

## **Why a motivated teacher is key to the classroom**

If you think back to when you were a pupil, which teacher caught your eye? Was it the one that stood at the front reading from a book or sheet of paper in a monosyllabic tone? Or perhaps it was the one who was animated and engaged – who showed they were truly passionate about their subject? Chances are it was the latter, but being this kind of teacher can feel challenging after years of working in the classroom.

### **Why is motivation important?**

A motivated teacher is crucial to a successful classroom. They will look at teaching through a different lens, and, in doing so, motivate their students in their learning too. Motivation helps to energise, direct and sustain positive behaviour over a long period of time. It involves working towards goals and tailoring activities to achieving this purpose. Motivation also helps to drive creativity and curiosity, sparking the desire needed for students to want to learn more.

It isn't just a case of getting pupils interested in learning at the moment, but also in growing the underlying goals and aspirations pushing their entire academic studies. That is about motivating them beyond the initial task or feeling of accomplishment and appreciating how 'deferred gratification' plays into the role of education in order for them to work towards a greater, larger goal. This is known as 'intrinsic motivation' and research has found it to be of key importance.

### **How is motivation fostered through teaching in the UK?**

The classroom environment plays a key role in how motivated a student is. They need to be in a positive environment in which they feel valued and respected. It is also important that they feel as though their input is heard. If they are learning in a caring, supportive and inclusive space, they will feel much more motivated to learn.

However, as well as the overall environment making a difference, having a motivated teacher is also crucial. The way that you present the information to them will help to dictate how they feel towards it. If you share it as something worth being excited and animated over, this will shape their behaviour and response. They will feel more inspired to do well as they will want to do justice to a subject that you have taught so passionately – even if it's not their main interest in life.

A motivated student will feel genuine pride in the work they have done, which is an important feeling to carry through in life. It helps keep students actively interested in what they're studying and pushes them towards continuing their education. Motivation in classroom enhances their performance in all aspects of their school work and helps them become goal-oriented, motivated individuals in life. It also encourages them to always finish a task and do the best that they can with all they set their mind to.

### **How to introduce motivation into the classroom**

Part of being a motivated teacher comes through your general behaviour and attitude. There's a lot to be said for people that regularly smile, offer a happy and cheery outlook on life and generally come across as upbeat and pleasant to be around – regardless of how they're actually feeling. Making your classroom a warm, colourful and stimulating environment is also key to creating a positive space.

It's also important that you reward your students for good work as you go along. It doesn't have to be all the time, as then it will come to be expected and will hold less value when you do praise them. But recognising hard work and offering praise will ensure your students stay encouraged.

And feeling as though their work is on the right track forwards and that you're noticing their efforts.

Mixing things up is also key. If you're doing the same thing all the time, it'll start to become boring and repetitive. Look at the materials you're teaching and think about how you can put a new spin on them. Perhaps you turn something into an acting activity or maybe you can turn facts or figures into a song that will help to make it more memorable. Perhaps you can get students working together on a group activity – this is a great way of helping students motivate each other. Be creative – use posters, offer visual aids and diagrams, show movies and play games.

### **Setting expectations**

Additionally, working in a different environment will help to keep students on their toes. Research has found that when we move around in various spaces while learning. We are able to recall more information better than if we had just stayed in one space. This is due to the associations the brain makes. The more you encourage movement in learning, the more the information is absorbed. Perhaps you do some work in the playground, some in the classroom and some off the school grounds. Maybe you look at taking your students on a field trip that will add a real-life dimension to their studies.

Setting expectations in the classroom is key and gives your students a standard to work towards. However, when you find your students need a nudge forwards, offering small incentives can help make learning fun. Encouraging competitive energy can help fuel students and push them further. This could range from offering a special privilege to having a class pizza party if they all achieve a certain grade. There's a reason sales companies offer staff bonuses – it always motivates!

Finally, showing students how the information they're learning is useful to real-life scenarios. Will help them to see the practical application that it holds. Often students will switch off when they don't see how it will ever benefit them. But if you can connect it to life outside the classroom, it will give it new importance and motivate them to listen more attentively.

## **6 Simple Ways to Become a Better Teacher**

As teachers, our whole career is about providing the best education for students that we can. One of the most effective ways to accomplish this goal is by becoming the best teacher (and, more generally, person) you can be. Here are six ways to become a better teacher to make sure your students succeed.

### **1) Take Care of Yourself**

Your students need you to be healthy. Make sure to schedule time to relax, decompress, and take care of yourself so that you can stay healthy, happy, and at the top of your game. Neglecting yourself will only set you up for getting sick, and it can even lead to burnout. Don't let this happen—teacher engagement is crucial.

## **2) Be Vigilant About Self-Reflection**

You may have kept a self-reflection journal in college, but even if you don't write it out self-reflection is a vital tool for continuous self-improvement. Take just a few minutes at the end of every day to think over what went well, what didn't go well, and what you would do differently in the future.

## **3) Accentuate the Positive**

The Affective Filter is a real issue. Your students will perform better when they are less stressed, and they feel like they have a chance at success. Make sure you praise students for good behavior, hard work, and high success. Praise more often than you correct—a 5:1 positivity ratio is ideal.

## **4) Ask for Help**

Teacher's lives are busy, to say the least. Between grading assignments, meetings, and maintaining a personal life, sometimes you get buried in work.

Ask for help, get a TA, or have students perform more tasks on their own. It's ok to get help with the menial things in order to give more time and attention to the more important things.

Even more, never underestimate the value of a personal learning network.

## **5) Go Back to School**

Your education will have a direct impact on your students' education. Consider going back to school for a master's in gifted education online, or consider broadening your license by certifying in another subject or gaining new micro-credentials.

## **6) Learn another Language**

Chances are that you have more than one student who speaks another language at home. Use a free, online program like [duolingo.com](https://www.duolingo.com) to learn a second language so you can better empathize with students who are learning English as a second language.

Becoming a better teacher doesn't happen overnight, but these 6 steps can help you on your way—they may seem simple, but they will help keep you grounded and engaged.

For more, see:

- [How to Find Your Teacher Next Door](#)
- [6 Small Steps to Shift Towards Project-Based Learning](#)
- [Teachers Taking Leadership to Drive Positive Change](#)

## **The Paradox Of The Modern Teacher**

23 propositions in an attempt to etch out the paradox of the modern teacher.

1. Teaching is just a word.
2. As a word, it connotes the distribution of knowledge.
3. Knowledge, as a word, connotes a blend of facts, perspectives, and abstractions.
4. Collectively, these components cannot be distributed.
5. Knowledge, therefore, cannot be distributed, but content can.
6. In response, education parses “knowledge” into content, and content again into standards—then distributes content in hopes that knowledge results.
7. Because of technology, it is less necessary than ever for teachers to distribute content. There are new roles, including connecting students with peers, networks, and content that is not packaged academically.
8. This is somewhat at odds with the traditional sense/connotations of teaching.
9. Teaching can be thought of as involving two phases: 1) An invitation to learning—the strategic interaction between students and content, and 2) Managing the response to the above interaction.
10. This approach centralizes the modern teacher as the most crucial of all to the success of a learning process—a process that at the cognitive level is between the student and the content.
11. This makes even the “best” teacher the bottleneck of every process—a process itself made of countless—and endlessly shifting—parts: people, content, technology, strategies, and trends.
12. These parts are in a constant state of change, much like a liquid. They take the shape of local cultural (human), and technological (non-human) vessels.
13. This suggests that teaching itself must also be like a liquid. If teaching is just a word, as with other words its meaning changes over time.
14. Teachers are evaluated, in part, by their ability to manage learning processes. This management comes from their definition of their own profession. Their self-image and identity here influence how they fulfill their role in the learning process.
15. That role will change endlessly. It isn’t critical, then, how it is labeled—facilitator, guide, coach, etc.—but it is critical how it is conceived and purposed by the teachers and their colleagues.
16. As conditions change, teachers are presented with an apparent contradiction. They are asked to show leadership as well as “followership”; to innovate and to “buy-in”; to respect both wisdom and trend; to focus not on what they’re doing, but on what students do; to connect, to filter, and to shield.
17. Through technology, students are increasingly exposed to more and more information—facts, perspectives, and abstractions.
18. The modern teacher has the ability to control the flow of that information—to teach wide open, or act as a strategic filter. Go with the flow, or less is more.

19. Curriculum, assessment, learning models, and technology may evolve recklessly, or refuse to evolve at all. The same with content, prevailing public opinion, social taboos, and so on. These are all practices and ideas teaching has to respond to. Teachers don't have the luxury of refusing to respond.
20. Not all change is good. Only over time can cause-effect be properly sorted out. Evolution, by its very nature, is neither good nor bad, but rather aligned or not with local ecologies.
21. The truly "modern teacher" is then faced with a problem. They are, ultimately, defined by their ability to identify and respond to changing cultural, knowledge, and technological trends while instinctively being uncertain of the change, of their role in regards to that change, and of their autonomy in enacting it.
22. The world is moving forward at breakneck speed, and every bit of that change—in ed policy, standards, curriculum, and technology—is ultimately managed by the teacher where the rubber hits the road in the classroom.
23. The paradox of the modern teacher can be thought of as this: As technology dissolves the walls of classrooms and connect students endlessly to everything, I am all that stands between the student and the world.

## **Top 5 characteristics of a modern teacher**

How would you describe a modern teacher? Today we are sharing some skills and attributes that we think modern teachers should possess.

### **Engage in professional communities**

Teachers should view personal and professional development as a continuous process. One of the best ways to engage in personal and professional development is by networking. Network with other industry professionals by attending education conferences and events or by joining professional online communities for educators. Networking with other teachers is a great way to exchange ideas about different ways of teaching and to share other useful tips.

### **Keep learning**

Being a teacher does not mean you should stop educating yourself. Like with any other profession, there is always something new to learn when you are a teacher. Modern teachers should be curious and proactive in terms of gaining new skills and knowledge.

### **Understand technology**

Modern teachers should be willing to explore new technologies and the different ways they can improve teaching and learning. Technologies are constantly evolving and changing, therefore, teachers should be flexible and adaptable in order to stay up to date with changes in technologies that could support education.

What is more, most students are tech-savvy, this means that having an interest in different technologies will definitely help you engage with students more.

### **Participate in social media**

Incorporating social media into lessons can be a challenge due to lack of knowledge, accessibility and issues like e-safety. However, teachers who are using social media can benefit in a number of different ways. For instance, different social media sites can help make lessons more interactive as well as they can extend the learning outside the classroom.

Social media is also useful for engaging with parents and for promoting the school image online. What is more, joining different discussions or connecting with people of social media are great ways for networking with other industry professionals.

### **Know when to take a break**

This is very important for keeping high levels of productivity and for reducing work-related stress. Modern teachers know when it is time to slow down and relax for them and for their students.

## What Makes a Modern Teacher?

To investigate this further, we decided to ask veterans of the profession which skills they feel are vital for the modern teacher. Here's a summary of what they said.

### 1. Personal Skills

#### *Stress Management Skills:*

A survey in the UK revealed that 53% of teachers are thinking of quitting in the next couple of years. The two most popular reasons listed were the volume of work and the desire to find a better work/life balance. Learning how to effectively cope with and manage stress is important life skill – one that everybody, including teachers, should work on.

#### *Personal Development:*

Personal development is a continuing process. When we assess our skills and qualities, we can evaluate our aims in life and set goals in order to meet them.

### 2. Interpersonal Skills

#### *Communication Skills:*

Being able to communicate effectively is one of the most important of all life skills, and it is an essential to those of us in the field of teaching. Communication is the transfer of information from one place to another, whether through speech, the written word, visually, or non-verbally. It's the teacher's job to determine the best ways to communicate with students, and increasingly key is the ability to take into account different learning styles while doing so. Modern teachers must be able to incorporate different modes of communication to serve a range of learners. Determining the individual needs of students will also make teachers more aware of their teaching style, and help them to incorporate different elements into lessons as appropriate.

#### *Negotiation Skills:*

One of the most important skills teachers need for modern classroom management is negotiation. The relationship between teacher and student has dramatically changed in recent years. Gone are the days when the teacher was considered to be “always right”. Students are more empowered

than ever before. This is not necessarily a bad thing, and can actually help to foster better relations between students and teachers in the long run. Students are increasingly feeling heard and respected by their teachers, who are now both taking lessons and modeling good communication skills. For any teacher, negotiation in the classroom is all about managing the balance between the role of teacher and that of a peer. It's certainly an art worth dedicating time to, and can make your classroom a place of constant learning, with all interactions becoming 'teachable' moments.

### ***Conflict Resolution Skills:***

Conflict is a normal part of life and will arise in any classroom. It can even be used as a healthy part of the learning process. It's how teachers manage moments of conflict that determines whether a situation will become functional or dysfunctional. Disagreements can become either productive or destructive in a matter of minutes. There are many different conflict styles in which educational advantages can be found. In fact, if effectively handled, conflict can provide very good learning experiences for students. We'd recommend taking a course or reading-up on conflict management styles to any modern day teacher.

### ***Listening Skills:***

Listening is vital to successful communication. Teachers are not just "chalk and talk" teachers anymore, and need to become good active listeners in order to be effective as effective as possible. Listening should be a two-way process. In the past, teachers have done most of the talking, but now it is more essential than ever to make classrooms a place of discussion. After all, students spend plenty of time listening to teachers, and the best way to increase engagement in a subject is to have informed conversations. We must learn to respect each other. The end goal here is a generation of students that aren't too dependent on teachers, and see them not as a fountain of knowledge, but a guiding figure in the learning process. It's important to develop learners that can think on their own, capable of finding their own solutions to everyday problems.



### ***Critical Thinking/Problem Solving:***

More and more people are realizing that critical-thinking skills are key to a successful career and life in general. In order to produce students that are critical thinkers and problem solvers, educators need to become critical thinkers as well. Prior to modern times, many teachers focused on Bloom's "remembering" part of the pyramid, deeming it the most important element for learning. But teachers are no longer "taskmasters" that feed content to students in record time. Many schools are now emphasizing the importance of higher-order thinking skills. If this movement is to succeed, we must set out a new vision for teachers too. We must practice the kind of deep-thinking skills that we are now required to teach.

## **3. Leadership Skills**

### ***Change Management and Adaptability Skills:***

Modern day teachers' lives are in a constant state of flux, and it's certainly one profession that requires the ability to manage change on a daily basis. Change management is all about helping yourself and others during times when adaption is needed. It's a fact that we need to be willing to change to the ever-changing world of education. Continuous professional development is a must in our modern world of technology. There are constant waves of change bringing us newly developed techniques, which modify the way students learn and the way teachers teach.

Simply put, standing still isn't an option. Expectations and learning standards are continually being updated by administrators, who have a huge role to play in making sure their schools remain up-to-date in our ever changing world. That is why being willing and able to adapt is a must-have skill for every modern teacher. The good news? Whether it's being able to adapt to the way students learn, or the way we write our lesson plans, we now live in a world where many professional development venues are readily accessible and only a keystroke away.

## **4. Learning skills:**

### ***Lifelong Learning Skills:***

Teaching is a lifelong learning process. There is always new information that can be found to aid professional development. The system is ever changing, along with the curriculum and educational technology, so it's up to the teachers to keep up with the times. If we are willing to

go that extra mile to learn, students will be inspired to do the same.

### ***Research Methods:***

We need to update our information gathering skills. It used to be that the card catalogue was the secret to all of our answers, but now there is an information highway at our fingertips. Take time to learn what types of information and resources are available for teachers. There are a lot of educational resources out there that are very useful.

### ***Coaching/Mentoring:***

Teachers play an important role in the lives of their students. It is therefore important to set a good example at all times. As a mentor, teachers can unlock a child's potential to maximize his or her own performance. We are helping them to learn and achieve, not just teaching them.

### ***Presentation Skills:***

In this day and age, presentation skills are as important as they've ever been. As a teacher, there are always new skills to learn in order to become a more efficient communicator. Finding a style that best fits the audience is the most important thing, and with new tech coming out, we can always find a way to communicate in a way that is both easy to understand and interesting for students.

### ***ICT and Digital Literacy:***

Technology is everywhere; it is intertwined with almost every aspect of our lives. It affects everything that we do: how we shop, socialize, connect, play, and of course, how we learn. Since technology is greatly increasing its presence in our lives, we can no-longer hide from it. In one form or another, it is becoming an essential part of being a teacher. It's up to those working in education to step up to the plate and learn what it is all about and how it can be applied. You may just be pleasantly surprised. I know I have been; there are many tech tools available that make the life of a teacher much easier.

# Introduction

*Grammar Spectrum 3* is for intermediate students of English. It explains and practises the grammar that intermediate students need to learn. It can be used for self-study, for homework, and in class. This book is part of the *Grammar Spectrum* series of books; students can use the whole series to progress from an elementary to an intermediate level of English.

## Using the book

When you have a particular grammar problem, you can look it up in the Contents at the front of the book, or in the Index at the back. You can then study the unit that deals with that problem. Or, you can work through the book from beginning to end.

Each unit begins with an explanation of the grammar point, and then it has a number of exercises for students to practise the grammar they have read about. Students can write their answers in the book, or on a separate piece of paper. When you have finished the exercises, you can check your answers in the answer key at the back of the book (page 102).

Grammar and spelling tables at the back of this book (pages 94–97) give information on plural and uncountable nouns, Present Simple forms, **-ing** forms, past participles, etc.

## Finishing the book

When you have finished studying the whole book, you can do the Exit tests on pages 98 to 101. In the Exit tests, every question tests something from a unit with the same number. If you make a mistake, for example in question 30, you can look back to unit 30 and study that unit again. The answers to the Exit tests are on page 117.

Enjoy your studies.

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# 1 Present Simple (I know)

- 1** The Present Simple has two forms (e.g. **know**, **knows**). We use **do** and **does** to make negatives, questions, and short answers:

## POSITIVE

I/you/we/they **know**.  
He/she/it **knows**.

## NEGATIVE

I/you/we/they **don't** } **know**.  
He/she/it **doesn't** }

## QUESTIONS

**Do** I/you/we/they } **know**?  
**Does** he/she/it }

## SHORT ANSWERS

Yes, { I/you/we/they **do**.  
          { he/she/it **does**.  
No, { I/you/we/they **don't**.  
      { he/she/it **doesn't**.

(For more information on the forms of the Present Simple, see Table C, page 95.)

- 2** Note also:

- plural nouns:

*The girls **know**.*

*The boys **don't know**.*

- singular nouns:

*Sarah **knows** the answer.*

*Michael **doesn't know** the answer.*

- uncountable nouns (e.g. **ice**, **water**, **cotton**, **information**):

*Ice **floats** on water.*

(For more details on uncountable nouns, see Table B, page 94.)

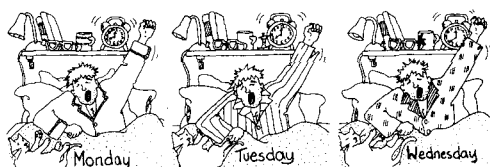
- 3** We use the Present Simple to talk about facts:

*Heat **rises**.*

*Does glass **float** on water? ~ No, it **doesn't**.*

*Fiona **doesn't eat** meat.*

- 4** We use the Present Simple to talk about repeated actions (e.g. habits or routines):



*He **always gets up** at 8 o'clock.*

*Do you **cycle** to work? ~ Yes, I **do**.*

- 5** We use the Present Simple with expressions of frequency (e.g. **twice a week**, **often**):

*We watch TV **two or three times a week**.*

*Tom **doesn't practise every day**.*

Note that we put adverbs (e.g. **never**, **often**, **usually**) before the main verb (e.g. **go**, **visit**):

*I **never go** to bed after midnight.*

*Do you **often visit** your grandparents?*

## Practice

- A** Write the correct Present Simple form of the verb in brackets ( ). Sometimes you do not need to change the verb.

0 Jane reads (read) 'The Guardian' newspaper, but I read (read) 'The Independent'.

1 Fred \_\_\_\_\_ (cycle) to work, but his wife \_\_\_\_\_ (go) by car.

2 Mark \_\_\_\_\_ (say) he \_\_\_\_\_ (do) a lot of fishing, but he never \_\_\_\_\_ (catch) anything.

3 Jeff \_\_\_\_\_ (buy) his food in small shops, but Jane \_\_\_\_\_ (do) all her shopping at the supermarket.

4 Diana \_\_\_\_\_ (like) Physics, Chemistry and Biology; she always \_\_\_\_\_ (get) good marks in her science exams.

5 Susan \_\_\_\_\_ (live) in Leeds, but she \_\_\_\_\_ (work) in Bradford.

6 I \_\_\_\_\_ (leave) work at 6 o'clock, but John \_\_\_\_\_ (finish) work at 5 o'clock.

7 Mary \_\_\_\_\_ (ride) her bike to school and her father \_\_\_\_\_ (carry) her books.

8 For breakfast, Ann \_\_\_\_\_ (eat) cereal with milk and then she \_\_\_\_\_ (have) some toast.

**B Make Present Simple questions and answers from the words in brackets. Sometimes no change is required.**

- 0 (the President of the U.S.A./live/in New York? ~ No, he/do/. /He/live/in Washington.)  
Does the President of the U.S.A. live in New York? ~ No, he doesn't. He lives in Washington.
- 1 (modern trains/use/coal? ~ No, they/do/. /They/use/electricity.)  
\_\_\_\_\_ ~ \_\_\_\_\_
- 2 (the Queen/often/wear/a crown? ~ No, she/do/. /She/usually/wear/a hat.)  
\_\_\_\_\_ ~ \_\_\_\_\_
- 3 (wine/come/from oranges? ~ No, it/do/. /It/come/from grapes.)  
\_\_\_\_\_ ~ \_\_\_\_\_
- 4 (Sri Lanka/export/coffee? ~ No, it/do/. / It/export/tea.)  
\_\_\_\_\_ ~ \_\_\_\_\_
- 5 (potatoes/grow/on bushes? ~ No, they/do/. / They/grow/in the ground.)  
\_\_\_\_\_ ~ \_\_\_\_\_

**C Now, using the words from exercise B, write negative sentences.**

- 0 The President of the USA doesn't live in New York.
- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**D Use the words in brackets to make sentences that are true; sometimes you will need *doesn't* or *don't*.**

- 0 (The sun/rise/in the East) The sun rises in the East.
- 0 (The sun/rise/in the West) The sun doesn't rise in the West.
- 1 (Ice/float/on water) \_\_\_\_\_
- 2 (Lions/live/in the Arctic) \_\_\_\_\_
- 3 (Winter/come/after spring) \_\_\_\_\_
- 4 (Austrians/speak/German) \_\_\_\_\_
- 5 (Cotton/come/from sheep) \_\_\_\_\_

**E Look at these notes about different people's habits.**

Ruth Clark:	jog – twice a week	smoke – no
Neil Peters:	cycle – every day	drink beer – never
Mary Thomas:	swim – every weekend	smoke – 15 cigarettes a day
Bill Brown:	play tennis – once a week	smoke – no
Susan West:	swim – twice a week	drink alcohol – no

**Now write sentences about these people, as in the example.**

- 0 Ruth jogs twice a week. She doesn't smoke.
- 1 Neil \_\_\_\_\_
- 2 Mary \_\_\_\_\_
- 3 Bill \_\_\_\_\_
- 4 Susan \_\_\_\_\_

## 2 Present Continuous (I'm eating)

- 1** We make the Present Continuous with the present tense of **be** and the **-ing** form of a verb:

I	am/'m	} eating.
You/we/they	are/'re	
He/she/it	is/'s	

We make negatives, questions, and short answers like this:

*Jim **isn't** speaking to me.*

*You **aren't** listening.*

*Is Mary **working** in the garden? ~ Yes, she **is**.*

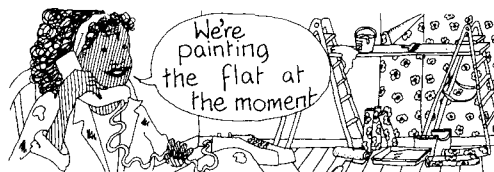
*Are the others **helping** her? ~ No, they **aren't**.*

(For more information on **-ing** forms, see Table D, page 95.)

- 2** We use the Present Continuous for actions in progress at the time of speaking:



- 3** We use the Present Continuous for an action that has started, that has not finished, and that will continue in the future. The action is not in progress at the time of speaking, but we often say **at the moment**:



- 4** We use the Present Continuous for a temporary action or situation that is different from a person's normal habits:

A: *Can I speak to Ann, please?*

B: *No, she's not at work. She's **doing** a course in Norwich **this week**.*

- 5** We use the Present Continuous to talk about changes and trends. This use often goes with **nowadays, these days** etc.

*The earth's climate **is getting** warmer.*

***These days**, more and more people **are going** abroad for their holidays.*

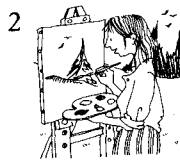
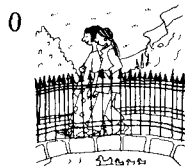
- 6** We can use the Present Continuous with **always** to say that something happens too often:

*Tom **is always asking** stupid questions.*

*They're **always phoning** me at home.*

### Practice

- A** Look at the pictures. Complete the sentences, describing the pictures, using the Present Continuous of a verb in the box. Use **He/She/It/They**, as in the example.



paint  
eat  
walk  
look  
run  
wash

0 They're walking over the bridge.

1 \_\_\_\_\_ after a ball.

2 \_\_\_\_\_ a picture.

3 \_\_\_\_\_ the baby.

4 \_\_\_\_\_ some fish.

5 \_\_\_\_\_ over a wall.





**B** Choose the best phrase from the box to complete these sentences. Put the verb in the Present Continuous.

(sleep) in the sitting-room at the moment  
(do) a computer course this week  
(not sleep) very well at the moment  
(go) to work by bus this week

0 A: You look tired.

B: Yes, I'm not sleeping very well at the moment.

1 A: Does Tim Sharp work with you?

B: Yes, but he's not here. He \_\_\_\_\_

2 My brother has borrowed my car. That's why I \_\_\_\_\_

3 The ceiling in our bedroom fell down so we \_\_\_\_\_

**C** What do people say about our world these days? Write complete sentences. Use the Present Continuous.

0 (The air/become/more polluted every year)

The air is becoming more polluted every year.

1 (Fashions/change/all the time these days)

\_\_\_\_\_

2 (More women/study/at university these days)

\_\_\_\_\_

3 (House prices/go/up all the time nowadays)

\_\_\_\_\_

4 (The sea/get/dirtier every year)

\_\_\_\_\_

**D** Use the words in brackets ( ) to complete these dialogues. Use the Present Continuous.

0 A: Why don't you like Adam?

B: (Because he/always/tell/stupid stories)

Because he's always telling stupid stories.

1 A: Why are you annoyed with Mary?

B: (Because she /always/ask/me for money)

\_\_\_\_\_

2 A: Why don't you like Pam and Paul?

B: (Because they/always/argue)

\_\_\_\_\_

3 A: Why are you annoyed with Susan?

B: (Because she/always/borrow/my CDs)

\_\_\_\_\_

4 A: Why don't you like Tom?

B: (Because he /always/ phone/me late at night)

\_\_\_\_\_

# 3 Present Simple (I work) or Present Continuous (I'm working)

Compare the Present Simple and the Present Continuous:

## Present Simple

## Present Continuous

- 1 We use the Present Simple for things that are true at any time. We use it for a general truth, or a fact:  
*Things **fall** to the ground because of gravity.*  
*Ann **doesn't play** the violin very well, but she **plays** the piano beautifully.*
- 2 We use the Present Simple when we talk about a permanent situation, or an activity that is repeated again and again. We think that it will continue for an unlimited time:  
*What **does Fred do**? ~ Fred's a journalist; he **writes** for a geographical magazine.*  
*I **work** for a company that **makes** computers.*  
*We **sell** them all over the world.*  
*Mary usually **studies** in the library.*  
*I **stay** with friends when I **go** on business trips to Japan.*
- 3 We use the Present Simple with words like **always, usually, often** etc. when we talk about how often we do something:  
*Mary **sometimes** studies at home, but she **usually** works in the library.*

We use the Present Continuous to say that an action is in progress now, at the time we speak:  
*Look! The leaves **are falling** from the trees.*  
*Listen! Ann's **playing** the piano; she's **playing** something by Beethoven.*

We use the Present Continuous to describe a current activity or situation that is unusual or temporary. We know it will continue for a limited period of time from now:  
*Fred **is writing** four articles about Africa. He did two yesterday. He'll do the rest tomorrow.*  
*I don't usually work at the weekends, but I'm **working** on Saturdays at the moment.*  
*Mary's **studying** at home. The library is shut.*  
*Sue and Martin **are staying** in a friend's flat until they find a flat of their own.*

We can use the Present Continuous with **always** to say that something happens too often:  
*Tom **is always** asking stupid questions.*  
*They're **always** complaining.*

## Practice

A Look at this table.

Name	Home	Job	Current project	Project location
Mike	Glasgow	engineer	bridge design	Aberdeen
Sally	London	conference organiser	congress	Dublin
Philip	Leeds	salesman	trade fair	Birmingham
Jenny	Brighton	accountant	head office	London

Use these verbs in the Present Simple or the Present Continuous: **live, work, stay**.

- 0 Mike lives in Glasgow and he works as an engineer.
- 0 At the moment Mike is staying in Aberdeen because he is working on a bridge design there.
- 1 Sally \_\_\_\_\_ in London where she \_\_\_\_\_ as a conference organiser.
- 2 At the moment Philip \_\_\_\_\_ in Birmingham because he \_\_\_\_\_ at a trade fair there.

- 3 At the moment Sally \_\_\_\_\_ in Dublin because she \_\_\_\_\_ at a congress there.  
 4 Jenny \_\_\_\_\_ in Brighton where she \_\_\_\_\_ as an accountant.  
 5 Philip \_\_\_\_\_ in Leeds where he \_\_\_\_\_ as a salesman.  
 6 At the moment Jenny \_\_\_\_\_ in London because she \_\_\_\_\_ at head office.

**B Use the words in brackets ( ) to complete the dialogues. Use the Present Continuous or the Present Simple.**

- 0 (The sun/rise/in the east.)      0 (Look! The sun/come/up.)  
The sun rises in the east.      Look! The sun is coming up.

1 Ann: Is the swimming pool open today?

Jane: (No, they/get/things ready for the next competition.)

Ann: (How often/they/have/these competitions?)

Jane: About three times a year.

2 Sam: (Why/that machine/not/work/at the moment?)

Chris: (I don't know, but a mechanic/mend/it.)

Sam: (What/the machine/do/in fact?) ( it/make/boxes?)

Chris: (Yes, it/make/boxes of all sizes.)

3 Mary: (Look! The Fosters/work/in their garden.)

(They/not/usually/work/on Sundays.)

Let's have a word with them. Hello, Joe. Hello, Sara. ( you/get/ready/for the winter?)

Joe: (Yes, we/tidy /up the leaves.)

(We/always/try/to do it before the winter/come/.)

4 Tim: (Sam, what/you/look/for?)

Sam: (I/look/for Jean's glasses.)

(She/not/often/wear/them.)

(She only/wear/them to read, so she often/lose/them.)

# 4 Verbs not used in continuous tenses

## 1 Look at this:



A: What does Tom do?  
B: He **sings** in a pop group.



A: What is Tom doing?  
B: He's **singing** with his band.

Action verbs, like **sing**, are used in simple forms (e.g. **he sings**) and in continuous forms (e.g. **he's singing**). Most verbs (e.g. **sing, teach, study, talk, listen, sit, play** etc.) are verbs of action.

But some verbs do not describe actions. Look at this:



Tom **has** a motorbike.



Tom **likes** Mary.

Non-action verbs, like **have** (= 'possess'), **like**, **know**, are not usually used in continuous tenses:

Not ~~Tom is having a motorbike.~~

Not ~~Tom is liking Mary.~~

## 2 Non-action verbs include:

### ► verbs of thinking:

know	forget	notice
remember	recognize	understand

I **know** the answer. (Not ~~I'm knowing...~~)

### ► verbs of feeling:

hate	like	love	want
------	------	------	------

He **likes** ice-cream. (Not ~~He's liking...~~)

### ► other verbs:

be	cost	fit	hear
include	mean	need	own
matter	prefer	smell	sound

These shoes **cost** £55. (Not ~~...are costing...~~)

## 4 Some verbs have two meanings: one that describes an action, and one that does not:

**look:** He's **looking** at the picture. (action)  
He **looks** (= seems) tired. (not an action)

**taste:** John **is tasting** the soup. (action)  
The soup **tastes** nice. (not an action)

**feel:** She's **feeling** the material.  
I **feel** (= am) cross about the accident.

**have:** What's she doing? She's **having** lunch.  
What's wrong? I **have** a headache.

**think:** Please be quiet. I'm **thinking**.  
I **think** you're right.

## Practice

### A Complete this text about a party. Put in the right words from the box in the right form, Present Simple (*I eat*) or Present Continuous (*I'm eating*). Use each verb once.

listen	like	sit	talk	want
drink	play	understand	think	

Everybody <sup>0</sup> is talking very loudly. Tom <sup>1</sup> \_\_\_\_\_ near the CD player because he <sup>2</sup> \_\_\_\_\_ to the music. 'Who <sup>3</sup> \_\_\_\_\_ the guitar?'

Judy asks him. 'It's Eric Clapton. I <sup>4</sup> \_\_\_\_\_ he's fantastic,' says Tom.

'I <sup>5</sup> \_\_\_\_\_ the music, but I don't <sup>6</sup> \_\_\_\_\_ the words very well,' Judy

says. At the end of the song, Judy says, 'Are you thirsty, Tom? <sup>7</sup> \_\_\_\_\_ you \_\_\_\_\_ a drink?' 'Yes, a glass of orange juice, please,' says Tom, 'I never <sup>8</sup> \_\_\_\_\_ beer or wine.'

**B Put in the words in the Present Simple or the Present Continuous. Sometimes you do not need to change the verb in brackets.**

- 0 I don't understand (not/understand) that sign over there. What does it mean (it /mean)?
- 1 Paula and Jack are in the sitting-room. They \_\_\_\_\_ (listen) to the news, and Paula \_\_\_\_\_ (look) at a magazine as well.
- 2 The students \_\_\_\_\_ (count) the books in the library today, because we \_\_\_\_\_ (not/ know) how many we have.
- 3 Tim \_\_\_\_\_ (like) his new shoes; they \_\_\_\_\_ (fit) him perfectly.
- 4 June: Look! That woman \_\_\_\_\_ (sit) in your chair.  
Barry: It \_\_\_\_\_ (not/matter). I can sit over there.
- 5 This computer is very expensive. It \_\_\_\_\_ (cost) more than £3000, but the price \_\_\_\_\_ (include) tax.

**C Use the Present Simple or the Present Continuous. Sometimes you do not need to change the verb.**

- 0 Alan: (You/wear/your overcoat./you/go/out?)  
You're wearing your overcoat. Are you going out?
- Jane: (Yes,/I/go/the shops. I/need/some more paint.)  
Yes, I'm going to the shops. I need some more paint.
- 1 Adam: (you/recognize/the woman in this photo?)  
\_\_\_\_\_  
Susan: (you/mean/ the woman who/look/straight at the camera?)  
\_\_\_\_\_
- 2 Mark: (Hello, David. Why/you/stand/here?/you/wait/for me?)  
\_\_\_\_\_  
David: (Yes, I/want/to speak to you.)  
\_\_\_\_\_
- 3 James: (Listen to the engine. /you/think/it is all right?)  
\_\_\_\_\_  
Fiona: (It/sound/all right, but it/smell/of oil.)  
\_\_\_\_\_

**D Complete each sentence using the words in the box.**

tastes	is tasting	feels	is feeling
has	is having	thinks	is thinking

- 0 A customer is feeling some curtain material.
- 1 She's smiling because she \_\_\_\_\_ about her boyfriend.
- 2 John is very rich. He \_\_\_\_\_ a house, a flat, and two cars.
- 3 The cook \_\_\_\_\_ the soup now.
- 4 This material \_\_\_\_\_ very soft.
- 5 This cake \_\_\_\_\_ delicious.
- 6 Sue \_\_\_\_\_ breakfast at the moment.
- 7 Pamela \_\_\_\_\_ English is an easy language to learn.

# 5 Past Simple (I walked)

- 1 We form the Past Simple like this:

## POSITIVE

I/you/he/she/it/we/they **walked.**

## NEGATIVE

I/you/he/she/it/we/they **didn't walk.**

## QUESTIONS

**Did** I/you/he/she/it/we/they **walk?**

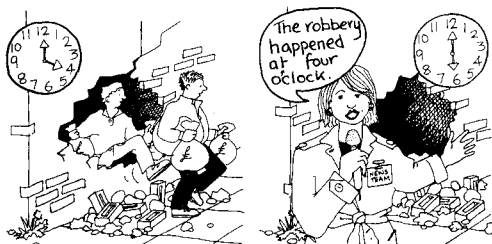
## SHORT ANSWERS

Yes, I/you/he/she/it/we/they **did.**

No, I/you/he/she/it/we/they **didn't.**

(For information on how to form Past Simple verbs, see Tables E and F on page 96.)

