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UNIT 1

Present Forms

Present Simple

FORM

I / You **work**. – He / She / It **works**.
 Do you **work**? – Does he **work**? Yes, I **do**./No, he **doesn't**.
 I **do not (don't) work**. – He **does not (doesn't) work**.

Use

The **present simple** is used:

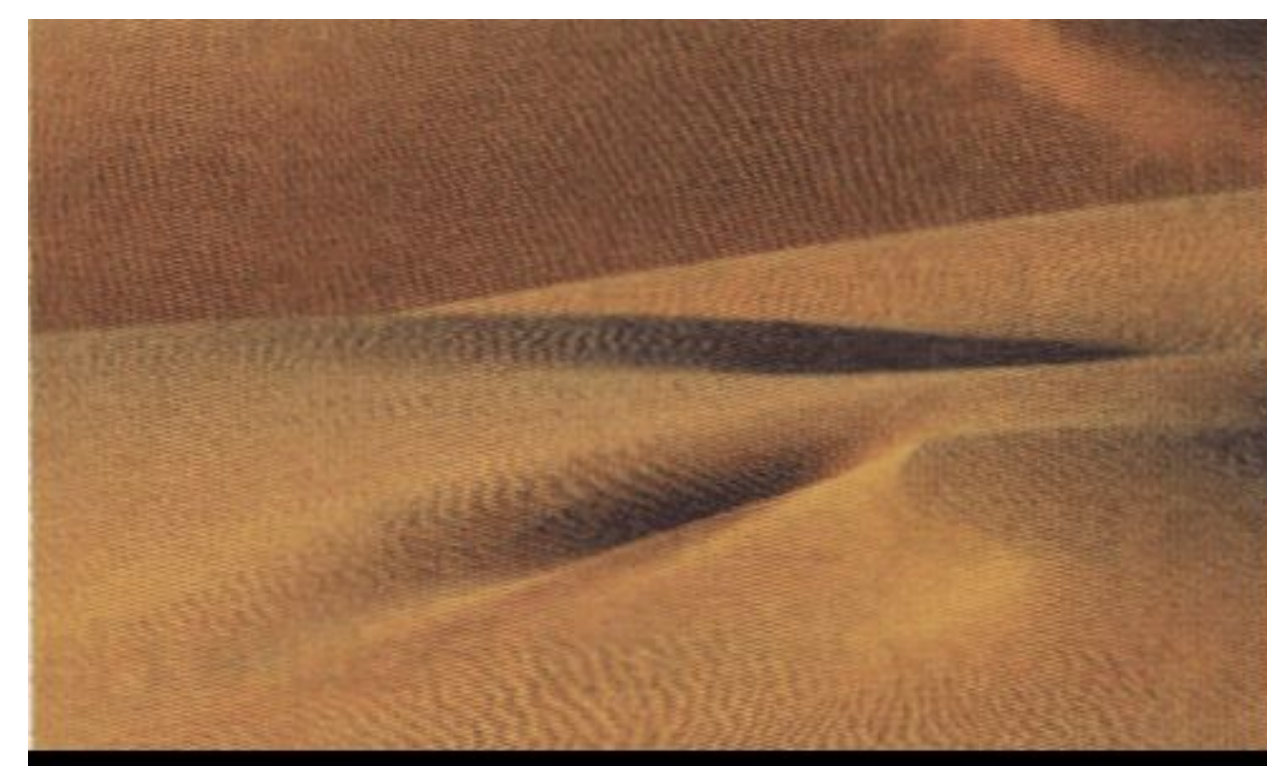
- ◆ for permanent states, repeated actions and daily routines.

*He **works** at a hotel.
 (permanent state)
 He **lays** the tables and **serves** dinner every day.
 (daily routine/repeated actions)*



- ◆ for general truths and laws of nature.

*It **rarely rains** in the desert.*



- ◆ for timetables (trains, planes, etc.) and programmes.

*The plane to London **takes off** at 6:50 am.*



- ◆ for sports commentaries, reviews and narration.

- Hill **kicks** the ball and **passes** it to Dawson.
 (sports commentary)*
- Laura Hunt **acts** superbly in the film.
 (review)*
- So, the prince **tells** her ... (narration)*



The **present simple** is used with the following **time expressions**: *always, usually, etc., every day/week/month/year, etc., on Mondays/Tuesdays, etc., in the morning/afternoon/evening, at night/the weekend, etc.*

Present Continuous

FORM

I **am ('m)** / You **are ('re)** / He **is ('s)** **working**.
 Are you / Is he **working**? Yes, I **am**./No, he **isn't**.
 I **am ('m) not** / He **is not (isn't)** / They **are not (aren't)** **working**.

The **present continuous** is used:

- ◆ for actions taking place now, at the moment of speaking, or for temporary actions; that is actions that are going on around now, but not at the actual moment of speaking.

*Helen **is working** hard these days. Right now she's **reading** a newspaper. (She is not working at the moment of speaking.)*



- ◆ with *always* when we want to express our irritation at actions which happen too often.

*You're **always forgetting** to pay the bills.*



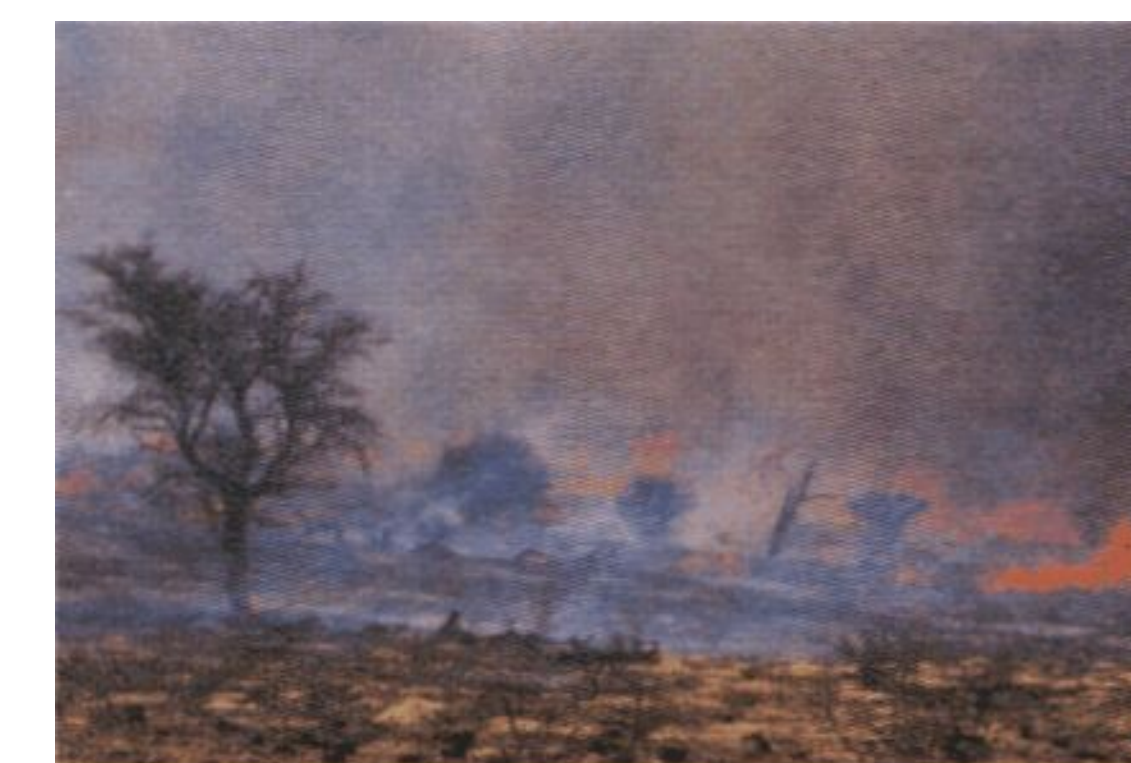
- ◆ for actions that we have already arranged to do in the near future, especially when the time and place have been decided.

*Melanie **is getting** married at 3 this afternoon. (The time and the place for the wedding ceremony have been decided.)*



- ◆ for changing or developing situations.

*More and more forests **are disappearing** because of fires.*



The **present continuous** is used with the following **time expressions**: *now, at the moment, these days, at present, tonight, nowadays, still, etc.*

1 Look at Appendix 1 and put the following verbs into the correct box in the 3rd person singular.

scratch, say, try, set, play, do, stop, miss, stay, fry, drive, fix, cry, freeze, teach, pray, crash, fly, type

+s	sets
ss, sh, ch, x, o, + es	scratches
vowel + y + s	says
consonant + x → ies	tries

2 Look at Appendix 1, add *-ing* to the following verbs and put them into the correct box.

draw, lie, dive, put, drink, run, tie, write, type, throw, die, apply, cancel, sit




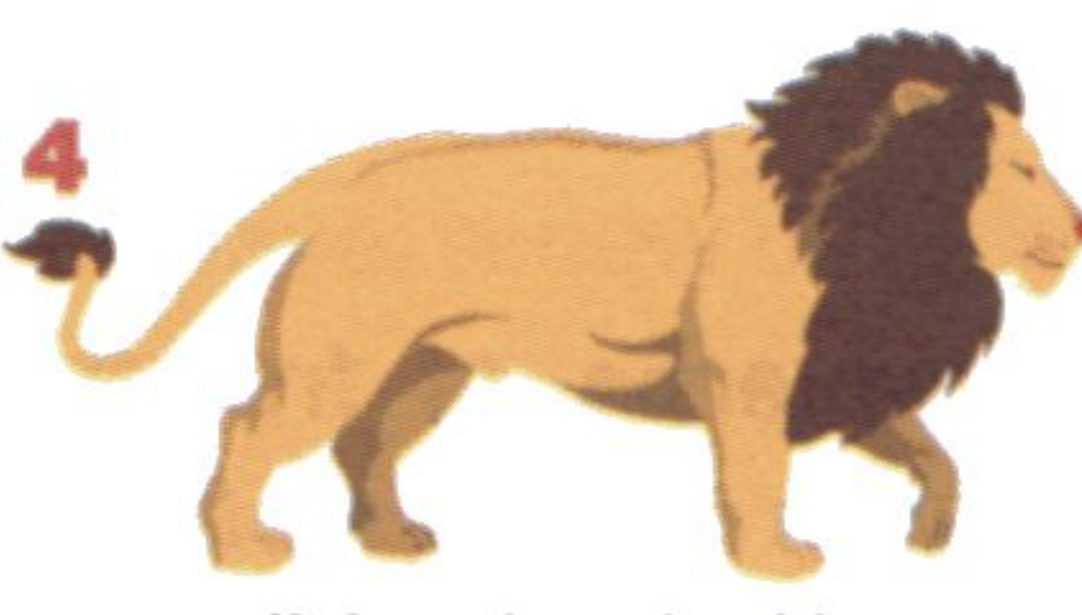

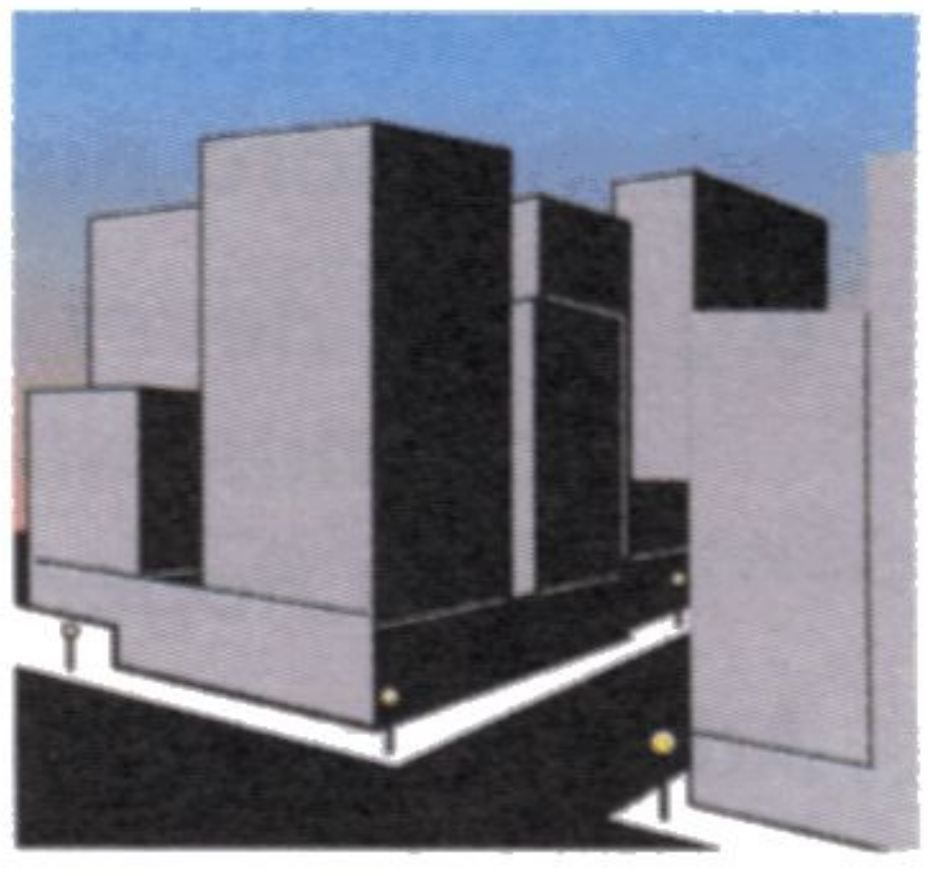
+ ing	drawing
ie → y + ing	lying
e → ing	diving
double consonant + ing	putting

3 Expand the following into sentences in order to make true statements with *doesn't* or *don't* where necessary.

- water / boil / at 100°C
Water boils at 100°C.
- rice / grow / on trees
Rice doesn't grow on trees.
- chicks / hatch / from eggs
- kangaroos / live / in Spain
- plants / need / water to grow
- rain / fall / from clouds
- astronauts / travel / in submarines
- cows / lay / eggs
- pandas / live / in Italy
- elephants / eat / meat
- fish / walk / on land
- the sun / set / in the east
- bees / give milk
- caterpillars / turn / into butterflies
- wool / come / from sheep

4 How is our world changing? Look at the pictures and the prompts and make sentences using the present continuous.

e.g. *More people are recycling rubbish nowadays.*

<p>1 </p> <p>more people / recycle / rubbish nowadays</p>	<p>2 </p> <p>the climate / get / warmer every year</p>
<p>3 </p> <p>more young people / buy / cars nowadays</p>	<p>4 </p> <p>more wild animals / become / extinct these days</p>
<p>5 </p> <p>computers / become / faster every year</p>	<p>6 </p> <p>cities / grow / bigger every year</p>

5 Read the following extracts and put the verbs in brackets into the present simple or the present continuous. Then, say what use of these tenses each extract shows.

- A** These days, it seems everything 1) *...is changing...* (change). Cities 2) (become) bigger and busier every year, technology 3) (develop) faster than ever before, and scientists 4) (learn) more about the way things work.
- B** Water 1) (boil) at 100°C and 2) (freeze) when the temperature 3) (drop) below 0°C. Salt water 4) (be) different, however.
- C** This film 1) (be) great! It 2) (have) an all-star cast and the script 3) (be) very funny. The action 4) (begin) when two young men 5) (try) to rob a bank....
- D** ... Rogers 1) (kick) the ball and 2) (pass) it to Jones. Jones 3) (run) down the pitch. He 4) (pass) the ball to Smith who 5) (shoot) and 6) (score)!

UNIT 1

Present Forms

Adverbs of Frequency

- ◆ The present simple is often used with adverbs of frequency (always, usually, often, sometimes, seldom/rarely, never, etc.) to show how often something happens. The adverbs of frequency answer the question **How often...?**

e.g. How often do you go to bed early?
I **always/ usually** go to bed early.

100%	75%	50%	25%	10%	0%
always	usually	often	sometimes	rarely/ seldom	never

- ◆ Adverbs of frequency come before the main verb (*listen, watch, etc.*), but after the verb to be and auxiliary or modal verbs, such as *do, can, must, etc.* The adverbs **rarely, seldom** and **never** have a negative meaning and are never used with the word **not**.

e.g. Emily **never watches** horror films.
You **must always** behave yourself at school.
Does Roger often call you during the week?

Adverbs of frequency always go before the auxiliary verb in short answers.

e.g. Do you buy expensive clothes? No, I **never do**.

6

In pairs, ask and answer questions using the prompts below, as in the example.

SA: Do you often go to the cinema?

SB: Yes, I do. I usually go to the cinema at the weekend.

- | | |
|--------------------|-----------------------|
| 1 go to the cinema | 4 listen to the radio |
| 2 buy magazines | 5 phone your friends |
| 3 watch quiz shows | 6 play computer games |

7


Put the adverbs of frequency in the correct position.

- A: Do you often go to parties, Keith?
B: Yes, I go to parties at the weekend. (often)
Yes, I often go to parties at the weekend.
- A: Do you wear sports clothes at work?
B: No, I do. (never)
- A: Jack is late again!
B: I know. He arrives on time. (never)
- A: When do you go shopping?
B: I do my shopping on Fridays. (usually)
- A: Does your boss often ask you to work overtime?
B: No, he does. (seldom)
- A: You should listen to your parents' advice. (always)
B: That's exactly what I do.

8

Read about Celine's daily routine and make sentences, as in the example. Then, talk about your daily routine using adverbs of frequency.

- S1: Celine usually wakes up at 7 in the morning.
S2: She always drives to work in the morning.

	morning	evening
	<ul style="list-style-type: none"> usually wake up at 7 always drive to work normally get to work by 9 	<ul style="list-style-type: none"> usually have dinner at 6 often watch TV never go to bed before 11

- S1: I always wake up at 7:30 in the morning.
S2: I usually go to school on foot in the morning.

9



Michael McIntosh is a politician. Read the text and put the verbs in brackets into the present simple or the present continuous.

- Michael McIntosh 1) *...is...* (be) a very busy man. Every morning, he 2) (leave) home at 8 o'clock, and 3) (go) to his office. He 4) (usually/have) meetings until lunchtime, and in the afternoon, he 5) (often/visit) the people of Madewell. He really 6) (enjoy) talking to people. At the moment, he and his team 7) (organise) his election campaign. There are elections in June and he 8) (hope) to persuade lots of people to vote for him. Next month, he 9) (go) to London to meet the Prime Minister. They 10) (have) a meeting to discuss future plans for Madewell.

10

Read the information about the people and make sentences, as in the example.

- S1: Alex is a photographer. S2: He works from 9 to 5.

	
<ul style="list-style-type: none"> Alex, photographer work from 9 to 5 have lunch at studio work outdoors at the moment fly to Milan on Saturday 	<ul style="list-style-type: none"> Philip, teacher work from 9 to 6 have lunch at school practise a new play with students at the moment get married next month

State Verbs

State verbs are verbs which do not normally have continuous tenses because they describe a state rather than an action. These include:

- ◆ verbs which express likes and dislikes: *like, love, hate, dislike, enjoy, prefer, etc.*
e.g. Cathy *likes* romantic films.
- ◆ verbs of perception: *believe, know, notice, remember, forget, recognise, understand, realise, seem, think, etc.* e.g. I *don't believe* a word he's saying.
- ◆ verbs of the senses: *see, hear, feel, taste, look, smell, sound.* We often use *can* or *could* with these verbs when we refer to what we see, hear, etc. at the moment of speaking.
e.g. The soup *tastes* delicious.
John *must be in* the attic. I *can hear* his footsteps.
- ◆ some other verbs: *be, contain, fit, include, matter, need, belong, cost, owe, mean, own, appear, want, have (=possess), etc.*
e.g. This book *is mine*. It *belongs* to me.

Some state verbs have continuous tenses, but there is a difference in meaning.

Study the following examples:

- 1) I *think* she's Italian. (=believe)
I'm *thinking about* my holiday.
(=am considering)
- 2) The soup *tastes* awful. (=has an awful flavour)
She's *tasting* the soup. (=is testing the flavour of)
- 3) I *can see* an aeroplane in the sky. (=perceive with my eyes)
I'm *seeing* Jill tonight. (=am meeting)
- 4) Susan *looks* tired. (=appears)
Susan *is looking* at some photos. (=is studying)
- 5) The room *smells* of perfume. (=has the smell)
The cat *is smelling* its food. (=is sniffing)
- 6) This towel *feels* soft. (=has a soft texture)
Jill *is feeling* her son's forehead. (=is touching)
- 7) He *is* selfish. (character – permanent state)
He *is being* selfish. (behaviour – temporary situation)
- 8) He *has* a sports car. (=possesses)
He's *having lunch* now. (=is eating – idiom)

Some idioms with *have* include:

have	breakfast / lunch / dinner, etc.
	a bath / shower / swim / party, etc.
	a(n) accident / experience / dream, etc.
	a baby
	difficulty / fun / trouble, etc.

11

Put the verbs in brackets into the present simple or the present continuous.

- 1 A: ...*Do you know*... (you/know) that man over there?
B: Actually, I do. He's Muriel's husband.
- 2 A: Are you doing anything tomorrow evening?
B: Yes. I (see) Jack at nine o'clock.
- 3 A: I (see) you're feeling better.
B: Yes, I am, thank you.
- 4 A: What's that noise?
B: The people next door (have) a party.
- 5 A: Graham (have) a new computer.
B: I know. I've already seen it.
- 6 A: This dress (not/fit) me any more.
B: Why don't you buy a new one?
- 7 A: Your perfume (smell) nice. What is it?
B: It's a new perfume called Sunshine.
- 8 A: What is Jane doing?
B: She (smell) the flowers in the garden.
- 9 A: What (you/look) at?
B: Some photos I took during my holidays. They aren't very good, though.
- 10 A: You (look) very pretty today.
B: Thank you. I've just had my hair cut.
- 11 A: I (think) we're being followed.
B: Don't be silly! It's just your imagination.
- 12 A: Is anything wrong?
B: No. I (just/think) about the party tonight.
- 13 A: This fabric (feel) like silk.
B: It is silk, and it was very expensive.
- 14 A: What are you doing?
B: I (feel) the radiator to see if it's getting warm.
- 15 A: She (be) generous, isn't she?
B: Yes, she has never been a mean person.
- 16 A: He (be) very quiet today, isn't he?
B: Yes, I think he has some problems.
- 17 A: Would you like some cherries?
B: Yes, please. I (love) cherries. They're my favourite fruit.
- 18 A: I'm sorry, but I (not understand) what you mean.
B: Shall I explain it again?
- 19 A: The children are making lots of noise today.
B: I know, but they (have) fun.
- 20 A: This cake (taste) awful.
B: I think I forgot to put the sugar in it!

UNIT 1

Present Forms

Present Perfect

FORM

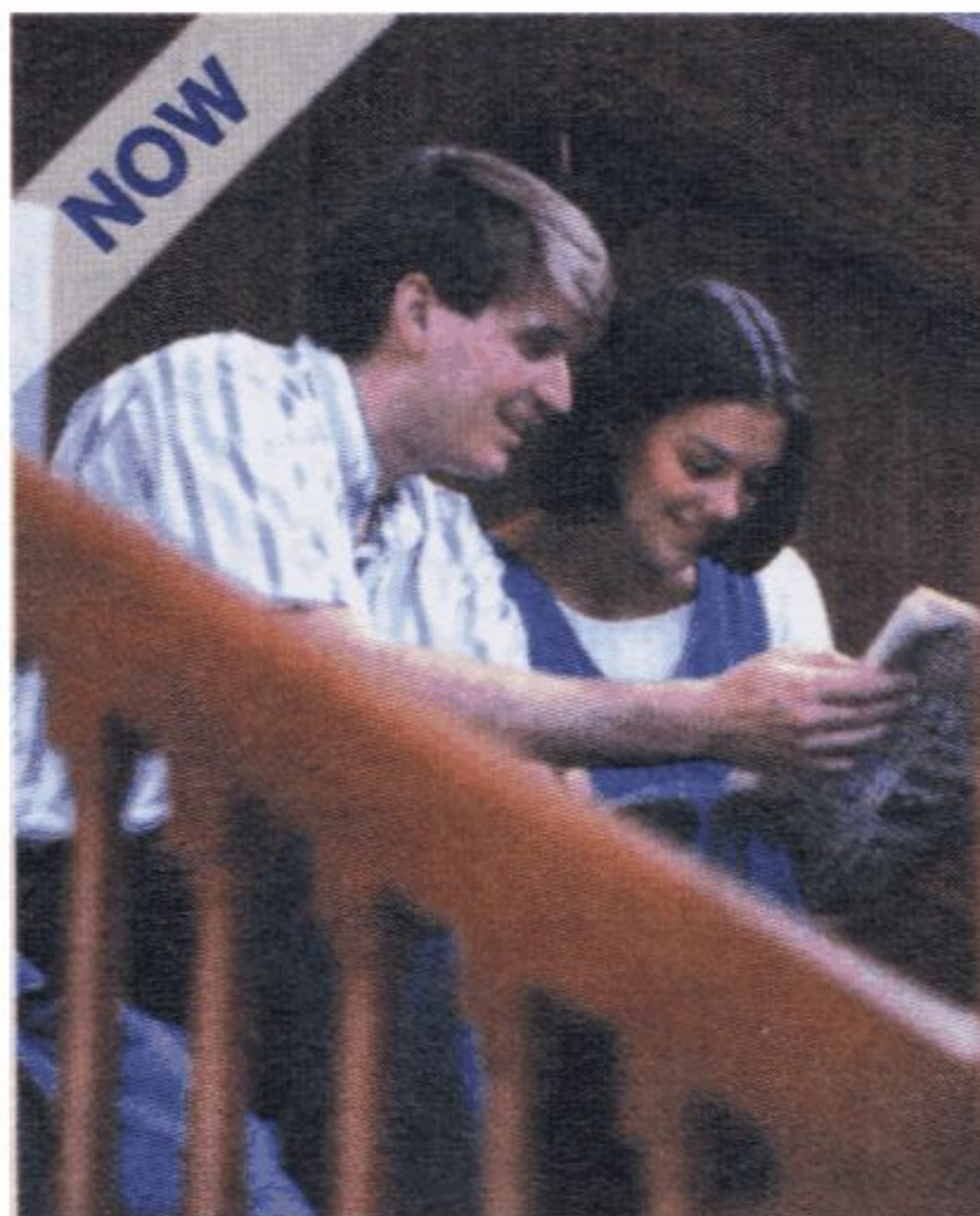
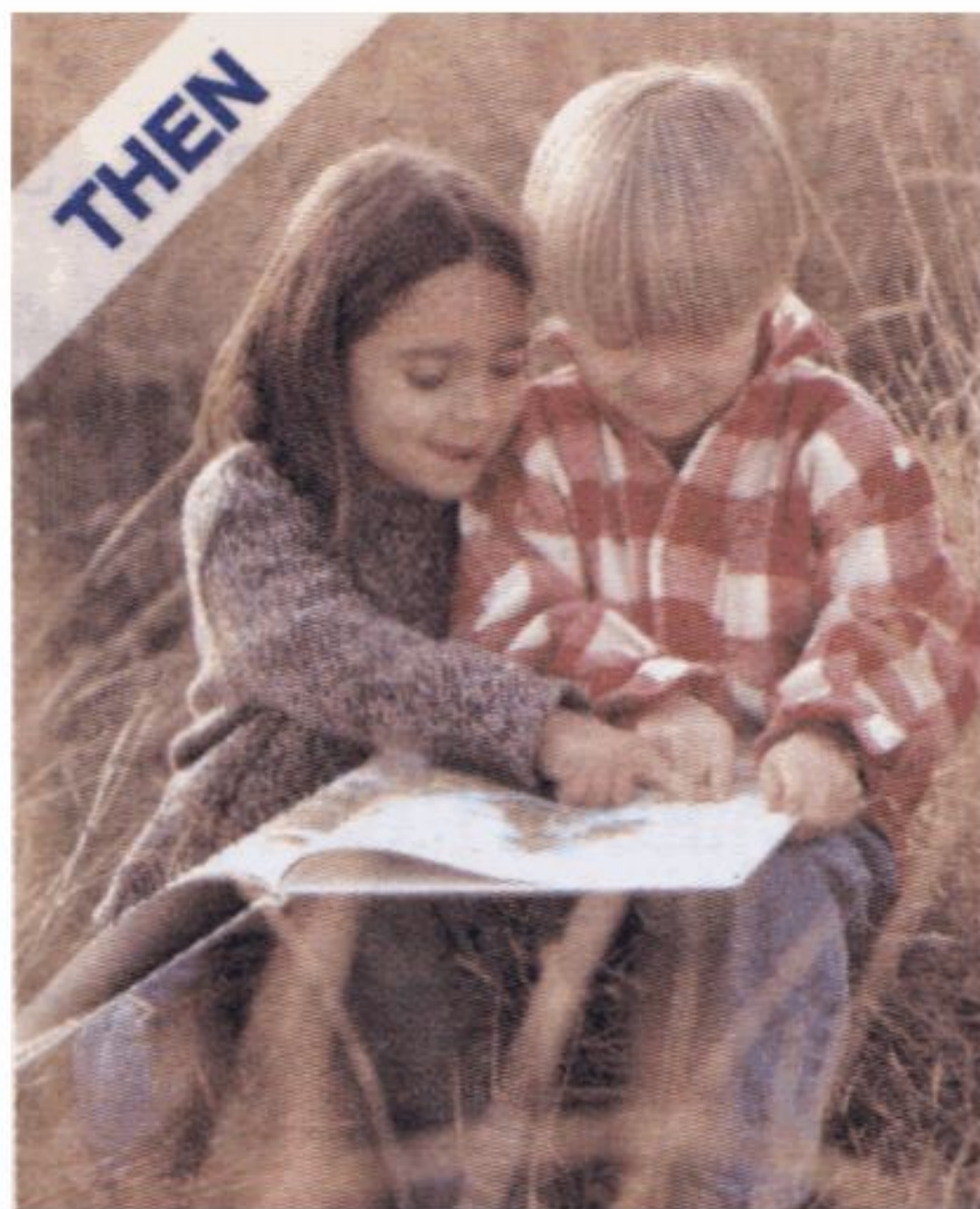
I/You **have ('ve)** left/arrived.
 He/She/It **has ('s)** left/arrived.
Have you left/arrived? Yes, I have./No, I haven't.
 You **have not (haven't)** left/arrived.
 He/She/It **has not (hasn't)** left/arrived.

Use

The present perfect and the present perfect continuous connect the past and the present. That is, they describe actions which started in the past and continue up to the present or actions which were completed in the past but whose results affect the present.

- ◆ The **present perfect** is used to describe an action which started in the past and continues up to the present, especially with **state verbs** such as *have, like, know, be*, etc. In this case, we often use *for* and *since*.

*They **have been** friends **for** twenty years. (They met each other twenty years ago and they are still friends.)*



- ◆ The **present perfect** is also used for an action which has recently finished and whose result is visible in the present.

*She **has picked** a lot of apples. (The apples are in the basket, so the action has finished.)*



Present Perfect Continuous

FORM

I/You **have('ve) been** reading.
 He/She/It **has('s) been** reading.
Have you been reading? Yes, I have./No, I haven't.
Has he/she it been reading?
 You **have not (haven't) been** reading.
 He/She/It **has not (hasn't) been** reading.

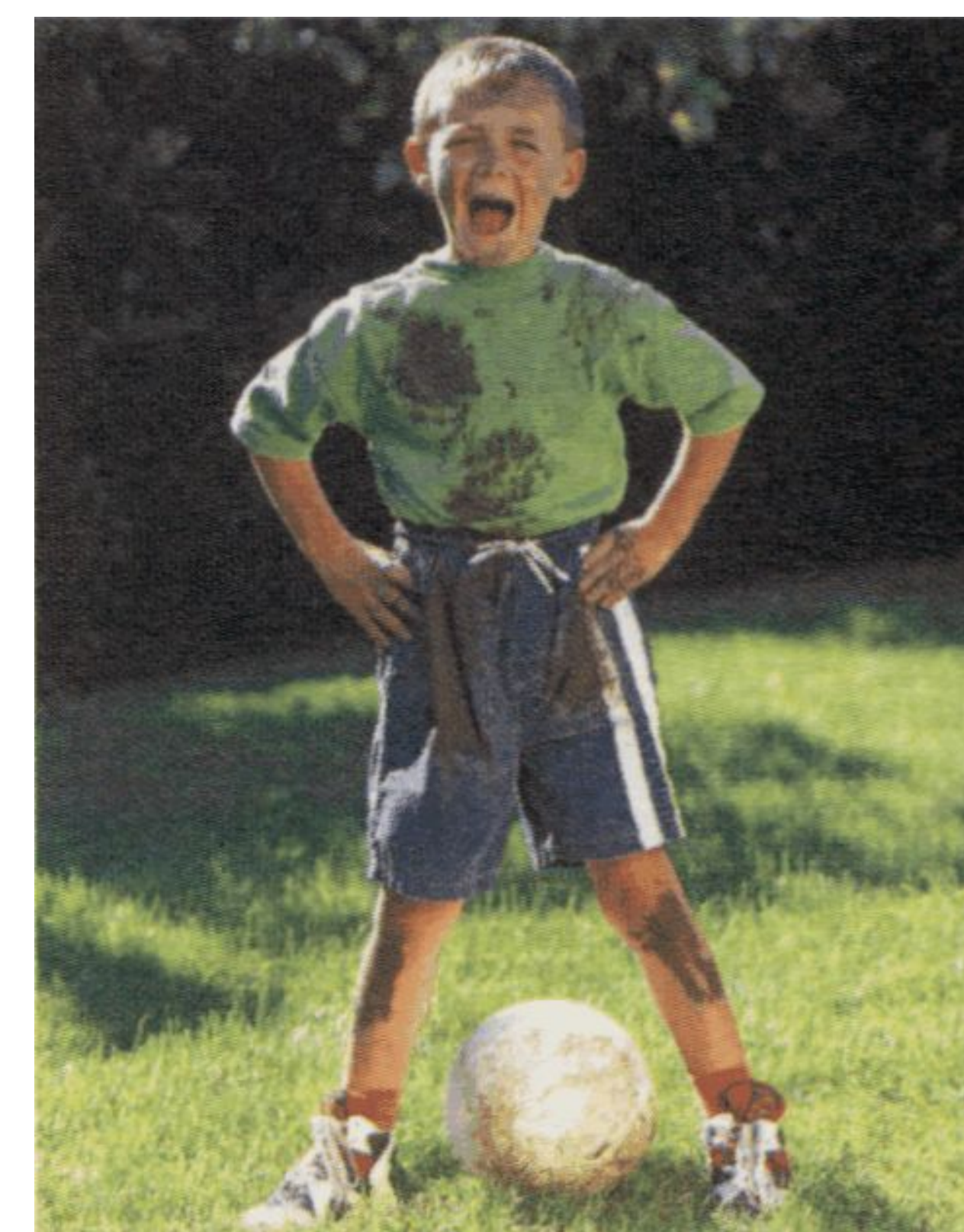
- ◆ The **present perfect continuous** is used to put emphasis on the duration of an action which started in the past and continues up to the present, especially with time expressions such as *for, since, all morning/day/week, etc.*

*Sarah **has been picking** vegetables for two hours. (She started picking vegetables two hours ago and she is still picking them now.)*



- ◆ The **present perfect continuous** is also used for an action which started and finished in the past and lasted for some time. The result of the action is visible in the present.

*He is dirty. He **has been playing** football. (He is no longer playing football, but the fact that his clothes are dirty is visible now.)*



Note: With the verbs *feel* (have a particular emotion), *live, work* and *teach* we can use the present perfect or present perfect continuous with no difference in meaning.

*e.g. He **has felt/has been feeling** unwell all morning.*

- ◆ The **present perfect** is used for an action which happened at an unstated time in the past. The exact time is not important, so it is not mentioned. The emphasis is placed on the action.

- a) He **has broken** his arm. (The exact time is not mentioned. What is important is the fact that his arm is broken.)
- b) Peter **has been** to Paris four times. (The exact time of each of his visits is not mentioned. What is important is the fact that he has visited Paris four times.)



- ◆ The **present perfect** is also used for an action which has happened within a specific time period, which is not over at the moment of speaking, such as **today, this morning/afternoon/week/month/year, etc.**

- She **has received** three faxes **this morning**. (The action has been repeated three times up to now and may happen again because the time period - this morning - is not over yet.)
- She **received** three faxes **this morning**. (The time period - this morning - is over. It is now afternoon or evening).



- ◆ The **present perfect continuous** is used to express anger, annoyance or irritation.

- Who **has been reading** my business papers? (The speaker is irritated.)



Both the present perfect and the present perfect continuous are used with the following **time expressions**:

- **how long**
e.g. *How long have you known Jack?*
How long have you been learning English?
- **for** (duration)
e.g. *I have known Jack for five years.*
I have not seen Emily for a long time.
She has been working here for twenty years.
- **since** (starting point)
e.g. *They have been married since last April.*
We have been living here since 1980.
I have not talked to Ann since last Sunday.
- **lately/recently**
e.g. *Have you seen any good films lately/recently?*
She has been going out a lot lately/recently.

The present perfect is usually used with the following **time expressions**:

- **already**
e.g. *We have already seen this film.*
Have you finished already?
- **yet**
e.g. *Has Roger left yet? Simon has not finished yet.*
- **just** e.g. *I have just phoned Jill.*
- **always**
e.g. *She has always loved animals.*
- **ever**
e.g. *Have you ever been abroad?*
- **never**
e.g. *She has never been to France.*
- **so far**
e.g. *I have sent twenty invitations so far.*
What have you done so far?

12

Fill in for or since.

- 1 I have lived in this village**since**..... I was born.
- 2 It has been raining hours. I wish it would stop.
- 3 My father has been the manager of this firm ten years.

- 4 I moved to York, I have been much happier.
- 5 Have you been waiting a long time?
- 6 I have been waiting for you four o'clock.
- 7 She hasn't bought a new coat three years.
- 8 Karen has been on the phone ages!
- 9 I have known Neil 1994.
- 10 Jane has been my best friend many years.

UNIT 1

Present Forms

13 In pairs, make up short exchanges using the prompts below, as in the example.

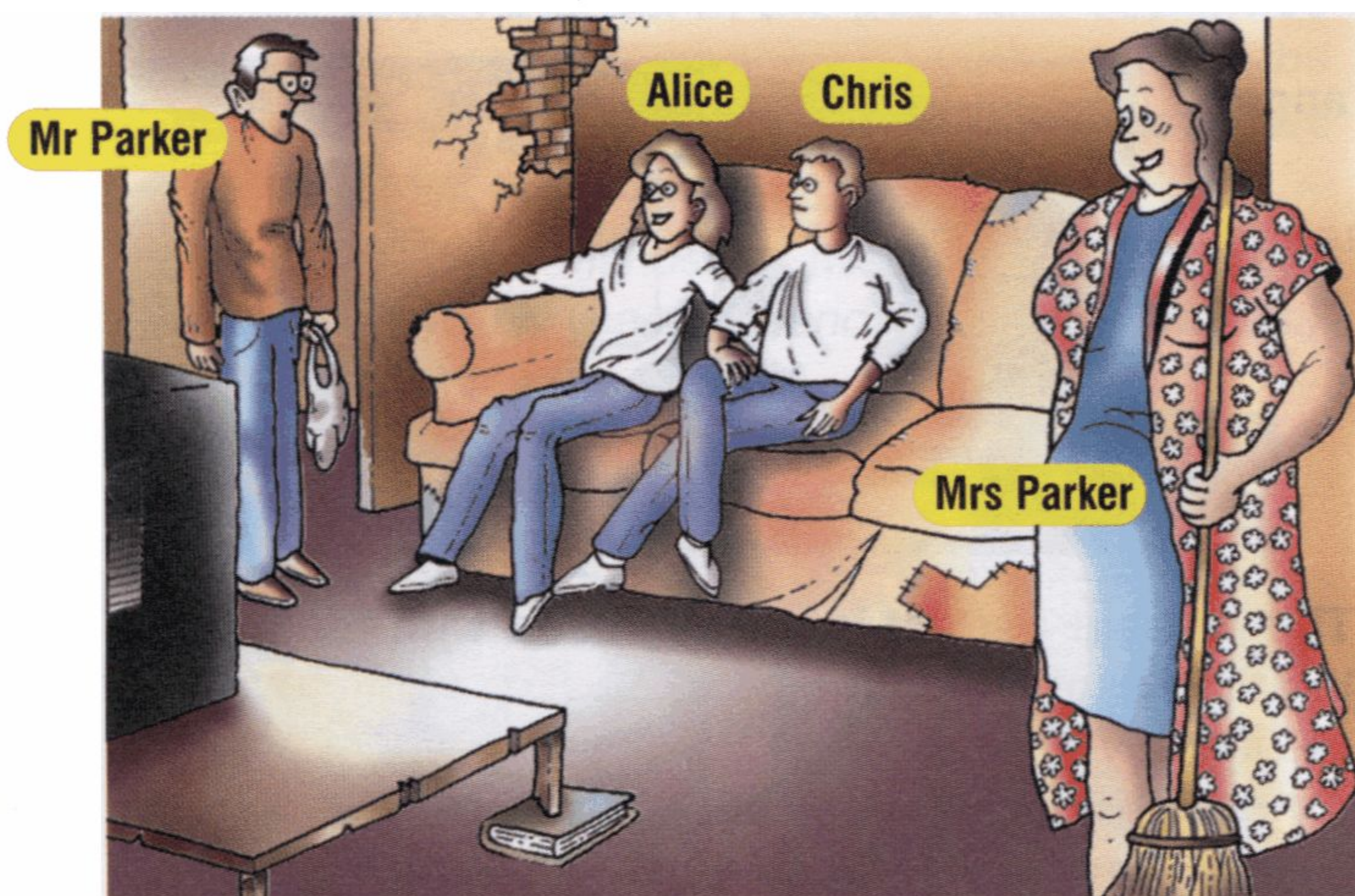
SA: *The water is cold. Haven't you turned on the water heater?*

SB: *No, I haven't turned it on.*

- 1 The water is cold. (turn on / the water heater)
- 2 The fridge is empty. (do / the shopping)
- 3 There is no electricity. (pay / the bill)
- 4 It's raining. (bring / your umbrella)
- 5 The cat is hungry. (feed / it)
- 6 The bedroom is a mess. (tidy / it)
- 7 The landlord is on the phone. (pay / the rent)
- 8 I can't see anything. It's dark. (bring / your torch)

14 The Parkers have recently won the lottery. As a result, their life has changed. Look at the pictures and the prompts and describe the changes, as in the example.

e.g. *Mr Parker has put on weight.*



put on weight
take up tennis
hire a butler
lose weight
move to a bigger house

grow a beard
all buy new clothes
join the pony club
buy some nice furniture

15 The people below are on a cruise ship. What have they been doing since 10 o'clock this morning? In pairs, make up exchanges using the prompts below, as in the example.

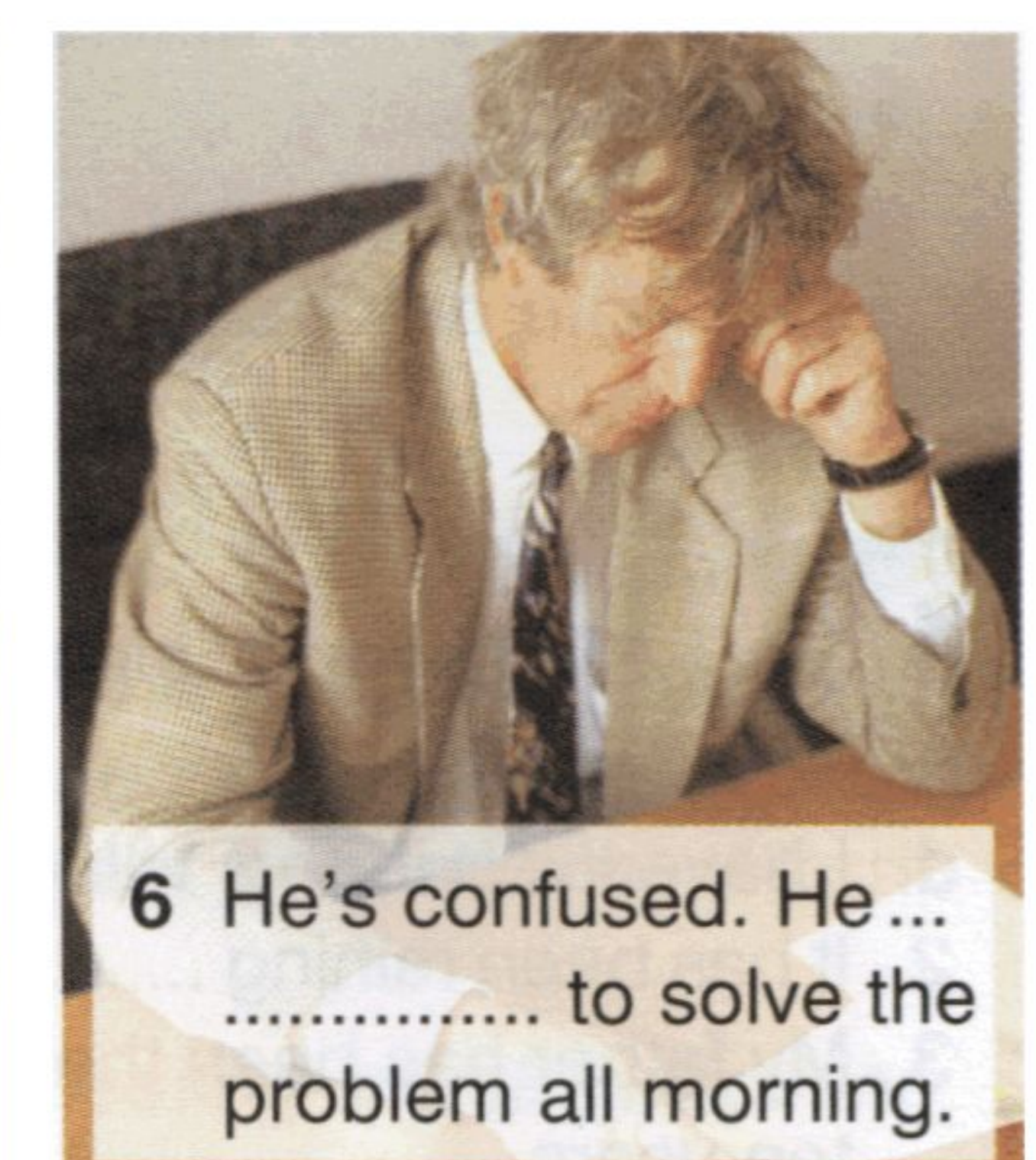
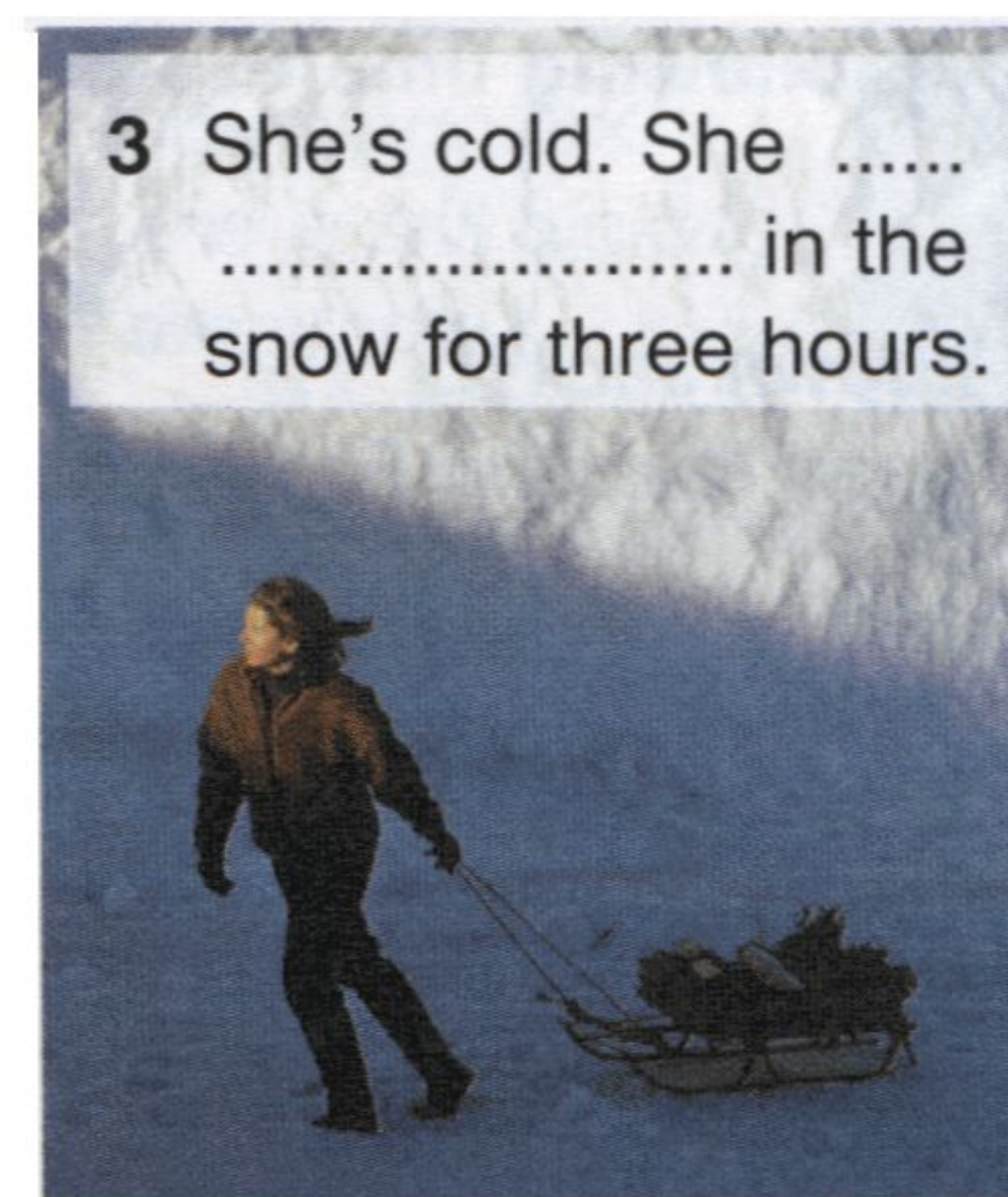
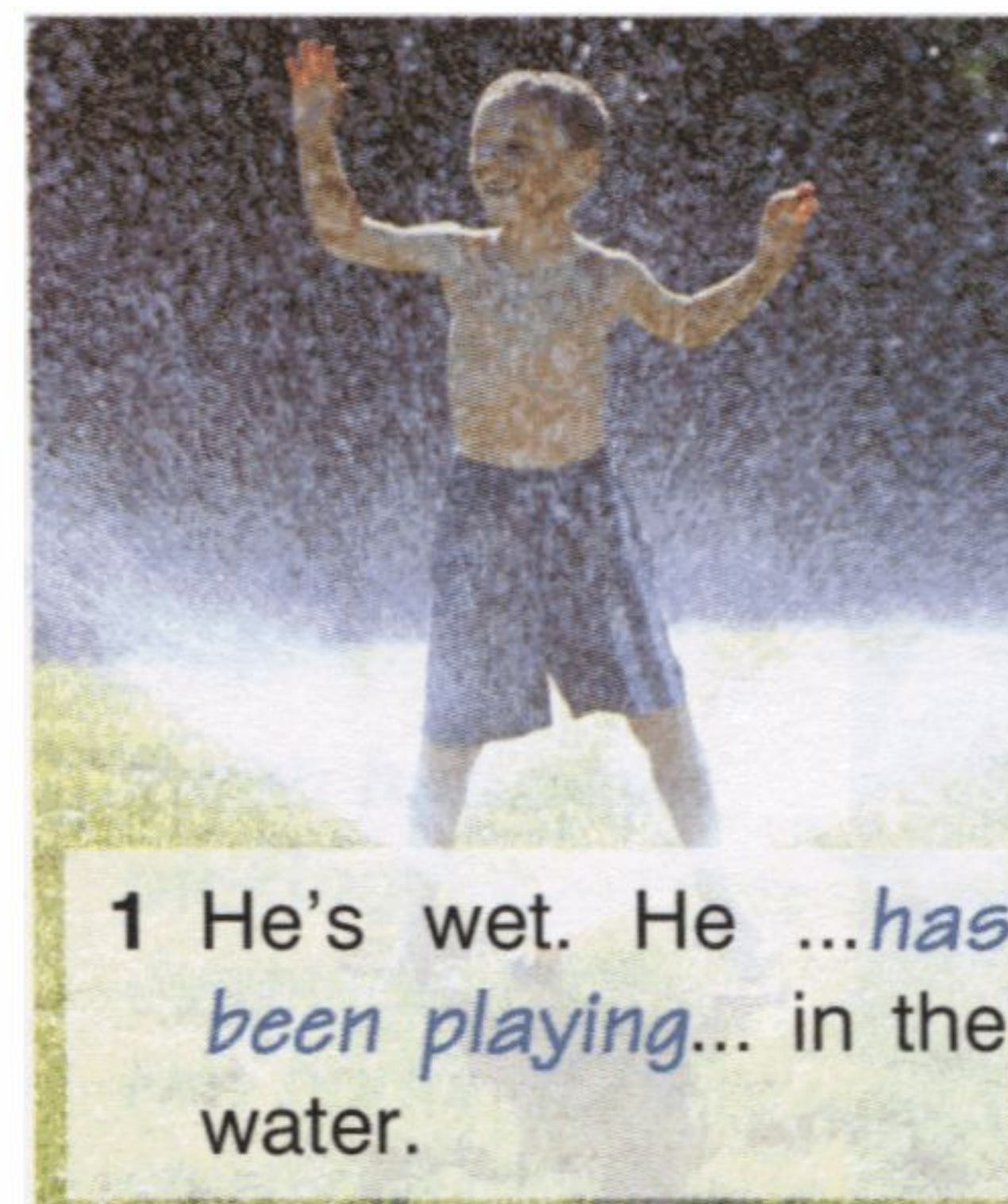
SA: *Mrs Peters is sunbathing.*

SB: *Yes, she's been sunbathing since 10 o'clock this morning.*

- | | |
|--------------------------------|---------------------------------|
| 1 Mrs Peters / sunbathe | 5 Mr Burrows / walk on the deck |
| 2 Tom and Jerry / swim | 6 Tim and Alan / play chess |
| 3 Miss Houston / read her book | |
| 4 Sandra and Helen / talk | |

16 Fill in the gaps with one of the verbs from the list in the present perfect continuous.

try, snow, jog, play, work, walk



17

It is 11 o'clock. The following people all started work earlier this morning. Look at the information and say how long they have been working and how much work they have done so far, as in the example.

S1: *Sandra's been typing since 9 o'clock / for two hours.*

S2: *She's typed twenty letters so far.*

Name	Started/Activity	Completed
Sandra	9 o'clock / type	20 letters
Kim	8 o'clock / clean the house	4 rooms
Bob	10 o'clock / examine patients	3 patients
John	7 o'clock / deliver parcels	30 parcels
Helen	10 o'clock / draw pictures	4 pictures

18

Fill in the gaps with *recently, how long, yet, for, always, ever, already, since, so far or just*. Sometimes more than one answer is possible.

- A: Has Tom finished his exams ...*yet*...?
B: No. He finishes next Thursday.
- A: has Janet been working at the hospital?
B: She has been working there she left school.
- A: How are you finding your new job?
B: Great. I haven't had any problems
- A: Is John at home, please?
B: No, I'm afraid he's gone out.
- A: Have you been waiting long?
B: Yes, I've been here two hours.
- A: Has Martin been to Spain?
B: No, I don't think so.
- A: Have you spoken to Matthew?
B: Yes. I phoned him last night.
- A: Can you do the washing-up for me, please?
B: Don't worry. Mike has done it.
- A: Lucy has been musical, hasn't she?
B: Yes, she started playing the piano when she was five years old.
- A: Shall we go to that new restaurant tonight?
B: Yes. I have been there. It's really nice.
- A: Your dog's been barking three hours!
B: I'm sorry. I'll take him inside.
- A: Have you finished reading that book yet?
B: No, I've started it.

19

Put the verbs in brackets into the present perfect or continuous, using short forms where appropriate.

- A: How long ...*have you known*... (you/know) Alison?
B: We (be) friends since we were children.
- A: Who (use) the car?
B: I was. Is there a problem?
- A: What are Andrew and David doing?
B: They (work) in the garden for three hours.
- A: Why is Sally upset?
B: She (lose) her bag.
- A: I (always/believe) that exercise is good for you.
B: Of course, it's good to keep fit.
- A: Emily (teach) maths since she left university.
B: Yes, and she's a very good teacher, too.
- A: Fred (open) a new shop.
B: Really? Where is it?
- A: This pie is delicious.
B: Is it? I (not/taste) it yet.
- A: Have you found your umbrella yet?
B: No, I (look) for it for an hour now.
- A: You look exhausted.
B: Well, I (clean) the windows since 8 o'clock this morning.
- A: Can I have some more lemonade, please?
B: Sorry, your brother (just/drink) it all.
- A: Have you got new neighbours?
B: Yes, they (just/move) to the area.

20

Put the verbs in brackets into the present perfect or the present perfect continuous.

Dear Connie,

I hope you are enjoying yourself at university. I'm sure you 1) ...*'ve been studying*... (study) hard. Everything is fine here at home. Billy 2) (just/receive) his school report. It was bad, as usual. He 3) (decide) to leave school next year and find a job. Fiona 4) (go) to the gym every day for the past two weeks. She 5) (try) to get in shape for the summer. She 6) (already/plan) her holiday in the sun. Your father 7) (sell) the old car and he 8) (buy) a new one. It's lovely – much nicer than the old one.

Anyway, write soon.

Love,
Mum

UNIT 1

Present Forms

Have gone (to) / Have been (to)



- ◆ They **have gone** to the theatre. (This means they have not come back yet. They are still at the theatre.)
- ◆ He **has been** to Japan. (This means that he has visited Japan; he is not there now. He has come back.)

21

Fill in the gaps with *have/has been (to)* or *have/has gone (to)*.

- Jack: Hi, Jill. Where's Paul?
 Jill: Oh, he **1) ...has gone to...** London for a few days.
 Jack: Really! I **2)** London recently. I came back yesterday. **3)** you **.....** there?
 Jill: No, I haven't. Paul **4)** twice before, though. Where's Sarah?
 Jack: She **5)** Spain for two weeks with her parents. They **6)** there to visit some friends.
 Jill: When is she coming back?
 Jack: They'll all be back next weekend.

22

Choose the correct answer.

- 1 'What time does the train leave?'
 'I think it ..**A**... at 2 o'clock.'
A leaves **B** has been leaving **C** has left
- 2 'Where are Tom and Pauline?'
 'They to the supermarket.'
A have just gone **B** have been going **C** go
- 3 'What is Jill doing these days?'
 'She for a job for six months.'
A is looking **B** has been looking **C** looks
- 4 'Is Mandy watching TV?'
 'No. She her homework right now.'
A is always doing **B** is doing **C** does
- 5 'Have you been for a walk?'
 'Yes. I often for walks in the evenings.'
A have gone **B** am going **C** go
- 6 'Have you seen any films lately?'
 'Yes. Actually, I two this week.'
A have seen **B** am seeing **C** see
- 7 'What?'
 'It's a piece of cherry pie. Mum made it yesterday.'
A are you eating **B** do you eat **C** have you eaten
- 8 'Are you going on holiday this summer?'
 'Yes. I enough money.'
A am saving **B** have already saved **C** save
- 9 'Is Todd reading the newspaper?'
 'No. He dinner at the moment.'
A has been making **B** makes **C** is making
- 10 'Have you bought any new CDs recently?'
 'Yes. Actually, I two this week.'
A have bought **B** have been buying **C** am buying
- 11 'What time does the play start?'
 'I think it at 8 o'clock.'
A has been starting **B** starts **C** has started
- 12 'Where is Mark?'
 'He to the library to return some books.'
A has gone **B** has been **C** is going
- 13 'What ?'
 'It's a letter to my pen-friend. I'm telling her my news.'
A have you written **B** do you write
C are you writing

23 Underline the correct tense.

- Liz and I are good friends. We know/have known each other for four years.
- Sarah is very tired. She has been working/is working hard all day.
- 'Where is John?' 'He's upstairs. He does/is doing his homework.'
- I can't go to the party on Saturday. I am leaving/have been leaving for Spain on Friday night.
- Jane has finished/is finishing cleaning her room, and now she is going out with her friends.
- I didn't recognise Tom. He looks/is looking so different in a suit.
- I don't need to wash my car. Jim washes/has washed it for me already.
- Ian has been talking/is talking to his boss for an hour now.
- Claire's train arrives/has arrived at 3 o'clock. I must go and meet her at the station.
- 'Would you like to borrow this book?' 'No, thanks. I have read/have been reading it before.'
- 'Where are you going/do you go?' 'To the cinema. Would you like to come with me?'
- Have you seen my bag? I am searching/have been searching for it all morning.
- 'Is Colin here?' 'I don't know. I haven't seen/haven't been seeing him all day.'
- Sophie is very clever. She is speaking/speaks seven different languages.
- We are moving/have moved house tomorrow. Everything is packed.

24 Put the verbs in brackets into the correct tense.

- A: What are you doing... (you/do)?
B: Nothing. I (just/finish) my lunch.
- A: Where (you/be) all morning?
B: I (clean) my house since 8 o'clock.
- A: (you/do) anything next weekend?
B: No, I (not/make) any plans yet.
- A: Jane looks great.
(she/lose) weight?
B: Yes, she (exercise) a lot recently.
- A: (be/you) busy right now?
B: Yes, I (just/start) typing this report.
- A: Where is Peter?
B: He (wash) the car at the moment.
- A: Who (be) your favourite actor?
B: I (like) Sean Connery since I was a child.
- A: (you/do) your homework yet?
B: Almost; I (do) it now.

25 Put the verbs in brackets into the correct tense.

- Who has been using..... (use) my toothbrush?
- 'What (you/do)?'
'I (write) a letter.'
- Samantha (play) tennis with friends every weekend.
- Tim and Matilda (be) married since 1991.
- Uncle Bill (just/decorate) the bathroom.
- Pauline and Tom (sing) in the school choir twice a week.
- Who (you/speak) to?
- Sarah is very happy. She (win) a poetry competition.
- He (drink) two cups of coffee this morning.
- My friend (live) in America at the moment.
- They (usually/change) jobs every five years.
- I (normally/cut) my hair myself.
- Linda (study) in the library for three hours.
- We (play) in a concert next weekend.
- Who (read) my diary?
- Tim (leave) the house at 7 o'clock every morning.
- (your mother/work) in a bank?
- (you/drink) coffee with your breakfast every day?
- We (make) plans for our summer holidays right now.
- They (move) house in September.

26 Put the verbs in brackets into the correct tense.

Dear Nick,

This is just a short note to tell you I **1) ...'m arriving/arrive...** (arrive) at the airport at 5 pm on Saturday, 10th December. I **2)** (be) very busy recently, and that's why I **3)** (not/write) to you for a while. I **4)** (plan) this trip for months, so now I **5)** (look forward) to spending some time with you and your family. I **6)** (hope) you will be able to meet me at the airport. Please give my love to your wife and the children.

See you soon,
James

UNIT 1

Present Forms

27

Put the verbs in brackets into the correct tense.

- Molly: Hi Peter. I 1) ...*haven't seen*... (not/see) you for a long time.
 Peter: Hi Molly. I 2) (travel) for the past two months.
 Molly: Really? I 3) (plan) a trip at the moment. I 4) (leave) next month for Australia.
 Peter: That's great. 5) (you/arrange) a place to stay once you get there?
 Molly: Yes, a campsite. It 6) (be) a very nice place.
 Peter: And 7) (you/buy) your ticket yet?
 Molly: No, not yet. Actually, I 8) (go) to the travel agent's this afternoon to buy it.
 Peter: Oh. I 9) (go) into town later today. You can come with me in my car.
 Molly: Thanks. I 10) (meet) my brother for lunch at 1 o'clock, so I'll come to your house at 2 o'clock.
 Peter: Great! See you then.

28

Choose the correct answer.

- '...*C*... your sister recently?'
'Yes, she came to visit last weekend.'
A Have you been seeing B You have seen
C Have you seen
- 'I didn't know Sarah could drive.'
'Oh yes, she since last April.'
A has been driving B has driven C is driving
- 'Where is Jason?'
'He at the swimming pool.'
A is being B is C has been
- 'This is a great book.'
'I know. I it twice already.'
A have read B am reading
C have been reading
- 'Hello, Jane. I'm home.'
'Where have you been? I for you all day!'
A have been looking B look C am looking
- 'Are you having a holiday this year?'
'Yes, I to Hawaii.'
A am going B have been C have gone
- 'Who does your hair for you?'
'My mother usually it.'
A is cutting B cuts C has cut
- 'Your socks are all wet!'
'Don't worry. I another pair with me.'
A am bringing B bring C have brought

29

Correct the mistakes.

- They have been to the shops. They'll be home soon.
- Joe plays in the garden at the moment.
- I am going to work by car every day.
- The builders finish the block of flats already.
- He has been breaking his arm.
- Sam have just finished reading a very interesting book.
- Water is boiling at 100°C.
- John is living here since 1986.
- I study this subject for five years.
- Who has use my scissors?

IN OTHER WORDS

Study these examples. The second sentence has a similar meaning to the first sentence.

- I've never had such a good meal.
ever It's the best **meal I have ever** had.
- She started collecting postcards four years ago.
been She **has been collecting** postcards for four years.
- They haven't finished painting the house yet.
still They **are still painting** the house.
- I've never ridden a camel before.
first It's the **first time I've ridden** a camel.

30

Complete each sentence with two to five words, including the word in bold.

- She hasn't finished cooking the meal yet.
still She *is still cooking* the meal.
- I've never met such an interesting person.
ever He's the most interesting person I met.
- He started repairing the roof three hours ago.
been He the roof for three hours.
- They've never visited an old castle before.
first It's have visited an old castle.
- Robert is still decorating the flat.
finished Robert the flat yet.
- It's the most boring book I've ever read.
never I such a boring book.
- He started playing rugby four years ago.
been He rugby for four years.

Prepositions

- | | |
|----------------------------|--------------------------|
| belong to sb | look at sb/sth |
| come from (a place) | stay at (a place) |
| listen to sb/sth | wait for sb/sth |
| live in (a place) | work for sb/sth |

31

Fill in the correct preposition.

- 1 What are you waiting ...*for*...?
- 2 Why are you looking yourself in the mirror?
- 3 How often do you listen the radio?
- 4 My parents live a small cottage.
- 5 My brother works my father.
- 6 Those books belong John Smith.
- 7 We aren't going out tonight. We're staying home.
- 8 My father comes Ireland.

Phrasal Verbs

- break down:** 1) stop working (of cars, etc.)
2) lose control of feelings (of people)
- break in/break into a building:** enter by force
- break into:** start singing, smiling, etc. suddenly
- break out:** 1) begin suddenly (war, fire, etc.)
But: a storm breaks
2) escape
- break up:** stop for holidays (of schools, etc.)

32

Fill in the correct particle.

- 1 War broke ...*out*... in 1992 and it lasted until 1995.
- 2 Children are always happy when school breaks for the holidays.
- 3 The burglars broke the house in the middle of the night and stole all the jewellery.
- 4 His serious face broke a grin when he read the joke.
- 5 The bus broke, so all the passengers had to get off and wait for another one to come.
- 6 The little girl broke and cried when her dog died.
- 7 The dog broke of the garden and chased the cat down the street.

ORAL
Activity

Life on earth is changing. Look at the information given in the chart and make sentences, as in the example.

- e.g. S1: *Trees provide oxygen and homes for animals.*
S2: *However, trees are disappearing because of fires and logging.*
S1: *But many governments have started to plant new trees.*

The Facts....

- 1 Trees / provide / oxygen and homes for animals.
- 2 Many different species of fish / live on coral reefs.
- 3 Many people / use / coal and oil as fuel for heating in their homes.
- 4 Ocean life / produce / 90% of our oxygen.

The Changes....

- 1 Trees / disappear / because of fires and logging.
- 2 Fish / die / because fishermen / destroy / coral reefs.
- 3 Coal and oil supplies / decrease.
- 4 We / pollute / the oceans with rubbish.

The Action Taken....

- 1 Many governments / start / to plant new trees.
- 2 Some fishermen / stop / fishing near coral reefs.
- 3 Many people / change / to other sources of fuel for heating.
- 4 We / begin / to recycle rubbish instead of throwing it all away.

WRITING
Activity

Complete the article below using the information from the Oral Activity.

PLANET EARTH Are you aware of the damage being done to our planet? We all know that trees provide oxygen and homes for animals. However, trees are disappearing because of fires and logging. Fortunately, many governments have started to plant new trees. We also know that

.....

.....

We must stop the destruction now, before it is too late.

UNIT 2

Past Forms

Past Simple

FORM

I / He / She / We **returned / left**.
Did he return / leave? / Yes, he **did**. / No, he **didn't**.
 He **did not (didn't) return / leave**.

Use

The **past simple** is used:

- ◆ for an action which happened at a definite time in the past. The time is stated, already known or implied.

*They **spent** their holidays in Switzerland last winter.*
(When did they go to Switzerland? Last winter. The time is stated.)
*They **had** a great time.*
(The time is already known.)



- ◆ for actions which happened immediately one after the other in the past.



*First, he **read** the message. Then, he **called** his boss.*

- ◆ for past habits or states which are now finished. In such cases we can also use the expression **used to**.

*People **travelled/ used to travel** by carriage in those days.*



Past Continuous

FORM

I / He / She **was** / We / They **were watching**.
Was he / Were they watching? Yes, he **was**. / No, they **weren't**.
 He **was not (wasn't)** / They **were not (weren't) watching**.

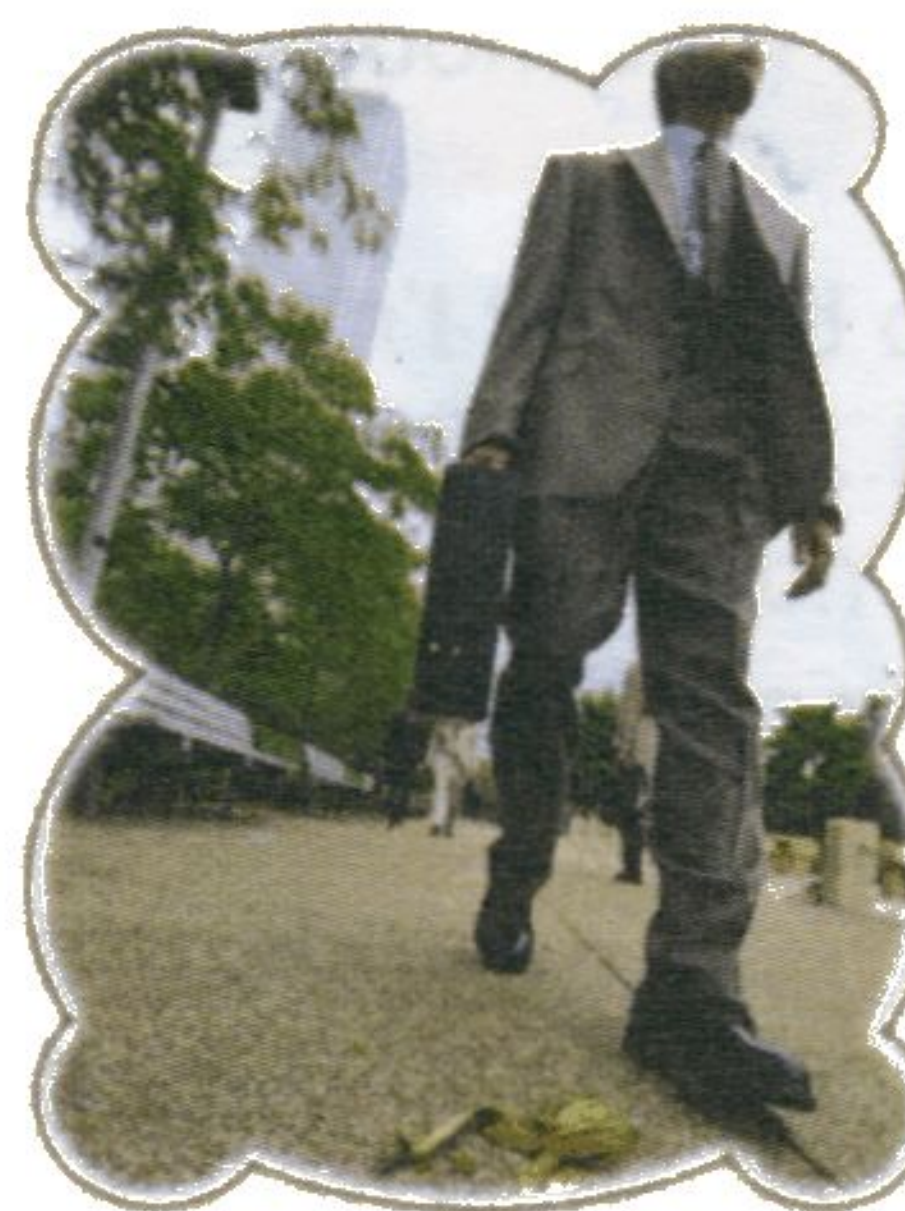
The **past continuous** is used:

- ◆ for an action which was in progress at a stated time in the past. We do not mention when the action started or finished.

*At three o'clock yesterday afternoon, they **were sitting** at an outdoor café.* (We do not know when they got to or when they left the café.)



- ◆ for an action which was in progress when another action interrupted it. We use the **past continuous** for the action in progress (longer action) and the **past simple** for the action which interrupted it (shorter action).



*He **was walking** when he **slipped** on a banana skin.*

- ◆ for two or more simultaneous past actions.

*She **was steering** the boat while he **was playing** the guitar.*



- ◆ to talk about the lives of people who are no longer alive.

Marilyn Monroe **starred** in a number of successful films.



The past simple is used with the following time expressions: *yesterday, last night/week/month/year/Monday, etc., two days/weeks/months, etc. ago, then, when, How long ago...?, in 1992/1845, etc.*

- 1 Look at Appendix 1. Write the past simple of the verbs in the list in the correct box.

bake, fry, stay, stop, complete, try, hire, rub, travel, cry, pray, play, promise, refer, tidy, destroy

- e + d	<i>baked</i>
double consonant + ed	<i>stopped</i>
consonant + x → ied	<i>fried</i>
vowel + y + ed	<i>stayed</i>

- 2 Look at Appendix 1. Write the past simple of the verbs in the box, then read them out.

land, book, dive, attach, present, start, jump, crash, need, look, prefer, attract, kiss, arrange, water, clean, protest, pretend

/ id / (after / t /, / d /)	<i>landed</i>
/ t / (after / k /, / s /, / tʃ /, / ʃ /, / f /, / p /)	<i>booked</i>
/ d / (after all other sounds)	<i>dived</i>

- ◆ to describe the atmosphere, the setting, etc. in the introduction to a story before we describe the main events.

Todd and Emily **were riding** through the forest. The sun **was shining** and the birds **were singing**.



The past continuous is used with the following time expressions: *when, while, as, all day/night/morning, etc.*

- 3 First, fill in the table. Then choose five verbs and make sentences using the past simple.

Infinitive	Past	Past Participle
become	<i>became</i>	<i>become</i>
begin
blow
creep
dig
eat
fall
feel
hang
pay
ride
shake
speed
throw

- 4 Put the verbs in brackets into the past simple or the past continuous.

She 1) ...*was lying*... (lie) in bed when she 2) (hear) a sudden noise. She 3) (open) her eyes in horror. Someone 4) (open) a downstairs window; they 5) (try) to get into her house. She 6) (climb) slowly out of bed and 7) (creep) to the door. She 8) (stand) very still and listening carefully when she 9) (see) a light downstairs. It 10) (move) about as if someone 11) (hold) a torch and searching for something. She 12) (know) that they 13) (look) for her.

UNIT 2

Past Forms

5

The following people were in the living room at nine o'clock last night. What were they doing? In pairs, ask and answer questions using the prompts below, as in the example.

SA: What were Mr Scott and Grandpa doing?

SB: They were playing chess.



- 1 Mr Scott and Grandpa / play chess
- 2 Mrs Scott / watch TV
- 3 Grandma / knit
- 4 Lisa / write a letter
- 5 Tom and Paul / play with their toys
- 6 The cat / sit by the fire

6

Put the verbs in brackets into the past simple or the past continuous. Then, say which uses of these tenses are shown in each extract.

A Charlie Chaplin 1) ...*became*... (become) one of the best-known personalities in America within two years of his first appearance in motion pictures. He 2) (be) so famous that no studio could afford to pay him, so he 3) (appear) only in films which he 4) (produce) himself.

B It 1) (happen) at ten o'clock last night. John 2) (sit) in his cosy living room with his wife and children. They 3) (watch) the evening news on TV when suddenly, the lights 4) (go out) and everything in the house 5) (become) quiet.

C The boys 1) (play) football on the river bank while the girls 2) (talk). Everyone 3) (enjoy) the picnic when suddenly they 4) (hear) a loud cry from further up the river. They all 5) (rush) to see what was wrong.

D In prehistoric times, people 1) (live) in caves. They 2) (hunt) animals which they then 3) (use) for food and clothing. They 4) (make) everything by themselves, and they 5) (have) very simple lives.

7

A Look at the notes below and say what Rick did yesterday, using the linking words from the list.

first, then, next, after that, finally

S1: First, Rick got up at seven.

S2: Then, he had breakfast.

7 am	get up
7:15 - 8:15 am	have breakfast
8:30 - 9 am	drive to work
11 am - 1 pm	talk to some clients
1:30 - 2 pm	have a lunch break
4 - 5 pm	prepare a speech
5:30 - 6:30	drive home

B Now, in pairs, ask and answer questions about what Rick was doing at the times in the list below.

SA: What was he doing at half past seven in the morning?

SB: He was having breakfast.

7:30 am	11:30 am	4:30 pm
8:45 am	1:45 pm	6 pm

when/while/as + past continuous (longer action)
when + past simple (shorter action)

8

Join the sentences using as, when and while, as in the examples.

- 1 Kim was looking out of the window. She saw Mike.
As / When / While Kim was looking out of the window, she saw Mike.
Kim was looking out of the window when she saw Mike.
- 2 Cathy was washing the dishes. She dropped a glass.
- 3 The children were playing. Their father came home.
- 4 Robert was driving home. He got a flat tyre.
- 5 Mick and Charlie were leaving the bank. The police surrounded them.

9

Put the verbs in brackets into the past simple or the past continuous. Which was the longer action in each sentence?

- 1 They ...*were cleaning*... (clean) the windows when it ...*started*... (start) to rain.
Cleaning the windows was the longer action.
- 2 As he (drive) to work, he (remember) that his briefcase was still at home.
- 3 Melanie (cook) dinner when her husband (come) home.
- 4 I (hear) a loud crash as I (sit) in the garden.
- 5 She (type) a letter when her boss (arrive).
- 6 While the dog (dig) in the garden, it (find) a bone.
- 7 Mary (ride) her bicycle when she (notice) the tiny kitten.
- 8 While I (do) my homework, the phone (ring).

