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Unit 1 Introduction

How you can use this book.

This book is for practising grammar and building up a wider vocabulary. Practising might involve working on your own or with others. You can study the explanations and then do the activities, or you can do the activities and check the explanations when you need them. You can use the units in any order. You can either work through the whole book, or focus on areas which you find problematic.

Thinking about grammar

1) I've been studying English for two years.
2) Helen is leaving first thing in the morning.
3) If I had a helicopter, I'd get to school more easily!
4) I got up at 7.30.
5) By the time we got to the station, the train had left.

a) It's your birthday on Saturday. Invite a friend to your party.
   1) I'll have a party on Saturday. You will come.
   2) I'm having a party on Saturday. Do you want to come?
   3) I have a party on Saturday. Are you coming?
b) You are on the bus. Ask a stranger to open the window.
   1) Could you open the window, please?
   2) Open the window.
   3) Excuse me, but do you think you could possibly open the window?
c) You arrive late for class and apologize to your teacher.
   1) I'm late. I apologize.
   2) Sorry I'm late.
   3) Please accept my most sincere apologies.
d) You are a witness to a minor accident. Explain what you saw.
   1) This car comes down the road and hits a tree, bang!
   2) A car had come down the road and hit a tree.
   3) A car came down the road and hit a tree.
Intermediate Language Practice

3
Compare each pair of sentences.
Decide if they are both possible.

a) 1) I’m living in Paris.
   2) I’m owning a motorbike.
   possible
   not possible
b) 1) We went there by car.
   2) We went there in Helen's car.
c) 1) Where is the bank? Do you know?
   2) Do you know where the bank is?
d) 1) I used to like history lessons.
   2) I was liking history lessons.

Language comparisons

What problems do you have in learning English?
How is your language different from English? Tick the points which are problematic for you.
a) the articles
   a/an, the
b) tenses
   Talking about the present, past, future, etc.
c) prepositions
   at, to, for, etc.
d) auxiliary verbs
   do, have, slowly, well
f) conditional sentences
   If I..., I will/ I would ...
g) passive voice
   It is made of wood.
   The book was written in 1997.
h) forming questions
   Who are you? Where do you live? etc.
i) adjectives and adverbs
   happy, important
j) phrasal verbs
   get up, look up a word

c) modal auxiliaries
   can, must

c) prepositions
   at, to, for, etc.
d) auxiliary verbs
   do, have, slowly, well
f) conditional sentences
   If I..., I will/ I would ...
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   It is made of wood.
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c) modal auxiliaries
   can, must

Other ways of learning

Which of these ways of learning do you think are useful? Which ones do you regularly use?
a) Reading widely for pleasure.
b) Translating.
c) Making lists of words, or problem points.
d) Using a dictionary.
e) Listening to songs.
f) Keeping a diary.
g) Reviewing your written work.
h) Listening to the radio or watching television.

Which English?

English is a world language, and the English spoken in the USA or Australia differs from the English spoken in Britain. There are also differences between speakers from Scotland, Ireland and England, and between different parts of the same country. This book uses what is generally called Standard British English. References are also made to some differences in American English.

Unit 2 Present time 1

Explanations

- Present simple is formed with the bare infinitive form of the verb.
  I like
  You like
  We like
  They like
  We add s in the third person singular he/she/it. Verbs ending in a, s, sh, ch, x add -es. Some verbs are irregular: have, be
  She likes
  He goes
  She watches
  She misses
  He wishes
  He relaxes

- Do and does questions
  Present simple questions are formed with do and the bare infinitive form of the verb. We form third person singular forms with does and the bare infinitive form of the verb.
  Do you like?
  Does she like?

- Do not and does not negatives
  Present simple negatives are formed with do not and the bare infinitive form of the verb. Third person singular is formed with does not and the bare infinitive form of the verb.
  I do not like.
  She does not like.

- Do and does contractions
  In speech and informal writing, do not becomes don't, and does not becomes doesn't.
  I don't like.
  She doesn't like.

- Do and does Wh-questions
  We also use do/does when we form questions with when, what, why, where, how, etc.
  What do you want?
  Where does she live?

- We use present simple to describe:
  Habitual actions
  I usually get up at 7.30.
  Personal facts
  Liz plays in the school basketball team.
  We like ice-cream.
  Facts which are always true.
  The sun rises in the east.

- See Unit 3 for future meanings.
Intermediate Language Practice

Pronunciation

Verbs which end in /tʃ/, /ʃtʃ/, /h/; /tʃtʃ/, /θ/ and /k/ make an extra syllable in the third person, pronounced /z/. 

Present continuous: formation rules

- Present continuous is formed from the verb be and the bare infinitive with -ing.
  - I am relaxing. He is relaxing. She is relaxing.
  - You are relaxing. We are relaxing. They are relaxing.

- Spelling:
  - Verbs ending in -e drop the -e when they add -ing.
    - like liking decide deciding
  - Verbs ending in one syllable, ending in one vowel and one consonant, double the consonant when they add -ing.
    - sit sitting swim swimming dig digging
  - Verbs ending in -ie change -ie to -y.
    - be lying tie tying die dying

- Contractions

In speech and informal writing, the verb be is contracted:

- I'm writing
- He's writing
- She's writing
- You're writing
- We're writing
- They're writing

- Questions

We form present continuous questions by inverting the verb be.

- Am I writing? Is he writing? Is she writing?
- Are you writing? Are we writing? Are they writing?

- Wh- questions

What are you writing? Why are we writing?

- Negatives

We form present continuous negatives with the verb be + not.

- I'm not writing He's not writing They're not writing

Meaning

- We use present continuous to describe:
  - Actions happening at the present moment.
    - Sorry, I can't speak to you, I'm washing my hair.

Practice

1. Choose the correct phrase underlined in each sentence.

2. Read the answers and then complete the questions.

3. Rewrite each sentence so that the verb underlined is a negative contraction.

   a) What time do you (do you go) to bed on Saturdays?
   b) Why are you waiting (do you wait) outside the door?
   c) Don't ask Tim. He doesn't know (not knows) the answer.
   d) I'm having/I'm having my lunch at the moment.
   e) When you leave (do you leave) the house?
   f) I don't understand, What is happening (is happen) here?
   g) Excuse me, do you (do you know) know the time?
   h) This is a great party. I'm having (Am I having) a lovely time.
   i) We can't use the lift because it don't works (doesn't work).
   j) What are you doing (are you doing) here?

4. Write the answers and then complete the questions.

   a) Where does Sue live?
   b) Do Jim? No, I don't know him.
   c) What at the moment? I'm doing my homework.
   d) Are Here? No, I'm sitting over there.
   e) Do Here? No, we change trains at the next station.
   f) Why? I'm wearing two pullovers because I feel cold!
   g) Is David? No, he's not staying with Tom.
   h) When? Kate; She comes home at 6.30.

5. Write the answers and then complete the questions.

   a) Naomi and Bill are watching television.
   b) Peter likes chocolate cake.
   c) Carol drives a little red sports car.
   d) I'm using this pencil at the moment.
Intermediate Language Practice

e) The children are having lunch in the kitchen.

f) The sun sets in the east.

g) I get up early on Saturday.

h) Kate is writing a novel.

i) Sue lives in London.

j) We're waiting for you.

4
Complete each sentence with a present simple or present continuous form, using the words given.

a) ...Do you like ................. cheese sandwiches?
you like

b) What time ......................... ?
the sun rise

c) What ......................... at the moment?
you read

d) Sorry, I can't talk. ......................... a bath.
I have

e) We ............................... at school.
not watch videos

f) Look out of the window! .........................
it snow

g) This is an examination! Why ......................... ?
you talk

h) Ann ......................... to school by bus every day.
go

i) ............................... a uniform at your school?
you wear

j) Pat has got an interesting hobby. ............................... a boat.

5
Choose the correct spelling from each pair of words.

a) writing/writing

b) digging/digging

c) taking/taking

d) deciding/deciding

e) swimming/swimming

f) having/having

g) lying/lying

h) reading/reading

i) using/using

j) waiting/waiting

k) washing/washing

l) riding/riding

m) flying/flying

n) studying/studying

o) going/going

Unit 3 Present time 2

Explanations

- Present simple:

  frequency adverbs

  a) always
  b) often
  c) usually
  d) sometimes
  e) rarely
  f) never

- State and event verbs

- Frequency adverbs are often used with present simple. They explain how often someone does an action, or something happens.

  - always
  - often
  - usually
  - occasionally
  - normally
  - frequently

- Note that the frequency adverb goes between the pronoun (I, she, etc.) or person and the verb. Other frequency adverbs are: seldom, rarely, frequently.

- Frequency adverbs used with the verb 'be' come after the verb. Jim is usually late.

- Some verbs are usually used in present simple and not in present continuous. These are sometimes called state verbs, because they describe continuing states, not sudden actions.

- have and being

  - belong to, contain, cost, depend on, have, own

- thinking and feeling

  - believe, forget, like, hate, know, prefer, understand

- Some verbs are more common as state verbs in present simple, and change their meaning when they are used as event verbs in present continuous.

  Event verbs describe actions.

  - I have two sisters. (permanent)
  - I'm having problems with this computer. (a temporary action)

  Examples include be, have, taste, think.

- Some state verbs can be used to describe temporary feelings.

  How are you getting on at your new school?
  I'm hating it!
Simple and continuous contrasts

Simple forms usually describe states which are permanent or a fact. Continuous forms describe events which are happening at this moment. They will not continue for ever, or are not complete, and are temporary or in progress.

I live in Budapest. (permanent)
I'm living in Budapest. (temporary)
This plane lands in Frankfurt. (a fact)
We're landing. (in progress)

Future reference

- Present continuous is also used to describe a future arrangement. There is usually a future time expression. This reference to the future emphasizes an event already arranged.
  
  Paul is leaving early tomorrow morning.
  My parents are buying me a mountain bike for my birthday.

  This future reference is common when we describe social arrangements.

  Are you doing anything on Saturday? We're going skating.

- See also Unit 8.

Other problems

- feel

  Sometimes there is only a small difference of meaning between simple and continuous.
  I feel awful! I'm feeling awful!

  When we use present continuous, it suggests that we are asking whether any change has occurred.
  How are you feeling now? Are you any better?

- Present perfect

  Check with Unit 6 about uses of present perfect tense for situations which might seem to refer to present time.

  Sue is staying with Jill. (temporary situation)
  Sue has been staying with Jill since March. (time until now)

- Present continuous with always

  We can use always with present continuous when we are complaining about actions which we find annoying. We emphasize always in speech in this case.
  You're always forgetting your keys!

- Historic present

  In informal speech or in telling jokes present simple is used to describe narrative events in the past. This is also used in written summaries of film or serial plots.

  A man walks into a bar and asks for a glass of water...
  The story so far: Michael meets Susan in the library and tells her about the missing earrings...

- See also Unit 4 and 5.

Practice

1. Choose the correct sentence in each context.

a) You want to invite a friend to your party on Friday. You say:
   1) I have a party on Friday. Do you want to come?
   2) I'm having a party on Friday. Do you want to come?

b) You find a wallet on your desk and ask the people nearby:
   1) Who does this wallet belong to?
   2) Who is this wallet belonging to?

c) A friend invites you to a snack bar at lunchtime. You say:
   1) Thanks, but I always go home.
   2) Thanks, but I'm always going home.

d) A friend opens the door and says: What are you doing? You reply:
   1) I work as a secretary.
   2) I'm repairing the computer.

e) A friend asks: Do you like lemon tea? You reply:
   1) I prefer tea with milk.
   2) I'm preferring tea with milk.

f) You haven't decided yet about buying a new bike. You say:
   1) I think about it.
   2) I'm thinking about it.

g) A friend asks you if you have finished the book she lent you. You say:
   1) Sorry, I still read it.
   2) Sorry, I'm still reading it.

h) It is a hot day, but a friend has a heavy coat on. You ask:
   1) Why are you wearing a heavy coat?
   2) Why do you wear a heavy coat?

2. Choose the correct word or phrase underlined in each sentence.

a) That can't be right! I don't believe it! I'm not believing it!

b) Carol can't swim today. She has/is having a cold.

c) See you in the morning. I leave/I'm leaving now.

d) What do you do/are you doing? If you drop it, it will explode!

e) Stop doing that, Billy! You are /You are being very silly.

f) I drive / I'm driving! You can sit in the back with Martin.

g) What do we eat/are we eating this evening? I'm really hungry!

h) You're a great cook! This cake tastes/ist tasting wonderful.

i) Where do you go/are you going? I haven't finished speaking to you!

j) Chemistry is hard. I am not understanding/I don't understand it.
Intermediate Language Practice

3 Put each verb given into present simple or present continuous.

a) Ugh, don’t show me that picture! I (hate) ... hate ... spiders!
b) Who (you, go with) ... go with ... to the match on Saturday?
c) In the winter, what (you, wear) ... wear ...?
d) I can’t stand horror films. I (think) ... think ... they’re really silly!
e) Diana (not, usually, sit) ... sit ... next to Ellen.
f) Why (you, look at) ... look at ... me like that? Have I done something wrong?
g) Excuse me, but (this bus, stop) ... stop ... outside the Post Office?
h) I (not take) ... take ... the bus to school today. My mother (give) ... give ... me a lift.

4 Choose a sentence from a) to h) which is the best continuation of the conversations beginning 1) to 8).

1) What do you usually do on your birthday? ...
2) Would you like to meet again on Saturday? ....
3) What do you usually do when there is an earthquake? ..... 
4) Have you finished your homework? ..... 
5) What are you doing? ..... 
6) What are you doing on Friday? ..... 
7) Are you in the school basketball team? ..... 
8) What do you do? ..... 

a) I have a party.
b) I lie under the table.
c) I work in a travel agency.
d) Yes, we play every Friday.
e) I’m still doing it.
f) It’s hot in here. I’m opening some windows.
g) I’m going back to Canada tomorrow.
h) I’m having a party.

5 Put each verb given into present simple or present continuous.

a) What (usually, you, do) ... do ... usually ... at the weekend?
b) Don’t worry about the cat. It (only eat) ... eat ... once a day.
c) I can’t work out the answer. (you, know) ... know ... what it is?
d) What’s the matter? Why (you, stare) ... stare ... at me like that?
e) Excuse me, but (you, speak) ... speak ... English? I’m looking for a hotel.
f) Helen (stay) ... stay ... with her brother while her house is being repaired.
g) You should go on a diet. (you, put) ... put ... on weight.
h) (they, speak) ... speak ... French or German? I can’t tell the difference.

Unit 4 Past time 1

Explanations

- Regular verbs
  Past simple regular verbs add -ed to the bare infinitive. Verbs ending in -y simply add -ed.
  
  I enjoyed the film. I loved the music.
  All persons have the same form.

- Spelling problems
  Verbs ending in consonant + -y change -y to -ie.
  
  try tried cry cried
  Verbs ending with one vowel and one consonant double the final consonant.
  regret regretted fit fitted

- Irregular verbs
  The most common past simple irregular verbs are listed on page 246. It is necessary to learn irregular forms.
  eat ate drink drank write wrote

- Questions
  Questions are formed with did and the bare infinitive.
  Did you enjoy the film? Did you drink all the milk?
  What did you do yesterday? Why did she leave?

- Negatives
  Negatives are formed with did not and the bare infinitive. This is contracted to didn’t in speech and informal writing.
  The coat didn’t fit me. Carol didn’t eat very much.

- Past simple is used to describe definite events in the past. A definite time expression can be used with these events.
  I enjoyed the film we saw last night.
  We listened to some new CDs yesterday afternoon.

- Past simple is used to describe habitual actions in the past.
  Every day we got up early and went to the beach.

- See Unit 7 for contrasts with present perfect simple.
Intermediate Language Practice

Past continuous formation rules

- Past continuous is formed with the past of be and the bare infinitive with -ing.
  
  I was sitting by the door. He was sleeping. She was driving.
  You were laughing. We were eating.

- Past continuous is also called past progressive.

Questions

We form past continuous questions by inverting the verb be.

Was I sleeping? Was he reading? Was she driving?
Were you waiting? Were we writing? Were they leaving?

Why questions

What were you writing? Why were they waiting?

Negatives

We form past continuous negatives with the verb be + not. Was not is contracted to wasn’t, and were not is contracted to weren’t.

I wasn’t listening. He wasn’t playing. They weren’t looking.

Meaning

- Past continuous describes a continuing situation. This is often contrasted with a sudden event.
  
  Continuing situation Sudden event
  I was having my lunch when Ruth phoned.
  While I was waiting for the bus, I met Karen.

- Past continuous is used to describe a number of continuing situations, as background description.

  The airport was full of people. Some were sleeping on benches, some were shopping, others were reading. Everyone was waiting for news of the delayed plane.

- It is also used to describe two continuing situations, which are happening at the same time.

  While Jim was cooking, David was phoning a friend.

Time expressions

- With past simple

  I arrived here two hours ago/in September/last week/at 6.00.
  Helen lived in Madrid for three years.

- With past continuous

  While we were waiting for the train, it started to rain.
  I cut my finger when I was peeling the potatoes.

- Narrative time expressions – see Unit 29.

Practice

1. Choose the correct word or phrase from each pair underlined.

   a) While I washed/was washing my hair, the phone rang.
   b) How did you feel/did you feel yesterday afternoon?
   c) When I reached/was reaching home I received/was receiving David’s phone call.
   d) Last summer I was going swimming/went swimming every weekend.
   e) When the dog bit/was biting Laura’s leg, she screamed/was screaming.
   f) We sang/sang some songs and then ate some sandwiches.
   g) When you fell/fell over the cliff, what happened/was happening next?
   h) While Mary washed/was washing, she broke/was breaking a cup.
   i) I didn’t see/didn’t see where the bus-stop was, so I was missing/missed the bus.
   j) What did you do/were you doing when I phoned/was phoning you last night? There was no reply.

2. Rewrite each sentence according to the instructions given.

   a) I enjoyed the concert. (negative) I didn’t enjoy the concert.
   b) Sue liked the party. (question) Did Sue like the party?
   c) You ate all the bread. (question) Did you eat all the bread?
   d) Did Tom spend a lot? (affirmative) Yes, Tom spent a lot.
   e) I felt well yesterday. (negative) I didn’t feel well yesterday.
   f) Ann didn’t buy a car. (affirmative) Ann bought a car.
   g) They won the prize. (question) Did they win the prize?
   h) Paul doesn’t speak Polish. (affirmative) Paul speaks Polish.
   i) I paid all the bills. (negative) I didn’t pay all the bills.
   j) Ruth made a mistake. (question) Did Ruth make a mistake?

3. Complete each sentence with a suitable time expression from the list. You can use an expression more than once.

   a) Two burglars broke into the house while we were watching television.
   b) I met an old friend of mine in the city centre.
   c) What were you doing when the police officer knocked on the door?
   d) Jan met Sarah halfway outside the cinema.
   e) Dick was preparing lunch.
   f) I first came to this town more than twenty years ago.
   g) Jim was studying to be a doctor.
   h) Tony bought his first motorcycle 1992.
   i) did you start playing basketball?
   j) Most of the young people left this village a long time ago.
Unit 5 Past time 2

Explanations

Past perfect simple is formed with the past tense auxiliary had and the past participle. The past participles of irregular verbs are listed on page 246.

I had decided.  She had left.  We had eaten.

In speech and informal writing these forms are contracted to:

I'd decided.  She'd left.  We'd eaten.

Questions:  Had she left?

Negatives:  She had not left.  She hadn't left.

- Past perfect simple is used when we need to make clear that one event in the past happened before another event in the past.
  Sue left at 7.00.  We arrived at Sue's house at 8.30.
  When we arrived at Sue's house, she had left.

It may not be necessary to use past perfect simple if we use before or after to make the time clear.

Sue left her house before we arrived.
We arrived at Sue's house after she left.

Although both are correct, many speakers still prefer to use past perfect simple in this case.

Sue had left her house before we arrived.
We arrived at Sue's house after she had left.

- Note that it is not necessary to use past perfect simple just because an event happened a long time ago. We use past simple.

The Chinese built the Great Wall over two thousand years ago.

- With realize:

When I got home I realized I had lost my wallet.

- With verbs of thinking:

think, know, be sure, remember, suspect, understand, etc.

I thought I'd seen the film before, but I hadn't.
David knew he had seen her somewhere before.
Ellen was sure she hadn't locked the door.
The inspector suspected that the thief had used a special key.

- See also Units 10 and 11 Reported speech.
used to

- **Used to** describes a habit or state in the past. There is not a present form. *Used to* often makes a contrast between a habit in the past and a habit we have now.
  
  *I used to have long hair when I was younger.*
  
  *I used to play tennis, but now I play football.*

  **Question form:** *Did you use to?*
  
  **Negative:** *I didn’t use to.*

- **Pronunciation**
  
  *Used* is pronounced /juːzd/. This is different from the past tense of the verb *use*, pronounced /jʊzl/.

- **Note** that some grammars make *used to* an unchangeable form, and accept the written forms *Did you use to?* and *I didn’t use to.*

would

- **Would** can be used to describe repeated actions in the past. It is often used in descriptive writing.
  
  *On winter days, we would all sit around the fire and tell stories.*

- **Note** that *would* cannot be used for states.
  
  *I used to own a motorcycle.*
  
  *(Not a possible sentence.)*

- **Note** that the forms of past simple and past perfect are used in conditional sentences. See Units 12 and 13.

- The form of past simple is also used as an unreal tense. See Unit 14.

**Practice**

1. *Underline the error or errors in each sentence. Rewrite the sentence.*

   a) When we had ate lunch, we were sitting in the garden.

   *When we had eaten lunch, we sat in the garden.*

   b) While I looked for my keys, I remembered I left them at home.

   c) Anna had used to play badminton when she had been at school.

   d) When I got into bed, I was falling asleep immediately.

   e) When I was finally finding the house, I was knocking at the door.

   f) After Jill was giving Nick his books, she went home.

   g) Maria would live in Sweden when she was a child.

   h) I was using to get up early when I had gone sailing.

   i) The Vikings had sailed to North America a thousand years ago.

   j) Sue was sure she was seeing the tall man before.

2. **Choose the correct word or phrase underlined in each sentence.**

   a) While *I had waited/was waiting/waited* at the bus-stop, I had noticed/was noticing/noticed a new shop which wasn’t/had not been in the street the day before.

   b) I had gone/went out into the garden to fetch my bike, but found/was finding that someone stole/had stolen it.

   c) When George met/was meeting Diane for the first time, he knew/was knowing that he met/had met/was meeting her somewhere before.

   d) Helen got off/was getting off the bus, and walked/was walking into the bank when she realized/had realized/was realizing that she left/had left/was leaving her handbag on the bus.

3. **Put each verb given into past simple, past continuous or past perfect. More than one answer may be possible.**

   The police suspected that Brian *had broken* (break) the window at his house because he *wanted* (want) to make them think that a burglar *stole* (steal) his valuable stamp collection. They

   *thought* (think) that Brian *did* (do) this because he

   *needed* (need) the money. However, they *did not know* (not know) that Brian *flew* (fly) to Brazil the week before, and

   *abroad* (be) abroad when the burglary *took place*.
Unit 6 Present perfect 1

Explanations

The present perfect simple is formed with the present tense of the auxiliary verb have, and the past participle. The past participles of regular verbs have the same form as the regular past simple. The past participles of irregular verbs are listed on page 246.

<table>
<thead>
<tr>
<th>Present perfect simple: formation rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have decided to leave tomorrow.</td>
</tr>
<tr>
<td>Have you written the letter yet?</td>
</tr>
</tbody>
</table>

Meaning

Present perfect simple generally describes past events which are connected to the present. There are a number of different meanings.

- An event in the past but without a definite time.
  Helen has broken her pencil.
  We do not know exactly when this happened, and the pencil is still broken. There is no time expression.

- A state or repeated event lasting until the present, and still happening. There is a time expression, describing how long or how often something has happened.
  I've lived here for ten years.
  I've often seen Jim with his dog in the park.

- Explaining a present situation
  We often use the present perfect simple when we explain a present situation. An exact time is not mentioned.
  What's the matter? Why are you walking like that?
  I've hurt my foot.

- Experiences
  We use present perfect when we describe experiences in the past, and an exact time is not mentioned.
  Have you visited any other countries?
  Yes, I've been to Italy and France.

- Completion
  We often use the present perfect when we describe how many things are completed so far and an exact time is not mentioned.
  I've read a hundred pages of this book.
Common uses (with time expressions)

1. *ever, never*
   - We use ever and never when we ask or talk about our experiences in life.
     - Have you ever eaten Japanese food?
     - No, I’ve never eaten it.

2. *yet and already, so far*
   - We use yet in questions and negative sentences. It has a similar meaning to so far. We use so far in positive sentences.
     - Have you finished this book yet? No, I’m on page 36.
     - How many pages have you read so far? I’ve read 36 pages.
   - We use already to describe an action which happened before.
     - When are you going to finish your letter?
     - I’ve already written it.

3. *just*
   - We use just when we describe a very recent event.
     - Cathy has just phoned from the airport.

4. *Frequency adverbs: always, often*
   - We can use frequency adverbs with present perfect.
     - He has always loved you. (a state)
     - We have often visited Spain. (a repeated event)

5. *for and since*
   - For describes a period of time.
     - Tom has worked here for three months.
   - Since describes when the period of time started.
     - Tom has worked here since July 1st.

Practice

1. Use the verbs to make a form of the present perfect simple.

   a) What’s the matter? (you cut) ... 
   
   b) The ship (not sink) 
      but it’s in a dangerous condition.

   c) (your sisters write) to you yet?

   d) I (have) a headache ever since lunchtime.

   e) Nadia (never see) any Chinese films.

   f) Someone (steal) Mr Grant’s bike.

   g) The passengers are tired because they (not sleep)
      all night.

   h) I’m afraid we (just break) your window. Sorry!

   i) David (not win) a prize this time, I’m afraid.

   j) (you ever eat) Spanish food? It’s great!

2. Complete what each speaker says.

   We ... have been married to each other for twenty-five wonderful years!

   a) .............................................. a snail before!

   b) ..............................................

   c) ..............................................

   d) ..............................................

   e) ..............................................

   f) ..............................................
3. Put a time word or phrase from the list into each space.

- yet for since often ever
- never already so far just always

a) Carlos has lived in the city centre...since... 1996.
b) Thanks for the present! I've .......... wanted a pet goldfish!
c) Have you ............... drunk pineapple juice? It's fantastic!
d) I've .......... heard some fantastic news! I've passed my exams!
e) Hurry up! Haven't you finished .......... ? You are a slow-coach!
f) Nina has worked in this company .......... five years.
g) I've .......... been on a big ship before. It's an interesting experience!
h) We're very busy today. .......... we've sold over a hundred bikes.
i) I've .......... passed this building, but this is the first time I've been inside.
j) Can I have a different book? I've .......... read this one.

4. Complete the second sentence so that it has a similar meaning to the first sentence.

a) We started working here three years ago.
   We .......... worked here .............. three years.
b) This is the first time I've been on a plane.
   I .......... .............. before.
c) That's strange! My pen isn't here!
   That's strange! .............. disappeared!
d) Nicky and Jan aren't at this school any more.
   Nicky and Jan .......... this school.
e) I saw a friend of yours a few moments ago.
   I .......... a friend of yours.
f) I'm still writing my letters.
   I .......... my letters yet.
g) Is this your first visit to South America?
   Have .......... before?
h) Oh bother! My wallet is still in the car.
   Oh bother! I .......... my wallet in the car.
i) It's a long time since we spoke to your sister.
   We .......... your sister for a long time.
j) Is Anna still asleep?
   Has .......... up yet?

Unit 7 Present perfect 2

Explanations

The present perfect continuous is formed with the present perfect tense of the auxiliary verb be, and the present participle.
- I've been writing here all morning.
- What have you been doing lately?

Present perfect continuous, like present perfect simple, generally describes past events which are connected to the present. The continuous form gives a number of different meanings.

- It can emphasize the length of time of the action.
  - I've been writing here all morning.
  - The person speaking is not happy about this situation!

- It can emphasize that the action is recent.
  - You're very dirty! What have you been doing?
  - I've been fixing my bike.
  - This action is recent, because we can see the result.

- It can emphasize that the action is temporary.
  - I've been staying in a hotel for the past month.
  - Here present perfect continuous emphasizes that this is only temporary.

Common uses

- Recent activities
  - What have you been doing lately?
  - I've been working a lot.
  - I've been feeling ill for weeks.

- Continuing actions
  - How long have you been living here?
  - Carlos has been studying English for two years.

- Repeated actions
  - I've been phoning her for days, but she's never at home.

- Time expressions with present perfect continuous
  - all day, all morning, etc., for days, for ages, etc., lately, recently
Present perfect simple often emphasizes that an action is finished, but present perfect continuous can emphasize that it is still going on.

I've written five letters.  (present perfect simple)
The number stresses that the action is completed.
I've been writing letters.  (present perfect continuous)
This suggests that the writer has not finished.

Confusions with other tenses
Present simple
We use present simple to describe habits or states in the present, but use present perfect to describe the time until the present.
I live in Prague.  (present state)
This means that I always live there. It's my home.
I have lived there for two years.  (time until the present)
This means that I arrived there two years ago and I live there now.

Past simple
Past simple describes a definite event in the past.
When did you arrive in Prague?
I arrived here in September two years ago.

Speaker attitude
The choice of present perfect simple or past simple may depend on how close to the event the speaker feels.
You had an umbrella, didn't you? Where is it?
Oh bother! I've left it on the bus.
This is recent, or the bus is still near.
I had an umbrella, but I left it on the bus.
The event is more distant, and the speakers are probably far away from the bus.

have been and have gone
have been
Mary has been to China.
This means that she has visited China, but is not there at the moment.

have gone
Mary has gone to China.
This means that Mary is not here at the moment because she is visiting China.

Practice

1. Choose the correct word or phrase underlined in each sentence.
   a) I live here. I have lived here since the end of last year.
   b) Someone has just stolen / has just been stealing my bicycle.
   c) I'm afraid the last train left / has left an hour ago.
   d) Yesterday I lost / I have lost my wallet.
   e) Thank you for your offer, but I've decided / I decided not to accept.
   f) Take your umbrella with you. It's started / It started raining.
   g) We're enjoying our trip. We have visited / visited two countries so far.
   h) I'm standing here / I've been standing here for hours and I feel tired.
   i) This has been / was a busy day and it isn't over yet!
   j) I feel really tired. We went / have been to a party last night.

2. Put each verb given into either present perfect simple, past simple, or present simple.
   a) Last week I (lose) ... lost my scarf, and now I (just lose) ... have just lost my gloves.
   b) I (work) ... work for Blue Bank at the moment but I (decide) ... have decided to change jobs.
   c) We (be) ... be here for hours. Are you sure we (come) ... have come to the right place?
   d) (you see) ... see my calculator? I'm sure I (leave) ... have left it here earlier.
   e) We (have) ... have some coffee after that and then (catch) ... have caught the bus home.
   f) I (never eat) ... eat octopus, but once on holiday I (eat) ... ate some squid.
   g) I (hope) ... hope you aren't a vegetarian. I (cook) ... cooked you some lamb chops.
   h) Recently a lot of young people (take up) ... have taken up in-line skating.
   i) When we (reach) ... reached the cinema, there (not be) ... were not any tickets left.
   j) Please come quickly! Nick (have) ... has an accident, and he (go) ... has gone to hospital.
3 Complete each mini-dialogue, using the verbs given, in either present perfect, simple or present perfect continuous.

1: Terminator 2 is on at the Rex? (you see) ...have you seen it?
B: No, not yet. Shall we go? I (look forward) ...am looking forward to seeing it.

2: A: What's the matter? You look really tired!
B: I am! (I study) ...all day, and I (not finish) ...yet.
A: Oh well, time for a break.

3: A: (I phone) ...Carol all day, but there's no reply.
B: I expect she (go) ...swimming with her friends.

4: A: (you hear) ...the news?
B: What news?
A: Someone (rob) ...the bank at the end of the road.

5: A: Why is your leg in plaster?
B: That's a silly question! I (break) ...it, of course.
A: Someone (write) ...'Time for a break' on the plaster!

We've had a very interesting trip (a) ...far, and we've had some interesting adventures (b) ...the last time we went. We've (c) ...to some beautiful islands, and (d) ...a lot of interesting people. In fact (e) ...we've made friends with some people in a village, and they've been (f) ...us the local language. I haven't managed to learn much (g) ..., but Ann (h) ...picked up quite a lot, and can speak well. She's been (i) ...every day, and she has (j) ...me everything she knows!

5 Complete the second sentence so that it has a similar meaning to the first sentence.

a) I came to live here three months ago.
   I ...have been living here ...for three months.

b) Mary is out at the shops at the moment.
   Mary ...to the shops.

c) I have had French lessons since March.
   I ...French since March.

f) Ten of the letters are ready.
   I ...ten letters so far.

g) It's ages since I last went to the cinema.
   I ...to the cinema for ages.

h) This is the first time I've eaten snails.
   I ...snails before.

i) I don't remember Helen's phone number.
   I have ...Helen's phone number.

j) David has a different opinion now.
   David ...his mind.

