

New Round-Up

Virginia Evans Jenny Dooley

6

Starter

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English Grammar Practice



Students' Book

with CD-Rom



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6

English Grammar Practice

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Introduction

New Round-Up 6 English Grammar Practice combines fun with serious, systematic grammar practice. It is ideal for learners in the upper-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 learnt 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.

Tense Forms

1



Listen and repeat. Then act out.



Mum, come quickly, I've knocked over the ladder in the garden.

I'm reading my book now, dear. Go and tell your father.

He knows. He's been hanging from the roof for the past five minutes.



Present Simple

is used:

- for permanent situations or states.
He works in a hospital.
- for general truths and laws of nature.
Water boils at 100°C.
- for repeated/habitual actions (especially with adverbs of frequency: often, usually, always, etc.).
He always does his homework.
(Here 'always' means every day.)
- for reviews/sports commentaries/narrations.
José Carreras sings wonderfully in this recording.
- for timetables/programmes (future meaning). *The race starts at 3:00 pm.*
- in exclamatory sentences.
Here comes the bride!

Present Continuous

is used for:

- temporary situations.
She is working in Paris this week.
- changing or developing situations.
Johnny is getting taller and taller.
- frequently repeated actions with always, constantly, continually, etc. expressing annoyance or criticism.
He's always asking stupid questions.
(Here 'always' means constantly.)
- actions happening at or around the moment of speaking.
The baby is sleeping at the moment.
- fixed arrangements in the near future.
I'm seeing Rachel tonight.

Present Perfect

is used for:

- recently completed actions and whose results are visible in the present.
He has cut the grass. (We can see the grass is now cut.)
- actions that started in the past and continue up to the present with stative verbs such as be, have, like, know, etc. In this case we often use *for* or *since*.
Mrs Jones has been a secretary for ten years.
- experiences
She has tried windsurfing.
- actions which happened within a specific time period which is not over at the time of speaking. We use expressions such as *today, this morning/evening/week/month, etc.*
He has read three novels this week. (The time period – this week – is not over yet. He may read another.)

Present Perfect Continuous

is used:

- for actions that started in the past and continue up to the present.
He has been washing his bike for an hour.
(He started an hour ago and he's still washing it.)
- for past actions of certain duration having visible results or effects in the present.
He has been fighting.
That's why he's got a black eye.
- to express anger, irritation, annoyance
Someone has been using my laptop.
(annoyance)
- Present Perfect Continuous is normally used with *for, since* or *how long* to put emphasis on duration.
She has been waiting since 4 o'clock.

1

Tense Forms

Time expressions used with:

Present Simple	every day/week/month/year, usually, sometimes, always, rarely, never, often, 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 & Present Perfect Continuous	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.

For and **since** are usually used with **Present Perfect Continuous** to emphasise the duration of an action.

1 Identify the tenses, then match them with the correct description.

- | | |
|--|--|
| <p>1 He runs a large travel agency.</p> <p>2 The thief enters the room and opens the safe.</p> <p>3 He has cleared out the garage.</p> <p>4 She's been practising that song for hours.</p> <p>5 He's working hard these days.</p> <p>6 He's gained a lot of weight recently.</p> <p>7 Tom's picking me up at 7 o'clock tonight.</p> <p>8 He's such a boring man who's always making a fuss about nothing.</p> <p>9 The ferry arrives at 10:00 am.</p> <p>10 You feel dizzy because you've been lying in the sun for too long!</p> | <p>a actions taking place at or around the moment of speaking; temporary situations</p> <p>b emphasis on duration of an action which began in the past and continues up to the present</p> <p>c reviews/sports commentaries/dramatic narratives</p> <p>d past actions of a certain duration having visible results/effects in the present</p> <p>e fixed arrangements in the near future</p> <p>f timetables/programmes (future meaning)</p> <p>g permanent situations or states</p> <p>h recently completed actions</p> <p>i personal experiences or changes which have happened</p> <p>j frequently repeated actions with 'always' expressing the speaker's annoyance or criticism</p> |
|--|--|

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

Dear Sir/Madam,

I 1) *am writing* **(write)** on behalf of Midfield School. Every year, our students 2) **(choose)** to do a project on an environmental problem. Then, they 3) **(work)** to raise money to help solve this problem. We 4) **(recently/see)** your advertisements about protecting dolphins, so for the last few weeks we 5) **(try)** to learn about the dolphins that 6) **(live)** in the sea near our school. We 7) **(already/be)** on two boat trips and 8) **(persuade)** local fishermen to change their fishing nets because the ones they 9) **(use)** at the moment can trap dolphins. Could you please send the children some World Wildlife Fund posters to add to the presentations that they 10) **(do)** so far?

Yours faithfully,

J. Hopkins (Teacher)

3 Put the verbs in brackets in the correct present forms.

Dear Sal,
 You'll never guess where I 1) am writing (write) from. I 2) _____ (sit) in the garden of a hotel overlooking Lake Windermere. It's so good to get away. We 3) _____ (stay) here for nearly a week now. Every morning I 4) _____ (get up) at 7 o'clock and I 5) _____ (go) for a swim in the lake before breakfast. Since we arrived, we 6) _____ (do) a lot of sightseeing but we 7) _____ (not/visit) the castle yet. We 8) _____ (watch) the boats coming and going all morning and the owner of the hotel 9) _____ (just/suggest) that we take a boat trip this afternoon. There is a boat that 10) _____ (leave) at 2 o'clock that we can take to cross the lake to Wray Castle – it sounds like fun.
 We 11) _____ (travel) to Scotland this weekend to visit relatives and then we 12) _____ (return) to London next week. What 13) _____ (you/do) in Devon since you got there? Email me soon and tell me your news.
 Mary

Stative Verbs

Stative verbs express a permanent state and don't usually have continuous forms. These are:

- **verbs of the senses** (to express involuntary actions): *feel, hear, see, smell, taste, etc.* (Can or could are often used with these verbs. *Turn the radio down, please. I can't hear you.*) *Look, watch and listen* express deliberate actions and can be used in continuous forms. *John is watching* a football match on TV. *Feel and hurt* can be used in either continuous or simple forms. *John feels/is feeling* worse today.
- **verbs of feelings and emotions**: *adore, appreciate (= value), detest, dislike, enjoy, forgive, hate, like, loathe, etc.* *He hates* the show they are watching on TV now. (NOT: ~~He is hating~~)
- **verbs of opinion**: *agree, believe, expect (= think), see (= understand), suppose, understand, etc.* *I believe* he is innocent. (NOT: ~~I am believing~~)
- **other verbs**: *appear (= seem), belong, concern, contain, depend, fit (= be the right shape and size for sth), have (= possess), know, mean, owe, own, possess, need, prefer, require, want, weigh, (= have the weight of), wish, keep (= continue), seem, etc.* *He wants* some more biscuits. (NOT: ~~He is wanting~~)

Some stative verbs have continuous forms but with a difference in meaning:

State	Action
<i>He thinks</i> he's really clever. (= he believes)	<i>I'm thinking</i> about his offer. (= I'm considering)
<i>This tastes</i> salty. (= It has the flavour)	<i>Why is he tasting</i> the soup? (= testing the flavour)
<i>He has</i> two houses. (= he owns; he possesses)	<i>She's having</i> lunch. (= she's eating)
<i>The silk shirt feels</i> soft. (= it has a soft texture)	<i>Ann is feeling</i> the cat's fur. (= she's touching)
<i>Do you see</i> what I mean? (= understand)	<i>I'm seeing</i> Paula tonight. (= I'm meeting)
<i>Your perfume smells</i> of apples. (= it has the smell)	<i>She is smelling</i> the roses. (= she's sniffing)
<i>I love/enjoy</i> good films. (= I like in general)	<i>I'm loving/enjoying</i> this film. (= I like specifically)
<i>It looks</i> as if it's going to rain. (= it appears)	<i>He is looking</i> at the painting. (= he's observing it)
<i>He appears</i> to be working. (= he seems to be)	<i>The singer is appearing</i> on stage tonight. (= is performing)
<i>The box is heavy. It weighs</i> a lot. (= has the weight of)	<i>He is weighing</i> the potatoes. (= is measuring the weight of)

1

Tense Forms

Certain adjectives can be used with **be** in the continuous form to express a temporary characteristic. These are: *careful, foolish, kind, lazy, nice, (im)patient, (im)polite, rude, silly, etc.*
*John is usually careful, but today he's **being** careless. You're **being** very foolish.* (normally used as a warning)

4 Fill in with the present simple or the present continuous.

- 1 A: I *am thinking* (think) about visiting Jane this afternoon.
 B: I wouldn't bother. I (think) she's away on holiday.
- 2 A: Mr Jones (have) a telephone message from his wife.
 B: Can it wait? He (have) a business meeting and I don't want to disturb him.
- 3 A: The police (still/look) for fingerprints.
 B: It (look) as if they won't find the criminal.
- 4 A: Why (you/taste) the soup? Is there anything wrong with it?
 B: Yes, it (taste) too sweet. I think you've used sugar instead of salt.
- 5 A: Why (you/feel) the baby's forehead, Mum?
 B: I think she's got a temperature. She (feel) rather hot.
- 6 A: I (see) my boss about a pay rise this afternoon.
 B: I (see). That's why you're wearing a suit and tie.
- 7 A: Why (you/smell) the inside of your car?
 B: Because it (smell) of petrol and I want to check for leaks.

5 Underline the correct item.

- 1 John is / is being usually rude, but today he is / is being polite to his colleagues.
 2 Ann is / is being usually patient, but today she is / is being impatient.
 3 Sam is / is being rude to his mother now, but he is / is being normally pleasant to her.
 4 Peter is / is being a kind man, but at the moment he is / is being selfish.
 5 Julie is / is being silly at the moment, although I know she is / is being really very sensible.

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

- Mark: Hi Ann! What 1) *are you doing* (you/do) at the moment?
 Ann: Hello Mark! I 2) (try) to finish my project, but my little brother 3) (keep) interrupting me.
 Mark: Oh really?
 Ann: Yes, he 4) (always/ask) me to help him with his homework!
 I 5) (get) tired of it.
 Mark: I see. Look, a few of us 6) (meet) at Café Nora for coffee later.
 7) (you/want) to join us?
 Ann: Well, my dance class 8) (start) at 8 o'clock. What time 9) (you/go) to the café?
 Mark: About 6 o'clock.
 Ann: That's great! My class is nearby and I certainly 10) (need) a break. See you at six.

7 Fill in: *yet, already, since, how long or ever.*

- I don't think Frank has ... *ever* ... been to a live concert.
- I haven't seen Louise Jeff's wedding last year.
- I don't know Jack's been working on that project, but it seems like weeks.
- Mr Louis hasn't rung me back about the contract
- Pam has finished her test and I've only done half of mine.

3 Listen and repeat. Then act out.

Have gone to / Have been to / Have been in



She **has gone to** Madrid. (= She's on her way to Madrid or she's there. She hasn't come back yet.)
 She **has been to** Paris once. (= She has visited Paris; she is not there now. She has come back.)
 She **has been in** Berlin for two years. (= She lives in Berlin now.)

8 Fill in: *has/have gone to, has/have been to/in* in the correct form.

- i ... *have been to* ... New York several times, but I ... *haven't been to* ... Atlanta.
- My boss Lisbon for a week, so I'm doing some of his work for him.
- We Milan for very long, so we don't know it very well yet.
- Martin isn't here. He the library to get some books.
- I that gallery twice but I haven't seen the painting you mentioned.

9 Fill in with the *present perfect* or the *present perfect continuous*.

Hi Sam,

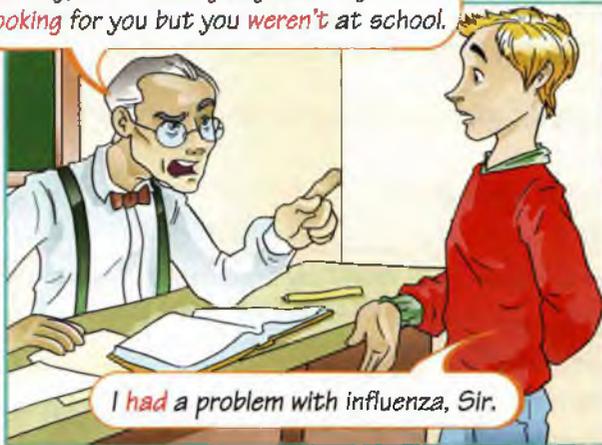
How are things? I 1) *haven't heard* (not/bear) from you in a while. What 2) (you/be) up to these past few weeks? 3) (you/finish) your exams yet? Mine start next week and I'm already nervous. Even though I 4) (study) pretty hard since May, it still feels like I have a lot to learn. Oh! Guess what! I 5) (change) my mind about getting a job when I leave school. I 6) (decide) that I want to go to university and study veterinary science instead. Everyone's really surprised, but I 7) (think) about it for a while. As you know, I 8) (work) as a volunteer at an animal shelter for the past two years and I 9) (realise) that helping animals is what I want to do with my life. What about you? 10) (you/think) any more about coming to visit me in August?

Brigitte



Listen and repeat. Then act out.

Johnny, where **were** you yesterday? I **was** looking for you but you **weren't** at school.



I **had** a problem with influenza, Sir.

Oh! I **didn't** know you **had been** ill.



Oh, no! I **had been trying** to spell it for so long that I **was** too tired to come to school.

Past Simple

is used for:

- past actions that took place immediately one after the other.
He got in the car, started the engine and drove off.
- past habits or states which are now finished. In such cases, we can also use the expression *used to*.
When he was young, he rode/used to ride his bike to school.
- a complete action or event which happened at a stated time in the past.
She passed her exam last week. (When? "Last week" – stated time in the past)
- complete past actions not connected to the present with a stated or implied time reference
Elvis Presley made lots of records. (Elvis is dead; he won't record any more – period of time now finished – implied time reference)

Past Continuous

is used for:

- an action which was in progress at a stated time in the past. We do not know when the action started or finished.
At 1 o'clock this afternoon they were having coffee.
- a past action which was in progress when another action interrupted it.
I was playing football when I broke my ankle. (The action in progress – *was playing* (Past Continuous) – was interrupted by another action – *broke*. Past Simple)
- two or more actions which were happening at the same time in the past (simultaneous actions).
He was cooking while she was sleeping.
- background description to events in a story/description.
They were travelling to Swansea ...

Past Perfect

is used for:

- an action which happened before another past action or before a stated time in the past.
She had already cooked dinner when her husband came home. (She cooked dinner first and then her husband came.)
- an action which finished in the past and whose result was visible in the past.
When I saw Steve yesterday he was happy because he had found a new job.
- The Past Perfect is the past equivalent of the Present Perfect.
There was no pudding left; he had eaten it all. (Present perfect: There's no pudding left; he has eaten it all.)

Past Perfect Continuous

is used:

- for an action of certain duration continuing up to a specific time in the past.
She had been trying to get a visa for months before she gave up.
- for a past action which lasted for some time in the past and whose result was visible in the past.
Her fingers ached because she had been playing the guitar all day.
- The Past Perfect Continuous is the past equivalent of the Present Perfect Continuous.
He stayed in bed that day because he had been feeling ill all week. (Present perfect: He's staying in bed today because he's been feeling ill all week.)

Time expressions used with:

Past Simple	yesterday, last week, etc. (how long) ago, then, just now, when, in 1992, etc.
Past Continuous	while, when, as, the moment that, etc.
Past Perfect	for, since, already, after, just, never, yet, before, by, by the time, etc.
Past Perfect Continuous	for, since

10 Identify the tenses, then match them with the correct description.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 She opened the cupboard, took out a dress and put it on. 2 She was upset because she had been waiting to hear from her son for days. 3 They were still discussing the plan at midnight. 4 They were flying over the Andes when the storm began. 5 Tom was reading out the text while Sara was writing it down. 6 She had finished most of the work by the time her boss arrived. 7 He always went to work by train. 8 We had been living in the same house for twelve years before we decided to move. | <ol style="list-style-type: none"> a past action in progress interrupted by another past action b past action which occurred before another action or before a stated time in the past c two or more simultaneous past actions d action continuing over a period up to a specific time in the past e past actions which happened immediately one after the other f past action of a certain duration which had visible results in the past g past habit or state h action in the middle of happening at a stated past time |
|--|--|

11 Fill in with the *past simple* or the *past continuous*.

Simon 1) *...was walking...* (walk) home from work the other day when he 2) (notice) something shining on the other side of the road. A car 3) (come) down the street, so he waited until it had driven past. Then he 4) (cross) over. When he 5) (get) to the other side, he saw that there was a shiny gold coin on the road! He 6) (look) around to make sure no one 7) (watch) him. Then, he 8) (bend) down to pick it up. Imagine his surprise when he 9) (not/can) move it! He 10) (be) just about to give up when he 11) (hear) a strange sound behind him. Someone 12) (laugh) at him, but he couldn't see who it 13) (be). Two little boys 14) (hide) behind a hedge, laughing at anyone who tried to pick up the coin they had stuck to the road with glue!



1

Tense Forms

12

Fill in with an appropriate past form.

Titanic HITS Iceberg



In 1912, a passenger steamship called the *Titanic* 1) *was sailing*... (sail) across the Atlantic Ocean from England to America. A bright moon 2)

3) (shine) and a gentle breeze 4) (blow). The ship 4) (sail) for four days and was now more than halfway towards its destination – New York City. Some passengers 5) (sleep) in their cabins while others 6) (relax) on deck, when suddenly they all 7) (hear) a loud bang. Those sitting on deck 8) (jump up), 9) (run) to the railing of the ship, and 10) (look) over the side. To their horror, they saw that they 11) (hit) an iceberg which 12) (tear) a hole in the side of the ship. Water was pouring into the ship at an alarming rate. There were not enough lifeboats on the ship and tragically more than 1,500 people lost their lives that night. The sinking of the *Titanic* remains the most infamous sea disaster in history.

13

Which of the past forms in the text (1–12) above are used to express:

- 1 past action of certain duration continuing up to a specific time in the past ...4..
- 2 background description of events in the story
- 3 shorter actions which interrupt longer actions
- 4 past action which occurred before another past action
- 5 past actions which happened one immediately after the other
- 6 past actions which were happening at the same time in the past

14

Underline the correct time expression.

- 1 I still/~~yet~~/~~just~~ hadn't done my homework when Mum came home.
- 2 Meg was lying in the sun ~~before~~/~~while~~/as soon as the children were playing in the pool.
- 3 How long ago/~~How long~~/~~While~~ did you pass your driving test?
- 4 He continued his journey ~~before~~/~~after~~/yet he had changed the tyre.
- 5 She had been singing for years ~~since~~/~~for~~/before she finally became a star.
- 6 Our team had scored three goals by the time/~~until~~/~~while~~ we got to the match.
- 7 The professor didn't start speaking ~~after~~/until/yet everyone was quiet.
- 8 She took off her coat just/as soon as/~~already~~ she entered the house.

Present Perfect is used:

- for complete past actions connected to the present with a stated or unstated time reference.

She has gone to Madrid. (unstated time; we don't know when she went – she's still there)

Jim has typed five letters this morning. (stated time; it's still morning – action connected to the present)

I've spoken to Prince Charles. (He's still alive – action connected to the present)

He has lived in Spain for two years. (He's in Spain now. – action connected to the present)

- to announce news or give new information.

The Prime Minister has decided to call a general election.

Past Simple is used:

- for complete past actions not connected to the present with a stated or implied time reference.

She went to Madrid last year. (When? Last year. The time is stated.)

Jim typed five letters yesterday morning. (When? Yesterday morning.)

She once spoke to James Dean. (action not connected to the present – James Dean is dead.)

She lived in France for three years. (She doesn't live in France now. – action not connected to the present)

- to give additional details of a news story.

He announced the decision to Parliament this morning.

15 Fill in with the *present perfect* or the *past simple*.

- 1 A: *Did you see* (you/see) the Jackie Chan film on TV last night?
 B: No. But I (already/see) all of his films on DVD this year.
- 2 A: I (already/go) to the cinema three times this month. What about you?
 B: Not once! But last month, I (go) five times.
- 3 A: (you/ever read) *The Picture of Dorian Gray* by Oscar Wilde?
 B: Yes. We (read) it in school last year.
- 4 A: George and I (have) dinner at that new Vietnamese restaurant in town last night.
 B: Really? I (never/try) Vietnamese food before. What's it like?
 A: Delicious. In fact, we (already/make) a reservation to eat there again next week.

16 Fill in with the *past simple* or the *past perfect*.

The biggest event in Tom's life 1) ... *happened* ... (happen) by chance. He 2) (be) 22 years old and he 3) (just/graduate) from university. He was looking for a job. He 4) (want) to be a journalist but he 5) (know) he 6) (not/have) enough experience. You see, as a student, he 7) (spend) most of his time in the university theatre. He 8) (apply) to many newspapers but he 9) (not/receive) any replies. Then one day, the phone 10) (ring). It was a woman who 11) (offer) him a job as an actor. She 12) (see) him in a play at the university and 13) (enjoy) the performance. He 14) (take) the job and ever since then he's been a very successful actor. Last night he 15) (discover) he 16) (win) an award for his performance in the play.



1

Tense Forms

Used to – Be used to + -ing form / noun / pronoun – Would – Was going to

- Used to** expresses past habits, regularly repeated actions in the past or past states.
She used to tell me stories. (ALSO: would tell me ...)
He used to live in the country. (NOT: would – state)
He used to have a beard. (NOT: would – state)
- Would** expresses regularly repeated actions and routines in the past. (Stative verbs are not used with 'would'.)
Mum would always make me a big breakfast. (ALSO: Mum used to make ...)
- Be used to** means 'be accustomed to', 'be in the habit of'.
She isn't used to living in tropical climates. (= she isn't accustomed to living ...)
- Was going to** expresses actions one intended to do but didn't.
She was going to move to London but then she decided to stay in York.

17 Write sentences using *used to*.

Ten years ago

- he was overweight.
- he had long hair.
- he didn't wear glasses.
- he rode a bicycle.
- he didn't wear suits.



NOW

- he is thin.
- he has got short hair.
- he wears glasses.
- he drives a car.
- he wears suits.



.. He used to be overweight, but now he is thin.

.....

.....

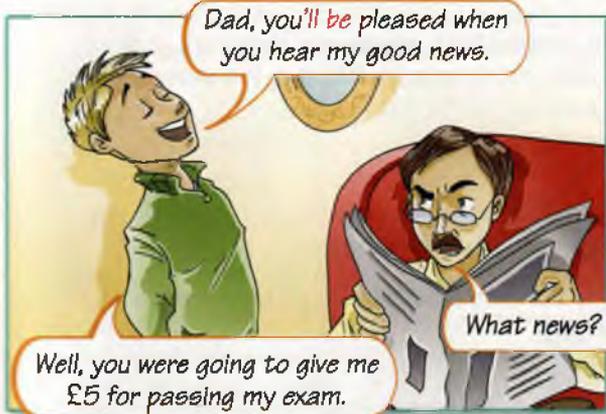
.....

18 Fill in: *used to*, *be used to*, *would* or *was going to*.

Although my friend Tom has lived in the city for three years, he still 1) *isn't used to* it. He 2) live in the country so he 3) living in a more peaceful environment. His first few days in the city were so unpleasant that he 4) move straight back home, but he found a job and decided to stay. That's when I met him. He 5) come into the office with his coffee every morning and he 6) often stop and talk for a while about what his life 7) be like in the country. His family 8) have their own vegetable garden and his mother 9) prepare wonderful meals. In autumn, they 10) go for long walks and they 11) collect wild mushrooms. Tom made it sound so wonderful that, at one point last year, I 12) quit my job and leave the city forever. But I didn't. I 13) the noise and excitement of the city and I know I wouldn't feel at home in the country.



5 Listen and repeat. Then act out.



Future Simple (Will)
is used for:

- on-the-spot decisions. *It's cold in here. I'll turn on the heating.*
- hopes, fears, threats, offers, promises, warnings, predictions, requests, comments, etc. Esp. with: *expect, hope, believe, I'm sure, I'm afraid, probably, etc. I hope he'll like his birthday present.*
- actions or predictions which we think may (not) happen in the future. *She'll probably win.*
- actions which we cannot control but which will definitely happen. *The baby will be born in the new year.*
- things we are not yet sure about or we haven't decided to do yet. *Maybe I'll buy a car.*

NOTE: *Shall* is used with I/we in questions, suggestions, offers or when asking for advice. *Shall we play tennis?*

Be going to
is used for:

- actions intended to be performed in the near future. *I'm going to buy some new clothes next week.*
- planned actions or intentions. *Now that she's rich, she's going to travel round the world.*
- predictions based on what we can see or what we know, especially when there is evidence. *Look at the clouds! It's going to rain.*
- things we are sure about or we have already decided to do in the near future. *We are going to offer the job to Ann. (It has been decided.)*

Future Continuous
is used:

- for actions which will be in progress at a stated future time. *I'll be skiing in the Alps this time next week.*
- for actions which will definitely happen in the future as a result of a routine or arrangement (instead of Present Continuous). *I'll be playing golf on Friday. (I play golf every Friday – it's part of my routine)*
- 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. *Will you be driving into town this afternoon? Can you give me a lift?*

Future Perfect
is used for:

- an action which will be finished before a stated future time. *They will have finished building their house by May.*
- NOTE: *by* or *not until/till* are used with Future Perfect. *Until/till* are normally only used with Future Perfect in negative sentences. *She will have written it by next week. (NOT: till/until) She won't have graduated until May. (NOT: by May)*

Future Perfect Continuous
is used to:

- emphasise the duration of an action up to a certain time in the future. *By this time next month he will have been studying piano for 2 years.*

Present Simple with future meaning

timetables/programmes
The boat leaves at 8 o'clock in the morning.

Present Continuous with future meaning

fixed arrangement in the near future
I'm having dinner with Jane this evening. (It's a date.)

1

Tense Forms

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

Shall we go for a walk? Who shall I invite?

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'm sure John will pass his driving test.*

Time expressions used with:

Future Simple & Be going to	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/till is used only in negative sentences with this tense)
Future Perfect Continuous	by ... for

19 Identify the tenses, then match them with the correct description.

- | | |
|--|---|
| 1 I'm hungry. I'll make a sandwich. | a action which may (not) happen in the future |
| 2 The bus for Brighton departs in an hour. | b action in progress at a stated future time |
| 3 We'll be sailing around the islands this time next month. | c fixed arrangement in the near future |
| 4 By May, he will have been living abroad for six years. | d action which will be finished before a stated future time |
| 5 The men are delivering the furniture tomorrow. | e timetable/programme |
| 6 Look at the baby! He's going to eat that worm! | f on-the-spot decision |
| 7 Perhaps we'll see Nicky at the club tonight. | g action which is the result of a routine |
| 8 He's going to take a few days off next week. | h duration of an action up to a certain time in the future |
| 9 I'm sure you'll have a wonderful holiday. | i prediction about the future |
| 10 Will Jo be staying with you this summer? | j action intended to be performed in the near future |
| 11 I'll be having lunch with Sam tomorrow as usual. | k asking politely about people's arrangements |
| 12 They will have made a decision by Friday. | l evidence that sth will definitely happen |
| 13 Shall we visit the museum this weekend? | m suggesting something to somebody |

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

Wendy: I hope you 1) *will* be able to come to the surprise party we are arranging for Kate this weekend.

Emma: Of course I 2), Wendy. But I'm afraid my sister Harriet 3) be able to come.

Wendy: Oh that's a pity! Kate 4) be disappointed about that; she really likes your sister.

Emma: How many people do you think 5) be there?

Wendy: Well, I've asked everyone in the class and so far 15 people have promised they 6) come. Who else 7) I invite?

Emma: How about the girls in the netball team?

Wendy: That's a good idea. They 8) miss her when she moves to Scotland.

Emma: 9) we buy her a leaving present too?

Wendy: Definitely! I 10) ask everyone to make a small contribution.

Emma: I'm sure everyone 11) be happy to do that. We 12) all miss Kate - I hope she 13) forget about us in Scotland.

6 Listen and repeat. Then act out.



Future Simple vs Be going to

The **future simple** is used:

- for predictions based on what we think, believe or imagine.
In the year 2050, people will drive flying cars.
- for on-the-spot decisions.
It's hot in here. I'll open the window.

Be going to is used:

- for predictions based on what we can see or what we know, especially when there is evidence.
Look at that boy! He's going to climb the tree.
- for intentions, plans or ambitions for the future.
They are going to get married next month.
(They have already decided to do it.)

21 Fill in: will or be going to.

- A: Have you decided where you're going for your holidays?
B: Yes, I *'m going to* tour Spain.
- A: We've almost run out of petrol.
B: Don't worry. We get some on the way home.
- A: Does your tooth hurt a lot?
B: Yes, I see the dentist tomorrow.
- A: Did you buy any stamps?
B: I forgot to, but I get some now if you like.
- A: Have you heard about Sharon?
B: Yes. She have a baby.
- A: When did you last speak to Susan?
B: Oh, weeks ago, but I meet her tonight.
- A: Your car is very dirty.
B: I know. My son wash it this afternoon.
- A: Do you know what the weather forecast is for tomorrow?
B: No, but I expect it be warmer than today.
- A: Shall we go out tonight?
B: Sorry! I eat at the Chinese restaurant with Paul.
- A: What do you want to eat?
B: I have a hamburger and some chips, please.
- A: Are you watching TV tonight?
B: Yes, I watch a football match.
- A: Watch out! You trip over that toy on the floor.
B: Oh! I didn't even see it.
- A: I'm really hungry after all that hard work.
B: I make some sandwiches.
- A: These elections are going to be very close.
B: Yes, that's true. But I believe John Keys be the next President.

1

Tense Forms

- We never use future forms after: as soon as, as long as, after, before, by the time, if (conditional), unless, in case, until/till, when (time conjunction), whenever, while, once, suppose/supposing, on condition that, etc.

The manager will see you **as soon as** he comes out of the meeting. (NOT: as soon as he ~~will come out~~.)
I'll buy a new sofa **when** I get paid. (NOT: I'll buy a new sofa ~~when I'll get paid~~.)

- We can use future forms with **When** (used as a question word) and **if** meaning 'whether' particularly after the expressions, I don't know, I doubt, I wonder, etc.
When will John go to Paris? I don't know **if** the teacher **will** punish Tim for that. (= whether)

22

Fill in with the correct present or future forms.

How to Fix a Puncture on a Bike

Every cyclist 1) *gets* (get) a flat tyre once in a while.
Do you know how to fix one? Read our handy step-by-step guide.



- As soon as you 2) (notice) you have a puncture, fix it at once or you 3) (damage) the tyre.
- Turn your bicycle upside down and remove the tyre. When the tyre 4) (be) off, pump up the inner tube.
- Next, put the tube in some water and turn it until you 5) (see) bubbles. This is where the hole is.
- Before you 6) (apply) a patch, clean and dry the area around the hole. After this you 7) (put) glue around the hole and wait until it 8) (dry) a little.
- Stick a patch over the hole and don't forget to put some chalk over it. Unless you 9) (do) this, the inner tube 10) (stick) to the inside of the tyre!
- Replace the tube, pump up the tyre and you're all set!

23

Read the text below and choose the correct word for each gap.

It was a hot summer day and Henry and his wife were sitting in their garden. "I 1) *'m taking* you on a weekend break next week," Henry announced as he poured his wife some orange juice. "This time next Saturday, you and I 2) lunch in downtown New York! I have booked the tickets. The flight 3) at 9:30 in the morning and 4) at midday. I'm sure we 5) a taxi to take us to the hotel with no problem." "What a lovely surprise!" replied his wife. "I just hope you 6) from Thursday afternoon 7) we go away." "Why?" asked Henry. "What 8) on Thursday?" "You 9) to the dentist to have your wisdom teeth out, my dear," laughed his wife.

- | | | | |
|-------------------------|----------------------|------------------|---------------------|
| 1 A will have taken | B will take | C take | D 'm taking |
| 2 A will be having | B will have | C are having | D having |
| 3 A will be leaving | B leave | C will to leave | D leaves |
| 4 A arriving | B will to arrive | C arrives | D will have arrived |
| 5 A will find | B is going to find | C are finding | D find |
| 6 A will have recovered | B will be recovering | C recovers | D are recovering |
| 7 A until | B by the time | C by then | D by |
| 8 A happen | B is happening | C is to happen | D happens |
| 9 A go | B are going | C will have gone | D will go |

Time Words

- **Ago** is used to refer to past time (used with Past Simple).
*Jane **moved** to Canada two weeks **ago**.* (two weeks in the past)
- **Before** is used to indicate sth happened earlier than sth else. *Last week, I met Paul and he told me that Jane had moved to Canada two weeks **before**.* (two weeks earlier than last week).
It can also be used with Present or Past forms to show that one action preceded another.
*I'll leave **before** he comes.* (NOT: ~~before he will come~~). *He (had) finished his homework **before** he had dinner.*
- **Since** is usually used with Perfect tenses to express a starting point. The Perfect tense is used in the main clause.
*He **has been** here **since** July. I've **known** him **since** we were at school.*
- **For** is used to express the duration of an action. *She **has been** in Lisbon **for** ten days.*
*She **had been** working there **for** two years **before** she applied for a new post.*
- **Already** is used with Perfect tenses in mid – or end – position in statements and questions.
*She **had already** dressed when Tim arrived. **Has** she cooked dinner **already**?*
- **Yet** is used with Perfect tenses in negative sentences after a contracted auxiliary or at the end of the sentence. *She **hasn't yet** passed her exams. She **hasn't** passed her exams **yet**.*
In questions yet only comes at the end. *Has he come **yet**?*
- **Still** is used in statements and questions after the auxiliary or before the main verb.
*I **can still** walk long distances. **Can** she **still** play the piano well? **Are** you **still** doing your exercises?*
*He **still plays** in the same band.*
In negative sentences, still comes before the auxiliary. *She **still can't** walk very well.*
*She **still hasn't** got married.*

24 Underline the correct item.

- | | |
|--|--|
| 1 Brad has been studying Japanese <u>for/since</u> three months. | 6 She has been to Belgium once <u>before/ago</u> . |
| 2 I'm afraid I haven't posted your application form <u>still/yet</u> . | 7 I <u>still/yet</u> haven't read this book. |
| 3 She met her husband ten years <u>ago/since</u> . | 8 He hasn't driven a car <u>for/since</u> he had the accident. |
| 4 They have been living in Rome <u>for/since</u> September. | 9 He has been talking on the phone <u>for/since</u> an hour. |
| 5 I'm sure I've <u>yet/already</u> seen this film. | 10 Have you <u>already/yet</u> done the cleaning? |

25 Fill in the gaps with a suitable time word: ago, before, since, for, already, yet, still.

- 1 A: How is your leg? Are you able to walk without crutches?
B: Yes, it's much better. But I *still* can't run on it.
- 2 A: Are you coming out with us this evening?
B: I'm afraid I haven't finished my homework, so I can't.
- 3 A: It has been raining non-stop this morning, so the game has been cancelled.
B: That's unlucky. It hadn't rained a few weeks up until today.
- 4 A: Jenny, could you check what time the flight arrives, please?
B: I have done that. It gets in at 10:15.
- 5 A: Did you know that it's Bill and Mary's anniversary today?
B: Yes. They got married 25 years
- 6 A: Remember to turn off the computer screen you leave the office.
B: Thanks for reminding me.

1 Tense Forms

26 Read the text. Choose the correct grammar tense for the words in capitals and fill in the gaps.

Hi Carol,

Thanks for your email. I'm glad to hear you 1) *are feeling* better now. Actually, I 2) the flu myself a few weeks ago. I missed two days of classes and an important football match for the school team. Before that, I 3) a day of school for two years. Anyway, I passed my driving test! I 4) lessons for six months, so I'm glad I finally have my licence. I was happy to hear you're going to Paris this summer. 5) the tickets yet? It's an amazing city, so I'm sure you 6) a great time. You're so lucky! By next month, it 7) five years since I've been abroad, so I think I deserve a foreign holiday, too! As you know, my family and I usually 8) on holiday in England. Well, that's all my news. It 9) here at the moment, so I think I 10) in and watch a film this evening. Hope to hear from you soon,
Jane

- FEEL
- HAVE
- NOT/MISS
- TAKE
- YOU/BOOK
- HAVE
- BE
- GO
- RAIN
- STAY

Speaking Activity

(describing an event)

It's 10 o'clock on Sunday night. The Miltons are at home making a statement to the police. Look at the pictures and describe what happened. Use these verbs: *rob, jump, leave, run, enter, smash, call, report, happen, write, discover, ring.*



e.g. The Miltons had been to the cinema. When they returned home they realised someone ...

Writing Activity

Use the information from the Speaking Activity to write the story. Give it a different ending.

On Sunday night the Miltons decided to go to the cinema. When they returned home they realised someone

.....

.....

.....

.....

1 Look at Appendix 1 on pages 239–245, then fill in the correct particle(s) for the phrasal verbs.

- 1 We are ... *in for* ... bad weather this week.
- 2 I broke my leg skiing, so I will **be**
..... work for two months.
- 3 If you press the wrong buttons, the machine will **break**
- 4 The robbers used iron bars to **break**
..... the bank.
- 5 Sheila **broke** her engagement last week.

2 Look at Appendix 2 on pages 246–253, then fill in the correct preposition.

- 1 The president **was accompanied** *by* his wife on his recent tour.
- 2 You must be **acquainted** all the facts before stating your opinion.
- 3 Jane did not **agree** John's interpretation of the situation.
- 4 He **aimed** the target and fired his gun.
- 5 My parents do not **approve** my new boyfriend.

3 Fill in the correct idiom.

- 1 Getting fired was actually ... *a blessing in* ...
..... *disguise* because I would never have become an actor if I had stayed in my old job.
- 2 "We expected to win, so this defeat is
..... to swallow," said the football coach.
- 3 Wow! That was If I hadn't moved just then, that cyclist would have hit me.
- 4 I hope she doesn't get
..... now that she is famous.
- 5 All the performers got
..... from the audience.

Idioms

a big hand: an enthusiastic round of applause

a big head: a conceited person

a bitter pill: upsetting fact difficult to accept

a blessing in disguise: something that at first seems bad, but later turns out to be beneficial

a close shave: a situation where something unpleasant or dangerous nearly happened

4 Use the word in bold to form a word that best fits each gap.

STRESS

Every teenager feels stressed at times. Academic pressures, family issues and 0) *difficulties* with peers – these are just some of the things that teens have to cope with on a 1) basis. None of us can avoid stress 2), but luckily there are 3) things we can all do to reduce our stress levels. Firstly, it's important to exercise regularly, and avoid eating 4) food. It is also important to take time out every day to do something that makes you happy. It may be listening to your 5) music, talking to a friend or 6) spending time with a pet.

It is always 7) to talk about your problems with others whether that's a friend, your parents or a teacher. As the 8) goes, "A problem shared, is a problem halved!"

- DIFFICULT
- DAY
- COMPLETE
- VARY
- HEALTHY
- FAVOUR
- SIMPLE
- HELP
- SAY

How to treat Open Cloze Texts

- Read the whole passage at least once to become familiar with the general meaning.
- Try to find out what kind of word is missing (noun, adjective, adverb, modal, article, preposition, etc.). Look at the words which are close to each blank or in the same sentence but consider other words as well. *They were hungry, ... they decided to order a takeaway.* (The second clause is a result of the first clause, therefore we need 'so'.)
- When you have completed the cloze text, read the passage again carefully to see if it makes sense and is grammatically correct.

5 Read the text below and think of the word which best fits each gap.

**BIN IT!
DON'T
DROP IT!**



It is common knowledge amongst British taxpayers that keeping Britain's streets free of litter requires a 0) *..lot..* of money. Every year, a staggering 660 million pounds 1) spent on clearing litter from the streets – all this 2) the fact that dropping litter is against the law in the UK. Nowadays, you can be fined up 3) £1,000 for littering. Not 4) is litter ugly, but it can be dangerous 5) well. Litter attracts rats and this in turn 6) cause water contamination and widespread sickness. We all have to make 7) responsible for maintaining high standards of cleanliness on our streets before 8) is too late. If you see rubbish in the street, pick it up and take it to a rubbish bin 9) order to set a good example.

In Other Words

- *He's never driven a Porsche before.*
It's the first time he's ever driven a Porsche.
- *They have never heard such a funny joke.*
It's the funniest joke they've ever heard.
- *She hasn't phoned yet. She still hasn't phoned.*
- *She started learning English two years ago.*
She's been learning English for two years.
- *The last time I called her was two days ago.*
I haven't called her for two days.
- *When did you last meet him?*
When was the last time you met him?
- *When did she buy the car?*
How long ago did she buy the car?
How long is it since she bought the car?

6 Complete the sentences using the words in bold as in the example.

- I started working there two years ago.
have I *have been working there for* two years.
- Kate hasn't been to the dentist's for six years.
last The to the dentist's was six years ago.
- I have never spoken to Bill's wife before.
first It I have ever spoken to Bill's wife.
- When did you last hear from him?
since How long heard from him?
- It is the most terrifying film she has ever seen.
never She terrifying film.

The Infinitive / -ing form / -ing/-ed adjectives

2

7 Listen and repeat. Then act out.

We believe *in making* our guests feel welcome. The best way to do this is to *call* them by their names. You can *find out* their names by *reading* their luggage labels.



	Forms of the Infinitive		Forms of the -ing form	
	Active voice	Passive voice	Active voice	Passive voice
Present	(to) repair	(to) be repaired	repairing	being repaired
Present Continuous	(to) be repairing	–	–	–
Perfect	(to) have repaired	(to) have been repaired	having repaired	having been repaired
Perfect Continuous	(to) have been repairing	–	–	–

- The **Present Infinitive** refers to the present or future. *I hope to meet her tonight.* The **Present Continuous Infinitive** expresses an action happening now. *He must be sleeping now.* The **Perfect Infinitive** is used to show that the action of the infinitive happened before the action of the verb. *He claims to have worked here before.* (First he worked here, then he claimed he had worked here.) The **Perfect Continuous Infinitive** is used to emphasise the duration of the action of the infinitive, which happened before the action of the main verb. *He looks tired. He seems to have been studying for the test all night.* The Present Cont., the Perfect and the Perfect Cont. Infinitives are used with the verbs: appear, claim, happen, pretend, seem etc and with modal verbs. (see p. 40)
- The **Present Gerund** (-ing form) refers to the present or future. *Ann enjoys walking in the woods.* The **Perfect Gerund** (-ing form) shows that the action of the -ing form has happened before the action of the main verb. We can use the Present Gerund instead of the Perfect Gerund without a difference in meaning. *He denied having killed James.* OR *He denied killing James.*

1 Write the correct form of the infinitive.

- | | | | |
|---------------------------|--------------------------|-------------------------|-------|
| 1 I went | to have gone | 6 he is writing | ..... |
| 2 she has been playing | ..... | 7 it is fixed | ..... |
| 3 he had worked | ..... | 8 he will type | ..... |
| 4 it was read | ..... | 9 he was cleaning | ..... |
| 5 they have been informed | ..... | 10 she will be sleeping | ..... |

The **to infinitive** is used:

- to express purpose. *He went to university to become a lawyer.* (in order to become)
- after certain verbs such as agree, appear, decide, expect, hope, plan, promise, refuse, etc. *He refused to pay the bill.*
- after certain adjectives which describe feelings/emotions (happy, glad, sorry, etc.). *She was happy to win the prize.*
- after would like / would love / would prefer, etc. to express a specific preference.
I would like to see the manager.
- after certain nouns.
What a surprise to see him there!
- after too / enough.
He's too young to have his own car.
He's clever enough to do the crossword.
He's got enough money to live on.
- with it + be + adjective (+ of + noun / pronoun).
It was generous of him to offer £1,000.
- with so + adjective + as. *Would you be so kind as to help me move the sofa?*
- with only to express an unsatisfactory result.
She came in only to find Bob had left.
- after be + the first/second, etc. / next / last / best, etc. *He was the last to come to work.*
- in the expression for + noun / pronoun + to infinitive.
For him to be so rude was unforgivable.
- in the expressions to tell you the truth, to begin with, to be honest, etc.
To be honest, I don't like him.

Note: If two infinitives are joined by *and* or *or*, the *to* of the second infinitive can be omitted. *I want to call Mr Jones and fax or post him a letter.*

The **infinitive without to** is used:

- after most modal verbs (can, must, will, etc.). *You can leave now if you want.*
- after had better / would rather. *I'd rather not go out tonight. I'd better stay at home.*
- after make / let / see / hear / feel + object. *They made him pay for the damage.* BUT in the passive be made / be heard / be seen + to infinitive. *He was made to pay for the damage.*
- **know** and **help** are followed by a to infinitive or an infinitive without to. *I've never known him (to) be so mean. Could you help me (to) fix the car?* BUT in the passive be known, be helped + to infinitive. *She was known to have worked as a teacher.*

The **-ing form** is used:

- as a noun. *Walking is good exercise.*
- after certain verbs (admit, anticipate, appreciate, avoid, consider, continue, delay, deny, discuss, enjoy, escape, excuse, fancy, finish, forgive, go (for activities), imagine, involve, keep (= continue), mention, mind, miss, object to, postpone, practise, prevent, quit, recall, recollect, report, resent, resist, risk, save, stand, suggest, tolerate, understand, etc.).
They discussed selling the company.
"Let's go jogging!" "No, I'd rather go sailing."
- after dislike, enjoy, hate, like, love, prefer to express general preference. *She likes painting.* (in general)
Note: like + to infinitive = it is considered a good idea
I like to wash my hair every day.
- 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, have difficulty (in), in addition to, as well as, have trouble, have a hard/difficult time.
He can't stand being treated like a slave.
He had difficulty finding his way back.
- after spend / waste (time, money, etc.).
He spends his free time digging (in) the garden.
- after prepositions. *He left the shop without paying, so he was accused of stealing.*
- after look forward to, be / get used to, be / get accustomed to, object to, admit (to), etc.
I'm looking forward to hearing from you soon.
- after hear, listen, notice, see, watch to express an incomplete action, i.e. somebody saw or heard only a part of the action. *I saw Tim doing his homework.* (I saw part of the action in progress. I didn't wait until he had finished.)
BUT hear, listen, see, watch + infinitive without to express a complete action, i.e. something that somebody saw or heard from beginning to end. *I saw Tim do his homework. It took him an hour.* (I saw the whole action from beginning to end.)

The Infinitive / -ing form / -ing/-ed adjectives

2

2 Write what each verb/phrase is followed by: *to infinitive, infinitive without to or -ing form.*

1	enjoy	+	..... <i>-ing form</i>	10	agree	+	.....
2	promise	+	.....	11	can	+	.....
3	be made	+	.....	12	would like	+	.....
4	object to	+	.....	13	would	+	.....
5	it's no use	+	.....	14	refuse	+	.....
6	can't stand	+	.....	15	spend time	+	.....
7	can't help	+	.....	16	avoid	+	.....
8	had better	+	.....	17	be the first	+	.....
9	resist	+	.....	18	tolerate	+	.....

3 Fill in the correct form of the *infinitives*.

- 1 My boss expects me *to work* **(work)** overtime tonight.
- 2 The suspect claimed **(work)** at the time of the robbery.
- 3 I was sorry **(hear)** that she had failed the exam.
- 4 The burglars must have come in through the window as the lock seems **(force)**.
- 5 "Robert appears **(overtake)** John on the last lap." "Yes, he's passed him!"
- 6 Mike was the last runner **(finish)** the marathon.
- 7 I'd like **(book)** a return ticket to London, please.
- 8 Stop pretending **(eat)** your food – just finish it up, please.
- 9 It was very kind of Paula **(lend)** me her laptop.
- 10 Leslie seems **(enjoy)** her new job.
- 11 Kim plans **(start)** her own business after she graduates.
- 12 Jane appears **(get)** annoyed with her neighbour now.

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

- 1 It was difficult for Laura to get used to / with *living* **(live)** in a foreign country.
- 2 David is looking forward **about** / **to** **(travel)** across Asia this summer.
- 3 In addition **of** / **to** **(clean)** his room, Bob also did the washing-up.
- 4 Peter is accustomed **to** / **in** **(work)** long hours in the office.
- 5 There's no point **in** / **about** **(ask)** me again – I've made up my mind.
- 6 Lisa admitted **to** / **in** **(wear)** her sister's top without asking.
- 7 What's the use **of** / **with** **(paint)** the house if we are going to sell it soon?
- 8 As well **as** / **with** **(raise)** money for children, the charity offers advice to parents.

2

The Infinitive / -ing form / -ing/-ed adjectives

5

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

The New York City Marathon

Every year, New Yorkers look forward to 1) *..seeing...* (see) one of the world's greatest races take place on their streets – The New York City Marathon! About 40,000 people including celebrities, world-class athletes, and, of course people who just want 2) (have) fun, enjoy 3) (run) this famous race each year! To finish the race, runners must 4) (complete) a 26.2 mile course. Two million people and more than 100 music bands cheer them on from the streets. The atmosphere is so fantastic many runners consider 5) (cross) the finishing line in Central Park to be one of the best feelings in the world! Would you like 6) (take part) in the NYC marathon? All you need to do is put your name on a list. Afraid you are too unfit 7) (enter)? Don't be! 8) (walk) is entirely acceptable. In fact, over the years, people as old as 88 have completed the marathon. What's more, you may just 9) (win) some of the \$800,000 prize money that is up for grabs. Good luck!



6

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

- A: Rob was the first *..to finish..* (finish) the English test.
B: Yes, but (tell) you the truth, I don't think he did very well.
- A: Good evening. We would like (sit) by the window, please.
B: Certainly. If you would be so kind as (follow) me, I'll show you to your table.
- A: You should (see) his face when she told him the news.
B: He must (be) really surprised.
- A: I'd love (lie) on the beach right now instead of typing reports.
B: Me, too. Just imagine (be) under the sun with nothing to worry about.

Subject of the infinitive / -ing form

The subject of the infinitive or the *-ing* form is omitted when it is the same as the subject of the main verb. I want to help with the preparations.

When it is different from the subject of the verb, then an object pronoun (me, you, him, her, it, us, you, them), a name or a noun is placed before the infinitive or the *-ing* form. I want him/John/my brother to help with the preparations. The subject of the *-ing* form can be an object pronoun, a possessive adjective (my, your, etc.), a name or a possessive case. I remember him/his/Tim/Tim's talking about that island.

7

Rephrase the following using the *infinitive* or the *-ing* form, as in the example.

- | | |
|---|---|
| 1 You have to eat your carrots. | I want <i>..you to eat your carrots..</i> |
| 2 I must exercise more often. | I want |
| 3 She has to take her medicine every day. | The doctor wants |
| 4 I saw him give you the letter. | I remember |
| 5 He has to talk to me politely. | I want |
| 6 I mustn't go to bed late. | I don't want |
| 7 We visited Sue last weekend. | I remember |
| 8 Sarah sang that song last week. | I remember |

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

- begin, continue, intend, start + to infinitive or -ing form. *She began crying/to cry.* However, we never have two -ing forms together. *The days are beginning to get shorter.*
- advise, allow, encourage, permit, recommend, take the to-infinitive when they are followed by an object or when they are in the passive form. They take the -ing form when they are not followed by an object. *He advised us to leave early.* (object) *We were advised to leave early.* (passive) *We advise leaving early.* (no object)
- need, require, want are followed by to -infinitive, the -ing form or the passive infinitive. *You need to polish your shoes.* *Your shoes need polishing.* *Your shoes need to be polished.*

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

Museum Rules and Information

- All visitors are required 1) *to show* (show) their ticket upon entering each section of the museum.
- Visitors are not permitted 2) (touch) works of art or to lean on the cases.
- We advise 3) (keep) a safe distance between you and each work of art.
- Visitors are encouraged 4) (speak) quietly in the museum.
- We do not allow 5) (smoke) inside the museum building.



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

EXTREME SPORTS

- DO SOMETHING DIFFERENT!

Extreme sports are not for everyone. But for people who enjoy 1) *living*. (live) life to the full, they are the only type of sports worth 2) (do)! The latest extreme sport to become popular is sandboarding. It involves 3) (slide) down extremely high sand dunes on a board. You can 4) (lie down) or stand up. When standing up, both your feet are tied to the board to prevent you from 5) (fall off). Some sandboarders, however, prefer 6) (keep) their feet untied because it allows more freedom of movement. Lying down can be even more fun. Can you imagine 7) (speed) headfirst down a sand dune at 80km/hr? Because that's how fast you can expect 8) (go)! Sounds like fun? People who have tried sandboarding say it's totally addictive! So head to a desert and try it out. You don't need 9) (have) any experience, but you should 10) (love) danger and excitement!



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

- **forget + to infinitive** (= forget to do sth)
I'm sorry, I forgot to lock the car.
forget + -ing form (= forget a past event)
We'll never forget visiting Paris.
- **remember + to infinitive** (= remember to do sth) **Remember to read the instructions.**
remember + -ing form (= recall a past event)
I don't remember meeting Al before.
- **mean + to infinitive** (= intend to)
He means to move to Newcastle.
mean + -ing form (= involve)
Working harder means getting more money.
- **go on + to infinitive** (= finish doing sth and start doing sth else) *After finishing her BA, she went on to get a master's degree.*
go on + -ing form (= continue)
She went on watching TV.
- **regret + to infinitive** (= be sorry to do sth)
I regret to tell you that you have failed.
regret + -ing form (= have second thoughts about sth already done) *He regrets telling lies when he was young.*
- **would prefer + to infinitive** (specific preference) *I'd prefer to have an early night tonight.*
prefer + -ing form (in general)
I prefer reading a book to watching TV.
prefer + to infinitive + (rather) than + infinitive without to
I prefer to read a book (rather) than watch TV.
- **try + to infinitive** (= do one's best; attempt)
She tried hard to cope with her new job.
try + -ing form (= do sth as an experiment)
Try adding some more sauce to your pasta.
- **want + to infinitive** (= wish)
I want to find a better job.
want + -ing form (= sth needs to be done)
Your dress wants cleaning.
- **stop + to infinitive** (= pause temporarily)
He stopped to buy some milk on his way home.
stop + -ing form (= finish)
Stop talking to each other, please!
- **be sorry + to infinitive** (= regret)
I'm sorry to hear he has been injured.
be sorry for + -ing form (= apologise for an earlier action)
I'm sorry for misunderstanding/having misunderstood what you said.
- **hate + to infinitive** (= feel sorry that you have to ask, interrupt, etc.)
I hate to interrupt, but I must talk to you.
hate + -ing form (= feel sorry for what one is doing) *I hate making you feel uncomfortable.*
- **be afraid + to infinitive** (= the subject feels anxious about doing sth)
I'm afraid to drive over the old bridge.
be afraid of + -ing form (= the subject is afraid that what is described by the -ing form may happen)
She is afraid of breaking her leg if she jumps over the wall.

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

- 1 Tom stopped *to pick up* (pick up) his dry cleaning on the way home.
- 2 If you don't stop (eat) so much chocolate, you'll make yourself ill.
- 3 Try (phone) John at the office if he's not at home.
- 4 I tried my best (finish) the test, but there just wasn't enough time.
- 5 He was promoted in 1990 and went on (become) a company director.
- 6 The band went on (play) even after the lights had gone out.
- 7 Jane was afraid (show) her school report to her parents.
- 8 I'm afraid of (lose) my way in the forest.
- 9 What do you mean (do) with all that money?
- 10 Playing a musical instrument well means (practise) for years.
- 11 I regret (tell) you that your appointment has been cancelled.
- 12 She regrets (spend) so much money on her new dress.
- 13 Do you remember (ride) a bicycle for the first time?
- 14 Remember (post) the letters on your way home.

The Infinitive / -ing form / -ing/-ed adjectives

2

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

Claire: Katie! I've been meaning 1) *to ask* (ask) you. Did you pass your driving test?

Katie: No, I'm afraid I didn't.

Claire: Oh! I'm really sorry 2) (hear) that. Did your examiner say why?

Katie: Yes. He said I didn't remember 3) (look) in my rearview mirror when I was reversing. Although I really don't remember 4) (forget) to do that!

Claire: Oh. That's a pity.

Katie: He also said that I forgot 5) (signal) that I was turning on two occasions. And that I didn't stop 6) (look) when I went through an intersection. I have to admit to those mistakes though.

Claire: Oh, dear. Are you very upset you failed?

Katie: A bit. I'm trying 7) (forget) about it.

Claire: Look, you just need some more lessons.

Katie: That's what my examiner said. He told me not to give up.

Claire: Hey, I've got an idea! Why don't you try 8) (take) lessons with my dad? He taught me to drive. He's a really good teacher.

Katie: Thanks. But my brother says he wants 9) (help) me. I'd prefer 10) (get) lessons from him.

Claire: OK. No problem. Just let me know if there's anything else I can do to help.

Katie: Thanks! I will.

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

Dear John,

I was glad to receive your email. I didn't go to the party on Saturday night because I injured myself at football practice last week. I'm trying hard not 1) *to feel* (feel) sorry for myself, but I must admit it's difficult. I want 2) (be) on the pitch with the rest of the team – not sitting here with a broken leg! My coach was sorry 3) (hear) I had been hurt. Our team doctor told him I wouldn't be able to play again this season. The season won't end for another five months, so I'd prefer 4) (believe) that my leg will heal before then. I mean 5) (do) everything I can to get better. Our team has won all our games this year and if we continue to do so there's a good chance we will go on 6) (play) in the final. I'll never forget 7) (play) in the final last year and I'd love to experience that again!

By the way, do you want to come to my house next weekend to watch a film?

Remember 8) (bring) my CDs with you if you can!

Take care,

David



2

The Infinitive / -ing form / -ing/-ed adjectives

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

- 1 We are waiting for his first novel ... *to be published* ... (publish) in England.
- 2 His music seems (influence) by the rock culture of the seventies.
- 3 (hurt) badly in the past, she found it very difficult to trust anyone again.
- 4 Don't tease him any more. He doesn't enjoy (laugh at).
- 5 Many film stars now hire bodyguards because they want (protect).
- 6 (award) an Oscar was the most memorable event in the actor's life.
- 7 Ann claimed (meet) Tom Cruise while she was in America.
- 8 I was very upset when I failed the audition, so you can imagine how delighted I was (give) a second chance.
- 9 I'm not used to (approach) by complete strangers asking for my autograph.
- 10 Frank spoke slowly and loudly because he didn't want (misunderstand).
- 11 I wouldn't phone Lisa after midnight. She won't like (wake up).
- 12 I don't remember (tell) the news before. Are you sure you mentioned it yesterday?

-ing/-ed adjectives

-ing adjectives describe what somebody or something is.

The exhibition was **fascinating**. (What was the exhibition like? Fascinating.)

-ed adjectives describe how someone feels.

The students were **fascinated** by the exhibition. (How did the students feel about the exhibition? Fascinated.)

14 Underline the correct item.

- A: I didn't know you were 1) **interesting** / interested in gardening.
 B: I'm not. I think it's really 2) **boring** / **bored**, but my mum's hurt her back and she was 3) **concerning** / **concerned** that the garden would become a mess.
 A: Oh, I understand now. I was really 4) **surprising** / **surprised** to see you with a spade in your hand!
 B: Don't laugh! This is really 5) **tiring** / **tired**. I feel 6) **exhausted** / **exhausting** already.

15 Fill in the gaps with an adjective ending in -ing or -ed.

Carla has always been 1) *interested* (interest) in dancing. Even as a young girl, she was always keeping her relatives 2) (entertain) with her performances at home. No one guessed, however, that by the age of eighteen she would be dancing in 3) (entertain) shows for much larger audiences. Carla's family were 4) (thrill) to witness their little girl's 5) (excite) debut in the local town hall. Carla herself was more 6) (excite) and 7) (frighten) than she'd ever been in her life.

Carla soon became famous throughout the country. And now, here she was, dancing for the Queen. How 8) (please) she felt! But the 9) (amaze) reviews she received the next day were even more 10) (thrill) to her!

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

The Letter

Standing at my letterbox, I nervously ripped open the creamy white envelope. 'Dear, Sarah Jones', the letter began. 'We regret 1) *to inform* (inform) you that your application has been unsuccessful'. I looked up. I couldn't continue 2) (read) any further. Just then my mobile rang. It was my dad. He wanted 3) (find out) if I had got the job. I told him what the letter said. 'Cheer up', he replied. 'If you keep 4) (send) out applications, you will find a job eventually. Can you tell me what they said?' 'What's the use of 5) (read) anymore', I replied disappointedly. I looked down at the letter again. The letter continued: 'We do not feel you are experienced enough 6) (work) in our marketing department. However, after 7) (consider) your CV, we would like 8) (offer) you some training for another position in our company. We would be glad 9) (meet) with you to discuss this. We look forward to 10) (hear) from you soon'. 'I suggest 11) (read) all the way to the end next time, sweetheart!', dad said.

17 Choose the correct item.

- | | |
|--|--|
| 1 She'd prefer at the beach right now.
A being B be C to be | 5 She was only pretending
A read B to read C reading |
| 2 The whole audience was by the clown.
A entertained B entertaining C entertain | 6 The day was too nice indoors.
A to stay B stay C staying |
| 3 We often go in the summer.
A to sail B sail C sailing | 7 I'm hoping to by two o'clock.
A leave B have left C leaving |
| 4 Frank's work shirt needs
A to clean B cleaning C clean | 8 Always remember your seatbelt.
A fasten B to fasten C fastening |

18 Read the text. Choose the correct grammar form for the words in capitals and fill in the gaps.

Hands up who's addicted to sugar!

Do you enjoy 1) *eating* sweets every day? Do you have a hard time 2) no when someone offers you a piece of chocolate? Do you walk into shops only 3) soft drinks or sweets? If you answered "yes" to the questions above, then you're probably a sugar addict! Sugar addiction is a serious problem because it can cause many diseases. If you are someone who can't 4) sugary foods, it's important to act now! Spend time on the Internet 5) about the types of food that are full of sugar. Also avoid 6) soft drinks and eat fruit whenever you desire something sweet. At first, you will have difficulty 7) all your favourite sweets. But very quickly, you'll appreciate 8) healthier and fitter.

EAT
SAY
BUY

RESIST
LEARN
DRINK

CUT DOWN ON

FEEL



2

The Infinitive / -ing form / -ing/-ed adjectives

19

Complete the sentences about yourself in the *to infinitive* or *-ing* form.

- 1 At weekends, I enjoy *going out with my friends.*
- 2 Every day, I like
- 3 I can't stand
- 4 Next summer, I'm looking forward to
- 5 For my New Year's resolution, I decided
- 6 I know how
- 7 I have difficulty
- 8 Of all the places in the world, I would prefer



Speaking Activity

(narrating a story)

Bill and his family went sailing last Sunday. Use the verbs/phrases below and your own ideas to say what happened using *infinitives* or *-ing* forms.

- decide/go sailing • look forward to/relax • Bill/spend time/fish • dad/enjoy/steer
- mum/prefer/sunbathe • begin/get dark • notice/storm approach
- wind/too strong/control boat • dad/have difficulty steer • not able/prevent/boat/from overturn
- coastguard/happen/see them • help/them/get on board • glad/be safe



Bill and his family decided to go sailing.



Writing Activity

Imagine you are Bill. Write a story in the first person narrative describing what happened. Use the list of words/phrases from the speaking activity and include *infinitives* and *-ing* forms.

Last Sunday, my family and I decided to go sailing.

1 Look at Appendix 1 on pages 239–245, then fill in the correct particle(s) for the phrasal verbs.

- 1 Mark **brought** *about* his dismissal from work by stealing the computer.
- 2 This music **brings** happy memories.
- 3 We managed to **bring** him by splashing his face with water.
- 4 She was eventually **brought** to my point of view.
- 5 They had to **call** the football match because of the weather.
- 6 This situation **calls** immediate action.

2 Look at Appendix 2 on pages 246–253, then fill in the correct preposition.

- 1 Dave was very **bad** *at* maths and always failed the tests.
- 2 This film is **based** a true story.
- 3 You can't **blame** me the accident; I wasn't even there.
- 4 The suspect has been arrested and **charged** robbery.
- 5 It's very important nowadays to **care** our environment.
- 6 You should **take care** your teeth.

Idioms

a night owl: sb who likes to stay up late at night

a feather in one's cap: an achievement one is proud of

a tough/hard nut to crack: sb/sth difficult to deal with

a drop in the ocean: an insignificant amount

a dead end: sth leading nowhere

a false alarm: an unnecessary warning

3 Fill in the correct idiom.

- 1 When I get my degree, it will be a real *feather in my cap*.
- 2 Unfortunately, diplomats have come to in their attempts to find a solution to the crisis.
- 3 Sales figures show that our product is doing very well in Greece, but the Italian market is proving .
- 4 My friends are all , but I prefer to go to bed early and get up early.
- 5 Tell the neighbours it was ; Tom found his dog.
- 6 One hundred thousand dollars may seem like a lot of money, but it's compared to the millions the basketball star earns each year.

4 Use the word in bold to form a word that best fits each gap.

The TUBE

UNDERGROUND

Londoners 0) *frequently* complain about the public transport in their city. They say it is not very 1) , but in fact, London has one of the best public transport systems in the world. The London Underground, also known as 'the Tube', is 2) the fastest way to get around London. There are twelve lines, each bearing a 3) name and a unique colour. The Tube carries more than three million 4) each day, and runs from 5:30 am to 1:00 am.

It is 5) easy to get around London using the Tube. Stations are clearly signposted and maps are 6) available at ticket windows. A 7) word of advice though; it is best to avoid the rush hour, 8) in the middle of summer. There is no air conditioning on the Tube, so travel during peak hours can get very crowded and 9) .

**FREQUENT
RELY**

**NORMAL
HISTORY
TRAVEL
INCREDIBLE
FREE
USE
PARTICULAR
COMFORTABLE**

How to treat Multiple Choice Cloze Texts

- Read the whole passage at least once to understand as much of the general meaning as possible.
- Look at the four choices given for each gap and try to reduce the choices by eliminating the obviously incorrect ones.

He the world record for weightlifting in 2004.

A did B broke C made D reached

The word *record* is not used with **do** or **make**. Also we do not say we **reach** a record – you reach a destination. Therefore **B: broke** is the correct answer.

- When you have finished, read the text again to see if it makes sense and is grammatically correct.

5 Read the text below and decide which answer best fits each gap.



Teen Talk

Like many teens, sixteen-year-old Georgia Jones 0) to experiment with new hairstyles. Since she 1) fourteen, her hair has been four different colours and many different styles. For Georgia, the best thing about changing her hairstyle so often is that she never 2) bored of the way she looks. 'Changing my hairstyle is quick and cheap and it always 3) a smile on my face,' she says. To get ideas for her hair, Georgia 4) at hairstyle magazines. She also 5) an eye on what her favourite

celebrities are doing with their hair. But Georgia 6) them only as a starting point. 'I'm the type of person who likes to 7) fashion trends rather than simply follow them', she says. 'If too many people have a hairstyle, I avoid it. I always try to 8) up with my own look!'

