Introduction

What is Oxford Living Grammar?

Oxford Living Grammar is a series of three books which explain and practise grammar in everyday contexts. They show how grammar is used in real-life situations that learners themselves will experience. The books can be used for self-study, for homework, and in class.

Elementary: CEF level A1+ (towards KET level)
Pre-intermediate: CEF level A2 (KET and towards PET level)
Intermediate: CEF level B1 (PET and towards FCE level)

How are the books organized?

The books are divided into four-page units, each of which deals with an important grammar topic. Units are divided into two two-page parts. Each unit begins with an explanation of the grammar point, and includes a unique Grammar in action section which shows how the grammar is used in typical everyday situations. It explains when to use the grammar point. This is followed by a number of contextualized exercises for learners to practise the grammar they have read about. The second part of each unit introduces additional explanation of the topic, more Grammar in action, and more contextualized exercises. The last exercise in every unit provides practice of a variety of the points and contexts introduced across the four pages.

The intention is that the fully contextualized explanations and exercises will show real English in real situations, which learners can recognize and apply to their own experience.

Word focus boxes highlight unfamiliar words or expressions and enable learners to widen their vocabulary.

The Over to you section at the back of the book provides a comprehensive bank of review exercises. Learners are encouraged to do more creative tasks about themselves and their own experience, using what they have learned. Sample answers are provided for these tasks.

There is an Oxford Living Grammar Context-Plus CD-ROM at each level with further grammar practice and Word focus exercises. Learners can also build longer texts, and build and take part in dialogues; learners can record and listen to their own voice to improve pronunciation.

There are six grammar tests at each level so learners can see if there are any areas they would like to study again.

What grammar is included?

At Intermediate level, you will study all the grammar necessary for Cambridge PET and much of the grammar required for the FCE. The choice of contexts in the exercises has been informed by the Common European Framework of Reference and the framework of the Association of Language Testers in Europe at B1.

How can students use Oxford Living Grammar on their own?

You can work through the book from beginning to end. All the units will present and practise the grammar in typical everyday situations. When you have finished the exercises, you can go to the Over to you tasks for that topic at the back of the book for extra practice, and then check your answers.

Or when you have a particular grammar problem, you might want to study that topic first. You can look up the topic you need in the Contents at the front of the book, or in the Index at the back.

How can teachers use the material in the classroom?

Oxford Living Grammar enables your students to learn and practise English grammar in context. The contexts are typical everyday situations that your students themselves will experience, such as talking about their own experiences, having conversations with people they have met, talking about other people, and discussing common topics.

The syllabus is divided into 30 four-page units, which we hope will make the book ideal for study over an academic year. Units can be studied in any order, or you and your students can work through the book from beginning to end. The Over to you tasks provide freer practice and more creative review tasks.
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1 Present simple
Here are some examples of the present simple:
We live in a house but Jim lives in a flat.
Rod doesn't like beer and I don't like it, either.
Do you speak French? Does Terry speak Dutch?
We add -s to the positive he/she/it form of regular verbs.
(For more information on irregular verbs, see p. 127.)
We use do/does in negatives and questions.

2 We use the present simple to talk about permanent situations, facts, and regular, repeated, or constant actions:
The River Amazon flows into the Atlantic.
They don't have school on Saturdays.
Where do you live? Does she work here?

3 Present continuous
We form the present continuous with the present of be (am/is/are) + the -ing form.
What is Sara doing? She's studying for her exams.
(For rules on spelling the -ing form, see p. 127.)

4 We use the present continuous to talk about something happening at or around the moment of speaking:
Jane can't come to the phone — she's having a bath.

5 We use the present continuous for an incomplete action or situation:
Jim lives near me, but this week he's staying with his parents.

6 Some verbs describe states and do not normally have continuous tenses:
I like Spanish films. (Not I'm liking Spanish films.)
We use state verbs to talk about thoughts (e.g. believe, know, seem, think, understand), feelings (e.g. agree, hope, like, love, want), existence (be), possession (e.g. have, belong, own), and the properties of something (e.g. cost, contain, include, mean).

Note that some verbs can describe an action or state, e.g.:
Do you have a car? (state)
She's having a shower. (action now)
She has a shower every morning. (regular action)
The food looks good. (state)
What are they looking at? (action now)
I always look at the sports pages. (regular action)
John is 12 years old. (state)
John is being naughty. (action now)
John is often naughty. (regular action)

Grammar in action
1 We can use the present simple to talk about where people live, study, and work:
My husband, Jack, and I live in Leeds but I work in Bradford.

2 We use the present simple for things we do every day or most days:
Do you watch the news on TV? No, I don't usually get home in time but I often listen to the news on the radio before I go to sleep.
We often use frequency adverbs (often, usually, etc.) with the present simple.

3 We use the present simple to explain how we do things, or how things happen in business, politics, science, etc.:
How do I make an omelette? Well, I break two eggs into a bowl, I add a little salt ... Water freezes at 0°C and boils at 100°C.

4 We use the present continuous to talk about things that have started but not finished, for example when we describe our current situation in letters, emails, etc.:
We're staying in a lovely hotel by the sea. We're being very lazy, and getting up late every day.
The actions and situations we describe are not always in progress at this exact moment. Here, someone talks about their life around the moment of speaking:
I'm very busy — I'm spending most of my time looking after my son, but I'm also learning Italian and I'm taking my accountancy exams.
A  A fire-fighter doesn’t only fight fires

Complete the text by using the verbs in brackets in the present simple.

Naturally, fire-fighters put (put) out fires, but their job also (include) many other things. They often rescue (rescue) people from car crashes, and when there is a flood, they pump (pump) the water out of buildings. And they always (not, work) with humans. If someone phone (phone) to say that their cat is stuck in a tree, the fire service send (send) someone to save it. In some places, a fire-fighter do (do) 8 hours every day. Instead, they have (have) two days off – which of course equal (equal) 8 hours a day!

B  What are the children doing?

A father phones home to talk to the babysitter. Complete the conversation with the present continuous of the verbs in the box. Use short forms where possible.

ask  be  behave  build  concentrate  do
draw  help  look  phone  sit  talk  try

SAM  Hello, Ann. This is Sam. I’m phoning to ask about the children. I’m glad that you after them, but they well?

ANN  Oh, yes. They are very good.

SAM  What Jimmy?

ANN  He a bridge on the floor with his Lego.

SAM  And Laura him?

ANN  No, she at the table. She to draw a tiger.

LAURA  Who you to, Ann?

ANN  It’s your father. He about you. Do you want to talk to him?

LAURA  No, just tell him that I a picture for him and I very hard.

C  Canteen conversation

Some office workers are talking at lunchtime. Complete the conversation by crossing out the form that doesn’t fit.

TIM  I see that you’re eating a vegetarian dish. Are you always eating a vegetarian food?

CLAIRE  No, I’m eating everything, but I’m trying to eat this today because it looks so good.

TIM  My cousin is a vegan. That means that he isn’t eating any animal products. At the moment he’s suffering from a vitamin problem and the doctor thinks that he should eat some fish or meat.

FRED  It’s silly to me to be so strict. People aren’t killing animals to get milk or eggs, for example.

TIM  I’m agreeing with you, but my cousin’s believing that we shouldn’t exploit animals at all.

CLAIRE  Well, I’m hoping that he’ll soon get over his vitamin problem.
We can use the **present simple** and the **present continuous** to talk about the future:

- The exam **starts** at 9.00 and **lasts** 3 hours.
- I'm meeting Ellie tomorrow night – **we're going** to the cinema to see the new Coen brothers film.

**Grammar in action**

We use the **present simple** to talk about something in the future that is officially organized, for example on a timetable or schedule:

- The hotel will provide a packed lunch because the coach leaves at 7.30 and doesn't return until the evening.
- What date do classes start next term? ~ Term starts on 15th September but classes don't start until a week later.

Here, we are talking about our plans for the weekend:

- Are you doing anything at the weekend? ~ I'm playing tennis with Mary on Saturday.

**Making arrangements to travel**

A boss is talking to his secretary. Use the verbs in brackets to complete the dialogue with the **present simple**. Use short forms where possible.

**BOSS** Remind me of the arrangements for tomorrow, Robin.

**ROBIN** Well, your flight **departs** (depart) from Heathrow at 7.10.

**BOSS** OK. And which terminal **leaves** (leave) it? And which terminal **leaves** (leave) from?

**ROBIN** It **leaves** (leave) from Terminal 2. You **arrive** (not/arrive) in Frankfurt until 9.40, then you **take** (take) the shuttle bus into town.

**BOSS** 9.40?

**ROBIN** Yes, the flight **lasts** (last) an hour and a half but Germany is one hour ahead.

**BOSS** Oh, yes, of course. And the meetings? When **begin** (begin)?

**ROBIN** At 11.00. After the meetings you **have** (have) plenty of time for lunch because your flight back **not/leave** (not/leave) until 6 o'clock. It **get** (get) back here at 6.30 local time.

**BOSS** That's fine because there **be** (be) a Champions League match tomorrow but it **not/start** (not/start) until quarter to eight.
E  Arranging to meet

Use a verb from the box in the present simple or the present continuous to complete the dialogue. Use short forms where possible.

begin  do  not do  get  go  go leave  not leave  meet  take

EMMA There's an interesting talk on healthy living at the library this Friday. I'm going to meet with Sarah. We will be in the café opposite. How about joining us?

JACK What time will it be? EMMA At 7 o'clock.

JACK I have to take my brother to the station on Friday and his train isn't until about quarter to seven so I won't be back in time, I'm afraid. What about the weekend? Do you have anything special on Saturday?

EMMA Yes, lots of us are going to the anti-war demonstration in Leeds.

JACK How about you going there?

EMMA In Sarah's car. We will be at her flat at 9.00. I'm sure there's room for you.

JACK OK, I'll do anything else, so I'll join you.

F  Making excuses

Look at Alan's diary for next week and then read the email messages he has received. Use the words given to write his replies.

| Monday 7 p.m. Dinner with Mary | Friday 1 p.m. Lunch with the boss |
| Tuesday 4.30 p.m. Tennis with Peter | Saturday a.m. Shopping with mum |
| Thursday p.m. Help Sam with move |

0 Alan: Do you want to go to the cinema on Monday evening? Lenny
   Hi, Lenny. Monday evening no good. I have dinner with Mary. How about Wednesday?
   Hi, Lenny. Monday evening is no good. I'm having dinner with Mary. How about Wednesday?

1 Alan: Can we meet on Tuesday afternoon to talk about the holiday? Sue
   Hi Sue. I'm afraid I can't meet on Tuesday afternoon because I play tennis with Peter. Alan
   Hi Sue. Any chance of seeing you on Thursday afternoon? Kim

2 Hi Alan. Any chance of seeing you on Thursday afternoon? Kim
   Kim: I'm sorry I can't see you on Thursday afternoon. I help Sam move into his new flat. Alan

3 Dear Alan: Can we have lunch together on Friday? Love, Mum
   Dear Mum, Friday no good. I have lunch with the boss. Anyway, I see you on Saturday. Love, Alan
   Dear Mum, Sorry I can't see you on Saturday. Love, Alan

4 Hi Alan: Are you free on Saturday morning? I need your advice. Tony
   Hi Tony. Sorry, I go shopping with my mum on Saturday morning. you do anything in the evening? Alan
   Hi Tony. Over to you. Alan
Talking about the past
Past simple and past continuous

1 Past simple
To form the positive past simple, add -ed to the verb. We form negatives and questions with did/didn’t + verb:

Last Saturday I painted my bedroom.
Ella didn’t stay at the party very long. (Not didn’t stay)
Did you enjoy your birthday? (Not did you enjoy)

The past simple is the same in all persons. Many common verbs are irregular.
(For more information, see p. 129.)

2 We use the past simple to talk about:
• short events in the past:
  When did Oscar phone you?
• longer past actions:
  Mary and Tim studied physics at university.
• repeated events in the past:
  Dr. Thomas visited 43 patients yesterday.
• past states:
  Computers cost much more a few years ago.

3 We often use the past simple with time expressions such as yesterday, last week/year, in 1999, two years ago, etc.:
  Did the accident happen yesterday or several days ago?
  When did they move? ~ They moved in 2007.
  How long did you stay? ~ We stayed for two years.

4 Past continuous
We form the past continuous with was/were + -ing form:
  They were waiting for a bus.
  It wasn’t raining at the time.
  Were you listening to me?

5 We use the past continuous to describe an action or situation in the past that continued for a period of time:
  It was snowing heavily all that day.
  She was crying while watching the film.

7 We can use the past continuous for two actions that were both in progress at the same time:
  While I was cleaning the floors, the children were washing the windows.

Grammar in action

1 We use the past simple to talk about completed actions in the past. We often mention when the action happened. We can build up a picture of the past, for example at an interview:

INTERVIEWER: When did you finish school?
BETH: I finished in 1999.

INTERVIEWER: Did you go to university in the same year?
BETH: No. First, I went abroad for a year. I worked in an orphanage in Mexico. I stayed there for six months.

2 We use the past continuous to talk about actions we were in the middle of at particular times in the past:

POLICEMAN: What were you doing yesterday at 6 o’clock?
MAN: I was visiting my grandmother.

POLICEMAN: We know that you made a phone call from your car at 6.15. Where were you going when you made that call?
MAN: I was going home.

3 We use the past simple to give the actions in a story, and we use the past continuous to give background information about the situation:
  It was raining so Mrs Tailor put on her coat. The children were waiting by the door. She kissed them and set off for the station. While she was waiting for the train, she noticed a handbag under a bench.

A At the time it happened

We often ask what people were doing when something important happened. Complete these questions and answers by writing in the correct form of the verbs given.

MIRA: What were you doing (you, do) when you heard (hear) that London would host the Olympics in 2012?
PETRA Strangely enough, I 1 (spend) some time with friends in England. After a couple of days in Liverpool, we 2 (set) off for the south. We 3 (reach) London in the late morning of the very day that they 4 (make) the announcement, but of course the celebrations 5 (not, start) until the afternoon. When we 6 (arrive) in Greenwich in south London we 7 (not, plan) to stay, but the sun 8 (shine) and everyone 9 (walk) up and down because there was a special festival. Anyway, we 10 (decide) to join in the fun. Just before 1 p.m., while we 11 (have) an ice cream in the park, the band that 12 (play) music for the dancing 13 (stop) in the middle of the song and the bandleader 14 (announce) that London had won the 2012 Olympics! The news really 15 (add) to the party atmosphere, of course.

ED Where 16 (you, be) when the tsunami disaster 17 (happen)?

AMY I 18 (lie) in bed because I 19 (have) flu. I 20 (watch) an old film on television, although I 21 (not, enjoy) it very much because I 22 (not, think) it was very good. Then suddenly they 23 (interrupt) the programme to give the news.

DAVE What 24 (you, do) when you 25 (hear) that your sister was engaged?

CLAIRE I 26 (walk) to work and I 27 (get) a text message on my mobile. My sister 28 (send) me a photo of her hand, and she 29 (wear) an engagement ring! At first I 30 (not, believe) the news, but then I 31 (call) her and she 32 (tell) me the good news herself!

B Rose’s email

Complete Rose’s email to a friend about her busy weekend. Choose the correct form of the verbs given.

Dear Jessica,
Thanks for the email that you sent/were sending 0 last Friday. I didn’t have/wasn’t having 1 time to reply at the weekend because Mike and I spent/were spending 2 most of the time doing jobs in the flat. First, of course, we had/were having 3 to go to the shops to buy all the things we needed, then we started/were starting 4 work. Mike had/was having 5 a small accident while we worked/were working 6. I painted/was painting 7 and he put/was putting 8 up some new shelves when he fell/was falling 9 off the ladder. He didn’t be/wasn’t being 10 careful. We worked/were working 11 hard both days, and didn’t finish/weren’t finishing 12 everything until Sunday evening. What did you do/were you doing 13 at the weekend? Did you see/Were you seeing 14 the film that you mentioned/were mentioning 15 in your email? Who did you go/were you going 16 with?

Write soon,
Rose
Talking about the past

Used to

8 Notice the forms of used to:
My cousin used to be a boy scout.
I didn't use to like chocolate.
Did they use to cause trouble at school?

9 We use used to for past habits and regular past activities:
Ian used to swim every week. (= He doesn't swim every week now.)
Did Sara use to take piano lessons?

10 We also use used to for situations in the past that continued for some time:
Did there use to be a cinema here?
Liz used to live in Highgate. (= Liz doesn't live in Highgate now.)

We often use the negative form never used to, as a more informal way of saying 'didn't use to':
Our daughter never used to wear make-up, but now she wears it all the time.

Grammar in action

4 We use used to for past habits and situations when we want to emphasize that things are different now:
I used to believe in love at first sight. Now I'm more cynical.

5 We use the past simple, not used to, with exact dates, times, numbers of times, and periods of time:
My dad went on business trips to Japan four times last year. (not used to go)
This building was a cinema from 1940 to 1992. (not used to be)

But we can use either the past simple or used to when we don't give an exact time reference:
I went/used to go on lots of business trips when I was younger.
The tall building was/used to be a fire station at one point.

6 We can use the past continuous or the past simple to give background information, and used to to explain a habit or situation:
When we lived here, there didn't use to be a swimming pool.
When I was learning Spanish, I used to memorize ten words a day.

C How things change

For these people, write in an expression with used to in order to contrast the present situation with the earlier situation.

0 Eric doesn't smoke nowadays but he used to smoke 40 a day when he was younger.
0 Penny and Sam didn't use to listen to classical music at all but they listen to it all the time now.

1 There ................................ some old houses here but, as you can see, now there's a supermarket.
2 Now Joe goes to bed early but he ................................ to bed early before he got this job.
3 Zoë has a car now but she ................................ one when she was at university.
4 Simon ................................ with his brother but now he lives on his own.
5 Carol goes to work by bike now but she ................................ by car.
6 Sandra ................................ coffee but now she drinks three or four cups a day.
D  In the past

Tick the verb phrases that are correct and rewrite the incorrect ones, using used to where possible.

0  The lights went out while I was getting the lunch ready, yesterday.  ✔
0  When Jim was younger, he wasn't taking much exercise.  didn't use to take
1  Three years ago, Tony used to be in the army.
2  Sally made several mistakes because she wasn't concentrating.
3  I took my umbrella because I could see that it rained.
4  When Jill was young, she was keeping a diary.
5  The doctor called to see my mother every day last week.
6  I read the text again because I wasn't understanding it very well.

E  Junior tennis champions

Some years ago, Pam and Carl were junior tennis champions. Now they have three young children and don't have much time for tennis. They are being interviewed on television. Write in the correct past form of the verbs in brackets; use used to where possible.

TV  How did you get (you, get) to know each other?

PAM  Well, when I was in my early teens I played tennis two or three times a week and when I wasn't playing, I watched matches on TV. One day, while I was watching a boys' match, I noticed this handsome young player who used to wear earrings. In those days, in general, boys didn't wear jewellery, and I thought it was a bit strange. Anyway, he won the match and I decided to send him a fan letter.

TV  So you knew the name of the handsome young player. What happened next, Carl?

CARL  One day, a letter arrived from this fan called Pamela. In those days, I got a lot of fan mail, but the letter had a photo. The girl looked very nice and she held a tennis racket.

TV  So you arranged to meet her.

CARL  Yes, but soon we didn't have to arrange to meet because Pam started playing for the young women's team.

TV  You both became junior champions, but you don't play any longer.

PAM  No, we stopped playing regularly when I expected Sally, our first daughter.

TV  And do you miss top-class tennis?

CARL  Not really. We love tennis while we (play) but now we're happy to spend our time with the children.

OVER TO YOU  Now go to page 122.
1 We form the present perfect with have/has + past participle:

Sam has passed her exam. (or Sam’s passed…) 

Has anyone seen my red jacket? 

They haven’t spoken to each other for ages. 

(For rules on forming the past participle, and irregular verbs, see p. 129.)

2 We use the present perfect to talk about past actions and situations that have a result in the present: 

Alan has made a cake. (= There is a cake that we can eat now.) 

Have you tidied your room? (= Is it tidy now?)

3 We use the present perfect in positive statements with just and already in the pattern have/has + just/already + past participle. Just means ‘very recently’; already means ‘before now’:

I’ve just spoken to Peter. I phoned him 5 minutes ago. 

You’ve already seen Jaws, so let’s see something else.

4 We use the present perfect with yet in negatives and questions. Yet comes after the past participle, and means ‘before/until now’:

Has the bus arrived yet? 

I haven’t done my homework yet.

5 We can use still before the negative present perfect with the meaning ‘even now’:

I still haven’t finished my homework.

---

A job interview

Alina is in an interview for a volunteer job at the local dog refuge. Circle the correct words.

BOSS: So, Alina, why do you want to come and work for us?

ALINA: Well, I’ve always/never/ever^0 loved animals.

BOSS: OK, and do you have any experience of dogs, specifically?

ALINA: Yes, we’ve had dogs at home in 2003/all my life/last year^1.

BOSS: So have you never/yet/ever^2 trained them and looked after them?

ALINA: Yes, in fact, I’ve still/just/yet^3 trained a new puppy.

BOSS: And have you ever/still/always^4 had to deal with problem dogs?

ALINA: No, I’ve still/never/yet^5 worked with problem dogs.

BOSS: Hmm, but you’ve always/yet/already^6 spent some time here haven’t you?

ALINA: Yes, I’ve helped out with the paperwork in the office several times/last week/in June^7, but I haven’t worked with the animals yet/ever/already^8.
B Looking back on life

Here a woman writes about her life. Complete the text by using the words in brackets and putting the verb in the present perfect. Use short forms where possible.

I've seen good and bad times but on the whole I have a good life. I've been married for over 25 years and I have four children and nearly all of them find good jobs. My youngest son (not, be) my only interest. My husband (often, work) abroad and I manage to visit most of the places where his company sends him. In fact, I visit more than twenty countries and I spend several weeks in most of them. In my spare time, I write guides to three of them and one of them (already, sell) 10,000 copies. The money just pay for a new computer. I'm pleased about that because my publisher just ask me to write a book about Portugal.

C Preparations for a party

Some students are arranging an end-of-term party. Carrie is checking whether everything is ready. Use the words given, use the present perfect, and put just, yet, still, and already in the correct places where necessary. Use short forms.

CARRIE Are we all here? Has everybody arrived yet? (everybody / arrive / yet)?

JIM (Ruth / phone / just). She has a problem with her motorbike so (she / not / leave / still) her house, but we can start without her because I know what (she / do).

CARRIE All right. Jim, what food (you / buy)?

JIM (I / not / buy / anything / yet), but (I / order / just) cheese, ham, bread and salad vegetables and (I / ask / already) if they can have it ready early on Saturday morning.

CARRIE Fine. And drinks?

JIM Pauline's cousin works in a wine shop. (she / get) us a good discount on most things and (she / promise) to deliver everything in good time.

CARRIE Great! Bobby, (you / find) somewhere that will lend us chairs and tables?

BOBBY Well, (I / ask) if we can borrow them from the people at the community centre, but they (not / phone back / still).

CARRIE (I / persuade) my brother's band to come and play for us. And (I / check / just) the weather on the internet. It's going to be fine on Saturday.
Present perfect continuous

6 We form the present perfect continuous with have/has been + -ing form:

I've been watching you.
They haven't been playing long.
Has he been travelling all day?

7 We use the present perfect continuous to talk about actions that started in the past and continue into the present:

The earth has been getting warmer.

8 We use the present perfect continuous when the emphasis is on the action being done. (To talk about the result of the action, use the present perfect – for more information, see p. 10.)

Why is the kitchen in a mess? ~ Because Alan's been making a cake.
Emma's tired. She's been tidying her room all morning. (The job is not necessarily finished.)

Grammar in action

5 We use the present perfect continuous to talk about an action we started in the past, and are still doing now:

I've been working all day and I still haven't finished.

6 We also use the present perfect continuous to talk about an action we started in the past that finished a very short time ago:

I've been waiting for you to call.

7 We can use the present perfect continuous for a series of repeated actions, for example when we try to do something again and again:

We've been trying to contact you all day to tell you that you've won a prize.

8 We use the present perfect continuous to talk or ask about an action happening over a period of time up to now. We can use how long with for or since:

Sally's been cooking all afternoon. She's been preparing for the party since lunchtime. (We are thinking of Sally doing the cooking.)
We use the present perfect continuous to talk about recent repeated actions or for a repeated action that is different from usual. We use time phrases such as recently, lately, this week.

My son's been staying up late a lot recently – I'm rather worried.

9 We often use the present perfect continuous when a recent action explains why we look or feel a certain way:

Jane's tired because she's been painting her room. (The action of painting explains why she is tired.)

D Waiting for the stars

A journalist visits a film festival and talks to the fans waiting to see the film stars.

JOURNALIST Good morning. How long have you been waiting (you, wait) to see your favourite stars?
FAN Well, we arrived at about 6 a.m. and it's 10 a.m. now, so we ........................................ (wait) for about four hours.
JOURNALIST And ........................................ (you, stand) here all that time?
FAN No, a friend and I take it in turns because of the rain.
JOURNALIST Yes, it's pretty wet. ........................................ (it, rain) long?
FAN No, only since about 9 o'clock.
JOURNALIST And how about you? Are you a great film festival fan?
FAN Oh, yes. I ........................................ (come) to this one for six years now.
JOURNALIST Six years? That's as long as I ........................................ (write) articles for my newspaper. I see you've got an autograph book.
FAN Yes, I always bring it with me. I've got more than 200 autographs.

JOURNALIST Whose autograph are you hoping to get today?

FAN Scarlett Johansson's. I've tried to get it for years but I still haven't managed it.

---

**E Children**

Use the verbs in the present perfect continuous to complete the dialogue.

**build do feed look play worry**

JACK AND EVE Hello, Mummy. We're home.

MOTHER Thank goodness. I've been looking for you everywhere. What... (you)?

EVE We’re in the park.

MOTHER But you're all dirty.

JACK Yes, I've been building houses with the mud from the pond.

EVE And I've been playing with the ducks.

MOTHER And I've been worrying about where you were. Well, you can both go and have a good wash!

---

**F More party preparations**

Fiona is in charge of a big party but she arrives late, in the middle of the preparations. Complete the dialogue by putting the verbs into the present perfect simple or the present perfect continuous.

FIONA Hello, everybody. I'm sorry I'm late. I've been trying to find a DJ but so far I haven't found one, though one promised to phone me later. (you all, get on) with what we decided?

KATE Well, Tim and I've been making sandwiches ever since we arrived. So far, we've made about 50.

FIONA Charlie - you manage to set up the sound system yet?

CHARLIE Well, I've been working on it all morning but there are a couple of technical problems that I haven't solved yet.

FIONA You look very hot, Mike. I suppose that's because you've been moving the chairs and tables.

MIKE That's right. But I've almost finished, and my sister's been wiping all of them so they are ready for use.

(RING, RING)

FIONA Oh, that's my mobile. Hello ... Yes, I expect your call ... You can? Oh, that's great! ... See you about 9 o'clock then. Bye!

FIONA Great news, everybody. That guy I mentioned agreed to be our DJ.

---

**OVER TO YOU** Now go to page 122.
### Past simple and present perfect; past perfect

#### Past simple and present perfect

1. **Compare the use of the past simple and present perfect:**
   - **Has the contract arrived yet? ~ Yes, it arrived on Tuesday. I've already signed it.**

2. **We use the past simple to talk about something in the past, and to say when something happened.**
   - *They arrived last week.* (= at a specific time in the past)
   - **We use the present perfect to talk about something that happened in the past that is relevant now, and when the exact time that it happened is not important.**
   - *They have arrived.* (= some time before now)

3. **We use the past simple with for to talk about a situation that started and finished in the past:**
   - *He lived in Wroclaw for two years before that.* (= He doesn’t live there now.)
   - **We use the present perfect with for to talk about an ongoing situation – something that started in the past and continues to the present moment:**
   - *Patrick has lived in Krakow for six years.* (= He lives there now.)
   - **We use the present perfect with since to talk about when the ongoing situation started, followed by a time or an event:**
   - *Patrick has lived in Krakow since 2004.* (2004 = past time)
   - *Patrick has lived in Krakow since his wedding.* (his wedding = past event)

4. **We use the past simple with finished-time expressions to say when something happened in the past, e.g.: a period of time + ago, yesterday, last week, in April, etc., in 2004, etc., when?, what time?**
   - *Patrick moved to Krakow six years ago.*
   - *What did you do yesterday?*
   - *Did you see Brian last week?*
   - We often use first or last with the past simple:
   - *Patrick first moved abroad in 1993.*
   - *I last visited him in June.*
   - **We use time phrases that include the present moment with the present perfect, e.g.: today, this week/month/ summer/year**
   - *What have you done today?*
   - *Have you seen Brian this week?*

### Grammar in action

1. **We use the past simple to talk about finished events in history:**
   - *Hannibal’s army crossed the Alps and fought against the Romans.*

2. **We use the present perfect to talk about recent events or achievements in the news:**
   - *Scientists have discovered a new kind of bird in Africa.*
   - *Prince William has opened a theatre.*

3. **We use the past simple with a specific time in the past to talk about situations that are no longer true and we use used to when we don’t talk about a specific time.**

4. **We use the present perfect to talk about situations that are true in the present. Here, we are talking about our town:**
   - *There was a cinema here in the 1970s. There used to be a theatre too. The supermarket has been here for several years (and is still here now).*

5. **We often use the present perfect when we first mention a topic, and then use the past simple to talk about it. This is common in conversation:**
   - *Have you heard Xinc’s new album? ~ Yes, I bought it yesterday. I liked the first track, but I didn’t enjoy the rest of it.*

   And it is common in newspapers, TV reports, etc.: *Police have charged a local man with arson. They arrested Joe Dunce last night, questioned him for six hours, and pressed charges this afternoon.*
A  In New York City

Two colleagues meet by chance on holiday in New York. Complete the conversation by crossing out the form that doesn’t fit.

MEL  Nell, fancy meeting you here. Were you/ Have you been  here long?
NELL  No, we came/’ve come  the day before yesterday.
MEL  I don’t think you met/’ve met  my partner, Barry.
NELL  Yes, we met/’ve met  at the Christmas party.
MEL  You’re not here on your own, are you?
NELL  No, my sister’s with me, but she stayed/’s stayed  in the hotel because she didn’t sleep/hasn’t slept  very well since we got/’ve got  here.
MEL  We were/’ve been  here for a week and so far we really enjoyed/’ve really enjoyed  it.
NELL  I read/’ve read  a couple of books about New York before we set off/’ve set off.
MEL  Yes, we did/have 1 , too. We ate/’ve eaten  at a couple of places that the books recommended/ have recommended  . In fact, we went/’ve been  to a very good restaurant last night.
NELL  And did you visit/have you visited  the Empire State Building yet?
MEL  Yes, but there was/has been  an enormous queue so we decided/’ve decided  to walk up the stairs. I never climbed/’ve never climbed  so many stairs in my life.

B  My home town

Two people talk about some changes in the city where they grew up. Complete the conversation with the correct forms of the words in the box and the words in brackets.

<table>
<thead>
<tr>
<th>agree</th>
<th>become</th>
<th>bring</th>
<th>change</th>
<th>close</th>
<th>get</th>
<th>go</th>
<th>like</th>
<th>live</th>
<th>produce</th>
<th>visit</th>
</tr>
</thead>
</table>
PAT     I  to Sheffield a couple of weeks ago. The city  a lot since you and I  there. It’s a nicer place to live in now.
VAL     I  (not) the city for a while but I hear that it  a lot cleaner.
PAT     Yes, in the old days the steelworks  a lot of smoke, but most of them  now. And you remember that they  rid of the trams in the 1950s.
VAL     Yes, I  (not) with that at the time because I  riding on the trams.
PAT     Well, guess what! They  them back.
VAL     That is good news. I can see that I’ll have to go back for a visit.
Past simple and present perfect; past perfect

Past perfect

5 We form the past perfect with had + past participle:

*They had taken* lots of photos.
*What had the boys done?*
*She hadn’t finished* her course.

(For more information on past participles, see p. 129.)

6 When we talk about two things in the past, we use the past perfect for the earlier event; this is to make clear which action happened first. Compare:

We forgot to take our umbrellas and we got very wet.
→ We got very wet because we’d forgotten to take our umbrellas.

Grammar in action

4 We use both the past perfect and the past continuous to give background information.

We use the past perfect to say what happened before something else happened:

Everyone had arrived when he started his presentation.

We use the past continuous to say what happened around the time that something else happened:

People were still arriving when he started his presentation.

5 We often use the past perfect after verbs of thinking, e.g. think, know, believe, decide, forget, remember, to say what we thought at an earlier time:

I thought we had agreed to get the 3.30 train. Suzy knew we had forgotten her birthday.

6 We do not use the past perfect when we give a series of actions in the order they happened:

We sat down and we ordered our food. Then the fire alarm went off and we left the café.

But we do use the past perfect when we report the events in a different order:

We ordered our food after we had sat down…

And we can move the details of what we say into the background with the past perfect, keeping the most important or interesting information in the past simple:

We had sat down and ordered our food when the fire alarm went off.

C The reason why there was a problem

Complete the explanations by using a verb from the box in the past perfect. Use short forms where possible.

<table>
<thead>
<tr>
<th>verb</th>
<th>cause</th>
<th>create</th>
<th>do</th>
<th>see</th>
<th>tell</th>
</tr>
</thead>
</table>

LAURA Lucy was expelled from school because she had upset some of the teachers.
JANE How *had* she *done* that?

LAURA She ........................................ a web page criticizing the teachers. Some of the teachers ........................................ it and they ........................................ the headmaster, so he expelled her on Monday. It seems a bit unfair, she ........................................ a student there for three years when they expelled her, and she ........................................ (never) any trouble before that.
JAKE The store detective accused my brother Tim of stealing.
BEN What did he say?
JAKE Nothing. The detective made a mistake. He stopped Tim because he thought that Tim put some books in his bag, but the books were on the floor and nobody stole anything without paying. My brother noticed anything without paying. Tim was really angry and refused to leave the store until the detective...'...

_D A report for the director_

When a manager comes back from a business trip, he asks his staff what happened while he was away.

MANAGER Have there been any major problems while I was away?
ALICE No, nothing special.
MANAGER That's good to hear, Alice. And how are those drawings going?
ALICE Fine, I didn't finish them till last Friday but I sent them to the client on Monday.
MANAGER Good work. And Phil – have you arranged things with the insurance company?
PHIL Yes, I received their proposal on Monday and I've already written a reply.
MANAGER Fine. What about the new photocopier, David?
DAVID It hasn't arrived yet but I phoned Jacksons on Tuesday to remind them that the agreement was for delivery this week.

With this information, the manager writes a report for the director. Complete it by putting the verbs in brackets into the past perfect. Use long forms.

Yesterday morning I checked what **had happened** (happen) while I was away. They told me that there **had been** (be) no major problems. Alice explained that she **hadn't finished** (not finish) the drawings until last Friday but she **had sent** (send) them to the client on Monday. Phil reported that he **had received** (receive) the insurance proposal on Monday and that he **had already written** (write) a reply. David told me that the new photocopier **hadn't arrived** (not arrive) but he **had phoned** (phone) Jacksons to remind them that they **had agreed** (agree) to deliver it this week. I told you before I went that I **had left** (leave) instructions for my staff and you can see that they have worked well.

**OVER TO YOU** Now go to page 122.
The future
Going to

1 We can talk about future actions using the present tense of be with going to + verb. These are the forms:
  Look at those dark clouds. It's not going to be sunny this weekend, it's going to rain.
  I'm going to buy some new shoes tomorrow.
  When are you going to speak to your boss?

2 We use going to to talk about something that is about to happen because of a previous decision:
  We haven't got any sugar. ~ I know. I'm going to buy some this afternoon. (= she has already decided)

3 We use going to to predict future actions and events, when we base our predictions on evidence or knowledge:
  That pile of boxes doesn't look safe. I think they're going to fall. (I can see they don't look safe.)
  This snow is going to ruin my plants. (I know that snow can do this.)

Grammar in action

1 We can use going to to talk about things that we plan to do or things that we have already decided to do:
  I've got several things to do before I go on holiday. Tomorrow I'm going to have a haircut and buy some new shorts. On Friday I'm going to print out the tickets and check in online. And on Saturday, before I leave, I'm going to put all the pot plants outside so that my neighbour can water them.

2 We can use going to to talk about planned changes:
  The sports club is going to build a new swimming pool. ~ What are they going to do with the old one? ~ They're going to turn it into two tennis courts.

3 We can use going to to make predictions about future events in our own lives or in the world, especially when we have a reason for our predictions:
  Because of climate change, this area's going to be desert in a few years' time.
  Why do you look so worried? ~ I haven't done any work, so I'm going to fail my exam.

4 We can use going to with '... or not' to talk about something that has been planned but which appears not to be happening; the speaker wants to confirm that the action is going to happen:
  Well, are you going to come with me or not?

A Plan, change, prediction or confirmation?

Look at these sentences, taken from a newspaper. Which of the usages in Grammar in action do they show? Write 1, 2, 3 or 4.

0 The euro is getting stronger and stronger. It's going to be worth as much as the pound soon.  
1 The new government has announced that they aren't going to invest in nuclear energy.  
2 There's a sale on tomorrow. I'm going to look for some new garden furniture.  
3 Scientists observing the volcano say that it isn't going to erupt.  
4 'Is the Prime Minister going to apologize or not?' the opposition leader demanded.  
5 'I've just spoken to her,' Moss's agent said, 'and she said she's going to stay in Spain for another week.'  
6 The factory is going to move production of all new cars to China next year.
**B  The week ahead**

Look at Mike’s diary. Then complete what he says about his week’s plans with the *going to* form of the verbs in the box. Use short forms.

<table>
<thead>
<tr>
<th>Monday</th>
<th>clean the flat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>write letters; send emails</td>
</tr>
<tr>
<td>Wednesday</td>
<td>do the week’s shopping with Teresa</td>
</tr>
<tr>
<td>Thursday</td>
<td>revise for exam; watch international match</td>
</tr>
<tr>
<td>Friday</td>
<td>revise for exam</td>
</tr>
<tr>
<td>Saturday</td>
<td>prepare dinner for tomorrow</td>
</tr>
</tbody>
</table>

This evening, I’m **going to clean** my flat. Tomorrow, I’m **going to send** some emails. I have decided I’m **going to write** letters because emails are so much quicker. On Wednesday, I’m **going to do** the week’s shopping. Not on my own this time because Teresa’s **going to help** me. On Thursday evening, some friends and I **are going to watch** the international match on TV so I’m **going to watch** for my exam that night. Instead, I’m **going to help** prepare dinner for it on Friday. On Saturday, I’m **going to help** prepare dinner for Sunday because my parents are coming on Sunday and I’m **going to show** them what a good cook I am now!

---

**C  Brisport town council’s plans**

The Brisport town council wants to attract more tourists. Complete this interview with the mayor using the *going to* form of the verbs. Use long forms.

**INTERVIEWER** With the government money you can now go ahead with your plans. Tell us some of the things that you **are going to do** (do). How **are you going to attract** more tourists?

**MAYOR** Well, the Works Department **is going to clean** the Town Hall and the Parks Department **is going to improve** the zoo.

**INTERVIEWER** That sounds good. What about cultural attractions?

**MAYOR** The Culture Department **is going to renovate** the museum but unfortunately we **are not going to install** an audio guide system. We couldn’t get the funding this time.

**INTERVIEWER** Hmm. That **is going to disappoint** some people. What about information for the tourists?

**MAYOR** Well, we **are going to upgrade** the town website and the Tourist Department **is going to employ** two new guides.

**INTERVIEWER** And what about the councillors? **Are they going to get** their money, or not?

**MAYOR** I’m afraid they **are not going to get** the pay rise they expected.
The future
Will and shall

4 We can talk about the future using will + verb:
  I will be 40 years old in January.
  Will the parcel arrive in time?
  There will not be any pay raises this year.

With I and we we also use shall + verb:
  I shall be at home tomorrow.
  We shall arrive early.

5 We often use the positive short form ‘ll and the
negative short form won’t:
  I’ll soon be 40 years old but I won’t feel any older.

The negative short form of shall is shan’t:
  I shan’t be much longer.

6 We use will to express certainty and make predictions
about the future:
  They will announce the results at 9 p.m. this evening.
  The Republicans will lose, I think.

7 We use will to make offers and suggestions:
  I’ll help you with your homework.

We also use the question form Shall I/ Shall we … +
verb? to make suggestions and offers:
  Shall we go to the cinema tonight?
  Shall I book the tickets?