6. Underline the errors in these sentences. Rewrite each sentence.

   a) My penfriend is writing to me for years but has never sent me a photo.
      My penfriend has been writing to me for years but has never sent me a photo.

   b) We have started this course three weeks ago.
     We have started this course three weeks ago.

   c) 'What have you been doing all day?' 'I've been written letters.'
      'What have you been doing all day?' 'I've been writing letters.'

   d) When have you arrived in this city?
     When have you arrived in this city?

   e) You have ever been to India?
     You have ever been to India?

   f) Paula has been stayed in a hotel by the sea.
     Paula has been staying in a hotel by the sea.

   g) I've been feeling ill three weeks ago.
     I've been feeling ill three weeks ago.

   h) I live in this city since I was born.
     I have lived in this city since I was born.

   i) I wait here a long time. Where have you been?
     I have been waiting here a long time. Where have you been?

   j) Tony has leaved his books on the bus.
     Tony has left his books on the bus.
Unit 8 Future 1

Explanations

Future time

We can refer to future time in English by using will/shall, be going to or by using present tenses. These forms do not all have the same meaning, and we have to choose the most suitable one.

will and shall

• Formation rules
  Will future is formed with the infinitive without to. Shall is used in formal situations with I and we. The negatives of will is won’t and of shall is shan’t. Will is usually shortened in speech and informal writing to ’ll.

• Meaning
  Will generally describes a prediction or what we think will happen in the future. There is usually a time expression. We can use perhaps when we are uncertain, probably when we are almost certain, or definitely when we are certain.

  United will definitely win tonight.
  Perhaps it’ll rain tomorrow.
  In the next century, most people will probably live in big cities.

be going to

• Formation rules
  Be going to future is formed with the verb be + going + the infinitive.

  Jean is going to learn to drive.
  Tim and Ann are going to travel abroad next year.

• Meaning
  There are two meanings which are very similar.
  Plans or intentions
  We use going to when we talk about plans or intentions.

  I’m going to do lots of work this evening.
  This is a plan, so it may not happen.

  Present cause
  This is a prediction based on something we can see or know about.

  Look out! Those books are going to fall on your head!

Present continuous

• Meaning
  We can use the form of the present continuous to refer to the future. We use it when we talk about events which are arranged for the future. It is often used when we talk about social arrangements.

  Are you doing anything on Friday evening?
  Not really. Why?
  I’m having a party. Would you like to come?

Problems

Choosing how to refer to the future can be difficult, as sometimes there is more than one choice.

• going to or present continuous?
  It is possible to use going to in places where present continuous is more usual, when a time is mentioned.

  I’m having a party on Friday.
  I’m going to have a party on Friday.
  However, we cannot use present continuous in places where going to is usual without changing the meaning, when no time is mentioned.

  Jean is going to learn to drive.
  This is a plan, with no time mentioned.
  Jean is learning to drive.
  As no time is mentioned or implied, this describes a present action.

• will or going to?
  Impersonal predictions
  Here the choice is sometimes a matter of being formal or informal.

  I think it’s going to rain tomorrow.
  This would be possible in everyday conversation.

  Tomorrow it will rain in Northern England.
  This may be more common in a weather forecast, where the speaker is being more formal.

  Plans
  If we use will instead of going to, the meaning changes.

  I’m going to do lots of work this evening.
  This is a plan or intention.

  I’ll do lots of work this evening.
  This sounds like a promise.

• be
  We usually use will or going to with be.

  I’ll be back on Friday.
  I’m going to be back on Friday.
Practice

1 Choose the correct sentence, 1) or 2), in each mini-dialogue.

a) A: Can you come dancing tomorrow night?
   B: 1) Sorry, I'll play basketball.
       2) Sorry, I'm playing basketball.

b) A: What are your plans for the summer?
   B: 1) I'll spend a month in the mountains.
       2) I'm going to spend a month in the mountains.

c) A: What do you think about the weather?
   B: 1) It'll probably rain tomorrow.
       2) It's raining tomorrow.

d) A: What about tomorrow at about 5.30?
   B: 1) OK, I'll see you then.
       2) OK, I'm seeing you then.

e) A: Mary is buying a dog next week.
   B: 1) Really? What is she going to call it?
       2) Really? What is she calling it?

f) A: It would be nice to see you next week.
   B: 1) Are you doing anything on Wednesday?
       2) Will you do anything on Wednesday?

2 Put the verb given into a form of will, going to or present continuous. More than one answer may be possible.

a) Have you heard the news? Harry (join) ............ the Army!

b) Sorry to keep you waiting, I (not be) ............ long.

c) According to the weather forecast, it (snow) ............ tomorrow.

d) I'm sorry I can't meet you tonight. I (go out) ............ with my parents.

e) Careful! You (knock) ............ that jug off the table!

f) In fifty years' time, most people (probably ride) ............ bicycles to work.

g) Our teacher (give) ............ us a test tomorrow.

h) I (go) ............ to Manchester at the end of next week.

i) Look out! You (hit) ............ that tree!

j) I think our team (probably win) ............

3 Complete the second sentence so that it has a similar meaning to the first sentence.

a) My party is on Thursday.
   I ............ on Thursday.

b) Tomorrow's weather forecast is for rain.
   It's ............ tomorrow.

c) I predict a victory for our team.
   I think ............ win.

d) Tomorrow I'll be absent, teacher.
   I ............ here tomorrow, teacher.

e) Terry intends to finish painting the kitchen this evening.
   Terry ............ painting the kitchen this evening.

f) Meet me outside the station at 5.30.
   I ............ outside the station at 5.30.

g) What's our arrangement for lunch?
   Where ............ for lunch?

h) Everyone expects lots of tourism in this country next summer.
   Everyone thinks a large number ............ this country next summer.

i) I don't plan to sell my bike after all.
   I ............ my bike after all.

j) Are you free tomorrow?
   Are ............ anything tomorrow?

4 Underline the sentences which are incorrect. Rewrite them.

a) I go swimming next Saturday. Would you like to come?
   I ............ swimming next Saturday. Would you like to come?

b) What are you going to discuss at the next meeting?
   ............ at the next meeting?

c) The boat is turning over! I think it will sink!
   ............ it will sink!

d) Sue is going to lend me her roller-skates.
   ............ her roller-skates.

e) I've read the weather forecast, and it's definitely sunny tomorrow.
   ............ the weather forecast, and it's definitely sunny tomorrow.

f) David and Helen will be here at 9.30.
   ............ at 9.30.

g) There is a lot to do. Is anyone going to help you?
   ............ to help you?

h) Sorry I'm not seeing you tomorrow. I have to go to London.
   ............ to London.
Unit 9 Future 2

Explanations

- **Formation rules**
  - Future continuous is formed with will or shall + be + the present participle (-ing).
  - The time tomorrow: I'll be eating lunch on the plane.
  - Shall is used in formal situations with I and we.

- **Meaning**
  - Future continuous describes a temporary situation or activity in the future. We often use it when we compare what we are doing now with what we will be doing in the future. We usually use a time expression.
  - Example: Where will you be living in five years' time?
  - We also use future continuous to describe something which will definitely happen because an arrangement has already been made.
  - We'll be holding a meeting soon, so we can decide then.
  - This means that the meeting will happen anyway.

- **Future perfect**
  - Formation rules
    - Future perfect is formed with will or shall + have + the past participle.
    - By the time we get to the cinema, the film will have begun.

- **Meaning**
  - Future perfect describes a situation which has not happened yet. At a time in the future, it will happen.
  - By the time we get to the cinema, the film will have begun.
  - This means that when we arrive at the cinema we can say, 'The film has begun.' We often use by or by the time with future perfect.

- **Timetable future**
  - When we talk about events which are fixed and cannot be altered, we use present simple. We use this when we describe timetables.
    - Jim's plane leaves at 12.00.
    - Our head teacher retires next year.

- **Future time clauses**
  - In a future time clause, we can refer to the future with the form of the present simple after a time word. We can also use present perfect, when we emphasize that an action is complete.
    - When I see her again, I'll tell her your news.
    - Please wait here until Mrs Hall comes back.
    - As soon as we're ready, we'll phone you.
Intermediate Language Practice

Let's run home before it rains.
Hand in your paper as soon as you have finished.

- in case
  We use in case when we want to refer to a possible problem. We refer to the future with a form of the present simple.
  Take an umbrella, in case it rains.

Functions: will, shall, going to

Language functions describe the ways we use language for a purpose. Many uses of will and shall are more easily described in this way.

- Promise
  I'll try as hard as I can.

- Threat
  Stop doing that, or I'll tell my dad.

- Offer
  Shall I open the door for you?

- Parting remark
  I'll see you tomorrow.

- Decision of the moment
  'Which one do you want? 'I'll take the blue silk one.'
  This is a decision made immediately. In the example, the speaker is in a shop.

- Decision
  I'm going to buy a new camera.
  This is a general decision about buying a camera, but it is not at the same time as buying the camera. The speaker is not in the shop.

- Request
  Will you carry this bag for me?
  This is an informal request.

- Suggestion
  Shall we play tennis?
  This kind of suggestion includes the speaker.

- Other uses of will and would. See Unit 22.

Practice

1. Choose the correct word or phrase underlined in each sentence.
   a) This time next week Billy will lie will be lying on the beach.
   b) Please stay in your seats until the bell will ring rings.
   c) We will have moved will be moving to our new house on Tuesday.
   d) What time does your train leave will your train leave?
   e) Don't forget to turn off the lights before you are leaving leave.
   f) Where will you work will you be working in ten years' time?
   g) Wait for me, I'll be I'll have been ready in a moment.
   h) John won't stop won't have stopped talking all the time!
   i) Stop teasing the dog, or it's biting it'll bite you.

2. Complete each part sentence a) to b) with one of the part sentences 1) to 8). More than one answer may be possible.
   a) As soon as I hear from Helen, 6.
   b) By the time Mary arrives ....
   c) Please take a seat ....
   d) This time next week ....
   e) The next time you see me ....
   f) We'll have time to have some lunch ....
   g) In a few moments ....
   h) There won't be any more lessons ....
   1) until the dentist is ready.
   2) the match will be over.
   3) I'll have had my haircut and you won't recognize me.
   4) it will have stopped raining.
   5) before the train leaves.
   6) I'll ask her to phone you.
   7) until the teachers' strike is over.
   8) we'll be enjoying ourselves on holiday.

3. Rewrite each sentence with will/shall or going to, using the verb underlined.
   a) How about playing tennis?
      Shall we play tennis?
   b) I've decided to study Arabic in Cairo.
   c) I promise to be home by midnight.
   d) I hope to meet you later.
   e) I'd like you to go to the shops for me.
1) We promise not to make too much noise.

2) Would you like me to help you with those bags?

3) We could come back later if you like.

4) I've decided to have a lemonade.

5) Can you take the dog for a walk?

6) a) By the time the police get here, the burglars will have vanished.

b) When you'll grow older, you'll change your mind about this.
c) The bus leaves at 1:00, so we'll leave the house at 11:30.
d) I won't leave until you will give me the money.

e) As soon as the taxi will arrive, I'll be letting you know.
f) Will you have been using the video next lesson?

g) By the time we get to Helen's house, she'll leave.

h) 'Do you want me to carry this?' 'No that's all right, I'm doing it.'
i) I'll be seeing Nick tomorrow, so I can give him the message.
j) By the time we'll arrive, the play will have started.

7) a) The work won't take us longer than an hour.

b) We will have finished the work in an hour.

c) I promise to phone you before our next meeting.

Before we will phone you.

d) Would you like me to check the spelling for you?

Shall I check the spelling for you?

e) Sheila refuses to let me share her book.

Sheila won't let me share her book.

f) How about having a game of chess?

Shall we have a game of chess?

8) a) Please stay here until I come back.

Please don't come back.

b) After the lesson we'll meet and play tennis.

When we'll meet and play tennis.

9) What job will you have in twenty years' time?

What will you have in twenty years' time?
4  Decide which answer, a), b), c) or d) best fits the space.

Helen's homecoming
When the bus (1)...... in a small square, Helen (2)...... her magazine and didn't realize that she (3)...... at her destination. 'This is Santa Teresa,' Martin said. '(4)...... home! I suppose your cousin (5)...... for us. Come on. (6)...... the bags.' Helen thought, 'all those years when I (7)...... in New York, I (8)...... of this moment. And now it's real, I can believe it! Here I am, (9)...... in the square'. Santa Teresa was Helen's birthplace, but she (10)...... the town at the age of six. She had some memories of the town, and some photographs, but (11)...... here still? She (12)...... Nobody (13)...... in the square. Perhaps her cousin Maria (14)...... Helen's letter. 'What (15)...... now?' asked Martin. 'There isn't even a hotel here!'

1) a) has stopped  b) stops  c) stopped  d) was stopped
2) a) was reading  b) read  c) had read  d) used to read
3) a) arrived  b) arrives  c) has arrived  d) had arrived
4) a) You arrive  b) You are arriving  c) You have been arriving  d) You've arrived
5) a) wait  b) will be waiting  c) has waited  d) is going to wait
6) a) I'll carry  b) I carry  c) I've carried  d) I carried
7) a) live  b) have lived  c) was living  d) am living
8) a) dream  b) am dreaming  c) used to dream  d) will dream
9) a) I really stand  b) I was really standing  c) I had really stood  d) I was really standing
10) a) was leaving  b) had left  c) used to leave  d) has left
11) a) will she belong  b) did she belong  c) has she belonged  d) does she belong
12) a) wasn't knowing  b) hasn't known  c) hadn't known  d) didn't know
13) a) was waiting  b) is waiting  c) waits  d) waited
14) a) wasn't receiving  b) didn't use to receive  c) hadn't received  d) hasn't received
15) a) are we going to do  b) have we done  c) did we do  d) are we doing

5  Complete the second sentence so that it has a similar meaning to the first sentence.

a) Steve left before my arrival.
   When I (1)......, Steve had (2)...... already left.

b) Do you need any help with your suitcase?
   Shall (3)...... you with your suitcase?

6  Look carefully at each line. Some lines are correct but some have a word which should not be there. Tick each correct line. If a line has a word which should not be there, write the word in the space.

f) In the middle of my meal, the phone rang.
   While I (1)......, the phone rang.

g) I'm sorry, but Mrs Dawson isn't here.
   I'm sorry but Mrs Dawson has (2)...... out.

h) Jack has come to stay for the weekend.
   Jack (3)...... with me for the weekend.

i) I last saw David in 1990.
   I (4)...... since 1990.

j) Are you free tomorrow evening?
   Are (5)...... anything tomorrow evening?

Dear Ann,
I'm sorry I haven't been written to you lately, but I've been working hard. When I received your last letter I was acting in a play at school, and when I have finished that, I went on holiday with some friends. I meant to send you a postcard, but I had forgot to take your address with me. How are you getting on at college? You didn't say very much about this in your letter. I hope you are still like it, and don't been work all the time! Do you still want to come and will stay for a few days? I'm starting work in London after I shall leave school in July, and I want to see you before then. I have know you are busy, but by the time your term finishes, I'll have started my job. I've been done so many things lately! I've just learned to drive and my parents have sometimes lend me their car, so I often go out with friends. Maybe I'll be drive to Nottingham and see you one day.

Best wishes, Maria

7  Underline the error in each sentence. Correct the error.

a) By the time I got to the phone it stopped ringing.
   It had stopped (1)......

b) I'm not very good at this game. You see, I didn't play it before.

7  When has Peter written to you last?
d) What do you do at weekends? Are you ever going to the cinema?

e) When I was on holiday last summer I was going to the beach every day.

f) Julie can't meet you tomorrow. She will play basketball.

g) You're always late! I'm waiting here for ages!

h) How long do you live in this flat? It's very tiny!

8. In everyday spoken English, we often leave out the subject pronoun and auxiliary. Instead of saying 'Do you like it?' we say 'Like it?'
Rewrite each sentence so that the verb underlined has a subject pronoun.

a) Finished yet? We're all waiting!

b) Bye for now! See you tomorrow!

c) Good holiday? Had a nice time?

d) Paul's a bit difficult. Know what I mean?

e) Hi, Tim. Coming out for a drink later?

f) Been waiting long? Sorry for the delay.

g) Good party, isn't it? Enjoying yourself?

h) Heard the latest? Mary's getting married!

Problem check

1. Check the difference between present simple and present continuous. How can you show this difference in your language?

2. Does your language have a tense with the same form as present perfect simple? Is it used in the same way? Can you show the difference in your language between present perfect simple and past simple?

3. Do you have a future tense in your language? Does it express all the meanings of will, going to and future use of present continuous?

Unit 10 Reported speech

Explanations

Reported speech

We often tell people what other people have told us. This is called reported or indirect speech. We usually change tenses and references to people, places, and times.

Without tense changes

Statements are often repeated immediately, and the reporting verb is in a present tense. In this case, there are no tense changes.

'Jack is on the phone. He says he's going to the cinema, and do we want to go too?'

Tense changes after a past tense reporting verb

Statements are usually reported with a past tense verb and an optional that. All tenses that follow move back into the past. This is sometimes called backshift.

- Present simple to past simple
  - 'I need some help.'
  - 'She said that she needed some help.'

- Present continuous to past continuous
  - 'We are having our lunch.'
  - 'She said that they were having their lunch.'

- Present perfect to past perfect
  - 'I have lost my keys.'
  - 'He said that he had lost his keys.'

- will to would
  - 'I will be home at 6.00.'
  - 'She said that she would be home at 6.00.'

- Past simple to past perfect
  - 'I wrote two letters to her.'
  - 'He said that he had written two letters to her.'

- be going to, to was, were going to
  - 'They are going to come back.'
  - 'She said that they were going to come back.'

- must
  - 'I must finish this before I go.'
  - 'He said he must finish it before he went.
  Note that must does not change. He said he had to finish it before he went.'

Note that sentences in direct speech have speech marks (inverted commas) around the spoken words. Indirect or reported speech does not use speech marks.

- Note that past perfect in reported speech can be a report of either past simple or present perfect.
  - 'I've lost my keys!' said Joe. Joe said he had lost his keys.
  - 'I lost them yesterday,' he said. He said he had lost them the day before.
No changes after a past tense reporting verb

If the report is about something which is always true, it may not be necessary to backshift.

'I like apples more than I like oranges.'
She said that she likes apples more than she likes oranges.
'Budapest is the capital of Hungary.'
He said that Budapest is the capital of Hungary.
Some speakers prefer to backshift in sentences of this kind.

Speakers in reported speech

- Speakers can be mentioned at the beginning or end of the sentence in direct speech.
  Direct speech
  Jack said, 'We're going to miss the train.'
  'We're going to miss the train,' said Jack.

- Speakers are mentioned at the beginning of the sentence in reported speech.
  Reported speech
  Jack said (that) they were going to miss the train.

Other changes

In reported speech, references to people, places and times often change, because the point of view changes.

'I'll see you here tomorrow,' said Sue.
Sue said she would see me there the next day.
'I bought this book yesterday,' said Martin.
Martin said he had bought the book the day before.

Summarizing instead of verbatim reports

- Sometimes each word is reported (verbatim reporting), but we often summarize what people say when we make reports.
  'Look, actually, tell him I'll give him a call next week, OK?'
  She said she'd call you next week.

- See Unit 11 for ways of reporting some kinds of statement.

Verbs easily confused: say, tell, speak

Speak describes the act of talking.
Simon spoke to me in the supermarket yesterday.
Say describes the words used. It is followed by optional that.
'It's warm today,' she said.
She said (that) it was warm.
Tell describes giving information. It needs an object. It is followed by optional that.
'You've won first prize,' she said.
She told me (that) I had won first prize.

Practice

1. Underline the errors in these sentences. Rewrite each sentence.
   a) Sally told that she had lost her keys.
      Sally said that she had lost her keys.
   b) Chris said me that he must leave early.
   c) Maria and Tony said they shall see us tomorrow.
   d) Tom said, I'm coming to your party.
   e) Sue said that she had wrote a letter to Lisa.
   f) Steve said us that he was arriving at 8.00.
   g) I had bought a new bike Pam told us.
   h) 'What's the matter? Ellen told.
   i) Jim says that he had needed some help.
   j) Joe said that he doesn't feel well yesterday.

2. Rewrite each sentence in direct speech, ending as shown.
   a) Anna told us that she had finished.
      'I've finished...'; Anna told us.
   b) George said that he would be back at 6.00.
      'I'll be back at 6.00...'; George said.
   c) Helen said she was going to go shopping.
      'I'm going to go shopping...'; said Helen.
   d) Paul said that he wanted to make a phone call.
      'I wanted to make a phone call...'; said Paul.
   e) Tina told the teacher she had forgotten her homework.
      'I had forgotten my homework...'; Tina told the teacher.
   f) David said he had to be back by 3.30.
      'I had to be back by 3.30...'; David said.
   g) Jan told me she would let me know.
      'I would let you know...'; Jan told me.
   h) Bill said he was going to be late.
      'I was going to be late...'; Bill said.
**Unit 11** Reported speech 2

**Explanations**

**Commands and requests**
- Commands are reported with *tell* and the infinitive.
  - "Wait! Wait!" I told him to stop.
- Requests are reported with *ask* and the infinitive.
  - "Please wait!" I asked her to wait.

**Yes/No questions**
- Questions with the answer *yes* or *no* are reported with backshift (see Unit 10) and using if.
  - "Does the London train stop here?" she asked.
  - She asked me if the London train stopped here.

**Whether**
- Whether means *if* … *or not*. We use whether when we report questions linked with or. The question is reported with backshift.
  - "Are you staying the night or are you going home?" he asked.
  - He asked me whether I was staying the night or going home.

**Wh-questions**
- Questions beginning with what, why, where, how, etc. are reported with backshift (see Unit 10). The question forms of direct speech are not used, so the subject in bold comes before the verb. There is no question mark.
  - "Where is the bus-station?" she asked.
  - She asked where the bus-station was.
  - "Where have you come from?" he asked.
  - He asked me where I had come from.

**Indirect questions**
- Indirect or embedded questions are questions which have an introductory question before them. The indirect question does not have a question form.
  - Note that there is no change of tense (backshift).
  - Introductory question:  *Could you tell me …?*  *Do you know …?*

**Wh-questions**
- Questions beginning with *where*.
  - Could you tell me where the post office is?
  - When does the film start?
  - Do you know when the film starts?
Intermediate Language Practice

- Yes/no questions
  These questions use if.
  Is this the right street?
  Do you know if this is the right street?

- There is a question mark, because of the introductory question.

Reporting verbs include part of the meaning of the words reported. Here are some of the most common reporting verbs.

**advise**
- 'I wouldn't buy that car, Janos, if I were you."
- I advised Janos not to buy the car.

**agree**
- 'Yes, Jill, I think you're right,' said Mike."
- Mike agreed with Jill.

**apologize**
- 'I'm really sorry for being so late,' said Maria."
- Maria apologized for being late.

**ask**
- 'Do you think you could help me, Sue?'"
- I asked Sue to help me.

**congratulate**
- 'Well done, Tina, you've passed the exam!'"
- I congratulated Tina on passing her exam.

**decide**
- 'I'm going to become a doctor!' said Helen."
- This is a decision about the future, or a plan.
- Helen decided to become a doctor.
- 'I'll have the fish pie, please,' said Bill."
- This is a decision of the moment.
- Bill decided to have the fish pie.

**invite**
- 'Would you like to come to the cinema on Saturday, Pam?""
- I invited Pam to the cinema on Saturday.

**offer**
- 'Shall I carry your case, Dawn?" said Peter."
- Peter offered to carry Dawn's case.

**promise**
- 'I'll definitely be home by eight,' said Ann."
- Ann promised to be home by eight.
- 'I'll wait for you, Helen,' said Peter.
- Peter promised Helen that he would wait for her.

**refuse**
- 'No, I won't open the door!' said Carol."
- Carol refused to open the door.

**remind**
- 'Don't forget to send your mother a birthday card, Joe.'"
- I reminded Joe to send his mother a birthday card.

**suggest**
- 'How about spending the day at the beach?' said Carlos."
- Carlos suggested spending the day at the beach.

Practice

1. Put one suitable word in each space.

- a) Helen asked me *whether* I was going to school or not.
- b) David asked his mother *whether* she was coming home.
- c) Peter asked us *whether* we had ever been to Hungary.
- d) Costas asked me *whether* he had many photographs.
- e) Maria asked a policeman *whether* the museum was.
- f) Dora asked her sister *whether* she had fed their dog.

2. Complete each question in direct speech, ending as shown.

- a) Jack asked me whether I was having lunch or going out."
- *‘...?* Jack asked me.
- b) Carol asked Ann what she had done the day before."
- *‘...?* Carol asked Ann.
- c) John asked us if we often went sailing."
- *‘...?* John asked us.
- d) Kate asked me how many German books I had read."
- *‘...?* Kate asked me.
- e) George asked Sue if she was going to change schools."
- *‘...?* Sue asked George.
- f) Alice asked me who I sat next to in class."
- *‘...?* Alice asked me.
- g) My teacher asked me if I would be there the next day."
- *‘...?* My teacher asked me.
- h) Mary asked me where exactly I lived."
- *‘...?* Mary asked me.

3. Rewrite each sentence in reported speech, beginning as shown.

- a) *Are you staying here all summer?* the little girl asked me.
- The little girl asked me if *whether* I was staying there all summer.
- b) *What does procrastinate mean?* I asked my teacher.
- I asked my teacher what *whether* procrastinate means.
- c) *Have you done your homework, or not?* my mother asked me.
- My mother asked me if *whether* I had done my homework.
- d) *When is your birthday?* I asked Sue.
- I asked Sue *whether* I had done my homework.
- e) *Did you remember to lock the door,* my father asked me.
- My father asked me *whether* I had remembered to lock the door.
- f) *Why have you turned off the television?* Ellen asked me.
- Ellen asked me *whether* I had turned off the television.
- g) *Do you speak Italian?* the tour guide asked me.
- The tour guide asked me *whether* I spoke Italian.
Unit 12 Conditionals: 1 and 2

Explanations

if + present simple + present simple

This type of sentence describes what always happens. When or if can introduce the sentence.

- It’s a tropical country, and so if it rains hard, everyone stays indoors. When it rains hard, everyone stays indoors.

if + imperative

This type of sentence tells people what to do in certain situations.

- If you feel dizzy, stop taking the tablets.
- If you change your mind, give me a ring.

Conditional 1: if + present simple + will/won’t

- This type of sentence is sometimes called a real condition. It describes what someone thinks will happen in a real situation. We use real here to show the difference with the imaginary situation in Conditional 2. You believe that the things you are talking about will happen.
  - If we walk so slowly, we’ll be late.
  - If we run, we won’t be late.
  - If we don’t run, we will be late.

- Situation: You are at the supermarket with a friend. Your friend has put some eggs in one bag, and is trying to pick up lots of other bags too. You say:
  - If you carry too many bags, you’ll drop the eggs.
  - If you drop the eggs, they’ll break.
  - If the eggs break, there will be an awful mess on the floor!

- It is possible to use other present tenses instead of present simple in this type of sentence.

Conditional 2: if + past simple + would/wouldn’t

- This type of sentence is sometimes called an imaginary condition. It refers to things that might happen in the future, or things that you can imagine happening.
  - If I had a helicopter, I’d fly to school.
  - If I flew to school, I wouldn’t be late.

- Situation: You are watching the stars one night with a friend. You start talking about aliens. You say:
  - If some aliens landed on earth, I’d make friends with them.
  - If they didn’t speak English, I’d use sign language.
  - If they took me back to their planet, I’d learn their language.
  - If anyone believed my story, I’d become famous.
Intermediate Language Practice

- The form of the past simple is used in this type of sentence, but it does not refer to past time. See Unit 13 for Conditional 3, which refers to past time.
- We usually use were for all persons in Conditional 2 if sentences. In speech, was and were are used.
  
  *If I were an astronaut, I’d enjoy being weightless!*

- Note that would is usually contracted in speech.
  
  *I’d become famous.*

- would

  *Unless* means only if not. We use it to say that something will only happen in certain circumstances. Compare these sentences.
  
  *We’ll go out for a walk if it doesn’t rain.*
  
  *We’ll go out for a walk unless it rains.*

Other uses of would

We also use would in situations which do not involve conditional sentences.

- Politeness: Would you take a seat?
- Request: Would you open the window?
- Offering: Would you like a pot of tea?
- Refusing: The clerk wouldn’t sell me a student ticket.

Practice

1. Choose the correct word or phrase underlined in each pair.

a) If we cry/would be late for class, our teacher will get was angry.

b) If we lived/would live on another planet, we’d see/will see the Earth in the sky.

c) If we take/will take a taxi, we’ll arrive/we arrived sooner.

d) If we don’t hurry/won’t hurry, we’ll be/would be late.

e) If we were/are birds, we would be able to/are able to fly.

f) If you don’t wear/wouldn’t wear your pullover, you’d feel/you felt cold.

- h) If I studied/will study harder, I would get/better marks.

- i) If I had/have a motorbike, I’d ride/I rode it to school.

j) If you lend/will lend me your bike, I’ll let/I let you borrow my skateboard.

k) If I had/would have lots of money, I’d give/I gave some to all my friends.

2. Complete the sentence for each situation, using the verbs given.

a) You are standing very close to the edge of a swimming-pool. You are wearing all your clothes, not a swimming costume. A friend says:

  *If you fall in... fall in... your clothes (get)... will get... wet!*  

b) You are sitting in the classroom on a hot day. You are day-dreaming about going to the beach. You think:

  *If today (be)... a holiday, I go... to the beach.*

c) You can’t answer a question in your English book. You ask a friend to help, but she doesn’t know the answer. She says:

  *If I (know)... the answer, I (tell)... you.*

d) You are walking towards the bus-stop with a friend. Suddenly the bus arrives. The bus-stop is far away, but you think there is a chance of catching the bus. You say:

  *If we (run)... we (catch)... it!*

e) You are planning to go to the beach tomorrow with some friends. You are not sure about the weather, because it sometimes rains at this time of the year. You arrange to meet tomorrow afternoon and say:

  *If it (rain)... we (go)... to the cinema instead.*

f) You are very busy, because you have lots of school work, and you also play in two teams. A friend asks you to join a computer club. You say:

  *If I (have)... more free time, I (join)... the club.*

But it’s impossible at the moment because I’m too busy!

- g) You are discussing the idea of underwater cities. People are describing the advantages and disadvantages of living under the sea. You say:

  *If we (live)... under the sea, we (eat)... fish all the time!*

h) You are worried about a test next week. You ask your teacher for some advice. She says:

  *If you (study)... for one hour every day, you (pass)... the test.*

3. Complete each sentence, using if, unless or would.

a) If you had asked me to help you, I...would... .

b) We’ll have lunch outside in the garden... it’s too cold.

c) John... win more races if he trained harder.

d) Come on!... we hurry, we’ll miss the plane!

e) You like to see my stamp collection?

f) The manager won’t be long... you take a seat, please.

- g) I’m sure that Carol... go to the cinema with you, if you asked her.

- h) You feel like a chat, phone me tonight.

- i) What... you do if you saw a snake?

- j) I don’t feel happy... I swim every day.
Unit 13 Conditionals: 2 and 3

Explanations

Conditional sentences usually begin with if. However, in everyday speech, we often use imagine or suppose.

Imagine you saw a snake, what would you do?
Supposing you owned a helicopter, what would you use it for?

If I were you
We can give advice by using a Conditional 2 sentence beginning If I were you.
If I were you, I'd spend more time on your written work.
If I were you, I wouldn't eat so much chocolate!

It is also possible to put the if-clause at the end.
I'd be more careful, if I were you.

Conditional 3: if + past perfect + would have

- This type of sentence is sometimes called an Impossible Condition. It refers to things in the past, and it is impossible to change things that happened in the past.

- Situation: You went for a long walk, but you did not take your umbrella. It rained, and you got wet.
  If I had taken my umbrella, I wouldn't have got wet.
  If I'd heard the weather forecast, I wouldn't have gone out.

- We often use might and could in conditional sentences. We use might or could when we are not certain about the results. We also use could to describe ability. We use could have (done) or might have (done) in Conditional 3 sentences.

Conditional 1  If you carry too many bags, you might drop the eggs.
(uncertain)

Conditional 2  If anyone believed my story, I could become famous!
(uncertain)

Conditional 3  If I had taken some money with me, I could have taken a taxi.
(ability)

- See Units 17 and 18 for more information about modal auxiliaries.
1
Rewrite each comment, beginning as shown.

Practice

a) Supposing you had wings, what would you do?
   What would you do if you had wings?

b) Why don't you leave now? That's what I'd do.
   If

c) Imagine you lived on Mars. How would you feel?
   How

d) I think you should buy a bike. That's what I'd do.
   If

e) Imagine you were rich. What would you do?
   What

f) Supposing Jim came with us, what would you say?
   What

g) Why don't you take the bus? That's what I'd do.
   If

h) Imagine you owned a robot. What would you do?
   What

2
Choose the correct word or phrase underlined in each sentence.

a) If you phoned me yesterday, I had given you the news.
   If you phoned me yesterday, I had given you the news.

b) If you took more exercise, you might feel better.
   If you had taken more exercise, you might feel better.

c) Tim drove more carefully, he wouldn't have crashed.
   Tim drove more carefully, he wouldn't have crashed.

d) If you come to see the film, you would have enjoyed it.
   If you had come to see the film, you would have enjoyed it.

e) If I known, I would know it was your birthday, I would send you a card.
   If I had known, I would have known it was your birthday, I would have sent you a card.

f) If people helped one another more often, the world might be a better place.
   If people had helped one another more often, the world might have been a better place.

g) If our team scored more goals, it had won.
   If our team had scored more goals, it could have won.

h) If you would have worn a coat, you wouldn't get wet.
   If you had worn a coat, you wouldn't get wet.

3
Complete the sentence for each situation.

a) Helen didn't leave early, and so she missed the bus.
   If Helen had left early, she wouldn't have missed the bus.

b) I didn't buy more milk, so I didn't have enough for breakfast.
   If I had bought more milk, I would have had enough for breakfast.

c) We forgot to take a map, so we got lost in the mountains.
   If we had taken a map, we would have been in the mountains.

d) I didn't go to bed early, so I didn't wake up at 7.00.
   If I had gone to bed early, I would have woken up at 7.00.

e) Mike didn't make a shopping list, and he forgot to buy some coffee.
   If Mike had made a shopping list, he would have bought some coffee.

f) I didn't realize you were tired when I asked you to go for a walk.
   If I had realized you were tired, I would have asked you for a walk.

g) The Romans didn't sail across the Atlantic, so they didn't reach America.
   If the Romans had sailed across the Atlantic, they would have reached America.

h) I didn't turn left at the station, and I lost my way.
   If I had turned left at the station, I would have found my way.
Unit 14 Wishes

Explanations

Wishes about the present

- This kind of sentence is similar to a Conditional 2 sentence.
  