- 2 We use the Past Simple for single complete events in past time. We often use it with time expressions like **at 4 o'clock, yesterday, when?, in 1993** etc:



A: When **did** you **win** the cup?

B: We **won** the cup **in 1993**.

We **went** to a concert **yesterday**.

- 3 We use the Past Simple for complete events, even when they continued for a long time:

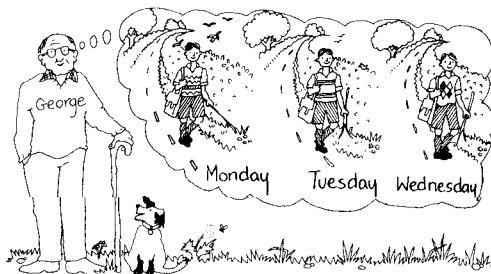
A: How long **did** the First World War **last**?

B: It **lasted** for about 5 years, I think.

My parents **lived** in Japan for three years.

Then they **went** to live in Australia.

- 4 We also use the Past Simple to talk about repeated events, or habits in the past:



When George was young, he always **walked** to school.

- 5 We use the Past Simple to tell a story in past time:

We **left** home early on Saturday morning and **drove**, without stopping, to the Scottish border. It **took** about 6 hours to get there.

After we **crossed** the border, we **stopped** in a little village, and **had** something to eat...

## Practice

- A Use the words in brackets ( ) to make a question and an answer. Use the Past Simple.

0 (When/Kennedy/die?)

~ (He/in 1963)

When did Kennedy die?

~ He died in 1963.

1 (What/Marie Curie/discover/in 1898?)

~ (She /radium)

2 (Where/Michelangelo/live?)

~ (He /in Florence)

3 (When/Margaret Thatcher/become/Prime Minister?) ~ (She/Prime Minister in 1979)

4 (What/Alexander Bell/invent?)

~ (He /the telephone)

5 (How many books/Agatha Christie/write?)

~ (She /over a hundred books)

6 (When/Greta Garbo/move/to the United States.) ~ (She /there in 1925)

**B** In each case the two facts were true many years ago. Write a sentence to describe the past situation, as in the example.

0 (It is 1984.) Sally is at school. She plays in a football team.

When Sally was at school, she played in a football team.

1 (It is 1987.) Bob's sister is at university. She writes a lot of poetry.

When \_\_\_\_\_

2 (It is 1990.) Fred is in the army. He goes to many different countries.

When \_\_\_\_\_

3 (It is 1992.) Jane and Michael are at school. They don't do much homework.

When \_\_\_\_\_

4 (It is 1985.) Anna is a teenager. She wears very long skirts.

When \_\_\_\_\_

**C** Put the right form of the best verb from the box in each sentence. Use each verb once. Then write the sentences in the correct order so they tell a story.

be	believe	decide	eat	enjoy	get	talk
go	last	<del>leave</del>	make	see	<del>take</del>	tell

After I left school, I took a job on the railways.

We \_\_\_\_\_ by train, of course.

In particular, we \_\_\_\_\_ some mushrooms that \_\_\_\_\_ as big as plates.

We \_\_\_\_\_ everyone about the size of the mushrooms when we \_\_\_\_\_ back home.

But nobody \_\_\_\_\_ us.

Of course, we \_\_\_\_\_ all the famous buildings in Rome. They were fascinating.

We \_\_\_\_\_ to go together to Rome.

I \_\_\_\_\_ friends with a man called Harry.

But most of all, we \_\_\_\_\_ the delicious Italian food.

Sometimes, we \_\_\_\_\_ about our ideas for a holiday.

The journey \_\_\_\_\_ over 24 hours.

0 After I left school, I took a job on the railways.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

# 6 Past Simple (I waited) or Past Continuous (I was waiting)

Compare the Past Simple and the Past Continuous:

## Past Simple

## Past Continuous

<p><b>1</b></p> <p>I/you/he/she/it/we/they { <b>talked.</b> <b>didn't talk.</b></p> <p><b>Did</b> I/you/he/she/it/we/they <b>talk?</b></p>	<p>I/he/she/it <b>was/wasn't</b> } <b>talking.</b> You/we/they <b>were/weren't</b> }</p> <p><b>Was</b> I/he/she/it } <b>talking?</b> <b>Were</b> you/we/they }</p>
<p><b>2</b></p> <p>We use the Past Simple to talk about a complete event in the past:</p> <p><i>Last Saturday morning, Paul <b>played</b> football in the park.</i></p> <p><b>past</b> <span style="border: 1px solid black; padding: 2px;">Paul played football.</span> <b>now</b></p> <p>Here are some more examples:  <i>On Sunday I <b>made</b> a cake.</i>  <i>It <b>rained</b> a lot on Saturday morning.</i></p>	<p>We use the Past Continuous to talk about an action that was in progress, when something else happened:</p> <p><i>Last Saturday, Paul <b>was playing</b> football in the park when he saw Jane.</i></p> <p><b>past</b> <span style="border: 1px solid black; padding: 2px;">Paul was playing football.</span> <b>now</b></p> <p style="text-align: center;"><span style="border: 1px solid black; padding: 2px;">He saw Jane.</span></p> <p>Here are some more examples:  <i>The phone rang while I <b>was making</b> a cake.</i>  <i>It <b>was raining</b> when we left home.</i></p>
<p><b>3</b></p> <p>We often use the Past Simple to talk about one event that followed another event:</p> <p><i>When Ann James <b>left</b> university, she <b>went</b> to work for a bank. She <b>left</b> the bank after five years, and <b>wrote</b> a book which ...</i></p>	<p>In a story we often use the Past Continuous to say what was in progress, when something happened:</p> <p><i>The sun <b>was shining</b>. People <b>were sitting</b> under the trees or <b>walking</b> around the park. Suddenly a car <b>drove</b> into the park ...</i></p>

## Practice

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

0 (The police/arrive/while/I/have/breakfast )

The police arrived while I was having breakfast.

1 (The storm/start/while/they/drive/home )

\_\_\_\_\_

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

\_\_\_\_\_

3 (Mary/go/to several concerts/while/she/stay/in London )

\_\_\_\_\_

0 (I/have/breakfast/when/the police/arrive )

I was having breakfast when the police arrived.

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

\_\_\_\_\_

5 (The soldiers/prepare/to leave/when/the bomb/explode )

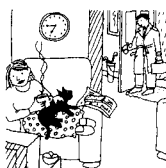
\_\_\_\_\_



**B Complete these texts using the Past Simple or the Past Continuous of the verbs in brackets.**

- 0 Beethoven wrote (write) nine symphonies; he was writing (write) another symphony when he died.
- 1 Last Saturday Tom wanted to make two salads. He \_\_\_\_\_ (make) the first one in five minutes. He \_\_\_\_\_ (make) the second one when his guests \_\_\_\_\_ (arrive), and they \_\_\_\_\_ (help) him to finish it.
- 2 The artist Gaudi \_\_\_\_\_ (design) several houses in Barcelona, Spain. Later he \_\_\_\_\_ (start) work on a church. He \_\_\_\_\_ (work) on the church when he \_\_\_\_\_ (die).
- 3 Last month a bank robber \_\_\_\_\_ (escape) while the police \_\_\_\_\_ (take) him to prison. Later they \_\_\_\_\_ (catch) him again, and this time they \_\_\_\_\_ (lock) him up without any problem.
- 4 Philip's football team were lucky last Saturday. After 20 minutes they \_\_\_\_\_ (lose), but in the end they \_\_\_\_\_ (win) the game by 4 goals to 2.
- 5 John Lennon \_\_\_\_\_ (sing) and \_\_\_\_\_ (play) on many records with the Beatles. After that he \_\_\_\_\_ (record) several songs without the Beatles. He \_\_\_\_\_ (prepare) a new record when Mark Chapman \_\_\_\_\_ (shoot) him.
- 6 The evening was getting darker; the street lights \_\_\_\_\_ (come) on. People \_\_\_\_\_ (hurry) home after work. I \_\_\_\_\_ (stand) in a queue at the bus stop. Suddenly somebody \_\_\_\_\_ (grab) my bag.

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



- Policewoman: What time <sup>0</sup> did you get \_\_\_\_\_ (you/get) home from work?  
 Mary: At about 6 o'clock.  
 Policewoman: And what <sup>1</sup> \_\_\_\_\_ (you /do) after you got home?  
 Mary: I read the newspaper.  
 Policewoman: Did anything happen while <sup>2</sup> \_\_\_\_\_ (read) the paper?  
 Mary: Yes, the phone <sup>3</sup> \_\_\_\_\_ (ring) .  
 Policewoman: What <sup>4</sup> \_\_\_\_\_ (you/do) when your husband came home?  
 Mary: I was watching TV, and I <sup>5</sup> \_\_\_\_\_ (drink) a cup of coffee.  
 Policewoman: Did you and your husband stay at home?  
 Mary: No, I <sup>6</sup> \_\_\_\_\_ (drink) my coffee. Then I put on my raincoat, and we <sup>7</sup> \_\_\_\_\_ (go) out at seven o'clock.  
 Policewoman: Why <sup>8</sup> \_\_\_\_\_ (you/put) your raincoat on?  
 Mary: Because it <sup>9</sup> \_\_\_\_\_ (rain), of course.

# 7 Present Simple, Past Simple, and used to (I used to know)

- 1 We can use the Present Simple to talk about present situations or habits:

► situations:

*My sister **works** as a translator.  
Andrew **lives** in London.*

► habits:

*Peter usually **wears** jeans.  
I often **eat** a sandwich for lunch.  
Mike **doesn't smoke** any more.  
**Does John drive** to work every day?*

- 2 Look at these sentences with the Past Simple:

► situation:

*Henry **lived** in France for many years.*

► habit:

*When I was young, I **ran** three miles every day.*

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

- 3 Look at these sentences with **used to**:

*Jill **used to live** in Ireland.  
Many people **used to make** their own bread.  
My husband **used to work** at home.*

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

different:

*Jill **doesn't live** in Ireland **now**.  
**Nowadays** people usually buy bread from a shop.  
My husband **doesn't work** at home **now**.*

Compare the Past Simple and **used to**:

- Past Simple: *When he was young, he **ran** three miles every day. (He may or may not run 3 miles every day now.)*  
► **used to**: *When I was young, I **used to run** three miles every day. I don't do that now. (I don't run 3 miles everyday now.)*

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

*Sue **didn't use to like** black coffee.  
Paul **didn't use to smoke** a pipe.  
**Did Alan use to cycle** to school?  
**Did your parents use to read** to you?*

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

*Ann **sings** in a band.  
(Not ~~Ann uses to sing in a band.~~)  
Joe **doesn't cycle** to school.  
(Not ~~... doesn't use to cycle...~~)*

## Practice

- A Use the words in brackets ( ) to make complete sentences. Use a Past Simple and a Present Simple verb in each sentence.

- 0 (Yesterday Ian/get/up at 7.15, but he normally/get/up at 8)

Yesterday Ian got up at 7.15, but he normally gets up at 8.

- 0 (Fred usually/walk/to work, but last week he/go/by car)

Fred usually walks to work, but last week he went by car.

- 1 (Last Sunday Mike/stay/at home, but he normally/go/fishing)

- 2 (We usually/swim/in the sea, but last Sunday we/swim /in the river)

- 3 (Last summer, Bob/have/a short holiday, but he usually/have/a long holiday)

- 4 (Mrs Jones normally/sleep/for seven hours every night, but last night she/sleep/for nine hours)

- 5 (I usually/enjoy/the food in this restaurant, but I/not/like /it yesterday)

6 (Peter/usually/do/his homework, but he /not /do /it yesterday)

**B Complete the questions. Use the Present Simple or the Past Simple.**

- 0 Sally: My sister and I usually work on Saturdays.  
Tim: Did you work last Saturday as well?
- 0 Robin: Last Sunday Peter went to bed at 9 o'clock.  
Diana: Does he usually go to bed at 9 o'clock?
- 1 Jeff: Neil had a cold shower yesterday.  
Helen: \_\_\_\_\_ he usually \_\_\_\_\_ a cold shower?
- 2 Kate: Bob wakes up very early almost every day.  
John: \_\_\_\_\_ he \_\_\_\_\_ very early yesterday as well?
- 3 Mary: My cousins usually send us a card at Christmas.  
Jim: \_\_\_\_\_ they \_\_\_\_\_ you a card last Christmas?
- 4 Susan: Paula phoned me again last night.  
Derek: \_\_\_\_\_ she often \_\_\_\_\_ you?

**C Look at this table of people who have changed what they eat or drink.**

name	in the past	now
Ann	meat	fish
Tom	coffee	tea
Robert	white bread	brown bread
Pam	tap water	bottled water
Mary	tinned fruit	fresh fruit
Susan	margarine	butter

Now make sentences, as in the examples.

- 0 Ann used to eat meat, but now she eats fish.
- 0 Tom drinks tea now, but he used to drink coffee.
- 1 Robert \_\_\_\_\_ white bread, but now \_\_\_\_\_ brown bread.
- 2 Pam \_\_\_\_\_ tap water, but now \_\_\_\_\_ bottled water.
- 3 Mary \_\_\_\_\_ fresh fruit now, but \_\_\_\_\_ tinned fruit.
- 4 Susan \_\_\_\_\_ butter now, but \_\_\_\_\_ margarine.

Now complete these questions.

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

Now complete these sentences.

- 0 Ann didn't use to eat fish, but she does now.
- 0 Tom drinks tea now, but he didn't use to drink it.
- 8 Susan \_\_\_\_\_ butter, but she does now.
- 9 Mary eats fresh fruit now, but she \_\_\_\_\_ it.
- 10 Pam drinks bottled water now, but she \_\_\_\_\_ it.

# 8 Present Perfect (I have eaten)

- 1** We make the Present Perfect with **have** or **has** and a past participle (e.g. **walked, taken**):

I/you/we/they	have/'ve	} started.
He/she/it	has/'s	

We make negatives, questions, and short answers with **have** or **has**:

*You **haven't** started.*

*Diana **hasn't** started.*

***Have** you **started**? ~ Yes, I **have**.*

***Has** Diana **started**? ~ No, she **hasn't**.*

- 2** With regular verbs, we add **-ed** to form the past participle (e.g. **walked, started**). But there are many verbs with irregular past participles (e.g. **taken, chosen, sold, slept**). For more details on past participle forms, see Tables E and F on page 96.

- 3** We use the Present Perfect to talk about events in past time, but not about when they happened:

*Somebody **has taken** my bag.*

(Not *Somebody **has taken** it **yesterday**.*)

*I **have read** her latest novel.*

We use the Present Perfect in this way when the past event is relevant now:

*Somebody **has taken** my bag. I **can't** find it.*

*I **'ve been** to the dentist. My tooth **doesn't** hurt now.*

- 4** We use the Present Perfect to talk about situations or actions during a period that started in the past, and has continued up to the present (e.g. **today, this month, this year, for three weeks, since last year**):

*We **'ve lived** here **for six years**.*

(= from six years ago until now)

*I **'ve worked** at CGE **since 1992**.*

(= from 1992 until now)

*Jane **has phoned** me three times **this week**.*

*We **haven't saved** much money **this year**.*

***Have** you **seen** Neil (**today**)?*

- 5** We can use the Present Perfect with **ever, never, already, and yet**, like this:

***Have** you **ever been** inside a submarine?*

*I **'ve never eaten** horse meat.*

*Chris **has already sent** her a present.*

*They **haven't finished** their game **yet**.*

Note that we put **ever, never** and **already** before the past participle, and **yet** at the end of the sentence.

## Practice

- A** Use the words in brackets ( ) to make questions and answers with the Present Perfect.

0 (have/you/eat/anything?)

~ (Yes, I/have/eat/a lot.)

Have you eaten anything?

~ Yes, I've eaten a lot.

1 (have/Tom/buy/anything?)

~ (Yes, he/have/buy/a new suit.)

2 (have/Jane/give/him any money?)

~ (Yes, she/have/give/him £10.)

3 (have/you/break/anything?)

~ (Yes, I/have/break/a plate.)

4 (have/Pam/choose/a present?)

~ (Yes, she/have/choose/this novel.)

5 (have/they/bring/any food?)

~ (Yes, they/have/bring/some sandwiches.)

**B Say what has happened in each situation. Use the words in brackets and the Present Perfect.**

- 0 Your bike is not where you left it.  
(somebody/take/my bike) Somebody has taken my bike.
- 1 The garage door was closed; now it is open.  
(somebody/open/the garage door) \_\_\_\_\_
- 2 There are no biscuits in the cupboard.  
(somebody/eat/all the biscuits) \_\_\_\_\_
- 3 The kitchen window was all right; now it is smashed.  
(somebody/break/the kitchen window) \_\_\_\_\_
- 4 Mary's watch is not where she left it.  
(somebody/steal/Mary's watch) \_\_\_\_\_
- 5 Your orange juice was in the fridge; it isn't there now.  
(somebody/drink/my orange juice) \_\_\_\_\_
- 6 Your shoes are not where you left them.  
(somebody/take/my shoes) \_\_\_\_\_

**C An inventor wants to advertise a new product. This week, he must send out a letter and organize a newspaper advertisement. He has made a list of jobs, and he has ticked (✓) the things he has already done.**

- |                                 |   |
|---------------------------------|---|
| 0 prepare the circular letter ✓ | 2 put the copies in the envelopes       |
| 0 buy the stamps                | 3 write the text of the advertisement ✓ |
| 1 make copies of the letter ✓   | 4 send the advertisement to the paper   |

**Write positive sentences with *already*, and negative sentences with *yet*.**

- 0 He has already prepared the circular letter.
- 0 He hasn't bought the stamps yet.
- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

**D Make complete questions and answers from the words in brackets.**

- 0 (have/you/see/Kate this week? ~ No, I/have/not/see/her since last month)  
Have you seen Kate this week? ~ No, I haven't seen her since last month.
- 1 (have/Sue/win/any tennis competitions this year? ~ Yes, she/have/ win/three this year)  
• \_\_\_\_\_ ~ \_\_\_\_\_
- 2 (have/you/shave/today? ~ No, I/have/not/shave/since yesterday)  
\_\_\_\_\_ ~ \_\_\_\_\_
- 3 (have/you/sell/many TVs this month? ~ Yes, we/have/sell/23 this month)  
\_\_\_\_\_ ~ \_\_\_\_\_
- 4 (have/you/play/tennis this week? ~ No, I/have/not/play/for a month)  
\_\_\_\_\_ ~ \_\_\_\_\_

# 9 Past Simple (I ate) or Present Perfect (I have eaten)(1)

- 1** We can use the Past Simple, but not the Present Perfect, to ask questions with **What time?**, **When?** etc, and to make statements about when things happened (e.g. **at 5 o'clock, in 1977**):

A: What time **did** the plane **land**?  
(Not ~~What time has the plane landed?~~)

B: It **landed** at 5 o'clock.  
(Not ~~It has landed at 5 o'clock.~~)

past                      3   4   5   6   7                      **now**

It landed.

A: When **did** Elvis Presley **die**?  
(Not ~~When has he died?~~)

B: He **died** in 1977.  
(Not ~~He has died in 1977.~~)

- 2** We also use the Past Simple if other expressions set the event in past time:  
When I was in the army, I **had** a terrible time.  
(Not ~~I've had...~~)  
I **was** almost back home when the storm started.

- 3** We describe a past action or event with the Present Perfect to show that it is relevant now. The time of the action is not important.

Ann **has broken** her arm.

(= It is now broken.)

Bill **has made** the salad.

(= The salad is now made.)

The Past Simple does not imply anything about the situation now:

James **broke** his arm last year.

Kate **broke** her arm yesterday.

From this information we expect, of course, that James's arm is all right now, but that Kate's arm is still broken.

- 4** We introduce an event with the Present Perfect, but we continue to talk about it with the Past Simple:

A: Ann's **broken** her arm.

B: How **did** she **break** it?

A: She **fell** onto some rocks.

- 5** For a very recent event we can use the Present Perfect with **just** or the Past Simple with **ago**:

John **has just gone** out.

John **went** out a few minutes **ago**.

Note that we use **just** before the past participle (e.g. **gone**).

## Practice

- A** Complete the sentences with the correct form of a verb from the box.

die   go   write   marry   paint   win

- 0 Bob Dylan wrote 'Blowin' in the Wind' in 1962.
- 1 Mark Spitz won seven Olympic gold medals in 1972.
- 2 Pablo Picasso paint 'Guernica' in 1937.
- 3 Marlene Dietrich married to Hollywood in 1930.
- 4 Louis Armstrong died in 1971.
- 5 Diana married Prince Charles in 1981.

- B** Use the words in brackets ( ) to complete the sentences.

- 0 When I was at school, (I/not/like/history) I didn't like history.
- 0 (My mother/be/at work) My mother was at work when the explosion happened.
- 1 (I/meet/Brian) I met Brian when we were in the army.
- 2 (I/be/in the garden) I was in the garden when you phoned.
- 3 When Sam was young, (she/love/swimming) she loved swimming.

- 4 (I/buy/these shoes) \_\_\_\_\_ when I was paid last week.
- 5 When Neil was sixteen, (he/have/very long hair) \_\_\_\_\_
- 6 When he saw her, (he/smile) \_\_\_\_\_

**C If the first sentence is true, do we know that the second sentence is true?**

Write **Yes** or **Don't know**.

- |                              |                           |                    |
|------------------------------|---------------------------|--------------------|
| 0 John grew a beard.         | John has a beard now.     | <u>Don't know.</u> |
| 0 Bob has grown a moustache. | Bob has a moustache now.  | <u>Yes.</u>        |
| 1 Ruth went to Italy.        | Ruth is in Italy now.     | _____              |
| 2 Sarah has opened the door. | The door is now open.     | _____              |
| 3 Ian has gone abroad.       | Ian is abroad now.        | _____              |
| 4 Bill opened the windows.   | The windows are open now. | _____              |

**D Complete these dialogues using the words in brackets. Use the Present Perfect or the Past Simple.**

- 0 A: Why are you crying?  
B: Look. (I/cut/my hand) I've cut my hand.  
A: (How/it/happen?) How did it happen?
- 1 A: Is that a telegram?  
B: Yes. It says that (Jane/have/a baby boy) \_\_\_\_\_  
A: (When/she/have/the baby?) \_\_\_\_\_
- 2 A: Why are you looking so cross, Jeff?  
B: Look. (Mary/break/my camera) \_\_\_\_\_  
A: (How/she/break/it?) \_\_\_\_\_
- 3 A: What's the problem, Jason?  
B: Look. (My bicycle/disappear) \_\_\_\_\_  
A: (Where/you/leave/it?) \_\_\_\_\_
- 4 A: What's the matter with Paul?  
B: (He/lose/his bag.) \_\_\_\_\_  
A: (When/he/lose/it?) \_\_\_\_\_
- 5 A: What's that piece of paper?  
B: It's my certificate. (I/pass/my exam) \_\_\_\_\_  
A: (What mark/you/get?) \_\_\_\_\_

**E Express these sentences in a different way. Use *just* or *a few minutes ago*.**

- 0 Mary has just phoned. Mary phoned a few minutes ago.
- 1 Kathy came home a few minutes ago. \_\_\_\_\_
- 2 Colin has just finished his lunch. \_\_\_\_\_
- 3 Michael has just had a shower. \_\_\_\_\_
- 4 Jenny went to bed a few minutes ago. \_\_\_\_\_

# 10 Past Simple or Present Perfect (2); ago, for, since

Compare the Past Simple and the Present Perfect:

## Past Simple

## Present Perfect

<p><b>1</b> Look at this example of the Past Simple: There <b>were</b> many earthquakes <b>last century</b>.</p> <p style="text-align: center;"> <span style="border: 1px solid black; padding: 2px;">past</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">now</span> </p> <p style="text-align: center;"> <span style="border: 1px solid black; padding: 2px;">last century</span> </p> <p>Note that <b>last century</b> is a period of past time. It ended before now.</p>	<p>Look at this example of the Present Perfect: There <b>have been</b> many earthquakes <b>this century</b>.</p> <p style="text-align: center;"> <span style="border: 1px solid black; padding: 2px;">past</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">now</span> </p> <p style="text-align: center;"> <span style="border: 1px solid black; padding: 2px;">this century</span> </p> <p>Note that <b>this century</b> is a period of time that includes now (the time of speaking).</p>
--	---

<p><b>2</b> We use the Past Simple to talk about events or situations in a period of past time: A: How long <b>did</b> you <b>work in your last job</b>? B: I <b>worked</b> there <b>for four years</b>.</p> <p><b>Did</b> you go to the cinema <b>last week</b>? Sheila <b>did not go</b> to work <b>yesterday</b>.</p> <p>We use the Past Simple for events in the lifetime of someone who is dead: A: <b>Did</b> your grandmother ever <b>visit</b> Canada? B: Yes, she <b>spent</b> several holidays there.</p>	<p>We use the Present Perfect for events or situations in a period of time that includes now: A: How long <b>have</b> you <b>worked here</b>? B: I <b>'ve worked</b> here <b>since last summer</b>. (I still work here.)</p> <p><b>Have</b> you <b>been</b> to the cinema <b>this week</b>? Sheila <b>has not gone</b> to work <b>today</b>.</p> <p>We use the Present Perfect for events in the lifetime of a living person: A: <b>Have</b> you ever <b>visited</b> Canada? B: Yes, I <b>'ve had</b> several holidays there.</p>
---	---

**3** Notice how a sentence with the Past Simple and one with the Present Perfect can give similar information from different points of view. Notice the use of **ago**, **for** and **since**:

<i>Pam <b>went</b> to live in Dublin <b>5 years ago</b>.</i>	<i>Pam <b>has lived</b> in Dublin <b>for five years</b>. Pam <b>has lived</b> in Dublin <b>since her wedding</b>. (or ... <b>since she got married</b>.)</i>
--	--

(For more details about **ago**, **for** and **since**, see unit 41.)

## Practice

**A** Complete the sentences with the Past Simple or the Present Perfect of the verb in brackets.

- 0 (be) There were a lot of accidents last year, and there have been a lot this year, too.
- 0 (see) I have not seen Jane today, but I saw her yesterday.
- 1 (win) Our team is very good. We \_\_\_\_\_ two competitions last year, and we \_\_\_\_\_ two this year as well.
- 2 (make) The factory \_\_\_\_\_ more than 1,000 motorbikes this year; it \_\_\_\_\_ not \_\_\_\_\_ so many last year.
- 3 (be) I'm worried about Mary. She \_\_\_\_\_ ill last week, and she \_\_\_\_\_ ill most of this week as well.
- 4 (work) Joe \_\_\_\_\_ not \_\_\_\_\_ hard last month, but he \_\_\_\_\_ hard this month.
- 5 (earn) I \_\_\_\_\_ a lot of money this year - much more than I \_\_\_\_\_ last year.



6 (rain) It \_\_\_\_\_ not \_\_\_\_\_ much last year here, and it \_\_\_\_\_ not \_\_\_\_\_ much this year, either.

**B** In the brackets, the first year is when the person was born. If there is a second year, it is when the person died. Put the verbs into the Past Simple or the Present Perfect.

- 0 Susan Cowley (1947– ) is an artist. She has painted (paint) in many different styles and she has had (have) exhibitions in 14 countries.
- 1 Timothy Spinks (1846–1927) was a biologist. He \_\_\_\_\_ (study) the plants of New Zealand, and he \_\_\_\_\_ (write) several books on biology.
- 2 Claire Fox (1957– ) is a doctor. She \_\_\_\_\_ (develop) new treatments for several diseases, and she \_\_\_\_\_ (make) several TV programmes about medicine.
- 3 Catherine Knight (1824–1883) was a nurse. She \_\_\_\_\_ (work) mainly with soldiers, and she \_\_\_\_\_ (spend) most of her life trying to improve their lives.
- 4 Steven Brock (1963– ) is a golf player. He \_\_\_\_\_ (win) several competitions, and he \_\_\_\_\_ (earn) a lot of money from advertising different products.

**C** Use the words in brackets to express the same information from a different point of view. Use the Present Perfect or the Past Simple.

- 0 Ben stopped smoking five years ago.  
(not/smoke/for) Ben hasn't smoked for five years.
- 0 Jane has lived in Bristol for two years.  
(move/to/ago) Jane moved to Bristol two years ago.
- 1 Anna and John moved to London after their wedding.  
(live/in/since) \_\_\_\_\_
- 2 Mary started working in France 6 months ago.  
(work/for) \_\_\_\_\_
- 3 Pam stopped playing tennis when she was 15.  
(not/play/since) \_\_\_\_\_
- 4 Fred hasn't eaten meat for 2 years.  
(stop/eating/ago) \_\_\_\_\_

**D** Summary exercise: study units 9 and 10, before you do this exercise.

Use the words in brackets, and put them in the gaps in the Past Simple or the Present Perfect.

Policeman: Mr. Leach, how many times 0 have you been (you/be) in prison?

Jim Leach: Twice.

Policeman: When 1 (you/finish) your last prison sentence?

Jim Leach: I 2 (come) out of prison about 6 months ago.

Policeman: How long 3 (you/live) in this town?

Jim Leach: About 7 years. I 4 (move) here when I got married.

Policeman: So you 5 (be) married for seven years.

Jim Leach: No, my wife 6 (leave) me two years ago.

Policeman: 7 (you/see) her in the last few weeks?

Jim Leach: No, she 8 (phone) me a few days ago. I 9 (meet) her once about a year ago, but I 10 (not/see) her since then.

# 11 Present Perfect Simple (**I have done**) or Present Perfect Continuous (**I have been doing**)

Compare the Present Perfect Simple and Continuous:

## Present Perfect Simple

## Present Perfect Continuous

- |   |   |
|---|---|
| <p><b>1</b> I/you/we/they <b>have/'ve</b> } <b>eaten.</b><br/>He/she/it <b>has/'s</b> }</p>   | <p>I/you/we/they <b>have/'ve</b> } <b>been eating.</b><br/>He/she/it <b>has/'s</b> }</p>  |
| <p><b>2</b> We use the Present Perfect Simple (<b>have painted</b>) to talk about a past activity that is now completed:<br/> <i>We've painted the rooms.</i> (= The rooms are now painted.)<br/> <i>Anna's mended her bike.</i> (= She can ride it now.)</p> | <p>We use the Present Perfect Continuous (<b>have been painting</b>) to emphasize the activity itself, which may or may not be completed:<br/> <i>We've been painting the flat. That's why it smells. We still have three rooms to paint.</i><br/> <i>Anna's hands are dirty because she's been mending her bike.</i></p> |
| <p><b>3</b> We use the Present Perfect Simple to ask and answer <b>How many?</b>, <b>How much?</b>:<br/> A: <i>How many rooms have you painted?</i><br/> B: <i>We've painted three of them.</i></p>   | <p>We usually use the Present Perfect Continuous to ask <b>How long?</b>, and with <b>since</b> and <b>for</b>:<br/> A: <i>How long have you been waiting? Have you been queuing for a long time?</i><br/> B: <i>I've been waiting since 2 o'clock.</i></p>   |
- 4** Note that we usually use the Present Perfect Simple (not the Continuous):
- ▶ to talk about short actions with **have**, **stop**, **break**, etc:  
*Tony has had an accident on his bike.*
  - ▶ with verbs of thinking (e.g. **know**, **decide**, **forget**, **notice**):  
*I'm sorry. I've forgotten your name.*
  - ▶ to talk about the last time that something happened:  
*I haven't eaten meat for two years.* (= I last ate meat two years ago.)
- Note that we can use the Present Perfect Simple or the Continuous with **work**, **teach**, and **live**, with no difference in meaning:  
*I have taught here for two years.* or *I have been teaching here for two years.*

## Practice

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

0 He's late again. (How many times/he/arrive/late this month?)

How many times has he arrived late this month?

1 What a good week! (We/sell/much more than we expected.)

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

3 (How many people/Jane/invite/to her party?)

Now use the Present Perfect Continuous (*I have been doing*).

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

---

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

---

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

---

**B** Five friends have just finished some jobs. Look at the table.

	Activity	Now
Neil	sweep the floors	he is sweating
Rachel	cut the grass	she is tired
Paul	do the washing-up	he has soft hands
Carol	peel the onions	she has red eyes
Tim	defrost the fridge	he has cold hands

Complete the dialogues from this information. Use the Present Perfect Simple or Continuous.

0 Neil, why are you sweating? ~ Because I have been sweeping the floors.

0 Is the lawn finished? ~ Yes, Rachel has cut the grass.

1 Paul, why are your hands so soft? ~ Because I \_\_\_\_\_.

2 Are the onions ready for the pan? ~ Yes, Carol \_\_\_\_\_ them.

3 Rachel, you look tired. ~ Yes, I \_\_\_\_\_.

4 Tim, your hands are very cold. ~ Yes, I \_\_\_\_\_.

5 Are the floors clean? ~ Yes, Neil \_\_\_\_\_ them.

6 Why are your eyes red, Carol? ~ Because I \_\_\_\_\_.

7 Are the plates clean? ~ Yes, Paul \_\_\_\_\_.

8 Is the fridge all right now? ~ Yes, Tim \_\_\_\_\_.

**C** Put the verbs in brackets into the gaps in the right form. Use the Present Perfect Simple or Continuous.

0 Ellen: Where are you and your family going to live?

Ian: Well, we've been talking (talk) about that for weeks, but we haven't decided (decide) anything yet.

1 Tina: Excuse me. Have you \_\_\_\_\_ (stand) in this queue for a long time?

Larry: Yes, I've \_\_\_\_\_ (queue) for almost an hour.

2 Sara: Why are you crying?

Joe: Because my brother has \_\_\_\_\_ (have) an accident. He's \_\_\_\_\_ (break) both his legs.

3 Susan: Excuse me. Whose is this bag? Who has \_\_\_\_\_ (leave) it here?

Wally: I don't know. I've \_\_\_\_\_ (sit) here all afternoon, but I haven't \_\_\_\_\_ (notice) it until now.

# 12 Past Perfect (I had eaten)

- 1 We form the Past Perfect with **had** and the past participle of a verb (e.g. **started, taken**):

I/you/he/she/it/we/they **had/d started.**

*I **had taken** it. or I'd **taken** it.*

*They **had not started**. or They **hadn't started**.*

- 2 Study this:

A year ago:

Jenny is flying to Rome. She thinks, '*I have never been on a plane before now.*'

Now:

*Jenny **flew** to Rome last year. She **had never been** on a plane before that.*

When we talk about an event or situation in past time we use the Past Simple (e.g. **flew**); if we talk about an event before that time, we use the Past Perfect (e.g. **had been**). Here is another example:

Last Saturday at the cinema:

Mary: *We **don't need** to queue because I've **already bought** the tickets.*

Now:

Mary: *We **didn't need** to queue because I **had already bought** the tickets.*

Note that we can use **never** and **already** before the past participle (e.g. **been, bought**).

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

*A I **saw** a beautiful bird in my garden. B I **went** to get my camera. C The bird **flew** away. D I **returned** with my camera.*

**past**

**A**

**B**

**C**

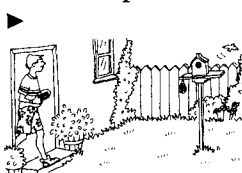
**D**

**now**

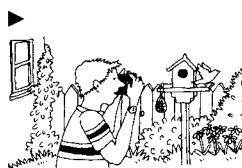
We need the Past Perfect to make it clear that one of the events is not in order:

*D I **returned** with my camera. C The bird **had already flown** away. (The bird had gone before I returned.)*

Also, compare these sentences using **when**:



Past Perfect: ***When** I returned with my camera, the bird **had flown** away. (The bird went before I returned.)*



Past Simple: ***When** I returned with my camera, the bird **flew** away. (The bird went after I returned.)*

- 4 The Past Perfect is used in reported speech: *'I have suffered from asthma for many years.'* She told the doctor that she **had suffered** from asthma for many years. (For more on reported speech, see unit 33.)

## Practice

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

- 0 Last summer Mary won a gold medal for the third time.

*She **had already won** two gold medals before that.*

- 0 Last year Ken visited Scotland for the first time.

*He **had never visited** Scotland before that.*

- 1 Last weekend Tom rode a horse for the first time.

He \_\_\_\_\_ before that.

- 2 Last summer Jeff ran in a marathon for the sixth time.

He \_\_\_\_\_ before that.

- 3 Last week Susan wrote a poem for the first time.

She \_\_\_\_\_ before that.

- 4 Last week Ann appeared on TV for the first time.

She \_\_\_\_\_ before that.