10

A policeman is asking Mrs Hutchinson about a car accident she happened to see yesterday. Put the verbs in brackets into the past simple or the past continuous.



- P: What 1) ...*were you doing*... (you/do) when you 2) (see) the accident, madam?
H: I 3) (walk) down the street.
P: What exactly 4) (you/see)?
H: Well, the driver of the car 5) (drive) down the road when suddenly the old man just 6) (step) in front of him! It 7) (be) terrible!
P: 8) (the driver/speed)?
H: No, not really, but the old man 9) (not/look) both ways before he 10) (try) to cross the road.
P: 11) (anyone else/see) the accident?
H: Yes, the lady in the post office.
P: Thank you very much.

11

Put the verbs in brackets into the past simple or the past continuous.

- A** As soon as Margaret 1) ...*got*... (get) off the train, she 2) (pull) her coat around her. Rain 3) (fall) heavily and a cold wind 4) (blow) across the platform. She 5) (look) around, but no one 6) (wait) to meet her. She 7) (turn) to leave when she 8) (hear) footsteps. A man 9) (walk) towards her. He 10) (smile) at her, then he 11) (say), 'You're finally here.'
- B** George 1) (pick) up his bag then, 2) (throw) it over his shoulder. It 3) (get) dark and he 4) (have) a long way to go. He wished that he had let someone know that he was coming. It 5) (start) to rain, and he was feeling cold and tired from the long journey. Suddenly, he 6) (hear) a noise, then he 7) (see) two bright lights on the road ahead. A car 8) (head) towards him. It slowed down and finally 9) (stop) beside him. A man 10) (sit) at the wheel. He 11) (open) the door quickly and 12) (say) 'Get in, George.'
- C** Andy 1) (step) into the house and 2) (close) the door behind him. Everything 3) (be) quiet. His heart 4) (beat) fast and his hands 5) (shake) as he crept silently into the empty house, but he was trying not to panic. He soon 6) (find) what he 7) (look) for. He smiled with relief as he put on the clothes. The men who 8) (follow) him would never recognise him now.

12

Imagine that you were present when these things happened, then, in pairs, ask and answer questions, as in the example.

- SA: *What were you doing when the burglar broke in?*
SB: *I was watching TV.*
SA: *What did you do?*
SB: *I called for help.*

- 1 The burglar broke in.
- 2 The storm broke.
- 3 The lights went out.
- 4 The boat overturned.
- 5 The earthquake hit.
- 6 The building caught fire.

UNIT 2

Past Forms

Used to/Be used to/ Get used to

- ◆ We use **used to + infinitive** to refer to past habits or states. In such cases, *used to* can be replaced by the past simple with no difference in meaning.

e.g. He **used to go out**/He **went out** a lot when he was younger. (He *doesn't* any more.)

Did she use to spend/Did she spend a lot of money when she was single?

We use the past simple, and not *used to*, for actions which happened at a definite time in the past.

e.g. He **visited** Paris last month.

(NOT: He ~~used to visit~~ Paris last month.)

- ◆ Look at the following examples of how we can use **be/get used to**:

be/get used to + noun/pronoun/-ing form

e.g. a) They **are used to hot weather**.

(They are accustomed to hot weather. - present)

b) I'm **used to getting up early**.

(I'm accustomed to getting up early. - present)

c) She **wasn't used to working at night**.

(She wasn't accustomed to working at night. - past)

d) Mary **is getting used to life in the city**.

(Mary is becoming accustomed to life in the city. - present)

e) Simon **had never lived in a tropical country before, but he quickly got used to it**.

(He became accustomed to it. - past)

f) They **will soon get used to cooking their own meals**.

(They will become accustomed to cooking their own meals. - future)

13

Rewrite each person's comment using *used to* or *didn't use to*.

- Sally - 'I don't walk to work any more.'
I used to walk to work.
- Gordon - 'I've got a dog now.'
- Lisa - 'I don't eat junk food any more.'
- Jane - 'I go to the gym every night now.'
- Paul - 'I'm not shy any more.'
- Edward - 'I live in a big house now.'
- Helen - 'I haven't got long hair any more.'
- Frank - 'I eat lots of vegetables now.'

14

Choose the correct answer.

- 'I find it hard to get up early.'
'You ...**B**... to getting up early once you start working.'
A are used B will get used C were used
- 'Do you often exercise now?'
'No, but I to exercise a lot when I was at school.'
A used B will get used C am used
- 'Aren't you bothered by all that noise?'
'No, we to noise. We live in the city centre.'
A were used B will get used C are used
- 'Does your sister travel a lot?'
'No, but she to before she got married.'
A didn't use B used C wasn't used
- 'I don't like wearing a suit every day.'
'Don't worry, you to it very soon.'
A are used B will get used C were used
- 'Sandra to using a computer, but now she enjoys it.'
'It's a lot easier for her now.'
A isn't used B will get used C wasn't used
- 'Do you remember the things we to do when we were kids?'
'Of course I do. How could I forget what fun we had!'
A used B were used C got used
- 'Do you like living in the city?'
'Well, I to it yet, but it's okay.'
A am not used B wasn't used C am used

15

Fill in the gaps with one of the verbs from the list in the correct form. Use each verb twice.

wash, walk, play, work

- I used to ...**work**... in a shop, but now I work in an office.
- I can't concentrate. I'm not used to in such a noisy office.
- Tom lived in the country for years. He used to miles every day.
- I'm exhausted. I'm not used to such long distances.
- Mary used to her clothes by hand, but now she uses a washing machine.
- We haven't got a washing machine, so we're used to our clothes by hand.
- The children are bored with the bad weather. They're used to outside.
- When we were younger, we used to cowboys and Indians.

Past Simple versus Present Perfect

- ◆ We use the **past simple** for an action which happened at a definite time in the past. The time is stated, already known or implied.



Kate Steele **wrote** her first novel in 1970. (When? In 1970. The time is stated.)

- ◆ We use the **present perfect** for an action which happened at an unstated time in the past, that is, when the exact time is neither mentioned nor implied.)



Kate Steele **has written** a lot of successful novels. (When? We do not know. The exact time is neither mentioned nor implied.)

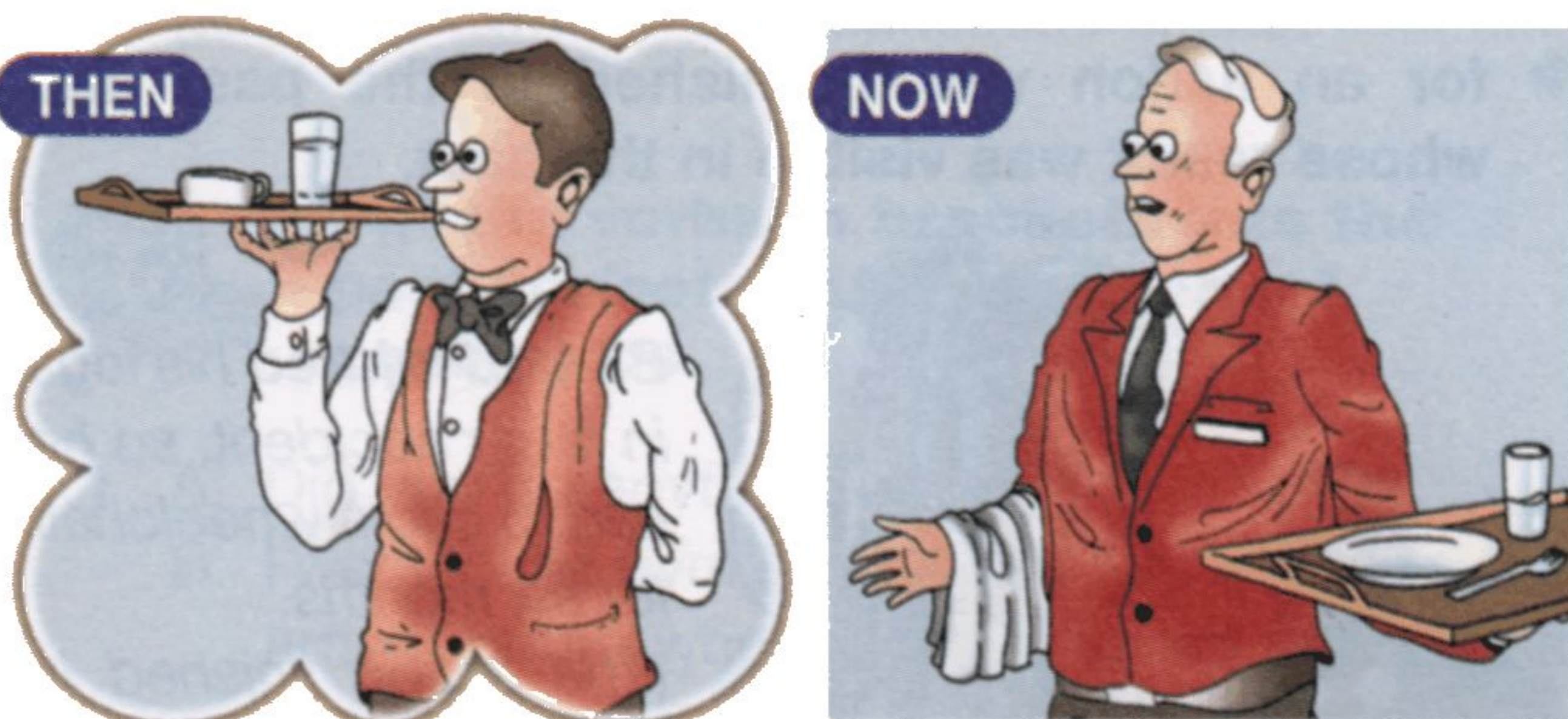
- We use the **past simple** to talk about the lives of people who are no longer alive, even if the time is not stated. e.g. William Shakespeare **wrote** 'Romeo and Juliet.' (Shakespeare is no longer alive. We do not mention when he wrote the play, however, we use the past simple.)

- ◆ We use the **past simple** for an action which began and finished in the past.



George Barns **was** a basketball player for ten years. (He is no longer a basketball player. He is a coach.)

- ◆ We use the **present perfect** or the **present perfect continuous** for an action which started in the past and continues up to the present.



Jim Presley **has worked/has been working** as a waiter for fifteen years. (He began working as a waiter fifteen years ago and he is still a waiter today.)

- ◆ We use the **present perfect** to announce a piece of news, and the **past simple** or **past continuous** to give more details about it. e.g. I've just seen the new boss. I **was talking** to Carol on the phone when he came in.

16

Put the verbs in brackets into the **past simple** or the **present perfect**.

- A A: Do you know that man?
B: Oh yes. He's a very good friend of mine. I
1) ...'ve known... (know) him for about ten years.
A: I think I 2) (meet) him at a business meeting last month.
- B A: Mum 1) (lose) her purse.
B: Where 2) (she/lose) it?
A: At the supermarket while she was shopping.

- C A: Who was on the telephone?
B: It 1) (be) Jane.
A: Who is Jane?
B: Someone who 2) (work) in my office for a few years. She's got a new job now, though.
- D A: Who is your favourite singer?
B: Freddie Mercury. He 1) (have) a wonderful voice.
A: Yes, I agree. He 2) (enjoy) performing live, too.

UNIT 2

Past Forms

Past Perfect

FORM

She **had arrived/gone**.

Had she arrived/gone? Yes, she **had**./No, she **hadn't**.

She **had not (hadn't) arrived/gone**.

Use

The **past perfect** is used:

- ◆ for an action which happened before another past action or before a stated time in the past.



*They **had already reserved** the table when they went to the restaurant. (They made a reservation first and then they went to the restaurant.)*

*They **had already sat** down for dinner by 8 pm.*

- ◆ for an action which finished in the past and whose result was visible in the past.



*Bill **had injured** his legs in a car accident, so he **had to use** a wheelchair for six months.*

(The action finished in the past and its result was visible in the past, too.)

Note:

The **past perfect** is the past equivalent of the present perfect.

- a) He **had broken** his leg, so he **couldn't walk**.
(The action 'had broken' happened in the past, and the result 'couldn't walk' was visible in the past, too.)
- b) He **has broken** his leg, so he **can't walk**.
(The action 'has broken' happened in the past, and the result 'can't walk' is still visible in the present.)

We can use the **past perfect** or the **past simple** with **before** or **after** without any difference in meaning.
e.g. She left **after** she **had finished** her work./She left **after** she **finished** her work.

The **past perfect** is used with the following time expressions: **before, after, already, for, since, just, till/until, when, by, by the time, never, etc.**

Past Perfect Continuous

FORM

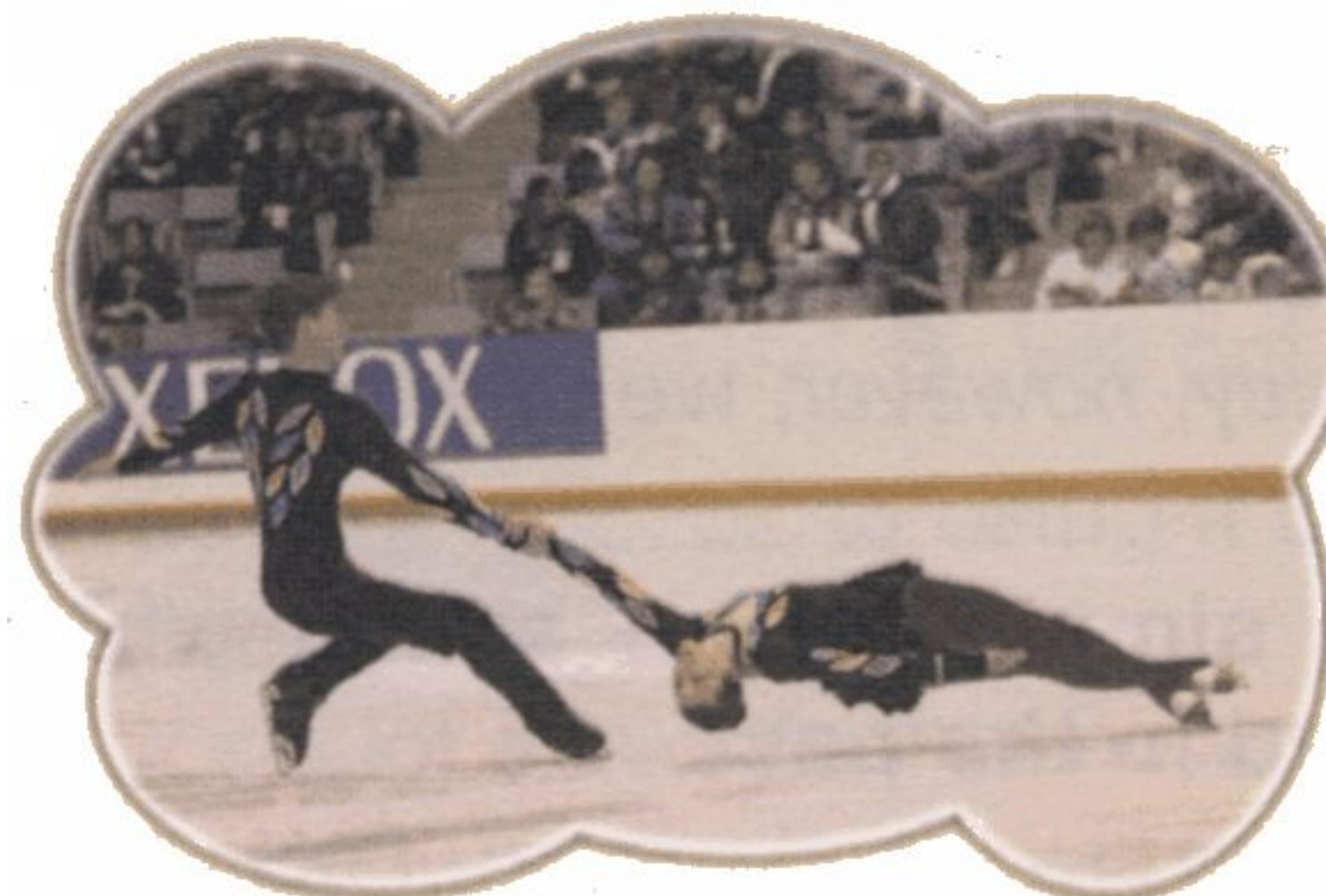
He **had been crying**.

Had he been crying? Yes, he **had**./No, he **hadn't**.

He **had not (hadn't) been crying**.

The **past perfect continuous** is used:

- ◆ to put emphasis on the duration of an action which started and finished in the past before another past action or a stated time in the past, usually with **since** or **for**.



*They **had been skating** together for five years before they entered the competition.*

- ◆ for an action which lasted for some time in the past and whose result was visible in the past.



*She **had been working** hard that day, so she was tired. (She spent all day working hard and the result of the action was visible in the past, too.)*

Note:

The **past perfect continuous** is the past equivalent of the present perfect continuous.

- a) He **had been waiting** for hours, so he **was bored**.
(The action 'had been waiting' lasted for some time in the past, and the result 'was bored' was visible in the past.)
- b) He **has been waiting** for hours, so he **is bored**.
(The action 'has been waiting' started in the past, and the result 'is bored' is still visible in the present.)

The **past perfect continuous** is used with the following time expressions: **for, since, how long, before, until, etc.**

17

Fill in the gaps with one of the verbs from the list in the past perfect continuous.

read, scream, argue, try, eat, watch



1 Emily was angry. She ..*had been arguing*.. with her parents for an hour.

2 Hannah felt sick. She chocolates all afternoon.



3 Allan had a headache. His baby sister for half an hour.

4 Emily was frightened. She a horror film for half an hour.



5 Simon was confused. He to win the game for hours.

6 John was very tired. He all night.

18

Put the verbs in brackets into the correct past tense.

A On Monday morning, Jo 1) ...*missed*... (miss) the bus and had to walk to school. When she 2) (arrive), the bell 3) (already/ring) and lessons 4) (start). The children 5) (work) quietly when Jo 6) (walk) into the classroom.

B When Jamie 1) (get) to the party, a lot of people 2) (dance) to pop music. Everyone 3) (wear) jeans, and T-shirts. Jamie 4) (buy) a new suit for the party and he 5) (wear) that. He 6) (feel) quite silly because everyone 7) (look) at him.

19

First, say which action happened first, then join the sentences using the words in brackets, as in the example.

- 1 He saved a lot of money. Then, he bought a car. (when)
saved a lot of money: happened first
When he had saved a lot of money, he bought a car.
- 2 She hung out the washing. Then, it began to rain. (after)
- 3 Fiona tidied the house. Then, the children arrived home. (by the time)
- 4 The guests left. Then, she started cleaning. (when)
- 5 The girls put on their uniforms. Then, they went to school. (before)
- 6 The meeting started. Then, the lights went out. (already.....when)

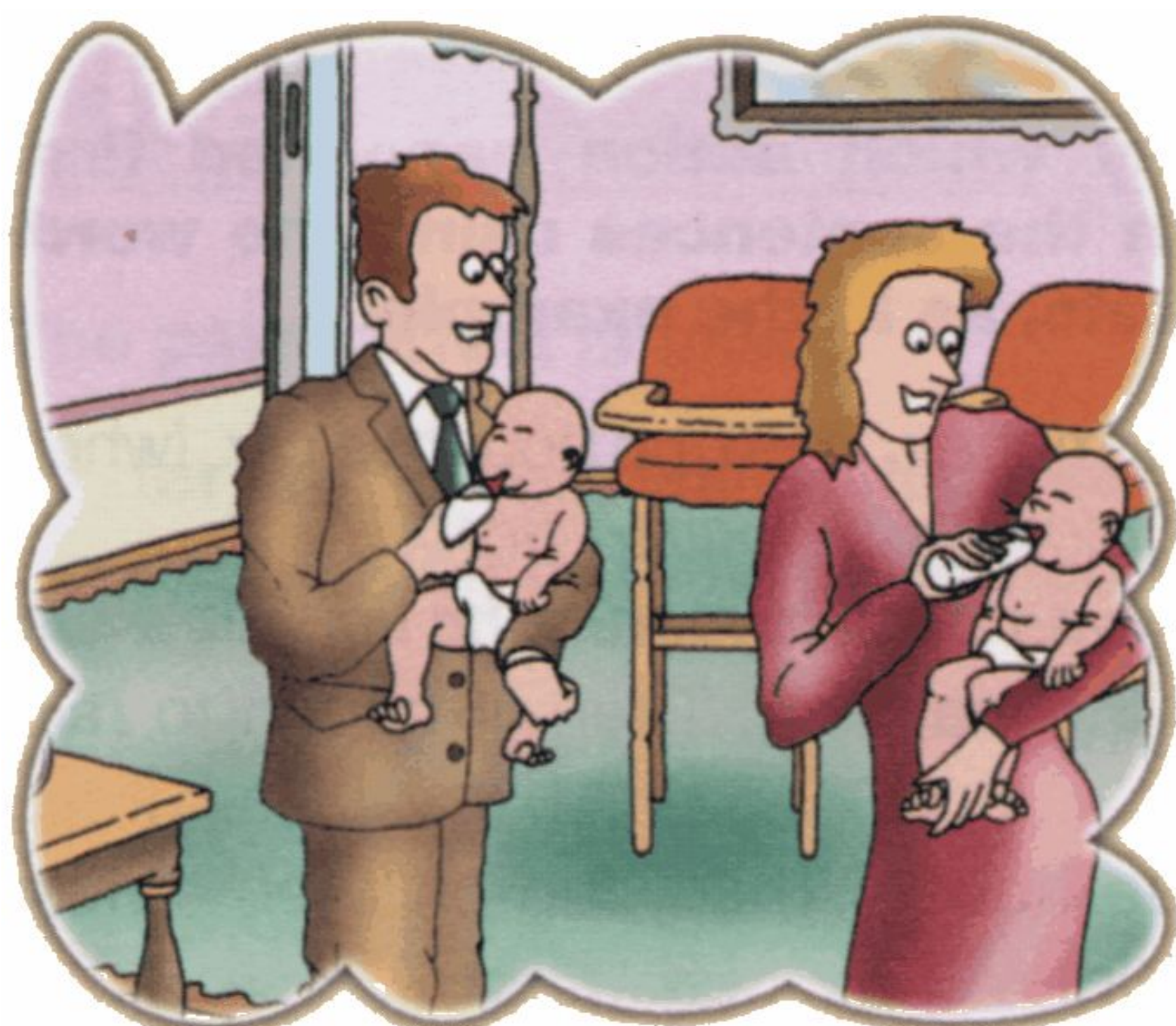
20

Put the verbs in brackets into the past perfect or the past perfect continuous.

- 1 A: Did you do anything last night?
B: I went to the gym and I ...*had just arrived*... (just/arrive) home when Michael called me. He said he (try) to call me for ten minutes before I finally answered the phone.
- 2 A: Did you catch any fish on your fishing trip today?
B: Yes. I (sit) in the boat for two hours when I caught a huge fish.
- 3 A: Did you enjoy the open-air concert yesterday?
B: The music was good, but the weather was terrible. The concert (just/start) when suddenly, it began to rain. The musicians (only / play) for ten minutes.
A: What a shame!
- 4 A: Was the house tidy when you got home?
B: Yes, the children (dust) the furniture and they (put away) all of their toys.
- 5 A: Why were you so upset this morning?
B: Well, I (clean) the house for hours when the children came in with muddy shoes.
- 6 A: Why are you so late for work this morning?
B: I'm sorry. I (wait) for the train for over an hour before it eventually arrived.

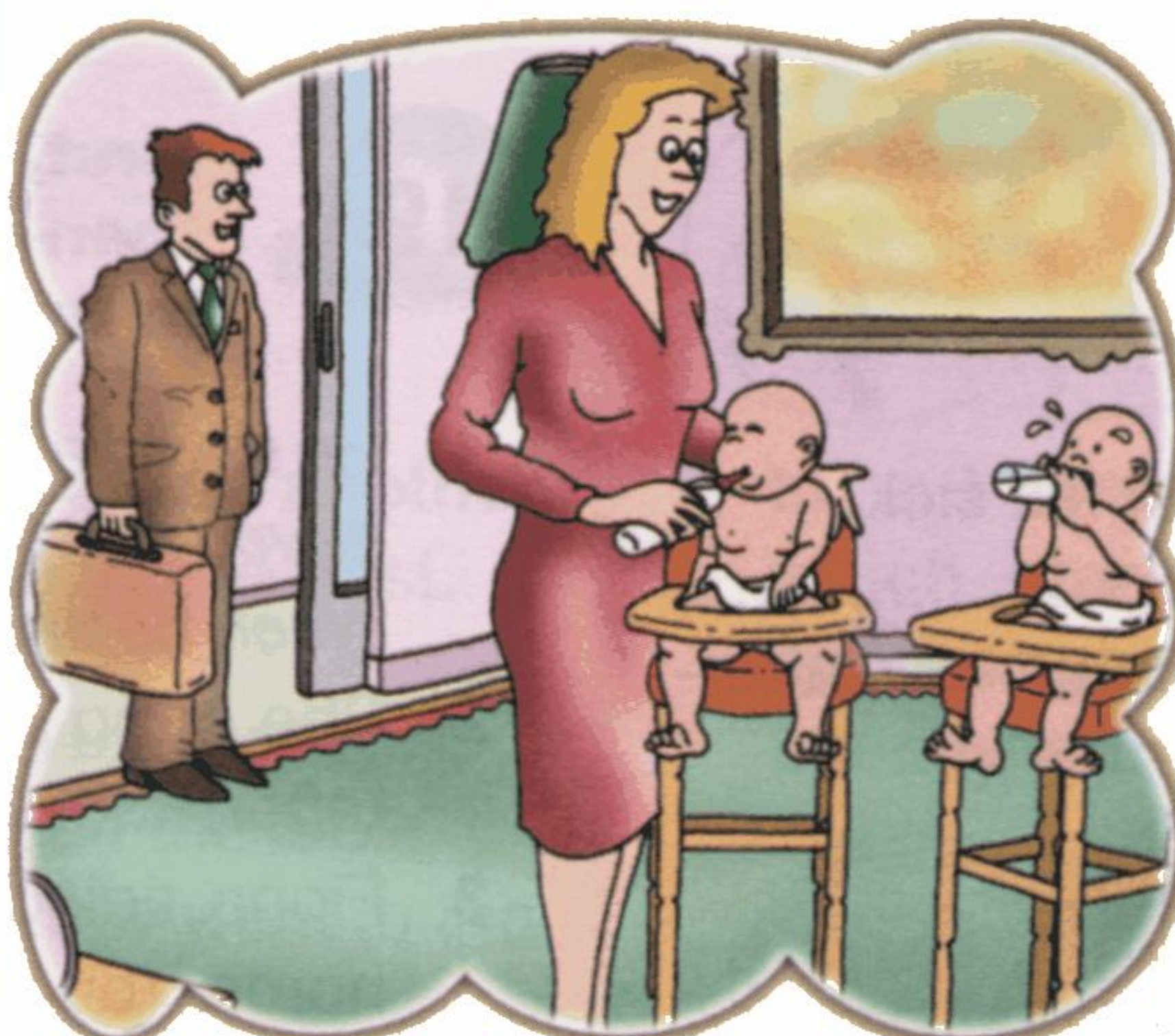
Past Simple - Past Continuous - Past Perfect

◆ The **past simple** is used for actions which happened immediately one after the other in the past.



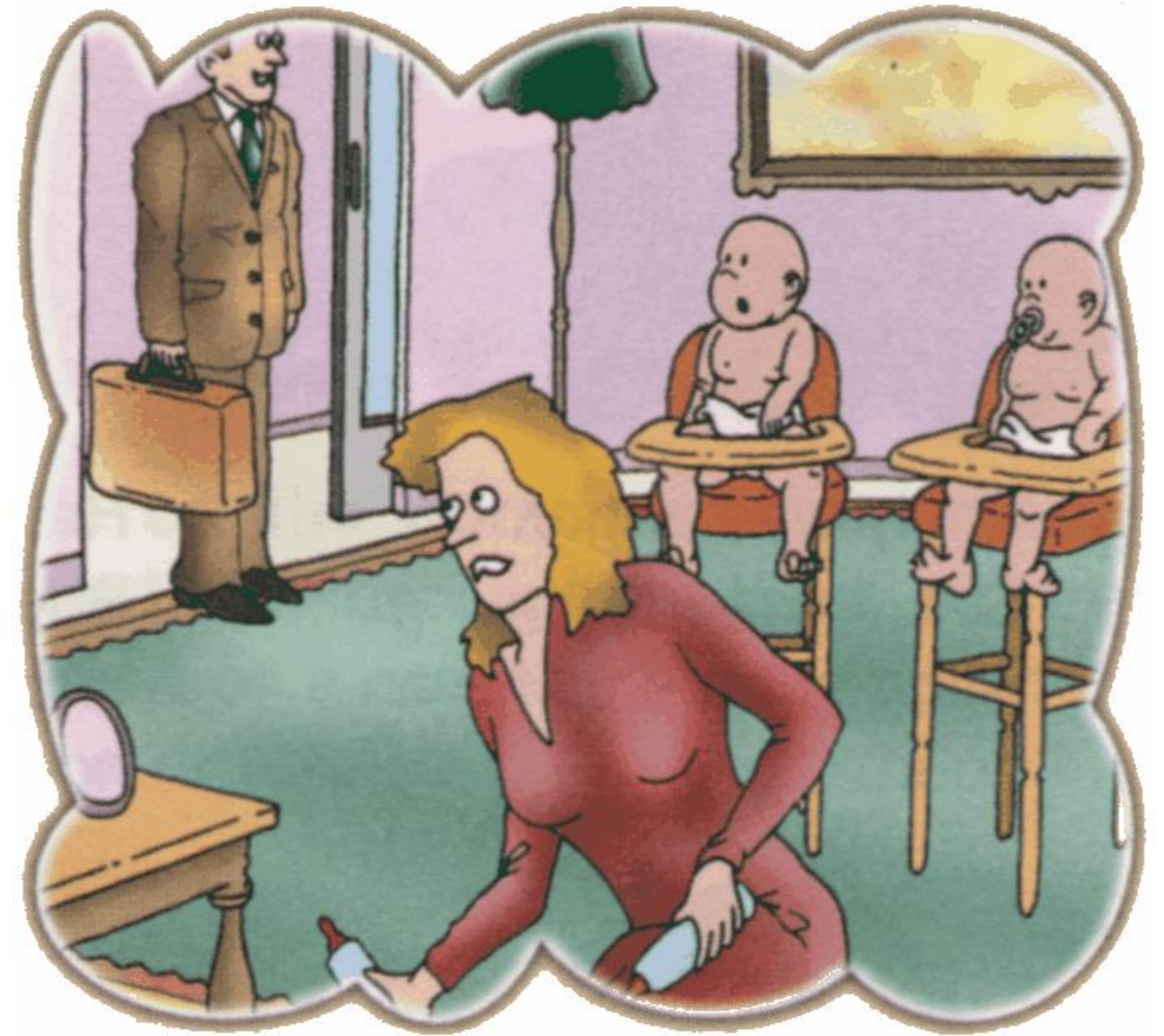
Last Monday, Lisa and her husband **fed** the children when he came home. (Her husband came home and then they fed the children together.)

◆ The **past continuous** is used for a past action which was in progress when another action interrupted it.



Last Tuesday, Lisa **was feeding** the children when her husband came home. (She was still feeding the children when her husband came home.)

◆ The **past perfect** is used for an action which happened before another past action.



Last Friday, Lisa **had already fed** the children when her husband came home. (She fed the children first. Her husband came home afterwards.)

21

Put the verbs in brackets into the correct tense.

- 1 A: Why was Tim so tired last night?
B: Oh, he ...*had been working*... (work) hard all day.
- 2 A: I (go) to the cinema last night.
B: Really? What (you/see)?
- 3 A: Did you have enough to eat at the party?
B: Yes. Sarah (make) a lot of food.
- 4 A: What (you/do) at eight o'clock last night?
B: I (watch) television. Why?
- 5 A: Colin! Look at yourself! You are filthy!
B: I know. I (repair) my motorbike.
- 6 A: I (do) something really silly yesterday.
B: Really, what?
A: I (get) up and (set off) for work as usual. I (drive) for an hour before I (realise) it was Sunday.
- 7 A: I (just/hear) some incredible news!
B: What?
A: Jason and Emily (get) married last week in Las Vegas. Isn't that amazing?

22

Put the verbs in brackets into the correct tense.

- A: What 1) ...*were you doing*... (do) when I 2) (call) at eight, Burt?
- B: I 3) (work) in the garden because the wind 4) (blow down) the fence during the night.
- A: Oh, 5) (you/manage) to fix it?
- B: Yes, I 6) (do) it eventually, but it 7) (be) very hard work. I 8) (ask) my neighbour to help in the end. Why 9) (you/call) me?
- A: I 10) (want) to tell you about the factory. It 11) (close down) yesterday.
- B: I know. The company 12) (have) problems for a long time before they finally 13) (decide) to close down the factory.
- A: I 14) (hope) they would change their minds about it, though. It 15) (be) a part of the town for years.
- B: Well, at least everyone who worked there 16) (now/find) a new job. That's good news.

23

Underline the correct tense.

- I saw Jim this morning. He *ran/was running* for the bus.
- Keri was angry. She *had been waiting/was waiting* for Sarah for two hours.
- Andy was relieved to hear that he *was passing/had passed* the exam.
- I *was walking/had walked* home when I saw Paul.
- Brian *learnt/had learnt* how to spell his name at school today.
- They *hadn't visited/weren't visiting* their grandparents for a long time.
- I *watched/was watching* television when the telephone rang.
- Jason *had been thinking/had thought* about his new car all day.
- I bought the dress because I *wanted/had wanted* something special to wear to the party.
- The little boy was crying because he *had lost/was losing* his mother.
- Graham *had been working/was working* for the company for twenty years before he retired.
- Pam *opened/had opened* the present and read the card.
- Lucy *wrote/had written* a letter to her sister last night.
- It *had been raining/was raining* all day and the roads were very wet.
- Sue *was smiling/had smiled* as she was reading Mary's letter.

24

Put the verbs in brackets into the correct past tense.

- They ...*were walking*... (walk) in the park when the storm broke.
- The man (pay) for his new car in cash.
- I (already/eat) breakfast by the time the others woke up.
- It (snow) for three days when suddenly the sun came out.
- Sam (work) here for six years before he left to go to university.
- Liz (go) to the Bahamas for her holidays last year.
- We (watch) a film on TV when our guests arrived.
- They (already/see) the film twice at the cinema when she rented it on video.
- The teacher (teach) the children a song yesterday.
- He (sit) on the train at this time yesterday morning.

IN OTHER WORDS

Study these examples. The second sentence has a similar meaning to the first sentence.

- When did they buy their tickets?
since How long is it **since they bought** their tickets?
ago How long **ago did they buy** their tickets?
- She didn't begin cleaning until after all the guests had left.
before She waited until all the guests **had left before she began** cleaning.
- We haven't seen Carol for two weeks.
time The last **time we saw** Carol was two weeks ago.
- It's a long time since I ate out.
have I **have not eaten** out for a long time.
- It was the first time they had flown by Concorde.
never They **had never flown** by Concorde before.

25

Complete each sentence with two to five words, including the word in bold.

- Jack hasn't travelled abroad for years.
time The last ...*time Jack travelled*... abroad was years ago.
- When did Monica get married?
since How long is it married?
- It was the first time she had visited the National Gallery.
never She the National Gallery before.
- Jessica didn't start cooking until after the children had fallen asleep.
before Jessica waited until the children started cooking.
- The last time I went to the theatre was months ago.
have I the theatre for months.
- It's two months since she called me.
has She me for two months.
- The president waited until all the reporters had arrived before he made his statement.
making The president didn't statement until all the reporters had arrived.
- We haven't played chess for a month.
since It's a month chess.
- She waited until Tom had left before she began packing.
after She didn't begin packing left.

UNIT 2

Past Forms

Prepositions

arrive at a small place	full of sth
arrive in a big place	believe in sth
get to a place	concentrate on sth
but : leave a place	discuss sth with sb
afraid of sb/sth	take care of sb/sth
famous for sth	care for sb/sth

26

Underline the correct preposition.

- I don't believe **at/in** ghosts.
- Lauren takes care **of/about** our children.
- Spain is famous **with/for** its many festivals.
- I'm afraid **of/from** spiders and snakes.
- They arrived **in/at** the hotel in time for lunch.
- I don't care **for/of** rock music.
- We will arrive **at/in** New York at about two o'clock.
- The streets were full **of/with** people watching the parade.
- I'll have to discuss the party **to/with** my parents first.
- He couldn't concentrate **on/in** his work, so he went for a walk.
- James managed to get **at/to** the bank before closing time.

Phrasal Verbs

bring about:	cause sth to happen
bring out:	make a new record, book, etc. available
bring sb round:	1) cause sb to regain consciousness 2) persuade
bring up:	1) raise a child 2) raise a new subject

27

Fill in the gaps with the correct phrasal verb.

- That author ... *has just brought out* ... a new mystery novel. (has just published)
- It's very difficult to children nowadays. (raise)
- The changes in the earth's atmosphere many changes in the weather. (have caused)
- They used some cold water to the patient (cause to regain consciousness)
- Matthew his father to his way of thinking. (has persuaded)
- The manager the subject of redundancy. (raised)

Revision Box

28

Put the verbs in brackets into the correct tense.

- A: There's a lovely smell coming from the kitchen.
B: Yes, I ... *'ve been cooking* ... (cook) biscuits.
- A: (you/ever/go) to Australia?
B: No, I haven't.
- A: Did you manage to get to the bank yesterday?
B: No, it (close) by the time I got there.
- A: Are you new to this area?
B: No. I (live) in this area for three years.
- A: I see you finally bought a new video.
B: Yes, I (try) to fix the old one for ages when I decided to buy a new one.
- A: Is Mr Dixon free yet?
B: No, he (be) in a meeting at the moment.
- A: Where did you go for dinner on your birthday?
B: I (go) to the new Chinese restaurant in town.
- A: What are you looking for?
B: My keys. I (lose) them.
- A: Did you find the papers you were looking for?
B: Yes. They (be) on my desk all the time.
- A: I'm tired. We (walk) all morning.
B: Let's stop and have something to eat, then.
- A: What (you/buy) your mother for Christmas?
B: I got her a new jumper.
- A: What time (you/leave) tomorrow?
B: Very early. At 6 o'clock in the morning.
- A: Linda is very good at her job, isn't she?
B: Yes. She (do) the same job for thirty years.
- A: When did you see Janet?
B: While I (wait) at the bus stop yesterday morning.
- A: Have you made plans for Saturday yet?
B: Yes, I (go) to the cinema with Ed.
- A: Where were you at 5 o'clock yesterday?
B: I (have) a lesson.
- A: Did you enjoy your flight?
B: Yes, but I was nervous because I (not/fly) before.

Revision Box

29 Choose the correct answer.

- 1 'Are you going shopping tonight?'
'No, I ...A... yesterday.'
A went B had gone C had been going
- 2 'Did you see Nathan?'
'No, he by the time I arrived at his house.'
A was leaving B had been leaving C had left
- 3 'Where is Scott?'
'He on the phone when I saw him.'
A was talking B talked C had talked
- 4 'How often do you clean your house?'
'I clean it once a week.'
A seldom B usually C never
- 5 'Did Alan arrive on time?'
'No, I for an hour before he arrived.'
A was waiting B had waited C had been waiting
- 6 'Did you go out for dinner last night?'
'No, I a lot at lunch, so I wasn't hungry.'
A had been eating B had eaten C was eating
- 7 'What time do you finish work?'
'Actually, I'
A have just finished B finish C finished
- 8 'Did you enjoy your holiday?'
'Yes, we in a fabulous hotel.'
A have stayed B had stayed C stayed
- 9 'I like your dress. Is it new?'
'No, I it for ages.'
A had B have C have had
- 10 'How is John now?'
'He better slowly.'
A gets B is getting C has been getting

30 Correct the mistakes.

- 1 They are usually starting work at 9 o'clock.
- 2 Look! That man is having blue hair!
- 3 Do you study for your exams at the moment?
- 4 I was being late for work yesterday morning.
- 5 Dave has planned his holiday since Christmas.
- 6 Sheila is typing twenty letters so far this morning.
- 7 The sun has been setting in the west.
- 8 We were sleeping for an hour when the phone rang.
- 9 Lydia had been buying a new car last month.

ORAL Activity

Adam had a terrible day yesterday. Use the prompts and the linking words given to tell the story.

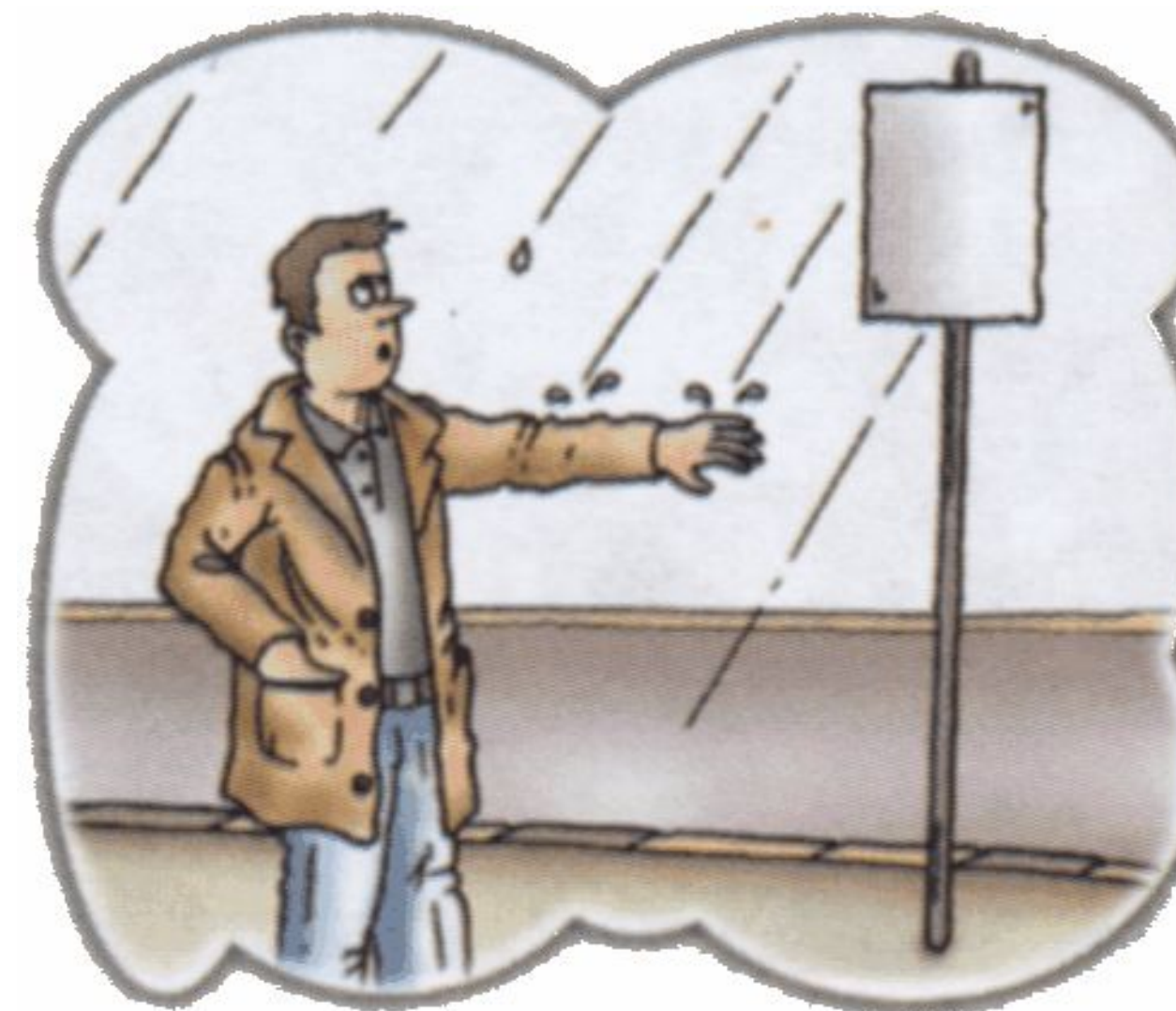
when, as, while



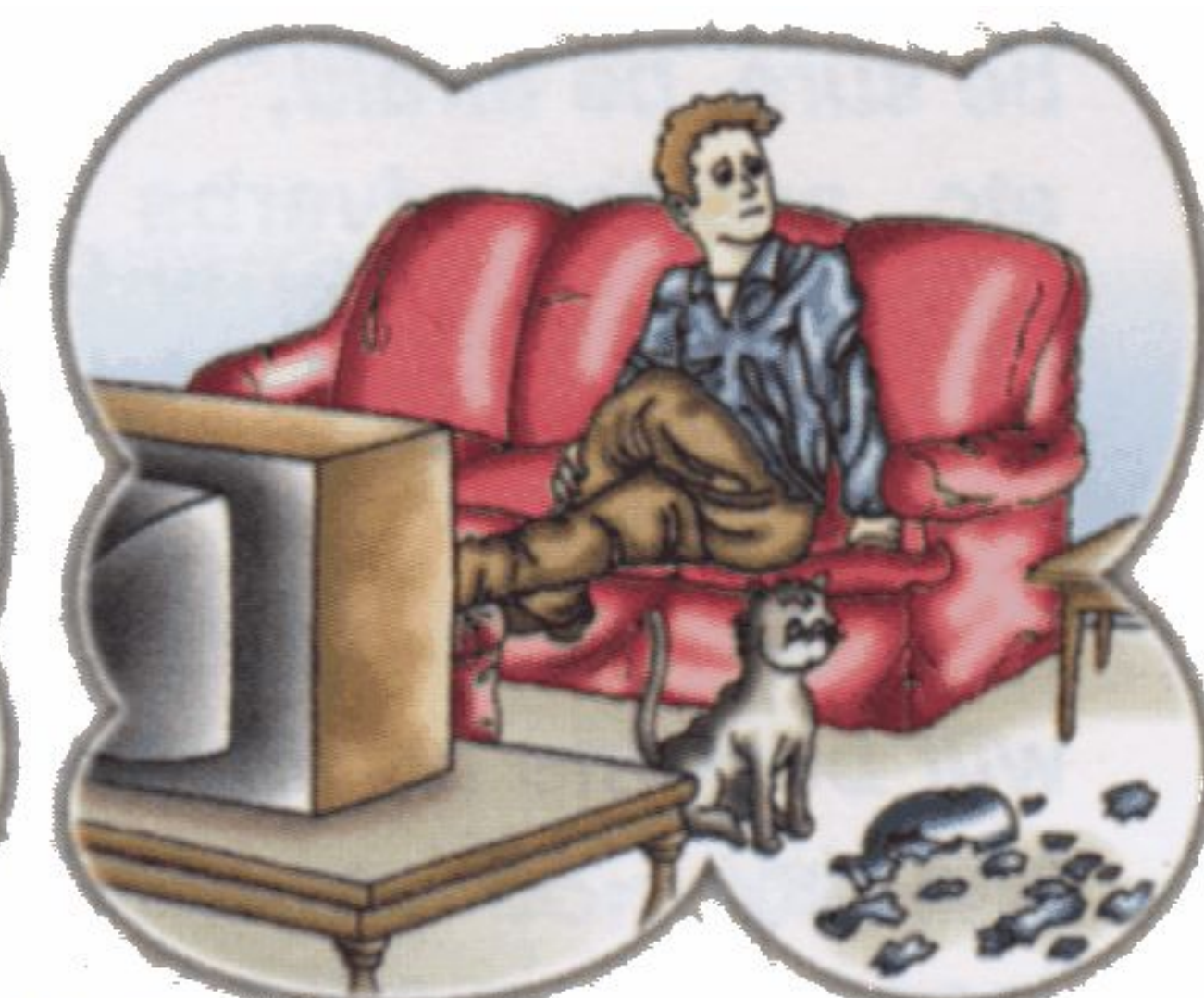
1 he get out of bed / trip over the rug / fall and hurt leg



2 he make breakfast/ spill coffee and burn fingers



3 he wait for bus / it start to rain



4 he watch TV / cat knock over expensive antique vase / it smash on floor

e.g. *As he was getting out of bed, he tripped over the rug, fell and hurt his leg.*

WRITING Activity

Adam is writing a letter to a friend. He is describing what happened yesterday. Look at the Oral Activity again and complete his letter.

Dear Alan,

I hope you're well. Sorry for not writing to you sooner, but I've been very busy lately. You can't imagine what a terrible day I had yesterday. It all started early in the morning when the telephone rang. As I was getting out of bed, I tripped over the rug, fell and hurt my leg.

I hope I won't have such a terrible day again.

Best Wishes,
Adam

UNIT 3

Future Forms

We can refer to future actions with the *future simple*, *be going to*, the *present continuous*, the *present simple*, the *future continuous*, the *future perfect* and the *future perfect continuous*.

Form (future simple)

He/They **will ('ll)** call.

Will he/they call? **Yes, he will./No, they won't.**

He/They **will not (won't)** call.

Form (be going to)

I **am ('m)/You are ('re)/She is ('s)** going to stay.

Are you/Is she going to stay? **Yes, I am./No, she isn't.**

You **are not (aren't)/She is not (isn't)** going to stay.

Use

Future Simple

The future simple is used:

- ◆ in predictions about the future usually with the verbs *think, believe, expect, etc.*, the expressions *be sure, be afraid, etc.*, and the adverbs *perhaps, certainly, probably, etc.*

His parents think he will become an artist one day.



- ◆ for on-the-spot decisions and offers.



I'll take this jacket.

(on-the-spot decision)



Since it's your birthday, I'll pay for lunch.

(offer)

- ◆ for actions/events/situations which will definitely happen in the future and which we cannot control.

Jill will be two years old next month. (We cannot control this future event; it will definitely happen.)



- ◆ for promises (usually with the verbs *promise, swear, guarantee, etc.*), for threats, for warnings, for requests, for hopes (usually with *I hope*).

I hope pollution levels will drop soon. (hope)
Factories must stop polluting the air or else we won't be able to breathe. (warning)



Be Going To

Be going to is used:

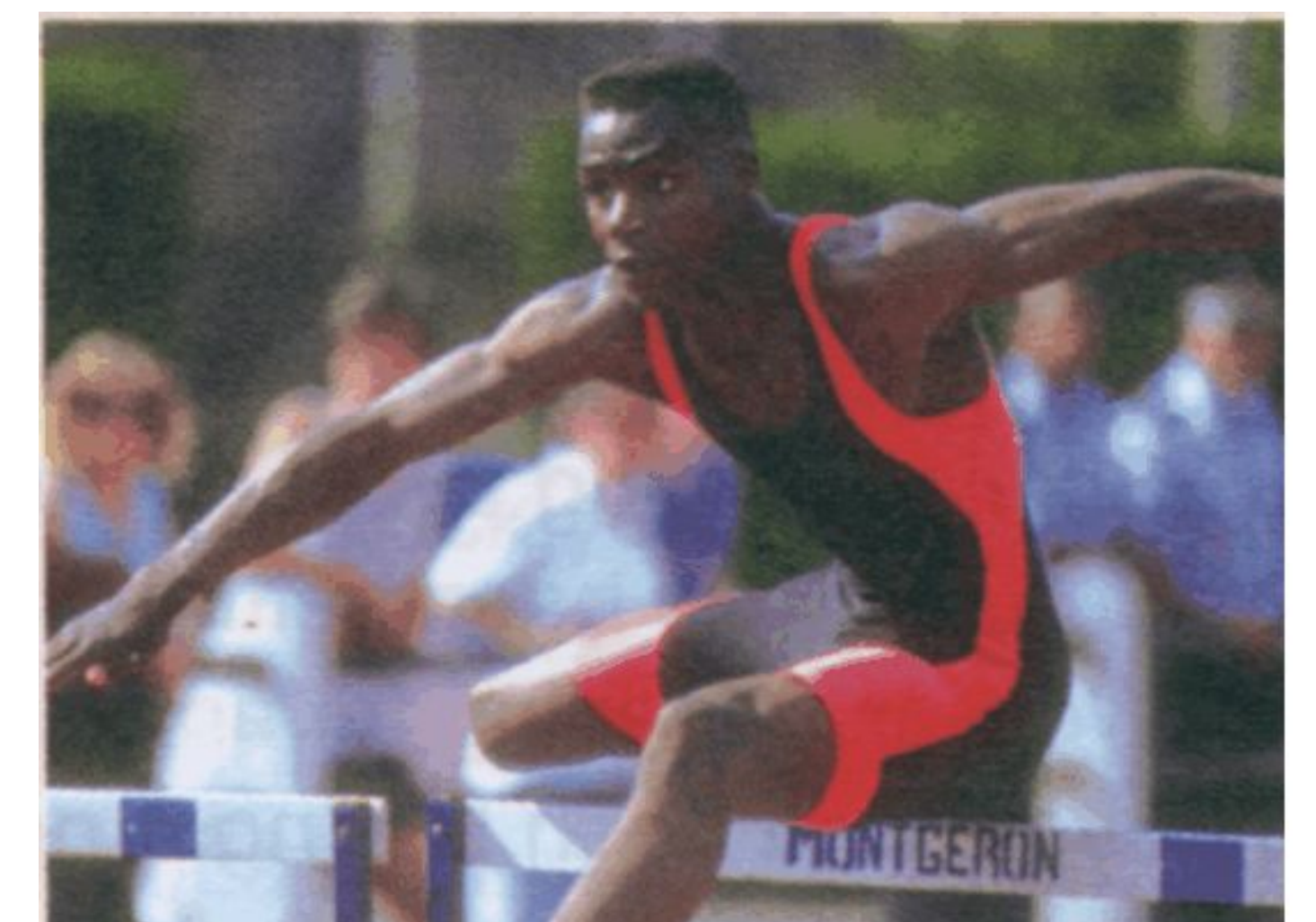
- ◆ for plans, intentions or ambitions we have for the future.



I'm going to employ more staff. (intention/plan)
I'm going to expand my company. (intention/plan)

- ◆ in predictions when there is evidence that something will happen in the near future.

Look at him! He is going to win the race. (There is evidence. - he is ahead of the other runners.)



Note:

- We use **will** when we make a prediction based on what we think, believe or imagine.
e.g. *In the year 2050 there will be colonies on Mars.*
- We use **be going to** when we make a prediction based on what we can see (evidence) or know.
e.g. *Look! The acrobat is going to walk along the tightrope.*

Present Continuous

- ◆ The present continuous is used for fixed arrangements in the near future.

He is leaving for Amsterdam in an hour. (Everything has been arranged for his trip. He is at the airport now.)



Present Simple

- ◆ The present simple is used with a future meaning when we refer to programmes or timetables (trains, buses, etc.).



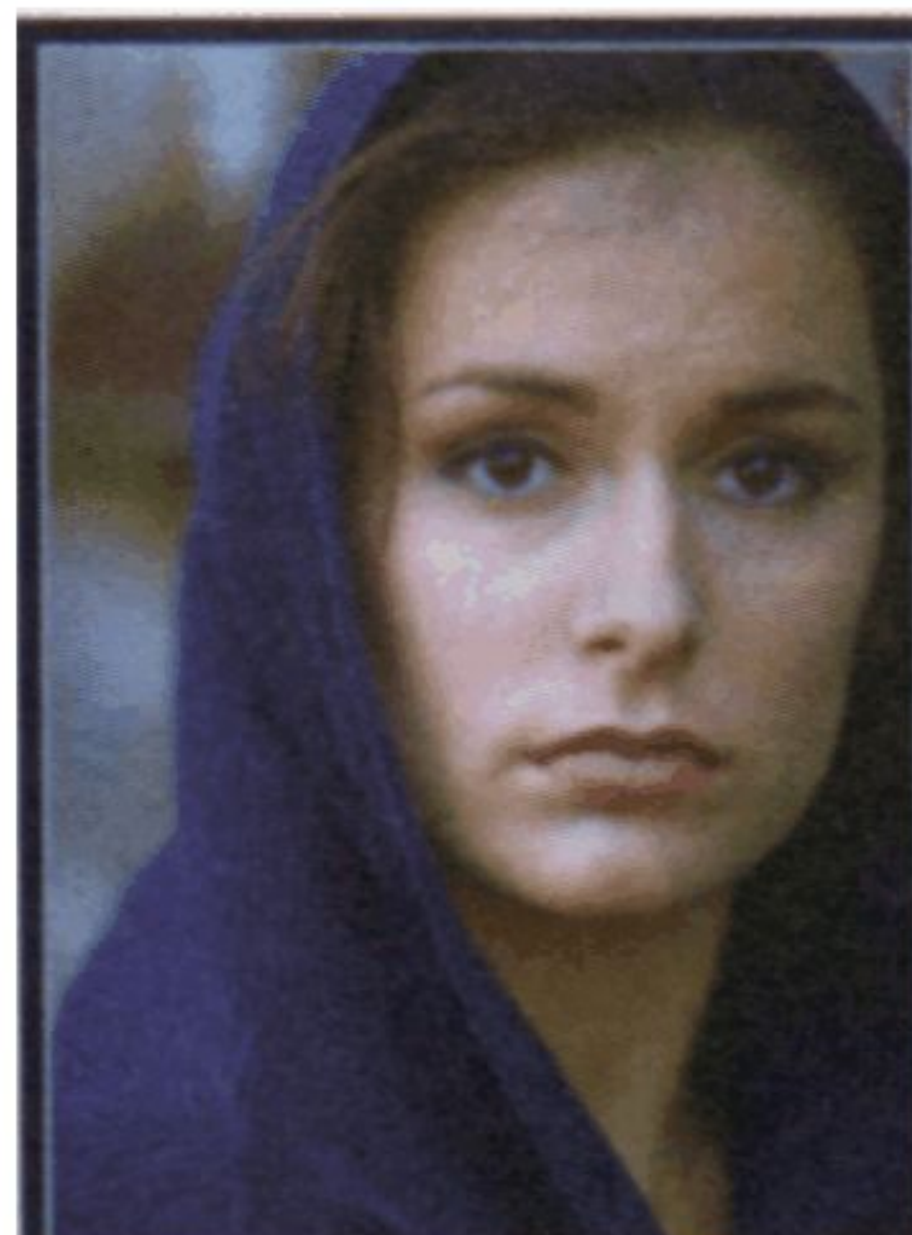
The film starts in ten minutes. (cinema programme)

The future simple and **be going to** are used with the following expressions:

- tomorrow, the day after tomorrow,
next week/month/year, tonight, soon,
in a week/month/year, etc.

1

Tanya Smirnova is a famous astrologer. She's been invited on a TV show to give her astrological predictions for next year. Using the prompts below, make sentences, as in the example.



e.g. *An earthquake will strike Asia.*

- 1 earthquake/strike/Asia
- 2 Tom Murray/win/elections
- 3 economy/not improve/significantly
- 4 number of road accidents/increase
- 5 America/establish/colony/on Mars
- 6 scientists/not discover/cure for common cold

2

In pairs, ask and answer questions using the prompts below, as in the examples.

- SA: *Are you going to pay the bill?*
SB: *Yes, that's what I'm going to do.*
SA: *Are you going to complain to the manager?*
SB: *No, that's not what I'm going to do.*

- 1 pay the bill (✓)
- 2 complain to the manager (X)
- 3 take the skirt back to the shop (✓)
- 4 buy the jumper (✓)
- 5 ask the bank manager for a loan (X)
- 6 order the food (✓)
- 7 book the airline tickets (X)

3

Fill in the gaps with the correct form of will or be going to and the verb in brackets.

- 1 A: Why are you buying flour and eggs?
B: Because I ...*'m going to make...* (make) a cake.
- 2 A: I have decided what to buy Mum for her birthday.
B: Really. What
(you/buy) for her?
- 3 A: Did you ask Jackie to the party?
B: Oh no! I forgot! I
(ask) her tonight.
- 4 A: Could I speak to Jim, please?
B: Wait a minute. I (get) him for you.
- 5 A: What are your plans for the weekend?
B: I (spend) some time with my friends.
- 6 A: What are you doing on Friday night?
B: Oh, I
(probably/stay) at home with my family.
- 7 A: Have you tidied your room yet?
B: No, but I promise I (do) it this afternoon.
- 8 A: Look at that boy!
B: Oh yes! He
(climb) the tree.
- 9 A: Jason is very clever for his age.
B: Yes. He says he
(become) a doctor when he grows up.
- 10 A: I'm too tired to cut the grass.
B: Don't worry! I (cut) it for you.

UNIT 3

Future Forms

Will / Shall

We use:

- ◆ **Will you ...?** to make a request; that is, to ask someone to do something for us.
e.g. *Will you open the door for me, please?*
(=Can you open the door for me, please?)
- ◆ **won't** to show that someone is unwilling or refuses to do something.
e.g. *I've talked to Sue about her decision to leave, but she **won't** listen.* (=She refuses to listen.)
- ◆ **Shall I/we...?**
 - a) to make an offer.
e.g. *Shall I give you a hand with those bags?* (=Do you want me to give you a hand with those bags?)
 - b) to make a suggestion.
e.g. *Shall we wait until the rain stops?*
(=Why don't we wait until the rain stops?)
 - c) to ask for suggestions or instructions.
e.g. *'What shall I do with all these letters?' 'Put them on my desk.'* (=What do you want me to do with all these letters?)

4

Fill in the gaps with *shall, will* or the correct form of *be going to*.

- 1 A: It's too hot in here.
B: You're right. I ...*will*... open a window.
- 2 A: I put the baby to bed, now?
B: Yes, he looks a little tired.
- 3 A: Have you seen Lucy recently?
B: No, but I meet her for lunch later today.
- 4 A: Have you done the shopping yet?
B: No, but I probably do it tomorrow, after work.
- 5 A: we ask Mr Perkins for help with the project?
B: That's a good idea. Let's ask him now.

5

Replace the words in bold with *will/won't* or *shall I/we*, as in the example.

- 1 I've asked Paul to talk to the landlord, but he **refuses** to do it.
*...I've asked Paul to talk to the landlord, but he **won't** do it...*
- 2 **Do you want me to** make a reservation for you?
.....

3 Can you call Barry for me, please?
.....

4 **Why don't we** try this new dish?
.....

5 Where **do you want me to** put these flowers?
.....

- ◆ The future simple is not used after *while, before, until, as soon as, after, if, by the time* or *as*. We use the present simple or present perfect instead.
e.g. *I'll wait **until** you finish/have finished.*
(NOT: ~~...until you will finish.~~)
- ◆ **When** (=At what time?) used as a question word can be followed by the future simple. **When** (=at the time) used as a time word is followed by the present simple.
e.g. *When **will** I know the results?* (*when* = question word)
*I can't tell **when** it **will be** ready.* (*when* = question word)
*He'll call us **when** he gets there.* (*when* = time word)
- ◆ **If** can be followed by the future simple only after expressions which show ignorance, uncertainty, etc., such as *I don't know, I doubt, I wonder*, etc.
e.g. *I wonder if he **will be** on time.*
but: If you see him, tell him about the party.

6

In pairs, ask and answer questions using the prompts below, as in the example.

SA: *When will you do the gardening?*
SB: *I'll do it after I've done the shopping.*

- 1 do the gardening / do the shopping
- 2 post the letters / buy the stamps
- 3 iron the clothes / tidy the bedroom
- 4 water the plants / make the bed
- 5 do your homework / have my dinner
- 6 pay the bills / take the car to the garage

7

Put the verbs in brackets into the present simple or the future simple.

- 1 A: I'm going to the gym tonight.
B: Well, while you ...*are*... (be) there, I (do) the shopping.
- 2 A: (you/call) me when you (get) home?
B: Yes, of course.
- 3 A: As soon as John (come) in, tell him to come to my office.
B: Certainly, sir.

- 4 A: I'm exhausted.
B: Me too. I wonder if David
..... (come) to help tonight.
- 5 A: Are you going to visit Aunt Mabel this afternoon?
B: Yes, I(visit) her before
I (do) the shopping.
- 6 A: Is George going to eat dinner with us?
B: No, by the time he (get)
home it (be) very late.
- 7 A: When (you/pay) the rent?
B: When I (get) my pay cheque.
- 8 A: What are your plans for the future?
B: I want to go to university after I
..... (finish) school.
- 9 A: If you (pay) for dinner, I
..... (pay) for the theatre.
B: Okay, that's a good idea.
- 10 A: Can you give this message to Mike, please?
B: Well, I'll try, but I doubt if I
..... (see) him today.

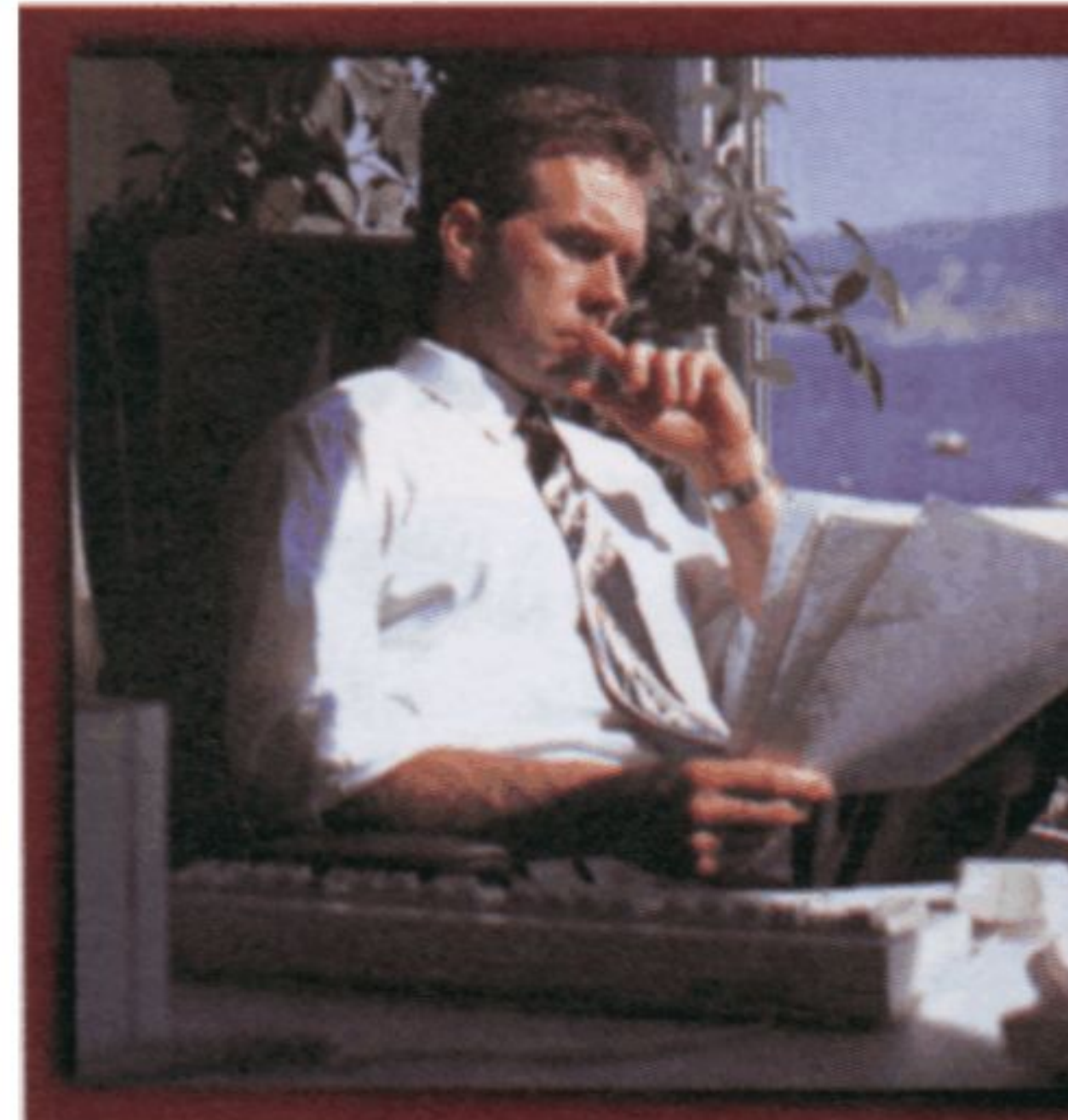
8

Put the verbs in brackets into the future simple, the present simple or the present continuous.

- 1 A: I ...*am seeing*... (see) Roger at seven o'clock tonight.
B: Really? I thought he was out of town.
- 2 A: (you/do) anything on Friday morning?
B: No, I'm free.
- 3 A: I (go) to the cinema. There's a new film on. Do you want to come with me?
B: What time (the film/start)?
- 4 A: Helen (have) a party the day after tomorrow. (you/go)?
B: As a matter of fact, I haven't been invited.
- 5 A: The new exhibition (open) on April 3rd and (finish) on May 31st.
B: I know. I (go) on the first day.
- 6 A: Aunt Maggie (come) to visit us tomorrow.
B: I know. What time (she/arrive)?
- 7 A: Excuse me, what time (the train/leave)?
B: At half past three, madam.
- 8 A: Michael Jackson (give) a concert at the Olympic Stadium next week.
B: I know. I (want) to get a ticket.
- 9 A: I'm really thirsty.
B: I (get) you a glass of water.
- 10 A: Are you looking forward to your party?
B: Yes. I hope everyone (enjoy) it.

9

A Cliff Turner has his own business and it is doing well. He has already decided to expand. Look at the prompts and say what he is going to do, as in the example.



- employ more staff
He's going to employ more staff.
- advertise in newspapers and magazines
- equip the office with computers
- increase production
- move to bigger premises
- open an office abroad

B Cliff is always busy. Look at his schedule and say what his arrangements are for the next few days. Make sentences, as in the example.

MARCH

Wednesday 12th: fly to Montreal

He's flying to Montreal on Wednesday.

Thursday 13th: give an interview to *The Financial Times*

Friday 14th: have lunch with sales representatives

Saturday 15th: have a meeting with Japanese ambassador

Sunday 16th: play tennis with Carol

10

In pairs, ask and answer the following questions using *I (don't) think/expect I will* or *I hope/'m sure/'m afraid I will/won't*, as in the example.

SA: *Do you think you will pass your exams?*

SB: *I hope I will/'m afraid I won't.*

- 1 pass / exams
- 2 move house
- 3 take up / new hobby
- 4 make / new friends
- 5 start having music lessons
- 6 have / party on / birthday
- 7 learn / drive

UNIT 3

Future Forms

Future Continuous

FORM

I/He/They **will ('ll) be working.**
Will I/he/they be working? Yes, I/he/they will.
No, I/he/they won't.
 I/He/They **will not (won't) be working.**

Use

The future continuous is used:

- ◆ for an action which will be in progress at a stated future time.



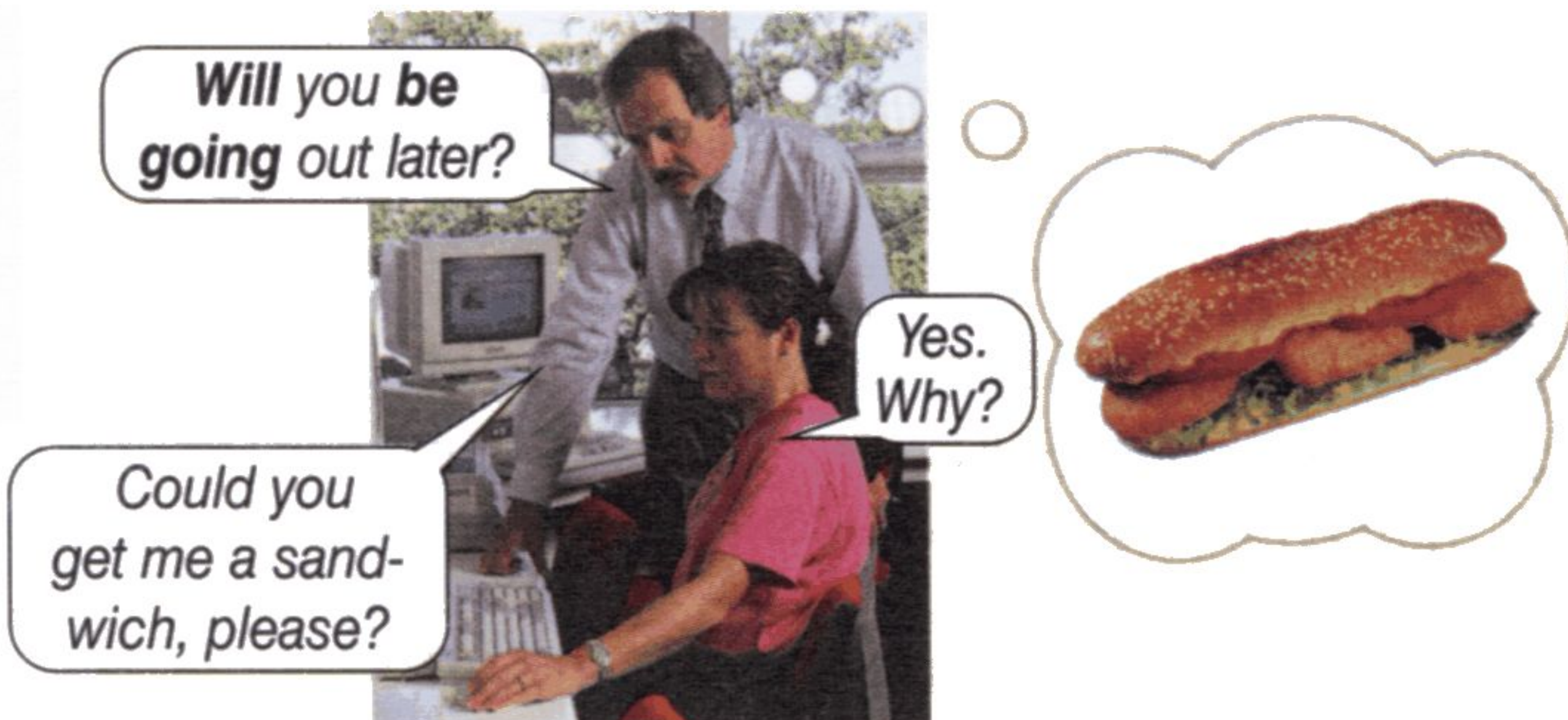
This time next week, I'll be skiing in Austria.

- ◆ for an action which will definitely happen in the future as the result of a routine or arrangement.



(They have a meeting every week. He will definitely see the rest of the team because it's already planned.)

- ◆ when we ask politely about someone's plans for the near future (What we want to know is if our wishes fit in with their plans.).



11

You want to ask your friend to do something for you. Use the prompts below to make questions, as in the example.

- 1 You want your friend to buy you something at the supermarket. (go to)
Will you be going to the supermarket?
- 2 You want your friend to post a letter for you. (go to)
- 3 You want to use your friend's bicycle today. (use)
- 4 You want your friend to give a letter to Jeff soon. (see)

12

Put the verbs in brackets into the future simple or the future continuous.

- Kevin: Shall we go to the beach tomorrow?
 Ruth: Well, I'm working in the morning, but I 1) ...*ll* *phone*... (phone) you when I finish.
 Kevin: Shall we ask Ben and Linda to come with us?
 Ruth: Yes. I 2) (see) Linda at work in the morning, so I 3) (ask) her then.
 Kevin: If they want to come I 4) (pick) you up from work and we can all go together.
 Ruth: Great! Just think, we 5) (swim) in the sea this time tomorrow! I can't wait!

13

Put the verbs in brackets into the correct future tense.

- 1 A: Are you looking forward to your holiday?
B: Oh, yes! This time next week I ...*will/ll be lying*... (lie) on the beach.
- 2 A: We're having a party on Saturday.
B: Oh, good. I (make) a cake to bring along.
- 3 A: Have you finished that report yet?
B: Yes. I (give) it to you in a minute.
- 4 A: Why are you buying all those vegetables?
B: Because I (make) vegetable soup.
- 5 A: This writing is too small for me to read.
B: Give it to me and I (read) it to you.
- 6 A: I (stay) at Claire's house tonight.
B: Alright. I won't expect you home, then.
- 7 A: Would you like to join me for lunch today?
B: Yes, please. I (meet) you at half past one.
- 8 A: (you/help) me with the shopping tomorrow?
B: Of course.
- 9 A: Are you excited about your trip?
B: Yes. This time tomorrow I (sit) on the plane.
- 10 A: I can't hear the television very well.
B: I (turn up) the volume.

UNIT 3

Future Forms

15

Put the verbs in brackets into the future perfect or the future perfect continuous.

- By 3 o'clock, she ...*will have been studying*... (study) for six hours.
- By the end of next month, Sam (finish) the project.
- He (not/start) painting the kitchen before Tuesday.
- By the time she arrives in Paris, she (travel) for four hours.
- I hope I (buy) my own house by the time I'm thirty-five.
- By Saturday, Lisa (diet) for two weeks.
- Hopefully, they (learn) everything by the time they sit the exam.
- By 4 o'clock, I (sit) in the hairdresser's for three hours.
- By Christmas, I (work) for this company for eighteen months.
- By next weekend, Brian (move) house.
- Hopefully, the builders (finish) building the house by next month.
- By Tuesday, Alan (sail) for twelve days.
- By tomorrow morning, she (sleep) for twelve hours.

16

Choose the correct answer.

- 'What are you thinking about?'
'This time next week, I ...*B*... on the beach.'
A will have sunbathed
B will be sunbathing
C will have been sunbathing
- 'Have you finished decorating your house yet?'
'No, but I by Friday.'
A will be finishing
B will have been finishing
C will have finished
- 'Have you just moved here?'
'No. I here for two years next month.'
A will be living
B will have been living
C have lived
- '..... to the supermarket today?'
'Yes. Do you want me to get you something?'
A Will you have gone
B Will you have been going
C Will you be going

5

'Can you give Steve a message for me?'

'Certainly I him at work later on today.'

- A will be seeing
B will have seen
C will have been seeing

6

'You've been working hard all day.'

'Yes. At 3 o'clock, I for six hours.'

- A will be studying
B will have been studying
C will have studied

7

'Sarah has gone to the cinema to see that film again.'

'I know. After this time, she it five times!'

- A will have seen
B will have been seeing
C will be seeing

8

'John has an exam tomorrow, doesn't he?'

'Yes. In fact, at this time tomorrow, he the exam.'

- A will have been sitting
B will be sitting
C has sat

9

'Are you typing another report?'

'Yes. By the time I finish this one, I twenty-three reports today!'

- A will have been typing
B will have typed
C will be typing

10

'Those two people have been dancing all evening.'

'Yes. By 11 o'clock, they for four hours.'

- A will have been dancing
B will have danced
C will be dancing

17

Put the verbs in brackets into the future continuous or the future perfect.

