 He does research with customers to plan the advertisements.
   He plans the advertisements .......... .
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

5 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 end of the match, the winners celebrated.
   At the beginning (of the film), someone was murdered.

6 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.

7 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 on 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 technology:
   She was talking on her mobile phone.
   I looked for the information on the internet and I found it on a website.

8 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.

E 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 .................. capitals at the top of the paper.
2 You might be nervous ............ first, but don't worry.
3 When you're ............ the end of the test, check your answers.
4 The results of the test will be ready ............ the end of July.
5 You'll be able to find your results ............ 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 ... holiday soon.  
           1 1st I’m going to have a 
break after all this hard work!

MEGAN Oh, when are you going?

EDDIE ... the beginning of June. 
           2 3 about three weeks.

MEGAN That sounds great. Where are you 
going?

EDDIE Spain. I found a fantastic villa 
           4 the internet.

MEGAN Was it easy to organize that?

EDDIE Yes, I contacted the owner ... email and then I spoke to her 
           5 6 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 
           9 10 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.

• ... the past, people worked ... their hands and built things 
           3 tools, but now a lot of these jobs are done by computers.
• Today, people have much more access to news and information ... TV and 
           4 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.
27 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>

It is not necessary to use that in a reported speech sentence.

3 We use say and tell in these patterns:

<table>
<thead>
<tr>
<th>PATTERN</th>
<th>REPORTED SPEECH</th>
</tr>
</thead>
<tbody>
<tr>
<td>say (that) ...</td>
<td>She said (that) she was leaving.</td>
</tr>
<tr>
<td>tell + object pronoun (that) ...</td>
<td>She told me (that) she was leaving.</td>
</tr>
</tbody>
</table>

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’)

We use told + object pronoun when we want to make clear who the person was speaking to:
Helen told Amy that 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 the cause of the problem. (‘I don’t know’)
2 The woman next to me said it. (‘I can’t believe’)
3 I said that. (‘I’m going to complain’)
4 The man opposite me said that late for a meeting. (‘I’ll be’)
5 Some children said to get out. (‘We want’)

106 | Building sentences
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. The work is interesting and the people are very friendly.
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 that she .......... was .......... 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 .......... away. He said that 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 .......... 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 (not 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 (not 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

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 ...")

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?")

We use ask + object + if/whether to report questions that ask for the answer Yes or No:
He asked me if/whether I could hear him.
(= He said: "Can you hear me?")

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.

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 when I can start work.
2 He asked me what my ambitions are.
3 He asked me how much money I earn in my present job.
4 I told him the advert.
5 I told him when I'll start until September.
6 I told him I'll be back 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:

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you find a hotel for me?</td>
<td>0 Someone asked me <em>if/whether I could find</em> a hotel for him.</td>
</tr>
<tr>
<td>What time does the museum open?</td>
<td>1 Someone asked me __________________________________________.</td>
</tr>
<tr>
<td>Will the shops be open on Sunday?</td>
<td>2 Someone asked me ___________________________________________ open on Sunday.</td>
</tr>
<tr>
<td>How much does a travel card cost?</td>
<td>3 Someone asked me ___________________________________________ .</td>
</tr>
<tr>
<td>Did I leave my umbrella here earlier?</td>
<td>4 Someone asked me ___________________________________________ her umbrella here earlier.</td>
</tr>
<tr>
<td>Has the festival started?</td>
<td>5 Someone asked me ___________________________________________ .</td>
</tr>
<tr>
<td>Where can I find a good restaurant?</td>
<td>6 Someone asked me ___________________________________________ a good restaurant.</td>
</tr>
<tr>
<td>Is it going to stop raining soon?</td>
<td>7 Someone asked me ___________________________________________ raining soon.</td>
</tr>
<tr>
<td>Do you like dealing with tourists?</td>
<td>8 Someone asked me ___________________________________________ dealing with tourists!</td>
</tr>
</tbody>
</table>

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 *________* I told *________* so unpleasant. Again, I asked *________* so much noise. He told *________* it down. So I told *________* the police. He said *________* . He told *________* . I phoned the police and asked *________* . They knocked on his door and asked *________* the neighbours. He smiled and said *________* 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.
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 which, 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 . . .

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/that 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 on TV? You see her all the time. You know, the one a detective in that series.

MATT Are you talking about the series ? The one lots of awards.

JANE No, I’m talking about a series a couple of weeks ago. It’s about a private detective as a fashion model. She has a boyfriend her and together they solve crimes in the world of fashion.

MATT Ah, I know! She’s that actress adverts for shampoo.

JANE That’s right, those adverts her sitting on a luxury yacht.

MATT Yes, of course I know her. She’s the one 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.

0 Two buses go to the city centre. They are numbers 26 and the 78.

The buses that go to the city centre are numbers 26 and 78.

1 A woman lives in the next apartment. She will help you.

The woman you.

2 A shop sells basic groceries. It’s at the end of the road.

A shop that is at the end of the road.

3 A man owns the shop. He speaks good English.

The man good English.

4 A takeaway does really good food. It’s just round the corner.

A takeaway that is just round the corner.

5 A woman cleans the apartment. She comes every Thursday.

The woman that comes every Thursday.

6 A brochure tells you all about events in the city. It’s on the kitchen table.

A brochure that is on the kitchen table.

Find words with these meanings in exercise C:
A food you buy at a shop or supermarket
B a shop selling food to eat; a meal you buy from a shop and eat in another place
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 I’m reading; everyone is the subject of likes.

**Notice that we do not use an object pronoun after the verb:**

**NOT**

- the book that I’m reading it . . .
- 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.*
*1999 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></th>
<th>she knows</th>
<th>you’ve never met</th>
<th>you always enjoy</th>
<th>he didn’t like</th>
<th>you showed</th>
<th>I haven’t seen</th>
<th>nobody else will get</th>
<th>you bought</th>
<th>I’m sure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KATE</strong></td>
<td>Will I know many of the people at Carmen’s party?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ANNA</strong></td>
<td>Most of them, I think. But there will be some people who you’ve never met before. There will be people from work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>KATE</strong></td>
<td>What have you bought her?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ANNA</strong></td>
<td>I’ve bought her something her. It’s a piece of jewellery she’ll like.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>KATE</strong></td>
<td>Are you going to wear that dress me the other day?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ANNA</strong></td>
<td>No, I’m going to wear the jacket last week.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>KATE</strong></td>
<td>Will Jerry be there? He’s someone for ages.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ANNA</strong></td>
<td>I don’t know. He said something to Carmen I don’t think they’re friends any more.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>KATE</strong></td>
<td>Oh that’s a shame. He’s a funny guy meeting. Anyway, let’s go . . .</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**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 **who we met** at the hotel.

