

A photograph of a roller coaster looping over a blue sky, with the track and cars visible. The background of the cover is a vibrant blue with a large, stylized white number '6' on the right side. Below the number '6', there are several overlapping circles containing the numbers 1, 2, 3, 4, and 5, arranged in a sequence that follows the curve of the roller coaster track. The number '5' is highlighted in a dark green circle.

New Round-Up

Virginia Evans Jenny Dooley Irina Shishova

Starter

Грамматика английского языка

A small image of a CD-ROM disc, showing its reflective surface and the center hole.

Students' Book

with CD-Rom

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New Round-Up

5

English Grammar Practice

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Introduction

New Round-Up 5 English Grammar Practice combines fun with serious, systematic grammar practice. It is ideal for learners in the intermediate stages of English language learning.

Students see grammar points clearly presented in colourful boxes and tables. They practise grammar through lively, full-colour illustrations and oral and writing activities.

New Round-Up is especially designed for different students studying English in different ways.

It can be used:

- in class with a coursebook. Students do both oral work – in pairs and in groups – and written work in New Round-Up.
- after class. The 'write-in' activities are ideal for homework. Students can practise what they have learned in the classroom.
- on holidays for revision. New Round-Up has clear instructions and simple grammar boxes, so students can study at home without a teacher.

The New Round-Up Teacher's Guide includes a full answer key, quizzes, tests plus answer keys and audio scripts of progress check listening tasks.

Present Forms

1



Listen and repeat. Then act out.



Present Simple	Present Continuous	Present Perfect	Present Perfect Continuous
permanent situations or states <i>She works as a nurse.</i> <i>She owns a large shop.</i>	temporary situations <i>They're staying at the Park Hotel at present.</i>	recently completed actions <i>She has tidied her room.</i> <i>(She has finished tidying her room. You can see it is tidy now – evidence in the present.)</i>	actions started in the past and continuing up to the present <i>He's been writing a letter for two hours. (He started two hours ago and he's still writing.)</i>
repeated / habitual actions (especially with frequency adverbs: often, usually, etc.) <i>I usually get up at 7:30 am.</i>	actions happening at or around the moment of speaking <i>She is looking for a better job.</i>	actions which happened at an unstated time in the past and are connected with the present <i>He has lost his keys. (He is still looking for them.)</i>	past actions of certain duration having visible results or effects in the present <i>She's been crying. (Her eyes are red.)</i>
permanent truths or laws of nature <i>Money doesn't buy happiness.</i> <i>Water freezes at 0°C.</i>	repeated actions with 'always' expressing annoyance or criticism <i>She's always interrupting me!</i>	personal experiences / change that has happened over a period of time <i>I've lost weight.</i>	actions expressing anger, irritation, annoyance, explanation or criticism <i>Who has been using my hairbrush? (annoyance)</i>
timetables / programmes (future meaning) <i>The match finishes at 7:45 pm.</i> <i>The plane leaves at 6:05 am.</i>	fixed arrangements in the near future <i>The Browns are visiting us tonight. (It's all arranged.)</i>	emphasis on number <i>She's written three letters since this morning.</i> <i>She has spoken to two clients since 12 o'clock.</i>	emphasis on duration (usually with for, since or how long) <i>They have been speaking in his office for the last hour.</i>
reviews / sports commentaries / dramatic narratives <i>Angelina Jolie acts brilliantly in this film.</i>	changing or developing situations <i>His English is getting better.</i>	Note: live, feel and work can be used either in the present perfect or the present perfect continuous with no difference in meaning. <i>I've been living / I've lived in Rome for a year.</i>	

Time expressions used with:

Present Simple

every day / week / month / year, usually, often, always, rarely, never, sometimes, in the morning / evening / afternoon, at night, on Mondays, etc.

Present Continuous

now, at the moment, at present, nowadays, today, tonight, always, still, etc.

Present Perfect

just, ever, never, already, yet (negations & questions), always, how long, so far, recently, since (= from a starting point in the past), for (= over a period of time), today, this week / month, etc.

Present Perfect Continuous

how long, for, since

- 1 Write the 3rd person singular of the verbs and put them into the correct column. Then read them out.

get	play	buy	drop	say	write	dry	reach	smash	drive
watch	fly	go	kiss	cry	mix	sneeze	pay	try	

+ s

-ss, -sh, -ch, -x, -o + es

vowel + y + s

consonant + y → -ies

gets,

watches,

plays,

flies,

- 2 Add -ing to the following verbs and put them into the correct column. Then read them out.

listen	use	bring	tie	hope	die	come	put
lie	rub	run	dive	go	cry	travel	

+ ing

-ie → y + ing

-e → ing

double consonant + ing

listening,

lying,

using,

rubbing,

- 3 Write the past participle of the following verbs.

1 break ... <i>broken</i> ...	3 swim	5 bring	7 write
2 meet	4 finish	6 send	8 read

- 4 Match the sentences (1–10) to the correct description (a–j).

- | | |
|--|---|
| 1 He drinks a litre of milk every day. | a emphasis on duration |
| 2 Milk contains a lot of vitamins. | b temporary situation |
| 3 He is getting stronger. | c repeated action expressing annoyance |
| 4 She has just passed her exams. | d emphasis on number |
| 5 She is having a party at the moment. | e habitual action |
| 6 He has been working all day. | f recently completed action |
| 7 She has phoned him three times this morning. | g permanent truth |
| 8 He is always borrowing money from me. | h changing or developing situation |
| 9 Her feet are aching. She has been walking all morning. | i fixed arrangement in the near future |
| 10 They are getting married next week. | j past action of certain duration having visible results in the present |



1 .....e.....	3	5	7	9
2	4	6	8	10

- 5 Complete the advertisement with the verbs in brackets. Use the *present simple* or the *present continuous*.

Adopt an Animal

TODAY

The Animal Adoption Society 1) *needs* ...
 (need) your help! At the moment, we
 2) (have) more
 than 20 dogs and 35 cats that desperately
 need a home. We 3)
 (look) for people who 4)
 (love) animals and who 5) (take) good
 care of pets. 6) (you/want) to
 adopt one of our adorable animals? We 7)
 (have) an open day this weekend. Please come! Adoption
 8) (be) completely free!

- 6 Fill in with the *present simple* or the *present continuous*.

Claire: Hi, Mum. It's me!
 Mum: Claire! What a lovely surprise! 1) *Are you calling* ... (you/call) from work?
 Claire: Yes. I 2) (be) on my lunch break at the moment.
 Mum: Is everything all right? You 3) (usually/not call) me from work.
 Claire: Everything's fine! I just want you to know that Sarah and I 4) (come) home this weekend. I 5) (book) our train tickets online right now.
 Mum: Wonderful!
 Claire: Our train 6) (leave) London at 5:15 pm and 7) (arrive) in Liverpool at 7:45 pm.
 Mum: Great. See you soon then!

Adverbs of Frequency

- Adverbs of frequency tell us **how often** something happens.
- Adverbs of frequency (**always, usually, often, sometimes, seldom/rarely, never**, etc.) come before the main verb (**read, work**, etc.) but after the verb **to be**, auxiliary verbs (**do, have**, etc.) or modal verbs (**can, should**, etc.). However, adverbs of frequency go before auxiliary verbs in short answers.

Tina **often** goes skiing at the weekend.
 Ben **is sometimes** rude to other people.
 You **can always** call me if you need help.

"Do you help your mum with the housework?"
 "Yes, I **usually** do."

- The adverbs **never, seldom** and **rarely** have a negative meaning and are never used with the word **not**. I rarely go to bed late. (NOT: I rarely ~~don't~~ go ...)

7

Read about Layla's daily routine and make sentences as in the example. Use adverbs of frequency (*always, often, sometimes, rarely, never*).



Layla's Daily Routine

- go to school by bike Monday to Thursday, walk to school on Friday
- wear casual clothes at school
- do homework every afternoon
- go swimming after school Monday to Thursday
- walk the dog after dinner Monday to Wednesday

- 1 Layla *rarely walks* to school.
- 2 She a uniform at school.
- 3 She her homework in the afternoon.
- 4 She swimming after school.
- 5 She after dinner.

8

Form questions then answer them.

- 1 you / always / go to the cinema on Saturdays?
.. *Do you always go to the cinema on Saturdays? Yes, I do. / No, I don't.*
- 2 your family / often / eat out?
.....
- 3 you / usually / have dinner at 8:00 pm?
.....
- 4 you / often / hang out with your friends?
.....
- 5 your dad / usually / wash the dishes?
.....

Stative Verbs

Verbs describing a permanent state (stative verbs) do not normally have continuous forms. These are:

- **verbs of the senses:** see, hear, smell, feel, taste, etc. (We often use *can* or *could* with these verbs.) *Can you see that tall boy over there?*

However, the verbs *look, watch* and *listen* express deliberate actions and can be used in continuous forms. *Be quiet please! I'm listening to the news. BUT I can't hear you. Can you speak louder, please?*

Note: The verbs *feel* and *hurt* can be used in either continuous or simple forms.

A: *How are you feeling today? / How do you feel today?*

B: *My leg is hurting. / My leg hurts.*

- **verbs of opinion:** agree, believe, consider, etc. *I believe he's telling the truth.*
- **verbs of emotion:** feel, forgive, hate, like, love, etc. *Harry likes rock music.*
- **other verbs:** appear (= seem), be, belong, fit (= be the right shape and size for sth), have (= possess), know, look (= appear), need, prefer, require, want, weigh, wish, etc. *He knows where Peter is. (NOT: is knowing)*

Some stative verbs (**see, smell, taste, feel, think, have, etc.**) have continuous forms but there is a difference in meaning.

State	Action
<i>I think she's rich.</i> (= I believe)	<i>I'm thinking about your offer.</i> (= I'm considering)
<i>The milk tastes awful.</i> (= has a flavour)	<i>He's tasting the sauce; it might need some salt.</i> (= he's trying its flavour)
<i>He has a pet dog.</i> (= he owns)	<i>He's having problems at work at the moment.</i> (= experiencing)
<i>This cloth feels like velvet.</i> (= has the texture)	<i>She's feeling her way in the dark.</i> (= she's finding her way)
<i>I see you're in trouble.</i> (= I understand)	<i>I'm seeing my lawyer tonight.</i> (= I'm visiting)
<i>The kitchen smells of burnt meat.</i> (= has the scent of)	<i>Why are you smelling the food?</i> (= inhaling the odour of)
<i>He comes from Spain.</i> (= he was born in)	<i>He's coming from Spain.</i> (= he's travelling from)
<i>I love holidays.</i> (in general)	<i>I'm loving this holiday.</i> (= I'm enjoying; specific)
<i>Your hair looks great.</i> (= it appears)	<i>She's looking at some old photographs.</i> (= she's examining)
<i>The baby weighs 5 kilos.</i> (= it is)	<i>I'm weighing myself on my new scales.</i> (= I'm finding out my weight)
<i>Ann is very tall.</i> (= has the quality)	<i>Ann is being very kind to me these days.</i> (= she's behaving)

9 Underline the correct item.

- I **see** / **am seeing** that the situation is out of control.
- The sausages **are tasting** / **taste** delicious.
- Do you enjoy** / **Are you enjoying** the party?
- You haven't said a word all morning. What **are you thinking** / **do you think** about?
- He **has** / **is having** a Siamese cat.
- These flowers **are smelling** / **smell** nice.
- I **don't know** / **am not knowing** where she keeps the keys.
- These silk sheets **feel** / **are feeling** lovely and smooth.
- Why **do you smell** / **are you smelling** the milk? Do you think it has gone off?
- Anna is Italian. She **is coming** / **comes** from Italy.
- That dress **looks** / **is looking** nice on you.
- If you **don't look** / **aren't looking** at that comic book, I'd like to see it.
- The doctor **weighs** / **is weighing** the baby.
- Mary **is** / **is being** very naughty these days.

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

- A: I **am thinking** (think) about going to see *Green Day* in concert next month.
B: Great! I (think) they're the best. I'll come with you.
- A: Why (you/weigh) yourself?
B: I want to see if I (weigh) enough for my height.
- A: Your baby brother (be) adorable!
B: Yes, but today he (be) really naughty. He keeps drawing on the wall.
- A: I see you (have) a new mobile phone.
B: Yes, but I (have) problems with it at the moment.
- A: Why (you/taste) the soup? It's not ready yet.
B: To see if it (taste) sweet enough for the children.
- A: Do you know where Mike (come) from?
B: He's from Glasgow. Actually, he's there at the moment but he (come) back tomorrow.
- A: I (see) Charlotte has toothache.
B: Yes. She's in a lot of pain. She (see) her dentist this afternoon, though.

1

Present Forms



Listen and repeat. Then act out.

Have gone to / Have been to / Have been in



Hello, Dad. I've been to the dentist.

Yes, I know. Is your tooth better now?



He **has gone to** Brussels. (= He's there or on his way to Brussels.)

He **has been to** Brussels once. (= He's visited Brussels but he's back now.)

He **has been in** Brussels for two months. (= He's in Brussels now.)

11 Fill in: *has / have gone to*, *has / have been in* / *to*.

Editor: Where's Stevens? I haven't seen him for days.

Secretary: He 1) *has gone to* LA to interview Brad Pitt.

Editor: How long 2) he LA?

Secretary: Three days.

Editor: What about Milton and Knowles?

Secretary: They 3) London. They're going to interview Keira Knightley.

Editor: 4) anyone Spain to talk to Penelope Cruz?

Secretary: Smith 5) her country house. He interviewed her there yesterday. He's coming back today.

12 Complete with the *present perfect* or the *present perfect continuous*.

1 A: Hi, Anna. Are you coming to play tennis now?

B: Sorry, *I haven't finished my homework yet.*
(not finish / homework / yet)

2 A: Where's Ben?

B:
(go / to the dentist's)

3 A: Where are you going on holiday this year?

B: France.
(be there / twice). I really love it!

4 A: Why are your clothes so dirty?

B:
(play rugby / for two hours)

5 A: Lucy looks very tired.

B: Yes,
(work hard / since 9:30 this morning)

6 A: Are your parents at home?

B: No,
(go to the cinema / with friends)

13 Fill in: *yet*, *since*, *for*, *tonight*, *often* or *how long*.

1 Adam is flying to Rome *tonight*.

2 She hasn't met Cathy

3 I haven't seen him last week.

4 have you been working here?

5 She cooks exotic dishes.

6 Pablo has been in Lisbon four years.

- 14** Complete the letter below using the *present perfect* or the *present perfect continuous* form of the verbs in brackets.

Dear Joanna,

I'm sorry to hear that you 1) *haven't been* (not/be) well recently. I hope you're feeling better now. As you know, I 2) (not/exercise) for the last few months and of course, I 3) (put on) some weight. Anyway, I 4) (decide) that I really want to lose weight and get fit at the same time, so I 5) (join) the new gym in Greenstone Park. It's got excellent facilities! I 6) (be) there several times and I really enjoy it. I 7) (make) some new friends there, too! What else? Well, Rebecca and I 8) (study) really hard for the last two weeks because we have a Maths exam tomorrow.

That's all for now. 9) (you/think) about where you want to go on holiday this summer? Maybe we can go together!

Best wishes,

Paula

- 15** Use the adjectives and the verbs to ask and answer questions as in the example:

A: *I'm exhausted.*

B: *Have you been working hard?*

A: *Yes, I have.*



- 16** Read the text below and choose the correct word for each space.

Robinson Crusoe has been stuck on a desert island for the past six months. Here is a letter he wrote and put in a bottle:

Dear Anybody,

I 1) *have* been on this island 2) six months now. It is a miracle that I 3) for this long. I 4) fish and fruit since I got here. Fortunately, I haven't seen any dangerous animals 5) When I arrived here the weather was fine but it 6) continuously for the past two weeks. I've built a shelter out of sticks and leaves, which is really quite cosy. My main problem is loneliness as I haven't 7) to anyone for so long. I've been thinking of building a boat and trying to escape. Please help me.

R. Crusoe

- | | | | |
|---------------------|----------------|----------------|----------------------|
| 1 A am | B is | C was | D have |
| 2 A since | B for | C just | D already |
| 3 A survive | B 'm surviving | C 've survived | D 've been surviving |
| 4 A 've been eating | B 'm eating | C eat | D 've eaten |
| 5 A often | B usually | C yet | D always |
| 6 A 's raining | B 's rained | C rains | D 's been raining |
| 7 A speak | B spoken | C speaks | D spoke |

17 Put the verbs in brackets into the correct present forms.

Dear Janet,

How are you? I 1) ...*'m writing*... (**write**) to you from Hawaii. The hotel we 2) (**stay**) in is amazing!

It's very hot here and we 3) (**have**) a great time. Today, we 4) (**be**) all at the beach. Right now, my sisters, Carla and Daniela, 5) (**build**) a sandcastle. Mum and Dad 6) (**play**) beach volleyball for over an hour and Giovanni, my brother, 7) (**just/go**) diving with his friends. They 8) (**go**) diving every day. So far, I 9) (**try**) windsurfing. It's really thrilling!

We 10) (**not/do**) much sightseeing yet but tomorrow we 11) (**go**) on a trip round the island. We're all looking forward to it.

See you soon.

Luisa



Speaking Activity

(describing a picture)

Look at the picture and, in pairs, discuss it.

- Where are the people in the picture?
They are at the beach.
- What / they / wear?
- What / they / do?
- What / weather / be like?
- How / they / feel?
- you / ever / be ...?
- Where / you like / go on holiday?



Writing Activity

Imagine you are on holiday. Write an email to your English pen friend. In your email write:

- where you are • who you are with • where you are staying
- what the weather is like • what you have / haven't done

Use Ex. 17 as a model.

Dear

How are you? I from We're staying at

The weather here is Right now, Mum and Dad I It's so exciting!

We yet but we Tomorrow, we We're looking forward to it.

See you soon.

.....

Phrasal Verbs

break down:

- stop working (of cars, engines, machines, etc.)
- lose control of feelings (of people)

break into (+ object):

- enter by force
- start doing sth suddenly (laughter, etc.)

break out:

- begin suddenly (war, fire, etc.)
- escape from a place

break up: stop for holidays (of schools, etc.)

1 Fill in the correct particle.

- 1 Our school usually breaks *up* for the summer in July.
- 2 My car broke on the motorway and I had to walk to a garage.
- 3 When they saw the clown, the children broke laughter.
- 4 The man managed to break of prison early this morning.
- 5 The fire broke in the kitchen and quickly spread to the rest of the building.
- 6 After hearing the bad news, the girls broke and cried.

2 Look at Appendix 1 on page 206 and fill in the correct preposition.

- 1 She blamed him *for* the accident.
- 2 They arrived London at 7:30 pm.
- 3 I must apologise Mary the delay.
- 4 Sally was ashamed Mark's behaviour at the party.
- 5 He doesn't believe ghosts.
- 6 She is brilliant gymnastics.
- 7 He isn't aware the problem.
- 8 I am afraid snakes and spiders.
- 9 I am very annoyed John being so careless.
- 10 They were astonished the way Fred spoke to the manager.

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Word Formation Nouns referring to people

- **verb + er / or / at** teach – teacher, act – actor, lie – liar, employ – employer
- **noun / verb / adjective + ist** art – artist, tour – tourist, national – nationalist
- **verb + ant / ent** contest – contestant, study – student
- **noun + an / ian** republic – republican, library – librarian
- **verb + ee** (passive meaning) employ – employee

3 Complete each of the sentences with a word formed from the word in bold.

- 1 The shop has a new ... *employee* ... (**employ**) on the second floor.
- 2 Did you know that George has started work as a (**library**) at the university?
- 3 The professor doesn't want more than six (**study**) in each study group.
- 4 I'm going to be a (**contest**) in a TV quiz show next week!
- 5 I think that Leonardo DiCaprio is a fantastic (**act**).
- 6 She wants to be a professional (**art**) when she finishes university.
- 7 Abraham Lincoln was the first (**republic**) president of the USA.
- 8 Our (**teach**), Mrs Wilson, has been ill for two weeks.
- 9 I've just found a camera. I think it belongs to the (**tour**) over there.
- 10 The (**burgle**) got into the house through the kitchen window.

In Other Words ...

I've never eaten pizza before.
It's the first time I've ever eaten pizza.

I've never read such a good book.
It's the best book I've ever read.

4 Rephrase the following sentences using the words in bold.

- She has never been on TV before.
first ... *It's the first time she has ever been on TV.*
- She has never heard such a funny story.
funniest
- It's the first time she has ever read Tolstoy.
never
- It's the worst headache she's ever had.
bad
- He's never played cricket before.
ever

5 Here are some sentences about Lisa's neighbour, Stella. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- Stella is the kindest person I know.
I ... *have never met* ... such a kind person as Stella.
- Stella owns two pet dogs.
Stella ... two pet dogs.
- There's a party at Stella's house next Friday.
Stella ... a party at her house next Friday.
- Stella hasn't finished sending the invitations yet.
Stella is ... the invitations.
- Stella has an appointment with the DJ at 10 am.
Stella is ... the DJ at 10 am.
- Stella is wearing a nice perfume today.
Stella's perfume ... nice.

Idioms

be on good terms (with sb): be friendly (with sb)

be in a good mood: feel happy

be broke: have no money at all

do one's best: try as hard as possible

do sb a favour: do sth to help sb

do (sth) for a living: have a job and earn money

6 Fill in the correct idiom.

- "What do you ... *do for a living* ...?" "I work as a nurse."
- After the divorce, they didn't talk for months but now they ... with each other.
- I'm going to the bank to ask for a loan because I ...
- Although he ..., he didn't win the race.
- Could you ...? If you're going out, could you buy some milk?
- Now's a good time to ask for a pay rise because the boss ...

Past Forms

2



Listen and repeat. Then act out.

What **happened**?
How **did** you **burn** your ears?

Well, I **was ironing** when the phone **rang** and I **answered** the iron by mistake.

But I thought you **had burnt** both your ears.

Well, yes! I **had been ironing** for only two minutes when it **rang** again.

Past Simple	Past Continuous	Past Perfect	Past Perfect Continuous
past actions which happened immediately one after the other <i>She sealed the letter, put a stamp on it and posted it.</i>	two or more simultaneous past actions <i>While I was sunbathing, Tim was swimming.</i>	past action which occurred before another past action or before a specific time in the past <i>He had left by the time I got there. (or by 8:15 pm)</i>	emphasis on the duration of an action which started and finished in the past before another past action or a stated time in the past <i>She had been working as a clerk for 10 years before she resigned.</i>
action or event which happened at a stated past time <i>She called an hour ago. (When? An hour ago.)</i>	action in progress at a stated time in the past <i>He was playing tennis at 4:30 pm yesterday.</i>	complete past action which had visible results in the past <i>She was sad because she had failed the test.</i>	past action of certain duration which had visible results in the past <i>They were wet because they had been walking in the rain.</i>
action which happened at a definite past time. The action was completed in the past. <i>Shakespeare wrote a lot of plays. (Shakespeare is now dead; he won't write again.)</i>	past action in progress interrupted by another past action. The longer action is in the Past Continuous, the shorter action is in the Past Simple. <i>While I was getting dressed the bell rang.</i>	the Past Perfect is the past equivalent of the Present Perfect <i>(He can't find his watch. He has lost it.) He couldn't find his watch. He had lost it.</i>	the Past Perfect Continuous is the past equivalent of the Present Perfect Continuous <i>(She is going to the doctor. Her leg has been aching for two days.) She went to the doctor. Her leg had been aching for two days.</i>
past habit or state <i>He used to go / went to school on foot.</i>	background description to events in a story <i>She was flying to Paris. The sun was shining...</i>		
Time expressions used with:			
Past Simple	yesterday, last week, etc. (how long) ago, then, just now, when, in 1967, etc.		
Past Continuous	while, when, as, etc.		
Past Perfect	for, since, already, after, just, never, yet, before, by, by the time, etc.		
Past Perfect Continuous	for, since		

2

Past Forms

- 1 Write the past simple form of the verbs in the list in the correct column. Then read them out.

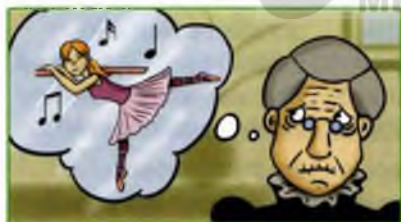
like	cry	dance	smile	travel	delay	live	empty
stop	play	fry	rob	try	stay	prefer	destroy
-e + d	double consonant + ed		consonant + y → ied		vowel + y + ed		
liked,	stopped,		cried,		played,		

- 2 Add -(e)d to the verbs, put them in the correct column, then read them out.

land	smile	correct	slip	decorate	offer	dress	water	suggest
look	watch	start	smash	cook	collect	prepare	iron	clean
/d/ after /t/, /d/	/t/ after /k/, /s/, /t/, /p/, /t/		/d/ after other sounds					
landed,	looked,		smiled,					

- 3 Put the verbs in brackets into the correct past form, then match them to their uses.

- ~~past habit~~ • past action of certain duration with visible results in the past • simultaneous past actions
- complete past action with visible results in the past • past action in progress interrupted by another past action
- action continuing over a period up to a specific time in the past



- 1 When she was young, she *danced* (dance) a lot.
..... *past habit*



- 2 John (drive) home when his car
(break down).



- 3 Ted (read) a book while Mary
(watch) TV at 4 o'clock yesterday afternoon.



- 4 He was tired. He
(work) on his computer all night.



- 5 She was upset because she
(lose) her watch.



- 6 She (wait) for an hour before the bus
(come).

4 Match the sentences (1–12) with the correct description (a–l).

- 1 It was raining and the wind was blowing.
- 2 He was exhausted because he had been walking all day.
- 3 There was no milk left because Jack had drunk it all.
- 4 She had finished by 8 o'clock.
- 5 The storm broke out after we had been driving for four hours.
- 6 He got into the car, started the engine and drove away.
- 7 The party had already started by the time I arrived.
- 8 Heath Ledger died in 2008.
- 9 I was cycling to work when I fell off my bike.
- 10 The Beatles made lots of records.
- 11 I was sleeping at 3 o'clock yesterday afternoon.
- 12 She had been trying to find a job in Hollywood for years before she moved to Miami.

- a past equivalent of the Present Perfect
- b action that was in progress at a stated past time
- c past actions which happened one after the other
- d action which is not connected with the present and happened at a definite past time not mentioned
- e background description to events in a story
- f emphasis on the duration of an action which started and finished in the past before another past action or a stated time in the past
- g past equivalent of the Present Perfect Continuous
- h past action which occurred before another action
- i past action in progress interrupted by another
- j past action which occurred before a stated time in the past
- k event which happened at a stated past time
- l past action of certain duration which had visible results in the past

- | | | | | | |
|-----------|---------|---------|---------|----------|----------|
| 1 ...e... | 3 | 5 | 7 | 9 | 11 |
| 2 | 4 | 6 | 8 | 10 | 12 |

5 Alex and his family travelled to Moscow last month. Look at the notes below and say what they did on Friday, using the linking words from the list.

after that next finally later first then



FRIDAY

- 8:30 am - 9:30 am: have breakfast at hotel
- 9:30 am - 12:00 pm: see the Kremlin
- 12:00 pm - 1:00 pm: visit St Basil's Cathedral
- 1:00 pm - 3:00 pm: eat lunch at one of the many restaurants along the Arbat
- 3:00 pm - 6:00 pm: shop at GUM shopping centre
- 6:00 pm - 7:30 pm: have dinner at One Red Square restaurant
- 7:30 pm - 10:00 pm: attend a ballet performance at the Bolshoi Theatre

S1: First, they had breakfast at the hotel.

Now, in pairs, ask and answer questions about what Alex and his family were doing at the times listed below as in the example:

- 9:00 am • 11:45 am • 12:30 pm • 2:00 pm • 4:30 pm • 7:15 pm • 9:45 pm

A: What were Alex and his family doing at nine o'clock in the morning?

B: They were having breakfast at the hotel.

6 A teacher is talking to a student. Put the verbs in brackets into the *past simple* or the *past continuous*.

- Teacher: James, why is your leg in a plaster cast? What 1) *happened* (happen)?
 James: Well, yesterday afternoon when I 2) (walk) home from school, I
 3) (slip) over on the ice and 4) (break) my ankle.
 Teacher: How awful!
 James: It 5) (be). And I 6) (not/have) any credit on my
 mobile to call my parents.
 Teacher: So, how did you get to hospital?
 James: Well, I 7) (lie) on the ground wondering what to do when, all of
 a sudden, I 8) (see) my next door neighbour. He 9)
 (take) his dog for a walk.
 Teacher: That was lucky.
 James: I know. Anyway, he 10) (phone) my mum and she 11)
 (come) and 12) (take) me to hospital.
 Teacher: Well, I'm very glad someone 13) (find) you and I hope your leg mends soon.

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

A Night to Remember

It was a cold winter's night. The wind 1) *was blowing* (blow) and thick snow 2) (fall) to the ground. None of us could sleep, so we all 3) (stay) up late. While we 4) (sit) in the living room, listening to my brother, Jed, play the guitar, Mum 5) (come) out of the kitchen with hot chocolate for everyone. We 6) (have) a great time when, suddenly, all the lights 7) (go) out! Mum 8) (begin) looking for some candles. Ted 9) (try) to help us when my little sister, Emma, 10) (fall) off the couch. As I 11) (try) to reach her, I 12) (trip) over my brother's guitar. Luckily, Dad 13) (find) some matches and 14) (light) the fire. We could see again but we couldn't stop laughing!

8 Put the verbs in brackets into the *past simple* or the *past perfect*. State which action happened first.

- When I *left* (leave) the house, I *realised* (realise) that I *had forgotten* (forget) to take my keys with me. **First action:** *had forgotten*
- After I (finish) digging the garden, I (decide) to go for a walk. **First action:**
- I (lend) Alisha some money only after she (promise) to give it back the next day. **First action:**
- Kate (study) for her Maths test before she (go) out with her friends. **First action:**
- I (buy) Beckie a plant yesterday because she (sing) so well in the concert the night before. **First action:**

9 Fill in the gaps using the *past perfect continuous* form of the verbs below.

look

drive

search

try

play

work



- 1 They *.. had been looking ..* for a house for ages before they finally found one they liked.



- 2 Jim and Emma were happy. They computer games all afternoon.



- 3 Chris finally found the perfect guitar after he all morning.



- 4 They for three hours before they stopped to look at the map.



- 5 Kevin was stressed. He to solve the Maths problem for over an hour.



- 6 Max had a headache because he on his computer for hours.

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

- 1 A: Why didn't you have some dessert?
B: I *.. had eaten ..* (eat) too much already.
- 2 A: How long (you/live) in Brazil before you moved here?
B: About 10 years.
- 3 A: Did you watch the comedy on Channel 4 yesterday?
B: No. It (finish) by the time I got home.

- 4 A: Was she there when you arrived?
B: No, she (already/leave).
- 5 A: Why was Brad so exhausted last night?
B: He (work) since 9 o'clock in the morning.
- 6 A: What did he think of the photo exhibition?
B: He loved it. He said he (never/see) such beautiful photos before.

11 Make as many sentences as possible by combining the phrases in the columns and the appropriate time word.

- 1 She went to bed
2 Ted was making lunch
3 Jim was reading
4 Sally went to the bank
5 I was washing the dishes
6 He was very depressed

when
while
and
after
because

- a Nadia was laying the table.
b she was drying them.
c all her guests had left.
d he had lost his job.
e withdrew some money.
f the doorbell rang.

- 1 *.. c. (after) ..*
2
3
4
5
6



12 Put the verbs in brackets into the correct past form.

Holiday Trouble

I remember the first time I 1) *went* (go) abroad on holiday. I 2) (just/leave) school. I 3) (study) very hard for my final exams and I 4) (feel) that I needed to get away. A friend of mine 5) (want) to go away as well, so we 6) (decide) to look at some brochures at a travel agent's. We 7) (search) for about an hour when my friend 8) (find) the perfect holiday – two weeks in Cuba. We 9) (be) very excited about it. Finally, the day of our holiday 10) (arrive). We 11) (just/leave) the house when the phone 12) (ring). I 13) (run) back into the house but the phone 14) (stop) by the time I 15) (reach) it. When we 16) (get) to the airport, we 17) (check) in and 18) (go) to the cafeteria. While we were having our coffee, the airline 19) (make) an announcement. Our flight was delayed for eight hours. It was then that I 20) (realise) what the phone call was about.

13 Choose the correct answer.

- By 2008, Katie six countries in Europe.
A had already been visiting C already visited
B was already visiting **D had already visited**
- The children were cold. They in the snow all afternoon.
A had played B had been playing C were playing D played
- This time last week, I an exam.
A sat B had sat C had been sitting D was sitting
- Lucy was gardening Adam was painting the kitchen.
A when B as soon as C after D while
- Paul an expensive mountain bike last year.
A was buying B had bought C bought D had been buying
- He tennis every day during the summer holidays.
A is playing B had played C had been playing D played
- While Matthew was fixing the window, he off the ladder.
A fell B was falling C had fallen D had been falling
- It was a chilly evening. A strong wind and clouds were covering the sky.
A was blowing B blew C had blown D had been blowing
- They for three hours before they found the house.
A have walked B had been walking C walked D are walking
- By the time they arrived at the beach, it to rain.
A was starting B started C had started D had been starting



Listen and repeat. Then act out.

What **did you use to do**?

I **used to be** a comedian.

Did you run out of jokes?

No, the audience ran out of laughs.

Used to – Would – Was going to

Used to / Past Simple are used to talk about past habits or actions that happened regularly in the past but they no longer happen. **Used to** forms its negative and interrogative with 'did' and it is the same in all persons. *She used to walk / walked long distances. She didn't use to stay in and watch TV.*

Be/Get used to + noun / pronouns / -ing form express habitual actions and means 'be/get accustomed to', 'be in the habit of'.

- *They are used to cold weather.* (They are accustomed to cold weather. – present)
- *I'm used to getting up early.* (I'm accustomed to getting up early. – present)
- *He wasn't used to working at night.* (He wasn't accustomed to working at night. – past)
- *Sophie is getting used to life in the country.* (Sophie is becoming accustomed to life in the country. – present)
- *Ron had never lived in a tropical country before but he quickly got used to it.* (He became accustomed to it. – past)
- *Amanda will soon get used to wearing glasses.* (She will become accustomed to wearing glasses. – future)

We use **would / used to** for reported actions or routines in the past. We do not use **would** with stative verbs because they describe states and not actions.

Grandma would always make me porridge for breakfast. (also: **used to make**)

I used to have a pet dog. (NOT: **would**)

Was going to expresses unfulfilled arrangements or unfulfilled plans in the past or actions one intended to do but did not or could not do. *He was going to visit Pam but she wasn't at home.*

14

Kate has found a new job. How is her life different now? In pairs, ask and answer questions as in the example:

Before

She worked in a café.
She stayed in England.
She didn't earn much money.
She took the bus to work.
She didn't get up early.



Now

She works as a flight attendant.
She travels all the time.
She earns a lot of money.
She drives to work.
She gets up early.

A: Did Kate use to work as a flight attendant?

B: No, she didn't. She used to work in a café.

15 Choose the correct answer.

- 1 "Have you ever lived in a big city before?"
"No, but I'm sure I will to it."
A be used B used C **get used**
- 2 "Do you know that girl?"
"Yes, we to go to the same school."
A are used B were used C used
- 3 "Do you remember when we were children?"
"Yes, Grandma always make us strawberry muffins."
A would B got used to C was used to
- 4 "Mr Miller looks different now, doesn't he?"
"Yes. He to wear glasses and have a moustache."
A used B would C is used
- 5 "Tom had trouble with the group project."
"Yes. He to working with others."
A is used B isn't used C used
- 6 "Amir has never done computer work before."
"Don't worry, he will soon it!"
A be used B used to C get used to
- 7 "Do they find it difficult living in Switzerland?"
"Yes, they haven't the cold yet."
A been used to B got used to C used
- 8 "Why do you look so tired?"
"Well, I to waking up so early."
A am not used B used C am used
- 9 "Do you have fond memories of your camping trips?"
"Yes, my cousins and I go fishing by the lake."
A would B were used C used

16 Write what was going to happen but didn't happen.



- 1 He was going to drink some lemonade but there was none left.



- 2 She her red dress but it was dirty.



- 3 They some flowers but the shop was closed.

17 Fill in: *used to* or *would*.

I 1) used to live in a small house in the country. I 2) get up every day at 7 o'clock and get ready for school. My mother 3) get my lunch ready and then she 4) walk me to the bus stop and wait with me for the school bus to arrive. The bus 5) be on time. I had classes until 3 pm and then I 6) catch the school bus again. In the afternoon, it 7) drop me off at my grandparents' house because both my parents worked. Today, I live in the city right across the road from my new school. My mum works from home now. It's really great having her at home in the afternoons!



18 Put the verbs in brackets into the correct past tense.

By the time Mark and Steve reached the old cabin in the forest, it 1) *...had got...* (get) dark and a cold wind 2) (blow) in their faces. They 3) (walk) for more than two hours and they felt exhausted. It had all begun when they 4) (go) into the forest to take photos of trees their environmental group 5) (plant) the previous year. Everything 6) (go) well until it 7) (start) to rain heavily. Unfortunately, they had lost their map as they 8) (cross) a river but after a couple of hours they had found the cabin. They 9) (open) the door and 10) (go) in. To their surprise, they found three tourists inside. At least they weren't alone!



19 Put the verbs in brackets into the correct past tense.

A: Gemma, listen to this! I 1) *...was walking...* (walk) through the city centre yesterday when I 2) (notice) that a crowd 3) (gather) around two men. Apparently, they 4) (argue) loudly for more than half an hour!
B: 5) (they/resolve) their argument?
A: Eventually, yes!

A: I 1) (not/hear) from Sam in Australia until yesterday when I got his letter.
B: How is he?
A: He's great. As I 2) (open) the envelope, he 3) (phone) me! He said he 4) (have) trouble with his computer but he 5) (fix) the problem.
B: Great!

20 Fill in: for, since, how long, before or until.

- They had been waiting *...until...* 11 o'clock to see the manager.
- had you been travelling around Asia you decided to come home?
- Mr Evans waited all the students had arrived he started the lesson.
- Mina told her teacher that she had been sick five days.
- I was hungry because I hadn't eaten anything 8 o'clock that morning.

Past Simple vs Present Perfect

Past Simple

completed action which happened at a stated time in the past

She left yesterday. (When did she leave? Yesterday.)

action which happened in the past and cannot be repeated

I met Princess Diana. (I won't meet her again. She's dead. – period of time finished)

Present Perfect

completed action which happened at an unstated time in the past

Don has left for Madrid. (We don't know when he left; unstated time; he's either there now or on his way there.)

action which happened in the past and may be repeated

I've spoken to Julia Roberts. (I may speak to her again. She's alive. – period of time not finished yet)

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

- 1 A: ... *Have you already been* ... (you/already/be) on holiday?
B: No, I haven't. I (break) my leg last month and it (be) in a plaster cast for two weeks.
- 2 A: (you/have) any news from Katie and Rafael?
B: Yes. They (call) me from Italy last night.
- 3 A: Do you know Charlotte Samuels? I (meet) her at the Rolling Stones concert yesterday.
B: Yes. She's a really good friend of mine. I (know) her for about 5 years.
- 4 A: Who is your favourite writer? I (always/like) Samuel Beckett.
B: Shakespeare. He (have) such an amazing way with words.
- 5 A: (you/try) goulash?
B: Yes, I (eat) goulash when I (be) in Hungary last month. It was delicious.

22 Read the text below and choose the correct word for each space.

Stars at the start

Don't feel bad if your first job isn't anything exciting. Before they were famous, some of today's stars 1) ... *A* ... ordinary jobs, too!

Tom Cruise 2) from a wealthy family. When he was a teenager, he 3) newspapers in his neighbourhood.

4) **Beyoncé Knowles** was a singer and well-known actress, she helped out at her mother's beauty salon. She 5) money cleaning the floors.

Brad Pitt wasn't always a famous actor. 6) he was trying to get acting roles, he 7) many odd jobs to pay his bills. Once he worked at an *el Pollo Loco* restaurant dressed as a giant chicken!

Pop star **Gwen Stephanie** 8) start off on stage. Before she 9) a famous singer, she 10) at a local ice cream shop.

- | | | | |
|--|------------------|-----------------------|------------------|
| 1 <input checked="" type="radio"/> A had | B were having | C had been having | D have had |
| 2 A hasn't come | B not came | C didn't come | D was not coming |
| 3 A delivered | B was delivering | C has delivered | D had delivered |
| 4 A When | B Before | C While | D Since |
| 5 A did make | B had made | C has made | D made |
| 6 A While | B After | C By | D By the time |
| 7 A does | B did | C was doing | D had done |
| 8 A didn't use to | B wouldn't | C didn't | D had not |
| 9 A become | B has become | C became | D was becoming |
| 10 A had used to work | B used to work | C was used to working | D would work |

Tense Review

23 Put the verbs in brackets into the *present simple*, the *present continuous*, the *past simple* or the *past continuous*.

- Steve: Hi, Tom! What a surprise to see you here. I 1) *was thinking* (think) of calling you earlier.
 Tom: Hi, Steve. Yes, I'm not usually around here but I 2) (lose) my mobile phone yesterday and now I 3) (shop) for a new one.
 Steve: Oh, I'm sorry to hear that. Hey! Maybe I can help you. My sister 4) (get) a great new mobile from a shop just around the corner from here last week.
 Tom: Really? 5) (she/get) a good deal?
 Steve: She got a 25% discount! I 6) (go) there right now actually. Do you want to come with me?
 Tom: Thanks. That would be great. 7) (you/shop) for a mobile phone, too?
 Steve: No, I 8) (want) to buy some PlayStation games.
 Tom: Well, you should go to Electroworld then. They 9) (have) a sale on at the moment. All the games 10) (be) half price.
 Steve: Really? Thanks for the tip. It's lucky we 11) (bump) into each other today!

24 Put the verbs in brackets into the correct past and present forms.

Sue Thomas is a fashion designer. She 1) *has been making* (make) clothes ever since she 2) (be) a young girl. She 3) (get) her first job in a clothes factory when she was sixteen. She 4) (sew) buttons onto a shirt one day when she 5) (have) a brilliant idea for a design. After she 6) (speak) to her bank manager, she got a loan and she 7) (open) her own little workshop. Since then, she 8) (make) lots of money. She 9) (sell) clothes to a lot of famous people, including film stars and singers.



25 Complete the sentences using an appropriate form of the verbs / phrases in the box below.

see house	run	visit	ride	lose wallet
rain	sleep	go / gym	walk	wait

- As soon as I *saw that the house was* on fire, I phoned the fire brigade.
- By the end of 1990s he eleven different countries.
- The river flooded because it heavily for weeks.
- Where have you been? I for you for hours.
- The first time I a bicycle, I kept falling off.
- Steven didn't realise he until he put his hand in his pocket.
- Mark was out of breath. He for an hour.
- He is very strong because he every day.
- He in the park when it started to snow.
- Don't make too much noise! The baby

Speaking Activity

(narrating a story)

Look at the pictures. In pairs, prepare a short story. Tell the class.

Think about: • people • place • weather • what happened • people's feeling

Use the phrases: light breeze blow, sun shine, fun at lake, skate over one hour, suddenly ice crack, fall in water, throw scarf, grab it, pull out, shiver and shake, get blankets, call emergency services, take to hospital, happy alive



It was a lovely winter's day so Dan and Martin decided to go skating on the lake near their cabin, etc.

Writing Activity

Now imagine you are Dan. Use the information from the Speaking Activity to write a story about what happened.

It was a lovely winter's day. A light breeze was blowing and the sun was shining. My friend Martin and I

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Phrasal Verbs

bring about: cause to happen

bring out: publish

bring round: • cause to regain consciousness
• persuade

bring up: raise a child

1 Fill in the correct particle.

- The Internet has brought ... *about* ... great changes in the way we get information.
- When Paul fainted, his friends splashed him with cold water to bring him
- As both her parents had died, she was brought by her grandparents.
- Susan's first novel was brought last December.
- After trying to persuade him for hours, I finally brought him to my point of view.

2 Look at Appendix 1 on page 206 and fill in the correct preposition.

- Everybody congratulated him *on* passing his exams.
- The police have charged him theft.
- How much do they charge a haircut?
- The nurse takes care her patients.
- The con man was very clever making people believe his stories.
- I've lost contact Jim since he moved to America.
- The police questioned him in connection the robbery.
- If you compare Jim Harry, you'll realise they are very different even though they are twins.
- This drink consists orange and soda.
- I don't like people who are cruel animals.
- Tim is thinking of changing his car a bigger one.

Word Formation

Nouns formed from verbs

-age	pass – passage
-al	propose – proposal
-ance	accept – acceptance
-ation	investigate – investigation
-ence	differ – difference
-ion	select – selection

3 Complete each of the sentences with a word formed from the word in bold.

- Jennifer received her letter of *acceptance* (**accept**) from the university.
- Henry's parents have already given him their (**approve**) for the camping trip.
- From his (**investigate**) the detective was able to find out who took the documents.
- Layla has a very impressive stamp (**collect**).
- The boys discovered a secret (**pass**) from their basement to the building next door.
- I have a (**prefer**) for pop music over rock.

In Other Words ...

It's a long time since he called us.
He hasn't called us for a long time.

The last time I saw him was a week ago.
I haven't seen him for a week.

When did he get the job?
How long ago did he get the job?
How long is it since he got the job?

4 Rephrase the following sentences using the words in bold.

- It's months since I saw Céline.
for ... I haven't seen Céline for months.
- When did she come home?
since
- I haven't spoken to him for a week.
last
- How long is it since he started playing football?
when
- The last time I went to the theatre was a month ago.
been

5 Here are some sentences about Stephen, a talented singer. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- Stephen began performing in concerts when he was seven years old.
Stephen ... *has been performing* ... in concerts since he was 7 years old.
- Stephen sings at the National Concert Hall on Saturday nights.
Stephen sings at the National Concert Hall ... Saturday evening.
- Stephen has always wanted to meet his hero, John Mayer.
Stephen has ... met John Mayer, his hero.
- When he was little, Stephen would watch MTV all the time.
Stephen ... to watch MTV every day when he was little.
- Stephen is considering studying music abroad.
Stephen is ... about studying music abroad.
- It's Stephen's dream to become a famous singer.
Stephen ... to become a famous singer.

Idioms

have a good time: enjoy oneself
(opp: have a bad time)

have the time of one's life:
experience a period of exceptional happiness

have an early night: go to bed early

get along with: be on friendly terms

get into a mess: get into a difficult situation

get on sb's nerves: irritate sb

get rid of: remove or dispose of

give sb one's word: make a promise

6 Fill in the correct idiom.

- He ... *gave her his word* ... that he would never lie to her again.
- I find it very easy to ... people.
There's hardly anyone I don't like.
- They ... at the party last night.
- I'm so tired. I think I will ...
- They ... on their honeymoon. They went to Venice.
- John ... He never stops talking in class.
- I ... with my new computer because I didn't read the instructions.
- I think you should ... those old jeans. They're full of holes.

Future Forms

3

6 Listen and repeat. Then act out.

Can you get me some spinach and broccoli from the supermarket?

Oh no, you're **not going to** make vegetable pizza again, are you?

Stop complaining and hurry up! The supermarket **will close** in half an hour.

Yes, but the restaurant next door **will be** open.

Future Simple (Will)	Be going to	Future Continuous	Future Perfect
decisions taken at the moment of speaking (on-the-spot decisions) <i>It's getting dark, I'll turn on the light.</i>	future plans and intentions <i>Now that they've settled in their new house, they're going to have a party.</i>	actions in progress at a stated future time <i>He'll be sunbathing in Hawaii this time next week.</i>	actions which will have finished before a stated future time <i>She will have come back by the end of July.</i> Note: <i>by or not ... until / till</i> are used with the Future Perfect. <i>Until / till</i> are normally used with the Future Perfect only in negative sentences. <i>She will have finished by 8 o'clock. (NOT: until/till)</i> <i>She won't have finished until 8 o'clock.</i>
hopes, fears, threats, offers, promises, warnings, predictions, requests, comments, etc. especially with: expect, hope, believe, I'm sure, I'm afraid, probably, etc. <i>I'm afraid I'll be a little late.</i>	predictions based on what we can see or what we know, especially when there is evidence <i>Ann is going to have a baby. Look at the dark clouds in the sky! It's going to rain.</i>	actions which are the result of a routine (instead of the Present Continuous) <i>I'll be seeing John tomorrow. (We work in the same office so we'll definitely meet.)</i>	
future predictions based on what we think / imagine will happen <i>They'll probably go shopping on Tuesday. (prediction)</i> facts in the future <i>He will be ten next year.</i>	things we are sure about or we have already decided to do in the near future <i>Max is going to invite his friends to dinner. (He has already decided to do this.)</i>	when we ask politely about people's arrangements to see if they can do sth for us or because we want to offer to do sth for them <i>Will you be going to the supermarket? Can you buy me some tea?</i>	Future Perfect Continuous emphasis on the duration of an action up to a certain time in the future <i>By the end of this year, Sally will have been working here for two years.</i>
things we are not sure about or haven't decided to do yet <i>She'll probably pass the test. (not sure yet)</i>		Present Simple (future meaning) timetables / programmes <i>The plane reaches London at 9:45 pm.</i>	Present Continuous (future meaning) fixed arrangements in the near future <i>Sally is seeing her dentist tomorrow afternoon. (Sally has already made an appointment.)</i>

Time expressions used with:

Will / Be going to / Future Continuous	tomorrow, tonight, next week / month, in two / three, etc. days, the day after tomorrow, soon, in a week / month, etc.
Future Perfect	before, by, by then, by the time, until (is used only in negative sentences with this tense)
Future Perfect Continuous	by ... for <i>By the end of next month, she will have been teaching for thirty years.</i>

Shall is used:

with I/we in questions, suggestions, offers or when asking for advice.

Shall we play tennis? What shall I do?