- A: I can't come shopping on Saturday morning because I ...*will'll be working*... (work).
B: That's a pity.
- A: Don't phone me later than midnight because I (sleep) then.
B: Shall I give you a call at about 10:30, then?
- A: Come to my house at six o'clock.
B: (you/finish) your homework by then?
- A: Have you made the preparations for the party?
B: Not yet, but I (finish) them by this evening.
- A: (you/go) to James' party on Saturday night?
B: Yes.
A: Would you mind giving me a lift?
- A: There's a meeting tomorrow at 4 o'clock.
B: I can't go if it is that late. I (leave) by then.

Review of Future Forms

- ◆ **future simple:**
 - a) in predictions about the future usually with *think, believe, be afraid, probably, etc.*
e.g. *I believe life will change in the 21st century.*
 - b) for on-the-spot decisions or offers.
e.g. *It's late. I'll take a taxi home. I'll lend you my car if you want.*
 - c) for actions/events/situations which will definitely happen in the future and which we cannot control. e.g. *Winter will set in early this year.*
 - d) for promises, threats, warnings, requests, hopes, etc.
e.g. *Stop talking or I'll send you out of the class. (warning)*
- ◆ **be going to:**
 - a) for plans, intentions or ambitions. e.g. *I'm going to buy a sports car.*
 - b) in predictions when there is evidence that something will happen in the near future. e.g. *Someone's going to fall over that box if you don't move it.*
- ◆ **present continuous:** for fixed arrangements in the near future.
e.g. *He's flying to Turkey next month. He has already booked his flight.*
- ◆ **present simple:** for timetables/programmes. e.g. *The ferry leaves at eight o'clock tomorrow morning.*
- ◆ **future continuous:**
 - a) for actions which will be in progress at a stated future time.
e.g. *This time next week he'll be flying to Morocco.*
 - b) for actions which will definitely happen in the future, as a result of a routine or arrangement. e.g. *I'll be seeing Jim at work later on today.*
 - c) when we ask politely about someone's plans for the near future, in order to see if our wishes fit in with their plans. e.g. *'Will you be going to the dentist this afternoon?' 'Yes, why?' 'Can you make an appointment for me to see him?'*
- ◆ **future perfect:** for actions which will be finished before a stated future time.
e.g. *We will have returned home by Sunday afternoon.*
- ◆ **future perfect continuous:** to emphasise the duration of an action up to a certain time in the future.
e.g. *By the end of this week, she will have been working here for six years.*

18

Put the verbs in brackets into the correct tense.

- 1 A: What *...are you doing...* (you/do) tonight?
B: I (leave) at 7 o'clock to go to the airport.
A: Oh yes, I remember. You (go) on holiday.
- 2 A: Excuse me, what time (the bus/arrive)?
B: It (arrive) at 11 o'clock.
- 3 A: It's cold in here.
B: You're right. I (close) the windows.
- 4 A: Mum, my winter coat needs cleaning.
B: Okay, I (take) it to the dry cleaner's tomorrow.
- 5 A: Is Jerry coming to the theatre with us next week?
B: I don't know, but I (see) him at football practice tomorrow. I (ask) him then.

- 6 A: How is your project coming along? Is it done?
B: Not yet, but I (finish) it by the time the holidays are over.
- 7 A: Have you been waiting in this queue long?
B: Yes. By 4 o'clock, I (wait) for two hours.
- 8 A: What (plan) to do this summer?
B: I (spend) a few weeks with my cousins. I have already arranged it with them.

19

Underline the correct tense.

- 1 Next Monday, Amanda 1) **will have been starting/ is starting** work. She 2) **is going to work/will work** for a large company in the city centre. By the end of next week, she 3) **will be finishing/will have finished** her training.

UNIT 3

Future Forms

- 2 My parents have been married for almost thirty years. In fact, this time next month, they 1) **will be celebrating/will have been celebrating** their 30th wedding anniversary. They 2) **will have been living/will be living** in the same house for twenty-five years by next Thursday, and, by the time my father is sixty, he 3) **will work/will have been working** for the same company for forty years.

20 Put the verbs in brackets into the correct future tense.

Dear Victoria,

The holidays are coming and I've made lots of plans. This time next week, I (1) ...*'ll be buying...* (buy) Christmas presents for my family and friends. I (2) (get) everything in one day, so that I can enjoy myself for the rest of the holidays.

I'm staying at home with my family on Christmas Day, but two days later I (3) (leave) for Austria. Becky and I (4) (spend) a week there skiing. I'm sure we (5) (have) a wonderful time.

When I come back from Austria, I (6) (probably/have) a party, because it's my birthday on January 5th. I (7) (be) nineteen! I hope you (8) (come).

Well, I must go now. I'm going to help my mother with the housework. See you soon!

Love,
Penny.

21 Study the following situations, then make sentences using the correct future tense, as in the example.

- Your sister says that she is feeling cold. The window is open. You offer to close it.
...*I'll close the window.*
- You have been invited to a party next weekend, but you can't go. You phone your friend to tell him.
.....
- You get up in the morning and look out of the window. You see big black clouds in the sky. You tell your brother about the weather.
.....
- Your friends want you to go away with them next weekend. You have already planned to spend the weekend with your parents. Tell your friends.
.....

22

Put the verbs in brackets into the correct future tense.

- My grandmother is very old. She ...*will be...* (be) ninety next month.
- I'm afraid I (fail) my exams this year.
- This time next week, they (lie) on a sandy beach.
- The team (leave) the office by 9 o'clock tomorrow.
- By 10 o'clock, Sue (drive) for twelve hours.
- Jenny (see) Paul at work, so she can give him the letter.
- The film (start) by the time they get to the cinema.
- Tom expects he (get) a pay rise soon.
- By 6 o'clock, the secretary (type) for three hours.
- I hope I (buy) my own car by the time I'm thirty.
- By next week, they (live) in this town for two years.
- I (help) you carry your shopping.
- Martin (do) the work by Sunday evening.
- Mother (go) to the supermarket tonight. She has already made her shopping list.
- The play (start) at 6 o'clock.

23

Underline the correct tense.

- When we go to Paris, we will climb/will have climbed the Eiffel Tower.
- James **will have completed/will have been completing** his studies by the end of the year.
- By the time I get home, I **will have been walking/will walk** for three hours.
- Kim **will be performing/will have been performing** in the school concert next week.
- We're too late to catch the bus. It **will go/will have gone** by now.
- 'We've run out of milk.' 'Really? I **will buy/will have been buying** some more this afternoon'.
- This time tomorrow, I **will have been leaving/will be leaving** for the airport.
- Sam **will work/will have been working** here for two years on Monday.
- I **will collect/will have collected** you from Peter's house on my way home.
- Julia **will have found/will be finding** the note I left for her by now.

24 Put the verbs into the correct future tense.

- Laura and George ...*are going*... (go) on holiday next week. They've already bought the tickets.
- Wash your hands. Dinner (be) ready in five minutes.
- The baby keeps closing his eyes. He (fall) asleep soon.
- We (not/go) to Penny's party tonight because Jack is working.
- We're very late. Mum (return) home by now.
- The football match (begin) in a few minutes. We'd better hurry up.
- Jane will have to get up early when she (start) her new job.
- I (meet) Nick at the airport at 6 o'clock this evening.

25 Correct the mistakes.

- This time tomorrow, John is lying on the beach.
- Peter will help you when he will have finished his dinner.
- Shall you do the shopping for me, please?
- Sarah will finish decorating the Christmas tree by midnight.
- Where do you spend your holidays this summer?
- I was turning on the heating. It's cold in here.
- The film has started at half past six.
- Stop that noise or I'm going to take your toy away.
- Moira can type these reports as soon as she will come back from her lunch break.
- Perhaps the Jacksons have visited us tonight.
- By the end of the year, Mrs Evans will be teaching for thirty years.
- Jennifer will move to her new flat on Saturday. She has already arranged it.

26 Answer the following questions about yourself.

- What are you doing at the weekend?
- How long will you have been studying English by the end of this term?
- How much money will you have saved by the summer?
- What will you be doing this time next week?
- What do you think life will be like in the future?
- Where are you going next summer?
- What will you have done by the end of today?
- How many meals will you have eaten by the end of today?

Prepositions

ask about sth	borrow sth from sb
ask sb for sth	explain sth to sb
engaged to sb	interested in sth
but engaged in sth	invite sb to a place
married to sb	laugh at sb/sth
brilliant/good/bad at sth	listen to sb/sth
but weak in	look at sb/sth

27 Fill in the correct preposition.

- I'm not interested ...*in*... sports.
- Did you ask Katie Joe's new address?
- Stuart borrowed a suit Andrew for the wedding.
- I wish I was brilliant English.
- How can I explain this mess my parents?
- She wanted to invite Adam her house for dinner, but she didn't know what to cook.
- The boys laughed their teacher when he tripped.
- You should listen your parents' advice.
- We all looked the sky as it started to rain.
- Tom is married Nicole.
- James is good Maths, but weak History.
- He asked her husband's health.
- Mary is engaged conversation. It would be rude to interrupt.

Phrasal Verbs

carry on (with):	continue
carry out:	do, complete sth
hold back:	contain one's emotions
hold on:	wait
hold up:	1) delay 2) rob a place

28 Fill in the correct particle.

- Could you hold ...*on*... a moment, please? There is someone at the door.
- Martin couldn't hold his tears. He was so upset.
- The doctors carried tests on the patient.
- Carry the exercise until I come back.
- The robbers held a bank and escaped with lots of money.
- We were held because there had been a car accident in the city centre.

Revision Box

29 Choose the correct answer.

- 'What ...**A**... at the moment?'
'I'm writing a letter to my aunt.'
A are you doing **B** you are doing **C** do you do
- 'Were you at work yesterday?'
'No, I I was ill.'
A am not **B** was **C** wasn't
- 'It's very hot in this room, isn't it?'
'Yes. I the window.'
A will you open **B** open **C** will open
- 'Where is Christine?'
'I don't know. I her today.'
A am not seeing **B** haven't seen **C** didn't see
- 'What's wrong?'
'My car has broken down. me, please?'
A Will you help **B** You will help **C** Shall you help
- 'Are you new here?'
'No. I here for five years.'
A had been living **B** have been living **C** am living

30 Make questions and complete the short answers, as in the example.

- he / leave for Portugal tomorrow
...*Is he leaving for Portugal tomorrow?*.....
Yes, ...*he is*.....
- they / spend / £2,000 on their holiday last year
.....
No,
- Jessica Moore / record / a hundred songs so far
.....
Yes,
- she / give / a big party on her birthday every year
.....
No,
- Tom / see / the robbers when they were leaving the bank
.....
Yes,
- the train / already / leave
.....
No,
- they / get married / twenty years ago
.....
No,

31 Choose the correct answer.

When Jake (1) ...**C**... the door, he knew someone (2) in the house. Things were different. Earlier that morning, he (3) a man standing outside, and now he wondered if this man (4) for him to leave the house. Jake went into the kitchen. The window was open. He was sure he (5) it earlier. Next, he went into the garden. Jake knew something very strange (6) on. He went back into the house. He had just got to the top of the stairs (7) he heard a noise coming from the bedroom. Slowly, he opened the door and there, lying in the middle of the bed, was his sister! She (8)! Jake was very relieved.

- | | | | |
|---|----------------|---------------|--------------------|
| 1 | A has opened | B opens | C opened |
| 2 | A had been | B is | C has been |
| 3 | A was seeing | B had seen | C has seen |
| 4 | A is | B waited | C had been waiting |
| 5 | A had closed | B was closing | C had been closing |
| 6 | A was going | B went | C have been going |
| 7 | A after | B when | C while |
| 8 | A was sleeping | B slept | C had slept |

32 Put the verbs in brackets into the past simple, the present simple, the present continuous or the present perfect.

- A: Hi Charles! I 1) ...*haven't seen*... (not/see) you for ages. How are you?
B: I'm very well. Actually, I 2) (just/come back) from my holidays.
A: Really? That's nice. Where 3) (you/go)?
B: I 4) (go) to Australia to visit my sister. She 5) (live) there.
A: Yes, you 6) (tell) me that, I think.
7) (you/have) a good time?
B: Yes, it 8) (be) wonderful. The flight was very long, though.
A: Yes, you 9) (look) quite tired.
B: Well, I 10) (just/come) from the airport.
A: Bye, Charles. Have a good rest.
B: Thanks.

Revision Box

33

Underline the correct word(s).

- 1 George has known Janet for/since two months.
- 2 **How long ago/How long** have you had your car?
- 3 She has yet/just left for America.
- 4 We are playing in a concert **next week/last week**.
- 5 He **sometimes/ever** plays football with his friends.
- 6 I **since/always** go shopping on Fridays.
- 7 Sam has yet/never won a prize.
- 8 We went to a party **last night/tonight**.
- 9 He has **already/ever** written seven books.
- 10 I **already/often** get up early in the mornings.
- 11 Have you eaten just/yet?
- 12 Jack is being very friendly **these days/soon**.

34

Put the verbs in brackets into the correct tense.

- 1 A: Where is Bill?
B: He ...*is doing*... (do) his homework in his bedroom.
- 2 A: Is this your purse?
B: Yes! I (look) for it all morning. Where was it?
- 3 A: I (see) this film before.
B: Well, I haven't. Do you mind watching it again?
- 4 A: Tom (seem) very sad. What's wrong with him?
B: Oh, he got some bad news this morning.
- 5 A: Jim's performance at the concert was wonderful.
B: Well, he (practise) a lot recently.
- 6 A: How did you break your arm?
B: I broke it when I (ski) in France.
- 7 A: Did you enjoy your holiday?
B: Well, it didn't go the way I (plan) it, but it was fun.
- 8 A: Joe is going on holiday next week.
B: Yes, I know. This time next week he (fly) to Rome.
- 9 A: (you/complete) your report by Friday?
B: Yes, I'll give it to you on Thursday evening.
- 10 A: Do you live in Leeds?
B: No. I work in Leeds, but I (live) in York.

ORAL Activity

Dr Samson is a scientist. He is going on a mission to Saturn with some astronauts. Read the information and talk about the mission, as in the examples.

What have they arranged?

- leave / Earth / on Saturday
e.g. *They're leaving Earth on Saturday.*
- arrive / on Saturn / next Tuesday
- return / to Earth / in two months

What will they be doing while they're there?

- do / experiments
e.g. *They'll be doing experiments while they're there.*
- collect / samples to take back to Earth
- search / the planet for signs of life

What will they have done by the time they come back?

- take / more than 3,000 photographs
e.g. *They'll have taken more than 3,000 photographs.*
- walk / on the surface of the planet
- be / in space for about 2 months

WRITING Activity

You are writing an article for a newspaper about Dr Samson's trip to Saturn. Use your notes from the Oral Activity to complete the article below.

Leading scientist, Dr Samson, is currently planning a trip to Saturn. Dr Samson talked to our reporter, Annie Brown, yesterday.

Dr Samson and a team of astronauts are leaving Earth on Saturday. They

.....

.....

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UNIT 4

Infinitive - Too/Enough - The -ing form - Participles

The Infinitive



She **wants to finish** her work.
She **must work** overtime.
She **hopes to get** a promotion soon.

The infinitives are:

- ◆ the **to - infinitive** e.g. *I hope to see you soon.*
- ◆ the **bare infinitive** (infinitive without to) e.g. *He can't help me.*

The to - infinitive is used:

- ◆ to express purpose. e.g. *She went to the bank to get some money.*
- ◆ after certain verbs (*advise, agree, appear, decide, expect, hope, manage, offer, promise, refuse, seem, want, afford, pretend, etc.*). e.g. *He advised me to apply for the job.*
- ◆ after verbs such as *know, decide, ask, learn, remember, want to know, etc.*, when they are followed by question words (*who, what, where, how, etc.*). 'Why' is followed by a subject + verb, not by an infinitive. e.g. *I can't decide where to go.*
I want to know why you've decided to leave.
- ◆ after adjectives such as *nice, sorry, glad, happy, willing, afraid, ashamed, etc.* e.g. *He is glad to be back.*
- ◆ after **too** and **enough**. e.g. *She's too shy to talk to the manager.*
We've got enough money to buy a new car.
- ◆ after **it + be + adjective (+ of + noun/pronoun)**. e.g. *It was nice of him to help.*
- ◆ after **would like/would love/would prefer** (to express specific preference). e.g. *I would like to learn a foreign language.*
- ◆ after **only** to express an unsatisfactory result. e.g. *He rushed to the back door only to discover that it was locked.*

The bare infinitive is used:

- ◆ after modal verbs (*may, should, can, etc.*). e.g. *You must study hard.*
 - ◆ after the verbs *let, make, see, hear* and *feel*. e.g. *They made him pay for the damage.*
- but:** **be made/be heard/be seen + to - infinitive (passive)**
e.g. *He was made to pay for the damage.*
- ◆ after **had better** and **would rather**. e.g. *You had better sign the contract.*
I would rather go home now.

- Note:**
- 1 **Help** is followed by either the **to - infinitive** or the **bare infinitive**. e.g. *She helped me (to) fix the tap.*
 - 2 If two infinitives are joined by **and**, the **to** of the second infinitive can be omitted. e.g. *He decided to go to university and study biology.*
 - 3 We form the negative infinitive with **not**. e.g. *He decided not to accept the job.*
She may not come.



Complete B's answers using a question word + to - infinitive.

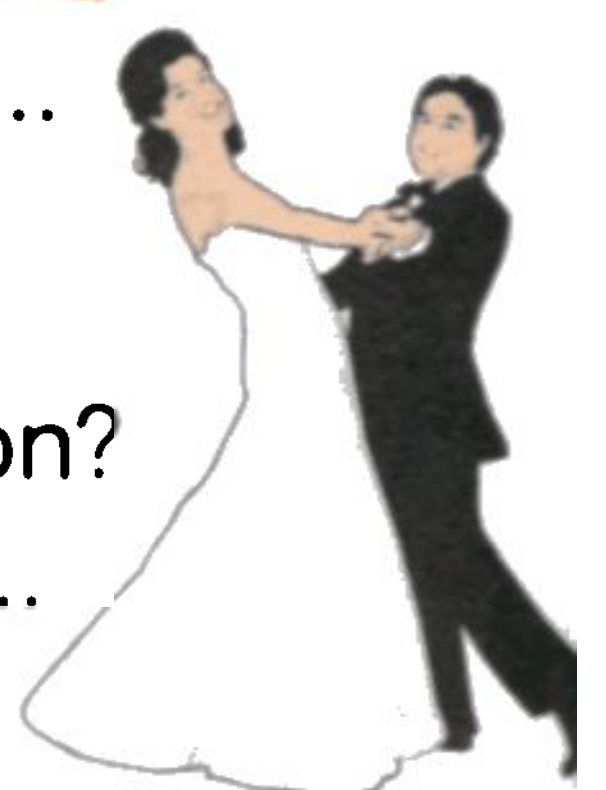
A: Which catering company are you going to hire?

B: I'm not sure 1) ...*which catering company to hire*.....



A: Where are you going to have your reception?

B: I don't know 2)



A: How many people are you going to invite?

B: I can't decide 3)



A: How are you going to do your hair?

B: I'm wondering 4)



A: What kind of flowers are you going to order?

B: I have no idea 5)

A: Don't you think it's time you made a decision?



Infinitive - Too/Enough - The -ing form - Participles

Tenses of the Infinitive

The infinitive has four tenses in the active and two in the passive.

Tenses of the Infinitive		
	Active	Passive
Present	(to) give	(to) be given
Pres. Cont.	(to) be giving	_____
Perfect	(to) have given	(to) have been given
Perf. Cont.	(to) have been giving	_____

Active

- ◆ **present infinitive:** refers to the present or future.
e.g. She wants **to talk** to him now. (present)
Sandra wants **to move** to a new house next year. (future)
- ◆ **present continuous infinitive: (to) be + -ing**
It describes an action happening now.
e.g. He is believed **to be hiding** somewhere in the mountains.
- ◆ **perfect infinitive: (to) have + past participle**
It refers to the past and shows that the action of the infinitive happened before the action of the verb.
e.g. She claims **to have met** Richard Gere. (First she met Richard Gere, then she claimed that she had met him.)
- ◆ **perfect continuous infinitive: (to) have + been + -ing**
It refers to the past and emphasises the duration of the action of the infinitive, which happened before the action of the verb.
e.g. She is tired. She claims **to have been working** hard lately. (We emphasise what she has been doing lately.)

The perfect infinitive is used with verbs such as *seem, appear, believe, know, claim, expect* and the modal verbs.

Passive

- ◆ **present infinitive: (to) be + past participle**
e.g. He hopes **to be given** a pay rise soon.
- ◆ **perfect infinitive: (to) have been + past participle**
e.g. He is said **to have been injured** in an accident.

The verb tenses corresponding to the tenses of the infinitive are as follows:

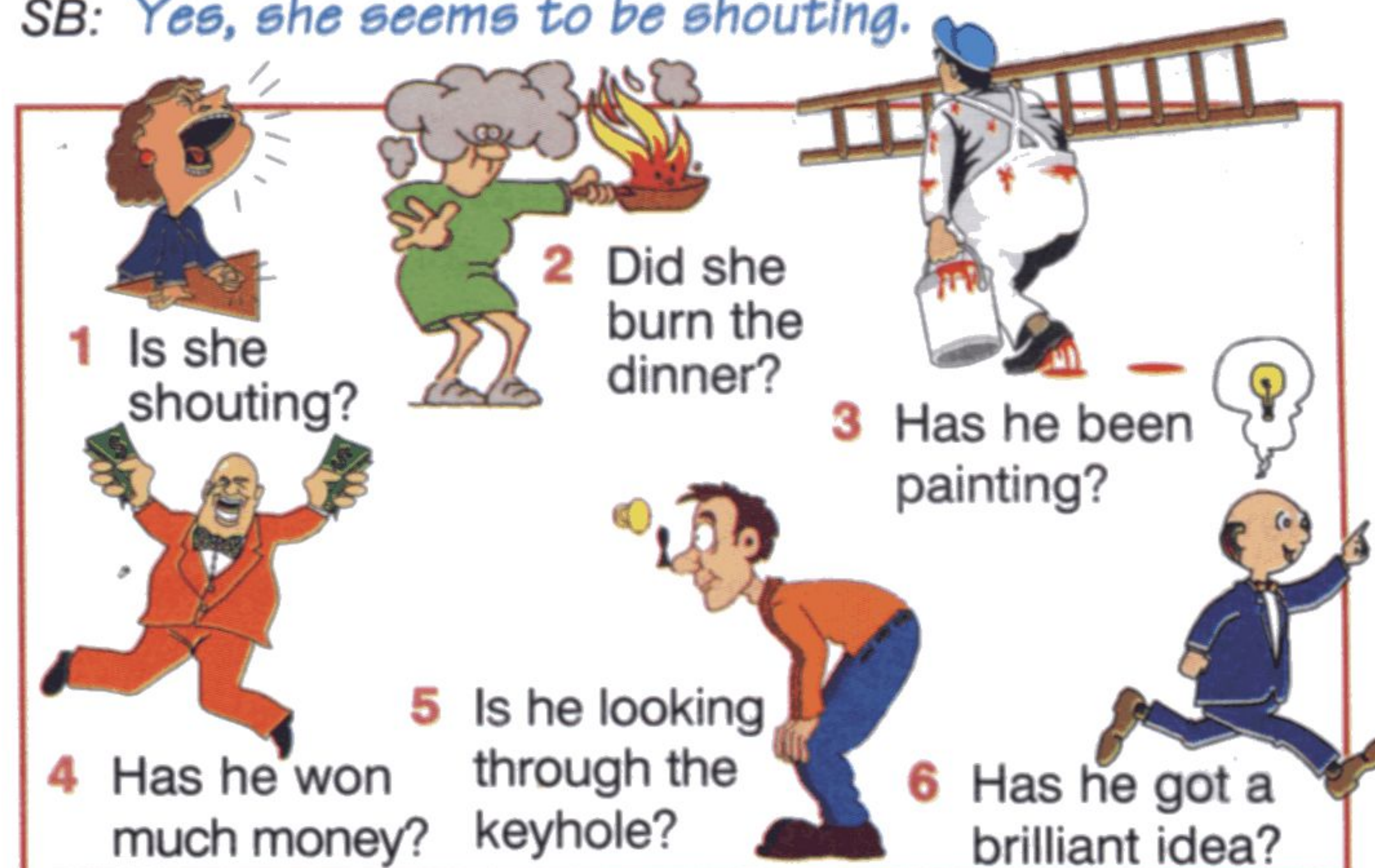
Verb tenses	Infinitive
he goes / will go	→ to go
he is going / will be going	→ to be going
he went / has gone / had gone / will have gone	→ to have gone
he was going / has been going / had been going / will have been going	→ to have been going

2

In pairs, ask and answer questions using the prompts below, as in the example.

SA: *Is she shouting?*

SB: *Yes, she seems to be shouting.*



3

A Monica Collins is a famous actress. She is going on holiday to another country. Using the prompts given, say what she expects to be done on her arrival, as in the example.

e.g. *She expects to be met at the airport.*

- meet at the airport
- give some flowers
- drive to the hotel
- photograph for newspapers and magazines
- invite to appear on TV

B Monica is back home now. Things didn't happen the way she expected them to. Look at the prompts above again and make sentences, as in the example.

e.g. *She expected to have been met at the airport.*

4

Fill in the correct infinitive tense.

- I think he left. He must ... *have left*
- I think they will come. They must
- I think she is studying. She must
- I think it will be delivered. It must

UNIT 4

Infinitive - Too/Enough - The -ing form - Participles

- 5 I think he was fired. He must
- 6 I think they were arguing. They must
- 7 I think he is lying. He must
- 8 I think they had been waiting for her. They must
.....
- 9 I think she has typed it. She must
- 10 I think she had written it. She must
- 11 I think they will be staying. They must

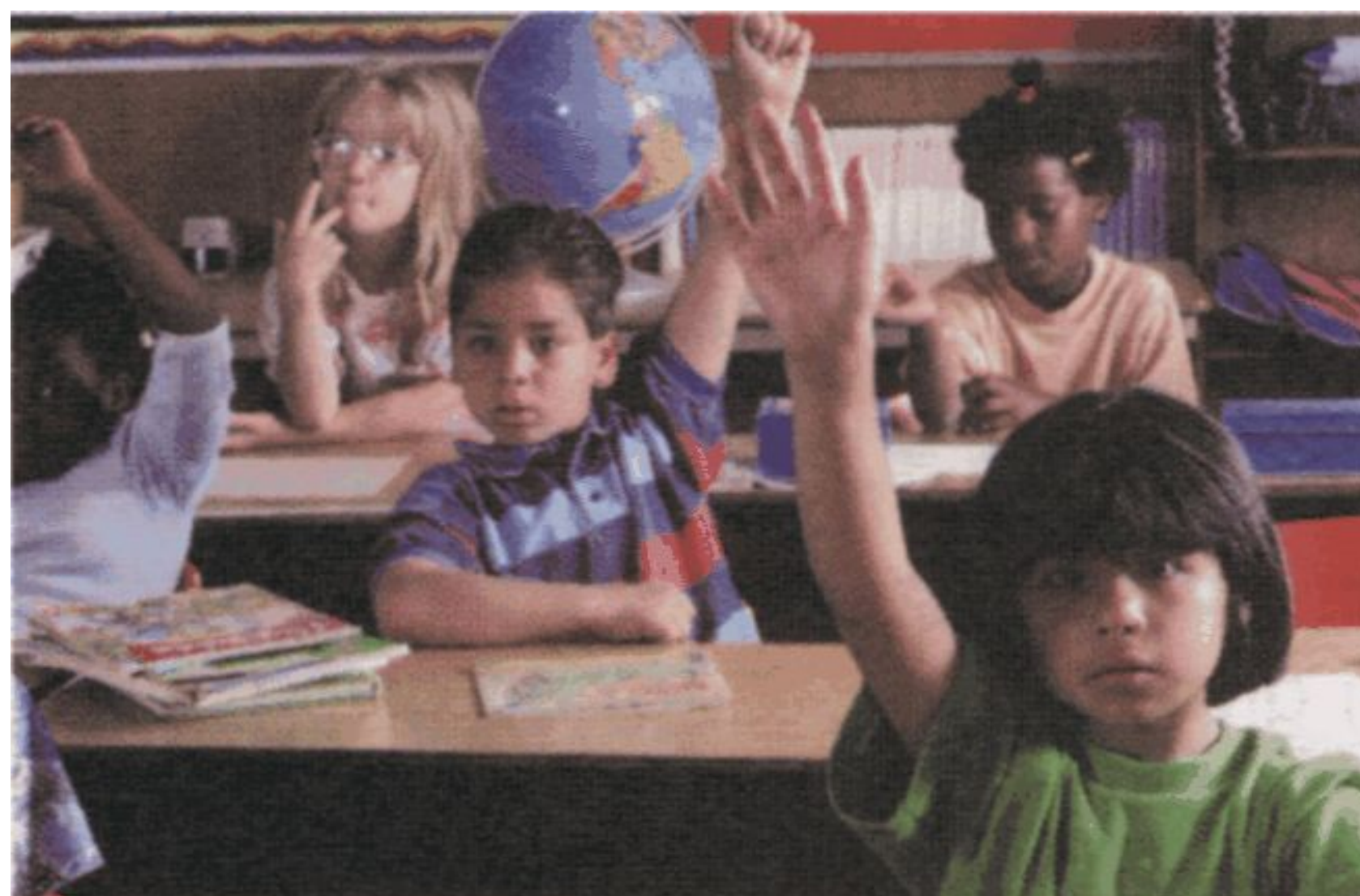
5 Complete the sentences with the correct infinitive tense.

- 1 She has grown taller.
She seems ... *to have grown taller*
- 2 He is getting used to his new job.
He appears
- 3 Kate makes friends easily.
She tends
- 4 He has finished the report.
He claims
- 5 It is raining over there.
It seems
- 6 He is on a diet.
He appears
- 7 They have sailed round the world.
They claim
- 8 She is feeling better.
She seems

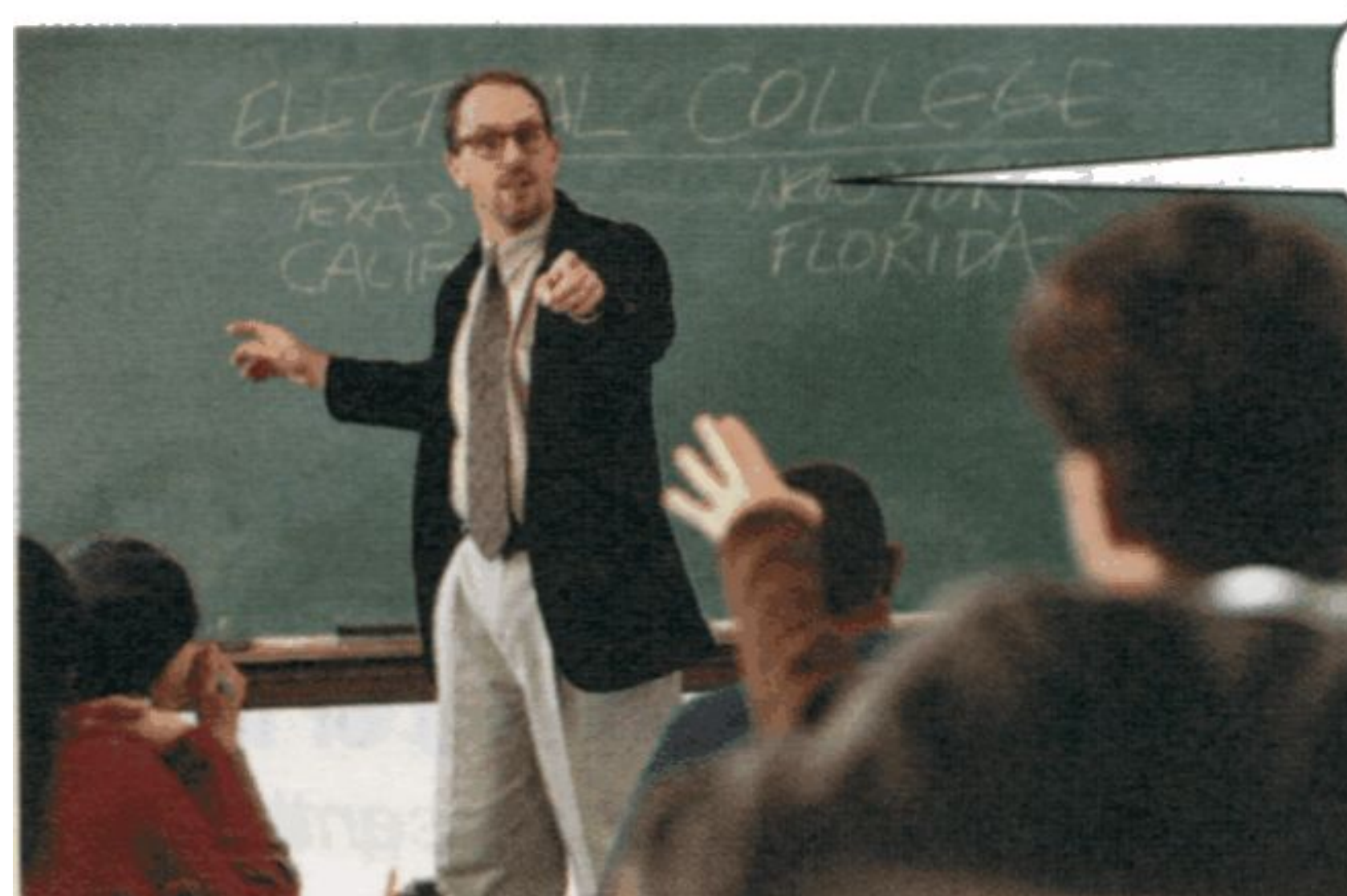
6 Fill in the correct infinitive tense.

- 1 A: What would you like ... *to do* ... (do) tonight?
B: Let's (go) to an Italian restaurant.
- 2 A: What's Liz doing?
B: She seems (look) for something in her bag.
- 3 A: Alan has been offered a new job!
B: No, he hasn't. He just pretended (offer) a new job.
- 4 A: Colin claims (meet) lots of famous people.
B: I know, but I don't believe him.
- 5 A: Look at those two men outside. What are they doing?
B: They appear (empty) the rubbish bins.
- 6 A: Would you like to go to the cinema tonight?
B: Not really. I would prefer (go) to the theatre.
- 7 A: Tara seems (work) hard all morning.
B: Yes, she hasn't even stopped for a cup of coffee.
- 8 A: Why is Tom at work so early this morning?
B: He wants (finish) early so that he can go to the concert tonight.

The Subject of the Infinitive



They all want to answer the question.



I want John to explain this.

◆ **The subject of the infinitive is omitted when it is the same as the subject of the main verb.**

e.g. **She wants to leave now.** (The subject of the main verb and the infinitive is 'she'.)

◆ **The subject of the infinitive is not omitted when it is different from the subject of the main verb. The subject of the infinitive comes before the infinitive and can be an object pronoun (me, you, them, etc.), a name (Kate) or a noun (the woman).**

e.g. **She wants them to leave now.** (The subject of the main verb is 'she', whereas the subject of the infinitive is 'them'.)

7 Rephrase the following sentences, as in the example.

- 1 He must wash the car.
I want ... *him to wash the car*
- 2 You mustn't be late for work.
I don't want
- 3 Claire must tidy her bedroom.
I want
- 4 She mustn't go to the disco.
I don't want
- 5 They must go to school tomorrow.
I want
- 6 Gary mustn't make so much noise.
I don't want
- 7 You mustn't make a mess.
I don't want
- 8 He must mend his bike.
I want

Infinitive - Too/Enough - The -ing form - Participles

Too/Enough



He is **too young** to walk by himself.

There is **enough snow** to build a snowman.

◆ **Too** comes **before** adjectives and adverbs. It shows that something is more than enough, necessary or wanted, and has a negative meaning.

too + adjective/adverb + to - infinitive

e.g. Tim is **too old** to join the basketball team.
(= Tim is so old that he can't join the basketball team.)

They run **too fast** for me to catch up with them.
(= They run so fast that I can't catch up with them.)

too ... for somebody/something

e.g. This plan is **too complicated** for me.

too ... for somebody/something + to - infinitive

e.g. This ring is **too expensive** for me to buy.

◆ **Enough** comes **after** adjectives and adverbs, but **before** nouns. It shows that there is as much of something as is wanted or needed and it has a positive meaning.

adjective/adverb + enough } + to - infinitive
enough + noun

e.g. He's **clever enough** to solve the problem.
(= He is so clever that he can solve the problem.)

We've got **enough money** to go on holiday this year.

(= We've got so much money that we can go on holiday this year.)

(not) + adjective + enough + to - infinitive

e.g. We are **old enough** to vote. (positive meaning)
We are **not old enough** to vote. (negative meaning)

8

In pairs, ask and answer questions using the prompts below, as in the example.

SA: *Is this film too scary for you to watch?*

SB: *Yes, it's too scary. I can't watch it.*

- 1 film / scary / watch
- 2 report / boring / read
- 3 exercise / difficult / do
- 4 shoes / tight / wear
- 5 car / expensive / buy
- 6 dish / spicy / eat
- 7 suitcase / heavy / carry
- 8 coffee / hot / drink

9

Complete the sentences with **too** or **enough** and the adjective in brackets.

- 1 A: Would you like to come to the disco?
B: Oh no. I'm ...*too tired*... to go to a disco. (tired)
- 2 A: Can you reach that top shelf?
B: No, I'm not to reach it. (tall)
- 3 A: Did they go on a picnic yesterday?
B: No. It was to go on a picnic. (cold)
- 4 A: Did Jane enjoy the horror film?
B: No. She was to enjoy it. (scared)
- 5 A: Does Tom go to school?
B: No. He isn't to go to school yet. (old)
- 6 A: Will you go to London by bus?
B: No. The bus is I'll take the train. (slow)
- 7 A: Did she like the dress you bought?
B: Yes, but it was (big)
- 8 A: Take a photograph of me!
B: I can't. It isn't in here. (bright)

10

Rewrite the sentences using **too**.

- 1 This music is so slow that I can't dance to it.
...*This music is too slow for me to dance to.*.....
- 2 The bird is so weak that it can't fly.
.....
- 3 She's so busy that she can't come out with us.
.....
- 4 The car was so expensive that he couldn't buy it.
.....
- 5 These shoes are so small that they don't fit me.
.....
- 6 The book is so boring that she can't read it.
.....
- 7 I was so tired that I couldn't keep my eyes open.
.....
- 8 The coffee was so strong that he couldn't drink it.
.....

The -ing form



Windsurfing is a popular summer sport. A lot of young people spend hours windsurfing.

The -ing form is used:

- ◆ as a noun. e.g. *Swimming keeps you fit.*
- ◆ after prepositions. e.g. *He left without saying goodbye.*
- ◆ after *love, like, enjoy, dislike, hate* and *prefer* to express general preference. e.g. *She likes going for long walks.*
- ◆ after certain verbs (*consider, avoid, deny, look forward to, confess to, fancy, involve, mention, risk, spend, mind, regret, admit, suggest, imagine, etc.*). e.g. *Jessica spent all day shopping.*
- ◆ after *go* for activities. e.g. *They often go climbing at the weekends.*
- ◆ after: *it's no use, it's (not) worth, it's no good, be busy, what's the use of ...?, there's no point in, can't help, can't stand, be/get used to, have difficulty (in).* e.g. *It's no use waiting for the bus. It won't come.*

- ◆ after the verbs *see, hear, feel, watch, listen to* and *notice* to describe an incomplete action, that is to say that somebody saw, heard, etc. only a part of the action.

e.g. *I heard Jack talking on the phone.*

(= *I heard Jack while he was talking on the phone. I heard part of the action in progress.*)

I didn't listen to the whole conversation.)

- But:** *see, hear, feel, watch, listen to, notice* + bare infinitive describe a complete action, something that somebody saw, heard, etc. from beginning to end.

e.g. *I heard Jack talk on the phone.* (= *I heard the whole conversation from beginning to end.*)

Verbs taking the to -infinitive or the -ing form without a change in meaning

- ◆ **begin, start, continue**

We never have two -ing forms together.

e.g. *They started talking/to talk.*

But: *It's beginning to get dark.*

(NOT: ~~*It's beginning getting dark.*~~)

- ◆ **advise, allow, permit, recommend, encourage** take the to-infinitive when they are followed by an object or when they are in the passive form. They take the -ing form when they are not followed by an object.

e.g. *They don't allow us to park here.* (object)

We aren't allowed to park here. (passive)

They don't allow parking here. (no object)

- ◆ **need/require/want + -ing form**

This construction often shows that it is necessary to repair or improve something. 'Need' can also be followed by a passive infinitive.

e.g. *The flat needs decorating.*

The flat needs to be decorated.



In pairs, ask and answer questions using the prompts below, as in the example.

SA: *Why does Sarah giggle so much?*

SB: *Well, she doesn't enjoy giggling, she just can't help doing it.*

- 1 Sarah / giggle so much?
- 2 you / always chew your pen?
- 3 he / blush all the time?
- 4 she / bite her nails?
- 5 you / shout at the children?

Infinitive - Too/Enough - The -ing form - Participles

12

Underline the correct preposition and fill in the gaps with the -ing form of the verb in brackets.

- 1 He is ill. He is complaining **with/about** ...*having*... (have) a headache.
- 2 Marcus went out instead **for/of** (do) his homework.
- 3 Tracy was very excited **with/about** (go) to the party.
- 4 I hope you have a good excuse **of/for** (be) so late.
- 5 Sam is interested **in/for** (take up) French lessons.
- 6 You can't stop him **to/from** (take) the job if he wants to.
- 7 Susie ran because she was worried **about/of** (miss) the bus.
- 8 Thank you **to/for** (help) me with my homework.
- 9 She felt tired because she wasn't used **to/with** (work) so hard.
- 10 His boss blamed him **for/of** (lose) the deal.
- 11 I am in charge **in/of** (make) the Christmas deliveries.
- 12 We are thinking **of/from** (buy) a new car next month.
- 13 Sandra apologised **for/about** (ruin) the performance.
- 14 Ian was talking **with/about** (open) a shop in York.

13

Put the verbs in brackets into the correct infinitive form or the -ing form.

- 1 It's no use ...*talking*... (talk) to Bob; he won't change his mind.
- 2 She will (return) the books next weekend.
- 3 It was good of you (help) me fix my bicycle.
- 4 The man suggested (call) the police in, to investigate.
- 5 I can't get used to (live) in such a hot country.
- 6 He admitted (rob) the bank.
- 7 You had better (hurry), or you'll be late for work.
- 8 They refused (give) me my money back.
- 9 She is too short (become) a fashion model.
- 10 My parents let me (stay) up late at weekends.

- 11 Our teacher makes us (do) homework every evening.
- 12 The kitchen windows need (clean).
- 13 They have begun (make) preparations for the party.
- 14 He advised her (speak) to her boss.
- 15 I dislike (go) to the theatre alone.
- 16 Mr Roberts was seen (leave) his house at 12:15 last night.
- 17 My sister can't stand (watch) horror films. She gets terribly scared.
- 18 Can you imagine (spend) your holidays on the moon?
- 19 There's no point in (call) again. There's no one at home.
- 20 I don't allow people (smoke) in my house.
- 21 It was silly of you (forget) to lock the door.
- 22 He risks (lose) his wallet when he leaves it on his desk.

14

Put the verbs in brackets into the correct infinitive form or the -ing form.

- 1 A: Is Anne in the room?
B: Yes. I can see her ...*dancing*... (dance) with her husband over there.
- 2 A: Did you see the robber?
B: Yes. I saw him (get) into the car and drive away.
- 3 A: Is John here today?
B: Yes. I heard him (talk) on the phone as I walked past his office.
- 4 A: Colin is good at speaking in public, isn't he?
B: Yes. I heard him (make) a speech last month. It was excellent.
- 5 A: I walked past the sports centre today.
B: So did I, and I stopped for a moment to watch some boys (play) football.
- 6 A: Your hair looks great today.
B: Thanks. I watched the hairdresser (dry) it so I could learn how to do it myself.
- 7 A: That's a music school, isn't it?
B: That's right. I often hear the students (sing) as I walk past.
- 8 A: Did you stay until the end of the contest?
B: Yes. I listened to the chairman (announce) the results before I went home.
- 9 A: How do you know Tim is at home?
B: I saw him (cut) the grass as I was driving home.
- 10 A: How do you know that man stole the watch?
B: I saw him (put) it in his pocket and leave the shop without paying.

UNIT 4

Infinitive - Too/Enough - The -ing form - Participles

Verbs taking the to -infinitive or the -ing form with a change in meaning

- ◆ **forget + to - inf = not remember**
e.g. *I'm sorry, I forgot to call you.*
forget + -ing form = not recall
e.g. *I'll never forget winning my first gold medal.*
- ◆ **remember + to - inf = not forget**
e.g. *Remember to call Jack tonight.*
remember + -ing form = recall
e.g. *I don't remember seeing you here before.*
- ◆ **go on + to - inf = then**
e.g. *He welcomed us and went on to offer us some drinks.*
go on + -ing form = continue
e.g. *They went on talking for hours.*
- ◆ **mean + to - inf = intend to**
e.g. *She means to open her own shop.*
mean + -ing form = involve
e.g. *Being a pilot means travelling a lot.*
- ◆ **regret + to - inf = be sorry to**
e.g. *I regret to inform you that you have failed the exam.*
regret + -ing form = feel sorry about
e.g. *I regret making that mistake; I lost my job.*
- ◆ **try + to - inf = attempt, do one's best**
e.g. *He tried to win the race.*
try + -ing form = do sth as an experiment
e.g. *Try exercising, you may lose weight.*
- ◆ **stop + to - inf = stop briefly to do sth else**
e.g. *He stopped to drink some tea and then continued working.*
stop + -ing form = finish, give up
e.g. *He stopped eating junk food because it is unhealthy.*
- ◆ **be sorry + to - inf = apologise for a present action**
e.g. *I'm sorry to interrupt, but can I ask you a question?*
be sorry for + -ing form = apologise for an earlier action
e.g. *I'm sorry for shouting at you.*

- ◆ **like + to - inf = think that sth is good or right to do**
e.g. *I like to exercise every day.*
like + -ing form = enjoy (general preference)
e.g. *She likes swimming.*
would like + to - inf = want (specific preference)
e.g. *I would like to see this film.*
- ◆ **be afraid + to - inf (the subject is unwilling to do sth)**
e.g. *He is afraid to take the test in case he fails again.*
be afraid of + -ing form = (the subject is afraid that what is described by the -ing form may happen)
e.g. *She doesn't want to ride the horse.*
She is afraid of falling and hurting herself.

15

Put the verbs in brackets into the correct infinitive form or the -ing form.

- 1 I'll never forget ...*sailing*... (sail) down the Danube on that warm spring night last year.
- 2 Please don't forget (pay) the bill.
- 3 John said he remembers (buy) the newspaper, but now he can't find it.
- 4 Did you remember (post) my letters today?
- 5 Gloria regrets (shout) at her sister.
- 6 I regret (inform) you that we cannot give you your money back.
- 7 The students went on (write) for another hour.
- 8 After cleaning the windows, he went on (wash) the car.
- 9 We are sorry (announce) that the 7:15 train to Liverpool has been cancelled.
- 10 I'm sorry for (miss) your birthday party; I'll make it up to you.
- 11 She stopped (go) to the gym after she had got back into shape.
- 12 They stopped (have) a rest before they continued their journey.
- 13 They tried (open) the door, but it was stuck.
- 14 You should try (make) your own clothes. It's much cheaper.
- 15 I'm sorry. I didn't mean (break) your vase.
- 16 Being a teacher means (correct) a lot of homework.
- 17 I like (tidy) my room at weekends because I don't have time during the week.
- 18 They like (play) in the sea on hot days.

Infinitive - Too/Enough - The -ing form - Participles

16

Put the verbs in brackets into the correct infinitive form or the -ing form.

My neighbour, Mr Mason, loves 1) ...*spending*... (spend) time in his garden. He would rather 2) (work) outside than stay indoors, even when it is snowing! Early in the morning, you can 3) (see) Mr Mason 4) (eat) breakfast in his garden, and late at night he is there again, with a cup of cocoa in his hand. I'd like 5) (help) sometimes when there is lots of work to do, but Mr Mason prefers 6) (do) everything himself. He doesn't mind 7) (get) cold and wet in the winter, and his wife says it's no use 8) (try) to make him wear a waterproof jacket because he hates 9) (wear) them! Mr Mason says he will go on 10) (garden) until he is too old 11) (do) it!



17

Put the verbs in brackets into the correct infinitive form or the -ing form.

- I don't know what 1) ...*to do*... (do) at the weekend. I fancy 2) (go) to the cinema, but none of my friends enjoy 3) (watch) films very much.
- Paul had his driving test today. He tried 1) (not/make) any mistakes, but he failed. He expects 2) (pass) the test the next time he takes it.
- Tom often goes 1) (walk) at the weekends. He doesn't like 2) (take) anyone with him because he prefers 3) (be) alone while he walks.
- We had better 1) (hurry) home tonight because our parents have promised 2) (take) us out for dinner. I don't know why they want 3) (eat) out, but we must 4) (arrive) home on time.
- James is rich and can afford 1) (buy) expensive things. He is always willing 2) (lend) money to people who need it, because he enjoys 3) (help) others.
- My parents let me 1) (stay) at my friend's house last weekend. They agreed 2) (take) me in the car and they made me 3) (promise) to behave myself. It was a great weekend!

18

Put the verbs in brackets into the correct infinitive form or the -ing form.

Dear Jessica,

How are you? I'm busy 1) ...*studying*... (study) for my exam which is next week, but I've decided 2) (take) a break and 3) (write) you a letter. 4) (read) so many notes and 5) (learn) so many facts is making me very tired. I can't wait 6) (finish) my course! Then, I can start 7) (look) for a good job.

Sophie started her new job last month. 8) (work) at the hospital suits her – she loves 9) (look) after people. She hopes 10) (stay) in this job for a couple of years and then she intends 11) (try) for a promotion.

By the way, how are you getting on now that you are a manager? I forgot 12) (congratulate) you when I saw you.

Anyway, I've got to go now. Write soon and tell me all your news, won't you?

Best Wishes,
Maggie

19

Complete the sentences, as in the example.

- John said, 'I didn't take the money.'
John denied ...*taking*... the money.
- 'I broke the window,' said Gary.
Gary confessed to the window.
- 'Yes, I'll look after your dog for you,' said Anne.
Anne agreed after my dog.
- Alice said, 'I hate travelling by bus.'
Alice complained about by bus.
- The boss said to the employees, 'You have until 5 o'clock to finish the reports.'
The boss expects his employees the reports by 5 o'clock.
- My father said to me, 'Don't come home late,' but I didn't listen.
My father warned me about home late, but I didn't listen.
- 'You can all go home early,' said the professor.
The professor allowed us home early.
- The coach said to the players, 'Don't let the ball out of your sight.'
The coach ordered the players the ball out of their sight.

UNIT 4

Infinitive - Too/Enough - The -ing form - Participles

20

Put the verbs in brackets into the correct infinitive form or the -ing form.

- S: Good afternoon, madam. Can I 1) ...*help*... (help) you?
 W: Yes, please. I want 2) (buy) a new washing machine.
 S: I see. How much money would you like 3) (spend)?
 W: I don't want anything too expensive.
 S: Alright then, I can 4) (show) you this model over here. It's reliable, and it doesn't cost too much money.
 W: Is it very difficult 5) (use)?
 S: Not at all, but you must 6) (read) the instruction manual before you try to turn it on.
 W: Oh, I always have difficulty in 7) (understand) manuals. Could you 8) (explain) how the machine works?
 S: Certainly. You'll soon learn how 9) (operate) it. It's very simple.
 W: That's good, because, as a working mother, I don't have much time to spare for things like this.
 S: Don't worry, madam. First, you must 10) (put) the clothes in the machine

21

Choose the correct answer.

- 'Welcome home.'
'Thanks. It's very nice ..*A*... back.'
A to be B be C to being
- '..... is good for your health.'
'I know, but I don't enjoy it.'
A To have exercised B Exercising
C To exercising
- 'You have to home early tonight.'
'I will.'
A be coming B come C coming
- 'Do you watch TV very often?'
'No. I consider it a waste of time.'
A to be B being C is
- 'Did you enjoy the play?'
'Yes. Were you involved in the scenery?'
A make B to make C making
- 'Does your son study very much?'
'No, he spends his time television.'
A to watch B watching C watch
- 'Did anyone help you with your homework?'
'No. I managed it by myself.'
A do B to do C doing
- 'Let's go out tonight.'
'I'd rather at home. I'm tired.'
A staying B to stay C stay

- 'Why did you go to the supermarket?'
'..... some flour.'
A To buy B Buy C Buying
- 'Do you know who to in the office?'
'Yes, Mrs Jacobs.'
A speaking B speak C to speak

IN OTHER WORDS

Study these examples. The second sentence has a similar meaning to the first sentence.

- Spending a lot of money on clothes is foolish.
to It is **foolish to spend** a lot of money on clothes.
- This car is too expensive for me to buy.
enough This car **is not cheap enough** for me to buy.
- The tea is so hot that I can't drink it.
too The tea is **too hot for me** to drink.
- The teacher made us learn the poem by heart.
made We **were made to learn** the poem by heart by the teacher.
- Eating is not allowed in the office.
eat Nobody **is allowed to eat** in the office.
- Your room needs cleaning.
cleaned Your room **needs to be cleaned**.

22

Complete each sentence with two to five words, including the word in bold.

- The jumper is so small that I can't wear it.
too The jumper is ...*too small for me*... to wear.
- Staring at people is rude.
to It is at people.
- Your hair needs cutting.
cut Your hair needs
- This house is too small for our family to live in.
enough This house for our family to live in.
- Father made me clean my room yesterday.
made I my room yesterday by Father.
- Pictures are not allowed to be taken inside the museum.
take Visitors pictures inside the museum.
- Speaking with your mouth full is bad manners.
to It is with your mouth full.
- The ground is so slippery that I can't walk on it.
too The ground to walk on.

Infinitive - Too/Enough - The -ing form - Participles

Participles

The participles are:

- a) present participles (playing, running, etc.),
- b) past participles (played, written, etc.) and
- c) perfect participles (having written, etc.).

◆ Present and past participles can be used as adjectives.

The **present participle (-ing)** describes what somebody or something is (it answers the question 'What kind?'). The **past participle (-ed)** describes how somebody feels (it answers the question 'How do you feel?').

e.g. *It's a very tiring job. (What kind of job? Tiring.)*
He's very tired. (How does he feel? Tired.)

Participles can also be used:

◆ to express time.

e.g. *After doing/having done her homework, she watched TV.*

Having done her homework, she watched TV.

(=After she had done her homework, she watched TV.)

He broke his arm (while) playing hockey.

(=He broke his arm while he was playing hockey.)

◆ to express reason.

e.g. *Being late, Adam took a taxi.*

(=Because he was late, Adam took a taxi.)

Having spent all her money, Pam asked for a loan.

(=Because she had spent all her money, Pam asked for a loan.)

◆ instead of a relative pronoun and full verb.

e.g. *The man standing at the door is my boss.*

(=The man who is standing at the door is my boss.)

The information presented in the article was invaluable.

(=The information which was presented in the article was invaluable.)

◆ instead of the past simple in narratives when we describe actions happening immediately one after the other.

e.g. *Seeing the shadow, he screamed.*

(=He saw the shadow and he screamed.)

◆ to avoid repeating the past continuous in the same sentence.

e.g. *She was climbing up a ladder carrying a bucket.*

(=She was climbing up a ladder and she was carrying a bucket.)

23

Underline the correct word.

- 1 A: Have you read that new book yet?
B: Only some of it. It's very **bored/boring**.
- 2 A: Did you enjoy your holiday?
B: Oh, yes. It was very **relaxed/relaxing**.
- 3 A: I'm going to a lecture tonight. Do you want to come?
B: No thanks. I'm not **interested/interesting** in the subject.
- 4 A: Did you hurt yourself when you fell?
B: No, but it was very **embarrassed/embarrassing**.
- 5 A: Shall I turn off the lights?
B: No. I'm **frightened/frightening** of the dark.
- 6 A: Was Mother upset when you broke her vase?
B: Not really, but she was very **annoyed/annoying**.
- 7 A: How do you feel today?
B: I still feel very **tired/tiring**.
- 8 A: I haven't seen Mr Green for several days.
B: Neither have I. It's a bit **worried/worrying**.

24

Rewrite the sentences using participles.

- 1 He was lying on the bed and he was reading a book.
...He was lying on the bed reading a book.....
- 2 Lisa took a deep breath and dived into the water.
.....
- 3 Jack burnt his finger while he was lighting a fire.
.....
- 4 After Ann had ironed the clothes, she put them away.
.....
- 5 Because he was cold, James turned on the heater.
.....
- 6 The photographs, which were taken at the reception, were blurred.
.....
- 7 Alison washed the paintbrushes before she painted the living room.
.....
- 8 She was sitting on the sofa and she was knitting a jumper.
.....
- 9 The girl who is sitting next to Alison is Vicky.
.....
- 10 Because he had forgotten to do the shopping, he ate out that night.
.....
- 11 Emma turned the key in the lock and opened the door.
.....

UNIT 4

Infinitive - Too/Enough - The -ing form - Participles

Prepositions

angry at/with sb for sth	polite to sb
annoyed with sb for sth	rude to sb
complain to sb about sb/sth	shout at sb
different to/from sb/sth	wait for sb/sth
differ from sb/sth	write to sb

25 Underline the correct preposition.

- Mary is always polite to/at her parents.
- Sam was told off for being rude at/to his teacher.
- The policemen shouted at/to the thieves who tried to run away.
- Jessica waited to/for the bus for an hour in the rain.
- Rosie is writing to/at her pen-friend.
- I am angry about/with Sue for taking my favourite shirt.
- He was annoyed with his brother in/for making so much noise.
- I'm going to complain to my boss with/about the lighting in the office.
- John's opinions differ to/from Anne's, so they argue a lot.
- The film is different from/at the book.

Phrasal Verbs

get away:	escape
get on:	1) make progress (also get along) 2) enter a bus, train, etc. (opp. get off)
get on with sb:	have a friendly relationship with sb; get along with sb
get through:	1) reach sb by telephone 2) manage to finish sth

26 Fill in the gaps with the correct phrasal verb.

- I ...get on... very well ...with... my new neighbours. (get along with)
- I tried to all morning but the phone was engaged. (reach sb by telephone)
- I'll go home early tonight if I all my work. (manage to finish)
- Tom the bus outside the cinema. (entered)
- The police chased the thieves but they managed to (escape)

Revision Box

27 Choose the correct answer.

- 'Do you like going to the cinema?'
'Yes. I usually ...B... at least once a month.'
A am going B go C have gone
- 'You look serious.'
'Yes. I to solve a difficult problem.'
A have tried B try C am trying
- 'Would you like to go out tonight?'
'Not really. I'm exhausted. I hard all day.'
A have worked B am working
C have been working
- 'When are you going to buy a new car?'
'Well, I two that I like, but I can't decide which one to buy.'
A have been seeing B have seen
C see
- 'Does Stuart often go sailing in the winter?'
'He'
A does seldom B seldom does
C doesn't seldom
- 'Does Peter know how to drive?'
'Of course. He for years, now.'
A has driven B is driving
C has been driving
- 'Has Sarah moved out of her parents' house yet?'
'Oh, yes. She in a flat in town now.'
A has lived B has been living C lives
- 'Do you have breakfast in the morning?'
'No, I'
A do never B never do C don't never
- 'When are you seeing Paul next?'
'We to meet next Tuesday.'
A have been arranging B arrange
C have arranged
- 'Is there a supermarket in your town?'
'Yes. There one here for quite a while.'
A is being B has been C is
- 'Have you done your homework yet?'
'Yes. I always it before dinner.'
A am doing B have done C do
- 'Where is Bob?'
'He Jimmy to the park.'
A has been taking B has taken C takes

Revision Box

28 Put the verbs in brackets into the correct tense.

Last night, a bomb 1) ...*exploded*... (explode) outside the main branch of the Trusty Bank in Barton. The police 2) (receive) an anonymous phone call minutes before the explosion. The bomb squad 3) (drive) to the bank when the bomb 4) (go off). There 5) (be) no one inside the bank, but a security guard 6) (sit) at the car park entrance. He suffered minor injuries from pieces of broken glass. Late last night, police officers 7) (still/search) the scene for evidence and they 8) (question) the people living in the area. The security guard 9) (recover) from his injuries in hospital. No one 10) (yet/claim) responsibility for the blast.

29 Choose the correct answer.

- 1 She ...**A**... the door when she heard the phone ring.
A had just locked B is locking C locks
- 2 They for hours when they stopped to have lunch.
A were working B had been working C worked
- 3 I for two hours by 12 o'clock.
A will have been reading B will have read C am reading
- 4 He the letter as soon as it arrived.
A had opened B opened C had been opening
- 5 Sarah dinner when she burnt her finger.
A was cooking B cooks C is cooking
- 6 Philip his dinner by the time we get home.
A had been having B will have had C will have
- 7 The people for an hour before the rescuers came.
A had been waiting B waited C are waiting
- 8 Emily her lunch already, even though it's only 10 o'clock.
A has eaten B was eating C ate
- 9 Tom his homework ever since he got home from school.
A has been doing B is doing C does
- 10 My parents to bed by the time I got home.
A are going B had been going C had gone

ORAL Activity

Edith Grant is an advertising executive. She was recently interviewed about her life. Look at the reporter's notes and make sentences, as in the example.

e.g. *Edith is busy planning a new campaign for a food company these days.*



- be busy / plan / a new campaign for a food company these days
- spend / hours / try out / new ideas
- enjoy / work / with young people as they are very imaginative
- find it difficult / combine business and family life
- can't stand / travel / abroad on business
- would like / see / more older people in commercials
- hope / win / award for her work at the next advertising awards ceremony
- want / go on / work for a number of years

WRITING Activity

Jason Watson is the reporter who interviewed Edith Grant. He's written an article about her. Look at the Oral Activity again and complete his article.

LOCAL SUCCESS STORY Advertising executive Edith Grant started with a very small business. Now, she has to organise her time very carefully. She is busy planning a new campaign for a food company these days.

.....

.....

.....

.....

.....

.....

Revision 1 (Units 1 - 4)

1

Choose the correct answer.

- 1 The problem of pollution ...*C*... worse these days.
A will get B got C is getting
- 2 This time yesterday we in the sea.
A swam B are swimming C were swimming
- 3 the housework, Maggie sat down to rest.
A Doing B Having done C Done
- 4 Doris in that office since April.
A has been working B works C is working
- 5 He was hot because he in the sun.
A sat B had been sitting C is sitting
- 6 I to you as soon as I get home.
A wrote B have written C will write
- 7 Paul abroad once a month on business.
A travels B is travelling C travel
- 8 They a lot of animals at the zoo last weekend.
A see B saw C are seeing
- 9 some spare time, Tom went for a walk.
A Having B Have C To have
- 10 It's no use the door. It's locked.
A push B to push C pushing
- 11 The lawyer advised us the money immediately.
A pay B paying C to pay
- 12 Karen suggested a new car.
A buy B buying C to buy
- 13 It's very cold in here. I the heating on.
A put B had put C will put
- 14 We expect everyone to the meeting.
A come B to come C coming
- 15 She was lying on her bed about the party.
A thinking B to think C think
- 16 They are considering another shop next year.
A open B opening C to open
- 17 This time next month I in a new house.
A will live B am living C will be living
- 18 The match at two o'clock tomorrow afternoon.
A start B has started C starts
- 19 She claims Brad Pitt last year.
A to meet B to have met C have met
- 20 Samantha is starting a new job tomorrow. She forward to it.
A is looking B looks C look
- 21 He to work when the accident happened.
A is driving B was driving C drove
- 22 They were happy to hear they a prize.
A win B had won C were winning
- 23 They together for five years.
A work B are working C have worked
- 24 I think James us tomorrow.
A has visited B visit C will visit
- 25 is my favourite form of exercise.
A Jogging B Jog C To jog
- 26 The boys avoided through the dark forest.
A walking B to walk C walk
- 27 Mary seems a fight with Jack again.
A have had B to have C to have had
- 28 They don't allow in the examination room.
A talking B talk C to talk
- 29 Peter forty years old in January.
A be B will be C has been
- 30 I you a new coat next winter.
A have bought B will buy C bought
- 31 The whole class studied hard, so they all their exams.
A are passing B pass C passed
- 32 I James tonight. We have arranged it.
A see B 'm seeing C saw
- 33 The boss has decided a bigger office.
A to rent B renting C rent
- 34 You had better your umbrella with you today.
A taking B to take C take
- 35 They for half an hour when the doctor came.
A have waited B had been waiting C wait
- 36 I think my sister a dancer one day.
A become B is becoming C will become
- 37 Look at the sunshine! It a beautiful day.
A is going to be B is being C be

2

Put the verbs in brackets into the correct tense.

- A Last month, Julie 1) *went* (go) on holiday to France with her husband, Rob. They 2) (stay) in a small country hotel. They 3) (have) such a wonderful time that they 4) (already/decide) to go back again next year. Julie 5) (look forward) to it.
- B Yesterday, while I 1) (shop), I 2) (leave) my purse in the supermarket. I really thought I 3) (put) it in my bag because I 4) (be) always careful. Luckily, a man found my purse while he was doing his shopping and 5) (give) it back to me. I must try to be more careful in future.

3

Underline the correct item.

- 1 Everyone enjoys **to go/go/going** on holiday.
- 2 You must **eating/to eat/eat** lots of fresh vegetables.
- 3 I would rather **learn/learning/to learn** French than Spanish.
- 4 He is tired of **to work/working/work** in that office.
- 5 I have decided **to have/having/have** a party next weekend.
- 6 We managed **repair/repairing/to repair** the roof.
- 7 He advised me **wear/wearing/to wear** warm clothes.
- 8 They denied **breaking/to break/break** the window.
- 9 My parents let me **to use/use/using** their car.
- 10 They refused **to give/give/giving** him any more money.

4

Underline the correct preposition.

- 1 Tom wants to concentrate **in/on** his medical studies.
- 2 Lots of children are afraid **to/of** the dark.
- 3 That wardrobe belongs **to/at** my husband's family.
- 4 The jar was full **of/with** shells I'd collected at the beach.
- 5 They got **in/to** the office in time for the meeting.
- 6 James is waiting **from/for** his mother.
- 7 That man comes **from/to** Canada.
- 8 Karen writes **with/to** her family regularly.
- 9 You must be polite **at/to** the elderly.
- 10 My teacher is married **to/with** a doctor.
- 11 I'm not interested **for/in** sports.
- 12 I like to listen **at/to** the radio in the mornings.

5

Fill in the gaps with the correct particle from the list.

into, up, on, through, out, down

- 1 School breaks ...**up**... for the summer next week.
- 2 War broke in the country, but it didn't last long.
- 3 I've got so much work to get that I can't leave early today.
- 4 Doctors are carrying tests to find out what is wrong.
- 5 Our car broke yesterday morning.
- 6 Someone broke my neighbour's house last night.
- 7 He gets the school bus outside his house.
- 8 While they were talking, I carried with my work.
- 9 David was brought in the countryside, as his parents were farmers.

- 10 I tried to call the company, but I couldn't get
- 11 Caroline gets very well with all my friends.
- 12 My favourite author has just brought a new novel.

6

Complete each sentence with two to five words, including the word in bold.

- 1 I've never read such an interesting book.
ever It's the most ...*interesting book I've ever*... read.
- 2 That bag is too heavy for her to lift.
enough That bag isn't for her to lift.
- 3 I haven't finished painting the house yet.
still I the house.
- 4 Our teacher made us do the test again.
made We the test again by our teacher.
- 5 It's a long time since they last went out.
have They for a long time.
- 6 When did Pauline leave home?
since How long Pauline left home?
- 7 They didn't begin eating until everyone had arrived.
before They waited until everyone eating.
- 8 They haven't finished reading the book yet.
still They the book.
- 9 She's never eaten pizza before.
first It's the eaten pizza.
- 10 I haven't seen Melanie for three years.
time The last was three years ago.
- 11 That shelf is so high that I can't reach it.
too That shelf to reach.
- 12 When did they join the company?
ago How long the company?
- 13 It was the first time she had been to Europe.
never She to Europe before.
- 14 Going out in the snow without a coat is foolish.
to It is in the snow without a coat.
- 15 Your room needs tidying.
tidied Your room needs

UNIT 5

Modal Verbs

The verbs **must, can, could, may, might, will, would, shall, should** and **ought (to)** are *modal verbs*. They express meanings such as obligation, necessity, certainty, ability, possibility, lack of necessity, offers, suggestions, requests, logical assumptions, permission, prohibition, advice and criticism.

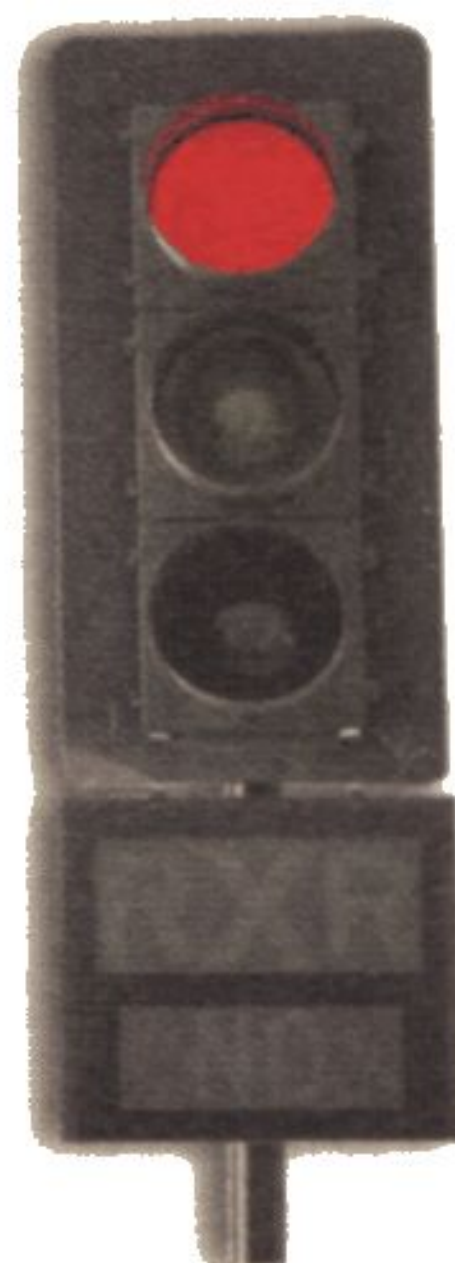
Modal verbs:

- ◆ do not take an **-s, -ing** or **-ed** suffix. e.g. *She must study.* (NOT: ~~She musts study.~~)
- ◆ are followed by a **bare infinitive** except for **ought** which is followed by a **to - infinitive**. e.g. *He may be ill.* (NOT: ~~He may to be ill.~~) *She ought to listen to you.*
- ◆ go before the subject in questions and are followed by **not** in negations. e.g. *Can I talk to you?* *He couldn't speak.*
- ◆ do not usually have tenses. They can refer to the present or the future. e.g. *You can call now.* (present) *You can call tomorrow.* (future)

Must

- ◆ **obligation - necessity - duty**
must = It is your duty to do sth/you are obliged to do sth

You must stop when the traffic light is red. (= You are obliged to stop when the traffic light is red.)



- ◆ **prohibition**
mustn't/can't = It's forbidden to do sth/you are not allowed to do sth/it is against the rules / law

You mustn't/can't park here. (= You are not allowed to park here. It's against the law.)



- ◆ **strong advice**
must = I strongly advise you to do sth/

You must behave yourself at school.

(= You really should behave yourself at school, or you'll get into trouble.)



- ◆ **logical assumptions**
a) **positive logical assumptions**
must = I am sure/certain

b) For negative logical assumptions we usually use **can't**.



- a) They **must** be the boy's parents. (I'm sure they are the boy's parents.)
- b) They **can't** be the boy's grandparents. (I'm sure they are not the boy's grandparents.)

- ◆ **Must** can only be used to talk about the present or near future. We use **have to** when we need to use other tenses.

e.g. *He had to work late yesterday, so he didn't go to the party.*

present simple = *must/have to*
past simple = *had to*
present perfect = *have/has had to*
future simple = *must/will have to*

Must - Have to/ Have got to

- ◆ **must = it is necessary to do sth**
We use **must** when the speaker decides that something is necessary.



I must find a hotel to stay at tonight.

(The young man has made the decision himself.)

- ◆ **have to = it is necessary to do sth**
We use **have to** when somebody else other than the speaker has made the decision.

I have to wear a uniform at work.

(Somebody else has made the decision.)



Questions and negations with **have to** are formed with **do, does** or **did**.

- ◆ **Must** and **have to** have different meanings in questions.

Compare the following examples:



Must I do my homework now?

(The boy wants to know whether his mother insists on his doing his homework right away.)



Do I have to type these letters now?

(The secretary wants to know whether it is necessary for her to type the letters right away.)

- ◆ **Have got to** has the same meaning as **have to**, and it is usually used in everyday speech.
e.g. 'Sorry! I've got to go now. My bus leaves in a few minutes.'

Mustn't - Needn't/ Don't have to

- ◆ **mustn't = It is forbidden to do sth/you are not allowed to do sth**
We use **mustn't** to express prohibition.

*They mustn't play on the railway track.
(Playing on the railway track is forbidden.)*



- ◆ **needn't = It isn't necessary to do sth**
We use **needn't** to express lack of necessity. We can also use **don't/doesn't need to** or **don't/doesn't have to** for the same purpose.

The farmer needn't/doesn't need to/doesn't have to buy any eggs. (= It isn't necessary for the farmer to buy any eggs.)



1

Fill in the gaps with *mustn't* or *needn't/don't have to*.

- A: Shall I help you with your shopping?
B: No, you ...*needn't/don't have to*. I can manage by myself.
- A: You play football inside the house.
B: I'm sorry. I'll go outside.
- A: Do you want anything from the supermarket?
B: No, you get me anything today, thank you. I'm going out myself later.
- A: You be late for work tomorrow morning.
B: I know. I'll try to arrive early.
- A: You take these books out of the library.
B: I know. It's forbidden.
- A: Shall I make an appointment for you at the dentist's?
B: No, you I'll do it myself next week.

UNIT 5 Modal Verbs

2

Rephrase the following sentences using **must, mustn't, needn't, has to or doesn't have to**.

- 1 You aren't allowed to park your car in the college car park.
...You mustn't park your car in the college car park....
- 2 I strongly advise you to speak to your parents about your decision.
- 3 It isn't necessary for Emma to attend tomorrow's staff meeting.
- 4 Jack is obliged to wear a suit and a tie at work because the manager says so.
- 5 I'm sure Antonio is from Milan.
- 6 It's necessary for Roger to find a job soon.
.....
- 7 It's forbidden to use mobile phones inside the hospital.
.....
- 8 Susan is obliged to work overtime because her boss says so.

Didn't need to - Needn't have done

lack of necessity

◆ **didn't need to + infinitive = it was not necessary to do sth**

It shows that an action did not happen in the past because we knew it was not necessary.

*They didn't need to cut any more wood.
(=It wasn't necessary for them to cut any more wood, so they didn't).*



◆ **needn't have + past participle = it was not necessary to do sth, but it was done**

It shows that an action happened in the past, even though it was not necessary.

You needn't have bought me a gift.

(= It wasn't necessary for him to buy her a gift, but he did.)



3

Rephrase the following sentences using **didn't need to or needn't have done**.

- 1 It wasn't necessary for him to wash the car. It wasn't dirty.
...He didn't need to wash the car.....
- 2 It wasn't necessary for her to buy so many oranges, but she did.
.....
- 3 It wasn't necessary for us to take an umbrella. It wasn't raining.
.....
- 4 It wasn't necessary for us to turn on the light. It wasn't dark.
.....
- 5 It wasn't necessary for him to call me today, but he did.
.....
- 6 It wasn't necessary for you to make sandwiches for me, but you did.
.....
- 7 It wasn't necessary for them to make reservations at the restaurant, but they did.
.....

4

Rewrite the sentences using the word in bold.

- 1 It isn't necessary for Mark to buy new clothes for the reception.
need *...Mark doesn't need to/needn't buy new clothes for the reception.....*
- 2 You aren't allowed to pick these flowers.
must
- 3 Sarah is obliged to type her compositions at university.
has
- 4 It wasn't necessary for Paula to make the beds.
need
- 5 It is your duty to obey the law.
must
- 6 It wasn't necessary for Bob to wait for me, but he did.
need
- 7 It is forbidden to throw litter on the beach.
must
- 8 I'm sure Ronald is at home.
must
- 9 It wasn't necessary for Alice to bake a cake for the party.
need
- 10 It wasn't necessary for George to stay at work late last night, but he did.
have

Can/Could

- ◆ **ability in the present**
can = I am able to

He **can** fly an aeroplane.



- ◆ **ability in the past**
could = used to be able to (past repeated action)

I **could** ski very well when I was young.



- ◆ **asking permission**
Can/Could/May/Might I ...? = Do you/Would you mind if ...?
We use these structures to ask permission to do something. **Could** and **may** are more polite than **can**. **Might** is formal.

a) (informal)

Can I go swimming?

No, you can't.



b) (more formal)

Could/May/Might I have a look at this report?

Certainly.



We normally reply with 'Certainly.'/'Of course.'/'Why not.'/'No, I'm afraid you can't.'

- ◆ **giving/refusing permission**
a) **can/may = you are allowed to do sth**
May is more formal than **can**.

- b) **can't/mustn't/may not = you are not allowed to do sth**
May not is formal and is usually used in written notices.

You **can't** see Kim tonight, but you **can** see her tomorrow if you like.