- 5 Last summer Tony played tennis at Wimbledon for the fifth time.  
He \_\_\_\_\_ before that.
- 6 Last year Jean wrote her third novel.  
She \_\_\_\_\_ before that.

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

- 0 A The driver started the car. B Lady James appeared.  
(When Lady James/appear/, the driver/already/start/the car)  
When Lady James appeared, the driver had already started the car.
- 1 A We put the fire out. B The firemen arrived.  
(When the firemen/arrive/, we/already/put/the fire out)  
\_\_\_\_\_
- 2 A Jim finished the work. B The manager came back.  
(When the manager/come/back, Jim/already/finish/the work)  
\_\_\_\_\_
- 3 A I went to bed. B Philip telephoned.  
(When Philip/telephone/, I/already/go/to bed)  
\_\_\_\_\_
- 4 A Alice and Jack had lunch. B Their children came home.  
(When their children/come/home, Alice and Jack/already/have/lunch)  
\_\_\_\_\_
- 5 A Ian prepared the supper. B His wife got home from work.  
(When his wife/get/home from work, Ian/already/prepare/the supper)  
\_\_\_\_\_
- 6 A The thieves spent the money. B The police caught them.  
(The thieves/already/spend/the money, when the police/catch/them)  
\_\_\_\_\_

**C** Use the Past Perfect to complete the sentences.

- 0 Last summer Pam said, 'I've always wanted to fly in a helicopter.'  
Pam said that she had always wanted to fly in a helicopter.
- 1 Fred said, 'Jack has just gone out.'  
Fred told us that Jack \_\_\_\_\_
- 2 Robert said to Jill, 'Have you been to Cambridge?'  
Robert asked Jill if she \_\_\_\_\_
- 3 When the boys came home, Mrs Brock said, 'I've made some sandwiches.'  
Mrs Brock told the boys that she \_\_\_\_\_
- 4 'I know your cousin,' said Tom. 'I met her in Amsterdam.'  
Tom said he knew my cousin because he \_\_\_\_\_
- 5 Bob was talking to Jean, and he said, 'Have you ever been to Japan?'  
Bob asked Jean if she \_\_\_\_\_

# 13 Future: will, be going to, Present Continuous and Simple

1 We can talk about future time with different verb forms, for example:

- ▶ **will:** *I'll come with you.*
- ▶ **be going to:** *He's going to come with us.*
- ▶ **Present Continuous:** *We're coming tomorrow.*

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

*Ann **will be** (or **is going to be**) 12 next week.*

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

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

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

John: *Can somebody help me, please?*

Helen: *Yes, **I'll help** you.*

(Here Brenda decided after John asked.)

Now compare:

Carol: *John **needs** some help.*

Helen: *I know. **I'm going to help** him.*  
(Here Helen had decided before Carol spoke.)

4 Look at these examples:

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

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

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

When/ after etc. +	SIMPLE PRESENT +	will/ <b>be going to</b>
<i>After it finishes, we'll have lunch.</i>		

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

A: *Can you come and see us this evening?*

B: *I can't. **I'm playing** squash with Sam.*

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

## Practice

A Look at this table and then use **will** and these verbs: **beat**, **draw with**, **lose to**.

Bob Foster's forecast for next Saturday's big football matches:

Arsenal 1, Liverpool 1	Leeds 2, Everton 1	Chelsea 1, Luton 2
Ipswich 3, Millwall 3	Brighton 2, Oxford 1	Portsmouth 0, Preston 2

Bob Foster thinks that:

0 Arsenal will draw with Liverpool.

3 Ipswich \_\_\_\_\_ Millwall.

1 Leeds \_\_\_\_\_ Everton.

4 Brighton \_\_\_\_\_ Oxford.

2 Chelsea \_\_\_\_\_ Luton.

5 Portsmouth \_\_\_\_\_ Preston.

B In each situation, think about when the person decides to do something. Then complete the sentences using **will** or **be going to** and one of the phrases from the box.

take it to the car wash	get you an aspirin	see her
go to the hairdresser's	have a shower	<del>make some tea</del>

0 Mary: Philip, I'm very thirsty.

Philip: I am too. I 'm going to make some tea. I've already put the kettle on to boil.

- 0 Sally: What's the matter, Paul?  
 Paul: I've got a headache.  
 Sally: Oh, I'll get you an aspirin.
- 1 Jack: Is your toothache better?  
 Jill: No, but I've phoned the dentist. I \_\_\_\_\_ at 10.30.
- 2 Jane: Do you think my hair is all right?  
 Sam: No, I'm sorry, I don't. I think it needs a cut.  
 Jane: O.K. I \_\_\_\_\_ this afternoon.
- 3 Ann: Where's Tom?  
 Mike: He's just gone into the bathroom. He \_\_\_\_\_.
- 4 John: Where have you been with the car? It's very dirty.  
 Rose: Is it? Okay, I \_\_\_\_\_.

**C Use the words in brackets to write sentences using *will* and the Present Simple.**

- 0 (Tom/help /us/when/he/come/home)  
Tom will help us when he comes home.
- 1 (I/buy/the tickets/before/I/go/to work)  
 \_\_\_\_\_
- 2 (As soon as/Henry/arrive/, we/have/something to eat)  
 \_\_\_\_\_
- 3 (The play/start/after/the music/stop)  
 \_\_\_\_\_
- 4 (He/not/stop/until /he/finish/the job)  
 \_\_\_\_\_
- 5 (When John/get/here, we/go/to the beach)  
 \_\_\_\_\_

**D Look at Ann's diary for the evenings of next week.**

Monday	8 p.m. play squash with Mary
Tuesday	write some letters
Wednesday	7 p.m. have supper with Jill and Kate
Thursday	tidy my room
Friday	wash my hair
Saturday	6 p.m. meet Tim at the airport

If Ann has an arrangement with someone else, use the Present Continuous, but if she does not, use *be going to*.

- 0 Ann can't see Fred on Monday because she is playing squash with Mary.
- 0 She doesn't want to go out on Tuesday because she 's going to write some letters.
- 1 She won't be at home on Wednesday because she \_\_\_\_\_
- 2 On Thursday Ann \_\_\_\_\_
- 3 She can't go out on Friday because she \_\_\_\_\_
- 4 Ann wants Saturday to come quickly because at 6 p.m. she \_\_\_\_\_

# 14 Second conditional (If he was...); I wish I was

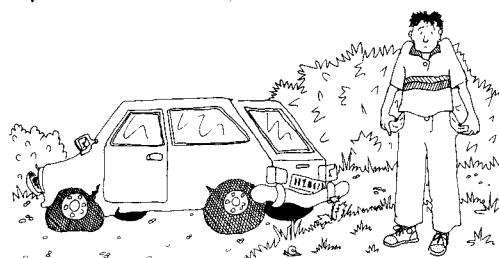
## 1 Look at this sentence:

*If Charlie Chaplin **was** alive today, he **would** be over 100 years old.*

Of course, Chaplin isn't alive today. The sentence imagines something that is not true. The verb after **if** is Past Simple, but it refers to the present. This structure is called the Second Conditional:

<b>If + PAST SIMPLE</b>	<b>+ would (or 'd)</b>
<i>If he <b>worked</b> harder,</i>	<i>he <b>would</b> do better.</i>

Another example is someone who doesn't have enough money to buy a new car and says:



*I'd buy a new car if I **had** enough money.*

Note that we do not use a comma (,) before **if**.

## 2 We can use the same type of sentence to talk about the future:

<b>If + PAST SIMPLE</b>	<b>+ would (or 'd)</b>
<i>If I <b>won</b> a lot of money, I'd buy a big house.</i>	

This sentence describes an unlikely future situation: it is unlikely that I will win a lot of money.

## 3 We can use **wish** to say that we want something to be different from how it is now. Note that the verb after **wish** is past (e.g. **could, was, had**):



*I **wish** (that) Chaplin **was** still alive.*

*Mary **wishes** she **had** enough money for a new dress.*

*I **wish** I **was** very rich.*

## 4 After **if** and after **wish**, we sometimes use **I/he/she/it with were**:

*If he **were** (or was) alive today,...*

*I **wish** Charlie Chaplin **were** (or was) still alive.*

Notice also the expression **if I were you**, when you give someone advice:

***If I were you**, I'd go to the police.*

(Not *If I was you,...*)

## Practice

### A Complete these sentences.

- If Sally lived in Brighton, she would be (she/be) near her parents.
- Fred would read more if he didn't work (he/not/work) so hard.
- If Elizabeth didn't have to work in the evenings,  (she/go) to concerts.
- Susan wouldn't go to work by car if  (she/live) near a train station.
- Alan wouldn't be fat if  (he/not/eat) so much.
- If Peter didn't live in a flat,  (he/have) a dog.
- Pam would definitely learn French if  (she/get) a job in France.
- If Mark wanted to be healthy,  (he/not/smoke).



**B In the next few years:**

It is unlikely that astronauts will visit Mars.

~~It is unlikely that governments will stop buying guns.~~

It is unlikely that doctors will find a cure for cancer.

It is unlikely that they will discover oil in Ireland.

It is unlikely that young people will stop buying pop records.

**Now use the predictions in the box to complete these sentences.**

- 0 If governments stopped buying guns, the world would be safer.
- 1 If \_\_\_\_\_, the Irish would be very happy.
- 2 If \_\_\_\_\_, this terrible disease would disappear.
- 3 If \_\_\_\_\_, the popular music industry would disappear.
- 4 If \_\_\_\_\_, we would learn a lot about the planet.

**C A manager tells people why they can't have a job. Write their thoughts with *I wish*.**

- 0 You don't have a driving licence, so you can't have the job.  
I wish I had a driving licence.
- 0 You can't have the job because you can't type.  
I wish I could type.
- 1 You can't have the job because you don't have good eyesight.  
I wish \_\_\_\_\_
- 2 You can't speak German, so you can't have the job.  
I wish \_\_\_\_\_
- 3 You don't have a degree, so you can't have the job.  
I wish \_\_\_\_\_
- 4 You can't have the job because you are not 18.  
I wish \_\_\_\_\_

**D Imagine how life nowadays could be better. Complete the sentences using the words in brackets, and any other words you need.**

- 0 People don't do enough exercise, so there is a lot of heart disease.  
(more, less) If people did more exercise, there would be less heart disease.
- 1 There are too many cars. The city is very polluted.  
(fewer) I wish there \_\_\_\_\_, then the city wouldn't be very polluted.
- 2 People drive too fast, so there are a lot of accidents.  
(more slowly) I wish people \_\_\_\_\_, then there would be fewer accidents.
- 3 People watch too much TV, so they don't have much time for reading.  
(more) If people watched less TV, they \_\_\_\_\_.
- 4 Children have bad teeth because they eat too many sweets.  
(fewer) Children would have better teeth if they \_\_\_\_\_.
- 5 Not enough people travel by bus, so the roads are crowded.  
(more) I wish \_\_\_\_\_, then the roads would be less crowded.
- 6 People haven't got enough time to cook, so they eat a lot of 'fast food'.  
(more, less) If people \_\_\_\_\_, they \_\_\_\_\_.

# 15 Third conditional (If he had been...); I wish I had been...

## 1 Look at this sentence:

If Charlie Chaplin **had died** in 1989, he **would have been** 100 years old.

Chaplin did not in fact die in 1989. He died before he was 100 years old. The sentence imagines something that did not happen in the past. This structure is called the Third Conditional:

If + PAST PERFECT + { would have (or 'd have)
--

If he **had tried** harder, he **would have won**.

Here is another example:

If Jane **had come** on her usual train, I **would have seen** her. (She **didn't come** on her usual train, so I **didn't see** her.)

Notice how we can also use the negative forms **wouldn't have** and **hadn't**:

John F. Kennedy **wouldn't have died** in 1963 if he **hadn't gone** to Dallas. (Kennedy **died** in 1963 because he **went** to Dallas, but this sentence imagines the opposite).

I **would have phoned** you if I **hadn't lost** your phone number. (I **didn't phone** you because I **lost** your phone number.)

I **wouldn't have gone** to the museum if I **had known** it was shut. (I **went** to the museum

because I **didn't know** it was shut.)

## 2 We can use **wish** + **had done** to talk about the past when we are sorry that something didn't happen, and we imagine that it did:



He **wishes he had studied** hard at school. (He **didn't study** hard, and now he's sorry about it.)

I **woke up very late** this morning. I **wish I had gone** to bed earlier last night.

We can use a negative form (**wish...hadn't done**) to say that we are sorry that something did happen:

Many people **wish** that John F. Kennedy **hadn't gone** to Dallas. (Many people are sorry that John F. Kennedy **went** to Dallas.)

## Practice

### A Read this story about Ellen.

In May 1992 Ellen lost her job in London. She didn't have much money in the bank, so she was very worried. She looked in the newspapers and she saw an advertisement for a job as a translator from German into English. She didn't speak German very well, so she didn't apply for it. In June, she heard about some teaching jobs abroad because a friend phoned to tell her about them. She phoned the company, and they asked her to go for an interview with the director. Ellen thought the interview went badly, but in fact the director was happy with the interview and offered Ellen a job in Spain. However, Ellen couldn't start at once because she didn't know any Spanish. She took a course to learn the language. She was good at languages and she made rapid progress. So, by September she had a new job, and she still had a little money left in the bank.

Now write sentences using the words in brackets.

0 (If Ellen/have/a lot of money in the bank, she/not/be/ so worried)

If Ellen had had a lot of money in the bank, she wouldn't have been so worried.

0 (If she/not/look/in the newspapers, she/not/see/the advertisement)

If she hadn't looked in the newspapers, she wouldn't have seen the advertisement.

- 1 (If she/speak/German very well, she/apply/for the job)  
\_\_\_\_\_
- 2 (If her friend/not/phone, she /not/hear/about the teaching jobs )  
\_\_\_\_\_
- 3 (If she/not/contact/the company, they/not/ask/her to go for an interview)  
\_\_\_\_\_
- 4 (If the interview/go/badly, the director/not/offer/Ellen a job)  
\_\_\_\_\_
- 5 (If Ellen/know/some Spanish, she/start/at once)  
\_\_\_\_\_
- 6 (If she/not/be/good at languages, she/not/make/rapid progress )  
\_\_\_\_\_

**B Use the information in brackets ( ) to complete these sentences.**

- 0 (Sam didn't get the job as a translator because he failed the exam.)  
Sam would have got the job as a translator if he had not failed the exam.
- 1 (Alan lost our phone number, so he didn't phone us.)  
If Alan \_\_\_\_\_ not \_\_\_\_\_ our phone number, he \_\_\_\_\_ us.
- 2 (Sally broke her leg, so she didn't go on holiday.)  
If Sally \_\_\_\_\_ not \_\_\_\_\_ her leg, she \_\_\_\_\_ on holiday.
- 3 (We didn't make a cake because we forgot to buy any eggs.)  
We \_\_\_\_\_ a cake if we \_\_\_\_\_ not \_\_\_\_\_ to buy some eggs.

**C Write sentences about these people who are sorry about things they did in the past. Use *wish* or *wishes*.**

- 0 Ian wasted his time at school; now he's sorry.  
Ian wishes he hadn't wasted his time at school.
- 1 I didn't tell the truth; now I'm sorry.  
I wish \_\_\_\_\_
- 2 John borrowed some money from his mother; now he's sorry.  
John \_\_\_\_\_
- 3 Mary didn't get up early; now she's sorry.  
Mary \_\_\_\_\_
- 4 Peter didn't go to the party; now he's sorry.  
Peter \_\_\_\_\_
- 5 I didn't send Jill a birthday card; now I'm sorry.  
I \_\_\_\_\_
- 6 Fiona didn't help her sister; now she's sorry.  
\_\_\_\_\_
- 7 He shouted at the children; now he's sorry.  
\_\_\_\_\_

# 16 Zero, first and second conditionals

## 1 ZERO CONDITIONAL

If + PRESENT SIMPLE	+	$\begin{cases} \text{PRESENT} \\ \text{SIMPLE} \end{cases}$
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If you **eat** too much, you **get** fat.

We use **if** + Present Simple + Present Simple to talk about something that is true at any time:

If something **is** lighter than water, it **floats**.

I **don't cycle** to work if it's very cold.

## 2 FIRST CONDITIONAL

If + PRESENT SIMPLE	+	<b>will</b> (or 'll)
---------------------	---	----------------------

If I **see** Ann, I'll **invite** her.

We use **if** + Present Simple + **will** to talk about things that are possible in the future:

We **will go** to the beach this Saturday if the weather **is** hot enough. (= It's possible it will be hot.)

Note that in this sentence there is a possibility and a result:

future possibility	+	result
--------------------	---	--------

If it's hot, we will go to the beach.

If the result is only possible, not certain, we use **might** (not **will**):

If it's hot, we **might go** to the beach.

(= It is possible that we will go to the beach if it's hot.)

We can use **unless** to mean 'if...not':

We will go to the mountains on Saturday **unless** it rains. (= ...if it doesn't rain.)

**Unless** you pay for the broken window, I'll phone the police. (= If you don't pay,...)

## 3 SECOND CONDITIONAL

If + PAST SIMPLE	+	<b>would</b> (or 'd)
------------------	---	----------------------

If he **worked** less, he'd **enjoy** life more.

We use **if** + Past Simple + **would** to talk about the present, and to imagine something different from the real situation now:

If Shakespeare **was** alive today, what **would he write** about? (Shakespeare isn't alive today.)

If animals **could** speak, we **would be** able to discover what they think. (We aren't able to discover what animals think, because they can't speak.)

If he **didn't live** so close to his office, he **wouldn't be** able to stay in bed so late in the morning.

We can also use the second conditional to talk about an unlikely situation in the future:

If all the ice in the world **melted**, many coastal towns **would disappear**.

## Practice

A Write what happens when you heat these things, as in the example.

0 The boiling point of water is 100 degrees centigrade.

So if you heat water to 100 degrees, it boils.

1 The melting point of gold is 1063 degrees centigrade.

So \_\_\_\_\_

2 The boiling point of alcohol is 78 degrees.

So \_\_\_\_\_

3 The melting point of silver is 960 degrees.

So \_\_\_\_\_

B Complete each sentence using the verb in brackets in the Present Simple or with **will**, as in the examples.

0 If she wins (win) a prize, Mary will be (be) very happy.

1 If John \_\_\_\_\_ (come) this weekend, we \_\_\_\_\_ (go) to the theatre.

2 If Ann \_\_\_\_\_ (write) to me, I \_\_\_\_\_ (tell) you what she says.

- 3 My father \_\_\_\_\_ (forgive) Susan if she \_\_\_\_\_ (pay) for the broken window.  
4 Jack \_\_\_\_\_ (feel) a lot better if he \_\_\_\_\_ (stop) smoking.  
5 If Bob \_\_\_\_\_ (need) some money, we \_\_\_\_\_ (lend) him some.  
6 If Mark \_\_\_\_\_ (listen) to the instructions, he \_\_\_\_\_ (know) what to do.

**C Put *will* or *might* in the gaps.**

- 0 If Mary comes, I \_\_\_\_\_ will definitely tell her what happened.  
0 I \_\_\_\_\_ might change my car if I get a better job, but I'm not sure.  
1 Alan hasn't decided but he thinks that if his health doesn't improve, he \_\_\_\_\_ move to another town.  
2 Rose has decided what to do; if Tom doesn't want to go to the museum, she \_\_\_\_\_ go there alone.  
3 We've decided; we \_\_\_\_\_ lend them our car if they pay for the petrol.  
4 I'm not sure. If I win some money, I \_\_\_\_\_ take a holiday, or I \_\_\_\_\_ put the money in the bank.

**D Rewrite the underlined words using the words in brackets.**

- 0 They won't let her in to the concert unless she has a ticket.  
(if) They won't let her in if she doesn't have a ticket.  
0 We won't go and see that film if you don't want to.  
(unless) We won't go and see that film unless you want to.  
1 The doctor will not see you if you do not telephone first.  
(unless) The doctor will not see you \_\_\_\_\_.  
2 You can't go and stay at the Johnsons' unless they invite you.  
(if) You can't go and stay at the Johnsons' \_\_\_\_\_.  
3 You can't be a sailor unless you can swim.  
(if) You can't be a sailor \_\_\_\_\_.  
4 Our team will be in trouble if we don't win on Saturday.  
(unless) Our team will be in trouble \_\_\_\_\_.

**E Use each statement in brackets ( ) to complete each sentence. Use *wouldn't be able to*.**

- 0 (Cats have very good eyes; that's why they can see in the dark.)  
If cats didn't have very good eyes, they wouldn't be able to see in the dark.  
1 (Bats have very good ears; that's how they move about so easily in the dark.)  
If bats didn't have very good ears, they \_\_\_\_\_.  
2 (Dogs are able to recognize people because they have a good sense of smell.)  
Dogs \_\_\_\_\_ if they didn't have a good sense of smell.  
3 (We can train dogs; that's why they are able to help blind people.)  
If we couldn't train dogs, they \_\_\_\_\_.  
4 (Elephants remember everything because they have good memories.)  
Elephants \_\_\_\_\_ if they didn't have good memories.  
5 (Horses can pull heavy loads because they are very strong.)  
\_\_\_\_\_ if they weren't very strong.

# 17 Uses of get, do and make

1 Get has many meanings; here are some of the most common ones:

- ▶ **have got** = 'have':  
*Have you **got** any brothers or sisters?*
- ▶ **get** (+ noun) = 'receive':  
*Did you **get** any letters today?*  
*She **got** a dictionary for her birthday.*
- ▶ **get** (+ noun) = 'obtain', 'buy':  
*Could you **get** a pen from my desk?*  
*I'll **get** some cheese when I go to the shops.*
- ▶ **get to** (+ noun) = 'arrive at/in':  
*What time did you **get to** the office?*
- ▶ **get** (+ adjective) = 'become':  
*Everything is **getting** more expensive.*  
*It was very hot and we **got** very thirsty.*

Study these examples of **get** + adjective:

get dressed	get divorced
get undressed	get confused
get washed	get lost
get engaged	get drunk
get married	get stuck

2 Look at these examples of **do** and **make**:

- A: *What's Jim **doing**?*  
B: *He's **making** a cake. (Not ~~doing~~)*  
A: *What sort of cake is he **making**?*  
B: *A chocolate cake.*  
A: *What's Helen **making**?*  
B: *She isn't **making** anything.*  
A: *What's Helen **doing** then?*  
B: *She's **reading**.*

We usually use **do** for action in general, but **make** means 'produce': e.g. *make bread*.

3 Here are some common uses of **do**:

do your best	do some work
do an exercise	do some homework
do her hair	do a job
do the washing up	do someone a favour
do the cleaning	do the shopping

Here are some common uses of **make**:

make a complaint	make a decision
make a difference	make an effort
make friends	make a journey
make a meal	make a mistake

## Practice

A Complete the sentences using another verb instead of **get**.

- 0 Mary got a prize for her drawing.  
Mary received a prize for her drawing.
- 1 What time does this train get to London?  
What time does this train \_\_\_\_\_ in London?
- 2 The noise got louder and louder.  
The noise \_\_\_\_\_ louder and louder.
- 3 Will you get some fruit when you go to the shops?  
Will you \_\_\_\_\_ some fruit when you go to the shops?
- 4 Peter got a phone call from Japan this morning.  
Peter \_\_\_\_\_ a phone call from Japan this morning.
- 5 We usually get our meat from the supermarket.  
We usually \_\_\_\_\_ our meat from the supermarket.
- 6 They will get a cheque for the work they have done.  
They will \_\_\_\_\_ a cheque for the work they have done.
- 7 In the middle of the day the desert sand gets very hot.  
In the middle of the day the desert sand \_\_\_\_\_ very hot.
- 8 We got to the station after our train had left.  
We \_\_\_\_\_ at the station after our train had left.

**B Put in a suitable phrase with *get* and one of the words in the box.**

confused	divorced	<del>dressed</del>	drunk	engaged
lost	married	stuck	undressed	washed

- 0 When you've finished swimming, get dressed quickly so you don't get cold.
- 1 Jane and Bill were engaged for 3 years. They \_\_\_\_\_ in 1987 and they \_\_\_\_\_ in 1990. But they were only married for 2 years because they \_\_\_\_\_ in 1992.
- 2 The doctor would like to examine you all over. Can you \_\_\_\_\_, please?
- 3 They took their car onto the beach and it \_\_\_\_\_ in the sand.
- 4 Don't go through the woods; follow the road and you won't \_\_\_\_\_.
- 5 I'm very dirty; I must go and \_\_\_\_\_.
- 6 Football hooligans often go to pubs and \_\_\_\_\_ before the match starts.
- 7 When people explain things too quickly to me, I often \_\_\_\_\_.

**C Maria is fifteen and she is talking about her family. Put in the right form of *do* or *make*.**

In our house there is always plenty of work <sup>0</sup> to do. Luckily, everybody <sup>1</sup> \_\_\_\_\_ something. For example, my big brother <sup>2</sup> \_\_\_\_\_ the shopping; my twin sister <sup>3</sup> \_\_\_\_\_ the toast for breakfast, and on Sundays she <sup>4</sup> \_\_\_\_\_ pancakes. My parents usually <sup>5</sup> \_\_\_\_\_ the supper, and I always <sup>6</sup> \_\_\_\_\_ the washing-up. At the weekends, we all <sup>7</sup> \_\_\_\_\_ the cleaning - except for my baby sister because she's too small to <sup>8</sup> \_\_\_\_\_ anything.

**D Put the right form of *do* or *make* and one of the words in the box into the conversation.**

best	<del>favour</del>	difference	effort	decision
friends	job	<del>shopping</del>	work	mistake

- Rose: Would you <sup>0</sup> do me a favour and <sup>0</sup> do some shopping for me today?
- Alan: Yes, okay.
- Rose: Are you all right, Alan? Is something wrong?
- Alan: I have to <sup>1</sup> \_\_\_\_\_ a difficult \_\_\_\_\_ about my future. I think I'm going to leave my job.
- Rose: What's the matter at work? Are the people there not nice? Haven't you <sup>2</sup> \_\_\_\_\_ any \_\_\_\_\_ there?
- Alan: Oh, yes. I like the people who work there.
- Rose: What is it then?
- Alan: Well, I think I <sup>3</sup> \_\_\_\_\_ a \_\_\_\_\_ when I chose an office job because I have to <sup>4</sup> \_\_\_\_\_ all the boring \_\_\_\_\_, and I don't like it.
- Rose: When you start, it doesn't <sup>5</sup> \_\_\_\_\_ much \_\_\_\_\_ what kind of company it is. New people often have to <sup>6</sup> \_\_\_\_\_ a boring \_\_\_\_\_ at first. You just have to <sup>7</sup> \_\_\_\_\_ your \_\_\_\_\_ and when they see that you are <sup>8</sup> \_\_\_\_\_ an \_\_\_\_\_, then perhaps they'll offer you something better.

# 18 Phrasal verbs (look for, put on, get up)

1 We can use many verbs with other words to make a phrasal verb, e.g. **look for**, **put on**, **get up**.

2 One verb can go with several other words to make different phrasal verbs: **go with**, **go off**, **go on**. The meaning of the phrasal verb is not always clear from the two parts. For example, **go on** means 'continue'. You should check the meaning of phrasal verbs in a dictionary.

3 Grammatically, there are three different groups of phrasal verbs.

► Group 1:

*The police are **looking for** the criminal.*

*The police are **looking for** him.*

(Not *They are ~~looking him for~~*.)

**Look for** has an object (**the criminal**, **him**). Note that the object goes after the phrasal verb. Some common verbs in this group are:

agree with	ask for	feel like
look after	look at	look for
get at	join in	call for

► Group 2:

*She **put on** a hat.*

*She **put** a hat **on**.*

*She **put it on**. (Not *She ~~put on it~~*.)*

**Put on** has an object (**a hat**, **it**). If the object is a pronoun (**me**, **you**, **her**, **him**, **it**, **us**, **them**, **one**, **some**, **any**), then it goes in the middle of the phrasal verb; if the object is a noun, it can go either after the verb or in the middle. Some common verbs in this group are:

bring back	draw out	put on
fill in	take off	put away
hand in	rub out	look up
let out	turn down/off	

► Group 3:

*I usually **get up** at 7 o'clock.*

**Get up** is a phrasal verb that does not have an object. Some common verbs in this group are:

come round	get away	get back
go on	get off	get up
hold on (=wait)	go off	go out

## Practice

A Use the phrasal verbs in the box in the correct form to complete the conversation between Frank and his daughter Anna.

go out (= leave a building/room)	come round (= visit)	join in (= take part in)
<del>turn down</del> (= lower, make quieter)	get back (= return)	call for (= collect)
get off (= leave a bus/train/plane)	look after (= care for)	put on (= wear)

Frank: Anna, <sup>0</sup> turn down the music a bit. I want to tell you something.

Anna: What is it?

Frank: Tom has just phoned to say that he is <sup>1</sup> \_\_\_\_\_ here with his children, Jane and Michael. He wants us to <sup>2</sup> \_\_\_\_\_ them while he goes to the shops in the centre of town.

Anna: We don't have to stay at home, do we? I'm going to the sports club with Sally. She's <sup>3</sup> \_\_\_\_\_ me at 11 o'clock.

Frank: No, you can <sup>4</sup> \_\_\_\_\_ if you like. But it's cold; are you going to go on your bike?

Anna: Yes, but I'll <sup>5</sup> \_\_\_\_\_ some warm clothes.

Frank: Okay, Jane and Michael can go there on the bus. I'll tell them where to <sup>6</sup> \_\_\_\_\_. And when you're at the club, can you let Jane and Michael



7 \_\_\_\_\_ your games.

Anna: Don't worry. We always have a good time together.

Frank: Good, but remember to 8 \_\_\_\_\_ by 1 o'clock, because that's when we're having lunch.

**B** In each sentence, replace the underlined words with a phrasal verb from the box that means the same. Use a dictionary to help you.

brought back	<del>get away</del>	went off	fill in	get at
hold on	look up	put away	rubbed out	

- 0 How did the prisoners escape? get away
- 1 If you want a passport, you must complete this form. \_\_\_\_\_
- 2 Wait! I'm coming. \_\_\_\_\_
- 3 I can't reach the books at the back of the cupboard. \_\_\_\_\_
- 4 The bomb exploded just before midnight \_\_\_\_\_
- 5 The teacher erased the words that were wrong. \_\_\_\_\_
- 6 You can consult the meaning of the words in a dictionary. \_\_\_\_\_
- 7 Has Philip returned the books that he borrowed? \_\_\_\_\_
- 8 At the end of the day the children stored their toys. \_\_\_\_\_

**C** Complete these short dialogues with a sentence that has a phrasal verb, in the correct tense, and the word in brackets( ).

- 0 Anna: Have you taken your shoes off?  
Carol: (them) Yes, I've taken them off.
- 0 Jane: We must ask for some more paper.  
Dennis: (some) I'll ask for some tomorrow.
- 1 Tom: Have you looked for your keys?  
Ann: (them) Yes, I've \_\_\_\_\_ everywhere.
- 2 Jeff: Can you turn the bedroom lights off, please?  
Harry: (them) Yes, I'll \_\_\_\_\_ in a minute.
- 3 Olive: Have the students handed in their homework?  
Pam: (it) Yes, they've all \_\_\_\_\_.
- 4 Ken: Do you agree with Tom?  
Ben: (him) No, I never \_\_\_\_\_.
- 5 Susan: When did you draw the money out of your bank account?  
Noel: (it) I \_\_\_\_\_ of my account yesterday.
- 6 Karen: When did you let the cat out into the garden?  
Sally: (it) I \_\_\_\_\_ into the garden, before I went to bed.

## 19 Can, could, be able to, may, will, shall

- 1** We use **can, could, be able to** and **may** with an infinitive (e.g. **be, go, swim**):

INFINITIVE  
*swim.*

- ## 2 ABILITY

She { *can/could*  
*will be able to* } swim.

*Last year she couldn't swim at all.*

*She'll be able to swim the English Channel soon.*

When we talk about a person's ability to do something, we normally use **can** (negative **cannot** or **can't**) for present time, **could** for past time, and **will be able to** for future time.

In past time, we do not normally use could for something that happened on a particular occasion. We use **was able to** or **managed**:

The boat was in difficulties, but in the end it **managed** to reach the port. (or ...it was able to reach...; not ...it could reach...)

- ### 3 PERMISSION

*Can I  
Could I  
May I* } *leave this here?*

We use **Can I** etc. to ask for permission. Note that **Could I** and **May I** are more formal and polite than **Can I**.

We use **can** or **may** to give permission:

**You can leave** your bag here. (or...**may leave**...)

If we talk about what is allowed in general (i.e., not by a particular person), we use **can**:

People **can drive** on the roads when they are  
17.

But official notices often use **may**:

**BAGS MAY BE LEFT HERE.**

- ## 4 REQUESTS

Can you }  
Could you } **help** me?  
Would you }

We use **Can you**, **Could you**, and **Would you**, (but not **May you**) when we ask someone to do something. **Could** and **would** are more formal and polite than **can**.

- ## 5 OFFERS

***I'll do it.***  
***Shall I do it?***

***I'll post that letter for you.***

*Shall I open the door?*

We use **shall I** and **I'll** to offer to do something. Note that **shall I** is a question.

A: Shall I open the door?

B: Yes, please ./No, thank you.

## Practice

- A Look at this table and complete the sentences using *can*, *could*, or *will be able to*.

	last year	now	hopes for the future
Joy	swim 100 metres	swim 1000 metres	swim for her club team
Mark	type 15 words per minute	type 30 words per minute	work as a secretary
Bill	lift 25 kilos	lift 100 kilos	join a weightlifting team
Anne	speak only a little French	speak French quite well	work as an interpreter
Carol	only cook omelettes	cook quite well	work as a chef
Tom	only play the piano	play the piano and the violin	be a professional musician
Susan	ride a bike	drive a car	drive a racing car

- 0 Last year Joy could swim 100 metres. Now, she can swim 1000 metres.
- 0 At the moment Anne can speak French quite well, and if she studies hard, perhaps she'll be able to work as an interpreter.
- 1 Last year Mark \_\_\_\_\_ . Now, \_\_\_\_\_ .
- 2 At the moment Bill \_\_\_\_\_ , and if he trains hard, perhaps \_\_\_\_\_ .

- 3 Last year Anne \_\_\_\_\_. Now, \_\_\_\_\_.
- 4 At the moment Carol \_\_\_\_\_, and if she works hard, perhaps \_\_\_\_\_.
- 5 Last year Tom \_\_\_\_\_. Now, \_\_\_\_\_, and if he studies hard, perhaps \_\_\_\_\_.
- 6 Last year Susan \_\_\_\_\_. Now, \_\_\_\_\_, and she hopes that one day \_\_\_\_\_.

**B Choose the right word from the words in brackets, and put it in the gap.**

- 0 May (May/Will/Would) I take one of these forms, please?
- 1 In the street:  
Excuse me, officer, \_\_\_\_\_ (could/may/shall) you tell me how to get to the station?
- 2 In an office:  
A: \_\_\_\_\_ (Shall/Could/Would) I speak to Mrs Timms, please?  
B: I'm afraid she's in a meeting.  
A: I see. \_\_\_\_\_ (Will/Would/Shall) I come back later?  
B: Yes, come back in about an hour.
- 3 At a railway station:  
A: Do you think we \_\_\_\_\_ (may/can/would) eat our sandwiches here?  
B: \_\_\_\_\_ (Couldn't/Can't/Wouldn't) you read? Look at the notice; it says: 'FOOD \_\_\_\_\_ (WOULD/MAY/COULD) NOT BE EATEN IN THIS WAITING ROOM.'
- 4 A: Somebody must tell Jenny about next week's meeting.  
B: \_\_\_\_\_ (Will/Would/Shall) I phone her?  
A: No, you \_\_\_\_\_ (may not/can't/will not) phone her because she hasn't got a phone.  
B: Oh, I see. Tell me her address again, and I \_\_\_\_\_ (may/'ll) take a message to her.  
A: Are you sure you \_\_\_\_\_ (could/may/'ll be able to) find her house?  
B: Well, I \_\_\_\_\_ (could/would/managed to) find it the last time that I went there, without any problem.
- 5 A: \_\_\_\_\_ (May/Could/Shall) someone help me?  
B: What \_\_\_\_\_ (would/can) I do to help you?  
A: We need to move the chairs and to clean this room. Can you help?  
B: I'm afraid I \_\_\_\_\_ (may not/can't/would not) move the chairs because of my bad back. But \_\_\_\_\_ (I'll/will I/shall I) do the cleaning for you if you like.

# 20 Probability: must, can't, may, might, could

- 1 We use **must**, **can't**, **may** and **could** with an infinitive (e.g. **be**, **go**, **come**, **earn**):

They **must** INFINITIVE  
**earn** a lot.

- 2 CERTAINTY She **must be** rich.