Will is used:

to express offers, threats, promises, predictions, warnings, requests, hopes, fears, on-the-spot decisions, comments (mainly with: think, expect, believe, I'm sure, hope, know, suppose and probably). *I hope he'll be on time.*

1 Fill in: **will**, **won't** or **shall**.

- Mum: Anna! 1) *Will* ... you please stop making so much noise? I 2) never finish what I'm doing if you aren't quiet.
- Anna: But Mum, what 3) I do? If I don't practise, I 4) pass my violin exam tomorrow.
- Mum: And I 5) be in trouble at work if I don't finish this report.
- Anna: 6) I go to Jessica's house then? She's taking the exam as well and we can practise together.
- Mum: That's a great idea. Call me when you've finished and I 7) come and pick you up.

2 Complete the sentences using **will** or **be going to**. Then identify if the situation is a prediction based on what we think or an intention.

- 1 They *are going to*
play tennis.
..... *intention*



- 2 I think you
be a great pianist one day.
.....



- 3 He
send a letter to his friend Ben.
.....



- 4 Number 2
probably win the race.
.....



- 5 They
wash the dog.
.....



- 6 More people
drive electric cars in the future.
.....

3 Match the sentences (1–11) with the correct description (a–k).

- 1 ☐ e Look out! That dog is going to bite you.
- 2 ☐ I'll be flying to Morocco this time tomorrow.
- 3 ☐ She is worried that he'll be angry.
- 4 ☐ By 11 o'clock she'll have been waiting for five hours.
- 5 ☐ The London train arrives at 4:45 pm.
- 6 ☐ I'm seeing my bank manager this morning.
- 7 ☐ When I'm older, I'm going to learn to drive.
- 8 ☐ I think I'll make some tea. Do you want some?
- 9 ☐ He'll have finished by tomorrow afternoon.
- 10 ☐ Will you be going into town today?
- 11 ☐ I think Anna will become a great artist one day.

- a fixed arrangement in the near future
- b action which will be finished before a stated future time
- c timetable
- d fear about the future
- e evidence that something will definitely happen in the near future
- f future intention
- g action in progress at a stated future time
- h emphasis on the duration of an action up to a certain time in the future
- i on-the-spot decision
- j polite enquiry about people's arrangements
- k prediction

4 Fill in the correct future form, then identify the speech situations.



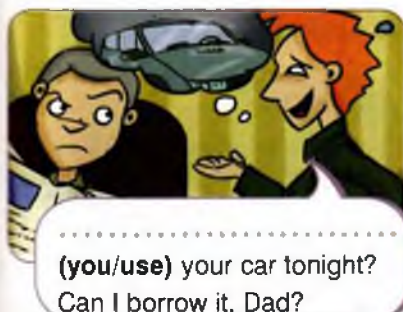
1 *offer*



2



3



4



5



6

5 Fill in: *by* or *until*.

- 1 What time will you have finished painting your room? I will have finished *by* 7 o'clock, I hope.
- 2 Are you seeing Julie tonight? No, I will have already left the time she gets here.
- 3 Have they built their house yet? No, they won't have built it the end of May.
- 4 Will you have finished your essay tomorrow? No, I won't have finished it Tuesday.
- 5 I'll have been working here for ten years the end of this month.
- 6 I won't have finished the book Friday.

Time words with no future forms

- We never use future forms after: *when* (time conjunction), *while*, *before*, *until*, *by the time*, *if* (conditional), *as soon as*, *after*, etc. However, we can use *when* or *if* + *will* if *when* is a question word and *if* means *whether*.

She'll send us a letter when she has time. BUT When will he meet us?

I don't know if he will accept. (= whether)

- With *go* and *come* we use Present Continuous rather than 'be going to'.

She's going to London next week. RATHER THAN She's going to go to London next week.

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

"You 1) *I'll meet* (meet) Agent 205 under the clock at the Leicester Square Station. When she 2) (arrive), she 3) (have) an envelope to give you. Before she 4) (give) it to you, she 5) (ask) you for the secret code. The secret code is "Jaguar". Take the envelope and go into the station. When the train 6) (come), get on it and go to Waterloo Station. As soon as you 7) (reach) Waterloo, take a taxi to the Opera House. By the time you 8) (get) there, Jenny 9) (be) there. Give her the envelope. Wait until she 10) (drive) off and then go home. We 11) (call) you there. If you 12) (think) someone is following you at any time, stop and go home. We 13) (contact) you. Do you have any questions?"

7 Fill in: *will* or *be going to*.

- A: I've lost my keys!
B: I *will* help you look for them.
- A: Watch out! You knock over the vase.
B: Oh! I didn't see it.
- A: Would you like a drink?
B: I have a glass of water, thanks.

- A: What's the matter?
B: Be careful, you hit the wall!
- A: I don't know how to send an email!
B: I show you.
- A: Have you seen John today?
B: No, but I visit him this afternoon.

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



Hi! My name is Nuno and I'm Portuguese. Like every teen, I enjoy spending time with my friends. Unfortunately, my parents 1) *don't think* (not/think) I'm old enough to stay out late at night. They say that I 2) (be able to) when I am older.

In Portugal, children my age 3) (watch) a lot of sports, especially football. My favourite football player is Cristiano Ronaldo. At present, he 4) (play) for Real Madrid and is also the captain of the Portuguese national team. Apart from watching sports, I listen to rap music. My favourite singer is Kayne West. He 5) (come) to Portugal this summer. I'm so excited!

At the moment, in school I 6) (try) to get good grades. After I finish high school, I hope I 7) (go) to university. But like most teenagers, I just want to have fun for now!

- 9 Look at the pictures and fill in the gaps with the verbs from the list in the *present continuous*, the *future simple (will)*, the *present simple* or *be going to* form.

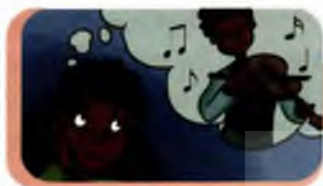
arrive answer turn down become move have spend leave

1 The express train *arrives* in Newport at 6:15 pm.



2 I the chicken sandwich with chips, please.

3 They the day at the park.



4 I a famous violinist one day.

5 Sam and Jane into their new house next week.



6 My plane in half an hour.

7 The music is too loud; I the volume.



8 "Someone is at the door." "Don't worry, I it!"

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

Jack: 1) *Are you coming* (you/come) to the concert on Saturday?

Peter: No, I 2) (be) in London then.

Jack: Really? Why 3) (you/go) there?

Peter: I 4) (visit) my sister. It's her birthday at the weekend and we 5) (go shopping) for a present.

Jack: 6) (you/give) me a ring before you 7) (leave)? There are a few things I'd like you to buy me while you 8) (be) there.

Peter: Sure. No problem. I 9) (call) you on Friday.

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

- By 7:00 pm they *will have been playing* (play) cricket for eight hours.
- I (finish) painting your room by the time you get home.
- By the end of next month, I (live) in London for exactly three years.
- Tom (write) his third novel by the end of this year.
- By the time he arrives in London, John (drive) for five hours.
- This film (probably/not/finish) until eleven.

12 Complete the sentences (1–6) about what Megan will be doing next week / will have done before her parents get back from their holiday. Use the verbs below in the *future continuous* or the *future perfect*.

leave watch clean water cook do

- Megan *will be leaving* home early on Monday morning.
She *will have left* home by 9 o'clock in the morning.
- Megan the plants this evening.
She the plants by the end of the day.
- Megan the house after she finishes school on Wednesday.
She the house by Wednesday evening.
- Megan the shopping on Saturday morning.
By Saturday afternoon, she the shopping.
- Megan a DVD with some friends on Sunday evening.
By the end of the weekend, she a DVD with some friends.
- Megan a special meal for her parents on Monday afternoon.
She a special meal for her parents by the time they get home.

13 What will you be doing: *this time tomorrow*, at 8:00 pm next Friday, at 4 o'clock this afternoon?

What will you have done: *by the age of 30? by the end of the week? before you go to bed tonight?* Write sentences. Read them to the class.

This time tomorrow, I'll be playing basketball.

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

- A: I'm going on holiday with Emma in June. I'm so happy!
B: *Will you have finished* (you/finish) your exams by then?
- A: (go) to the school dance?
B: No, because my family (move) to Newport by the end of the school year.
- A: My sister (fly) to Paris tomorrow.
B: What time (she/leave)?
- A: (you/use) the phone much longer? I need to make a call.
B: I'm sorry but this is really important. Give me another ten minutes.
- A: I (leave) the library by 6 o'clock at the latest.
B: Great! The film (start) at 7:00 pm. You will have plenty of time to get there.

15 Fill in the correct *present* or *future* forms.

Dear Veena,

I 1) B to tell you about the exciting plans I have for when you 2) me in New York City! As soon as I 3) you up from the airport, I'll take you to my flat. 4) you settle in, we are going to dinner at the famous Rainbow Room in Rockefeller Center. It has a great view of the city. The next day we 5) famous sites all day like the Empire State Building and the Statue of Liberty. There 6) plenty of time to take a walk through Central Park and visit Times Square as well. In the evening we 7) *Mamma Mia* at the Broadway Theatre. Don't worry, 8) you leave, you will have the chance to go shopping on Fifth Avenue at some of the best shops in the world. I promise you, by the time you leave, you 9) the best of New York. Let me know if you 10) anything. I can't wait to see you!

Love,
Monica

- | | | | |
|-----------------------|---------------------|--------------------|--------------------|
| 1 A write | <u>B</u> am writing | C will write | D will be writing |
| 2 A will have visited | B are visiting | C visit | D will be visiting |
| 3 A will pick | B will be picking | C am picking | D pick |
| 4 A Until | B After | C By the time | D While |
| 5 A will be visiting | B will have visited | C are visiting | D visit |
| 6 A is | B will be | C is going to be | D have been |
| 7 A see | B will have seen | C will see | D are going to see |
| 8 A after | B as soon as | C before | D while |
| 9 A will have seen | B will see | C will be seeing | D see |
| 10 A will need | B will be needing | C will have needed | D need |

16 Choose the correct item A, B, C or D.

- I expect we there in half an hour.
A are being B will be C are D will have been
- I see the Picasso exhibition at the National Gallery tomorrow.
A am going to B will have gone to C will be going to D will go to
- Andrew thirteen years old on September 3rd.
A is being B is going to be C will be D will have been
- He to Frankfurt by the time I arrive in London.
A will have flown B will be flying C is going to fly D will have been flying
- This time next week, I to Jamaica.
A fly B will be flying C will fly D am going to fly
- It's really cold today. I think it
A will be snowing B is going to snow C will snow D will have been snowing
- John in London for three years by the end of the month.
A will be working B will have been working C will work D is going to work
- I'm sure we the match tomorrow.
A will be winning B are going to win C are winning D will win

17 What might you say in the following situations? Complete the sentences using an appropriate future tense as in the example:

- 1 While you're watching the news, the weather forecaster predicts rain.
"it *'s going to rain*....."
- 2 Your friend says she feels cold. "I"
- 3 Your teacher asks you when you will finish her essay. "I"
- 4 You're catching the 3:30 bus to York. "My bus"
- 5 You've arranged to have dinner with your cousin Sandra tomorrow evening.
"Sandra and I"
- 6 Your friend asks you about your holiday plans.
"This time next month, I"
- 7 You're going to the stadium but you're running late and you're afraid you will miss the start of the concert.
"By the time I get there,"
- 8 Your friend asks you how long you've been studying in London.
"By next September,"

18 Match column A to column B to make exchanges.

Column A

- 1 ☐ C What time will you be leaving for the airport?
- 2 ☐ Shall we go for a meal later?
- 3 ☐ Have you finished your project, Sam?
- 4 ☐ I'll call Bill to tell him about the party.
- 5 ☐ I'm really hungry.
- 6 ☐ Have you heard any news about the job?

Column B

- A Don't. I'll be seeing him in class later.
- B I'll make you a sandwich.
- C As soon as the taxi arrives.
- D No, but I will have completed it by dinner time.
- E Not yet. I will have heard by the end of the week, though.
- F I can't. I'm going to work late tonight.

Tense Review

19 Complete the dialogue using the correct future form.

- A: What 1) *are you doing* (do) tonight Bob?
- B: I 2) (try) to finish my homework because I 3)
(go) to my cousin's wedding on Saturday and I 4)
(not/be able) to do it then.
- A: What time 5) (the wedding/start) on Saturday?
- B: The ceremony 6) (begin) at 2 o'clock. Afterwards we
7) (go) to the reception.
- A: 8) (any of your friends/be) there?
- B: No, but my cousin says I can bring a friend. 9)
..... (you/do) anything on Saturday night?
- A: No, but I 10) (feel) shy not knowing anyone else there.
- B: Don't worry. It 11) (be) a big party and I'm sure you
12) (have) a great time.
- A: OK, then! Thanks for inviting me.



- 20 Read the letter. Choose the correct form of the words in capitals and fill in the gaps.

Dear Louisa,

It was great to get your letter! I'm sorry it 1) *has taken* me so long to reply but I've just got back from my holidays. Next Saturday, I 2) a party for my birthday. I hope you 3)

Last year, I 4) at my house and everyone really 5) themselves. This year, I'd like to arrange a party at the new bowling alley. It 6) tomorrow, so I'll find out if it's possible then. I like the idea of going there because there are so many things we can do. I 7) you know how it goes.

Talk to you soon,
Emily

TAKE
HAVE
COME
CELEBRATE
ENJOY
OPEN
LET



Speaking Activity

(talking about future plans)

In pairs, ask and answer questions about your plans for next weekend. Think about:

- place to go
- how to get there
- things to do
- people to go with
- place to stay

A: Are you doing anything next weekend?

B: Yes, I'm visiting a friend in Manchester, etc.



Writing Activity

Write an email to your friend about your plans for next weekend. Use the answers from the Speaking Activity. (120–150 words)

Dear Tony,

How are you? I'm really excited! Next weekend, I'm visiting a friend in Manchester.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Phrasal Verbs**carry on (with):** continue**carry out:** do, complete sth**hold back:** control (oneself, crowds, etc.)**hold on:** wait (esp on the phone)**hold up :**

- delay
- rob sth/sb using a weapon

1 Fill in the correct particle.

- The police held *back* the fans who were trying to get onto the football pitch.
- They carried a survey to find out which TV channel was the most popular.
- The bus arrived an hour late because it was held in traffic.
- Could you hold, please? Mrs Jones' line is busy at the moment.
- Carry with that job until I give you something else to do.
- The gang held a security van and got away with millions.

2 Look at Appendix 1 on page 206 and fill in the correct preposition.

- Her family couldn't decide *on* the best place to go for their summer holidays.
- Sally dreams becoming a famous actress.
- What's the difference a rabbit and a hare?
- Sam was so disappointed his grades that he burst into tears.
- The demand sports cars is low because they are so expensive.
- Linda couldn't deal all the typing, so she hired an assistant to help her.
- Now that he has a good job, Paul doesn't depend his parents for money.
- Can you explain this me, please?

Word Formation**Nouns formed from verbs**

-ment improve – improvement
-sion decide – decision
-sis analyse – analysis
-tion produce – production
-ure fail – failure
-y injure – injury

3 Complete each of the sentences with a word formed from the word in bold.

- Tania made all the ... *arrangements* ... (**arrange**) for the party.
- The course puts great (**emphasise**) on grammar.
- Carl had no one to blame for his (**fail**) but himself.
- The explorer's greatest (**discover**) was finding ancient dinosaur eggs in India.
- Choosing which university to go to is a very important (**decide**) to make.
- Sophie came first in the song (**compete**).

4 Rephrase the following sentences using the words in bold type.

- 1 It's years since I spoke to Jenny.
for *I haven't spoken to Jenny for years.*
- 2 It's the first time I've flown to Mexico.
never
- 3 How long is it since you moved here?
did
- 4 We've never been to this museum before.
first
- 5 When did you get your diploma?
how long

5 Here are some sentences about Debra. For each question complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Debra's tooth began hurting on Monday.
Debra *has had* terrible toothache since Monday.
- 2 Debra has an appointment with her dentist this afternoon.
Debra is her dentist this afternoon.
- 3 Debra hasn't been to the dentist's for a long time.
It's a long time since Debra the dentist's.
- 4 Debra doesn't brush her teeth very often.
Debra brushes her teeth.
- 5 The dentist expects Debra to stop eating so much chocolate.
The dentist expects that Debra eating so much chocolate.
- 6 Debra's next visit to the dentist is in six months' time.
Debra is visit the dentist in six months.

Idioms

get in touch with: communicate with sb one hasn't seen recently

keep in touch with sb: maintain contact by visiting, writing, etc.

keep sth quiet: keep sth secret

keep an eye on sth: guard sth

keep one's head: remain calm

keep one's fingers crossed: wish for good luck

make oneself at home: act and feel as if one were in one's own house

make room (for sth): allow enough free space

make sure: check

6 Fill in the correct idiom.

- 1 Always *make sure* the cooker is off before you leave the house.
- 2 She asked Mark to the children while she went to the shops.
- 3 Peter promised to me after he moved away but he hasn't written yet.
- 4 I don't know if they'll give me the job but I am !
- 5 When the fire started, David managed to and get everyone out of the room.
- 6 I'll tell you what we're planning if you promise to
- 7 Feel free to watch TV or get yourself something to eat from the fridge. I want you to
- 8 Let me have your phone number so if I need to you, I can.
- 9 Let's the new sofa by moving the dining table to the corner of the room.

Progress Check 1 (Units 1-3)

1 Choose the correct item.

- 1 I my wallet. I can't find it anywhere.
☒ (A) have lost B have been losing
 C am losing
- 2 You're late. I for half an hour.
 A am waiting B have waited
 C have been waiting
- 3 They with friends at the moment.
 A are staying B have been staying
 C stay
- 4 She eats broccoli because she doesn't like it.
 A always B ever C never
- 5 This shampoo of roses.
 A smells B is smelling
 C has been smelling
- 6 Paul the bank. He hasn't come back yet.
 A has been to B has gone to
 C has been in
- 7 did the Millers move to Edinburgh?
 A While B How long
 C How long ago
- 8 My parents in a big house in the country.
 A used to live B would live C living
- 9 The plane by the time I reached the airport.
 A already left B had already left
 C had already been leaving
- 10 The train Manchester at nine o'clock.
 A leaves B is leaving C will leave
- 11 Look out! You!
 A are falling B are going to fall
 C will fall
- 12 I promise I home in time for dinner.
 A will be B will have been
 C am going to be
- 13 By the end of the day, she for ten hours.
 A will be working B will have worked
 C will have been working
- 14 He the doctor this afternoon.
 A is seeing B sees
 C will have seen
- 15 I James tonight, so I'll tell him the news.
 A will see B am seeing
 C will have been seeing
- 16 The film will have finished 10 o'clock.
 A until B by C before

2 Choose the correct item.

- 1 My little sister believes fairies.
 A on B of ☒ (C) in
- 2 When he told the joke, his friends broke laughter.
 A out B into C up
- 3 Claire blamed John the accident.
 A on B for C in
- 4 Joanne is very clever telling stories.
 A in B on C at
- 5 She lost contact her friends when she moved away.
 A of B with C about
- 6 My favourite author brought a new book last month.
 A out B up C about
- 7 "Carry your work until I get back," said the teacher.
 A out B up C on with
- 8 Mrs Jones couldn't deal all the housework, so she hired a cleaner.
 A of B with C on
- 9 Could you hold, please? I'm busy at the moment.
 A up B back C on
- 10 The teacher explained the question her students.
 A of B to C at
- 11 The bus was crowded passengers and there was nowhere to sit.
 A of B for C with

Listening

3



For questions 1–7, choose the correct answer (A, B, or C). Here is an example:

What did the boy have for lunch?



A ☐



B ☒



C ☐

1 What is the weather like today?



A ☐



B ☐



C ☐

2 How did the girl hurt herself?



A ☐



B ☐



C ☐

3 How is the boy going to celebrate his birthday?



A ☐



B ☐



C ☐

4 Which subject did the girl do well at?

$$182 \times 50 = 9100$$

A ☐



B ☐



C ☐

5 How are they travelling to Manchester?



A ☐



B ☐



C ☐

6 What does the woman want to buy?



A ☐



B ☐



C ☐

7 What activity does the boy do now?



A ☐



B ☐



C ☐



Listen and repeat. Then act out.

You can't go in without **buying** a ticket!



What's the use of **buying** another ticket? I've already bought three. I haven't got enough money **to buy** another one.

If you have already bought three, why don't you go in **to see** the film? Don't you know where **to sit**?



Well, every time I try **to go** inside, that man over there keeps **tearing up** my ticket!

The **to** infinitive is used:

- **to express purpose**
She went out **to buy** some milk.
- **after certain verbs (advise, agree, appear, want, decide, expect, hope, promise, refuse, etc.)**
He **promised to be** back at 10 o'clock.
- **after certain adjectives (angry, happy, lucky, glad, etc.)** She was **glad to see** him.
- **after question words (where, how, what, who, which, but not after why)**
Has she told you where **to meet** them?
BUT I don't know **why** he left so early.
- **after would like / would love / would prefer (to express specific preference)**
I'd **love to go** for a walk. (specific preference)
- **after nouns** It's a pleasure **to work** with you.
- **after too / enough constructions**
He's **too short to reach** the top shelf.
He isn't **tall enough to reach** the top shelf.
- **with it + be + adjective (+ of + object)**
It was nice of him **to remember** my birthday.
- **with 'only' to express unsatisfactory results**
He called me **only to say** that he'd be late.

The infinitive without **to** is used:

- **after modal verbs (must, can, will, etc.)**
You **must be** back at 12 o'clock.
- **after had better / would rather**
I'd **rather have stayed** in last night.
- **after make / let / see / hear / feel + object**
Mum **let me watch** TV. I **made him apologise**.
BUT in the passive form: **be made / be heard / be seen + to infinitive**
He **was made to apologise**.

Note: *help* is followed by a **to** infinitive or an infinitive without **to**.
She **helped me (to) wash** the dishes.

The **-ing** form is used:

- **as a noun** *Swimming* is good for your health.
- **after certain verbs (admit (to), avoid, consider, continue, delay, deny, enjoy, escape, excuse, fancy, finish, forgive, imagine, insist on, involve, keep (= continue), look forward to, mention, mind, miss, object to, postpone, practise, prevent, report, resist, risk, save, stand, suggest, understand, etc.)**
He **admitted (to) stealing** the painting.
- **after love, like, dislike, hate, enjoy, prefer (to express general preference)**
He **likes cooking** (in general).
Note: *like + to infinitive = find enjoyable*
I **like to eat** a healthy breakfast.
- **after I'm busy, it's no use, it's (no) good, it's (not) worth, what's the use of, can't help, there's no point (in), can't stand, be/get used to, be/get accustomed to, have difficulty (in), etc.**
It's **no use complaining**.
- **after 'go' for physical activities**
They **go skiing** every winter.
- **after spend / waste time**
He **wasted his time playing** video games.
- **after prepositions**
He **entered the room without knocking**.
- **after see, hear, listen, watch to express an incomplete action, an action in progress or a long action** I **saw Kate painting** the kitchen. (I saw Kate in the middle of painting. I saw part of the action in progress. I didn't wait until she had finished.)
BUT see, hear, listen, watch + infinitive without to to express a complete action, something that one saw or heard from beginning to end
I **watched Kate paint** the kitchen. It took her two hours. (I saw the whole action from beginning to end.)

Note: If two infinitives are joined by 'and', the 'to' of the second infinitive can be omitted.
I **want to eat something and have** a rest.

1 Write what each word is followed by: *F.I.* (full infinitive), *B.I.* (bare infinitive) or *-ing* (form).

1 mind + <i>ing</i> ...	5 decide +	9 be seen +	13 can +
2 make +	6 suggest +	10 it's no use +	14 be used to +
3 what +	7 refuse +	11 would +	15 object to +
4 used to +	8 would love +	12 risk +	16 it's worth +

2 Complete the conversation between a travel agent and a customer using the *infinitive* or *-ing* form.

- A: Good morning, sir. Can I 1) *help* (help) you?
M: Yes. I'm interested in 2) (go) on holiday somewhere in the Caribbean.
A: OK. And when would you like 3) (travel)?
M: I fancy 4) (take) a trip sometime in the spring.
A: Great! And how long are you hoping to stay?
M: About two weeks. That'll be long enough 5) (relax) and enjoy the sun.
A: Very good, sir. I can see that there are two package deals available for the first two weeks of May, one for the Dominican Republic and the other for Turks and Caicos.
M: Turks and Caicos sounds interesting. But will I have to 6) (get) there by boat?
A: Not necessarily. There's an airport there. However, you may want 7) (take) a boat if you'd like want to go 8) (tour) around the islands.
M: Sounds good. Can I 9) (book) and pay by credit card now?



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

- 1 A: How about *going* (go) to the shops this afternoon?
B: Great! I need *to buy* (buy) a new dress for the party.
2 A: Costas has promised (help) me with my homework.
B: That was nice of him (offer)!
3 A: I'm hungry. Is there anything (eat)?
B: There are some sandwiches in the fridge. Help yourself.
4 A: Dan can't stand (drive) to work every morning.
B: Then he should consider (take) the train.
5 A: How do you know that Paola took the letter?
B: I saw her (put) it in her bag.
6 A: Why do you keep (look) at your watch?
B: Because I have an appointment and I don't want (be) late.
7 A: Is Ben in his room?
B: Yes, I've just heard him (talk) on his mobile.
8 A: It was really nice of Jeff and Sally (help) us move house.
B: Yes, we are lucky (have) such good friends.

4

Infinitive / -ing form / Participles

4

Look at the pictures and, in pairs, make up dialogues as in the example:



A: Do you fancy / stop / ice cream / way home?

B: Yes / I would love / have / one

A: *Do you fancy stopping for an ice cream on the way home?*

B: *Yes, I would love to have one.*



A: I / can't / stop / think / about / my trip / Italy

B: Lucky you / I would / love / go / again



A: Sylvia / suggest / go / to cinema / tonight. What / you / think?

B: Sorry / I can't / I must / study for / Chemistry exam

5

Complete the questions, then answer them.

1 Where do you look forward to *travelling* (travel) to?

... *I look forward to travelling to Italy and Spain.*

2 What kind of sports do you enjoy (play)?

3 How often do you go (shop)?

4 What are you tired of (do)?

5 What kinds of food do you avoid (eat)?

6 What kind of music do you prefer (listen to)?

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

- **begin, start, continue** However, we never have two **-ing** forms together.
She **began dancing** / **to dance**. BUT It's **beginning to get cold**. (NOT: ~~It's beginning getting cold.~~)
- **advise, allow, permit, recommend, encourage** when followed by an object or in the passive form take a **to infinitive**. They take the **-ing** form when **not** followed by an object.
She **doesn't allow us to eat** here. They **aren't allowed to eat** here. They **don't allow eating** here.
- **it needs / it requires / it wants** take the **-ing** form. **It needs** can also be followed by a passive infinitive.
The house **needs / requires / wants painting**. The car **needs repairing / to be repaired**.

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

- | | |
|---|---|
| <ul style="list-style-type: none"> • forget + to infinitive = not remember to do sth
<i>I'm sorry, I forgot to buy milk.</i> • forget + -ing form = not remember a past event
<i>He'll never forget flying over the Alps.</i> | <ul style="list-style-type: none"> • try + to infinitive = to make an effort or attempt
<i>The firemen are trying to put out the fire.</i> • try + -ing form = do sth as an experiment
<i>Why don't you try adding some pepper to the sauce? It might taste better.</i> |
| <ul style="list-style-type: none"> • remember + to infinitive = not forget to do sth
<i>Remember to turn off the cooker before leaving.</i> • remember + -ing form = recall a past event
<i>I don't remember staying in this hotel before.</i> | <ul style="list-style-type: none"> • want + to infinitive = wish
<i>I want to spend my holidays in Spain.</i> • want + -ing form = to require
<i>This room wants painting again.</i> |
| <ul style="list-style-type: none"> • go on + to infinitive = finish doing sth and start doing sth else
<i>After finishing the report, she went on to type some letters.</i> • go on + -ing form = keep on doing (sth)
<i>She went on talking for hours.</i> | <ul style="list-style-type: none"> • stop + to infinitive = pause temporarily
<i>She stopped to get some petrol before continuing on her journey to Leeds.</i> • stop + -ing form = finish; end
<i>Stop talking, please!</i> |
| <ul style="list-style-type: none"> • mean + to infinitive = intend to
<i>He means to find a job abroad.</i> • mean + -ing form = involve
<i>Finding a job means attending many interviews.</i> | <ul style="list-style-type: none"> • be sorry + to infinitive = apologise for a present action
<i>I'm sorry to hear they fired him.</i> • be sorry for + -ing form = apologise for an earlier action
<i>I'm sorry for being / having been unfair to you.</i> |
| <ul style="list-style-type: none"> • regret + to infinitive = feel sorry to do sth
<i>I regret to tell you that there is no money left in your account.</i> • regret + -ing form = have second thoughts about sth one has already done
<i>I regret buying / having bought this dress; it doesn't look nice on me.</i> | <ul style="list-style-type: none"> • be afraid + to infinitive = unwilling to do sth because of fear
<i>I'm afraid to climb up the ladder. (I don't want to do it.)</i> • be afraid of + -ing form = frightened; feeling fear that sth might happen
<i>She won't climb up the ladder; she is afraid of falling. (She is afraid because she might fall.)</i> |

6 Read the text below and choose the correct word for each space.

Dear Daniela,

How are you? I'm sorry I haven't emailed you since I left Brighton but I've had so much work to do. I really miss you and my old friends.

Things at my new school are a little bit different. There are many rules 1) The teachers don't allow 2) in class. We are only permitted 3) when we raise our hand or if the teacher asks us a question. On the first day, the headmaster advised us all 4) hard. In fact, he recommended 5) for at least three hours every evening! We are not allowed 6) the school at lunchtime. We are, however, encouraged 7) late after school in order 8) one of the school's clubs. Next week I'm starting chess.

Who's your teacher this year? I hope she's nice.

Send me an email when you get the chance.

Love,
Jessica



- | | | |
|--------------|--------------------|-------------|
| 1 A follow | B to follow | C following |
| 2 A to talk | B talk | C talking |
| 3 A speaking | B to speak | C speak |
| 4 A to work | B work | C working |
| 5 A studying | B study | C to study |
| 6 A leave | B to leave | C leaving |
| 7 A staying | B stay | C to stay |
| 8 A attend | B to attend | C attending |

7

Fill in the gaps with the verbs in brackets in the *infinitive* or *-ing* form.

- 1 Remember *to go* (go) to the bank.
You've got to pay the bills.
- 2 I don't remember (see) this film before.
- 3 After he had written his first book, he went on (write) four more.
- 4 She went on (talk) even after her friend had fallen asleep.
- 5 I regret (argue) with my sister. I should apologise.
- 6 I regret (tell) you that you have failed your exam.
- 7 He hopes (build) a boat and travel round the world.
- 8 Doing well on this course means (study) very hard.
- 9 I've been trying (start) this car for hours.
- 10 Why don't you try (put) some petrol in the tank?
- 11 I'm afraid of (go) out alone at night.
- 12 He's afraid (walk) home alone at night.
- 13 She forgot (invite) one of her best friends to the party.
- 14 I'll never forget (travel) by plane for the first time.
- 15 On the way home he stopped (buy) some chocolate.
- 16 He stopped (study) and turned on the TV.
- 17 These windows are dirty. They need (wash).
- 18 I want (speak) to Sally, please.
- 19 She's really sorry for (shout) at you yesterday.
- 20 I'm sorry (hear) you've been ill again.

	Tenses of the Infinitive		Tenses of the -ing form	
	Active voice	Passive voice	Active voice	Passive voice
Present	(to) offer	(to) be offered	offering	being offered
Present Continuous	(to) be offering	—	—	—
Perfect	(to) have offered	(to) have been offered	having offered	having been offered
Perfect Continuous	(to) have been offering	—	—	—

The **present infinitive** refers to the present or future. *I'd like to go for a walk.*

The **present continuous infinitive** is used with *appear, claim, seem, pretend, must, can't, happen, should, would*, etc. to describe an action happening now.

He must be working in the garden now.

The **perfect infinitive** is used with *appear, happen, pretend, seem, believe, claim* and the modal verbs to show that the action of the infinitive happened before the action of the verb.

He claims to have met the Queen. (First he met the Queen, then he claimed he had met her.)

The **perfect continuous infinitive** is used with *appear, seem, pretend*, etc. and the modal verbs to put emphasis on the duration of the action of the infinitive, which happened before the action of the verb. *She looks tired. She seems to have been working all morning.*

The **simple -ing form** refers to the present or future. *She enjoys dancing.*

The **perfect -ing form** shows that the action of the -ing form has happened before the action of the verb. We can use the simple -ing form instead of the perfect -ing form without a difference in meaning.

He denied having stolen the money. or *He denied stealing the money.*

8 Look at the pictures and answer the questions as in the example:

1 A: Are the children playing video games?

B: *Yes, they appear to be playing video games.*



2 A: Has Mrs Ericsson been working on the computer?

B:

3 A: Have the Hendersons gone to the zoo?

B:



4 A: Is Alice returning home from work?

B:

5 A: Has Rita hurt her ankle?

B:



9 Put the verbs in brackets into the correct tense of the infinitive form.

1 A: I'm not going to Elizabeth's party!
B: She'll be very disappointed. You know she expects *to see* (see) you there.

2 A: Frank appears (study) hard all day.
B: Yes, he hasn't even stopped for lunch.

3 A: When do you want the report?
B: It needs (finish) by tonight.

4 A: Why is Gregory's face so red?
B: He seems (be) upset with John and Anthony.

5 A: The boys' clothes are all dirty.
B: They must (play) in the garden.

6 A: I like the DJ. This music is so good!
B: Yes, everybody seems (have) a good time.

7 A: When was the car stolen?
B: It appears (take) during the night.

8 A: Did you read the front page of today's paper?
B: Yes, isn't it amazing! Scientists claim (find) a cure for cancer!

- 10** Look at Appendix 1 on page 206 and underline the correct preposition. Then fill in the gaps with the correct tense of the **-ing** form of the verb in brackets.

- The teacher didn't believe Jarrod's excuse **in / for** *being / having been* (be) so late.
- Her parents congratulated her **on / at** (win) first prize at the Science Fair.
- She accused me **on / of** (lie).
- Don't blame him **for / about** (leave) without you. You weren't on time.
- Henry apologised **for / with** (interrupt) their conversation.

- 11** Read the dialogue. Choose the correct grammar form of the words in capitals and fill in the gaps.

- A: I'm really looking forward to 1) *watching* the Tour de France.
 B: So am I. Last year I was lucky enough 2) there.
 A: How did you manage that?
 B: Well, I was visiting my cousin in Paris and he surprised me with tickets.
 A: Lucky you! How was it seeing the race up close?
 B: The thrill of 3) the cyclists speed by was incredible.
 Thousands of fans had lined the roads to cheer on their heroes.
 A: Who was yours?
 B: Lance Armstrong. What an athlete! He was trying 4) the competition after 5) away from the sport for four years!
 A: That's amazing! I can't wait to watch this year's race.

**WATCH
BE**

SEE

**WIN
BE**

- 12** Kerry, your pen friend, is about to go to Cape Town in Africa. You went there last spring. Use the prompts to write an email to her, giving her advice.

Dear Kerry,

I'm so excited for you that you're going to Cape Town! I had a fantastic time there last spring and I'd be happy to give you some suggestions about what to do on your holiday.

- firstly / it / worth / climb / Table Mountain / for / fantastic view / of / city
Firstly, it's worth climbing Table Mountain for a fantastic view of the city...
- you / may / want / try / extreme sports / like / mountain bike

- you / should / go / on / safari. You / have / fun time / watch / wildlife

- not forget / take / train / Boulder's Beach. There / be / penguins / you / can / swim / with

- not / miss / go / to / Two Oceans Aquarium. Sure / you / enjoy / look / sea life

- finally / while / you / be / there, try / eat / one / many seafood restaurants

I hope you like my ideas. Have a lovely trip and don't forget to send me a postcard.

Yours,

Samantha



Subject of the infinitive / -ing form

The subject of the infinitive or of the **-ing** form is omitted when it is the same as the subject of the verb. *They want to buy a new house. She left without saying goodbye.*

When the subject of the infinitive or of the **-ing** form is different from the subject of the verb, then an object pronoun (*me, you, him, her, us, you, them*), a name or a noun is placed before the infinitive or the **-ing** form. The subject of the gerund can also be a possessive adjective (*my, your, etc.*), an object pronoun, a possessive case or a name.

I want him to leave now. (= He should leave.) BUT I want to leave now. (= I should leave.)

I remember his / him / Tom's / Tom complaining about the poor service in this hotel.

13 Rephrase the following sentences as in the example:

- Mum doesn't think Jessica should stay out late with her friends.
Mum doesn't want *Jessica to stay out late with her friends.*
- It's Gary's turn to take out the rubbish. Dad insists on it.
Dad insists on
- Why don't you come to the cinema with us?
I would like
- They must leave now.
I want
- She fell into the swimming pool on her graduation day. I'll never forget that.
I'll never forget
- I have to finish the project today.
I need

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Participles

Present and **past participles** can be used as adjectives.

Present Participles (verb + **-ing**) describe what something or somebody is.

Ted is an interesting person. (What kind of person? Interesting.)

Past Participles (verb + **-ed**) describe how someone feels.

Mary is interested in English literature. (How does she feel about English literature? Interested.)

14 Fill in the correct participle.

- Paul: You must be 1) *thrilled* (thrill). Paris is a
2) (fascinate) city. There are so
many 3) (interest) things to do. You
won't be 4) (bore).
- Jane: Well, I'm a bit 5) (worry) because I
can't speak French very well. People will find my accent very
6) (amuse).
- Paul: Don't be silly! I'm sure you'll have an 7)
(excite) time.



15 Underline the correct item.

- 1 The children were thrilled / thrilling by the clown's tricks.
- 2 The adventure book was very **excited** / **exciting**.
- 3 Alexander is **interested** / **interesting** in anything to do with football.
- 4 What an **amazing** / **amazed** person Gregory is!
- 5 He was very **surprised** / **surprising** by her sudden change of mood.
- 6 Rachel felt **relaxed** / **relaxing** lying in the hot sun.



Speaking Activity

(recommending a place)

Your friend Gwen has asked you about your trip to Egypt last summer. She wants to know what places she should visit and what she should do when she goes there. In pairs, use the phrases in the list to make sentences.

- it's worth / visit Egyptian Museum • not miss / see Sphinx - Pyramids
- try eat / falafel • go on / camel ride • not forget / visit Khan-al-Khalili bazaar / shop



A: It's worth visiting the Egyptian Museum to see all the exhibits, etc.



Writing Activity

Use your answers from the Speaking Activity to write a short email to Gwen. Use Ex. 12 as a model.

Dear Gwen,

I'm happy to hear that you're planning to visit

.....

.....

.....

.....

.....

Phrasal Verbs

get away: escape

get on:

- make progress
- enter a bus, train, etc. (opp. **get off**)
- have a friendly relationship with sb; get along with sb

get through:

- reach sb by telephone
- finish or complete

1 Fill in the correct particle.

- 1 My sister is getting *on* well at college.
- 2 If I can get all my homework, I'll go to the cinema later.
- 3 The thief got by climbing over the garden wall.
- 4 I really get with my brother. We never argue.
- 5 I can't get to Joe. I'll phone again later.
- 6 Ann got the train just as it was about to leave and got at Portland.

2 Look at Appendix 1 on page 206 and fill in the correct preposition(s).

- 1 London is famous *for* its museums.
- 2 I am fed this cold weather.
- 3 My grandmother is very fond her grandchildren.
- 4 Don't be frightened the big spider.
- 5 The teacher was furious the class because they were talking.
- 6 She will never forgive me helping to her.
- 7 The boss was generous everyone at Christmas.
- 8 It was very generous you to lend me the money.
- 9 He's good speaking English.
- 10 Grandfather is always good me.
- 11 Sarah was grateful her friend helping her with her homework.

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Word Formation

Nouns formed from adjectives

-ance important – importance

-cy secret – secrecy

-ence innocent – innocence

-ion desperate – desperation

-iness lonely – loneliness

-ness dark – darkness

3 Complete each of the sentences with a word formed from the word in bold.

- 1 The teacher showed no ... *tolerance* ... (**tolerant**) for the student's rude behaviour.
- 2 We should always take other people's feelings into (**considerate**).
- 3 Mary and Henry will never forget the hospitality and (**kind**) of the villagers.
- 4 I don't like sharing my bedroom. I never get any (**private**).
- 5 Parents should allow their children some (**independent**).
- 6 (**happy**) is more important than money.

In Other Words ...

- *Walking alone at night is dangerous.*
It is dangerous to walk alone at night.
- *Do / Would you mind answering the phone?*
Could you answer the phone?
- *The policeman made him confess.*
He was made to confess.

- *It took her an hour to do the crossword.*
She took an hour to do the crossword.
Doing the crossword took her an hour.
She spent an hour doing the crossword.
- *The film was fascinating.*
We were fascinated by the film.

4 Rephrase the following sentences using the words in bold type.

- 1 Could you pass me the salt?
mind *Do I. Would you mind passing me the salt?*
- 2 It is dangerous to drive at high speeds.
driving
- 3 He took only an hour to learn to play chess.
it
- 4 Writing the composition took her all night.
spent
- 5 My mother made me apologise for my behaviour.
was
- 6 I found the book boring.
bored
- 7 Would you mind moving the table a little, please?
could
- 8 We were interested in the information.
found

5 Here are some sentences about Betsy, an interior decorator. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Betsy has been working as an interior decorator for the last nine years.
It's been nine years since Betsy *started* *working* as an interior decorator.
- 2 Betsy likes to decorate homes.
Betsy enjoys homes.
- 3 Right now Betsy is in Los Angeles working for a famous star.
Betsy to Los Angeles to work for a famous star.
- 4 Betsy thinks the job will take her one month to finish.
Betsy expects the job in one month.
- 5 Despite all the work, Betsy is having a good time.
Despite all the work, Betsy seems a good time.
- 6 Betsy plans on decorating her own house.
Betsy to decorate her own house.

Idioms

- make a fortune:** make a lot of money
- make up one's mind:** decide
- make a living:** earn money
- drop sb a line:** write sb a letter, especially a short informal one
- break a record:** surpass a previous achievement (Olympic, World record, etc.)
- break sb's heart:** make sb very sad

6 Fill in the correct idiom.

- 1 Please *drop me a line* while you're in Germany, so I know that you're OK.
- 2 I can't whether to buy a Porsche or a BMW.
- 3 Her fiancé when he left her.
- 4 The inventors of YouTube when they sold it to Google for 1.65 billion USD.
- 5 The old lady manages to by selling flowers.
- 6 The athlete at the last Olympics.



Listen and repeat. Then act out.



The **modal verbs** are: **can, could, may, might, must, ought to, will, would, shall, should, have to, need**. They take no -s in the third person singular except for **have to** and **need**. They come before the subject in questions and are followed by 'not' in negations. Except for **ought to** and **have to**, modal verbs are followed by an infinitive without **to**. *Sorry, I **can't** come. I **have to** meet Pam.*

Modal verbs are used to express: ability, possibility, probability, logical assumptions, permission, requests, offers, suggestions, advice, criticism, obligation, prohibition or necessity.

Ability

Can / Be able to (ability in the present/future) 'Can' is more usual and less formal than 'be able to' when talking about the present or future.

*Ann **can** type fast. I **can** pay you next week. (usual) I **will be able to** pay you next week. (less usual)*

Was able to (= managed to do) (ability in the past) is used for either repeated or single actions. *I **was able to** go on a trip round the city last week. (single action)*

Could (ability in the past) 'Could' is more usual than 'was able to.' It is used in statements for repeated actions. However, with the verbs **see, hear, smell, understand**, etc. we normally use 'could' for single actions. *She **could** / **was able to** play the violin when she was six. (repeated action) I **could** smell something burning. (single action) (NOT: ~~I was able to smell ...~~)*

Could / Was able to can both be used in negations and questions for either repeated or single actions.

*She **couldn't** / **wasn't able to** pass her driving test. (past single action)*

***Were you able to** / **Could you** get to work every day last week? (past repeated action)*

Can is used in the present. **Could** is the past tense of **can**. We use **be able to** to form all the other tenses. *I **will be able to** get a job when I finish school.*

1 Complete the sentences with **can, can't, could** or **couldn't** and the verbs below.

come

open

read

drive

use

stop

1 I'm sorry I ... **can't come** ... to your party on Saturday.

2 Oliver's joke was so funny that we laughing.

3 Xenia but she hasn't got a car.

4 "Oh no, my battery's dead! I my mobile phone."

5 When Jake was five, he and write.

6 Claire tried but she the door.

2 Complete the answers using **was / were able to**.

- 1 A: Did you get to the concert on time?
B: Yes, although there was traffic, we *were* ...
able to get there on time
- 2 A: Did Ben manage to find his watch?
B: Yes. After searching the entire house, he
- 3 A: Did you finish your work in the garden?
B: Yes. It took all afternoon but I
- 4 A: Did you have a hard time finding the place?
B: No. We quite easily.

3 Fill in **can / be able** in the correct form.

- 1 I *will be able* to speak perfect English very soon.
- 2 " you hear me, Mum?"
- 3 They swim since they were five.
- 4 When he got to the front door, he hear a dog barking inside the house.
- 5 I would love to fly an aeroplane.

Possibility – Probability – Logical assumptions

Possibility

may / might / could + present infinitive = perhaps; It's possible that something will happen in the future or perhaps it is true at the moment

may / might / could + perfect infinitive = perhaps something happened in the past

Note: **Could + perfect infinitive** is also used for something which was possible but didn't actually happen.

Sam **may / might / could** pass his test this time. (It's possible that he will pass his test.)

Where's Jean? She **could** be at school.

She looks miserable. She **may / might / could** have lost her job. (Perhaps she has lost her job.)

Don't drive so fast! You **could have hit** that dog. (Luckily, you didn't hit the dog.)

Probability

ought to / should + present infinitive = something is probable now or in the future

ought to / should + perfect infinitive = we expected something to happen but we don't know if it happened or not

Tom **ought to / should** pass his exams. (He will probably pass.)

Has Nancy reached Paris yet? She **ought to / should have phoned** an hour ago. (We don't know whether she phoned or not.)

Logical assumptions

can't / couldn't + present infinitive = I don't think so; it's logically improbable

must + present infinitive = I think so, I'm fairly sure; it's logically probable

can't is the opposite of **must**

can't / couldn't + perfect infinitive = It's impossible that something happened in the past.

must + perfect infinitive = It's very probable that something happened in the past.

She **can't** be rich. She lives in a small flat. (I don't think she's rich.)

His face is red. He **must** be very angry. (I think he's very angry.)

It **can't** be true. It **must** be a lie.

She **can't / couldn't have lost** her way; she **must have missed** the train. (= It's not possible she lost her way. It's very probable she missed the train.)

To express possibility in questions we don't use **may**. We use: **Can he? Could he? Is he likely to? Is it likely that? Might he? Can he succeed? Could he succeed? Is he likely to succeed? Is it likely that he will succeed? Might he succeed? Can / Could he have finished?** (NOT: **May he have finished? May he succeed?** ...)

4 Complete the exchanges with *can't*, *may*, *should* or *must*.

- 1 A: Are you going out this evening?
B: We're not sure. We *may* stay at home.
- 2 A: Juliet's not answering her telephone.
B: Well, she be out then because she always picks up if she's in.
- 3 A: Are the boys playing in their room?
B: They be. They're far too quiet.
- 4 A: Where's Victoria?
B: I don't know. She have been here by now.
- 5 A: I have to work late tonight.
If so, would you mind starting dinner?
B: Of course not.
- 6 A: Have you posted your letter to me yet?
B: Yes. You receive it in two days.



Listen and repeat. Then act out.



Permission

Asking for permission

can (informal) / **could** (more formal)
may / **might** (very formal)

Can / **Could** I interrupt you for a second?
May / **Might** I speak to the bank manager, please?

Giving or refusing permission

can (informal; giving permission)
Note: *could* is not used in the present to give permission

Can I use your phone? Of course you **can**. (informal)
Could I use your phone? Of course you **can**.
(NOT: ~~of course you could~~)

may (formal; giving permission – also used in written notices or formal announcements)

May I use your phone? Certainly you **may**. (formal)
Luggage **may** be left here. (written notice)

mustn't / **can't** (informal – refusing permission)

I'm afraid you **can't** / **mustn't** enter the room.

may not (formal – refusing permission)

Rubbish **may not** be left here. (written notice)

Talking about permission

can / **be allowed to** (to talk about the future or present)

Pupils **are allowed to** / **can** use the school swimming pool free of charge.

could (to talk about the past – used for repeated actions)

She **could** always play at the park after school.
(repeated action)

was / **were allowed to** (to talk about the past – used for repeated or single actions)

The reporter **was allowed to** (NOT: ~~could~~) take a photo of the pop singer. (single action)

couldn't / **wasn't allowed to** (in negations or questions for either repeated or single actions)

The foreigner **wasn't allowed to** / **couldn't** enter the country without a visa. (single action)

5 Study the situations and write sentences using *may*, *can*, *could* or *can't*.

- 1 You want to see the headmaster. Ask the secretary for permission.
May I / Can I / Could I see the headmaster, please?
- 2 Your sister wants to use your computer but you have a lot of schoolwork. Refuse permission.
- 3 You want to go camping with your cousins. Ask your parents for permission.
- 4 Your friend wants to borrow one of your books. Give him your permission.
- 5 You'd like to leave school early because you aren't feeling well. Ask the teacher for permission.



Listen and repeat. Then act out.



Requests – Offers – Suggestions

Requests (asking someone to do something)

Can you? (informal request)

Will you? (familiar)

Could you? (polite request)

May I? (formal request)

Would you / Would you mind? (more polite and formal than 'could you')

Can you help me, please?

Will you get me my glasses, please?

Could you make me some lemonade?

May I have a glass of water? (request)

compare: *May I open the window?* (asking for permission)

Would you post this letter for me?

Would you mind typing these letters for me?

Offers (offering to do something)

I'll (I'm willing to do sth – informal)

Shall I/we / Can I/we (Do you want me/us to ...? – informal)

Would you like / Would you like me to ...?

I'll do the shopping if you like.