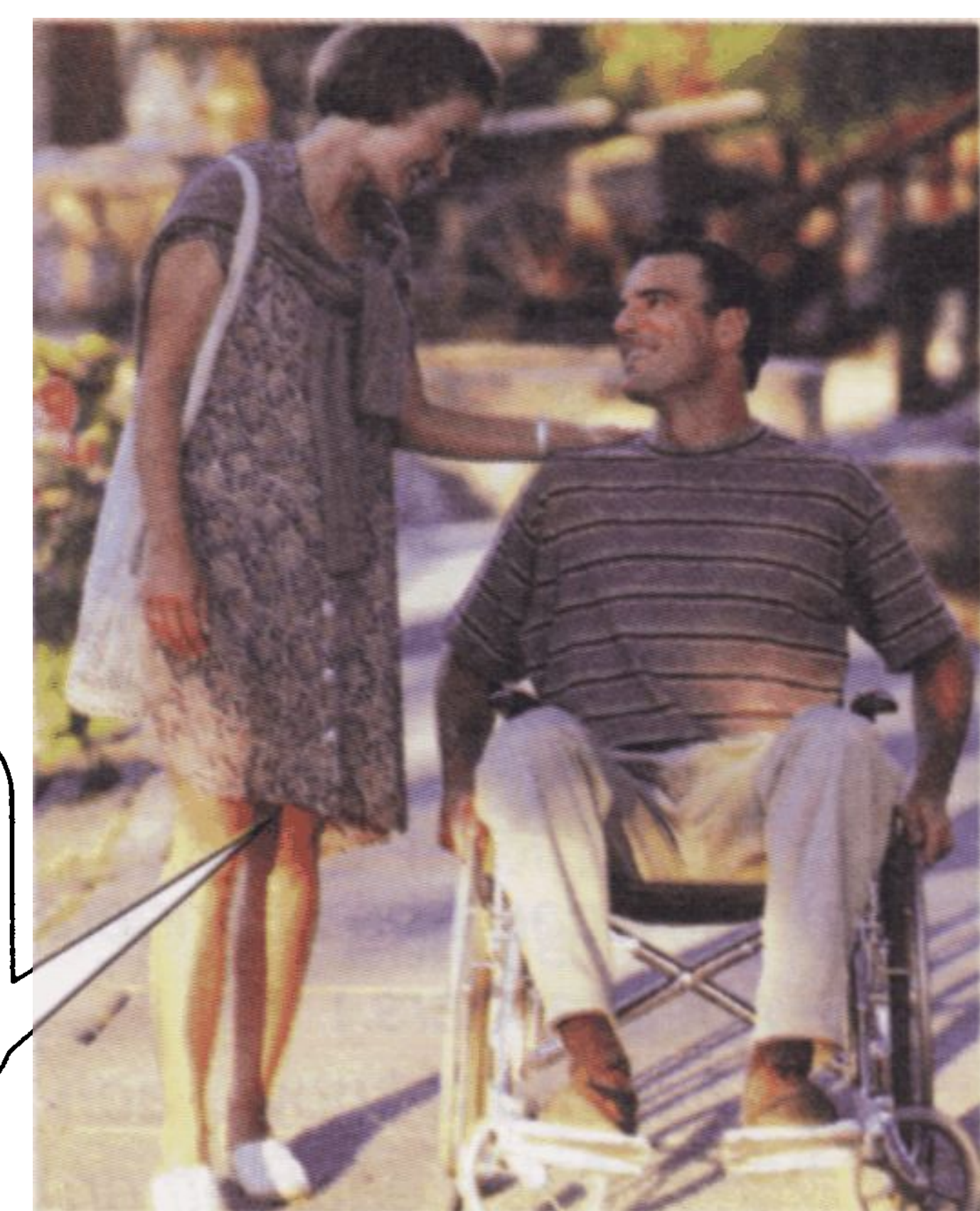


YOU MAY NOT LEAVE YOUR LUGGAGE HERE.



- ◆ **offers**
Can/Could/Shall I ...? = Would you like me to ...?
We use these structures when we offer to do something.

Can/Could/Shall I get you anything from the supermarket?



- ◆ **suggestions**
We can/could .../Shall we ...? = Let's .../How about ...?/What about ...?/Why don't we ...?

What shall we do tonight?

We **can/could** go to the cinema.

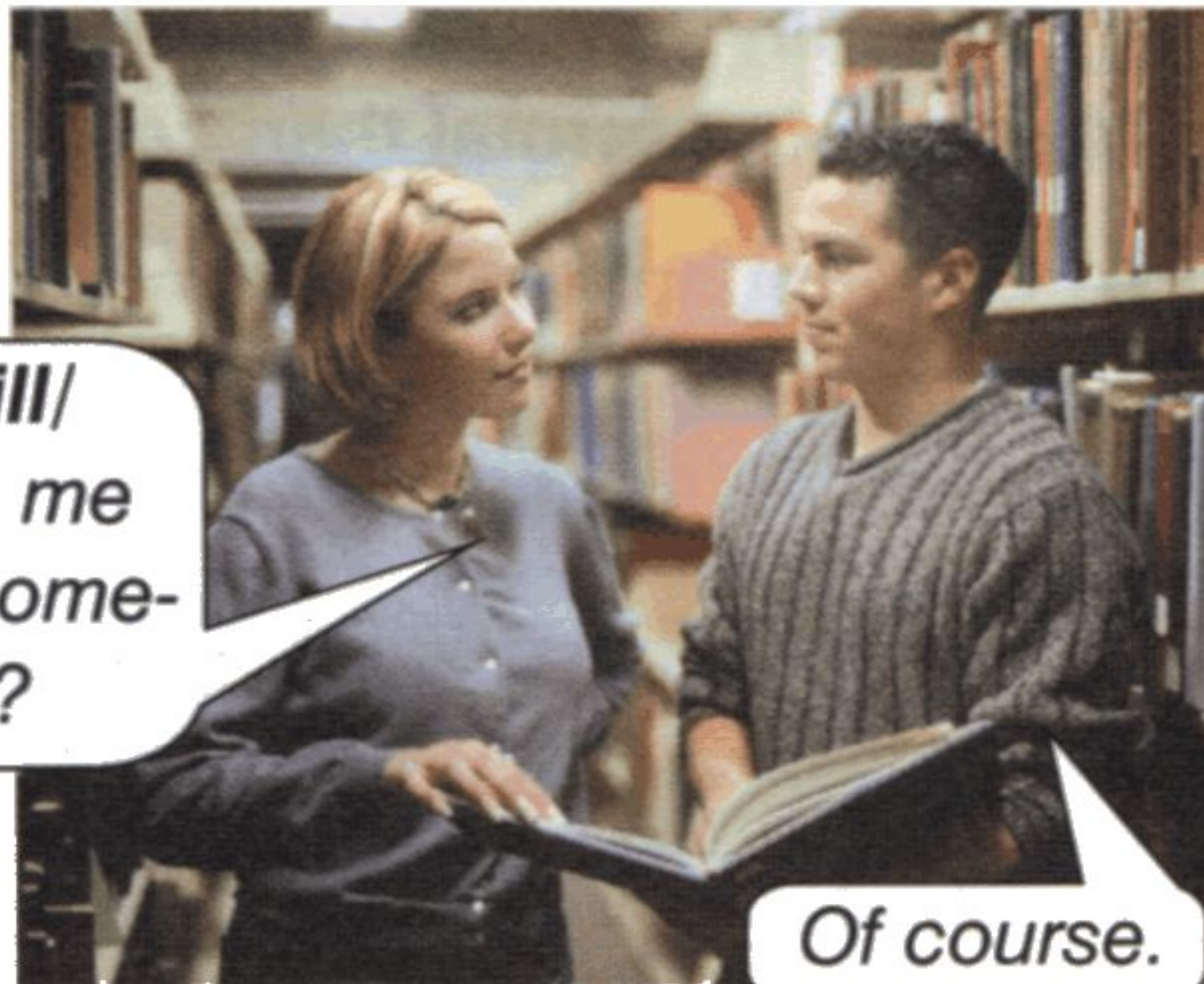


UNIT 5 Modal Verbs

◆ **requests**

Can/Could/Will/Would you ...?

We use these structures when we ask somebody to do something for us. *Would* and *could* are more polite than *can* and *will*.



Can/Could/Will/Would you help me with my French homework please?

Of course.

We normally reply with 'Certainly'/'Of course'/'I'm sorry, but I can't.'

◆ **negative logical assumptions**

can't = I'm sure/certain that sth isn't true/real, etc.

For positive logical assumptions we do not use *can't*; we use *must*.

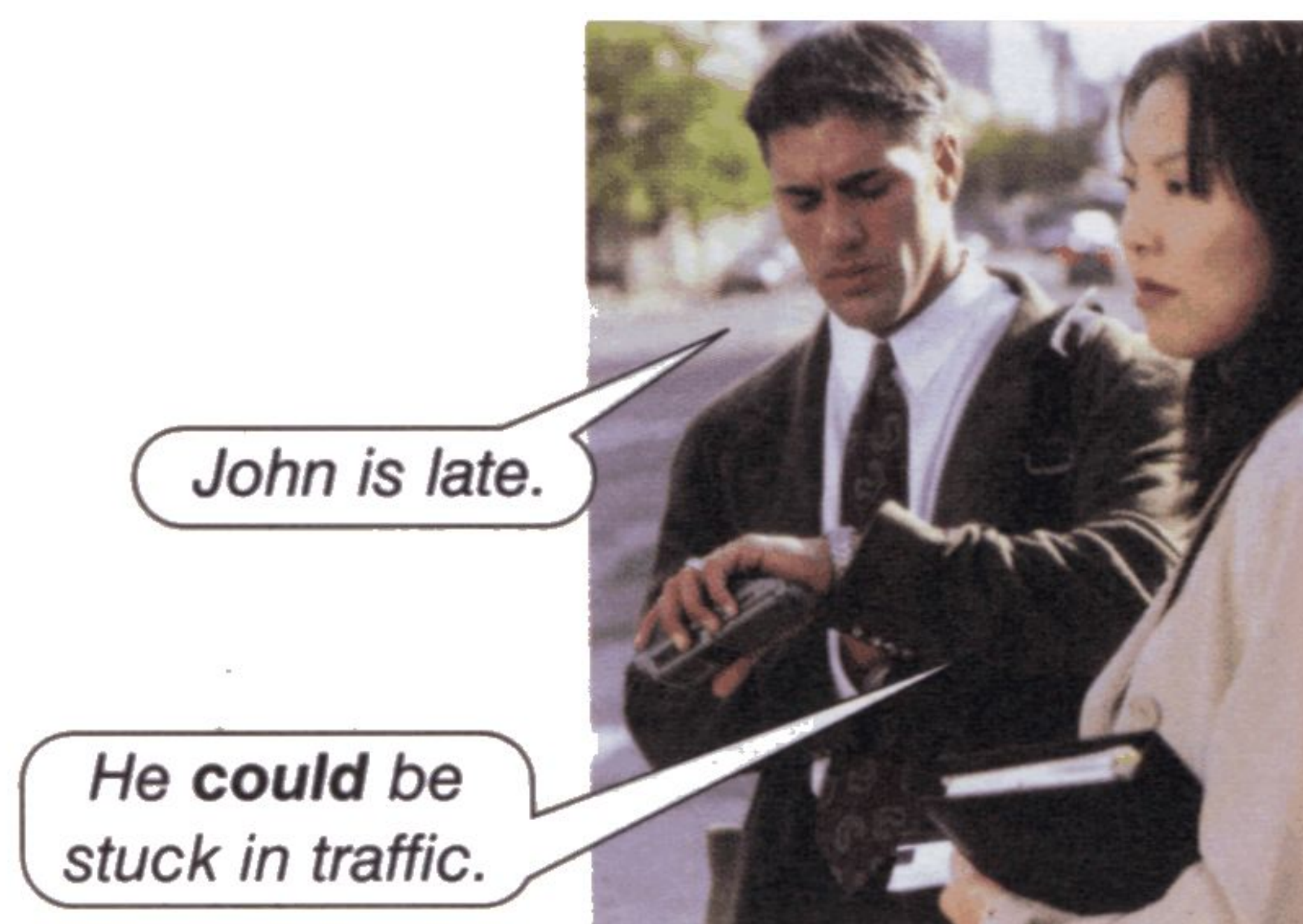


a) They **can't** be strangers. (= I'm sure they are not strangers.)

b) They **must** know each other. (= I'm certain they know each other.)

◆ **possibility**

a) **could/may/might + present infinitive = it is possible/it is likely/perhaps**



John is late.

He **could** be stuck in traffic.

b) **could/might + perfect infinitive = it was possible, but it didn't happen**



Yesterday, there was a terrible accident.

The driver **could have been** killed. (Luckily, he wasn't.)

◆ **Can** is used in the present. **Could** is the past tense of *can*. We use **be able to** to form all the other tenses.

e.g. I **will be able to** get a job when I finish school.

present simple: *can, am/is/are able to*

past simple: *could, was/were able to*

present perfect: *have/has been able to*

past perfect: *had been able to*

future simple: *will be able to*

future perfect: *will have been able to*

5

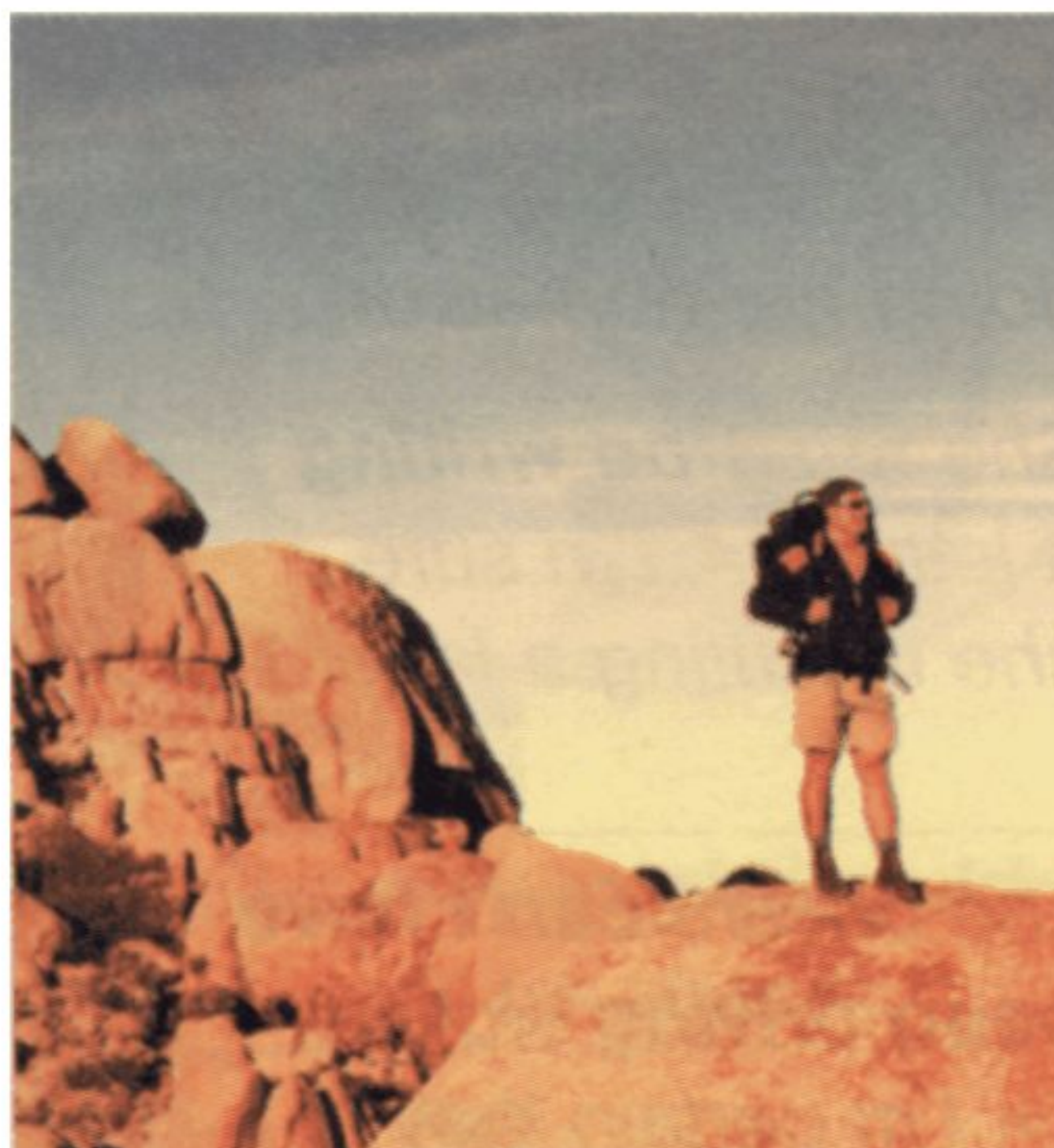
Fill in the gaps with an appropriate modal verb. Then, say what they express in each sentence.

- A: ...*May/Can/Could*... I borrow your pen, please?
The speaker is asking for permission.
B: No, you I'm using it.
- A: I'm bored. What shall we do?
B: We go for a walk.
A: No, we because it's raining.
B: Let's watch a video, then.
- A: My parents told me I go to the party tonight.
B: Never mind, I go either. We stay at home together, though.
- A: Sir, I speak to you for a moment, please?
B: Certainly, but later today; I'm busy now.
- A: Excuse me?
B: Yes?
A: you tell me where the post office is, please?
B: Certainly. It's on the main road, next to the school.
- A: Is anyone sitting on that chair?
B: No, you take it if you want to.

Could - Was able to

◆ **ability in the past**

We use **was/were able to** (=managed to do) to show that someone had the ability to do something in a particular situation in the past (past single action).



He **was able to climb** to the top of the mountain.
(= He managed to climb to the top of the mountain.)

◆ We use **could** to show that someone had the ability to do something repeatedly in the past (past repeated action).

e.g. He **could** run very fast when he was young.
(He had the ability to do this repeatedly in the past.)

◆ We use **could** rather than **was/were able to** with the verbs **see, hear, feel, smell, taste, understand, remember** and **guess**.

e.g. They **could see** the storm coming.
(NOT: ~~They were able to see...~~)

◆ We use the negative form **couldn't** for both cases.

e.g. My little sister **couldn't** wash herself when she was two. (past repeated action)
Mark tried, but he **couldn't** find out what was wrong with the computer. (past single action)

6 Choose the correct answer.

- 'Todd was a very talented child.'
'I know. He ...**B**... play the piano well when he was seven.'
A couldn't B could C can
- 'I've just taken a loaf out of the oven.'
'Oh, that's why I smell fresh bread when I came home.'
A was able to B can't C could
- 'How was the test?'
'Easy. All the children pass it.'
A were able to B could C can't
- 'What are you doing this summer?'
'I hope I'll go on holiday with my friends.'
A could B be able to C can

7 Rewrite the sentences using the words in bold.

- Do you mind if I leave the door open for a while?
can ...*Can I leave the door open for a while?*...
- You're obliged to take notes during the lecture.
have
- I'm sorry, but you aren't allowed to enter this room.
must
- Jack managed to unlock the door.
able
- It wasn't necessary for Ann to cook dinner, but she did.
need
- Let's play a game of chess.
could
- I'm certain Sarah is bored with her work.
must
- I strongly advise you to take up sport.
must
- I'm certain Liz isn't interested in your ideas.
can
- You may take the car tonight if you want.
can

8 Study the situations and respond to each one using an appropriate modal verb.

- You want to go on holiday with your friends this year. Ask your parents for **permission**.
...*Can I go on holiday with my friends this year?*...
- You are at a job interview. You type fast, you use computers and you speak two foreign languages. Tell the interviewer about your **abilities**.
.....
- Your brother is trying to decide what to buy your mother for her birthday. You **suggest** a box of chocolates.
.....
- Your jacket is dirty and you want to wear it next week. It is **necessary** to take it to the dry cleaner's.
.....
- You want to have a day off work next week. Ask for your boss' **permission**.
.....
- You are in the car with your uncle. It's hot and you want him to open the window. Make a **request**.
.....
- Your mother is going to the shops. She asks you if you want anything. You tell her it **isn't necessary** to get anything for you.
.....

UNIT 5

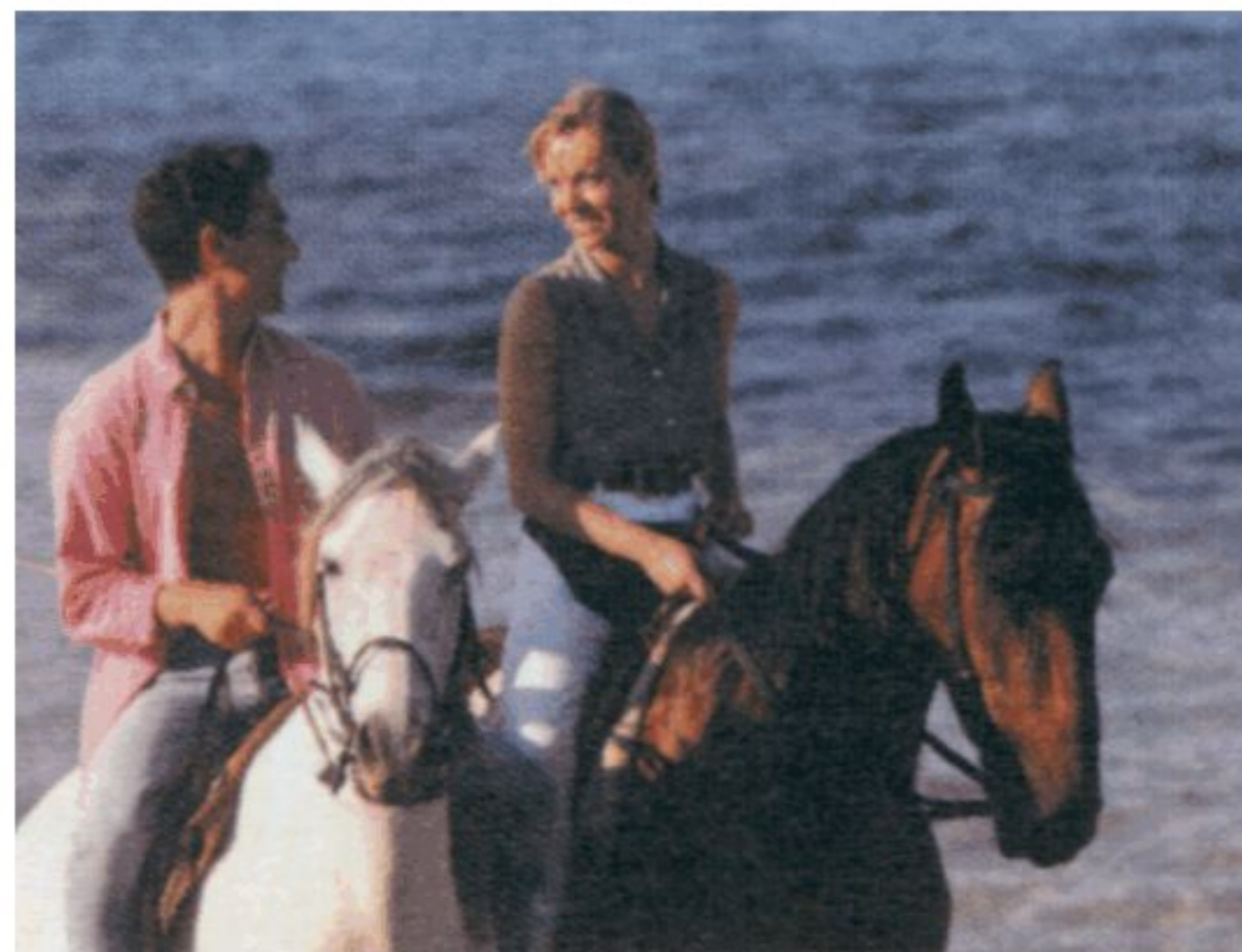
Modal Verbs

Must - Can't

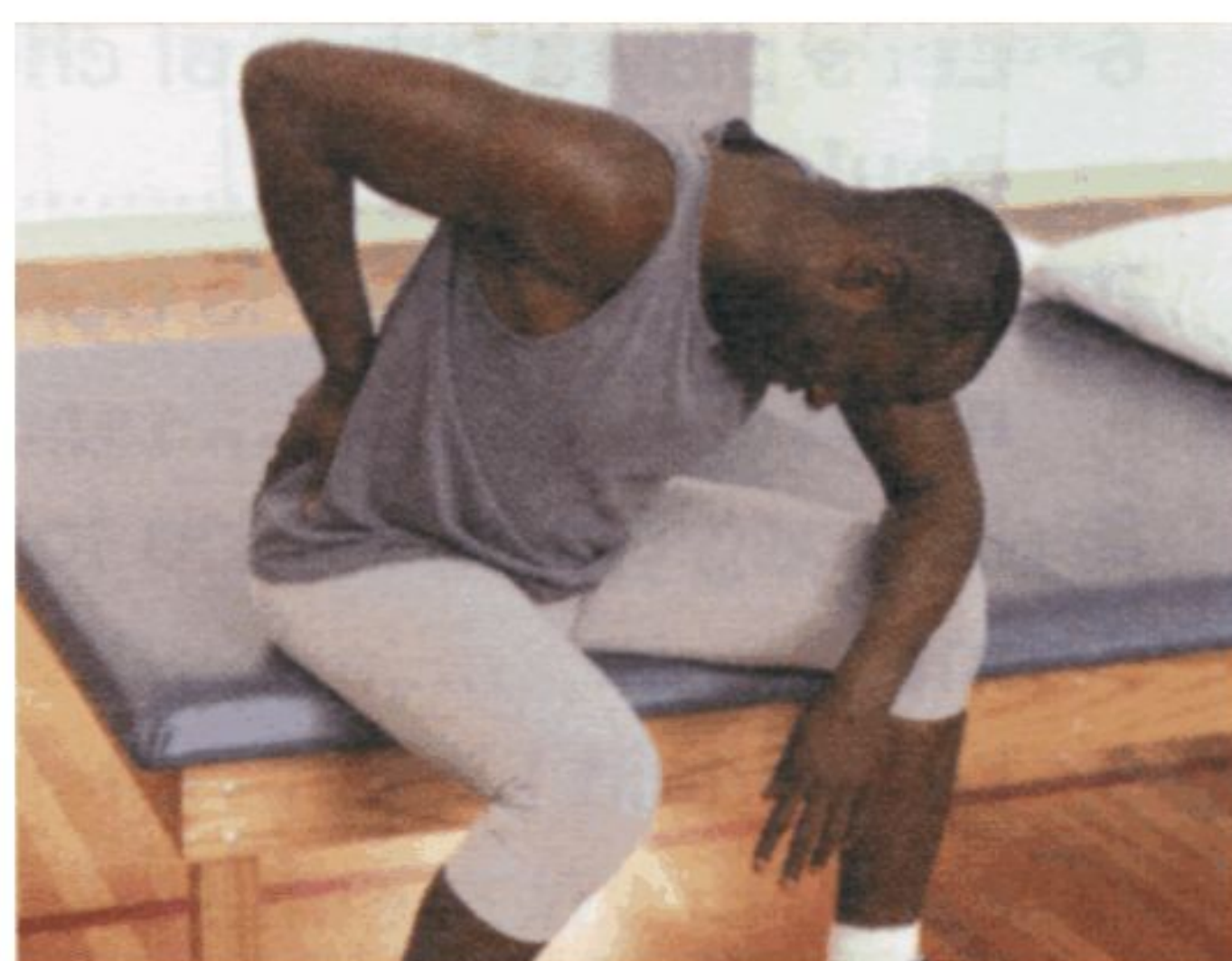
We use **must** to make positive logical assumptions. We use **can't** to make negative logical assumptions.

They **can't be** at work.
(= I'm sure they are not at work.)

They **must be** on holiday.
(= I'm sure they are on holiday.)

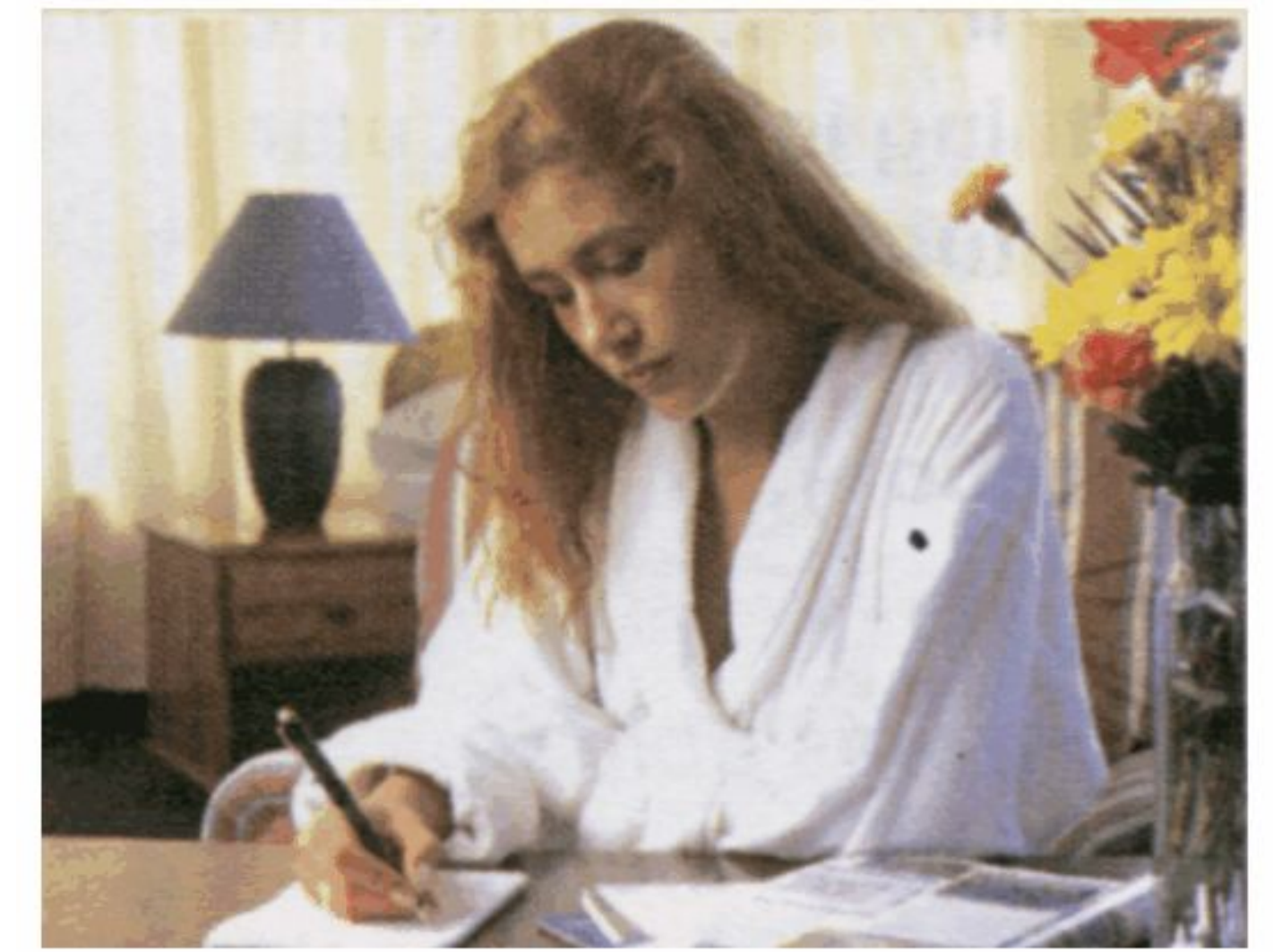


He **can't have done** the exercise properly.
(= I'm certain he hasn't done the exercise properly.)



He **must have strained** his back. (= I'm certain he has strained his back.)

She **can't be doing** her homework.
(= I'm sure she isn't doing her homework.)



She **must be writing** a letter. (= I'm sure she is writing a letter.)

The drivers **can't have been driving** slowly.
(= I'm certain they weren't driving slowly.)



The drivers **must have been driving** too fast.
(= I'm certain they were driving too fast.)

Study these examples:

present inf.	I'm sure he is Spanish. I'm sure you aren't a doctor.	He must be Spanish. You can't be a doctor.
present cont. inf.	I'm certain they're hiding . I'm sure they won't be leaving tomorrow.	They must be hiding . They can't be leaving tomorrow.
perfect inf.	I'm certain she has left . I'm sure she didn't lie . I'm certain he hadn't phoned .	She must have left . She can't have lied . He can't have phoned .
perfect cont. inf.	I'm sure they were waiting . I'm certain she has been crying . I'm certain he hadn't been trying hard.	They must have been waiting . She must have been crying . He can't have been trying hard.

9

Complete the sentences using **must** or **can't**.

- I'm certain they go to bed early on Sunday nights. They ...*must go to bed early on Sunday nights*.....
- I'm sure John didn't stay late at the office. John ...*can't have stayed late at the office*.....
- I'm certain he hasn't arrived yet. He
- I'm certain they are working together. They
- I'm sure Amy hasn't finished her homework. Amy
- I'm certain she was having a bath when I rang. She
- I'm sure he hasn't won the prize. He
- I'm sure she is looking for a new house. She
- I'm certain Paul didn't invite Linda to the party. Paul
- I'm certain you have been planning the project. You
- I'm sure she was writing a letter. She
- I'm certain they hadn't paid the bill. They
- I'm sure he had been fixing the pipe. He

May/Might

- ◆ **possibility (present/future)**
may/might/could + present infinitive
= it is possible/it is likely/perhaps



(= It's possible that she's still at work.)

- ◆ **possibility (past)**
may/might/could + perfect infinitive
= it was possible, perhaps
 - We use these structures to refer to a past action which was possibly true.**
e.g. 'The lights are still on.'
'Helen **may/might/could have forgotten** to turn them off.' (Perhaps Helen forgot/has forgotten to turn them off.)
 - We also use them to refer to things which were possible but did not happen. May is not normally used in this case.**
e.g. Why did you run across the road?
You **might/could have been killed**.
(Luckily, you weren't killed.)

Study the following negative sentences:

- She **may/might not know** about these changes.**
(Perhaps she doesn't know about the changes. - expresses possibility.)
She **can't/couldn't know about these changes.**
(It is certain that she doesn't know. - expresses certainty.)
- He **may/might not have left** yet.**
(Perhaps he hasn't left yet. - expresses possibility.)
He **can't/couldn't have left yet.**
(I'm certain that he hasn't left yet. - expresses certainty.)

- ◆ **asking permission**
May/Might I...? = Would you mind if I...?
We use these structures to ask permission when we do not know the other person very well.



Study the following examples:

- e.g. 'Can I take this book?'
'Yes, of course.' (informal)
'Could I talk to you for a minute?'
'Certainly.' (more polite than can)

- ◆ **giving/refusing permission**
 - may/can = you are allowed to do sth**
We use **may** and **can**, but not **might** or **could**, to give permission. **May** is very formal and is not used in everyday speech.
e.g. You **can** sit here if you like. (everyday speech)
Passengers **may** take only one item of hand luggage on board. (written notice)
Note: We use **Could I...? to ask permission, and **can** or **may**, but not **could**, to reply.**
e.g. 'Could I leave a little earlier?'
'Yes, you **can**.' / 'Yes, you **may**.'
 - can't/may not = you are not allowed to do sth**
We use **can't** and **may not**, but not **couldn't**, to refuse permission.
e.g. Students **may not** wear outdoor shoes on the basketball court. (= Students aren't allowed to ...)
I'm sorry, but you **can't** park here.
(NOT: ~~I'm sorry, but you couldn't park here.~~)

- ◆ **requests**
May/Might/Can/Could I...?
We use these structures to ask for something politely. **Might I...?** is more formal than **May I...?** and is not often used.



UNIT 5 Modal Verbs

10 Rephrase the following sentences in as many ways as possible.

- Perhaps Laura has left the phone off the hook. ...*Laura may/might/could have left the phone off the hook.*....
- Surgeons are obliged to scrub their hands before operating on patients.
- Do you mind if I open the window?
- It wasn't necessary for Peter to wash the dog, so he didn't.
- Emily managed to reach the top shelf, even though she didn't have a ladder.
- It's forbidden to copy files without the manager's permission.
- Why don't we spend this evening at home?
- I'm certain Patrick misunderstood my instructions.
- I'm sure Helen didn't know about her surprise party.

Study these examples:

present inf.	Perhaps she is a nurse. It's possible he will come early.	She may be a nurse. He might come early.
present cont. inf.	Perhaps they are having a break. It's likely we will be moving house soon.	They could be having a break. We may be moving house soon.
perfect inf.	Perhaps he left yesterday. It's possible she has locked the door. It's likely he had gone out.	He might have left yesterday. She could have locked the door. He may have gone out.
perfect cont. inf.	It's possible they were sleeping . Perhaps it has been raining there.	They might have been sleeping . It could have been raining there.

11 Rephrase the following sentences in as many ways as possible.

- Perhaps they are at work.
They ...*may/might/could be at work.*.....
- Perhaps he is waiting outside.
He
- It's possible she will work late tonight.
She
- It's likely he was driving too fast.
He
- It's possible they made a mistake.
They
- Perhaps he has missed the bus.
He
- It's possible she has been playing in the snow.
She
- It's likely we will be leaving tomorrow.
We
- It's likely he will stay there.
He
- Perhaps she had been trying to call you.
She
- It's likely they had seen the film already.
They
- It's possible he is studying in the library.
He

12 Underline the correct word(s) in bold.

- A: Good morning. How 1) **can/must** I help you, sir?
B: I'd like to book a room for tonight, please.
A: Certainly sir.
B: How much does a single room cost for one night?
A: £35, sir. Payable in advance.
B: What! 2) **Do I have to/Could I** pay right now?
A: Yes, I'm afraid you 3) **need/must** pay in advance, sir.
B: Really. Well! 4) **Do I have to/Shall I** pay in cash?
A: No, you 5) **mustn't/needn't** pay in cash. You
6) **could/can't** pay by credit card if you prefer.
B: This is a bit unusual. I 7) **may/must** look in my wallet to see if I have enough cash with me.
A: You 8) **couldn't/don't have to** hurry, sir. Take your time.
.....
- A: Good morning. Here's the key. 9) **Could/Must** I leave my luggage here until twelve o'clock, please?
B: Of course. 10) **May/Need** I ask if you enjoyed your stay?
A: Oh yes. I 11) **can/must** write down the phone number, so that I can stay here again.
B: You 12) **mustn't/don't need to** do that, sir. I 13) **have to/can** give you our card.
A: Oh, thank you very much. Goodbye.
B: Goodbye.

Shall

◆ **offers**

Shall/Can/Could I ...? = Would you like me to ...?

We use these structures when we offer to do something.



◆ **suggestions**

Shall/Can/Could we ...? = Why don't we...?/

How about ...?/What about ...?/Let's ...

We use these structures to make a suggestion.



◆ **asking for suggestions or instructions**

We use **shall** when we ask for suggestions or instructions.



Will/Would

◆ **requests**

Will/Would/Can/Could you ...?

We use these structures when we ask somebody else to do something for us. **Would** and **could** are more polite than **can** and **will**.



Compare the following examples:

e.g. **Can/Will** you post this letter? (informal, less polite than **could** or **would**)

Could/Would you post this letter? (more polite than **can** or **will**)

We often reply with: 'Yes, I'd (would) be happy/glad to.' or 'Certainly.'

e.g. 'Can you call Jack for me?'
'Certainly.'

Should/Ought to

◆ **advice**

should/ought to = I advise you to/you had better do sth



(= I advise you to/
You had better be
more careful.)

Must expresses strong advice.

Compare:

You **should** talk to your lawyer. (= It would be a good idea to ...)

You **must** talk to your lawyer. (= I strongly advise you to ...)

◆ **criticism**

ought to/should + perfect infinitive = it would have been better if you had...

We use these structures to show that somebody did the wrong thing in the past.



(... but you didn't, so your team lost.)

13

Fill in **shall** or **will**.

- 1 ...**Shall** ... I help you with the washing-up?
- 2 we have pizza for dinner tonight?
- 3 you carry this for me, please?
- 4 What we buy for Bob's birthday?

UNIT 5

Modal Verbs

- 5 you answer the phone, please?
- 6 Where we sit in the classroom?
- 7 you take the rubbish out for me, please?
- 8 we have a barbecue next weekend?

14 Rephrase the following sentences in as many ways as possible.

- 1 You had better book your flight early.
...*You ought to/should/must book your flight early.*...
- 2 Would you like me to draw the curtains for you?
.....
- 3 Why don't we go to a Japanese restaurant for a change?
.....
- 4 I strongly advise you to see a doctor as soon as possible.
.....
- 5 Can you call Greg for me, please?
.....
- 6 You ought to have checked the battery before you left.
.....
- 7 Everybody is obliged to pay taxes.
.....
- 8 You don't need to go to the supermarket today.
.....
- 9 It wasn't necessary for Betty to call a taxi because I gave her a lift.
.....
- 10 They managed to get to the theatre in time, despite the heavy traffic.
.....
- 11 You aren't allowed to keep pets in the building.
.....
- 12 Do you mind if I take the rest of the day off?
.....


15 Underline the correct word.

- 1 You may/mustn't run in the corridors. It's dangerous.
- 2 Can/Should I ask you a question?
- 3 Will/Shall we go out for lunch today?
- 4 You must/shouldn't stay at home if you are ill.
- 5 Tommy can't/couldn't tell the time when he was a baby.
- 6 My book can't/mustn't be in the house. I've looked everywhere.
- 7 You might/needn't clean the windows. I've already done them.
- 8 Will/Shall I help you?
- 9 You needn't/mustn't do the shopping. I'll do it later.
- 10 Sam left late for the airport this morning. He should/could have missed his flight.

16


Look at the pictures and answer the questions using *must/can't*, as in the example.

e.g. *Yes. They must be friends.*




A

Are they friends?
Is it winter?
Have they left school?




B

Has she just had a shower?
Is the weather cold?
Has she been playing in the forest?



C

Is she in a supermarket?
Is she looking for a book?
Does she enjoy reading?



D

Is she the baby's sister?
Is the baby sleeping?
Are they in the kitchen?

17

Choose the most appropriate response.

- 1 Will you open the door for me, please?
A Yes, I may. **B** Certainly.
- 2 Could I speak to you for a moment, please?
A Yes, of course. B No, you couldn't.
- 3 Shall I carry that bag for you?
A No, you won't. B No, it's okay. I can manage.
- 4 Could I go to the cinema tonight, please?
A Not at all. B Yes, if you like.
- 5 We could go to the theatre tonight.
A That's a nice idea. B No, we might not.
- 6 Can I borrow your pen, please?
A Not at all. B Of course.
- 7 Can you pick the children up from school for me?
A No, I may not. B No problem.
- 8 Would you please drive me to the airport tomorrow?
My car is being serviced.
A I'd be happy to. B Yes, I would.
- 9 Can I help you, sir?
A No, you can't. B No, thank you. I'm just looking.
- 10 Could you hold this for me, please?
A Yes, I could. B Of course.
- 11 Shall I take you to work tomorrow?
A Yes, please. B No, you won't.

Functions of Modal Verbs

obligation/duty/necessity

- a) You **must** sign the contract.
(You are obliged to/You have to/You need to/It is necessary.)
- b) I **must** sign the contract. (I have decided.)
- c) I **have to** sign the contract. (Someone else has decided.)

lack of necessity

- a) He **doesn't need to/doesn't have to/needn't** get a taxi. I'll give him a lift. (It isn't necessary.)
- b) He **didn't need to** get a taxi because I gave him a lift. (It wasn't necessary for him to get a taxi.)
- c) He **needn't have got** a taxi. (It wasn't necessary for him to get a taxi, but he did.)

advice

- a) You **ought to/should** revise for your test.
(I advise you to/you had better)
- b) You **must** revise for your test. (I strongly advise you to.)

suggestions

- a) We **can/could** go out for a meal later.
- b) **Shall** we go out for a meal later?
(Let's .../Why don't we ...?/How about ...?/What about ...?)

ability

- a) Kim is five years old. She **can** read and write. (present)
- b) When she was three, she **could** count to ten.
(past repeated action)
- c) Tony **was able to** win the race. (managed to do; past single action)

lack of ability

- a) Ann **can't** play the piano. (present)
- b) She **couldn't** swim fast when she was young.
(past repeated action)
- c) She **couldn't** reach the top shelf, even though she tried. (past single action)

asking permission

- a) **Can** I open the window, please? (informal)
- b) **Could** I open the window, please? (more polite)
- c) **May/Might** I open the window, please? (formal)
(Do you mind if ...?/Would you mind if ...?)

giving permission

- a) You **can** leave your luggage here.
(you are allowed to do sth; informal)
- b) You **may** leave your luggage in this area.
(you are allowed to do sth; formal - probably written)

refusing permission

- a) You **can't/mustn't** park here.
(you are not allowed to do sth; informal)
- b) You **may not** park in this area.
(you are not allowed to do sth; formal - usually written notice)

requests

- a) **Can/Will** you help me with this exercise? (informal)
- b) **Could/Would** you help me with this exercise?
(more polite)
- c) **May** I have one of those leaflets? (formal)
- d) **Might** I have one of those leaflets? (very formal)

prohibition

You **mustn't/can't** lie in court. (it's forbidden/you aren't allowed to/it's against the rules)

asking for suggestions or instructions

When/How **shall** I contact you?

possibility

- a) She **could/may/might** finish her work by six o'clock.
(it is possible/it is likely/perhaps)
- b) She **could/might have been** late. (... Luckily, she wasn't late.)

offers

Shall/Can/Could I help you cross the road?
(Would you like me to help you cross the road?)

logical assumptions

- a) She **must** be on holiday. (positive; I'm sure she is.)
- b) She **can't** be working. (negative; I'm sure she isn't.)
- c) He **must have been** on holiday. (positive)
- d) He **can't have been** at home. (negative)

criticism

He **ought to/should have told** her the truth.
(It would have been better if he had told her the truth.)

UNIT 5 Modal Verbs

18

Match the items in column A to their synonyms in column B.

A	B
1 You should/ought to...	a You aren't allowed to ...
2 You must ...	b It wasn't necessary for us to ... (but we did)
3 Shall we ...?	c Why don't we ...?
4 You needn't ...	d He managed to ...
5 We needn't have ...	e It wasn't necessary for us to ...
6 We didn't need to ...	f You had better ...
7 You mustn't ...	g I'm sure she's ...
8 He was able to ...	h Do you mind if I ...?
9 She must be ...	i You are obliged to ...
10 He can't be ...	j It isn't necessary for you to ...
11 Could I ...?	k I'm sure he isn't ...
12 He may be ...	l Perhaps he's ...

19

Rephrase the following sentences in as many ways as possible.

- I advise you to buy this book.
...*You should/ought to buy this book...*
- It isn't necessary for him to take the exam again.
.....
- I'm sure Terry isn't at the office.
.....
- It is possible that Janet will call me this evening.
.....
- You aren't allowed to eat and drink in the classrooms.
.....
- We are obliged to clock in and out every day.
.....
- I'm sure the boys weren't upset with the result.
.....
- Would you like me to do anything to help?
.....
- Perhaps we will go for a picnic on Sunday afternoon.
.....
- Sam managed to reach the top of the mountain after climbing for several hours.
.....
- How about throwing a party on your birthday?
.....
- It wasn't necessary for John to attend the seminar.
.....
- They are obliged to go to a meeting every week.
.....
- How about visiting some friends on Saturday?
.....

20

Underline the correct word(s).

- A: Could/May/Shall you tell me the time, please?
B: Yes. It's a quarter past ten.
- A: Would/Shall/Will we go shopping tonight?
B: Yes. We need to buy some food.
- A: May/Should/Would I help you, madam?
B: Yes, please. Can/Shall/Would I have these shoes in black, please?
- A: Would/Should/Shall I get you another cup of tea?
B: No, thank you. I've had enough.
- A: Can/Shall/May you post this letter for me, please?
B: Certainly. I'll do it on my way home from work.
- A: Shall/Would/Could I speak to Jenny, please?
B: I'm sorry, she's not here at the moment.
A: Oh. Must/Shall/Would I call later, then?
- A: May/Will/Would I have a glass of water, please?
B: Yes, I'll get you one.
A: Could/May/Shall you put ice in it, please?
- A: Did you call Jane?
B: No, I didn't need to/needn't because I saw her at work.
- A: Shall/May/Could you help me, please?
B: Yes, of course.
- A: You mustn't/needn't/couldn't lock the door.
B: Oh, will you do it when you leave?

21

Underline the correct word(s).

Dear Victoria,

I'm writing to tell you about the play I'm going to be in. It's called 'Only for You', and I've got the leading role. I have a lot of lines and I 1) must/might learn them all before opening night.

We're performing the play for the first time on Friday night. We've been told that a TV company 2) must/may come to film it, so I 3) could/must be on television. I 4) needn't/might even become famous!

We 5) might/have to rehearse the play every night until Friday, because everything 6) must/shall be perfect for the performance. We 7) couldn't/mustn't make any mistakes. 8) Can/Must you come to see the play, or will you be at work? I hope you'll be able to come. If not, I'll write and tell you how it went.

I 9) could/must go and learn my lines now. See you soon.

Yours,
Charles

22

Choose the correct answer.

- 1 'You ...**C**... be late for work.'
'I know. I'm leaving now.'
A needn't B must C mustn't
- 2 'Jim lose some weight. His doctor said so.'
'Then he must go on a diet.'
A mustn't B can C has to
- 3 'I go to the bank today. I have enough money.'
'Well, I'll go alone, then.'
A needn't B have to C must
- 4 'Did you deliver that parcel for me?'
'No, I find the house, so I've come back to get a map.'
A can B could C couldn't
- 5 'I clean the house today. It's dirty.'
'I'll help you.'
A needn't B must C mustn't
- 6 'I feed the dog at lunchtime. My brother did it in the morning.'
'You can do it this evening, then.'
A didn't need to B needn't have C need
- 7 'Do you need any help?'
'Yes. I open the window. It's stuck.'
A could B am able to C can't
- 8 'I swim until I was ten.'
'Well, I didn't learn until I was eleven.'
A can B can't C couldn't
- 9 'Can I talk to you, please?'
'Sorry, I go now. I'm late for a meeting.'
A mustn't B has to C must
- 10 'Is Tom good at languages?'
'Yes, he already speak French, German and Italian.'
A can't B can C could
- 11 'The test was too difficult for me.'
'Oh dear, I do it quite easily.'
A was able to B can't C can
- 12 'Where's Tom?'
'He's not at work, so he be at the library.'
A must B can't C can
- 13 '..... we go shopping today?'
'No. I'd prefer to go tomorrow.'
A Ought B Shall C Will
- 14 'Sorry Mum. I've broken a plate.'
'You be more careful.'
A may B should C might
- 15 'Where's your father?'
'He be in the garage.'
A might B can C mustn't

23

Fill in can, can't, must, mustn't, needn't or have to.

- 1 A: Is Matthew very rich?
B: He ...**must**... be. He drives a Ferrari.

- 2 A: Would you like to come shopping with me?
B: Yes, but I I do my homework this afternoon.
- 3 A: Is Tom interested in music?
B: Oh yes. He play the guitar and the saxophone.
- 4 A: Is Katie at home?
B: No, she be. Her car is not here.
- 5 A: Can I go to the cinema tonight?
B: Yes, but you be late home.
- 6 A: Hurry up. You'll be late for school!
B: I don't go to school today. It's Saturday.
- 7 A: I bought you this present.
B: Oh, you have. It's not my birthday!
- 8 A: Excuse me, I'm looking for Barkwest Bank.
B: I'm afraid I help you. I don't live here.

24

Complete the sentences, as in the example. Sometimes more than one answer is possible.

Modal	Use
1 ... Shall ... we go to the zoo?	making a suggestion
2 You try harder.	giving advice
3 You take photographs here.	expressing prohibition
4 I carry this bag for you?	making an offer
5 you turn off the lights, please?	making a request
6 You have been more careful.	expressing criticism
7 I make a phone call, please?	asking for permission
8 Tom walk; he's only six months old.	expressing lack of ability
9 Mary send us a card.	expressing possibility
10 You wear a seatbelt while driving.	expressing obligation
11 They be tired.	expressing a positive logical assumption
12 I'm sorry, but you go out.	refusing permission
13 He be French.	expressing a negative logical assumption
14 You sit here.	giving permission

UNIT 5

Modal Verbs

25

Choose the correct answer.

- A letter arrives at your house. You are sure it is from Paul.
A It might be from Paul.
B It must be from Paul.
C It may have been from Paul.
- You have toothache. Your mother gives you some advice.
A You may go to the dentist.
B You should go to the dentist.
C You might go to the dentist.
- You are looking for your scarf. You think it is upstairs.
A It can't be upstairs.
B It should be upstairs.
C It could be upstairs.
- Your father told you to do your homework. You tell your friends.
A I will do my homework.
B I have to do my homework.
C I might do my homework.
- You want your neighbour to babysit for you tonight.
A Would you babysit for me tonight?
B Shall you babysit for me tonight?
C Must you babysit for me tonight?
- You did the washing-up for your mother, but she didn't expect you to.
A You mustn't have done the washing-up.
B You might not have done the washing-up.
C You needn't have done the washing-up.
- There was a good film on TV. You are sure John didn't watch it.
A John should have watched it.
B John might have watched it.
C John can't have watched it.
- You want to have a pet in your flat, but your landlord tells you it isn't allowed.
A You mustn't keep pets in the flat.
B You needn't keep pets in the flat.
C You will not keep pets in the flat.
- An old lady is trying to open the door. You offer to do it for her.
A Couldn't I open the door for you?
B Must I open the door for you?
C Shall I open the door for you?
- You offer to do the shopping, but your mother says it isn't necessary.
A You must do the shopping.
B You needn't do the shopping.
C You could do the shopping.

26

Choose the correct answer.

- You ..**B**.. do your homework before you watch TV.
A can't B should C shall
- I come in? It's rather cold out here.
A Should B May C Must
- You water the plants this weekend; they look dry.
A are able to B needn't C ought to
- you collect the children from school, please?
A Must B Will C May
- you play the piano?
A Can B Must C Should
- I buy some milk. There isn't any left.
A mustn't B may C must
- When I call you?
A shall B must C needn't
- I swim before I was able to walk.
A might B could C can
- You walk to work. I'll give you a lift.
A must B needn't C may
- Tim be out. There are no lights on.
A shall B should C must

27

Look at the pictures and answer the questions using modal verbs, as in the example.

e.g. *No, he can't be playing. He must be doing his homework.*



A

Is he playing?
Is he at home?
Is he a pupil?



B

Has she graduated?
How does she feel?
Is the man her father?



C

Is she in her early forties?
Has she grown the flowers herself?
Does she enjoy gardening?
Is she a housewife?



D

What can she do?
What does she have to do every day?
Is she afraid of animals?

IN OTHER WORDS

Study these examples. The second sentence has a similar meaning to the first sentence.

- Perhaps Tom is tired.
may Tom **may be** tired.
- I'm sure she isn't studying hard.
can't She **can't be studying** hard.
- It is possible that they went out yesterday.
could They **could have gone** out yesterday.
- It isn't necessary for Joe to come here.
have Joe **doesn't have to come** here.
- You aren't allowed to use this car.
mustn't You **mustn't use** this car.
- It wasn't necessary for him to book a table, but he did.
have He **needn't have booked** a table.
- Let's meet again tomorrow night.
can We **can meet** again tomorrow night.
- I advise you to call a doctor.
should You **should call** a doctor.

28

Complete each sentence with two to five words, including the word in bold.

- It is possible that he has spent all the money.
could He ...*could have spent*... all the money.
- I advise you to take a course in literature.
should You in literature.
- It is possible that the police are questioning him.
may The police him.
- I'm sure he is lying about his age.
must He about his age.
- Let's have a break in five minutes.
can We in five minutes.
- It wasn't necessary for her to give me a lift, but she did.
have She me a lift.
- You aren't allowed to throw litter in the park.
mustn't You litter in the park.
- It isn't necessary for Mother to cook tonight.
have Mother tonight.
- It is possible that she has gone home.
could She home.
- Perhaps Dan is in hospital.
may Dan hospital.
- It wasn't necessary for her to call, but she did.
have She, but she did.
- I advise you to have a rest.
should You a rest.

Prepositions

apologise to sb for sth	proof of sth
apply for sth	congratulate sb on sth
annoyed about sth	generous of sb to do sth
clever at sth	tease sb about sth

29

Fill in the correct preposition.

- She was annoyed ...*about*... the postal strike, as she was waiting for a letter.
- She is very clever maths, so she helps me with my homework.
- Unless his lawyer can find proof his innocence, John will go to prison.
- The police congratulated Mr Simmons catching the burglar.
- It was very generous Steve to give all his old records to charity.
- You shouldn't tease people their problems.
- I must apologise to Sarah missing her party.
- She applied to the bank a loan so that she could buy a new car.

Phrasal Verbs

give sb away:	betray sb
give sth away:	1) reveal sth 2) give sth free of charge
give back:	return
give off:	emit (a smell, gas, etc.)
give out:	come to an end
give up:	1) abandon a habit 2) stop doing sth
give oneself up:	surrender

30

Fill in the correct particle.

- The flowers gave ...*off*... a nice smell.
- The shop is giving free bars of chocolate.
- I told her it was a secret, but she still gave the plan
- The kidnapper gave himself to the police.
- Dan gave smoking six months ago.
- You must give the cassette to Julia on Saturday.
- The water supplies gave, so they drank from the stream.
- The fire is giving a strange smell. We must get it checked.

Revision Box

31 Put the verbs in brackets into the correct tense.

Dear Aunt Hilary,

The preparations for Rick's party are well under way now and everyone's getting excited.

We 1) *'ve bought*... (buy) the decorations, but we 2) (not/put them up) yet because Dad 3) (paint) the house and still has to finish the living room. He 4) (also/hire) a clown costume so that he can entertain all the children at the party.

Mum's been very busy. She 5) (plan) the menu for the party and she 6) (order) the cake from the local baker's. We 7) (all/buy) presents for Rick. I 8) (clean) the house all week, but I 9) (not/finish) yet!

We 10) (invite) lots of friends and relatives to the party this year. We 11) (write) invitations for ages, but we still have a lot to send!

See you next weekend!

Love,
Josie

32 Underline the correct word(s).

- When/Before I was walking to work, it started to rain.
- As soon as/As they were driving to work, their car broke down.
- He usually reads the newspaper while/until he's drinking his coffee.
- She had noticed the mistakes before/until the boss saw the report.
- I had washed the dishes as soon as/before I left the house.
- Sally went to bed immediately /after she had had a shower.
- They studied for the exam while/until midnight.
- I was going down the stairs when/as I tripped.

33 Put the verbs in brackets into the correct infinitive tense.

- A: Is James going to work?
B: No, it's Sunday. He must ...*be going*... (go) to the gym.
- A: I'm really tired.
B: But you've just woken up. You can't (be) tired.
- A: Have you seen my blue suit anywhere?
B: No, but Mum might (take) it to the dry cleaner's.
- A: Could I (speak) to you, please?
B: Yes. Come into my office.
- A: Where is Annie?
B: I'm not sure. She might (do) her homework upstairs.
- A: Would you (type) this letter for me, please?
B: Yes, of course. I'll do it now.
- A: I need to lose weight, but I don't know how to.
B: You shouldn't (eat) junk food.
- A: I saw Jenny yesterday, but I didn't speak to her.
B: It couldn't (be) Jenny, because she's on holiday at the moment.
- A: You must (finish) your work before you leave.
B: I will.
- A: I looked for your glasses, but they aren't in the house.
B: I must (leave) them at work.

34 Cross out the unnecessary word.

- She is has typed thirty letters so far.
- Henry hopes to be win the competition.
- They started to repairing the door an hour ago.
- Bob hasn't still decorated the flat yet.
- Frank Sinatra has acted in a number of films.
- She getting out of the taxi, Kim ran into George.
- He was mowing the lawn when it had started to rain.
- He is being used to living in the country.
- She had booked the tickets before they have left for the theatre.
- How long ago have you lived here?

Revision Box

35

Put the verbs in brackets into the correct tense.

- 1 A: I haven't seen Bob for almost two weeks.
B: Well, he ... *'s been working*... (work) hard recently.
- 2 A: Did Andy come and help you with the painting?
B: He came, but I
(already/finish) by the time he arrived.
- 3 A: Shall we meet outside the theatre?
B: Yes, I (stand)
next to the ticket office.
- 4 A: Where is Uncle Jim?
B: I think he (sit) in the garden.
- 5 A: Could you hang the washing out, please?
B: Actually, I (just/do) it.
- 6 A: Did you get to the station on time?
B: Yes, but I (wait) for
over half an hour when my taxi came.
- 7 A: Are you going to the meeting next week?
B: No, it (end) by the
time I finish with my last client.
- 8 A: Have you already seen this film?
B: Yes, I (see) it last week.
- 9 A: What are you working on at the moment?
B: Nothing, but I (perform) in a new
show next month.
- 10 A: Had Sandra been living in Germany for long?
B: Yes. She (live) in
Germany for ten years before she decided to
come back to England.

36

There are seven unnecessary words in the text below. Cross them out.

- 1 David Livingstone wanted to become a missionary,
- 2 so in 1840 he went to the Africa. Moving around
- 3 Africa, he did found out that he enjoyed exploring.
- 4 In 1852, he insisted on sending his family
- 5 back to Britain so that they would be safe.
- 6 He continued to explore because he had wanted to
- 7 discover a trade route that it would end
- 8 slavery. In 1858, he set out to explore
- 9 the Zambezi River and then, in 1866, he began
- 10 another one expedition to find the source of the River
- 11 Nile. Livingstone has made many interesting
- 12 discoveries and made people to think differently
- 13 about Africa. People will always remember him.

ORAL Activity

The citizens of Ralford are unhappy because they feel that the council has made some bad decisions. Read the prompts and make statements using *shouldn't* and *could*.

e.g. *They shouldn't have built a factory. They could have opened another hospital instead.*

shouldn't have ...	could have ...
 • build a factory	 • open another hospital
 • pull down the Town Hall	 • restore the Town Hall
 • knock down the town's oldest building	 • turn it into a museum
 • ban cars from town centre because of lack of parking space	 • make a car park

WRITING Activity

A representative of the town council has been to talk to the citizens of Ralford. He is now writing a report to show his boss. Use your notes from the Oral Activity to complete his report, using *shouldn't* and *could*.

The citizens of Ralford feel that there are several problems with the town. Firstly, the citizens believe that the council shouldn't have built a factory. They think that they could have opened another hospital instead.

The residents hope to have a response from the council soon.

UNIT 6

The Passive



Stonehenge **was built** in prehistoric times.
It **was probably constructed** as a place of worship.
Many of its stones **have been stolen** over the years.
It **is visited** by a lot of tourists every year.

We form the passive with the verb **to be** and the **past participle** of the main verb.

to be + past participle (pp)

◆ The passive forms are:

present simple: **am/is/are + pp**
My car **is serviced** twice a year.

present continuous: **am/is/are being + pp**
My car **is being serviced** now.

past simple: **was/were + pp**
My car **was serviced** last month.

past continuous: **was/were being + pp**
My car **was being serviced** when I went to the garage.

present perfect simple: **have/has been + pp**
My car **has already been serviced**.

past perfect simple: **had been + pp**
My car **had been serviced** by two o'clock.

future simple: **will be + pp**
My car **will be serviced** tomorrow.

future perfect simple: **will have been + pp**
My car **will have been serviced** by Monday.

present infinitive: **(to) be + pp**
My car **needs to be serviced** soon.

perfect infinitive: **(to) have been + pp**
My car **should have been serviced** last month.

-ing form: **being + pp**
I **insist on my car being serviced** today.

modals: **modal + be + pp**
My car **must be serviced** before the trip.

- ◆ The present perfect continuous, the future continuous, the past perfect continuous and the future perfect continuous are not normally used in the passive.
- ◆ We can use the verb **to get** instead of the verb **to be** in everyday speech when we talk about things that happen by accident or unexpectedly.
e.g. *Mary **got run over** by a car while she was crossing the street. (=Mary was run over...)*

Use

The passive is used:

- a) when the person who carries out the action is unknown, unimportant or obvious from the context.



*Mrs Archer's ruby ring **was stolen** from her house last night. (We do not know who stole the ring.)*



*Rolls Royce cars **are made** in England. (It is not important to know who makes the cars.)*



*The cows **are milked** once a day. (It is obvious that the farmer milks the cows.)*

- b) when the action itself is more important than the person who carries it out, as in news headlines, newspaper articles, formal notices, instructions, advertisements, etc.



*Two teenagers **were seriously injured** in a car accident last night.*

- c) when we want to make statements more polite.
e.g. *My new blouse **is ruined**. (more polite than saying, 'You've ruined my new blouse.')*

Note: The passive is used more often in written English than in spoken English.

1 What happens to a car when it is taken for a service? Look at the prompts and make sentences using the present simple passive, as in the example.

- 1 the oil / change
The oil is changed.
- 2 the brakes / test
- 3 the filters / replace
- 4 air / put / in the tyres
- 5 the battery / check
- 6 the lights / test
- 7 broken parts / repair
- 8 it / take / for a test drive
- 9 the radiator / fill / with water



2 Mr Sullivan, who is a director, is preparing a scene for his new film. Read the orders and respond using the present continuous passive, as in the example.

- 1 Move that scenery, please.
It's being moved now, Mr Sullivan.
- 2 Put those props in place, please.
- 3 Call the actors, please.
- 4 Check their costumes, please.
- 5 Turn on the lights, please.



3 Detective Maguire is talking to a police officer about a burglary which happened early yesterday morning. In pairs, ask and answer questions using the prompts below, as in the example.

- 1 Have you dusted the house for fingerprints yet?
the house / dust / for fingerprints yesterday
Yes, the house was dusted for fingerprints yesterday.
- 2 Have you found any evidence yet?
a piece of material / find / this morning
- 3 Have you interviewed the house owners yet?
they / interview / last night
- 4 Have you questioned the neighbours yet?
they / question / this morning
- 5 Have you arrested any suspects yet?
two men / arrest / yesterday evening
- 6 Have you interrogated the suspects yet?
they / interrogate / last night
- 7 Have you recovered the stolen goods yet?
they / recover / this morning
- 8 Have you written your report yet?
it / complete / an hour ago

4 Helen and Chris moved house two years ago. Yesterday, they drove past their old house and saw that it looked very different. Describe the changes using the present perfect simple passive, as in the example.

- 1 the outside walls / paint
The outside walls have been painted.
- 2 new windows / put in
- 3 a garden pond / make
- 4 the trees / cut down
- 5 a lot of flowers / plant
- 6 the old gate / replace

5 A young actress is hoping to star in a new film. Her friend is asking her what is going to happen. Respond to her questions using the passive infinitive, as in the example.

- 1 Will they audition you for the new film?
Well, I hope to be auditioned.
- 2 Will they give you a leading role?
- 3 Will they pay you a lot of money?
- 4 Will they send you to Hollywood?
- 5 Will they introduce you to all the stars?
- 6 Will they ask you to give a TV interview?
- 7 Will they give you an award?

6 Put the verbs in brackets into the correct passive tense.

- 1 A: Who looks after your garden for you?
B: It ...*is looked after*... (look after) by my brother.
- 2 A: That's a beautiful dress. Where did you buy it?
B: Actually, it (make) for me by my aunt.
- 3 A: Have you typed that letter yet, Miss Brown?
B: It (type) right now, sir.
- 4 A: Did you make the coffee when you got to work this morning?
B: No, it (already/make) by the time I got there.
- 5 A: Are you going to pick up the children today?
B: No, they (pick up) by Roger. I've already arranged it.
- 6 A: Where is your watch?
B: I broke it. It (repair) at the moment.
- 7 A: Has the new furniture for my bedroom arrived?
B: No, it (not/deliver) yet.
- 8 A: They are building a new sports centre in town.
B: I know. It (open) by the mayor next month.

Changing from active into passive

To change a sentence from the active into the passive:

- The **object** of the active sentence becomes the **subject** in the passive sentence.
- The active verb remains in the same tense, but changes into a passive form.
- The subject of the active sentence becomes the **agent**, and is either introduced with the preposition **by** or omitted.

◆ Only transitive verbs (verbs followed by an object) can be changed into the passive.

e.g. active: *Peter feeds the cows.* (transitive verb) passive: *The cows are fed by Peter.*

but: *They leave for work early every day.* (The verb *leave* in this sentence is intransitive; that is, it is not followed by an object. The sentence cannot be changed into the passive.)

	subject	verb	object		subject	verb	agent
active	Sharon	wrote	a report.	passive	A report	was written	by Sharon.

Study the table:

	active	passive
present simple	She writes the reports.	The reports are written .
present continuous	She is writing the reports.	The reports are being written .
past simple	She wrote the reports.	The reports were written .
past continuous	She was writing the reports.	The reports were being written .
present perfect simple	She has written the reports.	The reports have been written .
past perfect simple	She had written the reports.	The reports had been written .
future simple	She will write the reports.	The reports will be written .
future perfect simple	She will have written the reports.	The reports will have been written .
infinitive	She has to write the reports.	The reports have to be written .
modals (modal + be + pp)	She may write the reports.	The reports may be written .

- ◆ We use **by + agent** to say who or what carries out the action. We use **with + instrument/material/ ingredient** to say what the agent used.
e.g. *A kite was made **by John**. It was made **with paper, paint and string**.*
- ◆ The agent is often omitted in the passive sentence when the subject of the active sentence is one of the following words: **people, one, someone/somebody, they, he**, etc.
e.g. active: ***People** eat a lot of junk food nowadays.* passive: *A lot of junk food is eaten nowadays.*
- ◆ **Object pronouns** (me, you, him, etc.) become **subject pronouns** (I, you, he, etc.) in the passive.
e.g. active: *They rescued **me**.* passive: ***I** was rescued.*
- ◆ With verbs which take two objects such as **bring, tell, send, show, teach, promise, buy, throw, write, award, hand, sell, owe, grant, allow, feed, pass, post, read, take, offer, give, pay** and **lend**, we can make two different passive sentences. However, it is more usual for passive sentences to begin with the person.

active: *Jessica showed Rod some photos.*

passive: a) *Rod was shown some photos by Jessica.* (more usual)

b) *Some photos were shown to Rod by Jessica.*

- ◆ When the verb of the active sentence is followed by a preposition, the preposition is kept in the passive sentence as well. e.g. active: *Jane looks after the baby.* passive: *The baby is looked after by Jane.*
- ◆ When we want to find out who or what did something, then the passive question form is as follows: **Who/What ... by?** e.g. **Who** was the camera invented **by**? **What** was the explosion caused **by**?

7 Rewrite the sentences in the passive, where possible.

- 1 John opened the door.
...*The door was opened by John.*.....
- 2 They didn't come home late last night.
...*It cannot be changed.*.....
- 3 Their nanny takes them to the park every day.
.....
- 4 I left very early yesterday afternoon.
.....
- 5 Meg asked the policeman for directions.
.....
- 6 Charles is moving house next month.
.....
- 7 The letter arrived two days ago.
.....
- 8 Sam took these photographs.
.....

8 Fill in by or with.

- 1 The lock was broken ...*with*... a hammer.
- 2 This book was written my favourite author.
- 3 The cake was decorated icing.
- 4 The tiger was shot a gun.
- 5 Claire was shouted at her teacher.
- 6 He was hit on the head an umbrella.

9 Rewrite the sentences in the passive.

- 1 Someone is repairing the garden fence.
...*The garden fence is being repaired.*....
- 2 Do they teach Latin at this school?
.....
- 3 I don't like people pointing at me.
.....
- 4 She hit him on the head with a tennis racquet.
.....
- 5 Michael has made the preparations.
.....
- 6 Is Tim cleaning the house?
.....
- 7 Who built the Pyramids?
.....

- 8 The boss is going to give us a pay rise.
.....
- 9 I expect they will deliver my new car soon.
.....
- 10 The police are questioning the suspects.
.....
- 11 Did your next door neighbours see the thieves?
.....
- 12 Paul remembers his teacher asking him to star in the school play.
.....
- 13 A lot of children use computers nowadays.
.....
- 14 Who smashed the kitchen window?
.....
- 15 They won't have completed the work by the end of the month.
.....
- 16 The children will post the letters.
.....
- 17 People make pancakes from flour, eggs and milk.
.....
- 18 Had Helen closed the windows before she left the house?
.....
- 19 Jill hasn't done the housework yet.
.....
- 20 They may not deliver the parcel today.
.....

10 Put the verbs in brackets into the correct passive tense.

- A: Do you still work at Browns and Co?
B: Yes, I do. I **1**) ...*have been employed*... (employ) by Mr Brown for five years now, you know.
A: Oh. Do you still enjoy it?
B: Oh yes! I **2**) (give) a promotion last year and I'm very happy.
A: A promotion? So, what is your job now?
B: I **3**) (make) Head of European Sales.
A: So, what do you do?
B: Well, sometimes I **4**) (send) to other countries on business.
A: I see. Do they pay you well?
B: Well, I **5**) (pay) quite well and I expect I **6**) (give) a pay rise soon.
A: Good for you!

UNIT 6

The Passive

Personal / Impersonal Construction

The verbs *think, believe, say, report, know, expect, consider, understand, etc.* are used in the following passive patterns in personal and impersonal constructions.

- active:** People **say** that he **has lost** his job.
passive: a) **It is said** (that) he has lost his job. (impersonal construction)
 b) **He is said to have lost** his job. (personal construction)
- active:** People **know** that she **works hard**.
passive: c) **It is known** (that) she **works hard**.
 d) **She is known to work hard**.
- active:** People **think** he **left** the country last night.
passive: e) **It is thought** (that) he **left** the country last night.
 f) **He is thought to have left** the country last night.

11

Complete the sentences, as in the example.

- 1 It is expected that he will win the race tomorrow.
He ...*is expected to win the race tomorrow*....
- 2 It is thought that the school has good teachers.
The school
- 3 It is said that she speaks seven languages.
She
- 4 It is believed that the missing jewellery has been found.
The missing jewellery
- 5 It is thought that she is a talented pianist.
She
- 6 It is said that the athletes train for eight hours every day.
The athletes
- 7 It is expected that the American team will break the world record.
The American team
- 8 It is known that she is hiding somewhere in the city.
She
- 9 It is reported that the world leaders have reached an agreement.
The world leaders
- 10 It is reported that the thieves have escaped from prison.
The thieves
- 11 It is expected that they will give her the prize.
She

12

Rewrite the sentences in the passive.

- 1 Ellie will take the children to school.
...*The children will be taken to school by Ellie*....
- 2 He cut the grass with the new lawnmower yesterday.
.....
- 3 Did they show the fire on the news?
.....
- 4 Emma is showing them the photographs.
.....
- 5 When did the wind blow down the tree?
.....
- 6 Who has to sign these papers?
.....
- 7 Amanda hates people staring at her.
.....
- 8 She expects her boss to offer her a promotion.
.....
- 9 He has to tidy his bedroom.
.....
- 10 Will you have completed the task by Friday evening?
.....
- 11 Terry offered her a lift to work.
.....
- 12 Who teaches traditional dance at this school?
.....
- 13 People often stuff turkeys with chestnut stuffing.
.....
- 14 They awarded him a prize for his competition entry.
.....
- 15 Will they play the tennis match on an indoor court?
.....
- 16 Tom doesn't like people asking him personal questions.
.....
- 17 Everyone must learn the poem by heart.
.....
- 18 Jean hadn't cleaned the house by the time her husband arrived.
.....
- 19 Who is going to welcome the guests?
.....
- 20 We cook all the meals.
.....
- 21 Grandmother takes care of the children.
.....
- 22 Kate is choosing a new carpet at the moment.
.....
- 23 Had Stuart washed the car before he went to the cinema?
.....
- 24 Peter gave Jane a letter.
.....
- 25 Who made all these cakes?
.....

13 Make a passive sentence from the words in brackets.

- 1 A: That's a beautiful picture.
B: Yes. (It / paint / my mother)
...*It was painted by my mother.*...
- 2 A: Have they caught the thieves yet?
B: Yes. (two men / arrest / yesterday)
.....
- 3 A: Did you build the garage yourselves?
B: No. (the garage / build / before we moved in)
.....
- 4 A: Why is Paul afraid of dogs?
B: (he / bite / a dog / when he was a little boy)
.....
- 5 A: Sarah is very ill.
B: (she / take / to hospital last night)
.....
- 6 A: This room is a disgrace.
B: (it / not clean / for weeks)
.....
- 7 A: Did you know about your surprise party?
B: No. (it / arrange / in secret)
.....
- 8 A: Are you going to drive to work today?
B: I can't. (the car / not fix / yet)
.....
- 9 A: Has Tom got a job?
B: No. (he / make redundant / last month)
.....

14 Underline the correct answer.



Fire 1) swept/was swept through a furniture warehouse yesterday afternoon. Most of the stock inside 2) was damaged/damaged, but shocked workers 3) have been managed/managed to save a small amount of it. The police 4) are being investigated/are investigating the cause of the fire, but it 5) is thought/thinks that it was an accident. The shop manager 6) is being looked/is looking for another warehouse where stock can 7) keep/be kept. 'A lot of stock 8) has been lost/has lost, but the shop 9) will open/will be opened tomorrow as usual,' said the manager. 'I'm just glad no one 10) hurt/was hurt.'

15 Put the verbs in brackets into the correct active or passive tense.



Tea 1) *...is made...* (make) from the leaves of the tea plant. At first, it 2) (use) as a medicine, but it 3) (become) an everyday drink in the 3rd century AD. First, the leaves 4) (pick) from the plant and they are spread onto a cloth. They 5) (leave) there for up to twenty hours. Next, the leaves are rolled up until they 6) (break) into small pieces. Finally, the leaves 7) (dry). The tea 8) (pack) into containers and sent to different countries. It 9) (sell) to customers as loose leaves, as tea bags and as instant tea. To make tea, we 10) (boil) water and 11) (pour) it over the dry tea in a teapot. This 12) (leave) for three to five minutes. We can then add milk, lemon or sugar. In Britain, it was the custom to serve tea in the afternoons with sandwiches and cakes. This custom 13) (start) by the Duchess of Bedford around 1840. Today, people 14) (drink) tea all over the world.

16 Put the verbs in brackets into the correct active or passive tense.

- A: Did you visit many places when you were on holiday?
B: Well, on the first day we 1) *...were taken...* (take) on a tour of the historic monuments by our guide.
- A: Oh. Did you go everywhere with him?
B: No, we also 2) (go) to some places by ourselves.
- A: How did you manage to travel to the other places?
B: We 3) (advise) to hire a car, but we 4) (choose) to travel on public transport because it is much cheaper.
- A: How did you know which buses and trains to catch, though?
B: We 5) (ask) at the tourist information centre and we 6) (give) an excellent book which 7) (tell) us everything we needed to know.
- A: So, you enjoyed it then?
B: Oh, yes! We had a really great time!

UNIT 6

The Passive

17 Rewrite the following passage in the passive.



Someone broke into the National Gallery late last night. The thieves had broken the alarm system before they climbed through a window. They stole some priceless works of art. They used a getaway car to escape. The police have questioned some suspects. They have not caught the thieves yet.

.....

18 Rewrite the following passage in the passive.

A few days ago, somebody stole Keith Dunn's motorbike. Keith had left his motorbike outside his house. Keith reported the theft to the police. The police told him they would try to find his motorbike. This morning, the police called Keith and asked him to go to the police station. They had found his motorbike. The thieves had painted it and then sold it to someone else. The new owner had parked the motorbike outside the police station. The police arrested the thieves.

.....

19 Rewrite the following passage in the passive.

Yesterday afternoon, a volcanic eruption destroyed an entire village. Mount Sirius, which experts thought was dormant, erupted at 3 pm. Tourists had seen smoke rising from the mouth of the volcano two days before. The police moved the villagers away from the area for their own safety. Tons of lava and rock came out of the volcano and wrecked houses, roads and trees. Although the blast physically injured only a few people, doctors are treating many for shock. The authorities are keeping the area surrounding Mount Sirius clear in case of further activity.

.....

20 Rewrite the sentences in the passive.

- 1 I made this omelette with onions and cheese.
 ...*This omelette was made with onions and cheese.*...
- 2 Everyone considers her to be the best student in the class.