- | | | | | |
|---|------------|------------|----------------|-----------|
| 0 | A enjoys | B favours | C loves | D admires |
| 1 | A turned | B arrived | C came | D made |
| 2 | A develops | B grows | C increases | D raises |
| 3 | A brings | B gives | C makes | D puts |
| 4 | A views | B examines | C looks | D reads |
| 5 | A keeps | B holds | C remains | D stays |
| 6 | A makes | B creates | C uses | D does |
| 7 | A move | B guide | C start | D show |
| 8 | A think | B dream | C turn | D come |

In Other Words

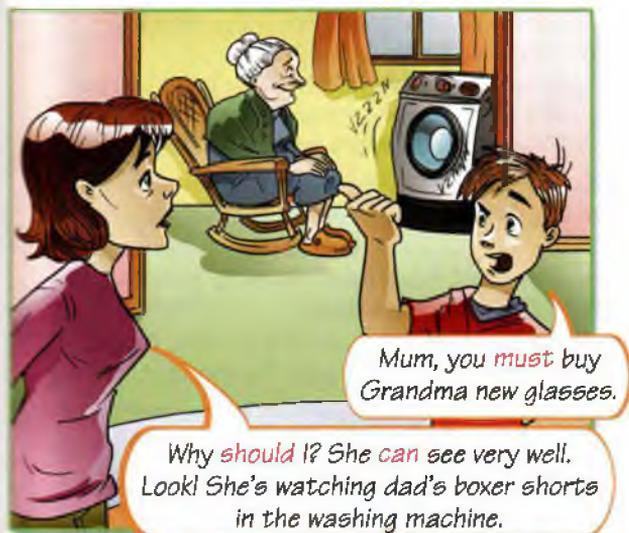
- She was too inexperienced to get the job.
She wasn't experienced enough to get the job.
- He had difficulty (in) doing the crossword.
He found it difficult to do the crossword.
- Do/Would you mind cleaning up the room?
Would you be so kind as to clean up the room?
- I prefer driving to flying.
I prefer to drive (rather) than fly.
- It took him an hour to prepare the meal.
He spent an hour preparing the meal.

6 Complete the sentences using the words in bold, as in the example.

- It's too cold to go swimming.
warm It's .. *not warm enough* .. to go swimming.
- He finds it difficult to address large audiences.
difficulty He large audiences.
- Sarah prefers skiing to ice-skating.
ski Sarah ice-skate.
- He spent hours wallpapering the sitting room.
took It the sitting room.
- Would you mind moving over a little?
kind Would you be over a little?



Listen and repeat. Then act out.



- The modal verbs are: **can, could, may, might, must, ought to, will, would, shall, and should.** They do not take -s in the third person singular. *He can ride fast.* They come before the subject in questions and are followed by 'not' in negations. "*Could I leave now?*" "*I'm afraid you can't leave.*" The modal verbs are followed by an infinitive without to except for 'ought to'. *She could leave early but she really ought to stay till the end.* Each modal verb normally has more than one use. *Shall I help you with the dishes?* (offer) *Shall we go out tonight?* (suggestion)
- Certain verbs or expressions have virtually the same meaning as some modals. These are: **need (= must), had better (= should), have to/have got to (= must), be able to (= can), used to (= would), etc.** *I have got to hurry to catch the bus.* (= I must hurry.)
- We use modal verbs to express: **ability, advice, criticism, logical assumptions, necessity, offers, obligation/duty, permission, possibility, probability, prohibition, requests or suggestions.**

Functions of Modal Verbs and Synonymous Expressions

Use	Present/Future	Past
ability	He can read Arabic. She's able to run a marathon.	He could/was able to read Arabic when he was four. (repeated action – ability in the past) He was able to ride a bike when he was ten.
possibility	He can win the race. (90% certain) They could still be at school. (50% certain; it's possible they are still at school.) Tom may be studying in his room. (perhaps; 50% certain; it's possible that he's studying.) He might want some more food. (40% certain; perhaps he wants some more food.) It is likely that he will arrive tonight. He is likely to arrive tonight.	She could have been killed in the car crash. (Luckily, she wasn't killed.) He may have spoken to Jenny yesterday. (Perhaps he spoke to Jenny.) He might have forgotten. (Perhaps he has forgotten.) It was likely that he had arrived the day before. He was likely to have arrived the day before.

Use	Present/Future	Past
probability	They will be home soon. (100% certain; prediction) Greg should win easily. (90% certain; future only; he'll win easily.) They ought to be home by now. (90% certain; they will probably be home.)	– He should have received his prize by now. (He has probably received it by now.) They ought to have arrived an hour ago. (They have probably arrived.)
logical assumption	She must be working. (90% certain – positive; I'm sure she's working.) She can't be over forty. (negative; I'm sure she isn't over forty.) He couldn't be at work. (negative; I don't think he's at work.)	She must have been working. (positive; I'm sure she was working.) She can't have stolen the money. (negative; I'm sure she didn't steal the money.) He couldn't have been at work yesterday. (negative; I don't think he was at work yesterday.)
permission	You can/can't borrow my car. (giving or refusing permission; informal) Could I use your phone? (more polite; asking for permission) You may use the phone. (formal; giving permission) Might I speak to Mr Jones, please? (more formal; asking permission) I'm afraid you can't/mustn't see the patient. (informal; refusing permission) Children may not be left unaccompanied. (formal; refusing permission – written notice)	He wasn't allowed to/couldn't cross the border. He was allowed to enter the country. (<i>NOT: could</i>) – – – – –
necessity	I must buy a new jacket. (I say so.) He has to put some petrol in the car. (necessity coming from outside the speaker) I've got to go to the bank now. (informal) My car needs repairing. or My car needs to be repaired. (it's necessary) They don't have to/don't need to/needn't come if they don't want to. (it isn't necessary – absence of necessity) I ought to get my hair cut. (it's necessary)	I had to buy a new jacket. (I was obliged to.) Since his car was being repaired, he had to go to York by train. I had to go to the bank yesterday. My car needed repairing. or My car needed to be repaired. (it was necessary) She didn't have to go. (it wasn't necessary – absence of necessity) She didn't have to/didn't need to buy any apples. (It wasn't necessary for her to buy any apples and she didn't.) He needn't have worn such heavy clothes. (It wasn't necessary for him to wear such heavy clothes but he did.)

Use	Present/Future	Past
advice	You should drink more water. (general advice; I advise you) You ought to respect the elderly. (I advise you; most people believe this) You had better finish it. (it's a good idea; advice on a specific situation) Shall I buy that car? (asking for advice)	You should have gone to bed earlier last night. (but you didn't) He ought to have seen a doctor earlier. (but he didn't) It would have been better if you had finished it yesterday. (but you didn't)
criticism	You could at least help me. They should try harder. You ought to behave yourself.	You could have at least helped me last night. They should have tried harder. (but they didn't) You ought to have behaved yourself yesterday. (It was the right thing to do but you didn't do it.)
obligation	I must go on a diet. (I'm obliged to; I say so.) I have to go on a diet. (I'm obliged to; the doctor says so.) We ought to donate some money to the poor. (It's the right thing to do but people don't always do it.)	I had to go on a diet a month ago. I had to go on a diet a month ago. We ought to have donated some money to the poor. (It was the right thing to do but we didn't do it.)
requests	Can I borrow your book? (informal) Could I borrow your book? (polite) May I have a cup of coffee, please? (formal) Might I use your phone? (very formal) Will you phone Jane tonight? (very friendly) Would you mind sending this fax? (polite)	— — — — — —
offers	Can I/we do anything for you? (informal) Shall I/we do it for you? (informal) Would you like me to help you?	— — —
suggestions	Shall we dance? I/We can go now if you like. We could leave if you want.	— — He could have consulted a lawyer.
prohibition	You can't smoke there. (you aren't allowed to) You mustn't smoke there. (it's forbidden) You may not smoke there. (formal)	They couldn't smoke there. (they weren't allowed) — —
duty	Everyone must obey the law. People ought to be more tolerant. (It's the right thing to do but they do not always do it.)	All the villagers had to obey the law. He ought to have been more tolerant. (It was the right thing to do but he didn't do it.)

3

Modal Verbs

1 What do these signs mean? Use can/can't or must to form sentences.



- | | |
|---|------------------------------------|
| 1 <i>You can't</i> leave your car here. | 4 recycle your litter here. |
| 2 drive slowly. | 5 take the Underground here. |
| 3 smoke here. | 6 stop here. |

2 Identify the use of the modal verbs in bold, then write a synonymous modal verb or expression.

- | | | |
|---|-------------------------------|------------------------------------|
| 1 Can I park my car in your garage? | <i>permission</i> | <i>May I?/Could I?</i> |
| 2 She must be home. | ..... | ..... |
| 3 You needn't wear a tie to the interview. | ..... | ..... |
| 4 Shall I cook spaghetti for dinner? | ..... | ..... |
| 5 Gary may come round tonight. | ..... | ..... |
| 6 You should take up a hobby. | ..... | ..... |
| 7 Would you mind moving your car, sir? | ..... | ..... |
| 8 She can't still be at work; it's already 6 pm. | ..... | ..... |
| 9 Can I give you a hand with that bag? | ..... | ..... |
| 10 Children must not play football in the streets. | ..... | ..... |
| 11 I have to see the dentist. | ..... | ..... |
| 12 The car needs filling up with petrol. | ..... | ..... |

3 Tick the correct item, as in the example.

- | | |
|--|--|
| 1 He ought to be at home by now. | 4 You mustn't use a dictionary in the exam. |
| a) He is probably at home. <input checked="" type="checkbox"/> | a) It is against the regulations to use a dictionary in the exam. <input type="checkbox"/> |
| b) I don't think he's at home. <input type="checkbox"/> | b) It isn't necessary to use a dictionary in the exam. <input type="checkbox"/> |
| 2 Sarah can't be his sister. | 4 If it is not raining tomorrow, we might play football. |
| a) I'm sure Sarah isn't his sister. <input type="checkbox"/> | a) We will definitely play football tomorrow. <input type="checkbox"/> |
| b) I don't think Sarah is his sister. <input type="checkbox"/> | b) It is possible that we will play football tomorrow. <input type="checkbox"/> |

4 Underline the correct word(s).

- 1 A: **Could** / **May** / **Shall** you tell me where the post office is, please?
 B: Certainly. It's down the street on the right.
- 2 A: You **mustn't** / **needn't** / **couldn't** vacuum the carpet.
 B: Oh, have you done it already?
- 3 A: Are you free on Saturday morning?
 B: No, I **have to** / **can** / **shall** go into the office for a couple of hours.
- 4 A: **Shall** / **Will** / **Would** I get you a glass of water from the kitchen?
 B: Yes, please. And **may** / **could** / **shall** you put some ice in it, too?
- 5 A: I want to pass the driving test this year.
 B: You **didn't need to** / **should** / **needn't** take some more lessons.
- 6 A: **Can** / **Shall** / **Would** I have some ice cream, please?
 B: Yes, of course. What flavour would you like?
- 7 A: Where's Frank? Is he usually this late?
 B: Not at all. He **ought** / **must** / **need** to be here by now.
- 8 A: I threw your old books into the recycling bin.
 B: Oh, no! You **mustn't** / **shouldn't** / **can't** have done that. I need some of them for school.

Can/May – Be allowed to (permission)

- We use **can** and **be allowed to** to refer to laws or regulations.
*People **can't/aren't allowed to** smoke in the building.*
 There is a difference in meaning between **may** and **be allowed to** in questions.
 Study the examples.
 a) **May I use your phone?** (= Will you allow me to use your phone?)
 b) **Are we allowed to use the phone?** (= Does the rule permit it?)

5 Fill in: *May I* or *Am I allowed to*.

- 1 *May I* ask you the time? 4 see what you're reading?
- 2 feed the animals in the zoo? 5 help you with that suitcase?
- 3 keep pets in my flat? 6 make personal phone calls?

Can – Could – Was able to (ability)

- Can** expresses ability in the present and future. **Could** expresses ability in the past. The verb **can** is used only in the present or future and **could** in the past. We use **be able to** to form all the other tenses. *He **could** climb up mountains before he had an accident. He **can't** climb mountains now but he **had been able to** do so before his accident.*
- Was able to** (= managed to) is used to express ability in the past for either single or repeated actions. *He **was able to** reach Brighton before midnight.* (single action) (NOT: ~~could~~)
- Could** is used in statements to express general ability in the past for repeated actions. *She **could/was able to** read when she was four.* (**could/was able to** are both correct)
 However with **feel, hear, see, smell, understand**, etc. we normally use **could** for single actions. *I **could** hear a noise coming from the dining room.* (single action) (NOT: ~~was able to~~)
- Could/Was able to** are both used in negations and questions for either single or repeated actions. *They **weren't able to/couldn't** win the race.* (single action) ***Could you/Were you able to** drive a car when you were fifteen?* (repeated action – general ability in the past).

3

Modal Verbs

6 Fill in: *can, can't, could, couldn't, was/wasn't able to or had been able to.*

- 1 He *could/was able to* run much faster when he was younger.
- 2 On entering the house, she smell something burning in the kitchen.
- 3 I'm busy today, so I go shopping with you.
- 4 I heard Brian's voice, but I see him until I turned on the lights.
- 5 When I lived on the coast, I swim in the sea every day.
- 6 If Gordon avoid the rush hour traffic, he would have arrived at the party on time.
- 7 I'm not usually very good at tennis, but yesterday I beat my brother in a match.
- 8 He fix the tap, so he called a plumber.
- 9 I had my hands full, so I open the door.
- 10 Angela is very clever. She speak four languages.

Must – Have to – Have got to (Necessity – Obligation)

- **Must** (= it's necessary; I'm obliged to) is used when the speaker decides what is necessary to do. *I must buy some new clothes.* (I say so. I decide what to do.)
- **Have to** (= it's necessary) is used when the necessity comes from outside the speaker or when others decide for the speaker what is necessary to do. *He has to be at work at 9.00.* (The boss says so.)
- **Have got to** has the same meaning as 'have to' but it is used in spoken English. *"Mum, I've got to go to the library."*
- **Must** is stronger than 'have to' and indicates urgency and importance. *I must meet Jane tonight.* (It's very urgent that I meet her.) *I have to meet Jane tonight.* (I need to meet her.)
- **Must** is used only in the present or future. *I must go to the meeting tomorrow.* It borrows the rest of its tenses from 'have to'. *She had to be present at the lecture last Monday.*

7 Fill in: *must or have to.*

- Bill: Hi, Alan. Why weren't you at the meeting this morning?
 Alan: I had a doctor's appointment. So, what did I miss?
 Bill: Well, Mr Newton, the new factory owner, said that we
 1) *have to* wear overalls at all times. Also, he wants us to arrive at 8 am and we 2) clock in.
 Alan: What about overtime?
 Bill: There is a possibility of working overtime but you 3) decide whether you want to work extra hours.
 Alan: Did he say anything about break times? I hope we don't
 4) clock in and out every time we have a break.
 Bill: No, we don't, but Mr Newton insists that we 5) have fifteen-minute breaks every three or four hours. Like before, we 6) choose when we would like to take those breaks.
 Alan: I see. And did he say anything about the parking? I think it's terrible that the company says we
 7) use the public car park. It's too far away.
 Bill: I 8) say I agree with you, Alan, but he didn't say anything. We 9) bring it to the attention of the personnel department sometime.



Mustn't – Needn't (Prohibition – Absence of Necessity)

- **Mustn't** (it's forbidden). *You **mustn't** get off the bus before it stops.*
- **Needn't/Don't have to** (it isn't necessary). *Today is a holiday – you **needn't/don't have to** go to work.*

8 Underline the correct item.

SNORKELLING

Information and safety tips

- 1 You **mustn't/needn't** go snorkelling alone.
- 2 You **mustn't/don't have to** be an athlete to go snorkelling.
- 3 You **don't have to/mustn't** go snorkelling in dangerous waters.
- 4 You **needn't/mustn't** buy your own equipment. You can rent it.
- 5 You **needn't/mustn't** harm the wildlife when you go snorkelling.
- 6 You **mustn't/don't have to** wear equipment that doesn't fit properly.



Needn't – Didn't need to – Needn't have (Absence of necessity)

- **Don't have to/Don't need to/Needn't + bare infinitive** (it is not necessary to do sth in the present or future).
*You **don't have to/don't need to/needn't** worry about it any more. I'll take care of that.* (It is not necessary to worry.)
- **Didn't need to/Didn't have to + bare infinitive** (It was not necessary in the past and we may not know if the action happened or not.) *She **didn't need to/didn't have to** buy a dress for the party.* (It wasn't necessary for her to buy a dress, and we don't know if she bought one.)
- **Needn't + bare perfect infinitive** (We know that something happened in the past although it was not necessary.) *You **needn't have said** that. She already knew my name.* (You said it, although it was not necessary.)

9 Fill in the gaps with: needn't have, didn't need to and the correct form of the verb in brackets.

- 1 I ran through the airport, but I *.. **needn't have hurried** ..* (**hurry**) because the flight had been cancelled.
- 2 I (**ask**) for directions since I'd been to Karl's house before.
- 3 We (**give**) her a present after all; it wasn't even her birthday!
- 4 I (**buy**) any milk since I later discovered that Brian had picked up some that morning.
- 5 Since all cinema employees get free entry, Frank (**pay**) for his ticket.
- 6 He (**get up**) early on Saturdays. He never worked at weekends.

3

Modal Verbs

10

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

- 1 A: Shall I help you clean the car?
B: No, thanks. You *needn't/don't have to* help me. I can do it myself.
- 2 A: Tell Claire and Sam that they drive us to the party. Nathan's offered to take us.
B: No problem. I'll tell them tonight when I see them.
- 3 A: You touch the statues in the museum.
B: I know. It's forbidden.
- 4 A: Tell George that he forget to pay the electricity bill today.
B: OK. I will.
- 5 A: You be late for your appointment tomorrow morning.
B: Don't worry. I won't.
- 6 A: I'm going to the shops. Do you want anything?
B: No. You get me anything. I've just been.

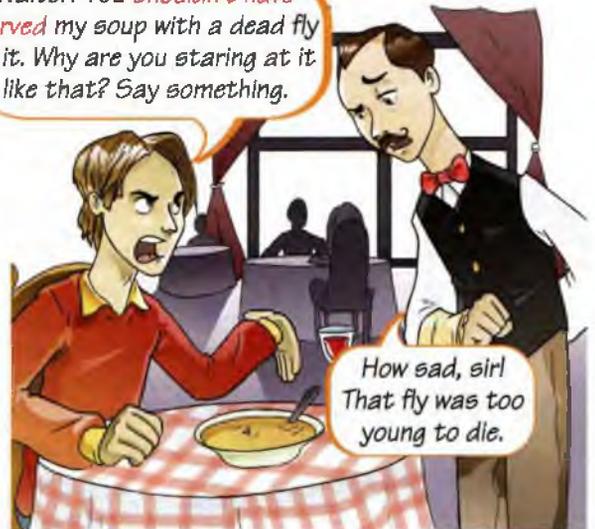


Listen and repeat. Then act out.

Continuous and Simple Forms with Modal Verbs

- **Modal + be + -ing** expresses an action in progress now.
She may be sleeping.
- **Modal + have been + -ing** expresses an action in progress in the past.
He may have been sleeping then.
- **Modal + have + past participle** expresses a complete action in the past.
He shouldn't have taken your bicycle.

Waiter! You *shouldn't have served* my soup with a dead fly in it. Why are you staring at it like that? Say something.



11

Fill in: *must, can't, should, may, might, or could* and the appropriate form of the verbs.

- Fred: I've been trying to phone Rupert all day, but there's no answer. He 1) *must be working* .. (work).
Jill: No. He 2) (work). He never works on Sunday.
Fred: Oh! Then I suppose he 3) (go) away somewhere for the day.
Jill: Possibly. But I'll be upset with him if he has. He 4) (tell) me, so that I
5) (go) with him.
Fred: I hope he's OK. He 6) (have) an accident, you know.
Jill: Don't worry. He 7) (still/sleep). You know he has a lot of work on at the moment. He 8) (work) until late last night.
Fred: I suppose so, or he 9) (go) to Ted's party.
Jill: That's it! He 10) (go) there and stayed out till really late.

Expressions similar to Modal Verbs

- **Be supposed to + infinitive** means 'should/ought to' but it expresses the idea that someone else expects something to be done. *I'm supposed to attend the seminar.* (The manager expects me to do so). *I should attend the seminar.* (*It's a good idea because I might get some useful information.*)
- **Be to + infinitive** means 'must' but it expresses the idea that someone else demands something. *I am to get to the airport before 9.00.* (My boss has told me to go there, so I can't avoid it.) *I must get to the airport before 9.00.* (If I don't go there, there will be no one to meet the person who is coming tonight.) **Be supposed to** and **Be to** are used to express what someone expects about a previously arranged event. *The conference is supposed to/is to start tomorrow.* (It is scheduled.)
- **Be likely to** means 'may' (possibility). To express possibility in questions we don't use 'may'. We use: *Is he likely to ...?, Is it likely that he ...?, Can he ...?, Could he ...?, Might he ...?*
Is he likely to win the race? Is it likely that he will win the race? Could he win the race? etc.
- **Would you mind** is used to express polite, formal requests. *Would you mind lending me a hand?*
- **Let's .../How about ...?/Why don't we ...?/What about ...?** are used to make suggestions. *Let's go for a ride. How about going for a ride? Why don't we go for a ride? What about going for a ride?*
- **Would you like to/Would you like me to ...? (= Shall I ...?)** are used when we offer to do something. *Would you like me to pick up your laundry? (Shall I pick up your laundry?)*
- **Be allowed to** is used to express permission, to say what the rule is. *He was allowed to cross the border.* (NOT: ~~He could cross~~) *Was he allowed to enter the building?*

12 How else can you express the following?

- 1 Can I have the last cake, please? *May/Could/Might I have the last cake, please?*
- 2 Let's go for a bike ride.
- 3 She might be on holiday.
- 4 Could you hold this for me, please?
- 5 You can't take photos in here.
- 6 I've been ordered to wait outside the classroom.
- 7 Shall we go to the basketball match?
- 8 How about inviting Sally and Mary?
- 9 Is it possible that he will be offered the job soon?
- 10 Would you mind moving your car, please?
- 11 Would you like me to make lunch?
- 12 You are expected to be here on time.

13 Fill in a modal or a synonymous expression and the appropriate form of the verbs in brackets.

- 1 I'm gaining weight. I really *have to try* (try) to go on a diet, like the doctor said.
- 2 What a lovely day! (we/go) for a walk?
- 3 I'm not sure where Gary is. He (be) at the library.
- 4 That (not/be) Bill's car. He doesn't own one.
- 5 Tom (sleep) but I'm not sure. Why don't you go and see?
- 6 Don't worry. You (not/dress) formally for the party.
- 7 If you wanted to borrow my car, you (ask) me.
- 8 This dog (belong) to Harry. It's got his address on its collar.

3

Modal Verbs

14 Read the text below and decide which word best fits each space.

Become a Stargazer!



A couple of hundred years ago, anyone 1) *could* sit outside, look up at the night sky and see thousands of stars. But try the same thing today and you would be lucky to see more than a couple – and those 2) actually be aeroplanes or satellites rather than stars! Many of us live in cities where the city lights block our view of the stars in the sky. Of course, you 3) buy a telescope to get a better view, but isn't it a pity that we 4) just look up on a dark night and see the amazing sights of the galaxy? Every one of us 5) enjoy that experience from time to time. Would you like to see the night sky as your grandparents did? There is a way, and you 6) buy an expensive telescope to do it!

- Since you 7) see more stars when the moon is not shining brightly, wait for a dark night and drive out of the city. Depending on where you live, you 8) need to travel a long distance.
- Turn off your car lights; don't blink! You 9) give your eyes some time to adjust to the dark.
- Look up! You will be absolutely amazed at what you see!

- | | | |
|-------------|------------------|----------------|
| 1 (A) could | B ought to | C should |
| 2 A must | B need | C might |
| 3 A should | B ought to | C can |
| 4 A needn't | B can't | C shouldn't |
| 5 A should | B may | C have to |
| 6 A needn't | B didn't have to | C needn't have |
| 7 A must | B can | C ought to |
| 8 A can | B should | C may |
| 9 A have to | B might | C shall |

15 Read the situation and write what you would say, using *could*, *should*, *might*, *ought to*, *don't have to*, *have to*, *must* or *may*, and the correct tense of the infinitive, as in the example.

- 1 Mark lied to his teacher and, when she found out, she was very angry. What do you say to him?
You shouldn't have lied to your teacher. / You ought to have told your teacher the truth.
- 2 A student has just come into the class and left the door open. It's noisy outside. What do you say to him?
.....
- 3 Your father wants to know where your sister is. You think she is playing football in the garden. What do you say to your father?
.....
- 4 Your friend failed an exam at school. He hadn't studied at all. What do you say to him?
.....
- 5 Your friend always looks tired. You're sure this is because she doesn't get enough sleep. What do you say to her?
.....
- 6 Your friend wants to buy you a gift for your birthday. You think it's not necessary. What do you say to her?
.....
- 7 Your friend can't find her mobile phone. You think she left it in the car. What do you say to her?
.....
- 8 Steve was very rude to Kim and didn't apologise to her. What do you say to him?
.....

16 Choose the most appropriate response.

- 1 Would you mind posting this letter for me?
A Yes, you may. **B** Not at all.
- 2 We could order a pizza tonight.
A That's a good idea. B No, we might not.
- 3 Can I borrow your pen, please?
A Not at all. B Of course.
- 4 Shall I open the window?
A No, you won't. B No, it's okay, thanks.
- 5 Will you help me with the laundry, please?
A Yes, I may. B Certainly.
- 6 Could you pick me up at the train station, please?
A No, you couldn't. B Yes, of course.
- 7 Would you please reply to these emails?
A I'd be happy to. B Yes, I would.
- 8 Can I park here?
A No, you can't. B No, thank you.

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

- 1 I advise you to see a doctor.
You should/ought to see a doctor.
- 2 It isn't necessary for him to buy her a present.
- 3 I'm sure Frank isn't at football practice.
- 4 It is possible that Lisa will go to the party tonight.
- 5 You aren't allowed to make noise at night.
- 6 We are obliged to wear a uniform at work.
- 7 Would you like me to carry your luggage?
- 8 How about getting a part-time job?
- 9 It's forbidden to park here.
- 10 Tom managed to pass his driving test.

18 Underline the correct modal verb.

Sea World

If you love sea animals, then you really 1) should/might visit SeaWorld in San Diego, California. At SeaWorld, you 2) can/must swim with one of the most beautiful creatures on earth; the bottlenose dolphin. Imagine feeding a group of these playful animals lunch and then taking hold of their fins and swimming beside them! Lucky visitors 3) ought to/may even receive a dolphin kiss! After the dolphin pool, you 4) may/should be eager to see even more sea animals. If that's the case, you 5) ought to/shall visit the bat ray pool. There you 6) can/must handle and feed hundreds of hungry Californian bat rays! Animal lovers 7) mustn't/needn't miss the underwater Shark Tunnel. In it, you can see hundreds of shark species swimming silently above you – a truly amazing sight. So remember to go to SeaWorld if you are ever in California. It's one day out you will never forget!



19

Read the email and underline the correct item.

Dear Claire,

I'm writing to ask if you 1) **could** / **might** give me some advice. I'm a 20-year-old student who 2) **shall** / **has to** survive on the money my parents send me. My family lives in a small village but when I succeeded in my exams, I 3) **ought to** / **had to** move to Leeds to attend university. My parents are over 60 and 4) **can** / **shall** no longer work. I feel like I 5) **may** / **ought to** be giving them money to help them instead of getting money from them. On top of that, my sister is leaving school next year and she 6) **will** / **must** want to go to university, too. I feel I 7) **might** / **ought to** do something to help her as well. I suppose I 8) **must** / **shall** try to get a job but I 9) **mustn't** / **can't** think of what I 10) **can** / **shall** do. It 11) **needs to** / **might** be a good idea to work nights so that I can study during the day. You see, I 12) **must** / **can** attend all my lectures or I 13) **should** / **will** fail my course. Of course I 14) **could** / **may** leave university but I don't want to. I 15) **need to** / **was able to** do something soon but what? Please advise me. What 16) **had better** / **should** I do?

Ann



Speaking Activity

(giving suggestions)

Look at the letter in Ex. 19 again. Look at Claire's notes to Ann and make comments and speculations using modals.

- don't feel guilty about your situation
- don't stop attending university
- get a job as a babysitter/waitress
- save money
- cook your own meals
- walk instead of using public transport
- apply for money from the Students' Support Fund

You shouldn't feel guilty about your situation.



Writing Activity

Use three of the ideas from the speaking activity to complete Claire's email to Ann. Try to use as many different modals as possible.

Dear Ann,

I'm sorry to hear about your problem but really there are so many things you can do to make your life better. You shouldn't feel guilty about your situation.

.....

.....

.....

.....

.....

1 Look at Appendix 1 on pages 239–245, then fill in the correct particle(s) for the phrasal verbs.

- I didn't mean to buy so much food but I got **carried** ..*away*..
- The police are **carrying** an investigation into the cause of Andrew's accident.
- I **came** my old photo album while tidying up.
- I feel terrible! I must be **coming** the flu.
- When Sally's uncle died, she **came** a small fortune.

2 Look at Appendix 2 on pages 246–253, then fill in the correct preposition.

- She looks **familiar** ..*to*.. me. Maybe she's an actress.
- I'm so **fond** skiing that I go to a ski resort for a week every winter.
- London is **famous** its black cabs and red buses.
- Tony was **furious** Jane for spending their savings on clothes.
- The police say that there is no **hope** finding the stolen painting.

Idioms

thick-skinned: insensitive to criticism

thorn in one's side: sth that causes trouble/anxiety

pet hate: sth one particularly hates

a wild goose chase: search for sth with no result

all fingers and thumbs: very clumsy

3 Fill in the correct idiom.

- My student debt is a real *thorn in my side* I won't be able to travel around Asia until I have paid it off.
- You need to be very to be a politician.
- Sam, you're today! That's the second cup you've broken while doing the washing-up.
- I've just been on all over town looking for that new *Harry Potter* book.
- My is being put on hold when I phone someone. I can't stand it!

In Other Words

- *Shall I help you with the dishes?*
Would you like me to help you with the dishes?
- *She is likely to win the competition.*
She'll probably win the competition.
- *You mustn't smoke in hospitals.*
You aren't allowed to smoke in hospitals.

- *It wasn't necessary for you to finish today.*
You needn't have finished today.
- *I'm sure she hasn't got the invitation yet.*
She can't have got the invitation yet.

4 Complete the sentences using the words in bold, as in the example.

- Shall I carry that bag for you?
like Would ... *you like me to carry* ... that bag for you?
- You mustn't take photos in the museum.
allowed You photos in the museum.
- It wasn't necessary for them to pay for our meal, but they did.
paid They for our meal.
- He will probably pass his driving test.
likely He his driving test.
- I'm sure he didn't lie to you.
lied He to you.

Word Formation

- Read the title and the text once to become familiar with the general meaning. Use the word in bold to form a new word to fill the space. Think of clues which will tell you what kind of word is missing (adjective, noun, adverb, verb). Make sure to take into consideration various prefixes and suffixes, as well as negative forms.

5 Use the word in bold to form a word that best fits each gap.

PREDICTING THE WEATHER



These days, meteorologists give us 0) *reasonably* accurate weather forecasts. But what did we do before 1) used modern technology to predict the weather? Well, people looked at their 2) to get clues about what the weather might be like. For example, the movements of clouds tell us a lot about future weather conditions. Clouds moving in different 3) usually mean bad weather is not far off. Animal 4) is another good clue. Look to see where birds are flying in the air. If they are flying higher than usual, the weather will be nice. Stand still and listen. Many animals, 5) birds, tend to go quiet just before it rains. How the air smells is another 6) indicator of future weather conditions. There is a saying, 'flowers smell best just before the rain'. This is because smells are stronger in humid air. One more tip; look up at the moon. If you can see it 7), it means that the weather has cooled and rain is 8) on the way. Of course, none of these methods are perfect and it would be 9) to use them instead of modern technology. But they do have their uses. So why not learn them? You never know when they might be 10)

**REASONABLE
SCIENCE**

SURROUND

**DIRECT
BEHAVE**

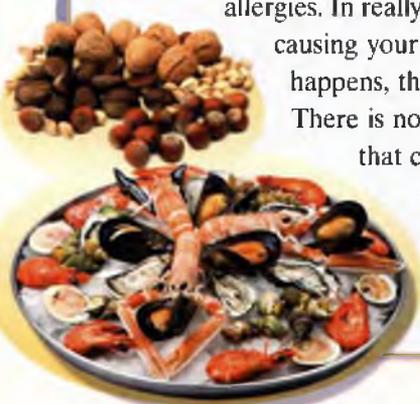
**PARTICULAR
USE**

**CLEAR
PROBABLE
CORRECT
HELP**

6 Read the text below and think of the word which best fits each gap.

Food Allergies

Have you ever suffered because 0) *of* something you ate? Are you scared of strawberries or terrified of shellfish? Well, if you are, you are not alone. Many people suffer 1) food allergies. For some unlucky people, even smelling or touching the food 2) are allergic to can cause a reaction. Common foods that people can 3) allergic to include milk, eggs, nuts and seafood. In general, food allergies are not life threatening, but you still need to be careful. For example, take peanut allergies. In really bad cases, peanuts can cause a condition known 4) anaphylaxis causing your airways to block and stopping you from breathing. When 5) happens, the person must be taken 6) ambulance to a hospital at once. There is no cure for food allergies other than staying 7) from the food that causes you to have reactions. This requires reading product ingredients carefully and making sure that the food you order in a restaurant is safe. And if you have a friend 8) has a food allergy, be very careful of 9) you give them to eat. Their life could depend 10) it!



Progress Check 1 (Units 1-3)

1 Choose the correct item.

- 1 I don't like this food. It awful.
A is tasting B has tasted **C tastes**
- 2 My little brother is afraid a bicycle.
A of riding B to riding C riding
- 3 It's quite late. We better leave now.
A should B would C had
- 4 I'm hungry. I think I something to eat.
A will make B make C am making
- 5 James had a glass of juice and went on his homework.
A doing B do C to do
- 6 Take your umbrella with you. It rain.
A can B must C might
- 7 I'd like to the theatre tonight.
A going B to be go C to go
- 8 He denied in the exam.
A having cheated B to have cheated
C to cheating
- 9 You see a doctor as soon as possible.
A need B should C ought
- 10 Phone me as soon as you home.
A will get B get C have got
- 11 The car seems repaired. It's running perfectly now.
A having been B to have been
C to having been
- 12 They to America last summer.
A had travelled B have travelled
C travelled
- 13 Did Ann work in the UK before she came to Italy?
A use B used to C use to
- 14 I resent to me in that tone of voice.
A you to speak B your speak
C your speaking
- 15 you mind closing the door?
A Could B Should C Would
- 16 By the time Laura arrived at the party, most of the guests
A already left B have already left
C had already left
- 17 It was very kind of Peter me his book.
A lending B to lend C lend
- 18 You come to the lecture. It was optional.
A mustn't B didn't have to C couldn't
- 19 As she home from work, she ran into her old school friend.
A walked B was walking
C had been walking
- 20 Bridget was upset because she the exam.
A won't pass B hasn't passed
C hadn't passed

2 Underline the correct item.

- 1 Phil doesn't know about the party. He is in for / **about** a big surprise.
- 2 He managed to bring her **round** / about to his point of view on global warming.
- 3 It wasn't my fault; don't put the blame **on** / to me.
- 4 I'm sorry, I don't agree **by** / with you.
- 5 We had to call **of** / off the football match because of rain.
- 6 Tim was very fortunate **at** / in finding the plane ticket at such a low price.
- 7 Kim and Fred are very attached **with** / to each other.
- 8 Lisa's really bad **at** / with cooking; she doesn't even know how to fry an egg.
- 9 If she doesn't give them the money, they will carry **on** / out the threat.
- 10 He's been complaining **for** / about a terrible headache all day.
- 11 The children will come **into** / in money when they're twenty years old.
- 12 Have you heard **from** / of your new pen-friend yet?

Progress Check 1

3 Complete the sentences using the words in bold, as in the example.

- It wasn't necessary for us to go to the party.
needn't We *needn't have gone*
to the party.
- She will probably pass her exams.
likely She
..... her exams.
- Shall I make you an omelette?
like Would you
..... an omelette?
- It was the most entertaining show she had ever seen.
never She
..... an entertaining show.
- I haven't been to the cinema for a year.
last The
..... to the cinema was a year ago.
- She spent an hour preparing for the party.
took It
..... prepare for the party.
- You mustn't feed the zoo animals.
allowed You
..... the zoo animals.
- I'm sure Mary didn't finish the race yet.
finished Mary
..... the race yet.
- Ann finds it difficult to get up in the morning.
difficulty Ann
..... in the morning.
- I prefer working to staying at home.
rather I prefer to
..... at home.
- How long ago did she start the course?
since How long has it
..... the course?
- Tim was too young to see the film.
old Tim
..... to see the film.

Listening

4 You'll hear people talking in eight different situations. For questions 1–8, choose the best answer, A, B or C.

- You hear a woman talking. Why did she leave her job?
A She found a new position.
B She was fired.
C She wanted to spend time with her children.
- You hear a man talking. What is his profession?
A an animal trainer B a magician
C a driver
- You hear a witness being interviewed by police at a crime scene. What type of crime is being described?
A robbery B burglary C speeding
- You hear a teacher talking to a student. Why is she talking to her?
A to give advice B to give permission
C to warn her
- You hear a musician talking. How does she feel when she is performing?
A nervous B relaxed C confident
- You hear a music producer talking about Internet piracy. How does he think the problem should be dealt with?
A impose fines on illegal downloaders
B lower the cost of CDs
C offer customers a new kind of product
- You hear a dancer being interviewed on the radio. Why did he become a dancer?
A He wanted to please his mother.
B He followed his father's advice.
C He was inspired by a performance he saw.
- You hear part of a talk on text messaging. What is the speaker's argument?
A text messaging is changing the way teens communicate
B text messaging is becoming more popular than phoning
C text messaging is affecting students' school work

 Listen and repeat. Then act out.



- **Adjectives describe nouns.** They had a **nasty** experience. (What kind of experience? A nasty one.) There are **fact** adjectives (*big, square, red, etc.*) and **opinion** adjectives (*beautiful, nice, etc.*). Adjectives have the same form in the singular and plural. *the little girl/the little girls* They normally go before nouns. *He is a good boy.* After state verbs: **appear, be, become, get, feel, look, seem, smell, sound, stay, taste** we use adjectives, not adverbs. *The soup tastes delicious.* (NOT: *deliciously*)

- Many common adjectives (*pretty, sad, etc.*) do not have particular endings. There are some common endings, however, for **adjectives formed from nouns and verbs.** These are:

-able	comfortable	-ent	dependent	-ical	historical	-like	businesslike
-al	accidental	-esque	picturesque	-ious	victorious	-ly	friendly
-ant	reluctant	-ful	careful	-ish	childish	-ory	compulsory
-ar	circular	-ian	Italian	-ist	racist	-ous	dangerous
-ary	imaginary	-ible	horrible	-ive	attractive	-some	wholesome
-ate	passionate	-ic	historic	-less	careless	-y	lucky

- There are also **compound adjectives** which are formed with:
 - 1 **present participles.** *a time-consuming task, a never-ending story*
 - 2 **past participles.** *worn-out shoes, a broken-down car*
 - 3 **cardinal numbers + nouns.** *a two-day seminar* (NOT: *a two-days seminar*), *a three-week holiday*
 - 4 **well, badly, ill, poorly + past participle.** *a well-paid job, a poorly-built house, an ill-chosen remark*
- Certain **adjectives** are used with **the** as nouns to talk about groups of people in general. These are: **the elderly, the middle aged, the old, the young, the blind, the deaf, the disabled, the living, the sick, the homeless, the hungry, the poor, the rich, the strong, the unemployed, the weak, etc.** *The old usually walk slowly.* (= we refer to old people in general) **BUT** *The old people in the building are annoyed with the landlord.* (= we refer to a specific group of old people) When we talk about one person we say **An/The old man, A/The blind man, etc.** *The rich pay a lot of income tax.* (*rich people in general – all of them*) *The rich people of our town had a banquet last weekend.* (*a specific group of rich people – not all of them*)

4

Adjectives / Adverbs / Comparisons

- 1 Fill in an appropriate adjective derived from the words in brackets.

THE KINGSLEY HOTEL
For the Perfect Holiday

The Kingsley is a(n) 1) *luxurious* (luxury) hotel situated in the 2) (picture) Kent countryside. Its 3) (beauty) gardens and 4) (style) interior make it a highly 5) (desire) destination for visitors from both Britain and abroad. The Kingsley offers a huge number of facilities including a gym and a(n) 6) (attract) 18-hole golf course. The Kingsley is also of 7) (history) interest as it was built in the early 17th century. Visitors of all tastes are sure to have a(n) 8) (enjoy) stay at this 9) (wonder) hotel.



- 2 Fill in: *the + adjective* or *the + adjective + people*.

- The government is cutting back on benefits for *the unemployed* (unemployed)
- A nurse is a person who looks after (sick)
- Some of in the neighbourhood remember when it was bombed during the war. (old)
- A new hostel is to be opened for (homeless)
- Mother Teresa worked to help of Calcutta. (poor)
- The survey showed that control 90% of the country's wealth. (rich)

Order of Adjectives

- **Opinion** adjectives (*bad, pretty, etc.*) go before **fact** adjectives (*red, ancient, etc.*). *She's a pretty Italian girl.*
- When there are two or more adjectives of the same category, **the more general** adjective goes **before the more specific** one. *a nice friendly dog*
- We say **the first three months** (NOT: *the three first months*), **the last two hours**, etc.
- When there are two or more fact adjectives in a sentence they normally go in the following order:

Opinion		Fact Adjectives							Noun
		Size	Age	Shape	Colour	Origin	Material	Used for/Be about	
<i>It's a</i>	<i>nice</i>	<i>small</i>	<i>old</i>	<i>square</i>	<i>white</i>	<i>Italian</i>	<i>wooden</i>	<i>dinner</i>	<i>table.</i>

- We usually do not use a long list of adjectives before a single noun. A noun is usually described by one, two or three adjectives at the most. *a beautiful, white wedding dress*
- The adjectives **afraid, alike, alive, alone, ashamed, asleep, content, glad, ill, etc.** are never followed by nouns. *The girl was left alone.* (NOT: *the alone girl*)
- The adjectives **chief, elder, eldest, former, indoor, inner, main, only, outdoor, outer, principal, upper** can only be used before nouns. *This is the main entrance.* (NOT: *This entrance is main.*)
- We can use **nouns as adjectives** before other nouns. In this case the nouns have no plural form. *I attend evening classes. I had a three-week holiday in Spain.* (NOT: *a three-weeks holiday*)
- **Nouns** which express **purpose, material** or **substance** (*shopping, cotton, gold, silver, etc.*) can be used **as adjectives** before other nouns. *He bought a new cotton shirt. I can't find my shopping bag. They're having a stone wall built. But we say: wooden table (NOT: ~~wood~~ table), woollen scarf (NOT: ~~wool~~ scarf). Note: golden hair (hair like gold) but gold watch (watch made of gold), silk dress (dress made of silk) but silky hair (hair which feels like silk), stone wall (wall made of stone) but stony look (cold look – like stone), feather pillow (pillow stuffed with feathers) but feathery leaves (leaves which look like feathers).*
- **Present** and **past participles** can be used **as adjectives**. Present participles describe what something is like. *The match was exciting.* Past participles describe how someone feels. *We felt excited at the match.*

3 Rewrite the sentences putting the adjectives into the correct order, then identify what kind of adjectives they are.

- 1 I love chocolate. (milk, Belgian, tasty)
I love tasty Belgian milk chocolate.
 (opinion, origin, material)
- 2 They visited a temple. (stone, ancient, huge)

- 3 She is wearing a dress. (blue, beautiful, velvet)

- 4 The dog is sitting by a fireplace. (French, marble, lovely)

- 5 Frank is looking for a pair of socks. (grey, woollen, football)

- 6 Lisa has a table. (dining-room, round, large)

4 Underline the correct adjective.

- 1 Kim's dad gave her an expensive gold / golden necklace for her birthday.
- 2 The cat jumped over a low stone / stony wall and ran away.
- 3 The cleaner used a feather / feathery duster to dust the furniture.
- 4 This cream will leave your skin feeling silk / silky and soft.
- 5 Sue kept all the children's toys in a large wood / wooden box.
- 6 She was driving a metal / metallic black van.

5 Make compound adjectives to describe the following:

- 1 a walk that takes five minutes
a five-minute walk
- 2 a book which is written badly

- 3 a course that lasts three years

- 4 a woman who works hard

- 5 a journey that takes two hours

- 6 a hotel with five stars

6 Put the adjectives in the correct order.

Description	Features	Floor plan	Location map	Rates	Enquiry
 <p>HOT DEAL</p> <p>CENTRAL CITY Apartment/Condo – Property Ref No: BCS2BN1305 HOT DEAL: Special price available. Call us for rates.</p>	<p>PROPERTY DESCRIPTION</p> <p>This is a 1) <i>luxurious large new</i> (large, luxurious, new) apartment right in the heart of Sydney. It has a 2) (wooden, beautiful, long) balcony giving incredible views of the city. It also has 3) (glass, tall, rectangular) windows which let in plenty of sunlight. There is a 4) (burgundy-coloured, comfortable, designer) sofa in the living room and a(n) 5) (expensive, square, modern) coffee table. There are two 6) (white, medium-sized, lovely) bedrooms, each with its own private bathroom. There is a(n) 7) (outdoor, new, popular) swimming pool located on the apartment rooftop that is absolutely free of charge. There is also a(n) 8) (seafood, excellent, Australian) restaurant located just next to the apartment entrance.</p>				



Listen and repeat. Then act out.



- **Adverbs usually describe verbs and past participles, adjectives, other adverbs or whole sentences.** She walks **slowly**. (How does she walk? Slowly.) **extremely good, incredibly quickly**
- They say **how** (adverbs of manner – *carefully*), **where** (adverbs of place – *here*), **when** (adverbs of time – *yesterday*), **how much/to what extent** (adverbs of degree – *extremely*) or **how often** (adverbs of frequency – *usually*) something happens. There are also **sentence adverbs** (*probably, maybe, etc.*) and **relative adverbs** (*where, why, when*).

Formation of Adverbs from Adjectives

- We usually form adverbs by adding **-ly** to the adjective. *careful* → *carefully*, *serious* → *seriously*
- 1 Adjectives ending in **consonant + -y** drop the **-y** and take **-ily**. *cosy* → *cosily*, *happy* → *happily*, *angry* → *angrily*
 - 2 Adjectives ending in **-ic** add **-ally**. *drastic* → *drastically*, *frantic* → *frantically*
 - 3 Adjectives ending in **-le** drop **-le** and add **-ly**. *horrible* → *horribly*, *terrible* → *terribly*
 - 4 Adjectives ending in **-e** add **-ly**. *scarce* → *scarcely*, but: *whole* → *wholly*, *true* → *truly*
 - 5 Adjectives ending in **-ly** (*elderly, fatherly, friendly, lively, lonely, lovely, motherly, silly, ugly, etc*) form their adverbs with **in a(n) ... way/manner**. *in a silly manner, in a friendly way, etc.*

Adjectives and Adverbs which have the same form

Some adverbs have the same form as adjectives. These include: best, better, big, cheap*, clean*, clear*, close*, cold, daily, dead, dear*, deep, direct, dirty, early, easy, extra, far, fast, fine*, free, further, hard, high, hourly, inside, kindly, last, late, long, loud*, low, monthly, past, quick*, quiet*, right, slow*, straight, sure, thin*, thick, tight, weekly, well, wide, wrong, yearly etc.

Ann was our last guest. She came in last. Those adverbs with an asterisk (*) can be found with **-ly** ending without a difference in meaning, but then they are more formal. *Walk slow!* (informal)

ALSO *Walk slowly!* (formal)

Adverbs with two forms and differences in meaning

deep = a long way down
deeply = greatly
direct = by the shortest route
directly = immediately
easy = gently and slowly
easily = without difficulty
free = without cost
freely = willingly
full = exactly; very
fully = completely

hard = intently; with effort
hardly = scarcely
high = at / to a high level
highly = very much
last = after all others
lastly = finally
late = not early
lately = recently
near = close
nearly = almost

pretty = fairly
prettily = in a pretty way
short = suddenly; off target
shortly = soon
sure = certainly
surely = without doubt
wide = fully; off target
widely = to a large extent
wrong = incorrectly
wrongly = unjustly

- Most of the **-ly forms** can come before an adjective, a past participle or a verb. *I'm highly aware of the situation. (NOT: high) He is fully trained. NOT: full) He easily found his way. (NOT: easy)*
- **Hardly** means "almost not". *I could hardly see in the dark. Hardly can be used with any / anyone / anything / anywhere / ever. There was hardly any food left. (= almost no food left) She hardly ever goes out of the house. (= She almost never goes out of the house.)*
- **Wrongly** usually goes before verbs or past participles. *You wrongly accused him. He was wrongly accused. (NOT: wrong)*

7 Form adverbs from the following adjectives.

- | | | |
|--|--------------------|------------------|
| 1 dreadful ... <i>dreadfully</i> | 7 delicate | 13 scarce |
| 2 easy | 8 rare | 14 logical |
| 3 dramatic | 9 serious | 15 happy |
| 4 terrible | 10 rude | 16 wrong |
| 5 wonderful | 11 fantastic | 17 hopeful |
| 6 comfortable | 12 free | 18 sad |

8 Fill in: *hard, hardly or hardly ever / anyone / anything.*

Hi Kate!

It's a pity you couldn't come to Peter's birthday party. I gave it a lot of thought before I decided to go. You know me, I 1) *hardly ever* go to parties, so I had 2) to wear. Also, I was feeling tired because I had 3) slept at all the night before. But, I borrowed a dress from my sister and decided to go. I knew 4) there, but when I sat down, Peter's friends were really nice and I had a great time. What about you? Are you studying 5) for the exams next week? We 6) see each other these days! We should meet up soon.

Love,
Pam

How to form opposites

dis-, un-, in-, il- (before l), **im-** (before m or p), **ir-** (before r), **mal-** are negative prefixes which are used to make opposites of certain adjectives or adverbs. *like - dislike*

9 Write the opposites of the following words.

- | | | |
|-------------------------------------|---------------------|---------------------|
| 1 honest ... <i>dishonest</i> | 6 logically | 11 true |
| 2 legally | 7 successful | 12 capable |
| 3 possible | 8 polite | 13 agreeable |
| 4 tolerant | 9 responsibly | 14 adjusted |
| 5 regularly | 10 satisfied | 15 gratefully |

10 Underline the correct item, then explain the difference in meaning.

- 1 Simon told everyone he would pass the exam **easy** / easily, so he was **deep** / deeply embarrassed when he came **last** / lastly in the class with 20%.
- 2 "I **sure** / surely am happy to meet you," said the reporter to the **high** / highly respected singer. "You're **pretty** / prettily famous around here, you know."
- 3 When he was almost **full** / fully recovered from his illness, the doctor told him to take it **easy** / easily and said that he would be able to return to work **short** / shortly.
- 4 As he was found **near** / nearly the scene of the robbery with a gun in his hand, it is **hard** / hardly surprising that he was arrested. It turned out that he had been **wrong** / wrongly accused.
- 5 **Sure** / Surely you can't have answered every question **wrong** / wrongly.
- 6 Rob was a very poor archer. His first arrow fell **short** / shortly of the target, his second flew about 10 metres **wide** / widely and the third flew **high** / highly into the air and landed behind him.
- 7 Although he arrived an hour **late** / lately, he started work immediately and tried **hard** / hardly to make up for lost time.
- 8 **Lately** / Late, she has been getting all her clothes **freely** / free from the fashion company, so I can't understand why she dresses so **badly** / bad.
- 9 It is **wide** / widely believed that there is a bus that goes **direct** / directly from here to the airport, but it's not true.
- 10 **Last** / Lastly, I would like to encourage you to **free** / freely donate money to the cause to find a cure for cancer.

Word Order of Adverbs

- Adverbs usually go after verbs but before adjectives, other adverbs and participles. They can be used in front, mid or end position in a sentence.

e.g. He **speaks loudly**.

He is **amazingly handsome**.

She runs **very fast**.

Mobile phones are **extensively used** nowadays.

Front	Mid	End
Obviously they will never see her again.		

- **Adverbs of manner** go before the main verb, after the auxiliary verb or at the end of a sentence.

e.g. He **easily answered** the questions in the test.

We **are eagerly waiting** for his call.

She acted **childishly**.

- When there is more than one adverb in the sentence, their usual order is **manner – place – time**.

subject	verb	(object)	manner	place	time
He	watched	TV	quietly	in his room	until 6:00.

- When there is a **verb of movement** such as **go**, **come** or **leave** in the sentence, then the adverbs come in the following order: **place – manner – time**.

subject	verb	place	manner	time
Ann	was rushed	to hospital	suddenly	an hour ago.

- **Adverbs of place and time** usually go at the end of the sentence. Adverbs of time can go in the front position to emphasise the time.

e.g. Have you been **here recently**?

Every day he goes to the gym on foot.

- When there is more than one **time adverb**, we usually put the more specific ones before the more general ones (**time – day – date – year**). *He was born at 22:15 on Monday, March 17th, 1958.*
- **Adverbs of frequency** (often, seldom, never, ever, usually, normally, scarcely, rarely, always, etc.) go after the auxiliary verb (be, have, do), but before the main verb. In short answers, however, we put them before the auxiliary. *She has never travelled abroad. "She never comes to work on time. She is often late." "Yes, she always is."*
- **Adverbs of degree** (absolutely, completely, just, totally, extremely, quite, seriously, very, etc.) go before the adjective or the adverb they describe. *He's absolutely hopeless at Maths. When these adverbs describe verbs, they go before a main verb or after an auxiliary verb. We quite enjoyed the film. I've quite finished.*
Absolutely, completely and totally can go in the middle or end position. *He completely forgot our appointment. or He forgot our appointment completely. A lot, much, a little, a bit, awfully, terribly can go in the middle position (before adjectives) or end position (when they describe verbs). *I'm terribly sorry. My tooth hurts terribly.**
- The adverbs **already, no longer, hardly, nearly, almost, still** go in the middle position. *He nearly knocked the old lady down as he could hardly see her in the dark.*
- **Sentence adverbs** (probably, certainly, possibly, perhaps, maybe, clearly, luckily, etc.) go in any position: front, middle or end. The front position is the most usual, though. *Luckily, he didn't crash into the tree. He luckily didn't crash into the tree. He didn't crash into the tree, luckily.* In negations **certainly, possibly** and **probably** usually go before the auxiliary or between two auxiliaries. *He certainly didn't do it. He couldn't possibly have done it.*
- We use **adverbs after action verbs** and **adjectives after linking verbs**: appear, be, become, get, feel, look, seem, smell, stay, taste. *It tastes bad. (NOT: badly). She looked happy at the party. (Looked means 'appeared' here and is a linking verb.) She looked happily at the children. (Looked is an action verb here, not a linking verb, and 'happily' describes the action.)*

11 Rewrite the sentences, putting the adverbs in the right position.

- 1 She has lived in England. (**luxuriously/in a large house**)
She has lived luxuriously in a large house in England.
- 2 Train services have been affected. (**by the heavy snow/seriously**)
- 3 The witness recounted everything that had happened. (**during the robbery/accurately**)
- 4 John read my essay and changed everything I had written. (**incorrectly/virtually/carefully/very**)
- 5 The wind is blowing. (**hard/today/extremely/outside**)
- 6 We will be travelling. (**around Australia/this summer/definitely**)
- 7 Ted is polite, but he was rude to Jenny. (**surprisingly/normally/last night**)
- 8 I'm certain you'll be happy with the service. (**in this hotel/very/absolutely**)
- 9 The cost of living has risen. (**dramatically/recently**)
- 10 The injured victims of the fire were taken to hospital. (**quickly/seriously/fortunately**)

4

Adjectives / Adverbs / Comparisons

12

Rewrite the text putting the adverbs in the correct place.



Did you know that listening to music while you exercise can increase the amount of time you're able to exercise? **(significantly)** In a recent study, researchers chose a selection of songs and asked a group of joggers to listen to them. **(carefully)** They told the joggers to run in time to the beat of the music and stop only when they felt too tired to continue. **(exactly)** The results were interesting. **(extremely)** The researchers found that the joggers ran 15% longer than usual when they listened to the music. **(almost)** The joggers reported that listening to the music made them feel energetic and improved their mood, too. **(greatly)** So, what are you waiting for? If you don't listen to music when you exercise, why not bring along your MP3 player the next time you go jogging or go to the gym? **(normally)** You'll be surprised with the results! **(probably)**

Did you know that listening to music while you exercise can significantly increase the amount of time you're able to exercise?

13

Make positive adjectives or adverbs from the following words.

- | | | | |
|------------|--------------------------|----------|------------|
| 1 base | <i>basic - basically</i> | 5 fun | 9 fool |
| 2 beauty | ..... | 6 luck | 10 attract |
| 3 accident | ..... | 7 care | 11 critic |
| 4 forget | ..... | 8 remark | 12 anger |

14

Form adjectives or adverbs from the words in brackets.

Hot Deals	Package Deals	Competitions	Contact
-----------	---------------	--------------	---------

Fiji Freedom Travel ▷ Information ▷ Fiji competition 2010

Win a trip for 2 to Fiji in our Competition

Two fortunate people will be flying to Fiji, famous for its beautiful white sandy beaches, crystal clear waters and friendly people.

Win an 1) *amazing* (**amaze**) holiday for two to 2) *(sun)* Fiji.

3) *.....* (**simple**) tell us in 100 words or less why Freedom Travel is your 4) *.....* (**favour**) travel agency. The 5) *.....* (**luck**) winner will receive flights and accommodation for 2 people, as well as £1,000 spending money. We are looking for the most 6) *.....* (**origin**) entry. So think 7) *.....* (**create**)! The 8) *.....* (**close**) date for entries is October 1st. Good luck!

Win a trip for 2 to Fiji Worth over £5,000

13 Listen and repeat. Then act out.



Regular Comparative and Superlative Forms

Adjectives	Positive	Comparative	Superlative
of one syllable add -(e)r/-(e)st to form their comparative and superlative forms	nice cold big	nicer (than) colder (than) bigger (than)	the nicest (of/in) the coldest (of/in) the biggest (of/in)
of two syllables ending in -ly, -y, -w also add -er/-est	busy shallow	busier (than) shallower (than)	the busiest (of/in) the shallowest (of/in)
of two or more syllables take more/most	famous comfortable	more famous (than) more comfortable (than)	the most famous (of/in) the most comfortable (of/in)

- We use the **comparative form + than** to compare **two people or things**. *Sally is prettier than Pam. This house is more expensive than the others. (We consider the others as a group.)*
- We use **the + superlative form + of/in** to compare **one person or thing with more than two people or things** in the same group. *She's the fastest typist of all.*
- We often use **than** after a comparative. *He's shorter than you.* We normally use **the** before a superlative. We often use **of** or **in** after a superlative. We use **in** with places. *I'm the tallest of all. He's the shortest in his class.* Note: old – older – oldest. *He's older than me. (NOT: elder; elder isn't used with than) old – elder – eldest. My eldest sister is a lawyer. (We use elder – eldest to talk about relatives only.)*
- We can use **the** before a comparative when we compare only two things of the same kind. *Of the two cars this is (the) faster. (formal).* It is also possible to use the superlative instead of the comparative when we compare two persons or things. *Which is (the) fastest, a Jaguar or a Fiat? (more usual)*
- Certain adjectives form their comparative and superlative in both ways, either by adding **-er/-est** to the positive form or with **more/most**. Some of these are: clever, common, cruel, friendly, gentle, narrow, pleasant, polite, shallow, simple, stupid, quiet. *simple – simpler – simplest ALSO simple – more simple – the most simple*

4

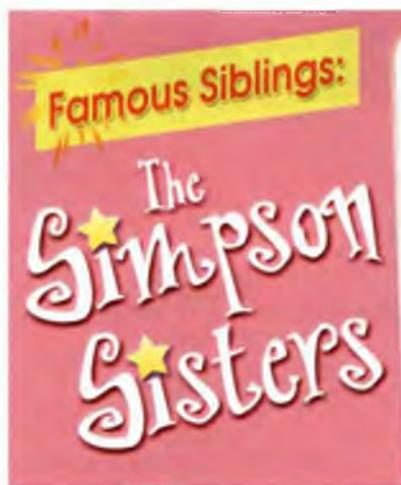
Adjectives / Adverbs / Comparisons

15

a) Complete the table by filling in the *adjectives, comparatives or superlatives*.

Adjective	Comparative	Superlative
old	<i>older than</i>	<i>the oldest</i>
shy		
early		the tallest
successful		the most famous

b) Use the comparatives and superlatives from the table above to fill in the gaps.



Jessica and Ashlee Simpson are two of 1) ... *the most famous* ... celebrity sisters in the USA. Both sing and act, and both are popular TV personalities. Jessica is three years 2) than her sister. She became famous a few years 3) than Ashlee when she starred in her own reality TV series with her husband Nick. Ashlee began her career as a dancer and has recently become one of 4) acts in pop music. The Simpson sisters look very similar, although Ashlee is around 10 centimetres 5) than Jessica. The girls have different personalities, too. Ashlee is well known for being an outgoing person while Jessica is much 6) than her sister. Fans continue to disagree over which sister is more talented but what is clear is that both girls have many exciting years ahead of them!

16

Put the adjectives in brackets into the comparative or superlative form, adding any necessary words.

- A: Did you enjoy the film?
B: Not at all. It was *the worst* (**bad**) film I've ever seen.
- A: Craig is very intelligent.
B: Yes. He's (**clever**) student in our class.
- A: How much did you pay for that woollen hat?
B: £3. It was (**cheap**) one I could find.
- A: Did you enjoy your holiday?
B: Oh, yes. It was (**good**) holiday I've had in years.
- A: Did you like the red shirt you tried on?
B: Yes, but it was far (**expensive**) the white one.
- A: Whales are (**big**) dolphins.
B: I know. They are huge!
- A: What time is (**early**) train to Oxford in the morning?
B: The first train leaves at 6 am.

The Comparative and Superlative forms of adverbs are formed in the same way as those of adjectives.

Adverbs	Positive	Comparative	Superlative
adverbs having the same forms as their adjectives add -er/-est	long	longer	(the) longest
'early' drops -y and adds -ier/-iest	early	earlier	(the) earliest
two syllable or compound adverbs take more/most (Compound adverbs are adjectives + -ly. <i>careful - carefully</i>)	often quietly patiently	more often more quietly more patiently	(the) most often (the) most quietly (the) most patiently

Irregular Forms

Adjective/Adverb	Comparative	Superlative
good / well	better	the best
bad / badly	worse	the worst
much many / a lot of	more	the most
little	less	the least
far	farther/further	the farthest/furthest

Well is the adverb of **good**.
She is a good cook. She cooks **well**.

- a) **further/farther** (adv) = longer (in distance) His office is **further/farther** away than mine.
further (adj) = more For **further** information contact Mr Smith.
- b) **very + positive degree** It's **very** hot in here.
- c) **even/much/far/a bit + comparative degree** He behaves **even worse** than before. Jenny is **much more patient** with children than Julie.
- d) **most + adj/adv of positive degree = very** She was **most** obliging. (She was **very** obliging.)
- e) **any + comparative** (used in negatives and questions) This essay wasn't **any better** than the previous one.

17 Write the comparative and superlative forms of the following adverbs.

- | | |
|--|-----------------|
| 1 early <i>earlier</i> (the) <i>earliest</i> | 4 bad |
| 2 carefully | 5 quietly |
| 3 peacefully | 6 hard |

18 Use the adverbs in the list to complete the sentences. Add any necessary words.

slowly loudly easily carefully quickly happily

- 1 Chris is jogging .. *more slowly than* usual today.
- 2 A cheetah moves much a lion.
- 3 The teacher spoke when the student asked for the question to be repeated.
- 4 Carmel completed that puzzle the last one.
- 5 Kim drives of all the members of her family.
- 6 Jack is smiling anyone else in the picture.

4

Adjectives / Adverbs / Comparisons

- 19 Write comparatives or superlatives in the gaps. Then answer the questions. Check your answers.

QUIZ?



- Which is *the biggest* (**big**) planet in the solar system?
a Mars b **Jupiter**
- Is the Atlantic Ocean (**small**) than the Pacific Ocean?
a yes b no
- Which is (**long**) river in the world?
a the Nile b the Mississippi
- Which is (**old**) university in England?
a Cambridge b Oxford
- Is Big Ben in London (**tall**) than the Leaning Tower of Pisa?
a yes b no
- Which city is (**far**) from the equator?
a New York b Sydney
- Can the blue whale swim (**fast**) than the dolphin?
a yes b no
- Which is (**high**) waterfall in the world?
a the Niagara Falls b the Angel Falls

Answers key
1b, 2a, 3a, 4b, 5b, 6a, 7b, 8b

- 20 Underline the correct item.

Living in London

It is 1) very / far more expensive to live in London than any other city in Britain. Rents are 2) much / very higher and it is 3) most / far difficult to find accommodation of any kind. Trying to find a flat in a convenient location is 4) even / very more frustrating. You can live in the suburbs, but it will take you 5) much / any longer to get to work and the fares are 6) very / far high. Wages are normally 7) a bit / very higher in London, but that doesn't mean you will have 8) many / much more money to spend since the cost of living there is 9) most / far higher than you would expect.



- 21 Fill in the gaps with the correct form of the adjective/adverb in brackets, adding any necessary words.

- Could you speak *more slowly* (**slow**)? I don't understand what you're saying.
- I think French is (**difficult**) than English.
- It's much (**hot**) this summer than it was last year.
- Karen ran much (**fast**) Pamela during the race.
- This car is too small for our family. We need something much (**big**).
- Jupiter is (**big**) planet in the solar system.

Too – Enough

- **Too** comes before an adjective or an adverb in a sentence. It has a **negative meaning** and shows that there is a greater amount or degree of something than what is wanted.

too + adjective/adverb + to infinitive

The tea is **too hot to drink**. (=It's so hot that we can't drink it.)

- **Enough** comes after an adjective or adverb but before a noun. It shows that there is an amount or degree of something that is satisfactory or acceptable.

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

She is **tall enough to reach** the top shelf. (=She can reach the top shelf)

We have got **enough money to buy** a new car. (We can buy a new car.)

Study the examples:

Henry is **tall enough** to be a basketball player. (he can be a basketball player – positive meaning)

Henry **isn't tall enough** to be a basketball player. (he can't be a basketball player – negative meaning)

Henry is **too short** to be a basketball player. (he can't be a basketball player – negative meaning)

Quite – Fairly – Rather – Pretty

- **Quite** (= fairly, to some degree) is used in **favourable comments**. He's **quite** clever. **Quite** also means **completely**. It is used with adverbs, verbs and certain adjectives such as: alone, amazing, brilliant, certain, dead, dreadful, different, exhausted, extraordinary, false, good, horrible, impossible, perfect, ridiculous, right, sure, true, useless, etc. She's **quite** exhausted. (completely exhausted). She dances **quite well**. I don't **quite** agree with you.
- **Rather** is used in **unfavourable comments**. It's **rather** cold today. It is also used in **favourable comments** when it means 'to an unusual degree'. The film was **rather** interesting. (It was more interesting than we expected.) **Rather** is also used with **comparative degree**. It's **rather** warmer today than yesterday. (NOT: it's quite warmer ...)
- **Fairly** and **pretty** are synonymous with **quite** and **rather**. **Quite** is used before **a/an**. She's **quite** a good teacher. **Rather** is used before or after **a/an**. It was **a rather** hot day. It was **rather** a hot day. **Fairly** and **pretty** are used after **a**. She's **a fairly/pretty** good teacher.