  *I wish I owned a helicopter. If I owned a helicopter, I would be happy.*
  
  *I wish I didn’t have to go to school! If I didn’t go to school, I would be happy.*

- As in Conditional 2 sentences, the past simple form does not refer to past time.

Wishes about the past

This kind of sentence is similar to a Conditional 3 sentence.

*I wish I had lived in the eighteenth century! If I had lived in the eighteenth century, I would have been happy.*

*I wish I hadn’t eaten so much! I feel awful! If I had not eaten so much, it would have been better for me!*

Wishes with could

This kind of wish is about a change you would like to make.

*I wish I could fly! I wish I could stay at home tomorrow.*

When we make wishes about the future, we use hope. We do not use conditional sentence rules with hope. It is followed by present simple or will.

*I hope the weather will be fine tomorrow.*

*I hope you have a good time at the party.*

If only

We can replace *I wish* with *If only* for emphasis. We usually stress *only* in speech.

*If only I owned a helicopter.*

*If only I hadn’t eaten so much!*

Practice

1

Choose the correct word or phrase underlined in each sentence.

a) I am sunburnt. I wish I hadn’t sunbathed for so long.

b) I don’t feel well. I wish I could stay at home tomorrow.

c) I’m not a good swimmer, but I wish I could swim well.

d) I wish I had a puppy or a kitten!

e) I wish I could see you tomorrow, but it’s impossible.

f) I wish Jim didn’t sit next to me. He’s so annoying!

If only we had some money we could take the bus.

h) I hope you enjoyed yourselves at the dance tomorrow.

2

Choose the correct continuation for each sentence.

a) I’ve got lots of work to do, and I’m tired, but I can’t stop. I wish I had taken a rest. I wish I could take a rest.

b) I wasn’t paying attention in class, and now I can’t do my homework. I wish I listened to my teacher. I wish I’d listened to my teacher.

c) Sarah painted her room green, but she doesn’t like it. She wishes she’d painted it blue. She wishes she painted it blue.

d) This is a very puzzling problem! I wish I knew the answer. I wish I knew the answer.

e) It’s really cold and miserable here in the winter. I wish we lived in a warm place. I hope we live in a warm place.

f) I can’t repair my bike because I haven’t got any tools. I wish I had a screwdriver. I wish I had a screwdriver.

g) I’m worried about my basketball team. Perhaps they won’t win! I wish they play well. I hope they play well.

h) You promised not to tell anyone my secrets but you did! I wish I hadn’t told you. I wish I didn’t tell you.

3

Complete each sentence with a suitable form of the verb given.

a) I’m soaked to the skin! If only I had brought an umbrella!

b) This pullover was really cheap. I wish I had bought two of them!

c) I like your school. I wish I could go there too.

d) I must get in touch with Sue. If only I knew her phone number!

e) This bus is really slow! I wish we took the train instead.

f) I’m disappointed in this camera. I wish I didn’t buy it.

g) I answered three questions well. If only I had finished the whole test!

h) I can’t understand anything Marie says! I wish I could speak French.

4

Complete each sentence in a suitable way.

a) I’m hungry. If only I had a sandwich in my pocket.

b) Enjoy your holiday. I hope time.

c) This is a lovely place. I wish we before.

d) It’s a pity you live so far away. If only you were in my street!

e) Ellen is a fantastic dancer. I wish as well as her!
Unit 15 Passive 1

Explanations

Transitive and intransitive

- Verbs which have objects are called transitive verbs. In this sentence, milk is the object.
  Diane drinks milk every morning.
- Verbs which do not have objects are called intransitive verbs.
  Diane walks to college.
- Only transitive verbs can be made passive.

Passive: formation rules

The passive is formed with the verb be and the past participle. The object of the verb becomes the subject in a passive sentence.

- Present simple Passive
  We build hundreds of houses every year.
  Hundreds of houses are built every year.
- Past simple Passive
  The police arrested one protester.
  One protester was arrested.
- Will Passive
  They will play the match on Wednesday evening.
  The match will be played on Wednesday evening.
- Present perfect Passive
  We have chosen Helen as the new president.
  Helen has been chosen as the new president.
- Present continuous Passive
  The authorities are questioning two men.
  Two men are being questioned by the authorities.

Contexts of use

- Putting emphasis on important information.
  Hundreds of houses are built every year by the Government.
  In this sentence, it is what was done, the number of houses built, which is given emphasis. Emphasized information usually comes at the beginning of the sentence. Compare:
  The Government has built hundreds of houses this year.
  In this sentence, more emphasis is given to who did it, the Government.
- Spoken and written Passive tends to be used more in writing, and in formal speech.

With the agent by

Passive sentences often include information about who did it. This person, thing, organization, etc. is called the agent.
Stones were thrown by angry football fans.

With the instrument with

Passive sentences may include information about what was used to perform an action. This is called the instrument and is introduced using with.
The windows were broken with a baseball bat.

Without the agent

- It is not always necessary to mention the agent. There are several reasons for this. The passive is often used because who did it is not known or the speaker does not want us to know, it is obvious, or remains impersonal, perhaps because an authority is involved.
- Not known
  Brenda’s motorbike was stolen last night.
  If we knew who had stolen it, we would mention the name of the person. It is not necessary to add by someone.
- Obvious
  One protester was arrested.
  It is not necessary to add by the police, because we know that it is always the police who do this. However, some people prefer to include this information.
- Impersonal
  Sometimes a group of people is responsible for an action, and who did it is not mentioned.
  All school outings have been cancelled.
  We assume that the school authorities have made this decision.

Practice

1.
Underline phrases which are not necessary in these sentences. Not all sentences contain unnecessary phrases.

a) My wallet has been stolen by someone.
b) We were taught by a different teacher yesterday.
c) Nick was operated on at the hospital by a doctor.
d) The meal was served by a waiter in a red coat.
e) We were shown round the museum by a guide.
f) Two letters were delivered this morning by the postman.
g) Three men have been arrested by the police.
h) Yesterday a window was broken by someone.
2. Complete each sentence with a passive verb.
   a) The police questioned George. George ...was questioned... by the police.
   b) Millions of people watch this programme. This programme ...is watched... by millions of people.
   c) They will finish our new house at the end of the month. Our new house ...will be finished... at the end of the month.
   d) They have elected a new president. A new president ...has been elected... by the people.
   e) They are rebuilding the damaged stadium. The damaged stadium ...is being rebuilt... by the workers.
   f) They have closed the mountain road. The mountain road ...has been closed... by the authorities.
   g) Students write most of this magazine. Most of this magazine ...is written... by the students.
   h) A burglar stole my television. My television ...was stolen... by a burglar.
   i) Somebody will meet you at the bus-station. You ...will be met... at the bus-station.
   j) United won the cup last year. Last year the cup ...was won... by United.

3. Underline the errors in these sentences. Rewrite each sentence.
   a) Many pet dogs are losing every year. ...Many pet dogs are losing... every year.
   b) The ill man was been taken to hospital. The ill man ...was taken... to hospital.
   c) A new bridge is be built across the river. A new bridge ...is being built... across the river.
   d) All the food at the party was ate. All the food at the party ...was eaten... by the guests.
   e) Nothing will being decided before next Saturday. Nothing will ...be decided... before next Saturday.
   f) The match is playing on Friday evening. The match ...is being played... on Friday evening.
   g) The robber unlocked the door by a false key. The robber ...unlocked... the door with a false key.
   h) This book was writing by Sam's father. This book ...was written... by Sam's father.

4. Rewrite each sentence beginning with the words given.
   a) Archaeologists have discovered a new tomb in the Valley of the Kings. A new tomb ...has been discovered... by archaeologists in the Valley of the Kings.
   b) The President will open the new sports stadium on Saturday. The new sports stadium ...will be opened... by the President on Saturday.
   c) One of the most famous painters in the world painted this portrait. This portrait ...was painted... by one of the most famous painters in the world.
   d) They will announce the results of the competition tomorrow. The results ...will be announced... tomorrow.
   e) They are redecorating our school during the summer holidays. Our school ...is being redecorated... during the summer holidays.
   f) The police in New York have arrested three terrorists. Three terrorists ...have been arrested... by the police in New York.
   g) Our company sells more than a thousand cars every week. More than a thousand cars ...are sold... every week by our company.
   h) They are building a new museum in the city centre. A new museum ...is being built... in the city centre.
   i) Alexander Fleming discovered penicillin in 1928. Penicillin ...was discovered... by Alexander Fleming in 1928.
   j) Two million people use the London Underground system every day. The London Underground system ...is used... by two million people every day.

5. Rewrite each sentence with a passive verb, and so that the names of people are not mentioned.
   a) The authorities have closed the casino. The casino ...has been closed... by the authorities.
   b) Someone broke into the flat last week. The flat ...was broken into... last week.
   c) People all over the world speak English. English ...is spoken... all over the world.
   d) The authorities have opened the new swimming-pool. The new swimming-pool ...has been opened... by the authorities.
   e) Someone left this purse in the classroom yesterday. This purse ...was left... by someone in the classroom yesterday.
   f) The city council has banned traffic from the city centre. Traffic from the city centre ...has been banned... by the city council.
   g) People have elected a new government. A new government ...has been elected... by the people.
   h) The clubs have postponed the match. The match ...was postponed... by the clubs.
Unit 16 Passive 2

Explanations

Some verbs can have two objects. These verbs include:
bury, give, lend, offer, promise, sell, take, promise, send.

Peter gave Karen a present.
Peter gave a present to Karen.

Sentences with these verbs can be made passive in two ways.
Karen was given a present by Peter.
A present was given to Karen by Peter.

Problems with passive

• To be born is a passive form but does not have an obvious passive meaning.
  I was born in Uruguay.

• Some verbs may have a passive form in other languages, but are not translated into passive in English.

• When a professional person, e.g. a mechanic, a plumber etc. does some work for us, we can use have something done. Have can be used in any tense.
  We had our house painted last year.
  I'm having my car serviced tomorrow.
  I've had my room decorated.

• We also use this for unpleasant happenings.
  She had her house broken into.
  Tim had his arm broken playing rugby.

Practice

1. Choose the correct word or phrase underlined in each sentence.

   a) I'm having my hair cutting/cut to have cut tomorrow.
   b) The children were rook/taken/taking to the seaside for the day.
   c) I was sending/sent/send here by the manager.
   d) Kate is having her car services/servicing/serviced tomorrow.
   e) Sue had her windows breaking/broken/broke by vandals.
   f) David has been offer/offering/offered a new job in Brazil.
   g) Where exactly were you born/did you born/did you bear?
   h) I've just had my bike repaired/repair/repairing.

2. Rewrite each sentence beginning and ending as shown.

   a) Someone stole Bob's bike.
      Bob ................................................. bike stolen.
   b) John lent me this book.
      This book ........................................ John.
   c) The dentist took out one of my teeth yesterday.
      Yesterday I ...................................... out.
   d) Cairo is my place of birth.
      I ...................................................... in Cairo.
   e) A rock concert ticket was sold to me by a friend.
      I was ............................................... by a friend.
   f) Someone broke into Tom's house last week.
      Tom had ........................................ last week.
   g) When is your date of birth?
      When exactly .................................. born?
   h) My parents gave me this ring.
      I .................................................. parents.

3. Rewrite each sentence so that it has a similar meaning and contains the word given.

   a) They are servicing my car tomorrow.
      ...................................................... having
   b) Yesterday they stole my bike.
      ...................................................... had
   c) Last year they painted our house.
      ...................................................... had
   d) They are taking out my tooth tomorrow!
      ...................................................... having
   e) They have just cut my hair.
      ...................................................... had
   f) They are fitting our new carpet tomorrow.
      ...................................................... having
   g) They have just painted Ann's portrait.
      ...................................................... had
Unit 17 Modals 1: present and future

Explanations

Problems with form and meaning

- Modal auxiliaries do not have third person forms, and use inversion in questions not do/does. They do not form tenses.
- The meaning of modal auxiliaries depends on the context. One modal can have several meanings depending on their function, or purpose.

Ability

- can, can’t, cannot
  I can swim. Can you swim?

  Cannot is generally used in writing or more formal speech.
- Pronunciation: can is normally unstressed /kan/ but is stressed for emphasis /kan.
  Can you speak Chinese? No, but I can speak Japanese.
- be able to
  Be able to forms tenses and is sometimes used instead of can.
  Will you be able to help me lift the furniture tomorrow?

Permission

Can and can’t are used to describe what is allowed or not allowed. See Unit 22.
Can I leave early, please?
I can’t come skating tomorrow.

Possibility or uncertainty

- may and might
  We use may and might when we think something is possible, or we are uncertain.
  President Jones might win the next election. (It’s possible.)
  I may/might have some news for you next week. (Perhaps I will.)

  Some speakers feel that may is more formal.
- Note that may not and might not describe uncertainty, not impossibility.
  I may not have time to finish tonight. (I don’t know.)
- could
  We use could when we are uncertain, especially with be.
  He could be stuck in the traffic. (Perhaps he is.)

Impossibility or certainty

- must and can’t
  We often know that something is impossible.
  President Jones can’t win the next election. (It’s impossible.)
  Sometimes we make a guess from facts, and feel almost certain about something. In this context, must and can’t are very common with be.
  He must be stuck in the traffic.
  She can’t be in Italy! I saw her today! (I’m sure he is.)

Obligation

- must and have to
  We can use must or have to to explain that something is necessary.
  I must finish my homework before 8.00.
  I have to phone Jan at 9.00.

  There is a difference in some contexts. We use have to to describe official rules: e.g. rules about school or jobs, or any other organized activity.
  At our school, we have to wear a uniform.
  Every player in a football team has to have a number.
  Some speakers use have to to describe any rule which comes from an external authority. That means, a rule which is made by someone else.
  When the traffic lights are red, you have to stop.

- We use must with emphasis to show that an action is very important.
  You must be here by 8.00, or the bus will leave without you.
  Note that we do not use to after must.

- In everyday speech, we use have got to instead of have to.

- mustn’t and don’t have to
  These have different meanings.
  Mustn’t describes an action which is forbidden.
  You mustn’t cross the road when the red light is showing.
  Don’t have to describes an action which is not necessary.
  You don’t have to turn on the central heating. It’s automatic.

Advice and opinion

- should and shouldn’t
  Should and shouldn’t give the speaker’s opinion of what is a good or bad action. As this is an opinion it is often used for giving advice.
  Advice: I think you should talk to your teacher about it.
  Opinion: I think the police should arrest the bigamy.
  We can also describe what we expect should happen.
  Expectation: They should arrive here at about 6.30.

- ought to and ought not to
  Ought to and ought not to can be used in the same way as should and shouldn’t.
  I think you ought to talk to your teacher about it.
Intermediate Language Practice

• Note that not is added to think.
  I don’t think you should/ought to go.

• Note that should is more frequently used than ought to.

• had better
  This has a similar meaning to should and ought to. Had is usually contracted.
  I think you’d better talk to your teacher about it.
  We’d better not forget to turn off the computer!

Practice

1. Choose the correct word or phrase underlined in each sentence.
   a) Look at those clouds. I think it can/might/must rain.
   b) This is impossible! It can’t be/mustn’t be/may not be the answer.
   c) Well done! You may be/must be/might be very pleased!
   d) I’ve no idea where Jane is. She could be/must be anywhere!
   e) I suppose it’s possible. I might/can/must come to your party.
   f) I’m not sure. I must not/may not be able to get there in time.
   g) That can’t be/mustn’t be/may not be David. He hasn’t got a bike.
   h) Lisa isn’t here yet. She can be/must be on her way.
   i) There’s someone at the door. It can be/could be the postman.
   j) Sorry, I can’t come/may not out. I have to do my homework.

2. Rewrite each sentence, using can, can’t, might or must, and beginning and ending as shown.
   a) Helen is really good at swimming.
      Helen can swim really well.
   b) It’s possible that our team will win.
      Our team may win.
   c) I’m sure this isn’t the right road.
      This is not the right road.
   d) I’m sure you work very hard!
      You work very hard.
   e) Carol isn’t allowed to come to our party.
      Carol isn’t allowed to come to our party.
   f) It’s possible that I’ll see you tomorrow, but I’m not sure.
      I may see you tomorrow, but I’m not sure.
   g) I’m afraid that your teacher is unable to come today.
      I’m afraid that you won’t be able to come today.
   h) I’m sure it’s very hot here in summer.
      It must be very hot here in summer.

3. Decide whether each pair of sentences have a similar meaning, or whether they are different. Write S for same or D for different.

4. Rewrite each sentence so that it has a similar meaning and contains the word given.

   i) Excuse me, is it all right if I open the window?
      Excuse me, ...................................... the window?
   j) I suppose you are Mrs Perry. How do you do?
      You ........................................ Mrs Perry. How do you do?
   a) You’d better go.
      You should go.
   b) You don’t have to press this button.
      You mustn’t press this button.
   c) You should have a rest.
      You ought to have a rest.
   d) You must be crazy!
      You should be crazy!
   e) You must be here before 8.30.
      You have to be here before 8.30.
   f) You mustn’t do that!
      You don’t have to do that!
   g) You shouldn’t eat too much.
      You ought not to eat too much.
   h) We have to work harder.
      We must work harder.
   i) I’d better write my letters.
      I must write my letters.
   j) I ought to leave now.
      I have to leave now.
   a) It would be a good idea for you to see a dentist.
      Ought ........................................ a dentist.
   b) It’s not necessary for us to go to school tomorrow.
      Have ........................................
   c) I’m sure that isn’t John, because he’s in Paris.
      Be ........................................
   d) Perhaps Ann is at home.
      Be ........................................
   e) You ought to wear a warm coat today.
      Had ........................................
   f) It’s possible that I’ll be late later.
      May ........................................
   g) I wouldn’t go skiing if I were you.
      Think ...............................
Unit 18 Modals 2: past

Explanations

- **Ability**

  - could, couldn't, was able to
  
  These describe ability in the past.

  *Jane could swim/ was able to swim when she was ten.*

  We use was able to when we want to show that an event was possible and also happened.

  *When David fell in the river, Jane was able to rescue him.*

- **Possibility or uncertainty**

  - might have done, may have done, could have done
  
  The form is modal + have + past participle. Have does not change.

  *Maria might have/may have/could have taken the bus.* (I think perhaps she did.)

- **Impossibility or certainty**

  - must have done, can't have done
  
  The form is modal + have + past participle. Have does not change.

  *You must have left your passport on the plane.* (I'm sure you did.)

  *Lisa can't have written this.* (I'm sure she didn't.)

- **Obligation**

  - had to, didn't have to, didn't need to, needn't have done
  
  There is no past form of must. We use had to.

  *When I was at school, we had to/didn't have to wear a uniform.*

  - There is a difference between didn't need to and needn't have done.

  *I didn't need to do any homework yesterday.*

  *I didn't have to do something.*

  *I needn't have done any homework yesterday.*

  *I made a mistake. I did something that was not necessary.*

- **Advice and opinion**

  - should have done, ought to have done
  
  The form is modal + have + past participle. Have does not change. They often describe criticism of an action.

  *I think you should have worked harder.* (I think you were wrong.)

  *You shouldn't have eaten so much!* (I think you were wrong.)

- **We can use ought to have done and ought not to have done in the same way.**

5

Put one suitable modal auxiliary in each space.

5

a) Soldiers __________ to obey orders.

b) I think you __________ to take your umbrella.

c) Sorry, I __________ go now. I don't want to be late.

d) I'm not sure, but I __________ be able to help you.

e) Helen isn't at home, so she __________ be on her way here.

f) We __________ better not leave any windows open.

g) It __________ be a star, it's too bright. Perhaps it's an alien spaceship!

h) I don't __________ to go to work today. It's a holiday.

i) Sorry, but I wasn't __________ to finish all the work you gave me.

j) I think you __________ to ask your teacher for some advice.

6

Rewrite each sentence so that it does not contain the phrase underlined.

6

a) If I were you I'd take more exercise.

   ...think you'd better/you should take more exercise.

b) Expect the plane will land soon.

c) You are not allowed to use a dictionary.

d) It's impossible for that to be Sue. She's abroad.

e) It's possible that I'll come to your party.

f) It's against the law to drop litter in the street.

g) It's not necessary for you to wait.

h) You'd better stay in bed today.
Practice

1. Rewrite each sentence so that it has a similar meaning and contains the word given.

   a) I'm sure you dropped your wallet at the bus-stop.  
      must
      ...you must have dropped your wallet at the bus-stop...

   b) Maybe Joanna missed the last bus.  
      might
      ...Joanna might have missed the last bus...

   c) Peter knew how to skate when he was twelve.  
      able
      ...Peter was able to skate when he was twelve...

   d) Emma was wrong not to tell you the answer.  
      should
      ...Emma should have told you the answer...

   e) It wasn't necessary for us to pay to get in.  
      didn't
      ...we didn't have to pay to get in...

   f) It wasn't necessary for me to buy any food yesterday.  
      need
      ...I didn't need to buy any food yesterday...

   g) I'm sure that Diana didn't take your books.  
      can't
      ...I'm sure Diana didn't take your books...

   h) Perhaps David didn't notice you.  
      might
      ...David might not have noticed you...

   i) Terry arrived early, but it wasn't necessary.  
      needn't
      ...Terry arrived early, but he didn't need to...

   j) It was a bad idea for us to be rude to the policeman!  
      shouldn't
      ...it shouldn't have been a bad idea to be rude to the policeman...

2. Rewrite each sentence beginning as shown.

   a) You were wrong to study so late!  
      You shouldn't have studied so late...

   b) Did you manage to stop him?  
      Were...

   c) It wasn't necessary to work hard.  
      I didn't...

   d) Perhaps Tim has lost his way.  
      Tim might...

   e) It was possible for you to hurt yourself.  
      You could...

   f) It would have been a good idea to tell me.  
      You should...

   g) I'm sure the class enjoyed it.  
      The class must...

   h) I helped her but it wasn't necessary.  
      I needn't...

   i) It was a mistake to leave.  
      You ought...

   j) I'm sure the butler didn't do it.  
      The butler can't...

3. Complete each sentence so that it contains the words given.

   a) I'm completely soaked! We are silly! We should have taken an umbrella...

   b) I've lost my bag. I think I must/bus...

   c) I tried to phone Sam, but I couldn't/get through.

   d) I forgot Kate's birthday. I should/present...

   e) The cat doesn't like fruit! It can't/orange...

   f) Jo hasn't turned up yet. I suppose she might/address...

   g) I did badly in the test. I ought/harder...

   h) It's a shame we didn't go on holiday. We could/good time...
Problems, Errors, Consolidation 2

1. Choose the correct word or phrase underlined in each sentence:

a) Jim asked the teacher if the book was his.
b) I have had two teeth taken out last week.
c) I can't do these sums. I wish I have had a calculator with me.
d) Ann refused/said she didn't want me to borrow her bike.
e) Helen can't have stolen/must have stolen the money from the office. She didn't come in to the office on the day it was stolen.
f) If I have had more money, I'd pay for you too.
g) It's getting very late, so I think you'd better you could leave.
h) Ann phoned earlier and said that she would have been/ would be late.
i) The next two lessons were been/have been cancelled.
j) If we'd remembered / we remembered to bring the map, we wouldn't have got lost.

Do-It-Yourself

Last week my brother and I decided to paint our bedrooms if while our parents were out for the day. Our parents usually they have the painting done by a local firm, but we thought we could save some money if we did paint it ourselves. We had watched the painters the last time the house had been painted, so we thought we would be able to do the job.

1) First all the surfaces must have to be washed,' my brother said. 'That can't be very difficult,' I replied. 'We'd better if put some newspapers on the carpet. If we can make a mess, we'll get into trouble.' After that had been done, we looked for some paint in the garden shed. 'We could use this red paint,' I was suggested. My brother said that he preferred green paint. Just as if we were going to start, our parents arrived home. 'You should have been asked us first,' my mother said us. 'You can paint the rest of the house too!'

2. Look carefully at each line. Some lines are correct but some have a word which should not be there. Tick each correct line. If a line has a word which should not be there, write the word in the space.

3. Decide which answer a), b), c) or d) best fits the space.

Making arrangements with Paul

A few days ago Paul phoned me and (1) ... whether I (2) ... looking after his dog when he (3) ... away. I (4) ... that I didn't really like dogs, but he said that he (5) ... all his other friends, and that I (6) ... his only hope. He invited me round to his house (7) ... to meet the dog, and he told me that he (8) ... dinner for me. An hour later he phoned again and said that he (9) ... after all, so I (10) ... meeting the following day for lunch. The next morning he cancelled this appointment and, after he (11) ... said that he (12) ... the dog to my house at 6.00. 'I don't know exactly (13) ... ' he said. 'Could you tell me how (14) ... there?' I quickly said I (15) ... out and put the phone down. Luckily I haven't heard from him since.

1) a) told b) said me c) asked me d) spoke
2) a) would mind b) want c) like d) will help
3) a) has gone b) went c) would go d) will go
4) a) told him b) said him c) asked him d) replied him
5) a) asks b) would ask c) will ask d) had already asked
6) a) am b) will be c) had been d) was
7) a) this evening b) that evening c) the evening d) in evening
8) a) is cooking b) will cook c) would cook d) had cooked
9) a) had to go out b) went out c) goes out d) has to go out
10) a) had suggested b) would suggest c) suggested d) suggest
11) a) has done b) told me sorry c) asked d) had apologized
12) a) would bring b) had brought c) brought d) brings
13) a) where is it b) if it is c) where it is d) how was it
14) a) do I get b) I get c) I will get d) I'm getting
15) a) went b) go c) will go d) was going

4. Complete the second sentence so that it has a similar meaning to the first sentence.

a) I don't know the answer, so I can't help you.
If I ..... the answer, I would help you.

b) Don't run fast, or you'll feel tired.
If ..... , you'll feel tired.

c) An off-duty policewoman arrested the robber.
The robber .....

d) We didn't leave early, so we missed the train.
If we .....

e) I ate all the ice-cream, and now I regret it.
I wish .....

f) Where is the bus station?
Could you .....?
5 Rewrite each sentence so that it has a similar meaning and contains the word given.

a) It wasn't necessary for me to go to work yesterday.
   ...I didn't have to go to work yesterday.

b) I'd like to be rich!
   wish

c) I'm going to the hairdresser's tomorrow.
   having

d) Perhaps David missed the bus.
   might

e) Marconi was the inventor of radio.
   by

f) I think you were wrong to forget the keys!
   shouldn't

g) It would be a good idea for us to take an umbrella.
   better

h) I'm sure that Maria worked very hard.
   must

i) Helen gave a camera to Richard.
   by

j) It was unnecessary for us to buy so much food.
   bought

6 Put one of the words or phrases from the list in each space. Words can be used more than once.

- didn't have to
- mustn't
- have
- might have
- must
- should have
- had to
- have to

a) We...don't have to wear a uniform at my school. We can wear whatever we like.

b) You...play with matches! It's very dangerous!

c) I'm not sure, but I think I...left my wallet in the bank.

d) I'm getting up early, because I...go running before school.

e) Sorry I can't stay any longer, but I really...go home.

f) If you want to, we...go swimming this afternoon.

g) Sorry I'm late, but I...take my dog to the vet's.

h) Tim usually wears clothes like that, so I think it...been him.

i) I think you...go to bed earlier, and stop drinking coffee.

j) Luckily, I...do any homework last night, so I went to the cinema.

7 Complete the second sentence so that it has a similar meaning to the first sentence.

a) The painters are coming to our house tomorrow.
   ...We are having our house...painted tomorrow.

b) Someone stole Peter's car last week.
   ...stolen last week.

c) 'I've lost my ticket, Kate,' said George.
   ...lost his ticket.

d) Paul advised Diane not to take the job.
   ...were you, Diane,' said Paul.

e) When does the play start?
   ...starts?

f) Let's go for a picnic if the weather's good.
   ...the weather's bad.

g) I stayed up late because I didn't feel tired.
   ...stayed up late.

h) Jim lived in Italy then, so it was impossible that you met him there.
   You...Jim here, because he lived in Italy then.

i) 'Do you have to leave early tomorrow, Ann?' asked Mary.
   ...early the next day.

j) 'Do you think you could pass me the salt, Peter?' I said.
   ...to pass the salt.
Intermediate Language Practice

8 Underline the error in each sentence. Correct the error.

a) War and Peace was written by Leo Tolstoy. ..........written ............

b) That mustn't be David! He's on holiday in Bermuda. .................

c) David asked a passer-by where was the railway station. .............

d) If I had lived in Ancient Greece, I might be a slave! .................

e) In the army, you'd better wear a uniform. .........................

f) Kate told me that she must finish her homework......................

g) I think someone must open your bag. That's the only explanation.

h) I wish I was taller! ........................................

i) I repair my car by a qualified mechanic. .............................

j) If I saw a snake, I'll scream and run away! .........................

Problem check

1 Do you change tenses when you use reported speech in your language? Check the punctuation of direct speech in Unit 44.

2 Check the difference between Conditional 2 and 3. Remember that the past tense verb in Conditional 2 does not refer to past time.

3 When do we use the passive? Does your language use verbs with a passive form in situations where English uses an active verb?

4 How do we use must, have to and should? Are they all the same? When might you say:
   a) Jim has to get up early every day.
   b) Jim must get up early every day.
   c) Jim should get up early every day.

5 Explain the difference between each pair of sentences.
   a) I'm cutting my hair.
      I'm having my hair cut.
   b) I must have lost my keys.
      I can't have lost my keys.
   c) I didn't need to buy any food yesterday.
      I needn't have bought any food yesterday.
   d) If you came by bus, you'd get here faster.
      If you had come by bus, you would have got here faster.

Unit 19 Purpose

Explanations

for

For followed by a noun can be used to describe purpose, especially with verbs of motion.

I went to the shops for some milk.

Infinitive

We use the infinitive to describe the purpose of the person mentioned in the opening of the sentence.

Jim went to the station to meet his parents.

so (that) + present simple

We can use so (that) and will/can't to describe a habitual purpose.

Bill wears thick socks in bed so (that) his feet don't get cold.

We can also use present simple.

We'll take an umbrella so (that) we won't get wet.

so (that) + will and would

we can also use present simple.

We'll take an umbrella so (that) we won't get wet.

When we describe in the past a future event, will becomes would.

We took an umbrella so (that) we wouldn't get wet.

We can also use past simple.

We took an umbrella so (that) we didn't get wet.

so (that) + can/ could

We can use so (that) + can for present time and so (that) + could for past time when we describe purpose.

I leave the window open so (that) the cat can get in and out.

Don't left class early so (that) she could go to the dentist.

If the person mentioned in the opening of the sentence and the action in the second part of the sentence are different, we can't use Infinitive of Purpose. We have to use so (that) + can/could.

Helen played the piano to entertain her friends.

Helen played the piano so (that) everyone else could dance.
In order to

- In formal speech and writing we can use in order to. Both verbs must have the same subject.
  
  The President made a speech in order to explain the policy.
  
  This means:
  
  The President wanted to make a speech because the President wanted to explain the policy.
  
- Note that Infinitive of Purpose is more often used than in order to.
  
- See Unit 20 Result and reason and Unit 43 Text organizers.

Practice

1 Put one suitable word in each space.
Constructions count as one word.

a) I wrote the date in my diary. I didn't forget it.

b) Most tourists come here to visit the ancient temples.

c) Mary called a meeting to announce the team.

d) The thief in black so that nobody sees him.

e) Jack came to me for advice.

f) Our teacher made us sit far apart so that we can cheat.

g) I'll leave the box open so that you can help yourself.

h) Lisa got up early so that she could finish her homework.

i) We went into town by bike so that we didn't have parking problems.

j) The school sent everyone a letter to explain the new rules.

2 Rewrite each sentence so that it contains the word given.

a) I went to the shops to get some eggs.

... went to the shops for some eggs.

b) Ann came here for a meeting with the director.

to


c) We went on holiday to have a rest.

for

d) Peter plays chess for relaxation.

to


e) I opened the window to let in some air.

for

3 Complete the second sentence so that it has a similar meaning to the first sentence.

a) Paul had to go to the doctor's, and left work early.

Paul so that he could go to the doctor's.

b) The school was rebuilt because it wasn't large enough.

The school in order to.


c) Tina wanted Jack to call her, and gave him her phone number.

Tina so that he could call her.

d) I might get sunburnt, so I'll put on some suntan oil.

I so that I wouldn't get sunburnt.

e) Cathy hid the presents and nobody saw them.

Cathy so that nobody saw them.

f) We wanted people to dance, so we had the party in a large hall.

We so that people could dance.

g) Dick wanted to get a good seat, so he arrived early.

Dick so that he could get a good seat.

h) I couldn't see well in the cinema, and changed seats.

I so that I could see better.

i) Harry wanted his friends to notice him so he wore a funny hat.

Harry so that his friends could notice him.

j) We didn't want to feel hungry, so we took some sandwiches.

We took so that we didn't feel hungry.
Unit 20 Result and reason

Explanations

- We can link results and reasons with so and because.
  Tim had eaten fifteen ice-creams, and so he didn’t feel very well.
  Tim didn’t feel well, because he had eaten fifteen ice-creams.

- Normally we do not begin sentences with because, but this is possible in informal writing and speech.
  Because Tim had eaten fifteen ice-creams, he didn’t feel very well.