- 3 Mary wants someone to help her when she paints the house.

- 4 They will have built the new bridge by the end of the year.

- 5 People ask Eve questions about her job all the time.

- 6 The detective had collected all the information before he handed in his report.

- 7 Do people expect Jane to get a promotion this year?

- 8 Frank doesn't like people telling him what to do.

- 9 They washed the car with soapy water.

- 10 Who will make the speech tomorrow?

- 11 What did they decorate the streets with?

21

Put the verbs in brackets into the correct passive tense.

Do you think Mars **1)** ...*will be colonised*... (colonise) by humans one day? The planet Mars **2)** (know) as 'the red planet'. The soil there is red and its surface **3)** (cover) in volcanoes. Until recently, it **4)** (believe) that nothing could live on Mars, but during a recent space mission, tests **5)** (carry out), and now it **6)** (think) that life on Mars might be possible one day. During the space mission, special equipment **7)** (use) to examine the planet. No form of life **8)** (find) yet, and so far, the planet **9)** (consider) unsuitable for inhabitation. However, we **10)** (tell) by scientists that, by 2020, humans **11)** (send) to Mars, and that one day, special cities **12)** (build) so that we can live there. It **13)** (hope) that by 2150, Mars will be a wonderful place to live. If a colony **14)** (build) on Mars, would you like to live there?

22

Rewrite the sentences in the passive.

- 1 My sister told me the joke.
...I was told the joke by my sister./The joke was told to me by my sister...
- 2 Has Chris sent those letters yet?
.....
- 3 Mr Jones hates people giving him orders.
.....
- 4 People hope that the President will take control of the situation.
.....
- 5 My mother decorated this room.
.....
- 6 What stung her?
.....
- 7 Has Jane read that book yet?
.....
- 8 We hope they will send us an invitation too.
.....
- 9 They say that Richard has inherited a lot of money.
.....
- 10 I can't stand people laughing at me.
.....
- 11 Who is repairing John's car?
.....
- 12 Someone should tell Mary to stop being rude to people.
.....

23

Choose the correct answer.

- 1 'Was Tom pleased with the newspaper article about him?'
'No. He was angry because his name ...*B*... wrong.'
A spelt B had been spelt C is spelt
- 2 'Did you buy that picture?'
'No, it to me for my birthday.'
A was given B gave C is given
- 3 'Are you going to buy a wedding dress?'
'No. My dress by my mother.'
A is being made B is made C made
- 4 'Have you arranged the party yet?'
'Yes. All the invitations'
A are sent B have been sent C sent
- 5 'So, have you had your book published?'
'Yes. It in all bookshops from June 1st.'
A will be B is C is being
- 6 'Do your cats eat a lot?'
'No. They once a day, that's all.'
A is fed B are fed C fed
- 7 'Paul is taking me to a ball this weekend.'
'I would love to a ball!'
A take B to take C to be taken
- 8 'Did you hear about the burglary last week?'
'Yes. The thieves now, haven't they?'
A have been caught B caught C are caught
- 9 'Can you swim?'
'Oh yes. I how to swim when I was five.'
A taught B am taught C was taught
- 10 'Doctors have to do a lot of work.'
'Yes, but they well.'
A be paid B are paid C pay
- 11 'Where does that lady keep her jewellery?'
'It in a safe somewhere in her house.'
A is kept B are kept C was kept
- 12 'What is happening over there?'
'Oh, a new cinema'
A is being built B is built C was built
- 13 'How is Kevin?'
'Well, his car last night, so he's upset today.'
A is stolen B has been stolen C was stolen
- 14 'What should you do if you are lost?'
'You should stay where you are and wait'
A was found B to find C to be found
- 15 'Have you got Claire's phone number?'
'Yes. It on this piece of paper.'
A is written B written C be written

UNIT 6

The Passive

24

Put the verbs in brackets into the correct passive tense.

- 1 I'm going to a party tonight. I...*was invited*... (invite) by my friend.
- 2 Tom didn't go to the meeting yesterday. It (cancel).
- 3 After (rescue) from the river, the boys went to hospital.
- 4 They (take) to hospital by ambulance.
- 5 I have a beautiful jumper which (knit) by my grandmother.
- 6 The new bridge (build) already.
- 7 The tables (set) before the restaurant opens tonight.
- 8 Breakfast (serve) every day from 7 am to 10 am.
- 9 This secret must not (reveal) to anyone.
- 10 He (consider) to be a very talented musician.
- 11 Tickets (sell) until the day of the concert.
- 12 The instructions must (follow) very carefully.

25

Put the verbs in brackets into the correct active or passive tense.

- A** A burglary **1** ...*was carried out*... (carry out) in the high street yesterday morning. Two men **2** (enter) a jeweller's shop and **3** (order) the assistant to hand over jewellery and money. The thieves **4** (escape) with jewellery worth £2,000, but **5** (arrest) later, as they **6** (try) to leave the country.
- B** Floods **1** (cause) when a river **2** (burst) its banks. This can happen if there **3** (be) an unusual amount of rain, or if snow **4** (melt) and the river **5** (overflow). When a flood **6** (take place), crops **7** (destroy) and homes **8** (damage).
- C** Tony O'Connell **1** (work) for a large company. Last year, he **2** (promote) to the position of manager. He **3** (give) a large office and a company car. He now **4** (have) a secretary who **5** (answer) his calls, and he **6** (pay) a lot more money than before. He **7** (feel) very happy about his job now.

- D** Dogs **1** (be) very loyal animals. They can **2** (keep) you company and **3** (protect) you. However, you must **4** (look after) your dog. They have to **5** (take) for long walks and **6** (feed) regularly. You may **7** (find) that dogs are expensive pets, but they do **8** (make) great companions.

26

Put the verbs in brackets into the correct active or passive tense.

- 1 This tree is very old. It ...*was planted*... (plant) in the 19th century.
- 2 This piece of music (not/record) yet. I've just composed it.
- 3 The thieves (steal) the jewellery from the safe yesterday.
- 4 We began work early, but we (not/finish) until late.
- 5 Jenny (complain) to the manager about the faulty items at the moment.
- 6 This photograph (take) by my grandfather when I was five.
- 7 Don't touch the saucepan. You might (burn) yourself.
- 8 We (delay) because there was a lot of traffic this morning.
- 9 Not much (know) about this complicated subject.
- 10 I'm going home now because all the work (do).
- 11 The new nightclub (close) by the council last week.
- 12 Jessica (run) two kilometres every day before work.
- 13 Jim's house is very modern. It (build) only two years ago.
- 14 Don't stay up late tonight, or else you (be) tired tomorrow.

27

Make passive sentences using the prompts below. You can use any tense but you should introduce the agent wherever necessary.

e.g. *Trousers are worn by both men and women.*
Trousers were first worn by women in the '20s.

- | | |
|------------------|---------------------|
| 1 trousers/wear | 6 gift/offer |
| 2 bills/pay | 7 TV programme/show |
| 3 computer/use | 8 curtains/clean |
| 4 thieves/arrest | 9 cake/decorate |
| 5 car/damage | 10 I/tell off |

IN OTHER WORDS

Study these examples. The second sentence has a similar meaning to the first sentence.

- 1 Last Monday, we chose the new spokesman.
was The new spokesman **was chosen** last Monday.
- 2 Richard the Lionheart led the Crusaders in the 12th century.
by The Crusaders **were led by** Richard the Lionheart in the 12th century.
- 3 They will fire you if you go on behaving like this.
get You **will get fired** if you go on behaving like this.
- 4 Sheila doesn't like people interrupting her when she is working.
being Sheila **doesn't like being interrupted** when she is working.

28

Complete each sentence with two to five words, including the word in bold.

- 1 People say that a change is as good as a rest.
be A change ...*is said to be*... as good as a rest.
- 2 Sylvia is organising the wedding reception.
by The wedding reception Sylvia.
- 3 Tom needs someone to help him with his homework.
be Tom needs with his homework.
- 4 Someone sent us an anonymous letter.
were We an anonymous letter.
- 5 My father broke my mother's glasses when he sat on them.
got My mother's glasses when my father sat on them.
- 6 Erica covered the sofa with an old sheet.
was The sofa an old sheet by Erica.
- 7 Gina likes the chauffeur driving her to work every day.
being Gina to work every day by the chauffeur.
- 8 Someone should inform the employees about the strike.
be The employees about the strike.
- 9 They will offer Mr Templer a more responsible post.
to A more responsible post Mr Templer.
- 10 David hasn't signed the new contract yet.
been The new contract David yet.

- 11 Is Tim producing a new film next year?
produced Is a new film Tim next year?
- 12 They expect Monica Smith to win the competition.
expected Monica Smith the competition.

29

Rewrite the sentences in the active.

- 1 The actor was paid £10,000 to make the commercial.
...They paid the actor £10,000 to make the commercial...
- 2 A new cinema is being built in the city centre.
.....
- 3 Breakfast will be served at eight in the morning.
.....
- 4 All her best jewellery had been stolen by the burglars.
.....
- 5 A lot of food was eaten at the party.
.....
- 6 An old shipwreck has been discovered by divers.
.....
- 7 She is going to be sent to Germany on business.
.....
- 8 The band's latest video was made in Prague.
.....
- 9 Designer clothes are sold in this shop.
.....
- 10 The exam had been taken by all the children.
.....
- 11 The experiment was being done by the scientists.
.....
- 12 The exhibition will be opened by the mayor.
.....
- 13 The Statue of Liberty was given to America by the French.
.....
- 14 Chinese is spoken by more than one billion people.
.....

30

There are seven unnecessary words in the text below. Cross them out.

- 1 St Patrick's Hospital, which was been completed
- 2 last week, is to be opened this afternoon by the Minister
- 3 of Health. The hospital it was built on the site of the old
- 4 Opera House and is then the largest hospital in the
- 5 county. The wards they are modern and spacious, and
- 6 the building is filled by with the most up-to-date
- 7 equipment. The money for the hospital was been
- 8 raised by charity organisations and the Minister did
- 9 congratulated them on their hard work.

UNIT 6

The Passive

Prepositions

- | | |
|----------------------------|--------------------------------|
| proud of sb/sth | worried about sb/sth |
| sorry about sth | warn sb of/about sb/sth |
| sorry for doing sth | reply to sb/sth |
| surprised at/by sth | search for sb/sth |
| upset about sth | smile at sb |

31 Underline the correct preposition.

- I'm very worried **about/with** failing my driving test.
- Debbie was upset **for/about** not winning the prize.
- Chris was surprised **about/at** the cost of the meal.
- I'm sorry **about/by** the misunderstanding.
- I'm sorry **for/to** breaking your favourite vase, Mum.
- She smiled **to/at** the postman as he passed by.
- Jerry's parents are very proud **of/with** him.
- They warned all ships **for/of** the coming storm.
- It is polite to reply **at/to** an invitation.
- I searched everywhere **about/for** my keys.

Phrasal Verbs

- go after:** 1) chase sb/sth
2) aim for sth
- go in for:** enter a competition, exam, etc.
- go on:** 1) continue
2) happen
- go through:** examine sth in detail
- go out:** 1) to stop burning
2) to become less fashionable
- go off:** 1) explode, make a sudden noise
2) go bad

32 Fill in the correct particle.

- They decided to go ...**on**... walking even though they were tired.
- I'm afraid the milk has gone
- The dog went the sheep.
- Sam decided to go the poetry competition.
- We watched the fire go, then went to bed.
- The thieves went every desk in the office.
- What is going here?
- Long skirts went in the 60's.

Revision Box

33 Put the verbs in brackets into the correct infinitive form or the -ing form.

Carl decided 1) ...*to move*... (move) to London. He hoped 2) (find) a job there. He looked forward to 3) (live) in the city and imagined himself 4) (work) as a successful businessman. He didn't expect 5) (have) any problems. After a month though, he regretted 6) (move) to London. He spent all day 7) (travel) to interviews, he couldn't get used to 8) (hear) so much noise all the time, and the pollution made him 9) (feel) ill. Just when he thought there was no point in 10) (try) any more, a company offered 11) (employ) him and agreed 12) (pay) him the salary he wanted.

34 Rewrite the sentences using participles.

- Paul signed for the parcel and took it inside.
...*Having signed for the parcel, Paul took it inside*...
- Tony broke his leg while he was skiing.
.....
- The man who is carrying a black umbrella is my boss.
.....
- Because he was broke Peter borrowed some money from his friends.
.....
- The clothes which are kept in the attic belong to my grandmother.
.....
- He was walking down the street and he was whistling a tune.
.....
- After they had made a guest list, they sent out their wedding invitations.
.....
- Those children who are playing hockey are in my class.
.....
- Emily lost her passport while she was shopping.
.....
- Because she had missed the bus, she decided to take a taxi.
.....

Revision Box

35 Put the verbs in brackets into the correct tense.

Dear Mum and Dad,

You 1) **'ll never guess** (never/guess) what 2) (happen). James 3) (ask) me to marry him! We 4) (go out) for dinner last night, and just as we 5) (have) our coffee, he 6) (bring out) a beautiful diamond ring. We 7) (talk) about getting married for a long time, but it was still a surprise! Of course, I agreed! We 8) (plan) to get married in the spring. I 9) (wear) a beautiful, long white dress and we will have three bridesmaids who will wear pink. James 10) (think) of taking me to Prague for our honeymoon. I'm sure you 11) (be) happy for me, and I can't wait to see you and discuss the wedding with you. We won't be able to come and visit you until next month, though. Sorry. Meanwhile, I'll write and tell the rest of the family my wonderful news!

Love,
Chloe

36 Choose the correct answer.

- 'What are you doing tonight?'
'I ..**B**.. tidy my bedroom. My mother told me to do it.'
A could B have to C can
- 'What do you want to do when you leave school?'
'Actually, I hope a vet.'
A to become B become C becoming
- 'Where have you been? I haven't seen you for a while.'
'Oh, I very hard recently.'
A am working B have been working C work
- 'Has Clive just moved to the area?'
'Yes, he has, but he about moving here for years, you know.'
A had been thinking B is thinking
C will have been thinking
- 'Did you watch the late film on TV last night?'
'Yes, but I it twice before.'
A already saw B was already seeing
C had already seen
- 'You're going on holiday soon, aren't you?'
'Yes. This time next week, I coffee in Brazil.'
A will be drinking B will drink C am drinking

ORAL Activity

Trevor Cole is a newsreader for a national television station. Every day, he is given notes on all of the stories in the news bulletin. Look at the prompts and make full sentences using the passive, as in the example.

e.g. Japan was hit by a big earthquake during the night ...

- Japan / hit / a big earthquake during the night - a few people / hurt - help / already send / Red Cross
- Burley's Bank / rob / this morning - £500,000 / steal - two suspects / question / the police
- Edinburgh / visit / the Queen tomorrow - a new bridge / open - a dinner party / give / to honour the Royal party
- a diamond ring / find / Mrs Mary Silver / in a garden yesterday - it / lose / for twenty years
- another gold medal / win / British athlete, Terry Black, yesterday - he / award / the medal for breaking the world record in the 100m race
- tonight's charity football match / cancel - half the players / take / to hospital suffering from food poisoning - a new date for the match / set / tomorrow

WRITING Activity

Look at your notes from the Oral Activity again and complete the news bulletin below.

Japan was hit by a big earthquake during the night.
.....
.....
.....
.....
.....
.....

UNIT 8

Conditionals - Wishes - Would Rather/Had Better - Unreal Past

Conditionals

Conditionals are clauses introduced with *if*. There are three types of conditional clause: Type 1, Type 2 and Type 3. There is also another common type, Type 0.

Type 0 Conditionals

They are used to express something which is always true. We can use **when** (= whenever) instead of **if**.



If/When the sun shines, snow melts.

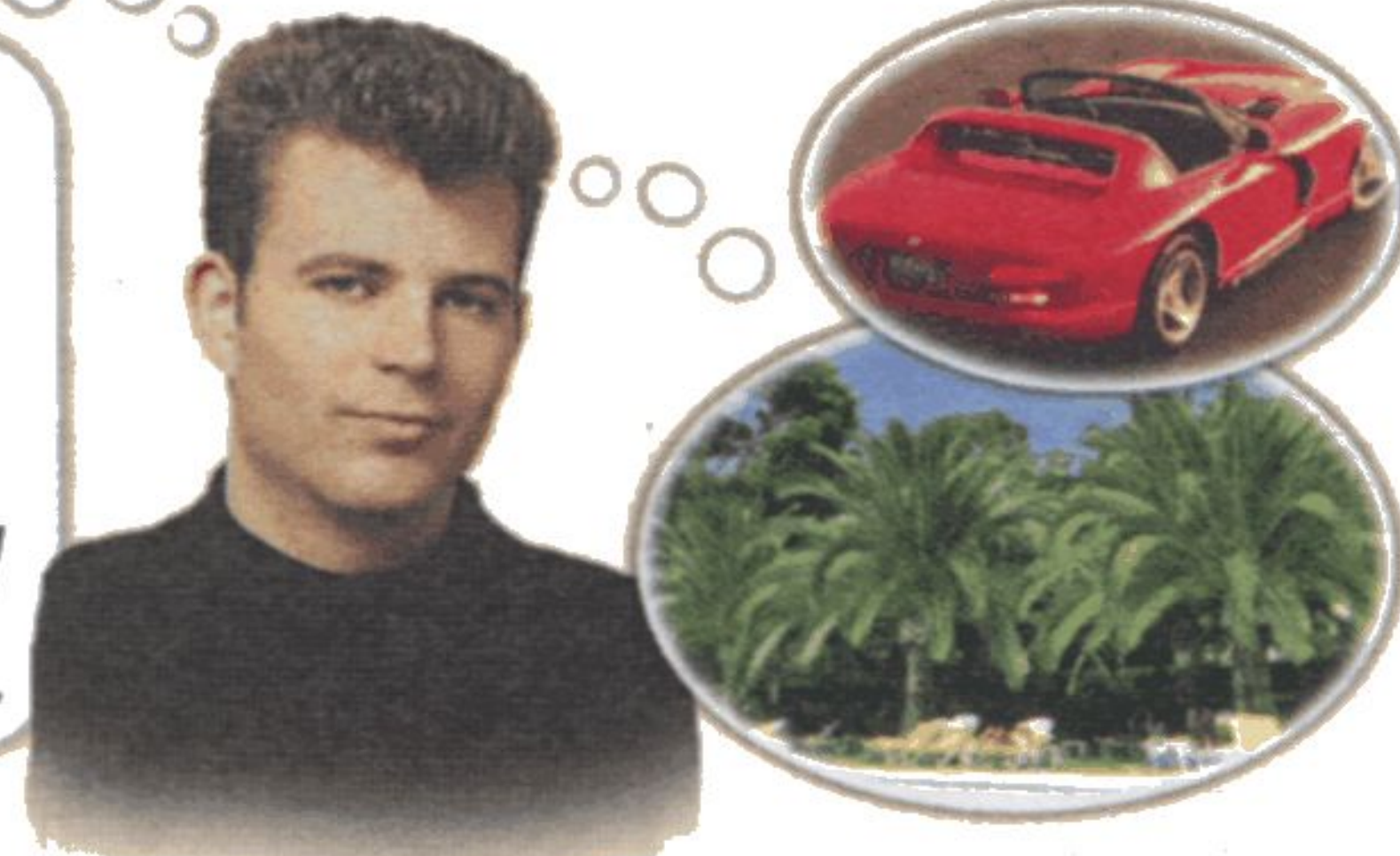
If/When the sun shines, snow melts.

Type 2 Conditionals

They are used to express imaginary situations which are contrary to facts in the present and, therefore, are unlikely to happen in the present or future.

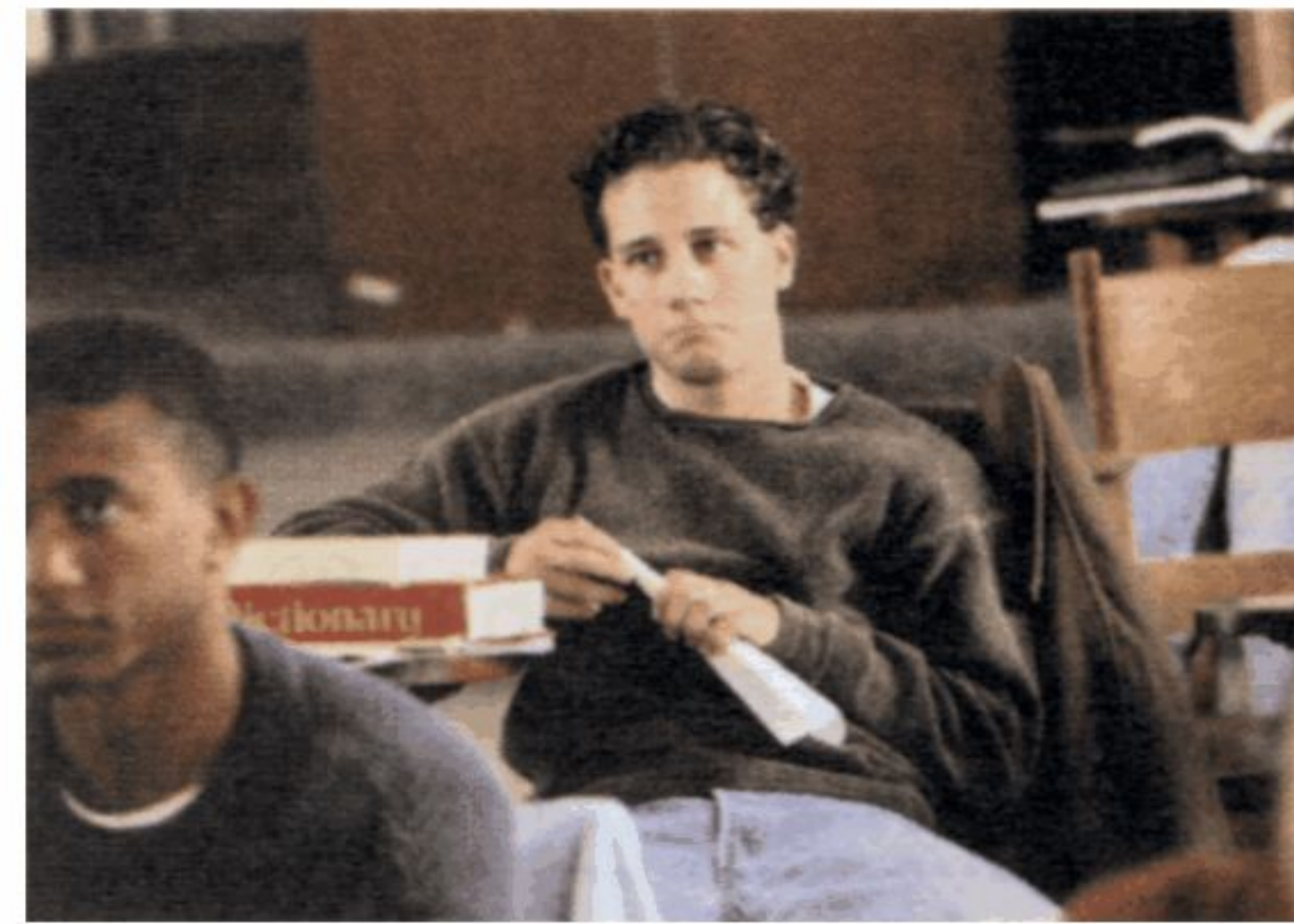
Bob is daydreaming.

If I won the lottery, I would buy an expensive car and I would go on holiday to a tropical island next summer.



Type 1 Conditionals

They are used to express real or very probable situations in the present or future.



If he doesn't study hard, he won't pass his exam.

Type 3 Conditionals



They are used to express imaginary situations which are contrary to facts in the past. They are also used to express regrets or criticism.

John got up late, so he missed the bus.

If John hadn't got up late, he wouldn't have missed the bus.

	If-clause (hypothesis)	Main clause (result)	Use
Type 0 general truth	if + present simple	present simple	
	<i>If the temperature falls below 0°C, water turns into ice.</i>		
Type 1 real present	if + present simple, present continuous, present perfect or present perfect continuous	future/imperative can/may/might/must/should/ could + bare infinitive	real - likely to happen in the present or future
	<i>If he doesn't pay the fine, he will go to prison. | If you have finished your work, we can have a break. If you need help, come and see me. | If you're ever in the area, you should come and visit us.</i>		
Type 2 unreal present	if + past simple or past continuous	would/could/might + bare infinitive	imaginary situation contrary to facts in the present; also used to give advice
	<i>If I had time, I would take up a sport. (but I don't have time - untrue in the present) If I were you, I would talk to my parents about it. (giving advice)</i>		
Type 3 unreal past	if + past perfect or past perfect continuous	would/could/might + have + past participle	imaginary situation contrary to facts in the past; also used to express regrets or criticism
	<i>If she had studied harder, she would have passed the test. If he hadn't been acting so foolishly, he wouldn't have been punished.</i>		

Conditionals - Wishes - Would Rather / Had Better - Unreal Past

- ◆ Conditional clauses consist of two parts: the **if - clause** (hypothesis) and the **main clause** (result). When the if - clause comes before the main clause, the two clauses are separated with a comma. When the main clause comes before the if - clause, then no comma is necessary.
e.g. a) *If I see Tim, I'll give him his book.*
b) *I'll give Tim his book if I see him.*

- ◆ We do not normally use **will, would** or **should** in an if - clause. However, we can use **will** or **would** after **if** to make a polite request or express insistence or uncertainty (usually with expressions such as *I don't know, I doubt, I wonder, etc.*). We can use **should** after **if** to talk about something which is possible, but not very likely to happen.
e.g. a) *If the weather is fine tomorrow, we will go camping. (NOT: ~~if the weather will be fine...~~)*
b) *If you will fill in this form, I'll process your application. (Will you please fill in ... - polite request)*
c) *If you will not stop shouting, you'll have to leave. (If you insist on shouting ... - insistence)*
d) *I don't know if he will pass his exams. (uncertainty)*
e) *If Tom should call, tell him I'll be late. (We do not think that Tom is very likely to call.)*

- ◆ We can use **unless** instead of **if ... not** in the if - clause of Type 1 conditionals. The verb is always in the affirmative after **unless**.
e.g. *Unless you leave now, you'll miss the bus. (=If you don't leave now, you'll miss the bus.) (NOT: ~~Unless you don't leave now,...~~)*

- ◆ We can use **were** instead of **was** for all persons in the if - clause of Type 2 conditionals.
e.g. *If Rick was/were here, we could have a party.*

- ◆ We use **If I were you ...** when we want to give advice.
e.g. *If I were you, I wouldn't complain about it.*

- ◆ The following expressions can be used instead of **if**: **provided/providing that, as long as, suppose/supposing, etc.**
e.g. a) *You can see Mr Carter provided you have an appointment. (If you have an appointment ...)*
b) *We will all have dinner together providing Mary comes on time. (... if Mary comes ...)*
c) *Suppose/Supposing the boss came now, what would you say? (If the boss came ...)*

- ◆ We can omit **if** in the if - clause. When **if** is omitted, **should** (Type 1), **were** (Type 2), **had** (Type 3) and the subject are inverted.
e.g. a) *Should Peter come, tell him to wait. (=If Peter should come, ...)*
b) *Were I you, I wouldn't trust him. (=If I were you, ...)*
c) *Had he known, he would have called. (=If he had known, ...)*

1

Look at the pictures and the prompts and make Type 1 conditional sentences, as in the example.

e.g. *If we cut down all the forests, the world's climate will change.*

1 cut down / all forests / world's climate / change
2 not stop/use / aerosols / destroy / ozone layer
3 find / alternative sources of energy / solve / some of our environmental problems
4 temperatures / go up / by a few degrees / sea levels / rise
5 recycle / waste / save / natural resources
6 population / continue to increase / not be enough food for everyone

2

Lisa is trying to decide where to go on holiday. She would like to go to one of these places. In pairs, ask and answer questions using the prompts below, as in the example.

- How long / be away / choose / Spain?
SA: *How long will she be away if she chooses Spain?*
SB: *If she chooses Spain, she'll be away for a week.*
- Where / go / like / camping?
- How much / pay / go to / France?
- What / do / go to / Spain?
- Where / go / want / cheap holiday?

UNIT 8

Conditionals - Wishes - Would Rather/Had Better - Unreal Past

3 Study the situations, then make **Type 2 conditional sentences**, as in the example.

I don't have a car, so I have to wait for the bus every day.

1 If I ...**had**... (have) a car, I ...**wouldn't have to**... (not/have to) wait for the bus every day.

I never do my home-work, so my teacher always gets angry with me.

2 If I (do) my home-work, my teacher
..... (not/get) angry with me.

I live in a small house, so I can't invite friends over.

3 If I (live) in a bigger house, I
(be able to) invite friends over.

I never get up early, so I am always late for school.

4 If I
(get up) earlier, I
.....
(not/be) late for school.

4 Complete the sentences to make **Type 3 conditional sentences**, as in the example.

1 If he ...**hadn't noticed**... (not/notice) the mould in one of his glass dishes, Alexander Fleming ...**would never have discovered**... (never/discover) penicillin.

2 If he (sell) some of his paintings, Van Gogh
(get) some recognition during his lifetime.

3 If Barbara Streisand
(change) the shape of her nose, her career
..... (never/be) the same.

4 If Anne Sullivan
(not/teach) her, Helen Keller
(not/be able to) communicate.

5 If Naomi Campbell
(not/be) so beautiful, she
..... (never/become) a supermodel.

5 Read the story below and make **Type 3 conditional sentences**, as in the example.

e.g. 1) ...*If Sally hadn't been in a hurry, she wouldn't have left some important notes at home...*

Sally had a terrible day yesterday. She was in a hurry, so she left some important notes at home. She wasn't prepared for her meeting with a new client, so the meeting was a disaster. The client was disappointed, and as a result he refused to do business with the company. The boss shouted at Sally, so she got upset.

6 Match the items in column A with those in column B in order to make correct **Type 0 conditional sentences**, as in the example.

e.g. 1 - c ...*If you add sugar to a cup of coffee, the coffee tastes sweeter...*

A	B
1 Add sugar to a cup of coffee.	a The apple floats.
2 Throw salt onto snow.	b Your skin turns red.
3 Put an apple in a bowl of water.	c The coffee tastes sweeter.
4 Water plants regularly.	d You feel healthy.
5 Lie in the sun too long.	e The plants grow.
6 Take regular exercise.	f The snow melts.

7 Put the verbs in brackets into the correct tense.

- A: What time will you be home tonight?
B: I'm not sure. If I ...**have to**... (have to) work late, I ...**'ll call** ... (call) you.
- A: I felt very tired at work today.
B: Well, if you (not/watch) the late film, you (not/feel) so tired.
- A: Should I buy that car?
B: Why not? If I (have) the money, I (buy) it myself.
- A: If you (pass) a chemist's, (you/get) me some cough medicine?
B: Yes, certainly.
- A: My sister seems very upset at the moment.
B: Were I you, I (talk) to her about it.
- A: Unless you (hurry), you (be) late again.
B: No, I won't. There's plenty of time.
- A: Oh! I forgot to ask Sarah over for dinner.
B: If I (speak) to her today, I (ask) her for you.

Conditionals - Wishes - Would Rather/Had Better - Unreal Past

- 8 A: May I join the club, please?
B: Provided you (be) over eighteen, you can join the club.
- 9 A: What a lovely restaurant! I'm glad we came here.
B: If you (not/burn) the dinner, we (not/come) here!
- 10 A: Just think. If I (not/move) to York, I (never/meet) you.
B: I know, wasn't it lucky?
- 11 A: Jo doesn't spend enough time with me.
B: Well, if she (have) the time, I'm sure she (try), but she's very busy.
- 12 A: Did you give Bill the message?
B: No, but when I (see) him, I (tell) him the news.
- 11 'John crashed his car yesterday.'
'I know, but if he hadn't been changing the cassette, he'
A won't crash B wouldn't crash
C wouldn't have crashed
- 12 'Can I have some chocolate, please?'
'If you behave yourself, I you some later.'
A would buy B might buy C buy
- 13 'Should you see Colin, and tell me.'
'I will.'
A come B to come C will come
- 14 'If we were rich, we expensive clothes.'
'Well, unfortunately we aren't rich!'
A could afford B can afford C afford

8

Choose the correct answer.

- 1 'If you ...*C*... that plate, you'll burn your fingers.'
'Why? Has it been in the oven?'
A would touch B will touch C touch
- 2 '..... you're busy, we'll talk now.'
'That's fine. I'm not busy at the moment.'
A If B Provided C Unless
- 3 'If you watch the news, you a lot.'
'I know. I watch it every day.'
A learn B were learning C would learn
- 4 '..... you wear warm clothes, you won't get cold.'
'I'll wear an extra jumper.'
A Unless B Providing C Supposing
- 5 'Shall I invite John to the party?'
'Well, were I you, I him.'
A would invite B will invite C am inviting
- 6 '..... the teacher comes back now, what will you do?'
'I don't know.'
A When B Providing C Supposing
- 7 'Could I see the menu, please?'
'Yes, sir. If you a seat, I will fetch it for you.'
A take B had taken C have taken
- 8 'Don't cry. Everything will be alright.'
'Yes, but if I the bus, I wouldn't have been late for school.'
A didn't miss B hadn't missed C don't miss
- 9 'When water boils, it steam.'
'Yes, I know; and the steam is hot, too.'
A would produce B produce C produces
- 10 'Can you help me, please?'
'Well, if I wasn't studying, I you.'
A would help B help C will help

9

Put the verbs in brackets into the correct tense.

- 1 If I ...*were*... (be) you, I wouldn't drive in the snow.
- 2 Peter (be able to) help you if he was here.
- 3 If I had closed the window, the cat (not/jump) out.
- 4 I (call) for help if I got stuck in a lift.
- 5 Had I known him, I (talk) to him.
- 6 John (may/lose) his job if he is rude to the boss.
- 7 If you (save) some money, you would have been able to go on holiday last year.
- 8 You may win if you (take) part in the contest.
- 9 If I had toothache, I (go) to the dentist.
- 10 They would have helped us move house if we (ask) them.
- 11 If Jane (be) older, she could live by herself.
- 12 We would have changed our plans if we (hear) the weather forecast.
- 13 Emma (send) a card if she had remembered it was their anniversary.
- 14 Robert (feel) better if you talked to him.
- 15 If Sam was still living nearby, you (can/invite) him for dinner.
- 16 If you (put) your money in your wallet, you will not lose it.
- 17 If you (like) chocolate, you will love this cake.
- 18 If Bill (come) home early, he will eat dinner with us.
- 19 Sandra will join us later unless she (have) a lot of work to do.

UNIT 8

Conditionals - Wishes - Would Rather/Had Better - Unreal Past

If - When

- ◆ We use **if** to say that something might happen.
- ◆ We use **when** to say that something will definitely happen.
e.g. **If you see Mark, will you give him the message?**
(You might see Mark.)
When you see Mark, will you give him the message? (It is certain that you will see Mark.)

10 Fill in the gaps using when or if.

- A: Have you phoned Paul yet?
B: No, I'll phone him ...**when**... I get home.
- A: I get a new job soon, I may have a party.
B: That's a good idea.
- A: I really liked that dress we saw.
B: Well, you can buy it you get paid.
- A: Shall we go somewhere this weekend?
B: Yes. it's sunny, we could go to the beach.
- A: Did you make this cake yourself?
B: Yes. you like it, I'll give you the recipe.
- A: Is Jane still asleep?
B: Yes. she wakes up, I'll tell her you're here.
- A: Have you done your homework?
B: No. I'll do it we've finished dinner.
- A: We've run out of milk.
B: Well, I go to the shops, I'll buy some more.

11 Choose the correct answer.

- If you are bored, ...**C**... something else.
A you would do B you will do C do
- I you, I would look for a new job.
A Would be B Were C Had been
- I you if I had known you were in hospital.
A would visit B would have visited C will visit
- If you well, lie down for a while.
A hadn't felt B don't feel C didn't feel
- Ice if the temperature rises above 0°C.
A will melt B would melt C melts
- Had I known about the meeting, I it.
A would have attended B attended C will attend
- If he in the garden, he would have heard the doorbell.
A isn't B was C hadn't been
- I to the bank manager if I were you.
A would talk B will talk C talked

Mixed Conditionals

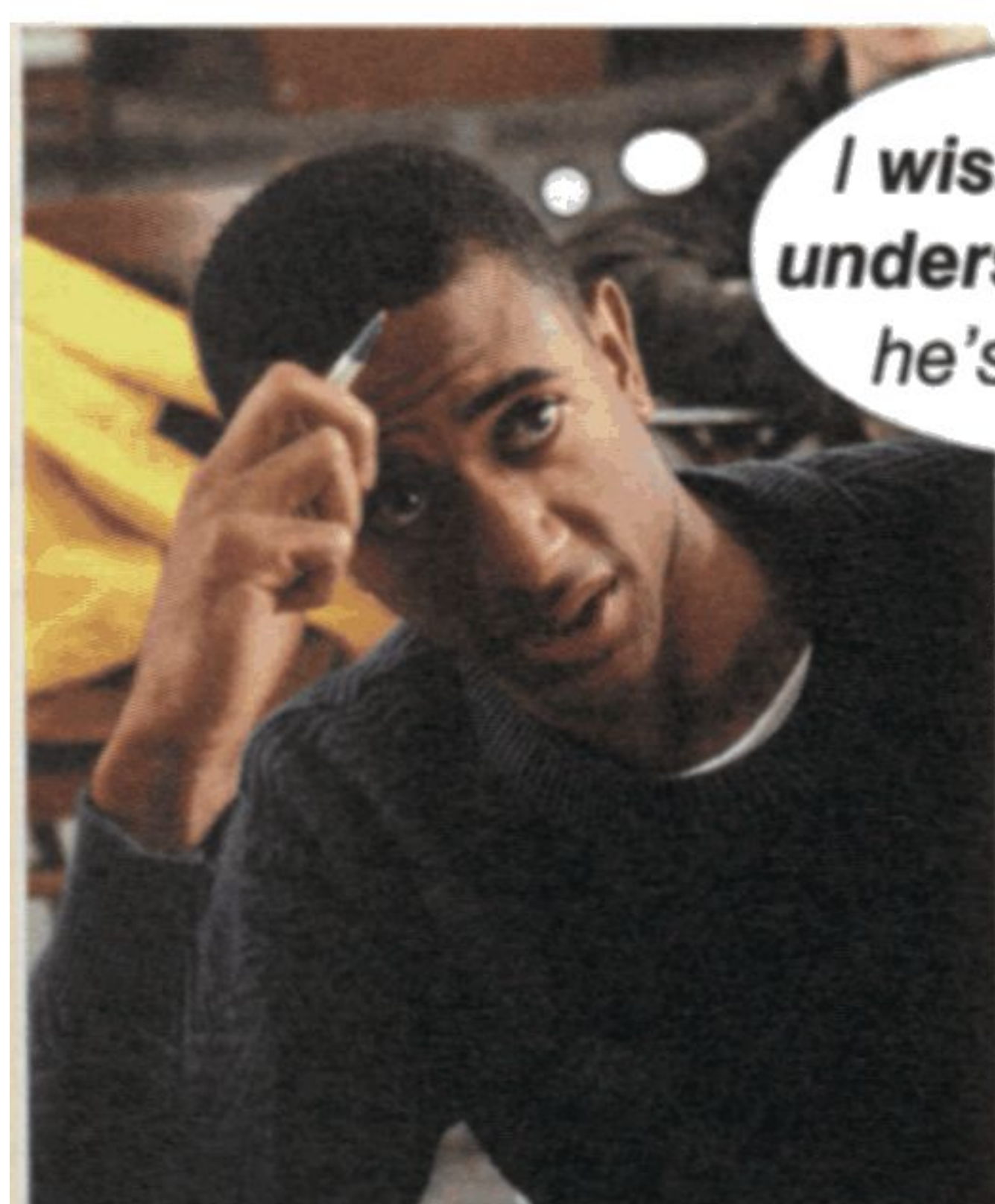
All types of conditionals can be mixed. Any tense combination is possible if the context permits it.

If - clause	Main clause
Type 2 If nobody paid the bill,	Type 1 the electricity will be cut off.
Type 2 If he had money,	Type 3 he would have bought her a gift.
Type 3 If he had won the lottery,	Type 2 he wouldn't be asking for money now.

12 Rewrite the sentences, as in the example.

- He doesn't know her. That's why he didn't speak to her.
...**If he knew her, he would have spoken to her.**...
- He lost his job. He's unemployed now.
...**If he hadn't lost his job, he wouldn't be unemployed now.**...
- His pet died. That's why he's unhappy now.
.....
- She doesn't have a mobile phone. That's why she couldn't be contacted yesterday.
.....
- Tom didn't see the boss earlier. He's waiting for him now.
.....
- He is allergic to seafood. That's why he didn't eat paella last night.
.....
- I lost my map. That's why I'm asking for directions now.
.....
- She doesn't speak French. She didn't have a good time in Paris.
.....
- He lost the race. He is not a champion now.
.....
- She didn't go to the bank yesterday. That's why she hasn't got any money now.
.....
- They went to a party last night. That's why they are tired now.
.....
- I crashed my car. That's why I'm taking the bus today.
.....

Wishes



We use the verb **wish** and the expression **if only** to express a wish. **If only** is more emphatic than **I wish**.

- ◆ **wish/if only + past simple/past continuous:** when we want to say that we would like something to be different in the **present**.
e.g. *I wish/If only I had a room of my own. (But I don't have a room of my own.)*
- ◆ **wish/if only + past perfect:** to express regret that something happened or did not happen in the **past**.
e.g. *I wish I had got your message earlier. (But I didn't get it earlier.)*
If only I had talked to him. (But I didn't talk to him.)
- ◆ **wish/if only + would:** a) for a polite imperative e.g. *I wish you would stop shouting. (Please, stop shouting.)*
b) to express our wish for a change in a situation or someone's behaviour because we are annoyed by it.
e.g. *I wish the wind would stop blowing. (wish for a change in a situation)*
If only John would stop insulting people. (wish for a change in someone's behaviour)
- ◆ After the subject pronouns **I** and **we**, we use **could** instead of **would**.
e.g. *I wish we could go to the party. (NOT: ~~I wish we would go...~~)*

Note: We can use **were** instead of **was** after **wish** or **if only**.

e.g. *I wish she were/was more sensitive.*

13

Wendy has just started university. It isn't what she expected, and she is disappointed. Read what she says and make sentences, as in the example.

e.g. *I wish my room wasn't/weren't so small.*

- My room is so small.
- I have to share the bathroom.
- The kitchen is such a mess.
- My tutors are strict.
- The classes are so hard to understand.
- The people are not friendly.
- I can't visit my family and friends because they are so far away.
- I don't have any friends.

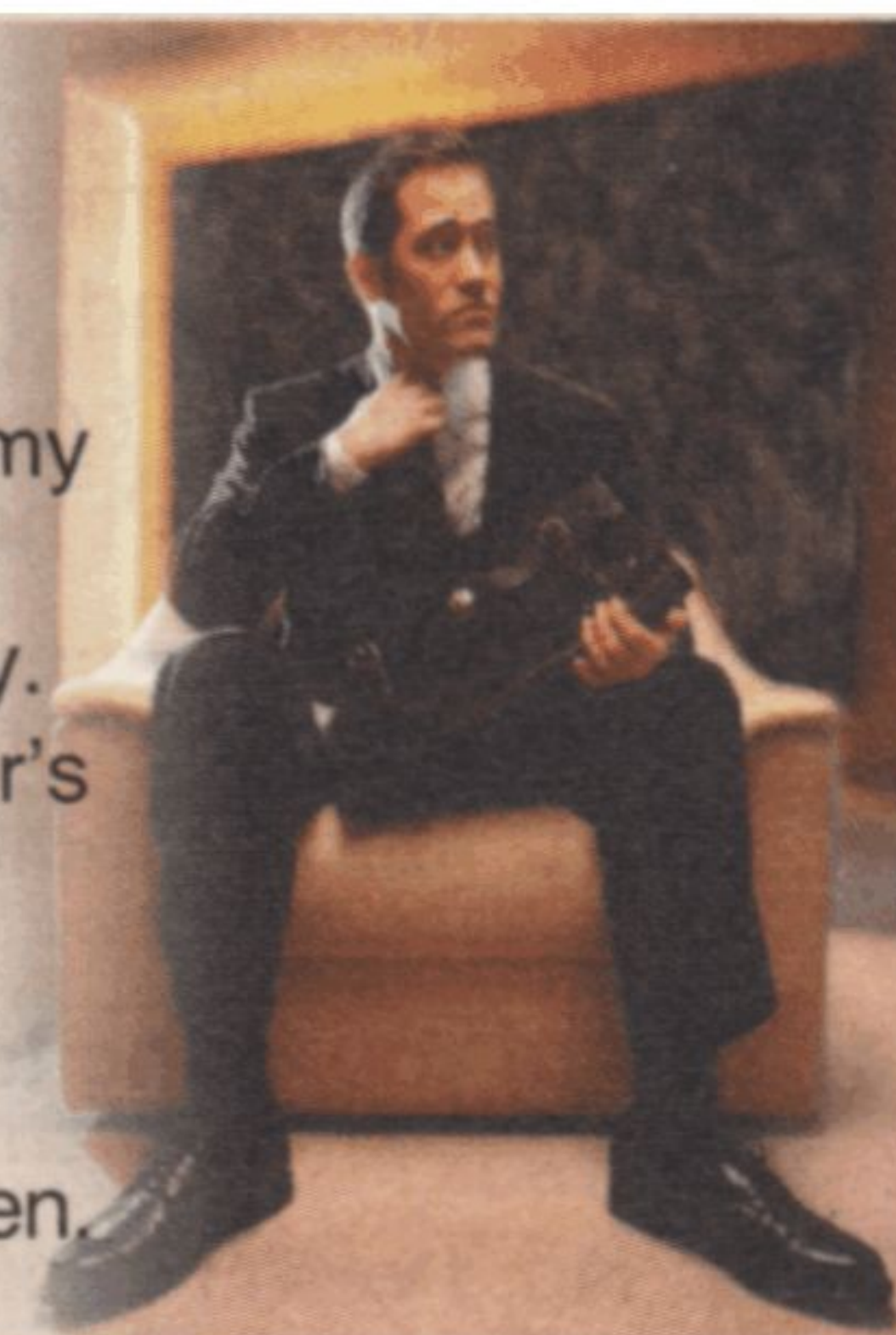


14

Jason has been for an interview. He didn't get the job. Read what he says and make sentences, as in the example.

e.g. *I wish I had known more about the company.*

- I didn't know much about the company.
- I was nervous.
- I didn't shake hands with my interviewer.
- I forgot what I wanted to say.
- I didn't answer the interviewer's questions properly.
- My letter of application was badly typed.
- I spilt the cup of tea I was given.



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Conditionals - Wishes - Would Rather/Had Better - Unreal Past

15

Elise is a famous singer. These are some of the things she finds annoying. Read what she says and make sentences, as in the example.

e.g. *I wish people wouldn't stare at me everywhere I go.*



- People stare at me everywhere I go.
- People always ask me to sing at parties.
- Magazines print false stories about my private life.
- Photographers take photos of me all the time.
- People make me sign autographs wherever I go.
- People never give me any privacy.

16

Put the verbs in brackets into the correct tense.

- A: I wish I ...*could play*... (play) a musical instrument.
B: You should take lessons.
- A: If only the wind (stop) blowing so hard.
B: Yes, it's very windy today, isn't it?
- A: I wish John (come) with us.
B: So do I. He would have really enjoyed it.
- A: Paul, I wish you (stop) making so much noise.
B: Sorry, I'll try.
- A: I wish I (study) more when I was at school.
B: It doesn't matter now. You've got a good job.
- A: I wish I (be) young again.
B: So do I. We had some good times back then.
- A: I wish I (not/speak) to Jane like that.
B: Don't worry. I'm sure she'll forgive you.
- A: If only Bob (call) me.
B: Well, he promised to call today.
- A: I'm exhausted. I wish I (do) some of the housework yesterday.
B: Sorry I wasn't here to help you.
- A: I wish you (make) less noise when you come in.
B: It's not my fault. The door squeaks when you open it.
- A: Are you going to your school reunion party next week?
B: No. I wish I (go) because I would like to see everyone again.


17


Rewrite the sentences using the correct conditional type, as in the examples.


- I wish Jack were here. (he/help us)
...If Jack were here, he would help us...
- I wish we hadn't got stuck in traffic. (we/be late for work)
...If we hadn't got stuck in traffic, we wouldn't have been late for work...
- I wish you paid more attention in class. (you/understand everything)
.....
- I wish they had called before they came. (I/cook something)
.....
- I wish Tim weren't so selfish. (he/make friends much more easily)
.....
- I wish Sandra hadn't got up late today. (we/go shopping together)
.....
- I wish you hadn't left the door unlocked. (thieves/break in)
.....


18

Look at the pictures and complete the wishes. Also make correct conditional sentences, as in the example.

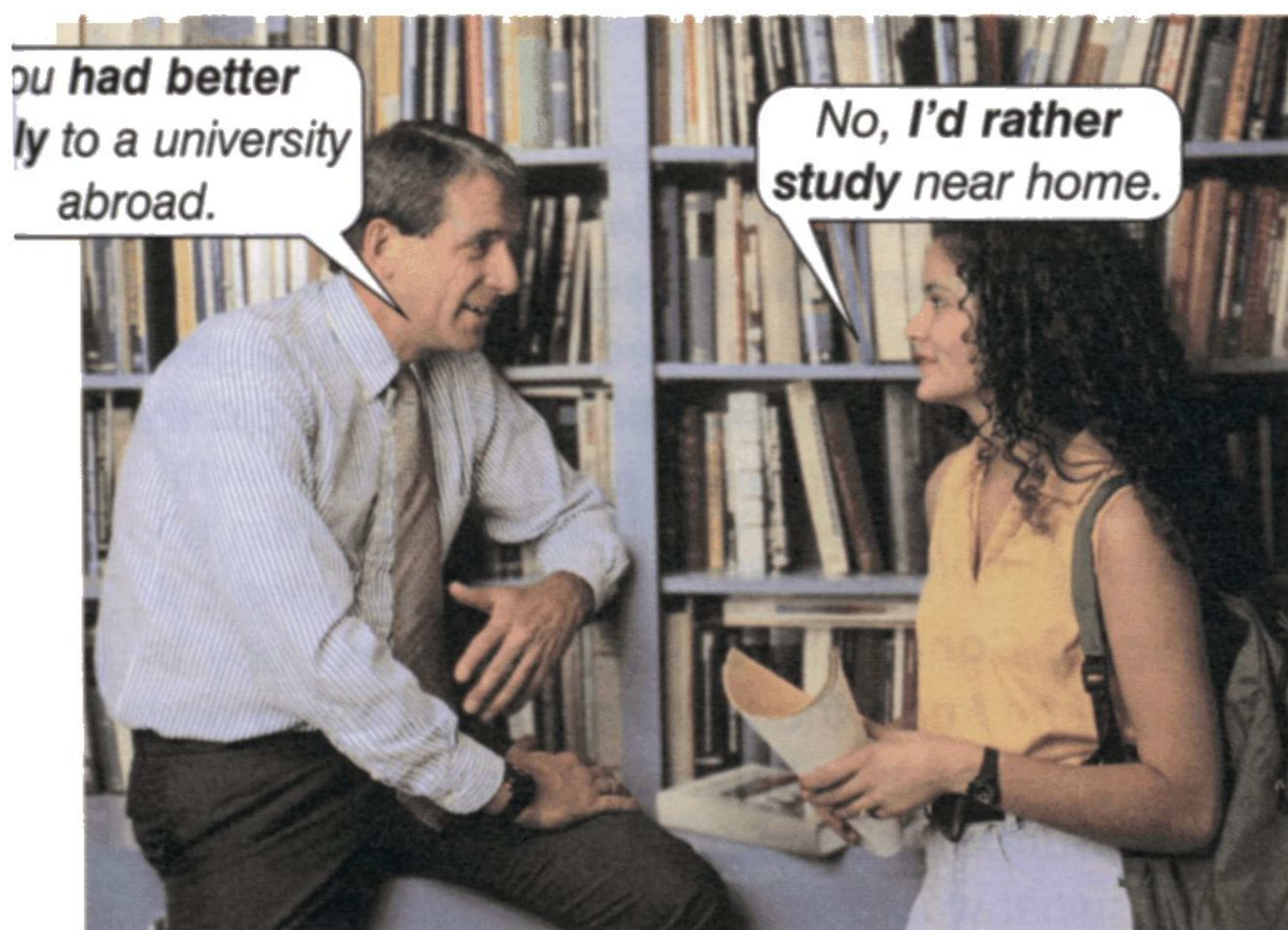
1  *I've got to get up.*
I wish *I didn't have to get up.*
(stay in bed for another hour)
If I didn't have to get up, I would stay in bed for another hour.

2  *I should have been more careful.*
I wish
(not crash into the wall)
.....

3  *She's always shouting at me.*
I wish
(concentrate on my work)
.....

4  *He hasn't called me yet.*
I wish
(stop worrying)
.....

Had Better/Would Rather



◆ We use **had better + bare infinitive** to give advice or to say what the best thing to do in a particular situation is.

e.g. You **had/d better take** some warm clothes with you. (= You should/ought to take ...)
I'd **better not call** him now; he'll be busy.

Had better is stronger than **should/ought to**, but it is not as strong as **must**.

e.g. You **must call** a doctor. (strong advice)
You **had better call** a doctor. (less strong than must)
You **should/ought to call** a doctor. (less strong than had better)

◆ We use **would rather (= would prefer to)** to express preference.

e.g. I'm busy. I'd **rather not take** a break now.

◆ When the subject of **would rather** is also the subject of the following verb, we use the following constructions:

- a) **would rather + bare present infinitive (present/future)** e.g. I'd **rather stay** at home tonight.
- b) **would rather + bare perfect infinitive (past)** e.g. I'd **rather have gone** on holiday to Italy last summer.

◆ When the subject of **would rather** is different from the subject of the following verb, we use the following constructions:

- a) **would rather + past tense (present/future)** e.g. I'd **rather Tim did** the shopping today.
- b) **would rather + past perfect (past)** e.g. I'd **rather Kate hadn't spent** so much money yesterday.

Study the ways in which we can express preference:

- a) **prefer + gerund + to + gerund (general preference)** e.g. I **prefer jogging to cycling**.
- b) **prefer + full infinitive + rather than + bare infinitive (general preference)** e.g. I **prefer to go out rather than stay** at home.
- c) **prefer + noun + to + noun (general preference)** e.g. She **prefers orange juice to apple juice**.
- d) **would prefer + full infinitive + rather than + (bare infinitive) (specific preference)** e.g. I'd **prefer to pay in cash rather than (pay) by credit card**.
- e) **would rather + bare infinitive + than (+ bare infinitive)** e.g. She'd **rather have a salad than (have) a steak**.

19

In pairs, ask and answer questions using the prompts below, as in the example. The choice of answer is yours.

SA: *Would you rather go on holiday to Spain or Italy?*
SB: *I'd rather go to Spain than Italy.*

- 1 go on holiday to Spain or Italy?
- 2 eat pizza or spaghetti for dinner?
- 3 play cards or chess this evening?
- 4 work in a bank or a school?
- 5 have a dog or a cat as a pet?
- 6 learn French or German at school?

20

Complete the sentences, as in the example.

- 1 I'll cook dinner if you really want me to, but ...*I'd rather you cooked it...*
- 2 I'll go to the supermarket if you really want me to, but ...
- 3 I'll wash the dishes if you really want me to, but ...
- 4 I'll empty the rubbish bin if you really want me to, but ...
- 5 I'll iron all the clothes if you really want me to, but ...
- 6 I'll clean the bathroom if you really want me to, but ...

21

Fill in the gaps with would rather, prefers or (would) prefer.

- 1 Do you ...*prefer*... reading magazines or books?
- 2 She go to a disco than go to the theatre.

UNIT 8

Conditionals - Wishes - Would Rather/Had Better - Unreal Past

- 3 Jack listening to music to watching television.
- 4 He study History than Maths.
- 5 I the piano to the violin.
- 6 you to have spaghetti or steak for dinner tonight?
- 7 I see a comedy film than an adventure film.
- 8 you going to the cinema or going to the theatre?

22

Put the verbs in brackets into the correct form.

- 1 A: Did you enjoy the party last night?
B: No, I'd rather ...*have stayed*... (stay) at home.
- 2 A: Shall I dust the computer, Tom?
B: I'd rather you (not/touch) it, actually. I'll do it myself.
- 3 A: I've got a terrible cold.
B: You'd better (not/go) to work today, then.
- 4 A: I'm going to work now.
B: I think it's going to rain today. You'd better (take) your umbrella with you.
- 5 A: I didn't enjoy Ben's party. I would rather he (invite) more people.
B: Oh! I enjoyed it.
- 6 A: You had better (study) hard this weekend for the exam on Monday.
B: I will, but I would prefer (go out) with my friends.
- 7 A: My parents prefer (spend) their holidays in the mountains.
B: Do they? I like to be by the sea.
- 8 A: We'd better (not/book) a taxi to bring us home tonight.
B: You're right. We might want to stay late.
- 9 A: They're organising a party for Susan's birthday.
B: I know, but it's a secret, so we'd better (not/talk) about it in case she hears.
- 10 A: I'd rather you (not/leave) your shoes in the kitchen every time you come home from school.
B: Sorry, I keep forgetting.
- 11 A: I didn't enjoy my lunch today. I'd rather (eat) something else.
B: I'll make you some sandwiches tomorrow then.
- 12 A: Did you enjoy the film last night?
B: Not really. I would rather we (see) a comedy instead.
- 13 A: Shall we stay in tonight?
B: Well, if you don't mind I would prefer (visit) my parents.

The Unreal Present and Past

The **past simple** can be used to talk about imaginary, unreal or improbable situations which are contrary to facts in the present (unreal present).

The **past perfect** can be used to refer to imaginary, unreal or improbable situations which are contrary to facts in the past (unreal past).

The **past simple** is used with:

- **Type 2 Conditionals**
e.g. *If he knew the truth, he would be very angry.*
- **suppose/supposing**
e.g. *Suppose/Supposing they didn't invite you, what would you do?*
- **wish/if only**
e.g. *I wish/If only I had a lot of money.*
- **would rather (present)**
e.g. *I'd rather Lisa went to the market.*
- **as if/as though**
e.g. *Jim behaves as if/as though he were the boss.*
- **it's (about/high) time**
e.g. *It's (about/high) time they did something about it.*

The **past perfect** is used with:

- **Type 3 Conditionals**
e.g. *If she had asked me, I would have helped her.*
- **suppose/supposing**
e.g. *Suppose/Supposing you had lost your money, what would you have done?*
- **wish/if only**
e.g. *I wish/If only I hadn't invited them to my party.*
- **would rather (past)**
e.g. *I'd rather you hadn't said anything about it.*
- **as if/as though**
e.g. *He hadn't seen her before, but he acted as if/as though he had known her for years.*

23


Underline the correct tense.


- 1 It's about time she learnt/had learnt how to cook.
- 2 I'd rather you didn't touch/had not touched my favourite vase. You may break it.
- 3 If she heard/had heard the news, she would have called us by now.
- 4 They would have opened the door if they knew/had known who was there.
- 5 It's high time they made/had made some changes.


Conditionals - Wishes - Would Rather / Had Better - Unreal Past


- 6 I wish I **saved/had saved** some money last month.
- 7 Ben would have taken up sport earlier if he **realised/had realised** how much fun it was.
- 8 Tom speaks to everyone as if he **knew/had known** everything.
- 9 He would rather you **didn't open/hadn't opened** the letter. He wanted to do it himself.
- 10 Suppose you **met/had met** him, what would you say to him?
- 11 If only he **called/had called** me last night, we could have gone out.
- 12 I'd rather Mary **spent/had spent** the night with us. It's snowing too heavily for her to drive home.
- 13 If you **knew/had known** what she did yesterday, you would be very surprised.
- 14 Supposing she **were seen/had been seen** leaving early, what would have happened?


24 Look at the pictures and complete the following sentences.

1  Your friend wants to go skating, but you want to go bowling. What do you say?
 I would prefer ...**to go bowling**....

2  Your friend likes staying in hotels, but you think camping is more fun. What do you say?
 I prefer

3  Your parents want you to take the dog for a walk. You want your brother to do it. What do you say?
 I'd rather

4  Your brother has bought a guitar. You want him to stop playing. What do you say?
 I'd rather you

5  Your friend is very tired. You think she should go to bed. What do you say?
 You'd better

IN OTHER WORDS

Study these examples. The second sentence has a similar meaning to the first sentence.

- 1 If you don't follow the instructions carefully, you may make a mistake.
unless You may make a mistake **unless you follow** the instructions carefully.
- 2 If you go near the house, the dog will chase you.
else Don't go near the house **or else the dog will** chase you.
- 3 I don't think it's a good idea to go to that party.
were If **I were you**, I wouldn't go to that party.
- 4 I want to go on holiday, but I haven't got enough money.
wish I **wish I had** enough money to go on holiday.
- 5 Sam wishes he hadn't told Kate about his plans; now everyone knows.
told If Sam **hadn't told** Kate about his plans, no one would know.
- 6 You shouldn't borrow any more money; you won't be able to pay it back.
better You **had better not borrow** any more money; you won't be able to pay it back.
- 7 Helen would prefer to become a teacher rather than become a doctor.
rather Helen **would rather become** a teacher than become a doctor.

25 Complete each sentence with two to five words, including the word in bold.

- 1 You should ask someone to help you with your project.
better You ...**had better ask**... someone to help you with your project.
- 2 I don't think it's a good idea to invest all your money in stocks.
were If I invest all my money in stocks.
- 3 I ate too much ice cream and now I don't feel well.
wish I so much ice cream.
- 4 Tom wishes he hadn't lied to his parents; now they are angry with him.
lied If Tom to his parents, they wouldn't be angry with him.
- 5 If you don't start studying, you'll fail your exams.
else Start studying, your exams.
- 6 Tina would prefer to eat out rather than cook.
rather Tina than cook.

UNIT 8

Conditionals - Wishes - Would Rather/Had Better - Unreal Past

26

Choose the correct answer.

- 'Suppose you ...*B*... some money, what would you do with it?' 'I'd probably go on holiday.'
A win B won C would win
- 'I've got Jim's book. Can you give it to him, please?' 'Well, if I him, I'll give it to him.'
A will see B saw C see
- 'I have to get up early tomorrow.'
'Then you'd better to bed early tonight.'
A be going B to go C go
- 'Can I go out tonight, Mum?'
'I'd rather you at home and did your homework.'
A stayed B stay C will stay
- 'It's high time you a job, Trevor.'
'I know. I've got an interview next week, actually.'
A have got B will get C got
- 'It's getting cold.'
'We'd better our jackets on.'
A to put B putting C put
- 'Is Jill coming to the party tonight?'
'Well, if nobody invited her, she to the party.'
A will come B won't come C is coming
- 'Let's have a party this weekend.'
'I'd rather we it this weekend. I'm busy.'
A didn't have B don't have C haven't
- 'I've just passed my driving test.'
'Congratulations. I wish I a car.'
A will drive B could drive C can drive
- 'I've lost my keys again, Dad.'
'If you had put them on the table, you them.'
A wouldn't have lost B won't lose C didn't lose
- 'I wish I had more money.'
'Then it's about time you spending everything you earn.'
A will stop B stopped C stop
- 'Suppose you lost, what would you do?'
'I'd go to a police station.'
A got B will get C would get
- 'I've got a terrible headache.'
'You'd better an aspirin.'
A to take B take C taking
- 'Let's go to the supermarket tonight.'
'..... go tonight. I'm very tired.'
A I'd rather not B I'd rather I don't
C I'd rather I didn't
- '..... Belinda should visit you, please tell her I'll see her tonight.' 'Okay, I'll do that.'
A Suppose B Supposing C If

Prepositions

patient with sb	terrified of sb/sth
keen on sth	tired of sb/sth
pleased with sth	similar to sth
kind to sb	suspicious of sb/sth
responsible for sth	mean to sb
satisfied with sth	hopeless at sth

27

Fill in the gaps with one of the adjectives from the table above and a suitable preposition.

- Teachers should be ...*patient with*... children.
- Parents are their children.
- My baby brother is the dark.
- Roger is very basketball and wants to play for his country one day.
- The police are the butler. They think he murdered the owner of the club.
- Diane's car is Elaine's.
- Martin is always other people. He's always ready to help.
- She was so her new dress that she put it on immediately.
- If you are not a product you can return it.
- Anna was doing her homework.
- He is maths.
- The other students were Toby because he was small; they teased him all the time.

Phrasal Verbs

make out:	1) see sth with difficulty (in distance) 2) understand
make up:	1) invent 2) put cosmetics on 3) become friends again after a quarrel
make up	
one's mind:	decide

28

Fill in the correct particle.

- We often argue, but we always make ...*up*... quickly.
- He made a story about having to work late, but I knew he was lying.
- It was dark and Pete couldn't make the sign.
- I can't make my mind about which shirt to buy for Chris.
- When the children were dressed and made for the party, they looked fantastic.

Revision Box

29

Choose the correct answer.

John Fitzgerald Kennedy was born on May 29th, 1917, in Massachusetts, USA.

He studied at Harvard University, then (1) ...A... the US Navy in 1941 where he served until 1945.

John F. Kennedy planned (2) a journalist and his older brother, Joe, planned to be a politician, but when Joe (3) in the war, the family expected John to follow a career in politics instead. He was a successful politician (4) he cared about his country and its people.

On September 12th, 1953, John F. Kennedy married Jacqueline Lee Bouvier. They were happy together and had two children. Jackie Kennedy was (5) beautiful and glamorous that the whole of America loved her.

John F. Kennedy became the 35th President of the USA in 1960 — the youngest man ever (6) He worked very hard, and (7) was very popular at home and abroad.

On Friday, 22nd November, 1963, however, John F. Kennedy was shot and killed (8) he and Jackie were travelling through Dallas in an open top car. The people of America will never forget him.



- | | | |
|---------------------|-------------------|-----------------|
| 1 A joined | B had joined | C was joining |
| 2 A being | B to be | C be |
| 3 A had been killed | B has been killed | C was killed |
| 4 A because | B although | C so |
| 5 A such | B such a | C so |
| 6 A to elect | B to be elected | C being elected |
| 7 A as a result | B whereas | C however |
| 8 A as | B after | C until |

30

Cross out the unnecessary word.

- She had better to spend the night with us.
- They had worked on this project last December.
- Unless you not pay attention, you won't understand.
- That piece of furniture was been made by a French designer.
- Despite of the traffic, I got to the office on time.
- You can to open your presents now if you want.
- Take some money in case you will get hungry.
- If you will have a cough, you must take some medicine.

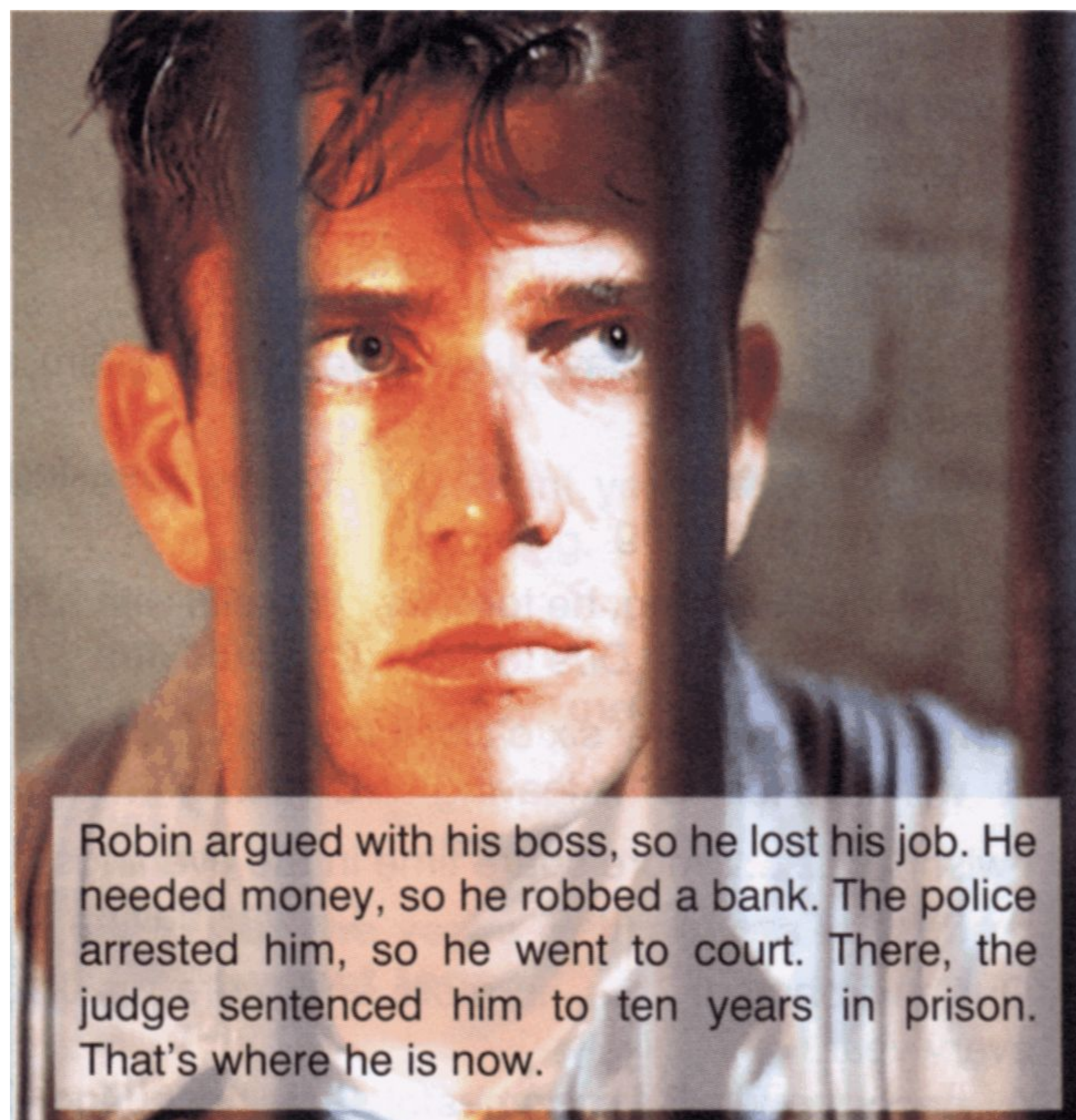
ORAL Activity

Robin Watts was recently put in prison for robbing a bank. He is sorry for his crime now. Read the text below, then make sentences, as in the example.

e.g. S1: *If he hadn't argued with his boss, he wouldn't have lost his job.*

S2: *If he hadn't lost his job, he wouldn't have needed money.*

S3: *If he hadn't ...*



Robin argued with his boss, so he lost his job. He needed money, so he robbed a bank. The police arrested him, so he went to court. There, the judge sentenced him to ten years in prison. That's where he is now.

WRITING Activity

Robin has been keeping a diary in prison. Look at the Oral Activity again and complete the entry in the diary below.

Monday, March 1st

Dear Diary,

I'm in prison now and I regret everything that has happened over the past few months. I've made some big mistakes. Now I wish I hadn't argued with my boss. If I hadn't argued with him, I wouldn't have lost my job. If I hadn't lost

.....

Revision 2 (Units 1 - 8)



1 Choose the correct answer.

- 1 First, we ...**B**... up the tent, then we lit a camp fire.
A are putting B put C were putting
- 2 That exercise is difficult for the children.
A too B enough C not enough
- 3 We get up early this morning, so we slept until ten o'clock.
A needn't B mustn't C didn't need to
- 4 Gemma Collins superbly in this new production.
A dances B is dancing C dance
- 5 If you plant seeds in the ground, they
A grow B are growing C grew
- 6 He asked me what
A doing B do C to do
- 7 to John today? I want you to give him a message for me.
A Do you speak B Will you be speaking
C Are you speaking
- 8 it was raining, he took his umbrella with him.
A Because of B Due to C Since
- 9 Tim work by six o'clock this evening.
A will have left B is leaving C leave
- 10 I wish I more spare time in the evenings.
A have B had C was having
- 11 Our environment more and more polluted every year.
A become B becomes C is becoming
- 12 They were bored because they for hours.
A had been waiting B are waiting
C have waited
- 13 If Beth had time, she the tennis club.
A would join B is joining C will join
- 14 It is a good idea for everyone to learn how a foreign language.
A speaking B to speak C speak
- 15 ill, Jeff didn't go to work yesterday.
A Feeling B Feel C To feel
- 16 I this necklace since I was ten years old.
A had B am having C have had
- 17 you give me a lift to the supermarket, please?
A Would B Should C Ought
- 18 We had started the journey than we got a flat tyre.
A the moment that B whenever C no sooner
- 19 Tom was painting the door while Judy the windows.
A was cleaning B cleaned C is cleaning
- 20 There isn't to go shopping today. I'll go tomorrow.
A too time B enough time C time enough
- 21 Steve work last Sunday. His boss asked him to.
A has to B must C had to
- 22 By the time we get home, we for six hours.
A will travel B will have been travelling
C are travelling
- 23 I saw Mr Brown the building at two o'clock.
A leave B to leave C having left
- 24 I the children to school today if you want.
A take B am taking C will take
- 25 My parents make me to bed early during the week.
A go B to go C going
- 26 Who in my desk? Things have been moved!
A look B has been looking C looks
- 27 She went to bed without goodnight.
A say B to say C saying
- 28 The tree down last week.
A was cut B cut C cuts
- 29 Peter got presents that he couldn't fit them into the cupboard.
A such a B such a lot of C so much
- 30 Mum the breakfast by the time we woke up.
A has been making B made C had made



2 Complete each sentence with two to five words, including the word in bold.

- 1 I advise you to go back to the shop.
should You ...*should go*... back to the shop.
- 2 He turned on the radio. He heard the news.
sooner He had no
..... than he heard the news.
- 3 You can't go out. You have to eat breakfast first.
until You can't
have eaten breakfast.
- 4 It is possible that Jake had lunch early today.
could Jake
..... lunch early today.
- 5 You aren't allowed to talk during the exam.
must You
during the exam.
- 6 They had no sooner arrived at the station than the train came.
hardly They had
..... when the train came.
- 7 She left early. She didn't want to be late.
not She left early
be late.

- 8 Mandy read the newspaper during breakfast.
while Mandy read the newspaper breakfast.
- 9 I took a jacket with me. I thought it might get cold.
case I took a jacket with me cold.
- 10 James will have a shower before he calls Emily.
after James will call Emily a shower.
- 11 Perhaps the children are in the garden.
may The children in the garden.
- 12 It isn't necessary for you to write the instructions down.
have You the instructions down.

3 Rewrite the sentences in the passive.

- 1 They should have reserved a table last week.
...A table should have been reserved last week...
- 2 They are judging the competition now.

- 3 Who made these biscuits?

- 4 They informed Kevin this morning.

- 5 How often do they water the plants?

- 6 They will have checked the results by Wednesday.

- 7 Somebody's broken my favourite plate!

- 8 Someone had taken the papers from my desk by the time I got back.

4 Underline the correct preposition.

- 1 We are very proud **at/of** your achievements.
- 2 John apologised to Jane **with/for** shouting at her.
- 3 Mum is hopeless **at/to** knitting.
- 4 Sam is regarded **at/as** the best player in the team.
- 5 Colin was very upset **about/for** losing his job.
- 6 I wasn't satisfied **with/about** my new TV, so I took it back to the shop.
- 7 We're hoping **for/of** good weather for the picnic tomorrow.
- 8 Tom is clever **with/at** Maths.
- 9 The old lady always smiles **to/at** the postman.
- 10 The cyclist crashed **to/into** a tree, but he wasn't hurt.
- 11 I'm tired **from/of** standing. I want to sit down.
- 12 It was very generous **to/of** you to buy her a present.

5 Fill in the gaps with the correct particle from the list.

up, through, out, for, after

- 1 When their supplies gave ...**out**... they had to search for food.
- 2 We looked the address in the directory.
- 3 I'll go the results this evening, after work.
- 4 He looked carefully, but he couldn't make the address on the envelope.
- 5 Those trousers have gone now. You shouldn't wear them any more.
- 6 He made an excuse to explain his late arrival.
- 7 Steven has recently given playing football.
- 8 I looked everywhere my gloves, but I couldn't find them.
- 9 My grandmother is looking my cousins for my aunt today.
- 10 They had an argument yesterday, but they made this morning.
- 11 The fire went before the fire brigade arrived.
- 12 He looked the book quickly before he bought it.

6 Put the verbs in brackets into the correct tense.

- 1 A: I missed a lot of lessons last week.
 B: Yes, but if you hadn't been ill, you ...**wouldn't have missed**... (not/miss) them all.
- 2 A: I wish it (stop) snowing.
 B: Oh I don't, I like the snow.
- 3 A: I've got a very important meeting tomorrow morning.
 B: Well, if you don't go to bed early, you (be) tired tomorrow.
- 4 A: Tom broke his leg while he was skiing.
 B: Well, if he hadn't been acting childishly, the accident (not/happen).
- 5 A: I've got a problem.
 B: If I (be) you, I would ask someone for advice.
- 6 A: If only I (have) John's phone number, I'd call him.
 B: I've got it. I'll give it to you.
- 7 A: I wish I (go) on the school trip next week.
 B: You can go. It only costs £2.
- 8 A: If you (need) anything, ask me.
 B: Thanks. I will.

UNIT 9

Relatives

Relative Pronouns



A racing driver is someone **who/that** drives racing cars and **whose** job is very dangerous.
 A kangaroo is an animal **which/that** lives in Australia.
 A book is something **which/that** people read.

Relative pronouns (who(m), which, whose, that) introduce relative clauses. A relative clause tells us which person or thing the speaker means.

e.g. The man who lives in the flat above is an actor.

↓
relative clause

(The relative clause identifies which man the speaker is talking about.)

◆ We use **who/that** to refer to people.

We use **which/that** to refer to objects or animals.

Who/Which/That cannot be omitted if it is the **subject** of the relative clause; that is, when there is not a noun or subject pronoun between the relative pronoun and the verb.

a) I know a man. He is a lawyer.

↓
I know a man **who/that** is a lawyer.
(The relative pronoun is the subject.)

b) The dog — it ran away — is mine.

↓
The dog **which/that** ran away is mine.
(The relative pronoun is the subject.)

Who/Which/That can be omitted when it is the **object** of the relative clause; that is, when there is a noun or subject pronoun between the relative pronoun and the verb. We can use **whom** instead of **who** when it is the object of the relative clause. **Whom** is not often used in everyday English.

a) I spoke to a man. I had met him before.

↓
I spoke to a man (**whom/who/that**) I had met before.
(The relative pronoun is the object.)

b) That's the book. I read it last summer.

↓
That's the book (**which/that**) I read last summer.
(The relative pronoun is the object.)

◆ We use **whose** instead of possessive adjectives (my, your, his, etc.) with people, objects and animals in order to show possession.

a) That's the woman — her house caught fire yesterday.