2 I took this on the day which we went **which we went** to the cathedral.

3 That’s a photo of us that another guest at the hotel he took **that another guest at the hotel he took**.

4 This is the hotel that we stayed **that we stayed**.

5 Those are some people from our group whose their names I can’t **whose** their names I can’t remember.

6 That’s me in a hat that I bought it **that I bought** in a souvenir shop.

7 Those are some people who we made friends with them **who we made friends with** in a restaurant one night.

8 That’s the man which bag got lost **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.
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

   Are you OK? ~ Yes, I am. / No. I’m not.
   Will they win? ~ Yes, they will. / No, they won’t.

   Notice that we use the full form in positive short answers (Yes, I am not Yes/im).

3 Some examples of short questions:
   I don’t like this music. ~ Don’t you?
   I’m very angry. ~ Are you?

4 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

   I’m going to leave. ~ Are you?
   I haven’t been here before. ~ Haven’t you?

5 Some examples of question tags:
   It’s a nice day today, isn’t it?
   You haven’t met Brenda, have you?

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 that 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?
   1 Are you feeling OK?
   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?
   5 Did you read this letter from the school?
   6 Will you help me with my homework?

   MUM
   0 Yes, I have. It was easy.
   1 No, I feel ill.
   2 No, It was awful.
   3 Yes, It’s Thursday.

   EDWARD
   4 No, It’s nearly dinner time.
   5 Yes, It’s interesting.
   6 Yes, 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?
HELEN Yes, I suppose I am.
INTERVIEWER And you've been in some fantastic films,
HELEN Yes, that's true.
INTERVIEWER But you haven't won an Oscar,
HELEN No. I don't know why. I've nearly won a few times.
INTERVIEWER But you will win this year,
HELEN I don't know, but I think I've got a good chance.
INTERVIEWER Your most recent film, Dandelion, was very popular,
And the critics liked it,
HELEN Yes, it did very well and the public loved it.
INTERVIEWER Now, you don't like talking about your private life,
HELEN No, I don't. I like to keep it private.
INTERVIEWER So you won't talk about your new boyfriend,
HELEN No, I'm not going to discuss that.
INTERVIEWER He isn't an actor,
HELEN 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. ~ I am too.
   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.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>I don't like this place.</td>
<td>(I)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>I'm homesick.</td>
<td>(I)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I didn't like that food.</td>
<td>(I)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>My bag's too heavy.</td>
<td>(mine)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I couldn't sleep on that train.</td>
<td>(I)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I feel ill.</td>
<td>(I)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I've spent too much money.</td>
<td>(I)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Your hair looks terrible.</td>
<td>(yours)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I'm not enjoying this trip.</td>
<td>(I)</td>
<td></td>
</tr>
</tbody>
</table>

116 | Building sentences
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 are too.
2 I'm going to a festival in July and Tessa and Molly.
3 I couldn't go to that festival last year and Molly.
4 I haven't been to many festivals. Tessa and Molly.
5 I'm taking guitar lessons and Tessa.
6 I can't play the guitar very well and Tessa.
7 I want to form a band. Tessa.
8 I can't sing. Tessa.
9 But I'm not nervous about performing and Tessa.
10 I like being creative and Tessa.

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. I've been to all of them. I really like travelling and discovering new places.
ALICE I always stay in cheap hotels and my husband. We prefer to go to quieter places. We like to relax on holiday.
MICHAEL Me. But I find the big cities very relaxing. For example, they've all got really nice parks.
ALICE I don't know much about them. And 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 No, it's the countryside for us. I like going for walks and my husband.
MICHAEL My wife. We do lots of walking in the cities we visit.
ALICE Well, I can't wait for my next holiday.
MICHAEL I. 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.

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.

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.

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
   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.

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 0 the same.

1 in the same place – 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 unfortunately 6 one. Anyway, I hope 7 me next Friday.

0 everything is
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 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 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.

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.

6 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.

7 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.

Although/Though are quite formal. We use but in informal sentences: She’s tall but she couldn’t reach the top shelf.

E 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 so he would be able to get good qualifications.
2 He decided to leave his home because he couldn’t find a job there.
3 He found a job in another country easily because of his qualifications.
4 He took classes before he left so he would be good at the language.
5 He was a good worker, because he did well in his new job.
6 He made a lot of new friends, because he was happy in his new country.
7 People liked him because of his personality.
8 He was happy in his new country because 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 instead.
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 instead.
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)
   Nobody bought souvenirs in the shop apart from me.
6. I didn't learn a lot but I had fun with my friends. (although)
   I had fun with my friends although I didn't learn a lot.

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.

<table>
<thead>
<tr>
<th>still</th>
<th>only</th>
<th>also</th>
<th>too</th>
<th>because</th>
<th>because of</th>
<th>so</th>
<th>so that</th>
<th>instead of</th>
<th>apart</th>
<th>except</th>
<th>although</th>
</tr>
</thead>
</table>

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.

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 you 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

<table>
<thead>
<tr>
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<tr>
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<tr>
<td>With most nouns we add -s to make them plural:</td>
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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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<td>-f/-fe → -ves</td>
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<td>We change -f/-fe to -ves in the plural:</td>
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<td>-y → -ies</td>
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<td>With nouns that end with a consonant* + -y, we change the -y to -ies:</td>
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Irregular nouns

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### B  Present simple

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<th>HE/SHE/IT</th>
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<tr>
<td>After he/she/it, we add -s to most present simple verbs:</td>
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<td>work</td>
<td>works</td>
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<tr>
<td>write</td>
<td>writes</td>
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<tr>
<td>say</td>
<td>says</td>
</tr>
<tr>
<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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<td>pass</td>
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<td>finish</td>
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<td>mix</td>
<td>mixes</td>
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<tr>
<td>-y → -ies</td>
<td></td>
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<tr>
<td>We change -y to -ies with verbs that end with a consonant* + -y:</td>
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<tr>
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<td>fly</td>
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*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*

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<tr>
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Form tables | 129
### C -ing forms