Look at this example with **must**:

Jane got top marks in her exams. She **must be** very clever. (= From what we know, we can be certain that Jane is very clever.)

We use **must** to say we are certain:

The Greens have two houses and two cars.

They **must earn** a lot of money. (= We can be sure that the Greens earn a lot of money.)

A: There's someone outside in an orange car.

B: It **must be** Susan. She's the only person I know with an orange car.

- 3 IMPOSSIBILITY She **can't be** poor.

Look at this example with **can't**:

Mark studied hard for his exams, but he got poor marks; he **can't be** very clever. (= From what we know, we can guess that Mark is not very clever.)

We use **can't** to talk about impossibility:

The Browns both have part-time jobs; they **can't earn** much money. (= We can guess that the Browns do **not** earn a lot of money.)

A: There's someone at the door. I think it's Bill.

B: It **can't be** Bill. He's in Australia.

- 3 POSSIBILITY

She **may**  
**might**  
**could** be in the garden.

Look at this example with **may**:

A: Eve's not in her room. Where is she?

B: She **may be** in the garden.

(= From what we know, **perhaps** she **is** in the garden.)

We use **may**, **might** and **could** for something that is possible but not certain, now or in the future:

My sister **might come** tomorrow.

(= From what we know, perhaps she **will** come.)

Now look at this example with **may not**:

A: I've phoned Jill, but there's no answer.

B: She **may not be** at home. (or She **might not be**...)

(= Perhaps she is not at home.)

**Could not** is not possible here.

## Practice

- A Complete the sentences using **must** or **can't** and one of the verbs from the box.

be belong speak come spend have like live want remember

- 0 Anna lived in America for three years, so she must speak English.
- 0 Tom's brother doesn't know anything about medicine, so he can't be a doctor.
- 1 Jane has an incredible number of compact discs. She \_\_\_\_\_ music a lot.
- 2 Peter doesn't speak German, so he \_\_\_\_\_ from Germany.
- 3 This jacket \_\_\_\_\_ to Janet because it's not her size.
- 4 That man \_\_\_\_\_ around here because he doesn't know any of the street names.
- 5 Jack \_\_\_\_\_ a lot of clothes. He wears something different every day.
- 6 Sam's grandmother is over eighty years old, so she \_\_\_\_\_ the Second World War.
- 7 You've got ten cats already. You \_\_\_\_\_ to get another one.
- 8 Susan buys a new dress every day. She \_\_\_\_\_ a lot of money on clothes.

B Someone has robbed a bank. The police are sure that the criminal is one of these men. Look at the pictures and complete the sentences using *can't be*, *could be*, or *must be*.



Drake



Hall



Brown



Rogers



Smith

- 0 A witness says that the robber had short hair. If that's true, then it can't be Drake or Rogers, but it could be Hall.
- 0 A witness says that the robber had glasses. If that's true, then it can't be Brown or Drake. It must be either Hall or Rogers or Smith.
- 1 A witness says that the robber had black hair. If that's true, then it \_\_\_\_\_ Hall, but it \_\_\_\_\_ Brown.
- 2 A witness says that the robber had a moustache. If that's true, then it \_\_\_\_\_ Rogers but it \_\_\_\_\_ Drake or Brown.
- 3 A witness says that the robber didn't have a beard. If that's true, then it \_\_\_\_\_ Drake or Brown but it \_\_\_\_\_ Hall or Smith.
- 4 A witness says that the robber had a moustache, but no beard. If that's true, then it \_\_\_\_\_ Drake or Rogers. It \_\_\_\_\_ Hall.
- 5 A witness says that the robber had black hair and wore glasses. If that's true, then it \_\_\_\_\_ Rogers. It \_\_\_\_\_ Hall.
- 6 And if what everyone says is true, then it \_\_\_\_\_.

C Complete the dialogues with *must*, *can't* or *might* and one of the phrases in the box.

cost a lot of money	be a soldier	work long hours
go to Portugal	come this weekend	take much interest
also be at the shops	be at the gym	

- 0 Ruth: I think Ann's brother is in the army.  
James: He can't be a soldier; he's only 15.
- 1 Bob: What are you going to do next summer?  
Susan: I don't know. We \_\_\_\_\_, but it's not certain yet.
- 2 Fred: Mike's new flat is all electric — kitchen, heating, everything.  
Peter: That \_\_\_\_\_ in electricity bills.
- 3 Sam: Is Mary coming to see us this week?  
Sally: It depends on her work. She \_\_\_\_\_ if she finishes the project that she's doing.
- 4 Carol: Have Brian and Kim got any children?  
Tom: Yes, they have two children, but they \_\_\_\_\_ in them, because they never talk about them.
- 5 Andrew: Do you see your new neighbours very much?  
Sarah: No, they \_\_\_\_\_, because they are hardly ever at home.
- 6 Paul: Fred's gone out, hasn't he? Where has he gone?  
Ann: I don't know. He \_\_\_\_\_ or he \_\_\_\_\_.

# 21 Obligation: must, have to, mustn't, don't have to

**1** We use **must** when we think it is important to do an action:

*You **must** go.* (= It is important that you go.)

We make negatives, questions and short answers like this:

*You **mustn't** go.*

***Must** you go? ~ Yes, I **must**.*

**2** We use **have to** to talk about an action that is necessary because of rules or laws, or because someone obliges us to do it:

*Doctors sometimes **have to** work on Sunday.*

*(It is in the rules of their work.)*

We make negatives, questions and short answers with a form of **do**:

*Teachers **don't have to** work on Sunday.*

***Do** you **have to** work today? ~ No, I **don't**.*

**3** POSITIVE

In positive sentences we can often use **must** and **have to** with little difference in meaning, because many things are important both because we think so and because there are rules:

*In Britain you **must** drive on the left.* (or

*... you **have to** drive ...)*

*(= It is obligatory to drive on the left.)*

**4** NEGATIVE

Note the difference in meaning between **mustn't** and **don't have to**.

In negative sentences we often use **mustn't** to say that something is against the rules, or against the law:

*You **mustn't** smoke on buses.*

*(Smoking is against the rules.)*

*In football you **mustn't** touch the ball with your hands.* (Touching the ball is against the rules.)

We use **don't have to** to say that people are not obliged to do something:

*In Britain, people **don't have to** carry a passport with them.* (= People are not obliged to carry one.)

*Nowadays pupils **do not have to** learn Latin at school.* (= They are not obliged to learn it.)

**5** QUESTIONS

In questions we usually use **do/does...have to** (not **must**) to ask if something is obligatory or important:

***Does** Michael **have to** get up early tomorrow?*

***Do** we **have to** wait here?*

## Practice

**A** Make these sentences negative, as in the examples.

- |   |                                     |  |
|---|-------------------------------------|--|
| 0 | They must come today.               | <u>They mustn't come today.</u>          |
| 0 | Tim has to stay at home.            | <u>Tim doesn't have to stay at home.</u> |
| 1 | They have to go now.                | _____                                    |
| 2 | Mark must speak to my cousin.       | _____                                    |
| 3 | You have to drive slowly here.      | _____                                    |
| 4 | Alice has to get up early.          | _____                                    |
| 5 | The children must play in the park. | _____                                    |
| 6 | Mike has to phone his brother.      | _____                                    |

**B** From the statements in brackets, make a question using **Do/Does...have to** and a short answer, as in the examples.

- |   |                                  |                                     |   |                          |
|---|----------------------------------|-------------------------------------|---|--------------------------|
| 0 | (They don't have to work hard.)  | <u>Do they have to work hard</u>    | ? | ~ No, <u>they don't.</u> |
| 0 | (They must stay at home.)        | <u>Do they have to stay at home</u> | ? | ~ Yes, <u>they do.</u>   |
| 1 | (Jim has to go to the doctor's.) | _____                               | ? | ~ Yes, _____             |
| 2 | (We must show our passports.)    | _____                               | ? | ~ Yes, _____             |

- 3 (Linda doesn't have to pay.) \_\_\_\_\_? ~ No, \_\_\_\_\_
- 4 (They must do all this work today.) \_\_\_\_\_? ~ Yes, \_\_\_\_\_

**C Put *must* or *mustn't* and one of the verbs in the box in the sentences.**

be drive obey park play work

- 0 Car drivers must drive slowly in towns.
- 1 You \_\_\_\_\_ your car in a 'No Parking' area.
- 2 Everybody \_\_\_\_\_ the traffic police.
- 3 You \_\_\_\_\_ football in the street.
- 4 Drivers \_\_\_\_\_ careful when it's foggy.
- 5 Lorry drivers \_\_\_\_\_ when they are tired.

**D The Stanton Squash Club has decided that it is important for all club members to do these things:**

wear sports shoes and clean clothes      have a shower  
pay before you play                      finish on time

**But these things are not allowed:**

disturb other players                      eat or drink outside the bar  
take club balls home

**Put *have to*, *don't have to*, or *mustn't* in the gaps.**

- 0 You don't have to wear white clothes, but you have to wear sports shoes.
- 0 You mustn't disturb other players, but you don't have to be silent.
- 1 You \_\_\_\_\_ finish on time, but you \_\_\_\_\_ start on time.
- 2 You \_\_\_\_\_ play with club balls, but if you do, you \_\_\_\_\_ take them home.
- 3 You \_\_\_\_\_ eat or drink outside the bar, but you \_\_\_\_\_ buy your food in the bar if you don't want to.
- 4 You \_\_\_\_\_ have a shower, and you \_\_\_\_\_ wear clean clothes.

**E Put the words in the box in the gaps. Don't add any other words.**

Does she    have to    has    she has  
must        mustn't    have    does she

Mark: We <sup>0</sup> have to get up early tomorrow.

Bob: Why?

Mark: Have you forgotten? Angela <sup>1</sup> \_\_\_\_\_ to move to a new flat tomorrow, and I promised we would help her.

Bob: <sup>2</sup> \_\_\_\_\_ have to move out by a particular time?

Mark: No, there's no rush. She doesn't <sup>3</sup> \_\_\_\_\_ leave her old flat before the afternoon, but there are lots of things that <sup>4</sup> \_\_\_\_\_ to pack, so we <sup>5</sup> \_\_\_\_\_ get there fairly early.

Bob: Why <sup>6</sup> \_\_\_\_\_ have to move, by the way?

Mark: She said that I <sup>7</sup> \_\_\_\_\_ tell you because she wants to tell you herself, when she sees you tomorrow.

# 22 Necessity: need, needn't, needn't have

- 1** We use the verb **need** to talk about things that we must do. We use **to + infinitive** (e.g. **to do, to go**) after **need**:

I **need** to + INFINITIVE  
to go to the dentist's.

After **he/she/it** we use **needs**:

Mary /she **needs to buy** some white paint.

We make negatives, questions, and short answers with a form of **do**:

You **don't need to go** to the doctor's.

Mary **doesn't need to buy** any green paint.

A: Do you **need to go** to the dentist's?

B: Yes, I **do**./No, I **don't**.

A: Does Mary **need to buy** any brushes?

B: Yes, she **does**./No, she **doesn't**.

- 2** We can also use **need** to talk about things that we must get. Here we use an object after **need**:

Mary <b>needs</b> I <b>don't need</b> Does Peter <b>need</b>	OBJECT some white paint a new car. any help?
--	---

- 3** To talk about what we do not need to do, we can use **needn't**. We use an infinitive (e.g. **go**,

**buy**) after **needn't**. **Needn't** has the same meaning as **don't/doesn't need to**:

You **needn't** INFINITIVE  
go to the shops. We have enough food.

(Or You **don't need to go** to the shops.)

Mary **needn't buy** any paint.

(Or Mary **doesn't need to buy** any paint.)

We cannot use **needn't** before an object (e.g. **your coat**); we must use **don't need**:

You **don't need** your coat. It's not cold outside.

(Not You **needn't** your coat. )

- 4** We can use **needed to** for past time:

They **needed to clean** everything before they started to paint.

Notice the meaning of **needn't have done**:

We **needn't have lit** the fire, because it was a warm evening.

(= We lit the fire, but it was not necessary to light it.)

You **needn't have bought** any bread, Jim.

There is plenty in the cupboard.

(= You bought some bread, but it was not necessary.)

## Practice

- A** From the statements in brackets, make a question and a short answer, like those in the examples.

- 0 (Tom needs to take some warm clothes.) Does Tom need to take some warm clothes? ~ Yes, he does.
- 0 (She doesn't need to study hard.) Does she need to study hard? ~ No, she doesn't.
- 1 (Fred needs a ladder.) \_\_\_\_\_ ? ~ Yes, \_\_\_\_\_.
- 2 (We don't need to go to the shops.) \_\_\_\_\_ ? ~ No, \_\_\_\_\_.
- 3 (John doesn't need to leave before lunch.) \_\_\_\_\_ ? ~ No, \_\_\_\_\_.
- 4 (They need to check the train times.) \_\_\_\_\_ ? ~ Yes, \_\_\_\_\_.

- B** Change each sentence in brackets ( ) into a negative sentence with **needn't**, where possible. If not possible, write a negative sentence with **doesn't/don't need to**.

- 0 (Jane needs to pay Jim today.) Jane needn't pay Jim today.
- 0 (The car needs new tyres.) The car doesn't need new tyres.
- 1 (We need a lot of red paper.) \_\_\_\_\_
- 2 (Mark needs to get everything ready today.) \_\_\_\_\_



3 (Mary needs to leave at six o'clock.) \_\_\_\_\_

4 (Ann needs a new bag.) \_\_\_\_\_

- C When there are exams or competitions at Brightside School, the school provides certain things for all the students, but there are other things that the school does not provide. Look at the table.

Examinations	The school provides:	The school doesn't provide:
art exams	paint	brushes
maths exams	rubbers	pens and pencils
drawing exams	paper	rulers and pencils
tennis competitions	balls	racquets
football competitions	shirts	shorts and boots

Use the information in the table to write sentences with **need to bring** or **needn't bring**.

0 (art exams/paint) For art exams, students needn't bring paint.

0 (tennis competitions/raquets) For tennis competitions, students need to bring raquets.

1 (maths exams/pens and pencils) \_\_\_\_\_

2 (football competitions/shirts) \_\_\_\_\_

3 (drawing exams/paper) \_\_\_\_\_

4 (art exams/brushes) \_\_\_\_\_

5 (tennis competitions/balls) \_\_\_\_\_

6 (football competitions/shorts and boots) \_\_\_\_\_

7 (maths exams/ rubbers) \_\_\_\_\_

8 (drawing exams/rulers and pencils) \_\_\_\_\_

- D Rewrite what each person says using **needn't + verb**, or **needn't have + verb**.

0 (Jane: You don't need to go to the passport office, Bob, to get a new passport. It says here that they send it to you in the post.)

Jane: You needn't go to the passport office, Bob, to get a new passport.

0 (Ann: Why did you take your umbrella this morning? It said on the radio that it was going to be a sunny day.)

Ann: You needn't have taken your umbrella this morning.

1 (Vicky: Why did you go to the electricity office to pay the bill yesterday? This letter says you can pay with a cheque in the post.)

Vicky: You \_\_\_\_\_ to the electricity office yesterday.

2 (Bill: You don't need to phone Sarah. I'll invite her to the party tomorrow.)

Bill: You \_\_\_\_\_ Sarah. I'll invite her to the party tomorrow.

3 (Susan: It wasn't necessary to buy more food. John and Mary have just phoned to say that they can't come for dinner.)

Susan: I \_\_\_\_\_ more food. John and Mary can't come for dinner.

4 (Peter: Why did you work during the weekend? We don't have to finish this before Friday.)

Peter: You \_\_\_\_\_ during the weekend.

5 (Bob: You don't need to pay the whole amount now. You can pay some now and pay the rest later.)

Bob: You \_\_\_\_\_ the whole amount now.

# 23 Should, ought to, had better

1 We use **should**, **ought to**, and **had better** with an infinitive (e.g. **be**, **go**, **ask**, **wait**):

	INFINITIVE
I <b>should</b>	go.
You <b>ought to</b>	ask.
We <b>had better</b>	wait.

2 We use both **should** and **ought to** to ask for or to give advice, to say what is the correct or best thing to do:

A: I've got toothache. What **should** I do?  
(= What is the best thing for me to do?)

B: You **should** go to the dentist's.  
(= The best thing for you to do is to go to the dentist's.)

When we are talking about a duty or a law, we usually use **ought to**:

A: I saw a robbery. What **should** I do?  
B: You **ought to report** it to the police.  
(= It is a person's duty to report it.)

On the other hand, when we are giving a personal opinion, we use **should**:

B: I think you **should forget** about it.

We use **should** much more than **ought to** in negatives and questions:

I **shouldn't** go. (or I **ought not to** go.)  
**Should** I go? (or **Ought** I to go?)

3 We can also use **had better** to give advice, to say what is the best thing to do:



There'll be a lot of traffic tomorrow. We **had** (or We'd) **better leave** early.

I **had** (or I'd) **better ask** the doctor about the pain in my stomach.

Note that **had** is a past form, but it does not refer to past time here; we use it to talk about present or future time.

We only use **had better** to give advice about a particular thing; when we give general advice, we use **should** or **ought to**:

When people are in trouble, they **should go** to the police. (Not ...they **had better go** to the police.)

The negative is **had better not**:  
They **had better not be** late.

## Practice

A Put in the right form of the verbs in the box.

start tell have listen try wait

- 0 They ought to tell the manager about this problem.
- 1 Should we \_\_\_\_\_ to phone them again?
- 2 They had better \_\_\_\_\_ the work at once.
- 3 We shouldn't \_\_\_\_\_ to what they say.
- 4 It's a bit windy. We'd better \_\_\_\_\_ lunch here in the house, not outside in the garden.
- 5 We ought \_\_\_\_\_ until the police arrive.

B Make these sentences negative by putting **not** in the right place.

- 0 Henry should stay in bed. Henry shouldn't stay in bed today.
- 1 You ought to move it. \_\_\_\_\_
- 2 They had better come after supper. \_\_\_\_\_

- 3 We should change everything. \_\_\_\_\_
- 4 You'd better tell the director. \_\_\_\_\_

**C Use *should* or *shouldn't* and one of the phrases from the box in each dialogue.**

call an ambulance	give you a new cup
drive home in her car	leave everything where it is
decide for herself	move the person yourself
borrow money	<del>do anything about it</del>
let him eat so much	make him do lots of sport
<del>report it to the police</del>	ask someone to take her
touch anything	

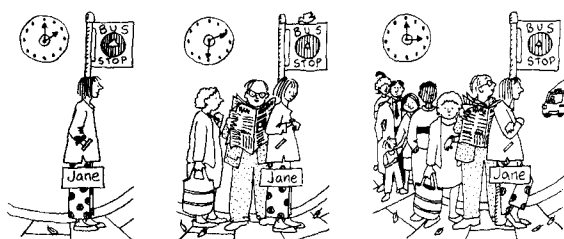
- 0 A: There is a house near my home where I often hear a child crying.  
B: You should report it to the police.
- 0 A: My daughter wants to marry a sailor. What should I do about it?  
B: In my opinion, you shouldn't do anything about it. Your daughter should decide for herself.
- 1 A: If someone has a serious accident, what's the right thing to do?  
B: Well, you \_\_\_\_\_. It's not a good idea to move an injured person. Instead, you \_\_\_\_\_ to take the person to hospital.
- 2 A: Last Saturday I bought some coffee cups but one of the handles was broken. What can I expect the shop to do?  
B: They \_\_\_\_\_.
- 3 A: My son is 12 years old and he's already very fat.  
B: Well, it's important not to eat too much, so you \_\_\_\_\_.  
Also, you \_\_\_\_\_.
- 4 A: If you come home and see that you've been robbed, what's the best thing to do?  
B: Well, you \_\_\_\_\_. You \_\_\_\_\_ and call the police.
- 5 A: Mary can't work because she's feeling sick. How can she get home?  
B: Well, she \_\_\_\_\_. She \_\_\_\_\_ home.
- 6 People \_\_\_\_\_ if they can't pay it back.

**D Use the sentences in brackets to write a reply with *had better* in the following dialogues.**

- 0 A: I've got a headache.  
B: (You should go and lie down.) You'd better go and lie down.
- 1 A: The children want to play in the kitchen.  
B: (Well, they should clear everything away when they finish.) Well, \_\_\_\_\_ when they finish.
- 2 A: I think it's going to rain.  
B: (Yes, we ought to take our umbrellas.) Yes, \_\_\_\_\_.
- 3 A: I'm going to go to bed now. We have to get up very early tomorrow.  
B: (Yes, I should go to bed early too.) Yes, \_\_\_\_\_.

# 24 Had to go, should have gone

## 1 Look at this example:



Jane **had to wait** an hour for a bus.

**Had to wait** means that Jane waited because no bus came for an hour.

We use **had to** to talk about something that someone did because it was necessary.

If someone did not do something because it was not necessary, we use **didn't have to**:

*I **didn't have to work** last Saturday.*

(= I didn't work because it was not necessary.)

The question form is **did...have to**:

***Did you have to work** last Saturday?*

## 2 Now consider this situation:

Pam's job includes working on Saturday. Last Saturday she was ill, so she didn't work:

*Pam **should have gone** to work last Saturday, but she was ill. So she stayed at home.*

We use **should have (done/gone etc.)** to say that something which did not happen was the correct or best action. We can also use **should have** to criticize someone. Look at this example:

Peter, a farm worker, didn't close a gate, and the cows got into the wrong field:

*Peter **should have closed** the gate.*

We use **shouldn't have (done/gone etc.)** to say that something which did happen was not the correct action:

*I **shouldn't have got** angry with Jane.*

(= I got angry with Jane, but it was not a good thing to do.)

*Peter **shouldn't have left** the gate open.*

## Practice

### A Complete the dialogues with **had to**, or **did...have to** and the words in brackets.

0 Jim: When you had that stomach trouble, did you have to (you) go into hospital?

Joan: No, I didn't have to (not) go into hospital, but I had to stay in bed for a week.

1 Alan: Was there a translation in the exam?

Jane: No, we (not) translate anything, but we write three essays.

2 Ann: I was very busy yesterday.

Bill: What (you) do?

Ann: I prepare everything for today's meeting.

3 Ken: (you) wear uniform when you were at school?

Jean: Yes, and we make sure it was always neat and tidy, as well.

4 Tom: What (you) do to get your international driving licence?

Tina: I show the police my national driving licence, but I (not) take another driving test.

- 5 Mark: Our children enjoyed their holiday at the summer camp.  
 Mary: \_\_\_\_\_ (they) help at mealtimes?  
 Mark: Well, they \_\_\_\_\_ (not) make the food, but they  
 \_\_\_\_\_ help with the washing-up.

**B Complete the sentences with *should have* or *shouldn't have* for these situations.**

- 0 Philip didn't take his medicine. Later he got very ill.  
 Philip should have taken his medicine.
- 0 Sara drove her car when she was tired and she had an accident.  
 Sara shouldn't have driven her car when she was tired.
- 1 Tony didn't buy any sugar so he couldn't make a cake.  
 Tony \_\_\_\_\_ some sugar.
- 2 Sally had a cold but she still went to the cinema. Later she had to stay in bed.  
 Sally \_\_\_\_\_ to the cinema.
- 3 Ted ate a lot of apples. Later he had stomach ache.  
 Ted \_\_\_\_\_ so many apples.
- 4 Lucy didn't lock the door to her flat when she went to buy a newspaper. While she was away,  
 someone stole her television.  
 Lucy \_\_\_\_\_ the door when she went out.
- 5 Mary borrowed Tom's camera without asking him.  
 Mary \_\_\_\_\_ Tom's camera without asking him.

**C Here is the work plan for the Information Office at Heathrow Airport for last weekend. If someone did not in fact work, there is a comment.**

SATURDAY		SUNDAY	
On duty	Comments	On duty	Comments
Jenny	✓	Colin	✓
Brian	ill	Mary	✓
Joan	ill	Derek	ill
Daniel	✓	Carol	ill

**From the information in the table, write complete sentences using *had to*, *didn't have to*, or *should have* and the words in brackets.**

- 0 (Jenny/Saturday) Jenny had to work on Saturday.
- 0 (Colin/Saturday) Colin didn't have to work on Saturday.
- 0 (Carol/Sunday) Carol should have worked on Sunday but she was ill.
- 1 (Colin/Sunday) \_\_\_\_\_
- 2 (Joan/Sunday) \_\_\_\_\_
- 3 (Derek/Sunday) \_\_\_\_\_ but he was ill.
- 4 (Mary/Saturday) \_\_\_\_\_
- 5 (Brian/Saturday) \_\_\_\_\_ but he was ill.
- 6 (Daniel/Saturday) \_\_\_\_\_
- 7 (Joan/Saturday) \_\_\_\_\_ but she was ill.
- 8 (Derek/Saturday) \_\_\_\_\_

25 Passive sentences (1) (It is made)

1 These two sentences describe the same event:

ACTIVE:	Ann took	OBJECT these photos.
PASSIVE:	These photos	were taken by Ann.
	SUBJECT	

The object (**these photos**) in the active sentence corresponds to the subject in the passive sentence. The subject (**Ann**) in the active sentence corresponds to the phrase with **by** in the passive sentence (**by Ann**).

2 Here are some passive tenses:

	SUBJECT + <b>be</b> + PAST PARTICIPLE
Present Simple:	<b>it is taken, they are taken</b>
Past Simple:	<b>it was taken, they were taken</b>
Present Perfect:	<b>it has been taken, they have been taken</b>
<b>will</b> (Future):	<b>it will be taken, they will be taken</b>

3 We use the passive when we do not know who did the action or when it is not important to say who did it:

Our car **was made** in Korea.  
The work **will be finished** today.

We also use the passive to make the topic of a conversation into the subject of the sentence. For example, if a dog bit a girl, we can say:

A: *What did the dog do?* (topic: the dog)  
B: *It **bit** the girl.* (active)

Or:  
A: *What happened to the girl?* (topic: the girl)  
B: *She **was bitten** by a dog.* (passive)

3 Some verbs, like **give**, have two objects:

	OBJECTS	
	+person	+thing
ACTIVE: They gave	Diana	a camera.

We usually make the person (e.g. **Diana**) the subject of a passive sentence:

PASSIVE: **Diana** was given a camera.

Other verbs that can have two objects are:

ask	pay	sell	offer	tell
bring	send	lend	promise	

Practice

A Write complete sentences from the words in brackets. Use the Past Simple passive.

- 0 (St. Paul's Cathedral/complete/ in 1710) St. Paul's Cathedral was completed in 1710.
- 0 (Millions of Beatles records/sell/in the 1960s) Millions of Beatles records were sold in the 1960s.
- 1 (The planet Pluto/discover/in 1930) \_\_\_\_\_
- 2 (Two atomic bombs/drop/on Japan in 1945) \_\_\_\_\_
- 3 (John F. Kennedy/kill/in Dallas) \_\_\_\_\_
- 4 (The first Apple computers/produce/in the 1970s) \_\_\_\_\_
- 5 (The Eiffel Tower/build/a hundred years ago) \_\_\_\_\_
- 6 (The first jet planes/make/in Germany) \_\_\_\_\_
- 7 (The Taj Mahal/build/in the 17th century) \_\_\_\_\_
- 8 (In 1957, millions of pounds/steal/from a train) \_\_\_\_\_
- 9 (Queen Elizabeth/crown/in 1953) \_\_\_\_\_
- 10 (In the old days, horses/use/for transport) \_\_\_\_\_
- 11 (The first books/print/in the 15th century) \_\_\_\_\_
- 12 (Everest/climb/for the first time in 1953) \_\_\_\_\_

**B** Each of the following sentences tells us something about a person. Express the same fact in a sentence that tells us about the thing and that has a passive verb. Use *by*.

0 Picasso painted 'Guernica'.

'Guernica' was painted by Picasso.

1 Alexander Fleming discovered the drug penicillin.

2 The Beatles wrote the song 'Yesterday'.

3 Agatha Christie created the detective Hercule Poirot.

4 Beethoven composed the 'Eroica' symphony.

5 Margaret Mitchell wrote 'Gone with the Wind'.

6 Alexander Bell invented the telephone.

7 Frank Whittle designed the jet engine.

8 Steven Spielberg directed 'Jurassic Park'.

9 Leonardo da Vinci painted the 'Mona Lisa'.

**C** Use a passive sentence to say the same as the sentence in brackets, but do not say who did the action. Use the correct tense.

0 They asked John a lot of difficult questions.

John was asked a lot of difficult questions.

1 They gave Mary some flowers.

Mary

2 They offered Jane a wonderful job.

Jane

3 He will give all the children a present.

All the children

4 Somebody sent me a strange letter.

I

5 They will pay Mrs Jenkins over five hundred pounds.

Mrs Jenkins

6 Her parents have promised Ann a bicycle for her birthday.

Ann

7 They gave Madame Curie the Nobel Prize for Chemistry in 1911.

Madame Curie

8 They didn't tell us the truth.

# 26 Passive sentences (2)

- 1 Here is a summary of passive tenses. Note that we always use a past participle in a passive verb (e.g. **typed**, **taken**). For more information on past participles, see Tables E and F on page 96.

Present Simple:

	VERB (present) + PARTICIPLE
ACTIVE:	Someone <b>types</b> the letters.
PASSIVE:	The letters <b>are</b> typed.

Past Simple:

	VERB (past) + PARTICIPLE
ACTIVE:	Someone <b>took</b> my camera.
PASSIVE:	My camera <b>was</b> taken.

Present Perfect:

	have/has + PARTICIPLE + PARTICIPLE
ACTIVE:	She <b>has packed</b> the books.
PASSIVE:	The books <b>have been</b> packed.

Past Perfect:

	had + PARTICIPLE + PARTICIPLE
ACTIVE:	Bob <b>had paid</b> the bill.
PASSIVE:	The bill <b>had been</b> paid.

Present Continuous:

	am/is/are + -ing + PARTICIPLE
ACTIVE:	They <b>are mending</b> the car.
PASSIVE:	The car <b>is being</b> mended.

Past Continuous:

	was/were + -ing + PARTICIPLE
ACTIVE:	They <b>were building</b> it.
PASSIVE:	It <b>was being</b> built.

will, can, must etc:

	will etc. + INFINITIVE + PARTICIPLE
ACTIVE:	We <b>will finish</b> the job.
PASSIVE:	The job <b>will be</b> finished.
ACTIVE:	We <b>must do</b> the work.
PASSIVE:	The work <b>must be</b> done.

- 2 In all passive sentences, the first verb (= auxiliary verb) is singular if the subject is singular, and plural if the subject is plural:

	AUXILIARY VERB
The house	<b>is</b> being built.
The houses	<b>are</b> being built.

We also use the auxiliary verb to make questions and negatives:

**Have** the books **been** packed?  
The bill **hadn't** been paid.

## Practice

A Complete the sentences with a passive form of the verb in brackets.

- Bread is made (make) from flour.
- I was at school when these houses were being built (was building).
- Cakes \_\_\_\_\_ (make) from flour.
- We lived in a caravan in the garden while our house \_\_\_\_\_ (was building).
- These letters \_\_\_\_\_ (must type) before 5 o'clock.
- All the windows \_\_\_\_\_ (have cleaned) this week.
- These cups \_\_\_\_\_ (broke) when we arrived.
- Some money \_\_\_\_\_ (have stolen) from Tom's jacket.



**B Make questions from the passive sentences in brackets.**

- 0 (That car was made in Germany.) Where was that car made?
- 1 (Mary was examined by the doctor this morning.) When \_\_\_\_\_
- 2 (The food will be prepared on Friday.) When \_\_\_\_\_
- 3 (This window has been broken three times.) How many times \_\_\_\_\_

**C Write the negative of the sentences in exercise B.**

- 0 That car was not made in Germany.
- 1 Mary \_\_\_\_\_
- 2 The food \_\_\_\_\_
- 3 This window \_\_\_\_\_

**D Make these active sentences passive. Use a phrase with *by*.**

- 0 Your manager must write the report.  
The report must be written by your manager.
- 0 The children are organizing the Christmas party.  
The Christmas party is being organized by the children.
- 1 The French team has won the silver medal.  
The silver medal \_\_\_\_\_
- 2 A woman was training the guard dogs.  
The guard dogs \_\_\_\_\_
- 3 People of all ages can play this game.  
This game \_\_\_\_\_
- 4 A large crowd was watching the match.  
The match \_\_\_\_\_
- 5 The secretary sent a reply.  
A reply \_\_\_\_\_
- 6 Two different teachers have marked the exams.  
The exams \_\_\_\_\_
- 7 A police car is following that green van.  
That green van \_\_\_\_\_

**E Complete the sentences with the correct passive form of the verb in brackets.**

- 0 The castle was built (build) in 1546.
- 0 These mountains can be seen (see) from a great distance.
- 1 These houses \_\_\_\_\_ (build) in 1946.
- 2 The repairs must \_\_\_\_\_ (finish) by tomorrow.
- 3 The town has \_\_\_\_\_ (attack) several times since the beginning of the war.
- 4 The decision has already \_\_\_\_\_ (take).
- 5 The letters will \_\_\_\_\_ (post) tomorrow morning.
- 6 White wine can \_\_\_\_\_ (make) from red grapes.
- 7 The accident happened while the cars \_\_\_\_\_ (load) onto the lorries.
- 8 The letters \_\_\_\_\_ (type) at this very moment.

# 27 Have something done (We had it cleaned)

## 1 Look at this sentence:

- ▷ *Mary and Tim **Painted** their flat.*  
This tells us that Mary and Tim were the painters; they painted their flat.

Now look at this sentence with **have something done**:

- ▶ *Jenny and John **had** their flat **Painted**.*  
This tells us that Jenny and John wanted their flat painted, and that someone painted it for them.

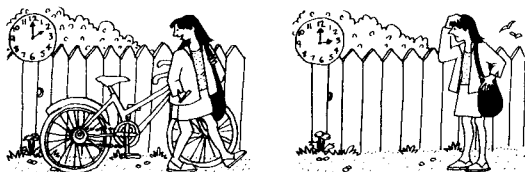
## 2 Here are some more examples:

- |   | TENSE                                       | + OBJECT                                | + PARTICIPLE          |
|---|---|---|-----------------------|
| ▷ | <i>I <b>have mended</b></i>                 | <i>my bike.</i>                         |                       |
| ▶ | <i>I <b>have had</b></i>                    | <i>my bike</i>                          | <i><b>mended</b>.</i> |
| ▷ | <i>Sheila <b>is going to cut</b></i>        | <i>her hair.</i>                        |                       |
| ▶ | <i>Sheila <b>is going to have</b></i>       | <i>her hair <b>cut</b>.</i>             |                       |
|   |   | (= Someone is going to cut it for her.) |                       |
| ▷ | <i>She <b>washes</b></i>                    | <i>her car every Sunday.</i>            |                       |
| ▶ | <i>She <b>has</b> her car <b>washed</b></i> | <i>every Sunday.</i>                    |                       |
|   |   | (= Someone washes her car for her.)     |                       |

- ▷ *I **must clean** my suit this week.*  
▶ *I **must have** my suit **cleaned** this week.*  
(= I must pay someone to clean it for me.)  
▷ *I'll **mend** that broken window.*  
▶ *I'll **have** that broken window **mended**.*  
(= Someone will mend that window for me.)

## 3 We sometimes use **get** instead of **have**: *I **must get** my suit **cleaned**.*

## 4 Now look at this example:



*Susan is very cross. She **had** her bike **stolen**.*  
Here, we use **have something done** to talk about something that happens to someone, usually something unpleasant. Here is another example:

*The group **had** two concerts **cancelled** because of bad weather.*

## Practice

### A Make sentences with a form of **have something done** for these situations. Use the correct tense.

- Tom's windows were dirty, but he didn't have time to clean them himself.  
Last Saturday, Tom had his windows cleaned.
- The shop delivers Mary's food to her house.  
Mary \_\_\_\_\_
- At the butcher's Fred said, 'Please cut the meat into small pieces'  
Fred \_\_\_\_\_ into small pieces.
- The hairdresser cuts Rachel's hair about twice a year.  
Rachel \_\_\_\_\_ about twice a year.
- Last week, the optician checked Mr Stone's eyes.  
Last week, Mr Stone \_\_\_\_\_
- Mrs Frost's doctor says to her: 'When you come to see me next week, I'll check your blood pressure.'  
When Mrs Frost goes to see the doctor next week, she \_\_\_\_\_
- Last week, the garage serviced Jane's car.  
Last week, Jane \_\_\_\_\_
- A builder is going to replace the gutters on our house.  
We \_\_\_\_\_ on our house.

B Look at these signs from some shops and a garage. Then write what people think when they see the signs using the words in brackets and **have** or **had**.

0 WE REPAIR ALL KINDS OF BOOTS AND SHOES.

(That reminds me. I/must/my brown boots/repair)

That reminds me. I must have my brown boots repaired.

