The Good Grammar Book

WITH ANSWERS

A NEW grammar practice book for elementary to lower-intermediate students of English
authors' acknowledgements

Teachers in several countries were kind enough to try out sections of the draft material with their classes and send us their comments. These were extremely helpful, enabling us to make a large number of corrections and improvements. We are very grateful to the following individuals and institutions, and to their students:

- Renata Baranowska-Bogdan of Warsaw
- J A Cabo of the IES Villaviciosa, Spain
- Irena Dominiková of the Bell School, Prague
- Margarita Herrero of the IES Pedro Cerrada, Utebo, Spain
- Sumi Katsuura of Tokyo University of Technology
- Eimear Kelly-Włodarczyk of English Unlimited, Gdańsk, Poland
- Ewa Kubisz of the XIV L.O., Warsaw
- Takuro Mannen of Wako Kokusai High School, Saitama, Japan
- María-Jesús Martí of the IES Abat Oliba, Ripoll, Spain
- Daisy Rodrigues do Vale of the UNIT - Centro Universitário do Triângulo, Uberlândia-MG, Brazil
- Ruth Swan and the staff of The English Academy of Macerata, Italy
- Eszter Timár-Honyek of the Bell School, Budapest
- Christiane Wimmer of Munich, Germany

The book has benefited enormously from the hard work and professionalism of our editorial and design team at Oxford University Press. Our thanks to them, and to the many other OUP staff in Oxford and elsewhere who have provided help and advice. We owe a particular debt to our editor, Karl Clews, without whose meticulousness, patience, good humour and stamina this would not be nearly such a Good Grammar Book.

Finally, our thanks to Inge Bullock for keeping us organised and fed, and to our children for once again putting up with us while the writing was going on.
introduction

Who is this book for?
The Good Grammar Book is for all elementary and lower-intermediate level learners who want to improve their knowledge of English grammar.

What kind of English does the book teach?
The Good Grammar Book teaches the grammar of spoken and written British English. But it can also be used by students of American, Australian or other kinds of English – the grammatical differences are very small and unimportant.

How is the book organised?
There are 21 sections. A section covers one part of English grammar (for example: making questions and negatives; present tense verbs; problems with nouns). Each section contains a pre-test, several short units with explanations and exercises, and a ‘test yourself’ revision page.

Using the book: particular problems
If you have a particular problem with grammar (for example present tenses, the difference between should and must, or the position of adverbs), look in the index (pages 318-324) to find the right unit(s). Read the explanations and do the exercises. Check your answers in the answer key (pages 285-317).

Using the book: systematic study
If you are working without a teacher, we suggest:
1 DON’T go right through the book from beginning to end – some parts will be unnecessary for you.
2 Decide which sections you most need to study. Section 1, ‘be and have’, for example? Section 8, ‘questions and negatives’? Section 18, ‘relative pronouns’? Or other sections?
3 Choose a section, and do the pre-test at the beginning. Then look at the pre-test answers on pages 283-284. These will tell you what your problems are, and which pages to study.
4 Go to the pages that you need. Read the grammar explanations, do the exercises, and check your answers in the answer key (pages 285-317).
5 In some units there are ‘grammar and vocabulary’ exercises for students who would like to learn more words. Try these as well if you want to.
6 Go to the ‘test yourself’ page at the end of the section, and try some or all of the questions.
7 Check your answers. If you still have problems, look at the explanations again.

If you know everything in the book, will you speak perfect English?
No, sorry!
1 Not many people learn foreign languages perfectly. (And not many people need to.) But this book will help you to speak and write much more correctly.
2 Books like this give short practical explanations. They cannot tell you the whole truth about English grammar. If you follow the rules in The Good Grammar Book, you will not make many mistakes. But if you want more complete information about difficult points, you need to get a higher-level book (perhaps later, when your English is more advanced).
3 Grammar is not the only important thing in a language. You also need a wide vocabulary, and – very important – you need a lot of practice in listening and speaking, reading and writing. Remember: this is a grammar practice book, not a complete English course.

We hope that you will enjoy using our book.

With our best wishes for your progress in English

[Signature]

Catherine Walter
words for talking about grammar

active and passive: I see, she heard are active verbs; I am seen, she was heard are passive verbs.

adjectives: for example big, old, yellow, unhappy.
adverbs: for example quickly, completely, now, there.
affirmative sentences or statements are not questions or negatives – for example I arrived.

articles: a/an ('indefinite article'); the ('definite article').
affirmative sentences or statements are not questions or negatives – for example I arrived.

auxiliary verbs are used before other verbs to make questions, tenses etc – for example do you think; I have finished, she is working. See also modal auxiliary verbs.
comparatives: for example older, better, more beautiful, more slowly.
conjunctions: for example and, but, because, while.
consonants: see vowels.
contractions: short forms like I'm, you're, he'll, don't.
conversational: see formal.
countable nouns: the names of things we can count – for example one chair, three cars; uncountable (or 'mass') nouns: the names of things we can't count, like oil, rice.
determiners: words like the, some, many, my, which go before (adjective +) noun.
double letters: pp, tt, ee etc.
formal, informal, conversational: We use formal language with strangers, in business letters etc: for example 'Good afternoon, Mr Parker. May I help you?' We use informal or conversational language with family and friends: for example 'Hi, John. Want some help?'

future verbs: for example I will go, Ann is going to write to us.

imperatives: forms like Go home, Come and sit down, Don't worry, which we use when we tell or ask people (not) to do things.

indirect speech: the grammar that we use to say what people say or think: for example John said that he was tired.
infinities: (to) go, (to) sleep etc.
informal: see formal.
-ing forms: going, sleeping etc.
irregular: see regular.
leave out: If we say Seen John?, we are leaving out Have you.
modal verbs or modal auxiliary verbs: must, can, could, may, might, shall, should, will and would.
negative sentences are made with not: for example I have not seen her.
nouns: for example chair, oil, idea, sentence.
object: see subject.
opposite: hot is the opposite of cold; up is the opposite of down.
past perfect tense: see perfect tenses.
past progressive tense: see past tenses.
past tenses: for example went, saw, stopped (simple past); was going, were eating (past progressive).
past participles: for example gone, seen, stopped.
perfect tenses: forms with have/has/had + past participle: for example I have forgotten (present perfect); It has been raining (present perfect progressive); They had stopped (past perfect).
plural: see singular.
possessives: for example my, your; mine, yours; John's, my brothers'.
prepositions: for example at, in, on, between.
present participles: for example going, sleeping etc (also called ing forms).
present perfect tenses: see perfect tenses.

present tenses: for example He goes (simple present); She is walking (present perfect progressive).
progressive (or 'continuous'): for example I am thinking (present progressive); They were talking (past progressive).

pronouns: for example I, you, anybody, themselves.

question tags: for example isn't it?, doesn't she?

reflexive pronouns: myself, yourself etc.

regular: plurals like cats, buses; past tenses like started, stopped; irregular: plurals like teeth, men, children; past tenses like broke, went, saw.

relative pronouns: who, which and that when they join sentences to nouns: for example The man who bought my car.

sentence: A sentence begins with a capital letter (A, B etc) and ends with a full stop (.), like this one.

simple past tense: see past tenses.

simple present tense: see present tenses.

singular: for example chair, cat, man; plural: for example chairs, cats, men.

spelling: writing words correctly: for example, we spell necessary with one c and double s.

subject and object: In She took the money, everybody saw her, the subjects are she and everybody; the objects are the money and her.

superlatives: for example oldest, best, most beautiful, most easily.

tense: She goes, she is going, she went, she was going, she has gone are different tenses.

third person: words for other people, not I or you: for example she, them, himself, John, has, goes.

uncountable nouns: see countable nouns.

verbs: for example sit, give, hold, think, write.

vowels: a, e, i, o, u and their usual sounds; consonants: b, c, d, f, g etc and their usual sounds.

other useful words

Here are some other words that are used in this book. Find them in your dictionary and write the translations here.

action ..............................................
choose ...........................................
common .........................................
complete (verb) ..................................
correct ...........................................
description ......................................
difference ........................................
event ...............................................
exclamation .......................................
explain ............................................
expression ........................................
form (noun) ......................................
go on, happen ...................................
in general .........................................
introduction .....................................
join ..................................................
mean (verb) ......................................
meaning .......................................... 
necessary .........................................
news ............................................... 
normal ............................................
normally .........................................
particular ........................................
plan ............................................... 

polite .............................................
politely ...........................................
possibility ....................................... 
possible .......................................... 
practise .......................................... 
predict .......................................... 
prefer .............................................
probable ......................................... 
pronounce ....................................... 
pronunciation .................................. 
repeat .............................................
report .............................................
revision .......................................... 
rule ............................................... 
section .......................................... 
similar ...........................................
situation ........................................ 
stressed (pronunciation) ..................... 
structure ........................................
unnecessary .....................................
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use (noun) ....................................... 
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SECTION 1  *be and have*

**Grammar summary**

*be (am/are/is/was/were)*
- We can use adjectives, nouns or expressions of place after *be.*
  - She is late.
  - I’m hungry.
  - Are you a doctor? 
  - Is everybody here?
- We use a special structure with *be – there is* – to introduce things: to say that they exist.
  - There’s a strange woman at the door.
  - There are some letters for you.
- *Be* can be an auxiliary verb in progressive tenses (see page 21) and passives (see page 93).
  - She is working.
  - It was made in Hong Kong.

*have (have/has/had)*
- We can use *have* or *have got* to talk about possession, relationships and some other ideas.
  - Do you *have* a car? 
  - I don’t *have* any brothers or sisters. 
  - Ann *has got* a headache.
- And we can use *have* to talk about some kinds of actions.
  - I’m going to *have a shower.*
  - What time *do you have breakfast?*
- *Have* can also be an auxiliary verb in perfect tenses (see Section 5).
  - I *haven’t seen* her all day.
  - We knew that he *had taken* the money.

**Pre-test: which units do you need?**

Try this small test. It will help you to decide which units you need. The answers are on page 283.

1. Circle the correct answer.
   - 1 am / are tired.
   - 1 Mary is / has very happy today.
   - 2 Are / Have / Do you hot?
   - 3 There is / It is a new secretary in the office.
   - 4 Had you / Did you have a good journey?

2. Correct (✓) or not (✗)?
   - 1 I don’t had lunch today. ✗
   - 1 I’m not ... I amn’t ... he’s not ... he isn’t ... 
   - 2 I not had lunch today. ...
   - 3 Do you got a car? ...
   - 4 My friends was late. ...
   - 5 I don’t have many friends. ...

3. Make questions.
   - 1 The train was late. ... **Was the train late?**
   - 1 All the family will be at home. ..............................................................
   - 2 There will be a meeting tomorrow. ............................................................
   - 3 Phil has got a headache. ...........................................................
   - 4 Ann had a lesson yesterday. .................................................................

*To be or not to be, that is the question.*
(Shakespeare: Hamlet)

*Is there life before death?*
(Seamus Heaney)

*There’s a thin man inside every fat man.*
(George Orwell)

*You can have it all, but you can’t do it all.*
(Michelle Pfeiffer)

*If you’ve got everything, you’ve got nothing.*
(Leni MacShaw)
I am happy today. Are we late?

Put in *am, are* or *is*.

1. You are late.
2. We are very well.
3. My sister is a doctor.
4. John and Ann are in America.

In conversation and informal writing, we use contractions:

- I'm you're he's she's it's John's the train's we're they're

*Example:*

I'm a doctor. You're late. John's in London. The shop's open. We're ready.

Write these sentences with contractions.

1. Ann is ill. Ann's ill.
2. We are all tired.
3. They are here.
4. I am very well.
5. I think you are tired.
6. Our house is very small.

To make questions with *be*, we put the verb before the subject.

**STATEMENT:**

<table>
<thead>
<tr>
<th>I am late.</th>
<th>The taxi is here.</th>
<th>We are late.</th>
<th>Your keys are in the car.</th>
</tr>
</thead>
</table>

**QUESTION:**

<table>
<thead>
<tr>
<th>Am I late?</th>
<th>Is the taxi here?</th>
<th>Are we late?</th>
<th>Are my keys in the car?</th>
</tr>
</thead>
</table>

Make questions.

1. Bill / Scottish: Is Bill Scottish?
3. John / in bed: Is John in bed?
4. The boss / in Japan: Is the boss in Japan?
5. His car / fast: Is his car fast?

Do you know all these question words?

- who
- what
- when
- where
- why
- how

**Example:**

- Who's that? 'It's my brother.'
- Where are Joe and Ann? 'In London.'
- Your name? 'Maria.'
- My glasses? 'Here.'
- Your English teacher? 'Mrs Allen.'
- You late? 'My watch is broken.'
- The exam? 'On Tuesday.'
- Your mother? 'Very well, thanks.'
To make negative (\(\neg\)) sentences with be, we put not after am/are/is or \(\neg m\), \(\neg e\), \(\neg s\).

I am not Scottish. We are not ready. I'm not tired. She's not here. They're not my friends.

We can also make contractions with \(\neg t\): you aren't, she isn't, etc (BUT NOT \(\neg t m\n't\)).

5 Write negative (\(\neg\)) ends for the sentences.

- It’s winter, but (\(\neg\) cold) it isn’t cold.................................
- I’m Greek, but (\(\neg\) from Athens) I’m not from Athens.................................
- She’s tired, but (\(\neg\) ill) .................................................................
- They are in England, but (\(\neg\) in London) ..................................................
- You’re tall, but (\(\neg\) too tall) .................................................................
- We are late, but (\(\neg\) very late) ..................................................
- It’s summer, but (\(\neg\) hot) .................................................................
- I’m a student, but (\(\neg\) at university) ..................................................

We often use be with: hungry, thirsty, cold, hot, right, wrong, afraid, interested, what colour?, what size? And we use be with ages.

Have you got anything to eat? I’m hungry. I’m cold. It’s very hot here in summer.
‘It’s late.’ ‘You’re right. Let’s go.’ Are you afraid of spiders? What colour is her hair?
What size are your shoes? ‘How old are you?’ ‘I’m 17.’ I’m interested in politics.

6 Complete the sentences under the pictures.

- She is hungy. 1 He .......................... 2 She .......................... 3 ...................... 4 It ..........................

7 Put in words from the box.

afraid / colour    interested    right    size

- He is a big man, but he is afraid of her. 3 What ...................... is your car?
- You think I’m wrong, but I know I’m .................. 4 Sorry, I’m not ...................... in her problems.
- What .................. – small, medium or large?

8 Read the text, and then write about yourself.

His name’s Noureddin. He’s from Rabat, in Morocco. He’s a student. He’s 21. He isn’t married. He’s interested in music and politics. He isn’t interested in sport.

My name’s .................................................................
...........................................................................
...........................................................................
...........................................................................
...........................................................................
Where were you?  I was in Glasgow.

<table>
<thead>
<tr>
<th>Subject Pronoun</th>
<th>Verb Form</th>
<th>Subject Pronoun</th>
<th>Verb Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was</td>
<td>you were</td>
<td>he/she/it was</td>
<td>we were</td>
</tr>
<tr>
<td>was</td>
<td>were you</td>
<td>was he/she/it?</td>
<td>was we?</td>
</tr>
<tr>
<td>was not</td>
<td>you were not</td>
<td>he/she/it was not</td>
<td>we were not</td>
</tr>
<tr>
<td>were</td>
<td>they were</td>
<td>were they?</td>
<td>were they</td>
</tr>
</tbody>
</table>

Contractions: wasn't, weren't

Where were you yesterday?  My mother was a singer.  I wasn't well last week.

1 Put in was or were.

> In summer 1990 I was in Brazil.

1 'We were very happy to see you yesterday.'  'And I wasn't happy to see you.'

2 Lunch was OK, but the vegetables weren't very good.

3 I can't find my keys.  They were here this morning.

4 It was cold and dark, and we were tired.

5 My grandmother was a doctor, and her three children were all doctors too.

6 'Were you in London yesterday?'  'No, I wasn't in Glasgow.'

7 'When were your exam?'  'It wasn't yesterday.'

2 Put the words in the correct order to make questions.

> Ann at home yesterday was Ann at home yesterday?

1 good party was the good party was the

2 people were the interesting people were the interesting

3 teacher father your was a teacher father your was a

4 everybody was late everybody was late

5 John’s brother school was with at you John’s brother school was with at you

3 Put in wasn’t or weren’t and words from the box. Make sure you understand actually. Use a dictionary if necessary.

- a teacher in England interesting
- late well with Anna

> The lesson wasn’t interesting.

Actually, it was very boring.

1 You actually, actually, you arrived 10 minutes early.

2 My father actually, he worked as a bus driver.

3 I actually, yesterday.

Actually, I was with Susan.

4 The children yesterday.  The doctor came to see them.

5 We last week.

We went to Scotland for a few days.

> For the present perfect of be (I have been etc), see page 61.
be: future  The bus will be full.

<table>
<thead>
<tr>
<th>I/you/he/she/it/we/they will be</th>
<th>will I/you/she etc be?</th>
<th>I/you/he etc will not be</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contractions: I'll, you'll etc; won't (= will not)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- It will be cold this evening. I'll be at home all day tomorrow.
- Where will we be ten years from now? The exam won't be difficult.

1 Look at the table and complete the text.

<table>
<thead>
<tr>
<th>Tomorrow (It will be)</th>
<th>very hot in Cairo.</th>
</tr>
</thead>
<tbody>
<tr>
<td>It</td>
<td>hot in</td>
</tr>
<tr>
<td></td>
<td>warm in</td>
</tr>
<tr>
<td></td>
<td>cold in</td>
</tr>
<tr>
<td></td>
<td>very cold in</td>
</tr>
</tbody>
</table>

2 Change these sentences to affirmative (+) or negative (−).

- The bus will not be full.  The bus will be full.
- She'll be late.  She won't be late.
- I'll be sorry.  I won't be sorry.
- It will not be hot.  It will be hot.
- We won't be at home.  We will be at home.
- The shops will be closed.  The shops will be open.
- He'll be in Scotland.  He won't be in Scotland.
- Ann will be at school.  Ann won't be at school.

To make future questions with be, we put will before the subject.

STATEMENT +:  We will be late.  Her brother will be here at 10.00.  The bus will be full.

QUESTION -:  Will we be late?  When will her brother be here?  Will the bus be full?

3 Make questions with will ... be ...?

- you / at home / this evening  Will you be at home this evening?
- when / lunch / ready  When will lunch be ready?
- 1 when / your father / in England  1 when / your father / in England?
- 2 Ann / at the party / with John  2 Ann / at the party / with John?
- 3 everybody / here / at 8.00  3 everybody / here / at 8.00?
- 4 the train / late / again  4 the train / late / again?
- 5 when / Joe and Mary / in the office  5 when / Joe and Mary / in the office?
- 6 the weather / good / tomorrow  6 the weather / good / tomorrow?
- 7 where / you / on Tuesday  7 where / you / on Tuesday?

4 Complete the sentences.

1 (your age) This year I am ...  In 2000 I ...
   Last year I ...  Next year I ...  In 20... I ...
2 (a friend's age) This year he/she ...
   Last year ...  Next year ...  In 20... ...
there is  There's a dog in the garden.

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PAST</th>
</tr>
</thead>
<tbody>
<tr>
<td>there is</td>
<td>there was</td>
</tr>
<tr>
<td>there are</td>
<td>there were</td>
</tr>
<tr>
<td>is there?</td>
<td>was there?</td>
</tr>
<tr>
<td>are there?</td>
<td>were there?</td>
</tr>
<tr>
<td>there is not</td>
<td>there was not</td>
</tr>
<tr>
<td>there are not</td>
<td>there were not</td>
</tr>
</tbody>
</table>

Constructions: there's; isn't, aren't, wasn't, weren't

We use there is, there are etc to say that something or somebody exists.
We often use there is, there are etc before a/an, some and any.

There's a dog in the garden. (NOT A dog is in the garden.)
Is there any milk in the fridge? (NOT Is any milk ...?)
Were there any phone calls? (NOT Were any phone calls?)

1 Make some sentences with words from the three boxes, using there is etc.

There is/are a lot of
There isn't much
There aren't many
There isn't/aren't any
There wasn't/weren't any

- water
- air
- grass
- dogs
- elephants
- trees
- cars
- people
- computers
- (you think of some more
  things)

in Africa
in the USA
in Antarctica
in London
on the moon
in 1600
(you think of some more
places or times)

To make questions with there is etc, we put is etc before there.

STATEMENT 4: There is a letter for you. There were some problems. William says there are six eggs.

QUESTION 7: Is there a letter for me? Were there any problems? How many eggs are there?

2 Make present or past questions with there is etc.

- any fruit juice in the fridge (present)  ...Is there any fruit juice in the fridge?
- any letters for me (past)  ...Were there any letters for me?
- how many people / in your family (present)  ...How many people are there in your family?
1 a doctor here (present)  MLP
2 any trains to London this evening (present)  MLP
3 much money in your bank account (present)  MLP
4 how many students / in your class (present)  MLP
5 a special price for students (past)  MLP
6 any mistakes in my letter (past)  MLP
7 many children at the swimming pool (past)  MLP
8 how many people / at the party (past)  MLP
FUTURE: + there will be  there will be?  there will not be
Contractions: there’ll; won’t (= will not)

3 Here is some information about an English town. Write sentences using there is etc.

<table>
<thead>
<tr>
<th></th>
<th>1960</th>
<th>NOW</th>
<th>2050</th>
</tr>
</thead>
<tbody>
<tr>
<td>people</td>
<td>300,000</td>
<td>500,000</td>
<td>800,000</td>
</tr>
<tr>
<td>cinemas</td>
<td>11</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>theatres</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>nightclubs</td>
<td>0</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>restaurants</td>
<td>50</td>
<td>76</td>
<td>120</td>
</tr>
<tr>
<td>hotels</td>
<td>35</td>
<td>130</td>
<td>180</td>
</tr>
<tr>
<td>supermarkets</td>
<td>0</td>
<td>23</td>
<td>200</td>
</tr>
<tr>
<td>universities</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

4 Write questions about life in the year 2100, with Will there be ...?
   1 (cars)  Will there be cars?        4 (different countries)
   2 (trains)  Will there be trains?             5 (governments)
   3 (computers)  Will there be computers?        6 (your question)

We don’t use it is like there is. We usually use it is for something that we have already talked about, or that people already know about.

There’s a car outside. It’s a Ford. (NOT It’s-a-car-outside.)

5 Circle the correct form.
   1 It’s / There’s a new bookshop in East Street.
   2 ‘Whose is that dog?’ It’s / There’s mine.’
   3 Is it / there a bus stop in this street?
   4 There isn’t / It isn’t a supermarket here.
   5 ‘What’s that?’ It’s / There’s my new calculator.’
   6 ‘How’s your new job?’ It’s / There’s interesting.’

6 GRAMMAR AND VOCABULARY: houses
Read the advertisement with a dictionary and complete the sentences.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>There are two floors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a modern kitchen.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 living room.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 study.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 cloakroom.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Price: £250000
ref.no.671749

Large new house situated in the village of Wickfield.

Modern kitchen, large living room, small study, downstairs cloakroom and shower room, 4 bedrooms, 2 bathrooms, gas central heating, double garage, large garden.

☞ For the present perfect (there has/ have been), see Section 5.
**have with do**  **do you have?**  **I don’t have**

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PAST</th>
</tr>
</thead>
<tbody>
<tr>
<td>I / you / we / they <strong>have</strong></td>
<td>he / she / it <strong>has</strong></td>
</tr>
<tr>
<td>do I / you / we / they <strong>have</strong>?</td>
<td>does he / she / it <strong>have</strong>?</td>
</tr>
<tr>
<td>I / you / we / they <strong>do not have</strong></td>
<td>he / she / it <strong>does not have</strong></td>
</tr>
</tbody>
</table>

Contractions: don’t, doesn’t, didn’t

We can use *have* to talk about possession, family (and other) relationships and illnesses.

I have a new car.  Ann has two sisters.  Pete has a nice girlfriend.  Joe had a cold last week.

We also say that people have hair, eyes etc; and that things have parts.

You have beautiful eyes.  Our old car only had two doors, but the new one has four.

1 Circle the correct form.
   - John has two brothers.
   - Mary has had a cold yesterday.
   - My father / My parents has two cars.
   - We all / Sally have blue eyes.
   - I have / had a headache yesterday evening.

2 Make questions (†) or negatives (‡) with *do*/*does*/did + infinitive (without to).

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>QUESTION</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have the keys. Joe has a car. Ann had a cold.</td>
<td>Do I have the keys? Does Joe have a car? Did Ann have a cold?</td>
<td>I do not have the keys. Joe doesn’t have a car. Ann didn’t have a cold.</td>
</tr>
</tbody>
</table>

3 Make sentences about Ann when she was six.
   - a bicycle † Did she have a bicycle? † a dog ‡ She didn’t have a dog.
   - a computer †
   - very fair hair †
   - lots of friends †
   - many nice clothes ‡
   - her own room ‡
4 Write sentences about yourself with *I had* and *I didn't have*.

1. When I was a child, I had ..............................................................
2. When I was a child, I didn't have ....................................................
3. ..............................................................
4. ..............................................................

FUTURE

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="image" /></td>
<td>I/you/he/she/it/we/they will have</td>
</tr>
<tr>
<td><img src="image2.png" alt="image" /></td>
<td>will I/you/he etc have?</td>
</tr>
<tr>
<td><img src="image3.png" alt="image" /></td>
<td>I/you/he etc will not have</td>
</tr>
</tbody>
</table>

Constructions: *I'll*, *you'll* etc; *won't* (= *will not)*

We use *will* (not) have to talk about the future.

One day, everybody *will have* enough food. Mary says that she *won't have* children.

To make future questions with *have*, we put *will* before the *subject*.

**STATEMENT**: John *will have* a car soon. The baby *will have* blue eyes.

**QUESTION**: Will John *have* a car soon? Will the baby *have* blue eyes?

5 Read the text and complete the sentences about John's future.

This year, John doesn’t have money, a job, a house, a girlfriend, a suit or a car.
He has a small room, a bicycle, old clothes, a guitar and a cat. But next year:

1. more money + ..............................................................
2. a small room – ..............................................................
3. a cat ? ..............................................................
1. a job + ..............................................................
2. a bicycle – ..............................................................
3. a car + ..............................................................
4. a house ? ..............................................................
5. a girlfriend ? ..............................................................
6. old clothes – ..............................................................
7. a suit + ..............................................................
8. a guitar ? ..............................................................

6 GRAMMAR AND VOCABULARY: relations
Put in words from the box. Use a dictionary if necessary.

<table>
<thead>
<tr>
<th>uncle</th>
<th>aunt</th>
<th>cousin</th>
<th>niece</th>
<th>nephew</th>
</tr>
</thead>
</table>

1. Bill’s sister has three daughters and a son, and Bill’s brother has three sons. So Bill has three 
   nieces and four ...........................................
2. Bill’s father has two brothers, both married; and his mother has two sisters, one married. So Bill 
   has three ........................................... and four ...........................................
3. Bill’s uncles and aunts have eight children. So Bill has .............................................
4. And you? I have .............................................

For auxiliary *have*, see page 52.
For *have a bath* etc, see page 11.
For *have got*, see page 10.
For the present perfect (*I have had*), see page 52.
For more about future tenses, see Section 3.
have without do: have got

Have you got a cat?

| I / you / we / they have got | he / she / it has got
| have I / you etc got? | has he / she / it got?
| I / you etc have not got | he / she / it has not got

Contractions: I've, he's, etc; haven't, hasn't

We often use got with have, especially in the present. This does not change the meaning: we use have got like have / has to talk about possession etc.

I have got is the same as I have.

Have you got? is the same as Do you have? (We don’t use do / does with have got.)

She hasn’t got is the same as She doesn’t have.

I’ve got a cat. (more natural than I have a cat) Has she got a dog? (NOT Does she have got...)

I haven’t got a car. She’s got a sister. You’ve got beautiful eyes. Have you got a cold?

1 Write about John’s possessions etc.
   - a bicycle: ✓ John’s got a bicycle.
   - suits: 2 He’s got two suits.
   - a horse: X He hasn’t got a horse.
   - any children: X He hasn’t got any children.
   - 1 brothers: 2
   - 2 a car: X
   - 3 dogs: 3
   - 4 a dictionary: ✓
   - 5 long hair: X
   - 6 any sisters: X

2 Write four sentences about your possessions etc. Use words from Exercise 1.
   1 I’ve got ...
   2 ...
   3 ...
   4 ...

To make questions (2) with have got, we put have / has before the subject.

STATEMENT 3:
   I have got a cold.
   Eric’s got a fast car.
   Sue and Joe have got tickets.

QUESTION 2:
   Have you got a cold?
   Has Eric got a fast car?
   Have Sue and Joe got tickets?

3 Ann and Bill have got a lot of money. Ask questions with have got.
   - they / big house
   - they / big garden
   - Ann / good job
   - Bill / big car
   - they / plane
   - they / any horses

Past forms (I had got, etc) are unusual. We don’t use got in the future.

She had a fast car. (more natural than She had got a fast car.) I will have. (NOT I will have got)

For auxiliary have, see page 52.
For a bath etc, see page 11.
**have: actions** He's having a shower.

**GRAMMAR AND VOCABULARY: common expressions with have (use a dictionary if necessary)**

- have breakfast, lunch, dinner, (a cup of) tea/coffee, a drink, something to eat/drink
- have eggs/toast for breakfast, have fish for lunch, etc.
- have a wash, a shower, a bath
- have a good time, a bad day, a nice evening, a party, a holiday, a game
- have a good flight/trip/journey etc.
- have a conversation
- have a baby

We use have in a lot of common expressions to talk about actions. (We don’t use have got like this.)

I usually have breakfast at seven o’clock. (NOT I have got breakfast...) I’m going to have a shower.

Would you like to have something to eat? If Bill comes this weekend we’ll have a party.

Mary had a baby in June. Are you having a good time? ‘Have a good flight.’ ‘Thanks.’

1. Complete the sentences. Use have, has or had with words from the box.

- The people next door had a party last night and I couldn’t sleep.
- I usually have breakfast at seven o’clock. (NOT I have got breakfast...) I’m going to have a shower.
- Mary had a baby in June.
- Are you having a good time? ‘Have a good flight.’ ‘Thanks.’

2. Make questions (?) and negatives (≠).

- (good time ?) ‘We went to Paris yesterday.’ Did you have a good time?
- (breakfast ≠) I got up late this morning, so I didn’t have breakfast.
- 1 (lunch ?) What time on Sundays?
- 2 (good trip ≠) Ann was in America last week.
- 3 (shower ≠) The hotel bathroom was very dirty, so I didn’t have a shower.
- 4 (good flight ?) Welcome to England, Mr García.
- 5 (good game ?) ‘Bill and I played tennis this morning.
- 6 (coffee ≠) before I go to bed.
2 Write these sentences with contractions.
1. John is tired. John's tired.
2. They were not ready.
3. We are all here.
4. I am not a student.
5. Where is your house?

3 Circle the correct answers.

1. / Are your brother at home?
2. Where / Who / How is the station?
3. I / We was in London yesterday.
4. Are / Have you thirsty?

4 Change the sentences to questions or negatives.

1. There's a taxi outside. ?
2. Chris has got a headache. ?
3. Joe has a car. ?
4. Ann has a meeting yesterday. ?
5. I had coffee for breakfast. ?
6. There will be an English lesson tomorrow. ?
7. I'm hungry. ?
8. Ann's got a new car. ?
9. She had a nice time at the party. ?
10. The house has got a big garden. ?

5 Correct (✓) or not (✗)?

1. I don't had breakfast today. ✗
2. Do you got a bicycle? ...
3. Had you a good journey? ...
4. Jane is having a shower. ...

6 Put in a suitable affirmative (+) or negative (−) form of be or have.

Helen 1 fourteen. She 2 interested in the lessons - there 3 only two teachers that she doesn't like - and she 4 got lots of friends. (Two years ago she 5 at a different school; the lessons 6 very good, and she 7 many friends, so she 8 very unhappy.) The school 9 twenty km from Helen's house, so she gets up early. She 10 a quick wash, and then she 11 breakfast - cereal and fruit juice if she 12 hungry. There 13 a school bus, but if it 14 very cold her mother takes her by car. In the evenings she 15 much difficulty with this, so she usually finishes quickly. Then she 16 supper. At ten o'clock she 17 a bath and goes to bed. On Saturdays and Sundays she gets up at 12.00, 18 a quick lunch and goes straight to her computer games.
SECTION 2 present tenses

grammar summary

| SIMPLE PRESENT: I work, she works, he doesn't work, etc | PRESENT PROGRESSIVE: I am working, she is working, he isn't working, etc |

English has two ‘present’ tenses.
- We use the simple present mostly to talk about things that are always true, and things that happen repeatedly.
  Dogs eat meat. My grandmother lives in Brighton. I work every Saturday.
- We use the present progressive (or ‘present continuous’) to talk about things that are happening just around the time when we speak.
  Look! The dog's eating your shoe. I'm working hard these days.
- We can also use the present progressive to talk about the future (see page 34).
  I'm seeing Lucy tomorrow.

pre-test: which units do you need?

Try this small test. It will help you to decide which units you need. The answers are on page 283.

Correct (√) or not (X)?

1. Look! It rains! X
   1. I'm getting tired. ...
   2. I'm watching TV every evening. ...
   3. 'What are you doing?' 'I'm reading.' ...
   4. Andy always drive too fast. ...
   5. John flies to New York every Monday. ...
   6. I do not want to see that film. ...
   7. Where do she works? ...
   8. Where does she works? ...
   9. Where does your sister live? ...
  10. Where do the manager and his wife live? ...
  11. What you are doing? ...
  12. I'm not knowing her address. ...

Songs of the 20th Century

I like myself
I believe in love
She's leaving home
Am I asking too much?
Is she really going out with him?
Where are you going?
Smoke gets in your eyes
I love Paris in the springtime

She loves me
She loves you
I'm crying
I'm flying
Why do I love you?
Why do fools fall in love?
Why do lovers break each other's hearts?
I don't want to do it
simple present* affirmative  

I work; you work; she works

<table>
<thead>
<tr>
<th>Verb</th>
<th>Present Simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>work</td>
<td>works</td>
</tr>
<tr>
<td>live</td>
<td>lives</td>
</tr>
<tr>
<td>stop</td>
<td>stops</td>
</tr>
<tr>
<td>I</td>
<td>work</td>
</tr>
<tr>
<td>you</td>
<td>work</td>
</tr>
<tr>
<td>she</td>
<td>works</td>
</tr>
<tr>
<td>I</td>
<td>live</td>
</tr>
<tr>
<td>you</td>
<td>live</td>
</tr>
<tr>
<td>she</td>
<td>lives</td>
</tr>
<tr>
<td>I</td>
<td>stop</td>
</tr>
<tr>
<td>you</td>
<td>stop</td>
</tr>
<tr>
<td>she</td>
<td>stops</td>
</tr>
<tr>
<td>we</td>
<td>work</td>
</tr>
<tr>
<td>they</td>
<td>work</td>
</tr>
<tr>
<td>we</td>
<td>live</td>
</tr>
<tr>
<td>they</td>
<td>live</td>
</tr>
<tr>
<td>we</td>
<td>stop</td>
</tr>
<tr>
<td>they</td>
<td>stop</td>
</tr>
<tr>
<td>they</td>
<td>stop</td>
</tr>
</tbody>
</table>

I work in a bank.  
You live near my brother.  
We stop the lessons at 5.00.

How to make he/she/it forms:

- most verbs: + -s  
  work → works  
  know → knows  
  rain → rains
- -s, -sh, -ch, -x: + -es  
  pass → passes  
  wash → washes  
  teach → teaches  
  mix → mixes
- exceptions:  
  go → goes  
  do → does  
  have → has

1. Write the he/she/it forms.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Present Simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>catch</td>
<td>catches</td>
</tr>
<tr>
<td>come</td>
<td>comes</td>
</tr>
<tr>
<td>cook</td>
<td>cooks</td>
</tr>
<tr>
<td>drink</td>
<td>drinks</td>
</tr>
<tr>
<td>fetch</td>
<td>fetches</td>
</tr>
<tr>
<td>fix</td>
<td>fixes</td>
</tr>
<tr>
<td>live</td>
<td>lives</td>
</tr>
<tr>
<td>miss</td>
<td>misses</td>
</tr>
<tr>
<td>push</td>
<td>pushes</td>
</tr>
<tr>
<td>read</td>
<td>reads</td>
</tr>
<tr>
<td>run</td>
<td>runs</td>
</tr>
<tr>
<td>smoke</td>
<td>smokes</td>
</tr>
<tr>
<td>stand</td>
<td>stands</td>
</tr>
<tr>
<td>start</td>
<td>starts</td>
</tr>
<tr>
<td>touch</td>
<td>touches</td>
</tr>
<tr>
<td>watch</td>
<td>watches</td>
</tr>
<tr>
<td>wish</td>
<td>wishes</td>
</tr>
<tr>
<td>write</td>
<td>writes</td>
</tr>
</tbody>
</table>

Verbs ending in -y:

- vowel + y  
  -ay, -ey, -oy, -uy: + -s  
  say → says
- consonant + y  
  -dy, -ly, -py, -ry, etc: -y → -ies  
  fly → flies

2. Write the he/she/it forms.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Present Simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>buy</td>
<td>buys</td>
</tr>
<tr>
<td>carry</td>
<td>carries</td>
</tr>
<tr>
<td>copy</td>
<td>copies</td>
</tr>
<tr>
<td>enjoy</td>
<td>enjoys</td>
</tr>
<tr>
<td>fry</td>
<td>fries</td>
</tr>
<tr>
<td>marry</td>
<td>marries</td>
</tr>
<tr>
<td>play</td>
<td>plays</td>
</tr>
<tr>
<td>stay</td>
<td>stays</td>
</tr>
<tr>
<td>study</td>
<td>studies</td>
</tr>
<tr>
<td>try</td>
<td>tries</td>
</tr>
</tbody>
</table>

3. Put the words in the correct order.

> eats dog too your much  
Your dog eats too much.
1. live I that house in
2. bank Ann in a works
3. badly violin plays the very Susan
4. Scotland those from children come
5. young very look you

4. Circle the correct answers.

> We / My friend always wear old clothes.
> You / John always wears nice clothes.
1. We all / The boss thinks you’re wonderful.
2. I / Catherine want a new job.
3. Bread / Books costs a lot.
4. Andy / Andy and Pete sings very well.
5. Mary / Mary and Ian like parties.
6. You / She drive too fast.
7. Our cat / Our cats never catches mice.
8. That child / Children makes a lot of noise.
9. That bus / All those buses go to the station.
10. My father / My mother and father teaches English.

* Also called 'present simple'
simple present: use  

I work in a bank.

We use the simple present to talk about:
- things that are always true.
  The sun rises in the east. My parents live near Dover.
- habits and things that happen repeatedly
  Joe plays golf on Saturdays.

We often use the simple present with words that tell you how often: for example always, never, often, sometimes, usually, once a day, twice a week, every year, all the time.

She always forgets my birthday. I often get headaches. You never listen to me.

We play basketball twice a week. It rains all the time here.

1 Complete the sentences with the correct forms of verbs from the boxes.

<table>
<thead>
<tr>
<th>ask</th>
<th>get up</th>
<th>go</th>
<th>make</th>
<th>play</th>
<th>speak</th>
</tr>
</thead>
</table>

- Peter always ...gets up... late on Sundays.
1 Ann and John sometimes ................. tennis at weekends.
2 My mother often ................. French at home.
3 Small children ................. questions all the time.
4 Sarah ................. to Oxford to see her mother twice a week.
5 I ................. more mistakes in English when I'm tired.

<table>
<thead>
<tr>
<th>say</th>
<th>sit</th>
<th>try</th>
<th>wash</th>
<th>watch</th>
</tr>
</thead>
</table>

6 Andy always ................. his clothes on Saturdays.
7 That child never ................. 'Thank you.'
8 He ................. in the same chair every evening.
9 She ................. to go skiing every year.
10 My father ................. TV most evenings.

2 GRAMMAR AND VOCABULARY: seven useful things

Use a dictionary if necessary. Put the beginnings and ends together. Put -(e)s on the verb if necessary.

| 1 A dishwasher wash... | A clothes... |
| 2 A cooker make... | B food cool... |
| 3 Freezers keep... | C food hot... |
| 4 A fridge keep... | D food very cold... |
| 5 Washing machines wash... | E copies of papers... |
| 6 Photocopiers make... | F plates, cups, etc... |
| 7 A camera take... | G photographs... |

We do not use a present tense to talk about how long something has lasted (see page 61).

I have known her since 1990. (NOT I know her since 1990.)

> For word order with words like always, often, sometimes, see page 204.
simple present questions  Do you remember me?

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know</td>
<td>Do I know?</td>
</tr>
<tr>
<td>You think</td>
<td>Do you think? (NOT Think you?)</td>
</tr>
<tr>
<td>He likes</td>
<td>Does he like? (NOT Does he likes?)</td>
</tr>
<tr>
<td>She remembers</td>
<td>Does she remember?</td>
</tr>
<tr>
<td>It helps</td>
<td>Does it help?</td>
</tr>
<tr>
<td>We want</td>
<td>Do we want?</td>
</tr>
<tr>
<td>They understand</td>
<td>Do they understand?</td>
</tr>
</tbody>
</table>

1 Put in do or does.
- Do you know my friend Andy?
- Do this bus go to Cambridge?
- Ann want to come with us?
- your parents live near here?

2 Make questions.
- They smoke. Do they smoke?
- Ann teaches French. Does Ann teach French?
- The Oxford bus stops here.
- The teachers know her.
- You play the piano.
- John works in a restaurant.
- This train stops at York.
- We need more eggs.
- Mary likes parties.
- Peter speaks Spanish well.

Do you know all these question words?
what when where who why how much how many what time

What do you think? (NOT What think you?) Where does Lucy live? (NOT Where lives Lucy?)
How much does this cost? (NOT How much this costs?)
What time does the train leave? (NOT What time the train leaves?)

3 Choose the correct subject.
- How much does the ticket cost? (the ticket / the tickets)
- Where do your daughter / your children live?
- What time does the lesson / the lessons start?
- What do you / the girl want?
- When does the holidays / the holiday finish?
- Why do that woman / those women talk so fast?
- What do you / she think of the new boss?

> For questions without do, like Who lives here?, see pages 110-111.
Choose the correct question word and put in do or does.

<table>
<thead>
<tr>
<th>how ✓</th>
<th>how many</th>
<th>how much ✓</th>
<th>what</th>
<th>when</th>
<th>where</th>
<th>why</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much does the ticket cost?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do you pronounce this word?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 your children live?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 she want?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 the holidays start?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 the teacher talk so fast?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 languages he speak?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Make questions.

- Where / she live? Where does she live?
- What / you want? What does she want?
- What / this word mean? What does this word mean?
- What time / the film start? What time does the film start?
- How much / those shoes cost? How much does it cost?
- Why / she need money? Why does she need money?
- How / this camera work? How does this camera work?
- Where / you buy your meat? Where do you buy your meat?
- Who / you want to see? Who does the President and his wife live?

Be careful when questions have long subjects – the word order does not change.

Where does Ann live?
Where does your other sister live?
Where does your sister’s old English teacher live?
(Not Where lives your sister’s old English teacher? Or Where does live your...)

Make questions.

- The President and his wife live in Madrid. Where do the President and his wife live?
- Peter and Ann’s children play football on Saturdays. When?
- The film about skiing in New Zealand starts at 8.00. What time?
- The second word in the first sentence means ‘kind’. What?
- The man in the flat downstairs wants to change his job. Why?
- A ticket for Saturday’s concert costs €15. How much?

GRAMMAR AND VOCABULARY: common simple present questions

<table>
<thead>
<tr>
<th>How do you pronounce this word?</th>
<th>How do you spell that?</th>
<th>What does this word mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much does it cost / do they cost?</td>
<td>Do you know Ann?</td>
<td>Where do you live/work?</td>
</tr>
<tr>
<td>What do you do? (= ‘What is your job?’)</td>
<td>How do you do? (‘I’m pleased to meet you.’)</td>
<td></td>
</tr>
<tr>
<td>What time does the train/bus/plane leave/arrive?</td>
<td>What time does the film/concert/class start?</td>
<td></td>
</tr>
</tbody>
</table>

For more information about questions, see pages 106–111.
For short answers like Yes, I do / No, I don’t, see page 268.
simple present negatives  I don't know. She doesn't ski.

<table>
<thead>
<tr>
<th>Simple Present Negatives</th>
<th>Contractions: don't, doesn't</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not work</td>
<td>I don't work</td>
</tr>
<tr>
<td>You do not work?</td>
<td>You don't work?</td>
</tr>
<tr>
<td>He/she/it does not work</td>
<td>He/She/It doesn't work</td>
</tr>
<tr>
<td>we/they do not work</td>
<td>We/They don't work</td>
</tr>
</tbody>
</table>

We make simple present negatives () with do/does not + infinitive (without to).

<table>
<thead>
<tr>
<th>Statement</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know</td>
<td>I do not know</td>
</tr>
<tr>
<td>You think</td>
<td>You do not think</td>
</tr>
<tr>
<td>He likes</td>
<td>He does not like</td>
</tr>
<tr>
<td>She remembers</td>
<td>She does not remember</td>
</tr>
<tr>
<td>It helps</td>
<td>It does not help</td>
</tr>
<tr>
<td>We want</td>
<td>We do not want</td>
</tr>
<tr>
<td>They understand</td>
<td>They do not understand</td>
</tr>
</tbody>
</table>

1 Make negative sentences. Use do not or does not.

- I play chess. (cards) ...I do not play cards.
  1 You speak Arabic. (Chinese)
  2 Bill plays the piano very well. (guitar)
  3 We agree about most things. (holidays)
  4 Alan and John live near me. (George and Andrew)
  5 My father writes novels. (poetry)
  6 Barbara works in London. (live)
  7 Henry likes old books. (parties)

2 Make negative sentences. Use don't or doesn't.

  1 I like jazz. (pop music)
  2 The train stops at Bristol. (Cardiff)
  3 Peter remembers names very well. (faces)
  4 We know our Member of Parliament. (his wife)
  5 Alice teaches engineering. (mathematics)
  6 The children play football on Mondays. (hockey)
  7 The shops open on Sunday mornings. (afternoons)

3 Complete the negative sentences, using words from the box.
You can use do not / does not or don't / doesn't, as you like.

<table>
<thead>
<tr>
<th>fish in Britain</th>
<th>much petrol</th>
<th>much tennis</th>
<th>on Sundays</th>
<th>Russian</th>
<th>your phone number</th>
</tr>
</thead>
<tbody>
<tr>
<td>My car / use ...</td>
<td>My car doesn't use much petrol</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
  1 Our cat / like
  2 Ann / speak
  3 I / remember
  4 Oranges / grow
  5 The postman / come
  6 We / play
Choose one verb to make each sentence negative.

1. It doesn’t snow very often in San Francisco. (snow, sing, play)
2. I like football, but I don’t like cricket at all. (think, like, remember)
3. She lives in Japan, but she doesn’t speak a word of Japanese. (sing, work, speak)
4. I’m sorry – I don’t remember your name. (eat, remember, work)
5. He works in New York, but I don’t know what he does. (know, use, come)
6. Mary’s really tired, but she doesn’t want to go to bed. (help, want, walk)
7. We don’t need a big flat – just one bedroom. (work, play, want)
8. Phil works very hard, but he makes a lot of money. (work, stand, stop)
9. Ann’s parents don’t think I’m the right man for their daughter. (write, read, think)

GRAMMAR AND VOCABULARY: games

Look at the table, and write five or more sentences like this:

Ann plays tennis, but she doesn’t play cards.

<table>
<thead>
<tr>
<th></th>
<th>tennis</th>
<th>football</th>
<th>rugby</th>
<th>basketball</th>
<th>baseball</th>
<th>chess</th>
<th>cards</th>
<th>hockey</th>
<th>badminton</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ann</td>
<td>✓</td>
<td>x</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
<td>x</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Pete</td>
<td>x</td>
<td>✓</td>
<td>x</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
<td>x</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>Joe</td>
<td>✓</td>
<td>x</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
<td>✓</td>
</tr>
<tr>
<td>Sarah</td>
<td>x</td>
<td>✓</td>
<td>x</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
<td>✓</td>
</tr>
</tbody>
</table>

What games do you play? And what games do you not play?

Note: one negative word is enough (see page 114).

Nobody understands me. (NOT Nobody doesn’t understand me.)
She never phones me. (NOT She doesn’t never phone me.)

For more information about negative structures, see pages 112-115.
simple present: revision

<table>
<thead>
<tr>
<th>Simple Present</th>
<th>Present Tense</th>
<th>Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>I / you / we / they work</td>
<td>he / she / it works</td>
<td></td>
</tr>
<tr>
<td>do I / you / we / they work?</td>
<td>does he / she / it work?</td>
<td></td>
</tr>
<tr>
<td>I / you / we / they do not work</td>
<td>he / she / it does not work</td>
<td></td>
</tr>
</tbody>
</table>

Contractions: don't, doesn't

1. Look at the picture, and complete the sentence correctly.

   A. what he does?
   B. what does he does?
   C. what does he do?
   D. what does he to do?

2. Circle the correct answers.

   1. Where do / does your sister live?
   2. My cat / My cats don't like fish.
   3. This car don't / doesn't go very fast.
   4. This train stop / stops at every station.
   5. Why do English people / English people do drink so much tea?
   6. The post office doesn't open / opens on Sundays.
   7. When does your holiday start / start your holiday?
   8. My parents both play / plays golf.
   9. That café / Those cafés stays open all night.
   10. Her letters don't say / to say very much.

3. Make sentences.

   Ann (live) in Birmingham "Ann lives in Birmingham."
   - you (speak) Chinese "Do you speak Chinese?"
   - Sarah (like) classical music "Sarah doesn't like classical music."
   - I (like) getting up early
   - you (want) something to drink?
   - Joe (play) football on Saturdays
   - you (remember) her phone number?
   - that clock (work)
   - she often (fly) to Paris on business
   - it (rain) much here in summer?
   - elephants (eat) meat?
   - he (think) he can sing?
   - we (need) a new car?

Why computers are like women:
Nobody understands the language that they use when they talk to other computers. They never tell you what is wrong; and if you don’t know, you’re in trouble. They remember your smallest mistakes for ever.

Why computers are like men:
They know a lot of things but they are very stupid. After you get one for yourself, you soon see a better one. They like to go fast but they always crash.
present progressive*: forms  I’m reading; I’m not working.

<table>
<thead>
<tr>
<th>I am working</th>
<th>you are working</th>
<th>he/she/it is working</th>
<th>we/they are working</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not working</td>
<td>you are not working</td>
<td>he/she/it is not working</td>
<td>etc</td>
</tr>
</tbody>
</table>

Contractions: I’m, you’re, he’s etc (not) …ing; you aren’t, he isn’t etc …ing

What’s he …ing?, Where’s she …ing?, When’s it …ing? etc

We make present progressive verbs with be (I am, you are etc – see page 2) + …ing.

John is studying Russian.  I’m not working today.

We use contractions (I’m, John’s, isn’t etc) in conversation and informal writing.

1. Make present progressive affirmative (▲) and negative (■) sentences.

- The lesson is starting now. (start ▲) 5 I …………………………… a good book. (read ▲)
- Joan is not working today. (work ▲) 6 It …………………………… now. (rain ▲)
1 You …………………………… too fast. (talk ▲) 7 You …………………………… to me. (listen ▲)
2 The cat …………………………… a bird. (eat ▲) 8 I …………………………… very happy today. (feel ▲)
3 Bill …………………………… dinner now. (cook ▲) 9 Peter …………………………… to school this week. (go ▲)
4 I …………………………… this party. (enjoy ▲) 10 We …………………………… a bit of English. (learn ▲)

HOW TO MAKE -ING FORMS

- most verbs: + -ing
  work → working
  sleep → sleeping
- verbs ending in -e: (-X) + -ing
  make → making
  hope → hoping
- -ie changes to y + -ing
  lie → lying

2. Write the -ing forms of these verbs.

- break breaking    clean ………………. come ………………. die ………………. enjoy ………………
- go ………………. live ………………. make ………………. play ………………. sing ……………….  
- start ………………. wash ………………. write ………………

DOUBLING (stopping, running, etc)

- one vowel + one consonant
  → double consonant + -ing
  stop → stopping (NOT stoping)
  run → running
- two vowels: don’t double
  sleep → sleeping
  wait → waiting (NOT waitting)
- two consonants: don’t double
  want → wanting (NOT wantting)
  help → helping
- Only double in STRESSED syllables
  beGIN → beginning
  but HAPPen → happening

3. Write the -ing forms of these verbs.

- get ………………. feel ………………. put ………………. hit ………………
- jump ………………. rain ………………. rob ………………. shop ………………
- shout ………………. sit ………………. slim ………………. dream ………………
- stand ………………. talk ………………. turn ……………….  
- ANswer ………………. OPen ………………. VIisit ……………….  
- forGET ………………

* Also called ‘present continuous'
present progressive: use  

I'm (not) working today.

We use the present progressive to say that things are (not) happening now or around now.

I'm working just now.  It's raining again.  Jane's taking driving lessons.

I'm sorry, I can't come out. I'm working just now. (Compare: I work every day. – see page 15)
Look – it's raining again. (Compare: It rains every day here.)
Jane's taking driving lessons. (Compare: A lot of people take lessons with that driving school.)
I'm not enjoying this party. (Compare: I usually enjoy parties.)

1 Make present progressive sentences.
   - Ann / read / the newspaper.  Ann's reading the newspaper.
   1 The baby / cry / again.
   2 It / snow / again.
   3 You / look / very beautiful today.
   4 Your coffee / get / cold.
   5 I / play / a lot of football this year.
   6 We / wait / for a phone call.
   7 Chris and Helen / spend / a week in France.

2 Look at the pictures and use the verbs in the box to say what Helen is doing.

brush  brush  drink  get up  go  listen to  open  read  read  wash

   - She's getting up.
   1 .................................................. her face.
   2 .................................................. her teeth.
   3 .................................................. the radio.
   4 .................................................. coffee.
   5 .................................................. the newspaper.
   6 .................................................. her hair.
   7 .................................................. letters.
   8 .................................................. the door.
   9 .................................................. to work.
3 Make negative (≠) present progressive sentences.

- I / not ask for / a lot of money. ................................................................. I'm not asking for a lot of money.
- 1 He / not listen / to me. ........................................................................
- 2 I / not work / today. .............................................................................
- 3 It / not rain / now. ................................................................................
- 4 She / not wear / a coat. ...............................................................
- 5 They / not learn / very much. ......................................................
- 6 We / not enjoy / this film. ...............................................................
- 7 You / not eat / much these days. ..................................................

4 GRAMMAR AND VOCABULARY: clothes

Use the words in the box to say what the people are (not) wearing. Use a dictionary if necessary.

<table>
<thead>
<tr>
<th>belt</th>
<th>blouse</th>
<th>boots</th>
<th>cardigan</th>
<th>coat</th>
<th>dress</th>
<th>glasses</th>
<th>hat</th>
<th>jacket</th>
</tr>
</thead>
<tbody>
<tr>
<td>raincoat</td>
<td>shoes</td>
<td>shirt</td>
<td>skirt</td>
<td>socks</td>
<td>suit</td>
<td>sweater</td>
<td>trousers</td>
<td></td>
</tr>
</tbody>
</table>

- John is wearing a white shirt, a blue sweater, a blue jacket, grey trousers with a blue belt, blue socks and black shoes. He is not wearing glasses.

- Ann is wearing ........................................................................................................

- Sandra ..................................................................................................................

- David ..................................................................................................................
present progressive questions  

Is it raining?

<table>
<thead>
<tr>
<th>am</th>
<th>are</th>
<th>is</th>
<th>are</th>
<th>are</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>you</td>
<td>he/she/it</td>
<td>we/they</td>
<td>working?</td>
</tr>
</tbody>
</table>

We make present progressive questions with **am/are/is + subject + ...ing**

**STATEMENT**

- It is raining.
- You are working.
- The children are making something.

**QUESTION**

- Is it raining?
- Are you working?
- What are the children making?

**1 Make questions.**

- everybody / listen / to me? **Is everybody listening to me?**
- you / wait / for somebody? **Are you waiting for somebody?**
- your boyfriend / enjoy / the concert? **Is your boyfriend enjoying the concert?**
- those men / take / our car? **Are those men taking our car?**
- you / talk / to me? **Are you talking to me?**
- it / snow? **Is it snowing?**
- we / go / too fast? **Are we going too fast?**

**2 Complete the questions.**

- 'Those people aren't speaking English.' 'What language **are they speaking?**'
- 'Bill's writing something on the wall.' 'I can't see - what **is he/she/it writing?**'
- 'The train's stopping!' 'Why **is it stopping?**'
- 'They're eating now.' 'What **are they eating?**'
- 'They're playing a game.' 'What game **are they playing?**'
- 'I'm going now. Goodbye.' 'Wait! Where **are you going?**'

Be careful when questions have **long subjects** – the word order does not change.

- **Is** Ann working today?
- **Are** Ann and her mother working today?
- **Are** Ann and her mother and father and the others working today?

(NOT Are Ann and her mother and father and the others working today?)

**3 Put the words in the correct order.**

- the President and his wife / are / staying / where / ?
  **Where are the President and his wife staying?**
- those people over there / French / are / speaking / ?
  **Are those people over there speaking French?**
- laughing / why / all those people / are / ?
- is / eating / that big black dog / what / ?
- going / everybody in your family / to Scotland / for Christmas / is / ?
- what game / those children / playing / are / ?
- Ann and her friends / studying / are / where / ?

For more information about questions, see pages 106–111.
present progressive: revision

<table>
<thead>
<tr>
<th>I am working</th>
<th>you are working</th>
<th>he/she/it is working</th>
<th>we/they are working</th>
</tr>
</thead>
<tbody>
<tr>
<td>am I working?</td>
<td>are you working?</td>
<td>is he/she/it working?</td>
<td>are we/they working?</td>
</tr>
<tr>
<td>I am not working</td>
<td>you are not working</td>
<td>he/she/it is not working</td>
<td>etc</td>
</tr>
</tbody>
</table>

Contractions: I'm, you're, he's etc (not) ...ing; you aren't, he isn't etc ...ing
What's he ...ing? Where's she ...ing? When's it ...ing? etc

1 Put the words in the correct order.
   - me you talking are to? Are you talking to me?
   1 getting are you up?
   2 you what drinking are?
   3 not you are listening.
   4 going where you are?
   5 talking fast too I am?
   6 I am working?
   7 are you working?
   8 is he/she/it working?
   9 are we/they working?

2 Make present progressive sentences.
   - I / look for / the station: I'm looking for the station...
   - you / work / tonight: Are you working tonight?
   - it / rain: It isn't raining...
   1 Peter / try / to save money.
   2 why / those children / cry?
   3 all your friends / play football / this afternoon.
   4 she / look / very well today.
   5 I think she / make / a big mistake.
   6 you / wear / your usual glasses?
   7 I / hope / to get a new job.
   8 the 10.15 train from London to Edinburgh / run / today.

3 Complete the text with verbs from the boxes.

And Mrs Alexander is coming down the steps of the plane now. It is very cold and it 1 heavily, but she 2 very happy. She 3 a dark blue dress with a black coat and boots, but she 4 a hat. She really is a very beautiful woman. Her husband 5 down the steps with her.

Now Mrs Alexander and her husband 6 at the crowd and smiling. The photographers 7 to get nearer, but the police are 8 them. What a day! At last, after twenty years, this wonderful woman 9 to her own country. Now the President 10 her hand. What 11 he to her, do you think?
the two present tenses: the difference

<table>
<thead>
<tr>
<th>SIMPLE PRESENT: I work etc</th>
<th>PRESENT PROGRESSIVE: I'm working etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>things that are always true</td>
<td>things that are happening now</td>
</tr>
<tr>
<td>things that happen all the time, repeatedly, often, sometimes, never, etc</td>
<td>things that are happening around now</td>
</tr>
</tbody>
</table>

The sun rises in the east.
The sun is not shining today.
She often wears red.
I play tennis.
She's wearing a blue dress.
I'm playing a lot of tennis these days.

1. Put the expressions in the correct places.

<table>
<thead>
<tr>
<th>every day</th>
<th>just now</th>
<th>nearly always</th>
<th>now</th>
<th>on Fridays</th>
<th>these days</th>
<th>this afternoon</th>
<th>today</th>
<th>very often</th>
<th>when I'm tired</th>
</tr>
</thead>
</table>

2. Use the verbs in the box to complete the sentences.

<table>
<thead>
<tr>
<th>chase</th>
<th>chase</th>
<th>drive</th>
<th>eat</th>
<th>fly</th>
<th>play</th>
</tr>
</thead>
<tbody>
<tr>
<td>play</td>
<td>rain</td>
<td>sell</td>
<td>speak</td>
<td>work</td>
<td>write</td>
</tr>
</tbody>
</table>

Cats chase mice.
Cows eat grass.
Planes fly.
It often rains.

But this cat is not chasing mice.
But this cow is not eating grass.
But this plane is not flying.
But this weather is not rainy.

John speaks English.
Ann plays tennis.
Bill drives a bus.

But she speaks English today.

But this shop sells books.

This shop sells books.

But she is not playing the piano.

But she is not playing the piano today.

But she is not playing the piano now.

But she is not playing the piano at all.

But this cow is not eating grass.

But this dog is not chasing mice.

But this dog is not chasing mice today.

But this dog is not chasing mice now.
3 Verb forms and use: complete the sentences with the correct verb forms.

- **Do you smoke?** ‘No, never.’ (you / smoke)
- **What are you eating?** ‘A cheese sandwich.’ (you / eat)
- **Where are these days?** ‘In a garage.’ (she / work)
- ‘...here in summer? ’Not very often.’ (it / rain)
- ‘Bonjour.’ ‘Sorry, I...French.’ (not speak)
- ‘Your English...better.’ ‘Oh, thank you.’ (get)
- ‘...golf?’ ‘Yes, but not very well.’ (you / play)
- ‘Who...to?’ ‘My boyfriend.’ (you / write)
- ‘Where’s Susan?’...now.’ (she / come)
- Well, goodnight. ...to bed. (I / go)
- Water...at 100°C. (boil)
- ‘...?’ ‘Not yet.’ (that water / boil)

4 GRAMMAR AND VOCABULARY: things to read

Look at the pictures and numbers, and write sentences with *often* and *now*. Use a dictionary if necessary.

- **(2, 1)** She often reads newspapers, but now she’s reading a short story.
- **(3,4)** She often reads magazines, but now she’s reading a biography.

1. (5,9) He
2. (8,10) She
3. (1,7) He
4. (4,2) I
5. (2,6) They
6. (3,5) He

For the position of adverbs like *often, these days* etc, see page 204.
Some verbs are normally used in simple tenses, not progressive, even if we mean 'just now'.

I like this weather. (NOT I'm liking this weather.) What does he want? (NOT What is he wanting?)

THE MOST IMPORTANT NON-PROGRESSIVE VERBS

hate, know, like, love, mean, need, prefer, seem, understand, want

I hate this music. ‘We’re late. ‘I know.’ I love that colour. Do you understand?

What does this mean? I need some help. ‘Tea?’ I prefer juice.’ Ann seems unhappy.

Complete the sentences with verbs from the box.

want ✓ like need not understand prefer seem

> What does Paul want for his birthday?
1 'Przepraszam!' ‘Sorry, I ………………………………
2 'Would you like some coffee?' ‘I ……………………………… tea, if that's OK.’
3 'What do you think of this music?' ‘I ……………………………… it.’
4 This room ……………………………… very cold. Is the heating on?
5 I’m going to the shops. ……… we ……………………………… anything?

Make sentences.

Ann / seem / unhappy today +)

you / need / help ?

1 I / know / her name +)

1 what / this word / mean ?

2 Rob / want / to see the doctor +)

3 I think / she / love / me +)

4 Peter / seem / tired +)

5 we / need / a new car +)

6 you / know / that man ?

7 I / hate / cold weather +)

OTHER COMMON NON-PROGRESSIVE VERBS

agree, believe, depend, matter, mind, recognise, remember

'This is a terrible film.' ‘I don’t agree.’ ‘Sorry I'm late.’ ‘It doesn’t matter.’

I recognise her, but I don’t remember her name. ‘Can I borrow the car?’ ‘It depends. Until when?’

'There’s no more orange juice.' ‘I don’t mind. I’ll have water.’

Make negative (H) sentences with the verbs in the box.

agree ✓ believe matter mind recognise remember

> Ann thinks you’re right, but the boss doesn’t agree.

1 ‘I’m sorry – I’ve broken a glass.’ ‘It ………………………………’

2 ‘What’s Bill’s phone number?’ ‘I ………………………………’

3 Perhaps I’ve seen her before, but I ……………………………… her.

4 Peter says he’s a student, but I ……………………………… him.

5 ‘Supper will be very late.’ ‘I ……………………………… – I’m not hungry now.’
Think, see, look and feel can be progressive with one meaning but not with another.

<table>
<thead>
<tr>
<th>NON-PROGRESSIVE (I think etc)</th>
<th>CAN BE PROGRESSIVE (I’m thinking etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>think (that ...) = ‘have an opinion’</td>
<td>think (about ...) = ‘plan, look at ideas’</td>
</tr>
<tr>
<td>I think you’re wrong.</td>
<td>I’m thinking about the holidays.</td>
</tr>
<tr>
<td>see = ‘understand’</td>
<td>see = ‘meet’</td>
</tr>
<tr>
<td>I see what you mean.</td>
<td>I’m seeing the doctor today.</td>
</tr>
<tr>
<td>look like = ‘seem like’</td>
<td>look = ‘turn eyes towards’</td>
</tr>
<tr>
<td>That looks like our train.</td>
<td>What are you looking at?</td>
</tr>
<tr>
<td>feel = ‘have an opinion’</td>
<td>feel ill/tired etc (can be progressive or simple)</td>
</tr>
<tr>
<td>I feel you’re making a mistake.</td>
<td>I’m feeling ill. OR I feel ill.</td>
</tr>
</tbody>
</table>

4 Put in the correct verb forms.

1. We ................................ the bank manager this afternoon. (see)
2. ‘I ................................ you’re crazy.’ ‘I ................................’ (think; see)
3. ‘What ................................ about?’ ‘Life.’ (you / think)
4. Why ................................ at me? (that woman / look)
5. She ................................ your sister. (look like)
6. I ................................ that she doesn’t like me. (feel)

5 GRAMMAR AND VOCABULARY: some useful answers with non-progressive verbs

Make sure you know all the expressions in the box. Use a dictionary if necessary. Then circle the best answers.

| I hope so. | I hope not. | I don’t remember. | I don’t understand. |
| It doesn’t matter. | I think so. | I don’t think so. | I know. |
| I don’t know. | I see. | I don’t mind. | It depends. |

- ‘Is Ann enjoying her holiday?’ ‘I hope so.’ / ‘I don’t mind.’
- 1 ‘Agresti, min ruglide flochsch?’ ‘I don’t think so.’ / ‘I don’t understand.’
- 2 ‘We’re not happy with your work.’ ‘I hope so.’ / ‘I see.’
- 3 ‘Is Joe coming to dinner?’ ‘I see.’ / ‘I hope not.’
- 4 ‘Do you like this music?’ ‘I think so.’ / ‘I don’t remember.’
- 5 ‘Is that Mary getting into the taxi?’ ‘I know.’ / ‘I don’t think so.’
- 6 ‘Who wrote ‘War and Peace’?’ ‘It depends.’ / ‘I don’t know.’
- 7 ‘It’s Tuesday’. ‘I think so.’ / ‘I know.’
- 8 ‘Can you lend me some money?’ ‘It depends.’ / ‘It doesn’t matter.’
- 9 ‘We’re too early.’ ‘I don’t know.’ / ‘It doesn’t matter.’
- 10 ‘What’s Phil’s address?’ ‘I don’t remember.’ / ‘It depends.’
- 11 ‘Sorry, this coffee isn’t very good.’ ‘I don’t mind.’ / ‘I hope so.’

6 Write personal answers.

- Will everybody in the world speak English one day? ..........................................................
- I think so. / I don’t think so. / I hope so. / I hope not. / I don’t mind. / I don’t know
- 1 Is your English getting better? ..................................................................................................
- 2 Will you be rich and famous one day? ......................................................................................
- 3 What were you doing at 8.00 in the morning on February 16th last year? ..............................
- 4 How many stars are there in the sky? .........................................................................................
Write the simple present he/she/it forms.

go
live
pass
play
stand

teach
try
wash

Write the -ing forms.
calling
fly
hold
make
play
sit
stop

Make simple present sentences.

Ann (speak Chinese)

you (live here)

this clock (work)

1 you (drive) to school
2 Granny (drink) coffee
3 I (travel) a lot in Europe
4 Alex (want) to be a doctor
5 The fast train (stop) at this station
6 you (speak English) to your children

Make present progressive sentences with expressions from the box.

cook not listen sell snow not work

'Why aren't you at the office? 'I'm not working today.'
1 I'm sorry – John can't come to the phone for the moment. He...lunch.
2 'It's raining.' 'No, it's not. It...'
3 You...to me.
4 There's a man at the door. He...vegetables.

Circle the correct answers.

'Your English gets/is getting better.' 'Oh, thank you.'
1 'Where's Susan?' 'She comes/She's coming now.'
2 'Do you smoke?'/Are you smoking?' 'No, never.'
3 John cooks dinner now / every Sunday.
4 I'm reading a lot of magazines these days / when I go on holiday.
5 I work late all this week / most Tuesdays.

Make questions.

1 why / all those people / look at me / ?
2 the 7.15 train to London / run / on Saturdays / ?
3 where / you and Ann / have lunch / today / ?
4 that man in the dark coat at the bus-stop / work / in your office / ?

Correct (√) or not (x)?

1 You're driving too fast...
2 What is this word meaning?
3 I'm not wanting a drink just now.
4 Where are you living now?
5 I'm thinking you're wrong.
6 Sorry, I'm not understanding.
grammarm summary

There are three common ways to talk about the future in English:
- with the going to structure.
  I'm really going to stop smoking.
- with the present progressive.
  I'm seeing John this evening.
- with will.
  Ann will be in the office from 10.00 till 2.00.

We use going to or the present progressive especially when the future has some present reality: for example to talk about plans that we have already made.

In some cases we can use the simple present to talk about the future.
  Her train arrives at 15.37.  I'll phone you when I get home. (See page 221.)

pre-test: which units do you need?

Try this small test. It will help you to decide which units you need. The answers are on page 283.

1 Correct (√) or not (X)?

  1  ‘There’s somebody at the door.’ ‘I go.’ ...
  2  Will Ann and Johnny be here tomorrow? ...
  3  I promise I write again soon. ...
  4  Look at those clouds – it will snow. ...
  5  The car won’t start. ...
  6  I’m working in London next week. ...
  7  The concert starts at 8.00 this evening. ...
  8  Mary’s going to have a baby. ...
  9  Do you play tennis with Peter this weekend? ...
 10  Do you think it’s raining tomorrow? ...
 11  I think it won’t rain. ...

'I'll talk to you later.'
going to  Look – it’s going to rain.

- I am going to drive
- you are going to drive
- he/she is going to drive etc
- am I going to drive?
- are you going to drive?
- is he/she going to drive? etc
- I am not going to drive
- you are not going to drive etc

For contractions (I'm, aren't etc), see pages 2 and 277.

We often use going to when we can see the future in the present – when a future situation is starting, or clearly on the way.

Look – it’s going to rain.  Rebecca's going to have a baby next month.

1 Look at the pictures. What is going to happen? Use the words in the box.

- She is going to post a letter
- 1 The woman 
- 2 He 
- 3 She 
- 4 The cars 
- 5 He 
- 6 The ball 

break the window
break
drink coffee
have breakfast
play the piano
post a letter
read a letter

2 Make questions with going to.

- you / cook supper  Are you going to cook supper?
- when / your brothers / be here  When are your brothers going to be here?
- 1 Ann / change her school 
- 2 where / you / put that picture 
- 3 what / you / buy for Bill’s birthday 
- 4 Eric / play football / tomorrow 
- 5 when / you / stop smoking 
- 6 Alice / go to university 

We often use going to to talk about intentions – things that people have decided (not) to do. This structure is common in conversation.

I’m going to take a holiday next week. Peter’s not going to study chemistry.
What are you going to wear this evening? Lucy is going to go to France next year.
Ann is talking about her holiday next week. Look at the pictures and complete the sentences.

<table>
<thead>
<tr>
<th>do any work</th>
<th>drive to Italy</th>
<th>fly</th>
<th>learn some Italian</th>
<th>read English newspapers</th>
</tr>
</thead>
<tbody>
<tr>
<td>stay in a nice hotel</td>
<td>swim a lot</td>
<td>take photos</td>
<td>visit museums</td>
<td>write postcards</td>
</tr>
</tbody>
</table>

- No, I'm not going to fly.
- I'm going to drive to Italy.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________

GRAMMAR AND VOCABULARY: two-word verbs

Make sure you know the verbs in the box. Use a dictionary if necessary. Then look at the pictures and complete the sentences.

<table>
<thead>
<tr>
<th>plug in</th>
<th>unplug</th>
<th>switch on/off</th>
<th>turn on/off</th>
<th>turn up/down</th>
</tr>
</thead>
</table>

- She is going to ___ switch on the radio.
- She ____________________________ off the radio.
- ____________________________ turn up ______
- ____________________________ turn down ______
- ____________________________ turn on ______
- ____________________________ turn off ______
- ____________________________ turn on the tap.
- ____________________________ turn off the tap.
- ____________________________ plug in the iron.
- ____________________________ unplug the ______
- ____________________________ plug in the hair-dryer.

For more about two-word verbs ('phrasal verbs'), see pages 138-139.

NOTE: In informal speech (and songs), we often say gonna for going to.
present progressive  What are you doing this evening?

We can use the present progressive with a future meaning, especially when we talk about plans for a fixed time and/or place.

'What are you doing this evening?'  'I'm staying in.'  Where are you going on holiday?  'I'm coming round this evening.  I'm starting a new job next week.'

1 Look at Bill's diary and correct the sentences.
   - He's staying in Berlin on Friday night.
   - No, he's coming back to England on Friday night.

1  He's seeing John Parker on Sunday afternoon.
   - .................................................................

2  He's going to the Birmingham office by car.
   - .................................................................

3  He's having dinner with Stewart on Tuesday.
   - .................................................................

4  He's going to the theatre on Thursday evening.
   - .................................................................

5  His new secretary is starting on Friday.
   - .................................................................

6  Phil and Monica are going to his wedding on Saturday.
   - .................................................................

2 A friend of yours is going on holiday soon. Write questions.
   - when / leave  When are you leaving?  .................................................................
   - take / sister  Are you taking your sister?  .................................................................

1  where / stay .................................................................

2  how long / stay .................................................................

3  how / travel .................................................................

4  take / dog .................................................................

5  who / go with you .................................................................

6  when / come back .................................................................

3 GRAMMAR AND VOCABULARY: five professions
(Use a dictionary if necessary.) Jane is seeing five people next week, one each day: her bank manager, her solicitor, her accountant, her dentist and her doctor. Who is she seeing when? Fill in the table and complete the sentences.

She's seeing her bank manager before her doctor. She's seeing her doctor on Tuesday. She's seeing her dentist two days after her bank manager. She's seeing her accountant two days after her doctor.

1  She's seeing ................................................................. on Monday.
2 ................................................................. on Tuesday.
3 ................................................................. on Wednesday.
4 ................................................................. on Thursday.
5 ................................................................. on Friday.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
the will-future: forms

I will work.
They won’t come.

| I / you / he / she / it / we / they will work
| will / I / you / he etc work?
| I / you / he etc will not work

Contractions: I’ll, you’ll, etc; won’t (= will not)

1 Put the words in the correct order.

- here George be will ................................................... tomorrow.
- drive station to you the I’ll ........................................ now.
- begin class will the .................................................. at 9.30.
- be they’ll home .......................................................... soon.
- examination will the difficult be I think ..................................
- walk we’ll party the to ....................................................
- her not speak will I to ....................................................

2 Make negatives (■) and questions (■).

- ‘I won’t finish this work today.’ ‘When will you finish it?’ (finish)
- ‘John won’t be here tomorrow.’ ‘Will he be here on Tuesday?’ (be)
- ‘Annie here at ten.’ ‘When here?’ (be)
- ‘I time for lunch.’ ‘Time for a sandwich?’ (have)
- ‘You any pens in there.’ ‘Where one?’ (find)
- ‘The children to school in Ely.’ ‘Where?’ (go)
- ‘Bob much money if he sells that car.’ ‘How much?’ (get)

Be careful when questions have long subjects – the word order does not change.

<table>
<thead>
<tr>
<th>What time will you leave?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What time the bus leave?</td>
</tr>
<tr>
<td>What time the bus for the dinner and dance leave?</td>
</tr>
</tbody>
</table>

3 Make questions with will.

1 what time / tomorrow evening’s concert / start? ........................................
2 when / you and the family / get back from Paris? ........................................
3 you / be / here tomorrow? ...........................................................................
4 you and your mother / be / here tomorrow? ..................................................
5 where /you / be / this evening? .................................................................
6 the children / have enough money / for the journey? ..................................
7 how soon / you know / the answer? .............................................................
8 John and Susan / want / to play golf tomorrow? ...........................................

NOTE: After I and we, some people say shall instead of will. The meaning is the same; will is more common in modern English.

Contractions: I shall → I’ll we shall → we’ll etc shall not → shan’t

For shall in offers, see page 86.
**will: predicting**

*I think it will rain tomorrow.*

We use *will + infinitive* to predict – to say things that we think, guess or know about the future, or to ask questions about the future.

* I think it will snow tomorrow.  
  Be quick, or you’ll miss your train.  
  Ann won’t be here this evening.  
  When will you know your exam results?  

1 **These are sentences from real conversations. Put in forms of will with expressions from the box. (C: the speaker used a contraction: ‘ll or won’t.)**

<table>
<thead>
<tr>
<th>change</th>
<th>not snow</th>
<th>start</th>
<th>tell</th>
<th>go to sleep soon</th>
</tr>
</thead>
</table>

1 You make me so unhappy: I ........................................ crying in a moment. (C)
2 Do you think that all this money ................................ your life?
3 It ........................................ tonight, will it, John? (C)
4 And they said ‘Benjamin’s tired, he ........................................... ’ (C)
5 She ........................................ you how to do it.

We usually say *I don’t think ... will, NOT I think ... won’t.*

*I don’t think she’ll be late. (NOT USUALLY I think she won’t be late.)*

2 **What do you think will happen? Make your own predictions, with I think or I don’t think.**

- **I think** ........................................ it will rain tomorrow. (rain)
- **I don’t think** ........................................ I’ll get money in the post tomorrow. (get)
1 ........................................ it ........................................ tomorrow. (snow)
2 ........................................ I ........................................ a letter from America tomorrow. (get)
3 ........................................ I ........................................ rich in ten years. (be)
4 ........................................ I ........................................ famous in ten years. (be)
5 ........................................ people ........................................ English everywhere in the year 2100. (speak)

3 **GRAMMAR AND VOCABULARY: giving directions**

Complete the letter. Put ‘ll with the verbs and put in the words from the box. Use a dictionary if necessary.

<table>
<thead>
<tr>
<th>apple trees</th>
<th>bridge</th>
<th>door</th>
<th>house</th>
<th>key</th>
<th>old house</th>
<th>the road</th>
<th>great time</th>
</tr>
</thead>
</table>

Dear Pamela and Simon

To find the house: when you get to Llanbrig, drive through the town and take

- the road ........................................ for Caernarvon. After about 6 km, you (pass) ........................................ an
1 ........................................ on the left. Immediately after that, you (come to) 2 ........................................ a
bridge. Turn left after the 3 ........................................ ; very soon you (come to) 4 ........................................ a
a crossroads. Go left again, and you (see) 5 ........................................ our 6 ........................................ on the
right in about 300m. You (recognise) 7 ........................................ it because it’s got a green
8 ........................................ and four 9 ........................................ . You (find) 10 ........................................ the
11 ........................................ under a mat outside the back door.

Enjoy your holiday. I’m sure you (have) 12 ........................................ a 13 ........................................