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<td>walk</td>
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<tr>
<td>eat</td>
<td>eating</td>
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<tr>
<td>-e + -ing</td>
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<tr>
<td>With verbs that end with a consonant* + -e, we delete the -e and add -ing:</td>
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<td>make</td>
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<td>come</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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<tr>
<td>lie</td>
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<td>die</td>
<td>dying</td>
</tr>
<tr>
<td>tie</td>
<td>tying</td>
</tr>
<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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<tr>
<td>sit</td>
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<td>run</td>
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<td>swim</td>
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<tr>
<td>+-ing</td>
<td></td>
</tr>
<tr>
<td>But note that we do not double the consonant,</td>
<td></td>
</tr>
<tr>
<td>1) when it is y or w (e.g. play)</td>
<td></td>
</tr>
<tr>
<td>2) when the last syllable* is not stressed (e.g. reMEMber, VISit):</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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<th>PAST PARTICIPLE</th>
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<td>+ -ed</td>
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<tr>
<td>With most verbs we add -ed</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>closed</td>
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<td>-y → -ied</td>
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<tr>
<td>With verbs that end with one consonant* + -y, we change the y to -ied:</td>
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<tr>
<td>try</td>
<td>tried</td>
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<tr>
<td>-p → -pped</td>
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<td></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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<td>stop</td>
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<tr>
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<tr>
<td>+ -ed</td>
<td></td>
<td></td>
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<tr>
<td>But note that we do not double the consonant,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) when it is y or w (e.g. play)</td>
<td></td>
<td></td>
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<tr>
<td>2) when the last syllable* is not stressed (e.g. LiSten, HAppen, Open):</td>
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<td>stay</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

<table>
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<th>INFINITIVE</th>
<th>PAST SIMPLE</th>
<th>PAST PARTICIPLE</th>
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<td>wake</td>
<td>woke</td>
<td>woken</td>
</tr>
<tr>
<td>wear</td>
<td>wore</td>
<td>worn</td>
</tr>
<tr>
<td>win</td>
<td>won</td>
<td>won</td>
</tr>
<tr>
<td>write</td>
<td>wrote</td>
<td>written</td>
</tr>
</tbody>
</table>
### Comparative and superlative adjectives

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ -er/-est We add -er/-est to short adjectives (one-syllable* adjectives):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>warm</td>
<td>warmer</td>
<td>the warmest</td>
</tr>
<tr>
<td>tall</td>
<td>taller</td>
<td>the tallest</td>
</tr>
<tr>
<td>young</td>
<td>younger</td>
<td>the youngest</td>
</tr>
<tr>
<td>+ -r/-st We add -r/-st to adjectives that end with -e:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>late</td>
<td>later</td>
<td>the latest</td>
</tr>
<tr>
<td>+ -g → -gger With short adjectives that end with one vowel* and one consonant* (e.g. big), we double the consonant:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>big</td>
<td>bigger</td>
<td>the biggest</td>
</tr>
<tr>
<td>hot</td>
<td>hotter</td>
<td>the hottest</td>
</tr>
<tr>
<td>wet</td>
<td>wetter</td>
<td>the wettest</td>
</tr>
<tr>
<td>-w + -er / -est We don’t double w:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>low</td>
<td>lower</td>
<td>lowest</td>
</tr>
<tr>
<td>more / most We use more / the most before adjectives of two or more syllables*:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>expensive</td>
<td>more expensive</td>
<td>the most expensive</td>
</tr>
<tr>
<td>famous</td>
<td>more famous</td>
<td>the most famous</td>
</tr>
<tr>
<td>beautiful</td>
<td>more beautiful</td>
<td>the most beautiful</td>
</tr>
<tr>
<td>-y → -ier / -iest But note that with adjectives ending with -y (e.g. happy, we change -y to -ier / -iest):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>happy</td>
<td>happier</td>
<td>the happiest</td>
</tr>
<tr>
<td>lucky</td>
<td>luckier</td>
<td>the luckiest</td>
</tr>
<tr>
<td>easy</td>
<td>easier</td>
<td>the easiest</td>
</tr>
</tbody>
</table>

Irregular adjectives

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>the best</td>
</tr>
<tr>
<td>bad</td>
<td>the worst</td>
</tr>
<tr>
<td>far</td>
<td>the farthest</td>
</tr>
</tbody>
</table>

### Adverbs

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ -ly With most adverbs, we add -ly to the adjective:</td>
<td></td>
</tr>
<tr>
<td>quick</td>
<td>quickly</td>
</tr>
<tr>
<td>correct</td>
<td>correctly</td>
</tr>
<tr>
<td>slow</td>
<td>slowly</td>
</tr>
</tbody>
</table>

Exceptions:

Adjectives that end with -y (y → -ily):

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>ADVERB</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 (x + y):

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>remarkable</td>
<td>remarkably</td>
</tr>
</tbody>
</table>

Irregular adverbs:

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>ADVERB</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>
</tbody>
</table>
### Verb tenses

**infinitive:** cook

<table>
<thead>
<tr>
<th></th>
<th>POSITIVE full forms (short forms)</th>
<th>NEGATIVE full forms (short forms)</th>
<th>QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Present simple</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I/youd/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/youd/he/she/it/we/they</td>
<td>cooked</td>
<td>did not cook</td>
<td>Did you cook?</td>
</tr>
<tr>
<td><strong>Past continuous</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I/youd/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/youd/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/youd/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/youd/he/she/it/we/they</td>
<td>had cooked</td>
<td>had not cooked</td>
<td>Had they cooked?</td>
</tr>
</tbody>
</table>
Answer key

01 Present continuous

A 1 I'm drinking  4 I'm travelling
2 We're leaving  5 are you doing
3 The train's going  6 I'm making

B WORD FOCUS C
1 The sun's / is shining
2 The teams are running
3 The England players are wearing
4 Both teams are playing
5 The England fans are looking
6 The players are leaving
7 the players are celebrating
8 The referee is blowing

C 1 What's he doing
2 He's spending
3 He's learning
4 he's having
5 She's living
6 she isn't / she's not going out
7 they aren't / they're not talking
8 He's enjoying
9 He isn't / He's not sitting
10 He's taking

D 1 is getting
2 are moving
3 is causing
4 aren't / are not using
5 aren't / are not / 're not travelling
6 are going
7 are telling
8 aren't / are not listening
9 are talking
10 aren't / are not / 're not doing

E 1 I'm going
2 the Principal's giving
3 I'm attending
4 we're taking
5 we're going
6 we're leaving
7 we're arriving
8 I'm playing
9 I'm not doing
10 I'm cooking
11 We're eating
12 we're watching
13 I'm writing
14 I'm having
15 I'm going
16 I'm playing
17 I'm going
18 I'm not doing
19 I'm staying
20 I'm taking

F 1 I'm doing
2 I'm finding
3 are you doing
4 I'm getting
5 I'm leaving
6 The taxi's / The taxi is coming
7 I'm not going
8 Who's going
9 We're celebrating
10 A band's / A band is playing
11 people are coming
12 I'm staying
13 I'm working
14 I'm going
15 I'm practising
16 I'm not studying
17 I'm visiting
18 I'm taking
19 I'm going
20 I'm looking

02 Present simple

A 1 ✓; don't understand
2 ✓; tries
3 ✓; ✓
4 catches; ✓
5 doesn't hit; ✓
6 ✓; ✓
7 last; ✓
8 don't like; ✓

B WORD FOCUS B
An office is a room where a person or people work.
A diary is a list of what someone has to do in the future at work.
A small book that is used for writing down what you did each day, after you did it.
A canteen is a restaurant in a place of work.