22 Rewrite the sentences using too or enough.

- | | |
|---|--|
| 1 It's very slippery. We can't drive.
<i>It's too slippery to drive.</i> | 8 Sue is tall. She can reach the top shelf.
..... |
| 2 John is rich. He can buy an expensive car.
..... | 9 Linda ran very fast. She won the race.
..... |
| 3 These shoes are tight. I can't dance in them.
..... | 10 Her house isn't big. She can't have a party.
..... |
| 4 Leonard is strong. He can carry the table.
..... | 11 Alex is young. He can't drive.
..... |
| 5 The volume is very low. I can't hear anything.
..... | 12 It's noisy. I can't do my homework.
..... |
| 6 Ted is short. He can't see over the wall.
..... | 13 Tom is clever. He can solve the problem.
..... |
| 7 That dog is very tired. It can't run.
..... | 14 It isn't windy. They can't go sailing.
..... |

23 Underline the correct item.

- 1 Being a doctor is a **quite** / pretty stressful job.
- 2 This printer never works. It's fairly / **quite** useless.
- 3 Lisa is **rather** / **quite** more sporty than her sister.
- 4 It was **rather** / **pretty** a waste of time cooking dinner. Tim's just ordered pizza.
- 5 Robert is **quite** / **fairly** a funny man.
- 6 Kim is **rather** / **fairly** good at Maths, but she sometimes makes mistakes.
- 7 It is **pretty** / **rather** a long way from the bus stop to the school.
- 8 The witness's account of the robbery was **quite** / **pretty** true.
- 9 It was a **fairly** / **quite** interesting film but it wasn't the best I've seen.
- 10 John is **rather** / **quite** certain that he'll pass the exams.

24 Fill in: *quite* or *rather*.

- A: I found that book a 1) ... *rather* ... boring one.
 B: Oh really? I thought it had 2) a good plot.
 A: Oh, come on! The ending was a 3) unlikely one, don't you think?
 B: No, not at all. In fact, I think the whole book was 4) interesting.
 A: Well, if you ask me, you've got a 5) strange taste in books.



Adverbs of Degree

	very (+++)	rather (++)	a little (+)
with adjectives, adverbs or verbs	just, absolutely, totally, awfully, terribly, really, simply <i>I'm terribly sorry, sir.</i>	quite, rather <i>It's quite/ rather late. We'd better go.</i>	a little, a bit <i>Can you wait a little/a bit?</i>
with adjectives or adverbs	very, extremely <i>She's very rude and behaves extremely impolitely.</i>	pretty, fairly <i>I'm pretty/ fairly sure he's lying.</i>	slightly <i>She's slightly fat.</i>
with verbs or comparative form	very much, a lot, <i>I very much appreciate your help. I feel a lot better now.</i>	rather <i>It's rather warmer today.</i>	not ... much <i>He isn't much taller than me.</i>

25 Fill in one of the degree adverbs from the table above.

- A: How long will it be before I can see Mr Jones, please?
 B: I'm 1) ... *very* ... (+++) sorry sir, but Mr Jones is 2) (+++) busy at the moment. He has a lot of clients to see to this afternoon. Perhaps you could return tomorrow?
 A: I'm afraid it's 3) (++) important that I see him today. Could you tell him that Mr Peters is here? I'm 4) (++) sure that he will want to see me.
 B: OK. If you don't mind waiting 5) (+), I'll give him your message when he's finished his current meeting.

Types of Comparisons

as ... (positive degree) ... as not so/as ... (positive degree) ... as not such a(n)/so ... as	His hands were as cold as ice. It is not so/as cold as it was yesterday. This is not such an interesting book as his last one.
twice/three times, etc./half as ... (positive degree) ... as	Their house is twice as big as ours. His car cost half as much as mine.
the same as	Your jacket is the same as the one I bought last month.
look, sound, smell, taste + like	She looks like an angel.
less ... (positive degree) ... than the least ... (positive degree) ... of/in	The green sofa is less expensive than the black one, but the blue one is the least expensive of all.
the + comparative ..., the + comparative	The sooner you start, the sooner you'll finish. The younger you are, the more freedom you have.
comparative + and + comparative	Life is getting harder and harder .
prefer + -ing form or noun + to + -ing form or noun (general preference)	I prefer watching TV to going out . I prefer lemonade to cola .
would prefer + to -inf + rather than + inf without to (specific preference)	I would prefer to eat in rather than go to a restaurant. He would prefer to leave rather than accept a pay cut.
would rather/sooner + inf without to + than + inf without to	I'd rather look for a new flat than stay in this house any longer.
clause + whereas/while + clause (comparison by contrast)	Tom likes living in the country whereas his sister likes living in the city.

26 Fill in the gaps with the correct comparative or superlative form of the adjectives or adverbs in brackets, as in the example. Add any necessary words.

- The older* (old) Frank gets, *the wiser* (wise) he becomes.
- (soon) we start, (soon) we'll get the job finished.
- My meal was certainly not (tasty) yours.
- This TV is three times (expensive) the one we saw in the last shop.
- (fast) he ran, (tired) he became.
- (hard) she works, (successful) she becomes.
- The weather is getting (cold) and (cold) every day.
- The more books he reads, (good) at reading he becomes.
- (few) and (few) people are writing letters nowadays.
- Lisa is becoming (outgoing) as the years go by.
- Today, it is (sunny) it was yesterday.
- Computers are getting (cheap) all the time.

4

Adjectives / Adverbs / Comparisons

27 Fill in: *would prefer ... rather than, less ... than, such a, twice as ... as, the same as, the sooner ... the sooner, like.*

- Chris: That's a lovely new car you've got, Fred. I've never seen 1) *such a* beautiful machine. It looks 2) a car from a James Bond film!
- Fred: Thanks, Chris. Actually, it's 3) the one they used in the recent Batman film. I'm really happy with it.
- Chris: It must be 4) fast my car. But it would be far too expensive for me.
- Fred: Well, these sorts of cars are 5) expensive you'd think nowadays. You should buy one! 6) you go down to the car showroom, you'll be driving in style!
- Chris: I'm not sure, Fred. I think I 7) to spend my money on a holiday on a new car. Thanks for the tip though.

28 Fill in: *as, not so ... as, different from, whereas, more, than, like or same.*

Dear Mike,

Thanks for telling me about your school's excursion to the National Museum. Every year, my school goes on an excursion to an amusement park. This year we decided not to go to the 1) *same* place 2) last year. It turned out to be a good decision. Although Fun City was 3) expensive 4) Water World, the park we visited last year, it was worth it. Fun City was completely 5) Water World. It looked just 6) a giant playground, 7) Water World resembled a dirty lake! Also, the staff at Water World were 8) friendly 9) those at Fun City. Everyone had a great time and I can't wait until next year!



29 Fill in: *further, furthest, better, best, worse and worst.*

- A: We've been driving for hours! And the weather is getting 1) *worse* now. How much 2) is it?
- B: I'm not sure, but according to the map, this is the 3) route to take.
- A: Give me the map, please. I'll find a 4) way to get there. Why did Dave choose the 5) restaurant from town to go to on such a rainy night?
- B: I don't know. I think it's also one of the 6) places to eat.
- A: Well, at this rate we're never going to get there!!

30 Choose the correct answer.

- 1 The plane flew into the sky.
A higher and highest
B highest and highest
C higher and higher
- 2 The more the customer complained, the manager became.
A the angrier B angrier C the angriest
- 3 Africa is by far the continent.
A hot B hotter C hottest
- 4 you drive, the quicker we'll get there.
A Faster B The faster C The fastest
- 5 The music got louder and
A louder B loudest C loud
- 6 Clothes seem to be getting expensive all the time.
A most B the more
C more and more
- 7 The music at the club got as the night went on.
A the loudest
B louder and louder C the louder
- 8 Frank earns money than his brother does.
A less B the least C little
- 9 I had to queue at the bank, the more impatient I became.
A The longest B Longer C The longer
- 10 This MP3 player is expensive model on the market.
A most B more C the most
- 11 The smaller a flat is, the rent will be.
A lower B the lower C the lowest
- 12 people are choosing to buy music online.
A The most B More and more
C Many and many

31 Look at the pictures, then make comparisons using the adjectives given.

 firefighter	 chair	 bike	 boots	 Brenda
 doctor	 armchair	 car	 slippers	 Tim
 pilot	 stool	 motorbike	 flip flops	 Julie
dangerous, well-paid, exciting, interesting	big, soft, hard, uncomfortable, expensive	fast, clean, safe, spacious, cheap	comfortable, warm, heavy, light, expensive	old, young, heavy, good-looking, long, short hair

A firefighter's job is more dangerous than a doctor's job.



Listen and repeat. Then act out.



Like is used

- for similarities. *She's just like a big baby. (She is not a baby though.)*
- after: **feel, look, smell, sound + noun.**
It sounds like jazz.
He looks like Charles.
- with nouns, pronouns or -ing form to express similarity or contrast.
This tastes like coffee.
Is that your Dad? You look like him.
(NOT: You look as him.)
It was like flying in a balloon.
No one can dance like him.

As is used

- to say what sb or sth really is (jobs or roles).
She works as a pilot. (She's a pilot.)
Liz Taylor was brilliant as Cleopatra.
- in certain expressions: **as usual, as ... as, as much, such as, the same as.**
He came late as usual.
- after: **accept, be known, class, describe, refer to, regard, use.**
He's regarded as the best jazz singer of all time.
- in clauses of manner to mean 'in the way that'.
Do it as I showed you.

32

Fill in the gaps with *like* or *as*.

- A: That film was excellent.
B: Yes. Christian Bale was wonderful *as* Batman.
- A: It was far too cold in the car.
B: I know. It was being in a fridge!
- A: What does Ann do for a living?
B: She works a secondary school teacher.
- A: Leonard is a fabulous musician.
B: Yes. No one can play the violin he can.
- A: I wish Rachael would stop being so childish.
B: I agree. She acts a five-year-old sometimes.
- A: What flavour is this ice cream?
B: I'm not sure. It tastes a little orange.
- A: Bill is very talented, isn't he?
B: Yes. He is regarded one of the best football players in the school.
- A: What is mum cooking for lunch?
B: I don't know, but it smells chicken soup.

33 Fill in: *as* or *like*.

Mary: What do you want to do when you grow up, Fred?
 Fred: I'd like to work 1) *as* a chef in a big hotel.
 Mary: Oh no! I've worked in a kitchen before. It's 2) working in an oven.
 Fred: At least it wouldn't be 3) boring 4) working in a bank.
 Mary: Don't you want to do a more interesting job, such 5) being a lawyer, or a doctor?
 Fred: No, I'd prefer to do something creative 6) cooking. I could never see myself
 7) a lawyer or a doctor.
 Mary: You're just 8) my brother. He's always saying things 9) that.

34 Put the adjectives in brackets into the correct form.

New Cross Memorial is 1) *the busiest* (busy) hospital
 2) New York. It has 3) (modern)
 medical equipment and 4) (fast) ambulances
 5) the city. Its waiting lists are 6)
 (short) 7) other hospitals' and many people say the
 medical staff are 8) (caring) 9) America.
 Jane works in the children's ward. Her work is 10) (hard)
 11) some of her colleagues' because she is
 12) (qualified) nurse on the ward. Despite this, she thinks she has 13)
 (good) job 14) the hospital. Her hours are 15) (bad) 16)
 her friends' but the rewards are 17) (great) 18) theirs.



35 Use the prompts and the chart below to write sentences using *much/many* or *a bit*.

be/old far/tube station have/rooms dinner/expensive have/members of staff

Top-Ranking London Hotels		City Inn	London Bridge Hotel
When established:		1856	1974
Distance from tube station:		30 mins	5 mins
Number of rooms:		80	215
Average dinner per person:		£20.50	£19.00
Number of staff:		50	95

The City Inn is much older than the London Bridge Hotel.

.....

.....

.....

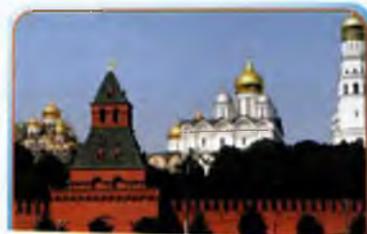
4

Adjectives / Adverbs / Comparisons**36 Underline the correct item.**

- This mark is not good enough, Jane. I know you can do **well** / **better**.
- Today it isn't **as hot** / **as hot as** it was yesterday.
- Frank bought **the least** / **less** expensive television he could find.
- The more you read, the **smarter** / **smartest** you'll become.
- Asia is by far the **large** / **largest** continent in the world.
- This is the **worse** / **worst** meal I've ever eaten.

Speaking Activity*(comparing pictures)*

Look at the following fact files and make comparisons using the following adjectives and adverbs: few, big, old, interesting, many, beautiful.

**Buckingham Palace – England****Built:** 1703**Size:** 77,000 square metres**Rooms:** 775**The Imperial Palace – China****Built:** From 1406-1420**Size:** 720,000 square metres**Rooms:** Around 9,000**The Kremlin Palace – Russia****Built:** From 1838-1849**Size:** 25,000 square metres**Rooms:** Over 700

e.g. Buckingham Palace is older than the Kremlin Palace.

Writing Activity

Write a short article about the three palaces for your school newspaper. Use information from the three fact files in the Speaking Activity above.

Dear Editor,

I've recently done some research on palaces for a school project and I have chosen three of them to write about; Buckingham Palace in England, The Imperial Palace in China and the Kremlin Palace in Russia. First of all, Buckingham Palace is older than the Kremlin Palace.

.....

.....

.....

.....

.....

.....

1 Look at Appendix 1 on pages 239–245, then fill in the correct particle(s) for the phrasal verbs.

- If you don't pay your water bill, your water supply will be **cut** *off*
- You must **cut** the amount of sugar you consume.
- The village was **cut** for days because of the snow.
- The Prime Minister decided to **cut** government spending.
- Most countries have **done** the death penalty.
- I'm really thirsty. I could **do** a drink.

2 Look at Appendix 2 on pages 246–253, then fill in the correct preposition.

- My grandmother takes great **delight** *in* telling stories.
- My grandfather **died** old age.
- This holiday was **different** all the others.
- Last night I **dreamt** my favourite pop star.
- I can only **dream** owning a larger car.
- Mr Parrs is an **expert** Physics and has written many books.

Similies

- quiet as a mouse** = very quiet
- deaf as a post** = very hard of hearing
- blind as a bat** = very bad eyesight
- fit as a fiddle** = very healthy
- heavy as lead** = very heavy
- good as gold** = very well-behaved

3 Fill in the correct simile.

- Put your glasses on! You're as .. *blind as a bat* .. without them!
- Speak up! I'm as when I haven't got my hearing aid in.
- Everyone in my family is coming down with a cold. Luckily, I feel as
- If you're as today, I'll let you stay up late tonight.
- I'm so tired! My arms feel as
- Please be as until the baby wakes up.

4 Use the word in bold to form a word that best fits each gap.

Chocolate

Chocolate! The 0) *majority* of people around the world love it and some people even find it 1) Think about your friends and family. It's highly 2) that you know someone who hates it. So how did this love affair begin? The story of chocolate began in the 3) rainforests of Central and South America. Thousands of years ago, natives mixed seeds from the cacao tree with 4) spices and water. The result was a bitter frothy drink that was very stimulating. A few mouthfuls was like drinking three or four cups of coffee! This special drink became very important to the natives and some 5) believe that only the highest members of society drank it. When the first 6) arrived in South America and tried this drink, they didn't like it at all. Nevertheless, they took their 7) back to Europe with them. There, honey, sugar and vanilla were added to the drink. This 8) quickly became popular among the wealthy in Europe. And the rest, as the saying goes, is history!

**MAJOR
ADDICT
LIKELY**

**TROPIC
VARY**

HISTORY

**EUROPE
DISCOVER
MIX**

5 Read the text below and decide which answer best fits each gap.

Starting a Business

Have you ever thought of running your own business? Many entrepreneurs say that 0) *deciding* to start their own business was the best decision they ever 1)! Working for yourself means you are in 2) of your life. Not only that, you get to decide exactly how things should be done – not someone else!

Starting a business isn't easy though. It involves a 3) deal of risk. It is hard work, too. Putting in 18-hour days is not unusual. What's 4), if your business doesn't make any money, you won't be able to pay yourself at the 5) of the month!

Running a business certainly isn't for everyone. You need to be the type of person who never 6) up. You have to love challenges. You can't be someone who is 7) of risk.

So, if you are someone who has always 8) about starting your own business, don't let anyone talk you out of it. Because who knows! If you're lucky enough and smart enough, you might just become the next Bill Gates!

- | | | | | |
|---|-------------|-----------|------------|-------------------|
| 0 | A realising | B going | C coming | D deciding |
| 1 | A caused | B made | C did | D produced |
| 2 | A duty | B charge | C head | D position |
| 3 | A strong | B wide | C great | D deep |
| 4 | A more | B added | C further | D additional |
| 5 | A last | B close | C end | D finish |
| 6 | A quits | B gives | C stops | D surrenders |
| 7 | A alarmed | B worried | C troubled | D afraid |
| 8 | A desired | B dreamed | C wished | D hoped |

In Other Words

- *She is taller than her brother.
Her brother isn't as tall as her(she is).*
- *He's a terrible driver.
He drives terribly.*
- *That table is similar to this one.
That table and this table are alike.*
- *This car is much more expensive than that one.
This car is far/a lot more expensive than that one.
That car is much/far less expensive than this one.*
- *Ann is very friendly to everyone.
Ann behaves in a friendly way to everyone.*

6 Complete the sentences using the words in bold, as in the example.

- 'She cooks well,' Ann said.
good 'She *is a good cook*, ' Ann said.
- Our house and theirs are alike.
similar Our house theirs.
- She is always respectful towards her parents.
way She always towards her parents.
- My car is not as fast as his.
much His car mine.
- Tom is less aggressive than Jim.
as Tom is Jim.

 Listen and repeat. Then act out.



Clauses of Time

- Clauses of time are adverbial clauses and are introduced by: **after, as, as long as, as soon as, for, just as, once, since, before, by the time** (= before, not later than), **when, while, until/till** (= up to the time when), **the moment (that), whenever, every time, immediately, the first time, the last time, the next time, etc.**

George had to wait for half an hour **before** the doctor came.



- Clauses of time follow the rule of the sequence of tenses; that is, when the verb of the main clause is in a present or future form, the verb of the time clause is in a present form and when the verb of the main clause is in a past form, the verb of the time clause is also in a past form.

I'll stay in the office until I finish the project. (NOT: until I will finish the project)

She arrived before the clock struck nine. (NOT: before the clock strikes nine)

- When the time clause precedes the main clause, a comma is used. When the time clause follows, no comma is used.

When he was in Washington, he met the President. He met the President when he was in Washington.

- **Will** is never used in time clauses; we use a present form instead.

I'll cook dinner after I tidy the house. (NOT: after I will tidy)

- **when** (time conjunction) + present tense *I'll see to it when I have time.*
when (question word) + will/would *Do you know when they will leave?*

1 Identify the *main clause* and the *time clause* in each sentence. Add a comma where necessary.

- As soon as I arrive in Japan, I'll email you.
Time Clause Main Clause
- Wash your hands before you eat your dinner.
- As they were drinking their coffee they watched a programme on TV.
- They played video games after they had finished their homework.
- We will wait in the house until it stops snowing.
- While you are surfing online you can listen to music.

5

Clauses / Linking words

2 Underline the correct tense.

- 1 Bill always **will do** / **does** his homework as soon as he gets home from school.
- 2 After I brush my teeth, I **was going** / **go** to bed.
- 3 When he **left** / **leaves** the party, he waited for a taxi.
- 4 Stanley started working in an office after he **will finish** / **had finished** university.
- 5 Sue **will buy** / **bought** the CD player after she has saved up enough money.
- 6 No sooner had he left his office than his phone **rings** / **rang**.
- 7 By the time Pam **arrives** / **will arrive** home, we will all be asleep.
- 8 Mary is going to Paris. She will visit the Eiffel Tower while she **will be** / **is** there.
- 9 Ruth stayed in her room until she **has done** / **had done** all her homework.
- 10 I usually **have** / **will have** a cup of hot chocolate before I go to bed.

3 Fill in the gaps with: *until, for, while, when, just as, as soon as, before, by the time, as long as or since.*

- 1 I used to play hockey *when* I was in secondary school.
- 2 You can borrow the book for you like.
- 3 The doorbell rang he was having a shower.
- 4 You can't watch TV you've finished your homework.
- 5 The concert had already started Stan got there.
- 6 We've been waiting at the bus stop two o'clock.
- 7 he had sat down to eat, the telephone started ringing.
- 8 Jake will start working in his father's company he has graduated from college.
- 9 Lisa has been living in Germany ten years.
- 10 he entered the classroom, he turned off his mobile phone.

4 Put the verbs in brackets into the correct tense.

- 1 A: Would you like to watch a DVD?
B: Yes. I'll sit down with you once I *finish* (**finish**) doing the washing-up.
- 2 A: Do you still play rugby, Chris?
B: No. I haven't played any sports since I (**leave**) university.
- 3 A: Did you see the football match on TV last night?
B: No. It (**end**) by the time I got home from work.
- 4 A: When are you leaving for the party?
B: I'll leave after I (**have**) a quick shower.
- 5 A: Don't forget to turn off the computer before you (**go**) to bed.
B: OK. I won't.
- 6 A: Please give me a call as soon as you (**arrive**) in London.
B: OK. I won't forget.
- 7 A: Whenever I (**hear**) that song, I remember my time in secondary school.
B: Really? It reminds me of my college days.

5 Fill in: *since, until, the moment (that), for, while* or *as soon as*.

GARFIELD

Who hasn't heard of Garfield? 1) ... *The moment that* ... he first appeared in American newspapers in 1978, everyone fell in love with the lazy cat! 2) then, Garfield has appeared in over 2,500 newspapers around the world. Garfield lives with his owner, Jon, and Jon's other pet, a silly dog named Odie. Garfield is very lazy - often he doesn't move from his basket all day 3) it is dinner time! But 4) Jon serves him lasagna, his favourite meal, he moves like a bullet! 5) most of the day, Garfield is either eating or sleeping. Sometimes he plays tricks on Jon 6) he is on the phone with his friends. It's true, Garfield can be cruel, but it's still hard not to love the laziest cat in the world!

6 Underline the appropriate *time phrase* and put the verbs into the correct tense.

- 1 I'm not leaving until / by the time I *finish* / *have finished* (finish) this job.
- 2 He promised to phone while / the moment he (arrive) in Orlando.
- 3 He had tidied the room as soon as / by the time his mother (get) home.
- 4 We'll have a party when / while our exams (be) over.
- 5 You can go home whenever / before you (want) to.
- 6 They were talking as soon as / while we (watch) the film.
- 7 Tom arrived home just as / till Wendy (leave).
- 8 We went to sleep after / until we (eat) our meal.

- **If** is used for things which may happen. *Don't worry if I'm a little late.*
- **When** is used for things which are sure to happen. *I'll give you a ring when I reach London.*

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

- 1 ... *if* ... Chris calls while I'm out, tell him the report is ready.
- 2 We will be lucky we reach the shop before closing time.
- 3 Steve arrives home from school, we will eat dinner.
- 4 The bus will leave without us we don't hurry up.
- 5 Steve will go to a summer camp school finishes.
- 6 you have not chosen your main course yet, I will come back in five minutes.
- 7 The birds will start singing the sun comes up.
- 8 you finish your chores by five o'clock, we will go to the cinema.
- 9 I can't hear you; I'll call you back I'm off the train.
- 10 We will stay at home it continues raining.

- **By** is followed by time adverbs and means 'before', 'not later than'.
*You must finish this report **by** 8:00 tomorrow.*
- **By the time** is followed by a clause and means 'before', 'not later than'.
*He had watered the plants **by the time** she got back.*
- **Until** is followed by either a clause or a time adverb and means 'up to the time when'.
*"Can you wait **until** I return?" "I can only wait **until** 10:30."*
- **When the main clause is negative, we normally use until.**
*We **didn't** leave **until** Mary had arrived. (NOT: ~~by the time~~ Mary arrived)*

8 Fill in: *by the time, until or by.*

- 1 *By the time* the last marathon runner crossed the finishing line, nearly everyone had gone home.
- 2 Don't try to show anyone this trick you have practised it in front of a mirror.
- 3 If he carries on making investments like that, he'll be a millionaire he's 25.
- 4 We waited our parents had gone to bed, then we turned on the television.
- 5 The building had burnt to the ground the fire brigade arrived.
- 6 The meeting had already finished 5:30.
- 7 Her father warned her to be home midnight.

9 Fill in: *after, as soon as, since, before, by the time, while, until or as long as.*

- A: Welcome to your first driving lesson, Ms Thorton. Are there any questions you'd like to ask me
1) *before* we begin?
- B: No, not really. It's been a long time 2) I last drove a car. I took a few lessons
3) I was studying at university, but I never got very far. So, I'm a bit nervous to be honest.
- A: Don't worry. 4) I've been a driving instructor, I've never seen a first-time driver who wasn't at least a little nervous. And I'll only take you out on the road 5) we have practised the basics in the car park for a couple of lessons.
- B: OK. I don't want to drive on the road 6) I feel confident enough.
- A: That shouldn't be a problem. But when we get out on the road, just remember to tell me
7) you need to stop. And I assure you that 8) you have finished this course, you will have become a safe and confident driver.

10 Correct the sentences.

- 1 We waited for you by it got dark. *We waited for you until it got dark.*
- 2 When the Queen will arrive, we must all stand up.
- 3 As soon as I'll get home, I'll have something to eat.
- 4 Can you phone me when you will be ready?
- 5 Every time I will go shopping, I spend too much money.
- 6 I'll phone you if there will be a problem.
- 7 The children cleared the table by the time they had finished eating.
- 8 Until we went to bed, it was nearly morning.
- 9 I'll call you immediately as I reach my hotel.

11 Look at the pictures and write about Tom's day using the words given.



when



after



as soon as



by the time



until



while



the moment (that)



before

- 1 (wake up/alarm go off)
Tom woke up when his alarm clock went off.
- 2 (get dressed/have breakfast)
- 3 (get out/start raining)
- 4 (reach office/be soaking wet)
- 5 (leave work)
- 6 (meet an old friend/walk back home)
- 7 (feed his dog)
- 8 (read a book/go to bed)

12 Underline the correct item.

- 1 I listen to music on my MP3 player I walk to school.
A while B once C as long as
- 2 I expect you to have written the essay next Monday.
A until B by C since
- 3 Jim has lived in that house for I can remember.
A as long as B just as C whenever
- 4 it rains, water leaks through the shed's roof.
A By the time B Immediately C Every time
- 5 Lisa gets annoyed I leave the fridge door open.
A just as B whenever C while
- 6 I've been studying in the library 10 o'clock this morning.
A after B since C for
- 7 he graduated, George began working as an accountant.
A As long as B After C By the time
- 8 he found his seat in the cinema, the film started.
A While B As soon as C By the time
- 9 you arrive at the airport, a limo will be waiting to collect you.
A If B When C While
- 10 I'm going to stay at home the rain stops.
A by B by the time C until

Clauses of Purpose

Clauses of purpose are used to express the purpose of an action; that is, they explain why something is done. They are introduced by the following words/expressions: **to, in order to, so that, so as to, in order that, for, etc.**

He bought an exercise bike **in order to** get fit.

Main Clause Clause of Purpose

Purpose is expressed with:

- **to-infinitive**
She went to the supermarket **to buy** some milk.
- **so as to / in order to + infinitive (formal)**
He went to Oxford University **in order to/so as to** obtain a degree in Medicine.
- **so that + can / may (present or future reference)**
I'll help him **so (that)** he **can** finish early.
- **so that + could / might (past reference)**
I **helped** him **so (that)** he **could** finish early.
The word **that** can be omitted in spoken English.
I left early **so** I **could** be there on time.
- **for + noun (when we want to express the purpose of an action)**
He went to the dentist **for a check-up**.
- **for + -ing form (when we want to express the purpose or function of something)**
We use a spade **for digging**.
- **with a view to + -ing form**
We are gathered here **with a view to reaching** a decision. (formal)
- **with the aim of + -ing form**
He opened an account **with the aim of saving** money to buy a car. (formal)
- **in case + present (present or future reference) / in case + past (past reference)**
Will / Would are never used with **in case**.
I'll take some sandwiches **in case I get** hungry. (NOT: ~~in case I'll get hungry~~)
I took some water **in case I got** thirsty. (NOT: ~~in case I would get thirsty~~)

Negative Purpose is normally expressed with

- **so as not / in order not + to-infinitive**
He left early **so as not to miss** the train. (NOT: He left early ~~not to miss~~ the train.)
She put on her raincoat **in order not to get** wet. (NOT: She put on her raincoat ~~not to get~~ wet.)
- **so that + won't / can't (present or future reference)**
I'll pick you up from the station **so that you won't** need to take a taxi.
- **so that + wouldn't / couldn't (past reference)**
He got a taxi **so that he wouldn't** be late.
- **for fear + might**
He locked all the windows **for fear (that) he might** be burgled.
- **for fear of sth / -ing form**
They didn't walk into the forest **for fear of getting** lost.
- **prevent + noun / pronoun + (from) + -ing form**
He chained the dog up to **prevent it (from) running** away.
- **avoid + -ing form**
Ann got up early to **avoid being** late for work.
- **Clauses of purpose follow the rule of the sequence of tenses like clauses of time (page 71).**
I'll **bring** a ball **in case they want** to play a game.
She **ran** home **so that she could** watch her favourite programme.

13 Join the sentences using the words in brackets.

1 The secretary contacted me. She reminded me about the meeting. (in order to)

The secretary contacted me in order to remind me about the meeting.

2 Harold studied hard. He didn't want to fail his History test. (so as not to)

3 He took an umbrella with him. He didn't want to get wet in the rain. (avoid)

4 She saved money. She intended to buy a car. (with a view to)

5 Jane gave Bob her phone number. Then Bob could ring her. (so that)

6 Let's buy some biscuits. We may have guests. (in case)

7 He took a taxi to the airport. He worried he would miss his flight. (for fear that)

14 Underline the correct word.

Study Tips!

Exam time means study time! It's very important to get the most out of your time when you sit down with your books. Here's how: find a quiet place to study 1) so that / to you'll be able to concentrate, and switch off your mobile phone 2) so as not to / not to be disturbed while you are working. Many students make a 'to do' list before they study 3) with the aim / with a view of reminding themselves how much time they should spend on each topic. Another good idea is to give yourself a reward each time you achieve a goal 4) in order to / in case stay motivated. If you are studying with friends, agree that you will only talk about the subject you are studying 5) so as not to / not to waste time. Finally, remember to take regular breaks. You need a short break every 30 minutes or so 6) to prevent / to avoid getting too tired.



15 Match these household items to a phrase that describes what they are used for. Then, in pairs, ask and answer questions, as in the example.

- a cook food b heat water c measure time d clear waste pipes e sweep the floor



1 kettle



2 timer



3 pot



4 plunger



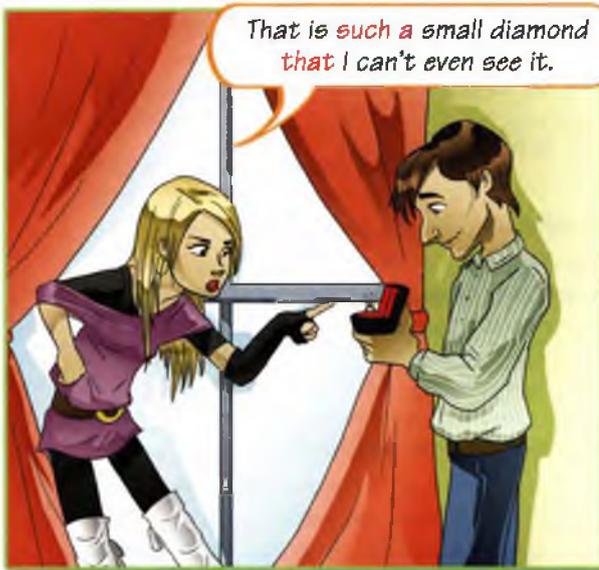
5 broom

A: What's a kettle used for?

B: It's used for heating water.



Listen and repeat. Then act out.



Clauses of Result

Clauses of result are used to express the result of something. They are introduced by the following words/expressions: **that** (after **such** / **so** ...), **(and) as a result**, **(and) as a consequence**, **consequently**, **so**, etc.

There were **so many people at the party** **that** I didn't have time to talk to everyone.

Main Clause

Clause of Result

- such a(n) + (adjective) + singular countable noun**
*It was **such a bad flight** (that) we'll never forget it.*
Such is also used with **a lot of**. *There is **such a lot of noise** (that) I can't work.*
- such + (adjective) + uncountable / plural noun**
*It was **such nice weather** (that) we went to the park. (NOT: *such a nice weather*)*
*They were **such cheap books** (that) I bought them all.*
So and **such** can be used without **that**. *He's **so rude** (that) nobody speaks to him.*
- so + adjective / adverb**
*I'm **so hungry** (that) I could eat a horse. He ran **so fast** (that) he won the race.*
So is also used with **much, many, few or little**. *He's got **so little** patience with children (that) he can't be a teacher. She's got **so many** dresses (that) she can't decide which one to put on.*
- so + adjective + a(n) + noun**
*It was **so nice a day** that we went to the beach. (not usual)*
- as a result / therefore / consequently + clause**
*I had forgotten my passport and **as a result** / **therefore** I couldn't cross the border. He didn't work hard. **Consequently** / **Therefore** he lost his job. He didn't work hard. He **therefore/consequently** lost his job.*
- Clauses of result follow the rule of the sequence of tenses. When the verb of the main clause is in a present or future form, the verb of the clause of result is also in a present form, and when the verb of the main clause is in a past form, the verb of the clause of result is also in a past form.
*It's **such strong** coffee that I **can't** drink it. She **was** so tired that she **couldn't** concentrate.*

16 Fill in: *so, such or such a*.

- 1 A: Why are you in *such a* hurry?
B: Because I have to get to the shops before I go to work.
- 2 A: I have much work to do! I feel really stressed.
B: Don't worry. I can help you if you want.
- 3 A: It's nice weather! Do you want to go for a walk?
B: I'd love to. Let's go!
- 4 A: What did you think of the concert?
B: I loved it. I've never seen great live performance before.
- 5 A: I really love that mobile phone.
B: So do I, but it's expensive.

Clauses of Reason

Clauses of reason are used to express the reason for something. They are introduced by the following words/expressions: **as, since** (= because), **because, for** (= because), **as long as** (= because), **the reason for, the reason (why), on the grounds that**. **Because** usually answers a **why-question**. "Why was he sad?" "Because he had failed his exams." The clause of reason introduced by **for** never precedes the main clause. **For** always comes after a comma in written speech or a pause in oral speech. *She didn't come on time because she was held up in traffic. She didn't come on time, for she was held up in traffic.*

- When the clause of reason precedes the main clause, we separate the two clauses with a comma. *Since she isn't at home, we'll go without her.*
- Reason can also be expressed with: **Because of / Due to + noun / -ing form**. *Because of/Due to the fog, all train departures were cancelled.*
Due to the fact / Because of the fact + that-clause. *Due to the fact / Because of the fact that there was fog, all train departures were cancelled.*

17 Underline the correct item.

- 1 **For / Since** the children are staying at their grandmother's, let's go out for the evening.
- 2 He was an hour late **because / due to** he missed the bus.
- 3 The road is closed **as a result / for** of an oil spillage.
- 4 **As / Since** long as you are here, why don't you stay for lunch?
- 5 **For / As** it's raining outside, let's take a taxi.
- 6 The hotel was fully booked. **Therefore, / On the grounds that** we stayed at a guest house.
- 7 I borrowed your pen **since / due to** you weren't using it.
- 8 **For / Since** I don't know the Becks very well, I've decided not to go to their party.
- 9 I will take a taxi **as / due to** I don't know the way.
- 10 **Because / Due to** the traffic, I arrived at the office late.
- 11 Tom didn't go to school today **because / for** he was ill.
- 12 The football match was cancelled **due to / as** the pitch was flooded.

- 18 Fill in: *so*, *such* or *such a(n)*.

London in the 1800s

In the late 1800s, London was 1) *such an* unhealthy place to live that the average life expectancy was as low as 24 years of age. The air was filled with 2) much coal smoke that thick smog hung permanently over the city. There was also 3) much rubbish in the streets that disease was everywhere. The city was 4) overcrowded that up to 30 people would often live together in the same room because there were 5) few houses. It was 6) difficult life for the poor. They lived in 7) filthy conditions, had 8) little to eat, and led 9) terrible lives that eventually rich Londoners started to take notice. One of the most famous English authors, Charles Dickens, was 10) upset about how the poor lived that he wrote several books describing their hardships including *Oliver Twist* and *Hard Times*.

- 19 Look at the examples, then rephrase the sentences in as many ways as possible.

- 1 The shoes were so cheap that I bought three pairs.

They were such cheap shoes. (that) I bought three pairs. They were very cheap shoes. Therefore I bought three pairs. Because of / Due to the fact that the shoes were so cheap, I bought three pairs. I bought three pairs of shoes because they were so cheap.

- 2 It was such a long train journey that I fell asleep.

.....

- 3 Due to the fact that the meal was so bad, we never went back to that restaurant.

.....

- 4 The soup was so hot that she burnt her mouth.

.....

- 5 Because the house is so big, it takes days to clean.

.....

- 6 Carla is so busy, she doesn't have time to see anyone.

.....



Listen and repeat. Then act out.



Clauses of Concession

Clauses of Concession are used to express a contrast. They are introduced with the following words/phrases:

- **Although / Even though / Though (informal) + clause**
(‘Though’ can also be put at the end of the sentence.) *Although she spent all afternoon on the project, she didn’t finish it. She spent all afternoon on the project. She didn’t finish it, though.*
- **Despite / In spite of + noun / -ing form**
Despite / In spite of their wealth, they aren’t happy. Despite / In spite of being rich, they aren’t happy.
Despite / In spite of the fact + that-clause
Despite the fact / In spite of the fact that they are rich, they aren’t happy.
- **While / Whereas / But / On the other hand / Yet + clause**
He’s tall while / whereas / but / on the other hand she is short. But / Yet always come between the two clauses. Tom studied hard, but he failed the exam. Tom studied hard, yet he failed the exam.
- **Nevertheless / However + clause**
John’s flat was on fire. Nevertheless, he didn’t panic. John’s flat was on fire. However, he didn’t panic.
- **However / No matter how + adjective / adverb + subject + (may) + verb**
However slowly he speaks, he can’t make himself understood. No matter how slowly he may speak, he can’t make himself understood.
- **Whatever / No matter what + clause**
Whatever he said, she wasn’t convinced. No matter what he said, she wasn’t convinced.
- **Adjective / Adverb + though + subject + verb / may + infinitive without to**
Well-qualified though he is/he may be, he can’t find a job. Early though he left/he may have left, he didn’t arrive on time.
- **Adjective / Adverb + as + subject + verb**
Careful as she is, she had an accident.

Clauses of concession express opposition or unexpected results. *Even though she is a careful driver, she had a terrible accident. (unexpected result) In spite of the rain, the game wasn’t called off. (opposition)*

A comma is used both when the clause of concession precedes and follows the main clause.

Even though she was tired, she worked overtime. She worked overtime, even though she was tired.

22 Underline the correct item.

- 1 However / Although hard he studies, he doesn't get good marks.
- 2 My sister has dark hair whereas / despite I am blonde.
- 3 Despite / While going on a diet, she put on five kilos.
- 4 Clever whereas / as he is, he failed the test.
- 5 Even though / Despite he had little money, he insisted on paying for the meal.
- 6 In spite of / Whatever I say, she doesn't believe me.
- 7 I invited Sue. She didn't come, although / though.
- 8 My mother is French whereas / even though my father is Polish.
- 9 Persuasive though / but you may be, I won't change my mind.
- 10 Even though / Despite we're good friends, we don't meet very often.

23 Fill in: *even though, however, whereas, though or despite*.

- 1 A: Does Laura have a driving licence?
B: No. She took a lot of lessons; *however* she failed the test.
- 2 A: Isn't John too short to play basketball?
B: Not at all. *whereas* his size, he's actually a great player.
- 3 A: I think we have the same type of MP3 player.
B: No. Yours can play videos *whereas* mine can't.
- 4 A: Arsenal lost their match at the weekend.
B: I know. They're still top of the league table, *even though*.
- 5 A: *Even though* Sarah eats a lot of junk food, she never puts on weight.
B: True, but it's still bad for her health.

24 Match the words/phrases in the three columns. Then make sentences using the words/phrases: *even though, however, despite the fact or yet*.



A

Jobs

- teacher
- footballer
- nurse
- pilot

Pros

- get long holidays
- earn a lot of money
- get the chance to help sick people
- travel around the world

Cons

- have short careers
- need to work at home a lot
- work long shifts
- be away from home a lot



C



B

A *Even though teachers get long holidays, they need to work at home a lot.*



D

5

Clauses / Linking words

25 Rephrase the sentences using the words in brackets, as in the example.

1 Alan has a cold. He wants to play in the football match. **(despite, although)**

Despite having a cold, Alan wants to play in the football match.

Although Alan has a cold, he wants to play in the football match.

2 I studied all weekend. I didn't pass the test. **(nevertheless, in spite of)**

3 Paul looks exhausted. He's just come back from a holiday. **(even though, however)**

4 John plays the guitar very well. He has a terrible voice. **(but, however)**

5 It was snowing. He decided to walk to school. **(although, despite)**

6 Spielberg is my favourite director. I don't have any of his films on DVD. **(while, yet)**

26 Fill in: **despite, but, even though, no matter how, whereas** or **no matter what**.

SAM'S SCUBA SCHOOL. BELIZE

Many people dream of experiencing the thrill of deep-sea diving. But

1) *no matter how* determined you might be, it's still hard to take the first steps towards realising your dreams. That's where Sam's Scuba School in Belize can help! Our four-day beginner course is perfect for learning the basics.

2) you may have never dived before, once you complete two days of practice in our swimming pool, you will be ready for two days of open-water diving! Our school also offers courses for experienced divers.

3) the fact that our school is only two years old, we have some of the world's best instructors who can help you get to the next level. 4)

that's not all. 5) other diving schools only offer discounts at certain times of the year, Sam's has specials all year round! So why not check us out at www.samscuba.be. And believe us; 6)

others might say, deep-sea diving in Belize is a safe and thrilling experience you'll never forget!



18 Listen and repeat. Then act out.



Clauses of Manner

- Clauses of Manner are introduced by **as if / as though** and are used to express the way in which something is done/said, etc. They come after the verbs: **act, appear, be, behave, feel, look, seem, smell, sound, taste** to say how somebody or something looks, behaves, etc. *She looks as if she is sick. It seems as though there will be rain soon.* Clauses of manner are also introduced by: **as, how, (in) the way, (in) the way that, the way in which, (in) the same way, (in) the same way as.** *Do it as I've told you to.*
- **Were** can be used instead of **was** in formal English in all persons in clauses introduced with **as if / as though** *He speaks as if he were the boss.* (formal English)
- We can use **like** instead of **as if / as though** only in spoken English. *It looks as if it is going to snow.* (written and spoken English). *It looks like it is going to snow.* (only in spoken English)
The verb usage following **as if / as though** is normally similar to that in conditionals and depends on whether the ideas are true or untrue. Note the following examples:

Expressing similarity/probability (how sb/sth seemed)	as if / as though + any tense form <i>She behaves as if she is rich. (She may be rich, she may not – she seems to be rich anyway.)</i> <i>She felt as if she had a high temperature. (We don't know, but she seemed to have a high temperature.)</i>
Unreal in the present	as if / as though + Past Simple/Past Continuous <i>She's not from Spain, but she speaks Spanish as if she were / was from Spain. (not true – she is not from Spain.)</i>
Unreal in the past	as if / as though + Past Perfect <i>He looked as if he had seen a ghost. (not true – he didn't see a ghost.)</i>

5

Clauses / Linking words

- 27 Match the items in column A to those in column B and join them using *as if / as though* or *like*.

A	
1	Frank was coughing. He sounded
2	Janet was really upset. She looked
3	Ann is exhausted. She feels
4	Greg is delighted. He's behaving
5	Laura was very scared. She acted

B	
a	he has just won a million pounds.
b	he had the flu.
c	she needs a good night's sleep.
d	she had seen a ghost.
e	she was going to burst into tears.

Frank sounded *as if/as though/like* he had the flu.

- 28 Put the verbs in brackets into the correct tense.

- He is very fit. He looks as if he *trains* (train) every day.
- She looks as if his remark (hurt) her. He shouldn't have said anything.
- Try to live each day as if it (be) your last.
- The cake was fresh, but it tasted as if it (be/made) with rotten eggs.
- Tony knew nothing, but he acted as if he (know) something.
- She isn't from a rich family, but she talks as if she (be) the Queen of England.
- The girl was staring at the dog as though she (never/see) one before.
- He behaves as if he (be) the boss of this company, but I'm glad to say he's not.

- 29 Rephrase the following sentences using the words in bold.

- She was tired. She felt like she had run a mile, but she actually hadn't.
as She was so tired she felt *as if / as though she had run* a mile.
- We have met before. She behaved coldly towards me.
never She behaved coldly towards me met me before.
- She is much thinner than when I last saw her.
as She looks weight since I last saw her.
- He isn't a millionaire. He spends lots of money, though.
if He spends money millionaire.
- I can smell dinner. I think we're having curry.
though It smells curry for dinner.
- There were clouds in the sky. It was probably going to rain.
as It looked going to rain.

- 30 Fill in: *how, as though, the way that, as, as if* or *the same way as*.

- Stop arguing and just do *as* you've been told.
- She explained to us the machine worked.
- I feel I've been waiting here for hours.
- I wish you wouldn't treat me I were your servant.
- I really hate Sylvia's decorated her flat.
- Could you do my hair you did Sue's?

19 Listen and repeat. Then act out.



Exclamations

- Exclamations are used to express anger, fear, shock, surprise, etc. They always take an exclamation mark (!). Some exclamations are: **Oh dear!**, **Ah!**, **Good gracious!** etc. We can also use **what (a/an)**, **how**, **such**, **so** or a **negative question** to form exclamatory sentences. **What a tall man he is!** **How tall he is!** **He is so tall!** **Isn't he tall!** Exclamatory sentences can also be formed with **here** or **there**. **Here comes the bus!** **Here it comes.** (Note: in these two examples that the noun subject follows the verb while the pronoun subject precedes the verb.)
- What + a(n) + (adjective) + singular countable noun.** **What a sweet girl!** (ALSO: *How sweet a girl!* – not commonly used)
- What + (adjective) + uncountable/plural noun.** **What horrible news!** **What lovely earrings!**
- How + adjective/adverb.** **How polite he is!** **How fast she types!**
- You + (adjective) + noun.** **You lucky man!** (ALSO: *Lucky you!* *Lucky him!*)
- such (a/an) + (adjective) + noun.** **It is such a nice day!** (ALSO: *It is so nice a day!* – not commonly used)
- so + adjective/adverb.** **He is so rude!** **He speaks so rudely!**
- adverb/adverbial particle + subject + verb of movement.** **Away they marched!** **Off you go!**
- negative question + (exclamation mark).** **Isn't it exciting!** **Can't they sing well!**

31 Fill in: **what (a/an)**, **how**, **so** or **such**.

- | | |
|---|------------------------------|
| 1 What a great idea! | 6 sad he looks! |
| 2 I'm tired! | 7 wonderful view! |
| 3 odd man he is! | 8 It's a long journey! |
| 4 gracefully she dances! | 9 heavy rain! |
| 5 This is terrible news! | 10 He dresses smartly! |

32 Make exclamations using negative question forms.

- | | |
|--|-------------------------------|
| 1 He is so tall! <i>Isn't he tall!</i> | 4 She can dance well! |
| 2 Laura is so friendly! | 5 They acted so rudely! |
| 3 He runs so fast! | 6 It is amazing! |

5

Clauses / Linking words

33

Look at these pictures from a birthday party and use the adjectives in the list to complete the exclamations.

• happy

• delicious

• skilful

• generous

• funny

• colourful

1 *What a skilful* magician!

2 He is clown!



3 balloons!



4 This is gift!



5 The girl looks !



6 looking cake!

34

Fill in: *what (a/an), how, such (a/an) or so.*

- 1 A: Have you seen the new film with Johnny Depp?
B: Yes, I have. It's great. He is *so* good in it!
- 2 A: brilliant goal that was!
B: I know – and look relieved the coach is!
- 3 A: Did you notice upset Peter was today?
B: Yes, it's pity that he failed his exam.
- 4 A: My brother Tom won the competition!
B: wonderful! You must be proud of him!
- 5 A: Let's organise an event to raise money for the homeless.
B: excellent idea! We could have a car boot sale.

35

Fill in: *what (a/an), how, so or such (a/an).*

- A: Hi, Pam. I saw you at the cinema last night. What did you think of the film?
B: It was amazing! And 1) ... *what a* ... great performance by Ben Stiller!
A: I know. He is 2) talented actor!
B: And wasn't the story great?
A: Yes. It was 3) funny! And I couldn't believe 4) clever the plot was.
B: They were 5) good! I can't wait for the sequel!



Listen and repeat. Then act out.



Relative Clauses

Relative clauses are introduced by: a) relative pronouns i.e. **who, whom, whose, which** or **that** and b) relative adverbs i.e. **when, where** or **why** as follows:

	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 That's the man who/that owns the house.	who / whom / that He's the man (who/that/whom) I met at the party.	whose This is Mr Brown whose son has moved to Paris.
used for things/animals	which / that Give me the book which/that is behind you.	which / that Have a look at the stamps (which/that) I bought yesterday.	whose / of which That's the palace whose interior/the interior of which is being redecorated.

- **Who, whom, which** or **that** can be omitted when they are the object of the relative clause, that is, when there is a noun or subject pronoun between the relative pronoun and the verb. When **who, which**, etc are subjects of the relative clause, they cannot be omitted.
The house (which/that) they bought is beautiful. (which/that is the object and can be omitted.)
The students who failed the exam can sit it again in May. (who is the subject and can't be omitted.)
- **Whom, which** or **whose** can be used in expressions of quantity with **of** (**some of, many of, all of, a few of, none of, half of**, etc.) *She bought a lot of dresses. Only a few of them were nice. She bought a lot of dresses, only a few of which were nice. She has a lot of money. Most of it was inherited from her aunt. She has a lot of money, most of which was inherited from her aunt.*
- **What** can be used as a subject or an object or to emphasise a word or phrase. *He did what I asked him. What we need is a holiday. What matters most in a relationship is honesty.*
- **That** can be used instead of **who, whom** or **which** but is never used after commas or prepositions. *He's the athlete who/that came first. That blue car, which is brand new, is my brother's (NOT: that-it).*
That usually follows superlatives and words such as: **something, nothing, anything, all, none, many** and **few**. *There's something that I don't understand. That's all that I have done.*

5

Clauses / Linking words

Relative Adverbs

Time	when (= in/on/at which)	<i>I'll never forget the day (when) I first saw the Alps from a plane.</i>
Place	where (= in/at/on/to which)	<i>The house where he lives is a Victorian one.</i>
Reason	why (= for which)	<i>That's the reason (why) he left his job.</i>

Prepositions in Relative Clauses

- We do not normally use prepositions before relative pronouns.
*The meeting **to which** I went was very boring.* (formal – not usual)
*The meeting **which** I went **to** was very boring.* (usual)
*The meeting I went **to** was very boring.* (more usual)

36 How much do you know about films? Fill in the gaps with *who, which, whose, where* or *when*, then answer the questions.

- | | |
|---|--|
| 1 Name the actor <i>who</i> plays Batman in <i>The Dark Knight</i> .
A Colin Farrell B Christian Bale | 4 Name the superhero real name is Peter Parker.
A Superman B Spider-Man |
| 2 Name the film tells the story of a robot that collects rubbish.
A <i>Wall-E</i> B <i>Robots</i> | 5 Name the city the film <i>Ratatouille</i> is set.
A Paris B London |
| 3 Name the year <i>Shrek</i> was released.
A 1991 B 2001 | 6 Name the sport students play in the Harry Potter films.
A Quidditch B Nurfball |

37 Look at these pictures from a school in England and make sentences, as in the example.

- machine/students use to research topics • person/train a sports team
- vehicle/take students to and from school • place/students do science experiments
- place/students read books • person/educate students



1 teacher



2 school bus



3 library



4 computer



5 laboratory



6 coach

- 1 *A teacher is a person who educates students.*
- 2
- 3
- 4
- 5
- 6

38 Complete the following sentences using your own ideas and the appropriate *relative pronouns/adverbs*.

- 1 I've always admired people *who are honest*.
- 2 I'd love to go on holiday to a place
- 3 I can't understand the reason
- 4 I'll always remember the time
- 5 If I could, I would invent a machine
- 6 I once met someone

39 Fill in the gaps with the correct *relative pronoun or adverb*.

Wacky Inventions -

The Sticky Note



What do you do 1) *when* you need to leave yourself a reminder to do something? Maybe you reach for a 'sticky note'! Sticky notes were the clever idea of Art Fry and Spencer Silver, two inventors 2) worked for the company 3M. In 1968, Silver developed a glue 3) stuck to objects, but could be easily lifted off again. For years, Silver's glue was not put to use. Then, in 1974, Fry, 4) job was to develop new products at 3M, used Silver's glue to make the first sticky note. Fry got the idea from his own habit of using small pieces of paper to mark the page 5) he wanted to take a break from reading a book. The pieces of paper kept falling out, but with Silver's glue they stayed in place and could be lifted off without damaging the page. Success! Fry took his idea to the executives at 3M, all of 6) loved it! Today, there are very few offices in the world 7) you won't find sticky notes!

40 Join the sentences, as in the example.

- 1 My uncle has a large collection of antiques. Many of them are valuable.
My uncle has a large collection of antiques, many of which are valuable.
- 2 I have ten cousins. None of them are girls.
- 3 There are some beautiful houses in the town. Some of them are more than two hundred years old.
- 4 She met lots of new people at the party. A few of them commented on her gorgeous dress.
- 5 Ted planted lots of new rose bushes in his garden. Very few of them survived the cold winter.
- 6 The supermarket has thirty employees. Most of them work part-time.
- 7 She has a number of earrings. Some of them are silver-plated.
- 8 I have three brothers. All of them are single.

Participle relative clauses

- Relative clauses can be changed to participle phrases. We can use an active/passive participle in a relative clause without a pronoun or an auxiliary. Note the examples:
*The woman **sitting** in front of you is my cousin. (= The woman **who is sitting** in front of you.)*
*Anyone **lying** will be punished. (= Anyone **who lies** will be punished.)*
*Meals **served** cold are cheaper. (= Meals **which are served** cold.)*
*The machine **bought** at the local shop was faulty. (= The machine **which we bought**.)*

41 Rewrite the following relative clauses, as in the example.

- | | |
|--|--|
| 1 The woman who is talking is an actress.
<i>The woman talking is an actress.</i> | 4 People who are caught stealing are imprisoned. |
| 2 The man who is driving that bus is my brother. | 5 The woman who lives in this house is Russian. |
| 3 The car which was broken into was a Porsche. | 6 The man who is playing the piano is blind. |

Defining/Non-Defining Relative Clauses

There are two types of relative clauses: **defining** relative clauses and **non-defining** relative clauses.

- A **defining relative clause** gives necessary information and is essential to the meaning of the main sentence. It is not put in commas. *The teacher **who teaches Maths** is popular in the school.* (The relative clause is necessary to identify which teacher is meant.)
- A **non-defining relative clause** gives extra information not essential to the meaning of the main sentence. The relative clause is put in commas. *Mr Jones, **who teaches Science**, is very popular in the school.* (The relative clause isn't necessary because we know which teacher is meant.)
- Note how the **commas change the meaning of the sentence**. *The tourists, **who had valid passports**, were allowed into the country. (all the tourists had valid passports).* *The tourists **who had valid passports** were allowed into the country. (not all the tourists, only those whose passports were valid)*
- Who, which or that** can be omitted when used as the object of the defining relative clause. *Here's the report (**which/that**) he brought us yesterday.* ('which/that' as an object can be omitted). *She's the woman **who/that** was promoted to sales manager last week.* ('who' as a subject cannot be omitted). **Who/Which** are not omitted in non-defining relative clauses. **That** cannot replace **who** or **which**. *David, **who** works really hard, got a promotion. (NOT: David, ~~that works really hard~~, got a promotion.)* He invited me to the party, **which** was very kind of him.

42 Fill in the correct relative pronouns or adverbs. Put commas where necessary. Write D (for defining), ND (for non-defining) and say whether the relative pronouns can be omitted or not.

- | | |
|---|--|
| 1 The food ... <i>that</i> ... I like best is spaghetti.
... (<i>D-omitted</i>) ... | 6 The actor I admire the most is Robert De Niro. |
| 2 Fred ... <i>whose</i> ... mother lives in Edinburgh, has gone to Scotland. (<i>ND-not omitted</i>). | 7 Emma sister is an actress is going on holiday to Hollywood. |
| 3 My home town is near Birmingham is very small. | 8 The country my father was born in is South America. |
| 4 His uncle is a millionaire owns a house in the Bahamas. | 9 The book I'm reading is about China. |
| 5 The dog Robert bought has just had six puppies. | 10 This jumper I bought in Ireland is pure wool. |

43 Complete each sentence using relative clauses and the prompts below, as in the example. Add commas where necessary.

- Alan works in a clothes shop in Main Street
- Pamela ate at a beautiful restaurant when she was in London
- you sent the parcel to the wrong address
- you recommended a film to me
- Frank lives in a tiny village
- Kim entered a talent competition

- | | |
|---|---|
| <p>1 Do you know the name of the beautiful restaurant <i>which/that Pamela ate at</i> when she was in London?</p> <p>2 The tiny village is beside the sea.</p> <p>3 What's the name of the film ?</p> | <p>4 The clothes shop is in Main Street.</p> <p>5 Kim is delighted. She won the talent competition</p> <p>6 The address is wrong.</p> |
|---|---|

44 Explain the meaning of the following, as in the example.

- 1 The boys in my class who enjoyed the film saw it again. *only some boys in my class*
The boys in my class, who enjoyed the film, saw it again. *all the boys in my class*
- 2 The drivers who were involved in the accident had to go to court.
The drivers, who were involved in the accident, had to go to court.
- 3 The restaurants which they go to are the most expensive.
The restaurants, which they go to, are the most expensive.
- 4 The German students, who I met at Jill's party, met me last night.
The German students who I met at Jill's party met me last night.
- 5 My new CDs, which he borrowed last week, were ruined.
My new CDs which he borrowed last week were ruined.

45 Individually or in teams, give definitions of the following using relative pronouns or adverbs.

- | | | | |
|-------------|----------------|-----------------|-----------------|
| 1 a builder | 5 Shakespeare | 9 a post office | 13 an author |
| 2 elephants | 6 the seaside | 10 a key | 14 a professor |
| 3 a theatre | 7 a restaurant | 11 a necklace | 15 a pop singer |
| 4 an oven | 8 a blanket | 12 a tailor | 16 a school |

1 A builder is someone who builds houses.

Linking Words

Linking words show the logical relationship between sentences or parts of sentences.

Positive Addition	and, both ... and, not only ... but, also, as well, too, moreover, in addition to, furthermore, further, also, not to mention the fact that, besides	<i>She's clever and rich.</i>
Negative Addition	neither ... nor, nor, neither, either	<i>Neither Barry nor Kevin knows how to drive. Barry doesn't know how to drive. Nor does Kevin.</i>
Contrast	but, not ... but, although, while, whereas, despite, even if, even though, on the other hand, in contrast, however, (and) yet, at the same time	<i>Riding a bicycle may not be as comfortable as driving a car; however it is much more environmentally friendly.</i>
Similarity	similarly, likewise, in the same way, equally	<i>A glass of milk before you go to bed may help you sleep. Similarly, a hot bath could do the trick.</i>
Concession	but, even so, however, (and) still, (and) yet, nevertheless, on the other hand, although, even though, despite/in spite of, regardless of, admittedly, considering, whereas, while, nonetheless	<i>He carried on playing until the end of the game, even though he had a broken toe.</i>
Alternative	or, on the other hand, either ... or, alternatively	<i>You could tell her the bad news, or / on the other hand / alternatively, you could let her find out herself.</i>
Emphasis	besides, not only this/that, but ... also, as well, what is more, in fact, as a matter of fact, to tell you the truth, actually, indeed, let alone	<i>I'm afraid you are not qualified for this job and, what is more, you are far too young.</i>
Exemplification	as, such as, like, for example, for instance, particularly, especially, in particular	<i>All the performers were good, but Pavarotti in particular was magnificent.</i>
Clarification	that is to say, specifically, in other words, to put it another way, I mean	<i>She's angry. Specifically, she's angry at you.</i>
Cause / Reason	as, because, because of, since, on the grounds that, seeing that, due to, in view of, owing to, for, now that, so	<i>She decided to order a salad now that she has started her diet.</i>
Manner	as, (in) the way, how, the way in which, (in) the same way (as), as if, as though	<i>The coach explained how the team could beat their opponents.</i>

Condition	if, in case, assuming (that), on condition (that), provided/providing (that), unless, in the event (that), in the event of, as/so long as, granted/granting (that), whether, whether ... or (alternative condition), only if, even if, otherwise, or (else), in case of	<i>The travel agency will contact you in the event that / in case your flight changes.</i>
Consequence of a Condition	consequently, then, under those circumstances, if so, if not, so, therefore, in that case, otherwise, thus	<i>You may be caught by the enemy. If so, tell them nothing.</i>
Purpose	so that, so as (not) to, in order (not) to, in order that, for fear (that), in case, lest	<i>Make a note of our appointment in your diary in case you forget about it.</i>
Effect / Result	such/so ... that, consequently, for this reason, as a consequence, thus, therefore, so	<i>He was the only child of a rich banker and, as a consequence, he was very spoilt.</i>
Comparison	as ... as, than, half as ... as, nothing like, the ... the, twice as ... as, less ... than	<i>Her second novel is nothing like her first.</i>
Time	when, whenever, as, while, now (that), before, until, till, after, since	<i>I like to visit the cathedral whenever I'm in Durham.</i>
Place	where, wherever	<i>Park your car wherever you want to.</i>
Exception	but (for), except (for), apart from	<i>We had a lovely holiday, apart from that one day when it rained.</i>
Relative	who, whom, whose, which, what, that	<i>There's the man whose house was burnt down.</i>
Listing Points / Events	beginning: initially, first ..., at first, to start/begin with, first of all continuing: secondly ..., after this/that, second ..., afterwards, then, next, before this concluding: finally, at last, in the end, eventually, lastly, last but not least	<i>First of all, I'd like to thank my mother ... Next, I thank everyone involved in the making of this wonderful film ... Finally, I want to thank you, my fans.</i>
Reference	considering, concerning, regarding, with respect/regard/reference to, in respect/regard/reference to this/to the fact that	<i>Considering all the evidence, we find the accused not guilty. I'm writing with reference to your report on whales.</i>
Summarising	in conclusion, in summary, to sum up, as I have said, as (it) was previously stated, on the whole, in all, all in all, altogether, in short, briefly, to put it briefly	<i>To sum up, the government must spend more money on public services.</i>

46 Underline the correct linking word/phrase.

- 1 I never used to like coffee **as** / **but** now I do.
- 2 You can borrow £20 **as long as** / **apart from** you pay me back next week.
- 3 **In conclusion** / **Afterwards**, eat as little junk food as possible if you want to stay healthy.
- 4 I'm saving up **in order to** / **in case** buy a car.
- 5 I'm late **because** / **in short** I forgot my wallet and I had to go back home to get it.
- 6 I usually like Joanna's hairstyles. **In addition to** / **However**, I don't like this one.
- 7 We couldn't agree on a film, **so** / **for example** we went to the theatre instead.
- 8 **Although** / **All in all** she didn't like his present, she pretended she did so as not to hurt his feelings.
- 9 Sam couldn't stop smiling **then** / **when** he found out he had got the job.
- 10 Everyone wanted to see a comedy **whereas** / **apart from** Emma who wanted to see a drama.
- 11 I looked around the shops **despite** / **while** Alex was getting his hair cut.
- 12 **With respect to** / **In order to** Alan's idea, I'd like to offer my support.
- 13 **To sum** / **In summary**, I believe we should build a new library in the town centre.
- 14 All his colleagues came to the party **except** / **apart** for his manager.
- 15 Jim likes to go fishing **whenever** / **where** he stays at his country house.
- 16 **Neither** / **Either** Tom nor Robert go to university.
- 17 We had breakfast and **afterwards** / **until** we went to school.
- 18 Mary likes jazz music **whereas** / **unless** Tina likes pop.

47 Fill in: *not only ... but also, despite, unfortunately, because, even though, particularly, both ... and, besides, however or seeing that.*

Holiday Blues!

James had a bad year; 1) .. *particularly* .. after he lost his job in the spring. He was exhausted 2) physically mentally and he needed a break. 3) the fact that he was going alone, he was looking forward to his holiday. He had booked a hotel at a quiet resort by the sea 4) he wanted to relax; 5), he couldn't stand crowded tourist resorts. It was supposed to be the holiday of a lifetime. 6), that wasn't to be the case. 7) was his flight delayed for seven hours,, when he arrived at the hotel, his room had been double booked. 8) they were to blame, the hotel owners offered him alternative accommodation. 9), the other hotel was in a noisy resort. 10) he wasn't happy with the arrangement, he eventually had to accept their offer.



48 Join the sentences, then identify the function of the linking words in brackets.

- 1 I don't like doing the washing-up. My flatmate usually does the housework. (besides)
I don't like doing the washing-up; besides, my flatmate usually does the housework.
(positive addition)
- 2 I can't afford to lend her any more money. She already owes me £150. (moreover)
- 3 I enjoy my job. It's very well paid. (not only...but also)
- 4 He never does any homework. He managed to get a good mark in the test. (even though)
- 5 She's a very good teacher. She has no experience. (considering)
- 6 She is quite shy. She wants to be an actress. (and yet)
- 7 I'm going to phone him again. He doesn't want to speak to me. (even if)

49 Choose the correct answer.



A Healthy Start to the Day!

Do you usually rush out of the house each morning without eating breakfast? If you do, then you need to change your eating habits! Why? Well, breakfast is the most important meal of the day.

1) *To begin with*..., your body has gone without food for 8–10 hours while you were sleeping so 2) function

properly it needs a fresh source of energy. Eating breakfast will make you feel much more energetic in the morning. Studies have found that teens that eat breakfast perform better in the classroom than those who skip it.

3), they are more creative, have better problem-solving skills and can concentrate longer. 4), these students tend to get higher marks in exams.

5) to these benefits, studies have found that people who eat breakfast are less likely to suffer from obesity. Eating breakfast means that you are less likely to feel hungry later in the day and therefore less likely to overeat at lunch

and dinner. 6), eating breakfast is vital to maintaining good health. 7) it might involve getting up a little earlier than usual, we should all make the effort to eat something in the morning.

- | | | | |
|---|--|---------------|-------------------|
| 1 | <input checked="" type="radio"/> A To begin with | B Moreover | C In addition |
| 2 | A apart from | B in order to | C because |
| 3 | A To sum up | B For example | C Such as |
| 4 | A Otherwise | B But | C For this reason |
| 5 | A In addition | B Also | C As well |
| 6 | A In short | B Further | C For example |
| 7 | A Despite | B Even | C Although |

5

Clauses / Linking words

50 Fill in each gap with one of the words in the box.

A • except • apart • besides • but for • instead

- If you don't want orange juice, I can make you a cup of tea ... *instead* ...
- Sam's last-minute goal, we would have lost the match.
- I like all green vegetables from broccoli and spinach.
- Everyone was silent for Claire who was laughing.
- me, George and Alex will be there.