We can use as and since in formal speech and writing. They have the same meaning as because.
As since Tim had eaten fifteen ice-creams, he didn’t feel very well.
Tim didn’t feel well, as since he had eaten fifteen ice-creams.

These expressions can be used with that, but that is often left out in speech and informal writing.

- Countable
  I bought so many books (that) I couldn’t carry them all.
  There were so few people in the theatre (that) the actors didn’t perform well.

- Uncountable
  There is so much rain at the moment (that) we hardly ever go out.
  We have so little free time (that) we don’t watch television.

That is often left out in speech and informal writing.

Last night was so hot (that) I couldn’t sleep.

That is often left out in speech and informal writing.

It was such a lovely day (that) we went for a walk in the country.

Too always suggests difficulty, and that something cannot be done.

It was too far to walk so we took a taxi.
The mountain was too difficult (for us) to climb.

Too always suggests difficulty, and that something cannot be done.

Compare the use of too + adjective and not + adjective + enough.
Little Gerry is too young to walk to school.
Little Gerry is not old enough to walk to school.

These sentences suggest a result, even when it is not stated.

- Countable
  We haven’t got enough books, (so you’ll have to share).
  There are too few books.
  There are too many people in the class.

- Uncountable
  We haven’t got enough time, (so we’ll have to hurry).
  There’s too little time.
  There are too many things to do.

We can also introduce the result of a situation by using a result phrase, such as as a result, or time expressions such as in the end and eventually. We usually use these in formal speech or writing.

Two metres of snow fell during the night. As a result, several main roads were blocked.
It started raining while we were having our picnic, and eventually we decided to go home.
Kate and Tim waited for the bus for a long time, and in the end they took a taxi.

Practice

1. Choose the correct word or phrase underlined in each sentence.
   a) It was such / so a delicious drink, that I had to have another glass.
   b) Jack ate so much / so many cakes that he could hardly walk!
   c) Kate’s offer sounded so / too good to be true!
   d) There are so few / so little good programmes on TV that I rarely watch it.
   e) I felt so / too weak that I couldn’t stand up.
   f) We had so much / so many free time, that we got bored.
   g) I waited for Mary for ages, and as a result / in the end I gave up.
   h) There was so much / so many rain last night, that the roads were flooded.
   i) David was too tall / tall enough / enough tall / very tall to reach the shelf.
   j) I had so few / so little knowledge of the subject that I got zero in the test.
Intermediate Language Practice

2
Put one suitable word in each space.

a) My tea is ...hot to drink at the moment.
b) I had to stand at the back, ...there weren't any seats left.
c) Tom had ...homework, that he had to stay up until midnight.
d) There were ...people in front of us that we couldn't see.
e) Helen missed the bus, ...she took a taxi.
f) There were ...customers that the shop closed down.
g) The room wasn't large, ...for so many guests.
h) Sue was ...tired that she fell asleep on the train.
i) We had ...money that we couldn't even buy a sandwich.
j) ...it was raining, the school picnic was postponed.

3
Rewrite each sentence so that it has a similar meaning and contains the word given.

a) I felt really tired, so I stayed at home and had a rest.
   because
   ...stayed at home and had a rest because I felt really tired.
b) I didn't use that piece of string, because it was too short.
   enough
   ...didn't use that piece of string, because it was too short.
c) The question was so difficult that I had to ask for help.
   such
   ...the question was so difficult that I had to ask for help.
d) There weren't enough seats for all the guests.
   few
   ...there weren't enough seats for all the guests.
e) There weren't enough seats for all the guests.
   many
   ...there weren't enough seats for all the guests.
f) I couldn't take any more clothes as there wasn't any space in my suitcase.
   little
   ...I couldn't take any more clothes as there wasn't any space in my suitcase.
g) It was such a good play that the audience cheered.
   so
   ...It was such a good play that the audience cheered.
h) I've got such a lot of work that I can't go out.
   so
   ...I've got such a lot of work that I can't go out.
i) She had lots of children and didn't know what to do.
   many
   ...She had lots of children and didn't know what to do.

4
Underline the errors in these sentences. Rewrite each sentence.

j) I haven't got enough time to do all my work.
   too
   ...I haven't got enough time to do all my work.
   too
   ...I haven't got enough time to do all my work.

a) Sorry, but I haven't got little time.
   ...Sorry, but I haven't got enough time.

b) Helen is not enough old to drive a car.

c) Paul has so much friends that he is always busy.

d) We had too few time to go sight-seeing.

e) It's too hot that I can't think!

f) There was too much snow that we couldn't travel.

g) It was so a long way that we decided to drive there.

h) So that I had run a long way, I felt exhausted.

5
Complete the second sentence so that it has a similar meaning to the first sentence.

a) I'm afraid you're not fast enough to be in the running team.
   I'm afraid you're too ...slow to be in the running team.

b) It's not very far to the house, so we can walk.
   We can walk ...It was ...

c) The film was so long that we missed our last bus.
   It was ...Tina felt unhappy and she cried.
   Tina felt so ...

d) Some millionaires have lots of money, and don't know what to do with it.
   Some millionaires have so ...

e) Jim is too young to get married.
   Jim isn't ...

f) I can't afford to buy this bike.
   I haven't got ...

g) There are too few plates I'm afraid.
   There aren't ...
Unit 21 Contrast

Explanations

Although, though, and even though

- Although is used to introduce a contrasting clause. This is a second statement which contrasts with the first statement.
  Maria went to school although she was ill.
  Although she was ill, Maria went to school.

- Although is often emphasized by expressions such as still, anyway, and all the same.
  Maria still went to school although she was ill.
  Although she was ill, Maria went to school anyway/all the same.

- Even though is used to emphasize the contrast.
  Even though she felt very ill, Maria went to school.

- Though is used in speech and informal writing. In these contexts, the two clauses are often made into two sentences, and though is put at the end.
  Maria went to school. She was ill, though.

While and whereas can often be used in formal speech and writing instead of although.

While/Whereas some experts expect the Government to win the election, most believe that the opposition will win.

despite

- Despite is used to introduce a contrasting clause. It is always followed by a noun phrase, or the verbal form of the noun (-ing). It cannot be followed by a main verb.
  Despite her illness, Maria went to school.
  Despite being ill, Maria went to school.

- Note that we cannot say:
  * Despite she felt ill, Maria went to school.
  (Incorrect sentence)

in spite of

- In spite of is used to introduce a contrasting clause. It is always followed by a noun phrase, or the verbal form of the noun (-ing). It cannot be followed by a main verb.
  In spite of her illness, Maria went to school.
  In spite of being ill, Maria went to school.

- Note that we cannot say:
  * In spite of she felt ill, Maria went to school.
  (Incorrect sentence)

However introduces or completes a contrasting sentence. However always has punctuation before and after. However is more common in formal speech and writing.

- Maria was ill. However, she went to school.
  Maria went to school. She was ill, however.

- Note that we cannot say:
  * However she was ill, Maria went to school.
  (Incorrect sentence)

but and yet

- The most common kind of contrast is made with but.
  Maria felt ill, but she went to school.

- But is often emphasized by expressions such as still, anyway, and all the same.
  Maria felt ill, but she went to school anyway/all the same.
  Maria felt ill, but she still went to school.

- Yet can be used instead of but in formal speech and writing.
  Maria felt ill, yet she went to school.

on the other hand

- On the other hand introduces a contrasting opinion. It is usually used in formal speech and writing.
  Television has many advantages. It keeps us informed about the latest news, and also provides entertainment in the home.
  On the other hand, television has been blamed for the violent behaviour of some young people, and for encouraging children to sit indoors, instead of taking exercise.

- See also Unit 43 Text organizers.
Practice

1. Choose the correct word or phrase underlined in each sentence.

   a) I read the book you suggested. I didn’t enjoy it, although (however).
   b) In spite of/Although we warned him, Harry still got lost.
   c) Although/However I like it here, I won’t stay here long.
   d) Cars are fast and convenient. On the other hand/Whereas, they cause traffic problems in cities.
   e) I didn’t have much time, but/however I managed to visit lots of places.
   f) Kate won the race, although/despite falling over.
   g) Although/In spite of the delay, the train arrived on time.
   h) I didn’t manage to jump over the wall, although/yet I tried twice.

2. Put one suitable word in each space.

   a) Although ..., Tim felt tired, he stayed up to finish his homework.
   b) Alan didn’t enjoy skating, ..., he went with his friends all the same.
   c) I found French hard at first, ..., I soon started to enjoy it.
   d) Jane kept running, ..., though she knew she couldn’t win.
   e) Mike was lost, but he ..., refused to look at the map.
   f) Carol went to see the film, ..., she had seen it before.
   g) ..., the rain, the school sports were a great success.
   h) Helen won the swimming competition, ..., of her cold.
   i) I’m not sure I agree with you, ..., your ideas are worth discussing.
   j) Tony was short of money, but he ..., lent some to his sister.

3. Complete the second sentence according to the meaning of the first sentence.

   a) Although it was snowing, we went out for a walk. 
     Despite ..., we went out for a walk.
   b) Some experts think the world is growing warmer, but others disagree. 
     While ...
   c) I don’t enjoy rock music, but I went to the concert anyway. 
     Although ...
   d) Even though they were losing at half-time, City won in the end. 
     Despite ...
   e) Despite the heat, Diana wore her winter clothes. 
     Although ...
   f) Whereas prices rose last year, this year they have gone down. 
     Prices rose last year ...
   g) Jim had a headache, but he still read until late. 
     In spite of ...
   h) Although Sam hadn’t studied, he did well in the test. 
     Sam hadn’t studied ...

Unit 22 Functions

Explanations

- A function is a way of describing language according to its purpose. This section gives examples of some of the most commonly used functions.
  - Most functions have several different ways of expressing the purpose. The language we use often depends on:
    - The situation we are in.
    - Is it in private or public?
    - The person we are talking to.
    - Is the person our own age, do we know them well, etc?
    - What we are talking about.
      - Are we borrowing a pen, or a large amount of money?
  - The functions below are classified as formal, neutral or informal, but remember that you might be informal with a friend if you want to borrow a pen, but formal if you want to borrow a large amount of money.

Advising Asking for and giving advice or making recommendations.
- I think you should stay at home. (formal)
- If I were you, I’d stay at home. (formal)

Asking, accepting and refusing
- Can you help me? Sorry, I can’t! Of course I can. (neutral)
- Will you wait here, please? (formal)
- Would you wait here, please? (formal)

Asking for information The order is from neutral, to most polite.
- Can you tell me what time the bus from Glasgow arrives?
  Note the indirect question, and the present simple for timetable times.
- Could you tell me ... ?
- Would you mind telling me ... ?

Making offers Making an offer to do something.
- Shall I carry this suitcase for you? (neutral)
- Thank you very much. Thanks, but I can manage.

Offering Offering something.
- Would you like a soft drink? (neutral)
Practice

1. Match the phrase with the function.

a) I'm very busy. I won't be able to help you.
   1) Giving advice.
   2) Asking for information.
   3) Making a request.
   4) Expressing a preference.
   5) Refusing to do something.
   6) Asking permission.

b) Actually, I think I'd like to have Chinese food.
   1) Giving advice.
   2) Asking for information.
   3) Making a request.
   4) Expressing a preference.
   5) Refusing to do something.
   6) Asking permission.

2. Choose the correct word or phrase in each sentence.

a) I'll be there in a minute.
   A) I'll be there in a minute.
   B) I'll be there in a minute.
   C) I'll be there in a minute.
   D) I'll be there in a minute.

b) Do you want to come to the cinema?
   A) Do you want to come to the cinema?
   B) Do you want to come to the cinema?
   C) Do you want to come to the cinema?
   D) Do you want to come to the cinema?

3. Practice

a) I would like to go to the cinema.
   1) I would like to go to the cinema.
   2) I would like to go to the cinema.
   3) I would like to go to the cinema.
   4) I would like to go to the cinema.

b) I would like to have some coffee.
   1) I would like to have some coffee.
   2) I would like to have some coffee.
   3) I would like to have some coffee.
   4) I would like to have some coffee.

4. Asking for giving and declining permission.

a) I would like to have some coffee.
   1) I would like to have some coffee.
   2) I would like to have some coffee.
   3) I would like to have some coffee.
   4) I would like to have some coffee.

b) I would like to have some coffee.
   1) I would like to have some coffee.
   2) I would like to have some coffee.
   3) I would like to have some coffee.
   4) I would like to have some coffee.

5. Asking and responding to requests.

a) Could you open the window, please?
   1) Could you open the window, please?
   2) Could you open the window, please?
   3) Could you open the window, please?
   4) Could you open the window, please?

b) Could you open the window, please?
   1) Could you open the window, please?
   2) Could you open the window, please?
   3) Could you open the window, please?
   4) Could you open the window, please?

6. Asking for permission.

a) I would like to have some coffee.
   1) I would like to have some coffee.
   2) I would like to have some coffee.
   3) I would like to have some coffee.
   4) I would like to have some coffee.

b) I would like to have some coffee.
   1) I would like to have some coffee.
   2) I would like to have some coffee.
   3) I would like to have some coffee.
   4) I would like to have some coffee.

7. Asking for permission.

a) I would like to have some coffee.
   1) I would like to have some coffee.
   2) I would like to have some coffee.
   3) I would like to have some coffee.
   4) I would like to have some coffee.

b) I would like to have some coffee.
   1) I would like to have some coffee.
   2) I would like to have some coffee.
   3) I would like to have some coffee.
   4) I would like to have some coffee.

8. Asking for permission.

a) I would like to have some coffee.
   1) I would like to have some coffee.
   2) I would like to have some coffee.
   3) I would like to have some coffee.
   4) I would like to have some coffee.

b) I would like to have some coffee.
   1) I would like to have some coffee.
   2) I would like to have some coffee.
   3) I would like to have some coffee.
   4) I would like to have some coffee.

9. Asking for permission.

a) I would like to have some coffee.
   1) I would like to have some coffee.
   2) I would like to have some coffee.
   3) I would like to have some coffee.
   4) I would like to have some coffee.

b) I would like to have some coffee.
   1) I would like to have some coffee.
   2) I would like to have some coffee.
   3) I would like to have some coffee.
   4) I would like to have some coffee.
3  Replace the underlined parts with a more appropriate or accurate expression.

a) Look, don't worry about me, there's a bus at 12.30. So I'm back by 2.00, I promise!

b) A: Would you like an ice-cream? Or some cake perhaps?
   B: I choose ice-cream, please.

c) A: I'm having problems at school. What do you think I should do?
   B: I talk it over with your parents.

d) A: This suitcase is really heavy, and my back is killing me!
   B: Do I carry it?

e) A: I'm not sure what to do this evening. Any ideas?
   B: You will go to the cinema, perhaps?

f) A: I've got a dentist's. Shall I leave school early?
   B: Have you brought a note from your parents?

g) Excuse me, I want to catch a bus from here to London. Tell me how much does it cost.

h) A: I feel really hungry. Have you got anything to eat?
   B: Do you like some lemonade?

i) A: It's very hot in here. Are you opening the window?
   B: Of course.

j) A: Come on, hurry up! Tidy your room and make your bed!
   B: No, I don't! It's not fair!

4  Complete the second sentence so that it has a similar meaning to the first sentence.

a) Please take a seat.
   Would you mind taking a seat?

b) Fruit juice would be better for me.
   I'd rather 

c) I'd like you to wait for me.
   Can I

d) Will you allow me to leave the room?
   May

5  Put one suitable word in each space. More than one answer may be possible.

a) I think you...should...spend more time on your homework.

b) you help me carry these bags?

c) Excuse me...you tell me what street this is?

d) What a terrible noise! ...you please be quiet!

e) go skating tomorrow.

f) Would you...telling me what time it is?

g) Thanks for the offer, but I...stay at home.

h) you sign your name here, please, sir?

i) ...you like another slice of pizza?

j) Please...I leave the table?
Unit 23 Relative clauses 1

Explanations

Relative clauses are normally joined by relative pronouns, but these pronouns can sometimes be left out. Some types of relative clauses are more common in formal speech and writing. It is important to know whether a relative clause is defining or non-defining, and whether it is a subject or object clause. See below.

Defining and non-defining clauses

- Defining clauses give information which cannot be left out because it gives important information about the subject.
  - The doctor who treated me told me not to worry. This describes which doctor we are talking about.
- Non-defining clauses give extra information. This is separated from the main sentence by commas.
  - Pablo Picasso, who died in 1973, was a painter and sculptor.

Defining clauses

- which, that
  - Which and that refer to things. That is less formal than which, and some speakers prefer to use which. That is also used to refer to people in speech and informal writing in defining clauses.
    - The bus which goes to Cairo leaves from here.
    - The road that we took led to an ancient temple.
    - The woman that we spoke to gave us directions.
- who and whom
  - Who and whom refer to people. We use whom in formal speech and writing to introduce an object clause. (See page 93). Whom is used after a preposition in formal language. In informal language, many people prefer to use who, or that, instead of whom. Many speakers never use whom. (See also Leaving out relative pronouns.)
    - The woman who teaches us music also plays in an orchestra.
    - It was the same boy whom I met yesterday. (formal)
    - It was the same boy who I met yesterday. (informal)
    - No one knows by whom the victim was shot. (formal)
    - No one knows by whom the victim was shot. (informal)
    - The people that live next door make a lot of noise.
- whose
  - Whose means 'of whom'.
    - The girl whose case had been stolen went to the police station.

Subject and object clauses

- Subject clauses refer to the subject of the sentence.
  - The doctor who treated me told me not to worry.
  - The doctor (subject) treated me (object).
- Object clauses refer to the object.
  - The doctor that who / whom I spoke to told me not to worry.
    - I (subject) spoke to the doctor (object).

Leaving out relative pronouns

- We cannot leave out the relative pronoun in non-defining clauses.
  - Pablo Picasso, who died in 1973, was a painter and sculptor.
- We can leave out the relative pronoun in defining clauses which are object clauses.
  - The doctor I spoke to told me not to worry.
- We cannot leave out the relative pronoun in defining clauses which are subject clauses.
  - The doctor who treated me told me not to worry.
- We can also leave out the relative pronoun after a superlative.
  - That was the best meal I've ever eaten!

Practice

1. Choose the correct word underlined in each sentence.
   - A. An old man who / which was carrying a suitcase, knocked at the door.
   - B. The girl who / whom lives here knows my sister.
   - C. The box that / whom Jean picked up had a hole in it.
   - D. The winner, whom / whose bike was an unusual design, won a medal.
   - E. The girl who / whom spoke to me turned out to be in my class.
   - F. The museum, which / whose was in a beautiful building, was closed.
   - G. A policewoman that / which we asked told us how to get there.
   - H. The boy who / whom house I was staying at was an old friend.
   - I. The last person who / whose pen I borrowed didn't get it back!
   - J. The train which / whose leaves at 8.00 stops at every station.

2. Put either who or whom in each space.
   - A. The waiter by who / whom we were served expected a large tip.
   - B. The teacher, who / whom taught us yesterday also teaches my brother.
   - C. The friend to who / whom I lent my basketball managed to lose it.
   - D. The boy who / whom opened the door looked familiar.
   - E. The man to who / whom I spoke told me to wait outside the office.
   - F. The people with who / whom I travelled were good company.
   - G. The assistant who / whom sold me the computer made a mistake with the bill.
h) The player .......... had the ball was tripped by the goalkeeper.

i) The girl from .......... I received the card was someone I met on holiday.

j) A strange man .......... said he knew you phoned while you were out.

3 Put who, whose or that in each space.

a) The friend .......... house I stayed is coming to stay with us.

b) The guidebook .......... we bought explained everything.

c) It's difficult to say .......... this portrait was painted by.

d) The couple .......... house I bought both worked in my office.

e) I'd like you to tell me .......... you were talking to.

f) The girl .......... ruler I had borrowed wanted it back.

g) The game .......... we played was difficult to understand.

h) I can't remember .......... I lent my bike to.

i) Do you know .......... Catherine works for?

j) The places .......... we visited were all very interesting.

4 Decide whether the clause underlined is Defining or Non-defining. Write D or N next to each sentence.

a) The girl who was waiting was becoming impatient.

b) The room, which was enormous, was filled with lines of chairs.

c) The students, who were late, waited in the playground.

d) The food which was left was eaten the following day.

e) A tall girl, who was wearing a hat, came into the room.

f) The dog, which was lying on the sofa, had long pointed ears.

g) The train which leaves at 8.00 doesn't stop at Bath.

h) Two boys, who were playing football, saw the robbery.

5 Underline relative pronouns which are left out in these sentences.

a) The book that John was reading was a bit frightening.

b) The travel agency which sold me the ticket was near my office.

c) The name of the girl who lived next door was Ellen.

d) In the end, our holiday was the best that we had ever had.

e) The dentist who I go to isn't very expensive.

f) The film which we saw last week was much better than this one.

g) The people who were leaving couldn't find their coats.

h) The garden, which wasn't very large, was full of flowers.

i) The car which David bought was not in good condition.

j) The girl who I sit next to in class is my best friend.

6 Rewrite each formal sentence as an informal one, ending with the word given.

a) These are the boys with whom I went on holiday.

b) This is the letter for which I have been waiting.

c) That is the shop from which Sue bought her bike.

d) That is the bed-and-breakfast at which I stayed.

e) Tim is someone to whom I hardly ever write.

f) Do you know by whom this book was written?

g) Ravenna was the most interesting town in which we stayed.

h) United were the best team against which we played.

7 Add a relative pronoun to each sentence.

a) Friday was the last time I saw Jim.

b) The island we visited was extremely beautiful.

c) The girl I met was a friend of Harry's.

d) The meal we ate was not very tasty.

e) Mary was the first person I asked.

f) The book I read didn't explain the problem.

g) The teacher we usually have was away ill.

h) The friends I met last night send you their love.

i) Unfortunately I've lost the pen I always use.

j) The bus I catch stops outside the university.
Unit 24 Relative clauses 2

Explanations

- Note the changes made when sentences are combined using a relative clause.
  A bus goes to Cairo. It leaves from here.
  The bus that/which goes to Cairo leaves from here.
  We took a road. It led to an ancient temple.
  The road (that) we took led to an ancient temple.
  We spoke to a woman. She gave us directions.
  The woman (that) we spoke to gave us directions.
  A woman teaches us music. She also plays in an orchestra.
  The woman who teaches us music also plays in an orchestra.

- Note that articles are often changed e.g. from a/an to the when sentences are combined.
  A girl's case was stolen. She went to the police station.
  The girl whose case was stolen went to the police station.
  A doctor treated me. She told me not to worry.
  The doctor who treated me told me not to worry.
  I spoke to a doctor. She told me not to worry.
  The doctor I spoke to told me not to worry.

- Note this common error.
  *The bus that/which goes to Cairo it leaves from here.
  The subject is not repeated (The bus ... it) in a relative clause.

Non-finite clauses

These are clauses with an -ing form verb.
I sent a card to the girl living across the street.
(I sent a card to the girl who was living across the street.)

Nominal relative clauses

These can be used as subject or object. They are common with what which here means the things which.
We didn't understand what she said.
What I want now is a cup of tea.

Practice

1. Choose the correct word underlined in each sentence.
   a) The train **which** who goes to Brighton leaves from here.
   b) **That**/What I like best is an afternoon at the beach.
   c) I didn't know **who**/which to ask about my timetable.
   d) The people **who**/whose luggage was lost had to wait a long time.
   e) Where's the ruler **who**/that I left on this desk?
   f) The shop **what**/that I went to didn't have any milk.
   g) Do you know **whom**/whose bag this is?
   h) Everyone **who**/which was there will remember the day forever.
   i) The second bus, **which**/whose was full, didn't stop either.
   j) Jim was helped by someone **who**/whom told him the answer.

2. Some sentences have a word which should not be there. Write the word at the end, or put a tick ✓ if the sentence is correct.
   a) The woman whom I asked didn't know the way.
   b) The man whose car had been damaged was very angry.
   c) That was the longest film I've ever seen.
   d) The train which it goes to London leaves from here.
   e) The policewoman who stopped me asked me my name.
   f) The Eiffel Tower, which it was completed in 1889, is made of iron.
   g) Everyone that Helen spoke to advised her to try again.
   h) The children that they live next door are my friends.

3. Rewrite each pair of sentences as one sentence, and include the word given. Begin as shown, and make any necessary changes.
   a) We want to visit a museum. It opens at 12.00. **that**
      The **museum that** we want to visit opens at 12.00.
   b) A boy's bike was taken. He visited the police station. **whose**
      The bike **whose** was taken was visited by the police station.
   c) A friend met me at the airport. He carried my suitcase. **who**
      The friend who met me at the airport carried my suitcase.
   d) Tom cooked a meal. It was delicious. **that**
      The meal **that** Tom cooked was delicious.
   e) A friend is staying with me. She comes from Paris. **who**
      The friend who is staying with me comes from Paris.
f) I found a man's wallet. He gave me a reward.
    whose
    The

   g) I go to a shop in the centre. It is cheaper.
    that
    The

  h) I went to a girl's party. She phoned me.
    whose
    The

i) I know someone. This person likes you.
    who
    I

a) We sent a present to the children... living next door.

b) Mike doesn't really know... he wants.

c) I started talking to some boys... sitting by the side of the road.

d) I asked Mary... she was thinking, but she wouldn't tell me.

e) There were lots of people at the party... we went to.

f) I don't really know... you are talking about.

---

### Unit 25 Questions 1

#### Explanations

**yes/no questions**

These are questions with the answer yes or no.

- **Present simple**
  - Do you live in Prague?
  - Are you sitting comfortably?

- **Present continuous**
  - Have you ever eaten octopus?
  - Did you phone Sue?

- **Present perfect**
  - Were you having a bath?
  - Had you already left?

- **Past perfect**
  - Can you swim? Could you see?
  - Must you go? Do you have to go?

**Wh- questions**

These are questions with what, why, when, who, whose, which and how.

- **Present simple**
  - When do you usually leave?
  - What are you doing?

- **Present continuous**
  - Why have you stopped?
  - How did you feel?

- **Past simple**
  - Where were you living?

- **Past continuous**
  - Who had told you?

- **Past perfect**
  - What can I do? Where could he go?
  - What must I do? What do I have to do?

**Subject or object questions**

Questions about the subject do not use do/does/did.

- **Cats (s) eat fish (s).**
  - What do cats eat?
  - Who eats fish?

- **Cats eat fish.**
  - (object question)
  - (subject question)

**Positive and negative questions**

A positive question could have a yes or no answer.

- **Do you like dogs?** Yes, I do. / No, I don't.

A negative question supposes that the answer will be no. A yes answer means that the questioner has supposed wrongly.

- **Don't you like dogs?** No, I don't.

**Short answers**

Auxiliary verbs, and modal auxiliaries, are used for short answers.

- **Do you speak French?** Yes, I do.
- **Have you seen this film?** No, I haven't.
- **Did you stay long?** No, I didn't.
- **Will you be late?** No, I won't.
- **Have you got a pen?** Yes, I have.
- **Can you drive?** No, I can't.
Practice

1 Write a question for each answer.

a) ...What time do you usually get up?...
   Get up? At about 7:30 usually.

b) ........................................
   I was reading War and Peace.

c) ........................................
   I went there to buy some food.

d) ........................................
   So far I've only eaten breakfast.

e) ........................................
   Now you have to put it in the oven!

f) ........................................
   Yesterday? I felt absolutely awful.

g) ........................................
   I'm washing my hair. I can't talk, sorry.

h) ........................................
   Because I haven't paid the electricity bill!

i) ........................................
   My bike? I left it outside the school.

j) ........................................
   My party? All my friends are coming.

2 Write a who or what question for each answer.

a) ...Who lives next door?..............
   A family of three lives next door.

b) ........................................
   I play with my little brother.

c) ........................................
   Mrs Dawson teaches me maths.

d) ........................................
   I usually eat a sandwich for lunch.

e) ........................................
   Horror films frighten me.

f) ........................................
   I talk most to my friend Dina.

g) ........................................
   I sit next to Maria in English.

h) ........................................
   I take my dog for a walk every evening.

i) ........................................
   My friend Tim makes me laugh.

j) ........................................
   Music helps me study.

3 Write a short answer for each question, beginning as shown.

a) Have you been ill long?..............
   No, ...haven't.

b) Are you waiting for me?..............
   Yes, ......................

c) Did you go to the cinema?...........
   Yes, ......................

d) Will you be here tomorrow?........
   Yes, ......................

e) Did you have to pay a lot?.......... 
   No, ......................

f) Can you help me with this problem?
   No, ......................

g) Do you know where the theatre is?
   Yes, ......................

h) Is George going to be there? .......
   No, ......................

Unit 26 Questions 2

Explanations

Reply questions
Reply questions are a way of replying to a statement, when you do not agree or are not sure, or are surprised.

- We're leaving at 6:00.
  Are we? (not sure)
- I've never eaten spaghetti.
  Haven't you? (surprise)

Tag questions
Tag questions add a question to the end of a statement. The meaning depends on whether the question is positive or negative, and on the intonation.

Formation
Tag questions are formed using the auxiliaries. When the main verb is positive, then the tag is negative. When the main verb is negative, then the tag is positive.

- You speak French, don't you? (negative tag)
- You don't speak French, do you? (positive tag)

Meaning and intonation
- There are two possible questions, each with two intonations. Negative tags generally suppose the answer will be yes. The rising tone is like a real question because the speaker is not really sure and needs information. The level/falling tone is used to check information.

  You speak French, don't you? (rising)
  I'm not sure, so tell me if I'm right.

  You speak French, don't you? (level/falling)
  I'm sure that you do, but I'm checking.

Positive tags generally suppose the answer will be no.

  You don't speak French, do you? (rising)
  I'm sure you don't. I'm surprised that you do.

  You don't speak French, do you? (level/falling)
  I'm sure that you don't, but I'm checking.

Tenses
This is a selection of examples, with explanations of meaning. Not all types are included.

- Present simple
  You don't know the answer, do you? (L/F)
  You've been pretending to know.

- Present continuous
  We're enjoying ourselves, aren't we? (L/F)
  You want someone to agree with you.

- Present perfect
  He's moved house, hasn't he? (R)
  You're not sure about this.

- Past simple
  You didn't tell her, did you? (R)
  You're angry because it's true!
### Practice

This unit also includes further practice for Unit 25.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Have you ever been to Brazil?</td>
<td>No, ...haven't...</td>
</tr>
<tr>
<td>b) Do you like sausages?</td>
<td>Yes, ...</td>
</tr>
<tr>
<td>c) Are you coming to the match tomorrow?</td>
<td>Yes, ...</td>
</tr>
<tr>
<td>d) Did Helen phone you today?</td>
<td>No, ...</td>
</tr>
<tr>
<td>e) Has Jack done his homework?</td>
<td>Yes, ...</td>
</tr>
<tr>
<td>f) Can George and Sue skate?</td>
<td>Yes, ...</td>
</tr>
<tr>
<td>g) Will you be late?</td>
<td>No, ...</td>
</tr>
<tr>
<td>h) Has Tina got a brother?</td>
<td>No, ...</td>
</tr>
<tr>
<td>i) Is that your house?</td>
<td>Yes, ...</td>
</tr>
<tr>
<td>j) Did Jane give you that book?</td>
<td>No, ...</td>
</tr>
</tbody>
</table>

### Problems

- Imperative, be and have
  - Polite instructions use will or won't as a tag for the imperative.
    - Sit down, will you?  Sit down, won't you?
  - There is no difference in meaning in this context.
  - Be also uses will or won't as a tag for the imperative.
    - Be quiet, will you?  Be quiet, won't you? This is an order!
  - Have in a polite instruction uses will or won't with the imperative.
    - Have a seat, won't you?

### Let's use shall as a tag.

- Let's go to the cinema, shall we?

### 2.

**Add a reply question to each sentence.**

- a) We've got a test tomorrow.
  - Have we...? ...
- b) I don't understand this sentence.
  - Do you understand this sentence? ...
- c) Sue phoned me last night.
  - Did Sue phone you last night? ...
- d) I don't like ice-cream.
  - Do you like ice-cream? ...
- e) Tom is leaving tomorrow.
  - Is Tom leaving tomorrow? ...
- f) There's a policeman at the door.
  - Is there a policeman at the door? ...
- g) Lisa has just had a baby.
  - Has Lisa just had a baby? ...
- h) I haven't eaten Chinese food.
  - Have you eaten Chinese food? ...
- i) There isn't any milk in the fridge.
  - Is there any milk in the fridge? ...
- j) I met David in France.
  - Did you meet David in France? ...

### 3.

**Add a tag question to each sentence.**

- a) We're nearly there... ?
- b) You haven't got a spare pen, ... ?
- c) You're coming to my party, ... ?
- d) You won't be late, ... ?
- e) Harry's fifteen, ... ?
- f) Kate and Pat live in Leeds, ... ?
- g) You don't feel well, ... ?
- h) You like fish, ... ?
- i) Richard's bought a new bike, ... ?
- j) I shouldn't tell you this, ... ?