Love

Susan

- For present tenses after *if, when* etc (*I’ll phone you if/when I have time*), see pages 221 and 229.
**will: deciding, refusing, promising**  
*I'll answer it.*

We can use *will* when we decide or agree to do things, and when we talk about refusing (saying ‘no’) and promising. We don’t use the simple present in these cases.

OK, I really **will** stop smoking.  
She **won’t** speak to me.  
*I’ll* phone you.  
(NOT I phone you.)

Things can ‘refuse’.

*The car won’t start.  
This pen won’t write.*

We often use *will* at the moment when we decide something.

*There’s someone at the door.’ *I’ll go.’  
(NOT I go.)  
*That’s the phone.’ *I’ll answer it.’

**1** Put in words from the box with **‘ll or won’t.**

<table>
<thead>
<tr>
<th>do</th>
<th>go shopping</th>
<th>go to bed</th>
<th>help</th>
<th>start</th>
<th>stop</th>
<th>tell</th>
<th>wash</th>
</tr>
</thead>
</table>

I’m tired. I think I **‘ll** go to bed.

1 2

I don’t know what he wants.

He **won’t** tell us.

1 I **‘ll** wash the cups; can you dry them?

2 ‘Can somebody post my letters?’

‘I **‘ll** it.’

**2** It’s time to change your life. Look at the ideas in the box and write six promises with will or won’t – the most important first.

always think before I speak  be nice to everybody  drive too fast  
fall in love every week  go for a walk every day  go to bed early  
learn another language / a musical instrument  read more  relax  
smile at everybody  smoke  study English every day  talk more slowly  
talk to strangers  think about myself too much  work harder  (your own promise)

I **‘ll** talk more slowly.

1 2

I **won’t** drive too fast.

1 2

**3** GRAMMAR AND VOCABULARY: useful expressions with *I’ll*

Look at the expressions in the box. Use a dictionary if necessary. Then circle the best answers.

*I’ll* think about it.  
*I’ll* see. ( = ‘I’ll think about it.’)  
(I’ll) see you tomorrow/ later.  
(I’ll) see you.  
*I’ll* give you a ring/call. ( = ‘I’ll phone you.’)  
I’ll tell you tomorrow/ later.

1 ‘Can I use your car?’  
A ‘I’ll see.’  
B ‘I’ll see you.’

2 ‘When do you want to play tennis?’  
A ‘I’ll see you tomorrow.’  
B ‘I’ll tell you tomorrow.’

3 ‘I’ve got to go now.’  
A ‘I’ll see you.’  
B ‘I’ll think about it.’

4 ‘Would you like to come dancing with me?’  
A ‘I’ll think about it.’  
B ‘I’ll see you later.’

5 ‘Can we talk about it some more?’  
A ‘I’ll give you a ring.’  
B ‘I’ll see you.’

6 ‘Goodbye now.’  
A ‘See you tomorrow.’  
B ‘I’ll see.’
which future? will, going to or present progressive?

There are some differences between these three ways of talking about the future. The differences are not always important; often we can use two or three different forms to talk about the same thing.

PREDICTIONS

Going to: we can see the future in the present: we see things coming or starting.
Will: we think or believe things about the future.

Look out! You're going to break that glass! (I can see it now.)  
Don't give him a watch – he'll break it. (I think so, because I know him.)

Circle the best form.

1. Mary [is going to] will have a baby.
2. Perhaps we [are going to] [will] meet again one day.
3. Look – Andy [is going to] [will] fall off his bike!
4. I think you [are going to] [will] love Scotland.
5. Look at those clouds: it's [going to] [will] rain.

DECISIONS

Will: we are making decisions.  
Going to: decisions are already made.

'Veve got a letter from Jan.' 'OK, I'll answer it.'
'There are a lot of letters to answer.' 'I know. I'm going to do them all on Tuesday.'

Put in I'll or I'm going to.

1. 'I don't want to cook tonight.' 'All right, then. ... cook.'
2. 'I haven't got any money.' 'No? OK. ... pay.'
3. 'Do you want to go out tonight?' 'No, ... wash my hair.'
4. 'Those trousers are dirty.' 'Really? Oh, yes, they are. ... wash them.'
5. 'Is Ann eating with us?' 'Wait a minute. ... ask her.'

PLANS

Going to and the present progressive are often both possible when we talk about plans. We use the present progressive mostly for fixed plans with a definite time and/or place.

I'm going to see Ann some time soon. I'm meeting Pat at the theatre at 8.00.
I think John's going to study biology. Sarah's starting university on September 17th.

In three of these sentences, the present progressive is possible. Which three?
Rewrite them with the present progressive.

Jack is going to arrive at 4.00. I'm going to learn Spanish one of these days.
I'm going to fly to Glasgow tomorrow. Al's going to tell me about his problems.
We're going to spend next week in Ireland. Are you going to answer those letters?

1.
2.
3.
We can use the **simple present** to talk about timetables, cinema/theatre programmes and dates.

*Our train leaves at 8.10.*

What time does your flight arrive?  
The film starts at 7.30.

My birthday is on a Tuesday this year.

### 1 Make sentences.

- The flight / leave / at 9.30  
  - The flight leaves at 9.30.
- What time / the film / start ?  
  - What time does the film start?
- This bus / stop / at Mill Road  
  - This bus doesn't stop at Mill Road.

1. The next lesson / start / at 2.00  
2. This term / end / on March 12th  
3. When / the concert / finish ?  
4. We / have / a lesson / next Thursday  
5. This train / stop / at Reading ?  
6. The play / start / at 8.00  
7. What time / you / arrive / in Rome ?  
8. The banks / close / at 3.00 tomorrow  
9. The 7.15 train / stop / at every station  

### 2 Complete the sentences under the pictures.

1. The flight ........................................ at ........................................
2. The concert ........................................ at ........................................
3. The train ........................................ at Oxford  
   at ........................................

> For simple present after if, when etc, see pages 229 and 221.
1 Write the contracted forms.
   - I am going to → I’m going to
   1 I will
   2 She will
   3 It will not

2 Make statements (✓), questions (?) or negative sentences (✗) with going to.
   → John / start work / tomorrow ✓ John is going to start work tomorrow
   1 Mary / phone / this evening ?
   2 I / stop / smoking ✓
   3 Peter / marry / his boss ✓
   4 It / rain ✗
   5 I / cook steak / this evening ✓
   6 When / you / have a haircut ?
   7 When / you and your wife / come and see us ?

3 Make statements, questions or negative sentences with will.
   1 I / be / here next week ✓
   2 We / have / enough money for a holiday ✓
   3 Where / I find / the key ?
   4 John / pass / his exams ✗
   5 I think / the train / late ✗
   6 all this money / change your life ?

4 Make statements, questions or negative sentences with the present progressive.
   → When / you / leave ? when are you leaving?
   1 I / see / Andrew tonight ✓
   2 How / you / travel to Ireland ?
   3 I / use / the car tomorrow ✗
   4 John and Sylvia / stay / with us tomorrow ✓
   5 What time / the people from London / arrive ?

5 Circle the best form.
   1 Ann is going to / will have a baby.
   2 Perhaps I will see / am seeing you again one day.
   3 ‘There’s someone at the door.’ I go.’ / I’ll go.’
   4 I promise I tell / I’ll tell you tomorrow.
   5 I will see / am seeing the doctor tomorrow at 10.30.
   6 Look – Joe is going to / will show us something interesting.
   7 ‘I don’t want to drive.’ ‘OK. I’m going to / I’ll drive.’
   8 ‘Shall we go out?’ ‘No, I’ll / I’m going to wash my clothes.’
   9 I think I’m taking / I’ll take guitar lessons one day.
SECTION 4 past tenses

grammar summary

SIMPLE PAST: I worked, she worked, he didn’t work, etc
PAST PROGRESSIVE (OR ‘PAST CONTINUOUS’): I was working, she was working, he wasn’t working, etc

English has two ‘past’ tenses.

• We use the simple past for complete finished actions. We often use it in stories.
  I wrote ten letters yesterday. A man walked into a police station and asked ...
• We use the past progressive to talk about actions which were unfinished at a past time.
  ‘What were you doing at 10.00 last night?’ I was writing letters.’

pre-test: which units do you need?

Try this small test. It will help you to decide which units you need. The answers are on page 283.

1 Which is correct – A, B or both?
   A I losted your address. B I lost your address.
   A The rain stoped. B The rain stopped.
   A You never visitted me in hospital. B You never visited me in hospital.
   A I didn’t know the answer. B I didn’t knew the answer.
   A Where did everybody go? B Where everybody went?
   A When John and his family did arrive? B When did John and his family arrive?
   A Who said that? B Who did say that?
   A At ten o’clock last night I read. B At ten o’clock last night I was reading.
   A When I saw John, he was playing tennis. B When I saw John, he played tennis.
   A When Ann came home, John was cooking supper. B When Ann came home, John cooked supper.

About 6,000 years ago, somebody painted this picture on a cave wall in Namibia, south-west Africa.

Stonehenge, in southern England, is about 4,800 years old. Who built it? Nobody knows.

About 2,200 years ago, Shi Huangdi completed the Great Wall of China.

About 1,200 years ago, Vikings from Scandinavia made this beautiful ship.
simple past: forms

I worked. I did not work.

<table>
<thead>
<tr>
<th>REGULAR VERBS</th>
<th>AN IRREGULAR VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/you/he/she/it/we/they worked</td>
<td>I/you/he/she/it/we/they went</td>
</tr>
<tr>
<td>I/you/he/she/it/we/they did not work</td>
<td>I/you/he/she/it/we/they did not go</td>
</tr>
<tr>
<td>Contraction: didn't</td>
<td></td>
</tr>
</tbody>
</table>

HOW TO MAKE REGULAR SIMPLE PAST FORMS

- most verbs: + -ed work → worked help → helped rain → rained
- after -e: + -d hope → hoped like → liked

1 Write the simple past.

<table>
<thead>
<tr>
<th>VERBS ENDING IN -Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>vowel (a, e, o) + y → -yed play → played enjoy → enjoyed</td>
</tr>
<tr>
<td>consonant (d, l, r etc) + y → -ied try → tried reply → replied</td>
</tr>
</tbody>
</table>

2 Write the simple past.

<table>
<thead>
<tr>
<th>VERBS ENDING IN -Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>vowel (a, e, o) + y → -yed play → played enjoy → enjoyed</td>
</tr>
<tr>
<td>consonant (d, l, r etc) + y → -ied try → tried reply → replied</td>
</tr>
</tbody>
</table>

3 Write the simple past.

<table>
<thead>
<tr>
<th>DOUBLING (stopped, planned, etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>one vowel + one consonant → double consonant + -ed stop → stopped (NOT stepe) plan → planned</td>
</tr>
<tr>
<td>two vowels: don’t double seem → seemed wait → waited (NOT waitted) help → helped</td>
</tr>
<tr>
<td>two consonants: don’t double want → wanted (NOT wanted) BUT WONder → wondered</td>
</tr>
<tr>
<td>only double in STRESSED syllables preFER → preferred</td>
</tr>
</tbody>
</table>

With irregular verbs, you have to learn the simple past forms one by one (see page 275).

| go → went | see → saw | buy → bought | pay → paid |

4 Write as many of the simple past forms as you can. Check them on page 275, and learn the ones that you don’t know.

<table>
<thead>
<tr>
<th>become</th>
<th>begin</th>
<th>break</th>
<th>bring</th>
<th>catch</th>
<th>come</th>
</tr>
</thead>
<tbody>
<tr>
<td>drink</td>
<td>eat</td>
<td>fall</td>
<td>feel</td>
<td>forget</td>
<td>get</td>
</tr>
<tr>
<td>give</td>
<td>hear</td>
<td>hold</td>
<td>keep</td>
<td>know</td>
<td>learn</td>
</tr>
<tr>
<td>leave</td>
<td>let</td>
<td>make</td>
<td>pay</td>
<td>put</td>
<td>read</td>
</tr>
<tr>
<td>sit</td>
<td>speak</td>
<td>stand</td>
<td>take</td>
<td>tell</td>
<td>think</td>
</tr>
<tr>
<td>write</td>
<td>sit</td>
<td>make</td>
<td>pay</td>
<td>put</td>
<td>read</td>
</tr>
</tbody>
</table>

42 PAST TENSES
We make simple past negatives (Neg) with did not/didn’t + infinitive (without to).

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>He cleaned the car.</td>
<td>He did not clean the car. (NOT: He did not cleaned the car.)</td>
</tr>
<tr>
<td>He started early.</td>
<td>He did not start early. (NOT: He did not starts early.)</td>
</tr>
<tr>
<td>She saw you.</td>
<td>She didn’t see you. (NOT: She didn’t saw you.)</td>
</tr>
<tr>
<td>John went to Rome.</td>
<td>John didn’t go to Rome.</td>
</tr>
</tbody>
</table>

5 Circle the correct form.

- I break / broke a cup yesterday.
- Ann did not play / played tennis this morning.
- I didn’t know / knew where I was.
- I didn’t feel / felt well last night.
- Ann come / came to see us at the weekend.
- I didn’t see / saw Bill at the party.
- Peter didn’t write / wrote to me for a long time.
- The train did not arrive / arrives on time.
- Mary didn’t like / likes / liked her teacher.

6 Make simple past negative sentences.

- I played hockey. (football) | I didn’t play football.
- We spoke Spanish together. (Arabic) .................................................................
- My uncle taught mathematics. (science) ..............................................................
- Bill cooked the potatoes. (the fish) .................................................................
- I took my mother to the mountains. (my father) ..................................................
- We told our parents everything. (the police) ..................................................
- I wrote to my sister. (my brother) .................................................................
- I liked the party. (the music) .................................................................
- We knew her address. (phone number) ..........................................................

7 Complete the sentences with affirmative (+) or negative (−) verbs.

- I didn’t break this window, but (the other one +) ... I broke the other one.
- I worked last week, but (the week before −) ... I didn’t work the week before.
- He didn’t change his trousers, but (his shirt +) ..........................................
- She answered the first question, but (the others −) ..........................................
- He phoned her, but (go to her house +) ..........................................................
- I didn’t bring any flowers, but (some chocolates +) ..........................................
- She didn’t buy a coat, but (a very nice dress +) ..........................................
- I ate the vegetables, but (the meat −) ..........................................................
- We kept the photos, but (the letters −) ..........................................................
- They didn’t speak English, but (German +) ..................................................
- My grandfather shaved on weekdays, but (at weekends −) ..................................

8 Write five things that you didn’t do yesterday.

1. I didn’t .................................................................
2. .................................................................
3. .................................................................
4. .................................................................
5. .................................................................
simple past questions  Did you pay?  What did she say?

We make simple past questions (7) with did + subject + infinitive (without to).

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>He cleaned the car.</td>
<td>Did he clean the car? (NOT Did he cleaned the car?)</td>
</tr>
<tr>
<td>The class went to Rome.</td>
<td>Where did the class go? (NOT Where did the class went?)</td>
</tr>
</tbody>
</table>

1 Circle the correct form.
   - I take / (took) my father to Spain last week.
   - Did you hear / heard me?
   1 Did John bring / brought his wife with him?
   2 When did Ann start / starts school?
   3 I see / saw Eric in the supermarket yesterday.

2 Make simple past questions.
   - John enjoyed the food, but (the music) did he enjoy the music?
   1 She listened to everything, but (remember it)
   2 You didn't pay Andy, but (the others)
   3 You liked the book, but (the film)
   4 He played football, but (well)
   5 You gave them some help, but (any money)

3 Make simple past questions with what, who and where.
   - Pete saw somebody. ...who did he see?
   1 John went somewhere.
   2 Bill bought something.
   3 Alice married somebody.
   4 Mary broke something.
   5 Mike stayed somewhere.

Be careful when questions have long subjects – the word order does not change.

<table>
<thead>
<tr>
<th>Where did Ann stay?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where did Ann and her mother stay?</td>
</tr>
<tr>
<td>Where did Ann and her mother and the children stay? (NOT Where stayed Ann ...? OR Where did stay ...?)</td>
</tr>
</tbody>
</table>

4 Make simple past questions.
   - Jake and his wife went to Moscow. ...where did jake and his wife go?
   1 Mrs Potter's two boys played football yesterday.
   2 All the people in the class felt tired.
   3 The big man with the grey beard said something.
   4 The people who were sitting at the back of the bus started to sing.
When who and what are subjects, we make questions without do/does/did. Compare:

'Who phoned?' 'Sue phoned.' (NOT 'Who did phone?)
'Who did you see?' 'I saw Sue.'
'What happened?' 'Something nice happened.' (NOT 'What did happen?')
'What did he say?' 'He said something nice.'

1 Circle the correct form.
- Who gave / did you that ring?
- What wanted John? / did John want?
1 Who said / did say that?
2 What made / did make that noise?
3 Who asked she / did she ask?
4 Who told / did tell you?
5 What fell / did fall out of your bag?
6 What put you / did you put in the soup?

2 Complete the questions.
- 'Somebody heard me.' 'Who heard you?'
- 'I heard somebody.' 'Who did you hear?'
1 'I phoned somebody.' 'Who phoned you?'
2 'Somebody wrote to me.' 'Who wrote to you?'
3 'Something broke the window.' 'What happened?'
4 'I broke something.' 'What did you break?'
5 'Mary played something.' 'What did she play?'
6 'Something fell off the table.' 'What did it fall off?'

3 GRAMMAR AND VOCABULARY: beginnings
Make sure you know all the words in the first box. Use a dictionary if necessary. Then complete the questions, and see if you can put in the answers.

<table>
<thead>
<tr>
<th>build</th>
<th>compose</th>
<th>direct</th>
<th>discover</th>
<th>invent</th>
<th>paint</th>
</tr>
</thead>
</table>
A Patty and Mildred Hill, in 1893.  
B Stone Age people, about 15,000 years ago.  
C Alfred Hitchcock, in 1963.  
D Alexander Fleming, in 1928.  
E Probably the Chinese, about 1,000 years ago.  
F King Khufu of Egypt, about 4,600 years ago.

Who discovered penicillin?  
1 Who the Great Pyramid?  
2 Who gunpowder?  
3 Who this picture?  
4 Who the film 'The Birds'?  
5 Who 'Happy Birthday To You'?  

> For more about questions like these, see page 110.
simple past: use I left school in 1990.

We often use the simple past to talk about when things happened.

I left school in 1990. I didn't see Ann yesterday. What time did you arrive?

We use the simple past, not the present perfect (have seen, etc) with finished time-expressions.

I saw that film last week. (NOT I have seen that film last week.)
Did you pay William on Sunday? (NOT Have you paid William on Sunday?)

1 Put the beginnings and ends together, using the verbs in the box.

<table>
<thead>
<tr>
<th>die</th>
<th>forget</th>
<th>learn</th>
<th>like</th>
<th>read</th>
<th>speak</th>
<th>stop</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Shakespeare died</td>
<td>A birthday on Monday. ...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 I my girlfriend's</td>
<td>B in 1616.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 That's a really good book.</td>
<td>C so I my lessons last week. ...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 When we were children</td>
<td>D I it last year. ...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 I didn't my piano teacher</td>
<td>E we always French at home. ...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 When did you</td>
<td>F to speak Spanish so well? ...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note the word order with ago.

I started this job three years ago. (NOT ... ago three years.) It happened a long time ago.

2 How long ago was your last birthday? Ten days ago? Five weeks ago? Eight months ago?
Write the answer, and answer the other questions.

1 my last birthday ........................................ 3 last January ........................................
2 last Tuesday ........................................ 4 my third birthday ........................................

We often use the simple past for things that happened one after another, for example in stories.

He parked his car, went into the station and bought a ticket. Then he had a cup of coffee and ...

3 Put simple past verbs into the story.

1–6: come hear open say not see stand
7–10: give hold not read take
11–15: run say not speak turn write

He 1 outside her door for a long time. Then he 2 her footsteps inside the house. She 3 the door and 4 out.
At first she 5 him, but then she 6. ‘Oh, hello, Harold.’
He 7 a paper out of his pocket and 8 it to her.
She 9 it in one hand, but 10 it. ‘Listen,’ he 11 She 12. ‘I 13 you this letter because —’ She 14 back into the house. He 15 and walked slowly down the street.
simple past: revision

<table>
<thead>
<tr>
<th>REGULAR VERBS</th>
<th>AN IRREGULAR VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>l/you/he/she/it/we/they <strong>worked</strong></td>
<td>l/you/he etc <strong>went</strong></td>
</tr>
<tr>
<td><strong>did</strong> l/you/he etc work?</td>
<td><strong>did</strong> l/you/he etc go?</td>
</tr>
<tr>
<td>l/you/he/ etc <strong>did not work</strong></td>
<td>l/you/he etc <strong>did not go</strong></td>
</tr>
</tbody>
</table>

Contraction: **didn’t**

1. Complete the sentences with affirmative (+) verbs, questions (?) or negatives (−).
   - She didn’t feel well last night, but (OK this morning +) she ____________.
   - 'I bought a new coat yesterday.' (‘shoes ?’) Did you buy shoes?
   - We saw the Eiffel Tower, but (see Notre Dame +) we ____________.
   - I didn’t learn much French at school, but (a lot of Latin +) ____________.
   - I remembered to buy the bread, but (the milk −) ____________.
   - I spoke to Ann’s father, but (her mother −) ____________.
   - ‘Peter didn’t phone yesterday.’ (‘this morning ?’) ____________.
   - I didn’t take the bus to London; (the train +) ____________.
   - I know you went to Singapore, but (Malaysia ?) ____________.
   - The train stopped at Edinburgh, but (Glasgow −) ____________.
   - ‘Did the children see a film?’ (‘two films +’) ____________.
   - ‘I ate your cake.’ (‘my chocolates ?’) ____________.

2. Make simple past questions.
   - Ann and her brother went to Beijing. Where did Ann and her brother go?
   - Sarah and her baby came out of hospital this morning. When ____________.
   - Peter’s friends from the office gave him a bicycle. Why ____________.
   - The small woman with long hair said something. What ____________.
   - The children bought something. What ____________.
   - Somebody left a bicycle in the garden. Who ____________.
   - Something fell off the table. Who ____________.
   - Bill found a cat in his office. Who ____________.

3. Look at the picture, and complete the sentence correctly.

   ‘That reminds me, dear - ____________ the sandwiches?’

   A did you remember
   B did you remembered
   C do you remembered
   D did you to remember

PAST TENSES 47
past progressive*  What were you doing at 8.00?

We make the past progressive with was/were + ...ing. (For spelling rules, see page 21.)

At 8 o'clock I was waiting for a train. What were you doing?

We use the past progressive to say what was (not) happening around (before, at and perhaps after) a past time.

'What were you doing at 8.00? Were you watching TV?' (NOT What did you do ...?)

'At 8.00? No, I wasn't watching TV. I was playing cards.' (NOT I played ...)

1 What were the people doing yesterday evening? Look at the pictures and complete the sentences with words from the box. Use past progressive verbs.

- cook supper dance drive home
- not watch TV play cards

- At 9.15 Sarah was playing cards.
1 At 10.30 Fred and Alice .................................................................
2 At 8.20 Keith .................................................................
3 At 7.50 Mary .................................................................
4 At 11.00 Oliver .................................................................

We make past progressive questions with was/were + subject + ...ing.

STATEMENT 4:  It was raining. You were working. All the children were singing.

QUESTION 7:  Was it raining? Were you working? What were all the children singing?

2 Write questions.

- 'At 10.00 I was reading.' (a newspaper) ................................................................. 'Were you reading a newspaper?'
- 'When I saw Peter he was eating.' (what) ................................................................. 'What was he eating?'
1 'When I went into Pat's office, she was writing.' (letters) .................................................................
2 'At lunchtime Joe was shopping.' (where) .................................................................
3 'At 8.30 Ann was cooking.' (what) .................................................................
4 'When I arrived, all the children were crying.' (why) .................................................................
5 'At midnight, Mary and Jack were driving.' (to Scotland) .................................................................

3 What were you doing at 10 o'clock last night?

* Also called 'past continuous'
simple past or past progressive? *I walked / I was walking*

We use the **simple past** to talk about a **complete** action (long or short).
We use the **past progressive** for actions which were **not complete** at a past time.

Joe **got up** at 7.00 and **worked** from 9.00 to 4.00.

At 8.00, when Joe came home, I **was reading**

**1 Simple past or past progressive?**

- **I lived / was living** in France for eight years.
- **Sue lived / was living** in France when her uncle died.
- At 6.15, when you phoned, **I had / was having** a shower.
- **We watched / were watching** TV all evening.
- **Bill watched / was watching** TV when Ann came in.
- **My father worked / was working** hard all his life.
- **They got married while they studied / were studying** at London University.
- **Yesterday we drove / were driving** from Oxford to Edinburgh and back.
- **It was a nice evening, so she walked / was walking** home from work.

**We often use the past progressive and the simple past together, for example with while.**

**Past progressive:** longer action or situation.
**Simple past:** complete shorter action that happened during the longer action.

**When Ann came home, John was cooking supper.** (Ann came home during the cooking.)

**When Ann came home, John cooked supper.** (First Ann came home; then John cooked supper.)

**2 Put in the simple past or the past progressive.**

- **While I was walking** down the road, I saw Bill. (walk; see)
  1 While I **read** the newspaper, the cat **jumped** on to the table. (read; jump)
  2 Alan **met** Helen while he **travelled** in Morocco. (meet; travel)
  3 Sally **broke** her leg while she **skied** (break; ski)
  4 While I **stole** somebody **from** my car. (shop; steal)

We can use **when** in different ways with past tenses.

**When** Ann came home, **John was cooking** supper. (Ann came home during the cooking.)

**When** Ann came home, **John cooked** supper. (First Ann came home; then John cooked supper.)

**3 Put in the correct tense (simple past or past progressive).**

- **When I went out, it was raining**. (rain)
  3 **When we asked, they said** 'No'. (say)
- **When Mary got home, she made** tea. (make)
  4 **When I walked in, they talked**. (talk)
  1 **When I saw John, he shopped**. (shop)
  5 **When I dropped the glass, it broke**. (break)
  2 **When John saw me, he stopped**. (stop)
  6 **When I phoned him, he worked**. (work)
test yourself  past tenses

1 Write the simple past forms.
   like  liked   bring  brought  cry  cried  feel  felt  stay  stayed  stop  stopped

2 Make simple past sentences.
   - the train / stop / at every station ➔ The train stopped at every station.
   - when / my letter / arrive ➔ When did my letter arrive?
   - the doctor / remember / my name ➔ The doctor didn't remember my name.
   1 what / all those people / want ➔...
   2 all your brothers / send / birthday cards ➔...
   3 the baby / eat / some toothpaste this morning ➔...
   4 the teacher / answer / my question ➔...

3 Make questions.
   - John did something. (what) ➔ What did John do?
   1 Peter telephoned. (why) ➔...
   2 Mary expected something. (what) ➔...
   3 Something happened. (what) ➔...
   4 Somebody took the car. (who) ➔...

4 Complete the sentences with past progressive verbs.
   - When I walked in (children fight ➔) the children were fighting.
   1 At 9.00 on Sunday (we watch TV ➔)...
   2 When I saw him he was holding a paper, but (read ➔)...
   3 When you heard them, (they speak English ➔)...

5 Put in simple past or past progressive verbs.
   - They told the police that they were playing cards at 10.00. (tell; play)
   1 When I went out of the house I took my umbrella because it (go; rain)
   2 This morning I read the newspaper before I went out. (read)
   3 You spoke to them about clothes. (walk; talk)
   4 When I walked into the room they watched the football match last night? (watch)
   5 At 8 o'clock yesterday morning I swam in the sea. (swim)

6 Put verbs from the box (simple past or past progressive) into the text.

<table>
<thead>
<tr>
<th>drive</th>
<th>open</th>
<th>pass</th>
<th>pull</th>
<th>run</th>
<th>shine</th>
<th>sing</th>
<th>start</th>
<th>turn</th>
<th>wait</th>
</tr>
</thead>
</table>

It was a beautiful morning. The sun was shining and birds were singing. About five thousand people were in front of the Palace. At 10.00, the guards passed the Palace gates, and the President's car was leaving and left into Democracy Street. The crowds were singing the National Anthem. Then suddenly, just as the President's car was passing the Ritz Hotel, a man pulled out in front of it and took a gun from his pocket.

More difficult question
SECTION 5  perfect tenses

• grammar summary

(SIMPLE) PRESENT PERFECT: I have worked, she has worked, he hasn’t worked, etc
PRESENT PERFECT PROGRESSIVE: I have been working, he has been working, etc
PAST PERFECT: I had worked, she had worked, etc

We use the present perfect to talk about past actions with some importance now.
I’ve written to John, so he knows what’s happening.
We use the present perfect progressive mostly to say how long things have been going on up to now.
I have been writing letters since breakfast time.

When we are already talking about the past, we use the past perfect to talk about an earlier time.
Yesterday I found some old letters that Kate had written to me from Germany.

• pre-test: which units do you need?

Try this small test. It will help you to decide which units you need. The answers are on page 283.

1 Which is correct – A, B or both?

A Yesterday I broke a cup.  B Yesterday I broken a cup.
A The postman has already come.  B The postman has just come.
1 A You haven’t drank your tea.  B You haven’t drunk your tea.
2 A Have Mary and her children arrived?  B Have arrived Mary and her children?
3 ‘What’s the problem?’  A ‘I lost my keys.’  B ‘I have lost my keys.’
4 A When have you lost your keys?  B When did you lose your keys?
5 A I bought a mountain bike last week.  B I have bought a mountain bike last week.
6 A I went to London twice this week.  B I’ve been to London twice this week.
7 A Did you ever visit Dublin?  B Have you ever visited Dublin?
8 A Angela has gone to Ireland.  B Angela has been to Ireland.
9 A We know Julia since 1996.  B We have known Julia since 1996.
10 A I’ve had this sweater for years.  B I’ve had this sweater since years.
11 A I knew that I have seen her before.  B I knew that I had seen her before.
12 A Has Bill phoned yet?  B Has Bill phoned today?
13 A It’s rained for hours.  B It’s been raining for hours.

He’s not here.  He’s gone to Paris.

Look what I’ve found!

Who’s taken my coat?

I’ve made a cake.  Would you like some?

Have you ever been to Canada?

Bill hasn’t come in yet.

I’ve already read it.

She’s been here since Monday.

I’ve been studying English for three years.

Nobody was there.  They had all gone home.
present perfect: forms  I have paid. Has she forgotten?

<table>
<thead>
<tr>
<th>REGULAR VERBS</th>
<th>AN IRREGULAR VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have worked</td>
<td>I have seen etc</td>
</tr>
<tr>
<td>you have worked</td>
<td>have I seen? etc</td>
</tr>
<tr>
<td>he/she/it has worked etc</td>
<td>I have not seen etc</td>
</tr>
<tr>
<td>have I worked?</td>
<td>have you worked? has he/she/it worked? etc</td>
</tr>
<tr>
<td>have I not worked</td>
<td>have you not worked etc</td>
</tr>
</tbody>
</table>

For contractions (I've, he's, haven't), see page 277.

To make the present perfect, put have/has with the past participle (worked, seen, etc). Regular past participles end in -ed, like simple past tenses (for spelling rules, see page 42).

work → worked  hope → hoped  stop → stopped  try → tried

With irregular verbs, the past participle is often different from the simple past tense. You have to learn the forms one by one (see page 275).

see → seen  speak → spoken  go → gone  buy → bought

1 Write as many of the irregular past participles as you can. Check them on page 275, and learn the ones you don't know.

2 Write affirmative (+) or negative (−) present perfect sentences.

   1 I (speak +) to the boss  ... I have spoken to the boss.
   2 they (eat −) anything  ... They have not eaten anything.
   3 she (forget +) my address  ...
   4 I (make +) a mistake  ...
   5 you (shut −) the door  ...
   6 Alan (work +) very hard  ...
   7 I (hear +) from Mary  ...
   8 John (learn −) anything  ...
   9 we (remember +) Ann's birthday  ...
   10 I (see +) a newspaper today  ...

'Somewhere with no irregular verbs.'
We make present perfect questions with *have/has + subject + past participle.*

**STATEMENT 4:**  
You have paid. The rain has stopped. The children have gone to Dublin.

**QUESTION 7:**  
Have you paid? Has the rain stopped? Where have the children gone?

3. **Make present perfect questions.**
   - John / leave? Has John left?
   - why / Mary / go home? Why has Mary gone home?
   - where / you / put the keys? Where have you put the keys?
   1. we / pay? ............................................................
   2. Bill / phone? ................................................................
   3. you / hear the news? ...................................................
   4. the dogs / come back? ................................................
   5. what / Barbara tell the police? .....................................
   6. why / Andy and Sarah / bring the children? ..................
   7. what / you / say to Mike? ...........................................

Be careful when questions have long subjects – the word order does not change.

<table>
<thead>
<tr>
<th>Has</th>
<th>Ann arrived?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have Ann</td>
<td>Arrived?</td>
</tr>
<tr>
<td>Have Ann</td>
<td>and her mother arrived?</td>
</tr>
<tr>
<td>(NOT Have</td>
<td>arrived Ann and her mother and father and the others?)</td>
</tr>
</tbody>
</table>

4. **Make present perfect questions.**
   1. the Sunday newspapers / arrive?
   2. all those people / go home?
   3. the secretary from your father's office / telephone?
   4. where / the family in the flat upstairs / go?
   5. why / all the students in Mr Carter's class / give him presents?

5. **Look at the picture and put the words in the correct order.**

   seen  I  ball  sorry  your  haven't  no ✓

'No, ............................................................,'
finished actions: present perfect or simple past?

PRESENT PERFECT: WE THINK ABOUT THE PAST AND THE PRESENT TOGETHER
When we think about the past and present together, we normally use the present perfect.
I've written to John, so he knows what's happening now.
I've made a cake. Would you like some?
Look - I've bought a new dress.

FINISHED ACTION                        PRESENT PERFECT                        PRESENT
letter (yesterday)                  I've written to John.                   John knows now.
cake (this morning)                  I've made a cake. Would you like some? I'm offering you some now.
new dress (last Tuesday)            Look - I've bought a new dress.        I'm showing you now.

SIMPLE PAST: WE THINK ONLY ABOUT THE PAST, NOT THE PRESENT
When we think only about the past, we most often use the simple past
My grandfather wrote me a lot of letters.
(He's dead now; I'm not thinking about the present.)
I made a cake for the children, but they didn't like it.
(I'm not talking about the present.)
I bought a new dress for the party last Tuesday.
(I'm thinking only about last Tuesday.)

1 Read the sentences and the questions, and circle the correct answers.

- Ann has bought a new coat. Has she got the coat now? [YES] / PERHAPS
- Grandma came to stay with us. Is Grandma with us now? [YES] / [PROBABLY NOT]
1  I made a cup of tea. Is there tea now?  [YES] / [PROBABLY NOT]
2  Eric has made a cake. Is there a cake now?  [YES] / [PROBABLY NOT]
3  Jane went to France. Is she there now?  [YES] / [DON'T KNOW]
4  Alan has gone to Scotland. Is he there now?  [YES] / [DON'T KNOW]
5  Pat and Al started a business. Is the business still running?  [YES] / [DON'T KNOW]
6  Sue has started guitar lessons. Is she taking lessons now?  [YES] / [DON'T KNOW]
7  The cat has run away. Is the cat at home now?  [NO] / [DON'T KNOW]
8  The doctor sent Bill into hospital. Is he there now?  [YES] / [DON'T KNOW]
9  Pete lost his glasses. Has he got his glasses now?  [NO] / [DON'T KNOW]
10 Ann has cut all her hair off. Has she got any hair now?  [NO] / [DON'T KNOW]

We don't normally use the present perfect with words for a finished time.
I've seen Ann. OR I saw Ann yesterday. BUT NOT I've seen Ann yesterday.
What are the people saying? Look at the pictures and complete the sentences with verbs from the box. Use the present perfect.

break  buy  cut  send  stop

‘Somebody has broken the window.’
1 ‘John ...................... us a postcard.’
2 ‘I ...................... a hat.’
3 ‘I ...................... my finger.’
4 ‘The rain ...............’

Put the beginnings and ends together, and put in the present perfect verbs.

break  forget  leave  lose  see

1 Joe has broken his leg. A ‘Sorry. I know him, but I ...................... his name.’ ...
2 Ann can’t get into her house B ‘Yes, his girlfriend ...................... him.’ ...
3 ‘He’s looking unhappy.’ C because she ...................... her keys. ...
4 ‘Who’s that?’ D ‘No, I ...................... it.’ ...
5 ‘That’s a good film. Shall we go?’ E so he can’t go skiing. 

Note the difference between gone (to) and been (to) in present perfect sentences.

‘Where’s John?’ ‘He’s gone to Paris.’ (He’s there now.) Mary’s gone swimming. She’ll be back at 6.00.
‘I’ve been to Italy lots of times (and come back) but I’ve never been to Spain.

Put in been or gone.

1 ‘Where’s Ann?’ ‘She’s ...................... shopping.’ 4 They’re not here. They’ve all ...................... out.
2 Peter’s ...................... shopping: the fridge is full. 5 I haven’t ...................... to the cinema for weeks.
3 Have you ever ...................... to China? 6 Joe’s ...................... to live in Greece.

We use the simple past, not the present perfect, in stories (see page 46).

GRAMMAR AND VOCABULARY: housework
Put simple past verbs into the story. Use a dictionary if necessary.

Once upon a time there was a beautiful girl called Cinderella. Her two sisters made her do all the housework. Every day she (get) up early, she (sweep) the floors, she (make) the beds, she (polish) the furniture, she (wash) and (iron) the clothes, she (wash up) all the dishes and (put) them away. She (tidy) all the rooms, and she (do) hundreds of other jobs.

Now put present perfect verbs into the conversation.

SISTERS: Well, Cinderella, have you done everything? 1 ...................... the floors? 2 ...................... the beds? 3 ...................... the furniture?
4 ...................... the clothes? 5 ...................... them?
6 ...................... the dishes? And 7 ...................... them away?
8 ...................... all the rooms?
CINDERELLA: No, I 9 ...................... anything. I’m going to marry the Prince. Goodbye!
present perfect: news

We often use the present perfect to give news: to tell people about new things that have happened.

The Prime Minister has arrived in Washington for talks with the President. Ann has bought a new car. A plane has crashed at Heathrow Airport. Some new people have moved into the house next door.

1 When John Wells arrived home from work, his family gave him a lot of news. Complete the sentences.

- Hello, dear. We've found oil in the garden!
- Dad! You... a lot of money in the lottery!
- Hi! Somebody... the car!
- Surprise! Grandma... to stay for a month!
- Daddy! The goldfish...!

2 Here are some sentences from radio news broadcasts. Put in the correct verbs.

- England footballers have arrived back in Britain after their match in Rome.
- Singer Alex Haverty has married his long-time girlfriend Katy Bowen.
- Charles Blackstock, Member of Parliament for East Chilbury, has died at the age of 57.
- Once again, bad weather has caused the tennis final at Wimbledon.
- The Foreign Minister has arrived in London for a two-day visit to Berlin.
- Heavy snow has blocked hundreds of roads in Scotland.

We don't normally use the present perfect with words for a finished time.

We've found oil in the garden. BUT NOT We've found oil in the garden yesterday.
A plane has crashed at Heathrow Airport. BUT NOT A plane has crashed at 3.15 this afternoon.

3 Circle the words for a finished time.

- a few days ago  always  this week  last week  never  now  then  today  yesterday  in 1990

4 Correct (✓) or not (✗)?

- My father has changed his job. ✓
- Andy has gone to Scotland last week. ✗
- Look what Peter has given me yesterday! ...
- I've seen a great programme last night. ...
- I think everybody has arrived now. ...
- Mary has written to me three weeks ago. ...
- Sorry – I've forgotten your name. ...
- I've forgotten Mike's birthday last Tuesday. ...
- Everybody has gone home at 10 o'clock. ...
- There's nobody here! What has happened?

56 PERFECT TENSES
present perfect and simple past: news and details

1. **When we first give news,** we often use the **present perfect.**

   - A plane **has crashed** in Yorkshire.
   - The Prime Minister **has met** business leaders.
   - Mary **has gone** to Australia.
   - ‘I’ve found your keys.’

2. **When we give or ask for more past details,** we change to the **simple past.**

   - It **came down** in a field outside York.
   - They **talked** for four hours.
   - She **left** last night.
   - ‘Thanks. Where **were** they?’

**REMEMBER:** we don’t normally use the **present perfect** when we **give** or **ask about** a **finished time.**

*Joe has left home. OR Joe **left** home last week. BUT NOT Joe has left home last week.*

*Have they arrived? OR When **did** they arrive? BUT NOT When have they arrived?*

1. **Put in present perfect and simple past verbs.**

   - The cat **has eaten** your supper. She **took** it off the table when I was out. (eat; take)
   - 1 Ann **has** her job at the bank. She **left** her boss. (leave; not like)
   - 2 I **have** a beautiful dress. I **went** it at Parker’s yesterday. (buy; find)
   - 3 Cathy and Sam **moved** their house. They **bought** a very good price. (sell; get)
   - 4 ‘Dad **has** his glasses.’ ‘Where **did** he **look** them?’ ‘Under his pillow.’ (find; find)
   - 5 Mrs Collins **went** into hospital. She **went** to the doctor this morning, and he **sent** her straight in. (go; go; send)
   - 6 Bill **had** an accident. He **fell** off his bike last night. (have; fall)
   - 7 I **heard** from Jan. She **sent** us a postcard from Peru. (hear; send)
   - 8 ‘I **heard** your mother about us.’ ‘What **did** she **do**?’ ‘She was very nice about it.’ (tell; say)
   - 9 Two climbers **are** in the Alps. They **are** their way in bad weather. (die; lose)
   - 10 John and Sue **have** yet. They **are** the wrong train. (not arrive; take)

2. **Make questions to ask for more details.**

   - ‘I’ve bought a new jacket.’ ‘Oh, yes? **Where did you buy it?**’ (where / you / buy it)
   - 1 ‘Joe’s passed his exam.’ **When did he get good marks?** (he / get / good marks)
   - 2 ‘Cathy’s moved to London.’ **When did she go?** (when / she / go)
   - 3 ‘Andy’s lost his job.’ ‘I know.’ **Why did he sell it?** (why / he / sell it)
   - 4 ‘My brother’s been to San Francisco.’ **When did he stay?** (where / he / stay)
   - 5 ‘Mark’s sold his car.’ **Why did he sell it?** (why / he / sell it)
   - 6 ‘Phil’s bought a bike.’ **How much did it cost?** (how much / it / cost)
   - 7 ‘Bob’s found a new girlfriend.’ **Where did he meet her?** (where / he / meet her)
   - 8 ‘I’ve given up smoking.’ **Why did you stop?** (why / you / stop)
up to now (1)  How much?  How often?

We often use the present perfect to say how much we have done up to now.
I've done six different jobs since Christmas.  I've done no work at all so far (= 'up to now') today.
Joe is saving €20 a week. He started 8 weeks ago. Up to now he's saved €160.

PAST  +€20 +€20 +€20 +€20 +€20 +€20 +€20 = €160  NOW

1 Look at the pictures and complete the sentences.
   1. I have washed up thirty glasses this morning. (wash up)
   2. I have drunk eight cups of coffee today. (drink)
   3. I have written eight letters since breakfast. (write)
   4. Joe has driven 40,000 km so far this year. (drive)
   5. I have lived in six different houses in my life. (live)
   6. That child has eaten chocolates already today. (eat)

We can use the present perfect to say how often things have happened up to now.
That's a wonderful film. I've seen it three times.  Sally has only been to Ireland once.
We've often wanted to come and see you.

We can use the present perfect to ask if things have happened up to now, or to say that they haven't happened up to now. We often use ever and never in these sentences.
She's never written to me.  Has the boss phoned?
We haven't been to Scotland this year.

2 Make present perfect sentences.
   I / never / read / Shakespeare  I've never read Shakespeare.
   I / break / my arm / three times  I've broken my arm three times.
   Peter / pay / for his lessons?  Has Peter paid for his lessons?
   1. Joe / change / his job / twice this year  
   2. you / ever / write / a poem?  
   3. I / never / climb / a mountain  
   4. how often / she / ask / you for money?  
   5. I / often / try / to stop smoking  
   6. Alex / phone / me / six times this week  
   7. Charles / speak / to you / today?  
   8. Mary / not / tell / me / her new address  
   9. you / ever / break / your leg?  
   10. We / not / play / football / this year  

For word order with often, never etc, see page 204.
When we are talking about a finished period of time, we use the **simple past** to say how much happened or how often things **happened**. Compare:

*I haven't done* any work *this afternoon.* (Said in the afternoon.)

*I didn't do* any work *this afternoon.* (Said in the evening.)

3 **Read the sentences and circle the correct answers.**

- ‘A lot of people came to see me in hospital.’ Was the speaker in hospital when he/she said this?
  A Yes  B No

1 ‘I didn't enjoy school.’ Was the speaker at school when he/she said this?
  A Yes  B No

2 ‘I've been to sleep three times during the lesson.’ When did the speaker say this?
  A During the lesson  B After the lesson

3 ‘I didn't travel much in December.’ When did the speaker say this?
  A In December  B Later

4 ‘My computer has crashed three times this morning.’ When did the speaker say this?
  A In the morning  B Later

5 ‘Joseph Adams made many friends during his life.’ Was Joseph Adams alive when the speaker said this?
  A Yes  B No

4 **Circle the correct answers.**

- Our team won / *has won* two matches this year.
  3 Carol stayed / *has stayed* with us last week.

- Our team won / *has won* two matches last year.
  4 All my life I wanted / *have wanted* to fly a plane.

1 *Did you ever go / Have you ever been* to Wales?
2 *I never read / have never read* any of his books.

5 **Write three things that you didn’t do yesterday, and three things that you have never done.**

1 I didn’t ................................................................. yesterday.
2 .................................................................
3 .................................................................
4 I have never .................................................................
5 .................................................................
6 .................................................................

6 **GRAMMAR AND VOCABULARY: entertainments**

Make sure you know all the words in the box. Use a dictionary if necessary.

| the cinema | the circus | the opera | the theatre |
| a rock / jazz / classical music concert | a rock / jazz festival |

How often have you been to the different kinds of entertainment? Write sentences. **Example:**

- *I've been to the circus once in my life. I've been to a rock concert twice this year. I've never been to the opera.*
already, yet and just

We often use the present perfect with already (= 'earlier than somebody expected'). Note the word order: already comes after have.

'Newspaper?' 'No, thanks. I've already read it.' You're late. We've already started.

1 Complete the sentences with already and verbs from the box (present perfect).

- Where's Pete? 'He's already gone... home.'
- Shall I pay?' 'No, I...'
- What time's the train?' 'It...'

2 Make questions (☑) and negatives (☐) with yet.

- Has my sister phoned yet?
- The postman hasn't come yet.

3 Do these things, and then write sentences to say what you have just done.

- Touch your ear...
- Look at the floor...
- Think about your home...
- Move your feet...
- Put your hand on your head...

4 It is eight o'clock in the morning. Look at the table and say what Ann has (not) done. Use present perfect verbs with already, yet and just.

- She has just had a cup of coffee.
- She hasn't got dressed yet.
- She has already done a lot of work.

- Have a cup of coffee 7.55
- Get dressed
- Do a lot of work
- Write letters
- Telephone mother 7.57
- Clean kitchen
- Read newspaper
- Make toast 7.59
- Listen to the radio
up to now (2)  I've been here since Tuesday.

We use the present perfect, not the present, to say how long something has continued up to now.
I've been here since Tuesday. (NOT I am here since Tuesday.)
I've known John for ten years. (NOT I know John for ten years.)

We can say how long with since or for.
We use since when we give the beginning of the time (for example since Tuesday).
We use for when we give the length of the time (for example for three days).

I've been here since Tuesday.
I've known Mary since 1980.
I've had this car since April.

1 Put in since or for.
1 six weeks 5 yesterday 9 July
2 Sunday 6 breakfast time 10 last week
3 1996 7 a long time 11 a day
4 ten years 8 five minutes 12 this morning

2 How long have you known people? Write sentences.
> I've known my English teacher since September.
1 I've known ........................................... for
2 I've ...........................................................
3 ............................................................
4 ............................................................

3 How long have you had things? Write sentences.
1 I've had these shoes for six months...
2 I've had my ........................................... since
3 ............................................................
4 ............................................................
5 ............................................................

4 Make present perfect questions with How long ...?
> you / be / in this country  How long have you been in this country?
> Mary / have / her job  How long has Mary had her job?
1 you / know / Mike ............................................................
2 you / be / a student ............................................................
3 your brother / be / a doctor ...................................................
4 Andrew / have / that dog ....................................................
5 David and Elizabeth / be / together ........................................

Be, know and have are non-progressive verbs (see page 28). With most other verbs, we use the present perfect progressive (see page 62) to say how long things have continued up to now.
How long have you been waiting?
up to now (3): present perfect progressive*

We make the present perfect progressive with have/has been + ...ing.

We have been living here since April. John's been working in the bank for three months.

We use the present perfect progressive (with most verbs) to say how long things have been continuing up to now. (For be, have and know, see page 61.)

I've been learning English for four years. It's been raining all day.

Have you been waiting long?

We've been travelling for six hours.

1 Make present perfect progressive sentences. Use for or since (see page 61).

   > John started learning Chinese in February. Now it's July. (for)
   
   John has been learning Chinese for five months.

   > It started raining on Sunday. It's still raining. (since)
   
   It's been raining since Sunday.

1 Mary started painting the house on Monday. Now it's Friday. (for)

2 We started driving at six o'clock. Now it's ten o'clock. (for)

3 Ann started working at Smiths in January. (since)

4 Joe started building boats when he was 20. Now he's 40. (for)

5 We started waiting for the bus at 8.30. (since)

6 Prices started going up last year. (since)

2 Make questions beginning How long ...?

   > you / study / maths  How long have you been studying maths?

1 Jane / talk / on the phone  How long have you been talking on the phone?

2 your brother / work / in Glasgow  How long has your brother been working in Glasgow?

3 Eric / drive / buses  How long has Eric been driving buses?

4 that man / stand / outside  How long has that man been standing outside?

5 you / play / the piano  How long have you been playing the piano?

3 How long have you been learning English?

* Also called 'present perfect continuous'
We don't use present tenses to say how long things have been going on.
They've been living here since 1998. (NOT They are living here since 1998.)
I've been learning English for three years. (NOT I'm learning English for 3 years.)

4 Correct (√) or not (x)?
- I'm waiting for her since this morning. x
- I'm still waiting for her now. √
- I've been waiting for her for four hours. √
1 We have been driving for about six hours. ...
2 How long are Ann and Peter working here? ...
3 Sue has been talking on the phone all day. ...
4 I have been sitting in this office since 9.00. ...
5 She's working here since 1998. ...
6 Are you studying hard these days? ...

We often use the present perfect progressive when we say how we have been filling our time (up to now).
We've been playing a lot of tennis in the last few weeks.
Sorry I haven't written to you - I've been travelling.
‘You look tired.’ ‘Yes, I've been working in the garden.’

5 Look at the pictures and say what the people have been doing. Use the verbs in the box (present perfect progressive).

<table>
<thead>
<tr>
<th>play</th>
<th>play</th>
<th>swim</th>
<th>teach</th>
<th>travel</th>
<th>write</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>She has been travelling</th>
</tr>
</thead>
</table>
1 ........................................... the piano.
2 ........................................... football.
3 ........................................... letters.
4 ........................................... letters.
5 ........................................... letters.

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present perfect or present perfect progressive?

We use the present perfect mostly for finished actions. We use the present perfect progressive mostly for unfinished actions continuing up to now (often when we say how long).

PRESENT PERFECT: I have written etc
finished actions
Mike has learnt how to cook spaghetti. I've written to John, so he knows everything.

PRESENT PERFECT PROGRESSIVE: I have been writing etc
unfinished actions → now
Jane has been learning Greek since August. The children have been writing letters all day.

We use the present perfect to say how much or how often. Compare:
We've travelled to nine countries this year. We've been travelling all this year.

Circle the correct form.

1. How long have you learnt / been learning the piano?
2. Look! I have bought / been buying a coat.
3. It has rained / been raining since Tuesday.
4. John has broken / been breaking his leg.
5. He hasn't told / been telling me his address.

We don't use the progressive with be, have (meaning 'possess'), know and other non-progressive verbs (see page 28).
I've been here since Tuesday. (NOT I've been being...)
How long have you had your car? (NOT How long have you been having...?)
We've only known each other for two weeks. (NOT We've only been knowing...?)

Put in the present perfect or present perfect progressive.

1. I have had .... these shoes for a year. (have)
2. How long have you been waiting for that train? (wait)
3. Ann ........................................ all day. (work)
4. John ........................................ ill this week. (be)
5. It ........................................ all day. (snow)
6. We ........................................ this dog for years. (have)
7. How long ........................................ you ....................................
8. Andrew? (know)

We prefer the present perfect for very long, unchanging situations. Compare:
He's been standing there for hours. The castle has stood on this hill for 900 years.

Circle the best answer. (Both are correct, but one is more usual.)

1. We've lived / been living in London since January.
2. They've lived / been living in London all their lives.
3. My father has worked / been working here for 47 years.
4. I've worked / been working here for two weeks.
simple past and present perfect: summary

SIMPLE PAST: I worked/wrote/drove etc

finished actions
- finished actions, no connection with present
  My grandfather worked for a newspaper. I drove back from York last night.
- with words for a finished time, like yesterday, in 1990, ago, then, when
  I saw Ann yesterday. (NOT I have seen Ann yesterday.) Bill phoned three days ago.
  When did you stop smoking? (NOT When have you stopped smoking?)
- stories
  A man walked into a café and sat down at a table. The waiter asked ...
- details (time, place etc) of news
  The cat has eaten your supper. She took it off the table.
  Bill has had an accident. He fell off his bicycle when he was going to work.

(SIMPLE) PRESENT PERFECT: I have worked/written/driver etc

A finished actions
- thinking about past and present together
  I've written to John, so he knows what's happening now. Jane has found my glasses, so I can see again.
- news
  A plane has crashed at Heathrow airport. The Prime Minister has left for Paris.
- up to now: how much/many; how often
  I've drunk six cups of coffee today. My father has often tried to stop smoking.
- up to now: things that haven't happened; questions; ever and never
  John hasn't phoned. Has Peter said anything to you? Have you ever seen a ghost? I've never seen one.
- already, yet and just
  'Where's Peter?' 'He's already gone home.' Has the postman come yet? 'Coffee?' 'I've just had some.'
- NOT with words for a finished time
  I saw Penny yesterday. She's getting married. (NOT I have seen Penny yesterday.)

B unfinished actions continuing up to now
(only with be, have, know and other non-progressive verbs)
- to say how long (often with since and for)
  How long have you been in this country? We've had our car for seven years.
  I've known Jake since 1996. (NOT I know Jake since 1996.)

PRESENT PERFECT PROGRESSIVE: I have been working/writing/driving etc

unfinished actions continuing up to now (most verbs)
- to say how long (often with since and for)
  Have you been waiting long? I've been learning English since last summer.
  We've been driving for three hours - it's time for a rest.
  DON'T use a present tense to say how long.
  I've been living here since January. (NOT I'm living here since January.)
- to say how we have been filling our time up to now
  Sorry I haven't written. I've been travelling. 'You look tired.' 'Yes, I've been working in the garden.'
- NOT USUALLY to talk about long, unchanging situations
  The castle has stood on this hill for 900 years.
present perfect and simple past: revision exercises

1 **Put in the correct form (one word).**
   - I wrote... to my brother yesterday. (write)
   - I have just written... to my sister. (write)
   - The lessons... last week. (begin)
   - You’ve... three cups today. (break)
   - Why have you... home early? (come)
   - Who has... my coffee? (drink)
   - We... much last night. (eat)
   - John... off his bicycle yesterday. (fall)
   - I’m sorry, I’ve... your name. (forget)
   - I’ve... my address to the police. (give)
   - We... what they wanted. (know)
   - Somebody has... my umbrella. (take)

2 **Make questions (Q) or negatives (¬).**
   - She finished the book.  She didn’t finish the book.
   - The rain has stopped.  Has the rain stopped?
   - All those people went home.  All those people didn’t go home.
   - Peter has told us everything.  Peter hasn’t told us everything.
   - The postman has been.  The postman hasn’t been.
   - Pat has been working all day.  Pat hasn’t been working all day.
   - Eric and Angela bought a new house.  Eric and Angela didn’t buy a new house.
   - Mary’s boyfriend forgot her birthday.  Mary’s boyfriend hasn’t forgotten her birthday.

3 **Make questions.**
   - The letter arrived.  (when)  When did the letter arrive?
   - Somebody told her.  (who)  Who told her?
   - Everybody has gone home.  (why)  Why has everybody gone home?
   - Ann’s been learning Chinese.  (how long)  How long has Ann been learning Chinese?
   - George closed the door.  (why)  Why did George close the door?
   - The people in the big house have gone on holiday.  (where)  Where have the people in the big house gone on holiday?
   - The President and his family visited Russia.  (when)  When did the President and his family visit Russia?
   - Jan’s father and mother have been travelling in Scotland.  (how long)  How long have Jan’s father and mother been travelling in Scotland?
   - Something has happened.  (what)  What has happened?

4 **Somebody has just said these sentences. Read the questions and circle the correct answers.**
   - ‘The letter arrived.’  (when)  When did the letter arrive?
   - ‘Somebody told her.’  (who)  Who told her?
   - ‘Everybody has gone home.’  (why)  Why has everybody gone home?
   - ‘Ann’s been learning Chinese.’  (how long)  How long has Ann been learning Chinese?
   - ‘George closed the door.’  (why)  Why did George close the door?
   - ‘The people in the big house have gone on holiday.’  (where)  Where have the people in the big house gone on holiday?
   - ‘The President and his family visited Russia.’  (when)  When did the President and his family visit Russia?
   - ‘Jan’s father and mother have been travelling in Scotland.’  (how long)  How long have Jan’s father and mother been travelling in Scotland?
   - ‘Something has happened.’  (what)  What has happened?

5 **Perfect Tenses**

66
5 Put in the verbs from the boxes (simple past or present perfect).

<table>
<thead>
<tr>
<th>not be</th>
<th>happen</th>
<th>have</th>
<th>lose</th>
<th>not pass</th>
<th>spend</th>
</tr>
</thead>
</table>

Last year 1 was not  a good year for Pete and Sonia. Pete 2 a car accident and 2 a month in hospital, Sonia 3 her job, the children 4 their school exams, and a lot of other bad things 5 .

<table>
<thead>
<tr>
<th>be</th>
<th>buy</th>
<th>change</th>
<th>have</th>
<th>open</th>
<th>pass</th>
</tr>
</thead>
</table>

This year 6 much better. Pete 7 his job, and is making much more money. They 8 a new house. Sonia 9 a small restaurant, and it's going very well. They 10 a baby. And the other children 11 all their exams this time.

6 Put in the simple past, present perfect or present perfect progressive.

- 'Where's the car?' 'Bill 1 it. He 2 it to go shopping.' (take; need)
- I 3 tickets for the match. Do you want to come with me? (buy)
- My grandfather 4 to school in Ireland. (go)
- How long 5 you been standing there? (stand)
- 'I 6 my job.' 'Why?' 'I 7 the hours.' (change; not like)
- 'Look - I 8 some money.' 'Where 9 you 10 it?' (find; find)
- Mike 11 his new watch. (already lose)
- The company 12 a lot of money last year. (lose)
- 13 Andrew 14 to the boss yet? (speak)
- 15 since Sunday. (snow)
- 16 You have the newspaper. I 17 it. (finish)
- 18 mathematics from 1996 to 1998. (study)
- 'You're looking happy.' 'Yes, I 19 my exam.' (pass)
- How long 20 you ever 21 a poem? (write)
- 22 for the electrician all day yesterday. (wait)
- 'Where's Robert?' 'He 23 out.' (just go)
- 'Do you like skiing?' 'I 24 it.' (not try)
- That child 25 chocolate all day. (eat)

7 Circle the correct answers.

1 know / have known 2 Adrian for a very long time - we 3 are / have been friends since our first day at school, thirty years 4 ago / before / since. He 5 came / has come round to see me last night to ask for my advice. His company 6 did / has been doing very well for the last few years, and they 7 opened / have opened several new offices. They 8 just asked / have just asked Adrian to move to Scotland, to run an office there. He 9 didn't decide / hasn't decided what to do yet. He doesn't really want to move: he 10 never lived / has never lived outside Manchester, and he 11 bought / has bought a new house there last year. But the new job would be interesting, and very well paid. We 12 talked / have talked / have been talking about it for a long time last night, but of course I couldn't tell him what to do.
past perfect  It had already begun when we arrived.

To make the past perfect, put had with the past participle (seen, lost etc).
(For irregular past participles, see page 275.)

She didn’t phone Alan because she’d lost his number. It was a film that I hadn’t seen before.

1 Make past perfect sentences.
   ► I couldn’t get in because I had forgotten my keys. (forget)
   ► Ann wasn’t at home. Where had she gone? (go)
   ► The telephone wasn’t working because we hadn’t paid the bill. (pay)

1 The woman told me that she had worked in China a few years before. (work)
2 Everything in the garden was brown because it had rained. (rain)
3 The bathroom was full of water. What had happened? (happen)
4 I knew I had seen that man somewhere before. (see)
5 We were surprised to see Mark, because we hadn’t got his letter. (get)
6 After three days the dogs came back home. Where had they been? (be)
7 They gave me some money back because I had spent too much. (pay)
8 There was nothing in the fridge. I could see that Peter had done the shopping. (do)

We use the past perfect when we are already talking about the past, and want to talk about an earlier past time.

Our train was late, and we ran to the cinema. But the film had already begun.

2 Circle the correct answers.
   ► I didn’t recognise hadn’t recognised Helen, because she cut had cut her hair very short.
   1 No one understood had understood how the cat got had got into the car.
   2 Joe didn’t play hadn’t played in the game on Saturday because he hurt had hurt his arm.
   3 When I looked had looked in all my pockets for my keys, I started had started to get very worried.
   4 Liz never travelled had never travelled by train before she went had gone to Europe.
   5 I arrived had arrived at the shop at 5.30, but it already closed had already closed.
   6 I didn’t have hadn’t had much money after I paid had paid all my bills last week.
Put in the simple past or the past perfect.

- Bill *didn’t tell* anybody how he *had got* into the house. (not tell; get)
- Emma *went* to France last week. Before that, she *had never been* outside Ireland. (go; be)

1. When their mother *...... came* home, the children *...... all* the sweets. (get; eat)
2. Yesterday I *...... met* a man who *...... was* at school with my grandmother. (meet; be)
3. It *...... started* to rain, and I *...... remember* that I *...... never closed* my window. (start; remember; not close)
4. I *...... found* a letter on my desk that I *...... had* never *...... opened* (find; open)
5. I *...... told* Bob I couldn’t go to the theatre, but he *...... had* already *...... bought* the tickets. (tell; buy)

We use the past perfect after *when* to show that something is completely finished.

*When I had watered* all the flowers, *I sat down and had* a cool drink.

*When Susan had done* her shopping, *she went to visit* her sister.

Make sentences using the past perfect after *when*.

- Jan finished her dinner. Then she sat down to watch TV.
  
  When Jan *had finished* her dinner, *she sat down to watch TV*.

- David phoned his girlfriend. Before that he did his piano practice.
  
  David *had phoned* his girlfriend when he *had done* his piano practice.

1. George ate all the chocolate biscuits. Then he started eating the lemon ones.

2. I turned off the lights in the office. Then I locked the door and left.

3. I borrowed Karen’s newspaper. Before that she read it.

4. Mark had a long hot shower. Before that he did his exercises.

5. Barry phoned his mother with the good news. Then he went to bed.

NOTHING HAD CHANGED

When I went back to my old school
nothing had changed.

Well, OK,
the place had closed down.

Doors stood wide,
windows had lost their glass,
ceilings had fallen.
Travellers had camped in the dining-room,
and left their names on the walls.

Wind blew
through the rooms where I had sat for so long
and learnt so little.
Rubbish piled up in the corners.

But nothing important had changed.

Evan Stabetsi

For the past perfect in reported speech, see page 247.
test yourself  perfect tenses

1 Put in the past participles.
   go ....... break ......... bring ......... come ......... drink ......... eat .........
   forget ......... give ......... leave ......... make ......... stand ......... stay .........
   stop ......... take ......... think ......... try .........

2 Make affirmative (+) sentences, questions (0) or negatives (–).
   She has not studied French. (Russian +) She has studied Russian.
   It hasn’t snowed today. (rained 0) Has it rained?
   They’ve been to Greece. (Turkey 0) They haven’t been to Turkey.
   1 We’ve been swimming. (walking 0)
   2 They haven’t written. (phoned 0)
   3 I had seen her before. (spoken to 0)
   4 She hasn’t been to New York. (Chicago 0)
   5 He hasn’t bought a motorbike. (car 0)
   6 She’s been studying German. (Italian 0)

3 Circle the correct answers.
   Have you seen / [seen] this film before?
   1 Our football team lost / has lost all its games this year. It lost / has lost all its games last year too.
   2 Did you ever drive / Have you ever driven a bus?
   3 My brother speaks good English, but he has never had / never had lessons.
   4 Did you see / Have you seen Paul yesterday? ‘No, but he just phoned / has just phoned.’
   5 Have you done the shopping yet / yesterday?
   6 I started this job for eight weeks / eight weeks ago / ago eight weeks.
   7 I’m / I’ve been in this school for / since five years.
   8 ‘What time does the lesson start?’ ‘It’s already started.’ / ‘It already started.’

4 Circle the correct answers.
   1 We know / We’ve known / We’ve been knowing John and Andy for / since years.
   2 We work / I’m working / I’ve been working here since last summer.
   3 ‘Good news! John passed / has passed his exam.’ ‘Has he got / Did he get good marks?’
   4 ‘Mary went / has gone to London.’ ‘When did she leave? / has she left?’
   5 This house has stood / been standing here for 500 years.

5 Put in the simple past or past perfect.
   1 When I ......... him, I ......... that him before. (see; know; meet)
   2 He ......... enough money for food because he ......... so many clothes. (not have; buy)
   3 The meeting ......... when I ......... (already start; arrive)
   4 The car ......... down because I ......... (break; forget)
   5 I ......... Mary for the first time thirty years ago. (meet)
SECTION 6 modal verbs

**grammar summary**

| MODAL VERBS: can, could, may, might, shall, should, will, would, must, (ought to) |
| PAST AND FUTURE OF MODALS: be able to, have to |
| VERBS THAT ARE LIKE MODALS: used to, had better, needn’t |

The modal verbs are a special group of auxiliary verbs. We use them before other verbs to express certain meanings - for example permission, ability, possibility, certainty.

Modals have different grammar from other verbs. For example, they have no -s on the third person singular: we say he can, not he cans.

*Used to, had better and needn’t* are similar to modals in some ways, and they are included in this section.

A less common verb - ought to - is not practised here. For will, see pages 35–37.

**pre-test: which units do you need?**

Try this small test. It will help you to decide which units you need. The answers are on page 283.

1 Correct (√) or not (×)?
   *She can play the piano. √*  
   1 Can you to sing? ... 
   2 I may not be here this evening. ... 
   3 You don’t must open that door. ... 
   4 Must you go? ... 
   5 Last year I must work on Saturdays. ... 
   6 When do you have to leave? ... 
   7 You will have to get the 10.15 train. ...

2 Complete the sentences. (More than one answer may be possible.)
   1 ......................... I use your phone? 
   2 ......................... you lend me a pen? 
   3 She has very good clothes. She ......................... have a lot of money. 
   4 She doesn’t answer the phone. She ......................... be at home. 
   5 People ......................... smile more often. 
   6 One day, people ......................... to go to the moon on holiday.

---

**Are TV chefs creating a nation that can’t cook?**

*BBC Good Food*
modal verbs: introduction  can, must, should etc

The modal verbs are a special group of auxiliary verbs. They are different from most other verbs in four ways.

+ INFINITIVES WITHOUT TO

After modals, we use infinitives without to. (After other verbs, we use infinitives with to.)

Can I use your phone? (NOT Can-I-use...) Joe can't swim. I may be out tonight.
BUT I want to use her phone. I'd like to go home. Joe seems to have a cold.

1 Circle the correct answers.

- Can you play / to play the guitar?
- I don't want to play / to play football today.
  1 Ann seems to be / to be very tired.
  2 Peter hasn't phoned. He must be / to be away.
  3 Could you pass / to pass the orange juice?
  4 We hope get / to get a bigger flat soon.
  5 Chris may be / to be here at the weekend.
  6 I want speak / to speak to the manager.

NO -s

Modal verbs have no -s on the third person singular (he/she/it form). (Other verbs have -s.)

John can speak Korean. (NOT John-cans ...) Barbara may be late. This must be your coat.
BUT John knows my father. Ann seems to be ill. The cat wants to go out.

2 Add -s or nothing (-).

- Ann plays tennis. - Bill can... swim. 1 Our cat like... fish. 2 It may... rain.
  3 She must... pay now. 4 Harry work... in London. 5 Sue should... phone her mother.
  6 The train seem... to be late. 7 Bill might... come and see us. 8 Joe want... to go home.

NO DO

We make modal questions (?) and negatives («) without do. (Other verbs have do.)

Can you help me? (NOT Do you can-help-me?) You must not tell Philip.
Do you know my friend Jeremy? Sally doesn't cook very well.

3 Make questions (?) or negatives («).

(Negatives in this exercise: cannot/can't; must not/mustn't; may not)

- Ann can't speak Russian. (Chinese «) Can she speak Chinese?
- Mary must wash her clothes. (do it now «) She mustn't do it now.
  1 Mike can't swim. (ski «)
  2 John can play football. (poker «)
  3 Maria must play the piano. (sing «)
  4 Robert may go to Italy. (go this week «)
  5 Ann must work on Saturday. (Sunday «)

NO INFINITIVES OR PARTICIPLES

Modal verbs have no infinitives or participles: to-can, maying, musted.
Instead, we use other verbs: can → be able to (see page 79); must → have to (see page 76).
You must be home by eleven. Must you go?

In affirmative (+) sentences, we use must when we mean: 'This is necessary.'

I must get up early tomorrow. You must fill in this form. (NOT You must-to fill...)

**1 Complete the sentences with must and verbs from the box.**

<table>
<thead>
<tr>
<th>go</th>
<th>be</th>
<th>hurry</th>
<th>pay</th>
<th>speak</th>
<th>stop</th>
<th>study</th>
<th>write</th>
</tr>
</thead>
</table>

FATHER: You must home by eleven.

TEACHER: You must in ink.

FRIEND: We must - we're late.

DOCTOR: You must smoking.

TAX OFFICE: You must the tax now.

TEACHER: Your daughter must harder.

BOSS: You must politely on the phone.

MOTHER: That child must to bed now.

In affirmative (+) sentences, we also use must when we mean: 'This is a very good idea.'

You must visit us while we're in Paris. Pat and Jan are so nice - we must see them again.

**2 Put the beginnings and ends together. Add must and verbs from the box.**

<table>
<thead>
<tr>
<th>go</th>
<th>have</th>
<th>phone</th>
<th>read</th>
<th>see</th>
</tr>
</thead>
</table>

2. I haven't heard from Annie for ages.
3. The woods are full of flowers.
4. This cake is delicious.
5. 'Velocity' is a wonderful film.

A I her tonight...
B You must read it. Shall I lend it to you?
C My mother made it; you a piece...
D You it. It's a cinema classic...
E We a walk this weekend...

In questions (T), we use must when we mean: 'Is this really necessary?'

To make questions with must, we put must before the subject.

Must we tell the police when we change addresses? Must you talk so loud? Must you go?

**3 A new student is asking some questions about next week's exam. Complete the questions. Use Must I...? and verbs from the box.**

<table>
<thead>
<tr>
<th>answer</th>
<th>bring</th>
<th>come</th>
<th>pay</th>
<th>sit</th>
<th>stay</th>
</tr>
</thead>
</table>

Must I bring any paper? any money? to this room?
1 3 in my usual place? every question? if I finish early?

Have to (see pages 75–76) means the same as must.
Must has no past (musted) or infinitive (to-must). Instead, we use had to and (to) have to (see page 76).

For another use of must, see page 82.
mustn't and needn't  We mustn’t wake the baby.

<table>
<thead>
<tr>
<th>must not go</th>
<th>you must not go</th>
<th>he/she/it must not go etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>need not go</td>
<td>you need not go</td>
<td>he/she/it need not go etc</td>
</tr>
</tbody>
</table>

Contractions: mustn’t; needn’t

Must has two negatives (mustn’t): we use mustn’t when we mean ‘Don’t do this.’
we use needn’t when we mean ‘This isn’t necessary.’

You mustn’t smoke here.  You mustn’t take pictures here.  We mustn’t wake the baby.
You needn’t pay now; you can pay when the work is finished.  We needn’t hurry – we’re early.

1 Complete the sentences with mustn’t and the verbs in the box.

light ✓ make smoke use wash

At a campsite:  You mustn’t light … fires.
1 ………………….. dishes in the showers.
2 ………………….. noise after 10 pm.
3 ………………….. a mobile phone.
4 ………………….. in the toilets.

On a plane:  You mustn’t … drive so fast – the police will stop you.

2 Put the beginnings and ends together. Add needn’t and verbs from the box.

drive give make make wake ✓

1 You needn’t wake … me up;  A I can walk ...
2 You ……………….. breakfast for me;  B I’ll buy The Times at the station ...
3 You ……………….. lunch for me;  C I’ll have lunch in the canteen ...
4 You ……………….. me to the station;  D I’ll just have coffee ...
5 You ……………….. your newspaper;  E I’ve got an alarm clock.

3 Mustn’t or needn’t?

We mustn’t hurry – we’ll get too tired.

We needn’t hurry – we’re early.

1 You ……………….. stay up late – you’ve got school tomorrow morning.
2 You ……………….. stay up late to wash the dishes – I’ll wash them in the morning.
3 We ……………….. leave the door open – the rain will come in.
4 We ……………….. leave the door open – Peter has got a key.
5 You ……………….. write to John about this – I’ve already written to him.
6 You ……………….. write to John about this – if you do, he’ll tell everybody.
7 You ……………….. drive so fast – the police will stop you.
8 You ……………….. drive so fast – we’ve got a lot of time.
9 I ……………….. look in the cupboard again – I’ve looked in there twice.
10 I ……………….. look in the cupboard again – Ann has put my birthday present in there.

Affirmative (+) need is not a modal verb.

He needs to go now. (NOT He need go now.)

Don’t/doesn’t have to (see page 75) means the same as needn’t.
**have to**  *Do you have to teach small children?*

*Have to* is not a modal verb, but we use *have to* like *must* (see page 73), and we use *don't have to* like *needn't* (see page 74).

<table>
<thead>
<tr>
<th><strong>Have to</strong></th>
<th><strong>Has to</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>I</em>/<em>you</em>/<em>we</em>/<em>they</em> <em>have to</em> <em>do</em></td>
<td><em>he/she/it</em> <em>has to</em> <em>do</em>**</td>
</tr>
<tr>
<td><em>I</em>/<em>you</em>/<em>we</em>/<em>they</em> <em>do not have to</em> <em>do</em></td>
<td><em>he/she/it</em> <em>does not have to</em> <em>do</em>**</td>
</tr>
</tbody>
</table>

Contractions: *don't; doesn't*

We use *have to* when we want to say *'This is necessary' / 'Is this necessary?'* (like *must*).

- You *have to drive* on the left in Britain.
- *I have to* go to New York for a meeting every month.
- My sister *has to work* on Saturdays.
- Do your children *have to take lunches* to school?

**1 Complete the sentences with *has to* and expressions from the box.**

- An accountant *has to be* good with numbers.
- 1 A cook *has to be* very clean hands.
- 2 An army officer *has to be* a uniform.
- 3 A politician *has to be* good at speaking.
- 4 A builder *has to be* heavy things.
- 5 A secretary *has to be* good at spelling.

**2 Put the beginnings and ends together. Add *Do/Does ... have to.***

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>'I'm a swimming teacher.'</td>
<td>‘I can’t... finish it today?’ ...</td>
<td>‘... do you have to... speak Spanish?’ ...</td>
<td>‘... do you have to... tell you now?’ ...</td>
<td>‘... do you have to... stay until the end?’ ...</td>
</tr>
<tr>
<td>'Here is some work for you and lan.'</td>
<td>‘... do you have to... go.’ ...</td>
<td>‘... do you have to... go.’ ...</td>
<td>‘... do you have to... go.’ ...</td>
<td>‘... do you have to... go.’ ...</td>
</tr>
<tr>
<td>'I want you to go to your aunt’s party.'</td>
<td>‘... do you have to... go.’ ...</td>
<td>‘... do you have to... go.’ ...</td>
<td>‘... do you have to... go.’ ...</td>
<td>‘... do you have to... go.’ ...</td>
</tr>
<tr>
<td>'Jo and Alec work for a Mexican firm.'</td>
<td>‘... do you have to... go.’ ...</td>
<td>‘... do you have to... go.’ ...</td>
<td>‘... do you have to... go.’ ...</td>
<td>‘... do you have to... go.’ ...</td>
</tr>
<tr>
<td>'When would you like your holiday?'</td>
<td>‘... do you have to... go.’ ...</td>
<td>‘... do you have to... go.’ ...</td>
<td>‘... do you have to... go.’ ...</td>
<td>‘... do you have to... go.’ ...</td>
</tr>
</tbody>
</table>

We use *don’t/doesn’t have to* when we want to say *'this is not necessary'* (like *needn’t*).

- You *don’t have to phone* Jean; she knows already. *(NOT You mustn’t phone ...: see page 74)*

**3 Complete the sentences with *don’t/doesn’t have to* and verbs from the box.**

- You *don’t have to give* any food to the fish; they only eat in the morning.
- 1 You *don’t have to go* the windows; I’ll close them later.
- 2 Emma *don’t have to go* the flowers; I watered them earlier.
- 3 Alice *don’t have to post* those letters; Cathy’s going to the post office.
- 4 You *don’t have to speak* by train; Marianne will drive you.
- 5 You *don’t have to water* French; everyone here understands English.
- 6 Oliver *don’t have to go* early; he can come at 10.

**NOTE:** We normally use *have to*, not *must*, when we talk about *rules and laws*.

- You *have to drive* on the left in England. *(NOT USUALLY You must drive on the left ...)*
had to, will have to  I didn’t have to pay.

<table>
<thead>
<tr>
<th>PAST: HAD TO</th>
<th>FUTURE: WILL HAVE TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>I / you / he etc had to go</td>
<td>I / you / he etc will have to go</td>
</tr>
<tr>
<td>did I / you / he etc have to go?</td>
<td>will I / you / he etc have to go?</td>
</tr>
<tr>
<td>I / you / he etc did not have to go</td>
<td>I / you / he etc will not have to go</td>
</tr>
</tbody>
</table>

Contractions: I'll, you'll etc; didn’t; won’t

We use had to for the past and will have to for the future of must and have to (see pages 73-75). (Had to and will have to are not modals.)

My mum had to leave school at sixteen. Did you have to tell Jo? I didn’t have to pay.

Alice will have to start school next September. Al won’t have to come.

1 Write about the things that John had to do (➕), and didn’t have to do (➖), at school.
   ▶ (learn French ☑)  He had to learn French.
   ▶ (play tennis ☑)  He didn’t have to play tennis.
   1 (learn Russian ☑) .................................................................
   2 (learn maths ☑) .................................................................
   3 (learn music ☑) .................................................................
   4 (play football ☑) .................................................................
   5 (write poems ☑) .................................................................
   6 (write stories ☑) .................................................................

2 Make questions with Did ... have to ...?
   ▶ you / learn French at school  Did you have to learn French at school?
   ▶ Annie / work last Saturday  Did Annie have to work last Saturday?
   1 John / pay last Saturday  Did John have to pay last Saturday?
   2 Mary / take an exam last year .................................................................
   3 Joe and Sue / wait a long time for a train ........................................
   4 you / show your passport at the airport ........................................
   5 the children / walk home .................................................................
   6 Peter / cook suppers .................................................................