Shall I help you with your luggage?

Would you like some more tea?

Suggestions (making suggestions)

Shall I/we?

I/We can / could

We also express suggestions with:

Let's / How about / Why don't we?

What about?

Shall we go to the theatre?

We can / could go to the cinema if you like.

Let's go to the park. How about going to the park?

Why don't we go to the park? What about going to the park?

6 Fill in: *would you, I'll, shall, let's, why don't you or how about.*

- Harry: Oh no! I can't find all that work I did on my laptop.
 Ben: 1) help if you want.
 Harry: Really? Thanks. I'm hopeless with anything electronic.
 Ben: OK. 2) clicking on this icon here?
 Harry: Nothing's happening.
 Ben: Mmm. 3) switch it off and start again?
 Harry: No, that's not working. It's still the same problem.
 Ben: 4) see if you've deleted the work by accident.
 Harry: 5) show me how to do that?
 Ben: It's easy. Just click here. No. It doesn't look like your work is still here.
 Harry: That's terrible! All that work took me two hours to do last night.
 Ben: 6) I phone my brother? He's a computer expert.
 Harry: No thanks. I'll just have to do it again and be more careful this time!

7 What would you say in these situations? Use the words in brackets.

- You're on the train. You have a seat but a pregnant lady is standing. You offer her your seat. (**would**)
 You: *Would you like to sit down?*
 Lady: Yes, thank you. You're so kind.
- You're at a restaurant and you'd like some more water. You ask the waitress. (**could**)
 You:
 Waitress: Yes, Madam. Right away!
- You've invited a friend over for dinner. You've just finished the meal and offer her dessert. (**how**)
 You:
 Friend: Sounds great!
- You're driving a car. Your friend isn't wearing his seatbelt. You ask him to wear it. (**can**)
 You:
 Friend: Of course! I can't believe I forgot!
- You need help cleaning the house. You ask your roommate. (**will**)
 You:
 Roommate: Sure. What would you like me to do?

8 Choose the correct modal verb.

- We **may** / **could** try and fix it ourselves. What do you think?
- I'm sorry. I didn't hear you. **Could** / **May** you please repeat that?
- I **will** / **shall** do that for you if you like.
- Could you** / **Would you mind** waiting another quarter of an hour?
- We haven't had a proper chat for ages. **Why don't you** / **Would you like** come round to my place for dinner tonight?
- Shall I** / **What about** help you with your homework?
- Would you like** / **Will you like** another slice of pizza, Claire?
- Why don't we** / **How about** going to the Maldives this year?
- Would you** / **May you** give me your full name, please?
- OK, **shall** / **may** we say 8:00 pm then? How does that sound?

Advice – Criticism

Advice (saying what the best thing to do is)

should / ought to + present infinitive
(it is the best thing to do; I advise you to)

Note: *ought to* is sometimes used for advice based on laws, rules or generally accepted ideas

had better (it's a good idea – advice for a specific situation)

Shall I? (asking for advice)

You **should** stop smoking. (general advice; I advise you to)

You **ought to** treat animals kindly. (Most people believe this.)

Shall I tell him the truth? (Is it the right thing to do?)

You'd **better** call your parents or they'll worry.

(It's a good idea; specific situation)

Criticism (saying that sb did the wrong thing in the past)

should / ought to / could + perfect infinitive

You **shouldn't have been** rude to her yesterday. (but you were)

You **should have** locked the door before leaving. (but you didn't)

You **could have** called her yesterday. (past)

9

Underline the correct modal verb.

Georgina: Sasha, you really 1) ought / should take your car to a mechanic.

Sasha: Why? What's the problem?

Georgina: Well, for one thing, your brakes don't sound too good. And for another thing, your tyres are looking a bit old. You 2) should / ought to get them checked out.

Sasha: My tyres are fine. I've only had them seven years.

Georgina: Seven years! Well, no wonder! You 3) should / had better have replaced them ages ago.

Sasha: Really? Well, you 4) could / had better have told me before. OK, I'll go to a mechanic. But who? 5) Shall / Ought to I go to yours?

Georgina: Why not? He's really good. You 6) had better / hadn't better call him today, though because he's going away on holiday next week.

Sasha: OK, I will. Thanks.

10

Read the situations and write what you would say using *should*, *ought to*, *could*, *might* as in the example:

- Your close friend lied to you and when you found out you were very upset. What do you tell your friend?
You shouldn't have lied to me. / You ought to have told me the truth. / You could have told me the truth.
- Adam can't find his mobile phone. You think he left it in the car. What do you say to him?
- Your brother failed his driving test because he didn't practise enough. What do you tell him?
- Your friend is always late for school because she wakes up late. What do you say to her?
- Your sister wore your new jacket without asking you. What do you say to her?
- Yesterday you waited for your friend for over an hour at the library and he didn't even call to say he wasn't coming. What do you say to him?



Listen and repeat. Then act out.



Necessity – Obligation – Prohibition

Obligation – Necessity

must / have to (it is necessary, I'm obliged to)

Must is used only in the present and future when the speaker decides.

Have to is used when the necessity comes from outside the speaker or when others decide for him.

Have got to (more informal and usual than 'have to') is used for obligation on a single occasion.

Ought to (duty; it's the right thing to do but people don't always do it.)

Need (it's necessary) is followed by a passive full infinitive or an -ing form and takes -s in the 3rd person singular in statements.

I must lose some weight. (I say so.)

I had to go to work early yesterday. ('Must' is not possible here as it is used only in the present.)

I have to lose some weight. (The doctor says so; the doctor decides for me.)

I've got to tidy my room; Mother is angry.

I've got to phone her; she will be worried.

We ought to respect the environment. (But we don't always do it.)

*Your hair needs to be cut. or
Your hair needs cutting.*

Must is used only for present and future situations. It borrows the rest of its tenses from **have to**. **Have to** forms its questions and negations with **do / does** (Present Simple) and **did** (Past Simple). *Did you have to stay late at work yesterday? Yes, I had to type some urgent letters. ('Must' is not possible in the past tense.)*

Absence of Necessity

needn't + bare present infinitive / don't have to / don't need to (It is not necessary in the present or future.)

didn't need to / didn't have to (It wasn't necessary to do sth.)

needn't + bare perfect infinitive (We know that something happened in the past although it was not necessary.)

You needn't take a jacket. It's rather warm.

You don't have to / don't need to take a jacket. It's rather warm.

He didn't need / have to take a taxi because I gave him a lift. (It wasn't necessary, so he didn't.)

She needn't have bought any milk. There was a lot in the fridge. (I know she bought some milk but there was no need.)

Prohibition

mustn't (it's forbidden)

can't (you aren't allowed to)

You mustn't enter the room. (it's forbidden)

You can't wait here. (you are not allowed to)

11 State who decides, the speaker or others, then fill in *must* or *have to*.

1 I *must* cut the grass.



.....the speaker.....

2 I cut the grass.



.....

3 I wear a uniform at work.



.....

4 I repair the roof.



.....

5 I repair the roof.



.....

6 I be quiet.



.....

12 Choose the correct modal verb.

Roborior GUARD DOG

You 1) **don't have to** / **mustn't** pay for expensive security systems to protect your home. With the Roborior Guard Dog burglars will definitely think twice before breaking in.

If you 2) **mustn't** / **have to** get away and someone has managed to get inside your home, your robot will call you on your mobile phone and alert the police, too. You 3) **don't have to** / **mustn't** be at home to move your robot around because Roborior works by itself. So you 4) **have to** / **mustn't** worry, Roborior will capture everything on camera until the police arrive!

13 Look at the photographs and use the ideas to make up sentences using *must*, *mustn't* or *needn't*.

1

- stay in the queue
- bring ID to make a deposit
- forget your bank card

.....You must stay in the queue.....

.....

.....

At the bank



2

- leave your bags at the door
- buy a guidebook
- take photos

.....


.....

.....

At the museum



14 Fill in *must* / *mustn't* or *may*.



PARK HILL Secondary School

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School Information – Rules

Attendance

- Students *must* be on time for all their classes.
- Students leave class without the teacher's permission.
- If a student is absent for more than two days, he/she provide a doctor's note.

Dress Code


- Students wear their uniform to school.
- Students wear jewellery or make-up.

Electronic devices

- Students turn off their mobile phones while in school.
- Students bring MP3 players or any other musical devices to class.

General Rules

- Students respect everyone.
- Students run in the corridors because they get hurt.
- Students consume food or drink in the library.



15 Fill in the gaps with *needn't have* or *didn't have to* and the correct form of the verbs in brackets.

- We were just going for a walk so I *didn't have to take* (take) any money with me.
- You (wait) for us, Dad. We could have taken the bus home.
- I (do) my homework yesterday because today is a holiday.
- You (come) all the way here to tell me. You could have called me on my mobile phone.
- You (take out) the rubbish. It was your brother's turn to do it.
- Jakob (get) the bus because Roger offered to give him a lift.

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

- | | |
|-----------------------------|---------------------------|
| 1 <input type="checkbox"/> | You should / ought to ... |
| 2 <input type="checkbox"/> | You must ... |
| 3 <input type="checkbox"/> | Shall we ...? |
| 4 <input type="checkbox"/> | You needn't ... |
| 5 <input type="checkbox"/> | We needn't have ... |
| 6 <input type="checkbox"/> | We didn't need to ... |
| 7 <input type="checkbox"/> | You mustn't ... |
| 8 <input type="checkbox"/> | He was able to ... |
| 9 <input type="checkbox"/> | She must be ... |
| 10 <input type="checkbox"/> | He can't be ... |

- a You aren't allowed to ...
 - b It wasn't necessary for us to ... (but we did)
 - c Why don't we ...?
 - d He managed to ...
 - e It wasn't necessary for us to ...
 - f You had better ...
 - g I'm sure she's ...
 - h You are obliged to ...
 - i It isn't necessary for you to ...
 - j I'm sure he isn't ...

Sailing Safety Tips

17 Underline the correct modal verb.

- 1 You must / may always do what the captain tells you to do.
- 2 You should / shouldn't know how to swim.
- 3 You don't have to / mustn't go sailing without a life jacket – you should / might fall into the water and drown.
- 4 Before you go out, always check the forecast – you may / must run into bad weather.
- 5 Tell someone where you're going – you must / might get into trouble.

- 6 Always wear your sunglasses and apply sunscreen as you should / could easily get sunburn.
- 7 The boat might / should have a fire extinguisher and a first aid kit on board in case of an emergency.

18 Choose the correct item.

- 1 you lend me some money, please?
A Should (B) Could C Must
- 2 You take things without asking.
A mustn't B couldn't C needn't
- 3 Sergei to win the race after training hard.
A can B should C was able
- 4 You feed the dog. I've already done it.
A couldn't B don't have to C can't
- 5 Sally didn't to stop at the supermarket, so she went straight home after work.
A need B must C ought

- 6 You can go out but you be back by 11:00 pm.
A can B might C must
- 7 You have bought a ticket. I had an extra one.
A couldn't B mustn't C needn't
- 8 You to see your doctor for a check-up.
A should B ought C may
- 9 Mr Wilson to have an operation immediately.
A must B should C needs
- 10 That be Elisha. She's still in Rome.
A needn't B can't C mustn't

19 Fill in the correct modal verb. There can be more than one answer.

• would (like) • shall • could • can • may / might

1 Can!
come in?



Of course you can.

2
park here?



No, you can't.

3 hold
these books for me?



Certainly.

4
go to the cinema?



Sorry, I don't feel like it.

5
some more juice?



Yes, please!

6
book a room?



Yes, of course you can.

20 Read the text below and choose the correct modal verb for each space.

SPACE CAMP

Have you ever dreamt about becoming an astronaut or wondered what it
1) ..A.. feel like being weightless? Does flying through the air like
Superman sound like fun? If your answer to these questions is yes, then you
2) join us at Space Camp! Our special aeroplanes will take you on the
ride of your life – one where you will be floating around in the air!

But that's just the beginning of the fun! At Space Camp you 3) try
on real spacesuits. Not only that, every night you 4) to gaze at the
universe in close-up on our powerful telescope. On clear nights, you 5)
be lucky enough to see Pluto!

Of course, astronauts 6) go into space without
proper training and who better to train you than a REAL
astronaut? That's right, at Space Camp you will meet
professional astronauts, who 7) to answer all
your questions about what life in space is really like!

So what are you waiting for? Places are limited, so
book today! You 8) visit our website at
www.spacecamp.com if you want further information.



- | | | | |
|---|----------------|------------|----------------|
| 1 | A must | B shall | C need |
| 2 | A ought | B should | C might |
| 3 | A would | B can | C might |
| 4 | A can | B must | C will be able |
| 5 | A should | B must | C may |
| 6 | A needn't | B mightn't | C can't |
| 7 | A will be able | B can | C could |
| 8 | A need | B can | C shall |

21 Rephrase the sentences using modal verbs.

- | | |
|---|--|
| 1 Would you like me to carry your books?
<i>Can / Could / Shall / May I carry your books?</i> | 11 It's forbidden to park here. |
| 2 I advise you to rewrite your essay. | 12 It isn't necessary for you to work on Saturdays. |
| 3 It is necessary for you to be on time. | 13 Perhaps Bob will go to Greece for the summer. |
| 4 I'm sure Frank is in his room. | 14 It's OK to borrow my bike. |
| 5 How about going to the cinema this evening? | 15 It wasn't necessary for Toby to read all these books for the exam. |
| 6 I'm certain he isn't with Bill. He just called me. | 16 He is obliged to wear a uniform at work. |
| 7 She managed to save enough money to buy a new car. | 17 Would you like me to help you with the preparations? |
| 8 You are not allowed to use the pool after dark. | 18 You'd better go home now before it starts raining. |
| 9 I advise you to discuss the problem with your parents. | 19 All students are allowed to use the library. |
| 10 I'm on my way out. Do you want me to get you anything? | 20 Do I have your permission to use your laptop? |

22

Underline the correct word.

1 A: You **mustn't** / **don't have to** / **can't** bring your camera. I'll take mine.

B: Oh, that's great!

2 A: I don't feel well.

B: I think you **can** / **should** / **may** call the doctor.

3 A: Are you coming over to my house this afternoon?

B: Sorry. I really **should** / **may** / **will** get home early today.

4 A: Why do you think Ben and Elisha are late?

B: Well, they **might** / **can** / **should** have missed the 4 o'clock bus.

5 A: Did you find Michael?

B: Yes, but I **wasn't able to** / **shouldn't** / **mustn't** persuade him to join the Science club.

6 A: **Could** / **Would** / **Will** you like to order a takeaway?

B: Actually, I really feel like going out tonight.

Speaking Activity

(talking about obligation / prohibition / giving permission)

Read the swimming pool rules. Then, in pairs, make sentences about the rules, using the appropriate modals **can**, **must** or **mustn't**.

POOL RULES

- No food or drink is allowed in the pool area.
- Everyone has to take a shower before using the pool.
- Pets are not allowed in the pool area.
- Swimming goggles and soft balls are allowed.
- No yelling or loud music is permitted.
- Diving is only allowed from the diving boards.
- No running or pushing is allowed.



Pool Hours: 9 am to 6 pm

A: You *mustn't* bring food or drink into the pool area.

B: You *must* take a shower before using the pool, etc.

Writing Activity

Imagine you are a lifeguard and you need to explain the pool rules to a group of children. Using the ideas in the Speaking Activity, write your speech. Then read it to the class.

Gather round children!,

Before I let you into the pool area, I would like to explain the pool rules. First of all, you *mustn't*

Thank you for listening. Now, it's time to go and enjoy your swim!

Phrasal Verbs

give sth / sb away:

- reveal sth / betray sb
- give sth free of charge

give sth back: return

give off: emit (a smell, etc.)

give out: come to an end

give up: abandon a habit; quit

give oneself up: surrender; give in

1 Fill in the correct particle.

- The oven is giving*off*..... a strange smell.
- Can I borrow that book? I'll give it to you tomorrow.
- After his knee operation, David had to give football.
- Their food supplies gave sooner than they had planned, so they had to return home.
- The hijackers finally gave themselves to the police.
- You'd better not give my secret to anyone. I'll be very angry with you if you do.

2 Look at Appendix 1 on page 206 and fill in the correct preposition.

- Have you heard ..*about*.. what happened at school yesterday?
- Have you heard Saskia lately? She hasn't written to me for ages.
- Who is this writer? I've never heard her.
- Tom is jealous his brother because he's in the football team.
- I know I've made some mistakes but there's no need to be impatient me.
- He introduced me his friends.
- Although I can't play an instrument, I'm very interested music.
- Our teacher insists everyone handing in their compositions on time.
- I have no problems with Biology but I'm hopeless Physics.

Word Formation

Adjectives formed from nouns

- ous** poison – **poisonous**
- ical** theatre – **theatrical**
- ive** expense – **expensive**
- ic** drama – **dramatic**
- ish** self – **selfish**
- al** education – **educational**

3 Complete each of the sentences with a word formed from the word in bold.

- Riding your bicycle without a helmet can be very*dangerous*... (**danger**).
- The teacher asked her students to line up in (**alphabet**) order.
- Ferraris are very (**expense**).
- The tourists visited the (**history**) buildings of London.
- Even though he is 25 years old, his behaviour is really (**child**).
- I enjoy tasting (**tradition**) dishes when I travel abroad.

4 Rephrase the following situations using an appropriate modal verb as in the example:

- 1 It's not possible that he's finished already. He *can't have finished already*.
- 2 It wasn't necessary for you to bring a gift. You
- 3 I advise you to stop eating chocolate. You
- 4 It was wrong of him not to tell her the truth. He
- 5 It's possible that he is lying. He
- 6 I'm sure that she has gone home. She
- 7 Let's go for a walk. we
- 8 He wasn't able to write until he was eight. He
- 9 Talking is not permitted during the test. You

5 Here are some sentences about Rebecca, who wants to become healthier. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 When Rebecca was younger she was much healthier.
Rebecca *used* to be much healthier when she was younger.
- 2 Rebecca wants to start doing aerobics.
Rebecca like to start doing aerobics.
- 3 It looks like Rebecca's working on improving her fitness.
Rebecca seems on improving her fitness.
- 4 Rebecca's doctor says that she should be careful about what she eats.
Rebecca's doctor advises her careful about what she eats.
- 5 It's necessary for Rebecca to eat more fruit and vegetables.
Rebecca eat more fruit and vegetables.
- 6 Rebecca talked to her doctor before she started an exercise programme.
Rebecca didn't start an exercise programme she had talked to her doctor.

Idioms

throw a party: have a party

hit the roof: get very angry

fight like cat and dog: disagree violently

rain cats and dogs: rain heavily

swim like a fish: swim very well

cut a long story short: tell sb sth briefly

have a memory like an elephant: never forget

eat like a horse: eat a lot of food

6 Fill in the correct idiom.

- 1 If you go out, be sure you take your umbrella because it *'s raining cats and dogs*.
- 2 She always remembers a name or a date – she
- 3 It's Anna's birthday on Friday. Why don't we for her?
- 4 My brother and sister they never agree about anything.
- 5 There's no point going into the details. To, he simply isn't right for the job.
- 6 You'd better prepare some extra food for Bob – you know he
- 7 Paula, who spent her childhood by the sea, can
- 8 My mother will when she finds out I've broken her vase.

 13 Listen and repeat. Then act out.



The **passive** is formed by using the appropriate tense of the verb **to be** + **past participle**.

	Active Voice	Passive Voice
Present Simple	They repair cars.	Cars are repaired .
Present Continuous	They are repairing the car.	The car is being repaired .
Past Simple	They repaired the car.	The car was repaired .
Past Continuous	They were repairing the car.	The car was being repaired .
Future Simple	They will repair the car.	The car will be repaired .
Present Perfect	They have repaired the car.	The car has been repaired .
Past Perfect	They had repaired the car.	The car had been repaired .
Future Perfect	They will have repaired the car.	The car will have been repaired .
Present Infinitive	They will have to repair the car.	The car will have to be repaired .
Perfect Infinitive	She ought to have repaired the car.	The car ought to have been repaired .
-ing form	He likes people admiring his new car.	He likes his new car being admired .
Perfect -ing form	Having repaired the car, ...	The car, having been repaired , ...
Modals	You must repair this car.	This car must be repaired .

The **passive** is used:

- when the agent (the person who does the action) is unknown, unimportant or obvious from the context.
*My car **was stolen** yesterday. (unknown agent)*
*The road repairs **were completed** last week. (unimportant agent)*
*The kidnappers **have been arrested**. (by the police – obvious agent)*
- to make statements more polite or formal.
*My new suit **has been burnt**. (It's more polite than saying "You've burnt my new suit.")*
- when the action is more important than the agent – as in news reports, formal notices, instructions, processes, headlines, advertisements, etc.
*Taking pictures **is not allowed**. (written notice)*
*The local bank **was robbed** this morning. (news report)*
*Bread **is baked** in an oven for about 45 minutes. (process)*
- to put emphasis on the agent.
*The Tower of London **was built** by **William the Conqueror**.*

1 Fill in: **is / are, was / were, have / has been.**

- 1 Sally told me her wedding dress *was* designed by Vera Wang.
- 2 Before the clothes shop closed, eighty people employed there.
- 3 On the first day of our holiday, we taken on a wonderful tour of the city by our guide.
- 4 Jeans worn by both men and women nowadays.
- 5 Coffee grown in Brazil.
- 6 Documentaries on marine life shown on TV for many years.
- 7 *Hamlet* and *Macbeth* written by William Shakespeare.
- 8 The injured man taken to hospital half an hour ago.
- 9 Jenny is excited because she offered a new job.

Note: We can use the verb **to get** instead of the verb **to be** in everyday speech when we talk about things that happen by accident or unexpectedly.
Sam got hit by a cyclist as he was crossing the road.

2 Complete the sentences using **get** and the following verbs in the correct form.

sting damage steal hurt invite hit

- 1 Olga ..*got stung*.. by a bee while she was sitting in the garden.
- 2 As he was walking through the park, Tom by a baseball.
- 3 Please be careful with those boxes. I don't want anything to
- 4 Mary is very popular. She often to parties.
- 5 There was a fire in my apartment block but luckily no one
- 6 While travelling, you must always watch your bags or they might

3 Rewrite the newspaper headlines as complete sentences.

1 **RARE BIRD FOUND
IN REMOTE COUNTRYSIDE**

- 1 *A rare bird has been found in the remote countryside.*

2 **NEW JERSEY TO BE HIT
BY BAD WEATHER TOMORROW**

- 2

3 **EXPERIMENTS BEING CARRIED
OUT ON MOON ROCKS**

- 3

4 **Queen WELCOMED TO
AUSTRALIA YESTERDAY**

- 4

5 **FIVE PEOPLE INJURED
IN CAR ACCIDENT**

- 5

6 **LAST NIGHT'S POP CONCERT
CALLED OFF BECAUSE OF RAIN**

- 6

4 Fill in the passive in the appropriate tense, then justify its use.

- unimportant / obvious agent • ~~polite statement~~ • emphasis on the agent
- action more important than the agent • process • news report

1 *polite statement*



(the animals / shouldn't / feed)

.... *The animals*
.... *shouldn't be fed*

2



(*Oliver Twist* / write / Charles Dickens)

.....

3



(just / tell / the bad news)

.....

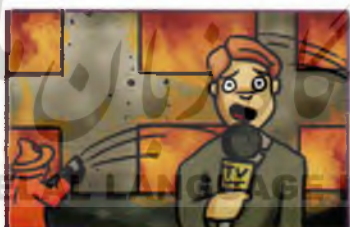
4



(dinner / serve)

.....

5



(the building / destroy / fire)

.....

6



(cheese / make / from milk)

.....

5 Put the verbs in brackets into the correct passive form.

A NEW STAR

Harry Potter is a popular film series based on the fantasy novels that 1) *...were written...* (**write**) by J.K. Rowling. It's about a young orphan boy who goes to Hogwarts School of Witchcraft and Wizardry to learn how to become a proper wizard. At Hogwarts, Potter discovers that when he was a baby, he 2) (**attack**) by the dark wizard Lord Voldemort, who had also killed his parents.

The main character in the films, Harry Potter, 3) (**play**) by the actor Daniel Radcliffe. Daniel Radcliffe 4) (**be/born**) in 1989. He 5) (**choose**) to play the leading role when he was just 11.

Today, Daniel Radcliffe is one of the most recognised faces in the world. The series has brought him great wealth, too! In 2009, he 6) (**rank**) the 12th richest young person in the UK.

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

- 1 A: Are you going to the concert tomorrow?
B: No, I'm not. It ... *has been cancelled* ...
(cancel) because of the bad weather.
- 2 A: Did you receive my parcel?
B: No, it (not/deliver) yet.
- 3 A: Will there be any prizes?
B: Yes. Medals (give)
to the winners.
- 4 A: Can I expect to get to England on time?
B: Sorry Madam, but all flights
..... (delay).
- 5 A: Is there anything I can do for you, sir?
B: Yes, these faxes
(should/send) right away.
- 6 A: Did you hear about the missing girl?
B: Yes. Luckily, she (find)
at the train station.
- 7 A: The hotel is in terrible condition.
B: Yes. It
(should/repair).
- 8 A: Do you have any plans for this evening?
B: I'm going to an art exhibition which
..... (hold) at the museum.
- 9 A: Should I leave a tip?
B: You don't have to. The service
(include) in the bill.
- 10 A: Is your new house ready to move into?
B: No. The walls
(not/paint) yet.
- 11 A: Did you go to Lisa's party?
B: No. I (not/invite).
- 12 A: Have they caught the bank robbers yet?
B: Unfortunately, no arrests
..... (make).

Changing from active into passive

- The **object** of the active verb becomes the **subject** in the new sentence. The active verb changes into a

	Subject	Verb	Object	Agent
active	Bell	<i>invented</i>	<i>the telephone.</i>	
passive	<i>The telephone</i>	<i>was invented</i>		<i>by Bell.</i>

passive form and the subject of the active verb becomes the agent. The agent (= person who does the action) is introduced with 'by' or is omitted.

- We use **by + agent** to say who or what did the action. We use **with + instrument, material or ingredient** to say what instrument or material the agent used.

A kite was made by Tim. (Tim did the action.)

Mr Smith was hit by Billy with a ball. (The ball is the instrument the agent used.)

The cake was made with flour, sugar and eggs. (Flour, sugar and eggs are the ingredients the agent used.)

- We put the agent (= person who performs the action) into the passive when it is a specific or an important person or when it is essential to the meaning of the sentence. When the agent is unknown, unimportant or obvious from the context, it is omitted. Agents such as **someone, people, I, you, etc.** are omitted.

Macbeth was written by Shakespeare. (The agent is not omitted; it is essential to the meaning of the sentence.)

Somebody took my pen. → *My pen was taken (by somebody).* (unknown agent; it is omitted.)

- After modal verbs (**will, can, may, etc.**) we use **be + past participle** or **have been + past participle**.

They may close down the theatre. → *The theatre may be closed down.*

They may have reported the bank robbery. → *The bank robbery may have been reported.*

- With verbs that take two objects it is more usual to begin the passive sentence with the person.

They sent a letter to him. → *He was sent a letter.* (more usual) / *A letter was sent to him.* (less usual)

- **Make, hear, see, help**, are followed by a **to infinitive** in the passive.
They made me apologise. → I was made to apologise.
- When we want to find out who or what did something, then the passive question form is as follows: **Who / What ... by?** *Who was penicillin discovered by? What was the fire caused by?*
- The verbs **believe, expect, feel, hope, know, report, say, think**, etc. can be used in the following passive patterns:

a) It + passive + that-clause (impersonal construction)	People say she is rich. It is said that she is rich.
b) subject (person) + passive + to infinitive (personal construction)	She is said to be rich.

7 Write the sentences in the passive.

- An expert is restoring the antique car. *The antique car is being restored by an expert.*
- Steven Spielberg has directed a lot of successful films.
- They saw two men running out of the bank.
- A number of reporters will meet the professor at the airport.
- A famous designer is going to redecorate the President's house.
- The Romans founded Bath in the first century AD.
- A loud noise woke Mary up.
- He made her work overtime.
- Van Gogh painted *Sunflowers*.
- Astronauts are exploring space.

8 Write the sentences in the passive. Omit the agent where it can be omitted.

- People chop down a lot of trees every year. *A lot of trees are chopped down every year. (omitted)*
- Homer wrote the *Iliad*.
- The government will introduce new measures against crime.
- Someone has burgled Ann's house.
- She offered me a cup of tea.
- They check passports at Passport Control.
- A million people visit the cathedral every year.
- Someone has stolen Mike's bicycle.
- The mayor will open the exhibition.
- Somebody saw Roger leave.

9 Fill in **by** or **with**.

- | | |
|---|--|
| 1 This salad is made <i>with</i> tomatoes and onions. | 5 The picture was painted Jackson Pollock. |
| 2 That novel was written D. H. Lawrence. | 6 The house was built stone and bricks. |
| 3 The garden was dug a spade. | |
| 4 The pudding was made chocolate. | |

10 Turn the following sentences into the passive.

- Scientists might soon discover a cure for cancer. *A cure for cancer might soon be discovered.*
- Someone should help the old woman across the street.
- The police might have arrested the escaped prisoner.
- They should have provided more food at the reception.
- They should build more bike lanes.
- She could have written the answers more clearly.

11 Rewrite the following passage in the passive.

Our apartment block is starting a new scheme. We will collect all the old newspapers and tin cans. We will put them in two special containers. When they are full, the council will collect them. They will take them to a factory. The factory will recycle the newspapers and cans into something new.

A new scheme is being started by our apartment block.



12 Turn the following into the passive in two ways.

- | | |
|--|--|
| 1 They gave him a watch when he retired.
He ... <i>was given a watch when he retired.</i>
A watch ... <i>was given to him when he retired.</i> | 5 Someone gave her a book.
She
A book |
| 2 They have offered him the job.
He
The job | 6 They give the students extra lessons.
The students
Extra lessons |
| 3 She will send you a fax.
You
A fax | 7 They have shown her the plans for the house.
She
The plans for the house |
| 4 He is going to show me a new technique.
I
A new technique | 8 They should have given you a receipt.
You
A receipt |

13 Turn the following into the passive as in the example:

- 1 People expect him to win the race.
He *is expected to win the race.*
it *is expected that he will win the race.*
- 2 Journalists have reported that the President is away in France.
The President
It
- 3 Everyone knows that the statement was untrue.
The statement
It
- 4 Many people believe that the climate is changing.
The climate
It
- 5 Everyone knows that he has been in a serious car accident.
He
It
- 6 Many people say that the new prices are too high.
The new prices
It
- 7 They claim that this diamond is the largest in the world.
This diamond
It

14 Turn the following into the passive.

- 1 I don't like people shouting at me. *I don't like being shouted at.*
- 2 I remember my parents taking me to the circus.
- 3 I like people giving me presents.
- 4 I love people inviting me to parties.

15 Choose the correct answer.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1 The star athlete to win the competition.
A is being expected B was expected
C has expected 2 Jam from fruit.
A makes B made C is made 3 A young girl by a firefighter yesterday.
A had rescued B was rescued
C rescued 4 This email should right away.
A to send B send C be sent 5 Life on other planets yet.
A hasn't been found B isn't found
C wasn't found | <ol style="list-style-type: none"> 6 The boy to hospital by an ambulance.
A took B was taken C is taking 7 I don't like what to do.
A to tell B telling C being told 8 A new shopping centre outside the city centre.
A is being built B to be built
C built 9 The new library by the mayor next week.
A is going to be opened B is opening
C is opened 10 The animals at the zoo twice a day.
A being fed B are fed C fed |
|---|---|

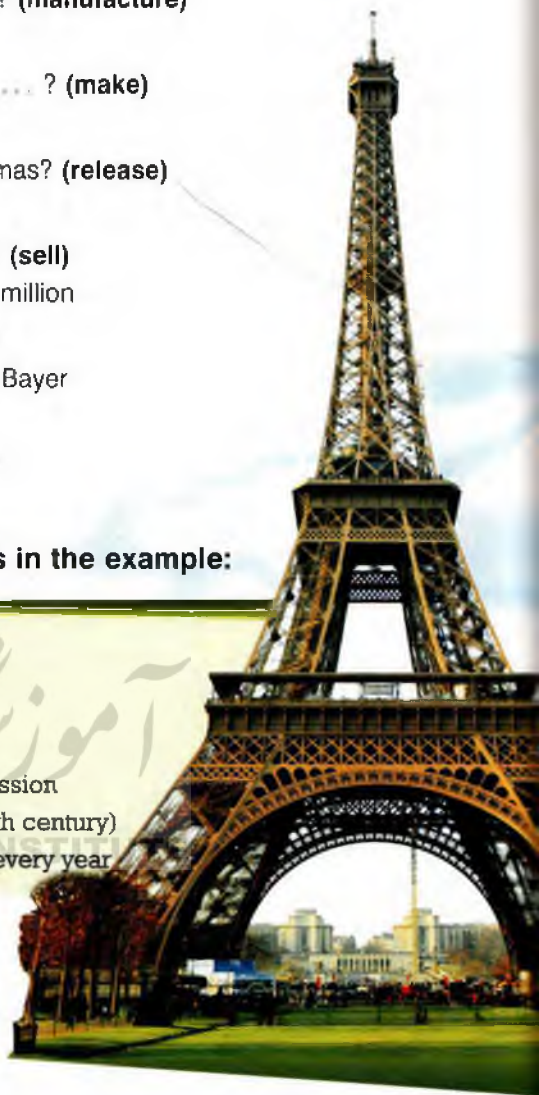
16 Complete the questions using the *passive* tenses. Then choose the answers.

- 1 Where *are* Volkswagen cars *manufactured*? (manufacture)
 (A) Germany B China C Japan
- 2 When the first mobile phone? (make)
 A 1956 B 1960 C 1973
- 3 When *Iron Man 3* in cinemas? (release)
 A 2011 B 2012 C 2013
- 4 How many MP3 players so far? (sell)
 A over 100,000 B over 2 million C over 100 million
- 5 Who aspirin by? (invent)
 A Alexander Fleming B Felix Hoffmann C Friedrich Bayer
- 6 What to make tyres? (use)
 A rubber B plastic C polyester

17 Look at the information and write sentences as in the example:

Located:	Paris, France
Designed by:	Gustave Eiffel
Completed in:	1889
Made of:	iron
Used for:	radio and television transmission (since beginning of twentieth century)
Number of visitors:	more than 6 million people every year

The Eiffel Tower is located in Paris, France. It.....



18 Read the text. Choose the proper grammar form for the capitalised words and fill in the gaps.

Valuable Paintings Missing from Art Gallery

Several valuable paintings 1) *have been stolen* from Mercers Art Gallery. The theft is believed to be the work of two thieves. Currently, a man 2) by police although police do not consider him a suspect. It 3) that the man bought one of the stolen pieces of art work from the thieves.

Forensic scientists 4) to help solve the crime. DNA evidence 5) from the Art Gallery and it 6) at the moment. It 7) that the police will be able to make an arrest very soon.

STEAL

QUESTION
BELIEVE

ALREADY / CALL IN
COLLECT
ANALYSE
HOPE

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

The Golden Globe Awards 1) were first organised. (first/organised) in 1944 in Los Angeles. Since then, they 2) (hold) every year. The awards show is an important Hollywood event. Every year, millions of viewers around the world tune in to see who 3) (give) a prize for their talents. Famous directors, writers and actors arrive on the red carpet and enjoy 4) (admire) by photographers and fans.

Awards that 5) (present) on the night are for best motion picture, best actor, best director and more. Five nominations 6) (can/make) for each award from which one winner 7) (choose). The awards 8) (sometimes/hand out) to the winners by the son or daughter of a famous celebrity. Last year, Lorraine Nicholson, daughter of Jack Nicholson, 9) (ask) to help out in the show.

The Golden Globe Awards 10) (consider) to be one of the highest honours anyone in the television or film industry can receive.

THE GOLDEN GLOBE AWARDS



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20 Put the verbs in brackets into the correct passive form.

Making Paper from Trees

- 1 First, logs are cut (cut) into small pieces. Apart from trees, old paper (may/used).
- 2 Then water and chemicals, (put) with the logs.
- 3 The materials (mix) together.
- 4 Next, the mixture travels down a wire screen so that the water (can/remove).
- 5 After that, the mixture (flatten) by large rollers.
- 6 Finally, it (dry).
At last, the paper is ready (use)!



21 Make sentences from the words in brackets. Use the active or passive.

- | | |
|---|---|
| <p>1 When I got home, the door was wide open. (the house/broke into)
The ... <i>house had been broken into</i></p> <p>2 I wonder where Sammy is. (I/not/see/for a long time)
I ... <i>haven't seen him for a long time</i></p> <p>3 Don't go into his room. (He/want/leave/alone)
He</p> | <p>4 My pencil box isn't in my schoolbag. (I think/I/leave/school)
I</p> <p>5 My father can't pick us up today. (Our car/repair)
Our</p> <p>6 When I left the cinema, I couldn't find my bike. (it/steal)
It</p> |
|---|---|



Speaking Activity

(reporting news)

Work in pairs. Imagine you and your partner are newsreaders for a television station. Look at the notes below and make full sentences using the *passive*.

- El Salvador / **hit** / large hurricane / yesterday. It / **report** / over 120 people / lose lives / so far. Government / fear / many more victims / **find** / when rescue workers / reach areas / most affected / storm.
- Last night / football match / between Chelsea & Arsenal / **win** / Chelsea. Arsenal / **defeat** / 2-1. Chelsea / continue play / to high standard / **expect** / win / championship.
- A new drug, PBOX-15 / can kill leukaemia / **discover** / UK and Italian scientists. However, despite discovery, it / **believe** / it may take another 5 years / before drug can / **use** / safely in patients.
- The fifteenth Eurovision song contest / **host** / Norway this year / since Alexander Rybak, the Norwegian singer / **vote for** / millions of viewers / last May. The popular event / **broadcast** / live on television and radio / the country's capital, Oslo.

A: El Salvador was hit by a large hurricane yesterday, etc.



Writing Activity

Look at your notes from the Speaking Activity and complete the news bulletin below.

El Salvador was hit by a large hurricane yesterday. It is reported

.....

.....

.....

Phrasal Verbs

go away:	leave
go in for:	enter a competition, exam, etc.
go on:	1) continue, 2) happen
go around:	be enough for everyone to have a share
go through:	examine in detail
call for:	require; demand
call in:	visit briefly
call off:	cancel
call out:	1) shout, 2) send for sb in an emergency

1 Fill in the correct particle(s).

- Ben went ...*in for*... the competition and won first prize.
- Ssh! There's an exam going next door.
- The teacher went my assignment to check for mistakes.
- Will you go working after the baby's born?
- We're going on holiday tomorrow morning.
- I don't think there's enough tea to go Does anyone want some juice?
- When I got stuck in the lift, I called for help.
- The football match was called because of the storm.
- The fire brigade was called when a fire broke out in the city centre.
- I'll call to see Ted on my way home. He isn't feeling well.
- Looking after children calls a lot of patience.

2 Look at Appendix 1 on page 207 and fill in the correct preposition.

- Tim is not particularly keen ...*on*... golf but he loves tennis.
- My grandmother has been married my grandfather for nearly sixty years.
- It must be very difficult to live the amount of money she makes.
- There is a great need food and clothing in third world countries.
- It never occurred me to look under the bed for my lost watch.
- I looked the picture for a while, trying to understand it.
- Chloe is very nice her elderly neighbours – she often brings them meals.
- You're not listening what I'm saying!
- Everyone laughed his new haircut.
- Tom is often mean his little sister.
- It was nice him to drive you home.
- You should always be kind animals.

3 Complete each of the sentences with a word formed from the word in bold.

- Smoking is extremely ...*harmful*... (**harm**) to your health.
- Don't be afraid of the dog; he's (**harm**).
- Steven King, who has sold millions of books, is a (**brilliance**) writer.
- The young couple was able to buy a new house at a (**reason**) price.
- Jill couldn't eat her chips because she found them too (**salt**).
- Tanya always does the (**week**) shopping on Saturday mornings.

Word Formation**Adjectives formed from nouns**

-ful (with)	care – careful
-less (without)	care – careless
-ant	importance – important
-able	fashion – fashionable
-y	spice – spicy
-ly	month – monthly

In Other Words ...

He is expected to play in tonight's game.
It is expected that he will play in tonight's game.

The school will contact you.
You will be contacted by the school.

4 Rephrase the following sentences.

- 1 People expect that she will win an Oscar. It *is expected that she will win an Oscar*.
- 2 Someone should clean up this mess. This mess
- 3 The crew had checked the plane before we boarded. The plane
- 4 Everyone expects that it will rain this weekend. It
- 5 They sold the car factory to a German company. The car factory
- 6 People believe he is the richest man in the world. He

5 Here are some sentences about Kevin, who likes to travel. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1 It is Kevin's third year living in Rome.
Kevin has been living in Rome <i>for</i> three years. 2 Kevin thinks Italy is fascinating.
Kevin is fascinated Italy. 3 Kevin has a big house for his friends to stay in when they visit.
Kevin's house is big for his friends to stay in when they visit. | <ol style="list-style-type: none"> 4 Kevin was working in Paris before he went to Rome.
Kevin went to Rome he had worked in Paris. 5 Kevin wants to be married when he is 30.
Kevin wants to get married by he is 30. 6 A thief stole Kevin's passport last week.
Last week, Kevin's passport by a thief. |
|---|--|

Idioms

take sth into account: regard, consider

take part in: participate

take place: occur, happen

take a look: look at sth quickly

give sb a hand: help sb

give sb a ring: telephone sb

6 Fill in the correct idiom.

- 1 During the war, most of the fighting *took place* in the mountains.
- 2 I'll tomorrow to tell you what I have decided.
- 3 When you buy a house, you should always take the location
- 4 Susan with the gardening, so I don't have to do it all by myself.
- 5 If you want to the competition, you'll have to sign up three weeks in advance.
- 6 Can you at my composition and see if there are any mistakes?

Progress Check 2 (Units 4-6)

1 Choose the correct item.

- The Adventures of Tom Sawyer* by Mark Twain.
A is written **B was written**
C has been written
- that he was a great athlete when he was young.
A It is said B He is said
C He was said
- My cousin, Amy, is a very person.
A interest B interesting C interested
- Where's Mary? She be here by now.
A could B might C ought to
- Mum couldn't take the car. It
A was repaired B was being repaired
C has been repaired
- help you with the shopping, Dad?
A Will I B Would I C Shall I
- I speak to Mr Shaw, please?
A May B Might C Must
- Jamal suggested to the cinema.
A go B going C to go
- We go to the theatre if you like.
A may B can C shall
- After the meeting, Paul left without goodbye.
A say B to say C saying
- You go home soon. It's getting late.
A can B had better C mustn't
- Our new furniture yet.
A isn't delivered B wasn't delivered
C hasn't been delivered
- You rude to your teacher.
A shouldn't have been B mustn't have been
C couldn't have been
- He any bread. We already had a lot.
A needn't buy B didn't need to buy
C needn't bought
- She was very by the story he told.
A amuse B amusing C amused
- I didn't know about the meeting because I
A haven't been told B hadn't been told
C had been told

2 Choose the correct item.

- I couldn't sleep last night. There was a party going next door.
A on B round C away
- I am fed taking the bus to the city centre.
A up with B for C on with
- I couldn't get to Alice. The line was busy.
A away B through C on
- The game of chess calls skill and patience.
A for B off C out
- I haven't heard Peter since he moved away.
A about B of C from
- We got the train and found our seats.
A on B through C on with
- Tony isn't keen chocolate but he loves crisps.
A with B on C for
- It never occurred her to ask her school counsellor for help.
A to B of C on
- I gave Sarah's book when I had finished reading it.
A up B out C back
- It was nice him to send you a birthday card.
A to B of C for
- I was late and Jim was furious me.
A with B for C at


Progress Check 2

3 Put the verbs in brackets into the correct tense.

"Good evening ladies and gentlemen. I 1) ...*am*... (be) Charles Trump and I 2) (report) from BBC news headquarters. Earlier this evening, at 6:24 pm, an earthquake 3) (hit) Cairo, Egypt. Many people 4) (injure) and much of the city 5) (destroy). Emergency teams 6) (already/set up) all over the city. Firefighters and local people 7) (dig) in the wreckage to rescue as many people as possible who 8) (still/trap). A BBC special news team 9) (leave) for Cairo immediately after we 10) (receive) news of the earthquake. As soon as we 11) (hear) from them, we will release another news bulletin. Anyone who 12) (wish) to enquire about family or friends should ring the following emergency numbers - 010 367 - 38291/2/3/4 for information. Stay tuned for further details."



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4  You will hear part of an interview with a girl named Nicky Wilson who manages her own internet radio station. For each question, choose the correct answer A, B or C.

- | | |
|--|---|
| <p>1 Why did Nicky decide to start her own internet radio station?</p> <p>A She didn't like the same kind of music as her friends.</p> <p>B No radio station was playing the kinds of music she and her friends liked.</p> <p><input checked="" type="radio"/> C Her best friend suggested it.</p> <p>2 What did she find most difficult?</p> <p>A Encouraging her brother to help her.</p> <p>B Finding the money to buy the equipment.</p> <p>C Learning how to use the equipment.</p> <p>3 How did she feel during her first show?</p> <p>A Very nervous</p> <p>B Relaxed</p> <p>C Disappointed</p> | <p>4 When doing a live show, Nicky says that it is very important to</p> <p>A not go over the planned time.</p> <p>B not take too many calls.</p> <p>C play a variety of music.</p> <p>5 Nicky says she knows she'll lose listeners if she</p> <p>A changes the time of day that her show airs.</p> <p>B doesn't keep her show short.</p> <p>C doesn't spend enough time planning her show.</p> <p>6 In the future, Nicky intends to</p> <p>A set up a second radio station.</p> <p>B introduce a 'problems' section on her radio show.</p> <p>C establish an internet chat show.</p> |
|--|---|

Conditionals – Wishes

7

 15 Listen and repeat. Then act out.



	If-clause	Main clause	Use
Type 0 general truth	If / When + present simple <i>If you heat metal, it melts.</i>	present simple	something which is always true, laws of nature
Type 1 real present	If + any present form (present simple, present continuous, present perfect or present perfect continuous) <i>If he leaves early, he'll be on time for the meeting. If you're tired, go to bed. If you have finished your work, we can go for a walk.</i>	future / imperative / can / may / might / must / could / should + bare infinitive	real – likely to happen in the present or future
Type 2 unreal present	If + past simple or past continuous <i>If I saw a ghost, I would run away. (but I haven't seen a ghost – untrue in the present) If I were you, I wouldn't go out that late. (advice)</i>	would / could / might + bare infinitive	imaginary situation contrary to facts in the present; also used to give advice
Type 3 unreal past	If + past perfect or past perfect continuous <i>If I had closed the window, we wouldn't have been robbed. (but I didn't close the window – untrue in the past) If he hadn't been behaving so badly, well, the teacher wouldn't have punished him. (criticism)</i>	would / could / might + have + past participle	imaginary situation in the past; also used to express regrets and criticism

- When the **if-clause** is before the main clause, we separate the two clauses with a comma.
If you come early, we can go for a walk. BUT We can go for a walk if you come early.
- We do not normally use **will**, **would** or **should** in an **if-clause**.
If you hurry, you will catch the train. (NOT: If you will hurry, you will ...)
- However, we can use **will** or **would** after **if** to make a polite request or express insistence or uncertainty. We can use **should** after **if** to talk about something which is possible but not very likely to happen.
*If you will fill in the form, I'll process your application. (Will you please fill in ... – polite request)
If you will not stop shouting, you will have to leave. (If you insist on shouting ... – insistence)
I don't know if I will pass my driving test. (uncertainty)
If I should see her, I'll ask her. (I don't think it's very likely I will see her)*

- In the *if*-clause of Type 2 conditionals, we can use **were** instead of **was** in all persons. *If I was/were you, I would try harder.*
- We can use **unless** instead of **if ... not** in the *if*-clause of Type 1 conditionals. The verb is always in the affirmative after **unless**. *Unless she studies, she won't pass her test. (=if she doesn't study, he won't pass her test.)*
- **As long as, providing / provided that** can be used instead of **if**.
As long as he's on time, we won't be late for the meeting. (If he's on time ...)
We'll come by car providing / provided that Dad lends us his. (... if Dad lends us ...)

- 1 Match the sentences in column A with those in column B to make **Type 0 conditional** sentences as in the example:

- | | | |
|---|---|-------------------------------|
| 1 | e | Leave milk out of the fridge. |
| 2 | | Put wood in water. |
| 3 | | Throw a ball up into the air. |
| 4 | | Mix red and blue. |
| 5 | | Add two and three. |

- | | |
|---|-------------------------|
| a | You get five. |
| b | It falls to the ground. |
| c | You get purple. |
| d | It floats. |
| e | It goes off. |

1-e If you *leave* milk out of the fridge, it *goes* off.

- 2 Make **Type 1 conditional** sentences as in the example:



- | | | |
|---|---|---|
| 1 | train it / it learn to obey commands | <i>If you train it, it will learn to obey commands.</i> |
| 2 | put something in its mouth / it eat it | ..... |
| 3 | programme it / it walk | ..... |
| 4 | touch its head / it wag its tail | ..... |
| 5 | ask / it questions / it nod or shake its head | ..... |
| 6 | it hear someone coming / it roar | ..... |

- 3 a) Complete the sentences to make **Type 2 conditional** sentences.

- | | | | |
|---|--|---|---|
| 1 | If I met my favourite film star, <i>I'd be so excited.</i> | 4 | If I saw someone cheating in a test, |
| 2 | If I lost my pet, | 5 | If I was able to travel back in time, |
| 3 | If I wanted to lose weight, | 6 | If I found €20 outside a shop, |

b) In pairs, compare your answers to Ex. 3a.

What would you do if you met your favourite film star?

If I met my favourite film star, I'd ask for an autograph. What about you?

- 4 Look at the pictures and the ideas and make **Type 3 conditional** sentences as in the example:



- 1 not buy / guitar → not learn / play one.
If Jeff hadn't bought a guitar, he wouldn't have learnt how to play one.
- 2 not learn / play guitar → not join / band
- 3 not join / band → not be asked / play at party
- 4 not be asked / play at party → not meet / band manager
- 5 not meet / band manager → not sign contract / record company

- 5 Look at the pictures then use the ideas to write **conditional** sentences. What type is each sentence?