### 4.

**Make a new sentence with a tag question which has the same meaning as the first sentence, and begins as shown. Make any necessary changes.**

- a) I'm sure that Paul doesn't like football.
  - Paul doesn't like football, ... ?
- b) I'm checking that you've got a sister.
  - You... ...
- c) I don't think that you've done your homework!
  - You... ...
- d) I'm angry that you sat next to Ellen!
  - You... ...
- e) I'm surprised that the guests have arrived.
  - The guests... ...
- f) I'm checking that your name is John.
  - Your name... ...
- g) I'm surprised to meet you and think that your name might be John.
  - Your name... ...
- h) You are certain that you didn't leave your wallet on the desk.
  - I... ...
Intermediate Language Practice

5
Choose the best sentence in each context.

i) You're surprised that William has got married.
   William ..........................................................?
i) You're checking that this book is by Martin Amis.
   This book ..........................................................?

b) Why did you forget your keys! You are silly!
   1) I didn't tell you to forget them, did I?
   2) I told you not to forget them, didn't I?
b) Ugh! I can't believe it! I'm sure they must taste horrible!
   1) You like eating snails, don't you?
   2) You don't like eating snails, do you?
c) If we go to Italy, we might have problems with the language.
   1) You speak Italian, don't you?
   2) You don't speak Italian, do you?
d) I told you to keep the party a secret. It's supposed to be a surprise for Stella.
   So, I just want to make sure.
   1) You didn't tell her, did you?
   2) You told her, didn't you?
e) Well, Mr Robinson, I think it's time you told the police the truth. You see,
   we've found your fingerprints on the murder weapon.
   1) You didn't murder Lord Chumley, did you?
   2) You murdered Lord Chumley, didn't you?
f) Only two minutes to the end of the match and United are still 5–1 in the lead. It looks certain now.
   1) United aren't going to win, are they?
   2) United are going to win, aren't they?
g) I haven't see Ann for ages. She's working abroad I think.
   1) She's got a job in France, hasn't she?
   2) She hasn't got a job in France, has she?
h) I just can't answer this question. It would be nice to have some help.
   1) You could help me, couldn't you?
   2) You couldn't help me, could you?

Unit 27 it and there

Explanations

its and it's
Its is the possessive form of it. It's is a contraction of it is or it has.
I like this hotel. It's comfortable and its restaurant is good.
It's got a lovely swimming-pool, too.

Verb forms with it.

- Impersonal verbs
  Some verbs which describe impersonal activities are normally only found in third person with it.
  It's raining. It's snowing.

- be with adjectives
  The verb be is often used in this way with adjectives and that.
  It's interesting that you like jazz too.
  It's strange that we've never spoken before.

- look, seem, appear
  Look is usually followed by as if with verbs and like with nouns. Seem and appear can be followed by that.
  It looks as if Carol has won. She looks like a real champion.
  It seems that the Brazilians are going to win.
  It appears that one of the customers called the police.

there, they're and their
There can refer to place, or is used when a subject is needed for be or some other verbs.

- A famous writer used to live there.
  There is a shop at the end of the street.
- They're is a contraction for they are.
  Nancy and Jim have arrived. They're both wearing fancy dress.
- Their is the possessive form of they.
  Ask them to leave their coats in the hall.

Verb forms with there

There is used with seem and appear.
There seems/appears to be a problem. She seems unhappy.

it and there

It and there are used as subjects for be. It refers to something already mentioned.
There is a shop at the end of the street.
It is open every day.
Intermediate Language Practice

Practice

1. Choose the correct word underlined in each sentence.
   a) Are there any eggs in the fridge?
   b) It's really cold this morning.
   c) Peter says they're there arriving at about 5:00.
   d) I like this bike but it's wheels are too small.
   e) Is there anybody there?
   f) It's a pity we missed the opening of the film.
   g) Kate and Sue have sold their house.
   h) What a lovely dog. What's its name?

2. Put it or there in each space.
   a) __________ is a tree in the garden. __________ is an apple tree.
   b) __________ looks as if __________ is going to rain.
   c) __________ is strange that __________ are no restaurants in this town.
   d) 'Who's that at the door?' '__________ is only me.'
   e) 'Which house is yours?' '__________ is the one at the end of the street.'
   f) __________ seems to be something under the cupboard, but what is __________?
   g) __________ appears that __________ was nobody __________ when I phoned.
   h) Near the park __________ is a swimming-pool. __________ is only open in summer.

3. Rewrite each sentence ending as shown so that it has a similar meaning to the first sentence, and so that it contains it or there.
   a) Near the hotel is a small restaurant. __________ is a small restaurant near the hotel.
   b) You went to Spain for your holiday too, which is strange. __________ to Spain for your holiday too.
   c) My road has a big tree at the end of it. __________ road.
   d) The plane apparently had engine trouble. __________ engine trouble.
   e) Brian seems to have left. __________ has left.
   f) Today is really cold! __________ today.
   g) Budapest is a long way from here. __________ to Budapest.
   h) Your torch hasn't got any batteries in it. __________ torch.
   i) We appear to be lost again! __________ lost again!
   j) The police haven't arrived, which is strange. __________ haven't arrived.

Unit 28 Place and position

Explanations

- **in and inside**
  In generally describes things contained by something else.
  **There are some cups in that cupboard.**
  We use inside to emphasize the idea of containing.
  **Luckily there was nobody inside the blazing house.**
  Compare:
  - Kate is in. (she's at home)
  - Kate is out. (she's not at home)
  - Kate is inside. (in the house, not out here in the garden)

There are many expressions with in. This is a selection.

- **on**
  On generally describes a thing on the surface of another thing.
  Don't leave your bag on the floor.

Expressions with on.

- **transport**
  There were few passengers on the plane/bus/train.
- **chair**
  She sat on a chair.
- **television**
  What's on television/the radio this evening?
- **wall**
  Let's hang this picture on that wall.
- **injuries**
  Tim cut his foot on a piece of glass.
- **left/right**
  There's a cinema on the left.
- **side**
  There are small horses on this side of the street.
- **pavement**
  She was walking in the road, not on the pavement.
Intermediante Language Practice

at, to and in

- *At and in are used to describe a person's position. At describes position at a point or place.*
  - In describes position in a place which has walls (like a building). It is also used with cities and towns, etc. The difference between *at* and *in* is clear in examples.
  - *We met at the airport.* (the place in general)
  - *We met in the airport building.* (inside the building)
  - *I'll see you at the cinema.* (the place in general)
  - *I'll see you in the cinema.* (inside the building)
- *At and in are used with arrive.*
  - *We arrived in Prague.* (the city)
  - *We arrived at Prague Airport.* (the place)

- **To** is used with verbs of motion.
  - *Last night we went to the cinema.*

Expressions with at and to

- **At**
  - *There's a café at the end of the street.*
  - Do you sit at the front or at the back of the class?
  - John isn't at school. He's at home.
  - Mr King wasn't at work yesterday.

- **To**
  - *Could you take this letter to the post office?*
  - *I sent a parcel to my sister.*

above, over, below, under

- **above and over**
  - *Above means higher than.*
  - You can see the top of the tower above the trees.
  - *Over means higher than, but in the same position.*
  - The alien spaceship hovered over the building.
  - It also means across or covering.
  - *There was a plastic sheet over the hole in the roof.*
  - *There is a footbridge over the motorway.*

- **below and under**
  - *Below means lower than.*
  - From the mountain, I could see the lake below.
  - *Under means lower than, but in the same position.*
  - I keep my suitcase under my bed.

next to, near, by, beside

- **next to and near**
  - *Next to means exactly at the side of.*
  - Maria sits next to Paula.
  - *Near means close to.*
  - Tom's house is near the sports centre.

- **beside and by**
  - *Beside means the same as next to. Some speakers feel it is more formal.*
  - *Come and sit beside me on the sofa.*
  - *By means the same as near. It is often used in descriptions of rooms.*
  - *There was a table by the window. He was standing by the door.*

Opposite means exactly on the other side of a space.
- *There is a baker's opposite our house.*

- See Units 31 and 32 Articles.

Practice

1. Choose the correct word underlined in each sentence.

2. If the word underlined is not appropriate, write a new word in the space. Tick if the word is correct.

3. Put one suitable word in each space.

- a) There's a small shop by the end of the road.
- b) Paula was standing on one foot.
- c) Helen has moved to Barcelona.
- d) Don't walk on the road! It's dangerous!
- e) From the plane we could see the mountains below.
- f) Brian spent his holiday in Hungary.
- g) When the horse came to a small stream it jumped above.
- h) Julia's house is on the other side of the street.
- i) Lisa cut her foot on some broken glass.
- j) Tim was sitting in an armchair.

- a) Jane's sister has a job at Manchester Airport.
- b) I met David yesterday by the city centre.
- c) Ellen had a large hole in her left boot.
- d) Jack sits in the back of the class.
- e) There was a small table at the bed.
- f) The robber was holding a gun in one hand.
- g) There was a beautiful portrait hanging at the wall.
- h) Bill didn't feel well and his doctor sent him to hospital.
- i) The children usually sit at the back seat of the car.
- j) To reach our village we take a road above the mountains.

- a) Maria lives .... Bellingham Road.
- b) Can you put the plates back ...... the shelf please?
- c) Please don't stand ......... your desks!
- d) I'd really like to live ...... the country.
- e) Go down this street, and you'll see the cinema ...... the right.
- f) The police searched the building but there was no one .........
Intermediate Language Practice

4. Put one suitable word in each space.

a) The statue was holding a sword... one hand.
   b) What’s on... the cinema this week?
   c) When I look... the mirror, I don’t recognize myself!
   d) What have you got... your bag?
   e) Peter found someone’s wallet... the pavement.
   f) My family moved from the country... the city.
   g) You’ve got a small hole... your pullover.
   h) The burglar climbed... the fence and into the garden.

Karen is living at London Street.
Mary sits by next to Sally in the physics class.
I want to send this letter to Brazil.
When I opened the box, there was nothing in it.
Exactly opposite the cinema, there’s a fast food restaurant.
We had a holiday in a small village by the sea.
Paula lay down on the floor to do her exercises.
We had a lovely meal in the plane.

5. Choose the correct word or phrase underlined in each sentence.

a) I decided to visit my grandmother in hospital.
   b) We put a blanket on the injured man to keep him warm.
   c) It’s not far. We’re getting... far.
   d) We found our cat hiding in a car.
   e) Jim hung his coat behind a chair.
   f) I decided to go to the shops on my bike.
   g) What time is the news on the radio?
   h) Bye for now. I’ll see you school tomorrow.

Problems, Errors, Consolidation 3

1. Choose the correct word or phrase underlined in each sentence.

a) We arrived early, so that we in order to get tickets.
   b) It was too/long to wait, so we went home.
   c) Tim and Helen have arrived, and there waiting outside.
   d) The boy of which whose bike I borrowed had forgotten about it.
   e) We went to the beach for so that a swim.
   f) Ann felt lonely because no one had invited her to the party.
   g) Despite Although I felt tired, I worked until late.
   h) We spent a lovely holiday in the country.
   i) Yesterday was so such cold that I stayed at home.
   j) However In spite of the rain, we went for a walk.

2. Complete the second sentence so that it has a similar meaning to the first sentence.

a) Although it was late, we decided to go for a walk.
   It was late... we decided to go for a walk.

b) John is someone with whom I used to work.
   ......

  c) The exam was so difficult that I couldn’t finish it.
   It was... 

  d) Although it was raining, we worked in the garden.
   Despite... 

  e) Let’s spend the afternoon at the beach.
   How...

  f) Ann’s house has got four large bedrooms.
   ... in Ann’s house.

  g) We might feel hungry, so we’ll take some sandwiches.
   We’ll... 

  h) The cat hasn’t come home, which is strange.
   ... home.

  i) Harry can’t afford to go on holiday.
   Harry hasn’t...

  j) Where’s the National Museum?
   Would...?
3

A case of mistaken identity

When Diana got off the train, (1) a. was a woman waiting for her (2) ... the platform. (3) ...? she asked. (4) ... a car waiting for you (5) ...? Diana was not very surprised, (6) ... she thought that her aunt must have been (7) ... busy to meet her (8) ... the station. (9) ... she did not recognize the woman, (10) ... was dressed very formally, and had an attaché case (11) ... her arm, she was (12) ... tired after the journey that she was happy to get (13) ... the car. The woman, (14) ... just said a few words to the driver, and then walked away. Diana wondered (15) ... she was. "It's strange that she didn't even introduce herself," she thought.

1) a. who b. there c. whose d. it
2) a. below b. to c. on d. in
3) a. You are b. you're Diana, isn't it c. Are you Diana
   d. You aren't Diana
4) a. There's b. Theirs c. Its d. It's
5) a. out b. In c. inside d. outside
6) a. so b. despite c. too d. as
7) a. so b. too c. enough d. very
8) a. at b. to c. in d. for
9) a. However b. Since c. in spite of d. Although
10) a. she b. who c. and d. whose
11) a. at b. in c. under d. by
12) a. enough b. so c. too d. very
13) a. with b. by c. at d. into
14) a. however b. despite c. although d. in spite of
15) a. whether b. there c. who d. however

4

Put one suitable preposition in each space.

There was another woman (a). ... the bus, and Kate sat (b) ........... her and started chatting. She said she was going (c) ........... Forbes Road too. "I've got an interview (d) ........... a place called Murcott House," said Kate. "Is it (e) ........... the bus-stop?" "It's (f) ........... the right (g) ........... the end of the street," the woman replied. "In fact, I live (h) ........... When I look out of my window, I can see people working (i) ........... When they arrived (j) ........... the stop, they got off and walked up the street together.

5

A case of mistaken identity

Look carefully at each line. Some lines are correct but some have a word which should not be there. Tick each correct line. If a line has a word which should not be there, write the word in the space.

6

Rewrite each pair of sentences as one sentence with a similar meaning, completing it as shown.

a) Sue read a book. She really enjoyed it.
   which
   Sue ...read a book, which she really ........... enjoyed.

b) Some friends visited me. They brought me a present.
   who
   The friends ........................................... present.

c) I stayed in a hotel. It was cheaper than this one.
   that
   The hotel ........................................... this one.

d) I borrowed a friend's bike. He wanted it back.
   whose
   The ........................................... back.

e) I saw the vase in the shop. I wanted to buy it.
   that
   I wanted ........................................... shop.

f) A girl sings in the group. She's got green hair.
   who
   The girl ........................................... green hair.
Unit 29 Time expressions

Explanations

- **in**
  - Years: in 1999
  - Morning: in the morning

- **on**
  - Days: on Wednesday, on my birthday

- **at**
  - Times: at 4.00, at midday, at midnight
  - Night: at night

- **during**
  - During is used about periods of time.
  - I didn't feel nervous during the performance.

- **Calendar references**
  - We say: the seventh of September
  - We write: 7th September
  - September the seventh
  - September 7th

- **Dates are written day/month/year in British English:** 7/9/99

- **Day references**
  - If today is 7 September:
    - tomorrow: 8 September
    - the day after tomorrow: 9 September
    - yesterday: 6 September
    - the day before yesterday: 5 September

- **Periods of the day**
  - This morning, this afternoon, tonight
  - Yesterday morning, yesterday afternoon, last night
  - Tomorrow morning, tomorrow afternoon, tomorrow night

- **for, since and ago**
  - For refers to a period of time.
    - I have lived here for six years.
    - I studied French for two years.
  - Since refers to a point at the beginning of a period of time.
    - I have lived here since 1995.
    - I've been waiting since 3.30.
  - Ago refers to a point in the past.
    - We arrived five hours ago.
    - I knew that ages ago!

- **once and one day**
  - Once refers to a state in the past.
    - Once I owned a motorbike.
Intermediate Language Practice

Practice

1. Choose the correct word or phrase underlined in each sentence.
   a) I met Tina a day one day last week.
   b) In these days Nowadays everyone seems to watch too much television.
   c) This morning The morning I was busy in the garden.
   d) We have to finish this project by until the end of the week.
   e) Bye. I'll see you the day after tomorrow the next day.
   f) During While the film I remembered where I'd left my keys.
   g) John played tennis, and after afterwards had a shower.
   h) Helen's birthday is in on January 10th.

2. Complete the second sentence so that it has a similar meaning to the first sentence.
   a) We had lunch, and afterwards we went for a coffee.
      After went had lunch we went for coffee...
   b) Jill is never late for lessons.
      Jill is always ...
   c) I won't leave before 8.00.
      I'll be here ...
   d) I've been living here for three months.
      I started living here ...
   e) When we met for lunch it was 12.00.
      We met for lunch ...
   f) What do you do in your country on January 1st?
      What do you do in your country on the ...
   g) I'll see you not tomorrow but the next day.
      I'll see you the ...
   h) It's 10.00 and I've been waiting here since 7.00.
      I've been waiting here ...

3. Put one suitable word in each space.
   a) Would you like to go out...my birthday?
   b) Rita moved to this town four years ...
   c) I won't phone Jim now. I'll phone him ...
   d) I woke up twice ...the night.
   e) ...midnight the frog turned into a prince.
   f) People in cities used to take the bus, but ...most use their cars.
   g) Luckily Kate arrived just ...time to catch the train.
   h) We felt fine in the restaurant, but we both felt ill ...
   i) I've been waiting here ...half an hour!
   j) Don't wait for me any longer. I'll see you ...
4
Rewrite each sentence so that it has a similar meaning and contains the word given.

a) I spend the summer at the seaside.
in...get to the seaside in summer...
b) I’ll see you in a few hours.
later

c) I started at this school in 1997.
since

d) George had a bath and after that washed his hair.
then

e) Diane left my house at 10.00.
until

f) The train arrived exactly when it was supposed to.
on time

g) I won’t arrive later than 2.00.
by

h) Paul tried hard but finally gave up.
end

i) I was too late to say goodbye to Lisa.
time

j) I’ve been learning English for two years.
ago

5
Put one suitable word in each space.

a) Did you sleep well...last...night?
b) ...the hot weather, we have our meals in the garden.
c) ...the lesson, Mike and Tina decided to play basketball.
d) Sam hasn’t seen Lisa...three weeks.
e) I know that...day you will be a star!
f) It’s very important to arrive...time for the examination.
g) The robber ran out of the bank and was arrested shortly...
h) There is a lot of noise in our street...night.

Unit 30 Countable and uncountable

Explanations

a/an, zero article, some, any
- Nouns are either countable or uncountable. Uncountable nouns are sometimes called mass nouns. Countable nouns have plural in s or an irregular plural. Some countable words do not have plural e.g. people.
- A/an the indefinite article is used with singular nouns. See Unit 31.
  Sue has got a motorbike.
- Zero article is used with countables and uncountables. See Unit 31.
  I don’t like fizzy drinks. I prefer still mineral water.
- Some is used with countables and uncountables. Any is used for questions and negatives.
  We’ve got some lemonade, but we haven’t got any glasses.
  Have you got any cups?
- Some is used in questions when we ask about something we have a definite idea about. This is necessary in requests beginning Can/Could...?
  Have you got some letters for me?
  (I think this is probable.)
  Have you got any letters for me?
  (I don’t know the answer.)
  Can/Could I have some more tea, please?

much and many
- Much is used for uncountables and many is used for countables. They are used mainly in questions and negatives.
  How much money have we got? There isn’t much water here.
  How many chairs are there? There aren’t many cushions.

Materials
- Materials are uncountable.
  Wood burns easily.
- Words for materials often have a countable meaning. See page 120.

Problem uncountables
- Some words are uncountable grammatically, although we might not expect this. Examples are:
  advice hair knowledge spaghetti
  English (language) health luggage travel
  furniture information machinery weather
Intermediate Language Practice

- A singular verb is used:
  His advice was very useful. French is difficult.
- An article cannot be used.
  Could I have some information? Do you any luggage?

Alternatives:
A/some

Some uncountable words have a different meaning with an or some.
- A fish (the animal)
- A loaf
- A coffee (a cup of coffee)
- A paper (a newspaper)
- A wood (a small forest)
- A iron (for pressing clothes)
- A glass (for drinking)

Some uncountable words usually with zero article have a different meaning with an or some plural.
- I can't stand noise. (in general)
- I heard a strange noise. I keep hearing noises. (specific)
- Do you like drawing/painting? (in general)
- I bought a painting/a drawing last week. (specific)

Some nouns ending -ing usually have a general meaning and are uncountable, but some also have countable meanings.

- Some nouns change meaning with an or some plural.
  Education is very important. (in general)
  Dana had a very good education. (her time at school)
  Knowledge can be dangerous! (in general)
  A knowledge of boats is useful. (knowing about a subject)

Practice

1. Choose the correct word or phrase underlined in each sentence.
   a) (How much) How many spaghetti have we got?
   b) Where is/are my new trousers?
   c) I put some/any chocolate somewhere, but where is it?
   d) Peter went to buy a/some glass so he could fix the broken windows.
   e) I'm afraid we haven't got much/many time.
   f) The news is/are on at 9.00.
   g) How much/How many furniture shops are there?
   h) I've found the milk but I can't find a/some glass.
   i) Could you give me some/any orange juice, please?
   j) Mary's advice was/were not very useful.

2. Put one word in each space. Put a dash (−) if the space should be blank.
   a) My trousers need ironing. I have got..... an iron?
   b) Could you go to the baker's and buy ............. loaf, please?
   c) I'd like .......... information about trains to Paris.
   d) Tina has .......... very good health.
   e) The war ended .......... years ago.
   f) Jane isn't very good at ............. drawing.
   g) Harry didn't have .......... very good education.
   h) Vanessa bought .......... paper and read it on the bus.
   i) Could you give me .......... advice please?
   j) Do you know .......... people in this village?

3. Complete the second sentence so that it has a similar meaning to the first sentence and contains the word given.
   a) Let me tell you what I think you should do. advice
      Let me ......... give you some advice ..........
   b) I need a clean pair of trousers. 
      any
      I haven't got ............. trousers.
   c) There isn't a lot of water in the pool.
      much
      ................................................ water in the pool.
   d) I have to wash my hair.
      washing
      My hair ....................................
   e) I can't find my scissors.
      where
      ................................................ scissors?
Unit 31 Articles 1

Explanations

Zero article

Zero article is used when a general statement is made.

- Plurals
  
  *Dogs are not allowed in this shop.*
  
  Compare *The dogs next door bark all night.*
  
  Here we are referring to some particular dogs, not to dogs in general.

- Uncountables
  
  *Milk is good for you.*
  
  Compare *The milk on the top shelf is fat-free.*
  
  This group includes:
  
  - Abstract ideas
  - War is a terrible thing.
  - Food and drink
  - I love chocolate. I don't like orange juice.
  - Languages
  - Spanish is spoken by about 300 million people.
  - Materials
  - This chair is made of plastic and leather.
  - Verbal Nouns
  - Speaking is not permitted during the examination.

See Unit 30 for other uncountables.

- Buildings and purpose
  
  Zero article is used with certain buildings when their purpose is important.
  
  *Jim is in prison.* (He committed a crime.)
  
  Compare *My company is repairing the prison.*
  
  Words of this type are:
  
  - be in or go to hospital, prison, bed, class, court
  - be at or go to work, school, university, sea
  - others be at home, go home

- Countries, states and cities
  
  Zero article is used with most countries.
  
  *Marie comes from France.*
  
  Countries which are a group or plural have a definite article.
  
  *We left the Netherlands and crossed to the United Kingdom.*
  
  Note that *Great Britain* has zero article.
  
  Zero article is used with most states and cities.
  
  *Los Angeles is in California.*

- Streets
  
  Zero article is used with most streets.
  
  *I bought this dress from a shop in Bond Street.*
  
  Definite article the is used in the High Street.


- **Buildings**
  Zero article is used with names of buildings preceded by place names.
  - We visited Blenheim Palace and Coventry Cathedral.
  - The is generally used when there is a phrase after the noun, often with of, which adds more information.
  - We visited the Palace of Westminster.

- **Names of people**
  Zero article is used with names, but the is used with titles.
  - Carol Parker is the Minister of Communications.

- **Meals**
  Zero article is used with meals when we refer to them in general.
  - Dinner is at 7.30.
  - Compare: At the end of the conference there was a dinner.
  - The dinner they serve here is really fantastic.

- **Geographical features**
  Zero article is used with geographical areas, lakes, mountains and islands.
  - We visited Lake Victoria. It's in East Africa.
  - They climbed Mt. Everest in record time.
  - Helen spent her holidays on Crete.

- **General historical references**
  I'd like to have lived in Prehistoric Europe/Ancient Rome.

- **Transport**
  Zero article is used with by for general forms of transport.
  - We went there by car.
  - Compare: We went there in a really old car.
  - Note that we say on foot.

- **A/an** refers to one thing, or to something indefinite or not described. See Unit 30 for a/an and some.
  - I've got a brother and a sister. (not two)
  - Tim works in a factory. (not described)
  - Compare: Tim works in the factory down the road.
  - Note that a/an are unstressed, and are pronounced /ə/ and /ən/.

- **General descriptions**
  - An ocelot is a wild animal, similar to a leopard.
  -Descriptions often use plurals.
  - Ocelots are wild animals, similar to leopards.

- **A/an** are used when we describe the job or the character of a person.
  - Peter is a fool! Mary is an engineer.

---

**Practice** (See Unit 32 for activities including the)

1. Underline the errors in these sentences. Rewrite each sentence.
   a) Have you ever visited United Kingdom?
   b) On our trip, we visited the Canterbury Cathedral.
   c) Love is wonderful thing.
   d) The pets are not permitted in this hotel.
   e) Rabbit is small wild furry animal with long ears.
   f) The New York is in United States of America.
   g) The judge sent David to the prison for a month.

2. Put a/an or leave the space blank.
   a) ..... love makes the world go round.
   b) Sheila has got ..... German car.
   c) Rita works in ..... office in ..... West Street.
   d) I've got ..... friend who is ..... electrician.
   e) Paul goes to ..... special school for ..... musicians.
   f) You are ..... silly boy! This is ..... cat not ..... dog!
   g) Jack is in ..... hospital and can't go to ..... school.
   h) Carol wants to go to ..... university and study to be ..... doctor.

3. Complete the second sentence so that it has a similar meaning to the first sentence.
   a) Mary teaches English.
      Mary is a/an English teacher.
   b) Charles has a factory job.
      Charles works in a/an factory.
   c) You are not allowed to park here.
      (not allowed here.
   d) Jim is on a ship at the moment.
      At the moment is not allowed here.
   e) Susan conducts the orchestra.
      Susan is a/an of the orchestra.
   f) We walked to the station.
      We went to a/an foot.
   g) Frogs are small amphibious animals.
      (not amphibious animal.
Unit 32 Articles 2

Explanations

Definite article: the

- *The* refers to something definite or described. The is usually pronounced /θiː/ before consonants and /ðiː/ before vowels. The beginning. The end.
- We often use *the* when we refer to something already mentioned. We saw a good film last night. *It* was the new film by Bergini.
- Reference with of
  *The film was about the love of a girl for her cat.*
  Compare *Love is a wonderful thing!*
- Other references
  *The war between the two countries lasted for six weeks.*
  Compare *War is a terrible thing.*
- Unique objects and known references
  Definite article *the* is used with objects which are unique. *How many astronauts have landed on the moon?*
  *The* is used when the context is known, and we understand what is meant. *Where's the newspaper?*
- Groups
  Definite article *the* is used with nationalities and other groups. *I really admire the Italians.*
- Classes
  Definite article *the* is used with adjectives to describe groups. *The old, the sick and the unemployed need our special care.*
- Other uses
  Playing musical instruments
  Time
  Superlatives (See Unit 35)
  Fixed phrases
  Names of ships
  Rivers
  Oceans

Practice

1. Choose the correct word underlined in each sentence.
   a) Where's *an*electric heater? I can't find it.
   b) What happened at *an*the end of *a*the film?
   c) David has *an*the appointment at *a*the optician's.
   d) *An*The old person sometimes feels lonely.
   e) Peter owns *a*the largest model plane in *a*the world.
   f) Luckily *a*the fire brigade soon came and put out *a*the fire.
   g) Harry's mother bought him *a*the guitar for his birthday present.
   h) I'm thinking of buying *a*the new pair of trousers.
   i) In the end there was *a*the war between the two countries.
   j) I didn't know *an*the answer to *a*the question, so I left it out.

2. Complete the second sentence so that it has a similar meaning to the first sentence.
   a) Jim is a very good pianist.
      Jim... *plays* the piano... very well.
   b) Poor people need help from the Government.
      The Government should... *poor*.
   c) Helen's bike is faster than everyone else's.
      Helen's... *fastest*.
   d) Tom has a doctor's appointment.
      Tom... *doctor's*.
   e) The film was about an artist's life.
      The film... *of an artist*.
   f) The only goal of the match was scored by Italy.
      The... *Italians*.
   g) The school term finishes today.
      This is... *school term*.
   h) No one in the class is taller than Jane.
      Jane is... *class*.

3. Put *a*or *an* or *the* in each space or leave the space blank.
   a) *The* President is *the* largest cruise ship in *the* world.
   b) Everyone in.... class agreed that.... happiness was important.
   c) There's.... strange person at.... door.
   d) Someone who saw.... robbery called.... police.
   e) At.... beginning of.... film.... very tall man sat down in front of me.
   f) When I arrived at.... station, I ate.... sandwich and waited for.... train.
   g).... person with.... good education usually gets.... good job.
   h) Have you seen.... new film at.... Embassy cinema?
   i) In.... past, most of.... population lived in.... country.
   j) I needed.... new pair of trousers so my mother gave me.... money.
Practice (Units 31 and 32 mixed activities)

1. Put a/an/the in each space, or leave the space blank.
   a) The Italians eat a lot of spaghetti.
   b) Most people thought that the Beatles were a very good group.
   c) I usually drink a glass of milk in the morning.
   d) What's the difference between a rabbit and a hare?
   e) First person who crosses the finishing line is the winner.
   f) Playing guitar is an interesting hobby.
   g) Helen got on the bus and bought a ticket.
   h) There's a newspaper shop at the end of the street.

2. Correct the errors in these sentences by adding or removing a/an/the.
   a) Could you get a loaf of bread from the baker's?
      ...Could you get a loaf of bread from the baker's?
   b) The milk is good for the children.
   c) The John is at work at moment.
   d) We travelled to the Italy by a car.
   e) Have you got a brother or the sister?
   f) War between two countries was longest in the history.
   g) Who was first astronaut who landed on moon?
   h) Nile is longest river in world.

3. Rewrite each sentence so that it has a similar meaning and contains the word given.
   a) We travelled there by train.
      on the train
   b) There isn't a larger size than this one.
      largest
   c) Clara sings for her living.
      singer
   d) People who are unemployed often feel depressed.
      the

4. Complete each sentence so that it has a similar meaning to the first sentence.
   a) I didn't expect to see George.
      George was the last person I expected to see.
   b) Do you have a dog in your house?
      Do you have a dog in your house?
   c) Nick teaches chemistry.
      Nick is a chemistry teacher.
   d) My friends gave me a wonderful present.
      My friends gave me was wonderful.
   e) The Australian capital is Canberra.
      Canberra is the capital of Australia.
   f) The French lesson is the first tomorrow.
      The French lesson is the first tomorrow.
   g) Someone is phoning you.
      Someone is phoning you.
   h) We saw a very entertaining film last night.
      We saw a very entertaining film last night.

5. Put a/an/the in each space, or leave the space blank.
   a) A (1) friend of mine, Sally Milton, wanted to become a (2) dancer when she was a (3) girl. Every morning before (4) school she used to practice in (5) living room at (6) home. (8) dancers need (9) lot of (10) exercise, so Sally used to go to (11) gym two or three times (12) week. In (13) end she got (14) job in (15) theatre company and became an (16) actress. In (17) fact, (18) last week I saw her in (19) programme on (20) television!
Unit 33 Determiners and pronouns

Explanations

- **all**
  All is usually followed by a plural noun and verb.
  All students are expected to arrive on time.
  In the expressions all day, all night, all the time, the noun is singular.
  All can be followed by the and a noun. All of is also used when all is followed
  by the or a possessive adjective (my etc.).
  All (of) the tickets for the match had been sold.
  Not is also used with all.
  Not all students have bikes. Not all (of) my friends have bikes.
  All is also used as a pronoun at the beginning of a sentence.
  All I want is some peace and quiet!
  All I need is £400! All I have is £50!
  All is not normally used as an object. See Unit 41 Pronouns: everything.
  
- **some**
  Some is used in the same way. Some is not used with not.
  Some students are expected to help.
  
- **no**
  No is used as the opposite of all.
  No students actually arrive on time!
  No cannot be followed by the. See none on page 131.
  
- **each**
  Each refers to the separate things in a group.
  The name of a person was written on each box.
  Each is used with a singular noun and verb.
  Each person in the room was wearing a hat.
  Each is often used with one.
  There were ten people in the room. Each one was wearing a hat.
  Each of is used when each is followed by the or a possessive adjective.
  Each of you can carry one parcel.
  Each is also used after the subject.
  My sisters each have their own room.
  Each can also be used at the end of a sentence.
  My uncle gave my brother and I £5 each. (Gave £5 to each of us.)
  
- **both**
  Both refers to two things and is used with a plural verb. Note the position.
  Both people in the room were wearing hats.
  The people in the room were both wearing hats.
  There were two people in the room. Both of them were wearing hats.
  Both of you can help me. You can both help me.
  
- **every**
  Every has a similar meaning to each in some contexts. It refers to all the
  things together, while each refers to them separately.
  Every box was wrapped in coloured paper.
  Every person in the room was wearing a hat.
  We cannot say "every of you. See Unit 41 Pronouns: everyone.
  
- **either, neither**
  Either means 'this one or the other one'. It is followed by a singular
  noun/verb.
  We can paint it green or blue. Either colour matches the walls.
  It is often used with end/side and here means both.
  There are trees on either side of the street.
  Either of is also used when either is followed by the or a possessive adjective.
  Either of the books will be very useful.
  
- **neither**
  Neither means 'not this one nor the other one'.
  We can't paint it green or blue. Neither colour matches the walls.
  There are trees on neither side of the street.
  Neither of these books will be very useful.
  
- **none of**
  None of means 'not one of'. It is followed by a singular verb, but many
  speakers use a plural verb.
  None of the guests is/are here yet.
  