3 Complete the sentences. Use ‘ll have to, will ... have to ...? or won’t have to with the verbs in the box.

ask  get  get  go  learn  play  study ✔  work

- Cara wants to be a doctor. She’ll have to study ... hard.
- Ann needs a new passport. She ........................................ a form from the post office.
- Bob’s got a new car, so he ........................................ to work by bus.
- ‘I’ve got a job with a Spanish company.’ ‘How do you ........................................ Spanish?’
- ‘John wants to be a pianist.’ ‘He ........................................ for hours every day.’
- ‘Can I go home early?’ ‘I don’t know. You ........................................ the boss.’
- I’m working next Sunday, but I ........................................ on Saturday.
- ‘Liz wants to go to the US.’ ‘How do she ........................................ a visa?’

76 MODAL VERBS
What should I tell John?

We use should to talk about a good thing to do.

You should be more careful. Should I wear a tie? People shouldn't drive fast in the rain.

1. Complete the sentences with should and shouldn't and the verbs in italics.
   - If someone doesn't speak your language very well, you shouldn't speak slowly and carefully. (speak; speak)
   - 1. If you need a pen, you 'Give me that pen'; you
   - 2. If people want to live until they're very old, they a lot of fruit and vegetables; they a lot of cakes and chocolate. (eat; eat)
   - 3. In a big city, you careful with your money; you your bag on a chair in a restaurant. (be; leave)
   - 4. When you're driving, you for hours and hours without stopping; you and walk round every two hours. (drive; stop)
   - 5. When people are travelling by plane, they lots of water; they uncomfortable shoes. (drink; wear)

2. Make questions with should I and the question words and verbs from the box.

<table>
<thead>
<tr>
<th>QUESTION WORDS:</th>
<th>What</th>
<th>What</th>
<th>What time</th>
<th>Where</th>
<th>Where</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>VERBS: arrive</td>
<td>put</td>
<td>phone</td>
<td>sit</td>
<td>tell</td>
<td>wear</td>
<td></td>
</tr>
</tbody>
</table>
   - 'What should I tell John?' 'Tell him I left early.'
   - 1. 'At about 7.00.'
   - 2. 'first?' 'Mr Andrews.'
   - 3. 'Your blue dress.'
   - 4. 'At the end of the table.'
   - 5. 'this box?' 'On the shelf.'

We use must to talk about what's necessary, and we use should to talk about what's good.

I must get a new passport: I'm travelling next month. I should eat more fruit, but I don't like fruit.

3. Put in should or must.
   - 'Do I look all right?' 'You should get a haircut.'
   - 1. I can't leave; I finish this work today.
   - 2. I take more exercise, but I'm too busy.
   - 3. You n't smoke near babies.
   - 4. The sign says we n't smoke here.
   - 5. What I do to get a visa?
   - 6. You be over 16 to buy cigarettes here.
   - 7. 'What music I play?' 'I'd like Mozart.'

Letters to a magazine

Should I give up smoking?
Should I marry Bob?
Should I move to Woking?
Should I change my job?
Should I dye my hair green?
Should I tell his wife?
Should I ask a magazine
How to live my life?

Lewis Mancha
**can and could**  He can play the piano. She couldn't write.

| **I can go** | you **can go** | he/she/it **can go** etc | (NOT I-can-to-go, NOT he-can-go) |
| **can I go?** | you **can go?** | he/she/it **can go?** etc | (NOT do-I-can-go?) |
| **I cannot go** | you **cannot go** | he/she/it **cannot go** etc | (NOT I-can-not-go) |

**Contraction:** can't

I can speak Italian. I can read Spanish, but I can't speak it. Can you sing?

1 Write sentences with **but** about what David can and can't do.

<table>
<thead>
<tr>
<th>Deutsch</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hindi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tennis</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Violin</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Piano</td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

(1) (speak) He can speak German, but he can't speak Hindi.
(2) (play) He can play baseball.
(3) (play) He can play the violin.
(4) (remember) He can remember things.
(5) (eat) He can eat cherries.

2 Make questions with can.

- 'Little Mary is ten months old now.' (walk) Can she walk?
- 'John is starting the violin.' (what / play) What can he play?
- 'My brother wants to work in a restaurant.' (cook) Can he cook?
- 'My daughter's going to Spain.' (speak Spanish) Can she speak Spanish?
- 'Bill and Lisa want to buy a house.' (how much / pay) How much can they pay?
- 'Can I help in any way?' (drive a bus) Can you help in any way?
- 'Some colours look bad on me.' (wear red) Can I wear red?
- 'Ann and I have got a lovely hotel room.' (see the sea) Can you see the sea?
- 'I want to learn the piano.' (read music) Can I read music?
- 'My brother is looking for a job.' (what / do) What can he do?

3 Write three things that you can do, and three things that you can't do.

1 I can ........................................
2 I can't ........................................

Dance while you can.  
(W H Auden)

You can do what you want, if you don't think you can't.  
So don't think you can't; think you can.  
(Charles Inge on the philosophy of Coué)
To talk about the past, we use could.
I could talk when I was thirteen months old. I could walk when I was ten months old.
I couldn't understand the teacher yesterday. How could you say that to me?

What could you do at six years old? Look at the words in the box. Use a dictionary if necessary. Then make some sentences with I could or I couldn't.

climb trees  dance  fight  play chess  play the piano  read  run fast  sing  write

Use could with the verbs in italics to complete the story.
My brother's baby was unusual. When she was three months old she (say) 1 all the colours, and she (count) 2 to 100. When she was three she (read) 3 easy books. She (not write) 4, but she (tell) 5 wonderful stories, and she (remember) 6 every story that she heard. She (not walk) 7 until she was nearly two, though.

Can does not have an infinitive (to-can) or a past participle (+have-could). Instead, we use (to) be able and been able + infinitive with to. (These are not modals.)
I want to be able to speak German. (NOT ...-to-can-speak German.)
I'll be able to drive soon. I have never been able to play ball games.

Put in to be able to or been able to.
1 I hope give you an answer soon.
2 I've never understand your mother.
3 Sue has always do work that she liked.
4 Our cat would like open the fridge door.

Complete the sentences with will be able to and verbs from the box.

LIFE IN THE FUTURE
do  eat  play  remember  travel

1 People a lot of food and not get fat.
2 Eighty-year-olds tennis and football.
3 People very fast.
4 People won't forget. Everybody things clearly.
5 All of this will cost money. everybody all these wonderful things? Or only rich people?

For other uses of can and can't, see pages 82-85.
**may and might**  
**It may snow. I might have a cold.**

<table>
<thead>
<tr>
<th>I may go</th>
<th>you may go</th>
<th>he/she/it may go etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>I may not go</td>
<td>you may not go</td>
<td>he/she/it may not go etc</td>
</tr>
<tr>
<td>No contractions: mayn't</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We use **may** to say that things are possible – perhaps they are (not) true, or perhaps they will (not) happen.  
‘What’s that animal?’ ‘I’m not sure. It **may** be a rabbit.’  
**I may** go to Wales at the weekend.  
**We may not be** here tomorrow.

We do **not use may** in this way in questions.  
*It may snow. BUT NOT May it snow?*

1. **Rewrite the sentences with may.**
   - Perhaps Sarah’s ill.  
     **Sarah may be ill.**
   - Perhaps we’ll go out.  
     **We may go out.**
   - Perhaps it won’t rain.  
   - Perhaps we’ll buy a car.  
   - Perhaps Joe is not at home.  
   - Perhaps Ann needs help.  
   - Perhaps the baby’s hungry.  
   - Perhaps I won’t change my job.  
   - Perhaps she’s married.  
   - Perhaps he doesn’t want to talk to you.

2. **Put the beginnings and ends together; put in may with words from the box.**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A  ‘I’m not sure. I <strong>may go</strong> to America.’ I.</td>
<td></td>
</tr>
<tr>
<td>B  ‘Not sure. We <strong>go</strong> at home.’ ...</td>
<td></td>
</tr>
<tr>
<td>C  ‘It’s early; he <strong>not have</strong> out of bed yet.’ ...</td>
<td></td>
</tr>
<tr>
<td>D  ‘Yes. I think it <strong>not be</strong>.’ ...</td>
<td></td>
</tr>
<tr>
<td>E  ‘Perhaps; I <strong>not be</strong> enough money,’ ...</td>
<td></td>
</tr>
<tr>
<td>F  ‘I don’t know. I <strong>not be</strong> him a sweater.’ ...</td>
<td></td>
</tr>
</tbody>
</table>

Note the difference between **may not be** (= ‘perhaps is not’) and **can’t be** (= ‘is certainly not’).  
*She may not be* at home – I’ll phone and find out.  
*She can’t be* at home: she went to Spain this morning.

→ For the use of **may** to ask for and give permission (for example **May I talk to you for a minute?**), see page 85.
We can use *might* in the same way as *may* – especially if we are not so sure about things.

'Are you ill?' 'Not sure. I might have a cold. Or perhaps not.' I might not be here tomorrow.

*Might* is unusual in questions.

3 John has no money. He is thinking about things that might happen. Put in verbs from the box with *might*.

<table>
<thead>
<tr>
<th>buy</th>
<th>fall</th>
<th>find</th>
<th>make</th>
<th>send</th>
<th>win</th>
</tr>
</thead>
</table>

1 I *might win* a lot of money in the lottery. Or I *might not win* some money in the street.

Or Uncle Max *might give* me $1,000. Or a rich woman *might give* in love with me.

Or the bank *might be* a mistake. Or somebody *might not be* my old car.

4 *Might or might not?* Circle the correct answers.

Kate had a big lunch, so she *might want* (might not want) to eat this evening.

1 It's getting late. I *might finish* / *might not finish* this work on time.

2 If the traffic gets very bad we *might miss* / *might not miss* the train.

3 If he's had a good day, your dad *might give* / *might not give* you money for the cinema.

4 Andrew's story is so good that his teacher *might believe* / *might not believe* he wrote it.

5 Helen's not feeling well today – I'm afraid she *might pass* / *might not pass* her exam.

6 Alan wasn't at the last meeting. He *might know* / *might not know* the new members.

5 **GRAMMAR AND VOCABULARY: jobs**

Complete the sentences with *might be* and words from the box. Use a dictionary if necessary.

<table>
<thead>
<tr>
<th>a businessman</th>
<th>a chef</th>
<th>a farmer</th>
<th>a gardener</th>
<th>a lawyer</th>
</tr>
</thead>
<tbody>
<tr>
<td>an opera singer</td>
<td>a pilot</td>
<td>a politician</td>
<td>a vet</td>
<td></td>
</tr>
</tbody>
</table>

Little Henry likes animals. When he grows up he *might be a farmer or a vet*.

1 Angela loves aeroplanes. She *might be* interested in money.

2 George is interested in money.

3 Ann likes singing and she has a very loud voice.

4 Peter likes talking.

5 Alice likes arguing.

6 John likes cooking.

7 Mary likes flowers.

We may live without poetry, music and art;
We may live without conscience, and live without heart;
We may live without friends, we may live without books;
But civilised man cannot live without cooks.

(John Meredith)

Science fiction is the literature of *might be.*

(Cherry H)
must/can't: certainty  She must be in. He can't be hungry.

We can use must to say that something seems sure/certain.
Ann's gone to bed. She must be tired. (= 'I am certain that she is tired.')
Look at her clothes. She must have plenty of money. (= 'I feel sure that she has plenty of money.')

1 Rewrite the sentences in italics with must.
   - Her light's on. She's certainly in. ...She must be in.
   - John's coming to see me. I'm sure he wants something. He ...I am sure that he wants something.
   - Listen to her accent. I feel sure she's French. ...
   - Look at all those books. He certainly reads a lot. ...
   - So you're studying politics. I'm sure that's interesting. ...
   - Are those his shoes? He certainly has very big feet. ...
   - Do you live in Barton? You certainly know Paul Baker. ...

2 Read the text, look at the picture and complete the sentences with must.

A woman left her hotel room three days ago. Nobody has seen her since. The picture shows some things that the police have found in her room. What do they know about her?

- She must like chocolate.
- She must have small feet.
- She doesn't speak or ... Speak or not speak?
- She has long or short hair.

The negative of must (to talk about certainty) is can't.
It can't be true. (= 'It's certainly not true.') (NOT It mustn't be true.)
She always wears old clothes. She can't have much money.

3 Rewrite the sentences in italics with can't.
   - Her light's out. I'm sure she's not at home. ...She can't be at home.
   - Listen to his accent. He is certainly not American. ...
   - He has a very expensive car. I'm sure he's not a teacher. ...
   - She's very bad-tempered. I feel sure she doesn't have many friends. ...
   - I filled up the car yesterday. I'm sure we don't need petrol. ...
   - He had lunch an hour ago. He's not hungry: it's impossible. ...
   - The cinema's half empty. I'm sure the film isn't very good. ...

For more about must, see pages 73-74.
For more about can, see pages 78-79 and 83-85.
can and could: requests  Can you lend me a stamp?

We can ask people to do things (make requests) with can you ...? This is informal; we often use it when we are talking to friends; and also, for example, in shops and restaurants.

Joe, can you lend me a stamp?  Can you bring me some more butter?

Could you ...? is more formal and polite; we often use it, for example, when we are talking to strangers, older people, teachers or bosses. Could you possibly ...? is very polite.

Excuse me, Mr Andrews, could you lend me a stamp?
I'm sorry to trouble you, but could you possibly watch my luggage while I get a coffee?

1 Complete the sentences with the words from the box.

<table>
<thead>
<tr>
<th>clean</th>
<th>drive</th>
<th>give</th>
<th>hold</th>
<th>lend</th>
<th>pass</th>
<th>tell</th>
</tr>
</thead>
</table>

- Can you give me a receipt? 3 Can you tell me this bag?
- Could you tell me your name? 4 Could you lend me the rice?
- 1 Could you pass me the rice? 5 Could you possibly lend me a pen?
- 2 Can you lend me my suit?

2 Find better ways of asking people to do these things. (I = informal, P = polite, PP = very polite).

- Open the window. (I) Can you open the window?
- Lend me a pen. (P) Could you lend me a pen?
- Help me. (PP) Could you possibly help me?
- 1 Open the door. (I) ..............................................................
- 2 Give me an envelope. (P) ............................................................
- 3 Pass me the sugar. (I) ..............................................................
- 4 Watch my children for a minute. (P) .............................................
- 5 Tell me the time. (P) ..............................................................
- 6 Change some dollars for me. (PP) .............................................

3 GRAMMAR AND VOCABULARY: buying and paying

Make sure you know the words in the box, and then use them in requests beginning Can you ...?

| bill | catalogue | estimate | menu | price list | receipt |

- (You are telephoning a clothing company.) Can you send me your catalogue?
- 1 (You have just paid a taxi driver.) ........................................ give me a ...................................................
- 2 (You have just sat down in a restaurant.) ................................ bring me the ....................................................
- 3 (You are talking to a builder.) ............................................. give me an ....................................................
- 4 (You are in a car showroom and you want to know how much the cars cost.) ............................................. give me your ....................................................
- 5 (You have finished a meal in a restaurant.) ................................ bring me the ....................................................

For other uses of can, see pages 78–79 and 84–85.
can, could and may: permission  

We use can I ...? or can we ...? to ask if it is OK to do things (to ask permission).

Can I use the phone?  Mum, can I leave the table now?  Can we wait here?

We often use Can I have ...? and Can we have ...? to ask for things.

Can I have your address, please?  Can we wait here?

1 Make questions with Can I ...? or Could I ...?

DON’T SAY THIS!  SAY THIS (to your sister, a friend, a waiter, your secretary)

Lend me your pen.
1 I want a glass of water.
2 I’m going to use your pencil.
3 I want some more coffee.
4 I’ll put my coat here.

Could ...? is more formal and polite than can ...?, so we use it, for example, with strangers, older people, teachers and bosses. Could I possibly ...? is very polite.

Could we leave our luggage here until this afternoon?  Could I possibly borrow your paper for a moment?

2 Make polite questions with Could I ...?

DON’T SAY THIS!

Lend me your pen.
1 I need to use your calculator.
2 I’m leaving early today.
3 I want to take your photo.
4 Lend me your newspaper.
5 I’m going to turn on the TV.

We use can (?)/can’t (?), but not could/couldn’t, to say that it is or isn’t OK to do things.  (You can’t is like you mustn’t – see page 74.)

You can leave your books here if you want.  (NOT You could leave your books ...)  You can’t use the gym between 1.00 and 2.00.

3 Put the beginnings and ends together. Add can and verbs from the box.

<table>
<thead>
<tr>
<th></th>
<th>borrow</th>
<th>eat</th>
<th>park</th>
<th>play</th>
<th>turn on</th>
<th>watch</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>If you don’t have a torch,</td>
<td>A</td>
<td>...</td>
<td>...</td>
<td></td>
<td>...</td>
</tr>
<tr>
<td>2</td>
<td>The children</td>
<td>B</td>
<td>they</td>
<td>the cake in the kitchen</td>
<td></td>
<td>...</td>
</tr>
<tr>
<td>3</td>
<td>Tell the boys that</td>
<td>C</td>
<td>you</td>
<td>can borrow</td>
<td>mine</td>
<td>...</td>
</tr>
<tr>
<td>4</td>
<td>If you’re cold,</td>
<td>D</td>
<td>you</td>
<td>the heating</td>
<td></td>
<td>...</td>
</tr>
<tr>
<td>5</td>
<td>If you’re bored,</td>
<td>E</td>
<td></td>
<td></td>
<td>in the garden</td>
<td>...</td>
</tr>
<tr>
<td>6</td>
<td>Only teachers</td>
<td>F</td>
<td>you</td>
<td></td>
<td>television</td>
<td>...</td>
</tr>
</tbody>
</table>

Put the beginnings and ends together. Add can and verbs from the box.

84 MODAL VERBS
What do the signs tell you? Use *You can't ... here* with words and expressions from the box.

<table>
<thead>
<tr>
<th>cycle</th>
<th>park</th>
<th>smoke</th>
<th>take photos</th>
<th>use mobile phones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▶</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We use *Can I/we ...?* to offer help.

*Can I help you?*  *Can we book the tickets for you?*  *Can I carry those for you?*

Use *Can I ...?* to offer help in these situations.

Your friend has just come home from hospital. Offer to do some shopping for her.

1 You're going to make a cup of tea for yourself. Offer to make one for your sister.

2 You work in a shop. A customer walks in. Offer to help her.

3 Offer to drive your brother to the station.

4 Your friend has got a headache. Offer to get some aspirins for her.

In very formal situations, and in schools, we often use *May I ...?* to ask if something is OK, or *You may (not) to say that something is/isn't OK.*

*May I have your name, please, sir?*  *May I use the toilet please, Mrs Roberts?*

*You may open your books now.*  *You may ask questions after the Prince has finished speaking.*

*This is a tourist visa: you may not take a paid job.*  *You may not leave until the bell rings.*

A teacher is telling her class what to do. Complete the text with *may* and verbs from the box.

Please work in groups. You 1 ... *may talk* in your group, but please talk quietly.

You 2 ... *do* to another group, and you 3 ... *leave* the room. You 4 ... *not leave* your dictionaries. If you want to use other books, you 5 ... *not take* them from the shelf; but only one person

6 ... *use* the computer for twenty minutes; I will tell you when it is your turn. If you finish before the time is up, you 7 ... *not talk* other work, but please work quietly.

For other uses of *can* and *could*, see pages 78–79 and 83.

For offers with *shall*, see page 86.

For the use of *may* to talk about possibility, see page 80.
shall in questions  What shall we do?

We often use shall I ...? or shall we ...? when we are asking or suggesting what to do.

Shall I put the lights on?  Where shall we meet tomorrow?  Shall we go and see Bill?

1 Make sentences with Shall I ...?
  - put / the meat / in the fridge?  Shall I put the meat in the fridge?
  - what / tell / the police?  What shall I tell the police?
  1 what / buy / for Sandra’s birthday?
  2 when / phone you?
  3 pay / now?
  4 clean / the bathroom?
  5 how many tickets / buy?
  6 where / leave the car?
  7 what time / come this evening?
  8 shut / the windows?

2 Make sentences with Shall we ...?
  - what time / leave?  What time shall we leave?
  - watch / a video tonight?  Shall we watch a video tonight?
  1 go out / this evening?
  2 have / a game of cards?
  3 how / travel to London?
  4 what / do at the weekend?
  5 where / go on holiday?
  6 look for / a hotel?
  7 what time / meet Peter?
  8 how much bread / buy?

We can use Shall I ...? to offer politely to do things for people.

Shall I take your coat?  Shall I make you some coffee?

3 Make sentences offering to:
  - carry somebody’s bag  Shall I carry your bag?
  1 post somebody’s letters
  2 do somebody’s shopping
  3 make somebody’s bed
  4 read to somebody
  5 drive somebody to the station
  6 make somebody a cup of tea

→ For offers with can, see page 85.
→ For I shall (meaning the same as I will), see page 35.
had better  You’d better take your umbrella.

I had better go you had better go he/she/it had better go etc
I had better not go you had better not go he/she/it had better not go etc

Contractions: I’d better, you’d better, etc

| had better do this means 'This is a good thing to do now.' |
| You’d better take your umbrella. I’d better not stay any longer; I’ve got work to do. |
| We use had better to talk about the present, not the past. |
| You’d better stop that, young lady. (NOT You’ve-better ...) |

Put the beginnings and ends together. Use 'd better with the verbs in the box.

<table>
<thead>
<tr>
<th>not drink</th>
<th>go</th>
<th>phone</th>
<th>phone</th>
<th>not sit</th>
<th>stop</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 My husband worries if I’m late;</td>
<td>A I ......................... it. ...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 This milk smells bad;</td>
<td>B I’d better phone. him. J.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 That chair looks very dirty;</td>
<td>C we ...................... the doctor. ...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 The baby’s temperature is 40°;</td>
<td>D we ...................... and get some. ...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 You have to get up early tomorrow;</td>
<td>E you ...................... to bed. ...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 There’s almost no petrol in the car;</td>
<td>F you ...................... on it. ...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We use both had better and should to say 'This is a good thing to do now.'
We use should, but not had better, to say 'This is a good thing to do in general.'

We’re late (now). We’d better phone Mum. OR We should phone Mum.
You should always drive very carefully near schools. (NOT You-had-better-always-drive ...) |

Write 'd better where it’s possible; in other places write should.

- 'I can’t move the fingers of my left hand.' You ...................... go to hospital.’
- Everyone in the world ...................... get enough food to eat.
1 If you don’t like cats, you ...................... not come with us to Ann’s house.
2 If you see an accident, you ...................... remember the time.
3 Oh, no, look – my car window’s broken. I ...................... call the police.
4 Teachers ...................... mark homework and give it back as soon as possible.
5 The swimming pool closes in ten minutes; we ...................... swim now.
6 People ...................... drive more slowly when it’s raining.

NOTE: we don’t use You’d better ... to ask people politely to do things.

Could you open the door for me? (NOT You’d better open the door for me.)
Would you like to wait here for a minute? (NOT You’d better wait here ...)

And note that we don’t usually say You had better ... to customers, teachers or bosses.
You might want to try a larger size. (NOT You’d better try ...)
Would you like a drink? I'd like to be taller.

We often use would in the expression I'd like (= 'I would'), to ask for things. It is more polite than I want.

I'd like a return ticket, please. I'd like a seat by the window.

We can offer things with would you like ...?

Would you like a drink? How many eggs would you like?

1 Make sentences with I'd like ..., please or Would you like ...?

- two tickets + I'd like two tickets, please
- coffee ? Would you like coffee?
- a black T-shirt +
- an aspirin ?
- the newspaper ?
- an ice cream +
- some more toast ?
- a receipt +

We can use would like to to talk about things that people want to do.

I'd like to learn Chinese. What would you like to do on Sunday?

Would you like to have lots of brothers and sisters? I wouldn't like to be an astronaut.

2 Which of these things would you like to be or do? Write sentences beginning I'd like to ... or I wouldn't like to ...

- be shorter ... I'd like to be shorter, or I wouldn't like to be shorter.
  1 be taller
  2 be younger
  3 be older
  4 go to the moon
  5 live in a different country
  6 have a lot of dogs
  7 write a book
  8 (your sentence)

We often use Would you like to ...? in invitations.

Would you like to come to Scotland with us?

Don't confuse would like (= 'want') and like (= 'enjoy'). Compare:

I'd like some coffee, please. (NOT I like some coffee, please.) I like coffee but I don't like tea.

Would you like to go skating today? (NOT Do you like to go ...?) Do you like skating?

3 Circle the correct forms.

1 Do / Would you like to come to dinner with us?
2 I like / would like mountains.
3 Do / Would you like to go out now?
4 Do you like dancing? Yes, I do. / Yes, please.
5 I like / would like to get up late tomorrow.
6 I don't / wouldn't like old music.
7 I don't / wouldn't like to be an animal.

For sentences like I'd like you to come early tomorrow, see page 122.
For would in sentences with if, see page 230.

88 MODAL VERBS
used to  I used to play the piano.

I used to play  you used to play  he/she/it used to play etc

did I use to play?  did you use to play?  did he/she/it use to play? etc

I did not use to play  you did not use to play  he/she/it did not use to play etc

I used to play the piano. I don't play now.

We use used to + infinitive for finished habits and situations: things that were true, but are not now. (Used to is not really a modal: we make questions and negatives with did.)

I used to play the piano, but I stopped.  Pat used to have long hair.

Where did you use to live before you came here?  I didn't use to like fish, but now I do.

1 Make sentences about people hundreds of years ago. Begin (Most) people used to ... or (Most) people didn't use to ... or A lot of people used to ...
   
   - be farmers  Most people used to be farmers.
   - have cars  People didn't use to have cars.
   - travel on foot or on horses
   - go to school
   - learn to read
   - cook on wood fires
   - live very long
   - work very long hours

To talk about present habits and situations, we use the simple present, NOT use-to.

I play a lot of tennis. (NOT I use to play a lot of tennis.)

2 Make sentences about past and present habits and situations.

   - John / rugby / tennis  ...John used to play rugby. Now he plays tennis.
   - Ann / study German / French
   - Bill / live London / Glasgow
   - Mary / read a lot / TV
   - Joe / driver / hairdresser
   - Alice / coffee / tea
   - Peter / lots of girlfriends / married

3 Make questions about a very old person's past.

   - where / go to school  Where did you use to go to school?
   - have dark hair  Did
   - play football
   - where / work
   - enjoy your work
   - go to a lot of parties

4 Write a sentence about your past.

I used to
perfect modal verbs  

\[ \text{I should have studied harder.} \]

<table>
<thead>
<tr>
<th>I should have gone</th>
<th>you should have gone</th>
<th>he/she/it should have gone etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>should I have gone?</td>
<td>should you have gone?</td>
<td>should he/she/it have gone? etc</td>
</tr>
<tr>
<td>I should not have gone</td>
<td>you should not have gone etc</td>
<td></td>
</tr>
</tbody>
</table>

Contraction: shouldn’t

If somebody didn’t do something that was important, we can say he/she should have done it.

Ann should have gone to the doctor yesterday, but she forgot.
I should have studied harder when I was at school.

1. Look at the pictures and complete the sentences with should have, using the verbs in the box.

| arrived | been | brought | brought | locked | put | told |

You should have told me that you were coming.
1. He ................................................. his car.
2. You ................................................. here at 2 o’clock.
3. She ................................................. more sugar in.
4. We ................................................. a map.
5. They ................................................. at the station earlier.
6. I ................................................. my umbrella.

If somebody did something wrong, we can say he/she shouldn’t have done it.
You shouldn’t have told the policeman that he was stupid.

For would have with if, see page 235.
2 Look at the pictures and complete the sentences with shouldn't have, using the words in the box.

| eaten | gone | played | spent |

1 I ............................................ so much.
2 He ........................................ all his money on clothes.
3 I ........................................ to bed so late last night.
4 We ........................................... poker with that nice man.

If somebody didn't do something that was possible, we can say he/she could have done it.
I could have gone to university, but I didn't want to.

3 Complete the sentences with could have, using words from the box.

| been | gone | lent | married | studied | won |

1 Ann ......................................... John or Peter, but she didn't love either of them.
2 Why didn't you ask me for money? I ...................................... you some.
3 I ........................................ mathematics, but I decided to do languages instead.
4 Our team ................................ the match, but they didn't try hard enough.
5 The holiday was OK, but it ................................ better.
6 We ....................................... to Paris last weekend, but we thought this weekend would be better.

If we say something may have happened, we mean that perhaps it (has) happened.
Pat isn't answering the phone. She may have gone out. (= 'Perhaps she's gone out.')

4 Rewrite these sentences with may have.
- Perhaps Shakespeare went to Italy. Shakespeare may have gone to Italy.
1 Perhaps she's broken her leg.
2 Perhaps I've lost my keys.
3 Perhaps Alice has gone back home.
4 Perhaps my great-grandfather was a soldier.
5 Perhaps I've found a new job.
6 Perhaps this house was a school once.

If we say that something must have happened, we mean that we feel sure that it (has) happened.

5 Rewrite the sentences in italics with must have.
- The exam was easy. I'm sure I've passed. I must have passed.
1 Her office is locked. I'm sure she's gone home.
2 I can't find my umbrella. I feel sure I left it on the bus.
3 Ann hasn't come. I'm sure she's forgotten.
4 The car isn't here. I'm sure John has taken it.
test yourself modal verbs

1 Correct (√) or not (x)?
   - John can swim. √
   - I must go now. ✗
   1 I don’t must see Andrew today. ...
   2 Anna can’t to speak English. ...
   3 Last year I must sell my car. ...
   4 Would you like to have some coffee? ...
   5 It may rain tomorrow. ...
   6 I mustn’t work on Saturdays, but I can if I like. ...

2 Circle the correct answers.
   - Can / Should / Mustn’t I help you?
   1 If you travel to Morania you can / should / must have a visa.
   2 You shouldn’t / don’t have to / couldn’t laugh at old people.
   3 Passengers must / must not / should not smoke in the toilets.
   4 I think you should / must / may eat less and take more exercise.
   5 You mustn’t / may not / needn’t tell me if you don’t want to.
   6 You may / have to drive on the left in Britain:

3 Change the times of these sentences.
   - Helen can ski. Helen could ski when she was 3 years old.
   1 I can speak French now. I can speak French soon.
   2 Everybody must fill in a big form. Everybody must fill in a big form last year.
   3 Everybody must fill in a big form. Everybody must fill in a big form next year.

4 Choose the correct verbs to rewrite the sentences with the same meaning.
   - I know how to swim. (can / may) I can swim.
   1 It is necessary for you to phone Martin. (must / might) It is necessary for you to phone Martin.
   2 It is possible that Ann will be here this evening. (can / might) It is possible that Ann will be here this evening.
   3 It is not necessary for you to wait. (mustn’t / needn’t) It is not necessary for you to wait.
   4 It’s not good for people to watch TV all the time. (mustn’t / shouldn’t) It’s not good for people to watch TV all the time.
   5 Do you want me to open a window? (shall / will) Do you want me to open a window?

5 Correct (√) or not (x)?
   1 Where did you use to go to school? ...
   2 I often use to go skiing. ...
   3 You should had told me before. ...
   4 You have better to stop smoking. ...

6 Circle the correct answers.
   1 She has new clothes every week. She can / could / must have plenty of money.
   2 She doesn’t answer the phone. She mustn’t / can’t / shouldn’t be in her office.
   3 Bill isn’t here. He may has gone / may have gone / may have gone home.

7 Make these sentences more polite. (Different answers are possible.)
   - Give me some water. Can I have some water?
   1 I want a cup of coffee. I would like a cup of coffee.
   2 Can I take a photograph of you? Can I take a photograph of you?
   3 Close the door, John. Please close the door, John.

More difficult questions
SECTION 7  passives

grammar summary

When A does something to B, there are often two ways to talk about it: ‘active’ and ‘passive’.

- We use active verbs if we want A to be the subject.
  
  Mrs Harris cooks our meals.  
  Andrew broke the window.

- We use passive verbs if we want B to be the subject.
  
  Our meals are cooked by Mrs Harris.  
  The window was broken by Andrew.

We make passive verbs with be (am, are, is etc) + past participle (cooked, broken etc).

Passive verbs have the same tenses (simple present, present progressive, present perfect etc) as active verbs. For a list of active and passive tenses, see page 276.

pre-test: which units do you need?

Try this small test. It will help you to decide which units you need. The answers are on page 283.

1 Correct (√) or not (x)?

- English is spoken in New Zealand.  
- I born in Manchester.  
  1 I was studied German for three years.  
  2 Ann invited to a party by her boss.  
  3 How is written your name?  
  4 Where’s your coat? ‘It’s being cleaned.’

5 Our car has been stolen.  

6 When is that window broken?  

7 This book was written from my father.  

8 I was given your name by a friend of mine.  

9 The new road will finished in July.

2 Circle the best way to continue.

1 She lives in an old house.  A Somebody built it in 1730.  B It was built in 1730.

2 My friend Andrew takes photographs of animals and birds.
  A He sells them for a lot of money.  B They are sold by him for a lot of money.


DO YOU KNOW?  (Answers at the bottom of the page)

1 Which of these is used to boil water?
  A a fridge  B a sink  C a kettle  D a hot water bottle

2 Which US President was killed in a theatre?
  A Lincoln  B Kennedy  C Eisenhower  D Nixon

3 Which game is played with a racket?
  A golf  B cricket  C football  D tennis

4 If you are being served, where are you?
  A in a shop  B in a church  C in the sea  D in hospital

5 The Olympic Games have never been held in:
  A Melbourne  B Tokyo  C London  D Chicago

6 Which of these metals was discovered by Marie Curie?
  A uranium  B radium  C gold  D platinum

7 Which of these was not written by Shakespeare?
  A Hamlet  B The Sound of Music  C Othello  D Julius Caesar

8 Which country was governed by the Pharaohs?
  A Sweden  B China  C Egypt  D Japan

Answers: 1C 2A 3D 4A 5D 6B 7A 8C
passives: introduction

English is spoken in Australia.

When A does something to B, there are often two ways to talk about it: 'active' and 'passive'.
We use active verbs if we want A to be the subject.
We use passive verbs if we want B to be the subject.
We make passive verbs with be (am, are, is etc) + past participle (cooked, seen etc).

**ACTIVE**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs Harris cooks our meals.</td>
<td>Somebody saw her in Belfast.</td>
</tr>
<tr>
<td>The government will close the hospital next year.</td>
<td></td>
</tr>
</tbody>
</table>

**PASSIVE**

<table>
<thead>
<tr>
<th>B</th>
<th>(A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our meals are cooked by Mrs Harris.</td>
<td></td>
</tr>
<tr>
<td>She was seen in Belfast.</td>
<td></td>
</tr>
<tr>
<td>The hospital will be closed next year.</td>
<td></td>
</tr>
</tbody>
</table>

Passive verbs have the same tenses (simple present, present progressive, present perfect etc) as active verbs. For a list of active and passive tenses, see page 276.

1 Which picture goes with which sentence?

a The policeman helped the old lady.

1 The policeman was helped by the old lady. ...
2 The car hit a tree. ...
3 The car was hit by a tree. ...
4 Annie loves all dogs. ...
5 Annie is loved by all dogs. ...
6 The Queen photographed the tourists. ...
7 The Queen was photographed by the tourists. ...

2 Circle the correct answer.

1 English speaks / spoken / is spoken in Australia.
2 I studied / was studied French for three years at school.
3 We spent / was spent too much money on holiday.
4 This window broke / was broken by your little boy.
5 Her clothes made / are made in Paris.
6 This book written / was written by my brother.
7 The new university will open / will opened / will be opened by the Prime Minister.
8 Ann was driving / was driven much too fast, and she stopped / was stopped by the police.

Sometimes we make passives with get instead of be, especially in spoken English.

I get paid on Fridays. My window got broken by the wind.
simple present passive  We are woken by the birds.

<table>
<thead>
<tr>
<th>I am woken</th>
<th>you are woken</th>
<th>he/s/i is woken etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>am I woken?</td>
<td>are you woken?</td>
<td>is he/s/i woken? etc</td>
</tr>
<tr>
<td>I am not woken</td>
<td>you are not woken</td>
<td>he/s/i is not woken etc</td>
</tr>
</tbody>
</table>

For contractions (I'm, isn't etc), see pages 2, 277.

We use the simple present passive like the simple present active, for things that are always true, and things that happen all the time, repeatedly, often, sometimes, never etc (see page 15).

For spelling rules for adding -ed to verbs, see page 42; for irregular past participles, see page 275.

1. Complete the sentences with am/are/is.
   - A lot of paper is made from wood.
   - What is this called in English?
   - I am paid on the first of every month.
   - Jane is often sent to the Singapore office.
   - any classes taught on Wednesdays?
   - More chocolate is eaten in the US than in any other country.
   - Not very much is known about Shakespeare's childhood.
   - We are woken by the birds every morning.
   - you are seen by the same doctor every week?

2. Put simple present passive verbs into these sentences.
   - A lot of olive oil is used in Greek cooking. (use)
   - Arabic is written from right to left. (write)
   - Those programmes are watched by millions of people every week. (watch)
   - Stamps are sold in most newsagents in Britain. (sell)
   - The police say that nothing is known about the child's family. (know)
   - In English, 'ough' is pronounced in a lot of different ways. (pronounce)
   - Spanish is spoken in Peru. (speak)
   - Cricket is played by two teams of eleven players. (play)
   - Our windows are cleaned once a month. (clean)

3. Make simple present negatives and questions.
   - 'Jaguar cars are not made in America.' (not make)
   - Where are they made?
   - 'In the UK.'
   - 'My name is not spelled with a Y.' (not spell)
   - How is it pronounced? 'L, E, S, I, E.'
   - 'That kind of bird is not usually seen around here.' (not usually see)
   - Where is it seen? 'In warmer countries.'
   - 'Where are diamonds not found? in Scotland.' (not find)
   - How are they found? 'In South Africa, for example.'
   - 'My sister is not paid very well.' (not pay)
   - How much is she paid? 'I don't remember.'
future passive  

Tomorrow your bicycle will be stolen.

<table>
<thead>
<tr>
<th>I will be woken</th>
<th>you will be woken</th>
<th>he/she/it will be woken etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>will I be woken?</td>
<td>will you be woken?</td>
<td>will he/she/it be woken? etc</td>
</tr>
<tr>
<td>I will not be woken</td>
<td>you will not be woken</td>
<td>he/she/it will not be woken etc</td>
</tr>
</tbody>
</table>

For contractions: (I'll, won't etc), see page 277.

We use the future passive like the future active (see page 35), to say things that we think, guess or know about the future, or to ask questions about the future.

One day all the work will be done by machines. Where will the match be played?

1 Make future passive sentences with the verbs from the box.

<table>
<thead>
<tr>
<th>clean</th>
<th>close ✓</th>
<th>finish</th>
<th>open</th>
<th>send</th>
<th>speak</th>
</tr>
</thead>
</table>

- The motorway will be closed for three days.
- The museum will be woken by the Queen.
- One day English will be woken everywhere.
- This job will be woken in a few days.
- Your room will be woken while you're out.
- Your tickets will be woken to you next week.

2 Make future passive negatives and questions.

- 'The football match won't be played on Saturday.' (play)
  - 'When will it be played?' 'On Sunday.'
- 'The visitors will not be woken to the hotel by bus.' (take)
  - 'How will it be done?' 'By taxi.'
- 'The new library will not be woken in the Central Square.' (build)
  - 'Where will it be built?' 'Behind the Police Station.'
- 'English will not be woken at the conference.' (speak)
  - 'What language will it be?' 'Chinese.'

3 Make five future passive sentences from the table.

<table>
<thead>
<tr>
<th>Next year</th>
<th>Tomorrow</th>
<th>Next week</th>
<th>Tonight</th>
<th>One day</th>
<th>In 20 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>your bed / bicycle / breakfast / food / clothes / dinner / glasses / dinner / room / work</td>
<td>clean / cook / do / eat / make / send to Canada / steal / wash / take away</td>
<td>by a small man in a raincoat / a black cat / two old ladies / a beautiful woman / people from another world / the President / a big dog / your old friend Peter / a machine</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I was stopped by a policeman.

We use the simple past passive like the simple past active, for complete finished actions and events
(see page 46).

This table was made by my grandfather. Was the letter signed? We weren’t met at the door.

Complete the sentences with was/were.

1. The fire .................................. seen in Renton, a kilometre away.
2. Most of the matches .................................. won by Indian teams.
3. These keys .................................. found in the changing room – are they yours?
4. We couldn’t find the station, but we .................................. helped by a very kind woman.
5. I .................................. stopped by a policeman in Green Road this morning.
6. Yesterday a man .................................. caught trying to burn down the Town Hall.

Put simple past passive verbs into these sentences.

1. Our passports ................................. by a tall woman in a uniform. (take)
2. These books .................................. in the classroom yesterday. (leave)
3. I don’t think this room .................................. yesterday. (clean)
4. We .................................. at the airport by a driver from the university. (meet)
5. Nobody .................................. what was happening. (tell)
6. He .................................. away to school when he was twelve. (send)

Make simple past passive negatives and questions.

‘We .................................. when we finished the work.’ (not pay)
‘When ..................................’ ‘Two months later.’
1. ‘My father .................................. in England.’ (not educate)
‘Where ..................................’ ‘In Germany.’
2. ‘The letters .................................. on Tuesday.’ (not post)
‘When ..................................’ ‘On Thursday.’
3. ‘This .................................. in butter.’ (not cook)
‘How ..................................’ ‘In margarine.’
4. ‘My suit .................................. in England.’ (not make)
‘Where ..................................’ ‘In Hong Kong.’
5. ‘The restaurant bill .................................. in cash.’ (not pay)
‘How ..................................’ ‘With a credit card.’

We use a passive structure – to be born – to give somebody’s date or place of birth.

I was born in 1964. (NOT: born in 1964) My sister was born in Egypt.

Write a sentence about your date and place of birth.

I ..................................
present progressive passive  It's being cleaned.

We use the present progressive passive like the present progressive active, for things that are happening now (see page 22), or for things that are planned for the future (see page 34).

'Where's the carpet?'  'It's being cleaned.'  When are you being seen by the doctor?

Questions and answers. Use the words in the box to complete answers to the questions. Use the present progressive passive.

<table>
<thead>
<tr>
<th>grass</th>
<th>cut</th>
<th>I</th>
<th>send</th>
<th>it</th>
<th>clean</th>
<th>my hair</th>
<th>cut</th>
<th>she</th>
<th>interview</th>
<th>watch</th>
<th>repair</th>
</tr>
</thead>
</table>

1 'Can we play on the football pitch?'  'No, the grass is being cut.'
2 'Can’t you wear your blue suit tonight?'  'No, .................. .'
3 'Did Alice get that new job?'  'Not yet - .................. , today.'
4 'What time is it?'  'Sorry, I don’t know:  .................. .
5 'Why the big smile?'  '  .................. , to Hawaii for a week.'
6 I usually read a magazine while  .................. .

GRAMMAR AND VOCABULARY: travelling by air
Make sure you know the words in the box. Use a dictionary if necessary. Then make six or more sentences about what is being done in this airport.

SUBJECTS: baggage  boarding passes  business people  cars  departures  passengers  passports  reservations  tickets
VERBS: announce  check  check in  make  meet  park  print  sell  x-ray

Passengers are being checked in.
present perfect passive

The house has been sold.

We use the present perfect passive like the present perfect active (see pages 54–61), to talk about past actions and events which are important now – for example, when we give people news.

The house on the corner has been sold. We haven’t been invited to Ann’s party.

1 News: put the verbs into the present perfect passive.

A new university has been opened in Kew today by the Prince of Wales. (open)

1 Lord Retlaw has been arrested for drunk driving. (arrest)

2 An old painting from a school in Wales has been bought for $250,000 by an American museum. (buy)

2 An 18-year-old soldier has been killed in an accident in Devon. (kill)

4 The two lost children have been found alive and well in a London park. (find)

5 An unknown actor has been chosen to star in the new film of ‘Macbeth’. (choose)

2 ‘It’s never been done.’ Make a sentence for each picture.

1.

2.

3.

4.

5.
verbs with two objects

We were given a week.

Some verbs (for example give, lend, promise, send and show) can have two objects: a person and a thing (see page 140). If the person is last, we use to.

They gave Susan a prize. OR They gave a prize to Susan.
We sent Andy a birthday card. OR We sent a birthday card to Andy.

These verbs have two possible passive structures.

Susan was given a prize. OR A prize was given to Susan.
Andy was sent a birthday card. OR A birthday card was sent to Andy.

The structure with the person first (Susan was given ...) is very common.

1 Put the beginnings and ends together.

| 1 | Jack has been promised a trip to Mexico | A to finish our English homework ...
| 2 | Ann has been shown several houses, | B while mine is being repaired ...
| 3 | We've been given three days | C but she hasn't seen one she likes ...
| 4 | I was sent an invitation to Alex's party, | D if he passes his exams ...
| 5 | I'm being sent a new car | E but I don't think I'll go ...

2 Make two sentences with each set of words. Use the simple past passive.

- lend / everyone / skis / for the day

Everyone was lent skis for the day. ... Skis were lent to everyone for the day.

1 give / the younger children / picture books


2 lend / Anna and Joe / a car / by the Watsons


3 promise / Nathan / a new computer


4 send / some people / two invitations / by mistake


5 show / most of us / a film about Wales


3 Make simple past passive negatives and questions.

- My class / not give / a test

My class wasn't given a test.
Who ... wasn't given a test? ... was anyone given a test?

1 Cathy / not promise / a place

Who ... wasn't given a place? ... was anyone given a place?

2 We / not give / enough time

Who ... wasn't given enough time? ... was anyone given enough time?

3 Jon / not show / the hall

Who ... wasn't given the hall? ... was anyone given the hall?

4 I / not give / an explanation

Who ... wasn't given an explanation? ... was anyone given an explanation?
by with passives  Who was it made by?

With passives, we are mostly interested in the action – in what happens.

The missing child has been found. The ear-rings were made in the first century BC. German is spoken in Austria. Thousands of fish were killed, but no one knows how.

If we want to say who or what does the action, we use by.

The missing child was found by a French family. The ear-rings were made by a Roman goldsmith. Urdu is spoken by a lot of people in London. Thousands of fish were killed by the chemicals.

1 Complete each sentence with by ... and the best expression from the box.

- The name of the new school is being decided by a committee. of parents and governors.
- Most of the cost of university education is paid coming from the flat.
- I'm being taught how to use a computer coming from the flat.
- A big box of Roman jewellery has been found in a field in Kent.
- The window was broken that fell over in the storm.

In passive questions, we usually prefer Who ... by?, especially in spoken English.

I really like the statue in the square. Who was it made by? Who were you invited by?

By whom ...? is also possible, especially in writing.

2 Ask past questions with Who ... by?

- 'Look at this beautiful photo.' (take) Who was it taken by?
- 'Dune is my favourite science fiction book.' (write)
- 'Do you remember that song Over the Rainbow?' (sing)
- That's a wonderful picture. (paint)
- 'Casablanca is the greatest film of all time.' (direct)
- 'Our village school is a beautiful building.' (build)
- 'I really like the name of the new school.' (choose)

We only use by ... if it is really necessary. (80% of passive sentences are made without by ...)

3 Cross out the expression in italics if you feel it gives no useful information.

- A 54-year-old accountant was arrested for drunk driving last night by the police.
- 'Romeo and Juliet' was written by Shakespeare.
- All of these birds have been seen in Britain by people who watch birds.
- Everest was first climbed in 1953 by mountain climbers.
- This house was built by Frank Lloyd Wright.
- My sister's books have been translated into thirty languages by translators.
- Sugar is made from sugar cane and sugar beet by sugar companies.
- This letter wasn't written by an English person.
passive or active? which tense?

We choose **passive** or **active** so that we can **start the sentence with the thing or person** that we are talking about.

**PASSIVE:**  
*St Paul’s Cathedral was built* between 1675 and 1710. *(talking about the Cathedral)*

**PASSIVE:**  
*St Paul’s Cathedral was built* by Christopher Wren. *(talking about the Cathedral)*

**ACTIVE:**  
*Christopher Wren built* St Paul’s Cathedral. *(talking about Christopher Wren)*

---

1 Make active and passive sentences.

- Shakespeare / ‘Hamlet’ / 1601 / write
  
  Write about Shakespeare.  
  Shakespeare wrote ‘Hamlet’ in 1601.

- Write about ‘Hamlet’.  
  ‘Hamlet’ was written by Shakespeare in 1601.

1 this sweater / Ann’s mother / make

- Write about Ann’s mother.  
  Write about this sweater.

2 Janet / the electricity bill / last week / pay

- Write about Janet.  
  Write about the electricity bill.

3 the first television / J. L. Baird / 1924 / build

- Write about the first television.  
  Write about J. L. Baird.

---

We choose **passive or active** to **continue** talking about the **same thing or person**.

*Spanish* is a useful language for travelling. *It is spoken* in most of Central and South America. *(Better than *People speak it in most ...*)

*We’ve got two cats. They catch* a lot of mice. *(Better than *A lot of mice are caught by them.)*

---

2 Circle the best way to continue.

1 This ice cream has a very unusual taste.  
   A I think someone makes it with coconut milk.  
   B I think it’s made with coconut milk.

2 Rice is important in Cajun cooking.  
   A People serve it with every meal.  
   B It’s served with every meal.

3 Barry is very good to his parents.  
   A He visits them two or three times a week.  
   B They are visited by him two or three times a week.

4 Carlo Vane is very popular at the moment.  
   A They play his songs on the radio every day.  
   B His songs are played on the radio every day.

5 Alice is a very good poet.  
   A She won a national poetry prize last year.  
   B A national poetry prize was won by her last year.
Put each verb into the simple present passive or active.

Gorillas (find) .................................. in several countries in central Africa. They are about 1.6 metres tall, and they (cover) ................................ with black or brown hair.

Gorillas’ lives (spend) ................................ in groups. Each group (have) ................................ five to ten gorillas in it. The gorillas in a group (walk) ................................ about 0.5 to 1.0 km per day, looking for food. They (not eat) ................................ all the leaves in one part of the forest before moving on; some leaves (leave) ................................ on the trees and plants. At night gorillas (sleep) ........................................... in nests; these nests (make) ................................ of branches and leaves.

The number of gorillas living in Africa today (not know) ................................, but it is certain that this number is getting smaller. Why? Because in the countries where the gorillas (live) ................................ more and more trees (cut down) ................................ every year.

Revision of passives: circle the correct tense in each sentence.

Baseball is being played/is played by two teams of nine players.
1 How many languages are spoken/will be spoken in 2100?
2 Yesterday, letters are sent/was sent/were sent to all the members of the club.
3 What kind of oil is used/has been used in Mexican cooking?
4 ‘Where’s your car?’ ‘It’s repaired.’ / ‘It’s being repaired.’ / ‘It’s been repaired.’
5 Oh, dear, I’m late – is my name/has my name been called yet?

Revision of passives: write the passive verbs in the correct tenses.

Potatoes .................................................. to Europe from South America in the 1500s. (bring)
1 Your class ................................................ by Mrs Nash on Monday next week. (teach)
2 Five hundred years ago, Latin ................................................. by people all over Europe. (speak)
3 I’m working at home today because my office .......................................................... (paint)
4 Someone’s been using my desk – all my papers ................................................. (move)
5 ‘Two’ and ‘too’ ............................................. the same. (pronounce)
test yourself  passives

1 Circle a passive or active verb form.
   1 Derek posted / was posted his letter to the university today.
   2 We did a lot of work for the school, but we didn't pay / weren't paid.
   3 My friend Douglas speaks / is spoken seven languages.
   4 The letter H doesn't pronounce / isn't pronounced in French.
   5 A new hospital will build / will be built in the town centre.
   6 You can't come in here - the room is cleaning / is being cleaned.
   7 We have invited / have been invited to John's party tonight.

2 Put simple present, simple past or future passive verbs into these sentences.
   ► ‘Frankenstein’ was written ....................... by Mary Shelley. (write)
   1 Butter .............................................. from milk. (make)
   2 Last night two men ................................ in a fight in a nightclub. (kill)
   3 One day all our work ................................ by machines. (do)
   4 English ............................................. as a second language by millions of people. (speak)

3 Circle the best way to continue.
   1 I was really hungry.  A I ate six eggs.  B Six eggs were eaten by me.
   2 George Yeo's new book is very good.  A People bought 10,000 copies in the first week.
      B 10,000 copies were bought in the first week.
   3 This milk tastes funny.  A I think someone has left it out of the fridge for too long.
      B I think it's been left out of the fridge for too long.
   4 Zoë takes good care of her car.  A She checks the oil and tyres every week.
      B The oil and tyres are checked by her every week.

4 Put present perfect or present progressive passive verbs into these sentences.
   ► ‘Is the Army Museum still in Green Street?’ ‘No, it has been closed .......................’ (close)
   1 Don’t look now, but I think we ................................ (follow)
   2 Hello, police? I'd like to report a theft. My handbag ........................................... (steal)
   3 ‘Why did you take the bus?’ ‘My car .........................................................’ (repair)
   4 I think someone's been in my room - some books ............................................. (move)
   5 ‘There's nobody here.’ ‘No, all the students ........................................... home.’ (send)
   6 ‘When ................. you ..............................................’ ‘Tomorrow morning.’ (interview)

5 Use the words in italics as the subjects and verbs of passive sentences.
   ► Nedjma is sure she's going to get a pay rise. (promise)
      Nedjma has been promised a pay rise .........................................................
   1 All the passengers received meal tickets. (give)
      ..........................................................
   2 Ellen has seen the plans for the new building. (show)
      ..........................................................
   3 Someone has promised all the office workers a week's holiday. (promise)
      ..........................................................
   4 Someone sent a bill for the repairs to Laura. (send)
      ..........................................................

More difficult questions
SECTION 8 questions and negatives

grammar summary

To make questions, we normally put an auxiliary verb before the subject.

John has gone. → Has John gone? She's leaving. → When is she leaving?

To make negatives, we put not or n't after an auxiliary verb (be, have, can etc).

John is working. → John is not working. I could swim → I couldn't swim.

If there is no other auxiliary verb, we use do.

I live in Manchester. → Where do you live? He said ‘Hello’. → What did he say?

She likes cold weather. → She doesn’t like cold weather.

We do not use do when a question word is the subject.

What happened? (NOT What-did-happen?)

pre-test: which units do you need?

Try this small test. It will help you to decide which units you need. The answers are on page 283.

1 Correct (√) or not (×)?

- I not speak English. ×
- 1 Does she works in London? ...
- 2 Will Ann and her family arrive by train? ...
- 3 Did you knew John at school? ...
- 4 Play you tennis? ...
- 5 Why you are tired? ...
- 6 How well do you know him? ...
- 7 What time does the film start? ...
- 8 What is your new boyfriend like? ...
- 9 Who did tell you that? ...
- 10 I won’t be here tomorrow. ...
- 11 I couldn’t find my glasses nowhere. ...
- 12 Isn’t she beautiful! ...
- 13 ‘Aren’t you coming?’ ‘Yes, I am.’ ...

'I married you for your money, Leonard. Where is it?'

'It's an honest piece.'
yes/no questions  Is the taxi here?  Do I need a visa?

AM I?  HAVE YOU?  CAN SHE?  DO YOU?  DOES HE?

All yes/no questions begin with a verb.
To make questions: put an auxiliary verb before the subject.
(Auxiliary verbs are be (am, are etc), have/has/had, will, would, can, could, shall, should, may, might and must.)

STATEMENT: The taxi is here.  Ann has arrived.  The train will be late.  You can pay.

QUESTION: Is the taxi here?  Has Ann arrived?  Will the train be late?  Can you pay?

1 Put the words in the right order to make questions.

- Are you ready?  you ready are
- Has she telephoned Mary?  she has Mary telephoned
- Can your brother swim?  your brother can swim
- Are tired you?  tired are you
- Is he at home?  he at is home
- Must now you go?  now you go must
- Can they speak Spanish?  they speak can Spanish
- Will you be here tomorrow?  you be here will tomorrow
- Has she arrived by train?  she will arrive by train
- Has she forgotten her keys?  she has forgotten her keys
- Is your sister playing tennis?  your sister is playing tennis

If there is no auxiliary verb: put do/does/did before the subject and use the infinitive (without to).

STATEMENT: I need a visa.

QUESTION: Do I need a visa? (NOT Need a visa, NOT Do I need a visa?)

STATEMENT: John wants to go home.

QUESTION: Does John want to go home? (NOT Does John wants to go home?)

STATEMENT: She knew Mary.

QUESTION: Did she know Mary? (NOT Did she knew Mary?)

2 Make questions with you.

You want to know if somebody:
- Do you understand?  understands you
- Did you call me?  called you
- Do you like coffee?  drinks coffee
- Do you like jazz?  likes jazz
- Did you go to London last week?  went skiing last winter
- Did you work at home last week?  works in London

3 Make questions with he.

You want to know if somebody:
- Does he play football?  plays football he
- Does he speak Arabic?  speaks Arabic he
- Does he know Mr Peters?  knows Mr Peters he
- Does he work at home?  works at home he
- Did he live in Birmingham?  lived in Birmingham he
- Did he go home last week?  went home last week he
We don't put *do* with other auxiliary verbs.

Can you swim? (NOT Do you can swim?)

### 4 Circle the correct question.

- A Will you be ready soon?  
- B Do you will be ready soon?

- A Live you in London?  
- B Do you live in London?  
- C Are you live in London?

- A Do you are tired?  
- B Do you tired?  
- C Are you tired?

- A Do you must go now?  
- B Must you go now?

- A Do you speak Japanese?  
- B Speak you Japanese?  
- C Are you speak Japanese?

- A Were you go to work by car?  
- B Did you go to work by car?  
- C Went you to work by car?

- A Can she sing?  
- B Does she can sing?

- A Is Ann looking for a job?  
- B Does Ann looking for a job?  
- C Is Ann look for a job?

### 5 Make yes/no questions.

- The boss's secretary travels a lot.
  
  Does the boss's secretary travel a lot?

- The President and her husband have arrived.
  
  Has the President and her husband arrived?

- Your sister Caroline is talking to the police.
  
  Is she talking to the police?

- All the people here understand Spanish.
  
  Do the people here understand Spanish?

- Most of the football team played well.
  
  Did the football team play well?

- Everybody in the office is working late today.
  
  Are everybody working late today?

- The man at the table in the corner is asleep.
  
  Is the man asleep?

- The 7.30 train for London leaves from Platform 2.
  
  Does the train leave from Platform 2?
WHERE IS . . . ?  WHEN CAN . . . ?  WHY DOES . . . ?

Questions with where, when, why etc normally have the same word order as yes/no questions (pages 106–107).
We put am/are/is/was/were or another auxiliary verb (have, will, can etc) before the subject.

STATEMENT A:  Anna is in Russia.  I will see her on Tuesday.
QUESTION B:  Where is Anna? When will you see her? (NOT When will you see her?)

If there is no other auxiliary verb, we use do/does/did + infinitive (without to).

STATEMENT A:  He likes his job.  I came here to learn English.
QUESTION B:  How does he like his job? Why did you come here? (NOT Why you came here?)

1 Make questions with the words in the boxes.

<table>
<thead>
<tr>
<th>how</th>
<th>when ✓</th>
<th>when</th>
<th>where ✓</th>
<th>where</th>
<th>why</th>
</tr>
</thead>
</table>

1. (you staying?) 'Where are you staying?' 'At the Park Hotel.'
2. (you arrive?) 'When did you arrive?' 'Last night.'
3. (you here?) 'To see Scotland.'
4. (you been today?) 'To Edinburgh.'
5. (you going to Glasgow?) 'Next weekend.'
6. (you like Scotland?) 'It's great!'

We often ask questions with how + adjective/adverb.

How old is your sister?  How tall are you?  How fast can you run?

2 Here are some common expressions with how. Use them to complete the questions.

<table>
<thead>
<tr>
<th>How old . . . ? ✓</th>
<th>How far . . . ?</th>
<th>How long . . . ?</th>
<th>How tall . . . ?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How big . . . ?</td>
<td>How fast . . . ?</td>
<td>How often . . . ?</td>
<td>How well . . . ?</td>
</tr>
</tbody>
</table>

1. 'How old are you?' '37 next birthday.'
2. 'How far is your house from here?' 'About 5 km.'
3. 'How tall is John?' 'Very tall - nearly two metres.'
4. 'How long are she driving?' 'The police say she was doing 160 km/h.'
5. 'How often do you see your parents?' 'Every week.'
6. 'How well is Ann's flat?' 'Very small - just one room and a bathroom.'
7. 'How fast was you stay in China?' 'I was there for six months.'
8. 'How big is you speak Spanish?' 'Not very well.'

Some questions begin with what + noun.

**What time** is the film? What time does the train leave? (NOT USUALLY At what time ...?)
**What colour** are her eyes? (NOT What colour have ...?) What colour is your car?
**What size** are you? (buying clothes) What size would you like?
**What sort** of books do you read? What sort of films do you like? (OR What kind of ...?)

3 Put the beginnings and ends together, and put in an expression with What ...

| 1 'What time' | does her plane arrive? | A 'Eight o'clock, if it's not late.' |
| 2 '.........................' | is the baby's hair? | B '.........................', small or large?' |
| 3 '.........................' | music do you play? | C 'She hasn't got any.' |
| 4 'I'd like a packet of rice, please.' | | D 'Pop, mostly.' |
| 5 'Can I borrow one of your sweaters?' | | E 'I don't remember – it was very late.' |
| 6 '.........................' | holidays do you prefer? | F 'Sure. ...................... would you like? Blue? Green?' |
| 7 '.........................' | did you get home? | G 'Extra large.' |
| 8 'I need a sweater.' | '.........................' are you? | H 'We usually go to the mountains.' |

To ask for descriptions, we often use What is/are/was/were ... like?

'Where have you been?' 'In Ireland.' What was the weather like? 'OK.'

'What's your new boyfriend like?' 'He's very nice.'

'My brother writes detective stories.' 'Yes? What are they like?' 'Not very good, really.'

4 Make questions with What ... like?, using expressions from the box.

**your new girlfriend**  **your new house**  **your new car**  **your new job**

| 'What's your new boss like?' | 'He's not very good at his job.' |
| 1 .................................................. | 'She's beautiful.' |
| 2 .................................................. | 'Very noisy. They have parties all night.' |
| 3 .................................................. | 'OK – it's a bit slow.' |
| 4 .................................................. | 'Great – we've got much more room.' |
| 5 .................................................. | 'It's interesting. I travel a lot.' |
| 6 .................................................. | 'The teachers aren't much good.' |

**GRAMMAR AND VOCABULARY: some more useful questions**

Where are you from? Where do you come from? (NOT From where ...? – see page 137)

How long have you been here? How long are you here for? (= 'Until when ...?')

How long does it take to get to London? How long does it take to learn English?

How do you spell that word? How do you pronounce this word?

For questions with who, what and which, see page 110.

I keep six honest serving-men
(They taught me all I knew):
Their names are What and Why and When
And How and Where and Who.
(Rudyard Kipling)
question-word subjects  Who phoned? What happened?

We use who for people and what for things.

'Who did you see?' 'John.' 'What did he say?' 'Nothing much.'

When who and what are subjects, we make questions without do/does/did. Compare:

'Who phoned?' 'Mike phoned.' (NOT 'Who did phone?')

'What happened?' 'Something terrible happened.' (NOT 'What did happen?')

The same thing happens when subjects begin with which, what, or how much/many.

Which team won? (NOT Which team did win?)  What country won the World Cup in 1966?

How many people work here? (COMPARE How many people did you see?)

1 Circle the correct form.
   - Who lives / does live in that house?
   - What happened / did happen to Joe?
   - Who plays / does play the piano?
   - What made / did make that noise?

2 Complete the questions.
   - 'I saw some dogs.' 'How many dogs did you see?'
   - 'One of those cars belongs to Mary.' 'Which car belongs to Mary?'
   - 'A lot of people came to her party.' 'How many people came to her party?'
   - 'Peter caught a train.' 'Which train did Peter catch?'
   - 'One of those buses goes to the station.' 'Which bus goes to the station?'
   - 'Douglas speaks a lot of languages.' 'Which languages does Douglas speak?'
   - 'Alice likes music.' 'What sort of music does Alice like?'

3 Look at the picture and complete the sentences.

   - Who loves Fred? Alice and Mary.
   - Who does Fred love?
     1. Ann?
     2. Mary?
     3. Joe?
     4. Alice?
     5. Joe?
     6. Mary?

4 Can you write four more questions and answers about the picture?

   1. ........................................
   2. ........................................
   3. ........................................
   4. ........................................
Make questions. Ask about the words in italics.

(a) John broke the window. (b) John broke the window.
(a) What did John break? (b) Who broke the window?

1 (a) Mary bought a coat. (b) Mary bought a coat.

2 (a) The bus hit that tree. (b) The bus hit that tree.

3 (a) Ann lost the office keys. (b) Ann lost the office keys.

4 (a) Fred is studying Arabic. (b) Fred is studying Arabic.

5 (a) Mike hates computers. (b) Mike hates computers.

Write questions about the pictures, using the words in the box. Do you know the answers? (They are at the bottom of the page.)

| build | build | paint | first reach | write |

Who built the Eiffel Tower?

1

2

3

4

1 The North Pole

2 War and Peace

3 The Great Wall of China

4 Sunflowers

Write questions about books, plays or songs. Ask some people.

Who wrote

For the difference between which and what, see page 281.
For whom, see page 282.
Dogs can't fly. I don't know why.

AM NOT       HAVE NOT      WILL NOT      CANNOT      DO NOT

To make negative sentences: put not after an auxiliary verb.
(Auxiliary verbs are: be (am etc), have/has/had, will, would, can, could, shall, should, may, might, must.)

It is not raining. I have not seen Bill. She cannot understand me.

In conversation we usually use contractions (see page 277):
aren't wasn't weren't hasn't hadn't won't (= 'will not') wouldn't
can't couldn'tshan't shouldn't mightn't mustn't
We say I'm not, NOT + ain't. We can also say you're not (= you aren't), he's not, she's not, etc.

It isn't / It's not raining. We weren't at home. I haven't seen Bill.
She can't understand me. You mustn't tell anybody. I'm not ready.

1 Make negative sentences. Use contractions.

Dogs can swim. (fly) dogs can't fly.
1 Milk is white. (red) ..............................................
2 The children are at school. (at home) ..........................
3 Joe has been to Japan. (Egypt) ..................................
4 You must give this letter to Ann. (her mother) ...........
5 I'll be here tomorrow. (in the office) .........................
6 I could talk when I was two years old. (swim) ............
7 We were in London yesterday. (Birmingham) .............
8 I'm Scottish. (English) ...........................................

2 Write five things that you can't do. Here are some suggestions.

dance draw drive play chess/bridge etc play the piano/guitar etc
remember faces remember names ride a horse sing
speak French/Chinese etc understand maths

I can't speak German.
1 ...........................................................
2 ...........................................................
3 ...........................................................
4 ...........................................................
5 ...........................................................

'There are three things that I can't remember: names, faces, and I've forgotten the other.'

3 Write five things that you probably won't do next week. Here are some suggestions.

go to New York get married get rich play football become President
write a poem buy a car make a cake read Shakespeare climb Mount Everest

I probably won't go to Paris next week.
1 ...........................................................
2 ...........................................................
3 ...........................................................
4 ...........................................................
5 ...........................................................
If there is no auxiliary verb, we use do/does/did + not/n't + infinitive (without to).

I like → I don't like
She knows → She doesn't know (NOT She doesn't knows)
He arrived → He did not arrive (NOT He did not arrived)
It rained → It didn't rain

4 Make negative sentences.
- Cats eat meat. (potatoes) **Cats don't eat potatoes.**
- Cervantes wrote 'Don Quixote'. (Mozart) **Mozart didn't write 'Don Quixote'.**

5 Use expressions from the two boxes, and write five things that you don't do.

<table>
<thead>
<tr>
<th>verb</th>
<th>object</th>
<th>preposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>buy</td>
<td>socks</td>
<td>in London</td>
</tr>
<tr>
<td>dance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>go to sleep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>play football</td>
<td></td>
<td></td>
</tr>
<tr>
<td>play the violin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ride a bicycle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>speak English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>study mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>write poetry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>after breakfast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>at Christmas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>at school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in London</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in the bath</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in the middle of the night</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in the middle of the road</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in the sea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>on the bus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>on the telephone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>on Tuesdays</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6 Complete these negative sentences. Use aren't, haven't, doesn't etc.

1 'What's the time?' 'I ...................... know.'
2 'What was the film like?' 'It ...................... very good.'
3 'Would Ann like some coffee?' 'No, she ...................... drink coffee.'
4 I ...................... seen Joe for weeks. Is he OK?
5 Pat and Jim ...................... very happy with their new car.
6 'Can I see you tomorrow?' 'I ...................... be here. How about Tuesday?'
7 'Was the lesson any good?' 'I ...................... understand a word.'
8 She ...................... buy the coat; it was too expensive.
9 The baby ...................... got much hair.
10 'Can we go?' 'In a minute. I ...................... ready.'

7 GRAMMAR AND VOCABULARY: four words for people who can't do things
Put the beginnings and ends together. Use a dictionary if necessary.

<table>
<thead>
<tr>
<th>person</th>
<th>can't do</th>
<th>description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some handicapped people</td>
<td>can see</td>
<td>A</td>
</tr>
<tr>
<td>A blind person</td>
<td>can hear</td>
<td>B</td>
</tr>
<tr>
<td>A deaf person</td>
<td>can read or write</td>
<td>C</td>
</tr>
<tr>
<td>An illiterate person</td>
<td>can move or work normally</td>
<td>D</td>
</tr>
</tbody>
</table>

→ For more practice with present negatives, past negatives etc, see Section 2-5. → For more about negatives with have, see page 8-11.
negatives with nobody, never etc  Nobody loves me.

We can make negative sentences with nobody, nothing, nowhere, never, no, hardly (= 'almost not') and similar words. With these words, we do not use not or do/does/did.

Nobody loves me. (NOT Nobody doesn't love me.)
He said nothing. (NOT He didn't say nothing.)
She never writes to me. (NOT She doesn't never write to me.)
I've got no money. (NOT Haven't got no money.)
I can hardly understand him. (NOT I can't hardly understand him.)

1 Put the sentences in order.
   ▶ up father early my gets never  ...My father never gets up early ...
   1 lives house nobody that in .................................................
   2 my understand I'll dog never ...................................................
   3 children me the nothing told ..............................................
   4 money I no have .................................................................
   5 the could road I see hardly ...................................................

2 Change the sentences.
   ▶ She didn't say anything. (nothing)  ...She said nothing.
   1 I didn't see anybody. (nobody) ................................................
   2 We didn't have any trouble. (no) ...........................................
   3 My parents don't go out. (never) ...........................................
   4 I looked for the dog, but it wasn't anywhere in the house. (nowhere)

   5 I didn't eat anything yesterday. (nothing) ...................................
   6 It didn't rain for three months. (hardly) ....................................
   7 John didn't speak, Mary didn't speak, Bill didn't speak. (nobody)

3 Make the sentences negative.
   ▶ I drink coffee. (not)  ...I don't drink coffee.
   ▶ I drink coffee. (never)  ...I never drink coffee.
   ▶ Somebody telephoned. (nobody)  ...Nobody telephoned.
   1 My grandmother drives fast. (never)
   2 Andrew plays the guitar. (not)
   3 When she talked, I understood. (nothing)
   4 I like Ann's new shoes. (not)
   5 Something happened this morning. (nothing)
   6 There's somewhere to sit down in the station. (nowhere)
   7 I watch TV. (hardly)
   8 Somebody wants to play tennis. (nobody)

I never hated a man enough to give him diamonds back.  (Zsa Zsa Gabor)
I have nothing to say, and I am saying it, and that is poetry.  (John Cage)
Sometime they'll give a war and nobody will come.  (Carl Sandburg)
negative questions  Aren't you well?

<table>
<thead>
<tr>
<th>CONTRACTED (CONVERSATIONAL)</th>
<th>UNCONTRACTED (FORMAL, UNUSUAL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>n't after auxiliary verb</td>
<td>not after subject</td>
</tr>
<tr>
<td>Why isn't it ready yet?</td>
<td>Doesn't she know?</td>
</tr>
<tr>
<td>Why is it not ready yet?</td>
<td>Does she not know?</td>
</tr>
<tr>
<td>We say aren't I, NOT amn't I.</td>
<td></td>
</tr>
<tr>
<td>'Aren't I next?' 'No, I am.'</td>
<td>(BUT NOT I aren't next.)</td>
</tr>
</tbody>
</table>

1 Make these questions more conversational.

- Are you not well?  Aren't you well?
- Can you not swim?   
- Do you not speak Spanish?  
- Were the shops not open?  
- Has Ann not arrived?   
- Did she not know him?   
- Why are you not working?  

We often use negative questions to make sure that something is true.

Didn't you go and see Peter yesterday? How is he? (= 'I believe you went and saw Peter ...')

2 Make negative questions to make sure that these things are true.

- I think you went to Scotland last week. didn't you go to Scotland last week?
- I think you speak Arabic.  
- I think that's Bill over there.  
- I believe you studied at Oxford.  
- Perhaps this is your coat.  
- I think her mother is a doctor.  
- I thought Joe was at the party.  

We can use negative questions as exclamations.

Isn't it cold!  Doesn't your hair look nice!  Weren't those children noisy!

3 Make exclamations.

- It's surprising.  Isn't it surprising!  
- They're late.  
- She looks tired.  
- That child is dirty.  
- It's hot.  
- John works hard.  

Notice how we use yes and no in answers to negative questions.

'Don't you like it?' 'Yes (I like it).'  'Aren't you ready?' 'No (I'm not ready).'

4 Add Yes or No to the answers.

- 'Aren't you ready?' 'Yes, I am.'  
- 'Don't you like her?' 'No, I don't.'  
- 'Can't you help me?' 'No, I can't.'  
- 'Isn't this nice?' 'Yes, it is.'  
- 'Hasn't she paid?' 'Yes, she has.'  
- 'Wasn't he at home?' 'Yes, he was.'  
- 'Didn't she phone?' 'No, she didn't.'

QUESTIONS AND NEGATIVES 115
test yourself questions and negatives

1 Make questions with she.
   - live in England? Does she live in England?
   1 been to America? ........................................
   2 like dancing? ............................................
   3 can swim? ..................................................
   4 be here tomorrow? ......................................
   5 watch TV yesterday? ....................................

2 Make negative sentences.
   - I can speak French. (Spanish) ... I can’t speak Spanish
   1 Ann is at home. (at work) ...............................
   2 I’ve forgotten your name. (your face) ...................
   3 Peter drives buses. (taxis) .............................
   4 We went to Spain. (Portugal) ..........................
   5 You must use this phone. (that one) ..................

3 Put in suitable question words.
   - ‘What time’ is the film? ‘Eight o’clock.’ 2 ‘......... are you?’ ‘1 metre 84.’
   1 ‘......... is her hair?’ ‘Black.’ 3 ‘......... music do you like?’ ‘Pop.’

4 Correct (√) or not (x)?
   - I did not understand. √.
   1 Does your brother living with you? ...
   2 Are coming to the party all your friends? ...
   3 Did you see Bill yesterday? ...
   4 Play you football? ...
   5 Why you are tired? ...
   6 What time does the lesson start? ...
   7 What is your boss like? ...

5 Ask about the words in italics.
   - She said something. who said something?
   - She said something. what did she say?
   1 Julia cooked dinner. ....................................
   2 Julia cooked eggs. ......................................
   3 The ball hit Joe. ...........................
   4 The ball hit Joe. ...........................
   5 Ann plays the guitar. ..................................
   6 Ann plays the guitar. ...........................

6 Put in Yes or No.
   1 ‘Isn’t she coming?’ ‘........., she isn’t.’
   2 ‘Aren’t you tired?’ ‘........., I am.’
   3 ‘Didn’t Bill phone you?’ ‘........., he did.’
   4 ‘Can’t you find your keys?’ ‘........., I can’t.’

7 Correct (√) or not (x)?
   1 Who did tell you that? ...
   2 Isn’t the weather nice! ...
   3 Nobody didn’t help me. ...
   4 I had no money. ...
   5 Will be there tomorrow both your parents? ...

More difficult questions
SECTION 9  infinitives and -ing forms

• grammar summary

INFINITIVES: (to) go, (to) break, (to) see etc
-ING FORMS (ALSO CALLED 'GERUNDS'): going, breaking, seeing etc

We can use both -ing forms and infinitives as subjects (but -ing forms are more common).
Smoking is bad for you. (More natural than To smoke is bad for you.)

We can use infinitives to say why we do things.
I got up early to catch the 7.15 train.

After some verbs we use infinitives; after others we use -ing forms.
I expect to pass my exams. (NOT I expect-passing...) I'll finish studying in June. (NOT I'll-finish-to-study...)

We can use infinitives after some adjectives and nouns.
She's ready to leave. I'm glad to see you. I've got work to do.

After prepositions we use -ing forms, not infinitives.
You can't live without eating. (NOT ...without-to-eat.)
I usually watch TV before going to bed. (NOT ...before-to-go-to-bed.)

Infinitives often have to before them; but not always.
I want to go home, but I can't go now.

• pre-test: which units do you need?

Try this small test. It will help you to decide which units you need. The answers are on page 283.

Correct (√) or not (X)?

1 I want see you. X
2 Can I help you? ✓
3 It's necessary to get a visa. ...
4 I hope to not have problems at university. ...
5 I went to Mexico for learning Spanish. ...
6 His parents wanted him to be a doctor. ...
7 I stopped to smoke last year. ...
8 She keeps telephoning me. ...
9 We decided going by bus. ...
10 I'm glad seeing you. ...
11 The lesson was easy to understand. ...
12 We had nowhere to sleep. ...
13 Learning languages is difficult. ...

THAT CAT WANTS TO GO OUT

'This one's for not asking, and this one's for not telling.'
We usually put to with infinitives.

I want to go home. (NOT I want go home.) It's important to get enough sleep.
I telephoned my sister to say sorry.

But we use infinitives without to after do/does/did in questions and negatives (see pages 106 and 113).

Does John speak Russian? (NOT Does John to speak ...) I didn't understand.

We also use infinitives without to after the modal verbs can, could, may, might, will, would, shall, should, must and had better (see Section 6).

I can't swim. (NOT I can't to swim)

1 Put in to or nothing (-).
   1) I don't want to stay at school.
   2) What time does the train leave?
   3) Do you play golf?
   4) It's nice be at home again.
   5) Must you go now?
   6) We had better find a hotel.

2 Put in words from the box, with or without to.

ask ✓ buy go hear help learn lend ✓ see

1) I'm writing to ask for your help.
2) Can you lend me some money?
3) I'd like you for a minute.
4) Where did you those boots?
5) I expect from my family soon.
6) I don't want by bus.

We make negative infinitives with not (to) + verb.

Try not to forget your keys. (NOT ... to not forget ...) Be careful not to wake Peter up.
I told you not to telephone me here. I'm sorry not to stay longer.
The company did not make any money last year. You must not park in front of the school.

3 Put in not to with infinitives from the box.

break go to sleep have have laugh ✓ make talk

1) Please try not to laugh when Bill sings.
2) It's nice a headache any more.
3) Be careful those glasses.
4) Please try in the lessons.
5) Tell the children so much noise.
6) I'd like so much work.
7) Bill must learn about himself all the time.

For infinitives without to after let, make, see and hear, see pages 280-281.
For sentences like No, I don't want to, see page 271.
infinitives of purpose  

We use an infinitive with to to say why we do something.

I turned on the TV to watch the news. Joanna went to Paris to study music.

1 Complete the sentences with the infinitives of the verbs in the box.

<table>
<thead>
<tr>
<th>ask for</th>
<th>buy</th>
<th>catch</th>
<th>drive</th>
<th>finish</th>
<th>meet</th>
<th>learn</th>
<th>turn on</th>
<th>wait for</th>
</tr>
</thead>
</table>

> Use this button to turn on the computer.
1 Oliver got up early to mark the station.
2 I was late, so I ran my bus.
3 Ann wrote to me Joe's address.
4 I sat in the waiting room to the doctor.
5 Bob's gone to the airport his uncle.
6 I went to town on Saturday a present for my cousin's birthday.
7 I stayed up late last night my English homework.
8 Alice went to Beijing Chinese.

2 Write sentences with infinitives.

We wanted to go to the cinema, so Mum gave us some money.