8 We use will to make promises, requests, threats, and
warnings:
  Will you help me move house? ~ Yes, of course I will.
  Stop talking, or I’ll send you outside the classroom.

9 Will is sometimes used to express ‘willingness’,
i.e. a desire to do something:
  I know you like swimming. Will you teach her, as I
haven’t got time any more? (= Are you happy to
  teach her?)

Grammar in action

5 We can use will/shall to give a view of how the world
might be in a few years’ time, or to make predictions
about our lives:
  We certainly won’t travel as much as we do now
because aeroplane fuel will be so expensive.
  What will my life be like in 10 years’ time? I imagine
I’ll be married or at least I’ll have a steady partner. I’m
not sure whether we’ll have any children.

6 We use will/shall in positive sentences and shall in questions
to make offers and suggestions, for example offering to help someone:
  Shall I help you with your suitcase?
  I’ll give you a lift to the airport.

7 When we make a spontaneous decision at the
moment of speaking, we use will/shall:
  We haven’t got any sugar. ~ Really? OK, I’ll buy some
this afternoon.

8 We use will in question forms to
make informal requests:
  Will you give me a hand, please?
  (= Will you help me?)

D The optimist and the pessimist

Complete the opinions of the optimist and pessimist with will or won’t. Circle the
correct word.

OPTIMIST In a few years, medical science will/won’t ⁰ eliminate most diseases.

PESSIMIST No, rich people will/won’t¹ have access to doctors but poor people
will/won’t² and they will/won’t³ continue to suffer.

OPTIMIST Farmers will/won’t⁴ produce enough food for everybody so there will/won’t⁵
be any hungry people.

PESSIMIST Food will/won’t⁶ become more and more expensive and poor countries
will/won’t⁷ be able to buy it.

OPTIMIST Scientists will/won’t⁸ find ways to produce cheap energy and the world
will/won’t⁹ be much cleaner.
A family argument

Sophia and her parents are having an argument. Complete the conversation with will, won’t or shall.

MUM Sophia is still in her room. She won’t come down. ________ 1 you talk to her or ________ 2 I?
DAD ________ 3 we do it together?
MUM OK, Sophia, ________ 4 you come out and discuss this like an adult, please?
SOPHIA I ________ 5 only discuss it like an adult if you treat me like an adult.
DAD Sophia, I ________ 6 put up with this much longer.
SOPHIA Then I ________ 7 stay in my room.
MUM Look, come out, and I promise we ________ 8 listen to your points.
SOPHIA But you still ________ 9 let me go out clubbing, will you?
DAD Wendy, this isn’t working, is it? ________ 10 we give up for now?

Talking about the future

Complete these sentences using will or going to and explain your answers using the phrases from the box.

offer spontaneous decision warning promise prediction based on evidence decision made in advance

0 You’re so sunburned! That’s going to hurt (hurt) tomorrow!
prediction based on evidence

1 Don’t steal those apples! I (call) the police!

2 Is that suitcase heavy? I (help) you carry it upstairs.

3 Look! There’s Kelly. I (go) and say hello to her quickly.

4 I booked our holiday yesterday. We (drive) across America in a vintage Cadillac!

5 I’m sorry I broke your vase. I (buy) you a new one tomorrow.

OVER TO YOU  Now go to page 122.
**Ability, permission, and requests**

**Ability: can, could, be able to, managed to**

1. We use can, could, be able to, and managed to like this:
   - He can **cook**.
   - He could **cook**.
   - She was able to **finish** on time.
   - She managed to **finish** on time.

2. Can and could always have the same form.
   - Timmy can play the piano.
   - When I was 7, I could swim more than 200 metres.

   The negative forms are cannot (one word) and could not (two words), with short forms can’t and couldn’t.
   - We cannot accept applications after the closing date.
   - She’s sorry she couldn’t come yesterday.

   We start questions with can and could (not do).
   - Can you speak another language?
     (Not: Do you can speak...?)
   - Could you ride a bike when you were four?
     (Not: Did you could ride...?)

3. **Ability**
   - We use can to talk about ability:
     - Our daughter can tie her own shoes.
     - How many languages can you speak?

4. We use could to talk about past ability in general:
   - Sam couldn’t walk until he was 18 months old.
   - Could you write before you started school?

5. We usually express future ability with will be able to:
   - You’ll be able to operate the machinery at the end of this course.

   But we can use can if the ability to do something in the future depends on something else happening in the present or future:
   - You can/will be able to pass this exam if you start revising now.

6. We use was/were able to and managed to for actions that were completed at a particular moment in the past:
   - The coach caught fire but all the passengers were able/managed to escape.

**Grammar in action**

1. We use can and could to talk about ability, for example when we describe skills in work or education:
   - We need someone who can work well in teams and on their own, and can use PCs and Macs.
   - Last year, Paul could only say a few words of English but now he can say whole sentences.

2. We use could to talk about general skills in the past. This might be a skill in sport:
   - I could run a marathon in under three hours when I was younger.

   But we use was able to or managed to to talk about our ability to do something specific at a certain time in the past – for example, one particular achievement:
   - Because I trained for six months, I managed to run the 2009 London Marathon in under 3 hours.

3. We often use can instead of the present simple to talk about the senses (with see, hear, feel, taste, and smell):
   - I’ve got a cold, so I can’t smell the coffee.
     (Not normally I don’t smell...)
   - I can see the waiter walking this way.
     (Not normally I see the waiter...)
   - Can you taste the lemon in this cake?
     (Not normally Do you taste...)

**TIP**

We often use managed to to express our ability to do something difficult:
   - The piano was heavy but I managed to move it by myself.
A  Modern technology

Complete this text about modern technology with *can, can't, could or couldn't.*

You _**can't**_ deny that modern technology has changed our lives. With it, we _**can**_ do things now that we _**can't**_ do at all only a few years ago. For example, 10 years ago you _**can't**_ 2 only phone from a building or a telephone box but now we _**can**_ 3 make a call wherever we are, and previously you _**can't**_ 4 only use telephones to make phone calls but now you _**can**_ 5 also take photos with them. Of course, in the old days you _**could**_ 6 take photos with a camera, but you _**can't**_ 7 take them without a film. Digital cameras _**can**_ 8 take hundreds of photos without a film, though you still _**can't**_ 9 make copies of your photos without a printer.

Another thing is music. A few years ago you _**can't**_ 10 only listen to your music collection at home but now, thanks to MP3 players, you _**can**_ 11 listen to it in the street or on the bus.

As for computers, 20 years ago people _**can't**_ 12 do simple sums with a calculator but today, modern computers _**can**_ 13 solve enormous mathematical problems in a few seconds. And then there's the Internet. With the Internet you _**can**_ 14 send messages in an instant, and if you've got a question, you _**can**_ 15 use Wikipedia to find the answer. My grandfather says that he _**can't**_ 16 believe how quickly everything has changed, he's always saying that you _**can't**_ 17 do any of those things when he was young. However, as I tell him, you _**can**_ 18 enjoy the benefits of mobile phones, digital cameras, and computers unless you have enough money to pay for them.

B  Generation differences

Complete this text by putting in each of the expressions in the blanks.

<table>
<thead>
<tr>
<th>be able</th>
<th>can</th>
<th>can't</th>
<th>can't</th>
<th>could</th>
<th>could</th>
</tr>
</thead>
<tbody>
<tr>
<td>couldn't</td>
<td>managed</td>
<td>will be able</td>
<td>were able</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When my father was young, he didn't have much money so he _**could**_ 0 hardly afford any luxuries. I _**can**_ 1 remember exactly when he met my mother, but it was love at first sight. They worked in the same factory but they _**couldn't**_ 2 see each other during the week because they worked different shifts. One day my mother said, "We _**can't**_ 3 be young lovers for ever. If we don't save some money, I don't know when we'll _**will be able**_ 4 to get married." My father _**can't**_ 5 see that she was right: they had to do something. So he started working an extra shift at the weekend and my mother started to take evening classes to learn accountancy. She didn't have much time to study but at the end of the year she _**can**_ 6 to pass the exam and get a job in the accounts department, which was better paid. After another six months they _**were able**_ 7 to get a flat of their own. Things are easier for my generation. My sister and I _**can**_ 8 buy almost anything we want. I hope my children _**can**_ 9 to say the same.
We use *can, could, may* and *would* like this:

*May I come in?*

The short form of *would* is ‘d.

8 Permission
We use *can* to give and refuse permission in the present:

You *can* go to the party, but you *can’t* stay later than 10 o’clock.

For permission in general in the past we use *could* or was/were allowed to:

*She was spoilt as a child – she *could* do anything she wanted.*

But to talk about permission at a specific time in the past, we must use was/were allowed to:

*I was allowed to go to the party last Friday, but I wasn’t allowed to stay later than 10 o’clock.*

9 We use *can, could* and *may* to ask for permission to do something. We usually use *may* only with I or we in questions:

*Can* we *stop* and have a rest now, please?

*Could* we *finish* early this Friday, please?

*May I *take* this book home?

10 Requests
We use *can, could, will* and *would* when we ask someone to do something. *Would* is more polite:

*Can* you *explain* this to me?

*Will you* *lend* me your dictionary?

*Would you* *pass* that book, please?

---

**Grammar in action**

4 We use *can* and *will* for permission and requests in informal situations, such as when we’re having a meal with family or friends:

*Will you carve the meat, please?*

*Can I have some more carrots, please?*

5 We use *could, may* and *would* in more formal situations, such as when talking to a teacher or senior colleague:

*Would you sign this form, please?*

*Please could I leave the lesson five minutes early?*

6 We use *could* to talk about things that we had permission to do in the past when the suggestion is ‘for the whole of my childhood,’ throughout the 80s and 90s, etc.:

*We *could* play out in the streets after dark as children, but I wouldn’t let my sons do that.*

When we are talking about having permission to do something on one specific occasion, we use was/were allowed to:

*There was one time I was allowed to miss school for a football match, but usually my parents were too strict.*

---

**How to be polite**

Make these requests polite by using the modal in brackets, *you*, and *please.*

0 Tell Mrs Clarke that I’ve arrived. *(would)*

*Would you tell Mrs Clarke that I’ve arrived, please?*

1 Invite Mr Jones for an interview. *(can)*

2 Take a message. *(could)*

3 Ask Jim to email me. *(would)*

4 Collect the report from reception. *(would)*
D  The surprise party

Complete this email using the phrases from the box.

be able  can  can do  could  could organize  Could you  couldn’t
I’ll be able  managed to  managed to book  we can  weren’t allowed
you help  you’ll be able to help

Hi Olivia,

I’m trying to organize a surprise party for my sister, but I don’t think I can do everything myself. When I was a student I could organize huge events for my rowing club all by myself, but I must be out of practice! Could you help me, please? Last week, I booked the community centre for the party, but I couldn’t find anyone to help with the food. Could you make a birthday cake on the day, but I’ll be able to buy some drinks and crisps?

I’ve booked the centre until midnight and we stay until 12.30 – that half an hour will be our cleaning-up time! At a party I went to last year, we weren’t allowed to make any music after 11.00 because of the neighbours! We’ll have a proper party this time, though, as the community centre’s in the middle of a sports field, so no one will hear us!

Anyway, could you come in for an hour or so before the party so get everything ready? The DJ is booked and I’ve invited everyone already. Sophie keeps her address book with her all the time, but I won’t be able to print out her email address book on Friday.

I think that’s everything! I hope I’ll be able to help you!

Sarah

E  A young worker talks to his boss

Cross out the incorrect options.

WORKER  I would like/want to speak to you for a moment. May/Do I come in?
BOSS  I can’t/may not see you at the moment because I’m busy. Can/May you come at about 10 o’clock?

(Later)

WORKER  Could/Would I have a word with you now?
BOSS  Yes, come in. What can/may I do for you?
WORKER  Well, today is my mother’s birthday. Yesterday I finished work late. I could/managed to buy her a birthday card from the stationer’s, but the big shops were closed so I can’t/couldn’t get her a present.

BOSS  So you want/would to finish work early today so you can/may buy her a present. Is that it?

WORKER  Yes, that’s it exactly.

BOSS  All right. But remember you won’t be able to/can use the same excuse until next year!

OVER TO YOU  Now go to page 123.
**Possibility and probability: perfect modals**

**Possibility and probability: **may, might, could, must, and can’t

1. We use must, can’t, may, might and could like this:
   
   Jenny **might** know the answer.

2. Certainty
   We use must to say that we are certain:
   
   I haven’t seen the neighbours all week. They **must** be away. (= From what I know, I can be certain that the neighbours are away.)

   Lara has her hair done almost every day. It **must** cost a fortune. (= I can be certain that it costs a lot of money.)

3. Impossibility
   We use can’t to say that something is impossible:
   
   The man in the photo **can’t** be Peter because he never wears a hat. (= From what we know, we can say that the man is not Peter.)

   Anna **can’t** win the race now - she’s too far behind. (= We can predict that Anna won’t win the race.)

4. Possibility
   We use may, might and could to talk about present possibilities, and to talk about future possibilities:
   
   Your blue shirt **may** be in the big cupboard. (= From what we know, perhaps the shirt is in the cupboard.)

   She **might** come and see you tomorrow. (= From what we know, perhaps she will come.)

   We use may **not** and might **not** (mghtn’t) in negative sentences, but not could not. We use these structures to say that it is possible that something won’t happen:
   
   Ed **may not** know how to find our house. (or Ed **might not** know ... ) (= Perhaps he won’t know ...)

**Grammar in action**

1. We use must and can’t to draw definite conclusions about present situations based on what we know:
   
   I can hear sounds from that room. There **must** be someone in there.

   The rooms at that hotel are quite cheap. The price **can’t** include breakfast.

2. We can use may, might and could to explore options for the future, for example when discussing a possible career:
   
   I don’t know yet what I’m going to do after I finish. I **may** stay on at university or I **could** take a year off and go abroad. Someone **might** offer me a job!

3. We can use may, might or could to help make suggestions in order to solve a problem:
   
   Do you know where the camera is? ~ I’m not sure. It might be in one of the desk drawers or it **may** be in the cupboard.

4. We use may, might and could to guess about a situation in the present when we don’t know all the facts:
   
   Where’s Mike? ~ There **might** be a problem with his train. ~ Yes, or he could **be** at the café already.

**A Choosing a present**

Complete this conversation with must or can’t and one of the verbs from the box.

<table>
<thead>
<tr>
<th>be must</th>
<th>be have</th>
<th>cost</th>
<th>love</th>
<th>mean</th>
<th>think</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANDY</td>
<td>I need some money. There <strong>must be</strong> a bank round here somewhere.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAX</td>
<td>Yes, round that corner, I think. What do you want the money for?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANDY</td>
<td>To buy one of those new mobile phones for Kate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAX</td>
<td>They ................. 3 a fortune! I’ve never bought Maria anything like that.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANDY</td>
<td>Well, you ................. 2 her very much then.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAX</td>
<td>You ................. 4 that money can buy people.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANDY</td>
<td>Well, it can!</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAX</td>
<td>You ................. 4 that seriously.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANDY</td>
<td>No, not really. But Kate’s very attractive. She ................. 5 plenty of admirers and I don’t want to lose her.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MAX But you told me that she wanted to marry you so she ______________ interested in other men.

ANDY That’s true. Perhaps I should buy her a ring instead and make it definite.

B But have you thought about ...?

In these short dialogues, the second person mentions something that the first person has not considered. Use may or may not and one of the verbs from the box to complete the sentences.

<table>
<thead>
<tr>
<th>be</th>
<th>come</th>
<th>decide</th>
<th>get</th>
<th>have</th>
<th>like</th>
<th>prefer</th>
<th>want</th>
</tr>
</thead>
</table>

KIM We’re going to give our visitors fish for lunch.

SAM They __________ fish. They __________ meat.

RUTH Our plan is to take our guests for a long walk as soon as they get here.

BEN They __________ to rest after their journey. In any case, they __________ walking shoes with them.

LEO I’m going to ask my uncle to give me a ride on his motorbike.

ANNE He __________ on his motorbike. He __________ to come by car.

LUKE I’m going to wait for our guests to arrive.

NAOMI They __________ here until this afternoon. There __________ a lot of traffic today.

C What to do, where to go

Holly and Adam have just got married and have gone on their honeymoon. A friend talks to Holly’s mother about their plans for the future. Rewrite the parts in brackets using must, can’t or may/might.

FRIEND Just married and on their honeymoon. __________ (I’m sure they’re) very happy. Where are they going to live after they come back?

MOTHER They __________ (Perhaps they’ll stay) with us for a while.

FRIEND What about work?

MOTHER They __________ (Maybe they’ll go) abroad for a year.

FRIEND So Holly __________ (I assume that Holly’s not) very interested in the job she’s got. I thought she enjoyed her work.

MOTHER She does, but they both have one of those temporary contracts, and the company __________ (perhaps the company won’t renew) them.

FRIEND Yes, that’s always a possibility.

MOTHER Or they __________ (maybe they’ll take) a postgraduate course.

FRIEND Would they get a grant?

MOTHER No, I don’t think so but they’ve both worked for a couple of years so they __________ (I’m sure they have) some savings.

FRIEND But Adam’s father has his own business, doesn’t he? He __________ (Maybe he’ll find) work for them.

MOTHER I’m not sure. Holly quite likes Adam’s father but she __________ (perhaps she won’t want) to work for him.

FRIEND You see. It’s not easy to work for in-laws and it __________ (I’m sure it isn’t) easy to live with them, either.

MOTHER All right. I see your point.
Probability; perfect modals
Perfect modals: must have been, can’t have done

5  We use must and can’t/couldn’t + have + past participle when we are certain about situations in the past. Must and can’t are opposites:
   I can’t find my keys. I must have left them at home.
   (= I realize it is true that I left my keys at home.)
   I couldn’t open the garage door. ~ You can’t have tried very hard; it wasn’t locked. (= I realize it is impossible that you tried very hard.)

6  We use may/might/could + have + past participle to talk about possibilities in past time:
   Sally said she would call round this morning but she hasn’t come. ~ She may/might/could have called while we were at the shops. (= Perhaps she called then.)
   I’m not sure what sort of bird it was that I saw, but it may/might/could have been an eagle. (= Perhaps it was an eagle.)

Grammar in action

5  We can use must and can’t + have + past participle to draw definite conclusions based on evidence. Here, we are talking about a crime investigation:
   The thieves stole a very heavy chest. It must have weighed a hundred kilos. One man alone can’t have moved it so there must have been two or three of them.

6  We can use may/might/could + have + past participle to guess about the possible causes of things in the past:
   We’re not sure why the dinosaurs died out. An asteroid might have hit the earth, causing a dust storm that blocked out the sun and this could have led to a serious shortage of food. On the other hand, there may have been geological changes that destroyed the land where the dinosaurs lived.

D  Police investigation

Complete the following conversation with must have, may have or can’t have and the correct form of the verb in brackets.

INSPECTOR  What do we know about the body that was found in the river?
CONSTABLE  It was of a fairly young man. He must have been 1 (be) in his twenties. Judging by his appearance, he 2 (be) older than 30 or so. There were no marks on the body so he 3 (die) of natural causes, but we can’t be sure, so we’re treating it as a murder case.

INSPECTOR  What else do we know?
CONSTABLE  If someone drowns, they have water in their lungs, as you know. In this case, there was no water in the man’s lungs, so he 4 (drown). He 5 (have) something to eat not long before he died. There 6 (be) poison in the food, of course, but we won’t know that until we get the chemical analysis. And another thing, his wallet was in his jacket and there was quite a lot of money in it. So if he was murdered, the murderer 7 (kill) him for his money.

INSPECTOR  Didn’t his wallet have any identification?
CONSTABLE  No, but there was a recent prescription for sleeping pills so he 8 (see) a doctor not so long ago.

INSPECTOR  Has anyone reported a missing person matching his description?
E  Portrait of a genius

Complete this text about Leonardo da Vinci with must have, might have or can’t have and the correct form of one of the words in brackets.

Leonardo da Vinci (1452-1519) was a genius as a painter, sculptor and engineer.

People must have recognized his talent early because he worked with the painter Verrocchio from the age of 14. Everyone in Verrocchio’s studio had to work together on a variety of projects, so this is where Leonardo about metal and wood as well as painting materials. He for Verrocchio’s statue of David but there is no evidence for this.

There is no record for Leonardo between 1476 and 1481. He his own workshop at this time, but we can’t be sure.

In 1495 Leonardo paid for the funeral of a woman called Caterina. At first people thought that Caterina was a servant girl, but she simply a servant because the funeral was expensive. Nowadays, historians believe that Caterina Leonardo’s mother, but the evidence is not definite.

Leonardo his great contemporary Michelangelo in about 1503, because the two of them worked together for the government in Florence.

Leonardo drew helicopters, tanks and submarines. He was aware that technology was not yet advanced enough for them to be made, but he that centuries would pass before they became reality.

There is a legend that King François of France held Leonardo as he was dying. This is possible but not very likely. Some people believe that later painters this detail in order to have a famous subject that they could paint, but not everybody agrees.

OVER TO YOU  Now go to page 123.
08 Duty and obligation

Should, ought to, have (got) to

1 We use **should** and **ought to** like this:

I **should** ask.
They **ought to** report it.

2 The negative forms are **should not** and **ought not to**, with short forms **shouldn’t** and **oughtn’t to**:

_She oughtn’t to mention_ the meeting to anybody. It’s confidential.
They **shouldn’t let** their children watch those violent films. They’re much too young.

3 We use **should** and **ought to** to express an opinion, give advice, or talk about the correct thing to do (someone’s duty):

*Have you got a headache? You should take an aspirin.* (= I think the best thing to do is to take an aspirin.)

*It’s illegal and dangerous. They ought to report it to the police.* (= It is their duty to report it.)

**Should** and **ought to** mean the same but we use **should** more than **ought to**.

4 We use **should** in questions to ask for advice. **Ought to** is less common in questions:

*What should I do about the broken window?*

5 We use **have to** like this:

You **have to** return this book before Friday.

We use **have to** to talk about obligation (actions that are necessary because we think they are important, or because there are rules).

We use **do** in negatives, questions and short answers:

_British people don’t have to carry identity cards._

(= They are not obliged to carry them.)

*Do we have to pay in advance?* ~ Yes, you **do**.

6 In informal situations we can express the same meanings with **have got to**; here, we use **have** in

e.g. **I’ve got to phone** my mum today.

**I haven’t got to get** up early tomorrow. (= I’m not obliged to get up early.)

*Have we got to come with you?* ~ Yes, you **have**.

(Compare **must not** on p. 32 with the use of **don’t have to** here.)

**The meaning of have (got) to** is stronger than that of **should** or **ought**. Compare:

*I think all schoolchildren should wear a uniform.* (My opinion; **not** have to.)

*When you are on the premises, you really ought to wear your uniform.* (An expectation, not a strict rule; **not** have to)

*At High Storrs School, everybody has to wear a uniform.* (A school rule; **not** should.)

**Grammar in action**

1 We can use **should** and **ought to** to say what we think is the best course of action, for example when we give advice on how to solve a problem:

*If you have a high temperature, you shouldn’t go to work, but you ought to ring and tell them. ~ Should I stay in bed? ~ Perhaps that’s the best place to be, and you should drink lots of water or fruit juice.*

2 We can also use **should** and **ought to** to say that we think something is someone’s duty:

*You ought to thank your grandparents for the present. You should send them a letter or card.*

3 We can use **have to** to talk about official procedures and rules:

*What do I have to do to get a passport? ~ You have to fill in an application form and include two photos. ~ Do I have to pay anything? ~ Yes, they cost about £75, I think.*

**A First job interview**

Sheila is going for her first job interview tomorrow. Her mother gives her some advice. Complete the dialogue by writing **should** or **shouldn’t** and one of the verbs from the box.

<table>
<thead>
<tr>
<th>behave</th>
<th>choose</th>
<th>dress</th>
<th>leave</th>
<th>look</th>
<th>show</th>
<th>wash</th>
<th>wear</th>
</tr>
</thead>
</table>

**MOTHER** If the interview’s at 10 a.m., you **should leave** by about 9 a.m.

**SHEILA** OK. And how **should I** **behave**?
MOTHER Well, you 2 jeans for a start. I think you 3 something simple but smart, like your blue suit. And I think you 4 your hair before you go.

SHEILA How 5 in the interview itself?

MOTHER Well, you 6 down at the floor all the time. Instead, you 7 interest by always looking at the person who is interviewing you.

B Advice for tourists visiting a foreign country

Complete this advice for tourists by choosing the correct option.

- You should/have to 8 learn a few phrases in the language. Local people like that.
- You shouldn't/should 9 always keep your money in a safe place; you shouldn't/don't have to 10 carry it in your back pocket.
- You ought to/shouldn't 11 leave the main tourist areas; some districts can be dangerous.
- You ought not to/don't have to 12 sunbathe much in the first few days, and you have to/should 13 always use high-factor sun cream.
- You ought to/ought not to 14 avoid drinking tap water and eating unwashed fruit if you are in a remote area. You ought not to/don't have to 15 drink bottled water everywhere, but you should/shouldn't 16 find out if the tap water is safe to drink.
- You should/shouldn't 17 respect local customs and you shouldn't/don't have to 18 visit holy places unless you are respectably dressed.
- Make sure you know the local laws. For example, in some countries you have to/shouldn't 19 carry your passport and driving licence with you when you are driving.

C Joining a hockey club

Petra has decided to join a hockey club so she goes to talk to the trainer. Complete the conversation with should, shouldn't, or (not) have to.

TRAINER Hello, Petra. So you want to join the hockey club.

PETRA Yes, what 20 (I) do to join?

TRAINER Well, you 21 tell reception your name and phone number. Otherwise we can't contact you.

PETRA And 22 (I) pay anything?

TRAINER No, not at first because it's a trial period, so you 23 pay anything for the first month, but you 24 attend all the practices and matches. That's the rule.

PETRA And what do you think I 25 wear?

TRAINER Well, members have no choice: they 26 wear the team colours. But for the trial period you 27 wear good trainers, a T-shirt and shorts.

PETRA Anything else?

TRAINER Yes, you 28 eat a lot just before a practice because it might give you indigestion, but you 29 bring a bottle of water with you because hockey is thirsty work.
7 We use **must** + **verb** when we think it is important to do an action (obligation) and **must not** + **verb** (**mustn't**) when something is against the rules (prohibition):

- You **must** do exactly what the doctor says.
- You **mustn't** take any photos in here.

We can use **must** in questions, but we normally prefer **have to**:

- **Do we have to** stay until the end of the meeting? (less usual = **Must we** stay until the end of the meeting?)

8 We use **need to** + **verb** to talk about an action that we think or feel is necessary:

- You **need to stop** wasting so much time.

We use **do** in negatives, questions and short answers:

- **You don't need to keep** telling me that!
- **Do you need to see** my passport? ~ **Yes, I do**.

We can also use **needn't** in negative sentences:

- **You needn't keep** telling me that!

9 We use **don't have to**, **don't need to** or **needn't** when something is unnecessary, not **mustn't**:

- **You don't have to** / **needn't take** your shoes off inside, but you can if you want to. (= It is unnecessary to take your shoes off.)
- **You mustn't take** your shoes off. (= It is wrong to take your shoes off.)

**Must and have (got) to** have very similar meanings, but **must** tends to be more personal while **have (got) to** tends to be more impersonal:

- **You must** come to the party. (I'm telling you.)
- **You have to** pass two tests to get a licence. (That's the law.)

**Grammar in action**

4 We can use **must** and **have to** to tell someone about rules and formalities:

- In Britain you **must** drive on the left and everybody **has to** wear their seat belt all the time. You **don't have to** pay anything to drive on the motorway but you **must** drive within the speed limit.

5 We can use **need to** to talk about what is necessary in order to do a job:

- **What do we need to do before we start painting?** ~ **First, we need** to move the chairs into the hall. **Then we need** to cover the table and the cupboards.

6 We use **mustn't** to say that something is wrong, and **don't have to** to say that something is allowed, but not obligatory. This might be when explaining the policies of an institution:

- **In my job, you don't have to wear a tie every day, but you mustn't wear jeans.**

**D Instructions for Lily**

Complete the dialogue with **must, mustn't or don't have to**.

<table>
<thead>
<tr>
<th>MUM</th>
<th>This morning you <strong>must</strong> 0 go and see Grandma.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LILY</td>
<td>Can I go on my bike?</td>
</tr>
<tr>
<td>MUM</td>
<td>No, you ........................................ 1 go on your bike because there are some eggs to take.</td>
</tr>
<tr>
<td>LILY</td>
<td>What else do I have to take?</td>
</tr>
<tr>
<td>MUM</td>
<td>Don't worry. You ................................ 2 carry anything else. But it's quite cold so you ................................ 3 wear your warm coat, the red one with the hood.</td>
</tr>
<tr>
<td>LILY</td>
<td>Is it all right if I take a shortcut through the wood?</td>
</tr>
<tr>
<td>MUM</td>
<td>No, you ........................................ 4 go through the wood. You ........................................ 5 stay on the footpath.</td>
</tr>
<tr>
<td>LILY</td>
<td>Oh, all right.</td>
</tr>
</tbody>
</table>
MUM And you .................................. get to Grandma’s by 11 o’clock because she needs the eggs. So you .................................. stop to pick flowers or anything. And above all you .................................. talk to any strangers.

LILY I hope I .................................. have lunch at Grandma’s. She doesn’t cook as well as you do.

MUM No, you can come home for lunch, but you .................................. say anything to Grandma about her cooking.

E School open day

The local school is having an open day for parents next Saturday. A committee of two teachers and two pupils meets to make arrangements. Complete the discussion with a present simple form of need and to where necessary.

TEACHER Well, Mr Tomkins isn’t here yet, but he’s told me that we .................................. wait for him, so let’s start. What .................................. we .................................. do before Saturday?

PUPIL 1 We .................................. mark out the playground so that each class has enough space for its exhibition. Most of the classes .................................. much space but one of them .................................. a bigger area because they’ve got a big display.

PUPIL 2 We .................................. decorations for the corridors. We .................................. put them up before Friday, but we certainly .................................. make them before then. We’ll tell all the classes.

PUPIL 1 And someone .................................. order drinks and crisps and everything. I can do that if you like.

TEACHER All right. And you have to choose someone to make a short speech. It .................................. be someone with a strong voice.

PUPIL 2 We .................................. choose anyone because Isabella has already volunteered.

TEACHER That sounds just like Isabella.

F Storm warning

Very heavy rains are forecast for the next few days. Read the weather warning, and complete it by crossing out one of the two options in each case.

Recent experience of storms shows that everybody needs/must .................................. to play their part to avoid major problems. In general, if you mustn’t/don’t have to .................................. go out, then you should/need .................................. stay at home. As for school pupils, if public transport is not affected, then they must/need .................................. attend school as usual, but if the journey looks dangerous, they mustn’t/don’t have to .................................. take any risks to reach school. Working adults ought/must .................................. decide on the best way to get to work, but anyone who is driving and comes to a flooded river, must/has .................................. not attempt to cross it. You mustn’t/don’t have to .................................. switch off your electricity and gas at the mains now, but if your house starts to flood, you shouldn’t/must .................................. do this immediately. You mustn’t/should .................................. listen to the radio to hear any flood warnings and houses that are at risk ought to/don’t have to .................................. have sandbags ready to block doors.

OVER TO YOU Now go to page 123.
1 Some verbs are usually followed by an **infinitive**:
   - We've arranged to meet tomorrow.
   - We're planning to have a party.
   - I promised to call her tonight.

We use an **infinitive** after these verbs:

   - afford  agree  aim  arrange  begin
   - decide  deserve  expect  fail  hope
   - intend  learn  manage  need  offer
   - plan  pretend  promise  refuse  seem
   - start  threaten  want

We make a negative sentence with **not**:
   - She managed not to lose her keys this time.
   - He pretended not to hear.

2 Some verbs are usually followed by an **-ing form**:
   - Do you enjoy flying?
   - I hate getting wet.

We use an **-ing form** after these verbs:

   - admit  adore  avoid  can't stand
   - consider  deny  dislike  don't mind
   - enjoy  escape  fancy  feel like  finish
   - imagine  involve  keep (on)  look forward to
   - mention  mind  miss  practise  regret
   - resist  suggest  understand

**Grammar in action**

1 We can use verbs such as **aim**, **arrange**, **hope**, **plan** + **infinitive** to talk about arrangements:
   - We aim to arrive around 7 p.m., then we've arranged to meet some old friends for dinner, so we hope to see you after that.

2 We often use verbs about intentions and decisions followed by the **infinitive** to explain why we do things:
   - Chris decided to buy Anne some flowers.

3 We can describe our likes and dislikes with many verbs that take an **-ing form**. Here, someone is looking back over their holiday:
   - I really enjoyed seeing the Taj Mahal, and I loved eating so much spicy food. But I disliked being so hot all the time.

**A Making holiday arrangements**

Read this holiday advertisement. Use the verbs in brackets, in the correct form, to complete the information.

Have you decided where to go on holiday this year?

We promise **to help** (help) you decide.

Do you enjoy ........................................ 1 (cycle) in the countryside and ........................................ 2 (walk) in the mountains?

If you fancy ........................................ 3 (escape) from the crowds and ........................................ 4 (do) something different, and you don't mind ........................................ 5 (share) your holiday with others, we offer ........................................ 6 (show) you the most fantastic places. If you can't afford ........................................ 7 (spend) a lot of money, don't worry!

We promise ........................................ 8 (beat) any price offered by our competitors.

We always aim ........................................ 9 (give) our clients the best possible holiday experience.

Contact us on 01632 960893 for more information about our fantastic range of holidays.

And you just need ........................................ 10 (mention) this advertisement to get an extra discount!
B  Big decisions

Complete the dialogue with the correct form of the verb in brackets:

MATT What are you hoping ...to do... (do) after you leave school?
CLAIRE Well, I’m planning (spend) some time relaxing, but
I’ve promised (look) properly at whether I’d like (go) to university or whether I want (find) a job.

MATT Don’t you have to plan (study) at university before you finish school - a year in advance?
CLAIRE You certainly can arrange (start) at university straight after school, but I’ve always hoped (work) abroad as an English teacher before continuing my studies. My parents seem (encourage) me and my brother to be independent: I intended (organize) something soon, but they suggested (take) some time off while I think about my decisions.

MATT That sounds amazing! My parents said that I needed (decide) about my plans before I finished school. They wanted me to enjoy (work) in a job, so they suggested (organize) some work experience over the holiday. I really enjoyed (meet) the people and (earn) my own money, so when the company offered me a full-time job, I accepted straight away!

C  Explaining why we do things

A major supermarket is planning to charge shoppers for plastic carrier bags. Read these comments posted on a website. Use the verbs in the box to complete the gaps.

<table>
<thead>
<tr>
<th>plan</th>
<th>use</th>
<th>avoid</th>
<th>take</th>
</tr>
</thead>
</table>

‘I think it’s almost impossible to avoid using plastic bags when you go shopping. I always use a bag with me, but I usually forget.’ — Dave, Oxford.

<table>
<thead>
<tr>
<th>pay</th>
<th>refuse</th>
<th>need</th>
<th>think</th>
</tr>
</thead>
</table>

‘People need about the planet. We should all need for these bags and bring our own.’ — Jeanne, Birmingham.

<table>
<thead>
<tr>
<th>shop</th>
<th>manage</th>
<th>put</th>
<th>go</th>
</tr>
</thead>
</table>

‘We all put every week. If we plan ahead, we can all put some bags in the car before we go to the supermarket.’ — Kazumi, Cambridge.

<table>
<thead>
<tr>
<th>make</th>
<th>raise</th>
<th>keep on</th>
<th>hope</th>
</tr>
</thead>
</table>

‘I think the problem here is that the supermarkets make a lot of money by selling bags. They raise prices and everything is more expensive.’ — Sandra, Edinburgh.

<table>
<thead>
<tr>
<th>decide</th>
<th>go</th>
<th>threaten</th>
<th>change</th>
</tr>
</thead>
</table>

‘The best solution is for everyone to decide to another supermarket, then they will quickly threaten this stupid policy.’ — Martin, Cardiff.
Infinitives and -ing forms (1)
I invited her to come.

3 We can use some verbs with a person as object + infinitive, e.g.:
I want my son to learn Russian.
Will you encourage them to take part?
Jack helped me to mend my bike.

Notice that when the person is in the form of a pronoun, it is the object form: me, him, her, us, them.

We use these verbs in this structure:
allow ask cause encourage expect force
get help invite leave like love need
prefer persuade teach tell train want

These verbs always take an object:
dare, encourage, force, invite, order, persuade, remind, teach, tell, warn.
She taught me to play the piano.
He's invited his parents to go with him.

4 Now look at these examples. We can use make (= force), let (= allow) and help + person with a verb (infinitive without to):
The police didn't make her sign anything.
Will you let the children come with us?

Grammar in action

4 We can use advise, ask, beg, challenge, encourage, instruct, invite, order, persuade, remind, request, teach, tell, urge, warn + object + infinitive to talk about how one person influences another:
My teacher encouraged me to apply for university, but she warned me not to be too hopeful.

5 We use allow, enable, forbid, permit and require + object + infinitive, and let + verb to explain what is permitted or allowed:
They won't allow you to cycle here.
This pass will enable you to enter the premises.

D How I became a rock star

The famous rock star, Zak Gellar, is describing how he began his career in music. Re-write the sentences using the verbs given.

0 My teacher said I should listen to more music. (encourage)
    My teacher encouraged me to listen to more music.

1 My brother showed me how to play the guitar. (teach)

2 My mother thought I would go to university. (expect)

3 My father said to me, 'You should study engineering.' (want)

4 When I first met my manager, he said, 'Please give me a chance.' (persuade)

5 My manager showed me how to get a record deal. (help)

6 The famous musicians, 'The Rolling Faces', said to me, 'Please join our tour.' (invite)
E  Miranda’s school report

Complete Miranda’s school report by forming sentences using the words in brackets and adding to where necessary.

Class Teacher’s comments:
Miranda has had a very mixed year. As you know, we _have allowed her to study_ (have allowed / study / her) four subjects instead of three this year. However, we haven’t (let / her / choose) those subjects. We have also (her / permitted / study) at home on Mondays. We therefore (expected / her / do) much better than she has.

Art Teacher’s comments:
What a fantastic year for Miranda! She _deserves / be_ top of the class! I would seriously _apply / encourage / her_ for Art School in the future. Although, clearly we can’t _her / make / go_ to college if she doesn’t want to.

Geography Teacher’s comments:
Poor Miranda! What a disappointing year! I’m afraid I must _remind / you / aim_ higher. And, try to _let / me / help_ you sometimes.

Headteacher’s comments:
I must _you / warn / work_ harder next year!

F  Sean’s new bicycle

Read what happened to Sean’s new bicycle. There are mistakes in the eleven phrases underlined. Rewrite the phrases, correcting the mistakes.

Sean’s parents bought him a new bicycle ride
Sean’s parents bought him a new _bicycle to ride_ (to school.
They encouraged him to take _a lock for the bicycle, because they didn’t want anyone steal _it.
On the first day, they reminded to take Sean _the lock to school. But, unfortunately Sean was very forgetful, so he failed take _the lock with him. When he arrived at school, he left the bicycle outside the classroom.
When Sean finished class, _it expected to be there. But it wasn’t! Someone had taken it. His friends him helped look _for it, but they couldn’t find it. They decided _him to call _the police, and _they persuaded _to tell _his parents what had happened.
They were annoyed with Sean because they had warned not to forget _the lock. After that, _they wouldn’t let Sean to take _anything new to school.

OVER TO YOU  Now go to page 123.
10 Infinitives and -ing forms (2)
I like to play tennis or I like playing tennis

1 Some verbs can take an infinitive or an -ing form, with the same meaning:

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>-ing form</th>
</tr>
</thead>
<tbody>
<tr>
<td>begin</td>
<td>continue</td>
</tr>
<tr>
<td>hate</td>
<td>intend</td>
</tr>
<tr>
<td>like</td>
<td>love</td>
</tr>
<tr>
<td>prefer</td>
<td>start</td>
</tr>
</tbody>
</table>

I like to go for long walks.
I liking for long walks.
The waiters continued to clear the tables.
The waiters continued clearing the tables.

Notice that would hate / would like / would love / would prefer are always followed by an infinitive with to.

2 We can use an infinitive or an -ing form with these verbs, but with a change of meaning:

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>-ing form</th>
</tr>
</thead>
<tbody>
<tr>
<td>try</td>
<td>remember</td>
</tr>
<tr>
<td>remember</td>
<td>forget</td>
</tr>
<tr>
<td>forget</td>
<td>stop</td>
</tr>
</tbody>
</table>

I tried to see Mary but she was in a meeting.
(= I made an attempt/I did my best to see Mary.)
If you can't get to sleep, try counting sheep.
(= Experiment to see if counting sheep helps.)