- 1 I passed my driving test. My father let me borrow his car.

If I hadn't passed my driving test, my father wouldn't have let me borrow his car. (Type 3)

- 4 Mum is still working. We can't go to the park.



- 2 Plants have to get enough sunlight. They die.



- 5 David missed the bus this morning. He was late for work.



- 3 I must finish my essay first. Then I'll come to the cinema with you.

- 6 Pour oil into water. It floats.



6 Fill in the correct form of the verbs adding *will*, *would* or *should* if necessary.

- 1 If you *should see* (see) Ann, will you give her this message? (possible but very unlikely)
- 2 We'll go skiing in the mountains if it (snow). (likely to happen)
- 3 If he (continue) to talk, he'll never learn anything! (insistence)
- 4 Perhaps I could sit here too if you (move) over a little. (polite request)
- 5 If you (give) me a lift, I'll get to my appointment on time. (polite request)
- 6 If I (arrive) earlier than planned, I'll phone you. (possible but very unlikely)

7 Choose the correct word.

- 1 You will not be allowed into the building **unless** / **if** you don't have a security pass.
- 2 **If** / **Provided** that you book your flight early, you will get a seat.
- 3 **As long** / **If** as you follow the instructions carefully, you won't have any difficulties.
- 4 **If** / **Unless** you meet Darren, give him my regards.
- 5 You can't enter the country **providing** / **unless** you have a passport.
- 6 You can hire a car in France **if** / **as long** you have a driving licence and you're over 23.

8 Circle the correct item.

- 1 If you go to San Francisco, you the Golden Gate Bridge.
a will see b would see
- 2 If you heat butter, it
a melts b will melt
- 3 If we had practised more, we the competition.
a could win b could have won
- 4 If you red and yellow, you get orange.
a will mix b mix
- 5 If Nina earlier, we would have gone shopping.
a had come b came
- 6 If Céline, take a message.
a will call b calls
- 7 If I had the time, I a gym.
a would join b will join
- 8 Unless the weather, we'll have to cancel the picnic.
a doesn't improve b improves

9 Put the verbs in brackets into the correct tense.

- 1 A: I have a really bad toothache.
B: If I *were* (be) you, I ... *would see* (see) a dentist.
- 2 A: Why don't you come out with us tonight?
B: Well, if I (finish) my project early, I (give) you a call.
- 3 A: I can't believe you're late again!
B: I'm really sorry. If I (not/get stuck) in traffic, I (be) on time.
- 4 A: Mr Henderson, how do I make pink paint?
B: Well Kim, if you (mix) white and red, you (get) pink.
- 5 A: What should we do, Tommy?
B: I'm not sure. If Dad (be) here, he (know) what to do.
- 6 A: Why didn't you tell me that Jennifer is back from Rome?
B: Because I didn't know! If I (see) her, I (tell) you!

10 Make sentences as in the example:

- | | |
|---|--|
| <p>1 I hurt my arm. I couldn't play tennis.
 <i>If I hadn't hurt my arm, I could have played tennis.</i></p> <p>2 I get to school late every morning. My teacher is always angry with me.</p> <p>3 I left my wallet at home. I didn't buy the new trainers.</p> | <p>4 I have a sore throat. I can't sing in the school choir.</p> <p>5 It's raining. We can't go to the park.</p> <p>6 Our football team didn't play well. It lost the match.</p> |
|---|--|

11 Complete the following sentences with an appropriate conditional clause.

- If I found a wallet in the street, *I would return it to its owner.*
- If you drive too fast,
- If you should see Mark this evening,
- If you had taken my advice,
- Unless the weather improves,
- My father would have bought me a bicycle
- He would have been very angry
- If you aren't enjoying the film,

Mixed Conditionals

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We can mix Type 2 and Type 3 conditionals.

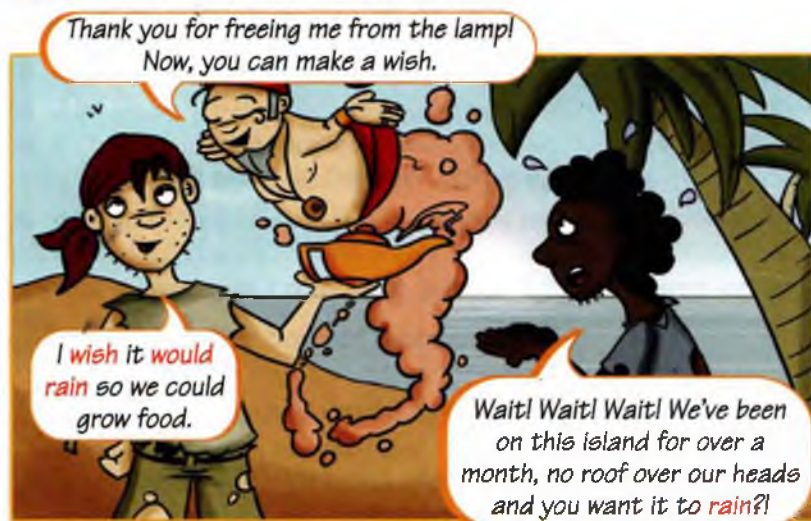
	If-clause	Main clause	
Type 2	If he knew her,	he would have spoken to her.	Type 3
Type 3	If he had found a job,	he wouldn't be searching for one now.	Type 2

12 Rewrite the following as mixed conditional sentences.

- They didn't take a map with them. They're lost now.
If they had taken a map with them, they wouldn't be lost now.
- Sue is allergic to seafood. She didn't eat paella last night.
- She didn't take her coat with her yesterday. She has a terrible cold today.
- I don't know them well. I didn't speak to them at the party.
- I didn't study over the weekend. I'm not ready for the test today.
- Alex hasn't saved any money. He can't travel with us to Europe.



Listen and repeat. Then act out.



	Form	Use
wish / if only (regret about the present)	+ past simple / past continuous	regret about a present situation which we want to be different
<i>I wish / If only I were/was more patient. (But I'm not patient.)</i>		
wish / if only (wish / regret about the present)	+ subject + could + bare infinitive	wish or regret in the present
<i>I wish / If only I could ride a bicycle. (But I can't.)</i>		
wish / if only (wish for a future change)	+ subject + would + bare infinitive (a. 'wish' and 'would' should have different subjects. We never say: I wish I would; He wishes he would , etc. b. wish + inanimate subject + would is used to express the speaker's lack of hope or disappointment.)	wish for a future change unlikely to happen or wish to express dissatisfaction; polite request implying dissatisfaction or lack of hope
<i>I wish he would study for his exams. (But I don't think he will. – wish for a future change unlikely to happen)</i> <i>I wish Jane would go to university. (Jane has refused to do so and I'm unhappy about it. – dissatisfaction)</i> <i>I wish it would stop snowing. (It's unlikely to stop snowing but I wish it would.)</i> <i>I wish you would be quiet. (I don't expect you will be quiet but I'm asking anyway. – request implying lack of hope)</i>		
wish / if only (regret about the past)	+ past perfect	regret that something happened or didn't happen in the past
<i>I wish / If only I had gone to Ann's party last night. (But I didn't.)</i>		

In wishes, we go one tense back. This means that we use past simple in the present and the past perfect in the past. I'm poor. I wish I **were** rich. (past) / I lost my watch yesterday. I wish I **hadn't** lost it. (past)

After **wish** and **if only** we can use **were** instead of **was** in all persons. I wish / If only I **was/were** taller.

- 13** Match the captions 1–6 to the pictures A–F. Then rewrite the statements as wishes.



- | | |
|---|--|
| <p>1 "I'm sorry. I didn't see the red light."
I wish <u>I had seen the red light.</u></p> <p>2 "The lectures are so boring."
I wish</p> <p>3 "I'd prefer to be out with my friends."
I wish</p> | <p>4 "I'm so sad I failed my test."
I wish</p> <p>5 "She gives me so much work to do."
I wish</p> <p>6 "I can't understand what he's saying."
I wish</p> |
|---|--|

- 14** Using the bold type in the sentences, write wishes as in the example:

- You are leaving for the airport. **You can't find your passport.**
You say: "I wish I could find my passport."
- You live in the suburbs. **You prefer the city centre.**
You say:
- You argued with your friend yesterday.** Today she is upset.
You say:
- You didn't clean your bedroom** and your mother is angry.
You say:
- You want to go on holiday but **you can't afford it.**
You say:

- 15** Put the verbs in brackets into the correct tense.

Dear Auntie Claire,

I feel so unhappy. I wish we 1) hadn't moved (**not/move**) to London. If only Mum and Dad 2) (**give**) it some more thought before they decided to come here.

Everything is so different. First of all, it's always cold and wet. I wish it 3) (**not/keep**) raining all the time. Secondly, I really miss my old friends. I wish my new classmates 4) (**be**) friendlier – it would make things a lot easier. Finally, I feel really alone. If only there 5) (**be**) someone here I could talk to.

Do you think there is anything I can do to make myself feel better? Please help.

Thanks for any advice,
Emma

16 Put the verbs in brackets into the correct tense.

- 1 A: If only the sun ... *would come* ... (come) out.
B: Cheer up. I don't think it's going to rain much longer.
- 2 A: I wish you (tidy) your room.
B: I'm busy with my homework right now. I'll do it later.
- 3 A: I wish I (not/lend) Bill my laptop.
B: You mean he hasn't returned it to you yet?
- 4 A: I wish I (know) how to use a computer.
B: Don't worry. I'll show you.
- 5 A: If only I (learn) to ride a bike when I was younger.
B: Don't worry. You can learn now!
- 6 A: Is Layla going with you to LA?
B: No, she wishes she (come) but she can't get time off work.
- 7 A: If only Jessica (talk) to me.
B: She's still upset. Give her time.
- 8 A: If only I (not/leave) the gate open.
B: Don't worry. I'm sure we'll find your dog.
- 9 A: Your teacher says she wishes you (pay) more attention in class, Alex.
B: OK Mum. I'll try.
- 10 A: I wish you (be) here, Anna. I feel so sad!
B: Cheer up! I'll be with you tomorrow.
- 11 A: If only I (be/accepted) into Oxford University.
B: Don't be sad. You are going to love it at Glasgow University.
- 12 A: I wish the children (stop) shouting.
B: I'll tell them to be quiet.

17 Read the speech bubbles and make sentences as in the example:

- 1 It's snowing outside. I'm cold. I should have worn a hat and some gloves.
I wish ... *I had worn a hat and some gloves* ...
If *I had worn a hat and some gloves*, I wouldn't ...
... *be cold now* ...

- 2 I'm late for school. I should have got up earlier.
I wish
If

- 3 I can't buy a bicycle. I didn't save any money.
I wish
If

- 4 I burnt my finger. I shouldn't have touched the cooker.
I wish
If

- 5 I can't answer the questions. I should have studied for the test.
I wish
If

- 18 Use Ann's thoughts to write wishes and conditional sentences as in the example:



- 1 I wish / if only I had known that the professor's time machine worked. If I had known, I
wouldn't have pressed that button. (Type 3)
- 2
- 3
- 4
- 5
- 6
- 7

- 19 Read the text below and choose the correct word for each space.

Dear Anyone,

I 1) ... B ... on an island in the Pacific Ocean, somewhere off the east coast of Australia. I've already been here a month. If only somebody 2) me.

I'm grateful to be alive but I am full of regrets. I wish I 3) sailing by myself. I wish I 4) the weather forecast before I went out and told someone where I was going.

I've thought about 5) a raft to sail away from this island but I'm scared I might drown before I 6) it back to Australia.

It's very lonely here. I wish I had someone 7) to. It's also very difficult finding food. I wish there 8) only fish to eat.

It's beginning to get very cold at night. I'm trying to build myself a shelter but it's not going well. If I had a knife, it 9) a lot easier.

I hope somebody 10) this note. I am starting to lose hope.

Somewhere in the Pacific,

Bob Jenkins

- | | | | |
|-----------------|----------------------|-------------------|---------------------|
| 1 A strand | B am stranded | C was stranded | D stranded |
| 2 A had found | B will find | C would find | D finds |
| 3 A never go | B had never gone | C will never go | D would never go |
| 4 A could check | B will check | C had checked | D will have checked |
| 5 A build | B to build | C having built | D building |
| 6 A make | B to make | C making | D having made |
| 7 A talking | B to talk | C talk | D to talking |
| 8 A wasn't | B hadn't been | C couldn't be | D won't be |
| 9 A is being | B will be | C would have been | D would be |
| 10 A find | B will find | C would find | D had found |

20

Read the text. Choose the correct form of the words in capitals and fill in the gaps.

Dear Henry,

You can't imagine what an awful day I've had! My neighbour 1) *wasn't feeling* ... well this morning, so I offered to help him with his pet dog, Rex. I really wish I 2) his dog for a walk. I didn't realise how energetic he was!

I wish I 3) at home. If I had, I wouldn't have been dragged through the park by Rex and 4) over a cyclist! Fortunately, the cyclist wasn't hurt but he got angry.

Then I had to take Rex to the vet. You 5) what happened. We 6) in the waiting room when, suddenly, a man came in with his cat and Rex went wild! He started barking and chased the cat round the room. Unfortunately, a vase 7) to the ground and broke. The man shouted at me and I really felt awful.

Anyway, if I ever tell you I 8) to look after someone's pet, please stop me!

Michael

NOT / FEEL
NOT / TAKE

STAY
KNOCK
NEVER / BELIEVE
SIT

FALL
PLAN



Speaking Activity

(talking about unreal past situations – expressing wishes)

Amanda Miller is a young new star. Read the text below and see how she became famous. Then, in pairs, make sentences:

Amanda found an acting website, Movix.com. She posted her profile and picture. A talent agent called her. She was cast as an extra in a small film. She did such a great job in the film that she was offered a role in a major motion picture. Because of the role she became famous. Now she is a well-paid actress. Sadly, however, she doesn't have time to see her friends, photographers follow her to take pictures and magazines print false stories about her.



- A: If she hadn't found an acting website, she wouldn't have posted her profile and picture.
B: If she hadn't posted her profile and picture, a talent agent wouldn't have called her, etc.



Writing Activity

Look at your notes from the Speaking Activity and complete the diary entry.

Dear Diary,

It's amazing how life can change so quickly. I'm a famous, well-paid actress now and this was all due to luck. If I hadn't been surfing on the internet, I wouldn't have found an acting website. If I hadn't posted a profile and picture

Phrasal Verbs

look after:	take care of sb / sth
look for:	search for
look forward to:	anticipate with pleasure
look into:	investigate
look out (for):	watch for
look through:	examine quickly
look up:	look for an address, name, word, etc. in a book

1 Fill in the correct particle(s).

- They had been looking *far* a house for over a week before they found one.
- My neighbour looks my cat while I'm away.
- I'll look her telephone number in the directory.
- The police are looking the case of the missing diamonds.
- Look cars when you're crossing the street.
- He's really looking the party. He can't stop talking about it.
- Look this report to see if there are any mistakes.

2 Look at Appendix 1 on page 207 and fill in the correct preposition.

- You need to show your passport as proof *of* identity.
- If you are unpleasant people, they won't like you.
- The little boy drew a picture his house and then coloured it in.
- If he doesn't understand at first, be patient him and explain it again.
- Sharon was really pleased her birthday present since it was exactly what she wanted.
- My grandmother is really proud me for going to university.
- The scientists wore gloves to protect themselves the dangerous chemicals.
- The hotel receptionist was polite everybody.
- They provided us pencils and paper to write the exam.
- It was very impolite Liz to leave without saying goodbye.

Word Formation

Adjectives formed from verbs

-able	enjoy – enjoyable
-ible	sense – sensible
-ive	construct – constructive
-ate	consider – considerate
-ent	depend – dependent

3 Complete each of the sentences with a word formed from the word in bold.

- Charlotte comes from a *respectable* (**respect**) family. Her father's a doctor and her mother's a Maths teacher.
- It was very (**consider**) of you to lend me your umbrella yesterday.
- Even though they are brothers, they have completely (**differ**) ideas and beliefs.
- The shopping centre is easily (**access**) for people in wheelchairs.
- The company made Jim such an (**attract**) offer he couldn't refuse.

In Other Words ...

If you don't study, you'll fail the test.
Unless you study, you'll fail the test.

You'd better go home.
If I were you, I'd go home.

I stayed at home because I had a cold.
If I hadn't had a cold, I wouldn't have stayed at home.

Eat your soup, otherwise you can't have any dessert.
If you don't eat your soup, you can't have any dessert.

If you come home early, we'll go to the cinema.
We'll go to the cinema provided that you come home early.

4 Rephrase the following sentences using the word provided.

- You'd better see a doctor.
If ... *I were you, I'd see a doctor.*
- He won't help you if you don't ask him.
Unless
- Take your medicine, otherwise you won't get better.
If
- She went home early because she was exhausted.
If
- The bee won't sting you as long as you stay still.
Provided

5 Here are some sentences about Sue, who's afraid of heights. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- From a young age, Sue has been afraid of heights.
Sue has been scared of heights *since* she was young.
- It's impossible for Sue to fly on a plane because of her fear.
Sue fly on a plane because of her fear.
- She is so scared, she can't stand out on a balcony.
She is to stand out on a balcony.
- She thinks she might fall.
She is afraid falling.
- Sue wants to stop being frightened.
Sue wishes she feel frightened.
- Sue's friends think she's amazing for joining a rock climbing club last week.
Sue's friends were at her decision to join a rock climbing club last week.

Idioms

put the blame on sb: say sb is responsible for sth bad

put an end to sth: end sth completely

save sth for a rainy day: save for future time of need

no kidding?: used to express great surprise when sb tells sb else sth

(do sth) behind someone's back: act without sb else's knowledge

6 Fill in the correct idiom.

- Don't try to *put the blame on* your sister. I know it was your idea.
- "I'm top of my class this term."
".....? I'm glad you're doing so well."
- Don't talk about me
If there's a problem, just tell me.
- The government is trying to
crime by putting more policemen on the streets.
- You should never spend all that you earn but



Listen and repeat. Then act out.



Time Clauses

Time clauses are introduced with: **after, as, as long as, as soon as, just as, since, before, by the time, when, while, until / till, the moment (that), whenever, etc.**

As soon as he (had) finished studying, he turned on the TV.

(Time clause)

(Main clause)

Time clauses follow the rule of the sequence of tenses. This means that when the verb of the main sentence is in a present or future form, the verb of the time clause is in a present form. When the verb of the main sentence is in a past form, the verb of the time clause is in a past form, too.

She'll **come** when she **is** ready. (NOT: ~~when she will be ready~~) You **can** wait here until she **comes**. (NOT: ~~until she will come~~) She **did** the cleaning after she **had done** the washing-up. (NOT: ~~after she does~~)

We never use will / would (future forms) in time clauses; we normally use a present form.

He'll go out **after** he **has finished** his work. (NOT: ~~after he will finish or will have finished~~)

He'll be a lawyer **when** he **grows up**. (NOT: ~~when he will grow up~~)

Note: **when** (time conjunction) + present

when (question word) + future or present

I'll take you out to dinner **when** I **get** paid.

Do you know **when** she **will arrive** / **is arriving**?

1 Match the part of the sentences and put the verbs into the correct tense:

1. ☐ E She'll phone her mother
2. ☐ He bought a car
3. ☐ Our parents will leave
4. ☐ The doorbell rang
5. ☐ The phone had stopped ringing
6. ☐ She was watching the baby
7. ☐ I'll tell him to call you
8. ☐ He'll watch TV

- A while she (have) a bath.
- B after he (do) his homework.
- C as it (sleep) peacefully.
- D as soon as I (see) him.
- E when she *gets* (get) to London.
- F by the time I (reach) it.
- G after he (pass) his driving test.
- H as soon as the babysitter (arrive).

- **If** is used for things which may possibly happen. *I'll help you **if** I have time.*
- **When** is used for things which are sure to happen. *I'll phone you **when** we get to the hotel.*
- **By the time** means before, not later than. *She had finished cooking **by the time** her guests arrived.*
- **Until** means up to the time when. It is also used with a negative verb. *They waited **until** the building had been evacuated. They didn't take off **until** the weather improved.*

2 Fill in: **when** or **if**.

- I might have a party. **if** I do, I'll invite you.
- He promised to call us he reached Rome.
- She'll be very happy she wins the race.
- You will catch a cold you go out in the rain.
- he finishes school, he'll go to university.
- anyone calls, tell them I'm busy.

3 Fill in: **by the time** or **until**.

- .. **By the time** .. he is thirty, he will have been playing in that team for twelve years.
- He didn't travel abroad he finished his studies.
- He had left the gallery we got there.
- You mustn't leave the office you've faxed those letters.
- we get there, it will be dark.
- No one can leave the room the examiner has collected the papers.

4 Underline the correct item.

- We'll leave **as** / **as soon as** we're ready.
- Don't forget to brush your teeth **until** / **before** you go to bed.
- We can buy tickets **when** / **until** we get on the boat.
- While** / **After** I was watching TV, the programme was interrupted.
- Until** / **By the time** we got to the party, nearly everyone had left.
- You mustn't talk **while** / **until** you are sitting an exam.
- We went into the lecture hall **just as** / **while** the professor began to speak.
- He didn't get home **until** / **after** 10:00 pm.

5 Put the verbs in brackets into the correct tense.

- A: Make sure you close all the windows before you **go** (**go**) out.
B: Don't worry Mum. I will!
- A: Can I use your dictionary?
B: I'll give it to you once I (**finish**) with it.
- A: How long have you had that headache?
B: Since I (**fall**) off my bike this morning.
- A: Have a nice flight.
B: Thanks. I'll call you as soon as I (**arrive**) at the hotel.
- A: Did you see Patty at the school dance?
B: No, she (**leave**) by the time I got there.
- A: Paul really likes reading stories about space!
B: Yes, he wants to be an astronaut when he (**grow**) up.

6 Fill in: *whenever, the moment, when, until, as.*



Who hasn't heard of Asterix and Obelix? From 1) *the moment* their first comic book appeared in 1959, these two characters have been incredibly popular. Both children and adults buy the comic books and watch the films.

The series shows Asterix and Obelix's adventures 2) they try to protect their tiny French village from the Romans. With the help of a magic potion, the villagers have enough power to fight off Julius Caesar's army and win every time. Caesar won't stop, though, 3) he has control of France. While Asterix prefers to use his brain, Obelix is very strong and loves a good fight. He fell into the magic potion 4) he was a baby and he got his strength from it.

5) there's trouble, Asterix and Obelix are the first to help. Together, they protect their part of France and provide their fans with hours and hours of fun!

18 Listen and repeat. Then act out.



Clauses of Purpose

- **to infinitive** (informal)
- **in order not / so as not + to infinitive** are used in negative sentences

He phoned **to invite** them to dinner. (informal)
He phoned **in order to invite** them to dinner. (formal)

They hurried **so as not to / in order not to miss** the train. (NOT: ~~They hurried not to miss the train.~~)

- **so that + will / can** (present or future reference)
- **so that + would / could** (past reference)

She'll save money **so that** she **can** buy an MP3 player.

She **saved** money **so that** she **could** buy an MP3 player.
I **moved** that vase **so that** the dog **wouldn't** break it.

- **in case + present** (present/future reference)
 - **in case + past** (past reference)
- 'in case' is never followed by *will / would*

I'll buy some cake **in case** they **come**.
I **bought** some cake **in case** they **came**.
(NOT: ~~I'll buy some cake in case they will come.~~)

- **for + noun or -ing form**

A pen is used **for writing**. He went out **for a walk**.

Clauses of purpose follow the rule of the sequence of tense (see p. 91)

I'll leave early **so that** I **can** catch the train. He locked the door **in case** someone tried to get in.

Compare: **in case – if**

She'll buy some lemonade **if** they come. (She'll buy some lemonade after they come.)

She'll buy some lemonade **in case** they come. (She'll buy some lemonade before they come, because they might come.)

7

Underline the correct item.

- 1 He brought a sandwich **so that** / **in case** he got hungry.
- 2 I'll give you my phone number **in order that** / **in case** you need some information.
- 3 He speaks French **so that** / **in case** they can understand him.
- 4 She studied hard **so that** / **for** she could go to university.
- 5 They caught a taxi **to** / **so that** go to the station.
- 6 Shall we book a table **if** / **in case** the restaurant is busy?
- 7 My mother takes me to piano lessons **so that** / **in case** I can become a musician.
- 8 I'll take my gloves with me **so that** / **in case** my hands get cold.
- 9 Richard is saving money **to** / **so that** go on holiday.
- 10 I'll give you my email **in case** / **so that** you can write to me.

8

Underline the correct item.

AN UNEXPECTED VISITOR

It was a cold and stormy night. Bobby had just come home after going to the cinema. He was so tired that he went up to his room 1) **so that** / **to** sleep. The window was open, so he quickly shut it 2) **so to** / **so that** the rain wouldn't get in. As soon as he got into bed, however, he heard a noise coming from his wardrobe. Bobby was terrified!

He immediately jumped up, and reached for his torch. Slowly, he walked towards his wardrobe 3) **so as not to** / **not to** be heard. His imagination was running wild. "Could it be a monster?" he thought. He slowly opened the door and turned on his torch 4) **for** / **in order to** see what it was.

Suddenly, his neighbour's cat, Fluffy, jumped on him. She had come in from the bedroom window 5) **to** / **in case** get out of the rain.

9

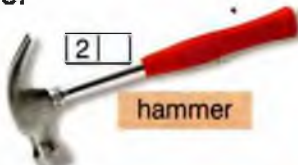
Match each picture to a suitable phrase and, in pairs, ask and answer questions as in the example:

1



binoculars

2



hammer

3



scissors

4

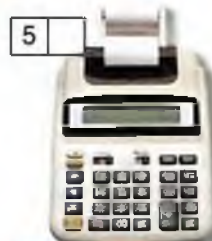


eraser

- a boil water
- b roll out pastry
- c remove pencil marks
- d make calculations
- e cut paper
- f find your way

- g collect leaves
- h listen to your heart or breathing
- i hit nails into wood
- j look at far away objects

5



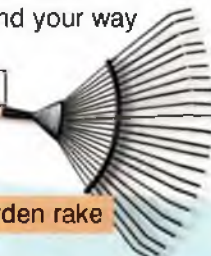
adding machine

6



kettle

10



garden rake

9



compass

8



rolling pin

7



stethoscope

1. A: What are binoculars used for?
B: They're used for looking at far away objects.

 19 Listen and repeat. Then act out.

Dad, you seem to know everything **although** Grandma told me you weren't the best student.



Clauses of Concession

Clauses of Concession express contrast and they are introduced with: **although, even though, though, despite, in spite of, despite the fact that, in spite of the fact that, while, but** or **whereas**.

- **Although / Even though + clause**
Even though / Although he has lived in Spain for five years, he still can't speak Spanish.
- **Though + clause** is informal. We can use **though** at the beginning or the end of the sentence.
Though she has been warned, she wants to take the risk.
She's been warned. She wants to take the risk, though.
- **despite / in spite of + noun / -ing form**
She came to work despite her cold.
She came to work in spite of having a cold.
- **in spite of the fact / despite the fact that + clause**
In spite of the fact / Despite the fact that she had a cold, she came to work.
- **while / whereas / but + clause**
She did well in the test while / whereas / but Tom didn't.
- **However / Nevertheless + clause**
The boy fell off his bike. However, he wasn't hurt.

10 Fill in: **even though / although, despite / in spite of, while**.

Check your Horoscope

"Good news Cancerians! 1) **Despite / In spite of** the hard time you've been going through lately, things are set to improve. 2) being busy recently, it's important that you don't ignore your friends and family. 3) everyone seems happy, watch closely; someone needs your help.

Next week, things will become more relaxed. You should take it easy 4) things are quiet. Make sure you catch up on sleep; you're going to need it! Invitations to all kinds of social events are on the way. 5) you may not feel like it, accept them all! You'll meet lots of interesting people and this could bring major changes to your life."



11 Underline the correct item.

- 1 **Although** / **Despite** the traffic, we made it to school on time.
- 2 **In spite of** / **Although** the fact that I didn't study, I passed the exam.
- 3 I can't stand classical music **whereas** / **in spite of** my mother loves it.
- 4 Tom loves playing football **while** / **despite** Paul prefers basketball.
- 5 **Although** / **Despite** Johnny eats fish, his brother won't touch it.
- 6 Billy is clever. **While** / **Nevertheless**, he doesn't work hard at school.

12 Fill in: *although, even though, whereas, though, but, despite or in spite of*.

- 1 A: I can't believe you paid so much for that concert ticket!
B: ... *Even though* ... it was expensive, it was definitely worth it.
- 2 A: The film was really great.
B: It was a bit long,
- 3 A: What a simple card trick!
B: it may seem easy, I've been practising it for months.
- 4 A: How did you and your brother do in the exams?
B: I did well Billy didn't.
- 5 A: Did you finish your homework?
B: Yes, it took me more than two hours.
- 6 A: Did you get to the airport on time?
B: Yes. the heavy traffic, I was able to catch my flight.
- 7 A: I didn't go out over the weekend
..... the good weather.
B: Why? Were you feeling sick?
- 8 A: I think we have the same camera.
B: Not really. Yours takes film mine is digital.
- 9 A: What do you think of extreme sports?
B: They are exciting they can be very dangerous.
- 10 A: Did you like the house you saw yesterday?
B: To be honest, the house wasn't very nice. I liked the garden,

13 Look at the pictures and make sentences using the ideas from the lists.

Pros

- be highly respected
- earn lots of money
- educate others
- make a lot of money
- travel all over the world
- meet different people
- get long summer holidays

Cons

- not have a long career
- be demanding
- not well-paid
- work long hours
- work at home a lot
- not spend much time with friends and family
- not stay in one place for long

A



lawyer

B



pilot

C



model

D



teacher

Although lawyers are highly respected, their job is demanding.

 20 Listen and repeat. Then act out.



Clauses of Result

Clauses of Result are introduced with: **such / so ... that, (and) as a result or therefore.**

- **such a(n) + adjective + singular countable noun.** Such is also used before a lot of.
She's **such a good teacher that** all her students like her.
She bought **such a lot of presents that** she couldn't carry them.
- **such + adjective + uncountable / plural noun**
It was **such nice weather that** we went to the beach.
So and such can be used without **that**.
She's **such a clever lady** everybody admires her.
- **so + adjective / adverb.** So is also used before **much, many, few or little.**
The suitcase was **so heavy that** she couldn't carry it.
He runs **so fast that** no one can beat him.
He ate **so much** last night **that** he had stomach-ache.
How can you sleep **so little** and not look tired?
- **as a result / therefore + clause**
He didn't do well in the test and **as a result / therefore** he had to take it again.

Clauses of Reason

Clauses of Reason are introduced with: **as, since, because (of) / due to + noun** (because usually answers a why-question.)

"Why do you have to move to another house?" "**Because** this one is too far from the train station."
Veena has been absent from school **due to / because of** illness.

As and since are normally used at the beginning of the sentence.

Since / As it's your birthday, I'll let you borrow my favourite jumper.

14 Fill in: so, such or such a(n).

- I am **so** tired of the long drive to work every day that I wish I could just stay at home.
- I had awful headache that I spent the day in bed.
- Katie had little money that she didn't go on holiday.
- The film was funny that I laughed all the way through.
- He is good tennis player that no one can beat him.
- The book was exciting that he couldn't put it down.
- She has pretty eyes that everyone admires them.
- Ann has put on lot of weight that she can't get into her trousers.
- You talk fast that I can't understand you.
- He is interesting person that I can talk to him for hours.

15 Rewrite the following sentences adding **so** or **such** and a result clause.

- | | |
|--|--|
| 1 I was happy. I cried.
<i>I was so happy that I cried.</i> | 6 It was cold. The river froze. |
| 2 It was a nice day. We went swimming. | 7 It's an interesting film. I want to see it again. |
| 3 It was a difficult test. Many students failed. | 8 It was a difficult book. I couldn't understand it. |
| 4 She's a sweet child. Everyone loves her. | 9 It was a great play. I saw it twice. |
| 5 He is handsome. He could be an actor. | 10 It was raining hard. We stayed in. |

16 Join the sentences using the word in brackets.

- Brian can't play football on Saturday. He has broken his leg. (**because**)
Brian can't play football on Saturday because he has broken his leg.
- I couldn't go to the concert. I'd spent all my money. (**as**)
- Martin is away this week. We'll postpone the meeting. (**since**)
- Sarah couldn't use the computer. There was a power cut. (**because of**)
- All flights were cancelled. There was thick fog. (**due to**)

17 Choose the correct answer.

Serious Floods Hit West Georgia

1) B of strong rainfall, Western Georgia has suffered severe floods. The water level is 2) high in some places 3) many bridges have already collapsed. 4) emergency vehicles cannot get to needed areas, rescue helicopters have been sent out with food and supplies. The government is now planning a full evacuation of the affected areas 5) the stormy weather looks likely to continue. People have been advised to stay in their homes until further notice.

- | | | |
|-----------------|----------------------|---------------|
| 1 A Therefore | <u>B</u> As a result | C Such as |
| 2 A that | B so | C such |
| 3 A as a result | B because | C that |
| 4 A Therefore | B So that | C Since |
| 5 A such as | B because | C as a result |



 Listen and repeat. Then act out.



Exclamations

Exclamations are words and phrases used to express surprise, shock, etc. They take an exclamation mark (!). Some exclamations are: **Good heavens! Goodness! Oh dear! Ah! Really! Good grief!** etc.

Good heavens! You've cut yourself!

We also use: **what (a/an), how, such, so** or a **negative question** to make a comment or exclamation.

What a fast runner! How fast he runs! He is such a fast runner! He runs so fast! Doesn't he run fast! Wouldn't it be fantastic!

Exclamations are introduced by **what** or **how** as follows:

- **what a(n) + adjective + singular countable noun** **What a boring film!**
- **what + adjective + uncountable / plural noun** **What horrible weather! What beautiful roses!**
- **how + adjective / adverb** **How clever he is! How quickly he speaks!**

18 Fill in: **What ...**, **What a(n)**, ... or **How ...** .

- | | |
|--|---------------------------------|
| 1 What noisy children they are! | 5 delicious food! |
| 2 great idea! | 6 kind he is to everyone! |
| 3 strange his story was! | 7 terrible news! |
| 4 interesting life he's led! | 8 boring book this is! |

19 Fill in: **what (a/an)**, **how**, **such (a/an)** or **so**.

- | | |
|---|--|
| 1 A: Henry's such a clever student.
B: I agree. He always gets A's and hardly ever studies. | 4 A: delicious smell!
B: Yes, my mum is amazing cook! |
| 2 A: Wasn't it great to celebrate half-term in Hawaii!
B: Absolutely! unforgettable experience! | 5 A: terrific designs! The new architect is talented!
B: Yes, he has great future ahead of him. |
| 3 A: My parents just bought me a new car for my birthday!
B: wonderful! You must be thrilled! | 6 A: Let's organise a party for Tim's graduation.
B: excellent idea! He'll be excited. |

- 20 Look at the pictures and use the adjectives / adverbs in the list to complete the exclamations.

• exciting • cute • amazing • tall • tasty • crowded • colourful • beautifully



1 It is *such an*
..... *exciting* game!



2
..... spaghetti!



3
..... building!



4
..... she sings!



5 They are
.....!



6 Look
..... the train is!



7 The peacock's tail
is!



8 Isn't it
..... car!

- 21 Fill in the missing words in the letter below.

Dear Julie,

I'm writing to thank you and your parents for letting me stay at your house in London. I had 1) *such* an amazing time in England. You can't believe 2) welcome you made me feel!

I really enjoyed our visit to Buckingham Palace. 3) an amazing building! The ballroom and other areas of the palace were 4) beautifully decorated! And our visit to the London Eye was 5) a great way to see the city. I still can't believe 6) lovely the place is!

Thank you once again for your kindness and hospitality. Your parents are 7) nice people! I hope you can visit me here in Spain. It would be 8) great to see you again!

Yours,
Carmen

22 Listen and repeat. Then act out.



Relative Clauses

Relative Pronouns			
	Subject of the verb of the relative clause (cannot be omitted)	Object of the verb of the relative clause (can be omitted)	Possession (cannot be omitted)
used for people	who / that	who / whom / that	whose
	There's the boy who / that started the fight.	Here's the woman (who/that) I told you about last week.	This is Mrs Smith, whose daughter is in my class.
used for things / animals	which / that	which / that	whose / of which
	I saw a film which / that was very good.	This is the book (which/that) I read last week.	This is the house whose roof / the roof of which was destroyed.

Who, whom, which or **that** can be omitted when there is a noun or personal pronoun between the relative pronoun and the verb, that is, when they are the objects of the relative clause.

When who, which, etc. are subjects of the relative clause, they cannot be omitted.

The dress (**which/that**) **you bought yesterday** is very nice. (**Which/That** is the object and can be omitted.)

The man **who** called just now is my dentist. (**Who** is the subject and cannot be omitted.)

What can be used as subject or object or to emphasise a word or phrase. He didn't do **what** I told him.

That can be used instead of **who, whom** or **which** but is never used after commas or prepositions.

He's the one **who / that** gave me your address. That hotel, **which** (NOT: ~~that~~) is by the sea, is where we stayed.

That usually follows superlatives and words such as: **something, nothing, anything, all, none, many and few**. There's **nothing that** he can't do.

Relative Adverbs		
Time	when (= in/on/at which)	August is the month when a lot of tourists visit the place.
Place	where (= in/at/on/to which)	That's the hotel where the President is staying.
Reason	why (= for which)	Lack of money is the reason (why) we are not going on holiday.

Prepositions in Relative Clauses

We normally avoid putting prepositions before relative pronouns.

The man **to whom** I spoke is my uncle. (formal – not usual)

The man **who / that** I spoke **to** is my uncle. (less formal)

The man I spoke **to** is my uncle. (more usual)

- 22** Fill in the gaps with *who*, *which*, *whose*, *where* or *when*, then answer the questions.

- Name the woman ... *who* ... wrote *Jane Eyre*.
 (A) Charlotte Brontë B J.K. Rowling
 C Margaret Laurence
- Name the year man first walked on the moon.
 A 1976 B 1969 C 1960
- Name the explorer journeys from Europe to India made him famous.
 A Christopher Columbus B Vasco da Gama
 C Marco Polo
- Name the city you can see Hollywood.
 A Los Angeles B New York
 C Chicago
- Name the film tells the story of a brave warrior.
 A *Beowulf* B *Shrek* C *Eragon*
- Name the country you can visit Machu Picchu.
 A India B China C Peru

- 23** Fill in: *which*, *who* or *whose*.

Broadstairs Dickens Festival

Don't miss the annual Dickens Festival 1) ... *which* ... is held every June in Broadstairs, Kent. This festival celebrates Charles Dickens' visits to the town by turning Broadstairs into a Victorian holiday destination.

Charles Dickens, 2) most famous books are *Oliver Twist* and *Great Expectations*, included Broadstairs in his novel *David Copperfield*. About one hundred years later, Gladys Waterer, 3) owned the Dickens House, held the first festival. Since then, the festival has entertained thousands of visitors with its plays, concerts and street fairs.

Follow in the footsteps of Charles Dickens by coming to this lovely town, 4) he loved. You'll be greeted by the townspeople of Broadstairs, 5) all take part in the festival. I'm sure Charles Dickens, 6) life and books are celebrated here, would have loved it, too!

- 24** Look at the pictures and make sentences as in the example:



nurse



theatre



Marie Curie



kangaroo



armchair



library

- woman / invented the mobile X-ray machine
- place / people can watch a play
- someone / looks after sick people
- place / people read or borrow books
- animal / lives in Australia
- piece of furniture / you sit in

A nurse is someone who looks after sick people.

25 Fill in: who, which, whose, when, where or why. Say whether they can be omitted or not.

- 1 A: The restaurant *which* you recommended was incredible! (*can be omitted*)
B: Yes, I know. Their food is delicious.
- 2 A: My friend, handbag was stolen yesterday, is still very upset.
B: I would be, too.
- 3 A: What's the name of the girl you're meeting this afternoon?
B: Jenny Ellis. We used to go to school together.
- 4 A: My friend Julie lost her dog.
B: How terrible! Was that the new puppy we saw in her garden last week?
- 5 A: Your jumper is great!
B: Thanks. I bought it at the shop you got your jeans.
- 6 A: Do you remember the time we tried to join the circus?
B: Of course! How can I ever forget?
- 7 A: Did Hector tell you the reason he was so angry yesterday?
B: No, but I think it was something serious.

26 Complete each sentence using relative clauses and the ideas below as in the example:

- he sent the parcel to the wrong address
- you were looking for a book
- I saw you with a girl
- ~~Jenny comes from Quebec~~
- they went to a party yesterday

- 1 Quebec, *where Jenny comes from*, is famous for its winter festival.
- 2 The party,, was a big success.
- 3 Who was that girl in the cinema?
- 4 Is this the book ?
- 5 The address,, was wrong.

27 Fill in the gaps with the correct relative pronoun or adverb.

THE WORLD OF SCIENCE

Are you the kind of person 1) ... *who* ... always wonders how things work? Are you a bright young mind 2) dream is to change the world? Is Science your best subject in school? Then there is no reason 3) you shouldn't make a career out of it.

Scientists are very important! They are the ones 4) help save lives, protect the environment and improve our way of life. So, take courses like Physics, Chemistry and Biology in school so that you will have more career options in the future. You'll be surprised at how many places there are out there 5) you can use your new skills.

You can find out more about the ones 6) interest you from your student counsellor. Just drop by at their office when you have some free time to learn more about careers in Science. And remember there is nothing 7) you can't do!



Defining / Non-Defining Relative Clauses

A **defining** relative clause gives necessary information and is essential to the meaning of the main sentence. The clause is not put in commas. **Who, which** or **that** can be omitted when they are the object of the relative clause.

He's the actor **who** won an Oscar. (**Who** as subject is not omitted.)

That's the letter (**which/that**) Sally sent me. (**Which/That** as object can be omitted.)

A **non-defining** relative clause gives extra information and is not essential to the meaning of the main sentence. In non-defining relative clauses the relative pronouns cannot be omitted. **That** cannot replace **who** or **which**. The relative clause is put in commas.

Tim, **who** doesn't like to study, failed his test again. (NOT: Tim, ~~that~~ is very lazy, failed his test again.)

28 Fill in the appropriate relative, say whether the relative clauses are essential or not to the meaning of the main sentence, then add commas where necessary.

- 1 My purse, *which* was in my handbag, has disappeared. *not essential*
- 2 Brian is still at school is the captain of our local team.
- 3 London is the capital of England attracts many foreign visitors.
- 4 This parrot comes from Africa is a clever mimic.
- 5 The children play with my son are coming round for lemonade.
- 6 Brighton my best friend lives has a famous pier.
- 7 The woman car was stolen last night has called the police.
- 8 The house my grandparents lived is being destroyed.
- 9 The Sussex coast is in the south of England is very beautiful.
- 10 California is on the west coast of America attracts actresses, surfers and musicians.
- 11 This cake I bought yesterday tastes delicious.
- 12 My best friend name is Rafael has moved to Rome.
- 13 The gym Bob goes to is near his house.
- 14 She'll never forget the day her son got his degree.

29 Fill in the relative pronoun or adverb and put commas where necessary. Write D for defining, ND for non-defining and if the relative clause can be omitted or not.

- 1 My sister, *who* works as a scientist, lives in America. *ND* *omitted*
- 2 The town I grew up was very small.
- 3 Hans hobby is rock climbing has broken his leg.
- 4 The jumper Jenny bought me is too big.
- 5 The subjects I am studying are very difficult.
- 6 The country I want to visit most of all is China.
- 7 Angela best friend lives in Madrid has gone to Spain.
- 8 The boutique is near my house is having a sale.
- 9 Miss Hunter works at the bank has been promoted.
- 10 Terry father is a mechanic has just repaired our car.
- 11 The school I first went has closed down.
- 12 I have to return the book I borrowed from the library.
- 13 Brad is very rich lives in a villa.
- 14 Have you found the ticket you lost?

Linking Words

Linking words show the logical relationship between sentences or parts of a sentence.

- **Positive Addition**

and, both ... and, too, moreover, in addition, also, as well as (this/that), etc.

He plays the guitar and sings.

- **Contrast**

but, although, in spite of, despite, while, whereas, even though, however, nevertheless, etc.

She is hard-working but not very creative.

- **Giving Examples**

such as, for example, especially, particularly, etc.

Everyone's excited about the trip, especially Mandy.

- **Cause / Reason**

as, because, since, due to, etc.

I took a taxi because I was late.

- **Condition**

if, in case, provided (that), providing (that), unless, as long as, or, etc.

Take an umbrella with you in case it rains.

- **Purpose**

to, so that, so as (not) to, in order (not) to, in case, etc.

They left early so that they wouldn't miss their flight.

- **Effect / Result**

such / so ... that, so, as a result, etc.

He speaks so quickly that no one can understand him.

- **Time**

when, whenever, as, as soon as, while, before, until / till, after, since, etc.

I'll wait for you until / till you are ready.

- **Relatives**

who, whom, whose, which, what, that

That's the shop which / that has just opened.

- **Listening Points / Events**

To begin: first, at first, first of all, etc.

First of all, melt the butter in a pan.

To continue: secondly, second, then, etc.

Then, beat the eggs, salt and water together.

To conclude: finally, in the end, etc.

Finally, pour the mixture into a pan and cook for five minutes.

- **Summarising**

In conclusion, in summary, to sum up, etc.

To sum up, the film is very entertaining and is sure to be one of the year's biggest hits.

30 Read the sentences and underline the correct linking word / phase.

- Dad went to the post office in case / in order to send a parcel.
- You can watch TV even though / after you've finished your homework.
- Sally called her parents in case / to let them know that she'd be late.
- Although / Despite she had a cold, she didn't take any medicine.
- I was thirsty, for example / so I poured myself a glass of lemonade.
- Sarah cried then / when she heard the bad news.
- I love being on the swimming team but / besides it is a lot of hard work.
- You can go to the cinema or / as long as you promise to be back before ten.

31 Join the sentences using the words in brackets.

- Mark is young. He's successful, too. (and)
Mark is young and successful.....
- She fell asleep. She got into bed. (as soon as)
.....
- He wore a coat. It was cold outside. (as)
.....
- Greg likes tennis. Sam likes golf. (whereas)
.....
- They were hot. They opened the windows. (so)
.....
- I'll drive you to school. You're ready on time. (if)
.....

32 Read the text and choose the correct word for each space.

Visiting New York

There are many reasons 1) ... **B** ... you should visit New York. 2), there are lots of fabulous attractions. The Statue of Liberty, Times Square and Central Park are popular choices 3) the Empire State building is the most popular tourist attraction. You can see views as far as eighty miles 4) you are on the eighty-sixth floor! With its incredible theatre productions and Broadway performances, everyone should try to see at least one show 5) they have the time. 6), the city offers great shopping. 7) it can be expensive, you are sure to find some bargains at Macy's, the largest department store in the world. Winter time is wonderful in New York. People gather at the Rockefeller Center 8) take part in the winter tradition of ice skating. If you fancy taking a break from the crowds, why not wander into Central Park, the fifth largest 9) most famous of New York's parks. There is plenty to see and do. New York is waiting for you!



- | | | |
|-------------------|---------------|----------------|
| 1 A which | B why | C when |
| 2 A To begin with | B In addition | C Besides that |
| 3 A in spite of | B though | C despite |
| 4 A whereas | B until | C when |
| 5 A so | B such | C if |
| 6 A However | B In addition | C Therefore |
| 7 A Despite | B Although | C But |
| 8 A in order to | B so that | C for |
| 9 A since | B after | C but |

Speaking Activity

(narrating a story using linking words)

Students, in pairs, continue the story using the following linking words and ideas from the list as well as their own.

- and (x2) • when • to (x2) • however • as soon as • although

Henry & Sam decide go camping in woods, find place by river, put up tent – finish, go look for branches, start fire - get dark, boys get lost – luckily find empty cabin, stay in for night – sun come up next morning, follow river back to camp – scared, adventure never forget

A: Henry and his friend Sam decided to go camping in the woods. They found a place by the river and put up a tent, etc.

Writing Activity

Using your answers from the Speaking Activity write the story.

Henry and his friend Sam decided to go camping in the woods

1 Fill in the correct particle(s).

Phrasal Verbs

make out:	1) distinguish / see 2) understand
make up:	1) invent 2) put cosmetics on 3) end a quarrel
make up one's mind:	decide

- 1 He made *up* his face to look like a clown for the fancy-dress party.
- 2 I can't make whether to buy the dress or not.
- 3 His handwriting is so bad I can't make what he has written.
- 4 They finally made after their argument.
- 5 I've read this poem twice but I still can't make what it is about.
- 6 Nothing Jerry said is true. He made the whole story.

2 Look at Appendix 1 on page 207 and fill in the correct preposition.

- 1 I can't think of any reason *for* ... your not getting the part in the play.
- 2 You shouldn't have to rely a calculator to do your Maths homework.
- 3 I'm sorry it's taken me so long to reply your letter.
- 4 What was her reaction the news?
- 5 This song reminds me Venice.
- 6 It's important to develop a good relationship your classmates and teachers.
- 7 Do you know who is responsible looking after the horses?
- 8 Why didn't you remind me the party last night? I really wanted to go.

Word Formation

Verbs formed from adjectives / nouns

-en	tight – tighten
-ise	legal – legalise
-ify	just – justify
-em / en	bitter – embitter rich – enrich
-en (noun)	length – lengthen

3 Complete each of the sentences with a word formed from the word in bold.

- 1 The essay was too long, so Tina decided to .. *shorten* .. (short) it.
- 2 The picture was very small, so I had to use the photocopier to (large) it.
- 3 Anna decided to take up swimming to (strength) her muscles.
- 4 They want to (modern) the school by changing one of the storerooms into a science lab.
- 5 Boiling is the best way to (pure) water.

In Other Words ...

I didn't phone him because I didn't want to disturb him.

I didn't phone him so as not to disturb him.

It was such a nice vase that I bought it.