We wanted to go to the cinema, so Mum gave us some money to go to the cinema.

1 I wanted to clean the top of the fridge, so I stood on a chair.

2 Roger wants to buy a book, so he's gone to town.

3 We wanted to get warm, so we moved closer to the fire.

4 If you want to open the front door, use this key.

5 I wanted to tell George about the meeting, so I left a note.

6 Jane wanted to earn some pocket money, so she got a part-time job.

3 GRAMMAR AND VOCABULARY: cooking

Make sure you know the words in the box. Use a dictionary if necessary. Then complete the sentences.

VERBS: bake boil cut fry measure mix weigh
NOUNS: bowl frying pan jug knife oven saucepan scales

> You use a measuring jug to measure water, milk etc.
1 You use scales things.
2 You use an oven things.
3 You use a frying pan things.
4 You use a saucepan things.
5 You use a bowl things.
6 You use a knife things.
verb + infinitive  I hope to be an airline pilot.

After some verbs we use an infinitive with to.
I hope to go to Ireland later this year.  Did Jeremy agree to help you with your work?

1 Read the texts, and write down the verbs that are followed by an infinitive with to.

I'm eighteen, and I hope to be an airline pilot. My parents have agreed to pay for lessons if I do well in my exams. My brother says girls shouldn't be pilots, but I refuse to listen to him.

When I started to work here, my boss promised to give me interesting work, travelling to Europe and Asia. I expected to enjoy my job. But all my work is boring, and I don't do any travelling. I've tried to talk to my boss, but she doesn't listen. Now I've decided to look for another job.

I've always been afraid of water. Then one day last year I thought, 'I don't want to live like this'. So I found some special lessons for people like me. I'm learning to swim, and next summer I plan to take water-skiing lessons.

I needed to be at work early this morning. But I forgot to set my alarm clock, and I woke up at 7.30 instead of 6.30. Then everything seemed to go wrong. I had no clean shirts, the bus was late, ...

I began to learn karate four years ago, and I've continued to go to lessons twice a week since then. I love it. I've visited some other karate clubs, but I prefer to learn at my own club, because the teaching is so good.

After begin, start, continue and prefer we can also use -ing forms with the same meaning.
When did you begin to learn / begin learning karate?
I started to have / started having these headaches about a month ago.
The President continued to speak / continued speaking for an hour and a half.
I prefer to live / prefer living in the country – the city is too noisy.

→ For -ing forms after try and forget, see pages 281–282.

Love... Everyone feels it, has felt it, or expects to feel it.  (Anthony Trollope, 1883)

We must learn to live together as brothers ...  (Martin Luther King, 1964)

He preferred to be good rather than to seem good.  (Sallust, of Cato, 54 B.C.)

War will stop when men refuse to fight.  (Pacifist slogan, 1936)

Gentlemen always seem to remember blondes.  (Anita Loos, 1925)

Stop the world, I want to get off!  (Anthony Newley, 1961)
Complete the sentences with verbs from the boxes and to.

<table>
<thead>
<tr>
<th>1-4:</th>
<th>agree</th>
<th>decide</th>
<th>expect</th>
<th>need</th>
<th>plan</th>
<th>try</th>
</tr>
</thead>
</table>

- ALICE: 'The exam seemed easy. I was surprised when I got a low mark.'
  Alice expected to pass the exam; she was surprised when she got a low mark.
- David and Cathy have got plane tickets and hotel reservations for Corsica.
  David and Cathy are planning to go to Corsica.

1. Annie is going to Singapore. A visa is necessary, and she hasn’t got one.
   Annie needs to get a visa.

2. Jane: 'Could you possibly lend me £5?' Andy: 'Sure.'
   Andy has lent £5 to Jane.

3. Joe: 'Shall I go to the cinema or stay at home? Cinema, perhaps? No, I'll stay at home.'
   Joe has decided to stay at home.

4. Lizzie was expecting a call from Sarah. Sarah rang the number, but it was engaged.
   Sarah has called Lizzie, but the number was engaged.

5-10: forget  | learn  | promise | refuse | start | want |

5. Oliver lives in the US, but he took all his driving lessons in France.
   Oliver has driven in France.

6. Patrick: 'I will write to you every day, Barbara.'
   Patrick has decided to write to Barbara every day.

7. Bob: 'I was going to post a birthday card to my mother, but I didn't remember.'
   Bob has forgotten to post his mother's birthday card.

8. Philip: 'Please, please lend me your car.' Agnes: 'No, no, no and no.'
   Agnes has refused to lend her car to Philip.

9. Helen's parents are sending her to England for two weeks. Helen is not happy.
   Helen doesn't want to go to England.

10. Susan said her first word when she was seven months old.
    Susan has hoped to talk when she was seven months old.

11-15: begin  | continue  | hope  | prefer  | seem |

11. Mark plays the piano and the trumpet. The trumpet is his favourite.
    Mark can play the piano, but he prefers to play the trumpet.

12. Annie usually stops work at 5.00, but yesterday she didn’t stop until 7.00.
    Annie has decided to work until 7.00 yesterday.

13. John swims every day; he’s going to try for the national team next year.
    John is going to hope to be in the national swimming team next year.

14. 'I'm not sure, but I think Rebecca was worried yesterday evening.'
    Rebecca has decided to be worried yesterday evening.

15. Lee sat down to write a letter to her brother yesterday, but she didn’t finish it.
    Lee has decided to write a letter to her brother yesterday.

For infinitives in indirect speech (after tell, ask etc), see pages 123 and 251.
For sentences like I don't want to, see page 271.
verb + object + infinitive  He wants me to cook.

We often say that we **want somebody to do** something.

My boyfriend **wants me to do** all the cooking. (NOT ... wants that I do all the cooking.)

We can use **would like** in the same way.

I’d like you to **listen** to this song. (NOT I’d like that you listen ...)

1 **Make sentences with want or would like.**
   - Mrs Lewis: Ann, can you post my letters, please? (want)
     Mrs Lewis wants Ann to post her letters.
   1 Sarah: John, could you cook tonight? (would like)
   2 Policeman: Please move your car, sir. (want)
   3 Mother: Helen, please wash your face. (want)
   4 Bill: Andy, can you help me? (would like)
   5 Roger: Karen, could you lend me some money? (would like)
   6 Jake: Be quiet for a minute, Peter. (want)
   7 David: Alice, can you have dinner with me? (would like)
   8 Mike: The government should put more money into schools. (would like)

2 **Different people want Alice to do different things. Complete the sentences.**

<table>
<thead>
<tr>
<th>want Alice to do</th>
<th>buy a better guitar</th>
<th>buy him</th>
<th>do something</th>
<th>go to America with him</th>
<th>go to Russia with her</th>
<th>lend her</th>
<th>spend every weekend</th>
<th>take him for work</th>
</tr>
</thead>
</table>

Everybody wants her to do something.

1 Her boss ... harder.
2 Her little brother ... a bicycle.
3 Her dog ... a walk.
4 Her boyfriend ... a blue dress.
5 Her friend Martha ... a blue dress.
6 Her guitar teacher ... at home.
7 Her mother ... at home.
8 Her sister ... at home.
We can use some other verbs like this. For example: ask, expect, help, need, tell.

I asked Peter to work with me. The doctor told me to take a holiday.

3 Change the sentences.

- They thought that we would be late. (expect) They expected us to be late.
- 1 I didn’t say to Alan ‘Go home.’ (tell) I told Alan ‘Go home.’
- 2 I said to Fred ‘Please be quiet.’ (ask) I asked Fred ‘Please be quiet.’
- 3 Do you think she’ll phone? (expect) Do you think she’ll phone?
- 4 I carried the books with Joe. (help) I helped Joe to carry the books.
- 5 The policewoman said to me ‘Show me your driving licence.’ (tell) The policewoman told me ‘Show me your driving licence.’
- 6 Ann finished the work with me. (help) Ann helped me to finish the work.
- 7 I said to the shop assistant ‘Can you help me?’ (ask) I asked the shop assistant ‘Can you help me?’
- 8 You must stay with me. (need) I need you to stay with me.

4 What do/did your parents want you to do/be in life?

- My parents want me to be a doctor.
- My parents wanted me to study engineering.

5 GRAMMAR AND VOCABULARY: vehicles

Make sure you know the words in the box. Use a dictionary if necessary. Then look at the advertisements and say what the advertisers want you to buy.

bike motorbike motorboat plane tractor yacht

- They want me to buy a tractor.
- 1
- 2
- 3
- 4
- 5

products, contact Trakta for the address of your nearest dealer.

TRAKTA TRACTORS
Quality & Performance
Trakta Tractors (UK) Ltd.,
Belmarsh Court, Belmarsh Park, Cheltham YO

BARRIES
NEW SPEC MACHINES ARRIVING
NOW CALL US FOR THE BEST DEALS

MACHINES TO CLEAR
DVR300 £5590
ALPHA £5450

For let, make, hear, and see + object + infinitive, see page 281.
We can use adjective + infinitive (with to) to say what we think of things that people do. We do this with adjectives like clever, crazy, right, silly, stupid and wrong.

You’re crazy to think you can get there in an hour. You were clever to bring an umbrella.

1 Write sentences with infinitives.

- Angela carries all her money in one bag. She’s wrong.
  Angela’s wrong to carry all her money in one bag.

- Annie got to the airport early. She was clever.
  Annie was clever to get to the airport early.

1 Eleanor listens to Mark. She’s silly.

2 Elizabeth took the train without a ticket. She was wrong.

3 I sat on my glasses. I was stupid.

4 I washed a white shirt with a red one. I was wrong.


6 You eat a good breakfast. You’re right.

7 You lent money to Chris. You were crazy.

We can also use infinitives (with to) after adjectives for feelings, like afraid, glad, happy, pleased, sad, surprised, unhappy.

Mum will be glad to find you at home. I’m pleased to meet you.

2 Complete the text with expressions from the boxes.

1–4: glad to leave ✔ happy not to have pleased to find
sorry to say unhappy to think

Five years ago, I went to Australia to start a new job. I was glad to leave London, but I was very tired goodbye to my friends and family, and my mother was 2 .......................... that I would be so far away.

I was a bit afraid of my new life, so I was 3 .......................... any problems when I arrived. Sydney was beautiful, and I was 4 .......................... friendly people in the office, an interesting job and a lovely apartment.

5–7: happy to be pleased to see surprised to find

Everything went well in Australia, but I never felt really at home there, and in the end I decided to come back. Today I arrived in London, for the first time in five years. I was

5 .......................... so many changes, but I am really 6 .......................... here again. On the way from the airport I started to cry – I was so 7 .......................... a big red London bus.
Some adjectives describe the following infinitive, not the subject. This happens with difficult, easy, hard, impossible, good, nice and interesting.

He is often difficult to understand. (= ‘It is often difficult to understand him.’)
They are very interesting to watch. (= ‘It is very interesting to watch them.’)
Languages are hard to learn perfectly. Tickets for the match are impossible to buy.
Do you think the meat is still good to eat?

Join the beginnings and ends, and put in verbs from the box.

<table>
<thead>
<tr>
<th>dislike</th>
<th>eat</th>
<th>find</th>
<th>open</th>
<th>read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everybody likes my uncle; he’s impossible to dislike.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘Are these apples difficult...’ isn’t it?...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good restaurants aren’t good...? ‘No, don’t eat them.’...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thank you for that book – it was very interesting...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This door is easy... in this town...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Make sentences with the infinitives of verbs from the box.

clean climb pronounce remember see you understand wear

My phone number is easy to remember.

1 It / good
2 Grammar / sometimes difficult
3 That mountain / impossible
4 This shirt / nice
5 The word ‘sixth’ / hard
6 This furniture / easy

GRAMMAR AND VOCABULARY: school subjects

Make sure you know the words in the box. Use a dictionary if necessary. Then write five or more sentences to say what you think about some of the subjects.

biology chemistry English geography history literature
mathematics / maths (singular) philosophy

1 is easy to learn.
2 is hard to learn.
3 is easy to understand.
4 is difficult to understand.
5 is interesting to study.
6
7
8
adjectives with *enough/too* + infinitive  
**too tired to sing**

After *adjective + enough*, we can use an infinitive (with to). Note the word order – see page 171.

Julie’s *old enough to drive now.* (NOT Julie’s *enough old ...*)  
John isn’t *strong enough to carry that.*

1 **Make sentences with *is/isn’t old enough to ...***

<table>
<thead>
<tr>
<th>When you are</th>
<th>you can</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>work part-time</td>
</tr>
<tr>
<td>16</td>
<td>leave home</td>
</tr>
<tr>
<td>16</td>
<td>leave school</td>
</tr>
<tr>
<td>17</td>
<td>drive a car</td>
</tr>
<tr>
<td>18</td>
<td>vote</td>
</tr>
<tr>
<td>18</td>
<td>change your name</td>
</tr>
<tr>
<td>21</td>
<td>drive a bus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td></td>
<td>Liz</td>
<td>21.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

 Giulie’s *old enough to drive now.* (not Giulie’s *enough old ...*)

After *too + adjective*, we can use an infinitive (with to).

I’m *too tired to sing.*  
Alice was very afraid – *too afraid to speak.*

2 **Change two sentences into one. Use *too ... to ...***

1 I’m very sleepy. I can’t drive.  
   *I’m too sleepy to drive.*

2 Helen is very ill. She can’t work.  
3 My grandfather is very old. He can’t travel.  
4 I’m very bored. I can’t listen any longer.  
5 Cara’s very hot. She can’t play tennis.  
6 I’m very hungry. I can’t work.

We can use *too + adjective* + infinitive in a different way.

*They’re too big to carry.* (= ‘Nobody can carry them, because they’re too big.’)

*It’s too cold to drink.* (= ‘Nobody can drink it, because it’s too cold.’)

3 **Make sentences with *too ... to ...***

1 This homework / difficult / do  
   *This homework is too difficult to do.*

2 This box / heavy / lift  

3 This soup / salty / eat  

4 This book / boring / finish  

5 That plate / hot / touch  

6 Some animals / small / see  

7 That sign / dirty / read

Middle age: the age when you’re too old to play tennis and too young to play golf.

(Ansel Adams)
some letters to write; nothing to eat

We can often use infinitives with to after nouns.
I've got some letters to write. Sorry - I haven't got any money to lend you.

1 **Complete the sentences with the expressions from the box.**

<table>
<thead>
<tr>
<th>dress to wear</th>
<th>friend to see</th>
<th>homework to do</th>
<th>letters to post</th>
</tr>
</thead>
<tbody>
<tr>
<td>shopping to do</td>
<td>stories to tell</td>
<td>video to watch</td>
<td></td>
</tr>
</tbody>
</table>

- My uncle always has very interesting **stories to tell** about his year in Nepal.
- Please can I go out tonight, Dad? I've got no ..................................................
- I'm going to the post office - have you got any ..................................................
- I think I'll stay at home tonight. I'm a bit tired, and I've got a good ..................................................
- Have you got a ............................... to the party, or will you have to buy one?
- If you've got any ............................... we can go to the supermarket later.
- I'll be home a bit late tonight - I've got a .................................................. after work.

We can use infinitives with to after words like **somebody, anything** and **nowhere** (see page 165).

Would you like something to drink? I haven't got anything to read; can I borrow this book?
There's nothing to eat in the fridge. Those poor people have nowhere to live.

2 **Complete the sentences with somebody etc and the verbs in italics.**

- **POLICEMAN:** Move on, please. There's (see) ..................................................
- I can't go to the party: I don't have (wear) ..................................................
- Could I possibly use this table? I need (work) ..................................................
- When I arrived, there was (do) .................................................. - all the work was finished.
- Everyone in our class was ill today, so our teacher had (teach) ..................................................
- I'll be with you in a few minutes - I have (finish) ..................................................
- All my friends are out of town tonight, and I've got (go) ..................................................
- Everybody needs (love) ..................................................
- My brother couldn't find (stay) .................................................. in Bristol.
- Have you found (help) .................................................. you with the disco on Saturday?
- Your arms are full - give me (carry) ..................................................

**NOTHING TO EAT**

She had nothing to eat.
They made a film about her because she had nothing to eat.
Her husband was killed in the war.
They wrote a book about how he was killed in the war.
Her mother and brother were executed by the revolutionaries.
There was an opera about it.

Both her children died (there was no hospital).
You can see the photographs at an exhibition in London.
Then somebody wrote a poem.
Still she had nothing to eat.

*Lewis Mancha*
it with infinitive subjects  It’s nice to be here with you.

We don’t often begin sentences with **infinitive** subjects (like *To be* here with you is nice). More often, we begin with *it* and put the **infinitive** later. The structure *It*’s *is/was/etc + adjective + infinitive* (with to) is very common.

*It’s nice to be here with you.*  
*It was good to see you again.*  
*It’s important to remember people’s names.*

1 Complete these sentences about a summer holiday. Use *It was* and words from the box.

<table>
<thead>
<tr>
<th>a bit hard to understand</th>
<th>dangerous to swim</th>
<th>expensive to eat</th>
<th>impossible to be interesting to see</th>
<th>nice to have</th>
<th>really good to get away</th>
<th>very easy to make</th>
</tr>
</thead>
</table>

- **It was really good to get away** from home and work.
- 1 .................................................. sunshine every day.
- 2 .................................................. how other people live.
- 3 Sometimes ........................................... the language if people talked fast.
- 4 .................................................. friends.
- 5 .................................................. in restaurants, but the food was wonderful.
- 6 The sea was beautiful, but ............................................................... bored.
- 7 There were so many things to do that ............................................................... bored.

2 **GRAMMAR AND VOCABULARY:** learning and using a language: what is important? Make sure you know the words in the box. Use a dictionary if necessary. Then make sentences with *It’s important to*, *It’s not necessary to* ... or *It’s important not to* ... Different answers are possible: for ours, see the answer key.

**bilingual**  
**comprehension**  
**correctness**  
**immediate**  
**mistake**  
**practise**  

**pronunciation**  
**regularly**  
**results**  
**rules**  
**translate**  
**vocabulary**

**LEARNING**
- study regularly  
  *It’s important to study regularly.*
- study six hours a day  
  *It’s not necessary to study six hours a day.*
- expect immediate results  
  *It’s important not to expect immediate results.*

**1 practise grammar**  
**2 translate everything**  
**3 read a lot**  
**4 read things that interest you**

**PRONUNCIATION**
**5 have perfect pronunciation**  
**6 have good enough pronunciation**

**GRAMMATICAL CORRECTNESS**
**7 make too many mistakes**
**8 speak without mistakes**

**COMPREHENSION**
**9 practise listening to English**

**VOCABULARY**
**10 know 3,000–5,000 words**
**11 know 50,000 words**
**12 have a good English-English dictionary**
**13 have a good bilingual dictionary**

128 INFINITIVES AND -ING FORMS
-ing forms as subjects  

Smoking is bad for you.

We often use -ing forms (also called 'gerunds') as subjects - more often than infinitives. 

Smoking is bad for you. (More natural than To smoke is bad for you.)

Swimming is good exercise.  Driving makes me tired.  Travelling takes a lot of my time.

1 Complete the sentences.

Swimming is slower than running.  (running; swimming)
1 is more dangerous than (flying; going by train)
2 is faster than (writing; eating)
3 costs more than (speaking; writing)
4 is easier than (listening; understanding)
5 is harder than (shaving; shopping)
6 is more interesting than (washing; eating)

2 Make three more sentences like the ones in Exercise 1. Use some of the words in the box.

We can put objects after -ing forms.

Learning languages is difficult and takes time. (NOT ... are difficult ... - learning is singular.)

Eating chocolate does not make you slim.

3 Complete this list of activities with verbs from the box (use -ing forms). Then number them in order of interest: 1 = most interesting (for you); 8 = least interesting.

We can put objects after -ing forms.

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Eating chocolate does not make you slim.

3 Complete this list of activities with verbs from the box (use -ing forms). Then number them in order of interest: 1 = most interesting (for you); 8 = least interesting.

In notices, you often see NO before -ing forms.

NO PARKING  NO SMOKING  NO WAITING

4 GRAMMAR AND VOCABULARY: public notices

Which words go with which notice?
Use a dictionary if necessary.

NO PARKING  NO SMOKING  NO WAITING

For comparatives (more dangerous, faster etc), see page 208.
verb + ...ing I can’t help feeling unhappy.

After some verbs we use -ing forms.
Some of these verbs are: keep (on) (= ‘continue’, ‘not stop’), finish, stop, give up (= ‘stop’, for habits), go, can’t help (= ‘can’t stop myself’), suggest, practise, enjoy, love, like, (not) mind (= ‘(not) dislike’), dislike, hate.

I can’t help feeling unhappy. Do you mind sharing a room? Alex has gone swimming.

1. Do you remember how to spell -ing forms of verbs? Look at the rules on page 21 if you are not sure. Then complete the sentences with -ing forms.
   - We enjoy playing tennis in the morning. (play)
   - Has Ann finished taking her photos? (take)
   - John’s given up eating sweets. (eat)
   - ‘Where’s Helen?’ ‘She’s gone shopping.’ (shop)
   - I have to practise so I can pass my test. (drive)
   - Alec suggested stopping at the supermarket. (stop)

2. Write sentences using the expressions in the box with -ing forms.

<table>
<thead>
<tr>
<th>He can’t help</th>
<th>She enjoys</th>
<th>They’ve just finished</th>
<th>He’s given up</th>
<th>They’re going</th>
</tr>
</thead>
<tbody>
<tr>
<td>All that week, it kept</td>
<td>She’s practising</td>
<td>She’s suggesting</td>
<td>It’s just stopped</td>
<td></td>
</tr>
</tbody>
</table>

1. She enjoys skiing.
2. She’s suggesting going to Rome.
3. She’s practising.
4. She’s suggesting going to Rome.
5. She’s giving up smoking.
6. She’s suggesting going to Rome.
7. She’s practising.

130 INFINITIVES AND -ING FORMS
3 Put in -ing forms of the verbs in the box.

| get up ✓ | play | study | wash | watch | wear | work |

- I hate getting up in the winter before the sun is up.
- George dislikes doing dishes, so he often eats out.
- I don't like playing baseball, but I like watching it.
- I don't mind wearing it, late if my boss asks me.
- Joe's two-year-old sister loves playing with her toys in the bath.
- Jan and her sister like wearing each other's clothes.
- When I was at school, I hated going to history.

4 Write about six things you love/hate etc doing. Use expressions from the box or write about other things.

- cooking dinner for friends
- dancing until 1 a.m.
- listening to loud music
- lying on a sunny beach
- travelling to new places
- walking in the mountains
- eating out with friends
- getting up early
- reading novels
- swimming in the ocean
- walking in the rain
- watching old films

- I love walking in the mountains.

After love, like and hate we can also use infinitives with to with the same meaning.

I love singing. = I love to sing.  Ann likes to go out / going out with friends.
Mum hates to cook / cooking on an electric cooker.
(BUT NOT I dislike to listen - to - opera. AND NOT Do you mind to wait for a few minutes?)
When we have preposition + verb, we must use an -ing form.
The children are tired of going to the same place every summer. (NOT ... are tired of to go to ...)
She spoke for an hour without using notes. (NOT ... without to use ...)
Thank you for coming. I worry about spending too much money.

For spelling of -ing forms, see page 21.

1 Put the beginnings and ends together.

1. Every morning, my dad worries about
2. Please don’t leave without
3. I don’t like the idea of
4. Are you interested in
5. I’ll pay you for

A. working all my life...
B. watering my garden while I’m on holiday...
C. telling me that you’re going...
D. going to Vienna with us next weekend...
E. being late for his train.

2 Add -ing forms of the verbs in the box.

be ☑ go hear smoke wash watch

Alice dreams of being an opera singer, but she can’t sing very well.
1. I’m tired of the same old stories; doesn’t John realise he’s boring us?
2. Which British Prime Minister was famous for big cigars?
3. I’m thinking of to Greece next summer – have you ever been there?
4. Eric’s interested in football on television, but not in playing it.
5. Don’t worry about the dishes – I’ll wash them in the morning.

3 Make sentences with very / quite / not very good at ...ing or bad at ...ing.

<table>
<thead>
<tr>
<th>JANE</th>
<th>RUN</th>
<th>SWIM</th>
<th>CYCLE</th>
<th>DRAW</th>
<th>SING</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>BOB</td>
<td>☑</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>SUE</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>MARK</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
</tbody>
</table>

KEY
- ★ VERY GOOD
- ☑ QUITE GOOD
- ☒ NOT VERY GOOD
- ☐ BAD

1. (Jane / run, swim) Jane is very good at running, but bad at swimming.
2. (Sue / run, cycle) Sue is very good at running, and quite good at cycling.

3. (Bob / run, cycle)
4. (Sue / draw, sing)
5. (Mark / swim, run)
6. (Bob / swim, sing)
7. (Jane / run, cycle)
8. (Mark / sing, draw)

4 What are you good or bad at? Write two or more sentences about yourself.

...
We use *by* ... *ing* and *without* ... *ing* to say how people do something.

*I earn my pocket money by working in a petrol station.*  
*She passed her exams without studying.*

5 Make sentences with *by* ... *ing* or *without* ... *ing*.

- When I left the house this morning, I didn’t close the windows.
  *I left the house this morning without closing the windows.*

- Ellie stayed awake. She drank lots of coffee.

- Eric drank three glasses of water. He didn’t stop.

- Charles woke us up. He turned the TV on.

- You can find out the meaning of a word. Use a dictionary.

- Mike paid for his new house. He didn’t borrow any money.

- Sue lost her driving licence. She drove too fast, too often.

- Carl did all his homework. He didn’t ask for any help.

- Teresa cooks all her food. She doesn’t use any salt.

After *before*, *after* and *since*, we can use an *-ing* form or subject + verb.

*I usually read the paper before going to work.*  
*OR* ... *before I go to work.*

*Ann always felt better after talking to Pete.*  
*OR* ... *after she had talked to Pete.*

*Bill has changed a lot since getting married.*  
*OR* ... *since he got married.*

6 Rewrite the expressions in italics, using *-ing* forms.

- Jack usually has a cup of hot milk *before he goes to bed.*  
  *before going to bed*

- I always wash my hair *after I swim.*  

- Since she passed her exam, Cynthia has seemed much happier.

- We always phone Aunt Jane *before we visit her.*  

- My grandmother was never really well *after she broke her leg.*


- Jane’s bought a lot of new clothes *since she got her new job.*

Sometimes *to* is a preposition (for example *I look forward to your answer*).  
In this case we must use *-ing* forms of verbs after *to.*

*I look forward to hearing from you.*  
*(NOT I look forward to hear from you.)*
test yourself  infinitives and -ing forms

1 Circle the correct answer.
   1. I would like see / to see you again.  4. I hope go / to go to America in July.
   2. Can you help / to help me?          5. Try not to / to not forget your keys.
   3. Is it necessary buy / to buy a ticket now?

2 Put in the correct form of the verb.
   ▶ I promise to phone you every day. (phone)
   ▶ She suggested seeing a doctor. (see)
   1. We agreed together. (work)
   2. I didn’t expect to see John there. (see)
   3. I’m really going to stop smoking. (smoke)
   4. I can’t keep driving – I’m too tired. (drive)
   5. Ann has decided to buy a car. (buy)

3 Circle the correct answer.
   ▶ We need ... tickets.
     A to get  B getting
   1. It is important ‘No’ sometimes.
     A to say  B say  C saying
   2. to work takes a lot of time.
     A To drive  B Drive  C Driving
   3. You can’t live without ...  
   4. I came here ... my sister.
     A to see  B for see  C for seeing
   5. After ... work, I went home.
     A finish  B to finish  C finished  D finishing

4 Rewrite the sentences with infinitives.
   ▶ I saw Mary. I was happy. I was happy to see Mary.
   1. I found a cat in my bed. I was surprised. ..........
   2. I didn’t have time to phone you. I was sorry. ..........  
   3. You can easily remember my phone number. My phone number is .......... 

5 Circle the correct answer.
   1. Can you lend me something ...
     A to read?  B for read?  C for reading?
   2. I can’t come out – I’ve got a lot of letters ...
     A to write.  B writing.  C for writing.

6 Rewrite the sentences with too or enough.
   1. It’s very heavy. Nobody can lift it. (too) It’s too .......... 
   2. He’s 18, so he can vote. (enough) He’s .......... 
   3. I’m very tired. I can’t drive. (too) .......... 

7 Write sentences with want or would like.
   1. BOSS: Mary, can you answer the phone? (want) The boss .......... 
   2. ANN: Pat, could you look after the children? (would like) .......... 

More difficult questions
grammary summary

Several different structures are practised in this section:

- verbs followed by prepositions
  "Look at this."
- prepositions in wh-questions
  "Who are you writing to?"
- phrasal verbs
  "Hurry up – we’re late."
- verbs with two objects
  "Can you lend me some money?"

pre-test: which units do you need?

Try this small test. It will help you to decide which units you need. The answers are on page 283.

1. Put in the correct preposition.
   - Listen to this.
   1. I don’t agree to you.
   2. What happened to your car?
   3. What time do we arrive to the station?

2. Write the question for this answer.
   1. ‘……………………………………?’ ‘I’m from Germany.’

3. Which is/are correct? Circle the letter(s) of the correct sentence(s).
   - A. She’s looking for a hotel.  B. She’s looking at a hotel.  C. She’s looking a hotel.
   1. A. She put on her coat.  B. She put her coat on.  C. She put on it.  D. She put it on.
   2. A. Peter gave Mary a rose.  B. Peter gave a rose to Mary.
   3. A. Did you have my coat cleaned?  B. Did you have cleaned my coat?
      C. Did you let clean my coat?
   5. A. Let’s not go.  B. Let’s don’t go.  C. Let’s go not.
verbs with prepositions

Wait for me.

With some verbs, we put a preposition (for, to, at etc) before an object.

Wait for me! (NOT Wait me) | I listen to a lot of music. (NOT I listen a lot of music.)

1 Put the beginnings and ends together, and put in verbs from the box.

| 1-5: ask believe belong laugh wait | 6-10: happened listen look talks think |

1 Do you believe...?  
2 I know my English is bad, but please don't ...  
3 If you're late, I'll ...  
4 If you want anything, just ...  
5 Does this coat ...?  
6 I've got something important to say: please ...  
7 Their garden is wonderful. ...  
8 Jan lives from day to day. She doesn't ...  
9 He's very boring: he always ...  
10 Paula's an hour late. What's ...?

<table>
<thead>
<tr>
<th>A</th>
<th>at my pronunciation. ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>for it and I'll give it to you. ...</td>
</tr>
<tr>
<td>C</td>
<td>for you. ...</td>
</tr>
<tr>
<td>D</td>
<td>in life after death? ...</td>
</tr>
<tr>
<td>E</td>
<td>to you? ...</td>
</tr>
<tr>
<td>F</td>
<td>about himself. ...</td>
</tr>
<tr>
<td>G</td>
<td>about the future. ...</td>
</tr>
<tr>
<td>H</td>
<td>at those roses! ...</td>
</tr>
<tr>
<td>I</td>
<td>to her? ...</td>
</tr>
<tr>
<td>J</td>
<td>to me. ...</td>
</tr>
</tbody>
</table>

2 Look again at Exercise 1, and write the preposition after each verb.

- ask for...  
- 1 believe ...  
- 2 belong ...  
- 3 happen ...  
- 4 laugh ...  
- 5 listen ...  
- 6 look ...  
- 7 talk ...  
- 8 think ...  
- 9 wait ...  

You arrive at/in a place (NOT to).

The train arrives at Oxford Station at 17.15. When did you arrive in Britain?

You get into / out of a car; you get on/off a bus, train, plane or ship.

I got out of the taxi at Piccadilly Circus. We got off the bus at Trafalgar Square.

look after = 'watch and take care of'; look for = 'try to find'

Could you look after the children this evening? I'm looking for my glasses.

You pay a person or a bill; you pay for something that you buy.

'Have you paid Joe?' Yes, I paid his bill last week. Can you pay for the drinks?

3 Put in the prepositions.

1 Don't wait ... me if I'm late.  
2 What time did you arrive ... the airport?  
3 Please listen ... me - this is important.  
4 I'm looking ... John's house while he's away.  
5 We're looking ... a bigger house.  
6 Did you ask ... coffee?  
7 We need to talk ... money.

<table>
<thead>
<tr>
<th>8</th>
<th>'Whose is that car?' 'It belongs ... Carola.'</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>I forgot to pay ... the tickets.</td>
</tr>
<tr>
<td>10</td>
<td>I don't want to think ... the future.</td>
</tr>
<tr>
<td>11</td>
<td>She got ... her car and drove away.</td>
</tr>
<tr>
<td>12</td>
<td>I couldn't get ... the bus because it was full.</td>
</tr>
<tr>
<td>13</td>
<td>'What's happened ... your hand?'</td>
</tr>
<tr>
<td></td>
<td>'I cut it on some glass.'</td>
</tr>
</tbody>
</table>

- For more about at, in and to, see pages 258–262.  
- For more about prepositions, see pages 253–264.  
- For phrasal verbs like come in, sit down, see page 138.
We often put a preposition (with, at, for etc) at the end of a question with Who ...? or What ...?, especially in spoken English.

Who did you go with? (More natural than With whom did you go?)
What are you looking at? What's she talking about?

We also ask questions with Where ... from? and Where ... to?
'Where do you come from?' (Or 'Where are you from?') 'Malaysia.' Where shall I send the letter to?

Put in prepositions from the box.

about for for from to to with

1. What are you looking for? 4. Who are you in love now?
2. Who did Ann send the money? 5. What are you all waiting?
3. Where is your wife? 6. Who are you writing?

Write questions beginning Who/What and ending with prepositions.

'tWho did you buy your car from?' 'I bought my car from Henry.'
1. 'I'm thinking about life.'
2. 'She works for my aunt.'
3. 'We were talking about you.'
4. 'I'm interested in most things.'
5. 'We're looking at that aeroplane.'
6. 'I stayed with Eric.'

In conversation, we often ask short questions with Who/What/Where + preposition.

'I'm going camping.' 'Who with?' 'Peter wants to talk to you.' 'What about?'

Complete the questions.

1. 'I'm thinking.' 'About?'
2. 'I've got a letter.' 'From?'
3. 'She hit him.' 'With?'
4. 'I'm writing postcards.' 'Who?'
5. 'I've bought a present.' 'Who?'
6. 'Jane has arrived.' 'From?'

GRAMMAR AND VOCABULARY: sharp tools
Make the questions and write the answers.

'Cut bread ..What do you cut bread with? A breadknife.'
1. 'Cut wood ..or ..?'
2. 'Shave ..?'
3. 'Make holes ..?'
4. 'Cut hair ..?'

For more about prepositions, see pages 253-264.
phrasal verbs  Come in, take off your coat and sit down.

Some verbs have two parts. The second part is a small adverb (back, away, out etc). These verbs are called 'phrasal verbs'. The small adverbs are not the same as prepositions (but some of them look the same).

**SOME COMMON PHRASAL VERBS**

<table>
<thead>
<tr>
<th>be in</th>
<th>out</th>
<th>away</th>
<th>back</th>
<th>get out</th>
<th>get up</th>
<th>go away</th>
<th>go</th>
<th>come back</th>
<th>go on (= 'continue')</th>
<th>go in</th>
<th>out</th>
</tr>
</thead>
<tbody>
<tr>
<td>hurry up</td>
<td>lie down</td>
<td>look out</td>
<td>look round</td>
<td>sit down</td>
<td>stand up</td>
<td>turn round</td>
<td>wake up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

'Can I speak to Ann?' 'She's not in.'  
Look out!  
Come in and sit down.  
It's time to get up.

1. **Complete the sentences.**
   - The door opened and I went ... in. 
     - **Come** back and see us soon.
   - I usually .......... up at seven o'clock in the morning.
   - Shall we .......... out this evening?
   - I heard a noise behind me and turned ...........
   - I can't go .......... Can we stop for a minute?
   - I'm going home for a bit. I'll be .......... after lunch.
   - Hurry ..........! We're late.
   - I'm not feeling well. I'm going to .......... down for an hour.
   - 'I love you.' .......... away!

2. **Look at the pictures and complete the captions.**

1. Wake ..........!  
2. Please sit ..........!  
3. Come ..........!

Some phrasal verbs can have objects.

**SOME COMMON PHRASAL VERBS THAT CAN HAVE OBJECTS**

<table>
<thead>
<tr>
<th>bring back</th>
<th>fill in (a form)</th>
<th>fill up</th>
<th>give back</th>
<th>give up (= 'stop doing')</th>
<th>let in</th>
<th>look up (something in a dictionary etc)</th>
<th>pick up</th>
<th>put down</th>
<th>put on (clothes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>switch/turn on/off (lights, electrical appliances)</td>
<td>take away</td>
<td>take off (clothes)</td>
<td>throw away</td>
<td>turn up/down (radio, TV, heater)</td>
<td>wash up (cups, plates etc)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please fill in this form and post it.  
I'm trying to give up smoking.  
I put on my best clothes for the interview.  
Shall I switch on the lights?
Could you turn down the radio?  
Don't throw away the newspaper.

In phrasal verbs, up often means 'completely'.

I'll cut up the wood.  
Let's clean up the house.  
Fill up your glass.  
I tore up her letter.
Here are some sentences from books and conversations. Complete the phrasal verbs with words from the boxes.

back down down off on on up

1. It was a good feeling to put __________ dry clothes and eat a large cooked breakfast.
2. Switch __________ the kettle and sit on that chair while I make tea.
3. Put __________ your paper and listen to me.
4. Switch __________ the lights when you are not using them.
5. It's hot in here. Do you mind if I turn __________ the heater a bit?
6. If you find a café, could you bring __________ a couple of sandwiches?
7. I think I'll wash __________ the plates and cups now.

break fill give let look pick take

8. If you want to know what grammar is, __________ up the word in the dictionary.
9. You can't __________ up a newspaper these days without reading about terrible things.
10. She got ill and had to __________ up her job.
11. He __________ in six goals in four games.
12. Why did you have to __________ in the form?
13. I __________ off my shoes whenever I can.
14. __________ up the firewood into little pieces, can you?

The small adverb can usually go before or after the object.

Switch on the kettle. OR Switch the kettle on. He let in six goals. OR He let six goals in.

When the object is a pronoun (him, her, it etc), the small adverb must go after it.

Switch it on. (NOT Switch-on-it) He let them in. Take it away.

4 Change the sentences twice.

- She put on her coat. __________ She put her coat on... She put it on.
- I washed up the plates. __________ I washed the plates up... I washed them up.
1. Could you turn down the TV?
2. You can throw away the potatoes.
3. Why don't you take off your glasses?
4. Please put down that knife.
5. Shall I fill up your glass?
6. I'll switch on the heating.

For verbs with prepositions (for example look at, listen to), see page 136.
Some verbs can have two objects. Two different structures are possible:

1. \textbf{VERB + PERSON + THING}

   - I gave Peter lunch yesterday.
   - Could you take the boss these letters?
   - I've made everybody tea.

2. \textbf{VERB + THING + TO/FOR + PERSON}

   - I gave lunch to Peter yesterday.
   - Could you take these letters to the boss?
   - I've made tea for everybody.

Most often, we use \textbf{verb + person + thing}, especially with personal pronouns (me, you etc).

Can I show you my photos? I wrote her a long letter, but she never answered.
I'm going to put John to bed and tell him a story.

\section*{Change the structure.}

\begin{itemize}
\item Send Mary the bill. \textit{Send the bill to Mary.}
\item I'll make some tea for you. \textit{I'll make you some tea.}
\item I lent Joe my bicycle yesterday.
\item I often read stories to Lucy.
\item Carol teaches small children mathematics.
\item Ruth showed the photo to the others.
\item Sue often gives her mother flowers.
\item Could you buy a newspaper for me?
\item I tried to find a hotel room for my parents.
\item Could you pass this paper to Mr Andrews?
\item Bob has written a ten-page letter to Ann.
\item I want to get a good watch for Peter for Christmas.
\end{itemize}

\section*{2 Who gave who what? Write sentences. Put the person before the thing.}

\begin{tabular}{l}
& & & & Joe: a camera \\
\end{tabular}

\begin{itemize}
\item Joe gave Sally chocolates. 3
\item Sally \hspace{1cm} 4
\item 2 \hspace{1cm} 5
\end{itemize}

\section*{3 Can you complete these quotations with words from the box?}

\begin{tabular}{llllllllll}
buy & find & give & give & lend & check
\end{tabular}

\begin{itemize}
\item Friends, Romans, countrymen, lend \hspace{1cm} me your ears. (Shakespeare: 'Julius Caesar')
\item A four-year-old child could understand this. Run out and give \hspace{1cm} me a four-year-old child. (Groucho Marx: 'Duck Soup')
\item \hspace{1cm} me liberty or \hspace{1cm} me death. (Patrick Henry)
\item Money can't \hspace{1cm} you love. (traditional)
\end{itemize}

We don't use describe, explain, say, suggest or borrow in the \textbf{verb + person + thing} structure.

(NOT \textit{Explain me this, She said me 'hello', NOT Can I borrow you a stamp?})
If you have something done, you don't do it yourself; somebody does it for you.

I have my hair cut every week. I have my car serviced at the garage every 10,000 km.

Ann is very practical: she likes doing things herself. Bill is not so practical: he has things done by other people. Complete the sentences.

1 Ann checks her oil herself. Bill ... has his oil checked ... at the garage.
2 Ann checks her tyres herself. Bill ... ........................................ at the garage.
3 Ann changes her oil herself. Bill ... ........................................ at the garage.
4 Ann repairs her car herself. Bill ... ........................................ at the garage.
5 Ann cleans her shoes herself. Bill ... ........................................ on the way to work.
6 Ann does the gardening herself. Bill ... ........................................ for him.

2 Make sentences with should have ...

John's car is running badly. (check) He should have it checked ... 
1 Mary's watch isn't going. (repair) ........................................
2 Mike's trousers are dirty. (clean) ...........................................
3 John and Helen's kitchen window is broken. (repair) ........................................
4 Pete's hair is getting very long. (cut) ........................................
5 Tom and Janet's new car has done 10,000 km. (service) ........................................

For should, see page 77.
imperatives  Come in.  Don’t worry.

Imperatives are like infinitives without to. We use them, for example, to tell people what to do, to give them advice, or to give them friendly invitations.

- Turn left at the next crossroads.  Always hold the tennis racket like this. (NOT Hold-always ...)
- Pay here.  Try again.  Come and have dinner with us.  Have some more meat.

Negative imperatives begin do not, don’t or never.

- Please do not park here.  Don’t listen to him.  Never tell her that she’s wrong. (NOT Tell-her never ...)

1 Which words go with which picture?

- DRIVE SLOWLY A
- TEAM LEFT ... B
- DON'T TOUCH ... C
- DO NOT PICK FLOWERS ... D

2 How do you get from the station to Church Street?

Complete the directions.

<table>
<thead>
<tr>
<th>go</th>
<th>go</th>
<th>take</th>
<th>turn</th>
<th>turn</th>
<th>turn</th>
</tr>
</thead>
</table>

- ... out of the station, 1 ......... right, and
- 2 ......... down Station Road. 3 ......... left into
- Platt Street, then 4 ......... the first on the right.
- After the car park, 5 ......... left, and Church
- Street is the second on the right.

3 GRAMMAR AND VOCABULARY: some common imperative expressions

Make sure you know the expressions in the box. Use a dictionary if necessary.

Then complete the sentences.

1-5: Be careful!  Have a good journey/holiday.  Help!  Hurry up!  Look out!  Sleep well.

6-11: Come in.  Don’t forget ...  Don’t worry.  Follow me.  Have some (more) ...

Make yourself at home.  Sit down.  Wait for me!

- Look out!  There’s a child crossing the road in front of you!
- 1 .........  We’re going to be late.
- 2 .........  There’s ice on the steps.
- 3 .........  I can’t swim!
- 4 ‘Have a good journey!’  ‘Thanks. I’ll send you a postcard.’
- 5 ‘I’m going to bed.’  ‘Goodnight.’
- 6 ‘I’ll be home late tonight.’  ‘OK, your keys.’
- 7 .........  I can’t walk as fast as you!
- 8 ‘Have some coffee.’  ‘No thanks. If I drink any more I won’t be able to sleep.’
- 9 ‘I’d like to speak to the manager, please.’  ‘Of course, sir, please.’
- 10 ‘Jill’s gone into hospital.’  ‘She’ll be all right.’
- 11 Hello. ......... in and ......... down. Please

We don’t use imperatives, even with please, to ask for things politely (see page 83).

Could you tell me the time? (NOT Tell me the time, please.)

142  SPECIAL STRUCTURES WITH VERBS
Let's (suggestions)  
Let's go.

We can make suggestions with let's (or let us - very formal) + infinitive without to.

I'm tired. Let's go home.  Let's eat out this evening.  Let's see what's on TV.

The negative is Let's not ... or Don't let's ... (informal).

Let's not go camping this summer.  Let's not tell John about Mary and Pete.

Don't let's invite that fool Raymond.

1 Look at the pictures and complete the suggestions, using Let's (not) ...

- Let's go for a walk.
  1. Let's not ..........................................
  2. .................................................. play ..........................................
  3. .................................................. cards.
  4. .................................................. go ..........................................
  5. .................................................. ..........................................
  6. .................................................. ..........................................
  7. .................................................. watch ..........................................
  8. .................................................. go ..........................................

2 Grammar and vocabulary: cities and countries
Do you know the English names for cities and countries round the world? Complete the conversations using names in the box. Use a dictionary if necessary.

<table>
<thead>
<tr>
<th>Athens</th>
<th>Bangkok</th>
<th>Beijing</th>
<th>Copenhagen</th>
<th>Istanbul</th>
<th>Lisbon</th>
<th>Marrakesh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexico City</td>
<td>Moscow</td>
<td>Prague</td>
<td>Rio</td>
<td>Vienna</td>
<td>Warsaw</td>
<td></td>
</tr>
</tbody>
</table>

- 'I'd like to visit Portugal.'  Let's go to Lisbon.
  1. 'I'd like to visit Greece.'  'Let's go to ..........................................
  2. 'It would be nice to see Denmark.'  'Let's go ..........................................
  3. 'I want to see Austria.'  'Let's ..........................................
  4. 'I've always wanted to see the Czech Republic.'  ..........................................
  5. 'I'm interested in seeing Poland.'  ..........................................
  6. 'What about a holiday in Russia?'  ..........................................
  7. 'Morocco sounds interesting.'  ..........................................
  8. 'I've never been to Turkey.'  ..........................................
  9. 'What about Thailand this year?'  ..........................................
 10. 'I'd love to see China.'  ..........................................
 11. 'It's time to see Mexico.'  ..........................................
 12. 'Brazil this summer, OK?'  ..........................................

SPECIAL STRUCTURES WITH VERBS 143
Put in the correct preposition or – (= no preposition).

1. What's happened .................. Bill? He's an hour late.
2. I usually arrive .................. the station at 8.30.
3. 'Have you lost something?' I'm looking .................. my keys.'
4. 'You look happy.' 'Yes, I'm thinking .................. my holiday.'
5. I had to wait .................. the bus for half an hour this morning.
6. Have you paid .................. the tickets?
7. Could you look .................. the children for half an hour?
8. Who's paying .................. the bill for lunch?
9. My parents don't like me to ask .................. money.
10. I got .................. the bus and sat down.

Write the questions for these answers, using prepositions (from, for etc).

1. 'I'm from Japan.'
2. 'I'm waiting for a phone call.'
3. 'I'm writing to Alex.'
4. *'I'm looking at some photos.'
5. 'We're talking about you.'

Which is/are correct? Circle the letter(s) of the correct sentence(s). One, two or more answers may be correct for each question.

1. A He picked up the plate.
   B He picked the plate up.
   C He picked up it.
   D He picked it up.
2. A I don't repair my car myself. I ...
   B repair it in the garage.
   C let it repair in the garage.
   D have repaired it in the garage.
   E have it repaired in the garage.
   F have it repair in the garage.
3. A I sent some flowers to my mother.
   B I sent some flowers my mother.
   C I sent to my mother some flowers.
   D I sent my mother some flowers.
4. A DO NOT OPEN THIS WINDOW
   B NOT OPEN THIS WINDOW
   C DON'T OPEN THIS WINDOW
   D OPEN NOT THIS WINDOW
5. A Let's to play cards.
   B Let's playing cards.
   C Let's play cards.
6. A Let's not go home.
   B Let's don't go home.
   C Not let's go home.
   D Let's go not home.

Put in the missing words.

1. Hurry ..................! We're late.
2. Don't turn .................., but somebody is following us.
3. Can you .................. in this form?
4. The radio's too loud. Can you .................. it down?
5. It's dark. I'll switch .................. the lights.
6. It's cold. .................. on your coat.
7. Shall I wash .................. these plates?
8. She borrowed my shoes and never brought them .................. 
9. Be .................. when you're driving. There's a lot of ice on the roads.
10. .................. in and sit down.
11. Don't .................. Everything will be all right.
13. Look ..................! There's a car coming.
14. .................. yourself at home.
grammar summary

A/an shows that we are talking about one person or thing. We often use a/an:

- in descriptions
  
  She's an interesting person.  He's got a loud voice.
  
- when we say what something is, or what somebody's job is
  
  This is a return ticket.  I'm an engineer.

The usually means ‘You know which one(s) I'm talking about.'

Can I use the phone? (The hearer knows that this means ‘your phone'.)

Nouns used without articles often have a special meaning.

I dislike cats. (This means ‘all cats'.)

Most Western European languages have articles. So if you speak (for example) French, German, Spanish or Greek, you will not have too many problems with a/an and the: they are used mostly in the same way as your articles. There are a few differences: see pages 150–155. If you speak a non-Western-European language (for example Russian, Polish, Arabic, Chinese, Japanese), you may find articles more difficult. Study all of this Section, especially pages 148–149.

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pre-test: which units do you need?

Try this small test. It will help you to decide which units you need. The answers are on page 283.

1 A or an?

- An egg  A dog  A house  An hour  An idea

- A day  A book  A milk  A films

2 Correct (✓) or not (✗)?

- A day  A days  A book  A milk  A films

3 No article (–), the or a?

- Where did you put the butter?  I speak French.  I often listen to music.

- A phone's downstairs in a kitchen.  A Canada is a big country.

- A my sister's hairdresser.  She's got a nice face and blue eyes.

- A This table is made of glass.

4 Correct (✓) or not (✗)?

1. She's from the Texas. 2. I'm at Oxford Station. 3. He was in the bed at 10.00.

---

An Englishman, an Irishman, a Scotsman and a Welshman went into a pub. The Englishman...

He's a doctor and she's an engineer.  I'll meet you at the Palace Hotel in Clark Street at 8.00.  We've got offices in Australia, Canada and the United States.

Shut the door and turn off the lights when you go, will you?

He's got a very nice smile.  You have beautiful eyes.

You have beautiful eyes.
a and an; pronunciation of the

We use a before a consonant sound (for example, the normal sound of b, c, d, f, g, h).
a book  a coat  a house  a letter  a new idea

We use an before a vowel sound (for example, the normal sound of a, e, i, o, u).
an address  an egg  an idea  an old house

1 Put in a or an.

- a... ticket  an... afternoon  1 ... bicycle  2 ... airport  3 ... shop
4 ... holiday  5 ... exercise  6 ... day  7 ... American  8 ... student

We choose a or an because of pronunciation, not spelling.
• a house, a hand, a head BUT an hour /aʊə/ (the h is silent, so hour is like our)
• an uncle, an umbrella, BUT a university (pronounced 'you-niversity'), a European (pronounced 'you-ropean'),
  a uniform (pronounced 'you-niform'), a useful book
• an orange, an opera, an office BUT a one-pound stamp (pronounced 'wun ...')

2 Put in adjectives.

- a car (expensive)  an expensive car
- an address (new) ... an new address
1 a friend (old) ........................................
2 an apple (big) ........................................
3 a child (unhappy) ...................................
4 a train (early) ........................................
5 an uncle (rich) ......................................
6 a job (easy) ...........................................
7 an exercise (hard) .................................
8 a language (European) .........................
9 a book (small) ........................................

Before a consonant sound we pronounce the as /θə/ (like the end of mother).
Before a vowel sound we say /ði/ (it rhymes with see).

3 Pronounce:

the beginning  the woman  the child  the time  the place  the house  the horse
the end  the old man  the office  the address  the American
the hour  the one  the university  the European  the uniform

4 GRAMMAR AND VOCABULARY: seven useful things

Complete the sentences with words from the box. Use a or an.

- You use ........................................ to open tins.
- An alarm clock  ... wakes you up
  in the morning.
1 You can use ..................................... when you
  send a letter.
2 ........................................ is useful for mathematics.
3 You can see at night with
  ........................................
4 You can put nails into wood with
  ........................................
5 ........................................ is useful for
cutting things.
Countable and uncountable

Countable nouns are words like car, book, chair. They are the names of things that you can count: you can say 'one car', 'two books', 'three chairs'. They can be singular (a cat, one book) or plural (two chairs, lots of books).

Uncountable nouns are words like smoke, rice, water, petrol. These are things that you can't count: you can say 'smoke', but not 'one smoke' or 'two rices' or 'three waters'. Uncountable nouns are only singular. (For more information, see page 190.)

Fill in the table with the words from the box.

<table>
<thead>
<tr>
<th>SINGULAR COUNTABLE</th>
<th>PLURAL COUNTABLE</th>
<th>UNCOUNTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>bird</td>
<td>bottles</td>
<td>blood</td>
</tr>
<tr>
<td>flower</td>
<td></td>
<td>children</td>
</tr>
<tr>
<td>music</td>
<td>nose</td>
<td>oil</td>
</tr>
<tr>
<td>photos</td>
<td>piano</td>
<td>river</td>
</tr>
<tr>
<td>snow</td>
<td></td>
<td>songs</td>
</tr>
<tr>
<td>table</td>
<td>windows</td>
<td>mountains</td>
</tr>
</tbody>
</table>

We use a/an only before singular countable nouns. 
(A/an is a bit like one: you can't say one houses or one air.)

<table>
<thead>
<tr>
<th>SINGULAR COUNTABLE</th>
<th>PLURAL COUNTABLE</th>
<th>UNCOUNTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a house</td>
<td>houses (not a-houses)</td>
<td>air (not an-air)</td>
</tr>
<tr>
<td>a car</td>
<td>cars</td>
<td>petrol</td>
</tr>
</tbody>
</table>

We often use an uncountable noun (without a/an) to say what something is made of.

The walls in the house were all made of glass. This sweater is made of silk.

Put in a/an or nothing (–).

2. I need .......... new bicycle.
4. Jane is .......... old friend.
5. Their house is made of .......... wood.
6. I often listen to .......... music.

5. The police are looking for him with .......... dogs.
6. My room has got .......... really big window.
8. She was wearing .......... orange skirt.
9. The table is made of .......... glass.

We use one instead of a/an when the exact number is important. Compare:

Can I have a cheese sandwich? (NOT Can I have one cheese sandwich?)

No, I asked for one sandwich, not two! I only want one sandwich.

Put in a/an or one.

1. She's got .......... nice coat.
2. She's only got one .......... coat.
3. Can I have .......... boiled egg?
4. No, I said .......... egg, not two.

4. She's only got .......... child.
6. .......... girlfriend is enough.
We use the, not a/an, to talk about somebody or something, when the speaker and hearer both know about this person or thing; when they both know which one(s). In other cases we use a/an.

THE

Could you close the door?
(You know which door.)
I'm going to the post office.
(You know which one - the one near here.)
Can I use the phone? (= 'your phone')
I didn't like the film. (= 'the one that we saw')
He looked at the moon. (There's only one.)
She's in the front room.
(You know which room - I'm telling you.)
She came on the 8.15 train.
(You know which train - I'm telling you.)
How much is the red coat?
(You know which coat - I'm telling you.)

A/AN

Could you open a window?
(I don't mind which window.)
Is there a post office near here?
Have you got a phone?
Let's go and see a film.
He looked at a tree.
I need a room for tonight.
She arrived in an old taxi.
I've just bought a new car.

1 Put in a/an or the.
   - I walked up to her house, rang the... bell and opened the... door.
   - He lives in a... small village.
   - Look - that's John walking across the... street.
   - Can I use a... bathroom?
   - I need an English-French dictionary - have you got one?
   - I know a good restaurant - shall I reserve the... table for tonight?

5 Where's the... teacher? She's very late.
6 I want an... long holiday in the... sun.
7 Who's the... man in your office?
8 I'm leaving on the... 4.30 bus.
9 'Which is your coat?' the... green one.'
10 Ann's looking for the... new job.
11 Why are you looking at the... sky?
12 I'll meet you at the... bus stop outside the... police station.

We use the before only; first, second etc; and superlatives like oldest, most (see page 208).

She's the only woman for me.
I live on the second floor.
It's the oldest restaurant in Glasgow.
He bought the most expensive one.

2 Put the beginnings and ends together, and put in a/an or the.

1 Sarah's the... A cup of coffee? ...
2 I've got the... B first train tomorrow morning? ...
3 John's the... C hottest day of the year. ...
4 What time is the... D most intelligent person in our family. ...
5 Yesterday was the... E only boy in the class. ...
6 Would you like the... F present for you. ...

148 ARTICLES: A/AN AND THE
We often use *a/an* to talk about a person or thing for the first time; and *the* when we talk about the person or thing again.

A man walked up to a policeman. The man took out a map and asked the policeman ...

### 3 Put in *a/an* or the.

**A Bag in A Bag**

This is *A ...* true story. Last year I went into *1 .......* big sports shop because I wanted 2 .......... sports bag. 3 .......... assistant came up to me, and I told him what I wanted. 4 .......... assistant brought me three different bags. I chose 5 .......... smallest one and paid for it. 6 .......... assistant put 7 .......... bag in 8 .......... large plastic bag. I told him one bag was enough, and asked him to take 9 .......... bag out of 10 .......... other bag. He did so, but he looked very unhappy as I walked out of 11 .......... shop.

Remember: we **don't** use *a/an* with plurals. We can use *the* with plurals.

*She's wearing black shoes.* (NOT ...-a-black-shoe) *She bought the shoes last week.*

### 4 Grammar and Vocabulary: Animals, Birds and Other Creatures

Make sure you know the words in the box. Use a dictionary if necessary. Then look at the groups of pictures and complete the sentences. Put in *a/an* or *the.*

<table>
<thead>
<tr>
<th>ant</th>
<th>camel</th>
<th>eagle</th>
<th>frog</th>
<th>monkey</th>
<th>mouse (plural mice)</th>
<th>parrot</th>
<th>pigeon</th>
<th>snake</th>
<th>spider</th>
</tr>
</thead>
</table>

**GROUP A**

1. This is a *camel* ... It's *the* biggest animal in *the* group.
2. This is .......... It's .......... smallest animal in .......... group.
A pony is a small horse. Canada is a big country. My sister is an electrician.

Remember: we don't use a/an with plurals.

Ponies are small horses. (NOT ... a small horses.)

1. Say what these people's jobs are. Use the words in the box.

Builder cook dentist doctor driver hairdresser
musician photographer shop assistant teacher

- She's a doctor.
- He's a ........................................
- He's ...........................................
- She's .........................................
- She ...........................................
- He ............................................... 
- She ...........................................
- He ............................................... 
- She ...........................................
- He ............................................... 

2. Complete the sentences with your own ideas.

1. ......................................... is a good film.
2. ......................................... is a bad film.
3. ......................................... is a terrible singer.
4. ......................................... is an interesting book.
5. ......................................... is a great man/woman.
6. ......................................... are beautiful animals.
7. ......................................... is a/an ...........................................

3. Grammar and vocabulary: kinds of things

Look up these words in a dictionary if necessary: 
building, (musical) instrument, vehicle, tool, container.
Now change these to true singular sentences.

- Cars are buildings. A car is a vehicle.
- Houses are instruments. A house is a building.
1. Bags are vehicles.
2. Hammers are containers.
3. Pianos are buildings.
4. Buses are tools.
5. Screwdrivers are containers.
6. Guitars are tools.
7. Boxes are instruments.
8. Hotels are vehicles.

ARTICLES: A/AN AND THE
a/an: describing people  

She's got a nice smile.

We often use a/an in descriptions.

She's got a quiet voice. (NOT ... the quiet voice.)  
He's got a friendly face.

Remember: we don't use a/an with plurals or uncountable nouns.

She's got blue eyes. (NOT ... a-blue eyes.)  
He's got long hair. (NOT ... a-long hair.)

1) Look at the pictures and complete the sentences. Use the words in the box, and add a/an if necessary.

<table>
<thead>
<tr>
<th>big beard</th>
<th>big ears</th>
<th>big nose</th>
<th>long neck</th>
<th>loud voice</th>
<th>nice smile</th>
<th>dark hair</th>
</tr>
</thead>
</table>

- She's got a nice smile.
- He's got a big nose.
1. She's got ........................................
2. He's got ........................................
3. She's got ........................................
4. He's got ........................................
5. She's got ........................................

2) Here are two descriptions of the same person. Put in a/an or nothing (-).

A ‘My name's Sandra. I'm tall and slim. I've got blue eyes, small nose, big mouth and dark hair. I think I've got nice smile. I wear glasses.’
B ‘Sandra's got very friendly face with big smile. She's got long dark hair and blue eyes. She's got long legs, and she's very pretty. She's wearing blue dress today. She's got nice voice.’

3) Write a short description (two or three sentences) of a friend of yours. Use some words from Exercises 1 and 2.

My Friend

My friend is Annie Lydford. Annie's got short hair and loves horses. Annie has blue eyes and a round head with a short haircut down to her forehead. Annie's always happy and she makes a really good friend.

DESCRIPTIONS WRITTEN BY ENGLISH 7-YEAR-OLDS

My Dad

He's got green eyes like me.
He has got light brown hair in some places.

My Friend

My friend is Annie Lydford. Annie's got short hair and loves horses. Annie has blue eyes and a round head with a short haircut down to her forehead. Annie's always happy and she makes a really good friend.
talking in general without **the**  

People are funny.

We do not normally use **the** to talk about people or things in **general**. **The** does not mean 'all'. We use **the** to talk about **particular** people or things (see page 148).

<table>
<thead>
<tr>
<th>GENERAL</th>
<th>PARTICULAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>People are funny.</td>
<td>The people in that house are funny.</td>
</tr>
<tr>
<td>I like music.</td>
<td>The music's too loud – can you turn it down?</td>
</tr>
<tr>
<td>Sugar is fattening.</td>
<td>Could you pass the sugar?</td>
</tr>
<tr>
<td>She's interested in dogs and horses.</td>
<td>'Why are the dogs barking?' 'There's somebody outside.'</td>
</tr>
</tbody>
</table>

1 Make some sentences from the words in the boxes.

- Dogs don't like cats.
- Teachers teach things.
- Artists build don't eat don't like eat learn like paint play sell take paint teach
- Photographers cats dogs grass houses meat music photos pictures things

2 Circle the correct forms.

- The old people / Old people often forget the things / things.
- I like talking to the old ladies / old ladies who live in that house.
- The books / Books are expensive in my country.
- 'Where shall I put the books / books?' 'On the floor.'
- Japanese is a difficult language for the English people / English people.
- The flowers / flowers are beautiful. Thank you very much!
- The life / Life is sometimes hard.
- I don't understand the words / words of that song.
- The food / food in this restaurant is very expensive.
- Why are the windows / windows open in this room?

3 Here are some common sayings about men and women (not all true!). Complete the sentences with words from the box, and give your opinion.

- Men never ask the way when they're lost. **lost**. TRUE / NOT TRUE
- Men are better than women. **than women.** TRUE / NOT TRUE
- Women are more careful with than men. **than men.** TRUE / NOT TRUE
- Women that men will change, but they don't. **that men will change, but they do.** TRUE / NOT TRUE
- Men don't the things they want. Women buy **that they don't want because they're cheap.** TRUE / NOT TRUE
Read the two texts and then write one yourself.

I love snow.
I like poetry, art and walking.
I don’t like football, big dictionaries or hot weather.
I hate telephones, banks, vegetable soup, pop music and small dogs.

I hate writing letters.
I don’t like swimming or opera.
I like children, apples, sport, television and cheese.
I love computers, history, dancing, cats, nice clothes and shopping.

GRAMMAR AND VOCABULARY: interests
Choose some words from the box to complete the sentences. Use a dictionary if necessary. Don’t use the!

<table>
<thead>
<tr>
<th>art</th>
<th>chess</th>
<th>dancing</th>
<th>football</th>
<th>history</th>
<th>music</th>
<th>opera</th>
<th>photography</th>
</tr>
</thead>
<tbody>
<tr>
<td>poetry</td>
<td>politics (singular)</td>
<td>skating</td>
<td>swimming</td>
<td>tennis</td>
<td>travel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. I like ..........................................
2. I don’t like ....................................
3. I like .................................. better than ......................................
4. I love ............................................, but I hate ...................................
5. I enjoy ...........................................
6. I think ........................................ is interesting, but ................................ is boring.
7. ........................................ is difficult.
8. I’m good at ....................................., but I’m not so good at ...........................
9. I prefer ........................................ to ..........................................
10. I’m not interested in ..........................
11. Most people are interested in ..................
12. Not many people are interested in .................
names  Mary, Africa, the USA

NAMES WITHOUT THE: PEOPLE, LANGUAGES, MOST PLACES

• people: the
  Mary works for Dr Andrews. (NOT The Mary ... the Dr Andrews.)
  General Parker    Prince Charles    Aunt Elizabeth

• languages: the
  Sorry, I don't speak Russian. (NOT ... the Russian.)

• most place-names (for example continents, countries, states, lakes, mountains, towns, streets): the
  Barry's from Texas. (NOT ... the Texas.)
  Africa   Cuba   Queensland   Dublin   Lake Geneva   Mount Everest
  Wall Street   Piccadilly Circus   Hyde Park   Times Square

1 Complete the sentences with words from the boxes.

Lake Superior   London   Oxford Street   Peru   Queensland   Spanish   Uncle Eric

1 Queensland is in Australia.
2 They speak Spanish in Perú.
3 Here's a postcard from Queensland. He's been swimming in Lake Superior.

Africa   France   Kilimanjaro   Napoleon   Switzerland

4 Napoleon was a very small man.
5 Switzerland is the highest mountain in the Alps.
6 Kilimanjaro is next to the Sahara Desert.

NAMES WITH THE: SOME PLACES

• deserts, rivers, seas and oceans (but not lakes!): the
  the Sahara Desert   the Thames   the Rhine   the Mediterranean   the Atlantic

• plural names: the
  the Netherlands   the United States / the USA   the Alps

• expressions with Republic/Kingdom/etc: the
  the Czech Republic   the United Kingdom

• large areas of the world: the
  the West   the Middle East   the Far East

2 Circle the correct answers.

1 I once went on a boat on the Rhine / Lake Victoria.
2 We're going to drive right across Europe / Sahara Desert.
3 Ann's just come back from the Himalayas / Mount Everest.
4 My sister works in Netherlands / Denmark.
5 I'd like to learn Japanese / the Japanese.
6 My parents are on holiday in the South Africa / People's Republic of China.
7 Here's a photo of Max in USA / Trafalgar Square.
8 Alan's living in a small town near the Barcelona / Mediterranean.
7 We have friends in Ireland / Republic of Ireland.
8 Wales is the smallest country in the Great Britain / United Kingdom.
9 There are a lot of Spanish-speaking people in the USA / America.

**BUILDINGS WITH THE**

- most names of buildings: the
  - the Hilton Hotel
  - the Old Mill Restaurant
  - the Globe Theatre
  - the British Museum
  - the Eiffel Tower
  - the Taj Mahal
  - the Great Pyramid

**EXCEPTIONS**

- place-name + Airport, Station, Cathedral, University, Palace, Castle, School: the
  - Oxford Airport
  - Glasgow Central Station
  - Exeter Cathedral
  - Cambridge University
  - Buckingham Palace
  - Didcot Junior School

- name + possessive 's: the
  - St Paul's Cathedral
  - McDonald's

---

3 Put the before five of these buildings, and nothing (−) before three.

1. Taj Mahal
2. Halloran's Restaurant
3. Old Steak House
4. National Gallery of Modern Art
5. Central Museum
6. Birmingham Airport
7. Sheraton Hotel
8. New Theatre
9. Jenner's Hotel
10. Canterbury Cathedral

4 Put in the or nothing (−).

1. American English
2. Asia
3. Blue Train Restaurant
4. Dominican Republic
5. Florida
6. Gobi Desert
7. Lake Michigan
8. Metropolitan Museum
9. Mississippi (River)
10. Mount Kenya
11. New York
12. North Sea
13. Paris
14. Regent Street
15. Rocky Mountains
16. Trafalgar Square
17. Egypt
18. White House
19. Whitehall Theatre
20. Far East
special cases  in bed; after lunch; a hundred; ...

**NO ARTICLE (THE): COMMON EXPRESSIONS WITHOUT THE (1)**

- **meals:** the
  - to have breakfast/lunch/dinner; before/at/after/for breakfast etc
- **days, months and public holidays:** the
  - on Tuesday(s); in July; at Christmas
- **next/last + a period of time:** the
  - next month; last year

1 **Complete the sentences with words from the box.**

<table>
<thead>
<tr>
<th>breakfast</th>
<th>Easter</th>
<th>lunch</th>
<th>next</th>
<th>September</th>
<th>Tuesday</th>
</tr>
</thead>
</table>

- I usually just have toast and coffee for breakfast.
- 1 Let's have __________________ together on __________________
- 2 We usually go to Scotland at __________________ and in __________________
- 3 I'm working at home __________________ week.

**NO ARTICLE (THE): COMMON EXPRESSIONS WITHOUT THE (2)**

- **places and activities:** the
  - to/at/from school/university/college; to/in/out of church/prison/hospital/bed; at home; to/at/from work; on holiday
- **transport: expressions with by:** the
  - by car/bus/bicycle/plane/train/underground/boat AND on foot

2 **Complete the sentences with words from the box.**

<table>
<thead>
<tr>
<th>bed</th>
<th>car</th>
<th>church</th>
<th>hospital</th>
<th>university</th>
<th>work</th>
</tr>
</thead>
</table>

- 1 I usually stay in ................... late at the weekend.
- 2 Jake's going to ................... to study business.
- 3 Most of the people in our village go to ................... on Sundays.
- 4 I've never been in ................... in my life.
- 5 If I go to ................... by ................... it takes half an hour.

3 **Write descriptions under the pictures using the words boat, hospital, school and work.**

1 ..........................  2 ..........................  3 ..........................  4 ..........................
We use a/an (before singular countable nouns):

- after with, without and as: a/an
  I did the translation with a dictionary. (NOT ... with dictionary.)
  You can’t get in without a ticket. (NOT ... without ticket.)
  She’s working as a bus-driver.

- after haven’t/hasn’t got: a/an
  We haven’t got a fax. (NOT We-heven’t-got-fax.)

- in exclamations with What ...: a/an
  What a crazy idea!

- before hundred/thousand/million: a/an
  a hundred days  a thousand people  a million dollars

4 Put the beginnings and ends together, and put in a/an.

1. What
2. I didn’t listen to the programme; I haven’t got
3. I want a house with
4. I went to sleep on the sofa and used my coat as
5. I’ve told you
6. There are about
7. You can’t work there without

A ........... American passport ...
B ........... terrible day!
C ........... garden ...
D ........... hundred times ...
E ........... million people in our city ...
F ........... blanket ...
G ........... radio ...

THE: COMMON EXPRESSIONS WITH THE
the same; the country/sea/mountains; on the right/left; at the top/bottom/side/front/back; in the middle; at the cinema/theatre; on the radio (but on TV)

Her hair is the same colour as her mother’s. (NOT Her-hair-is-same-colour ...) We live in the country.
I prefer the mountains; she prefers the sea. Our house is the second on the right.
Write your name at the top of the page. I don’t often go to the cinema.

5 Make sentences.

- Anne’s house / the first /left
  Anne’s house is the first on the left

1. Pat and I work / same office
2. We / going / theatre / tonight
3. My room / top / house
4. Would you like / live / country?
5. We usually go / mountains / Christmas

POSSESSIVES
We don’t use a/an or the with my, your etc (see page 182).

your address (NOT the-your-address)  my friend / a friend of mine (NOT a-my-friend)
test yourself   articles: a/an and the

1 Put in a or an.
1 ...... address  2 ...... student  3 ...... English student  4 ...... university student
5 ...... bus  6 ...... old woman  7 ...... house  8 ...... hour's lesson
9 ...... one-pound coin

2 How many countable and uncountable nouns can you find in these advertisements?

A DIAMOND IS for ever
Beautiful hair    today!
Learn to take better photos!
You'll find all the music you love at our London shop.

COUNTABLE: ........................................................................
UNCOUNTABLE: ................................................................

3 Put in a, an, the or nothing (-).
1 My sister lives in ........... big flat.
2 'Where's ........... phone?' 'In ........... kitchen.'
3 My brother has got ........... loud voice.
4 Most people like ........... animals.
5 Do you play ........... tennis?
6 ........... music's too loud - please turn it down.
7 Have you ever seen ........... Eiffel Tower?
8 My brother is ........... doctor.
9 Andy works at ........... Apollo Theatre.
10 ........... River Rhone runs into ........... Mediterranean Sea.
11 All our furniture is made of ........... wood.

4 Put in a, an, the or nothing (-).
A TRUE STORY
In 1 ........... 1969, in 2 ........... Portland, 3 ........... Oregon, 4 ........... man went to rob 5 ........... bank.
He didn't want 6 ........... people in 7 ........... bank to know what was happening, so he walked up
to one of 8 ........... cashier, wrote on 9 ........... piece of 10 ........... paper 'This is 11 ........... robbery
and I've got 12 ........... gun', and showed 13 ........... paper to 14 ........... cashier. Then he wrote 'Take
all 15 ........... money out of your drawer and put it in 16 ........... paper bag.' 17 ........... cashier read
18 ........... message, wrote at 19 ........... bottom of 20 ........... paper 'I haven't got 21 ........... paper bag'
and gave 22 ........... paper back to 23 ........... robber. 24 ........... robber ran out of 25 ........... bank.

5 Put in a/an or the.

There is 1 ........... mountain far away.
And on 2 ........... mountain stands 3 ........... tree.
And on 4 ........... tree there is 5 ........... branch.
And on 6 ........... branch there is 7 ........... nest.
And in 8 ........... nest there is 9 ........... egg.
And in 10 ........... egg there is 11 ........... bird.
One day 12 ........... bird will fly.
One day we will be free.

(old folk song)

More difficult questions
Determiners are words that come at the beginning of noun phrases, before adjectives. Determiners help to show which or how many people/things we are talking about.

**Grammar Summary**

<table>
<thead>
<tr>
<th>this, that, these, those</th>
<th>some, any, no</th>
<th>enough</th>
<th>all, each, every, both, either, neither</th>
</tr>
</thead>
<tbody>
<tr>
<td>much, many, a little, a few</td>
<td>a lot, lots</td>
<td>(a/an, the)</td>
<td>my, your etc</td>
</tr>
</tbody>
</table>

Most determiners are explained and practised in this section. *A/an* and *the* have a separate section on pages 145–158. *My, your* etc are explained together with pronouns on pages 182–183. *Somebody, anything, nowhere* etc are included here. These are not determiners, but it is more convenient to deal with them in this section.

**Pre-test: Which units do you need?**

Try this small test. It will help you to decide which units you need. The answers are on page 284.

1. **Circle the correct answer.**
   - Come here and look at this / these photos.  
   - Could you pass me this / that plate?  
   - I don’t need some / any help.  
   - Everything is / are very difficult.  
   - He’s got dark / some dark hair.  
   - Would you like little / a little more coffee?  
   - 6 This tea is too / too much hot.  
   - 7 I think you’re driving too / too much fast.  
   - 8 All / Every foreign language is difficult.  
   - 9 I like all / every kinds of music.  
   - 10 I can write with both / either hand – let me show you.

2. **Correct (✓) or not (✗)?**
   - This is my brother. ✓  
   - I understand all. ✗  
   - 1 I haven’t got no time. ...  
   - 2 I’ve got any time. ...  
   - 3 Could I have some water? ...  
   - 4 You can come on any day. ...  
   - 5 She has much money. ...  
   - 6 There aren’t many girls here. ...  
   - 7 A lot of us was there. ...  
   - 8 Most of people think so. ...  
   - 9 He was carrying a heavy bag in every hand. ...  

3. **Put the words in the correct order.**
   - petrol got enough haven’t we  
   - 2 driving not enough fast you’re
We can use *this* and *these* to talk about things that are *here, near* to us.
We can use *that* and *those* to talk about things that are *there, not near*.

1 Put in *this* or *these*.
   - Do you like *this*... dress?
   1 Do you like .................. shoes?
   2 ...................... cat sleeps all day.
   3 ...................... tomatoes are not very good.
   4 ...................... letters are for you.
   5 I don’t understand .................... word.

2 Put in *that* or *those*.
   - Ann lives in *that*........... house over there.
   1 Who are ..................... people?
   2 Could you pass me ................ papers?
   3 I don’t think .................... train is ours.
   4 ...................... glasses look very nice.
   5 Why is she running after ................ man?

3 GRAMMAR AND VOCABULARY: cutlery and crockery
Use the words in the box to make ten or more sentences about the colours of the things in the picture. Use a dictionary if necessary.

<table>
<thead>
<tr>
<th>cup</th>
<th>plate</th>
<th>saucer</th>
<th>knife</th>
<th>fork</th>
<th>spoon</th>
<th>glass</th>
<th>napkin</th>
<th>jug</th>
<th>bowl</th>
</tr>
</thead>
</table>

This knife is black. Those knives are silver.
We can use *this* and *these* to talk about things that are happening now or starting now.

We can use *that* and *those* to talk about things that are finished.

I like *this* music. 
Listen to *these* sentences.

That lesson was boring. Did you answer *those* letters yesterday?

### 4 Circle the correct answer.

- Do / *Did* you like that film?
  1. I’m enjoying / I enjoyed *these* lessons.
  2. This game was / will be hard.
  3. *These* / *Those* potatoes weren’t very nice.
  4. That holiday is / was great!

### 5 Put in *this*, *that*, *these* or *those*.

- I don’t like living in *this* country.
  1. Could you bring .................. box to me, please?
  2. Why did you say ..................?
  3. .................. is Peter – is Mary at home?
  4. Who are .................. people over there?
  5. Listen – you will like .................. story.
  7. ‘ .................. is my sister Helen.’ ‘How do you do?’
  8. .................. was a wonderful meal – thanks.
  9. I’m not enjoying .................. conversation.
  10. Do you remember .................. people that we met in Greece?

‘It’s no use, Cyril, I don’t understand this camera. I can only see your feet.’
some and any  I need some sugar. Have you got any?

He's got some problems.  She hasn't got any problems.

We use *some* and *any*, not *a/an*, with uncountable and plural nouns. They mean ‘a limited number or quantity’.

We use *some* in affirmative (+) sentences.

We use *any* in negative (−) sentences, and in most questions.

I'd like *some* water.  Here are *some* flowers for you.

I haven't got *any* money.  There aren't *any* trains today.

Have you got *any* sugar?  Do you speak *any* other languages?

1 Circle the correct answers.

   - I'd like [some / any] help.
   1 There aren't *some / any* letters for you.
   2 Have you got *some / any* brothers or sisters?
   3 We need *some / any* more milk.
   4 She's got *some / any* interesting friends.
   5 Are there *some / any* restaurants near here?
   6 I'm having *some / any* problems with my car.
   7 I didn't have *some / any* breakfast today.
   8 He hasn't done *some / any* work for ten years.
   9 Do you know *some / any* Americans?

2 Complete the sentences with *any* and words from the box.

   English newspapers  games  foreign languages  help  more to drink  sleep

   - Ann likes to do things by herself: she doesn't want *any* help.
   1 No, I'm not thirsty – I don't want ..........................
   2 Joe doesn't speak ..........................................
   3 Our team hasn't won ........................................... this year.
   4 I didn't get .................................................. last night.
   5 I couldn't find ................................................... at the shop.

We use *some* in questions which expect the answer ‘Yes’ – for example offers or requests.

Would you like *some* more coffee?  Could I have *some* bread?