Did you remember to buy some bread?
(= Remember first, then do something.)
Do you remember going to London when you were 3?
(= Do something, then you remember it.)

I forgot to phone your sister.
(= I didn't remember to phone.)
I'll never forget seeing Rio de Janeiro for the first time.
(= I will always have a memory of seeing Rio.)

I was walking home from school and stopped to play football.
(= I stopped so that I could play football.)
I stopped playing football two years ago, when I broke my leg.
(= I played football in the past, but I don't play now.)

Grammar in action

1 We can use can't bear, can't stand, hate, like, love and prefer + infinitive or -ing form to talk about our likes and dislikes, feelings and preferences:

I can't bear waiting at bus stops and I can't stand to stand in a queue.
(= I don't like waiting and I hate to stand in a queue.)

2 We use stop + infinitive or -ing form to talk about the order things happen in:

Emma stopped to talk to Maria.
(= She stopped what she was doing to talk to her.)
Emma stopped talking to Maria.
(= She talked to her, and then she finished.)

A Infinitive or -ing form?

Cross out the incorrect form in these sentences.

0 Have you seen my hat? ~ Yes, I remember seeing/to see it in the kitchen yesterday.
1 The End of Reason is a fantastic film. You must remember seeing/to see it when you get a chance.
2 I can't stop thinking/to think about the book I read last night - it was very moving.
3 What would you like for dinner? ~ I have too much work to do - I can't stop thinking/to think about food!
4 I would love going/to go for a walk this afternoon.
5 I mustn't forget showing/to show you my photographs tomorrow.
6 I'll never forget showing/to show my father the painting I did of him - he thought it was terrible!
B  The weekend’s visit

Ewan is planning to visit his brother, Matt. Read his letter and complete the sentences using the verbs given.

Hi Matt,

Just a quick letter about the weekend. I've tried to contact you by email several times, but you didn’t reply, so I've stopped trying.

I’ll be there on Saturday, and I would like to see some of my old school friends. You know I really like playing football with them in the park.

Can you remember them all to say I’m coming? Or, if they would prefer to watch a match, we can go to the stadium. Do you remember that match when I came to see you at Christmas?

We all tried not to cry when our team lost, but it was impossible. I've stopped supporting them now, as they played so badly that day.

What about Jamie, has he grown yet? I remember he was nearly six feet tall when he was 12! He said he hated being so tall. Has his sister, Katie, started like football yet? You can tell me all the news when I get there.

OK, that’s it for now. Don’t forget to meet me at the station on Saturday at six o’clock!

See you soon,

Ewan

C Anita’s blog

Read Anita’s blog. Use the verbs in the box in the correct form to complete the sentences.

<table>
<thead>
<tr>
<th>tell</th>
<th>talk</th>
<th>model</th>
<th>get</th>
<th>relax</th>
<th>do</th>
<th>work</th>
<th>study</th>
<th>go</th>
<th>be</th>
<th>set</th>
</tr>
</thead>
</table>

Bad start to the day! Didn’t remember to set the alarm and I forgot to wake up. Mum had to get up early. So I was late for school again. That’s the third time this week. You may think I don’t like school, but believe it or not, I actually love going to school! But I suppose I would prefer not to go all the time. I would like sometimes and do nothing for a change. I also hate these exams!

If I wasn’t at school, I would love to be a model like my friend Jasmine. In the future, I want to work in fashion and I tried once in order to get some experience. I didn’t have very much success, though.

Anyway, I tried to my teacher when I finally got to school to explain, but she was too busy. When I saw her later, she said that if I continued late every day she would tell my mum and dad. What can I do? I must do my best to get up early tomorrow and try to school on time!
Infinitives and -ing forms (2)

Painting is hard to do, etc.

3 We can use the -ing form of a verb as the subject of a sentence:
- Driving isn’t easy.
- Does swimming strengthen your back?

These subjects can have their own objects and adverbs, e.g.:
- Driving a lorry isn’t easy.
- Does swimming regularly strengthen your back?

We can also say:
- My favourite sport is windsurfing.
- My daughter’s hobby is painting.

4 Adjective + infinitive
We can use this structure after the verbs be, seem, appear, look:
- She’s afraid to speak to him.
- He looked pleased to see us.

Common adjectives in this pattern are:

<table>
<thead>
<tr>
<th>afraid</th>
<th>annoyed</th>
<th>curious</th>
<th>delighted</th>
<th>disappointed</th>
</tr>
</thead>
<tbody>
<tr>
<td>difficult</td>
<td>easy</td>
<td>funny</td>
<td>great</td>
<td>happy</td>
</tr>
<tr>
<td>hard</td>
<td>impossible</td>
<td>likely</td>
<td>nice</td>
<td>pleased</td>
</tr>
<tr>
<td>right</td>
<td>sad</td>
<td>sorry</td>
<td>surprised</td>
<td>unlikely</td>
</tr>
<tr>
<td>wonderful</td>
<td>wrong</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We often use verb + adjective + infinitive after it:
- It’s funny to see my sister on TV.
- (NOT USUALLY To see my sister on TV…)
- It’s wrong to criticize him.

5 Adjective + preposition + -ing form
Look at these examples:
- Our daughter’s afraid of flying.
- We were very excited about going to Chile.
- He’s not very good at listening to other people’s ideas.
- Rachel’s used to getting up early. (= She has no problem with getting up early regularly)

Common combinations are:
- afraid of capable/incapable of
- excited about fond of
- brilliant/clever/good/hopeless/terrible at
- keen on interested in tired of used to

Grammar in action

3 We use -ing forms to express many different activities. Here, we are comparing different sports:
- My favourite sport is skiing but of course you can only do it in the winter. ~ Running and cycling are what I like best.

We often use go + -ing form for sports and other activities:
- Len goes cycling every Saturday.
- We’ll have to go shopping tomorrow.
- Have you been skiing this year?

4 Another common use for -ing forms is in signs with no, to forbid actions that are against the rules:
- NO WALKING ON THE GRASS!
- NO SMOKING!

5 We can use adjectives with infinitives or with a preposition + -ing form to explain our feelings and reactions:
- Clare was surprised to see us but she was excited about talking to her cousins because she was interested in finding out how they were doing at school. It was great to chat to her, too.

or to give opinions and make comments:
- It’s impossible to understand her, but I’m fond of hearing her laugh!

6 We can describe people’s strengths and weaknesses using adjectives with a preposition + -ing form. Here, someone is talking about a colleague at work:
- She’s very good at working in a team, and she’s brilliant at planning her work.
D  Job applications

All these people applied for the same job. Look at the notes made at their interviews and write sentences about their strengths and weaknesses. Use a preposition and the correct form of the verb.

| Work in a team | Stella  very good |
| Work in a team | Robin  hopeless |
| Work in a team | Robbie and John  afraid |
| Work in a team | Martin and Peter  brilliant |
| Write reports | Helen  very keen |
| Write reports | Rosa  not interested |
| Write reports | Karma  excited |
| Write reports | Nandep  terrible |
| Answer the telephone | Hitomi and Ronald  incapable |

0  Stella is very good at working in a team.
1  Robin .................................................. .
2  Robbie and John ..................................................
3  Martin and Peter .................................................. .
4  Helen ..........................................................
5  Rosa ..........................................................
6  Karma ..........................................................
7  Nandep ..........................................................
8  Hitomi and Ronald .................................................. .

E  Holiday memories

Penny and Donna are in a café talking about their holiday. Complete their conversation with the correct form of the verbs from the box.

be  bring  collect  find  remember
see  sit  sunbathe  swim  windsurf

PENNY  It was a wonderful holiday. Just sitting here in the sunshine reminds me of that little bar near the beach.

DONNA  The beach where we went .................................................. 1 in the sea?

PENNY  You mean where we tried .................................................. 2 and you never managed to get on the board!

DONNA  That’s true, but it was fun, anyway, and at least we enjoyed .................................................. 3 on the sand afterwards.

PENNY  Yes, and I’m glad we weren’t in the water when that shark appeared. Imagine .................................................. 4 a shark’s lunch!

DONNA  I don’t think it was a shark, but I’ll never forget .................................................. 5 everybody race out of the water. They all wanted to avoid .................................................. 6 out if it was a shark or not. Did you remember .................................................. 7 your photos to show me?

PENNY  No, I forgot .................................................. 8 them from the shop.

DONNA  You’re hopeless at .................................................. 9 the most important things in life!

OVER TO YOU  Now go to page 123.
11 The passive
Present and past tenses

1 The object in the active sentence corresponds to the subject in the passive sentence:

All schools teach maths.
Maths is taught in all schools.

2 We make the passive form with auxiliary verb be + past participle. The form of be changes person (1st, 2nd, 3rd) and tense. The past participle always stays the same:

Present simple: All letters are typed.
Present continuous: The house is being painted.
Past simple: The school was built in 1978.
Past continuous: The grass was being cut.
Present perfect: The car has been repaired.
Past perfect: The table had been reserved.

We form negatives and questions in the same way as in active sentences:
The game isn’t being televised tonight.
The party hasn’t been organized.
Were the windows being cleaned?
Had the decision been made when you arrived?

(For a list of irregular past participles, see p. 129.)

3 We can mention the agent (the person/thing that did the action) in a passive sentence with by + noun:
Hamlet was written by Shakespeare.

4 We can use the passive when the person/thing that did an action is not relevant, or not known:
What is paper made from? ~ It’s made from wood.

Usually we do not need to mention the agent in a passive sentence. We do not mention it if it is not important for the meaning of the sentence:
The house was built by some builders in 1888.
(We do not need to say ‘by some builders’ as this does not give any new information.)

Grammar in action

1 We can use the passive to talk about processes, for example scientific or historical processes:
Originally iron was made using a wood fire, but later steel was produced in a furnace that burnt coal.
Nowadays most of our steel is imported.

2 We often use the passive in formal writing to sound impersonal. This example is from a newspaper report:
The country has been affected by flooding; hundreds of people have been evacuated; many still need to be airlifted to higher ground.

3 We use the passive with by if we want to focus on the subject of the passive sentence. This might be so that the sentence connects better with the one before. This is useful in extended written and spoken descriptions, such as this guided tour:
We’re now in Endigate Street. This street was designed by famous architects who were employed directly by the King.
(‘This street’ links to the previous sentence.)
Or it might be because the sentence would not make sense without mentioning the agent.
The theatre was designed by Hawksmoor. (‘The theatre was designed’ would not make sense.)

A Food production

Write complete sentences about food production using the verb in the present simple passive.

0 Cheese produce from milk.
   Cheese is produced from milk.

1 Grapes grow in many countries. About half eat as fruit and half make into wine.

2 Nowadays, most fruit wash before it sell to the public.

3 At sea, fish freeze as soon as they catch.
4 Some fish / keep / in fish farms. They / feed / with food that / produce / in a factory.

5 Oranges / often / pick / when they are green because they / transport / thousands of miles.

6 Flour / make / from cereal grains such as wheat and rye. It / use / to make bread and cakes.

B Historical events

Make questions and answers in the past simple passive using a verb from the first column and a person from the second column.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>build</td>
<td>Usain Bolt, a Jamaican athlete</td>
</tr>
<tr>
<td>compose</td>
<td>Alexander Fleming, a Scottish scientist</td>
</tr>
<tr>
<td>discover</td>
<td>John Logie Baird, a Scottish inventor</td>
</tr>
<tr>
<td>invent</td>
<td>John Lennon, an English popstar</td>
</tr>
<tr>
<td>paint</td>
<td>Leonardo da Vinci, an Italian artist</td>
</tr>
<tr>
<td>win</td>
<td>J. K. Rowling, a British author</td>
</tr>
<tr>
<td>write</td>
<td>the ancient Egyptians</td>
</tr>
</tbody>
</table>

0 ‘Imagine’ Who was ‘Imagine’ composed by? It was composed by John Lennon, an English popstar.

1 the Mona Lisa

2 penicillin

3 the television

4 the Harry Potter books

5 the 100m sprint at the Beijing Olympics

6 the pyramids

C A fire at the school

Rewrite the sentences using the passive.

0 They’d already served dinner at the school. Dinner had already been served at the school.

1 A few minutes later, someone found a fire in the school kitchen.

2 The fire started because someone had left a cooker on.

3 They notified the fire brigade a few minutes ago.

4 They’ve evacuated the school.

5 Someone has counted all the students.

6 They’re checking the school to make sure no one is still inside.

7 They’re allowing the students to go home early.
The passive
Future and modal passives; have something done

5 Future and modal passives
We use be + past participle after will, be going to, must, should, have to, etc. for the future and modal verbs in the passive:

The future
He'll be invited back next year.
Those trees are going to be cut down.
Is she going to be offered the job?

Modal verbs
Doors must be locked at the end of the day.
The letters should be checked before they are sent out.
The cheques have to be signed by two people.

6 Some verbs can have two objects, e.g. ask, give, lend, offer, pay, promise, sell, send, show, teach, tell. With these verbs, we usually make the indirect object of an active sentence the subject of a passive sentence:

ACTIVE: An ex-spy taught Jack Russian.
PASSIVE: Jack was taught Russian by an ex-spy.

A person can often be the subject in a passive sentence with these verbs:
Lily was given some chocolates.
Mike has been promised more money.

7 Have something done
We can also form passive-type sentences like this:

have + object + past participle

Present simple: I have my hair cut every six weeks.
Present continuous: He's having his car serviced today.
Past simple: Sally had her eyes tested.
Present perfect: You've had your windows cleaned.
Going to: They're going to have their bedroom painted.
Modal verb: I must have my shoes mended.

The subject is the person who decided, not who did the action. Compare:
Our neighbours are painting their house.
(= They are doing the painting themselves.)
Our neighbours are having their house painted.
(= Someone is painting the house for the neighbours.)

We can also use get + object + past participle, in informal situations:
Where do you get your car serviced?

Grammar in action

4 We can use the passive to talk in a factual way about official plans and decisions:
The town centre is going to be re-designed next year as a pedestrian area. Private traffic will be excluded and a regular bus service will be introduced.

5 We often use have/get something done to talk from the point of view of a customer about professional services, such as haircuts, building work, dental work, etc. Get is more informal:
Jeevan had his tooth taken out yesterday.
We're getting an extension built on the garage.

The life of a film star

Complete the sentences about the film star Jemima Joseph's life using a form of have something done. Use the correct tense each time.

0 The shops deliver all Jemima's shopping each week.
Jemima has all her shopping delivered each week.

1 Someone else answers all her fan mail.
She

D Verb forms and structures

44
A budget is a sum of money reserved for a particular purpose.

2 Last week, a hairdresser coloured Jemima's hair.
   Last week, she .................................................................

3 A photographer is going to take Jemima's photo next Friday.
   She ................................................................. next Friday.

4 Last year, a designer made a special dress for Jemima, for the Oscars.
   Jemima ................................................................. for the Oscars last year.

5 A reporter suggested that a dentist has whitened Jemima's teeth.
   A reporter suggested that Jemima .................................................................

6 Some people are decorating her flat.
   At the moment, she .................................................................

E Changes at the school

At a school meeting, the teachers talk about changes. Complete the text by putting in the correct form of the verbs in brackets.

MRS SMITH Well, now that the new extension has ................................................................. 9 (complete) and the new computers ................................................................. 1 (install), we can look at other changes that ................................................................. 2 (need).

MR JONES How much money can ................................................................. 3 (spend) this year?

MRS SMITH Well, last year, as you know, the school ................................................................. 4 (give) just over £15,000 to cover running costs. This year, the final figure isn't going to ................................................................. 5 (decide) until July, but it ................................................................. 6 (expect) to be around £17,000.

MR TIMMS We ................................................................. 7 (promise) more than that at the beginning of the year.

MS SLATER That was before the municipal elections. What politicians say before the elections can't always ................................................................. 8 (trust).

MRS SMITH Anyway, what's urgent? Last year, we ................................................................. 9 (have/paint). What should we ................................................................. 10 (have/do) this year?

MR TIMMS I think we should ................................................................. 11 (have/check) the heating system ................................................................. (have/check) Some rooms were quite cold last winter.

MRS SMITH That sounds sensible and it would only take up about half of the budget. What else?

MR JONES What about the old ovens in the kitchen? Shouldn't they ................................................................. 12 (replace)?

MS SLATER Quite right! The cooks ................................................................. 13 (tell) long ago that the ovens would be the top of the list.

MRS SMITH Well, that means that not much money will ................................................................. 14 (leave) over for other things. We'd better find out how much these two things will cost before any other decisions ................................................................. 15 (take).

OVER TO YOU Now go to page 123.
Phrasal and prepositional verbs

Phrasal verbs

1 Phrasal verbs have two parts: a verb (e.g. look) and an adverb (e.g. up, out):

Ken looked up the new words in his dictionary.
You'll have an accident if you don't look out.
What time do we have to check in?

2 Some phrasal verbs have an object:

Mike threw away his old jeans.
May I take my jacket?

When the object is a noun (e.g. his old jeans), it can come before or after the adverb:
Mike threw his old jeans away.

or Mike threw away his old jeans.

May I take my jacket off? or May I take off my jacket?

When the object is a pronoun (e.g. them), it must come after the verb and before the adverb:
Ken threw them away.
May I take it off?

3 Some common phrasal verbs that have an object are:

call back/off drop off fill in (a form)
find out give up (= stop doing) hand in
look up (in a dictionary, etc.) make up
pick up put away/down/off/on/up sort out
take off (clothes) tell off throw away
tire out try on turn down/up (TV, stereo)
switch/tum on/off (lights, TV)

4 Some phrasal verbs do not have an object:

You'll have an accident if you don't look out.
What time do we have to check in at the airport?
Emily isn't in at the moment.
During the week I get up at 7 o'clock.

Some common phrasal verbs that do not have an object are:

be in/out/away/back fall out (= argue)
get up, give in / give up (= admit defeat)
go/carry on (= continue) go out (= do something for entertainment)
hang on / hold on (= wait) look out (= pay attention) set off = (leave) shut up (= be quiet) take off (= leave the ground)

They used to be friends but they've fallen out.
What time are you going to set off?

The meaning of a phrasal verb is often different from the meaning of the verb and adverb alone, e.g.
look up = consult, look out = be careful, call off = cancel. You cannot usually guess the meaning, and should use a learner's dictionary instead.

Grammar in action

1 In informal English, we often use a phrasal verb where in formal English we would use a single verb, e.g. find out (informal) = discover (formal), sort out = arrange, set off = leave. For example, we might talk to a friend about a trip:

Did you find out when we need to set off? ~ Yes, I've sorted it all out.

Everyday exchanges

Complete each of these short dialogues by adding an object + an adverb.

0 Has the match been cancelled? ~ Yes, they called it off yesterday.
1 Do you think this skirt will fit Sara? ~ I don't know. I'll get her to try it on.
2 One of us has to collect Peter from school. ~ OK. I'll pick him up.
3 Have we still got that old lamp? ~ No, I threw it out last week.
4 Aren't you too warm in those boots? ~ Yes, I think I'll take them off.
5 The music's very loud. ~ OK. I'll turn it down a bit.
6 How long do we have for the projects? ~ We have to hand them in on Friday.
7 Who invented that stupid story? ~ I think he made it up himself.
8 Have you got any cigarettes? ~ No, my doctor told me to give them up.

Verb forms and structures
Are you busy? ~ Yes, I am. Can I call ... later?

What time did you get home? ~ The taxi dropped ... at 1.30.

**B Arriving at a hotel**

Sue Nopes is staying at a hotel on a business trip. Complete the text using the phrasal verbs from the list. Include the pronouns and nouns in brackets.

- check in
- dress up
- fill in
- get up
- give up
- go on
- hang on
- look up
- set off
- sort out
- take off
- tire out
- turn off

RECEPTIONIST: Hello, Ms. Nopes. Nice to see you again. Have you had a good flight?

SUE: Well, I ... from home at half past five because I had to get to the airport to ... before 6 o'clock. But at least the plane ... on time, so it was all right.

RECEPTIONIST: That's fine. You don't need to bother with the form. I'll ... (it) for you. Would you like a non-smoking room?

SUE: Yes, I ... smoking last winter when I had such a terrible cold.

RECEPTIONIST: It'll be room 504. We had a bit of trouble with the temperature there yesterday but I think they've ... the air conditioning now.

SUE: I can't stand air conditioning. I always ... (it) as soon as I get into the room. Incidentally, we're having dinner at the Oriole restaurant. Do you know where it is?

RECEPTIONIST: Please ... just a moment. I'll ... the address for you.

SUE: It's with work colleagues so I won't have to ... specially for it, but it'll probably ... until midnight.

RECEPTIONIST: That's a long day. Here we are – 25 Jermin Street.

SUE: Thanks. Yes, these long days ... (me) but at least I won't have to ... early tomorrow morning because my flight back doesn't leave until half past eleven.

**C Mother and children**

A mother is complaining to a friend about her teenage children. Complete the text by filling each gap with one of the words in the box.

- away
- carry
- fall
- give
- go on
- on
- out
- pick
- put
- shut
- turn
- up
- up
- up

They are so untidy. They never ... their things ... or ... their clothes ... in the cupboards. Some days they are the best of friends, but then they ... and argue and tell each other to ... 6. And they always seem to ... the television ... when I'm talking on the phone so I can't hear what the other person's saying. Or they ... to see their friends without saying where they are going. Sometimes I feel ready to ... altogether, but then I realize that most parents have these problems and we all simply have to ....
Phrasal and prepositional verbs

Prepositional verbs

6 Prepositional verbs have two parts: a verb (e.g. look) and a preposition (e.g. at, after)

Come and look at the sunset.
Who's looking after the baby?
Can you deal with Ms. Turner?

7 Prepositional verbs always have an object; the object can be a noun (e.g. Ms. Turner) or a pronoun (e.g. her).

Do you believe in ghosts?
Wait for us!

The object always comes after the preposition.

NOT Do you believe ghosts in?
NOT Wait us for!

8 The meaning of a prepositional verb is sometimes easy to guess:

I'll pay for the drinks.
The exam consists of three parts.

However, sometimes the meaning is different from the meanings of the two parts:

I came across an old friend. (= met)
Do you see what I'm getting at? (= trying to explain)

Some common prepositional verbs are:

apply for ask for believe in belong to
call for/at/on come across consist of
deal with feel like get at/over laugh at
listen to look for/into/after pay for
stand for talk about think about/of wait for

9 There are also a few verbs that have three parts:
catch up with get away with get on with
go out with live up to look down on
look forward to look up to put up with
run out of

These verbs always have an object:

I'm looking forward to your visit.
How can you put up with it?

It is often difficult to understand the meaning of three-part verbs from the meaning of the parts:

Do you get on with your colleagues?
(= have a friendly relationship with)
She looks up to her older sister.
(= admires and respects)

Grammar in action

2 We often use prepositional verbs in informal situations – for example, when talking to friends or family:

I ran into my nephew the other day.
He really takes after my brother.

The phrase I look forward to hearing from you is useful in formal letters when we expect a reply.

D Email to a friend

Below is an email from one friend to another. Put the words in the correct order to make sentences.

0 (email / for / Thank you / your) Thank you for your email
1 (getting / glad / I'm / infection / over / you're / your)
2 (Sally / is / after / you / looking ?)
3 (You / like / visitors / feel / at / moment / won't / the)
4 (London / call / come / on / to / us / when / you / But)
5 (forward / looking / seeing / to / We're / you)

Tip
E  Looking for a volunteer

Complete the dialogue using the correct form of two words from the box in each gap.

about after belong consist deal find for for for look look of out pay stand think to with

JAMES You know that I __________belong to_________ a charity organization.
BILL Oh, yes. What's it called?
JAMES EAT. It __________1________ European Animal Treatment. We try to __________2________ some groups of endangered animals. Well, we're __________3________ a part-time volunteer. I thought you might be interested.
BILL What does the job __________4________?
JAMES The person will have to __________5________ emails and answer the phone. Perhaps write some letters. Of course, EAT will __________6________ the stamps and anything else you need. If you want to __________7________ more about it, you can go to the website.
BILL It sounds interesting. I'll certainly __________8________ it.

F  Trouble at work

Carol tells Alice about her problems. Complete the dialogue by putting in the correct form of one of the verbs from the box, and include the words in brackets.

apply for ask for break down carry on feel like fill in find out get away with get on with look for put away put off put up with run out of tell off

ALICE Well, Carol – how are you __________getting on_________ in your job?
CAROL Not very well. I don't really __________1________ my boss at all. I can't __________2________ his lazy way of doing things. He does things when he __________3________ (it) rather than when we need it and as for decisions, he always __________4________ (them) until the last minute.
ALICE How does he __________5________ (it)? Doesn't anyone __________6________ (him)?
CAROL Well, he plays golf with one of the directors. Anyway, last week he told me the photocopier had __________7________ and asked me to __________8________ what had happened.
ALICE And what was the problem?
CAROL Nothing, it had simply __________9________ ink. And I __________10________ some new ink supplies two weeks ago. I followed the normal procedure by __________11________ an order form and taking it to him but he just __________12________ (it) in one of his drawers. And obviously he never sent it.
ALICE I think you should __________13________ a new job, because you can't __________14________ like this.
CAROL I know. I've already started looking. I __________15________ two jobs last week, but so far I haven't heard anything.
ALICE Well, good luck!

OVER TO YOU  Now go to page 123.
**Indirect speech (1) Reporting statements**

**1** We can report what someone said in two ways: direct speech and indirect speech. When we use direct speech, we use the exact words that someone says. When we use indirect speech we give the meaning of the words, but not the exact words:

- **Ruby said 'I love you, Ben.'** (direct)
- **Ruby said (that) she loved Ben.** (indirect)
- **Ruby told Ben that she loved him.** (indirect)

**2** In indirect speech, we usually use a past reporting verb (e.g. said) and we often change the tense of the original verb:

- **Toby said, 'We are meeting at my flat.'**
- **Toby said (that) they were meeting at his flat.**

Here are examples of some typical tense changes:

<table>
<thead>
<tr>
<th>Present → Past</th>
<th>Present perfect → Past perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>am/is/are → was/were</td>
<td>have taken → had taken</td>
</tr>
<tr>
<td>take → took</td>
<td>took → had taken</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Modals</th>
</tr>
</thead>
<tbody>
<tr>
<td>will → would</td>
</tr>
<tr>
<td>may → might</td>
</tr>
<tr>
<td>should → should</td>
</tr>
<tr>
<td>could → could</td>
</tr>
</tbody>
</table>

**3** In indirect speech, we often change pronouns and possessives to keep the same meaning:

- **Toby said, 'We are meeting at my flat.'** (direct)
- **Toby said (that) they were meeting at his flat.** (indirect)

**4** We often have to change expressions of time and place:

- **Sara said, 'We’re leaving tomorrow.'**
- **Sara told me that they were leaving the next day.**

Here are some typical changes of this sort:

<table>
<thead>
<tr>
<th>Direct</th>
<th>Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>here</td>
<td>there</td>
</tr>
<tr>
<td>this</td>
<td>that</td>
</tr>
<tr>
<td>today</td>
<td>that day</td>
</tr>
<tr>
<td>yesterday</td>
<td>the previous day / the day before</td>
</tr>
<tr>
<td>tomorrow</td>
<td>the next/following day / the day after</td>
</tr>
<tr>
<td>next month, etc.</td>
<td>the following month / the month after, etc.</td>
</tr>
<tr>
<td>last month, etc.</td>
<td>the previous month / the month before, etc.</td>
</tr>
<tr>
<td>three days ago</td>
<td>three days before/earlier</td>
</tr>
<tr>
<td>come</td>
<td>go</td>
</tr>
</tbody>
</table>

**5** In indirect speech, **say** does not have an indirect object but **tell** must have one:

- **Ruby said that she loved him.**
- **Ruby told Ben/him that she loved him.**
- **NOT Ruby said Ben/him that she loved him.**
- **NOT Ruby told that she loved him.**

**We sometimes use to after say like this:**

- What did Ruby **say to** him?
- Ruby wanted to **say something** to Ben.

**Grammar in action**

1. **Indirect speech** is often used by reporters in the media:

   - **Yesterday evening, film stars Nelson Faulkes and Amy Skelp told our reporter that they were going to get married next week.**

2. We often use **indirect speech** to tell someone else what we have heard in a talk or speech:

   - **The lecturer said that global warming would be the main issue in mid-century politics.**

   We also use **indirect speech** to tell someone about something we have read. We can use verbs such as **said** even though we are talking about writing:

   - **In his Times column, Wilson said that At Gloaming was the best film he had seen for a long time.**

3. We often use **indirect speech** when we gossip with friends, family and colleagues:

   - **That guy in HR said he didn’t like the new manager at all, but I think she’s OK.**
A  Voicemail messages

Lizzie has eight voicemail messages. Below are some of the things her friends left on her voicemail. Complete the sentences to show what she said to her boyfriend about the messages, changing the tenses, pronouns, and possessives.

0  Fred said, 'I need to borrow your ladder.'
   Fred said he needed to borrow our ladder.

1  Rachel said, 'I'm going to France.'
   Rachel said she would go to France.

2  Tom said, 'My mother's given me £50.'
   Tom told me his mother had given him £50.

3  Jane and John said, 'We've moved into our new house.'
   Jane and John said they had moved into their new house.

4  Sara said, 'I can't finish my essay.'
   Sara told me she could not finish her essay.

5  Craig said, 'I'll remind John about our meeting.'
   Craig told me he would remind John about their meeting.

6  Lena said, 'The parcels arrived safely.'
   Lena said the parcels had arrived safely.

B  Moving into a new house

Read the dialogue, then complete the text.

SUZY  Hi, Jane. What are you doing here?
JANE  I'm buying some curtains. We moved into our new house last month and there's lots of work to do.
SUZY  Really?
JANE  Yes, we finished painting the house last week and John cleared the garden yesterday.
JANE  We've got a bit of a problem though. Our new furniture was delivered a couple of weeks ago but I can't arrange it until next week because the carpets haven't arrived. I hope it will look nice when it's finished. My parents are coming to visit us next month.

I saw Jane in the DIY store a few weeks ago. I asked her what she was doing there and she said she was buying new curtains. She told me that they'd moved into their new house, 1. She said that they'd finished painting it, 2 and that John 3 the garden the day before. She explained that their new furniture had been delivered, 4, but she couldn't arrange it until the following week because the carpets, 5. She said she hoped it would look nice when it was all finished, and added that her parents, 6 to visit them, 7.
Indirect speech (1)
Reporting questions

6 Indirect questions are not real questions so they do not have the word order of questions or a question mark (?):

I said, 'Where does Penny live?' (direct)
I asked (them) where Penny lived. (indirect)

Neil said, 'Are you from Sweden?' (direct)
Neil asked (me) if I was from Sweden. (indirect)

7 As well as ask, we can use wonder and want to know to report questions, e.g.:

"When will I hear from David?" Liz asked herself.

Liz wondered when she would hear from David.

'Who has opened my mail?' asked Clare.

Clare wanted to know who had opened her mail.

8 Many questions begin with a question word (what, where, etc.). These also appear in the indirect question:

'What are you doing, Tim?' said the teacher.

The teacher asked Tim what he was doing.

'Where does Peter work?' my mother asked.

My mother asked me where Peter worked.

9 When the original question does not have a question word, the indirect question has if or whether:

'Do you know the answer?' she asked.

She asked me if/whether I knew the answer.

'Is Isabel Spanish or not?' said lan.

Ian asked if/whether Isabel was Spanish or not.

We cannot use say or tell to report indirect questions:

Bill asked (me) if Sandra was a teacher.

NOT Bill said if Sandra was a teacher.

NOT Bill told me if Sandra was a teacher.

Grammar in action

4 We can use indirect questions to summarize conversations such as job interviews or meetings:

I asked all the candidates if they had university degrees and which languages they could speak. Then I asked them what experience they had and how they felt about working in a team.

C Reporting a meeting

Read the dialogue and then complete how Suki later reported the meeting to a friend. Use say, tell or ask for the reporting verb and standard changes in the tenses.

ERIC Hello, Suki. What are you doing in Brighton?

SUKI I came to visit my aunt but I've decided to stay for a couple of days. Do you live here?

ERIC Yes, I've lived here since 2004. Where do you live?

SUKI Near Gatwick Airport. I have a small flat there.

ERIC This afternoon I'm going to the aquarium. Do you want to join me?

SUKI I can't. Some friends are coming to see us.

ERIC OK. See you next week at work then.

I saw a colleague called Eric when I went shopping. He asked me what I was doing in Brighton. I told him that I was going to visit my aunt. I also told him that I was going to stay for a couple of days. I told him that he had been here since 2004. Then he asked me if I had joined a small flat near Gatwick Airport. He asked me if I had joined the aquarium later and he asked me if I had told some friends to see us. We'll see each other next week, anyway.
What happened in the interview?

After leaving school, Zara has an interview for an administrative job. Read the interview and then complete what she said to her parents.

HELEN Let me start by asking you some questions about school. Did you like school?

ZARA I enjoyed some subjects more than others. I’ve always preferred science subjects.

HELEN Yes, that’s clear from your report. But do you have any language qualifications?

ZARA No, I don’t, but I speak French fairly well. You see, my father’s French and I often visit my cousins in France.

HELEN I see. What about hobbies? What do you do in your spare time?

ZARA I’m a voluntary paramedic.

HELEN Really? What does a paramedic do?

ZARA Well, I work at the weekends helping ambulance staff.

HELEN Did you do a course to become a paramedic?

ZARA Yes, everybody has to do a course before they can start.

HELEN I’m not sure that you’d like administrative work. There isn’t much opportunity for you to use all of your skills.

ZARA Are there any other vacancies?

HELEN The company doctor is looking for a new assistant, I’ll speak to him and I’ll let you know what he says.

The interviewer asked me if I had liked school and I told some subjects more than others. I also said science subjects. She asked any language qualifications and I said French fairly well because of you, Dad, and because I often my cousins in France. Then she asked me in my spare time and I told a voluntary paramedic. I said at the weekend with the ambulance staff. She asked me a course and I told her a course before they the interview, she said she sure that like administrative work and she said that there much opportunity for me to use all of my skills. I asked any other vacancies. She said the company doctor an assistant and she said that and let me know what he.

OVER TO YOU Now go to page 124.
14 Indirect speech (2)
Reported requests, orders, and advice

1 In indirect speech, we use ask, tell and advise like this to report requests, orders and advice:

<table>
<thead>
<tr>
<th>verb</th>
<th>+ object</th>
<th>+ infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>asked</td>
<td>us</td>
<td>to fill in the form.</td>
</tr>
<tr>
<td>told</td>
<td>the children</td>
<td>to stand up.</td>
</tr>
<tr>
<td>advised</td>
<td>Mr Preston</td>
<td>to exercise.</td>
</tr>
</tbody>
</table>

When the request, order or piece of advice is negative, we add not before to:

Mr Mills told the children not to stand up.

We can use these verbs to explain what people say, but we don’t necessarily use their exact words. Other common verbs in this structure are:

advise forbid invite order persuade remind warn

‘You really should stop smoking.’ → He advised him to stop smoking.
‘Please come to my party!’ → ‘OK, I will!’ → I invited her to come to my party.
‘Don’t forget to phone your sister.’ → I reminded him to phone his sister.
‘Don’t go near the water!’ → She warned them not to go near the water.

2 We use these reporting verbs with an infinitive:

agree offer promise refuse threaten

‘OK, I’ll tell Jamie.’ → She agreed to tell Jamie.
‘I’ll help you.’ → He offered to help her.

3 We use an -ing form after these reporting verbs:

<table>
<thead>
<tr>
<th></th>
<th>admit</th>
<th>deny</th>
<th>suggest</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘I got the answer wrong.’ → He admitted getting the answer wrong.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘No, I didn’t touch the mirror.’ → He denied touching the mirror.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘Why don’t we go for a walk?’ → He suggested going for a walk.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grammar in action

1 We can use indirect speech to report what someone has told us to do. For example, a doctor:

The doctor prescribed some pills for me and told me to take them three times a day. He warned me not to drive after taking them. He suggested not eating very spicy food, and told me to come back in two weeks.

2 We can use indirect speech to report what we have told someone else to do. For example, advice we gave to someone about to take an exam:

I told her to keep calm and to read the questions carefully. I reminded her to put her watch on the desk in front of her, and I warned her not to look at other students.

A Reporting what happened in court

In a court of law, the secretary has to note the exact words that are spoken. Based on these notes, complete the newspaper extracts making standard changes in the tenses. Use each reporting verb once.

**Female Witness 1:** I saw the suspect stealing my car.

**Female Judge:** The witness is making a serious accusation. What do you have to say?

**Male Suspect 1:** That’s not true.

**Female Judge 1:** Speak a bit louder.

**Male Suspect 1:** It’s not true. I’ve never stolen a car.
The witness claimed that she had seen the suspect stealing a car. The judge pointed out that the witness had made a serious accusation and the suspect what he had to say. The suspect pointed out that it was true. At this point, the judge announced the suspect spoke a bit louder. The suspect went on to reply that he had never stolen a car.

Court official: Ladies and gentlemen, the judge has been delayed so the trial cannot begin until 11 o’clock.

Judge 2: The case is complicated and will probably last two or three weeks.

Suspect 2: But I am totally innocent, your honour, so the case is very simple.

Judge 2: That is for the court to decide. Now, jury, you must not come to a conclusion until you have heard all the evidence.

At 10 o’clock, a court official announced that the judge had been delayed so the trial could not begin before 11. When the trial started, the judge instructed to the jury that the case was complicated and probably last two or three weeks. The suspect then stood up and explained that he was innocent and said that the case was very simple. The judge instructed that that was for the court to decide. He went on to announce to the jury to a conclusion until they had heard all the evidence.
4 When we use *indirect speech*, the changes that we make depend on the time. Look at this sentence:

On 4 June 2007, Ann said to Alan, *I'm meeting Clive tomorrow.*

On the same day, Alan could say:

*Ann says (that) she's meeting Clive tomorrow.*

or *Ann said (that) she was meeting Clive tomorrow.*

A week later, Alan could say:

*Ann said (that) she was meeting Clive the following day.*

We do not have to change the tense and time words such as tomorrow if the thing reported has not happened yet, or is still true.

5 We can also use indirect questions like this:

*Did Neil ask you if you were from Sweden?*  
*Who asked you where Penny lived?*  
*Did they phone to say when they would arrive?*

6 When we do not need to mention the subject we can form *indirect questions* with a question word + infinitive. Compare:

*Geoff asked me where to sit.* (= where he should sit)  
*Geoff asked me where his parents should sit.*  
*I'm not sure what to do.* (= what I should do)  
*I'm not sure what Janet should do.*  
*I explained how to make an omelette.*  
*I explained how top chefs made an omelette.*

---

**Grammar in action**

3 We often use *indirect speech* after a phrase like *Could you tell me...?* or *Do you know...?* to make questions more polite:

*Where is the tourist office?*  
*Or Could you tell me where the tourist office is?*  
*I wonder whether you could tell me where the tourist office is?*  
*Or Do you know where the tourist office is?*

4 We can use *indirect questions* to give information:

*First, I'll tell you a little about what our company does, then I'll show you where your desk is.*  
*This is John, who will tell you how the computers work and what your password is.*  
*Here's Chris, who's going to take you on a tour of the building and show you where everything is.*

---

**B The report depends on the situation**

Make two reports with *tell* according to the different situations.

Fiona said 'I've lost my credit card.'

0 Your report, on the same day: *Fiona tells me she's lost her credit card.*  
0 Your report, weeks later: *Fiona told me she'd lost her credit card.*

Sally said, 'Phil's going to phone me tomorrow.'

1 Your report, the same afternoon: *Sally says...*  
2 Your report, the following week: *Sally, you told...*  
3 Your report, the same day: *Nick tells...*  
4 Your report, several weeks later: *Nick, you said...*  
5 Your report, the same day: *Ken tells...*  
6 Your report, weeks later: *Ken told...*
C  Summer course questions

At an introduction meeting at a language school, the director of studies answers students’ questions. Use the students’ notes to complete the exchanges between them and the director of studies.

When is the trip to Stratford?
Where can we buy course books?
Does the school have an internet connection?
How many students are there in a group?
How will we be placed in the different levels?
What time do we finish in the afternoon?
Can we get drinks in the school?
How do I get to the town centre?
Which dictionary should we buy?