The vase was so nice that I bought it.

That's the village where I was born.

That's the village I was born in.

Although it was raining, we went out.

Despite the rain, we went out.

What a nice day!

It's such a nice day!

How quickly he walks!

He walks so quickly!

4 Rephrase the following sentences.

- | | |
|---|--|
| <p>1 We spoke quietly because we didn't want to wake the baby.
<i>We spoke quietly so as not to wake the baby.</i></p> <p>2 Although he was ill, he still went to work.
.....</p> <p>3 What a lovely house!
.....</p> <p>4 How happy you look!
.....</p> <p>5 This is the university I went to.
.....</p> | <p>6 You run so fast!
.....</p> <p>7 She has such lovely eyes!
.....</p> <p>8 What a beautiful dress!
.....</p> <p>9 Despite being tired, she still watched the late film.
.....</p> <p>10 I didn't tell you because I thought you'd be upset.
.....</p> |
|---|--|

5 Here are some sentences about Tom, who works as a dentist. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- | | |
|---|---|
| <p>1 Tom's favourite subject in school was Science.
Tom liked Science <i>when</i> he was in school.</p> <p>2 He thought Biology was fascinating and wanted to become a dentist.
He was fascinated Biology and wanted to become a dentist.</p> <p>3 Tom opened his own surgery last summer.
Tom's surgery last summer.</p> | <p>4 Tom is obliged to wear a uniform at work.
Tom wear a uniform at work.</p> <p>5 Tom says his job is hard work but he likes it.
Tom likes his job the hard work.</p> <p>6 Tom needs to hire more staff to have more free time.
If Tom hired more staff, he more free time.</p> |
|---|---|

Idioms

feel / be / look worn out:	feel / be / look exhausted
learn sth by heart:	memorise
lose one's head:	panic; lose self-control
lose heart:	become discouraged
lose one's temper:	become angry
change one's mind:	decide to do sth different
tell the world:	tell everybody
spend money like water:	spend money quickly or in large amounts

6 Fill in the correct idiom.

- He *was* completely *worn out* after running for over half an hour.
- If there is a fire in the building, it is important to stay calm and not to
- I know some lines from the *Iliad* but I wouldn't like to have to it all
- When Kelly agreed to marry him, he was so happy he wanted to
- You'll never be able to save because you
- I was going to go out last night but then I and stayed at home.
- Don't just because you failed your driving test – I'm sure you'll pass next time.
- When Billy wouldn't stop talking, his teacher and sent him out of the classroom.

Reported Speech

9



Listen and repeat. Then act out.



Direct speech is the exact words someone said. To show the direct speech we put the words said in quotation marks. "I'll go to London," she said.

Reported speech is the exact meaning of what someone said but not the exact words. We do not use quotation marks in Reported speech. She said she would go to London.

Say - Tell

We can use **say** and **tell** both in Direct and Reported speech. **Tell** is always followed by a personal object (told me). **Say** is used with or without a personal object. When it is used with a personal object **say** is always followed by **to** (said to me).

Direct speech	Reported speech
She said, "I can't drive."	She said (that) she couldn't drive.
She said to me, "I can't drive."	She said to me (that) she couldn't drive.
She told me, "I can't drive."	She told me (that) she couldn't drive.

Expressions with say	say good morning / evening, etc. say something / nothing, say a few words, say so, etc.
Expressions with tell	tell the truth, tell a lie, tell sb the time, tell sb one's name, tell a story, tell a secret, tell sb the way, tell one from another, etc.

1 Fill in: say or tell in the correct form.

- Can you ... *tell* ... me what time the film starts?
- She she would never speak to him again.
- I promise to the truth, the whole truth and nothing but the truth.
- Who you I wasn't going to the party?
- Bob promised to nothing about it to anyone.
- Sometimes it's hard to one twin from the other.
- She always good morning to her neighbours.
- I couldn't believe what he to me.
- Please me what happened!
- "Go and tidy your room," she to her son.

We can report: A statements B questions C commands, requests, suggestions

Reported Statements

- To report statements we use a reporting verb (say, tell, explain, etc.) followed by a **that**-clause. In spoken English **that** can be omitted. *He said, "I feel sick." He said (that) he felt sick.*

- Pronouns and possessive adjectives change according to the context.

Direct speech

He said, "I'll lend you my laptop."

Reported speech

He said (that) he would lend me his laptop.

- Time words and tenses can change as follows depending on the time reference:

Direct speech	Reported speech
tonight, today, this week / month / year	that night, that day, that week / month / year
now	then, at that time, at once, immediately
now that	since
yesterday, last night / week / month / year	the day before, the previous night / week / month / year
tomorrow, next week / month / year	the following day / the day after, the following / next week / month / year
two days / months / years, etc. ago	two days / months / years, etc. before

- When the reporting verb is in the past, the verb tenses change as follows:

Direct speech	Reported speech
present simple <i>"Tom needs a new bike," Dad said.</i>	past simple <i>Dad said Tom needed a new bike.</i>
present continuous <i>"He is watching TV," she said.</i>	past continuous <i>She said he was watching TV.</i>
present perfect <i>"He has just left," she said.</i>	past perfect <i>She said he had just left.</i>
past simple <i>"He left an hour ago," she said.</i>	past simple or past perfect <i>She said he (had) left an hour before.</i>
past continuous <i>"I was surfing the Net at two o'clock yesterday," he said.</i>	past continuous or past perfect continuous <i>He said he was surfing / had been surfing the Net at two o'clock the day before.</i>
future <i>"He ll be back in an hour," she said.</i>	conditional <i>She said he would be back in an hour.</i>
present perfect continuous <i>"I ve been typing since morning," she said.</i>	past perfect continuous <i>She said she had been typing since morning.</i>

- If the direct verb is already in the past simple, in reported speech it can change into the past perfect or remain the same.
*"I **was late** for school," Jane said. Jane said she **was** / **had been** late for school.*
- If the direct verb is in the past perfect, it remains the same in reported speech.
*"I **had already written** to him," Rob said. Rob said he **had already written** to him.*
- Certain words change as follows depending on the context.

Direct speech: this / these here come (in his office) *He said, "I'll be **here** again on Monday."*
Reported speech: that / those there go (outside the office) *He said he'd be **there** again on Monday.*

- There are no changes in the verb tenses in reported speech when the direct sentence expresses a general truth, is Type 2 or Type 3 conditional or a wish.

"The Earth is a planet," he said.

He said the Earth **is** a planet. (general truth)

"If you **studied** more, you'd **pass** your test," he said.

He said (that) if I **studied** more, I'd **pass** my test.

"I wish I **were** / **was** famous" he said.

He said he wished he **were** / **was** famous.

- When the introductory verb is in the present, future or present perfect, there are no changes in the verb tenses.

"Nina **can** read," she **says**.

She **says** that Nina **can** read.

- UP-TO-DATE REPORTING / OUT-OF-DATE REPORTING**

The verb tenses can change or remain the same in reported speech when a sentence expresses something which is up to date or still true when we report it. The verb tenses change when something is out of date or not true when we report it.

"I'm **travelling** to England next week," he said.

He said he **is travelling** / **was travelling** to England next week. (up-to-date reporting – immediately reported after said)

"I'm **travelling** to England in January," he said.
(Now it's February.)

He said he **was travelling** to England in January.
(The trip is over since it's February. out-of-date reporting)

"The Earth **is** flat," he said.

He said (that) the Earth **was** flat. (It isn't; not true.)

2 Report what the Jones family said when they came home from their holiday.

1. I had a brilliant time.



2. I loved wind-surfing!



3. I didn't like the food.



4. I'm not looking forward to going back to school.



5. I was getting bored of lying on the beach.



6. I've never had so much fun in my life.



7. I hope we'll go to the same place again next year.



8. I'm going to get my photos developed tomorrow.



- Mrs Jones *said (that) she (had) had a brilliant time.*
- Jimmy
- Grandmother
- Judy
- Mr Jones
- Paul
- Tracy
- Danny

3 Turn the sentences into *reported speech*. In which of the following sentences do the tenses remain the same? Why?

- The instructions say, "The mobile phone's battery needs to be fully charged before use."
The instructions say (that) the mobile phone's battery needs to be fully charged before use. (The tense does not change because the introductory verb is in the present simple.)
- "Koalas live in Australia," the teacher said.
.....
- "If you had worn your jacket, you wouldn't have got cold," she said.
.....
- Mum says, "Dinner is ready."
.....
- "If you mix red and blue, you get purple," the Art teacher said.
.....
- "I'll meet you at the bus stop at three o'clock," he said.
.....

4 The following people live in a city that was hit by an earthquake yesterday. Read what they said, then report their words as in the example:

1 I wasn't expecting it at all. It's the first time that an earthquake has happened here. We were lucky that nobody got hurt.

1 Ryan said (that) he wasn't / hadn't been expecting it at all. It was the first time that an earthquake had happened there. They were / had been lucky that nobody (had) got hurt.

2 Everything started shaking and falling to the ground. I was so scared I grabbed my cat and hid under the kitchen table.

2 Kim
.....
.....

3 I was cutting the grass when it happened. Suddenly, several car alarms went off. Then I felt the ground shake under me. I was so terrified, I couldn't move.

3 Adam
.....
.....

4 I was still in bed when the earthquake hit. All I could do was cover my head with a pillow and wait for it to end. It was such a terrifying experience.

4 Laura
.....
.....



Reported Questions

In **reported questions** we use affirmative word order and the question mark is omitted. To report a question we use: a) **ask, wonder, want to know + wh-word** (*who, what, etc.*) when the direct question begins with such a word, b) **ask, wonder, want to know + if / whether** when the direct question begins with an auxiliary or modal verb (*be, do, have, can, may* etc). Pronouns, possessive adjectives, tenses, time expressions, etc. change as in statements.

Direct speech

He said, "Where did they stay?"
He said to me, "Have you got a bike?"
He said to her, "Can you drive?"

Reported speech

He **wondered where** they (had) stayed.
He **wanted to know if / whether** I had a bike.
He **asked her if / whether** she could drive.

5 Report the tourists' questions to the tour guide.

1. Where's the main tourist office?

3. How long have you worked as a tour guide?

5. When is dinner served at the hotel?

7. What time do the shops open?

9. Is there a shopping centre nearby?

4. What are we going to do today?

6. What time will we leave tomorrow?

8. Who made the sculpture in the square?

10. Do you know where the nearest bank is?

2. Did you find my glasses?

- 1 The boy with the cap *asked the tour guide where the main tourist office was.*
- 2 The elderly man
- 3 The woman with the hat
- 4 The lady with the sunglasses
- 5 The man with the tie
- 6 The girl with the headphones
- 7 The man with the moustache
- 8 The man with the camera
- 9 The elderly woman
- 10 The man with the blond hair

Reported Speech

- 6 Yesterday, reporter Frank Baxter interviewed a marine biologist at the Paiko Lagoon Wildlife Park in Hawaii. He asked her the following questions. Turn them into reported speech using the verbs provided.



- 1 "What exactly does a marine biologist do?" (**want to know**)
Frank wanted to know what exactly a marine biologist did....
- 2 "Why did you choose to become a marine biologist?" (**ask**)

- 3 "What kind of marine plants and animals do you protect at the park?" (**wonder**)

- 4 "Do you look after any endangered species?" (**ask**)

- 5 "Are there any interesting observations you have made?" (**wonder**)

- 6 "Have you published any of your research?" (**want to know**)

Reported Commands / Requests / Suggestions

To report commands, instructions, requests, suggestions, etc. we use a reporting verb (*advise, ask, suggest, beg, order, tell, etc.*) followed by a *to* infinitive, a *not to* infinitive or an *-ing* form according to the construction of the introductory verb. (see page 116).

Direct speech

He said to me, "Come with me."
 He said to me, "Don't lie to me."
 He said, "Let's go out."

Reported speech

He told me **to go** with him.
 He told me **not to lie** to him.
 He suggested **going** out.

- 7 Fill in the gaps with the *introductory verbs* from the list below in the simple past.

• tell (x2) • advise • order (x2) • ask • beg • suggest

- 1 "Don't be afraid," he said to his son.
 He ... *told* ... his son not to be afraid.
- 2 "Bring me a glass of water, please," she said to him.
 She him to bring her a glass of water.
- 3 "Please, please, don't tell my parents," he said to me.
 He me not to tell his parents.
- 4 "You should always wear your helmet when riding your bike," her father told her.
 Her father her to always wear her helmet when riding her bike.
- 5 "Let's go to the bowling alley," Jeff said to Tom.
 Jeff going to the bowling alley.
- 6 "Be quiet!" she said to her students.
 She her students to be quiet.
- 7 "Slowly add the sugar, butter and flour," the cook said.
 The cook us to slowly add the sugar, butter and flour.
- 8 "Get out of the car!" the police officer said to the thieves.
 The police officer the thieves to get out of the car.

8 Mr Black is telling his son what to do on his day off from school.


1. Finish your project.

2. Make yourself lunch.

3. Tidy your room!

4. Feed the dog, please.

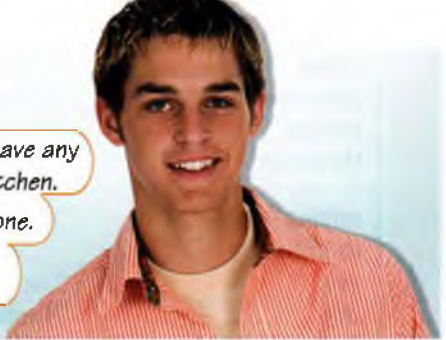
5. Don't order anything online!



6. You shouldn't leave any rubbish in the kitchen.

7. Answer the phone.

8. Don't take your mother's car.



- 1 . He told him to finish his project.
- 2
- 3
- 4
- 5
- 6
- 7
- 8

Modals in Reported speech

Would, could, mustn't, should, might, ought to and **had better** remain the same.

Direct speech	Reported speech
She said, "I'll do it later."	She said (that) she would do it later.
She said, "I can speak German."	She said (that) she could speak German.
She said, "I can go tomorrow."	She said (that) she would be able to go the day after. (future)
She said, "I may speak to Ann."	She said (that) she might speak to Ann.
She said, "How shall I do this?"	She asked how she should do that. (advice)
She said, "When shall we reach York?"	She asked when they would reach York. (information)
She said, "You must be back at 10:00."	She said (that) I must / had to be back at 10:00. (obligation)
She said, "He must be tired."	She said (that) he must be tired. (deduction)
She said, "You should try harder."	She said (that) I should try harder.
She said, "You had better phone him."	She said (that) I had better phone him.

9 Turn the following sentences into **reported speech**.

- 1 "How shall I tell Tom the bad news?" she said. *She asked how she should tell Tom the bad news.*
- 2 "Can I go home now?" he asked.
- 3 "You can come in but you'll have to be quiet," he said to her.
- 4 "What time shall we arrive in Cairo?" he asked.
- 5 "She must try harder if she wants to succeed," he said.
- 6 "My father will be angry with me if he finds out," she said.
- 7 "You shouldn't drive so fast," he said to her.
- 8 "I can meet you on Friday," he said.
- 9 "You'd better ask your parents," she said to him.
- 10 "I may not be able to meet you at the train station," he said to her.

Introductory Verbs	Direct speech	Reported speech
agree + to infinitive offer promise refuse threaten	"Yes, I'll help you." "Shall I open the door?" "Of course I'll wait for you." "No, I won't go with you." "Be quiet or I'll send you out."	He agreed to help me. He offered to open the door. He promised to wait for me. He refused to go with us. He threatened to send me out if I wasn't quiet.
advise + sb + to infinitive ask beg invite order remind warn	"You should see a lawyer." "Could you help me?" "Please, please help me!" "Will you have dinner with me?" "Leave the cat alone!" "Don't forget to ring Ann." "Don't go near the rocks."	He advised me to see a lawyer. He asked me to help him. He begged me to help him. He invited me to (have) dinner with him. She ordered me to leave the cat alone. She reminded me to ring Ann. He warned me not to go near the rocks.
admit + -ing form accuse sb of apologise for complain to sb of deny suggest	"Yes, I told her the secret." "You broke the vase!" "I'm sorry I arrived so late." "I have toothache." "I didn't take the book." "Let's have a party."	He admitted (to) telling / having told her the secret. He accused me of breaking / having broken the vase. He apologised for arriving / having arrived so late. He complained to me of having toothache. He denied taking / having taken the book. He suggested having a party.
agree + that-clause complain deny explain exclaim / remark promise suggest	"Yes, it's a big house." "You're always lying to me." "I didn't take that book." "It was a difficult film to make." "That's ridiculous." "Of course I'll stay with you." "You'd better see a doctor."	He agreed that it was a big house. He complained that I was always lying to him. He denied that he had taken the book. He explained that it was / had been a difficult film to make. He exclaimed / remarked that it was ridiculous. He promised that he would stay with me. He suggested that I (should) see a doctor.

10 Report the following using an appropriate introductory verb from the list below:

• complain • advise • refuse • warn • beg • exclaim • offer • accuse

- "You should take more exercise," the doctor said. *The doctor advised me to take more exercise.*
- "I've got a sore throat," he said.
- "Please, please let me go out and play, Mum," she said.
- "Shall I open the door?" he said to her.
- "Don't get dirty in the garden," she said to him.
- "I'm not going to tidy Helen's bedroom," Tim said.
- "What a silly thing to say!" she said.
- "You broke my CD player," she said to him.

11 First write the appropriate introductory verb then report the following situations.

- | | | |
|---|----------------|--|
| 1 "You should go to bed." | <i>advise.</i> | <i>... He advised me to go to bed.</i> |
| 2 "Please, please don't leave me alone." | ..... | ..... |
| 3 "Do it now!" | ..... | ..... |
| 4 "Oh, all right. I'll do the washing-up." | ..... | ..... |
| 5 "Don't forget to take the dog out." | ..... | ..... |
| 6 "Everybody, sit down!" | ..... | ..... |
| 7 "Could I use your phone?" | ..... | ..... |
| 8 "I'm sorry I shouted at you." | ..... | ..... |
| 9 "I'll tell your parents if you don't behave." | ..... | ..... |
| 10 "It only works if you press the green button." | ..... | ..... |
| 11 "You're right. It was a brilliant film." | ..... | ..... |
| 12 "I've been feeling tired all day." | ..... | ..... |
| 13 "Of course I'll write to you." | ..... | ..... |
| 14 "I'll give you a lift home, if you like." | ..... | ..... |
| 15 "Let's go for a swim." | ..... | ..... |
| 16 "It was you who broke the computer." | ..... | ..... |
| 17 "If I were you, I would tell them the truth." | ..... | ..... |

12 Use an appropriate introductory verb to report the following.

- | | |
|--|---|
| 1 "Can I have a piece of cake, please?" she said.
<i>She asked if she could have a piece of cake.</i> | 8 "Don't forget to go to the post office," she said to him. |
| 2 "Yes, OK. I'll tell her what happened," he said. | 9 "You should exercise more," the doctor said to him. |
| 3 "Please, please let me go to the party," Sue said to her mother. | 10 "Mark is always shouting at me," she said. |
| 4 "I'll never be naughty again," Ted said to his father. | 11 "Yes, it is a nice dress," he said. |
| 5 "I didn't come to school because I was ill," she said to her teacher. | 12 "Shall I carry your bag, Tracy?" he said. |
| 6 "Let's play chess," he said. | 13 "No, I won't let you copy my homework," said Bill. |
| 7 "I'm sorry I forgot to phone you," he said to her. | 14 "You scratched my DVD," she said to him. |

Reporting a dialogue or conversation

In conversations we use a mixture of statements, commands and questions. When we turn them into reported speech we use *and*, *as*, *adding that*, *and he/she added that*, *explaining that*, *because*, *but*, *since*, *and then he/she went on to say*, *while then*, etc. or the introductory verb in present participle form (*offering*, *begging*, *reminding*, etc.). Words or expressions such as *Oh*, *Oh dear*, *Well*, etc. are omitted in reported speech.

Direct speech	Reported speech
"Oh, this is a very nice dress," she said. "How much does it cost?"	She remarked / exclaimed that that was a very nice dress and she asked how much it cost. ('Oh' is omitted.)
"I can't buy it," she said. "I can't afford it."	She said she couldn't buy it, explaining that she couldn't afford it.
"Shall I help you?" he said. "We can work on it together."	He offered to help me, suggesting that we could work on it together.

13 Rewrite the following sentences in *reported speech*.

- "What time does the next bus leave?" he said. "I need to get to the station."
He asked what time the next bus left because he needed to get to the station.
- "Please, please don't take my ring," she said to the thief. "It was a present."
- "It's very late, Martin," his mother said. "Where have you been?"
- "Shall I cook the dinner?" he said to her. "You look very tired."
- "Stop making noise!" she said to him. "I can't concentrate."
- "Why are you teasing your sister?" she asked him. "You know it upsets her."
- "Why won't you come to the party?" he said to her. "Everyone would love to see you."
- "I broke the window," he said to her. "I was the one who kicked the football."

14 Turn the following dialogue into *reported speech*.

- A: "How do you like your course, Fatima?" Jane asked. *Jane asked Fatima how she liked her course.*
 B: "I didn't like it at first," Fatima replied. "I wasn't sure it was right for me."
 A: "Why did you have doubts about it?" Jane asked.
 B: "Well, there was too much reading and none of the other students seemed very friendly," Fatima said.
"But now I've got used to it and I like it a lot. Do you like your course?"
 A: "Well, the course is all right though I'm not as interested in History as I thought I was," Jane replied.
 B: "Why don't you study something else, then? What about studying English?" Fatima said.
 A: "That is a really good idea, Fatima. Then we could help each other with our work," Jane said.

- 15 Turn the following into reported speech using introductory verbs.



- 1 The security guard *asked the boy if he could see his bag.*
 2 The boy.....
 3 The fun park employee.....
 4 The fun park employee.....
 5 The fun park employee.....
 6 Sally.....

- 16 Turn the following text into direct speech.

The student advisor asked Barry why his grades had been dropping. Barry explained that he didn't have enough time to study. The student advisor asked Barry if he was taking part in too many after-school activities. Barry admitted that he was in three sports teams. As a result, he always felt tired at the end of the day. The student advisor suggested that Barry participate in one sport only and spend more time in the library studying. Barry agreed that it was a good idea. The student advisor asked him to meet with her after his next exam.

"Why have your grades been dropping?" the student advisor asked Barry.



Speaking Activity

(reporting people's words)

The students of Bedford Secondary School recently cleaned up Griffith Park. Look at the interview they gave to a reporter and then, in groups, report what was said.

Reporter: Why did you decide to help clean up Griffith Park?

S1: Griffith Park was too dirty to play sports in and we wanted to help change that.

Reporter: Whose idea was it to organise such an event?

S2: Our class came up with the idea after our teacher had asked us to think of a project to help the environment.

Reporter: What exactly did the students do?

S3: Well, some students helped to pick up leaves and rubbish while others painted the park benches.

Reporter: What message would you like to give residents in the area?

S4: Please take part in a neighbourhood clean-up programme and don't throw your litter on the ground, use bins.

Reporter: Are you planning another event like this one?

S5: Yes, actually we're thinking of having a beach clean-up day next.



The reporter asked one of the students why he had decided to help clean Griffith Park, etc.



Writing Activity

Now pretend you are the reporter. Look at the questions and answers from the Speaking Activity and complete your newspaper article.

Teens Clean Up Local Park

Yesterday, the students of Bedford Secondary School cleaned up Griffith Park. After the event, we got the chance to speak with some of them.

The students were very interested in answering our questions. When asked why they had decided to help clean the park, one of the students said

.....
.....
.....

We would like to congratulate these students for all their efforts. Perhaps they will encourage others to help our community.

Phrasal Verbs

put down:	write down
put forward	propose
put off:	postpone
put on:	1) dress oneself in 2) increase in weight
put out:	extinguish (fire, cigarette, etc.)
put through:	connect by phone
put sb up:	provide a place to stay

1 Fill in the correct particle.

- They've put *off* the meeting until tomorrow.
- Put your gloves and scarf before going out.
- The receptionist put me to the manager's office.
- Put everyone's name on a piece of paper and I'll look at them later.
- If you don't stop eating sweets, you'll put weight.
- Some friends put me, so I didn't have to pay for a hotel.
- Ann put the idea of using recycled paper at the staff meeting.
- The firemen put the fire in less than 10 minutes.

2 Look at Appendix 1 on page 207 and fill in the correct preposition.

- She felt very sorry *for* the injured boy, who was taken to hospital.
- The student was satisfied his exam results.
- He was sentenced four months in prison.
- Fiona takes after her mother; they look very similar each other.
- My friends shouted me from across the road to join them.
- Martha spends a lot of money clothes.
- Richard became suspicious the man who was following him.
- I spoke to my friends the party arrangements.
- The doctor informed her that, fortunately, she wasn't suffering a serious illness.
- It was very sensible you to wait quietly until your teacher arrived.

Word Formation

Prefixes

anti-	against (antisocial)
bi-	two (bilingual)
co-	with (co-pilot)
counter-	opposite (counter-productive)
ex-	former, previous (ex-chairman)
inter-	between (interconnected)
mis-	wrong, done poorly (miscommunication)
semi-	half, partly (semicircle)
over-	too much, very (oversleep)

3 Complete each of the sentences with a word formed from the word in bold.

- France played against Italy in the ... *semi-final* ... (**final**).
- The company holds (**annual**) meetings for all staff; one in March and one in September.
- She is the wife of the (**president**).
- Kyle put an (**virus**) programme on his new computer to protect it.
- They took an (**national**) flight from Montreal to Zurich.
- Greg and Henry are angry at each other because of a simple (**understand**).
- Miss Jenkins is very happy with her new job because she gets along well with her (**workers**).
- The flight was (**booked**) and some passengers didn't get on.

In Other Words ...

4 Rephrase the following sentences using the words in bold.

- 1 "No, I won't do your homework," Beth said to me.
Beth *refused to do* my homework. (**refused**)
- 2 "Did you open my letter?" she said to him.
She her letter. (**asked**)
- 3 "That's not true!" Jim said.
Jim true. (**exclaimed**)
- 4 "Will you come to my party on Friday?" he said to Helen.
He to his party on Friday. (**invited**)
- 5 "Let's go for a picnic tomorrow," said Dad.
Dad for a picnic the next day. (**going**)
- 6 "I'll send you a postcard," Carla said to Jill.
Carla Jill a postcard. (**promised**)
- 7 "No, I didn't take your keys," he said to me.
He my keys. (**denied**)
- 8 "Would you like me to water your plants?" he said to her.
He her plants. (**offered**)

5 Here are some sentences about Darren, who got a new computer. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Darren got a new laptop as a birthday present.
Darren's birthday present *was* a new laptop.
- 2 "You broke it!" Darren said to his brother.
Darren his brother of breaking it.
- 3 Darren should have been watching his brother.
If Darren had been watching his brother, it have happened.
- 4 The laptop needs fixing urgently.
The laptop needs to urgently.
- 5 The technician is repairing the laptop.
The laptop is by the technician.
- 6 Darren's brother can't use the laptop again.
Darren's brother isn't to use the laptop again.

Idioms

fit like a glove: (of clothes) fit very well

sleep like a log: sleep very deeply

have sth on the tip of one's tongue: (be) on the point of remembering and saying sth

pour with rain: rain heavily

be hard of hearing: be rather deaf

6 Fill in the correct idiom.

- 1 She went to the best dressmaker to ensure that her wedding dress *fitted her like a glove*
- 2 She couldn't quite remember the man's name but she
- 3 You'll have to speak clearly because he's rather
- 4 I last night in spite of the storm.
- 5 We couldn't play tennis as it was

Progress Check 3 (Units 7-9)

1 Choose the correct item.

- 1 If I had locked up my bike, it have been stolen.
A couldn't **B wouldn't** C would
- 2 If you hungry, make a sandwich.
A be B were C are
- 3 I'll phone you I get to the train station.
A if B when C until
- 4 I had fallen asleep they got home.
A by the time B when C until
- 5 I you if I had known your number.
A would call B will call
C would have called
- 6 I put the heating on the house would be warm.
A in order to B so that C in case
- 7 It was interesting book that I couldn't put it down.
A so B such C such an
- 8 I wish he the music so loudly.
A wouldn't play B won't play C would play
- 9 the bad weather, we had a wonderful holiday.
A Despite B Although C Whereas
- 10 an amazing view!
A How B So C What
- 11 you wear warm clothes, you will catch a cold.
A Unless B If C Providing
- 12 I wish I to buy a new car.
A can afford B could afford
C would afford
- 13 Paula going to the beach at the weekend.
A promised B suggested C warned
- 14 John is very honest. He always the truth.
A told B says C tells
- 15 Tom's mum him not to touch the iron.
A warned B invited C offered
- 16 She me where I had been all day.
A told B said C asked

MELAL LANGUAGE INSTITUTE

2 Choose the correct item.

- 1 Ted had been looking a part-time job for months before he found one.
A forward to **B for** C up
- 2 Mark did not reply Sue's email.
A for B at C to
- 3 It was very rude you to interrupt me.
A with B of C for
- 4 Why didn't you remind me the meeting today?
A about B for C to
- 5 Josie made an excuse to explain her lateness.
A out B up C for
- 6 Andrea has a good relationship her parents.
A to B between C with
- 7 I couldn't make the name, the writing was too small.
A out B up C for
- 8 We were very surprised the result.
A by B of C from
- 9 The secretary put me to the headmaster.
A up B through C down
- 10 My little brother is terrified the dark.
A about B for C of
- 11 We put the game because of the bad weather.
A out B on C off
- 12 Veena was satisfied her school report.
A of B with C about


Progress Check 3

3 Use Gavin's thoughts to write conditionals, then identify the type.



- 1 If I hadn't been curious, I wouldn't have come to investigate this strange spaceship.
(Type 3).
- 2
- 3
- 4
- 5
- 6

Listening

4  Look at the six sentences. You will hear a conversation between a girl, Brenda, and her friend, Jake, about a programme on TV. Decide if each sentence is correct or incorrect. If it is correct, choose the letter A for YES. If it is not correct, choose the letter B for NO.

- 1 Jake enjoyed yesterday's episode of *The Big Eye*.
- 2 Jake explains that the show lets people speak to visitors.
- 3 Brenda doesn't think she could be on *The Big Eye*.
- 4 Jake chooses who can stay on the show.
- 5 Brenda thinks the prize is a good idea.
- 6 Brenda wants to watch the next episode with Jake.

YES

(A)

A

A

A

A

A

NO

B

B

B

B

B

B

25 Listen and repeat. Then act out.



There are four kinds of nouns: **abstract** (love, beauty, etc.), **common** (chair, table, etc.), **collective** (class, audience, family, government, staff, team, etc.), and **proper** (Ann, Ted, Spain, etc.).

Gender

Masculine = men, boys, animals when we know their sex (he)

Feminine = women, girls, ships, animals when we know their sex (she)

Neuter = things, babies / animals when we don't know their sex (it)

Most personal nouns have the same form whether male or female (doctor, teacher, etc.).

Some nouns have different forms, though. Some of these are:

actor – actress	father – mother	landlord – landlady	son – daughter
boy – girl	gentleman – lady	lord – lady	uncle – aunt
(bride)groom – bride	grandfather – grandmother	monk – nun	waiter – waitress
brother – sister	hero – heroine	nephew – niece	widower – widow
duke – duchess	husband – wife	policeman – policewoman	
emperor – empress	king – queen	prince – princess	

1 Write (M) for male, (F) for female or (M/F).

1 doctor	M/F	7 pilot	.....	13 child	.....	19 landlord	.....
2 nurse	.....	8 waiter	.....	14 lord	.....	20 widow	.....
3 teacher	.....	9 wife	.....	15 queen	.....	21 grandfather	.....
4 typist	.....	10 driver	.....	16 heroine	.....	22 policeman	.....
5 student	.....	11 emperor	.....	17 scientist	.....	23 engineer	.....
6 bride	.....	12 king	.....	18 prince	.....	24 musician	.....

2 Write the masculine or feminine of the following people if there is a difference.

1 husband	..... wife	6 nephew	.....	11 doctor	.....
2 politician	.....	7 policeman	.....	12 monk	.....
3 brother	.....	8 lawyer	.....	13 duke	.....
4 uncle	.....	9 waiter	.....	14 clerk	.....
5 student	.....	10 actor	.....	15 shop assistant	.....

The Plural of Nouns

Nouns are made plural by adding:

-s to the noun. (*pen – pens, etc.*)

-es to nouns ending in -s, -ss, -x, -ch, -sh.
(*bus – buses, glass – glasses, box – boxes, torch – torches, bush – bushes, etc.*)

-ies to nouns ending in consonant + y.
(*baby – babies, lady – ladies, etc.*)

-s to nouns ending in vowel + y.
(*boy – boys, day – days, etc.*)

-es to nouns ending in -o (*tomato – tomatoes*)

-s to nouns ending in: vowel + o (*radio – radios*),
double o (*zoo – zoos*), **abbreviations** (*photo – photos*)
and **musical instruments** (*piano – pianos*)

Some nouns ending in **-o** can take either **-es** or **-s**
(*buffalo, mosquito, volcano, etc.*).

-ves to some nouns ending in -f / -fe. (*leaf – leaves*)
(but: *chiefs, roofs, cliffs, handkerchiefs, safes, etc.*)

Compound Nouns form their plural by adding **-s / -es**:

to the second noun if the compound consists of two nouns. *girlfriend – girlfriends*

to the noun if the compound consists of an adjective and a noun.

frying pan – frying pans

to the first noun if the compound consists of two nouns connected with a preposition.

sister-in-law – sisters-in-law

at the end of the compound if this is not made up of any nouns. *breakdown – breakdowns*

Irregular Plurals

• man – **men** • woman – **women** • foot – **feet** • tooth – **teeth** • louse – **lice** • mouse – **mice**
• child – **children** • goose – **geese** • sheep – **sheep** • deer – **deer** • fish – **fish** • trout – **trout**

3 Write the plural of the following nouns:

1 city	..... <i>cities</i>	8 tray	.....	15 potato	.....
2 brother-in-law	.....	9 roof	.....	16 dining room	.....
3 headline	.....	10 goose	.....		.....
4 photo	.....	11 trout	.....	17 water bottle	.....
5 stepfather	.....	12 mouse	.....		.....
6 couch	.....	13 tooth	.....	18 bus driver	.....
7 dish	.....	14 knife	.....		.....

Singular or Plural verbs

Some nouns take only a plural verb. These are nouns which have a plural meaning such as *clothes, people, police, stairs, etc.* or objects which consist of two parts such as *trousers, pyjamas, binoculars, scissors, shoes, shorts, gloves, glasses, socks, etc.* We do not use *a/an* or a number with these words. We use the phrase **pair of ...** instead.

Where are your earrings? I was given a pair of earrings.

Some nouns take only a singular verb. These are: mass nouns (*bread, tea, milk, etc.*), school subjects (*Maths, Physics, History, etc.*), games / diseases (*football, billiards, mumps, etc.*), nouns such as *advice, weather, luggage, furniture, money, news, knowledge, work, etc.*

Group nouns refer to a group of people. These nouns can take either a singular or a plural verb depending on whether we see the group as a whole or as individuals. Such group nouns are: *audience, class, club, committee, company, council, crew, family, government, press, public, staff, team, etc.* The **team was** the best in the country. (the team as a group)
The **team were** all given medals. (each member separately as individuals)

4 Fill in: *is* or *are*.

- 1 Where *are* your trousers?
- 2 Could you tell me where the scissors?
- 3 Money easy to spend but difficult to save.
- 4 Gloves worn in cold weather.
- 5 Jake's ideas amazing!
- 6 This bread not fresh.
- 7 Your pyjamas on the bed.
- 8 My luggage too heavy to carry.
- 9 My advice to you to get some rest.
- 10 Physics my favourite subject.
- 11 Measles a common illness.
- 12 These trousers too big for me.
- 13 The weather wonderful today.
- 14 Jo's boots made of leather.
- 15 Darts a popular game in England.
- 16 This work too hard for me.

Some nouns have a different meaning in plural.

Singular

The needle of a **compass** always points north.
It is an English **custom** to celebrate the Queen's birthday.
She has a lot of **experience** working with children.

Would you like a **glass** of milk?
She has got long, blonde **hair**.
They were shocked at the **scale** of the disaster.
This door is made of **wood**.
He goes to **work** every day except Sunday.

Plural

You can draw perfect circles with **compasses**.
When he got off the plane, his bag was searched at **customs**.
The main character in the book had been through a lot of bad **experiences**.
He can't see very well without his **glasses**.
There are two **hairs** in this soup!
She weighed herself on the **scales**.
The boy got lost in the **woods**.
Picasso's **works** are really fascinating.

5 Complete the sentences using the nouns in the *singular* or *plural* form.

1 hair

- a Mrs Williams has short, red *hair*.
- b The dog has left white all over the sofa.

2 wood

- a The chair is made of
- b They went for a walk in the after lunch.

3 experience

- a She had a lot of exciting while living abroad.
- b I don't think he has any for the job.

4 scale

- a Can you put that chicken on the for me, please?
- b We don't know the true of the problem yet.

5 compass

- a They used a to find where they were.
- b The teacher told the students to use their to draw some circles.

6 work

- a Jo started when he was sixteen.
- b The museum has by Matisse as well as other painters.

7 glass

- a I need a new pair of
- b Can you bring me a of water, please?

8 custom

- a My plane landed an hour ago but the line for was very long.
- b In Japan it is a to take a gift when you visit someone.

Countable – Uncountable Nouns

Nouns can be **countable** (those that can be counted *a bag, an orange, some books, etc.*) or **uncountable** (those that can't be counted *flour, sugar, etc.*). Uncountable nouns take a singular verb. They are not used with *a / an*. **Some, any, no, much**, etc. can be used with them.

I need some help. (NOT: ~~a~~ help) There isn't much sugar left.

The most common uncountable nouns are: **accommodation, advice, behaviour, bread, business, education, evidence, food, fruit, furniture, gold, hair, happiness, help, homework, housework, information, jewellery, knowledge, luck, luggage, meat, money, music, news, rubbish, shopping, soap, spaghetti, traffic, trouble, water, weather, work, etc.**

Many uncountable nouns can be made countable with the following phrases of quantity:

a **piece** of cake / information / advice / furniture; a **glass / bottle** of water / soda; a **jar** of jam; a **tin** of fish; / a **box** of chocolates; a **packet** of biscuits / tea; a **slice / loaf** of bread; a **pot** of yoghurt; a **pot / cup** of tea; a **kilo / pound** of meat; a **tube** of toothpaste; a **bar** of chocolate / soap; a **bit / piece** of chalk; an **ice cube**; a **lump** of sugar; a **sheet** of paper; a **bag** of flour; a **pair** of trousers; a **game** of soccer; a(n) **item / piece** of news; a **drop / bottle** of oil; a **can** of cola; a **carton** of milk; a **block** of wood, etc.

6 Write a, an, or some.

- | | | | |
|-------------------|----------------|----------------------|--------------------|
| 1 <i>some</i> tea | 6 balls | 11 apricot | 16 food |
| 2 bird | 7 soap | 12 luggage | 17 elephant |
| 3 pens | 8 bridge | 13 boy | 18 furniture |
| 4 bread | 9 water | 14 fruit | 19 money |
| 5 housework | 10 news | 15 information | 20 traffic |

7 Wendy is going to the supermarket to buy the items in the pictures below. Write out her shopping list.



1



2



3



4



5



6



7



8



9



10



11



12



8 Fill in the gaps with the words from the list in the correct form.

packet bottle cup bag carton kilo jar tin

Freemont Supermarket
Special Offers!

Three 1) *kilos*
of potatoes for the price of two!

Buy a 2) of jam
and get a second one for free!

Buy a 3) of
juice at half price!

Six 4)
of beans for the price of four!

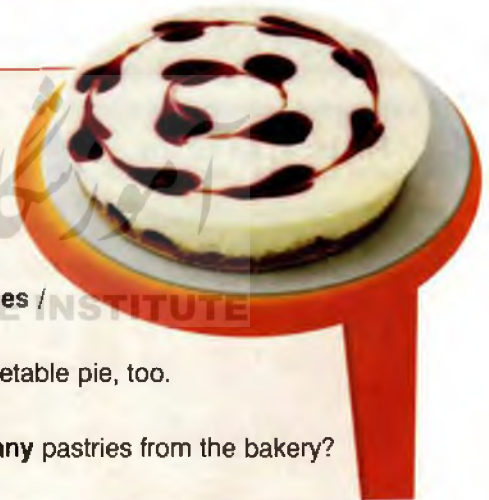
Five 5)
of mineral water. Get one free!

Buy two 6)
of tea and get a free
7) of sugar!

Enjoy a 8)
of fresh coffee as you shop!

9 Underline the correct item.

- A: Let's make a list of what we need for Beth's party.
B: Yes, write down six 1) bottles / cartons of diet soda.
A: OK. We also need ten 2) packets / jars of crisps.
B: Don't forget the biscuits!
A: What about sandwiches?
B: Oh, we need a 3) loaf / lump of bread and twenty 4) loaves /
slices of cheese.
A: We should get 5) a / some broccoli and celery for the vegetable pie, too.
B: What else do we need to buy?
A: How about 6) a / some large cheesecake and 7) some / any pastries from the bakery?
B: Great idea! OK, I think that should be enough.



10 Fill in a, an, or some.

- 1 A: Mum, is there anything to eat?
B: I believe there's *some* lasagne left in
the fridge.
- 2 A: I need information for my
History project.
B: Why don't you look on the internet?
- 3 A: Do we have any fruit left?
B: Yes, there's apple on the
kitchen table.
- 4 A: Do you need anything from the supermarket?
B: Just eggs. I'm going to bake
..... cake.
- 5 A: Would you like cup of tea?
B: No thanks. I just had glass of
juice.
- 6 A: Can I have ice cream with my
apple pie?
B: Of course you can.
- 7 A: I had pancakes with strawberries
for breakfast.
B: Really? I had omelette.
- 8 A: That was delicious meal!
B: I agree. She is amazing cook.

A / An – The

- **A / An** is used only with singular countable nouns to talk about things in general. We don't use **a / an** with uncountable or plural nouns. We can use **some** instead. **A / An** is often used after the verbs **be** and **have**. *A dog is a domestic animal.* (Which dog? Dogs in general.) *Bring me some milk, please!*
- We can use **a / an** or **the** before a singular countable noun to refer to a class of people, animals or things. However, we omit **a / an** or **the** before a noun in the plural when it represents a class. *A / The dolphin is a mammal.* Also: *Dolphins are mammals.* Exception: *Man is a mammal, too.* (NOT: *The man*)
- **The** is used with singular and plural nouns, countable and uncountable ones, to talk about something specific or when the noun is mentioned for a second time.
Whose is the van parked in front of our house? (Which van? The one parked in front of our house.)
He found a cat in the park. He took the cat home. (The word 'cat' is mentioned for a second time.)
- **The** is also used with the words **beach, cinema, country(side), ground, jungle, radio, sea, seaside, theatre, world, etc.** *He likes going to the theatre.* We usually say **television** without **the**. *We often watch television.* but: *Turn on the television (set).* We also say: *He lives near the sea.* but: *They are at sea* (= they are sailing). We normally omit **the** before the words **last** and **next** when we talk about a period of time immediately before or after the moment of speaking.
He graduated last year. I'll meet you next week. I went to the gym on Saturday but the next day I stayed at home.

11

Fill in: a, an or the.



1) The tiger is 2) large carnivorous animal which belongs to 3) cat family. 4) males are about three feet high and have 5) length of about twelve feet, including their tail. There are about eight varieties of tiger found around 6) world. They live in 7) jungle where water and food is plentiful. 8) tiger will only attack 9) person if it is starving or if it is threatened. It is 10) easily recognised animal as it has 11) impressive thick yellow or white coat with distinctive black stripes.

12

Fill in the gaps with a, an or the.

Butter Biscuit Recipes



Ingredients

1 egg
200 gr butter
2 cups flour
1/2 cup sugar

Oven temperature: 180 °C

Cooking Time: 20 minutes

- 1 In a large bowl, mix flour and sugar.
- 2 Add egg.
- 3 Heat butter in frying pan and add it to mixture.
- 4 Stir well, then separate mixture into balls and place them on tray.
- 5 Bake biscuits in oven at 180°C for 20 minutes.

The is used before:

- **nouns which are unique.** *the Earth, the Eiffel Tower*
- **names of cinemas** (*the Rex*), **hotels** (*the Sheraton*), **theatres** (*the Apollo*), **museums** (*the Prado*), **newspapers / magazines** (*The Guardian*, **but:** *(Newsweek, Time Magazine)*), **ships** (*the Marie Celeste*), **institutions** (*the RSPCA*), **galleries** (*the Tate Gallery*).
- **names of rivers** (*the Seine*), **seas** (*the Black Sea*), **groups of islands / states** (*the Bahamas, the USA*), **mountain ranges** (*the Alps*), **deserts** (*the Sahara desert*), **oceans** (*the Atlantic*) and **names or nouns with of** (*the Tower of London, the Statue of Liberty*).
Note: *the North / South Pole, the north of England, the South / West / North / East*
- **musical instruments, dances.** *the piano, the tango*
- **names of families** (*the Browns*), **nationalities ending in -sh, -ch or -ese** (*the English, the Dutch, the Japanese*). **Other plural nationalities are used with or without the** (*the Greeks, (the) Italians, etc.*).
- **titles** (*the Queen, the Prince*). **The is omitted before titles with proper names** (*Queen Victoria*).
- **the superlative degree of adjectives / adverbs.** *She's the tallest girl in her class.*
- **the words station, shop, cinema, library, city, village, etc.** *She went to the station to see Jim off.*
- **morning, afternoon, evening, night.** *I'll be at home in the evening. but: at night, at noon, at midnight, by day / night, at 4 o'clock, etc.*

The is omitted before:

- **proper nouns.** *Jim comes from New York.*
- **names of sports, games, activities, days, months, holidays, colours, meals and languages (not followed by the word language).** *She plays squash well. She likes red. We speak English. but: The English language is spoken all over the world.*
- **names of countries** (*Italy*), **cities** (*Rome*), **streets** (*Oxford Street*, **but:** *the High Street*), **parks** (*Hyde Park*), **stations** (*Victoria Station*), **mountains** (*Everest*), **islands** (*Cyprus*), **lakes** (*Lake Michigan*), **continents** (*Europe*) **but:** *the Argentine, the Netherlands, (the) Sudan, the Hague, the Vatican.*
- **possessive adjectives.** *This isn't your bag.*
- **bed, church, college, court, hospital, prison, school, university, when we refer to the purpose for which they exist.** *Tom goes to school. (He is a student.) but: His mother went to the school yesterday to get his report. (She went to the school as a visitor.)*
Note: *work (place of work) never takes the. She's at work.*
- **the words home, father / mother when we talk about our own home / parents.** *Mother is at home.*
- **means of transport: by bus / by car / by train / by plane, etc. but: in the car, on the bus / train, etc.** *She travelled by plane. but: She left on the 6 o'clock plane yesterday.*
- **illnesses.** *He's got malaria. But we say: flu / the flu, measles / the measles, mumps / the mumps*

13 Fill in the where necessary.

Did you know ... ?

- 1 *The* largest volcano in world is Mauna Loa in Hawaii.
- 2 Earth is 3.68 times bigger than Moon.
- 3 It snowed in Sahara desert on February 18, 1979.
- 4 More than half population of Kenya is under age of 15.
- 5 Cleopatra wasn't Egyptian, she was Greek.
- 6 There are ten towns named Hollywood in USA.
- 7 The filming of *Titanic* cost more than Titanic itself.
- 8 Europe is the only continent without a desert.
- 9 Venus is hottest planet in our solar system.
- 10 Hair grows faster in morning than at any other time of day.

14 Fill in: *a*, *an* or *the* where necessary.

- 1 A: George, have you ever been to Amsterdam?
B: Yes, I was there during half term. We stayed at *the* Art Gallery Hotel.
- 2 A: Were you at yesterday's football match?
B: No, but I saw it on TV. What amazing game!
- 3 A: What's name of hotel you're staying at?
B: King's Cross. It's old hotel but it's next to train station on William Street.
- 4 A: I read that Mayor is going to open new youth centre.
B: Yes, next Friday. We should go!
- 5 A: Did you do a lot of sightseeing when you were in Athens?
B: Of course. We saw Acropolis, Ancient Theatre of Dionysus and we visited extraordinary area called Plaka.
- 6 A: This is my friend Irma.
B: It's pleasure to meet you.
- 7 A: What do you know about Machu Picchu?
B: It's ancient city found in Andes Mountains in Peru.
- 8 A: What language course are you taking this term?
B: Chinese but I find it's very difficult language to learn.
- 9 A: Is this Barbara's dictionary?
B: No, it's mine.
- 10 A: I called you yesterday but nobody answered.
B: We visited my grandmother who's in hospital.
- 11 A: Have you ever seen live tiger or gorilla?
B: Yes, I have. At city zoo!
- 12 A: Where is Barbados?
B: In Caribbean.
- 13 A: What did you see on your tour today?
B: Sydney Opera House and Blue Mountains.

15 Read the text below and choose the correct word for each space.

Tibet



Tibet is in 1) East Asia, north of the Himalayas. It is the highest region on earth and is sometimes called, "the roof of the world". Tibet has some of 2) world's tallest mountains, including Mount Everest, which 3) on the border with Nepal.

It is 4) magical tourist destination full of green lakes and beautiful snow-capped mountains. Places like Lake Namatso and the Yangtse River attract thousands of visitors each year.

Tibet 5) a long and rich history. Tourists will enjoy travelling to 6) Lhasa, the capital of Tibet. If you go

there, you 7) a taste of Tibet's magic and charm. Don't forget to visit Lhasa's greatest attractions, 8) Potala Palace and the Jokhang Temple. Take the chance 9) the traditions of the Tibetan people 10) warmth and hospitality is known all over the world.