↓
That's the woman **whose** house caught fire yesterday.

b) That's the house — its entrance is guarded.

↓
That's the house **whose** entrance is guarded.

◆ We usually avoid using prepositions before relative pronouns.

a) The boat **in which** the oil was transported is owned by an American company. (formal English - unusual structure)

b) The safe **which/that** we keep the money **in** is in the basement. (usual structure)

c) The safe we keep the money **in** is in the basement. (everyday English)

◆ We can use **which** to refer back to a whole clause.

e.g. He lent me some money. This was generous of him.

↓
He lent me some money, **which** was generous of him. (Which refers to the fact that he lent the speaker some money. That is, it refers back to the whole clause.)

◆ A relative pronoun is not used with another pronoun (I, you, me, him, etc.).

a) I know a girl **who** works in a library.

(NOT: I know a girl ~~she~~ works ...)

b) The people we spoke to are from Italy.

(NOT: The people we spoke to ~~them~~ are from Italy.)

Note: who's = who is or who has

whose = possessive

e.g. 'Who's (Who is) on the phone?' 'It's Peter.'

'Who's (Who has) got the keys?' 'Kim.'

Jim is the boy **whose** cousin is a doctor.

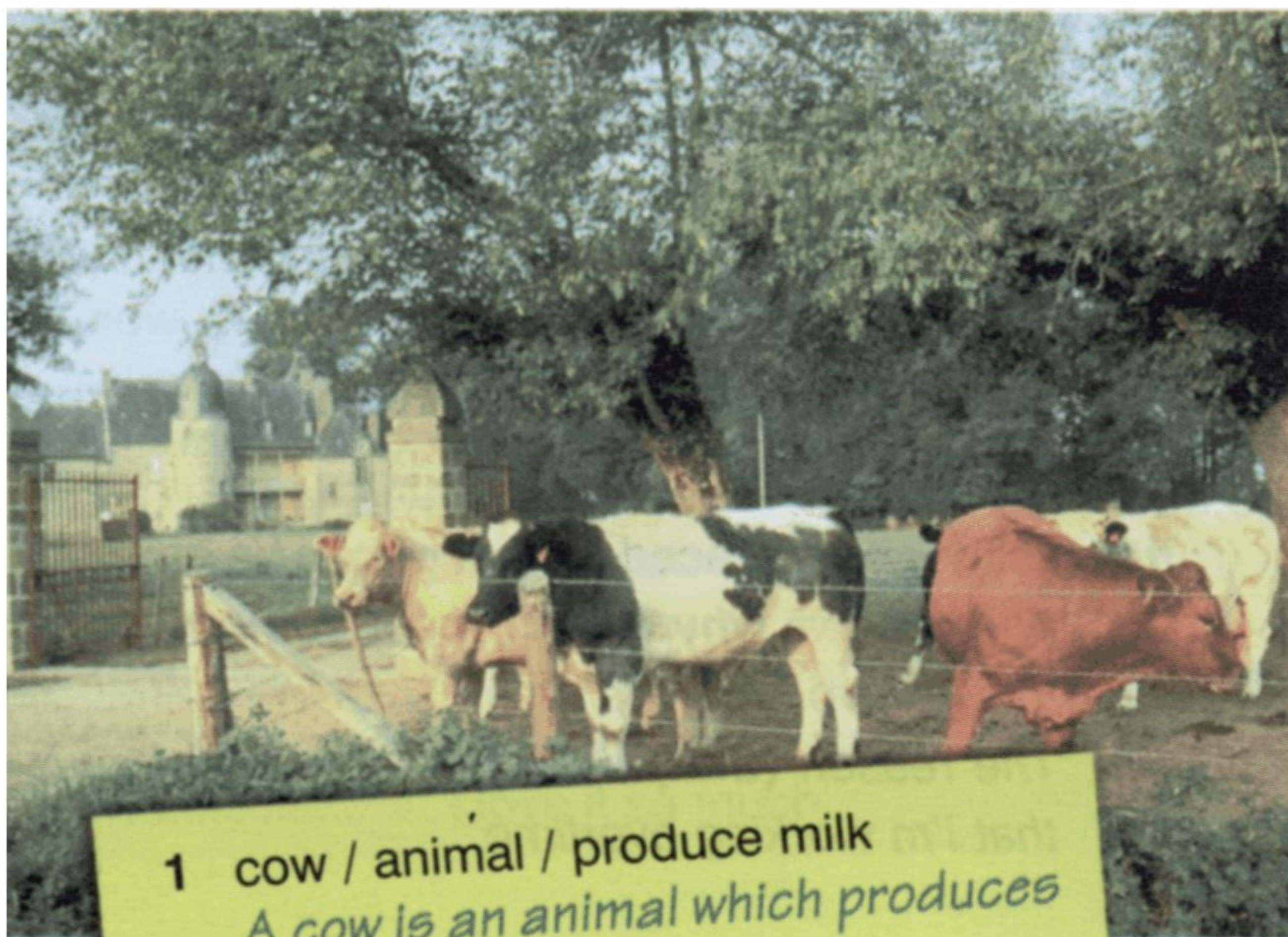
who/that (people)	subject — cannot be omitted
who/whom/that (people)	object — can be omitted
which/that (objects, animals)	subject — cannot be omitted object — can be omitted
whose (people, objects, animals)	possession — cannot be omitted

1 In pairs, ask and answer questions using the prompts below, as in the example.

SA: *Beth gave you those gloves, didn't she?*
 SB: *That's right. The person who gave me these gloves was Beth.*

- 1 Beth gave you those gloves, didn't she?
- 2 Jack fixed your fridge, didn't he?
- 3 Stan tidied your garden, didn't he?
- 4 Simon bought your bike, didn't he?
- 5 Ruth decorated your living room, didn't she?
- 6 Laura did your shopping last week, didn't she?

2 Mr Giles is showing his niece around his farm and telling her about the different things and animals. Make sentences using the prompts below, as in the example.



- 1 cow / animal / produce milk
A cow is an animal which produces milk.
- 2 tractor / machine / be used to pull heavy farm machinery
- 3 sheep / animal / be kept for its wool
- 4 pitchfork / tool / be used to move hay and straw
- 5 hen / bird / lay eggs

3 Helen is talking to Jane, a new student, about some of the students in her class. Make sentences using the prompts below, as in the example.

e.g. *That's John whose father writes novels.*

- 1 John's father writes novels.
- 2 Susan's brother is in a famous pop group.
- 3 Terry's ambition is to walk on Mars.
- 4 Claire's exam results were the best in the school.
- 5 Tom's birthday is tomorrow.

4 Fill in the gaps with *who*, *which* or *whose*, then answer the questions.

- 1 What is the name of the woman ...*who*... became the first female Prime Minister of Britain?
 A Margaret Thatcher B Diana Spencer
- 2 What is the name of the artist most famous painting is the Mona Lisa?
 A Leonardo da Vinci B Giotto
- 3 What is the name of the river flows through London?
 A The Tyne B The Thames
- 4 What is the name of the drug was discovered by Alexander Fleming?
 A Penicillin B Aspirin
- 5 What is the name of the man was the first to walk on the moon?
 A Neil Armstrong B Elvis Presley
- 6 Who was the American president name was given to a New York airport?
 A Richard Nixon B John F. Kennedy
- 7 What is the name of the film stars Glenn Close as Cruella De Vil?
 A 101 Dalmatians B Mary Poppins
- 8 What is the name of the football team home ground is Old Trafford?
 A Manchester City B Manchester United
- 9 What is the name of the Australian animal carries its young in its pouch?
 A Kangaroo B Elephant
- 10 What is the name of the actor played Jack in the film 'Titanic'?
 A Leonardo DiCaprio B Mel Gibson

5 Fill in the correct relative pronoun. If it can be omitted, put it in brackets.

- 1 Have you spoken to the man ...*who/that*... sent you flowers?
- 2 Bob is looking at the photographs ...(*which/that*)... he took on holiday.
- 3 Did you give John back the money you borrowed from him?
- 4 Is that the couple house was destroyed by fire?
- 5 Is that the man reads the news on TV?
- 6 Where is the letter I gave you?
- 7 When did she buy the car she is driving?
- 8 This is the necklace I got for my birthday.
- 9 What is the name of the man I saw you with yesterday?

UNIT 9

Relatives

6

Complete the pairs of sentences, as in the example.

- 1 Joey is talking to a woman. The woman is his aunt.
 - a) The woman ...*whom/who/that Joey is talking to is his aunt.*...
 - b) The woman ...*Joey is talking to is his aunt.*...
- 2 They took me on a tour. It was very boring.
 - a) The tour
 - b) The tour
- 3 Emma had lunch with a woman. The woman was her client.
 - a) The woman
 - b) The woman
- 4 Jenny is looking for a book. The book belongs to her mother.
 - a) The book
 - b) The book
- 5 Todd is playing with his toy. The toy is very expensive.
 - a) The toy
 - b) The toy
- 6 Oliver has gone to a meeting. The meeting is very important.
 - a) The meeting
 - b) The meeting
- 7 Rachel went to the park with a girl. The girl is her best friend.
 - a) The girl
 - b) The girl
- 8 Lydia is looking at a painting. The painting is very famous.
 - a) The painting
 - b) The painting

7

Cross out the incorrect subject or object pronoun in each sentence.

- 1 I like the necklace I got ~~X~~ for Christmas.
- 2 The boots Ann gave them to me are very comfortable.
- 3 The man who designed our house he is an architect.
- 4 The nicest city I've visited it is Paris.
- 5 The car which it is parked outside belongs to me.
- 6 The children who they are eating the sandwiches are in my class.
- 7 The man you met him last week is an author.
- 8 The story she told you it is true.
- 9 The chocolates which they are in that box came from Belgium.
- 10 The actress you admire her is only twenty years old.
- 11 The house they live in it is very big.
- 12 The girl who she won first prize is from India.

Relative Adverbs

Where, when and why are relative adverbs and introduce relative clauses.

◆ **Where** is used to refer to **place**, usually after nouns like **place, house, street, town and country**.

It can be replaced by **which/that + preposition and, in this case, which/that can be omitted**.

e.g. The street **where** we used to play is very busy now.

The street (**which/that**) we used to play **in** is very busy now.

◆ **When** is used to refer to **time**, usually after nouns like **time, period, moment, day and summer**.

It can either be replaced by **that** or can be omitted.

e.g. I'll never forget the day **when** I first met him.

I'll never forget the day (**that**) I first met him.

◆ **Why** is used to give **reason**, usually after the word **reason**.

It can either be replaced by **that** or can be omitted.

e.g. The reason **why** I can't meet you tonight is that I'm working overtime.

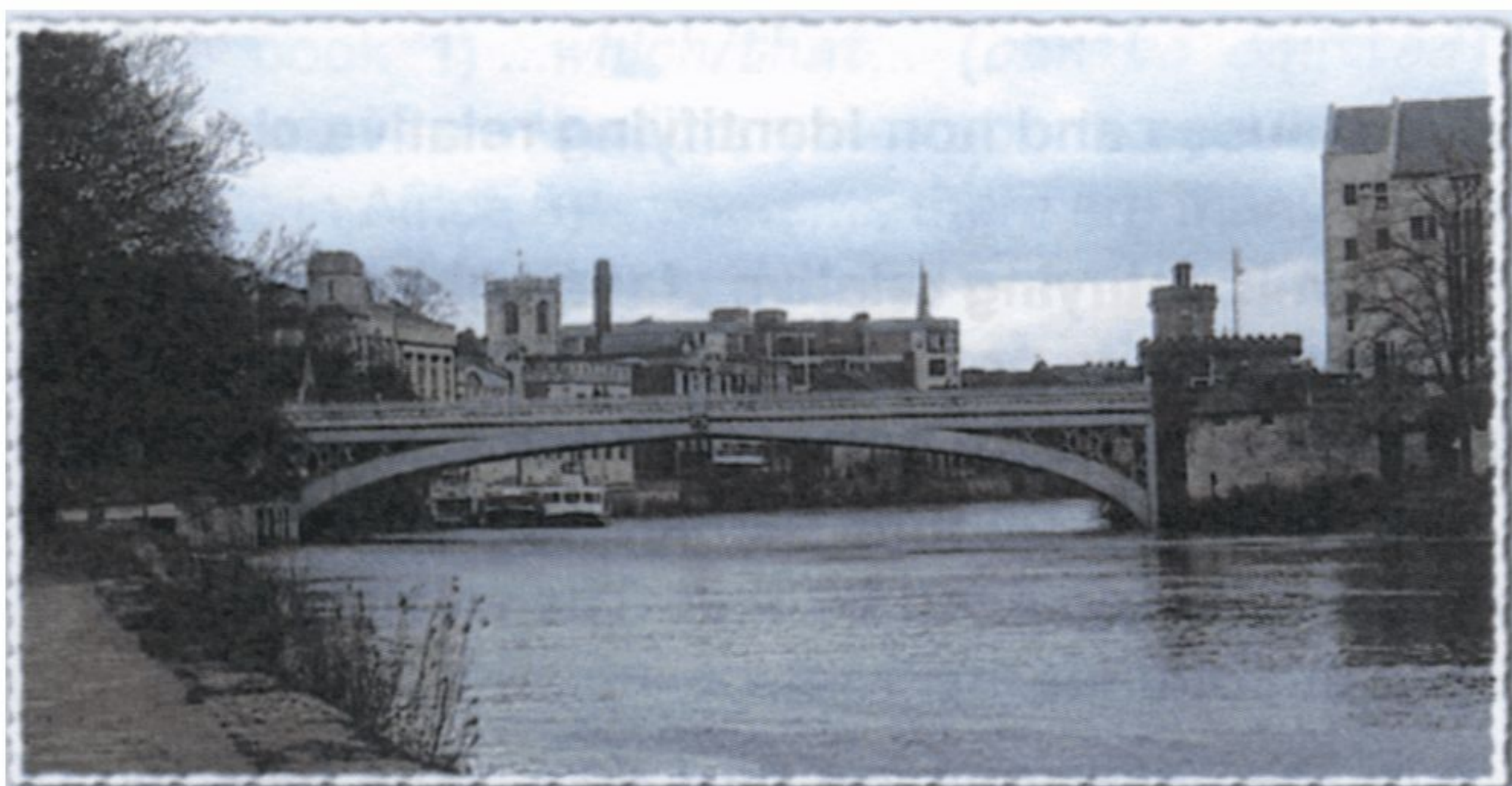
The reason (**that**) I can't meet you tonight is that I'm working overtime.

8

Fill in the correct relative adverb.

- 1 I'll always remember the day*when*.... I graduated.
- 2 This is the house I was born.
- 3 You lost my favourite jacket. That's the reason I am angry with you.
- 4 Kate often thinks of the time she met her favourite actor.
- 5 Is this the shop you bought your new dress?
- 6 The reason he is happy is that he's just got a new job.
- 7 That is the place Tim bought his new car.
- 8 Do you remember the weekend we went camping in the woods?
- 9 The reason the party was good was that there were lots of people there.

9 Fill in *who, which, whose, where* or *why*.



My favourite place is York, a city in the North East of England, 1) *...where...* the rivers Ouse and Foss meet. It is a beautiful city 2) also has an interesting history.

The city wasn't always called York. In 71AD it was named Eboracum by the Romans 3) lived there. Then, the city was conquered by the Vikings, 4) gave it the name Jorvik. Only later did the city become known as York.

Visitors to York can go to the Castle Museum, 5) an amazing collection of objects is on show, or the National Railway Museum, 6) is the only national museum outside London.

Famous people 7) were born in York include Guy Fawkes, 8) attempt to blow up the Houses of Parliament led to his execution, and Dick Turpin, 9) was an 18th century highwayman! However, most people 10) live in York today are kind and friendly, and that's the reason 11) I love it so much.

10 Fill in *who, which, whose, when, where* or *why*. Say whether they can be omitted or not.

- A: This is the shop *...which...* has just opened. (*It can't be omitted.*)
B: Oh good. I want to look in here.
- A: Which of those men was your uncle?
B: He was the one was carrying a briefcase.
- A: Is this the café you met Sarah?
B: Yes, this is the one.
- A: Who was the girl said hello to us?
B: She's the girl car I bought last week.
- A: Did you ask Joanne to the party?
B: Yes. I asked her on the day she phoned.
- A: It's very cold outside today.
B: I know. That's the reason I'm wearing my coat.
- A: What's in that bag?
B: Just some clothes I'm taking with me.
- A: Have you seen my glasses?
B: They're on the table, you left them.

11 Join each item from column A to the corresponding one from column B using *which*.

e.g. 1 - g *I knew you would be hungry, which is why I bought some sandwiches.*

A	B
1 I knew you would be hungry. _____	a That is why I'm wearing a jumper.
2 It's very cold today.	b This was very kind of him.
3 They got stuck in a traffic jam.	c That's why the river burst its banks.
4 He gave me a present.	d That's how I knew about the party.
5 I forgot to go to the bank.	e This made them late for work.
6 It rained a lot yesterday.	f It meant I couldn't go shopping.
7 She sent me an invitation.	g That is why I bought some sandwiches.

IN OTHER WORDS

Study these examples. The second sentence has a similar meaning to the first sentence.

- The boy talking to Sarah is my brother, Kevin.
who The boy **who is talking** to Sarah is my brother, Kevin.
- The information contained in this booklet is useless.
which The information **which is contained** in this booklet is useless.
- He lives in a flat overlooking the park.
that He lives in a flat **that overlooks** the park.

12 Complete each sentence with two to five words, including the word in bold.

- The wall surrounding the castle is made of stone.
that The wall *...that surrounds...* the castle is made of stone.
- She comes from a small village located at the foot of the mountain.
which She comes from a small village at the foot of the mountain.
- The people standing in the queue are all immigrants.
who The people in the queue are all immigrants.
- The jewellery displayed in the exhibition belongs to the royal family.
that The jewellery in the exhibition belongs to the royal family.

Identifying / Non-Identifying Clauses

There are two types of relative clause: identifying relative clauses and non-identifying relative clauses.

- ◆ An **identifying relative clause** gives necessary information and is essential to the meaning of the main sentence. The relative pronouns can be omitted when they are the object of the relative clause. The relative clause is not put in commas.

e.g. *People are fined. (Which people?)*

We don't know. The meaning of the sentence is not clear.)

*People **who/that** park illegally are fined.*

(Which people? Those who park illegally.)

The film was boring. (Which film? We don't know.

The meaning of the sentence is not clear.)

*The film **(which/that)** I watched yesterday*

was boring. (Which film? The one I watched yesterday.)

- ◆ A **non-identifying relative clause** gives extra information and is not essential to the meaning of the main sentence. In non-identifying relative clauses, the relative pronouns cannot be omitted and cannot be replaced by *that*. The relative clause is put in commas.

e.g. *The Jeffersons live next door. (The meaning of the sentence is clear.)*

*The Jeffersons, **who own a Jaguar**, live next door.*

(The relative clause gives extra information.)

My cat is called Monty. (The meaning of the sentence is clear.)

*My cat, **which I found on the street**,*

is called Monty. (The relative clause gives extra information.)

13

Fill in the relative pronoun or adverb. Put commas where necessary. Write I for identifying, NI for non-identifying and say whether the relative can be omitted or not.

- The dress ...*which/that*... she bought was too big. (*I, can be omitted*)
- Mrs Stewart was the school's head-mistress for ten years has retired now.
- This is the kitten I found in my garden.
- Martin Reeds was born the same year as I was is a distinguished author.
- Pauline Smith was in my class at school is a very successful lawyer now.
- The library they knocked down yesterday was in very bad condition.
- The car I bought last year is a red Ferrari.
- Have you read the book was written by one of the professors from my university?
- That's the man dog buried a bone in my vegetable garden.
- My garden I like very much looks beautiful when all the flowers bloom.
- I know a girl goes skiing in Switzerland every winter.
- Jane I don't know very well is very good at her job.
- The woman we spoke to is called Claire.

14

Choose the correct answer.

- John is a boy ...*C*... studies hard every day.
A when B which C who
- This is the bicycle I used to ride to school on.
A whom B whose C which
- I remember the time I fell and broke my arm.
A where B when C which
- The reason he is happy is that he has just passed his exams.
A why B which C when
- Where's the bread I bought this morning?
A who B when C that
- That's the woman best friend is a film star.
A whose B who's C which
- Paul is holding the prize he won in the competition.
A where B who C which
- The chair she is sitting on is an antique.
A when B where C which
- The woman lives in that house is very rich.
A which B who C where
- The book I borrowed from the library is very interesting.
A that B whose C who's

15

Fill in the gaps with the correct relative pronoun or adverb and say whether they can be omitted or not.

- A The book 1) ...*which/that*... (*can be omitted*) I borrowed from the library was about a girl 2) works in Africa 3) there are many people starving. It is a very sad story.
- B John is a man 1) only ambition is to be rich. That's the reason 2) he works so hard. He doesn't listen to people 3) tell him to slow down. The day 4) he becomes a millionaire will be the day 5) he has a rest.
- C Home is the place I like best. I am a person 1) needs time to myself. The thing 2) I most like to do is relax in my living room, 3) I am free from stress and 4) there are no interruptions.
- D The moment 1) I met Peter is a moment 2) I will always remember. He is someone 3) I will always admire for his courage, 4) has seen him through some difficult times. That's the reason 5) I liked him straight away and 6) we became good friends 7) understand and respect each other.
- E Tom likes classical music, unlike Graham, 1) only listens to pop music and 2) favourite band is the Backstreet Boys. Tom likes music 3) relaxes him, but Graham goes to nightclubs 4) he can dance to loud music.

16

Write the correct relative pronoun or adverb in the appropriate place in the sentences below.

- 1 The woman ^{who} ^ opened the door was wearing a uniform.
- 2 The man mother lives next door won a lot of money last year.
- 3 This ring, was a present from my husband, is very valuable.
- 4 My father, is a policeman, really enjoys his job.
- 5 The house I used to live has been knocked down now.
- 6 The book was given to me for my birthday is very old.
- 7 That teacher, is very good at his job, is popular with all his students.
- 8 Martin, sister has travelled the world, is a very interesting person.
- 9 The office the boss works is very luxurious.
- 10 Jane, mother is my hairdresser, is getting married next month.
- 11 The building is on the corner of the street is falling down.
- 12 Richmond, I was born, is a very nice place to live.

17

Fill in the gaps with the correct relative adverb or pronoun.



The Lion King is a film 1) ...*which*... everyone will enjoy. The story is set in Africa, 2) there are many wild animals, and the hero of the story is Simba, 3) father is the king of the lions. Simba's evil uncle Scar, 4) wants to be king, kills Simba's father and sends Simba away. Years pass, and Simba grows up. One day, he meets a lioness, Nala, 5) was his childhood friend. She tells him that Scar, the king, is causing problems and that's the reason 6) she has come to find him and take him back. Simba and his friends form a plan 7) will put an end to Scar's wickedness. The film has characters 8) you will love, and the music, 9) was written by Elton John, is moving and dramatic. Disney, 10) films have entertained children and adults alike for years, have excelled themselves this time.

18

Correct the mistakes.

- 1 That's the man who's dog I look after in the summer.
- 2 The reason which I'm tired is that I didn't sleep well last night.
- 3 Tim is someone which I've known since I was very young.
- 4 The moment who I realised my mistake I was very embarrassed.
- 5 The town which Shakespeare was born is called Stratford-upon-Avon.
- 6 Simon, whose lives near me, is learning to play the guitar.
- 7 Tom, who party we went to last month, has just bought a speedboat.
- 8 She's rich. That's she doesn't work.
- 9 There's the place which Sam's car broke down.
- 10 That exam, who was very difficult, was written by our teacher.

UNIT 9

Relatives

IN OTHER WORDS

Study these examples. The second sentence has a similar meaning to the first sentence.

- This is Andrew. He is studying medicine at Harvard.
who This is Andrew, **who is studying** medicine at Harvard.
- That's Bob. His father is an astronaut.
whose That's Bob, **whose father is** an astronaut.
- That's the hotel we stayed at last summer.
where That's the hotel **where we stayed** last summer.
which That's the hotel **at which we stayed** last summer.
That's the hotel **which we stayed at** last summer.
- She gave me a lift. That was kind of her.
which She gave me a lift, **which was kind** of her.
- I read a book. It was called 'The Riverside'.
which The book **which I read** was called 'The Riverside'.
that The book **that I read** was called 'The Riverside'.

19

Complete each sentence with two to five words, including the word in bold.

- The man delivered the parcel. He was very friendly.
who The man ...*who delivered the parcel*... was very friendly.
- She rented a flat. It was on the second floor.
that She rented on the second floor.
- Applefield is the village he lived in until he was 18.
where Applefield is the village until he was 18.
- This is Erica. Her parents work for Unicef.
whose This is Erica work for Unicef.
- She's afraid of heights. That explains why she has never been on a plane.
which She's afraid of heights, she has never been on a plane.
- Laura babysits for me. She's going on holiday next week.
who Laura, for me, is going on holiday next week.
- This is the café we went to when we were young.
which This is the café when we were young.
- This is the CD player. My parents gave it to me on my sixteenth birthday.
that This is the CD player to me on my sixteenth birthday.

Prepositions

blame sb/sth for sth	disadvantage of sth
put the blame on sb/sth	hear about sth/sb
deal with sth	hear from sb
decide on sth	hear of sb/sth

20

Fill in the gaps with one of the verbs/nouns from the list in the correct form and a suitable preposition.

- Policemen have to ...*deal with*... all kinds of problems.
- He couldn't a name for his new puppy.
- Claire had never Mel Gibson until she watched 'Ransom'.
- Don't Paul the accident.
- It's easy to put the others when something goes wrong.
- The having a credit card is that it is easy to spend too much money.
- I Jill yesterday. She is in Norway.
- Have you the new Disney film? It's meant to be fantastic.

Phrasal Verbs

put down:	write
put forward:	propose
put off:	postpone
put on:	1) dress oneself in 2) increase in (weight)
put out:	extinguish (a fire, cigar, etc.)
put through:	connect by phone
put sb up:	provide a place to stay

21

Fill in the gaps with the correct phrasal verb.

- ...*Put down*... all your suggestions on paper and we'll discuss them. (write)
- It took the firemen three hours to the fire. (extinguish)
- I my new dress, but it was too big for me. (dressed myself in)
- Nick will us for the night. (provide a place to stay)
- Sue looks better now that she's a bit of weight. (has increased in weight)
- Mike the idea that they should have a Halloween party. (proposed)
- I phoned the company, but the receptionist said she couldn't me to the director because his line was busy. (connect by phone)
- We had to the wedding until next year. (postpone)

Revision Box

22 Choose the correct answer.

- 1 'I ...C... about your news! Congratulations!'
'Thank you! I'm very happy!'
A hear B am hearing C heard
- 2 'Where are you going?'
'I'm going a drive in the countryside.'
A to B as C for
- 3 'What shall we do tomorrow?'
'We go to the flower exhibition if you want.'
A mustn't B could C needn't
- 4 'If Brian, please tell him I'll call later.'
'Alright. I'll tell him.'
A had phoned B phoned C should phone
- 5 'Are you working late tonight?'
'I'll stay I finish the report I'm writing.'
A before B until C by
- 6 'Oh no! I forgot to pay the electricity bill this morning.'
'Don't worry. I it for you at lunch time.'
A will pay B am paying C will have paid
- 7 'Emily plays the piano very well.'
'Yes, she's talented musician that she's won many competitions.'
A so B such C such a
- 8 'I went to a Mexican restaurant last week.'
'Really? I Mexican food.'
A am eating B haven't been eating
C have never eaten
- 9 'Did you make dinner last night?'
'No. By the time I got home, Alice it.'
A had already made B already made
C has already made
- 10 'I left my umbrella at your house last night.'
'Did you? I it back for you tomorrow.'
A brought B am bringing C will bring
- 11 '..... I help you with the housework?'
'Yes, please. That would be nice.'
A Did B Will C Shall
- 12 'Did you pass the exam?'
'Yes. I got a good grade, I didn't study much.'
A even though B despite C in spite of

ORAL Activity

Inspector Sparkes is investigating the theft of a painting from Ralph Carter's home at 9, Seaview Road. He has collected some information about the burglary. Look at the pictures and the prompts below and make sentences using relative pronouns and adverbs, as in the example.

e.g. *The dining room was the room where the painting was hanging.*



- dining room / room / the painting was hanging



- maid / person / realised the painting was missing



- five o'clock / time / she entered the dining room



- axe / tool / the burglar had used to break in



- the gloves / the burglar had worn / were found at the scene of the crime



- footprints / the burglar had made were found in the garden

WRITING Activity

Inspector Sparkes has to write a report about the investigation for his boss. Look at the Oral Activity again and use your notes to complete the report below.

To: Detective Superintendent Briggs
From: Inspector Sparkes
Subject: Burglary at 9, Seaview Road

The theft of a valuable painting took place at 9, Seaview Road on Sunday afternoon. The following information has been collected. The dining room was the room where the valuable painting was hanging.

UNIT 10

Reported Speech



What did Mr Reed tell his class yesterday?

He said to the class, 'I'm very happy with your results in the History exam.'

OR

He told the class (that) he was very happy with their results in the History exam.

- ◆ We can report people's words by using *direct speech* or *reported speech*.
- ◆ **Direct speech** is the exact words someone used. We use quotation marks (' ') in direct speech. e.g. 'It's nice to be home,' Tom said.
- ◆ **Reported speech** is the exact meaning of what someone said, but not the exact words. We do not use quotation marks in reported speech. We can either use the word **that** after the introductory verb (say, tell, etc.), or we can omit it. e.g. Tom said (that) it was nice to be home.

Say - Tell

We can use the verbs *say* and *tell* both in direct and reported speech.

- ◆ **Tell** is always followed by a personal object (told me).
- ◆ **Say** is used with or without a personal object. When used with a personal object it is always followed by the preposition **to** (said to me).

Study the following examples:

direct speech	reported speech
He said, 'I'm Ted.'	He said (that) he was Ted.
He said to me, 'I'm Ted.'	He said to me (that) he was Ted.
He told me, 'I'm Ted.'	He told me (that) he was Ted. (NOT: He told that he was Ted.)

Say and tell are also used with the following expressions:

say	good morning/afternoon, etc., something/nothing, etc., one's prayers, so, a few words
tell	the truth, a lie, a secret, a story, the time, the difference, sb one's name, sb the way, one from another, one's fortune



1 Fill in the gaps with *say* or *tell* in the correct tense.

A Katie (1) ...*told*... Dave that she had met a set of twins at a party. 'They looked exactly the same,' she (2) 'I couldn't (3) the difference between them.' 'I've got a twin brother, too,' (4) Dave. 'Are you (5) me the truth?' asked Katie. '(6) me his name.' 'His name is Stephen,' Dave (7) her. 'I'll take you to meet him tomorrow.'

B 'You never listen to me,' Tara (1) Jim. 'I (2) good morning to you three times today and you didn't answer,' she (3) 'To (4) you the truth, it makes me really angry. Why don't you listen to me?' 'Oh, hello Tara,' said Jim. 'Did you just (5) something?'

C 'Claire (1) me that she and John are getting married,' (2) Sue. 'She (3) that they're going to have a big wedding with lots of guests.' 'That will be expensive,' (4) Tom. 'I thought John (5) that they couldn't afford a big wedding.' 'Well that's what Claire (6) me,' (7) Sue. 'I don't think she would (8) a lie.'

Reported Statements

- In reported speech personal pronouns, possessive adjectives/possessive pronouns change according to the meaning of the sentence.

e.g. Sam said, 'I'm leaving for Germany with **my** family tomorrow.'

Sam said (that) **he** was leaving for Germany with **his** family the following day.

We can report someone's words either a long time after they were said (out-of-date-reporting) or a short time after they were said (up-to-date-reporting).

out-of-date reporting

We usually report someone's words a long time after they were said. In this case the introductory verb is in the past simple and the tenses change as follows:

direct speech	reported speech
present simple 'I want to go to bed early,' he said.	past simple He said (that) he wanted to go to bed early.
present continuous 'She's feeding the baby,' he said.	past continuous He said (that) she was feeding the baby.
present perfect 'I've bought a new dress,' she said.	past perfect She said (that) she had bought a new dress.
past simple 'I finished work early,' Alex said.	past simple or past perfect Alex said (that) he (had) finished work early.
past continuous 'I was planning to call you later,' she said.	past continuous or past perfect continuous She said (that) she was planning/had been planning to call me later.
future (will) 'I'll talk to you tomorrow,' she said.	conditional (would) She said (that) she would talk to me the next day.

- The past perfect and past perfect continuous remain the same.

direct speech: 'The film **had finished** by the time I got home,' he said.

reported speech: He said (that) the film **had finished** by the time he got home.

- Certain words and time expressions change according to the meaning of the sentence as follows:

now › then, at that time, immediately	last week › the week before, the previous week
today, tonight › that day, that night	next week › the week after, the following week
yesterday › the day before, the previous day	two days ago › two days before
tomorrow › the next day, the following day	here › there
this week › that week	come › go

- When **this/these** are used in time expressions, they change to **that/those**.

e.g. **this week** › **that week**, **these days** › **those days**

- When **this/that/these/those** are not used in time expressions, they change as follows:

a) as adjectives, that is, when they are followed by a noun, they change to **the**.

e.g. '**This cake** is delicious,' Pam told me. › Pam told me (that) **the cake** was delicious.

b) as pronouns, that is, when they are not followed by a noun, they change to **it** or **they/them**.

e.g. a) '**This** is a brilliant idea,' Debbie said. › Debbie said (that) **it** was a brilliant idea.

b) He said, '**Those** are the men who helped me.' › He said (that) **they** were the men who (had) helped him.

up-to-date reporting

When we report someone's words a short time after they were said, the tenses can either change or remain the same in reported speech.

direct speech: *'I'm seeing the manager tomorrow,' Jack said to us.*

reported speech: *Jack told us (that) he is seeing/was seeing the manager tomorrow.*

- ◆ Certain modal verbs change in reported speech as follows:

will/shall	→	would	|	can	→	could/would be able to	(future reference)
may	→	might	|	must	→	must/had to	(obligation)
can	→	could	|	shall	→	should	(asking for advice)

- ◆ *Would, could, might, should, ought, had better* and *mustn't* do not change in reported speech. *Must* does not change in reported speech when it expresses a logical assumption.

direct speech	reported speech
He said, 'I'll have some tea.'	He said (that) he would have some tea.
He said, 'She can type fast.'	He said (that) she could type fast.
He said, 'I can talk to you tomorrow.'	He said (that) he could/would be able to talk to me the next day. (it refers to the future)
He said, 'They may come home.'	He said (that) they might come home.
He said, 'What shall I tell her?'	He asked what he should tell her.
He said, 'You must stay in.'	He said (that) I must/had to stay in.
He said, 'She must be exhausted.'	He said (that) she must be exhausted.

- ◆ In Type 1 conditionals tenses change in reported speech as follows: the *present simple* becomes *past simple* in the if-clause and *will* becomes *would* in the main clause.

direct speech: *'If I have the time, I'll come round,' Lisa said.*

reported speech: *Lisa said (that) if she had the time, she would come round.*

- ◆ Type 2 and Type 3 conditionals do not change in reported speech.

direct speech: *'If she knew, she would help us,' Tony said.*

reported speech: *Tony said (that) if she knew, she would help us.*

- ◆ The verb tenses and time expressions change in reported speech:

a) when reporting someone's words a long time after they were said (out-of-date reporting).

b) when we consider what the speaker says to be untrue.

direct speech: *'I like Shakespeare's plays a lot,' he said to us.*

reported speech: *He told us (that) he liked Shakespeare's plays a lot, but he didn't know the name of any.*

- ◆ The verb tenses can either change or remain the same in reported speech:

a) when reporting someone's words a short time after they were said (up-to-date reporting).

b) when reporting a general truth or law of nature.

direct speech: *'The sun sets in the west,' the teacher said.*

reported speech: *The teacher said (that) the sun sets/set in the west.*

- ◆ The verb tenses remain the same in reported speech:

When the introductory verb is in the present, future or present perfect.

direct speech: *The singer says, 'I enjoy cycling.'*

reported speech: *The singer says (that) she enjoys cycling.*

2 Fill in the gaps with the correct pronoun or possessive adjective.

- 1 James said, 'My boss wants me to go to London tomorrow.'
James said ...*his*... boss wanted to go to London the following day.
- 2 Mary said, 'I'm waiting for my son to come out of school.'
Mary said that was waiting for son to come out of school.
- 3 George said, 'I've bought a new car for my mum.'
George said had bought a new car for mum.
- 4 Julie said to me, 'I need you to help me with the shopping.'
Julie told me that needed to help with the shopping.
- 5 John said, 'I'd like to take you out to dinner.'
John said 'd like to take out to dinner.
- 6 Helen said to Jane, 'I think your new haircut is lovely.'
Helen told Jane that thought new haircut was lovely.

3 Turn the following sentences into reported speech.

- 1 Robin said, 'These biscuits taste delicious.'
...*Robin said (that) the biscuits tasted delicious....*
- 2 'I can't see you this afternoon because I've got a lot to do,' Ann told me.
.....
- 3 She came into the room holding some letters in her hand and said, 'I found these while I was tidying the desk drawers.'
.....
- 4 Fiona said, 'That picture was painted by my great-grandfather.'
.....
- 5 'Those were good times for my family,' Jack said.
.....
- 6 'I received a parcel this morning, but I haven't opened it yet,' Tom said.
.....
- 7 'You mustn't do that again,' Mum said to Bob.
.....
- 8 'These shoes are worn out. You'd better throw them away,' Mum said to me.
.....

4 Turn the following sentences into reported speech.

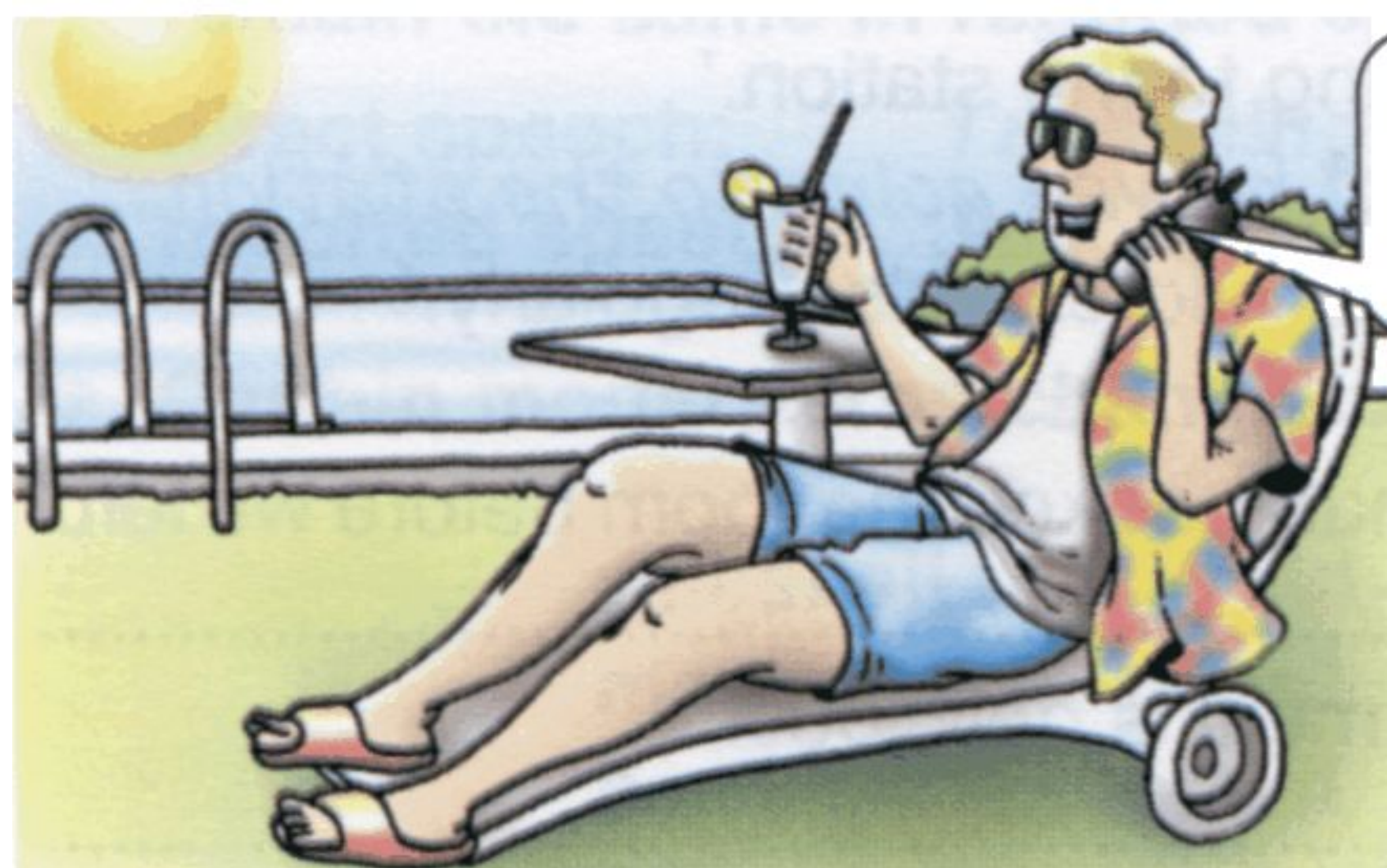
- 1 He said, 'I'm going to the station.'
...*He said (that) he was going to the station....*
- 2 Tina said, 'You should exercise regularly.'
.....
- 3 They said, 'We had booked the room before we left.'
.....
- 4 Tom said, 'This meal is delicious.'
.....
- 5 'I've written you a letter,' she said to her friend.
.....
- 6 'We've decided to spend our holidays in Jordan,' they told us.
.....
- 7 Jill said, 'I'll go to the bank tomorrow.'
.....
- 8 She said to him, 'We've been invited to a wedding.'
.....
- 9 She told me, 'You must leave early tomorrow.'
.....
- 10 'They've gone out for the evening,' Jessie said to me.
.....
- 11 They said, 'We may visit Joe tonight.'
.....
- 12 She said, 'I can meet you on Tuesday.'
.....
- 13 Keith said, 'There is a letter for you on the table.'
.....
- 14 'We won't be visiting Tom this evening,' Sam told us.
.....
- 15 Eric said, 'They had been talking on the phone for an hour before I interrupted them.'
.....
- 16 'I haven't spoken to Mary since last week,' Gloria said.
.....
- 17 'They delivered the letters this morning,' she said.
.....
- 18 He said, 'I'd like to buy this jumper.'
.....
- 19 'They aren't going on holiday this year,' he said.
.....
- 20 Jane said, 'I haven't finished my homework yet.'
.....
- 21 'I'm going to bed early tonight,' Caroline said.
.....
- 22 'My mother is coming to visit us,' I said.
.....
- 23 'We don't want to watch a film tonight,' the children said.
.....
- 24 'He's playing in the garden now,' his mother said.
.....
- 25 She said, 'You must do your homework now.'
.....

UNIT 10

Reported Speech

5

Look at the pictures and make sentences, as in the example.



Sorry, I can't meet you because I'm very busy.

1 He said (that) he couldn't meet her because he was very busy.



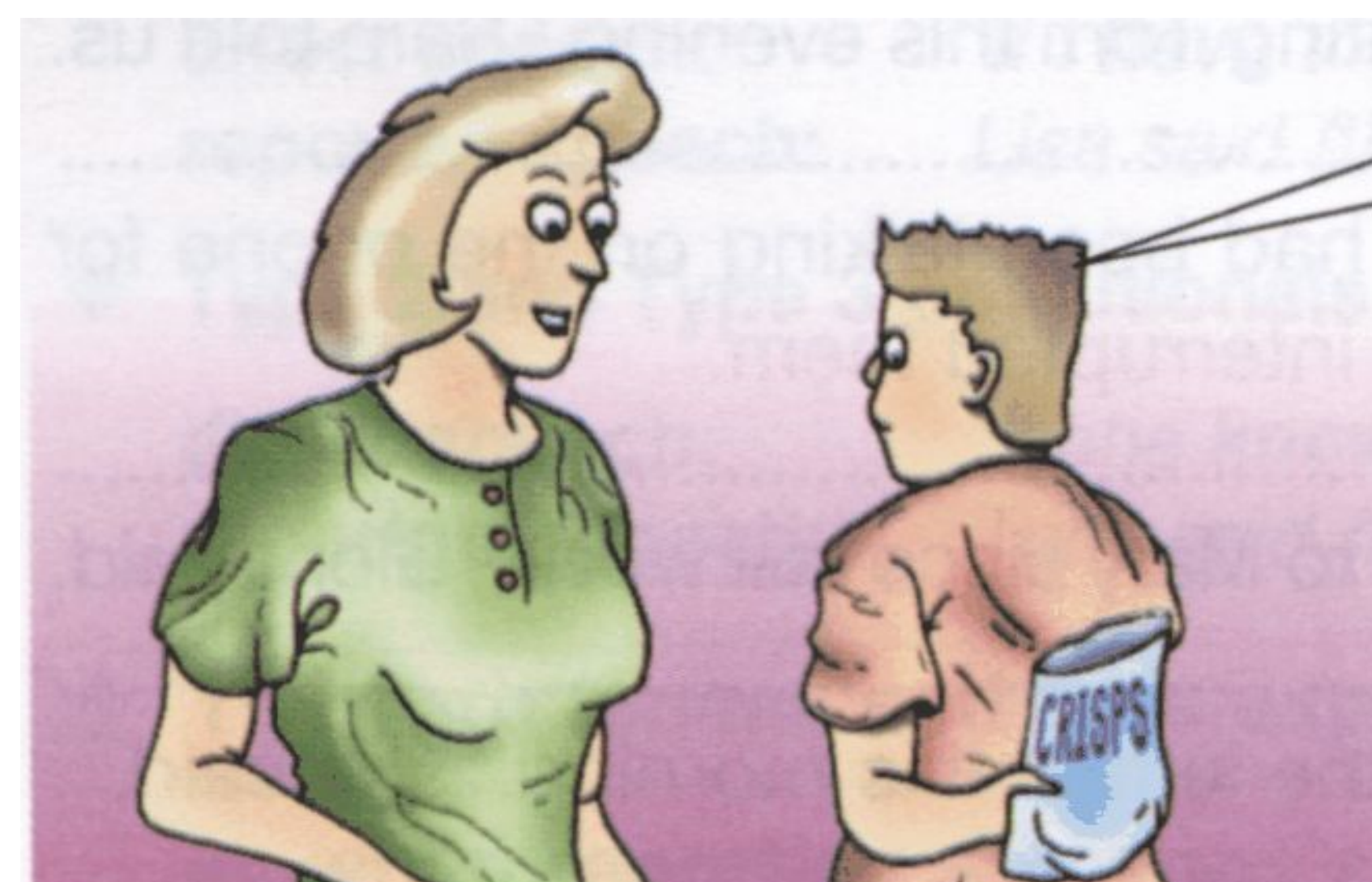
I'm 17.

2



I'm typing that report now.

3



I haven't eaten anything all day.

4

6

Turn the sentences into reported speech. In which of the following sentences do the tenses not change? In which do they not have to be changed? Why?

- The article says, 'The artist only uses oil paints.'
...The article says (that) the artist only uses oil paints...
...The tenses do not change because the introductory verb is in the present simple. ...
- 'They are working hard today,' he said.
.....
- 'I've done the things you asked me to do,' Mary said.
.....
- 'The sun rises in the east,' she said.
.....

- 'He broke the window,' they said.
.....
- 'We've never been on holiday abroad,' they said.
.....
- Mum says, 'Dinner is ready.'
.....
- 'I'll start cooking at six o'clock,' she said.
.....
- 'We went to the supermarket yesterday,' he said.
.....
- Mrs Jones says, 'My daughter is going to have a baby.'
.....
- 'You're never going to get a job,' Dad always says.
.....
- 'Fish live in water,' he said.
.....
- 'We went to the beach last weekend,' they said.
.....
- 'He showed me his photographs,' she said.
.....
- 'I'm working on my project now,' Billy said.
.....

7

Turn the following sentences into reported speech.

- 'Seaweed grows in the sea,' the teacher said to the students.
...The teacher said to the students/told the students (that) seaweed grows/grew in the sea...
- 'I saw Amanda at the cinema,' she said.
(up-to-date reporting)
.....
- 'They don't live here any more,' he said to me.
(out-of-date reporting)
.....
- 'Canada is a large country,' he said.
.....
- 'The Statue of Liberty is in America,' she said to us.
.....
- 'I'll help you with your homework,' he said.
(out-of-date reporting)
.....
- 'I would go on holiday if I had enough money,' Bill said. (up-to-date reporting)
.....
- 'If I'm free, I'll call you,' Tom said.
(up-to-date reporting)
.....
- 'You should make a decision,' he said to us.
.....
- 'You can ask John for advice,' she said.
(up-to-date reporting)
.....

Reported Questions



Yesterday, Eric had a job interview.
The manager **asked** Eric **if/whether he had had any experience**.

He also asked him **why he wanted the job**.

◆ **Reported questions are usually introduced with the verbs ask, inquire, wonder or the expression want to know.**

◆ **When the direct question begins with a question word (who, where, how old, how long, when, why, what, etc.), the reported question is introduced with the same question word.**

e.g. 'What do you want to know?' she asked me.
She asked me **what** I wanted to know.

◆ **When the direct question begins with an auxiliary (is, do, have) or a modal verb (can, may, etc.), then the reported question begins with if or whether.**

e.g. 'Have you seen this man before?' he asked me.
He asked me **if/whether** I had seen the man before.

◆ **In reported questions, the verb is in the affirmative. The question mark and words/expressions such as please, well, oh, etc. are omitted. The verb tenses, pronouns and time expressions change as in statements.**

e.g. 'Can you hold the door for me, please?' the man asked me.

The man asked me **if/whether** I could hold the door for him.

'Where are you going?' Sam asked her.

Sam asked her **where she was going**.

(NOT: ~~Sam asked her where was she going.~~)

8

Turn the following into reported questions.

- 1 'Where do you live?' I asked her.
...I asked her where she lived....
- 2 'How old will you be on your next birthday?' he asked me.
.....
- 3 'Where is your umbrella?' she asked her daughter.
.....
- 4 'Do you like playing football?' John asked us.
.....
- 5 The boss asked, 'What time are you going home today?'
.....
- 6 'Will you take the children to school today?' he asked.
.....
- 7 'Who called you today?' she asked.
.....
- 8 'When will you decorate the kitchen?' Martha asked.
.....
- 9 'Who broke my vase?' I asked.
.....
- 10 Father asked, 'Will you help me lift these boxes, please?'
.....
- 11 'Can you speak a foreign language?' she asked her.
.....
- 12 'Where is the tourist information centre?' we asked.
.....

9

Yesterday, Marion met a couple who were on holiday in London. They were looking at a map. She asked them some questions. Turn them into reported questions.

- 1 'Are you lost?'
...Marion asked them if/whether they were lost....
- 2 'Can you speak English?'
.....
- 3 'Where are you from?'
.....
- 4 'Is your hotel near here?'
.....
- 5 'Where do you want to go?'
.....
- 6 'Were you looking for Big Ben?'
.....
- 7 'Have you been to the British Museum?'
.....
- 8 'Have you visited Buckingham Palace?'
.....
- 9 'Do you like London?'
.....

Reported Commands/
Requests/Suggestions

Let's fly the kite.
Pull the strings harder!
Unroll more string, please.
Don't let go of the kite!



Keith **suggested flying** the kite.
He **told Paul to pull** the strings harder.
He **asked Paul to unroll** more string.
He also **told him not to let go** of the kite.

◆ To report **commands** or **instructions** in reported speech, we use the introductory verbs **order** or **tell + sb + (not) to-infinitive**.

e.g. 'Put the gun down!' he said to him.
He **ordered him to put** the gun down.
'Don't look down!' he said to us.
He **told us not to look** down.
'Put the shopping in the kitchen,' she said to her.
She **told her to put** the shopping in the kitchen.

◆ To report **requests**, we use the introductory verbs **ask** or **beg + sb + (not) to-infinitive**. The direct sentence usually contains the word 'please'.

e.g. 'Help me, please,' Jean said to Tom.
Jean **asked Tom to help** her.
'Please, please don't call the police,' he said to Colin.
He **begged Colin not to call** the police.

◆ To report **suggestions**, we use the introductory verb **suggest + -ing form/that sb (should) + bare infinitive**.

e.g. 'Let's go outside,' I said to them.
'We can/could go outside,' I said to them.
'Shall we go outside?' I said to them.
'How about going outside?' I said to them.
↓
I **suggested going/that we (should) go** outside.

10

Fill in the gaps with the introductory verbs in the list in the correct form.

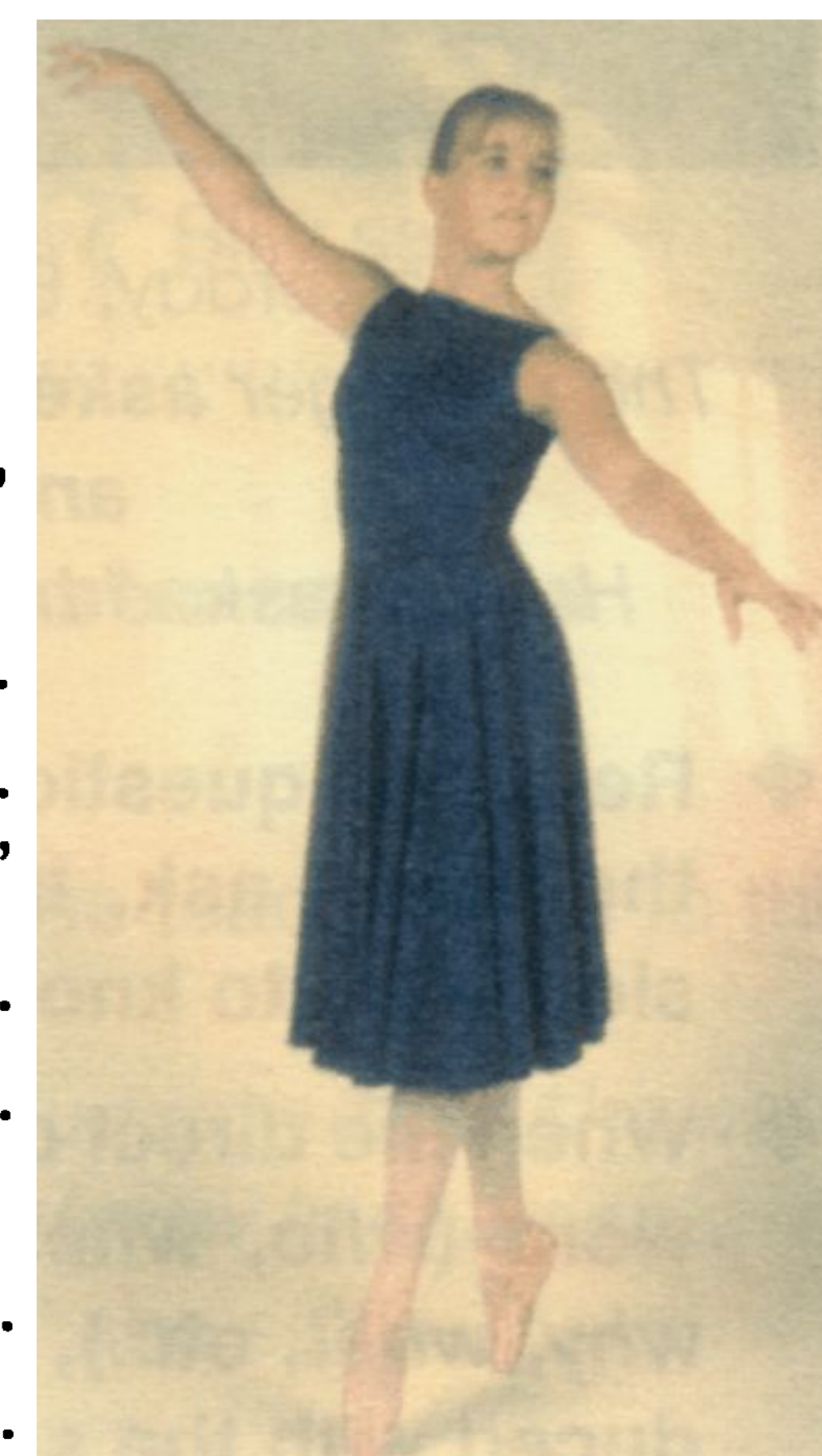
order, tell, ask, beg, suggest

- 'Please visit me in hospital,' Joan said to Colin.
Joan ...*asked*... Colin to visit her in hospital.
- 'Let's eat out this evening,' Paul said to her.
Paul eating out that evening.
- 'Please, please be careful,' she said to him.
She him to be careful.
- 'Don't go near the fire,' Dad said to us.
Dad us not to go near the fire.
- 'Be quiet!' the commander said to the troops.
The commander the troops to be quiet.

11

Turn the following sentences into reported speech.

- 'Let's try the exercise again.'
...*The ballet teacher suggested trying the exercise again...*
- 'Lift your leg higher please, Rachel.'
.....
.....
- 'Turn your head a little more.'
.....
.....
- 'Don't lean back.'
.....
.....



12

Turn the following sentences into reported speech.

- The doctor said to the patient, 'Come back to see me again next week.'
...*The doctor told the patient to go back and see him again the following week/the week after.*.....
- The guard said to the driver, 'Stop!'
.....
- He said, 'Shall we go for a walk?'
.....
- She said to him, 'Please, please don't leave me!'
.....
- Jenny said to Dave, 'Please help me with this.'
.....
- She said to him, 'Open the window, please.'
.....
- Mother said, 'How about going for a drive?'
.....
- She said, 'Let's eat now.'
.....

Introductory Verbs

introductory verb	direct speech	reported speech
agree + to-inf offer promise refuse *threaten	'Yes, I'll give you a lift.' 'Shall I carry the boxes?' 'I promise I'll help you.' 'No, I won't buy you a car.' 'Stop talking or I'll send you out.'	She agreed to give me a lift. He offered to carry the boxes. He promised to help me. She refused to buy me a car. He threatened to send me out if I didn't stop talking.
*advise + sb + to-inf ask beg command invite order *remind *warn	'You should see a doctor.' 'Could you do something for me?' 'Please, please call the police.' 'Drop your weapons!' 'Will you come to my party?' 'Get out of the house!' 'Don't forget to write to Paul.' 'Don't go near the oven.'	He advised me to see a doctor. She asked me to do something for her. She begged me to call the police. He commanded them to drop their weapons. She invited me to (go to) her party. She ordered me to get out of the house. She reminded me to write to Paul. She warned me not to go near the oven.
*admit (to) + gerund accuse sb of apologise for *boast about/of complain to sb of deny *insist on suggest	'Yes, I stole the plans.' 'You lied to me.' 'I'm sorry I shouted at you.' 'I'm the cleverest of all.' 'I have a headache.' 'I didn't take your bag.' 'You must do your work.' 'Let's visit Jane.'	He admitted (to) stealing/having stolen the plans. She accused me of lying/having lied to her. He apologised for shouting/having shouted at me. He boasted of/about being the cleverest of all. She complained to me of having a headache. He denied taking/having taken my bag. She insisted on me/my doing my work. She suggested visiting Jane.
complain + that deny explain exclaim/remark promise suggest	'You're always late.' 'I didn't take the money.' 'It's a difficult situation.' 'What a beautiful baby he is!' 'I promise I'll call you.' 'You'd better go home.'	She complained that I was always late. She denied that she had taken the money. He explained that it was a difficult situation. She exclaimed/remarked that he was a beautiful baby. She promised that she would call me. He suggested that I (should) go home.

* Note: *admit, advise, boast, insist, threaten, warn, remind* can also be followed by a *that*-clause in reported speech.

13

Fill in the gaps with one of the introductory verbs from the list below in the past simple.

agree, invite, warn, accuse, boast, complain, insist, explain, exclaim, remind, suggest, promise

- 'Will you come to the ball?' he said to her.
He ...*invited*... her to go to the ball.
- 'I'm the best student in the school,' he said.
He about being the best student in the school.
- 'Yes, I'll lend you some money,' he said to Jane.
He to lend Jane some money.
- 'What a beautiful dress she is wearing!' he said.
He that she was wearing a beautiful dress.
- 'He never buys me flowers,' she said.
She that he never bought her flowers.
- 'Let's go for a picnic,' he said.
He going for a picnic.
- 'You stole the money,' Tom said to Jim.
Tom Jim of stealing the money.
- 'Don't forget to hang out the washing,' she said to me.
She me to hang out the washing.
- 'I promise I'll write to you,' she said to him.
She to write to him.
- 'You must finish the report,' she said to him.
She on him finishing the report.
- 'Don't touch the wet paint,' Dad said to us.
Dad us not to touch the wet paint.
- 'There's nothing else I can do,' he said.
He that there was nothing else he could do.

UNIT 10

Reported Speech

14

First, choose an appropriate introductory verb, then report the sentences.

- 1 'Please, please don't go.'
...*beg*...
She ...*begged me not to go.*
- 2 'Yes, I'll do the shopping.'
.....
Paul
- 3 'Everyone sit down!'
.....
The teacher
- 4 'Could I borrow your pen?'
.....
She
- 5 'It was me who made the mistake.'
.....
Mary
- 6 'You should speak to the manager.'
.....
Jill
- 7 'No, I won't type the letter for you.'
.....
Bob
- 8 'I promise I'll take you home.'
.....
Jack
- 9 'Fire at the enemy!'
.....
The sergeant
- 10 'I'll send you to your room if you're naughty.'
.....
Mum
- 11 'No, I didn't call you.'
.....
Kim
- 12 'Let's go for a walk.'
.....
Tom
- 13 'I'm sorry I broke your glasses.'
.....
Ted
- 14 'Don't forget to pay the bills.'
.....
Sam
- 15 'Don't go near the river.'
.....
Dad
- 16 'You broke the window.'
.....
Peter
- 17 'Children, be quiet!'
.....
Miss Black

Reporting a Dialogue

In dialogues we use a mixture of statements, questions, commands, requests, etc. In reported speech we use: **and, as, adding that, and (he/she) added that, because, but, since, and then (he/she) went on to say (that), while, then, etc.** to link the sentences in a dialogue. We can also use introductory verbs in the present participle form (*offering, begging, explaining, etc.*). Words or exclamations such as **Oh, Oh dear, Well, etc.**, are omitted in reported speech.

a 'Oh, this is a delicious cake!' he said. 'Who made it?'
He exclaimed/remarked that it was a delicious cake **and** asked who had made it.

b He picked up the heavy bag and said, 'Can I carry it for you?'
He picked up the heavy bag, **offering** to carry it for me.

c Jill: Oh! I love your dress. Is it new?
Ann: Well, actually it is.
Jill: Where did you buy it? I've been looking for one like that for ages!
Jill exclaimed that she loved Ann's dress **and** asked her if it was new. Ann replied that it was. Jill wanted to know where Ann had bought it, **explaining** that she had been looking for one like it for ages.

15

Turn the following sentences into reported speech.

- 1 'Don't be late tonight,' said Dad. 'You have to get up early tomorrow'.
...*Dad asked us not to be late, explaining that we had to get up early the following day.*...
- 2 'Let's go out tonight,' he said. 'We haven't been out for ages.'
.....
- 3 'I'm exhausted,' he said. 'I've been working hard all week.'
.....
- 4 'You're late,' she said to Tom. 'I was about to go home.'
.....
- 5 'Are you busy?' he asked me. 'I need to talk to you.'
.....

Punctuation in Direct Speech

- 6 'Have you had your hair cut?' he asked Jessie. 'It looks great.'
- 7 'I'm bored,' Peter said. 'This film is terrible.'
- 8 'I'm going shopping,' Linda said. 'I'll be back in an hour.'
- 9 'Bill wants to talk to you,' Tina said to the boss. 'He's waiting outside.'
- 10 'Are you ready?' Mother said to the children. 'It's time to go.'
- 11 'I'm going to bed,' Emma said. 'I'm tired.'
- 12 'Wait for me,' I said. 'I'm coming with you.'
- 13 'Open the window,' he said. 'It's hot in here.'
- 14 'Go away,' she said to them. 'I want to be alone.'
- 15 'What time is it?' Bob asked. 'My watch has stopped.'
- 16 'Are you leaving now?' Sam said. 'I'll give you a lift.'
- 17 'I'm sorry I'm late. I lost my way,' she said to us.
- 18 'Who's there?' she asked. 'Come in.'
- 19 'Did you miss the bus?' he said. 'You're late.'
- 20 'Have you got an umbrella?' Liz asked. 'It's raining.'
- 21 Ben: I've joined a gym. I want to get fit.
Tom: Which gym have you joined?
Ben: The Star Gym. It's close to my house.
- 22 George: Tim isn't here. He's playing football.
John: Where is he playing?
George: At the school. I'm going there now.
- 23 Eric: Are you busy? I need some help.
Sonia: What's wrong?
Eric: There's a problem with my computer. I can't get it to work.

- ◆ We put the speaker's words in quotation marks and we capitalise the first word of the direct speech. e.g. **H**e isn't at home.'
- ◆ We mention the speaker before or after the direct speech. When the speaker is mentioned **before** the direct speech, we put the comma **outside** the quotation marks. When the speaker is mentioned **after** the direct speech, we put the comma **inside** the quotation marks.
e.g. **S**he said, 'He isn't at home.'
OR: 'He isn't at home,' she said.
- ◆ If the direct speech is a question and the person being spoken to comes after it, we put a question mark and not a comma.
e.g. 'Do you know him?' she asked me.
OR: She asked me, 'Do you know him?'

16 Punctuate the following, making any other necessary changes.

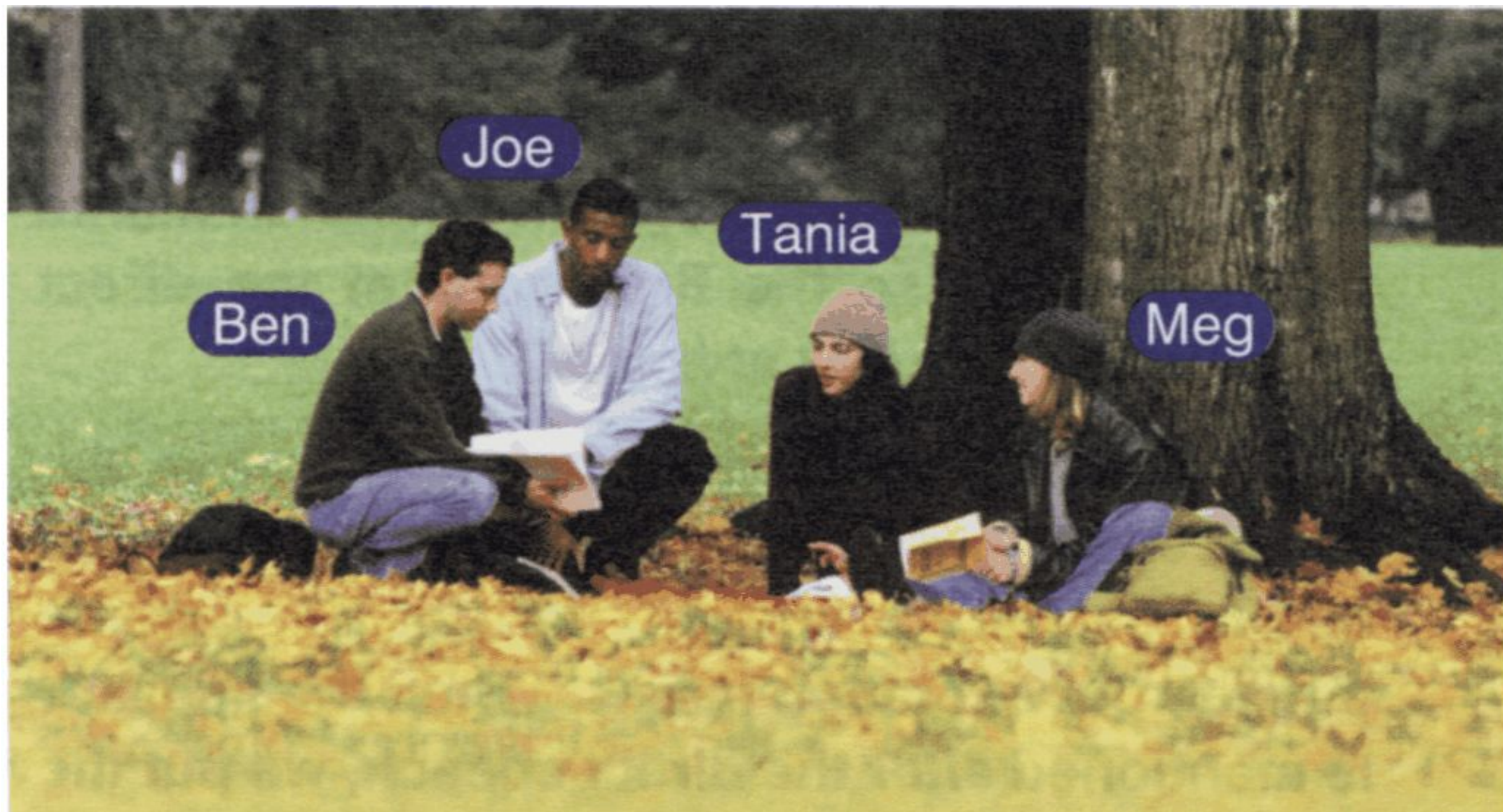
- 1 shall we meet again next Thursday Roger asked
...*'Shall we meet again next Thursday?' Roger asked...*
- 2 Jack said don't touch the wire
- 3 where have you been Tina asked
- 4 basketball is my favourite sport Sam said to me
- 5 Rita told me I have no time to spare
- 6 did you phone your uncle Mother asked
- 7 Sandra said I don't want to stay here any longer
- 8 the children are in the garden Dorothy said
- 9 why did you do that Bob asked
- 10 Linda said close the window please
- 11 Paul said I don't like horror films
- 12 they asked where are you going
- 13 we're lost they said to me

UNIT 10

Reported Speech

17

Turn the following into *reported speech*. Use appropriate introductory verbs.



- 1 Ben: 'I didn't do very well in the test.'
...*Ben remarked that he hadn't done very well in the test.*...
- 2 Joe: 'We won't get the results until next week.'
.....
- 3 Tania: 'I'll be very disappointed if I fail.'
.....
- 4 Meg: 'I had done a lot of revision.'
.....
- 5 Ben: 'Let's talk about something else.'
.....
- 6 Joe: 'Does anyone want to come to the cinema with me this afternoon?'
.....
- 7 Tania: 'My roommate is having a party at the weekend. You're all invited.'
.....
- 8 Meg: 'I'd love to come to the party. Count me in.'
.....

18

Turn the following text into *direct speech*.

The boss said that an important client was arriving the next day. He asked us to be at work on time. He explained that the client was going to stay for a week. He pointed out that he owned several large companies and that he was the most important client we had ever had.

...*'An important client is arriving tomorrow.*

.....

.....

.....

.....

.....

.....

.....

.....

.....

19

Study the speech bubbles, then complete the sentences below using *reported speech*, as in the example.



- 1 James was playing his music very loudly, so I
...*told him to turn it down.*.....
- 2 It was Tom's birthday, so he
- 3 Tony was having difficulty with his studies, so he
- 4 Janet was planning to eat at her friend's house, so she
- 5 It was very cold, so I
- 6 Sue was busy when the phone rang, so she

20

Turn from *direct* into *reported speech* or *vice versa*.

- 1 'I have a lot of work to do today,' she said.
...*She said that she had a lot of work to do that day.*...
- 2 He asked her to phone him later that evening.
.....
- 3 'Where are you going in such a hurry?' he asked her.
.....
- 4 Sue begged her friend not to tell anyone what she had done.
.....
- 5 'Are you ready to go to school?' Mum asked us.
.....
- 6 Tom said he was nervous because he had never been on a plane before.
.....
- 7 'Can you pass me the newspaper, please?' Jane asked Toby.
.....
- 8 John suggested that they go to Italy on holiday.
.....
- 9 'We could go for a picnic tomorrow if you like,' said Jack.
.....

IN OTHER WORDS

Study these examples. The second sentence has a similar meaning to the first sentence.

- 1 'You opened my letters,' he said to his wife.
of He **accused his wife of opening** his letters.
He **accused his wife of having** opened his letters.
- 2 'I didn't tell Brian your secret,' she said.
denied She **denied telling/having told/that she (had) told** Brian my secret.
- 3 'I was the one who organised the party,' Peter said.
admitted Peter **admitted organising/having organised/ that he (had) organised** the party.
- 4 'I'll phone your parents if you don't do as I say,' she said to the student.
threatened She **threatened to phone/that she would phone** the student's parents if he didn't do as she said.
- 5 'Don't forget to invite Miss Green to dinner,' she said to her sister.
reminded She **reminded her sister to invite** Miss Green to dinner.
- 6 'Why don't we go away for the weekend?' she said.
going She **suggested going** away for the weekend.
go She **suggested that we (should) go** away for the weekend.

21

Complete the sentences with two to five words, including the word in bold.

- 1 'I will fire you if you arrive late again,' he said to her.
threatened He *...threatened to fire...* her if she arrived late again.
- 2 'Why don't we buy Emma a present?' Jane said.
should Jane Emma a present.
- 3 'You ate my bar of chocolate!' Sarah said to Mike.
of Sarah her bar of chocolate.
- 4 'I borrowed your favourite jumper,' David said.
admitted David my favourite jumper.
- 5 'Don't forget to lock all the doors and windows,' Mum said to me.
reminded Mum all the doors and windows.
- 6 'I didn't leave the garden gate open!' she said.
denied She the garden gate open.
- 7 'Let's meet for lunch,' he said.
meeting He for lunch.

- 8 'No, I won't do your homework for you,' Danny said.
refused Danny for me.
- 9 'You must come to the theatre with me,' said Jane.
on Jane to the theatre with her.
- 10 'I'm sorry I broke your favourite cup,' said Sam.
for Sam my favourite cup.
- 11 'Will you come to dinner with me?' said Paul.
invited Paul to dinner with him.
- 12 'What a beautiful dress!' said Julie.
exclaimed Julie a beautiful dress.
- 13 'I feel very tired,' she said to me.
feeling She very tired.
- 14 'I promise I'll visit you next week,' he said to her.
promised He next week.

22

Turn the following sentences into direct speech, as in the example.

- 1 Jack complained that I was always interrupting him.
... 'You're always interrupting me!' Jack said.
- 2 We insisted on them staying for dinner.
.....
- 3 She apologised for forgetting my birthday.
.....
- 4 He accused her of stealing his wallet.
.....
- 5 He agreed to help me organise the party.
.....
- 6 They warned the children to stay away from the water.
.....
- 7 She promised to write every week.
.....
- 8 He threatened to tell the teacher if we misbehaved.
.....
- 9 I advised him to study hard for the exam.
.....
- 10 She suggested going for a walk.
.....
- 11 He explained that it wasn't his fault.
.....
- 12 They denied opening my letters.
.....
- 13 She offered to help me with the housework.
.....
- 14 He complained that she was always tired.
.....
- 15 They invited me to their party.
.....
- 16 She threatened to call the police if they did it again.
.....

Prepositions

remind sb of sth	sentence sb to sth
prevent sth/sb from doing sth	condemn sb to sth
translate sth into sth	cruel to sb/sth
accuse sb of sth	cruelty towards/to sb/sth
delighted with sth	take care of sb/sth
astonished at/by sth	dissatisfied with sth

23

Underline the correct preposition.

- This music reminds me **of/to** my country.
- They were delighted **with/from** their presents.
- It is wrong to be cruel **in/to** other people.
- He was sentenced **to/at** nine years in prison.
- She locked the car to prevent it **from/by** being stolen.
- Beryl was astonished **by/with** the number of cards she received.
- My mother is taking care **about/of** our dog.
- This organisation is trying to end cruelty **to/in** animals.
- The professor translated the poem **in/into** Russian.
- He was dissatisfied **with/by** his new stereo, so he returned it to the shop.
- He was accused **at/of** robbing the bank.
- He was condemned **in/to** life imprisonment.

Phrasal Verbs

run across:	find sth/sb by chance
run away (from):	leave a place due to unhappiness
run down:	1) hit and injure sb with a vehicle 2) say bad things about sb/sth
run into:	meet sb unexpectedly
run out (of):	reach the end of a supply of sth
run up against:	to start to experience problems

24

Fill in the correct particle.

- He ran ...*into*... an old school friend at a party.
- Richard was run by a car and taken to hospital.
- We ran a lot of problems at the beginning of our project.
- Oh no! We've run of coffee again.
- He refused to listen to her as she ran his friends.
- I ran this book as I was cleaning out the attic.
- Tim decided to run from the horrible boarding school.

Revision Box

25

Complete each sentence with two to five words, including the word in bold.

- I've never seen such a pretty girl.
ever She's the prettiest ...*girl I've ever*... seen.
- I haven't finished cooking the dinner yet.
still I the dinner.
- He's never watched a horror film before.
first It's the watched a horror film.
- When did you leave school?
since How long is it school?
- They didn't go to bed until the film had finished.
before They waited until the film to bed.
- This tea is so sweet that I can't drink it.
too This tea for me to drink.
- My mother made me tidy my room before I went out.
made I my room before I went out.
- Talking during the exam is not allowed.
talk No one the exam.
- Although he was tired, he went to bed late.
spite He went to bed late, tired.
- I missed the bus, so I was late for my lesson.
result I missed the bus, and late for my lesson.
- If you don't wear warm clothes, you may catch a cold.
unless You may catch a cold warm clothes.
- You should do your homework, or the teacher will be angry.
better You or the teacher will be angry.
- I want to go to Sue's party, but I'm too ill.
wish I well enough to go to Sue's party.
- That's the girl I met on holiday.
who That's the girl on holiday.
- I bought a jacket. It was very cheap.
which The jacket was very cheap.

Revision Box

26

Rewrite the sentences in the passive.

- 1 A dog bit Angela.
...*Angela was bitten by a dog.*.....
- 2 They covered the table with a cloth.
.....
- 3 Who wrote the book?
.....
- 4 People say that she is very clever.
.....
- 5 Martin sold the car.
.....
- 6 Cathy wants people to like her.
.....
- 7 We expect that the letter will arrive soon.
.....
- 8 Did Andy make these decorations?
.....
- 9 They say that Rick gave Julie a ring.
.....
- 10 Sheila read the children a story.
.....
- 11 Dora ate the pie.
.....
- 12 Who painted the fence?
.....
- 13 They think that he left the country.
.....
- 14 They have bought me a bicycle.
.....
- 15 I don't like people asking me questions.
.....

27

Cross out the unnecessary word.

- 1 Who's has opened the door?
- 2 Monica lost her purse while was shopping.
- 3 Unless they not call soon, we'll be worried about them.
- 4 That's the house whose its roof collapsed yesterday in the earthquake.
- 5 Were if I you, I wouldn't lend him the money.
- 6 My parents let me to watch a horror film last night.
- 7 The dogs on the farm are being taken for a walk twice a day.
- 8 Despite of feeling unwell, Tom attended the meeting.