0 I’d like to know when the trip to Stratford is?
   ~ It’s next Friday.
1 Can you tell us where we can buy course books?
   ~ At the bookshop in the basement.
2 I’d like to ask if there is an internet café across the street.
   ~ No, but there is an internet café across the street.
3 Could you clarify how many students there are?
   ~ 12 in general classes and 8 in conversation classes.
4 I’m not sure how we will be placed in the different levels.
   ~ After this meeting you’ll all take a level test.
5 I’d like to know what time we finish in the afternoon.
   ~ At half past four.
6 I’d like to ask if we can get drinks in the school.
   ~ Yes, there is a machine near the entrance.
7 Can you tell me how do I get to the town centre?
   ~ Take the bus from the High Street.
8 We’re not sure which dictionary should we buy.
   ~ You should buy a good learner’s dictionary.

OVER TO YOU  Now go to page 124.
Conditional sentences
Zero conditional and first conditional

1 A conditional sentence has two clauses: an 'if clause' (e.g. if the weather is fine) and a 'result clause' (e.g. we eat in the garden).
   If the weather is fine, we eat in the garden.
   We'll go out if the weather is good tomorrow.

   Either clause or both clauses can be negative:
   If the weather isn't fine, our dog doesn't like to go out.
   I'll be sad if the weather isn't good tomorrow.

   The if clause or the result clause can come first. We use a comma when the if clause comes first.

2 Zero conditional
   We form zero conditionals with the verb in the present simple in both clauses:
   Children learn quickly if they are interested.
   If you have a big car, you pay a lot for petrol.

   We use zero conditionals to talk about things that always happen, or things that happen in the same way every time:
   If I eat too much, I get stomach ache.
   Felix is always in a good mood if his team wins.

3 First conditional
   We form first conditional sentences with the verb in the present simple in the if clause, and will + verb in the result clause:
   If I win our tennis match, Dan will be very annoyed.

   We use the first conditional to talk about a future possibility when we feel confident about our predictions:
   If they don't leave right now, they'll miss the train.

   The result clause can have going to, must, should or an imperative instead of will:
   There's going to be trouble if the neighbours have another all-night party.
   If you have a headache, you should take an aspirin.

   We can use unless to mean if ... not e.g.:
   They'll miss the train unless they leave right now. (= if they don't leave ...)
   A clause with unless usually comes second.

Grammar in action
1 We can use zero conditionals to give facts – this can be about science or rules in sport:
   If you heat water to 100°C, it boils. (scientific fact)
   If he kicks a drop goal, his team gets 3 points.
   (rules of rugby)

2 We use zero conditionals to talk about the behaviour of people we know, when they react in the same way every time:
   If I get home late, my wife gets angry.

3 We use the first conditional to talk about things that are possible in the future. This might be in a warning:
   If you don't apologize, Keith will be very cross.
   If you don't get up now, you'll miss the bus.

4 We also use the first conditional to make realistic predictions about our lives in the future:
   If I fail my exams, I won't get into university.

A What happens?

Match these phrases to make zero conditional sentences.

0 You have to pay a fine
1 If I'm late for work,
2 Jane gets very ill
3 If water cools to 0°C,
4 He scores a point
5 If the alarm goes off,

   a if she eats seafood.
   b the police come automatically.
   c if his opponent misses the ball.
   d if you get caught speeding.
   e my manager always notices.
   f it freezes.
B  Father and son

Use the words given to make first conditional sentences including if and will and any necessary changes.

0 you/not/brush/your teeth/they/go/bad
   If you don’t brush your teeth, they’ll go bad.

1 you/eat/all your vegetables/I/give/you some dessert

2 you/have/stomach ache/you/eat/too many plums

3 I/help/you with your homework/you/do/the washing-up?

4 you/not/go to bed now/you/be/tired in the morning

5 your mother/be/cross/you/come home late

C  Change your behaviour

Re-write these sentences about changes of behaviour using unless and making any necessary changes.

0 If I don’t lose weight, I’ll have to buy new clothes.
   I’ll have to buy new clothes unless I lose weight.

1 If you stop buying CDs, you’ll be able to afford a holiday.
   You

2 If her cold isn’t better, she won’t go to school tomorrow.
   She

3 If she studies hard, she’ll pass the exam.
   Unless

4 If you don’t listen, you won’t know what to do.
   Unless

D  Family finances

Complete this family discussion by using first conditionals with the words in brackets.

MUM  We’ve got problems and if we don’t change, things will get worse.

DAD  And we definitely (not, be) able to have a holiday if we save some money every month.

DELLA  With petrol so expensive, if you two (stop) using two cars, you have to save a lot of money.

ALEX  And you (not, need) any bus money if you go to school on your bike.

DELLA  I (not, be) able to use it unless someone mend the puncture.

ALEX  Perhaps I should get a Saturday job. I (not, need) any pocket money if I earn some of my own.
4 Second conditional

We form second conditionals with a past tense verb in the if clause and would + verb in the result clause:

If Jane was here, she would help us.
The world would be boring if there were no animals.
What would you do if you won a lot of money?
If I didn't live in Scotland, I'd want to live in Germany.

5 Notice that in the if clause, we can use were with I and with he/she/it:

If Jane were/was here, she would certainly help us.
If I were/was French, I'd live in Paris.

There is one expression where we always use were:

If I were you, I'd tell him. (not if I was you, ...)

6 Notice that we can use could + infinitive in both clauses:

If you could meet a famous person, who would it be?
If the weather was fine, we could go to the zoo.

7 Although the second conditional has a verb in the past tense, it does not refer to past time. We can use it to talk about the present when we imagine something different from the real situation now:

If the sun was cold, life on earth would be impossible.
I'm not rich, but if I was rich, would I be happier?

8 We can also use the second conditional to talk about situations that are unlikely in the future:

The world would be a better place if there were no more wars.

Tom says that if he won the lottery, he would give all the money to poor people.

Notice that we can use both first and second conditionals to talk about the future:

If Sara passes her exam tomorrow, I'll be very pleased. (first conditional; likely)
If Sara passed her exam tomorrow, I'd be very pleased. (second conditional; unlikely)

Grammar in action

5 We can use the second conditional to imagine situations that are not true or unlikely:

What would you do if you were really well off, if you were a billionaire, for example? ~ Well, I'd stop working for a start. ~ Wouldn't you be bored if you had nothing to do? ~ If I stopped work, that wouldn't mean I'd have nothing to do, but I wouldn't have any fixed hours and I'd have lots of time for my favourite hobbies.

6 The second conditional is sometimes more polite than the first conditional when we are talking about the future:

If you offered me the job, I would accept it.

E People imagine things that are not true

Make second conditional sentences using one expression from column A and one from column B, using the words in brackets and putting the verbs in the correct form.

A
If Jenny (live) in the country
You (enjoy) France more
If I (be) you
If my father (eat) more slowly
There (be) less pollution

B
he (not, get) stomach ache.
I (tell) him the truth.
if people (not fly) so much.
if you (can) speak better French.
she (have) two or three dogs.

0 If Jenny lived in the country, she would have two or three dogs.
1
2
3
4
F Probable or unlikely?

Look at these first conditional sentences. Do they refer to a probable future event, or an unlikely situation? If they refer to an unlikely situation, change them to second conditional sentences.

0 If I win the lottery, I’ll stop working and buy a yacht.
   If I won the lottery, I would stop working and buy a yacht.

0 I’ll put some petrol in the car if I go out this afternoon.
   probable future event

1 Suzie will live in Beverly Hills if she can live anywhere in the world.

2 If I get home from work early, I’ll take the dog for a walk.

3 If James rings, I’ll tell him you’re not here.

4 If the Queen rings, I’ll be too shocked to speak.

5 If I have a million pounds, I’ll buy a sports car.

6 If it rains tomorrow, I’ll take an umbrella.

G Time for a change of job?

Complete the conversation by crossing out the wrong alternative in each case.

GWEN I hate my work. If I have/had a better job, I would be/was so much happier.

GARY You need more qualifications: if you had/have another qualification, you can/could get something better. If you have/had a perfectly free choice, what would you choose?

GWEN Hmm, if I could/can choose anything, I think I’ll/’d want to be an actress.

GARY And if that is/was impossible, what would/will your next choice be?

GWEN Oh, I don’t know. What do/would you do if you were/was me?

GARY If I was/were you, I’ll/’d stop thinking about acting for a start. I’d choose something more realistic, like managing a shop. I’d/’l feel confident to manage a sales team if I can/could deal with people the way you do.

GWEN But I don’t know much about business.

GARY Exactly, but if you go/went to night school and take/took a business course, in a year’s time you’ll have a diploma. I know a couple of people who’ve done that. If you like, I’ll introduce you to them.

GWEN I suppose I’ll have a better idea if I talk/talked to them.

GARY Of course, if you do a course like that, you’ll/you’d have to work as well and you won’t/wouldn’t have much spare time.

GWEN True, but if it’s it will only for a year, I can manage that. What’s certain is that if I don’t/ won’t make a move soon, it’ll be too late because I’ll lose my nerve.

GARY Exactly! If you think/thought about it too long, you won’t do it.

OVER TO YOU Now go to page 124.
16 Nouns
Countable and uncountable nouns; articles

1 Look at the nouns in these sentences about a band:
   Their music is very moving. Five of the songs
   made me cry.

   Music is an uncountable noun: it is something we
cannot count or number, and it does not have a plural
form. Songs is a countable noun: we can talk about
3, 4, 5 songs, etc., and it has both singular and plural
forms (song, songs).

2 A/an; many/some; the + countable nouns
We use a/an with singular countable nouns when we
do not need to make clear which person or thing we
are talking about; we use many/some/any/no with
plural countable nouns in the same way:
   Jane entered a salad and some brownies in
the school competition.
   Were there many people at the party?
   There aren’t any eggs or no eggs in the cupboard.

   When people can understand which person or
thing we mean, we use the with singular and plural
countable nouns:
   The salad won a prize but the judges didn’t like
the brownies.

3 Much/some; the + uncountable nouns
We use much/some/any/no with uncountable nouns:
   There isn’t much snow this year.
   Could I have some water, please?
   There isn’t any butter or no butter in the fridge.

   When people know what we are referring to, we can
use the with uncountable nouns:
   Did you enjoy the meal? ~ Yes, I liked the food.
   (= the food in the meal)

4 No article
We use no article with plural countable nouns and with
uncountable nouns when we are talking in general:
   Dogs don’t usually like cats.
   Water is a compound of hydrogen and oxygen.
   Good health is more important than money.

5 Some nouns can be countable or uncountable, with
different meanings:
   Would you like a glass of water?
   Our new coffee table has a top made of glass.
   I’ve seen that film three times.
   Now we don’t have enough time to relax.
   She quit her job to start a business selling ice cream.
   Business is booming.

Some nouns that are uncountable in English
are countable in other languages.
These include accommodation, advice, bread,
cash, furniture, information, luggage, money,
news, rubbish, travel, weather, work.

Grammar in action

1 The nouns for many types of food are uncountable,
particularly drinks (e.g. coffee, tea, beer, water), foods
derived from milk or grains (e.g. butter, cheese, pasta,
rice, sugar, salt, flour), and meat and fish when we do
not mean the whole animal (e.g. beef, tuna):
   We ate beef with rice, and drank mineral water.

   We often talk about containers (e.g. a glass,
a bowl, a jar, a packet) and quantities
(e.g. 500g) of these things, with of:
   I start my day with a bowl of cereal
   and a glass of orange juice.
   You need 10g of salt in every litre
   of water.

   In informal English, we can say a coffee, three
   waters, etc. with the meaning ‘a cup of coffee’,
   ‘three glasses/bottles of water’, etc.

2 Many abstract feelings, ideas, and the names
of subjects of study are uncountable, e.g. love,
happiness, joy, sorrow, philosophy, economics:
   If you’re interested in the economics of happiness,
   there’s an article about it in this month’s Journal.

3 When we discuss a subject in general, we use
uncountable nouns and plural countable nouns
with no article:
   Humans need a balanced diet. We need protein in the
form of meat or fish and we need carbohydrates like
bread and pasta. We also need vegetables and fruit.
   And of course we cannot live without liquids, which
   basically means water.
A  Holiday conversation

Complete the dialogue by writing a, an, or the in the gaps, or - if no article is necessary.

LEO  Hello, Lucy. You're brown. Do you use a/a fake tan cream or have you been in the sun?

LUCY  It's a real tan. a friend and I have just come back from the Algarve.

LEO  I've never been to a south of Portugal. Did you stay on a coast?

LUCY  Yes, we stayed in a small hotel in a little fishing village. a hotel had seven small rooms but a large open terrace where we had our meals.

LEO  Did they serve a good food?

LUCY  Yes, on the whole food was fine. We had fresh fish almost every evening. And we had lots of fruit. a peaches were wonderful.

LEO  Was there no danger from bugs?

LUCY  No, a hotel owner told us that they always washed fruit in water before serving it.

LEO  It all sounds very nice. I hope you'll let me see photos you took.

B  Study and work

Complete the text by choosing between the options and by using the words in the box, making them plural if necessary.

<table>
<thead>
<tr>
<th>accommodation</th>
<th>hope</th>
<th>information</th>
<th>philosophy</th>
<th>result</th>
<th>time</th>
<th>trip</th>
<th>university</th>
</tr>
</thead>
</table>

When I finished school, I applied to study the philosophy at two universities, Sheffield (my home town) and London. I didn't have much/many of getting into London University because my school exam were not brilliant. But I was lucky and I was accepted there. I had to make two to London before I started, one for the interview and another to find. The university provided students with an/some flats and it didn't take very many/much to find a room.

<table>
<thead>
<tr>
<th>chance</th>
<th>experience</th>
<th>job</th>
<th>languages</th>
<th>money</th>
<th>work</th>
</tr>
</thead>
</table>

While I was studying, I didn't think about — I mean, how I would earn my living after university. (My parents said that I had never been particularly worried about the/.) When the time came, I realized that the had always interested me so I applied for several teaching English abroad. Obviously, I didn't have an/any but I thought I had a small of being accepted.

<table>
<thead>
<tr>
<th>job</th>
<th>luck</th>
<th>news</th>
<th>time</th>
<th>weather</th>
</tr>
</thead>
</table>

In the end, a letter came and I felt nervous as I opened it. But the was good! The letter offered me a work in a Swedish school. I knew the winter in Sweden was cold so I bought some warm clothes. Then I had a farewell party and everyone wished me good in my new life as a teacher. Since then I have had a lot of in different countries and I am happy to say that I have enjoyed all of them. But I have wondered many/much what would have happened if that first letter had turned me down.
We can often put one noun before another, e.g.:
- a gold watch (= a watch made of gold)
- two milk bottles (= bottles for holding milk)
- a flower shop (= a shop that sells flowers)
- a furniture van (= a van that carries furniture)

The first noun can be an -ing form, e.g.: swimming
pool, reading lamp, dancing shoes, dining room

Sometimes the two nouns are written as one word. Here are some examples:
- airline bedroom bookshelf boyfriend
desktop dishwasher earring girlfriend
haircut hairdryer headache headphones
newspaper policeman postman
sightseeing teacup toothpaste

Sometimes we use a hyphen (-), e.g.: baby-sitter,
coffee-pot.

We can use a noun + noun structure to say what a
book, film, etc. is about:
- There's a new war film at the Odeon cinema.
  I've lost my chemistry book.

We can use a noun + noun structure
to talk about a person or machine
that does an action. The second
noun is made from a verb + -er:
- Jim's training to be a taxi driver.
  (= someone who drives a taxi)
- Did you pack your hairdryer?
  (= something that dries hair)

Notice the difference between the way we talk about
empty and full containers:

<table>
<thead>
<tr>
<th>container</th>
<th>container with contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>a milk bottle</td>
<td>a bottle of milk</td>
</tr>
<tr>
<td>two beer cans</td>
<td>two cans of beer</td>
</tr>
<tr>
<td>a coffee cup</td>
<td>a cup of coffee</td>
</tr>
</tbody>
</table>

Notice that the first noun is usually singular
even when the meaning is plural, e.g.:
- a flower shop (= a shop that sells flowers)
- a dishwasher (= a machine that washes dishes)

Some common exceptions are:
- a clothes shop; a sports car; a glasses case
  (= a case for (reading) glasses)

C Things you find in a house

Complete the sentences with a noun + noun structure.

0. A container for drinking tea is a _________________.
1. You can decorate walls with paper called _________________.
2. A ________________ is a kind of stereo that plays CDs.
3. You use a ________________ to file your nails.
4. The door into the kitchen is the _________________.
5. Put your dirty clothes in the _________________. and turn it on.
6. A bowl for fruit is a _________________.
7. A ________________ is for cutting bread.
8. Gloves made of rubber are ________________.
D The container alone, or the container and the contents?

In these sentences cross out the wrong expression.

0 Who's going to take the bottles of water/water bottles to the recycling centre?
1 Would you like a cup of coffee/coffee cup?
2 Yesterday I bought two packets of crisps/crisp packets.
3 Tea tastes better in a proper cup of tea/teacup.
4 Cans of cola/Cola cans are very light.
5 I took the spider home in a box of matches/matchbox that I found.
6 There isn't much food but we have a couple of cans of soup/soup cans.
7 I keep old coins in a jar of jam/jam jar.
8 I've made some fresh tea in the blue pot of tea/teapot.

E Out shopping

Complete the text about a shopping trip by filling each blank with one word from the box and the word in brackets, making any necessary changes.

Last Saturday I went shopping. I don't like all those plastic bags they give you so I always take my shopping bag (bag). At the bus (bus) I met an old school (school) called Katie. I hadn't seen her since we were at camp (camp) together about eight years ago. We talked about the camp and the teachers (teachers). We both confessed that we fell in love with the coach (coach) although his friend (friend) was at the camp as well. When the bus got to the town (town), we agreed to meet at a coffee (coffee) after we'd finished shopping. First, I went to my favourite shop (shop) and bought a pair of shoes (shoes) because next weekend I'm going to Scotland. Then I walked along the street (street). I stopped at a fruit (fruit) and bought some oranges and apples. They don't accept credit (credit) so I had to pay in cash. Next, I went to the supermarket and got the groceries, including an apple (apple) because they were on offer. Then I met Katie again and we talked for an hour while we enjoyed two glasses of (orange).
**Possessives**

**Possessive adjectives and pronouns**

1. **The possessive adjectives** are my, your, his, her, its, our, your, their.
   
   *I hear your brother is in love with my sister.*
   
   Has Ellen phoned her mother?
   
   *What's your phone number? ~ Our home number is 935 441 635.*

   We can use **your**, like **you**, to talk to one or more people:

   *Everyone, put away your sweets and Jim, take out your book.*

   Note that these adjectives have only one form:

   *your book, your books (not yours-books)*

2. **The possessive pronouns** are mine, yours, his, hers, ours, yours, theirs, and the possessive question word is whose:

   *Is this Jane's bag? ~ No, this one is mine; that one is hers. Their flat is bigger than ours.*
   
   *Whose book is this? / Whose is this book?*

   (There is no pronoun corresponding to possessive adjective it.)

3. **We use possessive pronouns** when we do not need to repeat a noun:

   *Most people like their name but I don't like mine.*
   
   (= my name)
   
   *Our phone number is 935 441 635. What's yours? (= your phone number)*
   
   *Tony and Helen both have dark hair but his is curly and hers is straight. (= his hair and her hair)*

   Notice the difference between pronoun its and it's (the short form of it is), e.g.:

   *I saw the car but I didn't get its number.*
   
   *Whose is that car? ~ It's Peggy's.*

**Grammar in action**

1. **We can use** possessive adjectives and pronouns **to talk about things we own:**

   *My new mobile's an LG Prada. What make is yours? ~ Mine's a Sony, like my MP3 player.*

2. **We can use** possessive adjectives and pronouns **to talk about relationships with family, friends, and colleagues:**

   *My dad's stronger than yours.*
   
   *His manager is very helpful - mine isn't.*

3. **We use possessive adjectives and pronouns** to talk about parts of the body:

   *Jeff has hurt his hand. (not the hand)*
   
   *Bend down and touch your toes. (not the toes)*
   
   ~ Anna can touch hers, but I can't touch mine.

4. **We can use** possessive adjectives and pronouns **to talk about thoughts, feelings, ideas, etc. that we have:**

   *When you told Molly she was fat, you really hurt her feelings.*
   
   *It wasn't my idea to get the bus - it was yours.*

   **We often use possessive adjectives with left and right with the meaning to the left of me/you etc.:**

   *He's on my left.*

**A My family**

**Use possessive adjectives to complete this dialogue.**

LIAM  Have I shown you these photos of my family?

ANNA  No, you haven't. I've never seen any photos of my family.

LIAM  Look at this one. Here you can see me in the middle and on the left is my brother, Richard.

ANNA  Is your brother older than you?
LIAM Yes, he's 32. Next to him is ........................................ 5 wife.
.......................................................... 6 name is Sarah and she's holding
.......................................................... 7 new baby.
On the left of the picture is Tilly and ........................................ 8
husband, Dave.
ANNA Ah, yes, I've met Dave. ........................................ 9 family lives
in Australia.
LIAM .................................................. 10 grandparents - my dad’s parents
- are sitting at the front. Richard and Sarah's older
children are sitting on ........................................ 11 knees.
ANNA And where are .............................................. 12 parents?
LIAM Mum and Dad are in this other photo here, look ...

B Sharing
Possessive pronoun or possessive adjective? Choose the appropriate words to
complete the story.

When I was a kid, my / mine 0 sister and I always got the same presents. We both got a
dress, for example, but mine / my 1 was green and hers / her 2 was pink. One year, ours / our 3
parents got us kites, but they were exactly the same. There was no way to know whose
was whose. One day, I was playing with my / mine 4 in the garden, and I broke it, just a
little bit. I didn't tell anyone, but I went to my / mine 5 sister’s room and swapped it for
her / hers 6 . The next day, our / ours 7 family went to the beach. There were some other
children there and they loved our / ours 8 kites. Mine / My 9 sister saw the kids and said,
‘They haven't got a kite, I’m going to give them my / mine 10 . I felt terrible. Mine / My 11
sister has always been nicer than me!

C Hobbies
Complete this dialogue by putting a possessive adjective, a possessive pronoun, who,
whose, it's or its in each gap.

ZOE What's ............................................. 10 favourite hobby?
ZAC Swimming. What's ............................................. 11 ?
ZOE My sister and I are into skateboarding. We've just got new boards. I bought a British
one but ............................................. 12 is American.
ZAC ............................................. 13 is best?
ZOE I think ............................................. 14 is, of course! Grace got an American one because she
says ............................................. 15 wheels are stronger, but ............................................. 16 board
doesn't feel very different from mine. And I think ............................................. 17 a horrible
colour too!
ZAC Isn't skateboarding dangerous? ............................................. 18 mum won't let me try it.
ZOE Not if you're careful like me, but Grace broke ............................................. 19 arm last year.
ZAC And do you go in for competitions?
ZOE Yeah, we do these team events. ............................................. 20 team came third the last time
we entered. ............................................. 21 exciting to skate against other people.
ZAC Perhaps you'll do even better with ............................................. 22 new boards.
Possessives
's and s'; of mine

4 We make the possessive form of singular nouns by adding 's:
   Sally – Sally's cousin  Charles – Charles's friend
   my mum – my mum's coat
   the boss – the boss's office

5 We make the possessive form of regular plural nouns by adding an apostrophe (') to the plural form:
   girls – the girls' changing rooms
   workers – workers' rights
   parents – my parents' wedding photos

6 We make the possessive form of irregular plural nouns by adding 's:
   women – women's shoes
   children – our children's toys
   people – most people's ideas

7 We can use noun + 's or s' without a following noun, when the thing we are talking about has just been mentioned:
   Whose is this bike? ~ It's Clive's.
   I can see the ladies' toilet but where's the men's?

8 We can sometimes use a phrase with of, normally when we are talking about things, not people or animals:
   They've painted the side of their house blue.
   I'm studying the history of philosophy.
   The smell of freshly baked bread is delicious.

9 We can also form double possessives like this:
   a cousin of Sally's
   (= one of Sally's cousins; NOT a cousin of Sally)
   some friends of mine
   (= some of my friends; NOT some friends of me)

   You will sometimes see names ending in s without the addition of 's, to avoid the double s sound:
   Charles – Charles' friend or Charles's friend
   St. James – St. James' Street or St James's Street

Grammar in action

5 We can use noun + 's or s' and structures with of to talk about things we own; to talk about our relationships with family, friends and colleagues; to talk about parts of the body; and to talk about ideas that we have:
   I really like Helen's new hairstyle.
   They're redecorating Paul's house at the moment.
   My cousin's birthday party is next Saturday.
   I thought Martin's suggestion was very helpful.

D Exam results

Look at the exam results and complete the sentences using possessive forms.

<table>
<thead>
<tr>
<th></th>
<th>Olivia</th>
<th>Daniel</th>
<th>Joseph</th>
<th>Jessica</th>
<th>Ben</th>
<th>Sophie</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>79</td>
<td>57</td>
<td>63</td>
<td>74</td>
<td>71</td>
<td>72</td>
</tr>
<tr>
<td>Art</td>
<td>54</td>
<td>69</td>
<td>83</td>
<td>67</td>
<td>74</td>
<td>68</td>
</tr>
</tbody>
</table>

0 Jessica / history result / better / Sophie
Jessica's history result was better than Sophie's.

1 Olivia / history result / better than / Jessica

2 Ben / history result / better than / Daniel / and / Joseph

3 In general, the / girls / history results / better than / boys

4 In art, though, the / boys / results / better than / girls
E Book titles

Look at these titles of English novels. Tick the correct title. Remember: we use 's for people, animals and businesses or institutions, and of for abstract ideas.

0 The Aunt's Story or The Story of the Aunt
1 Innocence's Age or The Age of Innocence
2 Giovanni's Room or The Room of Giovanni
3 The Magician's Nephew or The Nephew of the Magician
4 Schindler's Ark or The Ark of Schindler
5 The Power's Corridors or The Corridors of Power
6 The Horse's Mouth or The Mouth of the Horse
7 Silence's Towers or Towers of Silence
8 On Her Majesty's Secret Service or On the Secret Service of Her Majesty

F New gadgets

Complete the dialogue by using the word in brackets to make a possessive form.

ANNE Is that your new mobile?
JACK Yes, I got it from that shop where Harry's mother works. It's the same model as my sister, although she is black.
ANNE I bet it can do lots of things that I can't.
JACK Yes, it's almost three years old. It used to be my brother but he gave it to me when he company gave him one of they.
JACK Well, I new one can record videos.
ANNE That's like my parents' new digital camera.
JACK Yes, every new model has to be better than the last.
ANNE Do you think we lives are better for all these changes?
JACK Not really, and I suppose the generations after we will wonder why companies didn't make some real progress instead of bringing out new gadgets every year.
ANNE At least you can recycle your old phone, or give it to charity. A cousin of Melanie works for an organization that sends phones to Africa. (It) work also involves donating money to some of the poorest communities.
JACK That's great. Hey, can you give me their details and I'll send them the I old phone.

OVER TO YOU Now go to page 124.
1 The demonstrative adjectives are this, that, these and those:
   Can you take this letter to the bank, please?
   Go and stand by that tree over there.
   These rings belonged to my grandmother.
   What are those girls looking at?

2 We use this and that with singular nouns and uncountable nouns. We use these and those with plural nouns.

   We can also use them without nouns when the meaning is clear:
   That's Paul's bike and this is mine. (That = That bike; this = this bike)

   (For more examples of this use see p. 72.)

3 We use this and these for things that are near to us:
   I think this money belongs to Harry.
   These clothes are really dirty!

   We use that and those for things that are not near to us:
   Go and stand by that tree over there.
   Those boys are waving at you!

4 We use this and these to talk about things that are near in time (= happening now or just going to happen):
   I like listening to this programme.
   (= the programme on the radio now)
   I love these long summer evenings.
   (= It is summer now.)

   We often use this in time phrases such as this week, this month, this season, this year, etc. when we are talking about the period of time around now:
   There has been a lot of rain this month.
   Are you working every day this week?

   We use that and those for things that are further away in time (= just finished or in the past):
   That dinner we had last night was wonderful. (= in the past)
   Do you remember those camping trips we went on with Grandad? (= in the past)

When we do not need to repeat a singular noun, we tend to use this one and that one, not this and that, e.g.:
   Which tie do you prefer? ~ I like this one best.
   These cars are French but that one's German.

   When we include an adjective, we use one(s) instead of repeating the noun, e.g.:
   I don't like this dress but I like that blue one.
   (not ... I like that blue.)
   I used to like pop songs but I don't like these new ones. (not ... these new.)

Grammar in action

1 We use this and these to talk about our activities in the present or future:
   Have you tried these cakes?
   I'm really enjoying this party.

   We use that and those to talk about activities in the past. Here, we're talking about a trip last week:
   What's the name of those yellow fish that we saw at the zoo?
   That elephant obviously liked apples!

2 On a journey we use this for places we are going to arrive in, and that for places we have passed:
   What's the name of that castle that we saw a few minutes ago?
   This next village is called Bakewell.

A Then and now

Complete these short exchanges with this, that, these or those.

   Last weekend we visited .................. 0 country house near Nottingham.
   ~ Are the opening hours .................. 1 year the same as last year?

   Do you remember .................. 2 parties we had before we got married?
   ~ Yes. Don't say anything to Debbie but I don't like .................. 3 one at all. I wish we had stayed at home tonight.
goal in the first half was fantastic, but second half is disappointing.

~ I agree. I’ll be glad when it’s all over.

I read in morning’s newspaper that long skirts are coming back.

~ Thank goodness. I don’t like the short skirts that everybody’s wearing days.

I was just thinking about dreadful package holidays we used to go on with Jake and Debbie.

~ Ugh! Don’t remind me! Thank goodness they’ve already booked a cruise for summer – we can go somewhere nice!

B Which one do you prefer?

Complete the sentences with this, that, these, those, one or ones.

1. Do you prefer striped blouse or flowery?
2. I’m not sure whether I prefer smart shoes or casual.
3. Which do you prefer? strong Swiss cheese or milder French?
4. Well, my dear, do you prefer tall lamp or short?
5. I’m not sure whether I like round sunglasses or square.
6. I like long skirt, but I also like short.
5 Here are some more examples of *this, that, these* and *those* without a noun. We use this structure when the meaning is clear without using a noun:

These are my favourite chocolates! (These = these chocolates)
This painting is OK, but I prefer those over there.

Or when we want to point to something that is about to happen, or something that happened in the past:

This is very interesting. (This = the thing I am going to say now)
What was that? (that = the sound that we have just heard)

**Grammar in action**

3 We use *this* to point to something we are going to do next. We want to draw someone's attention to what is about to happen. This is very common in informal situations, such as showing our friends or family our skills:

Hey Mum! I can do a jump on my bike! Watch this! (= the thing I am about to do).

And we use *that* to point to something that has just happened. In this example, Mum has just seen the jump:

Well done, Charlie! That was amazing! (= the jump)

4 In more formal situations, we can use *this* and *these* to point to the thing we are going to say next. We want to emphasize that our next sentence contains important information. This might be when we are speaking to colleagues at work:

This is what Jack said: either we start the project now or we’ll have to wait till next month. (= The thing I am going to say next is Jack's suggestion.)
The two main points are these: we must work together and everything must be ready by Friday.
(= The things I am going to say next are the main points.)

And we use *that* and *those* to point to things that we have already said. We want to refer to information that has been said before:

The hospital needs to be expanded, but I'm not here to talk about that. (= The topic I have just mentioned)

5 We can use *this* is on the telephone to say who is speaking:

Hello, this is Derek Mills. I'm phoning about my hotel reservation.

When phoning friends and family we might just use it's. It's is less formal than *this is*. Contrast:

Hello, Mrs. Bell, this is Amir. Is Peter at home?
Hi, Dad, it's Melissa!

We can also use it's ... *here*. This can be used in formal situations, too:

Hello, it's Professor Chambers here, I'm calling about the conference.

We would not say *this is ... here*.

6 We can use *this* to introduce people:

Matthew, this is my sister, Abigail. And this is her husband, Mitesh.

**C Things to come; things from a moment before; introductions**

Complete the mini-dialogues with *this, that, this is* and *that's*.

Listen to this! What's brown and sticky? ... A brown stick! Ha ha ha!
~ Aargh! a really old joke.

And look, the best bit, he actually falls off the wall!
~ OK! enough! I can't watch any more of ...
Hi, Jane, Marion, I’m just phoning to say congratulations on your new job!
~ Oh, thanks, very kind.

Look at, I bought it at the auction on Saturday.
~ Wow! amazing! It must have cost a fortune.

... is the 10 o’clock news: two soldiers have been awarded ...
~ ... and was the latest news bulletin with Fiona Bruce ...

D Making a speech

Complete these extracts from speeches by circling the correct option.

A
Ladies and gentlemen, I am pleased to be at this that meeting today. It is not my job to make a long speech, but I would like to begin the meeting by telling you this that true story. Several years ago, I had a serious illness. At this that time, medicine was not as advanced as it is these those days ...

B
... I enjoyed my time at university. These Those were the best years of my life. Then I was in the army for two years. After this that, I moved to Glasgow to work in a research institute. This That was where I met my wife. I know she’s watching this that on the TV at home and I would just like to send her these those words: without you I wouldn’t be here today.

E Two brothers

Matt asks his younger brother to help him. Complete the dialogue by putting in this, that, these, or those.

MATT Tim! What are you doing?
TIM I’m just doing this crossword. It’s a bit difficult.
MATT Well, if you help me with something now, I’ll help you with later.
TIM I’ve heard before!
MATT OK, but I’m serious time. Listen, is what I want you to do. Here, take photos. I want you to take them to Sylvia.
TIM Why can’t you go yourself?
MATT I’ve got terrible cold and I’d rather stay at home.
TIM You didn’t have a cold morning.
MATT Well, it doesn’t matter. Listen. Sylvia lives in one of houses on the other side of the park.
TIM is a posh area. I can’t go there dressed like jeans have got holes in them.
MATT Well, put new ones on – the ones you bought last Saturday. Anyway, Sylvia lives at number 13. Just give her the photos and tell her that I’ll see her weekend.
TIM OK, but you owe me for. I want more than just some help with crossword.
MATT OK, OK.

OVER TO YOU Now go to page 124.
1. We use some and any before plural nouns or uncountable nouns when we do not need to give an exact quantity or amount:

   There were some pens on the desk but there wasn't any paper.

   We can also use them without nouns when the meaning is clear:

   Hannah needed some paper but she couldn't find any. (any = any paper)

2. We use some in positive sentences:

   I bought some cola and Tim bought some sandwiches.

   And we use any in negative sentences, and with words such as never or without, which have negative meanings:

   I never have any clean socks!
   I managed to use the washing machine without any problems.

3. We use any in questions when we do not know what answer to expect:

   Have you got any brothers or sisters?
   Do you have any photos of your dog?

   However, we use some in questions when we expect the answer 'yes':

   Would you like some more cake?
   Could I have some tea, please?

4. We can use no instead of not ... any with plural nouns or uncountable nouns. No is stronger than not ... any and is often used in more formal situations:

   I don't have any time to speak to you now.
   I have no time to speak to you now.

   We must use no with a noun, but we use none on its own to express the same meaning:

   I wanted to buy a ticket for the concert, but there were none left. (none = no tickets)

   We can use some, any and none + of:

   some of the boys; any of the people; none of the teachers

5. We use a lot of, much and many to talk about a large quantity of something. We use much with uncountable nouns, and many with plural nouns. A lot of goes with both uncountable and plural nouns:

   There are a lot of flowers but there isn't much grass or many trees.

6. We normally use a lot of in positive sentences and much and many in negative sentences and questions:

   Sarah has a lot of books at home.
   Have you read many books in French?
   Harry doesn't have much time to read.

7. We can use (a) few instead of not many and (a) little instead of not much:

   I've eaten a few strawberries with a little cream.

8. We can use a lot of, much, many, (a) few and (a) little without nouns when the meaning is clear:

   I didn't eat much at lunchtime, so I was hungry when we arrived! ~ Were there many people? ~ No, not many, just a few. (much = much food; many = many people; a few = a few people)

Grammar in action

1. We use some, any, no, none, etc. to talk about the amount or number of something when we don't have to be exact. This might be when we're deciding what to buy at the shops:

   Do we need any tomatoes? ~ There are a few left, but perhaps we should get some more. And there isn't much cheese, so we should buy some for the pizzas.

2. We use some in questions to make offers and requests:

   Can I have some extra time to finish my homework?
   ~ Would you like some help with the last exercise?

3. We use no in formal signs when something is against the rules:

   No pets allowed in the restaurant.

4. We use any and no to make short sentences in everyday conversation:

   Any news? ~ Sorry, no time to stop and chat now!

5. We use a few and a little (not few and little) when we want be more positive about the quantity we are describing. Here we're talking about our life growing up:

   My parents had a little money saved so they were able to buy us a few presents on our birthdays.

   (positive emphasis on the money they saved)

   Compare:

   My parents had little money so they bought us few presents and we couldn't afford to go on holiday. (more negative emphasis on the small amount of money.)
A What we need to buy

<table>
<thead>
<tr>
<th>URGENT</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>apples</td>
<td>pepper</td>
</tr>
<tr>
<td>sugar</td>
<td>bananas</td>
</tr>
<tr>
<td>biscuits</td>
<td>paper napkins</td>
</tr>
<tr>
<td>butter</td>
<td>olive oil</td>
</tr>
<tr>
<td>potatoes</td>
<td>vinegar</td>
</tr>
</tbody>
</table>

Four friends share a flat and put things on the shopping list. They put things under 'Urgent' when the item is finished and under 'Other' when the item is almost finished. Complete the statements using any, no, a little or a few.

0 There are _____ apples left, but they've still got a little pepper.
1 They've got ___________ bananas but they haven't got ___________ sugar.
2 There's ___________ butter and only ___________ olive oil.
3 They've got ___________ paper napkins but there are ___________ biscuits at all.
4 They've still got ___________ vinegar but they haven't got ___________ potatoes.

B In a clothes shop

Complete these shop conversations by circling the right expression in each case.

ASSISTANT  Good morning. Can I help you?
MARK      Yes, I'd like to look at some any shirts, please.
ASSISTANT  Some/Any particular kind?
MARK      Plain ones, with no any pattern, or perhaps with just a little a few decoration.
SAPNA      Have you got some any smart skirts or trousers in the sale? I need them for work.
ASSISTANT  We've got a little a few smart skirts in the sale but I'm afraid we haven't got some any trousers. But there are some any nice new trousers that have just come in and they aren't very expensive.
KIRSTEN   I'm looking for some any shoes to go with this suit. I can't see some any suitable ones in the window.
ASSISTANT  There isn't much many room in the window so we only have a little a few pairs there. If you look at the back of the shop you'll find much a lot of styles to choose from.
FABIAN     Excuse me, are these socks all cotton?
ASSISTANT  Yes, they're all cotton. There's any no other material in some any of the socks on this shelf, but these over here have a little a few lycra in them. Let's see. Yes, 90% cotton, 10% lycra. These days, a lot of much socks have a little little lycra in them.
**Quantifiers**

**Pronouns: somebody, everything, etc.**

With **some, any, no** and **every** we can form words ending in **-body, -one, -thing** and **-where**:

Did you hear **something**? I think I heard a knock, so perhaps there’s **somebody** at the door. ~ I didn’t hear **anything** and there’s no **one** outside.

**Grammar in action**

6. We use **somebody/someone** and **anybody/anyone** to refer to a person. We use these words in the same way as we use **some** and **any** (see p. 74):

- **Positive**: We need someone who speaks Chinese.
- **Negative**: I haven’t spoken to anybody about the fire.
- **Question**: Does anybody live in that house?
- **Offer/request**: Can I get you something to drink?

**Everybody/everyone** is singular and refers to all the people in a group. We use these words before or after verbs:

- We asked for volunteers and everybody was happy to help.
- I’ve invited everyone from work to come to the wedding but I haven’t invited everyone I knew at school.

We use **nobody/no one** (two words) in sentences with a positive verb to refer to people:

- Nobody has replied to my invitation.

7. We use **something, anything, and nothing** to refer to a thing or an idea. Here, we’re asking for help from a friend:

  ~ I need to ask you a favour. Can you do something for me? ~ I’ll do anything I can! I’ve got nothing to do this afternoon.

**Everything** is singular and refers to all the items in a group of things or ideas:

- **Everything in this house belongs to me!**

8. We use **somewhere, anywhere, nowhere**, and **everywhere** to refer to places. Here, we’re trying to find an item that is lost:

  ~ I can’t find my bag anywhere and I’ve looked everywhere I can think of! ~ Now, don’t be so dramatic. It must be somewhere! ~ No, really, it’s nowhere to be seen.