3 Write sentences with *some*.

1 (Ask for coffee) *Could I have ..........................................................*  
2 (Offer bread) *Would you like .........................................................*  
3 (Offer rice) .................................................................  
4 (Ask for tomatoes) ..........................................................  
5 (Offer more potatoes) ..........................................................  
6 (Ask for more milk) ..............................................................
We use *any* with words like *never, without or hardly,* which have negative meanings.

They never give me *any* help. I got there without *any* difficulty.

You made hardly *any* mistakes.

4 Put the beginnings and ends together.

<table>
<thead>
<tr>
<th>1</th>
<th>I finished the work without</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>I was tired, so I went to bed without</td>
</tr>
<tr>
<td>3</td>
<td>I’m going to do</td>
</tr>
<tr>
<td>4</td>
<td>In August we had</td>
</tr>
<tr>
<td>5</td>
<td>In July we hardly had</td>
</tr>
<tr>
<td>6</td>
<td>She never does</td>
</tr>
<tr>
<td>7</td>
<td>You’re hungry, I’ll make you</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>any rain. ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>some rain. ...</td>
</tr>
<tr>
<td>C</td>
<td>any work in the garden. ...</td>
</tr>
<tr>
<td>D</td>
<td>some work in the house. ...</td>
</tr>
<tr>
<td>E</td>
<td>any supper. ...</td>
</tr>
<tr>
<td>F</td>
<td>some supper. ...</td>
</tr>
<tr>
<td>G</td>
<td>any help. ...</td>
</tr>
</tbody>
</table>

We can use *some* and *any* **without nouns** if the meaning is clear.

'Can you lend me *some* money?' 'Sorry, I haven’t got *any*.'

'I need *some* more envelopes.' 'I’ll bring you *some*.'

5 Complete the answers with words from the box and put in *some* or *any*.

<table>
<thead>
<tr>
<th>buy</th>
<th>good</th>
<th>got</th>
<th>more</th>
<th>put</th>
<th>tomorrow</th>
<th>want</th>
<th>you</th>
</tr>
</thead>
</table>

> 'How many children has he got?' 'He hasn’t ...got any...................' |
> 'This is wonderful soup.' 'Have ...some more.....................'
> 1 'How much did the flowers cost?' 'I didn’t ..................... .....................'
> 2 'We need light bulbs.' 'I’ll get ..................... .....................'
> 3 'Where’s the sugar?' 'There’s ..................... in front of .....................'
> 4 'Why didn’t you buy any cheese?' 'Because I didn’t ..................... .....................'
> 5 'Shall we go to the cinema?' 'There aren’t ..................... ..................... films.'
> 6 'The car needs oil.' 'But I’ve just ..................... ..................... in.'

6 **GRAMMAR AND VOCABULARY: possessions**

Have you got *any* of the things in the box? Use a dictionary if necessary. Write some sentences with *some* or *any*.

<table>
<thead>
<tr>
<th>aspirins</th>
<th>ballpoint pens</th>
<th>dollars</th>
<th>jewellery</th>
<th>keys</th>
<th>love letters</th>
<th>make-up</th>
<th>red shoes</th>
<th>stamps</th>
<th>string</th>
<th>ties</th>
<th>white socks</th>
</tr>
</thead>
</table>

'I’ve got *some* ballpoint pens... I haven’t got *any* red shoes...'

> For of after *some* and *any*, see page 177.
any, not any, no and none

Any is used in negative sentences, but is not negative. Not ... any is negative.

Sorry, I haven't got any time now. (NOT Sorry, I've got any time now.)

1 Complete the sentences with negative past-tense verbs. Use words from the box.

ask be do find get have

1 I didn't get any letters today.
2 There was no fruit in the shops.
3 There was no work at university.
4 The hotel had no free rooms.
5 The policeman asked me any questions.

We can use no instead of not ... any. No is more emphatic - stronger. Note the sentence structure.

Sorry, I've got no time. (NOT Sorry, I've got any time now.)

2 Change not ... any to no, or no to not ... any.

1 I haven't got any American friends.
2 There's no bread.
3 She speaks no German.
4 He's written no letters to her.
5 We don't get any rain here.
6 She hasn't got any brothers or sisters.

In conversation, we often make short incomplete sentences with any and no.

'Can you help me?' 'Sorry, no time.' 'Any letters for me?' 'Yes.'

3 Make short sentences.

1 news
Any news?
1 phone calls for me
2 'It's dark.' 'electricity' ▲
No electricity.
1 Sorry, milk ▲

Before of (see page 177), we use none, not no. And we use none, not no, without a noun.

None of them phoned. (NOT No of them ...)
There's none in the house. (NOT There's no ...)

4 Put in no or none.

1 None of these telephones work.
2 I had difficulty understanding her.
3 Did you buy milk? There's in the fridge.
4 of us can play the piano.
5 There are palm trees in Antarctica, and there are in Greenland.
somebody, anything, nowhere, ...

<table>
<thead>
<tr>
<th>somebody</th>
<th>someone</th>
<th>something</th>
<th>somewhere</th>
<th>anybody</th>
<th>anyone</th>
<th>anything</th>
<th>anywhere</th>
</tr>
</thead>
<tbody>
<tr>
<td>nobody</td>
<td>no one</td>
<td>nothing</td>
<td>nowhere</td>
<td>everybody</td>
<td>everyone</td>
<td>everything</td>
<td>everywhere</td>
</tr>
</tbody>
</table>

**Somebody and someone** mean the same; so do **anybody** and **anyone**, etc.
The difference between **somebody** etc and **anybody** etc is the same as the difference between **some** and **any** (see pages 162–163). For **every**, see page 174.

**Somebody** telephoned for you. **Has anybody** seen my keys? **She didn’t speak to anyone**.
I’ve got **something** for you. **Do you want anything** from the shops? **I didn’t say anything**.
He lives **somewhere** in London. **Have you seen John anywhere?** **She never goes anywhere.**
**Nothing** happened. **Everyone knew that.**

After nobody/no one, everybody/everyone, everything and nothing we use singular verbs.

**Everybody knows**. (NOT Everybody-know.) Everything is OK. Nothing happens here.

1 **Complete the words.**
- Is ............. **body** at home?
  1 ‘What did you say?’ ‘No.............’
  2 I haven’t seen Ann ............. where.
  3 There’s ............. one at the door.
  4 Can I do any............. to help?
  5 You can find Coca-Cola every.............
  6 No............. understands me.

  7 ‘Where did you go at the weekend?’ .............where – we stayed at home.’
  8 I want to tell you some.............
  9 Every............. in my family has blue eyes.
  10 I don’t know .............body who plays rugby.
  11 Every............. in this shop is expensive.
  12 I want to live .............where warm.

2 **These are sentences from real conversations. Can you complete them with somebody, anything etc?**
- Does ............. want to speak about that?
  1 The poor woman has ............. to go.
  2 It doesn’t cost .............
  3 ............. said ‘thank you’: not one man.
  4 .............

  5 Ten people in one room with no bath, no water, .............
  6 What can you buy for a woman who has .............?

3 **GRAMMAR AND VOCABULARY: word order with somebody etc; common adjectives**
Do you know all the adjectives in the box? Use a dictionary if necessary.

| boring | hot | intelligent | interesting | nice | sour | sweet | useful | useless | warm |

Write your own examples for:

- something sour ............. a lemon
  1 something sweet
  2 something interesting
  3 something boring
  4 somewhere warm

  5 somewhere very hot .............
  6 something useful
  7 something useless
  8 somebody nice

  9 somebody intelligent

One negative word (like nothing, never, not) is normally enough (see page 114).

*She never says anything.* (NOT She never says nothing; OR She doesn’t never...)

Note the difference between no one and none. No one means ‘nobody’; none means ‘not any’. 

No one can help me. I wanted some plums, but there were none in the shop.
some/any or no article

Have some toast. I don’t like toast.

We use some and any to talk about limited numbers or quantities. Compare:

<table>
<thead>
<tr>
<th>LIMITED NUMBERS/Q U A N T I TIES</th>
<th>NOT LIMITED</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Have some toast.’ (‘one or two pieces’)</td>
<td>‘No thanks. I don’t like toast.’ (‘toast in general’)</td>
</tr>
<tr>
<td>I need some new clothes.</td>
<td>She always wears nice clothes.</td>
</tr>
<tr>
<td>Is there any water in the fridge?</td>
<td>Is there water on the moon?</td>
</tr>
</tbody>
</table>

We don’t normally use some in descriptions.

She’s got black hair. (NOT She’s got some black hair.)

We don’t use some when we say what people/things are.

Andy and John are students. (NOT Andy and John are some students.)

1 Join the beginnings and ends.

| 1 ‘What are those?’ | A ‘Chocolates.’ |
| 2 ‘What did she give you?’ | B any money with you? ... |
| 3 Cheese is made from | C some milk in my coffee? ... |
| 4 Could I have | D ‘Some chocolates.’ |
| 5 Why does she always talk about | E milk. ... |
| 6 Have you got | F money? ... |
| 7 Her children are both | G air. ... |
| 8 In the pub we met | H doctors. ... |
| 9 Let me show you | I good photos. ... |
| 10 Open the window and let in | J some fresh air. ... |
| 11 This camera takes | K some photos of the children. ... |
| 12 You can’t live without | L some students. ... |

2 GRAMMAR AND VOCABULARY: buying food

A man went shopping and bought some food. Complete the sentences.

Learn the words for food. Use a dictionary if necessary.

- grapes ➕ He bought some grapes, because he likes ...grapes...
- cheese ➖ He didn’t buy any cheese, because he doesn’t like cheese.
- mustard ➕ He bought some mustard, because he likes...
- mushrooms ➖ He bought some mushrooms, because he likes... 
- carrots ➖ He didn’t buy any carrots, because he doesn’t like...
- vinegar ➖ 
- rice ➕ 
- pepper ➖ 
- cornflakes ➕ 
- oil ➖
any = 'one or another – it’s not important which'

We can use any to mean 'one or another – it’s not important which'. With this meaning, any is common in affirmative (+) sentences.

'When shall I come and see you?' 'It doesn’t matter – any time.' 'What newspaper do you want?' 'I don’t mind. Any paper is OK.'

You can get a passport form in any post office.

GRAMMAR AND VOCABULARY: two useful expressions
It doesn’t matter. I don’t mind.

1 Complete each sentence with any and a word from the box.

<table>
<thead>
<tr>
<th>bank</th>
<th>boy</th>
<th>bus</th>
<th>colour</th>
<th>day</th>
<th>doctor</th>
<th>problems</th>
<th>question</th>
<th>supermarket</th>
</tr>
</thead>
</table>

- Any doctor will tell you to stop smoking.

1. He gets angry with ...................... who talks to his girlfriend.
2. ‘Would you like red, blue, ...?’ ‘It doesn’t matter. ...................... is OK.’
3. You can get this kind of rice in ..........................................
4. I think she knows everything. She can answer ......................; it doesn’t matter how difficult it is.
5. If you have ...................... come and ask me for help.
6. ‘When shall we meet?’ ‘I don’t mind. ...................... this week.’
7. ‘Where can I change money?’ ‘In ......................’
8. ‘Which bus should I get to the station?’ ‘................................. – they all go there.’

We can use anybody, anything and anywhere to mean 'it’s not important who/what/where.'

It’s easy. Anybody can do it. That dog eats anything – meat, bread, shoes, ...

'Where shall I sit?' ‘Anywhere you like.’

2 Put the beginnings and ends together and put in anybody, anything or anywhere.

| 1 It's not hard to dance. | A ‘I don’t mind. I’m so hungry
| 2 'Where would you like to live?' | I’ll eat ........................................' ...
| 3 'What would you like for lunch?' | B 'It’s true. Ask ........................................' ...
| 4 'I don’t believe you.' | C ‘Yes. Put it ........................................ you like,’ ...
| 5 'Can I park the car behind your house?' | D ........................................ can do it. ✓
| 6 Joe’s a brilliant pianist. | E He can play ........................................ ...
| 7 | F ‘ ........................................ in America.’ ...

www.blackstar.co.uk
Any Video. Any DVD. Any Time.
much and many  How much milk?  How many languages?

We use *much* with singular (uncountable) nouns, and *many* with plurals

Do you listen to *much* music?  Do you go to *many* concerts?

1 Put in *much* or *many*.

- She doesn’t speak *much* …… English.
- She doesn’t buy *many* …… clothes.
- I haven’t got …….. time.
- Do you play …….. football?
- There aren’t …….. people here.
- Are there …….. Americans in your company?
- We don’t have …….. rain in summer.
- I don’t eat …….. meat.
- Have you travelled to …….. countries?
- We don’t go to …….. films.
- Was there …….. traffic on the road?
- Not …….. tourists visit our town.
- Do you know …….. songs?

So many worlds, so much to do, so little done.
(Alfred Lord Tennyson)

We use *how much* with singular (uncountable) nouns, and *how many* with plurals

*How much milk* do you want?  *How many languages* are there in the world?

2 Write the questions. Do you know the answers? (See the bottom of the page.)

- plays / Shakespeare / write  …….. How many plays did Shakespeare write?
- 1 symphonies / Beethoven / write ……..
- 2 cents / in a dollar …….. are there
- 3 kilometres / in a mile ……..
- 4 states / in the USA ……..
- 5 blood / in a person’s body …….. is there
- 6 air / we breathe / every minute …….. do we

We can use *much and many* without nouns if the meaning is clear.

‘Have you got any money?’ ‘Not much.’  ‘How many people were there?’ ‘Not many.’

*Much* and *many* are used mostly in questions and negatives. They are unusual in affirmative sentences. In an informal style, we prefer expressions like *a lot of* (see page 169).

‘Do you get *much* snow in winter?’ ‘Not much, but we get *a lot of* rain.’ (NOT …*we get much rain.*)
‘Have you got *many* English friends?’ ‘No, I haven’t got *many* English friends. But I’ve got *a lot of* American friends.’ (NOT USUALLY … I’ve got many American friends.)

→ For too *much* and too *many*, see page 172.
→ For *of* after *much* and *many*, see page 177.
A lot of and lots of are common in an informal style. They mean the same.

I haven’t got a lot of time just now. He’s got lots of money and lots of friends.

We can use both expressions before singular (uncountable) or plural nouns.

- **a lot of / lots of + singular subject: singular verb**
  
  A lot of his work is good. Lots of his work is good. (NOT Lots of his work are good.)

- **a lot of / lots of + plural subject: plural verb**
  
  A lot of his ideas are good. (NOT A lot of his ideas is good.) Lots of his ideas are good.

1. Circle the correct answer.

   1. Lots of people have / has computers now.
   2. There is / are lots of cinemas near here.
   3. Lots of snow has / have fallen today.
   4. A lot of my friends work / works in London.
   5. There is / are lots of food in the fridge.
   6. A lot of things need / needs to change.

   not much hair  not many teeth

   a lot of / lots of hair  a lot of / lots of teeth

   In affirmative (+) sentences in conversation, a lot of and lots of are more natural than much/many (see page 168).

   This car uses lots of petrol.
   (NOT This car uses much petrol.)
   We eat a lot of vegetables.
   (NOT We eat many vegetables.)

2. Make these expressions affirmative (+).

   not much time  a lot / lots of time
   not many people  a lot / lots of people
   not much work
   not many ideas
   not much football
   not many languages
   not many houses
   not much sleep

3. GRAMMAR AND VOCABULARY: towns

   Make sure you know the words in the box. Use a dictionary if necessary. Then write three sentences about a town, using a lot of / lots of / not much / not many.

   bookshops cinemas hotels industry libraries markets nightlife
   parks restaurants theatres traffic

   In Oxford there are a lot of museums; there is not much industry.

   1. In .........................
   2. ......................................................
   3. ......................................................

   If we use a lot or lots with a noun, we always use of.
   If we use a lot or lots without a noun, we don’t use of.

   ‘Have you got a lot of work?’ (NOT ...a lot-work.) ‘Yes, a lot.’ (NOT ‘Yes, a lot of.’)
a little and a few  a little English; a few words

We use a little with singular (uncountable) nouns, and a few with plurals.

If you’re hungry, we’ve got a little soup and a few tomatoes.

1 Put in a little or a few.

1 I know English.
2 And I speak words of Spanish.
3 I’ll be on holiday in days.
4 Can you give me help?
5 Ann will be ready in minutes.
6 Could I have more coffee?
7 I’d like to ask you questions.
8 I’m having trouble with the police.
9 The soup needs more salt.
10 I’m going away for weeks.

Little and few (without a) have a rather negative (▼) meaning (like not much/many). A little and a few have a more positive (+) meaning (like some).

We’ve got a little food in the house if you’re hungry. (= ‘some, better than nothing’) There was little food in the house, so we went to a restaurant. (= ‘not much, not enough’) His lesson was very difficult, but a few students understood it. (= ‘more than I expected’) His lesson was so difficult that few students understood it. (= ‘not many, hardly any’)

2 Circle the correct answer.

- I have a little time to read newspapers and no time at all to read books.
1 Come about 8 o’clock; I’ll have little/a little time then.
2 There was little/a little water on the mountain, and we all got very thirsty.
3 Foreign languages are difficult, and few/a few people learn them perfectly.
4 I’m going to Scotland with few/a few friends next week.
5 I’ve brought you few/a few flowers.
6 Life is very hard in the Arctic, so few/a few people live there.

Little and few are rather formal; in conversation we use not much/many or only a little/few.

There wasn’t much food in the house. OR There was only a little food in the house.
The lesson was so difficult that not many/only a few students understood it.

3 Make these sentences more conversational.

- I speak little English. I only speak a little English. OR I don’t speak much English.
1 There was little room on the bus.
2 Few people learn foreign languages perfectly.
3 She has few friends.
4 We get little rain here in summer.
5 This car uses little petrol.
6 There are few flowers in the garden.

We can use (a) little and (a) few without nouns if the meaning is clear.

‘Have you got any money?’ ‘A little.’ ‘Did you buy any clothes?’ ‘A few.’

→ For of after little and few, see page 177.
enough money; fast enough

We put *enough* before singular (uncountable) or plural nouns.

*Have you got enough money for the bus?*  *There aren't enough plates for everybody.*

1. Look at the pictures and complete the descriptions.

1 not ............... food  2 .................. strings  3 .................. seats  4 ..................

2. Use *enough* with words from the box to complete the sentences.

| buses ✓ | chairs | girls | money | salt | time | work |

- You need a car in our village, because there aren't *enough buses.*
- 1 Have you got ........................................ to finish the work?
- 2 There were plenty of boys at the party, but not .........................................
- 3 We couldn't sit down because there weren't .........................................
- 4 I won't pass the exam because I haven't done .........................................
- 5 I've got just ........................................ for a ticket to America.
- 6 This soup isn't very nice. There's not ........................................ in it.

We put *enough* after adjectives and adverbs.

*This room isn't big enough.* (NOT ... enough-big)  *You're not walking fast enough.*

3. **GRAMMAR AND VOCABULARY: common adjectives**

Make sure you know the words in the box. Use a dictionary if necessary. Then complete the list with *not ... enough.*

| bright | clear | comfortable | deep | easy | fresh | interesting ✓ | loud |

- a book  
- 1 an alarm clock ........................................
- 2 a chair ........................................
- 3 a lamp ........................................

4. Put *enough* with each word.

- old  
- people ........................................
- 1 warm ........................................

We can use *enough* without a noun if the meaning is clear.

'More coffee?'  'No, thanks. I've got *enough.*'
too, too much/many and not enough

We use *too* with adjectives and adverbs. We use *too much/many* with nouns.

- *This coffee's too cold.* (not *too much cold...*)
- *He drives too fast.*
- *I've got too much work and not enough time.*
- *You ask too many questions.*

1. **Put in too, too much or too many.**

   | 1. old | 2. trouble | 3. problems | 4. money | 5. ill | 6. work | 7. hot | 8. students | 9. cars | 10. difficult |

2. **Grammar and Vocabulary: Common Adjectives.**

   Make sure you know the words in the box. Use a dictionary if necessary. Then change the expressions.

   ![Adjectives and Adverbs Table](image)

   - *not fast enough* = *too slow*
   - *too slow* = *not fast enough*
   - *not high enough* = *too short*
   - *not tall enough* = *too short*
   - *not heavy enough* = *too light*

3. A man is going walking in the mountains for three days. Look at the things that he is taking and give your opinion, using *(not) enough* or *too much/many*. Use a dictionary if necessary.

   **He is taking**
   - 1 packet of soup
   - 1 camera
   - 50 films
   - 5 pairs of socks
   - 1 pair of boots
   - 3 pocket torches
   - 1 tube of sun-cream
   - 2 waterproof jackets
   - 2 pairs of sunglasses
   - 10 kg of bread
   - 2 kg of cheese
   - 100 cl of water
   - 1 orange
   - 1 bar of chocolate
   - 1 small bar of soap
   - 3 toothbrushes

   **Your Opinion**
   - *not enough soup*
   - *enough cameras*
   - *too many films*

   ![Man's Backpack with Items](image)

   - For infinitives after *enough* and *too* (for example *old enough to work, too tired to speak*), see page 126.
   - For the difference between *much* and *many*, see page 168.
   - For *enough*, see page 171.
all (of) my friends; all of them; they are all ...

We can often drop of after all.

<table>
<thead>
<tr>
<th>ALL WITHOUT OF before (adjective +) noun</th>
<th>ALL (OF) before the, my/your etc, this/that etc</th>
<th>ALL OF before it/us/you/them</th>
</tr>
</thead>
<tbody>
<tr>
<td>All birds lay eggs. (NOT All-of-birds...)</td>
<td>Did you eat all (of) the rice?</td>
<td>I didn't eat all of it</td>
</tr>
<tr>
<td>I like all good music</td>
<td>All (of) my friends like music.</td>
<td>She's invited all of us</td>
</tr>
</tbody>
</table>

1 Put in all, all (of) or all of.
   - All cars break down sometimes.
   - I've read all (of) these magazines.
   - He wants all of us to be there at ten o'clock.

   1 Have you finished all of your work?
   2 I wrote to all of them.
   3 babies cry.
   4 She telephones all of her friends every day.
   5 This is a present for all of you.
   6 I like nearly all of music.
   7 us felt the same.
   8 the restaurants were full.

All can also go with a verb.

The trains all stop at Cardiff. We usually all work on Saturdays.

2 Change the sentences to put all with the verb.
   - All my family like travelling. My family all like travelling.

   1 All the buses run on Sundays.
   2 All the films start at 7 o'clock.
   3 All our secretaries speak Arabic.
   4 All these coats cost the same.

All goes after auxiliary verbs (will, have, can etc) and after are and were.

The visitors have all arrived. (NOT ... all have arrived.) You are all late. (NOT You all are late.)

3 Change the sentences.
   - All the lessons will start on Tuesday. The lessons will all start on Tuesday.

   1 All these children can swim.
   2 All our windows are dirty.
   3 Sorry, all the tickets have gone.
   4 All the shops will be open tomorrow.

We don't normally use all without a noun to mean 'everybody' or 'everything'.

Everybody knows that. (NOT All know that.)
I've forgotten everything. (NOT I've forgotten all.) 'What did you tell him?' 'Everything.'

For everybody, everything etc, see page 165. For all and every, see page 174.
all children; every child

We can use *all* and *every* with similar meanings, but the grammar is different.

<table>
<thead>
<tr>
<th>ALL + PLURAL</th>
<th>EVERY + SINGULAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>All children are</td>
<td>Every child is</td>
</tr>
<tr>
<td>different.</td>
<td>(NOT All-child...)</td>
</tr>
<tr>
<td>All teachers make</td>
<td>Every teacher makes</td>
</tr>
<tr>
<td>mistakes.</td>
<td>mistakes.</td>
</tr>
</tbody>
</table>

We can use other determiners (*the, my, this etc*) after *all*, but not after *every* (see page 175).

<table>
<thead>
<tr>
<th>All the shops were closed.</th>
<th>Every shop was closed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>all my friends</td>
<td>every friend</td>
</tr>
<tr>
<td>all these bills</td>
<td>(NOT every-my-friend)</td>
</tr>
<tr>
<td>every bill</td>
<td></td>
</tr>
</tbody>
</table>

1 Rewrite the sentences with *every*.

- All the buses were late. *Every bus was late.*
- 1 All animals breathe air. .................................................................
- 2 She’s read all the books in the library. ...........................................
- 3 I paid all the bills. .................................................................
- 4 All the computers are working today. ...........................................
- 5 All languages have verbs. ...............................................................
- 6 All London trains stop at Reading. ...............................................  

2 Put in *all* or *every*.

1 Not ....................... birds can fly.
2 Not ....................... mistake is important.
3 I played in nearly ....................... match.
4 We lost nearly ....................... the matches.
5 ....................... office in this building has central heating.
6 ....................... babies cry.
7 ....................... the clocks in the house are wrong.
8 I play tennis for an hour ....................... day.
9 ....................... cup in the house is broken.
10 ....................... languages are difficult.
11 ....................... his children have left home.
12 ‘Do you believe me?’ ‘I believe ....................... word.’

*All + singular* means ‘every part of’; it is different from *every + singular*.

She was there *all day.* (= ‘from morning to night’)
She was there *every day.* (= ‘Monday, Tuesday, Wednesday, ...’)

---

**GRAMMAR AND VOCABULARY: useful expressions with *all* and *every***

- all day/morning/afternoon/evening/night/week  She’s been crying *all evening*.
- every day (= ‘on Mondays, Tuesdays, Wednesdays, etc’)  I play tennis *every day*.
- every three days, every two weeks, etc  I go to see my father *every two weeks*.
- every other day/week/etc (= ‘every two days/weeks/etc’)  I phone her *every other day*.
- all the time  She worries about him *all the time*.
- all my life  *All my life* I’ve wanted to go to Peru.
- all right (= ‘OK’)  ‘I’m going home now.’ *All right.*
every and each; every one

Every and each mean the same. They are both used with singular nouns and verbs. Every is more common. Every/Each day brings a new problem.

We often use each when we want to say that things are separate or different. Compare:

We asked every politician the same question. Each politician gave a different answer.

We use every for three or more. We use each for two or more.

She had a ring on every finger. She had a bag in each hand. (NOT ... in every hand.)

1 Circle the best answer.

I work each / every day except Sunday.
1 Each / Every day is new and different.
2 Not each / every Canadian speaks English.
3 I looked for my keys in each / every pocket, one after the other.
4 She wrote a personal answer to each / every letter.
5 The doctor examined each / every patient very carefully.
6 Each / Every house in this street looks the same.
7 But inside, each / every house is quite different.
8 There’s a shop at each / every end of the street.

Before of (see page 177), or with no noun, we use every one, not every.

She knows every one of her students by name. (NOT ... every of her students ...)
He’s got hundreds of books, and he’s read every one. (NOT ... he’s read every)

2 Put in every or every one.

1 ................................ of these oranges is bad.
2 I learnt Latin for seven years at school, but I’ve forgotten ................................ word.
3 ‘Can I have one of those chocolates?’ ‘Sorry, I’ve eaten .................................’
4 ................................ of his teachers said he was stupid; but he did well in ................................ of his exams.
5 When the soldiers left the town they burnt down ................................ house.
6 The questions were easy: I could answer .................................

Every one is not the same as everyone meaning ‘everybody’ – see page 165.
both, either and neither

We use both, either and neither to talk about two people or things.

Both (● + ● = 'one and the other') has a plural noun.

Either (● / ● = 'one or the other') has a singular noun.

Neither (● ● = 'not one, not the other') has a singular noun.

'Are you free on Monday or Wednesday?' 'I'm free on both days.'

'Which day is better for you?' 'Either day is OK.'

'About four o'clock?' 'No, sorry, I'm not free on either afternoon.'

'What about Thursday or Saturday, then?' 'No, neither day is any good.'

1 Put in both, either or neither.

1 .................................. children are very tall.
2 I'm busy on .................................. afternoons.
3 'Which room shall I use?' 'Number 6 or number 8: .................................. room is OK.'
4 .................................. students tried the exam, but .................................. student passed.
5 I'm lucky – I can write with .................................. hand.
6 It's very heavy: use .................................. hands to carry it.
7 .................................. coat will look good on you. Why don't you buy one?
8 'No, .................................. colour really looks good. I don't like .................................. coat.
   And .................................. coats are very expensive.'

2 GRAMMAR AND VOCABULARY: things that come in twos

Make sure you know all these words. Use a dictionary if necessary. Then complete the sentences, using both.

<table>
<thead>
<tr>
<th>ankle</th>
<th>direction</th>
<th>ear-ring</th>
<th>end</th>
<th>knee</th>
<th>parent</th>
<th>side</th>
<th>sock</th>
<th>team</th>
</tr>
</thead>
</table>

1 I hurt .................................. playing football.
2 Cars are parked on .................................. of the road.
3 Traffic on the road was very slow in ..................................
4 .................................. are playing really badly.
5 She hurt .................................. skiing.
6 I've lost .................................. of my ..................................
   - have you seen them anywhere?
7 Police were stopping cars at .................................. of the bridge.
8 That child has got holes in .................................. of his ..................................

We can use both of before the, my/your etc and these/those, but we often leave out of or of the.

both of the children OR both the children OR both children
both (of) my parents

We always use both of before us/you/them.

both of us (NOT both-us)

3 Rewrite the expressions without of or of the if possible.

| 1 both of the houses .................................. | 2 both of the doors .................................. | 3 both of you .................................. |
| 4 both of our jobs .................................. | 5 both of the shops .................................. | 6 both of my uncles .................................. |
Sometimes we use determiners (some, any, much, many, few, enough etc) with of.

<table>
<thead>
<tr>
<th>DETRERMINER + OF</th>
<th>DETRERMINER WITHOUT OF</th>
</tr>
</thead>
<tbody>
<tr>
<td>• before the: some of the people here</td>
<td>some people (NOT some of people)</td>
</tr>
<tr>
<td>• before this etc: too many of those books</td>
<td>too many old books</td>
</tr>
<tr>
<td>• before my etc: a few of our friends</td>
<td>a few friends</td>
</tr>
<tr>
<td>• before it, us etc: enough of it most of them</td>
<td>enough milk most students</td>
</tr>
</tbody>
</table>

1 Change the expressions.

- some houses (those) some of those houses...
- 1 not much time (the) ..................................
- 2 any friends (my) ......................................
- 3 enough meat (that) ....................................

2 Put in of or nothing (-).

- Some ...... people don't like her.
- Some ...... the people in the class don't like her.
- 1 Can you lend me some more ...... money?
- 2 I've lost some ...... the addresses.
- 3 I don't like many ...... his books.
- 4 She knows a few ...... those people.

3 Put in most or most of the.

- 1 ...................... people talk to themselves.
- 2 I know ...................... people in our village.
- 3 ...................... people on the bus had no tickets.
- 4 ...................... people like music.
- 5 ...................... cars are expensive.
- 6 There are students in ...................... houses in this street.
- 7 ...................... cats eat fish.
- 8 Our cat eats ...................... things: fish, meat, biscuits, cheese, ...
- 9 I understand ...................... words in this book.
- 10 She's very friendly: she gets on well with ...................... people.

For a lot of, see page 169.
For both (of), see page 176.
For all (of), see page 173.
For no and none (of), see page 164.
For every and every one (of), see pages 174–175.

Note the difference between most people/things (in general) and most of the people/things (particular ones).

Most people like dancing.
You can pay by credit card in most shops
Most of the people at the party were dancing.
Most of the shops here are open on Sundays.
1 Put in **this, that, these or those**.
   1 Listen to ................................ You'll love it!  
   2 I didn't like ............................... film yesterday.  
   3 Who are ................................. people in John's car?  
   4 '................................. is my friend Pat.' 'How do you do?'

2 **Circle** the correct answers.
   1 I need / I don't need some help.
   2 There are no letters / any letters for you.
   3 'What's the problem?' 'Any.' / 'Anything.' / 'Nothing.'
   4 'Where shall I sit?' 'Anywhere.' / 'Everywhere.'
   5 She's got beautiful eyes / some beautiful eyes.
   6 She didn't eat much / many breakfast.
   7 Were there much / many people at the party?
   8 James always has much / lots of money.
   9 A lot of my friends think / thinks I'm wrong.
   10 There is / are lots of time before the shop closes.
   11 I don't go to a lot / many parties.
   12 Am I driving too / too much fast?
   13 Are those shoes big enough? / enough big?
   14 Is / Are everybody ready?

3 Put in **all, each, every, everybody or everything**.
   1 Not ...................................... bird can fly.
   2 I pronounced .............................. word separately, very slowly.
   3 We'll start when ........................... student has arrived.
   4 There's a pub at ........................... end of our street.
   5 Tell me ....................................
   6 She stayed in bed ........................... day yesterday.
   7 Do you know .............................. here?

4 Put in the correct answers.
   1 ............................................. roads are closed. (Either / Neither / Both)
   2 'Which car can I take?' 'It doesn't matter – ............................... car is OK.' (either / neither / both)
   3 The police questioned ........................ of the students. (every / every one)
   4 ............................................. people like animals. (Most / Most of the)
   5 I didn't like ................................. those books. (many / many of)
   6 'How many books have you got to read?' '.................................' (A lot / A lot of)
   7 Can I give you my answer tomorrow? I need ................................. time to think. (little / a little)
   8 His ideas are so difficult that ................................. people understand them. (few / a few)

5 Make these sentences more conversational.
   1 She has little money. .................................................................
   2 I have many friends in Edinburgh. ...........................................
SECTION 13  personal pronouns; possessives

grammar summary

I, you, he, she, it, we, they  me, you, him, her, it, us, them
my, you, his, her, its, your, their  mine, yours, his, hers, yours, theirs
myself, yourself, himself, herself, itself, ourselves, themselves  each other

We use pronouns when it is not necessary, or not possible, to use a more exact noun phrase.
Mrs Parker phoned. She said ... (The speaker uses the personal pronoun she because it is not necessary to repeat Mrs Parker.)
Ann talks to herself all the time. (It is unnecessary to repeat Ann.)

In this section we explain personal pronouns (I, me, you etc); possessives (my, your etc and mine, yours etc);
reflexive pronouns (myself, yourself etc), and each other.
Indefinite pronouns (somebody, anything etc) are explained in Section 12 together with some and any, on page 165.
Relative pronouns (who, which etc) are explained in Section 18 on pages 237-244.

pre-test: which units do you need?

Try this small test. It will help you to decide which units you need. The answers are on page 284.

1 Correct (√) or not (X)?
   ▶ We were early. √
   ▶ Them were all late. X
   1 'Did you like France?' 'I thought it was wonderful.' ...
   2 'Where are your gloves?' 'I've lost it.' ...
   3 'Shall we go out?' 'No, is snowing.' ...
   4 'Where's John?' 'That's he over there.' ...
   5 'Who said that?' 'It was me.' ...

2 His, her or their?
   ▶ Ann lives with her mother.
   1 Mary's gone to see her brother.
   2 Cathy's lost her keys.
   3 John needs to phone his wife.
   4 Joe and Pat want to sell their house.

Canadians believe when you Lose yourself you find yourself.

Presents for him, her, you and them!

"It's not just hair, it's your hair"

Kenzo for him. for her.

Charles Worthington London

Personal pronouns: possessives 179
personal pronouns: I and me etc

<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>I</th>
<th>you</th>
<th>he</th>
<th>she</th>
<th>it</th>
<th>we</th>
<th>they</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECTS: I, HE ETC</td>
<td>I like Mary.</td>
<td>He needs help.</td>
<td>They want your address.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OBJECTS: ME ETC</td>
<td>Mary doesn’t like me.</td>
<td>Help him.</td>
<td>Don’t tell them anything.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AFTER PREPOSITIONS: ME ETC</td>
<td>Look at me.</td>
<td>Why is Jane with him?</td>
<td>Is that for us?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AFTER BE: ME ETC</td>
<td>‘Who’s there?’ ‘It’s me.’ (NOT USUALLY ‘It is I.’)</td>
<td>‘Is that Joe?’ ‘Yes, that’s him.’</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INFORMAL ANSWERS: ME ETC</td>
<td>‘Who said that?’ ‘Me.’</td>
<td>‘I’m tired.’ ‘Me too.’</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

1 Circle the correct answer.

- (0) Me don’t understand.
  1 ‘Who said that?’ ‘It was she / her.’
  2 ‘Tell we / us your address.’
  3 ‘This isn’t for you, it’s for he / him.’
  4 ‘I don’t think they / them are here today.’
  5 ‘Where’s your brother?’ ‘That’s he / him over there.’
  6 ‘Where are the children? Can you see they / them?’
  7 ‘Ask she / her why she / her is crying.’

2 Put in he, him, she, her, they or them.

  1 ‘Does your father speak English?’ ‘..................... understands a little.’
  2 ‘I’m seeing Lucy and Pete on Tuesday.’ ‘Oh, give ..................... my love.’
  3 ‘Mr Carter’s here.’ ‘Ask ..................... to wait downstairs.’
  4 ‘Where are your friends? .....................’re very late.
  5 ‘Have you spoken to Mrs Lewis?’ ‘Not yet. I’m going to phone ..................... this evening.’
  6 ‘Where’s Ann?’ ‘.....................’s in Germany all this week.’

We use it, they and them for things, including (usually) countries and animals.

*I like Scotland, but it’s cold in winter.*

*She sold her horse because it cost too much.*

3 Put in it, they or them.

  1 ‘Where are my keys?’ ‘.....................’re on that chair.’
  2 ‘Where did that cat come from?’ ‘..................... came in through the window.’
  3 ‘What did you think of the film?’ ‘.....................’s not very good.’
  4 ‘What shall I do with these letters?’ ‘Just put ..................... on the table.’
  5 ‘Can I have John’s address?’ ‘I’ll give ..................... to you this afternoon.’
  6 ‘Did you enjoy your holiday in Ireland?’ ‘Yes, .....................’s a wonderful place.’
  7 ‘Where are your glasses?’ ‘I’ve lost .....................’
  8 ‘Would you like tickets for the concert?’ ‘How much do ..................... cost?’

We use it to talk about times, dates, distances and the weather.

*It’s five o’clock. It’s Tuesday. It’s December 17th today. It’s my birthday.*

*It’s 20 miles from my house to the centre of Oxford. It’s cold today. It’s raining.*

4 Write true answers to these questions beginning It’s ...

  1 What time is it? It’s ......................................................
  2 What day is it? ..............................................................
  3 What’s the date? ............................................................
  4 How far is it to London? ..................................................
We don’t usually leave out personal pronouns. (For exceptions in spoken English, see page 271.)

Jan arrived in America in 1976. He found a job in a clothes shop. (NOT ‘found a job...’)
‘What languages do you know?’ ‘I can speak some German.’ (NOT ‘Can speak...’)
‘Is your room OK?’ ‘Yes, I like it.’ (NOT ‘Yes, I like.’)

5 Write answers, using I, you, etc.

- ‘What time is the next train?’ (8.30, leaves, at)
  ‘It leaves at 8.30.’

1 ‘Where’s John?’ (has, London, to, moved)

2 ‘Have you seen my glasses?’ (on, chair, are, that)

3 ‘What do you think of my new shoes?’ (like)

4 ‘What’s Elisabeth going to do?’ (medicine, study, going to, is)

5 ‘I’m learning Greek.’ ‘Is it easy?’ (No, difficult, is)

6 GRAMMAR AND VOCABULARY: weather

Make sure you know the adjectives and verbs in the box. Use a dictionary if necessary.
Then label the pictures.

<table>
<thead>
<tr>
<th>ADJECTIVES:</th>
<th>cloudy</th>
<th>cold</th>
<th>foggy</th>
<th>hot</th>
<th>sunny</th>
<th>warm</th>
<th>windy</th>
</tr>
</thead>
<tbody>
<tr>
<td>VERBS:</td>
<td>hail</td>
<td>rain</td>
<td>snow</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- It’s hailng
- It’s foggy

1 2 3

4 5 6 7 8

In conversation, we often use me after and in subjects. Many people feel this is incorrect.

John and me saw a great film last night. (More ‘correct’: John and I...)
possessives: *my, your* etc  

This is *my* coat.

*i* → *my*  
This is *my* coat.

you → your  
That’s *your* problem.

he → his  
John’s visiting *his* mother.

she → her  
Ann looks like *her* brothers.

it → its  
The club has *its* meetings on Tuesdays.

we → our  
Our friends Joe and Pat are staying with *us.*

they → their  
The children have spent *all* their money.

who? → whose?  
*Whose* coat is this?

Possessives don’t change for singular and plural.

*our* friend  
our friends (NOT ours-friends)

Note how we use *his* and *her:* if a *boy* or *man* has something, we use *his;* if a *girl* or *woman* has something, we use *her.*

I saw *John* and *his* sister yesterday. (NOT ... *John-and-his-sister...*)

Mary and *her* brother are students. (NOT Mary-and-his-brother...)

We often use possessives with parts of the body and clothes.

Phil has broken *his* arm. (NOT Phil-has-broken-the-arm.)

She stood there with *her* eyes closed and *her* hands in *her* pockets.

1 Put in the correct possessives.

- Ann’s lost .......... *her* .......... keys.
- Would you like to wash .......... *your* .......... hands?
- 1 Peter says .......... *wife* is ill.
- 2 We’re taking .......... *holiday* in June.
- 3 .......... *car* is that outside?
- 4 My bank has changed .......... *name.*
- 5 I’m going to sell .......... *motorbike.*
- 6 My students have got .......... *exam* next week.
- 7 John writes to .......... *girlfriend* every day.
- 8 Ann lives with .......... *father* in Portugal.
- 9 Please put .......... *coats* upstairs.
- 10 Robert broke .......... *leg* skiing last winter.
- 11 ‘What film did you see?’ ‘Sorry, I’ve forgotten .......... *name.*’

"Your loving son,"
2 Who sold what to who? Make sentences.

ANN: car → JOHN: bike → PETER: dog → MARY: house → PAT AND SAM: motorbike → BILL: piano →
ALICE: coat → MICHAEL: camera → HELEN: guitar → MARILYN: hair-dryer → TOM: dictionary → ANN

1 John sold                      to Peter.
2 Peter                      
3                      
4                      
5                      
6                      
7                      
8                      
9                      
10                      

3 Look at the picture and complete the text.

Ann and her husband Bill went on holiday with 1  and 2  in 3 . There's room for six in the van, so Ann invited 4  to go with them, but she didn't ask 5 , because Bill doesn't get on with Lucy. Bill asked 6 , but she said no, because she doesn't like Frank. Then Bill asked 7 , but he wasn't free. However, 8 was happy to go with them, so everything was OK.

We don't use a/an, the, this or that before possessives.

my car (NOT the my-car) this idea or my idea (NOT this my idea)

Don't confuse its (possessive) and it's (= 'it is' or 'it has' – see page 277). Compare:
The company had its annual meeting yesterday. It's losing a lot of money.
possessives: mine, yours etc

This is mine.

<table>
<thead>
<tr>
<th>DETERMINER</th>
<th>PRONOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>my coat</td>
<td>mine</td>
</tr>
<tr>
<td>your car</td>
<td>yours</td>
</tr>
<tr>
<td>his chair</td>
<td>his</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DETERMINER</th>
<th>PRONOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>her book</td>
<td>hers</td>
</tr>
<tr>
<td>our house</td>
<td>ours</td>
</tr>
<tr>
<td>their problem</td>
<td>theirs</td>
</tr>
</tbody>
</table>

We use *mine, yours etc* without nouns. Compare:

That's not my coat. This is mine. (NOT This is the mine.) Is that your car? I thought yours was a Ford.

Their garden is much bigger than ours.

We can use the question word *whose* with or without nouns.

*Whose coat is that?  Whose is that coat?*

1. **Change the sentences.**
   - That's my newspaper.  
   - That's mine.
   1. I prefer our house to their house. I prefer our house to ________________________________
   2. Her hair looks better than your hair. Her hair ________________________________
   3. Your hair looks terrible. ________________________________
   4. That dog looks like our dog. ________________________________

2. **GRAMMAR AND VOCABULARY: the bathroom**

Look at the pictures of John and Mary’s bathroom, and use the words in the box to make sentences with *his, hers or theirs*. Use a dictionary if necessary.

<table>
<thead>
<tr>
<th>dressing-gown</th>
<th>hair-dryer</th>
<th>make-up</th>
<th>razor</th>
<th>shampoo</th>
<th>soap</th>
<th>toothbrush</th>
</tr>
</thead>
<tbody>
<tr>
<td>toothbrush</td>
<td>toothpaste</td>
<td>towel</td>
<td>washcloth ✓</td>
<td>washcloth</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   1. The ________________________________ is not theirs.
   2. ________________________________
   3. ________________________________
   4. ________________________________
   5. ________________________________
   6. ________________________________
   7. ________________________________
   8. ________________________________
   9. ________________________________
   10. ________________________________
   11. ________________________________
reflexive pronouns: *myself, yourself* etc

<table>
<thead>
<tr>
<th>I → myself</th>
<th>you → yourself</th>
<th>he → himself</th>
<th>she → herself</th>
<th>it → itself</th>
</tr>
</thead>
<tbody>
<tr>
<td>we → ourselves</td>
<td>you → yourselves</td>
<td>they → themselves</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We use *myself, yourself* etc when an object is the same person/thing as the subject.

*I cut myself shaving this morning.* (NOT *I cut me...*)

*We must ask ourselves some questions.*

*He tried to kill himself.* (Different from *He tried to kill him.*)

1 **Circle** the correct answer.

1. She doesn’t love him / himself.
2. She likes looking at her / herself in the mirror.
3. Old people often talk to them / themselves.
4. I’m going out tonight, so you will all have to cook for yourself / yourselves.
5. I like Bill, but I don’t understand him / himself.

2 **Put in** *myself, yourself* etc.

1. I’m teaching ...................... to play the guitar.
2. ‘Who’s John talking to?’ ......................
3. Get a drink for ......................
4. We really enjoyed ...................... last night.
5. Mary talks about ...................... all the time.
6. Find chairs for ...................... and sit down.
7. They just want to make money for ......................

We can also use *myself* etc to emphasise – to say ‘that person/thing and nobody/nothing else’.

*It’s best if you do it yourself.*

*I want to speak to the manager himself, not his secretary.*

3 **Put in** *myself, yourself* etc.

1. Did you cut your hair ......................?
2. Peter and Ann built their house ......................
3. I answer all my letters ......................
4. Can you repair this, or must we do it ......................?
5. We got a letter from the Queen ......................

Note the difference between *ourselves* etc and *each other*.

1. They’re looking at themselves.
2. They’re looking at each other.

4 **Each other or -selves?**

1. Henry and Barbara write to ...................... every week.
2. Joe and Pat have bought a flat for ......................
3. Do you and Mary tell ...................... everything?
4. You’ll need photos of ...................... for your passports.
5. Ann and I have known ...................... for years.

**GRAMMAR AND VOCABULARY:** some common expressions with reflexive pronouns

*by myself/yourself etc ( = ‘alone’) enjoy myself/yourself etc Take care of yourself.

Help yourself. ( = ‘Take what you want.’) Make yourself comfortable.*
test yourself  personal pronouns; possessives

1 Complete the table.

<table>
<thead>
<tr>
<th></th>
<th>me</th>
<th>my</th>
<th>mine</th>
<th>myself</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>he</td>
<td></td>
<td></td>
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<tr>
<td>it</td>
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</tr>
<tr>
<td>they</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Circle the correct answers.

1. John and his / her / their wife have gone to Greece.
2. Ann’s lost his / her / its keys.
3. That’s not me / my / mine coat.
4. This coat is me / my / mine.
5. Their house is much bigger than our / ours / my.
6. Who / Who’s / Whose is this bag?
7. That dog has hurt it’s / its / their ear.
8. They’ve taken my car: they / their / theirs isn’t running.
9. ‘Who did that?’ ‘It was I / me.’
10. ‘What about this music?’ ‘I like.’ / ‘I like it.’

Choose words from the boxes to complete the text.

My brother and 1 .................. girlfriend have known 2 .................. for about five years, but 3 .................  ’ve only been going out together for six months.

Before that, he didn’t like 4 .................. and 5 .................. didn’t like him, but later 6 .................. became good friends, and started going out together.

7 .................. both have small flats. His flat is in the centre, and 8 .................. very comfortable.

9 .................. is a long way out, and it’s not so nice. So they spend most of 10 .................. free time at 11 .................. place.

He works in a garage, and 12 .................. a teacher, but she doesn’t let 13 ..................


touch 14 .................. car – she looks after it 15 ..................

I like 16 .................. both very much, and I think 17 .................. good for 18 .................., so 19 .................. hope 20 .................. will stay together.
Nouns are mostly words for things and people – for example house, tree, driver, child, water, idea, lesson. Most nouns can come after the.

English nouns can be **countable** (we can say two houses) or **uncountable** (we can't say two waters).

**Countable** nouns have **plurals** (houses), and we can use *a/an* with them (*a house, an idea*).

**Uncountable** nouns have **no plurals**, and we can't use *a/an* before them.

Some English uncountable nouns are countable in some other languages (like furniture).

We can join two nouns:
- with a **possessive 's** or *s’* (for example *my brother's wife, my parents' house*).
- with a **preposition** (for example *a piece of cake*).
- directly one after the other (for example *chocolate cake, a shoe shop*).

The differences between these three structures are hard to learn – this is one of the most difficult points in English grammar. There are some basic rules in this section.

**pre-test: which units do you need?**

Try this small test. It will help you to decide which units you need. The answers are on page 284.

1. **Write the plurals.**
   - dog **dogs** home **man** day **man** family **woman**
   - woman **man** child **man** leaf **man**

2. **Correct (√) or not (X)?**
   - There are two mans outside. **X**
   - This is my father's house. √
   - My family have moved to Manchester. ...
   - I bought two blue jeans yesterday. ...
   - People are all different. ...
   - I’d like a one with pockets. ...
   - I don't like the ones without pockets. ... 5
   - Here’s a photo of my parent's wedding. ... 6
   - I think that's the John's car. ... 7
   - Do you have the address of Mary? ... 8
   - Have you got the telephone's book? ... 9
   - This shoe shop is very expensive. ... 10

3. **A/an or some?**
   - a **chair** some **furniture** 1 **information**
   - a **baggage** 3 **journey** 4 **petrol**
   - a **bread** 6 **idea**
singular and plural nouns  

**Countable nouns have different forms for singular and plural.**

- **one **| **four **| **one **| **ten **| **one **| **four **| **one** | **six**  
  **car** | **cars** | **day** | **days** | **baby** | **babies** | **child** | **children**

**HOW TO MAKE PLURALS**

- **most nouns:**
  - book → books
  - home → homes
  - car → cars

- **-s, -sh, -ch, -x:**
  - bus → buses
  - wish → wishes
  - church → churches
  - fox → foxes

**1 Write the plurals.**

<table>
<thead>
<tr>
<th><strong>apple</strong></th>
<th><strong>boss</strong></th>
<th><strong>box</strong></th>
<th><strong>brush</strong></th>
<th><strong>cat</strong></th>
<th><strong>chair</strong></th>
<th><strong>church</strong></th>
<th><strong>class</strong></th>
<th><strong>dress</strong></th>
<th><strong>garden</strong></th>
</tr>
</thead>
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<tr>
<td>+ -s:</td>
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<td>+ -es:</td>
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</table>

**NOUNS ENDING IN -Y**

- **-ay, -ey, -oy, -uy:**
  - day → days
  - monkey → monkeys
  - toy → toys

- **-by, -dy, -fy, -gy, etc.:**
  - baby → babies
  - lady → ladies
  - lorry → lorries

**2 Write the plurals.**

<table>
<thead>
<tr>
<th><strong>boy</strong></th>
<th><strong>city</strong></th>
<th><strong>copy</strong></th>
<th><strong>country</strong></th>
<th><strong>family</strong></th>
<th><strong>guy</strong></th>
<th><strong>holiday</strong></th>
<th><strong>key</strong></th>
<th><strong>party</strong></th>
<th><strong>way</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>+ -s:</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>-y → ies:</td>
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<td></td>
</tr>
</tbody>
</table>

**COMMON IRREGULAR PLURALS**

- **mouse** → **mice**
- **foot** → **feet**
- **tooth** → **teeth**
- **man** → **men**
- **woman** → **women**
- **mouse** → **mice**
- **child** → **children**
- **half** → **halves**
- **shelf** → **shelves**
- **penny** → **pence**
- **knife** → **knives**
- **leaf** → **leaves**
- **life** → **lives**
- **person** → **people**
- **tomato** → **tomatoes**
- **loaf** → **loaves**
- **self** → **selves**
- **sheep** → **sheep**

**Simple present verbs** have different forms after singular and plural nouns (see page 14).

- **This bus runs** at weekends.
- **Most of the buses run** at weekends.
- **My brother has** a small flat.
- **Both my brothers have** good jobs.

**3 Put in plural nouns or simple present verbs.**

1. Our ............ play a lot of football. (child)
2. Those ............ don't look English. (student)
3. Some people ............ to talk to you. (want)
4. Big ............ are always dirty. (city)
5. Their ............ are travelling with them. (wife)
6. These knives ............ n’t cut very well. (do)
7. My ............ are giving me trouble. (tooth)
8. Those ............ cost too much. (watch)
9. Most ............ cry at night. (baby)
10. The ............ are all wet. (match)
11. Who are those ..........? (guy)
12. My parents ............ at home. (work)
13. How many ............ live here? (person)
Words for groups of people can have singular or plural verbs in British English. We often use plural verbs when we talk about personal actions (for example play, want, think).

The team is/are playing badly. My family want/wants me to study.
The government think/thinks taxes are too low.

Note the difference between England (the country) and England (the football team).
England has got a new prime minister. England have got a new manager.
Police is always plural.
The police are looking for a tall 30-year-old woman. (NOT The police is looking ...)

1 Group nouns (✔) or not (✗)?
army ✔ audience ✔ beach ✗ class club Communist Party company
crowd idea lunch question room school train

2 Put the beginnings and ends together, and put in plural verbs from the box.

<table>
<thead>
<tr>
<th>haven't</th>
<th>need ✔</th>
<th>play</th>
<th>say</th>
<th>want</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The club</td>
<td>A ....................... her to go to university. ...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 The company</td>
<td>B only ...................... classical music. ...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Her family</td>
<td>C ....................... scored a goal this year. ...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 The orchestra</td>
<td>D ....................... that they're losing money. ...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 This team</td>
<td>E need ...................... a bigger room for their meetings. 1.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Complete the sentences. Use the words in the box.

blue jeans ✔ dark glasses silk pyjamas scissors shorts black trousers

► Every time I see her she's wearing blue jeans........................................
1 I can't see very well with these ............................................................
2 It's hot today. I'm going to put on ............................................................
3 These ......................................................... don't cut very well.
4 You'd better put on your best ............................................................... for the interview.
5 She always sleeps in .................................................................

We can also use the expression a pair of with these nouns.

three pairs of jeans (NOT three-jeans) two pairs of pyjamas (NOT two-pyjamas)
There is a pair of scissors on your chair. (NOT ... a-scissors...)

NOUNS 189
For an introduction to countable and uncountable nouns, and some basic exercises, see page 147.

**Countable nouns** are words like *car, book, chair*. They can be singular or plural. **Uncountable nouns** are words like *petrol, rice, water*. They are only singular.

1. **Revision. Circle the uncountable nouns.**
   - cup, dog, flower, guitar, love, meat, music, ear, oil, photo, river, salt, snow, sugar, women, wool

   The following words are uncountable in English (but countable in some other languages). They are normally only singular, and we **cannot** use *a/an* with them. *(NOT a-travel, a-furniture)*
   - advice, baggage, bread, furniture, hair, information, knowledge, luck, luggage, news, spaghetti (and macaroni etc), travel, work

   *This furniture is too expensive. His hair is very long. Travel teaches you a lot.*

2. **Put *a* with the countable nouns and *some* with the uncountable nouns.**
   - some... bread... a... cheque... a... baggage... a... fridge... a... furniture... some... handbag... some... holiday... some... knowledge... some... luck... some... newspaper... some... problem... some... station... a... travel... a... work

3. **Put in suitable uncountable nouns from the box.**
   - advice, baggage, furniture, information, news, spaghetti, travel, work

   - Can you give me some **information** about the school?
   1. ‘Have you got much .................................................?’ ‘No, just one small bag.’
   2. I live 50 kilometres from my work, so I spend a lot of money on .................................................
   3. This ........................................................ isn’t very good. You cooked it for too long.
   4. I’ve stopped reading the papers. The ........................................................ is always bad.
   5. I don’t know what to do. Can you give me some .................................................?
   6. All this ........................................................ is from my mother’s house.
   7. I’ve got too much ........................................................ and not enough free time.

   To **give a countable meaning**, we usually use a longer expression or a different word.

   *Can you give me a piece of advice? Did you have a good journey?*

4. **Put in words or expressions from the box.**
   - a piece of advice, a piece of baggage, a piece of information, a piece of news, a job, a journey

   - a suitcase..............................
   1. selling newspapers.................................
   2. driving from London to Edinburgh.................................
   3. ‘Don’t marry him, dear.’.................................
   4. ‘The next train leaves at 10.15.’.................................
   5. ‘There has been a big train crash.’.................................
Some words can be **countable** or **uncountable**, with different meanings.

*A light* was on in the house. (= ‘a lamp’)  
*Light* travels at 300,000 km a second.  
I’ve seen that film **three times**.  
*Time* goes fast when you’re having fun.  
I had a strange **experience** yesterday.  
We need a secretary with **experience**.  
Three **coffees**, please. (= ‘cups of coffee’)  
I drink too much **coffee**.

**5** Look at the pictures and put in descriptions from the box.

<table>
<thead>
<tr>
<th>a chicken</th>
<th>chicken</th>
<th>a chocolate</th>
<th>chocolate</th>
<th>a glass</th>
<th>glass</th>
<th>an iron</th>
</tr>
</thead>
<tbody>
<tr>
<td>iron</td>
<td>a paper</td>
<td>paper</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**6** **GRAMMAR AND VOCABULARY: containers**

Make sure you know the words in the box. Use a dictionary if necessary. Then use them to complete the descriptions under the pictures.

<table>
<thead>
<tr>
<th>bag</th>
<th>bottle</th>
<th>box</th>
<th>can</th>
<th>cup</th>
<th>glass</th>
<th>jar</th>
<th>jug</th>
<th>mug</th>
<th>packet</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>1 a of water</th>
<th>2 a of water</th>
<th>3 a of chocolates</th>
<th>4 a of tea</th>
<th>5 a of coffee</th>
</tr>
</thead>
</table>

| 6 a of honey | 7 a of soup | 8 a of onions | 9 a of orange juice | 10 a of biscuits |
one and ones  a big one; the ones on the chair

We often use one instead of repeating a countable noun.

'What sort of car would you like?' 'A big one.' (= 'A big car.') (NOT 'A big."
That was a great party. Let's have another one soon.
The plural is ones.

'Which are your gloves?' 'The ones on the chair.'

1 Complete the sentences with one(s), using words from the box.
   another  green ✓  blue  last  new  this  small
   1 I bought a blue shirt and two green ones.
   2 That bus is the ...................... tonight.
   3 My TV's broken. I must get ....................
   4 I don't like the red shoes. I prefer the .....................

2 Look at the picture and answer the questions.
   Use words from the box.
   big black blue fast glass ✓ green red
   slow small white wooden ✓ yellow
   Which table do you prefer? The glass one.
   Or the wooden one.
   1 Which house do you prefer? ......................
   2 Which sweater do you prefer? ......................
   3 Which car do you prefer? ......................
   4 Which dog do you prefer? ......................
   5 Which flower do you prefer? ......................

We say one, not a one, when there is no adjective.

'What sort of cake would you like?' One with a lot of cream.' (NOT 'A one with...')
'Is there a garage near here?' 'There's one in Weston Street.'

3 Write some true sentences. Use the expressions in the box.

I've already got one. I haven't got one. I need one. I need a new one.
I don't need one. I'd like one. I don't want one.

   1 a computer I don't need one.
   2 a bicycle ........................................
   3 a fast car ........................................
   4 a cup of coffee ..................................
   5 a tennis racket ..................................
   6 a raincoat ........................................
   7 a rich uncle .....................................

We only use one for countable nouns (see page 190).

'Would you like some coffee?' 'Yes, black (coffee), please.' (NOT 'Yes, black one...')
's and s' possessive: forms  son's, sons', men's

HOW TO MAKE POSSESSIVE FORMS

- singular nouns: + 's  my son's car  John and Iris's flat  the cat's leg
- most plural nouns: + '  those boys' passports  the babies' toys  our wives' stories
- plurals without s: + 's  most children's poems  three men's names  the people's voices

1 Make possessive forms by adding 's or ':

- my mother's nose
- my sisters' names
1 Alice and John's house
2 artists' ideas
3 my dog's ears
4 those dogs' ears
5 those men's faces
6 his girlfriend's piano
7 their grandchild's birthday
8 their grandchildren's school
9 ladies' hats
10 my aunt and uncle's shop
11 Patrick's books
12 a photographer's job
13 our postman's cat
14 postmen's uniforms
15 Joyce's pen
16 the thief's bag
17 the thieves' car
18 that woman's brother
19 most women's desks
20 your mum and dad's bedroom

2 'Police are looking for two young girls.' Complete the news story. Don't forget to add 's or '.

The two girls disappeared from (their grandmother) ... their grandmother's garden in Ilkley yesterday evening. Josie and Cara Sharp, aged 7 and 9, were staying at (their grandparents)
1 ..................................... house for a week. They were in Ilkley for a (children)
2 ..................................... theatre course. The police have asked the course teachers for (the other children) 3 ..................................... names and addresses, and they have also put Josie (and Cara)
4 ..................................... photos on local television. (The two girls) 5 ..................................... mother, Mrs Jenna Sharp, has appeared on TV as well. A shopkeeper thinks she saw Josie and Cara getting into (a man) 6 ..................................... car; police officers have asked for (the shopkeeper)
7 ..................................... help with a photofit picture of the man. The police have also got (local people) 8 ..................................... help in looking for the girls near the town.

We can use more than one possessive noun.

John's mother's cat  Helen's boss's car

3 Write the possessive expressions.

- My son has got a teacher. She has got a husband. my son's teacher's husband
1 My sister has got a secretary. She has got an office. ................................................
2 Jane has got children. They have got bicycles. ................................................
3 Rob has got a family. They have got a holiday flat. ................................................
's and s' possessive: use  
*Ian's car; the boss's car*

Possessive nouns with 's or s' take the place of the.

- the car that belongs to Ian → Ian's car (NOT Ian's-the-car)
- the shoes that belong to Jo → Jo's shoes

But a possessive noun can have its own article.

- the car that belongs to the boss → the boss's car
- the shoes that belong to the children → the children's shoes

1. Make 's or s' possessive structures.
   - The dog belongs to Joe.  Joe's dog
   - The dog belongs to the postman.  The postman's dog
   1. The house belongs to Ann.  Ann's house
   2. The house belongs to the doctor.  The doctor's house
   3. The book belongs to Oliver.  Oliver's book
   4. The car belongs to the teacher.  The teacher's car
   5. The money belongs to the children.  The children's money
   6. The money belongs to Susan.  Susan's money

2. Change the sentences.
   - The classes are using the new books. (the French teachers)
     The French teachers' classes are using the new books.
   1. The car is parked in front of the house. (the builder; Anna)
      The car is parked in front of the builder's house.
   2. Do you know the address? (the tall woman)
   3. Their bedtime is eight o'clock. (the children)
   4. The brothers are both in the army. (Alice and Pat)

We use possessive 's and s' mostly to talk about possession, experience and relationships (family, friends etc). We usually put 's or s' after the names of people and animals.

Ann's purse  Ann's English lessons  Ann's husband  Ann's friend  Ann's boss
my dad's book (NOT the book of my dad)  my horse's ears (NOT the ears of my horse)
BUT the roof of the house (NOT the house's roof)  the top of my desk (NOT my desk's top)

3. Write two sentences for each item.
   - Is the door open? (Paul; the library)
     Is Paul's door open?  Is the door of the library open?
   1. What's the name? (your brother; that book)
   2. Is there anything in the pockets? (the children; that coat)
   3. You can see the church from the window. (Emma; the living room)
   4. Why are the arms so dirty? (John; your chair)
With some common time words, we add 's to say how long something takes.

A second's thought  A minute's silence

4 Choose a time expression for each sentence. Use the words in the box.

<table>
<thead>
<tr>
<th>second</th>
<th>minute</th>
<th>hour</th>
<th>day</th>
<th>week</th>
<th>year</th>
</tr>
</thead>
</table>

1. After university, Eric took a course to become a teacher.
2. Lin had a holiday with her mother earlier this year.
3. Oxford is nearly 600 km from Edinburgh - that's a journey.
4. Sita's new job will mean a drive to work every morning.
5. There was a wait while the computer started up.

We can use noun + 's or s' without another noun, if the meaning is clear.

'Whose coat is that?' 'Harry's.' My hair is dark, but my children's is fair.

We also use noun + 's or s' without other nouns for offices, churches and some shops.
I bought this at Adder's. I hate going to the dentist's. She sings at St. John's.

5 Look at the pictures and complete the sentences.

The green skirt is Tamsin's. She bought it at Selfridge's.
1. The grey pullover is bought it at
2. The black leather jacket
3. The blue shirt
4. The brown leather jacket
5. The navy blue pullover
6. The red shirt
7. The yellow scarf

We often noun + 's or s' without other nouns to talk about people's homes.
I saw Monica at June and Barry's on Friday. Lee is going to his sister's next weekend.

6 Other people's homes: write about two or more things in your past. Use at ...'s or at ...'s.
I met my girlfriend at Judy's. I went to my grandparents' for Easter.
noun + noun  Milk chocolate is a kind of chocolate.

We can put one noun before another when we are talking about a kind of thing or person. The first noun is usually singular.

milk chocolate = a kind of chocolate, with milk in it chocolate milk = a kind of milk, with chocolate in it
flower shop = shop that sells flowers (NOT flowers shop) corner shop = a shop on a corner
hotel receptionist = a receptionist in a hotel   history teacher = a teacher who teaches history

1 Use the words in the box to make noun + noun structures. You can use some of the words more than once.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>army</td>
<td>aspirin</td>
<td>business</td>
</tr>
<tr>
<td>jazz</td>
<td>kitchen</td>
<td>milk</td>
</tr>
<tr>
<td>opera</td>
<td>perfume</td>
<td>police</td>
</tr>
<tr>
<td>pop</td>
<td>prison</td>
<td>village</td>
</tr>
</tbody>
</table>

- 3 kinds of shop  flower shop, corner shop, village shop
- 3 kinds of address
- 3 kinds of bottle
- 3 kinds of singer
- 3 kinds of wall
- 3 kinds of uniform
- 2 kinds of chair

2 Change the expressions in the box to noun + noun structures, and put the beginnings and ends together. Remember: don’t make the first noun plural.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>clothes for babies</td>
<td>make-up for eyes</td>
<td>building with offices in it</td>
</tr>
<tr>
<td>engineer who works on computers</td>
<td>school of languages</td>
<td>drawer for knives</td>
</tr>
</tbody>
</table>

1 Judy wears too much ... make-up ... to the office  A but he couldn’t repair it ...
2 They’re going to put a big ... building with offices in it ... B I want to learn Japanese ...
3 Our dog won’t eat ... food for dogs ... C – does she think she’s at a party? ...
4 The ... looked at my printer, D he only wants fresh meat or fish ...
5 Do you know of a good ...? E when my brother was born ...
6 My aunt made some lovely ...? F at the corner of our street ...
7 Why are the spoons in the ...? G And who put them there ...

We often use noun + noun structures to talk about what things are made of.

3 Write noun + noun names for these.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>soup with chicken in it</td>
<td>chicken soup</td>
<td></td>
</tr>
<tr>
<td>a box made of metal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cakes with chocolate in them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a fork made of plastic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>soup made of vegetables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a jacket made of leather</td>
<td></td>
<td></td>
</tr>
<tr>
<td>shirts made of cotton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a plate made of paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>salad with tomatoes in it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a wall made of stones</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
We often use noun + noun structures when the second noun is made from a verb + er. 

*a truck driver = a person who drives a truck*  
*a hair dryer = a machine for drying hair*

4 What do we call these people or things?

- This person drives a bus.  
  a bus driver

1. This person manages an office. 
2. This machine makes coffee. 
3. This person drinks coffee. 
4. This person loves animals. 
5. This stuff cleans floors. 
6. This person plays tennis. 
7. This thing opens letters. 
8. This person smokes cigars. 
9. This person climbs mountains.

NOUN + NOUN STRUCTURE OR 's / s' POSSESSIVE STRUCTURE

We mostly use 's or s' when the first noun possesses, experiences or has a relationship with the second noun. We use a noun + noun structure for other kinds of meaning. So things do not usually take 's / s'.

Compare:

- the dog's name (possession: the dog has a name)  
- Rita's accident (experience: Rita had an accident) 
- Ed's brother (relationship: Ed has a brother)  
- Annie's secretary is Ellen's best friend. (relationships) 
- but a shoe brush (the shoe doesn't possess or experience the brush; shoes don't have relationships)

5 Circle the correct answers.

2. Is that your teacher's book / teacher book, or is it yours?
3. Elizabeth's journey / Elizabeth journey took her to five continents.
4. The train's journey / train journey from Huntsville to Victoria was very boring.
5. My aunt's home / aunt home is full of beautiful furniture.
6. Our holiday's home / holiday home is in the French Alps.
7. My brother's interview / brother interview with the president will be on the radio today.
8. I was very nervous about my job's interview / job interview.

GRAMMAR AND VOCABULARY: one-word noun + noun structures

Some noun + noun structures are so common that we write them as one word, for example:

- armchair  
- bathroom  
- bedroom  
- bookshop  
- businessman  
- businesswoman  
- hairbrush  
- handbag  
- raincoat  
- postman  
- postwoman  
- schoolchild  
- suitcase  
- toothbrush  
- toothpaste
test yourself  nouns

1 Write the plurals.
   bus ................. fox ................. journey ................. country .................
   match ................. book ................. table ................. foot .................
   person ................. knife ................. mouse .................

2 Correct (✓) or not (x)?
   - My friends are playing well. ✓
   - He buys too much clothes. ...
   - He's bought two new trousers. ...
   - the Peter's house ...

3 Countable or uncountable? Put in a/an or some.
   - We need some new furniture.
   - We need a new bed.
   - Can you give me advice?
   - I found money in the street this morning.

4 Which nouns can be plural? Write the plural or x.
   - note notes
   - money x
   - information
   - 1 idea
   - 4 luck
   - 5 knowledge
   - 2 bread
   - 6 journey
   - 3 furniture
   - 7 government
   - 9 class
   - 10 traffic

5 Put in three different nouns.
   1 a pair of ................. 2 a pair of ................. 3 a pair of .................

6 Correct (✓) or not (x)?
   - The team are playing well. ...
   - The police don't usually carry guns in Britain. ...
   - How much are the blue ones? ...
   - I'd like a one with a radio. ...
   - the house's door ...
   - the teacher's book ...
   - the mother of James ...
   - That building is a boy's school. ...
   - She writes children's books. ...

7 What are these people?
   - a hockey player
   - 1 ................. 2 ................. 3 .................

More difficult questions

198  NOUNS
Adjectives are words like easy, slow, sorry, important. They usually tell you more about people or things. They can go before nouns, or after be, seem, look, etc.

Adverbs are words like easily, slowly, yesterday, there. Adverbs tell you, for example, how, when or where something happens.

We can compare people and things with as ... as, -er or more ... than.

Joe's as tall as me. Jane's taller than me. She works more carefully than me.

We can use -est or most to compare people and things with all of their group.

Mary's the most intelligent person in the class. John is the oldest of his children.

We use -er and -est with shorter adjectives and some short adverbs.

pre-test: which units do you need?

Try this small test. It will help you to decide which units you need. The answers are on page 284.

1 Write the adverbs.
   nice nicely complete easy
   beautiful probable

2 Correct (✓) or not (X)?
   ✓ She asked some difficult questions. X
   1 She was wearing a green, beautiful dress. ...
   2 You are certainly right. ...
   3 He speaks very well Russian. ...
   4 I often play tennis. ...
   5 I'm not as tall as my sister. ...
   6 Can you drive slowlier, please? ...
   7 I'm very interesting in politics. ...

3 Circle the correct words.
   ✓ He talks very fast / fastly.
   1 I'm terrible / terribly sorry.
   2 It looks beautiful / beautifully.
   3 I drove very careful / carefully on the snow.
   4 She spoke to me in perfect / perfectly English.
   5 He doesn't work very hard / hardly.
   6 This is the more / most expensive hotel in / of the country.
   7 Ann is much older as / than / that / of her husband.

4 Write the comparatives.
   old older fat happy
   late good interesting

Great books for young readers!

'Best sports car of the year' – it's bigger, lighter, stronger and faster.

London's wildest nightclub

For smaller kitchens, the smallest dishwasher in the world

100% organic soup. Nothing could be more comforting.
adjectives  a beautiful little girl who was not stupid

Adjectives go before, not after nouns.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>a long journey (NOT -a-journey-long)</td>
<td>loud music (NOT -music-loud)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adjectives don't change for singular and plural.

| a fast car | fast cars (NOT -fasts-cars) |

Before nouns, we don't usually put and between adjectives.

| a big bad wolf (NOT -a-big-and-bad-wolf) |

Colour adjectives usually come after others.

| beautiful red apples (NOT red-beautiful-apples) |

1 Put in the adjectives and write the story.

One day, a time ago, (long fine)
a girl (beautiful little)
in a coat (red)
was walking though a forest (dark)
with a bag (big)
of apples (red wonderful)
to see her grandmother. (old)
Under a tree (tall green)
she saw a wolf (big bad)
with teeth. (white long)

2 Put the words in the correct order and continue the story.

'good little, girl morning', said 1 'Good ...
big the bad wolf.
'going you where are 2 ........
that with bag heavy
day this fine on?' 4 ........
'going my see to grandmother I'm old' 5 ........
girl the said little.
'lies small she in house a 6 ........
new the supermarket near.' 8 ........

3 Put in adjectives from the box to finish the story.

big friendly stupid little

'OK,' said the wolf in a 1 ................ voice.
'I'll see you later.' 'I don't think so,' said 2 ................ girl, who was not 3 ............ She took a 4 ................ pistol out of her bag and shot the wolf dead.

(from an idea by James Thurber)

'I don't think so,' said the little girl.
Adjectives can go after be, become, get, seem, look (= 'seem') and feel.
The water is cold. Everything became clear. It's getting late. You seem tired. She looks happy. I feel hot.

After these verbs, we put and before the last of two or more adjectives.

He was tall, dark and handsome. (NOT He was tall, dark, handsome.) You look well and happy.

4 Look at the pictures and complete the sentences, using words from the box.

and and beautiful cold hungry intelligent tired

1 She is ...........................................

2 He looks ...........................................

5 Make sentences.

>'Bill / be / very / tall.' Bill's very tall.'
Yes, he's nearly 2 metres.'
1 'That car / look / expensive.' ...........................................
'No, it's cheap.'
2 'Jane / seem / happy.' ...........................................
'She's in love again.'
3 'I / feel / ill.' ...........................................
'Shall I call the doctor?'
4 It / get / dark / very early here in winter. ...........................................
5 My parents / getting / old. ...........................................

6 Make sentences with adjectives from the box.

Australian bad beautiful hot late rich

>'This water / not be very / ...' ...........................................
This water isn't very hot.
1 'The train / be / ...' ...........................................
'No, it's on time.'
2 'He / look / ...' ...........................................
'No, he's American.'
3 'Your hair / look / ...' ...........................................
'Oh, thanks.'
4 My memory / getting very / ... ...........................................
5 I want / become ... / and famous ...........................................

We don't usually use adjectives without nouns.
'Ann's ill.' 'The poor girl.' (NOT 'The poor:')

> For word order in sentences like Is Bill very tall?, see page 106.
He ate quickly. It was badly cooked.

Adjectives are connected with nouns and pronouns. They usually tell you more about people or things. They can go before nouns, or after be, seem, look, etc (see pages 200-201).

Adverbs are connected with other words – for example verbs. Some adverbs tell you how something happens. These often end in -ly.

It's an easy language. You can learn this language easily.
The music is slow. The pianist is playing slowly.
Her ideas are interesting. She spoke interestingly about her ideas.
Joe looked hungry. Joe ate hungrily.

1. Choose an adjective or an adverb.
   - Could I have a quick... quick word with you? (quick / quickly)
   - She walked away... slowly train – it stops everywhere. (slow / slowly)
   - He talked very... interestingly about his work. (interesting / interestingly)
   - You've cooked the meat... beautifully. (beautiful / beautifully)
   - I've got an... easy job for you. (easy / easily)
   - She writes... perfectly. (perfect / perfectly)
   - I sing... badly. (bad / badly)
   - I feel... happily today. (happy / happily)
   - You seem... angrily. (angry / angrily)
   - Anne's a... strongly swimmer. (strong / strongly)
   - Could you talk more... quietly please? (quiet / quietly)

2. Write the adverbs.
   - wrong... wrongly
   - 1 final
   - 2 sincere
   - 3 loud
   - 4 thirsty
   - 5 probable
   - 6 usual
   - 7 nice
   - 8 wonderful
   - 9 cold
   - 10 unhappy
   - 11 comfortable

HOW TO MAKE -LY ADVERBS

- usually: adjective + -ly: quick → quickly real → really (NOT really) complete → completely
- -y → -ly: easy → easily happy → happily
- -ble → -bly: possible → possibly

WEST HAGBOURNE
Please drive slowly

EAST HAGBOURNE
Please drive carefully
Some adverbs tell you when or where something happens.
I'm going away tomorrow. We ran downhill. The accident happened there.

Others tell you how much: for example much (especially in negatives and questions – see page 168), a lot, a bit (conversational), a little.
We don't go out much. I watch TV a lot. I play the guitar a bit. He sings a little.

Adverbs that say how, where, when or how much often come at the end of a sentence.
(Some can also come at the beginning.) They do not come between the verb and the object.

<table>
<thead>
<tr>
<th>VERB</th>
<th>OBJECT</th>
<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>speaks English</td>
<td>well</td>
</tr>
<tr>
<td>They</td>
<td>make very good bread</td>
<td>here.</td>
</tr>
<tr>
<td>I</td>
<td>bought a lot of clothes</td>
<td>yesterday.</td>
</tr>
<tr>
<td>We</td>
<td>didn't enjoy the holiday</td>
<td>much.</td>
</tr>
</tbody>
</table>

3 Make sentences with adverbs from the box. (Different answers are possible.)

<table>
<thead>
<tr>
<th>carefully</th>
<th>clearly</th>
<th>correctly</th>
<th>perfectly</th>
<th>slowly</th>
<th>tomorrow</th>
<th>much</th>
<th>yesterday</th>
</tr>
</thead>
</table>

- soup / cook / the  

- 1 the / read / I / letter .................................................
- 2 computer / bought / a / I .................................................
- 3 name / your / write ............................................................
- 4 see / must / the / doctor / you .............................................
- 5 languages / speaks / he / four .............................................
- 6 the / you / write / address / didn't ......................................
- 7 skiing / don't like / I .......................................................

Very much can be used in affirmative (✓) sentences as well as negatives and questions. Be careful of the word order.

I like sport very much. (NOT I like very much sport.)

4 Write about four things that you like very much.

1 I like ................................................. very much.  3
2 ..............................................................................  4

Adverbs can go before adjectives, and before past participles (for example broken, finished).

terribly sorry (NOT terrible sorry) nearly ready completely finished

5 Complete the sentences with words from the box.

<table>
<thead>
<tr>
<th>cooked</th>
<th>empty</th>
<th>finished</th>
<th>interesting</th>
<th>married ✓</th>
<th>sorry</th>
<th>tired</th>
<th>written</th>
</tr>
</thead>
</table>

- Joe and Ann have been happily married ................. for twenty-five years.
- 1 I'm terribly ............................................ to tell you that we have no more tickets.
- 2 There's nothing to eat – the fridge is completely ............................................
- 3 The book's very well ............................................., but it's not terribly ............................................
- 4 After walking all day, Peter was extremely .............................................
- 5 The food here is very well ................................., but they don't give you enough.
- 6 'Is your new house ready yet?' 'It's nearly .............................................'
adverbs with the verb  *often, certainly, etc*

Some adverbs, for example *always* or *certainly*, usually go *with* the verb.