- | | | |
|------------------|------------------|--------------|
| 1 A an | B the | C - |
| 2 A the | B - | C a |
| 3 A finds | B found | C is found |
| 4 A - | B the | C a |
| 5 A is having | B has | C has had |
| 6 A - | B a | C the |
| 7 A get | B would have got | C will get |
| 8 A the | B - | C a |
| 9 A experiencing | B to experience | C experience |
| 10 A whose | B who | C which |

16 Read the text and fill in *a*, *an* or *the* where necessary.

Popular Tourist Destinations and Attractions

- 1) *The* island of Bali is 2) exciting holiday destination located in 3) Indonesia. Many tourists travel there each year to explore its magnificent coral reefs and white sandy beaches.
- 4) Delphi, lying on the slopes of 5) Mt Parnassus is 6) famous archaeological site in 7) Greece. Some of the ruins that you can see there today are 8) Temple of Apollo, 9) gymnasium, the stadium and the theatre.
- 10) Ice Hotel at 11) Balea Lake in 12) Romania is the first ice hotel in 13) Eastern Europe. It was built in 2006 deep in 14) Fagaras Mountains, at 15) altitude of 2,034 metres.



17 Filling *a*, *an* or *the* where necessary.

Dear Nicole,

Hi. How are you? My family and I just came back from Japan and we had such 1) *a*... fantastic time!

Japan is 2) extraordinary country rich in culture and tradition. We stayed at 3) traditional Japanese hotel in 4) Asakusa. This gave us the chance to experience Japanese customs and taste 5) local cuisine. Luckily, our hotel was only 6) fifteen-minute walk from 7) city centre.

Tokyo is 8) city full of modern architecture. First, we went to 9) Tokyo Tower from where we had 10) wonderful view of the city. Next, we went to 11) Tokyo National Museum which has 12) enormous collection of Japanese Art. On the last day, we went shopping. Shopping is 13) extremely popular activity in Tokyo and not just for 14) travellers.

Well, that's all my news. Write back soon.

Jill

Speaking Activity

(talking about a place)

In pairs, ask and answer about an interesting trip you went on. Talk about:

- time • place • who with • transport • activities • feelings

A: Last month, I went on holiday to Rome.

B: Who did you go with? etc.

Writing Activity

Write an email to your friend about an interesting trip you went on using your answers from the Speaking Activity. Use Ex. 17 as a model.

Dear

Hi. How are you? and I just came back from
and we had such a great time!

Expressions with 'Do' one's best / worst, business with sb, one's duty, an exercise, good, homework, housework, a job, right / wrong, the shopping, the washing-up, a translation, work, etc.

Expressions with 'Make' an appointment, the beds, a cake, coffee, a deal with sb, a decision, an excuse, a fortune, improvements, a joke, a mistake, money, a noise, an offer, preparations, progress, etc.

1 Fill in *make* or *do* in the correct form.

- | | |
|--|--|
| 1 After she <i>had done</i> the washing-up she went out <i>to do</i> the shopping. | 5 They've decided to some improvements before moving into the house. |
| 2 Although I my best, I'm afraid I several mistakes. | 6 She business with an Italian company. |
| 3 You have to a decision soon. | 7 She an excuse for not coming. |
| 4 A few days off would me good. | 8 They me an offer I couldn't refuse. |

2 Look at Appendix 1 on page 207 and fill in the correct preposition.

- | | |
|--|---|
| 1 As I was walking along the road, somebody threw a snowball <i>at</i> me. | 5 Throw the ball me so I can shoot a basket. |
| 2 I'm bored! Can't you think something we can do? | 6 The headmaster would like to talk you your behaviour. |
| 3 Can you translate this French? | 7 What did you think the film? |
| 4 I wonder why Pam is so terrified dogs. | 8 The children teased Mike being too tall. |

Word Formation

Prefixes:

- **multi-** many (multimillionaire)
- **non-** not (non-fiction)
- **post-** after (postgraduate)
- **pre-** before (preschool)
- **re-** again (replace)

3 Complete each of the sentences with a word formed from the words in bold.

- 1 The end of the 20th century was the *post-industrial* period when computers became most important.
- 2 This is a (**national**) company. It has offices all over the world.
- 3 We should (**cycle**) all of those glass bottles.
- 4 The waiting room is a (**smoking**) area.
- 5 Before baking the bread, (**heat**) the oven to 180° Celsius.

4 Here are some sentences about Ben's favourite film. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 *Avatar* was the first 3-D film Ben had seen.
Ben *had never seen* a 3-D film before *Avatar*.
- 2 James Cameron directed the film.
The film by James Cameron.
- 3 Pandora is the name of the planet where the film is set.
The film is set on called Pandora.
- 4 Humans can't survive there without a mask.
Humans can't survive there they wear a mask.
- 5 Ben said the effects were amazing and his friends said they were, too.
Ben and his friends the effects were amazing.
- 6 Despite being a new film, *Avatar* has already passed *Titanic* in ticket sales.
Avatar has already passed *Titanic* in ticket sales it is a new film.

Causative Form (Have something done)

11



Listen and repeat. Then act out.



We use **have + object + past participle** to say that we arrange for someone else to do something for us. *Jim had the tap fixed. Jim arranged for the plumber to fix the tap. (He didn't do it himself – the plumber did it.)*

Present Simple	She cleans her house.	She has her house cleaned .
Present Continuous	She is cleaning her house.	She is having her house cleaned .
Past Simple	She cleaned her house.	She had her house cleaned .
Past Continuous	She was cleaning her house.	She was having her house cleaned .
Future Simple	She will clean her house.	She will have her house cleaned .
Future Continuous	She will be cleaning her house.	She will be having her house cleaned .
Present Perfect	She had cleaned her house.	She has had her house cleaned .
Present Perfect Continuous	She has been cleaning her house.	She has been having her house cleaned .
Past Perfect	She had cleaned her house.	She had had her house cleaned .
Past Perfect Continuous	She had been cleaning her house.	She had been having her house cleaned .
Infinitive	She must clean her house.	She must have her house cleaned .
-ing form	She likes cleaning her house.	She likes having her house cleaned .

The verb **have** used in the causative forms its negations and questions with **do/does** (present simple) and **did** (past simple). *Don't have this letter posted yet! Did you have your hair cut?*

Get can be used instead of **have** in spoken English.

You should get your jacket washed. (= You should have your jacket washed.)

Have + object + past participle can be used instead to indicate that somebody experienced usually an accident or misfortune.

She had her bag stolen. (Her bag was stolen.)

- 1 Bill Smith does everything himself. Lord Hornby pays other people to do it. Write what Lord Hornby says.



- Bill Smith
- 1 I painted my house last week.
 - 2 I'm mending my car.
 - 3 I've put in new windows.
 - 4 I'll build a swimming pool next year.
 - 5 I clean my shoes every day.
 - 6 I wash my car once a week.
 - 7 I'm installing a new shower next month.
 - 8 I check my son's homework every night.



- Lord Hornby
- 1 I had my house painted last week.....
 - 2
 - 3
 - 4
 - 5
 - 6
 - 7
 - 8

- 2 Look at the shops. Use the ideas to make sentences as in the example:

• car / fix • shoes / repair • hair / cut • flat / decorate • suits / clean • front door camera / install

1 The Shoe Experts
We can fix any pair!

2 ADLER AND SONS
Painters & decorators
Always at your service

3 BTA Home Security
Cameras, alarms and
outdoor lighting

4 Todd's Barber Shop
Men's hair styling at
low cost

5 Erwin's 24 hr Dry-Cleaning
For all your cleaning needs

6 TRUE MECHANIC
Leave your car to
the professionals!

- 1 I will have my shoes repaired by them / there.

- 3 Something bad happened to each of these people yesterday. Write sentences about what happened to them. Use the causative form.

- 1 Ted (his car/damage) by a falling tree.
...Ted had his car damaged by a falling...
...tree.....
- 2 Martha (her bicycle/steal) from outside her school.
.....

- 3 Rick (his house/break into) by a burglar.
.....
- 4 Gary (his window/smash) by a ball.
.....
- 5 Todd (his CD player/break) by his little brother.
.....

4 Match the columns and put the verbs into the causative form.

1 ☐ Are you hiring a caterer?

a I'm afraid I
..... (the film/not develop) yet.

2 ☐ Have you seen Bill?

b At the hairdresser's. She
..... (her hair/do).

3 ☐ Have you called the plumber yet?

c Definitely. I *'m having the food prepared.*
(food/prepare) by Jack's Bistro.

4 ☐ My coat is so dirty!

d I (the
satellite dish/put up) when it started raining.

5 ☐ Where's Mum?

e Of course. We
..... (taps/fix) this afternoon.

6 ☐ Can I see your holiday photos, Mandy?

f I think you should
..... (it/clean).

7 ☐ Did you hear what happened to Sue?

g He's at Sam's garage. He
..... (his motorbike/repair).

8 ☐ Why are you so upset, Tom?

h Yes. She
..... (her bag/steal) yesterday.

5 Complete the following conversation using the causative form.

Tonia: So Rodney, is your new house ready yet?

Rodney: Not yet, Tonia. There are still a few things left.

Tonia: What have you done so far?

Rodney: On Monday I 1) *had the windows put in* ... (windows/put in) and yesterday I
2) (my new appliances/install).

Tonia: Sounds like you've been really busy.

Rodney: Yes. And today, the painters are coming. I 3) (walls/paint).

Tonia: I'm sure it's going to look really nice. 4) (the plumbing/fix) yet?

Rodney: Yes, that's done.

Tonia: What about the garden?

Rodney: Right now, I 5) (several trees/plant). As soon as that's done, I
6) (fence/build).

Tonia: I bet you can't wait to move in.

Rodney: Oh yes! Once the builders have finished, I 7) (the house/clean).
Then I'll be able to move in.

Tonia: Great! If you need any help unpacking, let me know.

Rodney: Thanks, Tonia.

6 Read the situations, then write sentences using the causative form.

- | | |
|---|---|
| <p>1 Mary took her blouse to the cleaner's. What did she do?
..... <i>She had her blouse cleaned.</i></p> <p>2 My watch is broken. What should I do?
.....</p> <p>3 Michael is at the hairdresser's because he needs a haircut. What is he doing?
.....</p> | <p>4 A dressmaker has made a dress for Sue. What has Sue done?
.....</p> <p>5 His milk is delivered every morning. What does he do?
.....</p> <p>6 Sarah's has written a new book. She wants to publish it. What will she do?
.....</p> |
|---|---|



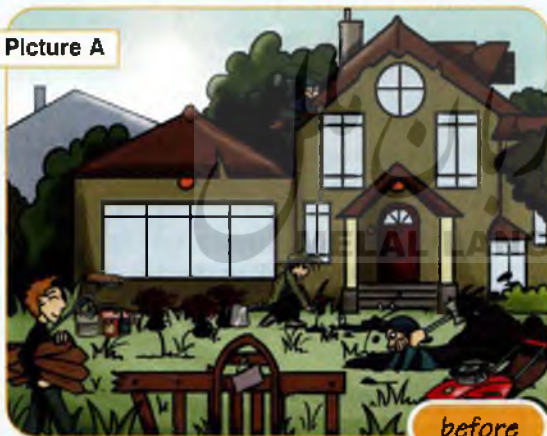
Speaking Activity

(talking about arranging for things to be done by others)

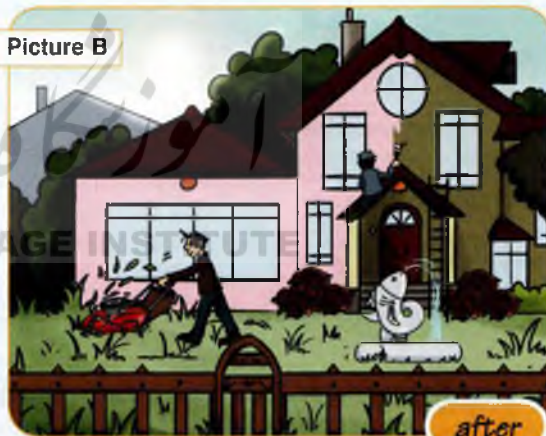
Julie has just had her house renovated. Look at the pictures and use the phrases to make sentences. Tell your partner.

• roses / plant • front gate / repair • fountain / put in • roof / fix • house / repaint • grass / cut

Picture A



Picture B



A: In picture A Julie is having roses planted.
In picture B Julie has had roses planted, etc.



Writing Activity

Complete the email that Julie has started writing to her friend about her house. Use your answers from the Speaking Activity.

Dear Lucy,

How are you? I'm writing to tell you about the house. It looks amazing now! Well, most of the work has already been done. I have

Phrasal Verbs

run across: find by chance

run after: chase

run away: escape; get away by running

run down: • knock down
• say bad things about sb

run into sb / sth: • meet unexpectedly
• collide with

run out of: reach the end (of a supply)

1 Fill in the correct particle(s).

- I ran ... *across* ... an interesting article about fashion while I was reading the newspaper.
- We've run flour and sugar – can you buy some?
- The security guard ran the thief.
- I ran my Maths teacher at the cinema last night.
- When the dog barked, the children ran
- David lost control of the car and ran a tree.
- Jessica never has anything nice to say, she runs everyone
- Our neighbour was run by a taxi and was taken to hospital.

2 Look at Appendix 1 on page 207 and fill in the correct preposition.

- This offer is only valid ... *for* ... children under twelve.
- She's good at Maths but she's a bit weak Physics.
- We've been waiting you for over an hour!
- We should never have gone there. It was a waste time.
- I don't know what Laura is so upset
- His parents warned him misbehaving in school.
- Dorothy is worried her friend, Ann, as she hasn't heard from her for weeks.
- What's the use complaining when nobody listens?

Word Formation

Prefixes

sub- = under, less (**sub**marine)

super- = big, more (**super**star)

trans- = across (**trans**atlantic)

tri- = three (**tri**colour)

under- = not enough (**under**cooked)

uni- = one (**uni**sex)

3 Complete each of the sentences with a word formed from the word in bold.

- The acrobat was able to ride a ... *unicycle* ... (**cycle**) while juggling balls in the air.
- The first heart (**plant**) was performed in 1967.
- What shape did Lizzie draw – a circle or a (**angle**)?
- I had a lot of shopping to do, so I went to the (**market**).
- Matt and Joe took the (**way**) from New York City's Penn station to Union Square.
- Teachers complain of being overworked and (**paid**).

4 Rephrase the following using the words in brackets.

- A tailor made his new suit.
(had) *He had his new suit made by a tailor.*
- They will ask a professional chef to do the cooking.
(done)
- Is someone looking after the cat while you're away?
(looked after)
- His car is at the garage where they are changing its wheels.
(having)
- Tommy's bicycle was stolen.
(had)
- Did your father fix your motorbike?
(get)

5 Here are some sentences about Johnny, who has got a pet dog. For each question, complete the second sentences so that it means the same as the first. Use no more than three words.

- Johnny saw Max at an animal shelter and brought him home.
Max had been at an animal shelter *before* Johnny saw him and brought him home.
- Johnny can't lift Max up anymore because he's too heavy.
Max is *too heavy* Johnny can't lift him up anymore.
- Johnny thinks it's a pity that Max isn't a young puppy anymore.
If only Max *was* still a young puppy, Johnny thought.
- Johnny plays frisbee with Max in the park after school.
Johnny goes to the park every day *to play frisbee* with Max.
- Last week Johnny took Max to the vet to examine him.
Last week Johnny had Max *examined* by the vet.
- "You should brush his teeth more often," the vet said.
The vet *advised* Johnny to brush the dog's teeth more often.

Idioms

be hard on sb: treat sb in a strict or unfair way

be short of sth: not have enough

be sound asleep: be sleeping deeply

be flat out: be exhausted

be out of work: be unemployed

be out of practice: lack practice

be in sb's shoes: be in sb's position

6 Fill in the correct idiom.

- I'm *flat out* – I think I'd better go to bed.
- You mustn't *be hard on* her – she's doing the best she can.
- George *was out of work* for nearly a year before he found a job.
- If I *was sound asleep* I'd try to do better at school.
- I *am short of* money this week – can I pay you next week?
- By the end of the film my friend *was out of practice* on the sofa.
- I'd like to play tennis but I am completely *out of practice*, so I'm sure I'll lose.

Adjectives – Adverbs – Comparisons

Too – Enough

12



Listen and repeat. Then act out.



Adjectives

- **Adjectives** describe nouns i.e. they tell us what the noun is like. *This is a beautiful painting. (What is the painting like? Beautiful.)*
- **Adjectives** have the same form in both the singular and the plural. *It's a nice dress. They are nice dresses.*
- **Adjectives** can be used before a noun or after a linking verb (*appear, be, become, feel, seem, etc.*). *He's got a new car. His car is new.*
- **Adjectives** can also be used after verbs of the senses (*smell, taste, feel, etc.*) instead of an adverb. *The food smells delicious. (NOT: smells deliciously)*

Adverbs

- **Adverbs** describe verbs, adjectives or other adverbs. They can be one word (*quickly*) or a phrase (*in the morning*).
- **Adverbs** can describe manner (**how**), place (**where**), time (**when**), frequency (**how often**), degree (**to what extent**), etc.
Sophie speaks German fluently. (How does she speak? Fluently. – adverb of manner)
Leave your bag on the floor. (Where? On the floor. – adverb of place)
He's flying to Rome tomorrow. (When is he flying? Tomorrow. – adverb of time)
She usually gets a sandwich for lunch. (How often does she get a sandwich for lunch? Usually. – adverb of frequency)
She's very beautiful. (How beautiful is she? Very. – adverb of degree)

Formation of Adverbs from Adjectives

- Most adverbs are formed by adding **-ly** to an adjective *quick* → *quickly*.
- Adjectives ending in **-ic** add **-ally** to form their adverbs *dramatic* → *dramatically*.
- Adjectives ending in **-le** drop **-le** and add **-ly** to form their adverbs *terrible* → *terribly*.
- Adjectives ending in **consonant + y** drop **-y** and add **-ily** to form their adverbs *happy* → *happily*.
- Adjectives ending in **-ly** (*friendly, lonely, lovely, fatherly, motherly, silly, lively, etc.*) form their adverbs with **in a ... way** *in a friendly way*.
- Adjectives ending in **-e** form their adverbs adding **-ly** without dropping **-e** *rare* → *rarely*.
 Exceptions: *whole* → *wholly*, *true* → *truly*.
- The adverb of **good** is **well**. *Andrea is a good pianist. She plays the piano very well.*
- Some adverbs are the same as their adjectives (*daily, early, fast, hard, late, monthly, best, easy, low, etc.*) *He works hard. This is a hard job.*
- In spoken English the adverbs **loud, quick, slow, cheap** are the same as their adjectives. In formal English we use: **loudly, quickly, slowly, cheaply**. *He speaks loud. (spoken English) He speaks loudly. (formal English)*

1 Write the correct adverbs.

+ -ly	-ic + -ally	-le → -ly	consonant + y → -ily
1 quick ... <i>quickly</i> ...	4 tragic	7 horrible	10 lazy
2 safe	5 comic	8 sensible	11 sleepy
3 kind	6 dramatic	9 impossible	12 witty

2 Fill in the correct adjective or adverb using the words in brackets.

- You are quite *good* at playing the piano, aren't you? (good)
- Think about it before you make a decision. (careful)
- I like my bedroom because it's so (cosy)
- It makes me feel to think of you all alone. (sad)
-, I can't help you. (unfortunate)
- You look in your new dress. (lovely)
- I believe this to be the finest novel ever written. (true)
- You'd better work if you want to keep your job. (hard)

3 Put these adverbs below into the correct column: *why, here, soon, where, well, near, almost, away, hard, now, often, only, never, then, when, certainly, far, fast, there, slowly, lately, usually, probably, definitely, obviously, always, frequently, in the park, tomorrow.*

How (manner)	Where (place)	When (time)	How much (degree)	How often (frequency)	Sentence Adverbs	Relative Adverbs
<i>fast,</i>	<i>here,</i>	<i>soon,</i>	<i>almost,</i>	<i>often,</i>	<i>certainly,</i>	<i>when,</i>

4 For each gap, choose an adjective from the list given and turn it into an adverb.

sudden

exact

fortune

slew

A Tom was 1) *slowly* walking out of his favourite café when a notice board 2) caught his attention. "Frateriny", a local band, was holding auditions for a new drummer in a week's time. It was 3) what he was looking for. 4) , Tom had been practising regularly and was ready to perform!

B

Simon loved extreme sports. So, when he got his new snowboard, he went down a dangerous mountain incredibly 1) 2) , he fell and hurt his knee. It took many months but 3) he recovered from his injury and was able to snowboard again. Today, he is a snowboard instructor who 4) advises his students not to take risks.

strong

lucky

fast

unfortunate

Some pairs of adverbs have different meanings

- deep** = a long way down (He dug **deep** into the ground.) **deeply** = greatly (The scientist was **deeply** respected.)
- free** = without cost (Children travel **free** on buses.) **freely** = willingly (He spoke **freely** about his past.)
- hard** = with effort (He works **hard**.) **hardly** = scarcely (I **hardly** see him.)
- high** = to / at a high level (The pilot flew **high** above the clouds.) **highly** = very much (She is **highly** regarded by her employers.)
- last** = after all others (He got here **last**.) **lastly** = finally (Lastly, read the instructions then do the test.)
- late** = not early (They arrived **late**.) **lately** = recently (I haven't seen him **lately**.)
- near** = close (I live **near** the school.) **nearly** = almost (I have **nearly** finished.)
- pretty** = fairly (I thought the film was **pretty** awful.) **prettily** = in a pretty way (She smiled **prettily**.)
- short** = suddenly (The driver stopped **short**.) **shortly** = soon (He will be arriving **shortly**.)
- wide** = far away from the right point (He threw the ball **wide**.)
- widely** = to a large extent (It's **widely** believed that the Prime Minister will resign soon.)

5 Underline the correct item.

- The arrow flew **wide** / **widely** of the target.
- Computers are **wide** / **widely** used in schools.
- Students can enter the museum **free** / **freely** on Saturdays.
- He **free** / **freely** admitted that he was guilty.
- I like sitting **near** / **nearly** the fire.
- Be careful! You **near** / **nearly** hit the window.
- She left too **late** / **lately** to catch the train.
- Have you seen any good films **late** / **lately**?
- She loved her brother **deep** / **deeply**.
- To find water, they had to dig **deep** / **deeply** into the ground.
- I think he's a **pretty** / **prettily** good singer, actually.
- The rooms were **pretty** / **prettily** furnished.
- He tries very **hard** / **hardly** to make her happy.
- Jim **hard** / **hardly** goes out these days.
- Tommy came **last** / **lastly** in the 100m sprint.
- Last** / **Lastly**, I would like to thank the chef for providing such a delicious meal.
- Mr Tibbs isn't in at the moment but he'll be here **short** / **shortly**.
- The woman stopped **short** / **shortly** when she saw the robber.
- The eagle was flying **high** / **highly** in the sky.
- My father is a **high** / **highly** respected surgeon.

Order of Adjectives

- Adjectives normally go before nouns. She bought an **expensive** house. Adjectives can also be used without a noun after certain verbs (**appear, be, feel, etc.**). His new house is **expensive**.
- The adjectives **afraid, alone, alive, awake, asleep, glad, etc.** are never followed by a noun. The baby was **asleep**. (NOT: ~~an asleep baby~~)
- Nouns can be used as adjectives if they go before another noun. They have no plural form in this case. Could you repair the **garden** gate? a **two-week** holiday (NOT: ~~a two-weeks holiday~~)
- Certain adjectives can be used as plural nouns referring to a group of people in general. These are: **the poor, the rich, the blind, the young, the old, the disabled, the homeless, the hungry, the strong, the deaf, the living, the dead, the sick, the elderly, etc.** The government must provide more homes for **the homeless**. (homeless people in general). When we want to refer to a specific person / group, then we add the word 'people' or 'man / woman'. The **homeless people** in our city grow in number.
- Opinion** adjectives (**wonderful, awful, etc.**) go before **fact** adjectives (**large, old, etc.**). She lives in a **lovely big** flat. She bought a **beautiful leather** bag.
- When there are two or more fact adjectives, they normally go in the following order:

Fact Adjectives									
	opinion	size	age	shape	colour	origin	material	used for / be about	noun
That's a	wonderful	large	old	rectangular	black	Chinese	wooden	linen	chest.

6 Put the adjectives in the correct order.

- 1 a(n) Asian / little / pretty girl *a pretty, little, Asian girl*
- 2 a(n) wedding / expensive / white / dress
- 3 a detective / new / brilliant / French / film
- 4 a(n) Greek / ancient / fascinating / monument
- 5 a(n) pair of / black / walking / old / shoes
- 6 a red and white / lovely / Turkish / chess set

7 Put the adjectives in the correct order.

Dear Laura,

I'm writing to thank you for the fabulous gift you sent me. It was very kind of you. It looks terrific in my newly redecorated room.

Since your last visit, I've put up a pair of 1) *purple Italian* (**purple/Italian**) curtains and a(n) 2) (**modern/large**) painting. My parents bought me a(n) 3) (**antique/big/black**) bed and some 4) (**colourful/lovely**) linen sheets. We recently went to a flea market where I found a 5) (**wooden/round/small**) table. I put it next to my wardrobe. Your 6) (**silver/beautiful**) vase looks great on it!

I hope you can visit me soon so you can see the changes I've made.

Yours,

Lucy

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8 Fill in the gaps with *the* and one of the adjectives from the list.

- young • blind • disabled • hungry • sick • elderly

- 1 The students threw a concert to raise money for *the blind*
- 2 Concern is a charity organisation which gives food to in Africa, Asia and the Caribbean.
- 3 There is extra space in the new cinema for to sit and watch a film.
- 4 We should respect
- 5 have a lot of energy.
- 6 Lisa is a nurse who looks after

9 Turn the following into adjectives as in the example:

- 1 a book report that is five pages long
..... *a five-page book report*
- 2 a holiday which lasts three weeks
.....
- 3 a lesson which takes place in the morning
.....
- 4 a street which goes one way
.....
- 5 a building which has ten storeys
.....
- 6 a table on which coffee is served
.....

Order of Adverbs

- Adverbs can go at the **front**, **mid** or **end**, position in a sentence. **Front** position is at the beginning of the sentence. **Mid** position is before the main verb or after the auxiliary. **End** position is at the end of the sentence.

Front Mid End
Finally, he will probably start working here next week.

- Adverbs of frequency** (*often, usually, never, ever, regularly, seldom, etc.*) normally go before main verbs but after auxiliary verbs (mid position). However, in short answers they go before the auxiliary verb. *He often brings me flowers. He is always coming late. "He is always telling jokes, isn't he?" "Yes, he always is."*
Frequency adverbs can also go at the beginning or the end of the sentence for reasons of emphasis. *Sometimes I get up late. I go to that park occasionally.*
- Adverbs of time** usually go at the end of the sentence (*She left Madrid yesterday.*) or at the beginning of the sentence if we want to put emphasis on the time (*Yesterday, she left Madrid.*).
- The adverbs: *already, no longer, normally, hardly, nearly, almost* usually go in mid position. *He nearly missed the train. They are no longer working here. There's hardly any cake left.*
- Sentence adverbs** (*probably, certainly, possibly, clearly, fortunately, etc.*) go in any position, front, mid or end; the front position is the most usual though. *Probably he believed you. He probably believed you. He believed you probably. In negations certainly, possibly, and probably go before the auxiliary. He probably didn't believe you.*
- Adverbs of degree** (*absolutely, just, totally, completely, very, a lot, really, terribly, much, quite, enough, too, etc.*) can go before the adjective or the adverb they modify. *She's quite good at Maths. Most of these adverbs can also go before a main verb or after an auxiliary verb. I rather like this film. I can't quite understand it.*
- Adverbs of manner** (*beautifully, badly, eagerly, etc.*) and **place** (*here, there, etc.*) go after the verb or the object of the verb if there is one (end position). *She looked at me angrily. Adverbs of manner can also go in mid position. She looked angrily at me. When there is more than one adverb in a sentence, their order is **manner – place – time**. However when there is a verb of movement (*go, run, leave, etc.*) the place adverb goes next to the verb of movement.*

	manner	place	time		place	manner	time
He spoke	well	at the meeting	yesterday.	She goes	to work	on foot	every day.

10 Rewrite the sentences using the adverbs in brackets.

- The dentist checks my teeth. ... *The dentist checks my teeth twice a year.* ... (twice a year)
- The weather is warm in Portugal. (quite)
- He won't be late. (probably)
- Andrew drives. (carelessly)
- There isn't any food left. (hardly)
- She carried the vase. (carefully)

11 Say the sentences putting the words in the correct order.

- on Saturdays / in the café / eats breakfast / always / he
He always eats breakfast in the café on Saturdays.
- safely / they / arrived / this morning / home
- drinks coffee / in the evening / never / Sam
- on a yacht / she sails / every summer / round the islands
- quietly / in his bed / slept / the baby / all night
- often / home / she / goes / on Fridays / early
- rarely / you / see / cricket / these days / on TV
- all day / Laura / busy / very / has been



Listen and repeat. Then act out.

Open wide, please. Ah, you've got the **biggest** cavity I've ever seen.



That would be **less** cruel if you didn't keep repeating it.



Regular Comparative and Superlative Forms

Adjectives	Positive	Comparative	Superlative
of one syllable add -(e)r / -(e)st to form their comparative and superlative forms	short big large	shorter (than) bigger (than) larger (than)	the shortest (of/in) the biggest (of/in) the largest (of/in)
of two syllables ending in -er , -ly , -y , -w also add -er / -est	heavy shallow	heavier (than) shallower (than)	the heaviest (of/in) the shallowest (of/in)
of two or more syllables take more / most	special attractive	more special (than) more attractive (than)	the most special (of/in) the most attractive (of/in)

Certain adjectives form their comparative and superlative in both ways, either by adding **-er** / **-est** to the positive form or taking **more** / **most**. Some of these are: **clever**, **common**, **cruel**, **friendly**, **gentle**, **narrow**, **pleasant**, **polite**, **quiet**, **simple**, etc.

clever – cleverer – cleverest ALSO clever – more clever – the most clever

Adverbs	Positive	Comparative	Superlative
adverbs having the same forms as adjectives add -er / -est	fast	faster	the fastest
early drops -y and adds -ier / -iest	early	earlier	the earliest
two syllable or compound adverbs take more / most (compound adverbs are adjectives + -ly careful – carefully)	often safely easily	more often more safely more easily	the most often the most safely the most easily

We normally use **than** after a comparative. I'm taller **than** you. We normally use **the** before a superlative. We often use **of** or **in** after a superlative. We normally use **in** with places. I'm the tallest **of** all. I'm the tallest **in** my school.

12 Fill in the gaps with the correct comparative and superlative forms.

- | | | | | | |
|-------------|---------------------------|----------------------------------|---------|-------|-------|
| 1 slow | <i>slower</i> | <i>(the) slowest</i> | 4 often | ..... | ..... |
| 2 happy | ..... | ..... | 5 hard | ..... | ..... |
| 3 carefully | ..... | ..... | 6 early | ..... | ..... |

13 Complete the sentences with the comparative form and than. Then say if you agree or disagree.

- Badminton is *easier than* (easy) tennis.
- Being a builder is (dangerous) being a firefighter.
- Physics is (hard) Chemistry.
- The theatre is (interesting) the cinema.
- Cake is (tasty) biscuits.

14 Complete the sentences. Use the superlative form.

- happy day / of my life
The happiest day of my life was when...
- funny programme / on TV
- exciting film / I've ever seen
- popular singer / in my country
- wonderful holiday / I've ever had

Irregular Forms

Positive	Comparative	Superlative
good / well	better	best
bad / badly	worse	worst
much	more	most
many / a lot of	more	most
little	less	least
far	farther	farthest
far	further	furthest

- a **further / farther** (adv) = longer (in distance)
He lives **further / farther** away than me.
further (adj) = more
For **further** details, consult our website.

- b **very + positive degree**. It's a **very nice** day.
even / much / far / a bit / a lot + comparative degree. This house is **even bigger** than the other. She's **much older** than Jane.

Types of Comparisons

as ... (positive degree) ... as not so / as ... (positive degree) ... as not such a(n) / so ... as	Ted is as tall as Jim. Kate isn't as / so clever as her sister (is). Dave isn't such a good footballer as he used to be.
less ... (positive degree) ... than the least ... (positive degree) ... of / in	The red car is less expensive than the blue one, but the black one is the least expensive of all .
the + comparative ..., the + comparative	The earlier you leave, the earlier you'll be back. The more reliable, the more expensive a car is.
comparative + and + comparative	The story is becoming more and more interesting . He walked faster and faster .
prefer + -ing form or noun + to + -ing form or noun (general preference)	I prefer drinking tea to drinking soft drinks . I prefer spaghetti to pizza .
would prefer + to infinitive + rather than + infinitive without to (specific preference)	I would prefer to go on foot rather than take a taxi . I would prefer to stay at home rather than go to the party .

15

Using *juicy, fast, slow, big or small*, fill in the gaps as in the example:

Apples are 1) *juicier than* strawberries. Strawberries aren't 2) apples. Oranges are 3) all and strawberries are 4) all.



A train travels 1) *faster than* a boat. A boat is 2) plane. A plane is 3) all.



A horse is 1) *bigger than* a dog and 2) an elephant. A dog isn't 3) a horse. An elephant is 4) all and a dog is 5) all.

16

Put the adjectives / adverbs in brackets into the *comparative or superlative* form, adding any necessary words.

- 1 A: Melanie got straight As again this term.
B: It doesn't surprise me. She's *the most hard-working* (hard-working) student of all.
- 2 A: How was your holiday in the Caribbean?
B: It was (relaxing) trip I've ever taken.
- 3 A: I have to leave now. It's getting late.
B: Don't go yet. Stay a bit (long).
- 4 A: Thanks for helping me clean up after the party.
B: Don't mention it. It's (little) we could do.
- 5 A: How much (far) is it to the airport?
B: About five minutes. Don't worry. We'll get there soon.
- 6 A: What did you think of Bob's speech?
B: It was OK, but Mary's was much (interesting).
- 7 A: This place is too noisy. Can we go somewhere (quiet)?
B: Yes, of course.
- 8 A: Did you have a nice time yesterday?
B: Yes. The party was great. I stayed far (long) than I was expecting to.
- 9 A: Do you like my homemade vegetarian lasagne?
B: Yes, it's (good) lasagne I've ever tasted.
- 10 A: Did you enjoy Doug Thomson's new adventure film?
B: Yes, but his last film was much (exciting).
- 11 A: How do you like our new sofa?
B: I love it. It's (comfortable) than your last one.
- 12 A: The Maths test was quite easy.
B: I know. It was a lot (easy) than I thought it would be.
- 13 A: Did you enjoy the Dragon roller coaster ride?
B: Absolutely not! It was (frightening) ride I've ever been on.
- 14 A: I think I'd prefer the brown dress.
B: I know but this one is (cheap).

17 Put the *adjectives* / *adverbs* in brackets into the correct form.

- Travelling by car is far *more expensive* **(expensive)** than travelling by bus.
- The Yangtze River Dolphin is one of *rare* **(rare)** mammals in the world.
- Recycling is very *important* **(important)** to help protect the environment.
- I can't understand you. Can you please slow down and speak *clearly* **(clear)**?
- Dolphins are actually *smarter* **(smart)** than chimpanzees.
- The *Mona Lisa* is *valuable* **(valuable)** painting in the world.
- It is *difficult* **(difficult)** to find work in the countryside than in the city.
- Jill was tired last night, so she went to bed *early* **(early)** than usual.

18 Complete the questions with the correct *comparative* / *superlative* form of the words in brackets, and then choose the correct answer.

- Which is *the biggest* **(big)** country in the world?
A Canada **(B)** Russia
- Which planet is *close* **(close)** to the Sun?
A Mercury B Earth
- When did *strong* **(strong)** earthquake hit Chile?
A 1960 B 1990
- Which animal is *dangerous* **(dangerous)** than the elephant?
A polar bear B lion
- What are becoming more and *popular* **(popular)** these days?
A online games B comic books
- Which is *high* **(high)** mountain in Europe?
A Mount Blanc B Mount Elbrus
- What is one of *serious* **(serious)** problems we face today?
A heavy traffic B climate change
- In which city do we find *tall* **(tall)** building ever made?
A Dubai B Taipei

19 Choose the correct answer.

- He is by far *the worst* **(C)** tennis player I've ever seen.
A bad B worse **(C)** the worst
- Your short story wasn't that creative. I'm sure you can do *better* **(A)**.
A better B the best C well
- That green outfit is *the least* **(A)** trendy of all.
A the least B the less C little
- The more you learn, the *smarter* **(C)** you'll become.
A smart B smarter C the smartest
- Frank's car is parked further away from here *than* **(C)** mine.
A of B from C than
- Yesterday wasn't *as cold as* **(A)** it is today.
A as cold as B as cold C colder than
- Sarah is *more* **(A)** responsible than Wendy.
A more B much C the most
- It is *noisier* **(C)** in the city than it is in the village.
A noisy B more noise C noisier
- I don't have *any* **(A)** idea what you're talking about.
A slight B slightest than C the slightest
- If you have any *farther* **(A)** problems, please let me know.
A farther B further C furthest

20 Complete the sentences as in the example:

- 1 She gets *more and more beautiful* every day. (**beautiful**)
- 2 My toothache is getting (**painful**)
- 3 As the day goes on, the weather gets (**bad**)
- 4 The meteor was moving to the Earth. (**close**)

21 Complete each sentence as in the example:

- 1 (It is dangerous.) The faster you drive, *the more dangerous it is*
- 2 (Your marks will be good.) The harder you work,
- 3 (I feel fit.) The more I exercise,
- 4 (We'll get there late.) The later we leave,
- 5 (It is quiet.) The further we are from the city,
- 6 (The roads became busy.) The nearer we got to the city centre,

22 Complete the sentences using the words in bold. Use two to five words.

- 1 Dean finds Maths easier than Chemistry.
not Chemistry *is not as easy as* Maths for Dean.
- 2 Susan enjoys pizza more than she enjoys burgers.
to Susan burgers.
- 3 Lemonade isn't as nice as ice tea.
better Ice tea lemonade.
- 4 Boots are not as comfortable as trainers.
less Boots are trainers.
- 5 I'd rather walk home than take the bus.
prefer I would than take the bus.
- 6 At the party last night I felt more excited than ever.
as I've never felt I did at the party last night.

23 Use the ideas and the chart below to make sentences using *much*, *many* and *a bit*.

- have / ski runs
- provide / lifts
- offer / winter activities
- cost / regular season ticket
- be / expensive
- get / snow



Best Ski Areas in the World

	Whistler Blackcomb, British Columbia	Chamonix Mont-Blanc, France
Number of ski runs:	200	145
Number of ski lifts:	38	49
Winter activities available:	33	22
Regular season ticket:	€ 1000	€ 800
Overnight accommodations:	€ 80+	€ 75+
Average snowfall per year:	1006 cm	671 cm

Whistler Blackcomb has got many more ski runs than Chamonix Mont-Blanc.

- 24 Read the interview. Choose the correct form of the words in capitals and fill in the gaps.



Does your job involve a lot of travel?

Yes. I race in different cities around the world. Luckily, I do get some time for sightseeing. The 1) *greatest* place I've visited so far is Singapore. It was the 2) flight I've ever taken but the city's incredible!

Was it difficult to become a professional motorcycle racer?

It wasn't easy. It takes a lot of skill and talent. To be honest, I had to compete in many events to prove that I am one of the 3) racers out here.

Do you think your job is dangerous?

I drive at high speeds so there is a risk involved. However, I feel 4) here than out on the road.

How did you feel when you came in first in the Motorcycle Grand Prix?

I had never felt 5)! It was a great win for me and my team.

What advice would you give to new drivers?

Do it right! Get your licence, find a professional trainer and, of course, train hard. Racing is the 6) sport there is but you have to be smart about it.

GREAT
LONG

GOOD

SAFE

HAPPY

EXCITING

29 Listen and repeat. Then act out.



Like – As

Like is used:

- to say what sb or sth looks like.
She looks like Jessica Alba. (She isn't Jessica Alba.)
- after feel, look, smell, sound + noun.
It smells like fish.
- with nouns / pronouns / -ing form.
She works like a robot. (She isn't a robot.)
It was like flying in the air.

As is used:

- to say what sb or sth really is or to talk about one's job or role.
He works as a clerk. (He is a clerk.)
- in certain expressions: as usual, as...as, as much, such as, the same as.
He plays the piano as well as I do.
- after the verbs: accept, be known, class, describe, refer to, regard, use.
He is regarded as the best student in his class.

25

Fill in: *like* or *as*.

- 1 Samantha Nichols is known *as*
"Sam" to her friends.
- 2 Her perfume smelt roses.
- 3 People say she looks Halle Berry.
- 4 His father worked an accountant in the city.
- 5 usual, Terry was late for school.
- 6 Diving into the sea was diving into an icy pool.
- 7 This is nice material – it feels silk.
- 8 She doesn't sing well her mother.
- 9 I don't think you could describe Andy an honest person.
- 10 Some politicians, such Silvio Berlusconi, are always in the news.
- 11 Ann looks exactly her twin sister Jill.



Listen and repeat. Then act out.



Too – Enough

too + adjective / adverb (negative meaning)She's **too busy** to go to the party.
(She is so busy that she **can't** go to the party.)**adjective / adverb + enough (positive meaning)**He's **rich enough** to afford a yacht.
(He is so rich that he **can** afford a yacht.)**(not) + adjective / adverb + enough (negative meaning)**She is **not tall enough** to become a model.
(She isn't very tall. She **can't** become a model.)**enough + noun**He's got **enough patience** to be a teacher.

26

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

- 1 A: Did you fly your kite yesterday?
B: No, it wasn't *windy enough* (wind).
- 2 A: Do all of your clothes fit in the suitcase?
B: Yes, the suitcase is (big).
- 3 A: Did your new shoes fit?
B: No, I had to return them. They were (small).
- 4 A: Why don't you eat your supper?
B: I'm waiting for it to cool down. It's (hot).
- 5 A: Why can't you sleep?
B: This pillow isn't (soft).
- 6 A: Can you reach for that CD on the top shelf?
B: Sorry, I'm not (tall).

27 Use *too* or *enough* and a word from the list below to complete the sentences.

• well • fast • strong • early • short • tired



1 Joshua can win the race. He's *fast enough*.



2 Sarah can't keep her eyes open. She is *tired*.



3 They can carry the canoe. They are *strong*.



4 Ben can't reach the cake. He is *short*.



5 He missed the bus. He didn't leave home *early*.



6 She can win the competition. She plays the violin *well*.

28 Answer the questions using *too* or *enough* as in the example:

- | | |
|--|--|
| 1 Did you buy the concert tickets? (expensive)
No, <i>they were too expensive to buy</i> . | 5 Can they afford a luxury cruise? (rich)
Yes, <i>they are rich enough</i> . |
| 2 Do you think he can pass the exam? (clever)
Yes, <i>he is clever enough</i> . | 6 Did you like the vegetable soup? (salty)
No, <i>it was too salty</i> . |
| 3 Did you like the film? (boring)
No, <i>it was too boring</i> . | 7 Can he drive now? (old)
Yes, <i>he is old enough</i> . |
| 4 Are you going to buy a new mobile phone? (money)
Yes, <i>I have enough money</i> . | 8 Can he play on the basketball team? (short)
No, <i>he is too short</i> . |

29 Fill in the gaps using the adjectives in brackets and *too* or *enough*.

Dear Sir / Madam,

I am writing to complain about the service my friends and I received at your restaurant on March 15th.

Firstly, we had booked a table for 9:00 pm but we weren't seated until 10:00 pm. This is far

1) *too long* (**long**) to keep customers waiting.

Next, the service was 2) *too slow* (**slow**). By the time we got our meals, they weren't

3) *hot enough* (**warm**) to eat. To make things worse, the waiter said that he didn't have

4) *time enough* (**time**) to heat them up again because he was 5) *too busy* (**busy**).

Furthermore, the restaurant was 6) *too noisy* (**noise**). The music was turned on far

7) *too loud* (**loud**) and I couldn't hear my friends speak.

As you can imagine, I was extremely upset. I expect a full refund and a written apology.

Yours faithfully,

Martin Baxter

30

Tick the correct sentence as in the example:

- | | |
|--|---|
| 1 a He eats like a bird. <input checked="" type="checkbox"/> | 4 a He worked like an editor for ten years. |
| b He eats as a bird. | b He worked as an editor for ten years. |
| 2 a Did you do good in the Maths test? | 5 a I prefer reading books than reading magazines. |
| b Did you do well in the Maths test? | b I prefer reading books to reading magazines. |
| 3 a I have got no further comments to make. | |
| b I have got no farther comments to make. | |



Speaking Activity

(making comparisons)

Your friend has asked you to help him find a place to buy in Brighton. You have found a flat, a small house and a big house. In pairs, compare the three, using the information.



£140,000. near town centre.
quite small. noisy area. very
modern. 2 years old



£200,000. on the edge of
town. small. not too noisy
area. 20 years old



£350,000. 3 miles from
town. quite big. very quiet.
beautiful area. 10 years old

A: The flat is the cheapest and it's nearest to the town centre.

B: The small house isn't as expensive as the big house, etc.



Writing Activity

Using your answers from the Speaking Activity write a letter to your friend comparing the three places.

Dear Simon,

I have found three places which you may be interested in – a flat, a small house and a big house. The flat is the cheapest

.....
.....
.....

Phrasal Verbs

set off:	start a journey; set out
set out:	1) begin a journey 2) (+ to infinitive) begin a job, task, etc.
set up:	1) start a business 2) erect
stand by sb:	support sb, esp in a difficult situation
stand for:	represent
stand in for:	replace sb temporarily
stand up:	rise to one's feet
stand up to:	defend oneself against sb

1 Fill in the correct particle(s).

- If you want the day off, Mr Rogers, you'll have to find someone to stand ... *in for* ... you.
- Everyone stood when the judge entered the court.
- We had to set at 6 am to catch our flight.
- She loves travelling, so she's decided to set a travel agency.
- When David was accused of the crime, all his friends stood him.
- She was too shy to stand her boss when he spoke rudely to her.
- He set to become a successful actor but never made it.
- The letters CD stand "compact disc".

2 Look at Appendix 2 on page 208 and fill in the correct preposition.

- When she was ill she stayed *at* home for two weeks.
- I met an old friend chance while I was out shopping.
- I like to spend a month the seaside every summer.
- We went to the theatre bus.
- Martin took my notebook mistake.
- Elizabeth didn't mean to do that – she did it accident.
- Dad is work right now.
- They met while they were university.

Word Formation

Prefixes

de-	decompose
dis-	disadvantage
in-	incomplete
il-	illogical
im-	impractical
ir-	irreplaceable
un-	unlucky

3 Complete each of the sentences with a word formed from the word in bold.

- Why do you always ... *disagree* ... (**agree**) with me?
- It was (**possible**) for Alex to get in as he didn't know the password.
- The sofa looked nice but it was (**comfortable**) to sit on.
- Mum left the chicken out on the table so it could (**frost**) slowly.
- She is (**capable**) of changing the tyre alone. You'll have to help her.
- "It was very (**responsible**) of you to lose your keys," he said.
- It is (**legal**) to kill endangered species.

In Other Words ...

I've never seen such a nice dress.
It's the nicest dress I've ever seen.

She gave me a sad look.
She looked at me sadly.

He is taller than John.
John isn't as tall as him / he is.

That car is like this one.
That car is similar to this one

Ann is the best reporter of all.
No other reporter is as good as Ann (is).

Jenny has the same number of CDs as George.
George has as many CDs as Jenny (has).

4 Rephrase the following sentences using the words in capitals.

- 1 Their flat is similar to ours. (**LIKE**) *Their flat is like ours.*
- 2 Paul is the best singer of all. (**OTHER**)
- 3 That's the silliest thing I've ever heard! (**NEVER**)
- 4 He gave me an angry look. (**LOOKED**)
- 5 Sam has got the same number of DVDs as me. (**MANY**)
- 6 I run faster than Laura. (**DOESN'T**)

5 Here are some sentences about Jo's birthday. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Jo is a Sagittarian and celebrates her birthday on December 6th.
Jo, *who*, celebrates her birthday on December 6th, is a Sagittarian.
- 2 This year Jo plans on throwing a party.
Jo is throw a party this year.
- 3 Jo is going to the hairdresser's that morning.
Jo her hair done that morning.
- 4 "Please give money to charity instead of buying me gifts," Jo said to her friends.
Jo her friends to give money to charity instead of buying her gifts.
- 5 Jo and her mum have an appointment with a caterer this Friday.
Jo and her mum are a caterer this Friday.
- 6 Jo's grandma is going to make a cake for her.
Jo is going to have by her grandma.

Idioms

behind bars:	in prison
full of beans:	lively
out of the blue:	suddenly and unexpectedly
by and large:	mainly
take it easy:	don't be worried or excited
keep an eye on sth:	guard sth
keep one's fingers crossed:	wish for good luck

6 Fill in the correct idiom.

- 1 You should *keep an eye on* your bag, somebody might steal it.
- 2 After robbing the bank, he spent five years
- 3 That child is so that it's tiring to babysit him.
- 4 Everything will be all right. Just !
- 5 There are a few problems but it's a good plan.
- 6 We were discussing sports when, , he started talking about his project.
- 7 I don't know if they'll win the Cup but I'm that they will.

Progress Check 4 (Units 10-12)

1 Choose the correct item.

- 1 Jane her hair cut at the moment.
(A) is having B has C was having
- 2 She gave me very useful advice.
A a B any C some
- 3 Jodie smiled as she opened her presents.
A happy B happier C happily
- 4 Sally bought a of milk at the supermarket.
A carton B glass C block
- 5 He his teeth checked twice a year.
A has had B has C will have had
- 6 Martin is the boy in the basketball team.
A tall B taller C tallest
- 7 James did very in his exams.
A good B well C better
- 8 Mark has had a lot of working with cars.
A experienced B experiences C experience
- 9 Amy ran up the stairs to her bedroom.
A quick B quicker C quickly
- 10 Paul his car window smashed by a falling tree branch.
A had B will have C is having
- 11 The blue dress is the black one.
A least expensive of B less expensive C less expensive than
- 12 Brian a suit made for him.
A having B has C has had
- 13 He found a box in the attic.
A black, small, wooden B wooden, black, small C small, black, wooden
- 14 Those trousers far too big on you.
A are B is C was
- 15 I would prefer at home rather than go to the theatre.
A stay B to stay C staying
- 16 We have never been to Italy before.
A a B — C the

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2 Choose the correct item.