9. Notice that there is another use of **any, anybody, anyone, anything, and anywhere**. We use them in positive sentences to indicate that the choice is free or that everything is possible:

- **You can read any book from the top shelf.**
  (= You are free to choose which book you want.)
- **Anything would be more interesting than that new romance you’ve bought!**
  (= All the books would be better.)

**Quiz team**

These are the five members of a team that is going to take part in a general knowledge quiz. Complete the questions and answers about the team using the words from the box.

<table>
<thead>
<tr>
<th>Profession</th>
<th>Hobbies/Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sara</td>
<td>photographer, fashion, astrology</td>
</tr>
<tr>
<td>Mike</td>
<td>lawyer, gardening, foreign films</td>
</tr>
<tr>
<td>Lester</td>
<td>chef, skiing, snowboarding</td>
</tr>
<tr>
<td>Mary</td>
<td>chemist, theatre</td>
</tr>
<tr>
<td>Ron</td>
<td>astronomer, languages</td>
</tr>
</tbody>
</table>

- **something nobody everything somebody everything any body anybody everywhere anybody something anything anybody somebody every thing everywhere anybody everything everything**

JANE Have you got **anybody** who knows about fashion?

FRANK Yes, Sara reads all the magazines. She knows **everything** about the latest styles.
D Advice from the Professor

A student wants to do a research degree and is talking to a university teacher in the coffee bar. Complete the dialogue by crossing out the wrong expression in each case.

STUDENT Hello Professor Ramsey. Would you like some/any coffee?
PROFESSOR Yes, please.
STUDENT Milk and sugar?
PROFESSOR Just a little/a few milk, but any/no sugar. Oh, and a biscuit, please!
STUDENT I'm afraid there aren't any/some. I've looked everywhere/somewhere but I couldn't find any.
PROFESSOR That's all right. I shouldn't really eat anything/nothing between meals.
STUDENT Please sit down anywhere/nowhere that you'd like, Professor Ramsey. May I ask you some/any questions about doing a research degree?
PROFESSOR Sure. Do you know much/many about what's involved?
STUDENT Well, I've thought a lot of/a lot about it. I've read everything/something on the university website and I've also spoken to a few/a little students who have already started.
PROFESSOR Have you read much/many research papers?
STUDENT Well, we had to read a lot of/a lot them for our degree project.
PROFESSOR And have you written any/some articles?
STUDENT A few/A little, but none/nothing that have been published, I'm afraid.
PROFESSOR Hmm... Well, you're not an ideal candidate, but you can take the preparatory course, and I'll take a decision after that.
Comparative and superlative forms
Adjectives: tall, taller, tallest

1. Here are some examples of sentences with comparative and superlative adjectives:
The queue was longer than I expected.
This is the saddest story I’ve ever heard.

2. Short adjectives
We make the comparative and superlative form of adjectives of one syllable by adding -er and -est:
tall → taller → tallest
cheap → cheaper → cheapest

3. If the adjective ends in -e, we add -r and -st:
nice → nicer → nicest

4. If the adjective ends in one vowel and one consonant, we double the consonant and add -er and -est:
big → bigger → biggest
hot → hotter → hottest

5. Long adjectives
If the adjective ends in -y, change the y to i and add -er and -est:
pretty → prettier → prettiest
happy → happier → happiest

6. A few forms are irregular:
good → better → best
dead → worse → worst

Also note the irregular comparative and superlative forms of the quantifiers little, much and many:
little → less → least
much → more → most

7. We normally make the comparative and superlative of other adjectives with more and most:
Adjectives ending in -ing e.g. boring, interesting
Adjectives ending in -ed e.g. tired, settled, annoyed
Adjectives ending in -ful e.g. careful, helpful
Adjectives ending in -less e.g. useless, hopeless
Long adjectives e.g. practical, expensive
That was the most boring book I’ve ever read!
This book is more expensive than that one.

8. We use adjectives with nouns and pronouns. They describe the people or things we are talking about.

Grammar in action

1. We use a comparative adjective + than to compare one person or thing to say how they are different. We might talk about the appearance or character of people we know:
Tim is taller than the other boys.
Our new neighbours are more pleasant than the old ones.

2. We can use a comparative adjective with than all the other / any / anything / ever to compare one person or thing with every other thing in the same group:
This TV is more expensive than all the others.
This is a better price than any of the others.

3. We use the + a superlative adjective when we compare a person or thing with all of the group they are in. We want to say that one of the people or things is ‘more ... than the others’:
This TV is the most expensive.
This is the best price.

4. We can add more detail to the comparison using much, far, a lot, a bit/little. We might do this if we want to make it very clear which person we’re talking about in a group sentence:
Tim is a bit taller than the other boys.
Sally is much taller than the other girls.

5. We don’t have to mention the second part of the comparison when we can understand it from the rest of the sentence:
The other boys are tall but Tim is a bit taller.
A  Different cars

Look at the table below and complete the sentences using comparative and superlative forms of long, short, big, small, light, heavy and expensive, and than.

<table>
<thead>
<tr>
<th></th>
<th>length (m)</th>
<th>engine size (cc)</th>
<th>weight (kg)</th>
<th>seats</th>
<th>price (£)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wheeler</td>
<td>3.9</td>
<td>1198</td>
<td>1,014</td>
<td>5</td>
<td>8,000</td>
</tr>
<tr>
<td>Autostar</td>
<td>4.1</td>
<td>1390</td>
<td>1,182</td>
<td>4</td>
<td>12,000</td>
</tr>
<tr>
<td>Cruiser</td>
<td>4.2</td>
<td>1781</td>
<td>1,359</td>
<td>5</td>
<td>14,000</td>
</tr>
</tbody>
</table>

0 Length: The Autostar is longer than the Wheeler but shorter than the Cruiser.
0 Length: The Cruiser is the longest of the three.
1 Engine size: The engine in the Autostar is the one in the Cruiser; the Wheeler has engine.
2 Weight: The Autostar is the Cruiser; in fact, the Cruiser is engine.
3 Seats: The Wheeler and the Cruiser have a seating capacity the Autostar.
4 Price: The Autostar is the Wheeler, but the Cruiser is of the three.

B  School report

Complete this school report about a sister and brother with the correct comparative or superlative form of the words in brackets. Use than where necessary.

Jenny and Bob are happier than (happy) they were at the beginning of the year because they are settled. They are (good) most of their classmates at maths and science. In fact, in the last test Jenny got (good) mark. They are a bit (weak) in languages but certainly not (weak) in the class.

C  Comments about friends

Complete the comments using comparative or superlative forms of the adjectives given.

0 Amy is bright/the rest of the class. Some people say she's intelligent girl in the whole school.

Amy is brighter than the rest of the class. Some people say she's the most intelligent girl in the whole school.

1 I find Clive interesting/Tom. His jokes are some of/funny /ones I've ever heard.

2 Greta is good/most people at chess but she isn't good/player in the club.

3 Loic is lazy/person I've ever met. He does little/anyone else.
Comparative and superlative forms
Adverbs: early, earlier, earliest

9 We use adverbs with verbs, adjectives or other adverbs. They tell us how, when, where or how often something happens:

Jane drives slowly.

(For more information on adverbs, see p. 86.)

10 We make the comparative and superlative form of some short adverbs with -er and -est:

- fast → faster → fastest
- hard → harder → hardest
- early → earlier → earliest
- soon → sooner → soonest

11 We make the comparative and superlative form of most adverbs with more and most:

- clearly → more clearly → most clearly
- frequently → more frequently → most frequently

12 Some common adverbs have irregular comparative and superlative forms:

- well → better → best
- badly → worse → worst
- far → further → furthest
- hard → harder → hardest
- late → later → latest

13 We can use less or least with a comparative adjective or adverb to compare things in a negative way:

Older people are less mobile than youngsters.
He plays golf less frequently than he used to.
James is the least capable of all the candidates.

D Comparing people in a group

Use the words given to express a similar meaning.

0 Tom is the fastest runner in the school.
Nobody else in the school runs faster than Tom.

1 Everybody sings better than me.
I sing/badly/everybody else.

2 She used to visit us more often.
Nowadays, she visits us/often/she used to.

3 Nobody takes more care of their plants than my mother.
My mother looks after her plants/careful/than anyone else.

4 Rod was the first to arrive.
Rod arrived/early/everyone else.
How are things different from 20 years ago?

Complete this dialogue with the correct comparative or superlative expression, using the words in brackets where they are given.

PAUL Do you think life is easier than (easy) it was 20 years ago?
WENDY It depends. Nowadays, there’s more (much) work for some people and less (little) for others compared with before. Typically, people in jobs like mine work longer (long) we did when I was young.

PAUL But you’re still young.
WENDY Well, all right, but I’m older (old) in the shop where I work. I worry more (much) about the future and I feel like I work harder (hard) for the same wages. Everything is more expensive (expensive) and more complicated (complicated) when we were younger.

PAUL That’s a funny attitude when the standard of living in this country is higher (high) that it has ever been!
WENDY Is it? It doesn’t feel like that to me!

PAUL You used to talk more (optimistic) than that. My mother said that you were more (positive) person she knew when we were young.
WENDY But things have changed. Don’t you think that things nowadays are worse (bad) than they were?

PAUL I personally take things more (easy) now than I did before.
WENDY I suppose if I could relax, I’d see things more (positive). Maybe it’s me that’s changed.

PAUL That’s certainly a better (good) way to look at things!

How to do things better

Complete the captions with comparative adverbs.

0 He should run faster.
1 He should hit the ball further.
2 She should jump higher.
3 She should arrive earlier.

OVER TO YOU Now go to page 124.
21
(Not) as ... as, enough, too
They ran as fast as they could, but not fast enough.

1 We use (not) as ... as to say that people or things are (not) the same in some way. We can use an adjective, adverb or quantifier with (not) as ... as like this:
   Their flat is as big as ours.
   They ran as fast as they could.
   This time there aren't as many people as last time.
   You should save as much as possible.

2 We can also use (not) the same + noun + as to compare people or things in this way:
   Their flat is the same size as ours.
   The chairs should be the same height as the table.

3 We use enough before nouns:
   I'm afraid we haven't got enough milk.

We use enough after adjectives and adverbs:
   This car isn't comfortable enough and the other one doesn't go fast enough.

4 We can use enough without a noun when the meaning is clear:
   Let's stop work now. We've done enough.
   (= enough work)

5 A phrase with enough can continue with for and a noun or pronoun:
   Have we got enough bread for breakfast?
   This coffee isn't strong enough for me.

6 A phrase with enough can continue with an infinitive:
   I haven't got enough space to pack my hairdryer.
   This bike is light enough to carry as hand baggage.

We can also combine phrases with for and to:
   There wasn't enough time for me to finish my dinner.

Grammar in action

1 We use as ... as to compare two things when we are making a choice. This might be when we are deciding what to buy:
   I don't think I want a vase as tall as that red one, but the small vase is as expensive as the tall ones. I'm not sure I want to pay as much as that.

2 Many common idioms in English use as ... as to emphasize an adjective in a description. Here are some examples:
   He was as pleased as Punch. (= very pleased)
   Jo's face was as red as a lobster. (= very red)
   Coffee should be as dark as night, as strong as death, and as sweet as love.

3 We use enough in positive sentences to say that we have the right amount of something:
   We've got enough apples to last until January.

   Informally, we can use the phrase I've had enough of + noun to express frustration or impatience.
   I've had enough of this awful weather!

4 We often use enough in a negative sentence to say that we do not have as much of something as we need:
   We don't have enough money to pay the bills.

5 We use enough in questions to check that someone else has what they need. For example, we can make sure a guest is comfortable:
   Have you got enough room? ~ Yes, I'm OK.
   Have you had enough potatoes? ~ Plenty, thanks.

A A new language course.

Complete the conversation using the prompts and as ... as or the same ... as.

GEOFF So how's your course, Tom?
TOM It's OK. Our new teacher ... is as good as the old one. (be good / the old one).
GEOFF Are you learning a lot?
TOM Yes, but not ... (much / before).
GEOFF How good is your Russian now?
TOM Well, I can ... (understand / well / the other students) but I can't ... (speak / fluently / them).
GEOFF Are you progressing ... (quickly / you hoped)?
TOM Not really. Though I've had a lot of work recently so I haven't been attending 5 (many/lessons / I wanted). We've got 6 (amount of homework/last year) though, so I hope I'll keep improving if I work at home, too.

GEOFF Are you using 7 (books / before)?
TOM No, this course is the next level, so it's not 8 (easy / the one last year). But that's OK because I like a challenge!

B Always complaining!

Lewis never seems to have the right amount of the things he needs. Complete these sentences with enough and one of the words from the box.

<table>
<thead>
<tr>
<th>often</th>
<th>well</th>
<th>air</th>
<th>fast</th>
<th>flour</th>
<th>large</th>
<th>money</th>
<th>sweet</th>
<th>strong</th>
</tr>
</thead>
</table>

0 This hot chocolate isn’t 9 sweet enough to drink.
1 Have we got 10 to make a cake?
2 The bookshelf isn’t 11 to hold all those books.
3 Do you think there’s 12 in my bicycle tyres?
4 Have we got 13 for a new TV?
5 Our internet connection isn’t 14 to download a film.
6 We haven’t got a vase that’s 15 for all those flowers.
7 His room is a mess. He doesn’t tidy it 16.
8 The old hoover didn’t clean the carpet 17.

C Things I said today

Complete the sentences with enough and the word in brackets, making any other necessary changes.

0 These shoes are size 9 but Peter takes size 10.
   The shoes are not 18 big enough for (big) Peter.
1 It takes half an hour to walk to the station. The train leaves in 45 minutes.
   We have 19 (time) walk to the station and catch the train.
2 People usually eat two sausages and we have 10.
   We have 20 (sausages) five people.
3 It isn’t very light so we can’t take any photos.
   It isn’t 21 (light) take any photos.
4 The bed is 180 cm but Sally is 185 cm tall.
   The bed isn’t 22 (long) Sally.
5 We can’t go to the beach because it’s a bit cold.
   It isn’t 23 (warm) go to the beach.
6 He doesn’t play his music loudly. It doesn’t annoy the neighbours.
   He doesn’t play his music 24 (loudly) to annoy the neighbours.
(Not) as ... as, enough, too
He's too young.

7 Too slow and not quick enough mean the same thing. We can use too with an adjective, an adverb or quantifier like this:
   too big  too quickly
   too much noise  too few people

8 We use too before an adjective or adverb:
   My new shoes are too small. I bought them too quickly.

We use too much, too many, too few and too little before a noun. In these sentences, we can leave out the noun if the meaning is clear:
   We bought too much paint.
   We thought we hadn't bought enough paint, but we'd bought too much. (too much = too much paint)

9 A phrase with too can continue with for and a noun or pronoun:
   This weather is too hot for my dad.
   There are too few chairs for all these people.
   The teacher spoke too fast for me.

10 A phrase with too can continue with an infinitive:
   It's too hot to sit in the sun.
   There are too few players to make a team.

When the subject of the sentence is (in meaning) the object of the infinitive, we omit the object, so:
   The soup was too hot to eat.
   (NOT The soup was too hot to eat it.)

   In negative statements, people sometimes use too with a meaning similar to very:
   I don't know too much about computers.
   (= I don't know very much ...)
   She didn't look too happy. (= ... look very happy)

Grammar in action
6 We use too to mean 'more than enough' or when we have more of something than we need. When we go shopping, we can talk about whether the things we look at are suitable:
   I want a simple camera. This one has too many buttons.
   That jacket is too big for you.
   I don't want anything too expensive. I can't pay more than about £40.

D Vehicle problems
Complete the sentences with too so that they correspond to the information given.

0 The speed limit is 100kph but Gregg's driving at 35kph.
   Gregg's driving ........................................ too slowly.

1 The car holds five people but there were seven in it.
   There were ........................................ people in the car.

2 Max isn't old enough to have a motorbike.
   Max is ........................................ to have a motorbike.

3 John's car was parked for two hours but he had only paid for 45 minutes.
   John's car was parked for .........................................

4 We haven't got enough petrol for a drive to the coast.
   We've got ........................................ petrol for a drive to the coast.

5 The tyres need more air.
   There's ........................................ air in the tyres.

6 There aren't enough service stations on this road.
   There are ........................................ service stations on this road.

7 Jenny did very badly in the exam.
   Jenny didn't do ........................................ in the exam.
Complete the conversation using the words in brackets and as ... as, enough or too, and adding to or for where necessary.

SUE Did you enjoy your holiday?

PIPPA It didn’t go as well as we’d hoped.

LUCY Things started badly at the airport. There weren’t (people) checking the luggage so the queue was enormous.

SUE But was the flight OK?

PIPPA It was one of those planes with the seats (close together) possible so you can’t stretch your legs. However, the flight was (short) so it wasn’t a big problem.

LUCY And there were far (many) young men who had packed far (much) in their hand luggage, so their bags were (big) to go in the lockers.

SUE What about the hotel?

PIPPA It was all right, I suppose, but we couldn’t change the air conditioning, so it was (cold) me.

LUCY And the food wasn’t (wonderful) the website claimed. It was much (oily). In any case, every meal was rushed so there was never (time) really enjoy it.

SUE Did you visit the old town?

PIPPA Yes, it was all organized in groups, but the groups were (big). And our guide didn’t speak (loudly), so it was impossible to hear her.

LUCY The cathedral was wonderful, though. It really is (spectacular) everybody says.

SUE And the night life?

PIPPA Great, although the bars are always (noisy) a serious conversation.

LUCY Nobody wants a serious conversation on holiday. We obviously enjoyed it because we were out so late that most days we got up (late) have breakfast.

PIPPA On the last day, we went shopping and we bought you this T-shirt. I hope it’s (big) you.

SUE Oh, how nice! Yes, it’s my size.
Adverbs
Adverbs of frequency, time, place, and manner

1 We use adverbs with verbs, adjectives or other adverbs. They tell us how, when, where or how often something happens:
   - *He speaks quickly.*
   - *Dan played football yesterday.*
   - *Has Jo gone outside?*
   - *I always eat breakfast.*

2 Adverbs of frequency
Adverbs of frequency tell us how often something happens. They include always, ever, often, usually, sometimes, seldom/rarely, never.
   - *Jim is always the first to arrive.*
   - *Have you ever played squash?*

Adverbs of frequency usually come after be and auxiliaries, but before the main verb.

Sometimes and usually can also go at the beginning of the sentence:
   - *Sometimes we play cricket on Friday.*
   - *Usually Laura and I walk to school together.*

We can also use every day, once or phrases like twice/three times a week to talk about frequency. These can go at the beginning or end of the sentence:
   - *Every Thursday we have lunch together.*
   - *I play bridge twice a week.*

3 Adverbs of time
Adverbs of time explain when something happens. They include today, yesterday, tomorrow, early, late.

These adverbs usually go at the end of the sentence:
   - *What are you doing today?*
   - *We are leaving tomorrow.*

Today, yesterday, tomorrow and afterwards can also go at the beginning of the sentence:
   - *Yesterday it rained all day.*
   - *Today we studied the life of frogs.*

Common phrases that are used as adverbs of time are:
   - on Friday, etc.
   - last Friday, etc.
   - next Friday, etc.
   - in January, etc.
   - in 1999, etc.
   - for two years, etc.

4 Adverbs of place
Adverbs of place tell us where something is. They include here, there, in, out, away, abroad, back, around, somewhere, everywhere, outside, inside, upstairs, downstairs. They usually go at the end of the sentence:
   - *We're going to meet here/there.*

5 Adverbs of manner
Adverbs of manner tell us how something is done. They usually go after the verb, or after an object:
   - *She sings beautifully.*
   - *His sister doesn't speak French well.*

Short adverbs ending in -ly can also go between the subject and the verb if they are not the main information:
   - *I quickly realized that there was a problem.*
   - *The examiner quietly helped Marie to gather her papers.*

6 When there is more than one adverb after the verb, the normal order is manner, place, time:
   - *Everyone went slowly upstairs.* (manner, place)
   - *We worked hard in the garden yesterday.* (manner, place, time)

Grammar in action

1 We can use adverbs of frequency to talk about our habits, and how often we do things in the present, or have done them in the past:
   - *When I was at school I always studied before exams but I hardly ever got good marks. I rarely failed though.*

2 We use adverbs of manner to describe a process, or explain how to make something. For example, when we are cooking:
   - *It's a good idea to read the recipe carefully. If it's the first time, you should follow the recipe exactly and mix the ingredients thoroughly.*

3 We can use adverbs of time to tell someone about the progress of a job over a number of days:
   - *On Saturday we worked outside and painted the doors and windows there. We worked inside today.*

4 We use adverbs of place when we want to describe where something or somebody is:
   - *My father isn't here at the moment, he's away. I think he's abroad.*
A Describing people's habits

Put the words in the correct order to make sentences.

0. always / arrived / early / has
   Jenny has always arrived early

1. upstairs / sleeps / never
   Grandfather

2. abroad / holidays / take / rarely / their
   They

3. bed / ever / go / late / to / you
   Do

4. badly / dogs / often / the / treats
   He

5. hard / Larry / try / usually
   Does

6. every / goes / Scotland / to / week
   Adam

B A quiet village life

Complete this radio interview by putting the expressions in brackets in the correct order.

JASON Today we have a special guest in the studio, someone who has worked successfully in education and in publishing, Karen Lanchester. Thank you for coming this morning to the studio.

KAREN My pleasure, Jason.

JASON You been in the news recently. We seem to see your photo (every day in the papers). And we saw you on television last Saturday.

KAREN That's because my latest novel come out has just.

JASON Do you ever find that you have more work than time?

KAREN Well, I find that interruptions are the main problem, so I spent last year living quietly in a little village.

JASON Were you there for the whole year?

KAREN More or less. I (at weekends occasionally went to London).

JASON Did you stay in the village all the time?

KAREN Yes, but I didn't stay in the house from morning to night. I (for a walk sometimes went) in the woods.

JASON And did you look after yourself?

KAREN No, a young woman (to the house came twice a week) and kept the place tidy, but she knew that I needed peace and quiet, so she (ever hardly spoke) to me.

JASON Fine. Now I think it's time for you to tell us a little about your novel.

KAREN Well, it's about a woman who lives (for a whole year happily in a village).
Adverbs of probability, degree, and completeness

7 Adverbs of probability
Adverbs of probability, e.g. **certainly**, **probably**, **definitely**, can go between the subject and the verb after a positive auxiliary and before a negative auxiliary:

- **You certainly made your position very clear.**
- **They’ll probably change their minds.**
- **They definitely won’t arrive on time.**

However, **maybe** and **perhaps** usually go at the beginning of the sentence, e.g.:

- **Perhaps/Maybe they’ll like each other.**

8 Adverbs of degree
We can use adverbs of degree to change the strength of other adverbs and adjectives. They go before the adjective. Here are some adverbs of degree which make adverbs and adjectives stronger:

- **very**, **really**, **extremely**, **incredibly**, **absolutely**

  - **I’m really excited about the new James Bond film.** (stronger than I’m excited about …)

Here are some adverbs of degree which make adverbs and adjectives weaker:

- **slightly**, **a bit**, **quite**, **fairly**, **rather**

  - **He was a bit upset that he wasn’t invited to the party.** (not as strong as He was upset …)

9 Adverbs of completeness
We can use some adverbs to describe how complete an action is. These include **completely**, **totally**, **perfectly**, **virtually**, **practically**, **almost**, **hardly**, **scarcely**. They go between the subject and the verb, or after an auxiliary:

- **I completely forgot her birthday.** (= I didn’t think of it at all.)
- **We have virtually finished the project.** (= We have finished most of it.)
- **You’ll hardly have time for any lunch.** (= You’ll have almost no time.)

Grammar in action

5 We can use adverbs of probability to talk about how certain, or uncertain, our plans and arrangements are:

- **When we’re in New York, we’ll probably visit the Guggenheim Museum.**
- **Perhaps we’ll take one of those boat trips on the Hudson.**

6 We can use adverbs of degree to compare two or more people or things:

- **John dances quite well, but Joanna dances really well.**
- **Children learn incredibly fast, whereas adults learn fairly slowly.**

7 We can use adverbs of degree and completeness to comment on the way someone or something works:

- **My watch is old, but it works perfectly well.**
- **Brian is extremely conscientious and is practically never ill or late.**

C Peter and Simon lead very different lives

Peter likes the quiet life, while Simon likes excitement. Underline the more likely adverb of degree in each case.

0  Peter didn’t want to go to work today because he was feeling **rather**/**extremely** ill.
0  Simon had to go to hospital today because he was **rather**/**extremely** ill.
1  Peter had a cup of coffee because he was **really**/**a bit** tired.
2  Simon fell asleep at his desk because he was **really**/**a bit** tired.
3  Peter was **very**/**fairly** happy because he found a £5 note yesterday.
4  Simon was **very**/**fairly** happy because he won a car yesterday.
5  Peter likes to drive **quite**/**incredibly** fast but never breaks the speed limit.
6  Simon is a very dangerous driver because he likes to drive **quite**/**incredibly** fast.
D Talking about certainty and uncertainty

Read this email from Matt to his sister Jas about his plans for the summer. Circle the correct word.

Hi Jas,

How are things? Just to let you know my plans for the summer.

Well, I think I'll **maybe**/probably/perhaps\(^8\) come home next week. I'm not sure exactly when yet, but **definitely**/probably/mayb\(^i\) it'll be next Monday. Tim is coming with me for a couple of days. Then we're **perhaps**/maybe/**definitely** going to Spain for a week or two to relax. His parents have a flat there, so we'll **maybe**/probably/perhaps\(^8\) stay with them because it'll be free! When we come back I'll **perhaps**/**definitely**/**maybe**\(^4\) need to get a job to earn some money! **Probably**/**Certainly**/**Perhaps**\(^4\) I'll go back to the café! I worked in last year—**maybe**/**definitely**/**certainly**\(^6\) they'll have some work for me again. Let's hope so!

What about you? Have you **probably**/**definitely**/**maybe**\(^7\) decided to get married? You **maybe**/**certainly**/**perhaps**\(^8\) didn't take long to make up your mind. I'll **definitely**/**perhaps**/**maybe**\(^8\) come to the wedding and **certainly**/**probably**/**maybe**\(^7\) I'll even wear a suit! You know how much I hate them though!

Take care. See you soon. Love, Matt

E A foreign trip

Ryan and Lyn are discussing holidays. Complete their conversation by filling each gap with two of the three expressions in brackets.

|RYAN | Do you **always**/go\(^0\) (always, go, perhaps) abroad for your holidays? |
|LYNN | No, we stay **at home**/ever, most years). Foreign holidays are never, usually) exhausting and we **prefer** (are, never, usually) a quiet life. How about you? |
|RYAN | We haven't **been**/never, often) abroad but we went **seldom**/last, year, to Spain). |
|LYNN | Isn't it full of tourists? |
|RYAN | No, Spain is a **big**/country and the tourists tend to be **inland**/summer, on the coast). We stayed mostly inland so we managed to avoid the tourist parts. We went through some villages that were **empty**/practically, probably) because a lot of people have moved to the towns, but the people who were living there were **delighted**/to see visitors. They made us very welcome. |
|LYNN | Do you speak Spanish? |
|RYAN | My wife speaks it **fluently**/and she also speaks some Catalan. That was helpful when we were in Barcelona, in Catalunya, because it is **different**/from the rest of Spain. |
|LYNN | Isn't that where that famous cathedral is? |
|RYAN | Yes, it's called the Sagrada Família. It's **enormous**/though not **attractive**/particular, particularly), if you ask me. |
|LYNN | Would you like to go back to Spain? |
|RYAN | Yes, we **certainly**/hardly, want) to go back, but it (maybe, probably, will) be a few years before we can afford to go abroad again. |
23 Connecting adverbs
So, too, either, neither

1 We use so + auxiliary verb + subject in a positive sentence to say that something is true of two subjects:
   I'm excited about the wedding! ~ So am I.
   Jenny's invited Martin to the party. ~ So has Mark.

   If there is no auxiliary verb, we use do/does/did:
   Oliver lives in Leeds. ~ So does Alex.

2 Instead of so am I, we can say I am, too.
   Oliver lives in Leeds. ~ Alex does, too.

3 We use neither + auxiliary verb + subject in a negative sentence:
   Joe can't speak German. ~ Neither can Megan.
   Hans doesn't understand Chinese. ~ Neither do I.

   Notice that if the main verb is positive, we use a negative auxiliary, and if the main verb is negative, we use a positive auxiliary.

4 Instead of neither am I, we can say I'm not, either:
   Hans doesn't understand Chinese. ~ I don't, either.

   (For information on either ... or and neither ... nor, see p. 102.)

Grammar in action

1 We can use so and too when we want to add another fact or more information to a conversation without repeating the whole sentence. We can use them to talk about relatives, friends, and colleagues:
   Greg likes Jack and his brother does, too. ~ Yes, I play football with Jack and so does Greg's brother.
   Liz is very helpful and so is her sister. ~ Yes, they both helped us with the last party and Philip did, too.

2 We can use neither and either when we want to add another negative fact or idea to a conversation. We can use them to talk about things we don't do or don't like:
   I don't each much meat and neither does my husband. My parents don't like blue cheese, and I don't, either.

3 We can use so, too, neither and either in short answers when we want to agree with what someone is saying or say that our experience is the same:
   I don't like pizza. ~ Neither do I.
   We loved that book. ~ So did we.

4 We can use so, too, neither and either with a possessive subject (mine, Ben's, ours, etc.) to compare the things we own with someone else's:
   Emma's birthday is in April. ~ So is mine!
   Her party was brilliant last year. ~ Ian's was, too.

A Talking about your family
Read this email from John telling his friend about his family. Choose the correct answer.

Dear Talla,
You asked about my family, so here's a bit more information. I go to a secondary school in Manchester, and
   (so/too/either) do my two brothers, Jake and Nathan. I love my school, and they do, ........... 1
   (so/too/either). I don't like art, and Jake doesn't, ................ 2 (neither/too/either). I prefer science
   and ................ 3 (too/Neither/so) does Nathan. You said you enjoyed swimming and I do, ................ 4
   (neither/so/too). And you also said you didn't like football. I don't, ................ 5 (too/neither/either),
   and ................ 6 (neither/either/so) do my brothers. We all hate it! My father loves it and ................ 7
   (too/either/so) does my mother, but they only watch it on TV, they don't play!
I'm going on holiday next week and I think you said that you are, .............. 8 (so/too/either). Write to me
when you get back.
Your friend, John
B  Do I know you?

Two students have just met at university. Complete the gaps using so or neither and the correct auxiliary.

SARAH  Hi, I'm Sarah. Where are you from?
HELEN  I was born in Wales.
SARAH  That's funny. So was I!
HELEN  But I didn't like my town.
SARAH  When's your birthday Sarah?
SARAH  In January.
HELEN  I didn't like my town. I prefer to go to the cinema with a few friends.
SARAH  Though I don't really like birthday parties.
HELEN  I want to join the basketball team.
SARAH  Did you play at school?
SARAH  Yes, I did.
HELEN  I think we met then.
SARAH  Yes,

C  Staff room gossip

Two teachers are talking about their pupils. Complete the sentences using the words in brackets and the correct auxiliary.

MR REID  My class this year is better than last year.
MS PIKE  So is mine (mine, so), though the students aren't as quiet as I'd like.
MS PIKE  (I, too). I think that your class has one or two brothers and sisters of some of my pupils.
MR REID  (I, so). For example, I have Billy Jarvis, who's very good at maths.
MS PIKE  (his sister, so), Holly, who's in my class. Then there's Isabel Pinter, who writes wonderful essays.
MR REID  (her brother, too). But he can't draw at all.
MS PIKE  (Isabel, either). A lot of these things run in families. Last year, I had a boy who drew very good faces and (his older sister, so). She was in my class the year before.
MR REID  Have you got anybody called Smithson? I've got Philip Smithson and he doesn't take an interest in anything.
MS PIKE  (his brother, neither). Well, they can't all be brilliant.
MR REID  No, but they could all show a bit of interest.
Connecting adverbs
First, next, then, etc.; actually, fortunately, etc.; only, even

5 We use first, second, etc., then, next, later, afterwards, meanwhile, finally to show the order that something happens in. These adverbs tend to go at the beginning of the sentence:

- Mum, can we go and play football? ~ Not now. First you must tidy your room. Then you have to do your homework. Afterwards you can go and play football.

6 We use actually, apparently, (un)fortunately, frankly, hopefully, luckily, obviously to say what we think about an action or situation. These adverbs tend to go at the beginning of the sentence:

- Luckily, the train wasn’t very crowded. (= It’s lucky that the train …)
- Obviously, someone’s not telling the truth. (= It’s obvious.)
- Some people think that Fred’s Canadian, but actually, he’s never been to Canada. (= … in fact …)

7 We use only to point to one part of a sentence. It normally goes before the information that it refers to (the subject), and explains the limit of a number or amount:

- Only one person paid £100. (= not more than one person…)
- One person paid only £100. (= not more than £100)

When only points to another part of the sentence (not the subject), it goes between the subject and the verb or after an auxiliary:

- One person only paid £100. (= didn’t pay more than £100)

8 We use even to say that information is surprising or unusual. It can go in the same positions as only:

- Even my grandmother stayed up to watch the match. (= It was surprising that my grandmother also …)
- Raj reads everything. He even reads cornflake packets. (= It is unusual for anybody to read …)

Grammar in action

5 We can use adverbs like then, next, etc. to give instructions, or tell someone how to do something, for example, how to make an omelette:

First, break a couple of eggs into a bowl. Next, add a pinch of salt and then beat the eggs with a fork. Meanwhile, you should heat a frying pan with a little oil. Finally, turn the omelette onto a plate and enjoy!

6 We use adverbs like then, next, etc. when we want to tell a story or explain the order of events in the past, for example when we are telling someone what happened in a film or book:

I really enjoyed this book. First the children went to stay with their grandparents in an old house. Then they found a secret garden behind the house. Next they met a young boy who lived next door. Later they went to the garden with the boy and afterwards they …

7 We can use adverbs like luckily, fortunately, etc. to make judgements and give our opinions, express our feelings, and explain our thoughts on something:

Fortunately, Jack’s operation was not too serious. Obviously he’s pleased about the way things have gone. Apparently he should be back home in a few days.

D Pointing to one thing

William is telling his mum about the friends he has made at his new job. Complete the sentences using only or even.

0 Henry goes to college on Mondays. He doesn’t go on other days.

Henry ………………… only ………………… goes to college on Mondays.

1 Kerry eats vegetables, but she won’t eat meat or fish.

Kerry ……………………………………… eat vegetables.

2 John won £1.50 on the lottery last week! He didn’t win any more than that.

John ……………………………………… won £1.50.

3 I can’t believe that Abigail can’t drive! It’s so easy!

Abigail can’t ………………………………… drive!
4 Everyone was at the office party to welcome me. I was surprised to see the manager there, too!
........................................................................... the manager was at the office party.

E Giving our opinion

Circle the correct adverb for each situation.

0 I needed to speak to Mr Thomas. Frankly / Fortunately / Unfortunately he wasn’t in the office.
1 Jim tells people he’s an engineer but actually / hopefully / unfortunately he’s only a technician.
2 Apparently / Frankly / Luckily there’s been an accident but nobody knows any details.
3 We don’t know when the electrician’s coming but hopefully / actually / obviously it will be one day this week.
4 The children haven’t had anything to drink all morning so actually / obviously / luckily they’re thirsty.
5 The fire was pretty serious but hopefully / luckily / unfortunately nobody was hurt, thank goodness.

F Going shopping

Eve and Jack are going shopping. Complete their conversation using one of the words from the box in each space.

either even finally first hopefully hopefully meanwhile
neither obviously only then too unfortunately

EVE Jack, do you want to go shopping with me?
JACK Let me finish what I’m doing. I ................. 6 need a few minutes. The thing is that I’ve never ordered anything online before.
EVE ................. 1 have I.
JACK .......... 2 it should be easy. They tell me that .................... 3 children can manage these things.
EVE Well, I can’t help you so keep trying. ....................... 4 , I’ll make a shopping list.
(Later)
JACK After lots of work I ......................... 5 sent the order! Have you made the shopping list?
EVE Yes, .................... 6 we need to go to the butcher’s to buy some steak. ......................... 7 they’ve got some of that Scotch steak that was so good. I really enjoyed it last time.
JACK I did, .................. 8 . Where do we need to go ................... 9 ?
EVE To the supermarket, because we need milk and water as well as fruit and vegetables.
JACK If there are so many heavy things, ......................... 10 we need to go by car.
EVE We could go in mine but ....................... 11 , it hasn’t got much petrol in it.
JACK Mine hasn’t, .................. 12 .
EVE OK. We’ll have to start by going to the petrol station.

OVER TO YOU Now go to page 125.
Prepositions (1)
Preposition + noun/adjective: for sale, in love, etc.

1. There are many useful phrases formed with preposition + noun or preposition + adjective. Here are some examples:

<table>
<thead>
<tr>
<th>prep.</th>
<th>noun/adj.</th>
<th>prep.</th>
<th>noun/adj.</th>
</tr>
</thead>
<tbody>
<tr>
<td>at</td>
<td>present</td>
<td>in</td>
<td>love</td>
</tr>
<tr>
<td>by</td>
<td>car</td>
<td>on</td>
<td>time</td>
</tr>
<tr>
<td>for</td>
<td>sale</td>
<td>out of</td>
<td>date</td>
</tr>
</tbody>
</table>

Are you going to Scotland by car? My passport is out of date.

2. Some preposition + noun phrases include an article:

<table>
<thead>
<tr>
<th>prep.</th>
<th>article</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>at</td>
<td>the</td>
<td>front</td>
</tr>
<tr>
<td>in</td>
<td>a</td>
<td>hurry</td>
</tr>
<tr>
<td>in</td>
<td>the</td>
<td>end</td>
</tr>
</tbody>
</table>

Let’s sit at the front so we can see the band. We’re in a hurry; we’ve got to catch a train.

Grammar in action

1. We use prepositional phrases to talk about where people and things are: at home/school/work, on holiday, at the back end/front/bottom/top, in bed, in the way (= blocking the way), on the way (= during the journey), out of doors, in town, into town.

Jack isn’t at work. He’s still in bed. I can’t leave because your bags are in the way.

2. We use the preposition to with some nouns to describe movement: to school/work/bed/town, to the back/front/bottom/top.

They have gone to school so I’m going to town this morning.

Tip

Note that home has no preposition for movement:

We went/came/arrived home early. (not to home)

3. When we give somebody directions, we often use prepositions with a noun to explain where a place is or how to get there:

on the corner next to the bank/post office etc.
over the bridge up/down/along the street through the gate

The post office is on the corner of George Street and the butcher’s is next to the bank.

4. We use the preposition by with a vehicle to talk about a means of transport:

by bike by bus by car by ferry
by plane by ship by taxi by tram
by train by underground

Is it cheaper to go by train or by bus?
I never go into town by car.

Tip

If we use a possessive adjective to talk about the owner of the vehicle, we cannot use by; instead we use on with bike and in with car:

I never go into town in my car. (not by my car)
Sara goes everywhere on her bike. (not by her bike)

5. We use certain prepositional phrases to tell stories, or when we are explaining a sequence of events:

at first at/in the beginning in the end at last

At first Harry is an assistant in a music shop but in the end he becomes a famous musician.

6. We use these prepositional phrases when we talk about shops and shopping:

in/out of fashion in/out of stock in cash out of date on sale on offer by credit card for sale

Hats are out of fashion. (= Hats are not popular now.)
We have every size in stock. (= Every size is available.)
Would you like to pay in cash or by credit card?

7. When we are describing people, we use with to describe their features and in to describe their clothes:
He’s the boy with long legs dressed in black.
Who’s that woman with red hair in the blue shirt?
A   Conversations overheard in a queue

Complete these mini-dialogues with a preposition.

0  Is Jane __________ work? ~ No, she's __________ holiday.
1  Do you like to be __________ doors? ~ Yes, I like to sit __________ the bottom of the garden.
2  Did you get __________ work on time? ~ Yes, I met Kate __________ the way to the station and she took me __________ her car.
3  Do you always go __________ school __________ bus? ~ No, sometimes I go __________ my bike.
4  Is that Jenny __________ the red jacket? ~ No, she's the one __________ the red hair.
5  Did they fall __________ love __________ the end? ~ Yes, but __________ first they hated each other!
6  Can I pay for this __________ credit card? ~ I'm afraid you can only pay __________ cash.