B • even if • even so • even though • only if

- I don't really like coffee, I sometimes drink it with my friends.
- I will go to the concert, but you come too.
- Georgia's been to Istanbul three times on holiday., she's happy to go there again.
- you hurry, you'll still be late.

C • so • but • and • or

- I have to finish writing my essay, I can't go out tonight.
- Hurry up we'll be late!
- I love playing football, I find it really boring to watch it on TV.
- My favourite cuisines are Thai Greek.

D both ... and • not only ... but also • either ... or • neither ... nor • whether ... or

- He's so lucky! did he get a promotion, he got a brand-new car!
- I don't know to buy this dress not.
- I've lived in London New York.
- I have the time the energy to argue with you.
- You can choose the bracelet the necklace, but not both.

E • in the event of • in spite of • in addition to • in case • in order (not) to

- He keeps his glasses on a string around his neck lose them.
- Sally agreed to go to the party not wanting to.
- a fire, use the stairs instead of the elevator.
- being a talented tennis player, Alex is also very good at football.
- Take a bottle of water with you you get thirsty.

51 Join or link the sentences using a suitable word or phrase from the following:

- so • even though • as well as • whereas

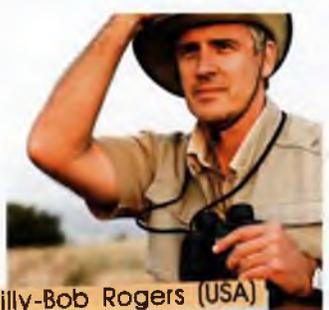
- 1 It was cold outside. I wore a heavy coat.
It was cold outside, so I wore a heavy coat.
- 2 He continued working. He was very tired.
.....
- 3 Frank is very tall. His friends are quite short.
.....
- 4 She is honest. She is hard-working.
.....



Speaking Activity

(describing a person and linking ideas together)

Use the notes below and your own ideas to talk about Billy-Bob Rogers. Try to link your ideas together using relative pronouns/adverbs, linking words and words introducing clauses of reason, result, etc.



Billy-Bob Rogers (USA)

- comes from the USA
- was fascinated by the wilderness
- started an adventure reality show
- keen on showing audiences how to survive in the wild
- travelled to the Amazon jungle
- survived in tough environments
- courageous – faced many dangerous animals
- TV show watched by millions of viewers – became very successful
- hard-working person – no time for family

Billy-Bob Rogers, who comes from the USA, was so fascinated by the wilderness



Writing Activity

Now look at the speaking activity and use your notes to write a short article about Billy-Bob Rogers.

Billy-Bob Rogers, who comes from the USA, was so fascinated by the wilderness

.....

.....

.....

.....

.....

.....

.....

.....

English in Use 5

1 Look at Appendix 1 on pages 239–245, then fill in the correct particle(s) for the phrasal verbs.

- 1 When she saw the snake, she **drew** *back* in horror.
- 2 The lawyer **drew** the contract for the sale of the property.
- 3 I'm afraid you've **fallen** with your schoolwork.
- 4 When John lost all his money, he **fell** on his father for support.
- 5 It's nice to see her **getting** with her colleagues.

2 Look at Appendix 2 on pages 246–253, then fill in the correct preposition.

- 1 He is **identical** *to* his brother.
- 2 We were **impressed** her performance.
- 3 She is **jealous** her rich sister-in-law.
- 4 Mr Smith is **keen** photography.
- 5 This diet is **lacking** vitamins.

Idioms

a pain in the neck: sb/sth that is very annoying

a piece of cake: an easy task

a skeleton in the cupboard: an embarrassing secret

a slip of the tongue: an unintentional verbal mistake

a short cut: a quicker, more direct route

a splitting headache: a very severe headache

3 Fill in the correct idiom.

- 1 Mike's political career was ruined when a newspaper found out he had *... a skeleton in the ...* *... cupboard* and printed the story.
- 2 Did I say £100? It was I meant £1,000.
- 3 You've got lots of office experience, so this job should be for you.
- 4 Justin's really; he keeps taking my things without asking me.
- 5 After being in charge of the children's party, Janice came home with
- 6 You can save time by taking across the park to reach the seafront.

4 Use the word in bold to form a word that best fits each gap.



HAIRSTYLES IN ANCIENT EGYPT

The ancient Egyptians took a lot of care over their 0) *appearance*. Having an attractive hairstyle, for example, was of great 1) But the ancient Egyptians did not cut and style their hair like we do today. The 2) of upper-class men and women cut their hair off and wore wigs.

There are a number of 3) for why they did this. In Egypt's hot climate having no hair was a lot cooler than having hair. Also, those who had no hair didn't have to worry about hair lice - a common problem at the time. Egyptians took great pride in their wigs and made no attempt to pretend that they still had their 4) hair. In fact, they would have been offended if someone thought they weren't wearing a wig! Wigs were a sign that a person was upper class and Egyptian law forbade slaves and 5) from wearing them. Children in ancient Egypt also had 6) hairstyles. A child's hair was 7) shaved except for one long strand on the side of their head. They kept this style until they became 8)

APPEAR
IMPORTANT
MAJOR

EXPLAIN

NATURE

SERVE

USUAL

COMPLETE

TEEN

5 Read the text below and think of the word which best fits each gap.



The UK's Number 1 Convenience Food!

If you 0) *have* ever been to Britain, you'll know that British people love baked beans! People eat 1) for breakfast, lunch or dinner. In 2), baked beans on toast is the most popular convenience food in Britain – so popular 3) the British people buy 97% of all the world's tinned baked beans! Tinned baked beans consist 4) haricot beans, also known 5) 'navy beans', in a tomato sauce. In Britain you can find baked beans in supermarkets for less 6) thirty pence a can. This makes them very popular with people 7) don't have a lot of money. However, although baked beans may be cheap, unlike most convenience foods they are also nutritious. Haricot beans are full of fibre and are rich 8) protein and iron. So, if you are ever in Britain, make 9) you try some baked beans. Like many foreigners, you might find them strange 10) first, but you will soon learn to enjoy a food that has been a firm favourite with British people for generations.

In Other Words

- *It's such an expensive car that I can't buy it.*
This car is too expensive for me to buy.
- *He went to work although he was ill.*
He went to work despite the fact (that) he was ill.
- *She took an umbrella so she wouldn't get wet in the rain.*
She took an umbrella to avoid getting wet in the rain.
- *Sally joined the gym because she wanted to get fit.*
Sally joined the gym with a view to getting fit.
- *I'll pack some sandwiches for the trip. We may be hungry later.*
I'll pack some sandwiches for the trip in case we are hungry later.

6 Complete the sentences using the words in bold, as in the example.

- 1 This exercise is too difficult for me to do.
such It's .. *such a difficult exercise that* .. I can't do it.
- 2 She finished the race although she was injured.
despite She finished the race she was injured.
- 3 He woke up early so he wouldn't be late for his flight.
avoid He woke up early late for his flight.
- 4 She started learning French because she wanted to work in France.
view She started learning French in France.
- 5 I'll bring a raincoat. It may rain later.
case I'll bring a raincoat later.



Listen and repeat. Then act out.



Passive Voice

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

	Active Voice	Passive Voice
Present Simple	They serve dinner at 6:00.	Dinner is served at 6:00.
Present Continuous	They are serving dinner now.	Dinner is being served now.
Past Simple	They served dinner.	Dinner was served .
Past Continuous	They were serving dinner.	Dinner was being served .
Future Simple	They will serve dinner.	Dinner will be served .
Present Perfect	They have served dinner.	Dinner has been served .
Past Perfect	They had served dinner.	Dinner had been served .
Future Perfect	They will have served dinner.	Dinner will have been served .
Present infinitive	They should serve dinner.	Dinner should be served .
Perfect infinitive	They should have served dinner.	Dinner should have been served .
-ing form	He likes people servicing his dinner.	He likes his dinner being served .
Perfect -ing form	Having served dinner, ...	Dinner having been served , ...
Modals + be + p.p.	You must serve dinner.	Dinner must be served .

The Present Perfect Continuous, Future Continuous and Past Perfect Continuous are not normally used in the passive.

- We can use the verb *to get* instead of the verb *to be* in everyday speech, when we talk about things that happen by accident or unexpectedly. *He got hurt last Monday.*

We use the Passive:

- when **the agent** (the person who does the action) is **unknown, unimportant** or **obvious** from the context. *The door had been locked.* (we don't know who locked it – unknown agent) *Repairs are being made to the car.* (by the mechanic – obvious agent)
- when we are interested more in the action than the person who carries it out, such as in **news reports, formal notices, instructions, processes, headlines, advertisements, etc.** *The whole area was evacuated.* (news report) *Breakfast is served from 6.00 to 10.30.* (formal notice)
- to make **statements** more **formal** or **polite**. *"My new dress has been ruined"*. (more polite than saying "You ruined my dress").
- to put **emphasis** on the agent. *The Pyramids were built by the ancient Egyptians.*

Changing from Active into Passive

To change a sentence from active into the passive:

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

	subject	verb	object
active	<i>The mayor</i>	<i>opened</i>	<i>the new school.</i>

	subject	verb	agent
passive	<i>The new school</i>	<i>was opened</i>	<i>by the mayor.</i>

- Only transitive verbs (verbs followed by an object) can be changed into the passive:
 active: *Mary feeds the dogs.* (transitive verb)
 passive: *The dogs are fed by Mary.*
 but: *They sleep early every night.* (The verb *sleep* in this sentence is intransitive; not followed by an object. The sentence cannot be changed into the passive.)
 Some transitive verbs, such as *have, fit, suit, resemble*, etc. cannot be changed into the passive. *She resembles her father in many ways.*
- We use *by + agent* to say who or what carries out the action. We use *with + instrument / material / ingredient* to say what the agent used to carry out the action. *The cake was made by Ann. It was made with eggs, flour and butter.*
- With verbs which take two objects such as *bring, allow, award, bring, buy, feed, give, grant, hand, lend, offer, owe, pass, post, promise, read, send, show, take, tell, throw* and *write*, it is more usual to begin the passive sentence with the person. We can make two different passive sentences.
 active: *They offered Ann a job.*
 passive: a) *Ann was offered a job.* (more usual)
 b) *A job was offered to Ann.* (less usual)
- The agent is not omitted when it is a **specific or an important person**, or when it is **essential to the meaning of the sentence**. *The light bulb was invented by Thomas Edison.*
- **By + agent** is omitted when the agent is **unknown, unimportant, obvious from the context or referred to by words such as people, one, someone/somebody, they, he**, etc.
 active: *They painted the house.*
 passive: *The house was painted.* (*by them* is omitted)
- The verbs *make, see, help*, and *hear* are followed by an infinitive without 'to' in the active, but by a to-infinitive in the passive.
 active: *They helped him tidy the garage.*
 passive: *He was helped to tidy the garage.*

Note: *hear, see, watch* can be followed by a present participle in the active and passive.

active: *I heard her practising the piano.*

passive: *She was heard practising the piano.*

- The verbs *believe, expect, feel, hope, know, report, say, think, understand*, etc. have both personal and impersonal constructions in passive.
active: *People believe he is a liar.*
passive: a) *He is believed to be a liar.* (personal construction)
b) *It is believed that he is a liar.* (impersonal construction)
- We use *be + past participle* or *have been + past participle* after modal verbs (*will, can, may* etc.). *He can't repair the lock. → The lock can't be repaired. They may have painted the house. → The house may have been painted.*
- Verbs followed by a preposition (e.g. *accuse sb of, look after*, etc.) take the preposition immediately after them when turned into the passive.
They accused him of murder. → He was accused of murder.
- In passive questions with *who/whom/which* we do not omit *by*.
Who gave you this book? → Who were you given this book by?
Who signed the letter? → Who was this letter signed by?
- Participles like *amazed, broken, interested, pleased, worried*, etc. can be used either as adjectives or past participles in the passive. If these participles are used as adjectives, they cannot be turned into the active. Compare: *The first time/saw the building/was amazed.* ('*amazed*' is used as an adjective) *I was amazed by your work.* ('*amazed*' is used as a past participle – *Your work amazed me.*)

1 Write sentences in the passive, as in the example.

- (The floor/not clean/yet) *The floor hasn't been cleaned yet.*
- (The politician/interview/now)
- (*The Mona Lisa*/paint/Leonardo da Vinci)
- (My flat/burgle/last night)
- (All the tickets/sell/before we got there)
- (The dog/not feed/yet)
- (The prizes/award/president/tomorrow)
- (Tea/grow/India)

2 Rewrite the sentences in the passive voice.

- | | |
|--|--|
| 1 They are going to paint the house tomorrow.
<i>The house is going to be painted tomorrow.</i> | 7 He sent the party invitations yesterday afternoon. |
| 2 She cleans the office every evening at 5:00. | 8 They will award him a Nobel prize. |
| 3 Volunteers are planting trees in the forest. | 9 Has she watered the plants? |
| 4 They hold the Summer Olympics every four years. | 10 They saw a dolphin swimming in the sea. |
| 5 Did they discover America in 1492? | 11 You should handle this package carefully. |
| 6 They have closed the road due to an oil spill. | 12 They include tax in the bill. |

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

- 1 A: When *is breakfast served* (breakfast/serve)?
B: From 7:00 to 10:00 in the morning.
- 2 A: I think this is the best bakery in town.
B: I agree. Fresh bread (bake) here every morning.
- 3 A: Can I eat my sandwich here?
B: Certainly not, sir. Food (not/allow) in the library.
- 4 A: There are not enough bins on our streets.
B: I know. Something (should/do) about this problem.
- 5 A: When (rubbish/collect)?
B: On Mondays and Thursdays.
- 6 A: Who (the light bulb/invent) by?
B: Thomas Edison.
- 7 A: Did you hear that the airport is closed because of the snow?
B: Yes. It (announce) on the radio this morning.
- 8 A: This is a really busy museum.
B: Yes. It (visit) by over 1,000 people every day.
- 9 A: Are you going to Kelly's birthday party tonight?
B: No, I (not/invite).
- 10 A: Did you hear that the jeweller's (break into) yesterday?
B: Yes, I heard. But the thief (catch) soon afterwards.
- 11 A: Who (the race/win) by?
B: Jack. He's an excellent athlete.
- 12 A: The Colosseum is an amazing historic site.
B: I know. Chariot races (hold) there thousands of years ago.

4 Fill in *by* or *with*.

- | | |
|--|---|
| 1 Most children are strongly influenced <i>by</i> their parents. | 11 The song was performed Rihanna. |
| 2 The jam sandwiches are made white bread. | 12 This awful mess was made Carol's dog. |
| 3 Jake was dismissed his boss. | 13 My hair was cut a top stylist. |
| 4 The parcels are tied string. | 14 The goal was scored Liverpool's youngest player. |
| 5 The meal is eaten chopsticks. | 15 The beds are made up clean sheets. |
| 6 The show was presented Ted Jones. | 16 The shop was robbed a masked man. |
| 7 The basket is filled fresh bread. | 17 Frank was congratulated a friend. |
| 8 The dishes were prepared a top chef. | 18 The cups were filled hot tea. |
| 9 The phone was answered his colleague. | 19 The building was designed a Spanish architect. |
| 10 The room is decorated flowers. | 20 Their bread is made brown flour. |

6

Passive Voice / Causative Form

5

Write questions and answers, as in the example.

- 1 C who/telephone/invent
- 2 where/2000 Summer Olympic Games/hold
- 3 who/*The Odyssey*/write
- 4 when/Beethoven's 9th Symphony/first perform
- 5 where/the first Football World Cup/hold
- 6 when/*The Dark Knight*/release

- a in 1824
- b in 2008
- c Alexander Graham Bell
- d in Uruguay
- e in Sydney
- f Homer

- 1 *Who was the telephone invented by? ...
It was invented by Alexander Graham Bell.*
- 2
- 3

- 4
- 5
- 6

6

Rewrite the newspaper headlines as complete sentences.

1 **CHILD RESCUED FROM FIRE YESTERDAY**

4 **NEW HARRY POTTER FILM SCREENED NEXT MONTH**

2 **STRIKE TO BE HELD BY ELECTRICITY WORKERS TOMORROW**

5 **MONEY BEING RAISED FOR HOMELESS**

3 **MISSING PAINTING NOT YET RECOVERED**

6 **NEW AIRPORT TO BE BUILT NEXT YEAR**

- 1 *A child was rescued from a fire yesterday.*
- 2
- 3
- 4
- 5
- 6

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



The Cannes Film Festival is one of the most famous film festivals in the world. It 1) *was first organised* (**first/organise**) in 1946 and 2) (**hold**) annually ever since. For around twelve days in May every year, the quiet seaside town of Cannes 3) (**transform**) into a glamorous centre for world cinema. In fact, the Cannes Film Festival is so famous that film careers 4) (**often/make**) or ruined there! Cannes Film Festival 5) (**attend**) by over 200,000 people every year, including producers, directors, film stars, celebrities, journalists and film fans. During the festival, hundreds of films 6) (**screen**) and the best films and actors 7) (**give**) awards. The most important award 8) (**call**) the *Palme d'Or* or *Golden Palm*. It 9) (**present**) at the festival's closing ceremony to the makers of the best film. Since its beginnings, some of the most wonderful films in film history 10) (**discover**) at Cannes. And there is little doubt that many more 11) (**shown**) there in the future!

8 Change from the active into the passive. Omit the agent when appropriate.

- 1 The Belgians make the best chocolate. *The best chocolate is made by the Belgians. (agent not omitted; essential to the meaning)*
- 2 You should take these tablets before meals.
- 3 You must wash coloured clothes separately.
- 4 The teacher sent him out of the classroom.
- 5 Thousands of British tourists will visit Spain this summer.
- 6 The police are questioning him now.
- 7 Someone has made a complaint.
- 8 They saw a squirrel running in the park.
- 9 City workers are repairing the street lights on the motorway.
- 10 The waitress serves breakfast at 7 am.

9 Identify the word in bold as an adjective or past participle.

- 1 The audience were **amused** by the play. *past participle*
- 2 The last time I went to the dentist, I was **scared**.
- 3 She was **worried** all day after hearing the news.
- 4 The students were **bored** by the lecturer's long speech.
- 5 She was **exhausted** after cleaning the house all day.
- 6 Sue was **delighted** with all her birthday presents.

6

Passive Voice / Causative Form

10 Complete the sentences, as in the example.

- | | |
|---|--|
| <p>1 It is expected that she will pass the test easily.
She <i>is expected to pass the test easily</i>.</p> <p>2 It is said that the children were the cause of the damage.
The children</p> <p>3 He is considered to be the best football player in the country.
It</p> <p>4 They believe that he attended the wedding.
He</p> | <p>5 The news presenter reported that the criminal has escaped.
The criminal</p> <p>6 People think that he stole the paintings.
He</p> <p>7 He is said to have lived in France last year.
It</p> <p>8 The company is thought to be losing a lot of money.
It</p> |
|---|--|

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



New Discovery

The remains of an Anglo-Saxon ship 1) *were discovered*, (discover) by archaeologists digging on the Kent coast last week. As was common in Anglo-Saxon England, it 2) (think) that the ship 3) (bury) alongside a great warrior. Although none of the original wood from the ship remains, many items, including weapons and helmets 4) (find). These finds 5) (now/examine) by experts at the University of Kent. Afterwards the items 6) (clean) so that they can 7) (display) in the British Museum in London.

12 Look at the information and write sentences, as in the example.



The Tower of London

- Located:** London, England
- Completed in:** 1097
- Used as:** a fortress and a prison
- Nowadays:**
 - guarded/the Beefeaters
 - used to hold the Crown Jewels
 - visited/thousands of tourists every year

The Tower of London is located in London, England.

.....

.....

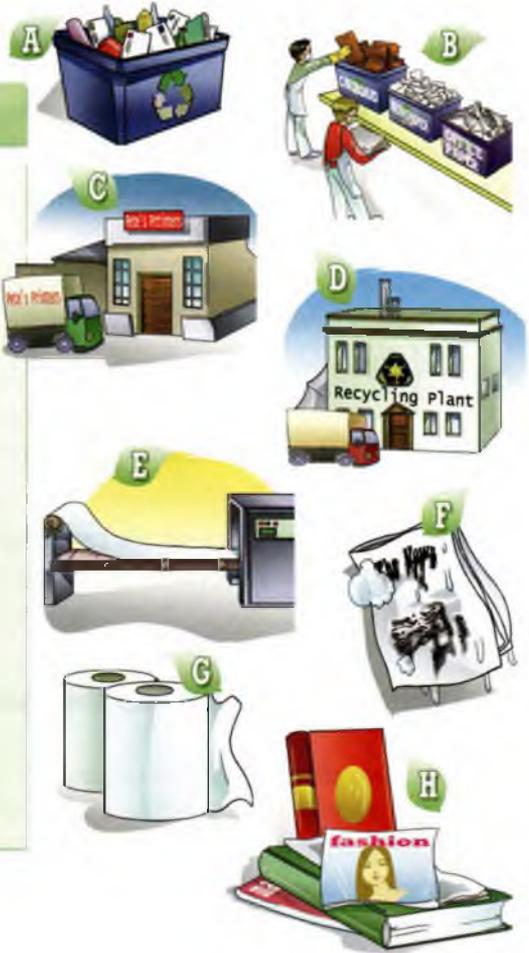
.....

.....

- 13 Put the verbs in brackets into the correct passive form. Then, match the pictures to the sentences.

How Paper is Recycled

- 1 A Used paper from homes and businesses *is put* (put) into recycling bins.
- 2 These bins (take) by trucks to recycling plants.
- 3 The paper from these bins (sort) into different types.
- 4 Next, the paper (wash) with soapy chemicals to remove the ink.
- 5 The new mixture (spread) on rollers and made into large sheets.
- 6 These sheets (leave) to dry and then rolled-up.
- 7 The recycled paper (transport) to printers around the country.
- 8 Finally, it (use) to print newspapers and books.



- 14 Rewrite the following text in the passive.

AVATAR

James Cameron wrote and directed the hit science fiction film *Avatar*. 20th Century Fox released the film in 2009. Most critics gave the film excellent reviews. The film impressed the public, too. Within 3 weeks of its release, *Avatar* had made over 1 billion dollars at the box office!

Cameron will make two sequels. He has already asked the same actors to star in the sequels.

The hit science fiction film 'Avatar' was written and directed by James Cameron.

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6

Passive Voice / Causative Form

15 Complete the sentences using the passive and the modals below.

must

shouldn't

might

can't

- 1 A: Has the rubbish been collected yet?
B: Well, it's not here now so it *must have been collected*.
- 2 A: Did anyone tell David about the meeting?
B: He's written it in his diary so he
- 3 A: Has anyone repaired the telephone?
B: I've just used it so it
- 4 A: Was Sue injured in the car accident?
B: She I heard there were a few casualties.
- 5 A: Did anyone move the accident victim?
B: Yes, but he It was a mistake to touch him.
- 6 A: Ted said someone stole his car. Is that true?
B: No. It I've just seen him driving it.

16 Turn the following into the passive, as in the example.

- | | |
|--|--|
| 1 The police officer gave me a ticket.
I <i>was given a ticket by the police officer.</i>
A ticket <i>was given to me by the police officer.</i> | 5 Miss Price has taught Arnie a new dance step.
Arnie
A new dance step |
| 2 The waiter is serving them dinner now.
They
Dinner | 6 They should have ordered you a taxi.
You
A taxi |
| 3 The teacher won't show him his marks.
He
His marks | 7 The cashier gave me a receipt.
I
A receipt |
| 4 Ken offered Janet a ride.
Janet
A ride | 8 Mrs Harris sent the company a letter of complaint.
The company
A letter or complaint |

17 Make sentences in the passive using infinitives or gerunds, as in the example.

- | | |
|--|--|
| 1 He expected people to have shown him more respect. <i>He expected to have been shown more respect.</i> | 4 She hates people keeping her waiting.
..... |
| 2 She likes people giving her flowers.
..... | 5 Someone ought to have told us about this.
..... |
| 3 They can't stand people criticising them.
..... | 6 Tom loves people complimenting him on his work.
..... |

18 Use the active or the passive in any appropriate form of the verbs in brackets.

- 1 The children *were frightened*... (frighten) by the story. It was about ghosts, witches and evil spirits.
- 2 Yesterday we had a surprise party for Albert's birthday. While Mary (take) him to a show, we (gather) at his flat. When they (return) home, Albert was surprised to see us all there.
- 3 The scandal is certain (report) in all the newspapers. The president (have) a difficult year.
- 4 This newspaper (publish) by an Italian company. It (always/have) interesting stories.
- 5 Rice (grow) in this area for hundreds of years, but now the government (try) to find an alternative crop because rice (not/make) much profit last year.
- 6 My shoes (make) in Italy, but I (buy) them in France last May.

19 Rewrite the following passage in the passive.

The Government made an important decision last night. They will ban all cars from the centre of town as pollution is seriously affecting people's health. They will allow only bicycles and buses to enter the town centre. They are making plans for a new environmental police force. After all, they must do something before it's too late.

An important decision was made by the Government last night,

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20 Put the verbs into the correct passive or active tense.

JAPANESE FOOD - Sushi & Sashimi



Have you ever tried Japanese food? Sashimi 1) *is considered* by many experts to be the finest dish in Japanese cuisine. It 2) from very thinly-sliced raw fish and it 3) with a dipping sauce. Maybe you've heard of sushi? Sushi consists of cold vinegar-flavoured rice which 4) into small pieces. Then, raw fish or vegetables 5) to the rice. But sushi is not only popular in Japan. In fact, sushi restaurants 6) all over the world. Sushi is healthy, delicious, and often beautiful to look at. So much care 7) in the preparation of sushi that you might think it's a pity to eat it! Sushi chefs 8) it is very important to make every dish 9) like a work of art.

Many people who are new to Japanese cuisine 10) sushi with sashimi. For example, sometimes it 11) that sushi is raw fish. Actually, sushi only refers to dishes that 12) with vinegar-flavoured rice. While it is true that many sushi dishes 13) raw fish, some only consist of rice and raw vegetables.

- CONSIDER
- MAKE
- SERVE
- CUT
- ADD
- FIND
- TAKE
- BELIEVE
- LOOK
- CONFUSE
- THINK
- PREPARE
- CONTAIN

So, now you know what to order the next time you're in a Japanese restaurant!

6

Passive Voice / Causative Form

21 Circle the correct item.

- The table was made a carpenter.
 (A) by B with C from
- A jewellery shop last night.
 A was broken into B has been broken into
 C had been broken into
- The flowers need once a day.
 A to being watered B to be watered
 C been watered
- The building by a French architect.
 A will design B will be designed
 C will be designing
- The omelette was made mushrooms and cheese.
 A by B with C from
- The letter must immediately.
 A be sent B being sent C to be sent
- Lisa likes flowers.
 A being given B been given
 C to being given
- Breakfast at 8 o'clock every day.
 A was serve B is served
 C has been served

22 Rewrite the following sentences in the passive, as in the example.

- The police use sniffer dogs to find drugs. *Sniffer dogs are used by the police to find drugs.*
- The nurses give the patients their medicine every morning.
- A lifeguard rescued the drowning boy.
- A plumber is repairing our sink.
- A defence lawyer will represent you.
- They clean the rooms daily.
- Customs officers searched her suitcases.
- A gas leak had caused the explosion.
- An eyewitness gave the police a full report.
- They are going to launch the product in May.

23 Make passive sentences using the words in brackets.

- A: Were there many people invited to the party?
 B: Yes, *about 50 people were invited* (about 50/people/invite).
- A: Where is the accounts department?
 B: Oh, it (move/to/fifth floor).
- A: Why does he look so happy?
 B: He (promote/to manager).
- A: What will happen to the old farmhouse?
 B: It (knock down).
- A: Where are James and Simon?
 B: They (send/to the London office/last month).
- A: Did you collect your car from the garage?
 B: No, it (repair/at the moment).

24 Change from the passive to the active.

- 1 The witnesses may be questioned by the police. *The police may question the witnesses.*
- 2 The missing person was located by the private detective.
- 3 Our leaking roof is being fixed by the builders.
- 4 Dinosaur remains have been found by a team of archaeologists.
- 5 You will be protected by a bodyguard 24 hours a day.
- 6 Several members of the class were punished by the teacher.
- 7 The award is being presented by a famous scientist.
- 8 She likes her paintings being admired.
- 9 This matter must be attended to immediately!
- 10 Your flight may be delayed by a strike.



Speaking Activity

(reporting an event)

A new art gallery opened in London. Look at the notes below, then report the event. You may use your own ideas. Use passive forms.

- night before opening – owners hold – party
- over 400 people – attend – event
- owners – invite – some famous artists
- waiters – serve – drinks and sandwiches
- city mayor – give – speech
- several art critics – praise – gallery
- in next few weeks – set up – website – for the gallery
- tomorrow – welcome – public – into the gallery
- for the first month – on offer – tickets – at half price



e.g. The night before the opening, a party was held by the gallery owners.



Writing Activity

You are a reporter at a newspaper. Your editor has asked you to write a short article about the gallery opening. Use your notes from the speaking activity to complete the article. Use passive forms.

A new art gallery has opened in London. The night before the opening, a party was held by the gallery owners.

.....

.....

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.....

.....



Listen and repeat. Then act out.



Causative Form

- We use **have + object + past participle** to say that we have arranged for someone to do something for us. *David arranged for the builder to build a shed. David had a shed built. (He didn't do it himself – the builder did it.)*

Present Simple	She paints her portrait.	She has her portrait painted.
Present Continuous	She is painting her portrait.	She is having her portrait painted.
Past Simple	She ainted her portrait.	She had her portrait painted.
Past Continuous	She was painting her portrait.	She was having her portrait painted.
Future Simple	She will paint her portrait.	She will have her portrait painted.
Future Continuous	She will be painting her portrait.	She will be having her portrait painted.
Present Perfect	She has painted her portrait.	She has had her portrait painted.
Present Perf. Cont.	She has been painting her portrait.	She has been having her portrait painted.
Past Perfect	She had painted her portrait.	She had had her portrait painted.
Past Perfect Cont.	She had been painting her portrait.	She had been having her portrait painted.
Infinitive	She can paint her portrait.	She can have her portrait painted.
-ing form	She likes painting her portrait.	She likes having her portrait painted.

- The verb *to have*, used in the causative, forms its **negations** and **questions** with **do/does** (Present Simple) and **did** (Past Simple). *She doesn't have her hair dyed. Did you have your curtains put up?*
- We can use the **causative** instead of the passive to express **accidents** or **misfortunes**. *She had her car stolen. (= Her car was stolen.) He had his leg broken. (= His leg was broken.)*
- Get** can be used instead of **have** in the causative. *I had/got my tooth taken out yesterday. Get is stronger in meaning than have and can be used to suggest difficulty. Get the door repaired, will you? He finally got the seats booked.*
- Make / have + object + bare infinitive** are used to express that someone causes someone else to do something, but their meaning is slightly different. *He made Ann type the letter. (He insisted that Ann should type the letter.) He had Ann type the letter. (He asked Ann to type the letter.)*
- Get + object + to-infinitive** is used to show that someone **persuades** someone else to do something. *He got his mum to bake him a cake. (He persuaded his mum to bake him a cake.)*

25 Tick (✓) the correct sentence for each picture, as in the example.



- 1
- A Sarah is painting her house.
- B Sarah is having her house painted.



- 2
- A Mary is fixing her car.
- B Mary is having her car fixed.



- 3
- A They are washing the dishes.
- B They are having the dishes washed.



- 4
- A The elderly man is examining his heart.
- B The elderly man is having his heart examined.



- 5
- A Lisa is taking a photo.
- B Lisa is having her photo taken.



- 6
- A Ann is cutting the grass.
- B Ann is having the grass cut.

26 Read the situations, then write sentences using the causative form.

- 1 Our house is small. We need to build an extension. What should we do?
You should have an extension built.
- 2 Liz is at the beauty parlour. The beautician is painting her nails. What is she doing?
.....
- 3 Robert has written a novel and it will be published. What will Robert do?
.....
- 4 A jeweller has made a special ring for Ann. What has Ann done?
.....
- 5 Simon's suits are all made by a tailor. What does Simon do?
.....
- 6 Sonia is going to the optician for an eye test tomorrow. What's she going to do?
.....
- 7 The grass has grown too high. What should they have done?
.....
- 8 His tooth was taken out yesterday. What happened to him?
.....

6

Passive Voice / Causative Form

27

Look at the prompts and answer the questions using the causative.



What did Lisa do?
she / face / paint

She had her face painted.



What is Alan doing?
he / a suit / make



What is Rachael going to do?
she / her hair / cut



What has Frank done?
his / tap / fix



What will Jane do?
she / her car / repair



What should Paul do?
he / his trousers / shorten

28

Complete the sentences with the verbs in brackets in the appropriate form.

- Eating too much chocolate makes me *feel* (feel) sick.
- Mr Smith had his English lessons (pay) for by his company.
- The Smiths had their takeaway (deliver).
- My mother had a dressmaker (shorten) her skirt.
- I had an old dress (alter).
- Joanne had the maid (make) her bed.

29

Complete the sentences with the verbs in brackets in the appropriate form.

A: Hi, Lisa. What are you doing in town today?

B: I 1) *am having my car serviced* (my car/service) at the moment.
It will be ready in an hour, so I 2) (some photographs/
develop) while I wait. What about you?

A: Well, right now, we 3) (our roof/fix) so I decided to spend
the morning in the city centre. An hour ago, I 4) (my nails/
paint) at the beautician's, and later this afternoon, I 5)
(my hair/cut).

B: Lucky you! Well, I'd better go to the garage. See you later!

30 Rephrase the following using *have*, *make* or *get*, as in the example.

- 1 He insisted that John should finish the report *He made John finish the report.*
- 2 She persuaded her husband to cut the grass.
- 3 He asked the maid to make his bed.
- 4 He insisted that the gardener should water the flowers.
- 5 The teacher asked them to rewrite the exercise.
- 6 The boss insisted that the secretary should type the letters.
- 7 Their new carpets were fitted yesterday.
- 8 She persuaded John to help her tidy the room.



Speaking Activity

(talking about arranging for things to be done by others)

Mr Andrews has recently built a new house and is still working on it. Look at the prompts below and make sentences using the causative. You can also add your own ideas.

Things already done

- tile/roof • put in/windows

Things to be done

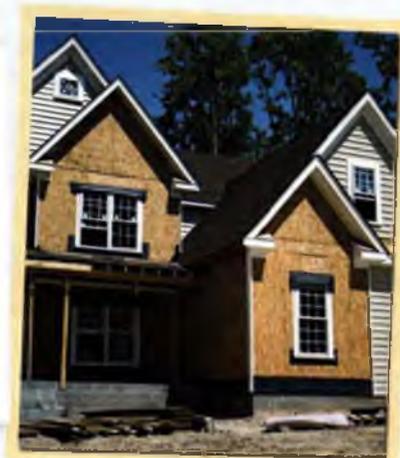
- plant lawn • put up/fence

Things being done

- new kitchen counters/install • fix/patio

Things that will have been done by the end of the month

- build/swimming pool • paint/house



Mr Andrews has had the roof tiled and



Writing Activity

Mr Andrews is writing an email to his brother telling him about his new home. Imagine that you are Mr Andrews. Look at the speaking activity again and use the prompts to write the email about his new house.

Dear John,
 Now that the house has been built, I thought I'd write and tell you about it. I'm quite happy with the result. It looks very nice. I've already had the roof tiled and

.....

Andrew

1 Look at Appendix 1 on pages 239–245, then fill in the correct participle(s) for the phrasal verbs.

- Her secret was **given** *away* .. by her friend by mistake.
- He has tried to **give** smoking twice.
- When milk turns sour, it **gives** a horrible smell.
- Before going to bed, we watched the fire slowly **go**
- The film was so sad she couldn't **hold** her tears.

2 Look at Appendix 2 on pages 246–253, then fill in the correct preposition.

- If you **persist** *in* talking during class, I will have to punish you.
- She is very **popular** her classmates.
- His father was **proud** the way Tim performed.
- They had a **quarrel** the date of the party.
- It took him a long time to **recover** the injuries.

Idioms

- a bright spark:** a clever person
- a big mouth:** a person who gossips too much
- a storm in a teacup:** a lot of fuss about nothing
- a hair's breadth:** a very short distance
- a big fish:** an important or powerful person in a group or organisation

3 Fill in the correct idiom.

- Don't tell Frank any of your secrets, he's a bit of *a big mouth*
- It was a very close race but I think Frank won by
- Peter's argument with Alice was just; they made up soon afterwards.
- Kelly is; her exam results are always top of the class.
- James is now in the company. He's just been appointed to the board of directors.

4 Use the word in bold to form a word that best fits each gap.

Tutankhamun's Tomb



In 1922, an 0) *archaeologist* named Howard Carter discovered a 1) tomb in the Valley of the Kings in Egypt. Carter had been working in Egypt for more than twenty years when he made the 2) discovery. While digging in the sands of the desert, he hit a 3) underground doorway that led to a tomb. The tomb turned out to be the final resting place of Tutankhamun.

Tutankhamun was a 4) in ancient Egypt in the fourteenth century BC and died at about 18 years of age. Inside his tomb, Carter found an incredible 5) of jewellery which the ancient Egyptians had believed would be 6) to the king in the afterlife. Tutankhamun's body was preserved in the 7) ancient Egyptian way. Because of this, many 8) have been able to study it to find out about the king's life.

Tutankhamun's tomb is one of the most complete ancient Egyptian royal tombs ever found, and Carter's discovery of it received 9) press coverage. Before the tomb was discovered, Tutankhamun was virtually 10), but today he is the most 11) of all ancient Egypt's kings.

- ARCHAEOLOGY
- BURY
- WONDER
- MYSTERY
- RULE
- COLLECT
- USE
- TRADITION
- SCIENCE
- GLOBE
- KNOWN
- FAME

5 Read the text below and decide which answer best fits each gap.

REPTILES: THE DINOSAURS



Dinosaurs ruled the earth for 0) *more* than 160 million years. They suddenly became 1) about 65 million years ago and scientists aren't exactly sure of the 2) why. One theory is that an asteroid from 3) space hit the Earth and the dust that was 4) up into the atmosphere from the impact 5) out all the sunlight. The earth became cold and dark, and the dinosaurs starved to death.

Dinosaurs came in all sorts of 6) and sizes. Some were fast-moving, ferocious predators while others were slow-moving, gentle plant-eaters. Some were as small as chickens, whereas others were so tall they would have been able to look into the 6th floor window of a block of 7) ! For many years, it was 8) believed that dinosaurs were unintelligent creatures. However, evidence now suggests that dinosaurs were actually intelligent animals that lived in groups and 9) after their young.

The more we discover about dinosaurs, the more we realise just how amazing these reptiles were!

- | | | | | |
|---|---------------|---------------|-----------|------------|
| 0 | A more | B over | C extra | D further |
| 1 | A extinct | B disappeared | C gone | D lost |
| 2 | A cause | B reason | C motive | D purpose |
| 3 | A external | B outer | C outside | D outdoor |
| 4 | A arrived | B reached | C thrown | D entered |
| 5 | A stopped | B closed | C trapped | D blocked |
| 6 | A models | B shapes | C styles | D versions |
| 7 | A rooms | B apartments | C houses | D flats |
| 8 | A widely | B closely | C highly | D greatly |
| 9 | A looked | B saw | C watched | D gazed |

In Other Words

- *Liverpool beat Manchester United in the Cup Final yesterday.*
Manchester United were beaten by Liverpool in the Cup Final yesterday.
- *Someone stole Mary's briefcase from her office while she was out.*
Mary had her briefcase stolen from her office while she was out.
- *Flooding has damaged major roads in the city.*
Major roads in the city have been damaged by flooding.
- *Your hair needs cutting.*
You need/have to have your hair cut.
- *The police officer insisted that the suspect should go to the station for questioning.*
The police officer made the suspect go to the station for questioning.

6 Complete the sentences using the words in bold.

- A mosquito bit Sarah while she was sleeping.
by Sarah *was bitten by a mosquito* while she was sleeping.
- The strong winds have broken a window in the old house.
been A window in the old house the strong winds.
- Somebody took Henry's wallet from his pocket when he wasn't looking.
had Henry from his pocket when he wasn't looking.
- Lisa's winter coat needs cleaning.
have Lisa needs cleaned.
- Ben's mother insisted that he wash his hands before dinner.
made Ben his hands before dinner by his mother.

Progress Check 2 (Units 4-6)

1 Choose the correct item.

- He's not a very driver.
 A careful B carefully
C more carefully
- He doesn't play basketball as as I do.
A better B well C good
- I've only met her once. I know her.
A rarely B hard C hardly
- She always comes for class.
A late B lately C later
- I'd rather stay at home go to the cinema.
A from B than C that
- My father prefers listening to the radio watching TV.
A to B from C than
- The Hilton Hotel is luxurious than the Intercontinental.
A much B most C more
- Peter his television repaired now.
A is having B has had C was having
- Remember to turn off the lights you leave the room.
A for B before C since
- You can't go I've checked all your homework.
A after B as soon as C until
- The flight was bumpy that I felt sick.
A so B as C such
- intelligent you may be, you will still need to study hard for this test.
A However B No matter C Though
- He's behaving he is the boss.
A as B as how C as if
- Correct answer! a clever boy!
A Which B How C What
- It was a boring film that he almost fell asleep.
A so B such C much
- The bank last night.
A was robbed B had been robbed
C has been robbed
- The goldfish needs once a day.
A to have fed B to be fed C being fed
- A lot of olive oil on the Greek island of Crete.
A produces B is produced
C has produced
- My car was repaired a mechanic.
A by B from C with
- By this time tomorrow you informed of our decision.
A will have been B should be
C will be

2 Underline the correct item.

- Are you experienced **at** / **in** teaching English to adults?
- Our Maths teacher puts emphasis **on** / **at** our understanding the theory behind the formulas.
- If she wants to lose weight, she must cut down **on** / **away** sweets.
- I'm a bit hungry; I could do **with** / **to** a sandwich.
- James was delighted **by** / **with** the book we bought him.
- She always does what she likes; no one can reason **with** / **about** her.
- It was obvious **to** / **at** everyone that he was lying.
- The teacher was very pleased **for** / **with** his students' results.
- If you can hold **on** / **up** for a while, the manager will be right with you.
- The doctors decided to operate **in** / **on** the woman immediately.
- This soup is really tasty; there is no need **for** / **of** more salt.
- The fridge is giving **up** / **off** a terrible smell today.

Progress Check 2

3 Complete the sentences using the words in bold, as in the example.

- My mobile phone and hers are alike.
similar My mobile phone *is similar*
..... *to* hers.
- The race is too long for me to finish.
such It's
..... I can't finish.
- Harry broke the cup while he was washing up.
by The cup
..... while he was washing up.
- Hillary passed the test although she hadn't studied for it.
despite Hillary passed the test
..... she hadn't studied for it.
- Somebody stole Paul's wallet when he was on holiday.
had Paul
..... when he was on holiday.
- He carried a compass so he wouldn't get lost in the forest.
avoid He carried a compass
..... in the forest.
- Mike is always rude to restaurant waiters.
way Mike always behaves
..... to restaurant waiters.
- The blue dress is not nearly as expensive as the pink one.
much The blue dress
..... the pink one.
- Greg took a photography class because he wanted to become a photographer.
view Greg took a photography class
..... a photographer.
- Paul's football jersey needs washing.
have Paul needs
..... washed.
- Jim is more intelligent than Bill.
as Bill is
..... Jim.
- The teacher insisted that the students should finish the essay at home.
made The teacher
..... the essay at home.



- 4  You'll hear an interview with a man called Michael Frank who runs a museum. For questions 1–10, complete the sentences.

THE MUSEUM OF **BAD ART**

Before he opened the museum, Michael Frank worked as 1.

Frank and his co-founder spent around 2 collecting works of art for the museum.

At its time of opening, the museum included pieces of art from the USA and 3.

The museum is located downstairs from a(n) 4 in south Boston.

The museum's collection does not include children's drawings or pictures from ads or 5.

Frank states that most visitors to the museum do not 6 at the pieces on display.

Frank believes that failed artists often have the same 7 as successful artists.

Each month, the museum's webpage gets about 8 visitors.

The museum's book includes written 9 alongside a selection of the museum's best-loved paintings.

10 do not have to pay to enter the museum.



Listen and repeat. Then act out.



- **Direct Speech** is the exact words someone said. We use quotation marks in Direct Speech.

"I won't be back before 7:00," he 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.

He said he wouldn't be back before 7:00.

Say - Tell - Ask

- We can use the verbs **say** and **tell** in direct and reported speech. **Say** is used with or without a personal object. When used with a personal object, it is always followed by the preposition *to* (*said to me*). (Direct Speech) *He said to me, "I can fix it."* → (Reported Speech) *He said (that) he could fix it.*
- **Tell** is always followed by a personal object (*told me*), (Direct Speech) *"I can do it," he said to me.* → (Reported Speech) *He told me he could do it.*
- **Ask** is used in reported questions and commands. **Ask** is also used in direct questions when it is followed by the person the words were spoken to.
He said to me, "Please, don't go!" → *He asked me not to go.*
He asked, "Are you OK?" → *He asked me if I was OK.*

Expressions with say	say good morning/evening, etc., say something/nothing, etc., say a few words, say so, say no more, say for certain, 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, tell sb's fortune, tell sb so, tell the difference, etc.
Expressions with ask	ask a favour, ask the time, ask a question, ask the price, etc.

1 Underline the correct item.

- I can only help you if you **say** / **tell** me the problem.
- My mother **said** / **told** dinner will be ready soon.
- My dentist **told** / **said** me to eat less chocolate.
- Tom **told** / **said** he would be home late.
- The teacher **said** / **told** us to do the exercise.
- Can you **tell** / **say** the difference between these two pictures?

2 Fill in: say, tell or ask in the correct form.

When I arrived at school that morning, I 1) ... *said* ... good morning to my classmates and sat down at my desk. Then our teacher came into the room and 2) us that we were having a special visitor after lunch. All morning, even though our teacher 3) us to continue working, we were too excited to do our exercises. No one could 4) for certain who it would be, but we all had guesses. Suddenly, we heard a knock at the door. It was Steve Long, a local TV news presenter who had gone to our school years ago. He 5) a few words about his time at the school and then 6) us about his life as a TV presenter. Afterwards, we 7) him a few questions. It was a very interesting day!

Direct Speech	Reported Speech
"I work hard ," he said.	He said (that) he worked hard .
"I am working hard ," he said.	He said (that) he was working hard .
"I have worked hard ," he said.	He said (that) he had worked hard .
"I worked hard ," he said.	He said (that) he had worked hard .
"I will work hard ," he said.	He said (that) he would work hard .
"I have been working hard ," he said.	He said (that) he had been working hard .
"I am going to work harder ," he said.	He said (that) he was going to work harder .
"I can work harder ," he said.	He said (that) he could work harder .
"I may work harder ," he said.	He said (that) he might work harder .
"I must work harder ," he said.	He said (that) he had to/must work harder .
"I should work harder ," he said.	He said (that) he should work harder .
"I ought to work harder ," he said.	He said (that) he ought to work harder .
"Do you work hard enough?" she said to him.	She asked him if he worked hard enough .
"Work harder," she said to him.	She told him to work harder .

Changing from Direct into Reported Speech (Statements)

- Inverted commas are omitted in Reported Speech. *That* is optional in reported sentences.
"I'm going out," he said. → He said (that) he was going out.
- When the reporting verb (said, told, etc.) is in the past, all the following verbs usually change into a past form too. "I enjoy dancing," she said. → She said she enjoyed dancing.
However, the tenses do not change in Reported Speech when:
 - a) the reporting verb (said, told, etc.) is in the Present, Future or Present Perfect tense.
"The station is far from here," he says. → He says the station is far from here.
 - b) the speaker expresses general truths or laws of nature.
"Water turns into ice," he said. → He said water turns into ice. (law of nature)
- If the speaker expresses something which is believed to be true, the tenses may change or remain unchanged. If something untrue is expressed, then the tenses definitely change.
"She likes strawberries very much," he said. (true) → He said she likes/liked strawberries very much.
"Canada is a poor country," he said. (untrue) → He said Canada was a poor country.
- The Past Simple changes into the Past Perfect or can remain the same. When the reported sentence contains a time clause, the tenses do not change.
"I was early for the meeting," she said. → She said she was/had been early for the meeting.
"While I was staying in Madrid, I met Pedro twice," she said. → She said she had met/met Pedro twice while she was staying in Madrid.
- The Past Perfect and the Past Continuous usually remain the same in Reported Speech.
"I was watching TV while Ann was reading a book." → He said he was watching TV while Ann was reading a book.

7

Reported Speech

- If the reported sentence deals with the unreal past, type 2 or 3 conditionals or wishes, the tenses remain the same.

"It's time we went," he said. → He said it was time they went.

"If I were you, I would apologise," he said. → He said that if he were me, he would apologise.

- Personal pronouns and possessive adjectives change according to the context.

"I will show you my new dress," she said. → She said she would show me her new dress.

- Certain words change as follows depending on the context.

Direct Speech: *this/these here come* *"Put that box down over here," she said.*

Reported Speech: *that/those there go* *She told him to put that box down over there.*

- Time words and tenses can change or remain the same depending on the time reference. If the reported sentence is out of date, the tenses change. If the reported sentence is up to date, the tenses can remain the same.

"I'm going to Madrid next week," she said. → She said she is going /was going to Madrid next week.

(up-to-date reporting – immediately reported after said)

"I'm going to Madrid in March," she said. → She said she was going to Madrid in March. (Now it's April. She was in Madrid in March, out-of-date reporting.)

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 next day, the following / next week / month / year
two days / months / years ago	two days / months / years before

- 3 Jim met Ann while she was on holiday. Read Ann's words, then report what she said.



- | | | | |
|---|--------------------------------------|----|-------|
| 1 | Ann said (that) the weather was hot. | 6 | ..... |
| 2 | ..... | 7 | ..... |
| 3 | ..... | 8 | ..... |
| 4 | ..... | 9 | ..... |
| 5 | ..... | 10 | ..... |

4 Turn the following sentences into reported speech.

- 1 "A lot of English words are borrowed from other languages," the teacher said to us.
The teacher told us that a lot of English words are borrowed from other languages.
- 2 "China is a densely populated country," she said.
- 3 "It's time they moved to a new house," Ann said.
- 4 "Water freezes below 0°C," he said.
- 5 "I was reading the children a story last night when the lights went out," she said.
- 6 "I'll help you to repair your car tomorrow," he said to me.
- 7 "I didn't understand the meaning of the film," he said.
- 8 "You can come to me if you have any problems," she said to him.
- 9 "I saw the film you recommended last night," he said to her.
- 10 "I'm going to Spain next week," he said.
- 11 "She doesn't understand," he said.
- 12 "I would invite more people if I had a bigger flat," he said.
- 13 "I will not repeat this again," he said to us.
- 14 "I've applied for several jobs this week," he said.

Reported Questions / Indirect Questions

- In **reported questions** the verbs are usually in the affirmative and the question mark becomes a full stop. To report a question we use: a) **ask + wh- word** (who, where, etc) when the direct question begins with a wh- word, b) **ask + if/whether** when the direct question begins with an auxiliary verb (do, have, can, etc.). Pronouns, possessive adjectives, tenses, time expressions, etc. change as in statements.
He said, "What are you doing?" → He asked what I was doing.
He said, "Did you enjoy the party?" → He asked if/whether I enjoyed/had enjoyed the party.
- We use **indirect questions** to ask for information/advice and **reported questions** to report someone else's questions, suggestions, offers or requests. Indirect questions are introduced with: *Could you tell me ...?, Do you know ...?, I wonder ..., I want to know ..., I doubt ...,* etc. and their verb is in the affirmative. If the indirect question starts with *I wonder ..., I want to know ... or I doubt ...*, then the question mark is omitted. Question words (**what, who, where**, etc.) or **whether** can be followed by an infinitive in the reported sentence.

Direct questions	<i>He asked me, "Shall I phone her?" He asked me, "What time is it?" He asked me, "Where can I put it?"</i>
Reported questions	<i>He asked me whether he should phone her. He asked me what time it was. He asked me where he could put it. or He asked me where to put it.</i>
Indirect questions	<i>I wonder whether to phone her / whether I should phone her. Do you know what time it is? Do you know where I can put it? or Do you know where to put it?</i>

7

Reported Speech

- 5 Frank went for an interview for a job at a summer camp. First read, then report Mr Roberts' questions.



1 Mr Roberts asked Frank why he wanted to work for Sunny Summer Camp.

2

3

4

5

6

7

8

- 6 Turn the following into *indirect questions*. Omit question marks where necessary.

1 Where's the post office? (Do you know ...) *Do you know where the post office is?*

2 What have you told her? (I wonder ...)

3 Are we going out tonight? (I want to know ...)

4 Is this correct? (I doubt ...)

5 Whose car is this? (I wonder ...)

6 Does this train stop at Leeds? (Could you tell me ...)

- 7 Turn the following questions into *reported speech*.

1 "What's your favourite film?" I asked him.

I asked him what his favourite film was.

2 "Where is the dog?" I asked her.

3 "Can you help me carry these bags?" Lisa asked Ted.

4 "Where did I put my car keys?" Daniel wondered.

5 "Do you like spaghetti?" he asked me.

6 "Will you get me some bread at the supermarket?" Jim asked Pam.

7 "How many countries are there in the EU?" the teacher asked.

8 Pamela is interested in buying a car. Turn Pamela's *direct questions* into *indirect ones*.

- 1 How much does this car cost?
- 2 What special features does the car have?
- 3 May I pay by card?
- 4 When can I collect the car?



1 Could you tell me how much this car costs?

Reporting Commands/Requests/Suggestions

To report **commands, requests, suggestions** or **instructions**, we use an introductory verb (**advise, ask, beg, instruct, urge, offer, order, suggest, tell, etc.**) followed by a **to-infinitive**, an **-ing form** or **that-clause** according to the introductory verb.

- "Touch your toes," he said to us. → He **told us to touch** our toes. (command)
- "Don't lie down," he said to us. → He **told us not to lie** down. (command)
- "Can I go out?" he said. → He **asked to go** out. (request)
- "Please, lend me some money," he said to her. → He **asked her to lend** him some money. (request)
- "Please, please, forgive me!" she said. → She **begged me to forgive** her. (beg)
- "Let's play football," he said. → He **suggested playing** football. (suggestion)
- "Put all the ingredients in the bowl," she told him. → She **told him to put** all the ingredients in the bowl. (instructions)

9 Report what the flight attendant told the passengers before takeoff.

- 1 Please fasten your safety belts before takeoff.
- 2 Do not smoke at anytime during the flight.
- 3 Put your bags in the overhead lockers.
- 4 Please keep your seats upright during takeoff.
- 5 Do not run in the aisles.
- 6 Please do not leave your seats during takeoff or landing.
- 7 Turn off your mobile phones.
- 8 Press the button to call a flight attendant.

- 1 She asked them to fasten their safety belts before takeoff.
- 2
- 3
- 4
- 5
- 6
- 7
- 8

7

Reported Speech

10

Fill in the gaps with a verb from the list below in the simple past.

• advise

• ask

• suggest

• beg

• order

- 1 "Open the door, please," she said to William.
She *asked* William to open the door.
- 2 "Let's go to the shopping centre," Sarah said.
Sarah *was* going to the shopping centre.
- 3 "Please, please don't tell Lisa about her surprise birthday party," he said to me.
He *asked* me not to tell Lisa about her surprise birthday party.
- 4 "Get out of the car," Josh said to the man.
Josh *ordered* the man to get out of his car.
- 5 "You should always lock the door at night," his father told him.
His father *advised* him to lock the door at night.

Modals in Reported Speech

- The forms of some modal verbs change in Reported Speech when the reported sentence is out of date. Will/Shall → **would**, can → **could/would/be able to**, may → **might/could**, shall → **should** (asking for advice) or **would** (asking for information) / (expressing offers), must → **must/had to** (obligation) (*must remains the same when it expresses possibility or deduction), needn't → **didn't need to/didn't have to/wouldn't have to**.
- Would, could, used to, mustn't, should, might, ought to and had better** remain the same.

Direct Speech	Reported Speech
He said, "I'll see you later."	He said (that) he would see me later.
He said, "I can lift heavy weights."	He said (that) he could lift heavy weights.
He said, "I can do it tomorrow."	He said (that) he would be able to do it the next day.
He said, "I may see John."	He said (that) he might see John.
He said, "How shall I repair the tap?"	He asked how he should repair the tap. (advice)
He said, "When shall we arrive?"	He asked when they would arrive. (information)
He said, " Shall I clean it?"	He offered to clean it. (expressing offers)
He said, "You must return it soon."	He said (that) I must/had to return it soon. (obligation)
He said, "She must be clever."	He said (that) she must be clever. (deduction)
He said, "You should work more."	He said (that) I should work more.
He said, "You had better help me."	He said (that) I had better help him.
He said, "You needn't do it now."	He said (that) I didn't need to/didn't have to do it then.
He said, "You needn't come tomorrow."	He said (that) I wouldn't have to go the next day.

11

Turn the following into reported speech.

- 1 "You must hand in your essays tomorrow," the teacher said to the students.
The teacher told the students (that) they must/had to hand in their essays the next day.
- 2 "I may visit Brenda tonight," George said.
.....
- 3 "You should always throw your rubbish in the bin," the teacher told us.
.....
- 4 "I'll call you later," he said to her.
.....
- 5 "We can meet next Monday," she said to him.
.....

12 Underline the correct item. Then write the speaker's exact words.

- 1 A: Is Frank playing basketball tomorrow?
 B: No. He said he **will play** / **would play** basketball the next weekend instead.
"I will play basketball next weekend instead."
- 2 A: Have you seen Liam?
 B: Yes. He said he **went** / **was going** to the supermarket.
- 3 A: Tom is really working hard these days.
 B: Yes. He told me he **have to** / **has to** finish his report by Friday.

- 4 A: Did Bob watch the late film with you?
 B: No, he said he **has to** / **had to** go for a job interview the next morning.
- 5 A: Why isn't Karen in today?
 B: She's still in bed. She said she **has** / **had** a stomachache.
- 6 A: Did Tim send you a postcard from Spain?
 B: Yes. He told me he **has** / **was having** a great time over there.

13 The following people witnessed a car accident. Read what they said, then report their words, as in the example.



Claire

1 It happened very suddenly. We were lucky that no one got hurt.

Claire said (that) it (had) happened very suddenly. They were/had been lucky that no one got/had got hurt.

3 I was reading a newspaper in a café when I heard a loud crash. When I went outside, I saw that a car had driven into a shop window.



Ann

2 I saw the accident from inside a shop across the street. I was very shocked. I'm a nurse, so I ran outside to help.

Lisa



Robert

4 I couldn't move. I watched as the car lost control on the icy road.

7

Reported Speech

14 Turn the sentences into *reported speech*. In which of the sentences do the tenses remain the same? Why?

1 The recipe says, "The oven needs to be heated before use."

The recipe says (that) the oven needs to be heated before use.

The tenses do not change because the introductory verb is in the present simple.

2 "When you freeze water, you get ice," the Science teacher said.

3 "I should have given her a birthday present," Ian said.

4 "The museum is still open," Alan says.

5 "I'll arrive home in half an hour," she said.

Reporting a dialogue or a conversation

In conversations or dialogues we use a mixture of statements, commands and questions. When we report dialogues or conversations, we use: **and, as, adding that, and he/she added that, explaining that, because, but, since, so, and then he/she went on to say, while, then, etc.** or the introductory verb in the present participle form. Exclamations such as: **Oh!, Oh dear!, Well!** etc. are omitted in reported speech.

Direct Speech	Reported Speech
"Oh, that is a very nice sweater!" she said. "Where did you buy it?"	She remarked/exclaimed that it was a very nice sweater and she asked where I had bought it. ('Oh' is omitted)
"It is too difficult for you," she said. "Shall I help you?"	She said it was too difficult for me, offering to help.
"Why don't you come over for dinner on Friday?" she said. "We could discuss it then."	She invited me to dinner on Friday, suggesting that we could discuss it then.

15 Rewrite the following conversation in *reported speech*.

"How can I lose weight?" Alan said.

"You mustn't eat sweets or oily food. You can eat potatoes, though. You should also get plenty of exercise," said the doctor.

"Shall I join a gym?" said Alan.

"You needn't join a gym. You can go jogging every day," said the doctor.

Alan asked the doctor how he could lose weight.

Exclamations – Yes/No short answers – Question tags

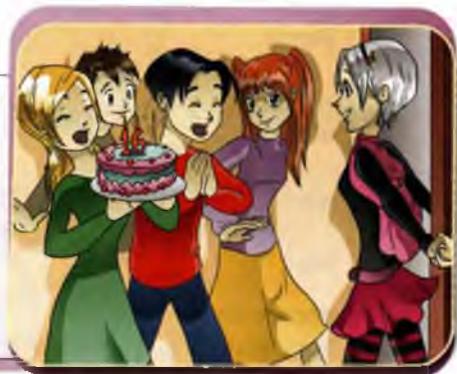
- **Exclamations** are introduced in reported speech with **exclaim, thank, wish, say, cry out in pain, give an exclamation of surprise/horror/disgust/delight**, etc. The exclamation mark becomes a full stop. Exclamatory words such as **Oh!, Eee!, Wow!** etc. are omitted in the reported sentence.
"Ow!" she said as she hit her head on the door. → She cried out in pain as she hit her head on the door.
- **Yes/No short answers** are expressed in reported speech with a **subject + appropriate auxiliary verb** or **subject + appropriate introductory verb**.
"Can you help me?" he said. "No," she said. → He asked her if she could help him and she said she couldn't. or He asked her if she could help him, but she refused.
- **Question tags** are omitted in reported speech. We can use an appropriate introductory verb to convey the same meaning.
"He isn't lying, is he?" she said. → She wondered if he was lying.

16 Turn the following into reported speech.

- 1 "He didn't steal the money, did he?" she said. ... *She wondered if he had stolen the money.*
- 2 "Wonderful!" he said, when the bank manager agreed to lend him the money.
- 3 "Ouch!" he said, as the nurse gave him the injection.
- 4 "I don't suppose you could lend me any money, could you?" he asked me.
- 5 "Wow!" she said, when she first saw the Pyramids.
- 6 "Would you like another piece of cake?" she asked. "Yes, please," he replied.
- 7 "Ugh!" she said, as she stepped into the mud puddle.

17 Rewrite the conversations in reported speech.

- A "Oh, what a surprise!" Lisa said, as she walked in the door.
 "Happy birthday, Lisa!" said her friends.
 "We wanted to surprise you!", her best friend Karen said.
 "Wow! Thank you all so much!" Lisa said.
 "Would you like to open your presents now?" Karen asked.
 "Sure," Lisa said.
 "And let's play some music, shall we?" Karen said. "I've got some great new CDs which I think you'll like."



Lisa gave an exclamation of surprise as she walked in the door.

.....

.....

.....

- B "John's late," said Mr Brown.
 "He must have got stuck in traffic," said Sandra. "Shall I phone him?"
 "No, you needn't phone him, but you'd better tell his secretary to check today's diary. He may have an appointment this morning," said Mr Brown.

Mr. Brown said that John was late.

.....

.....

.....

When we report a speaker's words we don't just apply rules mechanically; we interpret what we hear or read. So we use appropriate reporting verbs (introductory verbs) like the following:

Introductory Verb	Direct Speech	Reported Speech
agree demand offer	"Yes, I'll do it again." "Tell me the truth!" "Would you like me to drive you home?"	He agreed to do it again. He demanded to be told the truth. He offered to drive me home.
promise refuse threaten	"I will pay you on Friday." "No, I won't tell you her secret." "Keep quiet or I'll punish you."	He promised to pay me on Friday. He refused to tell me her secret. He threatened to punish me if I didn't keep quiet.
claim	"I witnessed the crime."	He claimed to have witnessed the crime.
advise	"You should talk about your problem."	He advised me to talk about my problem.
allow ask beg command encourage forbid	"You can use my phone." "Please, close the door." "Please, please don't hit the dog." "Move to your right." "Go ahead, say what you think." "You mustn't come home after eleven."	He allowed me to use his phone. He asked me to close the door. He begged me not to hit the dog. He commanded me to move to my right. He encouraged me to say what I thought. He forbade us to come home after eleven.
instruct	"Mix the eggs with the flour."	He instructed me to mix the eggs with the flour.
invite order permit	"I'd like you to come to my party." "Don't leave your room again." "You may speak to the judge."	He invited me (to go) to his party. He ordered me not to leave my room again. He permitted/allowed me to speak to the judge.
remind urge	"Don't forget to turn the lights off." "Try to have sympathy for the family."	He reminded me to turn the lights off. He urged me to try to have sympathy for the family.
warn	"Don't touch the wire with wet hands."	He warned me not to touch the wire with wet hands.
want	"I'd like you to be more polite."	He wanted me to be more polite.
accuse sb of apologise for admit (to) boast about	"You acted as if you were guilty." "I'm sorry I hurt you." "Yes, I was wrong." "I'm the fastest runner of all."	He accused me of acting as if I were guilty. He apologised for hurting me. He admitted (to) being wrong. He boasted about being the fastest runner of all.
complain to sb about deny insist on suggest	"You always argue." "No, I didn't eat your cake." "You must wear that blouse." "Let's order a pizza."	He complained to me about my arguing . He denied eating/having eaten my cake. He insisted on me/my wearing that blouse. He suggested ordering a pizza.
agree claim complain	"Yes, she's very kind." "I saw the accident." "You never ask my opinion."	He agreed that she was very kind. He claimed that he had seen the accident. He complained that I never asked his opinion.
deny exclaim explain	"I have never met her!" "It's a tragedy!" "It's a complicated problem."	He denied that he had ever met her. He exclaimed that it was a tragedy. He explained that it was a complicated problem.

Introductory Verb	Direct Speech	Reported Speech
inform sb promise suggest	<i>"Your request is being reviewed."</i> <i>"I won't be late."</i> <i>"You ought to give her a call."</i>	He informed me that my request was being reviewed. He promised that he wouldn't be late. He suggested that I (should) give her a call.
explain to sb + how	<i>"That's how I succeeded."</i>	He explained to me how he had succeeded.
wonder where/what/why/ how + clause (when the subject of the introductory verb is not the same as the subject in the indirect question)	<i>He asked himself, "How old is she?"</i> <i>He asked himself, "Where are my keys?"</i> <i>He asked himself, "Why is she so cold?"</i> <i>He asked himself, "What is the right answer?"</i>	He wondered how old she was. He wondered where his keys were. He wondered why she was so cold. He wondered what the right answer was.
wonder whether + to-inf or clause wonder where/what/ how + to-inf (when the subject of the infinitive is the same as the subject of the verb)	<i>He asked himself, "Shall I invite them?"</i> <i>He asked himself, "Where shall I go?"</i> <i>He asked himself, "What shall I read first?"</i> <i>He asked himself, "How shall I tell her?"</i>	He wondered whether to invite them. / He wondered whether he should invite them. He wondered where to go. He wondered what to read first. He wondered how to tell her.