Conferences are large meetings of business people.

1 brings  7 discuss  13 gets
2 tells  8 don't agree  14 finishes
3 does  9 don't last  15 don't go
4 organizes  10 don't eat  16 work
5 deals  11 go  17 travel
6 have  12 stay

C 1 Do you visit
2 I don't come
3 do you do
4 I read
5 I borrow
6 do you borrow
7 The library has
8 Do other members of your family use
9 my daughter does
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
6. He hasn't contacted
7. Has he done / 's he done
8. He's decided
9. He's found
10. He hasn't said
11. He hasn't told
12. Has he planned
13. He's given
14. He's sold
15. He's bought

WORD FOCUS very surprised

C
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
9. I've already seen him
10. I haven't seen him yet
11. I've just phoned
12. He hasn't phoned back yet

G
1. I've never done
2. I've never jumped
3. I've never climbed
4. I've never dived
5. Have you ever wanted
6. I've never been
7. I've never understood
8. have you ever played
9. I've never been
10. I've never won
11. I've never scored
12. Have you ever 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 B

1. 's / has played
2. 's / has won
3. voted
4. hasn't been
5. left
6. got
7. worked
8. was
9. went
10. had
11. saw
12. chose
13. changed
14. 've / have wanted
15. for 6 months
16. for 2 months
17. for 3 weeks

D
1. 5 years ago
2. since April
3. 3 months ago
4. since 1996

Answer key
E 1 I've / I have known him since 2002.
  2 Steve has / Steve's worked for the same company for five years.
  3 I haven't / have not seen Steve for a couple of months.
  4 Steve hasn't / has not phoned me since March.
  5 We haven't / have not played tennis together for a long time.
  6 Steve has / Steve's been very busy for several months.
  7 Steve hasn't / has not had a holiday since last year.

F 1 did he go there  6 She's gone home
  2 He went  7 She's gone to bed
  3 Have you ever been there  8 I've never been here
  4 I've never been there  9 has she gone
  5 I've been there  10 she's gone outside

06 The future

A 1 I'm going to do; I'm going to get
  2 I'm going to join; I'm going to run
  3 I'm not going to sit; I'm going to go
  4 I'm not going to spend; I'm going to save
  5 I'm not going to watch; I'm going to read
  6 I'm going to lose; I'm not going to eat
  7 I'm going to be; I'm not going to shout
  8 I'm going to learn; I'm going to prepare
  9 I'm not going to worry; I'm going to enjoy

B WORD FOCUS  A audience  B refreshments  C interval  D show
  1 are you going to get
  2 I'm going to get
  3 The rest of you are going to come
  4 are the refreshments going to arrive
  5 They're going to arrive
  6 We're going to put
  7 we're going to arrange
  8 are people going to start
  9 People are going to start
  10 Robin and Thelma are going to organize
  11 Pamela is / Pamela's going to collect
  12 Alan is / Alan's going to help
  13 is the timetable for the show going to be
  14 The first part of the show is going to finish
  15 Elaine and Frank are going to serve
  16 The interval is / The interval's going to last
  17 The second part of the show is going to begin
  18 The show is / The show's going to finish
  19 Are we going to stay
  20 we're going to tidy

C 1 's / is going to taste
  2 's / is going to fall
  3 's / is going to be
  4 're / are going to drop
  5 isn't / 's not going to look
  6 isn't / 's not going to work
  7 're / are going to ruin

D 1 I'll go  8 I won't have
  2 I'll keep  9 you'll be
  3 I'll tell  10 I'll leave
  4 Will you wake  11 I'll be
  5 I won't forget  12 you'll do
  6 I'll bring you  13 you'll get
  7 Shall I cook

E 1 Shall I meet  8 Shall I bring
  2 I'll walk  9 that won't be
  3 Will you find  10 I'll put
  4 it'll be  11 You'll be
  5 I won't get  12 Shall I call
  6 Shall I send  13 I'll wait
  7 I won't need  14 we'll have
  8 Shall I write
  9 will you contact
  10 I'll keep
  11 Will you tell
  12 will you send
  13 won't be
  14 'll come
  15 'll fix

07 Question words

A 1 Whose  5 Why
  2 How  6 Who
  3 When  7 Which
  4 Where

B 1 Why did you buy a new dress?
  2 Where did you buy it?
  3 What is / What's the shop called?
  4 Which street is the shop in?
  5 Whose party is it?
  6 Who is / Who's Stella?

C 1 Where does the London Marathon end?
  2 Whose statue is
  3 What do people buy
  4 When did Heathrow Airport open?
  5 Which street does the Prime Minister live in?
  6 Why do people go
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 JK 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
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 offer |
|   | 11 might not be able to |
|   | 12 might forget |
|   | 13 might not go |
|   | 14 might not stay |
| D | 1 might not speak |
|   | 2 might not be |
|   | 3 might want |
|   | 4 might book |
|   | 5 might do |
|   | 6 might organize |
|   | 7 might / could arrive |
|   | 8 might / could be |
|   | 9 might / could be |
|   | 10 might / could enjoy |
| E | 1 might / could arrive |
|   | 2 might / could be |
|   | 3 might / could be |
|   | 4 might / could rise |
|   | 5 might / could appear |
|   | 6 might not last |
|   | 7 might / could be |
|   | 8 might not feel |
|   | 9 might / could enjoy |
|   | 10 might not rain |
| F | 1 might invite |
|   | 2 might get |
|   | 3 might do |
|   | 4 could go |
|   | 5 might do |
|   | 6 could give |
|   | 7 might stay |
|   | 8 could have |
|   | 6 we might play |
|   | 7 we might watch |
|   | 8 we might not stay |
|   | 9 we might decide |
|   | 10 it should be |
11 Must and have to

A(i) 1 must pay
2 must get
3 must arrive

(ii) 1 have to pay
2 have to get
3 has to arrive

B 1 I must meet / have to meet
2 she must speak / she has to speak
3 she must discuss / she has to discuss
4 I must hurry / I have to hurry
5 she had to borrow
6 I had to give
7 I must tell / I have to tell / I’ll have to tell

C 1 have to get
2 have to leave
3 have to catch
4 had to walk

D 1 (really) must go
2 (really) must meet
3 (really) must eat
4 (really) must see

E 1 mustn’t touch
2 have to get
3 have to win
4 has to jump

F WORD FOCUS A sensible
1 mustn’t
2 don’t have to
3 mustn’t
4 don’t have to
5 mustn’t