- 1 Mr Brown wants to set his own business.
(A) up B off C out
- 2 Martin translated the poem Italian for his teacher.
A into B of C from
- 3 It was raining, so we stayed home all afternoon.
A in B at C on
- 4 I ran some old records while I was tidying the attic.
A into B across C after
- 5 He's been waiting the bus for half an hour.
A of B about C for
- 6 I ran sugar, so I sent Paul to the shops.
A out of B down C after
- 7 I can't think anything to wear to the party.
A about B of C on
- 8 Mum told me to keep an eye my little sister.
A at B on C in
- 9 Everyone stood when the teacher entered the room.
A for B up to C up
- 10 I'm a bit short time. Can we talk later?
A of B on C in
- 11 I got on the wrong bus mistake.
A at B for C by
- 12 She is very upset losing her job.
A for B about C with

Progress Check 4

3 Rewrite the sentences in the causative.

- 1 You should hire someone to clean up the garden.
You should have the garden cleaned up...
- 2 A famous artist has painted his portrait.
.....
- 3 A well-known surgeon will operate on the footballer's leg.
.....
- 4 The hairdresser permed my hair yesterday.
.....
- 5 Gary arranged for his luggage to be flown home.
.....
- 6 Tina's bag was stolen on her way to work.
.....

4 Fill in the where necessary.

- 1 I've never been to Tahiti but I've been to *the* Hawaiian Islands.
- 2 They lived in north of Canada for two years and then moved to Washington D.C.
- 3 Victoria Coach Station is near my friend's house.
- 4 All injured were taken to hospital by helicopter.
- 5 I prefer reading *Time Magazine* to reading *Washington Post*.
- 6 Does Great Wall of China run through middle of country?
- 7 Ambassador is going to Philippines on Royal Yacht.
- 8 Yangtze Kiang river flows through China to East China Sea.
- 9 He's travelled all over British Isles, France and Netherlands.



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- 5**  You will hear some information about a short story competition. For each question, fill in the missing information in the numbered space.

Short Story Competition

■ Participants

Ages: 13 to 1) *17*.....

■ Story

Type: 2)

Maximum length: 3) words

■ Judges

Michael Thomas,
editor of 4) *Living*
Julie Yen, assistant editor

■ Prizes

First prize: £2,000

Other prizes: computers and famous
5)

■ Deadline

6) 19th



Demonstratives – Pronouns – Possessives – Quantifiers

13

 Listen and repeat. Then act out.



Demonstratives

This / These are used:	That / Those are used:
for people or things near us. <i>These shoes over here are mine.</i>	for people or things not near us. <i>That chair over there is broken.</i>
for present or future situations. <i>I'm going to Disneyland this month.</i>	for past situations. <i>We had a wonderful holiday that year.</i>
when the speaker is in the place he/she is referring to. This room is very untidy. (The speaker is now in the untidy room.)	to refer back to something mentioned before. <i>"She failed her exams." "That's too bad."</i>
to introduce people or when we introduce ourselves on the phone. <i>"John, this is Ann and this is Tom." "Hello? This is Pam Jones speaking."</i>	when speaking on the phone to ask who the other person is. <i>"Hello? This is Jo Ryan. Who's that speaking? / Who's that, please?"</i>

This / These – That / Those are not always followed by nouns.

This is the best I can do for you. "I've won the lottery." "That's too good to be true."

1 Fill in: **this, that, these** or **those**.



1 ...**This**... bracelet is very nice.



2 shirts are really nice.



3 is Paul. Who's, please?



4 is Mr Davies.



5 a cow, Jill.



6 is a fish.

13 Demonstratives – Pronouns – Possessives – Quantifiers

2 Fill in with: *this, that, these or those*.

- 1 "Can you pass me *that* book, please?" "Yes, of course. Here you are."
- 2 "Have you seen film before?" "No. I hope it'll be good."
- 3 "Look at horses over in the field!" "Yes, they're beautiful."
- 4 "Could you come here and hold boxes for me, please?"
- 5 "Did you see Ken and Liz when they were here?" "No, we were away weekend."



Listen and repeat. Then act out.



Pronouns

Personal pronouns		Possessive adjectives	Possessive pronouns	Reflexive - Emphatic pronouns
before verbs as subject	after verbs as objects	followed by nouns	not followed by nouns	
I	me	my	mine	myself
you	you	your	yours	yourself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	–	itself
we	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves

Personal Pronouns

- We use **personal pronouns** to refer to **people, things or animals**. I've bought some **milk**. **It's** on the table. We don't use a noun and a personal pronoun together. **My** umbrella is in the car. (NOT: ~~My umbrella, it's~~ in the car.) **My** aunt took me out to dinner. (NOT: ~~My aunt she~~ took me out to dinner.)
- We use **I, you, he, she**, etc. before verbs as **subjects** and **me, you, him, her**, etc. after verbs as **objects**. He gave **her** an expensive diamond ring but **she** didn't like it.
- **There + be** is used for something mentioned for the first time or to say that something or someone exists. We then use **it (+ be)** to give more details about something or someone already talked about. **There is** a shop on the corner. **It is** open all day.
- **It (+ be)** is also used to refer to a person when we are identifying him/her. "Who's on the phone?" "It's Mr Brown."
- **It (+ be)** is used to begin a sentence with **to infinitive** or **that-clause**. **It's** hard to believe her. **It's** back luck **that** she failed. It is also used for weather, distance, temperature, time expressions and in the following: **It seems that, It appears that, It looks like, It is said that, etc.** **It's** cold today, isn't it? **It seems that** it's going to snow.

3 Fill in the gaps with the correct *subject* or *object pronoun*.

1 A: Let's have a takeaway tonight. Do ... *you* ... prefer pizza or Chinese food?

B: don't mind. both sound great.

2 A: Where were? tried calling at home.

B: was at the library helping May with project.

3 A: Do you know Brian Maxwell?

B: Yes, do. sits next to in Biology class. Why do ask?

4 A: How does Scott know Ivan?

B: met at the Sports Centre. are in the same basketball team.

4 Fill in the gaps with *there* or *it*.

1 A: ... *There* ... is someone on the phone for you. I think 's Jim.

B: OK, thanks.

2 A: Look! is your friend.

B: Oh yes! 's Jamal.

3 A: Have you got an umbrella?

B: No, I left at home. Can I borrow yours?

4 A: How did you like Henry's speech?

B: was too long and rather boring.

Possessive adjectives / pronouns – Possessive case

- **Possessive adjectives / pronouns** express possession. Possessive adjectives go before nouns whereas possessive pronouns do not go before nouns. *This is her jacket. It's hers. Sometimes possessive pronouns go at the beginning of a sentence. Yours is in the bedroom.*
- We often use **the** rather than a **possessive adjective** with this pattern: Verb + person + preposition *She kissed the baby on the cheek.* (because the person whose cheek it is has been mentioned.)
- **Own** is used with possessive adjectives to emphasise the fact that something belongs to someone and no one else. *We've got our own car.* or *We've got a car of our own.*

Possessive case with 's or s' for people or animals	Possessive case with of for inanimate things
singular nouns (person or animal) + 's <i>the child's trumpet, the cat's tail, the chef's hat</i>	for inanimate things or abstract nouns <i>the leaves of a tree, the cost of living</i>
regular plural nouns + ' <i>the girls' bedroom</i>	of + possessive case / possessive pronoun when there is a determiner (<i>this, some, etc.</i>) before the noun <i>That's a poem of Ken's. (one of Ken's poems) I lent Tom some books of mine. (some of my books)</i>
irregular plural nouns not ending in s + 's <i>the men's suits, the women's bags</i>	
compound nouns + 's <i>my brother-in-law's car</i>	
's after the last of two or more names to show common possession <i>Ted and Mary's house (They live in the same house.)</i>	
's after each name to show individual possession <i>Tom's and Kim's houses (They live in different houses.)</i>	

Note: phrases of place + 's

at the butcher's, the company's headquarters

time or distance expressions + 's / '

Sunday's paper, two days' leave, one mile's walk

We can use either 's or of when we talk about places or organisations.

Rome's museums or the museums of Rome

and of with people in longer phrases

That's the car of one of my friends at school.

13 Demonstratives – Pronouns – Possessives – Quantifiers

5 Rewrite the following sentences using the correct possessive form.

- I'll see you at **the hotel – the entrance** later. *I'll see you at the entrance of the hotel later.*
- We saw **Mrs Jones – dog** in the park.
- I would like you to meet a **friend – my**.
- We will leave on **tonight – the flight**.
- Have you seen **John – Sally – new computer**?
- The **cost – living** is rising rapidly nowadays.
- This is **the children – the classroom**.
- She stayed at her **mother-in-law – house** last night.

6 Fill in the correct possessive adjectives or possessive pronouns.

- | | |
|---|---|
| 1 A: Is this mobile phone <i>yours</i> ? | 4 A: Mum, have you seen watch? |
| B: Oh, yes, thanks. I nearly forgot it. | B: You left it on the table next to bed. |
| 2 A: I like jumper. | 5 A: Why did Tina lend Jim car? |
| B: Actually, it isn't It's sister's. | B: Because is being repaired at the moment. |
| 3 A: This homemade cherry pie of is so delicious! | 6 A: What's wrong with Aya's hand? |
| B: Thanks. One of friends gave me the recipe. | B: She twisted wrist while playing tennis. |

7 Fill in the gaps with *my, your, their, our* ... *own*. Use *of* where necessary.

- | | |
|---|--|
| 1 Sheila hasn't got a car <i>of her own</i> , so I have to drive her to work. | 4 You really need camera if you want to become a professional photographer. |
| 2 They hope to start family restaurant one day. | 5 I've never needed to have a computer The internet-café is just too convenient! |
| 3 We're saving up to buy a house | |

8 Here are the titles of some films. Write them using a possessive form or *of*.

- | | |
|--|--|
| 1 <i>The Curious Case ... of ... Benjamin Button</i> | 5 <i>Edge Darkness</i> |
| 2 <i>The Sorcerer Apprentice</i> | 6 <i>Prince Persia</i> |
| 3 <i>Clash the Titans</i> | 7 <i>The Time Traveller Wife</i> |
| 4 <i>Gulliver Travels</i> | 8 <i>The Book Eli</i> |

9 Complete the sentences with *the* or a possessive adjective.

- | | |
|---|---|
| 1 We had to take <i>our</i> dog to the vet because he was sick. | 3 A dog bit him on hand as he was running away. |
| 2 A bee stung Wendy on leg during lunch. | 4 Did you invite friend Melek to the party? |

Reflexive / Emphatic Pronouns

- **Reflexive pronouns** are used after certain verbs (**behave, burn, cut, enjoy, hurt, look, laugh at, introduce, dry, teach, etc.**) when the subject and the object of the verb are the same. *Did you hurt yourself? They look after themselves.* They are also used with the preposition **by** when we mean **alone / on sb's own**. *He likes travelling by himself / on his own.*
- **Reflexive pronouns** can be used after **be, feel, look, seem** to describe emotions or states. *She doesn't look herself these days.* They are also used after prepositions but not after prepositions of place. *You should take care of yourself.* BUT *He is sitting in front of me.* (NOT: *in front of myself*)
- Certain verbs do not normally take a reflexive pronoun. These are: **wash, shave, dress, afford, complain, meet, rest, relax, stand up, get up, sit down, wake up, etc.** *She washed and (got) dressed.* We don't say: *She washed herself and dressed herself.* However, we can use a reflexive pronoun with **wash** or **dress** when we talk about young children or animals. *Although Eliza is only 3 years old, she can dress herself. That elephant is washing itself!*
- **Emphatic pronouns** have the same form as reflexive pronouns but a different meaning. They emphasise the noun or the fact that one person and not another performs an action. *I myself organised the party.* or *I organised the party myself.* They also mean **without help**. *He painted the house himself. (without help) They go after nouns, pronouns, at the end of a sentence or after but and than.* *You should count on no one but yourself.*

Note these expressions: **Enjoy yourself!** (= Have a good time!), **Behave yourself!** (= Be good!), **I like being by myself.** (= I like being alone.), **She lives by herself.** (= She lives on her own.), **Help yourself to some cake.** (= You're welcome to take some cake if you want some.), **Do it yourself.** (= Do it without being helped.), **Make yourself at home!** (= Feel comfortable!), **Make yourself heard.** (= Speak loudly enough to be heard by others.)

- **Each other** means **one another**. Study the following examples:
They're laughing at each other. *They're laughing at themselves.*

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10 Fill in the correct reflexive pronouns or each other.

- A: What an interesting sculpture!
B: Do you like it? I made it *myself*.
- A: Eric, are you going to the cinema with your sisters?
B: No, Mum. They are going by
- A: Did you have a nice time at the funfair?
B: Yes, we all enjoyed
- A: How is Paula?
B: I don't know. We haven't seen for a long time.
- A: How did you hurt your hand?
B: I burnt while frying eggs this morning.
- A: Does Ann know Tara?
B: Yes. Actually, they've been sending emails to for months now.
- A: Shouldn't you turn off the TV before you fall asleep?
B: I don't have to. It will actually turn off in half an hour.
- A: Is there any dessert?
B: Of course. Help to some chocolate pudding in the fridge.
- A: Do you have to help your little brother get ready?
B: Oh, no. He can dress



Listen and repeat. Then act out.



Some – Any – No – Not Any – Every

		people	things	places
Positive	some any	someone / somebody anyone / anybody	something anything	somewhere anywhere
Interrogative	any	anyone / anybody	anything	anywhere
Negative	no / not any	no one / not anyone nobody / not anybody	nothing not anything	nowhere not anywhere
Positive / Interrogative / Negative	every	everyone / everybody	everything	everywhere

- **Some** and its compounds are normally used in a positive sentence before uncountable nouns or plural countable nouns. *There's some cheese left. They are also used in questions when we want to make an offer, a request or when we expect a positive answer. Would you like something to drink? Could I have some cake, please? Did you buy some eggs? (I expect you bought some eggs.)*
- **Any** and its compounds are normally used before uncountable nouns or plural countable nouns in questions. *Are there any more apples? They can be used after if in a positive sentence. I doubt if anyone can help her. They can also be used in positive sentences meaning it doesn't matter when / which / who / where. You can come any day you want. You can go anywhere you want.*
- **No / Not any** and its compounds are used before plural countable nouns or uncountable nouns in negations. *There's no cheese left. or There isn't any cheese left. She couldn't find her keys anywhere. Any is always used after negative words (hardly, never, without, seldom, rarely). There's hardly any food left. (NOT: There's hardly no food left.)*
- **Every** is used before singular countable nouns. **Every** and its compounds take a verb in the singular. *Every student has to obey the school rules. Everything is ready for the party.*

11

Make sentences using the words in the list. Use some or any.

- | | | |
|--------------------|--------------|----------------|
| • flour (✓) | • bread (X) | • apples (✓) |
| • orange juice (X) | • milk (✓) | • butter (X) |
| • biscuits (X) | • eggs (✓) | • tomatoes (X) |
| • honey (✓) | • cheese (X) | |

There is some flour. There isn't any orange juice.



12 Fill in the gaps with *some*, *any*, *no* or one of their compounds.

- 1 A: Are there *any* windows in the bedroom?
B: Yes, there are two with a view of the ocean.
- 2 A: Could I have chocolate, please?
B: I'm sorry, I don't have left.
- 3 A: Do you know if went to the concert?
B: It was cancelled actually, so went.
- 4 A: I don't like it here.
B: Do you want to go else, then?
- 5 A: It's raining so I don't want to go
B: Nor do I but we should do
- 6 A: should tell her she has food in her teeth.
B: I agree. How embarrassing!
- 7 A: Where did you go?
B: I was here the whole time.
- 8 A: There aren't strawberries left.
B: I'll buy more later.

13 Fill in the gaps with *every* or one of its compounds.

- 1 I'm so glad *everyone* liked the food!
- 2 Don't worry, is going to be all right.
- 3 He has spilt his coffee
- 4 I decided to tell Jenny I knew.
- 5 Jo loves to travel. She has been
- 6 Sophie wakes up at 7:00 am day.
- 7 I've looked but I can't find the map.

Much – Many – A lot of

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	Countables	Uncountables	
Positive	<i>a lot (of) / lots of / many (formal)</i>	<i>a lot (of) / lots of / much (formal)</i>	<i>There are a lot of trees in the park. There is a lot of cheese in the fridge.</i>
Interrogative	<i>many</i>	<i>much</i>	<i>Are there many shops in York? Did you have much time to do any shopping?</i>
Negative	<i>many</i>	<i>much</i>	<i>There aren't many oranges. I haven't got much money.</i>
Positive	<i>a few (= some) / (very) few (= not many, not enough)</i>	<i>a little (= some) / (very) little (= not much, not enough)</i>	<i>There were a few boys in the class. Very few students attended the lecture. Very little progress has been made.</i>

- **A lot (of) / Lots (of)** are used with countable or uncountable nouns and are normally used in positive sentences. *He's got a lot of work to do. A lot of students worked on this project. A lot of can be used in questions or negative sentences in informal English. Were there a lot of casualties in that road accident? (informal)*
- **Many** is used with countable nouns and **much** with uncountable nouns. They are normally used in questions or negative sentences. *Has he got many friends? We haven't got much money. Many or much are often used in positive sentences after too, so, how or in formal English. He spends too much money. He's got so many problems. Much effort had been made before the peace treaty was signed. (formal)*

- **A few** is used with countable nouns and **a little** with uncountable nouns. They both have a positive meaning. **A few** means some, a small number. **A little** means some, a small amount. There are **a few** oranges and **a little** sugar on the table.
 - **Few / Little** both have a negative meaning. **Few** means not many, almost none. **Little** means not much, almost none. **Few and little** are rather formal English. They had **little** time to enjoy themselves. There were **few** occasions to relax.
- Very few / very little** are more usual in everyday speech. It is also common to use : **only a little, only a few**. She has **a few** good friends (some friends) so she's happy. He has **very few** friends (almost no friends) so he's unhappy. I've got **a little** time (some time) so I can help you. I've got **very little** time (almost no time) so I can't help you.

14 Ask and answer questions using the ideas below as in the example:

1



2



3



4



5



6



- 1 A: How many oranges have we got?
B: We've got **a few**.

- 2 A: How much olive oil have we got?
B: We've got **a lot**.

15 Fill in the gaps with **much**, **many** or **a lot of**.

- | | |
|--|---|
| 1 A: Do we need more bread?
B: Yes, there isn't much left. | 5 A: You've made desserts.
B: Yes, but I've invited all my friends over! |
| 2 A: How milk should I add to the flour?
B: One cup is fine. | 6 A: How times a week do you swim?
B: Two or three. |
| 3 A: Have we got tomatoes?
B: Yes, we've got lots in the fridge. | 7 A: Max is a very good tennis player.
B: Yes, he has won competitions. |
| 4 A: How pepper did you put in the stew?
B: Why? Is it too spicy? | 8 A: How onions are left?
B: About five or six. |

16 Fill in the gaps with **too much** or **too many**.

- | | |
|--|---|
| 1 Don't put too much sugar on your cereal. It's not good for you. | 4 Sophie spends money on clothes. |
| 2 This soup tastes awful. You've added salt. | 5 I can't see the band! There are people standing in front of us. |
| 3 There are people waiting for the train to Gatwick. | 6 Our new neighbours make noise. We can't sleep. |

17 Fill in the gaps with a few or a little.

- 1 A: Hurry up Brenda; I need to use the phone!
B: OK. Just give me .. *a few* .. more minutes.
- 2 A: Shall I add some milk to your tea?
B: Yes, please but just
- 3 A: It's a lovely day. Let's have a picnic in the park.
B: Great idea! I'll pack sandwiches and some drinks.
- 4 A: Is Mr Roberts in?
B: Yes. He arrived while ago.
- 5 A: Have you got many CDs?
B: Only
- 6 A: I'm going to the supermarket. Do you need anything?
B: Yes, carrots for the vegetable soup.



Listen and repeat. Then act out.



All – Both – Whole – Either – Neither – None – Every – Each

- **All** refers to more than two people or things or the whole of a group or thing. It has a positive meaning and takes a verb in the plural. *All the students passed the test. All of them were very happy. They were all very happy.* **All + that clause** means 'everything' and takes a singular verb. *All that he said was untrue.*
- **Both** refers to two people or things. It has a positive meaning and takes a verb in the plural. *Ann and Kate are sixteen. Both Ann and Kate are sixteen. They are both sixteen. Both of them are sixteen. Both girls are sixteen.*
- **Whole** (= complete) is used with singular countable nouns. We always use **a, the, this, my, etc. + whole + countable noun.** *the whole week = all the week / all week* But: *all the sugar* (NOT: *the whole sugar*)
- **Either** (any one of two) / **Neither** (not one and not the other) are used before singular countable nouns. They refer to two people or things. **Neither of / Either of** take a verb either in the singular or plural. *Neither of them is / are rich. Neither man is rich. Paul and David promised to help me. I'd like either of them to help me.*
- **None** refers to more than two people or things. It has a negative meaning and isn't followed by a noun. **None of** can be used with **nouns, his, them, etc.** followed by a verb either in the singular or plural. *Sally, Helen and Sue haven't been to Madrid. None of the girls / them has / have been to Madrid. "Are there any more tickets?" "No, none."*
- **Both ... and** is followed by a plural verb. *Both Costas and Nikos are students.*
- **Neither ... nor / Either ... or** take either a singular or plural verb depending on the subject which follows **nor** or **or**. *Neither Carol nor Ann goes to the gym.*
- **Every** is used with singular countable nouns. It refers to a group of people or things and means 'all', 'everyone', 'everything', etc. *Every student was given a certificate at the end of the course. (all students)*
- **Each** is used with singular countable nouns. It means 'one by one', considered individually. *Each trainee should attend a three-month course. (all trainees considered individually)*

13 Demonstratives – Pronouns – Possessives – Quantifiers

18 Underline the correct item.

- 1 **Both** / **Either** Frank and Joe are on the basketball team.
- 2 Have you done **all** / **whole** your homework?
- 3 **Neither** / **Both** Brenda nor Beth can drive a car.
- 4 Brian has been studying for his Chemistry exam **all** / **whole** week.
- 5 We listened carefully to **every** / **each** word the teacher said.
- 6 Mark and his friends went to the bowling alley yesterday. They **both** / **all** had a great time!
- 7 Megan practises the piano **every** / **either** day after school.
- 8 **None** / **Either** of the students knew how to answer the last question in the test.
- 9 Tom was hungry, so he ate the **whole** / **all** pizza.
- 10 Ben and Akira spend **all** / **whole** of their free time playing video games.
- 11 Alisha's mother bought her two blouses but she doesn't like **either** / **neither** of them.
- 12 He had a bottle in **every** / **each** hand.

Note: One – Ones are used to avoid repetition of a countable noun or a pronoun. Which scarf do you want? This **one**. (this scarf) Which shoes did you buy? The black **ones**. (the black shoes)

19 Fill in: one or ones.

- Mary: Which shoes do you prefer, Ted?
 Ted: I like the black leather 1) ones. What do you think?
 Mary: They're nice but I think the brown 2) ones are better.
 Ted: Would they go with my new shirt?
 Mary: Your blue 3) ones?
 Ted: No, the red 4) ones. I bought yesterday.
 Mary: Well, if you wear dark trousers, yes.
 Ted: Maybe I should get the black 5) ones, they would go with any colour.
 Mary: Well, you're the 6) one buying them, it's up to you!
 Ted: I'm sorry, I just can't decide which 7) ones would be best.

20 Use both / neither / none / all (of them) and write sentences as in the example:

- 1 Tracy and Sarah haven't seen the film.
Neither of them have / has seen the film.
- 2 Lions, tigers and elephants are mammals.
.....
- 3 Julie, Pam and Nick don't like rainy weather.
.....
- 4 Maria and Marina are good students.
.....
- 5 Jim, Peter and John can't speak German.
.....
- 6 Juan, Paula and Kristi failed the exam.
.....
- 7 Phil and Georgina are very friendly.
.....
- 8 Jean and Deborah have fair hair and blue eyes.
.....

21 Rewrite the sentences using both ... and, neither ... nor or either ... or.

- 1 Walter needs a haircut. So does Larry.
Both Walter and Larry need a haircut.
- 2 Frank has got blue eyes. Sandra has got blue eyes, too.
.....
- 3 Jeff is very athletic and so is Richard.
.....
- 4 Dave is walking the dog or maybe Mike is.
.....
- 5 Jeff doesn't like spicy foods. Artemis doesn't like spicy food, either.
.....
- 6 David is cooking dinner or else Alice is.
.....

22 Read the letter below and choose the correct word for each space.

Dear Tom,

I was so happy to hear from you. I laughed so hard when I read about 1) A the funny things that happened to you on your travels.

2) is still the same in Rome. Jim and I are enjoying ourselves so much. 3) of us want to leave. We like our jobs but unfortunately 4) of the people we work with can speak English well. So, 5) we will take Italian lessons or we will have to teach 6) Both of us want to learn the language so we can speak Italian all the time. I tried to find a language school in our neighbourhood but there aren't 7)

You must come to visit us soon! We can take you to see 8) the sights since we know the city well. Please write to us and tell us you are coming!

Love,

Catherine

- | | | |
|----------------|-------------|--------------|
| 1 <u>A</u> all | B both | C none |
| 2 A Something | B Nothing | C Everything |
| 3 A Neither | B Both | C Either |
| 4 A every | B all | C none |
| 5 A either | B neither | C both |
| 6 A myself | B ourselves | C yourselves |
| 7 A anyone | B anywhere | C any |
| 8 A all | B both | C whole |

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Writing Activity

Complete the letter below to your English pen friend telling him/her your news. Try to use pronouns.

Dear

I was happy to hear from

Everything here is at school

You must come to visit

Yours,

Phrasal Verbs

take after sb:	look or act like a relative
take away:	remove
take down:	write down
take off:	1) remove clothes (opp: put on) 2) (of aeroplanes) leave the ground
take sb out:	take sb to a restaurant, etc.
take over:	take control of sth
take up:	begin a hobby, sport, job, etc.

1 Fill in the correct particle.

- That company has recently been taken ... *over* ...
- The boss asked his secretary to take some notes.
- My friend is taking me tonight to celebrate my birthday.
- Jack is going to take squash to get some exercise.
- The patient had to take his shirt for the doctor to examine him.
- The plane will be taking in a few minutes.
- The waiter took the plates at the end of the meal.
- Sandra really takes her mother, doesn't she?

2 Look at Appendix 2 on page 208 and fill in the correct preposition.

- I'm hungry. Let's go out *for* lunch.
- I found this ring quite chance.
- He went a walk to get some fresh air.
- We have to be back home by 11:00 pm the latest.
- I met him quite accident.
- The best way to go there is bus.
- What shall we have dinner?
- That flat screen TV is sale. It's very cheap.

Word Formation

Forming Adverbs

-ly	combines with adjectives and describes something being done in the way described by the adjective (<i>sadly, naturally</i>)
-ward(s)	combines with nouns and adverbs of direction to describe the direction in which something is moving or facing (<i>outwards(s), westward(s)</i>)

3 Complete the sentences by forming the correct adverb from the word in capitals.

- After a long delay we *finally* **FINAL**
took off at 8 o'clock.
- The children pointed **UP**
at a large nest in the tree.
- They were sitting in the garden when the ground started to **SUDDEN**
shake.
- Tom was late but the **LUCK**
meeting hadn't started yet.
- The boy, who was amazed by the clown, took a few steps **FOR**
- We were facing to **EAST**
watch the rising sun.

In Other Words ...

Mary didn't go out. Sally didn't go out either.
Neither of them went out.

Ann is tall. Pam is tall, too.
Both of them are tall.

There isn't anybody in the office.
There's nobody in the office.

Nothing can stop him.
There isn't anything that can stop him.

Ted, John and Jim don't like peanuts.
None of them like / likes peanuts.

Sue, Helen and Marge can drive.
All of them can drive.

4 Rewrite the following sentences keeping the meaning the same.

- Paul, George and Chris are all football players. *All of them are football players. / They are all ... football players.*
- Sam has the flu. Jim has the flu, too.
- Jude, Peter and Sally did not pass their exams.
- Kate didn't eat dessert. Jill didn't eat dessert either.
- There wasn't anybody on the sinking ship.

5 Here are some sentences about a camping holiday. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- Bill had an idea to go camping with his friend Tim.
It was *Bill's idea* to go camping with his friend Tim.
- Bill was climbing a hill so steep that he slipped and fell.
Bill was climbing a steep hill and as ... he slipped and fell.
- "Are you all right?" Tim shouted down to Bill.
Tim ... Bill if he was all right.
- "I have injured my leg, I can't move," Bill said.
Bill said that he couldn't move because ... leg was injured.
- After waiting for one hour, a mountain rescue team rescued them.
They had been waiting for one hour ... a mountain rescue team rescued them.
- A doctor gave him a crutch to walk with but Bill asked for a second one, too.
Bill needed a ... crutches to walk with.

Idioms

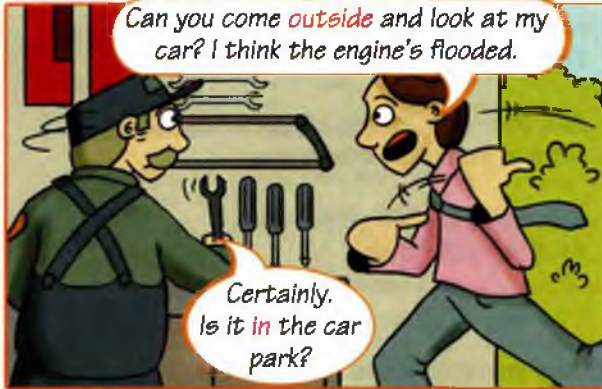
make one's blood boil:	make sb angry
ring a bell:	sound familiar
work a miracle:	make sth that seems impossible happen
in black and white:	in writing or print
against all odds:	despite the difficulties

6 Fill in the correct idiom.

- Against all odds*, ... he managed to win the race.
- I want everything ... before I sign the contract.
- The decorators ... when they transformed our attic into a luxury bedroom.
- Her name ... but I couldn't remember where I'd heard it.
- My brother ... when he told me he had dropped my laptop.



Listen and repeat. Then act out.



1



Match the words with the pictures. Listen and check.

Prepositions of Place

- between
- on top of
- in / inside
- above
- in front of
- outside
- among
- next to / by / beside
- on
- under
- below
- against
- behind
- opposite
- at
- around / round
- near

Prepositions of Movement

- off
- down
- over
- past
- up
- across
- into
- from ... to
- through
- along
- onto
- out of
- to / towards / in the direction of



1 in / inside



2



3



4



5



6



7



8



9



10



11



12



13



14



15



16



17



18



19



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28



29

2 Look at the picture and fill in the gaps with a suitable preposition from the list.

behind between in front of ~~on~~ (x2) under above



- 1 There are two cushions ~~on~~ the sofa.
- 2 the sofa there is a small table.
- 3 There is a clock the desk.
- 4 There is a lamp the two chairs.
- 5 There is a chair the desk.
- 6 There are two pictures the walls.
- 7 There is a carpet the sofa.

3 Underline the correct item.

- 1 A: Look, that circus lion is going to jump into / through a fire hoop!
B: Wow! How amazing!
- 2 A: Why are you out of breath James?
B: I've just run up / across the stairs.
- 3 A: Have you seen Mrs Peterson?
B: Yes, she's just gone into / along her office.
- 4 A: Let's walk through / along the beach.
B: Great! We can look for seashells.
- 5 A: Did you see where my ball went?
B: Yes, it went over / up the fence.
- 6 A: Where is the nearest bank?
B: It's towards / down the road to your left.
- 7 A: You don't expect me to ski down / out of that hill.
B: Don't be afraid. It will be fun!
- 8 A: Where's Julia?
B: She's just going through / into that shop over there.
- 9 A: Excuse me, how do I get to the train station from here?
B: Just walk straight through / on the park and you'll find it on the other side.

in

cities (London), towns (York), the country, a street, the suburbs, the middle of, the centre of, a queue, a line, a row, a hospital, a hotel, a book, a newspaper, an armchair, danger, the sky, the park

Idioms with in: cash, pen, ink, pencil, writing, one's opinion, one's hand, a way, the end

at

house number (at 23 Oxford St), home, work, school, university, the station, the bus stop, the airport, the crossroads, the seaside, the door, the match, the bottom of, the top of (but: on top of), a hotel, a table, a desk

on

the floor, the outskirts, a platform, foot, the streets, the way, the pavement, a wall, rivers (the River Seine), the border, a farm, the screen, an island, a beach, the coast, the right, the left, a trip, the menu

Idioms with on: holiday, business, a journey, a trip, TV, the radio, the phone, the market (= available to the public), purpose, the way (= as I was going)

by

bus, taxi, car, helicopter, plane, train, coach, ship boat, air, sea
BUT we say: on a / the bus, plane, train, coach, ship, boat in a taxi, car, helicopter, plane

Idioms with by: mistake, accident, chance

Compare : Tom is sitting **in** the café. (He's inside the place). He's **at** the café. (He's drinking something).

4 Fill in the correct preposition: *on*, *in* or *at*.

- 1 We spent the whole day ... *at* ... the seaside.
- 2 Patty is holiday until next week.
- 3 Meet me the café Fleet Street.
- 4 Tom is holding a shiny gold coin his hand.
- 5 Today Helen had to go to school foot.
- 6 Fred lives 38 Franklin Road.
- 7 My brother is still school and my sister is the bus coming home.
- 8 Will you pay by credit card or cash?
- 9 Is your favourite Mexican dish the menu?
- 10 This is my class photo. I'm the one the middle of the second row.

5 Look at the picture. Read the text and underline the correct preposition.

I Love Skateboarding!

Hi! I'm Marco and that's me 1) on / *in* my skateboard. I'm flying 2) *towards* / through the air which feels great. I'm holding my hands 3) *up* / *near* to keep my balance. There are stairs 4) *opposite* / *below* me but I'm not afraid. I like jumping 5) *along* / *over* stairs. The blue sky is 6) *above* / *beside* me and I feel like a bird. I love skateboarding!



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Speaking Activity

Find a picture. Describe it. Use *prepositions of place and movement*.

Prepositions of Time

At	In	On
at + clock time (<i>at 10:30, at noon, at night, at midnight</i>) at + meal time (<i>at lunch, at dinner, at breakfast</i>) Phrases: <i>at that time, at the moment, at the weekend</i> BUT on the weekend: <i>American English</i>	in + part of day (<i>in the morning, in the evening, in the afternoon, in the night</i>) in + month / season / year (<i>in January, in (the) winter, in 2002, in the nineteenth century</i>) Phrases: <i>in two hours, in a week / few days / month / year</i>	on + day (<i>on Monday, on New Year's Day</i>) on + date (<i>on July 30th</i>) on + season / day + part of day (<i>on a summer afternoon, on Friday night</i>)

We never use *at*, *in* or *on* before *yesterday, tomorrow, tonight, next, this, last, every*.
He's leaving *next* Sunday.

6 Fill in the gaps with *in*, *on* or *at* and one of the phrases from the list.

- ~~seven o'clock~~ • Friday morning • a hot day • a few minutes
- September • 1945 • the eighteenth century • May 3rd

- Don't be late. The play starts *at seven o'clock*.
- The plane will be landing
Please fasten your seatbelts.
- I like going to the beach
- My parents' anniversary is
the same day as my birthday!
- School starts after the summer holidays.
- Life was very difficult
- My dentist appointment is
before I start work.
- My grandmother was born

7 Fill in the gaps with the correct prepositions.

Dear Roger,

How are you? I'm having an amazing time here 1) *at* sports camp. I got here 2) Tuesday and I have already made many new friends.

The camp is 3) the seaside in Cornwall. It's so beautiful here 4) the countryside. There are many activities to try such as tennis, football and volleyball. You can even go swimming 5) the sea, too!

6) the weekend, I'll be taking a horse-riding lesson for the first time. I'm excited but I hope I don't fall 7) the horse. We are going to ride 8) the camp 9) the beach and back again. Maybe after a few lessons we will go 10) the woods and try other places, too. I can't wait to meet my horse. I will send you some pictures if I can! Write back soon and tell me about your summer camp.

Greg



Time Words

for: is used to express a period of time *She has been here for two weeks.*

since: is used with Present Perfect to express a starting point *He has been here since Monday.*

8 Fill in: *for* or *since*.

- They haven't seen each other *for* a long time.
- He's been on holiday last Monday.
- I've been learning Chinese the last three years.
- They've been married 1998.

ago: back in time from now *She met Steve a week ago. (a week back in time from now)*

before: back in time from then *She sent me a letter last week. I had written to her a month before. (a month before last week when she sent me her letter)*

9 Fill in: *ago* or *before*.

- Nina, are you sure we haven't seen this film *before*.... ?
- Jennifer took up swimming three months
- Sarah received a call from May a little while
- Ali started work last year. He had graduated two years

yet: *by this time* Have you seen Ann **yet**? I haven't seen her **yet**.

already: *before now* I've **already** posted the invitations to the party. Have you **already** finished your homework? I've cooked dinner **already**.

still: *emphasises continuity* He's **still** working on his essay. I **still** care about him, despite what he did.

10 Fill in: yet, still or already.

Gerry: Have you been to the bank 1) *yet* ?

June: No. I've 2) told you, I'm 3) waiting for my cheque.

Gerry: Haven't you received it 4) ? Why don't you phone your parents?

June: I've 5) called my dad. He says it'll take a few more days.

on time: *not late / at the right time* The train left **on time**. (not earlier or later than the stated time)

in time: *early enough to do something or for something* He was **in time** for the 5 o'clock train. (some time before 5 o'clock)

11 Fill in: on time or in time.

1 Beth is never late. She always gets to school *on time*

2 You can visit Bob but make sure you're home for supper.

3 The performance must start

4 I got home just to see my favourite game show.

during (prep) + noun: *from the beginning to the end of a period of time* **During** the summer he worked as a waiter in a restaurant.

while (conj) + clause: *when, during the time that* **While** she was on holiday, she sent me a postcard.

12 Fill in: during or while.



We visited a few tropical islands in the Caribbean
1) *during* our summer holidays last year. My parents spent most of their time sunbathing on the beach 2) I was windsurfing. 3) a boat trip from St Lucia to Barbados there was a terrible storm. My mother and I were seasick 4) the trip 5) my father and the captain were trying to steer the boat.

by (prep): *any time before and not later than* You must be back **by** 12:00. (not later than 12:00)

by the time: *before* They had finished packing **by the time** the taxi came. (before the taxi came)

until / till (conj): *up to the time when* She was at work **until / till** 3:30. (up to 3:30, not later than 3:30)

Till / Until can be used in the negative with verbs that show a point in time (e.g. leave, finish, start ...).

Compare: He won't start working **until** Friday. (on Friday, not before that) He won't have started working **by** Friday. (He won't begin till after Friday.)

at: *exactly at a stated time* She'll be back **at** 9:00. (9:00 sharp)

13 Fill in: *by, by the time, until / till* or *at*.

When I went out last Saturday, I told my father I'd be back 1) *by* 11 o'clock at the latest. However, I was having such a good time that I didn't even look at my watch 2) 12 o'clock! 3) I found a taxi to take me home it was already 1 o'clock and I finally arrived home 4) 2 o'clock. My parents were furious and told me I'd have to be home 5) 7 o'clock every night of the week 6) the end of the month!



within (prep): before the end of You must finish this project **within** a week. (in a week's time)

after (prep/conj): following sth in time You can watch TV **after** you've tidied your room.

afterwards (adv): then, after that He went for a walk **afterwards**.

from ... to / till / until: The restaurant serves customers **from** 12:00 **to** 8:00 pm.

14 Fill in: *within, after, afterwards* or *from ... to / until / till*.

Dear Lucy,

I'm so worried! My Science teacher gave us a project to finish 1) ... *within* ... a week and I haven't started it yet. I was planning to start it 2) dinner on Tuesday but my friends invited me to the cinema. Then on Wednesday Fran begged me to go shopping with her. She didn't tell me we were going to a party 3) ! We stayed at the party 4) 8 o'clock 5) 11, so naturally I was exhausted when I got home.

Now it's Thursday and my project is due tomorrow at 2 pm. If I don't finish it, then my teacher will probably make me stay 6) school.

Wish me luck,

Jen

at the beginning (of): at the point / time sth starts There's a contents page **at the beginning** of the book.

in the beginning: at first, originally I found computer programming difficult **in the beginning**.

at the end (of): at the point / time sth finishes There is a revision section **at the end** of the book.

in the end: eventually We were thinking about going to Germany but **in the end** we went to Austria.

15 Fill in with: *at the beginning, at the end, in the beginning, or in the end*.

1 There's a short poem ... *at the beginning* ... of every unit.

2 We were planning to go to a dinner party but we decided to stay home.

3 Stella didn't know anyone but then she made a lot of friends.

4 of the day Sarah likes to relax with a good book.

Phrasal Verbs

- **turn sb down:** refuse an offer
- **turn sth down:** reduce the volume, heat, noise, etc.
- **turn on:** switch on (lights, radio, etc.)
(**opp:** turn off)
- **turn to sb:** go to sb for help
- **turn up:** 1) (of an opportunity) arise
2) arrive
- **turn sth up:** increase the volume
- **turn sth out:** produce sth

1 Fill in the correct particle.

- 1 I wish you'd turn the radio *down* ; it's too loud!
- 2 That factory turns 1,000 computers a day.
- 3 We offered them €180,000 for the house but they turned us
- 4 You can always turn me if you're in trouble.
- 5 John said he was coming at 6:00 but he didn't turn until 8:00.
- 6 I can't hear the TV. Could you turn it ?
- 7 It was getting dark so I turned the lights.
- 8 When a better job turns , he will accept it.

2 Look at Appendix 2 on page 208 and fill in the correct preposition.

- 1 Christopher explained his plans to us *in* detail.
- 2 Call the fire brigade! The building is fire!
- 3 This room is a mess! We need to tidy it up.
- 4 He dislikes using credit cards, so he always pays cash.
- 5 I've been touch the manager about the problem.
- 6 The post office is shut because the workers are strike.
- 7 my opinion, that was an excellent film.
- 8 My friends took me a tour of Italy.
- 9 Mr Avery can't speak to you – he's the phone.
- 10 She loves the countryside because she was brought up a farm.

3 Here are some sentences about two friends. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Sally met Erica when they started school.
Sally has known Erica *since* they started school.
- 2 Erica and Sally didn't like each other at first.
Despite friends now, Erica and Sally didn't like each other at first.
- 3 After some time, Sally and Erica realised they had a lot in common.
After a while, they realised they were a lot like other.
- 4 Sally is good at playing the guitar and so is Erica.
Both Sally good at playing the guitar.
- 5 Sally and Erica's favourite activity is to go to concerts together.
They love to concerts together.
- 6 Sally and Erica are planning to travel to Australia together next summer.
Next summer, Sally and Erica are to Australia together.



Listen and repeat. Then act out.



Yes / No Questions

To form **questions** we put the auxiliary or modal verb (can, be, will, have, etc.) before the subject. We use **do/does** to form questions in present simple and **did** to form questions in past simple. He is ready. → Is he ready? She likes reading. → Does she like reading? (NOT: Does she likes reading?) Ann went out yesterday. → Did Ann go out yesterday? (NOT: Did Ann went out yesterday?)

We use questions to ask for **information** or **permission**. We also use questions to make **suggestions, requests, offers** or **invitations**.

- Asking for information: "Where did you meet her?" "At the gym."
- Asking for permission: "Can I borrow your pen?" "Yes, you can."
- Making suggestions: "Shall we go out?" "Yes, all right."
- Making requests: "Could you help me, please?" "Yes, of course."
- Making offers: "Would you like some cake?" "No, thanks."
- Making invitations: "Would you like to come to my graduation party?" "Yes, I'd love to."

Wh-questions

Wh- questions begin with a question word (**who, what, where, why, when, whose, which, how, etc.**). We put the auxiliary or modal verb before the subject. **Whose** cat is this? It's Ted's. **Where** did you stay? At the Park Hotel. When there is a preposition, it usually goes at the end of the question, though in formal English it can be put before the question word. **Who** does this car belong to? **To whom** does this car belong? (formal)

1 Form questions, then choose the appropriate speech situation: asking for information / permission or making suggestions / requests / offers / invitations.

- (I use/your shampoo?) *Can I use your shampoo, please? (permission)*
- (What time/the match start?)
- (you/help your brother with his homework?)
- (you like/come to Barbados with me?)
- (we go/for a walk?)
- (you like/tea or coffee?)
- (I leave/early today?)
- (you take/this back to the library for me?)
- (you like/something to eat?)
- (where/you stay while in Madrid?)

We normally use the following question words to ask about:

people	things / animals / actions	place	time	quantity	manner	reason
Who Whose Which What	What Which	Where	When How long What time How often	How much How many	How	Why

- **Who** is used without a noun to ask about people. *Who told you what happened?*
- **Whose** is used to express possession. *Whose pen is this? It's his.*
- **Which** is used for people, animals or things before **nouns, one / ones, of** or **alone**.
Which car is yours? There are two newspapers here. Which one would you like to read?
Which of the students will come on the school trip? Which is your bag?
Which is normally used when there is a **limited choice**. *Which is your favourite writer – Charles Dickens or Mark Twain? (there are only two writers to choose from – limited choice)*
Which can also be used with the **comparative** and **superlative**. *Which is faster, a Porsche or a Ferrari? Which is the best composition of all?*
- **What** is used before a noun or alone to ask about things.
What day is it today? What did he say? What's this?
What is also used for people, animals and things when there is an **unlimited choice**. *What books do you prefer reading? (there are many books to choose from – unlimited choice)*
What can also be used in these patterns: *What ... like?, What ... for?, What colour?, What size?, What time?, What is he like?, What is it used for?, etc. What's the weather like today?*
- **What** and **which** are sometimes both possible. *What / Which day did he leave?*

2 Fill in: who, whose, what, which, where, when, how long, how often, what time, why, how much or how many.

- | | |
|--|---|
| 1 "... <i>How much</i> ... does this book cost?"
"£10." | 8 "..... did you get for your birthday?"
"An MP3 player." |
| 2 "..... does your mother go to work?"
"At 8 am." | 9 "..... is that?"
"It's Peter." |
| 3 "..... is your school?"
"It's near my house." | 10 "..... are you sad?"
"Because I miss my friends." |
| 4 "..... do you go to the beach?"
"Rarely." | 11 "..... did you start school?"
"In September." |
| 5 "..... is this coat?"
"It's Jack's." | 12 "..... country is bigger, Italy or Spain?"
"Spain of course." |
| 6 "..... is your bag?"
"The big blue one." | 13 "..... colour is a kiwi fruit?"
"It's green." |
| 7 "..... does it take to get to your school?"
"About five minutes." | 14 "..... tomatoes do you need?"
"Six." |

- 3 Fill in the gaps with the correct question word(s). Then choose the correct answer to each question.

How much do you know about the UK?



Do the quiz and find out.

- 1 Where is Big Ben?
A Edinburgh B Cardiff C London
- 2 countries are in the United Kingdom?
A Two B Four C Seven
- 3 is Bonfire Night celebrated?
A November 5th
B April 5th
C June 5th
- 4 is the author of the *Harry Potter* books?
A JK Rowling
B JR Downing
C William Shakespeare
- 5 were the Beatles from?
A York B Manchester C Liverpool
- 6 is a traditional English takeaway meal?
A Spaghetti B Fish and chips
C Chicken

- 4 Complete the questions with the words below. Then ask and answer in pairs.

• What • Where • Which • Who • How many • How

- 1 A: Where did you go after school yesterday?
B: I went to my friend's house.
- 2 is your favourite film?
- 3 do you get to school?
- 4 subject do you prefer, Maths or History?
- 5 sits next to you in class?
- 6 music CDs have you got?

Subject / Object Questions

If **who**, **which** or **what** are the subject of the question, the word order is the same as in statements. If they are the object of the question, the verb is in question form.

subject		object
Ted	called	Ann.

Who called Ann? (not: ~~Who did call Ann?~~)

subject		object
Ted	called	Ann.

Who did Ted call?

- 5 Write questions to which the bold words are the answers.

- 1 **Tom** lives in Paris.
Who lives in Paris?
- 2 Chris saved **Mark**.
.....
- 3 Jenny likes **fish**.
.....
- 4 He wrote a **book**.
.....
- 5 **Susan** likes James.
.....
- 6 Colin met **Olga**.
.....

Write questions to which the words in bold are the answers.

Who is Hannah Montana?

She is Miley Cyrus, an 1) **18-year-old** singer and film star. She has been acting and singing 2) **since she was 9 years old**. She became famous 3) **in the role of Hannah Montana** in a successful TV series. Her first CD, also called 4) **Hannah Montana**, became the number one seller in the USA 5) **in 2006**. It has sold over 6) **4 million copies worldwide**.

Miley lives with her family in 7) **Los Angeles, California**. Her career is managed by 8) **her parents**. Miley has lots of pets because 9) **she loves animals very much**. Her favourite hobbies are 10) **swimming, dancing and writing music**. Besides acting as Hannah Montana, Miley performs concerts all over the world.

- | | | | |
|---|-------------------|----|--|
| 1 | How old is Miley? | 6 | |
| 2 | | 7 | |
| 3 | | 8 | |
| 4 | | 9 | |
| 5 | | 10 | |

Indirect Questions

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- **Indirect questions** are used when we ask for information politely. They are introduced with **Do you know...?, Can / Could you tell me ...?, Have you any idea ...? + question word / if or whether**. **Do you know where Peter is?** **Could you tell me how much these trousers cost?** **Have you any idea what time Sue will be back?** **Do you know if / whether she's coming to the party?**
- The **word order** of indirect questions is the same as in **statements (subject + verb)**. **Can you tell me where you bought it?** (NOT: ~~Can you tell me where did you buy it?~~) **Can you tell me what time it is?** (NOT: ~~Can you tell me what time is it?~~)
- The auxiliary verb **do** is not used in Indirect questions : **How long does the journey take?**
 ➔ **Do you know how long the journey takes?** **What time did he leave?** ➔ **Can you tell me what time he left?**

Turn the following into *indirect questions*.