- **not a and not one**
  Not a and Not one are used to emphasize the idea of none.
  'How many people turned up? 'Not one!'
  'How many people turned up? 'Not one!'
  'Not a single one!'
Practice

1. Choose the correct word or phrase underlined in each sentence.
   
   a) There were **none** people at the bus-stop.
   b) My two brothers **each/every** have their own car.
   c) **Not one/Not no** student has come late this week!
   d) **Some of/Some** restaurants charge extra for bread.
   e) Sorry, but I can't hear **either/each** of you properly.
   f) When I got on my bike I noticed that **both/tyres** **every/tyre** were flat.
   g) According to the song, **all/each** you need is love.
   h) I looked for the books, but **none of/none of** them was there.

2. Put one suitable word in each space.
   
   a) I sent letters to ten people, but **not one** replied!
   b) I'm sorry, but there are **not** tickets left for the concert.
   c) There are **not** two rooms, and **not** of them is large enough.
   d) **not** I ate for breakfast was a banana.
   e) I've tried **not** medicine I can find, but nothing works.
   f) **Not** desk had a name label stuck on it.
   g) I tried **not** the supermarkets, but **none** one was closed.
   h) I had two phone calls, but there were **not** for you, I'm afraid.
   i) **You two** are always quarrelling! Stop it, **not** of you!
   j) **Both/roads** lead to the city centre. You can take **one**.

3. Rewrite each sentence so that it has a similar meaning and contains the word given.
   
   a) All the dogs in the garden were barking.  
      **Every dog** in the garden was barking.
   b) Nobody at all came to the meeting.  
      **Single**
   c) Not all the members of the class were on time.  
      **Some**
   d) Not one of my friends has got a car.  
      **None**
   e) This chair is not comfortable, and nor is this other one.  
      **Neither**
   f) There weren't any boys in the class.  
      **No**

4. Complete the second sentence so that it has a similar meaning to the first sentence.
   
   a) These books aren't interesting.  
      **None** of these books is interesting.
   b) You have only ten minutes left.  
      **All**
   c) The hotels were both unsuitable.  
      **Neither**
   d) No one replied to my letter.  
      **Not a**
   e) Paul and his brother David are ill.  
      **Both**
   f) Nobody in the team played badly.  
      **All**
   g) The police searched all the houses in the street.  
      **Every**
   h) Not all the questions in the test were easy.  
      **Some**

5. Choose the correct continuation for each sentence.
   
   a) We looked at two different houses but ...  
      1) both of them were too small.  2) either of them was too small.
   b) Liz invited a dozen guests to her party but ...  
      1) no turned up.  2) none turned up.
   c) Helen and Mark are well behaved, but please let me know if ...  
      1) both of them misbehave.  2) either of them misbehaves.
   d) Mary feels so tired because she ...  
      1) didn't sleep for a single moment.  2) slept all for a moment.
   e) Write down the number of the car on this list ...  
      1) each time one passes.  2) all the time one passes.
   f) How many presents did you get on your birthday? ...  
      1) One at all.  2) None at all.
   g) There were ten people standing at the bus-stop and ...  
      1) all people had umbrellas.  2) each one had an umbrella.
   h) We wrote all our answers on the blackboard but ...  
      1) no one of us was right.  2) none of us was right.
Unit 34 Adjectives and adverbs

Explanations

Adjectives have the same form for singular and plural. They do not change for
male and female. Most adjectives are used in front of nouns.

- When more than one adjective is used, the order is important. It is not
  advisable to put more than three adjectives together.
  There are four main groups of adjectives, numbered here Position 1 to
  Position 4. The order inside the opinion group is also important.

- Position 1 One or more of these types of adjective
  opinion size age shape temperature
  lovely large old round hot
  Position 2 Colours green, blue, etc.
  Position 3 Material what it is made of: wooden, plastic, etc.
  Position 4 Purpose what it is for: a swimming-pool
  Position 5 Noun a swimming-pool
  An old leather football boot.
  old = age leather = material football = purpose
  Note that a word usually a noun (football) can be used as an adjective.
  A lovely green silk shirt.
  lovely = opinion green = colour silk = material

- Gradeable adjectives
  Some adjectives describe similar qualities. For example, there are many
  adjectives which describe hot and cold:
  boiling hot warm cool cold freezing
  Which one you use depends on your opinion.

- Adjectives ending -ed and -ing
  It is easy to confuse these adjectives.
  My work was tiring. It made me tired.
  This film is interesting. I am interested in the film
  Others of the same kind are: excited/exciting, embarrassed/embarrassing,
  worried/worrying, bored/boring.

- Adjectives with be, become, feel, look
  Adjectives can be used on their own after these verbs.
  This beach is fantastic! Sue has become happy.
  I feel terrible! You look ill!
  If we use more than one adjective, we can separate them like this.
  Sue has become happy and rich.
  Sue has become happy, rich and famous.

- one
  We can use one instead of repeating a noun.
  I like your new coat. It's a really lovely one!

Adverbs

- Adverbs describe actions. Most adverbs are formed from adjectives by
  adding -ly.
  slowly — slowly quick — quickly careful — carefully

- Some adverbs have the same form as adjectives.
  This train is very fast. (adj) This train goes fast. (adv)

- Some adverbs have the same form as adjectives and a different meaning for
  the -ly form
  It was a very hard question. (adj) We worked hard. (adv)
  I could hardly stand up. (adv; meaning almost not)
  I don't feel well. (adj) Everyone acted well. (adv)

- See Unit 3 for Frequency adverbs. Note their position with be and
  auxiliaries.
  Katherine is never late. She has never arrived late.

Intensifiers

- These are used to describe how much with adjectives. The adjective has to be
  gradeable, i.e. an adjective which can have more or less of a quality.
  Peter is happy at his new school. Happy is gradeable.
  We can say very happy really happy extremely happy

- When an adjective has an extreme meaning, a strong intensifier is not used.
  We cannot say The film was extremely excellent.
  We can say The film was terribly awfully really good.
Practice

1. Put each group of words into the best order.

   a) old a plastic large bag green
   b) wooden square two tables
   c) red a dress silk beautiful
   d) silver a of jugs antique pair
   e) bowl small a plastic
   f) winding road country long a
   g) boots some old football dirty
   h) cotton long a skirt yellow
   i) of trousers old pair a blue
   j) squeezed cold juice a freshly glass orange of

2. Choose the correct adjective underlined in each sentence.

   a) I can’t drink this tea! It’s boiling/warm!
   b) Look at that skyscraper! It’s gigantic/large.
   c) Jill couldn’t drive any further that day as she was so tired/tiring.
   d) I love summer evenings when at last it feels cool/freezing.
   e) The first part of the film was really excited/exciting.
   f) That was the best play I’ve ever seen. It was fantastic/good.
   g) You look worried/worrying. Is anything the matter?
   h) We won’t go camping until the weather is more boiling/warmer.
   i) If you feel bored/boring, why don’t we go to the cinema?
   j) I didn’t think you were interested/interesting in ancient history.

3. Rewrite each sentence so that it has a similar meaning and contains the word given.

   a) The old couple lived together and were happy. 
happily
   b) This has been hard work for you. 
worked
   c) Chris and Paul are slow walkers. 
walk
   d) George is a good pianist. 
plays
   e) Sue is a graceful dancer. 
dances
   f) Kate is ill. 
well
   g) Michael’s skating was wonderful. 
skated
   h) Mary is a careful writer. 
writes
   i) David didn’t sleep well. 
slept
   j) Ann completed the course with success. 
successfully
Unit 35 Making comparisons

Explanations

- Adjectives
  Comparative adjectives with one syllable are normally formed by adding -er to the adjective. In one syllable words ending with one consonant, the final consonant is doubled. Words ending in consonant + -y change -y to -i.
  Superlative adjectives are normally formed by adding -est to the adjective.
  
  - long - longer - longest 
  - big - bigger - biggest 
  - dry - drier - driest

- Comparative adjectives with two or more syllables are normally formed with more. Superlative adjectives with two or more syllables are normally formed with most. There are some exceptions.
  - modern - more modern - most modern
  - interesting - more interesting - most interesting

- Some adjectives with two syllables can form in either way.
  - common / commoner / commonest
  - Others include: quiet, tired and words ending -ow, -le and -er.

- Adverbs
  Comparative adverbs are normally formed with more. Superlative adverbs are normally formed with most.
  
  - Can you work more quickly?
  - The film ended most happily.

Irregular forms

- Adjectives
  Irregular comparatives and superlatives:
  - good - better - best
  - bad - worse - worst
  - far - farther / further - farthest / furthest
  - little - less - least
  - much / many - more - most

When we describe family members we can use:
  - old - elder - eldest
  - This is my elder brother. Jane is their eldest daughter.
Adverbs
Many commonly used adverbs have comparative and superlative forms in
-er and -est. These include: early, far, fast, hard, late. In informal speech
loud, quick, slow are also formed in this way.
Could you drive more slowly, please?
Could you drive slower, please? (informal)

Comparatives are used to compare two separate things. Superlatives compare
one thing in a group with all the other things in that group.
Comparative Mary is a better player than Monica.
Superlative Sarah is the best player in the team.
Note that the comes before a superlative if a noun follows.
Superlatives can be used without nouns. The is still used.
Sarah is the greatest!

Making
comparisons
Than is used with comparatives.
Mary is better than Monica.
Mary is a better player than Monica.
Note that when we compare actions, we use an auxiliary instead of repeating
the verb.
Mary plays better than Monica does.
You've done more work than I have.
We can also say:
Mary plays better than Monica.
You've done more work than me.

Just as ... as is used when the things compared are equal.
Mary is just as good as Cathy.
Mary is just as good a player as Cathy.

Not as ... as is used when we compare things negatively.
Cathy is not as good as Mary.
Cathy is not as good a player as Mary.

More and less than is used for longer adjectives.
This game is more interesting than the last one.
I think this game is less interesting than that one.

Intensifiers
When we make comparisons the adjective is often strengthened with an
intensifier.
This house is much/a lot/far bigger than that one.
We can also use intensifiers with more/less
The Italian film was much more interesting than this one.
That film was far less frightening than this one.

Practice
1
Choose the
correct word or phrase
underlined in
each sentence.
a) The fish was tasty as tasty as the meat.
b) This book is the most interesting/more interesting I've ever read.
c) This temple is the eldest/oldest in Europe.
d) That dress is a lot longer than/that the other one.
e) Nothing is worse/worst than being stuck in a traffic jam.
f) That skyscraper is one of the taller/tallest buildings in the world.
g) The test wasn't as hard/as hard as I thought.
h) Actually, today I feel more bad/worse than I did yesterday.
i) Our journey took longer/than the longest we expected.
j) Could you work more quietly/more quieter please?

2
Complete each
sentence with a
comparative or
superlative form
of the adjective
given. Include
any other
necessary words.
a) The Nile is ... the longest ... river in the world.
long
b) I was disappointed as the film was ...................... than I expected.
entertaining
c) Most planes go a lot ...................... trains.
fast
d) Yesterday was one of ...................... days of the year.
hot
e) I think this book is much ...................... the other one.
good
f) The twins are the same height. Tim is ...................... Sue.
tall
g) The first exercise was easy but this one is ...................... difficult
h) The Mediterranean is not ...................... the Pacific Ocean.
large
i) This classroom is ...................... the one next door.
big
j) This is ...................... television programme I've ever watched.
bad
3
Rewrite each sentence beginning as shown so that it has a similar meaning to the first sentence.

a) David is a better runner than Paul.
   Paul is not as good as David.

b) Nobody in the class is taller than Carol.
   Carol is the tallest in the class.

c) I haven't written as much as you.
   You've written twice as much as I have.

d) We expected the play to be better.
   The play wasn’t as good as we expected.

e) Jane’s hair isn’t as long as Helen’s.
   Helen’s hair is longer than Jane’s.

f) No student in the school is noisier than I am.
   I am the noisiest student in the school.

g) This exhibition is much more interesting than the last one.
   The last exhibition was not as interesting as this one.

h) This is as fast as the car can go.
   The car can't go as fast as you want it to.

i) This bike is not as expensive as the green one.
   The green bike is cheaper than the bike.

j) Kate ate much less than George did.
   Kate didn't eat as much as George.

4
Put one suitable word in each space.

a) Our team is just as good as your team. They are both the same.

b) This is one of the most famous paintings in the world.

c) Everyone did his work. Harry didn't.

d) You're not a safe driver! You should drive more slowly.

e) Ann is taller. Mike but their son Dave is the tallest in the family.

f) What an awful book. It’s one of the most interesting I’ve ever read.

g) It makes no difference, because this road is much worse than that one.

h) Today is colder yesterday, so I’m wearing my shorts.

i) Nobody knows about electronics. Tina doesn’t.

j) I don’t think that pet cats are as friendly as pet dogs.

5
Rewrite each sentence so that it has a similar meaning and contains the word given.

a) Could you not talk so fast, please?
   Slowly
   ...Could you talk more slowly, please?

b) The last film we saw was more frightening than this one.
   As
   ...The last film we saw was as frightening as this one.

c) Nobody in the class cooks better than Sam.
   Best
   ...Nobody in the class cooks as well as Sam.

d) I haven't eaten as much as you.
   More
   ...I haven't eaten as much as you have.

e) Supermarkets are more convenient than small shops.
   As
   ...Supermarkets are as convenient as small shops.

f) Skating isn’t as exciting as skiing.
   More
   ...Skating is more exciting than skiing.

g) Richard doesn’t work harder than Alan.
   Just
   ...Richard works as hard as Alan.

h) Jack isn’t as interested in football as his brother is.
   More
   ...Jack is more interested in football than his brother.

i) Bill is the youngest in the family.
   Older
   ...Bill is older than all the others in the family.

j) You ran a lot faster than I did.
   Fast
   ...You ran much faster than I did.

6
Correct the spelling of these words where necessary.

a) biggest
   ...biggest...

b) greatest
   ...greatest...

c) shorter
   ...shorter...

d) likeliest
   ...likeliest...

e) tallest
   ...tallest...

f) later
   ...later...

g) smallest
   ...smallest...

h) longest
   ...longest...

i) harder
   ...harder...

j) wettest
   ...wettest...

k) fitter
   ...fitter...

l) tighter
   ...tighter...

m) newest
   ...newest...

n) heavier
   ...heavier...

o) wider
   ...wider...
Unit 36 Phrasal or multi-word verbs 1

Explanations

- The term phrasal verb is used here for verbs followed by one or more prepositions. They are also called multi-word verbs. The meaning cannot usually be guessed from the meaning of the verb on its own. These verbs are common in informal writing and speech, but many are used in formal speech and writing. There are many verbs of this type, and the ones listed here are those which are common, or which occur elsewhere in this book.

- Verbs are divided here into different types. Verbs can belong to different types with a different meaning for each type. It is advisable to study the context of use, and check the meaning in a dictionary.

These verbs are followed by an object. The object cannot be put after the first or second word.

Verbs marked * can be used without the final part, but with no object.

- catch up with* (reach someone by going faster)
  You can rest now and catch up with us later.
  You’re going too fast! I can’t catch up!

- cut down on* (reduce or reduce the amount spent on)
  Sheila has decided to cut down on holidays this year.
  You’re eating too many sweets. You should cut down.

- drop in on* (visit, perhaps unexpectedly)
  Let’s drop in on David while we are in Paris.
  The next time you are nearby, please do drop in!

- get along/on with* (have a friendly relationship with)
  James doesn’t get on well with his maths teacher.
  We work in the same office, but we don’t get on.

- keep up with* (move at the same speed as)
  You’re going too fast! I can’t keep up with you.
  Patty finds this class difficult, and can’t keep up.

- live up to (be as good as was expected - usually used with promise or expectation)
  The film didn’t live up to our expectations.

Verbs with two parts: transitive inseparable

- look forward to (want to happen, as you think you will enjoy it)
  I’m looking forward to going on holiday this year.
  Note that to is a preposition so is followed by the verbal noun -ing.

- look out onto/over (have a view of)
  Our hotel room looks out onto the garden.

- put up with (tolerate)
  I can’t put up with all this noise!

- run out of* (have none left)
  I think the car is about to run out of petrol.
  There isn’t any more milk. We’ve run out.

These verbs are followed by an object. The object cannot be put between the verb and the preposition.

- call for (come to your house and collect)
  We’ll call for you at 8.00 so please be ready.

- call on (pay a short visit; usually formal)
  I called on Professor Jones and wished her a Happy Birthday.

- deal with (take action over, handle)
  Could you deal with this customer’s problem please?

- get at (try to say)
  Helen couldn’t understand what her boss was getting at.

- get over (recover from)
  Peter was ill with flu, but he’s getting over it now.

- join in (take part in, contribute to)
  When Alex started singing, everyone joined in.

- make for (go in the direction of)
  The escaped prisoner is thought to be making for London.

- see to (pay attention to, often meaning ‘repair’)
  The brakes on your car need seeing to.

- stand for (tolerate)
  I will not stand for so much talking!

- take after (be similar in appearance or character)
  Karen takes after her mother. They’re very similar.
Practice

1. Complete each sentence a) to h) with an ending from 1) to 8).
   a) If you have any kind of problem, just call me and I'll deal ....
   b) I've been so busy lately that I've decided to cut ....
   c) Ann and Sue are really looking ....
   d) Our teacher told us that she would not stand ....
   e) Nearly everybody says that George takes ....
   f) Clara is very friendly and generally gets ....
   g) Half-way through the race, Martin found that he couldn't keep ....
   h) We were told that the concert was going to be good but it didn't live ....

   1) for cheating in our end-of-term test.
   2) on well with the people she works with.
   3) with it as soon as I can.
   4) after his father's side of the family.
   5) down on the amount of time I spend watching television.
   6) up with the others any more.
   7) up to our expectations at all.
   8) forward to seeing you both again in July.

2. Rewrite each sentence so that it has a similar meaning and contains the word given.
   a) Someone needs to look at the central heating system.
      seeing
      ...The central heating system needs seeing to...
   b) Let's pay a surprise visit to Julia while we are here.
      drop
      ...Let's drop in on Julia while we are here.
   c) We're going in the direction of Paris.
      heading
      ...We're heading towards Paris.
   d) Our hotel room has a view of the main road!
      looks
      ...Our room has a view of the main road!
   e) Two children started playing, and then the others played too.
      joined
      ...Two children started playing, and then the others joined in.
   f) We paid a visit to my aunt on her birthday.
      called
      ...We called on my aunt on her birthday.
   g) I'm afraid that we haven't got any eggs left.
      run
      ...I'm afraid that we have run out of eggs.

3. Rewrite each sentence so that it does not contain the words underlined, and so that it contains a phrasal verb.

   a) Brian and his mother are very similar.
      ...Brian takes after his mother ...
   b) There isn't any food left.
      ...There isn't anything left ...
   c) Mike and Tom are not very good friends.
      ...Mike and Tom aren't very close ...
   d) Jean is very good at handling people's problems.
      ...Jean is very good at problem solving ...
   e) The handlebars on my bike need fixing.
      ...The handlebars on my bike need some attention ...
   f) Julia was very ill, but she's recovered now.
      ...Julia was very ill, but she's back on her feet ...
   g) What exactly are you suggesting?
      ...What exactly are you thinking of ...
   h) Paul's new school wasn't as good as he expected it to be.
      ...Paul was disappointed with his new school ...

4. Complete each sentence with a suitable form of one of the phrasal verbs in the list. Use each one only once.

   - catch up with
   - cut down on
   - drop in on
   - get on with
   - keep up with
   - look forward to
   - run out of
   - (not) live up to

   a) The book you lent me didn't live up to my expectations.
   b) Any time you're in the area, feel free to us.
   c) Sorry, we have orangeade. Would you like some water?
   d) Unfortunately Susie doesn't her new neighbours.
   e) Bill left before I did, but I ran and him.
   f) I'm really my holiday in Italy next week.
   g) It was a difficult class, and I couldn't the other students.
   h) You should smoking if you can't stop completely.
Unit 37 Phrasal or multi-word verbs 2

Explanations

Verbs are divided here into different types. Verbs can belong to different types with a different meaning for each type. It is advisable to study the context of use, and check the meaning in a dictionary.

These verbs are followed by an object, or the object is put between the verb and preposition. Pronouns such as you, it, him, her, us, them are always put between the verb and the preposition. Verb and preposition are not usually separated by long phrases. These are put after the preposition.

**bring up**  (educate, look after a child)
   Tom's aunt brought him up after his parents died.

**call off**  (cancel)
   The school called off the match because of bad weather.

**clear up**  (make clean and tidy)
   Could you help me clear up the room after the party?

**cut off**  (be disconnected during a phone-call)
   I'd just got through to Delhi when I was cut off.
   This is usually used in the passive.

**fill in**  (complete a form)
   Could you fill this form in with all your details, please?

**give up**  (choose to stop doing something)
   Paul had to give up gymnastics because of injury.

**knock out**  (hit and make unconscious)
   Bryson knocked his opponent out in the second round.

**let down**  (disappoint, fail to keep a promise)
   Ann said she would help, but she let me down.

**look up**  (search for information in a reference book)
   I looked this word up in a dictionary and in an encyclopedia.

**pick up**  (collect in a car)
   The taxi will pick you up at 6.30.

**put off**  (postpone)
   The weather was bad, so they put off the match for a week.

**put up**  (stay in someone's house)
   A friend in Prague put me up for a couple of nights.

**take up**  (start doing a hobby or activity)
   Sam has just taken up parachuting.

**try on**  (put on clothes to see if they are suitable)
   I tried the coat on, but it was too big and the wrong colour.

**turn on/off**  (begin or stop operating electrical equipment)
   Don't forget to turn off the light before you go to bed.

**wash up**  (clean plates, knives and forks, etc.)
   After the party, Martin washed up all the glasses.

These verbs do not have an object.

**break down**  (stop working, especially cars)
   The car broke down when we were on the motorway.

**drop out**  (leave without finishing)
   Two of the runners dropped out half-way through the race.

**get on**  (make progress)
   Nina likes her new college, and is getting on well.

**get away**  (escape)
   One of the burglars was caught, but the other got away.

**grow up**  (change from a child to an adult)
   I grew up in a small town in Peru.

**set off/out**  (begin a journey)
   We set off early to avoid the traffic.

**take off**  (when a plane leaves the ground)
   Our plane took off more than three hours late.

**turn up**  (arrive, or arrive unexpectedly)
   We invited twenty people, but only five turned up.
Practice

1
Put one suitable word in each space.

a) Sue asked if she could help me ...wash up the dirty dishes.
b) I need a dictionary, so I can ...look up this word.
c) If I were you I'd ...get up early because Edinburgh is a long way.
d) Our meeting tomorrow has been ...put off, I'm afraid.
e) I'm not sure about the size of this coat, so can I ...try it on?
f) Jim had to ...turn up in a form, giving all his personal details.
g) You'll never guess who ...went up at our school party last week!
h) Six people applied for the job, but one of them ...gave out.

2
Complete each sentence a) to h) (with an ending from 1) to 8).

a) It's very cold and wet at the moment so we have put ...in.
b) Mary's parents were quite strict and brought her ...up.
c) Your room is very untidy! Could you clear ...away.
d) I was talking to Helen when suddenly we were cut ...out.
e) Tina tried to persuade her mother to give ...up.
f) Tim started painting his room this morning and he's getting ...on.
g) The branch of a tree fell and knocked ...over.
h) If you like, we could come and pick ...up.
1) up please, and put everything away.
2) Peter out for a few moments.
3) off our garden party until next week.
4) up smoking, but she didn't have much success.
5) on very well so far.
6) off and I couldn't get her number after that.
7) you up in our car at about 7.00.
8) up to be very polite and obedient.

3
Rewrite each sentence so that it contains a form of the phrasal verb given.

a) Don't leave the lights on when you leave the school.
   ...turn off
   ...Turn the lights off when you leave the school.
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Problems, Errors, Consolidation 4

1. Choose the correct words underlined in each sentence.
   a) I think my school is just as good/better than yours.
   b) There are enough apples for one each/every.
   c) Paul has been working very hard/hardly.
   d) Could you give me any/some information, please?
   e) This is the best/better ice-cream in the world!
   f) I have been working in this company for/since three months.
   g) There are no/some eggs left in the fridge.
   h) The news is/are on in a few minutes.

2. Decide which answer, a), b), c) or d), best fits the space.

Life on the farm
I was (1) at, by my uncle and aunt and (2) on a small farm in the West of England. I think it was better (3) living in a city, because (4) day I ran about in the open air. (5) I went to school, (6) I did was play on the farm all day. (7) my aunt and uncle worked with the animals, and although they worked very (8) they always explained (9) things to me. They didn't have (10) money, but they (11) well with everyone, and we didn't have (12) of the problems living in the city. I always felt (13) on the farm. There was (14) noise or pollution, and it was (15) peaceful. That's probably why I became a farmer when I was older.

1) a) lived up to b) taken after c) grown up d) brought up
2) a) grew up b) joined in c) turned up d) put off
3) a) as b) more c) than d) the
4) a) every b) for c) for d) both
5) a) by b) nowadays c) in time d) until
6) a) every b) each c) none d) all
7) a) either b) both c) neither d) all
8) a) hardly b) harder c) hard d) hardest
9) a) interests b) interesting c) interest d) interested
10) a) much b) lots c) many d) too
11) a) dropped in b) got along c) kept up d) dealt with
12) a) much b) none c) no d) any
13) a) happily b) a happy c) happy d) the happy
14) a) any b) no c) none of d) not
15) a) too b) much c) really d) as

3. Complete the second sentence so that it has a similar meaning to the first sentence.
   a) These classrooms aren't very large.
   None of these classrooms is very large.
   b) George won't leave here before the end of April.
   George will be here.
   c) We don't allow smoking in this cinema.
   No.
   d) Can you tell me what you think I should do?
   Can you give me a hint?
   e) You have waited longer than I have.
   I haven't waited the same amount of time.
   f) It's 4:00 now, and I started waiting here two hours ago.
   I've been waiting here since 2:00.
   g) All classrooms must be kept clean.
   Each classroom must be kept clean.

4. Rewrite each sentence so that it contains a form of a phrasal verb using the word given. Make any other necessary changes.
   a) You can come and stay with me.
   I can put you up.
   b) Harry can't stand loud music.
   He can't bear it.
   c) Peter is making good progress at university.
   He is doing well.
   d) I'll tidy up the room if you do the washing-up.
   I'll help you.
   e) We're going in the direction of Madrid.
   We're going towards Madrid.
   f) Why don't you search for this word in the dictionary?
   Why not look it up?
g) Jane is very similar to her father.

h) Sue's father is trying to stop smoking.

g) Holiday problems

Last month we decided to drive to Scotland for a few days, for a short holiday. We were the really looking it forward to a quiet rest in the country.

Unfortunately, a lot of things went wrong. First of all, the car was broke down just after we had left home, and we had to phone a garage and then wait by the side of the road for hours. By the time the car had been repaired, it was too much late to go on, so we went home. The next day we set off more early to avoid the traffic, but we had forgotten that it was a public holiday. Every one single person in the country must have had the same idea, so we found ourselves in a long traffic jam. We after decided that the best thing to do was to take after a different road, and look up for a hotel. First we got lost on a narrow country road, and then the car once ran out of the petrol. Finally, we gave up and went home for the second time.

While Helen was visiting the United States, she decided to go by plane from New York to the West Coast. She had already stayed with her friends two weeks, and they had told her that it was California a more exciting. 'It's warmer for a start, and you'll be able to swim in the Pacific Ocean', they said. Helen didn't have information about flights or fares, so she went to travel agent's next door to (l) block of flats where she was staying. She discovered that there were two flights (m) following morning, but she couldn't get (n) seat on (o) of them.

7
Rewrite each sentence so that it has a similar meaning and contains the word given.

a) Nobody at all picked up the litter.
   single
   Not a single person picked up the litter.

b) Paul started learning Hungarian in 1997.
   since
   Paul started learning Hungarian since 1997.

c) There isn't any cheese in the fridge.
   is
   There isn't any cheese in the fridge.

d) People who are rich aren't necessarily happy.
   the
   People who are rich aren't necessarily happy.

e) Jane's drawing is beautiful.
   draws
   Jane's drawing is beautiful.

f) I haven't seen a worse film than this one.
   ever
   I haven't seen a worse film than this one.


8
Put one suitable word in each space.

a) You work ... much ... harder ... than ... I do.

b) In the future, people will live longer ... they do now.

c) Alex plays ... guitar in the rock band.

d) I think the film was terrible! It was ... interesting than the one we saw last week.

e) There is ... hot water, but there isn't ....

f) These three bedrooms ... have windows on ... sides of the house.

g) Bill and Mary studied hard, and ... the end they passed the exam.

h) Jogging isn't ... interesting playing tennis.

i) I'll wait here ... 6.00, so try and be here ... then.

j) That was great! It was the ... meal you have ... cooked!
Unit 38 Verbs followed by verbal noun or infinitive 1

Explanations

When you learn a new verb, it is advisable to check in a dictionary whether it is followed by a verbal noun (this is also called the -ing form, and the gerund) or infinitive (with to, or without to, also called bare infinitive). Units 38 and 39 include some of the most common verbs, but these are only a selection. See also Unit 40 Verbs followed by prepositions.

- These include:
  begin, continue, not bear, hate, intend, like, love, prefer, start
  
  When she stood up, the President began to speak.
  When she stood up, the President began speaking.
  Some people at the back continued chatting to chat.
  I can’t bear listening to listen for a long time.
  What do you intend doing to do about it?
  I don’t like watching television. I prefer reading to read.
  I think you should start practising to practise now!

- When we use prefer, we prefer one thing to another thing. If the things are activities, gerund is used.
  Tom prefers reading to watching television.

- For some speakers there is a difference between like to do and like doing.
  I like to listen to the radio every morning while I’m in the bath.
  (a habitual action)
  I like listening to the radio.
  (likes and dislikes)

- Hate to do is more usual than hate doing in some idiomatic contexts.
  I hate doing the washing-up!
  I hate to tell you this, but we’ve missed the last train!

- Love to do is more common than love doing in some idiomatic contexts.
  She really loves swimming.
  He’s the man they love to hate!

- Note that when would is used with like, love and prefer, they are followed by infinitive with to.
  I’d like to go to Portugal this summer.

Problem check

1. Time words like for, since and ago are linked to the use of tenses. Check Units 4, 5, 6 and 7.

2. The same word can be countable and uncountable with a change of meaning. Which words of this kind do you know?

3. Compare the uses of articles with articles in your language, if it has articles. Keep a checklist of common differences. Note that the choice of article can depend on meaning and context.

4. Avoid using more than three adjectives together. Note the difference between hard and hardly.

5. What is the difference between comparative and superlatives? Are they used in the same ways in your language?

6. Phrasal verbs can have many meanings, so check in a dictionary.
Intermediate Language Practice

Verbs followed by infinitive + to

These include:
afford, ask, choose, happen, help, manage, offer, refuse, wait, want

I can’t afford to go to the cinema twice in one week.
In the end, Laura chose to study Economics.
Do you happen to know the time?
Could someone help me carry this?
(Help is also used without to. Could you help me carry this?)
Jim can’t manage to come this evening.
I offered to give her a lift, but she said she’d ordered a taxi.
The manager refused to see me.
There are some people waiting to see you.
What do you want to do this evening?

Verbs followed by infinitive + to, or that-clause

- These include:
agree, decide, expect, hope, learn, pretend, promise, seem, wish

- It is possible to leave out that in everyday speech.

- Note that that-clauses often follow sequence of tense rules, as in reported speech. See Units 10 and 11. The main verbs of this type are:
Sarah agrees to meet you after school.
Sarah agrees that she will meet you after school.
Sarah agreed to meet me after school.
Sarah agreed (that) she would meet me after school.

We decided to go home. We decided (that) we would go home.
Mike expects to win. Mike expects (that) he will win.
I hope to see you later. I hope (that) I’ll see you later.
Helen pretended to be ill. Helen pretended that she was ill.

- There is a small difference in the meanings of learn.
At school Graham learned to speak French.
(learn a skill)
At school we learned that the Earth goes round the Sun.
(learn information)

- Note the uses of seem. It + seem + that-clause is very common.
You seem to know the answer! It seems that you know the answer.

- Wish followed by infinitive wish to has a similar meaning to want.
I wish to leave early today.
Wish followed by a that-clause usually includes would or could.
I wish (that) I could leave early.
I wish (that) my teacher would let me leave early.

Practice

1. Correct the errors. Some sentences do not have errors.
a) Jim can’t afford going to the cinema twice a week.
b) David wishes leaving the room.
c) Are you waiting to use the phone?
d) I’d really like going swimming on Saturday.
e) Everyone decided to put off the football match.
f) Emma pretended leaving, but waited outside.
g) Jack agreed to meet me at the beach.
h) My bike seems having something wrong with it.
i) The director refused answering Helen’s phone call.
j) What exactly do you intend to say to Mrs Dawson?

2. Complete each sentence with a form of one of the verbs from the list. Use each verb once only.

afford bear continue expect happen
learn love offer prefer pretend

a) John really ______ spending all day at the beach.
b) I’m completely broke, so I can’t __________ to go on holiday.
c) Excuse me, but do you ____________ to know the way to Old Street?
d) We ____________ our team to win, but they were badly beaten.
e) Kate ____________ to speak French and German when she was at school.
f) Even when the examiner told him to stop, Bill ____________ speaking.
g) I’m sorry, but I can’t ____________ to listen to this awful music!
h) Last week George ____________ to help me paint my bike.
i) Paul ____________ to have a bad leg, so he didn’t have to go to the gym.
j) Sam usually ____________ playing football to doing homework.
3

Complete the second sentence so that it has a similar meaning to the first sentence.

a) My teacher wouldn’t let me leave early.
   My teacher refused ___________ to let me leave early ____________________

b) Jill sang without stopping for an hour.
   Jill continued ____________________

c) Apparently you have passed the exam.
   It seems ____________________

d) Richard thinks he is going to do well.
   Richard expects ____________________

e) What are your plans for the summer?
   What do you intend ____________________

f) Clearing up my room is something I dislike!
   I hate ____________________

g) Helen said she’d go to the cinema with me.
   Helen agreed ____________________

h) Tina and Brian are getting married.
   Tina and Brian have decided ____________________

i) See you later, I hope.
   I hope ____________________

j) What do you fancy doing this evening?
   What do you want ____________________

4

Complete each sentence with one of the words from the list.

agreed asked chose decides hate
hopes like refused seems want

a) Jack often ___________ to be worried.

b) I ___________ you this, but we’ve lost all our money.

c) I ___________ Ann to wait for me, but she didn’t.

d) Do you ___________ to go for a walk this afternoon?

e) Carol ___________ to become a champion skater.

f) The police officer ___________ to listen to my explanation.

g) Peter ___________ to work on Saturday instead of on Friday.

h) I’d ___________ to see you again some time.

i) Jim often ___________ to stay at home and go to bed early.

j) I asked my teacher for help, and she ___________ to give me extra lessons.

