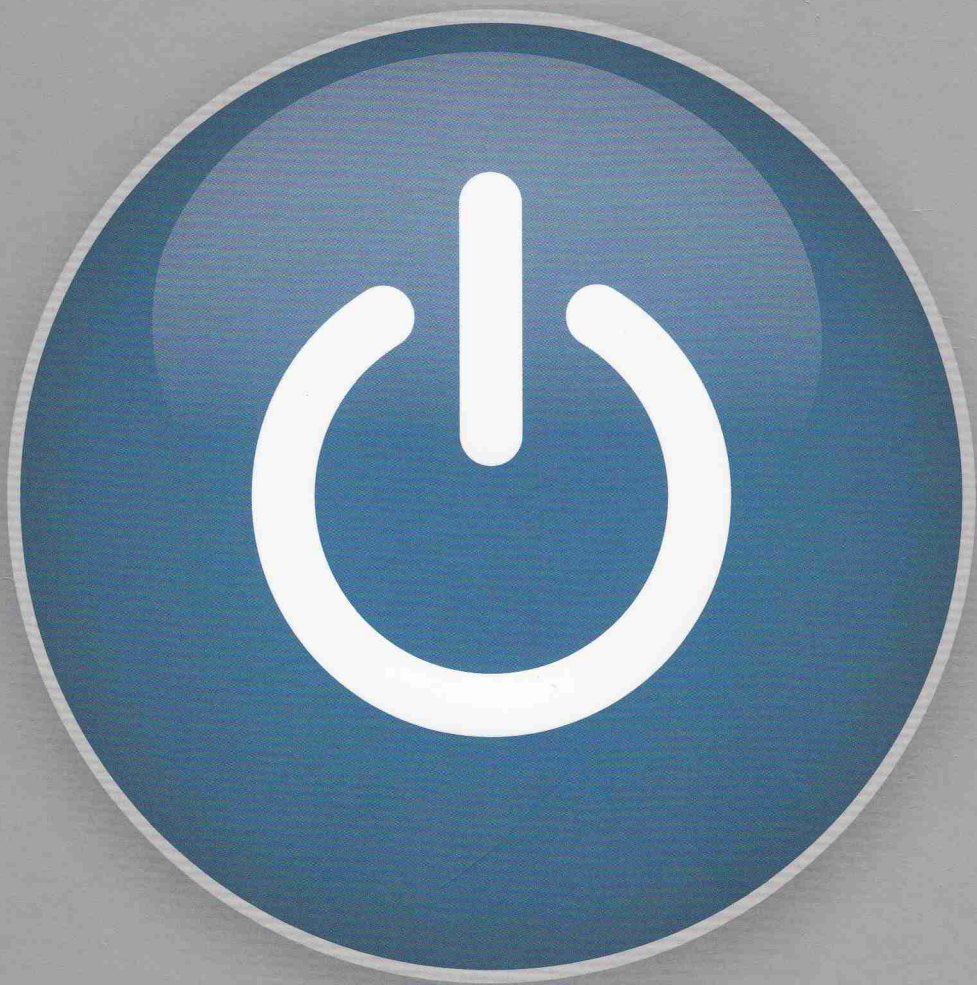


MyGrammarLab

INTERMEDIATE
B1/B2



www.mygrammarlab.com

Mark Foley • Diane Hall

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Introduction to MyGrammarLab

Welcome to **MyGrammarLab** – a three-level grammar series that teaches and practises grammar through a unique blend of book, online and mobile resources. We recommend that you read this introduction along with the guide on the inside front cover to find out how to get the most out of your course.

What level is MyGrammarLab?

The **MyGrammarLab** series takes learners from elementary to advanced grammar, each level benchmarked against the Common European Framework and providing grammar practice for Cambridge ESOL exams:

| | Level description | CEFR level | Grammar practice for exams |
|---------------------|--|------------|----------------------------|
| Elementary | elementary to pre-intermediate | A1/A2 | KET |
| Intermediate | pre-intermediate to upper intermediate | B1/B2 | PET FCE |
| Advanced | upper intermediate to advanced | C1/C2 | CAE IELTS |

What is unique about MyGrammarLab?

MyGrammarLab offers every learner of English the opportunity to study grammar in the way that best suits their needs – and provides as much practice as necessary to ensure that each grammar point is learnt and can be used in the context of real communication.

At each level, learners have access to a variety of materials:



book

- **clear and simple explanations** based on the Longman Dictionaries Defining Vocabulary of just 2000 words to ensure full understanding of the grammar
- **natural examples** to illustrate the grammar points, based on the Longman Corpus Network
- a topic-based approach that presents **grammar in context**
- a **variety of exercise types** – from drills to contextualised and personalised practice
- a **review section** at the end of each module to revise the key grammar points
- an **exit test** at the end of each module to check that the grammar has been fully understood
- information on the **pronunciation** of grammar items
- information on **common errors** and how to avoid making them
- a **grammar check section** for quickly checking specific grammar points
- a **glossary** of grammar terms used in the explanations



online

- a **grammar teacher** who explains key grammar points through short video presentations
- a full **diagnostic test** to identify the grammar points that need to be learnt
- **more practice** for every unit of the book
- regular **progress tests** to check that the grammar has been understood
- **catch-up exercises** for learners who fail the progress tests – to ensure that every learner has the opportunity to master the grammar
- a full **exit test** at the end of each module
- automatic marking and feedback
- **pronunciation practice** of grammar items
- the option to **listen and check** the answers for practice exercises from the book
- additional **grammar practice for exams**



mobile

- downloadable exercises for **practice anywhere, any time**
- the ability to **create exercises** from a bank of practice questions
- automatic marking and **feedback** for wrong answers

What is a MyLab?

A MyLab is a Learning Management System – an online platform that enables learners and teachers to manage the learning process via a number of online tools such as automatic marking, the recording of grades in a gradebook and the ability to customise a course.

How can I get the most out of MyGrammarLab?

To the Student:

If you are using MyGrammarLab in class, your teacher will tell you which units to study and which exercises to do.

If you are using MyGrammarLab for self study, you can work through the book from Module 1 to Module 20. Or you can choose a grammar point that you want to study and go to a specific unit. Here is a good way to study a complete module:



The modules in the book start with a text such as an advert, an email or a magazine article. The text introduces the grammar for the module. The grammar is **highlighted** in the text, and then there is a short exercise. The exercise shows you the units you need to study in order to learn more about the main grammar points.



Go online for a full diagnostic test Look for this instruction at the bottom of the first page of each module. Take the diagnostic test then click on the feedback button to see which unit to go to for more information and practice.



The grammar information in the book is usually on the left, with the practice exercises on the right. It is therefore easy to check and read the grammar while you are doing the exercises. In a few units, there are two pages of grammar information followed by two of practice exercises.



For more information about the grammar, go online to watch the grammar videos in each unit and listen to your grammar teacher.



If you would like more grammar and listening practice, you can listen to the correct answers for some of the practice exercises in the book. Look for this symbol: **2.10 Listen and check**. If you have the book with answer key, you can check all the answers at the back of the book.



Go online for more practice Look for this instruction at the end of the practice exercises in the book. All the online exercises are different to the exercises in the book. They are marked automatically. Your grades are recorded in your own gradebook.



Look for this symbol on the grammar information pages in the book: **1.10**. This means that there is some information on a pronunciation point. Go online to hear the information and practise the pronunciation.



Go online for a progress test Look for this instruction at the end of the practice exercises in the book. The online progress tests show you if you have understood the grammar points in the units that you have studied. If your grade is low, do the catch-up exercises online. If your grade is good, you probably don't need to do these.



For practice away from your computer, download the catch-up exercises questions to your mobile phone. You can create your own practice tests. Go to www.mygrammarlab.com to download.



At the end of each module there is a two-page review section. The review exercises bring together all the grammar points in the module.



At the end of each module, there is also a test. The test shows you how much you know and if you need more practice.



Go online for a full exit test Look for this instruction at the end of the exit test in the book.

To the Teacher:

If you are using MyGrammarLab with a class of students, you can either work through the book from the first to the last module, or you can select the areas that you would like your students to focus on.

You can work through a module as outlined on the previous page – but as a teacher, you are able to assign tests and view all the scores from your class in one gradebook. This will enable you to see at a glance which areas are difficult for your students – and will let you know which of your students are falling behind.



For pronunciation practice in class, audio CDs are available. The disk and track number for each explanation are given in the book. Look for this symbol: 1.10.



All tests (diagnostic, progress and exit) are hidden from students. Assign these when you want your class to take the test. Marking is automatic – as is the reporting of grades into the class gradebook.



Some practice exercises – such as written tasks - require teacher marking. These are hidden from your students so you should only assign these if you want them to submit their answers to you for marking. The grades are reported automatically into the gradebook.

Key to symbols

| | |
|--------------------------------|--|
| | This highlights a grammar point that learners find particularly difficult and often gives common errors that students make. |
| NATURAL ENGLISH | Sometimes a sentence may be grammatically correct, but it does not sound natural. These notes will help you to produce natural English. |
| FORMALITY CHECK | This introduces information about the formality or informality of a particular grammar point or item of vocabulary. |
| GRAMMAR IN USE | This indicates an exercise which practises grammar in a typical context, often a longer passage or dialogue. |
| Pronunciation > 1.10 | This indicates where you will find pronunciation practice on the audio CDs and in the MyLab. |
| 2.10 Listen and check. | This indicates that there is a recorded answer online. You can check your answer by listening to the recording, or, if you are using the edition with answer key, by looking in the key at the back of the book. |
| short form | Some words in the explanations are shown in blue. This indicates that they are included in the glossary on p. ix. Look in the glossary to find out what these words mean. |

Glossary

action verb a verb that describes an action rather than a state, e.g. *walk, drive, cook*. We can usually use action verbs in both simple and continuous forms.

→ state verb

active a verb or sentence is active if the person or thing doing the action is the subject of the verb. In the sentence *The player dropped the ball*, the verb *drop* is active. → passive

adjective a word that describes a noun, e.g. *friendly, valuable, interested, tropical*

adverb a word that describes or adds to the meaning of a verb, an adjective, another adverb, or a sentence.

There are different types of adverbs: **manner**: *quickly, kindly, beautifully*; **degree**: *completely, definitely*;

frequency: *always, often, never*; **place**: *here, there*;

time: *now, then*; **sentence adverb**: *apparently, fortunately*

adverbial a word or phrase that is used as an adverb and answers questions, such as *How? When? and Where?* e.g. *by train, yesterday, in the south of France*

article the word *the* (definite article), or the words *a* or *an* (indefinite article)

auxiliary verb a verb that we use with another verb to form questions, negative sentences, tenses and the passive. Common auxiliary verbs are *be, do* and *have*. → main verb, modal verb

capital letter the large form of a letter of the alphabet, that we use at the beginning of a name or sentence, e.g. *B* not *b*

clause a group of words that contains a verb and usually a subject. A clause may be a sentence or part of a sentence. → main clause, relative clause, subordinate clause, infinitive clause, participle clause

collocation a combination of words that are often used together, e.g. *make the bed* (verb + noun), *heavy traffic* (adjective + noun)

comparative adjective *nicer, hotter, better, more comfortable*, etc. We use comparative adjectives for comparing two people or things. → superlative adjective

complement a word or phrase that follows a particular type of verb, e.g. *be, become, look, seem, appear, remain* and *describe*. In the sentence *That cake looks delicious*, the adjective *delicious* is a complement.

compound adjective an adjective that is made from two or more words, e.g. *well-known* (*well* + *known*), *user-friendly* (*user* + *friendly*)

compound noun a noun that is made from two or more words, e.g. *whiteboard* (*white* + *board*), *dining room* (*dining* + *room*), *office manager* (*office* + *manager*)

consonant any of the sounds and letters of the English alphabet, except *a, e, i, o, u* → vowel

continuous the form of a verb in tenses we make with *be* and the *-ing* form. We use the continuous, for example, for things we are doing now or at a particular time, or for a temporary period of time.

present continuous: *I'm using my computer at the moment*; **past continuous**: *They were living in Japan at the time*;

present perfect continuous: *I've been waiting here for an hour*; **past perfect continuous**

We'd been climbing for eight hours when we reached the top; **future continuous** *The band will be practising all day tomorrow*; **future perfect continuous** *By the end of this week, I'll have been working here for three months*. → simple

contraction a short form of a word or words. *Haven't* is a contraction of *have not*. → short form

countable a countable noun has a singular and a plural form: *table/tables, man/men*. → uncountable

defining (relative) clause → relative clause

demonstrative adjective/pronoun *this, that, these, those*:

adjective: *Please take these flowers – they're for you*.

pronoun: *That's my brother in the photo*.

direct object a noun or pronoun that usually comes after the verb and shows who or what is affected by the action. In the sentence *She gave the book to me*, the direct object is *the book*. → indirect object

direct speech the exact words a person says, in quotation marks, e.g. *Mark said, 'I can't come to your party.'* → reported speech

first conditional a sentence with *if* that describes a future situation. We can use the first conditional with other words, too, e.g. *unless, as long as, when*: *If it's sunny tomorrow, we'll go to the beach*.

future continuous → continuous

future perfect continuous → continuous

future perfect (simple) the tense of a verb that we form with *will* + *have* + past participle. We use the future perfect for an action that will be complete by a time in the future: *I'll have finished my essay by this evening*.

imperative the form of a verb that we use to tell someone to do something or to stop doing something. *Give me that book! | Don't sit there!*

indefinite pronoun *someone, anyone, everywhere, nothing*, etc: *I've looked everywhere for my key*.

indirect object a noun or pronoun that comes after the verb, or after a preposition and shows who or what something is given to, said to, made for, etc. In the sentence *She gave the book to me/She gave me the book*, the indirect object is *me*. → direct object

indirect question a question that begins with *Could you tell me, Do you know*, etc.

infinitive the base form of a verb, e.g. *be, read, talk, write*. The infinitive with *to* is *to* + the base form: *to be, to read, to talk, to write*.

infinitive clause a (subordinate) clause which begins with an infinitive. In the sentence *It's a good idea to discuss your problems*, the infinitive clause is *to discuss your problems*.

-ing form the form of a verb that ends in *-ing*. We use the *-ing* form in continuous tenses, but we can also use it as the subject or object of a clause: *He's reading. | Reading is relaxing. | I like reading*.

intonation the way that our voice level changes to add meaning to what we say. For example, the voice often goes up at the end of a question.

intransitive verb a verb that has a subject but no object, e.g. *come, go, happen* → transitive verb

irregular an irregular verb does not have a past tense and past participle that end in *-ed*, e.g. *go/went/gone*; an irregular noun does not have a plural that ends in *-s*, e.g. *man/men*; an irregular adverb does not end in *-ly*, e.g. *fast/fast* → regular

linking word a word such as *and*, *but* or *because* that we use to connect one part of a sentence with another, or to show how one sentence is related to another: *We paid the bill and went home.* | *I like summer because the weather's warm.*

main clause a clause that we can use alone or connect to another clause. In the sentence *It was raining so I went to the gym*, the main clause is *it was raining*.
→ clause, subordinate clause

main verb a verb that we can use with or without an auxiliary verb, e.g. *cost* in *How much does it cost? It costs \$20.* → auxiliary verb, modal verb

modal verb a verb such as *can*, *should* or *might* that we use with another verb to show ideas such as ability (*can*), advice (*should*) or possibility (*might*): *I can swim.* | *We should leave now.* | *You might be right.*

negative a negative sentence contains a word such as *not* or *never*, e.g. *Shakespeare wasn't French.* | *I've never liked coffee.* → positive

non-defining (relative) clause → relative clause

noun a word for a person, animal, thing, place or idea, e.g. *tourist*, *horse*, *pen*, *China*, *happiness*

noun phrase a phrase which has a noun as its most important word. In the noun phrase *the tall man with a beard*, the other words all describe the man, so the word *man* is the most important. A noun phrase can act as subject, object or complement in a sentence. It can also follow a preposition.

object a noun or pronoun that usually follows a verb. In the sentence *The player dropped the ball*, the noun *ball* is the object. → subject

object pronoun *me*, *you*, *him*, *her*, *it*, *us*, *them*. We use object pronouns after the verb. → subject pronoun

participle clause a (subordinate) clause which begins with a present or past participle, e.g. *They left in the night, taking all their luggage* (present participle clause). | *Built in 1720* (past participle clause), *the house is now a hotel*.

passive if a verb or sentence is passive, the subject of the verb is affected by the action of the verb. In the sentence *The house was built ten years ago*, the verb *was built* is passive. → active

past continuous → continuous

past participle a form of a verb that we use to make past tenses and passives. Regular verbs have past participles that end in *-ed*, e.g. *arrived*, *called*. Irregular verbs have different forms, e.g. *gone*, *spoken*, *sold*.

past perfect continuous → continuous

past perfect (simple) the tense of a verb that we form with *had* and the past participle. We use the past perfect in reported statements or to show the order of events in the past: *He said he'd already seen that film.*

past simple the tense of a verb that we form by adding *-ed* to regular verbs. Irregular verbs have different forms, e.g. *go/went*. We use the past simple for single or repeated actions in the past: *I called you yesterday.* | *I called you twice yesterday.*

phrasal verb a verb + preposition/adverb combination. A phrasal verb has a different meaning from the verb alone: *I'm going to give up eating chocolate.* (*give up* = stop). With phrasal verbs, we can separate the verb + preposition/adverb: *I'm going to give it up.*
→ prepositional verb

plural the form of a word that we use for more than one person or thing. *Students* is the plural of *student*. *They* is a plural pronoun. → singular

positive a positive sentence describes what something/ someone is or does. It does not contain a word such as *not* or *never*. *Shakespeare was English.* | *I've always liked coffee.* → negative

possessive adjective *my*, *your*, *his*, *her*, *its*, *our*, *their*. Possessive adjectives show who something belongs to, or who someone is related to: *my house*, *her brother*.

possessive pronoun *mine*, *yours*, *his*, *hers*, *ours*, *theirs*. A possessive pronoun replaces a possessive adjective + noun: *It's hers.* (her car) | *That's mine.* (my mobile)

prefix a group of letters that is added to the beginning of a word to change its meaning and make a new word, e.g. *happy/unhappy*, *like/dislike*. → suffix

preposition a word such as *on*, *at* or *into* that we use before a noun to show the position of something or someone, or its relationship with the noun, for time or purpose: *Put it on the table.* | *He disappeared into the shop.* | *Meet me at six o'clock.* | *This key is for the front door.*

prepositional verb a verb + preposition combination. A prepositional verb can have a different meaning from the verb alone: *They soon arrived at a decision.* With prepositional verbs, we cannot separate the verb + preposition. → phrasal verb

present continuous → continuous

present perfect continuous → continuous

present perfect (simple) the tense of a verb that we form with *have* and the past participle, e.g. *has gone*. The present perfect has many uses, for example for a situation that started in the past and continues now: *I've been at university for two years now.*

present simple the tense of a verb that uses the base form, or the base form + *s* for *he*, *she* and *it*: *I live*, *he lives*. We use the present simple, for example, for regular activities and facts. *I go to work by bus.* | *The Earth goes round the Sun.*

pronoun a word that replaces a noun, e.g. *I*, *she*, *they*, *me*, *her*, *them*, *it*. → object pronoun, subject pronoun, demonstrative pronoun, relative pronoun

punctuation the marks used to divide a piece of writing into sentences, clauses, etc. Capital letters and commas are examples of punctuation. (For a list of common punctuation symbols and their names

► page 302)

question tag *isn't it? doesn't she? have you?* etc. We add question tags to the end of a statement to make it a question, or to check that someone agrees. *You're from Poland, aren't you?*

reflexive pronoun *myself, yourself, himself*, etc. We use reflexive pronouns when the subject and object of the verb are the same: *She calls herself Tina.*

regular a regular verb has a past tense and past participle that ends in *-ed*: *finish/finished*; a regular noun has a plural that ends in *-s*: *book/books*; a regular adverb ends in *-ly*: *quick/quickly*. → irregular

relative clause a part of a sentence that gives information about someone or something in the main clause. A **defining relative clause** tells us exactly which person or thing we are talking about: *He's the man who lives in the top flat.* A **non-defining relative clause** gives us extra information about the subject or object of the main clause: *The book, which was written in five weeks, was a huge success.*

relative pronoun a pronoun that connects a relative clause to the main clause in a sentence, e.g. *who, which, that.*

reported speech the words someone says to report what another person has said: *Mark said that he couldn't come to my party.* → direct speech

reporting verb a verb used to report what another person says, e.g. *say, ask, tell, advise, admit, order*

second conditional a sentence with *if, unless*, etc. that describes a situation we are imagining in the present or an unlikely situation in the future. We use the past tense after *if* in the second conditional: *If I was rich, I'd buy a Ferrari.*

short answer an answer to a *Yes/No* question that does not repeat the main verb: *Are you waiting for the bus? Yes, I am.* | *Did you buy it? No, I didn't.*

short form the form of verbs we usually use when we are speaking, e.g. *I've* (not *I have*), *weren't* (not *were not*). → contraction

simple simple tenses are not formed with *be* and the *-ing* form. → continuous

singular the form of a word that we use for only one person or thing. *Student* is a singular noun. *Am* and *is* are singular forms of the verb *be*. → plural

state verb a verb that describes a state rather than an action. e.g. *believe, love, belong, seem, hear*. We do not usually use state verbs in continuous forms. → action verb

statement a sentence that is not a question or an imperative: *I'm British.* | *It's three o'clock.* | *The play hasn't started.*

stress the force that we use to say a part of a word. In the word *coffee*, the stress is on the first syllable. If we stress a word or part of a word, we say it with more force.

subject a noun or pronoun that usually comes before the main verb in the sentence. The subject shows who is doing the action. In the sentence *The player dropped the ball*, the noun *player* is the subject.

→ object

subject pronoun *I, you, he, she, it, we, they*. We usually use subject pronouns before the verb.

→ object pronoun

subordinate clause a clause that is introduced by a linking word, e.g. *because, although, so that*, and that gives us more information about the main clause:

Although the weather wasn't very good, we enjoyed our holiday. → main clause, relative clause

suffix a letter or group of letters that is added to the end of a word to form a new word, e.g. *write/writer, move/movement, use/useless*. → prefix

superlative adjective *nicest, hottest, best, most comfortable*, etc. We use superlative adjectives when we compare one person or thing with several others. → comparative adjective

syllable a part of a word that contains a single vowel sound. *Dad* has one syllable and *butter* has two syllables.

third conditional a sentence we use with *if* to imagine a situation in the past that we know is not true. *If you hadn't left the gate open, the dog wouldn't have got out.*

time expression a word or phrase such as *today, every day, on Mondays, once a week*. Time expressions describe when or how often we do regular activities.

transitive verb a verb that must have an object, e.g. the verb *break* in the sentence *She broke the glass.*

→ intransitive verb

uncountable an uncountable noun does not have a plural form, e.g. *water, advice, music*. → countable

verb a word which describes an action or a state, e.g. *go, eat* or *understand*.

vowel one of the sounds that are shown by the letters *a, e, i, o, u* → consonant

Wh- clause a clause that begins with *who, what, where, when, why, how, whose* or *which*. In the sentence *I don't agree with what they decided*, the *wh-* clause is *what they decided*.

Wh- question a question that begins with a *wh-* word: *What's your name?*

Wh- word *who, what, where, when, why, how, whose, which*

Yes/No question a question which only needs the answer *yes* or *no*, e.g. *Are you a student?* | *Do you like pasta?*

zero conditional a sentence with *if* or *when* that shows that one action always follows another: *If you press this button, the light comes on.*

Before you start

- 1 Read the guidebook page. Look at the **highlighted** grammar examples.

PLACES TO VISIT

This is **the Hermitage Museum** in St Petersburg. It has one of **Europe's** greatest art collections. The Hermitage was built in **the eighteenth century**; but in **those** days it wasn't an art gallery, it was a royal palace. **The** palace was used by the Tsars until the revolution of 1917. The building is now **an enormous museum** which contains **art** from many different **countries**, but mainly from Italy and France.

Lots of **information is** available from the website:
www.hermitagemuseum.org

For phone numbers and opening times turn to **page 106**.



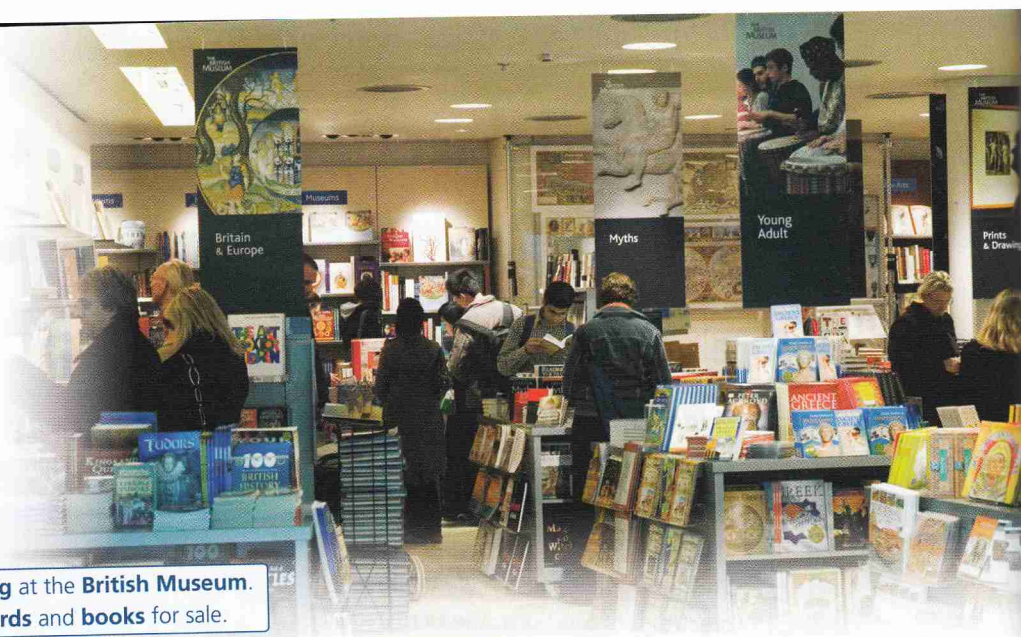
- 2 Now read the sentences and choose the correct words in *italics*. The **highlighted** grammar examples will help you.

- 1 Most museums encourage *familys* / *families* to visit them. ➤ Unit 1
- 2 Did you visit any interesting museums in *asia* / *Asia*? ➤ Unit 1
- 3 'The tourist office gave me lots of advice.' 'Really? *Was it* / *Were they* useful?' ➤ Unit 1
- 4 Which kind of *art* / *the art* do you prefer – paintings or sculpture? ➤ Unit 2
- 5 We bought a sculpture and a painting from that gallery. *A* / *The* painting is in our living room. ➤ Unit 2
- 6 It's *a beautiful* / *beautiful* picture. ➤ Unit 3
- 7 There's a new exhibition at *National Gallery* / *the National Gallery*. ➤ Unit 4
- 8 The picture was painted in *sixteenth* / *the sixteenth* century. ➤ Unit 4
- 9 The best paintings are in *room* / *the room* 18. ➤ Unit 4
- 10 In *those* / *these* days the royal family lived in the palace. ➤ Unit 5

- 3 Check your answers below. Then go to the unit for more information and practice.

1 families 2 Asia 3 Was it 4 art 5 The 6 a beautiful
7 the National Gallery 8 the sixteenth 9 room 10 those

1 Nouns



Tourists enjoy **shopping** at the **British Museum**.
There are lots of **postcards** and **books** for sale.

1 Types of noun

Nouns are the words we use for

- people, things and places: *a tourist, a postcard, a museum*
- activities, ideas and feelings: *shopping, information, love*

When nouns are names of people, places, dates, events, languages, religions and books, plays or films, they begin with a **capital letter**:
Professor Grey, the British Museum, Glasgow, Africa, Monday, April, May Day, Russian, Spanish, Islam, 'The Lord of the Rings', 'War and Peace', 'Avatar'

Compound nouns, e.g. *bookshop, washing machine* ▶ Unit 98.1

2 Singular and plural nouns

Most nouns have a **singular** and **plural** form. To make plural forms

- add **-s** to most nouns: *books, postcards, days, houses*
- add **-es** to nouns ending in **-s, -ss, -sh, -ch, -o, -x** and **-z**:
buses, dishes, watches, potatoes, boxes (BUT *videos, pianos*)
- for nouns ending in **consonant + -y**: *country* → *countries*
- for most nouns ending in **-f** or **-fe**: *life* → *lives* *thief* → *thieves*

Spelling rules ▶ page 350

A few plural forms are **irregular**, and some nouns do not change:

| | | | | | | |
|---------------------|-----------------|---------------|-----------------|---------------|-------------|--------------|
| SINGULAR | <i>man</i> | <i>woman</i> | <i>child</i> | <i>person</i> | <i>foot</i> | <i>tooth</i> |
| PLURAL | <i>men</i> | <i>women</i> | <i>children</i> | <i>people</i> | <i>feet</i> | <i>teeth</i> |
| SINGULAR AND PLURAL | <i>aircraft</i> | <i>series</i> | <i>fish</i> | <i>sheep</i> | | |

🔊 Pronunciation ▶ 1.02

3 Noun + verb

Some nouns end in **-s** but are singular, so we use a singular **verb**:

athletics economics gymnastics politics maths physics news

Athletics is an Olympic sport. Today's news isn't very exciting.

Some nouns describe things with two parts, so they are plural:

jeans pants pyjamas shorts tights trousers glasses scissors

These jeans are too tight. My glasses are broken.

To talk about one or more of these things we can use **pair(s) of**:
I need a pair of trousers and three pairs of shorts.

Some nouns (e.g. *company, family, government, team*) describe groups of people.

We use a singular OR plural verb when we are talking about the people in the group:

The Spanish team is/are playing brilliantly. (all the Spanish players)

But we only use the singular verb when we are talking about the group as one thing:

X A football team have eleven players. ✓ A football team has eleven players.

British and American English ► page 352



The group noun *police* is ALWAYS plural:

X The police has arrested the thieves. ✓ The police have arrested the thieves.

4 Countable and uncountable nouns

Countable nouns are things we can count:

How many museums are there in Paris? There are 10,000 paintings in the Louvre.

Uncountable nouns are things we can't count.

- food and drink: *bread, butter, meat, tea, coffee, milk, oil, pasta, salt, rice*
- materials: *water, oil, air, oxygen, metal, cotton, wood, plastic, paper*
- school subjects and languages: *geography, art, music, English, Spanish*
- ideas and feelings: *education, work, advice, beauty, love, knowledge, fun*
- activities: *shopping, cycling, swimming*
- groups of similar things: *furniture, luggage, money*

| COUNTABLE NOUNS | UNCOUNTABLE NOUNS |
|--|---|
| have a singular and a plural form: <i>one shop → two shops</i> | don't normally have a plural form: <i>petrol → X two petrols ✓ some petrol</i> |
| We use a singular or plural verb: <i>That painting is beautiful.</i> <i>Those paintings were expensive.</i> | We only use a singular verb: <i>Swimming is a popular sport.</i> <i>That petrol was expensive.</i> |
| We use <i>a/an, the</i> or <i>this/that</i> before a singular noun: <i>Is there a museum here?</i> <i>Where's the museum?</i> <i>This museum is enormous!</i> | We don't use <i>a/an</i> before an uncountable noun. We can use <i>some</i> or <i>this/that</i> : <i>X This table is made of a plastic.</i> <i>✓ This table is made of plastic.</i> <i>X Can you give me an advice?</i> <i>✓ Can you give me some advice?</i> <i>This rice isn't cooked!</i> |
| We use words like <i>some, the, these/those</i> before a plural noun: <i>I'd like some apples, please.</i> <i>Those books look interesting.</i> | |

5 Nouns that can be countable or uncountable

| COUNTABLE MEANING | UNCOUNTABLE MEANING |
|--|--|
| <i>We keep six chickens in our garden.</i> (animals) | <i>Do you like chicken and rice?</i> (food) |
| <i>A coffee and two teas, please.</i> (cups of tea) | <i>Sam prefers lemon tea.</i> (drink) |
| <i>Did you get a paper today?</i> (a newspaper) | <i>I need some writing paper.</i> (material) |
| <i>Those were easy exercises.</i> (tasks) | <i>Do you do much exercise?</i> (physical activity) |
| <i>I had some interesting experiences on holiday.</i> (things that happened to me) | <i>Experience is more important than qualifications.</i> (learning by doing something) |
| <i>The gallery has two works by Goya.</i> (paintings) | <i>My work is really interesting.</i> (job) |


6 Ways of counting uncountable nouns

We use different expressions to 'count' some uncountable nouns.

- units: *a bar of soap, a bit of information/fun, an item of news, a loaf of bread, a piece of furniture/luggage/paper, a sheet of paper, a slice of bread/cake/meat*
- containers: *a bottle of water, a can/tin of soup, a carton of milk, a cup of coffee, a glass of orange juice, a jar of jam, a packet of sugar, a tub of butter/margarine, a tube of toothpaste*
- measurements: *half a kilo of meat, a litre of petrol, two metres of silk*

Practice


1 **GRAMMAR IN USE** Find twelve more capital letters missing from the invitation.



B

You are invited to a reception at the *British* museum at 7.30 p.m. on *Friday*, 20th *April*.
 There will be a talk by professor *Ernest Brand*, author of 'tribal *Art*', to introduce our new
 exhibition of art from *New Guinea*.
 Drinks will be served.

Please reply to Ms *Helena Summers* on 02243 77689 before 28th *March*.



2 Write the plural form of the nouns.


car child ~~country~~ family house life loaf person potato series sheep watch

| + -s | + -es | + -ies | + -ves | no change | irregular |
|------|-------|------------------|--------|-----------|-----------|
| | | <i>countries</i> | | | |
| | | | | | |

3 Choose the correct words in *italics*.  2.02 Listen and check.

- 0 I can't read his writing. I think I need new *glass* (*glasses*).
- 1 How often do you brush your *tooth* / *teeth* ?
- 2 I think physics *is* / *are* the most difficult subject at college.
- 3 How many *aircrafts* / *aircraft* does British Airways own?
- 4 *Was* / *Were* the news interesting yesterday?
- 5 The police *is* / *are* trying to find the missing girl.
- 6 There are three *women* / *womans* and two men in the new medical team.
- 7 I like your new jeans. *Was it* / *Were they* expensive?
- 8 Do you have *a pair of* / *a* scissors in your kitchen?
- 9 Some farms in New Zealand have a million *sheep* / *sheeps*.
- 10 Our neighbours have six *childs* / *children*.

4 Match sentences 1 and 2 with A and B in each pair.

- | | | |
|--|---|--|
| 0 1 I'd like some tea. 2 I'd like a tea. |  | A And could I have two coffees, please? B Could I have two packets of sugar, too? |
| 1 1 Can you get me some paper? 2 Can you get me a paper? | | A I want to write a letter. B I want something to read. |
| 2 1 Do you have any chicken? 2 Do you have any chickens? | | A There isn't any on the menu. B Or do you have only cows on your farm? |
| 3 1 You should try a skiing holiday. 2 You should take that job. | | A It will give you lots of experience. B You will have a great experience. |
| 4 1 I need to do some exercise. 2 I need to do some exercises. | | A I want to improve my grammar. B I want to get fit. |
| 5 1 I don't have a lot of work today. 2 I don't have many of his works. | | A I'm not busy. B I'm not very keen on his books. |

5 GRAMMAR IN USE Choose the correct answer, A, B or C below.  2.03 Listen and check.

Subject Here in London

Hi Clara

I got to London two days ago. (0) arrived on time and I came into town on the Underground. My (1) heavy, so I didn't need to take a taxi. The hotel is OK. The furniture (2) a bit cheap, it's all made of (3); but the room is clean.

You know I love history and (4) Well, yesterday I went to the British Museum – it was amazing! I loved the Egyptian stone statues. They are huge and the stone (5) a beautiful red colour. The museum is fantastic! There's no charge to get in, so you don't need to spend a lot of (6) There's a nice café there and I had some coffee and two (7)

Now I need (8) from you about my camera ...

- 0 A Flight B Some flight C The flight
 1 A luggages weren't B luggage wasn't C luggages weren't
 2 A is B are C were
 3 A plastic B a plastic C the plastic
 4 A an archaeology B archaeology C the archaeology
 5 A are B were C is
 6 A money B moneys C the money
 7 A sandwiches B sandwichies C sandwiches
 8 A an advice B some advice C advices

6 Complete the descriptions with the words from the box.

a bar a bottle a can a carton a jar a packet a piece a slice a tub



0 a carton of milk



1 of soup



2 of water



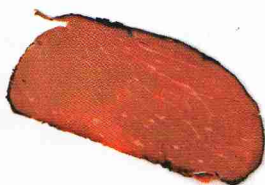
3 of soap



4 of jam



5 of furniture



6 of meat



7 of butter



8 of rice

2 Articles a/an, the, no article

Excuse me. Is there **a café** here?

Yes, **the café's** on the ground floor.

1 a or an? the /ə/ or the /i:/?

A, an and *the* are **articles**. We use *a* before consonant sounds (*b, d, k, t, s*, etc.):

a café, a tourist, a museum

- AND before *u* or *eu* when they sound like /j/ (as in *you*): **a uniform, a European city**

We use *an* before **vowel** sounds (*a, e, i, o, u*): **an interesting book, an unusual job**

- AND before words that begin with a silent *h*: **an hour** /ən aʊə/

We pronounce *the* with /ə/ before consonant sounds: **the book, the tourist**

Before vowel sounds we pronounce *the* with /i:/: **the art gallery, the English teacher**



Pronunciation ▶ 1.03

2 General or particular meaning?

We use *a/an* or no article when we are talking about things in general:

| <i>a/an</i> + SINGULAR NOUN | no article + PLURAL NOUN | no article + UNCOUNTABLE NOUN |
|--|--|--|
| Is there a café here? (any kind of café) | Sandwiches aren't expensive. (sandwiches in general, all sandwiches) | I don't like music . (music in general, all music) |

We use *the* to talk about something particular:

| <i>the</i> + SINGULAR NOUN | <i>the</i> + PLURAL NOUN | <i>the</i> + UNCOUNTABLE NOUN |
|---|---|---|
| Yes, the café's on the ground floor. (there is only one café here) | Did you get the sandwiches ? (we know which sandwiches) | I don't like the music on that CD. (only the music on the CD, not music in general) |



We don't use *the* when we are talking about things in general:

~~Is there **the cash machine** near here?~~ ✓ **Is there a cash machine** near here?

~~I prefer **the films** to **the books**.~~ ✓ **I prefer films** to **books**.

3 New information or known information?

We use *a/an* or no article when we mention something for the first time.

We use *the* when we mention it again:

*I've just bought **a new suit**. It's **the grey suit** we saw in the shop window last week.*

*'Carla asked her teacher for **advice**.' 'Really? Was **the advice** useful?'*

*'Have they filled in **entry forms**?' 'Yes, I've got **the forms** here.'*

We use *the* when the listener knows which particular person or thing the speaker is talking about:

*It was a great holiday. Have you seen **the photos** yet? (the photos of the holiday)*


Practice

1 Complete the sentences with *a* or *an*. 2.04 Listen and check.

- 0 My teacher went to *an* American university. It's quite *a* famous one, I think.
 1 Excuse me, Dr Taylor. There's urgent message for you. It's from patient.
 2 There's bus stop on the corner. But you'll have to wait hour for the next bus.
 3 She's got young son. He has unusual name.
 4 My parents have elderly friend who owns small cottage by the sea.
 5 Detectives don't wear uniform. But they always carry badge.
 6 We can find you European holiday at excellent price.


2 Complete the notices with *a*, *an*, *the* or – (no article).

0




Please do not smoke in *the* room.

1




We do not accept credit cards for items under £10.

2



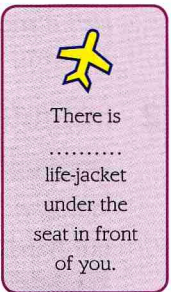
If you have **complaint,** please **contact reception.**

3




WE REGRET THAT OFFICE IS CLOSED UNTIL 2.00 P.M.

4




There is life-jacket under the seat in front of you.

5




Do not bring food into this area.

6




Please note there are extra pillows in the cupboard.

7



Visitors may park in car park at the back of the hotel.

8



Please do not take hotel towels to swimming pool.

3 GRAMMAR IN USE Find nine more mistakes in the conversation and correct them.

2.05 Listen and check.

- JENNY Hello, Karl. How are ~~the~~ things? Have you found ^a job yet?
 KARL Hi, Jenny. Yes, I have.
 JENNY Great! Is a job near here?
 KARL Yes. It's at a hotel in a city centre.
 JENNY That's very convenient. Which hotel is it?
 KARL It's hotel opposite bus station: The Regent.
 JENNY Oh, yes. I know it. By the way, how is Maria?
 KARL She's OK now, but she's been quite sick. She had operation last month.
 JENNY Oh dear. Was an operation serious?
 KARL No, don't worry – nothing serious. She's better now.
 JENNY I'm glad to hear it – the health is so important, isn't it?
 KARL Yes. It was shock when she became ill.
 JENNY I can imagine. Has she got the good doctor?
 KARL Yes. The doctor's very helpful.

3 Special uses of *a/an* and *the*

Michelle's **a student** at **art school**. She's in the museum copying **a beautiful painting**.



1 Jobs and descriptions

We use *a/an* with the names of jobs:

Michelle's **a student**.

I want to be **an engineer**.

We also use *a/an* to describe a person or thing, usually with an **adjective**:

She's copying **a beautiful painting**.

He's **a nice person**.

That was **an interesting exhibition**.

2 Institutions: purpose or building?

institution school college university prison hospital

When we think of the purpose of these institutions we don't use *the*.

But when we think of the building, we use *the* or *a/an*.

| PURPOSE | BUILDING |
|--|---|
| Michelle is a student at art school . | The art school is in North Street. |
| My brother's sick in hospital . | Excuse me, where's the hospital ? |
| The murderer was sent to prison . | The prison has stone walls. |

3 The media

We use *the* with the names of most newspapers, but most magazines have no article:

| | |
|----------------|--|
| newspapers | <i>the Daily News the Sun the New York Times</i> |
| most magazines | <i>Vogue Newsweek Time Hello</i> |

'Did you see her photo in **Vogue**?' 'No, it was in **the Sun**.'

We say *the cinema*, *the theatre* and *the radio*. We don't normally use *the* with *television* or *TV* when we are talking about the programmes:

*In the mornings I like listening to **the radio** but in the evenings I prefer watching **TV**.*

But we use *a* or *the* if we are talking about the machine:

*There's something wrong with **the television** in my bedroom.*

4 *the* + adjective for groups and nationalities

the young the old the elderly the rich the poor the sick the homeless the disabled the unemployed the blind the deaf the injured the dead

Some adjectives can be used as nouns if they describe a particular group, e.g. all the people who are rich = *the rich*. We use a plural verb:

The rich are getting richer and **the poor** are getting poorer.

We can use nationality adjectives that end in *-ch/-sh/-ese* in the same way, e.g. *French, Spanish, Dutch, Japanese* (► Unit 95.2):

The French have elected a new president. (all the French people)

The Irish are voting on the new European Union tomorrow. (all the Irish people)

! We can't use other nationality words in this way:

✗ *The Brazilian* are used to hot weather. ✓ **Brazilians** are used to hot weather.

Practice

- 1** **GRAMMAR IN USE** There are ten more places in the letter where *a* or *an* is missing. Write *a* or *an* in the correct places.  2.06 Listen and check.

I come from ^a close family. I've got two sisters and a brother. Emily's the eldest sister. She's dentist and she's lovely person. Caroline is student. She's studying French at university. She isn't good student; she prefers to spend her time enjoying herself! My brother has got interesting job, he's architect. He designed beautiful new house for my uncle. I live with my parents in old house in small village. It's quiet place so I'm glad I've got lots of friends on the Internet!

- 2** Match the sentences 1–7 with the questions A–H.

- | | | |
|-------------------------------------|---|--|
| 0 Derek's at university. | → | A Is he on holiday? |
| 1 Mr Rogers is going to the school. | → | B Is he studying to be a doctor? |
| 2 My brother is in hospital. | | C Is he the famous murderer? |
| 3 Ali visited the university. | | D Did he see the new physics building? |
| 4 James isn't at school today. | | E Is he going to see the school play? |
| 5 He's working at the hospital. | | F Is he visiting a prisoner? |
| 6 Derek Sutcliffe is in prison. | | G Is he a doctor? |
| 7 Karl's going to the prison today. | | H Is he having an operation? |

- 3** **GRAMMAR IN USE** Complete the information with *the* or – (no article).  2.07 Listen and check.

PRINT MEDIA FACTSHEET

- The most widely read English language newspaper in the world is *USA Today*. The most popular magazine is (0) *AARP Magazine*. It is an American magazine for (1) elderly.
- (2) Japanese are the world's most enthusiastic newspaper readers. *Yomiuri Shimbun* sells more than 14 million copies every day.
- The most popular daily newspaper in Britain is (3) *Sun*, which sells over 3 million copies.
- One of the most unusual magazines is *The Big Issue*, which is sold by (4) homeless on the streets of London and other towns in the UK.
- (5) *Variety* is an international magazine that specialises in news about (6) cinema.
- In many countries magazines that give information about (7) television are very popular. Americans buy several million copies of (8) *TV Guide* each week.

4 Article or no article?

1 No article

We don't usually use *a/an* or *the* with:

| | |
|--|---|
| people's names and titles | David Mr Brown Professor Smith Uncle John |
| named shops and companies | Harrods Tesco Microsoft United Airlines |
| cities, towns, states and regions | London Sydney Madrid Florida Tuscany |
| most countries and continents | Russia Japan Turkey Australia Asia Europe Africa |
| mountains, hills and lakes | Mount Vesuvius Box Hill Lake Placid |
| most roads, streets, squares and parks | Park Lane Oxford Street Trafalgar Square Times Square Central Park (BUT <i>the</i> M25 <i>the</i> high street) |
| named airports and stations | Miami Airport Birmingham Bus Station Victoria Station |
| schools, universities, etc. | Bradford Grammar School Yale University |
| times, days and months | at three o'clock at midday on Monday in December |
| languages, school subjects and sports | English Polish history basketball tennis football |
| means of transport and communication | by train by bus by email by phone (BUT <i>on</i> foot and <i>in</i> person) |
| meals | What time is dinner? Let's meet after lunch. (BUT <i>a</i> snack) |
| nouns + numbers | Go to check-in 3A. I'm in Room 334. Look at page 98. |

We don't use an article for: *at home, at work, in bed, at school*

2 *the*

We usually use *the* with:

| | |
|--|--|
| names of oceans, seas, rivers, mountain ranges | <i>the</i> Atlantic Ocean <i>the</i> Black Sea <i>the</i> Seine <i>the</i> Nile <i>the</i> Himalayas <i>the</i> Alps |
| countries with plural names, Republic, Kingdom, etc. | <i>the</i> United States <i>the</i> Netherlands <i>the</i> Republic of Ireland <i>the</i> United Kingdom |
| organisations | <i>The</i> International Monetary Fund <i>the</i> World Bank |
| names of museums, cinemas, theatres, hotels | <i>the</i> Getty Museum <i>the</i> Odeon Cinema <i>the</i> National Theatre <i>the</i> Ritz Hotel |
| places in a town, types of shops | <i>the</i> bank <i>the</i> hospital <i>the</i> post office <i>the</i> station <i>the</i> supermarket <i>the</i> chemist's |
| locations | <i>on the</i> left/right <i>in the</i> middle <i>on the</i> coast/border <i>in the</i> east/north/south/west |
| parts of a building | <i>the</i> ground floor <i>the</i> fifth floor <i>the</i> exit <i>the</i> entrance |
| times of the day | <i>in the</i> morning <i>in the</i> afternoon <i>in the</i> evening (BUT <i>at</i> night) |
| historical periods | <i>the</i> nineteenth century <i>the</i> 1950s <i>the</i> Middle Ages |
| musical instruments (British English) | Does she play <i>the</i> guitar? Can you play <i>the</i> violin? |
| noun + of | <i>the</i> House of Commons <i>the</i> University of London <i>The</i> Isle of Man |

3 *a/an*

We use *a/an* to mean

- *one* with fractions and large numbers: *half a kilometre, one and a half, a thousand*
- *each* for frequency (how often) and measurements: *once a day, twice a month* (BUT *every hour, six euros a kilo, 100 kilometres an hour*)

Practice

1 Match the two parts of the sentences.

- | | |
|---|------------------|
| 0 I won't be able to see you in | A a year. |
| 1 It can be quite cold here at | B the left. |
| 2 The heart of a healthy adult beats 70 times | C the afternoon. |
| 3 We go on holiday three times | D a minute. |
| 4 The speed of light is 300 million metres | E night. |
| 5 Our house is the one on | F a second. |

2 GRAMMAR IN USE Read the conversation and choose the correct words in *italics*.

2.08 Listen and check.

- MANAGER What's my diary like for next week?
 ASSISTANT Pretty busy. You're travelling to (0) *the Manchester* / *Manchester* on (1) *the Monday* / *Monday*.
 MANAGER From (2) *the Euston* / *Euston Station*?
 ASSISTANT Yes. The train leaves at 8.15 in (3) *the morning* / *morning*. You have an appointment with (4) *the Mr* / *Mr Grey* at 11.30. He's our manager for (5) *the United* / *United Kingdom*.
 MANAGER Where am I meeting him?
 ASSISTANT At (6) *the Carlton* / *Carlton Hotel*, in (7) *the centre* / *centre* of Manchester. It's in (8) *the St Peter's* / *St Peter's Square*. He said he would wait for you near (9) *the entrance* / *entrance* of the hotel. He wants to talk to you about the contract.
 MANAGER The one that begins in (10) *the December* / *December*?
 ASSISTANT Yes, and I've made an appointment for you in (11) *the afternoon* / *afternoon* at (12) *the bank* / *bank*.

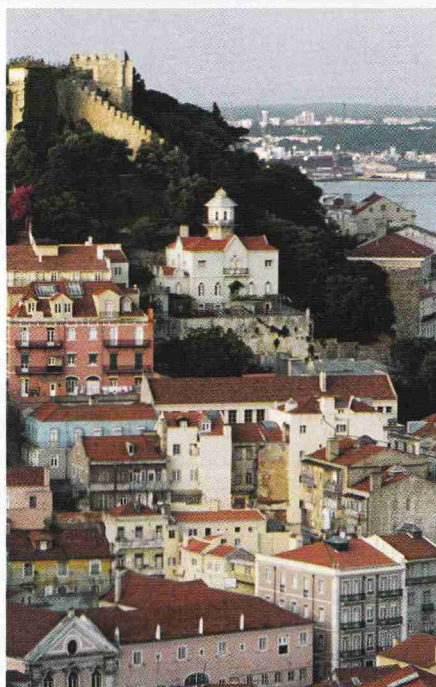
3 GRAMMAR IN USE Complete the information with *a, an, the* or *-* (no article).

2.09 Listen and check.

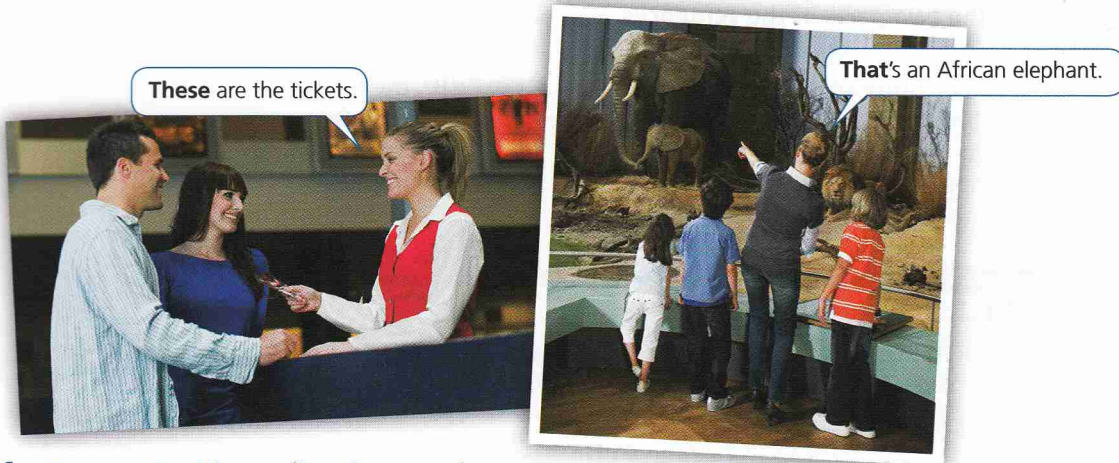
Newman's Tours

Lisbon Highlights Day 1

- When you get to (0) Stansted Airport check in at (1) 8.45 a.m. and go to (2) Gate 56 for (3) flight EZ1221. Our tour guide, Katrina, will be there to greet you.
 - Arrive at our hotel – all our rooms are on (4) third floor with great views of (5) River Tagus.
 - In (6) afternoon we will visit (7) Gulbenkian Museum. The museum has an amazing collection of art from all periods, especially (8) eighteenth century.
- We will take you back to your hotel at 6.00 p.m. and you will have (9) hour and (10) half to relax before (11) dinner.
- Later in (12) evening you will be free to explore (13) centre of (14) Lisbon on (15) foot.



5 Demonstratives *this, that, these, those*



1 Demonstrative adjectives and pronouns

| | ADJECTIVE (+ noun) | PRONOUN (without a noun) |
|----------|--|---|
| singular | <i>This museum is interesting. That sculpture is beautiful.</i> | <i>This is interesting. That is beautiful.</i> |
| plural | <i>These tickets are expensive. Those sculptures are very old.</i> | <i>These are expensive. Those are very old.</i> |

We often use *this/that one* or *those/these ones*:

*Which shirt do you prefer? **This one** or **that one**?* (= This shirt or that shirt?)

2 Near or far?

We use *this* and *these* to describe things that are near us:

*Excuse me. Is **this** seat free?* (the seat near me)

***These** are the tickets.* (the tickets I am holding)

We use *that* and *those* for things that are further away:

***That's** an African elephant.* (the one I am pointing at in the distance)

*Look at **those** mountains, **they're** huge.* (the ones in the distance)

3 Now or then?

We also use *this/these* to describe a time that is now or in the near future:

*I'm doing a lot of exercise **these** days.* (around now)

*What are you doing **this** weekend?* (the weekend that is coming/has just started)

We use *that/those* for a time in the past:

*There were no mobile phones in **those** days.*

*Do you remember **that** weekend at the seaside?* (a weekend in the past)

4 Describing a person, thing or idea

We use *this/that/these/those* to describe a person, thing or idea:

***This** lesson is interesting.* (the lesson we are in now)

*I hate **these** dark nights.* (the winter nights we are having now)

*I didn't know **that!** **That's** amazing!* (the information you've just given me)

***Those** people we met on holiday were really nice.* (people we met in the past)

We use *this is/these are* to introduce people:

*Mum, **these are** my friends from college. **This is** Jan and **this is** her sister, Frieda.*

On the phone we usually use *it's* to identify ourselves:

*'Hi! **It's** me/**It's** Sarah here.'*

We use *this is* when we don't know the person we are speaking to:

*'Hello. **This is** Sarah Smith. May I speak to the manager?'*

Practice

1 Choose the best answer, A or B.

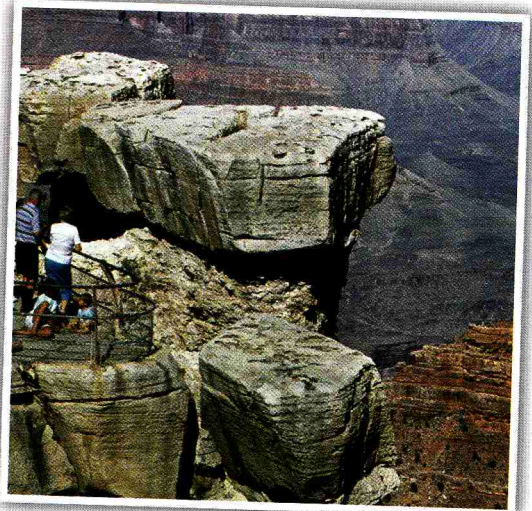
- 0 Do you like that dress?
 (A) The dress in the shop window. B The dress I am wearing.
- 1 I don't like this very much.
 A The food I am eating. B The food you are eating.
- 2 Are these your children?
 A The children in the photograph I'm looking at. B The children playing in the garden.
- 3 That's very interesting.
 A The book I'm reading. B The information you've just given me.
- 4 Are those the correct answers?
 A The answers in my book. B The answers in your book.
- 5 I've already seen that one.
 A The DVD I'm holding. B The DVD you're holding.
- 6 Can I have two of these, please?
 A The pens on the counter here. B The pens on the top shelf.

2 Choose the correct words in *italics>. 2.10 Listen and check.*

- 0 These *is / are* very comfortable seats.
- 1 *This / These* class is for advanced students.
- 2 Have you got any other colours? I don't like those *one / ones*.
- 3 I'm feeling nervous. *This / That* is my first day here.
- 4 Can you see *these / those* beautiful birds on top of the roof?
- 5 Did you enjoy *this / that* Indian meal we had last week?
- 6 *These / Those* shoes are very tight. Do you mind if I take them off?
- 7 'Hello, is that Stephen?' 'Yes, *this is / it's* me. How are you?'
- 8 Let me introduce my boss. Alex, *this / it* is Hilary.

3 GRAMMAR IN USE Complete the conversation with *this, that, these* or *those* and a suitable form of the verbs in brackets, if necessary. 2.11 Listen and check.

- JAN Wow! We're here at last. So, (0) *this is*
 (be) the famous Grand Canyon!
- ANA It's amazing, isn't it? And (1)
 (be) a fantastic place to see it from.
- JAN Can you see (2) river down
 at the bottom?
- ANA Yes, I can.
- JAN (3) (be) the Colorado River.
 It's wider than the River Thames.
- ANA But (4) (be) impossible.
 It looks tiny!
- JAN (5) (be) because it's so far
 away from us.
- ANA Look at (6) rocks on the
 other side of the valley. Is (7)
 a cave over there?
- JAN Yes, I think so. I read in the guidebook that the
 people here lived in caves before the Europeans arrived.
 In (8) days lots of people lived in this area.
- ANA (9) (be) really interesting. Can we visit the caves?
- JAN I don't think it's allowed (10) days.



Review MODULE 1

1 UNITS 1 AND 2 Match sentences 1 and 2 with A and B in each pair.

- 0 1 Did you do much exercise? → A Did you finish your homework?
 2 Did you do all the exercises? → B You went to the gym, didn't you?
- 1 1 I don't like children. A I mean all children.
 2 I don't like the children. B I mean my neighbour's children.
- 2 1 Did you get a book? A I asked you to find it for me.
 2 Did you get the book? B You'll need something to read on the train.
- 3 1 We had turkey. A It lived in our garden when I was a child.
 2 We had a turkey. B It was delicious.
- 4 1 Do you sell papers? A I want to look at the advertisements.
 2 Do you sell paper? B I want to write a letter.
- 5 1 Did you listen to the music? A Did you take your iPod with you?
 2 Did you listen to music on the train? B It was on that CD I gave you last week.
- 6 1 Will you apply for a job? A You know, the one you saw in the paper.
 2 Will you apply for the job? B Or don't you want to start work yet?

2 UNITS 2, 3 AND 4 Read the TV programme information and choose the correct words in *italics*.

Today's best programmes

Subtitled programmes are available on (0) channel / the channel 29.

Programmes include hand signing for (1) *deaf* / the deaf.

| | |
|------------------|---|
| 18.00 Channel 16 | TV International A weekly look at (2) <i>television</i> / the television around (3) <i>a</i> / the world. |
| 19.15 BBC 4 | The Bridge on (4) <i>River</i> / the River Kwai Award-winning war film. (5) <i>A</i> / The list of actors includes Alec Guinness and William Holden. |
| 21.30 Channel 5 | Job Watch What is the government doing to help (6) <i>unemployed</i> / the unemployed? This programme examines (7) <i>a</i> / the latest job creation policies and a new plan to help students at (8) <i>university</i> / the university find jobs. |
| 22.00 CNN | The Energy Crisis (9) <i>Chinese</i> / The Chinese are investing in coal-powered electricity. Is this the best way to protect (10) <i>an</i> / the environment? This documentary examines the facts. |

3 UNITS 2, 3 AND 5 Complete the three conversations with *a, an, the, – (no article), this, that, these or those*. In five places, more than one answer is possible.

- 1 JOHN This place is amazing. Look, (0) *that*.....'s the Mona Lisa over there, on the other side of the room.
 ALICE (1) painting behind the thick glass?
 JOHN Yes, (2) 's it. Let's get a bit nearer.
 ALICE I still can't really see it. All (3) tourists are standing in the way. Why don't we get a coffee and come back later?
 JOHN OK. Is there (4) café in (5) museum?
 ALICE I'm sure there is. Let's ask (6) security guard over there.

- 2 TOURIST Excuse me. I'm looking for (7) Tate Gallery.
 DAN Which one? There are two.
 TOURIST Er, (8) one with all the modern art.
 DAN I think you mean the Tate Modern.
 TOURIST Yes, (9) 's the one I want.
 DAN Well, it's on the other side of (10) river. You have to cross over
 (11) Millennium Bridge.
 TOURIST Where's (12)?
 DAN It's not far. Just turn left at (13) corner of (14) street.
- 3 SILVIA Hello, Cambridge Tourist Office? Right, I'm coming to (15)
 Cambridge next week and I'm looking for (16) information.
 GUIDE Sure. What would you like to know?
 SILVIA Well, I quite like (17) history and (18) architecture.
 Are any of (19) university buildings open to the public?
 GUIDE Yes, and some of (20) colleges are very old.

4 ALL UNITS Read the text and choose the correct answer, A, B or C below.

BOSTON. Museums and Galleries

(0) Stewart Gardner Museum is one of the most unusual museums in (1)

It was built by the millionairess Isabella Stewart Gardner at the end of (2) century. In (3) days wealthy Americans often travelled to Europe and bought fine paintings and sculptures. Isabella went to Europe many times and bought a lot of (4) She visited Venice in 1884 and fell in love with (5) Barbaro. She decided that one day she would build (6) in her home town, Boston, which would be (7) of a Venetian palace. As she collected more and more art she decided her new home should also become (8)

In 1898 Isabella's husband, John Gardner, died and she began building her new home/museum. It opened to the public in 1903. Isabella kept (9) floor of the museum as a private home for herself and she lived there until she died in 1924. (10) days the museum contains more than 2,500 works of art and is open to the public from Tuesday to Sunday, from 11 a.m. to 5 p.m.



- | | | |
|-------------------|---|-------------------|
| 0 A Isabella | <input checked="" type="radio"/> B The Isabella | C An Isabella |
| 1 A North America | B the North America | C a North America |
| 2 A nineteenth | B the nineteenth | C a nineteenth |
| 3 A that | B these | C those |
| 4 A art | B some art | C the art |
| 5 A a Palazzo | B the Palazzo | C this Palazzo |
| 6 A house | B the house | C a house |
| 7 A copy | B the copy | C a copy |
| 8 A museum | B a museum | C the museum |
| 9 A the top | B that top | C a top |
| 10 A The | B These | C Those |

Test MODULE 1

Nouns and articles

Choose the correct answer, A, B or C.

- 1 She has two young so she's always tired!
A babys B babyes C babies ➤ Unit 1
- 2 The police questions about the bank robbery.
A are asking B is asking C asks ➤ Unit 1
- 3 Do you have suitable for this job?
A experiences B piece of experience C experience ➤ Unit 1
- 4 Excuse me. Is there near here?
A some art gallery B an art gallery C art gallery ➤ Unit 1
- 5 There was an interesting on the radio this morning.
A news B item of news C one news ➤ Unit 1
- 6 The artist has name.
A unusual B a unusual C an unusual ➤ Unit 2
- 7 Living in city can be expensive.
A an European B a European C European ➤ Unit 2
- 8 My parents don't like travelling on
A trains B train C the trains ➤ Unit 2
- 9 between Lisbon and Madrid is very slow.
A Train B A train C The train ➤ Unit 2
- 10 Please call me back. is 090744454.
A The number B A number C Number ➤ Unit 2
- 11 Isn't your cousin ?
A the musician B a musician C musician ➤ Unit 3
- 12 The judge sent the murderer to for thirty years.
A prison B a prison C the prison ➤ Unit 3
- 13 The Paralympics are special Olympic games for
A some disabled B the disabled C disabled ➤ Unit 3
- 14 usually take their holidays in August.
A French B A French C The French ➤ Unit 3
- 15 I go to the dentist
A twice a year B twice the year C twice in year ➤ Unit 4
- 16 They have a lovely house near Malaga. It's just on
A the coast B coast C a coast ➤ Unit 4
- 17 Caroline's studying law at University.
A the Harvard B a Harvard C Harvard ➤ Unit 4
- 18 I'm going to take a photo of mountains over there.
A this B these C those ➤ Unit 5
- 19 What was the name of hotel we stayed at last year?
A that B this C a ➤ Unit 5
- 20 'Hello. Can I speak to Mrs Gupta?'
'..... Mrs Gupta. How can I help you?'
A It is B This is C That is ➤ Unit 5

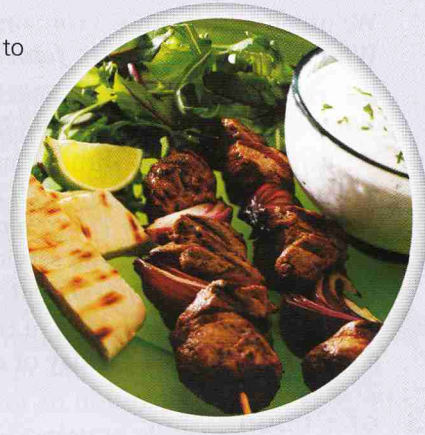
Possessives, pronouns and quantifiers

Before you start

1 Read the review of a restaurant. Look at the highlighted grammar examples.

This Turkish restaurant is in a small side road at **the end of the high street**, so it's easy to miss it. I went there on Friday evening with **a friend of mine**. Expecting **little choice**, we went in for a quick meal and we were pleasantly surprised. We **helped ourselves** to several cold starters from the self-service display, and we ordered a couple of **hot ones** from the menu. **Most of them** were vegetarian and they were all excellent. We felt quite full so we asked the waiter to recommend **something small** for our main course. Well, I had a small lamb kebab, and my friend had a small chicken kebab – and **both of them** were really quite large! The meat tasted very good, and the rice and salad with it was just right. We looked at the desserts on the menu – and wanted to try **every one of them** – but we simply couldn't eat any more! And all this, with Turkish coffee at the end, was less than £25.00. I'd really recommend the Sultan's Palace – it's friendly and inexpensive, and I'm certain that **anything** on the menu will be just perfect!

The Sultan's Palace



2 Now read the sentences and choose the correct words in *italics*. The highlighted grammar examples will help you.

- 1 There's an excellent French restaurant at *the top of the road / the road's top*. ➤ Unit 6
- 2 Keith is going on holiday in the summer with a cousin of *him / his*. ➤ Unit 7
- 3 I love most cakes but I really don't like cream *one / ones*. ➤ Unit 8
- 4 The boys fell over while they were playing football and hurt *them / themselves*. ➤ Unit 9
- 5 The desserts were very expensive but all *them / of them* looked really good. ➤ Unit 10
- 6 *Anyone / Anything* can use the tennis courts here – you don't have to join the club. ➤ Unit 11
- 7 I always like *something sweet / sweet something* at the end of a meal. ➤ Unit 11
- 8 Her letter wasn't long because she had *little / a little* time to write it. ➤ Unit 12
- 9 Gerri's got two brothers and both of *them / them* are very good-looking. ➤ Unit 13
- 10 We went to every *of / one of* the physics lectures, but we still don't understand! ➤ Unit 13


3 Check your answers below. Then go to the unit for more information and practice.

1 the top of the road 2 his 3 ones 4 themselves 5 of them
6 Anyone 7 something sweet 8 little 9 of them 10 one of

6 Possessive forms of nouns

1 Possessive forms

| | | |
|-----------------------------|---------|---|
| singular noun | + 's | <i>Jane's apartment</i> <i>my uncle's job</i> <i>the bus's front lights</i> |
| names that end in -s | ' or 's | <i>James' school</i> OR <i>James's school</i> |
| plural nouns that end in -s | ' | <i>boys' team</i> <i>workers' union</i> |
| plural noun (irregular) | + 's | <i>children's dinner</i> <i>people's rights</i> |



I'd better go now. I've got to finish making the **children's** dinner.

2 Noun + 's or '

We usually use noun + 's (or ' only) for people and animals: *It's the **children's** dinner.*
*Where are the **cats'** bowls?* ***John's wife's** dress is lovely.*

If there are two people, we usually only add 's to the second person:
*What do you think of **Matt and Jane's** new house?*

We can use noun + 's without another noun

- when the meaning is clear: *'Can I borrow your pen?'* *'It's **Steve's**. Ask him.'*
- for people's homes: *There's a party after the exam at **Abbi's**.*
- for some businesses and services: *Lester is at the **dentist's**.*
*Can you buy me some chocolate at the **newsagent's**?*

We can add 's / ' to a period of time:

a **week's** holiday (= a holiday of a week) ***six months'** travelling* ***yesterday's** news*

3 of + noun

We usually use *of* + noun for things and places:

*Would you like a map **of the city**?* *I don't know the time **of the next train**.*

With cities, countries and organisations, we can use 's or *of*:

***London's parks** are very pleasant.* / *The **parks of London** are very pleasant.*

***China's economy** is growing fast.* / *The **economy of China** is growing fast.*

*That needs the **World Bank's** approval.* / *That needs the **approval of the World Bank**.*

We can use *of* + noun and noun + 's together:

*It's the Lord Mayor **of London's** residence.* *She's the Head **of Marketing's** wife.*

⚠ We don't usually use *of* + noun for people:

✗ *He's the **uncle of Joan**.* ✓ *He's **Joan's** uncle.*

We don't usually use noun + 's for things:

✗ *I've broken **my shoe's** heel.* ✓ *I've broken the heel **of my shoe**.*

We often leave out *the* in *time of (the) day/night/year*, especially in spoken English:
*I'm usually working at this **time of day**.*

4 Compound nouns

Some **compound nouns** describe one person or thing that belongs to another:

table leg (= the leg of the table), *bedroom ceiling* (= the ceiling of the bedroom)

book cover (= the cover of the book), *college principal* (= the principal of the college)

✗ *The **bedroom's ceiling** needs painting.* ✓ *The **bedroom ceiling** needs painting.*

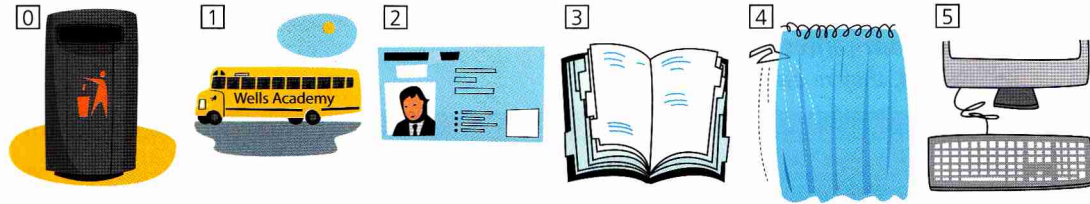
More on compound nouns ➤ Unit 98.1

Practice

1 Write an apostrophe (') in the correct places in each sentence.

- 0 Is Marian's niece a teacher at the boys' school or the girls' school?
- 1 Tess's husband works at Microsoft's head office in California.
- 2 Mark and Sarah's children are staying at their grandparents.
- 3 In the UK, you can usually buy women's perfumes at a chemist's.
- 4 What's the Prime Minister's wife's name? I've forgotten.
- 5 The country's economic situation may lead to a reduction in people's salaries.

2 Match the nouns in Box A and Box B to make compound nouns. Then write the words under the pictures.



rubbish bin

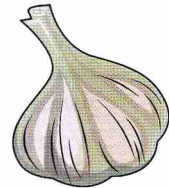
A address computer identity
rubbish school shower

B ~~bin~~ book bus card
curtain keyboard

3 GRAMMAR IN USE Choose the correct words in *italics*. In one place, both answers are possible. 2.12 Listen and check.

Review: Garlic and Shots Restaurant

It was (0) *the end of a working week* / *a working week's end* and several of us decided we wanted a good night out. So, John, Lou, Charles, (1) *Charles'* / *Charles's* cousin and I got into (2) *the car of Lou* / *Lou's car* and went to (3) *London Soho district* / *London's Soho district* looking for an unusual restaurant. We found one. Garlic and Shots is a really interesting place to eat. Clearly, (4) *the idea of the restaurant* / *the restaurant's idea* is that all of the food contains garlic, and I mean all of the food! You can get garlic bread, garlic pasta, garlic drinks and even garlic ice cream! The (5) *food's variety* / *variety of the food* is amazing, but of course you have to be a (6) *garlic lover* / *garlic's lover*. We all had two courses, drinks and coffee (garlic coffee of course) and the (7) *bill's size* / *size of the bill* wasn't bad for central London.

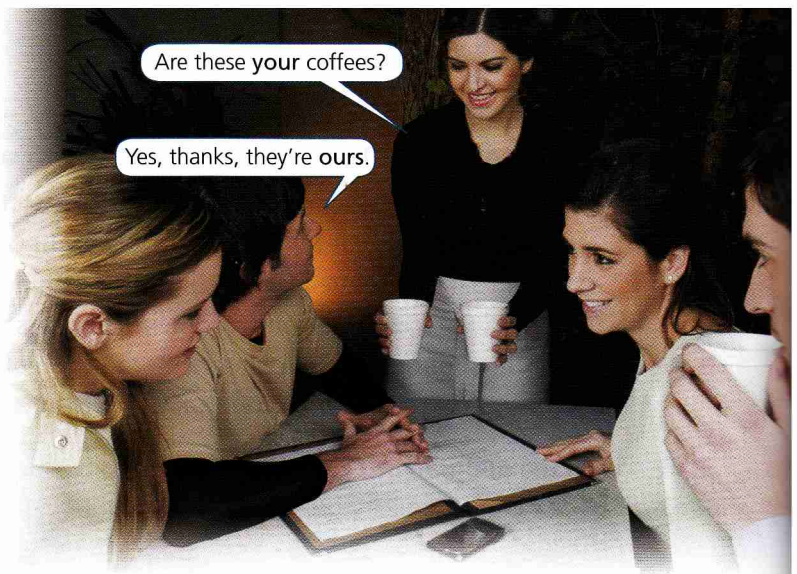


4 Use the nouns in brackets to complete each sentence with 's, ' or of + noun.

In one sentence, two answers are possible. 2.13 Listen and check.

- 0 We can have the barbecue in *Anne's garden* – it's the biggest. (Anne + garden)
- 1 I can probably do work experience in after university. (Nick + father + business)
- 2 We have to provide every year by law. (four weeks + holiday)
- 3 I read an interesting magazine in the (doctor + waiting room)
- 4 We're collecting money so that the can stay open. (children + hospital)
- 5 It's the to provide homes for the homeless. (government + job)
- 6 Who's that at the door at this? (time + night)

7 Possessive adjectives and pronouns



1 Possessive adjectives and pronouns

Possessive adjectives and possessive pronouns tell us who things belong to.

*Are these **your** coffees?
Yes, thanks, they're **ours**.*

| | SINGULAR | | | | | PLURAL | | |
|-----------------------|-------------|--------------|------------|-------------|------------|-------------|--------------|---------------|
| subject pronouns | <i>I</i> | <i>you</i> | <i>he</i> | <i>she</i> | <i>it</i> | <i>we</i> | <i>you</i> | <i>they</i> |
| possessive adjectives | <i>my</i> | <i>your</i> | <i>his</i> | <i>her</i> | <i>its</i> | <i>our</i> | <i>your</i> | <i>their</i> |
| possessive pronouns | <i>mine</i> | <i>yours</i> | <i>his</i> | <i>hers</i> | <i>- *</i> | <i>ours</i> | <i>yours</i> | <i>theirs</i> |

* There is no possessive pronoun form of *it*: *The green bowl is (~~x its~~) the cat's.* (= It belongs to the cat.)

2 Possessive adjectives

We use possessive adjectives to replace a noun + 's (► Unit 6.2):

*Lewis is **Yolanda's** son. → Lewis is **her** son.*

*That's **my** grandparents' house. → That's **their** house.*

The possessive adjective depends on the noun it replaces:

***Brad's** son = **his** son **Brad's** daughter = **his** daughter (~~x her daughter~~)*

***Anna's** son = **her** son (~~x his son~~) **Anna's** daughter = **her** daughter*

We usually use possessive adjectives with parts of the body:

*Please raise **your hand** if you need more paper. **My back** is really painful today.*

! Remember that *its* is different from *it's* (= it is):

*The cat hasn't eaten **its** food. I think **it's** ill.* (= it is ill)

3 Possessive pronouns

If it's clear who/what we are talking about, we can use possessive pronouns.

They replace a possessive adjective and noun:

*The cappuccino is **mine**.* (my cappuccino)

*I didn't have a seat so Brad offered **me his**.* (his seat)

! We don't use *a*, *an*, *the* or 's with possessive adjectives and pronouns:

*~~x That's my passport and this is the your's.~~ ✓ **That's my passport and this is yours.***

4 a friend of John's, mine, hers, etc.

When someone has more than one of something, we can use *a/an* + noun +

- *of* + noun + 's: *'That's a good idea.'* *'Actually, it was **an idea of John's**.'* (one of John's ideas)

- *of* + possessive pronoun: *Gerald is **a cousin of mine** from Devon.* (one of my cousins)

*~~x a cousin of me / a cousin of my~~ ✓ **a cousin of mine***

To emphasise that something belongs to someone, we use *a/an* + noun

+ *my/your/our*, etc. *own*:

*I don't like sharing – I've always wanted **a flat of my own**.* (my flat, for me only)

*Fran and Chris have got **a small business of their own**.* (not owned by anyone else)

Practice

1 GRAMMAR IN USE Read the information below. Then complete the conversation with the words from the box. **2.14** Listen and check.

Three friends are in a café. Amy orders a large cappuccino and a tuna sandwich. Olivia orders a cup of tea, a pasta salad and a piece of carrot cake. Maria orders a cola, a cheese omelette and a piece of carrot cake.

hers hers ~~mine~~ mine is my Olivia's ours that yours yours

- | | | | |
|--------|---|----------------|---|
| WAITER | Here, we are. One large cappuccino. | WAITER | OK, two carrot cakes. Who are they for? |
| AMY | That's (0) <u>mine</u> , thanks. | OLIVIA & MARIA | Oh, they're (5) |
| WAITER | And a cup of tea. | MARIA | Mmm, they look good. |
| AMY | Maria, isn't that (1) | WAITER | And, finally, a tuna sandwich. Is (6), madam? |
| MARIA | No, (2) the cola. | MARIA | No, I think it's (7) Amy? |
| WAITER | Whose is the tea, then? | AMY | Oh, yes. Thanks. |
| AMY | I think it's (3) | MARIA | Where's (8) cheese omelette? |
| OLIVIA | Yes, that's right, it's mine. | | |
| WAITER | What about this pasta salad? | | |
| AMY | Oh, that's (4), too. Olivia, take your salad. | | |

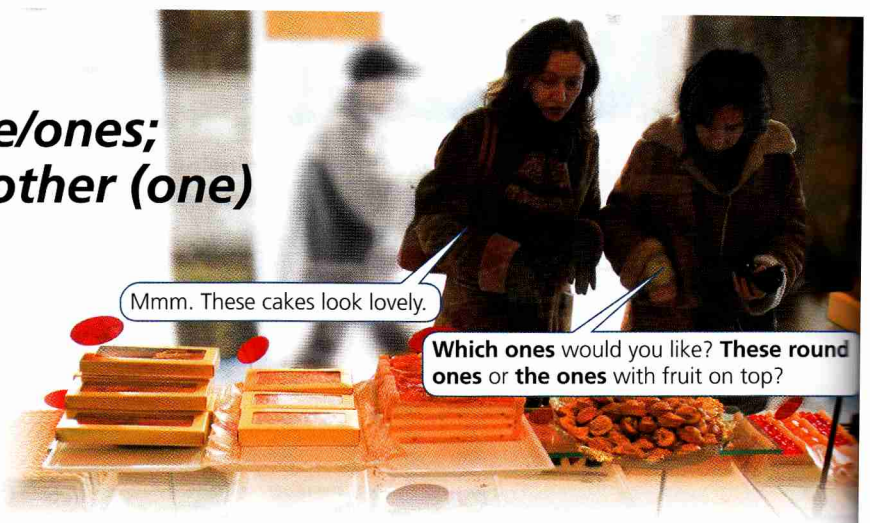
2 Find and correct the mistake in each sentence.

- We're going on holiday with some friends of ~~our~~ ^{ours}.
- My daughter argues all the time with his new boss.
- Clark couldn't come on the walk because he'd broken the ankle.
- 'Whose car is parked in the drive?' 'It's the mine. I'll move it.'
- 'Does this book belong to Maggie?' 'Yes, it's her.'
- Sue and Jim suggested this restaurant. It was a good idea of them.
- 'Does this basket belong to your cat?' 'Yes, it's its.'

3 Complete the second sentence so it means the same as the first. Use two to five words in your answer. 2.15 Listen and check.

- I don't have a calculator. Can I borrow yours?
Can I borrow your calculator? I don't have one of my own.....
- One of my uncles has given me tickets to the music festival next weekend.
An has given me tickets to the music festival next weekend.
- My grandparents had a villa in Spain and they used to spend every summer in it.
My grandparents used to spend every summer in in Spain.
- I bought two yoghurts. I've eaten mine and yours is in the fridge.
..... is in the fridge. I've eaten mine.
- 'Do you need a towel?' 'No, I've brought one of mine, thanks.'
'Do you need a towel?' 'No, I've brought a towel, thanks.'
- Have you met Louise? She's one of Laura's friends.
Have you met Louise? She's a

8 Pronouns *one/ones*; *another/the other (one)*



1 *one/ones*

We can use *one/ones* to replace a noun:

SINGULAR *I'd like a colour printer but I can't afford **one**.* (a colour printer)

PLURAL *We've got lots of red apples on the tree but I prefer green **ones**.* (apples)

! We use *one*, not *it* to mean 'one of many':

*I need a stamp for this letter. X ~~Have you got it?~~ ✓ Have you got **one**?*

We don't use *one* or *ones* to replace an uncountable noun:

X I prefer brown rice to white ~~one~~. ✓ *I prefer brown rice to **white (rice)**.*

🔊 **Pronunciation** ▶ 1.04

2 *this one, the + adjective + one(s)*

We use *this/that/these/those + one(s)* to talk about particular things, and *which one(s)* to ask about them:

*'Which **ones** would you like? These **ones** with fruit on top?'*

We can use *a/an/the/some + adjective + one(s)*:

*The train was full so we decided to catch **a later one**.*

*The best computer games are **the most powerful ones**.*

*Dark trousers make me look thinner so I'd better get **some black ones**.*

! If we add a phrase after *one* to describe it, we don't use *a/an* before it:

I'm looking for a new TV. X ~~I'd like a one with a built-in DVD.~~

✓ *I'd like **one** with a built-in DVD.*

But if we use an adjective before *one*, then we do use *a/an*:

✓ *I'd like **a big one** with a built-in DVD.*

3 *another (one), the other one(s)*

We use *another (one)* to talk about one more thing of the same type:

*That game was really good fun. Let's play **another (one)**.*

*I've appeared on one chat show and I'll never do **another (one)**!*

We can also use *another (one)* for a different thing of the same type:

*'I don't like this blue jumper.' 'Well, exchange it for **another one**. There were lots of different colours in that shop.'*

! We don't use *another one* with a noun:

X ~~I'd like another one coffee.~~

We use *the other(s)/the other one(s)* for the second of two that are the same:

*I'll take this box. Can you take **the other one**? (= the second of two boxes)*

*Some of the students are in the gym and **the others/the other ones** are waiting in the hall.*

! *X ~~We can put the others ones in the car.~~ ✓ We can put **the other ones** in the car.*

FORMALITY CHECK *Another one/the other one(s)* is less formal than *the others*:

*I think I prefer this payment plan to **the other ones** he showed me.* (informal)

*I assure you that this payment plan is better than **the others** on offer.* (formal)

Practice

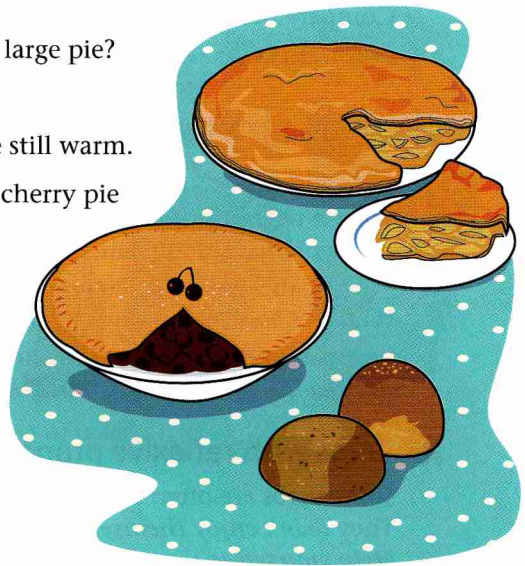
1 Choose the correct words in *italics>. In three places, both answers are possible.*

- 0 The local aerobics class is full so I'll have to find *another* / *another one*.
 1 'Would you like a cup of tea?' 'No, thanks. I've just had *one* / *ones*.'
 2 'How did you do in the exam?' 'Which *one* / *ones*? I took six exams.'
 3 If you miss the morning ferry, you can travel on *a later* / *a later one*.
 4 These grapes are really sweet. Do you want to try *one* / *it*?
 5 These paintings are for exhibition only, but all the *others* / *other ones* are for sale.
 6 Would you prefer black pepper or *white* / *white one* on your meal?
 7 I've packed two bags. Can you take *this* / *this one* and I'll take *the other* / *the other one*?
 8 If you organise the team games at the children's party, I'll do all *the others* / *the others ones*.

2 GRAMMAR IN USE Find six more places where you can use *one* or *ones* instead of a noun.

Write the correct word.  2.16 Listen and check.

- SHOPPER I'd like an apple pie, please.
 ASSISTANT Certainly, would you like a small ^{one} pie or a large pie?
 SHOPPER Oh, just a small pie, I think.
 ASSISTANT These pies are fresh from the oven; they're still warm.
 SHOPPER Mmm, they smell good. I think I'll have a cherry pie too, please. Can I have that pie?
 ASSISTANT Of course. Anything else?
 SHOPPER Yes, I'd like some bread.
 ASSISTANT Brown bread or white?
 SHOPPER Do you have bread rolls?
 ASSISTANT Yes, we have brown and white rolls.
 SHOPPER I'll have two brown rolls, please.
 ASSISTANT Here you are. That's £4.40.



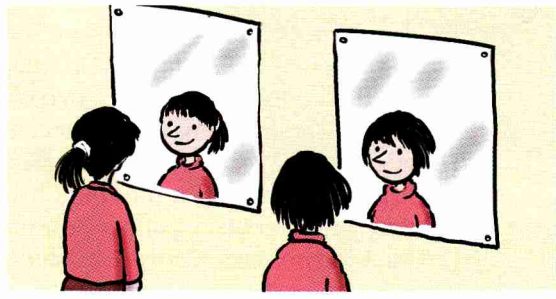
3 Complete a sentence for each situation.

- 0 You're planning a holiday with friends. They ask you whether you prefer quiet or lively holidays.
 You say: I prefer *quiet ones*.....
 1 You're trying on a jumper. It's too big. You call the assistant and say: Can I try?
 2 A friend offers you a choice of egg sandwiches or cheese sandwiches. You say:
 I'll have
 3 You have looked at two hotels on a website. Your friend prefers the first hotel but you don't. You say: I prefer
 4 The hotel receptionist asks if you'd like a room with a bath or with a shower. You say:
 I'd like
 5 There are two films on at your local cinema. One of them is very violent and you don't want to watch it. You say to your friend: Let's watch
 6 You're looking at mobile phones. The shop assistant asks whether you want a phone with Internet access or not. You say: I'd like

9 Reflexive and other pronouns



1 Alice and Imogen are looking at **each other**.



2 Alice and Imogen are looking at **themselves**.

1 Reflexive pronouns

Compare the form and use of **object pronouns** and **reflexive pronouns**:

| | | | | | |
|------------------|---------------------|----------------------|------------------------|--------------------|------------------|
| OBJECT/REFLEXIVE | <i>me/myself</i> | <i>you/yourself</i> | <i>him/himself</i> | <i>her/herself</i> | <i>it/itself</i> |
| | <i>us/ourselves</i> | <i>you/yourselfs</i> | <i>them/themselves</i> | | |

*Her name is Christine but **her** friends call **her** Tina.* (*her* = object pronoun)

*Her name is Christine but **she** calls **herself** Tina.* (*herself* = reflexive pronoun)

We use reflexive pronouns (*myself, yourself, etc.*) when the **subject** and **object** of a sentence are the same person or thing: *Have **you** hurt **yourself**?*

We can also use reflexive pronouns to emphasise the subject of the sentence:

*Why do I have to do everything **myself**? Dentists use this toothpaste **themselves**.*

By myself/himself, etc. means 'alone/on your own' or 'without help':

*'Do you live **by yourself**?' 'No, I share a flat.'* *The children did the drawing **by themselves**.*

2 Verbs with reflexive pronouns

Some verbs are often used with reflexive pronouns, for example:

*They didn't **enjoy themselves** on the activity holiday – it was hard work!*

***Help yourself** to some food – there's plenty of it!*

*Did the children **behave themselves** at the zoo?*

*I **blame myself** for the mistakes in the report – I didn't check it carefully.*

⚠ *Complain, feel, remember, rest, relax, get up and stand up do not have a reflexive pronoun:*

*✗ Do you **remember yourself** the hotel? ✓ Do you **remember** the hotel?*

But we can use a reflexive with *wash, shave* and *dress* if the situation is unusual:

*✓ After my operation I couldn't **dress myself** for three weeks.*

3 each other, one another

We use *each other* and *one another* when the subject and object are different:

*Alice and Imogen are looking at **each other/one another**.*

(= Alice is looking at Imogen and Imogen is looking at Alice.)

Compare: *Alice and Imogen are looking at **themselves**.*

(= Alice is looking at Alice and Imogen is looking at Imogen.)

4 you, one and they

We often use *you* for people in general: ***You** can't park here after 8.30 in the morning.*

We can also use *one* but it is very formal: ***One** needs to be careful when travelling alone.*

We often use *they* for the people in government or in charge of organisations:

***They're** putting taxes up again. **They** closed the factory in 2008.*

We also use *they* to talk about someone when we don't know who he or she is.

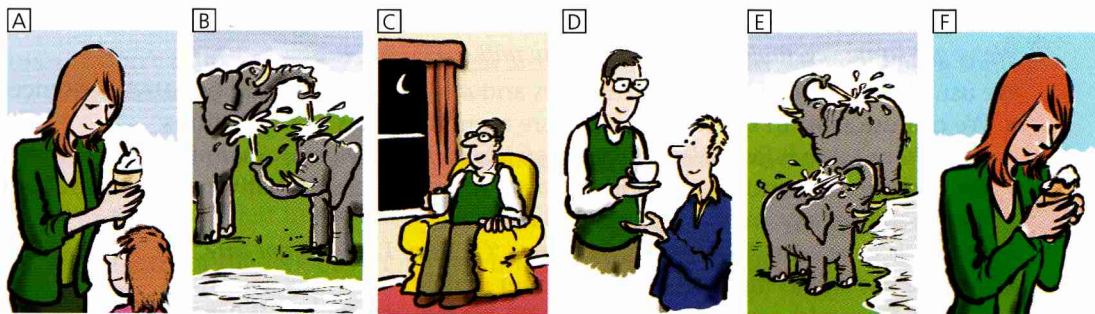
*Someone left this note for you, but **they** didn't leave **their** name.*

Practice

1 Complete the second sentence so it means the same as the first. Use reflexive pronouns and any other words that are necessary. **2.17** Listen and check.

- 0 We hope that all our guests have a good time.
We hope that all our guests enjoy *themselves*
- 1 Children under twelve must be with an adult.
Children under twelve can't see the film
- 2 Danger! Hard hats must be worn to prevent injury.
If you don't wear a hard hat, you may
- 3 This is a self-service restaurant.
In this restaurant, we have to get the food
- 4 Any of the team's supporters found causing problems will be removed.
All the supporters must behave

2 Match the sentences 1-5 with the pictures A-F.



- 0 Ryan brought his brother home and made him a cup of coffee. *D*.....
- 1 Ryan got home late and made himself a cup of coffee.
- 2 Jane went out with her daughter and bought her an ice cream.
- 3 Jane went out this afternoon and bought herself an ice cream.
- 4 The elephants frequently wash themselves.
- 5 The elephants enjoy washing one another.

3 **GRAMMAR IN USE** Read the conversation and choose the correct words in *italics*.

2.18 Listen and check.

- TONI Hi, Jan. Did you have a good holiday?
- JAN Oh yes, thanks. We really enjoyed (0) *us* / *ourselves!* We were in one of those really big holiday clubs, you know, where (1) *you* / *they* pay before you go. There were a lot of activities, so the twins could look after (2) *them* / *themselves* and we didn't have to worry about (3) *them* / *themselves*.
- TONI They're old enough to play with (4) *them* / *each other* now, anyway, aren't they?
- JAN Oh, of course, we can leave them (5) *by* / *on* themselves now for short periods and not worry. Oh, how's your roof, by the way? Did you get it fixed?
- TONI Well, the builder started, but he fell off a ladder and hurt (6) *hisself* / *himself*. He wasn't badly hurt but he couldn't finish the roof.
- JAN It's true what (7) *one* / *they* say – if you want a job done well, do it (8) *yourself* / *your own!*

10 some, any, all, most, no, none of



1 some and any

We use *some* and *any* + noun when we don't know the exact number/amount, or it is not important:

*We've got **some** vegetables. Have we got **any** milk?*

We usually use *some* in **positive** sentences and *any* in questions and **negative** sentences.

- We can use *some* in questions if they are requests, offers or suggestions:
*Can I have **some** information? Would you like **some** brochures? Shall we do **some** work now?*
- We can use *some* and *any* without a noun, when it is clear what we are talking about:
*We haven't got **any** bread. I'll go and get **some**.*
*'We need **some** coins for the ticket machine.'* *'Oh dear, I haven't got **any**.'*
- We can use *any* to mean 'it doesn't matter which':
'Which flavour ice cream do you want?' *'Oh, get me **any** flavour – I don't mind which.'*

Pronunciation > 1.05

2 all, most, some and no/none

We can use *all*, *most*, *some* and *no* before the subject or object in a sentence:

***All** the tickets cost £30.00. I've got **all** the tickets.*

They can go before plural or uncountable nouns:

***All** fruit contains sugar. **Most** vegetables contain a lot of vitamins.*

***Some** fish is expensive. **No** sugary food is good for you.*

We use *all (of)*, *most of*, *some of* and *none of* for particular people or things:

***All (of)** the vegetables in this soup are fresh.*

***Most of** our customers like the vegetarian dishes.*

*Do you want **some of** this white chocolate?*

***None of** our jam contains extra sugar.*

NATURAL ENGLISH We don't usually say *all people* or *no people*. We say *everyone/everybody* and *no one/nobody*: *Is **everyone** ready? **Nobody** called for you today.*

3 no, none of

No and *none of* mean 'not any'. We use them in negative **statements**, with a positive verb:

~~***No**ne of the advice he gave wasn't useful.*~~ ✓ ***None of** the advice he gave **was** useful.*

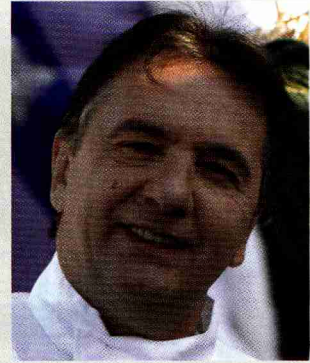
| | SINGULAR COUNTABLE NOUN | PLURAL NOUN | UNCOUNTABLE NOUN |
|----------------|------------------------------------|---|--|
| <i>none of</i> | — | <i>None of the machines is/are working.*</i> | <i>None of the bread was fresh.</i> |
| <i>no</i> | <i>No reason was given.</i> | <i>No reasons were given.</i> | <i>No information was given.</i> |

* A singular verb after *none of* + plural noun is more formal.

Practice

1 GRAMMAR IN USE Read the conversation about a TV programme and choose the correct words in *italics>. 2.19 Listen and check.*

- LIZ What's *The Restaurant*? Have you seen it?
- LINDA Yes, it's a TV show for people who want to open a restaurant with Raymond Blanc. Nine teams start, but (0) *all* / *(most)* of them have to leave during the series as only one team can win.
- LIZ What do they have to do?
- LINDA Well, each week (1) *all* / *any* of the teams do a task in their restaurant, but only (2) *none* / *some* of them can succeed.
- LIZ What do you mean? Do (3) *any* / *none* of them have to leave the show?
- LINDA No, (4) *most* / *none* of them have to leave at this point, but (5) *some* / *most* of the teams – the worst two or three – do another task, and then the worst team has to leave.
- LIZ Do the teams come from different restaurants or are they amateur cooks?
- LINDA I don't think (6) *some* / *any* of them are complete amateurs – they all have some professional experience.



Raymond Blanc shares his love of good food in *The Restaurant* tonight on BBC2.

2 Find and correct the mistake in each sentence. 2.20 Listen and check.

- There isn't any / There's no*
0 ~~There's any~~ milk left in the fridge. We need to buy some.
- 1 'How many of these books should we bring?' 'All them, please.'
- 2 Can I have any mineral water with my meal, please?
- 3 There weren't no phone calls for you today.
- 4 'Where are the drinks?' 'We didn't buy none.'
- 5 Can I borrow a pen, please? Some colour will be fine.
- 6 'How many songs have you got on your iPod?' 'I've got any. I've just bought it.'
- 7 None of the visitors didn't enjoy the exhibition. They all hated it.
- 8 Most information the guide gave us was very useful.

3 Write sentences with the words below. Change the verbs as necessary.

- 0 Cathy / have / any / close friends / her class *Cathy hasn't got any close friends in her class.*
- 1 Arnaud / like / most / music
- 2 Fran / have / some / designer clothes
- 3 John / read / all / Shakespeare's plays
- 4 Ellen / visit / any / foreign countries

4 Now make the sentences in Exercise 3 true for you.

- 0 I *'ve got some close friends in my class*
- 1 I
- 2 I
- 3 I
- 4 I

11 Indefinite pronouns



1 Indefinite pronouns

We use **indefinite pronouns** to talk about a person, thing or place, when we don't know who or what they are, or it is not important.

| PEOPLE | THINGS | PLACES |
|--------------------|------------|------------|
| someone/somebody | something | somewhere |
| anyone/anybody | anything | anywhere |
| everyone/everybody | everything | everywhere |
| no one/nobody | nothing | nowhere |

2 Use of indefinite pronouns

We use indefinite pronouns with *some* in positive sentences:

Someone will help you. (It doesn't matter who.)

My wallet is somewhere in this room. (I don't know where exactly.)

We can use them in requests, offers or suggestions (► [Unit 10.1](#)):

Shall we order something to drink?

We usually use indefinite pronouns with *any* in questions and negative sentences:

It's very dark – can you see anything? There isn't anyone at home.

We use indefinite pronouns with *every* to mean 'all people/things/places':

I've met everyone in the company now. Everything is ready.

Have you looked everywhere for your glasses?

We use indefinite pronouns with *no* with positive verbs, but the meaning is negative:

There was no one in the hotel who could help me.

! We don't use two negatives: ✗ *No one wasn't there.* ✓ *No one was there.*

3 Indefinite pronouns + verb

Indefinite pronouns take a singular verb when they are the subject of a sentence:

Someone's waiting outside. Something smells good! What are you cooking?

Has anyone got a menu? 'What would you like to drink?' 'Anything is fine. I'm really thirsty.'

Nobody was at home. No one expects you to be perfect.

Everything here is expensive. Is everyone here?

4 Other uses

We often use adjectives after indefinite pronouns: *I'd like something cool, with ice.*

Is there anywhere quiet round here? We need someone reliable for this job.

We also use *to* + verb after indefinite pronouns: *Shall we order something to drink?*

There's nowhere to sit inside the restaurant – it's full. I haven't got anything to wear.

We often use *else* after indefinite pronouns. It means 'another person/thing/place' or 'a different person/thing/place':

This club is boring. Let's go somewhere else. (to another club)

Don't you have anything else on the menu? (something different)

Practice

1 GRAMMAR IN USE Complete the review with the words from the box.

2.21 Listen and check.

anything everyone ~~everything~~ everything everywhere
 nothing nowhere somebody something

Review of the week – Harrods Food Hall

(0) Everything I had heard about this place was good. So on the last day of our trip to London, my wife and I visited this famous store. Well, we couldn't believe it! We've been (1) in the world, but (2) was as good as this! My wife wanted to buy (3) special for some friends, and there was so much to choose from. Harrods sells (4) – from seafood to chocolates. Of course, the only problem is that (5) is cheap. Still, we wanted to eat at Harrods – (6), it didn't matter what – so we had an ice cream, and it was fantastic! The staff are so good, too; we asked (7) in uniform for some information and she was very helpful. My only real criticism was that it was very crowded – it seemed that (8) in London was in Harrods that day!



2 Choose the correct indefinite pronouns in the lines from songs.

- 0 *Nothing* / Everything I do, I do it for you.
 1 *Anything* / *Something* you can do, I can do better.
 2 *Somewhere* / *Anywhere* over the rainbow, skies are blue.
 3 I can't run from myself; there's *anywhere* / *nowhere* to hide.
 4 *Anything* / *Nothing* means more than the truth.

3 Rewrite sentences 1–4. Use an indefinite pronoun to replace the underlined words. Then rewrite sentences 5–8. Use an indefinite pronoun + adjective/else or to + verb.

2.22 Listen and check.

- 0 I know I left my keys in a place in this room.
I know I left my keys somewhere in this room.
 1 Not one person came to the school open day.

 2 Jelena had no belongings at all when she came to this country.

 3 I'd like a volunteer from the audience – any person will be OK.

 4 The police searched all the rooms in the building but didn't find the murderer.

 00 I'm bored with toast. I want a different breakfast this morning.
I want something else this morning.
 5 I don't feel like a hot drink. Have you got a cold drink?

 6 All these cameras are too expensive. Don't you have a cheaper one?

 7 I'd rather not see Mr Knightley. Can I see a different person?

 8 Can I have a book or magazine that I can read?

12 much, many, a lot of, (a) little, (a) few



1 much, many, a lot of (lots of)

We use *much*, *many* and *a lot of* to talk about a large amount; we don't know the exact amount.

- We usually use *much* and *many* in negative sentences and questions:
 - + UNCOUNTABLE NOUN *We haven't got **much** water.*
 - + COUNTABLE NOUN *There aren't **many** cans of cola.*
- We use *a lot of* or *lots of* in positive and negative sentences and questions:
 - We've got **a lot of** orange juice.*
 - Hurry up! We haven't got **a lot of** time.*
 - Were there **lots of** people at the swimming pool?*

We can use these words without a noun, when it is clear what we are talking about:
*I've got some money with me but not **much**.* *I've got **a lot** to do today.* (X ~~a lot of to do~~)

FORMALITY CHECK *Much* and *many* in positive sentences are formal. We prefer *a lot of* or *lots of* for informal use:

***Many** of the experiments produced useful results.* (formal)

*Come on. We've got **a lot of** work to do.* (informal)

2 too much, too many, not enough

Too much and *too many* have a negative meaning. They mean 'more than we want':
*We've got **too many** pizzas for only three people.* *We can't walk here – there's **too much** snow.*
Not enough is the opposite of *too much/many*. It means 'less/fewer than we want':
*We haven't got **enough** cola for the children.* *We didn't have **enough** people to play football.*

3 (a) little, (a) few

We use *a little* instead of *some* to talk about a small amount; we use *a few* instead of *some* to talk about a small number; we don't know the exact amount or number:

+ UNCOUNTABLE NOUN *Add **a little** butter to the potatoes.*

+ COUNTABLE NOUN *There are **a few** good restaurants near here.*

When we use *little* (without *a*), it means 'not much/not enough': *You will have **little** difficulty in finding my house.* *There's **little** hope of finishing this today.*

When we use *few* (without *a*), it means 'not many/not enough': ***Few** tourists come to the island.* *There are **few** good hotels near here.*

FORMALITY CHECK *Little* and *few* can sound quite formal on their own. In everyday English, we prefer to use *very little/very few* or *not much/not many*:

*There are **very few** good restaurants near here.* *There aren't **many** good restaurants near here.*

Practice

1 Match the beginning of each sentence with the correct ending, A or B.

- 0 There was a little rice left, so ...
A we couldn't have any with our curry. **B** we had a spoonful each with our curry.
- 1 There was a lot of rice left, so ...
A we made a really big salad with it. **B** we had to have potatoes with our curry.
- 2 There was very little rice left, so ...
A we all had a lot with our curry. **B** we had to have potatoes instead.
- 3 There were a few potatoes left, so ...
A we had one each with our meal. **B** we had to have rice with our meal.
- 4 There were very few potatoes left, so ...
A we had to have rice with our meal. **B** we had two or three each with our meal.

2 GRAMMAR IN USE Read the article and choose the correct words in *italics*.

 2.23 Listen and check.

Crisis in science education

Companies are complaining there aren't (0) enough / *much* students taking science subjects now, especially physics. The problem, it seems, is that (1) *few* / *many* students see science subjects as too difficult, when there are (2) *a lot* / *a lot of* easier options, such as media studies. Professor Jennifer Cousins of Exmouth University comments: "This is becoming a serious problem. (3) *Very few* / *A few* students are choosing to study science subjects these days, which means that there (4) *are enough* / *aren't enough* graduates applying for jobs in the industrial sector. The way I see it, there are (5) *too many* / *too much* new courses at university level, and there's so (6) *much* / *many*

competition between graduates that most students 'play safe' and take courses they feel more confident in. At present they have (7) *a little* / *little* incentive to choose scientific subjects because science is seen as both difficult and boring. We must introduce (8) *a little* / *a few* more excitement into science in schools."



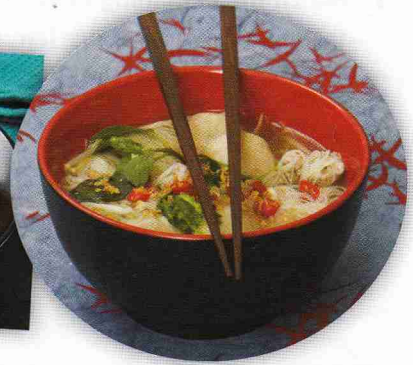
3 GRAMMAR IN USE Complete the conversation with the words and phrases from the box.

 2.24 Listen and check.

a little a lot not much ~~many~~ much many not many

- JEZ Let's get something to eat. Are there (0) *many*..... restaurants here?
- ALI Yes, there are quite (1), but there's (2) variety. What kinds of food do you like?
- JEZ Well, I eat too (3) junk food so I'd prefer something different. Are there any British restaurants here?
- ALI Yes, but (4) There are only two, I think, and they're expensive. Do you eat much Indian food?
- JEZ Well, I have tried (5) Indian food before, but I'm not very keen on it – sorry, Ali. I know you love it. What about Chinese?
- ALI Oh, there are so (6) Chinese restaurants here that everyone gets bored with Chinese food! I know – we both like Italian. Let's go to Giovanni's.

13 both, either, neither; each, every



Both these dishes are very different from British food, partly because **neither** contains meat or potatoes.

1 Form

| | + NOUN | + of + <i>the/those/my</i> , etc. + NOUN | + (NOUN) + VERB (as a subject) |
|----------------|---------------------------------|---|--------------------------------|
| <i>both</i> | <i>both dishes</i> ¹ | <i>both the dishes/both of the dishes</i> | <i>both (dishes) are tasty</i> |
| <i>either</i> | <i>either dish</i> | <i>either of the dishes</i> | <i>either (dish) is tasty</i> |
| <i>neither</i> | <i>neither dish</i> | <i>neither of the dishes</i> | <i>neither (dish) is tasty</i> |
| <i>each</i> | <i>each dish</i> | <i>each (one) of the dishes</i> | <i>each (dish) is tasty</i> |
| <i>every</i> | <i>every dish</i> ² | <i>every one of the dishes</i> | <i>every dish is tasty</i> |

¹ *Both* is followed by a plural noun and a plural verb. The others are usually singular.

² We do not use *every* as a pronoun: ~~X *Every is tasty.*~~ ✓ *Every dish / Every one is tasty.*

2 both, either, neither

Both, either and neither can be objects (*I like **both** dishes*) or subjects (***Both* dishes are tasty**).

- *both* means 'one and the other': ***Both these dishes*** are different from British food.
- *either* (often + *or*) means 'one or the other': *I'm happy with **either Chinese or Indian food.***
*My husband's mad about both football and cricket, but I don't enjoy **either of them.***
- *neither* (often + *nor*) means 'not one or the other':
Neither Indian nor Chinese food is expensive.

With *either* and *neither* we sometimes use a plural verb, especially after *of the* + plural noun:
Neither of the children are learning French this year.

3 each, every

We use *each* and *every* to talk about ALL the people or things in a group:

*You can find **every** type of food in London. I've tried **each** dish on the menu.*

If there are only two people or things in the group we use *each*, not *every*:

*The bride had several bracelets on **each** wrist and rings on **every** finger.*

When we use *each*, we think of each member of the group separately:

Every student in the room stood up when the new Principal came in. (as a group)

*He then went round the room and spoke to **each student** individually. (one by one)*

⚠ We do not use *each* or *every* + *not* in negative sentences; we use *neither (of)* or *none of*:

~~X *Every/Each player didn't try hard.*~~

✓ ***Neither player*** tried hard / ***None of the players*** tried hard.

But we can use *not every*: ***Not every player*** tried hard. (= Most tried hard, but not all.)

4 all or althe whole

We use *all the* before plural or uncountable nouns for something 'complete':

*He's eaten **all the bread.** Have you finished **all the olives?***

We also use *all* after pronouns: ***They all*** arrived at the same time. *He's eaten **it all.***

We use *a whole/the whole* before singular nouns:

*I've used **a whole tank** of petrol going to the hospital this week.*

*Have you eaten **the whole cake?***

Practice

1 Use the pictures to correct the sentences. Use a word from the table on the opposite page and make any other changes if necessary.



Only \$4.99

for main course + dessert!

Meal deal 1: beef steak, French fries, green beans + ice cream

Meal deal 2: lamb burger, French fries, salad + apple pie



- 0 One of the meals includes a dessert. Both of the meals include a dessert.
- 1 Both of the meals are vegetarian.
- 2 Neither meal contains vegetables.
- 3 Both pictures show the whole meal.
- 4 One of the meals includes French fries.

2 **GRAMMAR IN USE** Complete the conversation with the words from the box.

2.25 Listen and check.

all ~~both~~ both either either every neither neither whole

ANN There are two good holidays on this website, and they're (0) both..... on popular islands, Tenerife and Corfu. I haven't been to (1) of them.

KELLY Really? I've been to (2) Are the flight times good or are they night flights?

ANN No, (3) of them involves a night flight.

KELLY Oh, that's good. How much are they?

ANN Well, (4) is very expensive. The Tenerife one is all-inclusive, and it's £499.

KELLY So it's £499 for the (5) holiday, including all meals and drinks?

ANN Yes, that's right.

KELLY That's good. How much is the other one?

ANN It's cheaper; it's £389, but that only includes breakfast, so we'd have to buy (6) other meal.

KELLY Yes, but (7) the restaurants in Greece that I've ever been to are fairly cheap. I'm happy to go on (8) of the holidays.

3 Complete the second sentence so it means the same as the first. Use one to three words.

2.26 Listen and check.

- 0 I've seen all the Coen brothers' films. I've seen every..... Coen brothers' film.
- 1 She's got burns on each hand. She's burnt her hands.
- 2 Did he eat all the chocolate? Did he eat bar of chocolate?
- 3 Both of the restaurants are expensive. is cheap.
- 4 Every student passed the exam. students passed the exam.
- 5 She saw neither of the candidates. She either of the candidates.

Review MODULE 2

- 1 UNITS 6 AND 7** Read Anya's email and choose the correct words in *italics*. In three places, both answers are possible.

Subject

Hi Mum and Dad

This is just a quick email to let you know how things are going in Prague.

Well, I'm settling in – two days ago I left the hotel and moved into a room in (0) *Lucie* (*Lucie's*) apartment. Lucie is a (1) *friend of me* / *friend of mine* who works at the school and she's really nice. Her apartment is quite close to the (2) *city centre* / *city's centre*, so it's near the school and the shops. I've met a few people from the school and also (3) *James'* / *James's* cousin, who's married to a Czech man.

Work is also going well. At the moment I'm mainly teaching the (4) *childrens'* / *children's* classes but Gregor, the (5) *school director* / *director of the school*, says that there'll be more adult classes in the New Year.

I really love living here – it's beautiful and (6) *the history of Prague* / *Prague's history* is fascinating. There's also quite a lot to do. On Saturday Lucie and I are going to a party at (7) *Eliska's house* / *the house of Eliska* – she's an old friend of (8) *her* / *hers*. In late October there's a (9) *week holiday* / *week's holiday* from school and I might travel round the country a bit. When I get back, I think I'll look for (10) *an apartment of my own* / *a mine apartment*, as I'd like to be able to invite people to stay.

It's late, so I'd better go now.

Anya xx

- 2 UNITS 8, 9 AND 11** Rewrite the sentences, using the words in brackets.

0 That cake was delicious. I'd really like a second cake. (another / one)

That cake was delicious. I'd really like another one.

1 Jimmy likes Ben and Ben likes Jimmy. (each)

2 There are no seats left in the hall. (nowhere / sit)

3 Some of the students are staying with us and the remaining students are in the hostel. (others)

4 Alexei was badly injured when he fell down the stairs. (himself)

5 The council is always digging the road up! (they)

6 Did you go to the cinema without any other people? (by)

7 I'd like a banana but I don't want that green banana. (one)

8 The letter was sent to all the people in this district. (everyone)

3 UNITS 10, 12 AND 13 Complete the answers to the questions. Use a word or phrase from Box A and a word or phrase from Box B.

A a few all the any both every much ~~no~~ too much very few

B day his numbers homework petrol ~~reason~~
seats station students travel documents

0 Why are you angry?

Because there was really *no reason* for you to be late!

1 Do you want Mr Gould's home or work phone details?

Can you give me

2 Why can't I watch *My Name is Earl* tonight, Dad?

Because you've got to do!

3 How often do you have to practise the guitar?

Oh, Otherwise your fingers get stiff.

4 Samia can't find her train ticket. Where is it?

It's OK. The teacher's got

5 Did many people come to your presentation?

Well, came, but no lecturers.

6 You're driving slowly. Is there a problem?

Yes, we haven't got left.

7 Where can I buy a travelcard?

You can get one at or newsagent's.

8 Should I book that trip today?

Yes, there are left on the coach.

4 UNITS 12 AND 13 Read the text and choose the correct answer, A, B or C below.

We're very lucky where we live because we've got (0) different shops nearby that sell interesting food. There are two butchers and they (1) sell very good meat, but unfortunately (2) of them sells fish. We can buy fish from a fresh fish van, but that doesn't come (3) day. There are two delicatessens: (4) sells different things, and (5) sell every kind of cheese you can think of! We've got three very good greengrocers and there are two supermarkets nearby, but we don't go to (6) because we prefer the smaller shops. There's also a market (7) weekend. Apart from the food shops, there are very (8) other shops, though – hardly any, in fact. There (9) clothes shops – only a shoe shop and a small boutique. However, there are (10) Indian restaurants! We've got three of them in the high street!