- Who wrote this book? Can you tell me who wrote this book?
- Where's the post office? Do
- How much is a ticket for the football match? Have
- Is it going to rain tomorrow? Do
- What's the date today? Could
- Are the buses on strike today? Have
- Why is the train late? Could
- How can he afford such an expensive car? Have

Question Tags

- Question tags are short questions which we add at the end of a statement. We use them to ask for confirmation of or agreement with our statement. *It's hot today, isn't it?*
- Question tags are formed with an auxiliary or modal verb and an appropriate pronoun. They take the same auxiliary or modal verb as in the statement if there is one, otherwise they take **do / does** (Present Simple) or **did** (Past Simple). *She was working at home, wasn't she? He left late, didn't he?*
- A positive statement is followed by a negative question tag whereas a negative statement is followed by a positive question tag. *She plays tennis well, doesn't she? He hasn't come yet, has he? He's always late, isn't he? She is never late, is she?*
- **Everyone / someone / anyone / no one** form their question tags with an auxiliary or modal verb + **they**. *Somebody should help her, shouldn't they?*
- Question tags can be said with a rising intonation (when we are not sure and we expect an answer) or a falling intonation (when we don't expect an answer).
He works in a bank, doesn't he? (not sure) She looks tired, doesn't she? (sure)

Study the following question tags:

"I am"	"aren't I?"	<i>I am older than you, aren't I?</i>
"I used to"	"didn't I?"	<i>They used to work here, didn't they?</i>
Imperative	"will/won't you?"	<i>Please help me, will/won't you?</i>
"Let's"	"shall we?"	<i>Let's play tennis, shall we?</i>
"Let me/him", etc.	"will/won't you?"	<i>Let him buy it, will/won't you?</i>
"Don't"	"will you?"	<i>Don't do that again, will you?</i>
"I have" (= possess)	"haven't I?"	<i>She has your book, hasn't she?</i>
"I have" (used idiomatically)	"don't I?"	<i>She had an operation yesterday, didn't she?</i>
"There is/are"	"isn't/aren't there?"	<i>There are some seats left, aren't there?</i>
"This/That is"	"isn't it?"	<i>That pen is Mary's, isn't it?</i>

8 Underline the correct item.

- Carol has a car, **doesn't she** / hasn't she?
- She used to play tennis, **didn't she** / wasn't she?
- Let her do it, **aren't you** / won't you?
- Peter isn't going to be late, **isn't he** / is he?
- Let's sit down for dinner, **will you** / shall we?
- Open the window, **won't you** / don't you?

9 Read the situations and write sentences with questions tags. In each situation, you are asking the person to agree with you.

- You and your friend have just come from a concert. You really enjoyed the music. What do you say to your friend? (**fantastic**)
The concert was fantastic, wasn't it?
- There is a new film playing at the cinema and you fancy going. You want your friend to come with you. What do you say to your friend? (**go/cinema**)
Let's
- You are studying in your room. Your little brother is making too much noise and you can't concentrate. What do you say to him? (**quiet**)
Be
- You want to go shopping with your sister. She is still doing her homework. What do you say to her? (**not/finish/homework**)
You

10 Add the question tags then read them with a rising or falling intonation.

Sure ✓	not Sure
	✓
	✓
	✓
	✓
✓	
✓	

- 1 She's late today, *isn't she* ?
- 2 He's an actor, ?
- 3 You stayed in last night, ?
- 4 Stop laughing, ?
- 5 You know where the supermarket is, ?
- 6 Let's go for a walk, ?
- 7 The boys went out with you, ?
- 8 Paul should apologise, ?

Short Answers

Short answers are used to avoid repetition of the question asked before. Positive short answers are formed with **Yes + subject pronoun + auxiliary verb** (do, can, will, have, may, etc.). *Will she call us? Yes, she will.* Negative short answers are formed with **No + subject pronoun + auxiliary verb** (in negative). *Did he give you anything? No, he didn't.*

11 Fill in the correct questions tags and short answers.

- 1 A: He plays the piano, *doesn't he* ?
B: No, *he doesn't* . He plays the flute.
- 2 A: John is coming to the party, ?
B: Yes, . He should be here soon.
- 3 A: I told you about my new car, ?
B: Yes, ; about ten times!
- 4 A: That bag is yours, ?
B: No, . It belongs to my sister.
- 5 A: There are some tickets left for the play, ?
B: No, I'm sorry . It's sold out.
- 6 A: Henry will leave tomorrow, ?
B: Yes, . His plane leaves at noon.

So – Not

So and **not** can be used after: *think, hope, expect, suppose, I'm afraid, guess, it seems, say, tell sb, it appears, believe* or *imagine* in short answers.

I think so – I don't think so / I think not
I hope so – I hope not
I expect so – I don't expect so / I expect not
I suppose so – I don't suppose so /
I suppose not
I'm afraid so – I'm afraid not
It appears so – It doesn't appear so /
It appears not

It seems so – It doesn't seem so /
It seems not
He said so – He didn't say so
He told me so – He didn't tell me so
I guess so – I guess not
I believe so – I don't believe so /
I believe not
I imagine so – I don't imagine so / I
imagine not

"Will he come?" "I think so."

"Can you do the crossword?" "I'm afraid not."

12 Fill in the gaps with phrases using the verbs given and so or not.

- 1 A: Did you pass the exam? (hope)
B: Well, ... *I hope so* ... I studied very hard.
- 2 A: Is the bank open? (think)
B: It's 5 o'clock.
- 3 A: Can you lend me £20? (afraid)
B: I don't have any money.
- 4 A: Is John out with his friends? (suppose)
B: He's not at home.
- 5 A: Is it going to rain? (appear)
B: It's very cloudy.
- 6 A: Will he be at the party? (seem)
B: He's too busy.

So – Neither / Nor – But

So + auxiliary or modal verb + personal pronoun or noun (agreement with a positive sentence)

She lives in Venice. So do I. (I live in Venice too.)
Tim saw that film. So did Ann. (Ann saw it too.)

Neither / Nor + auxiliary or modal verb + personal pronoun or noun (agreement with a negative sentence)

He doesn't enjoy science-fiction films. Neither / Nor do I. (I don't enjoy science-fiction films either.)
NOT: ~~So don't I.~~

But + noun / pronoun + positive auxiliary or modal verb (positive addition to negative statement)

Ann hasn't got a car but I have.
Sue doesn't play tennis well but Bill does.

But + noun / pronoun + negative auxiliary or modal verb (negative addition to positive statement)

Jim drives carefully but his brother doesn't.
She works hard but I don't.

13 Fill in the gaps as in the example:

- 1 A: I can play the drums really well.
B: So *can I* I'm in the school band.
- 2 A: I don't like the service here.
B: Neither We should complain to the manager.
- 3 A: We bought some furniture yesterday.
B: So , an armchair and a coffee table.
- 4 A: I'm not going to the party tonight.
B: Nor , I have to study for the exam.
- 5 A: I'll send Jennifer an email.
B: So I haven't written to her lately.
- 6 A: I'm not feeling well.
B: Neither I have a very bad headache.

14 Look at the table and write sentences as in the example:

Eve Jo Bill Sue

live in London	✓		✓
speak Italian		✓	✓
drive a car		✓	✓
play the violin	✓		✓

- 1 Eve lives in London. ... *So does Bill but Jo and Sue don't.* ...
- 2 Jo doesn't play the violin.
- 3 Eve can't speak Italian.
- 4 Eve can't drive a car.
- 5 Jo speaks Italian.
- 6 Sue doesn't live in London.
- 7 Eve can play the violin.
- 8 Jo drives a car.

Asking for permission / Making requests*Can I / Could I stay here?**May I / Might I make a suggestion?***Making suggestions / invitations***Will you / Would you / Would you like to have dinner with me?**Shall we have dinner together?***Making offers***Shall I / we, Can I / we, Would you like me to do the washing-up?***Giving permission / Answering requests***Yes, you can. / Yes, of course (you can). / No, you can't.**Yes, you may. / Yes, of course (you may). / No, you may not. / I'd rather you didn't. / I'm afraid not, etc.***Answering suggestions / invitations***I'd like to. / I'd love to. / Yes, all right. / I'm afraid I can't. / I'd love to but I can't. / I'm sorry I can't.***Answering offers***Yes, please. / No, thank you. / No, thanks.*

15

Answer the questions.

1 A: Shall I help you with the washing-up?

B: *No, thank you* I'll do it myself.

2 A: Can I help you with your homework?

B:, I'm finding it very difficult.

3 A: Would you like to go fishing with me?

B: I've made other plans.

4 A: May I use your book for a minute?

B: but don't write in it.

5 A: Would you like me to make you a cup of coffee?

B:, I only drink tea.

6 A: Shall we go to see the new film?

B: I'm visiting my grandparents.

Speaking Activity*(asking personal information)***In pairs, use question words to ask about your partner's best friend.**

A: What is your best friend's name?

B: Robert.

A: How old is he? etc.

Writing Activity**Now write a short profile about your partner's best friend using his/her answers from the Speaking Activity.***best friend is*

1 Fill in the correct particle(s).

Phrasal Verbs

fall behind: fail to keep up with

fall for: be cheated

fall in with: agree

fall on: attack eagerly

fall out (with): quarrel

- 1 Because I've been ill and away from school, I've fallen *behind* with my work.
- 2 She fell her flatmate about whose turn it was to clean the bathroom.
- 3 Not having eaten for days, the dogs fell the meat greedily.
- 4 The couple fell the man's lies and lost £2,000.
- 5 After discussing it for hours, Jim eventually fell the idea of moving to New Zealand.

2 Look at Appendix 1 and fill in with the correct preposition.

- 1 My sister is completely different from me; we don't have a lot *in* common.
- 2 Mrs Clark insisted paying the bill at the restaurant.
- 3 I'm really annoyed Tracy telling everyone my secret.
- 4 Matthew is responsible organising the decorations for the party.
- 5 You should speak your teacher your poor grades.
- 6 The film was a complete waste money. We left before it even finished.

3 Complete each of the sentences with a word formed from the word in bold.

Word Formation

- 1 It is ... *dangerous* ... to walk alone at night. (**danger**)
- 2 All the you need is in the instruction manual. (**inform**)
- 3 Kevin is a at a research company. (**biology**)
- 4 Terry is very and doesn't like to wait for anything. (**patient**)
- 5 My brother is so, he only thinks about himself. (**self**)
- 6 They bought new computers to their business. (**modern**)
- 7 is very important in a friendship. (**honest**)

4 Here are some sentences about friends at a restaurant. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Lisa met her friends at her favourite restaurant, *Milanos*, yesterday.
Lisa, ... *whose* ... favourite restaurant is *Milanos*, met her friends there yesterday.
- 2 They wanted to see the menu, so Lisa called the waitress over.
Lisa called the waitress over to ask they could see the menu.
- 3 They had difficulty in choosing because it all looked so good.
They didn't find it to choose because it all looked so good.
- 4 The waitress told them they could take anything from the salad bar, too.
"Help to the salad bar," the waitress said.
- 5 They had such a good time that they didn't leave until 11:00 pm.
It was there that they didn't leave until 11:00 pm.

Progress Check 5 (Units 13-15)

1 Choose the correct item.

- 1 We are going to the beach the weekend.
A in B on **C at**
- 2 Mary is in hospital. I am going to visit tomorrow.
A hers B she C her
- 3 "Which shoes do you like?" "The black"
A one B ones C those
- 4 "..... did you go last night?" "To a restaurant."
A What B When C Where
- 5 My birthday is on a Saturday year.
A this B that C those
- 6 CDs did you buy yesterday?
A How much B How many C How long
- 7 Where did you go holiday last year?
A in B on C at
- 8 "..... jumper is this?" "It's Tony's."
A Whose B Which C Who
- 9 "I love sweets." do I, especially chocolates."
A Nor B So C Neither
- 10 Fay and I haven't seen since we left school.
A ourselves B each other C themselves
- 11 David left school two years
A ago B before C while
- 12 He would love to have a house
A in his own B his own C of his own
- 13 The children enjoyed when they visited Disneyland and Paris.
A each other B ourselves C themselves
- 14 jacket over there is Daniel's.
A This B That C Those
- 15 I have hardly free time these days.
A some B any C no
- 16 Don't go near the pool,?
A won't you B did you C will you

2 Choose the correct item.

- 1 We congratulated Sam passing his driving test.
A on B for C about
- 2 Can you be quiet, please? I'm the phone.
A at B with C on
- 3 Mrs Brown isn't here. She has gone out lunch.
A at B for C with
- 4 Paula takes her mother. She is very sensitive.
A after B down C over
- 5 He turned the light and looked around the room.
A off B up C on
- 6 We must be home by ten o'clock the latest.
A in B on C at
- 7 Mike turned half an hour late for the meeting.
A out B down C up
- 8 There are no trains today because the drivers are strike.
A in B on C at
- 9 I can't forgive her ruining my favourite dress.
A about B of C for
- 10 Frank has taken jogging to keep fit.
A over B down C up
- 11 "You can always turn me for help," he said to me.
A on B to C out
- 12 "He was so convincing that she fell his lies.
A in with B behind C for

3 Write the questions an interviewer asked the famous actress, Rosie Down.

I: 1) *How do you feel now that you've won an Oscar?*.....

R: I feel wonderful.

I: 2)
in 1989?

R: No, I started acting in 1991.

I: 3)

R: Yes, I've made a lot of money from acting.

I: 4)
Hollywood?

R: I find life in Hollywood very exciting.

I: 5)
a new film?

R: I'm going to start working on a new film very soon.

I: 6)

R: Michelle Rodriguez stars with me in it.

I: 7)

R: We're filming it in South America.

I: 8)

R: I chose film over theatre because I get nervous in front of a live audience. I prefer the big screen.



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4 You will hear part of an interview with a girl called Ann Sanders, a talented young photographer. For each question, choose the correct answer A, B, or C.

1 Ann knew she wanted to be a photographer

- A when she first picked up a camera
- B after her parents bought her one
- ☒ C when she turned thirteen

2 Ann started believing in her talent when

- A one of her photos won a competition
- B her parents told her she was good
- C she did well in an online contest

3 Today Ann has her pictures published in

- A different magazines
- B international newspapers
- C a nature book

4 Ann says that, as a young photographer,

- A she doesn't know much about taking pictures.
- B it is hard to get noticed.
- C it is easy to become well-known.

5 Ann's advice to teens who like photography is to

- A take a few but interesting pictures.
- B learn about different techniques from books.
- C get someone to teach you.

6 What does Ann want to do in the future?

- A write for a newspaper
- B study photojournalism
- C take photos for a travel magazine

Revision 1 (Units 1-3)

1 Choose the correct item.

- 1 Jim was tidying up in the kitchen while Jen the dog.
A is feeding C was feeding
B has been feeding D had been feeding
- 2 I lunch with Sergei tomorrow.
A am having C have had
B Have been having D had had
- 3 You can't leave the table until you your dinner.
A finished C are going to finish
B finish D will finish
- 4 Dave in Manchester for several years before he decided to move to London.
A will have worked C had been working
B has worked D works
- 5 Don't phone me tonight. I for my French exam.
A will study C study
B will be studying D will have studied
- 6 These cakes delicious! Can I have one more, please?
A tastes C tasting
B are tasting D taste
- 7 There was no lemonade left because the girls it all.
A had been drinking C had drunk
B are drinking D were drinking
- 8 Eric was sunburnt because he on the beach for six hours.
A had been sitting C has been sitting
B has sat D is sitting
- 9 When I was a child, I go to the cinema on Sundays.
A use to C used
B would D get used to
- 10 What at 10 o'clock last night?
A have you done C were you doing
B had you done D have you been doing
- 11 Pierre as a chef for five years, then he opened his own restaurant.
A works C worked
B has worked D has been working
- 12 Sarah a bike to work but now she drives a car.
A used to ride C had ridden
B would ride D used to riding
- 13 He's a famous musician. He lots of concerts so far.
A is giving C gives
B has given D had been giving
- 14 I'm afraid I to come to the party.
A don't go C won't
B won't be able D can't
- 15 While Jo the carpets, the bell rang.
A hoovers C has been hoovering
B was hoovering D had hoovered
- 16 Stephen won't phone us until he some news.
A had C will have
B is having D has
- 17 to the bank later? If you are, can you please deposit this cheque for me?
A Will you be going C Do you go
B Have you gone D Did you go
- 18 They will have finished their work 6 o'clock.
A until C by the time
B since D by
- 19 They Paris twice this year.
A have gone in C have been to
B had gone to D had been in
- 20 Mary is a good girl. She her mother with the housework.
A always helped C had always helped
B always helps D was always helping

(Points: —)
20x1 20

2 Fill in the correct particle.

- 1 When our car broke, we had to walk to the nearest garage.
- 2 Someone tried to break our house but our dog scared him away.
- 3 Tom speaks French and English well because he was brought by English parents in France.
- 4 "Ms Laurence is on another line. Could you hold for a moment, please?"
- 5 Robbers held the same bank twice in one week.
- 6 When do schools break for summer?
- 7 Carry with the exercise until I come back.

(Points: —)
7x2 14

3 Fill in the correct preposition.

- 1 The man was arrested and charged robbery.
- 2 We congratulated Shirley the success of her first book.
- 3 You always blame me things that are not my fault.
- 4 I wasn't aware the fact that they had moved house.
- 5 There was little demand tickets.
- 6 There was so much noise outside that I couldn't concentrate my work.
- 7 What's the difference a chimpanzee and a monkey?
- 8 The teacher explained the rules the students.

(Points: —)
8x2 16

4 Rephrase the following sentences.

- 1 When did you graduate from primary school?
How long ago
- 2 It's the funniest film I've ever seen.
I've never
- 3 I haven't been to a restaurant for weeks.
The last time
- 4 It's a long time since he heard from his friend James.
He hasn't
- 5 I've never been on a roller coaster before.
It's the first
- 6 The last time we saw a 3-D film was last year.
We haven't

(Points: —)
6x2 12

Revision 1

5 Underline the correct item.

- 1 Has Céline arrived **just** / **yet**?
- 2 Susan called half an hour **since** / **ago**.
- 3 They go to the cinema **every week** / **usually**.
- 4 "You're **always** / **seldom** talking on the phone!"
- 5 Rick has never tasted paella **before** / **after**.
- 6 They **still** / **yet** haven't called us.
- 7 We first met ten years **ago** / **before**.
- 8 Barbara is reading a book **now** / **then**.
- 9 Has Rick **recently** / **always** been so good at Maths?
- 10 **Sometimes** / **At the moment**, Jo is sending an email to his friend.
- 11 They have been watching TV **yet** / **since** 7 o'clock.
- 12 Sam **already** / **always** plays football on Saturdays.

(Points: —)
12x1 12

6 Complete the letter with the appropriate tense form.

Dear Maggie,

I'm sorry I 1) (**not/be**) in touch lately but I 2)
(**study**) hard for my exams. I can't wait to finish!

Anyway, I've got some great news! After the exams, I 3) (**go**) on holiday for a week. Guess where? Madrid! My pen friend Gabriela 4) (**live**) there and she 5) (**invite**) me to visit.

I 6) (**already/book**) my flight. It 7) (**leave**) on June 10th. Her dad 8) (**wait**) for me at the airport. After I arrive, Gabriela and I 9) (**visit**) famous sights such as the Prado Museum and the Opera House. Of course, there 10) (**be**) time for me to do my shopping as well.

Oh, I nearly 11) (**forget**). On June 20th, I 12) (**have**) a garden party to celebrate my birthday. Please try to come. You're welcome to spend the night here.

Well, that's all for now. I promise I 13) (**send**) you a postcard from Madrid.

Love,
Julie

(Points: —)
13x2 26

1 Choose the correct item.

- 1 It was nice of Tom me these flowers!
A to buy C buying
B buy D is buying
- 2 The students were made their essays.
A rewriting C rewrite
B to rewrite D to rewriting
- 3 John Diane to the party tonight.
A brings C will have brought
B is bringing D had brought
- 4 This spaghetti delicious. What have you put in it?
A is tasting C tastes
B has tasted D has been tasting
- 5 It was lovely Vanessa again!
A see C saw
B to see D to seeing
- 6 You buy any sugar. There's plenty.
A should C mustn't
B needn't D couldn't
- 7 He claimed the Loch Ness Monster when he was in Scotland.
A to see C seeing
B to be seen D to have seen
- 8 It's no use her; she won't tell you.
A to ask C ask
B asking D to asking
- 9 I'm sorry you didn't get the job.
A saying C to say
B to saying D for saying
- 10 Tina suggested to the concert.
A going C to have gone
B have gone D to go
- 11 I'm looking forward him again.
A meet C to meet
B meeting D to meeting
- 12 Keiko the doors and windows when she goes out.
A is always locking C had always locked
B always locks D always locked
- 13 Kate the library. She'll be back around 5 o'clock.
A has gone to C has been to
B has been in D has gone in
- 14 You forget Monday's meeting.
A needn't C mustn't
B haven't D might not
- 15 to work tomorrow? Could you give me a lift?
A Do you drive C Did you drive
B Will you be driving D Have you driven
- 16 The security guards wouldn't let anyone the building.
A leave C to leave
B leaving D to leaving
- 17 Chris was packing the suitcases while I the room.
A tidies C have been tidying
B was tidying D had tidied
- 18 Before she knew what was happening, a man her bag.
A has taken C had been taking
B will take D had taken
- 19 You made such a big cake. There's lots left over.
A mustn't have C didn't need
B may have D needn't have
- 20 is a great form of exercise.
A Jog C To jog
B Jogging D To jogging

(Points: —)
20x1 20

Revision 2

2 Fill in the correct particle.

- | | |
|--|--|
| 1 The ice on the roads called careful driving. | 5 I asked her what was going but she didn't tell me. |
| 2 You can borrow the book once Tanya gives it to me. | 6 The tennis match was called due to bad weather. |
| 3 The prisoner got while the guard was sleeping. | 7 Tom got to the final stage of the competition. |
| 4 He's a very cheerful person who gets on everyone. | 8 My father has given smoking. |

(Points: —
8x2 16)

3 Fill in the correct preposition.

- | | |
|--|---|
| 1 I'm not good doing crossword puzzles but I love to try them. | 5 I'm hopeless bowling but I like billiards. |
| 2 Did you hear Hugh and Mary's engagement? | 6 Paul's family mean a lot him. He couldn't live without them. |
| 3 Sue loves squash but she isn't keen tennis. | 7 All the boys were jealous Tim because he had such a nice bicycle. |
| 4 Our teacher insists neat handwriting. | 8 It was nice you to help me. |

(Points: —
8x2 16)

4 Rephrase the following sentences using the words in bold.

- | |
|---|
| 1 Could you help me with the dishes, please?
mind |
| 2 People believe there's no life on other planets.
believed |
| 3 Is this the first time you've been to a ballet?
ever |
| 4 It's exciting to climb mountains.
climbing |
| 5 John's father made him clean up the garage.
was made |
| 6 I'm sure he took my bicycle.
must |

(Points: —
6x2 12)

5 Rephrase the following using the appropriate modal verb.

- 1 I advise you to go to hospital.
.....
- 2 It wasn't necessary for him to leave so soon.
.....
- 3 You are not allowed to smoke here.
.....
- 4 It's possible the letter will arrive tomorrow.
.....

(Points: —)
4x2 8

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

Paul and Simon decided 1) (**go**) on an expedition in the mountains. Although Paul was used to 2) (**trek**) in the hills and mountains, Simon had never been before. He normally objected to 3) (**do**) anything difficult and exhausting but he agreed 4) (**take**) part this time. They remembered 5) (**pack**) a lot of equipment to avoid 6) (**get**) into trouble but unfortunately, there was a terrible storm. They agreed it was no use 7) (**try**) to continue in such bad weather conditions, so they ended up 8) (**set up**) camp in a large cave. Eventually the storm stopped and, although they were cold and tired, they couldn't resist 9) (**finish**) their climb. They thought it would make a good story to tell their friends.

(Points: —)
9x2 18

7 Rewrite the following passage in the *passive*.

1) The doctors have treated three young children for burns at the city hospital. 2) Firefighters rescued the boys from their burning house yesterday. 3) The fire started when one of the boys dropped a match into a litter bin. 4) They are transferring the children to a special burns unit today. 5) They will keep the children there for at least two weeks.

- 1
- 2
- 3
- 4
- 5

(Points: —)
5x2 10

Revision 3 (Units 1-9)

1 Choose the correct item.

- 1 There's a lot of food! We can't eat it all.
A very C so
B such D how
- 2 working very hard, he didn't get a promotion.
A In spite of C Despite the fact
B Although D Whereas
- 3 Peter, father is a politician, works for *The Times*.
A who C which
B who's D whose
- 4 lovely day!
A What a C Such
B How D What
- 5 Have you Rome? It's an interesting city.
A gone to C been to
B gone in D been in
- 6 The film was long that I fell asleep before the end.
A such C how
B very D so
- 7 Kyle wrote May's phone number down forget it.
A in case C so as not to
B so that D not to
- 8 nice of you to remember my birthday!
A How C What
B That D What a
- 9 He hasn't finished cleaning the house
A already C yet
B still D since
- 10 She she wanted to be a musician.
A told C say
B said D tells
- 11 He put on his raincoat so that he get wet.
A didn't C wouldn't
B doesn't D won't
- 12 I borrow your pen, please?
A Will C Can
B Shall D Must
- 13 Could you me who this belongs to?
A say C says
B told D tell
- 14 hot day it is today!
A How C What a
B What D Such
- 15 If only I them my plans!
A don't tell C wouldn't tell
B didn't tell D hadn't told
- 16 Wayne he would call me.
A said C tells
B say D told
- 17 strong your brother is!
A What C How
B What a D What an
- 18 been using my computer again?
A Who's C Whose
B Who D Who is
- 19 He me to have dinner with him.
A offered C insisted
B invited D advised
- 20 I wish I the window open. The floor's all wet.
A didn't leave C hadn't been leaving
B don't leave D hadn't left
- 21 The dentist advised me my teeth after every meal.
A brushing C to have brushed
B to brush D brush
- 22 you study harder, you won't get into university.
A If C Unless
B If only D Should

(Points: —)
22x1 22

2 Fill in the correct particle.

- 1 I can't make my mind whether to buy the white or red scarf.
- 2 He will have to put the party as two of his friends are ill.
- 3 Can you help me look my keys? I can't find them anywhere.
- 4 Always put your campfire before leaving the campsite.
- 5 If you come to London, I can put you for as long as you like.
- 6 My neighbour looks my cat when I'm away.
- 7 Can you make what it says on that sign over there?
- 8 Tim is really good at making stories.

(Points: —)
8x2 16

3 Fill in the correct preposition.

- 1 Paolo wore sunglasses to protect his eyes the sun.
- 2 That man reminds me my uncle Norman.
- 3 Don't shout me! It wasn't my fault.
- 4 Helen suffers asthma.
- 5 Bad weather prevented the ship departing.
- 6 Dan complained to the manager because he wasn't satisfied the service.
- 7 The policeman was suspicious the man who was standing outside the bank.

(Points: —)
7x2 14


4 Rephrase the following sentences using the words in bold.

- 1 I want to go on holiday but I haven't got enough money.
wish
- 2 If you don't have his number, you can't phone him.
unless
- 3 That boy helped me with my bags.
who
- 4 Tamara put on a coat so that she wouldn't be cold.
so as not to
- 5 "Let's meet for lunch," she said.
meeting
- 6 I was late because I missed the train.
therefore

(Points: —)
6x2 12

Revision 3

5 Use Pietro's thoughts to write *wishes* and *conditionals*.



1 I didn't bring my compass with me. I got lost.

2 It is snowing. I feel cold.

3 I don't have any matches. I can't start a fire.

4 I was careless. I lost my torch.

5 My mobile phone doesn't have a signal here. I can't phone for help.

6 I didn't tell anyone where I was going. They won't know where to look.

1

2

3

4

5

6

(Points: —)
6x3 18

6 Rewrite the following in *reported speech* using an appropriate introductory verb.

- 1 "No, I didn't read her diary," he said.
.....
- 2 "Don't go near the pool," he said to his daughter.
.....
- 3 "Don't forget to return your library books," he said to me.
.....
- 4 "Let's try that new Italian restaurant," he said.
.....
- 5 "All right, I'll post the parcel for you," she said.
.....
- 6 "Yes, I made a mistake," he said.
.....

(Points: —)
6x3 18

Revision 4 (Units 1-12)

1 Choose the correct item.

- 1 Can you give me the book is on the chair?
A what C who
B whose D which
- 2 Although he is my neighbour, I know him.
A nearly C bare
B hard D hardly
- 3 The prisoner was taken to court to stand trial.
A a C the
B - D one
- 4 She is the talented skater I've ever seen.
A most C more
B much D very
- 5 is the fastest of the two, a cheetah or a leopard?
A Where C Who
B Which D What
- 6 The luggage was heavy that we couldn't carry it.
A such C so
B much D such a
- 7 Tickets were expensive than I had expected.
A less C few
B least D fewer
- 8 Bruno works a pianist in a restaurant in Chicago.
A like C as
B so D such
- 9 I my hair cut yesterday.
A had C have
B have had D will have
- 10 She went to hospital to visit her grandmother.
A - C a
B the D an
- 11 You can borrow my camera for the weekend.
A brother-in-law C brothers-in-law
B brother's-in-law D brother-in-law's
- 12 She would like sugar in her tea.
A a few C little
B few D a little
- 13 The athlete his best and came first.
A done C did
B had D made
- 14 Her hair is so soft. It is silk.
A as C so
B like D such
- 15 John, father is a scientist, is studying Biology at university.
A which C whose
B whom D who
- 16 Panama Canal divides North and South America.
A A B An
C The D -
- 17 Jerry chose the expensive tie in the shop.
A least C fewer
B less D fewest
- 18 I an offer for their house but they didn't accept it.
A did C done
B made D had
- 19 The police questioning the suspect now.
A is C are
B was D were
- 20 I don't have money to buy a new car.
A enough C too
B so D such

(Points: —)
20x1 20

Revision 4

2 Fill in the correct particle.

- 1 I hadn't seen my friend Tom for weeks, then I ran him at the train station.
- 2 Sophia stood in Paula while Paula was on holiday.
- 3 Tom set a painting and decorating business with his uncle.
- 4 The letters BA stand British Airways.
- 5 I ran an interesting advertisement while I was looking through a magazine.
- 6 If they set at 9 o'clock, they should be here soon.
- 7 I'll stand you whatever happens.

(Points: —)
7x2 14

3 Fill in the correct preposition.

- 1 Peter travels by train because he's terrified flying.
- 2 "What did you think the film?" "I loved it!"
- 3 I took the wrong suitcase from the airport mistake.
- 4 The boys always tease Sarah her red hair.
- 5 Liana was so worried the test that she couldn't sleep.
- 6 Leaving all the lights on is a waste electricity.
- 7 It was only chance that I found my lost earring.

(Points: —)
7x2 14

4 Turn the following sentences into the causative form.

- 1 A mechanic fixed Vince's motorbike.
.....
- 2 A tailor makes Mr Bourne's suits.
.....
- 3 The hairdresser did Patty's hair yesterday.
.....
- 4 A gardener is cutting our grass at the moment.
.....
- 5 The optician is testing Rick's eyes now.
.....
- 6 He will ask the plumber to repair the broken pipes.
.....
- 7 Joe may ask someone to fix his computer.
.....

(Points: —)
7x2 14

5 Fill in with *the* where necessary.

1) Maui is 2) most beautiful of 3) Hawaiian Islands. It is located in 4) South Pacific about 3,800 kilometres from 5) California. 6) island has many sandy beaches and beautiful waterfalls. To 7) east of the island is 8) Haleakala, a huge volcano. 9) Tourists enjoy hiking or horse riding there in order to watch 10) sun set.



(Points: —)
10x1 10

6 Rewrite the sentences putting the words in the correct order.

1 they / film / a(n) / saw / exciting / yesterday

2 look at her / long / hair / black / beautiful

3 usually / first / the / person / she / is / to arrive

4 we / lovely / bought / a(n) / wooden / clock / antique

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(Points: —)
4x3 12

7 Put the adjectives in the correct form.

Dear Sam,

I'm sorry I haven't written to you for a while but I've been very 1) (**busy**) here at Camp Caribou. Actually, that's what I'm writing to tell you about.

This is the 2) (**good**) summer job I've ever had. I'm an athletics instructor. I teach 8-to 14-year-olds baseball, basketball and roller hockey. It's much 3) (**enjoyable**) than working in a busy restaurant.

I'm 4) (**satisfied**) with the money I'm earning, too. I get a much 5) (**high**) salary now considering I don't have to pay for meals and a place to stay. Also, this job is 6) (**stressful**). I decide which activities to do and I organise my own schedule. This makes my life 7) (**easy**) and I have more free time. The only problem is that this job is 8) (**far**) away from home and I don't get to see my friends.

Well, that's my news. Write back soon.

Tom

(Points: —)
8x2 16

Revision 5 (Units 1-15)

1

Choose the correct item.

- 1 Please put this book the shelf.
A in C over
B on D at
- 2 The tree was cut down an axe.
A by B from C with D for
- 3 You bring an umbrella. It's not raining.
A can't C might not
B mustn't D needn't
- 4 The children had a good time,?
A hadn't they C won't they
B didn't they D had they
- 5 studying all night, Carl failed the exam.
A Despite C Though
B Even though D Whereas
- 6 This is the school basketball team won the championship.
A where C whose
B which D that
- 7 If Stacy the film, she would have liked it.
A sees C had seen
B would see D saw
- 8 There is hardly milk in the fridge.
A no B any C some D not any
- 9 Stella got home, George had fallen asleep.
A As soon as C When
B By the time D While
- 10 Sylvia said she come to our party.
A had B have C shall D would
- 11 is someone at the door.
A He C There
B It D She
- 12 They talk to on the phone every day.
A each other C each one
B themselves D both
- 13 Cathy doesn't have a car and
A so do I C nor do I
B I don't D same with me
- 14 If only I my wallet on the bus.
A hadn't left C couldn't leave
B didn't leave D wouldn't leave
- 15 Would you mind me with these bags?
A to help C helping
B help D having helped
- 16 "Is that Cleo and Daniel's house?"
"No, is the one across the street."
A their B there C them D theirs
- 17 He got to the office just for the meeting.
A for time C in time
B on time D the time
- 18 the beginning of the film, there is a huge storm.
A In B To C On D At
- 19 Susan wasn't sure about taking the job but the end she accepted it.
A at B to C on D in
- 20 of the students failed the test. They all passed.
A None C Not every
B Some D All
- 21 I'd prefer to watch a film rather than to music.
A to listen C listening
B listen D listened

(Points: —)
21x1 21

2 Fill in the correct particle.

- 1 You need to study more, otherwise you will fall with your schoolwork.
- 2 She took my phone number and said she'd phone back.
- 3 Claire just turned at the party without being invited.
- 4 Could you turn the lights, please? I can't see anything.
- 5 Lydia takes her mother; she has the same eyes.
- 6 It seemed like a good idea, so everyone just fell with it.
- 7 He took his jumper because it was so warm in the room.
- 8 Turn the radio! That's my favourite song.

(Points: —)
8x2 16

3 Fill in the correct preposition.

- 1 This house has been sale for months.
- 2 I rang him accident. I was trying to ring my mother.
- 3 I haven't got enough cash. Can I pay cheque?
- 4 He described the plan to me detail.
- 5 Nathan lives a farm in Canada.
- 6 "Mr Smith is the phone. He'll be with you in a minute."
- 7 I won't have any dessert; I'm a diet.
- 8 We don't take credit cards; you must pay cash.
- 9 We've been friends for years because we have a lot common.

(Points: —)
9x2 18

4 Rephrase the following sentences.

- 1 It is possible that Sandy could win the gold medal.
Sandy
- 2 If you practise more, you'll play better.
The
- 3 What time does the bus leave?
Could
- 4 There isn't anything in the box.
There is
- 5 She is too young to drive.
She isn't

(Points: —)
5x2 10

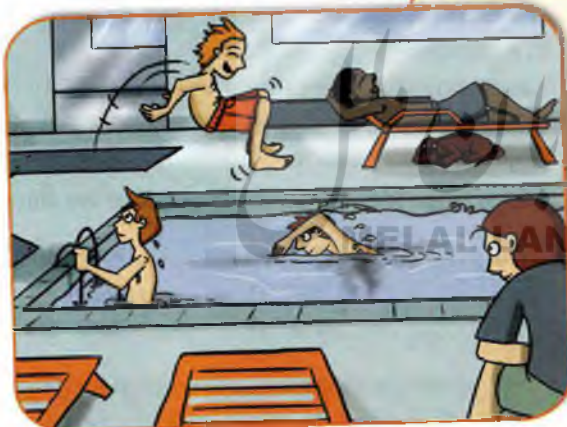
Revision 5

5 Turn the following into *reported speech* using appropriate introductory verbs.

- 1 "What a lovely performance!" she said.
.....
- 2 "Don't forget to buy some milk on your way home," she said to him.
.....
- 3 "Have you done the shopping?" she asked. "No, but I promise I'll do it in the afternoon," he replied.
.....
- 4 "It was you who broke the window," he said to me.
.....
- 5 "It is a nice car," he said. "How much did you pay for it?"
.....

(Points: —)
5x2 10

6 Fill in the gaps with the correct preposition.



There are some people lying 1)
the pool today. A boy is jumping 2)
the water. A man is coming 3) of
the water climbing 4) the steps.
There's a little dog lying 5) one of
the sunbeds.

(Points: —)
5x2 10

7 Write questions to which the words in **bold** are the answers.

- 1 The National Bank was robbed **yesterday**.
.....
- 2 The robbery happened at **10 o'clock** in the morning.
.....
- 3 The robbers took **£10,000** and ran into the street.
.....
- 4 **A passer-by** called the police but the robbers escaped in Queen Street.
.....
- 5 The police are looking for **two men aged about 30 wearing masks**.
.....

(Points: —)
5x3 15

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be	was	been	let	let	let
bear	bore	born(e)	lie	lay	lain
beat	beat	beaten	light	lit	lit
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
bite	bit	bitten	mean	meant	meant
blow	blew	blown	meet	met	met
break	broke	broken	pay	paid	paid
bring	brought	brought	put	put	put
build	built	built	read	read	read
burn	burnt	burnt	ride	rode	ridden
burst	burst	burst	ring	rang	rung
buy	bought	bought	rise	rose	risen
can	could	(been able to)	run	ran	run
catch	caught	caught	say	said	said
choose	chose	chosen	see	saw	seen
come	came	come	seek	sought	sought
cost	cost	cost	sell	sold	sold
cut	cut	cut	send	sent	sent
deal	dealt	dealt	set	set	set
dig	dug	dug	sew	sewed	sewn
do	did	done	shake	shook	shaken
draw	drew	drawn	shine	shone	shone
dream	dreamt	dreamt	shoot	shot	shot
	(dreamed)	(dreamed)	show	showed	shown
drink	drank	drunk	shut	shut	shut
drive	drove	driven	sing	sang	sung
eat	ate	eaten	sit	sat	sat
fall	fell	fallen	sleep	slept	slept
feed	fed	fed	smell	smelt (smelled)	smelt (smelled)
feel	felt	felt	speak	spoke	spoken
fight	fought	fought	spell	spelt (spelled)	spelt (spelled)
find	found	found	spend	spent	spent
fly	flew	flown	spill	spilt (spilled)	spilt (spilled)
forbid	forbad(e)	forbidden	split	split	split
forget	forgot	forgotten	spoil	spoilt (spoiled)	spoilt (spoiled)
forgive	forgave	forgiven	spread	spread	spread
freeze	froze	frozen	spring	sprang	sprung
get	got	got	stand	stood	stood
give	gave	given	steal	stole	stolen
go	went	gone	stick	stuck	stuck
grow	grew	grown	sting	stung	stung
hang	hung	hung	strike	struck	struck
have	had	had	swear	swore	sworn
hear	heard	heard	sweep	swept	swept
hide	hid	hidden	swim	swam	swum
hit	hit	hit	take	took	taken
hold	held	held	teach	taught	taught
hurt	hurt	hurt	tear	tore	torn
keep	kept	kept	tell	told	told
know	knew	known	think	thought	thought
lay	laid	laid	throw	threw	thrown
lead	led	led	understand	understood	understood
learn	learnt	learnt	wake	woke	woken
	(learned)	(learned)	wear	wore	worn
leave	left	left	win	won	won
lend	lent	lent	write	wrote	written

Appendix 1: Verbs, Adjectives, Nouns with Prepositions

A	accuse sb of (doing) sth (v) advantage of (n) afraid of sb / sth (adj) aim at sb / sth (v) amazed at / by sth (adj) angry at / with sb for doing sth (adj) annoyed about sth (adj)	annoyed with sb for doing sth (adj) apologise to sb for sth (v) apply to sb for sth (v) arrive at (a small place) (but: arrive home) (v) arrive in (a big place) (v) ashamed of sb / sth (adj)	ask sb for sth (but: ask sb a question) (v) associate with sb (v) astonished at / by sth (adj) attitude towards / to (n) aware of sth (adj)
B	bad at sth (adj) believe in sth (v) belong to sb (v)	blame sb / sth for sth (v) (put the) blame on sb / sth (n) bored with sth (adj)	borrow sth from sb (v) brilliant at sth (adj) bump into sb / sth (v)
C	(in) capable of sth (adj) care about sb / sth (v) care for sb / sth (= look after/like) (v) take care of (exp) cause of (n) change sth for sth (= exchange one thing for another) (v) charge sb for (= ask sb to pay) (v) charge sb with (= accuse sb of) (v) cheque for (n)	clever at sth (but: clever of sb to do sth) (adj) come from (v) compare sth/sb to sth/sb else (= show the likeness between) (v) compare sth / sb with sth / sb else (= examine people or things to find similarities and differences) (v) (nothing can) compare with sth (= nothing is as good as) (v) complain to sb about sth / sb (v) concentrate on sth (v) congratulate sb on (doing) sth (v)	(in) connection with sb / sth a connection between two things) (n) conscious of sth (adj) consist of sth (v) contact with sb / sth (but: contact between two things) (n) convert into (v) crash into sb / sth (v) crowded with (people etc) (adj) cruel to sb / sth (adj) cruelty towards / to (n) take care of sb / sth (= look after) (v)
D	damage to (n) deal with (v) decide on (v) delighted with sth (adj) demand for (n) depend on sb / sth (v) die of (an illness) (v)	difference between two things (n) different from / to sb / sth (adj) disadvantage of (n) disappointed with sth (adj) discuss sth with sb (v)	dissatisfied with (adj) divide sth into (v) dream about sb / sth (v) dream of being / doing sth (= imagine) (v) drive into sb / sth (v)
E	engaged to sb (adj) escape from (v)	excellent at sth (adj) excited about (adj)	explain sth to sb (v) excuse sb for sth (v)
F	fail in (v) famous for sth (adj) fed up with sth (adj) fond of sb / sth (adj)	forgive sb for sth (v) (un)friendly to sb (adj) frightened of sb / sth (adj) full of sth (adj)	furious about sth (adj) furious with sb for doing sth (adj)
G	generous to sb (but: generous of sb to do sth) (adj) good at sth (adj)	good to sb (but: good of sb to do sth) (adj)	grateful to sb for sth (adj)
H	happen to sb / sth (v) head for (v) hear about (= be told) (v)	hear from (= receive a letter) (v) hear of sb / sth (= know that sb/sth exists) (v)	hope for sth (v) (no) hope of (n) hopeless at sth (adj)
I	impatient with (adj) impressed by / with sb / sth (adj)	increase in (n) insist on (v) interested in sth (adj)	introduce sb to sb (v) invitation to (n) invite sb to (v)
J	jealous of sb / sth (adj)		

Appendix 1: Verbs, Adjectives, Nouns with Prepositions

K	keen on sth (adj)	(be) kind to sb (but: kind of sb to do sth) (adj)	know of / about (v)
L	laugh at sb (= mock) / sth (v) listen to sb / sth (v)	live on (money/food) (v)	look at sb / sth (v)
M	(be) married to sb (v)	mean to sb (but: mean of sb to do sth) (adj)	meet with sb (v)
N	need for (n)	(be) nice to sb (but: nice of sb to do sth) (adj)	
O	occur to sb (v)		
P	patient with (adj) pay sb for sth (v) photograph of (n) picture of (n) (un)pleasant to sb (adj) (un)pleasant of sb to do sth (adj)	pleased with sth (adj) point at sb / sth (v) (im)polite to sb (but: (im)polite of sb to do sth) (adj) prefer sb / sth to sb / sth else (v) prevent from (v)	proof of (n) protect sb / sth from / against sb / sth (v) proud of sb / sth (adj) provide sb with sth (v)
R	react to (v) reaction to (n) reason for (n) regard sb / sth as (v) relationship with sb / sth (but: a relationship between two things) (n)	rely on sb / sth (v) remind sb about sth (= tell sb not to forget) (v) remind sb of sb / sth (= cause to remember) (v)	reply to (n) / (v) responsible for sth (adj) rise in (n) rude to sb (but: rude of sb to do sth) (adj)
S	(feel) sorry for sb (adj) satisfied with sth (adj) save from (v) scared of sb / sth (adj) search for sb / sth (v) sensible of sb to do sth (adj) sentence sb to (prison) (v) shocked at / by sth (adj)	short of sth (adj) shout at sb (= reprimand) (v) shout to sb (so as to be heard) (v) similar to sth (adj) smile at sb / sth (v) solution to (n) sorry about sth (adj) sorry for doing sth (adj)	(be/feel) sorry for sb (v) speak to sb about (v) spend money on (v) spend time in / on doing sth (v) stupid of sb to do sth (adj) suffer from (an illness) (v) surprised at / by sth (adj) suspicious of sb / sth (adj)
T	talk to sb about sth (v) tease sb about sth (v) tell sb about sth (v) terrified of sb / sth (adj)	think about sb / sth (= consider) (v) think of sb (= remember sb) (v) think of sth = (have an idea) (v)	tired of sth (adj) throw at (in order to hit) (v) throw to (in order to be caught) (v) translate into (v)
U	unconscious of (adj) unpleasant to (adj)	unreasonable of sb to do sth (adj)	upset about sth (adj) use of sth (n)
V	valid for (adj)		
W	wait for sb / sth (v) warn sb of / against sb / sth (v)	waste of (n) weak in (adj)	worried about (adj) write to sb (v)

Note: discuss sth (v), enter a place (= go into a place) (v), reach a place (v)

Appendix 2: Spelling Rules / Pronunciation

Prepositions with Word Phrases

At	at home / work / school / university / a station / an airport / the seaside, a hotel, at sea (= on a voyage), at the beginning (= when sth started), at the end (= when sth finished), at the latest
By	by accident, by car / train / plane / boat / ship / bus / bicycle, by chance, by cheque, by mistake, by road / rail / air / sea / tube
For	(have sth) for breakfast / lunch / dinner, (go) for a drink, (go) for a walk / swim, for sale (= sold by the owner)
In	in a mess, in bed, in case, in cash (also pay cash), in common, in connection with, in contact with, in detail, in hospital, (fall/be) in love (with), in my opinion, in one's car, in prison, in the beginning (= originally), in the end (= finally), in time (= soon enough), in touch
On	on a diet, on a farm, on a ship, on a trip / excursion / cruise / tour / expedition, on holiday (BUT: go somewhere for a holiday), on business, on fire, on my bicycle, on my own, on strike, on the bus, on the phone, on the radio / TV, on the trail, on time (= exactly), on foot, on sale (= sold at a reduced price)

Appendix 2: Spelling Rules

1	-(e)s ending a. words ending in -s, -ss, -ch, -x, -sh, -z, -o add -es b. nouns ending in vowel + o , double o , short forms / musical instruments / proper nouns ending in -o add -s	<i>bus – buses, miss – misses, church – churches, box – boxes, wash – washes, fizz – fizzes, do – does, radio – radios, zoo – zoos, photo – photos, piano – pianos</i>
2	-f / -fe ending nouns ending in -f / -fe drop -f / -fe and add -ves	<i>thief – thieves, wife – wives (BUT: chiefs, roofs etc)</i>
3	-y ending a. words ending in consonant + y drop -y and add -ies, -ied, -ier, -iest, -ily b. words ending in consonant + y add -ing c. words ending in vowel + y add -s, -ed, -ing, -er, -est	<i>study – studies – studied, pretty – prettier – prettiest, pretty – prettily, study – studying, play – plays – played, playing (BUT: paid, said, laid), grey – greyer – greyest</i>
4	-ie ending words ending in -ie change -ie to -y before -ing	<i>die – dying</i>
5	dropping -e a. words ending in -e drop -e and add -ing, -ed, -er, -est b. adjectives ending in -e add -ly to form their adverbs c. adjectives ending in -le change -le to -ly to form their adverbs d. verbs ending in -ee add -ing	<i>live – living – lived (BUT: be – being), late – later – latest, mere – merely, rare – rarely (BUT: true – truly), horrible – horribly (BUT: whole – wholly), see – seeing</i>

Pronunciation

Pronunciation of -(e)s ending (noun plurals and the 3rd person singular of verbs in the Present Simple)

/s/ after /f/, /t/, /p/, /k/	/z/ after /z/, /dʒ/, /tʃ/, /s/, /ʃ/	/z/ after /b/, /g/, /m/, /d/, /l/, /n/, /v/ or any vowel sound
<i>laughs, repeats, stops, knocks</i>	<i>chooses, manages, catches, kisses, bushes</i>	<i>robs, digs, screams, adds, falls, runs, dives, waters, plays</i>

Pronunciation of -ed ending

/d/ after /t/, /d/	/t/ after /k/, /tʃ/, /f/, /s/, /ʃ/, /p/	/d/ after /b/, /n/, /m/, /v/, /g/, /l/, /n/, /z/, vowel + /r/
<i>posted, ended</i>	<i>worked, touched, laughed, danced, washed, hoped</i>	<i>rubbed, damaged, screamed, loved, hugged, filled, listened, seized, stirred</i>

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5

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