1 LET US CLEAN YOUR CARPETS AND CURTAINS.

(My parents use that company. They/their carpets/clean/there)

My parents use that company. \_\_\_\_\_

2 CAN WE CHECK YOUR OIL AND TYRES?

(That reminds me. I/must/the tyres/check)

That reminds me. \_\_\_\_\_

3 WE MAKE KEYS OF ALL TYPES.

(I'd almost forgotten. I/ought to/a new key/make/for the front door)

I'd almost forgotten. \_\_\_\_\_

4 OUR SPECIALITY: PAINTING HOUSES AND FLATS.

(I don't think I can afford to/our flat/paint)

I don't think I can afford to \_\_\_\_\_

5 WE MEND WATCHES AND CLOCKS.

(That shop isn't expensive. I/my watch/mend/there last week)

That shop isn't expensive. \_\_\_\_\_

6 WE TEST YOUR EYES FREE

(Ah, yes! My husband/his eyes/test/there last winter)

Ah, yes! \_\_\_\_\_

7 WE REMOVE ALL KINDS OF STAINS FROM ALL KINDS OF CLOTHES.

(Wonderful! I'll take my suit there and/that coffee stain/remove)

Wonderful! I'll take my suit there and I'll \_\_\_\_\_

C Some unpleasant things happened to these people last week. Use the sentence in brackets to write a sentence with **had something done**.

0 (Mary's bag was pulled off her shoulder.)

Mary had her bag pulled off her shoulder.

1 (Peter's driving licence was taken away by the police.)

Peter \_\_\_\_\_

2 (Paula's bike was stolen from the garage.)

Paula \_\_\_\_\_

3 (Fiona's glasses were broken.)

\_\_\_\_\_

4 (John's clothes were torn in a fight.)

\_\_\_\_\_

5 (Jane's flat was burgled at the weekend.)

\_\_\_\_\_

6 (Our electricity was cut off because we had forgotten to pay the bill.)

\_\_\_\_\_

# 28 Verb + to (He wants to help) or verb + -ing (I enjoy reading)

## 1 Look at these sentences:

*My sister **promised to help** me.*

*John doesn't **want to wait**.*

We use **to** + infinitive after these verbs:

afford	dare	decide	} + to + INFINITIVE
deserve	want	hope	
learn	mean	offer	
pretend	promise	refuse	
seem	have (= 'must')		

## 2 Look at these sentences:

*Have they **finished painting** the garage?*

*We **enjoy sitting** in the garden.*

We use an **-ing** form after these verbs:

avoid	dislike	enjoy	} + -ing
finish	give up	imagine	
keep	practise	stop	

## 3 Look at these sentences:

*Jenny **likes to stay** at home.*

*Jenny **likes staying** at home.*

These verbs can usually take an **-ing** form or **to** + infinitive with no difference in meaning:

begin	continue	hate	intend
like	love	prefer	start

But after **would hate**, **would like**, **would love** or **would prefer**, we use **to** + infinitive:

***Would** you like to go for a walk?*

*I'd love to visit Australia.*

## 4 We can use an **-ing** form or **to** + infinitive after these verbs, but the meaning is different:

**try remember forget**

► *I **tried to lift** that heavy stone.* (= make an attempt: I made an attempt to lift the stone.)

*If you can't read where you are, **try sitting** nearer the window.* (= test something out: Sit nearer the window and see if you can read there.)

► ***Remember to go** to the bank.* (= Don't forget that you must go to the bank.)  
*She **remembers going** to the bank.* (= She remembers that she went to the bank.)

► ***Don't forget to phone** Mrs Grey.* (= Remember that you must phone Mrs Grey.)  
*I'll never **forget seeing** that rainbow.* (= I saw that rainbow, and I'll always remember it.)

## Practice

### A Put in the correct form of the verb in brackets.

- 0 Paul dared to argue (argue) with the police.
- 0 I can't imagine living (live) in the country.
- ✓ 1 We've decided \_\_\_\_\_ (go) to the beach.
- ✓ 2 I stopped \_\_\_\_\_ (play) tennis when I got married.
- 3 I meant \_\_\_\_\_ (buy) some butter, but I forgot.
- ✓ 4 Did you promise \_\_\_\_\_ (take) the children to the zoo?
- ✓ 5 Have the men finished \_\_\_\_\_ (repair) the roof yet?
- ✓ 6 I'd love \_\_\_\_\_ (visit) China.
- 7 You shouldn't avoid \_\_\_\_\_ (talk) about your problems.
- ✓ 8 Peter refused \_\_\_\_\_ (help) us.
- ✓ 9 Would you prefer \_\_\_\_\_ (pay) now or later?
- 10 I couldn't afford \_\_\_\_\_ (live) in London.
- 11 Why does Peter keep \_\_\_\_\_ (talk) about his mother?
- ✓ 12 John hopes \_\_\_\_\_ (go) to China next year.

**B Complete this conversation between Janet and Sharon with the correct form of the verbs in brackets.**

- Janet: What do your children <sup>0</sup> want to do (want/ do) when they leave school?
- Sharon: Well, Ann <sup>0</sup> enjoys writing (enjoy/ write), so she's  
<sup>0</sup> hoping to work (hope/work) for a newspaper. But I don't know about Paul. He <sup>1</sup> \_\_\_\_\_ (give up/ study) months ago. He seems to  
<sup>2</sup> \_\_\_\_\_ (enjoy/ do) nothing now. He doesn't  
<sup>3</sup> \_\_\_\_\_ (deserve/ pass) his exams. And he  
<sup>4</sup> \_\_\_\_\_ (refuse/ listen) to us, when we tell him to  
<sup>5</sup> \_\_\_\_\_ (keep/ study).
- Janet: With our children, in the past, if we <sup>6</sup> \_\_\_\_\_ (offer/ help) them, they always <sup>7</sup> \_\_\_\_\_ (promise/ study) hard. Nowadays if they  
<sup>8</sup> \_\_\_\_\_ (want/ talk) to us, that's fine, but I've learnt to  
<sup>9</sup> \_\_\_\_\_ (stop/ ask) them questions. I suppose they  
<sup>10</sup> \_\_\_\_\_ (dislike/ listen) to my suggestions. They  
<sup>11</sup> \_\_\_\_\_ (seem/ think) that they don't  
<sup>12</sup> \_\_\_\_\_ (need/ study) hard, but one day they'll  
<sup>13</sup> \_\_\_\_\_ (have/ find) a job.

**C Use an -ing form, or to + infinitive, of the word in brackets to complete each sentence.**

- 0 You say that I've met Janet, but I can't remember her.  
I can't remember meeting (meet) Janet.
- 1 Please remember that you must buy some stamps.  
Please remember \_\_\_\_\_ (buy) some stamps.
- 2 We wanted to open the door, but we couldn't.  
We tried \_\_\_\_\_ (open) the door.
- 3 John met Madonna once. He'll never forget it.  
John will never forget \_\_\_\_\_ (meet) Madonna.
- 4 Sheila intended to phone Peter, but she forgot.  
Sheila forgot \_\_\_\_\_ (phone) Peter.
- 5 Jenny had a headache. She took an aspirin, but it didn't help.  
Jenny tried \_\_\_\_\_ (take) an aspirin for her headache.
- 6 I have a special soap that will probably get your hands clean.  
Try \_\_\_\_\_ (wash) your hands with this special soap.
- 7 It will not be easy to do all the work today.  
We'll try \_\_\_\_\_ (finish) the work before tonight.
- 8 I stayed in Jane's flat while she was on holiday. I remembered that I had to feed her cats every day.  
I remembered \_\_\_\_\_ (feed) Jane's cats every day while she was on holiday.
- 9 Remember that you must invite Mary to the party next week.  
Don't forget \_\_\_\_\_ (invite) Mary to the party next week.

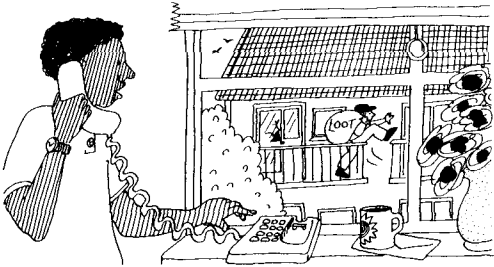
29 Purpose: What is it for? ~ It's for cutting cloth.

1 Look at this dialogue:  
A: **What's this machine for?**  
B: **It's for cutting cloth.**  
The question **What is it for?** asks about the purpose of something (what we use something for). When we describe the purpose of a thing, we use **for + -ing**. Here are some more examples:  
*This is an instrument for measuring wind speed.*  
*This tool is used for making holes.*

2 Now look at this dialogue:  
A: **What does he need my camera for?**  
(= Why does he need my camera?)  
B: **He needs it for his work.** (= His work is the reason why he needs the camera.)  
The question **What...for?** asks about purpose. To talk about someone's purpose, we can use **for + noun**. Here are some more examples:  
A: **What did he go to the shops for?**  
B: **He went to the shops for some fruit.**  
(He wanted to buy some fruit.)

*I buy the newspaper for the sports news.*  
(= ...in order to read the sports news.)

3 Now look at this dialogue:  
A: **What does he need my camera for?**  
B: **He needs it to take some photos.** (= ...in order to take some photos.)  
To talk about someone's purpose, we can also use **to + infinitive** (e.g. **to take**). Here are some more examples:  
*He went to the shops to buy some fruit.*  
(= ...in order to buy some fruit.)



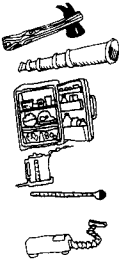
*John phoned the police to tell them about the burglar.*

Practice

A Make definitions of the things in Box A using one of the phrases from Box B.

A

- telescope — instrument
- hammer — tool
- fridge — appliance
- kettle — appliance
- thermometer — instrument
- vacuum cleaner — appliance
- drill — tool
- speedometer — instrument
- freezer — appliance



B

- boil water
- measure temperature
- knock in nails
- clean carpets
- see things at a distance
- keep food cold
- measure speed
- keep food frozen
- make holes

- 0 A hammer is a tool for knocking in nails.
- 1 A kettle
- 2 A thermometer
- 3 A vacuum cleaner
- 4 A fridge
- 5 A telescope
- 6 A speedometer
- 7 A freezer
- 8 A drill

**B** In the following short dialogues, use *What ...for?* to make questions from the words in brackets. Then write a reply using the words in brackets and *for*.

0 A: (/ did/Tom/go/to the park/?)

What did Tom go to the park for?

B: (He/go/to the park/some fresh air )

He went to the park for some fresh air.

1 A: (/ does/Mary/want/the money/?)

B: (She/want /the money/a train ticket)

2 A: (/ does/Philip/want/the flour/?)

B: (He/want/the flour/ a cake)

3 A: (/ did/Bill/go /to the butcher's/?)

B: (He/go/to the butcher's/some sausages)

4 A: (/ does/Helen/want/the polish/?)

B: (She/want/it/her shoes)

5 A: (/ did/Alison/go /to the library/?)

B: (She/go/to the library/ a book on India)

6 A: (/ did/Jane/phone /Ann/?)

B: (She/phone/Ann/some advice)

**C** Now write the answers from exercise B using one of the verbs in the box, as in the example. Use each verb once.

borrow	buy (x2)	clean	get (x2)	make
--------	----------	-------	----------	------

0 Tom: He went to the park to get some fresh air.

1 Mary: \_\_\_\_\_

2 Philip: \_\_\_\_\_

3 Bill: \_\_\_\_\_

4 Helen: \_\_\_\_\_

5 Alison: \_\_\_\_\_

6 Jane: \_\_\_\_\_

30 Verb + object (+ to) + infinitive (I asked her to come)

1 Look at these examples:

Carol said to Bob:  
'Make some coffee, please.'  
We can say:  
Carol **asked Bob to make** some coffee.

Ann said to Rose:  
'Can you come to my party, Rose?'  
We can say:  
Ann **invited Rose to come** to her party.

Tom thinks Chris should see a doctor. He can say:  
I'll **persuade Chris to go** to the doctor's.

The structure is:

VERB	+ OBJECT	+ to + INFINITIVE
She asked	Jill	to wait.
She asked	her	to wait.

We use these verbs in this structure:

tell	force	teach	} + OBJECT + to
help	allow	remind	
ask	invite	encourage	
want	forbid	persuade	
advise	would like		

2 Note that the first verb can change its tense, but the second verb is always **to** + infinitive (**to make**):

She **is asking Bob**  
She **will ask Bob**  
She **has asked Bob** } **to make** some coffee.

Note that if we use a pronoun, we use **me, him, us** etc. (object pronoun) after the verb:  
Carol asked **him** to make some coffee.

3 Now look at these two sentences:

The teacher **let Jane leave** school early.  
I **made him tell** me the truth.

**Let** here means 'allow', and **make** means 'force' or 'order'. **Make** and **let** are followed by an infinitive (without **to**):

VERB	+ OBJECT	+ INFINITIVE
She let	Jane	leave.

**Feel, hear, see** and **watch** can also be followed by an infinitive (without **to**):

I **heard** your sister **shout** 'Fire!' (Not ...to shout...)  
Tom **saw** a car **come** round the corner.

Practice

A Write complete sentences from the words in brackets. Be careful to use the correct tense.

- 0 (Tomorrow/I/encourage/Janet/enter/the competition)  
Tomorrow I will encourage Janet to enter the competition.
- 0 (I was already tired, but I/force/myself/go on working)  
I was already tired, but I forced myself to go on working.
- 1 (Ann/teach/Mary/drive/last year)  
\_\_\_\_\_
- 2 (Don't worry! Tomorrow I/persuade/my father/see/a doctor)  
\_\_\_\_\_
- 3 (The boss has/forbid/his staff/wear/jeans in the office)  
\_\_\_\_\_
- 4 (Last Sunday, John/invite/Sheila/come/for lunch)  
\_\_\_\_\_
- 5 (Next year the teachers/allow/the students/use/calculators in exams)  
\_\_\_\_\_



**B Use the words in brackets to complete the sentences.**

0 (Police: 'Can everyone please stay indoors?')

The police asked everyone to stay indoors.

1 (Jane: 'Remember to come home early, Tim.')

Jane reminded Tim \_\_\_\_\_

2 (Manager: 'You must work quicker.')

The boss wants us \_\_\_\_\_

3 (Captain: 'Let's do our best in the game.')

The captain encouraged us \_\_\_\_\_

4 (Jane: 'Can you come to my party next Saturday?')

Jane invited me \_\_\_\_\_

**C Answer the questions, changing the nouns (e.g. *Michael*) to pronouns (e.g. *him*). Be careful to use the correct tense.**

0 A: Did Jane tell Michael to be careful?

B: Yes, she told him to be careful.

1 A: Would Jane like Peter to stay?

B: Yes, \_\_\_\_\_

2 A: Did Mrs Slater help her son to finish?

B: Yes, \_\_\_\_\_

3 A: Did the doctor advise Michael to stay in bed?

B: Yes, \_\_\_\_\_

4 A: Does Susan allow her children to go to late-night parties?

B: Yes, \_\_\_\_\_

5 A: Did Mary remind Mark to phone?

B: Yes, \_\_\_\_\_

**D Write a sentence with a similar meaning, using the verb in brackets.**

0 The police told everyone to leave the building.

(make) The police made everyone leave the building.

1 The driver allowed the old man to travel on the bus without a ticket.

(let) \_\_\_\_\_

2 Jack told his younger brother to wash the dishes.

(make) \_\_\_\_\_

3 I don't allow people to smoke in my house or in my car!

(let) \_\_\_\_\_

**E Combine the two sentences into one.**

0 Your sister shouted 'Fire!' I heard her.

I heard your sister shout 'Fire!'

1 Tom prepared the sandwiches. Diane watched him.

Diane \_\_\_\_\_

2 The ground shook. We felt it.

We \_\_\_\_\_

3 Brian left early. Did you see him?

Did you \_\_\_\_\_

# 31 What...like? (What's she like?)

- 1 Look at this question and answer:

A: **What's Julie like?**

B: *She's very pretty and she's very kind, but she's not very clever.*

We use **What...like?** to ask about a person's physical appearance (tall, short, pretty etc.) or character (interesting, boring, friendly, unfriendly etc.).

We can also use **What...like?** to ask about places, books, films and events (e.g. a party, a football match):

A: **What's Rio de Janeiro like?**

B: *Well, the beaches are wonderful but the traffic is awful.*

A: **What's Spielberg's latest film like?**

B: *It's excellent.*

- 2 We use **look like?** to talk about someone's appearance:

A: **What does Julie look like?**

B: *She's tall with brown hair.*

We can also use **like** with **taste, feel, sound, and smell**:

A: **What does that taste like?**

B: *It tastes like cheese.*

A: *What is this material?*

B: *I don't know. It looks like wool but it feels like cotton.*

- 3 We can also use **like**, with the question word **Who** and in statements, to mean 'similar to':

A: **Who's Julie like**—her father or her mother?

B: *She's like her mother.* (= She is similar to her mother.)

*Rio de Janeiro is like Buenos Aires.* (= Rio is similar to Buenos Aires.)

- 4 The word **like** in **What's she like?** is a preposition; it is not the verb **like**. Here is an example of **like** used as a verb:

A: **What music does Julie like?**

B: *She likes rock music.*

- 5 We usually use **How?**, not **What...like?**, when we ask about someone's health or temporary state:

A: **How's your brother today?**

B: *He's feeling much better.*

A: **How was your boss today?**

B: *He was very friendly today!*

## Practice

- A Use the words in brackets to make a question that goes with the answer. Use **is/are** or **look**. Sometimes more than one answer is possible.

- 0 (What/Sally/like)

A: What is Sally like? ~ B: *She's clever, but she's a bit boring.*

- 0 (What/Jane/like)

A: What does Jane look like? ~ B: *She's quite short and has dark hair.*

- 1 (What/Peter/like)

A: \_\_\_\_\_? ~ B: *He's not a very interesting person.*

- 2 (What/Anna's parents/like)

A: \_\_\_\_\_? ~ B: *They're very generous.*

- 3 (What/Tom/like)

A: \_\_\_\_\_? ~ B: *He's very tall, and he has blond hair.*

- 4 (What/Eva/like)

A: \_\_\_\_\_? ~ B: *She's tall and strong.*

- 5 (What/Bob and Tom/like)

A: \_\_\_\_\_? ~ B: *They're very amusing.*

- 6 (What/Susan/like)

A: \_\_\_\_\_? ~ B: *She's tall and slim, and she wears glasses.*

**B Read the following descriptions.**

Kiwis are a round, brown fruit with a rough skin. They have almost no smell, but they are sweet, with a flavour similar to strawberries.

A double bass is a musical instrument. It is the largest member of the violin family. It has a deep sound.

Now for each of the answers, write a question about kiwis or a double bass, using **look/ sound/ taste/ smell/ feel + like**.

QUESTION	ANSWER
0 <u>What do kiwis look like</u> _____?	~ They're round and brown.
1 _____?	~ It has a deep sound.
2 _____?	~ They don't really have a smell.
3 _____?	~ They have a flavour like strawberries.
4 _____?	~ Like a very big violin.
5 _____?	~ They are rough to the touch.

**C Use the words in brackets to write a question with the preposition *like* or the verb *like*. Add any other necessary words.**

- 0 (What music/you/like)  
A: What music do you like \_\_\_\_\_? ~ B: I like rock music.
- 0 (What/Julie/like)  
A: What is Julie like \_\_\_\_\_? ~ B: She is very amusing.
- 1 (Who/your sister/like)  
A: \_\_\_\_\_? ~ B: She likes a boy in her class.
- 2 (What/Paul's brothers/like)  
A: \_\_\_\_\_? ~ B: They think they're clever, but I don't.
- 3 (What/Jane/like/for breakfast)  
A: \_\_\_\_\_? ~ B: She likes toast and marmalade
- 4 (Who/you/like)  
A: \_\_\_\_\_? ~ B: I'm like my mother.
- 5 (What/Mary's husband/like)  
A: \_\_\_\_\_? ~ B: He is rather boring. He's not like her.
- 6 (What sports/you/like)  
A: \_\_\_\_\_? ~ B: I like swimming and football.

**D Write questions with *What...like?* (for things that are permanent) or *How...?* (for health or temporary situations). Use a form of *be* and the other words in brackets.**

- 0 (be/Atlanta) What is Atlanta like \_\_\_\_\_? ~ It's a very modern city.
- 0 (be/Mike/yesterday) How was Mike yesterday \_\_\_\_\_? ~ He felt a lot better.
- 1 (be/John's flat) \_\_\_\_\_? ~ It's very big, and it has a wonderful view over the city.
- 2 (be/your boss/yesterday) \_\_\_\_\_? ~ He was tired but friendly.
- 3 (be/a squash racket) \_\_\_\_\_? ~ It's similar to a tennis racket, but lighter.
- 4 (be/your sister) \_\_\_\_\_? ~ She's very well, thank you.
- 5 (be/Portugal) \_\_\_\_\_? ~ It's very interesting. There are lots of things to see.

# 32 Questions and question words (Who, What etc.)

- 1 Questions to which we can reply 'yes' or 'no' have a form of **be** or an auxiliary (e.g. **can**, **have**, **do**, **would**) before the subject:

	SUBJECT	
<b>Is</b>	Mary	here? ~ Yes, she is.
<b>Can</b>	Roger	swim? ~ No, he can't.
<b>Are</b>	they	going to leave? ~ Yes, soon.
<b>Has</b>	Simon	left yet? ~ No, he hasn't.

- 2 If there is a question word (e.g. **Where**, **Who**, **What**), it goes before **be** or the auxiliary:

	SUBJECT	
<b>Where is</b>	Mary	?
<b>What did</b>	Roger	do on Sunday?
<b>Where have</b>	they	gone?

- 3 **Who** is for people. **What** is for things:  
**Who** did you meet yesterday? ~ I met Peter.  
**What** do you want for lunch? ~ Soup, please.

We use **Which** for a choice between a limited number of people or things. Compare **Which** and **What**:

**What** sports do you like? ~ I like football and hockey.

**Which** do you like best, football or hockey? ~ I like hockey best.

- 4 **Which** (but not **Who** or **What**) can have a phrase with **of** (e.g. **Which of them**):

**Which of these pictures** did you paint?

- 5 Here are examples of other question words:

**Where** do they live? ~ In Dublin.

**When** do they get up? ~ At 7 o'clock.

**Why** is Tom in bed? ~ He's got a headache.

**Whose** car is that? ~ It's my mother's.

**How** do you get to work? ~ By bus.

**How long** did he stay? ~ One or two days.

**How far** is it to York from here? ~ 20 miles.

We use **How many** with plural nouns and

**How much** with uncountable nouns:

**How many records** have you got? ~ About 40.

**How much milk** do you want? ~ Two pints.

(For more details on uncountable nouns, see Table B, page 94.)

- 6 If the question word is the subject, then the word order is the same as in a statement:

	SUBJECT	
<b>Who</b>	took my pen?	~ Neil took it.
<b>What</b>	happened?	~ Nothing happened.
<b>Which of them</b>	won the race?	~ Sue won it.
<b>How many people</b>	came?	~ Twelve came.

## Practice

- A Choose a suitable word from the box for each question, and put it in the right gap.

are can did was do does has shall who you what is

- 0 Was John — at work last week?
- 0 Where can I — buy a stamp?
- 1 — Tim and Jenny — going to Oxford tomorrow?
- 2 — Philip — ever been on television?
- 3 How many photos — they — take yesterday?
- 4 Where — your sister — work?
- 5 — you — have — a shower every morning?
- 6 What — I — bring when I come to see you tomorrow?
- 7 — lives — in that big house across the street?
- 8 — did — Ted say to Bill?
- 9 Would — like — to come on holiday with us?
- 10 Where — Ann — living at the moment?

**B** Write the questions in the correct tense. Use the words in brackets and the question words in the box. Use any other words you need.

~~when~~ what (×2) which which of (×2) who (×2)

- 0 (...leave/school) When did you leave school? ~ I left school last year.
- 0 (...these books/Sally/read) Which of these books has Sally read? ~ She has read all of them.
- 1 (...Jane/have /for breakfast) \_\_\_\_\_? ~ She has toast and coffee.
- 2 (...you/ see/at the station) \_\_\_\_\_? ~ I saw John.
- 3 (...Mary/prefer/ ,tea or coffee) \_\_\_\_\_? ~ She prefers tea.
- 4 (...you/studying/at university) \_\_\_\_\_? ~ I'm studying chemistry.
- 5 (...these two books/you/buy) \_\_\_\_\_? ~ I'm buying both of them.
- 6 (...they/invite/to their party) \_\_\_\_\_? ~ They're inviting all their friends.

**C** Use the 'full' answers to write questions with *Where, How much, When* etc. (We usually use the short, underlined answers when we reply to a question.)

QUESTION	ANSWER
0 <u>Where do Tom and Jean live</u>	? ~ (Tom and Jean live) in <u>Plymouth</u> .
0 <u>How much butter have you bought</u>	? ~ (I've bought) <u>half a kilo of butter</u> .
1 _____	? ~ (Lucy is going to come) <u>tomorrow</u> .
2 _____	? ~ (They borrowed) <u>Maria's car</u> .
3 _____	? ~ (They've lived here) <u>for four years</u> .
4 _____	? ~ (Michael has got) <u>fifty compact discs</u> .
5 _____	? ~ (Pam goes to work) <u>by bus</u> .
6 _____	? ~ (They stopped working) <u>because the lights went out</u> .
7 _____	? ~ (That bicycle is) <u>mine</u> .
8 _____	? ~ (The coast is) <u>five miles</u> (from here).

**D** Use the information in brackets to write a suitable question for each reply.

- 0 (Tina Taylor interviewed the winner.)
  - a Who did Tim Taylor interview? ~ The winner.
  - b Who interviewed the winner? ~ Tina Taylor.
- 1 (Jack is going to help Susan.)
  - a Who \_\_\_\_\_? ~ He's going to help Susan.
  - b Who \_\_\_\_\_? ~ Jack.
- 2 (John won three prizes.)
  - a How many \_\_\_\_\_? ~ Three.
  - b Who \_\_\_\_\_? ~ John.
- 3 (There are three machines; the machine in the corner makes the boxes.)
  - a Which \_\_\_\_\_? ~ The one in the corner.
  - b What \_\_\_\_\_? ~ It makes boxes.
- 4 (Mary ate Tim's sandwiches.)
  - a Whose \_\_\_\_\_? ~ She ate Tim's sandwiches.
  - b Who \_\_\_\_\_? ~ Mary did.

# 33 Reported speech (She said that...); say or tell

## 1 Look at this example:

Mike: 'I've never been abroad.'  
Mike **says** (that) he has never been abroad.

When we use a present tense reporting verb (e.g. **say/says**), the tense of the original verb does not change. We can use **that** after **say/says**, but we do not have to. We use **say/says** to report a conversation that we are still in the middle of:



## 2 When we report a statement later, then we usually use a past reporting verb (e.g. **said**), and we usually change the tense of the original verb:

A: Where's Sam?

B: Oh, he **said** (that) he **was** ill.

Jean: 'I want to come to the party.'  
Jean **said** (that) she **wanted** to come to the party.

## 3 The most common tense changes are:

- Present → Past: **am/is** → **was**   **are** → **were**  
**go** → **went**   **is going** → **was going**
- Present Perfect → Past Perfect: **has taken** → **had taken**
- Past Simple → Past Perfect: **took** → **had taken**
- Modals: **will** → **would**   **can** → **could**  
**may** → **might**   **must** → **had to**

## 4 In reported speech we often need to change nouns and pronouns. For example:

'Sara's brilliant,' said Joe.  
Later Joe could say:  
**I said** (that) **Sara** was brilliant.  
Sara could say:  
**Joe said** (that) **I** was brilliant.

## 5 Note that we can:

- **say that**
- **tell someone that**
- **say to someone that**

Look at these examples:

Joe: 'You're brilliant, Sara.'  
Joe **said** (that) she was brilliant.  
Joe **said** to Sara (that) she was brilliant.  
Joe **told** Sara (that) she was brilliant.  
Joe **told** her (that) she was brilliant.

We cannot **say someone that**, and we cannot **tell that**:

Not Joe **said** Sara (that) she was brilliant.  
Not Joe **told** (that) she was brilliant.

## Practice

### A These people are saying these things. Report them, using **says that**.

0 Paul: 'Atlanta is a wonderful city.'

Paul **says that** Atlanta is a wonderful city.

1 Ruth: 'I go jogging every morning.'

Ruth \_\_\_\_\_

2 Anna: 'Jenny isn't studying for her exams.'

\_\_\_\_\_

3 Andrew: 'I used to be really fat.'

\_\_\_\_\_

4 Jim: 'I can't swim.'

\_\_\_\_\_

**B People made these statements. Report them, using *said*.**

0 'Mary works in a bank,' Jane said.

Jane said Mary worked in a bank.

1 'I'm staying with some friends,' Jim said.

2 'I've never been to Russia,' Mike said.

3 'Tom can't use a computer,' Ella said.

4 'Everybody must try to do their best,' Jill said.

5 'Jane may move to a new flat,' Rachel said.

6 'I'll stay at home on Sunday,' Bill said.

**C People made these statements. Make different reports for different situations.**

0 Norman said: 'Rosa, I love you.'

Later, Rosa said to her sister: Norman said that he loved me.

0 Jenny said: 'I like your paintings, Peter.'

Later, Jenny said to a friend: I said to Peter that I liked his paintings.

1 Anna said: 'You can rely on me, Tom.'

Later, Tom said to his brother: Anna said that \_\_\_\_\_

2 Susan said: 'Jane, your mother has been very kind.'

Later, Jane said to her mother: Susan said that \_\_\_\_\_

3 Mary said: 'Jenny is staying with me, Peter.'

Later, Peter said to Jenny: Mary said that \_\_\_\_\_

4 Christina said: 'I'll help you with your homework, Angela.'

Later, Christina said to a friend: I said to Angela that \_\_\_\_\_

5 The teacher said: 'Class! You're making too much noise.'

Later, the pupils said to their parents: The teacher said that \_\_\_\_\_

6 Mark said: 'John may come to your party, Andrew.'

Later, Andrew said to John: Mark said that \_\_\_\_\_

**D Rewrite the sentences in brackets using *tell* instead of *say*.**

0 (Norman said to Rosa that he would be late.) Norman told Rosa that he would be late.

1 (She said to him that she liked his paintings.) \_\_\_\_\_

2 (You said to me that you liked that film.) \_\_\_\_\_

3 (Tom said to Ann that he felt ill.) \_\_\_\_\_

4 (She said to Bill that she was leaving.) \_\_\_\_\_

5 (I said to you that I couldn't find it.) \_\_\_\_\_

6 (Mary said to him that she would send the letter.) \_\_\_\_\_

7 (We said to them that we would arrive at six.) \_\_\_\_\_

# 34 Reported requests, orders, and advice

## 1 REQUESTS

There are different ways to make a request, e.g:

Sarah: *'Please wait a minute, Tom.'*

Sarah: *'Will you wait a minute, please?'*

Sarah: *'Tom, could you wait a minute, please?'*

We can report all of these requests in the same way, using **asked**:

Sarah **asked** Tom to wait a minute.

We do not usually use **please** in a reported question.

## 2 ORDERS

There are different ways to give an order:

*'Stand up, John.'*

*'You must work harder.'*

We can report orders like this, using **told**:

He **told** John to stand up.

He **told** me to work harder.

## 3 ADVICE

We can give advice like this:

*'You should get married, Peter.'*

*'You ought to stop smoking, Jane.'*

We can report advice like this, using **advised**:

He **advised** Peter to get married.

He **advised** Jane to stop smoking.

## 3 In reported speech, we use **ask**, **tell**, and **advise** like this:

VERB + OBJECT + <b>to</b> + INFINITIVE			
Sarah	asked	Tom	to wait.
She	told	him	to stand.
He	advised	Jane	to stop smoking.

Here is a list of common verbs that we use in this structure:

<b>advise</b>	<b>ask</b>	<b>tell</b>	<b>order</b>
<b>persuade</b>	<b>remind</b>	<b>forbid</b>	<b>warn</b>

Examples:

*I'll remind them to come early.*

*I advised them to go to the police.*

We cannot use **say** in this structure:

*She said (that) he should wait.*

(Not *She said him to wait.*)

## 3 To report a negative request, order etc. (e.g. *'Don't laugh'*), we use **not + to** + infinitive:

VERB + OBJECT + <b>not + to</b> + INFINITIVE			
Sara	told	Tom	<b>not to laugh.</b>
They	warned	Ian	<b>not to borrow</b> money.
I	reminded	John	<b>not to be</b> late.

## Practice

### A Rewrite the sentences using an object + **to** + infinitive, as in the example.

- 0 'Make some coffee please, Bob.'

Carol asked Bob to make some coffee.

- 1 'You must do the homework soon, Jane.'

She told \_\_\_\_\_

- 2 'Remember to buy a map, Ann.'

He reminded \_\_\_\_\_

- 3 'You should see a doctor, Mrs Clark.'

He advised \_\_\_\_\_

- 4 'Keep all the windows closed, Bill.'

They warned \_\_\_\_\_

- 5 'Go home, Paul.'

Francis told \_\_\_\_\_

- 6 'Please stay for supper, Bob.'

I tried to persuade \_\_\_\_\_



**B Report what these people said using the words in brackets. Use the Past Simple, as in the example.**

- 0 Fred said, 'Anne, would you lend me five pounds, please?'

(ask) Fred asked Anne to lend him five pounds.

- 1 I said to John, 'Remember to phone Sally.'

(remind) \_\_\_\_\_

- 2 'You must wash your hands, children,' the teacher said.

(tell) \_\_\_\_\_

- 3 'Please play the guitar, Tom,' said Jane.

(try to persuade) \_\_\_\_\_

- 4 'Mary, please lend me your bicycle pump,' said Paul.

(ask) \_\_\_\_\_

- 5 She said, 'Children, stay away from the water.'

(warn) \_\_\_\_\_

- 6 'You ought to see a lawyer' the policeman said to Mark.

(advise) \_\_\_\_\_

- 7 'Alan, have a shower immediately,' she said.

(tell) \_\_\_\_\_

- 8 I said, 'Sally, remember to take an umbrella.'

(remind) \_\_\_\_\_

**C Complete the conversations using the words in brackets. You will also need a pronoun (e.g. *me*, *him*, *them*) and the word *not*. Use the Past Simple, as in the example.**

- 0 A: Did you tell the children to clean the car?

B: (Yes, but I/tell/to use too much water)

Yes, but I told them not to use too much water.

- 1 A: Did you ask Bill to come to the meeting?

B: (Yes, and I/tell /to be late)

- 2 A: Did the doctor tell your sister to keep warm?

B: (Yes, and she/warn /to go outside the house)

- 3 A: Did you ask Michael to post the letters?

B: (Yes, and I/tell /to forget the stamps)

- 4 A: Did the manager tell the players to go to bed early?

B: (Yes, and he /warn /to eat late at night as well)

- 5 A: Did the policeman advise everyone to stay indoors?

B: (Yes, and he/tell /to go near the windows)

- 6 A: Did the dentist advise you to eat carefully?

B: (Yes, and she particularly/warn /to eat nuts)

# 35 Reported questions (She asked if...)

- 1 'Yes/no' questions have a form of **be** (e.g. **is, are**) or an auxiliary verb (e.g. **can, do, have**) that goes before the subject:

	SUBJECT	
'Are	they	English?'
'Can	John	type?'

We report these questions with **ask if**:

	SUBJECT	
She asked <b>if</b>	they	<b>were</b> English.
She asked <b>if</b>	John	<b>could</b> type.

Or:

She asked **whether** they **were** English.

She asked **whether** John **could** type.

Note that in a reported question we do not put **be** or an auxiliary before the subject.

- 2 Many questions begin with a question word (**Who, What, Where** etc.):

	SUBJECT	
'Where does	Ann	live?'
'Why has	Jane	gone?'

We report these questions with **ask**:

	SUBJECT	
They asked <b>where</b>	Ann	<b>lived</b> .
She asked <b>why</b>	Jane	<b>had</b> gone.

- 3 We can also **ask someone something**:  
The manager asked **me** if I **could** type.  
They asked **him** where Sarah lived.

- 4 Note that when we report a question that somebody asked, we usually change the tense of the verb:

'Can John swim?'

He asked if John **could** swim.

The most common tense changes are:

- Present → Past: **am/is** → **was**  
**are** → **were** **is living** → **was living**  
**live** → **lived**
- Present Perfect → Past Perfect: **has gone**  
→ **had gone**
- Past Simple → Past Perfect: **arrived** →  
**had arrived**
- Modals: **will** → **would** **can** → **could**

We often also change other words, for example:

'Have you finished, Mike?'
She asked Mike if <b>he</b> <b>had</b> finished.