18 Fill in the gaps with the introductory verbs from the list below in the past simple.

- agree
- wonder
- accuse
- warn
- complain
- promise
- boast
- encourage

- 1 "I'll do the washing up tomorrow," he told his mother.
He ... *promised* ... his mother that he would do the washing up the following day.
- 2 "The food at this restaurant is terrible!" he said to his friends.
He to his friends about the food at the restaurant.
- 3 "Go ahead! Apply for the job!" he told Fiona.
He Fiona to apply for the job.
- 4 "I'm the best table tennis player in the school," he said.
He about being the best table tennis player in the school.
- 5 "You told them my secret!" he told Carol.
He Carol of telling them his secret.
- 6 "Don't touch the stove!" she told me.
She me not to touch the stove.
- 7 "Where did I leave my wallet?" he asked himself.
He where he had left his wallet.
- 8 "Yes, it was a good result for the team," he said.
He that it was a good result for the team.

7

Reported Speech

19 Turn the following into **reported speech** using appropriate introductory verbs.

- | | |
|---|--|
| <p>1 "Why don't we play a game of chess?" said Elizabeth.
<i>Elizabeth suggested playing a game of chess.</i></p> <p>2 "I'm a brilliant driver," said James.
.....</p> <p>3 "No, I won't tell you my password," Paula said.
.....</p> <p>4 "I'm sorry I haven't replied to your email," said Rachael.
.....</p> | <p>5 "Would you like me to help you make the cake?" she said.
.....</p> <p>6 "Don't forget to turn off the oven," he said.
.....</p> <p>7 "Yes, I broke the vase," Tom said.
.....</p> <p>8 "Put your hands up!" the police officer said to the thief.
.....</p> |
|---|--|

20 Complete the sentences.

- 1 "You should exercise three times a week," the doctor said to him.
The doctor advised *him to exercise three times a week.*
- 2 "Let's go to the cinema tonight!" he said.
He suggested
- 3 "You must do your chores before you watch the football match," mum said to me.
Mum insisted
- 4 "No, I will not lend you any money," he said to me.
He refused
- 5 "Please, please, let me stay up late tonight," Brian said to his mother.
Brian begged
- 6 "No, I didn't eat all the biscuits!" Greg said.
Greg denied
- 7 "This is how to make the pasta sauce," she told him.
She explained

21 Turn the sentences into **reported speech** using the following introductory verbs: **urge, promise, encourage, ask, complain, exclaim, inform, refuse.**

- 1 **Sam:** How long will it take you to finish the essay, Chloe?
Sam asked how long it would take Chloe to finish the essay.
- 2 **Chloe:** I think I will need about another 4 hours.
.....
- 3 **Sam:** Try to finish it by 5 pm so you can come to my basketball match.
.....
- 4 **Chloe:** That gives me only two and a half hours!
.....
- 5 **Sam:** Go on, just write it quickly.
.....
- 6 **Chloe:** No, I won't rush because I want a good mark on this essay.
.....
- 7 **Sam:** But you never come and see me play.
.....
- 8 **Chloe:** I'll come to your next match.
.....



22 Turn the following into *direct speech*, as in the example.

- 1 Tom apologised for forgetting my birthday.
"I'm sorry I forgot your birthday," Tom said to me.
- 2 Frank admitted to breaking the window.

- 3 The teacher explained to us how to do the experiment.

- 4 He denied having stolen the money.

- 5 Steve begged his father to buy him a car.

- 6 The headmaster accused him of cheating on the test.

- 7 Lisa claimed to have travelled around China.

23 Choose the correct answer.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1 The policeman said they had to leave the area immediately.
 (a) "You must leave the area now."
 b "You had to leave the area then." 2 Steven said he had finished his homework before he went out.
 a "I have finished my homework before I went out."
 b "I had finished my homework before I went out." 3 She told them the letter had been sent the day before.
 a "The letter had been sent yesterday."
 b "The letter was sent yesterday." | <ol style="list-style-type: none"> 4 Jane said that she might have upset her best friend.
 a "I may upset my best friend."
 b "I might have upset my best friend." 5 Harry said that they were going to continue working the next day.
 a "We are going to continue working tomorrow."
 b "We were going to continue working tomorrow." 6 Sarah said it was the best birthday present she had ever received.
 a "This is the best birthday present I've ever received."
 b "This was the best birthday present I've ever received." |
|---|--|

Punctuation in Direct Speech

- We capitalise the first word of the quoted sentence. The full stop, the question mark, the exclamation mark and the comma come inside the inverted commas. The comma comes outside the inverted commas only when "he said/asked" precedes the quoted sentence. *"She is on holiday," he said. He said, "She is on holiday." "She," he said, "is on holiday." We do not use a comma after the question mark. "Shall we go out?" he asked. BUT He asked, "Shall we go out?"*
- The subject pronoun comes before the reporting verb (said, asked, etc) whereas the noun subject often comes after 'said', 'asked', etc. at the end or in the middle of the quoted sentence. *"She failed the test," he said. "She failed the test," said Tom. "She," said Tom, "failed the test." BUT He/Tom said, "She failed the test." (NOT: Said Tom, "She failed the test.")*
- Each time the speaker changes we normally start a new paragraph.

7

Reported Speech

24 Punctuate the following making any other necessary changes.

- | | |
|--|--|
| 1 "Shall we play tennis on Saturday?" she asked. | 5 Red is my favourite colour Tom said |
| 2 Colin his mother said is not here | 6 Danny said I play the piano |
| 3 He said stop making noise | 7 Do you prefer basketball or football Peter asked |
| 4 Why are you late the teacher asked | 8 Barbara said I wasn't even listening |

25 Turn the following into direct speech. Be careful of the punctuation.

The policeman ordered the driver to stop his car. The driver agreed, but he wondered what the matter was. The policeman inquired if the driver had seen the speed limit signs. The driver denied having seen any. The policeman explained that it was illegal to drive at more than 50 km an hour on that stretch of road. The driver protested that he hadn't been speeding but the policeman insisted that he would have to give him a ticket.



"Stop the car!" said the policeman.

.....

.....

.....

.....

.....

Subjunctive

The bare infinitive form of the subjunctive is used after certain verbs and expressions to give emphasis. These are: **advise, ask, demand, insist, propose, recommend, request, suggest, it is essential, it is imperative, it is important, it is necessary, it is vital** followed by **(that) + subject**. We use **should + simple form** instead of the bare infinitive form of the subjunctive.

He insists **(that) we be** here on time. (less usual) He insists **(that) we should be** here on time. (more usual)

26 Rewrite the following sentences using the words in brackets.

- "I would eat only the chicken," he said. (**suggest**)
He suggested (that) I (should) eat only the chicken.
- "Why not wear a tuxedo to the wedding?" said dad. (**recommend**)
.....
- "Let's go to the park," he said. (**propose**)
.....
- "Please bring me a glass of water," she said. (**request**)
.....
- "You must study harder," said Mrs Jones. (**insist**)
.....
- "You need to keep a record of your appointments," she said. (**advise**)
.....

27 Write the correct form of the verb in brackets. Some of the verbs are passive.

- 1 It is vital that the new measures *should bring/bring* (bring) hooliganism under control.
- 2 We demanded that he (change) the date of the meeting.
- 3 He proposed that we (see) a lawyer immediately.
- 4 She insisted that his identity (reveal) to the press.
- 5 We suggested she (consult) her lawyer.
- 6 It is important that he (remain) unseen for a while.
- 7 We requested that our luggage (deliver) to our hotel.
- 8 The specialist recommended that she (take) some time off work.



Speaking Activity

(role playing and interviewing)

Alex Jones is a competitive skier. Yesterday, he was interviewed by a reporter for a sports magazine. Look at the questions and answers below, and then report what was said, as in the example.



- | | |
|--|---|
| R: Why did you become a skier? | A: Speeding down a slope! It's always thrilling. |
| A: Well, both my parents were competitive skiers, so I think it runs in the family. | R: Is competitive skiing dangerous? |
| R: Have you always liked skiing? | A: No, not at all. No more so than other sports. |
| A: Oh yes. I fell in love with the sport the very first time I put on skis, at the age of 6! | R: What are your ambitions for the future? |
| R: What do you like best about racing? | A: Well, I hope that I will win a gold medal next year! |

e.g. The reporter **asked** Mr Jones why he had become a skier. Mr Jones **replied** that...



Writing Activity

Now write a short article for a sports magazine using the information from the Speaking Activity above.

This week's feature interview is with Mr Alex Jones, a competitive skier. We first asked Mr Jones why he had become a skier. Mr Jones replied that

.....

.....

.....

.....

1 Look at Appendix 1 on pages 239–245, then fill in the correct particle(s) for the phrasal verbs.

- 1 Cindy **kept** *back* ... information from the police.
- 2 My boss told me to **keep** the good work.
- 3 Darren was **let** by the judge as this was his first offense.
- 4 Could you please **look** this contract? If you agree, sign it.
- 5 Ann has a nanny to **look** her children while she's at work.

2 Look at Appendix 2 on pages 246–253, then fill in the correct preposition.

- 1 The lifeguard **saved** the child *from* ... drowning.
- 2 He was **sorry** the way he had behaved at the party.
- 3 Claire **spent** all her pocket money sweets.
- 4 She hasn't got a lot of **taste** clothes.
- 5 She has **warned** her son talking to strangers.

Idioms

be sick and tired of sb/sth:

be annoyed by sb/sth

break one's word: not keep one's promise

bark up the wrong tree: get the wrong idea

beat about the bush: talk indirectly about sth

break the news: tell sb bad news

3 Fill in the correct idiom. Put it in the correct tense.

- 1 Lisa *broke her word*; she promised she'd help me with my essay today, but instead she's gone skiing.
- 2 The police are; the man they are investigating had nothing to do with the robbery.
- 3 I of Greg leaving his dirty clothes on the floor.
- 4 Don't, John; if you have something to say, say it now.
- 5 Kim to her parents that she had failed the important exam.

4 Use the word in bold to form a word that best fits each gap.



The Amazing Camel

The camel is a fascinating animal which is 0) ... *perfectly* ... suited for life in the hot desert. For centuries, it has helped human 1) there, too. Indeed, the only reason nomadic tribes were able to 2) cross the huge deserts of Arabia and 3) Africa was because of this amazing animal.

So what makes the camel so special? Well, for one thing, camels can last for weeks in 4) hot temperatures without food and water. When they do need water, they can drink 5) water that would be too dangerous for a human to drink. Also, they can eat virtually anything that grows in the desert.

Camels also have incredible 6) They can carry up to 450 kg on their backs! Furthermore, female camels produce 7) milk that humans can drink. This milk has often helped humans survive in the desert when water supplies have been 8)

For many years, it was 9) believed camels stored water in their hump. In fact, they store fat there. When food is scarce, camels live off this fat. However, when a camel's hunger reaches the point of 10), its hump shrinks and can even slip off its back and hang down its side!

PERFECT

**SURVIVE
SUCCESSFUL
NORTH**

**BOIL
SALT**

**STRONG
NUTRITION**

**SUFFICIENT
MISTAKEN**

STARVE

5 Read the text below and think of the word which best fits each gap.

The Burj Al Arab Hotel



The Burj Al Arab is a luxury hotel in Dubai, United Arab Emirates. It stands 0) *on* a man-made island located just off Dubai's coast, and is connected to the mainland 1) means of a private bridge.

The Burj Al Arab, 2) is currently the second tallest hotel in the world, is truly an amazing building. It was designed to look 3) the sail of a 'dhow', a type of Arabian boat. Tom Wright, the architect 4) designed the hotel, said he wanted the Burj Al Arab to be an 'iconic' structure for Dubai like the Eiffel Tower is for Paris.

The Burj Al Arab has 202 rooms, all of them suites, as well 5) six award-winning restaurants. One of these restaurants, the Al Muntaha, is 200 metres above sea level and offers fantastic views 6) Dubai.

Guests who decide to stay at the Burj Al Arab can look 7) to receiving exceptional service. From the moment you check 8), to the moment you are dropped 9) at the airport, the hotel's staff take care of everything.

Unfortunately, entry into the Burj Al Arab Hotel is not allowed 10) you are a hotel guest. But don't worry; views of the exterior of the hotel are as impressive as views of its interior. So, if you ever visit Dubai, be sure to take a photograph of the Burj Al Arab. It is 11) a doubt one of the most incredible hotels in the world!

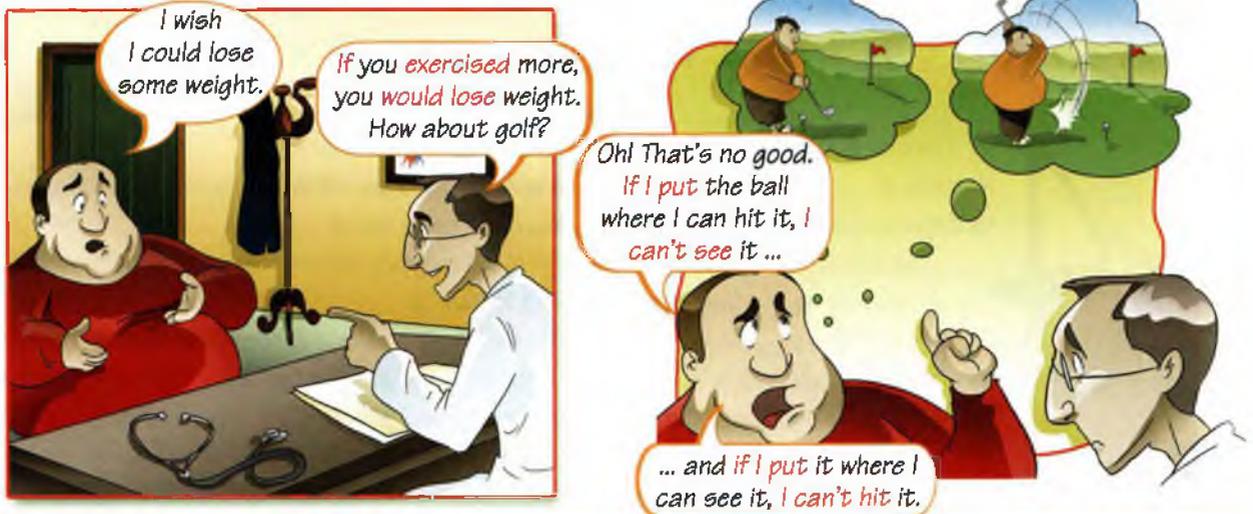
In Other Words

- 'I'm sorry I lost the book you lent me,' he said.
He apologised for losing/having lost the book I had lent him.
- 'Don't go near the edge of the cliff,' they said to us.
They warned us not to go near the edge of the cliff.
- He told the manager that he was dissatisfied with the service.
He complained to the manager about the service.
- 'Please, please don't give us any homework,' they said to the teacher.
They begged the teacher not to give them any homework.
- 'No, I won't tell you where I was last night,' he said to her.
He refused to tell her where he had been the night before.

6 Complete the sentences using the words in bold.

- 1 "I'm sorry I forgot your birthday," he told me.
apologised He ... *apologised for forgetting/having forgotten* ... my birthday.
- 2 "Don't drive fast on the icy road," the policeman said to her.
warned The policeman fast on the icy road.
- 3 The coach told the team that he was disappointed with their performance.
complained The coach their performance.
- 4 "Please, please stop playing the music so loudly," mum said to me.
begged Mum the music so loudly.
- 5 "No, I won't tell you how I did the trick," the magician said to her.
refused The magician how he had done the trick.

25 Listen and repeat. Then act out.



Conditionals

- Conditional clauses have two parts: the **if-clause** (hypothesis) and the **main clause** (the result).
If you post the invitations today, they will arrive on time.
 if-clause main clause
- When the **if-clause** comes before the main clause, we separate the two clauses with a comma.
If you work hard, you will succeed.
We don't use a comma when the if-clause follows the main clause. *You will succeed if you work hard.*
 There are four types of conditionals:

	if-clause (hypothesis)	Main clause (result clause)	Use
Type 0 general truth or scientific fact	if/when + present simple	present simple	something which is always true
	<i>If/When water freezes, it turns into ice.</i>		
Type 1 real in the present/future	if + any present form (present s., present cont. or present perf.)	future/imperative/can/may/ might/must/should + bare inf./present simple	something likely to happen in the present or the future
	<i>If you finish work early, we'll go for a walk.</i> <i>If you have finished your coffee, we can pay the bill.</i> <i>If you're ill, see a doctor! If you burn yourself, it hurts.</i>		
Type 2 unreal in the present or advice	if + past simple or past continuous	would/could/might + bare infinitive	imaginary situation contrary to facts in the present; also used to give advice
	<i>If I had money, I would travel round the world. (but I don't have money – untrue in the present)</i> <i>If I were you, I would take an umbrella. (advice)</i>		
Type 3 unreal in the past	if + past perfect or past perfect continuous	would/could/might + have + past participle	imaginary situation contrary to facts in the past; also used to express regrets or criticism
	<i>If we hadn't left so early, we would have missed the plane.</i>		

- Conditionals are usually introduced by **if** or **unless** (= if not – normally used with type 1 conditionals). The following expressions can be used instead of 'if': **providing, provided (that), as long as, in case, on condition (that), but for** (= without), **otherwise, or else, what if, supposing, even if, only if**.
If you don't reserve a ticket, you won't get a seat.
Unless you reserve a ticket, you won't get a seat. (NOT: Unless you don't reserve ...)
*You will get a seat **providing/provided (that)/as long as/only if** you reserve a ticket.*
***Only if** you reserve a ticket **will you get** a seat. (When we begin the sentence with "only if", we invert the subject and the verb of the result clause.)*
*Reserve a ticket, **otherwise/or else** you won't get a seat.*
***What if** it rains, will you still go for a picnic with him?*
***Supposing** it rains, will you still go for a picnic with him?*
*Will you still go for a picnic with him **even if** it rains?*
***But for** him, I wouldn't have been able to pass the test. (If it hadn't been for him – without his help)*
- The future tense is not normally used with an **if**-clause. *Unless you leave now, you will be late. (NOT: Unless you will leave ...)* *If you pay, you will get a receipt. (NOT: If you will pay ...)*
- After 'if' we normally use **were** instead of **was** in all persons in type 2 conditionals in formal situations. **Was** is mainly used in spoken English.
*If I **were/was** you, I wouldn't buy such an expensive dress.*
- We do not normally use **will, would** or **should** in an **if**-clause. However, we can use **will, would, should** in conditionals to make a **request** or express **insistence, annoyance, doubt** or **uncertainty**. *If you **will/would** calm down for a minute, I will be able to help you. (request – Will you please calm down?)*
*If you **will make** that noise, I'll send you out. (insistence – If you insist on making that noise ...)*
*If you **will take** my iPod again without asking, I'll never lend you anything. (annoyance – If you do that again, I'll be very annoyed.)*
*If you **should** need any help, ask me. (uncertainty – I am not sure you will need help.)*
- We can omit 'if'. When we omit 'if' **should, were** and **had** (past perfect) come before the subject.
*If he **should** turn up, tell him to wait for me. → **Should he** turn up, tell him to wait for me.*
*If I **were** you, I would speak to her. → **Were I** you, I would speak to her.*
*If he **had** known, he would have told us. → **Had he** known, he would have told us.*

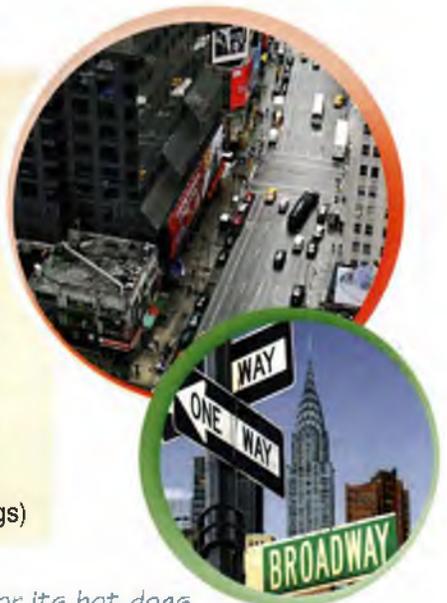
1 A friend of yours is going to New York City. You have been there before. What information do you give him/her? First, match the items in column A to the ones in column B, then make sentences, as in the example.

A

- 1 f try New York cuisine
- 2 go clothes shopping
- 3 stay at a luxury hotel
- 4 get a great view of the city
- 5 enjoy thrilling rides
- 6 see an entertaining musical

B

- a Broadway Avenue (the centre of the American theatre industry)
- b The Plaza Hotel (has a pool and a spa)
- c The Empire State Building (the tallest building in New York City)
- d Macy's (the second largest department store in the world)
- e Coney Island (has a number of amusement parks)
- f Katz's Deli (famous for its hot dogs)



If you want to try New York cuisine, go to Katz's Deli. It's famous for its hot dogs.

8

Conditionals / Wishes / Unreal Past

2 Write sentences using the ideas in the pictures, as in the example.



1 fly/around world



2 buy/mansion



3 find/part-time job



4 go/Athens

What would you do if you ...

- 1 had a private jet?
If I had a private jet, I would fly around the world.
- 2 won a million pounds?
.....
- 3 wanted to earn some money?
.....
- 4 had a week off?
.....

3 Complete the sentences for each picture using type 3 conditionals, as in the example.



- 1 not forget/set alarm → not wake up/late
If Ben hadn't forgotten to set the alarm, he wouldn't have woken up late.
- 2 not wake up/late → not miss/bus
.....
- 3 not miss/bus → not go/café
.....
- 4 not go/café → not meet/singer
.....
- 5 not meet/singer → not get/free tickets to concert
.....

4 Rephrase the following using *unless*.

- 1 If the neighbours don't stop shouting, I'll call the police.
Unless the neighbours stop shouting, I'll call the police.
- 2 If he doesn't pay the fine, he may go to prison.
.....
- 3 If the traffic isn't heavy, we should arrive by 10 pm.
.....
- 4 If the buses aren't running, we'll get a taxi.
.....
- 5 If the athlete doesn't improve his speed, he won't break the record.
.....
- 6 If the weather doesn't act better, we will cancel the football game.
.....

5 Fill in: *if* or *unless*.

- 1 *Unless* you take a taxi, you won't get to the airport on time.
- 2 it rains heavily tomorrow, I won't go to football practice.
- 3 you have booked a table, you won't be able to eat here tonight.
- 4 I have enough time this weekend, I'll visit my grandmother.
- 5 you are willing to study very hard, you'll never pass the test.
- 6 I find a cheap flight, I won't be going abroad this summer.
- 7 he sets his alarm, he won't wake up on time in the morning.
- 8 I go to Paris, I'll buy lots of souvenirs.

6 Underline the correct item.

- 1 A: Could we have a table for four, please?
B: Only if/Supposing you have a reservation, sir. We are very busy tonight.
- 2 A: Would you like to go bowling this evening, Steve?
B: I'd love to; providing/unless I finish this report by 5 o'clock.
- 3 A: Unless/As long as you train hard, you won't be ready to run the marathon next month.
B: I know; I'm trying to run a few kilometres every day.
- 4 A: Hurry up or else/but for we'll miss the train!
B: I'm walking as fast as I can!
- 5 A: But for/Only if Tom's mistake, we would have won that game.
B: I know, but we shouldn't blame him.
- 6 A: Supposing/Provided you forgot your wallet at home, what would you do?
B: I'd probably borrow some money from a classmate.

7 Look at the pictures, then use the ideas to write conditional sentences. What type is each sentence?



1 Jack missed the train this morning. He was late for work.
If Jack hadn't missed the train this morning, he wouldn't have been late for work. (Type 3)



4 Put water in the freezer. It becomes ice.
.....
.....



2 Tim is still studying. He can't go to the park.
.....
.....



5 Greg didn't read his emails. He missed the meeting.
.....
.....



3 Grace has a headache today. She can't go to work.
.....
.....



6 We must water the flowers. They die.
.....
.....

8

Conditionals / Wishes / Unreal Past

8

Rewrite the sentences using inversion, as in the example.

- If he had known about the meeting, he would have come.
Had *he known about the meeting, he would have come.*
- If the plane leaves on time, I'll arrive in Paris at noon.
Should
- If you had left earlier, you wouldn't have missed the bus.
Had
- If I were you, I wouldn't tell anyone about it.
Were
- If you see Paul, tell him I want to see him.
Should
- If he had studied harder, he would have passed the test.
Had
- If you drink too much coffee, you won't be able to sleep.
Should
- If I were you, I would write him a thank-you letter.
Were

9

Put the verbs in brackets into the correct tense.

- A: My mobile phone hasn't been working lately.
B: If you *were* (be) you, I *would get* (get) a new one.
- A: If you (not/help) me, I (never/pass) the driving test.
B: I was glad to be of assistance.
- A: Can I go to the cinema tonight?
B: OK. As long as you (do) your chores first.
- A: If you (go) to the chemist's, (you/get) me some vitamin tablets?
B: No problem.
- A: Unless you (practise) regularly, you (not/become) a good golf player.
B: I know. I'll try my best.
- A: That bag seems too heavy for the old woman.
B: If I were you, I (offer) to carry it for her.

10

Complete the following sentences with an appropriate conditional clause.

- If I won £1,000,000, *I would buy myself a villa by the sea.*
- If you do well in the interview,
- If you had caught the bus,
- Should you see Jane tonight,
- But for him, I
- Unless you take a taxi,
- She would have gone to work
- Only if you save your money,

11 Put the verbs in brackets into the correct tense.

- 1 If he hadn't read the notice in the newspaper, George ... *would never have applied* ... (never/apply) for the job.
- 2 Suppose you (lose) your house keys, what (you/do)?
- 3 If I were you, I (accept) the invitation.
- 4 If Alan (not/wake up) late, he would have arrived at work on time.
- 5 I (go) to the gym providing I have time after work.
- 6 If Karen (not/have to) finish an essay tonight, she would come to the cinema.
- 7 If you (wear) your raincoat, you wouldn't have got wet.
- 8 Unless the weather (improve), we (not/go) camping this weekend.
- 9 Only if David (arrive) home soon, will we go to the cinema.
- 10 But for one mistake, Brian (get) all the questions correct on the test.

12 What do the *if*-clauses express: request, insistence, annoyance or uncertainty?

- 1 If you will wash up afterwards, I'll make lunch. *request*
- 2 If you will listen to that awful music, you could at least wear headphones.
- 3 If you will lend me the money, I can pay you back on payday.
- 4 If he should come, tell him to wait for me.
- 5 If the dog will keep barking, I'll let it out.
- 6 If you will let me use your computer, I'll be very grateful.
- 7 If you would stop shouting, we can try to sort this problem out.
- 8 If you should have any difficulty, call me.
- 9 If you will continue ignoring me, I will leave.
- 10 If you should solve the puzzle, I'll give you a prize.

Mixed Conditionals

We can mix type 2 and type 3 conditionals.

	If-clause	Main clause	
Type 2	<i>If I were you, (You are not me, If he were a fast runner, (He is not a fast runner,</i>	<i>I would have invited her. so you didn't invite her.) he would have won the race. so he didn't win the race.)</i>	Type 3
Type 3	<i>If she had saved her money, (She didn't save her money,</i>	<i>she would be going on holiday. so she isn't going on holiday.)</i>	Type 2

13 Rewrite the following as mixed conditional sentences, as in the example.

1 She isn't at the meeting because she wasn't told about it.
She would be at the meeting if she had been told about it.

2 They didn't eat any breakfast. They're hungry now.

3 Susan is inexperienced. She didn't take the job.

4 He didn't train every day. He won't win the race.

5 I didn't book seats. We can't go to the concert tonight.

6 He isn't driving carefully. He crashed the car into a tree.

7 I don't know him very well. I didn't invite him to my party.

8 You don't pay attention. You made so many mistakes.

Implied Conditionals

Often the *if*-clause is implied, not stated. Conditional verbs are still used in the result clause (main clause).

He committed the crime, otherwise he wouldn't have been arrested. (implied conditional)

If he hadn't committed the crime, he wouldn't have been arrested.

I would have stayed longer, but he didn't ask me to. (implied conditional)

I would have stayed longer if he had asked me to.

14 First underline the implied conditionals, then change them into *if*-clauses.

1 I missed the early train, otherwise I wouldn't have been late.

If I hadn't missed the early train, I wouldn't have been late.

2 The soup would have been delicious, but you added so much salt.

3 I don't know anything about cars, otherwise I would have changed the tyre myself.

4 I would have lent her the money, but she didn't ask me to.

5 They would be at the reception, but they weren't invited.

6 I would have gone to the cinema with you, but I had to study.

7 The film had a very original plot, otherwise the director wouldn't have won an Oscar.

8 The play would have been a success, but the lead actor got ill.

26 Listen and repeat. Then act out.



Wishes

	Form	Use
I wish (if only) (wish/regret about the present)	+ past simple / past continuous	wish/regret about a present situation we want to be different
<i>I wish you studied more. (It's a pity you don't.)</i>		
I wish (if only) (wish/regret about the present)	+ could + bare infinitive	wish/regret in the present concerning lack of ability
<i>I wish I could drive a car. (But I can't.)</i>		
I wish (if only) (regret about the past)	+ past perfect	regret that something happened or didn't happen in the past
<i>I wish I had taken your advice. (But I didn't. It's a pity I didn't take it.)</i>		
I wish (if only) (impossible wish for a future change)	+ subject + would + bare inf. (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 drive more carefully. (But I don't think he will. – wish for a future change unlikely to happen)</i>		
<i>I wish the children would be more co-operative. (The children have refused to co-operate. – dissatisfaction)</i>		
<i>I wish you would be more patient with Jim. (Please be more patient with him. – request implying lack of hope)</i>		
<i>I wish it would stop raining. (But I'm afraid it won't stop raining. – wish implying disappointment)</i>		

- In wishes we go one tense back. This means that we use the past simple in the present or the past perfect in the past. *He's ill. He wishes he weren't ill. (present)*
I overslept yesterday. I wish I hadn't overslept yesterday. (past)
- After **I wish** we can use **were** instead of **was** in all persons. *I wish I was/were richer.*
- **If only** means the same as **I wish** but it is more dramatic. *If only I was/were richer.*

8

Conditionals / Wishes / Unreal Past

15 Read what Conrad says, then write what he wishes, as in the example.



- I didn't check the forecast.
- It has been raining all day.
- My tent is leaking; I can't fix it.
- I didn't buy a good tent.
- The mosquitoes are biting me.
- I didn't bring any insect repellent.

- 1 *I wish I had checked the forecast.*
- 2
- 3
- 4
- 5
- 6

16 Fill in the gaps with an appropriate auxiliary/modal verb.

- | | |
|---|---|
| 1 She can't type but she wishes she <i>could</i> | 9 She won't accept help but I wish she |
| 2 They didn't buy the antique vase but they wish they | 10 They haven't got any pets but they wish they |
| 3 I'm not going to the concert but I wish I | 11 I didn't see the programme but I wish I |
| 4 I'm not very tall but I wish I | 12 She's not qualified enough for the job but she wishes she |
| 5 I didn't go to the meeting but I wish I | 13 He can't afford to buy her a diamond ring but he wishes he |
| 6 I can't tell him the truth but I wish I | 14 I don't live close to the office, but I wish I |
| 7 I don't earn much money but I wish I | 15 She hasn't got a fax machine but she wishes she |
| 8 He probably won't listen but I wish he | |

17 Match the items in column A with those in column B to make complaints, using *would/wouldn't*. Then, decide which person from the list is making each complaint.

- librarian • zoo-keeper • actor • doctor • shop manager • journalist • referee

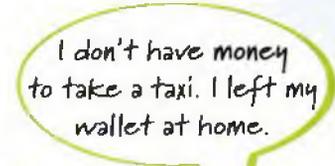
A		B	
1 <input type="checkbox"/> <i>c</i>	I wish readers	a	(eat) healthily.
2 <input type="checkbox"/>	If only the politician	b	(play) fairly.
3 <input type="checkbox"/>	I wish my patients	c	(not write) on the books.
4 <input type="checkbox"/>	If only the audience	d	(arrive) at work on time.
5 <input type="checkbox"/>	I wish my staff	e	(not talk) during the play.
6 <input type="checkbox"/>	If only the teams	f	(not feed) the animals.
7 <input type="checkbox"/>	I wish visitors	g	(answer) my questions about the economy.

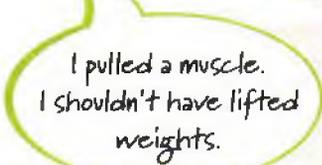
I wish readers wouldn't write on the books.

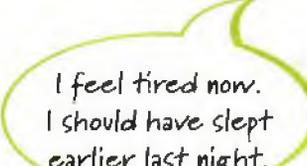
18 Put the verbs in brackets into the correct tense.

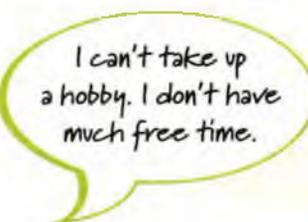
- 1 A: I wish I ... *could speak* ... **(speak)** another language.
B: It's never too late. You could take an evening course.
- 2 A: If only I **(train)** harder for the race.
B: Well, you can compete again next year.
- 3 A: I wish I **(not/give)** George the money.
B: Don't worry; he will pay you back soon.
- 4 A: I wish Bill **(tell)** us why he's so sad today.
B: Maybe he just needs some time alone.
- 5 A: I wish you **(take off)** your dirty boots at the door.
B: Sorry. I'll try to remember next time.
- 6 A: I wish I **(wear)** my heavy coat. I feel really cold now.
B: It's not your fault. The weather forecast said it would be sunny.
- 7 A: If only my children **(be)** more helpful with the housework.
B: You should give them some chores to do.
- 8 A: If only it **(stop)** snowing.
B: I know. It makes driving very dangerous.

19 Read the speech bubbles and make sentences, as in the example.

1  I wish *I hadn't left my wallet at home*
if *I hadn't left my wallet at home, I would have money to take a taxi*

2  I wish
If

3  I wish
If

4  I wish
If

20

Put the verbs in capitals into the correct form.

Dear Ben,

Well, it's been two weeks since I started living in my new house, but I already wish my family
 1) ... *hadn't moved* here. I honestly thought I would enjoy the quiet life of the village, but
 now I wish we 2) to our old house in the city. The problem is it's just so
 quiet here. If only there 3) more people my age, then maybe I wouldn't
 feel so lonely. Sometimes, I really miss my friends in my old neighbourhood. I wish I
 4); then I would be able to visit them more often. If only my dad
 5) his new job; then we wouldn't have needed to move at all. Sorry, Ben,
 I wish I 6) a more cheerful letter. Hopefully the next time I write, I will feel
 better. If only I 7) more patient! I look forward to hearing from you soon.
 Steve

NOT/MOVE
 RETURN
 BE
 DRIVE
 NOT/TAKE
 WRITE
 BE



Listen and repeat. Then act out.



Unreal Past

- The past simple can be used to refer to the present (unreal present) when we talk about imaginary, unreal or improbable situations which are contrary to facts in the present. The past perfect can be used to refer to imaginary, unreal or improbable situations which are contrary to facts in the past (unreal past).

Past Simple is used with:

- **Conditionals Type 2** (unreal in the present)
If I were you, I would pay.
- **wish** (present) *I wish he were here now.*
- **Suppose/Supposing**
Suppose you were asked to move out, what would you do?
- **I'd rather/sooner sb ...** (present)
I'd rather you went now.
- **as if/as though** (untrue situation in the present)
He isn't French but he speaks French as if he were from France.
- **it's (about/high) time** *It's time you retired.*

Past Perfect is used with:

- **Conditionals Type 3** (unreal in the past)
If I had seen him, I would have told you.
- **wish** (past) *If only you had taken his advice when he gave it.*
- **Suppose/Supposing**
Suppose you had seen the crime being committed, what would you have done?
- **I'd rather/sooner sb ...** (past)
I'd rather you hadn't told all those lies.
- **as if/as though** (untrue situation in the past)
He hadn't been awarded the first prize but he behaved as if he had been awarded it.

had better = should

We use **had better** + infinitive without 'to' to give advice or to say what the best thing to do in a particular situation is.

I had better + present infinitive without 'to' (present/future reference)

*We had better **stop** smoking. (= We should stop smoking.)*

It would have been better if + past perfect (past reference)

*It would have been better if you **hadn't lied** to her. (= You shouldn't have lied to her.)*

I'd (would) rather = I'd prefer

- when the subject of **would rather** is also the subject of the following verb

I'd rather + present infinitive without 'to' (present/future reference)
perfect infinitive without 'to' (past reference)

*I'd rather **go** to the shops tomorrow. I'd rather **not have gone out** yesterday.*

- when the subject of **would rather** is different from the subject of the following verb

I'd rather sb + past simple (present/future reference)
past perfect (past reference)

*I'd rather you **studied** a little more.
 I'd rather you **hadn't lied** to me.*

- **prefer + -ing form/noun + to + -ing form/noun** (general preference) *I **prefer (watching) TV to (going to) the cinema.***
- **prefer + full infinitive + rather than + infinitive without 'to'** (general preference) *I **prefer to stay at home rather than go out.***
- **would prefer + full infinitive + rather than + infinitive without 'to'** (specific preference) *I'd **prefer to write to him rather than call him.***
- **would rather + infinitive without 'to' + than + infinitive without 'to'** (specific preference) *I'd **rather buy a new dress than have this one taken in.***

21 Put the verbs in brackets into the correct form.

- 1 A: Would you like to go to the theatre this evening?
 B: Great idea. We had better*reserve*..... **(reserve)** our seats.
- 2 A: I didn't enjoy the exhibition very much.
 B: Me neither. I would rather they **(display)** more modern art.
- 3 A: Did you enjoy the concert last weekend?
 B: No, I'd rather **(go)** to the cinema.
- 4 A: Do you read many books?
 B: No, I prefer **(watch)** television to **(read)** books.
- 5 A: You had better **(train)** hard for the race next month.
 B: I will. I want to win a medal.
- 6 A: I'd rather you **(not/wear)** your shoes inside the house.
 B: No problem. I'll take them off.
- 7 A: I'm going to walk into the city centre.
 B: Then you'd better **(wear)** your raincoat. It's going to rain later.
- 8 A: Shall I take the lawnmower into the shed?
 B: I'd rather you **(not/move)** it. I'm going to use it later.

22 Underline the correct tense.

- 1 Supposing you **had seen/had been seen** taking the money, what would you have done?
- 2 Paul acted as if he **owns/owned** the company.
- 3 I wish I **went/had gone** to the concert last night.
- 4 It's high time you **learnt/had learnt** how to cook.
- 5 Suppose you **saw/had seen** someone getting mugged, what would you do?
- 6 It's about time we **replaced/had replaced** the old printer.
- 7 I'd rather you **hadn't told/didn't tell** everyone my secret at the party last night.
- 8 I would have prepared some sandwiches if I **knew/had known** you were visiting.
- 9 I'd rather you **didn't turn on/hadn't turned on** the TV when I'm reading.
- 10 If only I **didn't break/hadn't broken** my dad's camera. He's very angry with me.

23 Put the verbs in brackets into the correct form.

- 1 Suppose you *met* (meet) a famous actor, would you ask him for his autograph?
- 2 I wish I (ask) my parents' advice before I decided to buy the house.
- 3 Alan says he would rather (prepare) the dinner by himself.
- 4 I'd rather you (send) me a letter than an email.
- 5 Supposing I needed to borrow some money, (you/lend) some to me?
- 6 She isn't a trained ballerina but she dances as if she (be).
- 7 If you hadn't left early, you (hear) Tom playing the guitar.
- 8 I wish Alan (not/change) jobs; it's not the same here without him.

24 Complete the sentences, as in the example.

- 1 Your friends want to go surfing but you just want to sunbathe. What do you say?
I would prefer *to sunbathe rather than go surfing*
- 2 Your parents want you to take out the rubbish. You want your brother to do it. What do you say?
I'd rather
- 3 Your brother has started playing the violin. You want him to stop practising late at night. What do you say?
I'd rather you
- 4 Your friend has the flu. You think she should go to the doctor. What do you say?
You'd better
- 5 Your parents have offered to buy you an MP3 player for your birthday rather than the computer you had asked for. What do you say?
I'd rather you
- 6 Your friend has asked if you'd like to go to the beach. You want to stay at home. What do you say?
I would prefer
- 7 Your friend eats a lot of junk food. You think she should eat less. What do you say?
You had better
- 8 Your parents ask if you enjoyed your visit to the museum. You regret having gone. What do you say?
I'd rather

25 Choose the correct item.

- | | |
|--|--|
| 1 I wish you be more careful with my laptop.
A could B would C rather | 4 You speak to the manager about this issue.
A should B rather C better |
| 2 If only the children make so much noise.
A wouldn't B couldn't C shouldn't | 5 I Rachael had invited me to the dinner party.
A prefer B rather C wish |
| 3 You'd bring your umbrella with you.
A better B rather C prefer | 6 I wish I speak Japanese.
A would B should C could |



Speaking Activity

(giving advice – conditionals)

A friend of yours has joined a new school and is finding it difficult to make new friends. Use the prompts to give him advice. Use a variety of conditionals.



- look for other new students – looking for new friends too
- introduce yourself first – other students won't be nervous around you
- smile – people approach you
- be yourself – students enjoy talking to you
- join an afterschool club – meet students with the same interests

e.g. If I were you, I would look for other new students in the school. They are probably looking for new friends, too...



Writing Activity

Write an email to your friend based on your answers in the Speaking Activity above.

Dear Sam,
I'm sorry to hear you're finding it difficult to make friends at your new school. I'd like to give you some advice.
If I were you, I would look for other new students in the school. They are probably looking for new friends, too.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

1 Look at Appendix 1 on pages 239–245, then fill in the correct particle(s) for the phrasal verbs.

- Without my glasses I can hardly **make** *out* the words on the page.
- She must have **made** that story; it can't be true.
- His grandmother **passed** in March last year.
- At the party he **passed** himself as a rich businessman.
- Pull yourself** and stop behaving like a child.

2 Look at Appendix 2 on pages 246–253, then fill in the correct preposition.

- I usually travel to work *by* bus.
- I must pass my exams all costs.
- The bus only stops here request.
- I was a loss for words when I saw him.
- Mum made the scarf hand.

Idioms

- at the drop of a hat:** immediately
- from scratch:** from the beginning
- in the limelight:** receiving a lot of attention
- in a tight squeeze:** in financial difficulty
- on the dole:** unemployed and receiving money from the state

3 Fill in the correct idiom.

- Sorry I can't lend you any money; I'm actually *in a tight squeeze* myself.
- Ted loved being after he won the talent competition.
- Frank threw the piece of paper in the bin and started writing the letter again
- If you asked Colin to help you, I'm sure he would do so
- Bob has been since he lost his job at the factory.

4 Use the word in bold to form a word that best fits each gap.



Jellyfish

Jellyfish are beautiful and 0) *mysterious* sea creatures, well-known for their 1) stings.

They come in many different colours and patterns, and some jellyfish even glow in the dark! The smallest are just a few inches wide while the largest can grow to an incredible 2) of 120 feet!

Jellyfish move through the water like an umbrella. They do this by opening their skin and letting water flow inside. Then they push all the water out.

When this happens, the jellyfish 3) shoot forward.

Every year, 4) stories are published in newspapers about people who have been stung by jellyfish. However, although it is true that some types of jellyfish can be 5) dangerous, the majority are actually absolutely 6) They simply float around peacefully in the ocean.

In 7), jellyfish need to be more afraid of humans than we of them. Why? Because jellyfish is on the menu in several countries! The 8), for instance, consider jellyfish a delicacy. In Japan you can even buy jellyfish sweets and jellyfish sushi! The locals enjoy its 9) texture although foreigners usually say it tastes quite bland!

MYSTERY
POISON

LONG

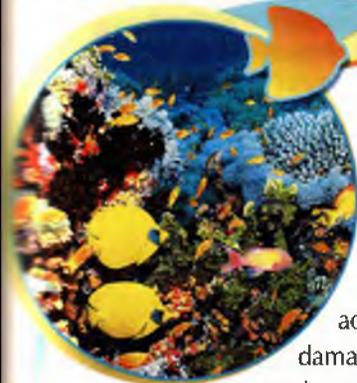
SUDDEN
SHOCK
EXTREME
HARM

REAL
JAPAN

RUBBER

5 Read the text and decide which answer best fits each gap.

Coral Reefs



Coral reefs are structures of hard rock that can be found in warm shallow sea water. They are formed by corals, small plant-like animals that live in large groups. Coral reefs are 0) ... *home* ... to an amazing variety of plants and fish. Indeed, coral reefs are so rich in colour and variety that they have been 1) the 'tropical rainforests of the sea'.

Sadly, 2) like rainforests, coral reefs are under threat from human activities. Climate change, overfishing and ocean pollution are 3) serious damage to coral reefs all over the world. Already, scientists estimate that 10% of the world's coral reefs no 4) exist and an incredible 60% are endangered. The problem 5) in the fact that coral reefs are very sensitive to changes in water temperature. Climate change, which is 6) to significantly raise water temperatures in the next few decades, could cause serious 7) to the world's coral reefs.

There are a 8) of things you can do to help protect coral reefs. For example, you could volunteer for a coral reef cleanup. Also, 9) care not to harm coral reefs when you go diving, snorkelling or sailing. Coral reefs are among the most beautiful ecosystems in the world and it's up to us to save them!

- | | | | | |
|---|-------------|-------------|--------------|--------------|
| 0 | A residence | B address | Ⓒ home | D house |
| 1 | A called | B described | C identified | D recognised |
| 2 | A right | B just | C same | D equal |
| 3 | A producing | B causing | C beginning | D developing |
| 4 | A further | B more | C extra | D longer |
| 5 | A occurs | B stays | C lies | D deals |
| 6 | A expected | B imagined | C guessed | D accepted |
| 7 | A hurt | B harm | C injury | D wound |
| 8 | A total | B amount | C figure | D number |
| 9 | A make | B take | C do | D be |

In Other Words

- *I advise you to buy your flight tickets early.*
If I were you, I would buy your flight tickets early.
- *It's a pity I didn't watch the film on TV last night.*
I wish I had watched the film on TV last night.
- *Jack got lost in the woods because he didn't bring a compass.*
Jack wouldn't have got lost in the woods if he had brought a compass.
- *I don't want to tell him the secret.*
I would rather not tell him the secret.
- *You have to be lucky to find a nice cheap flat these days.*
Only if you are lucky can you find a nice cheap flat these days.

6 Complete the following sentences using the words in bold.

- I advise you to apply for the job.
were If I *were you, I would apply* for the job.
- You have to be rich to afford a car like that.
can Only you afford a car like that.
- It's a pity I didn't attend the football match yesterday.
wish I the football match yesterday.
- He doesn't want to annoy his sister while she is studying.
rather He his sister while she is studying.
- Steve woke up late because he didn't set his alarm clock.
have Steve late if he had set his alarm clock.

 28 Listen and repeat. Then act out.



- **Nouns are:** **abstract** (art, belief, etc), **concrete** (artist, believer, etc), **proper** (Jill, Peter, Portugal, etc), **collective** (group, crowd, team, flock, herd, family, etc) and **common** (woman, dog, etc).
- There are three genders of nouns: **masculine** (He – men and boys, animals when we know their sex), **feminine** (She – women and girls, countries, ships and vehicles when regarded with affection or respect, animals when we know their sex) and **neutral** (It – things, babies and animals when we don't know their sex).
- Most nouns describing people have the same form whether they are male or female. *teacher, student, etc.* Some nouns have different forms, though. *actor – actress, groom – bride, duke – duchess, emperor – empress, heir – heiress, hero – heroine, host – hostess, prince – princess, waiter – waitress, widower – widow, policeman – policewoman, lord – lady, etc.*

The Plural of Nouns

Nouns are made plural by adding:

- **-s** to the noun. (*chair – chairs*)
- **-es** to nouns ending in **-s, -ss, -x, -ch, -sh** or **-z**. (*bus – buses, glass – glasses, fox – foxes, torch – torches, brush – brushes, buzz – buzzes*)
- **-ies** to nouns ending in **consonant + y** (*lady – ladies*) but **-s** to nouns ending in **vowel + y** (*day – days*).
- **-es** to nouns ending in **consonant + o** (*potato – potatoes*)
- **-s** to nouns ending in **vowel + o** (*studio – studios*), **double o** (*zoo – zoos*), **abbreviations** (*photograph / photo – photos, kilos, memos*), **musical instruments** (*piano – pianos*) and **proper nouns** (*Eskimo – Eskimos*). Some nouns ending in **-o** can take either **-es** or **-s**. These are: *buffaloes / buffalos, mosquitoes / mosquitos, volcanoes / volcanos, zeroes / zeros, flamingoes / flamingos, tornadoes / tornados, etc.*
- **-ves** to some nouns ending in **-f/-fe**. (*calf – calves, half – halves, knife – knives, leaf – leaves, life – lives, self – selves, thief – thieves, wolf – wolves*) (**BUT** *belief – beliefs, chief – chiefs, cliff – cliffs, handkerchief – handkerchiefs, hoof – hoofs/hoooves, roof – roofs, safe – safes, giraffe – giraffes*)
- Some nouns of Greek or Latin origin form their plural by adding Greek or Latin suffixes. *basis – bases, crisis – crises, terminus – termini, criterion – criteria, phenomenon – phenomena, stimulus – stimuli, datum – data, medium – media, etc.*

Compound nouns form their plural by adding **-s/es**:

- to the second noun if the compound consists of two nouns. *ball game – ball games*
- 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 by a preposition or to the noun if the compound has only one noun. *mother-in-law – mothers-in-law, passer-by – passers-by*
- at the end of the compound if it does not include any nouns. *letdown – letdowns*

- **Irregular Plurals:** man – men, woman – women, foot – feet, tooth – teeth, goose – geese, louse – lice, mouse – mice, sheep – sheep, deer – deer, fish – fish, trout – trout, ox – oxen, child – children, salmon – salmon, spacecraft – spacecraft, aircraft – aircraft, hovercraft – hovercraft, means – means, species – species

1 Write the plural of the following nouns.

- | | | | | | |
|-----------------|-------------|---------------|-------|------------------|-------|
| 1 nanny | ..nannies.. | 11 bush | ..... | 21 aircraft | ..... |
| 2 father-in-law | ..... | 12 pen-friend | ..... | 22 watch | ..... |
| 3 headache | ..... | 13 video | ..... | 23 crisis | ..... |
| 4 dictionary | ..... | 14 passer-by | ..... | 24 bay | ..... |
| 5 zoo-keeper | ..... | 15 violin | ..... | 25 flamingo | ..... |
| 6 phone | ..... | 16 wife | ..... | 26 taxi driver | ..... |
| 7 hoof | ..... | 17 volcano | ..... | 27 potato | ..... |
| 8 radio | ..... | 18 mouse | ..... | 28 safe | ..... |
| 9 train robbery | ..... | 19 godfather | ..... | 29 onlooker | ..... |
| 10 painkiller | ..... | 20 wish | ..... | 30 walking stick | ..... |

2 Write the plural of the nouns in brackets.

London Zoo

London Zoo has been open to the public since 1847. Today, it holds around 755 1) *species*. (**species**) of animals, making it one of the biggest 2) (**zoo**) in Britain. Although London Zoo is not home to many large animals such as 3) (**rhino**) or 4) (**elephant**), there is still a lot to see! Our aquarium contains thousands of colourful 5) (**fish**) from around the world and the amazing Gorilla Kingdom holds a number of 6) (**gorilla**)! Another popular section of the zoo is Into Africa. Here you can see a number of Africa's wild 7) (**beast**) including 8) (**zebra**) and 9) (**giraffe**). Also, don't miss the chance to take fantastic 10) (**photo**) at Butterfly Paradise; one of the biggest collections of 11) (**butterfly**) in London. So, for the perfect day out for both 12) (**adult**) and 13) (**child**), come and visit London Zoo!



3 Complete each pair below by adding the male or female equivalent.

- | | | | | | | |
|----------|-------------|-----------|-------|----|-------|-----------|
| 1 actor | ..actress.. | 6 host | ..... | 11 | ..... | bride |
| 2 | ..... | 7 heir | ..... | 12 | ..... | lord |
| 3 prince | ..... | 8 teacher | ..... | 13 | ..... | widow |
| 4 | ..... | 9 | ..... | 14 | ..... | policeman |
| 5 | ..... | 10 duke | ..... | 15 | ..... | pilot |

- 4 Match the items in column A to the ones in column B to make compound nouns. Then, form the plural.

A		B		
1	g ball	a	card	1 <i>ball game - ball games</i>
2	fishing	b	hole	2
3	run	c	pan	3
4	bus	d	print	4
5	passer	e	room	5
6	key	f	away	6
7	foot	g	game	7
8	frying	h	boat	8
9	dining	i	by	9
10	credit	j	driver	10

Countable – Uncountable Nouns

Nouns can be **countable** (those that can be counted) *1 book, 2 books, etc.* – or **uncountable** (those that can't be counted) *flour*. Uncountable nouns take a singular verb. *Information is available at the front desk.* They are not used with **a / an**. **Some, any, no, much**, etc. can be used with them. *I need some advice.* (NOT: ~~an advice~~). But we say: **a relief, a pity, a shame, a wonder, a knowledge (of sth), a help** although they are uncountable. *What a pity! It's such a shame!*

The most common **uncountable** nouns are:

- **Mass nouns: fluids:** blood, coffee, juice, milk, oil, tea, water, etc., **solids:** bread, butter, china, coal, fish (meaning food), food, fruit, glass, ice, iron, meat, soap, etc., **gases:** air, oxygen, pollution, smoke, smog, steam, etc., **particles:** corn, dust, flour, hair, pepper, rice, salt, sand, sugar, wheat, etc.).
- **Subjects of study:** Chemistry, Economics, History, Literature, Mathematics, Physics, Psychology, etc.
- **Languages:** Japanese, English, French, German, Greek, Italian, Spanish, Turkish, etc.
- **Games:** baseball, billiards, chess, football, golf, rugby, hockey, tennis, etc.
- **Diseases:** flu, measles, mumps, etc.
- **Natural phenomena:** darkness, fog, gravity, hail, heat, humidity, lightning, rain (BUT **the rains** = *season of continuous rain in tropical countries*), snow, sunshine, thunder, weather, wind, etc.
- **Some abstract nouns:** accommodation, advice, anger, applause, assistance, behaviour, business, chaos, countryside, courage, damage, dirt, education, evidence, housework, homework, information, intelligence, knowledge, luck, music, news, peace, progress, seaside, shopping, traffic, trouble, truth, wealth, work, etc.
- **Collective nouns:** baggage, crockery, cutlery, furniture, jewellery, luggage, machinery, money, rubbish, stationery, etc.
- Many **uncountable nouns** can be made **countable** by adding a partitive: *a piece of paper/cake/information/advice/furniture; a glass/bottle of water/lemonade/iced tea; a jar of jam; a sheet of paper; a box of chocolates; a packet of pasta; 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 bag of flour; a pair of trousers; a game of football; a(n) item/piece of news; a drop/bottle of oil; a tin of salmon; a can of cola; a carton of milk; a block of wood; a flash/bolt of lightning; a clap/peal of thunder, etc.*
- **Some nouns take only a plural verb.** These are objects which consist of two parts: **garments** (*pyjamas, trousers, etc.*), **tools** (*scissors, pliers, etc.*), **instruments** (*binoculars, compasses, spectacles, etc.*) or **nouns** such as: **arms, ashes, barracks, clothes, congratulations, earnings, (good) looks, outskirts, people, police, premises, riches, stairs, surroundings, wages, 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: army, audience, class, club, committee, company, council, crew, crowd, headquarters, family, jury, 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)
- With expressions of **duration, distance or money** meaning 'a whole amount' we use a singular verb.
Two weeks isn't long to wait. Ten miles is a long way to ride. Ten thousand pounds is too much to spend on house repairs.

Some nouns can be used as countable or uncountable, with a difference in meaning.

- | | |
|--|---|
| <ul style="list-style-type: none"> • Give me a piece of paper, please! • The needle of a compass always points North. • It is a custom to give presents at birthdays. • She has a lot of experience in teaching. • Would you like a glass of milk? • She has got long, blonde hair. (head of hair) • They were shocked at the scale of the disaster. • The bowl is made of wood. (the material) • He goes to work every day except Sunday. • There were many people waiting outside. • Don't go out in the rain without an umbrella. | <ul style="list-style-type: none"> • The police asked to see his papers. (documents) • You can draw a perfect circle with compasses. • All plane passengers were searched at customs. • We had lots of exciting experiences on our trip. • He can't see very well without his glasses. (spectacles) • There are two hairs in your milk! (2 single hairs) • She weighed herself on the scales. (weighing machine) • The girls got lost in the woods. (forest) • Picasso's works are really fascinating. (creations) • All peoples of the world should live in peace. (nations) • In some climates the rains come twice a year. |
|--|---|

5 Write (C) if the noun is countable or (U) if it is uncountable, as in the example.

- | | | | | | | | |
|--------------|-------|---------|-------|----------|-------|---------|-------|
| 1 child | ..C.. | 4 fruit | ..... | 7 desk | ..... | 10 oil | ..... |
| 2 Literature | ..... | 5 dirt | ..... | 8 butter | ..... | 11 smog | ..... |
| 3 host | ..... | 6 news | ..... | 9 leaf | ..... | 12 golf | ..... |

6 Suzanne is going into town to buy the items in the pictures below. Write out her shopping list.

1 .. a carton of milk ..
 2
 3
 4
 5
 6
 7
 8

- 7 Fill in the gaps with an appropriate noun + *of* to indicate quantity. More than one answer may be possible.

- | | | | | | |
|-----|------------------------------------|-----------|-----|-------|---------|
| 1 a | <i>bolt / flash of</i> | lightning | 5 a | ..... | sugar |
| 2 a | ..... | chalk | 6 a | ..... | meat |
| 3 a | ..... | football | 7 a | ..... | thunder |
| 4 a | ..... | trousers | 8 a | ..... | advice |

- 8 Complete the sentences using the nouns in their *singular* or *plural form*.

- | | | |
|--|--|---|
| 1 hair | | 4 work |
| a Lisa has got short, dark <i>hair</i> | | a The museum holds over a thousand
..... of modern art. |
| b Keith brushed off the dog <i>hairs</i>
from his jacket. | | b Paul travels to by bus
every morning. |
| 2 experience | | 5 custom |
| a Anna gained some work
by helping in her father's shop during the
summer. | | a It is a in Japan to take
your shoes off when you enter someone's
house. |
| b John's trip around Asia was full of memorable
..... | | b Frank was asked to open his bag at
..... |
| 3 glass | | 6 wood |
| a Dan couldn't read the menu because he had
forgotten to bring his | | a Pam took her dog for a walk in the
..... |
| b She offered me a of
orange juice. | | b This toy is made of |

- 9 Make the following uncountable nouns *plural*, as in the example.

- | | |
|--|--------------------------|
| 1 furniture – two <i>pieces of furniture</i> | 5 yoghurt – two |
| 2 pasta – two | 6 oil – three |
| 3 paper – four | 7 toothpaste – two |
| 4 lemonade – three | 8 salmon – five |

- **A couple of, several, a few, many, a (large, great, good) number of, both,** are followed by a countable noun. **(Too) much, a little, a great/good deal of, a large/small amount/quantity of** are followed by an uncountable noun. **A lot of, lots of, hardly any, some, no, plenty of** are followed by a countable or uncountable noun.

- 10 Underline the expressions which can be used with the nouns, as in the example.

- She has bought a couple of, several, too much, a few, a little, lots of dresses.
- She's got a little, a lot of, hardly any, several, a few experience in the clothes business.
- He drank two, both, some, several, too much glasses of juice.
- She is wearing several, too many, hardly any, too much, no jewellery.
- The fire is going out – you'll have to fetch a little, several, a couple of, some, plenty of wood.
- I've been shopping and I've got no, a few, a little, hardly any, too many money left.
- Steve has already made too much, a little, a few, a couple of, a number of friends.
- Flowers need plenty of, a number of, too many, a great deal of, a lot of water.

11 Fill in the gaps with the words from the list and put them in the correct form.

- bar • bottle • jar • loaf • bag • pot • kilo • glass



HALL'S FAMILY GROCER SPECIALS!

Buy three 1) *bottles* of cola and get a free
 2) of chocolate!
 Three 3) of jam for the price of two!
 Two 4) of bread for the price of one!
 Buy two 5) of flour – get one free!
 Six 6) of yoghurt for the price of four!
 Buy a 7) of cheese – half price!
 Enjoy a free 8) of orange juice as you shop!
 Friendly personal service guaranteed!

12 Fill in: *is* or *are*.

- | | |
|--|---|
| 1 Your jeans <i>are</i> hanging in the wardrobe. | 11 His luggage extremely heavy. |
| 2 Where my scissors? | 12 The news on at 6 o'clock. |
| 3 There a lecture on Economics today. | 13 Mumps a common illness among young children. |
| 4 Physics the study of natural laws. | 14 Sugar bad for your teeth. |
| 5 Where my boxing gloves? | 15 German difficult to learn. |
| 6 This information incorrect! | 16 Chess a popular game. |
| 7 Her hair beautiful. | 17 People starving in many countries. |
| 8 Your socks in the drawer. | 18 Happiness the key to good health. |
| 9 Her furniture very expensive. | 19 There some flour left. |
| 10 The traffic unusually light today. | |

13 Put the verbs in brackets into the correct form.

- Every time I go to the beach, sand *gets* (get) inside my shoes.
- Five miles (be) a long way to walk.
- Milk (be) good for your bones.
- The council (meet) in the town hall every Wednesday.
- Chess (be) his favourite board game.
- Gravity (cause) things to fall towards the ground.
- Greek (be) one of the most difficult languages to learn.
- Music (help) me relax after a long day at work.
- Pepper always (make) me sneeze.
- Those new glasses (look) great on you.
- Chemistry (not/interest) me at all.
- The crockery he designs (cost) a lot of money.

Word Formation

- There are certain **prefixes** (syllables put at the beginning of words) and **suffixes** (syllables put at the end of words) which are used to form new words. However, there are no exact rules to follow to form one word from another.

Prefixes

anti- = against	<i>antinuclear</i>	pre- = before	<i>prejudge</i>
bi- = two	<i>bilingual</i>	pro- = in favour of	<i>pro-American</i>
co- = with	<i>cooperation</i>	re- = again	<i>rearrange</i>
de- = acting against	<i>debug</i>	semi- = half	<i>semicircle</i>
ex- = before, former	<i>ex-general</i>	sub- = under	<i>subconscious</i>
inter- = between	<i>intermediate</i>	super- = above	<i>supernatural</i>
mono- = one	<i>monolingual</i>	trans- = across	<i>transatlantic</i>
non- = not	<i>non-stop</i>	tri- = three	<i>tricycle</i>
over- = too much	<i>overeat</i>	under- = not enough	<i>underestimate</i>
post- = after	<i>postgraduate</i>	uni- = one	<i>uniform</i>

- There are certain **prefixes** which mean **not** or show an **opposite** state or process. These are:

un- <i>unbelievable</i>	ir- (before r) <i>irresistible</i>	in- <i>incompetent</i>
im- <i>impossible</i>	il- (before l) <i>illegal</i>	dis- <i>disagree</i>
mal- <i>malfunction</i>		mis- <i>mistreat</i>

Suffixes

-ee (with passive meaning)	<i>employee</i>	-ish a) = with the quality	<i>childish</i>
-er (with active meaning)	<i>employer</i>	b) = rather	<i>smallish</i>
-ful a) = with	<i>careful</i>	-less = without	<i>careless</i>
b) = indicates quantity	<i>spoonful</i>	-proof = safe against	<i>waterproof</i>

- To describe people we add **-ar, -er, -or** to the end of verbs or **-ist, -ian** to the end of nouns or verbs making any necessary spelling changes. *lie - liar, rob - robber, create - creator, type - typist, music - musician*

Nouns formed from verbs

-age <i>break - breakage</i>	-ence <i>prefer - preference</i>	-sis <i>analyse - analysis</i>
-al <i>propose - proposal</i>	-ion <i>confuse - confusion</i>	-tion <i>direct - direction</i>
-ance <i>annoy - annoyance</i>	-ment <i>amuse - amusement</i>	-y <i>perjure - perjury</i>
-ation <i>organise - organisation</i>	-sion <i>suspend - suspension</i>	

Nouns formed from adjectives

-ance <i>tolerant - tolerance</i>	-tion <i>desperate - desperation</i>	-ment <i>content - contentment</i>
-cy <i>fluent - fluency</i>	-iness <i>happy - happiness</i>	-ty <i>royal - royalty</i>
-ence <i>obedient - obedience</i>	-ity <i>popular - popularity</i>	-y <i>honest - honesty</i>

Adjectives formed from verbs

-able <i>bear - bearable</i>	-ive <i>decide - decisive</i>
------------------------------	-------------------------------

Verbs formed from adjectives/nouns

-en <i>dark - darken</i>	<i>fright - frighten</i>
--------------------------	--------------------------

14 Make nouns from the following words.

- | | |
|---|------------------|
| 1 employ ..employee, employer, employment.. | 6 publish |
| 2 injure | 7 loyal |
| 3 except | 8 reject |
| 4 amaze | 9 drive |
| 5 differ | 10 examine |

15 Add the correct prefixes to the words in bold.

- The ..anti.. **government** protesters marched to parliament.
- John **slept** and was late for work.
- He is taking a **atlantic** flight from London to New York.
- The **president** of the United States was honoured at a ceremony.
- Superman is a comic strip character who has **human** strength.
- John left his job because he was **able** to deal with such a large amount of work.
- The two countries **operated** to catch the criminal.
- That child looks very thin. I think he must be **fed**.
- The train travels **stop** from London to Edinburgh.
- Tom knew the information was somewhere in his **conscious**, but he couldn't remember it.

16 Fill in the correct form of the words in capitals.



To be a good nurse, a nursing 1) ..qualification.. is not all you need. As a nurse, your 2) plays a huge part in how 3) you are in your work. Therefore, it's very important to make an honest 4) of your own character before you start a career in nursing. You should certainly not 5) the challenges involved in the 6) As a nurse, you need to have the 7) to care for patients on both a medical and a personal level. For example, 8) of difficult patients is a very important quality. All in all, nursing may not always be 9), but very few other jobs give such a wonderful sense of 10) each day.

- QUALIFY
- PERSONAL
- SUCCESS
- ANALYSE

- ESTIMATE
- OCCUPY
- ABLE
- TOLERANT
- ENJOY
- ACHIEVE

17 Add the correct prefixes to form the opposite of the words in bold.

- I don't know what this letter says because the handwriting is totally **legible**.
- It's raining, so **fortunately** the game has been cancelled.
- Ricky is quite **polite** as he never says 'please' or 'thank you'.
- The garden is surrounded by a tall fence and is **visible** from the main road.
- Kim found a dog on her doorstep which had obviously been **treated** by its owner.
- They had their electricity **connected** because they didn't pay the bill in time.
- Grace is quite a(n) **honest** person, so I'm not sure she is telling the truth.
- Our team isn't playing well as they seem **capable** of keeping possession of the ball today.