<table>
<thead>
<tr>
<th>how often:</th>
<th>always</th>
<th>often</th>
<th>usually</th>
<th>sometimes</th>
<th>ever</th>
<th>hardly ever (= 'almost never')</th>
<th>never</th>
</tr>
</thead>
<tbody>
<tr>
<td>how certainly:</td>
<td>certainly</td>
<td>definitely</td>
<td>probably</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>other:</td>
<td>already</td>
<td>also</td>
<td>just</td>
<td>still</td>
<td>even</td>
<td>only</td>
<td></td>
</tr>
</tbody>
</table>

These *adverbs* go before *most* verbs, but after *auxiliary verbs* (*have, will, can, must* etc) and after *am/are/is/was/were*.

*She* *always* comes here at weekends.  
*I* *certainly* like London.  
*Andy* *often* gets ill.  
*We* *already* know each other.  
*She* *hardly ever* sees him.  

I *have already* read that book.  
It *will probably* rain tomorrow.  
*She* *can certainly* help you.  
*I* *am only* here to see Barbara.  
*You* *are certainly* right.

1 **Put the adverbs in the correct places.**

1. I speak French, but people know that I'm English. *(often; always)*  
   **I *often* speak French, but people *always* know that I'm English.**
   1. Jake eats fish. He eats fish for breakfast. *(always; even)*
   2. Ann plays tennis, but she plays in the evenings. *(often; only)*
   3. Ed puts tomato sauce on everything. He puts it on ice cream. *(usually; probably)*
   4. Your sister is a good singer. She is a very interesting person. *(certainly; also)*
   5. My mother is asleep. I think she is ill. *(still; probably)*
   6. I get to the station on time, and the train is late. *(always; always)*

2 **Put the adverbs in the correct places.**

1. Do you play cards? *(often)*
2. Have you been to Tibet? *(ever)*
3. Are you happy? *(always)*
4. Does the boss take a holiday? *(ever)*
5. Do you eat in restaurants? *(usually)*
6. Is Barbara ill? *(still)*

In questions, these *adverbs* usually go after *auxiliary verb* + *subject*.

*Do you* *ever* write poems?  
*Has Mary* *always* lived here?  
*Are you* *often* in London?

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Longer expressions usually go at the end of a sentence. Compare:

She often plays tennis.  She plays tennis two or three times a week.
She hardly ever wins a game.  She wins a game once or twice a month.
She always practises in the afternoon.  Does she practise every afternoon?

3 Look at the table and make some sentences with often, once a day etc.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ANN</th>
<th>BILL</th>
</tr>
</thead>
<tbody>
<tr>
<td>goes swimming</td>
<td>1/d*</td>
<td>1/m</td>
</tr>
<tr>
<td>plays football</td>
<td></td>
<td>3/w</td>
</tr>
<tr>
<td>plays tennis</td>
<td>1/w</td>
<td>1/y</td>
</tr>
<tr>
<td>goes skiing</td>
<td>5–6/y</td>
<td>–</td>
</tr>
<tr>
<td>goes to the theatre</td>
<td>1/w</td>
<td>2–3/y</td>
</tr>
<tr>
<td>goes to the cinema</td>
<td>3–4/y</td>
<td>2/m</td>
</tr>
<tr>
<td>goes to concerts</td>
<td></td>
<td>1/w</td>
</tr>
</tbody>
</table>

*1/d = once a day;
2/m = twice a month; etc

4 GRAMMAR AND VOCABULARY: go with spare-time activities

Look at the pictures, and put the correct numbers with the activities. Use a dictionary if necessary.

IN YOUR SPARE TIME YOU CAN:

go walking ....
go climbing ....
go swimming ....
go sailing ....
go wind-surfing ....
go skiing ....
go skating ....
go fishing ....
go shopping ....
go to the opera ....
go to the theatre ....
go to concerts ....

5 Write some sentences about your spare-time activities. Use words from Exercises 1–4.

- I never go climbing.
- I go swimming every day.
interested and interesting, etc

Interested, bored, excited etc say how people feel.
Interesting, boring, exciting etc describe the things (or people) that cause the feelings.
She's very interested in the lessons. (NOT She's very interesting in the lessons.)
The lessons are always interesting. (NOT The lessons are always interested.)
I'm often bored at work, because I've got a boring job.

1 Write these words under the pictures: interested, interesting, bored, boring

1 ........................................... 2 ........................................... 3 ........................................... 4 ...........................................

2 Put in words from the box.

annoyed (= ‘a little angry’) ✔ annoying excited exciting frightened frightening surprised surprising

1 Somebody phones you late at night. You are ........................................... He/she is ...........................................
2 A woman hears noises at night. She is ........................................... The noises are ...........................................
3 A family makes ........................................... holiday plans. The children are very ...........................................
4 Your exam mark is very good. This is ........................................... And you are ...........................................

3 Here are the beginnings of five books. Write what you think of the books. Use very interesting, quite interesting, not very interesting, quite boring or very boring.

1 After King Leofric died in 1342, ...
   I think this book is probably ...........................................
2 The moment Olga walked into Alan's office, he realised his life had changed for ever ...
   I think ...........................................
3 Since the beginning of history, cats ...
   ...........................................
4 The man in black had already killed five people that morning. The sixth ...
   ...........................................
5 Four billion years ago, our world ...
   ...........................................

4 GRAMMAR AND VOCABULARY: adverbs of degree; subjects of study
Make sure you know the words in the box. Use a dictionary if necessary. Then write how interested you are in some of the subjects. You can use extremely (= +++), very, quite, not very, not or not at all (= -- --).

art biology economics history literature mathematics philosophy physics politics

I'm extremely interested in ........................................... I'm ...........................................
I'm very bored by ........................................... ...........................................
I'm not at all ........................................... ...........................................
**fast, hard, hardly, well, friendly, ...**

Fast, hard, late, early, daily, weekly and monthly are **adjectives** and **adverbs**.

- He’s got a **fast** car. He drives **fast**. I got an **early** flight. I went home **early**.
- It’s **hard** work. She works **hard**. It’s a **weekly** paper. I buy it **weekly**.
- The train was **late**. Trains are running **late**.

**Hardly** and **lately** have different meanings from **hard** and **late**.

- **Hardly** = 'almost not'; **lately** = 'recently', 'not long ago'
- **He hardly** works these days – maybe one day a week. Have you heard from John **lately**?

**Well** can be an **adjective** (the opposite of **ill**) or an **adverb** (the opposite of **badly**).

- ‘**How are you?**’ ‘**Very well, thanks.**’ The team are playing **well**.

---

1. **These are sentences from real conversations. Put in words from the boxes.**

<table>
<thead>
<tr>
<th>early</th>
<th>hard</th>
<th>hardly</th>
<th>weekly</th>
<th>well</th>
</tr>
</thead>
</table>

   1. And I really understand Italian quite .........................
   2. You’ve got no playschool tomorrow so you haven’t got to get up ......................., have you?
   3. Why should I work ..................... when you never do anything?
   4. Departures from the UK are ........................., mid-morning on Sundays from Dover.
   5. She was really, you know, nervous, and ....................... came out of her flat at all.

2. **Choose the best answer.**

   - You look ......................, Mike. (early / lately / well)
   - Your father read the ......................... Express when he was alive. (hardly / Daily / lately)
   - You haven’t seen the window cleaner ........................., have you? (lately / hard / weekly)
   - I ran as ......................... as I could, along the Tottenham Court Road. (early / fast / hardly)
   - I ......................... sleep – an hour at a time. (well / hard / hardly)
   - I got up ......................... to finish some work. (well / hardly / early)

**Friendly, lonely, lovely, silly** are **adjectives**, not adverbs.

- She gave me a **friendly** smile. (BUT **NOT** She smiled-friendly.)
- He was very **lonely**. (BUT **NOT** He walked lonely through the streets.)
- Her voice is **lovely**. (BUT **NOT** She sings-lovely.) **Don’t be silly.**

There are no adverbs **friendliness, loveliness** etc. Instead, we use other words or expressions.

- She spoke in a **friendly** way. **She sings beautifully.**

3. **Put in adjectives and adverbs from the box.**

<table>
<thead>
<tr>
<th>daily</th>
<th>early</th>
<th>fast</th>
<th>friendly</th>
<th>hard</th>
<th>hardly</th>
<th>late</th>
<th>lonely</th>
<th>silly</th>
</tr>
</thead>
</table>

   I don’t like getting up ...................... so I usually stay in bed too long, and then have to eat breakfast very ..................... and run for my train. On the train I read the 2 ..................... paper, because after I get to work there’s no more time for reading. The boss is nice, but she makes us work very ....................., and I often have to stay ..................... to finish everything. There’s a nice new secretary in the office. I 5 ..................... know her, but she always gives me a 6 ..................... smile when I arrive. She hasn’t lived here long. Perhaps it’s a 7 ..................... idea, but I wonder if she’s 8 .................... I think I’ll ask her out.
comparative and superlative adjectives: forms

Comparative adjectives are forms like colder, more famous. Superlative adjectives are forms like coldest, most famous.

- most short (one-syllable) adjectives: + -er, -est  
  old → older, oldest

- short adjectives ending in -e: + -r, -st  
  nice → nicer, nicest

1 Write the comparative and superlative adjectives.
   - cold colder, coldest
   - late later, latest

2 Write the comparative and superlative adjectives.
   - red redder, reddest
   - slow slower, slowest

3 Write the comparative and superlative adjectives.
   - friendly friendlier, friendliest

4 Write the comparative and superlative adjectives.
   - famous more famous, most famous

5 Put in irregular comparative adjectives.
   - I know that my handwriting is bad, but Jenny's is worse.
   - I'm so tired. Is the bus stop much farther?
   - I don't enjoy train travel here, but I do in France – the trains are faster there.
   - 'How's your toothache today?' 'It's bad.' 'You should see a dentist.'
comparative or superlative?

We use **comparatives** to compare people and things with **other people and things**.

\[ A \text{ is } \text{bigger} \text{ than } B. \quad A \text{ is } \text{bigger} \text{ than } B \text{ and } C. \quad \text{John is a } \text{more careful} \text{ driver than } \text{Robin}. \]

We use **superlatives** *(usually with the)* to compare people and things with **all of the group that they are in**.

\[ A \text{ is } \text{the biggest} \text{ of the three letters } A, B \text{ and } C. \quad \text{John is } \text{the most careful} \text{ driver in the family}. \]

1. **Circle the correct answer.**
   - Dawn is **older** / **the oldest** than all of her sisters.
   - Leah is **taller** / **the tallest** person in her family.
     1. All of your friends are nice, but George is certainly **the nicer** / **nicest**.
     2. This is **the better** / **the best** women’s basketball team in the country.
     3. Basketballs are **more expensive** / **the most expensive** than footballs.
     4. Ice hockey is a **more dangerous** / **most dangerous** sport than basketball or tennis.
     5. Of all the sports in the Olympics, which sport is **more dangerous**? / **the most dangerous**?
     6. A basketball court is usually **bigger** / **the biggest** than a tennis court.

2. **Choose a comparative or a superlative. Remember to use the before the superlatives.**
   - ‘The Marriage of Figaro’ is **the most beautiful** of all Mozart’s operas. *(beautiful)*
   - My new car is **faster** than my old one. *(fast)*
     1. My mother and her sisters are all **shorter** than their children. *(short)*
     2. I think Annie is **the most intelligent** person in our class. *(intelligent)*
     3. Let’s meet in the library – it’s **quieter** than all the other rooms. *(quiet)*
     4. My bedroom is **the coldest** room in the house. *(cold)*
     5. A 3-year-old’s voice is **less loud** than 200 people in a busy restaurant. *(loud)*
     6. Brazil is **the biggest** South American country. *(big)*
comparatives: use brighter than the moon

We use than after comparative adjectives.
Russia is bigger than China. (NOT ... that China.) Rob and Tina are older than Emma.

1 Compare each pair of things in the box. Write two sentences for each pair.

<table>
<thead>
<tr>
<th>COMPARE:</th>
<th>the sun and the moon</th>
<th>dogs and cats</th>
<th>the Sahara and the Himalayas</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADJECTIVES:</td>
<td>bright ✓</td>
<td>cheap</td>
<td>cold</td>
</tr>
</tbody>
</table>

- The sun is brighter than the moon.
- The moon is smaller than the sun.
- 1
- 2
- 3
- 4
- 5
- 6

2 Use comparative adjectives with ... than all the other ...

- Alaska's area is 1,518,700km². No other US state is so large.
  Alaska is larger than all the other US states.

- The Amazon is 6,670km long. No other river in South America is so long.

- Blue whales can weigh 120 tonnes. No other whales are so heavy.

- Mont Blanc is 4,807m high. No other mountain in the Alps is so high.

- Cheetahs can run 110km/h. No other big cats are so fast.

With comparatives, we can say ... than I am / than you are / than John is etc. But in informal spoken English, we usually prefer ... than me/you/him/her/it/us/them.

3 Write two endings for each sentence: one with than me, than you etc and one with than I am, than you are etc.

- Bob was angry, but I ...
  was angrier than him / than he was...
- John's very careful with money, but Maria ...
- I'm hungry, but you must be ...
- You're not very short. Tony's ...
- We're excited, but our children ...
- My girlfriend is so beautiful. No other woman ...

210 ADJECTIVES AND ADVERBS
We can use a lot / a bit (more conversational) or much / a little before comparatives.

Your cooking is much better than my sister’s. (NOT ... very-better AND NOT ... too-better ...)
This book is a lot more interesting than that one. You sound a bit happier today.

4 Use the table. Write sentences about Mark and Simon with a bit / a little and a lot / much with the adjectives from the box.

<table>
<thead>
<tr>
<th>short / tall</th>
<th>old / young</th>
<th>rich</th>
<th>fast / slow</th>
<th>comfortable</th>
<th>quiet / noisy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark</td>
<td>How tall?</td>
<td>1m95</td>
<td>How old?</td>
<td>35</td>
<td>How rich?</td>
</tr>
<tr>
<td>Simon</td>
<td>1m85</td>
<td>36</td>
<td>€250,000/year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mark's car 190km/h 三星星星 Simon's car 130km/h 三星五星

Simon is a bit (or a little) shorter than Mark.
1
2
3
4
5
6
7
8
9

We can use more than and less than without adjectives.
Liz spent more than a week’s pay on that dress. It took us less than ten minutes to get home.

5 GRAMMAR AND VOCABULARY: time
Make sure you know the words in the box. Use a dictionary if necessary. Then answer the questions.

<table>
<thead>
<tr>
<th>century</th>
<th>day</th>
<th>decade</th>
<th>fortnight</th>
<th>hour</th>
<th>minute</th>
<th>month</th>
<th>second</th>
<th>week</th>
<th>year</th>
</tr>
</thead>
</table>

How much is a minute? More than a second and less than an hour.
1 How much is a decade?
2 How much is a month?
3 How much is a fortnight?
4 How much is a week?
superlatives  the highest mountain in the world

After superlatives, we normally use in before the names of places.

Everest is the highest mountain in the world.
Jan is the most intelligent person in the office.
Sirius is the brightest star in the sky.

After superlatives, we also use in before singular words for groups of people.

Sam is the youngest player in the orchestra.
Wilkins is the oldest minister in this government.

In most other cases, we use of after superlatives.

Ann's the tallest of the three sisters.  This is the shortest day of the year.

1 Put the beginnings, middles and ends together.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jonathan is the biggest state ...</td>
<td>m in the group. ...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2  | My great-great-aunt is the longest river ... | n in my family. ...
| 3  | London is the best musician ... | o in the team. ... |
| 4  | Alaska is the fastest runner ... | p in Africa. ... |
| 5  | The guitar player is the biggest city ... | q in Britain. ... |
| 6  | The Nile is the oldest person ... | r in the USA. ...
| 7  | My parents' room is the most expensive ... | s of the four bedrooms. ...
| 8  | The Mercedes is the longest day ... | t of the five girls. ...
| 9  | Sarah is the youngest ... | u of the three cars. ...
| 10 | June 21st is the biggest ... | v of the year. ...

2 Write sentences with superlatives.

- In my job, Friday / busy day / week
  In my job, Friday is the busiest day of the week.

1 In the 1970s, the Beatles / rich musicians / world

2 Eric says that Eleanor / good singer / group

3 When I was a child, my father / tall man / our town

4 In this country, February / cold month / year

5 Who / old / your three aunts?

6 Helen is very intelligent, but she / quiet person / my class

There is so much good in the worst of us, and so much bad in the best of us.

(Author unknown)
comparison of adverbs  More slowly, please.

To make the comparative of most adverbs: more + adverb (... than)
Can you speak more quietly, please?  I’m working more slowly today than yesterday.
Angela writes more clearly than Ellie.

1 Write sentences with comparative adverbs and than.
   ▶ Jo drives / dangerously / Sam  Jo drives more dangerously than Sam.
   1 Lee talks to people / politely / Ben ........................................
   2 Liam works / carefully / John ........................................
   3 Simon goes swimming / often / Karen ........................................
   4 My car runs / quietly / my sister’s car ........................................
   5 Annie talks / slowly / Rob ........................................

Early, late, fast, hard, near and soon have comparatives with -er, like adjectives.
I got to the station earlier than Mary.  Bill lives nearer to school than Pete, so he gets up later.

Irregular comparatives and superlatives: well –> better  badly –> worse  far –> further/farther
little –> less  a lot / much –> more
My mother drives better than my father.  He sings badly, but I sing worse.
She talks less than he does, but she thinks more.  I live further from the centre than you.

2 Use the comparatives of the adverbs in the box to complete the advice.
   early  fast  hard ✓  late  little  much  near

   ▶ ‘I want to earn more money.’ ‘Work harder.’
   1 ‘I want to eat my breakfast slowly in the morning.’ ‘Get up ...............’
   2 ‘I want to get more sleep.’ ‘Get up ...............’
   3 ‘I want to be stronger.’ ‘Exercise ...............’
   4 ‘I hate driving to work.’ ‘Live ............... to your work and walk.’
   5 ‘I get a lot of headaches.’ ‘Try to worry ...............’
   6 ‘I’m afraid I’m going to miss the train.’ ‘Walk ...............’

Sentences with superlative adverbs (for example John drives the most dangerously) are not very common.

From Annie Get Your Gun.
Words and music by Irving Berlin
(not) as ... as
Your hands are as cold as ice.

We use (not) as ... as to say that people and things are (not) the same in some way.

I don’t think Tom is going to be as tall as his sister. Your hands are as cold as ice.
Can you read this for me? My eyes aren’t as good as yours.

1 Read the sentences and decide: which picture is Jean and which picture is Cassie?
Jean isn’t as old as Cassie.
Jean’s hands aren’t as small as Cassie’s.

A

Cassie’s hair isn’t as long as Jean’s.
Jean isn’t as fair as Cassie.

B

Picture A is ............................................................

Picture B is ............................................................

Now write some more sentences about Jean and Cassie with not as ... as.
1 slim  ........................................................................
2 tall  ........................................................................
3 skirt / long ..............................................................
4 bag / big ................................................................
5 coat / heavy ...........................................................
6 glass / big ................................................................

With as ... as, we can say ... as I am / as you are / as John is etc. But in informal spoken English, we usually prefer ... as me/you/him/her/it/us/them.

2 Change the sentences in two ways, but keep the same meaning.
   ▶ Joan’s prettier than her sister. Joan’s sister isn’t as pretty as her.
   Jean’s sister isn’t as pretty as she is.
   1 You’re nicer than the other doctor. The other doctor ............................................................

   2 He’s more interesting than his boss. ......................................................................................

   3 I’m slimmer than my mother. .................................................................................................

   4 We’re more careful than the Browns. ....................................................................................
We can put just, nearly, not quite and half, twice, three times etc before as ... as.

He's just as handsome as his brother.  My hair is not quite as fair as my sister's hair.
The twins are nearly as tall as their mother.  Brazil is half as big as Russia.

Think of a member of your family. Compare yourself to him or her, using as ... as and some of the words and expressions from the box. Write five sentences.

3

<table>
<thead>
<tr>
<th>BEFORE AS:</th>
<th>just</th>
<th>nearly</th>
<th>not quite</th>
<th>half</th>
<th>twice</th>
<th>three times etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADJECTIVES:</td>
<td>dark</td>
<td>fair</td>
<td>friendly</td>
<td>handsome</td>
<td>happy</td>
<td>intelligent</td>
</tr>
</tbody>
</table>

- I'm nearly as tall as Annie
- I'm not quite as old as her
1
2
3
4
5
6

We can use as much as and as many as with nouns.

Deborah doesn't work as many hours as I do, but she makes just as much money as me.

4

Make sentences with as ... as or not as ... as, and some of the expressions from Exercise 3.

- Alice has $200 and Matt has $100.  Alice has twice as much money as Matt
1
2
3
4
5
6

- Eric has 20 cousins, and Tony has 10.  Eric
1
2
3
4
5
6

- Ben eats 3 sandwiches every day; Jo eats 1.
1
2
3
4
5
6

- Helen has 23 computer games and Adrian has 25.
1
2
3
4
5
6

- Liz drinks 6 cups of coffee a day; Chris drinks 12.
1
2
3
4
5
6

- Mike has 600 books, and David has 600 too.
1
2
3
4
5
6

- Nedjma only has a little free time; Ali has a lot.
1
2
3
4
5
6

ADJECTIVES AND ADVERBS 215
test yourself  adjectives and adverbs

1 Write the adverbs.
   quick  
   real  
   complete  
   possible  
   happy

2 Write the comparatives and superlatives.
   tall  
   interesting  
   thin  
   cheap  
   easy  
   bad  
   far  
   good

3 These sentences are all wrong (x). Can you correct the mistakes?
   She was wearing a red beautiful coat.  
   1 There are films interesting on TV tonight.  
   2 There’s a good and cheap restaurant in Dover St.  
   3 He’s tall, dark, good-looking.  
   4 She’s the best pianist of the world.  
   5 My sister is much taller that me.  
   6 Anna is the more beautiful person here.  
   7 I am very interesting in the lessons.

4 Where do the adjectives and adverbs go?
   I am ready.  
   He was wearing dirty trousers.  
   She speaks Chinese.  
   I lost my keys.  

5 Circle the correct answers.
   1 You are making a terrible / terribly mistake.  
   2 She walked up the steps slow / slowly.  
   3 I cook very bad / badly.  
   4 Ann looks very unhappy / unhappily.

6 Where do the adverbs go?
   They’ve been married for 15 years.  
   We go to New York.  
   Ann and Simon are late.  
   She’s an interesting person.

7 Circle the correct answers.
   It was raining hard / hardly when I got up.  
   The boss is a really friend / friendly person.  
   I’m terrible / terribly sorry I arrived so late / lately.  
   Please drive slowlier / more slowly.

8 Look at the pictures and make sentences.
   B / fast / A  
   A / fast / B  
   C / expensive / A  
   A / expensive / B  
   B / expensive / B  
   B / big / C  
   C / big / A  
   C / big

More difficult questions

ADJECTIVES AND ADVERBS
grammar summary

**after** although and as soon as because before but so until when while
both ... and either ... or neither ... nor (⇒ For if, see Section 17.)
(If necessary, use a dictionary to check the meanings of these conjunctions.)

We use **conjunctions** to join sentences together.
I went to Germany because Emma was there. We went home after the concert finished.

**Some conjunctions** (and the words that follow them) can go in **two places**.
I cleaned my room before I went out. Before I went out, I cleaned my room.

We use **present tenses** to talk about the future with **time-conjunctions**.
I'll phone you when I arrive. Let's wait here until somebody comes.

We can use **and** to join sentences, shorter expressions or single words. We don't need to repeat unnecessary words with and.
I went downstairs and (I) opened the door. I've got friends in Canada and (in) Australia.
Could I have a knife and (a) fork?

pre-test: which units do you need?

Try this small test. It will help you to decide which units you need. The answers are on page 284.

**1 Correct (✓) or not (X)?**

- We started without her because of she was late. X
- 1 Although it was raining, I went out. ...
- 2 I went to London soon after I got to England. ...
- 3 After Jake will get here, we'll all go out. ...
- 4 Will you still love me when I'm old? ...
- 5 Because it was cold, so I put on a coat. ...
- 6 I got the job in spite of my English was bad. ...
- 7 You are beautiful, intelligent, kind. ...
- 8 You can either come in my car or walk home. ...
- 9 I need a knife and I need a fork. ...

- We stayed in because it was raining.
- After she got married, she changed her job.
- Ann phoned when you were out.
- I won't be happy until I leave school.
Conjunctions: introduction and, but, because ...

Conjunctions are words like and, but, because, although, if, while, so, until. We use conjunctions to join sentences together.

It was cold and I wanted to go home.
I like him but I don't like her.
He got up although he was ill.
I didn't buy it because it was too expensive.
I'll phone you if the train is late.
Andrew called while you were out.
It was raining so I took my umbrella.
I waited until Mary was ready.
Let's go out as soon as Peter arrives.

1 Circle the best conjunction.
   ▶ I'll phone you although / so / when I arrive.
     1 The party was boring, although / because / so I went home.
     2 The weather was nice, although / or / until it was a bit cold.
     3 She speaks good French, after / because / but she has a strong English accent.
     4 I enjoyed my month in Argentina, although / and / but I learnt a lot of Spanish.
     5 I'll tell you my plans because / or / while we're having lunch.
     6 I helped him after / because / or he was a good friend.

2 Choose the best conjunction to join the sentences. Use a dictionary if necessary.
   ▶ I lived in Liverpool. I left school. (if, although, until)
     I lived in Liverpool until I left school.
     1 I'll be glad. This job is finished. (when, or, while)

     2 I'll be very angry. You do that again. (and, if, but)

     3 I'd like to talk to you. You go home. (before, and, although)

     4 I watched TV. John came home. (if, until, or)

     5 I'll see you again. We come back from holiday. (while, after, and)

3 Put conjunctions from the box into the text.

<table>
<thead>
<tr>
<th>although</th>
<th>although</th>
<th>and</th>
<th>and</th>
<th>and</th>
<th>because</th>
<th>because</th>
<th>before</th>
<th>so</th>
<th>until</th>
<th>when</th>
</tr>
</thead>
</table>

Andy Probert was bored at school, 1 he left 2 ................ he was sixteen 3 got a job in a travel agency. He did not stay there very long, 4 he liked the work. He decided to move 5 the pay was very low 6 the hours were too long. His next job was in an import-export company. He liked that much better, 7 he travelled to America a lot 8 the work was very well paid. He worked there for three years, 9 he really understood the business; then he started his own company. Now he is doing very well, 10 the work is sometimes very hard. He says he wants to make enough money to stop working 11 he is 50.
position of conjunctions If you need help, ask me.

<table>
<thead>
<tr>
<th>When we use conjunctions, there are often two possibilities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 <strong>Start</strong> with the conjunction (and the part that follows it).</td>
</tr>
<tr>
<td><strong>CONJUNCTION</strong> bbbbbaaaaa</td>
</tr>
<tr>
<td><strong>IF</strong> you need help, please ask me.</td>
</tr>
<tr>
<td>WHEN you are in London, phone us.</td>
</tr>
<tr>
<td>ALTHOUGH it was raining, I went out.</td>
</tr>
<tr>
<td>AS SOON AS she could, she went to bed.</td>
</tr>
<tr>
<td>2 <strong>Put</strong> the conjunction <em>between</em> the two parts of the sentence.</td>
</tr>
<tr>
<td>Aaaaaaa, <strong>CONJUNCTION</strong> bbbbbb</td>
</tr>
<tr>
<td>Please ask me IF you need help.</td>
</tr>
<tr>
<td>Phone us WHEN you are in London.</td>
</tr>
<tr>
<td>I went out, ALTHOUGH it was raining hard.</td>
</tr>
<tr>
<td>She went to bed AS SOON AS she could.</td>
</tr>
</tbody>
</table>

Note that we often put commas (,) in sentences with conjunctions, especially in longer sentences. We usually use a comma if we **start** with the conjunction.

1 **Put these sentences together in two ways.**

   - I enjoyed the film. The beginning was boring. *(although)*
     - I enjoyed the film, although the beginning was boring.
     - Although the beginning was boring, I enjoyed the film.
   1 I put on two sweaters. It was very cold. *(because)*
   2 I'm going to work in Australia. I leave school. *(when)*
   3 I go and see Felix. I want to talk to somebody. *(if)*
   4 Ann made coffee. Bill fried some eggs. *(while)*
   5 I was interested in the conversation. I didn’t understand everything. *(although)*
   6 We went to a restaurant. There was no food in the house. *(because)*
   7 We'll have a big party. John comes home. *(when)*
   8 I stayed with friends. My parents were travelling. *(while)*
   9 I go for long walks at the weekend. The weather's fine. *(if)*
   10 Come and see us. You arrive in Scotland. *(as soon as)*
before and after  

I talked to John before I phoned Peter.

Note how we use before and after.

(1) A happened, then (2) B happened.  
A happened before B happened.  OR  Before B happened, A happened.  
After A happened, B happened.  OR  B happened after A happened.

I talked to John before I phoned Peter.  Before I phoned Peter, I talked to John.  
(Both sentences say that I talked to John first.)

Ann moved to York after she got married.  After Ann got married, she moved to York.  
(Both sentences say that Ann got married first.)

Put these sentences together in two ways with before or after.

1. (1) I have tea. (2) I go to bed. (before)  
   I have tea before I go to bed.  Before I go to bed, I have tea.

2. (1) I usually clean the house. (2) My mother comes to visit. (before)  

3. (1) I listen to music for half an hour. (2) I start work. (before)  

4. (1) I left school. (2) I got very ill. (after)  

5. (1) I stopped playing football. (2) I started playing hockey. (after)  

6. (1) We moved to London. (2) We got married. (before)  

2 GRAMMAR AND VOCABULARY: wars

Make sure you know the words in the box; then read the sentences and put in 1 and 2 to show what happened first.

ally  army  attack  battle  declare war (on)  defeat  general  invade

The Moronians prepared for war (.) after Fantasia invaded Kayland (,).  
1 Before the Moronians declared war on Fantasia (...), the Moronian President went to Fantasia (....) for talks with General Zunk.

2 After the President returned from Fantasia (...), Moronia declared war on Fantasia (...).

3 The Fantasian army invaded Zedland (... ) soon after Moronia declared war on Fantasia (...).  

4 Before Moronia attacked Fantasia (...), the Moronians defeated Fantasia's ally Beeland (...).  

5 Zunk flew to Ruritania (...) after Moronia defeated Fantasia at the battle of Quark (...).

For -ing forms with before and after, see page 133.
tenses with time conjunctions  I’ll see you before you go.

We use the simple present with a future meaning after before, after, while, until, when and as soon as.

I’ll see you before you go. (not ... before you will go.) We’ll talk about it after I get back.

You can use my car while I’m in Ireland. Don’t move until I tell you.

He’ll phone you when he arrives. (not ... when he will arrive.) We’ll start the party as soon as Justin gets here.

1 Put in verbs from the box. Use the simple present.

hear  leave  make  open ✓ write

Wait here until Jane opens the door.
1 Call me as soon as you talk to Sue about the exam.
2 Can you hold the baby while I make coffee?
3 What’s John going to do when he leave school?
4 Give my love to Sue when you write to her.

2 Put in verbs from the box (simple present or will).

find  give ✓ help  start  travel

I’ll give you my address before I say goodbye.
1 Ann’s going to live here until she find a job.
2 We’re going to look after Sue’s flat while she travel round America.
3 I help you after I get back from work.
4 We’re early – we’ve got half an hour before the lesson...

3 Look at Bill and Ann’s summer dates and complete the conversation.

<table>
<thead>
<tr>
<th>BILL AND ANN’S SUMMER DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The children will get out of school at midday on July 8th.</td>
</tr>
<tr>
<td>Bill’s brother will be in England from July 12th to July 14th.</td>
</tr>
<tr>
<td>Bill and Ann’s new car will be ready on July 17th.</td>
</tr>
<tr>
<td>Eric will go back to work on July 20th.</td>
</tr>
<tr>
<td>Ann’s father will go into hospital on July 25th.</td>
</tr>
</tbody>
</table>

BILL: Let’s go to Eric’s from the 4th to the 30th.
ANN: No, we can’t leave until the 8th. The children, remember?
BILL: OK. We’ll leave (at midday on the 8th) as soon as the children 1 out of school.
ANN: That won’t work, because we’ll have to be here (from the 12th to the 14th)
while 2...
BILL: Then we’ll go from the 15th to the 30th.
ANN: No, we’ll have to be back (before the 25th) before 3...
BILL: OK. The 15th to the 24th it is.
ANN: Well, in that case, let’s wait (until the 17th) until 4...
BILL: The 17th to the 24th. Right.
ANN: But we can’t stay with Eric (after the 20th) after 5...
BILL: Fine. The 17th to the 20th.
ANN: No, because...

For tenses with if see page 229.
because and so; although and but

We can say why things happen with because or so (but not both).
Because Sue was tired, she went to bed. / Sue went to bed because she was tired.
OR Sue was tired, so she went to bed. (BUT NOT Because Sue was tired, so she went to bed.)
We usually put a comma (,) before so. For more about commas with conjunctions, see page 219.

1 Join the sentences with because (twice) and with so.
   
   He passed the exam. He had a good teacher.
   Because he had a good teacher, he passed the exam.
   He passed the exam, because he had a good teacher.
   He had a good teacher, so he passed the exam.
   1 I changed my hotel. The rooms were dirty.
   .................................................................
   .................................................................
   2 The taxi was late. We missed the train.
   .................................................................
   .................................................................
   3 I didn’t like the film. I walked out of the cinema.
   .................................................................
   .................................................................

We can say that things are not as we expect with although or but (but not both).
Although Pete was tired, he didn’t go to bed. / Pete didn’t go to bed, although he was tired.
OR Pete was tired, but he didn’t go to bed. (BUT NOT Although Pete was tired, but he didn’t go to bed.)
We usually put commas before although and but.

2 Join the sentences with although (twice) and with but.
   
   She passed the exam. She had a bad teacher.
   Although she had a bad teacher, she passed the exam.
   She passed the exam, although she had a bad teacher.
   She had a bad teacher, but she passed the exam.
   1 I felt ill. I went on working.
   .................................................................
   .................................................................
   2 She was very kind. I didn’t like her.
   .................................................................
   .................................................................
   3 He’s a big man. He doesn’t eat much.
   .................................................................
   .................................................................
Because (conjunction) and because of (preposition) are different.
We stayed in because it was raining.  We stayed in because of the rain.
He was able to go to university because his uncle helped him / because of his uncle's help.

Although (conjunction) and in spite of (preposition) are different.
We went out, although it was raining.  We went out in spite of the rain.
I got the job, although my English was bad / in spite of my bad English.

3 Join the beginnings and ends.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Although I knew her well,</td>
<td>Although it was cold,</td>
<td>Ann arrived late because of</td>
<td>Ann only arrived at 11 o'clock because</td>
<td>It was very cold,</td>
<td>Because I was an old friend,</td>
<td>We were old friends,</td>
<td>She stayed in the company, although</td>
<td>She went on working there in spite of</td>
<td>a problem at the airport.</td>
<td>but he went out without a coat.</td>
<td>he went out without a coat.</td>
<td>her plane was late.</td>
<td>she never talked to me about her problems.</td>
<td>so he asked me to help him.</td>
<td>the bad pay and conditions.</td>
<td>she asked me to help her.</td>
<td>the pay and conditions were bad.</td>
</tr>
</tbody>
</table>

4 GRAMMAR AND VOCABULARY: related nouns, verbs and adjectives
The words in the boxes are all nouns. Make sure you know them. Use a dictionary if necessary. Then change the sentences.

heat  hunger  illness ✓  rain ✓  snow ✓  unhappiness

- We drove slowly because it was snowing.
- She went on working, although she was ill.

1 Because I was unhappy, I didn’t want to see anybody.
   Because of my

2 Although she was hungry, she didn’t eat anything.

3 We had to drink a lot because it was hot.

4 We had to stop playing because it was raining.

5 She kept all the windows open, although it was cold.

6 I couldn’t go away last weekend because I was working.

7 Although he was interested in the lesson, he went to sleep.

8 I couldn’t understand her because I was tired.

9 Although I was thirsty, I didn’t drink anything.
I speak Russian, English and Swahili.

We can use **and** to join sentences, shorter expressions or single words.

Sylvia won the first game **and** Pete won the second.
‘What’s she interested in?’ ‘Scottish dancing **and** mountain climbing.’
‘What shall we have for supper?’ ‘Fish **and** chips.’

In **lists**, we usually put **and** between the **last two things**, and commas (,) between the others.

We need soap, bread, orange juice, tomatoes **and** sugar.
She was beautiful, intelligent **and** kind. (NOT ... beautiful, intelligent, kind.)

1 Write the sentences using **and** and commas.

   - She speaks **French** **German** **Japanese** **Arabic**.
     She speaks **French, German, Japanese and Arabic**.

   - My company has offices in **London** **Tokyo** **New York** **Cairo**.

   - I’ve invited **Paul** **Alexandra** **Eric** **Luke** **Janet**.

   - I’ll be here on **Tuesday** **Thursday** **Friday** **Sunday**.

   - She’s got **five cats** **two dogs** **a horse** **a rabbit**.

   - He plays **golf** **rugby** **hockey** **badminton**.

   - She (addressed stamped posted) the letter.

When we use **and**, we do **not** usually repeat **unnecessary words**.

<table>
<thead>
<tr>
<th>Original</th>
<th>Revised</th>
</tr>
</thead>
<tbody>
<tr>
<td>She sings and she plays the violin.</td>
<td>She sings and plays the violin.</td>
</tr>
<tr>
<td>He plays tennis and he plays badminton.</td>
<td>He plays tennis and badminton.</td>
</tr>
<tr>
<td>They have offices in Britain and in America.</td>
<td>They have offices in Britain and America.</td>
</tr>
<tr>
<td>We stayed with my brother and my sister.</td>
<td>We stayed with my brother and sister.</td>
</tr>
<tr>
<td>The house and the garden were full of people.</td>
<td>The house and garden were full of people.</td>
</tr>
<tr>
<td>I’ve been to Greece and I’ve been to Turkey.</td>
<td>I’ve been to Greece and Turkey.</td>
</tr>
<tr>
<td>I washed my shirt and I dried my shirt.</td>
<td>I washed and dried my shirt.</td>
</tr>
</tbody>
</table>

2 Cross out the unnecessary words, and put in commas if necessary.

   - I speak Russian, **and** I speak English **and** I speak Swahili.

   1 She has painted the kitchen and she has painted the living room and she has painted the dining room.

   2 Bob was wearing a pink shirt and Bob was wearing blue jeans and Bob was wearing white trainers.

   3 Can you give me a knife and can you give me a fork and can you give me a spoon, please?

   4 Many people speak English in India and many people speak English in Singapore and many people speak English in South Africa.

   5 I’ve written six letters and I’ve posted six letters this morning.

We use **or** in similar ways.

You can come with me or wait here. I don’t speak German, French or Spanish.
double conjunctions  
both ... and; (n)either ... (n)or

We can make and more emphatic ('stronger') by using both ... and.

He's both a top sportsman and a famous writer.  She both sings and dances.

We can make or more emphatic by using either ... or.

You can either come with me now or find your own way home.

We have time to see either the museum or the cathedral, but not both.

Neither ... nor means 'not one and not the other'.

The lessons were neither interesting nor useful.  He speaks neither English nor French.

1 Make sentences with both ... and, either ... or or neither ... nor.
   - She speaks (Chinese + Japanese + )
     She speaks both Chinese and Japanese.
   - You can have (coffee / tea)
     You can have either coffee or tea.
   - I can (draw = sing = )
     I can neither draw nor sing.
   1 I think that she's (Scottish / Irish)
   2 I'd like to work with (animals / children)

2 GRAMMAR AND VOCABULARY: musical instruments

Look at the table and make sure you know the names of the instruments. Then make sentences. Put the with the names of the instruments.

   (Steve, trumpet, violin) Steve plays both the trumpet and the violin.
   (Joanna, David, trombone) Neither Joanna nor David plays the flute.
   1 (Karl, trombone, saxophone)
   2 (Melanie, cello, drums)
   3 (Steve, Karen, violin)
   4 (Joanna, Charles, guitar)
   5 (Karen, piano, trumpet)
   6 (Sophie, guitar, trumpet)
   7 (Charles, Steve, saxophone)
   8 (Sophie, Steve, trumpet)

<table>
<thead>
<tr>
<th></th>
<th>cello</th>
<th>drums</th>
<th>trombone</th>
<th>guitar</th>
<th>piano</th>
<th>saxophone</th>
<th>trumpet</th>
<th>violin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joanna</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>✓</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Karl</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>✓</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>David</td>
<td>✓</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>✓</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Steve</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>✓</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Melanie</td>
<td>x</td>
<td>x</td>
<td>✓</td>
<td>x</td>
<td>✓</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Sophie</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>✓</td>
<td>x</td>
<td>x</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>Karen</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>✓</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Charles</td>
<td>x</td>
<td></td>
<td>✓</td>
<td>x</td>
<td>x</td>
<td>✓</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>
1 Put in the correct tenses (simple present or will).

- I'll phone you when I arrive. (phone; arrive)
- I think I should have some tea before I go to bed. (have; go)
- I was here until your train arrived. (wait; come)
- When you arrived again, Ann came here. (come; be)
- We were sorry when Anne went back home. (be; go)

2 Complete the sentences with words from the box. You don't need to use all the words.

although because but so until when while

1. she spoke very fast, I understood nearly everything.
2. it was too dark.
3. he ate everything.
4. we went for a walk.
5. I got his letter I went round to see him.

3 Use the conjunctions to put these sentences together in two ways.

The weather's good. I go fishing at weekends. (if)

If the weather's good, I go fishing at weekends.
I go fishing at weekends if the weather's good.

1. The teacher was ill. The children had a holiday. (because)
2. I was in China. I made a lot of friends. (when)
3. They built the new road. It was difficult to get to our village. (until)

4 Circle the correct answers.

1. I had a drink with Andrew before / after he left.
2. Before / After I took my examinations, I studied very hard.
3. Lucy went out with her friends although / in spite of she wasn't feeling well.
4. I went into the house although / in spite of there was nobody there.
5. Although / In spite of the rain, the streets were full of people.
6. Because / Because of the bad weather, we couldn't play the match.
7. I couldn't understand them because / because of their accent.

5 Correct (√) or not (×)?

1. You can either stay here or come with me. ...
2. He plays neither the piano nor he plays the guitar. ...
3. Carol went on working in spite of her illness. ...
4. Although the train was late, but I got there in time. ...
5. The house was small, cold, dirty. ...
6. The table and chair were very dirty. ...
**SECTION 17**  

**grammar summary**

**Most tenses** are possible in sentences with *if*.

*If you're* happy, *I'm* happy. *He won't* come tomorrow *if* he *came* yesterday.  
*If you've* been to Paris, you've seen the Eiffel Tower.

Note the following **three important structures**:

- **present tenses for future**:
  
  With *if*, we use **present tenses** to talk about the future.  
  
  I'll phone you *if* I have time. *(NOT ... *if* I will have time:)*

- **if + past, ... would ...**
  
  We can use **past tenses** with *if* to show that something is **not real** or **not probable now**.  
  *(We normally use **would** in the other part of the sentence.)*

  If I *had* more money, I would *buy* a car now.

- **if + past perfect, ... would have ...**
  
  To talk about **unreal past events** - things that did not happen - we use **if + past perfect**.  
  *(We normally use **would have** + past participle in the other part of the sentence.)*

  I'm sorry you *had* all those problems. If you *had asked* me, I would *have helped* you.

**pre-test: which units do you need?**

Try this small test. It will help you to decide which units you need. The answers are on page 284.

1. **Correct (√) or not (X)?**
   
   - If I would have gone to London, I had seen Alex. **X**
   - 1 If I'm sleepy, I drink a cup of coffee. ...
   - 2 If I could drive, I could get a better job. ...
   - 3 We'll go and see Max and Chris if we'll be in Berlin. ...
   - 4 If he's from Switzerland, he probably understands French. ...
   - 5 If we left early tomorrow morning, we would arrive before 12.00. ...
   - 6 You can't come in here unless you don't have a ticket. ...
   - 7 If he would work harder, he passed his exams. ...
   - 8 I wouldn't do that if I were you. ...
   - 9 If you didn't help me, I would have been in trouble. ...

---

If it's Tuesday, this must be Belgium.  
*(Title of film about American tourists in Europe)*

If you were the only girl in the world,  
and I were the only boy ...  
*(Song by Clifford Grey)*

If you can keep your head when all about you are losing theirs,  
you just don't know what's going on.  
*(Rudyard Kipling)*

If you can keep your head when all about you are losing theirs,  
you'll be a man, my son.  
*(British Army saying)*
if: position; unless

When we use *if*, there are two possibilities.

1. **Start with *if* and use a comma (,).**
   
   *If bbbbb, aaaaa*
   
   **If you’re too hot, take your coat off.**

2. **Put *if* between the two parts of the sentence.**
   
   **Aaaaa if bbbbb**

   **If Ann saw us, why didn’t she say ‘hello’?**

   **Take your coat off if you’re too hot.**

   **Why didn’t Ann say ‘hello’ if she saw us?**

---

1. **Use *if* to put these sentences together in two ways.**

   - Joe works at Brown’s. He probably knows Annie.
     
     *If Joe works at Brown’s, he probably knows Annie.*

   - If Ann saw us, why didn’t she say ‘hello’?
     
     *Why didn’t Ann say ‘hello’ if she saw us?*

   1. I can’t sleep. I get up and read.

   2. You take books from my room. Please tell me.

   3. You’re hungry. Why don’t you cook some soup?

   4. She arrived this morning. She will probably phone us this evening.

   5. We catch the first train. We can be in London by 9.00.

---

We can use **unless** to mean ‘if ... not’, ‘except if’.

*You can’t come in unless you have a ticket.* (= ‘You can’t come in if you don’t have a ticket.’)

*Unless I’m very tired, I go to bed about midnight.* (= ‘Except if I’m very tired ...’)

---

2. **Rewrite these sentences with **unless**.**

   - Children can’t go in if they are not with an adult.
     
     *Children can’t go in unless they are with an adult.*

   - If you don’t give me my money, I’m going to the police.
     
     *Unless you give me my money, I’m going to the police.*

   1. You can’t park here if you don’t live in this street.

   2. If you are not over 15, you can’t see this film.

   3. I don’t drive fast except if I’m really late.

   4. If I’m not going fishing, I get up late on Sundays.

   5. We usually go for a walk after supper if there isn’t a good film on TV.

---

➤ For the difference between *if* and *when*, see page 280.
**Most tenses** are possible in sentences with *if*.

- If you're happy, I'm happy.
- He won't come tomorrow if he came yesterday.
- If you've been to Paris, you've seen the Eiffel Tower.

But after *if*, we normally use a **present tense** to talk about the future.

- If it is sunny tomorrow, we'll eat in the garden.
- I'll be sorry if I don't pass this exam.
- I'll phone you if I hear from Alice.

### 1 Make sentences with *if*.

I'm afraid the bus will be late.

1. → get to work late again **if the bus is late, I'll get to work late again.**
2. → lose my job **if I get to work late again, I'll lose my job.**
3. → not find another job
4. → lose my flat
5. → move back to my parents' house
6. → get very bored
7. → go swimming every day
8. → look very good
9. → meet interesting people
10. → go to lots of parties
11. → have a wonderful time

### 2 Put in the correct verb forms.

- If it rains, we will have the party inside. *(rain; have)*
- 1. I am happy if I pass my exam. *(be; pass)*
- 2. If you catch the train, you will leave.
- 3. John says he needs money as a taxi-driver.
- 4. If I am free tomorrow evening, I will see you on Friday.
- 5. Mary will study Chinese next year if she has time.
- 6. I will drive to the station if I find my car keys.
- 7. If he does not marry her, he will not have a happy life.
- 8. You must stop smoking if the doctor says you that you must.
- 9. If we talk to the boss very politely, he will listen to us.

### 3 GRAMMAR AND VOCABULARY: names of languages

Anna is going to work in another country next year. See if you can make sentences with the correct language names. Use a dictionary if necessary.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>Chinese ✓</th>
<th>Dutch</th>
<th>German</th>
<th>Greek</th>
<th>Portuguese</th>
<th>Swahili</th>
</tr>
</thead>
<tbody>
<tr>
<td>(China)</td>
<td>If she goes to China, she will have to learn Chinese.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 (Egypt)</td>
<td>If she</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 (Brazil)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 (Holland)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 (Kenya)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 (Greece)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 (Austria)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We also use present tenses for the future after time conjuctions: see page 221.
If dogs could talk, ...

We use if + past tense + would to talk about things that are not real or not probable now.

**If ... + PAST TENSE**

IF I had a million dollars, I would build a big swimming pool.
If you were the President, what would you do?
If dogs could talk, they would tell some interesting stories.
If he didn't travel so much, he'd have more money.

Contractions (see page 277): I would → I'd, you would → you'd, etc

---

1. **Put in the correct forms of the verbs.**
   - If people **had** four arms, life **would be** easier.
   - 1. If my cat **had** opened the fridge, it **would** all my food.
   - 2. If Ann and Bill **had** come here, they **would** what to do.
   - 3. If I **knew** the answer, I **would** you.
   - 4. If your boss **asked** you to work on Sunday, you **would** it?
   - 5. If you **told** people's thoughts, what **would** you **know**?

2. **Complete each sentence with the correct forms of the correct verbs.**
   - 1. I **would** a car if I **had** enough money.
   - 2. If I **asked** you to marry me, what **would** you **say**?
   - 3. Alex **would** his work on time if he **finishes** so much.
   - 4. I **would** Chinese if I **had** more time.
   - 5. If the programmes **were** better, I **would** more TV.
   - 6. This **would** a nice country if it **rained** so much.
   - 7. I **would** Carola better if she **talked** about herself all the time.

3. **Make sentences in two ways.**
   - My parents don't live near here, so I don't see them at weekends.
   - If my parents **lived** near here, I **would see** them at weekends.
   - We won't play cards because Jane and Peter aren't here.
   - If Jane and Peter **were** here, we **would play cards**.
   - Fred doesn't answer letters, so I don't write to him.
   - If Fred **answered** letters, I **would write** to him.
   - I won't take your photo because I can't find my camera.
   - If I **found** my camera, I **would take** your photo.
   - I don't enjoy opera because I can't understand the words.
   - If I **understood** the words, I **would enjoy** opera.
4 QUESTIONNAIRE: WHAT WOULD YOU DO IF ...?
Write sentences. Use a dictionary if necessary.

1 If you heard a strange noise in your house in the night, would you:
   A go and look? B phone the police? C hide under the bedclothes?
If I heard a strange noise in my house in the night, I would ..........................................

2 If you found a lot of money in the street, would you:
   A keep it? B try to find the person who had lost it? C take it to the police?

3 If you saw a child stealing from a shop, would you:
   A tell the child to stop? B tell a shop assistant? C do nothing?

4 If a shop assistant gave you too much change, would you:
   A tell him/her? B take the money and say nothing?

5 If you found a dead mouse in your kitchen, would you:
   A throw it out? B ask somebody to throw it out? C run?

6 If you found a suitcase on the pavement outside a bank, would you:
   A take it into the bank? B take it to the police? C take it home? D leave it?

7 If you found a friend’s diary, would you:
   A read it? B give it to him/her without reading it?

5 What would you do if you had a free year and a lot of money? Write three or more sentences.

   travel round the world study ........ go to ........... (other answers)

1 If I ...........................................................

2 If I ...........................................................

3 If I ...........................................................

After I and we, we can use should with the same meaning as would in British English.
If I had more time, I should/would learn the saxophone.
If I go ..., I will ...; If I went ..., I would ...

The difference between *if I go* and *if I went* (for example) is *not* a difference of time. We can use both *if I go/see etc* and *if I went/saw etc* to talk about the present or future. With *if*, a *past tense* does not mean 'past time'; it means 'not real' or 'not probable'.

<table>
<thead>
<tr>
<th>PROBABLE/POSSIBLE</th>
<th>NOT REAL/NOT PROBABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>If I go to London, I'll visit Tony.</em></td>
<td><em>If I went to the moon, I would take a lot of photos.</em></td>
</tr>
<tr>
<td><em>If I see Ann, I'll give her her address.</em></td>
<td><em>If I saw the Prime Minister, I would say ‘hello’.</em></td>
</tr>
</tbody>
</table>

1. **Choose the best sentence-beginning.**
   - If I live/ lived to be 75, ...
   1. If I live/ lived to be 175, ...
   2. If dogs can/ could talk, ...
   3. If I go/ went shopping next week, ...
   4. If Switzerland starts / started a war against Australia, ...
   5. If the government gives / gave everybody a month's holiday with pay, ...
   6. If you need / needed help one day, ...
   7. If everybody gives / gave 10% of their money to poor countries, ...
   8. If everybody thinks / thought the same as me, ...
   9. If I am / was the most intelligent person in the world, ...
   10. If prices go / went up next year, ...

2. **Choose the best way to continue the sentences.**
   - I'm not going to open the window. If I open / opened the window, it will / would be too noisy.
   - Maybe I'll open a window. But if I open / opened a window, it will / would be very noisy.
   1. I'm going to get up early tomorrow. If I have / had time, I'll / I'd walk to work.
   2. If I have / had time, I'll / I'd walk to work, but it's just not possible.
   3. 'I may get a job in Germany.' 'If you get / got it, what will / would your boyfriend say?'
   4. 'There's a job in Germany, but I don't think I'll get it.' 'If you get / got it, what will / would your boyfriend say?'
   5. We never leave food on the table. If we do / did, the cat will / would eat it.
   6. 'Shall I put this on the table?' 'If you do / did, the cat will / would eat it.'
   7. I'll probably go to university. But if I go / went, I won't / wouldn't earn any money for three years.
   8. I'm not going to go to university. If I go / went to university, I won't / wouldn't earn any money for three years.

**The laws of work**

1. If anything can go wrong, it will go wrong.
2. If a job looks easy, it's difficult. If it looks difficult, it's impossible.
3. If you think a job will take two hours, it will take four days. If you think it will take four days, it will take eight weeks. And so on.
4. If you throw something away, you will need it the next day.
5. If you do what everybody wants you to do, somebody won't like it.
6. If you explain so clearly that nobody can misunderstand, somebody will.
If I were you, ...

We sometimes use *were* instead of *was* after *if*. This is usually rather formal.

*If I were taller I would play basketball.*  *If John were here, he would know what to do.*

We often say *If I were you, I would / I'd ...*, when we want to give people advice.

*If I were you, I'd get a new car.*  *I wouldn't stand there if I were you.*

1 Write sentences with *if I were you*, using the expressions in the box.

<table>
<thead>
<tr>
<th>call the police at once</th>
<th>fly</th>
<th>not sell it</th>
<th>join a club</th>
<th>see a doctor</th>
<th>take a holiday</th>
</tr>
</thead>
</table>

1 'I feel ill.'  *If I were you, I'd see a doctor.*
2 'I'm really tired.'  *If ...*
3 'I haven't got any friends.'  *If ...*
4 'Shall I take the train to Scotland?'  *I would ...*
5 'Somebody has stolen my car.'  *If ...*
6 'John wants to buy my motorbike.'  *I ...*

2 John Baker has won a lot of money in the lottery. His family and friends are giving him advice. Look at the pictures and use the words in the box to complete the sentences.

<table>
<thead>
<tr>
<th>buy a sports car</th>
<th>buy a house</th>
<th>give the money away</th>
<th>have a big party</th>
<th>put the money in the bank</th>
<th>start a business</th>
<th>stop work</th>
<th>travel round the world</th>
</tr>
</thead>
</table>

1 John's girlfriend:  *If I were you, I'd buy a house.*
2 His mother:  ...
3 His father:  ...
4 His brother:  ...
5 His grandmother:  ...
6 His sister:  ...
7 His friend Joe:  ...
8 His friend Stephanie:  ...
could = 'would be able to'  We could go cycling if ...

We can use could to mean 'would be able to'.
If you arrived early, we could talk about the meeting.  If Joe came, he could help with the dog.
Sometimes we use could twice: once as a past tense (to say that something is not real / not probable), and once for would be able to.
If I could sell my car, I could buy a computer.

1 Complete the sentences with could and expressions from the box.

<table>
<thead>
<tr>
<th>could</th>
<th>get up late</th>
<th>go and see him</th>
<th>go cycling</th>
<th>go to the cinema more often</th>
</tr>
</thead>
<tbody>
<tr>
<td>have breakfast in the garden</td>
<td>read the paper</td>
<td>watch a film</td>
<td>write to Henry</td>
<td></td>
</tr>
</tbody>
</table>

▶ If Alice was here, we could ask her to help.
▶ If I could find my glasses, I could read the paper.
1 If John was at home, we could have breakfast in the garden.
2 If the TV was working, we could watch a film.
3 If we had bikes, we could go cycling.
4 If it was Saturday, I could go to the cinema more often.
5 If it was warmer, we could get up late.
6 If I could find my address book, I could read the paper.
7 If we lived in a town, we could ask her to help.

2 Andy is reading the job advertisements. Unfortunately he can't do much (see the box). Look at the advertisements and write sentences with if he ... he could ...

Andy doesn't speak Japanese  he doesn't have a passport  he can't drive
he can't cook  he doesn't like children  he doesn't like animals  he can't swim

▶ If he spoke Japanese, he could get a job.  at the Grand Hotel.
1 If he could drive, he could get a job.  at Calloway Ltd.
2 If he could drive, he could get a job.  at Patterson Travel.
3 If he could drive, he could get a job.  at Fred's Cafe.
4 If he could drive, he could get a job.  at Crowndale School.
5 If he could drive, he could get a job.  at the City Zoo.
6 If he could drive, he could get a job.  at the Leisure Centre.

RECEPTIONIST
required immediately at the Grand Hotel.
Must speak Japanese.
Phone 69423.

Calloway Ltd
needs energetic young SALES ASSISTANT.
Must have driving licence. Phone 33446.

Assistant Cook
needed at Fred's Cafe. Phone 65712.

Welfare Officer
required at Crowndale School.
Must like children.
Phone 88759.

The City Zoo requires Assistant Keeper.
No experience necessary, but must like animals.
The Leisure Centre
needs Attendant, starting immediately.
Must be able to swim.

Courier needed by PATTERSON TRAVEL.
Must have passport.
Phone 44576.
unreal past  If a had happened, b would have happened.

When we use *if* to talk about unreal past events – things that didn’t happen – we use the past perfect and would have + past participle.

<table>
<thead>
<tr>
<th>IF ... + PAST PERFECT</th>
<th>WOULD HAVE + PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the weather had been better,</td>
<td>we would have gone to the sea. (But it wasn’t, so we didn’t.)</td>
</tr>
<tr>
<td>If you had asked me,</td>
<td>I would have helped you. (But you didn’t, so I didn’t.)</td>
</tr>
<tr>
<td>If Mary had seen you</td>
<td>what would you have said? (But she didn’t.)</td>
</tr>
<tr>
<td>If she hadn’t gone skiing,</td>
<td>she wouldn’t have fallen and broken her leg. (But she did.)</td>
</tr>
</tbody>
</table>

1 Put in the correct verb forms.

1 If I .......... here yesterday, I would have come to see you. (be)
2 If Joe .......... harder, he would have passed his exams. (work)
3 If you .......... a map with you, you wouldn’t have got lost. (take)
4 We would have won the game if we .......... so badly. (not play)
5 If I had gone to university, I .......... medicine and become a doctor. (study)
6 .......... you .......... if you had driven more slowly? (crash)
7 You .......... badly if you hadn’t drunk all that coffee. (not sleep)
8 If you .......... on holiday with us, you .......... a wonderful time. (come; have)
9 If my car .........., I .......... here at 8 o’clock. (not break down; be)
10 .......... you .......... harder at school last year if you .......... the teachers? (study; like)
11 She .......... married if she .......... to leave home. (not get; not want)
12 .......... you .......... me if I .......... you? (help; ask)

2 Getting up early is bad for you. Read the text in the box and make sentences.

get up early → catch the 8.15 train → sit by a beautiful foreign woman → fall in love and marry her → go to live in her country → work in her father’s diamond business → become very rich → go into politics → die in a revolution

If you had got up early, I would have caught the 8.15 train.
1 If I had caught
2
3
4
5
6
7

3 Hot weather is good for you. Read the text and complete the sentences.

It was hot, so my mother opened the door. A cat came in and ate her supper, so she went to the shop to buy food. In the shop she saw an advertisement for a secretary. So she got a new job, and met my father. I’m glad it was a hot day!

If it hadn’t been hot, my mother wouldn’t have opened the door.
1 If she hadn’t opened the door, the cat .......... her supper.
2 .......... her supper, the cat .......... the shop.
3 .......... the shop, the cat .......... the advertisement.
4 .......... the advertisement, she .......... a new job.
5 .......... a new job, she .......... my father.
test yourself  if

1 Use if to put these sentences together in two ways.
   I need help. I ask my brother.
   1 If ......................................................... if .........................................................
   2 ........................................... if .........................................................

2 Put in the correct verb forms.
   I'm sure John .............. you if you ask him. (help)
   1 If you ...................... your glasses, you would see much better. (clean)
   2 I ...................... and see you tomorrow if I have time. (come)
   3 If she spoke more slowly, perhaps I ...................... her. (understand)
   4 If you ...................... at 12.00, you will arrive at 3.20. (leave)
   5 I ...................... my car if I needed money. (sell)

3 Correct (✓) or not (✗)?
   I get up and watch TV if I can't sleep. ✓ 3 If he would eat more, he wasn't so thin. ...
   1 I'll be very happy if I'll pass the exam. ...
   2 If she's from Greece, she speaks Greek. ...

4 Choose the best way to continue the sentences.
   1 I'm not going to buy a car. If I buy / bought a car, I will / would spend all my money on it.
   2 Maybe I'll go and see Sandra. But if I go / went and see / saw her, I'll / I'd have to talk to her stupid brother.
   3 My parents live a long way away. If they live / lived nearer, I will / would see them more often.
   4 We're going to stay at home this evening. If we go / went out, we won't / wouldn't do anything interesting.

5 Rewrite these sentences with unless.
   1 You can't go there if you don't have a visa. .................................................................
   2 If you don't go now, I'll call the police. .................................................................

6 Correct (✓) or not (✗)?
   1 If I could cook, I could get a job in a restaurant. ...
   2 You won't catch the bus unless you don't run. ...
   3 If it didn't rain, I would have played tennis. ...
   4 I would put on a sweater if I were you. ...
   5 Everything would have been OK if I hadn't lost my keys. ...

7 Put in the correct verb forms.
   1 If I ........................................... coffee last night, I ........................................... better. (not drink; sleep)
   2 If my parents ........................................... more money, I ........................................... to university
      after I left school. (have; go)
   3 Annie ........................................... to Brazil last year if she ........................................... Pete. (go; not meet)
## SECTION 18 relative pronouns

### grammar summary

<table>
<thead>
<tr>
<th>who</th>
<th>whom</th>
<th>which</th>
<th>that</th>
<th>what</th>
</tr>
</thead>
</table>

We use **relative pronouns** to join sentences to nouns.

- The man **who** was Welsh. He won the prize.  
- The man **who** won the prize was Welsh.

We use **who** for **people** and **which** for **things**. We can also use **that** for **people** and **things**.

- There's the man **who**/that sold me my bike.  
- She said a word **which**/that I didn't hear.

We often leave out **object pronouns**.

- Do you remember those photos (that) I showed you?

**Prepositions** can often go in **two places**.

- The woman **about whom** we were talking walked into the room. (formal)
- The woman **that** we were talking **about** walked into the room. (conversational)

We can use **what** to mean 'the thing(s) which'.

- The children always eat **what** I cook.

### pre-test: which units do you need?

Try this small test. It will help you to decide which units you need. The answers are on page 284.

#### 1 Correct (✓) or not (✗)?

1. We stayed in a hotel who had a beautiful garden. ✗
2. I didn't like the man which my sister married. ...
3. Did I tell you about the film which we saw? ...
4. Eric said a word which I couldn't understand it. ...
5. People that live in London are called 'Londoners'. ...
6. Is the book you're reading interesting? ...
7. I'm spending the day with some people I know. ...
8. The people came to dinner stayed very late. ...
9. The girl I work with gave me some flowers. ...
10. I don't believe anything what she says. ...

---

**artist** /'æstɪst; AmE 'ər-tɪst/ **noun** 1 a person who creates works of art, especially paintings or drawings: an *exhib*

**bee** /bi:/ **noun** 1 a black and yellow flying insect that can sting. Bees live in large groups and make *honey* (=)

**builder** **noun** 1 a person who builds things, esp one whose job is building houses, etc. 2 (in compounds) a person who

**burglar** /bɜːɡlə(r)/; AmE 'bɜːr-gər/ **noun** a person who enters a building illegally in order to steal or note at

**bus** /bʌs/ **noun** (pl buses, US also busses) a large vehicle that carries passengers, esp one that travels along a fixed route, stopping

**cheese** /tʃɪz/ **noun** 1 [U, C] a type of food made from milk that can be either soft or hard and is usually white or yellow in colour; a particu

**plant** /plænt, US plant/ **noun** 1 [C] a type of living thing that grows in the earth and usu has a stem, leaves and roots:

**sauce** /ˈsɔːs(ə)r/ **noun** a small shallow round dish that a cup stands on; an object that is shaped like this:

(Oxford Advanced Learner's Dictionary)
relative who and which  the keys which I lost

We can use sentences to describe nouns. To join sentences to nouns, we use relative pronouns: who (for people) and which (for things).

Put in who or which.

1. The people ................ live downstairs are Irish.
2. The shop .................. sells that good bread is closed today.
3. The dictionary ................. I bought yesterday isn’t very good.
4. That cheese .................. you like comes from Scotland.
5. Do you know the girls ............... are standing by the window?
6. I can’t find the key ............... opens this door.
7. I’ve lost the ear-rings ............ Harry gave me.
8. The police are looking for three men ................ robbed the National Bank yesterday.
9. We know the woman ................. teaches French at Jane’s school.

We use who or which instead of he, him, she, it etc. Don’t use both.

The woman who she teaches me French is ill. Here’s the address which you wanted.

Circle the correct answer.

1. There’s the man who took / he took your coat.
2. Do you know the people who live / they live next door?
3. I like that woman; she is / is very kind.
4. I’ve found the keys which I lost / lost them.
5. Do you like the new dress which I bought / bought it yesterday?
6. The car which is parked / it is parked outside belongs to Susan.
7. This is a new kind of knife: cuts / it cuts everything.
8. The poems which Mark writes / writes them are very hard to understand.

The man who makes no mistakes does not usually make anything.

(E J Phelps)
3 Look at the picture and the information, and write sentences with who.

**The man and woman who live in flat 8 are from Scotland.**

1. 
2. 
3. 
4. 
5. 
6. 
7. 

<table>
<thead>
<tr>
<th>FLAT</th>
<th>INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>play loud music all night</td>
</tr>
<tr>
<td>2</td>
<td>broke her leg skiing</td>
</tr>
<tr>
<td>3</td>
<td>play golf all day</td>
</tr>
<tr>
<td>4</td>
<td>haven't got much money</td>
</tr>
<tr>
<td>5</td>
<td>has three children</td>
</tr>
<tr>
<td>6</td>
<td>drives a Rolls-Royce</td>
</tr>
<tr>
<td>7</td>
<td>are hiding from the police</td>
</tr>
<tr>
<td>8</td>
<td>are from Scotland</td>
</tr>
</tbody>
</table>

4 Join the sentences in the place marked *. Change he, it etc to who or which.

**Most of the people* speak German. They live in Austria.**

Most of the people who live in Austria speak German.

**I know a shop*. It sells really good meat.**

I know a shop which sells really good meat.

1. The bus* isn’t running today. It goes to Oxford.
2. Yesterday I met a man*. He works with your brother.
3. The child* was ill. She didn’t come to the party.
4. Can you pick up the papers*? They are lying on the floor.
5. The eggs* were bad. I bought them yesterday.
6. Here’s the book*. You asked me to buy it for you.
7. I don’t like the man*. He is going out with my sister.

We can use whom for people when the relative pronoun is the object of the following verb.

I've just got a postcard from a woman whom I met on holiday last year.

But whom is formal and unusual. In spoken English, we more often use that (see page 240), who or nothing (see page 241).

I've just got a postcard from a woman who/that I met on holiday last year.

Or I've just got a postcard from a woman I met on holiday last year.
relative that  a bird that can't fly

We can use *that* instead of *who* or *which.*
The man *that* lives at number 8 is getting married. You haven't drunk the tea *that* I made for you.

Join the sentences in the place marked *, using *that.*

1. I'd like to speak to the person*. She wrote this letter.
   *I'd like to speak to the person *that* wrote this letter.*
2. The tomatoes* are all bad. I bought them yesterday.
   *The tomatoes *that* I bought yesterday are all bad.*
3. Joe's got a motorbike*. It can do 200 km an hour.
4. Is that the computer*? It doesn't work.
5. Those are the trousers*. I use them for gardening.
7. The doctors* all said different things. They looked at my leg.
8. The flowers* are beautiful. You gave them to Aunt Sarah.
9. The children* have gone on holiday. They play football with Paul.

2 GRAMMAR AND VOCABULARY: things that fly

Write descriptions with *that.* Use a dictionary if necessary.

<table>
<thead>
<tr>
<th>can fly straight up</th>
<th>flies at night and hears very well</th>
<th>can't fly</th>
<th>doesn't have an engine</th>
<th>makes honey</th>
</tr>
</thead>
<tbody>
<tr>
<td>eats small animals and birds</td>
<td>can fly to the moon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>doesn't make honey and can bite you</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>an insect</th>
<th>that makes honey.</th>
</tr>
</thead>
</table>
1 an insect | |
2 a bird | |
3 a bird | |
4 an animal | |
5 a machine | |
6 a plane | |
7 a thing | |
leaving out relative pronouns  the car (that) you bought

When a relative pronoun (who/which/that) is the object of the following verb, we often leave it out. But we can't leave out a relative pronoun when it is the subject of the following verb.

(I phoned a man.)
The man that I phoned spoke Spanish.
\[\rightarrow\] The man I phoned spoke Spanish.

(A man phoned me.)
The man that phoned me spoke Greek.
\[\rightarrow\] (NOT The man phoned me spoke Greek.)

The train that you want leaves at 10.00.
\[\rightarrow\] The train you want leaves at 10.00.

\[\rightarrow\] (NOT The train stops at York goes at 8.00.)

\[\rightarrow\] (not The men phoned me spoke Creek.)

\[\rightarrow\] (not The train stops at York goes at 8.00.)

Q Is the relative pronoun the subject (S) or object (O) of the following verb?

1. the woman who wrote this letter
2. the film that I saw
3. a man who(m) I helped
4. the weather that we have had
5. a machine that makes paper
6. that car which you bought

2 Look at Exercise 1. Find the expressions with object relative pronouns and rewrite them without who(m), which or that.

\[\rightarrow\] the film I saw
\[\rightarrow\] 1
\[\rightarrow\] 2

\[\rightarrow\] 3
\[\rightarrow\] 4

3 Join the sentences in the place marked * without using who, which or that.

\[\rightarrow\] The cup of coffee* is on the table. You wanted it.
\[\rightarrow\] The cup of coffee you wanted is on the table.

1 I'm working for a man*. I've known him for twenty years.

2 They played a lot of music*. I didn't like it.

3 The campsite* was very dirty. We found it.

4 I'm going on holiday with some people*. I know them.

5 That book* is very good. You suggested it to me.

6 The ring* belonged to her grandmother. She lost it.

4 Write three sentences beginning Everybody I know ...

\[\rightarrow\] Everybody I know likes rock music.

1

2

3
Some verbs have prepositions with them (see page 136) - for example look at, listen to. When relative pronouns are the objects of these verbs, there are two possibilities:

- preposition before whom/which (very formal)

  The woman smiled. I was looking at her. → The woman at whom I was looking smiled.
  The flat was dirty. He lived in it. → The flat in which he lived was dirty.

- preposition after verb (more informal; we can leave out who(m)/which/that.)

  The woman (whom/that) I was looking at smiled. The flat he lived in was dirty.

**1 Change these expressions to make them more conversational. Use that.**

- a boy with whom I went to school

1. the girl about whom I was talking
2. the people for whom I work
3. the house in which I live
4. the music to which you are listening
5. the bus on which I go to work

**2 Rewrite the expressions from Exercise 1, but leave out that.**

- a boy I went to school with

1. the girl I was talking to
2. the people I work for
3. the house in which I live
4. the music to which you are listening
5. the bus on which I go to work

**3 Look at the information about Helen, and then make sentences (like the example) about the people in her life.**

Helen lives in a big flat with a friend called Pam. She works for a man called Eric. At weekends she plays tennis with a woman called Monica. Sometimes she reads to an 80-year-old woman called Karen, or baby-sits for people called Ann and Joe. She is in love with a man called Bill.

- Pam is the friend she lives with

1. Eric is
2. Monica is
3. Karen is
4. Ann and Joe are
5. Bill is

**4 Now write sentences (like the example) about Helen’s birthday presents.**

For Helen’s birthday, Pam gave her a handbag, Eric gave her chocolates, Monica gave her a clock, Karen gave her theatre tickets, Ann and Joe gave her a picture, and Bill gave her flowers and ear-rings.

- The friend she lives with gave her a handbag

1. The man she works
2. The woman
3. The 80-year-old woman
4. The people
5. The man
relative *what*  
*It was just what I wanted.*

We can use *what* to mean ‘*the thing(s)* which/that’ or ‘*anything that*’.

| Have you got *what* you need for your journey? (= ‘... *the things that* you need ...’) |
| I’m sorry about *what* happened.  |
| ‘Can I have something to eat?’ *Take what* you like. |

We use *what* with a singular verb.

| *What I bought* was mostly very cheap. (NOT *What I bought were*...) |

| **1 Change the words in italics to *what***. |
| *The things that* she said weren’t true.  |
| 1 *The things that* he did made everybody angry. |
| 2 *Take anything that* you want. |
| 3 Soap – that’s *the thing that* I forgot to pack! |
| 4 She gave me a watch. It was just *the thing that* I wanted. |
| 5 *That child does anything that* he likes. |
| 6 *The thing that* I need is some food. |

| **2 Write a sentence beginning *What I need is ...***. |

We use *that*, not *what*, after *anything, something, nothing, everything, all* and the *only thing*.

| *You can take anything that* you want. (NOT ... *anything what you want.*) |
| *The shop had nothing that* I wanted.  |
| *All that* I could do was stand and watch. |
| *Money is the only thing* in the world that matters to him. |

| **3 Put in *that* or *what***. |
| 1 I believe everything .......... she says.  |
| 2 .......... she did surprised everybody. |
| 3 I can’t give you .......... you want. |
| 4 He said nothing .......... was important. |
| 5 I can’t eat .......... I like. |
| 6 I can’t eat everything .......... I like. |
| 7 The only thing .......... I forgot was toothpaste. |
| 8 Ask Peter – he’ll tell you .......... you need to know. |

| **4 GRAMMAR AND VOCABULARY: jewellery***. |
| Read the text and complete the sentences. Use a dictionary if necessary. |

| Ann, Mary, Sally, Jane, Barbara and Helen have all got rich boyfriends. For Christmas, Ann wanted a gold watch, Mary wanted a diamond brooch, Sally wanted sapphire ear-rings, Jane wanted a pearl necklace, Barbara wanted a ruby ring and Helen wanted a silver bracelet. But: |
| Ann got a diamond brooch.  |
| 1 Mary got a ruby ring.  |
| 2 Sally got a silver bracelet.  |
| 3 Jane got a gold watch.  |
| 4 Barbara got a pearl necklace.  |
| 5 Helen got sapphire ear-rings.  |
Correct (✓) or not (✗)?

1. The people which live next door have got five children.
2. Do you know a shop who sells good cheese?
3. I didn’t understand the language which she was speaking.
4. I didn’t understand the language that she was speaking.
5. I’ve found the dictionary that I lost it yesterday.
6. The girls that I work with gave me flowers for my birthday.
7. Where’s the paper you wrote the address on?
8. You can have anything what you like.
9. What she said made me very angry.

Join the sentences in the place marked *, using who or which.

1. I know a man*. He writes film music.
2. Yesterday I saw a film*. You would like it.
3. The bus* got to London twenty minutes late. I took it.
4. The car* isn’t very good. I bought it last month.

Join the sentences in the place marked *, using that.

1. The tickets* were very expensive. I got them.
2. These are the scissors*. I use them for cutting paper.
3. The woman* is from Brazil. She gives me tennis lessons.
4. The man* is always very friendly. He works in the corner shop.

Rewrite the sentences without relative pronouns if you can. If you can’t, write ‘can’t change’.

- Where’s the book which I was reading? Where’s the book I was reading?
can’t change
- The people who live next door are Italian.
can’t change

1. The clock that I bought doesn’t work.
2. I didn’t like the film which I saw last night.
3. Here’s the letter that came for you.
4. It was a journey that took twelve hours.

Change these expressions to make them more conversational.

1. a boy to whom I talked
2. the people for whom I work
3. the hotel in which we stayed
4. the place to which I drove
When we tell people what somebody said or thought, we often use indirect speech. Tenses, here-and-now words (like this, here, today) and pronouns (like I, you) may change in indirect speech. This is because the time, place and speaker may be different.

'I really like it here.'       Bill said that he really liked it there.

We often leave out that, especially after common verbs like say and think.

Bill said he really liked it there.

Indirect questions have a different structure from direct questions.

'What is your phone number?'       He asked me what my phone number was.

'Do you like cherries?'       She asked me if I liked cherries.

We can use object + infinitive (with to) after ask and tell.

I asked him to make some coffee.       She told the children not to make a noise.

pre-test: which units do you need?

Try this small test. It will help you to decide which units you need. The answers are on page 284.

1 Correct (√) or not (X)?

1 A man asked me where the post office was. ...
2 I said I'm really tired. ...
3 John asked how did I feel. ...
4 I asked somebody where was the station? ...
5 Can you say me what the time is? ...
6 Mary asked me to help her. ...
7 I didn't know if I was late. ...
8 I didn't know whether I was late. ...
9 I told Ann to not worry. ...
10 Jake told that he wanted a holiday. ...
11 Do you know where all those people work? ...
12 Joe phoned me on Sunday and said he went to a great party yesterday. ...

There are so many kinds of awful men – One can't avoid them all. She often said She'd never make the same mistake again: She always made a new mistake instead.

(Wendy Cope)
1. **Put in the correct pronouns (I etc) or possessives (my etc).**

   - She likes me. He knew she liked **him**.
   1. I speak French. He said **me** spoke French.
   2. I'm sorry. She said **her** was sorry.
   3. Ann phoned me. She said Ann had phoned **me**.
   4. We want our money. They said **us** wanted **our** money.

2. **Circle the correct answer.**

   1. I **said/told** the driver I wanted to stop.
   2. My mother **said/told** there was a letter for me.
   3. Everybody **said/told** I looked beautiful.
   4. Why did you say/tell the lessons were expensive?
   5. Eric **said/told** the waiter he couldn't pay.
   6. I didn't say/tell Peter that I was going away.
   7. Nobody **said/told** Peter that the shop was closed.
   8. Ann **said/told** me that she would wait at the bus stop.

3. **Put the beginnings and ends together, and look at the use of tenses.**

   1. In 1896 Lord Kelvin said **aeroplanes were impossible.**
   2. In 1937 Hitler's nephew Willi said **he would never be a scientist.**
   3. When Columbus got to America he thought **his uncle was not interested in war.**
   4. When Albert Einstein was 10, a teacher told him **the sun went round the earth.**
   5. Hundreds of years ago, people believed **he had reached India.**
When we tell people what somebody said in the past, there is a time difference. (For example, somebody said something on Sunday, and I tell you about it on Monday.) Because of this, tenses usually change as follows:

<table>
<thead>
<tr>
<th>DIRECT SPEECH ON SUNDAY</th>
<th>TENSE CHANGE</th>
<th>INDIRECT SPEECH ON MONDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>The children are in Ireland. My TV isn't working.</td>
<td>AM/ARE/IS → WAS/WERE</td>
<td>Karen said her children were in Ireland. He said his TV wasn't working.</td>
</tr>
<tr>
<td>I have a meeting at 4.00. Sue has passed her exam.</td>
<td>HAVE/HAS → HAD</td>
<td>She said she had a meeting at 4.00. Sally told me Sue had passed her exam.</td>
</tr>
<tr>
<td>I will probably be late. You can have three tickets.</td>
<td>WILL → WOULD CAN → COULD</td>
<td>I thought I would probably be late. The man said I could have three tickets.</td>
</tr>
<tr>
<td>It doesn't matter, Martin. The train leaves at 6.00. We all speak English.</td>
<td>DON'T DOES → DID SIMPLE PRESENT → SIMPLE PAST</td>
<td>The timetable said the train left at 6.00. She said they all spoke English.</td>
</tr>
<tr>
<td>I forgot my keys.</td>
<td>SIMPLE PAST → PAST PERFECT</td>
<td>He said he had forgotten his keys.</td>
</tr>
</tbody>
</table>

Rewrite the sentences in indirect speech, changing the tenses. Begin He/She/They said ...