G 1 I mustn’t tell
2 you don’t have to tell
3 Do you have to play
4 I don’t have to do
5 Do you have to go
6 I won’t / don’t have to go
7 Did you have to get
8 I didn’t have to do
9 You mustn’t repeat
10 I mustn’t say

4 must complete
5 must tell
4 have to complete
5 have to tell

12 Should

A 1 you should do
2 You should go
3 you shouldn’t visit
4 I think you should walk
5 you should look for
6 You shouldn’t spend
7 You should experience
8 Do you think I should hire
9 I don’t think you should do
10 You should use
11 Should I get
12 you shouldn’t travel
13 You should remember
14 you shouldn’t try

B WORD FOCUS A up B for C away
1 shouldn’t use
2 should walk
3 should cycle
4 shouldn’t fly
5 shouldn’t buy
6 shouldn’t throw away
7 should recycle
8 should organize
9 should produce
10 shouldn’t destroy
11 should look for
12 shouldn’t use up
13 shouldn’t wait
14 should take care

C 1 should come on
2 shouldn’t make
3 should be

D 1 you could start
2 I’d speak / I would speak
3 I wouldn’t get
4 you could apologize
5 I wouldn’t listen
6 I’d forget / I would forget
7 I’d eat / I would eat
8 I wouldn’t feel

E 1 mustn’t
2 must
3 should
4 might not
5 should
6 shouldn’t
7 shouldn’t
8 should
9 might not
10 might
11 should
12 might
13 might
14 might

F 1 wouldn’t
2 shouldn’t
3 ‘d / would
4 could
5 must

13 The infinitive

A 1 to bring
2 to improve
3 to spend
4 to take
5 to go
6 to pay
7 to see
8 to arrive
9 to get in

B 1 refused to play
2 offered to take
3 agreed to bring
4 promised to be

C 1 ‘ve / have agreed not to discuss
2 decided not to get
3 ‘ll / will try not to do
4 ‘ll / will remember not to go
5 promise not to scare
D

WORD FOCUS  A
1 didn't want her old boyfriend to go
don't want him to be
2 wanted people to have
don't want the food to run out
3 didn't want people to sit
want everyone to dance

E
1 Can I use
2 Should I get
3 it might / it may be
4 They must be
5 You'll find / You can find

F
1 wouldn't / didn't let us go
2 made us do
3 lets people behave
4 makes everyone concentrate
5 lets us enjoy
6 won't / doesn't let students give
7 let us bring
8 made me read

G
1 describe
2 to take
3 to go
4 visit
5 me to meet
6 to have
7 everyone sing
8 to do
9 me miss
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 / 've finished / have finished working
10 like spending

B
1 went skiing
2 go shopping
3 went dancing
4 go swimming
5 went skating
6 crossing
7 being
8 Going
9 meeting
10 Leaving

C
1 Understanding
2 Shopping
3 Travelling
4 parking
5 driving

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 trying
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
10 to stop

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

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 event  B action  C person
1 took  10 ran  17 has happened
2 was being served  11 will help  8 c
3 was grabbed  12 might remember  7 a
4 am / I'm being robbed  13 contained  6 e
5 will be seen  14 will throw  5 h
6 will be asked  15 will be found  4 b
7 will be written  16 will be returned  3 g
8 wasn't seen  9 appeared

16 Conditionals
A 1 don't do  7 I'll be
2 won't be able to  8 don't see
3 I'll do  9 doesn't improve
4 aren't  10 I'll go
5 I'll save  11 write
6 find  12 I'll reply

B 1 we won't get  11 everything will be
2 it won't matter  12 he makes
3 we're  13 everyone will be
4 will the others do  14 he wants
5 we're not  15 nobody will mind
6 they won't panic  16 he tells
7 they have to  17 we'll laugh
8 people will be  18 he talks
9 we don't turn up  19 I'll have to
10 you keep

D mind  E matter

C 1 d  4 f
2 g  5 h
3 b  6 e

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 would you 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?

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
18 Articles

A  1 a  10 a  19 the
2 a  10 the
3 a  12 the
4 the  13 the
5 a  14 a
6 a  15 the
7 a  16 a
8 a  17 a
9 the  18 the

B  1 a  6 the  11 the
2 a  7 the
3 the  8 the
4 the  9 the
5 a  10 the

C  1 ✓  5 ✓  9 ✓
2 ✓✓  6 a  10 the
3 the  7 the
4 the  8 ✓

D  1 the  10 a  19 the
2 The  11 a  20 a
3 an  12 an
4 the  13 a
5 an  14 a
6 a  15 an
7 a  16 the
8 the  17 a
9 The  18 a

E  1 ✓  14 ✓
2 the subject
3 a politician
4 ✓  15 attitudes
5 ✓  16 changes
6 ✓  17 ✓
7 employment
8 a big subject
9 ✓  18 ✓
10 ✓  19 good ones
11 ✓  20 a successful politician
12 lies
13 the lives
19 Pronouns and possessives

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19 Pronouns and possessives

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</tr>
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<td>4</td>
<td>his</td>
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<td>5</td>
<td>his</td>
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<td>1</td>
<td>✔</td>
<td>3</td>
<td>Mine ✔ mine</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>✔</td>
<td>4</td>
<td>✔ ✔</td>
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D **WORD FOCUS**

A overhead compartment

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<tr>
<td></td>
<td>mine</td>
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<td></td>
<td>Yours</td>
<td>7</td>
<td>its</td>
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<td></td>
<td>my</td>
<td>8</td>
<td>our</td>
<td></td>
</tr>
<tr>
<td></td>
<td>our</td>
<td>9</td>
<td>your</td>
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<tr>
<td></td>
<td>mine</td>
<td>10</td>
<td>their</td>
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<tr>
<td>E</td>
<td>1</td>
<td>myself</td>
<td>3</td>
<td>ourselves</td>
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<tr>
<td></td>
<td>2</td>
<td>themselves</td>
<td>4</td>
<td>himself</td>
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<tr>
<td>F</td>
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<td>did everything ourselves</td>
<td>5</td>
<td>make them yourself</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>enjoyed ourselves</td>
<td>6</td>
<td>taught myself</td>
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<td></td>
<td>3</td>
<td>built them himself</td>
<td>7</td>
<td>put them together myself</td>
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<td>4</td>
<td>hurt himself</td>
<td>8</td>
<td>do things themselves</td>
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<td>each other</td>
<td>6</td>
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<td>3</td>
<td>yourselves</td>
<td>7</td>
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<td></td>
<td>4</td>
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20 Quantifiers

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<td>all my</td>
<td>7</td>
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<td>Some; any</td>
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<td>all; the most of them</td>
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21 Pronouns and determiners