29 Listen and repeat. Then act out.



Indefinite article (A/An)

- **A/An** is used with singular countable nouns when we talk about them in general. *I can't find a taxi.* (Which taxi? Any taxi) **Some** is used instead of **a/an** with plural countable nouns. *There are some taxis at the taxi rank.* **Some** is also used with uncountable nouns. *Give me some sugar please.* **A/An** is often used after the verbs **be** and **have**. *She's a teacher.*
- **A/An** is used to mean **per**. *He works five days a week.* **A/An** is also used before **Mr/Mrs/Miss + surname** when we refer to an unfamiliar person. *There's a Mr Smith waiting for you.*
- **A/An** can also be used with: **money** (*a/one dollar*), **fractions** (*a/one quarter*), **weight/measures** (*an/one inch*), **whole numbers** (*a/one million*), **price/quantity** (*£1 a litre*), **frequency/time** (*twice a day*), **distance/fuel** (*50 miles a gallon*), **distance/speed** (*100 km an hour*) and **illnesses** (*a headache, a fever, have a cold, catch a cold, (a) toothache, (a) backache, a temperature*).
- We use **a/an + noun** meaning **only one** (*There's a pen on the desk.*) and **one + noun** when we want to emphasise that there is **only one** (*There's only one pen on the desk, not two.*).
- **A/An** is not used before an adjective if it is not followed by a noun. However, if the adjective is followed by a noun, we use **a** if the adjective begins with a consonant sound and **an** if the adjective begins with a vowel sound. (*It's a bike. It's blue. It's a blue bike.; It's a ball. It's orange. It's an orange ball.*)

18 Fill in the gaps with a or an.

- | | | |
|--------------------------|---------|---------|
| 1 .. <i>an</i> .. orange | 4 | 7 |
| 2 | 5 | 8 |
| 3 | 6 | 9 |

19 Fill in: a, an or some.

- | | |
|---|--------------------------------|
| 1 Could you give me .. <i>some</i> .. advice about how to lose some weight? | 6 Frank is going to hire |
| 2 Would you like | 7 Everyone was given |
| 3 Richard is eating out with | 8 Do you need |
| 4 Suzanne goes to football practice twice | 9 Rebecca is wearing |
| 5 They saw | 10 Phillip gave me |

20 Fill in the gaps with *a*, *an* or *some*.

- A: You know, there's 1) *an* excellent film on TV tonight. It's called *Iron Man* and it's about 2) inventor who becomes 3) superhero!
- B: Sounds good. What time does it start?
- A: It starts at 9.
- B: OK, but I have to do 4) chores first.
- A: Do you want 5) help with those chores?
- B: No, I can manage. But what shall we eat tonight? Do you want to get 6) takeaway?
- A: Yes, I'd love to have 7) Italian food from Fredo's, actually.
- B: Great. We'll order from there later.

21 Fill in: *a*, *an* or *some* where necessary.

When David went to 1) *a* travel agent to ask for 2) information about cruises to South America he was given 3) brochure and told that if he wanted to go, he would have to make 4) booking as soon as possible, as the next cruise was leaving in 5) fortnight. He looked at the brochure and, after 6) thought, decided to go, provided he could make 7) arrangement with his boss to get 8) time off. He gave the travel agent 9) money as a deposit, then went to his office as he had 10) important work to do. After 11) hour or so, his boss came in and David asked him if he could take 12) three weeks off as he hadn't had 13) holiday for nearly 14) year. His boss was quite agreeable, though he had at first had 15) doubts about letting David go for such 16) long time. In the end, he agreed to give him 17) entire month off, and wished him 18) wonderful holiday.



Definite article (The)

- **The** is used with singular and plural nouns, and countable and uncountable ones, to talk about something specific or when the noun is mentioned for a second time. *Can you give me the book over there?* (Which book? The one over there; specific) *(Bob found a passport on the ground. He took the passport to the police station. (the word 'passport' is mentioned for a second time))*
- **The** can also be used with the words: *beach, cinema, coast, country(side), earth, ground, jungle, radio, sea, seaside, sky, theatre, weather, world, etc.* *What's the weather like today? We usually say 'television' without 'the'. I like watching TV. BUT Turn off the television.*
 Note: *We've got a house near the sea. BUT Tom is at sea (he's sailing).*
- **The** is optional with seasons. *Where are you going in (the) summer?*
- We can use **a/an** or **the** before singular countable nouns to refer to a group of people, animals or things. *A/The tiger lives in the jungle. (We mean all tigers.) The word 'man' is an exception. Man is mortal. (NOT: The man) We omit a/an or the before a noun in the plural when it represents a group.*
Tigers are dangerous. (NOT: The tigers are dangerous.)

We use the:

- with nouns which are unique. *the moon, the Acropolis, the earth, the sun, the Eiffel Tower, etc.*
- names of cinemas (*The Odeon*), hotels (*The Ritz*), theatres (*The Lyceum*), museums (*The Louvre*), newspapers/magazines (*The Telegraph* BUT *Newsweek*), ships (*The Bounty*), organisations (*The UN*), galleries (*The National Gallery*).
- with names of rivers (*the Mississippi*), seas (*the Red Sea*), groups of islands/states (*the Virgin Islands, the USA*), mountain ranges (*the Alps*), deserts (*the Gobi desert*), oceans (*the Pacific*), canals (*the Panama Canal*) and names or nouns with 'of' (*the Tomb of the Kings, the Garden of Eden*)
Note: *the equator, the North/South Pole, the north of England, the South/West/North/East*
- with the names of musical instruments and dances. *the guitar, the waltz*
- with the names of families (*the Simpsons*), nationalities ending in -sh, -ch or -ese (*the Welsh, the Dutch, the Chinese, etc.*). Other plural nationalities are used with or without 'the' (*(the) South Africans, (the) Swiss, etc.*).
- with titles (*the Pope, the Duke of Norfolk, the Queen*). BUT 'The' is omitted before titles with proper names. *Queen Alexandra*
- with adjectives used as plural nouns (*the old, the injured, the unemployed, the sick, the privileged, the deaf, etc.*) and the superlative degree of adjectives/adverbs (*the worst*). *She's the most sensible girl in the class.*
Note: 'most' used as a determiner followed by a noun does not take 'the'. *Most children like animals. BUT Of all European cities Rome has the most beautiful fountains.*
- with the words: *station, shop, cinema, café, library, city, village, etc.* *She went to the library to return some books.*
- with the words: *morning, afternoon, evening, night.*
I'll be at work in the morning. BUT at night, at noon, at midnight, by day/night, at 4 o'clock, etc.
- with historical references/events. *the French Revolution, the Dark Ages, the Thirty Years' War* BUT *World War I*)
- with the words: *only, last, first* (used as adjectives). *He was the only person to disagree.*

We do not use the:

- with proper nouns. *Paul comes from London.*
- with the names of sports, games, activities, days, months, holidays, colours, drinks, meals and languages (not followed by the word 'language'). *She plays tennis well. She likes blue. We speak French. BUT The Latin language is hardly used now.*
- with the names of countries (*Portugal*), BUT *the Netherlands, (the) Sudan, (the) Vatican City, cities (Lisbon), streets (Regent Street, BUT the High Street, the Strand, the Bristol road, the A4, the M1 motorway), squares (Constitution Square), bridges (London Bridge BUT the Bridge of Sighs, the Forth Bridge, the Severn Bridge, the Golden Gate Bridge), parks (Regent's Park), stations (Waterloo Station), individual mountains (Everest), islands (Malta), lakes (Lake Ontario), continents (Asia)*
- with possessive adjectives. *This isn't your bag.*
- two-word names when the first word is the name of a person or place. *Charles de Gaulle Airport, Buckingham Palace* BUT *the White House*, (because the first word 'White' is not the name of a person or place)
- with names of cafés, restaurants, shops, banks and hotels which have the name of their founder and end in -s or -'s. *Selfridges, Barclays Bank, Harry's Café* BUT *the Black Swan* (restaurant) (because 'Black Swan' is not a name of a person or place)
- with the words: *bed, church, college, court, hospital, prison, school, university*, when we refer to the purpose for which they exist. *John went to university. (He is a student.)* BUT *His mother went to the university to see him last week. (She went to the university as a visitor.)*
- work (=place of work) never takes 'the'. *She is at work.*
- with the words: *home, Father/Mother* when we talk about our own home/parents. *Mother is at home.*
- with by + means of transport: *by bus/by car/by train/by plane, etc* BUT *in the car, on the bus/train, etc.* *He travelled by train. BUT He left on the 6 o'clock train yesterday.*
- with the names of illnesses. *He's got diabetes. BUT flu/the flu, measles/the measles, mumps/the mumps.*

22 Fill in *the* where necessary and answer the questions, as in the example.

QUIZ



- | | |
|---|--|
| 1 Is ... Rome <i>the</i> capital of ... Italy?
A Yes B No | 6 Does ... Pope live in ... Vatican City?
A Yes B No |
| 2 Is ... Sicily in ... Mediterranean Sea?
A Yes B No | 7 Is ... Leonardo da Vinci Airport in Milan?
A Yes B No |
| 3 Is ... Lake Garda ... largest lake in ... Italy?
A Yes B No | 8 Is ... Bridge of Sighs in ... Venice?
A Yes B No |
| 4 Where are ... Alps?
A In ... central Italy
B In ... northern Italy. | 9 Which famous landmark can you see on ... Italian five cent euro coin?
A the Colosseum B the Trevi Fountain |
| 5 Which ancient language does ... Italian language come from?
A Latin B Greek | 10 ... Tarantella is a famous dance from ... south of Italy.
A True B False |

23 Fill in the gaps with *the* and one of the adjectives from the list.

- deaf • unemployed • disabled • privileged • young • injured

- | | |
|---|---|
| 1 After the fire, <i>the injured</i> ... were taken to hospital by ambulance. | 4 The new town hall has been designed to give wheelchair access for |
| 2 The government promised that it would try to find jobs for | 5 Sign language is used by to help them communicate. |
| 3 Jack is one of few who have been given a company car. | 6 often know far more about computers than their parents. |

24 Fill in *the* where necessary.

Dear Sarah,
How have you been? My family and I have just returned from a five-day holiday in 1) Spain. It was great! We travelled by 2) plane and arrived at 3) airport in 4) Madrid on 5) Sunday. The next day we went sightseeing and visited 6) Prado Museum and 7) Escorial Palace where 8) King of Spain lives. Of all European cities I think Madrid is 9) most beautiful! We stayed there for 10) two days and then spent three days touring some of 11) Spanish islands. I liked 12) Spanish people very much but I found it very difficult to understand 13) language. I had taken 14) Spanish lessons at school but most of 15) locals spoke far too quickly! I really loved 16) food though; especially 17) paella, a dish made with seafood and rice. All in all, we had a fantastic holiday and we have decided to come back to Spain again 18) next summer. Maybe you can come with us? All the best,
Kimberly



25 Underline the correct item.

- 1 Peter likes to drink coffee / **the coffee** in the morning.
- 2 Jim enjoys listening to **radio** / **the radio** in the evenings.
- 3 **Teenagers** / **The teenagers** usually like playing video games.
- 4 I would love to travel to **Australia** / **the Australia**.
- 5 Roald Amundsen was the first person to reach **the South Pole/South Pole**.
- 6 James plays **basketball** / **the basketball** twice a week.
- 7 You cut **the cake** / **cake** and I'll pour **tea** / **the tea**.
- 8 **Children** / **The children** have gone to the playground.
- 9 **Life** / **The life** was very different 100 years ago.
- 10 Nathan is learning to play **violin** / **the violin**.
- 11 Look at **dogs** / **the dogs**! They are chasing a cat.
- 12 **Queen Victoria** / **The Queen Victoria** ruled for 63 years.

26 Fill in: *a, an or the* where necessary.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 A: Did you see <i>the</i> rugby game on Saturday?
B: No, but I read about it. What pity Australia lost! 2 A: Have you ever visited Berlin?
B: Yes, I spent a weekend there last spring. We stayed at Regent Hotel. 3 A: Is blue bicycle yours?
B: Yes, it's mine. 4 A: Do you know anything about Malta?
B: Well, it's island in Mediterranean Sea, near Italy. 5 A: How was your trip to Cardiff?
B: It was great. Welsh are such nice people. | <ol style="list-style-type: none"> 6 A: Where were you this morning, Phil?
B: I was reading in library. 7 A: Do you buy the paper everyday?
B: Not everyday; I get <i>Telegraph</i> twice week. 8 A: I read that Duke of Kent visited organic farm somewhere near Durham.
B: Yes, I heard about that. 9 A: Stephanie speaks German very well.
B: Yes, she studied it at university. 10 A: Have you ever seen live shark?
B: Yes. It was at city aquarium last summer. |
|--|--|

27 Underline the correct item.

Partytown For the Perfect Party Decorations and More!!

Are you trying to organise 1) **some** / **a** perfect party? If so, you've come to 2) **the** / – right place! At PartyTown we sell a huge variety of decorations for 3) **many** / **much** different types of parties. We also have a great 4) **number** / **deal** of invitations available. We believe that 5) **an** / **some** invitation should not just be a 6) **sheet** / **bit** of paper stuffed into an envelope! All our invitations are made from 7) **a** / **the** best materials and are designed by 8) **the** / – highly skilled artists. We cater for any occasion you can name, 9) **child's** / **children's** parties being our speciality. So come to PartyTown today. It's 10) **the** / **a** only party shop you'll need to visit!



28 Fill in: *a, an* or *the*, where necessary.

Aloha from Hawaii



Looking for 1) *an* exciting destination for your next holiday? Well, why not visit 2) America's Aloha State – beautiful Hawaii? Hawaii is 3) group of islands located in the middle of 4) Pacific Ocean. The islands are famous for their natural beauty including 5) large number of volcanoes, some of which are still active today. 6) Mount Kilauea, for example, which is located within 7) Hawaii Volcanoes National Park, had 8) small eruption in 2008. Because of its amazing landscape Hawaii has become 9) popular tourist destination for 10) mountaineers and hikers. But Hawaii has much more to offer than just its natural beauty. Many visitors come to Hawaii to go 11) surfing or try other water activities. You can also experience Hawaii's rich culture around the island. In 12) Honolulu, 13) capital city, you can admire local art at 14) Hawaii State Art Museum or find out about Hawaii's history at 15) Bishop Museum. Afterwards, if you fancy 16) open-air shopping centre, go to the Ala Moana Center. It's 17) largest of its kind in the world, and you can pick up some interesting souvenirs there. Wherever you are in Hawaii, you can be sure of 18) warm welcome from 19) Hawaiian people. Often, locals perform 20) hula, a Hawaiian dance, for visitors, and everyone is given a lei, 21) beautiful necklace made from flowers.

29 Fill in: *a, an* or *the* where necessary.

- | | |
|--|---|
| 1 <i>The</i> Tower of London is <i>a</i> popular tourist attraction. | 6 The supermarket is in Kendell Street opposite Lloyds Bank. |
| 2 Newcastle is town in north of England. | 7 Anna was born in Italy but she lives in USA now. |
| 3 Buckingham Palace is where Queen of England lives. | 8 His favourite newspaper is <i>Guardian</i> . |
| 4 She bought expensive necklace at Harrods. | 9 Gatwick Airport is in southern England. |
| 5 They went for stroll around St James' Park. | 10 Duchess of York opened shelter for homeless yesterday. |

30 Fill in the correct form of the words in brackets.

Learning a language can be full of 1) *difficulties* (**difficult**). When you first begin, you might feel completely 2) (**competent**) because you are making so many mistakes. Many people find themselves screaming in 3) (**frustrate**) at the time it takes to learn some basic words! But there's no need to get stressed. Remember, it's 4) (**possible**) to learn a language overnight. Take things slowly and try to build up your 5) (**confident**) over time. Above all, it's 6) (**essence**) to have a good 7) (**teach**) who is 8) (**support**) of your goals. In the early stages, try to get a good 9) (**understand**) of the basic 10) (**grammar**) structures. Eventually, your hard work and 11) (**dedicate**) should pay off and lead you to complete 12) (**fluent**)!

31 Choose the correct item.

- 1 You need two of bread to make a sandwich.
A loaves B loaf C slices
- 2 Ken is learning to play violin.
A - B a C the
- 3 I'm going to buy tomatoes at the supermarket.
A a little B a couple C a few
- 4 They handed out leaflets to
A passer-by B passers-by C passer-bys
- 5 The government promised to help unemployed.
A the B a C -
- 6 I'm not sure what to do; could you give me advice?
A some B many C several



Speaking Activity

(talking about a holiday)

Jane recently went on holiday to Japan. While she was there, she visited three different places and bought some souvenirs. Look at the pictures and the prompts below and say what Jane did, using *a*, *an*, *some* or *the* where necessary.



stay at / Emerald Hotel



taste / Japanese soup



look round / Tokyo city centre



buy / elegant fan



visit / Buddhist temple



take photos / Mount Fuji

e.g. Jane stayed at the Emerald Hotel.



Writing Activity

Jane is writing an email to her friend. She is telling her what she did on her holiday. Look at the speaking activity and add some ideas of your own to complete the email.

Dear Lucy,

I've just come back from Japan and I had a wonderful time. I visited three different places and I bought some souvenirs.

I stayed at the Emerald Hotel. It was so comfortable

.....

1 Look at Appendix 1 on pages 239–245, then fill in the correct particle(s) for the phrasal verbs.

- 1 We're **putting** ... *aside* ... €200 every month for a good holiday next year.
- 2 We'd better **put** our meeting until tomorrow; I'm busy today.
- 3 The firefighters tried hard to **put** the fire
- 4 He **ran** his old friend, Tom, in Oxford Street last week.
- 5 We've **run** sugar; could you go and buy some?

2 Look at Appendix 2 on pages 246–253, then fill in the correct preposition.

- 1 Help! The house is *on* fire.
- 2 After running up the hill, I was
- 3 The miners have been strike for two months.
- 4 The police have got the riot control.
- 5 The lift has been order for two days.

Idioms

- 1 **a blessing in disguise:** an unlucky event that turns out to be good or lucky
- 2 **a stone's throw:** a short distance
- 3 **a shot in the dark:** a random guess
- 4 **a rule of thumb:** a rough calculation or rule based on experience
- 5 **a bad patch:** a period of difficulty

3 Fill in the correct idiom and put it in the correct tense.

- 1 The contestant's answer to the final question was *a shot in the dark*, but amazingly it was right!
- 2 Failing to get the job might be; now you can go back to college and finish your degree.
- 3 Rick's going through at the moment, but we hope he'll be feeling better soon.
- 4 Frank's new flat is just from the train station.
- 5 As, you should get at least eight hours' sleep each night.

4 Read the text below and think of the word which best fits each gap.

The Hubble Space Telescope



The Hubble Space Telescope (HST) is a very powerful telescope 0) *that* is attached to a satellite in space. It is named 1) the American astronomer Edwin Hubble, 2) is best known for proving the existence of galaxies other than the Milky Way. The HST has 3) operating for about 20 years and it has provided astronomers 4) the ability to see further into the universe 5) any telescope located on Earth ever could. This is because the HST is not affected 6) the Earth's atmosphere, which causes images from space to become blurry and unclear. The HST 7) controlled by radio commands from Earth. Astronomers tell the HST 8) to point and computers on the telescope record the images it sees. These images are then sent 9) to Earth. The HST has recorded thousands of images, some of which have helped solve many of the great mysteries of astronomy. For instance, images from the HST have helped reveal how fast the universe is expanding. Quite literally, the HST's images of the universe are out of this world! See 10) yourself at: <http://hubblesite.org>

5 Use the word in bold to form a word that best fits each gap.

ARCHIMEDES

Archimedes was a famous ancient Greek 0) *inventor* and mathematician. He is best known for discovering 'Archimedes's Principle', a 1) law that explains why some objects float. There are 2) stories that tell how Archimedes made this discovery. One story tells of a king named Hiero who wanted to know whether a goldsmith had 3) added some silver to a gold crown he had ordered. The king asked Archimedes for his 4) in solving the problem. For days, Archimedes was 5) to come up with any ideas. Then, one day while getting into his bathtub, Archimedes noticed water spilling over the sides. 6), he had an idea. He realised that when an object is placed in water, it moves some water from underneath it. By taking 7) of an object's weight and the amount of water it moves, Archimedes could find out the 'density' of the object. Because of this, he could conclude whether King Hiero's crown was made 8) of gold or not. Archimedes was so excited when he realised this that he jumped out of his bathtub and ran down the street shouting 9) 'Eureka!', the Greek word for 'I have found it!'. Today, people often shout 'eureka!' to say they have found a 10) to a problem.

- INVENT**
- SCIENCE**
- VARY**
- DISHONEST**
- ASSIST**
- ABLE**
- SUDDEN**
- MEASURE**
- ENTIRE**
- LOUD**
- SOLVE**

In Other Words

- *There's little milk in the jug.*
There is a small amount of milk in the jug.
- *Weight is measured on scales.*
Scales are used to measure weight.
- *They told us some very interesting news.*
The news we were told was very interesting.
- *They are dumping rubbish in the river.*
Rubbish is being dumped in the river.
- *The club has many members.*
There are a great number of members in the club.

6 Complete the sentences using the words in bold.

- 1 They gave us some very useful advice.
given The advice .. *we were given was/that was given to us was* .. very useful.
- 2 There is a little tea in the pot.
amount There's in the pot.
- 3 The school has many students.
great There students in the school.
- 4 They are stealing machinery from the factory.
being Machinery from the factory.
- 5 Our house is heated by gas.
used Gas our house.

Progress Check 3 (Units 7-9)

1 Choose the correct item.

- You can leave earlier today that you come in early tomorrow.
A unless **B provided** C as long as
- Her husband is one of six brothers so she has five
A brothers-in-law B brother-in laws
C brothers-in-laws
- If I you, I would have complained to the manager.
A were B had been C am
- I'd prefer to buy my own copy of the book rather than yours.
A will borrow B borrow C borrowing
- You can't take the driving test you're over 18.
A unless B provided C as long as
- Don't be so quiet; something.
A tell B speak C say
- Alan's very honest; he always the truth.
A says B tells C talks
- May I give you a of advice?
A few B piece C bit
- They what time the lecture would start.
A claimed B complained C wondered
- Sarah is studying Maths at college.
A - B the C a
- How many of flour do we need?
A cans B bags C pots
- they offer you a good salary, will you accept the job?
A Supposing B Only if C As long as
- She has of experience working in the publishing industry.
A a few B a lot C as if
- If you any questions, don't hesitate to ask me.
A have B had
C were having
- The news on TV.
A are B is C were
- I wish I to your party last Sunday.
A will come B could come
C had come
- Mike going to the cinema.
A insisted B suggested C wanted
- How many of sugar do you take in your coffee?
A pieces B blocks C lumps
- He me to see a doctor about my stomachache.
A permitted B suggested C advised
- If he finds a ticket, he to the match.
A would go B will go
C would have gone

2 Underline the correct item.

- Do the exercises on your own and don't look **up/over** the answers in the key.
- It is his own fault; I can't sympathise **with/towards** him.
- Don't believe everything she says; she often makes stories **off/up**.
- Look **up/through** this essay and correct all the spelling mistakes.
- Professor Reed specialises **at/in** marine biology.
- The witness was warned not to keep **back/out** any information about the robbery.
- I've warned you **for/about** him; he's not a person you can trust.
- She paid **off/away** her debts as soon as she received her wages.
- It's typical **of/for** Susan to make rude comments.
- The fire fighters managed to put **down/out** the fire.
- The escalators in the shopping centre are **out of/off** order.
- It looks as if we've run **out of/off** milk; could you go and get some?

Progress Check 3

3 Complete the sentences using the words in bold, as in the example.

- 1 A little water is in the bucket.
amount There *is a small amount of*
 water in the bucket.
- 2 "I'm sorry I broke the plate," she said to me.
apologised She
 the plate.
- 3 I advise you to eat less red meat.
were If I
 less red meat.
- 4 "What am I expected to talk about?" she asked.
wondered She
 to talk about.
- 5 "Don't leave the oven on," she told me.
warned She
 the oven on.
- 6 The army has many soldiers.
great There
 soldiers in the army.
- 7 He told the waiter he was dissatisfied with his meal.
complained He
 his meal.
- 8 It's a pity I didn't buy candles for the birthday cake.
wish I
 candles for
 the birthday cake.
- 9 I don't want to wear a costume to the party.
rather I
 a costume to the party.
- 10 "No, I won't tell you the secret", she said to him.
refused She
 the secret.
- 11 Michael would be celebrating but he didn't win the race.
won If Michael
, he would be celebrating.
- 12 This bread is made with brown flour.
used Brown flour
 this bread.
- 13 He reminded me to go to the supermarket.
not He
 to go to the supermarket.

Listening

- 4  You will hear five different people talking about their achievements. For questions 1–5, choose from the list (A–F) what each person achieved. Use the letters only once. There is one extra letter which you do not need to use.

PEOPLE

- 1 Speaker 1
- 2 Speaker 2
- 3 Speaker 3
- 4 Speaker 4
- 5 Speaker 5

ACHIEVEMENTS

- A graduated from university
- B found a job
- C won an award
- D learned a foreign language
- E got a promotion
- F wrote a book

 Listen and repeat. Then act out.



Emphasis

We can put emphasis on certain words or parts of a sentence using the following:

- **It is/was ... who/which/that**
 - a) Susan is making lunch.
It is Susan who/that is making lunch.
(emphasis on the subject: Susan)
 - b) Susan is making lunch.
It is lunch that Susan is making.
(emphasis on the object: lunch)
- **All (that) = The only thing (that)**
All (that) he wants is to be happy.
- **That is/was + question word in statements or is/was that + question word in questions**
That is what he told the police.
Is that where he is living now?
- **Question word + is/was it + that in questions**
Who was it that sent you those flowers?
Where is it that you're planning to go?
When was it that you realised you were being followed?
- **What**
 - a) **Swimming** keeps me in shape. (subject)
What keeps me in shape is swimming.
OR *Swimming is what keeps me in shape.*

b) We love **relaxing on the beach**. (object)
What we love (doing) is relaxing on the beach.

OR *Relaxing on the beach is what we love (doing).*

- **What ... do** (emphasis on verbs)
Mike builds houses.
What Mike does is (to) build houses.
- **Question word + ever** (usually shows surprise)
Whoever suggested such a thing?
Which and **whose** are not used in this case.
Whose car is that? (NOT: Whose ever car ...)

Note: Question words + ever (except for **why**) can be written as one word. *Whoever told you ...? Wherever did you find it? Whatever are you doing there?*

- **We use do/does/did + infinitive without 'to'** in the present simple, past simple or the imperative to give emphasis.
 - a) *She goes to the gym every day. She does go to the gym every day.*
 - b) *They decorated the living room. They did decorate the living room.*
 - c) *Sit down. Do sit down.*

1 Rewrite the following, putting emphasis on every part of the sentences.

1 Rachael visited the museum in the morning.

It was Rachael who/that visited the museum in the morning./It was the museum that Rachael visited in the morning./It was in the morning that Rachael visited the museum.

2 Our top journalist interviewed the celebrity in London.

3 Steve wrote a detective novel four years ago.

4 The Smiths installed a burglar alarm last month.

5 Greg eats an omelette on Sunday mornings.

2 Rewrite the sentences, putting emphasis on the words in bold.

1 **Who** sang that beautiful song?

Whoever sang that beautiful song?

2 **Where** did I leave my car keys?

3 Robert **enjoyed** hiking even though it was rainy.

4 **Have** another cup of tea.

5 **James Cameron** directed the film *Avatar*.

6 The digital camera was first sold **in Japan**.

7 **Wait** a minute; I'm nearly ready.

8 The first *Harry Potter* book was released in **June 1997**.

3 Rewrite these beach safety tips using *what*, as in the example.

1 You need to read and obey beach regulations.

What you need to read and obey are beach regulations.

2 You need to wear foot protection on rocky and hot sandy beaches.

3 You should avoid swimming near rocks and piers.

4 You should swim in areas supervised by a lifeguard.

5 You have to follow any directions the lifeguard gives you.

6 You should remember to put on sun cream regularly.

7 You must get out of the water when you see a red flag.

8 You need to take care of your personal possessions.

9 You have to collect your rubbish when you leave the beach.



4 Change the sentences, as in the example.

- | | |
|--|--|
| <p>1 I don't need a fork, I need a spoon.
<i>It's not a fork I need, it's a spoon.</i></p> <p>2 He's not playing football, he's playing rugby.</p> <p>3 I don't study Spanish, I study Italian.</p> <p>4 I didn't buy a table, I bought a chair.</p> | <p>5 Laura isn't a nurse, Sarah is.</p> <p>6 I don't like apples, I like oranges.</p> <p>7 He didn't write a novel, he wrote a short story.</p> <p>8 They don't want an oven, they want a microwave.</p> |
|--|--|

5 Read the information, then rewrite it emphasising the words in bold.



<p><input type="checkbox"/> 1 Gore Verbinski directed <i>Pirates of the Caribbean: The Curse of the Black Pearl</i>. <i>It was Gore Verbinski who/that directed Pirates of the Caribbean: The Curse of the Black Pearl.</i></p> <p><input type="checkbox"/> 2 Johnny Depp and Keira Knightley played the lead parts.</p> <p><input type="checkbox"/> 3 Ted Elliot and Terry Rossio wrote the screenplay.</p> <p><input type="checkbox"/> 4 The film was released in 2003.</p> <p><input type="checkbox"/> 5 The film was first shown in Disneyland.</p> <p><input type="checkbox"/> 6 The film became a huge success soon after its release.</p> <p><input type="checkbox"/> 7 The film was nominated for five Oscars in 2004.</p>	<p><input type="checkbox"/></p>
---	---

6 Rewrite the sentences using emphatic constructions, starting with the words given.

- | | |
|---|--|
| <p>1 Kim broke the computer.
It was <i>Kim who/that broke the computer.</i></p> <p>2 Hurry up.
Do</p> <p>3 Why did they close the amusement park?
Why ever</p> <p>4 She needs a haircut.
What</p> <p>5 He promised to email her.
He did</p> | <p>6 When did you move house?
When was</p> <p>7 What are you cooking?
Whatever</p> <p>8 I told you to be careful.
I did</p> <p>9 Jimmy turned the TV on.
It was</p> <p>10 Stay a little longer.
Do</p> |
|---|--|

10 Emphasis – Inversion

7 Complete the sentences, using your own ideas.

- | | |
|--|----------------------------------|
| 1 All I want is <i>to be healthy</i> | 5 What I don't enjoy is |
| 2 What I would like to learn is | 6 What makes me happy is |
| 3 What I would like to own is | 7 What relaxes me is |
| 4 What I love doing is | 8 All I'm interested in is |

8 Mrs Jones lost her purse. A policeman is asking her questions. Look at Mrs Jones' answers, then write them using emphatic structures.

- | | |
|---|---|
| 1 "Who did you go shopping with?"
"My husband."
<i>It was my husband who/that I went shopping with.</i> | 4 "Are you sure that you left it there?"
"Yes, I left it there." |
| 2 "Where did you leave your purse?"
"At the grocer's." | 5 "How much money was in your purse?"
"About fifty pounds and my bank card." |
| 3 "When did you realise you'd left it there?"
"An hour ago." | 6 "Did you cancel your bank card?"
"Yes, just before I saw you." |

32 Listen and repeat. Then act out.



Inversion

There are two ways to invert the subject and the verb:

A. auxiliary verb/modal + subject + main verb

- in questions *Is she working tomorrow?*
- after certain expressions when they are at the beginning of a sentence

Seldom	Little	In/Under no circumstances	Only in this way
Rarely	Barely	Never	Only by
Scarcely (ever) ... when	Nowhere	Never before	Nor/Neither
Hardly (ever) ... when	Not till/until	Not since	Only then
No sooner ... than	On no occasion	Not (even) once	
Not only ... but (also)	In no way	On no account	

Rarely do we see him these days. No sooner had we got into the house than he phoned us.

NOTE: When the following expressions begin a sentence, we use inversion in the main clause.
only after, only by, only if, only when, not till/until, not since
Only after he had graduated, did he start looking for a job.
Only if you invite her, will she come to your party.
Not until all tests had been completed, were we told the results.

- after **so, such, to such a degree** (in result clauses) when they are at the beginning of a sentence
So careful is he that he never makes any mistakes.
Such a brilliant student was he that he was offered a scholarship.
- with **should, were, had** in conditionals at the beginning of the sentence when "if" is omitted
Type 1: *Should you see him, tell him to call me.* (= If you should see ...)
Type 2: *Were I you, I would cancel my trip.* (= If I were you ...)
Type 3: *Had he known, he would have made arrangements.* (= If he had known ...)
- after **so, neither/nor, as** when expressing agreement
"I hate horror films." "So do I." ('So' is used to agree with an affirmative statement.)
"Jane hasn't returned our calls." "Neither/Nor has her husband." ('Neither/Nor' is used to agree with a negative statement.)
His colleagues respected him as did his boss. ("as did" is used to show both his boss and his colleagues respected him.)

B. main verb + subject

- after **adverbs of place**
Here comes the bride! Away ran the thief!
- in **Direct Speech** when the reporting verb comes after the quote and the subject is a noun
"I've never seen him," said Helen.

9 Fill in the gaps, expressing agreement.

- | | |
|--|--|
| 1 A: I have watched the latest <i>Star Trek</i> film.
B: So ... <i>have I</i> ... It was great! | 4 A: I can't stand the crowds in the city centre.
B: Neither It's far too busy. |
| 2 A: I didn't enjoy the concert last night.
B: Nor The band was terrible. | 5 A: I always go skiing in winter.
B: So It's really enjoyable. |
| 3 A: We are going to London this weekend.
B: So We could meet you there. | 6 A: I'm not going out tonight.
B: Nor I'm too tired. |

10 Nathan Cooper is the manager of a professional basketball team which is going to play in the cup final next week. He is talking to his players about keeping his plans for the game secret. Put the verbs in brackets into the correct form.

Under no circumstances 1) *should you tell* (you/should/tell) any journalists about our tactics for the cup final and in no way 2) (you/must/give) the other team any clues about which players we will choose to start the game. Not until after the game 3) (you/will/be able to) talk to reporters. Only in this way 4) (our plan/will/be) a success. If you all follow these orders, not only 5) (we/will/have) a good chance of victory on Saturday, but you will also be given some time off after the game.



14 Rewrite the sentences starting with **so** or **such**.

- | | |
|--|--|
| <p>1 Being tired, Don slept for twelve hours.
So <i>tired was Don that he slept for</i>
<i>twelve hours</i></p> <p>2 He had such a fierce dog that we were terrified.
Such</p> <p>3 I got so angry that I screamed.
So</p> | <p>4 We received such a big telephone bill that we couldn't pay it.
Such</p> <p>5 The sea looked so lovely that we dived in.
So</p> <p>6 Being thirsty, Sandy drank three glasses of water.
So</p> |
|--|--|



Speaking Activity

(narrating a story - tense revision)

Last week, a group of students from the school photography club went on a safari. In pairs, look at the pictures and describe the scenes. Say where they were, what they did, what they could see, hear or smell, and how they were feeling. Use past tenses.



- A: It was a beautiful day for a safari. The sun was shining and the birds were singing.
B: The students were travelling by jeep in the Africa bush.



Writing Activity

Imagine you are one of the students who went on the safari in the Speaking Activity above. Write a diary entry describing your day.

Dear Diary,
Today, I went on a safari with the photography club. When we set off in the morning, the sun was shining and the birds were singing.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

1 Look at Appendix 1 on pages 239–245, then fill in the correct particle(s) for the phrasal verbs.

- I took my parents to the airport and **saw** them*off*.....
- You clear the table and I'll **see** the washing up.
- The cold weather has finally **set**
- They **set** at 5.00 in the morning and returned at 9.00 in the evening.
- He decided to **set** his own business.

2 Look at Appendix 2 on pages 246–253, then fill in the correct preposition.

- Everybody has to do overtime because we are*behind*..... schedule.
- our astonishment, he managed to win the race.
- Break the chocolate pieces so that everyone can have some.
- It's the law to drive a car without wearing a seatbelt.
- The injured man has to be taken to hospital delay.

Idioms

- get on sb's nerves:** annoy sb
- get cracking:** work quickly
- give sb the creeps:** make sb feel scared
- give sb the edge:** give sb an advantage over sb else
- get wind of sth:** receive some information about sth

3 Fill in the correct idiom.

- Kate's work experience *gives her the edge* over the other candidates for the job.
- We have lots of work to do today, so let's
- Please don't talk about spiders; they really
- I wish Nathan would stop whistling; it really
- Make sure that Laura doesn't our plans for her surprise birthday party.

4 Use the word in bold to form a word that best fits each gap.



Street Food in Southeast Asia

Southeast Asia is famous worldwide for its 0) *wonderful* cuisines. Thai cuisine, for example, has some of the most delicious dishes in Asia. But 1) to Thailand don't need to go to 2) restaurants to enjoy beautiful Thai cooking. Just walk down any busy street in Bangkok and you are sure to find 3) street food. With little more than

a pot and a frying pan, 4) street cooks can create mouth-watering dishes while you watch. Many tourists, however, worry that street food is 5) to eat. Indeed, many travellers avoid street food 6) and prefer to eat at their hotels. Naturally, no one wants to get food poisoning on holiday, but in 7) , most street food is 8) safe to eat. Most street cooks don't own refrigerators so they use only the freshest ingredients. What's more, most food is cooked in boiling hot oil which kills most 9) germs. A good tip is to remember that the locals know best. Choose to eat from a stall that is popular among the locals rather than from stalls that only attract tourists.

All in all, nothing comes as close to an authentic 10) experience as eating a meal prepared on the street! So, choose 11), but don't miss out!

WONDER

**VISIT
EXPENSE**

**TASTE
TALENT
SAFE
COMPLETE
REAL
PERFECT**

HARM

**ASIA
CAREFUL**

5 Read the text below and decide which answer best fits each gap.

A FUN WAY TO GET AROUND!



One of the very first things travellers 0) ... *look* ... for when they arrive in a new city is how they will get around. In most Asian cities, 1) as in Europe, visitors can use buses, taxis, and trains to get from place to place. But unlike most European cities, Asian cities sometimes offer other more adventurous 2) of transport!

Tuk-tuks are small three-wheeled vehicles that look like motorcycles with carriages on top. These carriages can 3) two or three passengers comfortably. Tuk-tuks are very popular in Thailand's busy 4) city, Bangkok. Often they are faster than buses or taxis since they are 5) of moving in and out of traffic more easily than bigger vehicles.

Visitors who plan to 6) a ride in a tuk-tuk for the first time should be ready for the trip of their lives! Tuk-tuk drivers are well-known for driving very fast and very dangerously! For this 7), many foreigners find themselves holding onto their seats very tightly! Nevertheless, tuk-tuk rides 8) to be incredibly popular with tourists. Indeed, riding a tuk-tuk has become an essential 9) for every visitor to the city.

- | | | | | |
|---|-------------|---------------|-------------|--------------|
| 0 | A observe | B look | C see | D spot |
| 1 | A equally | B such | C just | D like |
| 2 | A styles | B manners | C ways | D modes |
| 3 | A hold | B contain | C provide | D house |
| 4 | A first | B capital | C main | D centre |
| 5 | A efficient | B able | C worthy | D capable |
| 6 | A pick | B hold | C take | D give |
| 7 | A effect | B explanation | C cause | D reason |
| 8 | A stay | B keep | C continue | D carry |
| 9 | A occasion | B event | C happening | D experience |

In Other Words

- *Being hungry, Dan ate everything on his plate.*
So hungry was Dan that he ate everything on his plate.
- *Don't show this picture to anyone on any account.*
On no account should you show this picture to anyone.
- *When did you get married?*
When was it that you got married?
- *I didn't write graffiti on the wall.*
It wasn't me who wrote graffiti on the wall.
- *You have to get all the questions right to pass the exam.*
Only by getting all the questions right will you pass the exam.

6 Complete the following sentences using the words in bold.

- I made the birthday cake.
who It *was me who made* the birthday cake.
- Being thirsty, Laura drank an entire bottle of water.
that So thirsty an entire bottle of water.
- You have to train hard to become a successful athlete.
will Only become a successful athlete.
- Don't lend this book to anyone on any account.
should On no this book to anyone.
- When did you graduate from college?
it When was from college?

33 Listen and repeat. Then act out.



Pronouns

Personal pronouns		Possessive adjectives	Possessive pronouns	Reflexive – Emphatic pronouns
before verbs as subjects	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**. *We've met the manager. He's really young. We don't use a noun and a personal pronoun together. Your coat is in the wardrobe. (NOT: Your coat it's in the wardrobe.) My uncle bought me a present. (NOT: My uncle he bought me a present.)*
- We use **I, you, he, she**, etc. before verbs as subjects and **me, you, him, her**, etc. after verbs as objects. *I lent him my dictionary but he lost it.*

1 Fill in the gaps with the correct **subject or object pronouns**.

- A: Has Bill finished the report yet?
B: No, *he* hasn't. *He* is still working on *it* in his office.
- A: Do you like Grace's new jumper?
B: Yes, *it* do. *It* really suits *me*!
- A: How does Jack know Fiona?
B: *They* met *her* at college.
- A: Mark and Fiona moved into a new flat.
B: Really? Are *they* renting *it*?
- A: Do you want to see a comedy or a drama?
B: *I* don't mind. *Both* sound good.
- A: Do you know Mrs Jones?
B: Yes, *I* know *her* quite well.
- A: Could *you* tell *me* where the bank is?
B: *It* is down the road on the right.
- A: Does Bob like living in Cardiff?
B: Yes, *he* likes *it* a lot. *It* says *it*'s very beautiful.

Possessive adjectives/pronouns

- **Possessive adjectives/pronouns** can be used to talk about ownership or the relationship between people. Possessive adjectives are followed by nouns, whereas possessive pronouns are not. *This is my diary. It's mine.* Sometimes possessive pronouns go at the beginning of a sentence. *Theirs is the blue car.*
- We use **the** and not the possessive adjective with **preposition phrases**, mostly when we are talking about things that happen to parts of people's bodies, for example *blows, pains, etc.* Verbs used in this pattern are: *hit, punch, slap, bite, touch, pat, sting, etc.* *He punched me on the nose.* (NOT: ~~on my nose~~)
- **Own** is used with possessive adjectives to emphasise the fact that something belongs to one person and no one else.
 noun + of + my/your, etc. + own *She's got a chauffeur of her own.*
 my/your, etc. + own + noun *She's got her own chauffeur.*

2 Fill in the correct possessive adjectives or possessive pronouns.

- | | |
|---|--|
| <p>1 A: I think I just saw a dog in front of your house.
Is it .. <i>yours</i> .. ?</p> <p>B: We've got three dogs, so it is probably one of It must have got out of kennel.</p> <p>2 A: We've got to leave now or we'll miss flight.</p> <p>B: OK. I've got my ticket but I haven't got</p> <p>3 A: I can't turn on computer. I think it's broken.</p> <p>B: Kate's not in today, so you can use</p> | <p>4 A: I love your new jacket, Chris. When did you buy it?</p> <p>B: It isn't I've borrowed it from brother.</p> <p>5 A: I think we have the same phone. Does have a camera?</p> <p>B: No, doesn't have many extra features.</p> <p>6 A: Why does Ralph want to take car this evening, Kate?</p> <p>B: Because broke down last night.</p> |
|---|--|

3 Fill in: its or it's.

- 1 Lots of people are coming to the party. It looks like .. *it's* .. going to be fun.
- 2 Barcelona is a great holiday destination with amazing architecture and exciting nightlife.
- 3 An ant can carry an object that is 50 times own weight.
- 4 I think we should leave now; a little late.
- 5 The sofa is very comfortable. I just don't like colour.

4 Complete the sentences with the or a possessive adjective.

- 1 Frank broke .. *his* .. arm while playing rugby.
- 2 A guard dog bit the thief on leg as he was trying to escape.
- 3 A bee stung Lisa on neck.
- 4 Julia claimed that Josh pulled hair.
- 5 Kim patted her sister on shoulder to wake her up.
- 6 Sue lost bracelet at the party.

5 Fill in the correct *personal pronouns* or *possessive adjectives*.

Hi David,

Sorry it took 1) *me* so long to reply to 2) email. I hope you are having a good time in Spain. I guess 3) is a lot warmer there than here in England! By the way, I want to thank 4) again for the jumper you sent me for 5) birthday. I really like 6)!

Well, I started school again yesterday. 7) has been a long time since I saw many of my friends because a lot of 8) went to sports camps or on holidays with 9) families during the summer. So, yesterday 10) all had fun chatting about 11) adventures over the holidays. And there's a new student in my class. 12) name is Martin and 13) is from Newcastle. I showed him around the school and tried to make 14) feel comfortable on his first day. That's all my news for now. Write to 15) whenever you get the chance.

Richard

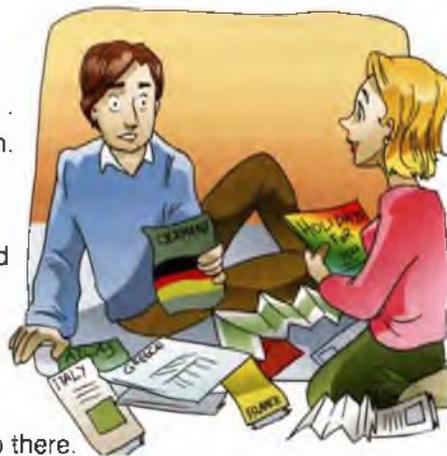
6 Fill in the gaps using *my, your, etc ... own*. Use *of* where necessary.

- If I had a car *of my own*, I wouldn't have to ask my brother to drive me around.
- Frank hopes to buy computer as soon as he saves enough money.
- Does Lisa have room or does she have to share with her sister?
- I wish Greg would get a calculator; he's always borrowing mine.
- Every student will get a laptop to help them with their school work.

- **There + be** is used for something mentioned for the first time or to say that something or someone exists. *There are some messages for you on your desk.*
- **Personal pronoun + be/other verb** is used to give more details about something or someone already mentioned. *There's a woman at the door. She wants to talk to you.*
- **It + be** is used for identification. *There's a man on the phone. It's your husband.*
- **It + be with to-infinitive or that-clause** is used to begin a sentence. *It's nice to be back. It's a shame that he didn't call us. It is also used for weather, distance, temperature, time expressions and in the following expressions; It seems that, It appears that, It looks like, It is said that, It doesn't matter, etc. It's sunny today, isn't it? It appears that they are going to move. It seems that there is a mistake in these figures. But we also say: There seems to be a mistake in these figures.*

7 Fill in: *there* or *it*.

- Tom: Look, 1) *there* isn't much time left. Have you made a decision?
- Sandra: I have, but I'm not sure you're going to like 2)
3) are a lot of things to take into consideration.
- Tom: What do you mean? 4) 's not that hard to choose a holiday.
- Sandra: No, but 5) seem to be so many choices and we've only got a limited amount of money. Anyway, I've decided 6) 's only one place for us.
- Tom: Where is 7) ? France, Italy, Spain?
- Sandra: No.
- Tom: Is 8) Germany then? I've always wanted to go there.
- Sandra: I think we should go to Grandma's house in Blackpool for a week.



8 Fill in: *there* or *it*.

- 1 A: Is *it* going to rain today?
B: No, but 's a chance that it could be windy.
- 2 A: 's someone at the door.
B: Oh, 's probably just the postman.
- 3 A: takes half an hour to get to work and I'm already late.
B: 's no need to worry. I'm sure won't matter if you are a little late.
- 4 A: Lisa said was a party at Sally's last night.
B: I know, I was there. went on until the early hours.
- 5 A: Shall we take a taxi? 's much too far to walk.
B: Let's take a bus instead. 's a bus stop down the road.
- 6 A: 's a light on in the house – someone must be home.
B: Maybe 's Kate. She sometimes comes home early from work.

34 Listen and repeat. Then act out.



Possessive case with 's or s' for people or animals

- singular nouns (person or animal) + 's *the boy's racket, the dog's ears, the queen's limousine*
- regular plural nouns ending in -s + ' *the passengers' luggage*
- irregular plural nouns not ending in -s + 's *the children's toys, the women's magazines*
- compound nouns + 's *my sister-in-law's house*
- 's after the last of two or more names to show common possession
Kate and Alan's yacht (The yacht belongs to both of them.)
- 's after each name to show individual possession *Sonia's and Marisa's cars* (Each owns a car.)

Possessive case with 'of' for inanimate things

- of + inanimate things or abstract nouns *the windows of a house, the price of success*
- a / the / this / that + noun + of + possessive pronoun/possessive case *Listen to this song of Eric's.* (one of Eric's songs), *a friend of mine* (one of my friends)

Note: phrases of place + 's (*at the dentist's, the building's entrance*), time or distance expressions + 's' (*last year's reports, two days' work, a mile's walk*). We can use either 's or of when we talk about places or organisations. (*York's monuments or the monuments of York*). We use of with people in longer phrases. (*That's the sister of one of my colleagues.*)

9 Connect the nouns using 's, ' or of.

- | | | |
|--------------------------|-------------|-------------------------|
| 1 Sally / car | Sally's car | 9 the neighbours / cats |
| 2 the princess / ring | | 10 the power / love |
| 3 the couple / honeymoon | | 11 the man / wallet |
| 4 honey / the taste | | 12 the students / books |
| 5 the tree / the roots | | 13 the monkey / tail |
| 6 the children / toys | | 14 the bride / mother |
| 7 peace / the symbol | | 15 the girls / father |
| 8 my mother-in-law / hat | | 16 Spain / the capital |

10 Rewrite the sentences using the correct possessive form.

- | | |
|---|--|
| 1 A limousine drew up at the restaurant – the entrance.
<i>A limousine drew up at the restaurant's entrance.</i> | 8 He worked part-time in his parents – shop. |
| 2 We had a party in Sue – Sally – flat. | 9 I was a bridesmaid at my brother-in-law – the wedding. |
| 3 That man over there is a relation – my. | 10 Paul lost a day – work when his computer broke down. |
| 4 The child held the woman – the hand. | 11 Never underestimate fire – the power. |
| 5 Have you seen the paper – for today? | 12 We should look at the timetable – for this week. |
| 6 A security guard checked the passengers – the bags. | 13 They put their luggage in the car – the boot. |
| 7 Mr Brown – Miss Green – offices are being painted. | 14 That's the father – one of my classmates. |
| | 15 Simon is a good friend – our. |

Reflexive/Emphatic Pronouns (myself, yourself, etc.)

- **Reflexive pronouns** are used with certain verbs such as **behave, burn, cut, enjoy, hurt, kill, look at, laugh at, introduce, dry, teach, etc.** or with prepositions when the subject and the object of the verb are the same. *Mark (subject) taught himself (object) how to drive.*
- Reflexive pronouns can be used after **be, feel, look, seem** to describe emotions or states. *He doesn't seem himself these days.* They are also used after prepositions but not after prepositions of place. *He is so proud of himself. BUT He looked behind him. (NOT: behind himself)*
- Certain verbs do not normally take a reflexive pronoun. These are: **wash, shave, (un)dress, afford, complain, meet, rest, relax, stand up, get up, sit down, wake up, etc.** *He got up and shaved. We don't say: He got up himself and shaved himself. However we can use a reflexive pronoun with wash, shave, or dress when we want to show that the action is difficult. Although Tony is handicapped, he can dress himself.*
- **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. *He himself conducted the interview. They also mean 'without help'. She fixed the leak herself. (without help) They go after nouns, pronouns or after 'but' and 'than'. She'd like to marry someone older than herself.*

• **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.) **By myself, by yourself, by himself, etc.** (= on my own, on your own, on his own, etc.) **Help yourself to coffee.** (= You're welcome to take some coffee 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.) **Make yourself understood.** (= Make your meaning clear.)

11 Look at the pictures and fill in the correct pronouns, then label them *reflexive* or *emphatic*.



1 Tiffany is looking at *herself* in the mirror. (*reflexive*)

2 The children are enjoying

3 Lucy helped to a biscuit.



4 He made the chair

5 Matthew climbed to the top of the mountain by

6 Greg injured while playing basketball.

12 Complete the sentences using words from the list below and an *emphatic pronoun*.

- draw bake make fix prepare cut organise decorate

- Her cousins are excellent dressmakers. They *make their clothes/dresses themselves*.
- Steve's a mechanic, so he doesn't have to pay somebody to repair his car. He
- Sue didn't buy a cake for the party. She
- Do you like the salad? I
- John didn't go to the hairdresser's. He
- We didn't go to a travel agent's to organise our holiday. We
- What do you think of my aunt's new house? She
- Do you like this picture? I

11 Pronouns – Possessives – Quantifiers – Demonstratives

13 Put the verbs in brackets in the correct form with or without a reflexive pronoun.

James: You don't look well this morning, Julie.
 Julie: I know. When I 1) *saw myself* (see) in the mirror this morning, I got a shock.
 James: How 2) (you/feel)?
 Julie: Pretty bad. I 3) (give) a treat last night and went to a restaurant for a meal.
 James: And 4) (you/enjoy) it?
 Julie: At the time, yes. But now I'm 5) (ask) if the food was really fresh.

14 Fill in the appropriate pronoun or possessive adjective.

Reg: Mum, 1) 've injured 2) playing football. Can 3) bring 4) some ice, please?
 Mum: Oh, dear! Where does 5) hurt exactly?
 Reg: I've got a bruise on 6) leg. I was passing the ball to a team mate of 7) when suddenly the other team's goalkeeper kicked 8) by accident.
 Mum: Ouch, I can see the bruise. Here's the ice 9) wanted.
 Claire: What happened? Oh, Reg, have you hurt 10)?
 Mum: 11) 's bruised 12) leg playing football.
 Claire: Well, keep that ice on 13) for half an hour or so.
 Mum: Yes, do as 14) sister says. 15) will stop the pain.
 Reg: OK, I will.
 Mum: Oh, Claire! When will 16) brother finally learn to take care of 17)?
 Claire: I don't know but 18) should both keep an eye on 19) for the rest of the evening; just in case it's something more serious.



15 Fill in: of one's own, on one's own or one's own in the correct form.

- 1 Can you help me with these suitcases? I can't lift them *on my own*
- 2 He always does what other people tell him. He hasn't got a mind
- 3 They desperately need a place since they have two small children and her parents' house is very small.
- 4 Is this all work, or did someone help you?
- 5 The country has had government since it became independent.
- 6 When the helicopter took off, he was left in the forest.
- 7 He seems to have left us again.
- 8 Exactly how long have they been running business?
- 9 You are expected to do a lot of work in time.
- 10 She's very independent, she likes having place.
- 11 What I've always wanted is to run a restaurant
- 12 Every person has a history



They laughed at **each other**.

Each other means 'one another'. Compare the examples below.



They laughed at **themselves**.

16 Fill in the appropriate reflexive/emphatic pronoun or each other.

- 1 A: Who made that cake for you?
B: No one. I made it *myself*.
- 2 A: Will you miss Carol when she moves to Australia?
B: Of course, but we plan to write to regularly.
- 3 A: Did Dad help Jane to park the car?
B: No. She did it all by
- 4 A: Why was Alan sitting by at lunch?
B: I think he must be upset about something.
- 5 A: Why are Ben and Paul not talking to?
B: Didn't you hear? They had an argument earlier.
- 6 A: Are Lisa and Ann in the same class at school?
B: Yes. They sometimes help with their homework.

35 Listen and repeat. Then act out.



Some – Any – No – Not any – Every

	Adjectives	Pronouns	Adverbs	
		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/Negative/ Interrogative	every	everybody (all people) everyone	everything (all things)	everywhere (in all places)

- **Some** is used before countable or uncountable nouns. *Let's buy some biscuits. We've got some fruit. Some and its compounds (somebody, something, etc.) are normally used in positive sentences. They are also used in questions when we want to make an offer, a request or when we expect a positive answer. There is someone on the phone, he wants to talk to you. (= positive) Would you like some more wine? (= offer) Could I have some tea, please? (= request) Is there someone who can help me? (= I expect there will be.) BUT Is there anyone who can help me? (= I'm asking in general.)*
- **Any** is used before countable or uncountable nouns. *Is there any instant coffee? Any and its compounds (anyone, anything, etc.) are normally used in questions. Is there anything wrong? They are also used in positive sentences meaning 'It doesn't matter how/what/which/when/who/where'. You can buy anything you want. Any and its compounds can be used after if in a positive sentence. If anyone asks for me, tell them I've left.*
- **No/Not any** are used before countable or uncountable nouns. **No/Not any and their compounds (no one/not anyone, nothing/not anything, etc)** are used in negations. *There is nothing we can do. There isn't anything we can do. Any and its compounds are used with negative words (hardly, never, without, seldom, rarely, etc.). I hardly go anywhere these days. (NOT: I hardly go nowhere these days.)*
- **Every** is used before singular countable nouns. **Every and its compounds (everyone/everything, etc)** are used in affirmative, interrogative and negative sentences and take a singular verb. *Every citizen has to pay taxes. (= all citizens) We are doing everything in our power to help you. (= all things)*

17 Look at the picture and make sentences using the prompts, as in the example. Use *some* or *any*.



1 furniture/in the room

There is some furniture in the room.

2 children/in the room

There aren't any children in the room.

3 food/on the table

.....

4 men/in the room

.....

5 documents/on the table

.....

6 flowers/on the table

.....

7 chairs/in the room

.....

8 laptops/on the table

.....

18 Fill in the gaps with *some*, *any*, *no* or *one* of their compounds.

1 A: Is there *anything* else you'd like to order?

B: Yes, we would like chips, please.

2 A: Has seen my wallet?

B: Sorry. I have idea where it is.

3 A: I think is knocking at the door.

B: Are you sure? I can't hear

4 A: I'd rather not go shopping.

B: We can do else if you want.

5 A: Have you found your car keys yet?

B: No, I can't find them

6 A: I'm bored. I've got to do!

B: Then you can do dusting for me.

7 A: I think I've forgotten to bring a pen.

B: I'm sure will lend you one.

8 A: Did you visit your new neighbours this morning?

B: Well, I knocked on their front door but there was at home.

9 A: Where does Kate live?

B: I think she lives near Edinburgh.

19 Underline the correct item.

BURGLARY in Humsford

Police officers were called to a house in Huffington Drive, Humsford last night to investigate a burglary. James and Laura Stewart returned to their home at midnight to find that 1) anyone / someone had broken into their house through their bathroom window. Many electrical items had been stolen and 2) every / some money had also been taken. Police asked the couple's neighbours if they had seen or heard 3) anything / nothing suspicious during the

night, but 4) no one / everyone had witnessed the crime. If you have 5) every / any information about the burglary in Humsford or if you notice 6) anybody / nobody acting suspiciously in the area, please call the Humsford police station. 7) Any / Every help in solving this crime would be greatly appreciated.



20 Fill in the gaps with **every** or one of its compounds, and the correct form of the verbs in brackets.

- The party is a great success! *Everyone is enjoying...* (enjoy) themselves.
- The witness told the police she (remember) about the robbery.
- I won't make the announcement until (arrive).
- They have taken photographs of attraction they (visit) so far.
- The gallery was amazing. There were beautiful works of art you (look).
- Lisa checked that she had she (need) for the camping trip.
- I won't start the lecture until (sit down).
- Stan buys lots of souvenirs time he (go) on holidays.

21 Read the email below and fill in the gaps with **some**, **any**, **no** or **every** or one of their compounds.

Dear Ben,

I'm writing to ask you for 1) *some* advice. As you know, I've got my end of year exams next month and it's really important that I pass 2) subject. The problem is I'm finding it very difficult to study. Whereas 3) else in my class is doing a lot of revision 4) night, I sometimes end up doing 5) at all! I just can't get started, no matter how much I try. You see, I'm the kind of person who needs 6) quiet to study. But at home my little brothers are always playing and making noise. I just can't get 7) done when they are running around from room to room. By the way, I haven't told 8) else about this; I especially don't want to worry my parents. I've thought about talking to 9) at school about using a classroom to study in the evenings, but I'm not sure that will work. I know I have to do 10) soon because time is running out. It's so frustrating. Sometimes, I feel that there is 11) I can do to change things. Please, write back soon.

Ken

- The idea of 'any ...' can be expressed by adding the suffix **ever** to the following **wh-words**: **whoever** (anyone who), **whatever** (anything that), **whichever** (any of), **whenever** (any time that), **wherever** (any place that), **however** (in any way that). *Please call me **whenever** you want.* (= any time that you want) *He does **whatever** he thinks is best.* (= anything that he thinks is best)

22

Complete the following by using **ever** words.

- 1 We can go to the shops any time that suits you. We can go *whenever* you want.
- 2 He's not sure what to do about the situation. I told him to do seems best.
- 3 There are five buses going to Oxford daily. We can take fits in with your plans.
- 4 It's not a formal party. You can dress you please.
- 5 I don't mind driving. I can take you you want to go.
- 6 He's got tickets for everyone. wants to come is welcome.
- 7 She's such a spoilt child. She gets she wants.
- 8 There are three good films on at the cinema. We can go to you prefer.
- 9 You can begin your work you want, as long as it's finished on time.
- 10 It's true that she goes, she's always the centre of attention.

23

Fill in: **hardly (ever)** and **anything, anywhere, anyone or any**, as in the example.

- 1 There *was hardly anyone* at the party. (not many people)
- 2 I in the shops. (not often see nice things)
- 3 He football. (not play)
- 4 The old lady (not often go out)
- 5 He did work. (very little)
- 6 We (not often visit people)
- 7 The museum had on show. (not much)
- 8 My parents free time. (not often have)
- 9 She knows about it. (not much)
- 10 There's to eat out in this village. (not many places)

Else

- The adverb **else** means either 'more' or 'different'. It is used after **everyone, something, nobody, anywhere, etc.** *I'm afraid I can't help you. Why don't you ask **someone else**?* (= a different person) *We need to have one more player. Can you think of **anyone else**?* (= one more person)
- **Else** is also used with **who, what, where** and **how** to refer to people, things, places, etc. ***What else** can I get you, sir? **Who else** have you invited? **Where else** can I look for help? **How else** should I do it?*
- **Else** is followed by a singular verb. ***Everyone else** is already here.*
- In the possessive case the 's goes after **else**. *Don't use my pen. Take **someone else's**.*
- **Anything (else)** and **nothing (else)** can be followed by **but**. ***Nothing (else)** but a full refund will be accepted by the customer.*
- **Or else** means 'otherwise/if not'. *Hurry up **or else** you'll be late for your interview.*

24 Fill in: *else*, *or else*, or *else's*.

- 1 Behave yourself *or else* you won't get any pocket money.
- 2 Nothing but stricter punishments will discourage criminals.
- 3 This can't be yours; I'm sure it is someone
- 4 I should really be going now I'll be late for my appointment.
- 5 My passport was checked by the officials as was everyone
- 6 Place this file somewhere safe you might lose it.
- 7 Nowhere have I been treated with such kindness and understanding.
- 8 Do you know who has been asked to attend the meeting?
- 9 I can't think of anyone painting that got as much attention as yours.
- 10 Cover the saucepan the water will never boil.
- 11 Was anything said at the meeting?
- 12 This coat is definitely Mark's; it can't be anyone
- 13 We'd better give them a call they will be worried.
- 14 Is there anything that you need to know?
- 15 Apart from mine, nobody presence was required at the staff meeting.
- 16 We must hurry we won't catch that train.

25 Complete the sentences using *else*, as in the example.

- 1 (another place) I don't like it here. Let's go *somewhere else*
- 2 (all the other people) It's not fair that you won't let me go to the party.
is going to be there.
- 3 (another person) I wasn't sitting at that desk. was working there.
- 4 (no other thing) I don't really want to do the ironing but, as there's
to do, I might as well do it.
- 5 (a different thing) I'm bored playing this game. Let's play
- 6 (all the other things) We'll have to eat the chicken because we've eaten

Demonstratives

This/These are used

- for people or things near us. *This vase here is a genuine antique.*
- for present or future situations. *I'm taking a test this week.*
- when the speaker is in or near the place he/she is referring to. *This building was built 100 years ago.* (The speaker is now in or near the building.)
- to introduce people or when we introduce ourselves on the phone. *"Mark, this is Elaine and this is Susie."* *"Hello. This is Melanie Brown speaking."*
- to refer to something we are about to mention. *Look at this. It's really old.*

That/Those are used

- for people or things not near us. *That man over there is a famous composer.*
- for past situations. *That week was the best of my life.*
- to refer back to something mentioned before. *"We're getting married." "That's great."*
- when speaking on the phone to ask who the other person is. *"Hello? This is Jim Smith. Who's that, please?"*
- **This/These – That/Those** are not always followed by nouns. *This is all I can say on the subject. That's how he was rescued.*

26 Fill in: *this, that, these or those*.



27 Fill in: *this, that, these or those*.

- 1 A: Did you like ...*that*... top that Karen was wearing on Saturday?
B: Yes, it was a lovely colour.
- 2 A: Are all people here waiting for a taxi?
B: No, is also the queue for the bus.
- 3 A: Let's go into shop across the street.
B: Which one? The clothes shop?
- 4 A: dresses here are very beautiful.
B: Yes, but they're very expensive.
- 5 A: Did you hear that Bill and Laura had a baby?
B: Wow! is great!
- 6 A: I'll return books you gave me next week.
B: Which books? Are you sure you borrowed them from me?
- 7 A: The day we got engaged was wonderful.
B: Yes, I will remember day for ever.
- 8 A: photographs here are from my holiday in Spain.
B: Can I have a look at them?
- 9 A: party is a little boring. Shall we leave?
B: Yes, sounds like a good idea.
- 10 A: Where would you like to eat?
B: How about restaurant over there? It looks nice.
- 11 A: When are you going to Madrid?
B: Sunday. I can't wait!
- 12 A: Do you remember the week we spent in Venice?
B: Of course. holiday was so enjoyable.
- 13 A: Hi Bob. is my friend, Karen.
B: It's a pleasure to meet you, Karen.
- 14 A: man across the street is a TV celebrity.
B: Really? I don't recognise him.
- 15 A: I've been accepted into university!
B: is wonderful news!
- 16 A: Do cows on the other side of the field belong to your father?
B: No, they belong to another farmer.

 Listen and repeat. Then act out.



None of the cars I've seen are painted that way. Why is yours painted a different colour on *each* side?



Well, if I have an accident, the witnesses will spend *all* their time contradicting each other.