0 A much

B both

C a lot of

1 A both

B every

C all

2 A both

B neither

C every

3 A every

B either

C both

4 A each of

B each of them

C neither of them

5 A both them

B each them

C both of them

6 A neither

B either

C every

7 A every

B either

C neither

8 A many

B little

C few

9 A are many

B aren't enough

C are enough

10 A too many

B too much

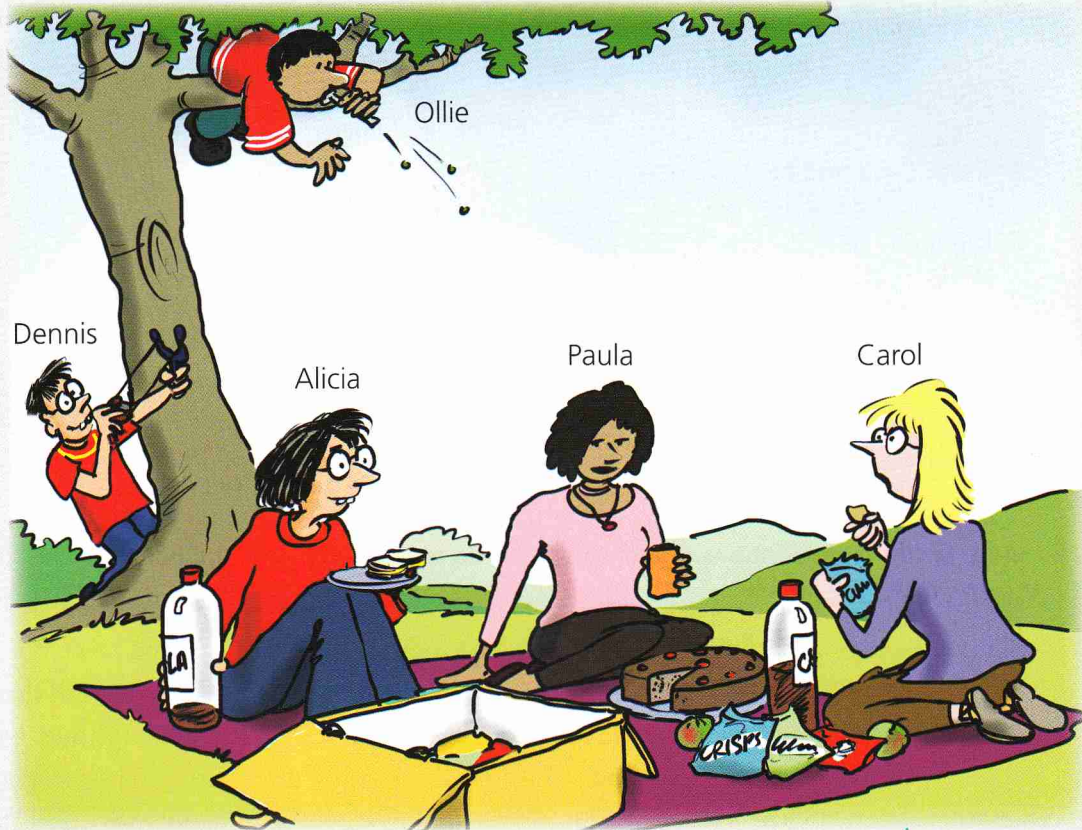
C too few

5 ALL UNITS Match the sentences 1–6 with those in A–G that have the same meaning.

- 0 There wasn't anyone around.
- 1 It was my cousins' car.
- 2 We did that all by ourselves.
- 3 Our time off work is only a month.
- 4 There isn't enough for us all to have some.
- 5 We'd like something a little different.
- 6 We missed both of them.

- A We get only four weeks' holiday.
- B We didn't get to see either of them.
- C It belonged to relatives of mine.
- D Can you get us a different one, please?
- E That was done entirely on our own.
- F There was no one there.
- G There's only a little left.

6 ALL UNITS Correct the sentences so that they describe the picture accurately.



- 0 Alicia has a lot of cola left.
- 1 Neither child has dark hair.
- 2 Carol has a bag of crisps.
- 3 The adults are talking to themselves.
- 4 Dennis is Paula's daughter.
- 5 One child isn't behaving himself.
- 6 They've eaten most of the cake.
- 7 They've eaten all the sandwiches.
- 8 One of the children is wearing a red T-shirt.

Alicia has a little cola left.

.....

.....

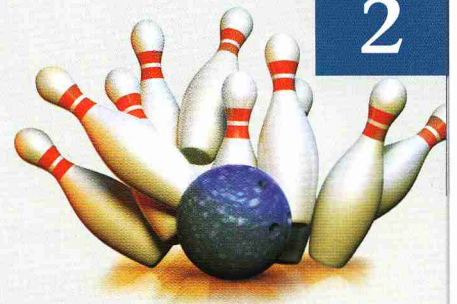
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7 ALL UNITS Complete the conversation with words and phrases from A–L below. There are three extra phrases.

ALAN Shall we go bowling this evening?
 DAVE I've never been bowling. Have (0) *F*..... been before?
 ALAN We've been (1) times, yes.
 ROB OK. Which bowling alley shall we go to?
 ALAN How about Rowan's, near the (2)? It's quite good.
 DICK Oh, but (3) there. It's always crowded. Why don't we try (4) outside town for a change?
 ALAN That's a good idea. (5) friend works there so we might get a discount.
 ROB I doubt it! We don't get on very well!
 DAVE Will I be OK in these shoes?
 DICK Yes. You have to wear (6) they give you at the bowling alley, anyway.
 ALAN (7) a membership card for that bowling alley?
 ROB You don't have to be a member to play; it just costs (8) to get in if you're a member.
 ALAN OK. Let's go then.

- | | | |
|-------------------|-------------------------|-------------------|
| A Has anyone got | E few | I a few |
| B everyone goes | F all of you | J the one |
| C centre shopping | G Rob brother | K shopping centre |
| D a little less | H the special ones | L Rob's brother's |

8 ALL UNITS Read the article and think of the best word for each gap. Write one word only.

Celebrity chefs



We have always had chefs, and we have celebrities, too. But now we have both in the rise (0) *of* the TV celebrity chef. These are chefs who usually run (1) own restaurants and may have written (2) few cookery books, but who also often turn up on the TV, appearing in cookery 'magazine' shows or presenting (3) of their own. The trend started some years ago with chefs such as Delia Smith, who simply cooked her recipes in front of a TV audience. (4) countries now have a number of celebrity chefs, such as Emeril Lagasse in the US and José Andrés in Spain. Today, however, it isn't true that (5) who can cook for the cameras can be a celebrity chef. Today's celebrity chefs have to be involved in a lot (6) different projects. There are two really well-known chefs in the UK now; (7) is Jamie Oliver and the (8) is Gordon Ramsay: Oliver has tried to change the nation's eating habits and Ramsay tries to shame and then improve restaurants. (9) these chefs run a number of restaurants alongside their TV careers, but given the time they spend on TV projects, the restaurants must actually see very (10) of their famous owners!

Test MODULE 2

Possessives, pronouns and quantifiers

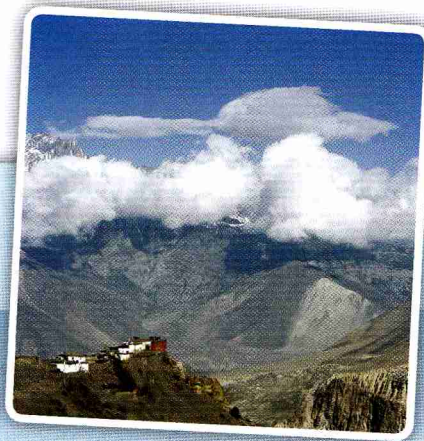
Choose the correct answer, A, B or C.

- 1 Have you seen motorbike? It's really powerful.
A Jane's brother B Jane brother's C Jane's brother's ➤ Unit 6
- 2 We're going to stay with when we're in Madrid.
A Kevin's cousin B the cousin of Kevin C Kevin cousin ➤ Unit 6
- 3 Jules has painted the a dreadful shade of pink.
A bedroom's walls B bedroom walls C wall bedrooms ➤ Unit 6
- 4 I fell when I was running for the bus and twisted ankle really badly.
A mine B my C the ➤ Unit 7
- 5 I didn't know that Katherine was a colleague of!
A you B your C yours ➤ Unit 7
- 6 'Green or black olives?' 'Oh, black. I really don't like the'
A green ones B green one C greens ➤ Unit 8
- 7 That was a really good game. Do you want to play?
A one other B the other C another one ➤ Unit 8
- 8 'Did you get decorators to paint your lounge?' 'No, we did it'
A ourselves B by our own C ourself ➤ Unit 9
- 9 Sally had been working very hard and she decided to give a break.
A her B Sally C herself ➤ Unit 9
- 10 Our two children walk to school together, so they can look after
A themselves B one another C another one ➤ Unit 9
- 11 Have you heard that are going to close the hospital?
A one B we C they ➤ Unit 9
- 12 'Which type of envelope do you want?'
'..... envelope is fine; it's only to post a bill.'
A Some B No type C Any ➤ Unit 10
- 13 I can't believe it – the supermarket had fish again today!
A any B none C no ➤ Unit 10
- 14 Jez's party was boring. I didn't meet I knew there.
A anyone B no one C someone ➤ Unit 11
- 15 You missed really interesting on the news earlier today.
A anything B anybody C something ➤ Unit 11
- 16 You can tell me your secret. I promise I won't tell
A someone else B anyone else C no one else ➤ Unit 11
- 17 The problem with kids today is that they have free time.
A too much B too many C enough ➤ Unit 12
- 18 I don't think we should employ Mr Frank – he's got experience.
A a little B very little C very few ➤ Unit 12
- 19 'Do you prefer Picasso or Dali?' 'Frankly, I don't like of them!'
A neither B both C either ➤ Unit 13
- 20 I don't know which of the two cars to choose; of them have good features.
A each B both C every ➤ Unit 13

Before you start

- 1 Read the email. Look at the **highlighted** grammar examples.

From: Casey <caseyj23@freeworld.com>
 To: Mum, Dad, Carol, Angie, Fabio, Pete, Dena, Baz, Jess
 Subject: Here at last



Hi guys

Well, my gap year has started! We landed **in** Nepal a few days ago after a long journey. I couldn't sleep at all **during** the flight because I was so excited! We flew **over** the Himalayas – that was just so beautiful. When we arrived, we went **by** bus to Chautara and we had to do the last part of the journey to this village on horses, would you believe? It's miles from anywhere. And it's freezing at night – the days are pleasant but I can only keep warm at night **by wrapping** up in clothes and getting **under** about fifteen blankets!

As you know, we're here to build a school for the community. All of our group are involved in the building work **except** me and Fran – we're lucky; we're working **as** the group cooks, so the others have to do the hard work! We're going to be here **until** about mid-November – the building will take **at least** two months – then we're moving south to India, before it gets too cold ...

- 2 Now read the sentences and choose the correct words in *italics>. The **highlighted** grammar examples will help you.*

- | | |
|--|-----------|
| 1 You can register for the expedition by <i>complete / completing</i> a form online. | ➤ Unit 14 |
| 2 We arrived <i>in / at</i> Crete in the middle of the night. | ➤ Unit 14 |
| 3 The cat's <i>below / under</i> the blanket – he always hides there! | ➤ Unit 14 |
| 4 We have to fly <i>through / over</i> the Andes when we come back. | ➤ Unit 15 |
| 5 I was reading <i>during / for</i> the journey so I didn't see much of the scenery. | ➤ Unit 16 |
| 6 I'd like to stay in this job <i>by / until</i> the end of the year. | ➤ Unit 16 |
| 7 We prefer to travel <i>by / with</i> train – it's more comfortable than flying. | ➤ Unit 17 |
| 8 Sophie worked <i>like / as</i> a French teacher when she came to London. | ➤ Unit 17 |
| 9 I enjoy all Coldplay's music <i>besides / except</i> their first CD. | ➤ Unit 17 |
| 10 Mum's going to pay me <i>at least / at last</i> £50.00 if I paint my room! | ➤ Unit 18 |

- 3 Check your answers below. Then go to the unit for more information and practice.

1 completing 2 in 3 under 4 over 5 during
 6 until 7 by 8 as 9 except 10 at least

14 General form and use; prepositions of place

1 Form

Prepositions are usually one word, but some have two or more words:

| | |
|-------------|---|
| one word | at for by with against towards |
| two words | apart from because of due to out of away from next to |
| three words | on top of in front of by means of in spite of |

They are usually followed by a noun or a pronoun:

Wait for me **at the bus stop**. I've had a terrible day. Let me tell you **about it**.

If we use a verb after a preposition, we use the **-ing** form:

You can lose weight **by eating** less and **doing** more exercise.

Marilyn got the job **in spite of being** late for the interview.

We can use some prepositions on their own, as **adverbs**:

Jason hasn't finished his work. He seems to be falling **behind**.

Have you been here **before**?

We can put prepositions at the end of questions and **relative clauses**:

Who are you looking **at**? This is Becky – she's the girl I used to share a flat **with**.

Wh- questions + prepositions ➤ Unit 62.3 Prepositions in relative clauses ➤ Unit 72.4

For a full list of common prepositions ➤ page 338–9

2 Use

Prepositions show relationships (of place, time, etc.) between the parts of a sentence:

| | |
|------------|--|
| place | That's my bike – the one against the wall. |
| movement | Go across the bridge and into the station. |
| time | My grandfather was in hospital during the last days of the war. |
| means | You can contact us by phone or email. |
| instrument | Please complete the form with a black pen. |
| purpose | These little hooks are used for hanging pictures on the wall. |

3 Prepositions of place: *in, on, at*

Prepositions of place describe where one person or thing is in relation to another:



Your watch is **in** the drawer. The keys are **in** the car.

(+ town/country) **in** Warsaw/Poland; Paul's **in** Japan on business.
in prison/hospital; **in** the newspaper/a book



Your watch is **on** the table. My office is **on** the third floor.

London is **on** the River Thames.

on the floor/wall/ceiling; **on** the left/right;
on page 20; **on** a train/bus/plane (but **in** a car)

We use *at* to describe the exact or approximate position of something:






It's **at** the end of the car park. The train stops **at** Preston. Can we sit **at** a window table?
at the top/bottom/end of ...; **at** a wedding/concert/meeting; **at** the office/station/airport

We can use *at* or *in* with buildings, but the meaning is different. Compare:

I can't talk. I'm **at** the cinema. (I'm watching / going to watch a film.)

I'm waiting for Karen **in** the cinema. (I'm inside the building.)

4 under, below, over, above, on top of

| | | MEANING | EXAMPLES |
|-----------|---|---|---|
| under |  | in a lower position (close or touching) | The documents are under that file on the desk. Put the rubbish in the bin under the sink. |
| below |  | in a lower position | Arienne lives in the apartment below me. We have a big cupboard below the stairs. |
| over |  | in a higher position (close or touching) | The sign over the door said 'entrance'. Put covers over the furniture before you paint the room. |
| above |  | in a higher position | There's a helicopter flying round above the school. The dentist's is above the bank. |
| on top of |  | in a higher position, touching | Can you get my bag, please? It's on top of the wardrobe. |

5 next to, by, beside, near

We use *next to*, *by* and *beside* to say that something is close:

The keys are **next to/by/beside** my bag, in the living room.

I'd love to live **by/beside/next to** the sea.

Near means 'not very far away'. Compare:

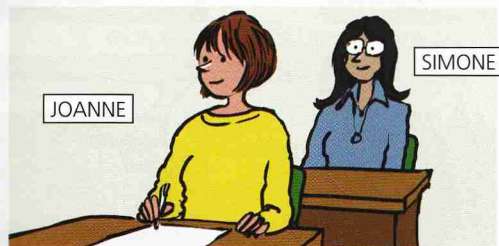
It's useful to live **near** an airport but I don't want to live **next to** one as the noise would be awful.

! We usually use *near* with towns or cities, not *next to*, *by* or *beside*:

✗ *Emin lives next to/by/beside Istanbul.* ✓ *Emin lives near Istanbul.*

6 in front of, opposite

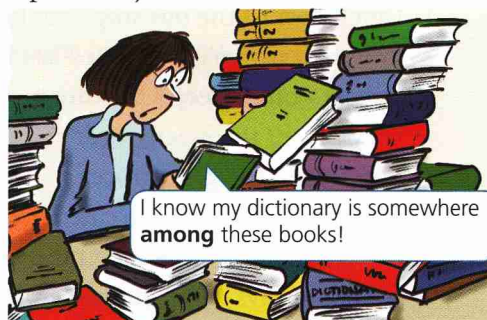
Joanne always sits **in front of** Simone in class, and she always sits **opposite** her at lunch.



7 between and among

The prepositions *between* and *among* have different meanings.

- *Between* means 'with one or more people/objects on either side'.
- *Among* means 'surrounded by more than two people or objects'.



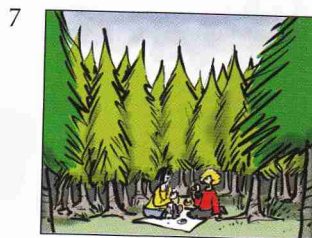
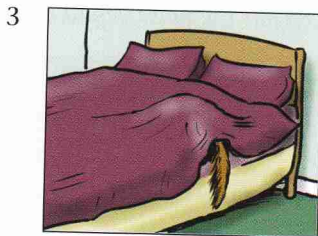
Practice

1 **Underline** the preposition in each sentence, then choose the correct word in *italics* to show the type of preposition.

- 0 Can you meet me in front of the snack bar later?
- 1 Can you meet me at half-past eight?
- 2 Can you get the spoons out of the drawer, please?
- 3 They've been making cars for more than seventy years.
- 4 Joanna is moving away from home next year.
- 5 You can contact us by email or text message.
- 6 Use a sharper knife for cutting meat.
- 7 The door can only be opened with a special key.
- 8 The refugees escaped by using false passports.

- place / time
- place / time
- place / movement
- purpose / time
- means / movement
- means / purpose
- time / purpose
- purpose / instrument
- means / movement

2 Write a sentence about each picture, using the words and phrases below and a preposition from the box. Use the past simple tense. 2.27 Listen and check.



above among at between in in front of on opposite under

- 0 Dana and Leona / meet / a plane
- 1 Derek / wait / the bus stop / for hours
- 2 I / leave / my coat / the car / last night
- 3 the cat / often sleep / the duvet
- 4 they / live / the greengrocer's
- 5 Lori / live / the greengrocer's
- 6 we / park / the car / the cinema
- 7 the girls / have / a picnic / pine trees
- 8 Jacob / always / sit / the two girls

Dana and Leona met on a plane.

.....

.....

.....

.....

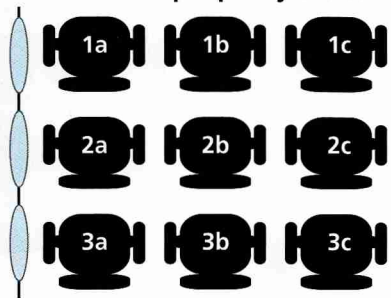
.....

.....

.....

.....

3 Nine friends are taking a flight together to Stockholm. Read the sentences and write the names of the people by the correct seat numbers.



1a 1b 1c
 2a 2b *Len* 2c
 3a 3b 3c

- Jack and his wife, Jane, are sitting in the front row. Jane hates flying and never sits by the window. She's sitting between her sister, Ella, who loves looking out of the window, and her husband.
- Marga is sitting in row 3, between two other members of the group.
- Len is sitting in the centre seat of the second row – he's flying home to Sweden to celebrate his birthday, with his wife, Anna, who is sitting next to him.
- Steph is sitting in front of her husband, Vince, who always wants an aisle seat because of his long legs.
- Nils is also from Sweden. He's Len's brother-in-law. Nils' sister is sitting in front of him.

4 **GRAMMAR IN USE** Read the text and choose the correct answer, A, B or C below.

2.28 Listen and check.

The Amanjena Hotel is one of the finest luxury hotels (0) Morocco. Situated in beautiful grounds (1) the fascinating town of Marrakech, it is easy to get to. The standard rooms are all individual buildings and are all situated (2) palm trees and mature olive trees. (3) each comfortable room there is a king-sized bed as well as a mini-bar, CD player, TV and DVD. There is also a small private garden with a fountain (4) each room, where guests can relax. Breakfast is served each morning (5) the swimming pool, and guests can have dinner (6) one of the hotel's two restaurants – serving Moroccan and international food. For those who want to shop, art, jewellery and handmade gifts are available (7) the three shops within the hotel complex, and there is a wide variety of shops (8) nearby Marrakech.

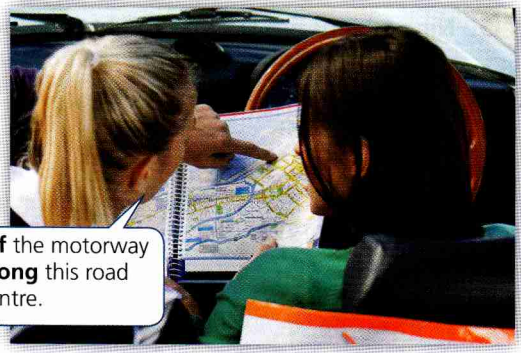


- | | | | | | |
|-----------------|------|-------------|-------------|---------------|-------------|
| 0 A at | B by | C in | 5 A in | B over | C by |
| 1 A near | B at | C next to | 6 A at | B opposite | C between |
| 2 A among | B in | C between | 7 A next to | B in front of | C at |
| 3 A At | B In | C On | 8 A in | B near | C on top of |
| 4 A in front of | B in | C at | | | |

5 Write about your bedroom, using the phrases in brackets to help you.

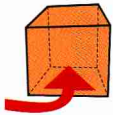
- 0 (next to my bed) *There's a little table and a lamp next to my bed.*
- 1 (next to my bed)
- 2 (under the bed)
- 3 (on the walls)
- 4 (on top of the wardrobe)
- 5 (opposite the bedroom window)

15 Prepositions of movement

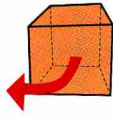


We can **come off** the motorway here and drive **along** this road **into** the town centre.

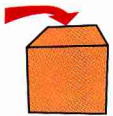
1 into, out of, onto, off



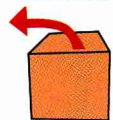
Into describes movement to the inside of something:
*It's raining. Let's go **into** the house now.*
*We can drive **into** the town centre this way.*



Out of is the opposite of *into*:
*Can you get my shoes **out of** the wardrobe?*
*Open the door and let me **out of** this room immediately!*



Onto expresses movement to a surface or 'line':
*The cat jumped **onto** the wall.*
*I think we should get **onto** the motorway here.*



Off is the opposite of *onto*:
*The cat jumped **off** the wall.*
*Let's get **off** the motorway and get something to eat.*

⚠ You may hear English speakers using *off of* rather than *off*, but many people think this is incorrect: [✗ *Please get off of the grass.*] ✓ *Please get **off** the grass.*

We get *into/out of* a car or taxi, but *on(to)/off* a bus, plane, train, ship, bike:
*Come on – jump **into the car**. We're late. I got **off the train** at the last stop.*

2 along, past, through

We use *along* when we follow the length of something (e.g. a path, a river, a road):
*We can drive **along** the Rhine to the south of Germany.*
*Walk **along** the path by the river – it's very pretty.*

We use *past* when we go up to something and then we pass it. We often use this with shops and buildings: *Go **past** the post office and the bookshop is on your left.*

We use *through* when we go from one side of something to the other side. We often use this with countries, open space, enclosed tunnels, etc. *We'll drive **through** Switzerland.*
*Go **through** the main entrance. I like to walk **through** the park on my way to work.*

3 across, over

Across and *over* both mean 'from one side to the other':
*Walk **across/over** the first bridge. We'll drive **across/over** the Alps.*
But we use *over* when we are not directly touching the surface we are crossing:
✗ *The horse jumped **across** the fence.* ✓ *The horse jumped **over** the fence.*

4 at, to

We usually use *to* to show direction: *Go **to** the bank and turn right. Give the book **to** Jamie.*
With some verbs (e.g. *throw, shout, point*), we can use *to* and *at*, but there is a difference in meaning:
*Throw those keys **to** me, will you? I need **to** lock the door.* (I want the keys.)
*She was so angry, she threw the keys **at** me.* (to try and hit me)

Practice

1 GRAMMAR IN USE Read the letter and choose the correct underlined words.

2.29 Listen and check.

Our cycling holiday in the Lake District was great, thanks. We had one really lovely day when we cycled (0) into / across the Hardknott Pass (1) to / at the little village of Boot, then we went (2) along / past the River Esk for a while, going (3) across / into some lovely little bridges. We went (4) at / past the pretty village of Eskdale Green and cycled all the way to Ravenglass, on the coast. It's a long way, so we went (5) onto / into a really nice hotel for afternoon tea, and then put the bikes (6) onto / into the little train that goes back up to Boot.

2 Find five more mistakes with prepositions and correct them. Tick (✓) the correct sentences.

2.30 Listen and check.

- 0 I'll turn the TV on. Can you get the DVD ^{out of} ~~out~~ the case?
- 1 We flew across the Andes when we went from Argentina to Chile.
- 2 We're late! Hurry up and get onto the taxi.
- 3 Mike always runs along the canal path for half an hour every morning.
- 4 The bridge that goes through the railway line is in danger of collapsing.
- 5 Don't throw stones to the cat – you'll hurt her.
- 6 To get to the station from here, go along the school and turn left.

3 GRAMMAR IN USE Look at the map of London Zoo and complete the directions with one word in each gap. You are at the Snowdon Aviary.



Excuse me, how do I get to ...

- 0 the Oasis Café? Go along the canal, past the owls and lovebirds, turn right, go through the tunnel. The Oasis Café is on the right.
- 1 the woodland walk? Turn right and go the bridge, then turn left and walk the canal.
- 2 the gift shop? Go straight on the owls and the lovebirds, turn right and go the canal, then go the tunnel under the road. It's on the left.
- 3 the entrance? Turn right and go the canal, go the Africa section and go the tunnel the information kiosk. Then turn left.
- 4 the nearest toilets? Go the canal and go right the bridge. Go the library, the tunnel and then go the café. The toilets are inside the café on the left.

16 Prepositions of time

What time's your connection?



1 at, in, on

We use

- **at** to introduce a time:
*The flight's **at** six o'clock.*
- **in** for a point within a longer period of time:
*I get to Australia **in** the morning.*
- **on** to introduce dates and days:
*We arrive **on** Thursday. The course ends **on** 11 July.*

| | COMMON USES | EXAMPLES |
|-----------|---|---|
| at | special occasions mealtimes + night/the weekend | <i>We usually have fireworks at New Year. The managers have business meetings at breakfast. It's quiet here at night. We always sleep late at the weekend.</i> |
| in | parts of the day months and seasons years and centuries | <i>I never work well in the afternoon. Is your birthday in October? We don't go away in the summer. I was born in 1984. The world changed in the last century.</i> |
| on | special days parts of days of the week | <i>Do you have a birthday cake on your birthday? I last saw him on Thursday afternoon.</i> |

⚠ With some time expressions (e.g. *this/last/next/every morning, week, year*, etc.) we don't use a preposition:

✗ *The French market comes **in** every March.* ✓ *The French market comes **every** March.*
*What time did you have breakfast **this** morning? The new gym opened **last** month.*

2 in, within, by, (from) ... until

We use

- **in** to talk about a completed period of time:
*They finished painting the hall **in** only two days.*
- **within** to mean 'before a period of time has passed':
*You should have the results **within** 24 hours.*
- **by** to mean 'not later than': *I need your essays **by** Friday.* (on or before Friday)
- **(from) ... until/to** for a period of time ending at a certain point:
*The play didn't finish **until** midnight. Tickets are available **to** the end of the month.
The holiday season runs **from** July **until** October.*

NATURAL ENGLISH We often use *till* instead of *until* in everyday English:
*We stayed in the club **from** about 9.00 **till** closing time.*

American English *on the weekend, Friday through Sunday* ➤ page 352

3 for, during, last (for)

We use

- **for** with a period of time; it means 'the whole time': *We waited for the bus **for** an hour.*
- **during** to mean 'at one point in a period of time': *My bike was stolen **during** the night.*

We also use *during* when we mean 'for a while' or 'all through a period of time': *I'll try to sleep **during** the flight.*

Notice the difference between *during* and *for*: *We went away **for** two weeks **during** July.
Jason was in hospital **for** several months **during** his childhood.*

With the verb *last* *for*, it is possible to leave out the preposition: *The course lasts (for) ten weeks.*

for and **since** with present perfect ➤ Unit 37.3

Practice

1 GRAMMAR IN USE Read the message and choose the correct words (or –) in *italics*.

Mr Lewis – here are your flight details for later this week:

You depart from Heathrow (0) at / *on* 8.30 (1) – / *in* the morning (2) *on* / *in* 23 April (Thursday).

You arrive in Dubai (3) *to* / *at* 5.20 (4) *in* / *at* the evening. Unfortunately, you can't leave the airport (5) *during* / *for* this stopover. You then leave Dubai (6) – / *at* 8.45 and you arrive in Bangkok (7) *at* / *on* 6.30 (8) *in* / – the next morning. You're then going to fly to Hong Kong (9) – / *on* next Friday, and return to the UK (10) *in* / *during* ten days, but we haven't finalised those last two flights yet.

2 Replace the underlined words with a suitable preposition (if necessary) and a phrase from the box. 🎧 2.31 Listen and check.

four days ~~the weekend~~ the summer fifteen minutes 11 p.m. to 6 a.m.
the afternoon two hours this evening four o'clock

- 0 Will the gardens be open on Saturday and Sunday? *at the weekend*
- 1 I find it really difficult to work after lunch.
- 2 It's Monday now. We'll be in touch with your results by Friday.
- 3 I'm working in Paris from June until September.
- 4 Planes aren't allowed to take off or land at night at this airport.
- 5 The oral exam was really short. It started at 9.00 and lasted till 9.15.
- 6 It's 3.30 now. I'll wait for another thirty minutes, then I have to go.
- 7 Don't worry, it's only 10.30 – we'll be finished by lunchtime.
- 8 I met Luke this afternoon; he said he'd come round in a few hours.

3 GRAMMAR IN USE Complete the text with prepositions from this unit. Write – if no preposition is necessary. 🎧 2.32 Listen and check.

The Samaria Gorge Experience

**Thank you for booking this trip with Andreas Travel.
Please read these notes about your trip.**

Your bus will meet you at your hotel at the time on your ticket. Please be at the meeting point (0) *by* this time, or you may have to take a taxi to the start of the walk.

We will arrive at the top of the gorge (1) 7.00 a.m. We will stop here (2) about 30 minutes so that you can have breakfast and buy some snacks and some water. Please note that you will need to drink at least a litre of water

(3) the day. The path through the gorge is easy to follow. We will meet you again at the bottom in Agia Roumeli, where you are welcome to join us at Stavros

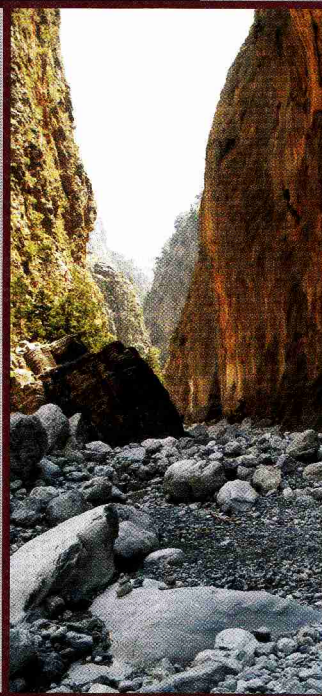
Restaurant (4) 3.00 p.m. for a drink and a snack. You are then free

(5) 5.00 p.m., when the boat leaves for Paleochora. Please be at the harbour

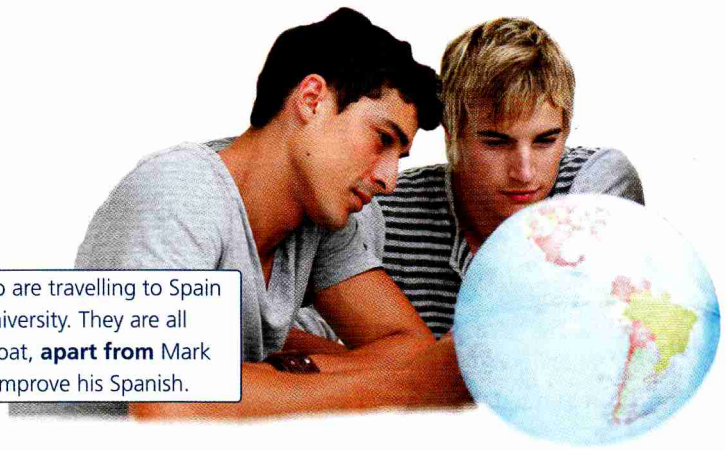
(6) 4.50 p.m. The boat trip lasts (7) about 40 minutes, and your bus will meet you for the journey back to your hotel.

Have a fantastic day!

PS We run tours (8) every day, including Sundays, so why not book another trip with us? -



17 Prepositions with other meanings



This summer, Mark and Leo are travelling to Spain **with** some friends from university. They are all going on to Morocco **by** boat, **apart from** Mark who is staying in Spain to improve his Spanish.

1 *by, with, for*

We use *by*

- to talk about how we do something:
*She makes extra money **by** cleaning houses. We pay for everything **by** credit card.*
(BUT *We pay for everything **in/by** cash.*)
- to show how we communicate or travel: *Hardly anyone communicates **by** letter these days. I get the sports results **by** text message. They're going to Morocco **by** boat.*

⚠ We say *by car, by plane, by bus*, etc. but we say *on foot* (= walking):
*We can get to the town centre either **by** bus or **on** foot.*

We use *with*

- to mean 'in the company of': *Are you going **with** your friends from university?*
- to show the instrument we use to do something: *Fill in the form **with** a black pen.*
*We held the door open **with** a book.*

⚠ We don't use *by* to say what instrument we use to do something:
*✗ I washed the car **by** an old T-shirt. ✓ I washed the car **with** an old T-shirt.*

We use *for* to indicate the purpose of something: *We use this cloth **for** cleaning the tables.*

See also infinitive of purpose ➤ Unit 76.3

2 *as or like?*

We use *as*

- for a person's job or role: *I'm working **as** a tour guide this summer.*
- to describe what something can be used for: *Here – use this cushion **as** a pillow.*

We use *like* when we mean 'similar to' – it makes a comparison:

*Matt looks **like** a film star.* (He isn't a film star.)

*Your perfume smells **like** roses.* (It isn't roses.)

⚠ We don't use *like* when we talk about someone's job. We use *as*:
*✗ Tony works **like** a taxi driver. ✓ Tony works **as** a taxi driver.* (= He is a taxi driver.)

3 *besides, except (for), apart from*

Besides means 'in addition to': *I want to learn other languages **besides** my own.*

⚠ Do not confuse *besides* and *beside* (preposition of place) (➤ Unit 14.5).

Except (for) means 'but not': *The shop is open every day **except (for)** Sunday.*

*We've invited everyone **except (for)** Nikki – so don't tell her about it!*

Apart from can mean

- 'besides': *I want to learn other languages **apart from** my own.*
- 'except': *All my friends are going **apart from** Mark.* (Mark isn't going.)

4 *from, of*

We use both *from* and *of* to show the material used in a product:

*My coat is made **of** leather. Our orange juice is made **from** special Brazilian oranges.*

There is very little difference, although we often use *from* when the material has been changed in some way: *Believe it or not, those shoes are made **from** old car tyres.*

Practice

1 GRAMMAR IN USE Read the conversation and choose the correct words in *italics*.

2.33 Listen and check.

- RYAN I've decided to go to Bangladesh for a few months before university.
 TOM Wow! What are you going to do there?
 RYAN I'm going to do voluntary work (0) as / *like* a builder. You know, I want to do something (1) *apart* / *besides* travel – something to help people. But I'm going to travel, too. I'm going there (2) *on* / *by* plane, then after I finish the work, I'm going trekking in the Himalayas –
 TOM Horse-riding?
 RYAN No, trekking (3) *on* / *by* foot, then I'm going to travel back (4) *in* / *by* train.
 TOM It sounds amazing. How are you going to pay for it?
 RYAN Mainly (5) *for* / *by* doing lots of extra hours in the shop at weekends! I'm working every weekend before I go (6) *except* / *apart* from the weekend of Natalie's wedding.
 TOM Won't it be cold in the Himalayas?
 RYAN Yes, I think so. But I've got a really warm, light coat made (7) *of* / *with* wool.
 TOM Are you going (8) *from* / *with* anyone?
 RYAN No, on my own.

2 Write the words in the correct order to make sentences. Add a suitable preposition.

- 0 most older people read only glasses can *Most older people can only read with glasses.*
 1 people plane travelling hate a lot of
 2 worked for twenty years my a teacher uncle
 3 mobile phone an iPod looks my
 4 this computer you a DVD player use can
 5 every day is the centre New Year's Day open

3 Find and correct the mistake in each sentence. 2.34 Listen and check.

- 0 'Are these shoes leather?' 'I'm not sure. They feel ^{like} ~~as~~ leather.'
 1 In those days, there were few planes, and most people travelled on ship.
 2 Don't clean the screen by detergent – you need a special fluid.
 3 Everyone has completed the questionnaire apart for the head teacher.
 4 Have you seen this handbag? It's made with crocodile skin!
 5 It's getting very difficult to pay with cheque in shops and restaurants.
 6 'What's this?' 'It's a garlic press. It's used to crushing garlic.'

4 Complete the sentences below with a preposition. Then change them to make them true for you. (Or write *So do I*.)

- 0 I always write my homework *with* a black pen.
I always write my homework with a blue pen.
 1 I prefer to keep in touch with my friends email.

 2 I usually go on holiday my husband.


 3 I don't often pay for things credit card.

18 Common prepositional phrases

| PHRASE | MEANING | EXAMPLE |
|--|--|--|
| <i>by chance</i> <i>by mistake</i> | not planned do something wrong, but not on purpose | <i>Julie and I met in the shopping centre by chance.</i> <i>This letter is for you – sorry, I opened it by mistake.</i> |
| <i>at last</i> <i>at least</i> <i>at the end (of)/</i> <i>beginning (of)</i> | after a long time not less than the last thing/the first thing | <i>Dave is here at last – late as usual!</i> <i>It will take you at least an hour to get here.</i> <i>I always check homework at the beginning of the lesson. / The team collected the cup at the end of the match.</i> |
| <i>at the latest</i> <i>at work (home,</i> <i>school)</i> | no later than (place) | <i>We have to pay this bill by 1 June at the latest.</i> <i>Justin's at work now – why don't you call him there?</i> |
| <i>for ever (positive)</i> <i>for good (negative)</i> <i>for sale</i> | always, starting from now you can buy it | <i>This place is beautiful. I want to stay here for ever.</i> <i>I'm leaving this job for good. I hate it!</i> <i>Is all this furniture for sale?</i> |
| <i>in advance</i> <i>in charge (of)</i> <i>in love (with)</i> <i>in public/private</i> <i>in the end</i> <i>in time</i> | before responsible for have romantic feelings for so everyone can see/so people can't see finally (after time and effort) early enough for an event | <i>We don't need to pay for the hotel in advance.</i> <i>Terry is in charge of ten people in his new job.</i> <i>Erica fell in love with Stefan and they got married.</i> <i>I was very nervous the first time I spoke in public.</i> <i>I practised my speech for hours in private.</i> <i>It took a long time, but the technician found the fault in the end.</i> <i>Please arrive at the studio in time for the rehearsal.</i> |
| <i>on business</i> <i>on fire</i> <i>on holiday</i> <i>on purpose</i> <i>on time</i> | for work burning away (for pleasure) intentionally at the correct time | <i>Do you often travel on business?</i> <i>Help! The chip pan's on fire!</i> <i>Adrian's on holiday this week so he's not in the office.</i> <i>I didn't break the glass on purpose. It was an accident.</i> <i>The last bus always leaves (right) on time.</i> |
| <i>out of date</i> <i>out of order</i> <i>out of the question</i> | old-fashioned not working not possible | <i>Those flared trousers look really out of date!</i> <i>The coffee machine is out of order again.</i> <i>No, you can't go on holiday on your own. It's out of the question.</i> |

- ⚠ We do not use *to* with *home*, *here* or *there*:
 ✗ *Come to here at six o'clock.* ✓ *Come here at six o'clock.*
- *At last* and *at least* are different: *at last* means 'finally'; *at least* means 'not less than':
'Sorry I'm so late. My train was cancelled.' 'Never mind. You're here **at last**.'
*I'll need **at least** three days to finish this project.*
 - *At the end* means 'the last thing'. *In the end* means 'finally' (after some time/effort):
*There's a really frightening scene **at the end** of that film – don't watch it before going to bed!*
*My boss agreed to increase my salary **in the end**, but I had to ask him several times.*
 - *In time* means 'early enough for something'. *On time* means 'at the correct time':
*We were at the port **in time** for the first boat.*
*The boat didn't leave **on time** because of engine trouble.*

Practice

- 1 **GRAMMAR IN USE** Complete the email with prepositions. There is one more place where no preposition is needed.  2.35 Listen and check.

Subject: I'm back!

Hi Charlie

This is just to let you know I'm back from my trip and I'll be in the office on Monday. It was all great, apart from the last part of the journey home. You know, I hadn't bothered to book a Eurostar ticket (0) home from Brussels (1) advance – there are always so many trains, but I really regretted it. I arrived at the station at about six in the evening and then met an old friend (2) chance – I hadn't seen him for years, so of course we had a coffee and chatted for a while. Then I tried to book a ticket at the machine but it was (3) order, so I went to the sales desk. The girl behind the desk told me they had no tickets left for the trains that evening. I couldn't believe that so I asked to speak to the person (4) charge of sales. She told me that it was true, because of problems with flights, but said I might find tickets (5) sale on the Internet. So I went to an Internet café and got a ticket, but it was first class and it was for the last train. (6) the end, I got (7) home at about 3.00 a.m! Next time I go (8) holiday, I'll make sure I book all my tickets before I leave!

- 2 Match the underlined phrases with their meanings A–I.

- | | | |
|---|---|--------------------|
| 0 Alice's new hairstyle looks really <u>old-fashioned</u> . | → | A in charge of |
| 1 Sonia made a good impression <u>at first</u> . | | B out of date |
| 2 Julie didn't do it <u>deliberately</u> . | | C in the beginning |
| 3 Teresa dismissed her PA <u>in front of everyone</u> . | | D in public |
| 4 Gina finished the job <u>with days to spare</u> . | | E in the end |
| 5 Maggie <u>finally</u> threw out the old sofa. | | F in time |
| 6 Fiona broke her leg when she was travelling <u>for work</u> . | | G on business |
| 7 Bryony is <u>responsible for</u> about twenty people. | | H on purpose |
| 8 Jodie reached the coach <u>at exactly the right time</u> . | | I on time |

- 3 **GRAMMAR IN USE** Find six more mistakes with prepositional phrases and correct them.  2.36 Listen and check.

- TANYA Hi, Cal. How are things?
- CAL Fine, though I seem to spend about eighty hours a week ^{at work} ~~work~~ these days!
- TANYA Poor you!
- CAL Have you and Ines finished that project you were working on?
- TANYA Yes, we finished it at the end. It took such a long time. We had to finish it by last Friday in the latest, and we sent it on Wednesday. Talking of Ines, have you heard the news?
- CAL No, what news?
- TANYA She's going back to the Spanish office. She says she's leaving London to good.
- CAL No! I know she came here in business at the beginning of her stay, but I thought she loved London. How long has she been here?
- TANYA At last three years – maybe longer.
- CAL So why's she going back?
- TANYA Well, she thinks it's too expensive here, and she misses her family. But it isn't off the question that she might come back for short visits.

Review MODULE 3

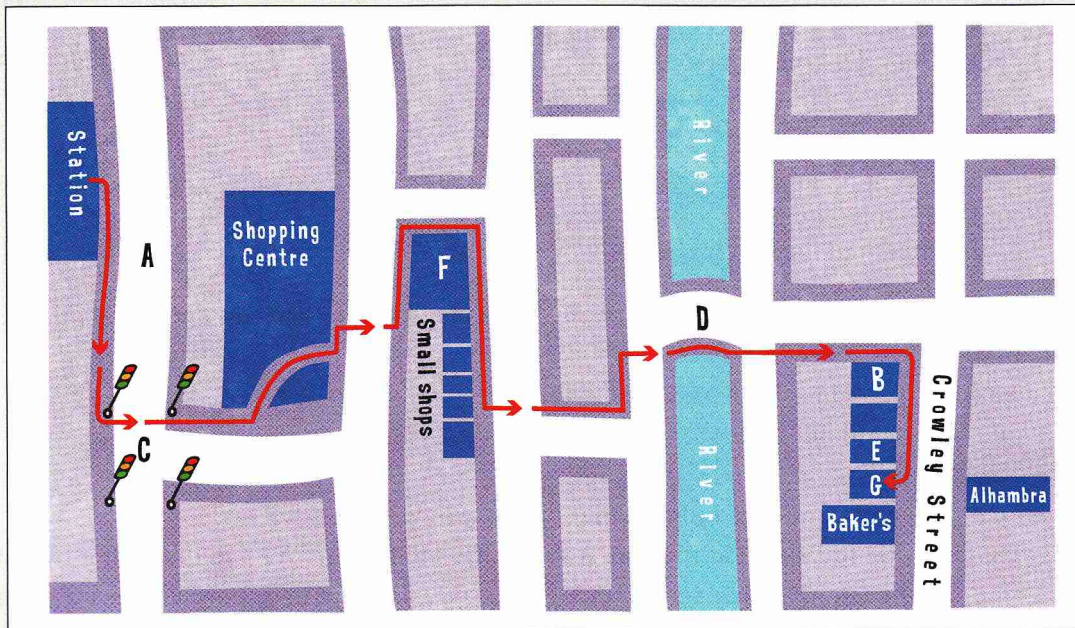
1 UNITS 14 AND 15 Read the email and follow the route on the map. (Not all the places are marked on the map.) Choose the correct prepositions.

Subject: Saturday at my place

Hi Karen and Chris

I'm so glad you can come and see my new apartment on Saturday. It only takes about ten minutes to get here from the station. You turn right (0) *into / out of* the station into Broad Street and then go (1) *across / to* the street (2) *on / at* the traffic lights. Go straight on, then walk (3) *past / through* the shopping centre on your left. Turn left as you come (4) *off / out of* the shopping centre, cross the road, walk along opposite the centre, and turn right (5) *next to / under* the cinema. Then turn right again. You go (6) *past / along* a row of small shops and turn left – the river is right (7) *in front of / beside* you now. Turn left and then go (8) *above / over* New Bridge. Go straight on, and take the first right (9) *by / in* the shoe shop. This is Crowley Street, where I live. Go as far as the flower shop, which is (10) *between / among* a clothes shop and a baker's. It's (11) *in front of / opposite* the Alhambra restaurant. I live (12) *above / on* the flower shop, on the second floor.

See you Saturday,
Louisa



2 UNITS 14 AND 15 Now match A–G on the map with the places in the email.

- | | | | |
|-------------------|-----------|----------------------|-------|
| 0 Broad Street | ...A..... | 4 the traffic lights | ..... |
| 1 the cinema | ..... | 5 the clothes shop | ..... |
| 2 the flower shop | ..... | 6 the shoe shop | ..... |
| 3 New Bridge | ..... |  |  |

3 UNITS 15 AND 16 Complete the information with the words from the box.

along by during every into on out of through until

Manningham Quiz Club Treasure Hunt

Join our quiz-based treasure hunts for some Sunday fun!

Follow the directions, and work out the clues to find out where the treasure is! Every correctly completed form wins a prize!

Treasure hunts are held (0) *every*.....

second Sunday (1) June, July and August.

Treasure hunt No. 4 will take place

(2) Sunday 22 July, at 2.00 p.m.

Treasure hunt No. 4 – directions to clue 1

Start at the Manningham Woods car park. When you get (3) your car, turn left and go (4) the woods. Go (5) the woods for 400 metres to the stream. Walk (6) the stream for another 200 metres. The first clue is attached to the footbridge. You have (7) 5.00 p.m. to finish the treasure hunt. Completed forms must be handed to the organisers (8) 5.15 at the latest. Good luck!

4 UNITS 16, 17 AND 18 Put a line through the incorrect word in each group.

- 0 We went by ... car / ~~foet~~ / train.
- 1 It should last for ... ever / hours / least.
- 2 That machine is out of ... date / order / time.
- 3 He contacted me by ... pen / email / text message.
- 4 They were on ... business / time / work.
- 5 They arrived at ... here / last / work.
- 6 We talked to each other in ... plane / private / the end.
- 7 He completed the task with ... a blue pen / email / some friends.

5 ALL UNITS Complete the second sentence so it means the same as the first, using the words in brackets. Use two to five words in your answer.

- 0 Maria told those lies intentionally, didn't she? (on)
Maria told those lies *on purpose*, didn't she?
- 1 We were delayed on the motorway because a car was burning. (on)
We were delayed on the motorway because there was a car
- 2 The performance starts at eight and finishes at ten in the evening. (from)
The performance lasts in the evening.
- 3 I'd like to speak to the person responsible for sales. (in)
I'd like to speak to the person sales.
- 4 Apart from Jonathan, the whole team played well. (for)
The whole team played well Jonathan.
- 5 Jim always sits behind Alan in the class. (of)
Alan always sits in the class.
- 6 Sandra always wears incredibly old-fashioned clothes. (out)
Sandra's clothes are always incredibly
- 7 Meet us back at the car no later than six o'clock. (at)
Meet us back at the car by six o'clock
- 8 You get a lot more exercise if you walk to work. (on)
You get a lot more exercise if you go to work

Test MODULE 3

Prepositions

Choose the correct answer, A, B or C.

- 1 You can apply for a loan by the number below or in person at one of our branches.
A call B called C calling ➤ Unit 14
- 2 It was pouring with rain outside so I had to wait for Joe the theatre.
A at B in C on ➤ Unit 14
- 3 Don't put things the microwave when it's on as it gets very hot.
A above B on top of C over ➤ Unit 14
- 4 It's impossible to find anything all these books and papers!
A among B between C opposite ➤ Unit 14
- 5 Come down that wall immediately! It's too high to play on.
A out of B off C off of ➤ Unit 15
- 6 There are lots of really lovely walks the River Thames.
A past B through C along ➤ Unit 15
- 7 We flew the Rhine on the way to Berlin – it was really beautiful.
A across B over C through ➤ Unit 15
- 8 Don't shout me! I hate it when you lose your temper.
A to B on C at ➤ Unit 15
- 9 I prefer not to go to meetings Friday afternoons.
A in B at C on ➤ Unit 16
- 10 I still haven't heard anything from the interview I had Monday.
A at last B on last C last ➤ Unit 16
- 11 The hotel is closed for repairs the end of February.
A until B within C by ➤ Unit 16
- 12 I sometimes fall asleep his lectures – they're so boring!
A during B for C within ➤ Unit 16
- 13 Please don't cut your potatoes a knife – it's considered rude here.
A for B by C with ➤ Unit 17
- 14 I love your perfume – it really smells roses.
A like B as C from ➤ Unit 17
- 15 'Have you got enough cash?' 'No, I'll pay credit card.'
A with B in C by ➤ Unit 17
- 16 I like all flavours of ice cream for strawberry.
A apart B besides C except ➤ Unit 17
- 17 Stay where you are. I'll come and pick you up immediately.
A there B to there C at there ➤ Unit 18
- 18 It will take about three hours to do this work, at
A last B least C the latest ➤ Unit 18
- 19 The film is good but there's a lot of violence the end.
A in B on C at ➤ Unit 18
- 20 The plane was due to arrive at 5.15 and it landed right time.
A on B in C at ➤ Unit 18

Before you start

- 1 Read the article. Look at the **highlighted** grammar examples.



Panda cubs arrive in Beijing Zoo

Following the recent earthquake, Chinese wildlife experts have moved eight giant panda bear cubs from the Wolong Nature Reserve in Sichuan province to Beijing Zoo. These attractive **black and white** animals are all less than two years old. The public **rarely sees** so many **cute young** panda bears in the same place, so there has been a lot of interest from the international media.

It seems that everyone thinks panda bears are **fascinating**. Perhaps it is because there are so few of them. But in fact pandas **aren't as rare as** they used to be. Their numbers have grown **fairly fast** since the Chinese **opened the first nature reserves in 1958**. New research methods mean it is **less difficult** to find the bears, and we can track the number of animals **much more accurately** than we could before. Although they are still few in number, their chances for the future are **better** than they have been for many years.

- 2 Now read the sentences and choose the correct words in *italics*. The **highlighted** grammar examples will help you.

- | | |
|--|-----------|
| 1 What happened to your <i>blue and yellow</i> / <i>blue yellow</i> scarf? | ➤ Unit 19 |
| 2 Do you think nature films on TV are <i>interested</i> / <i>interesting</i> ? | ➤ Unit 19 |
| 3 Lizzie has a <i>lovely old</i> / <i>old lovely</i> photograph of her grandparents. | ➤ Unit 20 |
| 4 My exam results were <i>better</i> / <i>more good</i> than my sister's. | ➤ Unit 21 |
| 5 They say the driving test is less <i>easier</i> / <i>easy</i> than it used to be. | ➤ Unit 21 |
| 6 Tea isn't <i>expensive</i> / <i>as expensive</i> as coffee. | ➤ Unit 22 |
| 7 I learnt to swim <i>fairly quickly</i> / <i>quickly fairly</i> because I was so young. | ➤ Unit 23 |
| 8 We <i>visit often</i> / <i>often visit</i> our friends in Edinburgh. | ➤ Unit 24 |
| 9 They <i>in the past treated animals badly</i> / <i>treated animals badly in the past</i> . | ➤ Unit 24 |
| 10 Our cousins go there <i>much</i> / <i>many</i> more often than we do. | ➤ Unit 25 |

- 3 Check your answers below. Then go to the unit for more information and practice.

1 blue and yellow 2 interesting 3 lovely old 4 better 5 easy 6 as expensive 7 fairly quickly 8 often visit 9 treated animals badly in the past 10 much

19 Adjectives with nouns and verbs; -ed and -ing forms



1 Adjectives with nouns

Adjectives give more information about nouns. Their form does not change for singular and plural nouns or for male and female:

A **young** girl and two **young** boys came to the party.

Adjectives usually come before a noun: ✓ a white lamb ✗ a lamb-white

- We can put two or more adjectives before a noun. We don't usually use *and*:
✗ a little and white lamb ✓ a little white lamb
- But if both adjectives describe colours or two similar qualities, we put *and* between them:
a black and white horse a long and boring film

2 Adjectives with verbs

We can use adjectives after the verbs *be*, *appear*, *become*, *get*, *feel*, *look*, *seem* and *taste*:
The lambs **are lovely**. (= They are lovely lambs.) That lamb **looks cute**.

Our new teacher **seems nice**. Can we go home now? I'm **getting tired**.

- We use *and* between two adjectives after a verb: That flight was **long and tiring**.
- The adjectives *alive*, *afraid*, *alone*, *asleep* and *awake* are always used after a verb.

⚠ We cannot use them in front of a noun:

✗ ~~They are asleep children.~~ ✓ Be quiet. The children **are asleep**.

Adjectives formed from nouns and verbs ➤ Unit 96.1

3 -ed and -ing forms

We sometimes use verbs ending in *-ed* and *-ing* as adjectives:

I like **painted** furniture. Do you like **smoked** meat? The police are looking for a **missing** person.
Some people say Leonardo da Vinci invented the first **flying** machine.

Participle clauses ➤ Unit 75

Many *-ed* and *-ing* adjectives describe feelings, but we use them in different ways. We use

- *-ed* adjectives to describe how we feel: I'm **confused**. The students are **interested**.
- *-ing* adjectives to describe the thing that causes our feelings:
The rules are **confusing**. It's an **interesting** lesson.

We often use *-ing* adjectives to ask about or give an opinion about something:

Do you think horror films are **frightening**? (= Do they frighten you?)

My cousin is really **boring**. (= He makes me feel bored.)

⚠ We don't use *-ing* adjectives to talk about how we feel:

Tell me more about the course. ✗ ~~I'm very interesting.~~ ✓ I'm very **interested**.

Practice

1 Write the words and phrases in the correct order.  2.37 Listen and check.

- 0 feels sweater soft this *This sweater feels soft.*
 1 bird is that alive ?
 2 friendly new neighbours seem our
 3 awake your guests are ?
 4 weather and was hot the sunny
 5 you car a getting are new ?
 6 was it a long difficult and test
 7 yellow we've orange got wallpaper and
 8 in big lives old my aunt house a

2 Complete each sentence with a suitable *-ed* or *-ing* form of the verbs in brackets.

- 0 After a long day at work Jake always feels *tired* (tire)
 1 Jackie heard some news from her friend. (shock)
 2 Dale and Fred think their new computer is really (excite)
 3 There was a phone in the call box so Harry couldn't use it. (break)
 4 Can you help me? I find these ticket machines very! (confuse)
 5 Egyptian tombs usually have walls and ceilings. (paint)
 6 Have you found the keys yet? (miss)

3 **GRAMMAR IN USE** Find eight more mistakes in the advertisement and correct them.

 2.38 Listen and check.

JARROLD'S NATURE PARK

Do you think zoos are ^{boring}~~bored~~ and unnatural?

Do you prefer to see beautiful and wild animals in their natural environment?

Jarrold's Nature Park is an excited new way of seeing animals. We know our animals are sensitive lived creatures so we keep them in enclosures that are large, open.

There are no ugly cages or high fences.

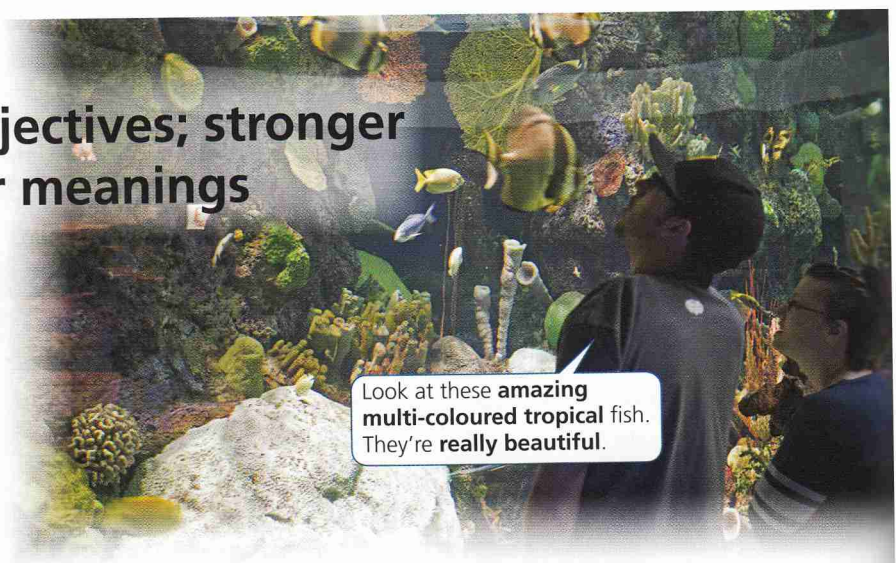
We have animals beautiful from all parts of the world. Your children will love the amazed tropical forest with its birds and monkeys.

From enormous terrified spiders to cute panda bears. Jarrold's has them all.

Jarrold's Nature Park. It's much more than a zoo ordinary!



20 Order of adjectives; stronger and weaker meanings



1 Order of adjectives

We sometimes put more than one adjective in front of a noun. We put 'opinion' adjectives (what we think, not facts), e.g. *amazing*, *boring*, *comfortable*, before others:

Look at these **amazing** multi-coloured tropical fish.

I love my **comfortable** old leather **armchair**.

We put adjectives describing type or purpose (what something is for) next to the noun.

These adjectives are often part of the noun (► Unit 98.1):

Amazing multi-coloured **tropical fish**. (= type of fish)

A long steel **hunting knife**. (= knife used for hunting)

When we use other adjectives we usually put them in this order:

| opinion | size | shape | age | colour | origin | material | type/purpose | NOUN |
|---------------------|--------------|--------------|-----------------|------------|----------------|-------------|----------------|---------------|
| (a) <i>valuable</i> | <i>large</i> | <i>round</i> | | | <i>Italian</i> | | <i>bedroom</i> | <i>mirror</i> |
| | | | (an) <i>old</i> | <i>red</i> | | <i>silk</i> | <i>wedding</i> | <i>dress</i> |

We don't usually use more than three or four adjectives in front of a noun. If we want to give more information we use another clause or sentence:

✗ *My uncle has a really valuable large old black Italian sports car.*

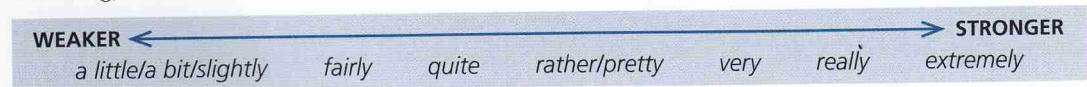
✓ *My uncle has a large black Italian sports car, which is old and really valuable.*

2 Making adjectives stronger or weaker

We can use adverbs of degree, e.g. *really*, to make most adjectives stronger or weaker:

'I think they're *beautiful*.' 'Yes, I think they're **really beautiful**.' (stronger meaning).

'That film was *boring*.' 'Well, it was **slightly boring**, but some parts were OK.' (weaker meaning)



- We don't use *a little* and *a bit* with adjectives which come before a noun:
✗ *I bought a bit expensive watch.* ✓ *The watch I bought was a bit expensive.*
- We often use *rather* with negative adjectives: *It's rather cold today.* *She's rather bossy.*
- When we use *quite* or *rather* with positive adjectives it often means something is surprising: *That lesson was rather interesting.* (more interesting than I expected)
- When a noun follows *quite/rather* + adjective we add *a/an*:
He was quite nice. → *He was quite a nice person.*
That's rather expensive. → *That's rather an expensive hotel.*

FORMALITY CHECK We don't usually use *a bit* or *pretty* in formal English:

✗ *The flight to Malaga will be a bit late due to bad weather.*

✓ *The flight to Malaga will be slightly late due to bad weather.*

Practice

1 Put the words in brackets in the correct order and complete the sentences.

🔊 2.39 Listen and check.

- 0 Samira owns a *lovely old French* armchair. (French, lovely, old)
- 1 Tom lives in a cottage by the sea. (stone, little, pleasant)
- 2 We bought a chest of drawers for the bedroom. (wooden, big, new)
- 3 Did Melinda wear her dress to the party? (pretty, silk, blue)
- 4 Their new house has a room. (living, big, nice)
- 5 David gave her a picture frame. (round, silver, small)
- 6 Rembrandt was a artist. (seventeenth-century, Dutch, famous)
- 7 It's one of those machines. (German, washing, expensive)
- 8 Where's that T-shirt you used to wear? (cotton, red, horrible)

2 Read the sentences and choose the best words in *italics* for each meaning.

- 0 That meal was really expensive! *less / more* expensive than I expected
- 1 I need something a little larger. *much / slightly* larger
- 2 The weather's pretty hot here. *very / not very* hot
- 3 I was shocked by that film – it was rather violent. *more violent than / not as violent as* I like
- 4 I'm sorry I'm a bit late. *a few minutes / several hours* late
- 5 She's quite a good artist, despite her lack of training. *better than / not as good as* I expected
- 6 This train is extremely fast. *very / not very* fast

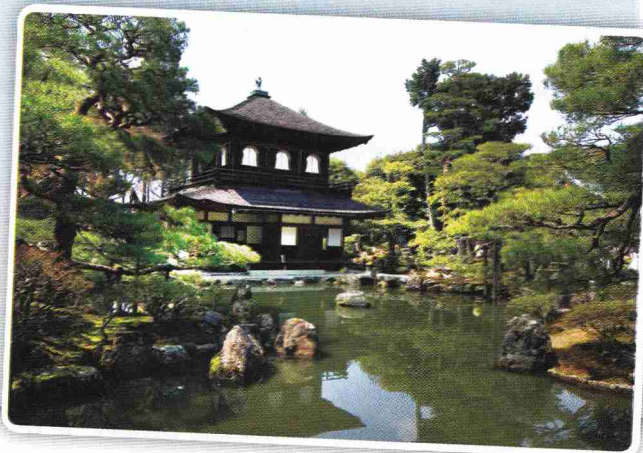
3 GRAMMAR IN USE Complete the email with the words and phrases in the box. Be careful, only one of the phrases in each pair is correct. 🔊 2.40 Listen and check.

red big / big red quite old / a quite old old wooden / wooden old
really good / good really rather expensive / a quite expensive very / a bit
 tourist nice / nice tourist pretty late / late pretty lovely large / large lovely

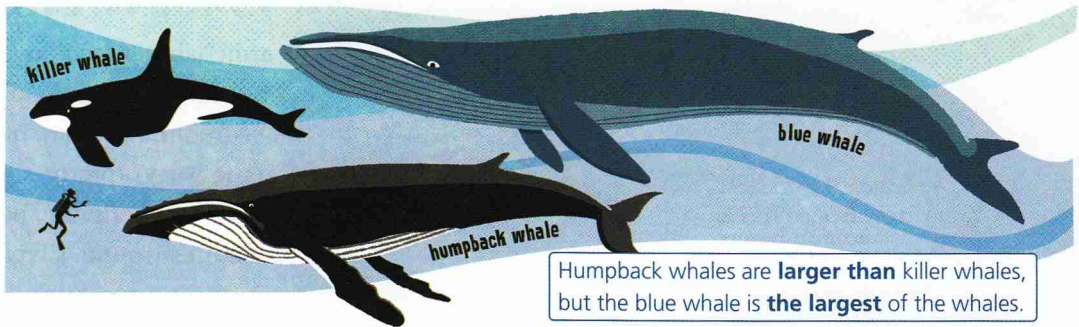
Subject News from Kyoto

Hi Jordi

Today is our third day in Kyoto. Yesterday the weather was (0) *really good* so we took a (1) trip to a place called Ginkakuji, just outside the city. The place is amazing and has (2) gardens and a waterfall. The garden is (3) – it was built in 1460 by one of the Shoguns. There are lots of beautiful (4) buildings and ponds full of (5) fish. It's (6) peaceful. It was (7) to get in, but then everything is expensive in Japan! It was (8) when I got back to the hotel, so I didn't have time to send you an email.



21 Comparison of adjectives



1 Comparative and superlative forms

| | COMPARATIVE (two things) | SUPERLATIVE (more than two things) |
|--|---|---|
| adjectives with one syllable ¹ | add <i>-(e)r</i> : <i>large</i> → <i>larger</i> <i>small</i> → <i>smaller</i> <i>young</i> → <i>younger</i> <i>fast</i> → <i>faster</i> | add <i>-(e)st</i> : <i>large</i> → <i>the largest</i> <i>small</i> → <i>the smallest</i> <i>young</i> → <i>the youngest</i> <i>fast</i> → <i>the fastest</i> |
| adjectives with two or more syllables ² | use <i>more/less</i> + adjective: <i>useful</i> → <i>more/less</i> <i>useful</i> <i>expensive</i> → <i>more/less</i> <i>expensive</i> <i>interesting</i> → <i>more/less</i> <i>interesting</i> | use <i>the most/the least</i> + adjective: <i>useful</i> → <i>the most/least</i> <i>useful</i> <i>expensive</i> → <i>the most/least</i> <i>expensive</i> <i>interesting</i> → <i>the most/least</i> <i>interesting</i> |
| irregular adjectives | <i>bad</i> → <i>worse</i> <i>good</i> → <i>better</i> <i>far</i> → <i>farther/further</i> <i>well</i> (= healthy) → <i>better</i> | <i>bad</i> → <i>the worst</i> <i>good</i> → <i>the best</i> <i>far</i> → <i>the farthest/furthest</i> |

¹ Sometimes the spelling changes: *dry* → *drier/the drier*, *big* → *bigger/the biggest* (see page 351)

² Adjectives with two syllables where the second syllable is unstressed (often ending in *-y*, *-ly*, *-ow*, or *-l*) can sometimes form the comparative and superlative in the same way as one-syllable adjectives: *friendly* → *friendlier/the friendliest*, *gentle* → *gentler/the gentlest*, *funny* → *funnier/the funniest*

2 Comparative adjectives

We use **comparative adjectives** to compare two things. When we use a comparative adjective in front of a noun we add *than*:

✗ *Humpback whales are larger killer whales.* ✗ *Humpback whales are larger of killer whales.*
✓ *Humpback whales are **larger than** killer whales.*

We use object pronouns (*me*, *her*, etc.), not subject pronouns (*I*, *she*, etc.) after *than*:
Maria is taller than Anna. ✗ *Maria is taller than she.* ✓ *Maria is taller than **her**.*

⚠ We don't use *more* or *less* with an adjective that is already comparative:
✗ *Kevin is more taller than Sue.* ✗ *Sue is less taller than Kevin.*

We can use two comparatives to show that something is changing.
*The weather is getting **hotter and hotter**.*
*Food is becoming **more and more expensive** these days.*

🔊 **Pronunciation** ▶ 1.06

3 Superlative adjectives

We use **superlative adjectives** to compare more than two things. We use *the* or a possessive adjective (*my/your/his*, etc.) before the superlative form:

*Blue whales are **the largest** whales.* *What was **your best** subject at school?*

After superlatives we use *in* before singular nouns (i.e. the name of a place or group):
*The blue whale is the largest creature **in the world**.* *Ben is the oldest player **in the team**.*

But we use *of* before plural nouns:

*The blue whale is the largest **of the whales**.* *Ben is the oldest **of the players**.*

Making comparisons stronger and weaker ▶ Unit 22.3

Practice

1 Use the words below to write comparative sentences.

- 0 Canada / big / Britain. *Canada is bigger than Britain.*
- 1 This towel / dry / that one
- 2 Magazines / interesting / newspapers
- 3 My spelling / bad / Lucy's
- 4 The airport / far / the railway station
- 5 Paris / beautiful / Berlin
- 6 Steak / good / lamb

2 Use the words below to write superlative sentences. 2.41 Listen and check.

- 0 France / large country / the European Union *France is the largest country in the European Union.*
- 1 Mario / old student / my class
- 2 Selima / tallest / the athletes
- 3 New York / big city / North America
- 4 That / beautiful tree / the garden
- 5 Harry / experienced / the workers
- 6 Mine / nice / the rooms

3 **GRAMMAR IN USE** Find six more mistakes in the tour guide's statement and correct them.

 2.42 Listen and check.

'We only have four working elephants here at Songklan so it is ~~more small~~ ^{smaller} than the other elephant farms in the area. The largest elephant farm of this part of Thailand has 30 elephants! The four elephants here have different backgrounds and personalities. Mao-Mao travelled the most far; he came from Chaing Rai in the north of the country. Changra is the goodest worker, he loves lifting wood. But he's very greedy. He eats a lot more than the others! Selma is the most bad worker, she's very lazy. She's only eighteen years old but each year she gets lazier and more lazier! Tanan is friendlier than the other elephants; she really loves people.'

| elephant | age | weight |
|----------|--------------|---------|
| Changra | 22 years old | 4500 kg |
| Selma | 18 years old | 1750 kg |
| Mao-Mao | 24 years old | 5000 kg |
| Tanan | 17 years old | 1500 kg |



4 Write sentences about the elephants. Use information from Exercise 3 and the words in brackets.

- 0 (the lightest) *Tanan is the lightest of the elephants.*
- 1 (the heaviest)
- 2 (Changra / younger)
- 3 (Selma / older)
- 4 (the youngest)
- 5 (greedier / the others)
- 6 (the friendliest)

22 Comparative structures

Pets for sale



Kittens €30



Guinea pigs €20



Rabbits €20



Tortoise €100

The rabbits **aren't as expensive as** the kittens. The tortoise is **much more expensive than** the other animals.

1 as + adjective + as

To say that two things have the same quality we use *as + adjective + as*:

The guinea pigs are €20. = The guinea pigs are **as expensive as** the rabbits.
The rabbits are €20. = The rabbits are **as expensive as** the guinea pigs.

To describe a difference in quality we can use *not as + adjective + as*:

The guinea pigs are €20. = The guinea pigs **aren't as expensive as** the kittens.
The kittens are €30. = The kittens **aren't as cheap as** the guinea pigs.

If there is a big difference, we can use *not nearly as + adjective + as*:

I'm **not nearly as clever as** my brother. (= He's much cleverer than me.)

If there is a small difference, we can use *almost as/not quite as + adjective + as*:

My house is **almost as big as** yours. = My house **isn't quite as big as** yours. (slightly smaller)

Pronunciation ▶ 1.07

2 the same (as) and different from

We use *the same (as)* when two things are equal:

The price of the rabbits and the guinea pigs is **the same**. They both cost €20.


Mikal's motorbike is **the same as** mine. We both have Honda 250s.

We use *similar (to)* when something is nearly the same:

Indian elephants are **similar to** African elephants, but they're a bit smaller.

The opposite of *the same as* is *different from*. We can also use *different to*, but it is less common: Tigers are **different from** leopards. Tigers are **much bigger**.

American English *different than* ▶ page 352

 We use nouns and pronouns after *the same (as)*, *similar (to)* and *different (from)*, not adjectives:

✗ They are ~~the same expensive~~. ✓ They are **the same price**.

✗ My brother and I are ~~different tall~~. ✓ My brother and I are **different heights**.

3 Making comparisons stronger or weaker

We can make comparisons stronger with *much*, *a lot* and *far*:

The tortoise is **much more expensive than** the other animals.

New York is **a lot bigger than** Paris.

We can make comparisons weaker with *a bit*, *slightly* or *a little*:

The rabbits are **slightly cheaper than** the kittens. My sister is **a bit younger than** me.

We can make superlatives stronger with *by far*. It means there is a big difference:

Fredrik is **by far the tallest** student in our class. (= He's much taller than all the others.)

We can make superlatives weaker with *one of* or *among*:

This is **one of the best** hospitals in the country. (Only a few hospitals may be better.)

Julie is **among the cleverest** of our students.

too, *enough* and *so/such* with adjectives ▶ Unit 79.2/3

Practice

1 Choose the best answer, A or B.

- 0 Your sunglasses are similar to mine.
A They are exactly the same. (B) They are almost the same.
- 1 Jackie isn't as friendly as Lucy.
A Lucy is friendlier than Jackie. B Jackie is friendlier than Lucy.
- 2 This bed is as comfortable as my old one.
A My old bed was more comfortable. B The beds are both comfortable.
- 3 Ana isn't nearly as rich as Susie.
A Susie is much richer than Ana. B Susie is a little richer than Ana.
- 4 Our TV is almost as big as Michael's.
A Michael's TV is a little bigger than ours. B Michael's TV is much bigger than ours.
- 5 I had one of the best exam results in the school.
A Nobody had a better result. B One or two people had a better result.

2 GRAMMAR IN USE The words in the box are missing from the text. Put them in the correct positions. (They are in the same order as in the text.) 2.43 Listen and check.

~~lot~~ of far to from not more

Television viewers are sometimes surprised to learn that natural history programmes are often a ^{lot} more popular than soap operas or films. One the most famous presenters is David Attenborough. He has been making programmes about nature since the 1960s.

In those days Jacques Cousteau was by the most famous TV presenter of nature programmes. Although Cousteau only made programmes about life in the sea, his style of presenting was similar Attenborough's – they both seem like friendly uncles who really love nature.

Of course, today's programmes are different those of fifty years ago. In those days cameras were nearly as small and light as they are now. Today the technology is much advanced and there are digital special effects which can help us understand the complexity of the natural world.

3 Complete the second sentence so it means the same as the first, using the words in brackets. Use two to five words in your answer. 2.44 Listen and check.

- 0 Lions are stronger than tigers. (aren't)
Tigers aren't as strong as lions.
- 1 I'm not as old as my sister. (than)
My sister
- 2 Our cat is slightly smaller than Daniel's. (quite)
Our cat isn't Daniel's.
- 3 Look, Melanie's dress is really similar to your mother's. (same)
Look, Melanie's dress your mother's.
- 4 Nokia phones are not the same as Motorola ones. (from)
Nokia phones Motorola ones.
- 5 The Metropole is much more expensive than any other hotel in our town. (far)
The Metropole is hotel in our town.
- 6 Prices aren't quite as low as they used to be. (bit)
Prices are they used to be.

23 Types of adverb



When they are hunting, lions **usually** move **very slowly** and **silently** through the grass.

1 Types of adverb

Adverbs describe how, how often, when or where an action happens. They have many forms and they sometimes have more than one word.

| TYPE OF ADVERB | EXAMPLES | |
|-----------------------|---|--|
| manner (how) | <i>slowly quickly carefully well</i> | <i>Lions move slowly and silently.</i> |
| frequency (how often) | <i>often sometimes never usually</i> | <i>Lions usually move very slowly.</i> |
| degree (how much) | <i>very really a lot a little</i> | <i>Lions move very slowly.</i> |
| time (when) | <i>today soon last week at the weekends</i> | <i>We don't work at the weekends.</i> |
| place (where) | <i>here upstairs in an office</i> | <i>I work in an office.</i> |
| direction (which way) | <i>left right straight on across (the road) through (the grass)</i> | <i>Lions move through the grass.</i> |

already, yet ▶ Unit 36.5/6 *probably* ▶ Unit 41.5 *after that* ▶ Unit 82.2

Adverbs of manner have a **regular** form (except *well*); we add *-ly* to the adjective: *slow* → *slowly*, *silent* → *silently*, *perfect* → *perfectly*
Sometimes the spelling changes, e.g. *happy* → *happily*.

2 Irregular adverbs

The adverbs *fast, hard, high, long, low, near, late* and *early* have the same form as adjectives. Compare: *We got the **early** train.* (*early* = adjective) *They arrived **early**.* (*early* = adverb)

The adverb for *good* is *well*:

*Sophia is a **good** writer.* ✗ *Sophia writes **good**.* ✓ *Sophia writes **well**.*

The words *friendly, lovely, silly* and *lonely* end in *-ly* but they are adjectives, not adverbs.

We can't make them into adverbs so we say 'in a way':

✗ *She talked to me **friendly**.* ✗ *She talked to me **friendly**.*

✓ *She talked to me **in a friendly way**.*

3 Adverbs of degree

We use (*very*) *much* and *a lot* to make verbs stronger. We use *a little* and *a bit* (spoken English) to make verbs weaker. We put these adverbs **AFTER** the verb and object: *Steve **loves** his family **very much**.* *Our customers **complain** about the service **a lot**.* *He can **play** the guitar **a little**.* *Her behaviour **annoys** me **a bit**.*

We can also use *really* to make verbs stronger. We put it **BEFORE** the verb and **AFTER** the subject: *I **really** hate him!* *We **really** don't understand what you're saying.*

We use *really, very* and *extremely* to make adjectives, adverbs of manner and *often* stronger. We can use *fairly, rather* or *quite* to make them weaker:

*I can understand you if you speak **very slowly**.* *My new car goes **really fast**.*

*We go to the cinema **quite often**.* *I speak Arabic **fairly well**.*

Practice

1 Write the missing adverbs.

| | | | | | | | |
|-----------|---------------|--------------|--------------|--------------|-------------|-------------|-------------|
| adjective | <i>slow</i> | <i>happy</i> | <i>usual</i> | <i>early</i> | <i>fast</i> | <i>hard</i> | <i>good</i> |
| adverb | <i>slowly</i> | | | | | | |

2 Complete the sentences, using the adverbs from Exercise 1.

- Lift the weights *slowly*..... or you'll hurt yourself.
- We found a good seat because we arrived
- Jake's a fantastic artist. He can paint really
- My parents have been married for more than thirty years.
- If you want to pass the exam you need to work
- I have a hot drink before I go to bed.
- You shouldn't drive so – it's dangerous!

3 GRAMMAR IN USE Choose the correct words in *italics*.  2.45 Listen and check.

KEITH I thought you might be able to give me some advice on university courses. It's (0) *(really difficult)* / *difficult really* to choose one.

MIKE Which school subjects do you prefer?

KEITH Well, I'm (1) *a lot* / *very* good at science and I think biology is (2) *interesting quite* / *quite interesting*.

MIKE And what do you do in your free time?

KEITH I play (3) *computer games a lot* / *a lot computer games*. And I'm (4) *much* / *extremely* fond of animals. My parents own a farm and we've got two horses and a couple of cats. I can (5) *happy* / *happily* spend most of my free time with them!

MIKE So you like animals? Do you find it easy to control them?

KEITH Oh yes, it's (6) *easy fairly* / *fairly easy* for me. I know they sometimes behave badly or (7) *in a silly way* / *silly* but I seem to have a good relationship with them.

MIKE Do you have any special skills?

KEITH Yes, I play the piano (8) *rather* / *a little* well; and my mother's German so I can speak German (9) *perfectly* / *perfect*.

MIKE Have you thought about studying to become a vet?

KEITH No, but that's a (10) *really* / *lot* good suggestion. Do you think I'd get a place?

4 Complete the sentences with the phrases from the box.  2.46 Listen and check.

very much really slowly ~~rather surprisingly~~ a little quite often
 very carefully extremely fast rather hard quite well

- She behaved *rather surprisingly*...; nobody expected her to do that.
- I can sing, but my sister is better than me.
- John was stopped by the police because he was driving
- Palm trees grow; only one or two centimetres a year.
- This is a dangerous machine. So make sure you read the instructions
- We come here – about four or five times a year.
- Clarissa loves her pet cat
- Zack hit his head and got a really bad headache.
- I hate going to the gym but I try to exercise every day to keep fit.

24 Adverbs and word order



Foxes **rarely** appear **in the daytime**.
They **usually** look for food **at night**.

1 Adverbs before the verb

We use adverbs of frequency to say how often we do something:

100% ← HOW OFTEN → 0%
always normally usually frequently often sometimes occasionally rarely seldom hardly ever never

We usually put these adverbs BEFORE the main verb:

Foxes **rarely** appear in the daytime. They **usually** look for food at night.

Do you **always** get up late on Sundays?

But we put them AFTER *be*, **auxiliary verbs** and **modal verbs**:

My boss **is never** late for work. We **are hardly ever** in this part of town.

I **have never** watched a rugby match. You **should always** be polite to strangers.

We can also put the adverbs *usually, normally, often, frequently, sometimes* and *occasionally* at the beginning or end of the sentence:

I admit we go to fast food places **sometimes**. **Occasionally** I like to eat really spicy food.

⚠ We don't put *always, never, hardly ever, rarely* and *seldom* immediately before the subject at the beginning of a sentence (► Unit 102.2):

✗ ~~Always~~ we go to the beach in August. ✓ We **always** go to the beach in August.

2 Adverbs after the verb

We usually put adverbs of manner (e.g. *well, badly, slowly, fast, easily, happily, carefully, fluently, perfectly*) after the main verb:

Lions **move slowly** and silently. Foxes **run fast**. Did the interview go **well**?

⚠ When there is an object after the verb, we usually put the adverb after the object:

✗ She speaks ~~fluently~~ Russian. ✓ She speaks **Russian fluently**.

✗ Did she drive ~~fast~~ the car? ✓ Did she drive **the car fast**?

When there is an object, adverbs of manner ending in *-ly* can sometimes go between an auxiliary or modal verb and a main verb:

They **have badly** damaged your car. You **can easily** finish that project in a day.

3 Adverbs at the beginning or end of the sentence

We usually put adverbs and adverbials of place and time (e.g. *here, there, in London, yesterday, on Saturday, immediately, every day, at night*) at the end of the sentence:

Foxes usually hunt **at night**. Did you go to university **here**? I didn't have lunch **yesterday**.

If we want to give the adverb special emphasis, we can put it at the beginning:

It's quite a large house. **Upstairs** there are three bedrooms.

'Do you drive to work on your own every day?' 'No. **On Mondays** a friend comes with me.'

⚠ We don't put adverbs of place and time in front of the main verb:

✗ I ~~don't here~~ live. ✗ Foxes ~~at night~~ look for food. ✗ We ~~to Greece~~ went for our holiday.

Word order when there is more than one adverb ► Unit 59.6

Practice

1 Write the words and phrases in the correct order.

0 always a shower do you in the morning have ?

Do you always have a shower in the morning?

- 1 dolphin I've seen never a
- 2 go to rarely the theatre we
- 3 go to work Christine this week didn't
- 4 speak I'd like to fluently French
- 5 live when there did you ?
- 6 late is the bus frequently
- 7 in London always bad the traffic is
- 8 the questions carefully answer

2 GRAMMAR IN USE Complete the text with words and phrases from A–L below. There are three extra words or phrases.  2.47 Listen and check.**Urban foxes**

(0) *H*..... foxes were just a problem for farmers.

They would attack chickens and sheep

(1) They (2) into towns. But now they have become a serious problem for the residents of Britain's cities. (3) a lot of people live in houses with gardens. And many British cities have large parks. These are perfect places for foxes to live in.

The foxes (4) serious diseases; and


these can be passed on to cats and other

pets. (5) raid rubbish bins. They can

(6) plastic bags and their strong teeth and claws can (7) cut holes in fences.

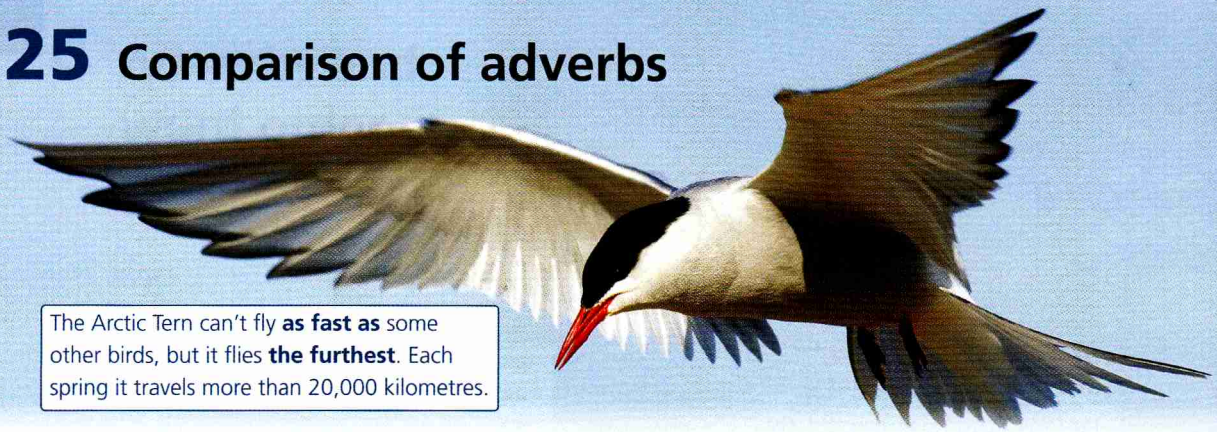
They leave food and rubbish all over the street and this encourages rats. (8) foxes can be aggressive towards people and children, especially if a mother is protecting her cubs.

- | | | |
|---------------|------------------------------|------------------------|
| A at night | E the foxes after dark | I rarely came |
| B quickly | F often carry | J Occasionally |
| C open easily | G easily open | K came rarely |
| D In Britain | H In the old days | L After dark the foxes |

3 In each sentence one adverb is in the wrong position. Circle the word and mark the correct position. If there is more than one possible position, show them all.  2.48 Listen and check.

- 0 In the wild foxes rarely are aggressive to people.
- 1 She occasionally is on the same train as me.
- 2 I don't like in the evenings eating a heavy meal.
- 3 Always we buy organic food.
- 4 I this morning received an interesting email.
- 5 Danny has often fruit for breakfast.
- 6 My sister and I during the daytime watch TV.
- 7 It's snowing so everyone is slowly driving.
- 8 You should wash your hands always before a meal.
- 9 We here hardly ever have lunch.
- 10 Samantha well sang at the concert on Friday.

25 Comparison of adverbs



The Arctic Tern can't fly **as fast as** some other birds, but it flies **the furthest**. Each spring it travels more than 20,000 kilometres.

1 Regular comparative and superlative forms

We use *more* + adverb (+ *than*) to make comparative forms of adverbs of manner and of the adverbs *often*, *rarely* and *frequently*:

*I eat **more slowly than** other people.*

*Can you speak **more quietly**? I'm trying to rest.*

*You see foxes in towns **more frequently** these days.*

We make superlative forms of adverbs with (*the*) *most* + adverb:

*Daniel has the highest phone bill because he uses his phone **(the) most often**.*

The opposite of *more/the most* + adverb is *less/the least* + adverb:

*I go to the dentist **less regularly than** I used to.*

*Of all the heaters in the test, the MaxHeat worked **the least efficiently**.*

2 Other comparative and superlative forms

Some adverbs have the same comparative and superlative forms as adjectives:

early → *earlier/(the) earliest*

high → *higher/(the) highest*

low → *lower/(the) lowest*

fast → *faster/(the) fastest*

late → *later/(the) latest*

near → *nearer/(the) nearest*

hard → *harder/(the) hardest*

long → *longer/(the) longest*

soon → *sooner/(the) soonest*

⚠ We don't use *more/the most* with these adverbs:

✗ *Cats can climb ~~more high than~~ dogs.* ✓ *Cats can climb **higher than** dogs.*

✗ *Borzov ran ~~the most fast in the~~ race.* ✓ *Borzov ran **the fastest in the** race.*

There are some irregular comparative and superlative adverbs:

well → *better/(the) best* *badly* → *worse/(the) worst* *far* → *farther/further/(the) farthest/furthest*

*Do you live **further** from college than me? I played **worse** than usual yesterday.*

*The Arctic Tern flies **the furthest**. Karl played **best** in last Saturday's match.*

NATURAL ENGLISH We often leave out *the* in superlative adverbs, especially irregular ones:

*Karl played **best** in last Saturday's match.*

We don't use superlative adverbs very often; we prefer to use a superlative adjective:

*Karl **played best** in last Saturday's match. → Karl was **the best player**.*

3 as + adverb + as

We use (*not*) *as* + adverb + *as* to compare two actions:

*I speak Polish **as fluently as** Tomas. The Arctic Tern can't fly **as fast as** some other birds.*

4 Making comparisons stronger or weaker

We can make the meaning of comparative adverbs stronger with *much*, *a lot* and *far*:

*My grandmother has been walking **much more slowly** since her accident.*

*I exercise **far less often** than my brothers. Athletes have to train **a lot harder** these days.*

We can make comparisons weaker with *a bit*, *slightly* or *a little*:

*Computers work **a little faster** if you add memory to them. Can you come **a bit sooner**?*

*On Sundays trains run **slightly less frequently** than during the week.*

Practice

- 1 Complete the sentences with a comparative (C) or superlative (S) form of the adverb in brackets.**
- 0 I'm putting on weight – I should go to the gym *more often* (C often)
- 00 Which website sells airline tickets *the most cheaply*? (S cheap)
- 1 Which bird flies? (S high)
- 2 Children need to visit a dentist than adults do. (C frequent)
- 3 Who sang on the show yesterday? (S good)
- 4 Of all the cars in the test, the Mazda went (S fast)
- 5 Please speak – I can't understand you. (C slow)
- 6 Which type of battery lasts? (S long)
- 7 You've made lots of mistakes. Please work next time. (C careful)
- 8 Don't get the ten o'clock train. It arrives than the others. (C late)
- 2 Complete the second sentence so it means the same as the first, using the word in brackets. Use two to five words in your answer. 2.49 Listen and check.**

- 0 I don't use the Internet as often as my colleagues. (less)
I use the Internet *less often than* my colleagues.
- 1 Computers work much faster than they used to. (as)
Computers didn't use to they do now.
- 2 I think Carreras sang better than the others. (best)
I think Carreras
- 3 Sue doesn't speak Spanish as fluently as I do. (more)
I speak Spanish Sue.
- 4 Ali played the worst in the golf tournament. (player)
Ali in the golf tournament.
- 5 People wear formal clothes less frequently these days. (as)
People don't wear formal clothes they used to.

- 3 GRAMMAR IN USE Complete the text with suitable forms of the words in brackets. Add any other words that are necessary, e.g. more, less, as, than. 2.50 Listen and check.**

Caring for elderly pets

As pets get older their needs change. You should be aware of these changes and treat older pets (0) *much more carefully than*, (much / careful) younger ones.

- Elderly cats and dogs don't see or hear (1) (good) young ones. As a result, they sometimes fall over or bang into things. Because of the dangers of traffic, don't allow them to travel (2) (far) a short distance outside your home.
- Older animals often have problems such as arthritis, so they can't move (3) (easy) they used to. Even if they are healthy, they can't walk or run (4) (quick) young animals. They exercise (5) (far / frequent) and get tired (6) (much / quick).
- Older pets eat smaller amounts but they need to eat (7) (often) young ones – as much as three times a day. You will notice that they eat (8) (slow) they did when they were young, but this is usually nothing to worry about.

Review MODULE 4

1 UNITS 19 AND 20 Write the words and phrases in the correct order.

0 red a Melanie dress owns wonderful and evening gold
Melanie owns a wonderful red and gold evening dress.

1 bath I at the market towel blue bought a beautiful

2 boring we in weren't Cathy's interested story

3 is new uncomfortable their sofa rather Italian

4 watches depressing often and on TV black films Alastair white

5 your grandmother still 1960s does that washing machine use enormous ?

6 quite was shocking behaviour Fred's

2 UNITS 19 AND 20 Read the letter and choose the correct underlined words.

Dear Mum,

The first day of the safari was really (0) excited / exciting and we set up camp in a (1) quiet place / place quiet by the river. This morning, as soon as (2) everyone was awake / was awake everyone we climbed up to the special viewing platform so we could see the animals drinking. Don't worry. The platform is (3) quite high / quite a high so it wasn't dangerous! We have a group of (4) nice young / young nice guides who know all about the local animals. They know exactly where to find them at certain times of day. In the afternoon we were taken out in an (5) old uncomfortable / uncomfortable old jeep. But we saw beautiful (6) black white / black and white zebras and some lions, so I didn't mind about the rough ride. The lions were (7) a lot / rather frightening but I wasn't scared. It was a really (8) interesting / interested experience. I can't wait to show you my photos!

3 UNITS 21 AND 22 Complete the sentences, using comparative or superlative forms of the adjectives in the box.

dangerous good greedy large lazy light long ~~poisonous~~ powerful short wide

Strange Animal Facts

- (0) *The most poisonous* animal is the poison dart frog. One frog has enough poison to kill 1,500 people. They are much (1) than most snakes and spiders. Try not to step on one!
- (2) bird in the world is the humming bird. It only weighs one gram.
- (3) animal is the sloth. It spends 80 percent of its life asleep!
- Falcons have (4) eyesight of any animal, even better than eagles. They can see small animals from more than a kilometre in the air. Their eyesight is seven times (5) than a human being's.
- The giant squid has enormous eyes – by far (6) eyes of any animal. They can be 39 cm wide – that's sixteen times (7) than a human eye.
- Tortoises have (8) life of any animal. They can live for up to 150 years. Flies, on the other hand, only live for 24 hours. That's 50,000 times (9) than the life of a tortoise.
- Vultures are one of (10) animals in the natural world. Sometimes they eat so much that they become too heavy to fly!



4 UNITS 21 AND 22 Rewrite the sentences so that they are true. Start with the words given.

- 0 Gold is slightly less valuable than steel.
Gold *is much more valuable than steel.*
- 1 The mobile phone is a newer invention than the iPod.
The mobile phone
- 2 A jet plane isn't as fast as a car.
A jet plane
- 3 Five-star hotels are a little cheaper than four-star hotels.
Five-star hotels
- 4 The Pacific Ocean is smaller than the Atlantic Ocean.
The Pacific Ocean
- 5 Football is slightly more popular than cricket.
Football
- 6 A tennis ball is similar in size to a rugby ball.
A tennis ball
- 7 Salaries are much lower than they used to be.
Salaries
- 8 A car isn't nearly as expensive as a motorbike.
A car

5 UNITS 22, 23, 24 AND 25 Complete the survey questions with words or phrases from the box. There are four extra words or phrases.

frequent frequently got better got well least less more
 much more not very ~~often~~ slightly worse very bad very well

Angel TV Market Research

- Compared to last year, do you watch TV
 a more (0) *often*? b (1) often? c about the same amount?
 - In the last five years, do you think TV programmes have become
 a (2) violent? b a little (3) violent? c less violent?
 - Compared with five years ago, do you think the quality of TV programmes has
 a got much worse? b got (4)?
 c (5)? d not changed?
 - When you are watching TV, do you change channels
 a very (6)? b (7) frequently? c never?
 - How well do today's programmes match your viewing preferences?
 a (8) b quite well c not very well
- Thank you for taking part in our survey.

6 UNITS 23, 24 AND 25 Find ten more mistakes in the conversation and correct them.

- NURSE How are you ~~this morning feeling?~~ *feeling this morning*
- SUSIE Not fantastic. You know I feel hardly ever great at this time of day.
- NURSE How about a cup of tea? Always that makes you feel more good.
- SUSIE OK. That would be nice.
- NURSE The doctor says that if you go slowly fairly, you today can have a walk around the gardens.
- SUSIE I'm not sure. My leg still a lot hurts. Actually, I think it feels more bad than it did yesterday. Which doctor is coming today?
- NURSE Well, it usually is Dr Marshall on Wednesdays.
- SUSIE I don't like her. She a bit annoys me.
- NURSE Why's that?
- SUSIE She speaks so quickly. I don't understand really what she says at all.

7 ALL UNITS Use the words in brackets to help you complete the sentences. Make changes and add words if necessary.

- 0 Computers are *not nearly as huge as they used to be*. (not nearly / huge / used to be)
- 1 The polar ice cap is melting (fast / ever before)
- 2 If you exercise (regular / you lose weight)
- 3 Sometimes politics can be (quite / bore)
- 4 In autumn (trees / become / red / gold)
- 5 In the 1960s people cut their hair (less / often / nowadays)

8 ALL UNITS Complete the second sentence so it means the same as the first.
Use two or three words in your answer.

- 0 Horses don't live as long as elephants.
Elephants *live longer than* horses.
- 1 We weren't frightened by that film.
We didn't think that film
- 2 Is the Silver Line bus service a lot more frequent than the others?
Does the Silver Line bus service run than the others?
- 3 Flights are a lot less expensive on the Internet.
Flights nearly as expensive on the Internet.
- 4 The flight was boring and exhausting.
At the end of the flight we felt
- 5 We used to own an old French mirror which was beautiful.
We used to own a mirror.
- 6 The Station Hotel is less expensive than the Holiday Inn.
The Station Hotel isn't as the Holiday Inn.
- 7 I don't see my grandparents as often as I used to.
I see my grandparents these days.
- 8 We had a long relaxing holiday.
Our holiday was

9 ALL UNITS Read the text and choose the correct answer, A, B or C below.

Running on ice

All over the world there are animals that (0) for people. From dogs that control sheep in Scotland to elephants that carry wood and fuel in the jungles of Asia, animals are (1) of human activity in the countryside. Perhaps (2) of all these animals are the husky dogs that (3) For hundreds of years these creatures have been helping to move the native people around the snow and ice of Lapland. Despite the sub-zero temperatures they can (4) sleds for distances of up to 130 kilometres a day. And they can move (5) – in normal conditions the dogs run at speeds of about 30 kilometres per hour.

To keep warm, huskies have (6) fur and they have feet which are (7) than those of other dogs, making it easy to grip the slippery snow and ice. They live for 10 to 15 years and can survive in conditions of minus 60°C. Huskies love running and get very (8) when they are attached to the sled for a journey.



- | | | |
|---------------------------|-------------------------|-------------------------|
| 0 A hard work | B work hard | C work hardly |
| 1 A a part important | B part importantly | C an important part |
| 2 A more unusual | B the most unusual | C the unusualest |
| 3 A in Finland pull sleds | B pull in Finland sleds | C pull sleds in Finland |
| 4 A easily pull | B pull easy | C pull easily |
| 5 A fastly | B fast quite | C quite fast |
| 6 A a lot thick | B very thick | C very much thick |
| 7 A far wider | B extremely wider | C more wide |
| 8 A excitement | B exciting | C excited |

Test MODULE 4

Adjectives and adverbs

Choose the correct answer, A, B or C.

- 1 Do you think this is?
A an exercise difficult B a difficult exercise C difficult an exercise ➤ Unit 19
- 2 Dave's wearing a striped shirt today.
A blue and white B blue, white C blue white ➤ Unit 19
- 3 I can't wait for my next holiday. I'm really about it!
A exciting B excite C excited ➤ Unit 19
- 4 Elizabeth has a daughter.
A young beautiful B beautiful young C young beautifully ➤ Unit 20
- 5 I love detective novels. I think they are interesting.
A a bit B slightly C really ➤ Unit 20
- 6 It was experience.
A quite a frightening B quite frightening C a frightening quite ➤ Unit 20
- 7 My exam results were I expected.
A good as B more good than C better than ➤ Unit 21
- 8 We can run faster than
A them B they C their ➤ Unit 21
- 9 Which is the most comfortable the seats?
A of B than C in ➤ Unit 21
- 10 Motorbikes aren't as cars.
A more expensive as B expensive as C expensive than ➤ Unit 22
- 11 Tania's mobile phone is mine.
A the same as B the same like C the same with ➤ Unit 22
- 12 My sister is tallest students in her year.
A as one of the B the one of C one of the ➤ Unit 22
- 13 My grandfather walks because he's quite old.
A slow B by slowest C slowly ➤ Unit 23
- 14 I don't like the sea because I can't swim
A good B well C better ➤ Unit 23
- 15 I don't like fish but I like!
A steak a lot B a lot steak C a steak lot ➤ Unit 23
- 16 I football matches on TV.
A watch hardly ever B hardly watch ever C hardly ever watch ➤ Unit 24
- 17 Elena gave a wonderful performance of the concerto; she
A played it perfectly B played perfectly it C perfectly played it ➤ Unit 24
- 18 Do you know why the repair man?
A yesterday didn't come B didn't yesterday come C didn't come yesterday ➤ Unit 24
- 19 Dexter jumped in the long jump competition.
A most far B most further C the furthest ➤ Unit 25
- 20 People travel than they used to.
A far more often B far often C more far often ➤ Unit 25

Before you start

- 1 Read about Anouska, a TV extra. Look at the **highlighted** grammar examples.

I'm Anouska David – you don't know me, but you often see me on your TV! That's me on the left, in the picture. **I've got** a really interesting job as a TV extra. Yes, I **work in** TV! But **I'm not** a famous actor. You see, lots of TV productions need people for crowd scenes – and of course **they don't want** to pay famous actors, so they use ordinary people, like me. The only problem is the waiting – like now, **I'm sitting here** and I'm just waiting for someone to call me. **That happens all the time!** Still, I'm not complaining as **I usually have a really good time** at work. The other thing is that **I'm getting more and more jobs** at the moment, because there are so many TV companies these days.



- 2 Now read the sentences and choose the correct words in *italics>. The **highlighted** grammar examples will help you.*

- 1 Alistair *isn't / not be* a famous actor.
- 2 I *got / have got* an incredibly boring job.
- 3 We always *have / have got* fun at your parties!
- 4 Samantha and Frank both *live / living* near the office.
- 5 'The bus is late.' 'I know. *It's coming / It comes* late every day.'
- 6 I can't go out yet. *I wait / I'm waiting* for the post.
- 7 Food prices *climb / are climbing* higher and higher at the moment.
- 8 *I don't want / I'm not wanting* to get up yet – I'm still tired.

- ▶ Unit 26
- ▶ Unit 26
- ▶ Unit 26
- ▶ Unit 27
- ▶ Unit 27
- ▶ Unit 28
- ▶ Unit 28
- ▶ Unit 29


- 3 Check your answers below. Then go to the unit for more information and practice.

1 isn't 2 have got 3 have 4 live 5 It comes
6 I'm waiting 7 are climbing 8 I don't want

26 be, have and have got

1 be

| | |
|-----------|---|
| POSITIVE | <i>I am ('m) English. You are ('re) early. She is ('s) a teacher. They are ('re) ill.</i> |
| NEGATIVE | <i>I am ('m) not French. He is not (isn't) a tennis player. We are not (aren't) from here.</i> |
| QUESTIONS | <i>Are you English? (No, I'm not.) Are they interesting? (Yes, they are.) Why is it a good job?</i> |



This **is** Karren Brady. She's married and she **has** two children. She's also a top business person and a director of West Ham Football Club.

NATURAL ENGLISH In speech and informal writing, we usually use short forms e.g. *I'm, she's, he isn't, we aren't*. For negative questions with *I am*, we use *aren't I*: *Why aren't I on the list?*

We use the verb *be* to talk about

- people and things: *This is Karren Brady. Ginny is very attractive.*
- current states: *It's really hot at the moment. She's married. I'm homesick.*
- qualities (adjectives): *My car is Japanese. My children aren't rude! I'm 1.75 metres tall.*
- opinions: *This book is boring. Musicals are very popular.*
- position/location and time: *My flat's close to the city centre. It's two o'clock.*
- someone's job/position: *Karren Brady is a business person. We're students.*

 **Pronunciation** ▶ 1.08

2 have and have got

| | | |
|-----------|---|--|
| POSITIVE | <i>I have two brothers. She has a sports car. They have a huge house.</i> | <i>I have ('ve) got two brothers. She has ('s) got a sports car. They have ('ve) got a huge house.</i> |
| NEGATIVE | <i>I do not (don't) have a sister. He does not (doesn't) have a motorbike. We do not (don't) have an apartment.</i> | <i>I have not (haven't) got a sister. He has not (hasn't) got a motorbike. We have not (haven't) got an apartment.</i> |
| QUESTIONS | <i>Do you have a niece? (Yes, I do.) Does she have a cat? (No, she doesn't.) Why do they have two cars?</i> | <i>Have you got a niece? (Yes, I have.) Has she got a cat? (No, she hasn't.) Why have they got two cars?</i> |

 **Pronunciation** ▶ 1.09

 We use forms of *have*, not *have got*, with past and future tenses:

- X When I was a child I had got a pet cat. ✓ When I was a child I had a pet cat.*
X One day we will have got our own house. ✓ One day we will have our own house.

We use both *have* and *have got* to talk about

- relationships: *I've got two brothers. She has two children.*
- possessions: *I've got a good camera. Do they have a lot of money?*
- features: *Everyone in my family has got dark hair. The apartment doesn't have a garden.*
- illness: *Sandra's got a cold. Does the baby have a temperature?*
- appointments: *I have an exam tomorrow. Has Fiona got an interview at Oxford?*


We can also use *have* + noun (but not *have got*) to talk about some things we do.

- hygiene and appearance: *have a haircut/a shower/a bath/a wash/a shave*
- food and drink: *have lunch/an evening meal/a snack/a drink/a meal out*
- experiences: *have fun/a good time/a bad time*
- special events: *have a party/a celebration/a holiday/a trip*
- activity (or lack of): *have a walk/a run/a swim/a sleep/a rest/a break*
- communication: *have a talk/a conversation/an argument/a word (with)*


Jack can't come to the phone; he's having a shower. I always have a good time at parties. Listen to that noise! The neighbours are having a party! I'm tired – let's have a break.

American English *have/have got* ▶ page 352

Practice

1 Complete the sentences with a form of *be*, *have* or *have got*. Put two answers if both *have* and *have got* are possible.  2.51 Listen and check.

- 0 Karren Brady *'s* a director of a football club.
 00 She *doesn't have* / *hasn't got* (not) an easy job.
 1 Simon and Jo often violent arguments!
 2 I / an awful cold at the moment.
 3 Peter (not) breakfast most mornings.
 4 It really cold outside today.
 5 you / you a sister?
 6 They a New Year's party every year.
 7 Fiona a shower before breakfast every morning.
 8 The boss wants to a word with you.
 9 that book interesting?
 10 Sanjeev / Sanjeev dark hair?

2 **GRAMMAR IN USE** Read the email and choose the correct words in *italics>. In five places, both answers are possible.  2.52 Listen and check.*

Subject Missing you!

Hi guys
 Well, here I (0) *am* / *are* at art college now, and I'm missing you all! You know, (1) *I'm* / *I've got* quite homesick – I didn't expect that at all.
 (2) *I've got* / *I have* a room in an apartment with five other students. The apartment is quite big and it (3) *is* / *has* very nice. It's got a big kitchen, but it (4) *doesn't have* / *hasn't got* a dishwasher or washing machine!
 Two of the rooms (5) *have got* / *are* still empty – I expect those people will come at the weekend.
 Two of the other girls here (6) *aren't* / *don't have* very friendly; they just stay in their rooms. But the other girl – Chris – is lovely. (7) *She's got* / *She has* long dark hair and looks a bit like Angelina Jolie. On Saturday we're going to (8) *have got* / *have* a dinner party – we're each going to find three more people to invite!
 My timetable isn't too full – (9) *I've got* / *I have* about five lectures each week and eight classes.
 Enough about me! How are you all? (10) *Have you got* / *Do you have* any news for me?
 Love, Lucy

3 **GRAMMAR IN USE** Look at the notes about Martin O'Donnell and complete the sentences.

His name *is Martin O'Donnell*. He
 He He and he's
 got He tall and
 he
 He

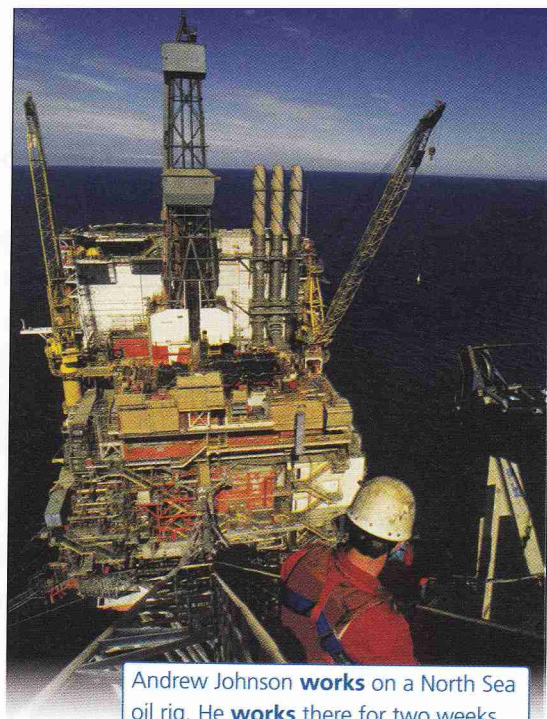
Martin O'Donnell, 29, Irish, married with two children.
 1.82m, blond hair & beard.
 Accountant in small finance company



27 Present simple

1 Form

| | |
|-----------|--|
| POSITIVE | <i>I live in London. My sister lives in Madrid. My parents live in Glasgow.</i> |
| NEGATIVE | <i>I do not (don't) live in an apartment. He does not (doesn't) live in a house. We do not (don't) live in a block of flats.</i> |
| QUESTIONS | <i>Do you work in an office? (No, I don't.) Does she work from home? (Yes, she does.) Where do they work?</i> |



Andrew Johnson **works** on a North Sea oil rig. He **works** there for two weeks every month. He regularly **climbs** to the top and **checks** that everything is safe.

- ⚠ Remember that the verb is different after *he, she* and *it*:
She lives near here. It eats a lot of meat.
~~✗ Where do he work?~~ ✓ *Where does he work?*
~~✗ He don't like cities.~~ ✓ *He doesn't like cities.*

- ⚠ We don't add -s to the main verb in questions and negatives: ~~✗ Where does he works?~~

Spelling rules after *he/she/it* ➤ page 350

🔊 Pronunciation ➤ 1.10

2 Facts, permanent situations and opinions

We use the **present simple**

- for facts (things that are always true): *Water **boils** at 100°C and **freezes** at 0°C.
The sun **doesn't go** round the earth. Cows **don't eat** meat. A red light **means** 'Stop'.*
- for permanent situations: *I **don't live** in the city. He **works** on an oil rig.*
- to describe opinions and ideas: *I **think** New York is exciting. You **don't understand**.*
- to describe likes and dislikes: *My grandfather **likes** the countryside. I **prefer** the city.*

3 Regular actions, habits and routines

We use the present simple for things that are often repeated, or that happen regularly:
*He **works** there once a month. Do the children **go out** in the evenings? No, they **watch** TV.*

To say how often the action happens, we use

- adverbs of frequency (e.g. *always, often*) after *be* or before a main verb:
*Angelo is **often** late for work. He **always** climbs to the top.
'Do you drive to work?' 'Not really, we **usually** use public transport. We **rarely** drive.'*
- other time expressions. They usually go at the end of the sentence:
*Do you come to the studio **every day**? I go on holiday **once a year**.
We go to our grandparents' for lunch **on Sundays**.*
These can also go at the beginning, for more emphasis:
***Every morning**, I start work at 8.30.*

More on adverbs and word order ➤ Unit 24

4 Describing films, plays and books

We usually use the present simple when we describe what happens in a film, play or book:
*The story **takes place** in the United States. The main character **works** on a farm ...*

When a sports game is described live on TV, the present simple is often used for quick actions:
*Giggs **passes** to Rooney. Rooney **shoots** – he **scores**!*

Practice

1 **GRAMMAR IN USE** Complete the book review with the present simple of the verbs in brackets. **2.53** Now listen and check.

Sepulchre is Kate Mosse's follow-up novel to her bestseller *Labyrinth*. It (0) *takes* (take) the same idea of two stories from different times which (1) (connect) with each other. The first story takes place in the late nineteenth century. Léonie Vernier (2) (live) in Paris with her mother and older brother, Anatole. Then an aunt in the south-west of the country invites Léonie to stay with her. Léonie (3) (not know) her aunt but she (4) (agree) to go, with her brother. When they (5) (arrive), things (6) (not be) as they seem ...

In the second story, Meredith Martin is a young American university professor. Her research takes her to Paris, where she (7) (uncover) the sad story of Léonie and Anatole. (8) the novel (bring) nineteenth-century France to life? Yes, I think it (9) (do). (10) it (provide) a good successor to *Labyrinth*? No, I (11) (not think) so. The two stories (12) (not link) as well as the stories in *Labyrinth*; the second one didn't add anything, really.

2 **Make questions from the words below. Then write true short answers.**

2.54 Now listen and check.

- 0 horses / eat / meat? *Do horses eat meat? No, they don't.*
- 1 water / boil / 100°C?
- 2 the sun / always / rise / the west?
- 3 Switzerland / have / a coastline?
- 4 shops near you / usually / open / Sundays?

3 **Read the information on the website. Then write about Derrick Coyle.**

**Unusual jobs:
Ravenmaster, Tower of London**

- (0) Name: Derrick Coyle
- (1) Age: 61
- (2) Job: Ravenmaster at the Tower of London
- (3) Lives: in an apartment at the Tower of London
- (4) Hours: dawn to dusk (summer 05.30–21.30)
- (5) Duties: look after ravens / prepare their food / give them water / lock them up at night



Derrick Coyle, with one of his ravens ▶

- 0 This *is Derrick Coyle.*
- 1 He years old.
- 2 He is the
- 3
- 4
- 5

28 Present continuous



Trudi's a student. She's **studying** animal behaviour. More people **are taking** their pets to the vet with behaviour problems these days, so Trudi should find a job when she graduates.

1 Form

| | |
|------------------|--|
| POSITIVE | <i>I'm having lunch. He's watching TV. They're running away.</i> |
| NEGATIVE | <i>I'm not watching TV. She isn't having lunch. We aren't staying there.</i> |
| QUESTIONS | <i>Are you watching TV? (No, I'm not.) Is she running away? (Yes, she is.) What are they having for lunch?</i> |

Some verbs change their spelling in the *-ing* form, e.g. *run* → *running*.

Spelling rules for *-ing* forms ➤ page 350

2 Actions happening now or around now

We use the **present continuous** for

- actions happening while we are speaking: *Hurry up. The taxi's waiting.*
'Are you watching TV?' 'No. I'm doing my homework.'
- actions happening around the time of speaking: *Trudi's studying animal behaviour.*
- temporary situations:

We're staying at my mother's while the builders are repairing the roof of our house.

With these uses of the present continuous, we often use time expressions like *now*, *at the moment*, *today*, *this week*, etc: *I can't talk for long because I'm cooking at the moment.*
Joe isn't working at home this week – he's at a conference in Germany.