5

Rewrite each sentence so that it has a similar meaning and contains the word given.

a) What are you thinking of doing?
   intend ___________ to ___________ what do you intend to do? ____________________

b) I find getting up early unbearable!
   bear ____________________

c) I’ll see you in the morning, I expect.
   to ____________________

d) ‘I won’t help!’ said Tom.
   refused ____________________

e) Pat was taught to drive when he was young.
   learned ____________________

f) ‘Would you like me to help you?’ I asked Joe.
   offered ____________________

g) Ellen didn’t have enough money for the ticket.
   afford ____________________

h) ‘I’ll be back at 6.00,’ said Susan.
   promised ____________________
**Unit 39** Verbs followed by verbal noun or infinitive 2

**Explanations**

When you learn a new verb, it is advisable to check in a dictionary whether it is followed by a verbal noun (-ing form, or gerund) or infinitive (with to, or without to, also called bare infinitive). Units 38 and 39 include some of the most common verbs, but these are only a selection. See also Unit 40 Verbs followed by prepositions.

**Verbs followed by verbal noun -ing or infinitive + to or that-clause: with change of meaning**

These include: forget, mean, remember, stop, try

- **forget**
  - Sorry, I forgot to post your letter. (I didn’t remember)
  - I’ll never forget learning to drive! (I’ll always remember)
  - I forgot that I’d promised to phone you.

- **mean**
  - Jan meant to watch the programme, but she forgot. (intended)
  - Keeping fit means taking exercise every day! (involve)
  - When I miss the bus, it means that I have to walk to school.

- **remember**
  - Remember to take your keys! (don’t forget a future action)
  - I remember telling you! (remember a past action)
  - Then I remembered that you were out.

- **stop**
  - Jo has stopped learning French. (give up)
  - We stopped to look at the view. (purpose infinitive)
  - Stop is not followed by a that-clause.

- **try**
  - Peter tried to lift the table, but it was too heavy. (try/fail)
  - If you have a headache, try taking two of these pills. (suggesting an action)
  - Try is not followed by a that-clause.

These include: admit, deny, imagine, suggest

- The Minister admitted taking a bribe.
- Paul admitted that he was wrong.
- Tina denied stealing the money.
- Both men denied that they had done anything wrong.
- Imagine travelling to another planet!
- Do you really imagine that I want to see you again?
- I suggest going for a pizza.
- I suggest that we go for a pizza.

**Verbs followed by verbal noun -ing, noun or that-clause**

These include: dislike, enjoy, fancy, "can’t help," keep, mind, practise, can’t stand

- I dislike going out in the rain.
- I really dislike my new boss.
- Everyone enjoys going to parties.
- I enjoyed this lesson.
- Do you fancy going to the cinema?
- I fancy a swim.
- I can’t help feeling hungry.
- I can’t help myself!
- Sue keeps phoning me late at night. (a bad habit)
- Keep this. Don’t throw it away.
- Do you mind waiting?
- Do you mind cold weather?
- I must practise speaking French more often.
- Julia practises the violin every day.
- I can’t stand waking up early.
- I can’t stand hot and spicy food.

- Feel, hear and see are also used with a that-clause, with change of meaning, I feel that this is the time to resign. (an opinion)
**Practice**  (Contrasts with verbs from Unit 38 are included here.)

1. Choose the correct word or phrase underlined in each sentence.
   a) Tom suddenly realized he had forgotten to lock/locking his door.
   b) On the way back we stopped to have/having some tea.
   c) Could you stop to talk/talking, please.
   d) Learning a language means to be/being interested in another culture.
   e) Ann tried to open/opening the window, but it was too high to reach.
   f) Please remember to take/taking the dog for a walk.
   g) Cathy says she will never forget to sky-dive/sky-diving for the first time.
   h) I don’t really remember to start/starting school when I was five.

2. Complete each sentence so that it has a similar meaning to the first sentence.
   a) Would you like to go to the beach?  
      ...Do you fancy going to the beach?  
      The boy admitted stealing the bike.
      In my opinion, you are wrong.
      Why don’t we wait for the bus?
      David often interrupts me.
      Is it all right if you come back later?
      Think what being a millionaire would be like!
      Paula said that she hadn’t written the letter.
      It’s not my fault if I eat a lot.
      The building collapsed and we saw it.

3. Choose the correct verb underlined in each sentence.
   a) Helen chose/enjoyed to learn French.
   b) I really can’t afford/stand to travel by plane.
   c) Do you mind/want coming back in half an hour?
   d) Tina meant/suggested to buy some potatoes, but she forgot.
   e) Kate denied/refused opening the office safe.
   f) Bill admitted/agreed making a serious mistake.
   g) My parents decided/disliked to send me to a different school.
   h) I really fancy/took a trip to the country.

4. Complete each sentence with a form of one of the verbs in the list.
   deny enjoy expect imagine manage mean try practise pretend refuse
   a) If you ...try to work a bit harder, I’m sure you’ll pass the exam.
   b) Harry ...had toothache, and left school early.
   c) The builders are not sure of the exact date, but ...to start work soon.
   d) Ann ...to call you last week, but she forgot.
   e) The woman arrested by the police ...robbing the bank.
   f) You should ...speaking to an audience, to gain confidence.
   g) It’s interesting to ...myself living on a desert island.
   h) I phoned the director six times, but she ...to speak to me.

5. Put one suitable word in each space.
   a) Don’t ...forget to buy some milk on your way home.
   b) If I’m late, it ...I have to wait until the next lesson begins.
   c) I ...throwing the ball, but I didn’t break the window.
   d) Paul can’t ...thinking about his favourite team.
   e) Lisa ...leaving her books at home.

   f) I can’t ...walking home in the rain! It’s horrible!
   g) I ...playing with my friends when I was little.
   h) Gina ...to climb in through the window, but it was locked.
Unit 40 Verbs followed by prepositions

Explanations

When you learn a new verb, it is advisable to check in a dictionary, so that you know which preposition follows it. Some verbs are followed by different prepositions, with and without change of meaning.

About
- dream: I dreamt about Harry last night.
- know: Do you know a lot about economics?
- talk: What are you talking about?

At
- laugh: Don’t laugh at me.
- look: Look at that beautiful cherry tree!

For
- apologize: I must apologize for being late.
- apply: Jill has applied for a new job.
- ask: Why don’t we ask for the bill?
- look: I’m looking for the bus station.
- pay: Sheila paid for my ticket.
- wait: I’ll wait for you outside.

In
- believe: Do you believe in ghosts?
- succeed: Helen succeeded in collecting $35 for charity.

Of
- accuse: Albert was accused of spying.
- remind: This city reminds me of Buenos Aires.
- taste: Does your coffee taste of soap?

On
- depend: I might come. It depends on the weather.
- rely: You can rely on Ann to work hard.

To
- belong: Does this belong to you?
- explain: Could you explain something to me please?
- lend: Brian lent his car to me for the weekend.
- listen: You’re not listening to me!
- talk: Ellen was talking to her mother on the phone.

Note that most adjectives listed here have different meanings when used with other prepositions. It is advisable to check in a dictionary.

About
- *angry, *annoyed, excited, happy, *pleased, right, sorry, upset
  Helen is excited about winning the prize.
  I’m sorry about your difficulties. Can I help?

Adjectives marked * are followed by other prepositions when they refer to people. See For, With below.

At
- bad, good
  Don is really good at maths.

For
- famous, late, ready, sorry
  Our city is famous for its beautiful buildings.
  I was sorry for George when he came last in the race.

From
- different
  This room is different from the other one.

In
- interested
  Are you interested in computers?

Of
- afraid, fond, frightened, full, jealous, tired
  My sleeping bag was full of ants!

On
- keen
  I’m not very keen on fried food.

To
- kind, married, used
  Ellen is married to Jack.

With
- angry, annoyed, bored, pleased
  I’m really angry with you.

Practice

a) Fiona is very different ... from her sister.
b) This house reminds me ... the house I grew up in.
c) Please try and listen ... the house I grew up in.
d) My home town is famous ... its peaches.
e) Excuse me, but does this umbrella belong ... you?
f) What exactly was George talking ... ?
g) I think we should ask ... some information.
h) Kate is very keen ... growing her own vegetables.
i) I feel sorry ... Sam because he hasn’t got any friends.
j) When I speak Italian, all the others in the class laugh ... me.
2

Rewrite each sentence so that it has a similar meaning and contains the word given.

a) Dick found his work boring.
   bored
   
   Dick was bored with his work.

b) This town is a bit like Glasgow.
   reminds
   
   This town reminds me of Glasgow.

c) Paula has a good knowledge of biology.
   knows
   
   Paula knows a lot about biology.

d) I'm trying to find the art gallery.
   looking
   
   I'm looking for the art gallery.

e) I like cream cakes.
   fond
   
   I'm fond of cream cakes.

f) Sue is Adrian's wife.
   to
   
   Sue is married to Adrian.

g) Dina always treats animals kindly.
   kind
   
   Dina is kind to animals.

h) Ugh! This cake has a rubbery taste!
   rubber
   
   This cake is rubbery.

i) You make Lisa feel jealous!
   is
   
   You make Lisa feel jealous.

j) Our new house makes me feel excited!
   about
   
   Our new house makes me feel excited about the future.

3

Complete the second sentence so that it has a similar meaning to the first sentence.

a) Do you find archaeology interesting?
   Are you interested in archaeology?
   
   Are you interested in archaeology?

b) You have made me angry.
   I am
   
   I am angry.

c) I'd like my lunch now.
   I'm
   
   I'm hungry.

d) Geography is Richard's best subject.
   Richard is very
   
   Richard is very good at geography.

4

Put one suitable word in each space.

a) We asked our teacher to explain a difficult problem. He...... us.

b) The comic told a silly joke, but nobody...... it.

c) The ring I found....... an old lady who had lost it in the street.

d) We may come to your party, but it...... our finding a babysitter.

e) When Joe flew to Australia, his aunt...... his ticket.

f) Harry...... to his neighbours...... his bad behaviour.

g) You really...... my brother. You are very alike!

h) Tony...... passing his driving test at the first attempt.

i) See you in a minute! I'll...... you outside the cinema.

j) They spoke so quickly, that I didn't know what they were......

5

Complete each part sentence a) to h) with one of the endings 1) to 8).

a) Ellen is not really interested. 
   1) at making new friends.

b) The hotel was different ....
   2) about losing my new calculator.

c) Little Suzie was jealous ....
   3) for another big meal.

d) I was really annoyed ....
   4) in learning how to ski.

e) Paul is very keen ....
   5) of her new sister at first.

f) Jane is really good ....
  6) to going to bed early.

  g) At home, I'm used ....
   7) from what we expected.

h) I don't think I'm ready ....
   8) on collecting old bottles.
Unit 41 Pronouns

Explanations

Impersonal one

- In formal writing and in formal speech, one is used as an impersonal subject. In this context it means "people in general".
  
  One takes the train to the airport from the Central Station.

- There is a possessive form one's.
  
  One's luggage is carried in a special compartment.

- If one is used as a subject, all later references also use one.
  
  One takes the train to the airport from the Central Station and one can reserve one's seat in advance.

- In everyday speech it is common to use you, or to avoid using a personal subject, especially by using the passive.
  
  You take the train to the airport from the Central Station. Seats can be reserved in advance.

- For some speakers the use of one seems over-formal.

- If you use one, you must continue to use it. Do not mix one and you.

Someone and somebody describe an unknown person. Someone and anyone (see below) follow the same rules as some and any.

- There's someone/somebody at the door.
  
  Someone is worrying me.

- We use someone, somebody, something in questions about a definite idea.
  
  Is someone coming to collect you?
  
  Can I ask you something?

- Note that we refer to someone using they/them.
  
  Someone phoned, and I told them you were out.

Everyone and everybody describe a group of people. A singular verb is used.

- Everybody likes Sue.

- Every one has a different meaning. It is an emphatic way of saying each single one.
  
  There were ten chocolates in the box and you have eaten every one!

Pronunciation: both words have equal stress.

- Everything describes all of a group of things.
  
  Everything in the room was red.
  
  Everything is used as a general subject instead of all.
  
  Everything has gone wrong.

Pronunciation: the stress is normally on the first syllable.

- Anyone and anybody describe unknown people. A singular verb is used.
  
  They are used in questions and with not ... in negatives.

  Does anyone know the answer?
  
  There isn't anybody at home.

- Anything is used in a similar way about things. A singular verb is used.

  Is there anything I can do to help?

- See someone etc., on page 170, for the use of someone etc. in questions.

- No one and nobody describe people with a negative meaning. They are used with a positive singular verb.

  No one knows the answer.
  
  Nobody is at home.

- Nothing describes things in the same way.

  There is nothing to eat.

- Double negatives are not used. We cannot say: *No one doesn't know.

- Some verbs describe actions which refer to the same person who performs the action. In this case we use a reflexive pronoun.

  I have cut myself. He cut himself.

  Did you cut yourself? We enjoyed ourselves.

  She introduced herself. Have you hurt yourselves?

  It's destroying itself. They introduced themselves.

- Verbs often used in this way:

  cut, enjoy, hurt, introduce, kill

  At the end of the play, Cleopatra kills herself.

  Note that verbs may be reflexive in your language, but not reflexive in English.

- Myself etc. are also used for emphasis.

  Harry cooked all the food himself.

  This means that no one helped him.
Practice

1 Choose the correct word underlined in each sentence.

   a) There isn't anyone/no one in the garden.
   b) Excuse me, could you move? I can't see anything/something.
   c) There is anything/nothing to drink.
   d) There's anyone/someone to see you outside.
   e) You can do anything/something you want.
   f) Anyone/Someone stole the money, but we don't know who.
   g) I don't know anything/nothing about it.
   h) No one/Someone would tell me the answer, so I guessed.

2 Complete the second sentence so that it has a similar meaning to the first sentence.

   a) There was nothing I could do.
      I couldn't do anything.
   b) I know Mary better than anyone.
      No one
   c) No one was on time yesterday.
      Everyone
   d) I haven't got any work.
      I've got nothing to do.
   e) There's something I'd like to ask you.
      May I ask something?
   f) We are all milk drinkers here!
      Everybody drinks milk.
   g) When I phoned, there was no reply.
      No one answered.
   h) Are we going to be driven there?
      Is anybody going to drive us?

3 Rewrite each sentence so that it includes a suitable form of one of the verbs from the list, and a relative pronoun.

   a) Have a good holiday, both of you! And enjoy yourselves.
   b) We leave little Jimmy's clothes beside his bed, and he behave.
   c) I keep introduce, why I didn't speak to him, but I just don't know.
   d) Our teacher told us to stop shouting and to dress.
   e) When I fell off the horse, I didn't cut.
   f) Paula knows a lot of French, but can't express easily.
   g) Let me introduce you. I'm Susan Perry.
   h) The accident wasn't your fault. Don't blame.
   i) When I dressed, other people stare at me!
   j) While Tom was picking up the broken glass, he behaved.

4 Rewrite each sentence so that it has a similar meaning and contains the word given.

   a) The box isn't empty.
      something
      There is something in the box.
   b) All the people were dancing.
      everyone
      Everyone was dancing.
   c) I feel annoyed.
      something
      I feel annoyed about something.
   d) We haven't got any food.
      nothing
      We haven't got anything.
   e) The office is empty.
      no one
      No one is in the office.
   f) Helen is very popular.
      everybody
      Everybody likes Helen.

5 Put one suitable word in each space.

   a) That's an easy question! Everybody knows the answer!
   b) Is the matter? Can I help you?
   c) is wrong with the car, and it won't start.
   d) There's to see you. Shall I ask them to wait?
   e) They introduced as Helen and Ann.
   f) never really knows what will happen, does one?
   g) I've done so far today has gone wrong!
   h) you could say would make me change my mind, I'm afraid.

6 Underline the errors in these sentences. Rewrite each sentence.

   a) Someone spoke to me, but I can't remember his name.
      Someone spoke to me, but I can't remember his name.
   b) All in the garden has been growing a lot lately.
      All in the garden has been growing a lot lately.
   c) Carol didn't do nothing yesterday.
      Carol didn't do anything yesterday.
   d) There isn't no one waiting for you.
      There isn't anyone waiting for you.
   e) Peter and Kate enjoyed themselves at the party.
      Peter and Kate enjoyed themselves at the party.
   f) One fills in an application form, and then you wait for an answer.
      One fills in an application form, and then you wait for an answer.
Unit 42 Possession

Explanations

- When a thing or things belong to a person, a possessive apostrophe ‘s is normally added to the thing or person.
  
  This is Jim’s scarf. Those are Helen’s gloves.
  
  Where is the director’s office?

- When a thing or things belong to a plural noun ending in s, the apostrophe only is added.
  
  Those are the students’ coats.

- A possessive apostrophe is sometimes used when a thing is part of another thing.
  
  What is the book’s title?
  What is this plant’s name?

- Note that names of shops and other services are often made by using the name of the shopkeeper or the business, with a possessive apostrophe.
  
  George bought this melon in the grocer’s/ in Smith’s.
  
  I went to the doctor’s and the dentist’s on the same day.

- Note the common mistake of putting an apostrophe before the s-plural of plural words. We do not write: “Apple’s sold here.”

- Note that an apostrophe is also used in a contraction, to show that letters are missing.
  
  It’s a lovely day. It’s = It is
  
  It’s = It has

- Of is normally used to show that a thing or things belong to another thing.
  
  The end of the street.
  
  The last twenty pages of the book.

- Compound words are formed from two or more words. Compound words are often used when a thing is part of another thing, or used for a certain purpose.
  
  I saw the shirt in a shop window.
  
  I bought some new football boots.

- Compound words are very common in technical descriptions.
  
  Loosen the corner brackets first.

- Sometimes a hyphen is used to join the words. Check in a dictionary to see
  
  when a hyphen is used.
  
  I bought a chocolate ice-cream.

- Possessive adjectives are used before nouns.
  
  my your her its his our their

- We do not use an article with a possessive adjective.
  
  Peter is my cousin. He doesn’t live in our town.

- Possessive adjectives can be strengthened with own.
  
  Paul cooks all his own meals.
  
  This isn’t my own bike. I’ve borrowed it from a friend.

- Possessive pronouns are used instead of a possessive adjective and noun.
  
  They stand on their own, and are not used with another noun.
  
  This is my bike. (possessive adjective + noun)
  
  This bike is mine. (possessive pronoun)

  mine yours hers his ours theirs
  
  Whose keys are these? Are they yours or mine?

  Yours are on the table. These are mine.

  Note that there is not an apostrophe in possessive pronouns ending in s.

There are two common types. Both are normally used to describe the relationships between people.

Possessive apostrophe and of

Jo is a friend of my brother’s.

Of and possessive pronoun

I met a cousin of mine at the party.

It is possible to use of and possessive pronoun to describe things owned by people.

Do you like this new hat of mine?

Practice

1. Choose the correct word or phrase underlined in each sentence.

a) Jane met a friend of her/hers in the street.
b) Helen does all her/herself her/own decorating.
c) Are these scissors your/yours?
d) The desk next to the window is my/mine.
e) Paul and Alice introduced me to a neighbour of their/their.
f) Excuse me, is this your/yours seat?
g) David asks if you have seen that old coat of his/him.
h) Peter has borrowed my/mine bike.
i) We haven’t brought our/our books with us.
j) The dog is black and white, and its/it’s ears are very long.
Intermediate Language Practice

2
Put an apostrophe where necessary.

a) Tell Susan it's Mary's turn, not hers.
   Tell Susan it's Mary's turn, not her.

b) Alice's younger brothers called Bill.

c) Tim's sandwiches were tastier than ours.

d) The film's beginning is good but its ending is weak.

(e) Are these keys yours or hers?

f) Kate fills in the patient's record cards at the doctors.

(g) When it's raining, everybody's raincoats get wet.

(h) The manager's assistant reads all the customer's letters.

(i) Your sister's dog runs faster than ours.

(j) One of our teachers' car and the others a visitor's.

3
Make two compound words from the words listed.

a) football cheese boot sandwich
   football boot cheese sandwich

b) window pocket coat shop

c) gate garden lamp bicycle

d) department cottage store country

e) engine singer rock fire

f) post sharpener office pencil

g) ground report school football

h) assistant shop station railway

i) mixer money food pocket

j) market street failure power

4
Complete the second sentence so that it has a similar meaning to the first sentence.

a) Naomi is a friend of my sister's.

   Naomi is my sister's friend.

b) These shoes belong to Sam.

   These are Sam's shoes.

c) I met one of my friends outside the school.

   I met a friend outside the school.

d) This is my favourite programme on television.

   This is my favourite programme.

e) What are your teachers called?

   What are your teachers' names?

f) Have you got a thing for opening tins?

   Have you got a thing for opening tins?

g) Those bikes belong to our neighbours.

   Those are our neighbours' bikes.

h) I put my books on the table in the kitchen.

   I put my books on the table in the kitchen.

i) Do you like my new umbrella?

   Do you like this umbrella?

j) This calculator doesn't belong to me.

   This calculator doesn't belong to me.

5
Underline the errors in these sentences. Rewrite each sentence.

a) There are two bus-stop's near my house.
   There are two bus stops near my house.

b) Our cat sleep's all day in it's bed.
   Our cat sleeps all day in its bed.

c) Have you met the sister of Jane?
   Have you met Jane's sister?

d) Creature's like these live at the sea's bottom.
   Creatures like these live at the sea's bottom.

e) This book is the mine.
   This book is mine.

f) I noticed these shoe's in a window's shop.
   I noticed these shoes in a window's shop.

g) Everybody's drawing's were better than our's.
   Everybody's drawings were better than our's.

h) Are these you're or mine glove's?
   Are these yours or mine gloves?

i) The house stand's on it's own at the street's end.
   The house stands on its own at the street's end.

j) Those are two friends' of my fathers.
   Those are two of my father's friends.
Unit 43 Text organizers

Explanations

This unit includes words and phrases used to organize speaking and writing.

- **And** is used to join words, phrases or clauses.  
  *Helen put on her coat and picked up the suitcase.*

- To emphasize two actions or descriptions, **both** ... and is used.  
  *Helen picked up both her suitcase and her umbrella.*

- **Too**, as well and also are used to describe two actions at the same time.  
  *Helen picked up her suitcase and her umbrella too. Helen picked up her suitcase and her umbrella as well.*

- **As well** is also used with **as**.  
  *Helen picked up her suitcase as well as her umbrella.*

- Note the position of **also**.  
  *Helen picked up both her suitcase and also her umbrella.*

- **Even** when something is thought to be surprising, **even** is used to emphasize an action, or a thing. **We do not use and to do this. Sam studies very hard. He even gets up at 5:30 to study!**

- **Even** is also used to emphasize comparative adjectives.  
  *This question is even harder than the last one.*

- **Either ... or** is used to describe a choice or an alternative.  
  *We can either go to the cinema, or stay at home. Or is not used at the beginning of sentences in writing. It is used in speech to complete someone else's sentence.*  
  *'We could go to the cinema I suppose ...'  ... or we could stay at home and watch a video.*

- **First (of all), secondly, etc., finally**  
  When we list points in writing and formal speech, we often show that we are making a new point, so that our point of view is easier to understand.  
  *Television has changed our lives in several ways. First of all, it has ... Secondly, more people ... Finally, it has changed the way that ...*

- **As well as this, besides this**  
  These are used in writing and formal speech to show that we are adding a point.  
  *Television has changed our lives in several ways. First of all, it has ... Secondly, more people ... As well as this/Besides this, more people ...*

- **In my view, personally**  
  *These are used in formal speech and writing to introduce our own ideas. Some people believe that television has killed the art of conversation. In my view? Personally, I think it gives people something to talk about.*

- **In conclusion**  
  *This is used in formal speech and writing to introduce our final point. In conclusion, we can say that television has both good and bad features.*

- **except**  
  *Except describes something not included. For is sometimes used with it. We have painted all the house, except (for) the front door. They gave presents to everyone except me.*

- **for example, such as**  
  *For example is used either before or after the examples. Diet varies from place to place. For example, in hot countries, people tend to eat more fruit. In hot countries, for example, people tend to eat more fruit.*

- **in fact, actually**  
  *In fact is used when we give more detail, or contradict what has been said. Dave has several dogs. In fact, he's got twelve. I thought Gina was a doctor but, in fact, she's a vet. I thought Gina was a doctor but, actually, she's a vet.*

- **instead of**  
  *This is used to describe a change. Instead of cooking I ordered a take-away meal. Jill came to the party instead of her sister.*

- **At the end of a sentence, instead is used without of. I didn't cook. I ordered a take-away meal instead.*

- **Time words with other meanings**  
  *The meaning of a word depends on its use. Many common words have other uses. The following tend to be used more in writing.*

- **since meaning at**  
  *I couldn't swim, since I had a cold.*

- **yet meaning although**  
  *No one replied to my knock, yet all the lights were on. The first two buses were full, although the next was completely empty.*
Practice

1. Choose the correct word or phrase underlined in each sentence.
   a) Mrs Davis taught us except for (instead of) Mr Taylor.
   b) We can either or wait here, or phone for a taxi.
   c) Helen plays the guitar and also/too writes songs.
   d) There is a very cold winter in countries for example such as Finland.
   e) Everyone in the team played badly also/except Sam.
   f) All the shops were closed, since/yet it was a public holiday.
   g) Jack studies and both geography and history.
   h) The Peakworth tent is strong and waterproof, since/yet light to carry.
   i) Jane felt wet and miserable both/too.
   j) The shelf was so high that and/even our teacher couldn’t reach it.

2. Rewrite each sentence so that it has a similar meaning and contains the word given.
   a) Paula visited both the castle and the museum.
      Paula visited the castle and the museum too.
   b) Jack was the only person who came late.
      except
   c) Although I said it was raining, it isn’t!
      fact
   d) Helen hurt her leg, so she couldn’t play.
      since
   e) My opinion is that smoking is bad for you.
      view
   f) I ate the chocolate cake and the lemon pie.
      as well as
   g) Jim played in goal, in his brother’s place.
      instead
   h) Finally, I’d like to thank the head teacher, Ann Coles.
      in

3. Decide which answer, a), b), c) or d), best fits the space.
   i) Though I have written twice, I have not received a reply.
      yet
      
   j) We can wait for the bus or take a taxi.
      either

4. Complete each sentence with a word or phrase from the list. Use each word or phrase once only.
   a) Everyone except Julia remembered to bring their dictionaries.
   b) We’ve repaired the roof, and we’ve repainted the whole house.
   c) I don’t think there are aliens or flying saucers.
   d) I managed to lose my passport and my wallet.
   e) I was going to go to the cinema, but I went to the theatre instead.
   f) People think that Tim is shy, but he is very talkative.
   g) Some illnesses, the common cold, do not have a cure.
   h) We’re going to go camping, or stay with some friends.
5. Complete the spaces a) to j) using 1) to 10).

(s) . . . I'd like to thank everyone who has helped with the school play. (b) .... the actors, and the stage hands, have worked very hard, and everyone who made the costumes worked hard (c) .... I would (d) .... like to thank all those who have sold tickets. This year we had an (e) .... larger audience than last year, and (f) .... Tuesday evening, every single seat was sold. This year the play ran for a week (g) .... for two days. We did not have a lot of time for rehearsals, and (h) .... the play was a great success. (i) .... I feel that we should congratulate all the actors for their wonderful performance. (j) .... I'd like to give Judy Walker, the director, this present from everyone at the school.

1) even
2) yet.
3) as well
4) except for
5) first of all
6) in conclusion
7) also
8) personally
9) both
10) instead of

Unit 44 Capital letters and punctuation

Explanations

Capital letters

- Capital (or upper-case) letters are used:
  - to begin a sentence: *This is a beautiful place.*
  - for names of people: *Jim, Helen*
  - for addressing people: *Mrs Jones, Uncle Peter, Mum*
  - for personal pronoun: *I saw Ellen last night.*
  - for titles of books etc.: *'Three Men and a Baby' is a funny film.*
  - for names of places: *France, Hungary*
  - for calendar information: *Wednesday, March, New Year's Day*

- Note that words like *and, at *the* and prepositions do not have capitals, unless they are at the beginning of the title.
  - *'In the Heat of the Night' is a good film.*

- Some words can be written with capitals, or in lower-case. These are:
  - names of the seasons: *in Spring, in spring*
  - decades: *the Fifties, the sixties*
  - jobs: *Sanderson was a good president.* (used generally)
  - Paul met President Brunswick. (named jobs)
  - compass points: *I live in the north of Scotland.*
  - Sally works in the Far East.

Punctuation

- Full stop (.)
  - At the end of a sentence.
  - After each letter which stands for a word in an abbreviation.
    - e.g. etc.
  - Full stops are often left out after the abbreviations *Mr* and *Mrs*

- Comma (,)
  - A comma represents a pause. It is used in lists.
    - *I bought some bananas, some oranges and some potatoes.*
  - If the last two items of the list are long we use a comma.
    - *All day we cleaned the floors, washed the walls, and tidied the house.*

Openings

Some words or phrases at the opening of a sentence are followed by commas.

- *First of all, this can be dangerous.*
Practice

1. Tick (√) the sentence which is punctuated correctly.

   a) 1) 'Would you mind telling me where we are?' Tina asked.
        2) 'Would you mind telling me, where are Tina asked?'
        3) 'Would you mind telling me, where we are,' Tina asked?
   b) 1) I agreed, that a cottage in the mountains, would be better.
        2) I agreed that a cottage in the mountains would be better.
        3) I agreed that a cottage in the mountains would be better.
   c) 1) Helen who arrived after I did, asked me when the play finished?
        2) Helen, who arrived after I did, asked me when the play finished.
        3) Helen, who arrived after I did asked me, when the play finished.
   d) 1) Peter told me, not to wait and said 'I'll see you later.'
        2) Peter told me not to wait and said, 'I'll see you later.'
        3) Peter told me not to wait and said I'll see you later.
   e) 1) In the end I went home; I was wet and hungry, and felt ill.
        2) In the end I went home; I was wet and hungry; and felt ill.
        3) In the end I went home: I was wet and hungry and felt ill.
   f) 1) I bought some flour, some eggs, two lemons and some sugar.
        2) I bought some flour, some: eggs; two lemons and some sugar.
        3) I bought some flour; some eggs; two lemons and some sugar.
   g) 1) Ann told us that nobody had asked her for her passport.
        2) Ann told us that nobody had asked her, for her passport.
        3) Ann told us that nobody had asked her, for her passport.

2. Rewrite each group of words so that it contains the punctuation listed.

   a) First of all who is going to carry the suitcase asked Sue
      (one full stop, one comma, one question mark, speech marks)
      (of all when is going to carry the suitcase asked Sue)
   b) Kate said she would be on time but I didn’t believe her
      (one full stop, one comma)
   c) Jack said that he had missed the train got lost and been arrested
      (one full stop, two commas)
   d) When the bell rang our teacher stood up and said Stop writing please
      (one full stop, three commas, speech marks)
Unit 45 Spelling and pronunciation 1

Explanations

Adding -ing to verbs
- One-syllable words which end in one vowel and one consonant double the last consonant.
  * swim/swimming put/putting
  * Compare these words which do not double the consonant:
    * shoot/shooting lift/lifting

- Two-syllable words which end in one vowel and one consonant double the last consonant when the stress is on the second syllable.
  * begin/beginning control/controlling
  * Compare these words with the stress on the first syllable.
    * wonder/wondering threaten/threatening
  * One exception to this rule in GB English is travel/travelling.
  * Words which end in one vowel, one consonant and -e drop the final -e.
    * write/writing leave/leaving

Words ending in -ful
- The suffix -ful has only one l.
  * beautiful - successful
- When -ly is added for adverbs, a double l is formed.
  * beautifully successfully

-ie or -ei?
- There is a useful rule: i before e except after c, when the sound is ful.
  * field niece but receive

Silent letters
- Many words contain letters which do not obviously form the sound. These are sometimes referred to as 'silent letters'. The silent letters are underlined.
  * hit/imb dumb plumber thumb
  * kn knee knife know
  * ps psychology psychiatrist
  * sc descend ascend

- g and u
- The letter g is always followed by u.
  * question squid acquire
Intermediate Language Practice

Practice (Words commonly spelled wrongly are also included here.)

1. Correct the spelling where necessary.
   a) deciding...Desktop........
   b) swimming ........................
   c) foto ..............................
   d) question ...........................
   e) whistle ............................
   f) known .............................
   g) thier ..............................
   h) beatiful ...........................
   i) receipt ............................
   j) beginning ...........................
   k) psychiatriest ........................
   l) succèsfull ...........................