- **All** refers to more than two people, things or groups. It has a positive meaning and is followed by a plural verb. It is the opposite of **none**. *All the passengers went ashore. All of them felt seasick. They were all seasick. All three/four, etc. of them passed the exam. All + that-clause* means 'the only thing' and takes a singular verb. *All that he did was complain about everything.*
- **Both** refers to two people, things or groups. It has a positive meaning and is followed by a plural verb. It is the opposite of **neither/not either**. *Jo and Tonia are typists. Both Jo and Tonia are typists. They are both typists. Both of them are typists. Both girls are typists.*
- **Whole** (= complete) is used with singular countable nouns. We use **a/the/this/my, etc. + whole + noun**. *She was hungry, so she ate the whole pizza. ALSO: She was hungry, so she ate all the pizza. We don't use whole with uncountable nouns. He drank all the milk. (NOT: the whole milk ...)*
- **Either** refers to two people, things or groups and is followed by a singular countable noun. *You can buy a Fiat or a Ford. Either brand is good.*
- **Either of + plural noun phrase** can be followed by either a singular or plural verb. *Either of these two jackets suit(s) you. BUT Either jacket suits you. We can use not ... either (of) instead of neither (of). Either can also be used at the end of a negative sentence. I saw two films, but I didn't like either of them. My brother can't sing well, and I can't either.*
- **Neither** refers to two people, things or groups and has a negative meaning. *Neither of the cars is/are cheap. Neither of them is/are cheap. BUT Neither car is cheap.*
- **Both ... and** is followed by a plural verb. *Both my father and my brother are here.*
- **Neither ... nor / Either ... or** take either a singular or plural verb, depending on the subject which follows **nor** or **or**. *Neither John nor Mark is at the park now. Either Tom or his brothers are going to give me a ride home.*
- **None** refers to more than two people, things or groups. It has a negative meaning and isn't followed by a noun. *"Are there any vacancies?" "No, none."* **None of** is also used before nouns or object pronouns followed by a verb either in the singular or plural. It is the opposite of **all**. *Paul, Keith and Rod haven't been to Paris. None of the boys/them has/have been to Paris.*
- **No** is followed by a noun. *There's no place like home.*
- **Every** is used with singular countable nouns. It refers to a group of people or things and means 'all', 'everyone', 'everything', etc. *Tenants have to pay the rent every month. He ate every apple.*
- **Each** is used with singular countable nouns. It means 'one by one', considered individually. *Each employee has to sign a contract. (all employees considered individually)*
- **Every one** and **each one** can be followed by **of**. *Each one of/Every one of the students had done their homework. We normally use each when we talk about two people or things. We use every when we talk about three or more people or things. He bought two new jackets and he paid €50 for each (one) of them. (NOT: ...everyone ...) Tom has seen a lot of films this month. He enjoyed every one of them.*
- **One / Ones** are used to avoid repetition of a countable noun. *"Which shirt do you want?" "This one." (this shirt) "Which shoes did you buy?" "The black ones." (the black shoes)*

28 Underline the correct item.

- 1 It's not good for you to stay in bed all / every day. You should get up and do something.
- 2 Neither / Either Peter nor Tom came to the meeting.
- 3 Both T-shirts are cheap; they cost €10 each / every.
- 4 She read the all / whole book in two hours.
- 5 No / None of my friends has phoned me this weekend.
- 6 You have to check every / each one of these contracts separately.
- 7 I don't like these biscuits. I prefer the one / ones Mum made.
- 8 Either / Neither Susan or Laura will tell you what to do.
- 9 We had a great weekend as the weather was perfect both / all days.
- 10 He was thirsty, so he drank the whole / all the juice.



29 Underline the correct item.

Animal Rescue Shelters

We've 1) all / whole heard of the problems facing endangered species around the world. To make a difference 2) every / every one of us needs to recognise the problem and offer our help. But it's important to remember that endangered animals are not the only 3) ones / one that need our assistance. Animal shelters provide 4) both / either safe and caring environments for animals that have been 5) either / neither lost or abandoned by their owners. They can be found in most towns and cities and most commonly take care of dogs or cats that have 6) no / none homes. What's important to remember is that 7) none / no of these shelters can survive with our help. Animal shelters rely on people 8) either / neither donating money or adopting animals and taking them into their homes. So, are you thinking of adding a pet to the family? 9) All / Each that you need to do is to go to the nearest animal shelter, and bring your new best friend home today!

30 Rewrite the sentences using both ... and, neither ... nor or either ... or.

- 1 Greg is doing the laundry or else Fred is.
Either Greg or Fred is doing the laundry.
- 2 Peter can't speak French. Rachael can't speak French, either.
.....
- 3 Sarah is walking in the park. Karen is walking in the park, as well.
.....
- 4 Dave is doing the washing up, or maybe Alice is.
.....
- 5 Karl doesn't watch football on TV. Sam doesn't either.
.....
- 6 Catherine has got long hair. Wendy has got long hair, too.
.....
- 7 If Mike doesn't take out the rubbish, then Deirdre will.
.....
- 8 Kate doesn't like action films. Debra doesn't like action films, either.
.....
- 9 Pamela is a good swimmer. So is Alan.
.....
- 10 Your coat needs a wash and so do your trousers.
.....

31 Fill in: *all, every, none, both, either* or *neither*.

Assistant: Can I help you, Madam?

Customer: Yes, I'd like to try 1) *both* these skirts on please.

Assistant: Of course. This way please. [A few minutes later]

Is 2) of them what you're looking for?

Customer: No. I'm afraid 3) of them are suitable. They are 4) too big.

Assistant: Would you like to try something else?

Customer: Yes, please. I'd really like something trendy.

5) my clothes are plain and 6) of them are very nice. I'm fed up with them. 7) time I go shopping, I say I'll get something more fashionable and I never do.

Assistant: Let's have a look. 8) our clothes are on offer at the moment and we have something for 9) age, size and taste. I'm sure we'll find something for you.



32 Fill in: *all, every, one, ones* or *whole*.

1 Mary has three sisters, *all* of whom look like her.

2 Choose a cake. Which would you like?

3 I can't decide whether to go to Italy, France or Germany. They're beautiful countries.

4 I've done a few of the exercises but I couldn't do the difficult

5 We've got the summer free to do whatever we want.

6 Tom goes to bed at eight night.

33 Underline the correct item.

Sue: Have you decided where to go on holiday?

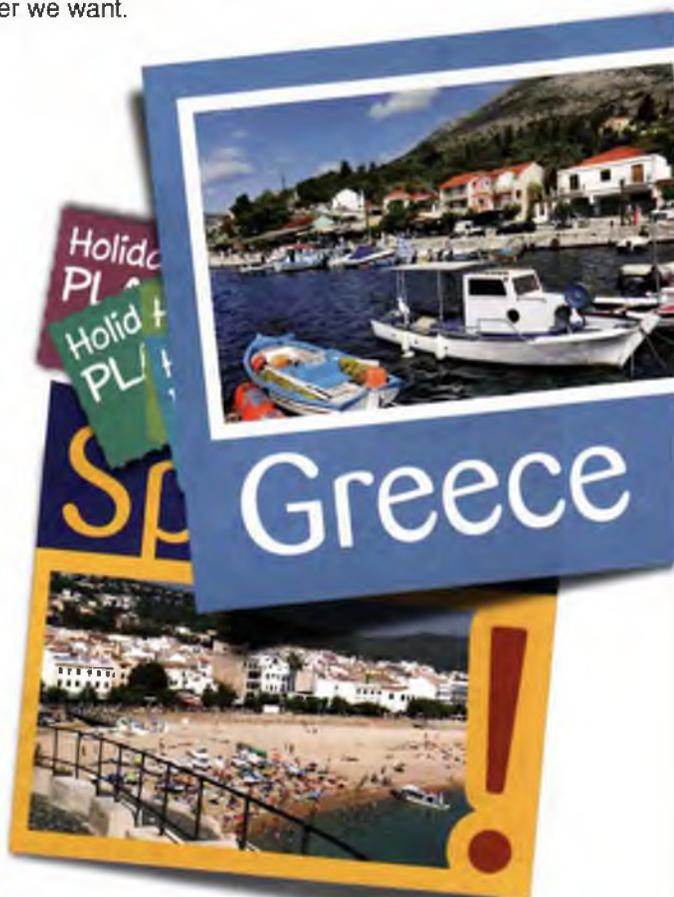
Mary: Not yet. I have a brochure but 1) all / **every** the hotels are so expensive! 2) **All** / **Whole** of them provide full board but I want 3) **both** / **either** half board or self-catering.

Sue: Why don't you get a room at a hostel? Two friends of mine did and they 4) **every** / **both** said it was cheap and enjoyable. In fact, 5) **either** / **neither** of them spent much money.

Mary: Alright, let's have a look at some hostels in Spain and Greece. They 6) **every** / **all** look nice and I see that 7) **each** / **whole** room has a sea view.

Sue: Right – so it's 8) **either** / **neither** Spain or Greece.

Mary: Yes. 9) **Both** / **Every** of them look perfect.



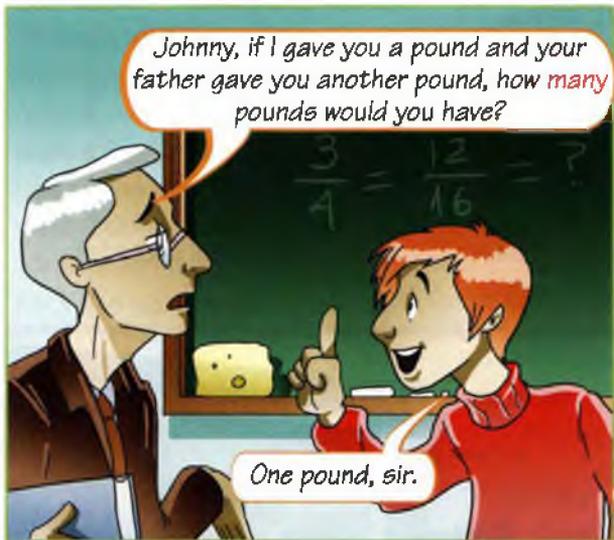
34

Fill in the gaps using *each* or *every*.

- 1 In a game of cricket, ... *each* ... team has eleven players.
- 2 Laura goes to a karate class Wednesday.
- 3 Greg was really generous to his two nephews; he gave of them a gift.
- 4 I love this author. I've got book she's ever written.
- 5 Sally got top marks in the test. She got question right.
- 6 Steve tried all three flavours of ice cream and loved one of them.
- 7 of these two candidates has a degree in English.
- 8 Laura sometimes feels as if she is working minute of the day.
- 9 member of the club must pay a £20 membership fee.
- 10 James visits his grandparents weekend.



Listen and repeat. Then act out.



Much – Many – A lot of

	countable nouns	uncountable nouns	
Positive	a lot (of)/lots of/ many (formal)	a lot (of)/lots of/ much (formal)	There are a lot of trees in the park. There is a lot of cheese in the fridge.
Interrogative	many	much	Are there many shops in York? Did you have much time to do any shopping?
Negative	many	much	There aren't many oranges. I haven't got much money, so I can't buy any.
	a few (= some)/ (very) few (= not many, not enough)	a little (= some)/ (very) little (= not much, not enough)	There were a few boys in the class. Very few students attended the lecture. Very little progress has been made.

- **A lot (of)/Lots of** are used with plural countable and uncountable nouns and are normally used in positive sentences. We omit **of** – when **a lot/lots** is not followed by a noun. *A lot of tourists visit this museum. There is a lot of milk in the carton. Have you got many lemons? Yes, I've got a lot/lots. A lot of can be used in questions or negative sentences in informal English. Was there a lot of opposition to your proposal? (informal)*
- **Many** is used with countable nouns and **much** with uncountable nouns. They are normally used in questions or negative sentences. *Has she got many records? We haven't got much time. Many or much are often used in positive sentences after too, so, how or in formal English. He wasted too much time. He's got so many worries. Much human labour was used in the building of the Pyramids. (formal)*
- **A few** is used with plural countable nouns and **a little** with uncountable nouns. They both have a positive meaning. **A few** means 'not many, but some'. **A little** means 'not much, but enough'. *He needed a little peace so he went to a quiet island for a few days.*
- **Few/Little** both have negative meanings. **Few** means 'hardly any/almost none' and can go with **very** for emphasis. **Little** means 'hardly any/almost none' and can go with **very** for emphasis. **Few** and **little** are rather formal English. **Very few/Very little** are more usual in everyday speech. It is also common to use: **only a little, only a few**. *I'm exhausted because I've had very few days' holiday. She speaks German quite well but only a little French. Bob has a little knowledge of mechanics so he can check the car. Jane has little knowledge of mechanics, so she can't check the car.*
- We use **a (great) deal/a (good) number/plenty + of + uncountable noun**. *I have plenty of work to do. We use most/all/some/any/many/a few/several/both/two/one/much/(a) little, etc + of when a countable noun follows, preceded by possessives or the words: this, that, these, those, the or a.*
Most of the guests at the party were English. BUT Most people prefer to go on holiday at least once a year.

35 Fill in the gaps with *much, many, how much or how many*.

- A: I'm going to the supermarket to get the ingredients to make the chocolate cake.
- B: OK, but what do we need? 1) *How much* flour have we got?
- A: None at all. 2) bags should I get?
- B: Two, please. 3) sugar is there in the bag?
- A: It's almost full but we haven't got 4) eggs. There are just three in the fridge.
- B: That's OK. Three is enough. One more thing, though, 5) bars of cooking chocolate are there in the cupboard?
- A: There are two.
- B: We'll need two more, then. I think that's everything. I hope that's not too 6) things for you to carry.
- A: No, it won't be a problem. But I don't have 7) time before the supermarket closes.
- B: You'd better hurry, then.



36 Choose the correct item.

- 1 I really love films, but I have **very few** / **little** / **very little** DVDs.
- 2 This soup needs **a few** / **a little** / **little** more salt.
- 3 Dave has invited **a few** / **a lot** / **much** colleagues to the party.
- 4 I'd like to go shopping with you, but I don't have **many** / **much** / **few** free time at the moment.
- 5 I'm going to stay for another hour. I have **little** / **a little** / **a few** more work to do.
- 6 There weren't **few** / **much** / **many** people in the audience at the theatre.

37 Fill in the gaps with *much*, *many* or *a lot of*.

- 1 A: How *much* time does it take you to get to school?
B: Well, it depends on the traffic.
- 2 A: Have you got any oranges?
B: Yes there are oranges in the fridge.
- 3 A: I'd really like to buy that car.
B: Me too, but it must cost money.
- 4 A: How milk do you take in your tea?
B: Just a little, please.
- 5 A: Wow! You have computer games.
B: Would you like to play one now?
- 6 A: Were there people at the party last night?
B: No, not really.
- 7 A: Is there juice left in the carton?
B: No, we'll have to go and buy some.
- 8 A: Greg is a great footballer.
B: I know. He's won medals over the years.
- 9 A: I don't have money with me.
B: That's OK. I'll lend you some.
- 10 A: We haven't got potatoes, I'm afraid.
B: I'll go and get some from the supermarket.

38 Fill in the gaps with *a few* or *a little*.

- 1 A: Would you like *a few* biscuits with your tea?
B: Just one or two, please.
- 2 A: This soup doesn't taste very nice.
B: Yes, I think it needs salt.
- 3 A: Is there enough flour to make a cake?
B: No, there is only left.
- 4 A: If we don't leave soon, we're going to be late for school.
B: OK! I only need more minutes to get ready.
- 5 A: Did you buy lots of souvenirs when you were in Paris?
B: Not really, only .
- 6 A: Frank gave me help with my essay.
B: That was very kind of him.
- 7 A: I bought nice tops at the shopping centre yesterday.
B: Oh, really? Can I see them?
- 8 A: Can you speak French?
B: Only .
- 9 A: Has Kim settled into her new school?
B: Yes. I think she has already made friends.
- 10 A: Could I have butter for my toast?
B: Of course. Help yourself.

39 Add *of* where necessary.

- 1 Most people go on holiday in summer.
2 I've seen several Richard Gere's films.
3 A few friends came round last night.
4 Both these shirts are dirty.
5 Many his friends are from England.
6 Have you ever read any Erica's novels?
7 We bought a few souvenirs on our trip.
8 A lot tourists visit this monument.
- 9 There are a few children playing outside.
10 Some Mike's friends bought him a present.
11 Few boys in our class play video games.
12 Most the cars in the auction were sold.
13 I have hardly any money at the moment.
14 A lot people say he's a good singer.

40 Underline the expressions which can be used.

- 1 I have **several, many, a few, a little, too much** homework to do.
- 2 James did **several, much, no** exercises in the morning.
- 3 They didn't have **much, several, a lot of, any, many** luck this season.
- 4 Let's plant **one, a little, a few, lots of, some** trees.
- 5 She eats **a lot of, a little, most, no, each** meat.
- 6 You'll need **a few, a couple of, much, many, a little** tomatoes.
- 7 She has visited **whole, every, a number of, most, a great deal of** countries in Europe.
- 8 I have got **a few, several, no, a little** time.
- 9 He wants to earn **some, each, a few, lots of** extra money.
- 10 They put **a great deal of, a few, many, a lot of** effort into the project.
- 11 This tea is bitter. It needs **a few, a little, lots of** more sugar.
- 12 **Much, Many, A large number of, Every** people disagree with his decision.

Other and its forms

- **another** = additional, an extra one. It is used with singular countable nouns. *Can I have another piece of cake? 'Another' can also be used with expressions of time, money and distance. It should take another half an hour to reach Plymouth.*
- **others** = several more apart from those already mentioned. *Some articles are about science, others are about art.*
- **the other(s)** = the rest. *These are mine; the others are John's. This is yours; the other is mine.*
- **each other** = one another. *Let's help each other.*
- **every other** = every second. *We visit our grandparents every other Sunday.*
- **the other day** = a few days ago. *I ran into Tim while shopping the other day.*
- **the other one/ones** refers to a specific alternative. *I don't like this blouse. Can I try the other one please? I don't like these biscuits. Can I have the other ones?*

41 Fill in: **another, (the) other(s), each other or every other.**

- 1 My sister has another two years to go before she finishes her university course.
- 2 Mr and Mrs White are arriving this evening but guests won't be here until tomorrow.
- 3 Now that John is living in Newcastle we don't get to see very often.
- 4 I don't have time to read a newspaper every day, so I buy one day.
- 5 Two new students started school today. One is Jane Lloyd and is Ruth Howard.
- 6 I've got one of the five books I ordered but haven't arrived yet.
- 7 In five years I'll be running my own business.
- 8 One of the most environmentally friendly means of transport is the bicycle; are the train and the tram.
- 9 Only two students passed the exam. All failed.
- 10 Some people liked the film while were shocked by it.
- 11 These books are mine; are Mary's.
- 12 We go out to eat Sunday.

42 Underline the correct item.



Twenty people have been injured by a violent tornado which struck northern England yesterday afternoon.

The tornado caused a 1) **great deal** / **good number** of damage to the small village of Oakbridge in Lancashire. 2) **Many** / **Much** people were injured by falling roof tiles and 3) **very few** / **very little** homes were left unharmed by winds that reached speeds of up to 100 mph. The tornado also caused 4) **some** / **a few** damage to the village's famous Gothic church and 5) **a few** / **few** shocked locals even claimed to have seen a car being lifted up and dropped some distance away. 6) **Most** / **Much** residents are now calculating 7) **how much** / **how little** it will cost to repair the damage to their homes and say that 8) **not enough** / **not many** help is being made available to them. 9) **Very few** / **Very little** nearby towns were as badly affected as Oakbridge but there are further warnings of strong winds and heavy rainfall in the region.

Tornado Sweeps across Northern England

43 Fill in: a lot, much or many.

Jim: You must have 1) a lot of homework these days - I've hardly seen you.
 Mary: Yes, I have so 2) revision to do for my exams.
 Jim: So how 3) hours do you study each day?
 Mary: Far too 4) About five, I think.
 Jim: So I guess you haven't been doing 5) else except studying?
 Mary: Well, I've been going to the gym, but not as 6) times as I'd like.
 Jim: I see. And how 7) longer will this go on?
 Mary: Well, the exams start next week.
 Jim: You must be under 8) of stress.
 Mary: A bit. I'll be glad when it's over!

44 Underline the correct item.

The Hollywood Walk of Fame is a pavement along Hollywood Boulevard in Los Angeles, USA. There you can see around 2,500 bronze stars placed in the ground. 1) each / every with the name of a famous Hollywood personality. There are 2) plenty of / a lot names that you'll recognise. The Walk of Fame includes celebrities from as far back as Charlie Chaplin right up to present-day stars such as Matt Damon. And although the Walk of Fame includes the names of 3) a large number of / a good deal of actors, it's not only film stars that can earn the honour of having a star. Stars are awarded to celebrities from 4) all / every areas of the entertainment industry including directors, producers and musicians. You can even see the names of 5) a few / few cartoon characters such as Mickey Mouse and Kermit the Frog! So, if you ever visit Hollywood, be sure to spend 6) a little / little time strolling along The Walk of Fame. You might not meet 7) many / much of your favourite celebrities in person, but at least you'll still be walking with the stars!

The Hollywood Walk of Fame



45 Complete the sentences with *a few*, *(very) few*, *a little* or *(very) little*.

- 1 There are only ... *a few* ... sandwiches left on the table.
- 2 I eat fatty foods these days as I'm trying to lose weight.
- 3 Desert areas receive rain. That's why animals can live there.
- 4 He feels depressed because he has had quite problems lately.
- 5 people realise what a nice person he is as he has to say to anyone. However, after spending time with him, I got to know his real character.
- 6 Henry puts money aside each month so he can buy himself DVDs every now and then.
- 7 friends are having a party tonight but I am tired, so I'm not going.
- 8 We've experienced storms here over the winter but, fortunately, they caused damage.
- 9 Mary's had experience in this matter so she should be able to give you hints on what to do.
- 10 Would you like sugar in your coffee? And, please, have biscuits, too.
- 11 I have a lot of CDs but DVDs.
- 12 I can't lift this table on my own. I need help.

46 Choose the correct answer.



Everyone knows about the problem of waste here on Earth, but did you know there is also 1) ... *a lot* ... of rubbish in space? According to scientists, there may be as many as one million pieces of space rubbish floating around the Earth. 2) of these pieces are smaller than a postage stamp, but some of them are much bigger. 3) space rubbish comes from broken pieces of spaceships or satellites. These pieces circle around the planet at very high speeds and can cause 4) of damage to man-made objects in space. For example, on 5) occasions NASA has had to replace windows on spaceships that have been damaged by small pieces of space rubbish. But how 6) danger are we in on planet Earth? Well, in reality, there are very 7) chances of being hit by a falling piece of space rubbish. Thankfully, 8) rubbish burns up in the atmosphere long before it reaches the ground.

- | | | | |
|---|------------|----------|----------|
| 1 | A a few | B many | Ⓒ a lot |
| 2 | A little | B Many | C Much |
| 3 | A The most | B Most | C Plenty |
| 4 | A lots | B few | C many |
| 5 | A a little | B a few | C a lot |
| 6 | A much | B few | C many |
| 7 | A little | B much | C few |
| 8 | A most | B plenty | C much |

47 Choose the correct words from the list below to complete the sentences.

a few none of any half of all of each much most

- 1 *Most* teachers have a lot of patience although there are *a few* who are quite intolerant.
- 2 At the airport they weighed suitcase separately.
- 3 Can you lend me five pounds? I haven't got money.
- 4 children like ice cream and chocolate but, strangely enough, the children in our family ever eat either of them.
- 5 Only the food was eaten; the rest was thrown away.
- 6 The students were really pleased because them passed the exam; none of them failed.
- 7 There isn't work to do today, so we can go home early.



Speaking Activity

(reviewing a film)

A film critic is comparing two popular films – *Star Wars: The Phantom Menace* and *2001: A Space Odyssey*. Make sentences from the prompts below using *both/both ... and*, or *neither/neither ... nor*, as in the example.

STAR WARS
The Phantom Menace

2001:
A Space Odyssey

- are science fiction films ✓
- are about space travel in the future ✓
- won the Oscar for Best Picture ✗
- have a lot of special effects ✓
- have original soundtracks ✗
- made a lot of money at the box office ✓
- were filmed with 3D technology ✗

Both *The Phantom Menace* and *A Space Odyssey* are science fiction films.



Writing Activity

The film critic is writing an article for a local newspaper. Use your answers from the Oral Activity to complete the article.

I recently viewed *Star Wars: The Phantom Menace* and *2001: A Space Odyssey*, both of which are enjoyable films. Both *The Phantom Menace* and *A Space Odyssey* are science fiction films.

.....

.....

.....

.....

.....

In conclusion, I strongly recommend that you see both of these fantastic science fiction films.

1 Look at Appendix 1 on pages 239–245, then fill in the correct particle(s) for the phrasal verbs.

- 1 Don't worry. I will **stand** *by* you if you get into trouble.
- 2 The letters UN **stand** United Nations.
- 3 You'll really **stand** in the crowd if you wear that yellow shirt.
- 4 After he retired, Paul **took** golf as a hobby.
- 5 I was **taken** by Pam's rude behaviour at the party.

Idioms

- 1 **a rolling stone:** a person who is always moving from place to place
- 2 **a jack of all trades:** a person who can do many different kinds of jobs
- 3 **a doubting Thomas:** a person who rarely believes what you tell him
- 4 **a live wire:** a very energetic person

2 Fill in the correct preposition of place or movement.

- 1 The post office is directly .. *across* .. the road from the bank.
- 2 The train went the tunnel and came out the other side seconds later.
- 3 Steve hid the sofa so his brother couldn't see him.
- 4 The horse jumped the gate and ran down the road.
- 5 The cat climbed the tree and waited for the dog to leave.

3 Fill in the correct idiom.

- 1 Frank's little boy is *a live wire*! He plays all day and never seems to get tired.
- 2 I told Lisa about the news report but she didn't believe me; she's a bit of
- 3 Bill is; he's been travelling around Europe for the last twenty years.
- 4 If you need any jobs done around the house, call Bob; he's

4 Use the word in bold to form a word that best fits each gap.

The Legend of **Mulan**

The Ballad of Mulan is a poem that was written in China in the 6th century AD. It tells the 0) *legendary* story of a girl named Mulan and her life as a soldier in an all-male army. According to the poem, when Mulan was a teenager, China was invaded by a 1) army from the north. Immediately, the Emperor ordered every family to send their oldest son to join in fighting the 2) However, Mulan's family did not have a son who was old enough to fight. This meant that Mulan's father had to fight. But Mulan knew that her ageing father would be 3) to survive as a soldier. Therefore, Mulan made the 4) to disguise herself as a man and join the army in her father's place.

Mulan fought for more than ten years and her acts of 5) became well-known throughout the army. However, no one ever realised she was a girl. When the war was 6) over and the soldiers returned to their homes, Mulan took off her soldier's clothes and put on a dress. The soldiers who saw her were 7) shocked to discover that the brave soldier they knew was in fact a girl! They realised that women could fight 8) as well as men in times of war.

For many centuries, 9) have debated whether Mulan really did exist. Whatever the case, her legend continues to grow in 10) throughout the world.

LEGEND
POWER

INVADE

FIT
DECIDE

BRAVE

FINAL

COMPLETE

EQUAL
HISTORY
POPULAR



5 Read the text below and think of the word which best fits each gap.

The Terracotta Army



In the spring 0) *of* 1974, central China was suffering from a particularly bad drought. Desperate for water, a group of farmers living near the village of Xian decided to dig a well. The farmers 1) been digging for hours, when one of 2) hit something hard in the ground. 3) first, the farmers thought they had struck a large rock. In actual fact, they had come 4) something far more incredible. It was the head of a clay warrior - one of thousands of figures that had 5) buried underground for over 2,000 years! Purely 6) accident, these farmers had discovered a wonder of the ancient world, the Terracotta Army.

Qin Shi Huang, 7) became the first Emperor of China in 221 BC, ordered the creation of the Terracotta Army when he was just 13 years old. The Emperor believed that after he died he would need an army to help 8) rule a new empire in the afterlife. Some records state that it took 700,000 workers and 36 years to make the army. It's easy to see 9) it took so long; the Terracotta Army consists 10) over 8,000 life-sized figures including warriors, horses and even chariots. Originally all these figures were painted and each human figure was made with a unique appearance. Today, a selection of 11) amazing figures can be seen at the Terracotta Warriors and Horses Museum in Xian.

In Other Words

- Paul, Greg and David don't like horror films. None of the boys like horror films.
- Jean is a teacher. Sue is a teacher, too. Both of them are teachers.
- Nothing will stop me going. There isn't anything that will stop me going.
- I have packed everything except my camera. The only thing I haven't packed is my camera.
- Paul gave me so much help with my project. Paul gave me a great deal of help with my project.

6 Complete the following sentences using the words in bold.

- 1 Lisa, Rachael and Wendy have never been to France.
girls None *of the girls have been* to France.
- 2 George is tall. Steve is tall, too.
them Both tall.
- 3 Nobody could help the injured man.
anybody There help the injured man.
- 4 Mary passed every subject except History.
pass The only subject History.
- 5 They sent me so much information about the university.
deal They sent me about the university.

38 Listen and repeat. Then act out.



Yes/No Questions

Questions with Yes/No answers begin with an auxiliary or modal verb (**is, are, do, does, have, has, can, must, will, etc.**) We use **do/does** to form questions in present simple and **did** to form questions in past simple.

She is studying. → **Is she** studying?

He hates bowling. → **Does he** hate bowling?

(NOT: ~~Does he~~ hates bowling?)

Kim left an hour ago. → **Did Kim** leave an hour ago?

(NOT: ~~Did Kim~~ left an hour ago?)

We use questions to ask for **information** or **permission**. We also use questions to make **suggestions, requests, offers** or **invitations**.

Asking for information: "How much does it cost?" "£10."

Asking for permission: "May I use your phone?" "Of course you may."

Making suggestions: "Shall we have a party?" "Yes, let's."

Making requests: "Could you carry this for me, please?" "Yes, of course."

Making offers: "Would you like some orange juice?" "Yes, please."

Making invitations: "Would you like to spend this weekend with us?" "Yes, I'd love to."

Wh- Questions

Wh- questions begin with a question word such as (**who, what, where, why, when, whose, which, how, etc.**). We put the auxiliary or modal verb before the subject.

question word + auxiliary/modal + subject

"What did you buy?" "A scarf."

"How do you get to work?" "By bus."

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 is this letter **from**? (more usual)

From whom is this letter? (formal)

1 First form questions, then write the speech situation for each question: asking for information/permission, or making suggestions/requests/offers/invitations.

- 1 (we invite/David to dinner tonight?) *Shall we invite David to dinner tonight? (suggestion)*
- 2 (you want/a biscuit?)
- 3 (how far/it be from your house to the station?)
- 4 (you like/come sailing at the weekend?)
- 5 (I have/a look at your newspaper?)
- 6 (you like/come to the cinema?)
- 7 (you help/me with my bags, please?)
- 8 (we have/a party for your birthday?)
- 9 (who/you meet at the coffee shop yesterday?)

- 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 wrote "Gone with the Wind"?*
- Whose** is used to express possession. *Whose gloves are these? They're Tony's.*
- Which** is used for people, animals or things alone or before nouns, **one/ones** or **of**.
Which is their office? Which coat is his? I've got two dictionaries. Which one would you like to use? Which of these applicants will be called for an interview?
Which is normally used when there is a limited choice of answers. *Which is your favourite ice cream flavour – vanilla or strawberry?* (there are only two kinds of ice cream flavours to choose from – limited choice)
Which can also be used with the comparative and superlative. *Which is cheaper, a saloon car or a convertible? Which is the easiest way to do it?*
- What** is used alone or before a noun to ask about things. *What can I do for you? What size shoes do you wear? What is also used for people, animals and things when there is an unlimited choice of answers. What kind of films do you enjoy watching?* (there are many films to choose from - unlimited choice)
- What** can also be used in these patterns: *What ... like? What ... for? What colour? What size? What kind/sort? What time? What is he like? What is it used for?* etc. *What are you waiting here for?*
- What + be ... like** asks for a description of **someone's character**; **what ... look like** asks for a description of **physical appearance**. *What is Fiona like? She's kind and helpful. What does Fiona look like? She's tall and slim.*
- What** and **which** are sometimes both possible. *What/Which subjects do you teach?*
- Where** is used to ask about a place. *Where is my handbag? On your desk.*
- When** is used to ask about time. *When is your birthday? On 3rd July.*
- Why** is used to ask about the reason **why something happens/happened**. *Why are you happy? Because I got a new car.*
- How** is used alone or before an adjective/adverb. *How was the party? Amazing. How old is Tanya? She's fifteen. How fast can your car go? Very fast.*
- How long** is used to ask about a time period. *How long does it take you to get to work? Thirty minutes.*
- How often** is used to ask about frequency. *How often do you play tennis? Twice a week.*
- How much** is used with uncountable nouns. *How much flour do you need? Very little.*
- How many** is used with countable nouns. *How many apples do you want? Two.*

2

Fill in: **when, which, who, whose, what, how much, how often, what time, where or how long.**

- | | |
|--|---|
| 1 A: ... <i>Who</i> ... has been wearing my coat?
B: Sue has. | 6 A: did you start French lessons?
B: Two years ago. |
| 2 A: pencil case is this?
B: It's John's. | 7 A: have you lived in America?
B: Three years. |
| 3 A: one of you is the tallest?
B: I am. | 8 A: do you go to the cinema?
B: About once a month. |
| 4 A: size are your shoes?
B: Size 5. | 9 A: does the film start?
B: At 7 o'clock. |
| 5 A: did you go on holiday?
B: I went to the Caribbean. | 10 A: cheese would you like?
B: 400 grams please. |

3 Write questions to which the words in bold are the answers.

- | | |
|---|--|
| 1 It costs ten pounds .
<i>How much does it cost?</i> | 6 Mrs Brown wants to see Sally.
..... |
| 2 Janet lives in the centre of London .
..... | 7 The weather is hot today.
..... |
| 3 I wash my hair three times a week .
..... | 8 He has worked here for twelve years .
..... |
| 4 Her friend rented a new flat.
..... | 9 It takes two hours to get from here to London.
..... |
| 5 Ann is friendly .
..... | 10 This CD costs £9 .
..... |

4 Fill in: which or what.

Jane: 1) *What* shall we do this evening, Lisa?
 Lisa: I'm not sure. Do you want to go to the cinema?
 Jane: That's a good idea. But 2) one – CineWorld or Cineplex?
 Lisa: I really don't mind. 3) one would you like to go to?
 Jane: Well, it depends. 4) films are they showing at the moment?
 Lisa: I think CineWorld is showing the new James Bond film and Cineplex is showing Ben Stiller's new comedy.
 Jane: Ben Stiller? 5) does he look like?
 Lisa: He's quite short with black hair. He was in *Tropic Thunder*.
 Jane: Oh, I know him! So, 6) would you prefer – an action film or a comedy?
 Lisa: I think probably a comedy. 7) about you?
 Jane: Yes, I agree. Ben Stiller is always very funny.
 Lisa: Great. Well, let's go to Cineplex then. 8) time does the film start?
 Jane: In half an hour. We'd better go soon.
 Lisa: OK, let's go now. But 9) is the quickest way to get there?
 Jane: Well, we could take the train, but I don't know 10) station to get off at.
 Lisa: It's near Victoria Station. Don't worry; I know how to get there.

5 Write questions to which the words in bold are the answers.

J.K. Rowling is a British writer. She was born **near Bristol in England**. When she was young, Rowling loved **reading novels**. She studied **French** at university and worked as a teacher **in Portugal** for a short time. Then, **in 1990** she got the idea to write a novel about a young wizard called Harry Potter. Rowling's first book was called **Harry Potter and the Philosopher's Stone** and was published in 1997. Since then, Rowling has written **six more Harry Potter books** and she is now one of the most successful writers in the world.

- | | |
|---|------------------|
| 1 Who <i>is a British writer?</i> | 5 Where |
| 2 Where | 6 When |
| 3 What | 7 What |
| 4 What | 8 How many |

8 Complete the questions.

- | | |
|---|---|
| <p>1 A major earthquake hit San Francisco in 1906.
 a What <i>hit San Francisco in 1906</i>?
 A major earthquake.
 b What <i>city did a major earthquake</i>
 <i>hit in 1906</i>? San Francisco.</p> <p>2 Sarah donates money to a charity every year.
 a What? Money.
 b Who? Sarah.</p> | <p>3 Leonard found Rachael's purse.
 a Whose?
 Rachael's.
 b What?
 Rachael's purse.</p> <p>4 Peter visited Laura last weekend.
 a Who? Peter.
 b Who? Laura.</p> |
|---|---|

9 Fill in: who, what or which.

- A: 1) *What* is the best way to get to France from London?
 B: Well, it depends. 2) type of journey do you want?
 A: A cheap one! But I've got a friend who gets seasick.
 B: Don't go on the ferry then! There's a train or a hovercraft – or you could fly of course.
 A: 3) is the cheapest?
 B: The train and the hovercraft cost about the same but I'm not sure 4) is the most comfortable. Of course, the train takes you straight to Paris.
 A: Really? To 5) station?
 B: La Gare du Nord I think, but I don't know 6) the arrival times are.
 A: 7) could give me that information?
 B: Try ringing the Tourist Office.

10 In teams or in pairs, ask and answer questions based on the text.

A farmer, Isaac Jones, reported having seen a UFO. A journalist from the local newspaper interviewed him. Isaac was sleeping in his bed when at around 4 am he was suddenly woken up. The sky lit up and a strong wind blew against his bedroom window. Then an object that looked like a huge plate appeared in the sky. Isaac was shocked and started screaming. He thought the world was being invaded by Martians! Then, all of a sudden, the plate left. It all lasted five minutes, but Mr Jones's wife, Mary, didn't wake up at all. She thinks that her husband just had a nightmare. She told the journalist that Mr Jones should be more worried about the dirty plates in their kitchen sink than alien plates in the sky!



- A: *What is Isaac Jones's job?*
 B: *He is a farmer.*
 A: *Who interviewed him?*
 B: *A journalist from the local newspaper.*

Indirect Questions

- **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 or If/whether**. *Do you know how old Sam is? Could you tell me how long it takes to get there? Have you any idea when she is leaving? Do you know if/whether there are any vacancies here?*
 - a) **Direct question:** *Where is the bank?* **Indirect question:** *Could you tell me where the bank is?*
 - b) **Direct question:** *Has Tom been invited to the party?* **Indirect question:** *Do you know if/whether Tom has been invited to the party?*
- **The word order of indirect questions is the same as in statements (subject + verb).** *Can you tell me where you saw him? (NOT: Can you tell me where did you see him?)*
Do you know whether they are getting married? (NOT: Do you know whether are they getting married?)
How far did they travel? → Do you know how far they travelled?
When do you plan to move? → Can you tell me when you plan to move?

11 Turn the following into indirect questions.

- | | |
|---|---|
| 1 What flavour is this drink?
Can <i>you tell me what flavour this drink is?</i> | 6 What does 'laconic' mean?
Have |
| 2 Why isn't Bob here yet?
Do | 7 How much does Steve earn?
Do |
| 3 What is the price of this car?
Could | 8 Did they appear in court?
Have |
| 4 Has the film started yet?
Could | 9 What is the capital of Austria?
Do |
| 5 What time does the last bus leave?
Can | 10 Where did I put my keys?
Have |

Negative Questions

- **Negative questions** are formed with **not** but there is a difference in word order between the **short and full form**.
 (Short form) *Didn't they inform you? Haven't they returned yet?* (auxiliary + n't + subject + verb)
 (Full form) *Did they not inform you? Have they not returned yet?* (auxiliary + subject + not + verb)
We normally use the short form in everyday speech and the full form only for emphasis.
- **Negative questions are used to express:**
 - a) **surprise** *Don't you know who Pelé is?*
 - b) **annoyance/sarcasm** *Can't you keep quiet for a second?*
 - c) **expectation of a 'Yes'-answer** *Don't you think she's rather mean?*
 - d) **wish to persuade sb** *Won't you tell me who did it?*

12 Write the short form of the following negative questions.

- | | |
|--|---|
| 1 Has he not handed in his essay yet?
<i>Hasn't he handed in his essay yet?</i> | 5 Do you not know how to send an email?
..... |
| 2 Does he not come to football practice any more?
..... | 6 Did he not give you directions to the house?
..... |
| 3 Can Kate not ride a bicycle?
..... | 7 Have we not got any biscuits left?
..... |
| 4 Does she not understand the question?
..... | 8 Could you not find anything you liked?
..... |

13 In the following dialogues, make negative questions using the words given and decide if the expected response would be Yes or No, as in the example.

- 1 A: You're late! *..Didn't you set your alarm clock?.....* ? (set your alarm clock)
B: *..Yes.....*, but I missed the bus.
- 2 A: That was John on the other side of the road. ? (notice him)
B:, I can't see a thing without my glasses.
- 3 A: You've been going to the gym for weeks now. ? (lose any weight)
B:, I don't know what I'm doing wrong.
- 4 A: You aren't wearing a coat! (be cold)
B:, I'm used to weather like this.
- 5 A: Your mother is a Maths teacher. ? (help you)
B:, but I still can't understand Maths at all.
- 6 A: Why can't you come out tonight? ? (do/homework)
B:, but there's a TV programme I want to watch.
- 7 A: Why haven't you called Jane? ? (have her number)
B:, but I've been too busy to call.
- 8 A: Why didn't you go to Cornwall this year? ? (want to go)
B:, I wanted to go somewhere different.
- 9 A: This cake is delicious. ? (give me the recipe)
B:, I'm afraid it's a family secret.
- 10 A: I don't believe it! ? (know who Eminem is)
B:, but I haven't heard this song before.

14 Fill in the correct questions and verb forms.

- A: Hello, Mrs Williams. This is Donna, Kate's friend from university.
B: Oh, hello, Donna. How have you been?
A: Very well, thanks. I wanted to ask you about Kate. Is she arriving home from Japan today?
B: Yes, she is. We are all looking forward to seeing her.
A: Me too! 1) *..Which airport is she arriving at.....* (which/airport/arrive at)?
B: Heathrow Airport.
A: 2) (what time/expect) her to land?
B: About 8 tonight if there are no delays.
A: OK. And 3) (who/collect) her?
B: Nobody, dear. She's planning on taking the bus. 4) (why/ask)?
A: I'd like to meet her at the airport. 5) (what/think) about that?
B: That's a great idea; it would be such a nice surprise for her. But 6) (how/get) there?
A: My dad will drive me. I can't wait to see her!
B: That's wonderful! She'll be delighted.

39 Listen and repeat. Then act out.



Question Tags

- **Question tags** are short questions at the end of a statement. They are mainly used when we want to confirm something or when we want to find out if something is true or not.
They're leaving soon, aren't they?
- Question tags are formed with an auxiliary or modal verb from the main sentence and the appropriate subject pronoun. When the verb of the sentence is in the present or past simple, we form the question tag with **do/does/did + subject pronoun**. *She likes classical music, doesn't she? She arrived early, didn't she? He has been at home, hasn't he?*
- A positive statement is followed by a negative question tag, and a negative statement is followed by a positive question tag. *She is going to apply for that job, isn't she? You weren't listening, were you? They called off the wedding, didn't they?*
- **Everyone/Someone/Anyone/No one** form their question tags with an auxiliary verb + **they**.
Everyone knows the way to the church, don't they?
- When we aren't sure of the answer and want to check information, our voice goes up in the question tag. *He has been to Paris, hasn't he?* (not sure)

When we are sure of the answer and expect agreement, our voice goes down in the question tag. *She has got a pet dog, hasn't she?* (sure)

- **Question tags** can also be affirmative – affirmative. If the voice goes up, we mean “Tell me more”. *She's getting married, is she?* If the voice goes down, we express negative feelings such as disappointment or disapproval. We don't expect an answer.
What a pity, the party's cancelled, is it?
- **Echo tags** are a response to an affirmative or negative sentence. They are used in everyday speech to ask for **more information**, to show **interest, concern, anger, surprise**, etc.
Affirmative: *He's leaving. – He is, isn't he?* (confirmation) *He's leaving. – He is?* (surprise)
Negative: *He isn't leaving. – He isn't, is he?* (confirmation) *He isn't leaving. – He isn't?* (surprise)

Study the following question tags.

1 "I am"	→ "aren't I?"	<i>I am shorter than her, aren't I?</i>
2 "I used to"	→ "didn't I?"	<i>She used to like it here, didn't she?</i>
3 Imperative	→ "will you/won't you?" "can you/could you?"	<i>Please leave the door open, will you/won't you can you/could you?</i>
4 "Let's"	→ "shall we?"	<i>Let's consult a specialist, shall we?</i>
5 "Let me/him" etc	→ "will you/won't you?"	<i>Let the children decide, will you/won't you?</i>
6 "Don't"	→ "will you?"	<i>Don't leave the door open, will you?</i>
7 "I have" (= possess)	→ "haven't I?"	<i>He has got a yacht, hasn't he?</i>
8 "I have" (idiomatically)	→ "don't I?"	<i>They had a party last night, didn't they?</i>
9 "There is/are"	→ "isn't/aren't there?"	<i>There is some coffee for me, isn't there?</i>
10 "This/That is"	→ "isn't it?"	<i>This coat is Peter's, isn't it?</i>

15 Underline the correct item.

- 1 You've been to China, didn't you/haven't you?
- 2 Let's order pizza for dinner, shall we/will we?
- 3 Malta is an island, is it/isn't it?
- 4 Smoking in public should be banned, should it/shouldn't it?
- 5 Tom's not playing video games again, isn't he/is he?
- 6 Meet me tomorrow, will you/do you?
- 7 I told you to bring a packed lunch, didn't I/haven't I?
- 8 That is Tom's backpack, is it/isn't it?
- 9 He moved house last year, didn't he/hadn't he?
- 10 The teams are ready to start the game, isn't they/aren't they?

16 Fill in the question tags, then read the sentences aloud with the correct intonation.

sure

not sure

- | | | |
|---|----|--|
| ✓ | 1 | Linda's still on holiday, <i>isn't she</i> ? |
| ✓ | 2 | Berlin is the capital of Germany, ? |
| ✓ | 3 | Heather and Claire don't speak Dutch, ? |
| ✓ | 4 | He's gone to the bookstore, ? |
| ✓ | 5 | You like sushi, ? |
| ✓ | 6 | We haven't met before, ? |
| ✓ | 7 | There's some orange juice left, ? |
| ✓ | 8 | You and John go to the same school, ? |
| ✓ | 9 | She will meet me at the bus stop, ? |
| ✓ | 10 | I'm older than you are, ? |
| ✓ | 11 | That's our dog, ? |

17 Read the situations and write sentences with questions tags. In each situation, you are asking your friend to agree with you.

- You and your friend have just eaten at an expensive restaurant. You really enjoyed your meal. What do you say? (**delicious**)
That meal *was really delicious, wasn't it*
- You and your friend need to get to the city centre. You don't want to walk. What do you say to your friend? (**take the bus**)
Let's
- You're taking a walk in the forest. Your friend walks very fast. What do you say? (**slowly**)
Walk
- You are looking at a resort in a holiday brochure. You don't like it, though. What do you say to your friend? (**not/look nice**)
It
- You want to go to the cinema. Your friend is still doing the household chores. What do you say? (**not/finish/chores**)
You

Short Answers

- **Short answers** are used to avoid repetition of the question asked before. **Positive short answers** are formed with **Yes + personal pronoun + auxiliary verb** (*do, can, will, have, may, etc.*). "Will she be leaving soon?" "Yes, she will." **Negative short answers** are formed with **No + personal pronoun + negative auxiliary verb**. "Did he arrive on time?" "No, he didn't."

18 Complete the dialogue using short answers.

Mary: Hi, Paul. Have you decided which summer camp to go to this summer?

Paul: Yes, 1) *I have* I've decided to go to an adventure camp in York.

Mary: Wow! I've heard about that one. Did you read about it on the Internet?

Paul: Yes, 2) It looks great!

Mary: So, have you booked already?

Paul: No, 3) I have to ask my parents first.

Mary: Are you sure they're going to allow you to go?

Paul: Yes, 4) They know that I love extreme sports.

Mary: So, will you try bungee jumping there?

Paul: No, 5) I'm a little scared of heights. But I can't wait to go canoeing!

Mary: That sounds like fun. Do you know how to canoe?

Paul: No, 6) , but there will be instructors there to teach us.

Mary: I'm sure you'll have a great time. Can I call you when you're there?

Paul: Yes, 7) We are allowed to bring our mobile phones.



19 Fill in the correct questions tags and short answers.

1 A: She likes chocolate ice cream, *doesn't she...?*

B: No, *she doesn't*. She prefers vanilla.

2 A: You've read *Oliver Twist*,?

B: Yes, It's very interesting.

3 A: I'm not too early,?

B: No, The other guests will be arriving soon.

4 A: Ann did the ironing,?

B: Yes, She also did the washing-up.

5 A: You aren't from Barcelona,?

B: No, I'm from Madrid.

6 A: You will be travelling tomorrow,?

B: Yes, My plane leaves at 2 o'clock.

7 A: They've moved house,?

B: Yes, They live in the suburbs now.

8 A: You drive to work every morning,?

B: Yes, It takes me half an hour to get to the office.

So – Neither/Nor – But

We use:

- **So + auxiliary verb + personal pronoun/noun** after a positive statement. *I'm thirsty. So am I.* (= I'm thirsty too.)
- **Neither/Nor + auxiliary verb + personal pronoun/noun** after a negative statement. *Jim can't come tonight. Neither/Nor can I.* (NOT: *So can't I.*)
- **But + personal pronoun/noun + affirmative auxiliary verb** to show positive contrast to a negative statement. *Katie has never flown in a plane before, but I have. Mike hasn't finished, but James has.*
- **But + personal pronoun/noun + negative auxiliary verb** to show negative contrast to a positive statement. *He looks like my father, but I don't. Mike has already finished, but John hasn't.*
- **When we wish to express surprise at what sb has said, we use so + subject + auxiliary verb.** *Claire: Look; that man's wearing a wig. Tina: So he is!*

20 Look at the table and write sentences, as in the example.

	Tom	Beth	Ray	Pam
like dancing		✓	✓	
travel abroad	✓			✓
own a laptop	✓		✓	
can speak Spanish		✓	✓	

- 1 Beth likes dancing. *So does Ray, but Tom and Pam don't.*
- 2 Pam has travelled abroad.
- 3 Tom owns a laptop.
- 4 Ray can speak Spanish.
- 5 Pam doesn't own a laptop.
- 6 Ray hasn't travelled abroad.
- 7 Pam can't speak Spanish.
- 8 Tom doesn't like dancing.

Asking for permission / Making requests	Giving / Refusing permission / Answering requests
Can I / Could I make a phone call? May I / Might I use your car?	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.
Making suggestions / Invitations	Answering suggestions / invitations
Will you / Would you / Would you like to have tea with me tomorrow? Shall we have tea tomorrow?	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.
Making offers	Answering offers
Shall I/we, Can I/we, Would you like me to help you move the sofa?	Yes, please. / No, thank you. / No, thanks.

24 Fill in short answers, as in the example.

- | | |
|---|---|
| <p>1 A: May I use your telephone?
B: <i>Yes, you may</i>, but don't talk for too long.</p> <p>2 A: Will you have dinner with me tonight?
B: What about 6:30?</p> <p>3 A: Shall I take your library books back for you?
B: I'm too busy to do it myself.</p> <p>4 A: Would you like some sugar in your coffee?
B: I'm on a diet.</p> | <p>5 A: Would you like to come to Paris?
B: I don't have any other plans.</p> <p>6 A: Shall we play golf today?
B: I've arranged to play squash.</p> <p>7 A: Can I have some time off work?
B: I need you here at the moment.</p> |
|---|---|

So – Not

So and not can be used in short answers after: *think, hope, expect, suppose, I'm afraid, guess, it seems, say, tell sb, it appears, believe or imagine.*

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 says so/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 they buy it?" **"I hope so."**

"Is he planning to retire?" **"He didn't say so."**

25

Fill in the blanks with phrases using the verbs given and so or not.

1 A: She isn't coming then? (**guess**)B: ... *I guess not* ... It's already 10 o'clock.2 A: Is he a good singer? (**imagine**)

B: He's a very musical person.

3 A: Is Bill as tall as George? (**think**)

B: George is far taller.

4 A: Is it serious, doctor? (**afraid**)

B: You'll need an operation.

5 A: Is David coming? (**hope**)

B: Julie will be terribly disappointed if he doesn't.

6 A: Have they caught the burglar? (**believe**)

B: It seems they're still looking.



Speaking Activity

(asking questions)

John has just arrived at a sports summer camp. It is John's first year at the camp but his friend, Ken, has been there before. Ken is showing John around. Use question words from the list and the prompts below to ask and answer questions, as in the example.

how

how much

where

why

what

how long

how many

when

which



- sports / we / practise? (three – rugby, football and basketball)
- your / favourite sport? (rugby)
- we / sleep? (in the dormitory)
- we / have to / get up? (7:00 am)
- free time / we / get / each day? (around 3 hours / in the evening)
- I / get to / the dormitory? (I / take / you there)

John: How many sports do we practise?

Ken: Three – rugby, football and basketball.



Writing Activity

John also asked Ken some other questions. Look at the prompts and write out his questions, also giving suitable replies.

- children / be / in the camp? (around one hundred)
- each practice session / last? (around an hour)
- we / eat / our meals? (in the canteen)
- eat / for lunch? (different dishes / serve / every day)
- the head coach's name? (Mr Hartman)
- we / get to / sports fields? (bus / drive us there)

How many children are in the camp?

.....

1 Look at Appendix 1 on page 239–245, then fill in the correct particle(s) for the phrasal verbs.

- 1 Can you **turn** *down* the radio; it's too loud.
- 2 He wasn't able to **work** the solution to the Maths problems.
- 3 If I ever had money problems, I would **turn** my father for help.
- 4 Your shoes are **worn**; you'd better buy a new pair.
- 5 We were surprised when John **turned** at Ann's wedding.

2 Look at Appendix 2 on pages 246–253, then fill in the correct preposition.

- 1 *On* New Year's Day, Karen's family always have dinner together.
- 2 Martin let off some fireworks midnight.
- 3 The Summer Olympics took place in Beijing 2008.
- 4 They arrived at the campsite 10 am in the morning.
- 5 It takes 20 minutes to get to the station foot.

Idioms

- 1 **a high flyer**: a very ambitious person
- 2 **a smooth operator**: a person who can persuade you to do sth
- 3 **a fair-weather friend**: a person who is only your friend when you have no problems
- 4 **a wet blanket**: a person who spoils people's fun
- 5 **a pain in the neck**: an annoying person or thing

3 Fill in the correct idiom.

- 1 Kim is *a high flyer*; she's determined to become a pop singer someday.
- 2 My younger brother can be a real when he makes noise while I'm studying.
- 3 Paul turned out to be; as soon as I asked him for help he made up an excuse to go home.
- 4 Laura asked us to turn down the music at my party; sometimes she can be such
- 5 Make sure not to buy something that you don't really need. That salesman is

4 Use the word in bold to form a word that best fits each gap.

SNOWFLAKE - The Albino Gorilla

An albino is a person or animal that has a condition that makes their skin and hair 0) *unusually* white. About 1 in 17,000 humans are albino, but the condition is far less common in animals. The most 1) albino animal was Snowflake, the only albino gorilla known to man. Because they are so rare, albino animals are often hunted by 2) animal traders. This is what happened to Snowflake. He was captured in a forest in 3) Africa when he was just an infant. 4), Snowflake fell into good hands when Jordi Sabater Pi purchased him and brought him to Barcelona Zoo in Spain in 1966. Snowflake soon became the most popular resident in the zoo. He attracted millions of 5) every year and became well-known throughout Spain and 6) A number of children's books were written about Snowflake and he even appeared on the cover of a popular music album! Most 7), Snowflake's fame made people aware that gorillas are an endangered species that face many threats to their survival. Snowflake lived in Barcelona Zoo until his 8) in 2003 but he is still remembered with great 9) by the people of Barcelona today.

UNUSUAL FAME

LEGAL CENTRE FORTUNATE

VISIT INTERNATIONAL

IMPORTANT

DEAD AFFECT

5 Read the text below and decide which answer best fits each gap.



Purple - The Colour of Royalty

In ancient times, only rich or powerful people 0) *dressed* in purple-coloured clothes. This was because purple dye was so expensive. It was produced from a certain 1) of snail and was so rare and precious that for many centuries it was as valuable as gold. The dye was 2) produced by the Phoenician civilisation in the city of Tyre, now in modern-day Lebanon. It became 3) as 'Tyrian purple' and its popularity 4) throughout the Mediterranean. Tyrian purple was very difficult to produce. In fact, more than 12,000 snails were needed to make enough dye for just one 5) of clothing! First, baskets containing dead frogs were lowered into the sea in 6) to tempt snails to enter. 7) caught, the snails were crushed and then placed in huge bins where they were left to rot in the sun. According to a 8) of ancient writers, these rotting snails 9) such a bad smell that people avoided living within many miles of dye-producing areas! After some time, the liquid from the rotting snails was collected and formed into a dye that could be added to cloth. Since only the wealthiest people could afford to buy purple dye, the colour soon became 10) with the upper class, especially royalty. Even today, purple is still the colour of royalty in many European countries.

- | | | | | |
|----|--|--------------|---------------|---------------|
| 0 | <input checked="" type="radio"/> A dressed | B wore | C displayed | D showed |
| 1 | A class | B group | C brand | D species |
| 2 | A basically | B originally | C immediately | D practically |
| 3 | A named | B called | C known | D noticed |
| 4 | A widened | B spread | C flowed | D enlarged |
| 5 | A quantity | B thing | C item | D portion |
| 6 | A order | B respect | C view | D purpose |
| 7 | A Once | B Soon | C After | D Following |
| 8 | A number | B lots | C plenty | D many |
| 9 | A produced | B supplied | C delivered | D arrived |
| 10 | A involved | B associated | C mixed | D combined |

In Other Words

- *When does the last train leave this evening?*
Have you any idea when the last train leaves this evening?
- *Is there a post office in the area?*
Do you know whether/if there is a post office in the area?
- *Shall I carry those bags to the car?*
Would you like me to carry those bags to the car?
- *"Why don't we invite Sue for dinner tomorrow?" he said.*
He suggested inviting Sue for dinner the next day.
- *How long does it take to walk to the station? Could you tell me how long it takes to walk to the station?*

6 Complete the following sentences using the words in bold.

- 1 When does the plane arrive in Paris?
idea Have *you any idea when* the plane arrives in Paris?
- 2 Is there a police station near here?
know Do a police station near here?
- 3 Shall I buy some bread from the supermarket?
like Would some bread from the supermarket?
- 4 "Why don't we play tennis tomorrow?" she said.
suggested She following day.
- 5 How much does it cost to buy an MP3 player?
tell Could you costs to buy an MP3 player?

Progress Check 4 (Units 10-12)

1 Choose the correct item.

- Take care not to cut with that knife.
A yourself B you C yours
- That's not my book. It's
A him B his C himself
- is a man at the door who wants to speak to you.
A There B It C Here
- I am a faster runner than Mark, I?
A isn't B are C aren't
- It was Ann had the idea of throwing the party.
A who B which C what
- Physics Brian's worst subject at school.
A was B were C weren't
- This is house.
A Mary's and John's B Mary and John's
C Mary's and John
- Under no should you tell anyone your credit card number.
A circumstances B account C way
- are you going this late at night?
A Wherever B Whoever C Whatever
- There's no need to hurry; we have of time.
A much B lot C plenty
- I want is some peace and quiet.
A That which B All that C The only
- Sarah is studying Maths at college.
A - B the C a
- No had Paul walked in the door than the phone started ringing.
A nearer B sooner C longer
- Only after I explained it to him the exercise.
A he understands B did he understand
C he did understand
- Philip used to drive to work, he?
A didn't B isn't C wasn't
- is that new gadget used for?
A Which B What C How
- "Kate didn't come to school today." "..... did Jim."
A As B So C Neither
- Steve gave me a advice about writing a CV.
A little B few C lot
- Here's boy who wants to be on the team.
A another B other C the other one
- May I give you a(n) of advice?
A item B piece C block

2 Underline the correct item.

- Carol wants to set up/off her own business.
- On/At Friday evening, Lisa went to the theatre.
- I can always rely on Chris to stand by/for me when I have a problem.
- It's beside/against the law to throw litter on the street.
- Philip tore the letter onto/into pieces.
- Could you turn over/down the volume on the TV, please?
- The Football World Cup took place in South Africa in/at 2010.
- Steve drove his sister to the train station and saw her in/off.
- It looks like winter has finally set to/in.
- Sharon was taken out/aback by Kim's insulting remark.
- Lisa found it difficult to work out/in the answer to the crossword clue.
- They reached the isolated island with/by helicopter.

Progress Check 4

3 Complete the sentences using the words in bold, as in the example.

- We don't travel abroad very often.
do Rarely *do we travel*
abroad.
- You'll have to walk a mile to get to the station
from here.
walk It's
..... to the station.
- When did you arrive in Berlin?
it When was
in Berlin?
- Is there an Internet café on this street?
know Do
an Internet café on this street?
- Mary is from Scotland. Sue is from Scotland, too.
them Both
..... from Scotland.
- I didn't spill water on the floor.
who It wasn't
..... water on the floor.
- When does Greg arrive home from work?
idea Have
Greg arrives home from work?
- James, Mark and Ted don't play golf.
men None
..... golf.
- Don't tell anyone your password on any
account.
should On
anyone your password.
- How long does it take to walk to the train
station?
how Could you tell
to walk to the train station?
- You can invite anyone you want to the party.
whoever You can
..... to the party.
- Being tired, Peter fell asleep on the bus.
that So tired
..... asleep on the bus.

Listening

4 You will hear a magician being interviewed on a radio programme. For questions 1-7, choose the correct answer (A, B or C).

- The Great Escaper
A is the name of an entertainment event.
B is a biography about Houdini.
C was the stage name of Houdini.
- Where did Houdini say he was born in a number
of his writings?
A in America B in Hungary C in France
- While in Europe, Houdini
A broke the law.
B met a man who inspired him to become a
magician.
C escaped from a number of prisons.
- How do people believe Houdini escaped from a
special set of handcuffs in London?
A with the assistance of his wife
B with a key that he had hidden in his mouth
C by breaking the handcuffs open with his teeth
- Why does David avoid doing Houdini's more
dangerous stunts?
A He does not want to risk getting injured.
B He is physically unable to do them.
C He wants to become stronger before he
attempts them.
- In what order does David perform Houdini's
stunts in his show?
A Houdini's most extreme stunts first
B Houdini's most entertaining stunts first
C Houdini's earliest stunts first
- How can people get tickets for David's London
shows?
A over the Internet
B over the telephone
C from the ticket office at the theatre

Revision 1 (Units 1-3)

1 Choose the correct item.

- 1 Look at that boy! He from the tree.
A is going to fall C will be falling
B goes to fall D will fall
- 2 George was happy home after his holiday abroad.
A returned C returning
B to return D returns
- 3 She really to wear a raincoat today.
A ought C must
B should D could
- 4 The crossword was difficult for me to complete.
A much C too
B enough D more
- 5 I feel exhausted; I think I to bed now.
A will have gone C go
B am going D will go
- 6 Sarah submit the essay last Friday.
A has been having to C has to
B had to D has had to
- 7 I heard him on the telephone.
A to talk C to be talking
B talked D talking
- 8 I borrow your pen for a moment, please?
A Should C Might
B Shall D Must
- 9 She in that house for ten years before she decided to move.
A had been living C lives
B has been living D is living
- 10 The gardener went on even after it had started raining.
A to work C to have worked
B working D works
- 11 I am supposed a meeting at 9 am tomorrow morning.
A attending C attend
B to attend D will attend
- 12 The children TV while their mum was preparing the dinner.
A were watching C have been watching
B watched D watch
- 13 Sarah have gone for a walk in the park; I'm not sure.
A might C must
B can D has to
- 14 I haven't seen Frank we were at university together.
A for C yet
B since D already
- 15 I wouldn't advise in the car; you might get dizzy.
A to read C reading
B read D to be reading
- 16 What's the use of for Tim to arrive?
A to wait C to be waiting
B wait D waiting
- 17 You collect me from the bus stop. I can take a taxi home.
A don't have C needn't
B mustn't D couldn't
- 18 Now that he is retired, Harry spends most of his time in the garden.
A to work C is working
B working D to be working
- 19 That perfume of strawberries.
A smell C was smelling
B is smelling D smells
- 20 By April, Sam in the shop for three years.
A will have been working
B is going to work
C works
D will work

(Points: —)
20x1 20

Revision 1

2 Fill in the correct particle.

- 1 Suzanne had her house broken last weekend.
- 2 That song brings memories of my time in university.
- 3 He came an old abandoned cottage while walking in the forest.
- 4 It looks like we are for some rain later today.
- 5 Paul can't stop sneezing; he must be coming with a cold.
- 6 The open-air concert was called due to the bad weather.
- 7 Let's go out; there's nothing good TV tonight.
- 8 She got carried and cooked far more food than was needed.

(Points: —)
8x2 16

3 Fill in the correct preposition.

- 1 Paula did not agree Steve's views on animal rights.
- 2 He volunteers for a charity that cares homeless children.
- 3 Ted was furious his brother for breaking his computer.
- 4 Karen's parents did not approve her new hairstyle.
- 5 The film is based a novel by Steven King.
- 6 The archer aimed the target and shot the arrow.
- 7 Don't blame Greg breaking the window; it wasn't his fault.
- 8 Lisa is very fond cooking; she is always trying out new recipes.

(Points: —)
8x2 16

4 Rephrase the following sentences.

- 1 He had never eaten octopus before.
first It he had ever eaten octopus.
- 2 Would you mind lending me your pen?
kind Would you be me your pen?
- 3 He'll probably arrive late to the party.
likely He late to the party.
- 4 It was the fastest car he had ever driven.
never He had fast car.
- 5 Fred finds it difficult to understand some British accents.
difficulty Fred some British accents.
- 6 You mustn't bring food into the library.
allowed You food into the library.

(Points: —)
6x3 18

5 Put the verbs in brackets into the correct tense.

- | | |
|--|---|
| 1 Paul rarely (go)
to the cinema alone. | 4 They (not/arrive)
at the stadium yet. |
| 2 She (write)
a letter to her pen-friend at the moment. | 5 Terry (study)
in her room since 11 o'clock this morning. |
| 3 Chris (play)
football when he injured his ankle. | 6 He (prepare)
dinner by the time we arrived home. |

(Points: —)
6x1 6

6 Underline the correct item.

- | | |
|---|--|
| 1 Would/Can I help you with your luggage? | 4 Fred must/can be very hungry; he hasn't eaten anything since breakfast. |
| 2 I needn't/mustn't have brought my umbrella. It didn't rain at all. | 5 You don't have to/mustn't park here. It's forbidden. |
| 3 Sarah was able to/ought to have studied more for the test. | 6 Dan can't/shouldn't print the document. He hasn't got a printer. |

(Points: —)
6x1 6

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

Vegetarianism

In the UK a great number of people are vegetarian. This means that they avoid

1) (eat) meat of any kind. Some do so because they want

2) (prevent) cruelty against animals while others hope

3) (improve) their health. Vegans are similar to vegetarians, but they take vegetarianism one step further. Vegans refuse 4) (consume) or use anything that comes from animals. Therefore, as well as 5) (avoid) products like honey and milk, they don't wear clothes such as leather jackets or woollen coats. Although vegans often claim 6) (have) healthier and happier lives, many doctors warn against 7) (follow) a vegan diet. Often, vegans have difficulty 8) (get) all the nutrients they need 9) (stay) healthy. It's possible, but being a vegan, or even a vegetarian, requires a lot of effort and dedication.