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<td>5</td>
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**WORD FOCUS**

A in a cupboard; on his bed

B on the floor

C in a pile

D on his shoulders
### C
1. which ones
2. the ones
3. ones
4. one of
5. the other
6. one
7. the other one
8. the other
9. The ones
10. ones
11. another

### D
1. everywhere
2. anywhere
3. somewhere
4. nothing
5. somebody / someone
6. everybody / everyone
7. nobody / no one
8. something
9. something
10. anything

### E
1. anybody / anyone else
2. somebody / someone new
3. anything else
4. anything
5. nobody / no one else
6. everything else
7. nothing unusual
8. anywhere exciting
9. anything different
10. Everything
11. something good
12. everybody / everyone

### F
1. anything / anybody else
2. understood
3. other
4. anywhere
5. ones
6. somebody / someone
7. one
8. another
9. something wrong
10. There's / There is

### 22 There, it, this, that, etc.

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<th>A</th>
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<td>there</td>
<td>9</td>
<td>it</td>
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<td>2</td>
<td>there aren't</td>
<td>6</td>
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<td>12</td>
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<td>there</td>
<td>5</td>
<td>it</td>
<td>1</td>
<td>There are six of them</td>
</tr>
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<td>2</td>
<td>it</td>
<td>6</td>
<td>it</td>
<td>2</td>
<td>There are</td>
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<td>there</td>
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<td>There</td>
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<td>4</td>
<td>it</td>
<td>8</td>
<td>there's</td>
<td>4</td>
<td>It's</td>
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</tbody>
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### D
1. it was very good of you to invite
2. it'll be difficult for me to come
3. There's
4. It's unfortunate that I
5. There'll be five of us
6. It's too late for me to find
7. it's impossible for me to come
8. It's a pity we
9. Are there
10. It's always great to spend / spending

### E
1. this | 5 | These | 9 | that |
2. this | 6 | these | 10 | That |
3. these | 7 | that | 11 | those |
4. this | 8 | those | 12 | this |

### F
1. these | 7 | those | 12 | that |
2. those | 8 | those | 13 | that |
3. that | 9 | that | 14 | that |
4. these | 10 | these | 15 | these |
5. this | 11 | those | 16 | these |
6. that

### G
1. it | 6 | that |
2. There | 7 | it |
3. this | 8 | This |
4. there | 9 | It |
5. this | 10 | there |

### WORD FOCUS
C

### 23 Comparison of adjectives

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<th>C</th>
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<td>1</td>
<td>more expensive</td>
<td>5</td>
<td>more advanced</td>
<td></td>
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<tr>
<td>2</td>
<td>more modern</td>
<td>6</td>
<td>fitter</td>
<td></td>
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<tr>
<td>3</td>
<td>better</td>
<td>7</td>
<td>worse</td>
<td></td>
<td></td>
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<td>4</td>
<td>nicer</td>
<td>8</td>
<td>more powerful</td>
<td></td>
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<td>5</td>
<td>scarier</td>
<td>6</td>
<td>more popular</td>
<td></td>
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<tr>
<td>6</td>
<td>more frightened than</td>
<td>7</td>
<td>easier</td>
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<td>7</td>
<td>braver than</td>
<td>8</td>
<td>Fewer</td>
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<tr>
<td>8</td>
<td>calmer</td>
<td>9</td>
<td>more entertaining</td>
<td></td>
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<tr>
<td>9</td>
<td>funnier than</td>
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<td></td>
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<tr>
<td>10</td>
<td>better at maths than me</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11</td>
<td>smaller than his</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>12</td>
<td>richer than mine</td>
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<tr>
<td>13</td>
<td>nearer the school than me</td>
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<tr>
<td>14</td>
<td>more fashionable than mine</td>
<td></td>
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<tr>
<td>15</td>
<td>thinner than him</td>
<td></td>
<td></td>
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<tr>
<td>16</td>
<td>younger than mine</td>
<td></td>
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</tbody>
</table>
**Prepositions (1)**

**A**
1. in
2. in
3. at
4. on
5. at
6. in
7. On
8. in

**B**
1. inside
2. outside
3. in front
4. Next
5. behind
6. above

**C**
1. behind
2. at
3. at
4. in
5. on the
6. in
7. in
8. on the

**D**
1. at
2. outside
3. in
4. on
5. under
6. next to / beside
7. above
8. between

**E**
1. by
2. on
3. out of
4. down
5. out of
6. along
7. round
8. through / round
9. to
10. across
11. over
12. up
13. onto / across
14. into
15. through

**F**
1. / 
2. by taxi / in a taxi
3. / 
4. under
5. by bike / on my bike
6. by bus / on the bus; off; near
### 26 Prepositions (2)

#### A
1. in  
2. with  
3. without

#### B
1. without spending  
2. by using  
3. without having

#### C
1. in; with  
2. with  
3. 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. at  
2. at

#### F
1. At  
2. At  
3. In

#### G
1. with  
2. with

### 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
   2 I didn't
   3 I am
   4 you can't
   5 I did
   6 I will

B  WORD FOCUS
   1 Has he?
   2 Is she?
   3 Does she?
   4 Haven't you?
   5 Isn't she?
   6 Doesn't she?
   7 Did he?
   8 Were you?

C  1 Are you? I'm not.
   2 Do you? I don't.
   3 Can't you? I can.
   4 Aren't you? I am.
   5 Don't you? I do.

D  1 haven't you?
   2 have you?
   3 won't you?
   4 wasn't it?
   5 didn't they?
   6 do you?
   7 will you?
   8 is he?

E  1 So am I.
   2 Neither / Nor did I.
   3 So is mine.
   4 Neither / Nor could I.
   5 So do I.
   6 So have I.
   7 So does yours.
   8 Neither / Nor am I.