We sometimes use the present continuous with *always* to criticise another person's actions.

In speech we **stress** *always* strongly in this type of sentence:

Yolanda's always calling me late at night. I'm getting really fed up with it.

'I've lost my keys. Can you come home and let me in?' 'You're always losing your keys!'

3 Changes and trends

We use the present continuous to talk about things that are changing as we speak:

Harry's been really ill but he's getting better now. Prices are going up again.

More people are taking their pets to the vet with behaviour problems these days.

4 Describing pictures

We use the present continuous to describe what is happening in pictures and photos:

In the photo on page 81, the scientists are tasting food. The woman in the middle is holding a cup...

Present continuous to talk about the future ➤ Unit 41.2

Practice

1 GRAMMAR IN USE Complete the phone conversation with present continuous forms of the verbs in brackets.

🔊 2.55 Listen and check.

- WILL Hi, Amy. It's Will. Are you busy?
- AMY Will, hi. No, (0) *I'm watching* (I / watch) TV – nothing important. It's good to hear from you.
What (1) (you / do) these days?
- WILL That's why (2) (I / phone).
I've just changed my job – I'm now a 'recipe tester'.
- AMY What fun! (3) (you / cook) all the time?
- WILL No, I've only just started, so (4) (I / work) with another tester.
(5) (I / not / cook) the food yet!
- AMY It'll be really interesting, though. (6) (I / find) work really boring now.
- WILL Amy, (7) (you / always / complain) about your job, but it's really great!
- AMY Oh, yeah, standing in the street in the cold and wet, trying to persuade people to talk to me. Actually, (8) (I / not / spend) much time outside at the moment as (9) (I / plan) a new project. But I really want to get into acting.
- WILL Yes, (10) (you / always / say) that, but you never do anything about it ...



2 Look at the table of changes in household spending in the UK. Use the words below + **because** to write sentences. 🔊 2.56 Listen and check.

| CHANGES IN HOUSEHOLD SPENDING | % CHANGE |
|---|----------|
| Food and drink | + 9.2 ↑ |
| Clothes | - 6.6 ↓ |
| Domestic fuel (electricity, gas, etc.) | + 65.0 ↑ |
| Transport | + 9.4 ↑ |
| Communication (equipment, phones, etc.) | - 28.5 ↓ |
| Eating out | + 13.5 ↑ |









- 0 domestic fuel / increase / most / oil prices / go up
Domestic fuel is increasing the most because oil prices are going up.
- 1 communication / decrease / most / equipment / get cheaper
.....
- 2 the cost of clothes / decrease / the UK / buy / clothes from China
.....
- 3 transport costs / go up / fuel prices / get higher
.....
- 4 food and drink / go up / cost of transporting them / increase
.....

3 Look at the photo on page 80 and describe what is happening.

In the photo, the vet is holding a kitten. He's ...

29 Present simple or continuous?

1 Basic differences in use

| PRESENT SIMPLE | PRESENT CONTINUOUS |
|---|---|
| <p>Permanent situations; things we do not expect to change:</p>  <p>Janice <i>lives</i> in London with her husband and children.</p> | <p>Temporary situations, for a limited period of time:</p>  <p>But Janice <i>is staying</i> in a hotel this weekend. Time expressions: <i>today, this week, at the moment</i></p> |
| <p>Regular actions, habits and routines:</p>  <p>Janice <i>is a pilot</i>. She <i>flies</i> all over the world.</p> <p>Time expressions: <i>usually, often, every day, once a month, at the weekend, most days</i></p> | <p>Actions that are happening at/around the time we are speaking:</p>  <p>Janice <i>is flying</i> to Sydney today.</p> <p>Time expressions: <i>(right) now, at the moment, today</i></p> |
| <p>Permanent situations; things we do not expect to change:</p>  <p>Pilots <i>usually train</i> for about two years to get their flying licence.</p> | <p>Something that is changing:</p>  <p>More and more women <i>are training</i> to become pilots these days.</p> |
| <p>To describe events in a book, play or film:</p>  <p>The story <i>starts</i> in Madrid. The main character <i>lives</i> there. One day, he <i>goes out</i> and ...</p> | <p>To describe what is happening in a photo or picture:</p>  <p>That's my niece in the photo. She's <i>riding</i> her brother's bike.</p> |

2 Action verbs

Action verbs describe an action and can usually be used in both **simple** and **continuous** forms:

Janice **flies** around the world. She's **flying** to Sydney today.

We usually **drive** to work, but at the moment we **aren't driving** because the car has broken down.

3 State verbs

State verbs describe states rather than actions, e.g. ways of thinking or feeling.

These verbs are not usually used in the continuous form:

✓ I **prefer** classical music to popular music.

✗ I'm ~~preferring~~ classical music to popular music.

✓ Do you **understand** the maths homework now?

✗ Are you ~~understanding~~ the maths homework now?

| | STATE VERBS | EXAMPLES |
|----------------------------------|--|---|
| verbs of feeling/ wanting | like love dislike hate prefer need want wish (BUT we often use enjoy in the continuous) | Does she like her present? I need a little more time. (Are you enjoying that book?) |
| verbs of thinking/ believing | believe doubt forget know mean realise recognise remember think understand | I don't believe in luck. Do you know the answer? We think she's really nice. |
| verbs of being/ appearing | appear be seem | This door appears to be locked. Maria seems very helpful. |
| verbs of possessing/ relating | belong contain have (got) own possess | These drinks contain Vitamin C. Duncan has two Ferraris. |
| sense verbs | hear see smell taste | Listen! Do you hear music? This coffee tastes really good. |

The verbs *agree*, *cost*, *promise* and *thank* are also rarely used in the continuous tense:

I agree with you. The hotel costs €100 a night.

We promise not to be late. He always thanks us with a card or flowers.

4 State verbs and the continuous form

We can use some state verbs in the continuous form, with a different and more active meaning:

| | STATE (PRESENT SIMPLE) | ACTION (PRESENT CONTINUOUS) |
|--------|--|--|
| have | I have two sisters. (= possess) | I'm having breakfast right now. (= eating) |
| think | What do you think of it? (= What's your opinion?) | What are you thinking about? (= considering at the moment) |
| appear | It appears that they're going to close the theatre. (= seems that/looks like) | The Gypsy Kings are appearing at the local theatre next week. (= performing) |
| taste | Your soup tastes wonderful! (= a quality of the soup) | I'm tasting the soup to check if it needs any more salt. (= I'm checking/testing it.) |
| see | Do you see the difference between the two pictures? (= can you notice it?) | Are you seeing your friends a lot at the moment? (= meeting regularly) |

- We can also sometimes use state verbs in the continuous when we want to emphasise that the state is unusual or unexpected, and probably temporary:

My new car uses a lot of petrol so it's costing me a fortune.

(I don't usually spend this much on petrol.)

I'm finding it difficult to organise my time at the moment.

(This is unusual for me; I usually organise my time well.)

- Some verbs which express physical states (*feel*, *hurt*, *ache*) can be used in the simple or continuous forms with no (or very little) difference in meaning:

'How do you feel/are you feeling today?' 'I feel/I'm feeling a lot better, thanks.'

My back aches/is aching this morning.

FORMALITY CHECK It is becoming more common to use *like*, *love* and *hate* in the continuous form in informal English: *'How's the course going?' 'It's great! I'm really loving it!'*

Some people consider this to be incorrect.

Practice

1 Match the sentences 1–5 with the correct meaning, A or B.

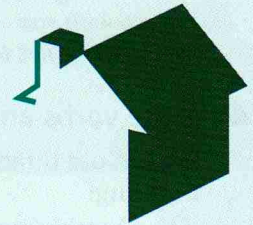
- | | |
|---|--|
| 0 Craig works in an architect's office. | → A This is a temporary position. B This is his permanent job. |
| 1 Rhona is staying with her aunt this weekend. | A She usually lives somewhere else. B This is her permanent home. |
| 2 Max sings with a band on Friday evenings. | A This is a changing situation. B This is something he does regularly. |
| 3 Steve can't talk now. He's interviewing someone. | A This is an action in progress. B This is something he does regularly. |
| 4 More men are looking after their children these days. | A This is a permanent situation. B This is a changing situation. |
| 5 Berlin is one of Germany's sixteen states. | A This is a fact – something permanent. B This is a changing situation. |

2 GRAMMAR IN USE Read the information about HousesittersPro. Then complete John and Angela's statement with the verbs from the box.

are enjoying are living are looking after are spending
don't leave get go ~~live~~ spend visits work

HousesittersPro – the holiday solution

Going on holiday? Then you need HousesittersPro.



Our employees come and live in your home while you're away. They look after your property, including your garden and your pets, so that your home is safe. They are mostly retired people, and we have checked their background.

Meet John and Angela, two of our typical housesitters:

"We have both retired from responsible jobs.

We (0) *live* in a small cottage in the

country and we (1) our retirement.

We (2) time in the garden most

days and we often (3) to the

cinema and theatre with our friends. Our daughter

(4) us with our grandchildren

now and again. But we sometimes (5)

bored, so for three months every year we

(6) for HousesittersPro.

Then our life is very different. At the moment, we're in the home

of a young couple who are travelling for three weeks. We (7)

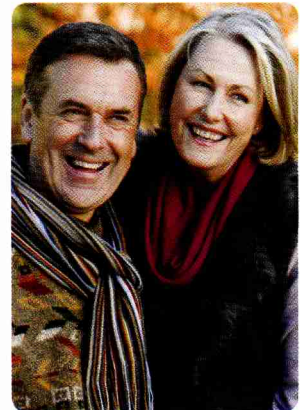
in their apartment in the city, and we (8) their pets.

We (9) a lot of time in front of the TV, because as

HousesittersPro employees, we (10) the house for more

than a couple of hours at a time. You know that your house is safe when you have

HousesittersPro in it!"



3 Choose the correct words in *italics>. In one sentence, both answers are possible.*

2.57 Listen and check.

- 0 Fatima's a really good friend. She never *forgets* / *is forgetting* my birthday.
 1 Selina *doesn't work* / *isn't working* in her office at the moment because the builders are there.
 2 Mmm. Those roses *smell* / *are smelling* lovely. Are they from your garden?
 3 I can't believe how difficult my new course is. *I find* / *I'm finding* it really hard to keep up with all the reading at the moment.
 4 These are difficult times because food and fuel prices *go up* / *are going up* quickly.
 5 *Do you believe* / *Are you believing* anything that child says?
 6 Harry isn't at work because *he feels* / *he's feeling* unwell.
 7 In the film 'Australia' two young people *meet* / *are meeting* and become friends during World War II.
 8 Some of the students *don't understand* / *aren't understanding* basic mathematical ideas.

4 GRAMMAR IN USE Check the verbs in the list; write A for action, S for state or A/S for action/state. Then complete the conversation with the verbs in the present simple or present continuous. Use each verb once only. 2.58 Listen and check.

appear *A/S* be enjoy ~~feel~~
 go go well have know
 like see visit

JULIET I (0) *feel* exhausted after all that shopping!

KAREN So do I. I usually (1) a coffee after shopping. This café looks nice.

JULIET Mmm. I (2) (not often) shopping, but I really (3) it when I do!

KAREN Let's sit here. Show me your new dress again. That's really nice. (4) it for a special occasion?

JULIET No, I just need to cheer myself up!

KAREN Oh, why? Everything (5) with your job, isn't it?

JULIET Well, not really.

KAREN Why's that? You usually (6) to be so happy in your work.

JULIET Well, I was at first but as you know, I (7) my family in Scotland whenever I can, and these days, now that Dad's quite ill, I (8) them every weekend, so I'm leaving work early every Friday to get to Scotland. My boss (9) (not) that, although I work longer on other days, so we're always arguing at the moment.

KAREN That's a shame. What are you going to do?

JULIET Honestly, Karen, I (10) (not) I really like the job, but I need to be with my family at the moment, too.

5 Use the verbs in brackets to write about yourself. Choose the present simple or continuous.

- 0 (live) *I live with my parents but I'm planning to move into a flat with friends soon.*
 1 (live)
 2 (work/study)
 3 (enjoy)
 4 (believe)

Review MODULE 5



1 UNITS 26 AND 27 Find six more mistakes and correct them. Tick (✓) the correct sentences.

- 0 Does Melanie ^{have} ~~has~~ a lot of friends in her new school?
- 00 Lukasz always brings me a present when he comes back to London. ✓
- 1 Sarah needs help with her homework. She don't understand the maths.
- 2 Don't go in there! That sign means 'danger'!
- 3 Yves is very good-looking. He got blue eyes and black hair.
- 4 Do you have got any tickets left for tomorrow evening?
- 5 I feel terrible; I think I'm having a cold.
- 6 Children have often difficulty in sharing their toys.
- 7 This laptop has a number of interesting features.
- 8 Sorry, but we don't any lamb steaks today.

2 UNITS 27, 28 AND 29 Jeanette usually teaches English in London in the summer. This year she is giving English lessons to two children in Greece. Complete each sentence with a suitable form of the verbs in brackets.

- 0 Jeanette usually *works* all day in the summer but today *she's stopping* at 12.30. (work, stop)
- 1 She usually with friends, but now a house just for herself. (live, have)
- 2 She usually trousers to work, but today a summer dress. (wear, wear)
- 3 She usually TV at the weekend, but this summer the sights in Athens. (watch, visit)
- 4 Most summers she very much, but this summer more money. (not earn, get)
- 5 Most summers she tired and overworked, but this summer really happy. (feel, feel)

3 ALL UNITS Match sentences 1 and 2 with their meanings, A or B, in each pair.

- 0 1 Nick's having a shower.  A There's a shower, not a bath, in his flat.
2 Neil has a shower.  B He's wet.
- 1 1 Sally works from home. A Her office is in her home.
2 Samantha is working from home. B She is at home today to wait for a builder.
- 2 1 David's cold. A He feels ill.
2 Derek has a cold. B The heating is turned off.
- 3 1 Steve always plays his guitar in the evening. A His guitar playing really annoys me.
2 Simon is always playing his guitar in the evening. B I don't mind his guitar playing.
- 4 1 Marianne's living in Edinburgh. A She usually lives in London.
2 Marie lives in Edinburgh. B She doesn't live in London.
- 5 1 Teresa loses weight every year. A She's on a good diet.
2 Thea is losing weight. B She always eats less in the summer.
- 6 1 Heidi is a good doctor. A She visits her when she feels ill.
2 Helen's got a good doctor. B She has lots of experience.
- 7 1 Paul travels a lot on business. A He's on a plane.
2 Patrick is travelling on business. B He's an international salesman.

4 ALL UNITS Read the article and choose the correct answer, A, B or C below.

Diego Zeman – the human cannonball

It's a cold Saturday afternoon and I'm at Cottle and Austin's Circus to meet Diego Zeman, their human cannonball. When I (0) inside the Big Top, I (1) Diego immediately. His act is about to start and he (2) on top of the cannon. He then (3) inside it, and suddenly he shoots out, flies through the air and lands safely in the net. The whole act only (4) a couple of minutes, but I'm sure that Diego (5) nerves of steel – it's frightening stuff!

When we talk later on, Diego tells me that he (6) nervous at first, but then he feels free for the moments he (7) through the air – the whole two seconds! Diego (8) from a circus family, so he grew up amongst performers. His job may be glamorous, but it's hard work and Diego (9) a lot of money. He (10) with the circus and travels with them, and he (11) a couple of hours in the gym every day to control his weight and strengthen his legs and back. But he does it because he (12) the work.



- | | | |
|-------------------|---------------------|---------------------------------------|
| 0 A goes | B am going | <input checked="" type="radio"/> C go |
| 1 A see | B sees | C am seeing |
| 2 A is standing | B has standing | C stands |
| 3 A climbs | B climb | C is climbing |
| 4 A is last | B is lasting | C lasts |
| 5 A got | B has got | C is got |
| 6 A feels always | B is feeling always | C always feels |
| 7 A is fly | B is flying | C is flies |
| 8 A comes | B is coming | C is come |
| 9 A isn't earning | B don't earn | C doesn't earn |
| 10 A is living | B lives | C live |
| 11 A spends | B is spending | C does spend |
| 12 A is loving | B is love | C loves |

5 ALL UNITS Complete Neil and Jack's conversation about their flatmate, using the words in brackets. Decide whether to use the present simple or present continuous.

- JACK You know, Laurence has been in the flat for three months now. What (0) *do you think* (you / think) of him?
- NEIL Well, actually, (1) (I / get) really fed up with him. I mean, (2) (he / always / take) my food from the fridge.
- JACK And mine. And (3) (he / never / do) the washing-up! It's not fair. Perhaps we should ask him to leave.
- NEIL Well, I'm not sure that he wants to stay. (4) (he / not / seem) very happy here.
- JACK Mmm. (5) (he / have) any friends? He doesn't go out much.
- NEIL Mmm ... you know that (6) (he / have) about three showers a day.
- JACK That's because (7) (he / work) on a building site at the moment.
- NEIL True, but the gas and water prices (8) (go up) all the time. We can't afford his three showers a day.
- JACK I know, but (9) (he / have) some good points, too. He's quiet and (10) (he / usually / pay) the rent on time. Look, I'll have a word with him about the showers and so on, and we'll see how it goes.

Test MODULE 5

Present tenses

Choose the correct answer, A, B or C.

- 1 The meals here very expensive.
A isn't B aren't C not are ➤ Unit 26
- 2 I invited to Jim's party?
A Amn't B Don't C Aren't ➤ Unit 26
- 3 The shoe shop the shoes I saw last week.
A doesn't have got B hasn't got C doesn't got ➤ Unit 26
- 4 I'm exhausted. I'm going to a sleep for half an hour.
A have B be C have got ➤ Unit 26
- 5 Don't bother to invite Gerry – he musicals!
A doesn't like B doesn't likes C isn't like ➤ Unit 27
- 6 I really like Leona Lewis – she so well.
A sing B is sing C sings ➤ Unit 27
- 7 Most children enough green vegetables.
A eatn't B don't eat C not eat ➤ Unit 27
- 8 We don't need to rush – this bus late!
A is always B always is C always ➤ Unit 27
- 9 I on a colour printer, but mine is broken at the moment.
A am usually print B print usually C usually print ➤ Unit 27
- 10 on the report for Grant Brothers at the moment?
A Are you work B You work C Are you working ➤ Unit 28
- 11 'Is Alana coming this evening?' 'No, she at home with the kids.'
A staying B stays C is staying ➤ Unit 28
- 12 Let's put the heating on. The nights colder now.
A are getting B get C is getting ➤ Unit 28
- 13 Can you tell the children to be quiet? They!
A argue always B are always arguing C always argue ➤ Unit 28
- 14 In this picture, the woman a car that's broken down.
A is repairing B is repair C repairs ➤ Unit 28
- 15 A student teacher our class while Ms Bennett has her baby.
A takes B does take C is taking ➤ Unit 29
- 16 What when you're in bed at night?
A you usually read B do you usually read C are you usually reading ➤ Unit 29
- 17 The film with a car crash, and then ...
A is open B opens C is opening ➤ Unit 29
- 18 Older people more help from the government this year.
A get B are get C are getting ➤ Unit 29
- 19 'Is this the soup for the dinner party tonight? Mmm, it delicious!'
A tastes B is tasting C is tasty ➤ Unit 29
- 20 the date of Dan's wedding anniversary? I've forgotten it.
A Do you remember B Are you remembering C You remember ➤ Unit 29

Before you start

- 1 Read the article about Marco Polo. Look at the **highlighted** grammar examples.

MARCO POLO

Marco Polo **lived** from 1254 to 1324. His father was a trader and often **travelled** to distant countries. In 1271 Marco left Venice with his father to go on a long voyage to the East. Clearly, journeys **used to take** much longer then than they do now, and it was only after they **had been travelling** for three years that they arrived in China, at the palace of the great Kublai Khan. The Emperor remembered Marco's father from when he **had visited** before and he welcomed the travellers.



While he **was living** in China, Marco learned the language, and **would often**



travel on business for the Emperor.

After several years Marco and his father decided to leave China, and they **were discussing** their wishes with the Emperor **when** a message arrived from the King of Persia, who wanted to marry Kublai Khan's daughter. Marco and his father decided to accompany the wedding group, so, after twenty-four years away, Marco Polo arrived back in Venice in 1295.

- 2 Now read the sentences and choose the correct words in *italics>. The **highlighted** grammar examples will help you.*

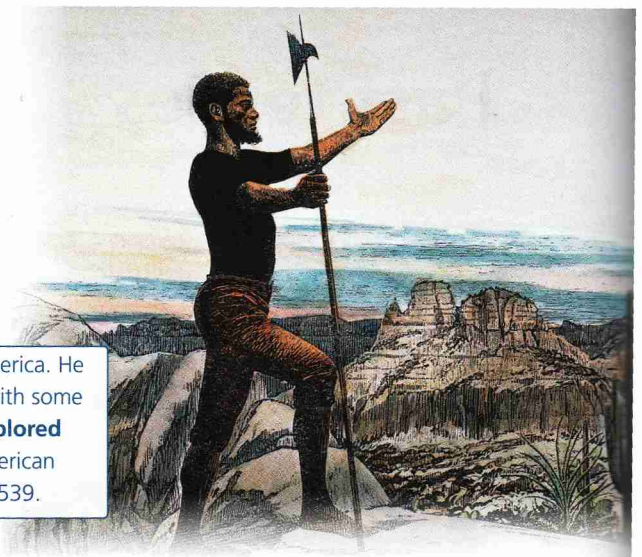
- 1 I *travelled* / *did travel* a lot when I was younger.
- 2 We *have worked* / *worked* in Venice from 2006 to 2008.
- 3 We visited a lot of museums while we *stayed* / *were staying* in Beijing.
- 4 They *were having* / *had* dinner when the police knocked on the door.
- 5 Fiona was working at Harrods *when* / *while* she met her husband.
- 6 People *used to travel* / *used to travelling* by ship a lot in those days.
- 7 When Simon was at college, he *had* / *would* sleep late every day.
- 8 I didn't want to join you because I *saw* / *had seen* the film before.
- 9 We had *been using* / *been used* the machine for days without any problems.

- Unit 30
- Unit 30
- Unit 31
- Unit 31
- Unit 32
- Unit 33
- Unit 33
- Unit 33
- Unit 34
- Unit 35

- 3 Check your answers below. Then go to the unit for more information and practice.

1 travelled 2 worked 3 were staying 4 were having
 5 when 6 used to travel 7 would 8 had seen 9 been using

30 Past simple



Estevanico **was** the first black explorer to reach North America. He **lived** in the sixteenth century. He **travelled** to America with some Spanish explorers, as a slave. **When** they arrived, they **explored** Texas and New Mexico and he **learned** several native American languages. He **became** a free man in 1536 and **died** in 1539.

1 Regular and irregular verbs

Most verbs add **-ed** to the infinitive to form the **past simple**: *stay* → *stayed*, *learn* → *learned*

| | |
|------------------|--|
| POSITIVE | <i>I stayed with my friend last night. He learned native American languages. They failed the exam.</i> |
| NEGATIVE | <i>I did not (didn't) stay with her last night. She did not (didn't) learn any languages. We did not (didn't) fail the exam.</i> |
| QUESTIONS | <i>Did you stay with her? (Yes, I did.) Did she learn any languages? (No, she didn't.) Which exam did they fail?</i> |

Many common verbs are irregular, e.g. *be* → *was/were*, *do* → *did*, *go* → *went*, *have* → *had*, *make* → *made*, *put* → *put*, *say* → *said*, *see* → *saw*, *take* → *took*, *tell* → *told*

Spelling rules for regular verbs ► page 350 Irregular verbs ► page 348

⚠ The pronunciation of the **-ed** ending depends on the sound that comes before it, for example

- /ɪd/ after /t/ and /d/: *started, waited, added, ended*
- /t/ after the sounds /p/, /f/, /k/, /s/, /ʃ/, /tʃ/: *worked, stopped, passed, finished*
- /d/ after all the other sounds: *tried, planned, lived, listened*

🔊 **Pronunciation** ► 1.11

2 Past simple for past actions and situations

We use the past simple for

- a single completed action in the past: *He died in 1539. Did you see the film last night?*
- repeated actions in the past: *He learned several native American languages. Caroline phoned her family every day when she was on holiday.*
- a series of actions (when one thing happens after another) in the past: *We arrived in Rome at eleven o'clock and took a taxi to Franco's apartment. Then we went to the square and looked round the shops, but we didn't buy anything.*
- situations that finished in the past: *He lived from 1500 to 1539. Children didn't have so many electronic toys when I was young.*

3 Past simple + adverbs of time; *when, after*

We often use adverbs of time to say when a past action happened, for example

- *ago*: *We arrived at the airport ten minutes ago.* (ten minutes before now)
- *for* (with periods of time): *The economic crisis lasted for two years.*
- *last week/month/year*: *Mariela started college last month. We had a general election last year.*

We can also use *when/after* + past simple:


When they arrived, they explored Texas and New Mexico ...

After Rory left home that morning, he went to work as usual ...

Practice Use the list on page 348 to help you complete these exercises.

1 Write the past forms of these irregular verbs.

- | | | | |
|----------|-----------------|--------|----------|
| 0 be | <i>was/were</i> | 3 go | 6 sell |
| 1 become | | 4 hear | 7 take |
| 2 give | | 5 meet | 8 travel |

2 GRAMMAR IN USE Read more about Estevanico and put the verbs in brackets into the past simple.  2.59 Listen and check.

Estevanico (0) *was* (be) born in North Africa over 500 years ago, in 1490. He first (1) (become) a slave at the age of twenty-three after being captured by some Portuguese explorers, who later (2) (sell) him to Andres Dorantes de Carranza, a captain in the Spanish army. Dorantes (3) (hear) stories about the New World and in 1527, he and Estevanico (4) (join) an expedition to cross the Atlantic. Things (5) (not go) quite as planned and they (6) (go) first to Hispaniola, then Cuba, then Trinidad, and finally to what is now Florida and into Texas. For eight years Dorantes and Estevanico (7) (explore) the new land and (8) (trade) with the native Americans, then they (9) (travel) to New Spain (Mexico), where Dorantes finally (10) (give) Estevanico his freedom in 1536. Sadly, he (11) (not enjoy) it for long as he (12) (die) in 1539.

3 Write sentences in the past simple, using the words below.  2.60 Listen and check.

- 0 when / be / last major festival / your country?
When was the last major festival in your country?
- 00 when / Kate / finish / race / feel / exhausted
When Kate finished the race, she felt exhausted.
- 1 slave trade / stop / over 200 years ago
.....
- 2 who / you / like most / your last school?
.....
- 3 we / not understand / lecture / last week
.....
- 4 when / you / take / your last exam?
.....
- 5 when / Jack / arrive / tell / us the news
.....
- 6 why / you / start / learning English?
.....

4 Now answer questions 0, 2, 4 and 6 from Exercise 3 about yourself.

- 0 (0) *The last major festival in my country was New Year's Eve.*
- 1 (0)
- 2 (2)
- 3 (4)
- 4 (6)

31 Past continuous

1 Form

| | |
|-----------|---|
| POSITIVE | <i>I was waiting for you. She was travelling in the Middle East. They were living at home.</i> |
| NEGATIVE | <i>I was not (wasn't) waiting long. He was not (wasn't) travelling then. We were not (weren't) living there.</i> |
| QUESTIONS | <i>Were you waiting long? (No, I wasn't.) Were they living at home? (Yes, they were.) Where was she travelling?</i> |



Freya Stark was a travel writer who spent much of her life travelling in the Middle East. While she **was travelling**, she **was** constantly **taking** notes and **photographing** places and people, so her travel books are very personal.

Spelling rules for *-ing* forms ► page 350

 Pronunciation ► 1.12

2 Past actions and situations

We use the **past continuous**

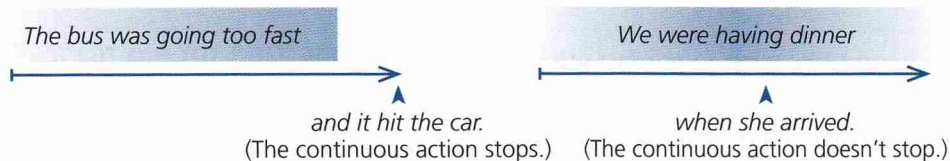
- to describe an action or situation happening at or around a time in the past:
*I **wasn't feeling** well that day, so I **didn't go out** with the others.*
- for temporary past situations:
*We **were living** in Beijing at the time of the 2008 Olympics. (We don't live there now.)*
- for two actions/situations happening at the same time:
*While Rob **was playing** his match, I **was waiting** in the car outside.*

As with the present continuous (► Unit 28.2), we can use the past continuous to criticise another person's actions, often with *always*:

*Karla **was always complaining** about something or other.*

3 Interrupted actions

We use the past continuous and the past simple together to show that one action (past simple) interrupts another action (past continuous):



4 Plans that did not happen

The past continuous of verbs like *plan*, *hope*, *intend* shows that the action did not happen:

*We **were planning** to come to your party, but Mike was ill so we **couldn't make it**.*

*I **was hoping** to study medicine, but my grades **weren't high enough** so I **couldn't***


was going to ► Unit 45.1

5 Background situations

We often use the past continuous to describe a 'background' situation in the past:

*When we arrived at the beach, **the sun wasn't shining**.*

We also use the past continuous to 'set the scene' for a story or account of something that happened; the actions that follow are in the past simple: *Dana **was living** in Istanbul that summer. Isik **was working** at the same school as her. As soon as they **met**, they **immediately got on with each other** ...*

 We don't usually use continuous forms of state verbs (e.g. *like*, *see*, *hear*, *think*, *agree*).
(► Unit 29.3)

Practice

- 1 Write the words in the correct order to make sentences. Put the verbs in the past continuous.

- 0 at that man you why stare ? *Why were you staring at that man?*
 1 not work during the strike there they
 2 where you at the start of the year live ?
 3 not feel yesterday evening I very well
 4 heavily it rain and the rivers rise
 5 she talk always while I watch TV

- 2 **GRAMMAR IN USE** Read the article and choose the correct words in *italics*.

2.61 Listen and check.

Meteorite crashes in Texas

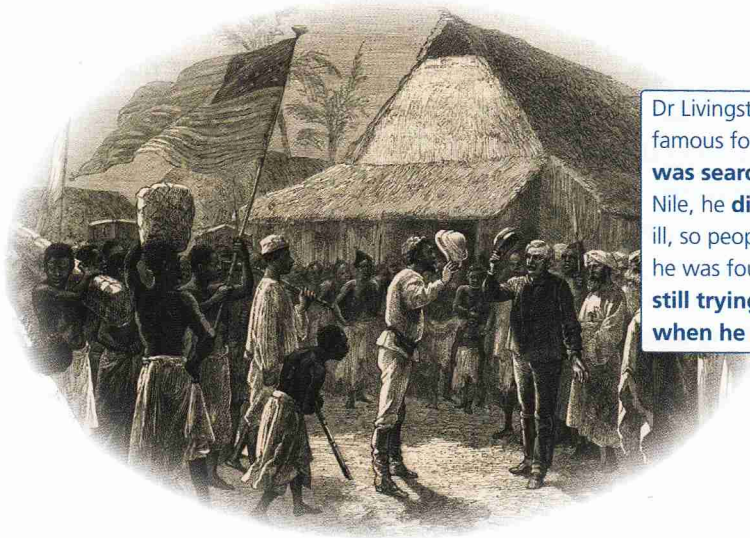
At 3.30 p.m. yesterday a large meteorite (0) *crashed* / *was crashing* to Earth near the small town of Karlsville, Texas. Many local people (1) *was* / *were* doing things outside and (2) *were seeing* / *saw* it happen. Here are a couple of their reports: "I (3) *washed* / *was washing* my car when I (4) *noticed* / *was noticing* a bright light in the sky. I (5) *didn't know* / *wasn't knowing* what it was." "We (6) *were* / *did* driving home from the shopping mall when we (7) *heard* / *were hearing* a loud bang. When we looked up we could see smoke coming from the middle of a nearby field." It seems that whatever people (8) *did* / *were doing*, they (9) *stopped* / *were stopping* and (10) *rushed* / *were rushing* to the site of the crash. Local police said that this was foolish but that nobody was hurt.

- 3 **GRAMMAR IN USE** Complete the conversation with words and phrases from the box. There are four extra words or phrases. 2.62 Listen and check.

always asked became didn't know fell played was always asking was becoming was hoping ~~was intending~~ was planning was playing wasn't knowing weren't planning

- ALLA When's your trip to Namibia? Isn't it soon?
 SUE Well, I (0) *was intending* to go in April, but everything's changed. You see, I (1) to go with Jana, from work, but she broke her wrist a while ago.
 ALLA I (2) that.
 SUE Yes, she (3) netball with some people from work in November when she (4) over. She landed on her wrist, and it was quite a bad break.
 ALLA Mmm, but surely she's had enough time to recover?
 SUE Yes, well, that wasn't the only problem. She was really starting to get on my nerves.
 ALLA Oh, why?
 SUE She (5) stupid questions, things like: 'Should I take my hairdryer?' We (6) to go to Ibiza, after all!
 ALLA Oh dear ...
 SUE So ... the broken wrist (7) a good excuse! Are you going away this year?
 ALLA Oh, well, I (8) to visit my friend in Crete for a couple of weeks, but we hadn't discussed it and she's just told me that she's coming back soon ...

32 Past simple or continuous?



Dr Livingstone was a Scottish explorer, famous for his work in Africa. **While he was searching** for the source of the River Nile, he **disappeared**. He had been quite ill, so people were worried about him, but he was found by Henry Stanley. He **was still trying** to find the source of the Nile **when he died** in 1873.

1 Completed or unfinished actions?

| PAST SIMPLE | PAST CONTINUOUS |
|--|--|
| We use the past simple for single or repeated completed actions in the past: <i>We arrived at the hotel at three o'clock.</i> <i>He went on many expeditions to Africa.</i> | We use the past continuous to describe an unfinished action at or around a time in the past: <i>When we arrived at the hotel, the maid was cleaning our room.</i> <i>He was searching for the source of the Nile.</i> |

2 Interrupted past or series of past actions?

We use the past continuous for an action in progress when something else happened:

*While he **was searching** for the source of the River Nile, he **disappeared**.*

*'Were you **playing** football when you **sprained** your ankle?' 'No, I **wasn't doing** anything like that. I **was running** downstairs and I **tripped** over my trousers!'*

⚠ We use *when* + past simple, followed by past simple, when one action happened AFTER another one. Compare:

***When** Isabel **joined** us, we **watched** a DVD. (= Isabel came and then we watched a DVD.)*

***When** Isabel **joined** us, we **were watching** a DVD. (= We were already watching a DVD at the time Isabel came.)*

3 *when* and *while*

We can use either *when* or *while* before an unfinished action or the interrupted past. It means 'during the time':

*The post came **when** I **was having** my breakfast.*

***While** he **was searching** for the source of the River Nile, he disappeared.*

We can use *when* before the unfinished (continuous) or the completed (simple) action:

*He was trying to find the source of the Nile **when** he **died** in 1873.*

*He died in 1873 **when** he **was trying** to find the source of the Nile.*

⚠ We don't use *while* before a completed action:

*✗ **While** the post came, I **was having** my breakfast.*


*✓ **When** the post came, I **was having** my breakfast.*

*✓ The post came **while/when** I **was having** my breakfast.*

We can use *as* instead of *while*:

*As/**While** I **was driving** to work this morning, I saw a deer by the side of the road.*

Practice

- 1 Look at the pictures and complete the sentences, using the verbs in brackets. Use the past simple or past continuous.  2.63 Listen and check.



- 0 When we *arrived* at the resort, *it was raining* (arrive, fall)
 1 We when the storm (run, start)
 2 We for shelter when the storm (run, start)
 3 I the bank when the robber (leave, arrive)
 4 I the bank when the robber (leave, arrive)

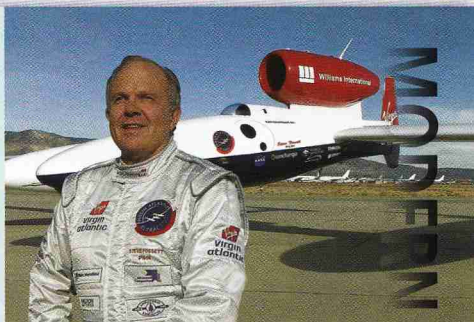
- 2 **GRAMMAR IN USE** Read the article and choose the correct words in *italics*.  2.64 Listen and check.

Steve Fossett

Steve Fossett was always looking for adventure, even as a boy in the 1950s. After some years in business, he (0) *began* / *was beginning* his well-known adventures, from swimming the English Channel to sailing round the world. But Fossett is best-known for his adventures in the air – in hot-air balloons, gliders and light aircraft.

In 2005 he (1) *broke* / *was breaking* the record for non-stop flying when he flew round the world in 67 hours without stopping for fuel. A year later, as he (2) *attempted* / *was attempting* to break the record for the longest flight, he had to stop because part of his engine had failed – but he broke the record, anyway.

Fossett's adventures often put him in danger – in 1998, while he (3) *travelled* / *was travelling* around the world in a balloon, he almost died (4) *while* / *when* the balloon fell from the sky. In the end, it was a routine flight that (5) *took* / *was taking* his life – he was flying a small plane across the Nevada Desert in September 2007 when he (6) *disappeared* / *was disappearing*. No one could find him, then, some months later, a hiker (7) *walked* / *was walking* through the mountains in southern California when he (8) *noticed* / *was noticing* some personal items which (9) *belonged* / *were belonging* to the adventurer, and soon afterwards a search party (10) *found* / *was finding* the wreckage of the plane. Some time later, Fossett's body was found – his adventures were over.



MOT FM ADVENTURER

- 3 Write true answers to the questions.

What were you doing, or what was happening when ...

- 0 you received your last text message? *I was watching TV.*
- 1 you received your last text message?
- 2 you lost something important?
- 3 you saw something unusual?
- 4 you heard some shocking news?
- 5 you lost your temper?

33 used to and would

Sir Ranulph Fiennes is an explorer. He **used to be** a soldier but started exploring in the 1960s. When he was younger, he **used to go** on very difficult expeditions and he **would take** risks that many other explorers wouldn't. In 2000, for example, he attempted to walk to the North Pole, alone and unsupported.



1 Form of used to

| | |
|------------------|---|
| POSITIVE | <i>I used to work there. He used to be a soldier. We used to have a cat.</i> |
| NEGATIVE | <i>I did not (didn't) use to work.* He did not (didn't) use to be an explorer. They did not (didn't) use to have a cat.</i> |
| QUESTIONS | <i>Did you use to work? (Yes, I did.) Did they use to have a cat? (No, they didn't.) Where did he use to work?</i> |

* It is also possible to form the negative and question with *used to*: *didn't used to / did you used to?*

- ⚠ There is no present form of *used to*: ~~✗ I use to go to work by bus.~~ ✓ *I go to work by bus.*
- ⚠ Do not confuse *used to do* with *be/get used to doing*:
I'm used to spending time on my own. (= I'm often alone; it isn't unusual for me.)
I used to spend time on my own. (= I spent time on my own in the past; I don't any more.)

2 used to

We use *used to* + infinitive to talk about regular past actions that do not happen now:
I used to take the bus to work every day. (But now I take the train.)
People used to write a lot of letters. (But now they send emails.)

We often use adverbs of frequency (e.g. *always, once a week, every year*) with *used to*:
I always used to swim before breakfast. We often used to hold parties for our friends. We never used to stay up late when we were young! (= We didn't use to stay up late.)

We also use *used to* + infinitive when we talk about past situations that are no longer true:
He used to be a soldier. (But now he's an explorer.) *France used to have a king.*

🔊 Pronunciation ▶ 1.13

3 would

We can also use *would* + infinitive to talk about regular past actions that do not happen now: *When we first moved here, people would stop and talk in the street. They don't now.*
 When we start descriptions of past actions with *used to*, we usually continue with *would*:
When he was younger, he used to go on very difficult expeditions and he would take risks ...

- ⚠ *Would* is used for past actions, not situations:
~~✗ France would have a king.~~ ✓ *France used to have a king.*

🔊 Pronunciation ▶ 1.14

4 used to or past simple?

We often use *used to*, not the past simple, when we want to emphasise a difference between the past and the present: *My sister works in an office now but she used to work on a farm.*


We use the past simple for

- single actions in the past: ~~✗ I used to have an exam last week.~~ ✓ *I had an exam last week.*
- periods of time: ~~✗ He used to be in Greece for two years.~~ ✓ *He was in Greece for two years.*
- a number of times: ~~✗ We used to swim in the pool twice when we stayed there.~~
 ✓ *We swam in the pool twice when we stayed there.*

Practice

1 Choose the correct words in *italics>. In two sentences, both answers are possible.*

- 0 When we lived in the country, people in shops *would* / *used to be* much friendlier.
 1 When I was a child we *didn't use* / *weren't used to* fly – we couldn't afford it.
 2 *Do* / *Did* you use to wear a uniform at your last school?
 3 When Matt was in his twenties, he *used to* / *would* play rugby every Sunday.
 4 Last week we *interviewed* / *used to interview* over twenty candidates.
 5 *Did you use to* / *Would you* have dark hair when you were a girl?
 6 In the nineteenth century people *worked* / *used to work* longer hours than they do now.

2 **GRAMMAR IN USE** Complete the text with the verbs in brackets. Use the past simple, *used to* or *would*. (Remember not to repeat *used to* too much.)  3.01 Listen and check.**The greatest mountain climber of all time?**

Reinhold Messner is often called 'the greatest mountain climber of all time'; he was the first person to climb all fourteen peaks of over 8,000 metres.

Messner was born near Bolzano, Italy, in 1944. This area (0) *used to belong* (belong)

to the Austrian Empire, and is still German-speaking. When Reinhold was a child, he

(1) (go) climbing in the Dolomite Mountains with his father and brothers. He (2) (become) a very good climber at a young age. He first (3) (climb) the Himalayas in 1970, though this expedition was a tragedy because his brother

(4) (die) on the way down.

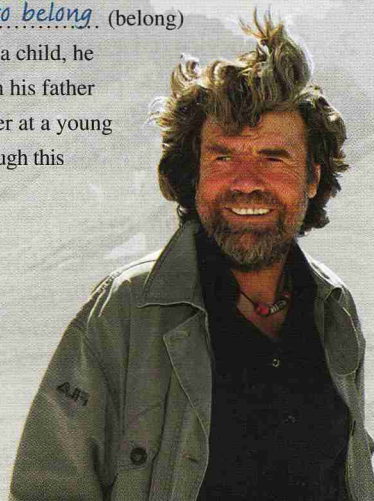
Messner was well-known for his attitude to the mountains: he (5)

..... (climb) with only light equipment, he

(6) (not request) any outside support and he

(7) (not take) any extra oxygen – at a time when it was thought impossible to climb the highest peaks without oxygen. Apart

from mountaineering, Messner (8) (make) a number of Arctic and Antarctic crossings.

3 Find six more mistakes and correct them. Tick (✓) the correct sentences.  3.02 Listen and check.

- 0 Messner didn't use to ^{take} ~~taking~~ extra oxygen when he climbed.
 1 When we went to Nepal, I used to climb to Everest Base Camp once.
 2 When we were children, we'd often visit our grandparents at the weekends.
 3 People today use to spend a lot of time on their computers.
 4 Did they use to have electric lighting in the 1800s?
 5 Centuries ago people would be a lot shorter than today.
 6 We never use to stay at school for lunch in those days.
 7 Before the 1960s men wouldn't have long hair.
 8 Were you used to learn French when you were at school?

4 Use the words in brackets to write about things that have changed in your life.

- 0 (holidays) *When I was young we would go to the mountains on holiday, but now I go abroad.*
 1 (holidays)
 2 (music)
 3 (friends)

34 Past perfect simple

1 Form

We form the **past perfect** with **had** + **past participle**.
The regular past participle ends in **-ed** (e.g. *finished*).


| | |
|------------------|--|
| POSITIVE | <i>I had already seen the film. She had met him before. We had finished early.</i> |
| NEGATIVE | <i>I had not (hadn't) seen it before. He had not (hadn't) met her before. They had not (hadn't) finished the job.</i> |
| QUESTIONS | <i>Had you seen the film? (Yes, I had.) Had they finished the job? (No, they hadn't.) Where had he met her before?</i> |

Irregular past participles, e.g. *seen, met*, ► page 348

 **Pronunciation** ► 1.15

2 The order of past actions

We can use the past perfect to show which action happened first:
(2) *Before I finally found a job, (1) I **had been** to about thirty interviews.*

-  If one action happens immediately after the other, we use the past simple for both:
*X When Colin ~~had arrived~~ at the door, Sheila **opened** it straight away.*
*✓ When Colin **arrived** at the door, Sheila **opened** it straight away.*

We often use adverbs of time and **linking words** with the past perfect:
*Four years **earlier**, she **had become** the first American female pilot in space.* (adverb)
*I'd never **liked** Japanese food **before** but the meal Yuki cooked was lovely.* (adverb)
*By **the time** Grace decided to apply for the job, the position **had been filled**.* (linking phrase)

We often use the past perfect in stories to show a series of events in the past:
*There was no answer from the house. No face at the window. Time **had stopped** here ... Where was she? Where **had** she **gone**? The grass **had grown** thick ...* (from *Ghostwalk*, by Rebecca Stott)

3 Past perfect or past simple?

We usually use the past simple, not the past perfect

- if the order of actions is clear: *I **got** my first job after I **left** university.*
- if the order of actions is the same as the order of the verbs in the sentence. Compare:
*When I **got** to the café, everyone **ordered** their drinks.*
(= First, I got to the café, then everyone ordered their drinks.)
*When I **got** to the café, everyone **had ordered** their drinks.*
(= First, everyone ordered their drinks, then I got to the café.)

4 Giving reasons

We can use the past perfect to give a reason for an action or situation, often with *because*:
*Eileen Collins became the commander **because** she **had already flown** as a space pilot.*
*Emily was unhappy – her husband **hadn't bought** her a birthday present.*

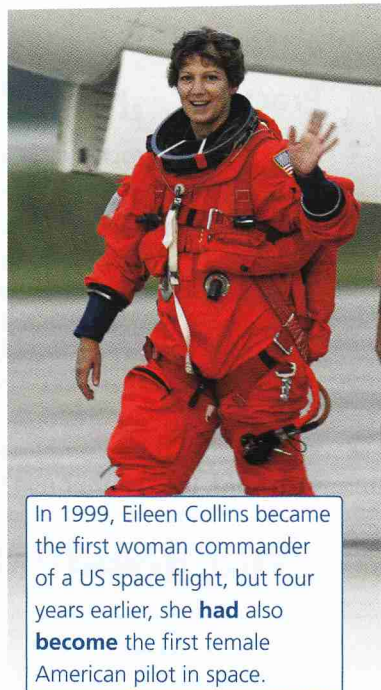
5 Superlatives

We often use the past perfect (and *ever*) with superlative adjectives:
*It was the **worst** meal I **had ever eaten**! I never went there again.*

We also use the past perfect after *it was the first, second, etc*:

*We went to Egypt in 1996. It was **the first time** we'd **travelled** outside Europe.*

Present perfect + superlatives ► Unit 37.4



In 1999, Eileen Collins became the first woman commander of a US space flight, but four years earlier, she **had** also **become** the first female American pilot in space.

Practice

1 Which action comes first in each sentence? Write 1 or 2 after the verbs.

- 0 Russell realised [2] his mistake only hours after he had sent [1] the money.
- 1 When Kris arrived [] at the station, the group had already left [].
- 2 When Kris arrived [] at the station, the group left [].
- 3 Mandy had asked [] her father to lend her the car before, but this time he agreed [].
- 4 Sam had been [] in the room for some time before he realised [] it was the wrong class.
- 5 By the time the builders completed [] the work, we had already moved in [].
- 6 When the builders had completed [] the work, we moved in [].
- 7 Jelena started [] the course because she hadn't found [] a job.
- 8 Kevin got [] the job because he had been [] the best interviewee.

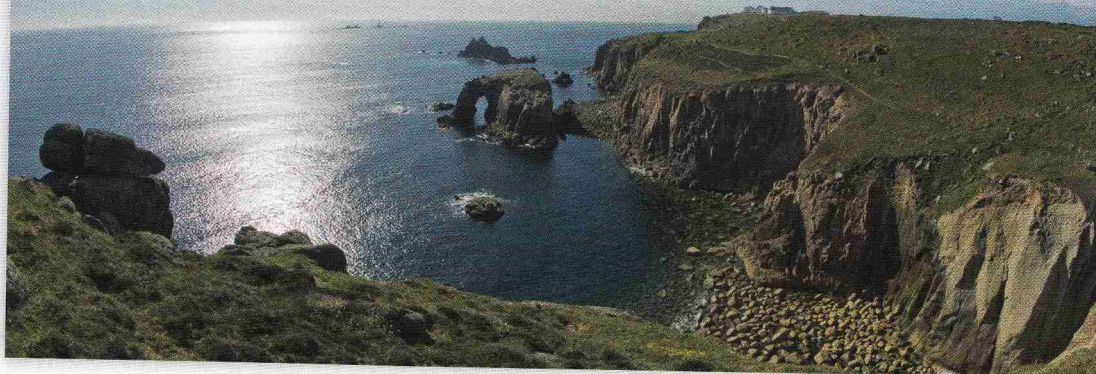
2 Read these sentences from novels and choose the correct words in *italics*.

3.03 Listen and check.

- 0 Her mother *had* / *had had* a beautiful voice, both when she *sang* / *had sung* and when she *talked* / *had talked*.
- 1 The girls were still there, standing where he *saw* / *had seen* them earlier.
- 2 Liesel's treat was a ride in a car. She *was never* / *had never been* in one before.
- 3 The man was very pleasant, reminding him that they *met* / *had met* at Adam's wedding.
- 4 As Joe walked away, he *felt* / *had felt* that he *said* / *had said* goodbye to the last phase of his youth.
- 5 She stepped out of the bath, *reached* / *had reached* for the towel the maid *left* / *had left* for her and *wrapped* / *had wrapped* it around her.

3 GRAMMAR IN USE Complete the text with the verbs in brackets. Use the past simple or past perfect. 3.04 Listen and check.

Leyton stared at the expanse of the Atlantic Ocean in front of him. He (0) *had finally come* (finally / come) to the end of his journey. Several months ago he (1) (not / know) whether the journey would really be possible. After all, he (2) (recover) from his illness only weeks before he (3) (make) the decision – well, it was because of the illness that he (4) (decide) to do this, to prove it was possible. Then, after a few weeks of planning and worrying, he (5) (set out), starting from the northernmost point of the country and walking, on his own, to the southernmost point. And here he was, at the end of his journey – he (6) (achieve) his aim. And he (7) (realise) now that it was the most exciting thing he (8) (ever / do) – and probably ever would do – in his life.



35 Past perfect continuous

Francisco Pizarro **had been exploring** Central and South America for twenty years when he led the famous expedition to Peru which destroyed the Inca Empire.



1 Form

| | |
|------------------|--|
| POSITIVE | <i>I had been watching them. She had been learning the language. We had been working hard.</i> |
| NEGATIVE | <i>I had not (hadn't) been watching them. He had not (hadn't) been learning the language. They had not (hadn't) been working hard.</i> |
| QUESTIONS | <i>Had you been watching them? (Yes, I had.) Had they been working hard? (No, they hadn't.) Which language had she been learning?</i> |

2 Use

We use the **past perfect continuous** to talk about an action or situation that was happening in the past before another action or time:

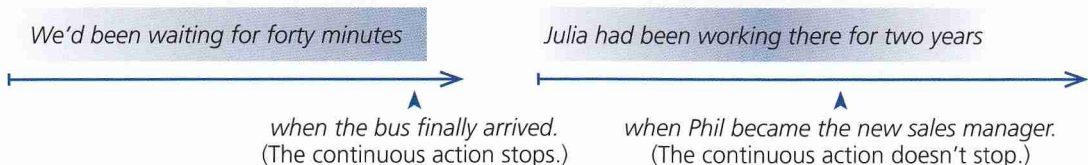
*I **had been learning** French for five years when I went to live in Paris.*

*'How long **had you been living** in the house when you sold it?' 'Oh, about a year.'*

We usually introduce the second action with *when*:

*He'd been taking driving lessons for years **when** he finally passed the test.*

The first action can stop when the second action happens, or it can continue:



Pronunciation ► 1.16

3 Emphasising time and giving reasons

The past perfect continuous often emphasises a period of time:

*Pizarro **had been exploring for twenty years** when he went to Peru.*

We can use the past perfect continuous to give a reason for an action or feeling in the past:

*Derek was very tired when he arrived – he'd **been driving** in heavy traffic all afternoon.*

4 Comparison with other forms

Notice the difference between the past continuous and the past perfect continuous:

*When I arrived home, Brad **was washing** the car. (He was still washing it.)*

*When I arrived home, Brad **had been washing** the car and he was wet. (He was no longer washing the car.)*

The differences between the past perfect simple and continuous are similar to the

differences between the **present perfect** simple and continuous (► Unit 40.1).

*I called Jane after I'd **written** my essay. (The essay was finished.)*

*I called Jane after I'd **been writing** my essay for two hours. (The essay wasn't finished.)*

- We use the past perfect simple with a number or amount:

*I called Jane after I'd **read half the reports.***

*I gave up after I'd **phoned six times** without getting through.*

- We do not usually use the past perfect continuous with state verbs. (► Unit 29.3)

Practice

1 Write sentences in the past perfect continuous and the past simple using the words below.

▶▶ 3.05 Listen and check.

0 The explorers / sail / for days / when they / finally see / land

The explorers had been sailing for days when they finally saw land.

1 How long / you / work there / when you / become / a director ?

2 I / not sleep / well / for weeks / when I / have / the accident at work

3 Paul / work / really long hours / for six months / when he / become ill

4 How long / Sarah / take / the medicine / before she / get better ?

5 We / not save / hard enough / so we / not can / go on holiday with the others

2 Complete the sentences with the past perfect continuous of the verbs from the box.

not listen not wear play rain ~~run~~ work0 Jack was feeling exhausted because he *had been running* for three hours.

1 Barry and Gill were soaked when they arrived because it heavily.

2 Emma found the essay difficult because she in the lecture.

3 Yolanda fell asleep at her desk because she too hard.

4 The children were dirty because they in the garden.

5 Will had got really sunburnt because he any sunscreen.

3 GRAMMAR IN USE Complete the email with phrases from A–H below.

▶▶ 3.06 Listen and check.

Subject Expedition to Bolivia

Hi Liz

Just a quick email to say that I think everyone's ready for the trip tomorrow. I rang round the students this evening to check. Grace has finally got her train ticket – she (0) *H* for it for ages because they (1) a mistake with the time of the train. Irina (2) for her ticket when I spoke to her, so I told her to go online and print it out from there. Lily seems on top of things – she (3) when I called. Oh, Grace had to go out at the last minute and buy a new bag as she (4) two bags before she realised that we can only check in one piece of luggage!

By the way, I haven't got details of the hostel yet. When I spoke to the travel agent yesterday, they (5) enquiries about a better one earlier in the day, and they were waiting to hear back. They're going to call me first thing tomorrow morning. They've been really good, actually – they (6) to change the hostel before calling me because they weren't happy with the first one.

I must go. I (7) to pack before I called the students so I'll finish now. I'll see you at the airport tomorrow evening.

Julia

A was starting

D was packing

G had decided

B had made

E had packed

~~H had been waiting~~

C had been making

F was still waiting

Review MODULE 6

1 UNITS 30, 31 AND 32 Complete the two conversations. Use the correct form of the verbs in brackets – past simple or past continuous.

CLERK Castle Bank. How can I help you?

CALLER Hello. I'm afraid I've lost my debit card.

CLERK OK. What (0) *were you doing* (you / do) when you last (1) (have) it?

CALLER I (2) (get) cash out of a machine It wasn't stolen, though.

CLERK Right. When (3) (this / happen)?

CALLER Two days ago, I think.

CLERK OK. We'll check your account and get a new card to you within five days.

CALLER But I (4) (hope) to go away tomorrow. Can't you send it now?

ELLA How was your day at the beach?

BEN Well, when we (5) (arrive), the sun (6) (shine) brightly and it was really warm.

ELLA Great!

BEN But then it (7) (start) to rain and it (8) (not / stop) raining all day!

2 UNITS 30 AND 33 Find seven more mistakes in the story and correct them.

'I don't know what's happened to my best friend, Sarah. I'm quite worried about her. She ~~would~~ ^{used to} be a really fun-loving person but she's changed. It all started when she would go to Africa after college and worked in a village, helping poor children. She used to be there for two years. She obviously loved it there, but she's become really serious. She never use to be like that. When we were at college together, we would go out in the evenings – to the cinema, to cafés and so on, we weren't use to worry about anything. We would often go away at the weekend with a group of friends and Sarah used be ready to try anything – horse-riding, sailing, surfing – all that. But now she prefers to stay at home because she thinks we shouldn't spend money on these things. She is never used to criticise me so much – now she says that I need to take life more seriously. She used to tell me the other day that I was wasting my life! I know that she's learnt a lot from her work in Africa and that she's right in some ways, but you still need to have some fun, don't you?'

3 UNITS 30, 31, 34 AND 35 Match the sentences 1–5 with the correct meaning, A or B.

0 The plane had landed when we heard the noise.

A We heard it before the plane landed. B We heard it after the plane landed.

1 The children were preparing breakfast when I woke up.

A Breakfast was ready. B Breakfast wasn't ready.

2 When Jeanette opened the door, I saw that she had been crying.

A Her eyes were red. B There were tears running down her face.

3 When Boris and Angela arrived, we'd already eaten dinner.

A Dinner was still in progress. B Dinner was over.

- 4 I'd already decided to leave the area when the new neighbours moved in.
 A I decided to leave before they came. B I decided to leave after they came.
 5 I decided to leave the area when the new neighbours moved in.
 A I decided to leave before they came. B I decided to leave because of the neighbours.

4 ALL UNITS Read the article and choose the correct words in *italics*.

There haven't been many female explorers and adventurers but one of the best-known (0) *was* / *had been* Mary Kingsley. Born in London in 1862, Kingsley (1) *travelled* / *had travelled* to parts of Africa where few western women (2) *were ever travelling* / *had ever travelled* before.

Mary's father was a doctor who (3) *enjoyed* / *was enjoying* travelling, studying the different customs of people around the world. Her mother was an invalid, and much of Mary's early life (4) *was* / *had* spent nursing her, until she died in 1892, only a few weeks after Mary's father (5) *used to pass away* / *had passed away*.

As men in those days (6) *would* / *used to* be responsible for the women in their family, Mary stayed with her younger brother until he decided to travel to China in 1893. Now free, Mary travelled to West Africa with the intention of completing the book her father (7) *wrote* / *had been writing* at the time of his death.

From then to 1895, Mary travelled down the coast of West Africa. While she (8) *was travelling* / *used to travel*, she (9) *had collected* / *collected* specimens of tropical fish for the British Museum, as well as meeting the people and gathering material for her book. When she returned to England in 1895, she (10) *wrote* / *had been writing* her book 'Travels in West Africa', which immediately became a bestseller.

Mary (11) *had returned* / *returned* to Africa in 1899, this time to South Africa, where the Boer War (12) *had just broken out* / *just broke out*. She volunteered as a nurse, but after only a few months caring for Boer prisoners of war, she became ill herself, and died in 1900, at the age of only thirty-seven.



5 ALL UNITS Complete the second sentence so it means the same as the first, using the word in brackets. Use two to five words in your answer.

- 0 The car broke down when we were in the middle of our drive to Manchester. (as)
 The car broke down *as we were driving* to Manchester.
- 1 It's Friday and I heard from Julian on Tuesday about the job application. (ago)
 I heard from Julian about the job application.
- 2 Before we were aware of global warming, we drove bigger cars. (drive)
 Before we were aware of global warming, we bigger cars.
- 3 They enquired at five hotels before they found one with a vacancy. (had)
 After they at five hotels, they found one with a vacancy.
- 4 The play was cancelled when the group was in the middle of rehearsals. (rehearsing)
 The group the play was cancelled.
- 5 Fuad finally mastered English after two years in New York. (living)
 Fuad in New York for two years before he finally mastered English.
- 6 We spent the summers at the seaside when we were little, but we wouldn't swim in the sea very often. (use)
 We spent the summers at the seaside when we were little, but we
 in the sea very often.

Test MODULE 6

Past tenses

Choose the correct answer, A, B or C.

- 1 After years as a classroom assistant, Alicia finally a teacher.
A become B became C did become ▶ Unit 30
- 2 'I know about the timetable changes.' 'Oh, when you?'
A they told B did they told C did they tell ▶ Unit 30
- 3 Our friends were in France at the time of the floods.
A living B live C liveing ▶ Unit 31
- 4 Pablo and Pilar at the same hotel as us.
A wasn't staying B not staying C weren't staying ▶ Unit 31
- 5 Lucy called us with the news when we dinner.
A prepared B were preparing C prepare ▶ Unit 31
- 6 Although Sam spent four years studying maths, he it very well.
A wasn't understanding B didn't understood C didn't understand ▶ Unit 31
- 7 My boss to shout while we were discussing the sales figures.
A was starting B was started C started ▶ Unit 32
- 8 We were at the academy together – Harry to play the piano while I was learning to sing.
A learns B was learnt C was learning ▶ Unit 32
- 9 Jeff was working for a medical company he finished his PhD.
A when B while C as ▶ Unit 32
- 10 Meredith fluent Russian but she doesn't any more.
A used to speak B used to speaking C use to speak ▶ Unit 33
- 11 I recognise you – to go to Kingston Girls' School?
A use you B didn't you use C don't you used ▶ Unit 33
- 12 My mother's hair is grey now but she have beautiful red hair.
A used to B would C had ▶ Unit 33
- 13 When I lived in Bilbao, I the Guggenheim Museum several times.
A would visit B visited C used to visit
- 14 Hilary as a doctor in Bangladesh for eighteen months.
A used to work B would work C worked ▶ Unit 33
- 15 Sony offered Neela a job before she her degree.
A finish B had finished C was finishing ▶ Unit 34
- 16 I had breakfast quite early, then I to the bus stop and caught the bus.
A had gone B had went C went ▶ Unit 34
- 17 We missed part of the concert because it when we got to the hall.
A started B had started C hadn't started ▶ Unit 34
- 18 Tony in China for long before the earthquake happened.
A hadn't been working B hadn't working C hadn't been worked ▶ Unit 35
- 19 We all the museums in the town by the end of the tour.
A visited B had visited C had been visiting ▶ Unit 35
- 20 Sorry I shouted at you. I was annoyed because I problems with the computer all morning.
A had been having B was having C had ▶ Unit 35

Before you start

- 1 Read the extracts from a newspaper article and a letter. Look at the **highlighted** grammar examples.

NEW CAR SUPERMARKET IN DINGLEY

Lester's Car Supermarket **has just opened** a new supermarket at Dingley Corner. Lester's **has been selling** cars in Longton **since 1998**, but with sales of over fifty cars per week the company urgently needed a new and larger showroom.



Lester's **car** supermarket

Dear Customer,
 Three years ago you **bought** a car from us. **Have you thought** about replacing it **yet**? **Have you been looking** for a car supplier that offers a huge range and incredible value? Well, look no further. We've **been searching** the country for the best buys and we already have over 500 used cars – all at amazing prices! We've **reduced** the prices on more than fifty different models this month – these really are **the lowest prices we've ever offered**.

And to celebrate the opening of our new car supermarket we are offering a 10% discount to all our customers.

- 2 Now read the sentences and choose the correct words in *italics*. The **highlighted** grammar examples will help you.

- 1 Has he *buying* / *bought* a car from a supermarket before?
- 2 Have you looked *yet on the Internet* / *on the Internet yet* ?
- 3 Yes, we've *yet* / *just* looked at their website.
- 4 This is the best car *I owned* / *I've ever owned*.
- 5 My parents have had the same car since *2003* / *eight years*.
- 6 *I've gone* / *I went* to look at some used cars two weeks ago.
- 7 We've been *looked* / *looking* for a new car since January.
- 8 *Have you searching* / *you been searching* for a sports car?
- 9 Jack can't decide which new car to buy. He's *been looking* / *looked* at more than twenty different ones this month.
- 10 I'm very tired. I've *been driving* / *driven* all morning.

- Unit 36
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- Unit 39
- Unit 39
- Unit 40
- Unit 40

- 3 Check your answers below. Then go to the unit for more information and practice.

I bought 2 on the Internet yet 3 just 4 I've ever owned 5 2003
 6 I went 7 looking 8 you been searching 9 looked 10 been driving

36 Present perfect for past experiences and present results

1 Form

We form the present perfect with *have* + past participle. The regular past participle ends in *-ed* (e.g. *finished*):

| | |
|------------------|--|
| POSITIVE | <i>I have ('ve) finished. She has ('s) gone. They have ('ve) broken it.</i> |
| NEGATIVE | <i>I have not (haven't) finished. He has not (hasn't) gone. We have not (haven't) broken it.</i> |
| QUESTIONS | <i>Have you finished? (Yes, I have.) Has he gone? (No, he hasn't.) Where have you been?</i> |



NATURAL ENGLISH In speech and informal writing, we usually use short forms of *has/have* in positive and negative statements:
I've finished. She hasn't gone.

🔊 Pronunciation ▶ 1.17

Many common past participles are irregular.

Irregular verbs ▶ page 348

| | INFINITIVE | PAST PARTICIPLE |
|-----------|--|---|
| regular | <i>play use visit want</i> | <i>played used visited wanted</i> |
| irregular | <i>be break come drive eat go have</i> | <i>been broken come driven eaten gone had</i> |

- ⚠️ There is a difference in meaning between *been* and *gone*:
*My parents **have gone** to New York on holiday.* (= They are there now.)
*My parents **have been** to New York.* (= They have visited it in the past, and have returned home.)

2 Past experiences

We use the present perfect to talk about actions and experiences that have happened in our lives up to now:

***Have you driven** an automatic car before? I've **travelled** a lot.
My father **has worked** for several different companies.*

We can use expressions like *often*, *once*, *twice* or *several times* to say 'how often':
*I've eaten in that restaurant **several times**. My parents have visited Canada **twice**.*

3 *ever, never, before*

We often use *ever* to ask questions about past experiences. It means 'in your life':
*Have you **ever driven** a truck? Has Kemal **ever been** to an opera?*

We use *never* in negative sentences. It means 'not in your life':
*I've **never swum** with dolphins. Caroline's **never eaten** Chinese food.*

- ⚠️ We put *ever* and *never* before the past participle:
 ✗ *Have you **been ever** to California?*
 ✓ *'Have you **ever been** to California?' 'No. I've **never been** there.'*

We often use *before* to say whether it's the first time we've done something:

*We've been here **before**. We came for my birthday.*

(= We are here now and we've been here in the past as well.)

*I haven't stayed in a five-star hotel **before**.* (= I am going to stay in one soon – for the first time.)

We usually put *before* at the end of the statement or question: *Have you been here **before**?*

4 Past actions with present results

We can use the present perfect to talk about a past action that has a result in the present:

*My car's **broken down**.* (= It broke down earlier, and it isn't working now.)

*They've **gone out**.* (= They went out earlier, and they aren't here now.)

Compare this with the past simple, where the action and the result are both in the past:

*My car **broke down** last year and I **couldn't** drive it for three weeks.*



5 just, already, recently

We use *just* to talk about actions that happened a very short time ago:

*The plane has **just** landed. The passengers are getting off now.*

*The shop has **just** closed – you can't go in now.*

Already means 'before the expected time'. We use it in positive sentences:

*You've missed the match. It's **already** finished.*

! We usually put *just* and *already* before the past participle:

*X My car has ~~broken down~~ **just**. ✓ My car has **just broken down**.*

*Graham's train has **already** arrived.*

*You don't need to lock the car. I've **already** done it.*

We use *recently* to talk about actions that happened in the last few days or months:

*Have you seen them **recently**?*

*What's the place like now? I haven't been there **recently**.*

! We don't use *already* in negative sentences:

*X The parcel ~~hasn't arrived~~ **already**. ✓ The parcel hasn't arrived yet.*

6 still, yet

We use *yet* in questions to ask about something we expect to happen around now, but which hasn't happened at the time of speaking:

***Has** the six o'clock train **arrived yet**? It's five past six and I haven't seen it.*

We use *still* or *yet* in negative sentences when we expected something to happen before now:

*Our pizzas **haven't come yet**. We ordered them nearly half an hour ago!*

*I gave my teacher that essay last week but she **still hasn't marked it**.*

We usually put *yet* at the end of a question or negative statement; we put *still* before *hasn't/haven't*:

***Has** your car **been repaired yet**? We **still haven't had** our exam results.*

We can also use *still* in positive sentences to say that an earlier situation has not changed.

We use the present simple or continuous, not the present perfect:

*Carlos is thirty, but he **still lives** with his parents. The bridge is closed; they're **still repairing** it.*

! We don't use *yet* in positive sentences:

*X I've ~~paid~~ for the meal **yet**. ✓ I've already paid for the meal.*

American English *just/already/yet* ► page 353

Practice

1 Write sentences and questions in the present perfect, using the words below.

3.07 Listen and check.

- | | | |
|----|---|---------------------------------------|
| 0 | I / not finish / the report | <i>I haven't finished the report.</i> |
| 00 | you / see / my keys ? | <i>Have you seen my keys?</i> |
| 1 | we / play / five games this season | ..... |
| 2 | you / eat / anything today ? | ..... |
| 3 | our friends / not had / a pet before | ..... |
| 4 | Sally / break / her mobile phone | ..... |
| 5 | Clive / use / this computer ? | ..... |
| 6 | I / never drive / an American car | ..... |
| 7 | the children / see / all the Harry Potter films ? | ..... |
| 8 | Mr Lopez / not come / to work today | ..... |

2 Match the sentences 1-7 with the explanations A-H.

- | | | | |
|---|-------------------------------|---|--------------------------------------|
| 0 | My computer broke down. | A | So I have to water the garden. |
| 1 | My computer has broken down. | B | This is our first visit. |
| 2 | We've been here before. | C | He isn't here at the moment. |
| 3 | We haven't been here before. | D | I couldn't send any emails. |
| 4 | He's gone to the post office. | E | So I don't have to water the garden. |
| 5 | He's been to the post office. | F | This isn't our first visit. |
| 6 | It hasn't rained yet. | G | I can't send any emails. |
| 7 | It's just stopped raining. | H | He brought back some stamps. |

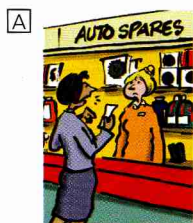
3 GRAMMAR IN USE Complete the conversation with the words from the box.

3.08 Listen and check.

already been before ever just never recently still yet

- MANDY How are the wedding plans going?
- SARAH OK. But there are lots of things I haven't done (0) *yet*.....
- MANDY But you've (1) chosen your dress, haven't you?
- SARAH No, I (2) haven't seen anything I like.
- MANDY Have you (3) to Baxter's? They've got a good selection.
- SARAH Really? Their clothes used to be very old-fashioned. But I haven't been there (4)
- MANDY It's better now. Actually, there are lots of nice designs in the Nuptia catalogue. Perhaps you should get a dress from them.
- SARAH I'm not sure. I've (5) bought a dress from a catalogue.
- MANDY Well, at least have a look at it. They've (6) sent me the new edition. I can bring it around later.
- SARAH All right.
- MANDY What about the cake? Have you (7) tried that place on Randall Street? They do fantastic cakes.
- SARAH I know. But they seemed a bit expensive to me. Of course, I don't really know how much a big wedding cake should cost. I've never bought one (8)

4 Match the sentences with the pictures. Then write a suitable word in each gap.



- 0 We're really nervous about the flight. We've never been on a plane before. C.....
- 1 I can't come out. I haven't finished my homework
- 2 I ordered this spare part three weeks ago and it hasn't arrived!
- 3 How is your brother? I haven't seen him
- 4 I don't want to rent that film. I've seen it.

5 GRAMMAR IN USE Find eight more mistakes in the conversation and correct them.

DAVE Have ~~brought you~~ ^{you brought} the new car?

ALICE Yes. I've park it outside. Come and have a look ...

DAVE It's lovely. How fast does it go?

ALICE I don't know. I yet haven't driven it on the motorway.

DAVE I bet it's really fast. Pete's got one of these and he says he's did over 125 mph in it!

ALICE Oh, that's too fast for me. I've driven never over 80 or 90.

DAVE I haven't driven a car like this already. Could I have a go?

ALICE I'm afraid not. Just I've arranged the insurance and I'm the only person that's allowed to drive it.

DAVE That's a pity. How do you turn on the CD player?

ALICE Mmm, I'm not sure. I've looked at the manual yet.

DAVE Has it got air-conditioning?

ALICE Yes. I'm really looking forward to the hot weather so I can try it out. I've never had before a car with air-conditioning!

6 Write true sentences about yourself, using the words below.

- 0 have / shower / today I haven't had a shower today.
- 1 have / cups of coffee / today
- 2 visit / my grandparents / this month
- 3 see / the latest James Bond movie
- 4 pass / the driving test
- 5 go / to the doctor / recently
- 6 have / a holiday / this year
- 7 drive / an electric car
- 8 send / text messages / this week
- 9 phone / my best friend / today
- 10 go / to the dentist / this year

37 Present perfect for situations up to the present



1 Unfinished time period + (so far), this morning, today, etc.

We use the present perfect to talk about actions in a time period that is still continuing

- with time expressions (e.g. *today, this morning, this week, this year*):

I've driven 500 kilometres this week. (The week has not finished.)

Have you spoken to Ahmed this morning? (It is still morning.)

- with *so far* to mean 'up to now':

We've had four holidays so far this year, and it's only September!

Compare:

PRESENT PERFECT *I've made several phone calls this morning.* (It is still morning.)

PAST SIMPLE *I made several phone calls this morning.* (It is now afternoon.)

2 Repeated actions

We use the present perfect to talk about repeated actions (that may happen again):

I've been there many times. (I might go there again one day.)

She's phoned five times already. (She may phone again.)

How many times have you played Grand Theft Auto? How often has she been here?

3 Situations up to the present + for/since, how long

We use *for* (and not *since*) with a period of time (e.g. *for an hour, for years*):

David has worked in Mexico for many years. I haven't seen Janice for a long time.

- ⚠ We don't use *for* before expressions beginning with *all* (e.g. *all day, all my life*):

~~*X I've worked there for all my life.*~~ ✓ *I've worked there all my life.*

We use *since* with a particular time, day or date, or with a past event:

David has worked in Mexico since January 2000. I haven't seen Janice since Tuesday.

I haven't been to the beach since we got here.

- We can use *it's* (present simple) or *it's been* (present perfect) + time expression + *since*:

It's two years since our wedding. It's been two years since our last meeting.

- The verb after *since* is usually in the past simple, not the present perfect:

John has worked here since he left school. It's ages since I saw you.

We use *How long?* in questions, usually with state verbs: *How long have you known Alan?*

- ⚠ We use the present perfect (NOT the present simple or continuous) to talk about present situations that started in the past:

~~*X I am married for ten years.*~~ ✓ *I've been married for ten years.*

~~*X We are living here since 2005.*~~ ✓ *We've lived here since 2005.*

4 Superlatives, the first time

We often use the present perfect (+ *ever*) with superlative adjectives (► Unit 21.3):

That was the worst film I've ever seen! This is the best holiday we've ever had!

We also use the present perfect with *the first, the second*, etc:

This is the third time I've visited China, but it's the first time I've travelled in business class.

Practice

1 Match sentences 1 and 2 with A and B in each pair.

- 0 1 How far did you travel? —————> A I'm asking about today.
 2 How far have you travelled? —————> B I'm asking about yesterday.
- 1 1 The doctor called this morning. A It is still morning.
 2 We've been to the bank this morning. B It is now the afternoon.
- 2 1 How many criminals have you arrested, Sally? A Sally used to be a detective.
 2 How many criminals did you arrest, Sally? B Sally is a detective.
- 3 1 Mike did the reports. A He finished them and went home.
 2 Mike has done the reports. B He is doing the accounts now.
- 4 1 Sylvia has worn glasses for many years. A She wears contact lenses now.
 2 Samantha wore glasses for many years. B She's just bought a new pair.
- 5 1 We went there twice in the summer. A It is still the summer.
 2 We've been there several times this summer. B Now it is winter.

2 GRAMMAR IN USE Find six more mistakes in the conversation and correct them.

3.09 Listen and check.

- LUCY So, how ~~much time~~ ^{long} have you known Caroline?
 JANE I know her for about three months.
 LUCY I see, for March then?
 JANE Yes. March 12th. Caroline was my driving instructor for my first lesson!
 LUCY How many lessons have you since then?
 JANE I've had ten lessons far so. I think I'll pass the test this time.
 LUCY What do you mean?
 JANE Well, I've failed it twice before. But this is the first time I have proper lessons.
 LUCY Good luck, then! Look, I'd better go – I haven't been shopping since several days and the fridge is empty!

3 Complete the second sentence so it means the same as the first, using the word in brackets. Use two to five words in your answer. 3.10 Listen and check.

- 0 It's Friday. We arrived here on Tuesday. (been)
 We have been here for four days.
- 1 I haven't seen her for six months. (since)
 It's I saw her.
- 2 I've lived in the same house since I was born. (life)
 I've lived in the same house
- 3 It's three o'clock. The shop closed at one. (two)
 The shop has been closed
- 4 It's years since I wore short trousers. (worn)
 short trousers for years.
- 5 The last time I smoked was in January. (since)
 I January.
- 6 Jane's been to the spa three times before. (time)
 This is the fourth to the spa.
- 7 I've never eaten such a bad meal. (ever)
 This is the worst meal
- 8 We got to the airport six hours ago. (it)
 since we got to the airport.

38 Present perfect or past simple?

1 Differences in use

| PRESENT PERFECT | PAST SIMPLE |
|---|--|
| Single or repeated actions in the past, when we don't know the date of the action or it isn't important: <i>I've driven an automatic car before.</i> <i>We've been to the theatre many times.</i> Time expressions: <i>before, ever, already, just and yet</i> | Single or repeated actions that happened at a definite time in the past: <i>I drove a racing car in the summer.</i> <i>We went to the theatre twice last month.</i> Time expressions: <i>yesterday, last month, in 2007, etc.</i> |
| Situations that started in the past and are still continuing: <i>Tom has worked at the garage for two years.</i> (He's working there now.) with <i>for</i> + period of time, or <i>since</i> + date | Situations that started and finished in the past: <i>Alex worked at the garage for two years.</i> (He isn't working there now.) with <i>for</i> to say how long the situation lasted |
| One or more completed actions in a time period that is still continuing: <i>He's sold fifteen cars this month.</i> Time expressions: <i>this morning/evening, today, so far, etc.</i> | Completed actions in a time period that is finished: <i>He sold twenty cars in August.</i> <i>I sold my Toyota two weeks ago.</i> with <i>ago</i> to mean '(a period) before now' |

⚠ It is sometimes difficult to hear /v/ in *I've, we've, you've, they've* and /z/ in *he's and she's*. It is easy to confuse the present perfect and past simple:

PAST SIMPLE *I finished work. He started early. We carried the bags.*

PRESENT PERFECT *I've finished work. He's started early. We've carried the bags.*

The other words around the verb can usually help you to understand which form you hear:
I finished work an hour ago. I've just finished work.

🔊 **Pronunciation** ▶ 1.18

2 Giving news

We often use the present perfect to introduce new information:

I've decided to get a new car. I'm going to look at some tomorrow.

'Julian has passed his driving test.' 'Oh, that's good news!'

News reports often start a new item with the present perfect:

The Terracotta Army exhibition has opened in London.

There has been an earthquake in southern China.

After we have introduced new information with the present perfect, we usually give more details with the past simple:

Julian has passed his driving test. He took it on Wednesday.

The Terracotta Army exhibition has opened in Paris. It was opened by the Minister of Culture.

Practice

1 Choose the correct words in *italics*.

- 0 She's been to the doctor twice *this month* / *last month*.
 1 I've driven this car *many times* / *in 2007*.
 2 Jane *passed* / *has passed* her driving test last week.
 3 Steve loves his job. He *did* / *'s done* it since he was twenty-two.
 4 Caroline's bought a lot of clothes *this year* / *two years ago*.
 5 Rick *has finished* / *finished* the course six months ago.
 6 'George has arrived.' 'Really? When *has he got* / *did he get* here?'

2 GRAMMAR IN USE Complete the text with suitable forms of the words in brackets.

Use the present perfect or past simple. In one place, both are possible.

3.11 Listen and check.

Electric cars – Latest update

A small American car manufacturer (0) *has just announced* (just announce) that its experimental electric car, the Lexington X1, will go into production this year. Markton Automobiles, of Detroit, Michigan, (1) (make) the announcement at last month's Auto Show in Geneva.

Although there are now many electric cars on the market, so far manufacturers

(2) (not be able) to produce one that can really compete with existing

petrol cars. There are two major problems – speed and distance. Up until now, electric cars

(3) (be) either too slow or unable to travel far enough without recharging

their batteries. Markton Automobiles claim that they (4) (overcome)

these difficulties with a new type of solar panel which continually recharges the batteries. The

company (5) (not give) the press exact details yet, but they claim they

(6) (already test) the car successfully under all kinds of weather conditions.

A Japanese company (7) (first design) the engine in 2007. But over the last

few years Markton (8) (adapt) the design and increased its power.

The company (9) (invite) ten journalists to test-drive the new car last week.

Their reports (10) (be) mainly positive, although we will have to wait for the full test results before we know if this really is the electric car that everyone is waiting for.

3 GRAMMAR IN USE Complete the conversation with words and phrases from the box. There

are three extra words or phrases. 3.12 Listen and check.

hasn't told told has told have you done 've used was 's been
 happened had just has decided 've just fallen has given

ALEC Hi, Judi, I'm home!

JUDI Shh. Don't disturb the children. They (0) *'ve just fallen* asleep.

ALEC OK. I'll be quiet. So, how are things? What (1) today?

JUDI Not much. It (2) a quiet day really. What about you?

ALEC Quite an exciting day. The boss (3) me a new job!

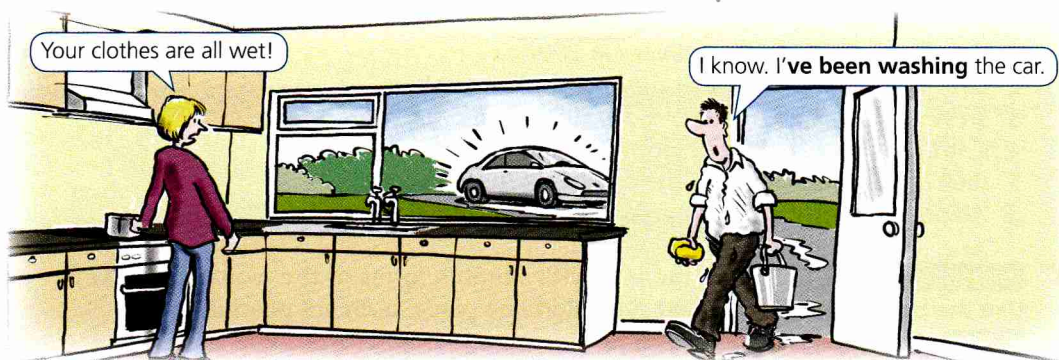
JUDI Wow. That's fantastic. What (4)?

ALEC Sylvia (5) to move Eddie to the Toronto office. So I've got his job!

She (6) me about it at lunchtime. It (7) a real surprise!

JUDI Well, I hope it's more money because we (8) all our savings!

39 Present perfect continuous



1 Form

We form the present perfect continuous with *have + been + the -ing form of the verb*:

| | |
|------------------|---|
| POSITIVE | <i>I have ('ve) been waiting. He has ('s) been washing the car. They have ('ve) been cooking.</i> |
| NEGATIVE | <i>I have not (haven't) been waiting. He has not (hasn't) been washing the car. We have not (haven't) been cooking.</i> |
| QUESTIONS | <i>Have you been waiting? (Yes, I have.) Has he been washing the car? (No, he hasn't.) What have you been doing?</i> |

Pronunciation ► 1.19

2 Actions/situations up to the present

We use the present perfect continuous to talk about actions or situations that started in the past and are still continuing now:

We've been waiting to hear from them. Clare's been living with her cousins.


We often use *for* or *since* to answer the question *How long?*:

We've been waiting for about an hour. I've been working since three o'clock.

We can also use the present perfect continuous if the action or situation finishes at the time of speaking:

I've been waiting in this queue for an hour! (... but now I've reached the ticket office.)

Clive's been driving all morning. (... but now he's arrived.)

 We use the present perfect, NOT the present perfect continuous, when we say how many times we have done something, or how much we have done:

✗ I've been washing the car twice this week. ✓ I've washed the car twice this week.

✗ We've been having three lessons so far. ✓ We've had three lessons so far.

 We don't usually use the present perfect continuous with *always*, *already* and *yet*:

✗ I haven't been washing the car yet. ✓ I haven't washed the car yet.

3 Recent continuous actions with present results

We often use the present perfect continuous to talk about an activity in the recent past:

'I haven't seen you in the office recently.' 'I know. I've been working at home.'


We often use this form to explain a present situation or result; it gives the cause:

'Your clothes are all wet!' 'I know. I've been washing the car.'

'Have you lost weight?' 'Yes, I've been going to the gym a lot.'

Sometimes the action is not complete:


I've been reading 'War and Peace' but I'm only half way through it.

 We use the present perfect simple or continuous, NOT the present simple or continuous, for a situation that is still continuing:

✗ I live here for five months. ✓ I've lived here for five months.

✗ I am living here for five months. ✓ I've been living here for five months.

Practice

- 1 Write sentences, using the words below and the present perfect continuous form of the verbs. Then write true answers for questions 5 and 6.  3.13 Listen and check.

- 0 We / wait / for ages *We've been waiting for ages.*
- 00 How long / you / wait ? *How long have you been waiting?*
- 1 David / watch TV / all afternoon
- 2 What / he / do ?
- 3 Elizabeth / not work / this week
- 4 My grandparents / not feel well / recently
- 5 How long / you / study English ?
- 6 How long / you use / this book ?

- 2 Match the situations A–I with the explanations 1–8. Then complete the explanations with suitable verbs from the box. Use the present perfect continuous.

eat lift listen not brush ~~not live~~ not sleep run study use

- A John's put on a lot of weight. F Alec's got big muscles.
 B Aleesha's sweating and her legs ache. G Marianne's looking very tanned.
 C Mike's ears hurt. H Debbie expects to get an A in the test.
 D Clare's feeling tired. I Marcus is at the dentist. He needs three fillings.
 E ~~Rashid still doesn't speak much English.~~

- 0 He *hasn't been living* in the UK for long. *E*
- 1 She a sun bed.
- 2 He to loud music.
- 3 He too many desserts.
- 4 She very hard.
- 5 He his teeth properly.
- 6 She a marathon.
- 7 He weights at the gym.
- 8 She very well recently.

- 3 **GRAMMAR IN USE** Choose the correct words in *italics*.

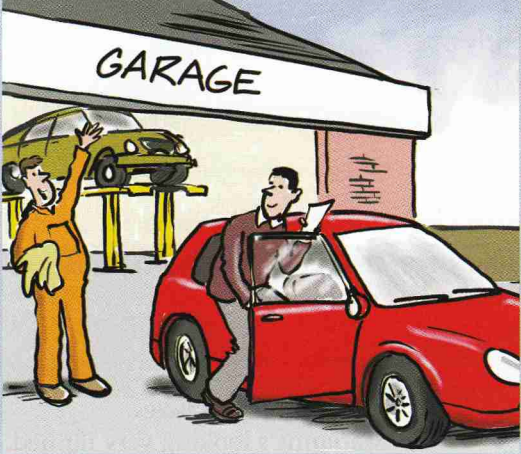

 3.14 Listen and check.

“You won't believe this but (0) *I've* / *I'm* been learning to drive! I suppose it's a bit late to learn to drive at my age, but my husband used to do all the driving. So when he died I really needed to learn. In fact I've really been (1) *enjoyed* / *enjoying* it. I've (2) *had* / *been having* lessons for six months now. I suppose I've (3) *been having* / *had* about thirty lessons so far. I've (4) *gone* / *been going* to the local driving school. The instructors are very friendly and it's quite close to my house. But it's rather expensive. I've already (5) *spent* / *been spending* over £500! After the first ten lessons I (6) *took* / *have been taking* my first test. It was a disaster! Of course, I didn't pass. Since then I've been (7) *tried* / *trying* to improve, but it isn't easy at my age. I find it's very difficult to change gears smoothly because of my bad leg – for the last ten years I (8) *am* / *'ve been* suffering from arthritis, which makes my leg stiff. I've (9) *taken* / *been taking* some special vitamins which seem to help – I take two each day. My instructor says I should use an automatic car, but I think I prefer manual ones. Although in fact I've never (10) *driven* / *been driving* an automatic car, so perhaps I should give it a try ...”



40 Present perfect simple or continuous?

1 Differences in use

| PRESENT PERFECT SIMPLE | PRESENT PERFECT CONTINUOUS |
|---|--|
| An action that is completed: <i>I've driven an automatic car before.</i> | An activity that is still continuing, or has just ended: <i>I've been driving since nine o'clock.</i> |
| emphasis on the result of a past action: | emphasis on the cause of a present result: |
|  |  |
| <i>The mechanic has repaired the car.</i> (It's ready for the customer now.) | Why is Caroline dirty? <i>She's been repairing the car.</i> |
| To answer the questions 'how much?' or 'how many?' <i>We've played six games.</i> <i>Karl has driven 200 miles.</i> | To answer the question 'how long?' <i>We've been playing for three hours.</i> <i>Karl's been driving since nine o'clock.</i> |
| Time expressions: <i>always, recently, before, ever, already, just, still, yet, for</i> and <i>since</i> <i>I've always lived in that flat.</i> <i>I've lived there since I was born.</i> | Time expressions: <i>for, since</i> (NOT <i>always, yet</i>) <i>I've always been living in that flat.</i> <i>I've been living there for years.</i> |

2 State verbs

With state verbs (e.g. *understand, know, be, own*) we use the present perfect simple, not the present perfect continuous:

- ⚠ ~~*I've been knowing Ben since I was six.*~~
 ✓ *I've **known** Ben since I was six.*

We can use *always* and *never* with these verbs:

*I've **always** liked ice cream. Switzerland has **never** had a king.*
*Have you **always** owned a car?*

State verbs ➤ Unit 29.3

Some verbs (e.g. *live, work, teach, study*) describe an action which continues over a period of time, not a single event. We can use these verbs with *for* or *since* in the present perfect simple or continuous. There's very little difference in meaning:

*'How long **have you lived/have you been living** here?' 'We've **lived/We've been living** in this house **since** we got married.'*

*Alice **has studied/has been studying** maths for three years.*

Practice

1 Choose the correct words in *italics>. In two places both answers are possible.*

3.15 Listen and check.

- 0 Jake doesn't have any family. He's always *lived* / *been living* on his own.
 1 He never answers the phone. I've *called* / *been calling* six times!
 2 Sorry I'm so late. I've *waited* / *been waiting* for a call from the New York office.
 3 Debbie knows Seattle really well. She's *lived* / *been living* there for two years.
 4 I'm afraid the house is a mess. We've *decorated* / *been decorating* it.
 5 Look at the new garden lights. Sam's just *turned* / *been turning* them on.
 6 Carol's an expert on economics. She's *studied* / *been studying* it for years.
 7 Harry's an old friend of mine. I've *known* / *been knowing* him since we were kids.
 8 Marking essays is hard work. I've *marked* / *been marking* twenty this evening.
 9 I'm curious about the food here. I haven't *tried* / *been trying* Mexican food before.
 10 I hate cabbage. I've never *liked* / *been liking* it.

2 Match sentences 1 and 2 with A and B in each pair.

- | | | | |
|---|---|---|---|
| 0 | 1 Rick has had a nice time. | → | A He's been playing in the garden. |
| | 2 Carlo needs a shower. | → | B He's played in the garden all day. |
| 1 | 1 I've just read that detective story. | | A So I know who the murderer is. |
| | 2 I've been reading that detective story. | | B I don't know who the murderer is yet. |
| 2 | 1 We can start making dinner now. | | A I've been cleaning the kitchen. |
| | 2 Sorry my clothes are dirty. | | B I've cleaned the kitchen. |
| 3 | 1 Jane's fixed the computer. | | A You can use it now. |
| | 2 Jane's been fixing the computer. | | B It's taken her most of the day. |
| 4 | 1 Your towels are ready. | | A I've been washing them. |
| | 2 Your towels are still damp. | | B I've washed them. |
| 5 | 1 The suitcases are empty. | | A I've been unpacking. |
| | 2 The suitcases are half empty. | | B I've unpacked. |

3 GRAMMAR IN USE Complete the conversation with suitable forms of the words in brackets.

3.16 Listen and check.

- ROY You look tired. (0) *Have you been working* (you work) all day?
 BEN Not exactly, I (1) (do) some research on the Internet.
 I (2) (try) to get some information about one of our old friends from college.
 ROY Who?
 BEN Dave Colston. Do you remember him?
 ROY Yes. I (3) (not see) him for years! But what do you want to find out?
 BEN Well. I (4) (just get) an email from Philip Markham. He wants to get in touch with Dave but he doesn't know where he is now. He thinks Dave (5) (live) in the Far East for the last few years.
 ROY Yes. I remember he was always interested in oriental philosophy.
 BEN Exactly. I (6) (look at) six or seven different websites already, but I (7) (not find) much information.
 ROY (8) (you try) that website that reunites old college friends?
 BEN Yes. I (9) (already look at) that one, but he's not on it. I posted a message for some of his other friends on some other websites and I (10) (wait) for a reply. But so far I've heard nothing ...

Review MODULE 7

1 UNITS 36 AND 37 Put the word in brackets into the correct position in each sentence.

- 0 I've ^{never} been to a Mozart opera. (never)
- 1 We haven't heard from our grandson. (still)
- 2 Have you done the shopping? (yet)
- 3 No thanks, I've eaten. (already)
- 4 Have you tried Indian food? (before)
- 5 It's been two years I gave up eating sugar. (since)
- 6 Has she been horse-riding? (ever)
- 7 Have you seen your old geography teacher? (recently)
- 8 That's the doorbell – I think Carrie's arrived. (just)
- 9 I haven't been on a good holiday a long time. (for)
- 10 This is the best essay I've read. (so far)

2 UNITS 36, 37 AND 38 Find ten more mistakes in the email and correct them.

Subject Hi from Kirsty

Hi Stewart

I'm sorry it's ^{been} being so long since I wrote to you, but you know how busy I've been for I last saw you. I've finished just my first month in the new job and it's really hard work. But I've always want to be a mechanic so I suppose I can't complain now that I am one! Actually, the job isn't too bad. Last week I've worked on a Ferrari and that was pretty exciting! We get all kinds of cars and customers in the garage. I've met never so many strange people before! My boss is quite nice. He worked at the garage for years and years, so he's very experienced. He gave me a lot of advice since I started and he doesn't mind helping me when I'm not sure what to do. He's yet told me he thinks I'm going to be one of their best mechanics one day. Of course I need to get a lot more experience before that happens!

Anyway. How are you? Have you got a wedding invitation yesterday? Sarah Bradshaw is getting married to Simon Wates! I've never seen her for ages but it's fantastic news and I'm really happy for her. Are you going to the wedding?

3 UNITS 39 AND 40 Complete the sentences using a present perfect simple or continuous form of the verbs in the box.

~~look at~~ not water play read wash work

- 0 'Why are there pictures all over the floor?' 'I 've been looking at my old photos.'
- 1 'Your houseplants look very dry.' 'I know. I them recently.'
- 2 I this game for over two hours and I still haven't reached level 2!
- 3 I this shirt three times and I still can't get that stain out.
- 4 'What about this book?' 'No. I already that one.'
- 5 'Your shoes are dirty.' 'Yes. I in the garden.'

4 ALL UNITS Complete the three conversations using suitable forms of the words in brackets.

SALESMAN Good morning. Can I help you?

CUSTOMER Yes. (0) *I've just seen* (I / just see) one of your cars on the Internet and I'd like to arrange a test drive.

SALESMAN Of course. (1) (you / take) a test drive with us before?

CUSTOMER No, (2) (I / not have).

CARRIE Hello. Carrie Simpson.

FRED Carrie. It's Fred here from the garage. (3) (I / work) on your car all morning and I can't find anything wrong with it.

CARRIE Oh. (4) (you / look) under the car?

FRED Yes. (5) (I / already do) that and it seems to be fine.

CARRIE Well, I heard a strange noise when (6)
(I / drive) it yesterday!

MISHA I know I look dirty. (7) (I / clean) the attic all day.

JACQUI Oh really? (8) (I / not be) up there for ages.

MISHA Yes, there's dust and rubbish everywhere. (9)
(I / already bring) most of the stuff downstairs.

JACQUI What about those old suitcases?

MISHA (10) (I / not look at) them yet. I'll do that tomorrow.

5 ALL UNITS Read the information and think of the best word for each gap. Write one word only.

Formula 1: Key facts

- Formula One (or F1) is the highest level of international car racing. For many years there (0) *has* been a world championship each year, involving a series of races around the world. Last year there (1) nineteen races. Each race is known as a Grand Prix.
- Formula One as we know it today has (2) in existence (3) 1946, although it goes back to the great races of the 1920s and 30s. (4) the last fifty years the sport (5) been under the control of the FIA.
 - In its early years the Formula One competition (6) mainly in Europe, but races now take place on almost every continent.
 - Formula One (7) often been described as the world's most expensive sport. Each car costs hundreds of millions of dollars to build, and costs (8) been increasing even more in recent years because of the use of advanced electronics.
 - Grand Prix racing can be a very dangerous sport. There have (9) several fatal accidents. One of the worst accidents (10) the death of Ayrton Senna at the San Marino Grand Prix in 1994.
 - The UK (11) produced the most world champions, but it is the German, Michael Schumacher, who has (12) the title most often (seven times).

Test MODULE 7

Present perfect

Choose the correct answer, A, B or C.

- 1 Have you the Egyptian pyramids?
A saw B seen C seeing ➤ Unit 36
- 2 Gerald to Italy. He gets back next week.
A has been B have been C has gone ➤ Unit 36
- 3 Has your sister an Italian car?
A ever driven B driven ever C driven never ➤ Unit 36
- 4 Have you?
A been here before B before been here C being before here ➤ Unit 36
- 5 I'm going to be late for the meeting. My car
A broke down just B has just broken down C is just broken down ➤ Unit 36
- 6 I don't know if I've passed the exam. I haven't had my result
A already B yet C still ➤ Unit 36
- 7 That house for more than two years. I wish somebody would buy it!
A is for sale B was for sale C has been for sale ➤ Unit 37
- 8 My cousin Claire a doctor for five years now.
A is B has been C was ➤ Unit 37
- 9 I think that was the best film
A I've ever seen B I ever see C I've seen ever ➤ Unit 37
- 10 Sandy's been to the opera
A last year B many times C yesterday ➤ Unit 38
- 11 Marcia had a great career as a dancer. She at the ballet company for twenty years.
A has been working B worked C has worked ➤ Unit 38
- 12 I the engineering course two weeks ago.
A have started B have been started C started ➤ Unit 38
- 13 Teresa is exhausted. She since eight this morning.
A 's been worked B 's been working C 've been working ➤ Unit 39
- 14 I haven't seen you for ages. What?
A have you been doing B have you been done C have been you doing ➤ Unit 39
- 15 'Why are you so hot?' 'I at the gym.'
A ran B 've run C 've been running ➤ Unit 39
- 16 David loves San Francisco. He there for the last six months.
A lives B is living C 's been living ➤ Unit 39
- 17 You can collect your glasses now. The optician them.
A has been repairing B is repairing C has repaired ➤ Unit 40
- 18 Why didn't you answer the phone earlier? I you five times today.
A 've been phoning B 've phoned C am phoning ➤ Unit 40
- 19 We're old friends. I her since I was a small child.
A 've known B 've been knowing C knew ➤ Unit 40
- 20 in a big city?
A Have you always been living B Have you always lived C Do you live always ➤ Unit 40

Before you start

1 Read the conversation. Look at the highlighted grammar examples.

- SALLY Do you have any cheap flights to Malaga for Saturday, 14th June?
- AGENT I'll look on the computer ... Yes, there's one that leaves at 7.30 in the morning.
- PIETRO That's no good. I'm taking the car to the garage first thing in the morning. Do you have anything later in the day?
- AGENT Let me see. ... OK, there's a flight at midday.
- PIETRO No, I won't have got back by then. Is there anything later?
- AGENT Most of the evening flights are full, I'm afraid. What about leaving on Friday evening?
- SALLY I'm afraid that's no good for me. I'll be working on Friday afternoon, so I won't get home until six. And Pietro has to take the car in on Saturday morning.
- AGENT Wait, there's one flight at seven on Saturday evening, ...
- SALLY That sounds OK.
- AGENT What about a hotel? We have some very good offers at the moment. I can get you five nights at a four-star hotel for 250 euros.
- PIETRO Well, we were going to stay at the Hotel Luna, but your hotel sounds like better value. Is it near the beach?
- AGENT Yes, it is. Shall I book it for you?
- PIETRO Yes, please. Oh, do you have any day trips? We'd like to do some exploring while we're there.
- AGENT Sure. You can talk to our representative when you arrive. She'll have all the details.



2 Now read the sentences and choose the correct words in italics. The highlighted grammar examples will help you.

- I can't see you tomorrow – *I will spend / I'm spending* the day with my grandparents. ➤ Unit 41
- 'Does the show start at seven?' 'I'm not sure. *I check / I'll check* in my diary.' ➤ Unit 41
- Why don't you talk to the manager? *He's going to / He'll* know what to do. ➤ Unit 41
- Let's try that new Thai restaurant. *Will / Shall* I make a reservation for tonight? ➤ Unit 41
- Don't phone us between seven and nine. *We'll watch / be watching* the football. ➤ Unit 42
- They want the painting tomorrow, but *I won't have finished / I'm not finishing* it by then. ➤ Unit 43
- The tour bus *is going to leave / leaves* at eleven, so be here by ten forty-five! ➤ Unit 44
- Will the taxi be waiting when we *get / 'll get* there? ➤ Unit 44
- We *were / are* going to visit our grandmother yesterday, but she was too sick to see us. ➤ Unit 45

3 Check your answers below. Then go to the unit for more information and practice.

1 I'm spending 2 I'll check 3 He'll 4 Shall 5 be watching
6 I won't have finished 7 leaves 8 get 9 were

41 going to, present continuous and will



1 be going to

We use *am/is/are + going + to* + the **infinitive** form of the verb:

| | |
|------------------|--|
| POSITIVE | <i>I am ('m) going to be late. He is ('s) going to come later. They are ('re) going to sell it.</i> |
| NEGATIVE | <i>I am not ('m not) going to be late. It is not (isn't) going to arrive. We are not (aren't) going to see them.</i> |
| QUESTIONS | <i>Are you going to be late? (No, I'm not.) Is she going to take the bus? (Yes, she is.) What are you going to do?</i> |

NATURAL ENGLISH In informal conversation and in songs we often pronounce *going to* as 'gonna' /gənə/.

Pronunciation ▶ 1.20

Present continuous form ▶ Unit 28.1

2 Future plans and arrangements

We use *going to* or the present continuous to talk about future plans and arrangements:

| <i>going to</i> | PRESENT CONTINUOUS |
|---|---|
| We intend to do something but we haven't made all the arrangements yet: <i>We're going to meet Joe's mother next week, but we haven't arranged a time yet. I'm going to be a doctor one day.</i> | We have already made arrangements to do something: <i>David sent me a text message. He's meeting us in front of the cinema at six o'clock. We're sitting in the front row. (We've already bought the tickets.)</i> |
| We plan to do something in the immediate future: <i>I'm going to make a sandwich – would you like one? I'm tired. I'm not going to stay any longer.</i> | To explain why we can't do something in the future: <i>'Can you come to lunch on Saturday?' 'No, I'm afraid I can't. I'm working on Saturday.'</i> |

We usually use time expressions when we talk about plans with *going to* or the present continuous:

*I'm going to see Manchester United on Saturday.
What are you doing **this evening**?*

We don't use *will* to talk about personal arrangements:
x *We will sit in the front row.* **✓** *We're sitting/going to sit in the front row.*

FORMALITY CHECK In formal English we usually use *will*, not *going to*, for arrangements:
The government will meet to discuss the situation tomorrow.

3 will

We use *will* (*not*) + the infinitive form of a main verb:

| | |
|------------------|--|
| POSITIVE | <i>I will ('ll) be late. He will ('ll) come later. They will ('ll) buy it.</i> |
| NEGATIVE | <i>I will not (won't) be late. It will not (won't) work. We will not (won't) take it.</i> |
| QUESTIONS | <i>Will you meet him? (No, I won't.) Will she see us? (Yes, she will.) What will you do?</i> |

FORMALITY CHECK It is possible to use *shall* instead of *will*, but normally only after *I* and *we*. *Shall* is more formal than *will*. The contracted form is *'ll*, the same as we use for *will*. The negative form is *shall not* or *shan't*.



Pronunciation ► 1.21

4 Predictions

We use *going to* or *will* to talk about things we expect to happen:

| going to | will |
|--|--|
| For predictions based on something we can see now, or that everybody knows: <i>We're going to get soaked!</i> (because it is raining now) <i>I'm going to be late for work.</i> (because my car has broken down) | For predictions based on our own personal opinion or knowledge: <i>The rain'll stop in a minute.</i> (I know it never rains for long here.) <i>In the future, people will live on other planets.</i> (This is my opinion.) |

NATURAL ENGLISH We often use *do you think* to ask what people expect to happen: *'Do you think he'll marry her? I think he will.'* *Who do you think's going to win the election?* To make a negative prediction with *think* we usually make *think* negative: *I don't think he'll marry her.*

5 probably, certainly/definitely

We often use *will* to talk about events that are certain to happen:

There will be a full moon tomorrow. New Year's Day will fall on a Tuesday next year.

We can make our predictions more or less certain by using the adverbs *probably*, *certainly* and *definitely*. Note the word order of the adverbs with a negative verb:

I'll definitely/certainly pass the test. (I'm sure this will happen.)

We definitely won't go to Portugal. (I'm sure this will not happen.)

We're probably going to move to Spain next year. (I think this will happen, but I'm not sure.)

6 Immediate decisions

We use *will* when we decide to do something at the same time as speaking – something that we didn't plan:

'The manager isn't here right now. Can I take a message?' 'No thanks. I'll call back later.'

'Do you want something to drink?' 'No, I'm tired. I think I'll go to bed now.'

7 Offers, promises and warnings

We can use *will* to make offers, promises and warnings:

Don't worry about a taxi. We'll take you to the hospital. (offer)

I'll work harder next year, I promise. I will never do that again. (promise)

I will not allow bad behaviour in my house. (warning)

Don't lift that – you'll hurt yourself! (warning)

We can also use *shall* (but not *will*) for suggestions:

It's hot in here. Shall I open a window? ✗ Will I open a window?

Shall we get the earlier train?

More on *will* ► Unit 53.1/3

Practice

1 Write the words and phrases in the correct order.

- 0 test Clare the isn't take to going *Clare isn't going to take the test.*
- 1 won't this weekend rain probably it
- 2 a test tomorrow going have we to are ?
- 3 me meeting at the station she is ?
- 4 aren't to come to my party they going
- 5 phone I for a taxi shall ?
- 6 in a hotel I'm this time staying not
- 7 be they're late do you think to going ?
- 8 never I'll again there go

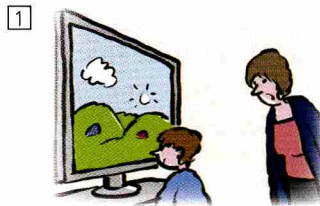
2 Match sentences 1 and 2 with A and B in each pair.

- 0 1 It's going to be cold tonight. → A It's always cold at night at this time of year.
- 2 It'll be cold tonight. → B I can feel a cold breeze coming from the north.
- 1 1 He'll probably win. A The race is almost over and he's at the front.
- 2 He's going to win. B He's won lots of races before.
- 2 1 I'm going to do a course at college. A I've been looking at their websites.
- 2 I'm doing a course at college. B I enrolled yesterday.
- 3 1 We'll borrow Sally's tent. A I'll phone and ask her if it's OK.
- 2 We're borrowing Sally's tent. B She's agreed to lend it to us.
- 4 1 I'm taking the children to the park. A So I'm afraid I can't stay for lunch.
- 2 I'm going to take the children to the park. B Would you like to join me?
- 5 1 I'm leaving at ten. A I'd like to have an early night.
- 2 I'm going to leave at ten. B I've arranged a taxi for that time.
- 6 1 He's going to be late. A I know him. He's always late.
- 2 He'll be late. B There's a traffic jam on the motorway.

3 Complete the sentences with a form of will or going to.



0 'I don't think we 're...
going to get a seat.'



1 'Don't sit so close to the TV - you
get a headache.'



2 'That ball
land in the water!'



3 'Look at the cat. She can't get down.'
'Oh dear. I
get a ladder.'



4 'I've used this machine before. Don't worry, the photos
come out in a minute.'



5 'I
call for an ambulance.'

4 GRAMMAR IN USE Read the notes and choose the correct words in *italics* in the conversation. **3.17 Listen and check.**

- VANESSA I hear you've booked your flights to Bangkok.
When (0) *are you leaving* / *will you leave*?
- PETER On Monday. We're (1) *getting* / *going to get* the overnight flight.
- VANESSA (2) *Are you staying* / *Will you stay* long?
- PETER A couple of weeks. We (3) *will fly* / *'re flying* back on the 26th.
- VANESSA What about accommodation?
- PETER We've booked a hotel for the first two nights. (4) *We're staying* / *We'll stay* at the Asia Hotel on Sukhumvit Road.
- VANESSA That sounds nice. But I've heard Thailand can be terribly hot in February.
- PETER No, I've been before, so I know it (5) *won't* / *isn't going to* be too hot then.
- VANESSA What are your plans while you're in the city?
- PETER Do you remember John? (6) *We're having* / *We'll have* lunch with him on the 14th.
- VANESSA Give him my best wishes when you see him. What about after that?
- PETER I'm not sure. (7) *We will* / *We're going to* look around and see what's available. We'd like to go to the beach.
- VANESSA How are you going to get there?
- PETER We'll (8) *probably* / *certainly* get the bus. I'm not sure really.
- VANESSA (9) *Shall* / *Will* I look on the Internet? There might be a timetable or something.
- PETER That's a good idea.
- VANESSA OK. (10) *I'm getting* / *I'll get* my computer.

Feb 12th London - Bangkok.
Flight 319
Feb 13th / 14th booked 2 nights,
Asia Hotel
Feb 14th 12.30 - meet John for
lunch
Feb 15th go to beach???
Feb 26th booked flight Bangkok -
London. Leave Bangkok 11.30 p.m.

5 GRAMMAR IN USE Complete the conversations. Write one word (or a short form) in each gap. **3.18 Listen and check.**

- 0 A How *are*..... you getting to the station tomorrow?
B I don't know. I'll *probably*..... order a taxi. Actually, I *'ll*..... phone them now and see if I can book one.
- 1 A This bag's too heavy. I'm to hurt my back!
B I help you carry it?
A Thanks.
- 2 A Do you Davina will be here on time?
B Yes, I'm sure she She's never late.
- 3 A Have the tickets arrived?
B Yes. We sitting in row E. That's quite near the front.
A Excellent. I call Pedro and tell him.
- 4 A I going to do the shopping later. Is there anything you want?
B Yes. Quite a few things. I make a list?
- 5 A Have you asked Brian to the concert? I've got an extra ticket for him.
B Yes, but I think he'll come. He hates classical music.
A How annoying. Well, I waste money on an extra ticket again!

42 Future continuous

Come to the hotel lobby at nine o'clock tomorrow. Your guide **will be waiting** in reception.



1 Form

We form the **future continuous** with **will + be + the -ing form of the verb**:

| | |
|------------------|---|
| POSITIVE | <i>I will ('ll) be working. He will ('ll) be waiting. They will ('ll) be watching TV.</i> |
| NEGATIVE | <i>I will not (won't) be coming to the party. It will not (won't) be working. We will not (won't) be leaving then.</i> |
| QUESTIONS | <i>Will you be waiting for me? (No, I won't.) Will she be arriving tomorrow? (Yes, she will.) What will you be doing?</i> |

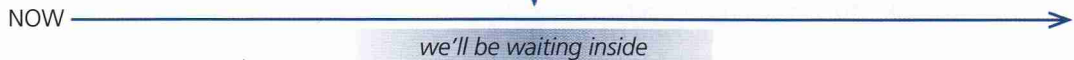
Spelling rules for **-ing forms** ➤ page 350

2 Actions happening at a future time

We use the future continuous to talk about an action that will be in progress at or around a time in the future:

Come to the main door when you arrive at the theatre – we'll be waiting for you inside.

you arrive at the theatre



Don't phone me at the office tomorrow. I'll be working at home.

⚠ We don't use *going to* with this meaning:

✗ By this time next month I'm going to live in my new flat!

✓ By this time next month I'll be living in my new flat!

3 Future actions with possible results

We can use the future continuous to talk about a future action

- which may have a result:

I'll be meeting my friends after work so I may be home late.

- or which may make another action possible or necessary:

I'll be seeing the doctor tomorrow. Do you want me to ask her about your prescription?

We'll be turning off the water supply for two hours at six o'clock. Please do not turn on your taps during this time.

4 Asking about plans

We use the future continuous to ask polite questions about personal plans and arrangements. It is less direct than the present continuous or *going to*:

Excuse me. Will we be stopping for a break during the journey?

Compare:

Are you coming to the party? (present continuous: a direct question, to a friend)

Will you be coming to the party? (future continuous: a less direct question, to your boss)

FORMALITY CHECK We can also use the future continuous to say that we can't do something in a formal situation. Compare:

Mr Jenkins is busy so I'm afraid he won't be meeting us. (future continuous: formal situation)

Sally's working so she isn't coming to the party tonight. (present continuous: informal)

Practice

- 1** **GRAMMAR IN USE** Complete the captain's announcement with the future continuous form of the verbs in brackets.

3.19 Listen and check.

“Good afternoon, ladies and gentlemen. This is your captain speaking. Welcome on board today's flight to Las Palmas. Our flight time today will be around five hours and we (0) *will be flying*..... (fly) at an altitude of 35,000 feet. Weather conditions are good and we (1) (arrive) at Las Palmas at six o'clock local time.

During today's flight we (2) (show) a selection of films. You can find details in the in-flight magazine in the pocket of the seat in front of you. Our cabin crew (3) (pass) through the aircraft with refreshments shortly after take-off. I apologise for the fact that we (4) (not / serve) a hot meal on today's flight. This is due to a strike at the catering company. However, we (5) (offer) you sandwiches and the usual choice of drinks.

In a few moments the cabin crew (6) (demonstrate) the safety equipment. Please give them your full attention, then sit back, relax and enjoy the flight. Thank you.”



- 2** Choose the best ending for each sentence, A or B. **3.20** Listen and check.

- 0 I'm afraid the head of finance won't be able to meet you tomorrow as
A he'll attend a conference. **B** he'll be attending a conference.
- 1 By this time next week
A we're going to lie on the beach. **B** we'll be lying on the beach.
- 2 The au pair will be taking the children to school
A if you're too busy. **B** tomorrow morning.
- 3 Don't disturb me tomorrow evening because
A I'll watch the match on TV. **B** I'll be watching the match on TV.
- 4 I'll be giving you a lift home
A so you don't need to bring your car. **B** if you like.
- 5 You can deliver the dishwasher anytime tomorrow because
A I'll be working from home. **B** I'll work from home.

- 3** Rewrite these statements and questions so they are more polite.

- 0 Are you going to give us extra points for correct spelling?
Will you be giving us extra points for correct spelling?.....
- 1 Do we get a pay rise next year?
.....
- 2 I'm afraid we aren't sending you the documents until next week.
.....
- 3 Are you going to stay the night?
.....
- 4 Will you recommend me for a promotion when you see the boss?
.....
- 5 Unfortunately, we aren't opening the day-care centre next summer.
.....
- 6 Are you going to bring some food for the picnic?
.....