- 5 We can use **wanted to know** and **wondered** instead of **asked**:

She **wanted to know** if they were English.

(or She **wanted to know** whether they....)

She **wondered** why Jane had gone.

## Practice

- A Use the sentence in brackets to complete each sentence. End each sentence with a full stop (.) or a question mark (?).

0 (Did they come?) She asked if they came .

1 (Do you speak English?) They asked me            I spoke English           

2 (I wanted to know why he had taken my key.)            did you take my key           

3 (How many people came to the party?) I asked            people came to the party           

4 (Does Ann work on Saturdays?) I asked            Ann worked on Saturdays           

5 (Can we meet tomorrow?) I asked            we could meet tomorrow           

6 (I asked what he had done.)            has he done           

7 (Was Tom born in 1965 or 1966?) I asked them            Tom was born           

8 (Why has Jane gone home?) I wondered            Jane had gone home           

9 (Where do you go for your holidays?) I wanted to know            they went for their holidays           

10 (Is Bill coming to the party, Jane?) I asked Jane            Bill was coming to the party           

11 (I asked him where he worked.)            do you work

**B Use the words in brackets to write a question, and then complete the reported question.**

0 (Where/have/Maria/go /?)

Question: Where has Maria gone?

Reported question: I asked where Maria had gone.

1 (do/Jim/often/play/football/?)

Question: \_\_\_\_\_

Reported question: I wondered if \_\_\_\_\_

2 (What/have/the children/eat/?)

Question: \_\_\_\_\_

Reported question: She wanted to know \_\_\_\_\_

3 (Where/be/Mark /going/?)

Question: \_\_\_\_\_

Reported question: I asked \_\_\_\_\_

4 (When/be/the next bus /?)

Question: \_\_\_\_\_

Reported question: We wanted to know \_\_\_\_\_

5 (Have/Ann/see/this film/?)

Question: \_\_\_\_\_

Reported question: Tom asked \_\_\_\_\_

6 (How many/student/will/come /on the trip?)

Question: \_\_\_\_\_

Reported question: Sara wondered \_\_\_\_\_

**C Steven Ellis robbed a bank. The police believe that Alan Reeves helped him. A policeman asked Reeves these questions:**

0 ~~How long have you been out of prison?~~

1 Have you worked since then?

4 Do you know Steven Ellis?

2 Does your sister give you money?

5 How long have you known Steven?

3 Who else gives you money?

6 Have you seen Steven recently?

**Later the policeman talked about the interview. Complete what he said, using the questions in the box.**

0 I asked him how long he had been out of prison, and he replied that he had left prison six months ago.

1 Then I asked him \_\_\_\_\_. He told me that he hadn't found a job.

2 I asked him \_\_\_\_\_, and he said she did give him some money, but not very much.

3 Then I asked him \_\_\_\_\_. He replied that nobody else did.

4 I asked him \_\_\_\_\_, and he said that he and Steven were friends.

5 So I asked him \_\_\_\_\_, and he said that he had known him for six years.

6 Then I asked him \_\_\_\_\_, and he said that he couldn't remember.

# 36 A/an, some, any or the

- 1 We use **a** and **an** with singular nouns. We use **a** before a consonant sound:

*a pear a house a university (u = 'you')*

We use **an** before a vowel sound:

*an apple an hour an honest woman*

We make the plural of these phrases with **some** or **any**:

*some/any pears some/any apples*

We also use **some** and **any** with uncountable nouns (see Table B, page 94):

*some/any bread some/any information*

- 2 We use **a/an** when we do not need to make clear which person or thing we are talking about:

*Yesterday I bought a blouse and a skirt.*

*Have you ever seen a rainbow?*

*A climber has died in Tibet.*

Notice that we use **a/an** with professions:

*My mother is an architect.*

*James is a doctor.*

We also use **some** and **any** when we do not need to make clear which people or things we are talking about:

*I bought some shoes today.*

*I didn't meet any nice people at the party.*

*Did you buy any bread at the supermarket?*

- 4 We use **the** with singular, plural and uncountable nouns:

*the girl the girls the information*

- 5 We use **the** when it is obvious which person or thing we are talking about because:

- we have already mentioned it or something related to it:

*A: I've bought a blouse and a skirt.*

*B: What colour is the blouse?*

*We took our children to a circus. The clowns were very good.*

- the situation makes it clear:

*The moon is bright tonight.*

*Is the radio in the kitchen?*

*Let's meet at the station.*

- 6 We also use **the** when we make it clear which person or thing we mean with words that identify it:

*This is the skirt that I bought.*

*Do you know the girls in this photo?*

- 7 We do not use **the** with a noun and a number:  
*Do Exercise 3 on page 29.*

But we use **the** with **first, second** etc. + noun:  
*Do the third exercise.*

## Practice

### A Put **a** or **an** in the gaps.

0 An hour is a long time.

1 Take an umbrella if you're going for a walk.

2 Would you prefer an orange or a banana?

3 We saw an interesting TV programme about a woman who lives alone on an island.

### B In each pair of sentences, one sentence needs **a/an**, and the other needs **the**. Put them in.

0 'Mary' is a girls' name.

'Mike' is the name my parents gave me.

1 Batsford is a town where my uncle lives.

Winchester is a town in the south of England.

2 Trains don't stop here because a station is closed.

Almost all towns have a railway station.

3 My sister wants to make a programme about her favourite hobby.

A TV programme that we saw last night was terrible.

- 4 If you don't know how to get somewhere, you should ask \_\_\_\_\_ policeman.  
I know \_\_\_\_\_ police officer whose photo was in the paper.
- 5 A German family lives in \_\_\_\_\_ house next to ours.  
My cousin can't find \_\_\_\_\_ house to buy anywhere.
- 6 \_\_\_\_\_ woman behind you is Ann's mother.  
On the plane I was sitting next to \_\_\_\_\_ woman with beautiful, red hair.

**C Put *a, an* or *the* in the dialogues.**

- 0 A: Have Ann and Mark got any pets?  
B: Yes, they've got a dog and a cat.  
A: Does the dog like the cat?
- 1 A: I'm reading \_\_\_\_\_ interesting book.  
B: Who's \_\_\_\_\_ author?  
A: Jane Sinclair—you know, she's \_\_\_\_\_ woman who has her own show on TV.
- 2 A: Have you got \_\_\_\_\_ ruler that I can borrow?  
B: I've got \_\_\_\_\_ plastic one and \_\_\_\_\_ wooden one. But \_\_\_\_\_ wooden one is broken.  
A: Well, lend me \_\_\_\_\_ plastic one then, please.
- 3 A: We saw \_\_\_\_\_ wonderful film last weekend.  
B: Who was \_\_\_\_\_ director?  
A: Bob Pine. He's never made \_\_\_\_\_ film before.
- 4 A: Why is \_\_\_\_\_ earth hottest at \_\_\_\_\_ equator?  
B: Because that is \_\_\_\_\_ part of \_\_\_\_\_ earth that is closest to \_\_\_\_\_ sun.

**D Put *a, an, some* or *the* in the gaps.**

Last Saturday we went for <sup>0</sup> a walk in <sup>0</sup> an area of Yorkshire where we had never been before. At about lunchtime, we came to <sup>1</sup> \_\_\_\_\_ village that wasn't on our map. It had <sup>2</sup> \_\_\_\_\_ pretty square with <sup>3</sup> \_\_\_\_\_ trees and <sup>4</sup> \_\_\_\_\_ old church. <sup>5</sup> \_\_\_\_\_ sun was very hot. There were <sup>6</sup> \_\_\_\_\_ people sitting under <sup>7</sup> \_\_\_\_\_ trees in <sup>8</sup> \_\_\_\_\_ square, and we asked them what <sup>9</sup> \_\_\_\_\_ village was called. They told us that they were strangers there, and that they didn't know <sup>10</sup> \_\_\_\_\_ name. <sup>11</sup> \_\_\_\_\_ woman heard what we were talking about. She came over to tell us that <sup>12</sup> \_\_\_\_\_ village was called Bridgend. She told us she had lived there since she was <sup>13</sup> \_\_\_\_\_ young girl, and that now she was <sup>14</sup> \_\_\_\_\_ grandmother.

**E Write each sentence in a different way.**

- 0 Do Exercise three. Do the third exercise.
- 1 Turn to the fourth chapter. \_\_\_\_\_
- 2 Who knows the answer to the second question? \_\_\_\_\_
- 3 I have to do sentence two. \_\_\_\_\_
- 4 Now look at the second test. \_\_\_\_\_

# 37 There or it/they

## 1 Look at these sentences:

**There is** a big market near the river; **it is** very good for fruit and meat.

**There are** two buses on Sunday; **they** both go to the station.

We use **there is/are** when we talk about something for the first time in a conversation, and when we say where it is or when it is. We do not use **there** to talk about the same thing again; we use singular **it** (here meaning 'the big market') or plural **they** (here meaning 'the two buses'). Here are some more examples:

**There are** two schools here; **they** are both new.

**There's** a good programme on Sunday; **it** gives all the sports news.

## 2 We use **there** with different forms of **be**:

**There weren't** any compact discs 20 years ago.

A: **Have there been** any problems this year?

B: Yes, **there have**.

**There used to be** a park here. (= There was a park here but it isn't here now.)

**There may be** some eggs in the fridge. (= It is possible that there are some eggs...)

## 3 We also use **there is/are** etc. to talk about the number of people or things in a place. Look at these questions and answers:

A: How many people **were there** at your party?

B: **There were** about 12. (Not ~~We were about 12.~~)

A: **Are there** many restaurants where you live?

B: Yes, **there must be** 10 or more. (Not ~~They must be 10.~~)

We can use **of us, of them** etc. after the number:

**There were** about 12 **of us**.

## 4 For the weather, we use **it** with a verb or adjective, but **there** with a noun:

**it** + verb: It **rained/snowed** a lot last winter.

**it** + adjective: It was **foggy/sunny/windy/cloudy**.

**there** + noun: There was a lot of **fog/cloud**.

## 5 Notice these examples with **it takes**:

**It takes** seven years to become a doctor.

A: How long **does it take** to make bread?

B: **It takes** several hours (to make bread).

These sentences describe the time that is necessary to do something.

## Practice

### A Put in **there is, there are, it is** or **they are**.

0 There are two cinemas in our town; they are both near my flat.

1 \_\_\_\_\_ one train on Sundays; \_\_\_\_\_ an express train.

2 \_\_\_\_\_ two national holidays this month, and \_\_\_\_\_ both on a Friday.

3 \_\_\_\_\_ several trees in our garden, but \_\_\_\_\_ not very tall.

4 \_\_\_\_\_ a big lake in the park; \_\_\_\_\_ very deep.

### B Use **there** and the words in the box to complete the sentences. Use each word in the box once.

have been   is   may be   used to be   was   will be

0 There is an accident on this road almost every day.

1 Last year \_\_\_\_\_ a terrible fire at that factory.

2 Next Monday at 7 p.m. \_\_\_\_\_ a meeting of the committee.

3 When I was young, \_\_\_\_\_ a lot more cinemas than there are now.

4 Since 1900 \_\_\_\_\_ two world wars.

5 \_\_\_\_\_ a late-night bus, but I'm not sure if there is.

**C Write answers to the questions using *there were... of* and the words in brackets.**

0 A: How many people were there at your party?

B: (20/us) There were 20 of us.

1 A: How many of you were there in the car?

B: (five/us) \_\_\_\_\_

2 A: How many sailors were there in the boat?

B: (six/them) \_\_\_\_\_

3 A: How many people were there at the supper?

B: (twelve/us) \_\_\_\_\_

**D Rewrite the sentences using the word in brackets and *it* or *there*.**

0 There was a lot of snow last winter.

(snowed a lot) It snowed a lot last winter.

0 It's quite cloudy this morning.

(quite a lot of cloud) There's quite a lot of cloud this morning.

1 There was a lot of rain last night.

(rained a lot) \_\_\_\_\_

2 It was quite foggy at the weekend.

(quite a lot of fog) \_\_\_\_\_

3 There's a lot of cloud this morning.

(very cloudy) \_\_\_\_\_

4 It rained quite a lot last week.

(quite a lot of rain) \_\_\_\_\_

**E Look at the times needed to prepare certain foods, then write a statement or a question and answer.**

bake bread	- about 3 hours
prepare a salad	- about 10 minutes
cook a stew	- about 2 hours
cook an omelette	- a few minutes
boil an egg	- about 3 minutes
make tea	- about 5 minutes.
make a cake	- about an hour.



0 It takes about three minutes to boil an egg.

0 A: How long does it take to prepare a salad?

B: It takes about 10 minutes.

1 It \_\_\_\_\_ an omelette.

2 A: How long \_\_\_\_\_ tea?

B: \_\_\_\_\_

3 It \_\_\_\_\_ bread.

4 A: How long \_\_\_\_\_ stew?

B: \_\_\_\_\_

5 It \_\_\_\_\_ a cake.

# 38 So or such (She's so clever)

We use **so** and **such** to intensify adjectives. Compare:

- 1 Helen got all the answers right. She is **so** clever.  
(= She is very clever.)

We use **so** before adjectives that do not have a noun after them, and before adverbs:

This tea is **so**  
Tom's feet are **so**

ADJECTIVE

sweet!  
big!

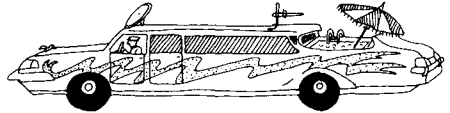
They get up **so**  
Maria sang **so**

ADVERB

late.  
beautifully!

Helen got all the answers right. She is **such a** clever person. (= She is a very clever person.)

We use **such a/an** before an adjective + singular noun (e.g. **person**). We use **such** before a plural noun (e.g. **feet**) or an uncountable noun (e.g. **food**):



It was **such an** amazing car!  
He has **such** big feet!  
That was **such** excellent food.

ADJECTIVE + NOUN

(For uncountable nouns, see Table B.)

- 2 We can use **so** with **many** and **much**:

- **so many** + plural noun:  
There were **so many people** in the shop.
- **so much** + uncountable noun:  
We had **so much work** to do.

We can use **such** with **a lot of**:

- **such a lot of** + plural noun:  
There were **such a lot of people** in the shop.
- **such a lot of** + uncountable noun:  
We had **such a lot of work** to do.

- 3 Sentences with **so** and **such** can also describe the result of something:

It was **so** dark **that** we didn't see him.  
He arrived **so** late, **that** he missed his plane.

RESULT

It was **such a** dark night **that** we didn't see him.  
It was **such a** lovely day, **that** we went to the beach.

RESULT

## Practice

### A Put in **such** or **so**.

- 0 Tom is very handsome. He has such beautiful eyes.
- 0 It was a very pleasant trip because the guide was so nice.
- 1 My birthday was wonderful. I got            lovely presents.
- 2 It was difficult to drive because there was            much snow.
- 3 I like Tom. He is            a nice person.
- 4 We couldn't play tennis because it was            windy.
- 5 Jack loves his children. He is            a wonderful father.
- 6 Nobody listens to Jane because she says            silly things.
- 7 The nurses are wonderful here. They are            helpful.
- 8 Look at the stars. They are            bright tonight.



**B Put *such*, *such a* or *such an* in the gaps.**

- 0 Edinburgh is such a wonderful city.
- 1 Motorbikes are \_\_\_\_\_ dangerous machines.
- 2 I love skiing. It's \_\_\_\_\_ exciting sport. But it's a dangerous sport, too.
- 3 My cousin had \_\_\_\_\_ terrible accident. He almost died.
- 4 I like these new dresses. They have \_\_\_\_\_ pretty colours.
- 5 We had \_\_\_\_\_ wonderful meal. The food was excellent.
- 6 Susan Strange is \_\_\_\_\_ interesting writer.

**C Use *so*, *such*, *such a* or *such an* to write sentences from the words in brackets. Put the verbs in the correct tense.**

- 0 I can't believe that Tom is only thirteen. (He/have/grow/tall)

He has grown so tall!

- 0 I never believe those boys. (They/be/always/tell/stupid lies)

They are always telling such stupid lies!

- 1 I enjoy John's cooking. (He /be/wonderful cook)

- 2 I can't hear anything. (Those people /be/make /much noise)

- 3 Fred won three prizes. (He/be/lucky)

- 4 Sara always looks lovely. (She/ wear/pretty clothes)

- 5 We had three ice-creams. (They/be/delicious)

- 6 I don't smoke. (It/be/unhealthy habit)

- 7 I enjoyed that test. (It/be/easy)

**D For each sentence, write another sentence with a similar meaning. Use *so... that*.**

- 0 We decided not to phone them because it was very late.

It was so late that we decided not to phone them.

- 1 Sally didn't finish the exam because she worked very slowly.

She worked \_\_\_\_\_

- 2 We didn't buy the camera because it was very expensive.

The camera was \_\_\_\_\_

- 3 Paul didn't go out because he was very tired.

Paul was \_\_\_\_\_

- 4 Peter couldn't see the holes because they were very small.

The holes were \_\_\_\_\_

- 5 I couldn't finish the food because there was too much of it.

There was \_\_\_\_\_

# 39 Adjective + preposition (angry with, afraid of)

- 1 Some adjectives can have a preposition + a noun (or pronoun) after them:

ADJECTIVE + PREPOSITION + NOUN			
I'm	<b>afraid</b>	<b>of</b>	<b>dogs.</b>
She's	<b>good</b>	<b>at</b>	<b>maths.</b>

Here are some more examples:

**afraid of:** I'm **afraid of** my teacher.

**angry with:** John is very **angry with** me.

**annoyed with:** I was **annoyed with** my sister.

**brilliant at:** Jenny is **brilliant at** maths.

**busy with:** Tom was **busy with** his work.

**careless with:** Bill is **careless with** his money.

**cruel to:** Ann's mother was **cruel to** her.

**famous for:** France is **famous for** its cheese.

**fond of:** Peter is very **fond of** children.

**frightened of:** Our cat is **frightened of** your dog.

**full of:** The rooms were **full of** old furniture.

**good at:** Are you **good at** sport?

**grateful for:** They were **grateful for** our help.

**interested in:** She's **interested in** old coins.

**keen on:** He's very **keen on** chess.

**kind to:** Your sister was very **kind to** us.

**lucky at:** I'm often **lucky at** games.

**pleased with:** Ian was **pleased with** the result.

**proud of:** They're **proud of** their children.

**sure about:** Are you **sure about** her name?

**surprised by:** I was **surprised by** her anger.

- 2 Some adjectives have a preposition + an -ing form after them:

ADJECTIVE + PREPOSITION + -ing FORM

He was **sick of washing** dishes.

I'm not very **good at running**.

Robert is very **fond of talking**.

Anne is **used to working** at night. (= She often works at night, and she doesn't mind it.)

- 3 A few adjectives can have an -ing form without a preposition:

**busy no good not worth**

ADJECTIVE + -ing FORM

They were **busy getting** things ready.

It's **no good worrying** about the weather.

It's **not worth taking** the car; we can walk.

## Practice

- A Put in the missing prepositions (e.g. **with**, **of**).

- Mary was pleased with her exam results. She had got good marks in most subjects.
- Thank you very much. I am very grateful                      your help.
- I'm not sure                      the price, but I think they cost about £5.
- It was the day of the concert, and everyone was busy                      the preparations.
- I didn't expect to win the match. I was quite surprised                      the result.
- Sandra was very brave. We are very proud                      her.
- I like geography and I'm very interested                      history as well.
- We've got plenty of food. The fridge is full                      things to eat.
- Mary didn't like the director. She was annoyed                      him.
- John is very clever. He's brilliant                      physics and chemistry.
- Jane doesn't like small animals, but she's very fond                      horses.
- Jeff should look after his disks. He's very careless                      them.
- Susan and Jane like sports. They are particularly keen                      hockey.
- Colin must be good                      French. He got top marks in the exams.
- Mike has never learnt to swim because he's afraid                      water.

**B** Write these short dialogues in the Present Simple. Use the words in brackets and any prepositions (e.g. *with, of, at*) that you need.

0 A: (Jane, why /be/you/angry/Peter?) ~ B: (Because he/be/very careless/his money)

A: Jane, why are you angry with Peter?

B: Because he is very careless with his money.

1 A: (be/ their daughter/good/school work?) ~ B: (Yes, in fact she/be/brilliant /everything)

A: \_\_\_\_\_

B: \_\_\_\_\_

2 A: (Why/be/Mr Bell's dog/afraid/him?) ~ B: (Because he/be/often/cruel/it)

A: \_\_\_\_\_

B: \_\_\_\_\_

3 A: (be/Jenny/fond/classical music?) ~ B: (Yes, she/be/very keen/Bach, for example)

A: \_\_\_\_\_

B: \_\_\_\_\_

4 A: (be/you/pleased/Peter's exam results?) ~ B: (Yes, we /be/ very proud/him)

A: \_\_\_\_\_

B: \_\_\_\_\_

**C** Use the words or phrases in the box to complete each sentence, and put in a preposition (e.g. *at, for*) if it is necessary.

talking to him	cards	listening to their problems
getting up early	its watches	old books

0 Maria has won again. She is usually lucky at cards.

1 I don't want to talk to them. I'm sick \_\_\_\_\_.

2 The boxes were heavy because they were full \_\_\_\_\_.

3 Alan never listens to anybody. It's no good \_\_\_\_\_.

4 I'm used \_\_\_\_\_, but I know some people like to sleep late.

5 Switzerland is famous \_\_\_\_\_.

**D** Use the words in brackets to write complete sentences. Use the Present Simple. Add any necessary prepositions and make any necessary changes.

0 (Mrs Jackson/be/always/kind/me)

Mrs Jackson is always kind to me.

1 (It/be/not/worth/stay/until the end of the conference)

\_\_\_\_\_

2 (Mary/be/very good/make/people happy)

\_\_\_\_\_

3 (I/be /very interested/Jill's new ideas)

\_\_\_\_\_

4 (Tom/be/ busy/talk/to the guests)

\_\_\_\_\_

# 40 Prepositions (in, on, at, between, across etc.)

## 1 In, on and at are used to talk about places:

- We use **in** with enclosed spaces (e.g. rooms, buildings), and with limited areas (e.g. towns, parks, countries, continents):  
*in my pocket in her car in Germany*
- We use **on** with surfaces (e.g. walls, floors, shelves) and lines (e.g. paths, coasts, the equator):

*on the grass on the sea on the line*

- We use **at** with a point (e.g. **at the bus stop**), and **at** with a building, when we mean either inside or outside:

A: Let's meet **at** the cinema.

B: OK. Shall we meet **in** the cinema itself or **on** the pavement outside?

Here are other prepositions of place:

I sat **between** Jane and Pam on the plane;

Ann was sitting **in front of** me, and Carol was **behind** me.

Jane talked to the man **next to / beside** her.

Buda lies **opposite** Pest; together they are the city of Budapest.

We sat down to rest **under** a large tree.

Please leave the flowers **outside** my room. (= not in my room)

movement:

*We moved the chairs **into** my bedroom.*

*The actor ran **onto** the stage.*

*They walked **to** the next town.*

The opposites are **out of**, **off** and **from**:

*We moved the chairs **out of** my bedroom.*

*The actor ran **off** the stage.*

*We drove **from** London to Edinburgh.*

Here are other prepositions of movement:

*They ran **across** the field to the road.*

*Jim cycled **along** the road to the next town.*

*I walked **up** the hill and ran **down** the other side.*

*The bus went **past** the bus stop without stopping.*

*The train goes **through** three tunnels.*

## 3 In, on and at are also used to talk about time:

- We use **in** with years, seasons, and months:  
*in 1987 in the spring in May*
- Notice also: **in** the morning/afternoon/evening.
- We use **on** with days and dates:  
*on Friday on Christmas Day on 30th May*
- We use **at** for times:  
*at 5 o'clock at lunch-time*

## 2 Into, onto, and to are used to talk about

### Practice

#### A Put in, on or at in the gaps.

- 0 Peter lives in Turkey.
- 1 There were some beautiful pictures on the walls of their sitting-room.
- 2 The children are playing on the grass in the park.
- 3 Does this bus stop at the railway station?
- 4 The books were on a box under a shelf in the garage.
- 5 Ecuador is in South America; it lies on the equator.
- 6 The gun was in the pocket of a dress that was hanging on the cupboard.

#### B Look at this picture of a town, and complete the sentences.



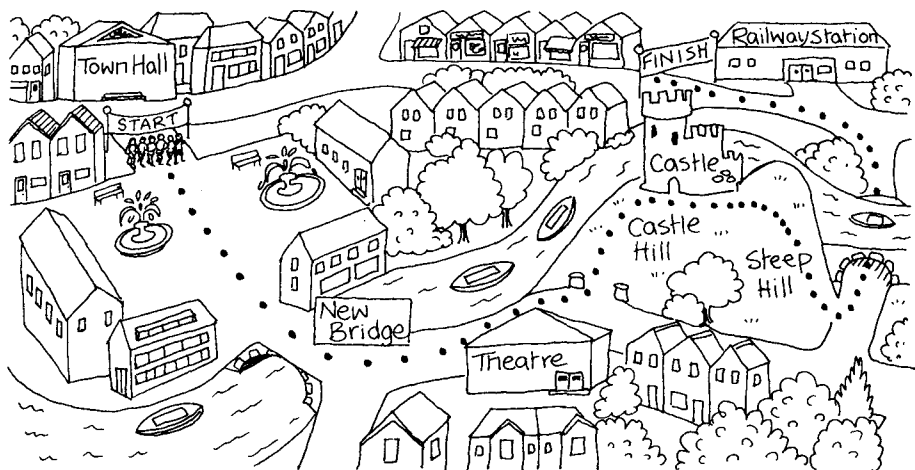
- 0 There is a road beside the river.
- 1 There are some boats on the river.
- 2 The Town Hall is opposite the theatre.
- 3 The post office is between the theatre.
- 4 The theatre is next to the Town Hall.
- 5 The post office is between the theatre and the police station.

C Put the words in the box in the gaps.

into (×3) onto (×2) to out of off

- 0 The march started in the park. From there we marched to the Town Hall.
- 1 The tiger escaped from its cage and jumped \_\_\_\_\_ the lake. It took a long time to get it \_\_\_\_\_ the lake and back \_\_\_\_\_ its cage.
- 2 Stupidly, Simon drove his car \_\_\_\_\_ the beach and then he couldn't move it, because the wheels sank \_\_\_\_\_ the sand. In the end he needed eight people to push it \_\_\_\_\_ the beach and back \_\_\_\_\_ the road.

D Look at this picture of a town showing the route for a race.



Now fill the gaps using the words in the box.

across	along	at	down	in front of
past	from	under	through	up

The race starts <sup>0</sup> at the Town Hall. The runners go <sup>1</sup> \_\_\_\_\_ the Town Hall and they run <sup>2</sup> \_\_\_\_\_ the main square, to the river. Then they run over New Bridge and they go <sup>3</sup> \_\_\_\_\_ the road beside the river for about 200 yards. They go <sup>4</sup> \_\_\_\_\_ the theatre and <sup>5</sup> \_\_\_\_\_ Castle Hill. They turn right <sup>6</sup> \_\_\_\_\_ the Castle, and they go <sup>7</sup> \_\_\_\_\_ Steep Hill. Then they go <sup>8</sup> \_\_\_\_\_ the tunnel <sup>9</sup> \_\_\_\_\_ the river, and they finish at the station.

E Look at this page from a diary. Put in the information requested in the brackets. Use a preposition.

April	1995
20	Monday
10 a.m	Interview Kate Bell in the London office
21	Tuesday

- 0 (the year?) I interviewed Kate in 1995.
- 1 (the month?) I interviewed Kate \_\_\_\_\_
- 2 (the date?) I interviewed Kate \_\_\_\_\_
- 3 (the day?) I interviewed Kate \_\_\_\_\_
- 4 (the part of the day?) I interviewed Kate \_\_\_\_\_
- 5 (the time?) I interviewed Kate \_\_\_\_\_
- 6 (the season?) I interviewed Kate \_\_\_\_\_

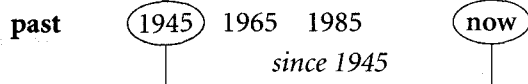
# 41 Since, for, ago; first, last

- 1** **Since** is followed by a time (e.g. **6 o'clock**, **yesterday**), a year or date (e.g. **1945**), or an event (e.g. **the end of the war**):

*There **hasn't been** a world war **since 1945**.*

*Things **have changed** a lot **since the end of the war**.*

We use **since** to talk about a period from that time in the past to now:



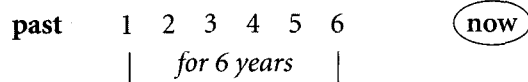
Note that we use **since** with the Present Perfect (e.g. **have changed**). But a verb after **since** is about an event, and it must be in the Past Simple:

*Things **have changed** a lot **since the war ended**.*

- 2** We use **for** with a period of time (e.g. **6 years**), to answer the question **How long?**:

A: *How long did the war continue?*

B: *The war continued **for 6 years**.*

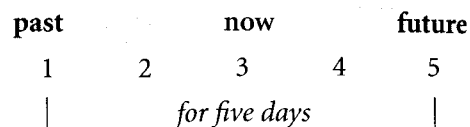


The verb in the example is Past Simple (**continued**), but we can use **for** with other tenses to talk about a period of time in the

present, the past, or the future:

A: ***How long** is Mary staying?*

B: *She's **staying for five days**.*



*There **hasn't been** a world war **for many years**.*

*It **will probably snow** **for several hours**.*

- 3** If we talk about the start and end of a period, we use **from** (not **since**) and **to**:

*The war lasted **from 1939 to 1945**.*

- 4** We can use **ago** with a Past Simple verb to say **when** something happened:

A: ***When** did the Second World War start?*

B: *It started over **50 years ago**.*

(= It started 50 years back in the past from now.)

- 5** Look at these sentences, where **first** means 'for the first time' and **last** means 'for the last time':

*Jane and Bill **first met** 10 years ago.*

*The planet Pluto **was first seen** in 1940.*

A: *When **did you last visit** Scotland?*

B: *I **last visited** Scotland two years ago.*

## Practice

- A** Put in **when**, **how long**, **ago**, **since**, **for** or **from** in the gaps.

- 0 When did you leave the office?
- 1 My mother died five years \_\_\_\_\_.
- 2 I was at university \_\_\_\_\_ 1989 to 1993.
- 3 They've worked here \_\_\_\_\_ about five years.
- 4 We've lived here \_\_\_\_\_ 1989.
- 5 \_\_\_\_\_ did you start your present job?
- 6 \_\_\_\_\_ have you had your present job?

- B** Put the verbs in brackets in the gaps in the right form.

- 0 I saw (see) Tony two or three days ago.
- 1 Nothing interesting \_\_\_\_\_ (happen) since my birthday.
- 2 Michelangelo \_\_\_\_\_ (live) from 1475 to 1564.
- 3 Marilyn Monroe \_\_\_\_\_ (die) over thirty years ago.
- 4 Marilyn Monroe \_\_\_\_\_ (be) dead for over thirty years.

C The dates of the First World War are 1914-1918. Complete the questions and answers.

- 0 A: When did the war start?  
B: It started over seventy years ago.
- 1 A: \_\_\_\_\_ did the war continue?  
B: It \_\_\_\_\_ for five years, \_\_\_\_\_ 1914 to 1918.
- 2 A: \_\_\_\_\_ the war end?  
B: It \_\_\_\_\_ over seventy years \_\_\_\_\_.
- 3 A: Have many things changed \_\_\_\_\_ the end of the war?  
B: Yes, many things \_\_\_\_\_ 1918.

D From the information, write sentences using the words in brackets. Put the verb in the correct tense, and use *for*, *since*, or *ago*.

- 0 I haven't seen Bill since his birthday. That was four months ago.  
(I/not/see/Bill/four months) I haven't seen Bill for four months.  
(I/last/see/Bill/four months/) I last saw Bill four months ago.
- 1 We haven't spoken to Jane since her accident. That was two weeks ago.  
(We/not/speak/to Jane/two weeks) \_\_\_\_\_  
(We/last/speak/to Jane/two weeks/) \_\_\_\_\_
- 2 Helen last visited Rome twenty years ago when she was a student.  
(Helen/not/visit/Rome/twenty years) \_\_\_\_\_  
(Helen/not/visit/Rome/she/be/a student) \_\_\_\_\_
- 3 Mary got married two years ago. We haven't seen Mary since her wedding.  
(We/last/see/Mary/two years/) \_\_\_\_\_  
(We/not/see/Mary/two years) \_\_\_\_\_  
(We/not/see/her/she/get/married) \_\_\_\_\_

E Read this text:

The film 'The Storm' was made in 1972. The stars were Anna Strong and Douglas Wild; they had never met before. The film took eleven months to make, from January to November 1972, and it cost a lot of money. Luckily, it was an enormous success and it was shown in cinemas from 1972 to 1977, and in 1988 and 1990. Anna and Douglas met once in 1992. But they did not see each other again, before Anna died in a car accident in 1993.

Now complete the questions and answers about the text.

- 0 A: When was 'The Storm' made ?  
B: It was made over 20 years ago.
- 1 A: \_\_\_\_\_ Anna and Douglas first meet?  
B: They \_\_\_\_\_ in 1972, when they made 'The Storm'.
- 2 A: \_\_\_\_\_ did the film take to make?  
B: It \_\_\_\_\_ eleven months to make, \_\_\_\_\_ January to November.
- 4 A: When \_\_\_\_\_ Anna and Douglas \_\_\_\_\_ meet?  
B: They last \_\_\_\_\_ in 1992.
- 5 A: \_\_\_\_\_ has Anna been dead?  
B: She \_\_\_\_\_ dead \_\_\_\_\_ 1992.

# 42 Defining relative clauses with **who**, **which**, **that** or **whose**

- 1 If we use a sentence like:

*The police have found the boy.*

it may not be clear which boy. We can make it clear like this:

*The police have found the boy **who disappeared last week**.*

**Who** links the relative clause (**who disappeared last week**) to the main clause (**The police have found the boy**).

- 2 When we talk about people, we use **that** or **who**:

*I talked to the girl **that** (or **who**) won the race.*

When we talk about things or animals, we use **that** or **which**:

*I like the car **that** (or **which**) won the race.*

- 3 **That**, **who**, or **which** can be the subject of the relative clause, like this:

*I talked to the girl*

SUBJECT

**who**

The girl

**won.**

*That is the dog*

**that**

The dog

**attacked me.**

attacked me.

There is no other pronoun (e.g. **it**, **they**):

Not *That is the dog that **it** attacked me.*

- 4 **That**, **who**, or **which** can be the object of the relative clause, like this:

*The card*

Ken sent

OBJECT

**which**

the card.

**Ken sent** was nice.

*The man*

I saw

**that**

the man.

**I saw** was very rude.

There is no other pronoun (e.g. **him**, **them**):

Not *The man I saw **him** was very rude.*

When **that**, **who**, or **which** is the object of the relative clause (e.g. *The card **which** Ken sent*), we can leave them out:

*The card **Ken sent** was nice.*

*The man **I saw** was very rude.*

- 5 Now look at this sentence with **whose**:

*Susan is the woman **whose husband is an actor**. (= Her husband is an actor.)*

We use **whose** in place of **his**, **her**, **their**, etc. We only use it with people, countries and organizations, not things. It has a possessive meaning. Here is another example:

*The man **whose dog bit me** didn't apologise. (= The man didn't apologise. **His** dog bit me.)*

## Practice

- A Complete the sentences using the information in brackets and **who** or **which**.

0 (I went to see a doctor. She had helped my mother.)

I went to see the doctor who had helped my mother.

1 (A dog bit me. It belonged to Mrs Jones.)

The dog belonged to Mrs Jones.

2 (A woman wrote to me. She wanted my advice.)

The woman wanted my advice.

3 (A bus crashed. It was 23 years old.)

The bus was 23 years old.

4 (Ann talked to a man. He had won a lot of money.)

Ann talked to the man .

5 (Mary was staying with her friend. He has a big house in Scotland.)

Mary was staying with her friend .

6 (He's an architect. He designed the new city library.)

He's the architect .