F  1 do too
   2 so are
   3 couldn't either
   4 haven't either
   5 is too
   6 neither / nor can
   7 does too
   8 can't either
   9 neither / nor is
   10 so does

G  1 Don't you? I do.
   2 are too
   3 So do
   4 neither / nor does
   5 too
   6 Have they?
   7 Neither / Nor do
   8 isn't it?
   9 so does
   10 does too
   11 can't either

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 ✓
   3 ✓
   4 I'm only going to stay
   5 ✓
   6 I can only speak

C  1 ✓
   2 Also,
   3 ✓
   4 am / I'm also learning
   5 have / 've also travelled
   6 can also type / can type too

D  1 also
   2 still
   3 only
   4 only
   5 still
   6 only
   7 Still
   8 only
   9 too
   10 still
   11 only
   12 still

E  1 so that
   2 because
   3 because
   4 so that
   5 so
   6 because of
   7 because
   8 because

F  WORD FOCUS
   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
   2 instead
   3 so
   4 only
   5 Although
   6 Also
   7 apart
   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 ready 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 motorbikes 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 Pete.
- 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, it 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.
Index

A
a 70-3, 125
   or no article 72, 125
   or the 70, 125
a bit 96, 126
a few 78, 125
a little 78, 125
a lot 96, 126
a lot of 78
ability 34
above 98, 126
absolutely 96, 126
across 100, 126
active forms, compared with passive 60
adjectives 90-3
   after articles 70
   after something/anything 84, 126
as... as 92
   comparative 90-3, 96, 126, 132
   with how? 28
   irregular 90, 92
   with it's 86
   possessive 74, 116, 125
   superlative 92, 126, 132
adverbs 94-7, 126, 132
   comparative 94, 96, 126
   of degree 96
   irregular 94, 132
   of manner 94, 126
advice 46, 62, 66
after 68, 125
ago 20
agreement 50, 116
all 78
along 100, 126
already 16
also 118, 128
although 120, 128
an 70-3
and 116, 127
another 82, 126
answers, short 114-17, 127
any 78, 80, 126
anybody 84
anyone 84
anything 84
anywhere 84
apart from 120, 128
arrange to 50
articles 70-3, 125
   without 72, 125
as long as 66, 125
as many 92
as much 92
as soon as 68, 125
as... as 92, 94, 126
ask 27, 108, 127
at 98, 104, 126, 127
   or in 98
   time phrases 104
at the beginning 104
at the end of 104
at first 104
at last 104
auxiliary verbs 26, 32, 114

B
be
   + past participle for passive 58
   Past Simple 10
   Present Continuous 2
   questions 26
   there is/are 86
be going to 22, 58, 106, 124
because 120, 128
because of 120, 128
before 68, 125
behind 98, 126
beside 98, 126
between 98, 100, 126
but 120
by 100, 102, 104, 126, 127
   + -ing 102, 127
   + agent in passives 60, 124
   or on 100, 126
   time phrase 104

can 34-7, 123
   ability 34
   changes to could in reported speech 106
   permission 36
   questions 34, 36, 114
   requests 36
cannot 34, 36
   can't 34, 36, 123
   ability 34
   impossibility 34
   permission 36
   clauses
   building 118-21, 128
   see also conditional clause; relative
   clauses
   comma 62, 64
comparatives
   adjectives 90-3, 96, 126, 132
   adverbs 94, 96
completely 96, 126
conditional clauses 66-9
conditionals 62-5, 125
   First Conditional 62, 125
   negative 62, 64, 125
   Second Conditional 64, 125
conditional clauses 66-9
conditionals 62-5, 125
conditional clauses 66-9
conditionals 62-5, 125
conditional clauses 66-9
conditionals 62-5, 125

D
decide to 50
determiners 70-89, 126
and pronouns 82-5, 126
did/didn't 114
do
   Present Simple 6
   in questions 26, 30, 44, 114
does, Present Simple 6
doesn't 6
don't 6, 114
don't have to, or mustn't 44
down 100, 126
e
each other 76, 125
either 116, 127
else 84, 126
emphasis 16, 66, 96, 118
even if 66, 125
ever 16, 20
every 84, 126
everybody 84
everyone 84
everything 84
everywhere 84
except (for) 120, 128
extremely 96, 126
fail to 50
fairly 96, 126
far 96, 126
finish, with -ing 54
First Conditional 62, 125
for 20
forget to 50
formality 36, 42, 58, 120
future 22-5, 122
be going to 22
conditionals 62-9
connecting sentences 66-9, 125
Present Continuous 4
will and shall 24

g
go, with a comparative adjective 90
+ -ing 54
Present Perfect forms 20
going to see be going to
guess 40, 48

h
had, + past participle 106, 133
have
+ past participle 14
Present Simple 6
in questions 26
have to 42-5, 123
don’t/doesn’t have to 44
question form 44
he 74
+ verb form 6, 30
her 74
hers 74
herself 76
him 74, 90
himself 76
his 74
hope to 50
how? 26
+ adjective 28
how far? 28
how long? 28
how many? 28
how much? 28
how often? 28
however 128

I
I 74
I don’t mind 54
I’d 48, 123
if conditionals 62-5, 66
negative 62, 64
Present Simple 62
questions 62, 64
in reported speech 108, 127
imperative 62
in 98, 100, 102, 104, 126, 127
or at 98
or on 98, 100, 126
time phrases 104, 127
in case 66, 125
in front of 98, 126
in order to 128
infinitive 50-3, 86, 124
or -ing form 56
after modal verbs 52
form and past participle 14
to + infinitive 50, 86, 124
to + infinitive at beginning of a sentence 56
to + infinitive as a link 56
to + infinitive in reported speech 108
without to 52
-ing 54-7, 124, 130
after certain verbs 54
after mind 54, 56
by + 102, 127
forms of verb 54-7, 130
go + 54
or infinitive 56
with it’s + adjective + 86
with liking/not liking 54
nouns in 54, 58
object after 54, 124
Present Continuous 2
as subject of a sentence 54, 124
without + 102, 127
inside 98
instead of 120, 128
intend to 50
into 100, 126
it 74, 80, 86, 126
+ is or there is 86, 126
+ verb form 6, 30
its 74
it’s 86
itself 76

j
just 16

K
keep, with -ing 54
know 6

l
let 52, 124
negatives 52
like 6, 54
+ -ing 54

m
make 52, 124
manage to 50
many 80, 126
may 38-41, 123
future 38
or might 38, 40
possibility 38, 62
me 74, 90
me too 116
might 38-41, 62, 123
future 38
or may 38, 40
or should 48
mightn’t 38
mind, with -ing 54, 56
mine 74, 116
modal verbs 34-49, 58, 60, 114, 124
+ infinitive without to 52, 124
passive 58, 124
more, + adjective/adverb 90, 94
most 78
the most 92
much 80, 96, 126
must 42-5, 123
for the future 42
necessity 42
recommendations 42
rules 48
or should 48
mustn’t 44, 48, 123
or don’t have to 44
my 74
myself 76