B   Giving directions and talking about transport

Complete the dialogue using the prepositions in the box.

CHRIS  Excuse me, is there a coffee bar near here?
AVA   Yes, it's _______________ the newsagent's. I'll tell you how to get there.
CHRIS  That would be great. Is it very far? Do I need to go _______________ bus?
AVA   No, you could walk. Or you could go _______________ tram, as it stops right outside.
CHRIS  I think I'll walk. Do I carry on _______________ this street?
AVA   Yes, and when you see the sports shop _______________ the corner, turn left.
       _______________ the end of that street, you need to go _______________ the bridge.
       Then you'll see the coffee bar in front of you!

C   Talking about shops and fashion

Complete the dialogue by filling each gap with an expression from the box and the correct preposition.

CLAIRE  I went _______________ yesterday to do some shopping.
ISABEL  Did you see any nice skirts in the shops?
CLAIRE  Yes, there were some _______________ at that big shop in the new mall.
ISABEL  Didn't you buy one, then?
CLAIRE  I wanted a black one, but my size was _______________.
ISABEL  Did you buy anything?
CLAIRE  _______________ I bought a bag. But I nearly didn't buy it.
ISABEL  Why, what happened?
CLAIRE  I was going to pay _______________ but it turned out that I'd left my card _______________.
ISABEL  So how did you pay?
CLAIRE  I went to the bank to get the money and paid them _______________.
ISABEL  You're lucky to have money left so late in the month. I won't have any until we get paid next week.
Prepositions (1)
Noun/adjective + preposition

3 After the verb be, an adjective can be followed by a preposition + a noun phrase (noun or pronoun):

<table>
<thead>
<tr>
<th>adjective</th>
<th>preposition</th>
<th>noun (phrase)</th>
</tr>
</thead>
<tbody>
<tr>
<td>afraid</td>
<td>of</td>
<td>dogs</td>
</tr>
<tr>
<td>sorry</td>
<td>for</td>
<td>the mess</td>
</tr>
<tr>
<td>pleased</td>
<td>with</td>
<td>her results</td>
</tr>
</tbody>
</table>

My brother is afraid of spiders.
Are you sorry for your mistake?
She was pleased with the present.

After the verb be, an adjective can also be followed by a clause or to + verb. In these cases, there is no preposition:

Are you sorry (that) you made a mistake?
She was pleased that we came early.
She was pleased to see her cousins.
I was afraid to tell them the truth.

If a verb follows a preposition, we always use the -ing form, e.g.:
I'm tired of telling them to be careful.
Who is responsible for checking the identity cards?

4 Some nouns can be followed by a preposition + noun phrase:

<table>
<thead>
<tr>
<th>noun</th>
<th>preposition</th>
<th>noun (phrase)</th>
</tr>
</thead>
<tbody>
<tr>
<td>reason</td>
<td>for</td>
<td>the party</td>
</tr>
<tr>
<td>belief</td>
<td>in</td>
<td>ghosts</td>
</tr>
<tr>
<td>effect</td>
<td>on</td>
<td>my situation</td>
</tr>
</tbody>
</table>

The festival was the reason for the traffic.
I don't take their belief in magic seriously.
Cars have a serious effect on the climate.

Grammar in action

8 There are many adjective + preposition combinations that we can use to talk about feelings:

angry/cross with disappointed with
annoyed with pleased with excited about
curious about happy about sorry about
worried about tired of afraid of
fond of sick of proud of jealous of
sorry for surprised at/by
astonished at/by interested in

Are you afraid of snakes? ~ Yes, I'm a bit worried about our holiday to Australia! ~ Oh don't worry. If you see one, I think you'll be more curious about them than scared.
I was disappointed with my results. They were surprised at my refusal.

9 We can use an adjective + preposition to talk about someone's attitude (the way that they speak or feel):

right/wrong about honest about polite to
ready for gentle with responsible for
rude to                                      

I think I'm ready for the test. ~ Remember to be polite to the examiner.

10 We can also use an adjective + preposition to talk about similarity:

identical to the same as similar to
different from                             

Your eyes are the same as your mother's, but your hair is very different from hers.

11 We can use a noun + preposition to talk about someone's opinions, beliefs or feelings towards someone or something:

attitude to/towards reaction to hope of
opinion of/about respect for advice on
belief in                                     

I don't have a very good opinion of David. He has a very bad attitude to work and has very little respect for his colleagues.

12 We also use a noun + preposition to talk about the connection or relation between two things:

reason for effect on trouble with
difficulty in/with result of cause of
rise/increase in fall/reduction in

An increase in the price is the cause of the fall in sales.
D  I'm worried about George

Complete the conversation using the correct prepositions.

JACK  I'm worried about George. He's usually so polite to everyone, but yesterday he was so rude to me when I saw him! It's just not like him.

LISA  That sounds very different from the George that I know. Can you think of a reason for him to be like this?

JACK  No, I was going to ask if you knew why his attitude towards me had changed. Do you think I should talk to him? What's your advice for what I should do next?

LISA  Maybe it's his new job. I think he was having trouble with his boss, and he's responsible for a whole team of people. He might just be tired for working so hard. He was really cross with his boss for making him work last Saturday: it was his birthday!

JACK  His birthday? Are you sure you're right about that? I thought it was next week! No wonder he's annoyed with me. I forgot his birthday!

E  A new job

Complete Kasia's email to her friend, Andy, using the prepositional phrases from the box.

<table>
<thead>
<tr>
<th>advice on</th>
<th>at home</th>
<th>by bike</th>
<th>different from</th>
<th>effect on</th>
<th>happy about</th>
</tr>
</thead>
<tbody>
<tr>
<td>interested in</td>
<td>into town</td>
<td>on holiday</td>
<td>on the corner</td>
<td>on the way</td>
<td>polite to</td>
</tr>
<tr>
<td>ready for</td>
<td>reason for</td>
<td>responsible for</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hi Andy,

I tried to ring you yesterday, but you weren't at home. Did you go with Gemma? I remember you saying that you were interested in that new Italian film.

Well, this message is to tell you about my first day at my new job. It's very different from my old one. I was ready for a lot of hard work on my first day, and didn't know how welcoming the people would be, but everyone was very friendly. The office is on the corner of Prince Street and I'm really happy about the fact that I can get there by bike. I'm sure cycling every day will have a good effect on me - I have to cycle up a big hill there, so I'm hoping to get fit!

I'm going to be responsible for all the new customers, and my boss has offered to give me some advice on how to keep them happy! I'll let you know how the week has gone on Saturday, before you go to France.

Bye for now,

Kasia

OVER TO YOU  Now go to page 125.
25 Prepositions (2)  Preposition + noun + preposition

1 Some prepositional phrases have the form preposition + noun + preposition:

<table>
<thead>
<tr>
<th>preposition</th>
<th>noun</th>
<th>preposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>at</td>
<td>the beginning</td>
<td>of</td>
</tr>
<tr>
<td>in</td>
<td>love</td>
<td>with</td>
</tr>
<tr>
<td>with</td>
<td>regard</td>
<td>to</td>
</tr>
</tbody>
</table>

In case of fire, break the glass. (= If there is a fire, break the glass.)
I keep in touch with them by email. (= communicate)
I think Jim's in love with his boss.

2 We can use these phrases to talk about the position of something:

- at the back of
- at the bottom of
- at the front of
- at the top of
- in front of
- in the middle of
- on top of

I found an empty seat at the back of the hall.
Mary sits in front of me.
The remote control is on top of the TV.

3 We can also use prepositional phrases to explain the order that things happen in:

- at the beginning of
- in the middle of
- at the end of

At the end of his talk he thanked his co-workers.
Some people walked out in the middle of the show.

4 Other common prepositional phrases with this form include:

- as a result of
- on the point of
- by means of
- in case of
- in charge of
- in favour of
- on behalf of
- in sight of
- in spite of
- in touch with
- in contact with
- in love with
- with regard to
- in addition to

A Saying where things are

Look at this picture of Aisha's classroom. Complete this description of it by writing a prepositional phrase in each space.

At the back of the classroom there is a projector. Aisha's desk is

the room. Colin is sitting

her. The teacher has written 'Homework'

the board. There is a TV

the classroom and the

class mascot, Timmy, is

the television.
B  Writing a formal letter

A journalist has written a letter asking to visit a new factory. In the reply below, put one of the prepositional phrases from the box in each space.

at the bottom of  in case  in line with  in touch with  in view of  on behalf of  with regard to

Dear Ms. Turnbull,

Thank you for your recent letter. With regard to  your request to visit our new automatic factory, I would like to suggest Monday 7 March, when there will be a guided visit for journalists. Company policy, you will not be allowed to take photographs. However, you may carry a mobile phone somebody needs to get you. If you accept the proposed date and these conditions, please fill in the form this page and return it to me as soon as possible. Please note that the large number of requests that we receive, the next possible date that we could offer after this would not be until October. the management team, I look forward to welcoming you.

Yours sincerely,

Sean Preston
PR Manager

C  Talking about a film you’ve seen

Complete this film review by circling the correct prepositional phrases each time.

At the beginning of/In front of  the film we meet Sara, a young teacher who is in contact with/in charge of/in addition to  the activities at a sports centre during the week. In case of/As a result of/At the top of  extra demand at the weekend, the boss asks her to work on Saturday in sight of/on behalf of/on top of  her normal hours. She doesn’t really want to do any more hours so at first/at the end of/in the middle of  she says no. But after thinking about it, she offers to work on Saturday in case of/in return for/with regard to  a day off during the week. The boss doesn’t immediately accept the idea but at the back of/in the end/on the point of  he agrees. On Saturday evening she has to give a yoga class; all the students are women except one man at the beginning of/ in the middle of/ at the end of  the room. After the class, the young man is the last to leave. ‘My name’s Rick,’ he says to Sara. ‘I’ve often seen you here at the gym and I’ve finally got a chance to speak to you.’ Well, they start going out together and soon they fall in love with/in spite of/in contact with  each other, so Sara is glad that she decided to work on Saturday. The story follows their developing romance and at the end of/ on behalf of/in touch with  the film we hear wedding bells, but we don’t actually see them get married.
Prepositions (2)
Prepositions in linking phrases

5 We can use some **prepositional phrases** to link a statement with what we have just said or what we are going to say:

Don’t forget to water the flowers, **in particular** my beautiful roses. (= Please take special care of my roses.)

Polar bears are **in danger because of** climate change.

Grammar in action

4 We can use some **prepositional phrases** to give extra information or examples to support what we are saying:

for example  in fact  in particular

A teacher might use these phrases in the classroom:

**Remember to use the word ‘please’** when making a request. For example, ‘Could you shut the window please?’ It’s very important, **in particular when speaking to people you don’t know.**

5 We use some prepositional phrases to give a summary or a conclusion about what we have said before:

in other words  in brief/short  in conclusion

These are useful when explaining our opinions in a formal situation, like a presentation:

We must do something now to protect the environment. In other words, **now is the time for us to protect the rainforests. In short, it is our responsibility to stop global warming.**

6 We use some **prepositional phrases** to explain or give reasons for things:

because of  thanks to  due to

We might try to explain our bad luck:

Thanks to the terrible weather, I was completely wet when I arrived at the station. And then the trains were running late **because of a tree that had fallen on the line.**

(For more information on **because**, see p. 102.)

7 Some **prepositional phrases** are connected with time:

at night  in the morning/afternoon/evening  in time (= not late)  on time (= at the agreed time)  in a hurry/rush  in the meantime

He was in a hurry and didn’t want to be late, so he ran to make sure he arrived on time.

D Which preposition?

Cross out the incorrect preposition in each of the following sentences.

0 I don’t like to go out in/at night.
1 Because **of/for** an engine problem, I had to take my car to the garage.
2 Dad always leaves work early on Fridays so he can be home at/in time for dinner.
3 The aeroplane had to make an emergency landing at Heathrow due **to/for** a technical problem.
4 I usually have a cup of tea in/on the afternoon.
5 Jeff wasn’t hurt in the car accident, thanks **for/to** his seatbelt.
E  Lost in the forest

Tom and Ann are on a walking holiday. Complete their conversation using the
prepositional phrases from the box.

TOM  I'm sorry, Ann, I really don't know where we are.
ANN  So, in other words, we're lost.
TOM  Yes, in a hurry, I don't think we're going to find the youth hostel before it gets dark.
ANN  But there might be wild animals out here, in other words, bears and wolves.
TOM  Neither do I, so we'll keep walking for now. But in the meantime, we should look out for a good place to put up the tent, just in case.
ANN  Erm, the tent?
TOM  Don't tell me you forgot to bring the tent! So, in fact, you, we have nowhere to sleep tonight!
ANN  Well, I forgot it because you were in a hurry to leave this morning.

F  News reports

Complete these extracts from TV news reports using the prepositional phrases from the box.

0  Crime rates in the capital are rising. in particular, car theft has increased by 75%.
1  Fuel resources are running out, the cost of petrol is rising, and industry is polluting the atmosphere. due to, we need to find alternative sources of energy.
2  the gradual increase in the price of meat, more and more people are becoming vegetarian.
3  Last month, Western Rail announced that over 90% of its trains arrived at their destinations in conclusion.
4  Over 30% of people admitted that they have difficulty getting out of bed.

OVER TO YOU  Now go to page 125.
1. We use **either … or** to talk about alternatives:
   *You can pay *either* when you order the books *or* when they are delivered.*

2. We use **neither … nor** (= not one and not the other) when we want to show that a negative statement is true of two things:
   *Neither the managers *nor* the workers have changed their opinion.*

3. We use **both … and** to emphasize that two ideas or two things go together:
   *Sally is *both* the club secretary *and* the team captain.
   *The price includes *both* transport *and* the entrance ticket.*

   *(For more information on **either** and **neither**, see p. 91.)*

4. We use **because** to explain the cause or reason for something:
   *Why were you late? ~ Because there was a traffic jam.*
   *Sally went to bed *because* she was exhausted.*

   When a noun expresses the cause, we use **because of**:
   *Why were you late? ~ Because of a traffic jam.*

   *(For more information on **because of**, see p. 100.)*

5. We can use **for + noun** to talk about why we do something and **for + -ing** form to explain the purpose of something:
   *Sean went to the shops *for a newspaper.*
   *What is it for? ~ It's *for slicing* cheese.*

**Grammar in action**

1. We can use **either … or** when there are two options and we need to make a choice. For example, when we are choosing a holiday:
   *I'd like to stay *either* at The Regal *or* at The Pacific.*
   *~ The Pacific is very popular ~ a wonderful choice.*
   *Does the hotel have double beds? ~ You can have *either* a double bed or single bed.*

2. We use **neither … nor** to explain that two choices are not available:
   *I'm afraid that neither the library nor the swimming pool are open at the moment.*

   *(Notice that we use a positive verb with **neither … nor**.)*
   *Neither the supermarket *nor* the baker’s have any cakes left.*

3. We use **both … and** when we want to say that two things are necessary, or to emphasize that two things are included in a price or offer:
   *My son needs *both* his maths books *and* his football things today.
   *The price includes *both* lunch and dinner.*

4. We can use **because** to explain why people or things are (not) where they should be, especially in answer to a question with **why**:
   *Why aren't Jack and Julie here today? ~ Because he's at a conference and Julie's away all week because she's had an operation.*

5. We can use **for** to talk about the purpose of something, or to explain why we do something:
   *This knife is used *for cutting* steak.*
   *Are we having steak for dinner? That's expensive! ~ Well, Claire's won a prize for poetry at school, so we're having *steak* for dinner to celebrate.*
A  Travel options

Use both … and, either … or or neither … nor to complete these sentences about the hotel rooms.

<table>
<thead>
<tr>
<th></th>
<th>Shower</th>
<th>Bath</th>
<th>Radio</th>
<th>TV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deluxe Rooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Grosvenor Suite</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>The Longford Suite</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Standard Rooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Mercator Suite</td>
<td>✓</td>
<td>X</td>
<td>X</td>
<td>✓</td>
</tr>
<tr>
<td>The Hirst Suite</td>
<td>X</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Economy Rooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Essex Suite</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>The Croydon Suite</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

0 A deluxe room has ________ a shower ________ a bath.
1 A standard room has __________ a shower __________ a bath.
2 An economy room has __________ a shower __________ a bath.
3 A deluxe room has __________ a radio ________ a TV.
4 A standard room has __________ a radio ________ a TV.
5 An economy room doesn’t have ________ a radio ________ a TV.

B  A passport application

Frank is talking to his younger brother about his passport application. Complete the dialogue with either … or, neither … nor, both … and, because, or for.

FRANK I’ve just completed my passport application.
JIMMY I thought you had a passport. Why do you want a new one?
FRANK _______ Because _______ I want to go to America, and my old passport isn’t digital.
To go to the States, you’ve got to have __________ a digital passport ________ a visa, and it’s easier to get a passport than a visa. Now I need a responsible adult to witness my application.
FRANK I’ll sign it for you.
FRANK Come on, Jimmy. You’re __________ responsible __________ an adult.
JIMMY That’s not fair.
FRANK Well, you’re only 15, and you’re always getting into trouble __________ telling lies.
JIMMY Oh, all right. What about Mum and Dad? I suppose you’d accept them as __________ responsible __________ adult.
FRANK Of course, but they’re no good precisely __________ they’re my parents. The form says that the witness can’t be __________ a relative __________ a friend. I think I’ll ask Mrs Briggs. She’s a bank manager.
JIMMY Why her?
FRANK Well, __________ she’s a bank manager, she must be the sort of responsible person they want.
JIMMY You don’t usually say nice things about bank people.
FRANK That’s __________ they always complain when I’m overdrawn.

Overdrawn is when you have taken more money from your bank account than you have.
6 Purpose
We use **in order to** + verb to express the reason for doing something. **In order to** is more formal than **to**. The verb after **to** must refer to the subject of the sentence:

Paul has stopped playing tennis **in order to** spend more time with his family. (= Paul wants more time ...)

Kate phoned the station **in order to** find out the times of the trains. (= Kate wanted to find out ...)

**In order to** can also come first:

**In order to** find out the times of the trains, Kate phoned the station.

The negative is **in order not to**:

*I took a taxi **in order not to** be late.*

7 We use **so (that) + a statement** to explain why somebody has done something. The purpose usually goes at the end:

Paul has stopped playing tennis **so (that)** he has more time for his family.

The subject of the clause after **so** does not need to be the same as the subject in the first part of the sentence:

Jack put sunscreen on the children **so (that) the sun wouldn't burn them.**

8 We use **so + adjective/adverb + (that)** to explain the consequences or results of a situation:

*It was **so cold (that)** we all had to put on extra clothes.*

*The salad was **so delicious (that)** I asked for more!*

9 We can also use **so with much, little, many and few (+ noun)**:

*There was **so much snow** they couldn't get the car out.*

*Gary's eaten **so many apples (that)** he feels sick.*

10 We can also use **such (a) (+ adjective) + noun** to express the consequences or results of a situation:

*It was **such an awful film (that)** most people left before the end.*

**So and such**, without the result of a situation, make the adjectives or nouns they accompany stronger:

*I'm **so hungry!** (stronger than I'm hungry).*

*He's **such an unfriendly man.** (stronger than He's an unfriendly man.)*

### Grammar in action

6 We use **(in order) to** to explain a particular reason for an action, for example when we say why someone has made changes to their normal routine:

*My dad's getting up earlier these days **in order to** do some exercise before he goes to work. He's also trying to come home earlier to help us with our homework.*

7 We can use **so (that)** to explain our reasons for making changes:

*Granny is coming to stay for a few days. Alex can move in with Peter **so (that)** Granny can have a bedroom for herself. We'll have to keep her door closed **so (that)** the dog doesn't wake her in the morning.*

8 We can use **so ... that** and **such ... that** to explain the results of a situation. This can also explain why we have done something. Here, we are talking about what happened on a holiday:

*We found Venice **so expensive** that we only stayed for two days. We were in such a rush to see everything that we had to miss some of the most famous sights.*

### Holiday problems

Read the email that Jane sent to a friend about the things that went wrong with her holiday. Complete the sentences with **so ... that** and **such ... that**.

Hi Kelly,

We just got back yesterday, and you wouldn't believe all the things that went wrong! Firstly, the children couldn't go sailing because there was a very strong wind.

0 **The wind was ...so strong (that)** the children couldn't go sailing.

0 **There was ... such a strong wind that** the children couldn't go sailing.

In the evening, we had to queue for the restaurant because there were a lot of people.
In the evening there were ____________ we had to queue for the restaurant.
   We couldn’t go out because it was very cold.

2 It was ____________ we couldn’t go out.
   My cousins moved to another hotel because there was a lot of noise.

3 There was ____________ my cousins moved to another hotel.
   We stayed in the shade because it was a very hot day.

4 It was ____________ we had to stay in the shade.

5 The day was ____________ we had to stay in the shade.
   Jim couldn’t go on the last excursion because he had very little money left.

6 Jim had ____________ he couldn’t go on the last excursion.
   And worst of all, we had to drink lots of water because the food was very salty.

7 And worst of all, the food was ____________ we had to drink lots of water.
   Apart from that, we had a wonderful time!

Jane

D Moving abroad

Complete the following conversation by adding words or phrases from the box.

and because because both either for in order to in order to or so much that so that such such

MIA My sister and her husband are thinking of moving to Canada.
   ____________ they can’t find decent jobs in Britain.

MATT Your sister’s well qualified, isn’t she?

MIA Yes, after school she spent a year abroad ____________ she never had time to come home. That didn’t please my parents, of course.

MATT Why not?

MIA ____________ they paid all her expenses ____________ she didn’t need to take part-time jobs, thinking that she would spend more time at home. But she got a good degree. She even won a prize ____________ her final project.

MATT And what about her husband?

MIA Well, he’s got ____________ a degree ____________ several years’ experience, but he’s been out of work for almost six months. He says it’s ____________ he hasn’t been offered ____________ a permanent contract ____________ even a decent salary. And ____________ he’s well qualified, he refuses to accept poor conditions.

MATT Are they going to go to Canada together?

MIA No, he’s going first ____________ find somewhere to live.

MATT Well, I hope they do very well, but I think it’s ____________ a pity that young people have to go abroad to find work.

OVER TO YOU Now go to page 125.
Linking sentences
If ... not, unless, in case, etc.

1 We can make a negative zero or first conditional sentence by using if ... not or unless:
   They’ll miss the train if they don’t leave at once.
   They’ll miss the train unless they leave at once.

Notice that the clause with unless usually goes in second position.
(For more information on zero and first conditionals, see p. 58.)

2 We use in case to join two sentences together when we want to explain the reason for doing something, or when we want to avoid a possible problem later:
   We’ve bought some extra meat in case my sister and her husband turn up. (= because they might turn up)
   Take your passport in case you need to prove your identity. (= because you might need to prove your identity)

Tip
We do not use will after unless or in case.
To talk about the future we use a present tense:
   I’ll make an extra cake in case Jane brings the children too.
   I can’t come to your party at the weekend unless I find a babysitter.

3 We can also use moreover, furthermore or what’s more to connect two statements. The second statement adds more information related to the first:
   The local sports complex has excellent facilities.
   Moreover/Furthermore/What’s more, it is open seven days a week.

Grammar in action

1 We can use if ... not or unless to say what will happen if we don’t do something, for example when we are talking about a business contract:
   I won’t consider a new contract if they don’t pay for the previous delivery.
   ~ But they refuse to pay unless we give them a discount on two items that they say were damaged.

2 We can use in case to explain the arrangements and plans that have been made for an event, for example for a school sports day:
   We’ve ordered two big tents for the parents in case it rains, and there’ll be a doctor and a nurse on hand in case we have any injuries.

3 We often use furthermore, moreover, and what’s more in business letters, formal speeches or when writing to a newspaper:
   Furthermore, I would like to draw your attention to the last paragraph of the article.

A In case or unless?

Complete these sentences by crossing out in case or unless.

0 I’ll bring an umbrella in case/unless it rains.
1 I won’t bring an umbrella in case/unless it rains.
2 You should always wear a seatbelt in case/unless you have an accident while driving.
3 I don’t usually wear glasses in case/unless I’m driving.
4 You’ll catch a cold in case/unless you wear a coat.
5 I’m leaving this company in case/unless I get a pay rise.
B  Business conditions

Read these business conditions and rewrite them using the words given.

0  We cannot deliver before Christmas if the order is not received by 30 November.
   We cannot deliver before Christmas unless the order is received by 30 November.
1  If the boxes are not kept in a dry place, the company cannot accept responsibility.
   The company cannot accept responsibility unless the boxes are kept in a dry place.
2  We cannot offer a refund unless the goods are in perfect condition.
   If the goods are not in perfect condition, we cannot offer a refund.
3  If we do not hear from you within a week, we will take legal action.
   We will take legal action unless we hear from you within a week.
4  We will not accept returned items which are not in good condition.
   We will not accept items unless they are in good condition.
5  Customers cannot visit the showroom without an appointment.
   If customers do not make an appointment, they cannot visit the showroom.

C  Explaining plans and arrangements

Read these short conversations and rewrite the sentences using in case.

0  There was a chance that my sister would visit. So I didn’t go out.
   I didn’t go out in case my sister visited.
1  I thought my husband might wonder where I was, so I phoned him.
   I phoned in case my husband wondered where I was.
2  It might rain later, so you should take an umbrella.
   Take an umbrella in case it might rain.
3  You should write down the name of the film, so you don’t forget it.
   Write down the name of the film in case you don’t forget it.
4  Tina might come for dinner, so we’ll buy some more food.
   We’ll buy some more food in case Tina might come for dinner.
5  It’s possible you won’t be able to find the hotel, so I’ll draw you a map.
   I’ll draw a map in case you won’t be able to find the hotel.
Linking sentences
But, though, however

4 We can use but and although to join two sentences together when we want to express a contrast between two statements or ideas:

Sheffield used to be a very dirty city, but now it’s much cleaner.
Although it’s a simple camera, it’s very expensive.

But always goes in the middle of the sentence.

Although can go in the middle or at the beginning.

Though means the same as although, but is less formal.

Though Tom has a reputation for being difficult, he’s helped me a lot.

We can also use though at the end of the sentence:

Tom has a reputation for being difficult. He’s helped me a lot, though.

5 We use however in more formal situations to emphasize the contrast between two sentences;
however is separated with commas:

John’s written work is the best in the class. His drawing, however, is very poor. / However, his drawing is very poor.

6 We can use on the other hand to express a contrast;
on the other hand is separated with commas:

John’s written work is the best in the class. His drawing, on the other hand, is very poor.

7 We sometimes use on the one hand together with on the other hand:

On the one hand, the campsite is well run and has good services. On the other hand, it is quite a long way from the sea.

Grammar in action

4 We can use these expressions in formal situations, to make comments on a situation. This might be when we write a report about someone’s work:

Sally was taken on last year as a trainee illustrator, but now she has a permanent contract. Although she has not worked here for very long, she has gained the respect of her colleagues. She still has things to improve in her hand drawing. On the other hand, her computer creations are very amusing.

5 We can also use these expressions to give personal opinions and views about proposals or changes, for example to talk about changes to a town centre:

In general, I agree that the town centre has to change, but I’m not convinced by the present proposal. It argues that traffic should be banned completely, which is fine for younger people. Elderly people will find it difficult to get to the shops, though.

Making comments about people’s work

Read these comments about five new members of staff in a company. Rewrite the sentences using the word given. You may need to change the punctuation.

Sally Brown
Sally works hard. She is not very productive.

0 although: Although Sally works hard, she is not very productive.
0 but: Sally works hard but she is not very productive.
0 however: Sally works hard. However, she is not very productive.

Brian Shepherdson
Brian is quite young. His work is greatly appreciated.

1 although: .................................................................
2 however: .................................................................

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Making comments about people’s work

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0 although: Although Sally works hard, she is not very productive.
0 but: Sally works hard but she is not very productive.
0 however: Sally works hard. However, she is not very productive.

Brian Shepherdson
Brian is quite young. His work is greatly appreciated.

1 although: .................................................................
2 however: .................................................................
Mary Martin
Mary is a favourite with the boss. Her colleagues don’t like her.

3 but: .......................................................... ..........................................................

4 although: ..........................................................

5 however: ..........................................................

Joan de la Forest
Joan’s English is not very good. She gets her message across.

6 however: ..........................................................

7 though: ..........................................................

Tony Kelly
Tony always arrives late. He usually finishes his work on time.

8 but: ..........................................................

9 although: ..........................................................

**E  Town plans**

Phil and Eve are talking about proposed changes to their town. Complete their conversation by choosing the right expression.

**PHIL** I’ve read about the plans in the newspaper but however I haven’t read the actual proposal.

**EVE** It all seems quite sensible to me. What’s more On the other hand, the proposal has the support of all the political parties. If you go to the town hall, you can read the proposal free. Although/However, if you want to have your own copy, you have to pay for it. One of the main things is that all cars will be banned from the town centre unless if they have special permission.

**PHIL** I like the idea of a pedestrian shopping area in the centre of town. It’ll be difficult if you have heavy things to carry, though but.

**EVE** During shopping hours, there’ll be a free electric bus service so you won’t need to walk very far. However/Moreover, the big shops will have extra staff in case unless anyone needs help with their shopping bags.

**PHIL** I’ve read that there’ll be a big underground car park.

**EVE** Yes, but there are in fact two ways to get to town from the suburbs. You can drive in and park underground, if/though that will be pretty expensive. On the other hand/Furthermore, you can park your car near a bus stop and take the bus into town, which will be cheaper. And if/unless you don’t want to pay each time, you can get a bus pass. What’s more/However, that only makes sense if you’re a regular shopper.

**PHIL** So the pass isn’t free.

**EVE** No, you have to pay if/unless you’re disabled or over 60.

**PHIL** I think I’ll send my mother to do the shopping because she’s over 60. What’s more/On the other hand, she loves shopping!

**OVER TO YOU** Now go to page 125.
Relative clauses
Defining relative clauses with who, which, that or whose

1 If we use a sentence like:
The man was very helpful.
it may not be clear which man. We can make it clear like this:
The man who/that served me was very helpful.

Who is a relative pronoun and links the relative clause (who served me) to the main clause (The man was very helpful).
The relative clause answers the question 'Which person/thing?'. We call this a defining relative clause and we do not use commas (,):
The man was very helpful. ~ Which man? ~ The man who/that served me.

2 We use who or that to refer to people:
I thanked the woman who/that helped me.
and which or that to refer to things:
That's the machine which/that makes paper.

3 Who, which or that can be the subject of the relative clause:

<table>
<thead>
<tr>
<th>subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>The girl who won was really happy.</td>
</tr>
<tr>
<td>The girl that won.</td>
</tr>
<tr>
<td>That's the parrot which/that talks!</td>
</tr>
<tr>
<td>The parrot that talks!</td>
</tr>
</tbody>
</table>

4 Who, which or that can be the object of the relative clause:

<table>
<thead>
<tr>
<th>object</th>
</tr>
</thead>
<tbody>
<tr>
<td>The woman who I served was very rude.</td>
</tr>
<tr>
<td>I served the woman.</td>
</tr>
<tr>
<td>They sold the car which/that we wanted.</td>
</tr>
<tr>
<td>We wanted the car.</td>
</tr>
</tbody>
</table>

5 When who, which or that is the object, we can leave it out:
The woman I served was rude.
They sold the car we wanted.

6 We use whose in place of the possessive adjectives his, her, their, etc.:
They interviewed a man whose wife had disappeared. (= His wife had disappeared.)
That's the girl whose photo was in the paper. (= Her photo was in the paper.)

We only use whose with people, countries and organizations, not things or ideas.
(For more information on leaving out words in defining relative clauses, see p. 120.)

Grammar in action

1 We use defining relative clauses to identify which thing we are talking about. These might be the particular things we need to complete a task:
Can you bring me a hammer? ~ Which one? ~ The one that I bought yesterday. ~ OK. Where is it? ~ It's in a bag that's lying on the kitchen table.

2 We can also use defining relative clauses to identify which people we are talking about. This can help to avoid confusion, especially in conversation:
I met Tilly Lott this morning. ~ Who's she? ~ She's the woman who came to the concert with Tony. She's the one that I spoke to in the interval.

A Who's who?

Look at the table with information about two couples. Complete the sentences with a relative pronoun.

<table>
<thead>
<tr>
<th>work</th>
<th>hobby</th>
<th>spouse</th>
<th>spouse's work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cath</td>
<td>teacher</td>
<td>reading</td>
<td>postman</td>
</tr>
<tr>
<td>John</td>
<td>taxi driver</td>
<td>cycling</td>
<td>nurse</td>
</tr>
<tr>
<td>Toby</td>
<td>cook</td>
<td>jogging</td>
<td>waitress</td>
</tr>
<tr>
<td>Sally</td>
<td>bus driver</td>
<td>photography</td>
<td>mechanic</td>
</tr>
</tbody>
</table>
0 Cath is the woman who/that is married to Ben.
1 John is the taxi driver Jane is married to.
2 Jenny is the woman husband likes jogging.
3 Dave is the man works as a mechanic.
4 Cycling is the hobby John likes best.
5 Ben is married to a woman hobby is reading.
6 Jogging is something Toby likes to do.
7 The man brings the post is called Ben.
8 Photography is something interests Sally.
9 Sally is the woman works as a bus driver.
10 Reading is a hobby Cath enjoys.

B Identifying people and things

Here are some sentences found in a lifestyle magazine. Combine the two sentences in two ways, using the words given.

They interviewed the player. She had won the competition.

0 The player who they interviewed had won the competition.
0 They interviewed the player who had won the competition.

My cousin bought a car. It cost £20,000.

1 My cousin bought a car £20,000.
2 The car cost £20,000.

The parents of the young man were refugees. My sister works with him

3 The parents of the young man my sister were refugees.
4 My sister works with a young man refugees.

Thieves burgled a house. The owners were on holiday.

5 The owners of the house were on holiday.
6 The owners were on holiday.

A woman saved a child from drowning. Her photo was in the paper.

7 The paper had a photo of the woman from drowning.
8 The woman in the paper saved a child from drowning.
Relative clauses
Non-defining relative clauses with who, which or whose

7 Look at these sentences:

Melanie works in the hairdresser’s.
Melanie, who lives next door to me, works in the hairdresser’s.

Here the relative clause (who lives next door to me) adds extra information, but is not necessary for us to identify Melanie. We can understand the first sentence without this extra information. Who lives next door to me is a non-defining relative clause and we use commas (,) to separate it from the rest of the sentence.

8 Who and which can be the subject of the relative clause:

Tony Blair, who was Prime Minister for 10 years, studied law at Oxford University. The Prime Minister lives at 10 Downing Street, which is in London.

9 Who and which can also be the object of the relative clause. When who is the object, we can also use whom:

There were many stories about Jack Jones, who/whom many people suspected of the crime. The severe thunderstorms, which nobody had forecast, caused floods in several places.

10 We use whose in place of the possessive adjectives his, her, their, etc.:

Van Gogh, whose paintings now sell for millions, hardly managed to sell any during his lifetime.

11 Compare the two sentences:

Sara lent Jim her camera, which was practically new. (which = her camera)
Sara lent Jim her camera, which was very kind.

(which = the fact that Sara lent Jim her camera)
We call the second type a sentence relative clause because which refers to all of the previous part of the sentence.

Grammar in action

3 We often use non-defining relative clauses in formal writing. They are common in news reports, and biographies, e.g.: 

Tony Blair, whose full name is Anthony Charles Lynton Blair, was born in 1953. In 1980 he married Cherie Booth, whom he had met in 1976. From 1994 he was the leader of the Labour Party, which won three consecutive elections.

4 We can also use non-defining relative clauses in descriptions of places, for example in guide books and travel articles, e.g.:

Venice, which is very popular with tourists, lies on the Adriatic Sea. The town is crossed by many canals, which are used for the transport of both people and goods. The main canal is the Grand Canal, which is lined with dozens of fine buildings.

5 We can use sentence relative clauses to give a reaction to, or comment on, facts, e.g.:

My grandmother walks everywhere, which is very good for her health. Simon and Sandra never wanted to have children, which surprised some of their friends.

C Giving information about well-known people

Here is some information from a website about well-known people. Make one sentence from the notes given, making the underlined parts into relative clauses.

0 Bill Clinton was US President from 1993 to 2001. He was born in Hope. It is a small town in Arkansas.

Bill Clinton, who was US President from 1993 to 2001, was born in Hope, which is a small town in Arkansas.

1 Virginia Woolf. Her sister was a painter. She wrote A Room of One’s Own. The book deals with the difficulties for women in a man’s world.
2 In 1958 Rosalind Franklin died of cancer. She helped to discover the structure of DNA. In those days cancer was incurable.

3 Grantham lies in Lincolnshire. It is famous as the birthplace of Margaret Thatcher. She was British Prime Minister for 11 years.

4 ‘Imagine’ is still a very popular song. It was written by John Lennon. He died in 1980.

D Comments on facts or things?

Underline the words that which refers to.

0 They spent whole afternoons in the garden, which lay behind the house.
0 Brian was in the army for 9 years, which explains his respect for discipline.
1 Sara read War and Peace in just two weeks, which is probably a record.
2 Denis let me borrow his car, which is practically new.
3 We often visit the Lake District, which is very good for hiking.
4 The manager accused Bill of stealing, which almost led to a strike.

E Frida Kahlo

Complete the text by writing in relative pronouns and including a comma if one is necessary.

The artist Frida Kahlo, who died in 1954, is becoming more and more popular. As a child she suffered from polio
0 left her right leg thinner than her left. She disguised this by wearing skirts 2 reached to her ankles. She had several sisters but was closest to her father 3 encouraged her to study medicine. One day when she was 18, a bus 4 she was travelling in was hit by a car. In the accident she broke several bones, including some in her back. These injuries 5 resulted in many operations, affected her for the rest of her life. She left her medical studies to paint, and sought advice from Diego Garcia 6 paintings she very much admired. Garcia encouraged her, and later they got married 7 didn’t please Frida’s family. Her paintings 8 were often self-portraits, were painted in a style 9 was influenced by popular Mexican art. During her lifetime she was considered less important than her husband but today she receives the recognition 10 she deserves.

OVER TO YOU Now go to page 125.
29 Expressions of time, place, and reason
When, while, until, before, after, as soon as

1 We can use when to relate two events in time. We can form sentences with when like this:

\[
\text{clause + when + clause}
\]
\[
\text{when + clause + clause}
\]

The verb after when is normally in the past simple or present simple:

I was having a shower when the phone rang.
When the rain started, we went inside the house.

2 We can also use while to relate two events in time, where one of the events is still in progress. We use the same patterns as when but the verb after while is normally either be or a continuous tense because it refers to an action that is unfinished at the time:

Can you buy me a magazine while you’re in town?
While I was having a shower, the phone rang.

3 We can use until or till with a time phrase or a statement to set a time limit:

We’re staying until/till next Friday. (= we leave next Friday)
They sat under the tree until/till it got dark.

4 We use before and after with a phrase or a statement to talk about the order of events:

\[
\begin{array}{c|c|c}
\text{PAST} & \text{we left} & \text{end of match} \\
\hline
\text{PRESENT} & & \\
\end{array}
\]

The match finished after we had left.

5 We can use as soon as to relate two events in time, one immediately after the other:

As soon as she finished her exams, she went abroad.

6 When a sentence has two parts that refer to the future, we use the present simple after when, before, after, as soon as and until. We use will or be going to in the other part of the sentence:

What are you going to do when you finish your exams?
After Jenny arrives, we’ll go for dinner.
Your guide will contact you as soon as you arrive at the hotel.

When these expressions are at the beginning of the sentence, there is usually a comma, but not when they are at the end:

While I was having a shower, the phone rang.
The phone rang while I was having a shower.

7 We use by with a time or date to mean ‘at the latest’, or before a certain time:

I want you to be home by 10 o’clock.
(= not later than 10 o’clock)

Grammar in action

1 We can use these time expressions to explain events and the order they happen in. We might tell a story about events in the past:

While I was shopping yesterday, I saw a man steal a handbag. When he noticed that I was looking at him, he started to run, but before he got out of the shop, he fell and dropped the bag.

2 We can also use these expressions to explain the order of tasks in a recipe or instructions for making something:

Remember, before you start, you must always read the instructions carefully. As soon as you open the box, lay all the pieces on the floor. Put the pieces together in order until the cupboard is finished.
A  Family matters

Look at what happened to Maria on Monday. Write complete sentences using past tenses and the word in brackets.