**B Complete the sentences using the information in brackets and *that*.**

- 0 (Jack made a table. It's not very strong.)  
The table that Jack made is not very strong.
- 1 (I read about a new computer. I had seen it on TV.)  
I read about the new computer \_\_\_\_\_
- 2 (Jane made a cake. Nobody liked it.)  
Nobody liked the cake \_\_\_\_\_
- 3 (Mary sent me a letter. It was very funny.)  
The letter \_\_\_\_\_ was very funny.
- 4 (My sister wrote an article. The newspaper is going to publish it.)  
The newspaper is going to publish the article \_\_\_\_\_
- 5 (I met an old lady. She was 103 years old.)  
The old lady \_\_\_\_\_ was 103 years old.
- 6 (I saw a house. My brother wants to buy it.)  
I saw the house \_\_\_\_\_

**C Complete the sentences with one of the phrases in the box and *who* or *whose*.**

interviewed me	has visited so many different countries
<del>had saved their son</del>	wives have just had babies
book won a prize last week	<del>divorce was in the papers</del>
car had broken down	complain all the time

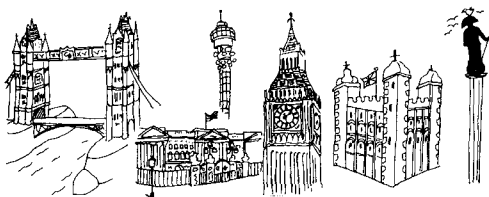
- 0 The parents thanked the woman who had saved their son.
- 0 The couple whose divorce was in the newspapers have got married again.
- 1 It is very interesting to meet somebody \_\_\_\_\_.
- 2 The person \_\_\_\_\_ asked me some very difficult questions.
- 3 In my office there are two men \_\_\_\_\_.
- 4 What's the name of that writer \_\_\_\_\_?
- 5 I don't like people \_\_\_\_\_.
- 6 We helped a woman \_\_\_\_\_.

**D Put in *who* or *that* ONLY IF NECESSARY.**

- 0 The match \_\_\_\_\_ we saw was boring.
- 0 Did I tell you about the people who live next door?
- 0 The horse that won the race belongs to an Irish woman.
- 1 I love the ice-cream \_\_\_\_\_ they sell in that shop.
- 2 The book \_\_\_\_\_ I'm reading is about jazz.
- 3 The woman \_\_\_\_\_ came to see us was selling magazines.
- 4 We'll go to a restaurant \_\_\_\_\_ has a children's menu.
- 5 The factory \_\_\_\_\_ closed last week had been there for 70 years.
- 6 Have you read about the schoolgirl \_\_\_\_\_ started her own business and is now a millionaire?
- 7 Jane says that the house \_\_\_\_\_ Tom has just bought has a beautiful garden.

# 43 Non-defining relative clauses with **who**, **which** or **whose**

1 Look at these two sentences:



- ▷ London has over 6 million inhabitants.
- ▷ London, **which is the capital of Britain**, has over 6 million inhabitants.

**Which is the capital of Britain** gives us more information about London, but we do not need this information to define **London**. We can understand the first sentence without this extra information. **Which is the capital of Britain** is a non-defining relative clause. It has commas (,) to separate it from the rest of the sentence.

2 For things or animals, we use **which** (but not **that**) in non-defining relative clauses:

*Fred sold his computer, **which he no longer needed**, to his cousin. (Not ...~~that he no longer needed~~...)*

*In the summer we stay in my uncle's house, **which is near the sea**.*

3 For people, we use **who** (but not **that**) in non-defining relative clauses. We use **who** when it is the subject of the relative clause:



SUBJECT  
Elvis Presley, **who** died in 1977, earned millions of dollars.  
(Presley died in 1977.)

We use **who** (or sometimes **whom**) when it is the object of the relative clause:

OBJECT  
My boss, **who (or whom)** I last saw before Christmas, is very ill.  
(I last saw my boss before Christmas.)

4 We use **whose** to mean 'his', 'her', or 'their':



Marilyn Monroe, **whose real name was Norma Jean**, was born in Los Angeles.  
(Her real name was Norma Jean.)

5 We can also use **which** (but not **that**) to refer to a whole fact:

Ann did not want to marry Tom **which** surprised everybody.

Here, **which** refers to the fact that Ann did not want to marry Tom.

## Practice

A Make one sentence from the two that are given. Use **who** or **which** with the underlined words.

0 Mont Blanc is between France and Italy. It is the highest mountain in the Alps.  
Mont Blanc, which is between France and Italy, is the highest mountain in the Alps.

0 Alfred Hitchcock was born in Britain. He worked for many years in Hollywood.  
Alfred Hitchcock, who was born in Britain, worked for many years in Hollywood.

1 The sun is really a star. It is 93 million miles from the earth.  
\_\_\_\_\_

2 John F. Kennedy died in 1963. He was a very famous American President.  
\_\_\_\_\_

3 Charlie Chaplin was from a poor family. He became a very rich man.  
\_\_\_\_\_

4 The 1992 Olympics were held in Barcelona. It is in the north-east of Spain.  
\_\_\_\_\_

- 5 We went to see the Crown Jewels. They are kept in the Tower of London.
- 

**B From the notes, make one sentence. Use *who* or *which* with the words in brackets.**

- 0 Greta Garbo. (She was born in Sweden.) She moved to America in 1925.  
Greta Garbo, who was born in Sweden, moved to America in 1925.
- 1 Football. (It first started in Britain.) It is now popular in many countries.  
Football, \_\_\_\_\_
- 2 Margaret Thatcher. (She was the Prime Minister of Britain for 11 years.) She studied science at university.  
\_\_\_\_\_
- 3 Michelangelo. (He lived until he was 90.) He is one of Italy's greatest artists.  
\_\_\_\_\_
- 4 The Nile. (It runs through several countries.) It is the longest river in Africa.  
\_\_\_\_\_
- 5 Gandhi. (He was born in 1869). He became India's nationalist leader.  
\_\_\_\_\_
- 6 Elephants. (They are found in Africa and India). They live to a great age.  
\_\_\_\_\_

**C From the notes make one sentence. Use *who* or *which* with the words in brackets.**

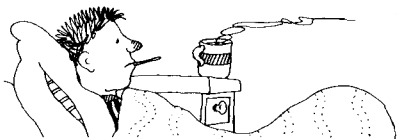
- 0 Martina Navratilova. (She was born in Prague.) She became a US citizen in 1981.  
Martina Navratilova, who was born in Prague, became a US citizen in 1981.
- 0 Darwin. His ideas changed our view of the world. He travelled to a lot of countries when he was young.  
Darwin, whose ideas changed our view of the world, travelled to a lot of countries when he was young.
- 1 Madonna. (Her parents were born in Italy.) She is a famous American singer.  
\_\_\_\_\_
- 2 Bill Clinton. (His wife is a brilliant lawyer.) He became President of the USA in 1993.  
\_\_\_\_\_
- 3 Sebastian Coe. (He was a successful English runner.) He is now a politician.  
\_\_\_\_\_
- 4 Catherine of Russia. (She ruled for over 30 years.) She made many important changes.  
\_\_\_\_\_

**D Underline the words that *which* refers to.**

- 0 They climbed Snowdon, which is the highest mountain in Wales.
- 0 They climbed Snowdon, which made them very tired.
- 1 Maria sang and played the guitar, which everyone enjoyed a lot.
- 2 The boat stopped at Sousse, which is in Tunisia.
- 3 The coach stopped at a petrol station, which allowed everyone to get out.
- 4 We listened to the news, which was in French.

# 44 Because, in case, so, so that

- 1 We use **because** to give the reason for something:



REASON

Jack is in bed **because** he's got the flu.

We couldn't go out **because** the weather was terrible.

I took a taxi **because** I was in a hurry.

We use **because of** with a noun (e.g. **flu**, **weather**, **noise**):

REASON

Jack's in bed **because of** his flu.

We couldn't go out **because of** the storm.

I couldn't sleep **because of** the noise.

- 2 We use **in case** when the reason is something that might happen:

REASON

I'm taking an umbrella **in case** it rains.

(= I'm taking an umbrella **because** it **might** rain.)

I'll phone John now, **in case** he wants to come with us. (= ... **because** he **might** want to come with us.)

- 3 We use **so** to talk about the result of something:

RESULT

I was in a hurry **so** I took a taxi.

Jack has got the flu **so** he's in bed.

The weather was terrible **so** we couldn't go out.

My neighbours were having a party and making a lot of noise **so** I couldn't sleep.

- 4 We use **so that** to talk about the purpose of an action:

PURPOSE

I took a taxi **so that** I would arrive on time.

I listen to the news in the morning **so that** I know what's happening in the world.

Tom goes jogging every day **so that** he won't get fat.

I took a taxi **so that** my friends would not have to wait for me.

(We can also use **to** + infinitive to talk about purpose; see unit 29.)

## Practice

- A Write each sentence in a different way using the words given.

- 0 Tom didn't want to go out because he had a cold.

Tom didn't want to go out \_\_\_\_\_ because of his cold.

- 0 Take some money because you might need to take a taxi.

Take some money \_\_\_\_\_ in case you need to take a taxi.

- 0 John and I asked for a drink because we were thirsty.

John and I were thirsty \_\_\_\_\_ so we asked for a drink.

- 1 Mary went to bed because she was tired.

\_\_\_\_\_ so \_\_\_\_\_

- 2 I couldn't sleep because it was so hot.

\_\_\_\_\_ the heat.

- 3 Jill doesn't like apples so she doesn't eat them.

\_\_\_\_\_ because \_\_\_\_\_

- 4 The streets were crowded because of the football match.

\_\_\_\_\_ there was a football match.

5 I'll give Jane a key to the house because she might get home before me.

\_\_\_\_\_ in case \_\_\_\_\_

B Complete the sentences with **because**, **in case**, or **so**, and a phrase from the box. Use each phrase once.

I'll take a book to read

she's at home

his passport was out of date

there is a power cut this weekend

I want to lose weight

they had to wait for the next one

his wife was ill

0 They missed one bus so they had to wait for the next one.

1 I don't know where my sister is, but I'll try phoning her \_\_\_\_\_

2 I'm eating less these days \_\_\_\_\_

3 Peter had trouble at the airport \_\_\_\_\_

4 It's a long journey \_\_\_\_\_

5 We've bought some candles \_\_\_\_\_

6 Mr Smith didn't go to the meeting \_\_\_\_\_

C Complete each sentence using **so that** and one of the phrases in the box.

she can be nearer her work

~~I know what's in the news~~

they can keep in contact with each other

everybody would know our new address

they can keep their clothes clean

0 I read the newspaper every day so that I know what's in the news.

1 We sent cards to all our friends \_\_\_\_\_

2 Scientists and doctors wear white coats \_\_\_\_\_

3 Policemen carry radios \_\_\_\_\_

4 Mary is moving to Bristol \_\_\_\_\_

D Write out complete sentences from the words in brackets, making any necessary changes and including **so that**.

0 (Mark/go/swimming every day /he can stay healthy)

Mark goes swimming every day so that he can stay healthy.

1 (Last week, my brother/lend/me £20/I could buy some new shoes)

2 (Last month, the Government/pass/new traffic laws/fewer people will have accidents)

3 (Our school has/open/a new library /we can have more books)

4 (Ann always/write/everything in her diary/she doesn't forget her appointments)

5 (Last Friday, we/leave/home early/we could avoid the morning traffic)

# Grammar and spelling tables

**Table A** Plural nouns

	SINGULAR	PLURAL
With most nouns we add -s to make them plural:	shop tyre kilo	shops tyres kilos
With nouns that end with -s, -ss, -sh, -ch, -x, we add -es:	bus dress wish beach box	buses dresses wishes beaches boxes
With some nouns that end with -o, we add -es:	tomato potato	tomatoes potatoes
We change -f/-fe to -ves in the plural:	thief shelf leaf life	thieves shelves leaves lives
With nouns that end with a consonant* + -y, we change the -y to -ies:	story copy lorry	stories copies lorries
Irregular nouns	tooth child woman	teeth children women

**Table B** Uncountable nouns

These are some common uncountable nouns:	ice, water, rain, snow, heat, noise cotton, glass, petrol, money, luggage information, work, homework, advice, news meat, milk, butter, bread, marmalade, food, tea, coffee, sugar, toast, cheese
Uncountable nouns do not have a plural form:	petrol (Not <b>petrols</b> ) bread (Not <b>breads</b> )
We cannot use <b>a/an</b> with an uncountable noun, but we can use <b>some/any, the, much</b> (not <b>many</b> ), <b>such</b> , and <b>my/your/his</b> etc:	<b>a</b> : I always have an egg, and then <b>toast</b> and <b>marmalade</b> for breakfast. <b>some</b> : I'd like <b>some tea</b> please. <b>the</b> : Look at <b>the snow</b> outside. <b>much</b> : How <b>much luggage</b> have you got? <b>such</b> : We've had <b>such wonderful news</b> .
Some nouns can be countable or uncountable:	I heard <b>a noise</b> from downstairs. (countable) I can't sleep. The neighbours are making <b>so much noise</b> . (uncountable)

**Table C** Present Simple

	I/you/we/they	He/she/it
After <b>he/she/it</b> , we add <b>-s</b> to most Present Simple verbs:	say make advise	says makes advises
We add <b>-es</b> to verbs that end with <b>-ss, -sh, -ch, -o</b> (e.g. <i>finish, go</i> ):	pass finish wish catch go do	passes finishes wishes catches goes does
We change <b>-y</b> to <b>-ies</b> with verbs that end with a consonant* + <b>-y</b> :	fly carry study	flies carries studies

**Table D** -ing forms

	INFINITIVE	-ing FORM
With most verbs we add <b>-ing</b> :	go ask	going asking
With verbs that end with a consonant* + <b>-e</b> , we delete the <b>-e</b> and add <b>-ing</b> :	take hope live queue	taking hoping living queuing
With verbs that end with <b>-ie</b> , we change <b>-ie</b> to <b>-ying</b> :	lie die	lying dying
With verbs that end with one vowel* + one consonant (e.g. <i>run, swim, jog</i> ), we double the consonant:	get run swim jog	getting running swimming jogging
But note that we do not double the consonant, (1) when it is a <b>y</b> or <b>w</b> (e.g. <i>stay</i> ), (2) when the last syllable* is not stressed (e.g. <i>VISit, LISten, WONder</i> ):	stay buy borrow draw visit listen wonder	staying buying borrowing drawing visiting listening wondering
But note also that we double the <b>l</b> at the end of verbs, when the last syllable is not stressed (e.g. <i>TRAVel</i> ):	travel	travelling

\* Consonants: b c d f g h j k l m n p q r s t v w x y z

Vowels: a e i o u

Syllables: |hit|=1 syllable |vi|sit|=2 syllables |re|mem|ber|=3 syllables

**Table E** Regular verbs: Past Simple and past participle

	INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
With most verbs we add <b>-ed</b> :	<b>happen</b>	<b>happened</b>	<b>happened</b>
With verbs ending with <b>-e</b> , we add <b>-d</b> :	<b>live</b>	<b>lived</b>	<b>lived</b>
With verbs that end with a consonant* + <b>-y</b> , we change the <b>y</b> to <b>-ied</b> :	<b>try</b> <b>study</b>	<b>tried</b> <b>studied</b>	<b>tried</b> <b>studied</b>
With verbs that end with one vowel* + one consonant , we double the consonant:	<b>stop</b> <b>grab</b>	<b>stopped</b> <b>grabbed</b>	<b>stopped</b> <b>grabbed</b>
We do not double the consonant, (1) when it is a <b>y</b> or <b>w</b> (e.g. <i>enjoy</i> ), (2) when the last syllable* is not stressed (e.g. <i>disCOVer</i> , <i>LISten</i> , <i>HAppen</i> ):	<b>enjoy</b> <b>allow</b> <b>discover</b> <b>listen</b>	<b>enjoyed</b> <b>allowed</b> <b>discovered</b> <b>listened</b>	<b>enjoyed</b> <b>allowed</b> <b>discovered</b> <b>listened</b>
But note also that we double the <b>l</b> at the end of verbs, when the last syllable is not stressed (e.g. <i>TRAVel</i> ):	<b>cancel</b> <b>travel</b>	<b>cancelled</b> <b>travelled</b>	<b>cancelled</b> <b>travelled</b>

**Table F** Irregular verbs: Past Simple and past participle

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
<b>be</b>	<b>was/were</b>	<b>been</b>	<b>give</b>	<b>gave</b>	<b>given</b>
<b>beat</b>	<b>beat</b>	<b>beaten</b>	<b>go</b>	<b>went</b>	<b>gone/been</b>
<b>become</b>	<b>became</b>	<b>become</b>	<b>grow</b>	<b>grew</b>	<b>grown</b>
<b>begin</b>	<b>began</b>	<b>begun</b>	<b>have</b>	<b>had</b>	<b>had</b>
<b>break</b>	<b>broke</b>	<b>broken</b>	<b>hear</b>	<b>heard</b>	<b>heard</b>
<b>bring</b>	<b>brought</b>	<b>brought</b>	<b>hide</b>	<b>hid</b>	<b>hidden</b>
<b>build</b>	<b>built</b>	<b>built</b>	<b>hit</b>	<b>hit</b>	<b>hit</b>
<b>burn</b>	<b>burnt</b>	<b>burnt</b>	<b>hold</b>	<b>held</b>	<b>held</b>
<b>buy</b>	<b>bought</b>	<b>bought</b>	<b>hurt</b>	<b>hurt</b>	<b>hurt</b>
<b>catch</b>	<b>caught</b>	<b>caught</b>	<b>keep</b>	<b>kept</b>	<b>kept</b>
<b>choose</b>	<b>chose</b>	<b>chosen</b>	<b>know</b>	<b>knew</b>	<b>known</b>
<b>come</b>	<b>came</b>	<b>come</b>	<b>learn</b>	<b>learnt/learned</b>	<b>learnt/learned</b>
<b>cost</b>	<b>cost</b>	<b>cost</b>	<b>leave</b>	<b>left</b>	<b>left</b>
<b>cut</b>	<b>cut</b>	<b>cut</b>	<b>lend</b>	<b>lent</b>	<b>lent</b>
<b>do</b>	<b>did</b>	<b>done</b>	<b>let</b>	<b>let</b>	<b>let</b>
<b>draw</b>	<b>drew</b>	<b>drawn</b>	<b>lose</b>	<b>lost</b>	<b>lost</b>
<b>drink</b>	<b>drank</b>	<b>drunk</b>	<b>make</b>	<b>made</b>	<b>made</b>
<b>drive</b>	<b>drove</b>	<b>driven</b>	<b>meet</b>	<b>met</b>	<b>met</b>
<b>eat</b>	<b>ate</b>	<b>eaten</b>	<b>pay</b>	<b>paid</b>	<b>paid</b>
<b>fall</b>	<b>fell</b>	<b>fallen</b>	<b>put</b>	<b>put</b>	<b>put</b>
<b>feel</b>	<b>felt</b>	<b>felt</b>	<b>read</b>	<b>read</b>	<b>read</b>
<b>find</b>	<b>found</b>	<b>found</b>	<b>ring</b>	<b>rang</b>	<b>rung</b>
<b>fly</b>	<b>flew</b>	<b>flown</b>	<b>run</b>	<b>ran</b>	<b>run</b>
<b>forget</b>	<b>forgot</b>	<b>forgotten</b>	<b>say</b>	<b>said</b>	<b>said</b>
<b>forbid</b>	<b>forbade</b>	<b>forbidden</b>	<b>see</b>	<b>saw</b>	<b>seen</b>
<b>get</b>	<b>got</b>	<b>got</b>	<b>sell</b>	<b>sold</b>	<b>sold</b>



INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
send	sent	sent	swim	swam	swum
show	showed	shown/showed	take	took	taken
shut	shut	shut	teach	taught	taught
sing	sang	sung	tell	told	told
sit	sat	sat	think	thought	thought
sleep	slept	slept	throw	threw	thrown
speak	spoke	spoken	understand	understood	understood
spend	spent	spent	wake	woke	woken
stand	stood	stood	wear	wore	worn
steal	stole	stolen	win	won	won
sweep	swept	swept	write	wrote	written

**Table G** Comparative and superlative adjectives

	ADJECTIVE	COMPARATIVE	SUPERLATIVE
We add <b>-er / -est</b> to short adjectives (one-syllable* adjectives):	cheap near long	cheaper nearer longer	the cheapest the nearest the longest
We add <b>-r / -st</b> to adjectives that end with <b>-e</b> :	late	later	the latest
With short adjectives that end with one vowel* and one consonant* (e.g. <i>big</i> ), we double the consonant:	big hot wet	bigger hotter wetter	the biggest the hottest the wettest
We don't double <b>w</b> :	few	fewer	the fewest
We use <b>more / the most</b> before adjectives of two or more syllables*:	expensive beautiful polluted	more expensive more beautiful more polluted	the most expensive the most beautiful the most polluted
But note that with adjectives ending with <b>-y</b> (e.g. <i>happy</i> ), we change <b>-y</b> to <b>-ier / -iest</b> :	happy lucky easy dirty	happier luckier easier dirtier	the happiest the luckiest the easiest the dirtiest
Irregular adjectives:	good bad far little	better worse farther less	the best the worst the farthest the least
<b>fewer</b> and <b>less</b> Note that we usually use <b>fewer</b> with plural nouns, and <b>less</b> with uncountable nouns (e.g. <b>money</b> ):	<i>There are <b>fewer shops</b> in the centre of town than there used to be.</i> <i>John earns <b>less money</b> than Mary.</i>		

\* Consonants: b c d f g h j k l m n p q r s t v w x y z  
 Vowels: a e i o u  
 Syllables: |hit|=1 syllable |vil sit|=2 syllables |re| mem| ber|=3 syllables

# Exit tests

You can do these tests when you have finished studying the units in this book, to see if there are units that you should look at again. In the tests, each question relates to the unit with the same number, e.g. question 1 tests something from unit 1, question 2 tests something from unit 2, etc.

## Exit test 1

Choose the right answer (a, b, c) and write a, b, or c in the box, as in the example. The correct answers are on page 117.

- |   |                 |                   |                    |                                   |                         |
|---|-----------------|-------------------|--------------------|-----------------------------------|-------------------------|
| 0 John always   | a get up        | b gets up         | c is getting up    | every morning at six o'clock.     | <div><div>b</div></div> |
| 1 The Queen   | a don't live    | b doesn't live    | c don't lives      | in Edinburgh.                     | <div></div>             |
| 2 In the photo, a dog                                 | a are running   | b is running      | c running          | after a cat.                      | <div></div>             |
| 3 Look! Two policemen                                 | a come          | b is coming       | c are coming       | this way.                         | <div></div>             |
| 4 That sign   | a is meaning    | b mean            | c means            | that we must be quiet.            | <div></div>             |
| 5 When  | a did you leave | b you left        | c you did leave    | school?                           | <div></div>             |
| 6 When the phone rang, I couldn't answer it because I | a had           | b have had        | c was having       | a bath.                           | <div></div>             |
| 7 When we were young, we                              | a swim          | b were swimming   | c used to swim     | every day.                        | <div></div>             |
| 8 I   | a did never eat | b has never eaten | c have never eaten | horse meat.                       | <div></div>             |
| 9 What date   | a have you sent | b did you send    | c you have sent    | that letter?                      | <div></div>             |
| 10 Mrs Buxton   | a taught        | b has taught      | c is teaching      | at that school since 1993.        | <div></div>             |
| 11 We have  | a invited       | b been inviting   | c being invited    | 200 people to our party.          | <div></div>             |
| 12 When I got home there was nobody there. Everybody  | a was going     | b went            | c had gone         | to the cinema.                    | <div></div>             |
| 13 Pam has asked me to play tennis with her. We       | a will          | b are going       | c will go          | to play on Saturday.              | <div></div>             |
| 14 If Elvis Presley was alive today, he               | a will          | b would           | c should           | be over 60 years old.             | <div></div>             |
| 15 If Tom had studied hard, he                        | a had           | b would           | c would have       | passed his exams.                 | <div></div>             |
| 16 If Jane's team wins next Saturday, she             | a will be       | b is              | c would be         | very happy.                       | <div></div>             |
| 17 When did your sister                               | a make          | b do              | c get              | married?                          | <div></div>             |
| 18 You can  | a look after    | b get up          | c look up          | the new words in your dictionary. | <div></div>             |
| 19 When Peter was a boy, he                           | a wasn't able   | b couldn't        | c wouldn't         | swim very well.                   | <div></div>             |
| 20 I can see Mary's car in the car park, so she       | a can't         | b can             | c must             | be here somewhere.                | <div></div>             |

- 21 In towns you have to drive slowly. You **a** don't have to **b** mustn't **c** haven't to drive faster than 50 kph. ☐
- 22 My brother **a** doesn't need **b** don't need **c** needn't new football boots. ☐
- 23 If you find someone's passport, you **a** had better **b** ought **c** should to give it to the police. ☐
- 24 Susan usually works from Monday to Friday, but last week she **a** should have **b** must **c** had to work on Saturday as well. ☐
- 25 In the old days, bottles **a** are made **b** were made **c** were making by hand. ☐
- 26 We can't use the car because it **a** is mended. **b** hasn't mended. **c** is being mended. ☐
- 27 Tomorrow I'm going to **a** have cut my hair **b** cut my hair **c** have my hair cut at the new hairdresser's. ☐
- 28 All my family enjoy **a** to go **b** go **c** going for long walks. ☐
- 29 Jane has gone to the shop **a** to **b** for **c** for buying some eggs. ☐
- 30 Ann wanted **a** that I have **b** me to **c** that I should have lunch with her. ☐
- 31 **a** How is she? **b** What is she like? **c** What does she like? ~ She's very nice. ☐
- 32 I hear you went to Scotland last summer. **a** How many times **b** How far **c** How long did you stay there? ☐
- 33 Peter **a** told me **b** said me **c** told that he was going to be away this week. ☐
- 34 I asked **a** he **b** them **c** she to help me. ☐
- 35 He asked **a** I **b** her **c** she if she was Japanese. ☐
- 36 My mother **a** is **b** is an **c** is a university teacher. ☐
- 37 If you're hungry, **a** there's **b** it's **c** they are some food in the fridge. ☐
- 38 I've never seen **a** such **b** so much **c** so enormous apples. ☐
- 39 I like classical music. I'm **a** fond of **b** pleased with **c** like Beethoven, for example. ☐
- 40 The birds were sitting **a** at **b** in **c** on the telephone wires. ☐
- 41 This house was built **a** for 600 years. **b** since 600 years. **c** 600 years ago. ☐
- 42 Was Mary the woman **a** who **b** that she **c** which came to see you last week? ☐
- 43 Edinburgh, **a** which **b** who **c** that is the capital of Scotland, is well worth a visit. ☐
- 44 We couldn't hear the speaker **a** because of **b** because **c** in case the noise from the street. ☐

Total:

44

## Exit test 2

Choose the right answer (a, b, c) and write a, b, or c in the box, as in the example. The correct answers are on page 117.

- 0 Ann **a** don't like    **b** like    **c** doesn't like her new house. ☐ c
- 1 Cars **a** doesn't use    **b** don't use    **c** not uses coal. ☐
- 2 Jill isn't at home. She **a** staying    **b** are staying    **c** is staying with her cousin this week. ☐
- 3 A police car sometimes **a** is stopping    **b** stop    **c** stops in front of our house. ☐
- 4 We **a** aren't knowing    **b** aren't know    **c** don't know their names. ☐
- 5 My sisters **a** didn't like    **b** not like    **c** liked the concert. They hated it. ☐
- 6 I saw the accident. I **a** was waiting    **b** waited    **c** am waiting for the bus when it happened ☐
- 7 I **a** was smoking    **b** used to smoking    **c** used to smoke years ago, but I don't now. ☐
- 8 Our address is 23, Brook Road. We **a** lived    **b** are living    **c** have lived there for almost 10 years. ☐
- 9 Tom **a** just has    **b** just    **c** has just gone to the shops. ☐
- 10 Half an hour ago someone **a** has come    **b** came    **c** come to see you. ☐
- 11 All the runners are very tired. They have **a** been run    **b** run    **c** been running for two hours. ☐
- 12 It was raining when I woke up this morning, but when I left home to go to work the rain **a** has    **b** is    **c** had stopped. ☐
- 13 In the year 2006, it **a** will be    **b** is being    **c** going to be 250 years since Mozart was born. ☐
- 14 I live in London, but I wish I **a** would live    **b** lived    **c** have lived in a small town. ☐
- 15 I wish I **a** would have gone    **b** have been gone    **c** had gone to Jean's party last night. ☐
- 16 Bob lives in a small flat, but he **a** preferred    **b** will prefer    **c** would prefer to live in a house with a garden. ☐
- 17 Parents often say to their children that they must **a** make    **b** do    **c** get their homework before they watch TV. ☐
- 18 If your clothes are wet, take **a** off.    **b** off them.    **c** them off. ☐
- 19 I've got a problem. **a** May    **b** Shall    **c** Could you help me, please? ☐
- 20 I'm not sure where Anne is, but she **a** may be    **b** is    **c** must be in her room. ☐
- 21 Tell Mark that he **a** doesn't have    **b** mustn't    **c** hasn't to come tomorrow if he's got other things to do. ☐

- 22 There was plenty of food, so we **a** needn't **b** needn't have **c** need bought any more. ☐
- 23 Jane isn't very well. We **a** should **b** ought **c** had better to go and visit her. ☐
- 24 Sara **a** must go **b** had to go **c** should have gone to Edinburgh last Saturday, but she was ill and so she stayed in bed. ☐
- 25 The window **a** was smashing **b** smashed **c** was smashed by a ball. ☐
- 26 We couldn't meet at our house, because it **a** was being **b** was **c** has been painted. ☐
- 27 My mother **a** had taken her photo **b** had her photo taken **c** her photo was taken by a well-known photographer. ☐
- 28 I don't want to see a film. I'd like **a** going **b** to go **c** that we go to a restaurant. ☐
- 29 I borrowed Anna's van **a** to transport **b** for transport **c** for transporting the furniture I had bought. ☐
- 30 Jane let me **a** borrow **b** borrowing **c** to borrow her car. ☐
- 31 In the film Julie seems a very serious person. **a** What she likes **b** What's she like **c** What does she like in real life? ☐
- 32 **a** How far is it **b** How long is it **c** How long is there from here to Newcastle? ☐
- 33 What did Carol say? ~ She **a** said me **b** told **c** said she would help us, but she hasn't come. ☐
- 34 She told **a** to them **b** them to **c** them be quiet. ☐
- 35 I asked **a** if them **b** whether they **c** whether them were ready. ☐
- 36 Are you thirsty? Would you like **a** glass **b** the glass **c** a glass of water? ☐
- 37 When I was young, **a** there were **b** it was **c** they were 12 cinemas in this town. ☐
- 38 I'm pleased Jane's here. She's **a** such a **b** such **c** so nice person. ☐
- 39 Bob is very fond **a** of visiting **b** to visit **c** about visiting old churches. ☐
- 40 My birthday is **a** in **b** on **c** at March. ☐
- 41 We have lived in this house **a** for **b** during **c** since 30 years. ☐
- 42 The car **a** I saw **b** I saw it **c** that I saw it was going very fast. ☐
- 43 The Eiffel Tower, **a** that **b** who **c** which was built in 1889, is still very popular with tourists. ☐
- 44 Peter arrived at the airport early **a** because **b** so that **c** in case he would not miss his plane. ☐

Total:

44

# Answer key to practice exercises

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## Unit 1

- A**
- 1 cycles ... goes
  - 2 says ... does ... catches
  - 3 buys ... does
  - 4 likes ... gets
  - 5 lives ... works
  - 6 leave ... finishes
  - 7 rides ... carries
  - 8 eats ... has
- B**
- 1 Do modern trains use coal? ~ No, they don't. They use electricity.
  - 2 Does the Queen often wear a crown? ~ No, she doesn't. She usually wears a hat.
  - 3 Does wine come from oranges? ~ No, it doesn't. It comes from grapes.
  - 4 Does Sri Lanka export coffee? ~ No, it doesn't. It exports tea.
  - 5 Do potatoes grow on bushes? ~ No, they don't. They grow in the ground.
- C**
- 1 Modern trains don't use coal.
  - 2 The Queen doesn't often wear a crown.
  - 3 Wine doesn't come from oranges.
  - 4 Sri Lanka doesn't export coffee.
  - 5 Potatoes don't grow on bushes.
- D**
- 1 Ice floats on water.
  - 2 Lions don't live in the Arctic.
  - 3 Winter doesn't come after spring.
  - 4 Austrians speak German.
  - 5 Cotton doesn't come from sheep.
- E**
- 1 Neil cycles every day. He never drinks beer.
  - 2 Mary swims every weekend. She smokes 15 cigarettes a day.
  - 3 Bill plays tennis once a week. He doesn't smoke.
  - 4 Susan swims twice a week. She doesn't drink alcohol.

---

## Unit 2

- A**
- 1 It is/It's running
  - 2 She is/She's painting
  - 3 He is/He's washing
  - 4 They are/They're eating
  - 5 They are/They're looking
- B**
- 1 is/'s doing a computer course this week.

- 2 am/'m going to work by bus this week.
- 3 are/'re sleeping in the sitting-room at the moment.

- C**
- 1 Fashions are changing all the time these days.
  - 2 More women are studying at university these days.
  - 3 House prices are going up all the time nowadays.
  - 4 The sea is getting dirtier every year.

- D**
- 1 Because she is always asking me for money.
  - 2 Because they are always arguing.
  - 3 Because she is always borrowing my CDs.
  - 4 Because he is always phoning me late at night.

---

## Unit 3

- A**
- 1 lives ... works
  - 2 is staying ... is/'s working
  - 3 is staying ... is/'s working
  - 4 lives ... works
  - 5 lives ... works
  - 6 is staying ... is working
- B**
- 1 No, they are getting things ready for the next competition.  
How often do they have these competitions?
  - 2 Why is that machine not working at the moment?  
I don't know, but a mechanic is mending it.  
What does the machine do in fact? Does it make boxes?  
Yes, it makes boxes of all sizes.
  - 3 Look! The Fosters are working in their garden.  
They don't usually work on Sundays.  
Are you getting ready for the winter?  
Yes, we're tidying up the leaves.  
We always try to do it before the winter comes.
  - 4 Sam, what are you looking for?  
I'm looking for Jean's glasses.  
She doesn't often wear them.  
She only wears them to read, so she often loses them.

---

## Unit 4

- A 1 is sitting  
2 is listening  
3 is playing  
4 think  
5 like  
6 understand  
7 Do ... want  
8 drink
- B 1 are listening ... is looking  
2 are counting ... do not/don't know  
3 likes ... fit  
4 is sitting ... does not/doesn't matter  
5 costs ... includes
- C 1 Do you recognize the woman in this photo? ... Do you mean the woman who is looking straight at the camera?  
2 Hello, David. Why are you standing here? Are you waiting for me? ... Yes, I want to speak to you.  
3 Listen to the engine. Do you think it is all right? ... It sounds all right, but it smells of oil.
- D 1 is thinking  
2 has  
3 is tasting  
4 feels  
5 tastes  
6 is having  
7 thinks

---

## Unit 5

- A 1 What did Marie Curie discover in 1898? ~ She discovered radium.  
2 Where did Michelangelo live? ~ He lived in Florence.  
3 When did Margaret Thatcher become Prime Minister? ~ She became Prime Minister in 1979.  
4 What did Alexander Bell invent? ~ He invented the telephone.  
5 How many books did Agatha Christie write? ~ She wrote over a hundred books.  
6 When did Greta Garbo move to the United States? ~ She moved there in 1925.
- B 1 When Bob's sister was at university, she wrote a lot of poetry.  
2 When Fred was in the army, he went to many different countries.

- 3 When Jane and Michael were at school, they didn't do much homework.  
4 When Anna was a teenager, she wore very long skirts.
- C 1 I made friends with a man called Harry.  
2 Sometimes we talked about our ideas for a holiday.  
3 We decided to go together to Rome.  
4 We went by train, of course.  
5 The journey lasted over 24 hours.  
6 Of course, we saw all the famous buildings in Rome. They were fascinating.  
7 But most of all, we enjoyed the delicious Italian food.  
8 In particular, we ate some mushrooms that were as big as a plate.  
9 We told everyone about the size of the mushrooms when we got back home.  
10 But nobody believed us.