ORAL Activity

The pupils of Walker Primary School recently cleaned up a long stretch of the beach near their school. After they had finished, the mayor visited the pupils at their school and asked them some questions. Look at the questions and answers below and then report what was said, as in the example.

*e.g. The mayor asked one of the pupils why they had decided to do it.
The pupil answered that the beach was very dirty and children couldn't play there.*



- M: Why did you decide to do this?
P: The beach was very dirty and children couldn't play there.
- M: Have you ever done anything like this before?
P: No, this was the first time.
- M: Do you do anything else to take care of the environment?
P: I try to recycle as many things as possible.
- M: Will you do this again in the future?
P: Yes, we're planning to do it again next month.

WRITING Activity

A reporter for the local newspaper was present while the mayor visited Walker Primary School. Look at the Oral Activity again and complete the newspaper article below.

CHILDREN CLEAN UP BEACH

Yesterday, the pupils of Walker Primary School cleaned up a long stretch of the beach near their school. Later, the mayor visited the school and spoke to some of the pupils. He asked one of them why they had decided to clean the beach. The pupil said

UNIT 11

Have Something Done



Jane Silver is painting a picture.



Anne Taylor is having her portrait painted.

We use **have + object + past participle** to say that we arrange for someone to do something for us.
e.g. *Sandra is having her car repaired at the moment.* (Sandra is not repairing it herself - somebody else is repairing it.)

present simple
present continuous
past simple
past continuous
future simple
future continuous
present perfect
present perfect cont.
past perfect
past perfect cont.
infinitive
-ing form

He **fixes** the tap.
He **is fixing** the tap.
He **fixed** the tap.
He **was fixing** the tap.
He **will fix** the tap.
He **will be fixing** the tap.
He **has fixed** the tap.
He **has been fixing** the tap.
He **had fixed** the tap.
He **had been fixing** the tap.
He **must fix** the tap.
It's no use **fixing** the tap.

He **has the tap fixed**.
He **is having the tap fixed**.
He **had the tap fixed**.
He **was having the tap fixed**.
He **will have the tap fixed**.
He **will be having the tap fixed**.
He **has had the tap fixed**.
He **has been having the tap fixed**.
He **had had the tap fixed**.
He **had been having the tap fixed**.
He **must have the tap fixed**.
It's no use **having the tap fixed**.

- ◆ Questions and negations of the verb **have** are formed with **do/does** in the present simple and **did** in the past simple. e.g. *Do you have your hair cut every month? Did she have the house cleaned?*
- ◆ We can also use **have something done** to express that something unpleasant happened to somebody. e.g. *Mary had her purse stolen yesterday.* (= Mary's purse was stolen. This sentence shows that this unpleasant incident happened to her.)
- ◆ We can use the verb **get** instead of the verb **have** only in informal conversation. e.g. *We must get the fridge repaired soon.* (= We must have the fridge repaired soon.)

1 Make sentences using the prompts below, as in the example.

- The grass needs cutting.
I know. I'm getting it cut tomorrow.
- The windows need cleaning.
- The fence needs painting.
- The report needs typing.
- The car needs servicing.

2 Something unpleasant happened to each of these people last week. Make sentences using have something done.

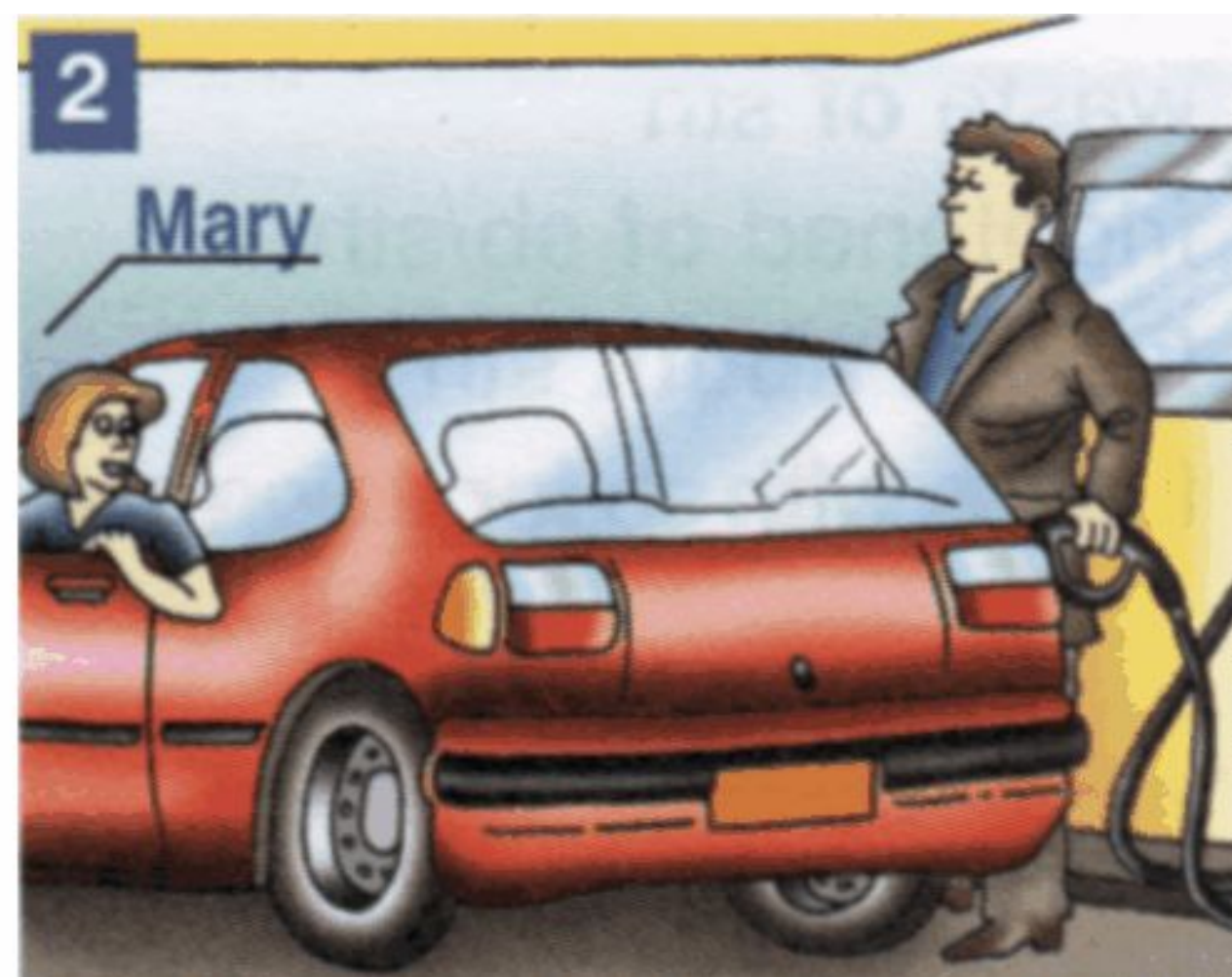
- Mark (his bike/steal) from outside the grocer's.
Mark had his bike stolen from outside the grocer's.
- Little Jenny (her hair/pull) at school.
- My uncle (his garage/break into) by car thieves.
- Tara (her bag/steal) in a restaurant.
- Steve (his downstairs window/smash) by a falling tree.

Have Something Done

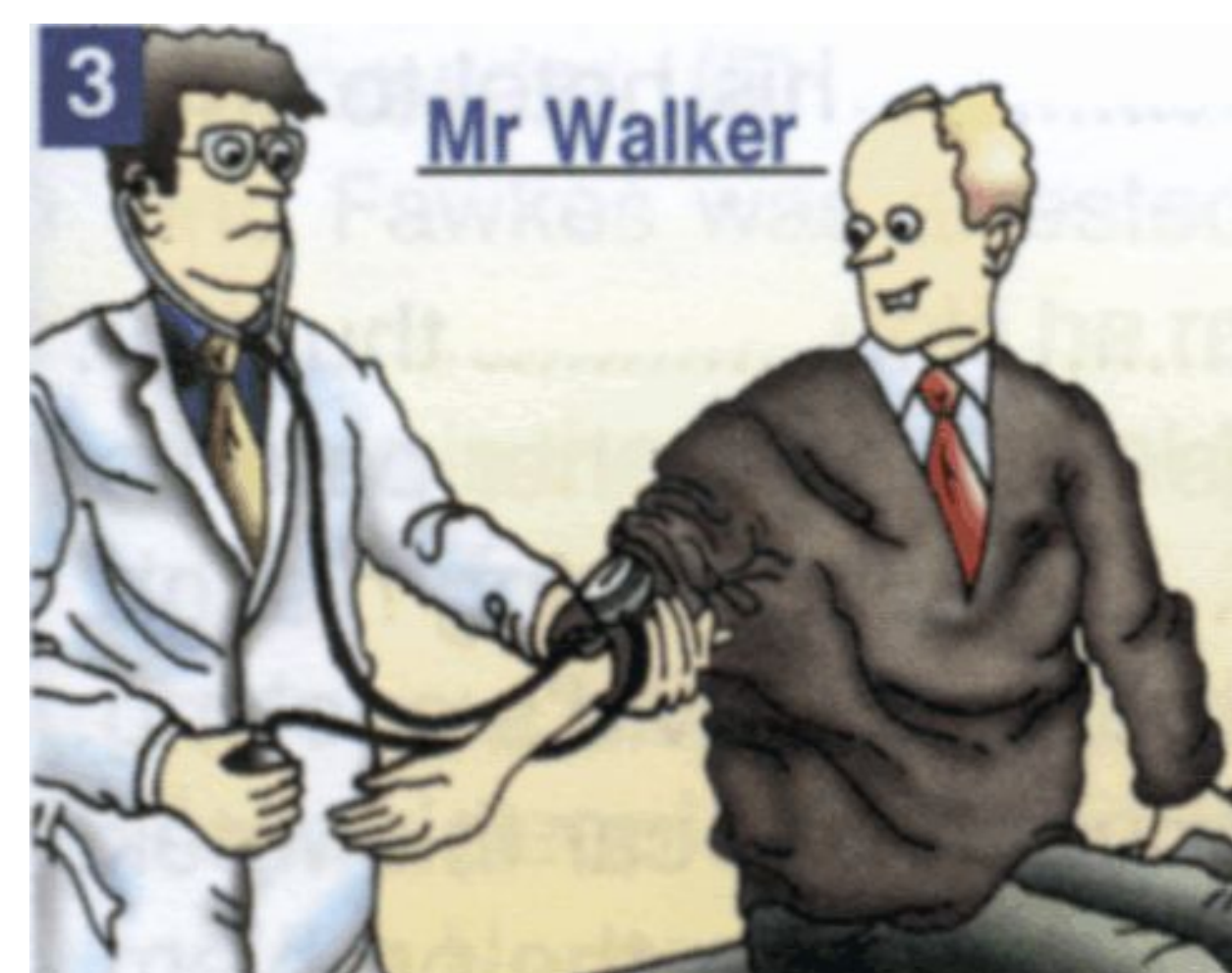
3 Tick the correct sentence for each picture.



- 1
a Ruth is filling her car with petrol.
- b Ruth is having her car filled with petrol.



- 2
a Mary is filling her car with petrol.
- b Mary is having her car filled with petrol.



- 3
a Mr Walker is taking his blood pressure.
- b Mr Walker is having his blood pressure taken.



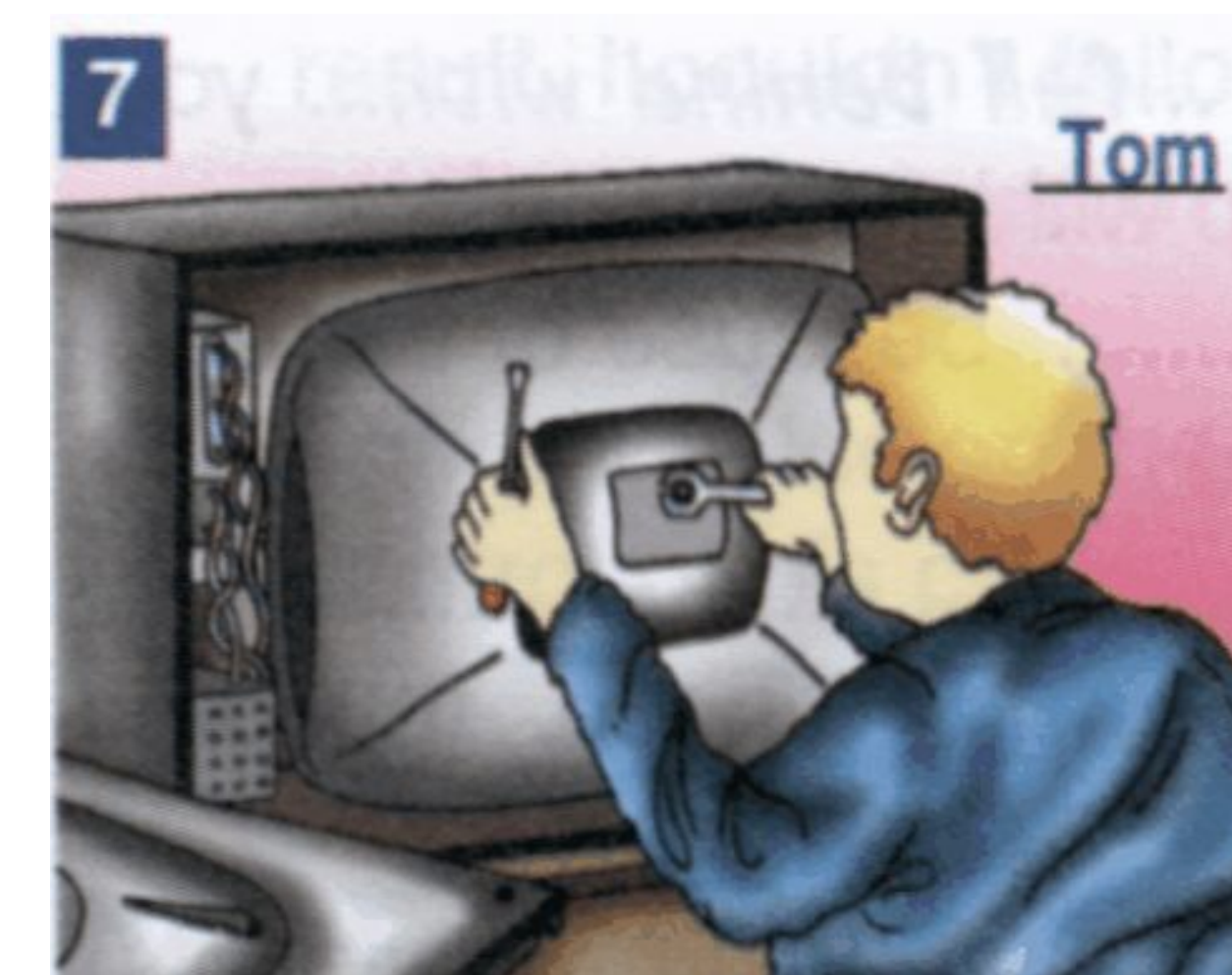
- 4
a Mr Hill is taking his blood pressure.
- b Mr Hill is having his blood pressure taken.



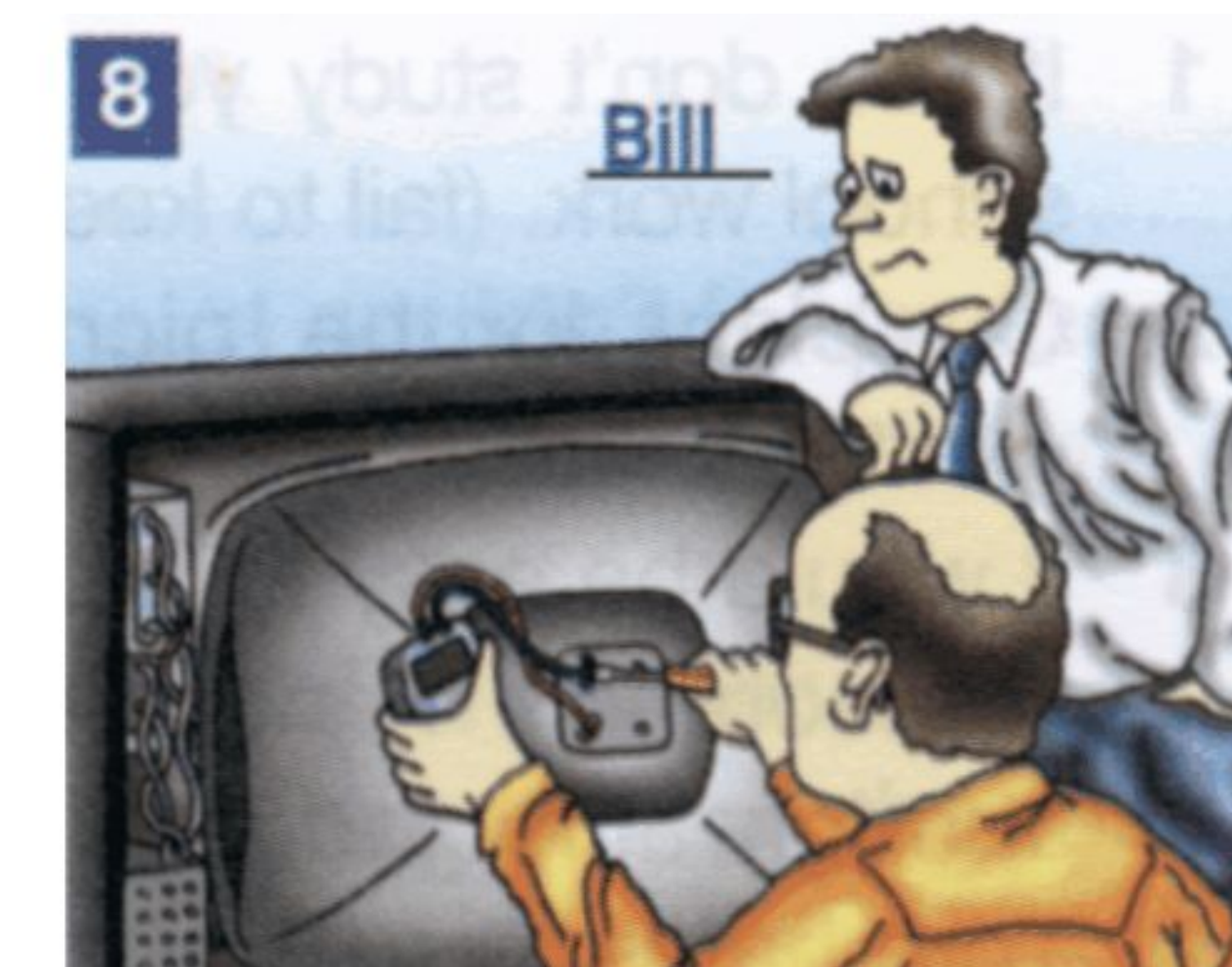
- 5
a Julie is doing her hair.
- b Julie is having her hair done.



- 6
a Sandra is doing her hair.
- b Sandra is having her hair done.



- 7
a Tom is repairing the TV.
- b Tom is having the TV repaired.



- 8
a Bill is repairing the TV.
- b Bill is having the TV repaired.

4 Study the situations, then write the answers using have something done.

- Tony is going to the dentist's for a check-up tomorrow. What's he going to do?
...He is going to have his teeth checked...
- Their house is very cold. Installing central heating would help. What should they do?
- James has written some songs and they're going to be recorded. What is James going to do?
- Sarah is at the hairdresser's. The hairdresser is cutting her hair. What is Sarah doing?
- The baker has made a special cake for Joan. What has Joan done?
- Their windows are very dirty. What should they have done?
- Claire's shoes are made by hand especially for her. What does Claire do?
- Sam has paid the plumber for repairing his washing machine. What has he done?
- Simon's arm was X-rayed yesterday. What happened at the hospital?

5 Rewrite the sentences using have something done.

- The money was deposited in his bank account by the company.
...He had the money deposited in his bank account...
- Sarah's new fridge will be delivered tomorrow.
- Tim's car was serviced last week.
- Mrs Scott's cat was examined by the vet yesterday.
- Paul's house will be painted next weekend.
- Mr Brown's book has just been published.
- Becky's hair is done every week.
- Edward's dinner was cooked by his mother yesterday.
- Jane's living room is going to be redecorated next month.
- My eyes are tested by the optician.

Have Something Done

6 Barbara is talking to Annette about her house. What suggestions does Annette make to Barbara? Using the prompts given, complete the sentences, as in the example.

- 1 'My carpet doesn't match the walls.' 'You could ...*have the walls painted*... (the walls/paint).'
- 2 'The kitchen floor is a mess.' 'How about (it/retile)?'
- 3 'The bathroom is too small for a bath.' 'What about (a shower/put in)?'
- 4 'The water pipes are rusty.' 'Why don't you (them/replace)?'
- 5 'The garage is falling down.' 'You could (a new one/build).'

7 Look at the prompts and answer the questions using *have something done*.



What did Tom do?
he / his jacket / dry-clean

He had his jacket dry-cleaned.



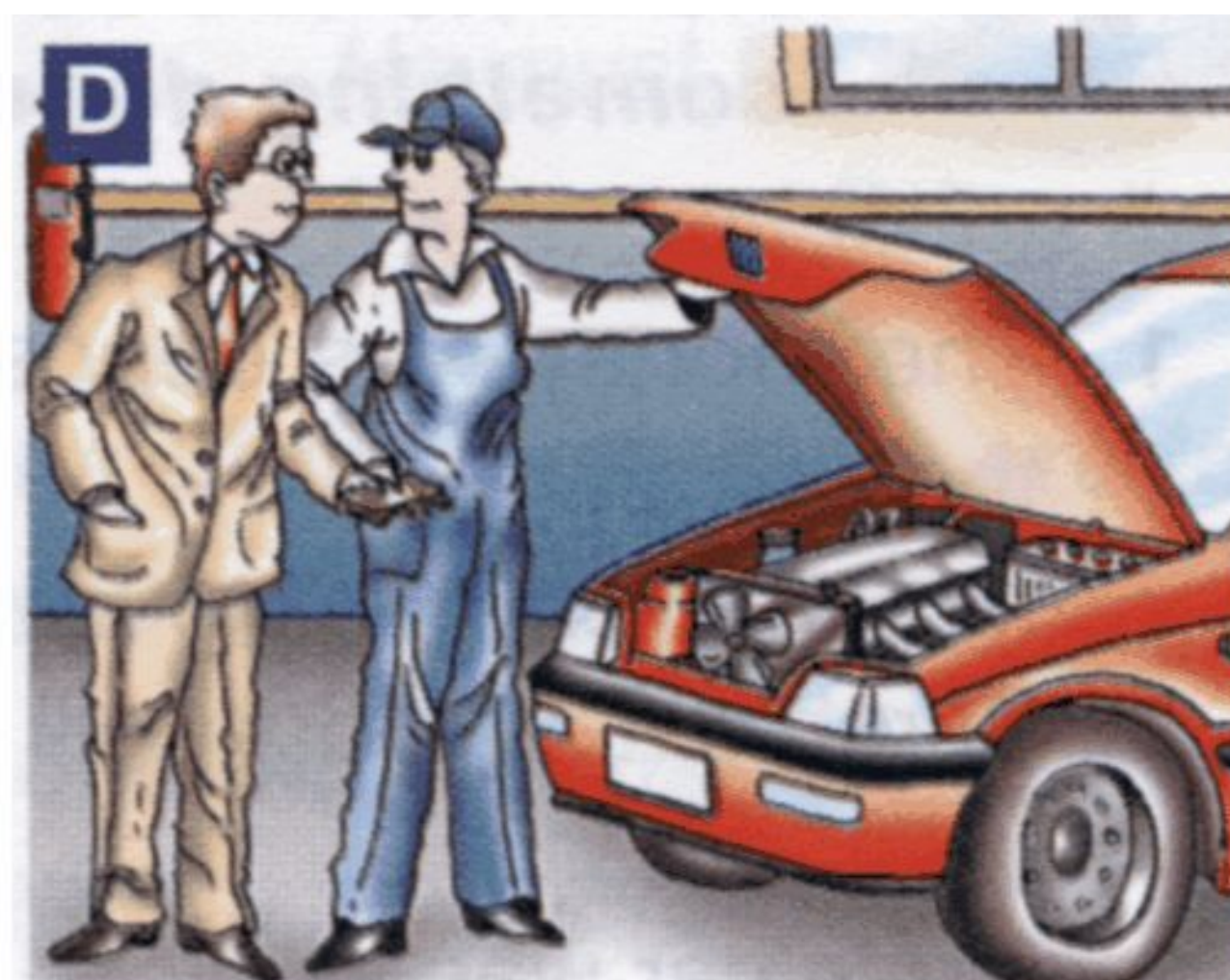
What is Ann doing?
she / a wedding dress/ make

.....



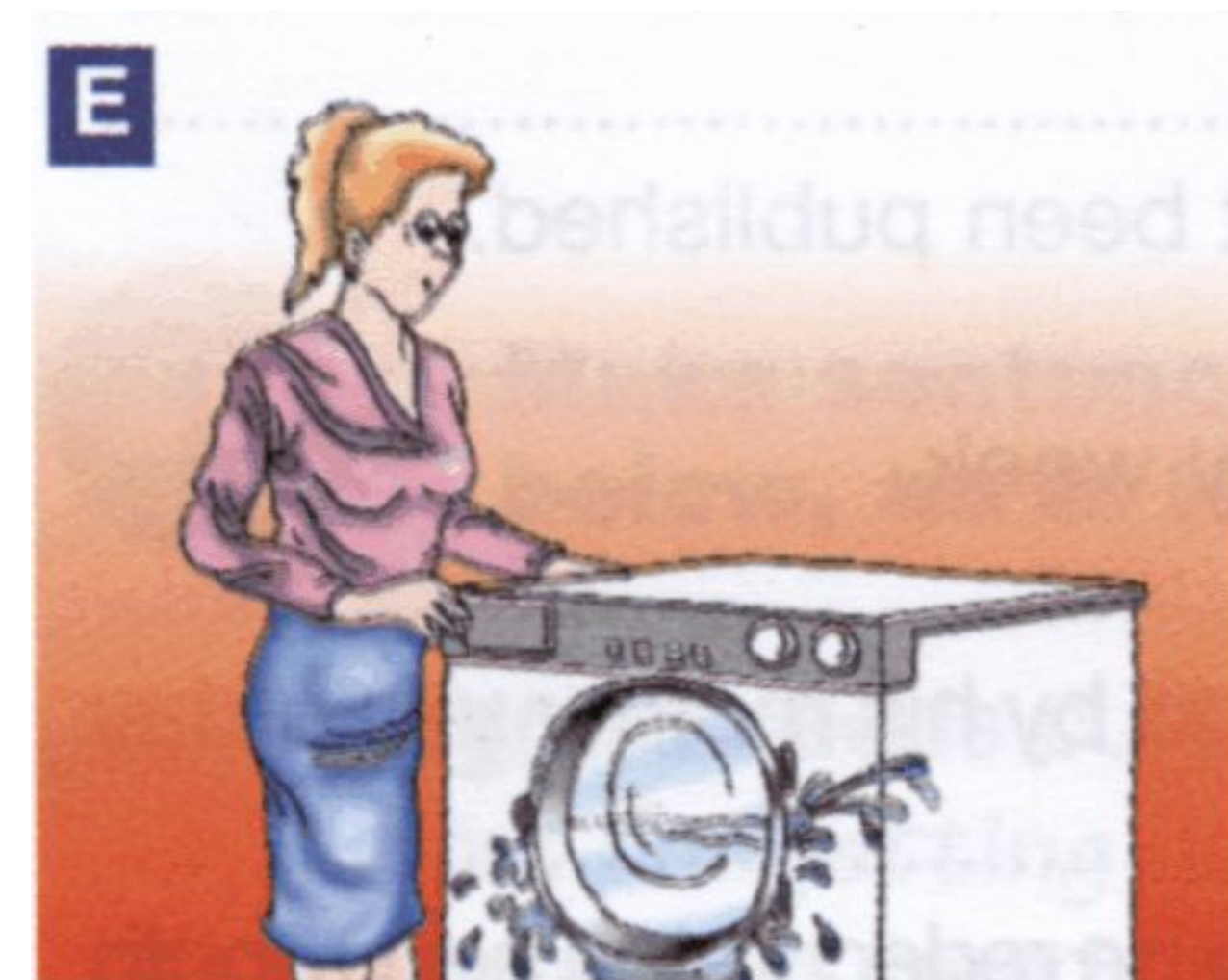
What is Rick going to do?
he / his eyes / test

.....



What has Tim done?
he / his car / service

.....



What will Jane do?
she/washing machine/repair

.....



What should Paul do?
he / his hair / cut

.....

Prepositions

ashamed of sb/sth	impressed by/with sth
crowded with people	introduce sb to sb
waste of sth	photograph of sb/sth
frightened of sb/sth	solution to sth
furious about sth	use of sth
furious with sb for doing sth	provide sb with sth

8 Fill in the correct preposition.

- 1 The room was crowded ...*with*... people.
- 2 Tim was furious Jake forgetting his birthday.
- 3 He was later ashamed his bad behaviour.
- 4 He wanted a photograph his hotel to show his friends.
- 5 My sister is frightened thunder.
- 6 She introduced her friends her parents.
- 7 My brother was furious losing his job.
- 8 John was impressed David's cooking.
- 9 I have the use my friend's car this week.
- 10 We need to find a solution the problem.
- 11 School provides children a basic education.
- 12 'Playing the lottery is a waste time,' said Helen.

Phrasal Verbs

- fall behind (with):** fail to keep up with
- fall for:** 1) be deceived by sth
2) become strongly attracted to sb
- fall in with:** agree with a plan/decision, etc.
- fall through:** fail to happen
- fall out (with):** quarrel

9 Fill in the gaps with the correct phrasal verb.

- 1 If you don't study you will ...*fall behind with*... your school work. (fail to keep up with)
- 2 Our plans for the picnic because of the bad weather. (failed to happen)
- 3 It would be easy to someone as handsome as Mel Gibson. (become strongly attracted to)
- 4 Tom hates with his best friend. (quarrelling)
- 5 He was so convincing that she his lies. (was deceived by)
- 6 I will whatever you decide. (agree)

Revision Box

10 Choose the correct item.

Guy Fawkes was a British soldier (1) ...A... is remembered for his role in the Gunpowder Plot. The object of his plan was to blow up the parliament buildings (2) the King and the government were inside. Other members of the gang who were involved in this plot rented a cellar (3) went under the parliament buildings. Then, they (4) Guy Fawkes there with 20 barrels of gunpowder. (5), the plot was discovered and Fawkes was arrested on 4th November, 1605. He (6) until he revealed the names of the other people in the gang. A trial (7) and he was found guilty of his crimes on 27th January, 1606. On 31st January, 1606, Guy Fawkes was executed in London. Today, people in Britain (8) Guy Fawkes' Day on 5th November every year with fireworks.

- | | | |
|------------------|---------------------|-----------------|
| 1 A who | B which | C whose |
| 2 A during | B while | C until |
| 3 A who | B whom | C which |
| 4 A sent | B had sent | C were sending |
| 5 A Therefore | B However | C Because |
| 6 A was tortured | B has been tortured | C is tortured |
| 7 A held | B was held | C had been held |
| 8 A celebrated | B are celebrating | C celebrate |

11 Complete each sentence with two to five words, including the word in bold.

- I fell asleep early last night as I was very tired.
so I was ...*so tired last night that I*... fell asleep early.
- The instructions were very complicated and, as a result, I couldn't follow them.
such They were I couldn't follow them.
- There was ice on the road. As a result, the driver lost control of his car.
due The driver lost control of his car that there was ice on the road.
- Mary was too young to enter the swimming competition.
enough Mary to enter the swimming competition.

ORAL Activity

The Jones' garden used to be very untidy. Recently, they have had a lot of work done. Look at the pictures and the prompts below and make sentences, as in the example.

e.g. They have had the grass cut.



- the grass / cut
- a pond / make
- the shed / fix
- the fence / repair
- some trees and flowers / plant
- a path / lay

WRITING Activity

Now, Mrs Jones is writing a letter to her sister, telling her about their garden. Look at the Oral Activity again and complete the letter below.

Dear Beverley,

Now that the work on the garden is finished, I thought I'd write and tell you all about it. I'm very pleased with the result. It looks really beautiful! First, we had the grass cut. Now it's nice and short. Then,

UNIT 12

Nouns - Articles

Countable/Uncountable Nouns



There is **an** egg.
 There are **some** peppers.
 There is also **some** chocolate.
 What else is there in the picture?

Nouns can be countable or uncountable.

- ◆ **Countable nouns** are nouns which we can count. They have singular and plural forms.
 e.g. a key, two keys, three keys

The plural is formed as follows:

Regular Plurals		Irregular Plurals	
jacket	⇒ jackets	child	⇒ children
watch	⇒ watches	man	⇒ men
tomato	⇒ tomatoes	woman	⇒ women
baby	⇒ babies	foot	⇒ feet
leaf	⇒ leaves	tooth	⇒ teeth
	But radio ⇒ radios	goose	⇒ geese
	But toy ⇒ toys	mouse	⇒ mice
	But cliff ⇒ cliffs	sheep	⇒ sheep
		ox	⇒ oxen
		deer	⇒ deer
		fish	⇒ fish
		louse	⇒ lice

- ◆ **Uncountable nouns** are nouns which we cannot count. They do not have different plural forms.
 Uncountable nouns include:

many types of food: spaghetti, yoghurt, cheese, flour, butter, meat, etc.
liquids: water, coffee, soda, lemonade, oil, petrol, tea, etc.
materials: silver, wood, crystal, plastic, porcelain, etc.
abstract nouns: freedom, love, justice, beauty, help, education, knowledge, etc.
others: news, advice, information, weather, furniture, luggage, baggage, hair, accommodation, behaviour, equipment, fun, research, rubbish, litter, etc.

Countable nouns:

- ◆ can take singular or plural verbs.
 e.g. The **book is** on the table.
 The **books are** on the table.
- ◆ always go with **a/an/the/my**, etc. in the singular.
 e.g. I bought **an umbrella**. (NOT: ~~I bought umbrella.~~)
- ◆ can be used alone or with **some/any/many/few** in the plural.
 e.g. I love **carrots**.
 I'm going to buy **some carrots**.

Uncountable nouns:

- ◆ always take singular verbs.
 e.g. **Sugar is** fattening.
Honey comes from bees.
- ◆ do not go with **a/an/one, two**, etc.
 e.g. I like to drink **milk**. (NOT: ~~I like to drink a milk.~~)
- ◆ can be used alone or with **some/any/much/little/the/my**, etc.
 e.g. Remember to buy **(some) cheese**.

Note: We can use **a/an, one/two**, etc. with uncountable nouns such as coffee, tea, lemonade, etc. when we are referring to a cup, glass, bottle, etc. of a certain liquid:
 e.g. Can we have **two coffees** and **two teas**, please?
 (= two cups of coffee and two cups of tea)

Compound Nouns

Some nouns can be used as countable or uncountable, with a difference in meaning. Study the examples below:

- I want **a glass** of water.
- That statue is made of **glass**. (the material)
- She found **a hair** on his jacket.
- He combed his **hair**. (all the hair on his head)
- I'll go and buy **a paper**. (newspaper)
- I want **some paper**, please. (the writing material)
- We've got to buy **an iron**. (for ironing clothes)
- The table is made of **iron**. (the material)
- We've got **a spare room** in our house.
- Sit here. There's plenty of **room** for all of us. (space)

1 Fill in the gaps with a, an or some.

- | | | |
|-----------------|---------------|------------------|
| 1 .some. paint | 4 chair | 7 umbrella |
| 2 apple | 5 rose | 8 lemon |
| 3 flowers | 6 bread | 9 cherries |

We can use both uncountable nouns and plural countable nouns after phrases of quantity such as:

a jar/bottle/piece/loaf/cup/bar/glass/kilo/carton/bowl/can/jug/slice/pot/tin/packet, etc. + of
 e.g. He drank **a bottle of water**. I need **a kilo of potatoes**.

2 Fill in the gaps with an appropriate noun + of to indicate quantity.



- | | |
|-------------------------------|-------------------|
| 1 a ... <i>jar of</i> ... jam | 7 a ketchup |
| 2 a rice | 8 a bread |
| 3 a tuna | 9 a cheese |
| 4 a soda | 10 a milk |
| 5 a butter | 11 a bread |
| 6 a water | 12 a coffee |

Compound nouns are nouns that are made of two or more parts and are formed as follows:

- ◆ **noun + noun**. The plural is usually formed by adding **-s/-es** to the second noun.
e.g. bus driver ⇒ bus drivers
- ◆ **-ing form/adjective + noun**. The plural is formed by adding **-s/-es** to the noun.
e.g. rocking-horse ⇒ rocking-horses
dining room ⇒ dining rooms
darkroom ⇒ darkrooms
- ◆ **noun + in-law**. The plural is formed by adding **-s** to the noun. e.g. brother-in-law ⇒ brothers-in-law
- ◆ **noun + adverb**. The plural is formed by adding **-s** to the noun. e.g. passer-by ⇒ passers-by
- ◆ **verb + adverb particle**. The plural is formed by adding **-s** to the word.
e.g. breakdown ⇒ breakdowns

3 Match the items in column A to the ones in column B to make compound nouns. Then, form the plural.

1 - d keyhole - keyholes

Column A	Column B
1 key	a glove
2 light	b box
3 swimming	c away
4 push	d hole
5 sailing	e up
6 get	f bulb
7 compact	g print
8 foot	h pool
9 rubber	i disc
10 letter	j boat
11 break	k in
12 let	l down

4 Write the plural of the following nouns.

- | | |
|---------------------------------|-----------------------|
| 1 wife <i>wives</i> | 7 dictionary..... |
| 2 stepmother..... | 8 teapot..... |
| 3 father-in-law..... | 9 mouse..... |
| 4 safe..... | 10 brush..... |
| 5 workbook..... | 11 parking space..... |
| 6 sister-in-law..... | 12 watch..... |

Singular/Plural Verb Forms

We use singular forms with:

- ◆ nouns which end in **-ics** such as **athletics, economics, electronics, gymnastics, mathematics (maths), physics, politics, etc.**
e.g. **Mathematics is my favourite subject at school.**
- ◆ nouns which describe illnesses (**flu, pneumonia, etc.**), including those which end in **-s (measles, mumps, etc.)**.
e.g. **Pneumonia is a serious illness.**
- ◆ plural nouns when we talk about an amount of money, a time period, distance, weight, etc.
e.g. **A hundred thousand dollars was paid for an 18th century painting. (We refer to the total amount of money.)**
Two years is a long time to be unemployed.
- ◆ group nouns such as **family, team, group, crowd, class, company and government**, when we mean the group as a unit. But we use plural verbs when we mean the individuals that make up the group.
e.g. **My family is very important to me. (We mean the family as a unit.)**
My family are going away next weekend. (We mean the individual members of the family.)

We use plural forms with:

- ◆ the nouns **people, police, clothes and stairs**.
e.g. **The police are looking for the bank robbers.**
- ◆ nouns which refer to objects that consist of two parts, such as
trousers, shorts, shoes, gloves, pyjamas, tights, glasses, earrings, socks, scissors, etc.

We do not use a/an or a number with these words.

We use the phrase **pair of...** instead.

e.g. **Where are my glasses?**

I need a new pair of glasses.

5

Fill in a, an or some where necessary.

- 1 We booked ...a... room in the Grand Hotel.
- 2 The police found glass from the broken window on the ground.
- 3 There is room for five people in my car.
- 4 She usually drinks glass of orange juice in the morning.
- 5 There was hair in my soup.
- 6 I need paper to write my letters on.

- 7 Her hair is long and blonde.
- 8 The Eiffel Tower is made of iron.
- 9 He decided to buy paper to read on the train.
- 10 I have got iron, but it is very old.

6

Underline the correct word.

- 1 A: How many biscuits **was/were** there in the tin?
B: I don't know.
- 2 A: These trousers **is/are** too long.
B: You must have bought the wrong size.
- 3 A: My hair **is/are** a mess today.
B: Don't be silly. You look lovely.
- 4 A: I need some new socks.
B: There **is/are** a new pair in that bag for you.
- 5 A: What happened to that escaped criminal?
B: The police **is/are** still looking for him.
- 6 A: Did you see Steve at the party?
B: No. There **was/were** too many other people there.
- 7 A: Do you like my new shoes?
B: Oh yes. My shoes **is/are** very similar, actually.
- 8 A: I can't stand people who never **do/does** anything for themselves.
B: Nor can I. No one should depend totally on others.
- 9 A: My shorts **is/are** dirty.
B: Well, you'll have to wear a skirt.
- 10 A: The stairs in the cathedral **was/were** very steep.
B: Yes. I was exhausted when I reached the top.

7

Fill in is or are.

- 1 Be careful! Those scissors ...are... very sharp.
- 2 Maths John's favourite subject at school.
- 3 The police investigating the crime.
- 4 These trousers too big for me.
- 5 The stairs in my house made of wood.
- 6 His new furniture very modern.
- 7 The weather going to be bad this weekend.
- 8 My advice that you get a new job.
- 9 His new clothes very fashionable.
- 10 The team all training hard for Saturday's match.
- 11 The money in the jar for this week's shopping.
- 12 My pyjamas not on my bed. Where they?
- 13 Mumps a childhood disease.
- 14 My luggage in the car already.
- 15 Your hair very long again.
- 16 Tom's gloves made of soft leather.
- 17 The class all working on a project together.
- 18 Athletics my favourite sport.
- 19 My shoes too small for me now.

The Indefinite Article 'A' / 'An'

a + consonant sound (/b/, /d/, /g/, /f/, /l/, /p/, etc.)

an + vowel sound (/æ/, /e/, /i/, /ɔ:/, /ʌ/, etc.)

a/an is used:

- ◆ with singular countable nouns after the verb to be to say what someone/something is.
e.g. He's **a** pilot. It's **a** torch.
- ◆ with the verb **have (got)**.
e.g. Mary **has (got)** **a** car.
- ◆ in certain expressions when we want to show how often we do something.
e.g. She goes shopping **twice a** month.

a/an is not used:

- ◆ with uncountable nouns or plural countable nouns. We use **some** instead of **a/an**.
e.g. We need **some** flour and **some** sugar.
They bought **some** stamps.
- ◆ before an adjective if it is not followed by a noun. However, if the adjective is followed by a noun, we use **a** if the adjective begins with a consonant sound and **an** if the adjective begins with a vowel sound.
e.g. It's **a** house. It's **big**. It's **a** big house.
This is John's car. It's **new**. It's also **an** expensive car.

8

Fill in the gaps with **a** or **an**.

- | | |
|-----------------------------------|-------------------------|
| 1 an open door | 6 |
| 2 apple | 7 unusual picture |
| 3 large box | 8 cat |
| 4 building | 9 elephant |
| 5 old man | 10 tall woman |

9

Fill in the gaps with **a**, **an** or **some**.

- 1 A: I saw ...**some**... nice trousers and lovely dress in a shop today.
B: Did you buy anything?
- 2 A: Would you like fruit?
B: Yes, please. I'll have orange.
- 3 A: Can you give me advice?
B: Yes. You should take holiday.
- 4 A: What's that?
B: It's old diary I found.

- 5 A: That's unusual ring.
B: I know. It's antique.
- 6 A: Did you get card for Bob?
B: Yes, I got him present, too.

One/Ones

We use **one** in the singular and **ones** in the plural to avoid repeating the noun when it is clear what we mean.

- e.g. My new car is much faster than my old **one**. (=my old car)
I don't usually wear silver earrings. I wear gold **ones**. (=gold earrings)

A(n)/One

- ◆ We use **a/an** to refer to an unspecified thing. It means **any one**.
e.g. She bought **a** blouse. (We are not talking about a specific blouse.)
We use **one** when we are counting, to put emphasis on number.
e.g. She bought **one** blouse. (She didn't buy two blouses.)
- ◆ We use **a/an + adjective + one**.
e.g. I'm looking for **a** flat. I want **a** big **one**.
(NOT: I want ~~a one~~.)
- ◆ We use **one** with the words **night/morning/day/time**, etc., usually in narration.
e.g. **One** night there was a terrible storm.
- ◆ We use **one** or **one of ...** when we mean one person/thing out of many. It usually contrasts with **other**.
e.g. **One** book was about history, but **the others** were about geography.
One of my friends is a vet.
- ◆ We use **a/an** or **one** with no difference in meaning when counting or measuring time, distance, weight, etc.
e.g. He paid **a/one** hundred pounds for the ring.
We need **a/one** kilo of potatoes.
Sandra will be away for **a/one** year.

10

Fill in **a**, **an**, **one** or **ones**.

- 1 I'm looking for ...**a**... book about animals. Do you have any?
- 2 There was book about animals, but the others were adventure stories.

UNIT 12

Nouns - Articles

- 3 They saw old film at the cinema yesterday.
- 4 I don't like these boots, but I really like the you're wearing.
- 5 Tom found mouse in the kitchen, so he put mousetraps everywhere.
- 6 morning there was a power cut.
- 7 I'm looking for bag. I need a large
- 8 There were two dresses in the shop I liked, but I only bought

11 Fill in the gaps with a, an or some.

- A: It's your birthday soon. What would you like as 1) ...a... gift?
- B: Actually, there are lots of things I want, so I'll give you 2) list.
- A: Alright, I'll write it down.
- B: First, I need 3) new bike. I would also like 4) clothes and 5) money.
- A: A bike is 6) expensive gift, and we bought you 7) good one two years ago.
- B: Well, you could buy me 8) guitar instead!
- A: But you can't play the guitar!
- B: I know, but I want to learn.
- A: So, you mean you want me to pay for 9) lessons too?
- B: Yes, please!

12 Fill in a, an or one.

- A I bought 1) ...a... set of plates yesterday, but I have broken 2) of them already. I can't have 3) dinner party without 4) full set of plates.
- B 1) day, I will buy 2) cottage in the country. It will have 3) big garden so I will be able to keep 4) dog.
- C I need 1) car. I want 2) with power steering and 3) sun roof. I can afford 4) second hand car, but I'd rather buy 5) new 6)
- D Suddenly there was 1) knock at the door. 2) old man stood outside. He was wearing 3) suit and carrying 4) suitcase in 5) hand and 6) umbrella in the other.
- E There were 1) dozen people in the room and not 2) of them knew how to use 3) computer.
- F 'I have 1) terrible headache. I think I will take 2) tablet and lie down for half 3) hour.' 'I hate headaches. I had 4) yesterday at work.'

13 Look at the table. In pairs, ask and answer questions using a suitable verb from the list, as in the example.

mine, produce, grow, find

- e.g. SA: *Are diamonds mined in China?*
 SB: *No, they aren't. They're mined in South Africa.*



- | | |
|-------------------------|------------------------|
| 1 diamonds/South Africa | 5 bananas/West Indies |
| 2 Edam cheese/Holland | 6 timber/North America |
| 3 tea/India | 7 pandas/Tibet |
| 4 silk/China | 8 olive oil/Italy |

14 Rewrite the sentences in the passive.

- 1 You need a lot of experience for this job.
A lot of experience is ...needed for this job....
- 2 The hairdresser washed my hair.
My hair
- 3 Paul's mother bought him some trousers.
A pair of trousers
- 4 Many children catch measles.
Measles
- 5 They gave me very good advice.
The advice
- 6 They paid a hundred pounds for the table.
A hundred pounds
- 7 All children study mathematics at school.
Mathematics
- 8 It is reported that the weather is fine in London today.
The weather
- 9 They called the police when they discovered the burglary.
The police
- 10 He showed us the accommodation before we booked it.
The accommodation
- 11 They gave us some good news.
The news
- 12 We do research in this laboratory.
Research
- 13 The porter took their luggage to their rooms.
Their luggage
- 14 Where do you keep the scissors?
Where
- 15 The policeman directed the traffic past the accident.
The traffic

The Definite Article *The*

The definite article **the** is used with countable and uncountable nouns.

e.g. *the music, the woman, the trees*

The is used:

- ◆ with nouns when we are talking about something specific, that is, when the noun is mentioned for a second time or is already known. In other words, when we can answer the question 'Who?' or 'Which?'.
e.g. *I received a letter and a postcard on my birthday.*
The letter was from my parents and the postcard was from my friend.
- ◆ with nouns which are unique (*the sun, the moon, the Earth, etc.*).
- ◆ with the names of rivers (*the Nile*), seas (*the Black Sea*), oceans (*the Indian Ocean*), mountain ranges (*the Pyrenees*), deserts (*the Gobi*), groups of islands (*the Canary Islands*) and countries when they include words such as *state, kingdom, republic, etc.* (*the United States*).
- ◆ with the names of musical instruments (*the piano, the saxophone*) and dances (*the tango*).
- ◆ with the names of hotels (*the Sheraton Hotel*), theatres/cinemas (*the Odeon Theatre*), ships (*the Queen Mary*), organisations (*the UN*), newspapers (*The Times*) and museums (*the Louvre*).
- ◆ with nationality words (*the Belgians*) and names of families (*the Johnsons*).
- ◆ with titles when the name of the person is not mentioned (*the Duchess of Kent, the Queen*) **but:** *Queen Mary*.
- ◆ with the words *morning, afternoon* and *evening*.
e.g. *He goes home in the evening.*
- ◆ with the words *station, shop, cinema, pub, library, city, village, etc.*
e.g. *She went to the station to meet Jim.*
- ◆ with historical periods/events (*the Stone Age, the Middle Ages, the First World War*) **but:** *World War I*.
- ◆ with the words *only, last, first* (used as adjectives).
e.g. *He was the last person to arrive.*
- ◆ with adjectives/adverbs in the superlative form.
e.g. *She is the most intelligent woman I've ever met.*
Bob drives the most carefully of all.

The is not used:

- ◆ with uncountable and plural countable nouns when talking about something in general, that is, when we cannot answer the question 'Who?' or 'Which?'.
e.g. *Trees produce oxygen. (Which trees? Trees in general.)*
- ◆ with proper nouns. e.g. *This is Tom.*
- ◆ with the names of countries (*Egypt*), cities (*Rome*), streets (*Oxford Street*), parks (*Hyde Park*), mountains (*Mont Blanc*), railway stations (*Victoria Station*), bridges (*Tower Bridge*), individual islands (*Rhodes*), lakes (*Lake Ontario*) and continents (*Asia*).
- ◆ with the names of sports, games, activities, days, months, celebrations, colours, drinks, meals and languages (when they are not followed by the word 'language').
e.g. *I speak French. but: The French language is spoken in some parts of Canada.*
- ◆ with the words *this/that/these/those* (*this bag, those cars*) **NOT:** *the this bag*
- ◆ with possessive adjectives or the possessive case. e.g. *That isn't my car – it's Keith's.*
- ◆ with titles when the person's name is mentioned (*Prince Charles, President Reagan*).
- ◆ with two-word names when the first word is the name of a person or place (*Luton Airport*) **but:** *the White House*.
- ◆ with names of pubs, shops, banks and hotels named after the people who started them and end in *-s* or *'s*. *Harrods, Lloyds Bank, Emma's pub* **but:** *the Black Bull (pub)* (because 'Black' is not a name of a person or place)
- ◆ with the words *school, church, bed, hospital, college, university, court, prison* or *home* when we refer to the purpose for which they exist.
e.g. *Jack was in prison. (He was a prisoner.)*
Jack's mother went to the prison to see him. (She went to the prison as a visitor.)
- ◆ with the words *home, father/mother* when we talk about our own home/parents.
Father is at home.
- ◆ with means of transport: *by bus/car/train/plane, etc.* e.g. *She travelled by plane.*
- ◆ with the names of illnesses. e.g. *He's got malaria. but: flu/the flu, measles/the measles, mumps/the mumps*

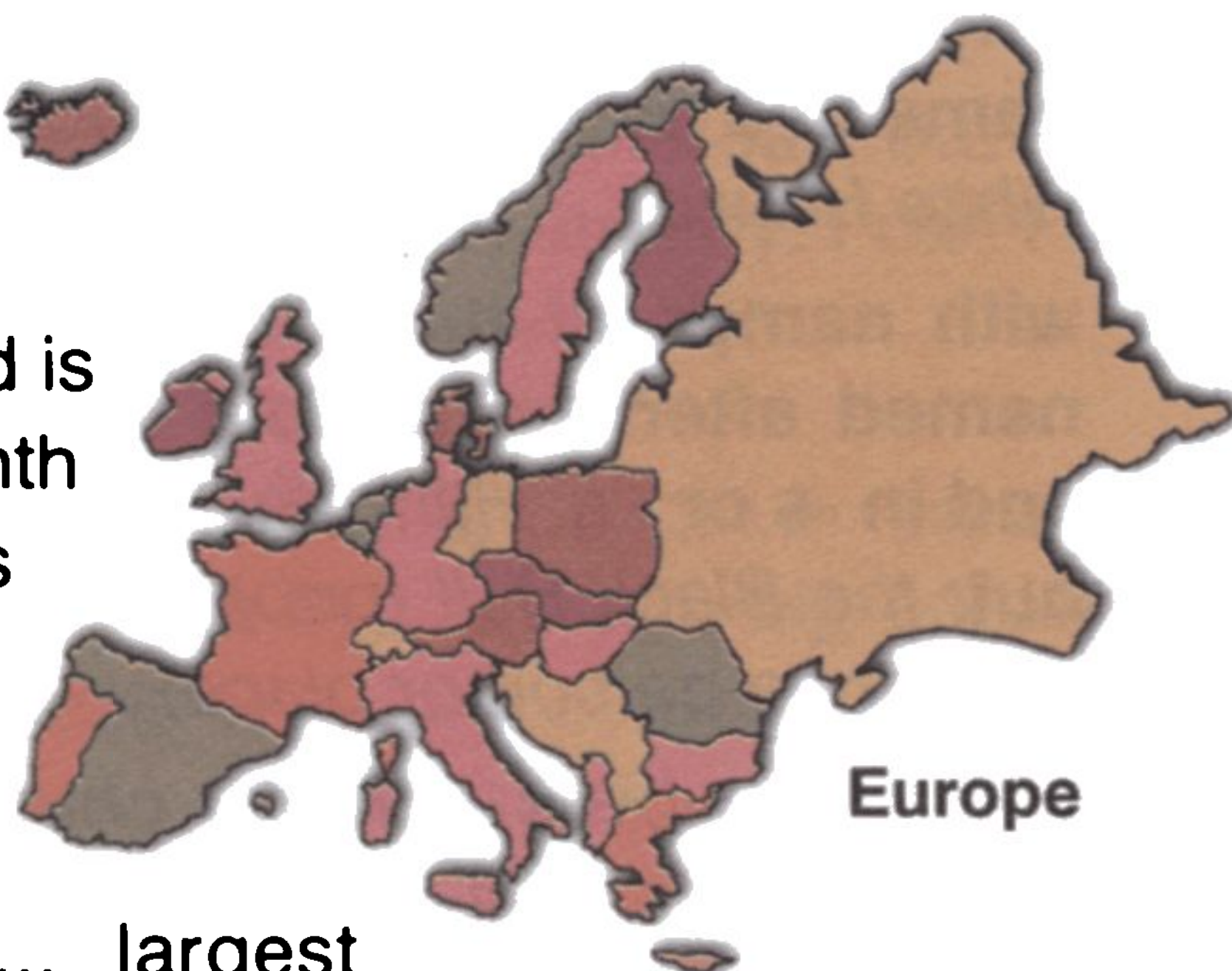
15 Look at the pictures and the prompts and write the names of the nationalities, as in the example.



- | | | | |
|---|---------------------------------|---|-------|
| 1 | <i>the Mexicans</i> | 5 | ..... |
| 2 | ..... | 6 | ..... |
| 3 | ..... | 7 | ..... |
| 4 | ..... | 8 | ..... |

16 Fill in *the* where necessary.

- 1) Europe is the second smallest continent in
- 2) world and is home to one seventh of
- 3) world's population.
- 4) longest river there is
- 5) River Volga and
- 6) largest freshwater lake is
- 7) Lake Lodoga, in
- 8) north-western
- 9) Russia.
- 10) highest mountain peak is
- 11) Mount Elbrus in
- 12) Caucasus Mountains.
- 13) Europe is bordered towards the north by
- 14) Arctic Ocean, the south by
- 15) Mediterranean Sea and
- 16) Black Sea, the west by
- 17) Atlantic Ocean and the east by
- 18) Asia.
- 19) Europeans are
- 20) people who live in
- 21) Europe.
- 22) association which has been formed to unite
- 23) countries of
- 24) Europe is called
- 25) European Union.



- ◆ We use **the + adjective** (without a noun) to refer to a group of people usually with these adjectives: *poor, rich, sick, injured, elderly, unemployed, homeless, disabled, young, old, dead, blind, deaf, handicapped, mentally ill.*
e.g. *We should respect the elderly.*
- ◆ When we want to refer to a group of people, animals or things, we can use:
 - 1 *a/an or the* with singular countable nouns.
e.g. *A/The lion is a wild animal. (We mean all lions.)*
 - 2 **plural countable nouns without a/an or the.**
e.g. *Lions are wild animals.*
(NOT: ~~The lions are wild animals.~~)

17 Fill in the gaps with *the* and one of the adjectives from the list.

disabled, poor, sick, injured, young, rich, blind, unemployed, elderly, homeless

- 1 In my opinion, the government do not do enough to help ...*the poor*... . They should provide more help for those who don't have much money.
- 2 Sometimes, can't find food and shelter and often have to sleep in the streets.
- 3 The government gives money to, providing they are looking for a job.
- 4 I would like to work as a nurse in a hospital and look after
- 5 Life must be easy for, as they can buy whatever they like without worrying about how much they spend.
- 6 Paramedics took to hospital where they were treated.
- 7 There are many choices these days for, as education has improved so much over the years.
- 8 are often helped through daily life by trained guide dogs.
- 9 There are many charities which provide care for by visiting them, taking them out and bringing them meals.
- 10 Town planners should give more thought to the needs of

18 Fill in *the* where necessary.

- 1 I wanted to do a degree, so I went to ...*the*... university to ask for some information.
- 2 Kevin is eighteen years old and goes to university. He is studying History.

- 3 In my country, all children over the age of five go to school.
- 4 His father went to school to see his teacher.
- 5 The Prime Minister visited prison and spoke to some of the prisoners there.
- 6 The man was sent to prison because he had robbed a bank.
- 7 People with serious injuries are taken to hospital in an ambulance.
- 8 Amanda went to hospital to visit Paul.

19

Fill in a, an or the where necessary.

Yesterday was 1) ...a... terrible day. I woke up 2) hour later than usual, so I was late for 3) work. 4) manager was angry with me and said I was 5) bad employee. On the way home that evening, I missed 6) bus and had to take 7) taxi. When I got home, I found 8) invitation to 9) party. I went to 10) party, but it was 11) disaster. I didn't know any of 12) people there and I felt bored. I went home again, but I had left 13) keys to my house at 14) party, so I had to climb in through 15) open window. I went to 16) bed in 17) very bad mood.

20

Fill in a, an or the where necessary.

- 1 A: Can you tell me the way to ...the... nearest post office, please?
B: Of course. Turn left here and you'll find it on Maple Street.
- 2 A: Would you like ice cream?
B: No, thanks. I'd rather have sandwich.
- 3 A: What shall we have for dinner tonight?
B: Don't make dinner. I'll take you to restaurant.
- 4 A: Where's nearest phone box?
B: I think there's phone box on the corner.
- 5 A: We went to theatre yesterday.
B: Really? What was the name of play you saw?
- 6 A: Shall we go to Paris for the weekend?
B: Oh, yes. I'd love to have weekend away from home.
- 7 A: Can I have apple, please?
B: Yes. There are some apples on table.
- 8 A: Is this Peter's book?
B: No. book over there is Peter's.
- 9 A: What time does train leave?
B: It leaves in few minutes.
- 10 A: I heard amazing story yesterday.
B: What was story about?

21

Look at the map and the prompts below and, in pairs, ask and answer questions, as in the example. Use the where necessary.

e.g. SA: *Where is the City Library?*
SB: *The City Library is in Leeman Street.*



- | | |
|------------------------|-----------------------|
| 1 City Library | 6 Theatre Royal |
| 2 St Mary's Church | 7 Queen Anne Hospital |
| 3 St William's College | 8 King's Arms Pub |
| 4 Premiere Cinema | 9 St Patrick's School |
| 5 Central Station | 10 Post Office |

22

Fill in a, an or the where necessary.

- A 1) life is hard for 2) elderly. Sometimes they need 3) help to get about and do 4) things that 5) younger people take for granted.
- B We went to 1) London by 2) train. 3) train was late, so 4) we had to wait at 5) station for 6) hour. I bought 7) magazine to read and we sat in 8) waiting room.
- C I can't remember 1) name of 2) hotel, but it was 3) large building by 4) sea. It had 5) swimming pool and 6) restaurant. 7) staff were friendly and we had 8) lovely holiday.

UNIT 12

Nouns - Articles

- D** She went to 1) doctor's because she had 2) pain in her stomach. She was given 3) tablet to take and 4) next day 5) pain had gone. She thinks 6) modern medicine is wonderful, now.
- E** I live on 1) top floor of 2) new block of flats in 3) city centre. There is 4) lift to all floors and 5) security guard at 6) entrance. I have 7) view of 8) fields beyond 9) city. In winter, though, 10) flat is very cold.
- F** It was 1) sunny day, so 2) children decided to go to 3) beach. They packed 4) bag full of 5) food and drinks and they took 6) ball to play with. At 7) lunchtime, they had 8) picnic and in 9) evening, they arrived 10) home, tired and happy.
- G** Mary is at 1) university, studying 2) art. In 3) morning, she goes to lectures and in 4) afternoon, she spends 5) hour or two painting or drawing. She painted 6) picture of 7) horse yesterday. She is going to give it to her friend as 8) present. Mary hopes to be 9) famous artist one day, so she practises all 10) time, even on 11) Saturdays and 12) Sundays.

23

Underline the correct word(s).

- Katie speaks Spanish/the Spanish fluently.
- All clothes/the clothes in that bag need to be washed.
- Life/The life will be very different in a hundred year's time.
- Swimming/The swimming is a good way to keep fit.
- Jane has gone to library/the library to do some work.
- He was only/the only person who remembered my birthday.
- Potatoes/The potatoes grow underground.
- I always have a cup of coffee in morning/the morning.
- Her children bought her those flowers/the flowers.
- I have been playing piano/the piano since I was eight years old.
- Our plane leaves from Gatwick airport/the Gatwick airport at six o'clock.
- Her husband is in hospital/the hospital, having an operation.

Prepositions

damage to sth	pay sb for sth
demand for sth	rely on sb/sth
fed up with sth	reaction to sth
fond of sb/sth	reason for sth
nice to sb	scared of sb/sth
increase in sth	rise in sth

24

Underline the correct preposition.

- My dentist is always nice to/with me.
- What was the reason about/for his behaviour?
- The damage at/to his car could not be repaired.
- I'm fed up to/with staying in – let's go out.
- His reaction about/to the news was surprising.
- There has been an increase to/in temperature.
- I rely to/on my friends if I have a problem.
- There will be a rise in/of school fees next year.
- Janet was scared at/of her French teacher.
- How much did you pay Jason for/about the bike?
- She was very fond of/to her niece and nephew.
- There is very little demand for/about typewriters these days, now that computers are so popular.

Phrasal Verbs

- set aside:** save money or reserve a specific time for sth
- set sb back:** to cause a delay
- set off:** begin a journey; set out
- set out:** 1) begin a journey; set off
2) (+ to-inf) start trying to do sth
- set up:** 1) start a business
2) put together a temporary structure

25

Fill in the correct particle.

- My father set ...up... his business in 1978.
- As they set for their picnic, it started to rain.
- Luke was happy. He had done what he set to do.
- We'll set early to avoid the traffic.
- The police had set roadblocks to prevent the criminals leaving the area.
- If I set ten pounds every week I will be able to afford a holiday next year.
- The problems set us, so we didn't finish the project till the following March.

Revision Box

26 There are fourteen unnecessary words in the text below. Cross them out.

1 On 8th August 1963, a man was named Bruce
 2 Reynolds and fourteen of his friends were held up
 3 a mail train which it was on its way to Glasgow.
 4 They stole 120 mailbags which containing
 5 £2,600,000, and took them to a one secret
 6 house in the country. They had shared out
 7 the money and then separated. Six of other
 8 men were being paid to burn down the country
 9 house for to destroy any evidence, but they
 10 didn't succeed. The police were found
 11 the fingerprints of the train robbers and managed
 12 to catch twelve of the fifteen men.
 13 The men were sent to the prison, but one
 14 of them (a man who named Ronnie Biggs)
 15 escaped in 1965. He had a plastic surgery
 16 and moved to the Brazil.

27 Change the following into reported speech.

- 1 Anne said to me, 'I'm having a party on Saturday.'
...Anne told me (that) she was having a party on Saturday...
- 2 'I'll speak to you later,' she said to me.

- 3 'Where have you been?' he asked her.

- 4 They said to us, 'Don't go near the water.'

- 5 'Don't be late,' the man said to them.

- 6 'Are you feeling better?' he asked me.

- 7 'Let's go out,' she said.

- 8 He said to me, 'You should go to bed early.'

- 9 The boss asked Mary, 'Can you type?'

- 10 'I might go to Spain next year,' he said to Bill.

- 11 'Do you need any help?' he asked her.

- 12 Mother said to me, 'Go to bed.'

ORAL Activity

Hans recently went on holiday to Switzerland. While he was there, he visited three different places and bought some souvenirs. Look at the pictures and the prompts below and say what Hans did, using *a, an, some or the* where necessary.

e.g. Hans went to Lake Thun.

WRITING Activity

Hans is writing a letter to his friend. He is telling him what he did on his holiday. Look at the Oral Activity again and complete the letter.

Dear Max,
 I've just come back from Switzerland and I had a fabulous time. I visited three different places and I bought some souvenirs.
 I went to Lake Thun, which was beautiful

.....

Revision 3 (Units 1 - 12)



1 Choose the correct answer.

- 1 Danny ...C... a party at nine o'clock tonight.
A have B has C is having
- 2 Kate pretended when her father came into the room.
A studying B to be studying C study
- 3 It's no use for Mr Green. He isn't here.
A to wait B wait C waiting
- 4 The patient for his illness and recovered.
A was treated B treated C treats
- 5 I'll take my umbrella it rains later today.
A so that B in case C in order to
- 6 They for an hour now, so they're tired.
A have been exercising B exercise
C are exercising
- 7 The office I work is very large.
A where B which C that
- 8 You get up early tomorrow. You don't have to go to work.
A can't B mustn't C needn't
- 9 Jack whether he was late for the meeting.
A said B asked C told
- 10 This time next week, I on a sandy beach.
A am lying B lie C will be lying
- 11 River Nile flows through Egypt.
A An B — C The
- 12 We the lock fixed before we went on holiday.
A had had B will be having C have had
- 13 The bank into during the night.
A was broken B broken C broke
- 14 They can't afford house this year.
A moving B move C to move
- 15 My brother eighteen years old next year.
A will be B is being C was
- 16 We may to the beach at the weekend.
A to go B go C going
- 17 I can ride a bicycle, but I drive a car yet.
A could B couldn't C can't
- 18 I found money under my bed this morning.
A an B a C some
- 19 The manager his coffee made for him every morning.
A has B had had C is having
- 20 I met a woman I found very interesting.
A whose B whom C which
- 21 he was tired, Andy went to the party.
A Although B Despite C However

- 22 I Adam to help me with the project.
A said B wondered C asked
- 23 Sharon at Kim's house last night after the party.
A is staying B stayed C stays
- 24 The girl at that desk is my best friend.
A sit B to sit C sitting
- 25 Terry had difficulty in foreign languages at school.
A learning B learn C to learn
- 26 I ask you a personal question, please?
A Could B Must C Should
- 27 If people exercise regularly, they fit.
A would get B gets C get
- 28 Would you like omelette for dinner?
A — B an C a
- 29 You should always the doors at night.
A to lock B lock C locking
- 30 Mother Teresa a lot of poor people.
A helped B was helping C helps
- 31 That's the boy father is my teacher.
A whose B who's C who
- 32 I think I my hair cut next Saturday.
A have B have had C will have
- 33 Dead Sea is very salty.
A The B A C An
- 34 She them that she was leaving the following day.
A asked B told C said
- 35 I wish I buy a computer of my own.
A can B would C could



2 Turn the following sentences into reported speech.

- 1 The policeman said to the man, 'Don't move!'
...*The policeman ordered the man not to move.*...
- 2 Jim said, 'Are you coming to my party tonight?'
.....
- 3 Dad said, 'I'm leaving for work now.'
.....
- 4 Helen said, 'Let's go for a walk in the country.'
.....
- 5 The commander said to the soldiers, 'Listen to me!'
.....
- 6 Jeff said to me, 'I've got a lot of work to do.'
.....
- 7 She asked him, 'Did you make the sandwiches?'
.....

- 8 Steve said, 'Please, come with me.'
.....
- 9 Colin said to Tom, 'Bring those boxes, please.'
.....
- 10 Edna said, 'How about getting a taxi home?'
.....

3 Rewrite the sentences using *have something done*.

- 1 We must mend the lawnmower.
...*We must have the lawnmower mended*...
- 2 She will make the cake.
.....
- 3 We deliver the newspapers.
.....
- 4 They were recording a cassette.
.....
- 5 I have changed the telephone number.
.....
- 6 You will iron the clothes.
.....
- 7 She has cut her hair.
.....
- 8 We prepare the meals.
.....
- 9 You must write the report today.
.....
- 10 I was checking my contract.
.....

4 Underline the correct preposition.

- 1 That girl reminds me of/*for* my older sister.
- 2 The children were delighted *in*/with their test results.
- 3 They couldn't decide *for*/on which car to buy.
- 4 There has been an increase *on*/in the price of these cars recently.
- 5 I have to translate this letter *to*/into French for my teacher.
- 6 There is no reason *for*/of leaving early. Let's stay.
- 7 Dad was furious *in*/about the cancellation of the football match.
- 8 Everyone blamed Tony *with*/for crashing the car.
- 9 I haven't heard *from*/of my cousins in America for months.
- 10 There is no demand *on*/for big cars in this country now.
- 11 We took photographs *of*/at the animals at the zoo.
- 12 The main disadvantage *to*/of this plan is that it is expensive.

5 Fill in the gaps with the correct particle from the list.

across, off, through, on, into, down, out, for

- 1 You shouldn't run people ...*down*.... . Nobody's perfect.
- 2 They put the meeting till a later date because the reports weren't ready.
- 3 The plans for the surprise party fell because very few guests could attend.
- 4 They set late and so they got caught in traffic.
- 5 Put your suggestions on paper and I'll look at them later.
- 6 The secretary fell her boss and they got married.
- 7 By the end of the day, Anna had done everything she had set to do.
- 8 Jake looked great when he put his costume for the party.
- 9 They aren't friends now. They fell a month ago.
- 10 I ran an old school friend when I went to the meeting.
- 11 Tom ran a valuable book at an antiques fair yesterday.
- 12 The secretary answered the phone and put me to the manager.

6 Underline the correct word(s).

- 1 You *mustn't*/*needn't* leave. I'm not busy right now.
- 2 They *needn't*/*didn't need to* pay for the water. It was free.
- 3 The children are sleeping. They *can't*/*shouldn't* be making a noise.
- 4 Sarah *can't*/*could* run very fast when she was young.
- 5 After studying hard, Lisa *was able to*/*could* pass the exam.
- 6 I *didn't need to*/*shouldn't* go shopping, so I went home instead.
- 7 Finally, George *could*/*was able to* reach the top of the mountain.
- 8 I *could*/*can* climb trees when I was young, but I can't now.
- 9 You were at work. You *needn't*/*can't* have watched the match.
- 10 Sally *needn't*/*couldn't* bring anything with her. I've got everything we may need.

UNIT 13

Adjectives - Adverbs - Comparisons

Adjectives



It's a **pleasant warm** day. There is a woman sitting on a **wooden** bench. She is **young**.

- ◆ **Adjectives** describe nouns. They have the same form in the singular and plural.
e.g. a **cheap watch** – **cheap watches**
- ◆ **Adjectives go:**
 - a) before nouns.
e.g. a **clever child**
 - b) after the verbs: **be, look, smell, sound, feel, taste, seem, appear, become, get, stay, etc.**
e.g. She is **thin**. He **seems tired**.
- ◆ There are **opinion adjectives** and **fact adjectives**. **Opinion adjectives** such as **smart, bad, etc.** show what a person thinks of somebody or something. **Fact adjectives** such as **short, big, old, etc.** give us factual information about age, size, colour, origin, material, etc.

ORDER OF ADJECTIVES

- ◆ **Opinion adjectives** go before **fact adjectives**.
e.g. a **handsome young man**
- ◆ When there are two or more **fact adjectives** in a sentence, they usually go in the following order:

Size	Age	Shape	Colour	Origin	Material	Noun
a big	old	round	white	French	china	plate

- ◆ We do not usually use a long list of adjectives before a single noun. A noun is usually described by one, two or three adjectives at the most.
e.g. an **expensive Italian leather bag**

1

Fill in the gaps with the correct adjective from the list.

loud, warm, narrow, dark, hot, strong, tired, old, comfortable, bright, long

It was a cold, 1) ...*dark*... night. There was a 2) wind blowing and it was starting to rain. James was driving home after a 3) day at work and he was very 4) The road he was driving along was 5) and winding, but it was the quickest way home. Suddenly, there was a 6) flash of lightning and a 7) crash of thunder as the storm broke. James' car was 8), but he put his foot down because he wanted to get home quickly. He wanted to sit in his 9) chair by the 10) fire and drink a cup of 11) coffee.

2

Put the adjectives in the correct order.

e.g. *an old black telephone*



- 1 a(n) *black / old* telephone
- 2 a *rectangular / brass / lovely* picture frame
- 3 two *white / porcelain / pretty* statues
- 4 some *English / old / valuable* books
- 5 a(n) *antique / interesting* clock
- 6 a *wooden / traditional* rocking chair
- 7 a *glass / small / blue* dish
- 8 a(n) *English / wooden / old* desk
- 9 a(n) *china / oval / lovely* plate

Adjectives - Adverbs - Comparisons

Adverbs

Vets work **hard**.
They treat animals **gently**
and examine
them **carefully**.



- ◆ **Adverbs** describe verbs, adjectives or other adverbs.
 - ◆ An adverb can be one word (*slowly*) or a phrase (*in the street*).
Adverbs can describe manner (how), place (where), time (when), frequency (how often), degree (to what extent), etc.
e.g. He speaks **slowly**. (*How does he speak? Slowly.* - adverb of manner)
Your hat is **there**. (*Where is it? There.* - adverb of place)
They'll come **tomorrow**. (*When will they come? Tomorrow.* - adverb of time)
She **seldom** visits us. (*How often does she visit us? Seldom.* - adverb of frequency)
 - ◆ Adverbs usually go after verbs. They can also go before verbs (adverbs of frequency).
e.g. Simon **always** drives carefully.
Adverbs go before adjectives, other adverbs and past participles.
e.g. The test was **surprisingly** easy.
He speaks **incredibly** quickly.
English is **widely** spoken.
- Formation of Adverbs**
- ◆ We usually form an adverb by adding **-ly** to the adjective.
e.g. soft - softly
 - ◆ Adjectives ending in **-le** drop the **-e** and take **-y**.
e.g. probable - probably
 - ◆ Adjectives ending in **consonant + y** drop the **-y** and take **-ily**.
e.g. heavy - heavily
 - ◆ Adjectives ending in **-l** take **-ly**.
e.g. careful - carefully
 - ◆ Adjectives ending in **-ic** usually take **-ally**.
e.g. tragic - tragically
But: public - publicly

- ◆ Some adverbs have either a totally different form or the same form as the adjective.

Adjective	Adverb
good	well
fast	fast
hard	hard
early	early
late	late

Order of Adverbs

- ◆ Adverbs of **frequency** go after auxiliary verbs and the verb *to be*, but before main verbs.
e.g. She has **always** been loyal.
Tim is **usually** prepared.
Helen **often** goes to the cinema.
- ◆ Adverbs of **manner** go before the main verb, after the auxiliary or at the end of the sentence.
e.g. He **quickly** ran up the stairs.
She is **anxiously** waiting for an answer.
They responded **politely**.
- ◆ Adverbs of **degree** (*absolutely, completely, totally, extremely, very, quite, rather, etc.*) go before an adjective, an adverb or a main verb but after an auxiliary verb in a sentence.
e.g. He was **extremely** helpful.
We **quite** enjoyed the trip.
I didn't **quite** understand what you said.
- ◆ Adverbs of **place** and **time** usually go at the end of the sentence.
e.g. Shall I wait **outside**? I met him **last year**.
Adverbs of time such as *soon, now* and *then*, go before the main verb, but after the auxiliary verb or the verb *to be*.
e.g. He **soon** realised that he was wrong.
She is **now** ready to talk to you.
- ◆ We can put an adverb at the beginning of a sentence if we want to emphasise it.
e.g. **Carefully**, he opened the letter. (*manner*)
In Paris we fell in love. (*place*)
Tomorrow I'll sign the contract. (*time*)
- ◆ When there are two or more adverbs in the same sentence, they usually come in the following order: **manner** – **place** – **time**.
e.g. He worked **quietly** at his desk **all day long**.
- ◆ If there is a verb of movement, such as *go, come, leave* in the sentence, then the adverbs come in the following order: **place** – **manner** – **time**.
e.g. She went **home** **by taxi** **last night**.

Adjectives - Adverbs - Comparisons

3

Write the adverbs of the adjectives in the list in the correct box.

cheerful, dramatic, quiet, probable, systematic, easy, noisy, quick, possible, lazy, simple, happy, hopeful, pretty, energetic

-ly	<i>cheerfully</i>
ie → -ly	
consonant + x → -ily	
-ic → -ally	

4

Identify the adjective or the adverb in each sentence, as in the example.

- Tom is very clever. (*adjective*)
- He slowly left the room.
- The exam was difficult.
- Sue's house is always tidy.
- Laser beams are used extensively in surgery.
- Sarah smiled happily.
- The teacher was angry.
- Sad songs make me cry.
- She quietly closed the door.
- It's easy to make mistakes.

5

Underline the correct item.



The house was 1) quiet/quietly. It had been snowing 2) heavy/heavily all day and the ground was covered in a 3) soft/softly white blanket. 4) Sudden/Suddenly, there was a 5) loud/loudly knock at the door. I jumped up 6) nervous/nervously. 'Who is it?' I called 7) anxious/anxiously. There was no reply. I 8) slow/slowly opened the door and looked outside. A rush of 9) cold/coldly air entered the house. I 10) quick/quickly shut the door and turned around, then I saw the most 11) horrible/horribly creature I had ever seen standing in front of me.