1. SALLY: 'I'm tired.' She said (that) she was tired.
2. ANN: 'My sister needs a car.'
3. BILL: 'I have to phone Andrew.'
4. MARY: 'Nobody wants to help me.'
5. HELEN: 'The radio doesn't work.'
6. JOHN: 'I will be in Paris in July.'
7. MIKE: 'I like the red sweater.'
8. DAVID: 'I can't swim.'
9. ALICE: 'My parents are travelling.'
10. MARIA: 'The lessons are very good.'
11. ERIC AND SUE: 'We haven't heard from Joe.'

Look at the picture to see what John thought when he was small. Write his thoughts in indirect speech.

He thought animals could talk.

What did you think when you were small? Write one or two sentences.

1. ____________________________________________________________
2. ____________________________________________________________

If somebody said something that is still true when it is reported, tenses don't always change.

'My parents don't write to me.' → She told me that her parents didn't/don't write to her.

For tenses after present reporting verbs (for example She says that she's tired) see page 249.
Indirect questions have a different word order from direct questions, and no question marks:

**DIRECT QUESTION:** Monica said, 'Where is John?'  I said, 'When can you come?'

**INDIRECT QUESTION:** Monica asked where John was.  I asked when she could come.

We don't use do in indirect questions.

**DIRECT QUESTION:** 'What do you want?'  'Where does Andrew live?'

**INDIRECT QUESTION:** She asked me what I wanted.  I asked him where Andrew lived.

1 A policewoman stopped a driver in London and asked him some questions. Write the questions in indirect speech.

- 'What is your name?' ...She asked him what his name was.
- 'Where do you live?' ......................................................
- 'Where do you work?' ......................................................
- 'Where are you going?' ......................................................
- 'Where have you been?' ......................................................
- 'What is the number of your car?' ......................................................
- 'Why are you driving on the right?' ......................................................

With indirect yes/no questions we use if or whether. They mean the same.

**DIRECT QUESTION:** Do you know Tim?  Are you French?

**INDIRECT QUESTION:** He asked me if/whether I knew Tim.  She asked if/whether I was French.

2 The policewoman asked some more questions. Write them in indirect speech with if or whether.

- 'Are you British?'  She asked him if ...he was British.
- 'Is it your car?'  She asked him whether ...?
- 'Do you have a driving licence?' ......................................................
- 'Do you have it with you?' ......................................................
- 'Do you always drive with the door open?' ......................................................
- 'Are you listening to me?' ......................................................

3 These are some of the questions from a woman's job interview. Write them in indirect speech.

- 'How old are you?' ...They asked her how old she was...
- 'Are you married?' ......................................................
- 'Do you have children?' ......................................................
- 'Where have you worked before?' ......................................................
- 'Why do you want to change your job?' ......................................................
- 'Can you speak any foreign languages?' ......................................................
- 'What exams have you passed?' ......................................................
After present verbs (for example she says, I think) we don't change the tenses.

**DIRECT SPEECH:**  
'Well, yes, I come from London. 'Funny — she has a Scottish accent.'

**INDIRECT SPEECH:**  
She says she comes from London, but I think she has a Scottish accent.

1. Complete the indirect speech sentences.
   - 'I'm Irish.'  
   - 'Where is Peter?'  
   - 'Did John phone?'  
   - 'We live in Greece.'  
   - 'I went to Belfast yesterday.'  
   - 'I've been ill.'  
   - 'It's going to rain.'  
   - 'I'll ask my sister.'  
   - 'We're going to be rich.'  
   - 'Is lunch ready?'  
   - 'Where did I put my keys?'

   **He says** he's Irish.  
   **She wants to know** where Peter is.  
   **I don't know** if John phoned.  
   **They say**.  
   **She says**.  
   **He says**.  
   **She thinks**.  
   **She says**.  
   **They believe**.  
   **He wants to know**.  
   **I don't remember**.

We can ask questions politely by saying Do you know ...? or Can you tell me ...? + indirect question (see page 248).

**Where does she live?** → Do you know where she lives?  
**Is he at home?** → Can you tell me if he's at home?

2. Rewrite the questions.
   - What does this word mean?  
   - Is there a lesson today?  
   - Where can I buy tickets?  
   - How much does it cost?  
   - Has John phoned?  
   - Must I pay now?  
   - Does Maria like steak?  
   - Where did I park the car?

   **Do you know** what this word means?  
   **Can you tell me** if there's a lesson today?  
   **Can you**.  
   **Do**.  
   **Can**.  
   **Can**.  
   **Do**.

We can also use indirect questions in answers.

**Sorry, I don't know where she lives. I can't remember if he's married.**

3. Don't give the answers! But write sentences beginning I know, I don't know, I'd like to know, I don't want to know, I don't care or I can't remember.

   - Who built the Eiffel Tower? I know who built the Eiffel Tower.
   - 1 What languages do Irish people speak?  
   - 2 What do elephants eat?  
   - 3 Does the British Museum open on Christmas Day?  
   - 4 Was King William II a tall man?  
   - 5 Do birds dream?
When we tell people what somebody said, we may have to change words like here, this, today and now. This is because the place and time have changed since the words were spoken.

BILL IN IRELAND IN DECEMBER
I like it here.
I'm going fishing this week.
I'm not working today.
What do you want to do now?

JOE IN LONDON IN MARCH
Bill said he liked it there / in Ireland.
He said he was going fishing that week.
He said he wasn't working that day.
He asked what I wanted to do then/next.

1 Match the direct and indirect speech expressions.

<table>
<thead>
<tr>
<th>DIRECT SPEECH: ‘here and now’ words</th>
<th>INDIRECT SPEECH: ‘there and then’ words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 here</td>
<td>A that day ...</td>
</tr>
<tr>
<td>2 now</td>
<td>B that night ...</td>
</tr>
<tr>
<td>3 this</td>
<td>C that ...</td>
</tr>
<tr>
<td>4 tomorrow</td>
<td>D the day before ...</td>
</tr>
<tr>
<td>5 yesterday</td>
<td>E the next week ...</td>
</tr>
<tr>
<td></td>
<td>F the next day ...</td>
</tr>
<tr>
<td></td>
<td>G there ...</td>
</tr>
<tr>
<td></td>
<td>H the week before ...</td>
</tr>
<tr>
<td></td>
<td>I then ...</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 A friend of yours said these sentences a month ago in another country. Now you are telling somebody what she said. Complete the sentences with the correct ‘there and then’ words.

- ‘I’m not happy here.’ She said she wasn’t happy ... there ...
  1 ‘I hate this place.’ She said she hated ...
  2 ‘I left home last week.’ She said she had left home ...
  3 ‘I wrote to my father yesterday.’ She said she had written to her father ...
  4 ‘Are you leaving today?’ She asked me if I was leaving ...
  5 ‘Where will you be tonight?’ She asked where I would be ...
  6 ‘I’ll phone you tomorrow.’ She said she would phone me ...

3 Another friend of yours said these sentences two weeks ago in another town. Now you are telling somebody what he said. Write the sentences with the correct tenses and ‘here and now’ words.

- ‘I’m really happy here.’ He said he was really happy here ...
  1 ‘I love this place.’ ...
  2 ‘I saw a great film yesterday.’ ...
  3 ‘I’m going to another party tonight.’ ...
  4 ‘Do you want to play tennis tomorrow?’ ...
  5 ‘My girlfriend will be here next week.’ ...
infinitives  She told me to get out.

We use *ask* or *tell* + object + infinitive (with *to*), to say what people want(ed) us to do.

<table>
<thead>
<tr>
<th>DIRECT SPEECH</th>
<th>INDIRECT SPEECH</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Please close the door.’</td>
<td>She asked me to close the door.</td>
</tr>
<tr>
<td>‘Could you phone Angela?’</td>
<td>I asked John to phone Angela.</td>
</tr>
<tr>
<td>‘Get out!’</td>
<td>She told me to get out.</td>
</tr>
<tr>
<td>‘Don’t worry.’</td>
<td>The doctor always tells her not to worry.</td>
</tr>
</tbody>
</table>

1 Write past indirect speech sentences.

- **JOHN:** Peter, could you close the window? *(ask)*
  
  John asked Peter to close the window.

- **THE TEACHER:** Andrew, don’t talk so loud. *(tell)*
  
  The teacher told Andrew not to talk so loud.

1 **ERIC:** Sue, please give me your phone number. *(ask)*

2 **THE BOSS:** Joe, I’d like you to work late. *(tell)*

3 **MARY:** Sue, don’t tell Karen about Bill. *(ask)*

4 **MR SANDERS:** Fred, please don’t smoke in my car. *(ask)*

5 **THE GENERAL:** Colonel Walker, take 100 men and cross the river. *(tell)*

6 **ANN:** Mary, you mustn’t study so hard. *(tell)*

2 Joe left home for university. His family gave him lots of advice. Look at the picture and complete the sentences.

- **His mother**...*told him to write*... every week.
- **His grandmother**...*told him not to forget*... to brush his teeth.
- **His girlfriend**...*told*... every day.
- **His mother**...*clean*... every day.
- **His father**...*hard*... every day.
- **His sister**...*parties*... parties.
- **His brother**...*exercise*... exercise.
- **His mother**...*exercise*... every day.
- **His father**...*late*... late.
- **His brother**...*with money*... with money.
- **His sister**...*for money*... for money.
- **His grandmother**...*properly*... properly.

We don’t use object + infinitive after *say* or *suggest.*

*I told her to phone me. (BUT NOT I *said* her to phone me.)*

*I suggested that he should take the train. OR I suggested taking the train.*

*(BUT NOT I *suggested* him to take the train.)*
test yourself  indirect speech

1 Correct (√) or not (X)?

1 Shakespeare told his wife that you don’t understand my work. ...
2 I don’t know what does this word mean. ...
3 Please tell me what you want. ...
4 I asked what the time was. ...
5 Mary asked me where Bill lived? ...

2 Read the letter and then complete the text.

Dear all,

Sorry I haven’t written for a few weeks. I’ve been too busy. I’m having a great time; I’m going to parties every night. I’m doing a bit of work too. We had an exam last week. I hope I’ll get good marks.

I only have one shirt - I’ve lost the others. Mum, can you buy me six more? And I can’t find my raincoat. Is it at home?

My room here isn’t very nice - I’ll have to look for a better one. And the food here in college isn’t much good, so I’m living on hamburgers. I’ve spent nearly all my money. Dad, can you send some more?

Can you give me Aunt Ellen’s address? And I haven’t heard from Sarah. Where is she living? And does John want to come and spend two or three days down here with me?

That’s all for now. Love to everybody.

Joe

In his letter Joe said he had written for a few weeks. It was because he was too busy. He had his family that he a great time, but he some work too. He said he an exam week, and he hoped he get good marks.

Joe said that he only one shirt, because he the others. He asked his mother him six more. And he asked his raincoat at home.

His room not very nice, he said, so he have to look for a better one. And because of the bad college food he on hamburgers.

He said nearly all his money, and asked his father

Joe also asked his family him his Aunt Ellen’s address. And he them that he from Sarah, and asked

At the end of the letter, Joe asked John to go and spend a few days with him.
Some prepositions are difficult, because they have more than one meaning. (A preposition in one language often has several different translations into another language.)

In this section, we explain and practise the most important prepositions: those that we use to talk about time, place and movement.

• For since and for, see page 61.
• For the place of prepositions in questions, see page 137; in passives, see page 101; with relative pronouns, see page 242.
• For -ing forms after prepositions, see page 132.
• For verbs followed by prepositions, see page 136.
• For lists of common expressions with prepositions, see pages 278-279.

pre-test: which units do you need?

Try this small test. It will help you to decide which units you need. The answers are on page 284.

Correct (✓) or not (X)?

1. I’ll see you on Tuesday afternoon. ✓
2. What are you doing on next Thursday? ...
3. She was born at April 6, 1998. ...
4. We played tennis from 2.00 till 6.00. ...
5. Can you clean this jacket until Saturday? ...
6. What time does the lesson start? ...
7. Can I speak to you during a few minutes? ...
8. She felt ill during the journey. ...
9. There was a notice in the door that said ‘CLOSED’. ...
10. I’ll wait for you at the cinema. ...
11. When did you arrive to the station? ...
12. There’s a supermarket in front of our house. ...
13. I walked across the street and into the station. ...
14. A bird flew through my window. ...

BOOK TITLES

OUT OF AFRICA
Karen Blixen
DEAD ON SUNDAY
A J Orde
Puss in Boots

UNDER THE VOLCANO
Malcolm Lowry
DEATH IN THE AFTERNOON
Ernest Hemingway
ARThUR KOESTLER
DARKNESS AT NOON

FROM RUSSIA WITH LOVE
Ian Fleming
Gone with the Wind
Margaret Mitchell
FROM HERE TO ETERNITY
JAMES JONES
at, in and on (time)

We use at with clock times.

I’ll see you at 4.15.  The plane leaves at six.  Call me at lunchtime.

But we say What time...? NOT At what time ...?

What time is the film?

We use on with days, dates and expressions like Monday morning and Friday afternoon.

I’ll be at home on Tuesday.  We get up late on Sundays.

The meeting’s on June 23rd.  I’m always sleepy on Monday mornings.

I had to work on Christmas Day.

1 Put in at or on.

1 What are you doing .......... Saturday?
2 Can you wake me .......... 6.30?
3 The classes start .......... September 8th.
4 I’ll be at work late .......... Tuesday morning.
5 I have my guitar lessons .......... 10.00 .......... Wednesdays.
6 She got married .......... Easter Monday.
7 My new job starts .......... April 17th.
8 Can we meet .......... lunchtime .......... Tuesday?

We say in the morning, in the afternoon, in the evening, but at night.

She was born at 6.16 in the morning.  I work best in the evening.

This street is very quiet at night.

We use in with weeks, seasons, months, years and centuries.

We’re going to Denmark in the first week of May.

I always get unhappy in the winter.  My birthday’s in March.

Shakespeare died in 1616.

There were terrible wars in the 17th century.

We say at the weekend, at Christmas, at Easter.

What are you doing at the weekend?  Did you go away at Christmas?

2 Put in in, at or on.

1 We all went to Wales .......... the weekend.
2 I usually go skiing .......... February.
3 She finished school .......... 1996.
4 My mother usually comes to stay .......... Christmas.
5 I don’t like driving .......... night.
6 Our garden looks wonderful .......... the spring.
7 I usually stop work .......... 5.00 .......... the afternoon.
8 I’ll finish university .......... June.
9 I last saw her .......... 1998.
10 Carola was born .......... 8.25 .......... the evening .......... Thursday 17th April 2000.
11 I’m never hungry early .......... the morning.
12 It gets very hot here .......... the summer.
We don’t use prepositions before common expressions with this, next, last and every.

What are you doing this afternoon?  Goodbye. See you next week.
Bill was here last Tuesday.  We go on holiday to the same place every year.

3 Today is Wednesday March 15th 2002. Rewrite the sentences using this, next, last and every.

1 I met her in 2001. ...I met her last year.
2 I’ll see you on March 22nd.
3 It rained non-stop from March 6th to March 12th.
4 Business was bad in February 2002.
5 Shall we go out on March 15th in the evening?
6 We’re going to America in April 2002.
7 Ann had a car crash on March 8th.
8 I’m going to change my job in 2003.
10 The new school will be open in March 2003.

To say how long it takes to finish something, we use in.

They built our house in three months.  Your soup will be ready in ten minutes.

4 My Australian friend Sheila is saving money because she wants to buy a sports car. She is saving $1 a day, starting tomorrow.

- When will she have $2 in her savings account? ...in two days.
1 When will she have $5? ........................................
2 When will she have $7? In a ..................................
3 When will she have $14? ....................................
4 When will she have $30? ....................................
5 When will she have $365? ..................................
6 The car costs $36,500. When will she have it? ..................................

5 Say these dates:

1 21.3.1999  2 14 February 1960  3 July 28 1846  4 6/5/03  5 May 9 1984
from ... to, until and by

We use until or till (informal) to say when an action or situation ends.

We played football until 5 o'clock. I'll be in London till Thursday.

1 Complete the sentences with until or till and expressions from the box.

<table>
<thead>
<tr>
<th>the age of 14</th>
<th>July</th>
<th>lunchtime</th>
<th>six o'clock in the morning</th>
<th>Saturday</th>
<th>the end</th>
</tr>
</thead>
</table>

- It was a great party. We danced until six o'clock in the morning.
- I'm going to have a sandwich now. I can't wait.
- Granny's coming on Monday for a few days. She's going to stay until Saturday.
- When I was young, you had to go to school by the end.
- I didn't like the film, so I didn't stay until the end.
- I'm doing a three-month computer course; it goes on until the end.

We can give the beginning and end of an action or situation with from ... to/untill/till.

I worked from 8.00 to 6.00 yesterday. We'll be away from July 16 until/till August 4.

2 Make sentences about John's Sunday morning with to, till or until.

- read paper / 7.30 / 8.00  He read the paper from 7.30 to 8.00.
- washed car / 8.00 / 9.00
- talked to woman next door / 9.00 / 9.15
- played tennis / 10.00 / 11.00
- talked to friends / 11.00 / 11.30
- went for a walk / 11.30 / 12.45

3 Write two sentences with from ... to/till/until about things you did yesterday.

1  
2  

We use by (= 'not later than') to say that something happens at or before a certain moment.

UNTIL
You can keep the car until Sunday.

BY
You really must bring it back by 12.00 on Sunday.

4 Put in by or until.

1 This book must go back to the library by Tuesday.
2 The film goes on by 9.30.
3 Can you finish painting the room by Friday?
4 If I give you this coat to clean, can you do it by tomorrow?
5 I must find some money by the end of the week.
6 Can you wait for my answer by tonight?

256 PREPOSITIONS
for, during and while

For + period tells you how long; during tells you when.
I slept for 20 minutes during the lesson.
The journey lasted for three days. There was a rainstorm during the night.

1 Put in for or during.

1. I lived in Mexico .................... six years.
2. I got a headache .................... the examination.
3. We visited Kyoto .................... our holiday in Japan.
4. The electricity went off .................... two hours .................... the afternoon.
5. Alex and his wife met .................... the war.
6. Could I talk to you .................... a few minutes?
7. I usually get a lot of phone calls .................... the morning.
8. She and her boyfriend have been together .................... a long time.

During is a preposition: we use during + noun.
While is a conjunction: we use while + subject + verb (often past progressive - see page 49).
They got into the house during the night. They got into the house while I was asleep.
He got ill during the journey. He got ill while he was travelling.

2 Change the expressions.

- during the meal (I / eat)  while I was eating
- while I was travelling (journey) during the journey
1. during the game (they / play)
2. while we were listening (lesson)
3. while they were fighting (war)
4. during her lesson (she / teach)
5. during his speech (he / speak)
6. during the conversation (they / talk)
7. while she was in hospital (illness)
8. during the snowstorm (it / snow)

3 GRAMMAR AND VOCABULARY: useful expressions with for
Look at the expressions in the box, and choose suitable ones to complete the sentences.
Different answers are possible.

for a moment for a minute or two for a few minutes for an hour or so (= 'about an hour')
for a couple of hours for a long time for ages for years and years for ever for life

1. They waited ............................................., but the bus didn’t come.
2. I will love you .............................................
3. Could I talk to you .............................................?
4. I played tennis ............................................. and then went home.
5. I went to sleep ............................................. during the opera.
6. She usually stops work at 11 o’clock ............................................. and has a cup of coffee.
7. I often watch TV ............................................. before I go to bed.
8. They put him in prison .............................................
**in and on (place)**

We use *in* with 3-dimensional spaces like boxes, rooms, towns or countries. We use *on* with 2-dimensional surfaces like floors, tables, walls or ceilings.

'Where's Joe?' *In the kitchen.* There's nothing *in the fridge.* Ann's *in Poland.*

Why are all those papers *on the floor?* The church has wonderful paintings *on the ceiling.* She had photos of all her family *on the wall.*

**People are in clothes. Clothes and jewellery (ear-rings etc) are on people.**

Who is *in the grey suit?* That sweater looks good *on you.* She had a ring on every finger.

---

1 **Put in *in* or *on*.**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a bath</td>
<td>2</td>
<td>a roof</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>her arm</td>
<td>7</td>
<td>a plate</td>
<td>8</td>
</tr>
</tbody>
</table>

We say *in a book, in the newspaper, in a story (BUT on a page); in a street.*

Is there anything interesting *in the paper?* Her photo is *on page 4.* They live *in Park Street.*

---

2 **Put in words from the boxes with *in* or *on*.**

- children's stories ✓ her first finger my diary the office the roof of the car the cupboard

In children's stories, animals can talk.

1 'Are you free next Tuesday?' 'Just a minute. I'll look .................................................................'
2 Is Sandra ................................................................. today?
3 She had a wonderful diamond ring .................................................................
4 'Where's the salt?' .................................................................
5 The cat likes to sleep .................................................................

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Don't leave your keys ................................................................. when you get out.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>................................................................. it said 'Aberdeen University Football Club'</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>She had pictures of pop singers ................................................................. in her room.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>They live ................................................................. near Belfast.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I wrote her address ................................................................. and put it</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note that we say *in a car BUT on a bus/train/plane/ship.*

Granny arrived in a taxi, as usual. I'm leaving on the 4.15 train.
**at (place)**

I'll meet you at the cinema.

We often use *at* to show where something happens - for example, with meeting places or points on a journey.

I'll see you this evening at Sarah's house. You have to change planes at Karachi.

I saw Ann waiting at the bus stop. Turn left at the next corner.

We often use *at* with words for things that people do, or the places where they do them.

*at a football match*  *at breakfast, lunch etc*  *at a restaurant*  *at work*  *at the office*  *at the theatre*  *at the cinema*  *at the station*  *at a party*  *at (the) college/university*

1. Put in words from the box with *at*.
   
a Chinese restaurant  a theatre  breakfast  the cinema
work  the party  the station  the traffic lights

   - Paul crashed his car because he didn't stop at the traffic lights.
   - Are there any good films this week?
   - Her train was terribly late - I spent hours waiting at the station.
   - Will you be at Mike's house on Saturday?
   - We had a really good meal in Park Street last night.
   - I saw my first Shakespeare play in a small town in Ireland.
   - The boss doesn't let us take personal phone calls because she's still asleep.

   - Helen never says anything because she's still asleep.

2. Put in *at the top, at the bottom etc.*

   1. Their house is down of the hill.
   2. I never have any money of the month.
   3. I stopped for a minute of the stairs to have a rest.
   4. The best fruit is always of the tree, where you can't get it.
   5. Maria wasn't there of the lesson; she came in late.

   Sometimes *in* and *at* are both possible. We prefer *at* when we are thinking about the activity - what we do in the place - and *in* when we think about the place itself.

   *We had lunch at the station restaurant. It was very hot in the big dining room.*
other prepositions of place

above against behind between by in front of near opposite under

Ann is sitting between Eric and Julia.

Come and sit by me.

We camped by the lake.

Montreal is in eastern Canada, near Ottawa.

I left my bicycle against the shop window.

Joe's car is parked in front of our house.
There's a bus stop opposite our house.

Lucy is in front of Pat.
Pat is behind Lucy.

Andy is opposite Mike.

The dog is hiding under the table.

The plane is flying above the clouds.
1 Choose the correct prepositions.

- I usually sit by a window in class, so I can look out if I get bored. (behind, by, in front of)
- There was a big bird flying high up the trees. (above, against, opposite)
- They live in a beautiful old house a river. (above, by, under)
- There’s a big clock the door of the station. (above, against, between)
- I sat down Mary and looked into her eyes. (above, behind, by)
- You can park your car the house. (against, behind, between)
- I’ll meet you at the station the clock. (against, between, under)
- The door wouldn’t stay shut, so I put a chair it. (above, against, near)

2 Put in the correct prepositions.

1 She put the money at the bottom of her suitcase, her clothes.
2 Our house is a bank and a supermarket, and just the police station.
3 Please don’t put your bicycle our wall.
4 Sorry we’re late – we were driving a slow bus all the way.
5 I work in a small town Birmingham.
6 In the theatre I couldn’t see anything because there was a very tall man me.
7 We usually have lunch in a little café the school, about five minutes’ walk away.

3 Look at the picture and put in the prepositions.

- above the travel agent’s.
- the supermarket.
- the banks.
- the National Bank.
- the travel agent’s.
- the travel agent’s.
- the two women.
- the window.
- the car.
- the travel agent’s.
- the man.
prepositions of movement

across  across  along  along  down  down  into  into  off  off  over  over
out of  out of  past  past  round  round  through  through  under  under  up  up

1 Write the expressions under the correct photos. Use a dictionary if necessary.

across the river  along the yellow line  down the mountain  into the water
off the bike  over the fence  out of the shop  past the café
round the corner  through the gate  under the bridge  up the steps

1 ........................................  2 ........................................  3 ........................................

4 ........................................  5 ........................................  6 ........................................

7 ........................................  8 ........................................  9 ........................................

10 ........................................  11 ........................................  12 ........................................
2 Cross out the words that are wrong.
1 across the road / the church
2 along the corner / the road
3 up the mountain / the table
4 down the church / the stairs
5 over the corner / the wall
6 into the bank / the bridge
7 round the corner / the road

3 Choose the correct prepositions and put them in the correct places.
1 I went ................................ the stairs and .................. the passage. (along, into, out of, up)
2 Mrs Andrews got .................. the taxi and ran .................. Oxford Street. (across, round, out of, over)
3 Alice walked .................. the steps to the river and .................. the bridge. (along, down, through, over)
4 He walked slowly .................. the road for a few minutes, then he stopped and went .................. a small door .................. a garden. (across, along, into, through)
5 Mary went .................. the stairs and .................. her office, took a letter .................. the table and started to read it. (into, off, out of, over, up)
6 Go .................. the supermarket, .................. the railway bridge, .................. the first corner, and the police station is on your right. (along, down, past, round, under)

We use to for movement, and at or in for position – where somebody/something is (see pages 258–259).
I went to the bus stop to meet Helen. I waited at the bus stop for twenty minutes.
We can use from ... before to ... 
He took five days to cycle from London to Edinburgh.
We get to a place, but we arrive at a place, or arrive in a big place (NOT arrive to).
It took three hours to get to Cambridge. I was tired when I arrived at the station.
We arrived in London very early in the morning.

4 Put in from, to, at or in.
1 Let’s go .................. the country this weekend.
2 She spends hours .................. the bathroom.
3 Shall we drive .................. Scotland or go by train?
4 We flew directly .................. Berlin .................. Tokyo.
5 What time do we arrive .................. Paris?
6 After six days’ walking, they got .................. a river.
7 I saw Annie standing .................. the bus stop.
8 When we arrived .................. her house she had already left.

Note that we get into and out of cars but on(to) and off buses/trains/planes/ships.
test yourself  prepositions

1 Put in in, at, on or nothing (−).
   ▶ I’ll be here again …… this afternoon.
   1 I saw her …… Tuesday.
   2 We usually play golf …… the weekend.
   3 My birthday is …… January.
   4 The meeting is …… June 18th.
   5 Do you go away …… Christmas?
   6 Let’s go to Scotland …… next weekend.
   7 We always get up late …… Sunday morning.
   8 I can’t work …… night.
   9 The lesson starts …… 9.45.

2 Put in in, at, to or on.
   ▶ We live in a small town near Edinburgh.
   1 ‘How do you know that?’ ‘I read it …… the newspaper.’
   2 The train stopped …… every station.
   3 I’ll meet you …… the bus stop outside the station.
   4 Please don’t put your feet …… the table.
   5 What’s that black mark …… the ceiling?
   6 You will find the information …… page 16.
   7 I thought she was going to walk from the station, but she arrived …… a taxi.
   8 Please write your name …… the bottom of the paper.
   9 She has a ring …… the third finger of her left hand.
   10 What time does this bus get …… London?
   11 She posted the letter in April; it arrived …… my house in June.

3 Put in in, from, by or until.
   1 I’m going to stay in this job …… next year.
   2 I have classes tomorrow …… 9.30 …… 4.00.
   3 You can borrow my bicycle, but I must have it back …… Friday.
   4 Do you think you can learn English …… two months?
   5 Can you clean these trousers …… tomorrow afternoon?
   6 The train leaves …… ten minutes.

4 Put in for, during or while.
   1 We travelled round America …… two months last year.
   2 I couldn’t sleep …… the night, so I got up and read a book.
   3 Somebody got into the house and stole the TV …… we were asleep.
   4 I’d like to see you …… a few minutes.
   5 I went to sleep …… the lesson.

5 Put in the correct prepositions. (More than one answer may be possible.)
   ▶ He sat by/near the window, and looked out from time to time.
   1 C comes …… B and D in the alphabet.
   2 I couldn’t see the plane, because it was high …… the clouds.
   3 I had to wait a long time at the post office, because the woman …… me wanted a lot of different things.
   4 There’s a garage on the other side of the street just …… our house.
   5 Please don’t put bicycles …… the shop window.
   6 He turned round and walked away …… the trees.
   7 We cycled …… a little road …… the river for about five kilometres.
   8 Ann came …… the church and walked slowly …… the square.
   9 ‘Where’s the swimming pool?’ ‘Drive …… the police station, …… the railway bridge and …… the corner, and you’ll see it on your left.’

More difficult questions
In spoken English, we often leave words out if the meaning is clear. This often happens after auxiliary verbs.

She said she would phone, but she didn’t. (= ‘... she didn’t phone.’)
I’ll finish the work as soon as I can. (= ‘... as soon as I can finish the work.’)

There are several common kinds of short spoken sentence made with subject + auxiliary verb:
- question tags: You’re from Scotland, aren’t you?
- short answers: ‘Did you see Patrick?’ ‘No, I didn’t.’
- reply questions: ‘I’ve got a headache.’ ‘Have you? I am sorry.’
- so do I, nor can I etc: ‘I was really cold on that bus.’ ‘So was I.’

We also often leave out infinitives (and other words) after to.
I’ve never seen the Taj Mahal, but I’d like to. (= ‘... I’d like to see the Taj Mahal.’)

And we may leave out small words (pronouns, articles, auxiliary verbs) at the beginning of sentences.
- Don’t know. (= ‘I don’t know.’)
- Train’s late. (= ‘The train’s late.’)
- Been waiting long? (= ‘Have you been waiting long?’)

We were married once, weren’t we?"
**question tags**  
*This music isn’t very good, is it?*

**Question tags** are short questions that can follow sentences, especially in spoken English. We make question tags with auxiliary verb (have, be, can etc) + pronoun (I, you etc). We use question tags to ask if something is true, or to ask people to agree with us.

You haven’t got my keys, have you?      Ann will be here tomorrow, won’t she?
This music isn’t very good, is it?      That child can run fast, can’t he?

Question tags are usually negative (○) after affirmative (+) sentences, and not negative after negative sentences. We don’t put question tags after questions.

*It is warm, isn’t it?  It isn’t cold, is it? (but NOT: is it cold, isn’t it?)*

Negative tags are usually contracted (see page 277) – for example isn’t it? (NOT usually is it not?)
The negative tag for I am is aren’t I? (see page 277)
I’m late, aren’t I?

1 **Question tag or nothing (–)?** Circle the correct form.

- I’m late, am I? / aren’t I? / –  
- You can’t swim, can you? / can’t you? / –  
- Has Ann phoned has she? / hasn’t she? / –  
- You’ll be here tomorrow, will you? / won’t you? / –  
- The postman hasn’t come, has he? / hasn’t he? / –  

1 Are you ready are you? / aren’t you? / –  
2 It’s dark in here, is it? / isn’t it? / –  
3 He can’t speak Greek, can he? / can’t he? / –  
4 The train’s late, is it? / isn’t it? / –  
5 The food wasn’t bad, was it? / wasn’t it? / –  
6 Have you done it have you / haven’t you? / –  

If the sentence has an auxiliary verb or be, we use this in the question tag.

You **would like** coffee, wouldn’t you?    I’m not talking too fast, am I?  
Ann **doesn’t eat** meat, does she?    You aren’t angry with me, are you?

If there is no auxiliary verb, we use *do/does/did* in the tag.

They went to Spain, didn’t they?    The lesson starts at 6.00, doesn’t it?

2 **Here are some sentences from real conversations.** Put in the question tags.

- You’re playing football tomorrow, **aren’t you?**
  1 That’s the answer, ......................................................
  2 We’re seeing Rebecca again tomorrow, ......................................................
  3 She’s a lovely baby, ......................................................
  4 You’ll be OK, ......................................................, Roger?
  5 Your brother can tell us that, ......................................................
  6 Margaret likes brown bread, ......................................................
  7 This house gets hot in summer, ......................................................

3 **Here are some negative sentences.** Put in the question tags.

- They weren’t at home, **were they?**
  1 But he’s not at school now, ......................................................
  2 You can’t remember anything, ......................................................
  3 They don’t use much electricity, ......................................................
  4 She doesn’t look happy, ......................................................
  5 Those flowers don’t need much water, ......................................................
4 Change these questions into statements with question tags.

- Do you work at Smith's? You work at Smith's, don't you?
- Have they lived in France? They've...?
- Did they all go home early?...
- Did it rain all last week?...
- Does her brother write for the newspapers?...
- Do I need a visa?...
- Would you like a holiday?...
- Did Sarah forget your birthday?...

We can use there as a subject in question tags.

There's a letter for me, isn't there? There weren't any problems, were there?

5 Put in the question tags.

1 There was a phone call for me,...
2 There are six more lessons this year,...
3 There's a meeting this afternoon,...
4 There hasn't been any snow this year,...
5 There weren't many people at the party,...

If a tag asks a real question, we say it with a rising intonation: the music of the voice goes up.

We're meeting in Oxford, aren't we? Nice day, isn't it?

If a tag just asks for agreement, we use a falling intonation: the voice goes down:

6 Try to pronounce these tags.

1 The lesson begins at twelve, doesn't it?...
2 Your sister's gone to America, hasn't she?
3 Bill's a good singer, isn't he?
4 It's cold, isn't it?
5 You're from Scotland, aren't you?
6 She looks good in red, doesn't she?

7 GRAMMAR AND VOCABULARY: seven things from the office
What would you ask if you were not sure of the names of the things in the pictures?

- It's a stapler, isn't it?
1 They're...
2...
3...

- stapler 1 paper clips 2 diary 3 hole-punch 4 address book 5 rulers 6 calculators
short answers

To answer just 'Yes' or 'No' is not always very polite.

We often prefer answers with pronoun (I, you, etc) + auxiliary verb (be, have, can etc).

The auxiliary verb in the answer is usually the same as the one in the question.

'Are you coming?' 'Yes, I am.' 'Have you phoned home?' 'Yes, I have.'

'Can Ellie speak Spanish?' 'No, she can't.' 'Did you watch the match?' 'No, I didn't.'

Negative (  ) short answers are usually contracted (see page 277): can't, didn't etc.

Affirmative (  ) short answers are not contracted: we don't say Yes, I'm or Yes, she's, for example.

1 Write short answers to these questions.

'Do you like jazz?' 'Yes, I do.'

'Are they coming home?' 'No, they aren't.'

'Is it raining?' 'No, ...............

'Has Joe phoned?' 'No, ...............

'Do the children understand?'

'Yes, ................

'Can I go now?'

'No, ................

5 'Does your brother like sport?'

'No, ........................

6 'Do you want tickets?' 'Yes, ..................

7 'Would your mother like coffee?'

'No, ........................

8 'Was the film interesting?'

'No, ........................

9 'Are you ready?' 'No, .....................'

2 Give your own personal short answers to these questions.

'Do you like coffee?' 'Yes, I do.' 'No, I don't.'

1 'Are you thinking in English now?' .........

2 'Do you live in a town?' ..................

3 'Do you speak French?' ..................

4 'Is it raining now?' .....................

5 'Is your English getting better?' ..................

6 'Have you been to New York?' ..................

7 'Did you watch TV yesterday?' ..................

8 'Can you swim?' .....................

We can use short answers to agree or disagree with things that people say.

'Is it hot today.' 'Yes, it is.' 'You didn't buy bread.' 'Yes, I did.' 'The train's late.' 'No, it isn't.'

If there is no auxiliary verb, we use do/does/did in the short answer.

'Her hair looks nice.' 'Yes, it does.'

3 Write short answers to agree or disagree.

1 'You're early.' 'No, .....................

2 'It's cold.' 'Yes, .....................

3 'She sings really well.' 'Yes, .....................

4 'The lesson starts at 5:00.' 'No, .....................

5 'Bill didn't phone.' 'Yes, .....................

4 GRAMMAR AND VOCABULARY: things that people can do

Answer with 'Yes, I can' or 'No, I can't'.

1 Can you knit? ..................

2 Can you cook? ..................

3 Can you skate? ..................

4 Can you repair cars? ..................

5 Can you dive? ..................

6 Can you draw? ..................

7 Can you shoot? ..................

8 Can you ride a horse? ..................

knit cook skate repair cars dive draw shoot ride a horse
reply questions  Oh, yes? Did they really?

In conversation, we often ask short questions (auxiliary verb + pronoun) to show interest.

'I've just had a letter from Eric. 'Have you?' 'Yes. He says he's coming back ...'

These 'reply questions' are not really questions: they mean 'Oh, yes? That's interesting.'

Some more examples:

' John's getting married. 'Is he really? Who to?'
' Ann and Peter had a lovely time in Greece. 'Did they?' 'Yes. They went ...'

We answer negative sentences with negative reply questions.

'I can't see very well with these glasses. 'Can't you? Maybe you should get new ones.'

1 Put the beginnings and ends together, and put in reply questions.

<table>
<thead>
<tr>
<th>1 'Oliver didn't eat much.'</th>
<th>A 'Didn't he? ... Perhaps he's ill.'</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 'I don't like this bread at all.'</td>
<td>B ' ... I hope they're having a good time.'</td>
</tr>
<tr>
<td>3 'The Smiths are in America.'</td>
<td>C ' ... I'll get a different kind next time.'</td>
</tr>
<tr>
<td>4 'My French is getting very bad.'</td>
<td>D ' ... When's he going to bring it back?'</td>
</tr>
<tr>
<td>5 'John's taken the car.'</td>
<td>E ' ... I'll have a look at them.'</td>
</tr>
<tr>
<td>6 'I can't understand these papers.'</td>
<td>F ' ... You need to go to France for a few weeks.'</td>
</tr>
</tbody>
</table>

2 GRAMMAR AND VOCABULARY: showing our feelings

Complete the sentences with reply questions and expressions from the box. Use a dictionary if necessary. Different answers are possible.

Congratulations. Good luck. I am sorry. I don't believe it.
Say 'hello' to him/her for me. That's interesting. That's terrible.
That's a surprise. What a nuisance. What a pity.

>'The Swiss have declared war on America.' 'Have they? I don't believe it.'

1 'I've just passed my exams.' ............................................................
2 'I'm seeing Mary next week.' ..........................................................
3 'My job interview is tomorrow.' ......................................................
4 'Some trees can live for thousands of years.' ...................................
5 'John didn't get into university.' .....................................................
6 'My computer has crashed again.' ..................................................
7 'I don't feel well.' ...........................................................................
8 'Andy and Paula are getting married.' .............................................
9 'I haven't got enough money to buy food.' .....................................
revision of spoken question and answer structures

<table>
<thead>
<tr>
<th>QUESTION TAGS</th>
<th>SHORT ANSWERS</th>
<th>REPLY QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is ..., isn't it?</td>
<td>'Are you ...?' 'No, I'm not.'</td>
<td>'I'm ...' 'Are you?'</td>
</tr>
<tr>
<td>I am ..., aren't I?</td>
<td>'Has she ...?' 'Yes, she has.'</td>
<td>'He's ...' 'Has he?'</td>
</tr>
<tr>
<td>She has ..., hasn't she?</td>
<td>'Do they ...?' 'Yes, they do.'</td>
<td>'They like ...' 'Do they?'</td>
</tr>
<tr>
<td>They like ..., don't they?</td>
<td>'Are we ...?' 'No, we aren't.'</td>
<td>'We're ...' 'Are we?'</td>
</tr>
<tr>
<td>We aren't ..., are we?</td>
<td>'He wasn't ...' 'No, he wasn't.'</td>
<td>'She wasn't ...' 'Wasn't she?'</td>
</tr>
<tr>
<td>He didn't ..., did he?</td>
<td>'She didn't ...' 'Yes, she did.'</td>
<td>'He didn't ...' 'Didn't he?'</td>
</tr>
</tbody>
</table>

1 Circle the best answer.

- Ann can't sing at all, can she? she can't.

1 'I'm worried about Peter.' 'You are?'/ 'Are you?'/ 'Aren't you?'
2 'Joe didn't phone yesterday.' / 'Joe phoned yesterday.' 'Didn't he?'
3 'I'm feeling ill.' / 'I'm not feeling well.' 'Are you?'
4 'Does John need help?' / 'John needs help.' 'Does he?'
5 Do you remember David, / You don't remember David, do you?
6 'I've got a headache.' 'You haven't.' / 'You have.' / 'Have you?'
7 They can stay with us, they can't? / can't they? / can they?

2 Read the conversation, and put in question tags (QT), short answers (SA) or reply questions (RQ).

<table>
<thead>
<tr>
<th>QT</th>
<th>SA</th>
<th>RQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>'Hello, Carol. Lovely day, isn't it?</td>
<td>'Yes, it is. How are you?'</td>
<td>'Well, I've got a problem.'</td>
</tr>
<tr>
<td>'You remember my brother's boy Bill, 1</td>
<td>'He went to Australia, 3</td>
<td>'What's the matter?'</td>
</tr>
<tr>
<td>'You remember my brother's boy Bill, 1</td>
<td>'He went to Canada. Anyway, he's coming back to England.'</td>
<td>'That's nice.'</td>
</tr>
<tr>
<td>'He went to Australia, 3</td>
<td>'That's nice.'</td>
<td>'Well, yes, but he wants to stay with me.'</td>
</tr>
<tr>
<td>'He went to Canada. Anyway, he's coming back to England.'</td>
<td>'He'll understand. I'm sure of it.'</td>
<td>'I don't know. Anyway, I'll think about it.'</td>
</tr>
</tbody>
</table>
leaving out words  *Don’t know if she has.*

We often use just an **auxiliary verb** instead of repeating a longer expression, if the meaning is clear. This happens in question tags, short answers and reply questions (see pages 266–269), and in other sentences too.

‘Get up!’  *I am* (= ‘I am getting up.’)  *Come round tomorrow evening, if you can.*

I haven’t seen that film, but my brother **has** (NOT … *but my brother has seen.*)

We use **do/does/did** if there is no other auxiliary verb to repeat.

David said he knew the address, but he **didn’t really**.

1 **Make these sentences more natural by crossing out unnecessary words.**

   - **You said it wasn’t raining, but it is raining.**
     1 He thinks I don’t understand, but I do understand.
     2 ‘You’d better eat something,’ ‘I have eaten something.’
     3 Alice said she would lend me her car, but I don’t think she will lend me her car.
     4 Eric was sure he would pass his exam. I hope he has passed his exam.
     5 ‘Will you write to me every day?’ ‘Of course I will write to you every day.’
     6 I can’t help you today, but I can help you tomorrow.

2 **Complete the sentences, using the words in the box with to.**

<table>
<thead>
<tr>
<th>I’d like</th>
<th>It’s starting</th>
<th>I’m trying</th>
<th>used</th>
<th>she didn’t want</th>
<th>Sorry, I forgot</th>
<th>They hope</th>
</tr>
</thead>
</table>

   - ‘Can’t you go faster?’  …I’m trying to…………………
   1 ‘Are Sue and Dave getting married this year?’  ………………………………………
   2 I asked her to dance, but  ………………………………
   3 I’ve never learnt to ski, but  ………………………………
   4 I don’t speak German very well now, but  ………………………………
   5 ‘Did you remember to phone Liz?’  ………………………………
   6 ‘Is it raining?’  ………………………………

In conversation, people may **leave out ‘small words’** (for example pronouns, articles, auxiliary verbs) **at the beginnings of sentences.**

*Must go now.*  Can’t help you, sorry.  Don’t know.  Car’s not going well.

*Seen Bill?* (= ‘Have you seen Bill?’)  Nobody here. (= ‘There’s nobody here.’)

3 **Write the complete sentences.**

1 Couldn’t understand what he wanted from me.  …………………………………………

2 Doesn’t know what she’s doing.  …………………………………………

3 Bus is late again.  …………………………………………

4 Speak French?  …………………………………………

5 Haven’t seen them.  …………………………………………

6 Don’t think so.  …………………………………………

   ➔ For sentences where we leave out that, see pages 241 and 246.
So am I. Nor can Pat.

To say that A is/does the same as B, we can use **so** + auxiliary verb (*be, have, can, etc*) + subject (note the word order).

'I'm hungry.' *So am I.* (NOT *'So I am.') Sue's stopped her lessons, and **so has Eric**.

If there is no auxiliary verb to repeat, we use *do/does/did*.

'My brother works in the theatre.' *So does my cousin*.

**1** Complete the sentences, using *so*.

- 'My job's boring.' (*mine*) *'So is mine.'*
- 'My room gets very cold at night.' (*mine*) *'So does mine.'*
- 'Ann is very interested in history.' (*Alice*)
- 'My grandfather plays golf all day.' (*my father*)
- 'I can swim under water.' (*I*)
- 'Peter wants a bicycle for Christmas.' (*Mary*)
- 'Joe has just got married.' (*Eric*)

In negative sentences we use **neither or nor** + auxiliary verb + subject.

'I'm not working today.' *'Neither am I.' Mary can't drive.* *'Nor can Pat.'*

Bill doesn't like the boss, and **neither does Jan.**

**2** Complete the sentences, using **neither/nor**.

- Joe didn't play very well, and (*the others*) **nor did the others**. OR **neither did the others**.
- 'The soup wasn't very good, and (*the meat*)
- 'Bill hasn't phoned yet.' (*Annie*)
- 'This dictionary doesn't show pronunciation.' (*this one*)
- 'I can't cook.' (*I*)
- His parents won't help him, and (*his friends*)

We can use short sentences (*subject + auxiliary verb*) to say that A is not the same as B

'I'm not going to school today.' *'I am.' Some people don't like modern art, but I do*.

'I like this music.' *'I don't.' The food was cheap, but the drinks weren't.*

**3** Complete the sentences with expressions from the box.

<table>
<thead>
<tr>
<th>her second one</th>
<th>her sister</th>
<th>my car</th>
<th>my father</th>
<th>our dog</th>
<th>the back door</th>
<th>the green ones</th>
<th>the train</th>
</tr>
</thead>
</table>

- 'My father works too hard.' *My father doesn't.*
- 'The red apples aren't very sweet.' *The green ones are.*
- 'My car doesn't use a lot of petrol.'
- 'Mary has passed all her exams.' *Yes, but*
- Most dogs can swim, but ...
- 'The bus takes a long time to get to London.'
- The front door wasn't open, but ...
- 'Her first book didn't sell very well.'
4 Look at the table and write sentences.

<table>
<thead>
<tr>
<th></th>
<th>LIKES DANCING</th>
<th>HAS BEEN TO AMERICA</th>
<th>PLAYS TENNIS</th>
<th>CAN SKI</th>
<th>IS TALL</th>
<th>LAUGHS A LOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERIC</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>JULIE</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>PAUL</td>
<td>✓</td>
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<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>DAN</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
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<td></td>
</tr>
<tr>
<td>DENISE</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>RACHEL</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

- (Eric, Dan, dancing) Eric likes dancing, and so does Dan.
- (Julie, Rachel, ski) Julie can't ski, and nor can Rachel.
- (Julie, Denise, laugh) Julie laughs a lot, but Denise doesn't.
- (Eric, Julie, America) Eric hasn't been to America, but Julie has.

5 Here are some facts about Mike and Katy. Are you the same as them, or different? Write your answers, using So am I, Neither/Nor do I, I have, I can't, etc.

- Katy has got blue eyes. So have I, or I haven't.
- Mike doesn't like fish. I do, or Nor do I.

1 Katy is interested in politics.
2 Mike has been to Texas.
3 Katy can sing.
4 Mike likes old music.
5 Katy speaks French.
6 Katy isn't very tall.
7 Mike hasn't got much hair.
8 Katy can't drink milk.
9 Mike doesn't like hot weather.
10 Mike doesn't understand computers.

We can also use too or not either to say that A is/does the same as B.

I'm hungry.' I am too.' Lucy hasn't written, and Carol hasn't either.

In informal conversation we often say Me too instead of So do I, I do too etc.

'I've got a headache.' Me too.' (NOT 'I also.')
test yourself  spoken grammar

1 Put in the question tags.
   - It's a nice day, isn't it?  
   1 You can play the piano, ......................  
   2 Ann will be here tomorrow, ......................  
   3 You haven't got the keys, ......................  
   4 Peter likes fishing, ......................  
   5 There wasn't much rain in the night, ......................

2 Change these questions into statements with question tags.
   - Do you live in Dublin? You live in Dublin, don't you?
   1 Have they gone home? They've ......................
   2 Do we need tickets? ......................
   3 Would you like some more coffee? ......................
   4 Was Mike away yesterday? ......................

3 Write short answers.
   - 'Do you like swimming?' 'Yes, I do.'
   1 'Was Mary at home?' 'No, ......................'
   2 'Does Bill play cards?' 'No, ......................'
   3 'Would your sister like some tea?' 'Yes, ......................'
   4 'The plane arrives at 6.45.' 'No, ......................'

4 Write reply questions.
   - 'I've just passed my exam.' 'Have you?' 'Congratulations.'
   1 'Mary's getting a new job.' 'I hope she likes it.'
   2 'Joe and Pat moved to London in March.' 'I didn't know.'
   3 'My father can speak four languages.' 'He must be very clever.'
   4 'We were all ill after the club dinner.' 'That's terrible.'
   5 'I won't be here next week.' 'Come and see us the week after.'

5 Complete the sentences with So am I, Nor/Neither do I, etc.
   - Arthur has gone home, and (Jane) so has Jane.
   1 Oliver can run very well and (Susan) ......................
   2 The 3.15 train hasn't arrived yet, and (the 3.45) ......................
   3 'I wasn't happy at school.' (l) ......................
   4 Ken didn't come to the lesson, and (Sally) ......................
   5 Peter likes travelling, and (his brother) ......................

6 Make these sentences more natural by crossing out unnecessary words.
   - You said you weren't late, but you were late.
   1 She says I don't love her, but I do love her.
   2 'You should phone Aunt Lucy.' 'I have phoned Aunt Lucy.'
   3 Robert thought that he would get rich fast, but I don't think he will get rich fast.
   4 'Help me.' 'I'm trying to help you.'

7 Write the complete sentences.
   1 Car won't start. Don't know why. The car won't start.
   2 'Seen my mother today?' 'Don't think so.'
   3 Sorry, can't come in here.
### Appendix 1: Common Irregular Verbs

(These are the most common irregular verbs. For a complete list, see a good dictionary.)

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Simple Past</th>
<th>Past Participle</th>
<th>Infinitive</th>
<th>Simple Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>was/were</td>
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<td>go</td>
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* See page 55.
## Appendix 2: Active and Passive Verb Forms

<table>
<thead>
<tr>
<th>Inactive</th>
<th>Passive: Tense of Be + Past Participle</th>
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</thead>
<tbody>
<tr>
<td><strong>Infinite</strong></td>
<td>(to) watch</td>
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<tr>
<td>-ing form</td>
<td>watching</td>
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<tr>
<td><strong>Simple Present</strong></td>
<td>I watch</td>
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<td></td>
<td>I write</td>
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<tr>
<td><strong>Present Progressive</strong></td>
<td>I am watching</td>
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<td></td>
<td>I am writing</td>
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<tr>
<td><strong>Simple Past</strong></td>
<td>I watched</td>
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<td></td>
<td>I wrote</td>
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<tr>
<td><strong>Past Progressive</strong></td>
<td>I was watching</td>
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<tr>
<td></td>
<td>I was writing</td>
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<tr>
<td><strong>Present Perfect</strong></td>
<td>I have watched</td>
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<td></td>
<td>I have written</td>
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<tr>
<td><strong>Past Perfect</strong></td>
<td>I had watched</td>
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<td></td>
<td>I had written</td>
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<tr>
<td><strong>Will Future</strong></td>
<td>I will watch</td>
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<td></td>
<td>I will write</td>
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<tr>
<td><strong>Going to Future</strong></td>
<td>I am going to watch</td>
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<td></td>
<td>I am going to write</td>
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<tr>
<td><strong>Modal Verbs</strong></td>
<td>I can watch</td>
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<td>I can write</td>
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<td>I must watch</td>
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<td>I should watch</td>
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<td></td>
<td>I should write</td>
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</tbody>
</table>

- For the use of the different tenses, see Sections 2-5.
- For the use of passives, see Section 7.
- For the spelling of -ing forms, see page 21.
- For the spelling of third-person present forms (writes, watches, sits, goes etc), see page 14.

## Appendix 3: Capital Letters (A, B, C etc)

We use CAPITAL LETTERS to begin the names of **people, places, nationalities, languages, days, months** and **holidays**.

- Abraham Lincoln
- New York
- American
- Arabic
- Thursday
- September
- Christmas

We also use CAPITAL LETTERS for the most important words in the titles of **books, films** etc.

- War and Peace
- Gone with the Wind

And we use a CAPITAL LETTER for the first word in a sentence, and for the pronoun **I**.

- Yesterday **I** went for a long bike ride.
Contractions like he's, isn't show the pronunciation of informal speech. They are common and correct in informal writing (for example, friendly letters), but are unusual in formal writing.

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>I am → I'm</td>
<td>are not → aren't</td>
</tr>
<tr>
<td>we are → we're</td>
<td>is not → isn't</td>
</tr>
<tr>
<td>she is → she's</td>
<td>have not → haven't</td>
</tr>
<tr>
<td>he has → he's</td>
<td>has not → hasn't</td>
</tr>
<tr>
<td>I have → I've</td>
<td>had not → hadn’t</td>
</tr>
<tr>
<td>you had → you’d</td>
<td>do not → don’t</td>
</tr>
<tr>
<td>you would → you’d</td>
<td>does not → doesn’t</td>
</tr>
<tr>
<td>they will → they’ll</td>
<td>did not → didn’t</td>
</tr>
</tbody>
</table>

- With be, two negative forms are common: you’re not / you aren’t, she’s not / she isn’t, etc.
- With have, had, will and would, the forms with n’t are more common: we usually say I haven’t, I hadn’t etc, not I’ve not, I’d not etc.
- There is no contraction amn’t, but am not → aren’t in questions. I’m late, aren’t I? (BUT I’m not late, NOT I’m not late.)
- The contraction ’s (= is or has) can be written after pronouns, nouns, question words, here and there. It’s late. Your mother’s gone home. Mary’s got a headache. How’s Joe these days? Here’s your money. There’s the telephone.
- We don’t use affirmative (\&) contractions at the ends of sentences. ‘You’re early.’ ‘Yes, we are.’ (NOT Yes, we are.) ‘I think she’s gone home.’ ‘Yes, I think she has.’ (NOT ... I think she’s.)
- Negative (\&) contractions are possible at the ends of sentences. ‘It’s raining.’ ‘No, it isn’t.’
- Don’t confuse it’s (= it is/has) with its (possessive – see page 182). The cat isn’t hungry. It’s only eaten half of its food.
- Don’t confuse who’s (= who is/has) with whose (possessive – see page 182). Who’s the woman in the green coat? Whose car is that?
- In very informal speech, going to, want to and got to are often pronounced like gonna, wanna and gotta. They are sometimes written like this, especially in American English.
appendix 5  expressions with prepositions
prepositions after verbs, adjectives and nouns

We use prepositions \((at, in\) etc) after some verbs, adjectives and nouns. This is a list of the most common examples.

afraid of
She's afraid of dogs.

agree with
I don't agree with you.

angry about something
We're all angry about the new working hours.

angry with somebody
Mary's very angry with you.

arrive at/in a place
I usually arrive at school at 8.30.
What time do we arrive in London?

ask for
If you want anything, just ask for it.

bad at
I'm bad at games.

believe in (= 'believe that something is real')
Do you believe in ghosts?

belong to
This book belongs to me.

depend on
We may arrive late this evening. It depends on the traffic.

different from/to
You're different from (or to) your sister.

difficulty in doing something
I have a lot of difficulty in understanding her.

discuss something with somebody
We discussed our plans with the manager.

divide into
I divided the cake into four parts.

dream about something or somebody;
dream of doing something
I often dream about horses.
When I was young, I dreamt of becoming a pilot.

dressed in
She was dressed completely in black.

divide
We are very pleased with his work.

dream
Mary's angry.

explain something to somebody
Can you explain this word to me?

good at
good at tennis.

good at
He's good at tennis.

happen to
What's happened to Alice? She's an hour late.

the idea of doing something
We had the idea of starting a small business.

interested in
Are you interested in animals?

kind to
They have always been very kind to me.

laugh at
Please don't laugh at my French pronunciation.

listen to
I like to listen to music while I'm working.

look after children etc
Can you look after the children for half an hour?

look at
Look at that wonderful old car!

look for (= 'try to find')
'What are you looking for?' 'My keys.'

married to
He's married to Jane Gordon, the novelist.

nice to
You weren't very nice to my mother.

pay somebody for something; pay a bill
Have you paid John for the tickets?
I forgot to pay the electricity bill.

pleased with
We are very pleased with his work.

example of
Can you show me an example of your work?
polite to
It’s best to be polite to policemen.

reason for
What was the reason for his change of plans?

smile at
In this job you have to smile at people all day.

talk about
Were you talking about me?

think about/of
I think about you all the time.
We’re thinking of going to America.

translate into/from
I’ve got to translate this letter from French into German.

typical of
She went out without saying ‘Thank you’. That’s just typical of her.

wait for
I waited for her for half an hour, and then went home.

wrong with
What’s wrong with the car?

For more about prepositions, see Section 20.
For more about prepositions with verbs, see page 136.

common expressions beginning with prepositions

at a party at the cinema at the theatre
at the top at the bottom at the side
at the beginning at the end of something in the end (= ‘finally’, ‘after a long time’)

by car/bus/train etc (BUT on foot)
a book by Dickens an opera by Mozart

in a raincoat/dress/hat
in the rain/snow
in the sky in the world
in a picture
in the middle
in a loud/quiet voice
write in pen/pencil
in my opinion
in time (= ‘not late’) on time (= ‘at just the right time; not late or early’)

on the phone on the radio on TV
on page 22

For expressions without articles like in hospital, at university, see page 156.
appendix 6  word problems

This section tells you about some words that are difficult to use correctly. We explain some other word problems in other sections of the book: see the Index.

after  We don’t usually say and after, X happened. We prefer afterwards or after that.
   We had a pizza, and afterwards / after that we went skating. (NOT ...-and-after, we went ...)

ago  Ago goes after a time expression. Compare ago with for and since (see page 61).
   It’s August 1st. I came here three months ago. I’ve lived here for three months, since May.

another is one word.
   Would you like another glass? (NOT ... an-other-glass.)

as and like (similarity)  To say that things are similar, we normally use like. But before subject + verb, we prefer as in a formal style.
   Your sister looks like you.  Pronounce it like I do (informal) / as I do (formal).

as, not like (jobs)  To talk about the jobs that people or things do, use as, not like.
   He’s working as a waiter. (NOT He’s working like a waiter.)  I used my shoe as a hammer.

born  We say that somebody is/was born (passive).
   I was born in London.  Thousands of deaf children are born every year.

do and make  Common expressions with do and make:
   do work, a job, shopping, washing, ironing, business; do something, nothing, anything, everything
   make a suggestion, a decision, a phone call, a noise, a journey, a mistake, money, a bed, a fire, love

do + ...ing  Common expressions:
   do the shopping; do some (a lot of / a bit of) walking, swimming, reading, climbing, sailing, skiing

else  We use else to mean other after something, anything, somebody, nobody etc.
   Something else to drink?  Nobody else cooks like you.

ever is used mostly in questions, or with present perfect + superlative.
   Do you ever play golf?  Have you ever been to Ireland?
   This is the best film I’ve ever seen.  She says he’s the nicest boy she’s ever met.

explain is not used with two objects (see page 140).
   Can you explain this word to me? (NOT Can you explain me this word?)

get  get + adjective = ‘become’  get + noun = ‘receive’, ‘take’ etc
   get + preposition/adverb = ‘move’, ‘change place’
   She’s getting old.  I got a letter today.  We get off the bus here.  Get out!

get + past participle  Common expressions: get married, get dressed, get lost
   Ann and Bill are getting married next week.  I got lost on my way back from the station.

hear and listen to  We can hear something without trying. When we listen to something, we want to hear it.
   Suddenly I heard a noise in the garden.  Are you listening to me? (NOT ... listening me?)
We often use can with hear.
   I could hear Mary and John talking in the kitchen.

home  We leave out to before home.
   Well, goodnight, I’m going home. (BUT Is anybody at home?)

hope  We often use so and not after hope.
   ‘Is David coming tomorrow?’ ‘I hope so.’  ‘Do you think it will rain?’ ‘I hope not.’

if and when  We use if for things that may happen, and when for things that will happen.
   If I live to be 100 ...  If it rains today ...  When I die ...  When it gets dark ...
just has several meanings: 1) right now 2) a short time ago (with present perfect, see page 60)
3) exactly  4) really  5) only
1) I’ll phone you later. We’re just having lunch.  2) Aunt Daphne has just arrived.
3) It’s just four o’clock.  4) I just love your dress.
5) ‘Put those chocolates down!’ ‘I was just looking at them, Mum.’

let and make  If I let you do something, I say that you can do it. If I make you do it, I say that you must.
After let and make, we use object + infinitive without to.
  Her parents let her go to the party. But they made her home at midnight.

remember and forget + infinitive (with to) look towards the future.
remember and forget + -ing form look back to the past.
  I must remember to buy bread.  She always forgets to close the door.
  I remember seeing the Queen when I was six.  ‘I’ll never forget meeting you.’

same  We normally use the with same; and we say the same as ... (NOT the same like ...).
  We had the same idea. (NOT ... a same idea or ... same idea)  Her shoes are the same as mine.

see and hear + object + infinitive (without to)/...ing  If you see/hear somebody do something, you see/hear a complete action. If you see/hear somebody doing something, they are in the middle of doing it.
  I saw her go into John’s house.  I heard her play Beethoven’s violin concerto on the radio.
  I looked up and saw Bill talking to Sue.  I walked past Ann’s room and heard her crying.

see, look and watch  We can see something without trying. When we look at something, we want to see it.
  I saw Bill in the supermarket yesterday.  Look at that bird! (NOT Look that bird!)
We often use can with see.
  On the left of the photo you can see my grandmother.

We watch things that move, change or happen.
  We watch TV most evenings.  Did you watch the football match?
  The police are watching him to see where he goes.

so and such  We use so + adjective without a noun, and such when there is a noun.
  so kind  so big  such kind people  such a big mistake  such a fool

still, yet and already  We use still to say that something is continuing; yet to ask if it has happened (or to say it hasn’t); already to say it has happened earlier than we expected.
  Granny’s still on the phone.  ‘Has the postman come yet?’ ‘No, not yet.’
  I’ve already spent the week’s money, and it’s only Tuesday.

than, as and that  Use than after comparatives (see page 210); as in the structure as ... as (see page 214);
that after say, think etc and as a relative pronoun (see page 240).
  She’s taller than me.  It’s as cold as ice.  The boss says that you’re right.
  Who’s the woman that just came in?

think  We often use so after think. Don’t use an infinitive after think.
  ‘Are you coming to the party?’ ‘I think so.’  ‘Is it raining?’ ‘I don’t think so.’
  I’m thinking of going to America. (NOT I’m thinking to go ...)

try  After try we can use an infinitive (with to) or an -ing form. We prefer an infinitive when we are talking about trying difficult things.
  Try to stop smoking – it’s bad for you.  ‘It’s really hot in here.’ ‘Try opening a window.’

very and too  Too means ‘more than we want’; very doesn’t.
  ‘It’s very warm today.’ ‘Yes, a bit too warm for me.’ ‘Oh, it’s OK for me.’

wait  We often use wait for with object + infinitive (with to).
  I’m waiting for the postman to come.

which? and what?  We prefer which when we are choosing between a small number of things, and what when there is a wider choice.
  ‘I’d like a pair of those shoes.’ ‘Which ones – the blue or the red? And what size?’
whom  In a very formal style, we use whom as an object in questions and relative clauses.

Whom did they elect?  With whom did she go?  She hated the man for whom she worked.

In an informal style, who is more normal in questions, and that (or nothing) in relatives.

Who did they elect?  Who did she go with?  She hated the man (that) she worked for.

why and because  Why asks for a reason. Because gives a reason.

‘Why are you late?’ ‘Because I missed the train.’
pre-test answers

SECTION 1 be and have
1 1 is (page 2) 2 Are (page 3) 3 There is (pages 6-7) 4 Did you have (page 11)
2 1 ✓; X; ✓; ✓; ✓ (page 3) 2 X (pages 8-9) 3 X (page 10) 4 X (page 4) 5 ✓ (page 8)
3 1 Will all the family be at home? (page 5) 
   2 Will there be a meeting tomorrow? (page 7)
   3 Has Phil got a headache? (page 10)
   4 Did Ann have a lesson yesterday? (page 8)

SECTION 2 present tenses
1 1 X (page 21) 2 X (pages 15, 22, 26) 3 ✓ (pages 21, 24) 4 X (page 14) 5 ✓ (page 14)
   6 ✓ (page 18) 7 X (page 16) 8 X (page 16) 9 ✓ (page 16) 10 ✓ (page 17) 11 X (page 24)
   12 X (page 28)

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1 1 X (page 37) 2 ✓ (page 35) 3 X (page 37)
   4 X (pages 32, 38) 5 ✓ (page 37) 6 ✓ (pages 34, 38) 7 ✓ (page 39) 8 ✓ (pages 32, 38)
   9 X (page 34) 10 X (page 38) 11 X (page 36)

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   4 A (page 44) 5 B (page 44) 6 A (page 45)
   7 B (pages 46-49) 8 A (page 49) 9 A, B (page 49)

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1 1 B (page 52) 2 A (page 53) 3 B (pages 54-56)
   4 B (page 56) 5 A (pages 54, 56) 6 B (page 58)
   7 B (page 58) 8 A, B (page 55)
   9 B (page 61) 10 A (page 61) 11 B (page 68)
   12 A, B (pages 58, 60) 13 B (pages 62-64)

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   4 ✓ (page 73) 5 X (pages 73, 76) 6 ✓ (page 75) 7 ✓ (page 76) 8 X (page 87) 9 X (page 74)
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2 1 Can/Could/May (pages 84-85)
   2 Can/Could (page 83) 3 must (page 82)
   4 can't (page 82) 5 should (page 77)
   6 will be able (page 79)

SECTION 7 passives
1 1 X (page 94) 2 X (pages 94, 96) 3 X (page 95) 4 ✓ (page 98) 5 ✓ (page 99) 6 X (page 97)
   7 X (page 101) 8 ✓ (page 100) 9 X (page 96)
2 1 B (page 102) 2 A (page 102)

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1 1 X (page 106) 2 ✓ (page 107) 3 X (page 106) 4 X (page 106) 5 X (page 108) 6 ✓ (page 108)
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SECTION 9 infinitives and -ing forms
1 1 ✓ (page 128) 2 X (page 118) 3 X (page 119) 4 ✓ (page 122) 5 X (pages 132-133)
   6 X (page 126) 7 X (page 130) 8 ✓ (page 130) 9 X (pages 120-121) 10 X (page 124)
   11 ✓ (page 125) 12 ✓ (page 127) 13 ✓ (page 129)

SECTION 10 special structures with verbs
1 (page 136) 1 with 2 to 3 at
2 1 ‘Where are you from?’ (page 137)
3 1 A, B, D (pages 138-139) 2 A, B (page 140)
   3 A (page 141) 4 C (page 142) 5 A (page 143)

SECTION 11 articles: a/an and the
1 (page 146) 1 a 2 an 3 an 4 a
2 (page 147) 1 ✓ 2 X 3 X
3 1 – (page 150) 2 the; the (page 148) 3 a (page 151) 4 a (page 150) 5 a; – (page 151)
   6 – (page 147)
4 1 X (page 154) 2 ✓ (page 155) 3 X (page 156)
SECTION 12 determiners
1 1 that (page 160) 2 any (page 162) 3 is (page 165) 4 dark (page 166) 5 a little (page 170) 6 too (page 172) 7 too (page 172) 8 Every (page 174) 9 all (page 174) 10 either (page 176)
2 1 X (page 164) 2 X (page 164) 3 X (page 162) 4 X (page 167) 5 X (pages 168-169) 6 X (page 168) 7 X (page 169) 8 X (page 177) 9 X (page 175)
3 1 We haven’t got enough petrol. (page 171) 2 You’re not driving fast enough. (page 171)

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1 1 X (page 180) 2 X (page 180) 3 X (pages 180-181) 4 X (page 180) 5 V (page 180) 6 X (page 182) 7 X (page 184) 8 V (page 184) 9 X (page 185) 10 V (page 185) 11 V (page 185) 12 V (page 185)
2 (page 182) 1 her 2 her 3 his 4 their

SECTION 14 nouns
1 (page 188) homes; days; families; women; children; leaves
2 1 V (page 189) 2 X (page 189) 3 V (page 188) 4 X (page 192) 5 V (page 192) 6 X (page 193) 7 X (page 194) 8 X (page 194) 9 X (pages 195-196) 10 V (page 195)
3 (pages 190-191) 1 some 2 some 3 a 4 some 5 some 6 an

SECTION 15 adjectives and adverbs
1 (page 202) completely; easily; beautifully; probably
2 1 X (page 200) 2 V (pages 202, 204) 3 X (page 203) 4 V (page 204) 5 V (page 214) 6 X (page 213) 7 X (page 206)
3 1 terribly (page 202) 2 beautiful (page 203) 3 carefully (pages 202-203) 4 perfect (pages 200, 202) 5 hard (page 207) 6 most; in (page 209) 7 than (page 210)
4 (page 208) fatter; happier; later; better; more interesting

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1 1 V (pages 219, 222) 2 V (page 220) 3 X (page 221) 4 V (page 221) 5 X (page 222) 6 X (page 223) 7 X (page 224) 8 V (page 225) 9 X (page 224)

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pages 2–3

1 1 are  2 is  3 are  4 am  5 are  6 is
2 1 We're all tired.  2 They're here.
    3 I'm sorry.  4 My name's Peter.
    5 You're early.  6 The shop's closed.
3 1 Is Marie from Paris?  2 Are we very late?
    3 Is John in bed?  4 Is the boss in Japan?
    5 Is his car fast?
4 1 What's 2 Where are 3 Who's 4 Why are
    5 When's  6 How's
5 1 She isn't / she's not ill.  2 They aren't / they're not in London.
    3 You aren't / you're not tall.  4 We aren't / we're not very late.
    5 It isn't / it's not hot.  6 I'm not at university.
6 1 He is thirsty.  2 She is cold.  3 They are hot.
    4 It is cold.
7 1 right  2 size  3 colour  4 interested.

page 4

1 1 were; was  2 was; were  3 were; were  4 was;
    were  5 was; were  6 Were; was  7 was; was
2 1 Was the party good?  2 Were the people interesting?
    3 Was your father a teacher?
    4 Was everybody late?  5 Was John's brother
      at school with you? (... with you at school?)
3 1 weren't late.  2 wasn't a teacher.  3 wasn't
    with Anna  4 weren't well  5 weren't in England.

page 5

1 It will be hot in Rio. It will be warm in Paris. It will be cold in London. It will be very cold in Moscow.
2 1 I won't be sorry.  2 It will be hot.
    3 We'll be at home.  4 The shops won't be closed.
    5 He won't be in Scotland.
    6 Ann won't be at school.
3 1 When will your father be in England?
    2 Will Ann be at the party with John?
    3 Will everybody be here at 8.00?
    4 Will the train be late again?
    5 When will Joe and Mary be in the office?
    6 Will the weather be good tomorrow?
    7 Where will you be on Tuesday?

pages 6–7

2 1 Is there a doctor here?  2 Are there any trains to London this evening?
    3 Is there much money in your bank account?
    4 How many students are there in your class?
    5 Was there a special price for students?
    6 Were there any mistakes in my letter?
    7 Were there many children at the swimming pool?  8 How many people were there at the party?
4 1 Will there be trains?  2 Will there be computers?  3 Will there be good food?
    4 Will there be different countries?  5 Will there be governments?
5 1 There's  2 It's  3 there  4 There isn't
    5 It's  6 It's
6 1 There is a large living room.  2 There is a small study.  3 There is a downstairs cloakroom.
    4 There are two bathrooms.  5 There are four bedrooms.  6 There is gas central heating.  7 There is a double garage.
    8 There is a large garden.

pages 8–9

1 1 My father  2 We all  3 had  4 has  5 Paul
    6 have  7 has  8 last year
2 1 We don't have a garden.  2 Do they have any children?
    3 Does Peter have a cold?  4 My aunt doesn't have a dog.
    5 Does Mary have any brothers or sisters?  6 I don't have
      enough money.  7 Does Sally have a boyfriend?  8 Why do you have two cars?
3 1 She didn't have a computer.  2 She had very fair hair.
    3 Did she have lots of friends?  4 She didn't have many nice clothes.
    5 Did she have her own room?
4 1 He will have a job.  2 He won't have a bicycle.  3 He will have a car.
    4 Will he have a house?  5 Will he have a girlfriend?
    6 He won't have old clothes.  7 He will have a suit.  8 Will he have a guitar?
6 1 nephews.  2 uncles; aunts.
    3 eight cousins.

In these answers, we usually give either contracted forms (for example I'm, don't)
page 10
1 1 He's got two brothers. 2 He hasn't got a car. 3 He's got three dogs. 4 He's got a dictionary. 5 He hasn't got long hair. 6 He hasn't got any sisters.
3 1 Have they got a big garden? 2 Has Ann got a good job? 3 Has Bill got a big car? 4 Have they got a plane? 5 Have they got any horses?

page 11
1 1 had dinner 2 has coffee 3 have a baby 4 have a shower 5 have toast 6 have a game
2 1 do you have lunch 2 She didn't have a good trip. 3 didn't have a shower. 4 Did you have a good flight? 5 Did you have a good game? I don't have coffee

page 12
1 1 They weren't ready. 2 We're all here. 3 I'm not a student. 4 Where's your house? 5 Ann isn't English. or Ann's not English. 6 She won't be late.
2 1 Where 2 I 3 Are 4 has 5 is 6 am 7 won't
3 1 Is there a taxi outside? 2 Has Chris got a headache? 3 Joe doesn't have a car. 4 Did Ann have a meeting yesterday? 5 I didn't have coffee for breakfast.
6 Will there be an English lesson tomorrow? 7 I'm not hungry. 8 Ann hasn't got a new car. 9 Did she have a nice time at the party? 10 Has the house got a big garden?
4 1 X 2 X 3 ✓ 4 X 5 X 6 ✓ 7 ✓
5 1 is 2 is 3 is 4 are 5 has 6 was 7 were not 8 did not have 9 was 10 is 11 has 12 has 13 is 14 is 15 is 16 has 17 does not have 18 has 19 has 20 has

page 14
1 + -s: cooks, drinks, lives, reads, runs, smokes, stands, starts, writes
+ -es: fetches, fixes, misses, pushes, touches, watches, wishes
2 + -s: enjoys, plays, stays
- y → -ies: copies, fries, marries, studies, tries
3 1 I live in that house. 2 Ann works in a bank. 3 Susan plays the violin very badly. 4 Those children come from Scotland. 5 You look very young.
4 1 The boss 2 I 3 Bread 4 Andy 5 Mary and Jan 6 You 7 Our cat 8 That child 9 All those buses 10 My father

page 15
1 1 play 2 speaks 3 ask 4 goes 5 make 6 washes 7 says 8 sits 9 tries 10 watches
2 2 C; makes 3 D; keep 4 B; keeps 5 A; wash 6 E; make 7 G; takes

pages 16-17
1 1 Does 2 Do 3 Do 4 Does 5 Does 6 Do
2 1 Does the Oxford bus stop here? 2 Do the teachers know her? 3 Do you play the piano? 4 Does John work in a restaurant? 5 Does this train stop at York? 6 Do we need more eggs? 7 Does Mary like parties? 8 Does Peter speak Spanish well?
3 1 your children 2 the lesson 3 you
4 1 Where do 2 What does 3 When do 4 Why does 5 How many; does
5 1 What do you want? 2 What does this word mean? 3 What time does the film start? 4 How much do those shoes cost? 5 Why does she need money? 6 How does this camera work? 7 Where do you buy your meat? 8 Who do you want to see?
6 1 When do Peter and Ann's children play football? 2 What time does the film about skiing in New Zealand start? 3 What does the second word in the first sentence mean? 4 Why does the man in the flat downstairs want to change his job? 5 How much does a ticket for Saturday's concert cost?

pages 18-19
1 1 You do not speak Chinese. 2 Bill does not play the guitar very well. 3 We do not agree about holidays. 4 George and Andrew do not live near me. or Alan and John do not live near George and Andrew. 5 My father does not write poetry. 6 Barbara does not live in London. 7 Henry does not like parties.
2 1 I don't like pop music. 2 The train doesn't stop at Cardiff. 3 Peter doesn't remember faces very well. 4 We don't know his wife. 5 Alice doesn't teach mathematics. 6 The children don't play hockey on Mondays. 7 The shops don't open on Sunday afternoons.
1. Our cat doesn't like fish. 2. Ann doesn't speak Russian. 3. I don't remember your phone number. 4. Oranges don't grow in Britain. 5. The postman doesn't come on Sundays. 6. We don't play much tennis.

4. 1. I don't like 2. doesn't speak 3. don't remember 4. don't know 5. doesn't want 6. don't want 7. doesn't work 8. don't think

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**page 20**

1. C


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**page 21**

1. 1. are talking 2. is eating 3. is cooking 4. am not enjoying 5. is not raining 6. are not listening 7. am feeling 9. is not going 10. are learning

2. cleaning, coming, dying, enjoying, going, living, making, playing, singing, starting, washing, writing

3. getting, feeling, putting, hitting, jumping, raining, robbing, shopping, shouting, sitting, slimming, dreaming, standing, talking, turning, answering, opening, visiting, forgetting

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**pages 22–23**

1. 1. The baby's crying again. 2. It's snowing again. 3. You're looking very beautiful today. 4. Your coffee is getting cold. 5. I'm playing a lot of football this year. 6. We're waiting for a phone call. 7. Chris and Helen are spending a week in France.

2. 1. She's washing her face. 2. She's brushing her teeth. 3. She's listening to the radio. 4. She's drinking coffee. 5. She's reading the newspaper. 6. She's brushing her hair. 7. She's reading letters. 8. She's opening the door. 9. She's going to work.

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**page 24**


2. 1. is he writing? 2. is it stopping? 3. are they eating? 4. are they playing? 5. are you going?


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**page 25**

1. 1. Are you getting up? 2. What are you drinking? 3. You are not listening.


7. 1. What are all those people looking at? 8. I am not cooking this for you.

2. 1. Peter is trying to save money. 2. Why are those children crying? 3. Are all your friends playing football this afternoon? 4. She is not looking very well today. 5. I think she is making a big mistake. 6. You are not wearing your usual glasses. 7. I am hoping to get a new job. 8. Is the 10.15 train from London to Edinburgh running today?