---

## Unit 6

- A 1 The storm started while they were driving home.  
2 I saw an accident while I was waiting for the bus.  
3 Mary went to several concerts while she was staying in London.  
4 My father was cooking the dinner when he burnt his fingers.  
5 The soldiers were preparing to leave when the bomb exploded.
- B 1 made ... was making ... arrived ... helped  
2 designed ... started ... was working ... died  
3 escaped ... were taking ... caught ... locked  
4 were losing ... won  
5 sang ... played ... recorded ... was preparing ... shot  
6 were coming ... were hurrying ... was standing ... grabbed
- C 1 did you do  
2 you were reading  
3 rang  
4 were you doing  
5 was drinking  
6 drank  
7 went  
8 did you put  
9 was raining

---

## Unit 7

- A**
- 1 Last Sunday Mike stayed at home, but he normally goes fishing.
  - 2 We usually swim in the sea, but last Sunday we swam in the river.
  - 3 Last summer, Bob had a short holiday, but he usually has a long holiday.
  - 4 Mrs Jones normally sleeps for seven hours every night, but last night she slept for nine hours.
  - 5 I usually enjoy the food in this restaurant, but I did not/didn't like it yesterday.
  - 6 Peter usually does his homework, but he didn't do it yesterday.
- B**
- 1 Does ... have
  - 2 Did ... wake up
  - 3 Did ... send
  - 4 Does ... phone
- C**
- 1 used to eat ... he eats
  - 2 used to drink ... she drinks
  - 3 eats ... she used to eat
  - 4 eats ... she used to eat
  - 5 Did Robert use to eat ...
  - 6 Did Mary use to eat ...
  - 7 Did Pam use to drink ...
  - 8 didn't use to eat
  - 9 didn't use to eat
  - 10 didn't use to drink

---

## Unit 8

- A**
- 1 Has Tom bought anything? ~ Yes, he has/he's bought a new suit.
  - 2 Has Jane given him any money? ~ Yes, she has/she's given him £10.
  - 3 Have you broken anything? ~ Yes, I have/I've broken a plate.
  - 4 Has Pam chosen a present? ~ Yes, she has/she's chosen this novel.
  - 5 Have they brought any food? ~ Yes, they have/they've brought some sandwiches.
- B**
- 1 Somebody has opened the garage door.
  - 2 Somebody has eaten all the biscuits.
  - 3 Somebody has broken the kitchen window.
  - 4 Somebody has stolen Mary's watch.
  - 5 Somebody has drunk my orange juice.
  - 6 Somebody has taken my shoes.
- C**
- 1 He has/He's already made copies of the letter.

- 2 He has not/hasn't put the copies in the envelopes yet.
  - 3 He has/He's already written the text of the advertisement.
  - 4 He has not/hasn't sent the advertisement to the paper yet.
- D**
- 1 Has Sue won any tennis competitions this year? ~ Yes, she has/she's won three this year.
  - 2 Have you shaved today? ~ No, I have not/haven't shaved since yesterday.
  - 3 Have you sold many TVs this month? ~ Yes, we have/we've sold 23 this month.
  - 4 Have you played tennis this week? ~ No, I have not/haven't played for a month.

---

## Unit 9

- A**
- 1 won
  - 2 painted
  - 3 went
  - 4 died
  - 5 married
- B**
- 1 I met Brian
  - 2 I was in the garden
  - 3 she loved swimming.
  - 4 I bought these shoes
  - 5 he had very long hair.
  - 6 he smiled.
- C**
- 1 Don't know.
  - 2 Yes.
  - 3 Yes.
  - 4 Don't know.
- D**
- 1 B: Jane has had a baby boy  
A: When did she have the baby?
  - 2 B: Mary has broken my camera.  
A: How did she break it?
  - 3 B: My bicycle has disappeared.  
A: Where did you leave it?
  - 4 B: He has lost his bag.  
A: When did he lose it?
  - 5 B: I have/I've passed my exam.  
A: What mark did you get?
- E**
- 1 Kathy has just come home.
  - 2 Colin finished his lunch a few minutes ago.
  - 3 Michael had a shower a few minutes ago.
  - 4 Jenny has just gone to bed.



---

## Unit 10

- A 1 won ... have won  
2 has made ... did ... make  
3 was ... has been  
4 did ... work ... has worked  
5 have earned ... earned  
6 did ... rain ... has ... rained
- B 1 studied ... wrote  
2 has developed ... has made  
3 worked ... spent  
4 has won ... has earned
- C 1 Anna and John have lived in London since their wedding.  
2 Mary has worked in France for 6 months.  
3 Pam hasn't played tennis since she was 15.  
4 Fred stopped eating meat 2 years ago.
- D 1 did you finish  
2 came  
3 have you lived  
4 moved  
5 have been  
6 left  
7 Have you seen  
8 phoned  
9 met  
10 have not seen

---

## Unit 11

- A 1 We have sold much more than we expected.  
2 How much money have you spent this week?  
3 How many people has Jane invited to her party?  
4 It has been raining for hours.  
5 They have been drilling holes in the wall all morning.  
6 How long have you been sitting here?
- B 1 have been doing the washing-up.  
2 has peeled  
3 have been cutting the grass.  
4 have been defrosting the fridge.  
5 has swept  
6 have been peeling the onions.  
7 has done the washing-up.  
8 has defrosted it.
- C 1 been standing ... been queuing  
2 had ... broken  
3 left ... been sitting ... noticed

---

## Unit 12

- A 1 had never ridden a horse  
2 had already run in five marathons  
3 had never written a poem  
4 had never appeared on TV  
5 had already played tennis at Wimbledon four times  
6 had already written two novels
- B 1 When the firemen arrived, we had already put the fire out.  
2 When the manager came back, Jim had already finished the work.  
3 When Philip telephoned, I had already gone to bed.  
4 When their children came home, Alice and Jack had already had lunch.  
5 When his wife got home from work, Ian had already prepared the supper.  
6 The thieves had already spent the money, when the police caught them.
- C 1 had just gone out.  
2 had been to Cambridge.  
3 had made some sandwiches.  
4 had met her in Amsterdam.  
5 had ever been to Japan.

---

## Unit 13

- A 1 will beat  
2 will lose to  
3 will draw with  
4 will beat  
5 will lose to
- B 1 'm going to see her  
2 'll go to the hairdresser's  
3 's going to have a shower  
4 'll take it to the car wash
- C 1 I will/I'll buy the tickets before I go to work.  
2 As soon as Henry arrives, we will/we'll have something to eat.  
3 The play will start after the music stops.  
4 He will not/won't stop until he finishes the job.  
5 When John gets here, we will/we'll go to the beach.
- D 1 is/'s having supper with Jill and Kate.  
2 is going to tidy her room.  
3 is/'s going to wash her hair.  
4 is/'s meeting Tim at the airport.

---

## Unit 14

- A** 1 she would go  
2 she lived  
3 he didn't eat  
4 he would have  
5 she got  
6 he wouldn't smoke
- B** 1 they discovered oil in Ireland  
2 doctors found a cure for cancer  
3 young people stopped buying pop records  
4 astronauts visited Mars
- C** 1 I had good eyesight.  
2 I could speak German.  
3 I had a degree.  
4 I was/were 18.
- D** 1 were fewer cars  
2 drove more slowly  
3 would have more time for reading  
4 ate fewer sweets  
5 more people travelled by bus  
6 had more time to cook ... would eat less 'fast food'

---

## Unit 15

- A** 1 If she had spoken German very well, she would have applied for the job.  
2 If her friend hadn't phoned, she wouldn't have heard about the teaching jobs.  
3 If she hadn't contacted the company, they wouldn't have asked her to go for an interview.  
4 If the interview had gone badly, the director wouldn't have offered Ellen a job.  
5 If Ellen had known some Spanish, she would have started at once.  
6 If she hadn't been good at languages, she wouldn't have made rapid progress.
- B** 1 had not lost ... would have phoned  
2 had not broken ... would have gone  
3 would have made ... had not forgotten
- C** 1 I had told the truth.  
2 wishes he hadn't borrowed some money from his mother.  
3 wishes she had got up early.  
4 wishes he had gone to the party.  
5 wish I had sent Jill a birthday card.  
6 Fiona wishes she had helped her sister.  
7 He wishes he hadn't shouted at the children.

---

## Unit 16

- A** 1 if you heat gold to 1063 degrees, it melts.  
2 if you heat alcohol to 78 degrees, it boils.  
3 if you heat silver to 960 degrees, it melts.
- B** 1 comes ... will/'ll go  
2 writes ... will/'ll tell  
3 will forgive ... pays  
4 will feel ... stops  
5 needs ... will/'ll lend  
6 listens ... will/'ll know
- C** 1 might  
2 will  
3 will  
4 might ... might
- D** 1 unless you telephone first.  
2 if they don't invite you.  
3 if you can't swim.  
4 unless we win on Saturday.
- E** 1 wouldn't be able to move about so easily in the dark.  
2 wouldn't be able to recognize people  
3 wouldn't be able to help blind people.  
4 wouldn't be able to remember everything  
5 Horses wouldn't be able to pull heavy loads

---

## Unit 17

- A** 1 arrive  
2 became  
3 buy  
4 received  
5 buy  
6 receive  
7 becomes  
8 arrived
- B** 1 got engaged ... got married ... got divorced  
2 get undressed  
3 got stuck  
4 get lost  
5 get washed  
6 get drunk  
7 get confused
- C** 1 does  
2 does  
3 makes  
4 makes  
5 make  
6 do  
7 do  
8 do

- D 1 make a difficult decision  
 2 made any friends  
 3 made a mistake  
 4 do all the boring work  
 5 make much difference  
 6 do a boring job  
 7 do your best  
 8 making an effort

## Unit 18

- A 1 coming round  
 2 look after  
 3 calling for  
 4 go out  
 5 put on  
 6 get off  
 7 join in  
 8 get back
- B 1 fill in  
 2 Hold on!  
 3 get at  
 4 went off  
 5 rubbed out  
 6 look up  
 7 brought back  
 8 put away
- C 1 looked for them  
 2 turn them off  
 3 handed it in  
 4 agree with him  
 5 drew it out  
 6 let it out

## Unit 19

- A 1 could type 15 words per minute ... he can type 30 words per minute  
 2 can lift 100 kilos ... he'll be able to join a weightlifting team  
 3 could speak a little French ... she can speak French quite well  
 4 can cook quite well ... she'll be able to work as a chef  
 5 could only play the piano ... he can play the piano and the violin ... he'll be able to be a professional musician  
 6 could ride a bike ... she can drive a car ... she'll be able to drive a racing car
- B 1 could  
 2 Could ... Shall  
 3 can ... Can't ... MAY

- 4 Shall ... can't ... 'll ... 'll be able to ... managed to  
 5 Could ... can ... can't ... I'll

## Unit 20

- A 1 must like  
 2 can't come  
 3 can't belong  
 4 can't live  
 5 must have  
 6 must remember  
 7 can't want  
 8 must spend
- B 1 can't be ... could be  
 2 can't be ... could be  
 3 can't be ... could be  
 4 can't be ... could be  
 5 could be ... can't be  
 6 must be Smith.
- C 1 might go to Portugal  
 2 must cost a lot of money  
 3 might come this weekend  
 4 can't take much interest  
 5 must work long hours  
 6 might be at the gym ... might also be at the shops

## Unit 21

- A 1 They don't have to go now.  
 2 Mark mustn't speak to my cousin.  
 3 You don't have to drive slowly here.  
 4 Alice doesn't have to get up early.  
 5 The children mustn't play in the park.  
 6 Mike doesn't have to phone his brother.
- B 1 Does Jim have to go to the doctor's? ~ Yes, he does.  
 2 Do we have to show our passports? ~ Yes, we do.  
 3 Does Linda have to pay? ~ No, she doesn't.  
 4 Do they have to do all this work today? ~ Yes, they do.
- C 1 mustn't park  
 2 must obey  
 3 mustn't play  
 4 must be  
 5 mustn't work
- D 1 must ... don't have to  
 2 don't have to ... mustn't

- 3 mustn't ... don't have to
- 4 must ... must

- E
- 1 has
  - 2 Does she
  - 3 have to
  - 4 she has
  - 5 must
  - 6 does she
  - 7 mustn't

---

## Unit 22

- A
- 1 Does Fred need a ladder? ~ Yes, he does.
  - 2 Do we need to go to the shops? ~ No, we don't.
  - 3 Does John need to leave before lunch? ~ No, he doesn't.
  - 4 Do they need to check the train times? ~ Yes, they do.
- B
- 1 We don't need a lot of paper.
  - 2 Mark needn't get everything ready today.
  - 3 Mary needn't leave at six o'clock.
  - 4 Ann doesn't need a new bag.
- C
- 1 For maths exams, students need to bring pens and pencils.
  - 2 For football competitions, students needn't bring shirts.
  - 3 For drawing exams, students needn't bring paper.
  - 4 For art exams, students need to bring brushes.
  - 5 For tennis competitions, students needn't bring balls.
  - 6 For football competitions, students need to bring shorts and boots.
  - 7 For maths exams, students needn't bring rubbers.
  - 8 For drawing exams, students need to bring rulers and pencils.
- D
- 1 needn't have gone
  - 2 needn't phone
  - 3 needn't have bought
  - 4 needn't have worked
  - 5 needn't pay

---

## Unit 23

- A
- 1 try
  - 2 start
  - 3 listen
  - 4 have
  - 5 to wait

- B
- 1 You ought not to move it.
  - 2 They had better not come after supper.
  - 3 We should not change everything.
  - 4 You'd better not tell the director.
- C
- 1 shouldn't move the person yourself ... should call an ambulance
  - 2 should give you a new cup
  - 3 shouldn't let him eat so much ... should make him do lots of sport
  - 4 shouldn't touch anything ... should leave everything where it is
  - 5 shouldn't drive home in her car ... should ask someone to take her
  - 6 shouldn't borrow money
- D
- 1 they had/they'd better clear everything away
  - 2 we had/we'd better take our umbrellas
  - 3 I had/I'd better go to bed early too

---

## Unit 24

- A
- 1 did not/didn't have to ... had to
  - 2 did you have to ... had to
  - 3 Did you have to ... had to
  - 4 did you have to ... had to ... did not/didn't have to
  - 5 Did they have to ... did not/didn't have to ... had to
- B
- 1 should have bought
  - 2 shouldn't have gone
  - 3 shouldn't have eaten
  - 4 should have locked
  - 5 shouldn't have borrowed
- B
- 1 Colin had to work on Sunday.
  - 2 Joan didn't have to work on Sunday.
  - 3 Derek should have worked on Sunday
  - 4 Mary didn't have to work on Saturday.
  - 5 Brian should have worked on Saturday
  - 6 Daniel had to work on Saturday.
  - 7 Joan should have worked on Saturday
  - 8 Derek didn't have to work on Saturday.

---

## Unit 25

- A
- 1 The planet Pluto was discovered in 1930.
  - 2 Two atomic bombs were dropped on Japan in 1945.
  - 3 John F. Kennedy was killed in Dallas.
  - 4 The first Apple computers were produced in the 1970s.
  - 5 The Eiffel Tower was built a hundred years ago.

- 6 The first jet planes were made in Germany.
- 7 The Taj Mahal was built in the 17th century.
- 8 In 1957, millions of pounds were stolen from a train.
- 9 Queen Elizabeth was crowned in 1953.
- 10 In the old days, horses were used for transport.
- 11 The first books were printed in the 15th century.
- 12 Everest was climbed for the first time in 1953.

- B**
- 1 The drug penicillin was discovered by Alexander Fleming.
  - 2 The song 'Yesterday' was written by the Beatles.
  - 3 The detective Hercule Poirot was created by Agatha Christie.
  - 4 The 'Eroica' symphony was composed by Beethoven.
  - 5 'Gone with the Wind' was written by Margaret Mitchell.
  - 6 The telephone was invented by Alexander Bell.
  - 7 The jet engine was designed by Frank Whittle.
  - 8 'Jurassic Park' was directed by Steven Spielberg.
  - 9 The 'Mona Lisa' was painted by Leonardo da Vinci.

- C**
- 1 was given some flowers.
  - 2 was offered a wonderful job.
  - 3 will be given a present.
  - 4 was sent a strange letter.
  - 5 will be paid over five hundred pounds.
  - 6 has been promised a bicycle for her birthday.
  - 7 was given the Nobel Prize for Chemistry in 1911.
  - 8 We weren't told the truth.

---

## Unit 26

- A**
- 1 are made
  - 2 was being built
  - 3 must be typed
  - 4 have been cleaned
  - 5 were broken
  - 6 has been stolen

- B**
- 1 was Mary examined?
  - 2 will the food be prepared?
  - 3 has this window been broken?

- C**
- 1 was not examined this morning.
  - 2 will not be prepared on Friday.
  - 3 has not been broken three times.

- D**
- 1 has been won by the French team.
  - 2 were being trained by a woman.
  - 3 can be played by people of all ages.
  - 4 was being watched by a large crowd.
  - 5 was sent by the secretary.
  - 6 have been marked by two different teachers.
  - 7 is being followed by a police car.

- E**
- 1 were built
  - 2 be finished
  - 3 been attacked
  - 4 been taken
  - 5 be posted
  - 6 be made
  - 7 were being loaded
  - 8 are being typed

---

## Unit 27

- A**
- 1 has her food delivered.
  - 2 had the meat cut
  - 3 has her hair cut
  - 4 had his eyes checked.
  - 5 will have her blood pressure checked.
  - 6 had her car serviced.
  - 7 are going to have the gutters replaced

- B**
- 1 They always have their carpets cleaned there.
  - 2 I must have the tyres checked.
  - 3 I ought to have a new key made for the front door.
  - 4 I don't think I can afford to have our flat painted.
  - 5 I had my watch mended there last week.
  - 6 My husband had his eyes tested there last winter.
  - 7 have that coffee stain removed.

- C**
- 1 Peter had his driving licence taken away by the police.
  - 2 Paula had her bike stolen from the garage.
  - 3 Fiona had her glasses broken.
  - 4 John had his clothes torn in a fight.
  - 5 Jane had her flat burgled at the weekend.
  - 6 We had our electricity cut off because we had forgotten to pay the bill.

---

## Unit 28

- A**
- 1 to go
  - 2 playing
  - 3 to buy
  - 4 to take
  - 5 repairing
  - 6 to visit
  - 7 talking
  - 8 to help
  - 9 to pay
  - 10 to live
  - 11 talking
  - 12 to go

- B**
- 1 gave up studying
  - 2 enjoy doing
  - 3 deserve to pass
  - 4 refuses to listen
  - 5 keep studying
  - 6 offered to help
  - 7 promised to study
  - 8 want to talk
  - 9 stop asking
  - 10 dislike listening
  - 11 seem to think
  - 12 need to study
  - 13 have to find

- C**
- 1 to buy
  - 2 to open
  - 3 meeting
  - 4 to phone
  - 5 taking
  - 6 washing
  - 7 to finish
  - 8 to feed
  - 9 to invite

---

## Unit 29

- A**
- 1 is an appliance for boiling water.
  - 2 is an instrument for measuring temperature.
  - 3 is an appliance for cleaning carpets.
  - 4 is an appliance for keeping food cold.
  - 5 is an instrument for seeing things in the distance.
  - 6 is an instrument for measuring speed.
  - 7 is an appliance for keeping food frozen.
  - 8 is a tool for making holes.

- B**
- 1 A: What does Mary want the money for?  
B: She wants the money for a train ticket.
  - 2 A: What does Philip want the flour for?

- B: He wants the flour for a cake.
- 3 A: What did Bill go to the butcher's for?  
B: He went to the butcher's for some sausages.
  - 4 A: What does Helen want the polish for?  
B: She wants it for her shoes.
  - 5 A: What did Alison go to the library for?  
B: She went to the library for a book on India.
  - 6 A: What did Jane phone Ann for?  
B: She phoned Ann for some advice.

- C**
- 1 She wants the money to buy a train ticket.
  - 2 He wants the flour to make a cake.
  - 3 He went to the butcher's to buy some sausages.
  - 4 She wants the polish to clean her shoes.
  - 5 *She went to the library to borrow a book.*
  - 6 She phoned Ann to get some advice.

---

## Unit 30

- A**
- 1 Ann taught Mary to drive last year.
  - 2 Don't worry! Tomorrow I will/I'll persuade my father to see a doctor.
  - 3 The boss has forbidden his staff to wear jeans in the office.
  - 4 Last Sunday, John invited Sheila to come for lunch.
  - 5 Next year the teachers will allow/ are going to allow the students to use calculators in exams.

- B**
- 1 to come home early.
  - 2 to work quicker.
  - 3 to do our best in the game.
  - 4 to come to her party next Saturday.

- C**
- 1 she would like him to stay.
  - 2 she helped him to finish.
  - 3 she/he advised him to stay in bed.
  - 4 she allows them to go to late-night parties.
  - 5 she reminded him to phone.

- D**
- 1 The driver let the old man travel on the bus without a ticket.
  - 2 Jack made his younger brother wash the dishes.
  - 3 I don't let people smoke in my house or in my car!

- E**
- 1 Diane watched Tom prepare the sandwiches.
  - 2 We felt the ground shake.
  - 3 Did you see Brian leave early?

---

## Unit 31

- A 1 What is Peter like?  
2 What are Anna's parents like?  
3 What does Tom look like?/What is Tom like?  
4 What does Eva look like?/What is Eva like?  
5 What are Bob and Tom like?  
6 What does Susan look like?/What is Susan like?
- B 1 What does a double bass sound like?  
2 What do kiwis smell like?  
3 What do kiwis taste like?  
4 What does a double bass look like?  
5 What do kiwis feel like?
- C 1 Who does your sister like?  
2 What are Paul's brothers like?  
3 What does Jane like for breakfast?  
4 Who are you like?  
5 What is Mary's husband like?  
6 What sports do you like?
- D 1 What is John's flat like?  
2 How was your boss yesterday?  
3 What is a squash racquet like?  
4 How is your sister?  
5 What is Portugal like?

---

## Unit 32

- A 1 Are Tim and Jenny going to Oxford tomorrow?  
2 Has Philip ever been on television?  
3 How many photos did they take yesterday?  
4 Where does your sister work?  
5 Do you have a shower every morning?  
6 What shall I bring when I come to see you tomorrow?  
7 Who lives in that big house across the street?  
8 What did Ted say to Bill?  
9 Would you like to come on holiday with us?  
10 Where is Ann living at the moment?
- B 1 What does Jane have for breakfast?  
2 Who did you see at the station?  
3 Which does Mary prefer, tea or coffee?  
4 What are you studying at university?  
5 Which of these two books are you buying?  
6 Who are they inviting to their party?

- C 1 When is Lucy going to come?  
2 Whose car did they borrow?  
3 How long have they lived here (for)?  
4 How many compact discs has Michael got?  
5 How does Pam go to work?  
6 Why did they stop working?  
7 Whose is that bicycle?  
8 How far is the coast (from here)?
- D 1 a Who is Jack going to help?  
b Who is going to help Susan?  
2 a How many prizes did John win?  
b Who won three prizes?  
3 a Which machine makes the boxes?  
b What does the machine in the corner make?  
4 a Whose sandwiches did Mary eat?  
b Who ate Tim's sandwiches?

---

## Unit 33

- A 1 Ruth says that she goes jogging every morning.  
2 Anna says that Jenny isn't studying for her exams.  
3 Andrew says that he used to be really fat.  
4 Jim says that he can't swim.
- B 1 Jim said (that) he was staying with some friends.  
2 Mike said (that) he had never been to Russia.  
3 Ella said (that) Tom couldn't use a computer.  
4 Jill said (that) everybody had to try to do their best.  
5 Rachel said (that) Jane might move to a new flat.  
6 Bill said (that) he would stay at home on Sunday.
- C 1 Anna said that I could rely on her.  
2 Susan said that you had been very kind.  
3 Mary said that you were staying with her.  
4 I said to Angela that I would help her with her homework.  
5 The teacher said that we were making too much noise.  
6 Mark said that you might come to my party.
- D 1 She told him (that) she liked his paintings.  
2 You told me (that) you liked that film.

- 3 Tom told Ann (that) he felt ill.
- 4 She told Bill (that) she was leaving.
- 5 I told you (that) I couldn't find it.
- 6 Mary told him (that) she would send the letter.
- 7 We told them (that) we would arrive at six.

## Unit 34

- A**
- 1 Jane to do the homework soon.
  - 2 Ann to buy a map.
  - 3 Mrs Clark to see a doctor.
  - 4 Bill to keep all the windows closed.
  - 5 Paul to go home.
  - 6 Bob to stay for supper.
- B**
- 1 I reminded John to phone Sally.
  - 2 The teacher told the children to wash their hands.
  - 3 Jane tried to persuade Tom to play the guitar.
  - 4 Paul asked Mary to lend him her bicycle pump.
  - 5 She warned the children to stay away from the water.
  - 6 The policeman advised Mark to see a lawyer.
  - 7 She told Alan to have a shower immediately.
  - 8 I reminded Sally to take an umbrella.
- C**
- 1 Yes, and I told him not to be late.
  - 2 Yes, and she warned her not to go outside the house.
  - 3 Yes, and I told him not to forget the stamps.
  - 4 Yes, and he warned them not to eat late at night as well.
  - 5 Yes, and he told them not to go near the windows.
  - 6 Yes, and she particularly warned me not to eat nuts.

## Unit 35

- A**
- 1 if/whether ....
  - 2 Why ... ?
  - 3 how many ....
  - 4 if/whether ....
  - 5 if/whether ....
  - 6 What ... ?
  - 7 when ....
  - 8 why ....
  - 9 where ....
  - 10 if/whether ....
  - 11 Where ... ?
- B**
- 1 Does Jim often play football?  
I wondered if Jim often played football.
  - 2 What have the children eaten?  
*She wanted to know what the children had eaten.*
  - 3 Where is Mark going?  
I asked where Mark was going.
  - 4 When is the next bus?  
We wanted to know when the next bus was.
  - 5 Has Ann seen this film?  
Tom asked if/whether Ann had seen this film.
  - 6 How many students will come on the trip?  
Sara wondered how many students would come on the trip.
- C**
- 1 if/whether he had worked since then
  - 2 if/whether his sister gave him money
  - 3 who else gave him money
  - 4 if/whether he knew Steven Ellis
  - 5 how long he had known him
  - 6 if/whether he had seen Steven recently



---

## Unit 36

- A 1 an ... a  
2 an ... a  
3 an ... a ... an
- B 1 the ... a  
2 the ... a  
3 a ... The  
4 a ... the  
5 the ... a  
6 The ... a
- C 1 an ... the ... the  
2 a ... a ... a ... the ... a  
3 a ... the ... a  
4 the ... the ... the ... the ... the
- D 1 a  
2 a  
3 some  
4 an  
5 The  
6 some  
7 the  
8 the  
9 the  
10 A  
11 the  
12 a  
13 a
- E 1 Turn to chapter four.  
2 Who knows the answer to question two?  
3 I have to do the second sentence.  
4 Now look at test two.
- 

## Unit 37

- A 1 There is ... it is  
2 There are ... they are  
3 There are ... they are  
4 There is ... it is
- B 1 there was  
2 there will be  
3 there used to be  
4 there have been  
5 There may be

- C 1 There were five of us.  
2 There were six of them.  
3 There were twelve of us.
- D 1 It rained a lot last night.  
2 There was quite a lot of fog at the weekend.  
3 It's very cloudy this morning.  
4 There was quite a lot of rain last week.
- E 1 It takes a few minutes to cook an omelette.  
2 A: How long does it take to make tea?  
B: It takes about 5 minutes.  
3 It takes about 3 hours to bake bread.  
4 A: How long does it take to cook a stew?  
B: It takes about 2 hours.  
5 It takes about an hour to make a cake.
- 

## Unit 38

- A 1 such  
2 so  
3 such  
4 so  
5 such  
6 such  
7 so  
8 so
- B 1 such  
2 such an  
3 such a  
4 such  
5 such a  
6 such an
- C 1 He is such a wonderful cook!  
2 Those people are making so much noise!  
3 He was/is so lucky!  
4 She wears such pretty clothes!  
5 They were so delicious!  
6 It is such an unhealthy habit!  
7 It was so easy!
- D 1 so slowly that she didn't finish the exam.  
2 so expensive that we didn't buy it.  
3 so tired that he didn't go out.  
4 so small that Peter couldn't see them.  
5 so much food that I couldn't finish it.

---

## Unit 39

- A**
- 1 for
  - 2 about
  - 3 with
  - 4 at
  - 5 of
  - 6 in
  - 7 of
  - 8 with
  - 9 at
  - 10 of
  - 11 with
  - 12 on
  - 13 at
  - 14 of
- B**
- 1 A: Is their daughter good at school work?  
B: Yes, in fact she is brilliant at everything.
  - 2 A: Why is Mr Bell's dog afraid of him?  
B: Because he is often cruel to it.
  - 3 A: Is Jenny fond of classical music?  
B: Yes, she is very keen on Bach, for example.
  - 4 A: Are you pleased with Peter's exam results?  
B: Yes, we are very proud of him.
- C**
- 1 of listening to their problems
  - 2 of old books
  - 3 talking to him
  - 4 to getting up early
  - 5 for its watches
- D**
- 1 It is not worth staying until the end of the conference.
  - 2 Mary is very good at making people happy.
  - 3 I am very interested in Jill's new ideas.
  - 4 Tom is busy talking to the guests.

---

## Unit 40

- A**
- 1 on
  - 2 on ... in
  - 3 at
  - 4 in ... on ... in
  - 5 in ... on
  - 6 in ... in
- B**
- 1 on
  - 2 behind
  - 3 next to/beside
  - 4 in front of
  - 5 between
- C**
- 1 into ... out of ... into
  - 2 onto ... into ... off ... onto
- D**
- 1 from
  - 2 across
  - 3 along
  - 4 past
  - 5 up
  - 6 in front of
  - 7 down
  - 8 through
  - 9 under
- E**
- 1 in April.
  - 2 on 20th April.
  - 3 on Monday.
  - 4 in the morning.
  - 5 at 10 a.m.
  - 6 in the spring.

---

## Unit 41

- A**
- 1 ago
  - 2 from
  - 3 for
  - 4 since
  - 5 When
  - 6 How long
- B**
- 1 has happened
  - 2 lived
  - 3 died
  - 4 has been
- C**
- 1 How long ... continued ... from
  - 2 When did ... ended ... ago
  - 3 since ... have changed since

- D 1 We haven't spoken to Jane for two weeks.  
We last spoke to Jane two weeks ago.
- 2 Helen hasn't visited Rome for twenty years.  
Helen hasn't visited Rome since she was a student.
- 3 We last saw Mary two years ago.  
We haven't seen Mary for two years.  
We haven't seen her since she got married.
- E 1 When did ... first met  
2 How long ... took ... from  
3 did ... last ... met  
4 How long ... has been ... since

## Unit 42

- A 1 which bit me  
2 who wrote to me  
3 which crashed  
4 who had won a lot of money  
5 who has a big house in Scotland  
6 who designed the new city library
- B 1 that I had seen on TV.  
2 that Jane made.  
3 that Mary sent me  
4 that my sister wrote.  
5 that I met  
6 that my brother wants to buy.
- C 1 who has visited so many different countries  
2 who interviewed me  
3 whose wives have just had babies  
4 whose book won a prize last week  
5 who complain all the time  
6 whose car had broken down
- D 1 -  
2 -  
3 who/that  
4 that  
5 that  
6 who/that  
7 -

## Unit 43

- A 1 The sun, which is really a star, is 93 million miles from the earth.  
2 John F. Kennedy, who died in 1963, was a very famous American President.  
3 Charlie Chaplin, who was from a poor family, became a very rich man.  
4 The 1992 Olympics were held in Barcelona, which is in the north-east of Spain.  
5 We went to see the Crown Jewels, which are kept in the Tower of London.
- B 1 Football, which first started in Britain, is now popular in many countries.  
2 Margaret Thatcher, who was the Prime Minister of Britain for 11 years, studied science at university.  
3 Michelangelo, who lived until he was 90, is one of Italy's greatest artists.  
4 The Nile, which runs through several countries, is the longest river in Africa.  
5 Gandhi, who was born in 1869, became India's nationalist leader.  
6 Elephants, which are found in Africa and India, live to a great age.
- C 1 Madonna, whose parents were born in Italy, is a famous American singer.  
2 Bill Clinton, whose wife is a brilliant lawyer, became President of the USA in 1993.  
3 Sebastian Coe, who was a successful English runner, is now a politician.  
4 Catherine of Russia, who ruled for over 30 years, made many important changes.
- D 1 Maria sang and played the guitar  
2 Sousse  
3 The coach stopped at a petrol station  
4 the news

---

## Unit 44

- A** 1 Mary was tired so she went to bed.  
2 I couldn't sleep because of the heat.  
3 Jill doesn't eat apples because she doesn't like them.  
4 The streets were crowded because there was a football match.  
5 I'll give Jane a key in case she gets home before me.
- B** 1 in case she's at home.  
2 because I want to lose weight.  
3 because his passport was out of date.  
4 so I'll take a book to read.  
5 in case there is a power cut this weekend.  
6 because his wife was ill.
- C** 1 so that everybody would know our new address.  
2 so that they can keep their clothes clean.  
3 so that they can keep in contact with each other.  
4 so that she can be nearer her work.
- D** 1 Last week, my brother lent me £20 so that I could buy some new shoes.  
2 Last month, the Government passed new traffic laws so that fewer people will have accidents.  
3 Our school has opened a new library so that we can have more books.  
4 Ann always writes everything in her diary so that she doesn't forget her appointments.  
5 Last Friday, we left home early so that we could avoid the morning traffic.

# Answer key to exit test 1

1	b	12	c	23	b	34	b
2	b	13	b	24	c	35	b
3	c	14	b	25	b	36	c
4	c	15	c	26	c	37	a
5	a	16	a	27	c	38	a
6	c	17	c	28	c	39	a
7	c	18	c	29	b	40	c
8	c	19	b	30	b	41	c
9	b	20	c	31	b	42	a
10	b	21	b	32	c	43	a
11	a	22	a	33	a	44	a

# Answer key to exit test 2

1	b	12	c	23	b	34	b
2	c	13	a	24	c	35	b
3	c	14	b	25	c	36	c
4	c	15	c	26	a	37	a
5	a	16	c	27	b	38	a
6	a	17	b	28	b	39	a
7	c	18	c	29	a	40	a
8	c	19	c	30	a	41	a
9	c	20	a	31	b	42	a
10	b	21	a	32	a	43	c
11	c	22	b	33	c	44	b

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# Verb tenses

	POSITIVE	NEGATIVE	QUESTIONS
Present Simple	<i>I know the answer.</i> <i>Jane walks to school.</i>	<i>I don't cook very well.</i> <i>She doesn't like him.</i>	<i>Do you like Indian food?</i> <i>Does John drive to work?</i>
Present Continuous	<i>I'm writing a letter.</i> <i>He's reading a book.</i> <i>They're playing football.</i>	<i>I'm not sleeping.</i> <i>It isn't working.</i> <i>We aren't using it at the moment.</i>	<i>Am I winning?</i> <i>Is she waiting for you?</i> <i>What are you cooking?</i>
Past Simple	<i>I cooked the dinner last night.</i>	<i>They didn't have a holiday last year.</i>	<i>Did you see John yesterday?</i>
Past Continuous	<i>She was watching the TV.</i> <i>We were talking to the doctor.</i>	<i>The fridge wasn't working.</i> <i>They weren't enjoying the film.</i>	<i>Was it raining?</i> <i>Where were you staying?</i>
Present Perfect	<i>I've lost my car keys.</i> <i>He's found a new job.</i>	<i>We haven't paid the bill.</i> <i>It hasn't rained for weeks.</i>	<i>Have you heard the news?</i> <i>Has the train arrived yet?</i>
Present Perfect Continuous	<i>We've been staying with some friends.</i> <i>He's been saving his money for a holiday.</i>	<i>You haven't been doing well at school.</i> <i>He hasn't been running.</i>	<i>Have you been waiting long?</i> <i>What have you been doing?</i>
Past Simple	<i>I had posted the letter.</i>	<i>He hadn't arrived.</i>	<i>Had it finished?</i>

# Verb structures

Modal verb + infinitive:

MODAL + INFINITIVE			
<i>She</i>	<i>can</i>	<i>swim.</i>	
<i>He</i>	<i>could</i>	<i>be right.</i>	
<i>Jane</i>	<i>may</i>	<i>be at home.</i>	
<i>It</i>	<i>might</i>	<i>come tomorrow.</i>	
<i>I</i>	<i>must</i>	<i>finish this today.</i>	
<i>You</i>	<i>needn't</i>	<i>go to the shops.</i>	
<i>I</i>	<i>shall</i>	<i>arrive at six o'clock.</i>	
<i>You</i>	<i>should</i>	<i>ask her.</i>	
<i>Mark</i>	<i>will</i>	<i>be happy.</i>	
<i>Tom</i>	<i>would</i>	<i>like to come.</i>	

Verb + -ing:

VERB + -ing FORM			
<i>James</i>	<i>enjoys</i>	<i>travelling.</i>	
<i>They've</i>	<i>finished</i>	<i>repairing the car.</i>	
<i>He</i>	<i>keeps</i>	<i>asking questions.</i>	
<i>She's</i>	<i>stopped</i>	<i>smoking.</i>	

Verb + to + infinitive:

VERB + to + INFINITIVE			
<i>I</i>	<i>decided</i>	<i>to go to America.</i>	
<i>She</i>	<i>hopes</i>	<i>to get a job soon.</i>	
<i>We</i>	<i>ought</i>	<i>to tell the police.</i>	
<i>I</i>	<i>promise</i>	<i>to write to you.</i>	
<i>He</i>	<i>refused</i>	<i>to talk to me.</i>	
<i>She</i>	<i>used</i>	<i>to smoke.</i>	
<i>Jane</i>	<i>wants</i>	<i>to be a doctor.</i>	