Some adverbs have the same form as adjectives. These include: **hard, fast, high, low, deep, early, late, long, near, straight, right, wrong.**

e.g. This is a **fast** car. (*adjective*)
George **drives fast**. (*adverb*)

There is a difference in meaning between the following pairs of adverbs:

- She tried **hard** but she failed. (*hard = with effort*)
He can **hardly** see without his glasses. (*hardly = scarcely*)
- Jessica lives quite **near**. (*near = close*)
They **nearly** missed the bus. (*nearly = almost*)
- Tim arrived **late**. (*late = not early*)
She's been going out a lot **lately**. (*lately = recently*)
- The kite rose **high** in the sky. (*high = at a high level*)
He's **highly** respectable. (*highly = very*)
- You can visit the museum **free**. (*free = without charge*)
EU citizens can travel **freely** within Europe. (*freely = without restraint*)

The following words end in **-ly**, but they are adjectives: **friendly, likely, lively, lonely, lovely, silly, ugly.**

e.g. He's a **friendly** person.

We use the word **way/manner** to form their adverbs.

e.g. He talked to me **in a friendly way/manner.**

(NOT: ~~He talked to me friendly.~~)

He gave a **silly** laugh. (NOT: ~~He laughed sillily.~~)

The adverbs **loud(ly), cheap(ly), quick(ly)** and **slow(ly)** are often used without **-ly** in everyday English.

e.g. Don't talk so **loud/loudly**.

6

Underline the correct item.

- She lives very near/nearly to the school.
- Jack near/nearly crashed his car yesterday.
- The prisoners can move around free/freely.
- I got this pen free/freely with a magazine.
- His story sounds high/highly unlikely.
- We could see the bird's nest high/highly up in the tree.
- Roger was late/lately for work every day last week.
- I haven't been feeling very well late/lately.
- He tried hard/hardly to solve the problem, but he couldn't do it.
- The music was so loud that I could hard/hardly hear what he was saying.

Adjectives - Adverbs - Comparisons

7

For each gap, choose an adjective from the list given and turn it into an adverb.

soft - immediate - sad

- A I was passing the pet shop when I saw the most beautiful kitten in the window. She looked 1) ...*sadly*... up at me with her big green eyes and mewed 2) I knew 3) that I had to buy her.

quiet - loud - cheerful

- B Claire called to her mum 1) as she ran into the house. The door slammed 2) behind her. 'Why do you have to make so much noise?' shouted her mum. 'Sorry,' said Claire, and 3) crept upstairs.

8

Fill in good, well, bad, badly and ill.

- A: Did you get your exam results?
 B: Yes. I didn't do very 1) ...*well*..., though. I got a very 2) mark in History.
 A: Your History exam didn't come at a 3) time though, did it?
 B: No. I was very 4) when I had that exam. I'm sure I wouldn't have done so 5) if I had been 6)
 A: Never mind, perhaps they will let you do the exam again if you explain what the problem was.

9

Say the sentences in as many ways as possible, using the adverbs in brackets.

- They will clean the house. (tomorrow)
Tomorrow they will clean the house. / They will clean the house tomorrow.
- Fiona has been making cakes with her mum. (all morning)
- They have been talking. (for an hour / quietly / in the office)
- She read the paper. (on the train / carefully)
- I bought some bread. (today / in the supermarket)
- James has been playing on his computer. (all evening / in his room)
- They arrived. (safely)
- She ran. (quickly / out of the house / after dinner)
- He knew he had made the right choice. (then)
- His plan was brilliant. (absolutely)
- She was confused. (totally)

Quite - Rather

Quite and rather are adverbs of degree.

Quite goes before a/an.

e.g. She is **quite** a pretty woman.

- ◆ We usually use **quite** in favourable comments meaning 'less than very.'
e.g. This watch is **quite** cheap. (It's not very cheap.)
- ◆ We use **quite** before adjectives such as **horrible, dreadful, ridiculous, brilliant, perfect, amazing, extraordinary, useless, impossible, right, true, sure, exhausted, certain, false, wrong, alone, different, etc.** meaning 'completely'/'totally'.
e.g. The idea was **quite** extraordinary. (totally extraordinary)

Rather goes before or after a/an.

e.g. I'm afraid it is **rather** a boring story.

I'm afraid it is **a rather** boring story.

- ◆ We usually use **rather** in unfavourable comments.
e.g. Those clothes are **rather** old.
- ◆ We can also use **rather** in favourable comments when it means 'to an unusual degree'.
e.g. I didn't know Peter could cook. The meal was **rather** good. (The meal was better than we expected.)
- ◆ **Rather** can be used with comparative forms.
e.g. The second exercise was **rather** more difficult than the first.

10

Fill in quite or rather.

- A: What was their new house like?
B: It was ...*quite*... perfect.
- A: Have you had a busy day?
B: Yes, I have. I'm exhausted.
- A: What's the weather like in England at the moment?
B: Actually, it's warm.
- A: Do you believe in life on other planets?
B: No, I think the existence of aliens is..... impossible.
- A: I heard that David was going to emigrate to Australia.
B: It's true. He's been planning it for some time.
- A: How much was your new car?
B: Well, it was more expensive than I had expected.
- A: Do you like this red skirt?
B: I'm not sure - it's short.

Comparisons



Price: £2,000
 People: 4
 Top Speed: 80 mph
 Age: 15 years old

This car is **cheap**.
 It is also **old**.



Price: £8,000
 People: 6
 Top Speed: 100 mph
 Age: 5 years old

This car is **more expensive than**
 the first car. It is also **faster**.



Price: £18,000
 People: 2
 Top Speed: 130 mph
 Age: 1 year old

This car is **the most expensive of all**.
 It is also **the fastest of all**.

- ◆ For comparison, adjectives have got two forms: **the comparative** and **the superlative**.
- ◆ We use the **comparative form + than** to compare two people or things.
 e.g. Alec is **taller than** Jim. My house is **more attractive than** yours.
- ◆ We use **the + superlative form + of/in** to compare one person or thing with more than one person or thing in the same group. We use **in** when we talk about places.
 e.g. Alec is **the tallest of all**. New York is the most exciting city **in** the USA. (NOT: ~~of~~ the USA)

Comparative and Superlative Forms of Adjectives

- ◆ The comparative of one-syllable and two-syllable adjectives is formed by adding **-er**, and the superlative by adding **-est**. e.g. small - smaller - smallest
- ◆ The comparative of adjectives of three or more syllables is formed with **more** and the superlative with **most**.
 e.g. difficult - **more** difficult - **most** difficult
- ◆ The comparative and the superlative of some two-syllable adjectives, such as **clever, stupid, narrow, gentle, friendly, etc.** are formed either with **-er/-est** or with **more/most**.
 e.g. friendly - **friendlier** - **friendliest** friendly - **more friendly** - **most friendly**

Spelling Rules

- ◆ One-syllable adjectives ending in **-e** take **-r** in the comparative form and **-st** in the superlative form. nice - nicer - nicest
- ◆ Two-syllable adjectives ending in **-y** turn the **-y** into **-i** and then take **-er/-est**.
 busy - busier - busiest
- ◆ Adjectives ending in a stressed vowel between two consonants double the final consonant and take **-er/-est**.
 big - bigger - biggest
 but: strong - stronger - strongest

11

Compare the following items, as in the example.

- 1 a pebble / a stone / a rock (big)
 ...A stone is bigger than a pebble.....
 ...A rock is the biggest of all.....
- 2 cotton / wood / iron (heavy)

- 3 bronze / silver / gold (expensive)

- 4 a bicycle / a car / a train (fast)

- 5 a cheetah / a cat / a snail (slow)

- 6 a sheep / a horse / a giraffe (tall)

- 7 steel / wood / wool (soft)

Adjectives - Adverbs - Comparisons

Comparative and Superlative Forms of Adverbs

The comparative and superlative forms of adverbs are formed in the same way as those of adjectives.

- ◆ Adverbs which have the same form as the adjective usually take **-er** in the comparative and **-est** in the superlative.
e.g. *fast - faster - fastest* *early - earlier - earliest*
- ◆ Adverbs formed by adding **-ly** to the adjective take **more** in the comparative and **most** in the superlative form.
e.g. *smartly - more smartly - most smartly*

12 Write the comparative and superlative forms of the following adverbs.

- | | | | |
|---|----------------|-------------------------|-------------------------|
| 1 | efficiently | <i>more efficiently</i> | <i>most efficiently</i> |
| 2 | hard | ..... | ..... |
| 3 | quietly | ..... | ..... |
| 4 | peacefully | ..... | ..... |
| 5 | early | ..... | ..... |
| 6 | satisfactorily | ..... | ..... |

We use adjectives or their comparative or superlative forms with the following words:

- ◆ **very + adjective**
e.g. *This is a very expensive gift.*
- ◆ **much/a lot/far/a little/a bit/slightly + comparative**
e.g. *It's much hotter today than yesterday.*
- ◆ **by far + superlative**
e.g. *He's by far the best student in the class.*

13 Fill in the gaps with the correct form of the adjective/adverb in brackets.

- That house is too small for our family. We need something much *...bigger...* (big).
- I can't understand you. Could you speak a bit (slowly), please?
- This coffee is bitter. I prefer to drink it a little (sweet).
- That dress is very (expensive). I can't afford to buy it.
- Fiona is by far (intelligent) girl in the class.
- It was very cold yesterday, but it's slightly (warm) today.
- I don't go to that supermarket any more. This one is far (cheap).
- I like living near the city. It's a lot (convenient).

Irregular Comparatives and Superlatives

adjective	comparative	superlative
good/well	better	best
bad/badly	worse	worst
much/many/ a lot of	more	most
little	less	least
far	further/farther	furthest/farthest

Note: further/farther (adv) = a longer distance

e.g. *His house is further/farther away from the post office than ours.*

further (adj) = more

e.g. *Don't hesitate to ask me if you need any further information.*

14 Put the adjectives in brackets into the comparative or superlative form, adding any necessary words.

- A: Why are you crying?
B: I've just read *...the saddest...* (sad) book ever written.
- A: Do you like crisps?
B: Yes, but I think chocolate is much (tasty) crisps.
- A: This must be (hot) day of the year.
B: I agree. Let's go swimming.
- A: Kate is a lot (pretty) Anne.
B: Yes. She's (pretty) girl I know.
- A: Is this ladder (long) the other one?
B: They look the same to me.
- A: That was by far (good) cake you've ever made.
B: I'm glad you enjoyed it.
- A: Do you like this dress?
B: Oh, yes. It's (beautiful) dress I've ever seen.
- A: Mount Everest is (high) mountain in the world.
B: Everyone knows that!
- A: Mr Smith is (old) Mr Jones.
B: Well, he looks good for his age.
- A: Did that coat cost a lot of money?
B: Yes, it was by far (expensive) coat in the shop.
- A: Thank you for your help.
B: That's okay. If you need any (far) advice, come and see me.

15

Fill in the gaps with the **comparative or superlative form of the adjectives in brackets, adding any necessary words.**



Yesterday was 1) ...*the coldest*... (cold) day of the year. It had been snowing all night and everything was white. The children woke up 2) (early) usual. They were excited because the snow was 3) (deep) ever before and they wanted to go outside and play. We dressed them in 4) (warm) clothes we could find, then they went out into the garden. We watched from the window as they built 5) (big) snowman I have ever seen. As the snow was falling 6) (hard) ever, the children soon came inside to warm up. They were laughing as if they had heard 7) (funny) joke ever told. They said that they thought winter was 8) (good) season of all.

16

Put the adjectives in brackets into the **comparative or superlative form, adding any necessary words.**

- A: Well Mr Jones, we've interviewed the three 1) ...*most likely*... (likely) candidates. Who do you think would be 2) (good) person for the job?
- B: I have to say, I thought Mrs Shaw was 3) (intelligent) of the three, but Mr Peters was a little 4) (nice) her.
- A: That's true, and we do need someone who can work with people. However, I thought Miss Brown would be 5) (popular) the others with our clients.
- B: I also thought that she was by far 6) (responsible) candidate.
- A: Good. Thank you for your help, Mr Jones. Choosing who to employ is 7) (difficult) part of my job. It's always 8) (easy) when I hear someone else's views.
- B: I'm glad I could help.

Types of Comparisons



The sofa is **as comfortable as** the armchair.
 The stool is **not as/so big as** the sofa.
 The armchair is **less expensive than** the sofa.

- ◆ We use **as + adjective + as** to show that two people or things are similar in some way. In negative sentences, we use **not as/so ... as**.
 e.g. Paul is **as old as** Richard.
 Alison is **not as/so clever as** Cynthia.
- ◆ We use **less + adjective + than** for two people or things. It is the opposite of **more...than**.
 e.g. This film is **less exciting than** the other one we saw. (=The other film we saw was more exciting than this one.)
- ◆ We use **the least + adjective + of/in** for more than two people or things. It is the opposite of **the most...of/in**.
 e.g. The game we played yesterday was **the least interesting of** all we've played so far.
- ◆ We use **comparative + and + comparative** to show that something increases or decreases.
 e.g. He tried **harder and harder** until he opened the door.
 As time went by, he got **more and more impatient**.
- ◆ We use **the + comparative .., the + comparative** to show that two things change together or that one thing depends on another thing.
 e.g. **The longer** he talked, **the more confused** they became.

Adjectives - Adverbs - Comparisons

17

Complete the sentences, using one of the adjectives from the list and comparative + and + comparative.

hot, hard, heavy, tired, cold, tall, pretty

- As I ran, my legs got ...*more and more tired*...
- Over the years, the trees grew
- As we lay on the beach, we got
- Emma's work is improving because she's studying
- While I was walking in the snow, I got, so I decided to go home.
- As she did her shopping, her bags got
- As Jane grows up, she just gets

18

Complete the sentences using the + comparative, as in the example.

- The children got noisy. The teacher got angry.
...*The noisier*... the children got, ...*the angrier*... the teacher got.
- We worked hard. We earned lots of money.
..... we worked, money we earned.
- I pushed the swing high. The little boy laughed a lot.
..... I pushed the swing, the little boy laughed.
- If you eat lots of chocolate, you'll get fat.
..... chocolate you eat, you'll get.
- If a car is new, it is valuable.
..... a car is, it is.
- It grew dark. I became scared.
..... it grew, I became.

19

Compare the following pets using the adjectives from the list.

noisy, quiet, expensive, cheap, playful, messy, obedient, easy to look after, loyal



e.g. *The dog is the noisiest of all.*
The cat isn't as/so noisy as the dog.

.....
.....

20

Put the adjectives in brackets into the comparative or superlative form.



Dear Leo,

I'm writing to tell you about my new house. It's 1) ...*the biggest*... (big) house I've ever lived in, but also 2) (expensive). Still, it's much 3) (nice) than my last house. Although the garden is a little 4) (small), the rooms are much 5) (spacious) and there is much 6) (little) noise. The area I live in now is 7) (peaceful) place I've ever lived in. The neighbours are 8) (quiet) here than anywhere else, and they are 9) (friendly) people you will ever meet.

There are lots of flowers here, so it's much 10) (colourful) than my previous home, and there is a bus stop near my house, so it's 11) (convenient) than before because I don't have to take my car to work. All in all, I can say that finding this house is 12) (good) thing that's ever happened to me! I hope you will visit me here soon.

Love,
Helen

21

Cross out the unnecessary word.

- Mark's voice is very much louder than Alan's.
- Mrs Garrison is the most oldest teacher in the school.
- This village is by far quieter than the one we live in.
- Playing golf isn't as more tiring as playing football.
- As time went by, it got darker and the darker.
- The more you study, the better than your marks will be.
- This task is the less difficult than the others.
- He drives the far fastest of all.
- Jane is as much tall as Sarah.
- It was a quite an exciting film.

IN OTHER WORDS

Study these examples. The second sentence has a similar meaning to the first sentence.

- Alan is friendlier than Brian.
as Brian **isn't as/so friendly as** Alan.
less Brian is **less friendly than** Alan.
- I've never seen such a beautiful painting.
the It's **the most beautiful painting** I've ever seen.
- Ellen has got the same number of CDs as Peter.
many Ellen has got **as many CDs as** Peter.
- Can't you sing any louder than that?
loudest Is that **the loudest** you can sing?
- As he grows older, he becomes more mature.
the The older he grows, **the more mature** he becomes.
- Susan behaved very kindly to her guests.
kind Susan behaved **in a kind way/manner** to her guests.

22

Complete the sentences with two to five words, including the word in bold.

- Jeff has read the same number of books as Carol.
many Jeff has read *..as many books as..* Carol.
- As she works harder, she gets more tired.
the The harder she works, she gets.
- Amanda is wealthier than James.
as James Amanda.
- I've never heard such beautiful music.
the It's I've ever heard.
- Colin spoke very politely to his boss.
polite Colin spoke to his boss.
- Gary talks more quietly than Anne.
less Anne talks Gary.
- Can't you run any faster than that?
fastest Is that you can run?
- As it gets later, it gets darker.
the The later it gets, it gets.
- Tony has eaten the same number of cakes as Ben.
many Tony has eaten Ben.
- I've never seen such a pretty child.
the It's I've ever seen.

Prepositions

- | | |
|------------------------------------|------------------------------------|
| cheque for | shocked at/by sth |
| clever of sb to do sth | talk to sb about sth |
| contact with sb | live on |
| jealous of sb/sth | throw sth at sb/sth |
| know of/about sth | throw sth to sb |
| protect sb/sth from/against | (no) hope of sth |

23

Fill in the correct preposition.

- At the fair, John threw a ball *...at...* a coconut to win a prize.
- He threw the car keys Alan.
- I always talk my best friends my problems.
- We were shocked the damage caused by the storm.
- She wears a hat protect her hair the rain.
- Cathy was jealous her sister, who was very pretty.
- She didn't know anything the surprise party.
- I lost contact my friend after she emigrated.
- I wrote a cheque £100.
- It was clever Sam to find this restaurant.
- I manage to live about £50 a week.
- There was no hope escape for the terrified prisoners.

Phrasal Verbs

- | | |
|------------------------|--|
| stand by sb: | support sb, esp in a difficult situation |
| stand for: | hold an opinion |
| stand in (for): | replace sb temporarily |
| stand up: | rise to one's feet |
| stand up to: | defend oneself against sb |

24

Fill in the gaps with the correct phrasal verb.

- It takes courage to *...stand up to...* a bully. (defend yourself against)
- That group animal rights. (represents)
- I know that my parents always me. (will support me in a difficult situation)
- Claire me while I was on holiday. (replaced me temporarily)
- The children when their teacher enters the room. (rise to their feet)

Revision Box

25

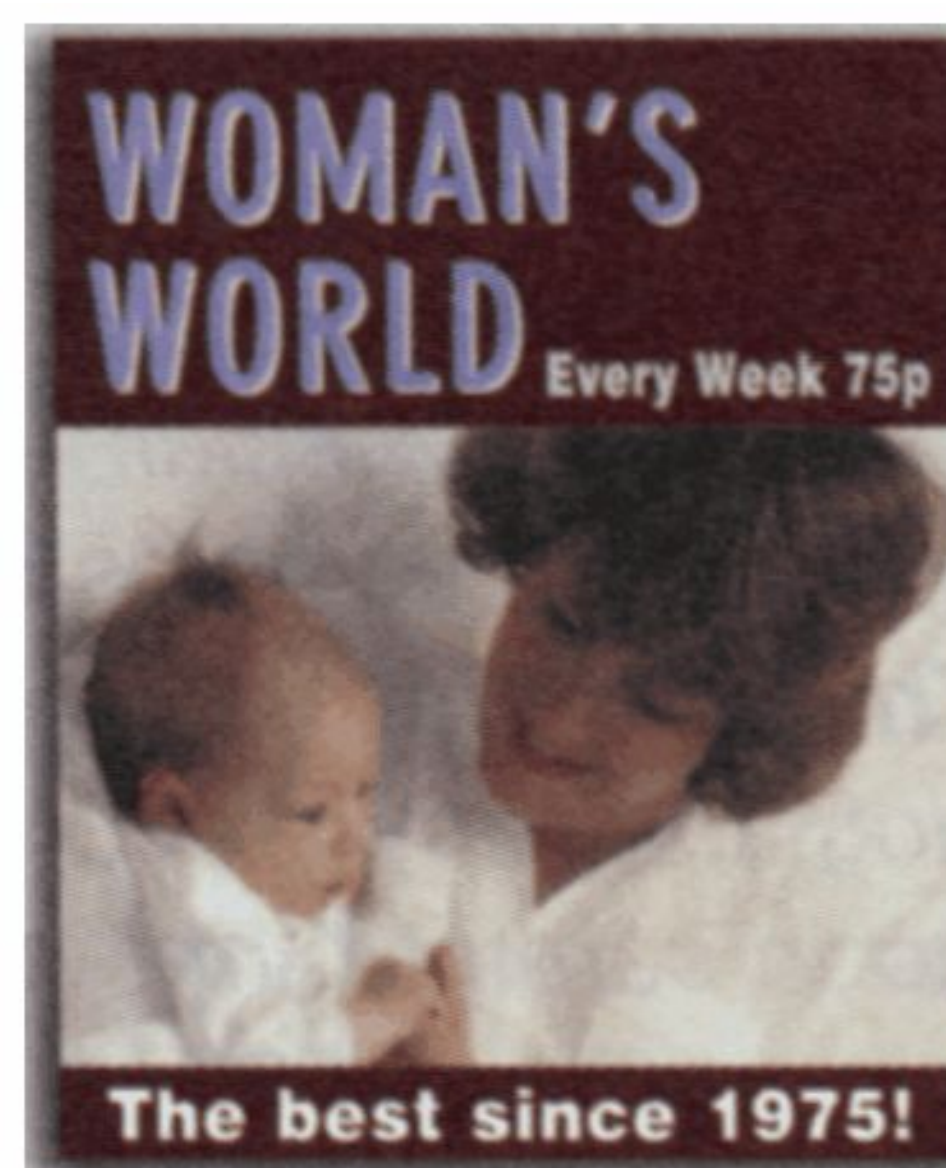
Choose the correct answer.

- 1 'Where's Melanie?'
'She ...**B**... in her bedroom, I think.'
A studied B is studying C studies
- 2 'Did you see James yesterday?'
'Yes. He me that he's having a party on Saturday.'
A says B said C told
- 3 'I think I'm getting a cold.'
'You take plenty of vitamin C.'
A ought to B can C may
- 4 'Who's that?'
'It's the man I asked to fix my TV.'
A which B who C whose
- 5 'That's an unusual tablecloth.'
'Yes. It by my grandmother.'
A makes B is made C was made
- 6 'Where is Dad?'
'He's in the garden, some apples from the tree.'
A picking B pick C to pick
- 7 'What are your plans for the future?'
'Well, by the time I'm thirty, I hope I my own house.'
A will have been buying B will have bought
C have bought
- 8 'They have finished building the new theatre.'
'I know. It by the mayor next month.'
A will be opened B is opened C is opening
- 9 'When did you call Simon?'
'I called him I had put the shopping away.'
A after B by the time C while
- 10 'I wish I to buy a new car.'
'You ought to save some money then.'
A afford B would afford C could afford
- 11 'I finish that computer game yesterday.'
'Well done. It's a really difficult game.'
A can B was able to C could
- 12 'You look nice today. What's different?'
'Actually, I my hair cut.'
A was having B have C have had

ORAL Activity

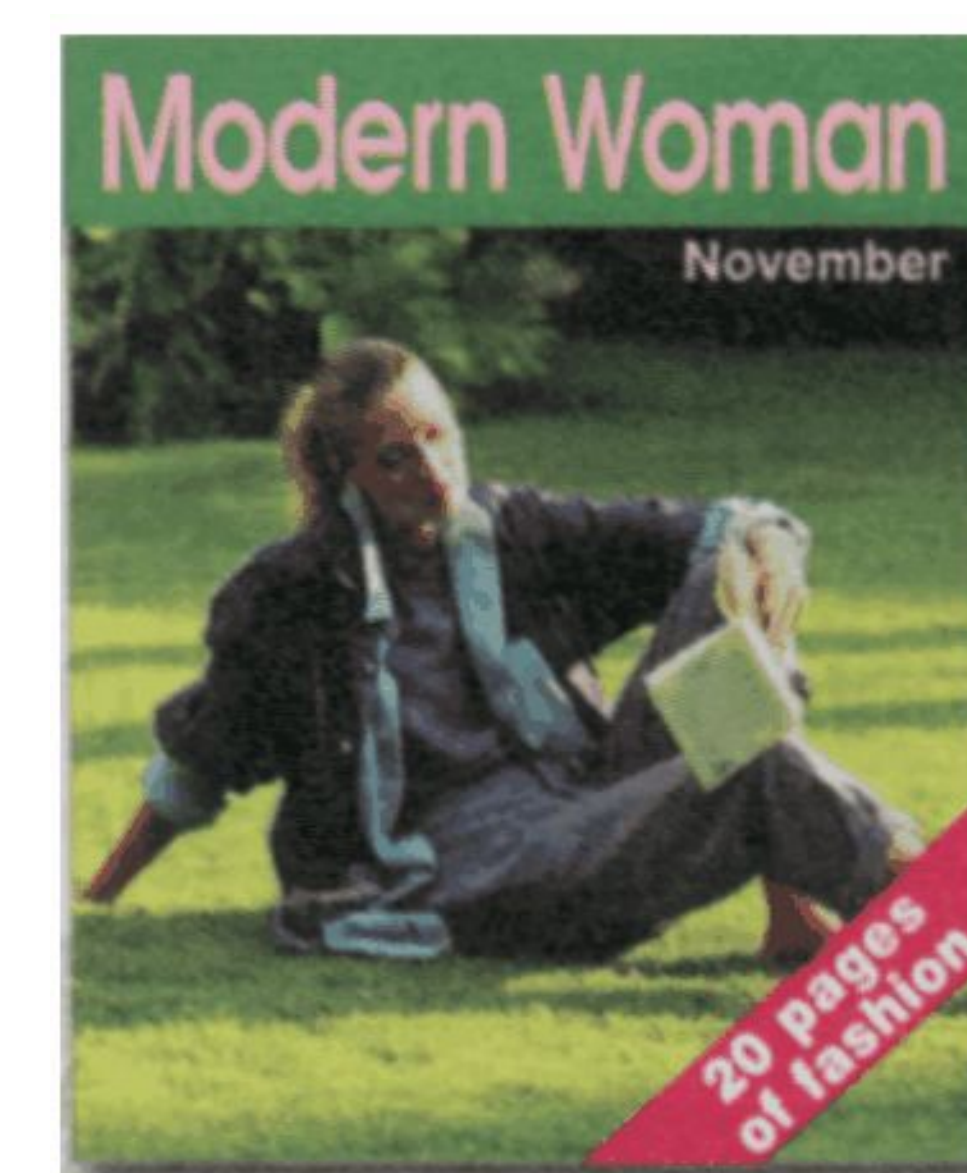
You are doing some research for your boss concerning women's magazines. Look at the information below and make comparisons using the adjectives in the list, as in the example.

cheap, expensive, thick, thin, old, popular



Price: 75p
No. of pages: 55
First published: 1975
Sales per issue: 9 million

Price: £1.50
No. of pages: 120
First published: 1990
Sales per issue: 7 million



Price: £2.50
No. of pages: 200
First published: 1960
Sales per issue: 8 million



e.g. S1: *Woman's World* is the cheapest of all.
S2: *Internationale* is more expensive than *Modern Woman*.

WRITING Activity

Your boss has asked you to write a report for him, comparing the three magazines. Look at the Oral Activity again and complete the report below.

To: Mr P. Collins
From: Mrs J. Harper
Date: 21st November

I studied three magazines for my research: *Woman's World*, *Modern Woman* and *Internationale*. *Woman's World* is the cheapest of all. It costs only 75 pence. *Internationale* is more expensive than *Modern Woman*

UNIT 14

Pronouns - Possessives - Demonstratives - Quantifiers

Pronouns



*This is Emma and Bob. Emma loves romantic films, but Bob can't stand **them**. She likes classical music, but **he** hates it. They both love their dog and **they** take good care of **him**.*

Personal Pronouns

Personal pronouns are divided into **subject pronouns** (I, you, he, etc.), which go before verbs as subjects and **object pronouns** (me, you, him, etc.), which go after verbs or prepositions as objects.

e.g. I like **him** a lot.

subject pronouns: **I, you, he, she, it, we, you, they**
object pronouns: **me, you, him, her, it, us, you, them**

- ◆ We do not use a noun and a personal pronoun together.

e.g. **Laura** went out with Richard.
(NOT: ~~Laura she~~ went out with Richard.)

- ◆ We use **there + be** to mention something for the first time or to say that something or someone exists. We use **it + be** to give more details about something or someone that has already been mentioned.

e.g. **There is** a letter for you. **It is** from Tom.

- ◆ We can use **it** as the subject to talk about weather, distance, temperature and time.

e.g. **It's windy** today. **It's a long way** to the airport.
It's hot in here. **It's Monday**.

- ◆ We use **it** to talk about something that has already been made clear. We use **one** when it is not clear which thing in particular we are talking about.

e.g. I can't find **the newspaper**. Where did you put **it**? (We use **it** because it is clear which newspaper we are talking about.)

'Can I have **a dictionary**?' 'I'm sorry. I haven't got **one**.' (We use **one** because it is not clear which dictionary in particular we are talking about.)

1

Fill in the gaps with the correct subject or object pronoun.

- A: Do your brothers play football?
B: Yes, ...**they**... play all the time. think 's a brilliant game.
- A: Does Susan eat chocolate?
B: Yes, eats all the time. says 's her favourite food.
- A: Do your parents know Mr Jones?
B: Yes, know very well. lives next door to
- A: Does Claire like David?
B: No, doesn't like very much. says 's too noisy.
- A: Do you listen to rock music?
B: Yes, listen to all the time. think 's fantastic.
- A: Does Tony enjoy fishing?
B: Oh, yes. enjoys very much. says, relaxes him.

2

Fill in the gaps with **there** or **it**.

- By the time I got home, ...**it**... was nearly ten o'clock.
- 'Is your birthday today?' 'No, was last week.'
- Come here, Simon. is someone here to see you. I think is your friend, Rod.
- wasn't warm enough to go to the beach, so we went to the cinema.
- wasn't very much money left after I had paid for the shopping.

3

Fill in the gaps with **one** or **it**.

- A: I need a loaf of bread.
B: I'll buy ...**one**... this afternoon.
- A: Is the phone ringing?
B: I can't hear
- A: 'Titanic' is an amazing film.
B: I know. I've seen twice.
- A: When was the last time you read a book?
B: I haven't read for months.
- A: Have you got a car?
B: No. I can't afford
- A: Do you like the new Rolling Stones CD?
B: I haven't heard yet.
- A: I need a dress for the party.
B: I'll lend you

Pronouns - Possessives - Demonstratives - Quantifiers

Possessive Adjectives/
Pronouns



This is the Smith family. They are in **their** living room. **Their** daughter, Tina, is watching **her** favourite TV programme.

◆ Both **possessive adjectives** (my, your, etc.) and **possessive pronouns** (mine, yours, etc.) can be used to talk about ownership or the relationship between people. Possessive adjectives are followed by nouns, whereas possessive pronouns are not.

e.g. This is **your** pen. It's **yours**.

Possessive Adjectives		Possessive Pronouns	
my	our	mine	ours
your	your	yours	yours
his	their	his	theirs
her		hers	
its		—	

◆ **its** = possessive adjective

e.g. I saw a lovely dress in the shop window yesterday, but I didn't see **its** price.

it's = it is or it has

e.g. **It's** (it is) playing with the ball.
It's (it has) got a hole in it.

◆ We use **the** instead of a possessive adjective with **prepositional phrases** and verbs such as **hit, punch, slap, bite, touch, pat, sting, etc.** when we refer to parts of the body.

e.g. The ball **hit** him on **the** head.

(NOT: The ball hit him on ~~his~~ head.)

but She's got a key in **her** hand. (NOT: in ~~the~~ hand)

◆ We use the word **own** in the following structures to emphasise the fact that something belongs to someone.

noun + of + my/your, etc. + own

my/your, etc. + own + noun

e.g. I don't need to borrow my father's car because I've got a **car of my own**. I've got **my own** car.

4

Fill in the correct **possessive adjective** or **pronoun**.

- A: Have you met ...**your**... new neighbours yet?
B: No. I've seen children in the garden, though.
- A: You took coat home last night.
B: I know, I'm sorry. I thought it was because they're both black.
- A: What's wrong with Rosie?
B: Oh, she's been having problems with back recently.
- A: James is doing well at school.
B: I know. teacher says he's very advanced for his age.
- A: Is this bag?
B: Oh, yes, thank you. I nearly forgot it.
- A: Julie and Frank are so lucky. house is beautiful.
B: Yes, and it's so much bigger than I envy them.
- A: I like shirt. It's like Sandra's.
B: Actually, it is I borrowed it from her yesterday.
- A: Why did you lend Tom car?
B: Because is being repaired at the moment.

5

Fill in **its** or **it's**.

- The car is nice to drive, but I don't like ...**its**... colour.
- This town is wonderful. got lots of shops!
- I'm staying at home today because cold outside.
- Let's go in here. my favourite restaurant.
- A bird has built nest in our garden.
- The company I work for has changed name.

6

Fill in a **possessive adjective** or **the**.

- A dog bit him on ...**the**... leg.
- I banged head on the cupboard door.
- Karen put arm around Jane's shoulder.
- Don't put feet on the table!
- You shouldn't have punched Tom in stomach.
- Paul patted Lisa on shoulder.

7

Fill in the gaps with **of where necessary, and my, your, etc. own**.

- John doesn't live with his parents any more. He's got a flat ...**of his own**... .
- She doesn't travel by bus any more because she's got car.

- 3 I don't need to borrow your umbrella. I've got one
- 4 Haven't you got pen? You're always borrowing mine.
- 5 My job includes doing research in time.
- 6 Sam is tired of using his friend's computer, so he is going to buy one
- 7 The couple moved into house after they got married.
- 8 Don't let the dog sleep on your bed. It's got a bed

Possessive case

The possessive case can be used to talk about ownership or the relationship between people. It is formed in two ways:

1. with 's/' for people or animals

- **singular nouns + 's** e.g. *Jim's pen*
- **plural nouns ending in -s + '** e.g. *the boys' hats, the cats' tails*
- **plural nouns not ending in -s + 's** e.g. *the children's toys*
- **compound nouns + 's** e.g. *my father-in-law's house*
- **We use 's after the last of two or more names to show common possession.** e.g. *John and Helen's house. (The house belongs to both of them.)*
- **We use 's after each name to show individual possession.** e.g. *Mary's and Diana's bags. (Each girl has her own bag.)*

2. with of for inanimate things

- **of + inanimate thing or abstract noun** e.g. *the windows of the house*
the cost of living
- **a/the/this/that + noun + of + possessive** e.g. *He's a friend of Jack's. That friend of yours.*

Note: When we refer to a certain place or time, the possessive case is formed as follows:

- **phrase of place (shop/home/business, etc.) + 's** e.g. *at the baker's (we mean the shop)/at Dave's (flat)*
- **phrase showing length of time/specific moment or event + 's/'** e.g. *an hour's delay/two days' work*
last Sunday's paper
- **We can use either 's or of when we talk about places or organisations.** e.g. *NASA's headquarters or the headquarters of NASA*

8

Connect the nouns using -'s, -' or ...of....

- 1 car/Helen ...*Helen's car*
- 2 the manager/the restaurant
- 3 shoes/women
- 4 the results/the test
- 5 bicycles/my daughters
- 6 secretary/the assistant manager
- 7 the corner/the room
- 8 house/their parents
- 9 the back/the classroom
- 10 shoes/William
- 11 walk/an hour
- 12 partner/Jim
- 13 Rome/the streets
- 14 UN/headquarters

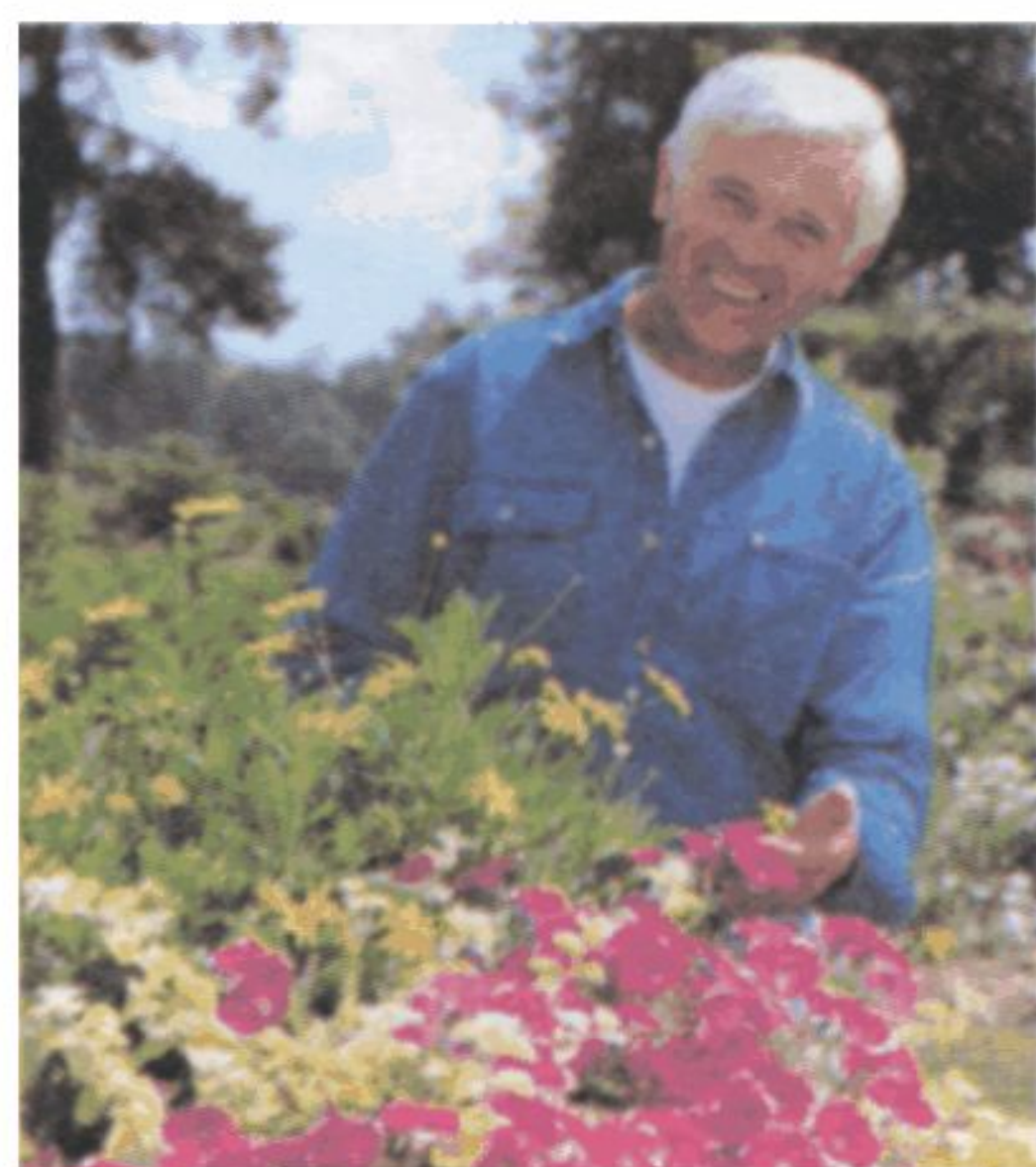
9

Rewrite the sentences using the correct possessive form.

- 1 Nobody went to **the meeting last week.**
...*Nobody went to last week's meeting.*...
- 2 The **drive** to the airport takes **two hours.**
.....
- 3 They will get their exam results **six weeks from now.**
.....
- 4 I look after **James – Karen – children.**
.....
- 5 I received the letter in **the post – yesterday.**
.....
- 6 It's autumn. **The tree - the leaves** are falling off.
.....
- 7 Graham never listens to **his doctor - the advice.**
.....
- 8 Are you going to **Jane - Paula - the party?**
.....
- 9 He has never done a hard **day of work** in his life.
.....
- 10 At the moment I'm staying with **a friend - my.**
.....
- 11 I think I'll order **the special of today.**
.....
- 12 The man knocked on **the house - the door.**
.....
- 13 The ticket inspector looked at **the people - the tickets.**
.....
- 14 **Mrs Jones - Miss Smith - cars** are being serviced.
.....
- 15 **The sales target this month** is two million pounds.
.....

Pronouns - Possessives - Demonstratives - Quantifiers

Reflexive Pronouns



Ken grew these flowers **himself**.



They are enjoying **themselves**.

Reflexive		Reflexive	
I	→ myself	it	→ itself
you	→ yourself	we	→ ourselves
he	→ himself	you	→ yourselves
she	→ herself	they	→ themselves

We use **reflexive pronouns**:

- with verbs such as *behave, burn, cut, enjoy, hurt, introduce, kill, look at, teach, etc.*, or with prepositions when the subject and the object of the verb are the same person.

e.g. *Jill (subject) has burnt **herself**. (object)*
*You (subject) should take care of **yourself**. (object)*

- with the preposition **by** when we mean *alone/without company or without help (on one's own)*.

e.g. *Ben repaired the car **by himself/on his own**. (= Nobody helped Ben repair the car.)*
*She likes being **by herself/on her own** sometimes. (= She likes being alone, without company.)*

- in the following expressions: *enjoy yourself (have a good time), behave yourself (be good), help yourself (you are welcome to take something if you want)*.

- to emphasise the subject or the object of a sentence.

e.g. *I **myself** posted the letter. (= I posted the letter, nobody did it for me.)*
*Alice met the **President himself**. (=She met the President, not somebody else.)*

Note: 1) We do not normally use reflexive pronouns with the verbs *concentrate, feel, meet and relax*.

e.g. *You need to concentrate.*
 (NOT: ~~You need to concentrate yourself.~~)

- The verbs *dress, wash and shave* are not normally followed by a reflexive pronoun. However, we can use a reflexive pronoun with these verbs when we want to show that someone did something with a lot of effort.

e.g. *First Peter **shaved** and then **dressed**.*
*Although Mrs Harrison's arm was banded, she managed to **wash herself**.*
 But we always say **dry myself**.

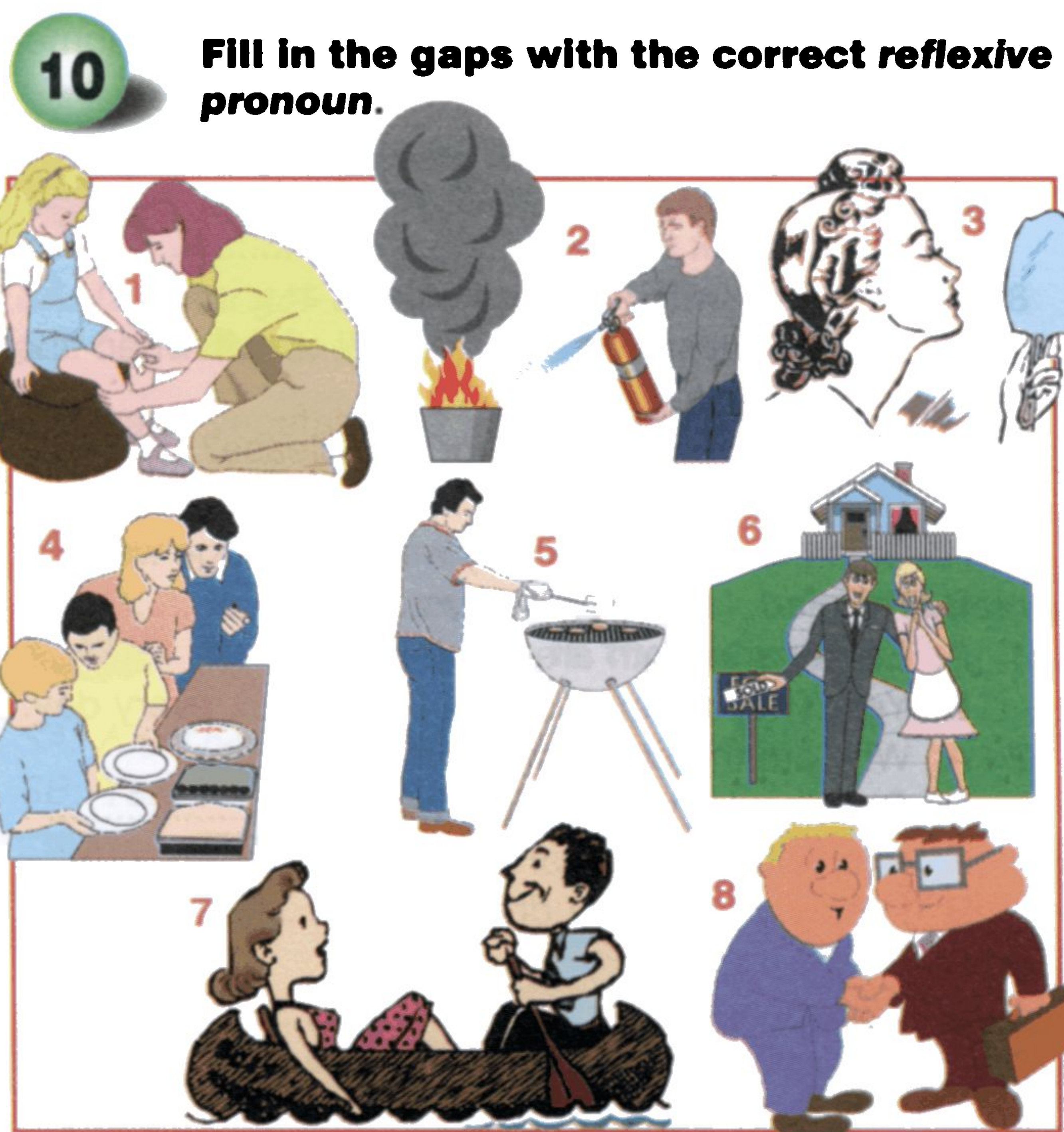
- Each other** means *one another*. Study the following examples:



Janet and Beth are looking at **themselves** in the mirror.



They are looking at **each other**.



- 10 Fill in the gaps with the correct reflexive pronoun.
- The girl has hurt *herself*
 - He put the fire out by
 - She is looking at in the mirror.
 - They are serving
 - He cooked the food by
 - They bought this house for
 - They are enjoying
 - He introduced

UNIT 14

Pronouns - Possessives - Demonstratives - Quantifiers

11

In pairs, ask and answer questions using the prompts, as in the example.

SA: *Did you buy that bag for your sister?*

SB: *No, I bought it for myself.*

- 1 Did you buy that bag for your sister?
- 2 Did Susan paint that picture for Lee?
- 3 Did Mum and Dad book these tickets for us?
- 4 Is John making that table for you?
- 5 Did you find a dress for Jackie?

12

Fill in the appropriate reflexive pronoun or each other/one another.

- 1 A: Shall I prepare Jerry's lunch?
B: No, it's alright. He's preparing it ...*himself*...
- 2 A: Did Helen have her car repaired at the garage?
B: No. She repaired it
- 3 A: What a beautiful dress! Where did you buy it?
B: I didn't buy it. I made it
- 4 A: Who decorated your house for you?
B: No one. We decorated it
- 5 A: Are Beth and Jim working on the same project?
B: Yes, they have decided to help
- 6 A: Did you help Lucy and Greg to finish their home-work?
B: No. They finished it
- 7 A: Charles and Bill are always fighting.
B: I don't think they like
- 8 A: Should I switch off the kettle?
B: No. It will switch off when the water's boiled.
- 9 A: Can you iron this shirt for me, please?
B: Don't be so lazy! Iron it
- 10 A: Stuart and I are so happy with the garage we built.
B: I'm glad. I can't believe you built it
- 11 A: Emma and Cath are good friends.
B: Yes. They phone every day.
- 12 A: Why are the children shouting?
B: Oh! They're just teasing
- 13 A: Paul is only two years old.
B: I know, but he can dress
- 14 A: I'm leaving now.
B: Well, behave at the party.
- 15 A: Sam is pleased to see Alan, isn't he?
B: Yes. They don't see very often.
- 16 A: What have you done to your finger?
B: I cut with a sharp knife.
- 17 A: Help to more orange juice.
B: Thanks. I will.
- 18 A: Shall I come to the dentist's with you?
B: No, I'd rather go by
- 19 A: How did you get my sister's book?
B: She gave it to me

Demonstratives (This - That / These - Those)

We use this/these:

- ◆ for people or things which are near us.



This is a flower, Jimmy.

- ◆ for present or future situations.
e.g. *I'll talk to the manager **this** week.*
- ◆ to refer to an idea we are about to mention.
e.g. *I'm sorry to say **this**, but you have to leave the flat.*
- ◆ to introduce people, or to introduce oneself on the phone.
e.g. *'Hello? **This** is Jack Kerns.'*
*'Helen, **this** is Jeff and **these** are his lovely children.'*
- ◆ when the speaker is in or near the place he/she is referring to. e.g. ***This** office is very dark.*

that/those are used:

- ◆ for people or things which are not near us.



*Look at **that**! It's a deer.*

- ◆ for past situations. e.g. *We had a bad experience **that** day.*
- ◆ to refer back to something mentioned before.
e.g. *'She got the job.'* ***That's** great.'*
- ◆ when speaking on the phone to ask who the other person is.
e.g. *Who's **that** speaking?/ Who's **that**, please?'*

This, these, that and those are not always followed by a noun.

e.g. ***This** is really nice.*
***That** is all I have to say.'*

13

Fill in the gaps with *this, that, these or those*.

- 1 What are you doing ...*this*... afternoon?
- 2 Who is man over there?
- 3 I'm really busy days.
- 4 Hello? is Emily. Can I speak to Joan?
- 5 In days, people didn't have cars.
- 6 'Jim got married last week.' '..... 's wonderful!'

Pronouns - Possessives - Demonstratives - Quantifiers

Some/Any/No



There is **some** nice furniture in the room. There are **some** books on the table. There is **nobody** in the room. There isn't **anything** under the table.

	Affirmative	Interrogative	Negative
Countable/ Uncountable	some	any	not any/no
People	someone/ somebody	anyone/ anybody	no one/not anyone nobody/not anybody
Things	something	anything	nothing/ not anything
Places	somewhere	anywhere	nowhere/not anywhere

- ◆ **Some, any** and **no** are used with uncountable nouns (*coffee, sugar, etc.*) and plural countable nouns (*cars, flowers, etc.*).
e.g. *some coffee, some cars*
- ◆ **Some** and its compounds (**someone/somebody, something, somewhere**) are normally used in affirmative sentences.
e.g. *He's got some friends. There is somebody at the door.*
- ◆ **Any** and its compounds are usually used in interrogative sentences. **Not any** is used in negative sentences.
e.g. *Have you got any money? He is not anywhere.*
Any and its compounds are also used with negative words such as *without, never, seldom, rarely, hardly, etc.* e.g. *He left without any excuse. She has hardly any money left.*
- ◆ **No** and its compounds are used instead of **not any** in negative sentences.
e.g. *They haven't got any time./They've got no time. He didn't say anything./He said nothing.*
- ◆ We use a singular verb with compounds of **some, any** and **no**.
e.g. *Someone is calling for help. There is nothing on the table.*

- ◆ **Some** and its compounds are also used in interrogative sentences when we make an offer or a request.
e.g. *Would you like some orange juice? (offer)*
Can I say something? (request)
- ◆ When **any** and its compounds are used in affirmative sentences, there is a difference in meaning. Study the following examples:
 - You can take any sweets you like. (It doesn't matter which.)*
 - Anyone/Anybody can enter this competition. (It doesn't matter who.)*
 - I can give you anything you need. (It doesn't matter what.)*
 - We can go anywhere you like. (It doesn't matter where.)*
- ◆ **Every** is used with singular countable nouns.
e.g. *Every citizen must pay taxes.*
- ◆ The pronouns **everyone/everybody, everything** and the adverb **everywhere** are used in affirmative, interrogative and negative sentences and are followed by a singular verb.
e.g. *Everybody/Everyone wants to be happy. (NOT: ... want to be happy)*
Everything is ready for the wedding.

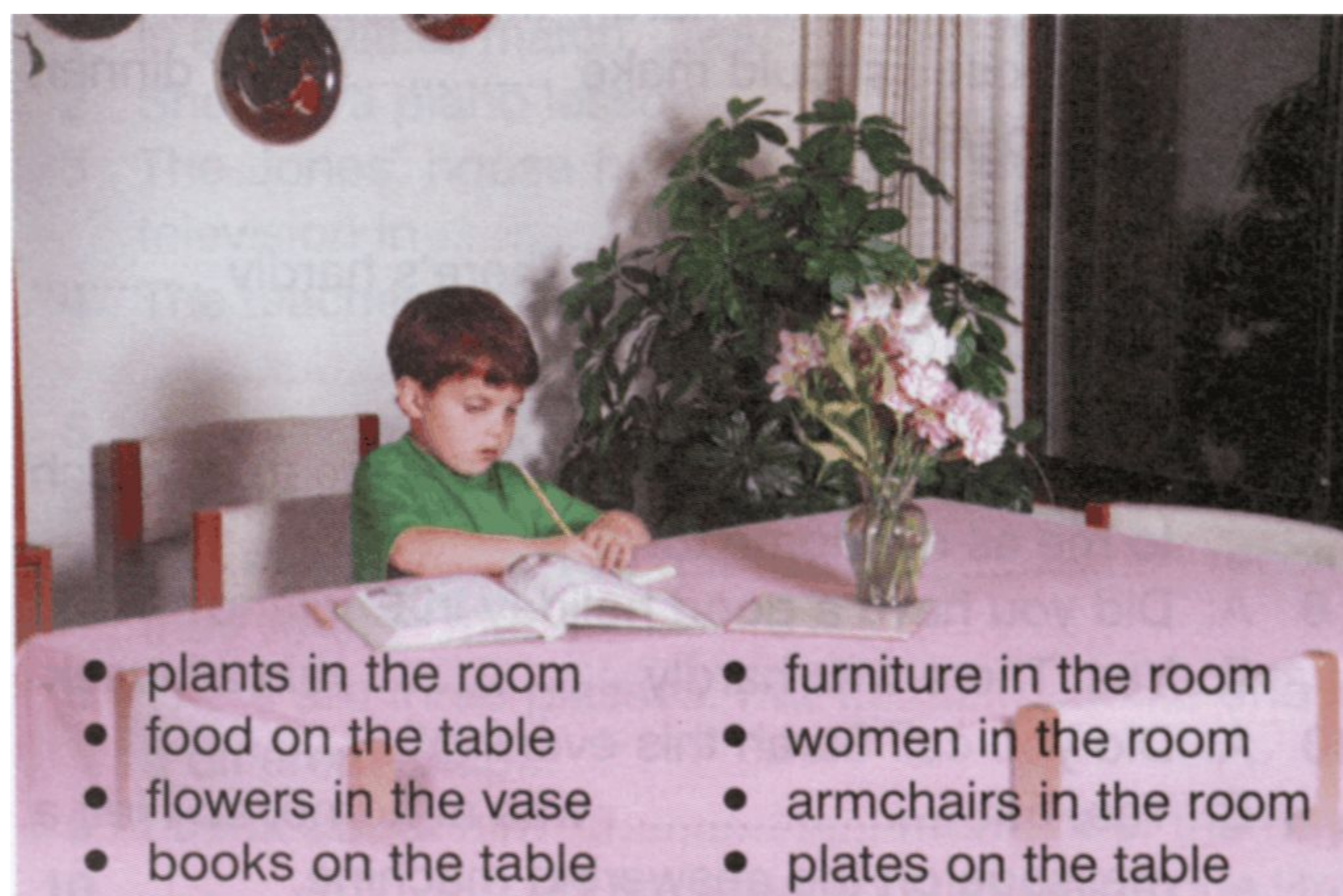
14 In pairs, ask and answer questions using the prompts, as in the example.

SA: *Did you get any sugar?*
SB: *No, I didn't. Will you get some for me?*

1 sugar 2 vegetables 3 fruit 4 envelopes 5 stamps
6 coffee 7 milk 8 strawberries

15 In pairs, ask and answer questions using the prompts, as in the example.

SA: *Are there any plants in the room?*
SB: *Yes, there are some.*



- plants in the room
- food on the table
- flowers in the vase
- books on the table
- furniture in the room
- women in the room
- armchairs in the room
- plates on the table

UNIT 14

Pronouns - Possessives - Demonstratives - Quantifiers

16

Frank and Kim are having a picnic by a lake. Read the dialogue and underline the correct item.

- A: There's **1) nothing/something** I like more than having a picnic here by Lake Tahoe.
 B: Yes, it's **2) anything/something** I really enjoy, too. It's great to go **3) anywhere/somewhere** where there is no noisy traffic and **4) anything/nothing** to disturb us from our lunch. I can't think of **5) some-where/anywhere** I'd rather be than here.
 A: I know. There's **6) no one/somebody** else here, so we can enjoy the peace and quiet.
 B: Well, I'd like **7) any/some** more of that chicken. Is there **8) no/any** left?
 A: Yes, there's plenty in this basket. But, there's **9) some/no** mayonnaise, I'm afraid.
 B: That's okay. Wait a minute. Did you hear **10) some-thing/nothing**?
 A: Don't be silly. It was **11) anything/nothing**.
 B: No, look! A group of school children are coming for a picnic, too!
 A: Oh no! I can't think of **12) something/anything** worse! Let's go home!

17

Fill in the gaps with some, any, no or one of their compounds.

- 1 A: Is ...*anything*... the matter with Dawn? She looks upset.
 B: She had an argument with her friend today.
 2 A: I think is trying to break into that house.
 B: You're right. We should call the police.
 3 A: We've got time to make a cake before the party!
 B: I'll go out and buy one then.
 4 A: I'm thinking of moving to London.
 B: Really? My boss has a house near London.
 5 A: It was very busy in town today.
 B: I know. There was hardly to park.
 6 A: I suppose I should make for dinner.
 B: I'll help you if you like.
 7 A: What's on TV tonight?
 B: I looked in the TV guide. There's hardly good on tonight.
 8 A: Do you like living in Brighton?
 B: Yes, but will ever mean as much to me as my home town.
 9 A: Did you have a good holiday in England?
 B: Yes. There was hardly rain all week.
 10 A: Did you call Sarah this evening?
 B: Yes, but was at home, so I left a message on the answering machine.

- 11 A: Did you enjoy Tom's party?
 B: No, it was boring. There was hardly there.
 12 A: There were very frightening rides at the fairground.
 B: Really? I wish I had come with you.

18

Fill in the gaps with any, anyone/anybody, anything or anywhere.

- 1 A: Shall we sit in the corner or by the window?
 B: ...*Anywhere*... you want.
 2 A: Who can I bring to the party?
 B: you like.
 3 A: What do you want to watch on TV?
 B: Oh, I don't really mind.
 4 A: What time shall we go out tonight?
 B: time you like.
 5 A: Where can I buy this book?
 B: At good bookshop in town.
 6 A: Where shall I sit?
 B: at this table.
 7 A: Can I join that club, too?
 B: Of course! can join the club.

19

In pairs, ask and answer questions using the prompts, as in the example.

- 1 Who / stay / at home tonight?
 SA: *Who's staying at home tonight?*
 SB: *Everyone is staying at home tonight.*
 2 What / bother / Mary?
 SA: *What's bothering Mary?*
 SB: *Everything is bothering Mary.*
 3 Who / watch / TV at the moment?
 4 Who / take / the exam today?
 5 What / need / to be typed?
 6 Who / come / to dinner tomorrow?
 7 What / the matter / with Anne?
 8 What / must / be cleaned?

20

Fill in the gaps with every or one of its compounds, and the correct form of the verb in brackets.

- 1 The meal is wonderful. ...*Everything tastes*... (taste) delicious!
 2 The party is a great success! (enjoy) themselves!
 3 The photograph is lovely because (smile) in it.
 4 My uncle brings me a present time he (visit) us.
 5 Yesterday was terrible. (go) wrong!

Pronouns - Possessives - Demonstratives - Quantifiers

- 6 The lecture starts in half an hour and
..... (wait) for the guest speaker to arrive.
- 7 I looked for a hotel to stay at, but
..... (be) full.

21 Choose the correct answer.

- 1 'Did you buy a new skirt?'
'No. I looked in ...C... shop in town, though.'
A everything B everywhere C every
- 2 'Who is coming to your party?'
'I've invited I know.'
A everything B everyone C everywhere
- 3 'Have you found your keys yet?'
'No. I've looked, but I can't find them.'
A everything B everywhere C every
- 4 'The children must have been hungry.'
'I know. They ate on their plates.'
A every B everywhere C everything
- 5 'Where shall I put the shopping?'
'Put in the kitchen, please.'
A everything B everywhere C everybody
- 6 'How often do you go to the gym?'
'I usually go day.'
A everything B everywhere C every
- 7 'Do I have to tidy my room?'
'Yes. There are clothes and toys!'
A everyone B everywhere C every
- 8 'Is there a problem?'
'No, don't worry. is fine.'
A Everywhere B Every C Everything
- 9 'Has Jim gone out again?'
'Yes. He's been out night this week.'
A every B everything C everywhere

22 Fill in the gaps with any, every or one of their compounds.

- 1 He is rich. He can buy*anything*..... he wants.
- 2 You can choose dress you like.
- 3 Luckily, passed the French exam.
- 4 My sister takes her dog she goes.
- 5 can learn to play a musical instrument.
- 6 in this shop is half price.
- 7 I would do for my best friend.
- 8 On New Year's Eve, there was snow
- 9 If you have a car, you can go
you like.
- 10 song I hear reminds me of you.
- 11 I feel nervous. I don't know here.
- 12 Have you got you need?

Every - Each



Mary invited **every** girl from
the office to her party.

Each girl brought
her a present.

- ◆ **Every** is used with singular countable nouns. It refers to a group of people or things and means **all, everyone, everything, etc.**
e.g. **Every citizen** has to pay taxes. (All citizens, as a group.)
- ◆ **Each** is used with singular countable nouns. It refers to the members of a group separately.
e.g. **Each member** of the football team must sign a contract. (Each person separately.)
- ◆ **Every one** and **each (one)** can be followed by **of**. We normally use **each** when we talk about two people or things. We use **every** when we talk about three or more people or things.
e.g. She bought two new dresses and she paid £200 for **each (one)** of them. (NOT: ...~~every one~~...)
Tom has been to a lot of parties this month. He enjoyed **every one of** them.

23 Fill in the gaps using each or every.

- 1 In a basketball match, ...*each*... team has five players.
- 2 She has a piano lesson Wednesday.
- 3 The Jones' house has ten rooms and they have a television in room.
- 4 The teacher told us to spend five minutes on
..... question.
- 5 He visits us weekend.
- 6 My aunt gave one of us a present.
- 7 I love this group. I've got record
they've ever made.
- 8 There are three glasses, but one is
a different shape.
- 9 I think about him moment of the day.
- 10 of these two bottles holds one litre.

A lot of - Much - Many



There is **a lot of/lots of** cake.
 Are there **many** eggs? Yes, there are **a lot**.
 Is there **much** orange juice? Yes, there is **a lot**.

◆ **A lot of/lots of** are used with both plural countable and uncountable nouns. They are normally used in affirmative sentences. **Of** is omitted when a lot/lots are not followed by a noun.

e.g. Mary's got **a lot of/lots of** dresses.

There's **a lot of/lots of** coffee in the pot.

But: Have you got **many** CDs? Yes, I've got **a lot**.

◆ **Much** and **many** are normally used in interrogative and negative sentences. **Much** is used with uncountable nouns and **many** with plural countable nouns.

e.g. Is there **much** cheese in the fridge?

There **isn't much** cheese left.

Have you got **many** toys? I **haven't got many** toys.

◆ **How much** and **How many** are used in questions and negations.

How much + uncountable noun → amount

How many + countable noun → number

e.g. '**How much** milk do you take in your tea?'

'Just **a little**.'

'**How many** workers were fired?'

'**Four**.'

◆ **Too many** is used with plural countable nouns. It has a negative meaning and shows that there is more of something than is wanted or needed.

e.g. She's got **too many** books. She doesn't know where to put them all.

◆ **Too much** is used with uncountable nouns. It has the same negative meaning as **too many**.

e.g. You've put **too much** salt in the soup. We can't eat it.

24

Kelly has decided to make a chocolate cake, but she doesn't know the quantities of the ingredients she must use. Fill in the gaps with how much or how many to complete Kelly's questions.

- 1 *How much* flour do I need to use?
- 2 sugar shall I put in?
- 3 eggs do I need to use?
- 4 cocoa shall I add to the mixture?
- 5 butter shall I use?
- 6 milk do I need to put in?
- 7 tins shall I put the mixture in?

25

Fill in many, much or a lot of.

- 1 A: Let's go for a walk.
B: I can't. I've got ...*a lot of*... work to do.
- 2 A: Do you want to come in for a while?
B: No, thank you. I haven't got time.
- 3 A: Mr Brown looks very happy.
B: Yes. He won money last week.
- 4 A: You've got pets!
B: Yes, three dogs and four cats!
- 5 A: I must go to the bank today.
B: I'll come with you. I haven't got money either.
- 6 A: Have you got lessons today?
B: No. I'll be home at three o'clock.
- 7 A: Have you seen horror films?
B: No. I don't like horror films.
- 8 A: There isn't coffee left.
B: I know. I'll buy some today.
- 9 A: Are there children in your class?
B: Yes; about twenty-five.

26

Fill in the gaps with too much or too many.

- 1 A: Don't eat ...*too much*... ice cream before dinner.
B: Don't worry, I won't.
- 2 A: There are books in that bag.
B: Don't worry. I can carry it.
- 3 A: I think I bought bread today.
B: Yes, we've already got some at home.
- 4 A: This tea is horrible.
B: I put milk in it, didn't I?
- 5 A: Can you see David?
B: No, there are people in front of me.
- 6 A: I don't feel very well.
B: Well, I told you not to eat chocolates.
- 7 A: Don't spend time watching television.
B: I'll turn it off after the news.

Pronouns - Possessives - Demonstratives - Quantifiers

A few/Few - A little/Little



Jim has got **a few stamps**. He can post all the letters.



Ben has got **(very) few stamps**. He can't post all the letters.



Alice has got **a little sugar**. She can make a cake.



Diana has got **(very) little sugar**. She can't make a cake.

◆ **A few/Few** are used with plural countable nouns (*books, plates, etc.*).

A few means *not many, but enough*.

e.g. We've got **a few** eggs. We can make an omelette.

Few means *hardly any, almost none* and can be used with **very** for emphasis.

e.g. There are **(very) few** apples in the box. It is almost empty.

◆ **A little/Little** are used with uncountable nouns (*tea, money, etc.*).

A little means *not much, but enough*.

e.g. She's got **a little** money. She can go shopping.

Little means *hardly any, almost none* and can be used with **very** for emphasis.

e.g. We've got **(very) little** time. We must hurry.

27

In pairs, ask and answer questions using the prompts below, as in the example.

SA: Did you buy much milk?

SB: No, just a little.

SA: Did you buy many eggs?

SB: No, just a few.

- | | | |
|---------|-------------|-----------|
| 1 milk | 4 flowers | 7 butter |
| 2 eggs | 5 magazines | 8 napkins |
| 3 flour | 6 coffee | 9 bread |

28

Fill in the gaps with a few, very few, a little or very little.

- A: How was your exam today?
B: Actually, I would have liked ...*a little*... more time to finish it.
- A: How do you like your tea?
B: With no sugar and just milk, please.
- A: Are you ready to take your driving test?
B: No. I think I need more lessons.
- A: Do you want me to bring anything for the party?
B: Well, I've got glasses. Could I borrow some of yours?
- A: Did you get that job?
B: No. I didn't get it because I've got experience.
- A: Why didn't Alan's business succeed?
B: Unfortunately, he had clients.
- A: Shall we go shopping this evening?
B: I'm sorry, I've got time today.
- A: Have you finished your garden yet?
B: Not yet, but I've planted trees.
- A: Are you hungry?
B: Not really. I'll just have soup for lunch.
- A: How was your first day at work?
B: Not very good, really. I made mistakes.

29

Fill in many, few, much or little.

Elham is a small village and there are not 1) *many*... houses there. There are a 2) shops in the village, but they do not sell 3) products. There isn't 4) to see or do there, so there is 5) chance of the village becoming a tourist attraction, but a 6) people take picnics there and enjoy the peace and quiet of a village where there is very 7) traffic.

Both/Neither - All/None - Either

BOTH / NEITHER



Both of them live in water.

Neither of them makes/make a lot of noise.

Both the dolphin and the turtle are friendly animals.

Neither the dolphin nor the turtle is dangerous.

ALL / NONE



All of them are wild animals.

None of them eats/eat vegetables.

All of them have got sharp teeth.

- ◆ **Both** refers to two people, things or groups. It has a positive meaning and is followed by a plural verb. e.g. **Both cats and dogs are affectionate pets. Both of these books belong to my father. Both of them are typists.**
- ◆ **Neither** refers to two people, things or groups and has a negative meaning. **Neither of + plural noun phrase** can be followed by either a singular or plural verb in the affirmative. e.g. **Neither of the teams is/are playing well this year. Neither of them is/are married. Neither of the boys is/are short. BUT: Neither candidate is suitable for the job.**
- ◆ **All** refers to more than two people, things or groups. It has a positive meaning and is followed by a plural verb. e.g. **All the students are present. All of them are young. All of these pens are red.**
- ◆ **None** refers to more than two people, things or groups. It has a negative meaning and is followed by either a singular or plural verb in the affirmative. e.g. **None of these shirts fits/fit me. None of them has/have got a sister.**
- ◆ **Both/All** can go: a) after the verb to be, b) after the auxiliary verb, but before the main verb. e.g. **They are both/all happy. They have both/all passed the test.**
- ◆ **Either** refers to two people, things or groups and is followed by a singular countable noun. e.g. **We could stay at the Plaza Hotel or the Star Hotel. Either place is fine with me.**
Either of + plural noun phrase can be followed by either a singular or plural verb. e.g. **Either of these two cars is/are suitable for you. BUT: Either car is suitable for you.**
We can use **not ... either (of)** instead of **neither (of)**.
Either can also be used at the end of a negative sentence. e.g. **I looked at two watches, but I did not buy either of them.**
John doesn't like coffee, and I don't either.
- ◆ **Both ... and** is followed by a plural verb. e.g. **Judy is British. Laura is British. Both Judy and Laura are British.**
- ◆ **Neither ... nor/Either ... or** take either a singular or plural verb, depending on the subject which follows **nor** or **or**. e.g. **Neither Daniel nor Mark drinks coffee. (NOT: Neither Daniel nor Mark don't drink coffee.)**
Either my parents or John's parents are going to take us to the airport.

Pronouns - Possessives - Demonstratives - Quantifiers

30

Respond to each question using *either* and *both*, as in the example.

- Shall we watch a comedy or a horror film?
Well, we could watch either./Well, we could watch both.
- Shall I make tuna or cheese sandwiches?
- Shall I buy brown bread or white bread?
- Shall I plant roses or tulips in the garden?
- Shall we take flowers or fruit to the hospital?
- Shall I paint the ceiling or the walls this afternoon?
- Shall we have toast or cereal for breakfast?
- Shall I get a doll or a puzzle for Kim?

31

Fill in the gaps with *either* or *neither*.

- I looked at two sweaters, but I didn't buy ...*either*... of them.
- of my parents wanted to see the film.
- I'll buy flowers or chocolates for Mother.
- Bill nor Ted has seen this play.
- I have got two watches, but of them works properly.

32

Fill in the gaps with *both*, *all*, *neither*, *either* or *none*.

Dear Beth,

Thank you for your letter. It was good to hear 1) ...*all*... your news. I get lots of letters, but 2) of them cheer me up as much as yours.

Bill and I are 3) very tired at the moment. He's very busy because he's been promoted to manager of his firm. I've started a new job, so I don't have much spare time, 4) I love my job and 5) of the people I work with are friendly, but the long hours seem to take up 6) of my energy.

My parents are coming to visit us tomorrow. 7) of them have seen the new house yet, so I'll have to show them 8) around. Bill has decorated 9) of the rooms, so 10) of them looks the way they did when we moved in. I hope 11) you and Toby will be able to visit us again soon, then you can see 12) the changes.

Write soon. I'm looking forward to 13) hearing from you or seeing you soon.

With love,
Chloë

33

Choose the correct answer.

- 'Why didn't you go to the party?'
'Because ...*C*... of my friends was invited.'
A both B either C none
- 'Have you got any brothers?'
'I've got two. of them are older than me.'
A Either B Both C All
- 'You don't need to buy a new skirt. You have lots already.'
'I know, but of them fits me any more.'
A none B all C both
- 'Mum, did you make a chocolate cake today?'
'Well, I made two cakes, but of them was chocolate.'
A neither B both C either
- 'There are some very nice shoes in that shop.'
'I know, but of them are very expensive.'
A all B neither C either
- 'How many people do you work with?'
'Only two, but of them have more experience than I do.'
A either B all C both

34

Rewrite the sentences using *both ... and*, *neither ... nor* or *either ... or*.

- John hasn't got any money. Paul hasn't got any, either.
...*Neither John nor Paul has got any money*...
- Marion likes swimming. Linda likes swimming, too.
.....
- Carol doesn't go to the gym. Anne doesn't, either.
.....
- Fiona has got curly hair. Angela has got curly hair, too.
.....
- John will go to the shop, or else I will.
.....
- Claire is going to pick the children up, or else Simon is going to.
.....
- Colin doesn't know how to drive. Jane doesn't, either.
.....
- My sister is making dinner, or else my father is.
.....
- Ben wants to buy a bicycle. Adam wants to buy one, too.
.....
- Sam cut the grass, or else Paul did.
.....
- Mary is going to take the dog for a walk, or else I will.
.....

35

Fill in the gaps with the correct pronoun.

- 1 A: This food is wonderful.
B: Yes, but don't eat so fast. You'll make ..*yourself*.. ill.
- 2 A: What shall we do tonight?
B: Well, Caroline has invited to her house. Shall go?
- 3 A: Is that Mary and Alex's car?
B: No. is blue.
- 4 A: Is that bird alright?
B: No. I think wing is broken.
- 5 A: Is that your sister's new leather jacket?
B: Yes. And those black leather trousers are, too.
- 6 A: Should I leave my job?
B: Well, the decision is, but I wouldn't advise it.
- 7 A: Has Adam gone out?
B: Yes. I told not to come home late.
- 8 A: Is this David's jacket?
B: No, it's I bought it yesterday.
- 9 A: Do you tidy John's and Peter's rooms?
B: No, they tidy their rooms
- 10 A: Where did Emily go yesterday?
B: I don't know. didn't tell me.
- 11 A: Did you get the cake from the baker's?
B: No, I made it
- 12 A: Is that my lunch?
B: No. is on the kitchen table.
- 13 A: Where is Adam?
B: is playing golf today.

36

Fill in the gaps with the correct missing word(s).

- A: Can I borrow (1) ...*some*... money, please?
B: Well, I haven't got (2) money at the moment, but I can lend you (3) later on.
A: Thanks, Ruth. I'll give it back to you in (4) days.
B: Alright. Actually, can you do (5) for me?
A: Yes, what is it?
B: Well, I'm moving house tomorrow and I've got (6) of boxes and furniture to move. Could you help me, please?
A: Yes, we can use my van. How (7) boxes are there?
B: About twenty, I think.
A: That's no problem. Is there (8) else I can help you with?
B: No, there's (9) else. Thanks, Andy.

Prepositions

- | | |
|-----------------------------------|-----------------------------|
| attitude towards/to sb/sth | capable of doing sth |
| aware of sth | consist of sth |
| care about sb/sth | difference between |
| care for sb/sth | insist on sth |
| take care of sb/sth | cause of sth |

37

Underline the correct preposition.

- 1 My grandfather is perfectly capable of/at looking after himself.
- 2 Nobody seems to care for/about good manners these days.
- 3 Nurses care for/about the sick and injured.
- 4 The difference among/between Carl and Matthew is that Matthew has dark hair and Carl has fair hair.
- 5 The cause for/of the fire was a gas leak.
- 6 I didn't approve of his attitude in/towards his work.
- 7 He was not aware of/about the strike.
- 8 My family consists of/from myself, my parents and my sister.
- 9 He insisted in/on having a telephone in his bedroom.
- 10 Martha takes good care of/for her children.

Phrasal Verbs

- take after sb:** look or behave like a relative
- take away:** remove
- take down:** write down
- take off:** 1) remove an item of clothing (opp: put on)
2) (of aeroplanes) leave the ground
- take sb out:** take sb to a restaurant, etc.
- take over:** fill a position after sb else has left
- take up:** begin a hobby, sport, job, etc.

38

Fill in the correct particle.

- 1 I'm going to take my parents ...*out*... tonight.
- 2 Find some paper and take these details.
- 3 Sarah took jogging in order to lose weight.
- 4 Norman takes his father in appearance.
- 5 As the plane took, all the lights went out.
- 6 The new manager will take next week.
- 7 Charlie took his coat and sat down.
- 8 The dustmen are coming to take the rubbish.

Revision Box

39

Choose the correct answer.

- I know someone ...C... lives on a farm.
A which B whose C who
- We will go to the restaurant the play is over.
A while B whenever C when
- I got home, the children were already asleep.
A By the time B Until C By
- They left early be late for the competition.
A in order that B so as not to C in case
- I didn't sleep very well the storm last night.
A because of B because C as
- Take your umbrella it rains later.
A in order not to B so that C in case
- He had much experience that they gave him the job.
A so B such an C such
- she went to bed late, she wasn't tired the next day.
A But B Although C Despite
- She is pretty child!
A such a B so C such an

40

Rewrite the sentences using *have something done*.

- Jane's shoes were cleaned yesterday.
...Jane had her shoes cleaned yesterday.....
- Mr Brown's house has been decorated recently.
.....
- Simon's book is being published next month.
.....
- Cindy's kitchen window was broken in the storm.
.....
- Mrs Andrews' car is being repaired at the moment.
.....
- Daniel's new CD will be released soon.
.....
- Celia's flat is cleaned every week by Mrs O'Donnell.
.....
- Anna's purse was stolen while she was shopping.
.....

ORAL Activity

Look at the pictures and the prompts given, and compare the two houses using both/both ... and, or neither/neither ... nor, as in the example.

e.g. Both Oak Cottage and Ivy House are situated in the Barham area.



Oak Cottage

- situated in Barham area ✓
- have large gardens ✓
- have garages ✗
- have four bedrooms ✓
- are on a main road ✗
- have real fireplaces ✓



Ivy House

WRITING Activity

You are an estate agent. You have a customer who you think would be interested in the houses above, so you are writing to tell him about them. Look at the information in the Oral Activity again and complete the letter.

Dear Mr Johnson,

I am writing to inform you about two attractive properties which have recently come on the market, Oak Cottage and Ivy House. Both are situated in the Barham area. Both houses

I hope these properties will be of interest to you.

Yours sincerely,
J. White

J. White