3. 1. is snowing 2. is looking 3. is wearing 4. is not wearing 5. is walking 6. are looking 7. are trying 8. are stopping 9. is returning 10. is kissing 11. is ... saying

In these answers, we usually give either contracted forms (for example I'm, don't)
pages 26–27

1 SIMPLE PRESENT: nearly always, on Fridays, very often, when I'm tired
PRESENT PROGRESSIVE: just now, these days, this afternoon, today

2 1 eat; is eating 2 fly; plane is not flying 3 rains; it is not raining 4 works; he / John is not working hard 5 plays; she / Ann is not playing tennis 6 speaks; he / John is not speaking English now. 7 drives; he / Bill is not driving a bus now. 8 sells; this shop / it is not selling books now. 9 plays; is not playing the piano now. 10 writes; he / Simon is not writing poetry now. 11 chase; dog is not chasing cats now.

3 1 is she working 2 Does it rain 3 don't speak 4 is getting 5 Do you play 6 are you writing 7 She's coming 8 I'm going 9 boils 10 Is that water boiling

4 1 He often reads poems, but now he is reading an autobiography. 2 She often reads comics, but now she is reading a grammar. 3 He often reads short stories, but now he's reading a cookery book. 4 I often read biographies, but now I'm reading a newspaper. 5 They often read newspapers, but now they're reading a notice. 6 He often reads magazines, but now he's reading a poem.

pages 28–29

1 1 don't understand. 2 prefer 3 like 4 seems 5 Do ... need

2 1 What does this word mean? 2 Rob doesn't want to see the doctor. 3 I think she loves me. 4 Peter seems tired. 5 We don't need a new car. 6 Do you know that man? 7 I hate cold weather.

3 1 doesn't matter. 2 don't remember 3 don't recognise 4 don't believe 5 don't mind

4 1 are seeing 2 think; see 3 are you thinking 4 is that woman looking 5 looks like 6 feel

5 1 'I don't understand.' 2 'I see.' 3 'I hope not.' 4 'I think so.' 5 'I don't think so.' 6 'I don't know.' 7 'I know.' 8 'It depends.' 9 'It doesn't matter.' 10 'I don't remember.' 11 'I don't mind.'

page 30

1 lives, passes, plays, stands, teaches, tries, washes 2 flying, holding, making, playing, sitting, stopping

3 1 Do you drive to school? 2 Granny doesn't drink coffee. 3 I travel a lot in Europe. 4 Alex wants to be a doctor. 5 The fast train doesn't stop at this station. 6 Do you speak English to your children?

4 1 's cooking 2 's snowing 3 aren't listening / 're not listening 4 's selling

5 1 She's coming 2 'Do you smoke?' 3 every Sunday 4 these days 5 most Tuesdays

6 1 Why are all those people looking at me? 2 Does the 7.15 train to London run on Saturdays? 3 Where are you and Ann having lunch today? 4 Does that man in the dark coat at the bus-stop work in your office?

7 1 ✓ 2 x 3 x 4 ✓ 5 x 6 x

pages 32–33

1 1 The woman is going to eat breakfast. 2 He is going to read a letter. 3 She is going to play the piano. 4 The cars are going to crash. 5 He is going to drink coffee. 6 The ball is going to break the window.

2 1 Is Ann going to change her school? 2 Where are you going to put that picture? 3 What are you going to buy for Bill's birthday? 4 Is Eric going to play football tomorrow? 5 When are you going to stop smoking? 6 Is Alice going to go to university?

3 1 I'm going to stay in a nice hotel. 2 I'm going to swim a lot. 3 I'm not going to do any work. 4 I'm going to take photos. 5 I'm not going to read English newspapers. 6 I'm going to learn some Italian. 7 I'm not going to write postcards. 8 I'm not going to visit museums.

4 1 She is going to switch off the radio. 2 She is going to turn up the radio. 3 She is going to turn down the radio. 4 She is going to turn on the TV. 5 She is going to turn off the TV. 6 She is going to turn on the tap. 7 She is going to turn off the tap. 8 She is going to plug in the iron. 9 She is going to unplug the iron. 10 She is going to plug in the hair-dryer. 11 She is going to unplug the hair-dryer.
page 34
1 1 No, he’s seeing John Parker on Sunday morning. 2 No, he’s going to the Birmingham office by train. 3 No, he’s having lunch with Stewart on Tuesday. 4 No, he’s going to the theatre on Wednesday evening. 5 No, his new secretary is starting on Thursday. 6 No, he’s going to Berlin on Friday. 6 No, he’s going to Phil and Monica’s wedding on Saturday.
2 1 Where are you staying? 2 How long are you staying? 3 How are you travelling? 4 Are you taking the/your dog? 5 Who’s going with you? 6 When are you coming back?
3 1 She’s seeing her bank manager on Monday. 2 She’s seeing her doctor on Tuesday. 3 She’s seeing her dentist on Wednesday. 4 She’s seeing her accountant on Thursday. 5 She’s seeing her solicitor on Friday.

page 35
1 1 The class will begin. 2 They’ll be home. 3 I think the examination will be difficult. 4 We’ll walk to the party. 5 I will not speak to her.
2 1 won’t be; will she be? 2 won’t have; will you have? 3 won’t find; will I find? 4 won’t go; will they go? 5 won’t get; will he get?
3 1 What time will tomorrow evening’s concert start? 2 When will you and the family get back from Paris? 3 Will you be here tomorrow? 4 Will you and your mother be here tomorrow? 5 Where will you be this evening? 6 Will the children have enough money for the journey? 7 How soon will you know the answer? 8 Will John and Susan want to play golf tomorrow?

page 36
1 1 I’ll start. 2 will change. 3 won’t snow. 4 I’ll go to sleep soon. 5 will tell.
2 1 old house. 2 I’ll come to 3 bridge. 4 I’ll come to. 5 I’ll see. 6 house. 7 I’ll recognise. 8 door. 9 apple trees. 10 I’ll find. 11 key. 12 I’ll have. 13 great time.

page 37
1 1 I’ll wash. 2 I’ll do. 3 won’t start. 4 won’t stop. 5 I’ll go shopping. 6 I’ll help.
3 1 A. 2 B. 3 A. 4 A. 5 A. 6 A.

page 38
1 1 will. 2 will. 3 is going to. 4 will. 5’s going to.
2 1 I’ll. 2 I’ll. 3 I’m going to. 4 I’ll. 5 I’ll.
3 1 Jack is arriving at 4.00. 2 I’m flying to Glasgow tomorrow. 3 We’re spending next week in Ireland.

page 39
1 1 The next lesson starts at 2.00. 2 This term ends on March 12th. 3 When does the concert finish? 4 We don’t have a lesson next Thursday. 5 Does this train stop at Reading? 6 The play starts at 8.00. 7 What time do you arrive in Rome? 8 The banks close at 3.00 tomorrow. 9 The 7.15 train stops at every station.
2 1 The flight leaves at 8.15. 2 The concert starts at 10.00/10pm. 3 The train arrives at Oxford at 12.58.

page 40
1 1 I’ll. 2 She’ll. 3 It won’t.
2 1 Is Mary going to phone this evening? 2 I’m going to stop smoking. 3 Peter is going to marry his boss. 4 It’s not/It isn’t going to rain. 5 I’m going to cook steak this evening. 6 When are you going to have a haircut? 7 When are you and your wife going to come and see us?
3 1 I’ll be here next week. 2 We won’t have enough money for a holiday. 3 Where will I find the key? 4 John won’t pass his exams. 5 I think the train will be late. 6 Will all this money change your life?
4 1 I’m seeing Andrew tonight. 2 How are you travelling to Ireland? 3 I’m not using the car tomorrow. 4 John and Sylvia are staying with us tomorrow. 5 What time are the people from London arriving?
5 1 is going to. 2 will see. 3 I’ll go.’ 4 I’ll tell. 5 am seeing. 6 is going to. 7 I’ll. 8 I’m going to. 9 I’ll take.
pages 42–43
1 arrived, changed, cooked, hated, lived, passed, shaved, watched
2 stayed, studied, cried, annoyed, carried, hurried, prayed
3 shopped, rained, started, robbed, slimmied, jumped, shouted, slipped, fitted, turned, visited, regretted, developed, galloped, opened, answered, referred
4 1 worked 2 know 3 feel 4 came 5 see 6 write 7 arrive 8 like
5 1 We didn’t speak Arabic together. 2 My uncle didn’t teach science. 5 We didn’t tell the police everything. or The police didn’t tell our parents everything. 6 I didn’t write to my brother. or My brother didn’t write to my sister. 7 I didn’t like the music. 8 We didn’t know her phone number.
6 1 he changed his shirt. 2 she didn’t answer the others. 3 he didn’t go to her house. 4 I brought some chocolates. 5 she bought a very nice dress. 6 I didn’t eat the meat. 7 we didn’t keep the letters. 8 they spoke German. 9 he didn’t shave at weekends.

page 44
1 1 bring 2 start 3 saw 4 leave 5 speak 6 keep 7 learnt 8 forgot
2 1 did she remember it? 2 did you pay the others? 3 did you like the film? 4 did he play well? 5 did you give them any money?
3 1 Where did he go? 2 What did he buy? 3 Who did she marry? 4 What did she break? 5 Where did he stay?
4 1 When did Mrs Potter’s two boys play football? 2 Why did all the people in the class feel tired? 3 What did the big man with the grey beard say? 4 Why did the people who were sitting at the back of the bus start to sing?

page 45
1 1 said 2 made 3 did she ask 4 told 5 fell 6 did you put
2 1 did you phone? 2 wrote to you? 3 broke the window? 4 did you break? 5 did she play? 6 fell off the table?
3 1 built 2 invented 3 painted 4 directed 5 composed

page 46
1 2 A; forgot 3 D; read 4 E; spoke 5 C; like, stopped 6 F; learn
3 1 stood 2 heard 3 opened 4 came 5 did not see 6 said 7 took 8 gave 9 held
10 did not read 11 said 12 did not speak 13 wrote 14 ran 15 turned

page 47
1 1 I learnt/learned a lot of Latin. 2 I didn’t remember to buy the milk. 3 I didn’t speak to her mother. 4 ‘Did he phone this morning?’ 5 I took the train. 6 did you go to Malaysia? 7 it didn’t stop at Glasgow. 8 ‘They saw two films.’ 9 ‘Did you eat my chocolates?’
2 1 When did Sarah and her baby come out of hospital? 2 Why did Peter’s friends from the office give him a bicycle? 3 What did the small woman with long hair say? 4 What did the children buy? 5 Who left a bicycle in the garden? 6 What fell off the table? 7 Who found a cat in his office?
3 A

page 48
1 1 were dancing 2 was cooking supper 3 was driving home 4 was not watching TV
2 1 ‘Was she writing letters?’ 2 ‘Where was he shopping?’ 3 ‘What was she cooking?’ 4 ‘Why were they crying?’ 5 ‘Were they driving to Scotland?’

page 49
1 1 was having 2 watched 3 was watching 4 worked 5 were studying 6 drove 7 walked
2 1 was reading; jumped 2 met; was travelling 3 broke; was skiing. 4 was shopping; stole
3 1 was shopping. 2 stopped. 3 said 4 were talking. 5 broke. 6 was working.

page 50
1 brought, cried, felt, stayed, stopped
2 1 What did all those people want? 2 Did all your brothers send birthday cards? 3 The baby ate some toothpaste this morning. 4 The teacher didn’t answer my question.
3 1 Why did Peter telephone?  2 What did Mary expect?  3 What happened?  4 Who took the car?  
4 1 we were watching TV.  2 he wasn’t reading it.  3 were they speaking English?  
5 1 went; was raining  2 read  3 Did … watch  4 walked; were talking  5 was swimming  
6 1 were singing  2 were standing  3 opened  4 drove  5 turned  6 started  7 was passing  
8 ran  9 pulled  

pages 52–53  
2 1 She has forgotten my address.  2 I have made a mistake.  3 You haven’t shut the door.  4 Alan has worked very hard.  
5 I haven’t heard from Mary.  6 John hasn’t learnt/learned anything.  7 I’ve broken a cup.  8 We have remembered Ann’s birthday.  9 The rain has stopped.  
10 I haven’t seen a newspaper today.  
3 1 Have we paid?  2 Has Bill phoned?  3 Have you heard the news?  4 Have the dogs come back?  5 What has Barbara told the police?  6 Why have Andy and Sarah brought the children?  7 What have you said to Mike?  
4 1 Have the Sunday newspapers arrived?  2 Have all those people gone home?  3 Has the secretary from your father’s office telephoned?  4 Where has/have the family in the upstairs flat gone?  5 Why have all the students in Mr Carter’s class given him presents?  
5 No, sorry, I haven’t seen your ball. Or No, I haven’t seen your ball, sorry.  

pages 54–55  
1 1 probably not  2 yes  3 don’t know  4 yes  5 don’t know  6 yes  7 no  8 don’t know  9 don’t know  10 no  
2 1 has sent  2 have bought  3 have cut  4 has stopped.  
3 2 C; has lost  3 B; has left  4 A; have forgotten  5 D; have seen  
4 1 gone  2 been  3 been  4 gone  5 been  6 gone  
5 1 made  2 polished  3 washed  4 ironed  5 washed up  6 put  7 tidied  8 did  
6 1 Have you swept  2 Have you made  3 Have you polished  4 Have you washed  5 Have you ironed  6 Have you washed up  7 have you put  8 Have you tidied  9 haven’t done  

page 56  
1 1 ’s eaten  2 ’s gone  3 ’ve won  4 ’s stolen  5 ’s come  6 has died  
2 1 has married or has left  2 has died or has married  3 has stopped  4 has left  5 has closed  
3 last week, then, yesterday, in 1990  
4 1 X  2 X  3 ✓  4 X  5 ✓  6 X  7 X  8 ✓  

page 57  
1 1 has left; didn’t like  2 have bought; found  3 have sold; got  4 has found; did … find  5 has gone; went; sent  6 has had; fell  
7 have heard; sent  8 have told; did … say  9 have died; lost  10 have not arrived; took  
2 1 ‘Did he get good marks?’  2 ‘When did she go?’  3 ‘When did he tell you?’  4 ‘Where did he stay?’  5 ‘Why did he sell it?’  6 ‘How much did it cost?’  7 ‘Where did he meet her?’  8 ‘Why did you stop?’  

pages 58–59  
1 1 have drunk eight  2 have written six  3 have read five  4 has driven 40,000  5 have lived … eight  6 has eaten twenty  
2 1 Joe has changed his job twice this year.  2 Have you ever written a poem?  3 I have never climbed a mountain.  
4 How often has she asked you for money?  5 I have often tried to stop smoking.  
6 Alex has phoned me six times this week.  7 Has Charles spoken to you today?  
8 Mary has not told me her new address.  9 Have you ever broken your leg?  
10 We have not played football this year.  
3 1 B  2 A  3 B  4 A  5 B  
4 1 Have you ever been  2 have never read  3 stayed  4 have wanted  5 this year  
6 last week  

In these answers, we usually give either contracted forms (for example I’m, don’t)
pages 60
1 1 have already paid. 2 has already left. 3 has already got up. 4 have already cooked 5 has already finished.
2 1 Bill hasn’t found a job yet. 2 Have you finished that book yet? 3 I haven’t started work yet. 4 Have you had supper yet?
3 1 I have just looked at the floor. 2 I have just thought about my home. 3 I have just moved my feet. 4 I have just put my hand on my head.
4 1 She has already written three letters. 2 She has just telephoned her mother. 3 She has already cleaned the kitchen. 4 She hasn’t read the newspaper yet. 5 She has just made some toast. 6 She hasn’t listened to the radio yet.

page 61
1 1 for 2 since 3 since 4 for 5 since 6 since 7 for 8 for 9 since 10 since 11 for 12 since
4 1 How long have you known Mike? 2 How long have you been a student? 3 How long has your brother been a doctor? 4 How long has Andrew had that dog? 5 How long have David and Elizabeth been together?

pages 62-63
1 1 Mary has been painting the house for four days. 2 We have been driving for four hours. 3 Ann has been working at Smiths since January. 4 Joe has been building boats for twenty years. 5 We have been waiting for the bus since 8.30. 6 Prices have been going up since last year.
2 1 How long has Jane been talking on the phone? 2 How long has your brother been working in Glasgow? 3 How long has Eric been driving buses? 4 How long has that man been standing outside? 5 How long have you been playing the piano?
4 1 ✓ 2 × 3 ✓ 4 ✓ 5 × 6 ✓
5 1 She has been playing the piano. 2 He has been playing football. 3 She has been teaching. 4 He has been writing letters. 5 She has been swimming.

pages 64
1 1 been raining 2 broken 3 told 4 been driving 5 read 6 been waiting 7 been playing 8 played 2 1 has been snowing 2 have had 3 has been working 4 has been 5 have ... known
3 1 been living 2 lived 3 worked 4 been working

pages 66-67
1 1 began 2 broken 3 come 4 drunk 5 ate 6 fell 7 forgotten 8 given 9 knew 10 taken 2 1 Did all those people go home? 2 Peter hasn’t told us everything. 3 Has the postman been? 4 Has Pat been working all day? 5 Eric and Angela didn’t buy a new house. 6 Did Mary’s boyfriend forget her birthday?
3 1 Why has everybody gone home? 2 How long has Ann been learning Chinese? 3 Why did George close the door? 4 Where have the people in the big house gone on holiday? 5 When did the President and his family visit Russia? 6 How long have Jan’s father and mother been travelling in Scotland? 7 What has happened?
4 1 yes 2 don’t know 3 yes 4 don’t know 5 don’t know 6 yes 7 no 8 yes
5 1 had 2 spent 3 lost 4 did not pass 5 happened. 6 has been 7 has changed 8 have bought 9 has opened 10 have had 11 have passed
6 1 have changed; didn’t like 2 have found; did ... find 3 has already lost 4 lost 5 Has ... spoken 6 has been snowing 7 have finished 8 studied 9 have passed 10 have ... known 11 Have ... written 12 waited 13 has just gone 14 haven’t tried 15 has been eating
7 1 have been 2 ago 3 came 4 has been doing 5 have opened 6 have just asked 7 hasn’t decided 8has never lived 9 bought 10 talked

pages 68-69
1 1 had worked 2 hadn’t rained. 3 had happened 4 had seen 5 hadn’t got 6 had they been 7 had paid 8 hadn’t done
2 1 understood; had got 2 didn't play; had hurt 3 had looked; started 4 had never travelled; went 5 arrived; had already closed 6 didn't have; had paid
3 1 got; had eaten 2 met; had been 3 started; remembered; had not closed 4 found; had ... opened 5 told; had ... bought
4 1 When George had eaten all the chocolate biscuits, he started eating the lemon ones.
2 When I had turned off the lights in the office, I locked the door and left.
3 I borrowed Karen's newspaper when she had read it. 4 Mark had a long hot shower when he had done his exercises. 5 When Barry had phoned his mother with the good news, he went to bed.

page 70

1 1 broken, brought, come, drunk, eaten, forgotten, given, left, made, stood, stayed, stopped, taken, thought, tried
2 1 We haven't been walking. 2 They've phoned. 3 I hadn't spoken to her before. 4 Has she been to Chicago? 5 He's bought a car. 6 Has she been studying Italian?
3 1 has lost; lost 2 Have you ever driven
3 has never had 4 Did you see; has just phoned 5 yet 6 eight weeks ago 7 I've been; for 8 'It's already started.'
4 1 We've known; for 2 I've been working 3 has passed; Did he get 4 has gone; did she leave 5 stood
5 1 saw; knew; had met 2 didn't have; had bought 3 had already started; arrived 4 broke; had forgotten 5 met

page 72

1 1 to be 2 be 3 pass 4 to get 5 be 6 to speak
2 1 likes 2 may 3 must 4 works 5 should 6 seems 7 might 8 wants
3 1 Can he ski? 2 He can't play poker.
3 She mustn't sing. 4 He may not go this week. 5 Must she work on Sunday?

page 73

1 1 must write 2 must hurry/go 3 must stop 4 must pay 5 must study 6 must speak 7 must go
2 2 A; must phone 3 E; must go 4 C; must have 5 D; must see
3 1 Must I pay 2 Must I come 3 Must I sit 4 Must I answer 5 Must I stay

page 74

1 1 You mustn't wash 2 You mustn't make
3 You mustn't use 4 You mustn't smoke
2 2 D; needn't make 3 C; needn't make
4 A; needn't drive 5 B; needn't give
3 1 mustn't 2 needn't 3 mustn't 4 needn't 5 needn't 6 mustn't 7 mustn't 8 needn't 9 needn't 10 mustn't

page 75

1 1 has to have 2 has to wear 3 has to be
4 has to carry 5 has to be
2 2 A; do we have to 3 D; Do I/we have to
4 B; Do they have to 5 C; Do I/we have to
3 1 don't have to close 2 doesn't have to water 3 doesn't have to post 4 don't have to go 5 don't have to speak 6 doesn't have to arrive

page 76

1 1 He didn't have to learn Russian. 2 He had to learn maths. 3 He didn't have to learn music. 4 He had to play football. 5 He didn't have to write poems. 6 He had to write stories.
2 1 Did John have to pay for his lessons? 2 Did Mary have to take an exam last year? 3 Did Joe and Sue have to wait a long time for a train? 4 Did you have to show your passport at the airport? 5 Did the children have to walk home? 6 Did Peter have to cook supper?
3 1 'I'll have to get 2 won't have to go 3 Will ... have to speak 4 'I'll have to play 5 'I'll have to ask 6 won't have to work 7 Will ... have to get

page 77

1 1 shouldn't say; should say 2 should eat; shouldn't eat 3 should be; shouldn't leave 4 shouldn't drive; should stop 5 should drink; shouldn't wear
2 1 'What time should I arrive?' 2 Who should I phone 3 'What should I wear?' 4 'Where should I sit?' 5 Where should I put
3 1 must 2 should 3 should 4 must 5 must 6 must 7 should

In these answers, we usually give either contracted forms (for example 'I'm, don't')
pages 78–79
1 1 He can’t play tennis, but he can play baseball. 2 He can play the piano, but he can’t play the violin. 3 He can’t remember names, but he can remember faces. 4 He can eat oranges, but he can’t eat cherries.
2 1 ‘Can he cook?’ 2 ‘Can she speak Spanish?’ 3 ‘How much can they pay?’ 4 ‘Can you drive a bus?’ 5 ‘Can you wear red?’ 6 ‘Can you see the sea?’ 7 ‘Can you read music?’ 8 ‘What can he do?’
3 1 could name 2 could count 3 could read 4 could not write 5 could tell 6 could remember 7 could not walk
4 1 to be able to 2 been able to 3 been able to 4 to be able to
5 1 will be able to eat 2 will be able to play 3 will be able to travel 4 will be able to remember 5 Will ... be able to do

pages 80–81
1 1 It may not rain. 2 We may buy a car.
3 1 Joe may not be at home. 4 Ann may need help. 5 The baby may be hungry. 6 I may not change my job. 7 She may be married.
8 He may not want to talk to you. 2 1 E; may not have 2 B; may stay 3 C; may not be 4 D; may snow. 6 F; may give
3 1 might find 2 might send 3 might fall 4 might make 5 might buy
4 1 might not finish 2 might miss 3 might give 4 might not believe 5 might not pass 6 might not know
5 1 be a pilot. 2 He might be a businessman.
3 She might be an opera singer. 4 He might be a lawyer or a politician. 5 She might be a lawyer or a politician. 6 He might be a chef. 7 She might be a gardener.

pages 83
1 1 pass 2 clean 3 hold 4 drive 5 lend
2 1 Can you open the door? 2 Could you give me an envelope? 3 Can you pass me the sugar? 4 Could you watch my children for a minute? 5 Could you tell me the time? 6 Could you possibly change some dollars for me?
3 1 Can you give me a receipt? 2 Can you bring me the menu? 3 Can you give me an estimate? 4 Can you give me your price list? 5 Can you bring me the bill?

pages 84–85
1 1 Can/Could I have a glass of water (, please)? 2 Can/Could I use your pencil (, please)? 3 Can/Could I have some more coffee (, please)? 4 Can/Could I put my coat here (, please)?
2 1 Could I use your calculator, please?
2 Could I leave early today, please? 3 Could I take your photo, please? 4 Could I borrow your newspaper, please? 5 Could I turn on the TV, please?
3 2 E; can play 3 B; can eat 4 D; can turn on 5 F; can watch 6 A; can park
4 1 You can’t smoke here. 2 You can’t take photos here. 3 You can’t cycle here.
4 You can’t use mobile phones here.
5 1 Can I make a cup of tea (or one) for you?
2 Can I help you? 3 Can I drive you to the station? 4 Can I get some aspirins for you?
6 1 may not talk 2 may not leave 3 may use 4 may take 5 may leave 6 may use 7 may do

page 82
1 1 He must want something. 2 She must be French. 3 He must read a lot. 4 That must be interesting. 5 He must have very big feet. 6 You must know Paul Baker.
2 1 She must speak Italian or English.
2 She must have long/fair hair. 3 She must play golf. 4 She must have a lot of / lots of / plenty of money. 5 She must be interested in Russia / history / Russian history.
6 She must have a dog.

page 86
1 1 What shall I buy for Sandra’s birthday? 2 When shall I phone you? 3 Shall I pay now? 4 Shall I clean the bathroom?
5 How many tickets shall I buy? 6 Where shall I leave the car? 7 What time shall I come this evening? 8 Shall I shut the windows?
2 1 Shall we go out this evening? 2 Shall we have a game of cards? 3 How shall we travel to London? 4 What shall we do at the weekend? 5 Where shall we go on holiday? 6 Shall we look for a hotel? 7 What time shall we meet Peter? 8 How much bread shall we buy?

3 1 Shall I post your letters? 2 Shall I do your shopping? 3 Shall I make your bed? 4 Shall I read to you? 5 Shall I drive you to the station? 6 Shall I make you a cup of tea?

page 87

1 2 A; 'd better not drink 3 F; 'd better not sit 4 C; 'd better call 5 E; 'd better go 6 D; 'd better stop

2 1 'd better 2 should 3 'd better 4 should 5 'd better 6 should

page 88

1 1 I'd like a black T-shirt, please. 2 Would you like an aspirin? 3 Would you like the newspaper? 4 I'd like an ice cream, please.

5 Would you like some more toast? 6 I'd like a receipt.

2 1 I'd like / I wouldn't like to be taller. 2 I'd like / I wouldn't like to be younger. 3 I'd like / I wouldn't like to be older. 4 I'd like / I wouldn't like to go to the moon. 5 I'd like / I wouldn't like to live in a different country. 6 I'd like / I wouldn't like to have a lot of dogs. 7 I'd like / I wouldn't like to write a book.

3 1 Would 2 like 3 Would 4 Yes, I do.

5 would like 6 don't 7 wouldn't

page 89

1 1 People used to travel on foot or on horses. 2 Most people didn't use to go to school. 3 Most people didn't use to learn to read. 4 People used to cook on wood fires. 5 Most people didn't use to live very long. 6 Most / A lot of people used to work very long hours.

2 1 Ann used to study German. Now she studies French. 2 Bill used to live in London. Now he lives in Glasgow. 3 Mary used to read a lot. Now she watches TV. 4 Joe used to be a driver. Now he's a hairdresser. 5 Alice used to drink coffee. Now she drinks tea. 6 Peter used to have lots of girlfriends. Now he's married.

3 1 Did you use to have dark hair? 2 Did you use to play football? 3 Where did you use to work? 4 Did you use to enjoy your work? 5 Did you use to go to a lot of parties?

pages 90–91

1 1 should have locked 2 should have been 3 should have put 4 should have brought 5 should have arrived 6 should have brought

2 1 shouldn't have eaten 2 shouldn't have spent 3 shouldn't have gone 4 shouldn't have played

3 1 could have married 2 could have lent 3 could have studied 4 could have won 5 could have been 6 could have gone

4 1 She may have broken her leg. 2 I may have lost my keys. 3 Alice may have gone back home. 4 My great-grandfather may have been a soldier. 5 I may have found a new job. 6 This house may have been a school once.

5 1 She must have gone home. 2 I must have left it on the bus. 3 She must have forgotten. 4 John must have taken it.

page 92

1 1 X 2 X 3 X 4 ✓ 5 ✓ 6 X

2 1 must 2 shouldn't 3 must not 4 should 5 needn't 6 have to

3 1 I will be able to speak French soon. 2 Everybody had to fill in a big form last year. 3 Everybody will have to fill in a big form next year.

4 1 You must phone Martin. 2 Ann might be here this evening. 3 You needn't wait. 4 People shouldn't watch TV all the time. 5 Shall I open a window?

5 1 ✓ 2 X 3 X 4 X

6 1 must 2 can't 3 may have gone

7 1 Can/Could I have a cup of coffee, (please)? 2 Could I (possibly) take a photograph of you, please? 3 Can/Could you close the door, (please) John?

page 94

1 1 B 2 E 3 H 4 C 5 F 6 G 7 D

2 1 is spoken 2 studied 3 spent 4 was broken 5 are made 6 was written 7 will be opened 8 was driving; was stopped
page 95
1 1 is 2 am 3 is 4 Are 5 is 6 is 7 are 8 Are
2 1 is written 2 are watched 3 are sold 4 is known 5 is pronounced 6 is spoken 7 is played 8 are cleaned
3 1 is not spelt; is it spelt? 2 is not usually seen; is it seen? 3 is not pronounced; is it pronounced? 4 are not found; are they found? 5 is not paid; is she paid?

page 96
1 1 will be opened 2 will be spoken 3 will be finished 4 will be cleaned 5 will be sent
2 1 won’t be taken; will they be taken? 2 won’t be built; will it be built? 3 won’t be spoken; will be spoken?

page 97
1 1 was 2 were 3 were 4 were 5 was 6 was
2 1 were taken 2 were left 3 was cleaned 4 were met 5 was told 6 was sent
3 1 was not educated; was he educated? 2 were not posted; were they posted? 3 was not cooked; was it cooked? 4 was not made; was it made? 5 was not paid; was it paid?

page 98
1 1 it’s being cleaned. 2 she’s being interviewed 3 my watch is being repaired. 4 I’m being sent 5 my hair is being cut.
2 (Possible answers:) Baggage is being checked/x-rayed. Boarding passes are being checked/printed. Business people are being met. Cars are being parked. Departures are being announced. Passports are being checked. Reservations are being made/checked. Tickets are being sold/checked.

page 99
1 1 has been arrested 2 has been bought 3 has been killed 4 have been found 5 has been chosen
2 1 It’s never been ridden. 2 It’s never been worn. 3 It’s never been opened. 4 It’s never been used. 5 It’s never been played.

page 100
1 2 C 3 A 4 E 5 B
2 1 The younger children were given picture books. Picture books were given to the younger children. 2 Anna and Joe were lent a car by the Watsons. A car was lent to Anna and Joe by the Watsons. 3 Nathan was promised a new computer. A new computer was promised to Nathan. 4 Some people were sent two invitations by mistake. Two invitations were sent to some people by mistake. 5 Most of us were shown a film about Wales. A film about Wales was shown to most of us.
3 1 Cathy wasn’t promised a place. Who was promised a place? 2 We weren’t given enough time. Who was given enough time? 3 Jon was not shown the hall. Who was shown the hall? Were any of the musicians shown the hall? 4 I was not given an explanation. Who was given an explanation? Was anybody given an explanation?

page 101
1 1 by the government. 2 by loud music 3 by my granddaughter. 4 by a farmer 5 by a tree
2 1 ‘Who was it written by?’ 2 ‘Who was it sung by?’ 3 ‘Who was it painted by?’ 4 ‘Who was it directed by?’ 5 ‘Who was it built by?’ 6 ‘Who was it chosen by?’
3 1 by Shakespeare 2 by people who watch birds 3 by mountain climbers 4 by Frank Lloyd Wright 5 by translators 6 by sugar companies 7 by an English person

pages 102–103
1 1 Ann’s mother made this sweater. This sweater was made by Ann’s mother. 2 Janet paid the electricity bill last week. The electricity bill was paid by Janet last week. 3 The first television was built by J. L. Baird in 1924. J. L. Baird built the first television in 1924.
2 1 B 2 B 3 A 4 B 5 A
3 1 are covered 2 are spent 3 has 4 walk 5 do not eat 6 are left 7 slept 8 are made 9 is not known 10 live 11 are cut down
4 1 will be spoken 2 were sent 3 is used 4 ‘It’s being repaired.’ 5 has my name been
In these answers, we usually give either contracted forms (for example I'm, don't)

**pages 104**

1. 1 posted 2 weren't paid 3 speaks 4 isn't pronounced 5 will be built 6 is being cleaned 7 have been invited
2. 1 is made 2 were killed 3 will be done 4 is spoken
3. 1 A 2 B 3 B 4 A
4. 1 are being followed. 2 has been stolen. 3 is being repaired. 4 have been moved. 5 have been sent 6 are... being interviewed.
5. 1 Meal tickets were given to all the passengers. 2 Ellen has been shown the plans for the new building. 3 A week's holiday has been promised to all the office workers. 4 Laura was sent a bill for the repairs.

**pages 106–107**

1. 1 Are you tired? 2 Is he at home? 3 Must you go now? 4 Can they speak Spanish? 5 Will you be here tomorrow? 6 Will she arrive by train? 7 Has she forgotten her keys? 8 Is your sister playing tennis?
2. 1 Do you drink coffee? 2 Do you like jazz? 3 Did you know Andrew? 4 Did you go skiing last winter? 5 Do you work in London?
3. 1 Does he speak Arabic? 2 Does he know Mr Peters? 3 Does he work at home? 4 Did he live in Birmingham? 5 Did he go home last week?
4. 1 C 2 B 3 A 4 B 5 B 6 A 7 A
5. 1 Is your sister Caroline talking to the police? 2 Do all the people here understand Spanish? 3 Did most of the football team play well? 4 Is everybody in the office working late today? 5 Is the man at the table in the corner asleep? 6 Does the 7.30 train for London leave from Platform 2?

**pages 108–109**

1. 1 'Why are you here?' 2 'Where have you been today?' 3 'When are you going to Glasgow?' 4 'How do you like Scotland?' 5 'How did you come here?' 6 'Why did you come by car?' 7 'Where do you live?' 8 'When are you leaving?' 9 'When will we see you again?'
2. 1 How far is? 2 How tall is? 3 How fast was? 4 How often do you? 5 How big is? 6 How long did you? 7 How well do you?
3. 2 C; What colour? 3 D; What sort/kind of? 4 B; What size? 5 F; What colour? 6 H; What sort/kind of? 7 E; What time? 8 G; What size
4. 1 'What's your new girlfriend like?' 2 'What are your new neighbours like?' 3 'What's your new car like?' 4 'What's your new house like?' 5 'What's your new job like?'

**pages 110–111**

1. 1 plays 2 made 3 did she marry? 4 does this word mean? 5 did you say? 6 told
2. 1 I came to her party? 2 did he catch? 3 goes to the station? 4 he speaks? 5 does she like?
3. 1 Alice. 2 Who loves Ann? Pete. 3 Who does Ann love? Joe. 4 Who loves Alice? Fred. 5 Who does Joe love? Mary. 6 Who does Pete love? Ann. 7 Who loves Pete?
4. 1 (a) What did Mary buy? (b) Who bought a coat? 2 (a) What did the bus hit? (b) Who hit that tree? 3 (a) Who lost the office keys? (b) What did Ann lose?
5. 1 (a) What is Fred studying? (b) Who is studying Arabic? 5 (a) Who hates computers? (b) What does Mike hate?

**pages 112–113**

1. 1 Milk isn't red. / Milk's not red. 2 The children aren't at home. 3 Joe hasn't been to Egypt. 4 You mustn't give this letter to her mother. 5 I won't be in the office tomorrow. 6 I couldn't swim when I was two years old. 7 We weren't in Birmingham yesterday. 8 I'm not English.
4. 1 Shakespeare didn't live in New York. 2 Phone books don't tell you about words. 3 The earth doesn't go round the moon. 4 Most Algerians don't speak Russian. 5 Cookers don't keep food cold. 6 The Second World War didn't end in 1955. 7 John doesn't know my sister.
6. 1 don't 2 wasn't 3 doesn't/can't 4 haven't 5 aren't 6 won't 7 didn't/couldn't 8 didn't/couldn't 9 hasn't 10 'm not
7. 2 A 3 B 4 C
page 114

1 1 Nobody lives in that house. 2 I'll never understand my dog. 3 The children told me nothing. 4 I have no money. 5 I could hardly see the road.
2 1 I saw nobody. 2 We had no trouble. 3 My parents never go out. 4 I looked for the dog, but it was nowhere in the house. 5 I ate nothing yesterday. 6 It hardly rained for three months. 7 Nobody spoke.
3 1 My grandmother never drives fast. 2 Andrew doesn't play the guitar. 3 When she talked, I understood nothing. 4 I don't like Ann's new shoes. 5 Nothing happened this morning. 6 There's nowhere to sit down in the station. 7 I hardly watch TV. 8 Nobody wants to play tennis.

page 115

1 1 Can't you swim? 2 Don't you speak Spanish? 3 Weren't the shops open? 4 Hasn't Ann arrived? 5 Didn't she know him? 6 Why aren't you working?
2 1 Don't you speak Arabic? 2 Isn't that Bill over there? 3 Didn't you study at Oxford? 4 Isn't this your coat? 5 Isn't her mother a doctor? 6 Wasn't Joe at the party?
3 1 Aren't they late! 2 Doesn't she look tired! 3 Isn't that child dirty! 4 Isn't it hot! 5 Doesn't John work hard!
4 1 No 2 No 3 Yes 4 Yes 5 Yes 6 No

page 116

1 1 Has she been to America? 2 Does she like dancing? 3 Can she swim? 4 Will she be here tomorrow? 5 Did she watch TV yesterday?
2 1 Ann isn't at work. / Ann's not at work. 2 I haven't forgotten your face. 3 Peter doesn't drive taxis. 4 We didn't go to Portugal. 5 You mustn't use that one.
3 1 What colour 2 How tall 3 What sort/kind of
4 1 X 2 X 3 V 4 X 5 X 6 V 7 V
6 1 No 2 Yes 3 Yes 4 No

page 118

1 1 – 2 to 3 – 4 to 5 (mod) to 6 to
2 1 to learn 2 help 3 to see 4 buy 5 to hear 6 to go
3 1 not to have 2 not to break 3 not to go to sleep 4 not to make 5 not to have 6 not to talk

page 119

1 1 to drive 2 to catch 3 to ask for 4 to wait for 5 to meet 6 to buy 7 to finish 8 to learn
2 1 I stood on a chair to clean the top of the fridge. 2 Roger's gone to town to buy a book. 3 We moved closer to the fire to get warm. 4 Use this key to open the front door. 5 I left a note to tell George about the meeting. 6 Jane got a part-time job to earn some pocket money.
3 1 to weigh 2 to bake 3 to fry 4 to boil 5 to mix 6 to cut

pages 120–121

1 1 refuse to 2 started to 3 promised to 4 expected to 5 (ve) tried to 6 (ve) decided to 7 want to 8 (m) learning to 9 plan to 10 needed to 11 forgot to 12 seemed to 13 began to 14 (ve) continued to 15 prefer to
2 1 needs to 2 agreed to 3 decided to 4 tried to 5 learnt/learned to 6 promised to 7 forgot to 8 refused to 9 want to 10 started to 11 prefers to 12 continued to 13 hopes to 14 seemed to 15 began to

pages 122–123

1 1 Sarah would like John to cook tonight. 2 The policeman wants the man to move his car. 3 Helen's mother wants her to wash her face. 4 Bill would like Andy to help him. 5 Roger would like Karen to lend him some money. 6 Jake wants Peter to be quiet for a minute. 7 David would like Alice to have dinner with him. 8 Mike would like the government to put more money into schools.
In these answers we usually give either contracted forms (for example I'm, don't.)
pages 130–131
1 1 taking 2 eating 3 shopping 4 driving 5 stopping
2 1 They've just finished playing tennis. 2 All that week, it kept raining. 3 It's just stopped snowing. 4 He's given up smoking. 5 He can't help thinking of/about Annie. 6 They're going shopping. 7 She's practising writing.
3 1 washing 2 watching 3 working 4 playing 5 wearing 6 studying

pages 132–133
1 2 C 3 A 4 D 5 B
2 1 hearing 2 smoking 3 going 4 watching 5 washing
3 1 Bob is quite good at running, but not very good at cycling. 2 Sue is not very good at drawing, but quite good at singing. 3 Mark is quite good at swimming, and very good at running. 4 Bob is bad at swimming, but quite good at singing. 5 Jane is very good at running, and quite good at cycling. 6 Mark is not very good at singing, but quite good at drawing.
5 1 Ellie stayed awake by drinking lots of coffee. 2 Eric drank three glasses of water without stopping. 3 Charles woke us up by turning the TV on. 4 You can find out the meaning of a word by using a dictionary. 5 Mike paid for his new house without borrowing any money. 6 Sue lost her driving licence by driving too fast, too often. 7 Carl did all his homework without asking for any help. 8 Teresa cooks all her food without using any salt.
6 1 after swimming 2 Since passing her exam 3 before visiting her 4 after breaking her leg 5 Before crashing his car 6 since getting her new job

page 134
1 1 to see 2 help 3 to buy 4 to go 5 not to 2 1 to work 2 to see 3 smoking 4 driving 5 to buy 6 to talk 7 sending 8 talking 9 to come 10 speaking.
3 1 A 2 C 3 C 4 A 5 D
4 1 I was surprised to find a cat in my bed. 2 I was sorry not to have time to phone you. 3 My phone number is easy to remember.
5 1 A 2 A
6 1 It's too heavy to lift. 2 He's old enough to vote. 3 I'm too tired to drive.
7 1 The boss wants Mary to answer the phone. 2 Ann would like Pat to look after the children.

page 136
1 2 A; laugh 3 C; wait 4 B; ask 5 E; belong 6 J; listen 7 H; Look 8 G; think 9 F; talks 10 I; happened
2 1 in 2 to 3 at 4 at 5 to 6 at 7 about 8 about 9 for
3 1 for 2 at 3 to 4 after 5 for 6 for 7 about 8 to 9 for 10 about 11 into 12 on 13 to

page 137
1 1 to 2 from 3 about 4 with 5 for 6 to
2 1 What are you thinking about? 2 Who does she work for? 3 Who/What were you talking about? 4 What are you interested in? 5 What are you looking at? 6 Who did you stay with?
3 1 What 2 Who 3 What 4 to 5 for 6 Where

pages 138–139
1 1 get 2 go 3 round 4 on 5 back 6 up 7 lie 8 Go
2 1 up 2 down 3 back
3 1 on 2 on 3 down 4 off 5 down 6 back 7 up 8 look 9 pick 10 give 11 let 12 fill 13 take 14 Break
4 1 Could you turn the TV down? Could you turn it down? 2 You can throw the potatoes away. You can throw them away. 3 Why don't you take your glasses off? Why don't you take them off? 4 Please put that knife down. Please put it down. 5 Shall I fill your glass up? Shall I fill it up? 6 I'll switch the heating on. I'll switch it on.
2 1 any more to drink. 2 any foreign languages. 3 any games 4 any sleep 5 any English newspapers
3 1 Could I have some coffee? 2 Would you like some bread? 3 Would you like some rice? 4 Could I have some tomatoes? 5 Would you like some more potatoes? 6 Could I have some more milk?
4 2 E 3 D 4 B 5 A 6 C 7 F
5 1 buy any. 2 some tomorrow. 3 some; you. 4 want any. 5 any good 6 put some

page 164
1 1 wasn’t 2 didn’t do 3 didn’t have 4 didn’t ask 5 didn’t find
2 1 She doesn’t speak any German. 2 He hasn’t written any letters to her. 3 We get no rain here. 4 There’s no post on Sundays. 5 She’s got no brothers or sisters.
3 1 Sorry, no milk. 2 Any phone calls for me? 3 No more money. Any problems today?
4 1 None. 2 no 3 none 4 None 5 no; none

page 165
1 1 Nothing 2 anywhere 3 no one 4 anything 5 everywhere. 6 No one 7 Nowhere 8 something 9 Everyone 10 anybody 11 Everything 12 somewhere
2 1 anybody/anyone 2 nowhere 3 anything. 4 No one / Nobody 5 nothing. 6 everything

page 166
1 2 D 3 E 4 C 5 F 6 B 7 H 8 L 9 K 10 J 11 I 12 G
2 1 He bought some mustard, because he likes mustard. 2 He bought some mushrooms, because he likes mushrooms. 3 He didn’t buy any carrots, because he doesn’t like carrots. 4 He didn’t buy any vinegar, because he doesn’t like vinegar. 5 He bought some rice, because he likes rice. 6 He didn’t buy any pepper, because he doesn’t like pepper. 7 He bought some cornflakes, because he likes cornflakes. 8 He didn’t buy any oil, because he doesn’t like oil.

page 167
1 1 any boy 2 Any colour 3 any supermarket. 4 any question 5 any problems 6 any day 7 any bank. 8 Any bus
2 2 E; Anywhere 3 A; anything.
4 B; anybody/anyone. 5 C; anywhere 6 E; anything.

page 168
1 1 much 2 much 3 many 4 many 5 much 6 much 7 many 8 many 9 much 10 many 11 many
2 1 How many symphonies did Beethoven write? 2 How many cents are there in a dollar? 3 How many kilometres are there in a mile? 4 How many states are there in the USA? 5 How much blood is there in a person’s body? 6 How much air do we breathe every minute?

page 169
1 1 have 2 are 3 has 4 work 5 is 6 need
2 1 a lot / lots of work 2 a lot / lots of ideas 3 a lot / lots of football 4 a lot / lots of languages 5 a lot / lots of houses 6 a lot / lots of sleep

page 170
1 1 a little 2 a few 3 a few 4 a little 5 a few 6 a little 7 a few 8 a little 9 a little 10 a few
2 1 a little 2 little 3 few 4 a few 5 a few 6 few
3 1 There was only a little room on the bus. or There wasn’t much room on the bus. 2 Only a few people learn foreign languages perfectly. or Not many people learn foreign languages perfectly. 3 She has only (got) a few friends. or She hasn’t (got) many friends. 4 We only got a little rain here in summer. or We don’t get much rain here in summer. 5 This car only uses a little petrol. or This car doesn’t use much petrol. 6 There are only a few flowers in the garden. or There aren’t many flowers in the garden.
2 1 all 2 every 3 every 4 all 5 Every 6 All 7 All 8 every 9 Every 10 All 11 All 12 every

1 1 Each 2 every 3 each 4 each 5 every/each 6 Every 7 each 8 each
2 1 Every one 2 every 3 every one. 4 Every one; every one 5 every 6 every one.

1 1 Both 2 both 3 either 4 Both; neither 5 either 6 both 7 Either 8 neither; either; both
2 1 both sides 2 Both; parents 3 both directions. 4 Both teams 5 both knees 6 both; ear-rings/socks 7 both ends 8 both; socks.
3 1 both these books 2 both doors 3 both of you 4 both our jobs 5 both shops 6 both my uncles

1 not much of the time 2 any of my friends 3 enough of that meat 4 some of the big plates 5 a few of her ideas 6 most of these mistakes
2 1- 2 of 3 of 4 of 5 - 6 - 7 of 8 of 9 - 10 of
3 1 Most 2 most of the 3 Most of the 4 Most 5 Most 6 most of the 7 Most 8 most 9 most of the 10 most

1 this 2 that 3 those 4 This
2 1 I need 2 no letters 3 'Nothing.' 4 'Anywhere.' 5 beautiful eyes 6 much 7 many 8 lots of 9 think 10 is 11 many 12 too 13 big enough? 14 Is
3 1 every 2 each 3 every 4 each 5 everything. 6 all 7 everybody
4 1 Both 2 either 3 every one 4 Most 5 many of 6 A lot. 7 a little 8 few
5 1 She only has/ She's only got a little money. or She hasn't got / She doesn't have much money. 2 I have / I've got a lot of friends in Edinburgh.
pages 180–181

1
1. her 2. us 3. him 4. they 5. him 6. them?
7. her; she

2
1. He 2. them 3. him 4. They 5. her 6. She

3
1. They 2. It 3. It 4. them 5. it 6. it
7. them. 8. they

5
1. ‘He has moved to London.’ 2. ‘They are on
that chair.’ 3. ‘I like them.’ 4. ‘She is going
to study medicine.’ 5. ‘No, it is difficult.’

6
1. It's warm. 2. It's windy. 3. It's snowing.
4. It's hot. 5. It's raining. 6. It's sunny.
7. It's cloudy. 8. It's cold.

pages 182–183

1
1. his 2. our 3. Whose 4. its 5. my 6. their
7. his 8. her 9. your 10. his 11. its

2
1. John sold his bike to Peter. 2. Peter sold his
dog to Mary. 3. Mary sold her house to Pat
and Sam. 4. Pat and Sam sold their motorbike
to Bill. 5. Bill sold his piano to Alice. 6. Alice
sold her coat to Michael. 7. Michael sold his
camera to Helen. 8. Helen sold her guitar to
Marilyn. 9. Marilyn sold her hair-dryer to
Tom. 10. Tom sold his dictionary to Ann.

3
1. their son Joe 2. their daughter Emma
3. their camper van. 4. her brother Frank
5. her sister Lucy 6. his sister Mary
7. his brother Eric 8. their friend Pete

page 184

1
1. I prefer our house to theirs. 2. Her hair
looks better than yours. 3. Yours looks
terrible. 4. That dog looks like ours.

2
1. The towel is not theirs. 2. The razor is his.
3. The red toothbrush is his. 4. The green
toothbrush is hers. 5. The toothpaste is
theirs. 6. The make-up is hers. 7. The soap
is hers. 8. The green washcloth is hers.
9. The hair-dryer is hers. 10. The dressing-
gown is his. 11. The shampoo is theirs.

page 185

1
1. him 2. herself 3. themselves
4. yourselves 5. him

2
1. myself 2. ‘Himself.’ 3. yourself.
4. ourselves 5. herself 6. yourselves
7. themselves.

3
1. yourself 2. themselves. 3. myself.
4. ourselves 5. herself.

page 186

\[
\text{\begin{tabular}{|l|l|l|l|l|l|}
\hline
\text{I} & \text{me} & \text{my} & \text{mine} & \text{myself} \\
\text{you} & \text{you} & \text{your} & \text{yours} & \text{yourself} \\
\text{he} & \text{him} & \text{his} & \text{his} & \text{himself} \\
\text{she} & \text{her} & \text{her} & \text{hers} & \text{herself} \\
\text{it} & \text{it} & \text{its} & \text{its} & \text{itself} \\
\text{we} & \text{us} & \text{our} & \text{ours} & \text{ourselves} \\
\text{you} & \text{you} & \text{your} & \text{yours} & \text{yourself} \\
\text{they} & \text{them} & \text{their} & \text{theirs} & \text{themselves} \\
\hline
\end{tabular}}
\]

2
1. his 2. her 3. my 4. mine 5. ours

pages 188

1
1. + -s: cats, chairs, gardens, hotels, planes,
ships, tables, times, trees
+ -es: boxes, brushes, churches, classes,
dresses, gases, glasses, watches, wishes
2
+ -s: guys, holidays, keys, ways
-y -ies: copies, countries, families, parties

3
1. children 2. students 3. want 4. cities
5. wives 6. do 7. teeth 8. watches 9. babies
10. matches 11. guys 12. work 13. people

pages 189

1
1. class ✓ 2. club ✓ 3. Communist Party ✓
4. company ✓ 5. crowd ✓ 6. idea ✓ 7. lunch ✓
8. question ✓ 9. room ✓ 10. school ✓ 11. train ✓

2

3
1. dark glasses. 2. shorts. 3. scissors 4. black
trouser 5. silk pyjamas.
pages 190–191
1 love, meat, music, oil, salt, snow, sugar, wool
2 some baggage a fridge some furniture
   a handbag a holiday some knowledge
   some luck a newspaper a problem
   a station some travel some work
3 1 baggage 2 travel. 3 spaghetti 4 news
   5 advice 6 furniture 7 work
4 1 a job 2 a journey 3 a piece of advice
   4 a piece of information 5 a piece of news
5 1 a glass 2 glass 3 chocolate 4 a chocolate
   5 paper 6 a paper 7 an iron 8 iron
   9 a chicken 10 chicken
6 1 bottle 2 jug 3 box 4 cup 5 mug
   6 jar 7 can 8 bag 9 glass 10 packet

page 192
1 1 this one. 2 a new one. 3 another one.
   4 last one. 5 small one. 6 blue ones.

page 193
1 1 Alice and John's house 2 artists' ideas
   3 my dog's ears 4 those dogs' ears
   5 those men's faces 6 his girlfriend's piano
   7 their grandchild's birthday 8 their
   grandchildren's school 9 ladies' hats
   10 my aunt and uncle's shop 11 Patrick's
   books 12 a photographer's job 13 our
   postman's cat 14 postmen's uniforms
   15 Joyce's pen 16 the thief's bag
   17 the thieves' car 18 that woman's brother
   19 most women's desks 20 your mum
   and dad's bedroom
2 1 their grandparents' 2 children's
   3 the other children's 4 and Cara's
   5 The two girls' 6 a man's
   7 the shopkeeper's 8 local people's
3 1 My sister's secretary's office 2 Jane's
   children's bicycles 3 Rob's family's holiday
   flat

pages 194–195
1 1 Ann's house 2 the doctor's house
   3 Oliver's book 4 the teacher's car
   5 the children's money 6 Susan's money
2 1 The builder's car is parked in front of
   Anna's house. 2 Do you know the tall
   woman's address? 3 The children's bedtime
   is eight o'clock. 4 Alice and Pat's brothers
   are both in the army.

pages 196–197
1 1 business address, e-mail address, home
   address 2 aspirin bottle, milk bottle,
   perfume bottle 3 jazz singer, opera singer,
   pop singer 4 garden wall, kitchen wall,
   prison wall 5 army uniform, police
   uniform, prison uniform 6 garden chair,
   kitchen chair
2 2 F; office building 3 D; dog food
   4 A; computer engineer 5 B; language
   school 6 E; baby clothes 7 G; knife drawer
3 1 a metal box 2 chocolate cakes 3 a plastic
   fork 4 vegetable soup 5 a leather jacket
   6 cotton shirts 7 a paper plate 8 tomato
   salad 9 a stone wall
4 1 an office manager 2 a coffee machine
   3 a coffee drinker 4 an animal lover 5 floor
   cleaner 6 a tennis player 7 a letter opener
   8 a cigar smoker 9 a mountain climber
5 1 telephone book 2 teacher's book
   3 Elizabeth's journey 4 train journey
   5 aunt's home 6 holiday home
   7 brother's interview 8 job interview

page 198
1 foxes, journeys, countries, matches, books,
   tables, feet, people/persons, knives, mice
2 1 X 2 X 3 X 4 X 5 X 6 ✓
pages 200–201

1 1 a beautiful little girl  2 in a red coat  3 was walking through a dark forest  4 with a big bag  5 of wonderful red apples  6 to see her old grandmother  7 Under a tall green tree  8 she saw a big bad wolf  9 with long white teeth
2 1 ‘Good morning, little girl,’ said  2 the big bad wolf.  3 ‘Where are you going  4 with that heavy bag  5 on this fine day?’  6 ‘I’m going to see my old grandmother’  7 said the little girl.  8 ‘She lives in a small house  9 near the new supermarket.’
3 1 friendly  2 little  3 stupid.  4 big
4 1 beautiful and intelligent  2 cold, hungry and tired
5 1 ‘That car looks expensive.’  2 ‘Jane seems happy.’  3 ‘I feel ill.’  4 It gets dark very early here in winter.  5 My parents are getting old.
6 1 ‘The train is late.’  2 ‘He looks Australian.’  3 ‘Your hair looks beautiful.’  4 My memory is getting very bad.  5 I want to become rich and famous.

pages 202–203

1 1 slow  2 interestingly  3 beautifully.
4 easy  5 perfect  6 badly.  7 happy
8 angry.  9 strong  10 quietly
2 1 finally  2 sincerely  3 loudly  4 thirstily
5 probably  6 usually  7 nicely
8 wonderfully  9 coldly  10 unhappily
11 comfortably
3 1 I read the letter carefully/slowly.  2 I bought a computer yesterday.  3 Write your name carefully/clearly.  4 You must see the doctor tomorrow.  5 He speaks four languages correctly/perfectly.  6 You didn’t write the address clearly/correctly.  7 I don’t like skiing much.
5 1 sorry  2 empty.  3 written; interesting.
4 tired.  5 cooked  6 finished.

pages 204–205

1 1 Jake always eats fish. He even eats fish for breakfast.  2 Ann often plays tennis, but she only plays in the evenings.  3 Ed usually puts tomato sauce on everything. He probably puts it on ice cream.  4 Your sister is certainly a good singer. She is also a very interesting person.  5 My mother is still asleep. I think she is probably ill.
6 I always get to the station on time, and the train is always late.
2 1 Do you often play cards?  2 Have you ever been to Tibet?  3 Are you always happy?  4 Does the boss ever take a holiday?  5 Do you usually eat in restaurants?  6 Is Barbara still ill?
3 (Possible answers:) Ann never plays football. Bill plays football three times a week. Ann plays tennis once a week. Bill hardly ever plays tennis. Ann often goes skiing. Bill never goes skiing. Ann goes to the theatre every week. Bill goes to the theatre two or three times a year. Ann goes to the cinema three or four times a year. Bill goes to the cinema twice a month. Ann never goes to concerts. Bill goes to concerts every week. (Other answers are possible.)
4 go climbing 1  go swimming 8
go sailing 4  go wind-surfing 12
go skiing 10  go skating 11  go fishing 3
go shopping 7  go to the opera 9
go to the theatre 2  go to concerts 5

page 206

1 1 boring  2 bored  3 interested  4 interesting
2 1 annoying.  2 frightened.; frightening.
3 exciting; excited.  4 surprising.; surprised.

page 207

1 1 well.  2 early  3 hard  4 weekly  5 hardly
2 1 Daily  2 lately  3 fast  4 hardly  5 early
3 1 fast  2 daily  3 hard  4 late  5 hardly
6 friendly  7 silly  8 lonely.
1. 1 greener; greenest 2 safer; safest 3 richer; richest 4 smaller; smallest 5 stranger; strangest 6 finer; finest 7 higher; highest 8 wider; widest 9 nearer; nearest 10 whiter; whitest
2. 1 bigger; biggest 2 hotter; hottest 3 newer; newest 4 wetter; wettest 5 slimmer; slimmest
3. 1 lazier; laziest 2 hungrier; hungriest 3 sleepier; sleepiest 4 angrier; angriest 5 dirtier; dirtiest
4. 1 more careful; most careful 2 more beautiful; most beautiful 3 more intelligent; most intelligent 4 more dangerous; most dangerous 5 more important; most important 6 more boring; most boring 7 more interested; most interested
5. 1 further/farther 2 better 3 worse.

1. 1 the nicest 2 the best 3 more expensive 4 more dangerous 5 the most dangerous? 6 bigger
2. 1 shorter 2 the most intelligent 3 quieter 4 the coldest 5 louder 6 the biggest

1. 1 Dogs are friendlier than cats. 2 Dogs are more intelligent than cats. 3 Train travel is cheaper than air travel. 4 Air travel is faster than train travel. 5 The Sahara is hotter than the Himalayas. 6 The Himalayas are colder than the Sahara.
2. 1 The Amazon is longer than all the other rivers in South America. 2 Blue whales are heavier than all the other whales. 3 Mont Blanc is higher than all the other mountains in the Alps. 4 Cheetahs are faster than all the other big cats.
3. 1 is more careful than him. / than he is. 2 hungrier than me. / than I am. 3 shorter than you. / than you are. 4 are more excited than us. / than we are. 5 is more beautiful than her. / than she is.

1. Mark is a bit / a little taller than Simon. Mark is a bit / a little younger than Simon. Simon is a bit / a little older than Mark. Mark is a lot / much richer than Simon. Mark's car is a lot / much faster than Simon's car. Simon's car is a lot / much slower than Mark's car. Mark's car is a bit / a little more comfortable than Simon's car. Mark's car is a lot / much noisier than Simon's car. Simon's car is a lot / much quieter than Mark's car.
2. 1 More than a year and less than a century 2 More than a week/fortnight and less than a year 3 More than a week and less than a month 4 More than a day and less than a fortnight/month

1. 2 F; n 3 E; q 4 A; r 5 C; m 6 B; p 7 J; s 8 G; u 9 I; t 10 H; v
2. 1 In the 1970s, the Beatles were the richest musicians in the world. 2 Eric says that Eleanor is the best singer in the group. 3 When I was a child, my father was the tallest man in our town. 4 In this country, February is the coldest month of the year. 5 Who is the oldest of your three aunts? 6 Helen is very intelligent, but she is the quietest person in my class.

1. Lee talks to people more politely than Ben. 2 Liam works more carefully than John. 3 Simon goes swimming more often than Karen. 4 My car runs more quietly than my sister's car. 5 Annie talks more slowly than Rob.
2. 1 earlier. 2 later. 3 more. 4 nearer 5 less. 6 faster.

1. Picture A is Jean; Picture B is Cassie. 1 Cassie is not as slim as Jean. 2 Cassie is not as tall as Jean. 3 Jean's skirt is not as long as Cassie's. 4 Cassie's bag is not as big as Jean's. 5 Jean's coat is not as heavy as Cassie's. 6 Cassie's glass is not as big as Jean's.
2 1 The other doctor isn’t as nice as you. / as you are. 2 His boss isn’t as interesting as him. / as he is. 3 My mother isn’t as slim as me. / as I am. 4 The Browns are not as careful as us. / as we are.

4 1 Eric has twice as many cousins as Tony. 2 Ben eats three times as many sandwiches every day as Jo. 3 Helen has nearly as many computer games as Adrian. 4 Chris drinks twice as many cups of coffee a day as Liz. or Liz drinks half as many cups of coffee a day as Chris. 5 Mike has just as many books as David. or David has just as many books as Mike. 6 Nedjma doesn’t have as much free time as Ali.

Page 216

1 really, completely, possibly, happily
2 more interesting; most interesting; thinner; thinnest; cheaper; cheapest; easier; easiest; worse; worst; farther/further; farthest/furthest; better, best
3 1 There are interesting films on TV tonight. 2 There’s a good cheap restaurant in Dover Street. 3 He’s tall, dark and good-looking. 4 She’s the best pianist in the world. 5 My sister is much taller than me. 6 Anna is the most beautiful person here. 7 I am very interested in the lessons.
4 1 He was wearing dirty black trousers. 2 She speaks Chinese very well. 3 I lost my keys yesterday.
5 1 terrible; 2 slowly; 3 badly; 4 unhappy
6 1 They’ve been happily married for 15 years. 2 We often go to New York. 3 Ann and Simon are always late. 4 She’s certainly an interesting person.
7 1 hard; 2 friendly; 3 terribly; late 4 more slowly
8 1 A is not as fast as B. 2 C is more expensive than A. 3 A is not as expensive as B. 4 B is the most expensive. 5 B is not as big as C. 6 C is (much) bigger than A. 7 C is the biggest.

Page 218

1 1 so 2 although 3 but 4 and 5 while 6 because

Page 219

1 I put on two sweaters, because it was very cold. Because it was very cold, I put on two sweaters. 2 I’m going to work in Australia when I leave school. When I leave school, I’m going to work in Australia. 3 I go and see Felix if I want to talk to somebody. If I want to talk to somebody, I go and see Felix. 4 Ann made coffee while Bill fried some eggs. While Bill fried some eggs, Ann made coffee. or Bill fried some eggs while Ann made coffee. While Ann made coffee, Bill fried some eggs. 5 I was interested in the conversation, although I didn’t understand everything. Although I didn’t understand everything, I was interested in the conversation. or I didn’t understand everything, although I was interested in the conversation. Although I was interested in the conversation, I didn’t understand everything. 6 We went to a restaurant, because there was no food in the house. Because there was no food in the house, we went to a restaurant. 7 We’ll have a big party when John comes home. When John comes home, we’ll have a big party. 8 I stayed with friends while my parents were travelling. While my parents were travelling, I stayed with friends. 9 I go for long walks at the weekend if the weather’s fine. If the weather’s fine, I go for long walks at the weekend. 10 Come and see us as soon as you arrive in Scotland. As soon as you arrive in Scotland, come and see us.
1 Because of my unhappiness, I didn't want to see anybody. 2 In spite of her hunger, she didn't eat anything. 3 We had to drink a lot because of the heat. 4 We had to stop playing because of the rain. 5 She kept all the windows open in spite of the cold. 6 I couldn't go away last weekend because of (my/the) work. 7 In spite of his interest in the lesson, he went to sleep. 8 I couldn't understand her because of my tiredness. 9 In spite of my thirst, I didn't drink anything.

1 My company has offices in London, Tokyo, New York and Cairo. 2 I've invited Paul, Alexandra, Eric, Luke and Janet. 3 I'll be here on Tuesday, Thursday, Friday and Saturday. 4 She's got five cats, two dogs, a horse and a rabbit. 5 He plays golf, rugby, hockey and badminton. 6 She addressed, stamped and posted the letter.

1 She has painted the kitchen, the living room and the dining room. 2 Bob was wearing a pink shirt, blue jeans and white trainers. 3 Can you give me a knife, (a) fork and (a) spoon, please? 4 Many people speak English in India, Singapore and South Africa. 5 I've written and posted six letters this morning.

1 I think that she's either Scottish or Irish. 2 I'd like to work with either animals or children. 3 He did well in both mathematics and history. 4 This car is neither fast nor comfortable. 5 She neither looked at me nor said anything. 6 I've got problems both at home and in my job.

1 Karl plays both the trombone and the saxophone. 2 Melanie plays neither the cello nor the drums. 3 Both Steve and Karen play the violin. 4 Neither Joanna nor Charles plays the guitar. 5 Karen plays neither the piano nor the trumpet. 6 Sophie plays both the guitar and the trumpet. 7 Neither Charles nor Steve plays the saxophone. 8 Both Sophie and Steve play the trumpet.
page 226

1 1 will have; go 2 will wait; comes. 3 come; will be 4 will be; goes
2 1 Although 2 because 3 but 4 so
5 When
3 1 Because the teacher was ill, the children had a holiday. The children had a holiday because the teacher was ill. 2 When I was in China, I made a lot of friends. I made a lot of friends when I was in China. 3 Until they built the new road, it was difficult to get to our village. It was difficult to get to our village until they built the new road.
4 1 before 2 Before 3 although 4 although
5 In spite of 6 because of

1 v

page 228

1 1 If I can't sleep, I get up and read. I get up and read if I can't sleep. 2 If you take books from my room, please tell me. Please tell me if you take books from my room. 3 If you're hungry, why don't you cook some soup? Why don't you cook some soup if you're hungry? 4 If she arrived this morning, she will probably phone us this evening. She will probably phone us this evening if she arrived this morning. 5 If we catch the first train, we can be in London by 9.00. We can be in London by 9.00 if we catch the first train.
2 1 You can't park here unless you live in this street. 2 Unless you're over 15, you can't see this film. 3 I don't drive fast unless I'm really late. 4 Unless I'm going fishing, I get up late on Sundays. 5 We usually go for a walk after supper unless there's a good film on TV.

page 229

1 1 If I lose my job, I won't find another job. 2 If I don't find another job, I'll lose my flat. 3 If I lose my flat, I'll move back to my parents' house. 4 If I move back to my parents' house, I'll get very bored. 5 If I get very bored, I'll go swimming every day. 6 If I go swimming every day, I'll look very good. 7 If I look very good, I'll meet interesting people. 8 If I meet interesting people, I'll go to lots of parties. 9 If I go to lots of parties, I'll have a wonderful time.

2 1 will be; pass 2 leave; will catch 3 will work; needs 4 am not; will see 5 will study; has 6 will drive; can 7 marries; will not have 8 Will ... stop; tells 9 talk; will ... listen
3 1 If she goes to Egypt, she will have to learn Arabic. 2 If she goes to Brazil, she will have to learn Portuguese. 3 If she goes to Holland, she will have to learn Dutch. 4 If she goes to Kenya, she will have to learn Swahili. 5 If she goes to Greece, she will have to learn Greek. 6 If she goes to Austria, she will have to learn German.

pages 230–231

1 1 could; would eat 2 were; would know 3 knew; would tell 4 asked; would ... do 5 could; would ... do
2 1 would buy; had 2 asked; would ... say 3 would finish; didn't talk 4 would study; had 5 were; would watch 6 would be; didn't rain 7 would like; didn't talk
3 1 We would play cards if Jane and Peter were here. 2 If we had enough money, we would buy a new car. We would buy a new car if we had enough money. 3 If Fred answered letters, I would write to him. I would write to Fred if he answered letters. 4 If I could find my camera, I would take your photo. I would take your photo if I could find my camera. 5 If I could understand the words, I would enjoy opera. I would enjoy opera if I could understand the words.

4 (Possible answers:) 1 If I heard a strange noise in the night, I would phone the police. 2 If I found a lot of money in the street, I would try to find the person who had lost it. 3 If I saw a child stealing from a shop, I would tell the child to stop. 4 If a shop assistant gave me too much change, I would tell him/her. 5 If I found a dead mouse in my kitchen, I would throw it out. 6 If I found a suitcase on the pavement outside a bank, I would leave it. 7 If I found a friend's diary, I would give it to him/her without reading it. (Other answers are possible.)

In these answers, we usually give either contracted forms (for example I'm, don't)
1 I have; I'll 2 had; I'd 3 get; will 4 got; would 5 did; would 6 do; will 7 go; won't 8 went; wouldn't.

2 'If I were you, I'd take a holiday.' 2 'If I were you, I'd join a club.' 3 'I would fly if I were you.' 4 'If I were you, I'd call the police at once.' 5 'I wouldn't sell it if I were you.'

3 If I hadn't opened the door, the cat wouldn't have eaten her supper. 2 If the cat hadn't eaten her supper, she wouldn't have gone to the shop. 3 If she hadn't gone to the shop, she wouldn't have seen the advertisement. 4 If she hadn't seen the advertisement, she wouldn't have got a new job. 5 If she hadn't got a new job, she wouldn't have met my father.

page 234
1 could go and see him. 2 could watch a film. 3 we could go cycling. 4 could get up late. 5 could have breakfast in the garden. 6 I could write to Henry. 7 we could go to the cinema more often.

2 1 If he could drive, he could get a job at Calloway Ltd. 2 If he had a passport, he could get a job at Patterson Travel. 3 If he could cook, he could get a job at Fred's Café. 4 If he liked children, he could get a job at Crowndale School. 5 If he liked animals, he could get a job at the City Zoo. 6 If he could swim, he could get a job at the Leisure Centre.

page 235
1 had been 2 had worked 3 had taken 4 had not played 5 would have studied 6 Would ... have crashed 7 wouldn't have slept 8 had come; would have had 9 hadn't broken down; would have been 10 Would ... have studied; had liked 11 would not have got; had not wanted 12 Would ... have helped; had asked

2 1 If I had caught the 8.15 train, I would have sat by a beautiful foreign woman. 2 If I had sat by a beautiful foreign woman, I would have fallen in love and married her.

3 If I had fallen in love and married her, I would have gone to live in her country. 4 If I had gone to live in her country, I would have worked in her father's diamond business. 5 If I had worked in her father's diamond business, I would have become very rich. 6 If I had become very rich, I would have gone into politics. 7 If I had gone into politics, I would have died in a revolution.

page 236
1 I need help, I ask my brother. I ask my brother if I need help.

2 I cleaned 2 will come 3 would understand 4 leave 5 would sell

3 1 x 2 ✓ 3 x 4 x

4 I bought; would 2 go; see; I'll 3 lived; would 4 went; wouldn't

5 1 You can't go there unless you have a visa. 2 Unless you go now, I'll call the police.

6 1 ✓ 2 x 3 x 4 ✓ 5 ✓

7 1 hadn't drunk; would have slept 2 had had; would have gone 3 would have gone; hadn't met

pages 238–239
1 who 2 which 3 which 4 which 5 who 6 which 7 which 8 who 9 who

2 1 took 2 live 3 she is 4 lost 5 bought 6 is parked 7 it cuts 8 writes

3 The man and woman who live in flat 1 play loud music all night. The woman who lives in flat 2 broke her leg skiing. The three men who live in flat 3 play golf all day. The students who live in flat 4 haven't got much money. The doctor who lives in flat 5 has three children. The man who lives in flat 6 drives a Rolls-Royce. The two women who live in flat 7 are hiding from the police. The man and woman who live in flat 8 are from Scotland.
4 1 The bus which goes to Oxford isn’t running today. 2 Yesterday I met a man who works with your brother. 3 The child who didn’t come to the party was ill. 4 Can you pick up the papers which are lying on the floor? 5 The eggs which I bought yesterday were bad. 6 Here’s the book which you asked me to buy for you. 7 I don’t like the man who is going out with my sister.

page 240

1 1 Joe’s got a motorbike that can do 200 km an hour. 2 Is that the computer that doesn’t work? 3 Those are the trousers that I use for gardening. 4 A man that lives in New York wants to marry my sister. 5 The doctors that looked at my leg all said different things. 6 The flowers that you gave to Aunt Sarah are beautiful. 7 The children that play football with Paul have gone on holiday.

2 1 an insect that doesn’t make honey and can bite you. 2 a bird that can’t fly 3 a bird that eats small animals and birds 4 an animal that flies at night and hears very well 5 a machine that can fly straight up 6 a plane that doesn’t have an engine 7 a thing that can fly to the moon

page 241

1 1 O 2 S 3 O 4 O 5 S 6 O

2 1 the languages she spoke 2 a man I helped 3 the weather we have had 4 the car you bought

3 1 I’m working for a man I’ve known for twenty years. 2 They played a lot of music I didn’t like. 3 The campsite we found was very dirty. 4 I’m going on holiday with some people I know. 5 That book you suggested to me is very good. 6 The ring she lost belonged to her grandmother.

page 242

1 1 the girl that I was talking about 2 the people that I work for 3 the house that I live in 4 the music that you’re listening to 5 the bus that I go to work on

2 1 the girl I was talking about 2 the people I work for 3 the house I live in 4 the music you’re listening to 5 the bus I go to work on

3 1 Eric is the man she works for. 2 Monica is the woman she plays tennis with. 3 Karen is the woman she reads to. 4 Ann and Joe are the people she baby-sits for. 5 Bill is the man she is in love with.

4 1 The man she works for gave her chocolates. 2 The woman she plays tennis with gave her a clock. 3 The 80-year-old woman she reads to gave her theatre tickets. 4 The people she baby-sits for gave her a picture. 5 The man she is in love with gave her flowers and ear-rings.

page 243

1 1 What he did made everybody angry. 2 Take what you want. 3 Soap – that’s what I forgot to pack! 4 She gave me a watch. It was just what I wanted. 5 That child does what he likes. 6 What I need is some food.

3 1 that 2 What 3 what 4 that 5 what 6 that 7 that 8 what

4 1 Mary got what Barbara wanted. 2 Sally got what Helen wanted. 3 Jane got what Ann wanted. 4 Barbara got what Jane wanted. 5 Helen got what Sally wanted.

page 244

1 1 X 2 X 3 √ 4 √ 5 X 6 √ 7 √ 8 X 9 √

2 1 I know a man who writes film music. 2 Yesterday I saw a film which you would like. 3 The bus which I took got to London twenty minutes late. 4 The car which I bought last month isn’t very good.

3 1 The tickets that I got were very expensive. 2 These are the scissors that I use for cutting paper. 3 The woman that gives me tennis lessons is from Brazil. 4 The man that works in the corner shop is always very friendly.

4 1 The clock I bought doesn’t work. 2 I didn’t like the film I saw last night. 3 can’t change 4 can’t change

5 1 a boy (that) I talked to 2 the people (that) I work for 3 the hotel (that) we stayed in 4 the place (that) I drove to

In these answers, we usually give either contracted forms (for example I’m, don’t)
pages 246–247

1. He asked his father where he had been.
2. She asked him where he was going.
3. She asked him where he worked.
4. She asked him why he was driving on the right.
5. He thought that cats had nine lives.
6. She asked him what the number of his car was.
7. She asked him why he was going.
8. She asked him if/whether he had a driving licence.
9. She asked him if/whether he had it with him.
10. She asked him if/whether he always drove with the door open.
11. They asked her if/whether she was married.
12. They asked her if/whether she had children.
13. They asked her where she had worked before.
14. They asked her why she wanted to change her job.
15. They asked her if/whether she could speak any foreign languages.
16. They asked her what exams she had passed.

page 249

1. They say (that) they live in Greece.
2. She says (that) she went to Belfast yesterday.
3. He says (that) he’s been ill.
4. She thinks (that) it’s going to rain.
5. She says (that) she’ll ask her sister.
6. They believe (that) they’re going to be rich.
7. He wants to know if/whether lunch is ready.
8. I don’t remember where I put my keys.
9. Can you tell me where I can buy tickets?
10. Do you know how much it costs?
11. Can you tell me if/whether John has phoned?
12. Can you tell me if/whether I must pay now?
13. Can you tell me if/whether Maria likes steak?
14. Do you know where I parked the car?

(Possible answers:)
1. I don’t know what languages Irish people speak.
2. I know what elephants eat.
3. I don’t care if/whether the British Museum opens on Christmas Day.
4. I don’t want to know if/whether King William II was a tall man.
5. I’d like to know if/whether birds dream.

(Other answers are possible.)

page 250

1. that place.
2. The week before.
3. the day before.
4. that day.
5. that night.
6. the next day.

2. 1 that place. 2 the week before. 3 the day before. 4 that day. 5 that night. 6 the next day.

3. He said (that) he loved that place.
4. He said (that) he had seen a great film the day before.
5. He said (that) he was going to another party that night.
6. He asked (me) if/whether I wanted to play tennis the next day.

7. He said (that) his girlfriend would be there the next week.

page 251

1. Eric asked Sue to give him her phone number.
2. The boss told Joe to work late.
3. Mary asked Sue not to tell Karen about Bill.
4. Mr Sanders asked Fred not to smoke in his car.
5. The general told Colonel Walker to take 100 men and cross the river.
6. Ann told Mary not to study so hard.
In these answers, we usually give either contracted forms (for example I'm, don't).
2 1 'They hope to.' 2 she didn't want to.  
3 I'd like to.  4 I used to. / I'd like to.  
5 'Sorry, I forgot to.' 6 'It's starting to.'  

3 1 I couldn't understand what he wanted from me. 2 She doesn't know what she's doing. 3 The bus is late again. 4 Do you speak French? 5 I haven't seen them. 6 I don't think so.  

pages 272–273  
1 1 'So is Alice.' 2 'So does my father.' 3 'So can I.' 4 'So does Mary.' 5 'So has Eric.'  
2 1 neither/nor was the meat. 2 'Neither/Nor has Annie.' 3 'Neither/Nor does this one.' 4 'Neither/Nor can I.' 5 neither/nor will his friends.  
3 1 'My car does.' 2 her sister hasn't.  
3 our dog can't. 4 'The train doesn't.'  
5 the back door was. 6 'Her second one did.'  
4 1 Eric plays tennis, and so does Dan.  
2 Julie isn't tall, but Denise is. 3 Denise doesn't laugh a lot, and neither/nor does Paul. 4 Dan can ski, but Rachel can't.  
5 Julie has been to America, and so has Denise. 6 Eric isn't tall, and neither/nor is Paul. 7 Julie doesn't play tennis, but Dan does. 8 Paul doesn't like dancing, but Rachel does.  

page 274  
1 1 can't you? 2 won't she? 3 have you?  
4 doesn't he? 5 was there?  

2 1 They've gone home, haven't they?  
2 We need tickets, don't we? 3 You'd like some more coffee, wouldn't you? 4 Mike was away yesterday, wasn't he?  

3 1 she wasn't. 2 he doesn't.  
3 she wouldn't. 4 it doesn't.  

4 1 Is she? 2 Did they? 3 Can he?  
4 Were you? 5 Won't you?  

5 1 so can Susan 2 neither/nor has the 3.45. 3 'Neither/Nor was I.' 4 neither/nor did Sally. 5 so does his brother.  

6 1 ... but I do. 2 ... 'I have.' 3 ... but I don't think he will. 4 ... 'I'm trying to.'  

7 1 The car won't start. I don't know why.  
2 'Have you seen my mother today?' 'I don't think so.' 3 Sorry, you can't come in here.
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