Breakfast: 8.05–8.20; teeth: 8.25–8.30; phone: 8.15

She / have / breakfast / she / clean / her teeth (before)

0 She had breakfast before she cleaned her teeth.

She / have / breakfast / the phone / ring / (while)

0 While she was having breakfast, the phone rang.

School: any time before 8.45; History lesson: 10.00; basketball match: 12.00; home: 4.30

She / arrive / school / 8.45 (by)

1 She / play / basketball / history lesson (after)

2 She / not / get home / 4.30 (until)

3

Homework: 4.45–5.30; television: 5.30–6.20; mother come home: 5.55

Maria / finish / her homework / she / watch / television (after)

4 She / watch / television / her mother / come / home (when)

5

Father wash the dishes: 9.50–10.15; brother tell jokes: 9.55; father go to bed: 10.20

Her brother / tell / a couple of jokes / her father / wash / the dishes (while)

6 Her father / go / to bed / he / wash / the dishes (after)

7

B  Cooking instructions

Read this recipe and complete the cooking instructions by circling the correct word.

**Cheese omelette**

Break two eggs into a bowl.  *By/Before/While* you beat the eggs, make sure that there are no bits of shell.  *Add a pinch of salt and beat the eggs until/as soon as/while* they are completely mixed.  *Until/While/After* you have grated the cheese, add it to the mixture.  *Heat some oil in a frying pan and as soon as/until/by* it is hot, pour in the mixture.  *Stir the mixture gently before/while/after* it is cooking by/after/until it is almost set.  *Then fold it in half and when/while/by* it is golden brown on both sides, turn it onto a plate.
Expressions of time, place, and reason
*When, where, why, whenever, wherever*

8 We can use *when, where* and *why* to emphasize a time, place or reason:

- Lily went to see Henry on Friday. *Friday was the day when Lily went to see Henry.*
- Tom works at The Wild Duck. *The Wild Duck is the restaurant where Tom works.*
- Pete went to town to buy Dan’s birthday present. *The reason why Pete went to town was to buy Dan’s birthday present.*

9 We use *whenever* to mean ‘at any time when’ and *wherever* to mean ‘(at) any place where’:

- *Whenever I see him, he asks how you are.*
  (= Every time I see him …)
- *The manager will see us whenever we want.*
  (= at any time we choose)
- *Wherever you find water, there are always plants.*
  (= every place)
- *These days you can take out money wherever you are.*
  (= in any place)

Grammar in action

We can use *when, where* and *why* to explain which times, places, and reasons we are talking about, for example in a news report:

*The police have located the house where the car thieves were living, but so far they do not know the reason why they left the stolen cars in the garage.*

C Reporting a crime

Read this newspaper article. Complete the sentences using *when, where* or *why.*

**Bomb makers escape police**

The police have located the house *where* the bombers were living. However, they arrived *when* the house was empty. They said that they found clues to the location of the factory *where* the materials were bought. They have searched the rooms, including the bedrooms *where* the bombers slept. They think that Friday was the day *when* the bombers abandoned the house. The police are now trying to work out *where* the bombers left in such a hurry and *why* they are now.
**D  Planning a party**

Anna is writing to her friend Tom about her party. Complete her email using *when, where, why, whenever or wherever.*

Hi Tom

I hope you’re well. I’m writing to answer your questions about the party tomorrow evening. The reason **why** 6 we’re having the party is to celebrate the end of the exams. It was Friday evening **when** 1 Jenny and I decided to organize something - she had just got back from Vito’s (you know, the Italian restaurant **where** 2 she works) and she had seen some people she knows from college. They were having a special meal because their exams had just finished. It’s this Wednesday **where** 3 I finish, so we thought we would celebrate too!

Thank you for offering to come round a bit early to help prepare everything. Please come **where** 4 is convenient for you - I’ll be at home all day. Could you bring some balloons? When I was in town yesterday, I couldn’t find any, **where** 5 I looked. I think last week’s festival might be the reason **where** 6 there weren’t any left in the shops.

Give me a ring **where** 7 you need to. See you at the party!

Anna

**E  Talking about a trip to scout camp**

Sam and Tom are talking on the phone about the happy times they spent at scout camp as young boys. Complete their conversation using one of the words in brackets in each space.

SAM  Do you remember that place in Devon **where** 0 (where/whenever) we stayed **where** 1 (until/when) we were in the scouts?

TOM  I do. I particularly remember the morning **when** 2 (when/while) we woke to find our tents surrounded by cows. We went to sleep, but someone forgot to close the gate into the field **where** 3 (that/where) the tents were, and the cows wandered in **where** 4 (while/as soon as) we were sleeping.

SAM  And we couldn’t do anything **where** 5 (until/when) we got them back into the field **where** 6 (whenever/where) they were supposed to be.

TOM  And do you remember that dog that turned up **where** 7 (why/whenever) we went swimming in the river? **As soon as/Until** we set off from the camp, it appeared from nowhere.

SAM  Yes, it sat by our clothes **where** 9 (while/before) we were in the water as if it was guarding them.

TOM  I don’t think that was the reason **where** 10 (while/why) it waited there. Perhaps it expected us to give it something to eat **where** 11 (when/why) we came out of the water.

SAM  I think one or two boys did give it something. But it never came all the way back with us. **When/By** the time we were back at the camp, it had always disappeared.

TOM  I enjoyed those scout camps **where** 13 (where/whatever) we went, but that stay in Devon was the one I liked the most.

**OVER TO YOU** Now go to page 125.
Leaving out words
Emma sings and dances.

1 Here are some examples of sentences where we can leave words out, but the meaning is still clear:
   *Molly sings and (she) plays the guitar.*
   *Pigs can’t swim but dogs can (swim).*
   *She doesn’t want to go but she ought to (go).*

2 When we use and, but, and or to join phrases or longer sentences, we can usually leave out unnecessary words:
   *This machine washes the apples and it packs them.*
   → This machine washes the apples and packs them.
   *I’ve cleaned the sitting room and I’ve cleaned my bedroom.*
   → I’ve cleaned the sitting room and my bedroom.
   *Jack seemed nervous but he seemed excited.*
   → Jack seemed nervous but excited.

3 We can just use an auxiliary verb instead of repeating a longer expression:
   *Amy couldn’t speak French a year ago, but now she can.* (= she can speak French)
   *I thought Tim would get good marks, and he did.* (= he got good marks)
   *Who knows the way? ~ I do.*

When we use an auxiliary verb in this way, it cannot be a short form:
   *Lucy won’t help you but I will.* (NOT If she)
   *Dan’s not coming but Sara is.* (NOT Sara’s)

4 With verbs that are usually followed by an infinitive, we can just say to instead of completing the phrase:
   *Why don’t you talk to him? ~ Because I don’t want to.*
   *Dave doesn’t smoke now but he used to.*
   *We’d like to get married but we can’t afford to.*

   Typical verbs include: have (got), mean, plan, intend, would like

   **We usually miss out shop, house, flat, etc., in expressions such as:**
   *I’ve got to go to the greengrocer’s/doctor’s.*
   *We’re having lunch at my brother’s today.*

Grammar in action

1 In conversation, we can leave words out when everyone understands what we are talking about:
   *Can we go to the cinema, Mum? ~ We can if you want to.*

2 In formal writing, we leave words out to make what we say more concise (we give only the important and necessary information):
   *If we are asked to provide further information, we will.*

A Office messenger

Donna and Claire are work colleagues. They are using an instant messaging service to arrange a meeting. Cross out the words that can be left out without changing the meaning.

---

DM Claire – we need to arrange a time and to arrange a place⁰ for tomorrow’s meeting.
CP Yes. Well, when are you free?
DM Free from 11 to 12¹.
CP I’m busy till 11.30 – I’ve got an appointment at the doctor’s surgery². 🔴
DM Oh. I hope everything’s OK. Let’s say 11.30 then.
CP Remember that Tony only works mornings and he will have to³ leave by 12.
DM That’s OK. We can talk about his parts of the project first, if we have to talk about them first⁴.
CP Good idea. Now, shall I lead the meeting or would you like to lead the meeting⁵?
DM I will lead the meeting⁶. It’s my turn. But please can you book a room, and can you send⁷ a reminder to Jim and send an update⁸ to Jeff.
CP Yes, I can do.⁹ Also, I’ll order some tea and I’ll order some coffee¹⁰. 😊
DM Great, thanks Claire. Ciao. 😊
B Film review

Here is a recent film review. Rewrite the underlined phrases in the shortest way possible.

To Them That Have is Debreuil’s third feature film and it is his best movie yet. Critics, including myself, admired his early promise but we wondered if he would produce a film worthy of that promise, and now he has produced a film worthy of that promise.

The film starts and it finishes in 19th century France, but the story spans four continents and spans three centuries, and the story follows the lives of three families. The dialogue is fast and it is witty. You would expect the photography to be stunning in a Debreuil film, and it is stunning.

Should you go and see this film? Yes, you must go and see this film.

Star rating: ★★★★★

C After the film

A group of students read the review and went to see the film. Afterwards, they talked about it in a café. Look at their conversation and cross out ten unnecessary words or phrases. The first is done for you.

ZAC I thought it was great but I thought it was too long. The main actress was beautiful and was very talented.

ALFIE Yes, but I didn’t like the soundtrack or I didn’t like the fact that it was in black and white.

BORIS Well, I thought the film would annoy me, but it didn’t annoy me.

ALFIE Anyway, shall we have another drink?

BORIS Well, I wasn’t planning to have another drink, but OK, I will have another drink.

ZAC I can’t have another drink, I’m afraid. I’ve got to go.

ALFIE Do you really have to go?

ZAC Well, I should go. I’m staying at my brother’s house tonight and he goes to bed early, so he probably expects me to go to bed early as well.
Leaving out words
Leaving out words in defining relative clauses

5 In a defining relative clause with be, we can leave out who, which or that + be. Who, which or that can refer to the subject, the object or the indirect object.

- **SUBJECT**
  - The man who is in the corner waved at me.
  - → The man in the corner waved at me.

- **OBJECT**
  - I watched the man who was in the corner.
  - → I watched the man in the corner.

- **INDIRECT OBJECT**
  - I gave a cake to the man who was in the corner.
  - → I gave a cake to the man in the corner.

We often use one instead of repeating a noun:

- **Which car do you mean?** ~ **The car which is in front of mine.**
- → The car in front of mine.
- → The one in front of mine.

Grammar in action

3 In spoken English we often leave words out of defining relative clauses, and use -ing forms or past participles. We are still able to explain which person or thing we are talking about, but it is often more normal to leave words out when the meaning is clear:

- **Can you see that man?** ~ **Which man?** ~ **The one standing at the top of the ladder over there.**

D At the wedding

Tom and Cara are at Tom’s cousin’s wedding. Tom has not seen a lot of his family for a long time, and it is the first time that Cara has met some of them. Complete their conversation, choosing the correct form of the verb in brackets.

- **TOM** My uncle Jack is the man talking (talk) to the bride.
- **CARA** Which man? There are three men (stand) with the bride.
- **TOM** Yes, sorry. He’s the tall one (move) his hands a lot.
- **CARA** Is he the uncle (marry) to the former model?
- **TOM** Yes, that’s right, Auntie Rita. She’s the one (mention) in Vogue the other day.
- **CARA** Oh yes, I remember. They said she was the model (photograph) the most in the early 1980s.
- **TOM** Yes. You see the two women (sit) at the table on the left? Well, Rita is the lady (wear) the orange hat. The person (talk) to her is her daughter, my cousin Jo.
- **CARA** OK. I’ll never remember all this.
E People in a photo

Complete the sentences about who is using next to, between, behind and in front of.

0 Molly is ___ the woman between ___ Jenny and Lara.
1 Nick is ___ Jenny.
2 Jenny is ___ Molly.
3 Lara is ___ Peter.
4 Peter is ___ Jessica.
5 Molly is ___ Lara and Jenny.

Now answer the questions in the shortest way possible.

6 Who's the man behind Jenny? ___
7 Where's Jessica? ___
8 What's the name of the woman in front of Nick? ___

F Unnecessary words

Rewrite these sentences, omitting any unnecessary words.

0 I just read a book that is called How To Win Friends And Influence People.
   I just read a book called How To Win Friends And Influence People.
1 Pelé is the footballer who is often described as the greatest footballer of all time.
2 James Earl Jones is an actor who is best known as the voice of Darth Vader in the Star Wars films.
3 I passed the message to the policeman who was waiting outside the door.
4 The finest bananas in the world are the ones that are grown in Madagascar.
5 Computers which are built in China are cheaper than British ones.
6 Apples which are bought from a greengrocer's usually taste better than supermarket apples.
01 Present simple and present continuous

Write an introductory letter to a new penfriend to tell him/her about yourself and your family, where you live and what you do. Use the present simple.

Imagine that you are at the beach or in the park, speaking to a friend on your phone. Your friend wants to know what you can see. Describe what the people around you are doing, using the present continuous.

Think of three or four activities that you might have arranged to do with your friends. Then imagine that some other friends ask you to do something with them at the same time as those activities. Explain to them that you can't go with them because you are doing something else, using the present simple and the present continuous.

02 Talking about the past

Say or write down three things that you have done in your life that you are proud of and your age when it happened, using the past simple, for example, 'When I was 14, I won a poetry competition.'

Can you remember what was happening and what you and your friends or family were doing when you heard about the attack on the Twin Towers in New York on 11 September 2001? Say or write three things, using the past continuous, and starting with 'When I heard about the attack, I was ...'

Say or write three things that you did in the past, but that you don't do any more, using used to.

03 Present perfect

Say or write down three things that you have done in your life and that you think none of your friends have done, using the present perfect.

Then think about your best friend and say or write down three things that you think he/she has never done, using the present perfect.
06 Ability, permission, and requests

Say or write three things that you couldn't do when you were younger but that you can now do, using couldn't and can and starting with 'When I was younger, ...'

Say or write three things that you will be able to do when you've finished your studies, using will be able to and starting with 'When I finish my studies, ...'

Write a dialogue between two people having lunch together. Use would and please as much as possible.

07 Possibility and probability; perfect modals

Imagine that you have arranged to meet a friend, but he is late. Suggest three things that might have happened to him/her, using may, might, and could.

Think about what you might do after you have finished your studies at school, and write three of them, using may, might, and could, and starting with 'After I've finished my studies at school, ...'

How do you think the ancient Egyptians built the pyramids? Suggest some things that they must have done, and some things they can't have done, and the reasons why, using must have and can't have + past participle.

08 Duty and obligation

Imagine that your friend has returned home to find that someone has burgled his/her house. He/she has called you to ask what he/she should do. Give some suggestions, using should, shouldn't or ought to.

Think of three interesting jobs and describe the duties associated with each one, using have to.

09 Infinitives and -ing forms (1)

Imagine you went on a sightseeing trip of London yesterday. Describe which parts of the day you enjoyed and which parts you didn't enjoy, using like or enjoy, didn't like or didn't enjoy + -ing form.

What kind of parent will you be? Describe how you will treat your children, using verbs like help, encourage, want, love, persuade, prefer, teach + object + infinitive.

10 Infinitives and -ing forms (2)

Imagine that next week you have to take part in the following activities: swimming, parachuting, writing poetry, reading, skiing. Describe how you feel about doing each of these activities or how good you are at them, using an adjective + preposition + -ing form.

11 The passive

Use the internet to research the following subjects, then write a sentence or two about each, using the passive, giving details such as who invented/wrote/designed/built it and when: The Importance Of Being Ernest; the Sydney Opera House; the telephone; the Eiffel Tower; The Deer Hunter; the ceiling of the Sistine Chapel; The Lord Of The Rings

Imagine you were a member of the town council. What changes would you make to your town? Say or write three sentences using have + object + past participle.

12 Phrasal and prepositional verbs

Write three phrasal or prepositional verbs with the preposition up, three with the preposition in, and three with the preposition on. Then write a sentence for each, to indicate that you understand its meaning.
13 Indirect speech (1)

Imagine that you overheard a conversation in which two men, Pat and Ted, were planning a bank robbery. Report what you heard to the police, using indirect speech. Include as many details as you can, including any questions that you heard the two men ask each other.

14 Indirect speech (2)

Imagine you have given a friend directions from the train station to your house. Report the instructions you gave to your friend. Use indirect speech and verbs like tell, remind, and warn.

15 Conditional sentences

Think of three events in your future that you are worried about, for example exams or a driving test, and explain why you are worried about them by imagining what will happen if they go badly. Use first conditionals.

Think about three things that you would like to change about yourself or your life. Then explain why you would like these things to change by describing what you would do if things were different. Use the second conditional.

16 Nouns

Describe where you keep things at home, using as many noun + noun structures as you can.

17 Possessives

Think about your friends and relatives, list their hobbies and any gadgets they might have, and compare them with your own. Use as many different possessive adjectives and possessive pronouns as you can. For example, ‘My dad’s hobby is cycling. My hobby is running;’ ‘My brother and I both have iPods. His is more expensive than mine,’ etc.

18 Demonstratives

Imagine you and your friends are shopping for clothes. Write a dialogue of the sort of things you would say to each other when you are comparing items in a shop. Explain which clothes you like, which clothes you don’t like, and use as many different demonstratives (this, that, these and those) as you can.

19 Quantifiers

List the food that you have in your fridge, and write what food you will need to buy when you go shopping. Use as many of the following quantifiers as possible: some, any, no, much, many, a few, a little, a lot of. Start with ‘In my fridge, I have …’

Imagine you are a company director and you are interviewing a job applicant. First, describe the people in your company using everyone, everybody and no one. Then describe the ideal candidate for the job, using sentences with somebody, someone and anybody and starting with ‘I’m looking for …’ or ‘I’m not looking for …’

20 Comparative and superlative forms

Guinness World Records is a book which lists the greatest human achievements and the extremes of the natural world. Can you think of any people, places or things that are world record holders? Name them and explain why they should be in Guinness World Records, comparing them with similar people, places or things, using superlatives and comparatives. For example, ‘The Nile is the longest river in the world. It is longer than the Thames.’

How is your life easier or harder than your parents’ or your grandparents’? Compare your life with theirs using comparatives and comparative + than structures.

21 (Not) as … as, enough, too

Imagine that you went to a party recently, but it wasn’t as good as you expected it to be. Write some sentences to explain what the problems were, using not as … as, enough and too.

Imagine that you have a little brother who is only 14. He wants to go on holiday to the US with his friends. What would your parents say to him? Write some sentences using not … enough and too.

22 Adverbs

Think of your favourite recipe and write instructions, using as many adverbs as you can.
23 Connecting adverbs

Imagine you and your friends are on a camping trip. You need to find a good place to set up your camp, put up your tents, and cook some food. Write a dialogue in which you and your friends discuss the trip and how to do these things, using as many **connecting adverbs** (so, too, either, neither, first, next, then, actually, fortunately, only, even, etc.) as you can.

24 Prepositions (1)

Summarize the plot of a film that you have seen recently, explaining the attitudes of the characters and their feelings towards each other and the things in the story, using as many **prepositions** and **prepositional phrases** as you can.

25 Prepositions (2)

Describe the room you are sitting in, using as many **prepositions** and **prepositional phrases** as you can.

Think of someone you know who has changed his or her lifestyle. Describe the changes he or she has made and explain why, using as many of the **prepositional phrases** on p. 100 as you can.

26 Linking words

Imagine you are writing an advertisement for an exciting new gadget that has two uses. Name it and write a few sentences to explain why you need it and what it does, using linking words such as because, for, both ... and, either ... or, in order to, and so that. Start with ‘The ... is an amazing gadget: ...’

27 Linking sentences

We are damaging the environment and our planet is in danger. Write some sentences using if ... not, unless, in case, furthermore, moreover, what’s more, etc. to explain the danger, suggest some changes we should make and describe what will happen if we don’t make those changes.

Do you believe in aliens? Do you believe that life exists on other planets? Write a few sentences explaining the arguments for and against, using but, though, however, and on the other hand.

28 Relative clauses

Write sentences using **relative clauses** to explain briefly who each of these people are/were and why they are famous: William Shakespeare, J.K. Rowling, Bill Gates, Charles Babbage, George Lucas. Start with ‘... is the man/woman who ...’. Then think of a few more famous people and write sentences for them, too.

Imagine you are writing an article for a travel guide. Describe your favourite city, using as many **relative clauses** as you can.

29 Expressions of time, place, and reason

Write a dialogue in which you and your childhood best friend remember some things that you did together when you were younger. Use as many of the **time expressions** on p. 114 as possible.

30 Leaving out words

Say or write three things that were true when you were younger but which are now different, leaving out any unnecessary repetition of words. For example: ‘When I was younger, I couldn’t swim but now I can,’ ‘When I was younger nobody had computers, but now everyone does.’
A Plural nouns

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ -s</td>
<td></td>
</tr>
<tr>
<td>With most nouns, we add -s to make them plural:</td>
<td></td>
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<tr>
<td>shop</td>
<td>shops</td>
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<tr>
<td>tyre</td>
<td>tyres</td>
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<tr>
<td>kilo</td>
<td>kilos</td>
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<tr>
<td>+ -es</td>
<td></td>
</tr>
<tr>
<td>With nouns that end with -s, -ss, -sh, -ch and -x we add -es:</td>
<td></td>
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<td>bus</td>
<td>buses</td>
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<td>dress</td>
<td>dresses</td>
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<tr>
<td>wish</td>
<td>wishes</td>
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<tr>
<td>beach</td>
<td>beaches</td>
</tr>
<tr>
<td>box</td>
<td>boxes</td>
</tr>
<tr>
<td>+ -es</td>
<td></td>
</tr>
<tr>
<td>With some nouns that end with -o, we add -es:</td>
<td></td>
</tr>
<tr>
<td>tomato</td>
<td>tomatoes</td>
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<tr>
<td>potato</td>
<td>potatoes</td>
</tr>
<tr>
<td>-f/-fe → -ves</td>
<td></td>
</tr>
<tr>
<td>We change -f/-fe to -ves in the plural:</td>
<td></td>
</tr>
<tr>
<td>thief</td>
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<tr>
<td>shelf</td>
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<tr>
<td>leaf</td>
<td>leaves</td>
</tr>
<tr>
<td>life</td>
<td>lives</td>
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<tr>
<td>-y → -ies</td>
<td></td>
</tr>
<tr>
<td>With nouns that end with a consonant* + -y, we change the -y to -ies:</td>
<td></td>
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<tr>
<td>story</td>
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<td>copy</td>
<td>copies</td>
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<tr>
<td>lorry</td>
<td>lorries</td>
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<tr>
<td>Irregular nouns</td>
<td></td>
</tr>
<tr>
<td>tooth</td>
<td>teeth</td>
</tr>
<tr>
<td>child</td>
<td>children</td>
</tr>
<tr>
<td>woman</td>
<td>women</td>
</tr>
</tbody>
</table>

B Uncountable nouns

These are some common uncountable nouns: ice, water, rain, snow, heat, noise, cotton, glass, petrol, money, luggage, information, work, homework, advice, news, meat, milk, butter, bread, marmalade, food, tea, coffee, sugar, toast, cheese

Uncountable nouns do not have a plural form: petrol (not petrois) bread (not breads)

We cannot use a/an with an uncountable noun, but we can use some/any, the, much (not many), such, and my/your/his etc.:

*e: I always have an egg, then toast and marmalade for breakfast.

some: I'd like some tea please.

the: Look at the snow outside.

much: How much luggage have you got?

such: We've had such wonderful news.

Some nouns can be countable or uncountable: I heard a noise from downstairs. (countable) I can't sleep. The neighbours are making so much noise. (uncountable)
### Present simple

<table>
<thead>
<tr>
<th>+ -s</th>
<th>I/YOU/WE/THEY</th>
<th>HE/SHE/IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>After he/she/it, we add -s to most Present simple verbs: say</td>
<td>says</td>
<td></td>
</tr>
<tr>
<td>make</td>
<td>makes</td>
<td></td>
</tr>
<tr>
<td>advise</td>
<td>advises</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>+ -es</th>
<th>I/YOU/WE/THEY</th>
<th>HE/SHE/IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>We add -es to verbs that end with -ss, -sh, -ch, -o or -x (e.g. finish, go): pass</td>
<td>passes</td>
<td></td>
</tr>
<tr>
<td>finish</td>
<td>finishes</td>
<td></td>
</tr>
<tr>
<td>wish</td>
<td>wishes</td>
<td></td>
</tr>
<tr>
<td>catch</td>
<td>catches</td>
<td></td>
</tr>
<tr>
<td>go</td>
<td>goes</td>
<td></td>
</tr>
<tr>
<td>do</td>
<td>does</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-y → -ies</th>
<th>I/YOU/WE/THEY</th>
<th>HE/SHE/IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>We change -y to -ies with verbs that end with a consonant* + -y: fly</td>
<td>flies</td>
<td></td>
</tr>
<tr>
<td>carry</td>
<td>carries</td>
<td></td>
</tr>
<tr>
<td>study</td>
<td>studies</td>
<td></td>
</tr>
</tbody>
</table>

### -ing forms

<table>
<thead>
<tr>
<th>INFINITIVE</th>
<th>-ING FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>+-ing</td>
<td>go going</td>
</tr>
<tr>
<td>With most verbs we add -ing:</td>
<td>ask asking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-e + -ing</th>
<th>INFINITIVE</th>
<th>-ING FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>With verbs that end with a consonant* + -e, we delete the -e and add -ing: take</td>
<td>taking</td>
<td></td>
</tr>
<tr>
<td>hope</td>
<td>hoping</td>
<td></td>
</tr>
<tr>
<td>live</td>
<td>living</td>
<td></td>
</tr>
<tr>
<td>queue</td>
<td>queuing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-ie → -ying</th>
<th>INFINITIVE</th>
<th>-ING FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>With verbs that end with -ie, we change -ie to -ying: lie</td>
<td>lying</td>
<td></td>
</tr>
<tr>
<td>die</td>
<td>dying</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-t → -tting</th>
<th>INFINITIVE</th>
<th>-ING FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>With verbs that end with one vowel* + one consonant (e.g. run, swim, jog), we double the consonant: get</td>
<td>getting</td>
<td></td>
</tr>
<tr>
<td>run</td>
<td>running</td>
<td></td>
</tr>
<tr>
<td>swim</td>
<td>swimming</td>
<td></td>
</tr>
<tr>
<td>jog</td>
<td>jogging</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>+-ing</th>
<th>INFINITIVE</th>
<th>-ING FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>But note that we do not double the consonant, 1) when it is y or w (e.g. stay) stay</td>
<td>staying</td>
<td></td>
</tr>
<tr>
<td>buy</td>
<td>buying</td>
<td></td>
</tr>
<tr>
<td>borrow</td>
<td>borrowing</td>
<td></td>
</tr>
<tr>
<td>draw</td>
<td>drawing</td>
<td></td>
</tr>
<tr>
<td>visit</td>
<td>visiting</td>
<td></td>
</tr>
<tr>
<td>listen</td>
<td>listening</td>
<td></td>
</tr>
<tr>
<td>wonder</td>
<td>wondering</td>
<td></td>
</tr>
<tr>
<td>travel</td>
<td>travelling</td>
<td></td>
</tr>
</tbody>
</table>

But not also that we double the l at the end of the verbs, when the last syllable is not stressed (e.g. TRAvel):
### Regular verbs: Past simple and past participle

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past Simple</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>+ -ed</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>With most verbs, we add -ed:</td>
<td>happen</td>
<td>happened</td>
</tr>
<tr>
<td>+ -d</td>
<td></td>
<td></td>
</tr>
<tr>
<td>With verbs ending with -e, we add -d:</td>
<td>live</td>
<td>lived</td>
</tr>
<tr>
<td>-y → -ied</td>
<td></td>
<td></td>
</tr>
<tr>
<td>With verbs that end with one consonant* + -y, we change the -y to -ied:</td>
<td>try</td>
<td>tried</td>
</tr>
<tr>
<td></td>
<td>study</td>
<td>studied</td>
</tr>
<tr>
<td>-p → -pped</td>
<td></td>
<td></td>
</tr>
<tr>
<td>With verbs that end with one vowel* + one consonant (e.g. stop), we double the consonant:</td>
<td>stop</td>
<td>stopped</td>
</tr>
<tr>
<td></td>
<td>grab</td>
<td>grabbed</td>
</tr>
<tr>
<td>+ -ed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>But note that we do not double the consonant,</td>
<td>enjoy</td>
<td>enjoyed</td>
</tr>
<tr>
<td>1) when it is <strong>y</strong> or <strong>w</strong> (e.g. play)</td>
<td>allow</td>
<td>allowed</td>
</tr>
<tr>
<td>2) when the last syllable* is not stressed (e.g. Listen, Happen, Open):</td>
<td>discover</td>
<td>discovered</td>
</tr>
<tr>
<td></td>
<td>listen</td>
<td>listened</td>
</tr>
<tr>
<td>Note that in British English I is usually doubled, even if the syllable is unstressed (e.g. Travel):</td>
<td>cancel</td>
<td>cancelled</td>
</tr>
<tr>
<td></td>
<td>travel</td>
<td>travelled</td>
</tr>
</tbody>
</table>
Irregular verbs: Past simple and past participle

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<tr>
<th>INFINITIVE</th>
<th>PAST SIMPLE</th>
<th>PAST PARTICIPLE</th>
<th>INFINITIVE</th>
<th>PAST SIMPLE</th>
<th>PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>was/were</td>
<td>been</td>
<td>learn</td>
<td>learnt/learned</td>
<td>learnt/learned</td>
</tr>
<tr>
<td>beat</td>
<td>beat</td>
<td>beaten</td>
<td>leave</td>
<td>left</td>
<td>left</td>
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<tr>
<td>become</td>
<td>became</td>
<td>become</td>
<td>lend</td>
<td>lent</td>
<td>lent</td>
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<tr>
<td>begin</td>
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<td>let</td>
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<td>burn</td>
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<td>kept</td>
<td>wear</td>
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<td>know</td>
<td>knew</td>
<td>known</td>
<td>win</td>
<td>won</td>
<td>won</td>
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<tr>
<td>write</td>
<td>wrote</td>
<td>written</td>
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</tbody>
</table>
## Comparative and superlative adjectives

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ -er/-est</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We add -er/-est to short adjectives (one-syllable*) adjectives:</td>
<td>cheap</td>
<td>cheaper</td>
</tr>
<tr>
<td></td>
<td>near</td>
<td>nearer</td>
</tr>
<tr>
<td></td>
<td>long</td>
<td>longer</td>
</tr>
<tr>
<td>+ -r/-st</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We add -r/-st to adjectives that end with -e:</td>
<td>late</td>
<td>later</td>
</tr>
<tr>
<td>+ -g → -gger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>With short adjectives that end with one vowel* and one consonant* (e.g. big), we double the consonant:</td>
<td>big</td>
<td>bigger</td>
</tr>
<tr>
<td></td>
<td>hot</td>
<td>hotter</td>
</tr>
<tr>
<td></td>
<td>wet</td>
<td>wetter</td>
</tr>
<tr>
<td>-w + -er / -est</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We don’t double -w:</td>
<td>low</td>
<td>lower</td>
</tr>
<tr>
<td>more / most</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We use more / the most before adjectives of two or more syllables*:</td>
<td>expensive</td>
<td>more expensive</td>
</tr>
<tr>
<td></td>
<td>beautiful</td>
<td>more beautiful</td>
</tr>
<tr>
<td></td>
<td>polluted</td>
<td>more polluted</td>
</tr>
<tr>
<td>-y → -ier / -iest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>But note that with adjectives ending with -y (e.g. happy), we change -y to -ier / -iest:</td>
<td>happy</td>
<td>happier</td>
</tr>
<tr>
<td></td>
<td>lucky</td>
<td>luckier</td>
</tr>
<tr>
<td></td>
<td>easy</td>
<td>easier</td>
</tr>
<tr>
<td></td>
<td>dirty</td>
<td>dirtier</td>
</tr>
<tr>
<td>Irregular adjectives:</td>
<td>good</td>
<td>better</td>
</tr>
<tr>
<td></td>
<td>bad</td>
<td>worse</td>
</tr>
<tr>
<td></td>
<td>far</td>
<td>further</td>
</tr>
<tr>
<td></td>
<td>little</td>
<td>less</td>
</tr>
<tr>
<td>fewer and less</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note that we use fewer with plural nouns, and less with uncountable nouns (e.g. money):</td>
<td>There are fewer shops in the centre of town than there used to be.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>John earns less money than Mary.</td>
</tr>
</tbody>
</table>
### A Verb tenses

<table>
<thead>
<tr>
<th></th>
<th>POSITIVE</th>
<th>NEGATIVE</th>
<th>QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Present simple</strong></td>
<td>I know the answer</td>
<td>I don't cook very well.</td>
<td>Do you like Indian food?</td>
</tr>
<tr>
<td></td>
<td>Jane walks to school.</td>
<td>She doesn't like him.</td>
<td>Does John drive to work?</td>
</tr>
<tr>
<td><strong>Present continuous</strong></td>
<td>I'm writing a letter.</td>
<td>I'm not sleeping.</td>
<td>Am I winning?</td>
</tr>
<tr>
<td></td>
<td>He's reading a book.</td>
<td>It isn't working.</td>
<td>Is she waiting for you?</td>
</tr>
<tr>
<td></td>
<td>They're playing football.</td>
<td>We aren't using it at the moment.</td>
<td>What are you cooking?</td>
</tr>
<tr>
<td><strong>Past simple</strong></td>
<td>I cooked the dinner last night.</td>
<td>They didn't have a holiday last year.</td>
<td>Did you see John yesterday?</td>
</tr>
<tr>
<td><strong>Past continuous</strong></td>
<td>She was watching the TV.</td>
<td>The fridge wasn’t working.</td>
<td>Was it raining?</td>
</tr>
<tr>
<td></td>
<td>We were talking to the doctor.</td>
<td>They weren’t enjoying the film.</td>
<td>Where were you staying?</td>
</tr>
<tr>
<td><strong>Present perfect</strong></td>
<td>I've lost my car keys.</td>
<td>We haven’t paid the bill.</td>
<td>Have you heard the news?</td>
</tr>
<tr>
<td></td>
<td>He's found a new job.</td>
<td>It hasn’t rained for weeks.</td>
<td>Has the train arrived yet?</td>
</tr>
<tr>
<td><strong>Present perfect continuous</strong></td>
<td>We've been staying with some friends.</td>
<td>You haven't been doing well at school.</td>
<td>Have you been waiting long?</td>
</tr>
<tr>
<td></td>
<td>He's been saving his money for a holiday.</td>
<td>He hasn’t been running.</td>
<td>What have you been doing?</td>
</tr>
<tr>
<td><strong>Past perfect</strong></td>
<td>I had posted the letter.</td>
<td>He hadn’t arrived.</td>
<td>Had it finished?</td>
</tr>
</tbody>
</table>

### B Verb structures

#### MODAL + INFINITIVE

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>can</td>
<td>swim</td>
</tr>
<tr>
<td>He</td>
<td>could</td>
<td>be (right)</td>
</tr>
<tr>
<td>Jane</td>
<td>may</td>
<td>be (at home)</td>
</tr>
<tr>
<td>It</td>
<td>might</td>
<td>come (tomorrow)</td>
</tr>
<tr>
<td>I</td>
<td>must</td>
<td>finish (this today)</td>
</tr>
<tr>
<td>You</td>
<td>needn’t</td>
<td>go (to the shops)</td>
</tr>
<tr>
<td>I</td>
<td>shall</td>
<td>arrive (at six o’clock)</td>
</tr>
<tr>
<td>You</td>
<td>should</td>
<td>ask (her)</td>
</tr>
<tr>
<td>Mark</td>
<td>will</td>
<td>be (happy)</td>
</tr>
<tr>
<td>Tom</td>
<td>would</td>
<td>like (to come)</td>
</tr>
</tbody>
</table>

#### VERB + -ING FORM

<table>
<thead>
<tr>
<th>Verb</th>
<th>-ING Form</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>James</td>
<td>enjoys</td>
<td>travelling.</td>
</tr>
<tr>
<td>They’ve</td>
<td>finished</td>
<td>repairing (the car).</td>
</tr>
<tr>
<td>He</td>
<td>keeps</td>
<td>asking (questions).</td>
</tr>
<tr>
<td>She’s</td>
<td>stopped</td>
<td>smoking.</td>
</tr>
</tbody>
</table>

#### VERB + TO + INFINITIVE

<table>
<thead>
<tr>
<th>Verb</th>
<th>TO + INFINITIVE</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>decided</td>
<td>to go (to America).</td>
</tr>
<tr>
<td>She</td>
<td>hopes</td>
<td>to get (a job soon).</td>
</tr>
<tr>
<td>We</td>
<td>ought</td>
<td>to tell (the police).</td>
</tr>
<tr>
<td>I</td>
<td>promise</td>
<td>to write (to you).</td>
</tr>
<tr>
<td>He</td>
<td>refused</td>
<td>to talk (to me).</td>
</tr>
<tr>
<td>She</td>
<td>used</td>
<td>to smoke.</td>
</tr>
<tr>
<td>Jane</td>
<td>wants</td>
<td>to be (a doctor).</td>
</tr>
</tbody>
</table>
## 01 Present simple and present continuous

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. includes</td>
<td>1. ‘re looking</td>
<td>1. eat</td>
</tr>
<tr>
<td>2. rescue</td>
<td>2. are ... behaving</td>
<td>2. ‘m trying</td>
</tr>
<tr>
<td>3. pump</td>
<td>3. being</td>
<td>3. looks</td>
</tr>
<tr>
<td>4. don’t ... work</td>
<td>4. ‘s ... doing</td>
<td>4. means</td>
</tr>
<tr>
<td>5. phones</td>
<td>5. ‘s building</td>
<td>5. does ... leave</td>
</tr>
<tr>
<td>6. sends</td>
<td>6. ‘s sitting</td>
<td>6. doesn’t eat</td>
</tr>
<tr>
<td>7. doesn’t work</td>
<td>7. ‘s trying</td>
<td>7. ‘s suffering</td>
</tr>
<tr>
<td>8. do</td>
<td>8. are ... talking</td>
<td>8. agree</td>
</tr>
<tr>
<td>9. have</td>
<td>9. ‘s asking</td>
<td>9. thinks</td>
</tr>
<tr>
<td>10. equals</td>
<td>10. ‘m drawing</td>
<td>10. believes</td>
</tr>
<tr>
<td><strong>WORD FOCUS A</strong> strict <strong>B</strong> to exploit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 02 Talking about the past

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. was spending</td>
<td>1. didn’t have</td>
<td>1. used to be</td>
<td>1. was</td>
<td>1. used to play</td>
</tr>
<tr>
<td>2. set</td>
<td>2. spent</td>
<td>2. didn’t use to go</td>
<td>2. ✓</td>
<td>2. wasn’t playing</td>
</tr>
<tr>
<td>3. reached</td>
<td>3. had</td>
<td>3. didn’t use to have</td>
<td>3. ✓</td>
<td>3. used to watch</td>
</tr>
<tr>
<td>4. made</td>
<td>4. started</td>
<td>4. used to</td>
<td>4. wasn’t raining</td>
<td>4. noticed</td>
</tr>
<tr>
<td>5. didn’t start</td>
<td>5. had</td>
<td>5. was watching</td>
<td>5. was</td>
<td>5. was wearing</td>
</tr>
<tr>
<td>6. arrived</td>
<td>6. were working</td>
<td>6. didn’t use to wear</td>
<td>6. thought</td>
<td>6. was wearing</td>
</tr>
<tr>
<td>7. weren’t planning</td>
<td>7. was painting</td>
<td>7. didn’t use to wear</td>
<td>7. won</td>
<td>7. was wearing</td>
</tr>
<tr>
<td>8. was shining</td>
<td>8. was putting</td>
<td>8. didn’t use to wear</td>
<td>8. decided</td>
<td>8. was wearing</td>
</tr>
<tr>
<td>9. was walking</td>
<td>9. left</td>
<td>9. didn’t use to wear</td>
<td>9. happened</td>
<td>9. were you doing</td>
</tr>
<tr>
<td>10. decided</td>
<td>10. were having</td>
<td>10. didn’t use to wear</td>
<td>10. happened</td>
<td>10. happened</td>
</tr>
<tr>
<td>11. were having</td>
<td>11. were playing</td>
<td>11. didn’t use to wear</td>
<td>11. happened</td>
<td>11. happened</td>
</tr>
<tr>
<td>12. stopped</td>
<td>12. were playing</td>
<td>12. didn’t use to wear</td>
<td>12. happened</td>
<td>12. happened</td>
</tr>
<tr>
<td>13. announced</td>
<td>13. stopped</td>
<td>13. didn’t use to wear</td>
<td>13. happened</td>
<td>13. happened</td>
</tr>
<tr>
<td>15. were</td>
<td>15. added</td>
<td>15. didn’t use to wear</td>
<td>15. happened</td>
<td>15. happened</td>
</tr>
<tr>
<td>16. were</td>
<td>16. were</td>
<td>16. didn’t use to wear</td>
<td>16. happened</td>
<td>16. happened</td>
</tr>
<tr>
<td><strong>WORD FOCUS A</strong> strict <strong>B</strong> to exploit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### Answer

**A**: I'm afraid we can't meet on Tuesday afternoon because I'm playing tennis with Peter.

**B**: I'm sorry I can't see you on Thursday afternoon because I'm helping Sam move into his new flat.

**C**: Friday is no good. I'm having lunch with the boss. Anyway, I'm seeing you on Saturday.

**D**: Sorry, I'm going shopping with my mum on Saturday morning. Are you doing anything in the evening?
03 Present perfect

A 1 all my life 4 ever 7 several times
  2 ever 5 never 8 yet
  3 just 6 already

B 1 've had 9 has sent
  2 've been 10 've visited
  3 've had 11 've spent
  4 have found 12 've written
  5 still hasn't graduated 13 has already sold
  6 hasn't been 14 has just paid
  7 has often worked 15 has just asked
  8 've managed

C 1 Ruth has just phoned
  2 she still hasn't left
  3 she's done
  4 have you bought
  5 I haven't bought anything yet
  6 've just ordered
  7 've already asked
  8 She's got
  9 she's promised
  10 have you found
  11 've asked
  12 still haven't phoned back
  13 've persuaded
  14 've just checked

D 1 've been waiting
  2 have you been standing
  3 Has it been raining
  4 have you been doing
  5 've been playing
  6 've been building

E 1 have you been doing
  2 've been playing
  3 've been building

F 1 has promised
  2 Have you all been getting on
  3 have been making
  4 've made
  5 have you managed
  6 've been working

04 Past simple and present perfect; past perfect

A 1 came
  2 've met
  3 met
  4 stayed
  5 hasn't slept
  6 got
  7 've been
  8 've really enjoyed
  9 read
  10 set off
  11 did
  12 've eaten
  13 recommended
  14 went
  15 have you visited
  16 was
  17 decided
  18 've never climbed

B 1 has changed
  2 lived
  3 haven't visited
  4 has become
  5 produced / used to produce
  6 have closed
  7 got
  8 didn't agree
  9 liked
  10 have brought

WORD FOCUS got rid of

C 1 'd created
  2 had seen
  3 'd told
  4 'd been
  5 'd never caused
  6 had ... stolen
  7 had made
  8 had put
  9 had fallen
  10 had noticed
  11 hadn't taken
  12 had apologized
  13 hadn't arrived
  14 had phoned
  15 had agreed
  16 had left

D 1 had been
  2 hadn't finished
  3 had sent
  4 had received
  5 had ... written

05 The future

A 1 1 3 3 5 1
  2 1 4 4 6 2

B 1 'm going to send
  2 'm not going to write
  3 'm going to do
  4 's going to help
  5 are going to watch
  6 'm not going to revise
  7 'm going to revise
  8 'm going to prepare
  9 'm going to show

C 1 are ... going to attract
  2 is going to clean
  3 is going to improve
  4 is going to renovate
  5 are not going to install
  6 is going to disappoint
  7 are going to upgrade
  8 is going to employ
  9 Are ... going to get
  10 are not going to get

D 1 will
  2 won't
  3 will
  4 will
  5 won't
  6 will
  7 won't
  8 will
  9 will
  10 will
  11 won't
  12 will
  13 will
  14 won't
  15 will
06 Ability, permission, and requests

A 1 couldn't 7 couldn't 13 can
2 could 8 can 14 can
3 can 9 can't 15 can
4 could 10 could 16 can't
5 can 11 can 17 couldn't
6 could 12 could 18 can't

WORD FOCUS A previously B enormous C benefits

B 1 can't 4 be able 7 were able
2 couldn't 5 could 8 can
3 can't 6 managed 9 will be able

C 1 Can you invite Mr. Jones for an interview, please?
2 Could you take a message, please?
3 Would you ask Jim to email me, please?
4 Would you collect the report from reception, please?