43 Future perfect: simple and continuous

Shall I book the restaurant for seven this evening? We'll **have got back** to the hotel and had a shower by then.

That's a good idea. We'll **have been skiing** all day so we'll be ready for a meal!

1 Future perfect simple

We form the **future perfect simple** with *will + have + past participle*:

| | |
|------------------|---|
| POSITIVE | <i>I will ('ll) have worked. He will ('ll) have worked. They will ('ll) have arrived.</i> |
| NEGATIVE | <i>I will not (won't) have worked. It will not (won't) have finished. We will not (won't) have stopped.</i> |
| QUESTIONS | <i>Will you have worked? (No, I won't.) Will she have finished? (Yes, she will.) What will you have done?</i> |

2 Future perfect continuous

We form the **future perfect continuous** with *will + have + been + the -ing form of the verb*:

| | |
|------------------|--|
| POSITIVE | <i>I'll have been working. He'll have been waiting. They'll have been watching TV.</i> |
| NEGATIVE | <i>I will not (won't) have been waiting. It will not (won't) have been working. We will not (won't) have been skiing.</i> |
| QUESTIONS | <i>Will you have been swimming? (No, I won't.) Will she have been waiting? (Yes, she will.) What will you have been doing?</i> |

3 Completed actions

We use the future perfect simple for actions which we expect to be completed by a particular time in the future:

*We'll **have got back** and had a shower by seven.*

(= We will get back before seven o'clock.)

We usually use time expressions with the future perfect:

*He'll have arrived **by this evening**.*

*Do you think your guests will have left **before we get there**?*



4 Actions in progress

We use the future perfect continuous to talk about an action which is happening up to a particular time in the future. The action may stop at that time or it may continue after it.

*By next Friday I'll **have been waiting** for my exam results for over two months!*

We can use this form, usually with *so*, to explain the reason for a future situation:

*We'll **have been skiing** all day so we'll be ready for a meal!*

*They'll **have been working** since eight o'clock so they'll be tired.*

Compare the future perfect simple and continuous:

*By ten o'clock I'll **have finished** my homework.* (emphasis on a completed action)

*By nine o'clock I'll **have been working** on my essay for four hours.* (emphasis on 'how long')

Practice


1 Read the conversations and choose the correct word in *italics*.

- 1 A Shall we go out this evening?
 B OK, but only after seven. I (0) *won't have* / *won't* finished my homework until then.
 A That's OK. I'm working on my project this evening but I'll (1) *done* / *have done* most of it by seven-thirty, so I can phone you then.
- 2 A Carol's lost a lot of weight!
 B Yes, she's been on a very good diet. By next week she'll have been (2) *go* / *going* to a weight loss class for over six weeks! If she carries on like this she'll (3) *have* / *has* lost over five kilos by the end of the month.
- 3 A Will you (4) *have* / *been* finished plastering this room by the weekend?
 B Yes, I hope so.
 A Great. So will we be able to paint the room on Monday?
 B No. Wait until Wednesday. The new plaster (5) *didn't dry* / *won't have dried* until then.
- 4 A Excuse me, nurse. I've been waiting here for ages.
 B I'm sorry. The doctor's very busy. She'll probably be able to see you after four.
 A And by then I'll (6) *be* / *have been* waiting here for more than six hours!

2 Complete the sentences with the verb in brackets. Use the future perfect or, where possible, the future perfect continuous form. 3.21 Listen and check.

- 0 By the end of next month I *'ll have been living* here in Spain for six years. (live)
- 1 I'll ask Jane to call you back at twelve. Her meeting by then. (end)
- 2 When he retires next year, Adam here for more than twenty years. (work)
- 3 I'll have more free time after September because the children to school by then. (go back)
- 4 My best friend is doing a 'round-the-world' trip. By this time next week she for more than six months. (travel)
- 5 Don't worry. By the time you get here, my mother-in-law! (leave)
- 6 the project in time for the meeting? (the team, complete)
- 7 It's a really long flight. We in the same seats for over fourteen hours so we'll be exhausted when we get there. (sit)
- 8 You can't stay here next week. We the decorating. (not finish)

3 GRAMMAR IN USE Find five more mistakes in the letter and correct them.

 3.22 Listen and check.

Dear Mr Sanderson,

I am writing about the repairs which your company has been ~~made~~ ^{making} to the roof of our apartment building. The work started in March and it still isn't finished. By the end of this week the men will have working on the roof for over two months. This means we will suffered more than eight weeks of continuous noise and disruption, and we will be living for all that time with permanent cold draughts and dirt.

As you know, my wife is pregnant and the baby is due next month. It looks as though the work will haven't been completed by the time the baby is born. This is unacceptable.

I would like you to reassure us that work on the part of the roof that covers our flat will have finishing by the beginning of June at the latest. I think this is the least we can expect.

Yours sincerely,
 Jeremy Brogan

44 Present simple with future meaning



1 Fixed future events

We often use the present simple with a time or date to talk about future events on a timetable or fixed programme:

*The Dallas flight **arrives** at 9.45. Our next meeting **is** at 11.00 on Thursday.*

***Does** the tour bus **stop** in Ronda? **Do** we **get back** to the hotel by 6.00?*

We can use *will* in the same way: 'When **do/will** your classes **finish**?' 'The last one **will be/is** on December 5th.'

We also use the present simple or *will* to talk about definite arrangements and things we can't change: 'What sort of party **is** it/**will** it **be**?' 'It's/It'll **be** a fancy dress party.'

*New Year's Day **falls/will fall** on a Thursday next year.*

⚠ When we are talking about personal arrangements we use the present continuous or *going to*, not the present simple:

✗ *We **meet** our friends at the cinema this evening.*

✓ *We're **meeting** our friends at the cinema this evening*

2 after, when, as soon as, etc.

We use the present simple to talk about future events after *when*, *as soon as*, *before*, *after*, *once* and *until*:

*I won't be able to use my phone **until** the plane **lands**. But **as soon as** I get there, I'll phone you. I'll send you a text message **once** the parcel **arrives**.*

We can also use the present perfect after these expressions when we are talking about a completed action:

*I'll tell you what it's like **after** I've **seen** it.*

*We'll come down to reception **as soon as** we've **unpacked** our suitcases.*

*Don't leave **until** you've **spoken** to the manager.*

⚠ We don't use *will* (or the present continuous for future meaning) after these expressions:

✗ *I'll see you **when** I'll arrive.*

✓ *I'll see you **when** I arrive.*

✗ ***As soon as** I will get there I'll phone you.*

✓ ***As soon as** I get there, I'll phone you.*

✗ *I'll phone you **after** I'm arriving.*

✓ *I'll phone you **after** I arrive.*

More on these linking words ➤ Unit 82.1

Form and present tense uses of the present simple ➤ Unit 27

Practice

1 Match the two parts of the sentences.

- | | | |
|--|---|---------------------------|
| 0 I've checked the timetable; our next exam | → | A we'll see the doctor. |
| 1 The government has announced that the election | → | B is leaving tomorrow. |
| 2 The train to Edinburgh | → | C is on Tuesday. |
| 3 My friend from university | → | D we've seen the doctor. |
| 4 We'll go to the chemist's after | → | E leaves at 4.45. |
| 5 When we get to the hospital | → | F will take place in May. |

2 GRAMMAR IN USE Read the email. Then choose the correct words in *italics* in the conversation.

3.23 Listen and check.

Subject: French Society Day Trip to Paris

Here are the details for Thursday's day trip to Paris.

- * 08.40 Departure from St Pancras International. (Train 9010)
- * 12.15 Arrival at Paris Gare du Nord International station.
- * 20.05 Departure from Paris Gard du Nord International (Train 9059)
- * 21.54 Arrival at London St Pancras International.

Looking forward to seeing everyone on Thursday. And don't be late for the train!!

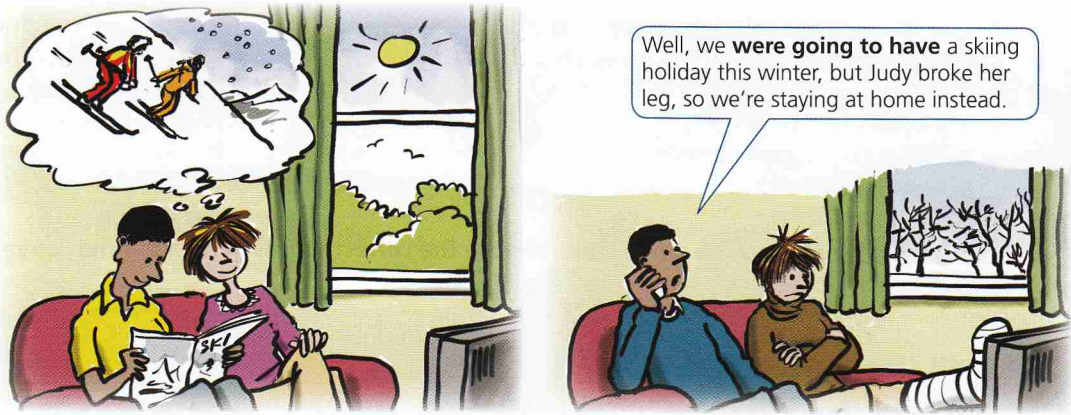
Jeremy

- CARRIE I'm so excited about Thursday's trip. I've just **had** Jeremy's email with the details.
- EDDY Oh, I haven't, but I'm so pleased we (0) *sit* (*'re sitting*) together on the train. Shall we meet up and have a coffee before the train (1) *leaves* / *is leaving*?
- CARRIE No, we can get coffee on the train. But why don't you come to my house? We can get a taxi to the station together. The train (2) *'ll leave* / *leaves* at 8.40 so perhaps you should come here at about 8.00.
- EDDY OK. What time (3) *does it arrive* / *is it arriving* in Paris?
- CARRIE At quarter past twelve.
- EDDY Perfect. Just in time for lunch! Do you know where we (4) *eat* / *'re eating*?
- CARRIE Not exactly, but I know Jeremy's organised everything. We (5) *have* / *'re having* lunch at a place he knows near the Louvre. Apparently it's very nice but not too expensive.
- EDDY That sounds great. I'd like to go to the museum after we (6) *have* / *'ll have* lunch.
- CARRIE Good idea. But don't forget Jeremy (7) *'ll take* / *'s taking* us to the Eiffel Tower at 5.00.
- EDDY I'm sure there'll be time. When do we have to be back at the station?
- CARRIE The train back to London (8) *will leave* / *leaves* at five past eight.
- EDDY How long (9) *is* / *will be* the trip back?
- CARRIE The train (10) *gets* / *'s getting* back to London just before 10.00, so less than two hours.

3 Complete the sentences with the present simple, present continuous or *will* form of the verbs in brackets. 3.24 Listen and check.

- 0 I *'ll check* (check) with you before I buy the tickets.
- 1 We (meet) Sophie at 7.00. Would you like to join us?
- 2 I'll phone you as soon as I (hear) any news.
- 3 Because of unexpected demand, there (be) an extra show on Friday.
- 4 Once we (know) the survey results we'll be able to plan our campaign.
- 5 Next year, Thanksgiving Day (be) on Thursday, 26th November.
- 6 I can't come tomorrow. I (spend) the day with my cousins.
- 7 After I (pass) my driving test I'm going to buy a car.
- 8 I've checked the itinerary. The bus (get back) at 4.45.

45 Other ways to talk about the future



1 was/were going to

We use *was/were going to* to talk about something that was expected or planned for the future but it didn't happen. We sometimes call this form 'the future in the past':

In 2005 they were going to build a supermarket here. (= There was a plan to build it.)

When I was younger I was going to be a ballet dancer. (= I expected to do this in the future.)

I wasn't going to work today, but the boss called me in. (= I didn't expect to work today.)

We often use this form

- to talk about something we expected to happen but in fact didn't happen:
I was going to study medicine but my grades weren't good enough for medical school.
- to make excuses about something we failed to do:
I was going to finish my homework but I didn't have time.
We were going to buy some more milk but we left our money at home. Sorry.

Past continuous for plans that did not happen ➤ Unit 31.4

2 Expressions with a future meaning

We use *am/is/are to* + infinitive in formal situations to talk about future events:

The president is to talk to the nation tomorrow.

The bridge is to be opened by the mayor on July 20th.

We often use this form in news reports and in instructions or orders:

The police are to start house-to-house enquiries this week.

The driver of the stolen car is to appear in court tomorrow.

These pills are to be taken three times a day.

You are to report for duty at 9.00 a.m.

We use *am/is/are about to* + infinitive to talk about an action that will happen in the immediate future:

Hurry up! The train's about to leave.

I can't talk now – my phone battery is about to run out.


Some verbs and other expressions also have a future meaning:

| | |
|---------------------------|---|
| <i>be due to</i> | <i>The new computer is due to arrive tomorrow.</i> |
| <i>be sure/certain to</i> | <i>The test isn't difficult. I'm sure to pass it.</i> |
| <i>be likely to</i> | <i>I don't think we're likely to get a refund as we don't have a receipt.</i> |
| <i>expect</i> | <i>The company expects to announce its annual results next month.</i> |
| <i>hope</i> | <i>I hope to see you on Friday.</i> |
| <i>want</i> | <i>They want to visit us next summer.</i> |

Practice


1 Match the sentences 1–5 with A or B.

- 0 She's certain to be promoted.
A I'm talking about the present. **B** I'm talking about the future.
- 1 We were going to go to their party.
A We went to their party. B We didn't go to their party.
- 2 I can't talk now, I'm about to go out.
A I'm going out in a few minutes. B I'm going out later this evening.
- 3 I wasn't going to wear that red dress.
A I didn't wear the red dress. B My friend persuaded me to wear the red dress.
- 4 Four heads of state are to attend the opening ceremony.
A I read this in a newspaper. B A friend said this.
- 5 The government was going to reduce taxes last year.
A They reduced taxes last year. B They didn't reduce taxes last year.

2 **GRAMMAR IN USE** Complete the the recorded phone messages with the words and phrases from the box.  3.25 Listen and check.

about to due to ~~hope~~ hope to likely to be sure to want was going to were going to

- A Hi Carla, it's Jane here. I (0) *hope*..... you get this message! Sorry I didn't call you earlier. I (1) phone, but it's been a really busy day. Anyway, I just wanted to tell you that I might be a bit late for the aerobics class this evening. I'm (2) finish a really important report for my boss for tomorrow and I need to spend a couple more hours on it to get it ready. But I'm (3) finish it by 7.00 so I'll see you around 7.30.
- B Hello. Mr Carlton? This is Anthea from the electrical shop. You (4) collect your repaired toaster this morning but you didn't come in to the shop. Do you (5) us to send it to you or do you still want to collect it yourself? The thing is, we're (6) close for our annual holidays so if you don't collect it before the weekend it'll be too late.
- C This is Karen from customer services with a message for Stephen Brook. I'm afraid we've had some problems with our suppliers and there's (7) a few weeks' delay in the delivery of your spare parts. I'm sorry about that. I (8) get a definite date from them in the next few days. I'll phone again when I've got a firm date for you.

3 Complete the second sentence so it means the same as the first, using the word in brackets. Use two to five words in your answer.  3.26 Listen and check.

- 0 They will definitely ask us about our holiday plans. (sure)
They *are sure to ask us* about our holiday plans.
- 1 I planned to phone you but I didn't have time. (was)
I but I didn't have time.
- 2 The new hospital will open next September. (due)
The new hospital next September.
- 3 I think we're probably going to be there around 6.00. (likely)
We there around 6.00.
- 4 The Prime Minister will make an announcement this evening. (is)
The Prime Minister an announcement this evening.

Review MODULE 8

1 UNITS 41 AND 42 Complete the conversation with suitable forms of the verbs in brackets.

- CELIA Hi, Celia. Nice to see you. (0) *Shall I get* (I get) you a coffee?
- JAKE No, thanks, I've just had one.
- CELIA I can't believe this weather. It's awful!
- JAKE I know. And by the look of those clouds it (1) (get) worse.
- CELIA Oh well, this time next week I (2) (sit) on a beach in the sun!
- JAKE So you've booked your holiday then?
- CELIA Yes. We (3) (leave) on Sunday.
- JAKE Lucky you! I (4) (not think) we're going to go away this year. Sylvia's boss has given her a big project. She (5) (work) on it all summer.
- CELIA That's a pity.
- JAKE Yes. But her boss has promised that he (6) (give) her three weeks off in the autumn ... Anyway, we should all get together before you leave. How about Friday?
- CELIA I'm not sure. I (7) (look) in my diary... Well, I (8) (not do) anything on Friday but Mario (9) (go) to football training. So it (10) (just be) me. Is that OK?
- JAKE Fine. We (11) (see) you on Friday. (12) (we meet) at seven?
- CELIA Great. See you then.

2 UNITS 41, 42 AND 43 Read the email and choose the correct words in *italics*.

Subject More money, please!

Hi Dad

I've just arrived in Johannesburg so this is my first chance to send an email. (0) *I'll have sent / I'll be sending* one to Grandma and Uncle Joe later on today.

By the start of next month I'll have (1) *travelled / been travelling* for more than three months! I can't believe how quickly the time has gone. It's been an amazing experience.

After I get home (2) *I'll be boring / I am boring* you for weeks with all my stories!

Everything's fine here but I'm getting a bit short of money now. By the end of the week (3) *I'll have used up / I'll use up* most of it. Is there any chance you could send me some more? I'll (4) *be arriving / have arrived* in Cape Town next Monday. I (5) *stay / 'm staying* in

a hotel in the Clifton district, so could you send some money to the Western Union office there? I'm really excited because I've arranged to meet one of my old school friends in Cape Town. I'll (6) *be seeing / have seen* him on Tuesday and he (7) *'ll have been showing / 's going to show* me around the town. We won't (8) *have seen / be seeing* each other for

four or five years so I hope I recognise him! Did I tell you I've grown a beard? Don't worry, I'm sure I'll have (9) *shaved / been shaving* it off by the time I get home!

Anyway, I'll (10) *have written / write* again soon.

Jimmy

3 UNITS 44 AND 45 Complete the sentences with words and phrases from A–K. There are two extra words or phrases.

- 0 Katie is an excellent driver. SheC..... pass the test.
- 1 My sister become a scientist but she became a teacher instead.
- 2 New recruits report to the staff sergeant at 07.30 precisely.
- 3 The next train at ten forty-five.
- 4 'Today's main news: the government lower the tax on fuel.'
- 5 The final classes of the term at six o'clock on Thursday.
- 6 As oil runs out, electric vehicles become more and more popular.
- 7 We try bungee jumping but our friends persuaded us to do it!
- 8 The bridge open early in the New Year.

- | | | | |
|----------------|--------------------|-------------------------|-----------------|
| A are | B are to | C is sure to | D were going to |
| E is due to | F weren't going to | G leaves | H is about to |
| I was going to | J is to | K are likely to | |

4 ALL UNITS Match the two parts of the sentences in each group.

- | | |
|--|-------------------------------------|
| 1 0 I can't see you on Saturday, | A I'll have finished work by then. |
| 1 I'll come and see you after | B I finish work. |
| 2 We can meet at five because | C I'll be working. |
| 2 1 We're not sure of our exact plans but | A we're going to go somewhere hot. |
| 2 There's no shade here, so | B we're going to Mexico. |
| 3 I've just got the tickets; | C we're going to get hot. |
| 3 1 By the time he gets here, Harry will be tired; | A he's going to work all day. |
| 2 I'm afraid Bill won't have time to see you; | B he'll be working all day. |
| 3 Dave's determined to finish that essay; | C he'll have been working all day. |
| 4 1 The sales director's instructions are as follows – | A we're meeting her at the café ... |
| 2 Everything's arranged, | B we are to meet her at the café. |
| 3 We can go to the concert together after | C we meet her at the café. |
| 5 1 We were going to take the plane but we | A 'll miss our connection. |
| 2 We can't go on the later plane because we | B 're going to miss our connection. |
| 3 Look at the time! We | C missed our connection. |

5 ALL UNITS Complete the second sentence so it means the same as the first, using the word in brackets. Use two to five words in your answer.

- 0 The President will speak to the nation tonight. (is)
The President is to speak to the nation tonight.
- 1 I'm certain house prices will go down this year. (sure)
House prices this year.
- 2 James will leave before we get there. (left)
James by the time we get there.
- 3 We'll arrive at the resort and then we'll decide where to stay. (after)
We'll decide where to stay at the resort.
- 4 Next Saturday is Harry and Julia's twentieth wedding anniversary. (been)
By next Saturday Harry and Julia married for twenty years.
- 5 David planned to become an airline pilot but he failed the fitness test. (going)
David an airline pilot but he failed the fitness test.
- 6 I need to use my laptop tomorrow so I can't lend it to you. (be)
I can't let you borrow my laptop tomorrow because I myself.

Test MODULE 8

Future forms

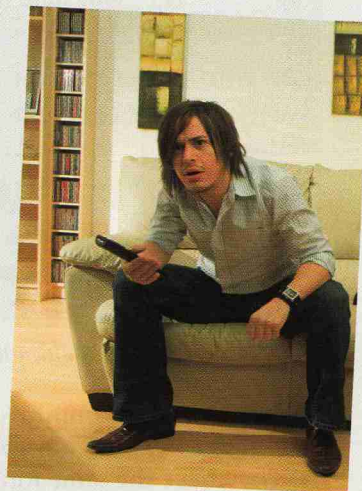
Choose the correct answer, A, B or C.

- 1 I can't see you tomorrow afternoon. I a check-up at the dentist's.
A 'll have B 'm having C have ➤ Unit 41
- 2 The train's very late. I my appointment.
A 'm going to miss B am missing C miss ➤ Unit 41
- 3 Don't worry, the copier always makes that noise. It in a minute.
A 's going to stop B stops C 'll stop ➤ Unit 41
- 4 I that job – the pay isn't good enough.
A don't think I'll take B don't think I'm taking C think I'm not taking ➤ Unit 41
- 5 I fancy a snack. I think myself a sandwich.
A I'm making B I'll make C I make ➤ Unit 41
- 6 It's rather cold in here. turn on the heating?
A Will I B Am I going to C Shall I ➤ Unit 41
- 7 Come to the back door at 7.35 exactly. for you.
A I'm waiting B I wait C I'll be waiting ➤ Unit 42
- 8 I'm afraid we can't tell you anything yet. The board of directors
an official announcement tomorrow.
A is make B will be making C makes ➤ Unit 42
- 9 Excuse me, Prime Minister. a statement about the crisis this evening?
A Are you making B Do you make C Will you be making ➤ Unit 42
- 10 By the end of August on the new bridge for over eighteen months.
A they'll have been worked B they'll been working
C they'll have been working ➤ Unit 43
- 11 You can come round at six. by then.
A I will have been finishing work B I'll have finished work
C I'm finishing work ➤ Unit 43
- 12 You won't have to wait for long. They it within the next few minutes.
A 'll have repaired B have repaired C repair ➤ Unit 43
- 13 According to the website there are three flights tomorrow. The earliest
at 7.30 a.m.
A is going to leave B leaves C will have left ➤ Unit 44
- 14 Jack sent me an email. I'm afraid he on Saturday.
A isn't coming B won't come C doesn't come ➤ Unit 44
- 15 I you as soon as I hear any news.
A phone B 'll phone C 'll have phoned ➤ Unit 44
- 16 Don't open your presents until we there.
A 'll get B 're getting C get ➤ Unit 44
- 17 They going to build flats here but the builder went out of business.
A have been B will be C were ➤ Unit 45
- 18 As a condition of this contract you report a lost or stolen card within
twenty-four hours.
A are to B will to C be to ➤ Unit 45
- 19 Hurry up! They the doors.
A 're about close B 're about to close C about of closing ➤ Unit 45
- 20 I the accounts to be ready by Friday at the latest.
A have expected B 'm going to expect C expect ➤ Unit 45

Before you start

1 Read the conversation. Look at the highlighted grammar examples.

- MURAT I **can't find** the episode of ER that we recorded yesterday.
- KAREN It **must be** there. I saw Max start the machine.
- MURAT No, it isn't. He **must have done** something wrong.
How annoying!
- KAREN Don't worry. We **can download** it from the Internet.
I'll **do** it for you if you like.
- MURAT That's nice of you. I was looking forward to watching
it tonight.
- KAREN Well, I **won't be able to do** it until tomorrow – I've **got
to work** on that geography project for college.
- MURAT But you **don't have to hand** it in until Friday.
- KAREN I know. But I'd **better get on** with it. You know how
slow I am!
- MURAT Why don't I help you finish it?
- KAREN No, we're **not allowed** to get help from anyone else. It has to be all our own work.
But thanks for offering.



2 Now read the sentences and choose the correct words in *italics>. The highlighted grammar examples will help you.*

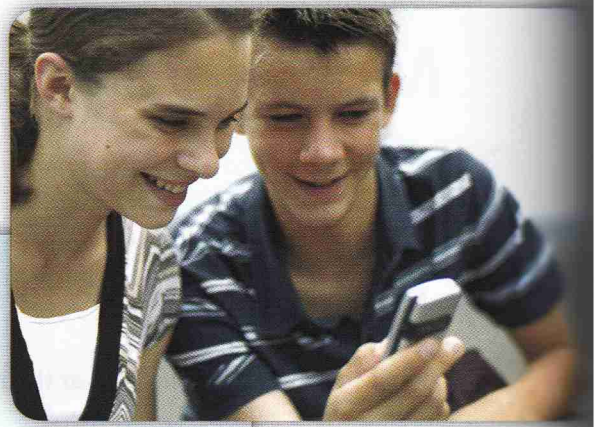
- 1 Look at my new mobile phone. It *must / can* play movies! ➤ Unit 46
- 2 What's your new phone number? I *can't / mustn't* remember it. ➤ Unit 46
- 3 Can you change my appointment? I'm busy so I *won't be able to / don't have to* come at eleven o'clock tomorrow. ➤ Unit 46
- 4 Janine *can / must* be in the office now. I saw her go in ten minutes ago. ➤ Unit 47
- 5 My wallet's gone! Someone *can / must* have stolen it! ➤ Unit 48
- 6 *You've got / You're allowed* to show your driving licence when you rent a car. ➤ Unit 49
- 7 Take your time. We *can't / don't have to* be there until six. ➤ Unit 50
- 8 We're late. *We'd better / We might* hurry up. ➤ Unit 51
- 9 You *couldn't / aren't allowed* to drive without a licence in the UK. ➤ Unit 52
- 10 Are you hungry? *I make / I'll make* something for you. ➤ Unit 53

3 Check your answers below. Then go to the unit for more information and practice.

1 can 2 can't 3 won't be able to 4 must 5 must 6 You've got 7 don't have to 8 We'd better 9 aren't allowed to 10 I'll make

46 Ability and possibility

can, could, be able to



- CATHY That's a smart new phone. Does it work in the USA?
- TIM Yes, you **can use** it anywhere in the world.
- CATHY So I suppose you've got a new phone number ...
- TIM No. I **was able to transfer** my old number to the new phone.

1 can and other modal verbs

We use a **modal verb** with another verb to show that an action is possible, necessary or certain. We also use modal verbs to ask permission or to give advice.

| | |
|-----------|--|
| POSITIVE | <i>I can swim. You must leave. She should go.</i> |
| NEGATIVE | <i>I cannot (can't) dance. He must not (mustn't) stop. We could not (couldn't) leave.</i> |
| QUESTIONS | <i>Can you speak French? (No, I can't) Should they leave? (Yes, they should.) What can you do? Where should we go?</i> |

Modal verbs (*can, could, may, might, should, must, would, will* and *shall*) are different from other verbs.

- We use them + infinitive without *to*:
✗ You can to use it anywhere. ✓ You can use it anywhere.
- They have the same form for all subjects:
✗ My brother cans swim. ✓ My brother can swim.
- We form negatives with *not* or *n't* (not *doesn't* or *don't*):
✗ I don't can speak Japanese. ✓ I can't speak Japanese.
- We put the modal verb in front of the subject for questions. We don't use *do/does/did*:
✗ Does she can play tennis? ✓ Can she play tennis?
- They don't have infinitive or *-ing* forms. If we need to use an infinitive or *-ing* form, we use a form with a similar meaning, e.g. for *can* we use *be able to*:
*✗ I want to can play the guitar. ✓ I want to be able to play the guitar.
✗ I love can stay up late. ✓ I love being able to stay up late.*
- They don't have participle (*-ed, -ing*) forms, so we can't make continuous or perfect tenses with them. Instead we change the main verb:
They can't be waiting for us. They can't have used it yet.

'Modal perfects', e.g. *He must have done it.* ➤ Units 51.3 and 84.1

- We can make modals passive. We use a modal verb + a form of *be* + past participle (➤ Unit 84.1): *Members can use this car park. → This car park can be used by members.*

2 can for present ability and possibility

We use *can* or *be able to* to say that it is possible to do something, or that somebody/something has an ability to do something:

You can use this phone anywhere in the world. Can you speak Japanese?

We usually pronounce *can* as /kən/ in statements and *Wh-* questions:

Karl can speak Japanese. When can we play tennis?

We sometimes use the strong form /kæn/ in *yes/no* questions and always in short answers:

Can Karl play tennis? Yes, he can.

The negative *can't* is /kɑ:nt/ in most varieties of British English: *I can't read music.*



Pronunciation ➤ 1.22

- We use *be able to* when something is surprising or requires some effort:
*It's amazing – some animals **are able to sleep standing up!***
*Because of her illness, Alice **isn't able to see** visitors.*
- We use *can/can't* with verbs of the senses (e.g. *see, hear, smell*) and some verbs of thinking (e.g. *believe, forget, remember*) to describe an action happening now:
*I **can smell** something bad. **Can you remember** her name?*
*I **can't believe** this computer's so slow!*

If we are NOT sure if something is possible, we use *may, might*, etc. (► Units 47 and 48):
*This phone **might work** in the USA, but I'm not sure.*

3 Future ability and possibility

To talk about what we can do in the future we use these modals:

| | |
|--|--|
| <i>be able to</i> for situations that are certain | <i>After you receive your password, you'll be able to visit our new website.</i> <i>I won't be able to eat for three hours after the operation.</i> |
| <i>can</i> for future personal arrangements | <i>The dentist can see you on Friday.</i> <i>Can you meet me at the airport on Tuesday?</i> |
| <i>could</i> for situations that are possible but unlikely | <i>We could give up our jobs and live on a desert island.</i> <i>I'm so angry I could scream. (NOT can)</i> |
| <i>could</i> or <i>would be able to</i> for conditional situations | <i>If you had a credit card, you could buy it on the Internet.</i> <i>If you learnt to sing, you'd be able to join the music group.</i> |

Second conditional ► Unit 55

4 Past ability and possibility

To talk about past ability and possibility, we use *could/couldn't* or *was/were able to*:

*Before I got this job I **couldn't afford** a car.*

*When I was young I **was able to run** for miles without getting tired.*

***Could** the first cameras **take** colour photos?*

! But if we are making a positive statement about a single event in the past, or asking a question about it, we use *was/were able to*, NOT *could*:

*✗ I ~~could~~ transfer my old number. ✓ I **was able to transfer** my old number.*

For negative statements we can use *couldn't* or *wasn't/weren't able to*:

*We **weren't able to get** any cheap flights. We **couldn't get** any cheap flights.*

If something was particularly difficult, we can use *managed to*:

*I washed it twice but I'm afraid I **didn't manage to get rid of** that stain on your shirt.*

We often use *managed to* with expressions like *in the end*, *eventually* and *finally*:

*It took a while, but **in the end** we **managed to find** some cheap flights on the Internet.*

5 General truths

We use *can* for something that is generally possible:

*It **can be** very cold in New York in January. (= It is sometimes very cold.)*

*Life **can be** very hard for people on low incomes.*

*Bad weather **can cause** flight delays at any time.*

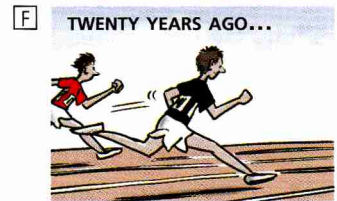
We use *could* to talk about general truths in the past:

*In the days of sailing ships it **could take** many months to travel across the Atlantic.*

Practice

1 Complete the sentences with *can, can't, could, couldn't* or *will/won't be able to*. Then match them with the pictures below.

- 0 Jeff's great in the kitchen – he *can* cook amazing meals! E.....
- 1 Jeff cook at all when he was younger, not even simple things.
- 2 Rob used to be a strong runner. He run a marathon in three hours.
- 3 Rob run a marathon now. He gets very tired.
- 4 Sandra repair her car – she doesn't know anything about cars.
- 5 Sandra repair her car when she finishes her mechanics course.



2 Write statements and questions, using the words below and the modal verbs in brackets.

3.27 Listen and check.

- 0 I hate / not wear / jeans in smart restaurants (be able to)
I hate not being able to wear jeans in smart restaurants.
- 1 Their children / not read or write / yet (can)
.....
- 2 you / hear / that strange noise / ? (can)
.....
- 3 your old mobile phone / play videos / ? (could)
.....
- 4 you / arrange an appointment / with the dentist / yesterday / ? (be able to)
.....
- 5 we / not answer / your call / at the moment (be able to)
.....
- 6 we / get a flight / next Tuesday / ? (be able to)
.....
- 7 I'd love / play a musical instrument / really well (be able to)
.....
- 8 We really enjoy / swim / in our own pool / any time we like (be able to)
.....
- 9 It / be / very hot / in Madrid / in August (can)
.....
- 10 After the operation / I / not walk properly / for two weeks (could)
.....

- 3 **GRAMMAR IN USE** Read the article and choose the correct words in *italics>. In two places, both answers are possible. 3.28 Listen and check.*

How technology has changed our lives ...

Last week my wife suggested we should have a weekend break: Barcelona, or perhaps Prague. After a few minutes on my computer I (0) *was able to* / *could* book flights and a hotel, then print out airline tickets and a hotel voucher – all done in less than half an hour. Nothing surprising about that, you might say. But then I suddenly remembered how things were different when I was a child. If my parents wanted to go away they (1) *can't* / *couldn't* just use the Internet – because there was no Internet. Well, of course it existed, but ordinary people (2) *couldn't* / *weren't able to* use it, it was only used by a few universities and some government agencies. No, they had to phone a travel agent or drive into town and go to a travel agency.

It's the same thing with phones. I remember once, when I was a teenager, going out with some friends and missing the last bus home. Of course, none of us had a mobile phone. So we spent hours searching for a phone box so we (3) *could* / *can* call for a taxi. Eventually we (4) *could* / *managed to* find one, but by then it was 2 a.m. and we were freezing cold. In those days mobile phones were an expensive luxury. Even if you had one, you (5) *could only* / *were only able to* use it in big cities because there



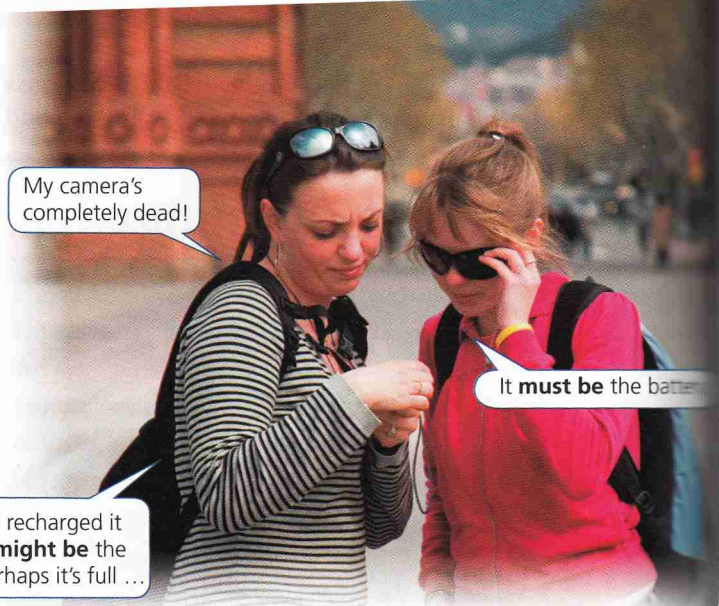
was no signal in the countryside. And they were huge – not much smaller than a house brick. Now I have a phone that's no bigger than a box of matches. And I (6) *can* / *manage to* phone anyone, anywhere in the world, any time I feel like it. It can even (7) *using* / *be used to* look at the Internet. (8) *Do you can* / *Can you* imagine how exciting it was the first time an engineer managed (9) *to make* / *making* a phone small enough to put in your pocket? It must have been amazing. But I'm sure that in the future they (10) *can* / *will be able to* make them small enough to wear as a wristwatch!

- 4 Find eight more mistakes and correct them. Tick (✓) the correct sentences.

- 0 You can hire bikes at the station. ✓
 00 Andrew ~~could~~ ^{was able to} get tickets for the film yesterday.
 1 Do you can drink the water from the taps in this country?
 2 We couldn't find an English-language newspaper at the shop.
 3 Erica could been really badly behaved when she was a child.
 4 Did you manage to calling your mother yesterday evening?
 5 To get the job you have to can speak fluent Spanish.
 6 We weren't able to buy water in bottles in those days.
 7 See you that man standing over there?
 8 I'm so angry I can kill him!
 9 London can be a very violent place in the nineteenth century.
 10 I could record the film for you last night. It's on this DVD.

47 Making a guess (1)

may, might, could, must, can't, should



My camera's completely dead!

It **must be** the battery.

It **can't be** that. I recharged it yesterday. But it **might be** the memory card. Perhaps it's full ...

1 Making a guess about a present situation

When we are completely certain about something, we don't use modal verbs:
The camera isn't working because the battery hasn't been charged.

But sometimes we make a guess. If we're certain our guess is correct, we use *must* or *can't*:
*'It **must be** the battery.'* *'It **can't be** that. I recharged it yesterday.'*
*Lucy's just bought a new car – she **must be** earning plenty of money.*
*'Is that Marina at the door?' 'It **can't be** her, she's on holiday.'*

⚠ With this meaning, the opposite of *must* is *can't*, NOT *mustn't*:
*I filled the petrol tank yesterday. ✗ It ~~mustn't be~~ empty. ✓ It **can't be** empty.*

🔊 Pronunciation ▶ 1.23

If we are less certain that our guess is correct we use *may (not)*, *might (not)* or *could*:
*It **might be** the memory card. Perhaps it's full ...*
*There **could be** life on other planets.*
*The manager **may be** in a meeting. I'll just check for you.*
*Steve **might not be** living at home any more – I heard he was looking for a flat to rent.*

⚠ We use *may not* or *might not* (not *could not*) if we are not sure about our guess:
✗ This ~~small shop could not have~~ batteries.
*✓ This small shop **might not have** batteries. (= Perhaps they don't have any batteries.)*
We don't often ask people to guess with *must*, *may* or *might*. We prefer to use *Could* or *Do you think?*:
***Could it be** the battery? **Do you think** Jerry's at home today?*

2 Making a guess about the future

If we make a guess about the future, we use *may (not)*, *might (not)* or *could*, but NOT *couldn't*:
*If we wait for a few days, the prices **might be** cheaper.*
*I **could get** a part-time job next summer. The tickets **may not arrive** in time.*

⚠ *✗ The ~~engineer could not be~~ able to fix it. ✓ The engineer **might not be** able to fix it.*

3 Expectations

When we expect something to be true, or have a strong feeling our guess is correct, we use *should* or *shouldn't*:
*You can phone Henry at work. He **should be** in the office by now.*
*Don't take any food. There **should be** plenty to eat once you get there.*
*Allow half an hour to get through security at the airport – it **shouldn't take** longer than that.*

Practice

1 Do the sentences in each pair have the same (S) or different (D) meaning? Write S or D.

- 0 A Could she be an engineer?
B Do you think she's an engineer? S.....
- 1 A Perhaps we will buy some new computers for the office.
B We may buy some new computers for the office.
- 2 A We are visiting our grandparents next weekend.
B We might visit our grandparents next weekend.
- 3 A She can't be his daughter.
B I'm sure she isn't his daughter.
- 4 A They might not get married in the spring.
B They won't get married in the spring.
- 5 A He must be very angry.
B Perhaps he's angry.
- 6 A She should be there on time.
B I think she'll be there on time.

2 GRAMMAR IN USE Read the conversation and choose the correct words in *italics>. In two places, both answers are possible. 3.29 Listen and check.*

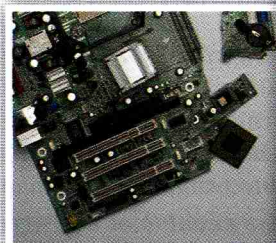
- LUCAS This is a nice painting. Wow. Five thousand pounds! It (0) *must* / *can* be by someone famous.
- JODIE Let me see ... er, it's by Darren Hudson. I've never heard of him.
- LUCAS He (1) *could* / *might* be one of those new Canadian artists.
- JODIE No, he (2) *mustn't* / *can't* be. All the artists in this exhibition are British.
- LUCAS Oh. Look at this one. What do you think it is?
- JODIE I don't know. It (3) *could* / *can* be a person. Yes. I think it's a woman.
- LUCAS I'm not so sure. It (4) *could* / *might* not be a person. I think it looks more like a tree.
- JODIE No, it (5) *mustn't* / *can't* be that. Look, you can see the eyes, just there.
- LUCAS Oh, yes, I hadn't noticed them.
- JODIE There's another one like it over there. (6) *May it be* / *Do you think it's* by the same artist?
- LUCAS It (7) *might* / *may* be. Let's have a look ... no, it's got a different name on it.
- JODIE Well, I don't like any of these paintings, anyway. Why don't we go to the Bloomsbury Gallery? There (8) *can* / *should* be lots of nice pictures there.
- LUCAS Yes, but it's already five o'clock. It (9) *might* / *could* not be open by the time we get there.
- JODIE I think it's open until 6.30. I think we (10) *must* / *could* get there in time.



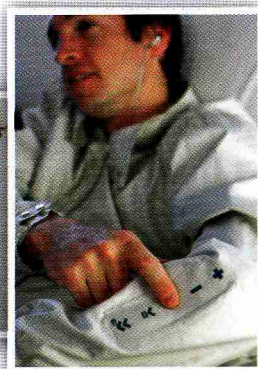
3 Look at the photos and complete the sentences below with your own ideas.

- A 0 It could be *part of a jet engine*.....
- 1 It can't be
- 2 It might not be
- 3 It must be
- B 1 It can't be
- 2 It might be
- 3 It could be
- 4 It must be

A



B



48 Making a guess (2)

must, might, could, should + have



1 Past forms

The perfect form of modal verbs is modal verb + *have* + past participle:

| | |
|------------------|--|
| POSITIVE | <i>I might have (might've*) seen him. You should have (should've) been there. She must have (must've) done it.</i> |
| NEGATIVE | <i>I cannot (can't) have lost it. He might not (mightn't) have stopped. We could not (couldn't) have known.*</i> |
| QUESTIONS | <i>Could you have known? (No, I couldn't (have).) Should they have left? (Yes, they should (have).) What could she have done? Where should we have gone?</i> |

* In spoken English we sometimes use short forms, e.g. *should've, shouldn't've, mightn't've*, etc.



Pronunciation ► 1.24

There is also a continuous form, modal verb + *have + been + -ing*:

*He **must have been driving** too fast. They **couldn't have been watching** us.*

2 Making a guess about a past situation

If we're certain that our guess is correct we use *must, can't* or *couldn't* + *have* + past participle:

*Everything's pink! You **must have put** something red in the machine.*

*I **can't have**. I always wash whites separately.*

*Lester **couldn't have been driving** the car – he doesn't even own a car!*

If we are less certain, we use *may (not), might (not)* or *could* + *have* + past participle:

*'Where are the keys?' 'I don't know; I **may have left** them in the car.'*

*'Why isn't Ali here yet?' 'I don't know. **Could he have forgotten** the date?'*

*'Why haven't they phoned me back?' 'They **might not have been getting** their messages.'*



We use *mightn't have* + past participle, NOT *couldn't have* + past participle, if we are not certain:

*I'm not sure; ✓ I **mightn't have passed** the exam. (= It's possible that I haven't passed it.)*

✗ I ~~couldn't have passed~~ the exam.

3 Expectations about the past

We can talk about things we expected to happen in the past with *should + have* + past participle:

*Check the post. That letter **should have arrived** by now.*

*You'd better phone the hospital. They **should have had** the test results this morning.*

We can also use this form for an action that was planned but didn't happen:

*We **should have had** our exam results last week, but they haven't arrived yet.*

*I **should have gone** swimming last Friday but the pool was closed for repairs.*

Note that *was/were meant to* or *was/were supposed to* have a similar meaning:

*The plane **was meant to leave** at six but there was a mechanical problem.*

*I was **supposed to send** her my email address but I forgot.*

should have for criticism and regrets about the past ► Unit 51.3 *was going to* ► Unit 45.1

Practice

1 Use the words below to write sentences and questions that make guesses about the past.

▶▶ 3.30 Listen and check.

- 0 could / she / come / on the earlier bus? *Could she have come on the earlier bus?*
- 1 Jackie / might / miss / the train
- 2 they / should / get home / by now
- 3 might / the children / stay / late at school?
- 4 I / must / leave the keys / in my coat pocket
- 5 Carol / might not / receive / your email

2 Choose the best meaning, A or B.

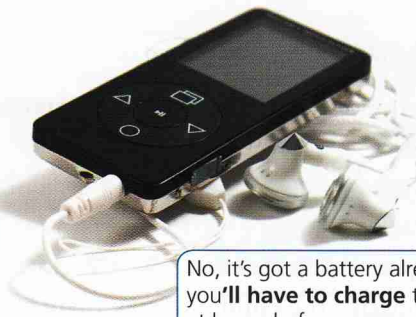
- 0 Sally might have taken the children to the park.
A I'm sure this happened. **(B)** I'm not sure this happened.
- 1 It must have been a wonderful party!
A I went to the party. B I didn't go to the party.
- 2 Ellen can't have been there.
A I'm sure about this. B I'm not sure about this.
- 3 Check your computer. They should have sent the email yesterday.
A I think they sent an email. B I don't think they sent an email.
- 4 That's a pity. They might not have known about it.
A They didn't know about it. B I don't know whether they knew about it or not.

3 GRAMMAR IN USE Choose the correct answer, A, B or C below. ▶▶ 3.31 Listen and check.

- GABY Did you read about the 'man with no name' in the paper?
- NICK No, what was the story?
- GABY The police found this very confused man walking on the beach.
He (0) remember his name or where he was from.
- NICK He (1) a car accident or something.
- GABY No, he (2) He doesn't have any injuries.
- NICK Well, he (3) suffering from some sort of memory loss ...
- GABY Maybe. But he seemed to be quite healthy.
- NICK What about his personal possessions? He (4) a wallet or something.
- GABY No, he wasn't carrying anything.
- NICK They (5) stolen by someone.
- GABY I suppose so. But the police don't seem to think that was the case.
- NICK How strange. (6) an illegal immigrant?
- GABY No. He (7) He spoke to the police in fluent English, with a local accent.
- NICK Don't the police have any idea who he is? I mean, they (8) looked at their missing persons records.
- GABY Yes, but they didn't find a match. It's a real mystery ...

- | | | |
|-------------------------|---------------------|--------------------------|
| 0 A couldn't have | (B) couldn't | C must |
| 1 A must have had | B must have | C might have been having |
| 2 A could have | B might have | C couldn't have |
| 3 A must have | B might have been | C can't have been |
| 4 A must have had | B shouldn't have | C couldn't have had |
| 5 A could being | B must to be | C might have been |
| 6 A Could he have been | B Might be he | C Could he being |
| 7 A shouldn't have been | B should be | C can't have been |
| 8 A mightn't have been | B must have | C shouldn't have |

49 Rules *must*, *mustn't*, *have (got) to*



Do I **have to buy** a battery for it?

No, it's got a battery already. But you'll **have to charge** the battery at home before you can use it.

1 Form

| | | |
|----------------|---------------------------------|---|
| PRESENT | <i>must</i> ¹ | <i>I must go now. You must not (mustn't) smoke here. Must we leave now?</i> |
| | <i>have to</i> | <i>You have to leave now. They don't have to work today. Do I have to pay?</i> |
| | <i>have got to</i> ² | <i>I have ('ve) got to pay my phone bill. He hasn't got to work today. Has she got to work today?</i> |
| PAST | <i>had to</i> | <i>We had to buy a new TV. We didn't have to pay. Did you have to get a visa?</i> |
| FUTURE | <i>will have to</i> | <i>You'll have to leave soon. We won't have to pay. Will she have to get a visa?</i> |

¹ *Must* is a modal verb. *Have to* and *have got to* are not modal verbs.

² *Have got to* is not the same as *have got* (► Unit 26.2).

NATURAL ENGLISH We can ask questions with *must*, but it is more common to use *have to*:
Must we answer all the questions? → **Do we have to answer all the questions?**

2 Positive rules and necessary actions

We use *have to* to say that something is necessary, or is a rule:

*The taxi's here. We **have to leave** now. (necessary)*
*All car passengers **have to wear** a seat belt. (a rule)*
*Do I **have to buy** batteries? (Is it necessary?)*

NATURAL ENGLISH In informal British English we often use *have got to*. It means the same as *have to*.

We also use *must* but it is less common than *have (got) to*. We usually use *must* for

- a rule given by the speaker to another person, or to himself/herself:
*You **must wear** your coat; it's cold outside. (parent to young child)*
*I **must lose** some weight. (I think I should do this.)*
- instructions (often in writing and with a passive verb):
*Answers **must be written** in ink. (exam instructions)*

We don't use *must* or *have got to* for past or future situations, we use forms of *have to*:

PAST *We **had to have** visas to visit China last year.*

FUTURE *You'll **have to charge** the battery before you can use it.*

3 Negative rules

We use *can't* or *not allowed to* to say that there is a rule NOT to do something:

*You **can't smoke** here. We're **not allowed to use** calculators in the exam.*

We can also use *must not*, but usually only for explaining rules and in instructions:

*Remember, children, you **mustn't ride** your bikes on the grass.*
*These lights **must not be used** outdoors.*

To talk about negative rules in the past or future we use *be allowed to* (► Unit 52.3):

*I **wasn't allowed to do** that when I was a child. We **won't be allowed to check in** until later.*

- ⚠ If there is NO rule to say something is necessary, we use *don't have to*, NOT *mustn't*.
Compare: *You **don't have to eat** in here, you can eat outside if you prefer. (You have a choice.)*
*You **mustn't eat** in here. (You don't have a choice. You have to eat somewhere else.)*

More on *don't have to*, *need to*, *didn't need to/needn't* ► Unit 50

Practice

1 Write the words in the correct order to make sentences or questions.

🔊 3.32 Listen and check.

0 has the see dentist Clare tomorrow to

Clare has to see the dentist tomorrow.

1 got he has wear a uniform to ?

2 application form we to had get an

3 to will mobile phone a Serena have get new

4 did to wait you a long time have ?

5 leave guests before must midday their hotel rooms

2 GRAMMAR IN USE Choose the correct words in *italics>. In two places, both answers are correct.*

🔊 3.33 Listen and check.

FAQs

Setting up a broadband connection and wireless network in your home.

► My wireless network is very slow and sometimes it doesn't work. What can I do to improve it?

The most important thing is the position of your router (the machine that sends out the wireless signals). You (0) *are allowed to* (*have to*) put it in the centre of the house. And it (1) *mustn't be / doesn't have to be* next to a TV or computer as they may interrupt the signals.

► I've only got one phone line. (2) *Do I have to / Must I* have a second line for a broadband connection?

No, you (3) *don't have to / mustn't* have a separate phone line, you can use one line.

► I don't have a phone line in my house but my neighbour's phone line runs across the front of my house. (4) *Am I allowed to / Have I got to* use his line for my Internet connection?

No. You (5) *don't have to / aren't allowed to* use somebody else's phone line; it's illegal! In any case, it wouldn't work. You will (6) *must / have to* get your own phone line, I'm afraid.

► Is it true that (7) *you have to / it must be to* set up a special password?

No, you (8) *haven't got to / don't have to* set up a password for your router, but it is a good idea to do so, as it will prevent other people using your connection.

3 Find five more mistakes and correct them. Tick (✓) the correct sentence.

- 0 Sylvia has to wear a uniform because she is a nurse. ✓
- 00 Henry has ^{got} ~~get~~ to wear glasses for reading.
- 1 Caroline must to do more exercise.
- 2 Do you got to take your holiday before the end of August?
- 3 You must lock the doors at night.
- 4 The car is very dirty; you've got wash it.
- 5 Have you allowed to park there?
- 6 Darren must wear glasses when he was young.

50 Necessary and unnecessary actions

need, needn't, don't have to/need to



1 *need* as a modal, *need to*

Need can be a modal verb (► Unit 46), but the only modal forms that we use are *needn't* and *needn't + have + past participle*:

You *needn't leave yet, it's early*. You *needn't have done that report*.

We generally prefer to use *need to*, which is a regular verb, with the usual verb changes:

You *need to leave now*. *Do I need to buy batteries?*

She *does not (doesn't) need to do it*. We *didn't need to charge the battery*.

need + -ing/infinitive ► Units 67.4 and 85.4

2 Necessary actions

We can use *need to*

- to say that something is physically necessary: *I'm tired. I need to get some sleep.*
- when we believe that something is necessary or important: *He really needs to lose weight.*
- to mean *have to* (► Unit 49): *You need to score 60% to pass the exam.*

PAST *Jane's condition was quite serious. She needed to stay in the hospital overnight.*

FUTURE *You'll need to get some photos for this passport application.*

3 Unnecessary actions, present and future

We use *needn't/don't need to, don't have to* or *haven't got to* to say that something isn't necessary or isn't a rule:

You *needn't take any food – lunch is provided*. (It isn't necessary.)

You *don't need to buy a battery – it already has one*.

Men *don't have to do military service in Britain*. (It isn't a rule.)

There's no rush. We *haven't got to leave yet*.

We use *won't need to* or *won't have to* for unnecessary future actions:

You *won't need to bring any extra money on Friday, everything is included in the price*.

I *won't have to wait for long; the bus comes every ten minutes*.

4 Unnecessary actions in the past

We use *didn't need to* or *didn't have to* to say that something wasn't necessary in the past.

We don't know if the action happened or not:

The pain went away so I *didn't need to see a doctor*. We *didn't have to pay* – it was free.

We use *needn't + have + past participle* to say that an action happened in the past although it wasn't necessary:

You *needn't have brought a camera*. You can use mine.

You *needn't have gone to a photographer's*. There's a photo machine at the station.

Compare:

Carol *needn't have taken a towel*. The gym provides them free of charge.

(Carol took a towel but it wasn't necessary.)

Carol *didn't need to take a towel*. The gym provides them free of charge.

(We don't know whether Carol took a towel or not.)

Practice

1 Match the two parts of the sentences.

- | | |
|---|---|
| 0 Tomorrow's meal is included in the price so | A I need to earn lots of money. |
| 1 My rent is really high so | B I needed to take plenty of money. |
| 2 It's going to be an expensive evening so | C I needn't have taken so much money. |
| 3 The prices at the holiday resort were much cheaper than I expected so | D I didn't need to take any money at all. |
| 4 My parents paid for everything yesterday so | E I won't need to take any money. |
| 5 We went on a really long holiday last year so | F I'll need to take lots of money. |

2 Match sentences A–H with 1–7. Then write a suitable form of *need* in the gaps.

3.34 Listen and check.

- A There was no rain last summer and the grass didn't grow.
 B John cut his hand badly while he was cooking yesterday.
 C My parents changed their plans and didn't come to stay with us last month.
 D My brother doesn't have any money.
 E Helen is going on holiday next week.
 F Maria's just painted her house.
 G Adam's got fantastic eyesight.
 H There are some tomatoes in the fridge.

- 0 *E* She *'ll need to* buy a new suitcase before she leaves.
 1 He get a job.
 2 He wear glasses.
 3 We tidied up the guest bedroom.
 4 She paint it again for several years.
 5 We cut it at all.
 6 We call an ambulance.
 7 You bought any.

3 GRAMMAR IN USE Complete the conversations with the words from the box.

3.35 Listen and check.

didn't need to do I need to don't have 'll need to
~~need to~~ needn't have needs to won't need to

- 1 CUSTOMER I'd like to join the sports club.
 RECEPTIONIST Right. You (0) *need to* fill in this form. Then, after we've processed the form, you (1) make an appointment for a health check. Each new member (2) have a health check before using the equipment.
 CUSTOMER Oh. I (3) do that at my previous club.
 RECEPTIONIST Well, we have a very strict policy here. But don't worry, it's only an interview. You (4) to see a doctor or anything like that.
- 2 CUSTOMER Here's my camera. I'd like to get some prints made.
 ASSISTANT Oh, you (5) brought in the camera. All we need is the memory card.
 CUSTOMER And I want to take some more photos. (6) buy more film?
 ASSISTANT No, you (7) do that, it's a digital camera. You just delete the pictures and use the space on the memory card for your new photos.

51 Advice and criticism

should, ought to, must, had better



1 Forms

Must and *should* are modal verbs (► Unit 46.1): *You should see a doctor.*

We can also use the perfect form *should (not) + have + past participle* (► Unit 48.1):

We should have (should've) bought it. Should we have left?

We should not (shouldn't) have gone.

Ought to and *had better* have this word order:

I ought to go. I ought not to go. Ought I to go?*

*I had better go. I had better not go. Had I better go?**

* We don't usually use these forms in spoken English.

NATURAL ENGLISH We usually use short forms of *had better* and *should have* in spoken English: *You'd better look at the instruction book. We shouldn't've spent all our money!*

2 Advice and warnings

We use *should/shouldn't* and *ought to/ought not to* if we think something is a good or bad idea in general, and to give advice in a particular situation:

People shouldn't smoke indoors. You look terrible – you ought to see a doctor.

We usually use *should* to ask for advice:

Should I ask my boss for a pay rise?

We can use *must* or *mustn't* to give strong advice and warnings. It is stronger than *should* or *ought to*:

You must try this cake – it's delicious! I really must lose some weight!

We mustn't forget to take our passports. You mustn't swim there, it's dangerous.

We use *had better (not)* to give advice and warnings in a particular situation.

It usually means 'if you don't do/do this, something bad will happen':

You'd better check the train times first. (If you don't do this, your journey might be difficult.)

That looks hot. You'd better not touch it. (If you touch it, you might get burnt.)

! We don't use *had better (not)* to give general advice:

✗ People had better not smoke indoors. ✓ People shouldn't smoke indoors.

NATURAL ENGLISH In conversation, we often use *I (don't) think* and *do you think* with *should/ought to*: *It's expensive. I don't think we should buy it. (= We shouldn't buy it.) Do you think I ought to wear a suit to the interview?*

3 Criticism and regrets about the past

We can use *should/shouldn't + have + past participle* to criticise someone's past actions: *You should have done more revision. You shouldn't have bought such a cheap machine!*

We also use *should/shouldn't have + past participle* to express regret for a past action: *I should have phoned you but I was busy. I shouldn't have shouted at you. I'm sorry.*

! We don't use *must have* or *had better* to express regret or criticism:

✗ You must have phoned me. ✗ You'd better phoned me. ✓ You should have phoned me.


 **Pronunciation** ► 1.25

Practice

1 Choose the best meaning, A or B.

- 0 The bus is late. You'd better take a taxi.
A Taxis are better than buses. (B) I think you should take a taxi.
- 1 We'd better not swim here.
A It's dangerous. B It's better than the other swimming pool.
- 2 You should have phoned your mother.
A You phoned her this morning. B You didn't phone her this morning.
- 3 The government should reduce taxes.
A I think taxes aren't high enough. B I think taxes are too high.
- 4 You ought to put on some suncream.
A We went to the beach yesterday. B We're going to the beach.
- 5 I really must look for a better job.
A I think this is important for my future. B My boss told me to do this.

2 GRAMMAR IN USE Read the problem page and choose the correct words in *italics*.

 3.36 Listen and check.

Lulu's Problem Page

Carla I'm only 19 but I'm always tired and I haven't got any energy. I used to go to a gym but I'm a student so I spend most of my time sitting at my computer, and my diet is very bad. I know I (0) *can't / shouldn't* eat fast food but I hate cooking! What do you (1) *advice / think* I should do?

Lulu says Well, you are right, you (2) *shouldn't / had better* eat fast food; it's very unhealthy! If you want to have more energy you (3) *should have / ought to* eat lots of fruit and vegetables. You (4) *mustn't / shouldn't* have stopped going to the gym! If you are more active, you'll feel better.

Andy I work in a factory and in the evenings I stay at home and watch TV. Sometimes I go to the cinema. Last year I joined an evening class on photography but I only went for a few weeks. Perhaps I (5) *should have / had better* kept going to it, but it wasn't very interesting. What can I do to make my life less boring?

Lulu says I (6) *think you shouldn't / don't think you should* stay at home all the time – you'll never make new friends if you do that! And you (7) *ought not to / don't ought to* go to an evening class if you aren't interested in it. Instead, you (8) *should / ought to have* join a club with people who are interested in the same things as you. I know you like the cinema. Why don't you join a film club?

3 Complete the second sentence so it means the same as the first, using the word in brackets. Use two to five words in your answer. 3.37 Listen and check.

- 0 It's a pity you didn't tell me about the party. (told)
You *should have told me* about the party.
- 1 Don't touch the top of the oven, it's still very hot. (better)
You the top of the oven, it's too hot.
- 2 I wish I hadn't ordered the soup; it tasted awful. (have)
I the soup, it was terrible!
- 3 You should ask Jack, he always gives good advice. (to)
You Jack, he always gives good advice.
- 4 I really think you should listen to this CD, it's fantastic! (must)
You this CD, it's fantastic!
- 5 Please tell me what to do with this old computer. (think)
What do you with this old computer?

52 Permission

can, may, might, could, be allowed to



1 Asking for and giving/refusing permission

| | ASKING FOR PERMISSION | GIVING PERMISSION | REFUSING PERMISSION |
|-------------------|---|--|--|
| informal | <i>Can I use my laptop?</i> | Yes, you can . Yes, of course (you can). Yes, sure. | No, you can't . No, I'm sorry. |
| formal/ polite | <i>Could I ask a question?</i> <i>May I make a suggestion?</i> <i>Might I interrupt for a moment?</i> | Yes, you can/may . Yes, of course/ certainly. | No, you can't/may not . No, I'm sorry/I'm afraid not. |

FORMALITY CHECK To ask for permission

- we use **can** in most situations, but if we need to be polite, or if we think permission will be refused, we use **may**, **could** or **might**. **Might** is the most formal.
May I leave early today? (to your boss) **Could** we stay an extra night? (to a hotel clerk)
Might I ask a question? (in a formal business meeting)
- we can also use *Do you mind if ...* (formal), *Is it all right if ...* and *Is it OK to ...* :
Do you mind if I open the window? **Is it all right if I use your bathroom?** **Is it OK to bring a friend?**

When we refuse permission we often give a reason:
'Can we park here?' 'No, I'm sorry. It's only for hotel guests.'

- ! We don't use **could** or **might** when we give or refuse permission:
Could I use your bathroom? } ~~Yes, you could.~~ ~~No, you couldn't.~~ ~~Yes, you might.~~
Might I ask a question? } ✓ Yes, you **can**. ✓ No, you **can't**.

🔊 Pronunciation ▶ 1.26

2 Permission in rules and laws

We use **can/can't** or **be (not) allowed to** when we talk about permission in rules and laws:
*In the USA you **can** turn right at a red traffic light.*

*You **can't** ride a motorbike without a helmet in the UK.*

*Are we **allowed to** take photos in the museum?*

*Passengers **aren't allowed to** use electronic devices during take-off.*

We can also use **may/may not** to describe rules in written instructions:

*Passengers **may** use electronic devices once the seat belt signs have been switched off.*

3 Permission in the past and future

To talk about permission in the past, we use **could/couldn't** or **was/were allowed to**:

*In the 1960s you **could** drive without a seat belt. You **couldn't** wear jeans at my old school.*

*I **was allowed to** stay up quite late when I was young.*

*In the nineteenth century women **weren't allowed to** vote in elections.*

- ! But to talk about permission for a single action in the past, we use **allowed to**, not **could**:
~~*We could go home early last Friday.*~~ ✓ *We **were allowed to** go home early last Friday.*

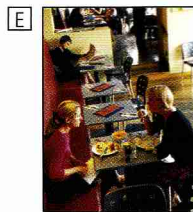
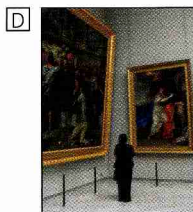
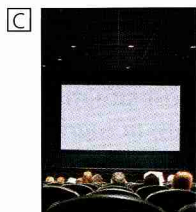
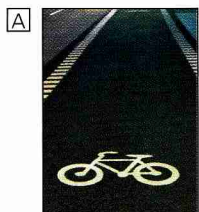
We can use **will/won't be allowed to** to talk about permission at a time in the future:

*After you complete the training, you'll **be allowed to** use the equipment on your own.*

*The play starts at eight o'clock. You **won't be allowed to** enter the theatre after that.*

Practice

- 1 Match the sentences with the photos. Then write *can*, *can't*, *are allowed to* or *aren't allowed to* in each gap.



- 0 You *can't* use your mobile phone here but you *are allowed to* eat ice cream. ...C
 1 You eat here but you bring your own food.
 2 You drive a car here but you ride a bike.
 3 You wear socks here but you wear shoes.
 4 You look at things here but you touch them.

- 2 **GRAMMAR IN USE** Read each conversation and decide whether the situation is formal or informal. Then choose the best words in *italics*. **3.38** Listen and check.

- 1 A Good morning. This is Brinley Insurance. *Could* / *Can* I speak to Mrs Canford?
 B This is Mrs Canford.
 A Hello, Mrs Canford. *May I / Am I allowed to* ask you some questions about your house insurance?
 A I'm sorry. I'm rather busy at the moment.
 B Well, *can / might* I you call back later?
- 2 A Now that everyone has given their opinion I think it's time to take a vote.
 B Mr Chairman. *Might / Can* I ask a question about these sales figures before we vote?
 A No, I'm afraid you *might not / can't*. We've already spent too long on this item.
- 3 A What's going to happen after the new anti-smoking law starts next month?
 B Well, people *can't / won't be allowed to* smoke in restaurants.
 A *Will they be allowed to / Can they* smoke in offices?
 B No, I don't think so.
- 4 A This old photo of you at school is so funny. Did you always wear old jeans to school?
 B No, we usually wore school uniform but we *could / were allowed to* wear jeans on that day because it was the last day of term.
 A Really? At my old school you *could / might* wear anything you liked!

- 3 Find six more mistakes and correct them. Tick (✓) the correct sentences.

- 0 People are allowed ^{to carry} ~~carrying~~ guns in many parts of the USA.
 1 In my country you can't to smoke in the street.
 2 In the UK, children aren't allowed have credit cards.
 3 'Could I use your bathroom, please?' 'I'm afraid you couldn't. It's reserved for hotel guests.'
 4 I'm not allowed to make personal calls from my office phone.
 5 In my country people might vote once they reach the age of eighteen.
 6 After next April we can't be allowed to bring mobile phones to school.
 7 This device may not be used underwater.
 8 I could use the boss's parking space last Friday because she was away.

53 Requests and suggestions; offers, promises and warnings *can, could, would, will, shall*

1 Requests

We use *can* to make requests in most situations:
Can you help me with these bags? Yes, of course (I can).
Can we have two coffees, please? Certainly/Sure.

We usually add *please* to requests to make them polite:
Can we have two coffees, please?

We put *please* in front of the verb to make a request stronger:
Can we please have a menu? *Would you please be quiet?*

We often use *will you* with people we know well:
Will you give me a hand with this?

FORMALITY CHECK We use *could* or *would* for more polite or formal requests:

Excuse me. Could you help me with this? (in a shop)
Would you sign this form? (talking to a customer in a bank)

⚠ But we don't use *could* or *would* to reply to requests:
'Would you help me?' ✗ *'Yes, I would.'* ✓ *'Yes, of course.'*



2 Suggestions

| | | | |
|---------------------------|------------------------|----------|--------|
| SUGGESTIONS AS STATEMENTS | <i>We/You could</i> | watch | a DVD. |
| | <i>Let's</i> | | |
| SUGGESTIONS AS QUESTIONS | <i>Why don't we</i> | watch | a DVD? |
| | <i>Shall/Should we</i> | | |
| | <i>How/What about</i> | watching | |

We often use *we/you could* and *should we* when we are not sure that the listener will like the suggestion. *'We could try that new Japanese restaurant.'*

We can agree or disagree with the suggestion. If we disagree, we usually give a reason:
'Shall we get a pizza?' *'Yes, let's do that. / That's a good idea. / Great.'*
'How about meeting up for coffee on Sunday?' *'Oh, I can't, I'm really busy. I'm sorry.'*

3 will for offers, promises, warnings

| | |
|---|---|
| to agree | <i>'Will you sign this for me?'</i> <i>'Yes, I will.'</i> (✗ <i>Yes, I'll.</i>) <i>'Will you have some more cake?'</i> <i>'No, thanks, I won't. I'm on a diet.'</i> |
| to offer or promise to do something | <i>We'll drive you to the station if you like.</i> <i>We won't forget how kind you've been to us.</i> |
| to say if someone else agrees or is able to do something (or not) | <i>Take it to Marco – he'll fix it for you.</i> <i>Ask my teacher about it – she'll help you.</i> <i>Don't ask Carol. She won't know the answer.</i> |
| promises/warnings | <i>I'll be with you in a minute. Don't touch the cooker – you'll get burnt.</i> |

We can also make offers with *shall I/we* or *I/we could*. We use these forms when we are not sure that the listener will want to accept:

'Shall we help you with that?' *'No, thanks. I can manage on my own.'*
'I could get Lucy's present for you.' *'That's kind of you, but I'd rather do it myself.'*

⚠ We don't use the present simple to make offers:
'My hair's wet.' ✗ *'I get you a towel.'* ✓ *'I'll get you a towel.'* ✓ *'Shall I get you a towel?'*

🔊 **Pronunciation** ▶ 1.27

Practice

1 Write the requests, suggestions and offers in the correct order to complete the conversations. 3.39 Listen and check.

- 0 A I'm really late. I'm going to miss my train.
B station you take I'll the to *I'll take you to the station.*
- 1 A TV can please you the turn off ?
B Yes, sure.
- 2 A I really don't understand how to work out these maths problems.
B give extra I lesson an you could
- 3 A I don't really want to go out this evening.
B getting pizza how a about ?
- 4 A I don't think we're ready to order yet.
B five in I back shall come minutes ?
- 5 A it bag put would in a please you ?
B Yes, of course, Madam.

2 **GRAMMAR IN USE** Complete the conversation with the words from the box.

 3.40 Listen and check.

can could you help course how about I'll ~~let's~~ shall shall I would you

- LAURA Mmm. There are so many laptops to choose from.
NEIL (0) *Let's* ask somebody to help us.
- LAURA OK. (1) we get one of the shop assistants?
There's one over there. (2) go and ask
him. ... Excuse me. (3) us?
- ASSISTANT Of (4) I see you're looking for a laptop.
(5) you tell me what you'll be using it for?
- LAURA Yes. We want to replace our computer. It's old and it
won't last much longer.
- ASSISTANT Right. (6) looking at some of these ones?
- NEIL Mmm. We also want to take it with us when we travel and those ones look pretty
heavy. (7) get one down so we can try carrying it?
- LAURA Oh, this one's quite heavy.
- ASSISTANT (8) show you some of the lighter models?



3 Complete the conversations with one word only (or a short form) in the gaps. Use a different word each time.

- 1 A Mum. (0) *Can* you help me wrap this present?
B OK, but there's no wrapping paper. I (1) get some next time I go to the shops.
A Actually, I think there's some in the kitchen drawer. (2) don't we use that?
B Oh, is there? (3) I go and get it?
- 2 A Right, Mr Parsons. (4) you put your cash card in the reader, please? Thanks.
Now, (5) you type in your PIN number? Thank you.
B Will you be able to give me the cash in twenty-pound notes?
A Yes, of (6)

Review MODULE 9

1 UNITS 46 AND 47 Choose the correct words in *italics*.

- 0 Although it took us a long time, we managed to open / *opening* the old safe.
- 1 When I was younger, I *can* / *could* run very fast.
- 2 After he finishes the mechanics course, Dave *can* / *will be able to* service his own car.
- 3 Mr Webber *managed to* / *could* fit the carpet yesterday, with my brother's help.
- 4 Come this way. The nurse *might* / *can* see you now.
- 5 That restaurant was quite expensive. We *may not* / *could not* go there again.
- 6 'Why is Janine so late?' 'She *could not* / *might not* have the correct address.'
- 7 That *mustn't* / *can't* be David at the door. I know he's away on holiday.
- 8 My heating broke down yesterday but I *was able to* / *could* borrow a heater from next door.
- 9 Why don't you go up to Mr Gray's office? He *can* / *should* be back from lunch by now.
- 10 Look at old Mrs O'Leary. She *must* / *can* be at least ninety years old!

2 UNITS 46, 47 AND 48 Complete the sentences with the verbs from the box.

could can can't could have can't have ~~must~~ must have
might not should have to be able was able to

- 0 Elizabeth *must* be in; I can see the light in her window.
- 1 Perhaps you should take some cash with you. The restaurant accept credit cards.
- 2 Good news. The engineer fix your computer yesterday, so you can use it again.
- 3 You were very lucky. You been badly hurt.
- 4 We go to the museum today; it's closed.
- 5 There been a terrible storm. When Jeff got home he was soaking wet!
- 6 Those old photographs be in the cupboard. I haven't looked in there for ages.
- 7 Uncle Mike gone away. His car is still parked outside our house.
- 8 Turn on your TV. They announced the winner by now.
- 9 I'm having Spanish lessons. I want to speak the language when I go to Madrid.
- 10 Take some warm clothes. It be very cold there at this time of year.

3 UNITS 47 AND 48 Match the questions 1-5 with the replies A-F.

- | | |
|--|--|
| 0 Is Mr Knight getting a pay rise? | A He can't have been. He was in the office. |
| 1 Is it possible to see Mr Knight later today? | B He could be. It depends on his sales results. |
| 2 Is Mr Knight working at home today? | C Yes, he should be back by four-thirty. |
| 3 Was Mr Knight working at home yesterday? | D Yes, he should be there by now. |
| 4 Why wasn't Mr Knight at the meeting yesterday? | E He can't be. I've just seen him in the office. |
| 5 Is Mr Knight in his office? | F I don't know. He should have been there. |

4 UNITS 49 AND 50 Read the article and choose the correct answer, A, B or C below. In two places more than one answer is possible.

How-to Guides

12 Using Dry Ski Slopes

Dry ski slopes are a cheap and effective way of learning to ski before you take the plunge and book that expensive holiday in the mountains. But, as with all sports, there are several *dos* and *don'ts* that you should know before you start.



- Skiers (0) be reasonably fit. Skiing can be physically demanding. If you are in any doubt about your fitness you (1) get a check-up from your doctor before using the slope.
- You (2) be an experienced skier – all levels of ability are welcome on the dry ski slope.
- You (3) wear skis at all times on the slope – it isn't safe to walk on it in ordinary shoes. (You (4) bring your own skis, they are available to hire.)
- You (5) wear special clothes when you are on the dry ski slope, but we recommend that you wear strong gloves as the surface of the slope can easily burn your hands if you fall. Because of safety regulations, children under the age of sixteen (6) wear protective helmets.
- Most dry ski slopes have a café or restaurant so you (7) to bring your own food or drinks. But remember that food and drinks (8) be taken onto the ski slope at any time, because of the risk of accidents.

- | | | |
|--------------------|-----------------|--|
| 0 A need | B mustn't | <input checked="" type="radio"/> C have to |
| 1 A will need to | B mustn't | C won't need to |
| 2 A needn't | B must not | C don't have to |
| 3 A need | B don't need to | C must |
| 4 A have got to | B don't have to | C have to |
| 5 A needn't | B mustn't | C don't have to |
| 6 A didn't have to | B must | C need |
| 7 A must not | B needn't | C don't need |
| 8 A needn't | B must not | C don't need to |

5 UNITS 46, 49 AND 50 Read the conversation and choose the correct words in *italics*.

MIKE I went skiing at the new dry ski slope last Wednesday. It was great fun.

DELLA Really? I didn't know you could ski!

MIKE Well, I (0) can't / *mightn't* really. But you (1) *mustn't* / *don't need to* be an experienced skier. Anyone (2) *can* / *may* do it. I mean, I've never skied before so I (3) *must* / *had to* have lessons. But they have really good instructors who teach you the basics. After about half-an-hour I (4) *can* / *managed to* start skiing reasonably well.

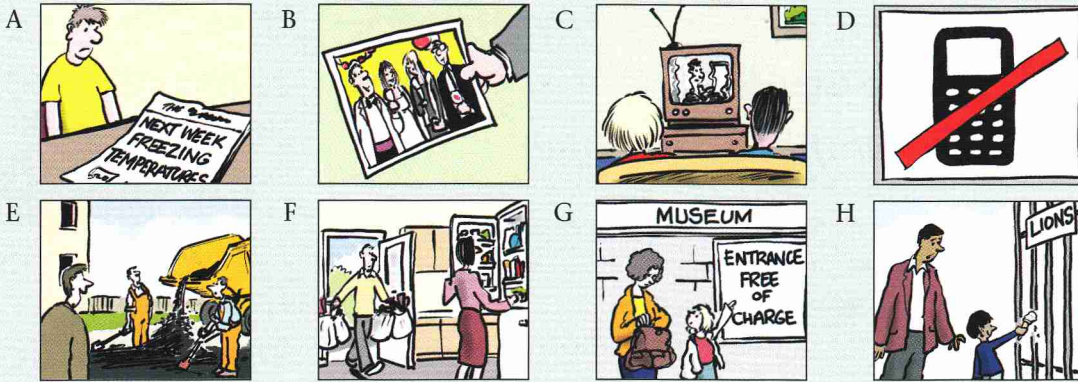
DELLA Did you (5) *have to* / *had to* wear special clothes?

MIKE Not really. I (6) *had to* / *must* wear skis, of course. But I (7) *was able to* / *could* hire them at the slope.

DELLA Did you have lunch there?

MIKE Well, I took some sandwiches. In fact, there's a really nice restaurant there, so I (8) *needn't* / *mustn't* have done that.

6 UNITS 49 AND 50 Match the sentences with the pictures, then complete the sentences with a suitable form of *must*, *have to* or *need*. If two answers are possible, write both.



- 0 We really *need to/must* get a new television. C.....
- 1 He buy some warmer clothes before next week.
- 2 You bought all that food. There's plenty in the fridge!
- 3 You feed the animals. It's dangerous!
- 4 We wear smart clothes. It was a very formal party.
- 5 Mum, you pay, it's free.
- 6 Mobile phones be switched off during the performance.
- 7 Great. After next week I park in the street any more!

7 UNITS 51, 52 AND 53 Complete this conversation at a conference hotel with phrases from the box. There are three extra phrases.

aren't allowed to could have could you how about I'll ~~may~~I ought not to
 ought to shall I shouldn't have why don't you you'd better

- CLERK Good afternoon, sir. (0) *May I* help you?
- GUEST Hello. I'd like to check in, please. I'm here for the conference on technology in schools.
- CLERK Certainly, sir. (1) complete this form, please?
- GUEST Of course. Is my room ready?
- CLERK No, I'm afraid not. It should be ready at half past two.
- GUEST Oh, right. Well, I've got quite a lot of bags.
- CLERK That's no problem. (2) leave them in the luggage room?
 (3) ask the porter to take them there for you?
- GUEST Yes, thanks. Er, I've parked my car on the street outside the back entrance of the hotel. Is that OK?
- CLERK I'm sorry, sir. You (4) park there, it's against the fire regulations.
 You (5) block the access to the hotel. There's a car park for guests at the side of the hotel.
- GUEST Oh. Do you think I (6) move it along a bit?
- CLERK Well, that's a no-parking area so perhaps (7) put it straight in the car park.
- GUEST OK. (8) go and do that now.

8 ALL UNITS Look at the signs and notices. Then complete the sentences below, using the words in brackets.

0 **Do not leave bags unattended at any time.**

1 **No ball games**

2 **Two AA batteries included.**

3  For best results, microwave.

4 **New keep fit class: Village Hall, 6.30.**

5 *You are invited to Clare's 30th birthday party*

6 **Weather warning: Severe frost tonight.**

7 **Not for sale to minors (under the age of 18).**

8 *Two TV celebrities opened the new shopping centre in Bristol yesterday.*

9 **End of season SALE: Everything must go!**

10 *Auditions for Shakespeare's Macbeth will be held tomorrow at the Armdale Centre*

- 0 You must keep your bags with you at all times. (keep / bags / with you)
- 1 You in this park. (play football)
- 2 We – they are included. (buy / batteries)
- 3 I think we (cook / this / in the microwave)
- 4 How tomorrow evening? It might be fun. (try / keep fit class)
- 5 She; we were in the same year at school and I'm thirty-five! (be / thirty)
- 6 We'd from the garden – there's going to be frost tonight. (bring / those plants in)
- 7 Only adults (buy / this product)
- 8 What a pity I didn't go! I! (meet / someone famous)
- 9 That looks interesting. and have a look? (we / go / inside)
- 10 Why don't you go? This you've been waiting for. (be / the chance)

Test MODULE 9

Modal verbs

Choose the best answer, A, B or C.


- 1 I'd like to sing well.
A can B have ability to C be able to ▶ Unit 46
- 2 We ran out of milk last night but I buy some at the corner shop.
A could B was able to C can't ▶ Unit 46
- 3 The buses get very crowded before they built the new Underground.
A could B can C were able to ▶ Unit 46
- 4 It took us a long time, but eventually we managed a refund.
A to get B get C getting ▶ Unit 46
- 5 This be your book. It's got your name on it.
A can B must C perhaps ▶ Unit 47
- 6 It's quite a popular course. There be any places left on it.
A might not B must not C could not ▶ Unit 47
- 7 The heating's been on all day so there plenty of hot water for your bath.
A could be B should be C can't be ▶ Unit 47
- 8 Everything's soaking wet. It have rained very heavily last night.
A should B could C must ▶ Unit 48
- 9 I to football practice yesterday but I had a bit of a stomachache.
A can't go B should have gone C couldn't have gone ▶ Unit 48
- 10 It's eight o'clock. We leave now.
A 've got to B are have to C 've got ▶ Unit 49
- 11 When we arrived at the gate, we show our passports.
A must B had got to C had to ▶ Unit 49
- 12 You take any of the confidential files home. It's against company rules.
A don't have to B haven't got to C mustn't ▶ Unit 49
- 13 I'm really putting on weight. I some exercise.
A need doing B have need do C need to do ▶ Unit 50
- 14 I my car so I left it at home and came on the bus.
A needn't have brought B didn't need to bring C haven't needed to bring ▶ Unit 50
- 15 That cut looks bad. We phone for an ambulance.
A 'd better B must better C should have ▶ Unit 51
- 16 I'm really sorry. I said all those terrible things about you.
A shouldn't B shouldn't have C mustn't have ▶ Unit 51
- 17 'Excuse me. May I take a photograph?' 'No, I'm afraid you'
A mightn't B couldn't C can't ▶ Unit 52
- 18 Our teacher was sick, so we leave school early yesterday.
A were allowed to B could C might ▶ Unit 52
- 19 One more thing, madam. you confirm your date of birth?
A Would B May I C Shall ▶ Unit 53
- 20 'I'm starving!' 'OK. I you something from the fridge.'
A 'm getting B 'll get C get ▶ Unit 53

Before you start

- 1 Read Danny's blog and his phone conversation with his father. Look at the highlighted grammar examples.

ARRESTED!
DANNY GOODMAN

21 May



Sorry it's been a long time folks, but I'm just back from my trip to the States to go to my cousin's 21st birthday party, and guess what ... I was arrested! You see, I'd taken some medicine for my fear of flying – going to the States was the longest journey I'd done. The box said to take two, but it was a long flight and I thought 'I'll take four **in case two don't last long enough.**' Four was obviously too many: they made me aggressive and I behaved rather badly on the plane back. It's so annoying – **if I wasn't so afraid of flying, I wouldn't have taken anything!** Anyway, the police officer said, 'The airlines always call us if **someone causes a problem** on a plane. It's very serious.' I apologised, but they took me to the police station. I called my Dad ...

- DANNY The police have arrested me, Dad. I took some medicine for my fear of flying on the way home from Las Vegas, and apparently I became aggressive and upset the passengers next to me. I can't remember. Anyway, can you come? I'm sure the police **would believe you if you talked to them.** You know **I wouldn't ask you to do this unless I had to,** but I'm really worried.
- DAD Of course. I'll come straight away. Are they treating you well?
- DANNY Yes, but they want me to sign a written statement.
- DAD **I'd rather you didn't do that,** Danny. I'll call my lawyer – wait until he gets there.
- DANNY Oh, OK. It's stupid – **if I hadn't taken that medicine, I'd be home now.**
- DAD Yes, well, **if you hadn't accepted that invitation to your cousin's party, this wouldn't have happened ...**

- 2 Now read the sentences and choose the correct words in *italics*. The highlighted grammar examples will help you.

- | | |
|---|-----------|
| 1 Notice: we always inform the police if you <i>will steal / steal</i> from us! | ➤ Unit 54 |
| 2 It's freezing outside. Take your coat <i>if / in case</i> you have to wait for the bus. | ➤ Unit 54 |
| 3 I would invite her to the party if I <i>know / knew</i> her phone number. | ➤ Unit 55 |
| 4 We wouldn't ask you to help us <i>unless / in case</i> it was necessary. | ➤ Unit 55 |
| 5 If you had arrived on time, we <i>won't / wouldn't</i> have missed the train. | ➤ Unit 56 |
| 6 If we hadn't met in the hospital, we would both still <i>be / have been</i> single! | ➤ Unit 57 |
| 7 I wouldn't have agreed to marry you if I <i>didn't / don't</i> love you! | ➤ Unit 57 |
| 8 Do you have to stay in Canada? We'd rather you <i>come / came</i> home. | ➤ Unit 58 |

- 3 Check your answers below. Then go to the unit for more information and practice.

1 steal 2 in case 3 knew 4 unless 5 wouldn't 6 be 7 didn't 8 came

54 Present and future conditions

If people **steal** from this shop, the store detectives always **catch** them.



They **won't catch** me **if** I run fast enough!

1 Present conditions (zero conditional)

A conditional sentence has two **clauses**.

the condition (*if*) clause

the result clause

If people steal from this shop, the store detectives always catch them.

The *if* clause can come before or after the result clause.

We use the **zero conditional** to describe real situations that can happen at any time, or one event that always follows another. We can use *when* instead of *if*.

If/When we talk to the baby, she smiles.

We often use this conditional form, with the **imperative** in the result clause, for rules and to give instructions:

*If the lift **breaks down**, **press** the alarm button.*

*If you **arrive** after the start of the performance, please **wait** outside until the first interval.*

With this meaning, we use *if*, not *when*, in the *if* clause.

*X When a red light comes on, call the technician. ✓ If a red light comes on, **call** the technician.*

2 Future conditions (first conditional)

We use the **first conditional** to talk about the results of a POSSIBLE future condition, one we think is likely to happen:

*If they **catch** you, they'll **call** the police. If I **don't see** you at the gym, I'll **give** you a call.*

Note the comma after the conditional clause when it comes before the result clause. If the conditional clause comes after the result clause, a comma is not necessary:

They won't catch me if I run fast enough.

! In the first conditional the *if* clause describes the future but uses the present tense, not *will* or *won't*:

*X If Jan **will get** the job, he'll **move** to New York. ✓ If Jan **gets** the job, he'll **move** to New York.*

We can use the present continuous in the *if* clause, and *can* or *might* in the result clause:

*If it's **raining** tomorrow, we **might not** go to the festival.*

We can make offers and warnings that depend on a future condition:

*If you **wait** there for a minute, I'll **get** you a few brochures.*

*If your children **don't stop** fighting, I'll **come** and **stop** you myself!*


3 Alternatives to *if*

| | |
|---------------------------------|---|
| <i>unless</i> | <i>I won't wash your car unless you pay me. (if you don't pay me)</i> |
| <i>in case</i> | <i>Take an umbrella in case it rains. (It might/might not rain but you will be prepared.)</i> |
| <i>even if</i> | <i>I won't wash your car even if you pay me! (if you pay me or not)</i> |
| <i>provided/ as long as</i> | <i>You can borrow the car provided I have it back by six o'clock. (I must have the car back by six o'clock.)</i> |

Practice

1 Match the two parts of the sentences.  3.41 Listen and check.

- | | |
|---|---|
| 0 When you book a superior room, | A we can provide a choice of meat-free dishes. |
| 1 If you take items from the minibar, | B room service can provide snacks. |
| 2 If the fire alarm sounds, | C we provide fresh fruit and flowers every day. |
| 3 If you eat in the hotel every evening, | D we'll give you a discount on your meals. |
| 4 If you require a vegetarian meal, | E we will add them to your bill on departure. |
| 5 If you require a meal after 10.00 p.m., | F leave the building immediately. |
| 6 When you check out, | G don't forget to hand your key to reception. |

2 **GRAMMAR IN USE** Write the verbs from the box in the correct form to make first conditional sentences. Use *will* or *might (not)* in the result clause.  3.42 Listen and check.

be able to / not have confuse / allow not cover / see
 get / steal not have / not be tell / not return

Credit card fraud – the facts

If a credit card thief *gets* the chance, he *will steal* your card or your money. How can you prevent this? There are several ways:

- Always cover your PIN number when you use it. If you it, someone it.
- Don't talk to people at the cash machine – a thief you by talking to you if you him to.
- You need good security on your computer – thieves get into your accounts if you proper security.
- When you buy something on the Internet, make sure the website has a 'locked' symbol. If it one, it secure enough.
- Don't forget, if you your PIN number to another person and your money is stolen, your credit card company your money.



3 Find seven more mistakes and correct them. Tick (✓) the correct sentences.

- If I get the job at Siemens, ~~I move~~ ^{I'll move} to Swansea.
- Take your warm coat tonight if case it gets cold.
- Mike really dislikes Luke and Pete. He won't come to your party unless they come.
- When you go out, don't forget to lock the back door.
- I'll meet you at 6.00, but when my bus is late, don't wait for me.
- If the corner shop won't be open, I can go to the supermarket.
- If I don't eat much during the day, I always get a headache.
- Even my boss begs me to stay, I won't listen to him.
- The taxi won't wait at the airport if your plane will be delayed.
- I'll make some sandwiches provided you get hungry on the journey.
- The match might be cancelled if the weather's really bad.

55 Unlikely/unreal conditions

If we **moved** out of the city, we'd **be** safer.



If this country **had** stricter laws against crime, we **wouldn't have to** move!



1 Second conditional

| CONDITION <i>if</i> + past simple | RESULT <i>would (not)</i> + infinitive |
|-------------------------------------|---|
| <i>If we moved out of the city,</i> | <i>we would (we'd) be safer.</i> |
| <i>If he wasn't so miserable,</i> | <i>he might* have more friends.</i> |
| <i>If you lived in the country,</i> | <i>you'd be able to go/you could go horse-riding.</i> |

* We use *might* in the result clause to make the result less certain.

2 Unlikely future conditions

We use the **second conditional** for future actions or situations that are possible, but **UNLIKELY**. Compare:

- **FIRST CONDITIONAL** *My boss is pleased with my work. If I get a pay rise this year, I'll buy a new car.* (I think I might get a pay rise.)
- **SECOND CONDITIONAL** *I know I've made a lot of mistakes at work, but if I got a pay rise this year, I'd buy a new car.* (I don't think I'll get a pay rise.)

3 Unreal present conditions

We can use the second conditional for present situations that are imaginary, not real: *If they had stricter laws against crime, we **wouldn't have to** move!* (They don't have these laws.)

*We **wouldn't** go abroad if we **had** hot summers here.* (We don't have hot summers.)

4 Advice

We often use the expression *If I were you, I'd ...* to give personal advice:

If I were you, I'd get a taxi home from the party. (= I think you should get a taxi.)

NATURAL ENGLISH Many people use *was* in this expression. Some people think this is incorrect:

[*I'd get more exercise **if I was you.***] ✓ *I'd get more exercise **if I were you.***

5 Alternatives to *if*

We can also introduce unlikely/unreal condition clauses with

- **unless** for unlikely conditions: ✓ *I wouldn't ask for your help **unless** I needed it.* but not unreal conditions:

*I would be more active **X unless I had** arthritis.* ✓ *if I didn't have arthritis.*

- **imagine/suppose** to ask about imaginary situations:

***Imagine** you had a million dollars, what would you spend it on?* (You don't have a million dollars.)

***Suppose** they lived in the country, would they feel safer?* (They don't live in the country.)

FORMALITY CHECK In informal British English, we can also use *say*:

***Say** you could live anywhere in the world, where would you live?*

PRACTICE

1 Choose the correct meaning, A or B.

- 0 If Charles got a pay rise, he'd buy a better car.
A I think Charles will get a pay rise. **B** I think Charles is unlikely to get a pay rise.
- 1 If house prices rise, we'll sell our flat and buy a cottage in the country.
A The speaker thinks house prices will probably rise.
B The speaker thinks house prices probably won't rise.
- 2 If I were you, I'd take the train to Cornwall; it's more relaxing than driving.
A I'm giving advice. B You've taken the train before.
- 3 If I had a mobile phone, I'd call the police.
A I might call the police. B I can't call the police.
- 4 Suppose you had a yacht, where would you sail to?
A You have a yacht. B You don't have a yacht.
- 5 Pablo would be very disappointed if he didn't pass the exam.
A Pablo expects to pass the exam. B Pablo doesn't expect to pass the exam.

2 Write one word only (or a short form) in each gap to make second conditional sentences.

▶ 3.43 Listen and check.

- 0 If I moved..... to another country, I think I would..... go to Mexico.
- 1 If there more rain here, the countryside be much greener.
- 2 I talk to him right now if I you – he's in a terrible mood.
- 3 there were no borders between countries, wouldn't it wonderful?
- 4 The director wouldn't make any redundancies it really necessary.
- 5 If Jonas you to marry him, what you say?
- 6 I've got an awful voice, but if I sing, I join a choir.

3 GRAMMAR IN USE Read the letter and then complete the responses below, using the underlined parts of the letter to help you. ▶ 3.44 Listen and check.

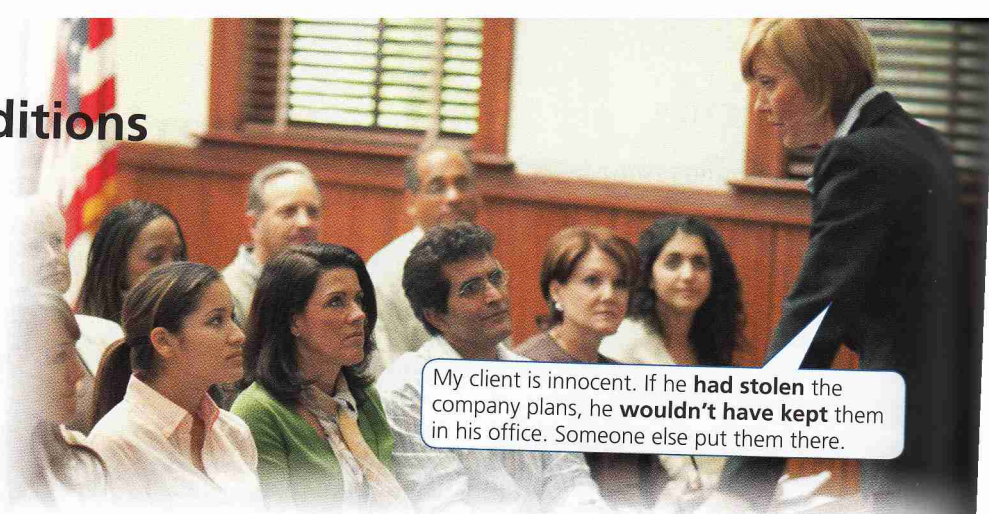
This week's problem

We're really worried about our son at present. He's fifteen and he's just started going round with a gang of older boys who are involved in petty crime. (0) We don't take him to school in the morning, and we know that he doesn't actually go to school a lot of the time – he meets these boys. They go to the cinema and funfairs, and our son uses (1) the money we give him for lunch to go with them. (2) We haven't talked

to our son about this yet, because we're sure (3) he'd just lie to us – he accuses us of treating him like a child and watching him all the time. (4) We really don't know whether to talk to the police about him – it seems so drastic. There's a parents' evening at school next week, so (5) perhaps we should speak to his teachers first. We don't know (6) if there's any way they can help us.

- 0 If you took him to school..... in the morning, you could make sure he goes inside.
- 1 He wouldn't be able to spend money on funfairs if you
- 2 I would talk to your son if I
- 3 He probably lie to you if you treated him like an adult.
- 4 If I were you I unless you know he has committed a crime. Your son is very young and you don't want the police involved at this stage.
- 5 It would be a good idea if you They might be worried, too.
- 6 The teachers know your son. If you speak to them, they

56 Past conditions



My client is innocent. If he **had stolen** the company plans, he **wouldn't have kept** them in his office. Someone else put them there.

1 Third conditional

| CONDITION <i>if + past perfect</i> | RESULT <i>would (not) + have + past participle</i> |
|---------------------------------------|--|
| <i>If we'd arrived on time,</i> | <i>we'd have flown to Majorca.</i> |
| <i>If we'd arrived on time,</i> | <i>we wouldn't have missed the flight.</i> |
| <i>If he hadn't stolen the money,</i> | <i>he wouldn't have lost his job.</i> |

We usually use short forms (*we'd, wouldn't*, etc.) in this conditional.

We can also use *could have/might have + past participle* in the result clause:

*If we hadn't lost the semi-final, we **might have won** the tournament.* (less certain than *would*)
*You **could have gone** to university if you'd studied harder.* (= you would have been able to)

NATURAL ENGLISH In American English it is possible to use *would have + past participle* in the *if* clause, but most British English speakers think that is incorrect:

*[I **would have spoken** to you if I **would have seen** you.]*

✓ *I would have spoken to you if I **had seen** you.*

Differences between British and American English ➤ page 352

2 Unreal past conditions

We use the **third conditional** to imagine situations or actions in the past that we know are the opposite of the facts:

*If he **had stolen** the company plans, he **wouldn't have kept** them in his office.*

(We know that he didn't steal the company plans, but we imagine a past where he did this.)

If the past condition happened, we use a negative verb. If it didn't happen, we use a positive verb:

| | CONDITION | RESULT |
|--|--|---|
| condition happened (I got the job.) | <i>If I hadn't got the job,</i> | <i>I might have stayed in London. I wouldn't have moved to Edinburgh.</i> |
| condition didn't happen (I didn't get the job.) | <i>If I had got the job,</i> | <i>I would have moved to Edinburgh. I couldn't have stayed in London.</i> |

Sometimes we use conditional forms of verbs on their own:

*We were really enjoying the party and **would have stayed longer.*** (... if we hadn't had to leave)

*I **would have liked** to meet your friends from Argentina.* (... if I had had the opportunity)

3 Regrets

We can use the third conditional to talk about regrets from our past, often with *could have*:

*I **could have got** a better job if I'd stayed at university.*

*We **might not have had** the accident if the weather had been better.*

I wish, if only ➤ Unit 58.2

Practice

- 1 Match the results 1–5 with the conditions A–F. Then complete 1–5 with *would have*, *wouldn't have* or *could have*.

- | | |
|---|---|
| 0 I <i>would have</i> bought a faster car | A if I'd studied harder. |
| 1 I..... called you yesterday | B if I'd practised the violin every day. |
| 2 I..... got a better degree | C if I'd remembered your phone number. |
| 3 I..... left my parents' home | D if I'd had enough money. |
| 4 I..... played in an orchestra | E if I'd known how much renting costs. |
| 5 I..... taken the job | F if I'd realised the company was in trouble. |

- 2 **GRAMMAR IN USE** Complete the email, using the correct form of the verbs in brackets.

3.45 Listen and check.

Subject

Hi Mum and Dad

I'm afraid I have to ask you for some money – and I'm very ashamed to tell you about this. You see, I lost my job a few weeks ago. I deserved it because I upset a customer – if I hadn't been rude to the customer, my boss (0) *wouldn't have fired*..... (fire) me. And I was in debt because of the car – obviously, I wouldn't have got into debt if I (1)..... (not buy) the car, but I needed it for work. Then, one day recently I was in a local shop and I took some money from the till. If it hadn't been open, I (2)..... (not take) the money, but it was so easy. I left the shop before they noticed, but then, a couple of days later I went back into the shop and the shopkeeper saw me. That was really stupid – if I (3)..... (not go back), he wouldn't have recognised me. I denied taking the money, so he called the police, and they arrested me. If I'd admitted it to the shopkeeper and paid him back, he (4)..... (not call) the police. So ... can I borrow £500 to pay the fine? I know I've been stupid – if I (5)..... (ask) for your help weeks ago, this wouldn't have happened.

Love Harry

- 3 Write what these people said. They are talking about their regrets with *would*, *might* or *could*. For 5 and 6, write sentences that are true for you. 3.46 Listen and check.

- 0 Pietro didn't get a place at college because he didn't apply in time.
If I'd applied in time, I might have got a place at college.
- 1 Last year Olivia spent all her money on clothes and couldn't afford a holiday.
.....
- 2 Samuel didn't notice the speed camera and he got a fine for driving too fast.
.....
- 3 Patrice broke his leg on a skiing trip and he wasn't able to become a footballer.
.....
- 4 Kimiko ate some fish which was bad, so she was very ill.
.....
- 5 If I hadn't.....
- 6 If I had.....

57 Mixed conditionals



1 Mixed past to present conditional

We use this conditional to talk about **present** results of an imagined **past** condition/action:

*If that thief **hadn't tricked** me, I **wouldn't be** in prison now.*

(The thief did trick me.) (I am in prison now.)

*If I **had learnt** to play the violin, I **could be** in an orchestra now.*

(I didn't learn to play the violin.) (I'm not in an orchestra now.)

| CONDITION <i>if + past perfect</i> | RESULT <i>would (not) + infinitive</i> |
|--|--|
| <i>If that thief hadn't tricked me,</i> | <i>I wouldn't be in prison now.</i> |
| <i>If we had missed the train,</i> | <i>we wouldn't be here to enjoy your wedding.</i> |
| <i>If you hadn't woken me up,</i> | <i>I might still be in bed!</i> |

We can also use *could/might + infinitive* in the result clause:

*If you **hadn't had** the operation, you **could be** really ill now.*

*We **might be** in a better financial position if you'd taken that job!*

2 Mixed present to past conditional

We use this conditional to talk about imagined **past** results of a **present** condition/situation:

*If I **didn't believe** you, I **would have left** you.*

(I do believe you.) (I didn't leave you.)

*If you **were** a better student, you **could have gone** to university.*

(You aren't a good student.) (You didn't go to university.)

| CONDITION <i>if + past simple</i> | RESULT <i>could/would (not) + have + past participle</i> |
|---|--|
| <i>If I didn't believe you,</i> | <i>I would have left you.</i> |
| <i>If John wasn't a hard worker,</i> | <i>he wouldn't have got a promotion.</i> |
| <i>If I had a better memory,</i> | <i>I could have won the Mastermind competition.</i> |

We can also use *could have/might have + past participle* in the result clause:

*If we **hadn't lost** the first match, we **might still have been** in the competition.* (less certain than would)

*You **could have gone** to university if you **were** a better student.*

(= You would have been able to. / You aren't a good student.)

Practice

1 Read each sentence. Decide if each explanation, A and B, is true (T) or false (F).

- 0 Gary could have been a famous footballer if he was more prepared to train hard.
A Gary isn't a famous footballer. *T*..... B Gary doesn't like training hard. *T*.....
- 1 If Manfred's parents had moved to the UK, he might speak English now.
A Manfred's parents moved to the UK. B Manfred doesn't speak English.
- 2 If Noel and Jim had talked to each other more, they could still be friends today.
A They didn't talk to each other enough. B They are still friends.
- 3 If Juliet didn't believe her son's story, she might have called the police.
A Juliet doesn't believe her son's story. B Juliet called the police.
- 4 Joan might look really old now if she hadn't had cosmetic surgery.
A Joan has had cosmetic surgery. B Joan doesn't look very old.
- 5 Helen would have found a husband years ago if she wanted to get married.
A Helen wants to get married. B Helen has found a husband.

2 GRAMMAR IN USE Read the conversations and choose the correct words in *italics*.

3.47 Listen and check.

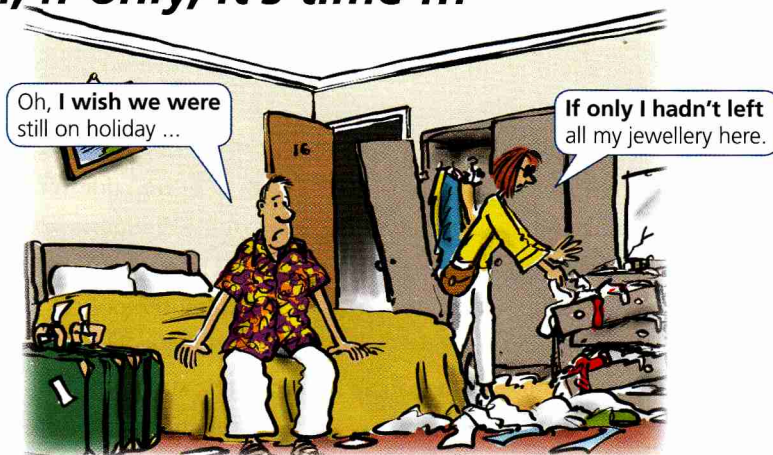
- 0 A I hear you lost that new laptop computer you'd bought.
B Yes, it was *stolen*. I feel really stupid now – I'd still have the computer and all my work on it if I *hadn't left* / *didn't leave* the bathroom window open.
- 1 A Mum, can I play with my Xbox?
B Yes, go on. What *would you do* / *would you have done* in the evenings if they hadn't invented the Xbox?
- 2 A Why are you here? I thought Jenny said that you'd cancelled the meeting?
B Well, no. If I *cancelled* / *had cancelled* the meeting, I wouldn't be here now, would I?
- 3 A We've just bought a flatscreen TV.
B But you've already got one.
A No, if we already had one, we *wouldn't buy* / *wouldn't have bought* one, would we?
- 4 A Gary said that his brother was very lazy.
B Neil, lazy? No, if that was true, I *didn't marry* / *wouldn't have married* him all those years ago!
- 5 A Do you have any regrets about getting married when you were very young?
B Of course not! If we *didn't get married* / *hadn't got married* when we were young, we *couldn't enjoy* / *wouldn't have enjoyed* all our grandchildren and great-grandchildren now.

3 Write conditional sentences, using the words in brackets. Use *could* or *might* if possible.

3.48 Listen and check.

- 0 There might have been more wars in recent years if (the United Nations / exist).
There might have been more wars in recent years if the United Nations didn't exist
- 1 If von Ohain and Whittle hadn't invented the jet engine we (have / mass air travel / today).
.....
- 2 We wouldn't all use Windows today if (Bill Gates / start / Microsoft).
.....
- 3 If there were still a lot of racial problems in the US, (they / elect / Barack Obama).
.....
- 4 Fewer African people would have died if (we / have / a cure for malaria).
.....
- 5 If Tim Berners-Lee hadn't created the World Wide Web, (the world / be / very different).
.....

58 I wish, if only, it's time ...



1 wish and if only + past simple/would

We use *wish* + past simple to talk about present situations, when we are unhappy with the situation:

I wish we were still on holiday. (We aren't on holiday now.)

We wish we didn't live so far away. (We live too far away to see our friends.)

I wish we had a new car. (Our car keeps breaking down.)

If only means the same but it can have a little more emphasis:

If only I didn't get angry so easily! (= I get angry easily, but I don't like it.)

⚠ We don't use *wish* or *if only* with a present tense:
~~*X I wish I have a better job.*~~ ✓ *I wish I had a better job.*

⚠ To express a wish about the future, we use *hope* + present tense verb, not *wish*:
~~*X I wish you have a good holiday.*~~ ✓ *I hope you have a good holiday.*

We can use *wish/if only* + *would* (not) to talk about a habit in someone else that we would like to change:

If only Jenny would talk about her problems. *I wish you wouldn't bite your nails!*

2 wish and if only + past perfect

We use *wish/if only* + past perfect to talk about a past situation or action that we regret:

I've failed my exams. I wish I'd studied harder.

If only I hadn't left all my jewellery here. I left it in the drawer and it's been stolen.

I'm really tired. I wish I'd gone to bed earlier.

⚠ We don't use *wish/if only* with the past simple if we want to talk about the past:
~~*X If only I didn't shout at my boss last week.*~~ ✓ *If only I hadn't shouted at my boss last week.*

3 it's time and would rather

We use the past tense after *it's time* and *would rather* when we are talking about the present.

- *it's* (about) *time* means we think that someone should do something:
Come on – it's time we went home. It's about time you got on the plane.
- *it's high time* + a past simple verb is stronger and suggests that the action is urgent:
It's high time you started looking for a flat of your own! You can't stay here for ever.
- We can also use the infinitive with *to* (with or without *for* + object pronoun):
Come on – it's time (for us) to go home. It's about time (for you) to get on the plane.


We use *would rather* to say what we prefer:

I'd rather we stayed at home. (= I'd prefer to stay ...)

We'd rather we didn't go by plane. (= We'd prefer not to go ...)

Would you rather I paid you now or later? (= Would you prefer me to pay you now or later?)

Practice

- 1 **GRAMMAR IN USE** Read the letter from a man in prison to his wife. Choose the correct underlined words.  3.49 Listen and check.

My dearest Monique

I can't begin to tell you how much I miss you. If only I (0) didn't listen / hadn't listened to Tommy Evans all those months ago when he said he wanted a driver to take him to the airport. Obviously, I wish the police (1) didn't catch / hadn't caught us at the warehouse, but I wish even more that I (2) didn't believe / hadn't believed his story.

Well, I'm here now, and I suppose I'm lucky that it's only for two years. I just wish that I (3) am / was closer to home. If only you (4) could visit / could have visited me more often, then I'm sure life would be easier.

Things aren't too bad here, really. I can work during the day and the evenings are OK, but the nights are awful – I really wish the other prisoners (5) would make / wouldn't make so much noise at night, and I wish I (6) can / could get some more sleep.

Well, I'd better go. It's time (7) I join / to join the others for 'evening activities'. I do enjoy getting letters from you and I wish you (8) would write / write to me more often. I (9) wish / hope that I'll see you soon, but I'd rather (10) you don't bring / you didn't bring the children – I don't want them to see me here.

- 2 Complete the sentences with *would* / *wouldn't* and a verb from the box.

 3.50 Listen and check.

close (not) leave (not) make (not) play turn off ~~wash up~~

- 0 I wish you would wash up after you've eaten.
- 1 I wish you your clothes in the living room.
- 2 I wish you phone calls late at night.
- 3 I wish you the fridge door.
- 4 I wish you music really loudly.
- 5 I wish you the TV and talk to me!

- 3 Find and correct the mistakes in each sentence.

- 0 I wish I ~~didn't turn down~~ ^{hadn't turned down} that job offer last week.
- 1 We'd rather you don't bring your children with you.
- 2 If only we have enough money for a new kitchen.
- 3 We wish you get good news from your son next week.
- 4 Would you rather went to the mountains this year?
- 5 I wish you won't criticise me in front of your friends.
- 6 Isn't it time the gas bill to come?

- 4 Complete the sentences so they are true for you.

- 0 I wish my parents wouldn't treat me like a child
- 1 I wish my best friend
- 2 If only I hadn't bought
- 3 I'd rather people didn't
- 4 I wish I could

Review MODULE 10

1 UNITS 54 AND 55 Choose the correct words in *italics*.

- 0 The director wouldn't call a special meeting *if / (unless)* it were really necessary.
- 1 People are always friendlier when the sun *is / was* shining.
- 2 It may be a good idea to take extra money *even if / in case* the museum isn't free.
- 3 If I were prime minister, I *will / would* increase taxes immediately.
- 4 Arsenal are doing well – they *will / would* win the group stage if they *don't / didn't* lose their next match.
- 5 *Suppose / When* Abba played together again, *do / would* you go to see them?
- 6 We will get to the airport in time *if / unless* there isn't much traffic on the motorway.
- 7 Provided this illness *has / doesn't have* time to develop, it is very easy to treat.
- 8 I know it's unlikely, but *will / would* you accept the job if they *offer / offered* it to you?

2 UNITS 56 AND 57 Rewrite the sentences, using past or mixed conditionals.

- 0 Tina owned a clothes shop but her business was in trouble, so she went to the bank. A man ran out of the bank and knocked her over, so she injured her shoulder.
If Tina *hadn't gone to the bank*, she wouldn't *have been injured*.
- 1 The bank manager called a doctor. The doctor decided she should go to hospital.
If the bank manager, Tina wouldn't
- 2 While Tina was waiting at the hospital, she met an old schoolfriend.
If Tina, she
- 3 They had to wait for a long time so Tina told her friend about her business.
If
- 4 Tina's friend had just received a lot of money and she invested in Tina's business.
If Tina's friend
- 5 So, because Tina hurt her shoulder, she met her old friend, and Tina's business is now profitable. Tina's business might not

3 UNITS 57 AND 58 Look at the list and complete the past regrets and present wishes of a lonely person who lives in an old person's home.

Regrets

- 0 I never married and now I'm really lonely.
- 1 I didn't have any children and now I'm in an old people's home.
- 2 I didn't study when I was younger.
- 3 I lived a selfish life.

Wishes

- 00 I'd like to have more money.
- 4 I'd prefer to live in my own home.
- 5 I'd like the people here to be friendlier to me.
- 6 I don't like being old!

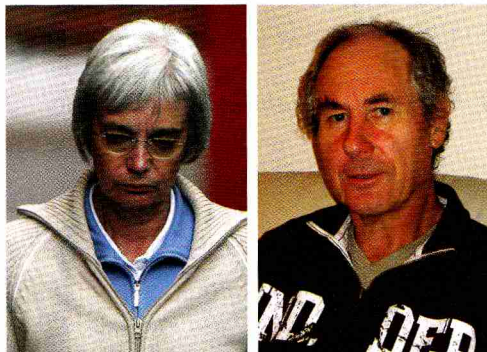
- 0 If I *had married*, I *wouldn't be so lonely now*.
- 1 If I
- 2 I wish I
- 3 If only I
- 00 I wish I *had more money*.
- 4 I'd rather
- 5 I wish the people
- 6 If only I

4 ALL UNITS Complete the article with one word (or a short form) in each gap.

End of the road for canoe couple

'Canoe couple' John and Anne Darwin are now both in prison, as the court decided they were both guilty of trying to cheat money out of an insurance company. John Darwin went canoeing in March 2002 and 'disappeared' – the canoe was found some weeks later, but there was no sign of John. In fact, he had already left the country. Some months later, Anne was able to claim £250,000 from their insurance. The couple had been in financial difficulties, and (0) *might* not have committed the crime if things had (1) been so bad, a spokesman said.

Anne Darwin moved to Panama in 2007, to be with her 'dead' husband, but in December 2007 John Darwin came back to Britain and gave himself up – if he hadn't done this, they (2) still be free and living in Panama. Until this time, both their sons believed their father was dead. The couple now (3) they hadn't lied to their sons, and John Darwin (4) that one day they will forgive him. His wife Anne now says that she (5) he really (6) drowned that day.



John Darwin admitted his guilt and received a prison sentence of six years and three months, and his wife, who refused to admit guilt, received six years and six months – she would certainly (7) got a shorter sentence if she had admitted her part in the story. The court might have (8) more sympathetic (9) the couple hadn't lied to their sons. If the couple behave themselves in prison, they (10) be released in about four years. Whether they will be able to rebuild their lives is another story.

5 ALL UNITS Complete the second sentence so it means the same as the first, using the word in brackets. Use two to five words in your answer.