n
near (to) 98, 126
necessity 42, 66
negative forms 2, 44, 50, 52, 62, 64, 80,
114, 116
neither/nor 116, 127
never 16, 20
next to 98, 126
no 80, 126
no one 84
no/yes questions 114
nobody 84
none 80
nor 116, 127
not
+ to infinitive 50, 124
as... as 92, 94
as many + plural noun 92
as much + uncountable noun 92
with tell in reported speech 108
nothing 84
nouns
in -ing 54, 56, 58
with articles 70-3, 125
countable 72
plural, with which? or what? 26
plural forms 129
singular, with which? or what? 26
uncountable 28, 72, 78, 80, 88, 92, 125
now 8
nowhere 84
number, + of + pronoun 86, 126
O
object pronouns 74, 90, 106, 125
object questions 30-3, 123
of, with quantifiers 78, 80, 82, 126
off 100
offer to 50
on 98, 104, 126, 127
or by 100, 126, 127
or in 98, 100, 126
one 82, 126
of these/those 88, 126
the one 82, 126
ones 82, 126
the ones 82, 126
only 118, 128
onto 100
opinions 40, 46, 90
opposite 98, 126
orders 42, 48, 52, 62, 108
other 82, 126
each other 76, 125
the other 82, 126
others, the 82, 126
our 74
ours 74
ourselves 76
out of 100, 126
outside 98
over 100
P
parts of the body 74, 103
passive sentences 58-61, 124
with by = agent 60, 124
going to 58, 124
passive tenses 58-61, 124
compared with active 60
modal verbs 58, 60, 124
past 100, 126
Past Continuous 10-13, 58, 122, 133
forms 10, 133
passive 58, 60
or Past Simple 12
in reported speech 106
past participle
had + for Past Perfect 106
have + 14
irregular verbs 14, 131
passives with be 58
regular verbs 14, 130
Past Perfect
forms 133
in reported speech 106
Past Simple 10-13, 18-21, 60, 122, 133
be 10
forms 10, 133
if conditionals 64
irregular verbs 10, 131
negative 10
passive 58, 60, 124
or Past Simple 12
and Present Continuous 12
and Present Perfect comparison 18-21, 122
questions 10
regular verbs 10, 130
in reported speech 106
permission 36, 44, 48, 52
plan to 50
politeness 36, 54, 56
possession, whose 26, 112
possessives 74-7, 125
adjectives 74, 116, 125
pronouns 74, 90, 125
possibility/impossibility 34, 38, 40, 48, 64, 66
prepositional phrases 104, 127
prepositions 98-105, 126-7
of movement 100
of place 98, 126
Present Continuous 2-5, 60, 122, 133
-ing form 2, 133
for the future 4
passive 58, 60
or Present Simple 8
questions 2
in reported speech 106
Present Perfect 14-17, 18-21, 60, 122, 133
forms 14, 133
for future sentences 68, 125
negative 14, 20
passive 58, 60, 124
and Past Simple comparison 18, 122
questions 14
Present Perfect Continuous, forms 133
Present Simple 6-9, 60, 122, 133
after if in conditionals 62
do/does 6
forms 6, 129, 133
for the future 6, 125
for future sentences 66, 68
have 6
in case 66
negative 6
passive 58, 60, 124
or Present Continuous 8
questions 6
in reported speech 106
probability 12, 40, 48, 62, 64
promises
to + infinitive 50, 56
will 24
pronouns 74-7, 125
+ adjective 84, 126
+ else 84, 126
and determiners 82-5, 126
object 74, 90, 106, 125
possessive 74, 90, 125
reflexive 76, 125
subject 74, 125
this/that, these/those 88
punctuation 62, 64
Q
quantifiers 78-81, 125
question tags 114, 127
question words 26-9, 108, 122
questions 26, 80
be 2
if conditionals 62, 64
object 30-3, 123
in reported speech 108, 127
short 114, 127
subject 30-3, 123
yes/no 114
quite 96, 126
quite a 96, 126
R
really 96, 126
reason 26, 52, 56
reckon 40
reflexive pronouns 76, 125
with certain verbs 76
subject + verb + 76
subject + verb + object + 76
relative clauses 110-13, 127
after the 70
remember to 50
reported speech 106-9, 127
requests 36, 50, 108
result 14, 26, 64, 120
round 100, 126

S
said 106
say 106, 127
Second Conditional 64, 125
sentences
building 106-21, 128
connecting future 66-9, 125
shall, and will 24
she 74
+ verb form 6, 30
should 38-41, 46-9, 62, 123
compared with other modals 48, 123
do you think I should? 46
I think we should 46
questions 46
shouldn’t 40, 46, 123
since 20
so 116, 120, 127
so that 120, 128
some 78, 126
somebody 84
someone 84
something 84
somewhere 84
still 118, 128
stop, with -ing 54
subject pronouns 74, 125
subject questions 30-3, 123
superlative adjectives 92, 126, 132
suppose 40, 48

T
tell 106-9, 127
+ object + question word 108
+ object + to infinitive 108
+ object pronoun (that) 106
tenses 1-25, 122, 129, 130, 133
changes in reported speech 106
verb tables 133
than
comparative adjectives/adverbs with
90, 94, 126
possessive pronoun with 90
that 88, 110-13, 126
relative clauses 110-13, 127
or this 88
use or not in reported speech 106
the 70-3, 125
+ relative clauses 70
+ superlative adjective 92
or a 70, 125
or no article 72, 125
their 74
theirs 74
them 74, 78
themselves 76
there 86, 126
or it 86, 126
there is/there are 86
these 88, 126
or those 88
they 74
think 6, 8, 40, 46
third person form of verb 30
this 88, 126
or that 88
those 88, 126
or these 88
though 120, 128
through 100, 126
time 26, 86, 104, 112
time clauses 66-9
to
+ infinitive 50, 56, 86, 108, 124
preposition 100
told 106, 108
too 116, 118, 127, 128
totally 96, 126
towards 100, 126
try to 50

U
under 98, 100, 126
unless 66, 125
until 68, 125
up 100, 126
us 74

V
Verb Tables 133
verbs 1-25
+ object + to infinitive 50
+ to infinitive 50
forms of irregular 14, 131
forms of regular 130
forms and structures 50-69, 129, 130,
131, 133
with reflexive pronouns 76
very 96, 126

W
want 6, 8, 50, 56, 124
want to 50, 124
was 10
we 74
were 10
What? 26, 32, 127
subject and object 32
when
clauses 68, 112, 125, 127
and Past tenses 12
When? 26
where 112, 127
Where? 26
whether 108, 127
which 110-13, 127
Which? 26, 32
while, and Past Continuous 12
who 110-13, 127
subject and object questions 30
Who? 26, 30
Who’s? 30
whose 112, 127
Whose? 26, 32
Why? 26
will
change to would in reported speech
106
conditionals 62
and shall 24
with 102, 127
without 102, 127
+ -ing 102, 127
won’t 52
would 34-7, 123
after so that 120
if conditionals 64, 124
permission 36
in reported speech 106
requests 36
or should 48
would like 56
wouldn’t 48, 52, 123

Y
yes/no questions 114
yet 16
you 74
your 74
yours 74
yourself 76
yourselves 76
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