D 1 could organize 8 weren't allowed
2 Could you 9 be able
3 managed to book 10 you help
4 couldn't 11 we can
5 I'll be able 12 managed to
6 could 13 you'll be able to help
7 can

E 1 May 6 managed to
2 can't 7 couldn't
3 Can 8 want
4 Could 9 can
5 can 10 be able to

07 Possibility and probability; perfect modals

A 1 must cost 3 must think 5 must have
2 can't love 4 can't mean 6 can't be

B 1 may want 3 may not come 5 may not get
2 may not have 4 may decide 6 may be

C 1 may/might go 2 can't be
3 may not/might not renew 4 may/might take
5 must have 6 may/might find
7 may not/might not want 8 can't be

WORD FOCUS a grant

D 1 can't have been 6 may have been
2 may have died 7 can't have killed
3 can't have drowned 8 must have seen
4 must have died 9 can't have had
5 must have had 10 must have been

E 1 must have learned/learnt 5 might have been
2 might have posed 6 must have met
3 might have had 7 can't have imagined
4 can't have been 8 might have invented

08 Duty and obligation

A 1 should ... dress 5 should ... behave
2 shouldn't wear / choose 6 shouldn't look
3 should choose / wear 7 should show
4 should wash

B 1 should / have to 5 have to 9 should
2 shouldn't 6 ought to 10 shouldn't
3 shouldn't 7 don't have to 11 have to
4 ought not to 8 should

C 1 should / have to 4 have to 7 should
2 do I have to 5 should 8 shouldn't
3 don't have to 6 have to 9 should

D 1 mustn't 5 must 9 don't have to
2 don't have to 6 must 10 mustn't
3 must 7 mustn't 11 have to
4 mustn't 8 mustn't

WORD FOCUS B

E 1 do ... need to 5 need 9 needs to
2 need to 6 don't need to 10 don't need to
3 don't need 7 need to
4 needs 8 needs to

F 1 don't have to 5 must 9 should
2 should 6 must 10 ought to
3 must 7 don't have to 11 have to
4 mustn't 8 must
### 09 Infinitives and -ing forms (1)

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>9</td>
<td>1 My brother taught me to play the guitar.</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>11</td>
<td>2 My mother expected me to go to university.</td>
<td>2</td>
<td>make her go</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>13</td>
<td>3 My father wanted me to study engineering.</td>
<td>3</td>
<td>remind you to aim</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>15</td>
<td>4 When I first met my manager, he persuaded me to give him a chance.</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>5 My manager helped me to get a record deal.</td>
<td>5</td>
<td>warn you to work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6 The famous musicians, 'The Rolling Faces,' invited me to join their tour.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 10 Infinitives and -ing forms (2)

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to see</td>
<td>4 to go</td>
<td>1</td>
<td>1 is hopeless at working in a team</td>
<td>1 swimming</td>
<td>4 being</td>
</tr>
<tr>
<td>2 thinking</td>
<td>5 to show</td>
<td>2</td>
<td>2 are afraid of using / afraid to use a computer</td>
<td>2 windsurfing</td>
<td>7 to bring</td>
</tr>
<tr>
<td>3 to think</td>
<td>6 showing</td>
<td>3</td>
<td>3 are brilliant at using a computer</td>
<td>3 sunbathing</td>
<td>8 to collect</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>4 is very keen on writing reports</td>
<td></td>
<td>6 finding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>5 is not interested in talking to customers</td>
<td></td>
<td>9 remembering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>6 is excited about talking to customers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7</td>
<td>7 is terrible at answering the telephone</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
<td>8 are incapable of answering the telephone</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 11 The passive

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grapes are grown in many countries. About half are eaten as fruit and half are made into wine.</td>
<td>1 race out</td>
</tr>
<tr>
<td>2 Nowadays, most fruit is washed before it is sold to the public.</td>
<td>2 finding</td>
</tr>
<tr>
<td>3 At sea, fish are frozen as soon as they are caught.</td>
<td>3 sunbathing</td>
</tr>
<tr>
<td>4 Some fish are kept in fish farms. They are fed with food that is produced in a factory.</td>
<td>4 being</td>
</tr>
<tr>
<td>5 Oranges are often picked when they are green because they are transported thousands of miles.</td>
<td>5 to bring</td>
</tr>
<tr>
<td>6 Flour is made from cereal grains such as wheat and rye. It is used to make bread and cakes.</td>
<td>6 to collect</td>
</tr>
</tbody>
</table>
B 1 Who was the Mona Lisa painted by? It was painted by Leonardo da Vinci, an Italian artist.
2 Who was penicillin discovered by? It was discovered by Alexander Fleming, a Scottish scientist.
3 Who was the television invented by? It was invented by John Logie Baird, a Scottish scientist.
4 Who were the Harry Potter books written by? They were written by J. K. Rowling, a British author.
5 Who was the 100m sprint at the Beijing Olympics won by? It was won by Usain Bolt, a Jamaican athlete.
6 Who were the pyramids built by? They were built by the ancient Egyptians.

C 1 A few minutes later, a fire was found in the kitchen.
2 The fire started because a cooker had been left on.
3 The fire brigade was notified a few minutes ago.
4 The school has been evacuated.
5 All the students have been counted.
6 The school is being checked to make sure no one is still inside.
7 The students are being allowed to go home early.

D 1 has all her fan mail answered
2 had her hair coloured
3 is going to have her photo taken
4 had a special dress made
5 has had her teeth whitened
6 is having her flat decorated

E 1 have been installed
2 will be needed / are needed
3 be spent
4 was given
5 be decided
6 is expected
7 were promised
8 be trusted
9 had ... painted
10 have done
11 have ... checked
12 be replaced
13 were told
14 be left
15 are taken

12 Phrasal and prepositional verbs

A 1 it on
2 him up
3 it out / it away
4 them off
5 it down
6 them in
7 it up
8 them up
9 you back
10 me off

B 1 check in
2 took off
3 fill it in
4 gave up
5 sorted out
6 turn it off
7 hang on
8 look up
9 dress up
10 go on
11 tire me out
12 get up

C 1 put
2 away
3 fall
4 out
5 shut
6 up
7 turn
8 on
9 go
10 out
11 give
12 up
13 carry
14 on

D 1 I'm glad you're getting over your infection.
2 Is Sally looking after you?
3 You won't feel like visitors at the moment.
4 But call on us when you come to London.
5 We're looking forward to seeing you.

E 1 stands for
2 look after
3 looking for
4 consists of
5 deal with
6 pay for
7 find out

F 1 get on with
2 put up with
3 feels like
4 puts them off
5 get away with it
6 tell him off
7 broken down
8 find out
9 run out of
10 asked for
11 filling in
12 put it away
13 look for
14 carry on

WORD FOCUS  A puts them off  B get away with it

13 Indirect speech (1)

A 1 (that) she was going to France
2 (that) his mother had given him £50
3 (that) they had moved into their new house
4 (that) she couldn't finish her essay
5 (that) he would remind John about our meeting
6 (that) the parcels had arrived safely

B 1 the month before / the previous month
2 the week before
3 had cleared
4 a couple of weeks before / earlier
5 hadn't arrived
6 were coming
7 the following month / the month after

C 1 told
2 had come
3 said
4 had decided
5 asked
6 if / whether he lived
7 told
8 had lived
9 asked
10 where I lived
11 said / replied
12 had
13 told
14 was going
15 asked
16 if / whether I wanted
17 said / replied
18 couldn't
19 were coming

136 | Answer key
14 Indirect speech (2)

A
1 her (that) I had enjoyed
2 (that) I had always preferred
3 (me) if/whether I had
4 (that) I didn't, but I spoke
5 visited
6 what I did
7 her (that) I was
8 (that) I worked
9 if/whether I had done
10 (that) everybody had to do
11 could start
12 wasn't
13 I would
14 wasn't
15 if/whether there were
16 was looking for
17 she would speak to him
18 said

B
1 Sally says (that) Phil's going to phone her tomorrow.
2 Sally, you told me (that) Phil was going to phone you the next day.
3 Nick tells me (that) he passed his driving test last week.
4 Nick, you said (that) you'd passed your driving test the week before.
5 Ken tells me (that) he's sorry, he can't see me and Kate this weekend.
6 Ken told me (that) he was sorry, he couldn't see me and Kate the other weekend.

C
1 where we can buy course books
2 if/whether the school has an internet connection
3 how many students there are in a group
4 how we will be placed in the different levels
5 what time we finish in the afternoon
6 if/whether we can get drinks in the school
7 how I get to the town centre / how to get to the town centre
8 which dictionary we should buy / which dictionary to buy

15 Conditional sentences

A
1 e 2 a 3 f 4 c 5 b

B
1 If you eat all your vegetables, I'll give you some dessert.
2 You will have stomach ache if you eat too many plums.
3 If I help you with your homework, will you do the washing-up?
4 If you don't go to bed now, you will be tired in the morning.
5 Your mother will be cross if you come home late.

C
1 You won't be able to afford a holiday unless you stop buying CDs.
2 She won't go to school tomorrow unless her cold is better.
3 Unless she studies hard, she won't pass the exam.
4 Unless you listen, you won't know what to do.

D
1 won't be 5 won't need 9 won't need
2 don't save 6 go 10 earn
3 stop 7 won't be
4 will save 8 mends

E
1 You would enjoy France more, if you could speak better French.
2 If I were you, I would tell him the truth.
3 If my father ate more slowly, he would not get stomach ache.
4 There would be less pollution if people did not fly so much.

F
1 Suzie would live in Beverly Hills if she could live anywhere in the world.
2 probable future event
3 probable future event
4 If the Queen rang, I would be too shocked to speak.
5 If I had a million pounds, I would buy a sports car.
6 probable future event

G
1 would be 9 would 17 talk
2 had 10 were 18 you'll
3 could 11 were 19 won't
4 had 12 I'd 20 it's
5 could 13 I'd 21 don't
6 I'd 14 could 22 think
7 was 15 go
8 would 16 take

16 Nouns

A
1 A 7 - 13 The
2 the 8 a 14 -
3 the 9 - 15 the
4 a 10 the 16 the
5 a 11 - 17 -
6 The 12 - 18 the
### 17 Possessives

<table>
<thead>
<tr>
<th>A</th>
<th>your</th>
<th>5 his</th>
<th>9 His</th>
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<tbody>
<tr>
<td>2</td>
<td>my</td>
<td>6 Her</td>
<td>10 My</td>
</tr>
<tr>
<td>3</td>
<td>my</td>
<td>7 their</td>
<td>11 their</td>
</tr>
<tr>
<td>4</td>
<td>your</td>
<td>8 her</td>
<td>12 your</td>
</tr>
<tr>
<td>B</td>
<td>mine</td>
<td>5 my</td>
<td>9 My</td>
</tr>
<tr>
<td></td>
<td>hers</td>
<td>6 hers</td>
<td>10 mine</td>
</tr>
<tr>
<td>3</td>
<td>our</td>
<td>7 our</td>
<td>11 My</td>
</tr>
<tr>
<td>4</td>
<td>mine</td>
<td>8 our</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>yours</td>
<td>5 its</td>
<td>9 her</td>
</tr>
<tr>
<td>2</td>
<td>hers</td>
<td>6 her</td>
<td>10 Our</td>
</tr>
<tr>
<td>3</td>
<td>Whose</td>
<td>7 it's</td>
<td>11 It's</td>
</tr>
<tr>
<td>4</td>
<td>mine</td>
<td>8 My</td>
<td>12 your</td>
</tr>
</tbody>
</table>

**WORD FOCUS**

A 1 B 2

### 18 Demonstratives

<table>
<thead>
<tr>
<th>A</th>
<th>this</th>
<th>4 That</th>
<th>7 these</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>those</td>
<td>5 this</td>
<td>8 those</td>
</tr>
<tr>
<td>3</td>
<td>this</td>
<td>6 this</td>
<td>9 this</td>
</tr>
<tr>
<td>B</td>
<td>that, one</td>
<td>4 this, that, one</td>
<td></td>
</tr>
<tr>
<td></td>
<td>these, ones</td>
<td>5 those, these, ones</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>this, that, one</td>
<td>6 this, that, one</td>
<td></td>
</tr>
</tbody>
</table>

**WORD FOCUS**

A disappointing B dreadful

### 19 Quantifiers

<table>
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<tr>
<th>A</th>
<th>a few, any</th>
<th>3 a few, no</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>no, a little</td>
<td>4 a little, any</td>
</tr>
<tr>
<td>B</td>
<td>Any</td>
<td>7 some</td>
</tr>
<tr>
<td>2</td>
<td>no</td>
<td>8 some</td>
</tr>
<tr>
<td>3</td>
<td>a little</td>
<td>9 any</td>
</tr>
<tr>
<td>4</td>
<td>any</td>
<td>10 much</td>
</tr>
<tr>
<td>5</td>
<td>a few</td>
<td>11 a few</td>
</tr>
<tr>
<td>6</td>
<td>any</td>
<td>12 a lot</td>
</tr>
</tbody>
</table>

### E

1. *The Age Of Innocence*
2. *Giovanni's Room*
3. *The Magician's Nephew*
4. *Schindler's Ark*
5. *The Corridors Of Power*
6. *The Horse's Mouth*
7. *Towers Of Silence*
8. *On Her Majesty's Secret Service*

### F

1. Harry's
2. sister's
3. hers
4. mine
5. Yours
6. brother's

### 20

- Much
- 10
- This
- Olivia's
- 5
- 8
- A
- 11
- Time
- Work
- 19
- Was
- 20

**C**

1. wallpaper
2. CD player
3. nail file
4. kitchen door
5. cup of coffee
6. packets of crisps
7. teacup
8. Cola cans
9. bus stop
10. girlfriend
11. market street
12. town centre
13. coffee bar
14. shoe shop
15. walking shoes
16. orange juice

**WORD FOCUS**

A confessed B on offer

**D**

1. cup of coffee
2. packets of crisps
3. teacup
4. Cola cans
5. tennis coach

**D**

1. Olivia’s history result was better than Jessica’s.
2. Ben’s history result was better than Daniel’s and Joseph’s.
3. In general, the girls’ history results were better than the boys’.
4. In art, though, the boys’ results were better than the girls’.
20 Comparative and superlative forms

A 1 smaller than; the smallest
   2 lighter than; the heaviest
   3 bigger; than
   4 more expensive than; the most expensive

B  1 more settled
   2 better than
   3 the best

C  1 I find Clive more interesting than Tom. His jokes are some of the funniest ones I've ever heard.
   2 Greta is better than most people at chess but she isn't the best player in the club.
   3 Loïc is the laziest person I've ever met. He does less than anyone else.

D  1 I sing worse than everybody else.
   2 Nowadays, she visits us less often than she used to.
   3 My mother looks after her plants more carefully than anyone else.
   4 Rod arrived earlier than everyone else.

E  1 more
   2 less
   3 longer than
   4 the oldest
   5 more
   6 harder
   7 more expensive
   8 more complicated than
   9 the highest
   10 more optimistically

F  1 further or harder
   2 higher

21 (Not) as … as, enough, too

A  1 as much as before
   2 understand as well as the other students
   3 speak as fluently as them
   4 as quickly as you hoped
   5 as many lessons as I wanted
   6 the same amount of homework as last year
   7 the same books as before
   8 as easy as the one last year

B  1 enough flour
   2 strong enough
   3 enough air
   4 enough money
   5 long enough for
   6 warm enough to
   7 loudly enough

C  1 too many
   2 too young
   3 too long
   4 too little

D  1 I find Clive more interesting than Tom. His jokes are some of the funniest ones I've ever heard.
   2 Greta is better than most people at chess but she isn't the best player in the club.
   3 Loïc is the laziest person I've ever met. He does less than anyone else.

E  1 too oily
   2 too big
   3 too cold for
   4 as wonderful as

22 Adverbs

A  1 never sleeps upstairs
   2 rarely take their holidays abroad
   3 you ever go to bed late
   4 often treats the dogs badly
   5 Larry usually try hard
   6 goes to Scotland every week

B  1 coming to the studio this morning
   2 have often been in the news
   3 in the papers every day
   4 has just come out
   5 quietly in a little village
   6 occasionally went to London at weekends
   7 sometimes went for a walk
   8 came to the house twice a week
   9 hardly ever spoke
   10 happily in a village for a whole year
23 Connecting adverbs

A 1 too 5 either
2 either 6 neither
3 so 7 so
4 too 8 too

B 1 Neither did I 4 So do I 7 So did I
2 So is mine 5 Neither do I 8 So did I
3 Neither do I 6 So do I 9 so do I

C 1 Neither are mine 5 Her brother does, too
2 I have, too 6 Isabel can't either
3 So do I 7 so did his older sister
4 So is his sister 8 Neither does his brother

D 1 only 3 even
2 only 4 Even

E 1 actually 3 hopefully 5 luckily
2 Apparently 4 obviously

F 1 Neither 5 finally 9 then
2 Hopefully 6 first 10 obviously
3 even 7 Hopefully 11 unfortunately
4 Meanwhile 8 too 12 either

24 Prepositions (1)

A 1 out of; at 3 to; by; on 5 in; in; at
2 to; on; in 4 in; with

B 1 by 3 down 5 At
2 by 4 on

C 1 on offer 3 In the end 5 at home
2 out of stock 4 by credit card 6 in cash

D 1 in order to 6 both
2 so much that 7 and
3 Because 8 such
4.so that 9 either
5 for 10 or

25 Prepositions (2)

A 1 in the middle of 4 at the front of
2 in front of 5 on top of
3 at the top of

B 1 In line with 4 at the bottom of
2 in case 5 in view of
3 in touch with 6 On behalf of

C 1 in charge of 4 at first
2 As a result of 5 in return for
3 on top of 6 in the end
4 in the middle of

D 1 of 3 to 5 to
2 in 4 in

E 1 In fact 4 in the meantime
2 for example 5 thanks to
3 at night 6 in a hurry

F 1 In conclusion 3 on time
2 Due to 4 in the morning

26 Linking words

A 1 either ... or 3 both ... and 5 either ... or
2 neither ... nor 4 either ... or

B 1 either 5 for 9 either
2 or 6 both 10 or
3 neither 7 and 11 because
4 nor 8 because 12 because

C 1 so many people that 5 so hot that
2 so cold that 6 so little money left that
3 so much noise that 7 so salty that
4 such a hot day that 8 such salty food that

D 1 in order to 6 both
2 so much that 7 and
3 Because 8 such
4 so that 9 either
5 for 10 or
27 Linking sentences

A 1 unless                     4 unless                     
   2 in case                   5 unless                     
   3 unless                   

B 1 the boxes are kept in a dry place 
   2 the goods are not in perfect condition 
   3 we hear from you within a week 
   4 they are in good condition 
   5 customers do not have an appointment 

C 1 my husband in case he wondered where I was 
   2 an umbrella in case it rains later 
   3 down the name of the film in case you forget it 
   4 some more food in case Tina comes for dinner 
   5 you a map in case you can’t / aren’t able to find the hotel

D 1 Although Brian is quite young, his work is greatly appreciated. 
   2 Brian is quite young. However, his work is greatly appreciated. / His work, however, is greatly appreciated. 
   3 Mary is a favourite with the boss but her colleagues don’t like her. 
   4 Although Mary is a favourite with the boss, her colleagues don’t like her. 
   5 Mary is a favourite with the boss. However, her colleagues don’t like her. / Her colleagues, however, don’t like her. 
   6 Joan’s English is not very good. However, she gets her message across. 
   7 Joan’s English is not very good. She gets her message across, though. / Though Joan’s English is not very good, she gets her message across. 
   8 Tony always arrives late but he usually finishes his work on time. 
   9 Although Tony always arrives late, he usually finishes his work on time.

WORD FOCUS B

E 1 What’s more 
   2 However 
   3 unless 
   4 though 
   5 Moreover 
   6 in case 
   7 though 
   8 On the other hand 
   9 if 
   10 However 
   11 unless 
   12 What’s more

28 Relative clauses

A 1 who/that                     5 whose                     
   2 whose                       6 which/that               
   3 who/that                     7 who/that                 
   4 which/that                   8 which/that

B 1 which/that cost             5 which/that thieves       
   2 which/that my cousin bought 6 whose house thieves burgled 
   3 who/that works with         7 who/that saved a child    
   4 whose parents were          8 whose photo was

C 1 Virginia Woolf, whose sister was a painter, wrote A Room of One’s Own, which deals with the difficulties for women in a man’s world. 
   2 In 1958 Rosalind Franklin, who helped to discover the structure of DNA, died of cancer, which in those days was incurable. 
   3 Grantham, which lies in Lincolnshire, is famous as the birthplace of Margaret Thatcher, who was British Prime Minister for 11 years. 
   4 ‘Imagine’, which is still a very popular song, was written by John Lennon, who died in 1980. 

D 1 Sara read War and Peace in just two weeks 
   2 his car 
   3 the Lake District 
   4 The manager accused Bill of stealing

E 1 , which                     5 , which/that               
   2 which/that                   9 which/that               
   3 , whose                     10 which/that/-               
   4 who                         7 , which

29 Expressions of time, place, and reason

A 1 She arrived at school by 8.45. 
   2 She played basketball after her history lesson. 
   3 She didn’t get home until 4.30. 
   4 After Maria finished her homework, she watched television. 
   5 She was watching television when her mother came home. 
   6 Her brother told a couple of jokes while her father was washing the dishes. 
   7 Her father went to bed after he had washed the dishes.

B 1 until                      3 as soon as                 
   2 After                      4 while 
   5 why                       

C 1 when                      3 where                     
   2 where                     4 when

D 1 when                      4 whenever                   
   2 where                     5 wherever
   3 when                       6 why
30 Leaving out words

A  1 Free from 11 to 12 6 I will *lead the meeting*
  2 doctor's surgery  7 and can you *send*
  3 he will have to  8 *send an update*
  4 have to *talk about them first* 9 can do
  5 would you like to 10 I'll *order some coffee*
    *lead the meeting*

B  1 wondered 5 follows the lives of
  2 he has  three families
  3 finishes 6 witty
  4 three centuries 7 it is
  5 it must

C  1 was very talented
  2 I didn't like the fact
  3 but it didn't annoy me
  4 I wasn't planning to have another drink
  5 I will have another drink
  6 I can't have another drink
  7 Do you really have to go?
  8 Well, I should go
  9 he probably expects me to go to bed early as well

D  1 standing
  2 moving
  3 married
  4 mentioned
  5 photographed
  6 sitting
  7 wearing
  8 talking
  9 turn up or appeared from nowhere
  10 why

E  1 the man behind
  2 the woman next to
  3 the woman in front of
  4 the man next to
  5 the woman between
  6 Nick.
  7 Behind Molly.
  8 Jenny.

F  1 Pele is the footballer often described as the greatest
   of all time.
  2 James Earl Jones is an actor best known as the voice
   of Darth Vader in the Star Wars films.
  3 I passed the message to the policeman waiting outside
   the door.
  4 The finest bananas in the world are grown in
   Madagascar.
  5 Computers built in China are cheaper than British ones.
  6 Apples bought from a greengrocer's usually taste better
   than supermarket apples.
01 Present simple and present continuous

- Dear Olivia
  My name is Antonio. I live in Madrid with my family. I have two brothers and one sister. My sister is older than me and she works in the local library - she reads all the time! My brothers are both younger than me and they're still at school. My father is a doctor and my mother works at home. I go to university in the centre of Madrid and I study French and English. In the evenings I often go to the cinema with my friends, or eat out at a restaurant with them. We love Chinese food! Tell me a bit about yourself too! What do you do, and do you enjoy living in London?
  Best wishes,
  Antonio
- I'm sitting on the sand at the beach. Kelly is lying next to me and she's reading a fashion magazine and listening to her MP3 player. A man is walking his dog. How funny, the dog ran into the waves and now he's shaking himself and making the man completely wet too! A boy is flying a kite with his friend - it's a huge kite and is flying right above our heads! Some people are swimming in the sea and others are playing volleyball on the beach.
- I'm sorry, I can't go shopping with you on Saturday because I'm going swimming with Petra. I'm sorry, I can't play football with you on Thursday because I'm watching television with Sonya. I'm sorry, I can't go to the cinema with you on Monday because I'm having dinner with Michael.

02 Talking about the past

- When I was 11, I won a dancing competition. When I was 19, I climbed Mont Blanc. When I was 25, I ran a marathon.
- When I heard about the attack, I was eating my lunch at work and looking at a news website on the internet. The sun was shining outside and there were a lot of people walking in the street below my office. My brother was sitting on the bus, reading a book, and listening to the radio on his phone. We both heard the news at the same time.
- I used to play hockey on Saturdays. I used to visit my grandparents every week. I used to believe in Santa Claus.

03 Present perfect

- I’ve ridden a camel in the desert. I’ve swum with dolphins. I’ve eaten oysters.
- Robin has never climbed a mountain. He has never broken his arm. He has never been skiing.
- I’ve always had brown hair. I’ve always liked football. I’ve always played the piano.
- I’ve been sitting in this classroom for 20 minutes. I’ve been learning English since 2006. I’ve been reading this book for two weeks.

04 Past simple and present perfect; past perfect

- When I got back home, everything was in a complete mess. My first thought was what on earth had the dog been up to. I soon found out. He had eaten my clothes and chewed my slippers. He had pulled down the curtains and he had knocked over the TV! There was water all over the floor in the living room because the dog had run into the coffee table and the vase of flowers on the top had fallen over. The vase had broken too so there was glass on the floor. It was lucky that the dog hadn’t hurt himself!
- Have you had any breakfast today? ~ Yes, I have. I had two pieces of toast.
  Did you have breakfast yesterday? ~ No, I didn’t have enough time.
- Have you done your homework today? ~ No, I haven’t done it yet.
  Did you do your homework yesterday? ~ Yes, I did it after the football match.

05 The future

- I’m going to go whitewater rafting in Colorado. I’m going to fly from Heathrow to Chicago. Then I’m going to take the coach to Colorado and I’m going to stay in a chalet in the forest. I’m going to stay for a whole week. I’m going to do their safety training for the first two days, and then I’m going to go on the rapids with an instructor. It’s going to be so exciting!
- In the next fifty years, we’ll have flying cars. There will be cities on the moon and people will be able to go into space on holiday.
- I’ll tidy my bedroom room. Shall I do the washing-up and take the rubbish out? I’ll do the vacuuming in the living room.
06 Ability, permission, and requests

- When I was younger, I couldn’t swim, but now I can swim 30 lengths. When I was younger, I couldn’t speak any English, but now I can speak a little. When I was younger, I couldn’t afford new gadgets, but now I can buy whatever I want.
- When I finish my studies, I’ll be able to get a job. When I finish my studies, I’ll be able to buy my own house. When I finish my studies, I’ll be able to speak English perfectly!
- Would you pass me the salt? – Of course. Can you pass me the ketchup, please? – Here you are. Please can you pour some water? – No problem. Would you give me a napkin? – Of course.

07 Possibility and probability; perfect modals

- He may have forgotten about our meeting. He might have missed the bus. He could be lost.
- After I’ve finished my studies at school, I may go to university. I might get a job, or I could travel around the world.
- There must have been thousands of people working on the pyramids because they’re so large and they must have used elephants, because the stones are too heavy to carry. They can’t have used machines, because they hadn’t been invented.

08 Duty and obligation

- You shouldn’t panic. You should try to make the house secure and then you should call the police. You ought to make a list of everything that has been stolen, but you shouldn’t upset yourself. You probably ought to tell your neighbour too, and you should ask them if they saw anything strange today. If you feel nervous, you should ask if they can sit with you for a while.
- A zookeeper has to feed and clean the animals. A policeman has to wear a uniform. He has to catch criminals. A nurse has to wear a uniform, and she has to look after people who are ill.

09 Infinitives and -ing forms (1)

- I liked shopping on Oxford Street and I particularly liked looking for bargains in the sales. I didn’t enjoy going round Buckingham Palace - it was boring, but at the same time I liked imagining that I was walking where the Queen had walked before! I enjoyed visiting London Zoo and seeing the animals most.
- I will encourage my child to play an instrument because I think it’s important to have hobbies that are creative. I will teach him to speak French so he can learn about another culture. I want him to be a doctor so I will persuade him to go to university and encourage him to work very hard!

10 Infinitives and -ing forms (2)

- I am afraid of swimming - I can’t swim! I’m excited about parachuting but I’m a bit nervous too because I’m scared of heights! I’m not interested in writing poetry and I find it difficult to have creative ideas. I’m tired of reading because it always takes me so long to finish a book. I like reading comics, though. I’m terrible at skiing and fell over all the time when I went last year.

11 The passive

- The Importance Of Being Ernest was written by Oscar Wilde. The Sydney Opera House was designed by Jorn Utzon. The telephone was invented by Alexander Graham Bell. The Eiffel Tower was designed by Gustave Eiffel. The Deer Hunter was directed by Michael Cimino. The ceiling of the Sistine Chapel was painted by Michelangelo. The Lord Of The Rings was written by J.R.R. Tolkien.
- I would have the town centre pedestrianized. I would have the buses painted yellow. I would have the streets cleaned.

12 Phrasal and prepositional verbs

- give up - I gave up smoking last year. make up - That word doesn’t exist - you made it up! look up - I looked up the meaning of the word ‘proletariat’ in the dictionary. 
- check in - I arrived at the hotel at 3p.m. and checked in. take in - I’m sorry, that’s too much for me to take in. stand in - Peter couldn’t play football on Saturday, so his friend Mark had to stand in. move on - I couldn’t answer the first question, so I moved on to the second. turn on - I turned on the lights in the kitchen.
- try on - She tried the shirt on before she bought it.

13 Indirect speech (1)

- The two men said they would meet at the bank at 3 p.m. Pat told Ted to bring a gun and said that he would bring masks so no one would see their faces. He told Ted to wear black clothes and gloves. Ted said that they would need a getaway car. He asked if Pat knew where to find one and Pat said that he did. They said they would take the money to a warehouse outside town and take the car to a quiet road in the countryside and leave it there.

14 Indirect speech (2)

- I told my friend to turn right when he came out of the station. I told him to go past the post office. I warned him not to take the second turning on the left. I reminded him to take the third turning and to look for my green front door. He was so confused, though, that in the end I agreed to pick him up at the station!
15 Conditional sentences
- If I don’t pass my exams, I won’t be able to go to university. / If I fail my driving test, I won’t be able to visit my friends in Scotland. / If I don’t pay my bills on time, I will have to pay a fine.
- If I were taller, I would be a policeman. / If I lived in a big house, I would invite my friends to dinner. / If I had more money, I would buy a nice car.

16 Nouns
- I have a reading lamp on top of the bookshelf. I keep a glass vase on the window sill. There is a hairdryer in the bedroom. I keep a gold watch in a chest of drawers. There are milk bottles in the fridge. I keep the toothpaste in the bathroom. I always put the dog food in the cupboard next to the dog basket. I have a teapot and a coffee pot in the kitchen.

17 Possessives
- My favourite hobby’s reading and my brother’s is fishing. His hobby is more expensive than mine because he has to buy more things. / My parents have a plasma TV in the living room. Their TV is bigger than mine. / My friend Sara has an Xbox. Mine is better than hers and my games are more exciting than hers.

18 Demonstratives
- Do you like this shirt? ~ Not really. I prefer that blue one. I think blue suits you more than green. Why don't you try this light blue one with those jeans? ~ OK, I will. And what do you think about those black shoes over there? ~ I think these shoes are nicer because they look more expensive. Those shoes are very small too.

19 Quantifiers
- In my fridge, I have some butter, a little cheese, a tomato, a lot of lettuce and some milk. I have no water and I don't have many eggs. I need to buy some ham and some water and I want to buy some yoghurts too.
- Everybody at the company earns over £25,000. Everyone must wear a suit, but no one worries about wearing a tie. Everyone is very friendly and they welcome new people, so no one is unhappy!
- I’m looking for somebody who can speak German and is well-organized. I'd like to give the job to somebody who is intelligent and calm. I'm not looking for anybody who is lazy or for anybody who panics under pressure!

20 Comparative and superlative forms
- Usain Bolt is the fastest sprinter in the world. He is faster than Carl Lewis. / Everest is the highest mountain in the world. It is higher than Mont Blanc. / Burj Dubai in Dubai, UAE, is the tallest building in the world. It is taller than the Chrysler Building.
- My life is easier than my grandparents’. Clothes and food are less expensive. Houses are bigger. Cars are faster. My grandparents had to start work when they were younger than I am now, and it was more important for the family that they earned money straight away. Perhaps I’m luckier than they were, because I’m going to be able to go to university.

21 (Not) as ... as, enough, too
- The music was too loud and there were too many people, so I couldn't hear what people were saying and there wasn't enough room for everyone to sit down. / There wasn't enough food so I was really hungry! / The party wasn't as good as Sam's party last week and it didn't go on as long as her party did. I didn't know all the people there and most of them weren't as much fun as my friends.
- You are too young / You aren't old enough. / The US is too far away. / We don't have enough money to pay for the flight. / It's too expensive.

22 Adverbs
- Break two eggs carefully into a bowl. Gently pour in some milk. Mix the eggs and milk thoroughly. Melt some butter slowly in a pan and add the egg mixture. Meanwhile cut two slices of bread and put them in the toaster. Toast them lightly and then spread them thinly with butter. Stir the eggs quickly but carefully and pour the egg mixture carefully on the toast.

23 Connecting adverbs
- First, we need to find some flat ground. ~ Yes, then we should unpack the tents. ~ How do we put them up? ~ Actually, I'm not sure. Unfortunately, I've never put up a tent before. ~ Luckily, I have, and it's very easy. First, we put the poles together ... ~ OK, you take charge of the tents. Meanwhile, I'll start a fire.
24 Prepositions (1)
- Spider-Man: At the beginning of the film, Peter Parker is a normal schoolboy, but he is tired of being bullied by other kids. At the museum, he is bitten by a spider and he becomes a superhero. He is astonished by his new powers. He finds that criminals are afraid of him, but his girlfriend is angry with him because he is never at home. The millionaire Norman Osborn is jealous of Spider-Man’s powers and becomes the Green Goblin.

25 Prepositions (2)
- There is a painting on the wall in front of me. Behind me, there is a mirror. In the middle of the room, there is a rug. There is a table in the corner, and there is a computer on the table.
- My father used to work in the city, but now he works from home. In other words, he’s self-employed. He used to hate the journey to work - he was always late because of the terrible traffic, and had a bad back, thanks to sitting in an office all day. He was always in a hurry, and never got home in time for dinner. He didn’t sleep well at night, and in the morning he was always grumpy.

26 Linking words
- The Torch Breadknife is an amazing gadget: it is both a breadknife and a torch. You can use it either at home or outside. You can use it for slicing bread, and it includes a torch so that you don’t have to worry if the lights go out. Buy one now, because you never know when you might need to slice bread in the dark.

27 Linking sentences
- If we don’t stop cutting down the forests, the ozone layer will disappear. The seas will continue to rise unless we stop polluting the atmosphere. Moreover, many endangered species will die out if we don’t stop destroying their homes. We should start to think about using solar power in case the fossil fuels run out.
- Some people claim to have seen UFOs, but we have no proof that they come from other planets. There are millions of other planets, so there must be life on some of them. However, there is no water on any of them. On the other hand, we don’t know if aliens need water.

28 Relative clauses
- William Shakespeare is the man who wrote Romeo And Juliet and many other famous plays. / J.K. Rowling is the woman who wrote the Harry Potter books. / Bill Gates is the man who owns Microsoft. / Charles Babbage is the man who invented the first computer. / George Lucas is the man who directed Star Wars.
- Paris, which is the capital of France and is France’s largest city, is situated on the river Seine. The main shopping street, which is called the Champs Elysees, is one of the most famous streets in the world. The Eiffel Tower, which was originally temporary, was built in 1889 for an exhibition and is perhaps the most famous monument in Paris. The Arc de Triomphe, which is at the top of the Champs Élysées, is 50 m tall.

29 Expressions of time, place, and reason
- Do you remember when we were 16 and we sneaked out of our houses to go to the nightclub? ~ Oh yes. I waited until my parents were asleep, then I climbed out of the bedroom window. ~ And as soon as my mum went to bed, while my dad was watching TV, I crept out of the back door. ~ Then we met at the top of the street and we were at the club by 11 p.m.

30 Leaving out words
- When I was younger, I couldn’t speak English, but now I can. / When I was younger, I believed in Santa Claus, but now I don’t. / When I was younger, it was expensive to travel by plane, but now it isn’t.
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