- 0 I can't come to the meeting because I'm ill. (would)
If I *wasn't ill, I would* come to the meeting.
- 1 You can go out tonight, but you must come back by 10.30. (as)
You can go out tonight back by 10.30.
- 2 You should go to the doctor about your bad back. (were)
If , I'd go to the doctor about your bad back.
- 3 I thought they'd have arrived by now. (time)
It's about
- 4 I don't like the fact that you smoke in the house. (wish)
I in the house.
- 5 That job involves moving to Berlin, but I don't think I'll get it. (move)
I to Berlin if I got that job.
- 6 You didn't get the job because you're so lazy! (have)
If you weren't so lazy, you the job.
- 7 Which sport would you play if you were really athletic? (suppose)
..... really athletic, which sport would you play?
- 8 I have short legs and I hate it! (only)
If short legs!

Test MODULE 10

Conditionals

Choose the correct answer, A, B or C.

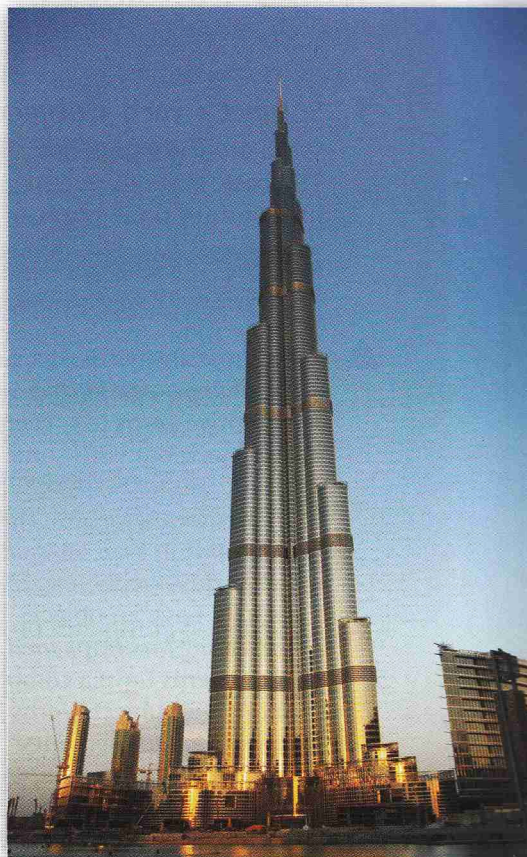
- 1 I don't know what's wrong with this computer. If I press F1, it always down.
A close B closes C will close ▶ Unit 54
- 2 Mr Grainger arrives while I'm at lunch, please ask him to wait in my office.
A When B Unless C If ▶ Unit 54
- 3 If it's raining when you arrive, to the station and pick you up.
A I come B I'll come C you come ▶ Unit 54
- 4 I won't accept the job they offer me more money than I'm earning now.
A unless B if C when ▶ Unit 54
- 5 The manager won't give Kevin his job back, he gets on his knees and begs!
A as long as B in case C even if ▶ Unit 54
- 6 He would certainly buy a better car if he enough money.
A had B would have C didn't have ▶ Unit 55
- 7 Imagine you have a superpower, which one would you choose?
A could B would C can ▶ Unit 55
- 8 If I Geraldine, I'd definitely tell her son to leave home.
A am B would be C were ▶ Unit 55
- 9 Where would you go if you a holiday next year?
A had B have C will have ▶ Unit 55
- 10 The government lost the election if they hadn't put taxes up.
A won't have B hadn't C wouldn't have ▶ Unit 56
- 11 If you this question correctly, you would have passed the exam.
A answered B had answered C answer ▶ Unit 56
- 12 I'm not sure, but Heide here for the summer if we'd invited her.
A will have come B would have come C might have come ▶ Unit 56
- 13 If you at your boss that day, you'd probably still have the job now!
A hadn't shouted B didn't shout C don't shout ▶ Unit 57
- 14 Anne would have made more friends in the village if she so shy.
A isn't B wasn't C wouldn't be ▶ Unit 57
- 15 We in Greece now if the travel company hadn't gone out of business.
A would be B were C will be ▶ Unit 57
- 16 I'd really like to talk to Jim again. If only I his phone number!
A know B knew C didn't know ▶ Unit 58
- 17 I'm worried about Robert – I wish he us where he goes in the evenings.
A tell B will tell C would tell ▶ Unit 58
- 18 I'm sorry we offended you. We wish we such awful things.
A hadn't said B didn't say C had said ▶ Unit 58
- 19 Come on. It's time the plane now.
A get on B we get on C to get on ▶ Unit 58
- 20 We don't like those friends you hang around with.
We'd rather with them again.
A you didn't go out B you don't go out C you not go out ▶ Unit 58

Word order and sentence patterns

Before you start

1 Read the conversation. Look at the highlighted grammar examples.

- TESS Hi, Phil. What's that you're reading?
- PHIL Hi. It's *Time Magazine* – it's a really interesting article about the Burj Khalifa – a building in Dubai. I'll **show you** a photo of it. Amazing, isn't it?
- TESS Wow! How tall is it?
- PHIL It's **over 800 metres tall**, and it's now the tallest building in the world. **There are more than 160 floors** in it. **It makes me dizzy** just to look at it!
- ANDY I've heard of it. **Who designed it?**
- PHIL I think it was designed by an American architect.
- TESS **What's it for?** Offices, maybe?
- PHIL Well, it's got offices, apartments, a hotel, a restaurant ... everything.
- TESS It's so tall – I can't imagine the feeling at the top. **Have you ever been** to the top of a really tall building, Andy?
- ANDY **Yes, I have.** I've been to the top of the Sears Tower in Chicago, but that's only 450 metres tall.
- TESS **What's it like?**
- ANDY Well, **it's difficult to describe.** You can feel it moving in the wind.
- TESS It sounds exciting!



2 Now read the sentences and choose the correct words in *italics*. The highlighted grammar examples will help you.

- 1 Marianne and Jim showed *to us / us* their holiday photos.
- 2 Don't talk to your father like that! It makes him *angry / to feel angry*.
- 3 'Is the class full?' 'Well, there *is/are* already twenty students on the register.'
- 4 It was difficult *find / to find* anything in the sales. The shops were crowded.
- 5 It's really sunny. *Have you put / You have put* the washing out?
- 6 'Has Jeremy started playing in the band yet?' 'Yes, *he's / he has*.'
- 7 I've got a spare cup of coffee. Who *is it for / for is it*?
- 8 Who *phoned / did phone* you at six this morning?
- 9 The mountain we climbed was *1,000 metres high / high 1,000 metres*.
- 10 I hear you've just been on a Caribbean cruise. What *did it like / was it like*?

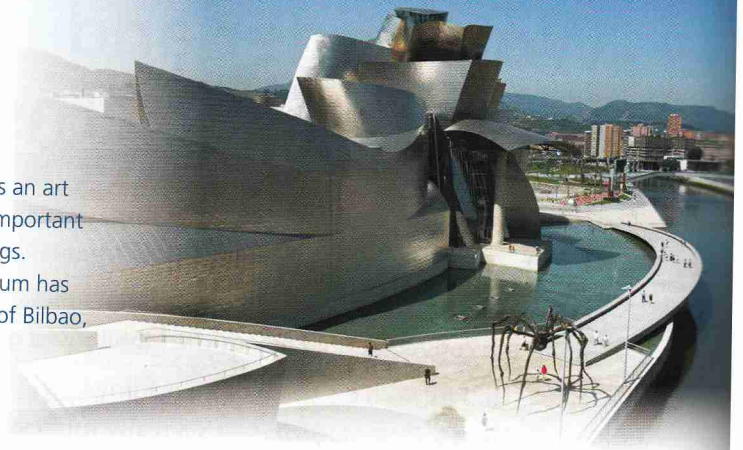
- Unit 59
- Unit 59
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- Unit 60
- Unit 61
- Unit 61
- Unit 62
- Unit 62
- Unit 63
- Unit 63

3 Check your answers below. Then go to the unit for more information and practice.

1 us 2 angry 3 are 4 to find 5 Have you put 6 he has 7 is it for 8 phoned 9 1,000 metres high 10 was it like

59 Word order in statements

This is the Guggenheim Museum, Bilbao. It is an art gallery in the north of Spain. It contains an important collection of European and American paintings. Designed by architect Frank Gehry, the museum has made people interested in the industrial city of Bilbao, and a lot of tourists visit it now.



1 Subject + verb + object/complement

Word order is important in English because it helps us understand the meaning of a sentence. The basic order in statements is *subject + verb + object*. The subject and object are usually pronouns or noun phrases, and the object is a different thing/person from the subject:

| SUBJECT | VERB | OBJECT |
|--------------------|-----------------|--|
| <i>The gallery</i> | <i>contains</i> | <i>an important collection of paintings.</i> |

! We almost always need a subject before the verb: ~~✗ *Is building a new kitchen on his house.*~~
~~✗ *Is building a new kitchen in his house Ollie.*~~ ✓ *Ollie is building a new kitchen in his house.*

- **Transitive verbs** (e.g. *contain, build, visit, take, like, leave, describe, say*) almost always need an object; but with some transitive verbs, we can leave out the object if the meaning is clear:

'Where are the girls?' 'They've just left.' (just left, e.g. the house/the room)

Don't talk to Errol now – he's writing. (writing, e.g. a letter/an essay)

- **Intransitive verbs** (e.g. *come, go, arrive, fall, wait, land, happen, laugh, rain, swim*) do not usually have an object:

Something has happened. They weren't laughing.

- Some verbs have a **complement**, not an object. The complement tells us something about the subject. Verbs like *be, become, seem, appear, remain, look, smell, taste* can have adjective complements:

Fiona remained unhappy about her exam results for weeks.

That cake smells strange – have you burnt it?

After *be* and *become* the complement can also be a noun or noun phrase:

The Tate Modern is an art gallery. Joseph became a shop assistant when he left school.

Word order in questions ➤ Units 61.1 and 62

2 Subject + verb + object + complement

Some verbs (e.g. *make, call, consider*) can be followed by an object AND a complement. The object is usually a person and the complement is usually an adjective:

| SUBJECT | VERB | OBJECT | COMPLEMENT |
|--------------------|-------------------|----------------------|--------------------------------|
| <i>The museum</i> | <i>has made</i> | <i>people</i> | <i>interested (in Bilbao).</i> |
| <i>The teacher</i> | <i>called</i> | <i>me</i> | <i>stupid.</i> |
| <i>We all</i> | <i>considered</i> | <i>her behaviour</i> | <i>really rude.</i> |

3 Subject + verb + (object / complement) + adverbial

An **adverbial** can be a one-word adverb or a phrase that often starts with a preposition. Adverbials answer questions such as *How? When? and Where?* They usually come after the verb (or after the object or complement if there is one):

The guests arrived yesterday. The Guggenheim Museum is an art gallery in the north of Spain.

4 Subject + verb + *that* clause

A lot of verbs expressing thoughts and speech (e.g. *think, believe, say, complain, know, promise*) are followed by *that* + a clause:

| SUBJECT | VERB | <i>that</i> CLAUSE |
|--------------------------|--------------------|---|
| He | <i>believes</i> | <i>that children should be more polite.</i> |
| I | <i>complained</i> | <i>that my soup was cold.</i> |
| The staff in the company | <i>didn't know</i> | <i>that their jobs were in danger.</i> |

Verbs followed by *wh-* word + clause ➤ Unit 77.1

Verbs followed by another verb ➤ Module 12

5 Subject + verb + object + object

Some verbs can have an **indirect object** (usually a person) as well as a **direct object** (usually a thing):

| SUBJECT | VERB | INDIRECT OBJECT (person) | DIRECT OBJECT (thing) |
|-----------------|---------------------|--------------------------|------------------------|
| Jonathan | <i>bought</i> | <i>his wife/her</i> | <i>a gold ring.</i> |
| Panasonic | <i>didn't offer</i> | <i>Chris/him</i> | <i>the job.</i> |
| The local baker | <i>made</i> | <i>Andy and me/us</i> | <i>a wedding cake.</i> |

⚠ We use the word order above with a few common verbs (e.g. *ask, bring, buy, find, give, lend, make, offer, pay, promise, read, send, show, teach, tell, throw* and *write*). But with most verbs it is incorrect:

✗ *Judith described her visitors the house.* ✓ *Judith described the house to her visitors.*

If we put the indirect object second, we need to use a preposition, usually *to* or *for*:

| SUBJECT | VERB | DIRECT OBJECT | PREPOSITION + INDIRECT OBJECT |
|-----------------|---------------------|-----------------------|-----------------------------------|
| Jonathan | <i>bought</i> | <i>a gold ring</i> | <i>for his wife. / for her.</i> |
| Panasonic | <i>didn't offer</i> | <i>the job</i> | <i>to Chris. / to him.</i> |
| The local baker | <i>made</i> | <i>a wedding cake</i> | <i>for Andy and me. / for us.</i> |

When we give something to someone, we use *to*; when we do something for someone, we use *for*:

I'm just sending an email to my brother. I won't be long.

Can you find an interesting recipe for me?

This pattern is less common than *I'm sending my brother an email./Can you find me ..., etc.*

⚠ We don't use a preposition before the indirect object when it comes first:

✗ *Jonathan bought for his wife a gold ring.* ✓ *Jonathan bought his wife a gold ring.*

✗ *Jonathan bought for her a gold ring.* ✓ *Jonathan bought her a gold ring.*

6 Adverbials and word order

Adverbials usually come at the end of the sentence:

The National Gallery is in the centre of London. There was no snow last winter.

We usually put adverbials in this order if there is more than one in a statement:

| | MANNER (<i>how</i>) | PLACE (<i>where</i>) | TIME (<i>when</i>) |
|-----------------------------------|-----------------------|----------------------------------|-----------------------------------|
| <i>Let's have breakfast</i> | | <i>in the Italian coffee bar</i> | <i>before the class tomorrow.</i> |
| <i>The next train will arrive</i> | | <i>at platform 2</i> | <i>in five minutes.</i> |
| <i>Roger Federer didn't play</i> | <i>very well</i> | <i>at the French Open</i> | <i>last year.</i> |

If we want to emphasise an adverbial of time or place, we can put it at the beginning of the sentence:

Last year, Roger Federer didn't play very well. (But this year, unlike last year, he played well.)

More on adverbs and word order ➤ Unit 24

Practice

1 Complete the sentences with the phrases from the box. Two sentences only need a full stop (.) – they are complete.

- 0 We went to the cinema last night and saw *a fantastic film*.....
 1 We were so thirsty that we drank
 2 Is everything OK? You don't seem
 3 After Julie finished her course, she became
 4 Quick! The train is leaving
 5 It was a great holiday, but we spent
 6 Tell me when the new guests arrive
 7 The course was interesting, but I didn't read
 8 What have you been doing? You look

all the books
 a ~~fantastic film~~
 a litre of water
 a nurse
 really tired
 too much money
 very happy

2 Show the best place in each sentence for the words in brackets.

3.51 Listen and check.

- 0 Temperatures reached 38 degrees \angle last year. (on the south coast)
 1 The coach will meet us outside the school gates. (at 8.30 in the morning)
 2 Everyone in the train compartment was reading. (a book or magazine)
 3 Our friends didn't wait after the concert. (for us)
 4 Fabio called his friend. (stupid)
 5 The new doctor arrived yesterday. (at the hospital)
 6 The local council promised lower business taxes. (the shopkeepers)
 7 Ugh, your trainers smell. (awful)
 8 The children were playing in the back garden earlier. (quite happily)

3 GRAMMAR IN USE Read the conversation and choose the correct words in *italics*.

3.52 Listen and check.

- RICK How's the band going?
 CARL It isn't. I've left.
 RICK Oh, I thought (0) *(that you were)* / *you were that* really enjoying it!
 CARL I had (1) *at first a great time* / *a great time at first*. Everyone in the band
 (2) *appeared really friendly* / *really friendly appeared* and ambitious too, which
 I really liked.
 RICK I know you were hoping it would work out. What happened?
 CARL Well, we played (3) *last Friday at Conway's* / *at Conway's last Friday*, and ...
 RICK Conway's – that's great, it's really well-known.
 CARL I know, and it was good – we played (4) *really well for over an hour* / *for over an hour*
really well, and the audience (5) *really happy seemed* / *seemed really happy*.
 RICK Go on.
 CARL Then, at the end of the evening, Mr Conway himself offered (6) *to us* / *us* a regular
 Friday night job there.
 RICK Fantastic!
 CARL But the others turned it down – they didn't want to commit themselves to every Friday
 evening. They made (7) *me really angry* / *really angry me!* So next time we practised, I
 gave (8) *them a choice* / *a choice them* – either take the job at Conway's or I'd leave.
 RICK And they told you that you could leave.
 CARL Exactly. So I left. Stupid, isn't it?

4 Write the words in the usual order to make statements.

0 last term head teacher of the local secondary school became Jeremy

Jeremy became head teacher of the local secondary school last term.

1 has had the exhibition a lot of interest

2 that promised he would call me Errol

3 these days Irina quite sad seems

4 their birthday presents gave the twins Jan

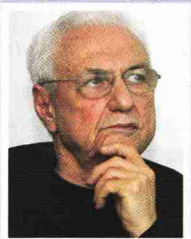
5 at was laughing the clown everyone

6 your father has made really angry your terrible behaviour

7 to the insurance company my lawyer all the documents sent

8 at the debate Marco his arguments on Thursday quite well presented

5 GRAMMAR IN USE Read the text about Frank Gehry and find six more places where you can improve the word order.



Frank Gehry

Frank Gehry is one of the most famous architects in the world. He was born *in Toronto in 1929* in 1929 in Toronto but moved in 1947 to Los Angeles. He an architect

became after studying architecture in

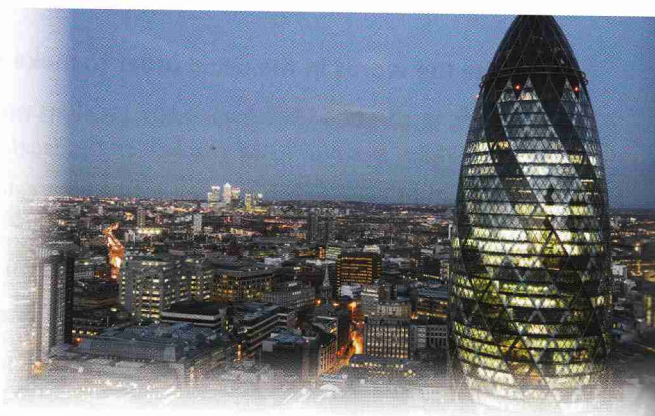
California and design at Harvard, and his

career has lasted over forty years. His designs have always been really large and very expensive to build. Some were so costly, such as the Walt Disney Concert Hall in Los Angeles, that many people considered 'unbuildable' them. His career really took off when the Guggenheim Museum was built in Bilbao in 1997, changing an old unused waterfront into an area that both modern and romantic looked. Gehry completed the Walt Disney Concert Hall in 2003 and it is now the home of the Los Angeles Philharmonic Orchestra. These two buildings, and others, have earned some important architectural awards him. One of Gehry's most recent projects is the Serpentine Gallery in London – this was in England his first project.



60 there and it

There's an interesting skyscraper in London. **It's** called the Swiss Re building. If you're in the City of London, **it's easy to see** this building as it is much higher than most of the others around it.



1 there + be

We use *there is/there are* to say that something happens or something exists, often when we talk about it for the first time:
There's an interesting skyscraper in London.

There are several good restaurants near where we live.

We can use *there* + a form of *be* in most tenses and forms:

There used to be a post office here. There aren't going to be any more classes this week.

There might be an extra class for beginners next week. Is there a good film on TV tonight?

! We use *there* + *is*, not *there* + *are*, with a list that starts with a singular noun:

✗ *There are a pen, a ruler and some pencils on each desk.*

✓ *There's a pen, a ruler and some pencils on each desk.*

🔊 **Pronunciation** ▶ 1.28

2 there and it

There introduces new information; but we use *it* to say more about the information:
There's a new cinema in town. It's got six screens.

! We don't use *it* to say something exists:

✗ *It's a sauna and a small gym at the hotel.* ✓ *There's a sauna and a small gym at the hotel.*

3 it as a subject

We use *it* as a subject in expressions for

- time: *What time is it? It's ten o'clock.*

(+ *take*): *How long did it take to get here? It only took a few minutes.*

- days and dates: *What day is it? It's 14th October. It's my birthday.*

- distances: *It's only 25 kilometres to Bordeaux. It isn't a very long way.*

- weather + verb: *It's snowing. It's really hot here. It rained all week.*

BUT + noun: ✗ *It was a lot of rain on holiday.*

✓ *There was a lot of rain on holiday.*

- identifying people: *Hi, it's Ginny here. It's Malcolm at the door.*

- descriptions: *It's boring here. It was a difficult time in my life.*

! Although *it* has no real meaning in these sentences, we can't leave it out:

✗ *Is my birthday.* ✗ *Is raining.*

4 it + be + adjective/noun + infinitive with to

We can use this pattern to describe how we feel about a situation:

| <i>It + be</i> | ADJECTIVE | NOUN | INFINITIVE with <i>to</i> |
|-------------------------|--------------------|-------------------|--|
| <i>It's</i> | <i>nice</i> | | <i>to see you.</i> |
| <i>It wasn't</i> | <i>possible</i> | | <i>to get tickets for Saturday.</i> |
| <i>It will/would be</i> | <i>difficult</i> | | <i>to find a new secretary.</i> |
| <i>It might be</i> | <i>interesting</i> | | <i>to invite Joachim to give a talk.</i> |
| <i>It's</i> | | <i>a pity</i> | <i>to leave before the film ends.</i> |
| <i>It wasn't</i> | | <i>a mistake</i> | <i>to change my course.</i> |
| <i>It has been</i> | | <i>a pleasure</i> | <i>to meet your family.</i> |

Practice

1 Complete the sentences with *There is*, *There are*, *It's*, or *It was*.

- 0 We'll have to open a new class. *There are* too many students in this one.
 1 an oven, a microwave and a fridge-freezer in the new apartment.
 2 I hated being a teenager. the most embarrassing time of my life!
 3 a mistake to think your boss won't notice if you don't go.
 4 someone at the door for you. a young woman.
 5 snowing again today. always snow here in January.
 6 so many people here. wonderful to be so popular!

2 GRAMMAR IN USE Choose the correct words in *italics*.

3.53 Listen and check.

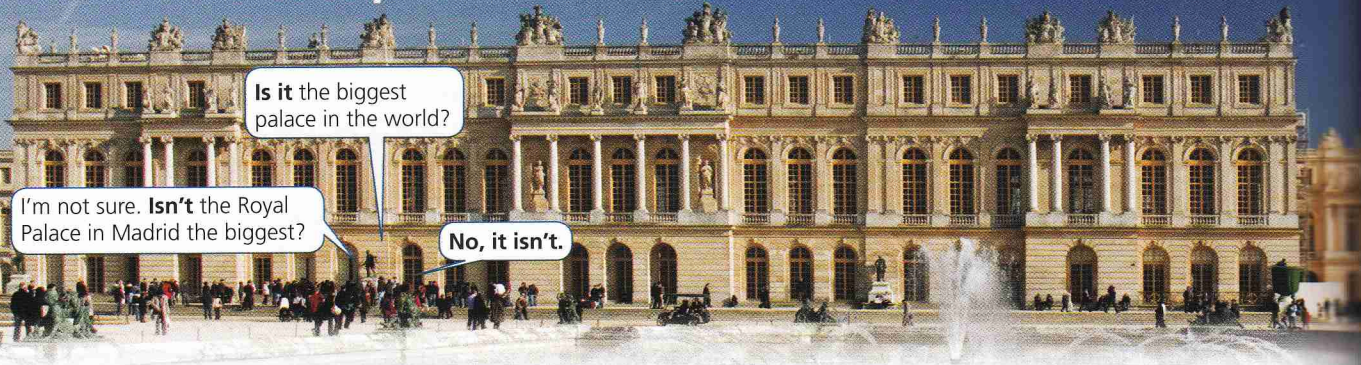
- CRAIG Hi. Have you just come back from Croatia?
 SONIA Yes, a place called Korcula. (0) *Is / It's* quite near Dubrovnik. (1) *It / There* was lovely there.
 CRAIG How long (2) *did take / did it take* to fly there?
 SONIA Not long – less than three hours.
 CRAIG (3) *Was it / Was* useful for your architecture course?
 SONIA Oh, yes. (4) *It's / There's* a fantastic old part of Korcula town that we visited. And (5) *there's / it's* on an island, with no cars.
 CRAIG Oh?
 SONIA Yes. (6) *There / It's* very hilly and (7) *are / there are* steps in most of the streets. The walls around the Old Town have got several towers – they're fascinating.
 CRAIG A walled city – lovely. Did you visit any of the towers?
 SONIA Yes, some of them. (8) *It was / There were* twelve originally, but there aren't so many now. There (9) *is / are* also some fantastic old buildings, like the Armeri Palace.
 CRAIG (10) *Were there / Were* any beaches on the island?
 SONIA Oh yes, it would be a pity (11) *going / to go* to the Mediterranean and not visit any beaches! We stayed at a beach resort. It had everything – there (12) *was / were* a beach, a hotel and some very good restaurants.
 CRAIG Did you have good weather?
 SONIA Mostly. (13) *There / It* was rain the day we arrived, but then (14) *was / it was* warm and sunny for the rest of the week.



3 Complete the second sentence so it means the same as the first, using the word in brackets. Use two to five words in your answer. 3.54 Listen and check.

- 0 Can I possibly start the course two weeks late? (possible)
 Will *it be possible* for me to start the course two weeks late?
 1 We found a box of matches, some petrol and old clothes in the garage. (there)
 a box of matches, some petrol and old clothes in the garage.
 2 Was there a lot of rain while you were in Sri Lanka? (it)
 much while you were in Sri Lanka?
 3 We didn't have any difficulty in completing the deal in the end. (difficult)
 In the end, it the deal.
 4 Did you see anyone interesting at Veronica's party? (was)
 anyone interesting at Veronica's party?
 5 Finding the right person for this job won't be easy. (to)
 It find the right person for this job.

61 Yes/No questions



1 Yes/No questions

Yes/No questions ask if something is true or not: *Is it the biggest palace in the world?*

- If a statement contains *be*, an **auxiliary verb** or a modal verb, this moves in front of the **subject** in questions:

The water is from a bottle. → **Is the water** from a bottle?

The builders were working here all day. → **Were the builders** working here all day?

- In present simple and past simple statements, there isn't an auxiliary verb, so we use *do/does/did*:

My mother worked when I was at school. → **Did your mother** work when you were at school?

| VERB TYPE | | SUBJECT | VERB | COMPLEMENT/OBJECT |
|-----------------------|--|---|---|--|
| main verb <i>be</i> : | <i>Is</i> <i>Was</i> | <i>the water</i> <i>the meal</i> | | <i>from a bottle?</i> <i>enjoyable?</i> |
| auxiliary verbs, e.g. | <i>Is</i> <i>Have</i> <i>Did</i> | <i>the examiner</i> <i>you</i> <i>your mother</i> | <i>coming</i> <i>bought</i> <i>work</i> | <i>to the school?</i> <i>some fruit?</i> <i>when you were at school?</i> |
| modal verbs, e.g. | <i>Will</i> <i>Should</i> | <i>you</i> <i>the letters</i> | <i>clean</i> <i>be sent</i> | <i>your room this weekend?</i> <i>out today?</i> |

We usually say *yes/no* questions with a rising **tone** (↗): *Was the meal enjoyable?*

Pronunciation ▶ 1.29

2 Short answers

We can answer *yes/no* questions with a **short answer**. The short answer uses *be*, an auxiliary verb or a modal verb:

'Is that an interesting book?' 'Yes, **it is.**'

'Have you bought some fruit?' No, I **haven't.** I forgot.

'Should I enter the competition?' 'Yes, you **should.**'

'Does Ella speak any foreign languages?' 'No, she **doesn't.**'

- ! We don't use short forms in positive short answers:

'Is it raining?' ✗ *'Yes, it's.'* ✓ *'Yes, it is.'*

We usually use only the first auxiliary or modal verb in short answers, not the **main verb**:

'Have you bought some fruit?' ✗ *'Yes, I have bought.'* ✓ *'Yes, I have.'*

'Should the letters be sent out today?' ✗ *'Yes, they should be sent.'* ✓ *'Yes, they should.'*

3 Negative questions

We can make negative *yes/no* questions to check information or ask for agreement:

Isn't the Royal Palace in Madrid the biggest? 'Wasn't the traffic awful?' 'Yes, it was.'

We can also use a negative question when we are surprised:

Didn't you know that? I thought everyone knew.


Note the answers to a negative question:

Didn't you know? Yes. (= I knew.) No. (= I didn't know.)

Practice

1 Match the questions 1–4 with the short answers A–J. There are two short answers for each question.

- | | |
|---|-------------------|
| 0 Does the park stay open in the winter? | B..G.. |
| 1 Did the flight arrive on time? | ..... |
| 2 Hasn't the DVD recorded that show? | ..... |
| 3 Will her book be published this year? | ..... |
| 4 Should the form be sent back to this address? | ..... |
-
- | | | |
|------------------------------|----------------------------|---------------------|
| A Yes, it has. | E Yes, it should. | I No, it shouldn't. |
| B No, it doesn't. | F Yes, it did. | J No, it didn't. |
| C No, it hasn't. | G Yes, it does. | |
| D No, it won't. | H Yes, it will. | |

2 Read the information about Edinburgh Castle and write yes/no questions about it, using the words in brackets. Then write short answers.  3.55 Listen and check.

Edinburgh Castle – quick facts

- on an extinct volcano above the city of Edinburgh
- built by King David I in 1130
- James I of England was born in the castle
- more than 1.25 million visitors a year
- fantastic views over Edinburgh
- the ticket price includes a guided tour



- | | |
|--------------------------------|--|
| 0 (be / in / city) | <i>Is the castle in the city of Edinburgh? Yes, it is.</i> |
| 1 (built / long time ago) | ..... |
| 2 (James I / born) | ..... |
| 3 (get / lot of visitors) | ..... |
| 4 (can / see the city) | ..... |
| 5 (the ticket price / include) | ..... |

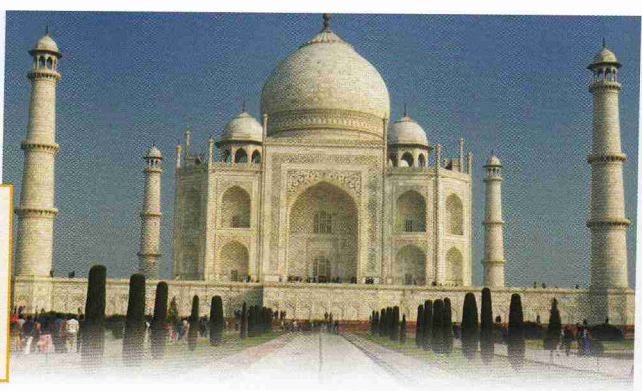
3 **GRAMMAR IN USE** Find six more mistakes in the conversation and correct them.

 3.56 Listen and check.

Are you going

- JACK ~~Are going you~~ to join any clubs or societies at university this year, Vijay?
- VIJAY Yes, I'm. I'm interested in joining the photography society. Why, you aren't going to join any?
- JACK I'm not sure. Isn't the final year more difficult than the others?
- VIJAY No, it is. At least, people say it is. They are having a 'club fair' to introduce all the clubs and societies this year?
- JACK No, they not. All the information is online, and we can ask questions by email.
- VIJAY That's a shame.
- JACK Why? You not think it's a good idea? We can find out about the societies when we want.
- VIJAY I suppose so, but I prefer to discuss things face to face.

62 Wh- questions



- Q **When** was the Taj Mahal built?
 A In the seventeenth century.
 Q **Who** built it?
 A Shah Jehan.
 Q **Why** did he build it?
 A To remember his wife after she died.

1 Wh- questions and question words

Wh- questions ask for information. They always start with a *wh-* word:

| Wh- WORD | EXAMPLE |
|---------------------|---|
| <i>who, what</i> | <i>Who</i> can you talk to about your course? <i>What</i> do you want to ask? |
| <i>when, how</i> | <i>When</i> did your visitors arrive? <i>How</i> did they get here? |
| <i>where, why</i> | <i>Where</i> have you been? <i>Why</i> did you leave so suddenly? |
| <i>whose, which</i> | <i>Whose</i> book are you using? <i>Which</i> chapter are you on? |

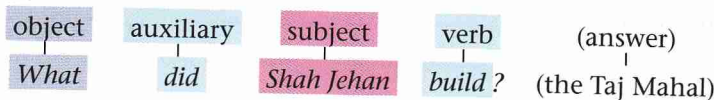
- ! We need to use *be*, an auxiliary verb or a modal verb in most *wh-* questions:
 X *Where you living?* ✓ *Where are you living?* X *How you get here?* ✓ *How did you get here?*
- With *what*, *whose* and *which* we can have a noun before the verb:
What time is it? Whose class are you in? Which subjects are you taking this year?
 - We can also make negative questions:
What didn't you understand? Why didn't you say something?

! We usually say *wh-* questions with a falling intonation (↘): *Where have you been?*

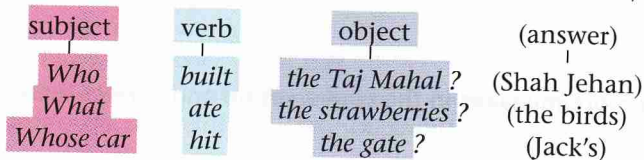
🔊 **Pronunciation** ▶ 1.30

2 Subject and object questions

In most *wh-* questions the *wh-* word is the OBJECT of the verb; we use the question word order:



Who, what, which and *whose* can be the SUBJECT of the verb; we use statement word order:



Compare these subject and object questions:



- ! *Who* and *what* in subject questions take a singular verb:
 X *Who live in this house?* ✓ *Who lives in this house?*
 X *What happen after the interview?* ✓ *What happens after the interview?*

3 Wh- questions + prepositions

If we use a verb + preposition in a *wh-* question, we usually put the preposition at the end of the question:

Which hotel did they stay at? Who were you living with then?

With *when* and *where*, we don't usually use a preposition:

X *Where did they stay at?* ✓ *Where did they stay?*

Practice

1 Complete each question with one word only.  3.57 Listen and check.

- 0 *What* is the name of the building in the photo?
- 1 was the castle built? Was it a long time ago?
- 2 idea was it to visit the castle?
- 3 built the castle – was it someone famous?
- 4 did they get all the bricks from?
- 5 long did it take to build it?
- 6 Who did the king build it? Was it one of his wives?
- 7 What do the castle gardens close?
- 8 Which do the guides speak?

2 Complete the questions about the article. You need to use both subject and object questions.

A disk containing details of government policies was stolen today in a dramatic car chase. The government car left the Home Office at 6.00 p.m., and a van immediately started to follow it. A high-speed chase ended when the government car crashed into a lamp-post. Two masked men jumped out of the van and grabbed the briefcase containing the disk before speeding off.

- 0 What *was stolen* today? A disk containing details of government policies.
- 1 What time the Home Office? It left at 6.00 p.m.
- 2 What to follow it? A van.
- 3 When? It finished when the car crashed into a lamp-post.
- 4 Who out of the van? Two masked men.
- 5 What? They grabbed the briefcase containing the disk.

3 GRAMMAR IN USE Read the answers and write a suitable *wh-* question for each one.
 3.58 Listen and check.

- 0 *What is the building in the photo?*
The building in the photo is the Statue of Liberty.
- 1?
It is on Liberty Island, in New York Harbour.
- 2?
Frédéric-Auguste Bartholdi, a French architect. He was commissioned by the French government to design it.
- 3?
Because the French wanted to present a gift to the Americans, on the 100th anniversary of American independence.
- 4?
It was finally opened ten years late – on 28 October 1886.



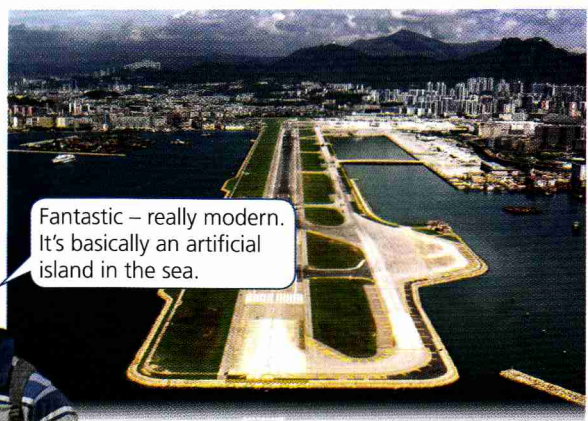
- 5?
There are various things you can visit, apart from the Statue, such as a museum.
- 6?
It is famous because it's one of the best-known images of the United States.

63 how, which/what, who and whose

So you flew from Hong Kong International, **what's it like?**



Fantastic – really modern. It's basically an artificial island in the sea.



Wow! **How** did they build it?

1 how

We usually use *how* to ask about the WAY something is done: **How did they build it?**

We use *how* + adjective/adverb when we expect the answer to be a number or a measurement of something:

'**How old** is the Taj Mahal?' 'It's 400 years old.' '**How long** is the film?' 'It's 90 minutes long.'

'**How often** are the classes?' 'Once a week.' '**How many** people work here?' 'About 200.'

'**How much** do the lessons cost?' 'They're £30 an hour.'

⚠ When the question contains the adjectives *tall, high, long, wide, deep*, we put the adjective in the answer. Notice the word order: **How tall** is Thomas now?

✗ ~~Thomas is tall 1.8 metres.~~ ✓ **Thomas is 1.8 metres tall.**

⚠ Notice the answer to a question asking about a person's age: ✗ ~~My daughter is seven years.~~ ✓ **My daughter is seven.** / **My daughter is seven years old.**

We use *how* to ask about health, opinions and progress, often in set phrases:

'**How are you?**' 'Fine, thanks.' '**How's the hotel?**' 'It's OK.'

'**How's the new job going?**' 'Well, thank you.'

2 which and what

Which and *what* both have similar meanings but *which* asks about one or more of a small number of things:

| | small number | large number | + noun | with people | with things |
|--------------|--------------|--------------|--------|-------------|-------------|
| which | ✓ | ✗ | ✓ | ✓ | ✓ |
| what | ✗ | ✓ | ✓ | ✗ | ✓ |

What's for dinner? **What** are they playing? **What sort** of shoes should I wear? **What time** is it?

Which airport did you fly from, Heathrow or Gatwick? **Which teacher** have you got for history?

- We do not need a noun if it is clear what we are asking about:
'Our college offers language courses.' 'Really? **Which** do you teach?' (= which course)
- We use *what* + *do* to ask about a person's work:
What do you do? **What did your grandfather do?**

⚠ We can use *what* + *be* + *like* (but not *how*) to ask for a description:
✗ ~~How is it like?~~ ✓ **What's it like?**

What was the exam like? ✗ ~~It was like easy!~~ ✓ **It was easy!**

Notice the difference between:

'**What's she like?**' 'She's young and attractive, and she's very clever.'

'**What does she like?**' 'She likes climbing – she goes every weekend.'

3 who and whose

We use *who* to ask about people, but we use *whose* (with or without a noun) to ask about relationships and possessions:

Who did you meet at the conference? **Who's** your favourite film star?

Whose daughter is she? **Whose newspaper** is this? **Whose** is that?

More on *whose* ► Unit 72.1

Practice

1 Complete the questions with *how* and an adjective or adverb if necessary. The answers will help you. **▶▶ 3.59** Listen and check.

- 0 *'How old* is your grandfather now?' 'He's nearly ninety.'
- 1 '..... is the hotel from the beach?' 'It's about 500 metres.'
- 2 '..... was your weekend at the health spa resort?' 'It was great, thanks.'
- 3 '..... are the Belgian chocolates?' 'They're €25 a kilo.'
- 4 '..... is your son now?' 'He's much better now, thank you.'
- 5 '..... do you go to the theatre?' 'Only about twice a year.'
- 6 '..... is your journey to work?' 'It takes about half an hour.'
- 7 '..... is the swimming pool?' 'It's 1.8 metres at the deep end.'
- 8 '..... bedrooms does the apartment have?' 'Three, but one is very small.'

2 Choose the correct words in *italics>.*

- 0 It's an interesting house. (*Who*) / *Whose* does it belong to?
- 1 *Who's* / *Whose* the architect?
- 2 *What* / *Which* part of the house overlooks the pool?
- 3 *What does* / *is* it like inside?
- 4 *What* / *Which* does the owner do? Is he famous?
- 5 Oh, he manages a famous football team – *which* / *what* team does he manage?



3 **GRAMMAR IN USE** Complete the conversation with the words and phrases from the box. There are two extra words or phrases. **▶▶ 3.60** Listen and check.

how long how old twenty-four twenty-four old what does
 what what's which university ~~who~~ who's whose

- | | | | |
|------|---|------|---|
| TOM | (0) <i>Who</i> have you chosen as the new trainee? | TOM | So (5) was she there? |
| ANNE | It's a young woman – Sunita Patel. | ANNE | I think it was six years – including her postgraduate studies. |
| KATE | Oh, (1) she like? | KATE | (6) did she do at postgraduate level? |
| ANNE | Very intelligent with great ideas. I think she'll be good for us. | ANNE | Mainly industrial design. |
| TOM | (2) is she? | KATE | Good. (7) team will she be in? |
| ANNE | She's pretty young really – only (3) | ANNE | Well, (8) got space for a new person at the moment? Tom, how about you? |
| TOM | (4) did she study at? | | |
| ANNE | Manchester. | | |

4 Write questions, using the words below. Then write true answers.

- 0 how old / you? *How old are you? I'm nineteen.*
- 1 what / phone number?
- 2 how long / study English?
- 3 how far / nearest cinema?
- 4 what / like doing on holiday?
- 5 whose songs (or music) / prefer?

Review MODULE 11

1 UNITS 59 AND 60 Complete the conversation with words and phrases from the box. There are five extra words or phrases.

at the school on Saturday evening didn't take gave me gave to me
~~It was~~ It was me so angry on Saturday evening at the school see
There was there were took to see to you were there you

NICK Hi, Jan. How was your weekend?

JAN (0) *It was* great! I went to the school reunion.

NICK What school reunion?

JAN *Our* school reunion! Didn't you know about it? (1) an advert in the school magazine.

NICK Oh, I don't read that! How was it, anyway?

JAN Really good. It was lovely (2) everyone again.

NICK Did many people from our class go?

JAN Yes, (3) about twelve of our old classmates there.

NICK Where was it – and when?

JAN It was (4)

NICK Did you go by train?

JAN No. (5) raining really heavily, so Stuart (6) a lift. It (7) very long to get there – only about twenty minutes.

NICK And (8) any surprises?

JAN Well, yes. Just after we started eating, two people in really expensive clothes and jewellery came in. I didn't recognise them at first.

NICK And?

JAN But then I realised it was Leroy Watson and Shelley Miles – they're married now and they run their own business, obviously a very successful business!

NICK Leroy used to make (9) – he always thought he was better than the rest of us. Did you take any photos?

JAN Yes, I'll show them (10) at lunchtime.

2 UNITS 59 AND 60 Find six more mistakes and correct them. Tick (✓) the correct sentence.

- 0 When the speaker made a joke, the audience didn't laugh^{at}/it.
- 1 The protesters behaved at the demonstration really badly.
- 2 My grandfather showed to me his photos of the war.
- 3 Ella was with the architect's plans delighted.
- 4 Let's meet at the ticket office at nine in the morning.
- 5 There's someone on the phone for you. There's your mother, I think.
- 6 The children called Tibs their new cat.
- 7 There are a few useful things at the beach resort. It's a mini-market, a cash machine and several restaurants.

3 UNITS 61, 62 AND 63 Read the text and complete the questions for the answers below.

Chinese cave dwellers

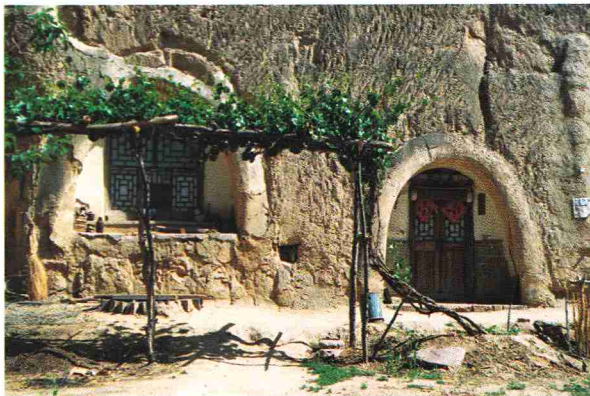
For the next part of Dave Egerton's series on unusual communities, he visited China.

We arrived in Yan'an at 7.00 in the evening and night was already falling, but we were surprised that the area was quite light – the caves had electricity and bright lights! Mrs Yuang came to meet us and gave us tea and cakes in her living room.

Mrs Yuang and her family live in one of

the more modern caves, which has a living room, a kitchen and three bedrooms.

The Yuang family lives in Shaanxi Province, China, where there are several million people living in caves, and most of them really like their cave homes. Most of the people there are farmers, and need to be near their work, so the caves are perfect. They are ecologically friendly because they're built directly in the ground, but they are also very comfortable because they protect the residents from both heat and cold. And we found out the next day that there are cave schools and shops there, too ...



- | | | |
|----|---|--|
| 0 | <i>What time did they arrive</i> in Yan'an? | They arrived at 7.00 in the evening. |
| 1 | surprised? | Because the area was quite light. |
| 2 | quite light? | Because they had electricity in the caves. |
| 3 | What? | She gave them tea and cakes. |
| 4 | her cave have? | It has three bedrooms. |
| 5 | the caves? | They are in Shaanxi Province. |
| 6 | in the caves? | Several million. |
| 7 | do there? | Most of them are farmers. |
| 8 | like? | They're very comfortable. |
| 9 | from? | From both heat and cold. |
| 10 | the next day? | That there are schools and shops there, too. |

4 ALL UNITS Choose the correct answer, A or B.

- 0 Are the conference organisers going to discuss the arrangements with us?
 A Yes, they are. B Yes, they're.
- 1 Who told you about our financial problems?
 A I told Christopher. B Christopher told me.
- 2 What did you get for your birthday?
 A Well, Louis gave a new coat me. B Well, Louis gave me a new coat.
- 3 Should we change some money here before we go to the States?
 A Yes, we should. B Yes, we should change.
- 4 There was a phone call for you this morning.
 A Who was there? B Who was it?
- 5 What's Michael's wife like?
 A She's very friendly. B She enjoys opera a lot.
- 6 Have you set up a meeting with the people from Gallagher Brothers?
 A Yes, it's at their office on Monday morning.
 B Yes, it's on Monday morning at their office.

Test MODULE 11

Word order and sentence patterns

Choose the correct answer, A, B or C.

- 1 our friends at the pizzeria last night.
A Met B We met C Met we ▶ Unit 59
- 2 Have you had a hard week? You this evening.
A seem tired B tired seem C seem to tired ▶ Unit 59
- 3 The recent conflict has of the problems in the country.
A made aware people B made people aware C people aware made ▶ Unit 59
- 4 The manager promised a pay raise if we worked extra hours for a while.
A at us all B to us all C us all ▶ Unit 59
- 5 Can you throw? I'll get the things from the boot.
A me the car keys B the car keys me C to me the car keys ▶ Unit 59
- 6 Luciano was studying
A really hard at the library yesterday B at the library really hard yesterday
C yesterday at the library really hard ▶ Unit 59
- 7 The circus was pretty good. a clown, an acrobat and some jugglers.
A There were B There was C It was ▶ Unit 60
- 8 The ground here is very dry. hasn't rained much at all recently.
A There B It's C It ▶ Unit 60
- 9 I've heard a lot about you. It's a real pleasure you at last.
A meet B to meeting C to meet ▶ Unit 60
- 10 'Has the film started yet?' 'Yes,'
A it did B it's C it has ▶ Unit 61
- 11 'Do you think we should take umbrellas with us tomorrow?' 'Yes,'
A we should B we take C we should take ▶ Unit 61
- 12 'I wasn't able to give your note to the lecturer.' 'Why? to the lecture?'
A Didn't you go B Did you C Did you go not ▶ Unit 61
- 13 We haven't seen your son for ages. is he living now?
A What B Where C Where place ▶ Unit 62
- 14 I know Henry's got two brothers. married the soap opera star?
A Which did B What brother C Which brother ▶ Unit 62
- 15 'I'm afraid I told someone about your wedding.' 'Oh dear. Who?'
A you told B did you tell C told you ▶ Unit 62
- 16 When you visited Stockholm, where did you?
A stay B stay at C stay to ▶ Unit 62
- 17 'We're flying to London next weekend.' 'OK. Which airport will you?'
A arrive B arriving C arrive at ▶ Unit 62
- 18 'How far is your new apartment from the sports centre?' 'Oh, only about'
A 500 metres far B 500 metres C 500 metres sports centre ▶ Unit 63
- 19 'What was Dave's cousin from South Africa like?' '.....'.
A She liked peanuts. B She was like OK. C She was OK. ▶ Unit 63
- 20 I've never seen that car in the car park before. is it?
A Who B Whose C Who's ▶ Unit 63

Before you start

- 1 Read the advertisement. Look at the **highlighted** grammar examples.

Paul Garrison

Do you **enjoy cooking**?

Do you **want to learn** something new?

Then come along and join one of Paul's cookery classes.


Learning a new skill can be very rewarding, and learning to cook new dishes can also be delicious! This autumn, Paul is offering classes in Thai cookery. Come and experience his unique method:

- Paul prepares all the ingredients first, including his special spice mix
- **Then you watch Paul make** a dish from beginning to end
- **He teaches you to mix** your own spices and curry powder for the dish
- Finally, you **try copying** Paul's recipe.

Paul lets you progress at your own pace, and if you'd **prefer to watch** and not to cook, that's also fine.

You also eat all the wonderful dishes you have prepared!

Autumn term 18 September–10 December, Thursday 6.30–9.30 p.m. Only £180.00, all ingredients included.



COOKERY CLASSES

- 2 Now read the sentences and choose the correct words in *italics*. The **highlighted** grammar examples will help you.

- 1 Have you enjoyed *take / taking* part in this cookery class?
- 2 *Speak / Speaking* a foreign language helps us understand other nationalities.
- 3 The children really didn't want *to go / go* to the swimming club.
- 4 I'd prefer not *to have / having* any oil on my salad.
- 5 Will you teach *the children to / to the children* play chess?
- 6 They wouldn't let me *join / to join* the club because I'm not yet sixteen.
- 7 'This phone doesn't work.' 'Try *to turn / turning* it on!'
- 8 It all happened so fast – I saw the car *burst / bursting* into flames.

- ▶ Unit 64
- ▶ Unit 64
- ▶ Unit 65
- ▶ Unit 65
- ▶ Unit 66
- ▶ Unit 66
- ▶ Unit 67
- ▶ Unit 67

- 3 Check your answers below. Then go to the unit for more information and practice.

1 taking 2 Speaking 3 to go 4 to have
5 the children to 6 join 7 turning 8 burst

64 Verb + *-ing* form



What
do you
do to
relax?



1 Verb (+ adverb/preposition) + *-ing* form

When we use two verbs together, the second verb is often in the *-ing* form. After verbs with adverbs/prepositions (e.g. *give up*, *think of*), the second verb is always in the *-ing* form.

More on verb + preposition ► Units 89, 90 and 91

| | COMMON VERBS | EXAMPLES |
|--------------------------------------|---|--|
| likes and dislikes | <i>dislike can't stand enjoy hate* like* love* (not) mind prefer*</i> | <i>I enjoy not doing anything sometimes. Simon doesn't mind working late today.</i> |
| ideas and opinions | <i>admit consider imagine look forward to recommend suggest think of</i> | <i>Do you admit stealing that watch? I'd recommend staying near the beach. He suggested paying by credit card.</i> |
| actions that start, stop or continue | <i>begin* continue* delay give up start* stop* finish keep (on) practise put off spend (time)</i> | <i>Has he given up smoking? I spent two hours preparing this meal. Lena practises singing every day.</i> |
| others | <i>avoid can't help deny involve mention miss risk</i> | <i>You can't risk losing your job over a silly argument.</i> |

* These verbs can also be followed by an infinitive, sometimes with a difference in meaning ► Unit 67.

⚠ In the verb *look forward to*, *to* is a preposition, so we use an *-ing* form:
 ✗ *I'm looking forward to see you again.* ✓ *I'm looking forward to seeing you again.*

The *-ing* form sometimes needs to be

- negative: *I hate **not getting** to a station or airport on time.*
- perfect (for an earlier action): *Joe admitted **having sent** the wrong email.* (= that he had sent)
- passive: *Don't ring after 10.30 – I hate **being woken up** by the phone!*

2 The *-ing* form as subject, and as object

The *-ing* form can be

- the subject of a sentence: ***Swimming** is a good all-round exercise.*
***Living in the city** is more exciting than living in the country.*
- the object: *My job involves **listening to music**.* (object of *involves*)
*I hate **being woken up** by the phone!* (object of *hate*)

3 *go + -ing* form; *do the/some + -ing* form

We sometimes use *go + -ing* form to talk about doing sports and other activities:

*The boys often go **fishing** at the weekend. I go **shopping** – it's the best way to relax!*

⚠ We usually use *go + -ing* form where there is a verb for the activity: *I sail* → *I go sailing*.
 Where the activity is a game, or does not have a verb form, we use *play* or *do*:
 ✓ *I play football.* ✓ *I do karate.*

We use *do + the/some* with *-ing* forms to talk about work in the home:

*Have you done **the ironing**? We'd better do **some cleaning** this weekend.*

Spelling rules for *-ing* forms ► page 350 *do the shopping* or *go shopping?* ► Unit 92.1

Practice

1 Match the pictures with the sentences. Then complete each sentence with a suitable verb in the -ing form.

A



B



C



D



E



- 0 *Talking* on a mobile phone in a restaurant really annoys me – it's so rude. *D*.....
 1 is very good exercise for strengthening your arms and legs.
 2 We often go at the weekend – being in the countryside is lovely.
 3 There's nothing more relaxing than by the sea, watching the waves.
 4 I don't mind as long as it's in front of the TV!

2 Complete the sentences using the -ing form of the verbs in brackets. You will need to use the perfect or passive form for some of them. 3.61 Listen and check.

- 0 Did your secretary mention *having sent* (have sent) the package to me?
 1 We're really looking forward to (have) two weeks off work in the summer.
 2 I don't mind (not watch) *Sportsnight* if you want to see that film on Film 4.
 3 (spend) too much time on their own often makes people depressed.
 4 I can't imagine (be offered) a job like that.
 5 The students admitted (have copied) their essays from the Internet.
 6 I hate (work) here. I can't stand (be told) what to do all the time.

3 GRAMMAR IN USE Complete the conversation using the -ing form of the verbs in the box. 3.62 Listen and check.

call camp do go make not be play tell try

- JULES I've got some information about that new club. Listen, it says: 'For young people who love (0) *trying* new things, and who enjoy (1) new friends! We offer lots of activities, so if you like (2) team sports and (3) martial arts like judo and karate, this is the club for you. In the summer, we also expect to go (4) and canoeing'.
- NICK Oh, OK. Sounds good. I like all of those things.
- JULES Me, too. I've really missed (5) to the sports centre since it closed down.
- NICK Yeah. Well, at least we've still got the bowling alley – can you imagine (6) able to go there with everyone on a Friday evening?
- JULES No, I can't! It would be awful. This new place opens next week. What do you think about (7) the others and (8) them about it?
- NICK Yes, let's do that.

65 Verb + infinitive

Oh, why did we **decide** to go camping?



Come on. I'll **help pack** your rucksack. It'll be OK.

1 Verb + infinitive without to

We use the infinitive without *to* after modal verbs (e.g. *can*, *will*):

We **can use** the swimming pool after 8.00 a.m.

We'll **send** you an entry form in the post.

After the verb *help* we can use the infinitive with or without *to*. There is no change in meaning:

I'll **help pack** your rucksack.

We **helped to tidy up** after the party.

make and *let* + infinitive without *to* ➤ Unit 66.3

2 Verb + infinitive with to

| | VERBS | EXAMPLES |
|---------------------------|---|--|
| mental states or activity | <i>agree choose decide forget* learn remember* want wish</i> | <i>Did you agree to help them? Why did we decide to go camping?! I'm learning to read classical Arabic.</i> |
| future arrangements | <i>aim arrange expect hope offer plan prepare promise refuse threaten</i> | <i>The hotel aims to provide excellent service. The college promised not to give up my place. Our neighbours are threatening to call the police!</i> |
| appearance | <i>appear, pretend, seem, tend</i> | <i>Mr Knowles doesn't seem to be very confident. People round here tend not to go to bed early.</i> |
| other | <i>attempt (can/can't) afford ask deserve fail offer try*</i> | <i>We can't afford to eat out tonight. The letter failed to arrive on time.</i> |

* These verbs can also be followed by an *-ing* form, sometimes with a difference in meaning ➤ Unit 67.

Verb (+ object) + infinitive with *to* ➤ Unit 66

The infinitive sometimes needs to be

- negative: *She appears not to worry about her weight.* (NOT ~~to not worry~~)
- continuous: *I expect to be earning a lot of money when I'm forty!* (a continuous action)
- perfect: *We plan to have finished all of the decorating by July.* (an action that will be completed in the future)
- passive: *Jack drives over the speed limit all the time – he deserves to be caught.*

3 would like, etc.

We use the infinitive with *to* after *would* ('d) + *like/love/hate/prefer*:

I'd really like to learn a new skill – perhaps we could go sailing?

Jackie would prefer not to go out this evening as she's really tired.

We can use the *-ing* form after *like, love, hate* and *prefer* without *would* ('d) ➤ Unit 67.1.

Compare:

I'd love to go mountain climbing. (in the future)

I love going mountain climbing. (= I enjoy the activity.)

I'd prefer to stay in tonight. (on this occasion)

I prefer eating at home to eating in restaurants. (in general)

4 would rather + infinitive without to

After *would rather* we can use the infinitive without *to*. We only use this if the subject of *would rather* and the second verb is the same:

same subject

We'd rather we went by plane. = We'd rather go by plane.

would rather + past simple ➤ Unit 58.3

Practice

1 Choose the correct words in *italics>. In one place, both answers are possible.*

4.01 Listen and check.

- 0 Do you think that the government might call / *to call* a general election soon?
- 1 Leila would love *to learn* / *learning* to play the saxophone.
- 2 The builders expect *have* / *to have* finished the roof by the end of next week.
- 3 If we wanted *sell* / *to sell* our house right now, we would *have* / *to have* to lower the price.
- 4 Children these days refuse *to told* / *to be told* how to do things.
- 5 My Canadian friend has offered to help *teach* / *to teach* our children English.
- 6 We'd prefer *to spend* / *spending* our holiday somewhere quiet and peaceful.
- 7 The writers threatened *not to* / *to not* complete the script for the next episode of the drama.
- 8 We'd rather *to spend* / *spend* holidays with friends than visit new places.

2 GRAMMAR IN USE Read the text and find eight more places where the word *to* is missing.

4.02 Listen and check.

Avison Extreme Sports Holidays

Have you ever wanted ^{to} try a really different, adventurous holiday? Would you love go parasailing or rock climbing, potholing or bungee jumping?

Why not try an Avison sports holiday?

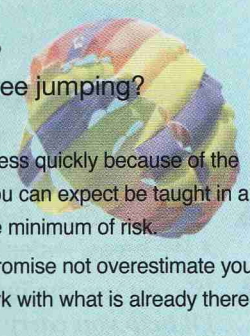
This is how it works: you tell us what you can and can't do, and what you'd like be able to do. We assess your abilities and offer teach you at least two different extreme sports in one week. If you choose accept our offer, we decide on a date and then arrange collect you from the nearest station or airport.

Our promise to you: we promise provide you with all the equipment necessary and expert training in the chosen

sports. We help you progress quickly because of the intensity of the training. You can expect be taught in a safe environment, with the minimum of risk.

Your promise to us: you promise not overestimate your abilities – we can only work with what is already there!

Interested? Then call us on the number below or visit our website.



3 Write the words in the correct order to make questions. Start with the underlined word or phrase.

- 0 would like can't afford to do what but you to do ?
What would you like to do but can't afford to do?
- 1 do you in ten years' time to be doing want what kind of work ?
- 2 forgotten recently have to do what you ?
- 3 studying English when to have finished hope you do ?
- 4 aim you by the time you're sixty what do to have done ?

4 Now write true answers to the questions in Exercise 3.

- 0 *I'd like to travel round the world, but I can't afford to do it.*
- 1
- 2
- 3
- 4

66 Verb (+ object) + infinitive; *make* and *let*



Mrs Grant is **teaching Justin to play** the piano. She **makes him practise** every day.

1 Verb (+ object) + infinitive with *to*

With some verbs it is possible to put an object between the first verb and the infinitive:

ask beg dare expect help intend mean need require want wish would like/love/hate/prefer

| verb + infinitive + <i>to</i> | verb + object + infinitive with <i>to</i> |
|--|---|
| <i>Sami wants to find a better job.</i> | <i>Sami wants his son/him to find a better job.</i> |
| <i>I didn't intend to spend so much money.</i> | <i>I didn't intend Lara/her to spend so much money.</i> |

⚠ We don't use a *that* clause after these verbs:
 ✗ *We begged Antonia that she didn't go out alone.* ✓ *We begged Antonia not to go out alone.*

⚠ We can use the infinitive with or without *to* after *help*:
I'll help you carry those bags. / I'll help you to carry those bags. (► Unit 65.1)

2 Verb + object + infinitive with *to*

With other verbs we ALWAYS put an object between the first verb and the infinitive:

advise allow cause encourage forbid force invite permit persuade recommend remind teach tell order warn

Mrs Grant is **teaching Justin to play** the piano.
 We always **encourage the students to plan** their revision.
 Can you **remind me to set** the alarm for 6.30 when we go to bed?

⚠ To make the infinitive verb negative we put *not* BEFORE *to*:
 ✗ *The police persuaded the gunman to not shoot.* ✓ *The police persuaded the gunman not to shoot.*

Some verbs (*advise, allow, forbid, permit, recommend*) can also be followed by an *-ing* form as an object (► Unit 64.2):

The management does not allow staff to smoke.
 BUT *The management does not allow smoking.*
 We **recommend students to use** a good dictionary.
 BUT *We recommend using* a good dictionary.

3 *make* and *let*

The verbs *make* and *let* always have an object, and are followed by the infinitive without *to*:

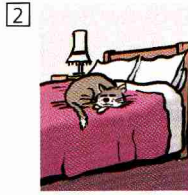
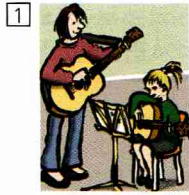
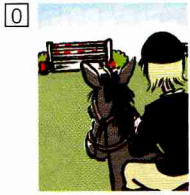
Mrs Grant **makes Justin practise** every day. (= forces him to)
 Our manager **lets us work** from home once or twice a week. (= allows us to)
 The soldiers **made the prisoners walk** 50 kilometres.

But in the passive, we use *to* before the infinitive. For *let*, we use *allowed to* (► Unit 52.2/3):

The prisoners **were made to walk** 50 kilometres before they were **allowed to sleep**.
 ✗ ... ~~they weren't let to sleep.~~ ✓ *They weren't allowed to sleep.*

Practice

1 Write sentences about the pictures, using the words below.



- 0 she / encourage / jump *She encouraged the horse to jump the fence.*
- 1 she / teach / play
- 2 they / let / sleep
- 3 he / help / carry
- 4 he / warn / not skate

2 GRAMMAR IN USE Complete the conversation with the phrases from the box.

4.03 Listen and check.

me follow members to sell ~~talking~~ to sell to show
to use us to paint you break you to stay

STEVEN Davina, you know you recommended (0) *talking* to gallery owners about showing our paintings? Well, I've been invited (1) some of my paintings in an exhibition.

DAVINA That's wonderful news! Well done.

STEVEN Thank you. And I expect (2) quite a few of them.

DAVINA Ah, are these paintings that you've done in the art club, while we've been teaching you?

STEVEN Yes. Why?

DAVINA You know the club forbids (3) paintings done in club time?

STEVEN No, why on earth is that?

DAVINA Because our money comes from charities, we can't make a profit.

STEVEN So you teach (4), but then we aren't allowed (5) our new skill?

DAVINA Well, not in order to make a profit. I'm sorry.

STEVEN Well, I suppose you can't make (6) the rules if I'm not a member, so I resign!

DAVINA That's a shame, you really are one of our best artists. I'd like (7) in the club, Steven, but if we let (8) the rules, everyone will want to do the same ...

3 Find and correct the mistake in each sentence. 4.04 Listen and check.

- 0 We want ~~that you~~ ^{you to} come home by eleven o'clock this evening.
- 1 My boss asked me work late last weekend.
- 2 We were made do an hour of extra homework after school.
- 3 The police officer was ordered to not arrest the man.
- 4 We would like that you do the washing-up sometimes!
- 5 After we'd filled out the forms and paid, we were let drive the hire car away.
- 6 Gina's friends persuaded her giving up smoking.
- 7 The police recommended to keep the doors and windows closed.
- 8 I had to remind the students not be late for the test the next day.

67 Verb + infinitive or -ing form

1 Infinitive or -ing form with similar meanings

After the verbs *begin*, *continue*, *hate*, *intend*, *like*, *love*, *prefer* and *start*, we can use an infinitive or an *-ing* form with little difference in meaning:

*Oh no! It's just **started to rain**.* /

*Oh no! It's just **started raining**.*

Notice this small difference in British English with *like*:

*We **like inviting** friends to dinner at the weekend.* (= We enjoy this.)

*I **like to save** a little bit of money every month.* (= It's a good habit and I choose to do it.)



2 Infinitive or -ing form with different meanings

| VERB | + -ing FORM | + to + INFINITIVE |
|------------------------|--|--|
| <i>forget/remember</i> | for an event or situation in the past: <i>I'll never forget riding my first bike.</i> <i>Do you remember learning to swim?</i> | for something you should do/should have done: <i>Don't forget to lock the back door!</i> <i>Did you remember to bring the CDs?</i> |
| <i>go on</i> | continue an activity: <i>They stopped, but we went on walking.</i> | change from one action to another: <i>After a slow start, she went on to win the race.</i> |
| <i>regret</i> | feel sorry about something you did/didn't do: <i>I regret not studying harder at school.</i> | say sorry, particularly in formal letters: <i>We regret to inform you that you have not been called for interview ...</i> |
| <i>stop</i> | finish an action: <i>Have you stopped practising now?</i> | finish an action in order to do something else: <i>No, we've just stopped to take a break.</i> |
| <i>try</i> | do something as an experiment: <i>Try turning it off and on again.</i> | attempt to do something difficult: <i>I'm not an electrician, but I'll try to mend it.</i> |

3 *feel*, *hear*, *see*, etc. + infinitive or -ing form

After sense verbs (e.g. *feel*, *hear*, *see*) we can use

- object + infinitive without *to*
- object + *-ing* form.

The meaning is slightly different:

*We were watching the runway and **saw your plane arrive**.* (= We saw the plane as it came down and landed.)

*We **saw your plane arriving** as we parked the car.* (= We saw the plane in the sky, but we didn't see it land.)

4 *need*, *help* and *can't help* + -ing form

The verbs *need* and *help* have different meanings, depending on their form:

*I **need to drink** some water.* (+ infinitive with *to* = physical necessity)

*This room **needs cleaning**.* (+ *-ing* form = someone should clean it)

*I **help (to) run** the local charity shop.* (+ infinitive with *to* = assist, aid)

*I **couldn't help laughing**.* (+ *-ing* form = couldn't avoid doing it)

More on *need* + *-ing* form ➤ Unit 85.4 *need to* ➤ Unit 50

Practice

1 Choose the correct meaning, A or B.

- 0 The TV presenter finished talking and went on to introduce her guests.
A She continued doing one action. (B) She started doing a second action.
- 1 The cleaner needs paying.
A We should pay the cleaner. B The cleaner should pay us.
- 2 I like to go to the dentist every six months.
A I enjoy doing this. B I choose to do this, to have my teeth checked regularly.
- 3 I've tried so hard to understand this science course, but I just can't.
A I've made a lot of effort. B I've done a lot of experiments.
- 4 I won't forget to pay the bills while you're away.
A I remember this from my past. B This is something I should do.
- 5 I saw you rehearsing for the play – you were really good.
A I saw the whole of the rehearsal. B I saw part of the rehearsal.

2 GRAMMAR IN USE Read the email and choose the correct words in *italics>. In two places, both answers are possible. 4.05 Listen and check.*

Subject:

Hi Caroline

You know when we last spoke you said I should stop (0) *to feel / feeling* sorry for myself here and find something to do? Well, I have! I needed (1) *to get / getting* out to meet people, so I decided I'd try (2) *to join / joining* a group of some kind. I started (3) *to look / looking* for a 'Naturewatch' group in this area, and I found one.

It's really good – the people are nice and there are walks and other activities every weekend and some evenings. I love (4) *walk / walking* anyway, and I quite like (5) *to go / going* out in all weathers, or sometimes at night to see a badger or foxes (6) *to look / looking* for food. Last weekend, we actually saw an eagle (7) *fly / flying* over us – it was chasing something and it disappeared from sight in seconds. You can't help (8) *to get / getting* excited when you see something like that.

So you can stop (9) *to worry / worrying* about me – I really don't regret (10) *moving / to move* here, after all!

Susie ☺

3 Complete each sentence with the correct (infinitive or -ing) form of the verb in brackets.

4.06 Listen and check.

- 1 A I love (0) *cooking* (cook) for friends. You must try my onion soup.
B Well, I can smell something (1) (burn). Did you turn the cooker off?
A Oh! I think I remember (2) (do) it, but I'd better go and check.
- 2 A I've had the letter. This is what they said: 'We regret (3) (inform) you that your application will not be taken any further.'
B So what does that mean?
A Well, they're trying (4) (tell) me nicely that I haven't got the job.
B Oh, no. What will you do now?
A I'll go on (5) (look), of course. I still need (6) (find) a job!

Review MODULE 12

1 UNITS 64 AND 65 Complete the sentences with suitable verbs in the infinitive or *-ing* form.

- 0 Olivia is helping *to teach* children at her local school.
- 1 Larry is preparing his driving test tomorrow. We all hope he'll pass.
- 2 Pete is learning French – so he can talk to his new customers in Paris.
- 3 Fiona and Chris enjoy tennis at the club.
- 4 Steve goes at the new pool every Saturday afternoon.
- 5 Dave pretends classical music, but he hates it really.
- 6 Doreen's house is always perfect. She does some before work every day.

2 UNITS 64, 65 AND 66 Write one word only in each gap.

- JUDITH Hello, you're home early. How did the meeting go?
- ALEX Awful! It all started to go wrong when the car broke down. I didn't want (0) *to* get my suit dirty so I gave up (1) to fix it after a few minutes..
- JUDITH So then what did you do?
- ALEX You know I hate (2) getting to a meeting on time ... so I took a taxi.
- JUDITH Alex! That must have been really expensive!
- ALEX I didn't intend (3) go all the way by taxi – just to the station as I knew there was a train at about nine o'clock. But there was an accident on the way, and I missed the train anyway.
- JUDITH So you went all the way by taxi?
- ALEX Yes, the driver didn't want (4) take me because he had another appointment, but I persuaded (5) to. Of course he made (6) pay the whole fare, and extra because he'd missed his appointment.
- JUDITH Oh, Alex.
- ALEX Then at the office they said I couldn't give my presentation because I was late – I didn't (7) them see I was annoyed, but I was! They were angry, too – they had hoped to (8) the meeting on time so that they could finish by lunchtime, and they had waited for me for over an hour. It was a completely wasted day.
- JUDITH And a really expensive one!

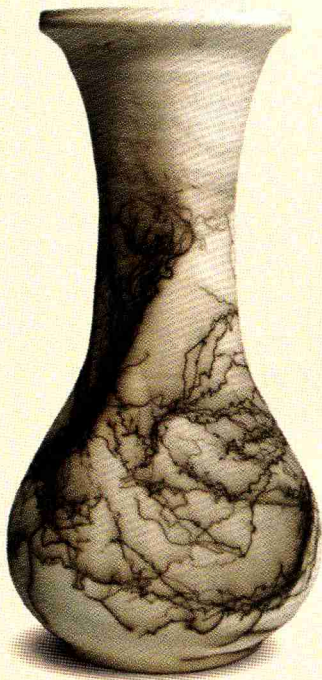
3 UNITS 64, 65 AND 67 Complete each sentence so it means the same as the sentence above it. Use an *-ing* form or an infinitive.

- 0 Christa likes swimming and ice-skating. She prefers the second activity.
Christa prefers *ice-skating to swimming*
- 1 The driver was tired and felt like having a break. So he stopped driving.
The driver stopped driving a break.
- 2 Lucia was feeling very unhappy. She pretended she wasn't unhappy.
Lucia pretended unhappy.

- 3 Karel is called 'Daddy' by his stepdaughter. He likes it.
Karel likes 'Daddy' by his stepdaughter.
- 4 We went to Disneyland when I was young. I'll never forget it.
I'll never forget to Disneyland when I was young.
- 5 Brad had taken the money from the shop. He admitted it.
Brad admitted the money from the shop.
- 6 We will have finished building the house by March. Well, that's the plan!
We plan building the house by March.
- 7 I heard what they were saying. I couldn't help it.
I couldn't help what they were saying.
- 8 Jan's brother suggested that she went on holiday with him. She didn't agree.
Jan didn't agree with her brother.

4 ALL UNITS Read the text and choose the best answer, A, B, C or D below.

Raku



Course dates: 19 September – 15 December
Course fee: £150.00

Raku is a Japanese method of making pots which dates back to the sixteenth century, and which people have continued (0) to the present day. The pots may appear (1) cracked or broken, but Raku potters expect (2) slight imperfections – these result from the Raku process: Raku pots need (3) ('cooked') at very high temperatures – about 1000°C, which creates slight cracks. These are then repaired by painting the pots. Of course, with such high temperatures, we must (4) extreme care in making the pots.

Raku is suitable for anyone who enjoys (5) with their hands – we do not expect (6) any pottery before, as we teach (7) and create your pots. You can look forward (8) many creative hours on this course, and you will have a number of beautiful pots to take home at the end.

Due to increased demand, we advise (9) for a place soon.

Please note: this college does not allow (10) in any of the classrooms or studios.

- | | | | |
|------------------------|----------------------|--|---------------------|
| 0 A use | B to using | <input checked="" type="radio"/> C using | D to be used |
| 1 A be | B being | C was | D to be |
| 2 A their pots to have | B to have their pots | C their pots have | D having their pots |
| 3 A be fired | B being fired | C to be fired | D are fired |
| 4 A taking | B to take | C take | D taken |
| 5 A work | B to work | C to working | D working |
| 6 A you to do | B you to have done | C you to be done | D you to doing |
| 7 A you to design | B to design you | C to designing you | D you to designing |
| 8 A to spend | B spend | C to spending | D spending |
| 9 A to apply | B apply | C to apply you | D you to apply |
| 10 A smoke | B to smoke | C smoking | D to smoking |

Test MODULE 12

Verbs with *-ing* forms and infinitives

Choose the correct answer, A, B or C.

- 1 We had to put off on the cruise until next year.
A to go B going C go ▶ Unit 64
- 2 Do you mind here? It's a non-smoking office.
A not smoking B not smoke C not to smoke ▶ Unit 64
- 3 Can you imagine your university degree before you're fifteen?
A having finished B have finished C to have finished ▶ Unit 64
- 4 is a cheap and easy way to relax – and catch your own food!
A Go fishing B Fish C Going fishing ▶ Unit 64
- 5 You should confirmation of your booking within three working days.
A receive B to receive C receiving ▶ Unit 65
- 6 The children decided their holidays with us last year.
A not take B not taking C not to take ▶ Unit 65
- 7 We don't expect for very long before we hear about the job.
A to wait B to waiting C wait ▶ Unit 65
- 8 Stop worrying about the promotion. You really deserve it.
A get B getting C to get ▶ Unit 65
- 9 Wouldn't you just hate in a factory?
A work B to work C to working ▶ Unit 65
- 10 We will do all we can to help you an unforgettable experience.
A have B having C to having ▶ Unit 66
- 11 Angelina begged her friends to the party without her.
A not going B not go C not to go ▶ Unit 66
- 12 You don't have to remind all the time – I am eighteen now!
A to take me my key B me my key to take C me to take my key ▶ Unit 66
- 13 We advise through the starter book before the course begins.
A students to work B to work students C students working ▶ Unit 66
- 14 We do not recommend only the minimum amount off your credit card each month.
A to pay B pay C paying ▶ Unit 66
- 15 Slaves were made for hours without rest and without food or drink.
A to work B work C working ▶ Unit 66
- 16 Do you remember to that concert in Hyde Park when we were teenagers?
A to go B we go C going ▶ Unit 67
- 17 Many people regret the opportunity to go to university.
A not have B not having C not to have ▶ Unit 67
- 18 We saw the plane out of the sky – it was really terrifying.
A drop B dropping C to drop ▶ Unit 67
- 19 I couldn't watch the animals each other in that documentary. I turned off halfway through.
A attack B to attack C attacking ▶ Unit 67
- 20 If you can't help unhelpful comments, then please don't say anything.
A making B make C to make ▶ Unit 67

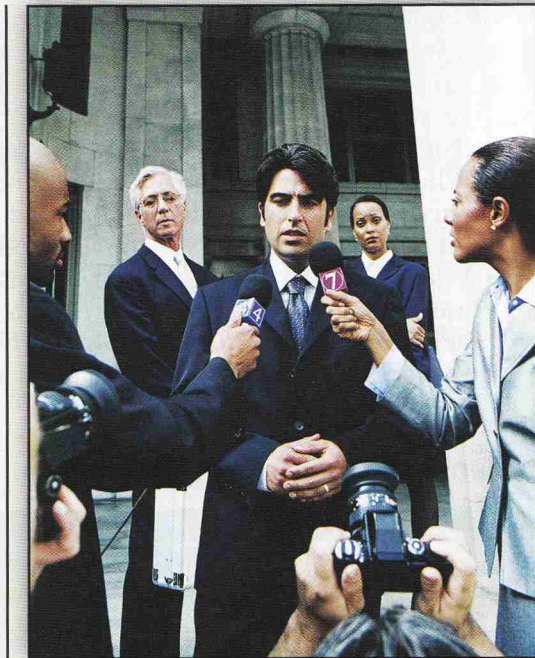
Before you start

- 1 Read the newspaper article. Look at the **highlighted** grammar examples.

Minister wins case against newspaper

Sports Minister Andrew Morgan won his court case today against *The Globe*.

The newspaper claimed in March this year **that Mr Morgan had used** taxpayers' money to buy his new luxury apartment in London. Mr Morgan refused to **admit doing** anything illegal and said he would speak to his lawyers **the following day**. Although some of his political colleagues had **advised him not to take** *The Globe* to court, Mr Morgan decided against taking their advice. His lawyers supported his decision and today Judge Simmonds **ordered the newspaper to pay** the Minister £250,000. After the case **we asked** Mr Morgan how he **felt** about the result, and **he told us** he was delighted. When asked **what his plans were** now, Mr Morgan said he would be at work the following day as usual.



- 2 Now read the sentences and choose the correct words in *italics*. The **highlighted** grammar examples will help you.

- 1 My lecturer claimed that I *have / had* copied part of the last essay from someone. ➤ Unit 68
- 2 Sean told me last Monday that he would call me *the following day / tomorrow*, but he didn't call me till the weekend. ➤ Unit 68
- 3 Michelle asked me what I *thought / did I think* about her news. ➤ Unit 69
- 4 The staff want to know what *is your decision / your decision is*. ➤ Unit 69
- 5 The judge ordered *the girl to do / the girl should do* community service. ➤ Unit 70
- 6 My teacher advised me *don't apply / not to apply* for a university course yet. ➤ Unit 70
- 7 Bernie seems very unhappy but he won't tell *me / to me* what's wrong. ➤ Unit 71
- 8 We told the children's parents what they had said, but the children refused to admit *to say / saying* anything wrong. ➤ Unit 71

- 3 Check your answers below. Then go to the unit for more information and practice.

I had 2 the following day 3 I thought 4 your decision is 5 the girl to do 6 not to apply 7 me 8 saying

68 Reported statements

Our members voted earlier today. The result will be available later this afternoon. I can't say any more than that.

The union leader said that **their** members **had voted** earlier and that the result **would be** available later in the afternoon, but he added that **he couldn't** say any more.

1 Reporting speech

When we repeat another person's words, we can use **direct speech** or **reported speech**.

- For direct speech, we use the exact words and we put quotation marks ("") or inverted commas (‘’) around them:
'I'm really hungry because I haven't eaten since breakfast,' said Annabel.
- When we report speech with a **reporting verb** (e.g. *say*) in the present, we use the same tenses, but we have to change the pronouns and verb forms when necessary:
Annabel says (that) she's really hungry because she hasn't eaten since breakfast.
- When we report another person's words some time after he/she said them, we usually use a past tense verb to introduce them, and we change the tense of the verbs as well:
Annabel said (that) she was really hungry because she hadn't eaten since breakfast.
- We can use *that* after *said* but we often leave it out:
Jake said he would meet us here.

2 Tense changes in reported speech

| ORIGINAL WORDS | REPORTED STATEMENT |
|---|---|
| Present simple: <i>'We work for the town council.'</i> | Past simple: → <i>They said they worked for the town council.</i> |
| Present continuous: <i>'I'm doing the washing.'</i> | Past continuous: → <i>She said she was doing the washing.</i> |
| Past simple: <i>'We decided to leave earlier today.'</i> | Past perfect: → <i>He said they had decided to leave earlier that day.</i> |
| Past continuous: <i>'I wasn't telling the truth.'</i> | Past perfect continuous: → <i>She admitted she hadn't been telling the truth.</i> |
| Present perfect simple: <i>'My guests haven't arrived yet.'</i> | Past perfect simple: → <i>She said her guests hadn't arrived yet.</i> |
| Present perfect continuous: <i>'We've been waiting for ages!'</i> | Past perfect continuous: → <i>They complained (that) they had been waiting for ages.</i> |
| be going to: <i>'They're going to stay at home tonight.'</i> | was/were going to: → <i>They said they were going to stay at home that night.</i> |
| Most modal verbs (e.g. <i>can, will, must</i>): <i>'I can't say any more.'</i> <i>'The result will be available later.'</i> <i>'You must stop writing!'</i> | <i>could, would, had to</i> ; → <i>He added that he couldn't say any more.</i> → <i>He said that the result would be available later.</i> → <i>She said we had to/must stop writing.</i> |

Some verb forms don't change.

- Past perfect: *'I hadn't met your sister before.'* → *He said (that) he hadn't met my sister before.*
- Modal verbs *could, would, should* and *mustn't*:
'We could go to France for the day.' → *Len suggested (that) we could go to France for the day.*
'You mustn't talk during the exam.' → *He insisted (that) we mustn't talk during the exam.*

3 Other changes in reported speech

We usually change pronouns and time and place words in reported speech:

| PRONOUNS AND POSSESSIVES | |
|--------------------------|-----------|
| direct | reported |
| I | he/she |
| me | him/her |
| my | his/her |
| mine | his/hers |
| you | l/we |
| your | my/our |
| yours | mine/ours |
| we | they |
| us | them |
| our | their |
| ours | theirs |

| WORDS FOR TIME AND PLACE | |
|--------------------------|--|
| direct | reported |
| today | that day |
| tonight | that night |
| tomorrow | the next day the following day |
| next (week, month, etc.) | the next/the following (week, month, etc.) |
| ago | before |
| yesterday | the day before/ the previous day |
| last (week, month, etc.) | the last/the previous (week, month, etc.) |
| now | then |
| here | there |
| this (place) | that (place) |

Paul said, 'I arrived **here** an hour **ago**.' → Paul said **he** had arrived **there** an hour **before**.

Angelique and Etienne said, 'We're starting **our** course at the college **next month**.'

→ They said **they** were starting **their** course at the college **the following month**.

FORMALITY CHECK We do not usually repeat *yes* and *no* in reported speech, except in informal speech for emphasis:

'Yes, we decided **earlier today**.' → He said that they had decided **earlier that day**.

→ (informal) **Anyway, he said that yes, they had decided earlier that day.**

4 Reasons for not changing the tense

There are times when we can choose not to change the tense of verbs in reported speech.

- When the situation or feelings/opinions in the original speech are still true:

*My three sisters **have** bright red hair.* → He told me his three sisters **have** bright red hair.

*I really **like** your friend.* → She said she really **likes** you.

Compare:

*We're **leaving** tomorrow at 6.30.*

→ They said they're **leaving** tomorrow at 6.30. (reported on the same day as the original)

→ They said they **were leaving** the next day at 6.30. (reported some days after the original)

- When the verb follows the linking words *after* or *because*:

*I locked the door **after** I finished cleaning.*

→ She told him she'd **locked** the door **after** she **finished** cleaning.

OR She told him she'd **locked** the door **after** she'd **finished** cleaning.

*I'm annoyed **because** I **was talking** and you **interrupted** me.*

→ She said she was annoyed **because** she **was talking** and I **interrupted** her.

OR She said she was annoyed **because** she **had been talking** and I **had interrupted** her.

Practice

- 1 **GRAMMAR IN USE** Read the newspaper report and choose the correct words in *italics*.

In court this week

Maggie Givans reports from Brentford Magistrates' Court

On Tuesday, local shopkeeper Barry Southgate appeared in court for dangerous driving. Police Constable Harriet Diamond said that on the night of 14 February she (0) *has seen* (*had seen*) a dark blue Volkswagen Golf travelling at high speed through a residential area. She stopped the motorist, Mr Southgate, and asked him to tell her his driving speed. He replied that he (1) *has* / *had* no idea. When PC Diamond asked to see his driving licence, he replied that he (2) *would* / *will* bring it to the police station (3) *tomorrow* / *the following day*, closed his door and drove off, again at high speed.

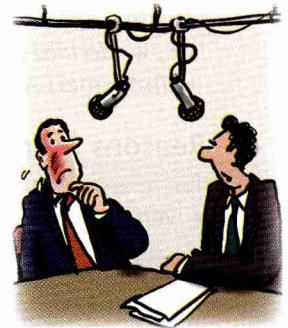
In response to Magistrate Richard Pound's questions Mr Southgate said (4) *I* / *he* knew he had been over the speed limit, but he didn't know

exactly what speed he (5) *was* / *had been* travelling at. He also said that he (6) *has* / *had* forgotten to take his licence to the police station (7) *the next* / *next* day. The magistrate wanted to know how he could forget something important like that, and Mr Southgate explained that his wife (8) *has had* / *had had* their first baby that day, so he (9) *can't* / *hadn't been able* to take his licence to the police station. He added that he had been rushing to the hospital (10) *the evening before* / *yesterday evening*, and that was why he had been driving so fast. Magistrate Pound said that Mr Southgate still (11) *must* / *had to* pay the fine for speeding but that he (12) *wishes* / *wished* him and his new family all the best.

- 2 Complete the reported statements. Make all the changes you can.

 4.07 Listen and check.

- 0 POLITICIAN (to reporters): I'm ready to answer your questions.
The politician told the reporters *that he was ready*
to answer their questions.
- 1 REPORTER: People were offended by remarks in your speech.
A reporter said people
remarks in the politician's speech.
- 2 POLITICIAN: I didn't make any offensive remarks in my speech yesterday.
The politician stated any offensive remarks in
his speech
- 3 POLITICIAN: I was just describing my plans for next year.
He said that his plans for the next year.
- 4 REPORTER: You must know that people have asked for your resignation.
The reporter said that the politician
for his resignation.
- 5 POLITICIAN: I can't understand it myself. I simply described the situation in the country.
The politician said himself.
He the situation in the country.
- 6 POLITICIAN: I have been working very hard and I see no reason to resign.
He added that and he saw no reason to resign.
- 7 POLITICIAN: I will make a full statement about my plans tomorrow afternoon.
He ended by saying that



3 Match the speech bubbles 1–8 with the reported statements A–L. Two more of the speech bubbles can match two statements.

0 I'm revising for an exam at the moment.

1 Adrian's revising for an exam at the moment.

2 I'm going to take the exam tomorrow.

3 I was revising for the exam yesterday evening.

4 I've already taken an exam this week.

5 I'm revising for an exam at the moment.

6 I'm going to take the exam this week.

7 I took an exam last week.

8 I'm revising for the exam this evening.



- A She said she'd already taken an exam that week.
- B He said he had taken an exam the week before.
- C She said he's revising for an exam at the moment.
- D He said he was revising for the exam that evening.
- E She said she's already taken an exam this week.
- ~~F She said she was revising for an exam then.~~
- G He said he was going to take the exam that week.
- H She said she was going to take the exam the next day.
- I He said he's revising for an exam this evening.
- ~~J She said she's revising for an exam at the moment.~~
- K He said he was revising for an exam then.
- L She said she was revising for the exam yesterday evening.

0 F, J 1 2 3 4 5 6 7 8

4 Rewrite the quotes in reported speech. Do not change the tense if it is possible not to.

4.08 Listen and check.

- 0 'You mustn't discuss the case outside the court room.'
The judge said that we mustn't discuss the case outside the court room.....
- 1 'The museum was opened to the public in 1965.'
The guidebook says
- 2 'I'll take a taxi home after the film tomorrow evening.'
John told us last Friday
- 3 'Humans first walked on the moon in 1969.'
The lecturer said
- 4 'Samir's ill and can't come to school today.'
Mrs Richards, Samir's mother said
- 5 'Jason had been working for me for two years at that point.'
The manager told the police officer
- 6 'We're meeting our cousins from Vancouver at the weekend.'
Lou and Jane told us last week

5 Complete the sentences so they are true for you.

- 0 When my teacher gave back my last piece of homework, he/she said that it was one of my best pieces of work.....
- 1 When my teacher gave back my last piece of homework, he/she said
- 2 A friend complimented me recently. He/She said
- 3 The last time I was upset, it was because someone said
- 4 The last time I went to the dentist, he/she said
- 5 The last person who spoke to me was He/She said

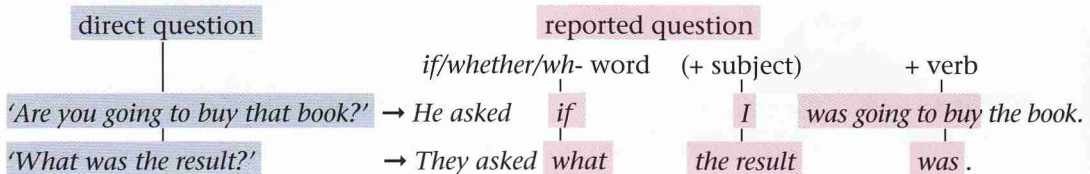
69 Reported questions

Miss Doyle was faced with a crowd of reporters yesterday. They asked her **why she wanted to move** to Paris and **whether she was leaving** the show. They also wanted to know **who her new agent was** – but she remained silent, and was quickly driven away from the studio.



1 Word order in reported questions

When we report a question, we change the word order of the question – it becomes the same word order as a statement:



! We do not use auxiliary *do*, *does* or *did* in reported questions:

✗ He asked *what time did the flight leave Paris.* ✓ He asked *what time the flight left Paris.*

We make the same changes in tense, pronouns and time and place words as for reported statements:

The reporters asked, '*Did you tell us the truth yesterday, Minister?*

→ The reporters asked the Minister *if he had told them the truth the day before.*

! We don't use question marks in reported questions:

✗ They asked *if I was satisfied with the room?*

✓ They asked *if I was satisfied with the room.*

2 Reported yes/no questions

We introduce reported *yes/no* questions with *ask/want to know + if* or *whether*:

'Has your union agreed the new pay deal?'

→ Reporters asked the leader *if his union had agreed the new pay deal.*

'Did the Minister answer your questions?'

→ She asked me *whether the Minister had answered my questions.*

'Have you always lived in this city? Why do you like it?'

→ They *wanted to know* *if I had always lived in the city, and why I liked it.*

With *if* and *whether*, we can add *or not* at the end of the question:

She asked *if/whether the Minister had answered my questions or not.*

3 Reported *wh-* questions

We introduce reported *wh-* questions with *ask/want to know + wh-* word:

• 'When will the article appear in the newspaper?'

→ They asked us *when the article would appear in the newspaper.*

'Where's the cash desk?'

→ She *wanted to know* *where the cash desk was.*

! We don't use an object after *want to know*:

✗ They *wanted to know me why I liked it.*

General information on questions ➤ Units 61 and 62

Practice

1 Write the words in the correct order to make reported questions. Start with the underlined word or phrase. **4.09** Listen and check.

- 0 would be asked my mother I home when
My mother asked when I would be home.
- 1 my friend couldn't come why to his party asked I
- 2 had to know the officer if wanted the keys I
- 3 how long she it asked had taken to get there
- 4 he could have his boss a pay rise asked John whether
- 5 Maria to know if liked her hairstyle we wanted
- 6 the salesman whether we the car or not asked wanted to buy

2 **GRAMMAR IN USE** Read the reporter's questions and complete the text with reported questions. **4.10** Listen and check.

- 0 Are you going to leave the show?
- 1 Who caused the break-up?
- 2 Why can't you sort out your problems?
- 3 Are you unhappy because Annette gets more money than you?
- 4 Do you think Annette's a better singer than you?
- 5 What will you do next?
- 6 Have you thought about giving up singing?

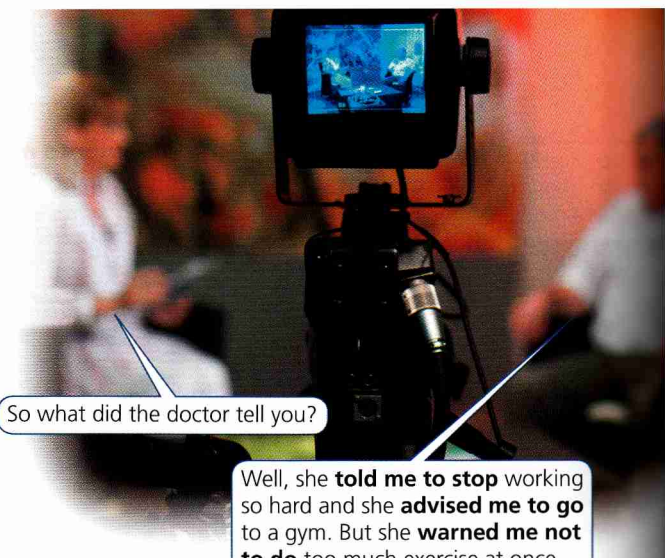


“That reporter was horrible. He wouldn't go away. He asked so many questions. He asked me whether (0) *I was going to leave the show or not* ... He wanted to know who (1) and also why (2) Obviously, I didn't say anything. Then he asked me (3) because Annette got more money than me, and he was so rude – he asked (4) Imagine that! He wanted to know (5) and then he asked (6)! At that point I told him I wasn't going to answer any more questions and shut the door in his face.”

3 Think of four questions that people have recently asked you, and report them.

- 0 *My wife asked me what I wanted to have for dinner last night.*
- 1
- 2
- 3
- 4

70 Reported orders, requests and advice



So what did the doctor tell you?

Well, she **told me to stop** working so hard and she **advised me to go** to a gym. But she **warned me not to do** too much exercise at once ...

1 Reporting orders

We can report orders, requests and advice with a reporting verb + infinitive with *to*. These reporting verbs all need an object.

We usually report instructions and orders with *tell*:

The doctor said, 'Stop working so hard.' → *The doctor **told me to stop** working so hard.*

We use *order* when the meaning is stronger:

The police officer shouted: 'Get out of the car!' → *The police officer **ordered us to get out** of the car.*

2 Reporting requests

We usually report requests with *ask*:

My mother said, 'Will you please tidy your room?' → *My mother **asked me to tidy** my room.*

We can use *beg* for a strong request:

'Please – oh, please – give us the sweets.' → *The children **begged us to give** them the sweets.*

With these verbs, we make the same changes to pronouns and time and place words as for reported statements. We also change the tense if necessary:

*On Monday my mother said, 'Tidy **your** room when **you** get back from school **this** afternoon.'*
→ *My mother asked **me** to tidy **my** room when **I** got back from school **that** afternoon.*

⚠ We don't use *say* + *to* to report requests or orders: ✗ *My mother said me to tidy my room.*

To request information, we use *ask* (+ object) + *if/whether/wh-* word:

*He **asked (me) if I had** everything I needed.*

3 Reporting advice

We report advice with *advise*, *tell* or *warn*:

The doctor said, 'I think you should go to a gym.'

→ *The doctor **advised me to go** to a gym.*

The teacher said, 'You should all take the exam.'

→ *The teacher **told all the students to take** the exam.*

Dad said, 'Be careful – there's ice on the roads.'

→ *Dad **warned me to be** careful because there was ice on the roads.*

⚠ We do not use this pattern with *suggest*. We use *suggest* + *should* or *suggest* + *-ing* form:

✗ *The doctor suggested me to get some exercise.*

✓ *The doctor **suggested (that) I should** get some exercise.*

✓ *My friends **suggested going** to the gym.*

4 Reporting negative orders, requests and advice

We report negative instructions, orders, requests and advice with verb + *not* + infinitive with *to*:

'Please don't bring food into the shop.' → *The assistant **asked us not to bring** food into the shop.*

'I wouldn't buy a new car if I were you.' → *My father advised **me not to buy** a new car.*

We can also use *warn* in a situation where there is some danger:

'Don't swim beyond the rocks.' → *He **warned us not to swim** beyond the rocks.*

'Don't do too much exercise at once.' → *The doctor **warned me not to do** too much exercise at once.*

Practice

1 GRAMMAR IN USE Read the email and choose the correct words in *italics*.

4.11 Listen and check.

Subject: I hate exams!

Hi Vicki

I've just come back from my Spanish oral exam. It was awful! I was really nervous. Our teacher had advised us (0) *try to stay calm* / *to try to stay calm* but of course, that was really difficult. A group of us were waiting outside the exam room, when a woman came past and told (1) *us to* / *to us* to stop chatting – she warned (2) *that we don't* / *us not* to make too much noise or we'd be in trouble. Then she asked one of our group (3) *to go* / *go* in, and we realised that she was the examiner! She was so unfriendly. One of the teachers came past – she could see we were all nervous, but she told (4) *us not to* / *us to not* worry. After a few minutes, the door opened again and a man invited me to go inside. He was quite friendly, but of course the unfriendly woman was also in there – she ordered (5) *that I* / *me* to sit down, so I took the nearest chair. At first I couldn't understand their Spanish. After a couple of minutes I felt better and when they asked me (6) *that* / *to* talk about my last holiday in Spain, I was OK. But then the woman told me (7) *stop* / *to stop*, and started correcting my Spanish, so I felt awful again! The man advised (8) *me to* / *me* slow down – he said it wasn't a speed competition – and from then it seemed OK. I'll just have to wait for the results now ...

2 Decide whether each sign is giving an order or advice, or making a request. Then use the words in the chart to describe each one.

- 0 *This sign tells us not to smoke.*
- 1 *This sign asks*
- 2
- 3
- 4

| | | |
|------------|--------|-----------------------|
| tells us | | feed the fish. |
| warns us | to | smoke. |
| asks us | not to | wear a hard hat. |
| advises us | | queue from this side. |
| | | touch the paint. |

3 Complete the reported orders, requests, advice and warnings. Use *tell*, *ask*, *advise* or *warn*.

4.12 Listen and check.

- 0 'Don't talk in the library.'
The librarian *told us not to talk in the library.*
- 1 'I'd take some food for the journey, if I were you.'
My mother
- 2 'Please have your tickets ready.'
The clerk
- 3 'Don't go in the sea – it's dangerous.'
The lifeguard
- 4 'It's best if you take the first train that arrives.'
The guard
- 5 'Pick your rubbish up!'
The police officer

71 Reporting verb patterns

1 tell and say

The two most common reporting verbs are *tell* and *say*. We use these two verbs to report information, but we use them in different ways.

- *Tell* needs an object, usually a person:
He told the reporters that the explosion had been an accident.
- *Say* does not usually have an object:
He said that the explosion had been an accident.
- But we can use an object with *say*, if we introduce it with *to*:
He said to the reporters that the explosion had been an accident.

- ! *X Ailsa said us she couldn't walk any further.*
 ✓ *Ailsa said (to us) she couldn't walk any further.*
X Ailsa told she couldn't walk any further.
X Ailsa told to us that she couldn't walk any further.
 ✓ *Ailsa told us (that) she couldn't walk any further.*



The minister refused to **admit** sending soldiers here. He **told** reporters that the desert exercises had stopped.

2 Reporting verb patterns

There are different ways of reporting speech, with different verbs:

| PATTERN | | VERBS |
|------------------------------------|----------------|--|
| 1 verb + <i>that</i> clause | no object | <i>add admit announce claim complain insist reply respond say state suggest</i> |
| | + object | <i>tell someone warn someone</i> |
| 2 verb + infinitive with <i>to</i> | no object | <i>agree claim offer refuse</i> |
| | + object | <i>advise someone ask someone beg someone encourage someone invite someone order someone persuade someone remind someone tell someone warn someone</i> |
| 3 verb + <i>-ing</i> form | no preposition | <i>admit advise consider regret suggest</i> |
| | + preposition | <i>admit to apologise for complain about insist on thank someone for</i> |

PATTERN 1 *'I'm getting married in July.'*

→ Simon **announced that he was getting married** in July.

PATTERN 2 *'You must remember to book the hotel later.'*

→ He **reminded me to book** the hotel later.

PATTERN 3 *'I'm sorry I lost your umbrella.'*

→ She **apologised for losing** my umbrella.

- ! Some reporting verbs (shown in blue above) can have two or more patterns:
*The boys **admitted that they had broken** the office window. / The boys **admitted breaking** the office window. / The boys **admitted to breaking** the office window.*

When a reporting verb is followed by a preposition (e.g. *thank someone for*), we always use the *-ing* form of the verb that follows:

*She thanked me for **helping** her.*

You can check which preposition is used in a good dictionary.

Practice

1 Choose the correct words in *italics*. In four sentences, both answers are possible.

- 0 I agreed *(to)* / *him* to sign the bank forms for my son.
 1 We told *you* / *to you* that we couldn't see you that evening.
 2 The thief finally admitted *to stealing* / *that he had stolen* the painting from the gallery.
 3 Your representative said *my husband* / *to my husband* that no payment would be taken.
 4 The dentist suggested *that I should visit* / *visiting* him more regularly.
 5 The programme makers apologised *upsetting* / *for upsetting* a lot of people.
 6 Mario insisted *on buying* / *that he should buy* dinner for me as a 'thank you'.
 7 She complained to my manager *that I was lazy* / *about my being lazy*.
 8 The school encouraged *its students* / *to its students* to go to university.

2 GRAMMAR IN USE Complete the conversation with the verbs from the box.

4.13 Listen and check.

agreed announced apologised encouraged insisted regretted said told thanked

- RASHID Sorry I'm late. Have you seen the news yet?
 BEN No. My dad called – he (0) *insisted* on telling me all about his holiday. Why?
 RASHID Well, you know there's been a bit of trouble with the TV company I work for?
 BEN The complaints about that really violent series, yeah.
 RASHID The managing director called the whole company to a meeting after work and (1) that he was going to resign this evening! He (2) that he took full responsibility for the problems, because he'd (3) to show the series although he knew how violent it was, so it was his fault.
 BEN That's amazing, isn't it?
 RASHID Yes, well, he's a very honourable man. He (4) for causing any difficulties for his staff, you know, with reporters, and (5) us all that he was very proud of the way we had behaved over the last two weeks.
 BEN Did anyone ask how he felt about leaving?
 RASHID Yes, he said he (6) having to make this decision, but it was the only one he could make. Anyway, he (7) us for supporting him, and (8) us to stay on and make the company a success.

3 Report the spoken words, using the verbs in brackets. You can report some of the sentences in more than one way. 4.14 Listen and check.

- 0 'OK, Dad. I did take £5 from your wallet, but it was to buy Mum a birthday card.' (admit)
 The boy *admitted taking £5 from his father's wallet*
- 1 'Would you like me to open the windows?' (offer)
 The woman
- 2 'In answer to your question, the club accepts members of all ages.' (reply)
 The assistant
- 3 'I really am the best electrician in the area.' (claim)
 He
- 4 'Please try one of my cakes – they're delicious. You will? Good.' (persuade)
 My friend
- 5 'We didn't tell the reporter about the company's financial problems.' (admit)
 The managers

Review MODULE 13

1 UNITS 68, 69 AND 70 Read the conversation between a student and her tutor, then complete the email below it with one word (or short form) in each gap.



TUTOR Jess, could you come into my office, please?
 JESS Of course.
 TUTOR Thanks. Jess, I've just read your essay, and it's excellent.
 JESS Thanks. That's really good news!
 TUTOR Well, actually, it isn't. Tell me, Jess, did you write that essay yourself?
 JESS Of course I did.
 TUTOR Well, there's a problem. I received an essay from another student in the group yesterday, and your essay is almost identical to that one.
 JESS I don't understand. How is that possible?
 TUTOR Well, did you discuss it with other students?
 JESS Yes, three or four of us worked on it together. You always say to us: 'Don't struggle on your own; talk to other students.'
 TUTOR True, that could explain similarities, but your two essays are identical. I'm going to send the two essays to the Head of Department tomorrow.
 JESS What will happen?
 TUTOR This is the first time this situation has happened, so the Head of Department might just give you a warning. But you really must be more careful in future, Ellen. You shouldn't work too closely with others when you're writing essays. The department really can't have problems like this.

Subject

Hi Samira

I'm just writing to tell you about a really awful thing that has happened at university. This morning my history tutor asked me (0) *to* go into his office. When I got in, he said that he (1) just read my latest essay and that it (2) excellent. I said that was good news, but then he said that it (3) and he asked me (4) I'd written the essay myself. I told him I had, but then he said that there was a problem. He said that he had received an essay from another student in the group the day (5), and that (6) essay was almost identical to that one. I (7) how that was possible, and he wanted to (8) whether I had discussed it with other students. I told him that three or four of us had (9) on it together – he always advises us (10) to struggle on our own, and to talk to other students. Anyway, he said that (11) explain similarities but that (12) essays were identical. He said he was going to send the two essays to the Head of Department the (13) day. I asked him what (14) happen and he said that as it was the first time the situation (15) happened, the Head of Department (16) just give (17) a warning. He (18) me to be more careful in future, and (19) me not to work too closely with others when (20) writing essays because the department couldn't have problems like that. I simply can't understand what happened ...

2 UNITS 70 AND 71 Complete the second sentence so it means the same as the first, using the word in brackets. Use two to five words in your answer.

- 0 Gwyneth said: 'Would you like to join our team in the quiz competition?' (invited)
Gwyneth *invited us to join* their team in the quiz competition.
- 1 'Don't run in the school corridors,' the head teacher told us. (ordered)
The head teacher in the school corridors.
- 2 'I'm really sorry that I didn't remember your birthday,' Jennie told her sister. (remembering)
Jennie her sister's birthday.
- 3 'My advice is that you shouldn't give up your job yet,' Dad told me. (to)
Dad give up my job yet.
- 4 Our manager said to us, 'I'm going to pay for everyone's lunch and that's final.' (insisted)
Our manager for everyone's lunch.
- 5 'John, please don't ride that motorbike again,' said his father. (begged)
John's father ride that motorbike again.

3 ALL UNITS Choose the correct words in *italics*. In five places, both answers are possible.

- MUM Alan, how many times has your father told you (0) *to not spend* / *not to spend* ages on the land line? That's what your mobile is for.
- ALAN Sorry, Mum, but that was a reporter from the local newspaper. She phoned me.
- MUM Oh, what did she want?
- ALAN She wanted to know how I (1) *was feeling* / *am feeling* after winning the regional final of the Junior Musician of the Year competition.
- MUM Oh, I see.
- ALAN Yeah, she said she (2) *has been* / *had been* at the competition and she thought that (3) *I'd performed* / *I performed* really well. She asked when (4) *was I going* / *I was going* to the national final, so I told (5) *her* / *to her* that I might not go because I (6) *can't* / *couldn't* afford to go to London.
- MUM What did she say?
- ALAN She said that the local newspaper (7) *will* / *would* sponsor me if money was a problem. She invited me (8) *going* / *to go* to the office tomorrow and have my photo taken for the paper. I said (9) *I'm not* / *I wasn't* sure, you know, I said (10) *her* / *to her* that I (11) *had only done it* / *only did it* for a laugh. But then she told me what a good opportunity (12) *was it* / *it was* and she tried to persuade me (13) *to go* / *going* to the final.
- MUM What did you say?
- ALAN I told her I'd see her (14) *the next day* / *tomorrow* at her office, of course!

4 ALL UNITS Find four more mistakes and correct them. Tick (✓) the correct sentences.

- 0 The police officer asked me where ~~did you work~~. *you worked*
- 1 The doctor told that I should have an X-ray as soon as possible.
- 2 He phoned me last week and asked what I had been doing this morning.
- 3 He admitted to leaving a cigarette burning in an ashtray, which caused the fire.
- 4 That woman wanted to know where were the nearest toilets.
- 5 Our history teacher said that the Hundred Years' War lasted more than 100 years.
- 6 We can't go into the theatre yet – they told us to not.

Reported speech

Choose the correct answer, A, B or C.

- 1 Maria said last Saturday that she her mother in hospital the day before.
A had visited B visited C was visiting ➤ Unit 68
- 2 Mike said yesterday that he us as soon as he had any news.
A calls B will call C would call ➤ Unit 68
- 3 The doctor told me that I drink less coffee.
A shall B should C to ➤ Unit 68
- 4 Jenna said the other day that she to your party this evening.
A comes B had come C is coming ➤ Unit 68
- 5 'Are you and I both in the team for Saturday?' 'Yes, Lewis said he'd selected both of'
A us B you C we ➤ Unit 68
- 6 When I called the cinema the other day, they said all the tickets had sold out
A the day before B the next day C yesterday ➤ Unit 68
- 7 The receptionist asked us if upgrade to a better room.
A we like to B would we like to C we would like to ➤ Unit 69
- 8 My mum wanted to know which restaurant go to for Sunday lunch.
A we want to B we want C do we want to ➤ Unit 69
- 9 I asked that man where , but he doesn't know the city.
A is the nearest metro B was the nearest metro C the nearest metro was ➤ Unit 69
- 10 Your sister wants to know where her football boots.
A you put B did you put C do you put ➤ Unit 69
- 11 Salima asked us why to the club recently
A we didn't go B we hadn't been C we weren't ➤ Unit 69
- 12 The general ordered his soldiers
A not to shoot B not shoot C to not shoot ➤ Unit 70
- 13 'Will you stay for supper?' → She asked for supper.
A if I stayed B me stay C me to stay ➤ Unit 70
- 14 There are signs warning the city centre this weekend.
A drivers avoid B drivers to avoid C avoid drivers ➤ Unit 70
- 15 The shop assistant advised the following day.
A me to come back B me come back C me coming back ➤ Unit 70
- 16 The presenter told the show was over.
A to her guests that B her guests that C that ➤ Unit 71
- 17 The woman at the front we could use the back entrance.
A said us B said to C said ➤ Unit 71
- 18 The gym instructor suggested that do forty minutes a day at first.
A me to B I should C me doing ➤ Unit 71
- 19 The managing director thanked all his staff him during the crisis.
A for supporting B for support C to support ➤ Unit 71
- 20 I was very tired when I got home, so Pete offered dinner.
A me to cook B to cook C cooking ➤ Unit 71

Before you start

1 Read about Ian Fleming. Look at the **highlighted** grammar examples.

IAN FLEMING

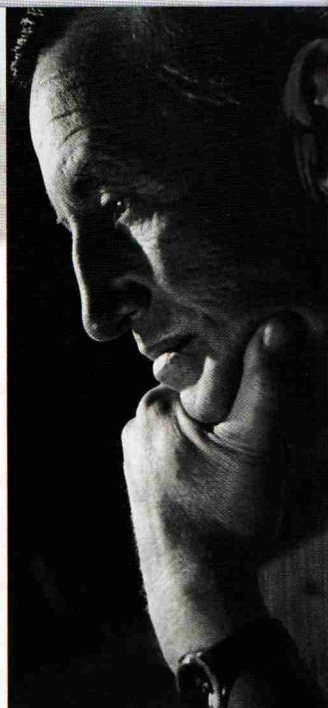
Ian Fleming was the writer **who invented** James Bond. *Casino Royale*, **published in 1953**, was the first novel **in which this character appeared**. Fleming went on to write eleven more James Bond novels before his death in 1964.

As a young man, Fleming's ambition **was to join** the British Foreign Office. But he failed to get a job there, **which was a great disappointment for him**. Although he had never intended to be a writer, he got a job as a journalist for Reuters News Agency. Then, at the start of World War Two, Fleming became a secret information officer in the Royal Navy.

Leaving the navy in 1945, Fleming took the decision to write. But it was his work for the navy, **which included several secret expeditions**, that had given him the ideas for his James Bond novels.

The first James Bond novel **to be made into a film** was *Dr No*, in 1962. The film, **starring Sean Connery**, was a huge success.

Nobody really knows **what makes the James Bond stories so successful**. But now, half a century after Fleming's death, they are as popular as ever.



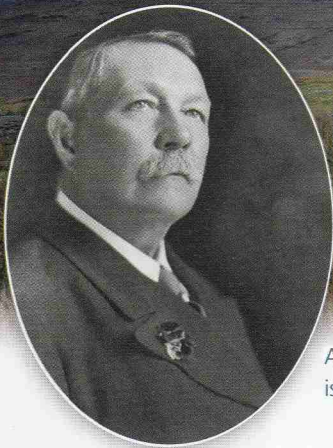
2 Now read the sentences and choose the correct words in *italics*. The **highlighted** grammar examples will help you.

- | | |
|---|-----------|
| 1 Marie Curie was the scientist <i>which</i> / <i>who</i> discovered X-rays. | ➤ Unit 72 |
| 2 That's the London house <i>in which</i> / <i>which in</i> Ian Fleming was born. | ➤ Unit 72 |
| 3 We got the flights, <i>that</i> / <i>which</i> were very cheap, on the Internet. | ➤ Unit 73 |
| 4 My best friend didn't come to the party, <i>who</i> / <i>which</i> was very annoying! | ➤ Unit 73 |
| 5 'Goldfinger', <i>made</i> / <i>which made</i> in 1964, was the third James Bond film with Sean Connery. | ➤ Unit 74 |
| 6 Most of the James Bond films <i>featuring</i> / <i>featured</i> Sean Connery are now available on DVD. | ➤ Unit 74 |
| 7 <i>To arrive</i> / <i>Arriving</i> at the railway station late at night, Clara couldn't find a taxi to take her home. | ➤ Unit 75 |
| 8 The last James Bond novel <i>to be written</i> / <i>writing</i> by Ian Fleming was 'The Man With The Golden Gun'. | ➤ Unit 76 |
| 9 My brother's main aim in life is <i>for to be</i> / <i>to be</i> rich. | ➤ Unit 76 |
| 10 I don't understand <i>what</i> / <i>that</i> our teacher is saying. | ➤ Unit 77 |

3 Check your answers below. Then go to the unit for more information and practice.

1 who 2 in which 3 which 4 which 5 made 6 featuring 7 Arriving 8 to be written 9 to be 10 what

72 Relative clauses (1)



Arthur Conan Doyle is the writer **who invented Sherlock Holmes**. *The Hound of the Baskervilles* is a novel **he wrote in 1901**. It is set in the wild Dartmoor countryside.

1 Relative clauses

Relative clauses give us information about the subject or object of a main clause.

Defining relative clauses describe exactly which (or what kind of) person or thing we mean:

which writer?
 Arthur Conan Doyle is **the writer who invented Sherlock Holmes**.

what kind of phone?
 Do you have **a phone which takes photos**?