(Points: —)
9x2 18

(Total: —)
100

Revision 2 (Units 1-6)

1 Choose the correct item.

- 1 He lives in a(n) cottage in the countryside.
A stone, old, small C small, old, stone
B old, small, stone D stone, small, old
- 2 *Romeo and Juliet* by William Shakespeare.
A wrote C was written
B writes D is written
- 3 I'll call you I have the results.
A as soon as C till
B immediately D by the time
- 4 He cut the bread a knife.
A by C from
B with D of
- 5 I saw someone a stone at the window and run away.
A is throwing C to throw
B threw D throw
- 6 I regret you that we will not be offering you the job.
A inform C be informing
B to informing D to inform
- 7 He was a friendly waiter that I left him a big tip.
A so B such
C very D a lot
- 8 you ride a bike when you were six years old?
A Could C Can
B May D Might
- 9 I can't go out I've finished doing my chores.
A just as C until
B when D by
- 10 He was offered the job because he was candidate.
A the best C better
B good D best
- 11 The building was designed a Spanish architect.
A by C with
B from D of
- 12 living in Germany for two years, Greg can speak very little German.
A While C However
B Despite D Although
- 13 She's helpful receptionist I've ever met.
A least C the least
B less D little
- 14 Laura was heard that she was planning to move to Glasgow.
A to saying C to say
B saying D said
- 15 He prefers watching TV listening to the radio.
A to C rather
B than D from
- 16 Even though he objects to violence, he was made in the army.
A serving C served
B to serve D had served
- 17 I've never heard such a beautiful singing voice hers.
A than C as
B to D rather than
- 18 Peter in Denmark since 1996.
A lives C lived
B was living D has been living
- 19 you mind turning the volume down a little, please?
A Could C Would
B Should D Must
- 20 David to be a very honest man.
A is known C to be known
B to being known D been known

(Points: —)
20x1 20

2 Fill in the correct particle.

- | | |
|--|--|
| <p>1 The new president brought a change in the way the country was run.</p> <p>2 Peter's electricity was cut because he failed to pay the bill on time.</p> <p>3 The rotten eggs gave a terrible smell.</p> <p>4 I feel quite tired; I could do a quick nap.</p> | <p>5 After Lisa lost her job, she fell back her family for financial support.</p> <p>6 We need to find some more wood or the fire will go</p> <p>7 Steve broke his engagement to Laura yesterday evening.</p> <p>8 On seeing the guard dog, she drew in shock.</p> |
|--|--|

(Points: —)
8x2 16

3 Fill in the correct preposition.

- | | |
|---|---|
| <p>1 Paul asked his neighbour to take care his cat while he was away.</p> <p>2 The teacher was very proud her students' test results.</p> <p>3 Professor Bloom is an expert ancient languages.</p> <p>4 It took the football player six months to recover the injury to his knee.</p> | <p>5 Laura was very pleased the mark she got for her essay.</p> <p>6 Barcelona is famous its amazing architecture and lively nightlife.</p> <p>7 It's obvious that Ken is jealous his brother's sporting success.</p> <p>8 The child took great delight playing with her new toy.</p> |
|---|---|

(Points: —)
8x2 16

4 Rephrase the following sentences.

- | | |
|--|--|
| <p>1 Frank is less respectful than his brother.
as Frank is</p> <p>2 This dish is too spicy for me to eat.
such It's</p> <p>3 Paul's shirts need ironing.
have Paul needs</p> <p>4 My mobile phone and hers are alike.
similar My mobile phone</p> <p>5 He put on some cream so he wouldn't get burnt by the sun.
avoid He put on some cream</p> <p>6 The earthquake has destroyed a small village.
been A small village</p> | <p>..... his brother.</p> <p>..... I can't eat it.</p> <p>..... ironed.</p> <p>..... hers.</p> <p>..... by the sun.</p> <p>..... the earthquake.</p> |
|--|--|

(Points: —)
6x3 18

Revision 2

5 Read the letter and fill in the gaps.

Dear Mary,
 I've just arrived home from Japan. I can honestly say that Tokyo, the capital city, is the 1)
 **(interesting)** of all the cities I have ever visited in my life! It is huge; 2)
 **(big)** than any city I have been to before. It's also one of 3) **(populated)**
 cities in the world, so the streets and trains were 4) **(crowded)** than anywhere in
 England. In fact, I travelled through Shinjuku Station which is 5) **(busy)**
 train station in the world! I visited some of 6) **(fascinating)** places
 during my trip; Mount Fuji was beautiful! The only bad point was the weather. While I was in
 Tokyo, the city had one of 7) **(wet)** winters on record! Nevertheless, my
 visit to Japan was one of 8) **(incredible)** experiences of my life. You
 should go there yourself someday if you get the chance! How was your holiday? I'm looking
 forward to hearing your news. Write back soon.

Take care

Wendy



(Points: —)
8x2 16

6 Complete the second sentence so that it means the same as the first. Use the correct passive form.

- | | |
|--|---|
| <p>1 The fireman rescued a young girl.
A young girl
by the fireman.</p> <p>2 They expect the president to attend the ceremony.
The president
to attend the ceremony.</p> <p>3 Overfishing is threatening the survival of many types of fish.
The survival of many types of fish
..... by overfishing.</p> <p>4 They say the footballer has announced his retirement.
The footballer
have announced his retirement.</p> | <p>5 Laszlo Biro invented the ballpoint pen in 1938.
The ballpoint pen
by Laszlo Biro in 1938.</p> <p>6 People think Caroline is the best dancer in the school.
Caroline is
the best dancer in the school.</p> <p>7 You must finish the report by 5 pm.
The report by 5 pm.</p> |
|--|---|

(Points: —)
7x2 14

(Total: —)
100

1 Choose the correct item.

- 1 If I you, I would try to eat less sweets.
A were C am
B had been D would be
- 2 Tom is at football than his brother.
A best C good
B the best D better
- 3 Debra me she would come to hockey practice today.
A said C told to
B told D says
- 4 I'd prefer to go out spend the evening inside watching TV.
A from C rather than
B to D rather
- 5 Karen walked into the classroom her teacher was starting the lesson.
A as long as C by the time
B until D just as
- 6 Jenny on taking a taxi to the airport.
A insisted C advised
B suggested D warned
- 7 I wish I to your graduation party last Saturday.
A will come C had come
B have come D would come
- 8 Her basket was filled groceries.
A in C for
B with D by
- 9 Don't just sit there in silence; something.
A tell C say
B speak D talk
- 10 you had financial difficulties, who would you ask for help?
A As long as C As if
B Only if D Supposing
- 11 The dentist me to brush my teeth twice a day.
A permitted C advised
B suggested D complained
- 12 Do they sell clothes here?
A childrens' C children's
B childrens D childrens's
- 13 Brian said he ill the previous week.
A would be C has been
B had been D will be
- 14 We donated some money to a charity that helps homeless.
A a C an
B - D the
- 15 I that film four times already.
A have seen C have been seeing
B see D saw
- 16 Two days a long time to wait.
A isn't C hasn't
B aren't D haven't
- 17 I come to the cinema yesterday because I had so much homework to do.
A mustn't C couldn't
B shouldn't D may not
- 18 Bill read an interesting of news in the paper.
A piece C packet
B slice D block
- 19 I'd rather he me to my face rather than behind my back.
A criticised C has criticised
B criticising D to criticise
- 20 Ken wants to learn how to play violin.
A - C the
B a D an

(Points: —)
20x1 20

Revision 3

2 Fill in the correct particle.

- 1 Could you look my essay for any spelling mistakes, please?
- 2 She made an excuse for not being able to attend the wedding.
- 3 The police are carrying an investigation into the robbery.
- 4 The undercover spy passed himself as a security guard.
- 5 Let's put the picnic until tomorrow; it looks like it's going to rain.
- 6 The manager told his staff to keep the good work.
- 7 I ran an old classmate of mine at the supermarket yesterday.
- 8 The doctor advised him to cut the amount of salt in his diet.

(Points: —)
8x2 16

3 Fill in the correct preposition.

- 1 Greg persists smoking even though I've asked him to stop.
- 2 That dress is beautiful; you've got great taste clothes.
- 3 I was a loss for words when I saw Sarah's new hairstyle.
- 4 The babysitter found it difficult to keep the children control.
- 5 Terry is very keen extreme sports.
- 6 Further information about the course is available request.
- 7 Paul was of breath after he ran up the flight of stairs.
- 8 I'm sorry disturbing you at work.

(Points: —)
8x2 16

4 Rephrase the following sentences.

- 1 "No, I won't tell you where I hid the money," the robber said to the police.
refused The robber where he had hidden the money.
- 2 It's a pity I didn't bring my guitar to the party.
wish I my guitar to the party.
- 3 They are loading luggage onto the plane.
being Luggage onto the plane.
- 4 "Don't dive into the deep end of the pool," the lifeguard said to them.
warned The lifeguard into the deep end of the pool.
- 5 I don't want to go camping this weekend.
rather I this weekend.
- 6 The ferry has many passengers.
great There of passengers on the ferry.

(Points: —)
6x3 18

5 Turn the sentences into reported speech.

1 "I have to go home now," Ian said.

.....

2 "Where did I put my glasses?" Jeff wondered.

.....

3 "I should have helped my mum with the housework," Karen said.

.....

4 "I'll arrive at Heathrow Airport at noon," she said.

.....

5 "Are you happy with your new car?" Jackie asked.

.....

6 "I may leave tomorrow," Alex said.

.....

(Points: —)
6x1 6

6 Put the verbs in brackets into the correct tense.

1 If I were you, I (take) a holiday abroad.

2 Steve (play) in the game if he recovers from his injury.

3 Should he (get) this job, he will have to move to England.

4 If you had closed the gate, the dog (not/run) away.

(Points: —)
4x3 12

7 Fill in: a, an, the or –.

Visit Iceland

Iceland is 1) island country in
2) North Atlantic Ocean. It is most
famous for being home to 3) large
number of volcanoes, some of which are still active
today. Because of its amazing landscape Iceland has
become 4) popular tourist destination
for 5) mountaineers and trekkers.
Visitors can also experience Iceland's rich culture in
6) Reykjavik, 7)
capital city. You can admire local art at 8) Centre for Icelandic Art
or find out about Iceland's history at 9) National Museum of
Iceland. You can also pick up some handmade souvenirs in 10)
Laugavegur Street. Wherever you are in Iceland, you can be sure of
11) warm welcome from 12) Icelandic people.



(Points: —)
12x1 12

(Total: —)
100

2 Fill in the correct particle.

- 1 Michael decided to set his own insurance company.
- 2 I've fallen with my work, so I'll have to work late this evening.
- 3 Mary encouraged her husband to take a new hobby.
- 4 You bring the plane tickets and I'll see the luggage.
- 5 Those boots are worn; it's high time you bought a new pair.
- 6 USA stands United States of America.
- 7 Lisa managed to hold her tears even though she felt terribly sad.
- 8 I'm going to turn; I need to sleep.

(Points: —)
8x2 16

3 Fill in the correct preposition.

- 1 our astonishment, Mary won the talent competition.
- 2 That man looks familiar me. Maybe he's an old classmate.
- 3 Jim hid a large tree so his friends couldn't find him.
- 4 She is meeting a friend of hers for coffee noon.
- 5 The report won't be ready on time; we've fallen schedule.
- 6 We must stop the forest from being destroyed all costs.
- 7 We reached our destination 9 o'clock in the evening.
- 8 The police station is directly the hospital on the other side of the road.

(Points: —)
8x2 16

4 Rephrase the following sentences.

- 1 When did you get your hair cut?
it When was your hair cut?
- 2 Nobody could solve the puzzle.
anybody There solve the puzzle.
- 3 Shall I fry some eggs for you?
like Would some eggs for you?
- 4 Being greedy, the child wanted all the sweets for himself.
that So greedy wanted all the sweets for himself.
- 5 Alisha, Paula, and Cindy don't take the train to work.
women None the train to work.
- 6 Is there a cinema in this town?
know Do a cinema in this town?

(Points: —)
6x3 18

Revision 4

5 Fill in the correct **personal pronouns, possessive adjectives or reflexive pronouns**.

Hi Kate,
Thanks for 1) email. I really enjoyed reading
2) I'm glad to hear you are enjoying 3) in
Rome. Have 4) visited the Sistine Chapel yet? I heard
that 5) is really beautiful! I'd love to go to Rome some
day. I have a pen-friend from there, Beatrice, who said that I could
stay with 6), so maybe I'll go next year.
Well, I had a football match yesterday. 7) ended in a
draw, but we really should have won. We had lots of chances but
8) goalkeeper saved every one of 9) shots.
Mrs Graham, our coach, said we should be proud of 10)
but most of 11) felt really disappointed. What's more, I
injured 12) during the game, but luckily it's not serious.
Well, that's all 13) news for now. Give 14) a
call when you get back.
Pamela



(Points: —)
14x1 14

6 Write questions to which the words in **bold** are the answers.

- 1 **Henry** won the gold medal in the 100 metres sprint.
.....
- 2 Judy wants to eat a **salad** for lunch.
.....
- 3 I arrived at Paddington Station **at noon**.
.....
- 4 They will travel to the island **by ferry**.
.....
- 5 The brown jacket costs **£15**.
.....
- 6 David goes to the gym **twice a week**.
.....
- 7 I brought my umbrella **because I thought it was going to rain**.
.....
- 8 There are **five** eggs in the fridge.
.....

(Points: —)
8x2 16

(Total: —)
100

Appendix 1: Phrasal Verbs



Be

be after = 1) (tr) to want, to try to gain, 2) (tr) to chase
be against = (tr) to oppose
be at = (tr) to scold
be away = 1) (int) to be absent, 2) (int) to leave
be back = 1) (int) to return, 2) (int) to become fashionable again
be down with = (tr) to be ill with; **go down with**
be for = (tr) to be in favour of (opp: **be against**)
be in = 1) (int) to be at one's home, office (opp: **be out**), 2) (int) to be fashionable (opp: **be out**)
be in for = (tr) to expect sth (usu bad)
be off = 1) (int) to leave, 2) (tr) to cease to want, 3) (tr) to be absent (from school/work)
be on = 1) (tr) to be shown (on TV, at the cinema, theatre etc), 2) (int) to be on duty
be on at = (tr) to scold
be out = 1) (int) not to be at one's home, office, (opp: **be in**), 2) (int) to be unfashionable (opp: **be in**), 3) (int) (of light/fire) to have stopped burning, 4) (int) to become known, 5) to have been removed
be out of = (tr) to not have sth; lack; **run out of**
be over = (int) to come to an end
be through with = (int) to have finished (a relationship, job etc)
be up = 1) (int) to be awake and out of bed, 2) (int) to stay awake at night; **stay up**, 3) (int) to be wrong or unusual
be up against = (tr) to be opposed by
be up to = 1) (tr) to do (usu sth wrong), 2) (tr) to be equal to, 3) (tr) to depend on
be with = 1) (tr) to support, 2) (tr) to understand (and like)

Break

break down = 1) (int) (of machinery) to stop working, 2) (int) (of a person) to lose control of feelings, 3) (tr) to destroy, 4) (tr) to separate under headings or sections, 5) (int) to fail (talks, negotiations)
break in = 1) (int) to enter by force or illegally, 2) (int) to interrupt, 3) (tr) to train (a horse) to obey
break into = 1) (tr) to enter by force, 2) (tr) to interrupt
break off = 1) (tr) to stop (temporarily), 2) (tr) to end (a relationship, agreement), 3) (int) to become separate (from sth)
break out = 1) (int) to begin suddenly (war, etc.), 2) (int) to escape from a place

break through = 1) (int) to advance in spite of opposition, 2) (int) to make advances towards discovery or any other aim, 3) (tr) to break a way through (sth solid)

break to = (tr) to tell (sth) (usually bad news) to sb in a kind way

break up = 1) (int) to stop for holidays (school, etc.), 2) (int) to separate; split up, 3) (int) to separate into pieces, 4) (tr) to (cause to) be destroyed, 5) (tr) to terminate or end, 6) (int) (of a group) to cease to be together

Bring

bring about = (tr) to cause to happen

bring along = (tr) to bring sb/sth with one

bring back = 1) (tr) to recall; bring to mind, 2) (tr) to reintroduce

bring down = 1) (tr) to cause to fall, 2) (tr) to reduce prices/temperature, 3) (tr) to remove from power

bring forward = 1) (tr) to suggest an idea (often passive), 2) (tr) to arrange for sth to be done at an earlier time than originally proposed

bring in = 1) (tr) to create profit, money, 2) (tr) to introduce an idea, 3) (tr) to take sb to a police station, etc.

bring off = (tr) to make sth succeed

bring on = 1) (tr) to cause usu sth unpleasant, 2) (tr) to cause sb/sth to appear

bring out = 1) (tr) to publish; put on the market, 2) (tr) to cause sth to be seen or known, 3) (tr) to introduce

bring over = (tr) to bring sb usu to one's home

bring round = 1) (tr) to cause to regain

consciousness; **bring to**, 2) (tr) to persuade

bring to = 1) (tr) to make sb regain consciousness;

bring round, 2) (tr) to cause (sth/sb) to reach (a total state or condition)

bring together = 1) (tr) to cause (things) to meet or join, 2) (tr) to make (two people or groups) meet

bring up = 1) (tr) to raise a child, 2) (tr) to mention; introduce a subject, 3) (tr) to vomit

Call

call back = 1) (int) to return a phone call, 2) (tr) to ask to return

call for = 1) (tr) to need; demand, 2) (tr) to go to collect sth/sb; pick up

call in = 1) (int) to visit briefly; **look in**, 2) (tr) to order the return of (sth), 3) (tr) to ask sb to come to offer professional advice

Appendix 1: Phrasal Verbs

<p>call off = (tr) to cancel call on sb = (tr) to visit (formally) call out = 1) (int) to shout, 2) (tr) to order to come to one's help (e.g. fire brigade) call over = (tr) to read aloud a list call up = 1) (tr) to bring to mind, 2) (tr) to order to join the army</p>	<p>come through = (tr) to survive come to = (tr) to amount to a total come up = 1) (int) to rise to the surface, 2) (int) to be mentioned (tr: bring up), 3) (int) to arise; occur come up against = (tr) to encounter (difficulties); run up against come up to = 1) (tr) to approach, 2) (tr) to equal; be up to (expectations) come up with = (tr) to find (an answer, solution, etc.)</p>
<h3>Carry</h3>	
<p>be carried away = (int) to be very excited carry off = 1) (tr) to do sth successfully, 2) (tr) to take sth/sb by force, 3) (tr) to take sb/sth away (from a place) carry on (with) = 1) (tr) to continue with, 2) (tr) to have an affair with carry out = 1) (tr) to fulfil (orders, tasks), 2) (tr) to conduct (an experiment) carry over = (tr) to postpone; put off carry through = 1) (tr) to complete (sth) in spite of difficulties, 2) (tr) to help sb survive during troubled times</p>	<h3>Cut</h3>
<h3>Come</h3>	<p>cut across = 1) (tr) to take a shorter way cut back (on) = (tr) to reduce (expenses, production) cut down = 1) (tr) to cause to fall by cutting, 2) (tr) (of clothes, writing) to reduce the size, 3) (tr) to reduce sth in order to save money; cut back cut down on = (tr) to reduce consumption; cut back on cut in = 1) (int) to move suddenly in front of another car, 2) (int) to interrupt sb (speaking, dancing, etc.) cut into = 1) (tr) to divide into parts, 2) (tr) to interrupt; break in cut off = 1) (tr) to disconnect, 2) to isolate (usu pass) cut out = 1) (tr) to cut pieces from paper, fabric, etc. 2) (tr) to omit; leave out, 3) (tr) to stop sth or doing sth be cut out for = (tr) to be suited for (a profession) cut through = (tr) to cut cut to = 1) (tr) to reduce, 2) (int) to reach sth by omitting part of it cut up = (tr) to cut into small pieces</p>
<h3>Come</h3>	<h3>Do</h3>
<p>come across = 1) (tr) to find/meet by chance; run across, 2) (tr) to be well received (by an audience) come along = 1) (int) to hurry up; come on, 2) (int) to arrive; appear come at sth = (tr) to discover (truth etc.); get at come back = 1) (int) to return to memory (tr: bring back), 2) (int) to become fashionable again; be back come between = (tr) to separate come by = (tr) to obtain come down = 1) (int) to move to a lower level, 2) (int) (of planes) to land (opp: take off), 3) (int) to fall come down to = 1) (int) to be passed on to sb by inheritance, 2) (tr) to reach a point come down with = (tr) to become ill; go down with come in = (int) to become fashionable (opp: go out) come into = (tr) to inherit come off = 1) (int) to succeed, 2) (int) to take place as planned, 3) (tr) to cease being joined to sth come on = 1) (int) (of electrical machines) to begin working, 2) (int) to progress come out = 1) (int) to go on strike, 2) (of flowers) to begin to blossom, 3) (int) (news, truth) to be revealed (tr: bring out), 4) (int) to be published (tr: bring out), 5) to be able to be removed (stains), 6) to appear (sun) come over = 1) (int) to visit, 2) (int) to travel (from a distance or crossing the sea) come round = 1) (int) to visit casually, 2) (int) to recover consciousness; come to (tr: bring round), 3) (int) to change one's point of view</p>	<p>do away with = 1) (tr) to abolish, 2) (tr) to murder do down = (tr) to speak badly of sb do in = (tr) to kill do out = (tr) to clean do out of = (tr) to deceive sb so as to gain; cheat out of do up = 1) (tr) to fasten; tie, 2) (tr) to repair; redecorate, 3) (tr) to wrap, 4) (tr) to make oneself more attractive; dress up do with = (tr) to need; want do without = (tr) to live or continue without having sth/sb</p>
<h3>Come</h3>	<h3>Draw</h3>
<p>come over = 1) (int) to visit, 2) (int) to travel (from a distance or crossing the sea) come round = 1) (int) to visit casually, 2) (int) to recover consciousness; come to (tr: bring round), 3) (int) to change one's point of view</p>	<p>draw back = 1) (int) to move away, 2) (tr) to be unwilling to fulfil a promise draw in = 1) (int) (of a train/bus) to arrive at a station slowing down to stop, 2) (tr) to attract people draw on = (tr) to make use of sth (e.g. money)</p>

Appendix 1: Phrasal Verbs



draw out = 1) (tr) to show the general idea of, 2) (tr) to encourage sb to be less shy, 3) (tr) to take money out of a bank account
draw up = 1) (int) (of a vehicle) to stop, 2) (tr) to write sth (will, contract)

Fall

fall apart = 1) (int) to break into pieces, 2) (int) to end in failure
fall back = (int) to retreat
fall back on = (tr) to turn to sb/sth for help when other plans have failed; **turn to**
fall behind = 1) (int) to fail to keep up with, 2) (int) to be late (with payment)
fall for = 1) (tr) to be deceived, 2) (tr) to fall in love with sb
fall in = (int) to collapse
fall in with = (tr) to agree with; **go along with**
fall into = 1) (tr) to begin sth; enter a state, 2) (tr) to be divided into (categories)
fall off = 1) (int) to become worse, 2) (int) to become fewer or less
fall on 1) (tr) to attack, 2) (tr) to eat (food) hungrily
fall out (with) = (tr) & (int) to quarrel
fall through = (int) to fail to be completed

Get

get about = 1) (int) to move around; travel, 2) to be mobile again after illness
get across = (tr) to communicate ideas; to become understood
get after = (int) to chase
get along (with) = (tr) to be on friendly terms; **get on**
get at = 1) (tr) to reach; find, 2) (tr) to imply
get away = 1) (int) to leave, 2) (int) to go on holiday, 3) (int) to avoid capture
get away from = (tr) to escape
get away with = 1) (tr) to escape punishment for a wrongful, illegal act, 2) (tr) to escape capture with stolen goods
get back = 1) (tr) to recover possession of, 2) (int) to reach home again, 3) (tr) to return to a former condition
get back to = 1) (tr) to return to, 2) (tr) to speak to sb again about sth
get behind = (int) to fail to produce sth at the right time
get by = (int) to have enough money for one's needs
get down = 1) (tr) to swallow with difficulty, 2) (tr) to depress, 3) (int) to descend
get down to = (tr) to start doing sth seriously
get into = 1) (tr) to enter, 2) (tr) to have an effect on behaviour, 3) (tr) to start (a habit), 4) to fit (clothes)

get off = 1) (int) to avoid punishment, 2) (int) to leave; start a journey, 3) (tr) to descend from a bus, train
get on = 1) (int) to advance; make progress, 2) (tr) to enter (a bus, train); climb onto (a bike, horse), 3) (int) to have a friendly relationship with; **get along**, 4) (int) to manage
get on with = 1) (tr) to be on good terms with, 2) (tr) to continue after an interruption, 3) (tr) to go on with sth; advance
get out (of) = 1) (tr) to come out of a space, building, 2) (int) to become known (news), 3) (int) to remove (a mark, dirt), 4) (tr) to escape
get out of = (tr) to avoid a responsibility
get over = 1) (tr) to recover, 2) (tr) to overcome, 3) (tr) to make (a point) understood
get round = 1) (tr) to persuade; **bring round**, 2) (int) to move around; **get about**, 3) (int) to spread (news)
get round to = (tr) to find the necessary time to do sth
get through = 1) (tr) to finish (a piece of work), 2) (tr) to succeed in (exams), 3) (int) to go on living through difficult times, 4) (tr) to use up all of sth (food, money, supplies)
get through to = 1) (tr) to reach by telephone, 2) (tr) to make oneself understood
get to = 1) (int) to arrive, 2) (int) to reach a point, stage, 3) (tr) to start doing sth after a delay, 4) (tr) to have an effect on the feelings of sb
get up = 1) to move to a higher level, 2) (int) to rise from bed
get up to = (tr) to do (usu sth bad)

Give

give away = 1) (tr) to reveal sth; betray sb, 2) (tr) to give sth free of charge, 3) (tr) to deliver a woman to her husband at their wedding
give back = (tr) to return give in 1) (int) to surrender; yield, 2) (tr) to hand in
give off = (tr) to emit (smells, heat, fumes, etc.)
give out = 1) (int) to come to an end, 2) (tr) to distribute; hand out, 3) (tr) to announce
give to = 1) (tr) to present with, 2) (tr) to supply; provide
give up = 1) (tr) to stop/abandon an attempt/habit, 2) (tr) to surrender; offer oneself as a prisoner, 3) (tr) to stop doing or having sth

Go

go about = 1) (tr) to start doing sth, 2) (tr) to do sth as usual
go ahead = 1) (int) to proceed, 2) (int) to be in front, 3) (int) to continue

Appendix 1: Phrasal Verbs

go along = 1) (int) to proceed, 2) (int) to advance; make progress; **go on**
go along with = 1) (tr) to agree with sb/sth, 2) (tr) to advance with sth
go at = (tr) to attack
go away = 1) (int) to leave, 2) (int) to stop
go back = 1) (int) to date back, 2) (int) to return, 3) (int) (of clocks/watches) to be set to an earlier time
go back on = 1) (tr) to break a promise or agreement, 2) (tr) to let down; to be disloyal
go by = 1) (int) (of time) to pass, 2) (int) (of a chance) to let it pass without taking it
go down = 1) (int) to be reduced, 2) (int) (of the sun/moon) to set, 3) (int) to sink or drown, 4) (int) to be swallowed
go down with = (tr) to become ill
go for = 1) (tr) to attack, 2) (tr) to apply for (usu a job), 3) (tr) to support, 4) (tr) to aim at sth
go in for = 1) (tr) to take part in (a competition), 2) (tr) to be interested in sth
go into = 1) (tr) to investigate thoroughly, 2) (tr) to join/enter sth (group, business, etc.), 3) (tr) to crash, 4) (tr) to start an activity
go off = 1) (int) to explode (bomb); ring (alarm), 2) (int) to be switched off, 3) (int) (of food) to go bad, 4) (int) to stop, 5) (int) to succeed
go on = 1) (int) to continue; **carry on**, 2) (int) to happen, 3) (int) to make progress, 4) (int) to go ahead, 5) (int) to be turned on
go out = 1) (int) to stop burning; be extinguished, 2) (int) to cease to be fashionable (opp: **come in**), 3) (int) to mix socially
go over 1) (tr) to examine details, 2) (tr) to repeat, 3) (int) to approach (sb to speak to)
go round = 1) (int) to be enough for everyone to have a share, 2) (int) to visit; **look round**, 3) (int) (news/disease) to spread; circulate; **go about**
go through = 1) (tr) to examine carefully; **go over**, 2) (tr) to discuss in detail, 3) (tr) (of money, food etc.) to use up; spend, 4) (tr) (of a deal/agreement) to be completed (with success), 5) (tr) to pass through, 6) (tr) to experience; endure
go through with = (tr) to complete sth in spite of opposition; **carry out**
go up = 1) (int) to rise (in price); increase, 2) (int) to ascend
go with = 1) (tr) to match, 2) (tr) to be part of

Hold

hold back = 1) (tr) to control (tears, laughter), 2) (int) to hesitate, 3) (tr) to delay, 4) (tr) to keep secret; **keep back** 5) (int) to be reluctant to act

hold down = (tr) to keep sth at a lower level
hold in = (tr) to restrain; keep under control
hold off = 1) (int) to keep at a distance, 2) (int) to delay doing sth
hold on = 1) (int) to wait (esp on the phone), 2) (int) to continue despite difficulties, 3) (int) to last, 4) to maintain in place
hold out = 1) (int) to persist; to not give way, 2) (int) to last
hold over = (tr) to postpone; **put off**
hold to = (tr) to follow exactly (rules, customs)
hold up = 1) (tr) to delay, 2) (tr) to use violence in order to rob, 3) (int) to last, 4) (tr) to approve of

Keep

keep after = 1) (tr) to continue to pursue, 2) (tr) to scold
keep at = (tr) to continue working at sth
keep away (from) = (tr) to stay away
keep back = 1) (int) to stay back, 2) (tr) to conceal, 3) (tr) to delay; **hold back**
keep behind = (tr) to make sb remain after others have left
keep down = 1) (tr) (of feelings) to control; **keep back**, 2) (tr) to repress, 3) (tr) to maintain at a lower level
keep (oneself) from = 1) (tr) to prevent from, 2) (tr) to avoid
keep in = (tr) to make sb stay indoors (esp as a punishment)
keep in with = (tr) to remain friendly with
keep off = 1) (tr) to stay away from, 2) (tr) to avoid (food, a habit etc.); **keep away from**, 3) (tr) to avoid mentioning a subject
keep on = 1) (int) to continue in spite of difficulties, 2) (tr) to continue doing sth
keep out = (tr) to exclude sb/sth
keep out of = (tr) to stay away from (trouble)
keep to = 1) (tr) to limit to, 2) (tr) to follow
keep up = 1) (tr) to maintain sth at the same level, 2) (tr) to keep sb out of bed, 3) (tr) to keep sth in good condition
keep up with = 1) (tr) to proceed at an equal pace with, 2) (tr) to continue to be informed (news, events)

Let

let down = 1) (tr) to lower, 2) (tr) (of clothes) to lengthen (opp: take up), 3) (tr) to disappoint
let in = (tr) to allow sth (water, air etc) to leak in
let in (to) = 1) (tr) to allow sb to enter (a place), 2) (tr) to allow sb to join (a group)

Appendix 1: Phrasal Verbs



<p>let off = 1) (tr) to not punish, 2) (tr) to make sth explode (fireworks) let on = 1) (int) to reveal a secret, 2) (int) to pretend let out = 1) (tr) to allow to go out (opp: let in), 2) (tr) to release, 3) (tr) (of clothes) to make wider, (opp: take in), 4) (tr) to say sth unintentionally let up = (int) to become less severe</p>	<p>pass off as = (tr) to pretend to be sb/sth else successfully pass on = (tr) to give from person to person pass out = 1) (int) to lose consciousness, 2) (tr) to give freely; give out</p>
Look	Pay
<p>look after = (tr) to take care of look ahead = (int) to think of the future look back (on) = 1) (int) to consider the past; 2) (tr) remember look down on = (tr) to despise (opp: look up to) look for = (tr) to search for look forward to = (tr) to anticipate (with pleasure) look into = (tr) to investigate look in on sb = (tr) to pay a short visit to look on = 1) (int) to observe, 2) (tr) to regard as look onto/look out on to = (tr) to face; have a view of Look out = (int) Watch out! look out for = (tr) to be alert in order to see/find sb look over = 1) (tr) to examine carefully; go through, 2) (tr) to revise briefly and quickly look round = (tr) to survey; examine an area look through = 1) (tr) to look at quickly, 2) (tr) to study sth carefully, 3) to not notice sb look up = 1) (tr) to look for sth (such as an address, etc) in an appropriate book or list, 2) (tr) to visit sb after a lapse of time (specially sb living at some distance) look up to = (tr) to respect (opp: look down on)</p>	<p>pay back = 1) (tr) to return money owed, 2) (tr) to get revenge on sb pay down = (tr) to pay part of the price for sth and the rest over a period of time pay for = (tr) to receive punishment pay off = 1) (tr) to act in order to settle (an old quarrel etc.), 2) (tr) to pay sb to leave employment pay up = (tr) to pay in full (a debt); pay off</p>
Make	Pull
<p>be made for = (tr) to suit exactly make for = (tr) to go towards; head for make off = (int) to run away; escape; make away make out = 1) (tr) to distinguish, 2) (tr) to understand; work out, 3) (tr) to write out; fill in make over = (tr) to give the possession of sth to sb else make sth up to sb = (tr) to compensate sb for sth make up = 1) (tr) to invent; think up, 2) (tr) to put cosmetics on, 3) (int) to reconcile, 4) (tr) to compose; put together, 5) (tr) to keep sth burning, 6) (tr) to make an amount complete make up for = (tr) to compensate make up one's mind = to decide</p>	<p>pull back = 1) (int) to move away, 2) (int) to be unwilling to fulfil a promise; draw back pull down = (tr) to demolish pull in = (int) (of trains etc.) to arrive; draw in (opp: pull out) pull oneself together = to bring one's feelings under control pull out = 1) (tr) to stop doing or being involved with sth, 2) (int) (of trains/ships) to leave; draw out pull through = (tr) & (int) to succeed despite difficulties pull up = 1) (tr) to move forward, 2) (int) to stop</p>
Pass	Put
<p>pass away = 1) (int) to cease, 2) (int) to die pass by = (tr) to overlook; pass over</p>	<p>put aside = (tr) to save; put by put across = (tr) to communicate successfully; get across; get over put away = 1) (tr) to store, 2) (tr) to put sb into prison or mental hospital, 3) (tr) to save (usu money) put back = 1) (tr) (of clocks/watches) to set to an earlier time; go back (opp: put forward), 2) (tr) to cause to be delayed, 3) (tr) to replace sth, 4) (tr) to delay till a later time put down = 1) (tr) to make a note; write down, 2) (tr) to lay sth down (opp: pick up), 3) (tr) to suppress forcibly, 4) (tr) to stop (work) put down to = (tr) to attribute to put forward = 1) (tr) to propose, 2) (tr) (of clocks/watches) to set to a later time (opp: put back) put in = 1) (tr) to include, 2) (int) to arrive at a port (ships, boats), 3) (tr) to apply for, 4) (tr) to interrupt put in for = 1) (tr) to make a formal request; put in, 2) (tr) to apply for put off = 1) (tr) to postpone, 2) (tr) to discourage from liking</p>

Appendix 1: Phrasal Verbs

put on = 1) (tr) to dress oneself in, 2) (tr) to increase (in weight), 3) (tr) to switch on, 4) (tr) to pretend, 5) (tr) to cause to take place (show/ performance)
put out = 1) (tr) to extinguish (fire etc.), 2) (tr) to expel, 3) (tr) to cause inconvenience, 4) (tr) to make sth public, 4) (tr) be put out = to be annoyed
put through = 1) (tr) to connect by telephone, 2) (tr) to make sb undergo or suffer sth
put up = 1) (tr) to erect; build, 2) (tr) (of prices) to increase, 3) (tr) to offer hospitality (put sb up), 4) (tr) to offer resistance, 5) (tr) to show in a public place
put up to = (tr) to give sb the idea of (doing sth usu wrong)
put up with = (tr) to tolerate; bear

Run

run across = (tr) to meet/find by chance; **come across**
run after = (tr) to chase
run away = (int) to escape; flee (from home, duty, etc.); **run off**
run away with = (tr) to steal sth and leave with it
run down = 1) (tr) to knock down (with a vehicle), 2) (tr) to speak badly of sb, 3) (int) (of clock/batteries) to become less powerful, 4) (passive) to tire
run in = (tr) to bring a new car engine into full use (carefully by driving it slowly for a set period)
run into = 1) (tr) to meet unexpectedly, 2) (tr) to collide with, 3) (tr) to experience (difficulties)
run off = 1) (tr) to make prints/copies, 2) (int) to escape from home/duty
run on = 1) (int) to talk continuously, 2) (int) (of time) to pass, 3) (tr) to get power from
run over = 1) (tr) to knock down (with a vehicle); run down, 2) (tr) to read through quickly, 3) (int) to overflow, 4) to pass a limit
run out (of) = (tr) to no longer have a supply
run through = 1) (tr) to use up, 2) (tr) to rehearse, check or revise quickly
run up = 1) (tr) to accumulate; add up, 2) (int) to increase quickly
run up against = (tr) to face; **run into**

See

see about = 1) (tr) to make enquiries or arrangements about sth, 2) (tr) to deal with sth;
see to
see for oneself = to form an opinion using one's own judgement
see into = (tr) to have knowledge of

see off = 1) (tr) to accompany a traveller to his/her plane, train etc., 2) (tr) to make sure that sb leaves one's property
see out = 1) (tr) to accompany sb to the door/exit of a house/building, 2) (tr) to last until the end of
see over = (tr) to inspect a place; **look around**
see through = 1) (tr) to not to be deceived, 2) (tr) to support sb in difficulty
see to = (tr) to take care of; see about

Set

set about = 1) (tr) to begin to do, 2) (tr) to attack
set aside = 1) (tr) to save for a special purpose, 2) (tr) to stop sth (e.g. work) for some time; **set by**
set back = 1) (tr) to hinder, 2) (tr) to cost (slang), 3) (tr) to move the hands of a clock/watch to show an earlier time
set down = (tr) to make (rules etc.)
set in = (int) (of weather) to start and seem likely to continue
set off = 1) (int) to start a journey, 2) (int) to intend (to do sth)
set on/be set on = 1) (tr) to cause to attack, 2) (tr) to be determined
set out = 1) (int) to begin a journey, 2) to intend (to do sth)
set sb up = (tr) to cause sb to receive blame
set to = 1) (tr) to begin working hard
set up = 1) (tr) to start a business, 2) (tr) to erect; **put up**, 3) (tr) to establish

Stand

stand about = (int) to stand lazily/inactively; **stand around**
stand by = 1) (tr) to support sb esp in difficulty, 2) (int) to watch remaining inactive, 3) (int) to be ready for action, 4) (tr) to remain loyal
stand for = 1) (tr) to represent, 2) (int) to offer oneself for election, 3) (tr) to tolerate; **put up with**, 4) (tr) to believe (in principles)
stand in for = (tr) to replace sb temporarily
stand on = (tr) to act firmly according to what one believes
stand out = (int) to be noticeable, prominent
stand up = 1) (int) to rise to one's feet, 2) (tr) to fail to meet
stand up for = 1) (tr) to support; defend; **stick up for**, 2) (tr) to demand (one's rights)
stand up to = 1) (tr) to resist; defend oneself against without fear, 2) (tr) to match in quality

Appendix 1: Phrasal Verbs



<p style="text-align: center;">Take</p> <p>take after = (tr) to look or act like a relative; resemble take away = 1) (tr) to remove, 2) (tr) to lead sb to another place, 3) (tr) to seize from people take back = 1) (tr) to apologise, 2) (tr) to remind of the past, 3) (tr) to withdraw take down = 1) (tr) to write down, 2) (tr) to separate into pieces so as to repair or remove, 3) (tr) to lengthen a garment; let down take for = 1) (tr) to identify wrongly, 2) (tr) to rob/cheat take in = 1) (tr) to give accommodation, 2) (tr) to make clothes narrower (opp: let out), 3) (tr) to fully understand take off = 1) (tr) to remove clothes (opp: put on), 2) (int) (of planes) to leave the ground (opp: come down), 3) (tr) to imitate, 4) (tr) to reduce (weight) (opp: put on), 5) (tr) (of time) to take time as a holiday, 6) (int) to start to improve take on = 1) (tr) to undertake work or responsibility, 2) (tr) to employ, 3) (tr) to accept as an opponent take out = 1) (tr) to remove; extract, 2) (tr) to clean (a mark, dirt) take over = (tr) to gain control of sth take sb out = (tr) to take sb to a restaurant etc. take to = 1) (tr) to like, 2) (tr) to begin a habit take up = 1) (tr) to begin a hobby, sport, job, 2) (tr) to shorten a garment (opp: take down), 3) (tr) to fill (time, space), 4) (tr) to continue after an interruption be taken aback = (int) to be strongly surprised be taken in = (int) to be deceived</p>	<p>turn out = 1) (tr) to produce, 2) (int) to prove to be in the end; result, 3) (tr) to evict, 4) (tr) to empty (one's pockets, handbag etc.), 5) (tr) to clean a room thoroughly (putting the furniture outside), 6) (int) to assemble, 7) (tr) to get rid of turn over = 1) (tr) (of a business) to trade a sum of money, 2) (tr) to give the control of sth to sb, 3) (tr) to deliver sb (to the police, authorities), 4) (tr) to turn to a new page; change TV channel turn to = 1) (tr) to go to sb for help, advice, 2) (tr) to begin (a way of life or doing sth) turn up = 1) (int) to arrive or appear (unexpectedly), 2) (int) (of opportunity) to arise, 3) (tr) to increase (volume, pressure)</p>
	<p style="text-align: center;">Wear</p> <p>wear away = 1) (tr) (of wood or stone) to reduce gradually, 2) (int) (of time) to pass slowly wear down = (tr) to reduce opposition gradually wear off = 1) (int) to stop gradually, 2) (of feelings) to disappear gradually wear out = 1) (tr) to use until no longer serviceable, 2) (tr) to exhaust</p>
<p style="text-align: center;">Turn</p> <p>turn away = 1) (tr) to refuse admittance to, 2) (tr) to refuse to help turn down = 1) (tr) to refuse an offer; reject, 2) (tr) to reduce loudness etc. (opp: turn up) turn in = 1) (int) to go to bed, 2) (tr) to give to the police turn into = (tr) to convert into turn off = (tr) to switch off (opp: turn on) turn on = 1) to switch on, 2) (tr) to attack</p>	<p style="text-align: center;">Work</p> <p>work on = (tr) to have an effect on work out = 1) (tr) to find the solution to a problem by reasoning or calculation, 2) (int) to develop successfully work up = 1) (tr) to develop, 2) (int) to make progress in business</p>

Appendix 2: Verbs Adjectives, Nouns with Prepositions

<p>A</p> <p>abide by (v) absent from (adj) abstain from (v) accompanied by (adj) according to (prep) account for (v) accuse sb of (v) accustomed to (adj) acquainted with (adj) addicted to (adj) adequate for (adj) adjacent to (adj) advantage of (n) (but: there's an advantage in - (have) an advantage over sb) advice on (n) afraid of (adj)</p>	<p>agree to/on sth (v) agree with sb (v) ahead of (prep) aim at (v) allergic to (adj) amazed at/by (adj) amount to (v) amused at/with (adj) angry at what sb does (adj) angry with sb about sth (adj) angry with sb for doing sth (adj) annoyed with sb about sth (adj) (in) answer to (n) anxious about sth (adj) (be) anxious for sth to happen (adj) apologise to sb for sth (v)</p>	<p>(make an) appeal to sb for sth (n) appeal to/against (v) apply to sb for sth (v) approve of (v) argue with sb about sth (v) arrest sb for sth (v) arrive at (a small place) (v) arrive in (a town) (v) ashamed of (adj) ask for (v) (but: ask sb a question) assure (sb) of (v) astonished at/by (adj) attached to (adj) attack on (n) attend to (v) (un) aware of (adj)</p>
<p>B</p> <p>bad at (adj) (but: He was very bad to me.) base on (v) basis for (n) beg for (v) begin with (v) believe in (v)</p>	<p>benefit from (v) bet on (v) beware of (v) (put the) blame on sb (n) blame sb for sth (v) blame sth on sb (v) boast about/of (v)</p>	<p>bored with/of (adj) borrow sth from sb (v) brilliant at (adj) bump into (v) busy with (adj)</p>
<p>C</p> <p>call at/on (phr v) call for (= demand) (phr v) campaign against/for (v) capable of (adj) care about (v) care for sb (v) (= like) (take) care of (n) care for sth (v) (= like to do sth) careful of (adj) careless about (adj) cause of (n) certain of (adj) change into (v) characteristic of (n/adj) charge for (v) charge sb with (v) cheque for (n) choice between/of (n) clever at (adj) (but: It was very clever of you to buy it.) close to (adj) coax sb into (v) coincide with (v) collaborate with (v)</p>	<p>collide with (v) comment on (v) communicate with (v) compare with (v) (how people and things are alike and how they are different) compare to (v) (show the likeness between sb/sth and sb/sth else) comparison between (n) complain of (v) (= suffer from) complain to sb about sth (v) (= be annoyed at) compliment sb on (v) comply with (v) conceal sth from sb (v) concentrate on (v) (have) confidence in sb (n) confine to (v) confusion over (n) congratulate sb on sth (v) connection between (n) (but: in connection with) conscious of (adj) connect to/with (v)</p>	<p>consist of (v) contact between (n) (but: in contact with) content with (adj) contrary to (prep) contrast with (v) contribute to (v) convert to/into (v) cope with (v) correspond to/with (v) count against (v) count on sb (phr v) cover in/with (v) covered in/with (adj) crash into (v) (have) a craving for sth (n) crazy about (adj) crowded with (adj) cruel to (adj) cruelty towards/to (n) cure for (n) curious about (adj) cut into (phr v) (= interrupt sb/ a conversation)</p>

Appendix 2: Verbs, Adjectives, Nouns with Prepositions



<p>D</p> <p>damage to (n) date back to (v) date from (v) deal with (v) dear to (adj) decide on/against (v) decrease in (n) dedicate to (v) deficient in (adj) definition of (n) delay in (n) delight in (v) delighted with (adj) demand for (n) demand from (v) depart from (v) departure from (n)</p>	<p>depend on/upon (v) dependent on (adj) deputise for (v) descended from (adj) describe sb/sth to sb else (v) description of (n) die of/from (v) die in an accident (v) differ from (v) (have a) difference between/of (n) different from (adj) difficulty in/with (n) disadvantage of (n) (but: there's a disadvantage in doing sth) disagree with (v) disappointed with/about (adj) disapprove of (v)</p>	<p>discharge sb from (v) discouraged from (adj) discussion about/on (n) disgusted by/at (adj) dismiss from (v) dispose of (v) disqualified from (adj) dissatisfied with (adj) distinguish between (v) divide between/among (v) divide into/by (v) do sth about (v) doubtful about (adj) dream about (v) dream of (v) (= imagine) dressed in (adj)</p>
<p>E</p> <p>eager for (adj) economise on (v) efficient at (adj) (put) effort into sth (n) emphasis on (n) engaged to sb/in sth (adj) engagement to sb (n) enter into (= start) (v) enthusiastic about (adj) envious of (adj) equal to (adj)</p>	<p>escape from/to (v) example of (n) excellent at (adj) exception to (n) exchange sth for sth else (v) excited about (adj) exclaim at (v) excuse for (n) excuse sb for (v) exempt from (adj) expel from (v)</p>	<p>experienced in (adj) experiment on/with (v) expert at/in (sth/doing sth) (n) (= person good at) expert at/in/on (sth/doing sth) (adj) (= done with skill or involving great knowledge) expert with sth (n) (= good at using sth) expert on/in (n) (= person knowledgeable about a subject)</p>
<p>F</p> <p>face up to (phr v) fail in an attempt (v) fail to do sth (v) failure in (an exam) (n) failure to (do sth) (n) faithful to (adj) fall in (n) familiar to sb (= known to sb) (adj)</p>	<p>familiar with (= have some knowledge of) (adj) famous for (adj) fed up with (adj) fill sth with sth else (v) finish with (v) fire at (v) flee from (v)</p>	<p>fond of (adj) forget about (v) forgive sb for (v) fortunate in (adj) friendly with/to (adj) frightened of (adj) full of (adj) furious with sb about/at sth (adj)</p>
<p>G</p> <p>generosity to/towards (n) genius at (n) glance at (v) glare at (v)</p>	<p>good at (adj) (but: He was very good to me.) grateful to sb for sth (adj) grudge against (n)</p>	<p>guess at (v) guilty of (adj) (but: he felt guilty about his crime)</p>
<p>H</p> <p>happen to (v) happy about/with (adj) harmful to (adj) hear about (v) (= be told) hear from (v) (= receive a letter)</p>	<p>hear of (v) (= learn that sth or sb exists) heir to (n) hinder from (v) hint to sb about sth (v) (but: hint at sth)</p>	<p>hope for (v) hope to do sth (v) (no) hope of (n) hopeless at (adj)</p>

Appendix 2: Verbs, Adjectives, Nouns with Prepositions

I	idea of (n) identical to (adj) ignorant of/about (adj) ill with (adj) impact on (n) impressed by/with (adj) (make an) impression on sb (n) improvement in/on (n) incapable of (adj) include in (v) increase in (n)	independent of (adj) indifferent to (adj) indulge in (v) inferior to (adj) information about/on (n) (be) informed about (adj) inoculate against (v) insist on (v) insure against (v) intelligent at (adj) intent on (adj)	(have no) intention of (n) interest in (n) interested in (adj) interfere with/in (v) invasion of (n) invest in (v) invitation to (n) invite sb to (v) involve in (v) irritated by (adj)
J	jealous of (adj)	join in (v)	joke about (v)
K	knock at/on (v) know about/of (v) keen on sth (adj)	keen to do sth (adj) kind to (adj)	key to (n) knowledge of (n)
L	lack in (v) lack of (n) laugh at (v) lean on/against (v)	leave for (v) (= head for) lend sth to sb (v) listen to (v) live on (v)	long for (v) look after (phr v) (= take care of) look at (v) look for (= search for) (v)
M	married to (adj) marvel at (v)	mean to (adj) mention to (v)	mistake sb for (v) mix with (v)
N	name after (v) necessary for (adj) need for (n) neglect of (n)	nervous about (adj) new to (adj) nice to (adj)	nominate sb (for/as sth) (v) (take) (no) notice of (n) notorious for doing sth (adj)
O	obedient to (adj) object to (v) objection to (n) obliged to sb for sth (adj)	obvious to (adj) occur to (v) offence against (n)	operate on (v) opinion of/on (n) opposite of/to (n)
P	part with (v) patient with (adj) pay by (cheque) (v) pay for (v) (but: pay a bill) pay in (cash) (v) peculiar to (adj) persist in (v) (but: insist on) (take a) photograph of (n) picture of (n) pity for (n) take pity on sb (exp) pleasant to (adj) pleased with (adj)	(take) pleasure in (n) (have the) pleasure of (n) point at/to (v) (im)polite to (adj) popular with (adj) praise sb for (v) pray for sth/sb (v) prefer sth to sth else (v) (have a) preference for (n) prepare for (v) present sb with (v) prevent sb from (v) (take) pride in (n)	pride oneself on sth/on doing sth (v) prohibit sb from doing sth (v) prone to (adj) protect against/from (v) protection from (n) protest about/at (v) proud of (adj) provide sb with (v) punish sb for (v) puzzled about/by (adj)
Q	quarrel about sth/with sb (v/n) qualified for (adj) quick at (adj) quotation from (n)		

Appendix 2: Verbs, Adjectives, Nouns with Prepositions



R	<p>rave about (v) react to (v) reaction to (n) ready for (adj) reason for (n) reason with (v) rebel against (v) receive from (v) (keep) a record of (n) recover from (v) reduction in (n) refer to (v) (in/with) reference to (n) refrain from (v) regard as (v)</p>	<p>regardless of (prep) related to (adj) relationship between (n) (but: a good relationship with sb) relevant to (adj) rely on (v) remind sb of/about (v) remove from (v) replace sth with sth else (v) reply to (n/v) report on (n/v) reputation for/of (n) research on/into (n) respect for (n) respected for (adj)</p>	<p>respond to (v) responsibility for (n) responsible for (adj) result from (v) (= be the consequence of) result in (v) (= cause) result of (n) resulting from (adj) rhyme with (v) rich in (adj) (get) rid of (phr) rise in (n) (make) room for (n) rude to (adj) run into (phr v)</p>
S	<p>safe from (adj) same as (adj) satisfied with (adj) save sb from (v) scared of (adj) search for (v/n) (be) in search of (n) sensible of sth (adj) (= aware of sth) sensitive to (adj) sentence sb to (v) separate from (v) serious about (adj) share in/of sth (n) shelter from (v) shocked at/by (adj) shoot at (v) short of (adj) shout at (v) shy of (adj)</p>	<p>sick of (adj) silly to do sth (adj) (but: it was silly of him) similar to (adj) skilful/skilled at (adj) slow in/about doing sth/to sth (adj) smell of (n/v) smile at (v) solution to (n) sorry about (adj) (= feel sorry for sb) (but: I'm sorry for doing sth) speak to/with sb about (v) specialise in (v) specialist in (n) spend money on sth (v) spend time in/doing sth (v) split into/in (v) spy on (v)</p>	<p>stand for (phr v) stare at (v) strain on (n) subject to (adj/v) submit to (v) (but: submit for publication) subscribe to (v) succeed in (v) suffer from (v) sufficient for sth/sb (adj) superior to (adj) sure of/about (adj) surprised at/by (adj) surrender to (v) surrounded by (adj) suspect sb of (v) suspicious of (adj) sympathetic to/towards (adj) sympathise with (v)</p>
T	<p>take sth to sb/sth (v) talent for sth (n) talk to sb about sth (v) (have) taste in (n) taste of (v) terrible at (adj) terrified of (adj)</p>	<p>thank sb for (v) thankful for (adj) think about/of (v) threat to sb/sth of sth (n) threaten sb with sth (v) throw at (v) (in order to hit) throw to (v) (in order to catch)</p>	<p>tired from (adj) tired of (adj) (= fed up with) translate from ... into (v) tread on (v) trip over (v) trouble with (n) typical of (adj)</p>
U	<p>unaware of (adj) understanding of (n)</p>	<p>uneasy about (adj) upset about/over sth (adj)</p>	<p>(make) use of (n) used to (adj)</p>
V	<p>valid for (length of time) (adj) valid in (places) (adj)</p>	<p>value sth at (v) vote against/for (v)</p>	<p>vouch for (v)</p>
W	<p>wait for (v) warn sb against/about/of (v) waste (time/money) on (v) weak in/at (adj)</p>	<p>wink at (v) wonder about (v) worry about (v) worthy of (adj)</p>	<p>write to sb (v) wrong about (adj)</p>

Appendix 2: Prepositional Phrases

<p>At</p>	<p>at the age of at the airport at an auction at the beginning of (when sth started) (but: in the beginning = originally) at one's best at breakfast/lunch, etc. at the bottom of at the bus stop at church at the corner/on the corner at all costs at the crossroads at dawn at one's desk at the door at ease at the end (= when sth is finished) (but: in the end = finally at all events) at fault at first</p>	<p>at first hand at first sight at a glance at a guess at hand at heart at home at/in a hotel at ... km per hour at large at last at the latest at least at length at liberty at a loss at the match at midnight at the moment at most at night (but: in the night) at noon at once</p>	<p>at peace/war at present at a profit at the prospect at random at any rate at one's request at the same time at school at sea at the seaside at short notice at/in the station at sunset at the table at the time at times at the top of (but: on top of) at university at the weekend at work at 23 Oxford St</p>
<p>By</p>	<p>by accident by all accounts by appointment by the arm/hand by auction by birth by bus/train/plane/ helicopter/taxi/coach/ ship/boat/sea/air/car, etc. (but: on a/the bus/plane/ train/coach/ship/boat in a taxi/car/helicopter/plane) by chance by cheque by correspondence</p>	<p>by day/night by degrees by the dozen by far by force by hand by heart by invitation by land/sea/air by law by luck by marriage by means of by mistake by nature</p>	<p>by now by oneself by order of by phone by post/airmail by profession by request by (the/one's) side by sight by surprise by the time by the way by yourself by one's watch</p>
<p>For</p>	<p>for ages for breakfast/lunch/dinner for certain for a change for ever for fear (of) for fun (= for amusement) for good for granted for hire for keeps</p>	<p>for instance for luck for life for love for nothing for once for the rest of for safe keeping for one's sake for the sake of for sale</p>	<p>for short for the time being for a visit/holiday for a walk for a while</p>

Appendix 2: Prepositional Phrases



In	<p> in action in addition to (+ -ing form) in advance (of) in agreement (with) in aid of in all (all in all) in answer to in an armchair in a bad temper in bed in the beginning (= originally) in blossom in a book in brief in any case in cash in the centre of in charge (of) in cities in code in colour in comfort in common in comparison with in conclusion (to) in (good/bad) condition in confidence in control (of) in the country in danger in the dark in debt in demand in detail (be) in difficulty in the direction of in doubt in a ... dress in due course in the end (= finally) in exchange for in existence in fact in fashion in favour of/with in flames in the flesh in focus in one's free time in full swing in fun </p>	<p> in future in gear in general in good time in half in hand in haste in good/bad health in hiding in honour of in the hope of in hospital in a hotel in a hurry in ink/pencil/pen in sb's interest in length/width etc. in all sb's life in the limelight in a line in the long run in love (with) in luxury in the meantime in a mess in the middle of in a mirror in moderation in a moment in a good/bad mood in the mood in the morning in mourning in name only (= not in reality) in need of in the news in a newspaper in the name of (= on behalf of) in the nick of time in the north/south in a nutshell in oils in the open in one's opinion in orbit in order of/to in other words in pain in pairs in the park in particular in the past </p>	<p> in person in pieces in place of in politics in pounds in practice/theory in principle in prison in private/public in all probability in progress in a queue in reality in return in the right/wrong in a row/rows in ruins in safety in season in secret in self-defence in short in sight (of) in the sky in some respects in stock in the streets in succession in the suburbs in the sun/shade in good/bad taste in tears in theory in a tick in time in no time in touch in town in tune (with) in turn in two/half in uniform in use in vain in view of in a loud/low voice in a way (= in a manner) in the way in writing in a word </p>
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Appendix 2: Prepositional Phrases

On	<p>on account of on a ... afternoon/evening on the agenda on the air on approval on arrival on average on bail on balance on the beach on behalf of on one's birthday on board on the border on business on call on a campsite (at a campsite) on the coast on condition on the contrary on credit on a cruise/excursion/trip/tour on (a ...) day on demand on a diet on the dole on duty</p>	<p>on earth on edge on an expedition on a farm (but: in a field) on fire on the (4th) floor (of) on the floor on foot on the one hand on the other hand on holiday on horseback on impulse on the increase on an island (but: in the mountains) on a journey on one's knees on leave on the left on loan on the market (= available to the public) on one's mind on that morning on the move on New Year's Day on the news on order</p>	<p>on the outskirts on one's own on page ... on parade on the pavement on the phone on a platform on principle on purpose on the radio/TV on the right on the River Seine on sale on schedule on the screen on second thoughts on sight on the sofa on this street/on the street(s) on strike on good/bad terms on time on top of on the trail of on a trip on the way (to) (= as I was going) on the whole</p>
Out of	<p>out of breath out of character out of condition out of control out of danger out of date out of debt out of doors out of fashion</p>	<p>out of focus out of hand out of luck out of order out of the ordinary out of place out of practice out of print out of the question</p>	<p>out of reach out of season out of sight out of step out of stock out of tune out of turn out of use out of work</p>
Off	<p>off air off colour off duty off limits</p>	<p>off the map off the peg off the point off the record</p>	<p>off the road off school/work</p>
Under	<p>under age under arrest under one's breath under control</p>	<p>under discussion under the impression under orders under pressure</p>	<p>under repair under the weather</p>

Appendix 2: Prepositional Phrases



Against	against the law
Ahead	ahead of schedule
Before	before long
Behind	behind schedule, behind the times
From	from time to time, from now on, from experience, from memory, from scratch
Into	into pieces
To	to one's astonishment, to one's surprise, to this day, to some extent
With	with regard to, with a view to (+ -ing form)
Within	within minutes
Without	without delay, without fail, without success, without warning

Prepositions of Time

At	In	On
at 10:30 at noon/night/midnight at lunch/dinner/breakfast (time) at that time at the moment at the weekend (on the weekend: Am. English)	in the morning/evening/afternoon/night in January (months) in (the) winter (seasons) in 1992 (years) in the 19th century in two hours (two hours from now)	on Monday on Friday night on 30th July on summer afternoon on the day

We never use **at**, **in** or **on** before **yesterday**, **tomorrow**, **next**, **this**, **last**, **every**. *She's leaving **next** Sunday.*



Appendix 3

Concrete Noun	Abstract Noun	Verb	Adjective
actor, actress admirer adventurer advertiser, advertisement adviser	(in/dis)ability accommodation accuracy achievement act, action, activity admiration adventure advertising advice amusement anger annoyance anxiety	enable accommodate achieve act admire advertise advise amuse anger annoy	(un)able, disabled (un)accommodating (in)accurate (in)active admirable adventurous advertising (in)advisable amusing, -ed angry annoying, -ed anxious
applicant, application	(dis)appearance attraction bother breakage care, carefulness, carelessness centre change childhood climate combination communication completion (in)comprehension confidence conversation correction, correctness	apply (dis)appear attract bother break care centre change combine communicate complete comprehend confide converse correct crowd endanger depress	applying, -ed disappearing (un)attractive bothersome (un)broken, (un)breakable careful, careless central (un)changeable childish, childlike climatic combined (un)communicative (in)complete (in)comprehensible confident, confidential conversational (in)correct crowded dangerous depressive, depressed, depressing determining, -ed developing, -ed difficult dramatic east, eastern, easterly (un)economic(al) educative, educational (in)effective, (in)effectual
carer			
child (children)			
communicator			
conversationalist correction crowd			
danger depression			
developer	determination development difficulty drama east economy, economics education effect	determine develop dramatise economise educate effect	
dramatist, drama			
economist educator			
elegance emphasis (un)employment		emphasise employ	(in)elegant emphatic (un)employed, (un)employable encouraging equipped
employer, employee			
encouragement equipment examiner, examinee	encouragement equipment exam(ination) exclusion expectation, expectancy expense, expenditure explosion extremity, extreme, extremism failure	encourage equip examine exclude expect explode fail	exclusive (un)expected (in)expensive explosive extreme failed
expenses explosive extremist			



Concrete Noun	Abstract Noun	Verb	Adjective
foreigner	fame familiarity	familiarise	(in)famous (un)familiar foreign
immigrant	harm height immigration importance impression industry, industrialisation injury intelligence interview invasion involvement knowledge life, living loneliness luck majority	harm heighten immigrate impress industrialise injure interview invade involve know live	harmful, -less high (un)important (un)impressive industrial injured, injurious (un)intelligent invasive involved knowing, knowledgeable (a)live, lively, living (a)lone, lonely, lonesome (un)lucky major
industrialist injury intelligentsia interviewer, interviewee invader	mountain, mountaineer	mix	mixed mountainous (un)necessary occupied (im)patient (im)perfect photographic political (un)polluted (im)possible (un)predictable (un)productive (un)pronounceable, pronounced
loner	necessity occupation patience perfection photography politics pollution possibility prediction, predictability produce, production pronunciation	necessitate occupy perfect photograph politicise pollute predict produce pronounce	mountainous (un)necessary occupied (im)patient (im)perfect photographic political (un)polluted (im)possible (un)predictable (un)productive (un)pronounceable, pronounced
mix, mixture, mixer	pursuer qualifier reactor	pursue qualify react refresh relax	reactive refreshing relaxing, -ed reluctant residential (dis)respectful, respectable (un)safe select, selective ashamed, shameful, shameless shy (dis)similar
mountain, mountaineer	residence (dis)respect, respectability	reside respect	residential (dis)respectful, respectable (un)safe select, selective ashamed, shameful, shameless shy (dis)similar
occupier, occupant	safety selection, selectivity shame shyness similarity skiing society speciality, specialisation success temptation tour, tourism tranquillity treatment (mis)understanding	save select shame shy ski socialise specialise succeed tempt tour tranquillise treat (mis)understand	safe select, selective ashamed, shameful, shameless shy (dis)similar social, (un)sociable (e)special, specialised (un)successful tempting touristy tranquil treatable understanding, understandable
perfectionist photograph, -er politician pollutant			
predictor producer, product			
pursuer qualifier reactor			
resident, residence			
safe selector			
ski, skier			
specialist			
tourist tranquilliser			

Appendix 3

Concrete Noun	Abstract Noun	Verb	Adjective
valuer	value variation, variety	value vary	valuable various, variable, (un)varied
visitor	visit warning	visit warn	visiting warning
youth, youngster	youth, youthfulness		young, youthful

Spelling Rules

1	<p>-(e)s ending</p> <p>a. words ending in -s, -ss, -ch, -x, -sh, -z, -o add -es <i>bus – buses, miss – misses, church – churches, box – boxes, wash – washes, fizz – fizzes, do – does</i></p> <p>b. nouns ending in vowel + o, double o, short forms / musical instruments ending in -o add -s <i>radio – radios, zoo – zoos, photo – photos, piano – pianos</i></p>
2	<p>-f / -fe ending</p> <p>nouns ending in -f / -fe drop -f / -fe and add -ves <i>thief – thieves, wife – wives</i> (BUT: <i>chiefs, roofs</i> etc)</p>
3	<p>-y ending</p> <p>a. words ending in consonant + y drop -y and add -ies, -ied, -ier, -iest, -ily <i>study – studies – studied, pretty – prettier – prettiest, pretty – prettily</i></p> <p>b. words ending in consonant + y add -ing <i>study – studying</i></p> <p>c. words ending in vowel + y add -s, -ed, -ing, -er, -est <i>play – plays – played, playing</i> (BUT: <i>paid, said, laid</i>) <i>grey – greyer – greyest</i></p>
4	<p>-ie ending</p> <p>words ending in -ie change -ie to -y before -ing <i>die – dying</i></p>
5	<p>dropping -e</p> <p>a. words ending in -e drop -e and add -ing, -ed, -er, -est <i>live – living – lived</i> (BUT: <i>be – being</i>), <i>late – later – latest</i></p> <p>b. adjectives ending in -e add -ly to form their adverbs <i>mere – merely, rare – rarely</i> (BUT: <i>true – truly</i>)</p> <p>c. adjectives ending in -le change -le to -ly to form their adverbs <i>horrible – horribly</i> (BUT: <i>whole – wholly</i>)</p> <p>d. verbs ending in -ee add -ing <i>see – seeing</i></p>

Pronunciation

Pronunciation of **-(e)s ending** (noun plurals and the 3rd person singular of verbs in the Present Simple)

/s/ after /t/, /tʃ/, /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, plays</i>

Pronunciation of **-ed ending**

/t/ after /t/, /d/	/t/ after /k/, /tʃ/, /t/, /s/, /ʃ/, /p/	/d/ after /b/, /dʒ/, /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>

Irregular Verbs



Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be	was	been	lie	lay	lain
bear	bore	born(e)	light	lit	lit
beat	beat	beaten	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	mean	meant	meant
bite	bit	bitten	meet	met	met
blow	blew	blown	pay	paid	paid
break	broke	broken	put	put	put
bring	brought	brought	read	read	read
build	built	built	ride	rode	ridden
burn	burnt	burnt	ring	rang	rung
burst	burst	burst	rise	rose	risen
buy	bought	bought	run	ran	run
can	could	(been able to)	say	said	said
catch	caught	caught	see	saw	seen
choose	chose	chosen	seek	sought	sought
come	came	come	sell	sold	sold
cost	cost	cost	send	sent	sent
cut	cut	cut	set	set	set
deal	dealt	dealt	sew	sewed	sewn
dig	dug	dug	shake	shook	shaken
do	did	done	shine	shone	shone
draw	drew	drawn	shoot	shot	shot
dream	dreamt	dreamt	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	smelt
feel	felt	felt	speak	spoke	spoken
fight	fought	fought	spell	spelt	spelt
find	found	found	spend	spent	spent
fly	flew	flown	spill	spilt	spilt
forbid	forbade	forbidden	split	split	split
forget	forgot	forgotten	spoil	spoilt	spoilt
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
leave	left	left	wear	wore	worn
lend	lent	lent	win	won	won
let	let	let	write	wrote	written

New Round-Up

Virginia Evans Jenny Dooley

6

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