We introduce a relative clause with a **relative pronoun**:

| RELATIVE PRONOUN | FOR | EXAMPLES |
|------------------|---|--|
| <i>who</i> | people | <i>Mrs Lee was the woman who taught me to play the piano.</i> |
| <i>which</i> | animals or things (but not people) | <i>Their cat has killed the rat which was living under our house. I've got a water heater which uses solar power.</i> |
| <i>that</i> | people, animals and things | <i>He's the man that I spoke to. Sue's got a cat that loves coffee! It's a phone that takes photos.</i> |
| <i>whose</i> | possession and relationships <i>his, her, its or their</i> | <i>I know the woman whose husband used to be your boss. Hanna owns a horse whose coat is completely white. I'm working for a company whose head office is in Zurich.</i> |

FORMALITY CHECK *Whose* is quite formal. It is less formal to use *with*. We can also use *which has* for animals or things:

Hanna owns a horse with a completely white coat.

Steve's the boy with the red hair.

I work for a company which has its head office in Zurich.



We don't use *what* (► **Unit 77.1**) in the same way as *that*:

✗ *Frank's the man what owns our local gym* ✓ *Frank's the man that owns our local gym.*



The relative pronoun REPLACES *he/him, she/her, they/them*, etc:

✗ *Karl is the teacher who he helped us.* ✓ *Karl is the teacher who helped us.*

✗ *I don't talk to people that I don't like them.* ✓ *I don't talk to people that I don't like.*

Non-defining relative clauses ► **Unit 73**

2 Leaving out the relative pronoun

The pronoun (e.g. *who*, *which*, *that*) in a relative clause can be the subject or object of the clause:

| | |
|----------------|---|
| SUBJECT | Arthur Conan Doyle was the writer who invented Sherlock Holmes. (Conan Doyle invented Sherlock Holmes.) |
| OBJECT | 'The Hound of the Baskervilles' is a novel which he wrote in 1901. (He wrote the novel.) |

We can leave out the relative pronoun when it is an OBJECT, especially in speech and informal writing:

'The Hound of the Baskervilles' is a novel he wrote in 1901.

FORMALITY CHECK We usually include the object relative pronoun in formal writing:
To activate your card you must use the new PIN number **which** we sent by recorded delivery.

! We cannot leave out the relative pronoun when it is a SUBJECT:

✗ *Arthur Conan Doyle was the writer invented Sherlock Holmes.*

✓ *Arthur Conan Doyle was the writer **who** invented Sherlock Holmes.*

3 Clauses with *when*, *where*, *why*

We can also use *when*, *where* and *why* to introduce relative clauses.

- *When* introduces a relative clause about times, days, years, etc:
*There was a storm on the day **when** my sister got married.*
- *Where* introduces a relative clause about places:
*Do you know any shops **where** you can get designer jeans?*
We can also use *which/that* (+ *in*) to talk about places:
*That's the hotel **where** we stayed. That's the hotel **which/that** we stayed **in**.*
- *Why* introduces a relative clause about reason:
*That's the reason **why** I'm late.*

We can leave out the noun before *when*, *where* and *why*:

*That was **when** I lived in London.* (the time when)

*This is **where** my best friend went to school.* (the building/place where)

*And that's **why** we're late.* (the reason why)

We can leave out *when* after *day*, *year*, *time*, etc. and *why* after *reason*:

*There was a storm on **the day** my sister got married. That's **the reason** I'm late.*

4 Prepositions in relative clauses

We sometimes form relative clauses using verbs with prepositions, such as *apply for*.

FORMALITY CHECK The position of the preposition is different in formal and informal English:

| | INFORMAL | FORMAL |
|---------------------------|--|--|
| I applied for that job. → | <i>That's the job which I applied for.</i> | <i>Below are the details of the job for which you applied.</i> |
| I work with Steve. → | <i>Steve's the man who I work with.</i> | <i>It's important to get on with the people with whom* you work.</i> |

* If we put a preposition before *who*, it changes to *whom*.

! We don't use prepositions in clauses beginning with *when* or *where*:

I used to live in this house. ✗ *This is the house ~~where~~ I used to live ~~in~~.*
✓ *This is the house where I used to live.*

! We cannot put a preposition in front of *that*:

I've been looking for this book. ✗ *This is the book ~~for~~ **that** I've been looking ~~for~~.*
✓ *This is the book **that** I've been looking **for**.*

Practice

1 Choose the correct words in *italics>. In two places both answers are possible.*

4.15 Listen and check.

- 0 Agatha Christie is the writer *(who)* / *which* invented Miss Marple.
- 1 Is this one of the DVDs *that* / *what* you've already seen?
- 2 Mike's the man *who* / *whose* wife writes detective novels.
- 3 What's the name of the hotel *which* / *that* you visited last summer?
- 4 Carol's the teacher *whose* / *who* will be taking over our class next term.
- 5 I prefer books *that* / *which* have a happy ending.
- 6 I could never live in a house *that* / *who* doesn't have a nice garden.
- 7 A whale is an animal *who* / *that* breathes air but lives underwater.
- 8 I'm afraid it's by an author *who* / *whose* name I can't remember.

2 GRAMMAR IN USE Find five more relative pronouns in the text that can be left out.

4.16 Listen and check.

The detective novel

For over a hundred years detective stories have been one of the most popular forms of writing. The books *that* they appear in are often called 'whodunits'. In many cases the detectives in these novels are professional police officers. A typical example is Inspector Morse, the famous Oxford detective who was created by the writer Colin Dexter.

But many of these characters are private detectives who help the clients who they work for. Perhaps the best-known is Philip Marlowe – a private detective invented by the author Raymond Chandler in a novel which he wrote in 1939.

Of course, not all detectives in fiction are professionals, many are amateurs. One of the most famous of these is Miss Marple, a character *that* Agatha Christie invented in 1927.

In more recent years, scientists and psychologists have taken over the role of detectives in popular fiction. This is due to the increasingly important role which science plays in modern police work. One of the best-known of these 'detectives' is Dr Kay Scarpetta – the invention of American crime writer Patricia Cornwell. Cornwell introduced Scarpetta to the world in *Postmortem*, a book which she published in 1990.

3 Complete the sentences with *which, where, when* or *why*. Leave out the pronoun where possible.

- 0 This tastes awful. I don't know *why*..... I ordered it!
- 1 It was raining by the time we got there.
- 2 Is this the place we're supposed to meet them?
- 3 She works in a building used to be a hospital.
- 4 Is that the reason she never answers your emails?
- 5 This is the house my grandmother was born.
- 6 1969 was the year human beings first landed on the moon.
- 7 What a terrible thing to say! I don't know she's always so rude to me.
- 8 It was a film seemed to last forever.
- 9 Do you remember the day we met?
- 10 There were a couple of questions were too difficult for me to answer.

4 Complete the second sentence so it means the same as the first. Sentences 4–6 are more formal English.

- 0 We used to go to that school.
That's the school *we used to go to*
- 1 I told you about that woman.
She's the woman
- 2 You were interested in a musical. Is it *Mamma Mia*?
Is *Mamma Mia* the musical
- 3 We walked under that old railway bridge.
That's the old railway bridge
- 4 The insurance company has already paid for those repairs.
Those are the repairs has already paid.
- 5 The committee has no control over this matter.
This is a matter has no control.
- 6 The bank has lent money to those customers.
Those are the customers has lent money.

5 GRAMMAR IN USE Look at the text about a TV show below and complete it with this information.

- (0) The Internet and mobile phones didn't exist in the nineteenth century.
(1) Sherlock Holmes lives in the flat at 221B Baker Street.
(2) Conan Doyle invented the basic plots.
(3) Sherlock Holmes uses his powers of observation to solve crimes.
(4) Benedict Cumberbatch has starred in many recent films and TV shows.
(5) Dr Watson's career in the army has ended.
(6) Martin Freeman became famous for his part in *The Office*.

A 21st Century Sherlock Holmes

Sherlock is a new BBC television series based on the novels of Arthur Conan Doyle, but set in present-day London. Of course, the original stories were written in the late nineteenth century, a time (0) *when the Internet and mobile phones didn't exist* In this new version all kinds of modern technology are used.

Although the stories have been updated to the twenty-first century, lovers of the original novels will be pleased to know that many of the familiar characters and places have been kept for the new series. For instance, the flat (1) is still 221B Baker Street.

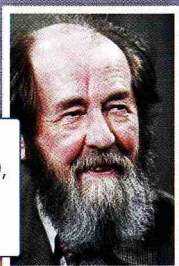
The writers of the series have used the basic plots (2), but they have been made more exciting and modern. The main characters are:

Sherlock Holmes: Holmes is a brilliant detective (3) The part of Holmes is played by Benedict Cumberbatch, a young actor (4)

Dr Watson: Watson, a doctor (5), is Sherlock Holmes' best friend. The part of Watson is played by Martin Freeman. He's an actor (6) in the hit comedy series *The Office*.

73 Relative clauses (2)

Alexander Solzhenitsyn, **who was awarded the Nobel Prize in 1970**, wrote several novels about the Soviet labour camps in Siberia.



1 Non-defining relative clauses

Non-defining relative clauses do not describe exactly who or what we mean. Instead they give us extra information about the subject or object of a main clause:

Alexander Solzhenitsyn, who was awarded the Nobel Prize in 1970, wrote several novels.

If we remove the clause, the sentence still makes sense:

Alexander Solzhenitsyn wrote several novels.

Compare this with defining relative clauses:

Angela Green is the woman who lives next door.

Angela Green is the woman. [which woman?]

! We don't use *that* or *what* in non-defining relative clauses:

✗ *The painting, that is now restored, can be seen in the National Gallery.*

✓ *The painting, which is now restored, can be seen in the National Gallery.*

Because non-defining relative clauses do not identify the subject in the main clause, there is a difference in meaning:

DEFINING *The passengers who were injured in the crash were taken to hospital.*

(Only the injured passengers were taken to hospital. We know that some were not injured.)

NON-DEFINING *The passengers, who were injured in the crash, were taken to hospital.*

(All the passengers were taken to hospital. We know that they were all injured.)

2 Punctuation and use of prepositions

Unlike defining relative clauses, non-defining relative clauses are separated from the rest of the sentence by commas. We usually put the clause immediately after the subject it refers to:

! ✗ *The author of the novel lives in Edinburgh, which you can buy for €20.*

✓ *The author of the novel, which you can buy for €20, lives in Edinburgh.*

We use prepositions in non-defining relative clauses in the same way as in defining relative clauses (► Unit 72.4):

Sue recently won a prize, which she never stops talking about.

That house, which we used to live in, has been sold.

🔊 Pronunciation ► 1.31

3 Comment clauses with *which*

We can use a non-defining relative clause, usually at the end of the sentence, to say something about the whole of the main clause:

The army team was unable to make the bomb safe, which meant everyone had to leave the area. Solzhenitsyn wrote his books while he was still a prisoner, which was very brave.

! We use *which*, NOT *who*, *whose*, *that* or *it*, to introduce a comment clause.

We put a comma before *which*:

✗ *Solzhenitsyn wrote his books while he was still a prisoner, who was very brave.*

✓ *Solzhenitsyn wrote his books while he was still a prisoner, which was very brave.*


Practice

1 Choose the correct meaning, A or B.

- 0 Emma's sister, who isn't married, lives in New York.
A Emma has several sisters. **B** Emma only has one sister.
- 1 This building is part of the Riverside development, which has just won a design award.
A The building has won an award. B The Riverside development has won an award.
- 2 We stayed at the first hotel we saw which had a swimming pool.
A We only looked at one hotel. B We looked at other hotels without pools.
- 3 I chose the grey suit, which cost \$100.
A The colour was more important. B The price was more important.
- 4 Two students who took the exam passed with distinction.
A More than two students took the exam. B Only two students took the exam.

2 Rewrite the sentences, using non-defining relative clauses.

- 0 I went to university in Cambridge. Cambridge is a beautiful city.
I went to university in Cambridge, which is a beautiful city.
- 1 *Humaniqueness* is the first book that Glauco Ortolano has written in English. Ortolano is Brazilian.
.....
- 2 Harlitt's chocolate factory has closed down. It used to employ over a thousand people.
.....
- 3 You can't smoke in restaurants any more. I'm pleased about that.
.....
- 4 They've closed down our local library. This is really annoying.
.....
- 5 The course starts on Monday 12th January. The course lasts ten weeks.
.....
- 6 The new company president will be Sandra Jackson. Sandra Jackson's period as creative director was very successful.
.....

3 GRAMMAR IN USE There are four more missing commas and three more incorrect pronouns in the text. Write the correct words and the missing commas.  4.17 Listen and check.

The nineteenth century, ^{which} ~~that~~ was the golden age of Russian literature ^{which} produced the world-famous novelists Leo Tolstoy and Fyodor Dostoevsky, the poet Alexander Pushkin and the playwright Anton Chekhov. Tolstoy's novel *War and Peace* what was written in 1869 is often considered to be the greatest novel of the nineteenth century.

Russian literature continued to flourish in the twentieth century. Internationally, the two Russian novelists who were most successful were Boris Pasternak and Vladimir Nabokov.

Nabokov, that spent much of his life in the United States also wrote novels in English.

Pasternak was the author of *Dr Zhivago* that was made into a hugely successful film in 1965.

He was awarded the Nobel Prize in 1958 but refused to accept it.

74 Clauses after the noun



Robinson Crusoe is a novel **based** on the true story of a Scottish pirate, Alexander Selkirk.

1 Reduced relative clauses

We often make relative clauses shorter, like this:

'*Robinson Crusoe*' is **a novel** **which is based** on the true story of Alexander Selkirk.

→ '*Robinson Crusoe*' is **a novel** **based** on the true story of Alexander Selkirk.

It's about **a man** **who lives** on a deserted island.

→ It's about **a man** **living** on a deserted island.

- If the verb in the original relative clause is active, we use the *-ing* form:
It's a shop that sells designer jeans. → *It's a shop **selling** designer jeans.*
- If the verb is passive we use the *-ed* form:
It's a novel which is based on a true story. → *It's a novel **based** on a true story.*
- We can only make clauses shorter when the noun we are describing is the same as the subject of the relative clause, NOT if it is different:
noun we are describing ≠ subject of relative clause

*This is a photo of **the hotel** that we stay in every year.*

~~*This is a photo of the hotel staying in every year.*~~

More on other participle clauses ▶ Unit 75

! We only use the *-ing* form if the action is happening now or is continuing. We cannot use it for single actions in the past:

*That was the customer **who phoned** yesterday.* (single completed action)

~~*That was the customer **phoning** yesterday.*~~

! We don't use *-ing* forms with state verbs (▶ Unit 29.3/4):

~~*He's the man **owning** the factory.*~~ ✓ *He's the man **who owns** the factory.*

2 Infinitive clauses

We often replace a relative clause with an **infinitive clause** after a superlative, after *the first*, *the second*, etc., or after *one*, *next*, *last*, *few* and *only* (▶ Unit 76.2):

*Yuri Gagarin was the first man **that went into space.***

→ *Yuri Gagarin was the first man **to go into space.***

*She was the only one **who helped me.*** → *She was the only one **to help me.***

3 Using prepositions instead of relative clauses

We often shorten sentences with the help of prepositions:

- relative pronoun + *have* → *with*:

*This queue is for passengers **who have** EU passports.*

→ *This queue is for passengers **with** EU passports.*

*Is there a restaurant **that has** a vegetarian menu near here?*

→ *Is there a restaurant **with** a vegetarian menu near here?*

- relative pronoun + *be* + preposition → *in/at/on*, etc:


*I like the painting **which is** on the bedroom wall.* → *I like the painting **on** the bedroom wall.*

*What are those plants **that are** in your garden?* → *What are those plants **in** your garden?*

Practice

- 1** **GRAMMAR IN USE** Choose the correct words in *italics>. In two places, both answers are possible.  **4.18** Listen and check.*

ANNA What's the name of the book (0) *reading* / *that you're reading* at the moment?
 KARL *Imperium* by Robert Harris. It's a book (1) *recommending* / *recommended* by my history teacher.
 ANNA That's about the people (2) *who were killed* / *killed* by the volcanic eruption in Pompeii, isn't it?
 KARL No, it's a historical novel (3) *basing* / *based* on the true story of Cicero.
 ANNA Who was he? Wasn't he the first person (4) *became* / *to become* an emperor?
 KARL No. He was one of the politicians (5) *living* / *lived* in Rome at the end of the Republic.
 ANNA Was it an expensive book?
 KARL No. I got it from the market. There's a stall there (6) *that has* / *with* lots of bargain books.

- 2** Complete the second sentence so it means the same as the first, using a reduced relative clause, an infinitive clause or a preposition + noun.  **4.19** Listen and check.

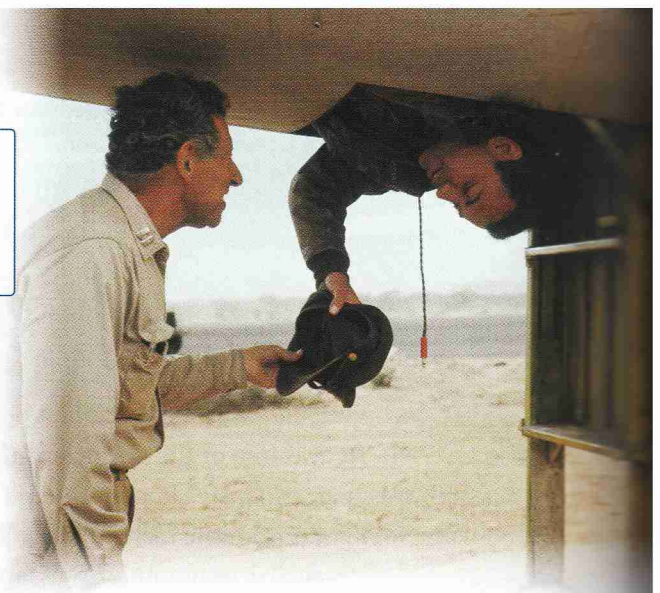
0 It's a poem that somebody wrote in the sixteenth century.
 It's a poem *written in the sixteenth century*.....
 00 Was she the only person that visited you?
 Was she the only person *to visit you*.....?
 000 Is there a bank near here that has a cash machine?
 Is there a bank near here *with a cash machine*.....?
 1 Daniel was the first person that spoke to me.
 Daniel was the first person
 2 There was an old letter that was found under the floor.
 There was an old letter
 3 What is the name of the building that's next to the library?
 What's the name of the building?
 4 My grandfather gave me that watch.
 That is the watch by my grandfather.
 5 This is the third DVD player that has broken down!
 This is the third DVD player!
 6 I need a computer that has a bigger hard drive.
 I need a computer

- 3** Replace the underlined phrases with reduced relative clauses, infinitives or prepositions. Then match the descriptions with the writers and characters from fiction.

| | |
|---|---------------------|
| 0 A scientist ^{with} <u>who has</u> two different personalities. | Madame Bovary |
| 1 A man <u>who was left</u> on a deserted island. | Boris Pasternak |
| 2 The only Russian writer <u>that refused</u> the Nobel Prize. | Dr Jekyll/Mr Hyde |
| 3 A police detective <u>who lives</u> in Oxford. | William Shakespeare |
| 4 A writer <u>who was born</u> in Stratford-upon-Avon in 1564. | Robinson Crusoe |
| 5 A secret agent <u>who has</u> the code name 007. | Inspector Morse |
| 6 A woman <u>who is married</u> to a country doctor in nineteenth-century France. | James Bond |

75 Participle clauses

Written in 1961, *Catch-22* is a novel about a young American soldier, John Yossarian. In the middle of World War Two he is sent to fight in Italy, **leaving** his friends and family behind.



1 Participle clauses

Participle clauses give more information about a noun. We use the *-ed* or *-ing* form of the verb. Participle clauses don't have a subject because their subject is the noun/pronoun in the main clause:

participle clause subject

Written in 1961, **'Catch-22'** is a novel about a young American soldier, John Yossarian.

subject

participle clause

In the middle of World War Two, **he** is sent to fight in Italy, **leaving his friends and family behind**.

FORMALITY CHECK In written English we often put participle clauses in front of the main clause. We use a comma to separate the two clauses.

Participle clauses are common in written English because they let us give a lot of information in a single sentence.

More on sentence-building ► Module 19

2 Participle clauses of reason, result, time, etc.

| | FULL CLAUSE | PARTICIPLE CLAUSE |
|---------------|--|--|
| reason | <i>Because he's a student he can get a discount on rail travel.</i> | <i>Being a student, he can get a discount on rail travel.</i> |
| result | <i>A snowstorm covered the motorway. The result was that dozens of drivers were trapped in their cars.</i> | <i>A snowstorm covered the motorway, trapping dozens of drivers in their cars.</i> |
| condition | <i>If you give it enough water and sunlight, the plant will grow to three metres.</i> | <i>Given enough water and sunlight, the plant will grow to three metres.</i> |
| time/sequence | <i>As I walked into the room I noticed the flowers by the window.</i> | <i>Walking into the room, I noticed the flowers by the window.</i> |

There is also a perfect form, *having* + past participle (► Unit 64.1), which we can use to talk about an action that happened earlier:

Having paid the entrance fee, we walked into the museum.

(= After we had paid the entrance fee, we walked into the museum.)

3 Forms for active and passive meanings

In participle clauses the *-ing* form has an active meaning:

*The bank manager **opened** the safe and noticed something strange inside.* (active verb)

→ **Opening** the safe, the bank manager noticed something strange inside.

The *-ed* form has a passive meaning:


*The flood victim stood on the roof. He **was trapped** by the rising water.* (passive verb)

→ *The flood victim stood on the roof, **trapped** by the rising water.*

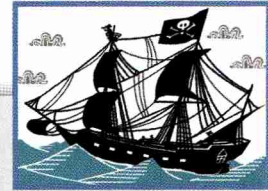
Practice

1 Choose the correct meaning, A or B.

- 0 Jake fell over, breaking his glasses.
A Jake fell over because his glasses were broken.
B Jake's glasses broke because he fell over.
- 1 Having read the book, I don't need to see the film.
A I have to read the book but I don't need to see the film.
B It isn't necessary to see the film because I've already read the book.
- 2 Stored in a fridge, the dish will stay fresh for four days.
A If you store it in a fridge, the dish will stay fresh for four days.
B I stored the dish in a fridge for four days.
- 3 Being a doctor, people often ask me for advice.
A Doctors often ask me for advice.
B People ask me for advice because I'm a doctor.
- 4 Having passed the driving test, I was able to buy a car.
A I was able to buy a car because I'd passed the driving test.
B I bought a car before I passed the driving test.

2 **GRAMMAR IN USE** Complete the article with words from the box. There are three extra words.  4.20 Listen and check.

annoyed arrested arresting being born having become
joining leaving left needing used using



The true story of Alexander Selkirk

(0) Born in Scotland in 1676, Selkirk was the son of a shoemaker, and very different from the character he inspired in the novel *Robinson Crusoe*. As a teenager he was very badly behaved. (1) for causing trouble in 1695, he was ordered to appear in court, but he ran away to sea, (2) the crew of the pirate ship, *Cinque Ports*. He was a skilled sailor and was quickly promoted.

(3) sailing master in 1703, Selkirk soon started arguing with Thomas Stradling, the ship's captain. In October 1704, (4) to collect fresh food and water for his ship, Captain Stradling decided to stop at one of the deserted islands of Juan Fernandez. (5) an old ship, the *Cinque Ports* also needed repairs. Selkirk wanted the crew to repair the ship, but the captain refused, and, (6) by Selkirk's continued demands, sailed away without him.

(7) alone on the island for more than four years, Selkirk had to find ways to stay alive. Fortunately, he was able to make his own clothes and tools, (8) the skills he had learnt from his father.

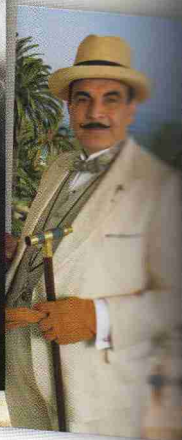
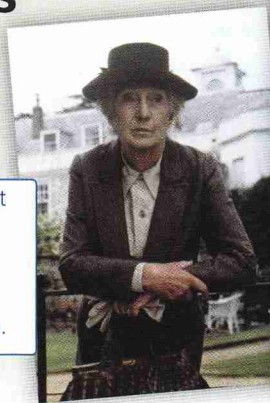
3 Complete the sentences with participle clauses, using the information in brackets.

 4.21 Listen and check.

- 0 Having three children, we don't get much free time. (because we have three children)
- 1, we left the restaurant. (after we'd paid for the meal)
- 2, *Invictus* is based on a true story. (it was filmed in 2009)
- 3 Karen ran out of the building, (she called for help)
- 4, I noticed two people arguing. (as I looked out of the window)
- 5, this rose can grow to a height of two metres.
(if you plant it in a sunny spot)

76 Infinitive clauses

And Then There Were None was the first book by Agatha Christie **to sell** more than 100 million copies. It is one of the few books **not to feature** her famous characters Hercule Poirot or Miss Marple.



1 Infinitive clauses (infinitive + to)

We often use infinitive clauses after the verb *be*:

*As a child, my ambition was **to study medicine**. My ambition is **to become a vet**.*

There are active and passive forms of the infinitive:

| | ACTIVE INFINITIVE | PASSIVE INFINITIVE |
|---------|---|--------------------------------|
| simple* | The most important thing is to tell the truth. | I hate to be told lies. |

* There is a perfect form *to have told* and a continuous form *to be telling* (► Unit 65.2).

To make the negative form we put *not* in front of the infinitive:

*It is one of the few books **not to feature** her famous characters Hercule Poirot or Miss Marple.*

*President Solano was the only head of state **not to be invited** to the conference.*

! We don't usually include a subject in an infinitive clause:

*✗ It is important you **to tell the truth**. ✓ It is important **to tell the truth**.*

But if the subject of the infinitive clause is different from the subject of the sentence, we can use *for* + subject + infinitive with *to*:

*I think it's important **for politicians to tell the truth**. My aim is **for my children to be happy**.*

NATURAL ENGLISH There are some well-known expressions with infinitive clauses that we use to make a comment about something we are saying:

*I really don't like him, **to be honest**. **To tell the truth**, the show was disappointing.*

Infinitives which follow certain verbs, e.g. *I refuse to leave* ► Unit 65

2 Infinitives after superlatives, adjectives, etc.

We often use infinitive clauses to replace relative clauses after a superlative, after *the first*, *the second*, etc. or after *one*, *next*, *last*, *few* and *only*:

It was the first book by Agatha Christie which sold more than 100 million copies.

→ *It was **the first** book by Agatha Christie **to sell** more than 100 million copies.*

We also use infinitives after adjectives which describe people's feelings and opinions:

*We're **delighted to be here**. I'm **happy for them to join** the class.*

3 Infinitive of purpose

We can use an infinitive clause to describe the purpose or reason for an action:

*Carlos went to college **to study law**. I took a pill **to get rid of my headache**.*

! We don't use *for* + infinitive of purpose:

*✗ He went to the corner **for to get a taxi**. ✓ He went to the corner **to get a taxi**.*

FORMALITY CHECK In more formal English we can also use *in order to* or *so as to*:

*We moved to Brighton **in order to be** nearer our grandchildren.*

*Please move to the front **so as to allow** more room for the late arrivals.*

We can put the infinitive clause before the main clause for instructions:

***To make a call**, press the green button. **To inflate the life jacket**, pull on the red cord.*

Practice

1 Write the words in the correct order to make sentences. Start with the underlined word(s).

- 0 an email to Daniella the Internet café went send to
Daniella went to the Internet café to send an email.
- 1 the first man on the moon walk to Neil Armstrong was

- 2 to university to chemistry my brother went study

- 3 not a mess to I make promise

- 4 the third person to Harry is this morning phone me

2 Choose the correct words in *italics*. In two places, both answers are possible.

4.22 Listen and check.

- 1 A We're going to Skytrip Tours (0) *for booking* / (to book) our next holiday.
 B Really? Why are you going there?
 A It's the only travel company (1) *to charge not* / *not to charge* for children under sixteen.
- 2 A I've put lemon juice round my plants (2) *for* / *to stop* the cats digging them up.
 B Does it work?
 A I'm not really sure, (3) *telling* / *to tell* the truth.
- 3 A Are you applying for university?
 B Yes. I'm trying to get a place (4) *to study* / *that studies* economics.
 A Good for you. It's so important (5) *that people* / *for people to* get a good education.
- 4 A I'm looking for something (6) *to give* / *for giving* to my cousin for his birthday. I've heard there's a good video game called 'Space Warriors' – do you have that?
 B I'm not sure. You're the first person (7) *that's asked* / *to ask* me for that one. I'll just check on the computer. No, we're out of stock at the moment. I could order it for you.
 A Oh, how long would that take?
 B I don't really know, (8) *that I'm* / *to be* honest.

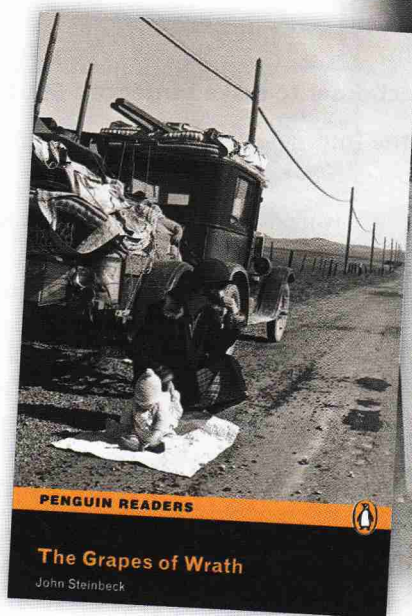
3 GRAMMAR IN USE Find six more mistakes in the conversation and correct them.

4.23 Listen and check.

- ANGELA I'm going to the library ~~for~~ ^{to} get some books on Marco Polo. Do you want to come?
- BELLA Sure. Who's Marco Polo?
- ANGELA He was one of the first Europeans visiting the Far East. He wrote a book about his adventures in 1298.
- BELLA I think I've heard about that. It was the first book for to describe China and Kublai Khan, wasn't it?
- ANGELA Yes. I'm writing an essay on him for my course. It's really important because I need to get a good grade for the essay in order for pass the course. I don't want to be the only person in my year to pass not!
- BELLA Well, it sounds like a fascinating subject, anyway. It's my ambition visit China one day.
- ANGELA I'd love to do that, too. Listen. Do you want to go for a coffee later?
- BELLA I'm not sure. I'm supposed to be meeting Helena.
- ANGELA That's OK. I'd be happy her to join us.

77 Other noun structures

The Grapes of Wrath, by John Steinbeck, is a fascinating book. It describes **what life was like** for poor American farmers in the 1930s.



1 Wh- clauses

Wh- clauses can express the same as a noun or noun phrase, but we tend to use them more in informal English.

| NOUN PHRASE | Wh- CLAUSE |
|--|---|
| <i>I don't agree with their decision.</i> | → <i>I don't agree with what they decided.</i> |
| <i>Have you been to our house?</i> | → <i>Have you been to where we live?</i> |
| <i>They told us about the designer.</i> | → <i>They told us about who designed it.</i> |
| <i>I don't understand this method.</i> | → <i>I don't understand how you do it.</i> |

- **Wh- clauses** are not the same as relative clauses:
*I don't agree with **their decision**.* (noun phrase)
 → *I don't agree with **what they decided**.* (wh- clause)
 → *I don't agree with the decision **that they made**.* (relative clause)
- The **wh- clause** acts like a noun, so it can be the subject or object of a verb:
***What he did** made us very angry.* (= His actions made us angry.)
*It describes **what life was like** for poor farmers in the 1930s.*
 (= It describes poor farmers' living conditions.)

What usually means 'the thing(s) that':

***What we do** is more important than **what we know**.*

(= The things we do are more important than the things we know.)

*I don't know much about art, but I know **what I like**.* (= I know the things that I like.)

- ⚠ We don't include the noun in a clause beginning with **what**:
 ✗ *I don't agree with the decision **what they decided**.* ✓ *I don't agree with **what they decided**.*

Relative clauses with **when, where** and **why** ▶ Unit 72.3

2 Comparison clauses with nouns

We usually make comparisons using adjectives and adverbs (▶ Units 21, 22).

But we can also compare nouns:

*She's **richer** than me.* → *She's got **more money** than me.*

*Their house is **bigger** than ours.* → *Their house has **more space** than ours.*

*Nowadays it **doesn't take as long** to get there.* → *Nowadays it **takes less time** to get there.*

We can also make superlative forms using *the most/the least* + noun:

*Of all our staff, Jackie had **the fewest complaints**.*

*Sally has **the least money**, so we should let her have the cheapest ticket.*

More on **more/less** and *the most/the least* ▶ Unit 12.3 **less** ▶ Units 21 and 25

Practice

- 1 Rewrite the underlined phrases, using *who, what, where, why* or *how* and a phrase from the box.  4.24 Listen and check.

she decided ~~he did~~ he knows you live wrote it he's doing it
she does they're going they did it

- 0 I'm not very pleased with his actions. *what he did*.....
1 Do you know their destination?
2 Can you explain their method?
3 Is that his reason?
4 I don't know the author of that book.
5 Excuse me. Is this your address?
6 Her job isn't very exciting.
7 Her decision seems rather selfish to me.
8 His knowledge is important.

- 2 Choose the correct words in *italics*.

- 0 I'm amazed by *which* / what he knows.
1 *What* / *That* we need is a really good dictionary.
2 The person with *the most* / *more* correct answers wins the competition.
3 I don't care *where* / *which* we go for our holiday, so long as it's near a beach.
4 Sarah *more* earns money / *earns more* money than me.
5 *The thing* *what* / *What* that man did is outrageous.
6 Can you explain *that* / *how* he solved the puzzle?
7 Which house has *most the* / *the most* bedrooms?
8 *What* / *Why* she left him is something we'll never know.

- 3 **GRAMMAR IN USE** Complete the text with one word only in each gap.

 4.25 Listen and check.

The Embarrassment of Riches by Simon Schama

This is a book about Holland in the seventeenth century, the golden age of Dutch history. Simon Schama, a professor of history at Columbia University, uses this book to tell us about (0) *what* he thinks is a key moment in European history – the birth of the first modern society. The book explains (1) Holland built the world's first maritime empire and created a tolerant society which has lasted until the present day. He describes the people that created this society: (2) they were and (3) they achieved it. He is particularly strong on cultural history. He has clearly done (4) research than most historians because his knowledge of Dutch art is enormous. In fact, (5) we know about most Dutch artists is fairly limited, but Schama uses the evidence very well. He tells us (6) the

artists came from and (7) they managed to create such amazing works of art. But he doesn't ignore the ordinary people of that time; he describes (8) life was like for people at all levels of society.

This is a big book and has (9) facts and figures than most history books. But, because Schama is such a master storyteller, it never seems dull or academic. If you want a history book that is thoroughly researched, but has all the excitement of a novel, then *'The Embarrassment of Riches'* is probably exactly (10) you are looking for.



Review MODULE 14

1 UNITS 72 AND 73 Complete the sentences with one word only in each gap.

- 0 The traffic was bad. That's why..... we're so late.
- 1 That's the hospital I was born.
- 2 What was the name of the man killed President Kennedy?
- 3 This photo was taken in the year my parents got married.
- 4 Is she the girl brother used to teach you football?
- 5 We didn't get a room with a sea view, was disappointing.
- 6 I don't know I failed the test. Perhaps I didn't do enough revision.
- 7 Fleming had never been back to the city in he grew up.
- 8 The hero of the film wasn't good-looking, is unusual in a Hollywood film.
- 9 My uncle, used to be an actor, loves telling funny stories.
- 10 The 'Dark Lady' is the mysterious woman for Shakespeare wrote some of his best poems.

2 UNITS 72 AND 73 Match the sentences 1-5 with the meanings A-F.

- | | | |
|--|--|---|
| <ol style="list-style-type: none"> 0 The candidate who I spoke to was only twenty-one. 1 The candidate, who I spoke to, was only twenty-one. 2 The candidates who were under twenty-one didn't have enough experience. 3 The candidates, who were under twenty-one, didn't have enough experience. 4 The candidates, who had been to university, wanted higher salaries. 5 The candidates who had been to university wanted higher salaries. | | <ol style="list-style-type: none"> A Some of the candidates had enough experience. B Some of the candidates wanted higher salaries. C All of the candidates wanted higher salaries. D There were several candidates for the job, but the one I spoke to was twenty-one. E None of the candidates had enough experience. F There was only one candidate for the job. |
|--|--|---|

3 UNITS 72 AND 73 Complete the descriptions, using the information. Each description must contain all the information in one sentence only, with a relative clause.



- ← she was the first woman to be prime minister of Pakistan
- ← she died in 2007



- ← it was taken by Marianne's father
- ← it shows her playing on the beach with her brother

- 0 This politician who was the first woman to be prime minister of Pakistan, died in 2007.
- 1 This photo



← it was painted hundreds of years ago
 ← it shows a man riding a horse



← it belonged to Queen Marie Antoinette
 ← it is now worth a million dollars

2 This picture

.....

.....

3 This antique chair

.....

.....



← Winston Churchill lived in it
 ← it belongs to the National Trust



← her father was in the group Aerosmith
 ← she's been in lots of Hollywood films

4 This house

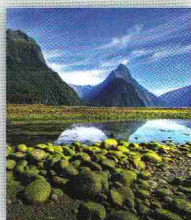
.....

.....

5 This actress

.....

.....



← they filmed 'Lord of the Rings' here
 ← it's in New Zealand



← it's the only one to stay open at night
 ← it sells all kinds of food and drink

6 This valley

.....

.....

7 This shop

.....

.....

4 UNITS 72, 73, 74 AND 75 Find seven more mistakes and correct them. Tick (✓) the correct sentences.

- 0 He wrote a book, ^{which}~~what~~ I haven't read, when he was a young man.
- 1 The computer which I bought it last week has broken down.
- 2 Having eaten a large main course, I had no desire for a dessert.
- 3 The Wright brothers were the first people flying an aeroplane.
- 4 I prefer meals making with fresh ingredients.
- 5 Dorothy is often late, that the boss finds really annoying.
- 6 Can I see the sales assistant that I spoke to him yesterday?
- 7 Those parking spaces are for people with young children.
- 8 *Labyrinth* is the best book I've read recently.
- 9 Walked into the room, I noticed something strange in the corner.
- 10 Apparently Susan was the last person speak to her before she left.

5 UNITS 75, 76 AND 77 Complete the second sentence, so it means the same as the first, using the word in brackets. Use two to five words in your answer.

- 0 This was the first novel that was published on the Internet. (be)
This was the first novel *to be published* on the Internet.
- 1 I'll never forget the advice which my grandfather gave me. (given)
I'll never forget by my grandfather.
- 2 Because she is so pale, Caroline gets sunburnt very easily. (being)
....., Caroline gets sunburnt very easily.
- 3 I needed some toothpaste so I went to the corner shop. (get)
I went to the corner shop
- 4 This is the only place that doesn't charge for parking. (to)
This is the only place
- 5 Can you tell me the way I should set up this DVD recorder? (how)
Can you tell me this DVD recorder?
- 6 The car can be quite noisy if you drive it at high speed. (driven)
....., the car can be quite noisy.
- 7 Can you describe the things that were stolen in the robbery? (what)
Can you describe in the robbery?

6 ALL UNITS Complete the article, using the words in brackets. If necessary, add pronouns and make changes to the words in brackets.

Who was the real Sherlock Holmes?

Sherlock Holmes is probably the most famous detective in literature. Of course, he wasn't a real person. His character is based on a real man (0) *whose career had* (career / have) a huge influence on Arthur Conan Doyle, (1) (be) the author of the Sherlock Holmes books. The man's name was Joseph Bell and he was a leading surgeon (2) (teach / medicine) at Edinburgh University. Conan Doyle first met Joseph Bell when he went to one of Bell's lectures in 1877. (3) (notice) Conan Doyle's ability and intelligence, the great doctor decided to make him his assistant. This gave Conan Doyle the chance to observe Bell and to see (4) (he / treat) his patients. Bell believed that the most important thing was (5) (find out) as much as possible about a patient. He did this by very close observation of (6) (they / move), acted and talked, and by looking closely at their bodies, hands and clothing. For example, by looking at someone's hands he could often work out (7) (job / they / do). By listening carefully to their accent it was possible to find out (8) (they / come from). This technique of deducing information from very detailed observation was the inspiration for Sherlock Holmes. Holmes notices things (9) (the ordinary person / be) usually unaware of, and this is often the key to solving crimes. (10) (live / in an age) before DNA and scientific evidence, Holmes must use his own intelligence and powers of observation.

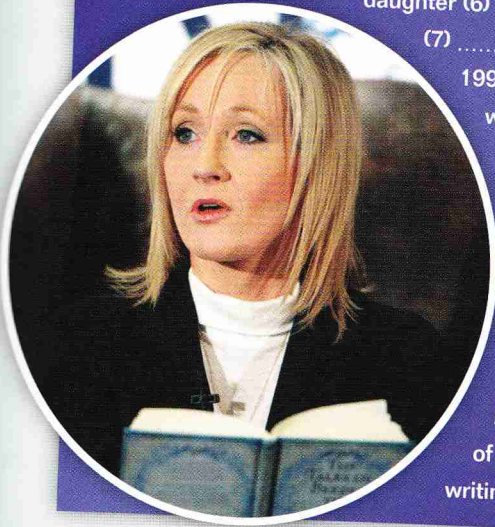
J K Rowling

J K Rowling, (0) first name is actually Joanne, is one of the world's most successful writers. She is the author of the Harry Potter books, (1) have sold over 400 million copies worldwide. (2) figures published in the Sunday Times Rich List, Rowling is one of the few writers (3) a fortune of more than a billion dollars.

Rowling was born in England on 31 July 1965 and went to school in the west of the country. She studied French and Classics at Exeter University, (4) in Paris for a year as part of her course. After her degree she worked as a bilingual secretary in London. Then, from 1991 to 1994 she lived in Porto, Portugal, (5) she taught English as a foreign language. While she was in Portugal she met and married Portuguese journalist Jorge Arantes. In 1993 they had a daughter (6) they named after Jessica Mitford, the author (7)

The couple divorced later that year. In December 1994, Rowling moved to Edinburgh, (8) unable to find work, and lived on state benefits. (9) without a job, Rowling had plenty of time to devote to writing, and it was in Edinburgh that she started to write the Harry Potter books.

Rowling's first book was *Harry Potter and the Philosopher's Stone*, (10) in 1997. It soon became popular and Rowling went on to write six more Harry Potter books. The last book, *Harry Potter and the Deathly Hallows*, sold eleven million copies on its first day of publication, (11) is a world record. Now she is writing a new book, but (12) it is about, nobody knows.



- 0 A who her
- 1 A which
- 2 A Basing on
- 3 A to have earned
- 4 A lived
- 5 A in which
- 6 A whose
- 7 A most admire Rowling
- 8 A where she was
- 9 A To be
- 10 A published
- 11 A that
- 12 A which

- B whose
- B that
- B Which basing on
- B who she has
- B who lived
- B that
- B who
- B Rowling most admires
- B who was
- B Being
- B to publish
- B which it
- B what

- C that's
- C that they
- C Based on
- C whose having
- C living
- C where
- C which
- C Rowling most admires her
- C that she was
- C Been
- C publishing
- C which
- C that

Test MODULE 14

Relative, participle and other clauses

Choose the correct answer, A, B or C.

- 1 She's the film star husband is a famous writer.
A who's B whose C which ➤ Unit 72
- 2 Who is the plumber your leaking tap?
A fixed B what fixed C that fixed ➤ Unit 72
- 3 We always go to the shop has the lowest prices.
A that it B where C that ➤ Unit 72
- 4 Clive is the man my cousin Lucy.
A married B which married C who married ➤ Unit 72
- 5 That's the hotel where we used to
A stay in B stay C stay in it ➤ Unit 72
- 6 The airline displayed their new uniform at the press conference.
A which is bright red B ,which is bright red, C that is bright red, ➤ Unit 73
- 7 His first novel, was made into a film, was written in 1936.
A which B that C which it ➤ Unit 73
- 8 I haven't had a single job offer, is very disappointing.
A that B which C for which ➤ Unit 73
- 9 I've been visiting all the places in the guidebook.
A that mentioned B mentioned C which they are mentioned ➤ Unit 74
- 10 There are no theatres in the town
A living in B that living in C that he lives in ➤ Unit 74
- 11 David was the first person to me when I arrived.
A to talk B which talking C that he talked ➤ Unit 74
- 12 in 1980, this photo shows the Prime Minister at university.
A Taken B Which it was taken C To be taken ➤ Unit 75
- 13 There was a strange man in the doorway.
A to stand B standing C who standing ➤ Unit 75
- 14 What's the name of the actor James Bond in this film?
A playing B played C who playing ➤ Unit 75
- 15 It's important anyone your PIN number.
A to tell not B not to tell C that to not tell ➤ Unit 76
- 16 Patrick was the only student 100% in the test.
A to get B that getting C who to get ➤ Unit 76
- 17 Marion moved house nearer to her elderly parents.
A for to be B that to be C to be ➤ Unit 76
- 18 they said to me was really surprising.
A Which B What C That ➤ Unit 77
- 19 Why don't you show me you bought today?
A the things what B which C what ➤ Unit 77
- 20 These days I read than I used to.
A the more books B more books C the most books ➤ Unit 77

Before you start

- 1 Read the extract from a geography textbook. Look at the **highlighted** grammar examples.

The Indian monsoon

The Indian monsoon is rain caused by hot air blowing over India from the Arabian Sea. Monsoon rains are very heavy in India **because of** the Himalayan mountains in the north of the country. The mountains are **too high for the clouds to pass over**, so all the rain falls on the south side – over central and northern India. **In addition to the rain**, there are high winds and frequent storms.



The monsoon begins some time **during June** and lasts for several months. Up to 10,000 millimetres of rain can fall during this period. **Even though** Indians are used to the monsoon, there are many towns that still can't deal with all the water. In fact, there is **so much rain that** most cities get flooded. **After** falling continuously for two or three months, the rain eventually stops in September. **Although** people in most countries complain about rain, Indians are pleased to get the monsoon. **Not only does it cool** the air, but it provides the water that is necessary for growing crops. **Since** 80 percent of the year's rain falls during the monsoon, farmers have learned to grow suitable crops – mostly rice and cotton.

- 2 Now read the sentences and choose the correct words in *italics*. The **highlighted** grammar examples will help you.

- | | |
|---|-----------|
| 1 We didn't go to the beach <i>because of</i> / <i>because</i> the bad weather. | ➤ Unit 78 |
| 2 <i>For</i> / <i>Since</i> we have a large garden, we should have the party at our house. | ➤ Unit 78 |
| 3 There was so much sun <i>that we got</i> / <i>to get</i> sunburnt. | ➤ Unit 79 |
| 4 The suitcase was too heavy <i>me</i> / <i>for me</i> to carry. | ➤ Unit 79 |
| 5 Not only <i>he arrived</i> / <i>did he arrive</i> late, but he didn't bring a present. | ➤ Unit 80 |
| 6 In addition to <i>we paid the hotel bill</i> / <i>the hotel bill</i> , we had to pay for parking. | ➤ Unit 80 |
| 7 <i>Despite</i> / <i>Although</i> it is hot in August, we enjoy going to the beach then. | ➤ Unit 81 |
| 8 The manager refused to give us a refund <i>despite</i> / <i>even though</i> we had a receipt. | ➤ Unit 81 |
| 9 We usually take our holidays <i>during</i> / <i>while</i> the summer. | ➤ Unit 82 |
| 10 After <i>living</i> / <i>to live</i> in Thailand for a year, we got a taste for spicy food. | ➤ Unit 82 |

- 3 Check your answers below. Then go to the unit for more information and practice.

1 because of 2 Since 3 that we got 4 for me 5 did he arrive
6 the hotel bill 7 Although 8 even though 9 during 10 living

78 Reason and purpose



Because there is plenty of sunshine and rain, farmers in some parts of Asia can grow two rice crops a year. They flood the rice fields with water **in order to protect the young plants.**

1 Joining clauses

We always use **linking words** (e.g. *because, since*) to join a **subordinate clause** to the **main clause** in a sentence. The subordinate clause gives us more information about the main clause:

main clause linking word subordinate clause
Farmers can grow two crops a year **because there is plenty of sunshine and rain.**

We can put the subordinate clause (+ comma) at the beginning of the sentence for emphasis: ***Because there is plenty of sunshine and rain,*** farmers can grow two crops a year.

or we can use it to talk about something we've already mentioned (► **Unit 103**):

*They always ask to see a membership card. **Since we don't have one,** we can't get into the club.*

2 Introducing a reason

We use *because* to introduce the reason for something:

*I don't use trains **because they are too expensive.** The show was cancelled **because it rained.***

If we use a noun for the reason, we use *because of*:

*I don't use trains **because of the cost.** The show was cancelled **because of the rain.***

We use *as* or *since* to introduce a reason we already know:

***As we're late,** we'd better get a taxi. (We know we are late.)*

*We can't get into this club **since we don't have a membership card.** (We know we don't have it.)*

Other meanings of *as* ► **Units 22.2/3 and 82.1** and *since* ► **Unit 37.3**

3 Introducing a purpose

We use *in order to, so as to, in order that* and *so that* to say why we do something.

| MAIN CLAUSE | LINKING WORDS | + SUB CLAUSE | + INFINITIVE |
|--|------------------------------------|--|----------------------------------|
| <i>They flood the rice fields with water</i> | <i>to / in order to / so as to</i> | | <i>protect the young plants.</i> |
| <i>They've changed the law</i> | <i>in order that / so that</i> | <i>the police can listen to calls.</i> | |

- We often use modal verbs (e.g. *can, could, will, would*) after *so that* and *in order that*: *I'm buying a magazine **so that I'll have something to read on the flight.***

- We can use all these expressions to introduce a negative result:

*I caught the earlier train **so as not to be late** for my interview.*

*We took plenty of dollars **so that we wouldn't run out of cash** while we were in the US.*

Infinitive of purpose (e.g. *I went to the shop to get some milk.*) ► **Unit 76.3**

Practice

- 1 **GRAMMAR IN USE** Choose the correct words in *italics>. In one place, both answers are possible. 4.26 Listen and check.*



- AMANDA Hello, Elizabeth. What are you doing here?
 ELIZABETH I've come (0) *to* / *for* buy one of those patio heaters.
 AMANDA Really?
 ELIZABETH Yes, we thought we'd buy one (1) *because of* / *as* it's getting cooler now. We need one (2) *in order* / *so that* we'll be able to carry on sitting outside in the evenings ... and – well, it's (3) *because* / *because of* the grandchildren, too. They love playing in the garden when they come to us after school. I want to be able to sit outside (4) *in order* / *so that* to watch them. What about you?
 AMANDA Oh, I'm looking for a hosepipe. (5) *As* / *Since* the garden's so large, it's really rather hard work with just a watering can – and I'm not getting any younger! But the ones here are all too short. I need an extra long one (6) *so as to* / *in order that* reach the plants at the back of the garden.
 ELIZABETH What about an automatic watering system? (7) *Because of* / *Because* this summer has been so dry, we've put one in our garden. It's very good. It comes with an automatic timer (8) *so that* / *since* you don't have to worry about turning it on or off.
 AMANDA What a good idea! I'll see if they've got one here.

- 2 Match the two parts of the sentences.

- | | |
|---------------------------------------|-------------------------------|
| 0 We water the plants because | A we water the plants. |
| 1 We water the plants because of | B make them grow. |
| 2 Because it doesn't rain very often, | C it doesn't rain very often. |
| 3 We water the plants so as | D that they will grow. |
| 4 In order to make the plants grow, | E the lack of rain. |
| 5 We water the plants so | F we water them. |
| 6 We water the plants to | G to make them grow. |

- 3 Find six more mistakes and correct them. Tick (✓) the correct sentences.

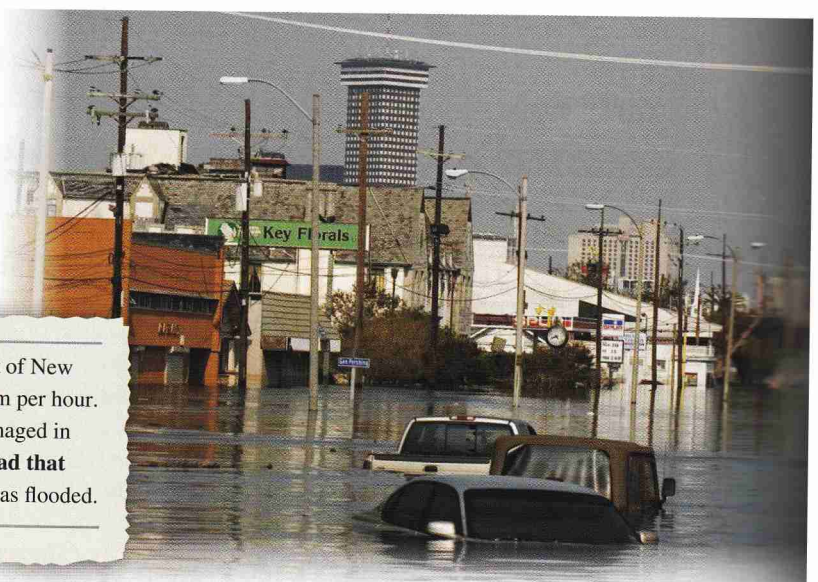
4.27 Listen and check.

- 0 Carrie wore a big hat so ~~for~~ ^{as} not to get her hair wet in the rain.
 1 We arrived at the theatre early that we could get good tickets.
 2 I'm going swimming every day for to lose weight.
 3 Since you don't have any money, I'll have to pay for your meal.
 4 I got up early so not to be late for the job interview.
 5 The fish are packed in ice so as to stay fresh for the journey.
 6 I couldn't play football for six months because my broken leg.
 7 Louis studied English in order understand American films.
 8 We didn't have a holiday last summer because of we didn't have enough money.

- 4 Complete the sentences so they are true for you.

- 0 I'm studying English so that *I can read English books at university*
 1 I'm studying English so that
 2 I enjoy because
 3 I'd like to in order to
 4 I can't stand because of

79 Causes and results



Hurricane Katrina passed just east of New Orleans with winds of over 200 km per hour. **As a result**, local canals were damaged in fifty places. The damage was **so bad that** more than 80 percent of the city was flooded.

1 therefore, as a result

In formal English we can use *Therefore* or *As a result* (+ comma) to introduce a result in a new sentence:

cause/reason

result

There was a major hurricane. As a result, local canals were damaged in fifty places.
Trains have become very expensive. Therefore, more people are travelling by bus.

2 so, such a (lot of)

We often use *so* to introduce a result:

There was a lot of rain so the city was flooded. I slept late so I was late for work.

We can also use *so* and *such* + a *that* clause to give more information about the cause and link it to the result. In spoken English we often leave out *that*.

- *so* + adjective/adverb: *The damage was so bad (that) the city was flooded.*
- *such* + *a/an* (+ adjective) + noun: *It was such a strong hurricane (that) the city was flooded.*
- *so much/little* + uncountable noun: *He ate so much food (that) he felt sick.*
- *so many/few* + plural noun: *There were so many people (that) we couldn't get in.*
- *such a lot of* + noun: *There was such a lot of noise (that) I just couldn't sleep.*

3 too, enough

We use *too* and *enough* + infinitive with *to* to say why a result is/isn't possible:

| POSSIBLE | EXAMPLES |
|----------------------------|--|
| <i>not too</i> + adjective | <i>I'm not too old to dance!</i> |
| adjective + <i>enough</i> | <i>My new laptop is light enough to carry anywhere.</i> |
| adverb + <i>enough</i> | <i>I worked just hard enough to pass the course.</i> |
| <i>enough</i> + noun | <i>There's enough food to feed everybody at the party.</i> |

| NOT POSSIBLE | EXAMPLES |
|--|--|
| <i>too</i> + adjective | <i>The lake is too cold to swim in.</i> |
| <i>too</i> + adverb | <i>Caroline types too slowly to be a secretary.</i> |
| <i>too much/many</i> + noun | <i>This is too much work to do in one day.</i> |
| <i>not</i> + adjective + <i>enough</i> | <i>The lake isn't warm enough to swim in.</i> |
| <i>not</i> + adverb + <i>enough</i> | <i>Kevin doesn't exercise often enough to get fit.</i> |
| <i>not enough</i> + noun | <i>There isn't enough money to pay for it.</i> |

To introduce a different subject before the infinitive we can use *for* + subject + infinitive:
There isn't enough work for us to do today. It's too far for him to come.



Adjectives and adverbs always go BEFORE *enough*:

✗ *I'm not enough strong to carry that bag.* ✓ *I'm not strong enough to carry that bag.*

Practice

1 Complete the sentences with the words and phrases from the box.


a lot of as a result for many ~~much~~ so such

- There was so *much* flooding that we couldn't get back to our homes.
- There was such snow we couldn't see out of the windows.
- The waiter behaved rudely that I walked out of the restaurant.
- It didn't rain for four months. , the lakes dried up completely.
- It was a lovely picture I really had to buy it.
- The shop had so brands of shampoo I just didn't know which one to get.
- That car's much too expensive us to buy.

2 Complete the second sentence so it means the same as the first, using the word in brackets.

Use four or five words in your answer.  4.28 Listen and check.

- We can't go outside today because it's really cold. (for)
It's *too cold for us* to go outside today.
- The chair is too uncomfortable to sit in. (comfortable)
The chair sit in.
- It's possible to read the book in fifty minutes because it's short. (that)
The book you can read it in fifty minutes.
- Because I'm only sixteen, I can't vote. (young)
I'm because I'm only sixteen.
- We can't swim across the river because the water is moving very fast. (too)
The water for us to swim across the river.
- There was such a strong wind that I could hardly stand up. (windy)
It could hardly stand up.

3 **GRAMMAR IN USE** Complete the text with one word only in each gap.  4.29 Listen and check.

Tsunami

One of the greatest natural disasters of recent years was the tsunami that occurred on 26 December 2004. It was (0) destructive

(1) more than 225,000 people were killed.


The tsunami (or tidal wave) was caused by (2) a powerful earthquake that it was felt as far away as Alaska. The result was a 30 metre-high wave which hit all the countries bordering the Indian Ocean. There was almost no warning of the tsunami. (3), very few people were prepared for it.

Many houses were destroyed because they weren't strong (4) to resist the huge wave. People who were (5) young or weak to hold on to solid objects were swept out to sea. Many of the beaches hit by the tsunami were popular with tourists. (6) a result, more than 9,000 of the casualties were European visitors. Most of the countries around the Indian Ocean didn't have (7) resources to cope with the disaster (8) it was necessary for international agencies to help in the rescue operation.

Fortunately, there was (9) much publicity that more than \$7 billion were raised worldwide – enough (10) many people to rebuild their homes.



80 Adding information and giving alternatives



December is a hard month for the people of Finland. **Not only** is it very cold, **but** the sun only shines for two hours a day.

1 *and, both, not only*

To add extra information we use *and*:

*Dave turned the key **and** opened the door.*

To connect two similar actions, things or people we can use *both ... and*:

*Clint Eastwood **both** acted in the film **and** directed it.*

*We stock **both** gas **and** electric cookers. **Both** Melanie **and** her sister are doctors.*

To emphasise two pieces of information we can use *not only ... (but/but also)*:

*It's **not only** expensive, it's badly made.*

***Not only** is it very cold, **but** the sun only shines for two hours a day.*

***Not only** does the machine wash your clothes, **but** it **also** dries them.*

! If there is a subject and verb after *not only* we put *be* or an auxiliary/modal verb (e.g. *do, does, did, can*) BEFORE the subject (► Unit 102.2):

It is very cold. → ✗ ~~*Not only it is very cold*~~ ✓ *Not only **is** it very cold ...*

He gave me flowers. → ✗ ~~*Not only he gave me*~~ ✓ *Not only **did** he give me flowers, ...*

2 *as well as, in addition to*

We also use the expressions *as well as* and (in formal English) *in addition to*:

*She has a car **as well as** a bicycle. **As well as** a bicycle, she has a car.*

*You must supply proof of your current address **in addition to** proof of identity.*

*We offer a range of phone services. **In addition**, we can supply Internet access.*

! If we use a verb after *as well as* and *in addition to*, we use the *-ing* form:

✗ ~~*Harry sings as well as plays the violin.*~~ ✓ *Harry sings **as well as** **playing** the violin.*

3 *or, either ... or, neither ... nor*

We use *or* to introduce a choice between two or more things:

*Which do you prefer – tea **or** coffee? I'd like a holiday in Spain, Portugal **or** Morocco.*

When there are only two choices we can use *either ... or*:

*You can **either** come with me **or** stay here. We can go **either** by bus **or** by train.*

For two negatives, we can use *neither ... nor*:

*She has no talent – she can **neither** sing **nor** dance! (= She can't sing and she can't dance.)*

***Neither** the chairman **nor** his assistant usually attends the conference.*

If there is a subject and verb after *neither* or *nor* we put *be* or an auxiliary/modal verb (e.g. *do, did, have, should*) BEFORE the subject (► Unit 107.1):

*Sandy hasn't got any children and **neither/nor** have I.*

*They don't watch TV and **nor/neither** do we.*

! We don't repeat the verb after *neither/nor*: ✗ ~~*They don't watch TV and nor do we watch.*~~

Practice

1 GRAMMAR IN USE Complete the information with one or two words in each gap.

0 **Apollo Theatre**
Neither cameras
..... **nor** recording
devices are allowed
inside the auditorium.

1 Special tour packages
available for 10 days
only! You can book
..... on our website
or by phone.

2 T-shirts and
posters are available for
sale in the theatre foyer.

3 **New account holders:**
you will need to provide
proof of identity as
..... proof of your
current address.

4 
Not only
SuperLux clean your
clothes, it also leaves
them smelling as fresh as
summer flowers.

5 **City Car Parks**
Please pay at the machine
before returning to your car.
..... **to the**
machine in the car park,
there is a machine inside
the station.

2 Complete the sentences below, using the information from the questionnaire.

4.30 Listen and check.

| What do you do in the evenings? | Steve | Debra | Claudio | Anna |
|---------------------------------|-------|-------|---------|------|
| watch TV | X | ✓ | X | ✓ |
| listen to music | X | ✓ | ✓ | X |
| play computer games | ✓ | X | ✓ | X |
| use the Internet | ✓ | ✓ | X | X |
| read magazines | X | X | ✓ | ✓ |

- 0 Steve doesn't watch TV and neither *does Claudio*
- 1 Neither nor plays computer games.
- 2 Both use the Internet.
- 3 In the evenings Anna either
- 4 Claudio and read magazines.
- 5 Steve doesn't listen to music and Anna.
- 6 Steve play computer games, he also the Internet.
- 7 Debra and Claudio listen to music.
- 8 Steve read magazines and Debra.

3 Complete the sentences so they are true for you.

- 0 At the weekends I *go shopping* as well as *visiting my grandparents*
- 1 I don't and neither does
- 2 I can both and
- 3 I don't have or
- 4 Not only, I also !

81 Showing differences



Although it often rains in the summer, Britain has many popular holiday resorts. People usually enjoy themselves **despite** the bad weather.

1 Simple differences *but, while, whereas*

We use *but* to show a simple difference between two pieces of information:
*The weather was cold **but** it didn't rain. The latest Batman movie is exciting **but** very violent. My mobile phone has a camera **but** it doesn't play music.*

We can use *whereas* or *while* in more formal English:

*Flight BA101 leaves from Heathrow, **whereas/while** flight BA206 leaves from Gatwick.*

Clauses with *while* and *whereas* can come at the start or end of the sentence. We don't start a sentence with *but* unless *but* refers to information in the previous sentence:

✓ ***While** the food there is very good, it isn't expensive.*

✗ *~~But the food there is very good, it isn't expensive.~~*

✓ *The food in that new restaurant is very good. **But** it isn't as expensive as you might expect.*

2 Surprising differences *although, even though, despite, in spite of*

We use *although*, *though* and *even though* to introduce a surprising difference:
***Although** it often rains in the summer, Britain has many popular holiday resorts.*

*We enjoyed our holiday **even though** it rained.*

*They're great jeans, **though** they're expensive.*

We don't use a noun phrase after these expressions:

✗ *~~We liked our walk even though bad weather.~~* ✓ *We liked our walk **even though it rained.***

We use *despite* and *in spite of* before a noun phrase or an *-ing* verb:

*People usually enjoy themselves **despite the bad weather.***

***Despite its huge success,** the website is quite difficult to use.*

*I passed the exam **in spite of not answering** all the questions.*

⚠ If we want to include a subject and verb after *despite* or *in spite of* we add *the fact that*:

✗ *~~In spite it rained, we liked our walk.~~* ✓ *In spite of **the fact that it rained,** we liked our walk.*

NATURAL ENGLISH In spoken and informal English we often use *though* at the end of a sentence to express a difference:

*We had a great holiday. It rained most of the time **though!***

3 Formal differences *however, nevertheless*

In more formal English we can use *however* or *nevertheless* to emphasise a difference.

We usually put the two pieces of information in separate sentences and use *however* or *nevertheless* (+ comma) to introduce the second sentence:

*Credit cards are very useful for travellers. **However,** the interest rates can be very high.*

*Egypt has very little rainfall. **Nevertheless,** farmers grow many crops using water from the River Nile.*

Using linking words in writing ➤ Unit 101

Practice

1 Choose the correct words in *italics>. 4.31 Listen and check.*

- 0 Marion enjoys her life *however* / *even though* she doesn't earn a lot of money.
 1 We had a nice swim *although* / *despite* the water in the pool was rather cold.
 2 Dave got the job in spite of *he wore* / *wearing* jeans to the interview.
 3 Your phone bill has not been paid for two months. *Nevertheless*, / *Even though*, we are prepared to give you one more month in which to pay before disconnecting your line.
 4 My best friend's a brilliant footballer *despite* / *but* he's useless at swimming!
 5 *But* / *While* the Vestra may not be the cheapest model, it's the most reliable.
 6 We enjoyed the show despite *we missed* / *missing* the first twenty minutes.
 7 In spite of *it* / *the fact that it* was brand new, the car broke down after only one week.
 8 Our classes are designed for intermediate skiers. *However*, / *Although*, we can provide one-to-one lessons for complete beginners.

2 GRAMMAR IN USE Complete the facts with the words and phrases from the box.

4.32 Listen and check.

although but it despite even though however
 in spite of the fact nevertheless whereas while it

Strange facts!

(0) *Although* the USA only has 5% of the world's population, it uses 26% of the world's energy.

The valleys near Ross Island in the Antarctic are covered in snow and ice, (1) it hasn't rained there for two million years.

Severe storms in the Atlantic are called hurricanes, (2) severe storms in the Pacific are called typhoons.

The Amazon occupies only 1.5% of the world's surface. (3), it produces 20% of the earth's oxygen.

The famous leaning tower of Pisa has never fallen over, (4) that it leans at an angle of almost four degrees.

(5) being 27 times smaller than the USA, Norway has a longer coastline.

(6) is inside just one country, Istanbul is in fact situated on two continents.

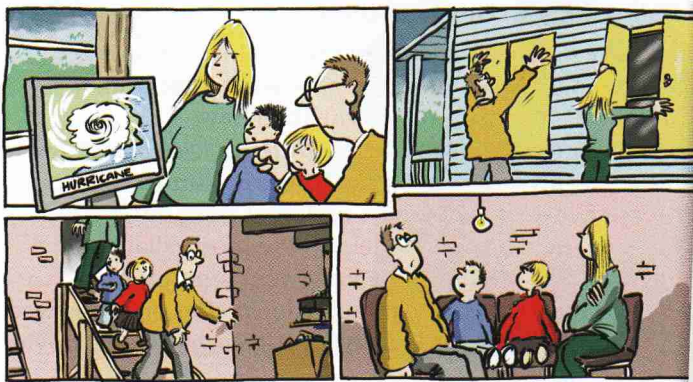
New York is an American city. (7), it contains more Irish inhabitants than Dublin – Ireland's capital city.

The Atlantic Ocean is much smaller than the Pacific (8) has saltier water.

3 Find six more mistakes in the conversation and correct them.

- JAN How was the folk music festival?
 RUBY Not bad. It rained most of the time ~~although!~~ *though*
 JAN That's no fun when you're in a tent.
 RUBY I know! In spite of my tent's quite a good one, it still let the rain in.
 JAN Were the bands good?
 RUBY Well, but some of the first few acts weren't great, most of them were. Actually, even however we were quite near the front, it wasn't always easy to hear the music.
 JAN Was there a problem with the sound system?
 RUBY I think so, yes. Oh, one thing that was great was the food. It was delicious, despite to be mainly vegetarian!
 JAN So you've developed a taste for vegetarian food, have you?
 RUBY Not really. Although enjoying it at the festival, I don't think I could eat it all the time.

82 Ordering events



We saw the hurricane warning **when** we turned on the TV. **As soon as** we knew the storm was coming, we closed the shutters on the windows. **Then** we went to the basement and stayed there **until** it had passed over us.

1 Common linking words for time

| | LINKING WORDS | EXAMPLES |
|-------------------------------------|---|--|
| a series of events | <i>before</i> <i>after</i> | <i>We closed the shutters before we went to the basement.</i> <i>We went to the basement after we closed the shutters.</i> |
| one event immediately after another | <i>as soon as</i> <i>when</i> | <i>As soon as we knew the storm was coming, we closed the shutters.</i> <i>We saw the warning when we turned on the TV.</i> |
| event(s) in a period of time | <i>when</i> <i>while</i> <i>during (+ noun)</i> <i>until</i> | <i>Mandy saw her cousin when she was in New York.</i> <i>I sent a lot of emails while I was on holiday.</i> <i>I sent a lot of emails during my holiday.</i> <i>(X during I was on holiday.)</i> <i>We stayed in the basement until the storm had passed.</i> |
| at the same time | <i>while</i> | <i>Luisa fed the baby while Daniel made the supper.</i> |

We can use *after/before* + *-ing* verb to show the order of events:

*We went to the basement **after closing** the shutters.*

***After closing** the shutters, we went to the basement.*

*We closed the shutters **before going** to the basement.*

When, before, after and *while/during* can mean 'whenever', or 'every time that':

*I always get headaches **when** the weather's hot. (every time that the weather is hot)*

*Jackie used to feel nervous **during** exams. (every time she took an exam)*

⚠ After linking words which refer to the future we use the present tense, not *will* or *going to*:
*X I'll phone you **as soon as** I will arrive. ✓ I'll phone you **as soon as** I arrive.*

2 Describing a series of events

When we describe a series of events in the past, we can use the linking words *first, then, after that, afterwards, later, in the end* and *eventually* (meaning 'after a long time'):

***First**, we closed the window shutters. **Then** we went to the basement and waited there.*

***Eventually**, we were able to go back upstairs. **Later**, we went outside to look at the damage.*

⚠ We put these linking words at the beginning or end of the sentence, not in the middle:
*X Steve paid the bill **after that** we left the restaurant.*

*✓ Steve paid the bill. **After that**, we left the restaurant.*

*✓ Steve paid the bill. We left the restaurant **after that**.*

We can use *first, next, then, after that* and *finally* in a series of instructions:

*Put the DVD into the machine. **Then** press 'select channel'. **After that**, you can choose ...*

***First**, put the potatoes in a pan of boiling water. **Then** slice the tomatoes. **Next**, take an onion ...*

NATURAL ENGLISH We don't usually use more than two or three of these linking expressions in a paragraph.

More on linking words in written English ➤ Unit 101

Practice

1 **GRAMMAR IN USE** Read the information and choose the correct words in *italics*.

4.33 Listen and check.

Vesuvius: a volcano erupts

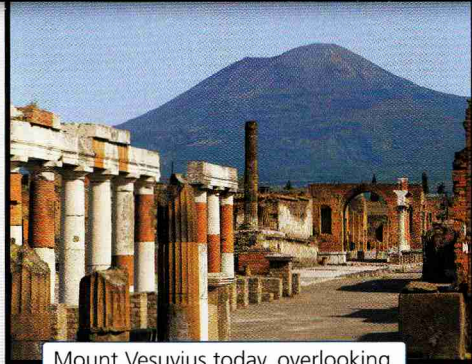
On a hot summer morning in the year AD 79 the citizens of the Roman town of Pompeii were woken by a sudden earthquake. (0) *As soon as* / *Before* people felt the earth shake, they ran out of their houses to see what was happening. Vesuvius, the mountain which lay behind the town, seemed to be on fire.

(1) *During* / *While* the people watched, a huge column of black smoke rose from the top of the mountain.

(2) *After* / *Then* the smoke had covered the sky, huge chunks of grey ash and rock started to rain down on the city. The terrified citizens began to run into their houses or along the streets of the city.

(3) *After that* / *While* they were running, a huge cloud of grey poisonous smoke filled the air around the town, killing everybody within a few seconds.

(4) *When* / *Later*, long streams of red-hot rock began to run down the sides of Vesuvius, burning the trees and vegetation. (5) *Eventually*, / *Next*, after eighteen hours, the smoke cleared. Nothing was left. All the citizens of Pompeii were dead and the town had disappeared, buried under three metres of grey ash. It was not seen again (6) *while* / *until* it was rediscovered in the eighteenth century.



Mount Vesuvius today, overlooking the ruins of Pompeii.

2 **GRAMMAR IN USE** Complete the conversations with a linking word from A, and a phrase from B. 4.34 Listen and check.

A **after** after that as soon as before then until while

B they asked ~~I finish~~ I'm waiting they called I began they had you leave

MUM Right, Lorna. I'm going to work. Don't be late for your interview.

LORNA I won't. I'll leave (0) *after I finish* my breakfast.

MUM Have you read all the information they sent you?

LORNA Yes, Mum, I have. But I'll read it again (1) for the train.

MUM OK. And don't forget to call me (2) the interview.

LORNA I won't, Mum. I promise.

LATER THAT DAY ...

LORNA Mum, it's me. I was the last one. I had to wait (3) interviewed all the others. But it wasn't a problem. I managed to read everything carefully again (4) me.

MUM How did it go? Were you nervous?

LORNA Yes, I was a bit nervous at first. But they were very friendly and started with some easy questions. (5) to relax. (6) me about my previous experience, so that wasn't too bad. Oh, the train's coming. I'd better go now.

Review MODULE 15

1 UNITS 78 AND 79 Match each sentence beginning 1–8 with one of the endings A–E. Some of the endings can be used more than once.

- | | | |
|---|--|--|
| <p>0 In Britain it is so cold in the winter that</p> <p>1 Farmers can't grow oranges in Britain because of</p> <p>2 Farmers can't grow oranges in Britain because</p> <p>3 In Britain it is too cold</p> <p>4 In Britain it isn't warm enough</p> <p>5 It's cold in Britain in the winter. As a result,</p> <p>6 In Britain people build special glasshouses in order</p> <p>7 In Britain people build special glasshouses so that</p> <p>8 Britain has such a cold winter that</p> | | <p>A oranges and lemons can be grown there.</p> <p>B oranges and lemons can't be grown there.</p> <p>C to grow oranges and lemons.</p> <p>D the cold weather.</p> <p>E it is cold in the winter.</p> |
|---|--|--|

2 UNITS 80 AND 81 Complete the sentences with a suitable word or phrase. Match them with the pictures.



- 0 This shows that you're married and it's usually made of gold. F
- 1 it has wings, it can't fly.
- 2 It can send emails it can't make a cup of coffee.
- 3 People often use this to pay for things in shops., it can be used to get money from cash machines.
- 4 You could buy this from a shop or make it yourself.
- 5 Not only this allow you to breathe underwater, but it also helps you to see the fish.
- 6 This will keep you dry in the rain., it doesn't work very well if it's windy.

3 UNITS 80, 81 AND 82 Join the sentences, using the linking words in brackets. Make any other necessary changes.

- 0 Would you like a view of the sea? Would you like a garden room? (or)
Would you like a view of the sea or a garden room?
- 1 We can go to the museum. We can have a walk by the river. (either ... or)

- 2 I finished my essay. Then I sent those emails. (before)

- 3 Andrea lives in this part of the city. She works in this part of the city. (both ... and)

- 4 The company's head office is in New York. Its biggest factory is in Texas. (while)

- 5 I was wearing a smart suit. I wasn't allowed into the hotel. (even though)

- 6 I heard the news on the radio. I immediately phoned my best friend. (as soon as)

- 7 The President didn't resign. The Vice President didn't resign. (neither ... nor)
.....
- 8 The children all caught colds. They all went swimming in the lake the day before. (after)
.....
- 9 Karl is very experienced. He can't find a good job. (despite)
.....
- 10 I felt rather sick. It happened while I was flying to Moscow. (during)
.....

4 ALL UNITS Read the email and choose the correct words in *italics*.

Subject

Hi Nick

This is just a quick email (0) *and* because I want to ask you a favour. I think you told me that your friend William is now in the army, (1) *or* / *either* is it the navy? Anyway, I've decided that I want to join the army (2) *after* / *after that* I leave university next year (3) *and* / *or* I'd like to talk to someone about it. (4) *Despite* / *Even though* I've only met William once, I'm sure he'd be able to give me some really useful advice. He was (5) *such* / *so* friendly that I think he'd be really easy to talk to. The problem is, (6) *when* / *whereas* I met him I didn't get his phone number. Can you give me his mobile number (7) *because* / *or* give him my number (8) *in order* / *and* ask him to call me if that's easier?

Thanks!

Gavin

5 ALL UNITS Complete the text with one word only in each gap.

THE GREAT STORM

(0) *Although*..... Britain is a place that rarely has extreme weather, there have been a few exceptions over the years. They include the great storm of October 1987. Dozens of people were (1) killed or injured and billions of pounds of damage was caused to buildings (2) property. The bad weather began over the Bay of Biscay. (3) increasing in strength for a few days, this became a huge storm which started to move north. (4), on the evening of 15 October it hit the English Channel. Neither the BBC (5) the Meteorological Office had predicted the storm earlier. (6), when it arrived, nobody was prepared. Suddenly, in the middle of the night, hurricane winds (7) torrential rain swept over southern England.

London was badly affected (8) of the large number of tree-lined streets. The winds were (9) strong that thousands of trees were knocked over, falling on top of cars or buildings that were close to them.

(10) the storm there were power cuts as the high winds and falling trees destroyed electricity cables. As a (11), many places were in complete darkness, which made things difficult for (12) the fire and ambulance services.

Surprisingly, even (13) there were hurricane force winds throughout the night, several people were completely unaware of what was happening. Not (14) did they sleep through the storm, they didn't even hear the falling trees crashing onto their cars on the street. Of course, as (15) as they woke up, they received a nasty shock!

Test MODULE 15

Linking words

Choose the correct answer, A, B or C.

- 1 we know the owner of the shop, we always get a good price.
A Because of B Because that C Because ➤ Unit 78
- 2 the house is old, it can get very cold in winter.
A As B Because that C So that ➤ Unit 78
- 3 We got up early be on time for the flight.
A so that B so as C in order to ➤ Unit 78
- 4 We took an umbrella we wouldn't get wet if it rained.
A in order to B so that C since ➤ Unit 78
- 5 There was a bus strike yesterday. most of my colleagues walked to work.
A So that B As result, C As a result, ➤ Unit 79
- 6 It was I recorded it onto a DVD.
A such a good programme that B so good programme that
C so good programme to ➤ Unit 79
- 7 It's too cold to the park today.
A for go B to go C that we go ➤ Unit 79
- 8 The weather wasn't her to sunbathe.
A enough warm for B warm enough C warm enough for ➤ Unit 79
- 9 and her sister sing in the local choir.
A Melanie also B Both Melanie C Melanie both ➤ Unit 80
- 10 Not only a new sports car, but he also bought a speedboat.
A did he buy B he bought C he did buy ➤ Unit 80
- 11 Alan goes jogging every morning as well as to the gym regularly.
A he goes B going C goes he ➤ Unit 80
- 12 I don't wear glasses and neither
A do my brothers B my brothers do C wear my brothers ➤ Unit 80
- 13 the hotel was comfortable, it was rather a long way from the beach.
A But B In spite of C While ➤ Unit 81
- 14 We got home in time even though
A a traffic jam B there was a traffic jam C being a traffic jam ➤ Unit 81
- 15 The singer performed well despite a sore throat.
A that she had B having C to have ➤ Unit 81
- 16 The garden is rather small., they manage to grow quite a lot of vegetables.
A Nevertheless B Despite C Whereas ➤ Unit 81
- 17 I saw my old school teacher I was in Rome.
A during B until C when ➤ Unit 82
- 18 I got into bed, I turned off the light and fell asleep.
A As soon as B While C During ➤ Unit 82
- 19 After the back door, I went upstairs to my bedroom.
A that I locked B to lock C locking ➤ Unit 82
- 20 In the morning we went down to the beach. at the beach café.
A We had later an ice cream B Later, we had an ice cream
C Later that we had an ice cream ➤ Unit 82

Before you start

- 1 Read about Yves Saint Laurent. Look at the **highlighted** grammar examples.

Great fashion designers of the 20th century

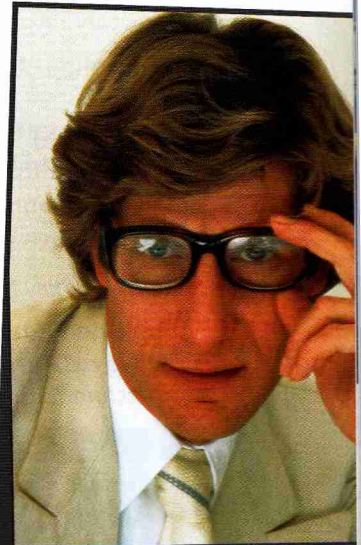
Yves Saint Laurent **is considered to be** one of the most influential fashion designers of the twentieth century. His designs **have been copied** many times and his ideas form the basis of many of today's most famous fashion labels.

Saint Laurent was born in Algeria but at the age of seventeen he moved to Paris to work for the famous clothes designer, Christian Dior. At first Dior **had him copy** patterns and help with details, but it was clear that this young man had a great talent for design. So, when Christian Dior died in 1957, **the job of chief designer was given to Saint Laurent** by the directors of the Dior fashion house.

Saint Laurent created his first fashion collection for Dior in 1958. His designs for Dior were a huge success and within a few years he was making plans to start his own business. The new company **was set up by Saint Laurent** in 1962 and quickly became the most successful French fashion house of the 1960s and 70s.

But it wasn't enough for Saint Laurent to design clothes for the rich and famous. He wanted to create designs that anybody could afford. So in 1966 he formed a new company called *Rive Gauche* and **had his clothes mass-produced** in different sizes, so that anybody could wear them.

Saint Laurent always wanted to be different from other designers. For example, **it is said that** he was one of the first French designers to use black models in his shows. And he was certainly the first designer to put women in trouser suits and dinner jackets – clothes that **had previously only been worn by men**.



Yves Saint Laurent
1936–2008

- 2 Now read the sentences and choose the correct words in *italics*. The **highlighted** grammar examples will help you.

- Your car isn't here. It has *taken / been taken* to the garage.
- Do you think that jacket was designed *by / of* a man?
- That ring was *given to / given* my mother by my father.
- My application for a loan was turned *by the bank down / down by the bank*.
- I have *cut my hair / my hair cut* once a month.
- My boss had me *take / to take* the report to the printers.
- Paris is thought *being / to be* the most beautiful city in Europe.
- It is *saying / said* that the city is more beautiful than Venice.

- Unit 83
- Unit 83
- Unit 84
- Unit 84
- Unit 85
- Unit 85
- Unit 86
- Unit 86

- 3 Check your answers below. Then go to the unit for more information and practice.

1 been taken 2 by 3 given to 4 down by the bank
5 my hair cut 6 take 7 to be 8 said

83 The passive



What about this wedding dress? It **was designed** by Sara O'Neill.

Yes, it's lovely.

1 Forming the passive

We use a form of *be* + past participle (► page 348–350) of the verb. The object of the active verb becomes the subject of the passive verb:

active verb + object

subject + passive verb

They **buy** their clothes in the sales.

Their clothes **are bought** in the sales.

We don't usually repeat the same subject and form of *be* in a sentence:

The cars are taken to the port, [the cars are] **loaded** onto ships and [they are] **sent** to their destinations.

| | ACTIVE | PASSIVE |
|----------------------|---|--|
| simple tenses | <i>They import all the clothes from China. Did Fabio design her dress?</i> | <i>All the clothes are imported from China. Was her dress designed by Fabio?</i> |
| continuous tenses | <i>Somebody's washing her jeans. They weren't selling those designs last year.</i> | <i>Her jeans are being washed. Those designs weren't being sold last year.</i> |
| perfect tenses | <i>I haven't ironed your shirt yet. People had seen that design before.</i> | <i>Your shirt hasn't been ironed yet. That design had been seen before.</i> |
| will and infinitives | <i>They will post the results tomorrow. We need to repair your shoes. I'm not going to finish the report today.</i> | <i>The results will be posted tomorrow. Your shoes need to be repaired. The report isn't going to be finished today.</i> |
| -ing forms | <i>I hate people shouting at me.</i> | <i>I hate being shouted at.</i> |

More on passive infinitives and -ing forms ► Units 64.1, 65.2, 75.3 and 76.1

NATURAL ENGLISH In spoken and informal written English, we sometimes use a form of *get* instead of *be* to form the passive. We can only do this to describe actions, not states:

What happened? Did he get beaten up? We got stuck in the lift for an hour!

Other uses of *get*, e.g. *get married* ► Unit 92.3

If we want to say who or what does an action when using a passive verb, we use *by* + noun. We usually put this at the end of the clause or sentence:

Katie Holmes' wedding dress was designed by Giorgio Armani.

Did you buy that sweater from a shop or was it knitted by your mother?

⚠ Verbs with no object (intransitive verbs, e.g. *arrive, come, grow up, happen, wait*) cannot be made passive:

✗ *I was grown up in Edinburgh.* ✓ *I grew up in Edinburgh.*

✗ *An email has been arrived.* ✓ *An email has arrived.*

Born is always passive:

I was born in 1990. Where were your parents born?

2 Reasons for using the passive

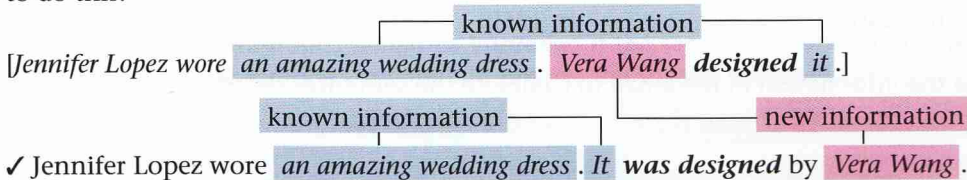
We often use the passive when we want to talk about an action rather than the person or thing that does the action. We do this when

- it doesn't matter who does the action:
*The votes **will be counted** at the end of the meeting.*
Have the parcels been delivered?
- we know or can guess who does the action:
*Here's your skirt. It's **been dry-cleaned**.* (obviously by the dry cleaner's)
*I brought my car to your garage yesterday. **Has it been repaired yet?*** (by the garage)
- we don't know, or we don't want to say who does the action:
*My bicycle **has been stolen!*** (I don't know who stole it.)
*I see the washing-up **hasn't been done again!*** (I don't want to say who hasn't done it.)
- we want to talk about general feelings or beliefs (► [Unit 86](#)):
*The building **is believed** to date from the thirteenth century.* (Most people believe this.)
- we want to be polite or we are in a formal situation:
Have the reports been typed yet? (more polite than *Have you typed the reports yet?*)
*Your application **will be assessed** by the manager.* (more formal than *The manager will assess your application.*)

3 Using passives in writing

Passives are more common in writing than in speech.

- We usually prefer to start a sentence with known information (something that has already been mentioned) and then put new information at the end. The passive helps us to do this:



- We generally don't like to put a long subject before the verb, so we often use the passive to move the subject towards the end of the sentence, after the verb:

[*The low prices on a selection of summer suits in the shop window **attracted us.***]

- ✓ *We **were attracted** by the low prices on a selection of summer suits in the shop window.*

More on the use of passives in writing ► [Units 103 and 105.2](#)

4 Common uses of the passive

We often use the passive in these situations:

| | |
|-------------------------------------|--|
| news reports | <i>Three men have been arrested by the police. The missing child has not been seen for three days. The results were announced early this morning.</i> |
| academic and scientific writing | <i>Three possibilities have been suggested and these will be examined in Chapter 3. The crystals were heated to a temperature of 150°.</i> |
| instructions and rules | <i>This plant needs to be watered daily. The doors are locked at 10.30 p.m.</i> |
| describing methods, ways of working | <i>Staff expenses are recorded on form SE11 and supported by receipts. The employees are paid monthly by cheque.</i> |

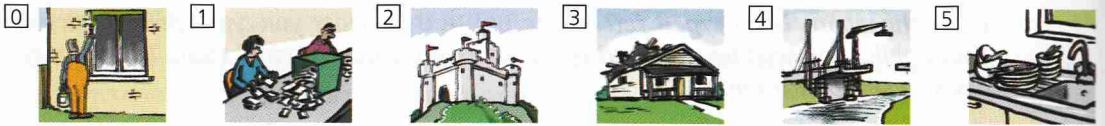
Practice

1 Complete the second sentence so it means the same as the first, using passive forms.

🔊 4.35 Listen and check.

- | | |
|---|--|
| 0 They were painting that wall yesterday. | That wall <i>was being painted yesterday</i> |
| 1 We've turned off the lights. | The lights |
| 2 We will send you an email tomorrow | You |
| 3 They aren't making that model any more. | That model |
| 4 Do I have to fill in this form? | Does this form |
| 5 They haven't repaired your computer yet. | Your computer |
| 6 They're going to close the road for 24 hours. | The road |

2 Complete the descriptions of the pictures, using passive forms of the verbs in the box.



build count ~~decorate~~ finish repair wash

- | | |
|--|-------------------------------|
| 0 This house <i>is being decorated</i> | 3 The roof needs |
| 1 The votes | 4 The bridge next year. |
| 2 This castle in 1250. | 5 The dishes yet. |

3 Use the information in the email to complete the sentences below.

Subject

Hi Hilary

I'm so pleased that you can come to our wedding! Jake and I have planned everything over the last few weeks. At the moment we're sending out all the final invitations. (Don't worry, I haven't invited Jane Anderson. I know you don't get on with her!) I was a bit worried about the cost but last month Mum and Dad agreed to pay for the reception. They paid the deposit last week. That was a relief! Have you decided what to wear yet? I've bought my wedding dress (it's a bit big so I have to alter it). The shop had reduced the price so it was only a few hundred pounds.

Do you remember Aunt Terri? Apparently she's got a fantastic new video camera, so she's going to film the ceremony. We've got a professional photographer as well. She'll take the formal photos. And Antonio from the Italian restaurant is doing the catering, so the food should be great!

I can't wait to see you there. It's going to be a great day!

Lucy 😊

- | | |
|--|---------------------------------|
| 0 Everything <i>has been planned</i> | by Jake and Lucy. |
| 1 The final invitations | at the moment. |
| 2 Jane Anderson | to the wedding. |
| 3 The deposit for the reception | last week. |
| 4 Lucy has bought her wedding dress but it has | |
| 5 The price of the dress | by the shop. |
| 6 The ceremony | by Lucy's aunt. |
| 7 The formal photos | by a professional photographer. |
| 8 The catering | by Antonio. |

- 4 **GRAMMAR IN USE** Choose the best word in *italics*. Sometimes both are grammatically correct, but one answer is more suitable.  4.36 Listen and check.

HOW IS PAPER MADE?

Everyone enjoys reading fashion magazines and newspapers.

But have you ever thought about how the paper (0) *we print them / they are printed* on is made?

Most paper is (1) *made / making* from wood. First, (2) *they cut the wood / the wood is cut* into small pieces. These (3) *mix / are mixed* with water and heated to produce a kind of thick paste. Then chemicals (4) *we add them / are added* to clean the paste and make it white.

Next the paste is spread on a screen and (5) *dried / is dried*. The water drains away or evaporates and (6) *are left / leaves* a thick layer of paper. (7) *We then pass this / This is then passed* between two large rollers (circular machines) to make it thinner and flatter.

(8) *The paper can then be cut / They can then cut the paper* into the correct sizes.



- 5 Three more of these paragraphs would be improved if the second sentence used a passive form. Decide which paragraphs they are and rewrite the second sentence.

0 Philip Green bought the famous British clothes store, Moss Bros, in 2008. Because they ran out of money, the original owners sold it.

It was sold by the original owners because they ran out of money.

1 Live Aid was the most successful fund-raising event of the 1980s. A group of well-known British and American musicians organised it in July 1985.

2 The Laurentian Library in Florence is one of the greatest buildings of the Italian Renaissance. Michelangelo designed it in the 1520s.

3 Jeans first became popular when they were worn by film stars and singers in the 1950s. Elvis Presley and James Dean were the two stars who had the most influence on young people's fashion at that time.

4 In recent years several high street stores have started selling copies of designer jeans. People who can't afford to buy real designer clothes often buy them.

- 6 Rewrite these sentences so they are true for you. Change the underlined part.

0 My watch was made in Australia.

My watch was made in Switzerland.

1 My school was built in the 1960s.

2 My old photos are stored in the garage.


3 My favourite shirt is made of nylon.

4 My hair is usually cut by my mother.

5 I don't like food that has been fried.

84 Passives with modal and other verbs





WARNING! Do not wash silk in this machine. Silk must be washed by hand or dry-cleaned.

1 Modal verbs

We make the passive form of modal verbs with the modal verb (+ *not*) + *be* + past participle. There is a perfect form – modal verb (+ *not*) + *have been* + past participle.

| | ACTIVE | PASSIVE |
|---------|---|--|
| Present | <i>You must wash silk by hand. You should not iron this jumper.</i> | <i>Silk must be washed by hand. This jumper should not be ironed.</i> |
| Perfect | <i>They might have turned the electricity off. She couldn't have washed it yet.</i> | <i>The electricity might have been turned off. It couldn't have been washed yet.</i> |

We often use modal present passives for written instructions and rules:
*Silk **must be washed** by hand or dry-cleaned. These lights **cannot be used** outside.*

We often use modal perfect passives to make guesses about the past or to talk about past expectations (► [Unit 48.2/3](#)):

*I don't know why the cake's burnt. It **may have been left** in the oven for too long.
This computer still isn't working; it **should have been repaired** ages ago!*

2 Verbs with two objects

With these verbs, e.g. *give, offer, buy* (► [Unit 59.5](#)), there are two ways of forming the passive.

- The 'person' object becomes the subject of the passive verb:

| | | | |
|--------------|------------------------|--------------|------------------|
| subject | | object | |
| Amanda | was given | first prize | (by the judges). |
| Sylvia | is going to be offered | a new job | (by her boss). |
| The children | were bought | a new kitten | (by their aunt). |

- The 'thing' object becomes the subject of the passive verb, and we put *to* or *for* in front of the 'person' object:

| | | | |
|--------------|---------------------------|--------------|------------------|
| First prize | was given to | Amanda | (by the judges). |
| A new job | is going to be offered to | Sylvia | (by her boss). |
| A new kitten | was bought for | the children | (by their aunt). |

3 Verb + adverb/preposition

We can usually make passive forms of phrasal verbs (► [Unit 91](#)) if they have an object:
*They **pulled down** the old school in 2005. → The old school **was pulled down** in 2005.
Sally **has given away** Kemal's CDs. → Kemal's CDs **have been given away** (by Sally).*

- ⚠ We don't separate the verb and adverb:
*✗ Kemal's old clothes **have been given by Sally away**.*

There are a few prepositional verbs (► [Unit 90](#)) that are common in the passive:
*The old Hoover factory **has been used as** a supermarket for several years.
New York **is known as** 'The Big Apple'.
Coco Chanel **was regarded as** the best designer of the 1920s.*


Practice

1 Write the words in the correct order.  4.37 Listen and check.

- 0 the questions all be answered must
All the questions must be answered.
- 1 down by the committee our proposal been has turned
.....
- 2 left was by my grandfather to me that house
.....
- 3 a pay rise hasn't Geraldine given been
.....
- 4 be in the USA can this mobile phone used ?
.....
- 5 taken couldn't that photo been at our wedding have
.....

2 Rewrite these historical facts, using passive forms. Begin with the underlined word.

- 0 The French government gave the Statue of Liberty to the United States in 1886.
The Statue of Liberty was given to the United States by the French government in 1886.
- 1 The Spanish brought potatoes to Europe in the sixteenth century.
.....
- 2 Neil Armstrong took an American flag to the moon in 1969.
.....
- 3 Thomas Wolsey gave Hampton Court Palace to King Henry VIII in 1525.
.....
- 4 The South African government sent Nelson Mandela to prison in 1962.
.....
- 5 France sold Louisiana to the United States in 1803.
.....

3 **GRAMMAR IN USE** Find six more mistakes in the conversation and correct them.  4.38 Listen and check.

- EXPERT Well, this is an interesting fashion print. Did you buy it?
- OWNER No, it was given to me ^{by} ~~of~~ my grandmother just before she died.
- EXPERT So she was the person who bought it?
- OWNER Not exactly. She found it. It had left on the side of the road by somebody.
- EXPERT How amazing. Tell me, is this the original frame?
- OWNER No, I think it may been changed when my grandparents moved house. They had a really good carpenter and he made new frames for all their pictures. It might have been put into a new frame from him.
- EXPERT That's a pity. These prints are always worth more if they've been keep in their original frames. It shouldn't have been taken of the original frame out, really. But if it was for sale put up I expect it might fetch several hundred pounds ...



85 have something done

1 have/get something done

We use *have something done* (*have* + object + past participle) when somebody does something for us (something we want or ask them to do):

Gerald has all his suits made for him.

(His tailor makes them.)

We're going to have our kitchen painted.

(Decorators are going to do it.)

We can use this pattern with all tenses of *have* and make questions and negatives:

Will they have their house painted next year?

What has she had done in the garden?

Have you had your hair cut?

We haven't had our car repaired yet.

We didn't have our house painted last year.

FORMALITY CHECK In informal English we can use *get something done* with the same meanings:

Your hair's lovely. Where do you get it cut? Can I get my car washed here?

We also use *have/get something done* when somebody does something to us that we didn't want or ask for, often something bad.

Sergei got his passport stolen yesterday. (= A thief stole it.)



We always use *have* (not *get*) *something done* in the present perfect tense:

~~*We've got our water supply disconnected.*~~

We've had our water supply disconnected. (= The water company did it.)

2 have somebody do something, get somebody to do something

In formal English we use *have* + object + infinitive to talk about making someone do something:

The customs officer had me open my suitcase. (= He made me open my case.)

I'm sorry about the mess in your room, sir. I'll have someone clean it immediately.

In informal English we use *get* + object + *to* + infinitive with the same meaning:

Gerald's getting him to make a suit. I got the children to clear out their rooms yesterday.

If we tell a person to make something happen, we use the imperative:

Teresa, have the new patients fill in forms, please.

When you go to the shop, get them to give your money back.

The forms with *get* are more common in British English and the forms with *have* are more common in American English.

3 need + -ing

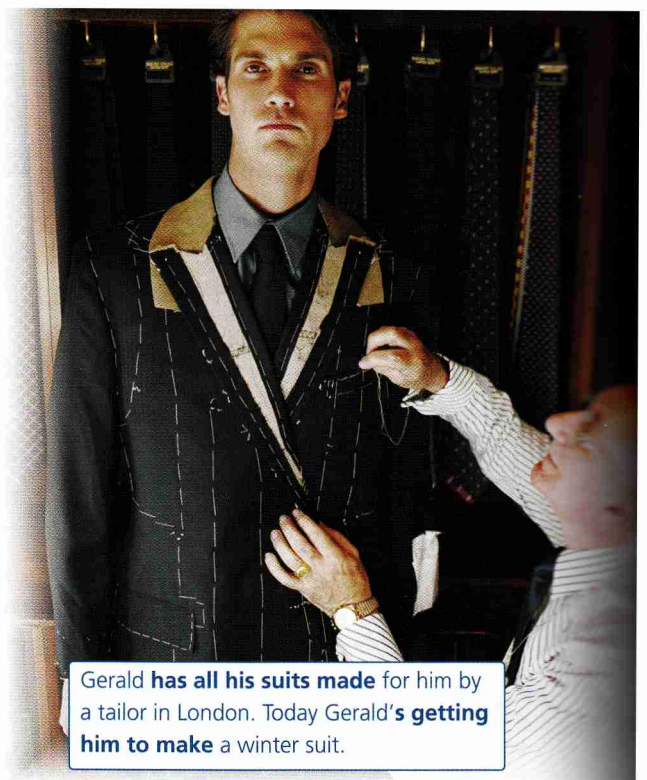
We can use an *-ing* form or infinitive after *need* in order to give a passive meaning:

These dirty clothes need to be washed. (= It is necessary for somebody to wash them.)

→ *These clothes need washing.*

My hair is very long. It needs to be cut. → *My hair needs cutting.*

More on *need* for necessity ► Unit 50



Gerald **has all his suits made** for him by a tailor in London. Today Gerald's **getting him to make** a winter suit.

Practice

- 1 Complete the sentences, using a form of *have*, *get* or *need* and suitable forms of the verbs in the box.

break ~~paint~~ show test wash

0



1



2



3



4



- 0 Isabel *is having*..... her nails *painted*.....
 1 Karl his eyes
 2 That van
 3 The police officer me him my driving licence.
 4 Barry his nose in a boxing match last year.

- 2 **GRAMMAR IN USE** Read about the club and choose the correct words in *italics*.

4.39 Listen and check.

THE SPOIL YOURSELF CLUB

• **What is the Spoil Yourself Club?**

The Spoil Yourself Club is there for your every need. Once you pay the \$10,000 membership fee you can call us at any time and get us (0) *arrange* / *(to arrange)* almost anything you want.

• **What can you get for me?**

We can get almost anything for you. For example, if you need a new designer dress for a special party we can have a top designer (1) *produce* / *produced* something for you within a few days. If you need a table at a five-star restaurant we can (2) *have had* / *have* the best table (3) *reserved* / *to reserve* for you at just an hour's notice. If you've had (4) *cancelled a flight* / *a flight cancelled*, we can get one of our pilots (5) *to fly* / *fly* you anywhere you desire in our private jet.

• **What about other services?**

If you've had a hard day at the office and just want a relaxing massage, we have a team of excellent therapists ready to help. You can have your hair and make-up (6) *to be done* / *done* by our expert beauticians. But we haven't forgotten about those everyday problems. So, if your central heating system breaks down we will get a plumber (7) *coming* / *to come* to your house in half an hour. If your car needs (8) *servicing* / *to service*, we can have a mechanic collect your car and return it to you later the same day.

- 3 Complete the sentences, using suitable forms of the words in brackets.

4.40 Listen and check.

- 0 Your room is filthy! *Get it cleaned up*... at once! (get / it / clean up)
 1 I'm going grey, so I every six weeks. (have / my hair / colour)
 2 Cindy while she was at the gym. (get / phone / steal)
 3 Something is wrong with your TV. I think (it / need / check)
 4 while you were out? (get / those documents / copy)
 5 I your bags up to your room now, sir. (have / the porter / take)
 6 Excuse me. Can I here? (get / my passport photos / take)

86 Passive reporting verbs

1 Using passive reporting verbs

We can use passive reporting verbs

- to talk about general feelings or beliefs:
*His company **is thought to be** worth almost three billion dollars. (= Many people think this.)*
- when we don't know (or we don't want to say) who made the statement originally:
*It **was suggested that** the factory should be closed.*
*I'm afraid **your fees were considered to be** too expensive.*

2 Patterns with passive reporting verbs

We usually use the reporting verbs *believe*, *consider*, *expect*, *know*, *report*, *understand*, *say*, *state* and *think*. There are two patterns.

- *It + passive verb + that* clause:
*It **is said that** Ralph Lauren is the world's richest fashion designer.*
*Yesterday **it was reported that** three prisoners had escaped from the island.*
- Subject + passive reporting verb + *to* + infinitive:
*The American team **is expected to win**. (= Most people expect them to win.)*
*His company **is thought to be** worth almost three billion dollars.*

To talk about the past, we use the perfect infinitive (► [Unit 65.2](#)); there is an active and a passive form:

*People say the Romans **built** the town. → The Romans are said **to have built** the town.*
*People believe the town **was built** by the Romans. → The town is believed **to have been built** by the Romans.*

FORMALITY CHECK These patterns are used mainly in news reports and in academic and scientific English:

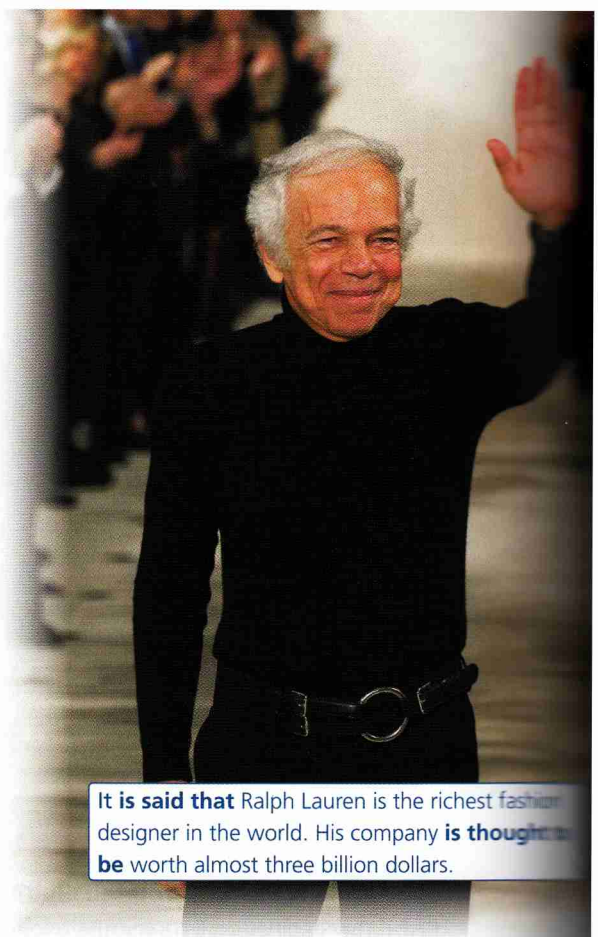
*These poems **are considered to be** Shakespeare's finest works.*
*The new software **is expected to require** more memory.*

3 *supposed to*, *meant to*

Supposed to and *meant to* have several meanings

- We often use them for something that was arranged or expected but didn't happen:
*He **was supposed to phone** me yesterday. (= I expected him to phone but he didn't.)*
*Where are the keys? They **were supposed to have been left** on my desk.*
*Where's John? He **was meant to be** here half an hour ago!*
- We also use *supposed to/meant to* for things we should or shouldn't do. We often use it when people 'break the rules' or do things we think are wrong:
*You can't go in there. You're **meant to wait** outside.*
*Shh! We **aren't supposed to talk** in the library.*
- But *supposed to/meant to* can also describe a general belief:
*Try their lamb curry. It's **supposed to be** really good.*
*You should take the train; it's **meant to be** less stressful than flying.*

More on reporting verbs and patterns ► [Module 13](#)




It is said that Ralph Lauren is the richest fashion designer in the world. His company **is thought to be** worth almost three billion dollars.

Practice

1 Choose the correct meaning, A or B.

- 0 Phillippe Starck is considered to be the world's greatest designer of household objects.
A Phillippe Starck thinks this. **(B)** Many people think this.
- 1 Tom Cruise is said to be the richest film star in the world.
A People think this, but it may not be true. B This is a fact.
- 2 We're supposed to take a present with us.
A Our hosts expect us to take a present. B We forgot to take a present.
- 3 It is believed that the government will cancel the high speed railway line.
A The government believes this will happen. B Some people believe this will happen.
- 4 How annoying. We were meant to have seats in the front row!
A They've given us seats in the front row. B They haven't given us seats in the front row.
- 5 It has been suggested that Martin stole £100,000 from his employer's bank account.
A Some people say Martin did this. B Martin says he did this.

2 Complete the second sentence so it means the same as the first, using the word in brackets. Use four or five words in your answer.  4.41 Listen and check.

- 0 I expected Harriet to send me a parcel, but she didn't. (supposed)
Harriet *was supposed to send* me a parcel.
- 1 Many fashion writers think that New York is the top fashion city in the world these days. (said)
New York the top fashion city in the world these days.
- 2 My landlord doesn't like me smoking in the house. (meant)
I'm in the house.
- 3 The TV news says that the football club has a new owner. (reported)
The football club a new owner.
- 4 They wanted me to go to their party but I was too busy. (supposed)
I their party but I was too busy.
- 5 I've been told that Armani designs all her clothes. (believed)
All her clothes by Armani.

3 **GRAMMAR IN USE** Rewrite the underlined phrases in the talk, using the words in brackets.


 4.42 Listen and check.

'Welcome to Candleburgh Hall, the historic home of the Westmoor family. (0) The house is said to have been designed by Robert Smythson, although we don't have any proof of that. But we certainly know it was built around 1570. (1) We were going to visit the stables today, but I'm afraid they are currently closed for repairs. (2) We think they'll be finished in April, so you'll be able to see them then. Today we're starting in the main drawing room. In fact, (3) many people think it is the most beautiful room in the house. But it holds a dark secret. (4) Some people believe that Sir Henry Westmoor died here. In fact, (5) they say he was killed by his own brother. Now, if you'll all follow me, we'll move to the Queen's Bedroom ... this room got its name because (6) we think that Queen Elizabeth I slept here in the 1580s ...'

- 0 The house *is supposed to have been designed by Robert Smythson* (supposed)
- 1 We (meant)
- 2 The work (expected)
- 3 It (considered)
- 4 Sir Henry Westmoor (believe)
- 5 It (said)
- 6 Queen Elizabeth I (thought)

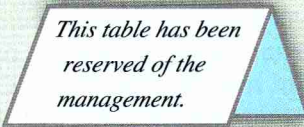
Review MODULE 16

1 UNITS 83 AND 84 There is a mistake in each of these signs and labels. Find the mistakes and correct them.

0 *was made in the European Union*
 This toy was in the European Union made.

1 This garment must be not dry-cleaned.

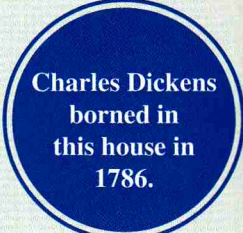
2 This site has been closed by our engineers down while we upgrade our servers.

3 *This table has been reserved of the management.*
 This table has been reserved of the management.

4 The shop be closed for staff training. We will re-open at 2 p.m.

5 **Do not open the doors until the train is arrived at a station.**

6 Two tablets should to take after each meal.

7  Charles Dickens borned in this house in 1786.

2 UNITS 85 AND 86 Complete the article, using suitable forms of the words in brackets.

Fake fashions

(0) *It is said that* (it / say / that) most designer goods sold in street markets these days are fakes. It isn't surprising; most designers only sell their goods through upmarket shops. There is even more of a problem on the Internet. In June 2008 a French court found eBay guilty of allowing fake goods to be sold on their website. The court (1) (have / eBay / pay) €40 million to the luxury brands Louis Vuitton and Christian Dior in compensation. Of course, the people who buy these items often don't know that they are fakes. A man who paid £500 for a 'Rolex watch' only discovered it was a fake when he (2) (have / it / repair) by a local jeweller. People often find that clothes are fakes when they (3) (need / wash). They wash them and discover that they shrink or the colour changes – something that would never happen with a real designer product. (4) (It / often / argue) that designer brands are much too expensive. People don't like paying such high prices and don't seem to care that designers are losing money. But the truth is that buying fake goods does have serious consequences because the people who deal in these fakes are often serious criminals. They (5) (have / the goods / make) in small factories in the Far East or South America and then import them to Europe and the USA. Some of the people making the goods (6) (think / be) children who work in terrible conditions for almost no money. They are the ones who pay the real price for our fake designer clothes.

3 UNITS 83 AND 86 Choose the best sentence to continue each paragraph, A or B.

- 0 Marek brought a beautiful carved wooden table back from India.
 A An old Indian carpenter in Delhi made it.
 B It was made by an old Indian carpenter in Delhi.
- 1 Davina was really thrilled when she got her first car.
 A It was given to her by her parents just before she went to university.
 B Just before she went to university her parents gave it to her.

- 2 Susie and Jim were shocked when they visited their old school.
 A Somebody had demolished it and built a block of flats in its place.
 B It had been demolished and a block of flats built in its place.
- 3 *Guernica* is one of Pablo Picasso's most famous paintings.
 A He painted it while he was living in France.
 B While he was living in France it was painted.
- 4 The Member of Parliament for Warton North was arrested by the police this morning.
 A He is reported to have sold government secrets to the *Enquirer* newspaper.
 B Some people say he has sold government secrets to the *Enquirer* newspaper.

4 ALL UNITS Read the note and the letter. Choose the best answer, A, B or C below.

Redding Lexton Student Loans Ltd.
 Redding House
 Loughborough
 LX8 90M

Dad,
 Section 9 of this form (0)
 by you as my next of kin. Could
 you do it for me? It was (1)
 last month but I've only just
 received it. See you later,
 Bill X

Dear Mr Kingston,

Thank you for choosing Redding Lexton Student Loans. (2) over one million adult students with loans in the UK, so we know that there is a wide choice of student loans on the market. We believe that our *Student Loan Plus* is the best choice available. We apologise for the fact that you did not receive the application form last month. There was a postal strike in Loughborough and we believe (3) in the post.

The application form (4) with this letter. The form (5) in black ink and signed at the bottom. Please (6) by your next of kin. The form then needs (7) to our Loughborough office. The bottom section (8) and kept as a receipt.

The completed contract (9) our customer service department in due course. The first instalment of the loan (10) direct to your bank account as soon as your application has been approved.

Yours sincerely,



Jacob Dunn
 Sales Executive

- | | | |
|--------------------------------|--|----------------------------|
| 0 A has filling in | <input checked="" type="radio"/> B has to be filled in | C has to been filling in |
| 1 A supposed to have been sent | B supposing to be sent | C supposed to been sent |
| 2 A We think there are | B There are thought being | C There are thought to be |
| 3 A it may to be lost | B we may lose it | C it may have been lost |
| 4 A is enclosed | B enclosing | C be enclosed |
| 5 A you should complete | B should be completed | C should you complete |
| 6 A section 9 have completed | B have completed section 9 | C have section 9 completed |
| 7 A being posted | B to be posted | C that it is posting |
| 8 A can be torn off | B can torn off be | C can be off torn |
| 9 A is sending to you from | B to you will send by | C will be sent to you by |
| 10 A can making | B can to make | C can be made |

Test MODULE 16

Passive forms

Choose the correct answer, A, B or C.

- 1 Sorry. Your clothes yet.
A didn't been ironed B haven't done iron C haven't been ironed ➤ Unit 83
- 2 Film stars love
A been photographing B being photographed C being photograph ➤ Unit 83
- 3 in the 1960s?
A Did the house build B Was the house built C Was built the house ➤ Unit 83
- 4 What happened? hurt?
A Did he get B Did he been C Got he ➤ Unit 83
- 5 The novel was
A by Charles Dickens written B written of Charles Dickens
C written by Charles Dickens ➤ Unit 83
- 6 The experiment under strict medical supervision.
A we carried out B was carried out C was carrying out ➤ Unit 83
- 7 Thanks for the medicine. before or after meals?
A Should it be taken B It should take C Should be taken it ➤ Unit 84
- 8 This heater in a bathroom.
A can't to use it B not can be used C cannot be used ➤ Unit 84
- 9 David
A a car was given by his uncle B to his uncle was given a car
C was given a car by his uncle ➤ Unit 84
- 10 I'm not surprised your camera isn't working. It out in the rain!
A shouldn't have left B shouldn't have been left C shouldn't to be left ➤ Unit 84
- 11 Rome is often
A as the Eternal City known B known as the Eternal City
C as known the Eternal City ➤ Unit 84
- 12 Mrs Osbourne once a month.
A her hair coloured B has coloured her hair C has her hair coloured ➤ Unit 85
- 13 I serviced next week.
A am being the car B am having the car C have done the car ➤ Unit 85
- 14 Don't worry, sir. I you the contract this afternoon.
A will have my assistant fax B will have faxed my assistant
C have my assistant done fax ➤ Unit 85
- 15 Those curtains are very dirty. They really need
A to wash B washing C have washed ➤ Unit 85
- 16 The painting worth at least fifty million dollars.
A is thought to be B it is thought to be C is thought being ➤ Unit 86
- 17 The ancient Romans central heating.
A are believed to invent B are believed have invented
C are believed to have invented ➤ Unit 86
- 18 We were expected the match against the army team.
A to lose B losing C to be lost ➤ Unit 86
- 19 You can't park there. You at the side of the building.
A supposing to park B are supposed parking C are supposed to park ➤ Unit 86
- 20 Where's the report? It was supposed by this morning.
A to being finishing B to have been finished C to have done finished ➤ Unit 86

Before you start

- 1 Read the information about curling. Look at the **highlighted** grammar examples.

UNUSUAL SPORTS NO 27

Famously described once as 'doing the **housework** on ice' because of its similarity to sweeping the floor, curling is an old Scottish sport. The game consists of two teams playing against each other, moving ten stones down an ice path, trying to get them as close to the home circle as possible. The teams **take turns** to 'throw' the stone down the ice, with players 'sweeping' the ice in front of the stone to make it smoother. The team with most stones closest to their home wins the match.



Most people have **heard of** curling, but not many people have a detailed **knowledge of** the sport. In the Winter Olympics of 2002, the Great Britain women's team (consisting of Scots) enjoyed **great success** and **brought the gold medal home** to Scotland. Many people were **amazed at** just how exciting this sport could be, and were **looking forward to** the next Winter Olympics. It is also quite a gentle sport, and players are unlikely to be **hurt** while playing it. People often **take it up** when they are children and continue playing it into their 70s or 80s! If you **feel like trying** curling yourself, but you don't like **getting cold**, you could try playing a game of curling on your computer!

- 2 Now read the sentences and choose the correct words in *italics*. The **highlighted** grammar examples will help you.

- | | |
|---|-----------|
| 1 We usually <i>have / take</i> turns to put the children to bed. | ➤ Unit 87 |
| 2 The American runners always have <i>great / big</i> success at the Games. | ➤ Unit 87 |
| 3 We were really <i>amazed at / with</i> the prices in Greece this year. | ➤ Unit 88 |
| 4 Evans said that he had no <i>knowledge about / of</i> the robbery at all. | ➤ Unit 88 |
| 5 Have you heard <i>from / of</i> that Icelandic band called Sigur Rós? | ➤ Unit 89 |
| 6 I really don't feel <i>like working / working like</i> this afternoon as it's so sunny. | ➤ Unit 90 |
| 7 I've read quite a lot about curling and I think I'd like to <i>take up it / it up</i> . | ➤ Unit 91 |
| 8 'Are you coming to our party?' 'Yes, I'm looking forward <i>to it / it to</i> .' | ➤ Unit 91 |
| 9 I'm nearly ready. I just want to <i>do / make</i> the washing-up. | ➤ Unit 92 |
| 10 I never use saunas because I really don't like <i>going / getting</i> hot. | ➤ Unit 92 |
| 11 The team will be <i>bringing / taking</i> their medals to show us tomorrow. | ➤ Unit 93 |
| 12 Be careful when you get into the pool – don't slip and <i>damage / hurt</i> yourself. | ➤ Unit 94 |

- 3 Check your answers below. Then go to the unit for more information and practice.

1 take 2 great 3 at 4 of 5 of 6 like working 7 it up
8 to it 9 do 10 getting 11 bringing 12 hurt

87 Common collocations



1 Verb + noun

Collocations are words that often go together. Verb + noun collocations sometimes change the meaning of the verb, e.g. *run + a business*.

| VERB + NOUN | EXAMPLES |
|---|---|
| take a photo an exam turns action a chance | <i>When do you take your final medical exams?</i> <i>In this game, you take turns to throw the dice and answer questions.</i> <i>The police need to take action against these thieves.</i> |
| miss the bus a penalty the point a person | <i>I was late for work because I missed the bus again.</i> <i>You've missed the point of my argument – you don't understand.</i> |
| run a race a shop a business | <i>Radcliffe ran a good race and won by over thirty seconds.</i> <i>My brothers and I have been running the family business for years.</i> |
| tell a story the truth a joke | <i>Go to bed! Your father won't tell you a story if you misbehave.</i> <i>There's no point in discussing this if you don't tell the truth.</i> |
| start work the car an argument | <i>Why couldn't you start the car this morning?</i> <i>I knew that he wanted to start an argument, so I refused to speak.</i> |
| make a mistake the bed a promise | <i>I think you've made a mistake in these accounts.</i> <i>Don't make promises if you can't do what you say!</i> |

2 Verb + noun + preposition

| VERB + NOUN + PREPOSITION | EXAMPLES |
|-------------------------------------|--|
| take part in pity on care of | <i>Aren't you going to take part in the swimming competition?</i> <i>I don't take care of the children much because I work full-time.</i> |
| make friends with the most of | <i>I haven't made friends with many people here.</i> <i>The weather's awful here but we're trying to make the most of it.</i> |
| run the risk of | <i>You run the risk of hurting yourself if you don't rest after your injury.</i> |
| have confidence in | <i>The company has problems, but I have confidence in my managers.</i> |

3 Adjective + noun

| ADJECTIVE + NOUN | EXAMPLES |
|---|---|
| strong swimmer smell wind coffee | <i>I'm not a very strong swimmer.</i> <i>Last night's strong wind has blown down a lot of trees.</i> |
| heavy rain traffic smoker industry meal | <i>There was very heavy traffic on the motorway last night.</i> <i>The heavy industry outside the town creates employment.</i> |
| great difficulty time interest success | <i>I had a great time at your party – thanks for inviting me.</i> <i>The athletics team had great success at the Olympics.</i> |
| good/bad habit luck news | <i>Biting your nails is a really bad habit – I wish you'd stop.</i> |
| light meal rain coat | <i>The weather wasn't too bad – just a little light rain most days.</i> |

⚠ You often can't translate directly from other languages. Always check in a good dictionary:
 ✗ *We had a little **thin rain** yesterday.* ✓ *We had a little **light rain** yesterday.*


Practice

1 Put a line through the incorrect collocation in each group.

- 0 take ... care of / an exam / ~~the risk of~~ / turns
 1 make ... friends with / a mistake / a photo / a promise
 2 (a) heavy ... industry / luck / smoker / traffic
 3 (a) great ... difficulty / interest / smoker / time
 4 tell ... a joke / a promise / a story / the truth
 5 (a) strong ... coffee / rain / swimmer / wind

2 Now complete the correct collocations for the words/phrases you have put a line through in Exercise 1. Add a verb or adjective.

- 0 ~~run the risk of~~ 2 4
 1 3 5

3 Read the sentences and complete the collocations. Use a verb in the correct form, or an adjective.  4.43 Listen and check.

- 0 Will you ~~make~~ the beds before you go out this morning?
 1 The secret of a good joke is not to laugh when you get near the end.
 2 It isn't very cold in Milan in March, so a coat or jacket should be enough.
 3 That new perfume has such a smell that I find it annoying.
 4 We urge you to confidence in your government in these difficult times.
 5 This workshop will teach you all you need to know to your own business.
 6 Please listen – you're the point. I'm not trying to criticise you at all.
 7 We advise early booking as there is always interest in this excursion.
 8 We've only got a day's holiday left, so we'd better the most of it.

4 **GRAMMAR IN USE** Complete the email with collocations. Take a word from Box A and one from Box B.  4.44 Listen and check.

A ~~bad~~ great great heavy started strong strong take took

B argument coffee difficulty ~~luck~~ part pity rain success swimmers

Subject Sports Competition

Hi Mags

I've just come back from the inter-school sports competition – chaos! I suppose we had (0) ~~bad luck~~ with the weather, as there was (1) for most of the day, but the organisation was terrible. There were over 50 children running the 100-metre race, and the teacher in charge put them all on the track at the same time. I tried to talk to him about it, but he wouldn't listen and very nearly (2) an with me. Also, the swimming went badly. You know that we have some very (3) at the school, who usually have (4) in these inter-school competitions, but there was something wrong with the water in the pool – too many chemicals, perhaps – and the girls had (5) in keeping their eyes open under the water. After a couple of races, their eyes were really red, so I (6) on them and told them we wouldn't allow any more of our swimmers to (7) in the competition.

Anyway, I think next year we should ensure that we hold the competition at our school. Right now, I need a nice (8)! See you tomorrow ...

Jason

88 Adjective or noun + preposition

The UK's main **hope of** success in the Olympic sailing event lies with Lucy McGregor, Annie Lush and Ally Martin (pictured).



1 Adjective + preposition

| | ADJECTIVE + PREPOSITION | EXAMPLES |
|------------|--|--|
| feelings | afraid/scared/terrified + <i>of</i> proud/ashamed/jealous + <i>of</i> annoyed/worried/upset + <i>about</i> | Sally is terrified of spiders. I'm really ashamed of your behaviour. I'm not really upset about my team's results. |
| | delighted/bored/pleased + <i>with/at/by</i> surprised/amazed/shocked + <i>at/by</i> | I was bored by the lesson. We weren't pleased with the builders' progress. Aren't you shocked at the violence in the film? I was really surprised by Samantha's news. |
| behaviour | nice/kind/unfriendly/mean + <i>to</i> | She's very kind to animals. |
| ability | good/bad/excellent + <i>at</i> capable/incapable + <i>of</i> | Nathan is excellent at painting. Julia is incapable of making a decision. |
| similarity | similar/identical + <i>to</i> different + <i>from/to</i> | That car is very similar to your last one. Spoken Portuguese is different from Spanish. |
| likes | keen + <i>on</i> , fond + <i>of</i> interested/involved + <i>in</i> | Lisa is keen on tracing her family tree. You aren't very involved in that book, are you? |
| other | full/short/tired + <i>of</i> ready/fit/famous/late/sorry + <i>for</i> | Gary can't come – he's short of money. He has only recently become fit for the competition. |

More on preposition + *-ing* form ► Unit 14.1

⚠ Some adjectives (e.g. *good*, *bad*) can have more than one preposition, with different meanings, for example

- ability: *She's quite **good at** working out maths problems.*
- an advantage: *Doing regular exercise is **good for** you.*
- behaviour: *Salima is very **good to** her mother – she does all her shopping.*

2 Noun + preposition

| | NOUN + PREPOSITION | EXAMPLES |
|----------|--|---|
| needs | demand/request/need/wish + <i>for</i> | There's a great demand for cheap houses. |
| movement | rise/fall/increase/decrease + <i>in</i> | The bank has announced a rise in interest rates. |
| response | reaction/response/solution/ attitude + <i>to</i> | Do you get a severe reaction to insect bites? We need to find a solution to the problem. |
| contact | relationship/contact + <i>with</i> | She has a good relationship with the students.* |
| other | cause/cost/example + <i>of</i> opinion/knowledge/hope + <i>of</i> advantage/disadvantage + <i>of</i> | The cause of the flooding was heavy rain. Britain's main hope of success ... lies with ... He's got the advantage of speaking Chinese. |
| | matter/trouble/problem + <i>with</i> belief/trust/confidence + <i>in</i> | What's the matter with you today? People don't have confidence in the government any more. |

* We use *relationship + between* before two people/groups/things:
*The **relationship between** Alex and his brother has always been difficult.*
*I don't understand the **relationship between** global warming and wetter summers.*

For preposition + noun, e.g. *at home*, *on time*, *for sale* ► Unit 18

Practice

1 Match the two parts of the sentences.  4.45 Listen and check.

- | | | |
|--|---|-----------------------------------|
| 0 The government is very worried | → | A to his father, Kirk. |
| 1 Princess Diana didn't have a good relationship | → | B about the state of the economy. |
| 2 There has been a huge rise | | C for relaxation. |
| 3 Pete Sampras was extremely good | | D in house prices this year. |
| 4 Michael Schumacher is famous | | E with finding enough water. |
| 5 Some countries have awful problems | | F with the press. |
| 6 Michael Douglas looks very similar | | G for motor racing. |
| 7 Some breathing exercises are very good | | H of playing the saxophone. |
| 8 Former US president Bill Clinton is fond | | I at playing tennis. |

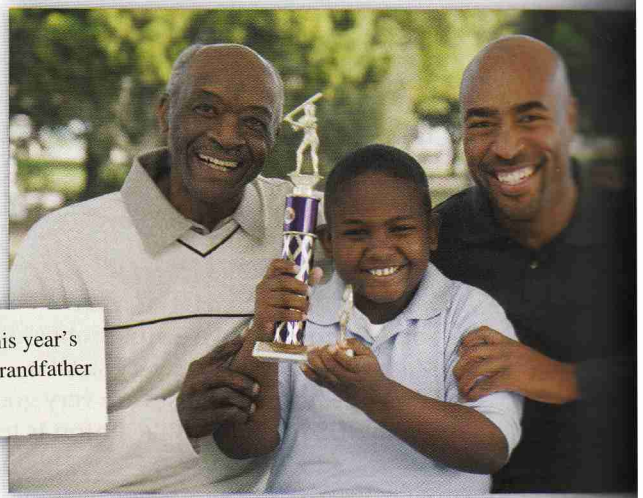
2 **GRAMMAR IN USE** Write the correct prepositions.  4.46 Listen and check.

- COACH Everyone's fit (0) *for* Saturday's match except for Wayne.
- MANAGER Wayne? Why? What's the matter (1) him?
- COACH His left ankle is painful. We don't know the cause (2) it yet – he's having a scan this afternoon – but we may not have him for Saturday.
- MANAGER OK, so we need a new captain for Saturday. How about Ewan?
- COACH I'm not sure. The relationship (3) him and some of the others isn't great. He's not good (4) talking to the referee. I think Thierry might be better.
- MANAGER You're right about Ewan, but I'm still annoyed (5) Thierry's comments to the press recently, and his attitude (6) the team in general. You know, he's been late (7) training every day this week.
- COACH OK. Perhaps we could try Roberto. It might be good (8) him to have some responsibility. He's become a lot calmer since he's been involved (9) that charity he supports.
- MANAGER You're right. It's time to show more confidence (10) him. I'll tell him later.

3 Answer the questions about yourself. Use full sentences.

- 0 What kind of relationship do you have with your colleagues / classmates?
I have a good relationship with my colleagues.
- 1 What kind of relationship do you have with your colleagues / classmates?
.....
- 2 What were you last really surprised by?
.....
- 3 What's the main advantage of studying English for you?
.....
- 4 Are you involved in any organisations? What?
.....
- 5 Do you get an allergic reaction to anything? What?
.....
- 6 What are you most scared of?
.....

89 Verb + preposition (1)



Peter Edwards **succeeded in** winning first prize in this year's 'Young Baseball Star' competition. His father and grandfather were there to **congratulate him on** his success.

1 Verb (+ preposition) + object

With many verbs in English we can put a noun/pronoun **object** straight after the verb:

*British people **discuss the weather** every time they meet!*

But other verbs need a preposition before the object:

*British people **talk about the weather** every time they meet!*

⚠ There are many verbs that don't need a preposition in English, (e.g. *answer, demand, discuss, enter, expect, leave, phone, request*):

~~Everyone clapped when he entered to the room.~~ ✓ Everyone clapped when he entered the room.

2 Verb + preposition combinations

Some verbs can be followed by different prepositions, (e.g. *talk to/talk about*). It is a good idea to check these in a dictionary.

| | |
|---------|--|
| + about | complain hear know read speak talk think write |
| + at | arrive laugh look shout stay |
| + for | apologise apply ask care look pay search wait work |
| + in | arrive believe stay succeed |
| + into | bump crash drive run |
| + of | approve consist hear think |
| + on | concentrate decide depend rely insist |
| + to | belong explain happen listen speak talk write |
| + with | agree deal stay |

*The Prime Minister **apologised for** Britain's involvement in the slave trade.*

*The music next door is so loud that I can't **concentrate on** my work.*

*Ahmed's job is to **deal with** difficult customers.*

It is possible to have more than one preposition + noun combination after a verb:

*I spoke **to the manager** last week **about the problem** with the car.*

3 Verb + object + preposition + object

Some verbs can have two objects after them, one with a preposition and one without:

- *congratulate + person + on: Peter's father **congratulated him on** his success.*
- *accuse/remind + person + of: She **reminded the player of** his appointment with the coach.*
- *ask/blame/criticise/punish + person + for: Don't **blame me for** your mistakes!*
- *compare/provide/share + person/thing + with: The assistants will **provide you with** paper.*
- *borrow/translate/prevent + person/thing + from: Do you **translate texts from** English?*

Notice the difference between *to* and *at* after *throw, kick, shout* and *point*:

*He threw the ball **to** the girl.* (for her to catch it)


*He threw the ball **at** the girl.* (to hit her)

Verbs with two objects ► Unit 59.5

Practice

1 Match the two parts of the sentences.  4.47 Listen and check.

- | | |
|-----------------------------------|---|
| 0 Does this mobile phone belong | A on where to go for your holiday? |
| 1 You don't have to pay | B of a kitchen, living room and two bedrooms. |
| 2 My mother's always complaining | C for children to visit the museum. |
| 3 The police car crashed | D in good luck and bad luck. |
| 4 Did you and your friends decide | E into a tree at the side of the road. |
| 5 What time does the train arrive | F with each other on the runway. |
| 6 I find it difficult to believe | G to anyone in this class? |
| 7 The two planes didn't collide | H at London Paddington station? |
| 8 The apartment consists | I about the clothes I wear. |

2 **GRAMMAR IN USE** Complete the newspaper article with one word in each gap if necessary. There are two places where you do not need a word.  4.48 Listen and check.

18 August 2008

CHINESE ATHLETE WITHDRAWS FROM RACE

In the biggest shock of the Beijing Olympics so far, Chinese athlete Liu Xiang withdrew from the 110-metre hurdles this morning. Many people in the packed stadium had been waiting (0) *for* Liu – wanting to see this great Chinese hero – and they walked out once it was clear he could not run. Everyone has been talking (1) Liu since he won his first title in the 2004 Olympics and then broke the world record in 2006, and they were all expecting (2) an easy victory for the young athlete. Although China has the most medals, a win by Liu was hugely important to them because Chinese athletes rarely succeed (3) track events. As soon as Liu walked off the track, questions were being asked and

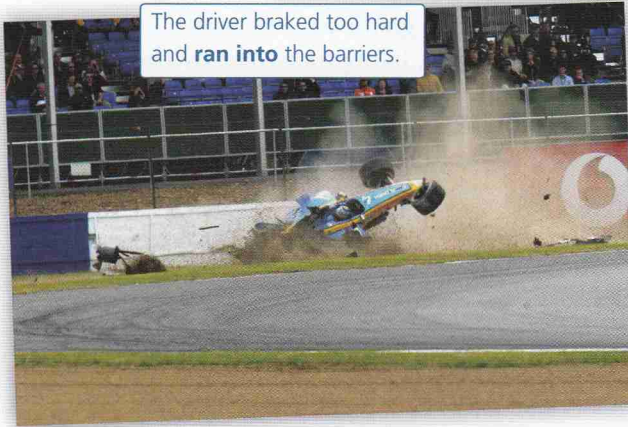


the press demanded (4) answers. What had happened (5) their great athlete? How could he disappoint the 1.3 billion people who were relying (6) him? It appeared that Liu had a damaged ankle, and despite the fact that three doctors were dealing (7) his injury, it prevented (8) from even starting the race.

3 Find and correct the mistakes. The preposition may be unnecessary, incorrect, or missing.

- 0 We decided ^{on} a vote to choose the class representative.
- 1 Has your friend apologised of his behaviour at the party yet?
- 2 I think I might apply a job at the local sports centre.
- 3 Do you think that Carol is keen on entering into competitions?
- 4 We don't really agree our neighbour's political views.
- 5 The kittens are so cute – you can't help laughing to them.
- 6 The police are searching the missing child all over the town.
- 7 If you're unhappy, why don't you phone to the shop and tell them?
- 8 Don't throw stones to other children – you might hurt them.

90 Verb + preposition (2)



1 Prepositional verbs

Prepositional verbs are a very common type of verb + preposition combination. Generally, with these verbs, the preposition loses its usual meaning. Compare:

We **arrived at** the station an hour early. (verb + preposition; *at* = preposition of place)

We **arrived at** the solution very quickly. (prepositional verb; *at* has lost its meaning of 'place')

2 Prepositional verbs with a small change of meaning

With some verbs, the preposition often makes only a small change in the meaning of the verb. We can work out the meaning of many common prepositional verbs:

*ask for believe in care for go for happen to listen to look at look like
say to speak to stare at talk to think about think of wait for*

'Have you **thought of** a name for the baby yet?' (*think of* = produce an idea)

'No, we've **been thinking about** it but haven't decided on one.' (*think about* = consider)

3 Prepositional verbs with complete change of meaning

Sometimes the preposition changes the meaning completely. Compare:

The driver braked too hard and **ran into** the barriers. (*into* = movement)

We **ran into** some friends of ours the other day. (= met by chance)

We managed to **get through** the crowd and get close to the stage. (*through* = movement)

I don't know how the people there **will get through** the winter. (= survive)

| VERB | MEANING | EXAMPLE |
|-------------|------------------|--|
| arrive at | reach | Have you arrived at a decision about the new teacher yet? |
| come across | find, meet | I came across her diary when I was cleaning her room. |
| feel like | want | 'Do you want to go swimming tonight?' 'No, I don't feel like it .' |
| get over | recover | Has your daughter got over the flu yet? |
| get through | survive | I don't know how I got through that interview – it was really tough! |
| look after | take care of | Can you look after the children tomorrow evening? |
| look into | investigate | The police are looking into the woman's disappearance. |
| look like | be similar to | The baby really looks like his father, doesn't he? |
| run into | meet (by chance) | Amazingly, we ran into some old friends when we were visiting Rome! |
| see to | organise | Will you see to the flowers at Gail and Carl's wedding? |
| stand for | mean | What do the letters BBC stand for ? |
| stand for | accept | We won't stand for this kind of behaviour on the streets of our city! |
| take after | be similar to | Everyone says that Cheryl takes after her grandmother. |

Practice

1 Match the verbs in these sentences with their meanings, A or B.

- 0 1 The soldiers got over the fence. → A climbed
 2 Has Simon got over his illness? → B recovered from
- 1 1 The police will look into it. A focus your eyes in this direction
 2 Look into the camera viewfinder. B investigate
- 2 1 The bus arrived at the Lovell Road bus station. A reached an answer
 2 Have you arrived at a conclusion yet? B got to
- 3 1 What does OPEC stand for? A mean
 2 Please stand for the National Anthem. B get onto your feet
- 4 1 Will they get through the journey? A pass from one side to the other
 2 Can you get through this gap in the fence? B survive
- 5 1 We ran into her at the supermarket. A met
 2 The car ran into a woman at the crossing. B hit

2 Write the words in the correct order.  5.01 Listen and check.

- 0 family you like do anyone your look in ?
Do you look like anyone in your family?
- 1 me strange a this morning really to thing happened

- 2 on the bus at please people don't the stare

- 3 my daughter I'm staying for at home care to

- 4 Heather's think you new what of apartment did ?

- 5 take all of him grandchildren Bert's after

- 6 going to dreadful for I'm not behaviour your stand

3 GRAMMAR IN USE Complete the letter with the correct form of the verbs in the box.

 5.02 Listen and check.

ask come feel look see talk think think wait

Dear Lesley

How are you? I'm just writing you a quick note while I'm (0) *waiting*..... for my plane back to Toulouse. I know I haven't been in touch with you recently, but I've been (1) about you a lot since we moved to France, and we should get together soon. So, do you (2) like coming to the men's final of the French Open tennis with me? I know you're a tennis fan, and you could make a weekend of it. I was walking in the park here recently when I (3) across an old friend who likes tennis, and as we were (4) to each other, she mentioned that she had two tickets that she couldn't use. She offered them to me and didn't (5) for any money for them, which was so nice of her. Anyway, if you're interested, all you need to do is book your flight - I'll (6) to all the other arrangements, like a hotel in Paris for us. I'm sure that François will (7) after the children that weekend. What do you (8) of the idea?

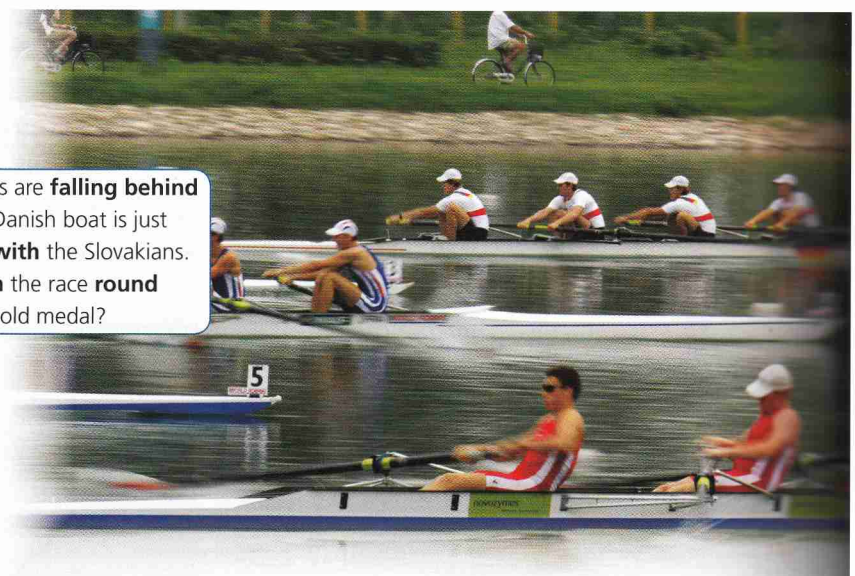
Let me know!

Nikki

91 Phrasal verbs



The Canadians are **falling behind** now but the Danish boat is just **keeping up with** the Slovaks. Can they **turn** the race **round** and win the gold medal?



1 Two-part phrasal verbs

A **phrasal verb** is a verb + adverb/preposition (e.g. *fill in*, *take off*):

Could you **fill in** this form and return it to us by post?

Don't **take** your coat **off** – we're going shopping now.

Phrasal verbs are similar to prepositional verbs, but the word order is sometimes different.

- In prepositional verbs, the preposition comes immediately after the verb and before the object: *She's looking after the children. She's looking after them.*
- In phrasal verbs, the adverb/preposition can come AFTER the noun object, and it ALWAYS comes after a pronoun object:

Did you look up that word? Did you look that word up? Did you look it up?

| | VERB | + NOUN OBJECT | + PRONOUN OBJECT |
|--------------------|----------------------------------|--|--|
| prepositional verb | <i>work for</i> (be employed by) | <i>I work for Gerald Bryant & Sons.</i> X I work Gerald Bryant & Sons for. | <i>I work for them.</i> X I work them for. |
| | <i>take to</i> (like) | <i>I took to my teacher immediately.</i> X I took my teacher to immediately. | <i>I took to her.</i> X I took her to. |
| phrasal verb | <i>work out</i> (solve) | <i>I've worked out the solution.</i> <i>I've worked the solution out.</i> | X I've worked out it. <i>I've worked it out.</i> |
| | <i>take off</i> (remove) | <i>He took off his boots.</i> <i>He took his boots off.</i> | X He took off them. <i>He took them off.</i> |

You can work out from a good dictionary whether a verb is prepositional or phrasal. Look at the position of the object (*sth*) in these dictionary entries:

take to *sth* to start to like someone or something.

Sandra took to it straight away. (prepositional)

take *sth off* to remove a piece of clothing.

He sat on the bed to take his boots off. (phrasal)

A lot of two-part phrasal verbs are intransitive – they don't have an object:

Come in, we're almost ready. The plane took off nearly three hours late. (= left)

We often use them in exclamations:

Look out! There's a car coming! Hurry up! The taxi's here. Go on, I'm listening.

⚠ We don't use an object with intransitive phrasal verbs: ~~X The plane took off the runway.~~

2 Three-part phrasal verbs

There are also some phrasal verbs which have an adverb and a preposition (e.g. *look forward to*, *keep up with*, *cut down on*). We don't separate the parts of these verbs:

⚠ ✓ *I'm looking forward to my holiday.*

~~X I'm looking forward my holiday to.~~ ~~X I'm looking my holiday forward to.~~

3 Change in meaning

A phrasal verb usually has a different meaning from the verb on its own:

*While he was exercising, the gymnast **fell** and broke his leg.* (= dropped to the ground)

*The Canadians are **falling behind** now.* (= going more slowly than the others)

A lot of phrasal verbs combine with different adverbs/prepositions and have different meanings:

| PHRASAL VERB | | MEANING | EXAMPLE |
|--------------|---------------------|-------------------------------------|---|
| give | in up | deliver stop | <i>You were supposed to give this essay in yesterday. Why don't you give up eating chocolate?</i> |
| make | out up up for | understand invent make better | <i>I couldn't make out what I had done to annoy her. When you're the boss you can make up your own rules. You'd better make up for forgetting my birthday!</i> |
| turn | down round up | reject change arrive | <i>They offered her the job but she turned it down. Can they turn the race round and win the gold medal? Steve turned up late as usual.</i> |

Some phrasal verbs can have more than one meaning:

*You were supposed to **give** this essay **in** yesterday.* (+ object = deliver)

*I know I can't beat you at chess. I **give in**!* (no object = surrender)

If an object is very long, we put it after the adverb/preposition:

✓ *I couldn't **make out** what I had done to annoy her.*

✗ *I couldn't ~~make what I had done to annoy her~~ out.*

4 Phrasal verbs in informal English

Many phrasal verbs have the same meaning as another, more formal verb (e.g. *find out* (information) = discover, *take off* (your coat) = remove).

FORMALITY CHECK Phrasal verbs are more common in informal English.

INFORMAL

*I **took** the damaged CD **back** to the shop.*

*We can't **put up with** his behaviour.*

*Carrie **turned down** Sean's proposal.*

*They **left me out** of the hockey team this year!*

*I think I'm going to **cut down** my hours at work.*

*Can you **throw** these old things **away**?*

FORMAL

*Please **return** damaged goods within ten days.*

*Staff will not **tolerate** rude behaviour.*

*Tutors may **reject** unsuitable topics for essays.*

*Unfortunately, our agents **omitted** this information.*

*The management intends to **reduce** working hours.*

*We ask visitors to **dispose of** their rubbish.*

5 Adverb/preposition meaning

The adverb/preposition sometimes helps us to work out the meaning of a phrasal verb: *stand up* / *get up* / *lift up* / *pick up* (movement in an upwards direction). But many of them have other meanings:

| | MEANING | EXAMPLES |
|------|-----------------------------------|---|
| up | complete an amount/ a distance | <i>Come on, finish your dinner up; there's isn't much left. If we run fast enough, we'll be able to catch them up.</i> |
| | maintain sth | <i>The Danish boat is just keeping up with the Slovaks.</i> |
| down | reduce, movement downward | <i>The business was losing money so we decided to run it down. He fell down and hit his head. Note your answers down on a piece of paper.</i> |
| out | remove | <i>Can you take the rubbish out when you leave later?</i> |
| | do completely | <i>I think I've managed to work out the answer to this problem.</i> |
| off | stop connection | <i>Turn the TV off! I can't hear myself think.</i> |
| | depart | <i>We're setting off really early tomorrow morning.</i> |

Practice

1 Complete the sentences with a suitable adverb/preposition.  **5.03 Listen and check.**

- 0 Are you going *out* with your friends this evening?
- 1 This report isn't very clear. I can't make what he's saying.
- 2 This new diet involves giving fat and sugar.
- 3 The talks failed when the union turned the company's last offer.
- 4 This new type of engine cuts on carbon dioxide.
- 5 When you fly, wear several layers so that you can take them as you get hotter.
- 6 I'd better finish my assignment this evening so that I can give it tomorrow.
- 7 Our friends were astonished when we turned at their door.
- 8 Hannah was always very good at making stories.

2 GRAMMAR IN USE Complete the race report with the correct form of the phrasal verbs in the box.

 **5.04 Listen and check.**

catch up give up keep up with ~~leave out~~ look out
make out make up for set off turn round

“Welcome to the 155th Oxford and Cambridge Boat Race.

The crews are on the river beneath me – I'm standing on Putney Bridge. Oxford are the favourites this year, but they've had to

(0) *leave* their strongest rower *out* of the boat as he has been unwell recently. Right, they're ready to (1)

And they're off! Cambridge immediately take the lead and Oxford are falling behind ... it seems that they're struggling to (2) Cambridge today ... It's a bit foggy on this bend; I can't (3) them very clearly, but I think that Oxford are getting faster.

Yes! They had a very slow start but they're (4) it now. (5) Cambridge! They're (6) you!

Now Cambridge are starting to speed up again, but Oxford are right behind them. Don't (7), Oxford, you're nearly there! You're coming to the last bend. ...

There's the finish line and it's neck and neck, but Oxford are pulling ahead. Yes, that's it! After a terrible start, Oxford have (8) the race and won! Well done, Oxford!”



3 Write the words in the correct order. Where there are two lines, there are two possible word orders.

0 fill form could in application you the ?

Could you fill in the application form?

Could you fill the application form in?

1 already in it have filled I

2 meaning dictionary look the a up in

3 up looked in I dictionary it the

4 you forward holiday are to your looking ?

5 been it weeks forward for I've looking to

6 address you down can the write me for ?

4 Underline the phrasal verb in each sentence. Then choose the correct meaning from the words in *italics*.

- | | |
|---|--|
| 0 Please <u>leave out</u> that part of the email. | <i>complete / move ↓ / <u>remove</u></i> |
| 1 What time are we setting off in the morning? | <i>move ↑ / depart / complete</i> |
| 2 They're going to pull down the old cinema. | <i>complete / move ↓ / remove</i> |
| 3 Eat up – we've got to leave in five minutes. | <i>move ↑ / depart / complete</i> |
| 4 Please lift me up, so I can see what's happening! | <i>move ↑ / depart / complete</i> |
| 5 The dentist is going to take my tooth out. | <i>complete / move ↓ / remove</i> |
| 6 My feet hurt! I really must sit down. | <i>complete / move ↓ / remove</i> |

5 Rewrite the formal extracts in informal English by completing the sentences below. Use suitable phrasal verbs.

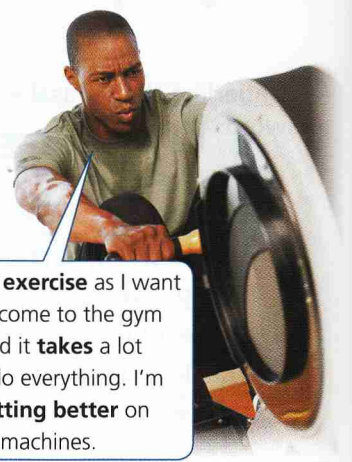
| | | | | | | | | | |
|---|--|--|---|--|---|--|--|---|--|
| <p>0 BEDFORD HOTEL Guests are requested not to arrive later than 20.00.</p> | <p>1 Want to STOP SMOKING? Then come and ask your doctor for help.</p> | <p>2 It is thought that the evidence was invented.</p> | <p>3 Approximate time necessary to solve this puzzle: 20 minutes</p> <table border="1" style="margin: 0 auto; text-align: center;"> <tr> <td style="width: 20px; height: 20px; background-color: black;"></td> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; background-color: black;"></td> </tr> <tr> <td style="width: 20px; height: 20px; background-color: black;"></td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; background-color: black;"></td> </tr> </table> | | 1 | | | 2 | |
| | 1 | | | | | | | | |
| | 2 | | | | | | | | |
| <p>4 If you are rejected for this position, you may still apply for future vacancies. Yours sincerely</p> | <p>5 New College Library All books must be returned before the end of term.</p> | <p>6 SOUTHERN RAIL Bad behaviour is not tolerated on our trains. We always inform the police.</p> | <p>7 Sizeshrinkers undertakes to reduce your weight by 10% in three months!</p> | | | | | | |

- 0 We aren't supposed to *turn up*..... later than eight o'clock.
- 1 Apparently, we can ask the doctor to help us smoking.
- 2 They think that the evidence was
- 3 It should take about twenty minutes to the answer to the puzzle.
- 4 It says I can apply in future even if they me this time.
- 5 We have to all our books before the end of term.
- 6 I don't blame them if they don't bad behaviour, do you?
- 7 They say they can our weight by about 10 percent.

6 Find six more mistakes and correct them. Tick (✓) the correct sentences.

- 0 We're looking forward ~~your party to~~ *to your party*.
- 1 I've decided to cut on sweets and chocolates down.
- 2 What time did the plane take off in the end?
- 3 What does that sign say? I can't quite make out it.
- 4 Come on! Run faster! You have to keep up them with.
- 5 You know, I can never work the answers to these awful number puzzles in this magazine out.
- 6 The children next door are so noisy. I don't think I can put up with it for much longer.
- 7 Your boots are filthy! Please take off them before you come in the house.
- 8 I know I've had a lot of time off work, but I'm going to make it up for.

92 Confusing verbs (1)



I **do** a lot of **exercise** as I want to **get fit**. I come to the gym regularly, and it **takes** a lot of **time** to do everything. I'm certainly **getting better** on most of the machines.

1 make and do

We often use the verb *make* to talk about creating something or causing something to happen.

*What do they **make** in that factory?*

*Have you **made a decision** about the job yet?*

We often use *do* to talk about carrying out or completing any activity:

*Are you **doing** anything exciting at the weekend? All the students **did** the essay this time.*

make +
*an appointment the bed a copy a decision
 friends a meal (lunch, dinner, etc.) a mess
 a mistake money a noise a phone call
 a plan progress a promise a suggestion*

do +
*a course an exam/test (an) exercise/homework
 the housework (the ironing, shopping, etc.)
 research someone a favour well/badly
 your hair/make-up*

*The workmen have **made a real mess** of the roads. Are we **making enough money** at the moment? I **do** a lot of **exercise** as I want to get fit. That's the last time I **do you a favour!***

! We **do the shopping** (usually for food and other regular items) but we **go shopping** (usually a specific shopping trip):

*Will you get some biscuits when you **do the shopping**?*

*I'm **going shopping** for some new shoes this afternoon.*

2 have and take

We can use *have* and *take* with some actions, but only *take* with others:

have/take +
*a bath/a shower a break an exam/test
 a holiday a look a rest a seat time off*

take +
*action a bus/train care (of) a decision
 medicine a message part in a photo*

Note the difference between *have time* and *take time*:

*Do you **have time** to help me with the gardening today? We **don't have time** to wait.*

*'How much **time does it take** to cross the Channel?' 'It only **takes** twenty minutes by Eurostar.'*

have + noun for action > 26.2 it + takes for time > 60.3

3 get

The verb *get* has several different meanings:

| | |
|-------------------|---|
| receive | <i>We get a lot of junk mail. I got a call from my friend in Argentina yesterday.</i> |
| find, buy | <i>We need to get help quickly. I got this jacket from the local market.</i> |
| arrive at / reach | <i>We didn't get home until midnight. I've almost got to the end of the book.</i> |
| fetch | <i>Can you get my glasses from the bedroom? Hold on, I'll get a pen.</i> |
| become | <i>Eat your dinner before it gets cold. Young people are getting more aggressive.</i> |

FORMALTY CHECK *Get* is more informal than other words that have the same meaning: *I **received** your communication.* (formal) → *I **got** your letter.* (informal)

We use *get* + an adjective to talk about changes:

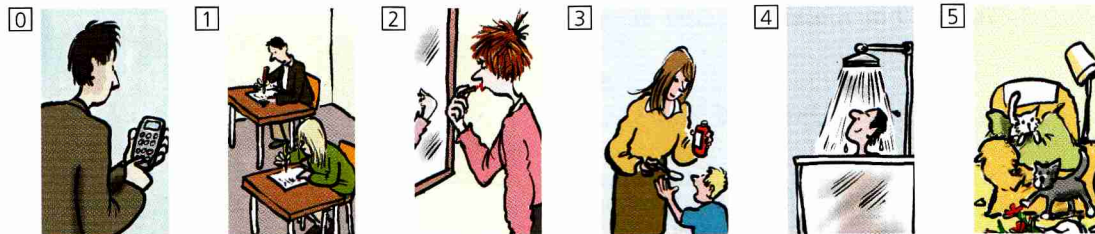
get changed/dressed get engaged/married get fit get ready get well/better/worse

*Hurry up and **get dressed** or we'll miss the train!*

*I'm certainly **getting better** on the rowing machine.*

Practice

1 Write a sentence about each picture, using the word in brackets and a suitable verb.



(phone call) (exam) (make-up) (medicine) (shower) (mess)

- 0 *He's making a phone call.* 3
- 1 4
- 2 5

2 The underlined phrases below are too formal. Rewrite the sentences, using a form of *get* and the word(s) from the box. **5.05** Listen and check.

the answer better ~~an email~~ help older ready

- 0 We received an electronic communication from our daughter in Bali this morning.
We got an email from our daughter in Bali this morning.
- 1 Come on, kids! Haven't you prepared yourselves for the party yet?

- 2 I think I've broken my leg. Can you obtain assistance, please?

- 3 He's quick! He arrived at the solution much faster than the rest of us.

- 4 It's more difficult to climb stairs as your age increases.

- 5 Has your husband's health improved after his fall?

3 **GRAMMAR IN USE** Complete the conversations with suitable verbs in the correct forms.

5.06 Listen and check.

- 1 JOHN Have you (0) *made* a decision about the new team coach yet?
 ANDREW No, but I've (1) an appointment to interview someone tomorrow.
 JOHN Oh, really. Who?
 ANDREW Martin Adams. He's (2) all the coaching courses and he's (3) a lot of progress with his present club. I think he'd be a good choice.
- 2 ALEX Dad, will you (4) me a favour? Will you be my tennis partner? Joe's ill.
 DAD I'm busy, Alex. I don't (5) time. Sorry.
 ALEX How much time does it (6) to play a game of tennis? You're always saying you want to (7) fitter.
 DAD Oh, all right, then. I'll go and (8) changed.
- 3 PILAR Are you (9) anything tomorrow, Carmen?
 CARMEN Yes, I'm training. I'm going to (10) part in the marathon next month, so I'm (11) a lot of exercise at the moment.
 PILAR You must be (12) a lot faster, then.

93 Confusing verbs (2)



I'm **going** for a ride round the lake today.

OK, Tina. **Take** your mobile, and **remember** to be careful. And don't **leave** the gate **open**!

1 come or go, bring or take?

Come/bring and go/take have opposite meanings.

come/bring = movement towards the speaker:

Can I **come** and ride your horse this evening?
They're **bringing** their children with them so we'll meet them for the first time.

go/take = movement away from the speaker:

I'm **going** for a ride. I'll see you later.
His wife went to Australia, **taking** the children with her.

We can also use *come/bring* to mean 'with the speaker':

We're **going** to the cinema this evening – would you like to **come** with us?
You'd better **bring** a coat on our walk tomorrow – it's likely to rain.

2 live and stay

- We use *live* to talk about permanent situations or long periods of time:
*Lions **live** in social groups called 'prides'. Rosie **lived** with her grandparents when she was a child.*
- We use *stay* for temporary periods of time:
*Have you ever **stayed** in the Waldorf Hotel in New York?*

3 remind and remember

- *Remember* means 'to bring something into your mind': *I must **remember** to post Jen's birthday card. Some older people find it easier to **remember** things that happened long ago.*
- *Remind* means 'to make someone else remember': *Will you **remind me** to get some milk later?*
- *Remind of + noun* means 'to make you think of another thing/person':
*Daniel Radcliffe really **reminds me of** my brother.*

4 keep

The verb *keep* has different meanings:

| | |
|---|--|
| <i>not lose something</i> | <i>Don't throw that book away. I want to keep it.</i> |
| <i>remain, stay (usually with an adjective or phrase)</i> | <i>I'm exhausted. I can't keep awake. Keep off the grass!</i> |
| <i>continue (+ -ing form) also with on</i> | <i>I keep telling you but you refuse to listen! She pretended not to hear and kept on walking.</i> |

5 leave

The verb *leave* can be used with different meanings, and in different ways:

| | |
|--|---|
| <i>go away from somewhere</i> | <i>The plane leaves at 12.30.</i> |
| <i>stop something (usually a long-term activity)</i> | <i>Students can leave school at sixteen. Are you going to get a job as soon as you leave university?</i> |
| <i>not change/move something (usually + adjective)</i> | <i>Don't leave the gate open. We don't want to change from electricity to gas so leave us alone!</i> |

The phrase *be left* means 'remaining': *There **isn't** much money **left**. Are there any biscuits **left**?*

Practice

1 Choose the correct words in *italics*.

- 0 Should we *bring* / *take* some presents when we go to visit your family in Canada?
 1 Have you *lived* / *stayed* in this house all your life?
 2 Your brother *remembers* / *reminds* me of Brad Pitt.
 3 We need some building work done. Could you *go* / *come* here and look at it for us?
 4 I'm so tired. It's difficult to *keep* / *leave* awake.
 5 You'd better apply for that course soon. There isn't much time *left* / *kept*.
 6 When you go to the shops, *remember* / *remind* to get a birthday card for Harry.
 7 Don't *leave* / *keep* the lights on when you go out – it's a waste of electricity.
 8 Where did your cousins from Kenya *live* / *stay* when they were here last summer?

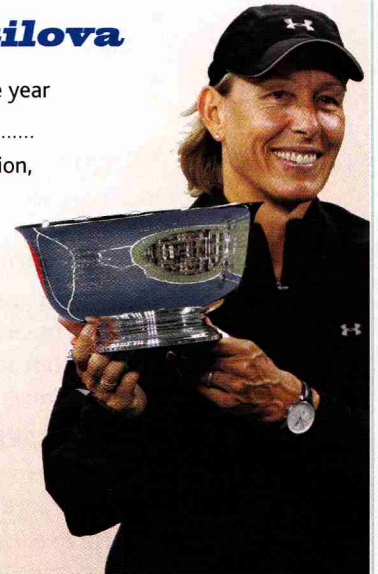
2 **GRAMMAR IN USE** Complete the article with the correct forms of the verbs in the box.

5.07 Listen and check.

bring ~~come~~ keep keep live leave remember remind stay

Tennis USA: Martina Navratilova

Born in Prague, in 1956, Martina Navratilova turned professional in 1975. In the same year she (0) *came* to the United States to play in the US Open, and decided to (1) Czechoslovakia for good and stay in the United States. Because of the political situation, she wasn't able to (2) her parents with her, although she managed to (3) in touch with them. She took US citizenship, which meant, unfortunately, that she couldn't (4) her Czech citizenship. Since then she has (5) in the United States. She played for this country for twenty years, when she won all of the most important tennis tournaments. Most tennis fans (6) the intense but entertaining rivalry she had first with Chris Evert and later with Steffi Graf. In 2008, she moved into reality TV when she (7) in the Australian jungle for a few weeks during a series of *I'm A Celebrity, Get Me Out Of Here*. She did very well, perhaps because the tests in the jungle (8) her of her competitive years playing tennis.



3 Complete the second sentence so it means the same as the first, using a verb from this unit. Use one to three words in your answers. **5.08** Listen and check.

- 0 Flight AF384 to Paris will be delayed until 22.30.
 Flight AF384 to Paris *will leave* at half past ten.
- 1 Dogs are not allowed into this shop.
 You can't into this shop.
- 2 Close the windows when you go out tonight.
 Don't open when you go out tonight.
- 3 All the rooms in the Tregarth Hotel are half price in December.
 You can the Tregarth Hotel very cheaply in December.
- 4 Don't forget to switch your headlights on in the tunnel.
 You should to switch your headlights on in the tunnel.
- 5 Do not leave baggage unattended in the station.
 You should with you in the station.
- 6 In this game, you can't stop talking for one minute.
 In this game, you have to talking for one minute.

94 Confusing adjectives



Unfortunately, Gareth Farnham is badly **injured** and won't be able to play for some weeks. He has a **damaged** ankle.

1 *injured, hurt, wounded and damaged*

It is easy to confuse adjectives that have similar meanings. We use *injured, hurt* and *wounded* to talk about people or animals.

- *Injured* and *hurt* are similar – we can be injured or hurt in accidents and natural disasters: Gareth Farnham is badly **injured**. Sometimes horses get **hurt** when they are racing.
- We use *wounded* when we are hurt by a weapon, such as a gun or a knife: They set up a hospital for **wounded** soldiers.
- We use *damaged* to talk about things and parts of the body: The cause of the flood was a **damaged** pipeline. He has a **damaged** knee.

⚠ We don't usually put *hurt* before a noun: ✗ *There's a hurt horse in this race.*
More on adjectives ending in *-ed* ➤ Unit 19.3

2 *sensible and sensitive (to)*

Sensible means 'showing good judgement': It's **sensible** to keep a note of your passport number. *Sensitive* means 'easily upset or offended': Victoria's very **sensitive** about her red hair.

- Note that *sensitive to* = affected by something, often physically: My skin is very **sensitive to the sun** – I go red very easily.

⚠ I can't eat spicy food. ✗ *I've got a sensible stomach.* ✓ *I've got a sensitive stomach.*

3 *likeable and sympathetic*

We use *likeable* about people to mean 'pleasant and friendly': Jason's a really **likeable** guy. We use *sympathetic* about people who are able to feel sorry about another person's problems: My boss was very **sympathetic** when I told him about my bad back.

⚠ I've become really friendly with my new neighbour. ✗ *She's very sympathetic.*
✓ *She's very likeable.*

4 *amusing and enjoyable*

We use *amusing* when we find something funny (it makes us laugh):

That new comedy series is very **amusing**, isn't it?

Your father's got a great sense of humour – he's very **amusing** to listen to.

We use *enjoyable* when something is a pleasant activity:

Thanks for inviting us to your party. It was very **enjoyable**.

That was an **enjoyable** evening – Geoff and Sue are always good company.

⚠ We can use *amusing*, but not *enjoyable*, to describe a person: ✗ *Your father's very enjoyable.*

5 *expensive and valuable*

Expensive means 'costing a lot of money': Kyle bought me some **expensive** perfume.

We don't often go to that restaurant. It's very **expensive**.

Valuable means 'worth a lot of money': My grandmother left me a **valuable** antique ring.

I found this old painting at a charity shop. It wasn't expensive but I think it could be really **valuable**.

Practice

1 Choose the correct words in *italics>. 🎧 5.09 Listen and check.*

- 0 Don't buy your food at the new shop in the main road – it's really *valuable* / *expensive*.
 1 Damon can't play in the badminton competition because he's *injured* / *damaged*.
 2 It isn't very *sensible* / *sensitive* to go walking in high-heeled shoes.
 3 I can't talk to my best friend about my problems. She isn't very *likeable* / *sympathetic*.
 4 I like Harry because he makes me laugh – he's very *amusing* / *enjoyable*.
 5 You can borrow my pearl necklace tonight but don't lose it – it's very *expensive* / *valuable*.
 6 I've got *a hurt* / *an injured* shoulder from last night's judo class.
 7 Those onions are making me sneeze – my nose is very *sensible* / *sensitive*.
 8 The builder says our roof is badly *wounded* / *damaged*, and we need a new one.

2 Complete the sentences, with the adjectives from the box. There are two extra adjectives.

damaged enjoyable injured hurt likeable
 sensible sensitive ~~sympathetic~~ valuable

- 0 A couple of my friends are very *sympathetic* listeners.
 1 Visiting an art gallery is a(n) way of spending an afternoon.
 2 My eyes are very to the sun so I have to wear sunglasses.
 3 My daughter would like a job caring for animals.
 4 Please return immediately any goods that have been in the post.
 5 My most possession is a gold watch.
 6 I think you'll get on with Judy's brother; he's very pleasant and

3 **GRAMMAR IN USE** Complete the telephone conversation with suitable adjectives from this unit. 🎧 5.10 Listen and check.

- A Good morning. Frobisher Martial Arts Institute.
 B Oh, hello. I'm calling to ask about your self-defence classes. Are they (0) *expensive*?
 A Well, our group classes are £10 an hour. Tell me, why do you want to learn self-defence?
 B Well, there've been a lot of muggings round here recently and I walk home every night.
 A Mmm. Do you carry anything (1) with you?
 B No, well, only my laptop; it was quite (2) when I bought it, but it's old now. To be honest, I'm more worried about getting (3)
 A That's understandable. It's certainly (4) to get some kind of training in case you're ever in a dangerous situation. Would you like to enrol for a class with Peter? He's very experienced. All his students say he's very (5) – very pleasant, and that his classes are (6) – everyone has a good time in them.
 B OK, when can I start?

4 Write sentences about yourself, using the words in brackets.

- 0 (sensible) *I think I'm a very sensible person.*
 1 (most valuable)
 2 (been injured)
 3 (sensitive)
 4 (enjoyable)

Review MODULE 17

1 UNITS 87, 88 AND 89 Read the article and choose the correct words in *italics*.

Man v. Horse Marathon

If a man (0) *did* / *ran* a race against a horse, who would win? I expect your response (1) *to* / *for* that question would be 'the horse', like mine was, but think again! It is possible for the man to win, and this has been proved by the annual man versus horse marathon in Llantwryd Wells in Wales. I first heard (2) *about* / *in* this race a few years ago and it fascinated me. The competitors start in the town square and go along farm tracks, paths and roads, and across open land, arriving (3) *to* / *at* the finish line back in the town after 22 miles (about 35 kilometres). This race has generated (4) *great* / *big* interest among runners in the UK and Europe, especially those who are interested (5) *in* / *at* taking part (6) *of* / *in* strange challenges. From the first race in 1980, the times of the human runners were slower than the horses' times, though perhaps more similar (7) *to* / *from* them than you would expect. But when a man first won the race in 2004 I was quite surprised, to (8) *say* / *tell* the truth. Huw Lobb, a marathon runner, passed the finish line in two hours and five minutes, two minutes faster than the first horse!



2 UNITS 89, 90 AND 91 Write the words in the correct order. Be careful! Some sentences contain prepositional verbs and some contain phrasal verbs.

- 0 a long time over it to took the flu get *It took a long time to get over the flu.*
 1 told give the doctor me it up to
 2 the garden I across it came in
 3 I'll about him write the problem to
 4 turned I last week them down
 5 can me you on always rely
 6 for we stand this behaviour any more won't

3 UNITS 90 AND 91 Match the underlined words in the sentences with a verb from Box A and a preposition/adverb from Box B.

A cut ~~get~~ get give keep set stand take turn

B after down down on for in off over ~~up~~ up

- 0 Go to bed. We need to rise early in the morning. *get up*.....
 1 What do the letters UNESCO represent?
 2 It's difficult to maintain the payments at present.
 3 Has the rebel army agreed to surrender yet?
 4 I think we should reduce our spending.
 5 How long does it take to recover from this illness?
 6 Who do you resemble most in your family?
 7 Please reduce the volume of the television.
 8 The runners departed from the town at 8.00 a.m.

4 UNITS 92, 93 AND 94 Find eight more mistakes in the conversation and correct them.

- SAM I've just ^{done} ~~gone~~ the shopping and I think they've done a mistake in the bill. It seems very valuable.
- MUM Let me have a look. Which supermarket did you come to?
- SAM The usual one. But I paid with a £50.00 note and I've only got £3.00 kept.
- MUM Well, be sensitive, there must be a mistake. The shopping's usually only just over £20.00. Did you stay the receipt?
- SAM Yes, it's here.
- MUM Take it to me then. Look – this says £27.00. They should have given you £23.00 change, not £3.00. Didn't you remind to check the change in the shop?
- SAM No, I was in a hurry.

5 UNITS 87, 92, 93 AND 94 Use the sentence clues to complete the word puzzle.

| | | | | | | | | | | | | | | | |
|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 0 | | | | | | | | | | C | O | U | R | S | E |
| 1 | | | | P | — | — | — | — | | | | | | | |
| 2 | | | | P | — | — | — | — | — | — | | | | | |
| 3 | | | T | — | — | — | — | — | — | | | | | | |
| 4 | | | | | | R | — | — | — | | | | | | |
| 5 | E | — | — | — | — | — | — | — | — | | | | | | |
| 6 | | | | L | — | — | — | — | — | — | | | | | |
| 7 | | | R | — | — | — | — | — | — | | | | | | |
| 8 | | | | | | A | — | — | — | — | | | | | |
| 9 | | | | | | K | — | — | — | | | | | | |
| 10 | | | | | | | | | | ↑ | | | | | |

Clues

- Next year I'm doing a ... in advanced mathematics.
- Sit still. I want to take a ... of you all.
- Ballack missed a ... and Germany lost the match.
- Sorry we're late – we were stuck in heavy ... on the motorway.
- The government will run the ... of losing the election if they raise taxes.
- Sally and Michael have just got ... ; they're going to get married next year.
- I've just met Anya's brother. He's a very ... person, very pleasant, isn't he?
- Can you ... me when your birthday is? I've forgotten the date.
- The council must take ... soon about the rubbish, or it will spread diseases.
- I must go to bed. I'm finding it really difficult to ... awake.
- I'm terrified of doing the parachute jump really, but I have ... in my instructor.

6 ALL UNITS Match A or B to the meaning given below.

- 0 A Alan is very sensible. B Alan is very sensitive.
Alan is a logical, rational person. ...**A**...
- 1 A We've cut down our smoking. B We've cut down the tree in the garden.
We've reduced something we do.
- 2 A He kicked the ball to me. B He kicked the ball at me.
He intended to hit me with the ball.
- 3 A Prakesh lives in Delhi. B Prakesh is staying in Delhi.
Delhi is his permanent home.
- 4 A That watch was very expensive. B That watch is valuable to me.
The watch means a lot to me, but might not have cost very much.
- 5 A You should have a light meal. B You should have a heavy meal.
You should only eat a little.
- 6 A I remind him of his sister. B I remember his sister.
I think about his sister sometimes.
- 7 A I ran into a tree on the road. B I ran into some friends.
I had an accident.
- 8 A Bring some money with you. B Take some money with you.
I'm going to be with you.

7 ALL UNITS Complete the second sentence so it means the same as the first, using the word in brackets. Use two to five words in your answer.

- 0 Would you mind completing this form, please, sir? (in)
Would you mind *filling in*..... this form, please, sir?
- 1 We haven't decided which colour we want to paint the kitchen. (decision)
We haven't about which colour we want to paint the kitchen.
- 2 How many people are participating in the competition? (part)
How many people are the competition?
- 3 Many people continue to work into their sixties now. (keep)
Many people into their sixties now.
- 4 His health was poor because of a childhood disease. (cause)
The his poor health was a childhood disease.
- 5 Rebecca can swim very well. (swimmer)
Rebecca is a
- 6 We need to reduce our weekly expenses. (cut)
We need to our weekly expenses.
- 7 Have you considered a change in your career? (thought)
Have you your career?.
- 8 Stop being silly and put your clothes on! (get)
Stop being silly and!
- 9 'Have you finished that puzzle?' 'Yes, I've just solved it.' (out)
'Have you finished that puzzle?' 'Yes, I've
- 10 The children are really excited about the trip to the circus. (forward)
The children the trip to the circus.

- 8 ALL UNITS Read the advert for a form of exercise and choose the best answer, A, B or C below. Sometimes more than one answer is correct.

The Ashoka Health and Well-Being Centre

- Have you always wanted to (0) more exercise?
- Do you want to (1) fit, but you don't want to (2) yourself?
- As you (3) older, do you find yourself becoming more and more anxious about your health and fitness?

Then maybe pilates is for you.

Pilates is an (4) form of exercise that strengthens the deep inner muscles in the abdomen and back. Many people believe it is partly responsible for the decrease (5) back problems for many people in recent years.

It consists (6) controlled, slow movements combined with careful breathing.

It borrows some of its movements (7) other forms of exercise, and you may find that it's not very different (8) general fitness classes you have done.

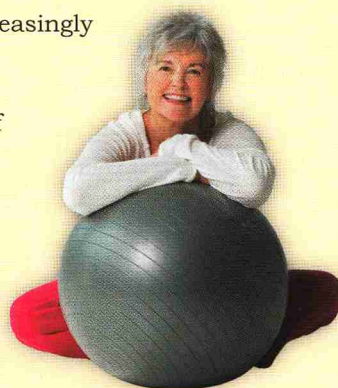
Started during World War One by Joseph Pilates to help

(9) soldiers regain full fitness, it has become increasingly popular since the 1990s.

It can work for anyone, however fit or unfit. It will get rid of your (10) habits, and will help you to take better care (11) your body.

Why don't you enrol for a class now?

You'll be amazed (12) the results!



- | | | |
|-------------|-------------|-------------|
| 0 (A) do | B make | (C) take |
| 1 A leave | B go | C keep |
| 2 A hurt | B wound | C injure |
| 3 A get | B stay | C keep |
| 4 A amusing | B enjoyable | C expensive |
| 5 A at | B in | C of |
| 6 A from | B with | C of |
| 7 A to | B from | C with |
| 8 A to | B from | C of |
| 9 A damaged | B injured | C hurt |
| 10 A weak | B strong | C bad |
| 11 A to | B of | C with |
| 12 A by | B about | C at |

Word combinations

Choose the correct answer, A, B or C.

- 1 We were late at the bus station so we the bus.
A passed B lost C missed ➤ Unit 87
- 2 It's difficult to make friends people in a large city.
A with B of C to ➤ Unit 87
- 3 There's a lot of industry on the outskirts of the town.
A big B strong C heavy ➤ Unit 87
- 4 You know, you can be really mean the children sometimes.
A with B to C at ➤ Unit 88
- 5 Dr Mackenzie has a really good relationship his patients.
A to B with C between ➤ Unit 88
- 6 They said at the interview that they would phone within a week.
A me B to me C at me ➤ Unit 89
- 7 The government did not provide food or clothing.
A with the refugees B the refugees with C the refugees for ➤ Unit 89
- 8 Have you got the car keys? Can you throw them?
A to me B me C at me ➤ Unit 89
- 9 That was dreadful! I thought I'd never!
A get the evening through B the evening get through
C get through the evening ➤ Unit 90
- 10 Gerry's at home with the children while his wife's in hospital.
He cares very well.
A them B for them C them for ➤ Unit 90
- 11 We watched as the plane took
A off B off the runway C the runway off ➤ Unit 91
- 12 The cat's been in all day. Can you now?
A let out him B let him out C let take out ➤ Unit 91
- 13 I know I've had to take a lot of time off work recently but I will
A make it up for B make up it for C make up for it ➤ Unit 91
- 14 I'm really looking forward at the weekend.
A to the party B the party to C the party ➤ Unit 91
- 15 The Minister a promise at the last election, so the government
has to keep it.
A did B made C got ➤ Unit 92
- 16 Mr Davis, I a message for you earlier from Mr Lewis.
A took B made C did ➤ Unit 92
- 17 Your father's in the garden, can you this sandwich to him?
A fetch B bring C take ➤ Unit 93
- 18 'The window's open.' 'I know. it open – it's too hot in here.'
A Stay B Leave C Keep ➤ Unit 93
- 19 I'd like to return this book because some of the pages are
A hurt B wounded C damaged ➤ Unit 94
- 20 You'll like Jane's cousin – he's very witty and
A enjoyable B valuable C amusing ➤ Unit 94

Before you start

1 Read the advertisement. Look at the **highlighted** grammar examples.

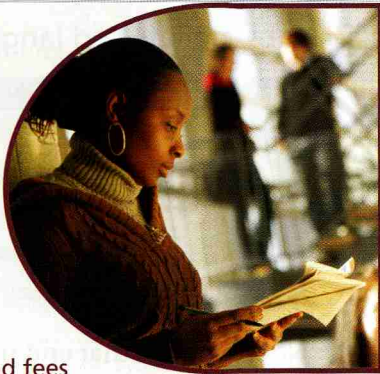
Prior Lodge College

Prior Lodge is a private college dedicated to the needs of adult students. Our courses are part-time and run in the evenings and at weekends.

Courses
We run courses in languages, science and arts. We have an excellent record of preparing students for public examinations.

Facilities
In the last two years we have completely modernised our facilities and now have a media centre with fifty workstations and Internet access.

Teaching and study programmes
Our teachers are friendly, experienced and dedicated. Each student receives an individual study programme and your coursework is continuously graded so we can help you achieve your highest potential.



Dates and fees
Our next twelve-week course begins in September. Applicants will be interviewed in July. See our website for details of fees and payment.

If you disliked school and you prefer to learn in an informal atmosphere then Prior Lodge College is the place for you!
www.priorlodgecollegeinfo.org

2 Now complete the sentences with a suitable word or words, using the ideas in brackets (). The **highlighted** grammar examples will help you.

- 1 My boss is incredibly busy. She needs a full-time (a noun from *assist*) ➤ Unit 95
- 2 Do you have any on part-time courses? (a noun from *inform*) ➤ Unit 95
- 3 I don't like this model. Have you got something? (an adjective from *differ*) ➤ Unit 96
- 4 We can't accept this form; it's (not *complete*) ➤ Unit 96
- 5 You're wrong. I completely with you. (not *agree*) ➤ Unit 97
- 6 The whole process is now; so we no longer give paper tickets to passengers. (verb from *computer*) ➤ Unit 97
- 7 Tonight's is exercise 2 on page 98. (*work* you do at *home*) ➤ Unit 98
- 8 I'm exhausted! I've just done a test. (*lasting two hours*) ➤ Unit 98

3 Check your answers below. Then go to the unit for more information and practice.

1 assistant 2 information 3 different 4 incomplete
 5 disagree 6 computerised 7 homework 8 two-hour

95 Forming nouns

1 Using suffixes

Suffixes are short additions to the end of words, to make new words:

bank → *banker*, *govern* → *government*

Sometimes the spelling of the original word changes when a suffix is added:
cycle + *ist* → *cyclist*, *argue* → *argument*

Karl is a **trainee** doctor. He hopes to be a **consultant** one day.

2 Jobs, beliefs and languages

| | VERB OR NOUN | + SUFFIX | = PERSON/JOB |
|-------|-----------------------------------|-----------------|---|
| verbs | <i>build drive teach wait</i> | -er | <i>builder driver teacher waiter</i> |
| | <i>employ interview pay train</i> | -ee | <i>employee interviewee payee trainee</i> |
| | <i>act educate instruct visit</i> | -or | <i>actor educator instructor visitor</i> |
| | <i>apply assist consult study</i> | -ant/ent | <i>applicant assistant consultant student</i> |
| nouns | <i>art cycle guitar journal</i> | -ist | <i>artist cyclist guitarist journalist</i> |

⚠ Not all nouns that end in *-er* or *-or* describe people or jobs: a *cooker* (= a machine that cooks things) a *calculator* (= a machine that can add, etc.) Nouns that end in *-er* often have an active meaning and nouns that end in *-ee* have a passive meaning. For example, a *payee* is the person who is paid, not the person who pays.

We often add *-ism* to nouns and adjectives to describe a belief or a set of ideas:
social → *socialism*, *nation* → *nationalism*, *impression* → *impressionism*

| COUNTRY | + SUFFIX | = NATIONALITY (adjective)/LANGUAGE |
|--------------------------------------|---------------|---|
| <i>China Malta Portugal Vietnam</i> | -ese | <i>Chinese Maltese Portuguese Vietnamese</i> |
| <i>Italy Hungary Russia Slovakia</i> | -(ia)n | <i>Italian* Hungarian* Russian* Slovakian</i> |
| <i>Finland Poland Spain Turkey</i> | -ish | <i>Finnish Polish Spanish Turkish</i> |

* These can also be used as nouns describing nationality: *Italian* → *an Italian*

⚠ The names of some languages do not follow these patterns: *The Netherlands* → *Dutch*, *Greece* → *Greek*, *France* → *French*

3 Nouns from verbs and adjectives

| VERB | + SUFFIX | = NOUN |
|--------------------------------------|----------------|---|
| <i>argue govern move treat</i> | -ment | <i>argument government movement treatment</i> |
| <i>communicate educate produce</i> | -(t)ion | <i>communication education production</i> |
| <i>examine explain inform invite</i> | -ation | <i>examination explanation information invitation</i> |
| <i>decide discuss</i> | -(s)ion | <i>decision discussion</i> |

| ADJECTIVE | + SUFFIX | = NOUN |
|-------------------------------------|--------------|--|
| <i>blind dark happy ill</i> | -ness | <i>blindness darkness happiness illness</i> |
| <i>able active equal national</i> | -ity | <i>ability activity equality nationality</i> |
| <i>distant ignorant important</i> | -ance | <i>distance ignorance importance</i> |
| <i>different independent silent</i> | -ence | <i>difference independence silence</i> |

🔊 Pronunciation ▶ 1.32

Practice

1 Complete each sentence with nouns formed from words in Box A and suffixes in Box B.

5.11 Listen and check.

A assist ~~China~~ ill independent inform Italy journal national train treat wait

B -ant -ation -ee -ence -er -ese -ian -ist -ity -ment -ness

- 0 My best friend is studying *Chinese* at university.
- 1 Debbie's working as a for the local newspaper.
- 2 Mexico gained its from Spain in 1821.
- 3 Chickenpox is an which often affects young children.
- 4 Mrs Greenberg isn't here today. Would you like to speak to her
- 5 Don't let Carla cut your hair – she's only a so she's not very experienced.
- 6 Excuse me. Do you have any on computer courses?
- 7 I don't know if you need a visa. It depends on your
- 8 My sister married an; they live in Milan now.
- 9 Shall I ask the for the bill now?
- 10 She's had a lot of therapy at the hospital, but the wasn't very successful.

2 Read the clues and complete the crossword.

CLUES ACROSS

- 7 The opposite of *similarity*.
- 8 When you decide something.
- 11 A test where you are examined on something.
- 14 Someone who applies for something, e.g. a job.
- 15 The language spoken in Poland.
- 16 It governs a country.
- 17 A person who you pay money to.

CLUES DOWN

- 1 Someone who studies at college.
- 2 A person who rides a bicycle.
- 3 A noun from *silent*.
- 4 A style of painting used by artists like Cezanne and Monet.
- 5 The language spoken in Russia.
- 6 Most people who live in Athens speak this language.
- 8 The language spoken in the Netherlands.



- 9 The opposite of *knowledge*.
- 10 When several people talk about something together.
- 12 The language spoken in Portugal.
- 13 A noun from *blind*.

96 Forming adjectives



The government has set up these courses to solve the growing problem of illiterate adults. The courses are **inexpensive** and **suitable** for all adults who struggled with reading and writing at school.

1 Adjectives from nouns and verbs

We can add suffixes to some nouns and verbs to make adjectives:

| NOUN OR VERB | + SUFFIX | = ADJECTIVE |
|----------------------------------|----------|--|
| centre music nation | -al | central musical national |
| beauty care help pain use | -ful | beautiful careful helpful painful useful |
| care help pain use | -less | careless helpless painless useless |
| comfort drink fashion suit | -able | comfortable drinkable fashionable suitable |
| dirt health rain sun thirst wind | -y | dirty healthy rainy sunny thirsty windy |
| continue danger fame | -ous | continuous dangerous famous |
| depend differ excel insist | -ent | dependent different excellent insistent |
| act attract expense relate | -ive | active attractive expensive relative |

Note the suffix **-less** means 'without/not', **-ful** can mean 'displaying/containing' and **-able** after a verb often has the meaning of 'it is possible to'.

NATURAL ENGLISH In informal spoken English we can add the suffix **-ish** to some short adjectives to make the meaning weaker or less exact:

He's got **darkish** hair. (dark but not very dark)

I'm not sure how old she is – she's **youngish**. (fairly young but not very young)

Adjectives, e.g. *interesting/interested* ▶ Unit 19.3

2 Changing the meaning of adjectives

We can use **prefixes** (short additions to the beginning of words) to change the meaning of some adjectives. These prefixes usually mean 'not', e.g. *displeased* = not pleased.

| PREFIX | + ADJECTIVE | = ADJECTIVE WITH NEGATIVE MEANING |
|--------|-------------------------|-----------------------------------|
| dis- | honest loyal pleased | dishonest disloyal displeased |
| un- | happy tidy usual | unhappy untidy unusual |
| in- | complete correct formal | incomplete incorrect informal |
| im- | patient polite possible | impatient impolite impossible |
| ir- | replaceable responsible | irreplaceable irresponsible |
| il- | legal literate logical | illegal illiterate illogical |

- We can add a prefix to an adjective that already contains a suffix:
unmistakeable, unhelpful, irreplaceable, inexpensive, independent
- If the adjective begins with the sound /p/ we often use **im-**, not **in-**, to make the negative form:
polite → ✓ **impolite** ✗ *inpolite* *perfect* → ✓ **imperfect** ✗ *inperfect*
- We use **ir-** before the sound /r/ and **il-** before the sound /l/:
responsible → ✓ **irresponsible** ✗ *inresponsible* *logical* → ✓ **illogical** ✗ *inlogical*

⚠ With nouns and verbs, the prefixes **in-/im-** do not always mean *not*, they can mean 'into' or 'inside':

to import (= bring things into a country) *income* (= money you receive)

to input (= put information into a computer)

Practice

- 1 **GRAMMAR IN USE** Complete the letter with suitable adjectives, made from the words in brackets.  5.12 Listen and check.

Summerdean School Wellsby Northants NP23 5GS

Dear Mrs Smithers,

I am writing to you about your son, Matthew. In the last few weeks we have become more and more (0) *displeased* (not pleased) with his attitude. On several occasions he has been (1) (not polite) to me or other members of staff at the school. This (2) (not usual) bad behaviour has come as a shock to us as Matthew had previously been an (3) (excel) student.

In recent weeks I have also noticed that his clothes are (4) (not tidy) and he seems (5) (not happy). He used to be very neat and (6) (care) when doing his assignments, but now he seems to have developed an (7) (not responsible) and (8) (not care) attitude to his work.

I think it would be (9) (help) if we could discuss the situation. If you phone me, we can arrange a (10) (suit) time to meet.

Yours sincerely,

Hilary Carlton

Form Tutor

- 2 Find six more mistakes and correct them. Tick (✓) the correct sentences.

- 0 I'm sorry but this answer is completely ~~incorrect~~ ^{incorrect}.
- 1 Maria's a model so she always wears fashionful clothes.
- 2 What an unusual jacket! I've never seen anything like it before.
- 3 When babies are born they are totally helpful.
- 4 Her children are so unpolite. They never never say 'please' or 'thank you'.
- 5 Is there anything to drink? I'm terribly thirstful.
- 6 I'm very patient. I hate waiting for things!
- 7 Although she's got blond hair, her skin is quite darkish.
- 8 There's nothing to worry about; the operation is completely painful.

- 3 Complete the second sentence so it means the same as the first. Use one word only and choose a word from the box to help you.  5.13 Listen and check.

continue drink expense legal literate possible ~~replace~~

- 0 Nothing could take the place of our cat. Our cat is *irreplaceable*.....
- 1 I'm afraid her son can't read or write. Her son is
- 2 Dan's car cost a lot of money. Dan's car was
- 3 The rain didn't stop for two weeks. The rain was for two weeks.
- 4 You can't live without water. It's to live without water.
- 5 Don't do that, it's against the law. Don't do that, it's
- 6 The water is salty, but you can drink it. The water is, although it's salty.

97 Forming verbs



This is the British Library. The collection **outgrew** its old home in the British Museum and has now been **reoused** in a modern building. The catalogue **has been computerised** and can be searched on the Internet.

1 Verbs from nouns and adjectives

We can make some nouns and adjectives into verbs by adding suffixes:

| STEM NOUN/ADJECTIVE | + SUFFIX | = VERB |
|--|--------------------|---|
| commercial computer critic modern special summary | - <i>iselize</i> * | commercialise computerise criticise modernise specialise summarise |
| awake flat length short | -(e)n | awaken flatten lengthen shorten |
| active different valid | -(i)ate | activate differentiate validate |
| example false note sign solid | -(i)fy | exemplify falsify notify signify solidify |

* The spelling -ize is more common in American English.

The meaning of the verb is related to the original adjective or noun:

*This dress is too long. Can you **shorten** it?* (= make it shorter)

*We had to **summarise** the chapter.* (= make a summary)

*The application forms **have been computerised**.* (= changed to an electronic system)

2 Changing the meaning of verbs

We can use prefixes to change the meaning of some verbs:

| PREFIX | MEANING | VERB | EXAMPLES |
|--------|----------------------------|--|---|
| re- | do again | reappear rebuild rehouse reorganise repay reproduce rethink reunite | <i>The painting has been reoused in the new gallery.</i> (= put into a new home) <i>I had to reorganise the files in alphabetical order.</i> (= organise them again) |
| dis- | not/stop | disagree dislike disconnect | <i>I dislike pasta.</i> (= I don't like it.) <i>Our electricity has been disconnected</i> (= stopped) |
| over- | too much | overeat overcharge overheat | <i>They always overcharge in that shop.</i> (= charge too much money) <i>The engine overheated and blew up.</i> |
| un- | opposite or reverse action | undress unfold unpack | <i>I opened the envelope and unfolded the letter.</i> <i>Have you unpacked your suitcase yet?</i> |
| mis- | badly/ wrongly | misbehave misinform misjudge | <i>The children always misbehave when they are tired.</i> (= behave badly) <i>I'm afraid you've been misinformed.</i> (= given wrong information) |
| out- | more/ better/ further | outdo outgrow outperform | <i>The collection outgrew its old home.</i> (= grew bigger than the space it was in) <i>Their team easily outperformed us.</i> (= performed better than us) |

The most common prefixes are shown in the chart. Other, less common prefixes include:

under- (= not enough) *The workers in that factory are underpaid.*

inter- (= between) *Members of the two tribes rarely intermarry.*

Practice

- 1 Complete the sentences with a suitable form of a verb, using the words in brackets. Form the correct verb by using a prefix from Box A or a suffix from Box B.

5.14 Listen and check.

A dis- mis- over- re- un-

B -ate -en -ify -ise

- 0 After the hurricane the victims were *rehoused* in temporary homes. (house)
 1 I people who shout at waiters. I think it's very impolite. (like)
 2 They've really this place, it used to be free! (commercial)
 3 These trousers are a little too short. Can you them for me? (length)
 4 If you freeze water, it will and turn into ice. (solid)
 5 Welcome home. Put those heavy suitcases down – you can them later. (pack)
 6 I have to phone the bank in order to my new credit card. (active)
 7 Children who will be punished. (behave)
 8 I'm sure they've me. My electricity bill is usually much lower. (charge)

- 2 Complete the sentences, using the prefix or suffix in brackets. Use the pictures to help you.

0



1



2



3



4



5



- 0 Ed's trying to *flatten* his stomach. (-en)
 1 After an hour in a traffic jam the engine started (over-)
 2 Our local delicatessen in cheese from all over the world. (-ise)
 3 Roger the TV aerial before he took the TV to be repaired. (dis-)
 4 Jack's growing so fast now. He's everything I bought for him last winter. (out-)
 5 Miranda is her kitchen cupboards so that she can find things more easily. (re-)

- 3 GRAMMAR IN USE Find six more mistakes in the text and correct them. 5.15 Listen and check.

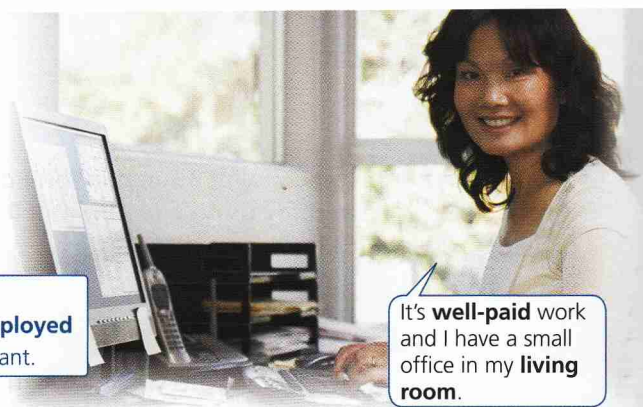
Bartholomew News

BARTHOLOMEW ROAD SCHOOL PARENTS' NEWSLETTER

reorganising

- Next term we will be ~~disorganising~~ *reorganising* our modern languages department and introducing two new languages. Mrs Birkin will be taking Spanish and Mr Dawson will teach Mandarin. Mr Dawson has recently joined us from Frobisher High School where he specialated in Asian languages. If you wish your child to enrol in either of these classes, please notificatte the deputy head.
- As some of you may know, we have overgrown our existing computer room. We will be dehousing the computers in a new computer centre and work will begin on this in January. While we are doing this we will be modernifying our own computer systems and making changes to the school's website.
- One last piece of good news. In this month's exam results we have reperformed all other schools in the area, achieving 65 grade A results! Congratulations to all Year 8 students.

98 Compound nouns and adjectives



Lois is a **self-employed** accountant.

It's **well-paid** work and I have a small office in my **living room**.

1 Compound nouns

A **compound noun** is a noun made from two words. The first word is usually singular and gives more information about the second word:

a dishwasher = a machine for washing dishes *a firefighter* = a person who fights fires
 ✓ *There are a lot of **taxi drivers** in London.* ✗ *There are a lot of **taxis drivers** in London.*

- Some compound nouns are written as one word (e.g. *classroom*, *dishwasher*) and some are two separate words (e.g. *bank account*, *car park*). It is best to check the correct form in a dictionary.
- We can make compound nouns by adding a noun, verb, preposition, adverb or adjective to a noun or verb. Here are some common examples:

| | |
|--------------------------------|---|
| noun + noun | <i>alarm clock bank account classmate computer science credit card eyelashes film star history teacher homework record shop science fiction shop assistant sunglasses traffic jam website</i> |
| noun + verb(-er) | <i>DVD player dishwasher firefighter hairdresser screwdriver taxi driver</i> |
| noun + verb(-ing) | <i>hairdressing horse-riding scuba diving window shopping</i> |
| verb(-ing) + noun | <i>living room shopping centre swimming pool washing machine</i> |
| adjective + noun | <i>blackbird grandfather high school supermarket whiteboard</i> |
| preposition/adverb + verb/noun | <i>bypass downstairs outfit overdraft overtime underground upbringing</i> |
| verb + preposition/adverb | <i>checkout sleepover turnover dropout walkabout kickoff</i> |

The stress is usually on the first **syllable** of the compound noun: *traffic jam*, *horse-riding*, *underground*. Compare:

*She's an **English** teacher.* (a teacher of English)

*He's an English **teacher**.* (a teacher who is English)


Pronunciation ▶ 1.33

2 Compound adjectives

Compound adjectives can be made from nouns, adjectives, verbs and adverbs.

They usually have a hyphen (-) between the words when they come before a noun:


| | |
|--|---|
| number/measurement + noun | <i>two-hour five-day ten-kilometre tenth-century two-seater 250-gramme 600-dollar half-price part-/full-time ten-year-old</i> |
| adjective + noun | <i>high-quality high-level high-speed low-price low-calorie</i> |
| noun + adjective | <i>user-friendly child-friendly colour blind duty-free worldwide</i> |
| adjective/adverb + -ed/-ing participle | <i>right-handed short-tempered well-known well-paid good-looking loose-fitting fast-moving best-selling hard-working</i> |
| verb + preposition/adverb | <i>drive-in burnt-out built-up worn-out broken-down</i> |
| self + verb/adjective/noun | <i>self-employed self-confident self-service self-assembly</i> |

 The noun in a compound adjective is usually singular:

✗ *He's a ten-years-old boy.* ✓ *He's a ten-year-old boy.*

✗ *It was a three-hours film.* ✓ *It was a three-hour film.*

Practice

- 1 Complete the sentences. Use words from Box A and Box B to make suitable compound nouns or adjectives.  5.16 Listen and check.


A bank credit duty- *eighteenth*
scuba short two- well- worn

B account card *century* diving
free out paid seater tempered

- 0 Samantha inherited a valuable *eighteenth-century* clock from her aunt.
1 I can't give you all a lift. I've only got a car.
2 I enjoy, but only if the water is warm!
3 We should replace that old sofa. It's completely
4 Be careful what you say to him. He can be very
5 Can I pay my phone bill by?
6 The full amount will be paid into your in the next five working days.
7 Let's buy some perfume from the shop before we get on the plane.
8 If you like expensive things, you need a job.

- 2 Use compound words to complete the sentences. Part of the word has been given in brackets.

- 0 Celia's bought a house in a very crowded and *built-up* part of town. (up)
1 Let's go to the sales. Everything's today! (half)
2 At the end of the course there will be a exam. (three)
3 I'm training to be a I know it's a dangerous job. (fire)
4 When you are expecting a baby you have to wear clothes. (fitting)
5 Sorry I'm late. There was an awful on the motorway. (traffic)

- 3 **GRAMMAR IN USE** Complete the compound nouns and adjectives in *italics>. The first letter of each missing part is given.  5.17 Listen and check.*

Famous people who didn't go to college No. 14: Mark Zuckerberg

Mark Zuckerberg is the world's youngest billionaire. He is the co-founder of the famous *Facebook* Internet site. He started studying psychology and (0) *c. computer science* at Harvard University but didn't finish his course.

Zuckerberg was born in 1984 and grew up in Dobbs Ferry, New York. Even as a child he loved computers and he designed several programs at (1) *high s* His favourite subjects at school were Latin and Ancient Greek. As a child he wasn't particularly

(2) *good-l* or (3) *s*-confident, and he was slightly (4) *colour b*

(5) *hard-w* and in 2002 he won a place at Harvard University in Boston.

In 2004, while he was at Harvard, he realised there was a need for a (6) *webs* where students could contact each other, show their photographs and leave messages. He invented *Facebook* with his (7) *classm* Dustin Moscovitz, Eduardo Saverin and Chris Hughes.

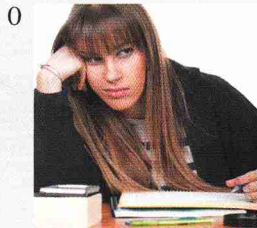
At first the website was only designed for university students, but it soon spread. Now *Facebook* is a (8) *w* *wide* phenomenon; it has more than 600 million members around the world and is worth billions of dollars.



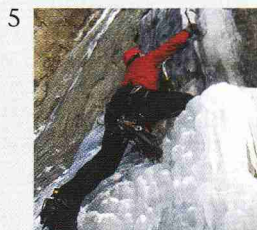
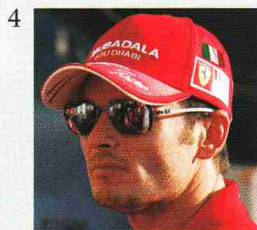
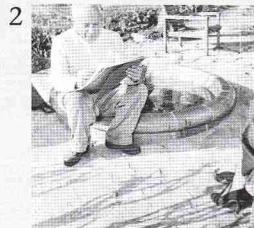
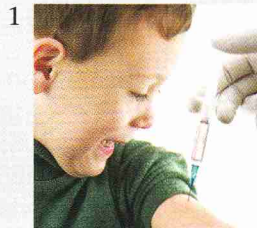
Review MODULE 18

1 UNITS 95 AND 96 Make adjectives and nouns from the pairs of words in the box. Use them to write descriptions for the pictures.

danger / active ~~not happy / study~~ attract / Italy expense / decide
fame / art success / apply pain / treat not complete / inform



an unhappy student



6 **SPORTS DAY**
PLACE: Turnley Park
DATE: July
START: 2.00 pm



2 UNITS 95, 96 AND 97 Write the missing words in the chart.

| NOUNS | VERBS | ADJECTIVES |
|--------|-------------|--------------------|
| thirst | | (0) <i>thirsty</i> |
| | (1) | modern |
| | (2) | false |
| (3) | instruct | |
| nation | | (4) |
| (5) | insist | insistent |
| (6) | communicate | |
| | (7) | short |
| (8) | | ignorant |

3 UNIT 97 Complete the sentences, using the verbs in brackets and a suitable prefix.

- I don't know if he'll ever *repay*..... (pay) the money he owes me.
- The children have (grow) their summer clothes – everything's too small.
- I won't buy anything from a company that (pay) its workers like that.
- Although he was the youngest, Lucas always (do) his brothers in maths.
- It took years for people to (build) their lives after the earthquake.
- I thought the tickets were free, but it seems I was (inform).
- Andy's a really nice, kind person. How can you (like) him?

4 UNITS 95, 98 Complete the second sentence so it means the same as the first, using the word in brackets. Use three or four words in your answer.

- 0 Maurice has gone on a run that lasts for ten kilometres. (kilometre)
Maurice has gone on *a ten-kilometre run*.
- 1 You'll probably be able to find that CD in a shop that sells records. (record)
You can probably find that CD in
- 2 When you write the cheque, don't forget the name of the person you are paying the money to. (of)
Remember to write the name on the cheque.
- 3 I need an Internet connection that works very fast. (high)
I need Internet connection.
- 4 I think looking at things in shop windows is just as much fun as buying them. (shopping)
I think as much fun as buying things.
- 5 That factory began producing electric cars in 2004. (of)
The at that factory began in 2004.
- 6 Because she works for herself, Linda doesn't need to go into the office every day. (employed)
Linda doesn't need to go into the office every day because
- 7 This tool is only suitable for people who use their left hand to do things. (can)
Only use this tool.
- 8 That machine was invented by somebody who comes from Hungary. (invented)
A machine.

5 ALL UNITS Complete the blog using the words in brackets. You will need to add a suffix or prefix, or make a compound word.

Melinda's Blog for today

Education isn't just for children!

In recent years the government has been (0) *criticised* (critic) for its treatment of adult (1) (educate). It has poured money into the system, but the money has all gone into schools rather than colleges. The adult education system has been (2) (organise) several times, but the result has been fewer colleges and less choice.

Many older people had a bad experience at school and want to have a second chance. In the old days each town had its own adult education college which provided (3) (quality which is high) teaching and (4) (price which is not high) courses. It was (5) (expense) for the government to provide this, but it made a big (6) (differ) to people who had no qualifications. Because the courses were aimed at adults, even people who had (7) (not like) learning at school were able to enjoy the lessons. Many even took and passed (8) (examine) which they had previously failed. Most of the courses were (9) (didn't take all your time) or took place in the evenings. I think it is a (10) (nation) disgrace that we have allowed this crucial part of our education system to become so neglected.

Test MODULE 18

Word formation

Choose the correct answer, A, B or C.

- 1 Everyone is always searching for
A happyness B happy C happiness ➤ Unit 95
- 2 Our company has over five thousand
A employees B employments C employers ➤ Unit 95
- 3 The Prime Minister was on TV last night – the asked her
some difficult questions!
A interviewee B interviewing C interviewer ➤ Unit 95
- 4 Although Jana is Norwegian, she speaks fluent
A Finish B Finnish C Finlandian ➤ Unit 95
- 5 What's the between iron and steel?
A differing B difference C different ➤ Unit 95
- 6 What's the between Paris and Berlin?
A distant B distence C distance ➤ Unit 96
- 7 Have you seen Sarah's little girl? She's very
A attractive B attraction C attracting ➤ Unit 96
- 8 I don't remember the make of the car but it was a colour.
A darkly B darkish C darkful ➤ Unit 96
- 9 In this country it's to drive without a proper licence.
A unlegal B dislegal C illegal ➤ Unit 96
- 10 Don't give the keys to Dennis, he's too
A irresponsible B inresponsible C unresponsible ➤ Unit 96
- 11 Selma's a surgeon. She in heart operations.
A specialates B specialises C specialifies
- 12 To the alarm, press the red button.
A activate B activify C activise ➤ Unit 97
- 13 Since Lucy the files, I haven't been able to find anything!
A outorganised B reorganised C overorganised ➤ Unit 97
- 14 You're wrong. I completely with you.
A disagree B unagree C misagree ➤ Unit 97
- 15 The baby's getting so big – she's most of her clothes.
A overgrown B outgrown C disgrown ➤ Unit 97
- 16 How much money have you got in your?
A bank's account B account of bank C bank account ➤ Unit 98
- 17 I've just bought a pair of expensive designer
A glasses for sun B sunglasses C sun's glasses ➤ Unit 98
- 18 It's based on a book by a author.
A good-known B known-well C well-known ➤ Unit 98
- 19 Actors have to be very
A self-confident B confident of self C self-confidence ➤ Unit 98
- 20 It was a flight so I'm feeling quite tired now.
A seven-hours B seven-hour C seven-hourly ➤ Unit 98

Before you start

- 1 Read the newspaper article. Look at the **highlighted** grammar examples.

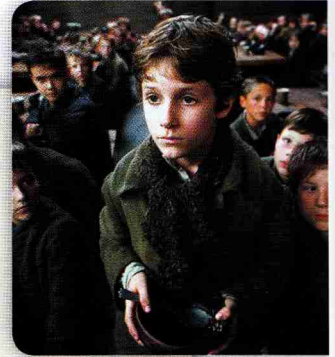
Music News

A revival of the musical *Oliver!* is due to open on Broadway next month. **This** is a new production of a show which was originally staged in London in 1960. Despite its age, the show is not out of date or irrelevant to today's problems. **On the contrary**, it tackles an issue which is still of great concern today – the problem of deprived young men who become tempted by a life of crime.

Most people **are familiar with** the 1968 film version of the musical. **Not only did it win** six Oscars, it was also one of the most successful British films of the 1960s. The music and lyrics were written by Lionel Bart. The original stage production was directed by Peter Coe **and the film by Carol Reed**. There are many wonderful songs in the film but **it is**

the remarkable characters that most audiences remember. Based on Charles Dickens' 1838 novel *Oliver Twist*, the musical is set against the background of **the struggle** for survival in the cruel environment of nineteenth-century London. At that time there was a harsh choice for poor people: a life of hard work and low pay, or a life of crime.

The main character is Oliver, a poor orphan who becomes involved with a gang of young criminals led by Fagin, a cruel gang leader who teaches boys **how to steal money by picking pockets**. But Oliver is an honest boy and does not want to be a criminal. **Consequently**, the story contains all the ingredients for a classic battle between good and evil.



- 2 Now read the sentences and choose the correct, or most suitable, option in *italics*. The **highlighted** grammar examples will help you.

- There were two teams on the field : / ; the whites and the reds. ➤ Unit 99
- Next season we will be offering our 'Highlights of Andalusia' tour. *This / Our 'Highlights of Andalusia' tour* has always been one of our most popular tours. ➤ Unit 100
- Amy's dad taught her the piano and *her mum / her mum taught her* the guitar. ➤ Unit 100
- It is not true that Paul McCartney only writes popular songs. *Therefore / On the contrary*, he has composed a complete classical symphony. ➤ Unit 101
- Your outstanding debt has not been *paid consequently / paid*. *Consequently*, your electricity will be disconnected. ➤ Unit 101
- Luciano Pavarotti released many records. But *his recording / it is his recording* of 'Nessun Dorma' that everyone knows. ➤ Unit 102
- Not only *we were / were we* late, we also forgot to take our passports. ➤ Unit 102
- 'The Marriage of Figaro' is Mozart's most famous opera. *A clever servant who tricks his employer, Count Almaviva, is the main character. / The main character is a clever servant who tricks his employer, Count Almaviva.* ➤ Unit 103
- In the first act of 'Hamlet' the young prince learns of his father's murder. *This learning about his father's murder / event* leads to terrible consequences. ➤ Unit 104
- Please ensure you *are familiar with / 've looked at* our terms and conditions before signing this insurance document. ➤ Unit 105

- 3 Check your answers below. Then go to the unit for more information and practice.

1 : 2 This 3 her mum 4 On the contrary 5 paid. Consequently, 6 it is his recording 7 were we 8 The main character is a clever servant ... Almaviva. 9 event 10 are familiar with

99 Punctuation

1 Punctuation symbols

We use punctuation to divide written language into units (e.g. clauses and sentences):

| SYMBOL | NAME | USE |
|------------|----------------------------|--|
| A, B, etc. | capital letter | shows the start of a sentence |
| . | full stop or period (Am E) | shows the end of a sentence |
| , | comma | separates parts of the same sentence |
| ? | question mark | used after a direct question (► Unit 61) |
| ! | exclamation mark | usually informal, used after an order, an exclamation or something surprising (► Unit 108) |
| : | colon | introduces a list or further information |
| ; | semi-colon | divides two main clauses |
| – | dash | usually informal, can be used in the same way as colons, semi-colons and brackets |
| - | hyphen | joins the parts of compound words, can be used between dates, etc. |
| ' | apostrophe | used in short forms and possessive forms (► Unit 6) |
| " " | quotation marks | enclose words of direct speech (► Unit 68.1) |
| ' ' | inverted commas | enclose speech, names such as book titles, or something we want to point out |
| () | brackets or parentheses | enclose additional information, references or dates |

- In website and email addresses we pronounce . as 'dot' and @ as 'at', e.g. chairman@pearson.com is said as 'chairman at pearson dot com'
- In numbers (but not prices) we read . as 'point':
16.15 = 'sixteen point one five' \$16.15 = 'sixteen dollars (and) fifteen cents'

2 Dividing a sentence

Commas separate items in a list. We don't usually put commas in front of *and* and *or* at the end of a list:

David Bowie is a singer, a songwriter, an actor and an Internet entrepreneur.

We use a comma if we put a subordinate clause before a main clause:

Although he was German, Handel spent most of his life in England.

We also use a comma to divide non-defining relative clauses (► Unit 73.2) and some linking words and phrases (► Unit 101) from the rest of the sentence:

Mozart, who was born in Salzburg, spoke German. However, most of his operas are in Italian.

If a sentence has two main clauses, we can separate them with a semi-colon:

We didn't spend much money. I bought an opera CD; my brother bought some folk music.

Pronunciation ► 1.34

3 Introducing information

We use a colon to introduce a list:

There are four musicians in the group: a guitarist, a violinist, a pianist and a drummer.

We use brackets to enclose short pieces of extra information such as dates and explanations:

W. A. Mozart (1756–1791) was the greatest composer of the classical period.

The BBC (British Broadcasting Corporation) has just launched a new digital channel.

We use quotation marks or inverted commas to enclose direct speech. We separate the reporting verb from the direct speech with a comma. Note the position of the punctuation:

He said, "That musical was fantastic." "Really? I didn't like it very much," she replied.

Practice

1 Look at the punctuation and tick (✓) the correct sentence in each pair, A or B.

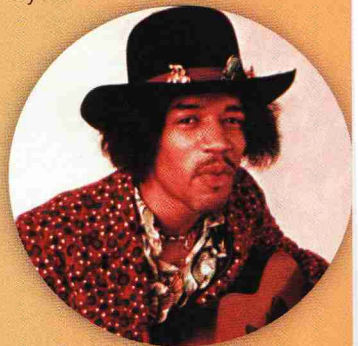
- 0 A You will need a notebook, a pencil, a calculator and a ruler. ✓
 B You will need a notebook, a pencil a calculator: and a ruler. ✗
- 1 A We have two fruit trees in our garden: an apple and a pear.
 B We have two fruit trees in our garden; an apple and a pear.
- 2 A Oh, no! The house is on fire!
 B Oh, no. The house is on fire.
- 3 A <Come with me> said the teacher.
 B "Come with me," said the teacher.
- 4 A My uncle is the CEO (Chief Executive Officer) of a big corporation.
 B My uncle is the CEO 'Chief Executive Officer' of a big corporation.
- 5 A Despite being Spanish, Placido Domingo usually sings in Italian.
 B Despite being Spanish – Placido Domingo usually sings in Italian.
- 6 A (To be or not to be) is one of Shakespeare's most famous quotes.
 B 'To be or not to be' is one of Shakespeare's most famous quotes.

2 GRAMMAR IN USE Use the punctuation marks A–G from the box to punctuate the text.

A ' B) € ? D , E : F . G ;

Guitar Players

Who was the greatest guitarist of all time (0) ? For many people the answer is Jimi Hendrix (1942–1970) (1) Hendrix was born in Seattle and grew up in a poor neighbourhood (2) his parents divorced when he was only ten. Although he never had guitar lessons (3) he learned to play by watching other musicians and listening to records (4) He joined the US army in 1961 but only stayed for one year. After leaving the army, he became a professional musician. Hendrix had some success in New York in the early 1960s but it was in 1966 that he hit the big time. Spotted in the UK by a top music producer, he was given a recording contract and made his first album, (5) 'Are You Experienced'. He was to make two more albums (6) 'Axis: Bold As Love' and 'Electric Ladyland'. Success in America came after his appearances at the Monterey and Woodstock festivals in 1967 and 1969. Unfortunately, he did not live long enough to enjoy the fame which he eventually achieved.



3 Write a suitable punctuation mark in the boxes, where necessary.

- 0 Be careful ! You're going to fall !
- 1 Is this the bus to the airport
- 2 We've got two televisions one in the living room and one in the kitchen.
- 3 Although it was expensive my Danish stereo was worth every penny
- 4 What a disgusting thing to say
- 5 I packed a toothbrush some clean clothes my shaver and a warm scarf
- 6 Alison went upstairs the children stayed in the garden
- 7 I don't know the answer she replied
- 8 How do you spell charisma
- 9 George Washington 1732 1799 was the USA s first president
- 10 Do you have a pen or a pencil in your bag

100 Ways to avoid repeating words



Before the invention of powerful computers, **musicians had to play** their own instruments. Now **they don't need to**.

1 Replacing nouns and verbs

Replacing one word or phrase with another is very common in written and spoken English: *It didn't take long for Rossini to compose 'The Barber of Seville'. He composed 'The Barber of Seville' in thirteen days.*

→ *It didn't take long for Rossini to compose 'The Barber of Seville'. He **did it** in thirteen days.*

Replacing a noun/noun phrase:

| | |
|-------------------------------|--|
| pronoun | <i>My husband loves jazz but I hate it. (it = jazz)</i> <i>Janis Joplin died in 1970. She was only twenty-seven. (She = Janis Joplin)</i> |
| one(s)/some (► Units 8/10) | <i>David bought a large ice cream and I got a small one. (one = ice cream)</i> <i>There are ten tracks on the album. Some are very short. (some = tracks)</i> |
| this/that/those (► Unit 5) | <i>The best songs are those she recorded early in her career. (those = the songs)</i> |
| a word with the same meaning | <i>Mozart wrote several operas. Some of the early works are rarely performed these days. (works = operas)</i> |

Replacing a verb/verb phrase:

| | |
|---|---|
| present simple verb → do | <i>He likes the same music as I do. (do = like)</i> |
| past simple verb → did | <i>They didn't go but I did. (did = went)</i> |
| do/did it for a single action | <i>It didn't take long for Rossini to compose 'The Barber of Seville'. He did it in thirteen days. (did it = composed 'The Barber of Seville')</i> |
| (not) do/did that | <i>They asked me to go on holiday with them but I didn't want to do that. (do that = go on holiday with them)</i> |
| an object pronoun after comparisons (► Unit 21.2) | <i>Blur had several hits. But Oasis were much more popular than them. (them = Blur.)</i> |

2 Leaving out a word or phrase

- We can usually leave out the same subject and/or (auxiliary) verb in clauses after *and*:
Andrew Lloyd Webber wrote 'Cats' and (he wrote) 'Phantom of the Opera'.
I bought the first album and Caroline (bought) the second one.
We were watching TV and (we were) eating popcorn.
We often take the children to the cinema and (we often take them to) the theatre.
- We don't have to repeat the same verb phrase after an auxiliary or modal verb:
Our neighbours might get satellite TV. We might (get satellite TV), too.
I play the violin but my brother doesn't (play the violin).
- We don't have to repeat the infinitive after *to*:
Before the invention of powerful computers, musicians had to play their own instruments. Now they don't need to (play their own instruments).
I wanted to get tickets for the concert but I wasn't able to (get tickets for the concert).
- After reporting verbs which take the infinitive with *to* (e.g. *ask, forget, promise, refuse*) we can also leave out *to*:
They asked him to produce another album but he refused (to produce another album).
I meant to record that programme but I forgot (to record that programme).

Practice

- 1 **GRAMMAR IN USE** Read the text and underline the parts that the *italic* words refer to.

Why is a CD 74 minutes long?

In the early days of CDs, the president of Sony, Norio Ohga, insisted on increasing the size of a CD to 12 cm so it could contain 74 minutes of music. Nobody knows why he did (0) *this*. One theory is that (1) *he* wanted the disc to be big enough for Beethoven's Ninth Symphony – it is said that (2) *this* was his wife's favourite piece of music. (3) *Another* is that Herbert von Karajan, the famous conductor, was involved. (4) *He* was a well-known supporter of the (5) *larger size* CD, and his best Beethoven recordings are (6) *the ones* you can still buy on CD today.

- 2 Read the sentences and put a line through all the words that can be left out.

- 0 I used to wear braces on my teeth but now I don't need to ~~wear them~~.
- 1 Caroline has been to the surgery and she has spoken to the doctor.
- 2 I was going to phone my mother but I forgot to do it.
- 3 The children were laughing and they were smiling as they ran out of the door.
- 4 I can't speak Spanish but my best friend can speak Spanish.
- 5 Dario wanted to come to your party but he wasn't able to come to your party.
- 6 You could put it in a plastic bag and you could throw it in the bin.
- 7 Hank chose the blue jacket and Laurence chose the grey one.
- 8 I have to visit my grandmother because I promised to visit her.

- 3 **GRAMMAR IN USE** Improve this text in two ways. Cross out three more words/phrases that aren't necessary, and replace seven more repeated words/phrases with substitute words.

5.18 Listen and check.

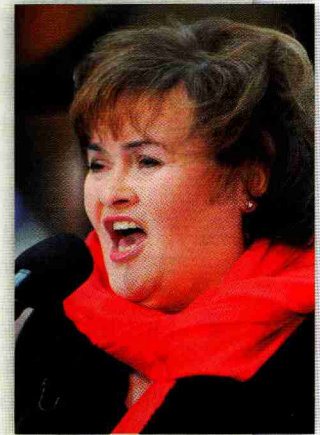
Susan Boyle, Glasgow 14 June

This venue was the ideal place to see for myself if all the media hype about this new Scottish singer was true. It didn't take me long to find out it was ~~true~~! From the opening number 'I Dreamed A Dream' it was clear that the fans were determined to have a good time and that is exactly what ^{they} (the fans) did!

Susan Boyle may be new to performing but Susan Boyle certainly knows how to please a crowd. The audience were standing up and they were clapping at the end of 'I Dreamed A Dream' – the song that first made Susan famous around the world. In fact 'I Dreamed A Dream' reached number 1 in the US. Not many new singers reach number 1 in the US with their first record, especially singers who are not American.

The concert ended with the song 'Memory' from the musical *Cats*. 'Memory' is a beautiful song which really shows Susan's powerful voice and shows her emotional power.

Many critics have compared Susan Boyle to Barbra Streisand and they have compared her to Celine Dion, but Susan Boyle is unique. You are going to be hearing a lot more about Susan Boyle very soon!



101 Using linking words in writing



Musical talent shows are very popular on TV. **As a result**, previously unknown singers such as Will Young (pictured) have become pop stars.

1 Linking sentences

In writing, we often use linking words and phrases to connect two pieces of information.

| LINKING WORDS | USE | EXAMPLES |
|---|---|---|
| <i>Furthermore, In addition,</i> | giving extra information (▶ Unit 80) | <i>This month we are offering you five CDs for the price of three. In addition, we will send you 'The 20 Greatest Folk Songs' free of charge.</i> |
| <i>However, Nevertheless, (= despite this)</i> | introducing a difference (▶ Unit 81) | <i>Singers don't earn as much money from selling albums as they used to. However, they can now make money from selling their music on the Internet.</i> |
| <i>On the contrary,</i> | correcting or adding to a statement (usually negative) | <i>Musicians thought computers would never become widespread in the music industry. On the contrary, they have become an essential tool for many singers.</i> |
| <i>Consequently, For this reason, As a result, Therefore,</i> | introducing a result (▶ Unit 79) | <i>Musical talent shows are very popular on TV. As a result, previously unknown singers have become famous.</i> |
| <i>After that, Then Finally, In the end,</i> | ordering events (▶ Unit 82) | <i>In the last act of 'The Sound of Music' the von Trapp family travel to sing in a concert. Finally, as they realise the danger they are in, they escape to freedom across the mountains.</i> |

We often use these common linking words at the beginning of a sentence. We put a comma between the linking word or phrase and the rest of the sentence:

As a result, previously unknown singers have become famous.

⚠ We don't usually use a comma after *then*:

*We queued up and bought tickets at the box office. **Then** we made our way to our seats.*

2 Linking clauses

We use some linking words (e.g. *after, because, although*) to link a main clause with a subordinate clause (▶ Unit 78.1). If we put the subordinate clause at the beginning of the sentence we use a comma to separate it from the rest of the sentence:

*People prefer to download music from the Internet **because it's convenient**.*

OR ***Because it's convenient**, people prefer to download music from the Internet.*

We use the linking words *and, but* or *or* to link main clauses and we can often put either of the clauses (but not the linking word) first:

✓ *The song is long **but** it is well-performed.* ✓ *The song is well-performed **but** it is long.*

✗ *~~But the song is long it is well-performed.~~*

We can also use the 'two-part' linking phrases *both ... and, either ... or, neither ... nor* and *not only ... but (also)*:

*Diana Ross **both** acted in the film 'Lady Sings the Blues' **and** performed the title song.*

*The new musical has **neither** good songs **nor** an exciting plot.*

More on linking clauses ▶ Module 15

Practice

1 Choose the correct words in *italics*.

- 0 I waited in the queue for hours and hours. After *(In the end)*, I decided to give up and go home.
- 1 My wool suit was rather expensive *but* / *however* it is very comfortable.
- 2 We have checked your credit rating and found it to be insufficient. *As a result*, / *Although* we are not able to give you a credit card at this time.
- 3 You can park your car in the long-term car park *in addition* / *and* take the shuttle bus to the airport.
- 4 You have only scored 42 percent in the test. *Nevertheless*, / *But* we are prepared to give you a second chance to take the test on Friday.
- 5 I take the Underground to work *consequently* / *because* it is quick and convenient.
- 6 We do not want to lose your business. *On the contrary*, / *Then*, we value you as a customer, and would like to offer you a discount on your next purchase.
- 7 The customer service manager is on holiday this week. *Therefore*, / *Furthermore*, we will be passing on your complaint to her assistant.
- 8 I enjoyed the concert *furthermore* / *although* I had never heard their music before.

2 **GRAMMAR IN USE** Read the letter and think of the best word for each gap. Write one word only. You can use the same word more than once.  5.19 Listen and check.

Quest TV Productions



Dear Stephen

Thank you for sending us your audition video. We are pleased to tell you that your application has been successful. As a (0) *result*, we would like to invite you to the regional auditions for this year's *Young Musician of the Year*.

The auditions will be held at the National Theatre Centre in Station Road, Manchester, on Saturday 21st October. Please come to entrance A at 10.30 a.m. You will be interviewed by our staff (1) given a name badge. (2) you will be taken to a waiting room where you will be told the time of your audition. We have a lot of contestants to audition, so we cannot guarantee what time you will be free to leave. (3), we will try to be as accurate as possible.

We have very strict age restrictions for the competition. For this (4), we ask you to bring proof of your age (birth certificate (5) passport) with you to the audition. (6) addition, please do not wear any clothes with visible brand labels as these are not allowed under broadcasting regulations.

Space in the centre is very limited. (7), we cannot allow contestants to bring a large number of guests to the audition. (8), you may bring one friend or a member of your family with you.

(9) there will be strict security in the centre, we cannot be responsible for lost or stolen valuables. Please keep your belongings with you (10) do not leave any valuables unattended.

Good luck with the audition.

Yours sincerely,

Damon Fulbright

Production Assistant

102 Using word order for emphasis



There were hundreds of successful singer-songwriters in the 1960s. But **it is Bob Dylan** that everybody remembers.

1 Using *it* for emphasis

We sometimes want to emphasise part of a sentence that introduces new or different information:

*Many people think of Phil Collins as the singer of Genesis. But in fact it was **Peter Gabriel** who sang on their early albums.* (emphasis on Peter Gabriel)

We use sentences beginning with *it* to emphasise the subject or object of a sentence. Compare these examples:

Pink Floyd recorded 'Dark Side of the Moon'.

→ **It was Pink Floyd** that recorded 'Dark Side of the Moon'. (emphasising the subject)

→ **It was 'Dark Side of the Moon'** that Pink Floyd recorded. (emphasising the object)

2 Changing the usual word order

We sometimes change the usual order of subject + verb. This gives emphasis to the clause or phrase. We do this after negative adverbs such as *not only*, *neither/nor* and *never*.

| | |
|-------------------------------------|--|
| <i>not only</i> (▶ Unit 80.1) | <i>The concert started late and the sound quality was terrible.</i> → Not only did the concert start late, the sound quality was terrible. |
| <i>neither/nor</i> (▶ Unit 80.3) | <i>Their previous album didn't contain any good songs and their current album doesn't contain any either.</i> → Their previous album didn't contain any good songs and neither does their current album. |
| <i>never</i> | <i>She has never had to sing such a difficult role.</i> → Never has she had to sing such a difficult role. |

⚠ *Not only*, *neither/nor* and *never* have a negative meaning, so we use them with positive verbs:

✓ *Radiohead didn't release an album this year and nor **did** Franz Ferdinand.*

✓ ~~*Radiohead didn't release an album this year and nor didn't Franz Ferdinand.*~~

For the verb *be* we just put the verb in front of the subject:

It is very expensive ... → **Not only is it** very expensive, ... ✗ ~~*Not only it is expensive ...*~~

The song was terrible ... → **Not only was the song** terrible, ...

For present and past simple verbs we use *do* or *did* followed by the subject (and verb):

She listens to my music ... → **Not only does she listen** to my music, ... ✗ ~~*Not only she listens ...*~~

He bought me a CD ... → **Not only did he buy** me a CD, ...

For perfect and continuous verbs we use the auxiliary verb:

They have won the competition ... → **Not only have they won** the competition, ...

She is singing in the opera ... → **Not only is she singing** in the opera, ...

✗ ~~*Not only she is singing in the opera ...*~~

We also change the usual word order in questions (▶ Units 61 and 62) and in short answers after *so*, *neither* and *nor*. (▶ Unit 107.1).

Practice

1 Rewrite the sentences, using *it* to emphasise the underlined word or phrase.

- 0 Leonardo da Vinci painted the *Mona Lisa*, not Michelangelo.
It was Leonardo da Vinci who painted the Mona Lisa, not Michelangelo.
- 1 Shirley Bassey sang many of the James Bond theme songs.

- 2 Michael took those photos.

- 3 Sally is married to Fred's best friend, not his cousin.

- 4 Mozart's most famous opera is The Marriage of Figaro.

2 Complete the second sentence so it means the same as the first.

- 0 My parents don't smoke. My father doesn't smoke and neither *does my mother*.....
- 1 The house is old and it is small. Not only old, it is also small.
- 2 I have never been treated so badly! Never so badly!
- 3 My sister and I didn't buy any CDs. I didn't buy any CDs and neither
- 4 The children made a mess and they shouted at the babysitter.
 Not only, they also shouted at the babysitter.
- 5 I'm not talking to her and my friends aren't talking to her either.
 I'm not talking to her and neither

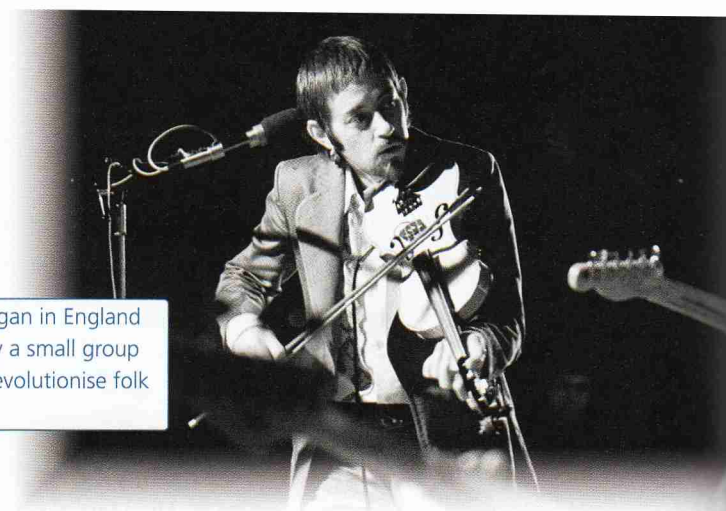
3 GRAMMAR IN USE Complete the text with phrases from the box. There are four extra phrases. ▶▶ 5.20 Listen and check.

it was it wasn't ~~did they~~ neither didn't what are
 that are it is they could could they neither did

Take That

Take That were the most successful young British musicians of the 1990s. Not only (0) *did they*..... sell a huge number of records, they were also nominated for the Mercury Music Prize. Between 1991 and 1996 they sold more than 30 million albums. Take That was a 'boy band', that is a group of young men who have been put together by a manager. The members of a typical boy band are usually performers, not musicians. (1) their good looks and appearance (2) important, not their ability to play musical instruments. Take That were different. In fact, it was quite a shock to discover that not only (3) sing, they could also write songs. But (4) just their music that the band was famous for. The personality clashes in the band were frequently in the newspapers. Robbie Williams made international headlines by leaving the group in July 1995. The band continued until Gary Barlow left to become a solo artist in 1996. He didn't have much success, and (5) the other members of the group. Robbie Williams, on the other hand, went on to become a big star. Four members of the band regrouped in 2006 and achieved new success. Then, when Williams rejoined them in 2010 and their sixth studio album, *Progress* was released, it became the fastest-selling album of the century.

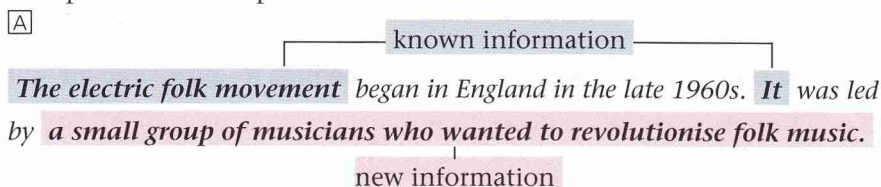
103 Organising information in writing



The electric folk movement began in England in the late 1960s. **It** was led by a small group of musicians who wanted to revolutionise folk music.

1 The order of information

Compare these examples:



Here we start the second sentence with *it* (for something we have already mentioned – electric folk).

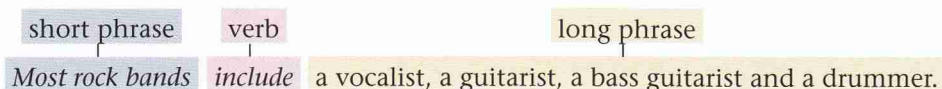
B *The electric folk movement began in England in the late 1960s. A small group of musicians who wanted to revolutionise folk music started it.*

Here we start the second sentence with new information and end with *it* (electric folk).

In writing we usually begin a sentence with information we already know about and end with something new, as in the first example. It makes the writing easier to understand, especially in long sentences with subordinate clauses.

2 Short phrases and long phrases

We usually prefer to put short phrases before the verb and long phrases at the end of the sentence:



Long phrases at the start of a sentence can seem clumsy and less clear:

A vocalist, a guitarist, a bass guitarist and a drummer are included in most bands.

3 Using different grammar forms

In order to follow the two points above, we sometimes have to choose different grammar forms. These are the common forms we use to put known information at the beginning of the sentence:

| GRAMMAR FORM | EXAMPLES |
|---|--|
| known information as the subject of the sentence | <i>'OK Computer' was Radiohead's most successful record. The album caused a sensation when they recorded it.</i> |
| a passive form to bring an object to the beginning of the sentence (► Unit 83) | <i>Radiohead released OK Computer in 1997. When the album was released, it caused a sensation.</i> |
| <i>it</i> as a subject (► Unit 60.3) | <i>When it was released, it caused a sensation.</i> |
| a noun phrase that refers to the known information (► Unit 104) | <i>The release of the album came at an important time for the group. Releasing the album proved to be a turning point for the group.</i> |

Practice

1 In the following short paragraphs, underline the words or phrases that refer to known information. Start with the second sentence in each paragraph.

- 0 Placido Domingo's new album, *Italia Ti Amo*, contains sixteen Italian songs. Some of them are well-known Italian favourites and others are traditional songs from Naples. This beautiful city in Italy has produced some of the world's greatest songs.
- 1 *Chinese Democracy* is the latest album by music legends Guns N'Roses. The album follows fourteen years in which the band has not made any recordings. It has been a difficult period, the low point of which was the arrest of singer Axl Rose in 2006.
- 2 Folk music is often neglected by critics. Less commercially profitable than other forms of modern music, the music is considered to be of interest only to a minority. However, those who like it are often fanatical about it.

2 Choose the best second sentence, A or B. Which order of information is the clearest?

- 0 We moved to northern Alaska four years ago.
 (A) Life there was much more difficult than it had been back home.
 B Life back home wasn't as difficult as it was there.
- 1 Nobody likes our awful new boss.
 A Something which can be very annoying is his unfriendly attitude.
 B His unfriendly attitude can be very annoying.
- 2 One of the greatest pictures in the Prado museum is 'The Third of May 1808'.
 A Painted by Francisco Goya in 1814, it shows the true horrors of war.
 B Francisco Goya painted it in 1814 and it shows the true horrors of war.
- 3 Beyoncé Knowles was a member of Destiny's Child until 2005.
 A To pursue a solo career was her reason for leaving the group.
 B She left the group in order to pursue a solo career.

3 **GRAMMAR IN USE** Rewrite the underlined sentences so that the known information is at the beginning of the sentence. Use the words in brackets.  5.21 Listen and check.

The Salzburg Festival

The Salzburg Festival is the world's greatest summer festival of classical music. Every summer for five weeks beginning in late July is when it takes place. (0) (It ...)

It takes place every summer for five weeks beginning in late July.

The Festival is held in Salzburg, Austria. Wolfgang Amadeus Mozart was born in the town.

(1) (The town ... birthplace of ...)

.....

The picturesque town features several beautiful concert venues. Opened in 1926, the most important venue is the Festival Hall. (2) (The most ..., which)

.....

The festival was started by a group of professional musicians in 1877. The famous Austrian composer Richard Strauss was one of the founders. (3) (One of ...)

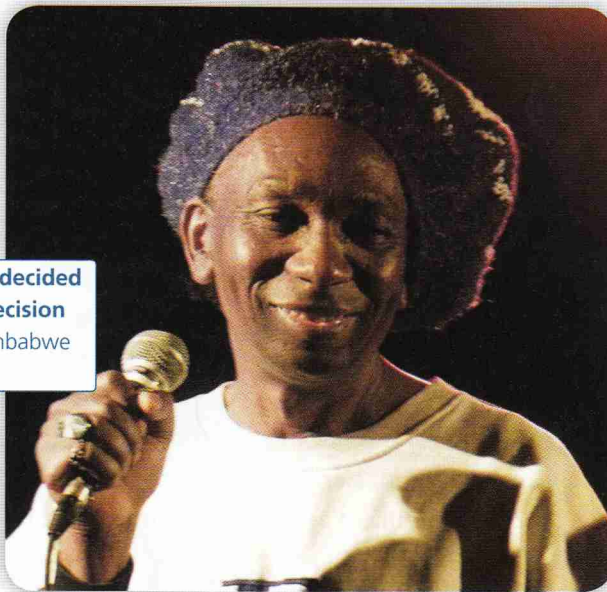
.....

Since its earliest days the festival has concentrated on the works of Mozart. It put on all twenty-two Mozart operas in 2006 to celebrate the 250th anniversary of his birth. (4) (To celebrate ...)

.....

104 Using nouns instead of verbs

African musician Thomas Mapfumo **decided** to move to the USA in 2004. **The decision** disappointed his fans at home in Zimbabwe but they still love his music.



1 Using noun phrases

We can sometimes replace a verb with a noun which has the same meaning. We can then get the same information into a shorter sentence:

*He **decided** to move and this **disappointed** his fans.* (two clauses, two verbs)

*The **decision** to move **disappointed** his fans.* (one clause, one verb)

A noun or noun phrase often summarises known information from an earlier sentence. This is useful when we are developing an argument or explanation in writing:

*Hundreds of fans started to push towards the stage. **The situation** became dangerous.* (the situation = hundreds of fans pushing)

Other examples include *event, situation, things, activity*:

*Apple opened their online music store in 2003. **This event** changed the way music was sold.*

*After their number one hit, the group received an invitation to tour the USA. **Things** were getting better and better.*

2 Making nouns from verbs

It is often possible to make verbs into nouns by adding a suffix, e.g. *arrive* → *arrival*, *decide* → *decision*, *educate* → *education*, *teach* → *teacher* (► Unit 95).

FORMALITY CHECK In informal English we sometimes use verbs as nouns after *do, have, get, give*, etc.

*Can you **call** her tomorrow?* → *Can you give her **a call** tomorrow?*

*We **walked** around the park.* → *We had **a walk** around the park.*

We can sometimes make nouns from phrasal and prepositional verbs:

*The taxi **broke down** just outside the airport.* → *The **breakdown** happened just outside the airport.*

*When did he **take over** the company?* → *When was the **takeover**?*

-ing forms of verbs as subjects and objects ► Unit 64.2

3 Making nouns from verb phrases

To make a noun phrase from a verb phrase we often use two nouns linked by a preposition:

| VERB PHRASE | NOUN PHRASE |
|---|---|
| <i>They released the video in 2009 and this helped to increase their album sales.</i> | <i>The release of the video in 2009 helped to increase their album sales.</i> |
| <i>The rules were changed last week, which annoyed the public.</i> | <i>The change to the rules last week annoyed the public.</i> |
| <i>The government became unpopular after they increased taxes.</i> | <i>The government became unpopular after the increase in taxes.</i> |

Practice

1 Match the noun phrases 1–8 with the verb phrases A–I.

- | | | | | | |
|------------------------|----------------|--------------------------|-------|-------------------------------|-------|
| 0 their departure | <u>C</u> | 3 his visit | ..... | 6 his performance | ..... |
| 1 the purchase | ..... | 4 her decision | ..... | 7 their breakup | ..... |
| 2 their wedding | ..... | 5 the argument | ..... | 8 his regret | ..... |
| A they got married | | D he sang and told jokes | | G somebody bought it | |
| B they broke up | | E she decided to do it | | H he wished he hadn't done it | |
| C they left | | F they argued about it | | I he went to see them | |

2 Rewrite these sentences, replacing the underlined verb phrase with a noun phrase. Make any other necessary changes.

- 0 The company was sold, which resulted in the loss of 200 jobs.
The sale of the company resulted in the loss of 200 jobs.
- 1 Everything changed after the war ended.

- 2 We arrived late, which meant that we missed the start of the show.

- 3 Silvia worked as my assistant before she was promoted.

- 4 Our company has been much more successful since it was taken over.

- 5 Taxes have been reduced, which has pleased people on low incomes.

3 **GRAMMAR IN USE** Improve this article by replacing the underlined words with noun phrases A–G below.  5.22 Listen and check.**Concert tragedy: December 3, 1979 – Cincinnati, Ohio**

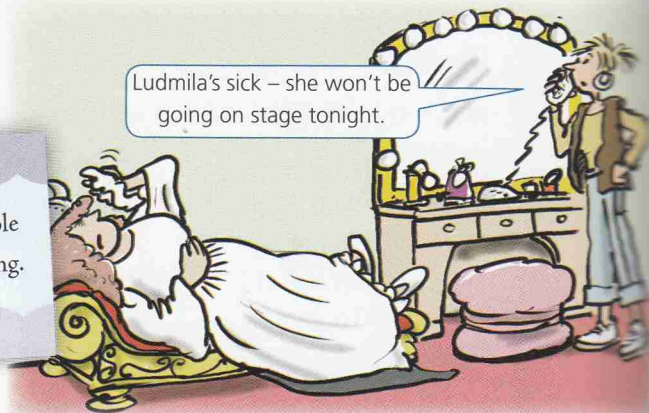
It was the worst (0) bad thing that happened F..... at a music concert. Eleven fans were killed and many others injured shortly before a concert by British musicians The Who. At that time most concert tickets for large concerts didn't provide numbered seats.

(1) Not having a numbered seat meant that people always rushed forward in an attempt to find an empty seat near the stage, and (2) the fact they rushed forward was a recipe for (3) something awful to happen The concert was due to start at 8 p.m. By three o'clock in the afternoon, there were already 8,000 people waiting outside the concert hall. By seven o'clock, the crowd had increased and people were getting very impatient. (4) The large number of impatient waiting people was becoming dangerous. Somebody smashed through one of the glass doors and there was a stampede, with everybody frantically trying to find the best seats. At the same time, the organisers opened one of the main doors and another crowd of several thousand fans surged past the barriers. (5) With so many more people rushing in, the police officers on duty were unable to do anything. Sadly, eleven fans in the crowd died of (6) not being able to breathe

- A this stampede B This additional wave of eager fans meant that
 C The situation D disaster E suffocation ~~F tragedy~~ G This uncertainty

105 Formal language

ROYAL OPERA
Ms Starkova is unwell and will be unable to perform the role of Elvira this evening.



1 Informal and formal language

We show formality through our choice of grammar and vocabulary. Compare:

INFORMAL *Ludmila's sick - she won't be going on stage tonight.*

FORMAL *Ms Starkova is unwell and will be unable to perform this evening.*

We use language that is suitable for the situation we are in:

- informal → talking or writing to friends and members of your own family
- formal → talking and writing to strangers or people in authority, business letters and reports, talking to an audience, academic writing

2 Formal grammar

IN WRITTEN ENGLISH

| | |
|---|--|
| impersonal pronouns (► Unit 9.4) | <i>One should not judge people by their appearance.</i> |
| passives (► Unit 83) | <i>Your application will be assessed by the manager.</i> |
| infinitive clause subjects (► Unit 76) | <i>To create a fairer society is the party's main aim.</i> |
| non-defining relative clauses (► Unit 73) | <i>The singer, who performed the same role in Milan, will be appearing in tonight's performance.</i> |

IN SPOKEN ENGLISH

| | |
|--|--|
| indirect questions instead of direct questions (► Unit 106.3/4) | <i>Can you tell me when the performance ends? I'm afraid I don't know who wrote that opera.</i> |
| * past tenses for a present situation; using <i>would</i> and <i>could</i> : (► Unit 53.1) | <i>Did you want to ask me something? We weren't sure about which model to choose. It would be helpful if you could send me a copy.</i> |
| * continuous forms of verbs to talk about arrangements, etc. (► Units 28, 31, 41, 42) | <i>Excuse me. Will we be stopping during the journey? Will you be coming to the party? I'm afraid I can't come on Friday, I'm working.</i> |

* We often use these forms in spoken English to be more polite, or if we are not sure about something.

! In formal English we don't usually use passives with *get* (► Unit 83.1), longer contractions (e.g. *shouldn't've*) or sentences ending with prepositions (► Unit 72.4).

3 Formal vocabulary

We can use most words in any situation. However, there are some words which are usually only used in formal language. Here are some examples:

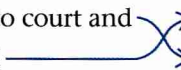

| | |
|------------|---|
| nouns | <i>performance</i> (show), <i>remuneration</i> (salary), <i>spouse</i> (husband/wife) |
| verbs | <i>anticipate</i> (expect), <i>be possible to</i> (can), <i>commence</i> (start), <i>inform</i> (tell), <i>terminate</i> (finish) |
| adjectives | <i>delightful</i> (lovely), <i>extensive</i> (large) <i>personable</i> (friendly), <i>unwell</i> (sick), |

INFORMAL *Carrie turned down Sean's invitation.*

FORMAL *Universities have to reject many excellent candidates.*

Practice

1 Match 1 and 2 with A and B in each pair and decide if each statement is formal (F) or informal (I).

- 0 1 The accused was taken to court and  A they've sent her to jail. I.....
 2 She's been to court and  B given a prison sentence. F.....
- 1 1 Do you think your workmates are A coming with us?
 2 Do you know if your colleagues will be B going to come with us?
- 2 1 The performance will be A starting in a few minutes' time.
 2 The show is B commencing in ten minutes.
- 3 1 Can you A lend us some money?
 2 Would you be able to B offer us a loan?
- 4 1 We do not tolerate A impolite behaviour in this institution.
 2 We won't put up with B bad behaviour in our house.

2 These sentences are all too formal for the situation. Make them informal by changing the underlined parts. Use the words in brackets.  5.23 Listen and check.

- 0 Sorry, Sue. I'm afraid I am unable to assist you with your project. I'm much too busy. (help)
Sorry, Sue. I can't help you with your project.
- 1 The keys have been left under the doormat by my grandmother. ('s left)

- 2 Dad, would it be possible for you to let me use the car tonight? (can)

- 3 To win the competition is my greatest desire. (really like)

- 4 OK, Jim. Your request will be considered and I'll let you know later. (think about)

- 5 Come in. Remove your coat and relax here by the fire. (take)

3 **GRAMMAR IN USE** This formal letter contains unsuitable informal language. Correct it with the words and phrases from the box.  5.24 Listen and check.

~~Dear~~ Thank you submitting regret to inform you are unable to offer at this time
 it would be advisable perform cover versions of other artists' songs every success
 returning Yours sincerely

ABC RECORDS • 345 CRAWSHAW ST • LONDON W1

Dear

Hi Mr Sheldrake,

Thanks for sending in the CD of your group's music. My colleagues and I have listened to it carefully and I'm afraid that we can't give you a recording contract right now. We feel that it's a good idea to write your own material rather than copy other groups' stuff.

We wish you loads of luck with your future. We are sending back your CD with this letter.

Best wishes,

Allie Henshaw, ABC Records

Review MODULE 19

1 UNITS 99 AND 100 Put a punctuation mark in each box and write one word only in each gap.

LOST IN A RECORD STORE

Have you ever gone into a record store without really knowing what you wanted (0) ? You know you want to buy a CD, but you don't quite know which (00) one..... I have, many times. Each time I end up regretting

(1) There's just so much to choose from but where does one start (2) All those thick boxes in the classical section with their fat booklets and their gorgeous covers (3) hours of listening pleasure there. (4) look so promising – but then you notice the prices. Way too expensive for me!

So you turn to the bargain shelves instead – what a disappointment (5) Most of (6) look as though (7) contain music to play in lifts and supermarkets. Then you see the wall of CDs described as 'the top 30 albums'. Well (8) some of (9) look interesting. Then you notice that most of (10) are Greatest Hits compilations by bands whose albums you've already got, or more boring cover versions of old songs from the winners of the latest TV talent show contest.

Of course (11) eventually you find an album you're curious about. So you go over to the 'listening' stations and attempt to listen to (12) Have you ever managed to get one of those machines to work properly (13) I never have. One thing is sure (14) I'll use the Internet next time!



2 UNITS 100 AND 102 Complete the second sentence so it means the same as the first, using the word in brackets. Use two to five words in your answer.

- 0 There are two slow songs on the album and the slow songs are my favourites. (those)
There are two slow songs on the album and those are my favourites.....
- 1 They walked out of the restaurant and refused to pay the bill. (only)
..... walk out of the restaurant, they also refused to pay the bill.
- 2 I've cleaned the floors; I washed them this morning. (did)
I've cleaned the floors; I this morning.
- 3 David slept in the big bedroom and Mike slept in the small bedroom. (one)
David slept in the big bedroom and Mike slept
- 4 Celine Dion sang the theme song for the movie *Titanic*. (it)
..... who sang the theme song for the movie *Titanic*.
- 5 Recent albums are usually more expensive than older albums. (ones)
Recent albums are usually more expensive
- 6 They asked me to move to the Edinburgh office but I wasn't prepared to go there. (that)
They asked me to move to the Edinburgh office but I didn't want to
- 7 Robbie Williams recorded *Millennium*, not *Rock DJ*, in 1998. (it)
..... Robbie Williams recorded in 1998, not *Rock DJ*.
- 8 Susie wasn't hungry but I wanted to eat something. (did)
Susie didn't want to eat anything

3 UNITS 101 AND 102 Choose the correct words in *italics*.

- 0 I'm afraid you're wrong. *That / It* was John Travolta that starred in the film 'Saturday Night Fever'.
- 1 Julie Andrews both acted in the film 'The Sound of Music' *or / and* sang many of the songs.
- 2 Not only *she was / was she* late for my party, she didn't even bring a present.
- 3 In any orchestra, *it is the conductor / the conductor is it* that is the most important person.
- 4 You have not paid this year's membership fee. *After that, / Consequently*, we are terminating your club membership.
- 5 *Nevertheless / Although* I go to the gym regularly, I never seem to lose any weight.
- 6 I didn't get a pay rise this year and neither *got / did* any of my colleagues.
- 7 It was Oasis *they / that* recorded 'Wonderwall', not Blur.
- 8 Cats don't have good eyesight *nevertheless / but* their hearing is excellent.
- 9 Never *have I / I have* seen such a terrible performance!
- 10 If you take up this offer you will receive two DVDs a month free of charge *and / in addition* a discount voucher for the first month.

4 UNITS 100 AND 105 Improve this text by replacing the highlighted words and rewriting the underlined words in more formal language.

What are MP3s?

In the last few years there has been a revolution in the way people listen to music. (0) The ^{This} revolution is largely thanks to a breakthrough in the way (00) we can record and compress ^{sounds can be recorded and} compressed ^{sounds} into a very small file. (1) We call this technology MPEG – 1 Audio Layer 3, or MP3.

MP3 is a development of the technology that brought us CDs in the 1980s. That technology was digital recording. (2) Digital recording changes sound into a digital file that (3) a computer can read. When music is recorded, it usually contains many sounds that the human ear cannot actually hear. MP3 technology (4) takes away (5) the sounds humans cannot hear and compresses the music to a tenth of (6) the music's previous size. This means that a single CD can contain hundreds of songs instead of just ten or twelve.

The reduction in the size of music files has also meant that (7) you can transfer music over the Internet. People can now download music from a website and record (8) the music onto a CD or an MP3 player. Apple developed their own version of MP3s and used the technology in their famous iPods. (9) iPods were a huge success and (10) Apple has sold more than 500 million of them around the world.

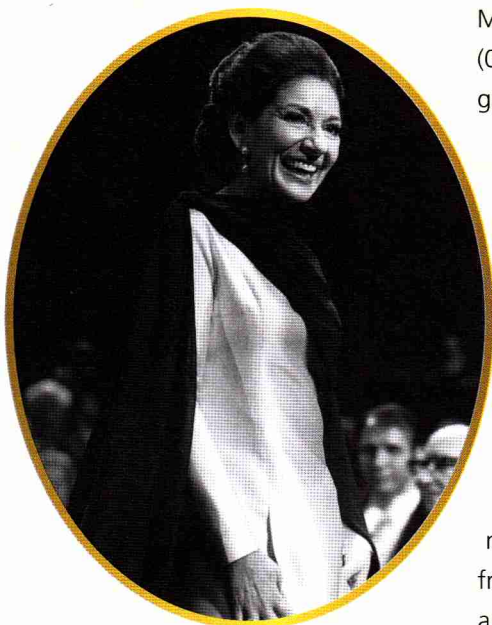
5 UNITS 103 AND 104 Choose the best second sentence, A or B, to continue each paragraph.

- 0 The children wouldn't stop shouting and running around the classroom.
A The children running around was beginning to annoy the teacher.
B Their behaviour was beginning to annoy the teacher.
- 1 London's parks are full of rhododendron bushes.
A These beautiful plants were imported from Asia in the eighteenth century.
B In the eighteenth century somebody imported these beautiful plants.

- 2 The airline has decided to put up the cost of its flights.
 - A The increase will not be popular with their customers.
 - B The airline putting up costs will not be popular with customers.
- 3 The managing director, John Travers, resigned last week.
 - A John leaving has upset many members of staff.
 - B His departure has upset many members of staff.
- 4 Pedro showed his boarding pass to the attendant and walked up the steps to the aircraft door.
 - A There was a strange smell which he noticed when he walked onto the plane.
 - B Walking onto the plane, he suddenly noticed a strange smell.
- 5 Hanford has a brand-new hospital.
 - A Last month the Minister of Health opened it.
 - B It was opened by the Minister of Health last month.
- 6 Last year the Grayson family decided to sell their house and move to a small apartment.
 - A Within a few months they had begun to regret their decision.
 - B Within a few months they had begun to regret that they'd decided to do it.

6 ALL UNITS Read the short text and match the descriptions A–I with the highlighted words.

THE GREATEST DIVA



Many people consider Maria Callas to be the greatest diva (0) (female opera singer) of all time. Not only (1) **was she** a great singer, she also had the rare ability to act convincingly on stage. (2) **This**, combined with her strong and (3) **delightful** personality, made her one of the few opera singers to become a truly international star.

(4) **Although** she died more than thirty years ago (5), her albums are still some of the best-selling of all classical records.

Callas achieved tremendous success as a singer, but (6) **it was her celebrity lifestyle that** most interested the public. (7) **Her battle to lose weight** led to headlines around the world. But Callas disliked being in the newspapers. (8) **Consequently**, she slowly began to retire from public life. She spent the last ten years of her life living alone in Paris and died in 1977.

- A punctuation marks which enclose an explanation **0**
- B a word which replaces a noun phrase
- C a punctuation mark that separates two parts of the same sentence
- D a sentence with *it* used to emphasise an object
- E a noun phrase
- F a word linking two clauses
- G a word linking two sentences
- H changing word order after a negative adverb
- I a formal adjective

7 ALL UNITS Write the words in the correct order.

- 0 she's intelligent, not only she beautiful is
Not only is she intelligent, she's beautiful.
- 1 can't my brother I can swim but

- 2 to lend her he refused but she asked her father some money

- 3 changed the electric guitar for ever the invention of music

- 4 Amy Winehouse it who recorded *Back to Black* was

- 5 the teachers the children went on strike were sent home because

- 6 does like I spicy food don't and neither my wife

- 7 his favourite composer my best friend is classical music; Bach loves

8 ALL UNITS Choose the best word or phrase, A, B or C below. Be careful! Some answers may be grammatically correct but are less suitable.

GOOD NEWS FOR ABBA FANS

Fans of Abba's music have been delighted by the news that *Mamma* (0) featuring the group's songs, has now broken all box office records for a musical. Since (1) in 2008, the movie has earned more than 600 million dollars.

Mamma Mia stars Oscar-winner Meryl Streep. Most filmgoers think of (2) as a serious actress who doesn't work in musicals. (3) she loves comedy roles and is a fine singer. (4) since she first heard their music as a teenager.

Abba was one of the biggest groups of the 1970s. (5) began when they won the Eurovision Song Contest in 1974. (6) ensured that their winning song, *Waterloo*, would become a huge hit in every European country and the USA. (7), they went on to release a string of hit singles and albums, selling more than 400 million copies worldwide.

Abba were famous for their flamboyant costumes and videos, but (8) that people remember. Abba had four (9) Agnetha Faltskog, Anni-Frid Lyngstad, Benny Andersson and Bjorn Ulvaeus. Not only (10) in the group, they also composed all the songs.



- | | | |
|-------------------------------|-----------------------------|--|
| 0 A <i>Mia</i> the film | B <i>Mia</i> ; the film | <input checked="" type="radio"/> C <i>Mia</i> , the film |
| 1 A its release | B the releasing of the film | C it did release |
| 2 A Meryl Streep | B the Oscar-winner | C her |
| 3 A Furthermore, | B On the contrary, | C Consequently, |
| 4 A Abba was loved by her | B She has loved Abba | C Abba it was loved by her |
| 5 A Their career | B The career of Abba | C Abba's working |
| 6 A Winning the contest | B Abba winning | C The victory |
| 7 A However | B After | C After that |
| 8 A the songs are | B are the songs | C it is the songs |
| 9 A members; | B members: | C members |
| 10 A did Benny and Bjorn play | B played Benny and Bjorn | C did play Benny and Bjorn |

Test MODULE 19

Formal and written English

Choose the correct answer, A, B or C.

- 1 I'm afraid I don't like popular music.
A music: or classical B music; or classical C music or classical ➤ Unit 99
- 2 I bought bought an MP3 player
A a camera. my friend B a camera; my friend C a camera: my friend. ➤ Unit 99
- 3 Elizabeth I was one of England's greatest rulers.
A (1533–1603) B 1533–1603 C 1533–1603: ➤ Unit 99
- 4 She gave me a present and I opened immediately.
A present B it C that ➤ Unit 100
- 5 My husband likes the same bands as I
A do like B do C like them ➤ Unit 100
- 6 She asked me to go to the cinema but I didn't want
A to B to go to it C go there ➤ Unit 100
- 7 The flights were expensive. decided not to go.
A As a result, we B As a result we C Because we ➤ Unit 101
- 8 The solicitor claimed Mr Grant had been unaware of the decision.
is proof that he had received the relevant letter several weeks earlier.
A Nevertheless there B Therefore, there C On the contrary, there ➤ Unit 101
- 9 the singer was disappointing.
A But the band was good B The band was good but
C But, the band was good, ➤ Unit 101
- 10 produced all the Beatles' albums.
A It George Martin was B George Martin was C It was George Martin that ➤ Unit 102
- 11 Not only, she also composes most of the songs.
A she sings B sings her C does she sing ➤ Unit 102
- 12 I didn't get a pay rise this year and neither my colleagues.
A did B didn't C didn't get ➤ Unit 102
- 13 *Bohemian Rhapsody* is one of the biggest-selling singles of all time.
A In 1975 Queen recorded it. B It was recorded by Queen in 1975.
C Queen was the band that recorded it in 1975. ➤ Unit 103
- 14 My sister went on holiday to Casablanca in January, but
A the weather disappointed her. B she was disappointed by the weather.
C there was weather which disappointed her. ➤ Unit 103
- 15 The fans began to scream and shout. was becoming difficult.
A Fans screaming and shouting B The situation C That ➤ Unit 104
- 16 Alex bought an old farmhouse in Romania. was quite complicated.
A Buying of that house B He bought the house C The purchase ➤ Unit 104
- 17 Ladies and gentlemen. will be delayed due to airport congestion.
A Our arrival B Our plane arriving C Arriving of our plane ➤ Unit 104
- 18 Prime Minister. us more about your tax proposals?
A Why not tell B How about telling C Could you tell ➤ Unit 105
- 19 Hi, Mum. How was the job interview? Is the good?
A pay B remuneration C financial compensation ➤ Unit 105
- 20 Continued poor performance will result in the of your employment.
A termination B stopping C finish ➤ Unit 105

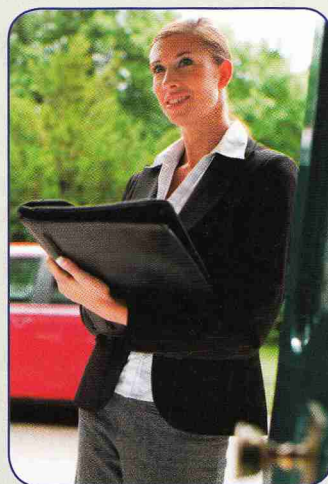
Before you start

- 1 Read the conversation. Look at the **highlighted** grammar examples.

Family health check

Our representative will visit you in your own home ...

- MR SMART ... Do come in. We're in the living room.
- REPRESENTATIVE Thank you ... **Right**, let me start by asking how much exercise you all do.
- MR SMART Well, we do quite a lot, **don't we?** We all go cycling and walking together. I swim twice a week and **so does my wife**. And the kids do sports at school, too.
- ANNIE Well, I **did do** sport until last year, Dad, but I don't have to now I'm in the final year.
- MR SMART I didn't know that. **How ridiculous!**
- REPRESENTATIVE Can you tell me something about your diet?
- MR SMART Well, **we never eat junk food, do we?**
- MRS SMART We try to eat rice and pasta and **stuff** like that sometimes. We eat healthily, don't we?
- MR SMART **I think so**. We don't eat fruit and vegetables every day. **Personally**, I don't think it's necessary.
- REPRESENTATIVE Mmm. Next question ... I'd like to know **if you take** any vitamins.
- MR SMART Why would we do that? We're healthy enough without them.



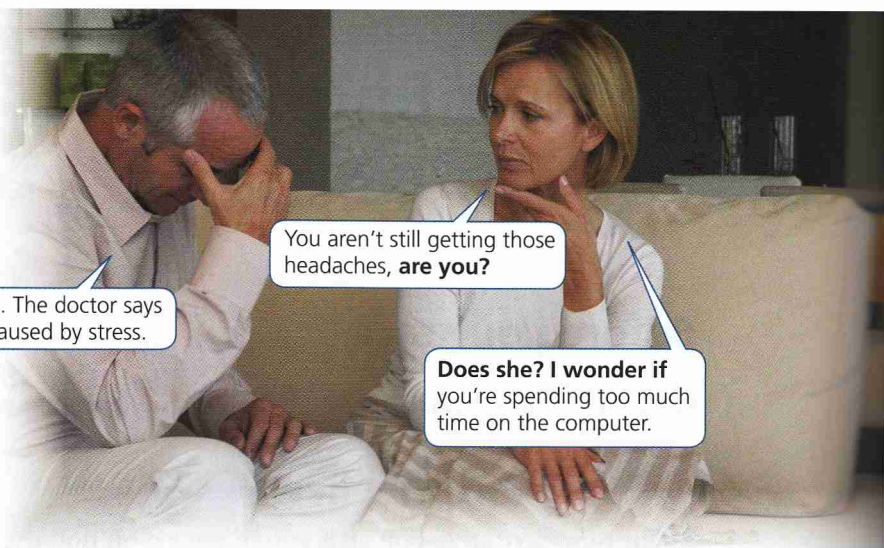
- 2 Now read the sentences and choose the correct or most suitable words in *italics*. The **highlighted** grammar examples will help you

- You eat a lot of healthy food, *don't you?* / *don't you eat?* ➤ Unit 106
- We never go to the gym at the weekend, *don't we?* / *do we?* ➤ Unit 106
- The doctor would like to know *do you* / *if you* want a morning appointment. ➤ Unit 106
- I went to the local school and *so my friends did* / *so did my friends*. ➤ Unit 107
- 'Is the fish and chip shop open on Sunday evenings?' '*I think yes.* / *I think so.*' ➤ Unit 107
- 'Our school doesn't teach any foreign languages in the first year.'
'*What* / *How* stupid! It's best to learn when you're young.' ➤ Unit 108
- Personal* / *Personally*, I'd rather not take any medicine at all. ➤ Unit 108
- 'Why didn't you tell me you were coming?' '*I told you!* / *I did tell you!* You just didn't listen.' ➤ Unit 109
- We use a lot of spices in our cooking – we like Indian and Mexican food and *stuff* / *what* like that. ➤ Unit 110
- Have you all finished writing? *Right*, / *Yes*, I'll collect your exam papers now. ➤ Unit 110

- 3 Check your answers below. Then go to the unit for more information and practice.

1 don't you? 2 do we? 3 if you 4 so did my friends 5 I think so.
6 How 7 Personally 8 I did tell you! 9 stuff 10 Right,

106 Spoken question forms



Yes, I am. The doctor says they're caused by stress.

You aren't still getting those headaches, **are you?**

Does she? I wonder if you're spending too much time on the computer.

1 Question tags

We add a **question tag** (e.g. *are you?/aren't you?*) to change a statement into a *yes/no* question (► Unit 61). We use *be*, an auxiliary verb or a modal verb.

| TAG TYPE | + VERB FORM | → STATEMENT | + QUESTION TAG |
|----------------------|--------------------|---|---------------------------------------|
| with <i>be</i> | <i>be</i> | <i>I'm in the advanced class,</i> | <i>aren't I?</i> |
| | <i>there is</i> | <i>You aren't still getting those headaches,</i> <i>There weren't many people there,</i> | <i>are you?</i> <i>were there?</i> |
| with auxiliary verbs | present simple | <i>Alice comes from France,</i> | <i>doesn't she?</i> |
| | past simple | <i>The doctor didn't say much,</i> | <i>did he?</i> |
| | present continuous | <i>They're developing a new drug,</i> | <i>aren't they?</i> |
| | <i>be going to</i> | <i>She isn't going to marry him,</i> | <i>is she?</i> |
| | present perfect | <i>The girls haven't been ill again,</i> | <i>have they?</i> |
| with modal verbs | <i>will</i> | <i>You'll call us when you get there,</i> | <i>won't you?</i> |
| | <i>can</i> | <i>Brad can speak fluent Spanish,</i> | <i>can't he?</i> |

- With a negative statement we use a **POSITIVE** tag:
*The doctor didn't say much, **did** he?*
*You've **never** met my son, **have** you? **Nobody** wants this last biscuit, **do** they?*
- With a positive statement we use a **NEGATIVE** tag:
*Brad can speak Spanish, **can't** he?*

⚠ The tag always refers back to the subject: **X** *He's English, no?* **X** *He's English, isn't it?*
✓ *He's English, **isn't** he?*

We can make informal suggestions and requests with question tags:

*Let's sort out this ordering problem, **shall** we? **Open** the door for me, **would** you?*

Question tags have two different meanings, depending on the intonation we use.

- With a rising tone (↗) they can ask for information:
*The last performance of the film is after 9.00, **isn't** it?* (I'm really not sure of the answer.)
- With a falling tone (↘) they can ask for agreement:
*You're coming with us to see the film tonight, **aren't** you?* (I think you are but I want you to agree.)

We answer question tags with *yes/no*, a short answer and other information if necessary:
'You aren't still getting those headaches, are you?' 'Yes, I am. The doctor says they're caused by stress.'

'Charles hasn't been to football practice recently, has he?' 'No, he hasn't. Actually, he's been ill.'



Pronunciation ► 1.35

2 Reply questions

Reply questions are like question tags in form, but we use them to show we are listening and to continue the conversation:

'The doctor says the headaches are caused by stress.' **'Does she?'** I wonder if you're spending too much time on the computer.'

'My computer's been causing problems all week.' **'Has it?'** What's wrong?'

Reply questions are positive if the statement is positive, and negative if the statement is negative: 'My doctor **doesn't** like giving antibiotics.' **'Doesn't he?'**

We usually use a rising tone (↗), and we stress the auxiliary verb: Does she? Has it?

Pronunciation ► 1.36

3 Indirect questions

The form of indirect questions is similar to the form of reported questions (► Unit 69.1):

Could you tell me where Studio 5 is?

We can use indirect questions to be polite or if we think the person we are asking may not know the answer to the question. We introduce the question with a polite phrase, for example:

*Excuse me, **can/could you tell me** if this is the correct platform for Edinburgh?*

***Do you know** what time the film finishes?*

***I'd like to know** what you think about my idea.*

The word order after the polite phrase is the same as in reported questions:


direct question

indirect question

if/whether/wh- word (+ subject) + verb:

'Is this the road for Cardiff?' **'Can you tell me if this is** the road for Cardiff, please?'

'Who is the manager here?' **'Do you know who the manager is** here?'

 We ALWAYS use statement word order in indirect questions, and we do NOT use *do/does* or *did*:

✓ *Can you tell me **what the correct time is?*** ✗ *Can you tell me what is the correct time?*

✓ *I'd like to know **where you heard that.*** ✗ *I'd like to know where did you hear that.*

We can also use the infinitive in indirect questions:

'How do you turn this machine on?' → 'Do you know **how to turn** this machine on?'

'Where do we buy tickets for the play?' → 'Can you tell us **where to buy** tickets for the play?'

'What should I buy?' → 'I'd like to know **what to buy.**'

In spoken English, we often say *Could you ...?* and *Do you ...?* very fast and the words run together: *could you /kədju:/ do you /dju:/.*

Pronunciation ► 1.37

4 Indirect question forms in statements

If we don't know the answer to a question, we can use a polite phrase such as *I'm not sure* or *I don't know* + an indirect question form:

'What time does the film start?' *I'm afraid **I'm not sure** what time it starts. I'll just check.'*

'Is it raining in London?' → ***I can't tell you** if it's raining here – I'm in the studio!'*

'How do I get to Studio 5?' *I'm sorry. **I don't know** how to get there.'*

We can also make a statement with an indirect question if we are 'thinking aloud' or asking ourselves something:

'Where did I put my glasses?' → ***I wonder** where I put my glasses.'*

'Are you spending too much time on the computer?' → ***I wonder** if you are spending too much time on the computer.'*


'Did I turn the iron off?' → ***I can't remember** if I turned the iron off.'*

'What time are the builders coming?' → ***I don't know** what time the builders are coming.'*


Practice

1 Match the sentences 1–8 with their question tags A–I.  5.25 Listen and check.

- | | |
|---|-----------------|
| 0 You won't be late home tonight, | A shall we? |
| 1 There's something good on at the theatre at the moment, | B have you? |
| 2 You've never met my parents-in-law, | C does it? |
| 3 You took part in the quiz competition at the school, | D isn't there? |
| 4 Let's take the afternoon off and go shopping, | E can't you? |
| 5 You can pick up the kids from school later on, | F didn't you? |
| 6 I'm invited to Gianni's party as well as you, | G shouldn't we? |
| 7 We really should spend more time with the family, | H will you? |
| 8 Nothing ever seems good enough for her, | I aren't I? |

2 Match the questions and answers, then practise saying them.  5.26 Listen and check.

- | | |
|--|---------------|
| 0 Is it a powerful computer? I can use it to play games, can't I? | [>] ...B..... |
| 1 Fabulous weather! It's been really sunny today, hasn't it? | [>] |
| 2 Five hundred euros for a vase? That's rather expensive, isn't it? | [>] |
| 3 How much further must we walk? It isn't too far to the station, is it? | [>] |
| 4 2 + 2 = 5. You've made a mistake, haven't you? | [>] |
- | | |
|--|-------------------------------------|
| A Not really, not for an antique one. | C Um, yes, obviously I have. |
| B Yes, you can. You can play all the popular games on it. | D Yes, it's been a lovely day. |
| | E No, it's only another 500 metres. |

3 GRAMMAR IN USE Read the dialogue and think of the best word for each gap. Write one word only.  5.27 Listen and check.

- WOMAN Excuse me. I wonder (0) *if*..... you could help me. I'm new to this town. Could you tell me where (1) find a good supermarket?
- MAN Of course. There's one in the shopping centre on the main road out of town.
- WOMAN Oh, (2) there? Thank you. You don't (3) what time it closes, (4) you?
- MAN I'm sorry, I don't know (5) it opens or closes.
- WOMAN That's OK. There isn't a department store in the shopping centre, is (6)?
- MAN Yes, there is, but I can't (7) you what it's like, I'm afraid. I never go there.
- WOMAN Really? (8) you? Oh, just one more question. Do you (9) which bus I should take for the shopping centre?
- MAN I'm sorry, I'm really not sure (10) bus goes there. I hate shopping centres, you see.

4 Find and correct the mistake in each sentence.  5.28 Listen and check.

- 0 You won't go to that awful club, ^{will}~~won't~~ you?
- 1 'We aren't going out now, after all.' 'Are you?'
- 2 Let's have a pizza tonight, do we?
- 3 You phone your friends in Spain a lot, no?
- 4 Can you tell me where is the nearest bank?
- 5 Well, Jake's never had a better job, hasn't he?
- 6 I'd like to know where did she get that ring.
- 7 Drinking a lot of water is good for you, yes?
- 8 'The storms last year did a lot of damage.' 'Didn't they?'

5 GRAMMAR IN USE Complete each spoken question with a suitable verb.

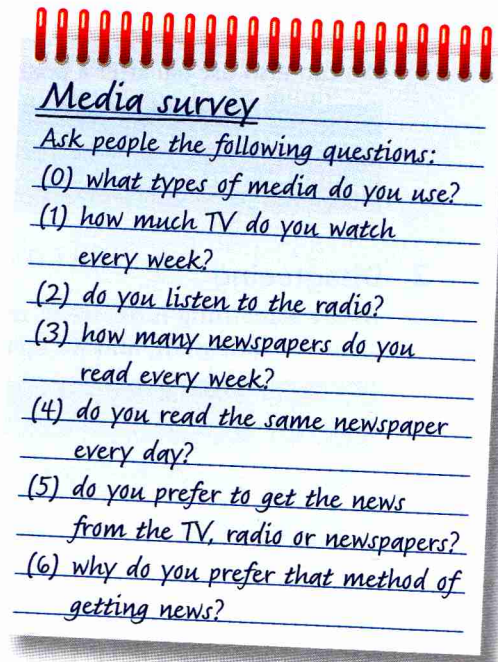
5.29 Listen and check.

- MOIRA I've been thinking about having a health check.
 KIM (0) *Have*..... you? Why? Is everything OK?
 MOIRA Oh, yes. But there's a company in town offering them, and you can't be too careful with your health, (1) you?
 KIM I suppose not. Do you (2) how much it costs?
 MOIRA A basic one costs £250.
 KIM (3) it? Really?
 MOIRA That's not too expensive, (4) it?
 KIM Well, if there's nothing wrong with you, it's a lot of money. Anyway, you can get a health check at the doctor's, (5) you?
 MOIRA (6) you? I'm not sure.
 KIM I think so. There's no harm in asking, (7) there?
 MOIRA No, you're right, and I suppose my doctor knows me best.
 KIM Exactly. I'd better go. It's getting late.
 MOIRA (8) it? Oh, yes, so it is. Listen, are you busy on Saturday morning?
 KIM No ...
 MOIRA Let's meet for coffee, (9) we? We can have a long chat then.

6 Complete the polite questions that the researcher asks. Use the notes to help you.

5.30 Listen and check.

- 0 Excuse me, can *you tell me what types of media you use, please* ?
 1 OK, and could you ?
 2 Thank you. I'd also ?
 3 That's great. Do you know ?
 4 And can ?
 5 Right, and could ?
 6 Finally, I'd ?



107 Agreeing and disagreeing



1 Agreeing with *so/neither* and *too/either*

When we want to reply to a statement by saying that something is the same, or agreeing, we use the pattern *So/Neither + be/auxiliary verb/modal verb + subject*:

| | STATEMENT | REPLY |
|----------|---|---|
| positive | <i>I feel awful now!</i> <i>My daughter's going to pass all her exams.</i> | <i>So do I!*</i> <i>So is my son.</i> |
| negative | <i>I'm not very good with new technology.</i> <i>I can't go to the company dinner.</i> | <i>Neither am I.</i> <i>Neither can I.</i> |

* stressed words in the replies are underlined.

We can also use *nor* instead of *neither*, especially with pronouns:
'*We haven't been to the theatre for ages.*' '*Nor have we.*'

! In these statements, we use an auxiliary verb and we put it before the subject:
'*We got tickets for the Olympics!*' ✓ '*So did we!*' ✗ '*So did we get!*' ✗ '*So got we!*' ✗ '*So we did!*'

🔊 Pronunciation ► 1.38

We can also use *too* after a positive verb and *either* after a negative verb:

| | STATEMENT | REPLY |
|----------|--|---------------------------------|
| positive | <i>I really must start going to the gym more frequently.</i> | ' <i>Yes, I must, too.</i> ' |
| negative | <i>My mobile phone doesn't store music.</i> | ' <i>Mine doesn't either.</i> ' |

2 Disagreeing

To say something is different, or to disagree, we use *be*/the auxiliary verb or the modal verb from the statement, and we change the verb from positive to negative/negative to positive:

| | STATEMENT | REPLY |
|----------|---|-----------------------------------|
| positive | <i>The sea is much too cold for swimming today.</i> | <i>No, it isn't! It's lovely!</i> |
| negative | <i>We don't really like living in the country.</i> | <i>Oh, we do. We love it.</i> |

NATURAL ENGLISH We often use *Oh* or *Really?* before we disagree. It sounds a little more polite: '*I'm bored.*' '*Oh, I'm not.*' / '*Really? I'm not.*'

3 *think so, hope so*

We can use *so* after *think, hope, expect, suppose* to avoid repeating a longer phrase:
'*Will all your students pass the exam?*' '*I think so.*' (= I think they will all pass the exam.)

! We don't use *so* with a clause: ✗ '*I expect so (that) he will.*'

If we want to give a negative reply, we usually make the auxiliary verb negative:
'*Did the Vikings come to Britain before the Romans?*' ✓ '*I don't think so.*' ✗ '*I think not.*'
'*Do you think Chelsea will win tonight?*' ✓ '*I don't expect so.*' ✗ '*I expect not.*'

But we use *not* after *hope*: '*Is it going to rain tomorrow?*' '*I hope not.*'

Practice

1 Match the statements 1–8 with the replies A–I.  5.31 Listen and check.

- | | |
|---|----------------------------|
| 0 We weren't expecting you to arrive so early. | A Ours doesn't either. |
| 1 We won't be able to afford a holiday this year. | B No, neither were we. |
| 2 My boss is always asking me to stay late. | C I know. I would, too. |
| 3 I've never had to stay in hospital. | D Yes, so do we. |
| 4 Our teacher doesn't give us a lot of homework. | E No, we won't either. |
| 5 I'd really like to go to the end-of-year party. | F Nor have I. |
| 6 My boss didn't go to university. | G Really? So did ours. |
| 7 We believe that everyone should enjoy work. | H Is he? Mine is, too. |
| 8 Our teacher taught in South America. | I No, neither did my boss. |

2 GRAMMAR IN USE Complete the conversation with the words from the box.

 5.32 Listen and check.

I am, too. I expect so. I'm not. I think so. I won't either.
~~Neither did I.~~ No, I don't! So did I! Well, I did!

- MUM What's the time?
 DAD It's half past two. Goodness! I didn't think it was so late!
 MUM (0) *Neither did I*..... I was having so much fun that I didn't notice the time!
 JOE (1) I noticed the time all evening!
 DAD I thought it was a great evening! Do you think everyone enjoyed themselves?
 MUM Yes, (2) They stayed quite a long time after dinner, didn't they?
 DAD Mmm, in the end I wanted them to leave.
 JOE (3) The whole evening was boring.
 DAD You think everything's boring.
 JOE (4) But you only ever talk about other people in the family and friends.
 MUM Well, we like that. You didn't have to stay here. Anyway, I'm really tired now.
 DAD (5) Time for bed.
 JOE (6) I want to stay up and watch a DVD.
 MUM OK, but you'll be tired tomorrow, won't you?
 JOE (7), but it doesn't matter – it's Sunday.
 DAD Well, I'm going to bed. I'm really tired so I won't clear up now, Ann.
 MUM No, (8) We can do it in the morning.

3 Complete the replies. Use one word only (or a short form).  5.33 Listen and check.

- 0 'I don't go to the doctor very often.' 'Really? I *do*.....'
- 1 'My kids are always falling over and hurting themselves.' '..... are mine!'
- 2 'We take a lot of vitamins and minerals.' 'Do you? We.....'
- 3 'Do you think exercise keeps you healthy?' 'I..... so, but I think good food is important, too.'
- 4 'I've spent a lot of time in hospital.' 'Have you really? I.....'
- 5 'Do you think you'll live to 120?' 'No, I..... think so.'
- 6 'We don't think it's a good idea to smoke.' 'No,..... do we.'
- 7 'Will you have to take antibiotics?' 'Well, I certainly hope.....! I hate them.'

108 Expressing our feelings and ideas

The Government has revealed that it will reduce the budget for the health service by £3.5 billion ...



That's awful! So lots of people won't get the treatment they need ...

Personally, I think it's our own fault. If we want a better health service, we have to pay for it.

1 Expressing our feelings

When we feel strongly about something, or when we are surprised or shocked. We can express it like this:

- *What (a/an) + (adjective) + noun: 'Eddie went swimming in the sea on New Year's Day.'*
'What a stupid thing to do! It must have been freezing!'
What a lovely day! What good friends you have! What a pity! What a mess!
What good advice!
- *That's/How + adjective: 'I won the tennis championship last week.'* **'That's fantastic!'**
'Stan has to take ten pills a day.' **'How dreadful!'** (How makes the adjective stronger.)

| | GOOD | BAD | SURPRISING |
|-------------------|--|---|--|
| <i>That's/How</i> | <i>wonderful! great! fantastic! fabulous! really cool!</i> | <i>awful! terrible! dreadful! disastrous! shocking!</i> | <i>crazy! amazing! incredible! unbelievable! ridiculous!</i> |

There are also some single words which we use to express feelings:

'Jamie's been offered the job of managing director of the company.'

→ **'Wow! That's amazing!'** **'No! You're joking!'** **'Really? That's great news.'**



We use *Wow!* only to reply to something positive:

'Our cat died last week.' ✗ *'Wow! I'm really sorry.'* ✓ *'No! I'm really sorry.'*



Pronunciation > 1.39

2 Expressing our ideas

Some adverbs, like *personally*, *to be honest* and *obviously*, are used mostly in speech. They show that the sentence contains an opinion or comment. With *personally* and *to be honest*, we often use *I think/believe/feel*:

| ADVERB | MEANING | EXAMPLE |
|---------------------|-----------------------------|---|
| <i>personally</i> | in my opinion | <i>Personally, I think it's our own fault.</i> |
| <i>to be honest</i> | this is what I really think | <i>To be honest, I think you paid too much for that car.</i> |
| <i>obviously</i> | It's clear that | <i>Obviously, he had no idea what you were talking about.</i> |



Pronunciation > 1.40

3 Other adverbs

Adverbs like *anyway* and *by the way* help to make a conversation more natural:

| ADVERB | USE | EXAMPLE |
|----------------------------|--|---|
| <i>so</i> <i>anyway</i> | to change subject/ end conversation | <i>... and I've been really busy. So, how are things with you?</i> <i>Anyway, I'd better go now.</i> |
| <i>by the way</i> | to start a new topic | <i>By the way, have you heard anything from Katy since her trip?</i> |

Practice

1 Read the reactions to the newspaper headlines and choose the correct words in *italics*.

▶▶ 5.34 Listen and check.

- 0 FIVE MORE CASES OF CHOLERA FOUND That's great / terrible I thought it had disappeared.
 1 OFFICIAL! CHOCOLATE IS GOOD FOR YOU! Wow! *That / What* fantastic news! I love it!
 2 WOMAN HAS BABY AT 65 *That's / How's* awful; it's much too old.
 3 HOSPITALS' BUDGETS CUT BY 20% Wow! / *Really?* How dreadful!
 4 LIFE EXPECTANCY NOW UP TO 95 *What a / That's* good, but I hope we'll be healthy.
 5 SCIENTISTS DISCOVER NEW CANCER TREATMENT *What / How* wonderful! We need better drugs.

2 GRAMMAR IN USE Complete the conversation with A–I below. ▶▶ 5.35 Listen and check.

- PAULA Hi, Jim. How are you feeling?
 JIM Well, not bad. I went to the doctor yesterday – I got an appointment straightaway.
 PAULA (0) *F*..... What did the doctor say?
 JIM I'm anaemic – that's why I've been feeling so tired.
 PAULA Oh, that (1)! Discovering you're anaemic. (2) shock!
 JIM (3), it doesn't bother me. I was worried it might be something more serious.
 PAULA Mmm, I suppose it's quite easy to treat.
 JIM Well, I have to take some tablets for a while, and I need to eat more food with iron in it, so (4), I need to improve my diet a bit.
 PAULA Mmm. (5), I think diet is so important.
 JIM You're right, and I haven't paid enough attention to mine. (6), enough about me. How are things with you?
 PAULA Well, we're all fine, but my mother's getting worse. She's got dementia.
 JIM Oh, how (7)! I'm so sorry.
 PAULA Thanks. It isn't too bad at the moment but it will get worse. (8), did you see that TV programme the other day about caring for the elderly?
 A obviously D Anyway G 's terrible
 B What a E By the way H Personally
 C awful F ~~Really? That's good!~~ I To be honest

3 Find six more mistakes and correct them. Tick (✓) the correct sentences. ▶▶ 5.36 Listen and check.

- What a shame*
 0 ~~What shame~~ you can't come to the company's dinner and dance.
 1 Have you heard about the earthquake in China? How a terrible thing!
 2 He weighs about 140 kilos, so, personally, he has to lose some weight.
 3 'I've just won a holiday home.' 'That's fantastic news!'
 4 'I've just lost my job.' 'Wow! That's terrible.'
 5 'Sheila didn't get the job she applied for.' 'Really? What shame.'
 6 'What do you think of Frank?' 'Well, anyway, I don't like him at all.'
 7 'Someone tried to break into our house last night.' 'That dreadful!'
 8 That's really interesting. Anyway, I'd better go now.

109 Emphasis

Why on earth are you wearing that mask?

Because I don't want to breathe traffic fumes.

Oh, I see. Yes, that's sensible, but it **does look** a bit strange!

1 Emphasising verbs

We can emphasise most verbs simply by stressing *be*, an auxiliary or a modal:
 'We can start the meeting when Kyra's here.' 'I **am** here, Tim! Over here. In the corner.'

! We don't use short forms for positive verbs when we emphasise them:

✗ *I'm here!* ✓ *I **am** here!*

- To emphasise a positive verb in the present or past simple, we use *do*, *does* or *did*:
*Yes, that's sensible, but it **does look** strange!* (= Although it is sensible, it looks strange.)
*You **do say** some silly things!* (= You have a habit of saying silly things.)
*'Weren't you going to tell everyone about the meeting?' 'I **did tell** everyone.'*
*I said I'd remember to book tickets and I **did remember**.* (You think I didn't, but I did.)
- To emphasise a negative, we stress *not* (or another negative word) or a short form with *not*:
*I'm sorry but your behaviour in this class is **not** good enough! You've made **no** effort at all.*
*'I thought Ahmed wasn't coming with you.' 'He **wasn't**, but he changed his mind.'*

🔊 Pronunciation ▶ 1.41

2 Emphasising adjectives, adverbs and nouns

We often use words such as *really* and *so* to emphasise adjectives and adverbs:
*More flowers for me? You're **so good** to me! You should read this book – it's **really interesting**.*
*The musicians performed **really well** last night. Eva Cassidy used to sing that song **so beautifully**.*

We can use *such* (*a/an* + adjective) to emphasise nouns (▶ Unit 79.2):
*That was **such a good holiday**! I feel terrible – I've got **such a bad headache**.*
*'Mum, I got the job.' 'That's **such wonderful news**! I'm really happy for you.'*

3 Emphasising questions

We can use *on earth* or *ever* after a question word to emphasise a question, usually when we are surprised or annoyed about something:

| | |
|-------|--|
| What | <i>What on earth was that politician talking about?</i> <i>Whatever have you done to your hair? It looks awful!</i> |
| Who | <i>Who on earth would pay \$1,000 for a coat like that?</i> <i>Whoever told you that I was leaving my job? That's rubbish!</i> |
| Where | <i>Where on earth have you put the keys? I can't find them anywhere!</i> <i>Wherever did Jeremy sleep last night? Under a hedge?</i> |
| How | <i>How on earth do you expect me to remember all your phone numbers?</i> <i>However do they get those little sailing ships into glass bottles?</i> |
| When | <i>Whenever does your mother get the time to work and bake these wonderful cakes?</i> |
| Why | <i>Why on earth are you wearing that mask?</i> <i>Why ever would anyone want to have a holiday in space?</i> |

We do not usually say [*When on earth ...?*] We prefer to use *Whenever ...?*

Practice

1 GRAMMAR IN USE Add one word for emphasis in each gap. 5.37 Listen and check.

ERROL How's your work experience going?
 NIKKI Oh, it's (0) really awful, actually.
 ERROL Awful? Why?
 NIKKI You know my tutor said I'd be going to a 'state-of-the-art' computer company? Well, it is most definitely (1) state of the art! It's (2) old-fashioned, and I'm not learning anything new.
 ERROL Oh, that's (3) ridiculous! The whole point of work experience is to learn something about work, and use your skills.
 NIKKI I know. What on (4) were they thinking of when they sent me there? Anyway, I've told the managing director that I'm leaving on Friday.
 ERROL What? Why (5) did you do that? You know the teachers at the college get really annoyed if you don't make an effort.
 NIKKI That's the point. I (6) make an effort. I tried really hard, but they weren't interested in listening to my ideas or anything. It was all (7) unfair!
 ERROL So, what are you going to do?
 NIKKI Well, I (8) want to continue with a work placement, so I'm going to talk to the college tomorrow about working somewhere else.

2 Emphasise the underlined parts of the sentences. Add a word or phrase, and make any other necessary changes. 5.38 Listen and check.

- 0 'Gavin didn't come to the meeting.' 'He came to the meeting.' did come
- 1 Your little daughter is delightful.
- 2 Don't lie to me. You're a terrible liar.
- 3 'That film doesn't look very good.' 'It looks good.'
- 4 Where did you ride that horse? It's filthy!
- 5 'You didn't hear the story.' 'I heard it.'
- 6 Of course Penny didn't pass the test. She drove badly.
- 7 The travel agent gave us bad advice.
- 8 'The school's closed today.' 'Who told you that?'

3 GRAMMAR IN USE Find five more mistakes in emphasis and correct them. 5.39 Listen and check.

CATHY What ^{on} earth are you doing?
 DAVINA I'm soaking my feet. Isn't it obvious?
 CATHY Yes, but ever what for?
 DAVINA I've been out running and my feet got such cold.
 CATHY Running? You don't go running!
 DAVINA I go running! I've been running quite a lot recently.
 CATHY Whenever do you find the time to run?
 DAVINA Early mornings, before work. Today I've had such long run in the park ...
 CATHY But why are you doing it? You're not interested in exercise.
 DAVINA I'm interested in it! I want to get fit and run a marathon.



110 Other spoken features

SID: How are you feeling now?
 DAISY: **Mustn't complain**, a bit better.
 SID: What did the doctor say?
 DAISY: Well, I can't come home yet. **I mean**, he wants to do some more tests ...
 SID: **Mmm**.
 DAISY: **You know**, blood tests, to see if I've got enough iron and things in my blood.
 SID: I see. Oh, yes. **Bunch of flowers** for you.
 DAISY: Thanks.



1 Leaving out words

We sometimes leave out words when we are speaking: *Mustn't complain. Bunch of flowers for you.*

We only do this in very informal speech, and rarely in writing.

To be more exact, we say: *I mustn't complain. Here's a bunch of flowers for you.*

The words that we leave out are often the words that come at the beginning of a sentence (e.g. pronouns (*I, you*) and/or the auxiliary verb (*do, is*)) as these are usually clear from the situation:

- | | |
|--|------------------------------------|
| A <i>How you doing?</i> | (How are you doing?) |
| B <i>Fine, thanks.</i> | (I'm fine, thanks.) |
| A <i>Coming to the party at the weekend?</i> | (Are you coming to the party ...?) |
| B <i>Don't know yet.</i> | (I don't know yet.) |

2 Common words and phrases

There are a few words and phrases that we use a lot in spoken English, but not in writing:

| | | |
|------------------|--|---|
| <i>Well,</i> | to pause before saying something to start talking about a subject that you have just mentioned | <i>It was quite ... er, well, it was embarrassing. Do you remember Chloe? Well, I've just heard that she's getting married.</i> |
| <i>Right,</i> | to get everyone's attention | <i>Right, have you all finished?</i> |
| <i>I mean,</i> | to explain/to correct something | <i>I mean, he wants to do some more tests. She plays the violin, I mean, the guitar ...</i> |
| <i>You know,</i> | to ensure the listener understands | <i>We went to the shop, you know, the one on the corner.</i> |

3 Listening and responding

We often make noises or say things in a conversation to show we are listening:

'... he wants to do some more tests ...' **'Mmm.'**

'They're back over here for the summer ...' **'Really?'**

'And we want to see them but ...' **'Yeah, I know. It's difficult when you're working, isn't it?'**

4 things, stuff, kind of

There are times when we don't know or can't think of the exact words for what we want to say. If we don't know the words for nouns, we can use words like *thing(s)* or *stuff*:

- *thing(s)* for countable nouns: ... to see if I've got enough iron and **things** ... (e.g. minerals)
- *stuff* for uncountable nouns: *Have we got enough food and **stuff** for the party?* (e.g. drink)

We often use the word *thing* if we want to explain something but don't know the word for it: *It's a **thing** you use to open bottles. Have you got a **thing** for opening bottles?*

We can use *sort of* or *kind of* before a word if we don't want to be exact: *It's a **sort of** piano. He's **kind of** difficult – he wants everything to be exactly right. She just **sort of** walked out.*



Pronunciation > 1.42

Practice


1 Number the speeches in the correct order.  5.40 Listen and check.

- Wife: Yes, you know, like he suddenly fainted or something.
 1 Doctor: What happened?
 Doctor: Yes, I mean, things like a bad heart or ...
 Doctor: That's good. Right, we'll take him to hospital now. Coming?
 Wife: Don't know, really. He just sort of fell over.
 Wife: ... Oh, no, nothing like that. He's usually very healthy.
 10 Wife: Well, I'd better get the car and follow you. Won't be a minute.
 Doctor: Does he have any medical problems?
 Doctor: Fell over, just dropped to the ground?
 6 Wife: Medical problems?

2 **GRAMMAR IN USE** Complete the conversations with the words and phrases from the box. 5.41 Listen and check.

Coming Don't ~~Everything~~ I mean Mmm sort of stuff thing Well ~~Yeah~~ You know

- 1 A Hi, how are things?
 B Fine. (0) *Everything* OK with you?
 A (00) *Yeah*, things are going really well.
- 2 A (1) to the gym this evening?
 B I'm not sure really. I'm (2) tired today.
 A (3), call me before 8.00 to let me know, OK?
- 3 A I had a package from Janie this morning.
 B (4)
 A She sent me this for my birthday.
 B What exactly is it?
 A (5) know, really. It looks like a (6) for putting
 on lipstick.
 B But you don't wear lipstick and (7) like that.
 A I know!
- 4 A Have you got everything for the party?
 B I don't know. What do we need?
 A (8), all the paper plates and glasses, and so on.
 B We don't need plates, do we? (9), we're only having crisps and nuts.

3 Rewrite the speeches with one word in each gap. Use all the spoken English features from this unit that you can.  5.42 Listen and check.

- 0 Jan, are you going to the shops later? *Going* to the shops later, Jan?
- 1 'Are you ready to leave? We're late.' 'Yes, I'm coming now.'
 '..... to leave? We're late.' '....., now.'
- 2 Have you got the tent and sleeping bags, etc. for the trip?
 the for the trip?
- 3 Do you remember Clark? He's left the company!
 Clark?, he's left the company!
- 4 The new manager is a little odd. Let me explain, he looks really strange.
 The new manager is of odd. I, he looks really strange.

Review MODULE 20

1 UNITS 106 AND 107 Read the conversation and choose the correct words in *italics*. Sometimes both are correct but one is more natural.

- A Look at this quiz in my magazine: 'Do you have a healthy lifestyle?' Well, I think I do.
B (0) *So do I* / *So I do*, I think. But there's so much confusing information, (1) *no* / *isn't there*?
- A Yes. I always eat five portions of fruit and vegetables, but they say here it should be nine.
B (2) *Do they* / *Are they*? That's a lot to eat in one day, (3) *isn't there* / *isn't it*?
- A Mmm. And I try to buy organic food when I can.
B Oh, (4) *I don't* / *me either*. It's too expensive. Do you know if (5) *is it* / *it is* really better for you?
- A Well, I think (6) *so* / *it is better for you*, but I buy a lot from the local farm.
B (7) *You do* / *Do you*? That sounds good. It must be fresh, (8) *doesn't it* / *mustn't it*?
- A I certainly (9) *so hope* / *hope so*! Look at the time. I'd better go.
B Yes, (10) *me too* / *so me*. I've got a class now and I don't like rushing.
- A No, neither (11) *I do* / *do I*. Do you know when (12) *finishes your class* / *your class finishes*?
B At 12.30. Shall we meet for lunch afterwards?

2 UNITS 108 AND 109 Choose the most suitable reply to each statement, A or B.

- 0 The only person who didn't contribute to the present was Jonas.
A No, he contributed. He gave £5.00. (B) No, he did contribute. He gave £5.00.
- 1 I fell over and broke my wrist yesterday.
A No! What a pain! B Wow! What a pain!
- 2 I've done the shopping and picked up the stuff from the dry cleaner's.
A When did you do all that? B Whenever did you do all that?
- 3 What do you think of my new hair colour?
A Well, obviously, I think it's rather bright. B Well, to be honest, I think it's rather bright.
- 4 Maggie won't come with us because she can't ski.
A She can ski! She learnt last year. B She skis! She learnt last year.
- 5 We had an email from Tony. He seems to be doing well.
A Yes, he's enjoying himself. Anyway, must go. See you soon.
B Yes, he's enjoying himself. Personally, must go. See you soon.
- 6 I'm going to volunteer to help elderly people.
A When on earth will you find the time to do that?
B Whenever will you find the time to do that?

3 UNITS 108 AND 110 Find a mistake in each speech bubble and correct it.

By the way

0 ... and then he left. ~~Frankly~~, have you seen that new film with Scarlett Johanssen?

1 That's odd. It's a sort car, isn't it?

2 What nice to see you here! I didn't expect you to be here.

3 Half past four. You know, that's the end of the exam. Please stop writing.

4 You ran over a cat in the driving test? Wow! That's awful!

5 Have you got one of those stuff you use to open jars?

4 ALL UNITS Read the voicemail message below and choose the best answer, A, B or C. Sometimes two answers are possible.

“Hi Jackie! I’m really sorry I haven’t been in touch, but I’ve been (0) busy. You know what it’s like. Things have been (1) difficult recently – I told you that Grandad’s living with us now, (2)? (3), a couple of weeks ago, Mum asked me to take him to the doctor’s for his flu injection. It was pouring with rain so Grandad didn’t want to walk, and, frankly, (4) so we took the car. When we got to the doctor’s, I parked in the only space I could find. Grandad was a bit concerned and asked if it was OK to park there, and I said I (5) – I should’ve listened to him! So, we were in the waiting room, and someone came in and started shouting about ‘these thoughtless people’ and he called out the number of my car. Well, you can imagine, I was really embarrassed! Apparently, the space was reserved for doctors, and this man was a doctor: he accused me of not looking where I was parking – but I (6), honestly. Well, I went outside then and pointed out to him that the reserved sign was covered by bushes, and asked him to tell me how (7) seen it. He said I should’ve realised that an empty space was a doctor’s space! (8), I think these doctors can be so arrogant. I told him so and he told me to leave, and said that he didn’t want to see me or my family at the surgery again. (9) mess! So, now we don’t have a doctor, Grandad hasn’t had his flu jab, and everyone in the family blames me. Well that’s enough about me. How are things with you? Do you know (10) ? I’ve been meaning to contact him as well ...”

- | | | | |
|----|---------------------------------------|--------------------|---|
| 0 | <input checked="" type="radio"/> A so | B such | <input checked="" type="radio"/> C really |
| 1 | A sort of | B kind of | C how |
| 2 | A didn’t you | B didn’t I | C haven’t I |
| 3 | A Anyway | B Right | C Well |
| 4 | A I did too | B I didn’t either | C neither did I |
| 5 | A thought so | B so thought | C thought so it was |
| 6 | A looked | B didn’t look | C did look |
| 7 | A could I have | B I could have | C I have could |
| 8 | A So | B To be honest, | C Obviously |
| 9 | A How | B That’s | C What a |
| 10 | A where Patrick | B where is Patrick | C where Patrick is |

5 ALL UNITS Read the four conversations about the photo. Write one or two words in each gap.

- 1 A I don’t understand why they do it, (0) *do you* ?
B No, I think it’s (1) awful!
- 2 A I (2) if they’re doing it for political reasons.
B I expect (3), but they’re causing (4) awful problems for ordinary people. I don’t think it’s right.
A No, (5) I.
- 3 A (6) dreadful mess! Do you (7) why people behave like that? They don’t have any reason.
B Well, actually, I think they (8) a reason. They’re protesting about the environment.
- 4 A I find photos like this (9) disturbing, (10) ?
B Well, no, I don’t. I agree with street protests.



Test MODULE 20

Spoken English

Choose the best answer, A, B or C.

- 1 The rubbish collectors aren't coming this Monday,?
A come they B are they C aren't they ➤ Unit 106
- 2 Let's just try one more shop, then go home,?
A shall we B will we C do we ➤ Unit 106
- 3 Pay for the coffees while I go to the toilet,?
A do you B are you C would you ➤ Unit 106
- 4 There's no reason to worry about this interview,?
A isn't there B is there C is it ➤ Unit 106
- 5 'Ross wants to come with us tomorrow.' '.....? That's fine.'
A Does he B Wants he C Doesn't he ➤ Unit 106
- 6 I'm not sure whether dinner this evening.
A want all the guests B do all the guests want C all the guests want ➤ Unit 106
- 7 Don't ask Gerald to help you – he doesn't even know what time!
A it is B is it C is ➤ Unit 106
- 8 'We don't think a holiday together is a good idea.' '....., really.'
A Nor we B Nor we do C Nor do we ➤ Unit 107
- 9 'Elena wants to have the meeting after work.' 'Jane, so let's do that.'
A is too B does too C too does ➤ Unit 107
- 10 'Let's leave now. I'm exhausted.' '.....! Just one more dance, please.'
A Oh, me not B Oh, me too C Oh, I'm not ➤ Unit 107
- 11 'Can I try the advanced class, then?' 'OK, I'
A suppose so you can B suppose it is C suppose so ➤ Unit 107
- 12 'We can't go into the school during the holiday.' '.....! How are we supposed to get all our preparation done?'
A What crazy B That's crazy C How's crazy ➤ Unit 108
- 13 'Shall we get a red tablecloth?' '....., I prefer white.'
A Personally B By the way C Obviously ➤ Unit 108
- 14 So, that's today's session finished., what time are you coming on Wednesday?
A To be honest B Personally C By the way ➤ Unit 108
- 15 'You completely forgot to tell me about the meeting!' 'I you!'
A did tell B told C didn't tell ➤ Unit 109
- 16 'The builder wants £100 an hour.' 'But that's ridiculous!'
A not B so C such ➤ Unit 109
- 17 'Bob has cancelled the order for the music system.' 'Why has he done that?'
A earth B for C ever ➤ Unit 109
- 18 Have you seen the new celebrity magazine,, the one with Orlando Bloom on the cover?
A well B so C you know ➤ Unit 110
- 19 What's this? Is it a kind of sugar?
A stuff B sort C thing ➤ Unit 110
- 20 Is that all clear then?, let's move on to the next topic.
A By the way B I mean C Right ➤ Unit 110

Grammar check

This section will help you with your work on the practice exercises; it will help you with revision for exams, too.

APPENDIX 1 Quick checks

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APPENDIX 1

QUICK CHECK 1 MODULE 2 Pronouns

| | SUBJECT PRONOUNS | OBJECT PRONOUNS | POSSESSIVE ADJECTIVES | POSSESSIVE PRONOUNS | REFLEXIVE PRONOUNS |
|----------|------------------|-----------------|-----------------------|---------------------|--------------------|
| singular | <i>I</i> | <i>me</i> | <i>my</i> | <i>mine</i> | <i>myself</i> |
| | <i>you</i> | <i>you</i> | <i>your</i> | <i>yours</i> | <i>yourself</i> |
| | <i>he</i> | <i>him</i> | <i>his</i> | <i>his</i> | <i>himself</i> |
| | <i>she</i> | <i>her</i> | <i>her</i> | <i>hers</i> | <i>herself</i> |
| | <i>it</i> | <i>it</i> | <i>its</i> | | <i>itself</i> |
| plural | <i>we</i> | <i>us</i> | <i>our</i> | <i>ours</i> | <i>ourselves</i> |
| | <i>you</i> | <i>you</i> | <i>your</i> | <i>yours</i> | <i>yourselves</i> |
| | <i>they</i> | <i>them</i> | <i>their</i> | <i>theirs</i> | <i>themselves</i> |

QUICK CHECK 2 MODULE 3 Prepositions

| PREPOSITION | POSSIBLE MEANINGS | EXAMPLE |
|-------------------|---|--|
| <i>about</i> | 1 near to 2 the subject of something | <i>Meet me at about six tonight.</i> <i>This book's about the French Revolution.</i> |
| <i>above</i> | in a higher position | <i>He lives in the flat above the supermarket.</i> |
| <i>across</i> | from one side to the other | <i>They're building a new bridge across the river.</i> |
| <i>after</i> | a time later than | <i>Let's have dinner after the film this evening.</i> |
| <i>against</i> | 1 (place) next to, touching 2 opposition | <i>Leave your bike against the wall – it'll be safe.</i> <i>I'm really against the new tax increases.</i> |
| <i>along</i> | following the line of | <i>You can walk along the disused railway tracks.</i> |
| <i>among</i> | surrounded by three or more things/people | <i>I've got a suit somewhere among all these clothes.</i> |
| <i>apart from</i> | 1 not including 2 separated from | <i>I like all music apart from jazz.</i> <i>The club members sit apart from the other visitors.</i> |
| <i>around</i> | about | <i>The online test takes around an hour to complete.</i> |
| <i>as</i> | in the role of | <i>Janine works as a market researcher.</i> |
| <i>at</i> | 1 (place) exact position 2 direction 3 time | <i>I'll wait for you at the bus stop.</i> <i>Did you just throw something at me?</i> <i>The coach will leave at 8.30 exactly.</i> |
| <i>away from</i> | in a direction leaving somewhere | <i>He turned and walked away from the hotel.</i> |
| <i>before</i> | a time earlier than | <i>I like to do some exercises before going to bed.</i> |
| <i>behind</i> | in a position further back | <i>Stop walking behind me – it annoys me!</i> |
| <i>below</i> | in a lower position | <i>The people in the flat below us have got a dog.</i> |
| <i>beside</i> | close to, touching | <i>Dave and Alice live in a cottage beside the river.</i> |
| <i>besides</i> | as well as | <i>There are important things in life besides money.</i> |
| <i>between</i> | with someone/thing either side | <i>He was holding the ball between his feet.</i> |
| <i>by</i> | 1 (place) close to, touching 2 (time) at/on or before 3 means | <i>Dave and Alice live in a cottage by the river.</i> <i>Arrive by 7.30 so we can get good seats.</i> <i>I'll contact you by phone or email.</i> |
| <i>despite</i> | showing difference | <i>We arrived on time despite the delays.</i> |

| PREPOSITION | POSSIBLE MEANINGS | EXAMPLE |
|----------------------|--|--|
| <i>down</i> | in a lower position | <i>They live down the hill.</i> |
| <i>except (for)</i> | not including | <i>Everyone has arrived except for Jane.</i> |
| <i>facing</i> | opposite, looking out on | <i>I'd love a house facing the sea.</i> |
| <i>for</i> | 1 (time) + a period 2 purpose 3 supporting | <i>They've lived in the house for fifty years. You use a thesaurus for finding similar words. Are you for the government's proposals or not?</i> |
| <i>from</i> | 1 direction 2 origin 3 material | <i>He came from the river. Naoko comes from Japan. The soup is made from the finest vegetables.</i> |
| <i>from ... to</i> | period of time | <i>The exam will last from 10.00 to 1.00.</i> |
| <i>in</i> | 1 (place) inside borders 2 (time) + month, year, etc. 3 (time) within a period | <i>Bob's in the garden. The course starts in August. I'll be finished in five minutes.</i> |
| <i>in front of</i> | in a position further forward | <i>Lucas sits in front of the other students.</i> |
| <i>in spite of</i> | showing difference | <i>We arrived on time in spite of the delays.</i> |
| <i>into</i> | direction (to somewhere) | <i>Put the card into the slot, then key in your number.</i> |
| <i>like</i> | comparison | <i>Salma looks like her mother.</i> |
| <i>near</i> | close to | <i>If you play outside, stay near the house.</i> |
| <i>next to</i> | close to, touching | <i>Dave and Alice live in a cottage next to the river.</i> |
| <i>of</i> | material | <i>My coat is made of leather.</i> |
| <i>off</i> | direction (down from somewhere) | <i>Take your feet off the coffee table, please.</i> |
| <i>on</i> | 1 (place) above, touching 2 (time) + date, day 3 (AmE) + <i>the weekend</i> | <i>The newspaper's on the sofa. My interview is on Friday, 13th July. Mom and Dad are coming to stay on the weekend.</i> |
| <i>onto</i> | direction (up from somewhere) | <i>Climb onto this wall – the view is lovely.</i> |
| <i>on top of</i> | above and directly touching | <i>The large saucepan is on top of the cooker.</i> |
| <i>opposite</i> | looking towards each other | <i>There's a café opposite the school.</i> |
| <i>out of</i> | direction (away from somewhere) | <i>Can you get the meat out of the oven?</i> |
| <i>over</i> | in a higher position | <i>The plane flew over the Alps.</i> |
| <i>past</i> | from one side to the other | <i>There's a delicious smell when you walk past that cake shop.</i> |
| <i>round/ around</i> | in a circular movement | <i>Go round the roundabout and take the third exit.</i> |
| <i>since</i> | + a point in time | <i>Julian has worked here since 2005.</i> |
| <i>through</i> | 1 from one side to the other 2 (AmE) until/to | <i>Have you ever been through the Channel Tunnel? He has to work from 8.00 through 6.30.</i> |
| <i>throughout</i> | the whole time the whole place | <i>I'm afraid I slept throughout the whole film. The fire spread throughout the building.</i> |
| <i>to</i> | direction | <i>Throw the ball to me.</i> |
| <i>towards</i> | in the direction of | <i>He turned round and walked towards the door.</i> |
| <i>under</i> | in a lower position | <i>I think the newspaper is under those books.</i> |
| <i>until (till)</i> | to a later time | <i>Don't move until I get back!</i> |
| <i>up</i> | in a higher position | <i>The newsagent's is up the street from here.</i> |
| <i>with</i> | 1 together 2 instrument | <i>I went on holiday with my two best friends. The man was killed with a shotgun.</i> |
| <i>within</i> | in a period of time | <i>Can you do the job within a week?</i> |
| <i>without</i> | not including, not having | <i>I prefer tea without sugar.</i> |

Note: *after*, *as*, *before* and *since* can also be conjunctions of time:

*I like to do some exercises **before** I go to bed. We started talking **as** we were waiting for the bus.*

QUICK CHECK 3 MODULES 5, 6, 7 AND 8 **Verb tenses**

| TENSE | USE | EXAMPLE | UNIT |
|-------------------------|--|---|------|
| present simple | facts/permanent situations | <i>Water boils at 100°C.</i> | 27.2 |
| | thoughts/feelings/opinions | <i>I think New York is exciting.</i> | 27.2 |
| | likes and dislikes | <i>I prefer the city to the countryside.</i> | 27.2 |
| | regular activities, routines | <i>We usually start at eight o'clock.</i> | 27.3 |
| | describing/telling stories | <i>The film takes place in the US.</i> | 27.4 |
| | describing states (state verbs) | <i>They seem very nice.</i> | 29.3 |
| present continuous | actions happening now (as we speak) | <i>Hurry up! The taxi's waiting.</i> | 28.2 |
| | temporary situations | <i>Trudi's studying animal behaviour now.</i> | 28.2 |
| | criticising someone | <i>You're always losing your keys.</i> | 28.2 |
| | changes and trends | <i>The economy is getting worse.</i> | 28.3 |
| | describing pictures | <i>A woman is walking into the room.</i> | 28.4 |
| past simple | finished actions in the past | <i>I passed my driving test last week.</i> | 30.2 |
| | repeated actions in the past | <i>She phoned her parents every day.</i> | 30.2 |
| | a series of past actions | <i>We arrived in Rome and took a taxi to the apartment.</i> | 30.2 |
| | past situations | <i>He lived from 1500 to 1539.</i> | 30.2 |
| past continuous | actions at around a time in the past | <i>I wasn't feeling well that day.</i> | 31.2 |
| | temporary situations in the past | <i>We were living in Beijing at the time of the 2008 Olympics.</i> | 31.2 |
| | one action interrupted by another action | <i>The bus was going too fast and it hit the car.</i> | 31.3 |
| | plans that did not happen | <i>I was hoping to study medicine.</i> | 31.4 |
| | a scene in the past | <i>When we arrived, the sun was shining.</i> | 31.5 |
| past perfect simple | an earlier action in the past | <i>Before I found a job, I had been to thirty interviews.</i> | 34.2 |
| | giving reasons for past actions/feelings | <i>Emily was unhappy because her husband hadn't bought her a present.</i> | 34.4 |
| past perfect continuous | continuing past actions that were happening before another action/time | <i>Julia had been working in sales for two years when Phil joined the team.</i> | 35.2 |
| | emphasising time | <i>It had been selling well for ten years.</i> | 35.3 |
| | giving reasons for past actions/feelings | <i>He was tired as he'd been driving all afternoon.</i> | 35.3 |

| TENSE | USE | EXAMPLE | UNIT |
|---|--|---|--------------|
| present perfect | actions/experiences in our lives until now | <i>My father has worked for several different companies.</i> | 36.2 |
| | a past action with present results for recent events | <i>They've gone out. (So they're not here now.)</i> | 36.4 |
| | actions in a time period that is still continuing | <i>The plane has just landed. I've driven 500 kilometres this week.</i> | 36.5 37.1 |
| | repeated actions in the past (which may be repeated in the future) | <i>We've been there many times. (We may go there again.)</i> | 37.2 |
| | with <i>for</i> or <i>since</i> for situations that started in the past and continue now | <i>He's worked here for ten years. I haven't seen Janice since Tuesday.</i> | 37.3 |
| | giving news | <i>The Terracotta Army exhibition has opened in London.</i> | 38.2 |
| present perfect continuous | continuing actions/situations until now emphasising time | <i>Clare's been living with her cousins. We've been waiting for hours!</i> | 39.2 |
| | to explain a present situation | <i>I'm wet because I've been washing the car.</i> | 39.3 |
| future with <i>going to</i> | future plans | <i>I'm going to be a doctor one day.</i> | 41.2 |
| | things we expect to happen (because of something in the present) | <i>It's raining. We're going to get soaked!</i> | 41.4 |
| future with <i>will</i> | things we think will happen | <i>In the future, people will live on other planets.</i> | 41.4 |
| | certain future | <i>New Year's Day will fall on a Tuesday next year.</i> | 41.5 |
| | immediate decisions | <i>I'm tired. I think I'll go to bed now.</i> | 41.6 |
| | offers, promises and warnings | <i>I'll get you a drink. What would you like?</i> | 41.7 |
| future with present continuous | future arrangements | <i>I've got the tickets. We're sitting in the front row.</i> | 41.2 |
| | to say why we can't do something | <i>I can't come. I'm working on Saturday.</i> | 41.2 |
| future continuous | continuing actions at/around a time in the future | <i>Come to the main door – we'll be waiting for you.</i> | 42.2 |
| | future actions with possible results | <i>I'll be meeting my friends after work so I may be home late.</i> | 42.3 |
| | to ask polite questions about plans | <i>Will we be stopping for a break?</i> | 42.4 |
| future perfect | actions completed by a time in the future | <i>We'll have got back to the hotel by seven o'clock.</i> | 43.3 |
| future perfect continuous | continuing action up to a time in the future | <i>By next Friday, I'll have been waiting for over two months.</i> | 43.4 |
| | to explain the reason for a future situation | <i>We'll have been skiing all day, so we'll be starving!</i> | 43.4 |
| future with present simple | fixed future events (on timetables and schedules) | <i>The Dallas flight arrives at 9.45.</i> | 44.1 |
| | after <i>when</i> , <i>as soon as</i> , etc. | <i>As soon as I get there, I'll phone you.</i> | 44.2 |
| <i>was/were going to</i> (future in the past) | something that was in the future from the point of view of a time in the past | <i>In 2005, they were going to build a supermarket here.</i> | 45.1 |
| | something we expected to happen but which didn't happen | <i>I was going to study medicine but my grades weren't good enough.</i> | 45.1 |

QUICK CHECK 4 MODULE 9 Modal verbs

| VERB | USE | EXAMPLE | UNIT |
|--|--|---|--------------|
| able to | future ability or possibility | <i>After you receive the password, you'll be able to log on to our website.</i> | 46.3 |
| | past ability or possibility | <i>We weren't able to get any cheap flights to Malaga.</i> | 46.4 |
| can/can't | present ability | <i>Can you speak Japanese?</i> | 46.2 |
| | present possibility | <i>You can use this phone anywhere in the world.</i> | 46.2 |
| | arrangement | <i>The dentist can see you on Friday.</i> | 46.3 |
| | general truths | <i>Bad weather can cause delays at any time.</i> | 46.5 |
| | asking permission | <i>Can I use your phone?</i> | 52.1 |
| | negative rules | <i>You can't smoke here.</i> | 49.3 |
| can | requests | <i>Can you help me with these bags?</i> | 53.1 |
| can't | certain | <i>It can't be her, she's on holiday.</i> | 47.1 |
| can't + have + past participle | certain about the past | <i>It can't have been her – she was on holiday.</i> | 48.2 |
| could/couldn't | past ability and possibility | <i>Could the first cameras take colour photos?</i> | 46.4 |
| | permission (formal) | <i>Could we stay an extra night in the hotel?</i> | 52.1 |
| | past permission/prohibition | <i>In the 1960s, you could smoke in cinemas. You couldn't wear jeans at my old school.</i> | 52.3 |
| could | possible but unlikely to happen | <i>We could give up our jobs and live on a desert island.</i> | 46.3 |
| | making a guess about the future | <i>I could get a part-time job next summer.</i> | 47.2 |
| | suggestion | <i>We could watch a DVD.</i> | 53.2 |
| | offer | <i>I could get Lucy's present for you.</i> | 53.3 |
| | requests (formal) | <i>Could you help me with this?</i> | 53.1 |
| | making a guess | <i>There could be life on other planets. Who knows?</i> | 47.1 |
| could + have + past participle | making a guess about the past | <i>David could have overslept.</i> | 48.2 |
| couldn't + have + past participle | almost certain about the past | <i>Lester couldn't have been driving the car – he doesn't even own a car!</i> | 48.2 |
| had to/didn't have to | past action necessary/not necessary | <i>We had to have lots of vaccinations when we went to Borneo last year.</i> <i>We didn't have to pay for the tickets. They were free.</i> | 49.2 50.4 |
| | present action necessary/not necessary | <i>All car passengers have to wear a seat belt.</i> <i>You don't have to get a licence to ride a bicycle.</i> | 49.2 50.3 |

| VERB | USE | EXAMPLE | UNIT |
|---|--|---|--------------|
| <i>had better (not)</i> | advice and warnings in a particular situation | <i>That looks hot. You'd better not touch it.</i> | 51.2 |
| <i>may/ may not</i> | permission (formal) | <i>May I leave early today?</i> | 52.1 |
| | uncertain (present) making a guess about the future | <i>The manager may be in a meeting. I'll just check. The tickets may not arrive in time.</i> | 47.1 47.2 |
| <i>might/ might not</i> | uncertain (present) making a guess about the future | <i>This small shop might not have batteries.</i> | 47.1 |
| | | <i>If we wait a few days, the prices might be cheaper.</i> | 47.2 |
| <i>must/ must not</i> | positive rules | <i>All answers must be written in ink.</i> | 49.2 |
| | negative rules | <i>These lights must not be used outdoors.</i> | 49.2 |
| <i>must</i> | recommending something | <i>You must try this cake – it's delicious!</i> | 51.2 |
| <i>must</i> | certain (present) | <i>It's not working. It must be the battery.</i> | 47.1 |
| <i>must + have + past participle</i> | certain (past) | <i>Everything's pink! You must have put something red in the washing machine.</i> | 48.2 |
| <i>need to/ don't need to/needn't</i> | present action necessary/ not necessary | <i>He really needs to lose weight.</i> | 50.2 |
| | | <i>You needn't take any food. Lunch is provided.</i> | 50.3 |
| <i>needed to/ didn't need to</i> | past action necessary/not necessary | <i>Carl needed to go to hospital when he broke his leg.</i> | 50.2 |
| | | <i>The pain went away so I didn't need to see a doctor.</i> | 50.4 |
| <i>needn't + have + past participle</i> | past action that was taken but wasn't necessary | <i>You needn't have taken a towel. The gym provides them free of charge.</i> | 50.4 |
| <i>ought to/ ought not to</i> | advice | <i>You look terrible. You ought to see a doctor. You ought not to sit in the sun all day.</i> | 51.2 |
| <i>shall</i> | suggestion offer | <i>Shall we get a pizza this evening?</i> | 53.2 |
| | | <i>Your hands are wet. Shall I get you a towel?</i> | 53.3 |
| <i>should/ should not</i> | expectations | <i>Phone Henry at work. He should be in the office by now.</i> | 47.3 |
| | advice | <i>Should I ask my boss for a pay rise?</i> | 51.2 |
| <i>should + have + past participle</i> | expectations, regrets and criticism about the past | <i>That letter should have arrived by now.</i> | 48.3 |
| | | <i>I should have phoned you. I'm sorry.</i> | 51.3 |
| | | <i>You shouldn't have bought such a cheap machine!</i> | 51.3 |
| <i>will</i> | offers, promises, warnings | <i>We'll drive you to the station, if you like.</i> | 53.3 |
| | | <i>Don't touch the cooker. You'll get burnt.</i> | 53.3 |
| <i>would</i> | requests (formal) | <i>Would you tell the manager that I called?</i> | 53.1 |

QUICK CHECK 5 MODULE 10 **Conditionals**

| CONDITIONAL | USE | EXAMPLE | UNIT |
|---|--|---|------|
| present conditions (zero conditional) | things that can happen at any time | <i>If we talk to the baby, she smiles.</i> | 54.1 |
| | giving instructions for a situation | <i>If the lift breaks down, press the alarm button.</i> | 54.1 |
| first conditional (future conditions) | possible future situations offers and warnings | <i>If I don't see you at the gym, I'll call you.</i> | 54.2 |
| | | <i>If you don't stop fighting, I'll stop you myself!</i> | 54.2 |
| second conditional (unlikely/unreal conditions) | unlikely future conditions unreal present conditions | <i>If I got a pay rise this year, I'd buy a new car.</i> | 55.2 |
| | | <i>We wouldn't go abroad for our holidays if we had hot summers here.</i> | 55.3 |
| | giving advice | <i>I'd get more exercise if I were you.</i> | 55.4 |
| third conditional (past conditions) | imaginary past actions and situations regrets | <i>If I hadn't got the job, I might have stayed in London.</i> | 56.2 |
| | | <i>I could have got a better job if I'd stayed at university.</i> | 56.3 |
| mixed conditionals | present result of an imaginary past action | <i>If you hadn't had the operation, you could be really ill now.</i> | 57.1 |
| | imaginary past result of a present action | <i>If I didn't believe you, I would have left you.</i> | 57.2 |

QUICK CHECK 6 MODULE 12 **Verbs + -ing form and infinitive**

| PATTERN | SAMPLE VERBS | EXAMPLE | UNIT |
|--|--|--|------|
| verb (+ preposition) + -ing form | <i>admit avoid can't help can't stand consider delay deny dislike enjoy finish give up involve keep (not) mind miss practise put off recommend</i> | <i>Simon can't stand talking about politics. The politician denied talking to the press. Don't put off saving money.</i> | 64.1 |
| verb + infinitive without to | modal verbs <i>help</i> | <i>We can use the swimming pool after 8.00 a.m. I'll help pack your rucksack.</i> | 65.1 |
| verb + object + infinitive without to | <i>make let</i> | <i>They made the prisoners walk thirty kilometres. Our manager lets us work from home.</i> | 66.3 |
| verb + infinitive with to | <i>agree appear arrange can/can't afford deserve expect fail learn offer prepare promise refuse seem tend threaten wish</i> | <i>The letter failed to arrive on time. People round here tend not to go to bed early.</i> | 65.2 |
| verb (+ object) + infinitive with to | <i>ask beg dare expect help mean want would like/love/hate/prefer</i> | <i>I didn't intend (her) to spend so much money. They expect (you) to finish the work today.</i> | 66.1 |
| verb + object + infinitive with to | <i>advise allow cause encourage forbid invite order tell warn</i> | <i>We always encourage the students to plan their revision.</i> | 66.2 |
| verb + infinitive or -ing (similar meanings) | <i>begin continue hate intend like love prefer propose start</i> | <i>It's just started raining/to rain.</i> | 67.1 |
| verb + infinitive or -ing (different meanings) | <i>forget remember go on regret stop try</i> | <i>Vanya regrets not studying harder. We regret to inform you that you have not been called for interview.</i> | 67.2 |
| sense verb + infinitive or -ing form | <i>feel hear notice see watch</i> | <i>We saw the plane land. We saw the cars passing.</i> | 67.3 |

| TYPE OF LINKING | LINKING WORDS | EXAMPLES | UNIT |
|---------------------------------------|--|--|--------------|
| adds something | <i>and</i> | <i>Dave turned the key and opened the door.</i> | 80.1 |
| | <i>both ... and</i> | <i>We stock both gas and electric cookers.</i> | 80.1 |
| | <i>not only ... (but ... / but ... also)</i> | <i>Not only does the machine wash your clothes, but it also dries them.</i> | 80.1 |
| | <i>as well as/in addition (to)</i> | <i>She has a car as well as a bicycle.</i> | 80.2 |
| shows a difference between two things | <i>but</i> | <i>The weather was cold but it didn't rain.</i> | 81.1 |
| | <i>while/whereas</i> | <i>While the food there is very good, it isn't expensive.</i> | 81.1 |
| | <i>although/though/even though</i> | <i>We enjoyed our holiday even though it rained.</i> | 81.2 |
| | <i>However, Nevertheless</i> | <i>Credit cards are useful for travellers. However, the interest rates can be very high.</i> | 81.3 |
| gives a choice | <i>or</i> | <i>Which do you prefer – tea or coffee?</i> | 80.3 |
| | <i>either ... or</i> | <i>You can either come with me or stay here.</i> | 80.3 |
| | <i>neither ... nor</i> | <i>She can neither sing nor dance.</i> | 80.3 |
| gives a reason | <i>because</i> | <i>I don't use trains because they are too expensive.</i> | 78.2 |
| | <i>because of</i> | <i>The show was cancelled because of the rain.</i> | 78.2 |
| | <i>as/since</i> | <i>As/Since we're late, we'd better get a taxi.</i> | 78.2 |
| gives a result | <i>As a result,</i> | <i>There was a hurricane. As a result, 80 percent of the city was flooded.</i> | 79.1 |
| | <i>Therefore,</i> | <i>Trains have become expensive. Therefore, more people are travelling by bus.</i> | 79.1 |
| | <i>so</i> | <i>I overslept so I was late for work.</i> | 79.2 |
| | <i>so ... (that)</i> | <i>He ate so much (that) he was sick.</i> | 79.2 |
| | <i>such ... (that)</i> | <i>There was such a lot of noise (that) I couldn't sleep.</i> | 79.2 |
| | <i>too/enough</i> | <i>The lake is too cold to swim in. The lake isn't warm enough to swim in.</i> | 79.3 79.3 |
| gives a purpose | <i>to</i> | <i>They flood the fields to protect the plants.</i> | 78.3 |
| | <i>in order to/so as to</i> | <i>I caught the earlier train in order not to be late for my interview.</i> | 78.3 |
| | <i>in order that/so that</i> | <i>I'm buying a magazine so that I'll have something to read on the flight.</i> | 78.3 |
| links times/ events | <i>before/after</i> | <i>We closed the shutters before we went down to the basement.</i> | 82.1 |
| | <i>as soon as/when</i> | <i>As soon as we knew the storm was coming, we closed the shutters.</i> | 82.1 |
| | <i>while</i> | <i>I sent a lot of emails while I was on holiday.</i> | 82.1 |
| | <i>until</i> | <i>We stayed in the basement until the storm had passed.</i> | 82.1 |
| shows a series of events | <i>first then after that later in the end eventually</i> | <i>First, we closed the window shutters. Then we went down to the basement and waited there. Eventually, the storm passed over us and we were able to go back into the house. Later, we went outside and opened the window shutters.</i> | 82.2 |
| shows stages in a process | <i>First Then Next After that Finally</i> | <i>First, put the potatoes in boiling water. Then slice the tomatoes. Next, take an onion ...</i> | 82.2 |

QUICK CHECK 8 MODULE 17 **Verbs + prepositions**

| COMMON VERBS + PREPOSITIONS | | UNIT 89.2 |
|-----------------------------|---|--|
| verb + <i>about</i> | <i>complain about hear about know about read about talk about think about</i> | <i>British people often complain about the weather.</i> |
| verb + <i>at</i> | <i>arrive at laugh at look at shout at stay at</i> | <i>We're staying at a small hotel.</i> |
| verb + <i>for</i> | <i>apologise for apply for ask for care for look for pay for search for wait for work for</i> | <i>The Prime Minister apologised for Britain's involvement in the slave trade.</i> |
| verb + <i>in</i> | <i>arrive in believe in stay in succeed in</i> | <i>Do you believe in luck?</i> |
| verb + <i>into</i> | <i>bump into crash into drive into run into</i> | <i>I crashed into a tree on my bike and hurt my shoulder.</i> |
| verb + <i>of</i> | <i>approve of consist of hear of think of</i> | <i>What do you think of her new flatmate?</i> |
| verb + <i>on</i> | <i>concentrate on decide on depend on insist on rely on</i> | <i>The music is so loud that I can't concentrate on my work.</i> |
| verb + <i>to</i> | <i>belong to explain to happen to listen to speak to talk to write to</i> | <i>That house belongs to my uncle.</i> |
| verb + <i>with</i> | <i>agree with collide with deal with stay with</i> | <i>Ahmed's job is to deal with awkward customers.</i> |

| VERB + OBJECT + PREPOSITION + OBJECT | | UNIT 89.3 |
|--------------------------------------|--|--|
| verb + <i>of</i> | <i>accuse remind</i> | <i>The police accused the boy of stealing.</i> |
| verb + <i>for</i> | <i>ask blame criticise punish</i> | <i>Don't blame me for your mistakes!</i> |
| verb + <i>with</i> | <i>compare provide share</i> | <i>We will provide you with paper.</i> |
| verb + <i>from</i> | <i>borrow discourage prevent translate</i> | <i>Do you translate texts from English?</i> |

| PREPOSITIONAL VERBS | | UNIT 90.3 |
|---|--|-----------|
| <i>get over</i> <i>get through</i> | <i>Has your daughter got over the flu yet?</i> <i>I don't know how I got through that interview – it was really tough!</i> | |
| <i>look after</i> <i>look into</i> <i>look like</i> | <i>Can you look after the children tomorrow evening?</i> <i>The police are looking into the woman's disappearance.</i> <i>The baby really looks like his father, doesn't he?</i> | |
| <i>stand for</i> | 1 (= mean) <i>What does BBC stand for?</i> 2 (= accept) <i>We won't stand for this kind of behaviour on the streets of our city!</i> | |

QUICK CHECK 9 MODULE 18 **Phrasal verbs**

| COMMON PHRASAL VERBS | | UNIT 91 |
|----------------------------|--|---|
| intransitive phrasal verbs | <i>come in go out hurry up look out sit down stand up take off watch out</i> | <i>Look out! There's a car coming.</i> <i>The plane took off three hours late.</i> <i>Come in. We've been expecting you.</i> |
| transitive phrasal verbs | <i>give back give in give up make out make up turn down turn up</i> | <i>Why don't you give up smoking?</i> <i>They just make the rules up as they go along!</i> <i>Sorry, but I have to turn your kind offer down.</i> |
| three-part phrasal verbs | <i>cut down on keep up with look forward to make up for put up with</i> | <i>I'm looking forward to my holiday.</i> <i>I'll make up for missing your birthday.</i> <i>We can't put up with this behaviour.</i> |

APPENDIX 2

Common irregular verbs (1) A–Z list

| INFINITIVE | PAST TENSE | PAST PARTICIPLE |
|------------|--------------------|--------------------|
| be | was/were | been |
| beat | beat | beaten |
| become | became | become |
| begin | began | begun |
| break | broke | broken |
| bring | brought | brought |
| build | built | built |
| burn | burnt/ burned | burnt/ burned |
| buy | bought | bought |
| catch | caught | caught |
| choose | chose | chosen |
| come | came | come |
| cost | cost | cost |
| cut | cut | cut |
| dig | dug | dug |
| dive | dived | dived (dove AmE) |
| do | did | done |
| draw | drew | drawn |
| dream | dreamt/ dreamed | dreamt/ dreamed |
| drink | drank | drunk |
| drive | drove | driven |
| eat | ate | eaten |
| fall | fell | fallen |
| feel | felt | felt |
| fight | fought | fought |
| find | found | found |
| fly | flew | flown |
| forget | forgot | forgotten |
| forgive | forgave | forgiven |
| freeze | froze | frozen |
| get | got | got (gotten AmE) |
| give | gave | given |
| go | went | gone |
| grow | grew | grown |
| have | had | had |
| hear | heard | heard |
| hide | hid | hidden |
| hit | hit | hit |
| hold | held | held |
| hurt | hurt | hurt |

| INFINITIVE | PAST TENSE | PAST PARTICIPLE |
|------------|--------------------|--------------------|
| keep | kept | kept |
| know | knew | known |
| learn | learnt/ learned | learnt/ learned |
| leave | left | left |
| lend | lent | lent |
| let | let | let |
| lose | lost | lost |
| make | made | made |
| mean | meant | meant |
| meet | met | met |
| pay | paid | paid |
| put | put | put |
| read | read | read |
| ride | rode | ridden |
| ring | rang | rung |
| rise | rose | risen |
| run | ran | run |
| say | said | said |
| see | saw | seen |
| sell | sold | sold |
| send | sent | sent |
| shine | shone | shone |
| show | showed | shown |
| sing | sang | sung |
| sit | sat | sat |
| sleep | slept | slept |
| speak | spoke | spoken |
| spell | spelt/spelled | spelt/spelled |
| spend | spent | spent |
| stand | stood | stood |
| steal | stole | stolen |
| swim | swam | swum |
| take | took | taken |
| teach | taught | taught |
| tell | told | told |
| think | thought | thought |
| throw | threw | thrown |
| understand | understood | understood |
| wear | wore | worn |
| win | won | won |
| write | wrote | written |

Common irregular verbs (2) list of forms

1 Past tense form = past participle

| INFINITIVE | PAST TENSE | PAST PARTICIPLE |
|-------------------|-------------------|------------------------|
| buy | bought | bought |
| say | said | said |
| send | sent | sent |
| sleep | slept | slept |
| tell | told | told |
| win | won | won |

2 Infinitive + (e)n

| INFINITIVE | PAST TENSE | PAST PARTICIPLE |
|-------------------|-------------------|------------------------|
| beat | beat | beaten |
| draw | drew | drawn |
| eat | ate | eaten |
| know | knew | known |
| see | saw | seen |
| take | took | taken |

3 Past tense form + (e)n

| INFINITIVE | PAST TENSE | PAST PARTICIPLE |
|-------------------|-------------------|------------------------|
| break | broke | broken |
| choose | chose | chosen |
| forget | forgot | forgotten |
| hide | hid | hidden |
| speak | spoke | spoken |

4 No change

| INFINITIVE | PAST TENSE | PAST PARTICIPLE |
|-------------------|-------------------|------------------------|
| cost | cost | cost |
| hit | hit | hit |
| hurt | hurt | hurt |
| put | put | put |
| read | read | read |

* For *read*, the spelling doesn't change, but the pronunciation does: /ri:d/ /red/ /red/

5 Vowel change

| INFINITIVE | PAST TENSE | PAST PARTICIPLE |
|-------------------|-------------------|------------------------|
| begin | began | begun |
| drink | drank | drunk |
| ring | rang | rung |
| swim | swam | swum |

6 Two participle forms

| INFINITIVE | PAST TENSE | PAST PARTICIPLE |
|-------------------|-------------------|------------------------|
| burn | burnt/burned | burnt/burned |
| dream | dreamt/dreamed | dreamt/dreamed |
| learn | learnt/learned | learnt/learned |
| spell | spelt/spelled | spelt/spelled |

APPENDIX 3

Spelling rules

1 Spelling of nouns/verbs + s

(plural nouns and present simple verbs after *he/she/it*)

| | | |
|--|------------------------------|--|
| most nouns and verbs | add -s | <i>cat</i> → <i>cats</i> <i>house</i> → <i>houses</i> <i>eat</i> → <i>eats</i> <i>sleep</i> → <i>sleeps</i> |
| nouns and verbs ending in -ch, -s, -sh, -x, -o | add -es | <i>beach</i> → <i>beaches</i> <i>bus</i> → <i>buses</i> <i>dish</i> → <i>dishes</i> <i>box</i> → <i>boxes</i> <i>potato</i> → <i>potatoes</i> <i>teach</i> → <i>teaches</i> <i>miss</i> → <i>misses</i> <i>wash</i> → <i>washes</i> <i>go</i> → <i>goes</i> |
| nouns and verbs that end in consonant + -y | take away -y and add -ies | <i>city</i> → <i>cities</i> <i>family</i> → <i>families</i> <i>carry</i> → <i>carries</i> <i>fly</i> → <i>flies</i> |
| nouns and verbs that end in vowel + -y | add -s | <i>holiday</i> → <i>holidays</i> <i>key</i> → <i>keys</i> <i>enjoy</i> → <i>enjoys</i> <i>play</i> → <i>plays</i> |
| nouns that end in -f or -fe | take away -f(e) and add -ves | <i>wife</i> → <i>wives</i> <i>loaf</i> → <i>loaves</i> (BUT <i>roof</i> → <i>roofs</i>) |

2 Spelling of -ing forms of verbs

| | | |
|---|-----------------------------------|--|
| most verbs | add -ing to the infinitive form | <i>eat</i> → <i>eating</i> <i>go</i> → <i>going</i> <i>sleep</i> → <i>sleeping</i> |
| verbs that end in -e | take away -e and add -ing | <i>take</i> → <i>taking</i> <i>use</i> → <i>using</i> |
| verbs that end in -ie | take away -ie and add -ying: | <i>lie</i> → <i>lying</i> <i>die</i> → <i>dying</i> |
| verbs of one syllable that end in a short vowel + consonant | double the consonant and add -ing | <i>swim</i> → <i>swimming</i> <i>sit</i> → <i>sitting</i> |
| verbs with more than one syllable that end in a <u>stressed</u> short vowel and consonant (not y, w or x) e.g. <i>begin</i> * | double the consonant and add -ing | <i>begin</i> → <i>beginning</i> <i>forget</i> → <i>forgetting</i> |

*We don't normally repeat the consonant if the final syllable is not stressed: *visit* → *visiting*.
BUT BrE: *travel* → *travelling* AmE: *travel* → *traveling*

3 Spelling of regular verbs

(past simple endings and past participles)

| | | |
|--|----------------------------------|--|
| verbs ending in -e | add -d | <i>die</i> → <i>died</i> <i>live</i> → <i>lived</i> <i>like</i> → <i>liked</i> |
| verbs ending in a consonant + y | take away -y and add -ied | <i>carry</i> → <i>carried</i> <i>study</i> → <i>studied</i> |
| verbs ending in a vowel + y | add -ed | <i>enjoy</i> → <i>enjoyed</i> <i>play</i> → <i>played</i> |
| verbs of one syllable that end in a short vowel + consonant | double the consonant and add -ed | <i>stop</i> → <i>stopped</i> <i>plan</i> → <i>planned</i> <i>rob</i> → <i>robbed</i> |
| verbs with more than one syllable that end in a <u>stressed</u> short vowel and one consonant (NOT y, w or x) e.g. <i>prefer</i> * | double the consonant and add -ed | <i>prefer</i> → <i>preferred</i> |

*We don't normally repeat the consonant if the final syllable is not stressed: *visit* → *visited*.
BUT BrE: *travel* → *travelled* AmE: *travel* → *traveled*

4 Spelling of comparative adjectives

| | | |
|---|--|--|
| most short adjectives | add <i>-er</i> | <i>tall</i> → <i>taller</i> <i>rich</i> → <i>richer</i> |
| most short adjectives ending in <i>e</i> | add <i>-r</i> | <i>nice</i> → <i>nicer</i> <i>late</i> → <i>later</i> |
| short adjectives ending in one vowel + one consonant (except <i>w</i>) | double the consonant, add <i>-er</i> | <i>big</i> → <i>bigger</i> <i>hot</i> → <i>hotter</i> (<i>slow</i> → <i>slower</i> <i>low</i> → <i>lower</i>) |
| short adjectives ending in consonant + <i>y</i> | change <i>y</i> to <i>i</i> , add <i>-er</i> | <i>dry</i> → <i>drier</i> <i>funny</i> → <i>funnier</i> |

5 Spelling of superlative adjectives

| | | |
|---|---|--|
| most short adjectives | add <i>-est</i> | <i>tall</i> → <i>tallest</i> <i>rich</i> → <i>richest</i> |
| short adjectives ending in <i>e</i> | add <i>-st</i> | <i>nice</i> → <i>nicest</i> <i>late</i> → <i>latest</i> |
| short adjectives ending in one vowel + one consonant (except <i>w</i>) | double the consonant, add <i>-est</i> | <i>big</i> → <i>biggest</i> <i>hot</i> → <i>hottest</i> (<i>slow</i> → <i>slowest</i> <i>low</i> → <i>lowest</i>) |
| short adjectives ending in consonant + <i>y</i> | change <i>y</i> to <i>i</i> , add <i>-est</i> | <i>dry</i> → <i>driest</i> <i>lucky</i> → <i>luckiest</i> |

APPENDIX 4

British and American English

Group nouns + verb ► Unit 1

In informal British English, nouns we use to describe groups, e.g. *government, family, company, team*, can be followed by a singular or plural verb.

My family is/are quite wealthy.

In American English and more formal British English we usually use a singular verb:

The Federal government is announcing new taxes.

at/on the weekend ► Unit 16

BrE: **at** the weekend

*What are you doing **at** the weekend?*

AmE: **on** the weekend

*We're visiting our cousins in Ohio **on** the weekend.*

to/through ► Unit 16

BrE: **from** (day/date) **to** (day/date)

*The shop will be closed **from Wednesday to Friday**.*

AmE: (day/date) **through** (day/date)

*The shop will be closed **Wednesday through Friday**.*

different to/from/than ► Unit 22

BrE: different **from/to**:

*CDs are **different from** DVDs. CDs don't have films **on** them.*

AmE: different **than**:

*Text messages are **different than** emails.*

have/have got ► Unit 26

We can use *have got* in American English but *have* is more common.

BrE: **Has** your house **got** a garden?

AmE: **Does** your house **have** a garden?

have/take a shower ► Unit 26

BrE: **have** a shower/bath/holiday

*Jack can't come to the phone; he's **having** a shower.*

AmE: **take** a shower/bath/holiday

*Jack can't come to the phone; he's **taking** a shower.*

just/already/yet ► Unit 36

In British English we usually use the present perfect with *just*, *already* and *yet*.
We don't use the past simple.

- | | |
|---|---|
| ✓ <i>We've just finished eating.</i> | ✗ <i>We just finished eating.</i> |
| ✓ <i>Graham's train has already arrived.</i> | ✗ <i>Graham's train already arrived.</i> |
| ✓ <i>Have you seen that film yet?</i> | ✗ <i>Did you see that film yet?</i> |

In American English we can use the present perfect OR the past simple:

- | | |
|---|---|
| ✓ <i>We've just finished eating.</i> | ✓ <i>We just finished eating.</i> |
| ✓ <i>Graham's train has already arrived.</i> | ✓ <i>Graham's train already arrived.</i> |
| ✓ <i>Have you seen that film yet?</i> | ✓ <i>Did you see that film yet?</i> |

would have ► Unit 56

In British English we form the third conditional with *If* + past perfect, *would have* + infinitive:
If I'd known, I would have phoned you.

In informal American English we can also use *would have* in the *If* clause:
If I would have known, I would have phoned you.

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Pronunciation table

Consonants

Symbol Keyword

| | |
|----|--------------|
| p | pen |
| b | back |
| t | ten |
| d | day |
| k | key |
| g | get |
| f | fat |
| v | view |
| θ | thing |
| ð | then |
| s | soon |
| z | zero |
| ʃ | ship |
| ʒ | pleasure |
| h | hot |
| x | loch |
| tʃ | cheer |
| dʒ | jump |
| m | sum |
| n | sun |
| ŋ | sung |
| w | wet |
| l | let |
| r | red |
| j | yet |

Vowels

Symbol Keyword

| | | |
|-------------------|-------------|------------------|
| short | ɪ | bit |
| | e | bed |
| | æ | cat |
| | ɒ | dog |
| | ʌ | cut |
| | ʊ | put |
| | ə | about |
| | i | happy |
| | u | actuality |
| | long | i: | sheep |
| ɑ: | | father |
| ɔ: | | four |
| u: | | boot |
| ɜ: | | bird |
| diphthongs | eɪ | make |
| | aɪ | lie |
| | ɔɪ | boy |
| | əʊ | note |
| | aʊ | now |
| | ɪə | real |
| | eə | hair |
| | ʊə | sure |
| | uə | actual |
| | iə | peculiar |

/ˈ/ shows main stress



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