2. Use the letters to make a word which fits the space.
   a) Sue said she'd...phone... (nhop) me but I haven't...received... (redveec) a call.
   b) When the referee blew the ............ (stewflih) the players left the ............ (euflih).
   c) Ellen ...................... (feelyshasus) completed the course in nuclear ...................... (shipsey).
   d) I didn't........... (wunk) how to cut the string without a ............ (inkel).
   e) The police arrested the ............ (itflih) as he was ............ (negyial) the bank.
   f) Jim asked a ............ (slihtsho) but his teacher wasn't ............ (inkigent).
   g) At the ............ (niigenihm) of the film, I had a poor ............ (wive) of the screen.
   h) These ancient ............ (mulecss) are .................... (yibbaflual) made.

3. Write each verb with an -ing ending.
   a) control ......................
   b) thicken ......................
   c) grip ......................
   d) choose ......................
   e) fly ......................
   f) make ......................
   g) upset ......................
   h) hook ......................
   i) write ......................
   j) improve ......................
   k) swim ......................
   l) ride ......................

Dear Tina,

I am sorry that I have not written to you for so long. I am afraid I've been very busy at school and I haven't had much time for writing letters. Last week I finished my examinations, so now I'm getting ready to go on holiday.

I was wondering whether you would like to come to stay for a few days? You can meet my friends, and we could all go swimming. The weather is really good now here in Italy, and I'm sure you will enjoy yourself.

Best wishes,
Maria

5. Correct these words commonly spelled wrongly.
   a) tomorrrow ........nowermore........
   b) Wendesday ............
   c) advertisment ........................
   d) neighbour ........................
   e) thugh ............................
   f) greatfull ...........................
   g) necessarry ...........................
   h) disappointered ...........................
   i) wheather .............................
   j) rember .............................
   k) libary .............................
   l) auser .............................

Unit 46 Spelling and pronunciation 2

Explanations

Same sound, different spelling
Both vowel and consonant sounds in English have several ways of spelling the same sound. In each group, the sound underlined is the same.

Vowels
company brother love trouble rubbish blood
road must home though hw

ear farther yard tart
wait great late weight
now shout draw what

Consonants
relation shock sure conscious delicious
church furniture shutter leisure measure confusion

Same pronunciation, different spelling
and meaning

Words which look similar
Common examples are:
court/cought stair/stare sore/saw allowed/allowed
lesson/lesson find/finned waste/waist flat/fair

Words which sound like other words, but have a different meaning.

later/latter quiet/quite
recent/resent accept/except
through/thorough formerly/formerly
insure/ensure lose/loose

Words with a syllable which is not pronounced
Some words appear to have more syllables than they actually have when pronounced. Examples which are often spelled wrongly:
temperature library Wednesday
vegetable people interesting

Nouns and verbs with e and s
Noun advice practice
Verb advise practise

How to improve spelling
Use a dictionary to check the pronunciation of new words, and relate their spelling to words you know. Make lists of the words you usually spell wrongly. Reading widely will give you experience of the way words are spelled.
Intermediate Language Practice

Practice (Words commonly spelled wrongly are also included here.)

Find pairs of words with the same sound underlined.

1. a) dirt     b) plum     c) heart     d) catch     e) phone     f) sure
   g) company  h) dog   i) measure  j) furniture  k) toast  l) food
   m) park     n) rule    o) brown    p) caution    q) (word)
   r) confusion

2. a) Please stop looking at me like that! It's very rude to stare around.
   b) I think you should practice/practise diving every day.
   c) The doctor gave Martin a through/thorough examination.
   d) Could you give me some advice/advice about language courses?
   e) We wanted to go by train, but we couldn't afford the fare.
   f) Could you wait a moment? I'm not quite ready.
   g) Reading aloud is hard unless you have time to check first.
   h) Sorry I didn't come to your party, but I just felt two/two tired.

Tick (/) if a pair of words rhymes.

3. a) sweet/seat     b) worse/horse     c) worn/torn     d) lose/loose
    f) thought/short     g) later/latter     h) word/heard
    i) chose/bride      j) low/go
    k) abroad/afford    l) quite/diet
    m) friend/leaved    n) blood/food
    o) weight/height

4. Dear Maria,
   Thanks for your letter and your invitation to Italy! I have never traveled abroad before, and I am really looking forward to staying with you and your family. I have spoken to my parents and they have agreed. They say they are going to phone soon to discuss the arrangements.
   I've decided to have some Italian lessons so that I can practice when I come to Italy. I'd like you to write some simple sentences for me. Please note my new address. We moved last week and now I've got a much bigger bedroom.
   Best wishes, Tina

5. Correct these words commonly spelled wrongly.
   a) vegetable     b) language     c) queue     d) receive
   e) peep      f) beatiful     g) interesting
   h) biscuit     i) cycling     j) different
   k) knowledge   l) independent

Another unfortunate misunderstanding

Last year we (1). . . . . to have an expensive holiday, so we (2). . . . . . to visit some friends, Brian and Ann, who (3). . . . . to live by the sea. They (4). . . . . . to put us up for two weeks, and as we always (5). . . . . seeing them, it (6). . . . . to be a good idea. They asked us if we (7). . . . . sleeping on the sofa, and said that they would (8). . . . . to make us comfortable. We (9). . . . . get there by bus, and when we arrived we could (10). . . . . Brian and Ann sitting in the garden. They (11). . . . . to be glad to see us, but it was obvious that they hadn't (12). . . . . to see us. They said that we had (13). . . . . to tell them when we were arriving, and they (14). . . . . asking us how long we were going to stay. We (15). . . . . feeling embarrassed, so the next day we went home.
   a) continued b) couldn't afford c) liked d) promised
   2) a) fancied b) tried c) wished d) decided
   3) a) meant b) kept c) hoped d) happened
   4) a) offered b) admitted c) enjoyed d) intended
   5) a) denied b) imagined c) enjoyed d) preferred
   6) a) began b) seemed c) imagined d) expected
   7) a) minded b) suggested c) wanted d) remembered
   8) a) practise b) mean c) learn d) try
   9) a) suggested b) tried c) managed d) started
   10) a) watch b) see c) keep d) wait
   11) a) intended b) pretended c) expected d) suggested
   12) a) preferred b) forgotten c) promised d) expected
   13) a) forgotten b) denied c) seemed d) chosen
   14) a) loved b) wanted c) kept d) couldn't stand
   15) a) imagined b) minded c) couldn't help d) seemed
3

Complete the second sentence so that it has a similar meaning to the first sentence.

a) Tim was the only student who forgot the test.
   Everyone remembered the test except Tim.

b) Helen knows this town better than anyone.
   No one knows this town better than Helen.

c) These two pairs of gloves belong to the twins.
   These are two pairs of gloves belonging to the twins.

d) Sam wouldn't carry my bag.
   Sam refused to carry my bag.

e) Peter is reliable.
   You can rely on Peter.

f) Mary is one of my brother's friends.
   Mary is a friend of my brother.

g) The snow began yesterday evening.
   It began to snow yesterday evening.

h) The classroom is empty.
   There's no one in the classroom.

i) Do you think you could close the window?
   Would you mind closing the window?

j) Bill borrowed Sue's calculator.
   Sue lend her calculator to Bill.

4

Look carefully at each line. Some lines are correct, but some have a word which should not be there. Tick each correct line. If a line has a word which should not be there, write the word in the space.

Winning a million

Life changed completely for Carol Miles when she won £1,000,000 in the lottery. 'I decided to buy a ticket while I was waiting for the bus. I didn't get excited about it, because I didn't expect to win. In fact, I completely forgot to check my numbers, until a friend reminded me to do it. You can imagine how surprised I was!' Carol had often been dreaming about being rich, but she has discovered that having lots of money doesn't always mean being happy. 'I can't enjoy anything new. When I go out with my friends, for example, they either expect me to pay the bills, or they are angry with me when I offer to pay it. Some people are jealous of my good luck, I think, and accuse me of thinking only about money. Nobody seems to have understood. I thought I would enjoy myself, but everyone has started to treat me differently, except for one friend of mine who has asked me to lend it him £10,000!'

5

Put one suitable word in each space.

An afternoon at the bus station

Kate had been waiting (a)................ for a colleague of (b).................. father's to collect her from the bus station for more than an hour, and she was tired (c)................ waiting. There was (d).................... else there, and it had (e)................ raining. A friend of (f).................. had lent her an umbrella to take on her trip, but she (g)................ to be getting wet. Perhaps her father was angry (h)................ her, she thought, or had simply (i)................ to collect her. There wasn't (j)................... a phone-box in the bus station. Why did (k).................. always go wrong when she travelled by bus? (l).................. the bus was crowded and she felt very uncomfortable, or it (m).................. stopping and the journey lasted for hours. Suddenly she (n)................ a car stopping outside. (o).................. was waving at her. It was her father!

6

Rewrite this letter, correcting the spelling and adding any necessary capital letters and punctuation.

17 Harford Street,
Bilsinworth,
BK3 4JS
Tel: 09143 97983

dear david,

it was grate too here from you after so long i enjoyed hearing all youre knows i didn't realize that you had spent a year abroad you must have had a real good time in greece i've decided to go their next summer praps we could go togethe

ive had a fantastic year at colidge the work is harder than the work we did at scool but its more intersting im studing business administration and computer sience at the moment i've also maid lots of new freinds

im thinking of comming to bristol for a few days to visit my sister would you like to meet you could show me the sites and we could talk about our old scooldays

why dont you give me a ring and we could discus it it would be wunderful to see you again

best wishes
ellen wilson

7

Put one suitable word in each space.

a) instead of going out to lunch, we stayed at home.

b) There were a dozen oranges in the bowl but you've eaten one.

C) I thought it was Wednesday today, but it's Tuesday!

d) .................. I would like to thank everyone who has given help.

e) Ted is a friend of brother's, but isn't a friend of
Vocabulary

1 Dealing with vocabulary

*When you find a new word*

If you are reading, and you come across a word you do not know, you may not need to look it up immediately. Ask yourself:

- Do I need to know the exact meaning?
- Do I think it's a useful word?

There are a number of actions you might take. This will probably depend on whether you are reading for pleasure or for information, whether you have time and whether you can get any help.

- Leave it and come back later if it seems important.
- Guess it from the context if possible.
- Compare it with words you know that look similar, then guess.
- Ask someone.
- Use a dictionary.

*Making sense of words*

It is hard to remember words in isolation, and you need useful information about the word. Sometimes a word is really several words e.g. a multi-word or phrasal verb. Which information in this list do you find most useful?

- Grammatical class (e.g. noun)
- Pronunciation
- Translation
- Collocation (words which this word is often found with)
- An example of how the word is used
- Frequency (how common it is)
- Usefulness
- Formal or informal

*Making the most of your dictionary*

Choose a dictionary which has all the information you need. To use a dictionary effectively you need to know:

- how to find words in alphabetical order
- what the abbreviations in each entry mean
2 Word formation

Words can be formed by adding a prefix to the beginning or a suffix to the end. There are many prefixes and suffixes included in this unit, and Unit 3. Use a dictionary to find words formed with prefixes and suffixes.

Examples of prefixes: un-, dis-, im-, mis-
un- + certain uncertain dis- + appear disappear
im- + possible impossible mis + understand misunderstand

Examples of suffixes: -ness, -ful, -less, -ship
happy + ness happiness care + ful careful
end + less endless friend + -ship friendship

Words of two or more syllables ending in -y change -y to -i. See Unit 45.

1 In each sentence, add a word from the list to the prefix to make a negative word.

- advantage
- agree
- appointed
- correct
- employed
- fortunately
- interesting
- patient
- understanding

a) I didn’t read all of the book because I found it uninteresting.
b) Cycling to school has one disadvantage. It makes you feel hot and sweaty.
c) Paula had a ticket for the theatre, but she fell ill that night.
d) Terry can’t stand waiting in queues, because she is very impatient.
e) My brother always disagrees when it’s time to do the washing-up.
f) My teacher underlined the word in red because it was incorrect.
g) After Jack lost his job, he was unemphasized for three months.
h) I’m sorry, but I completely disagree with you. I think it was a great film.
i) Because of a mix-up, half the class went to the wrong classroom.
j) Ann felt really disappointed when she didn’t get the job.

2 Add a prefix from the list to the word in each sentence.

- out-
- over-
- under-
- inter-
- re-

a) My alarm clock didn’t go off, and so I overslept this morning.
b) Peter packed some shirts and socks, some underwear, and his jeans.
c) You have to go to the international airport to catch a plane to the USA.
d) It’s very cold this morning, so wear your coat.
e) Helen decided to underline all the important words in her French book.
f) Our team was completely defeated by the team from Wales.
g) I’ve decided to rewrite my letter, because I made too many mistakes.
h) Bill overcooked the meat, and it was burnt in places.
i) I have to go to the library today and renew my ticket.
j) The staff went on strike because they were underpaid and overworked.
3 Word formation

1. Choose the correct word underlined in each sentence.

a) By 11.00 I felt so tired I was about to go to bed.

b) I heard the film was good, but it was very disappointing.

c) Being alone in an old house at night can be frightening.

d) Julie was so embarrassed that her whole face turned red.

e) Jim gets bored if he has to study too much.

f) It's very confusing to be taught in so many classrooms.

2. Complete each sentence with a noun ending in "-ess" made from a word in the list.

Make any necessary changes.

a) The ...shortness... of the journey surprised me, as I thought it would be longer.

b) Sue was impressed by the ...friendliness... of everyone in her new school.

c) We knew it was going to rain because of the ...darkness... of the sky.

d) Old Mrs Holt's ...health... was cured when she was given a pet cat.

e) The doctor told Peter that his ...health... was a result of overwork.

f) Wendy's teacher was impressed by the ...friendliness... of her work.

g) We wished the bride and groom ...happiness... in their new life together.

h) Joe's teachers began to grow ...understanding... in class.

i) I felt rather cold when I arrived because of the ...coldness... of my clothes.

j) Jean took a ...holiday... pill, and then she felt much better.

3. Complete the word in each sentence with one of the suffixes in the list.

-ful -less -ly -like -ful -ish -ic -al -ous

a) On rainy ...days, we spend a lot of time indoors watching television.

b) The mystery creature has a long ...tail... body, and six legs.

c) Paul received most of his music ...education from his mother.

d) The government is going to provide more houses for home ...living people.

e) Mary's mother ...qualities made her a favourite with the children.

f) This road is extremely ...dangerous... when the weather is bad.

g) We didn't have any ...trouble... in finding your house.

h) It was very ...tiring... of you to leave all the doors and windows open.

i) Everyone thanked the fire-fighters for their hero ...efforts.

j) Lisa's party was the most ...successful... she had ever had.
2. Complete the word underlined in each sentence with a prefix or suffix from the list. Make any other necessary changes to the word.

a) I suppose Paulo might help us, but it seems likely.  
   unlikely,  

b) Fred can't fill his pool because there's a water shortage.  
   waterless,  

c) I found most of the maths questions completely possible.  
   impossible,  

d) Jan has taken up photography as a hobby.  
   photograph,  

e) Thanks for those notes. They were really useful.  
   useless,  

f) I like winter sports as I never go skiing.  
   wintersports,  

g) When it's time for bed I start feeling sleepy.  
   sleepy,  

h) This is a really usual stamp. I've never seen one like it before.  
   unusual,  

i) I really like Dan. He's always so happy and cheerful.  
   cheerful,  

j) I'm writing to thank you for the kindness you showed me.  
   kind,  

3. Complete each sentence with a word made from the word given.

a) It's unusually cold today, considering it's still summer.  
   unusual,  

b) Actually, I found Tony's book was surprisingly interesting.  
   surprising,  

c) My father used to go to school with your father.  
   interest,  

d) The police managed successfully to find the missing children.  
   success,  

e) Jean's compositions are always beautifully written.  
   beautiful,  

f) I am ashamed of your behaviour!  
   thorough,  

g) This question is difficult, isn't it?  
   awful,  

h) Mike tried unsuccessfully to phone Cathy several times.  
   success,  

i) Those instructions seem complicated.  
   necessary,  

j) Someone had left the front door open.  
   obvious,  

4. Complete each word using the word given.

a) I can't sit on this chair. It's really uncomfortable.  
   comfort,  

b) Ann has left home and is depending on her parents.  
   depend,  

c) These old envelopes are reusable, so we can save money.  
   use,  

d) Not being chosen for the team was a great disappointment.  
   appoint,  

e) Maria and Louis have a really good relationship.  
   relate,  

f) Being unwell means that you share with others.  
   self,  

g) Not taking exercise is rather unhealthy.  
   health,  

h) David has a really uncontrolled temper, and gets angry easily.  
   control,  

i) These trousers won't get smaller. They're unshrinkable.  
   shrink,  

j) They didn't give Gary the job as he was inexperienced.  
   experience,  

5. Complete each sentence with a word made from the word given.

a) Harry asked for a receipt and the cashier gave him one.  
   receive,  

b) Nina wants to be a politician and join the government.  
   politics,  

c) No one knows the exact depth of the water here.  
   deep,  

d) You have to have a lot of patience to go fishing.  
   patient,  

e) This is a serious matter, and you have to think about it.  
   marry,  

f) Tom sent in his application for the job the next day.  
   apply,  

h) Helen's mind is filled with all kinds of unusual knowledge.  
   know,  

k) There was no explanation for the crash of the airliner.  
   explain,  

6 Complete each sentence with a word made from the word given.

a) The thief of the diamonds baffled the police.

b) Most people have no real sensation in ghosts.

c) Tina had no suspicion that anything was wrong.

d) We measured the long of the room with a ruler.

e) Our teacher was really angry when she found out.

f) George won a medal for brave.

g) Looking in the mirror too much is an example of vain.

h) Do you think you have the able to pass the test?

i) Eddie put the freeze food in the freezer.

j) Sheila has got the right qualify for the job.

4 Expressions

1 Complete the expression based on the word time in each sentence, using a word from the list.

- being high in lose matter
- on pass spare tell time

a) Come on John! It's high time you started doing some work!

b) What do you most enjoy doing in your time?

c) I don't go sailing often, but I enjoy doing it from time to time.

d) When I have to wait at the airport, I do a crossword to the time.

e) When Carol was given her first watch, she learned to the time.

f) We have decided to stay with friends for the time.

- Sally is never late. She is always time for her lessons.

- It's only a time before someone finds out the truth!

i) Thank goodness the doctor hurried. She saved Jim's life just time.

j) Hurry up. We've no time to . The train leaves in five minutes!

2 Complete the sentences with the most suitable verb from the list.

burst caught got had lost made paid spent told took

a) Peter's father made lots of money by selling old cars.

b) Sue a party last week and most of her friends came.

c) I some very good photos of our dog with my new camara.

d) David a lot of money on rebuilding his motorbike.

e) The ending of the film was so sad that many people into tears.

f) According to the story, George Washington always the truth.

g) Kate into trouble at school for playing a joke on her teacher.

h) You didn't understand because you no attention to the instructions.

i) I a cold last week so I couldn't play in the football match.

j) We our way completely and had to ask for directions.

3 Complete each sentence with a word from the list.

alone breath difference discussion facts leaf mud mess secret temper

a) It's hard to believe the news, but we have to face the facts.

b) I made a complete of one exam, and had to take it again.

c) When I swim underwater I can hold my for two minutes.

d) Peter told the boy to leave his little brother.

e) Can you tell the between butter and margarine?

f) The loud music from the house next door drove Mary.

g) When I stepped on Helen's foot, she tried not to lose her.

h) I'll tell you, but only because I know that you can keep a

i) Bob wanted to change his and turn over a new.

j) We had a very interesting about the problems of pollution.

4 The words underlined are in the wrong sentences. Find the correct sentence for each one.

a) Now that my summer holidays have begun I feel as free as a bird.

b) Without my glasses I am as blind as a pigeon.

c) After our search, suddenly David turned up as large as a whale.

d) As cool as a cucumber, the robber asked for all the money in the bank.

e) I didn't have any problems with the test. It was as easy as.

f) Our dog eats too much, and it's as fat as a picture.

g) My boss has no feelings at all! He's as hard as.

h) Little Sarah looked as pretty as a cucumber in her new dress.

i) Take this medicine, and in a few days you'll be as right as rain.

j) Don't be frightened of being on this plane. It's as safe as a bird.
5 Compound words

1. Complete each compound word with a word from the list.

<table>
<thead>
<tr>
<th>ache</th>
<th>clip</th>
<th>cut</th>
<th>glasses</th>
<th>lace</th>
<th>path</th>
<th>post</th>
<th>table</th>
</tr>
</thead>
</table>

- a) Make sure you walk on the footpath, because the road is dangerous.
- b) I need to fix these two sheets together. Have you got a paper clip?
- c) As I was doing up my shoe, the shoe broke in one of them.
- d) On our first day at school, we copied down our times.
- e) Tom had a hair yesterday and his friends made fun of him.
- f) It’s really sunny today, and I’ve forgotten my sunglasses.
- g) Could I have a couple of aspirins? I’ve got a terrible headache.
- h) The bus swerved to avoid a dog and hit a lamp.

2. Complete each sentence with a compound word made from two words from the list.

- a) I love science fiction films with robots in them.
- b) Old Mr Low has a bad leg and always leans on his walking stick.
- c) David’s teachers wrote lots of good things in his report.
- d) As soon as the bells rang, I jumped out of bed.
- e) When it’s hot, I turn on the air conditioner and it cools the room.
- f) Julia invited all her friends from school to her birthday party.
- g) This house has a conditioning system and there is a radiator in every room.
- h) If you have any dirty clothes, just put them in the washing machine.

3. The compound words underlined are in the wrong sentences. Find the correct sentence for each one.

a) I couldn’t unscrew the bottle top, so I couldn’t drink my cola.

b) On my way to school, I saw a fantastic bike in a bathroom window.

c) My bike had a flat tyre, and I didn’t have my television screen with me.

d) As the girls were leaving, they saw their teacher at the pocket money.

e) As she was eating the chocolate bar, Ann threw the bottle top away.
Intermediate Language Practice

4 Match each situation with an object from the list.

- bottle opener
- coffee maker
- dishwasher
- fire extinguisher
- food mixer
- hairdryer
- lawn mower
- pencil sharpener
- stain remover
- water heater

a) Comb it first and then use this. ............................................. hairdryer
b) Just put all the dirty plates in here. ............................................. dishwasher
c) I've dropped ink all over my white trousers. ............................. stain remover
d) Use this in an emergency. ............................................................. fire extinguisher
e) I've just broken mine, and I can't write. ....................................... pencil sharpener
f) I'm really thirsty but I can't open this lemonade. ......................... bottle opener
g) That grass really needs cutting. ................................................. lawn mower
h) It's much quicker preparing a cake with this. .............................. food mixer
i) If you need a bath, I'll turn it on. ..................................................... bathtub
j) If you'd like a cup, I've just put it on. ............................................. coffee maker

5 Make a compound word with a word from the list that describes the person in each sentence, using one of the words underlined with a line.

- bathet
- dreamer
- fighter
- keeper
- lifter
- maker
- manager
- nitter

a) Someone who spends all day lost in pleasant thoughts. ............... daydreamer
b) Someone who owns or runs a shop. ............................................. lifter

c) Someone who is lying in the sun to get a tan. ............................. bathet

d) Someone who looks after a baby while you are out. ....................... dreamer

e) Someone who exercises with objects of great weight. ..................... fighter

f) Someone who is in charge of the branch of a bank. ....................... keeper

1) Someone who is away from home on holiday. .................................. nitter

6 Money and shopping

a) Jane has a high income, but she works very hard to earn it. ..............
b) I'm sorry I said that. I hope you're not upset. ................................
c) You have to turn left at the next roundabout. ..............................
d) Kevin fell down and hurt his ankle. ...............................................
e) It's cold today, so you'd better wear your overcoat. .......................
f) On our way home we got soaked in a terrific downpour. ..............
g) It's a lovely day. Why don't we have lunch out? .............................
h) They live in a small house on the outskirts of the town. .................
i) It's easy to travel in London if you use the Underground. ...............
j) That child is so polite. She obviously had a good upbringing. .........

1 Replace the words underlined with one of the phrases from the list.

- in a sale
- pay you back
- save up
- in debt
- second-hand
- be well-off
- annual income
- can't afford it

a) Kate's car was owned by someone else before her. ....................... second-hand
b) We're not going on holiday this year, because we are short of money. be well-off

c) Don't worry, next week I'll give you the money you lent me. ........... annual income
d) We decided to put money aside so we could buy a small boat. .......... in a sale

e) I don't want to end up owing a lot of money to the bank. .............. can't afford it
f) What exactly is the amount of your earnings every year? ................. in debt

g) I bought my CD-player when the prices were reduced. .................. save up

h) Mary used to have a lot of money, but she wasted most of it. ........... in a sale
2 Choose the correct word or phrase underlined in each sentence.

a) Dora earns more money in her job than I do.
b) The factory workers asked for a rise in their income/reward/wages.
c) Paul borrowed some money from me but didn't pay it back.
d) I'm sorry, but we don't accept credit cards, only cash/coins/money.
e) Is it all right if I pay with cheque/buy cheque/from cheque?
f) We don't exchange goods unless you still have the bill/cheque/receipt.
g) I'm afraid I've only got a £50 note. Do you have change/money/rest?
h) I still debt/owe/own the bank more than £5000.

3 Complete the shopping situations a) to h) with a remark from 1) to 8)

a) I can't decide whether to buy it or not, so I think.
b) Have you got a pair like this in red?
c) Can I pay by credit-card?
d) Can I help you? No thanks.
e) That's £49.99, please.
f) Thanks very much for your help.
g) There isn't a price label on this shirt.
h) This computer looks difficult to use.

1) Not at all, madam. It's a pleasure.
2) I'm just looking.
3) Could you explain how it works?
4) How would you like to pay?
5) We're out of stock at the moment. Sorry.
6) I'll leave it.
7) Sorry, we only accept cash or cheques.
8) How much is it?

4 Complete each phrase with a suitable word from the list.

loaf box carton packet bunch tube bar tin

a) a....of biscuits
b) a....of toothpaste
c) a....of tomatoes
d) a....of milk
e) a large....of tissues
f) a....of chocolate
g) a....of bananas
h) a....of bread

5 Choose the most suitable word for each space.

Shopping in the street
When I (1)....shopping, I enjoy visiting street (2)....and looking for (3)....I wander around looking at each (4)....and asking about (5)....Many (6)....on sale are less (7)....than those in high-street shops, though the (8)....is not always as good. It also depends on how much you want to (9)....Clothes are often (10)....but it is difficult to (11)....them on. It's always (12)....looking at second-hand books, because you can (13)....a lot of money in this way.

Fresh fruit and vegetables are usually good (14)....and there is always an excellent selection. The main problem is whether you can carry home lots of (15)....bags!

1) a) like b) make c) go d) do
2) a) markets b) trades c) shops d) sales
3) a) values b) cheaper c) special d) bargains
4) a) counter b) table c) stall d) department
5) a) costs b) prices c) values d) figures
6) a) produces b) shopkeepers c) offers d) goods
7) a) expensive b) cost c) priced d) cheaper
8) a) expense b) package c) kind d) quality
9) a) spend b) use c) make d) cash
10) a) fashion b) cheaper c) worn d) logical
11) a) purchase b) carry c) try d) wear
12) a) worth b) more c) been d) time
13) a) borrow b) spend c) save d) count
14) a) health b) value c) time d) taste
15) a) hand b) papers c) more d) heavy

6 Complete the sentence with a compound word made from two words in the list. A word may be used more than once. Some compounds are written as one word.

account assistant bag bank book carrier cash cheques cut department desk money pocket, price shop store traveller's window

a) Most teenagers are given some "pocket money" to spend by their parents.
b) Pat saw the suit in the.............and decided to buy it.
c) Perhaps you left your wallet at the.............when you paid.
d) Jane buys all her CDs cheap in a/an.............store.
e) I bought the new novel by Richard Francis in my local.............
f) You can buy nearly anything in a big.............
g) You can't write cheques unless you have a/an.............
h) The.............who served me helped me buy what I was looking for.
i) When I go abroad I always take.............with me.
j) I brought my shopping home in a strong.............
7 Living space

1. Complete each sentence with a word from the list.
   - carpet curtains cushion drawer
   - pillow radiator settle socket
   a) Is that chair comfortable, or would you like to use a ...cushion...?
   b) Peter couldn't use his computer as there wasn't a ............... in the room.
   c) This house has central heating, and there's a ............... in every room.
   d) I was so tired that I fell asleep as soon as my head touched the ............... 
   e) Could you draw the ...............? Someone is staring through the window.
   f) My bedroom has a fitted ............... which covers the whole floor.
   g) The knives and forks are in the second ............... on the left.
   h) Come over here and sit next to me on the ................

2. Complete each part sentence a) to b) with one of the endings 1) to 5).
   a) Please sit down and make yourself ...........
   b) Many of our language students share ...........
   c) I like Do-It-Yourself, but I've decided to have ...........
   d) Alan seems to have so many clothes that he can never find ...........
   e) If you can't find the house you can always ask for ...........
   f) Susan lives on the tenth floor of ...........
   g) If you are short of money you can buy ...........
   h) As we live in a semi-detached house, we hear ...........
   1) room for all of them in the wardrobe.
   2) a block of flats on the south side of the city.
   3) directions at the bus station.
   4) at home, while I make some tea.
   5) accommodation in the villages nearby.
   6) the decorating done by a local firm.
   7) a lot of noise through the wall from the family next door.
   8) furniture from the street market near the cathedral.

3. Each sentence contains an inappropriate word or phrase. Underline this word, and then replace it with a word or phrase from the list.
   - bookcase chimney fence floor
   - gate pane of glass step towel
   a) Unfortunately the ball hit the window and broke a glass ............... of glass ...........
   b) I washed my hands in the bathroom and dried them with a cloth ...........
   c) There was a small wooden door leading into the garden ...........

4. Choose the correct word underlined in each sentence.
   a) Will you be at home at house later this evening?
   b) Paul's room is at the top of the stairs/steps opposite the bathroom.
   c) Can you remember to clean the wash basin/sink in the bathroom?
   d) The rooms downstairs are so low I can touch the roof/ceiling.
   e) Tony is a keen cooker/cook and always uses an electric cooker/cook.
   f) You'll find plates in the cupboard/wardrobe next to the fridge.
   g) Ann was sitting at/on her desk, but Chris was sitting in/on an armchair.
   h) I won't be long, I'm just going upstairs for a bath/shower.
   i) Lisa didn't like doing homework/housework, so she paid a cleaner.
   j) Under the house there's a cave/cellar where we keep our old things.

5. Use two words from the list to make a word and use the new word to complete the sentence. One word is used twice.
   - dust room book down flower stairs
   - wash ash basin chair bin key arm
   - bed case dish hole tray washer
   a) It's very cold in my ............... , and I find it hard to sleep.
   b) Sarah spent all afternoon sitting in a large ............... in front of the TV.
   c) I left my socks soaking in the ............... in the bathroom.
   d) Do you think you could put all your rubbish outside in the ............... ?
   e) There is a beautiful ............... full of roses right outside my window.
   f) Don't worry about the washing-up. We'll put everything in the ............... .
   g) I can't open the front door. Something is stuck in the ............... 
   h) If you really insist on smoking, please use this ............... 
   i) Can you come ............... ? There's someone at the door for you.
   j) In this ............... are the dictionaries and an encyclopedia.
6 Complete each sentence with a verb from the list in a suitable form. You can use a verb more than once.

a) I've got nowhere to stay tonight. Can you... put ...me up?
b) We've bought a new house but we can't... move... in until next month.
c) Adrian doesn't... look... on with his neighbours, because they are so noisy.
d) Jan likes cooking, but she says it... up... a lot of her time.
e) Don't forget to... off... the television before you go to bed.
f) Helen has done most of the decorating and plans to... to... it off tomorrow.
g) I have a large room, and it... out... onto a beautiful garden.
h) Karen and Mike live next door and they often... in... for a chat.

8 Personal matters

1 Choose the correct word underlined in each sentence.

a) When her bicycle was stolen, Jill became extremely angry/nervous.
b) Peter felt... embarrassed/embarrassed... when he had to make a speech.
c) I always write thank-you letters, just to be... polite/polite.
d) You never do anything to help me! You're so... lazy/tired.
e) Sue never does anything silly. She's very... sensitive.
f) The children had to stay in the house all day and felt... bored/tired.
g) Tina doesn't worry about anything and is always... cheerful/sympathetic.
h) Mr Jackson is very... annoyed/tempered... and often shouts at people.

2 Complete each sentence with one of the verbs from the list. Use each verb once only.

a) Please look at the camera and... smile... Say 'cheese'!
b) If you agree with what I say, just... say... c)

3 Complete each sentence with a word formed from the word underlined.

a) You can't rely on Joe. He is very... unreasonable...
b) Carla has very... little... patience. She is very...
c) Jack shows no... interest... in this subject. He is...
d) Pat is lacking in... honesty... He is...
e) Bill doesn't act like a... friend... He is...
f) Lisa doesn't have much... experience... of this work. She is...
g) Peter never acts... politely... He is...
h) The official did not... help... us very much. She was...
i) Graham doesn't... consider... other people. He is...
j) Ann refused to... cooperate... with the police. She was...

ashamed annoyed disappointed excited exhausted
fascinating glad jealous selfish terrified

5 Replace the words underlined in each sentence with one of the phrases from the list.

a) I'm really... looking forward... to a few weeks' holiday. I'm... longing for...
b) Sarah has decided to... do without... eating chocolate.
c) I wanted to study biology, but my teacher discouraged me.
d) Sports programmes on television really... annoy me.
e) Do you... feel like... going to the cinema this evening?
6 Complete each sentence with a word from the list.

- conscience
- death
- hand
- heart
- mood
- years
- temper
- thanks
- trouble
- voice

a) The children were happy because their teacher was in a good ___________.
b) ___________ to Mr Dawson, our car was repaired in time for our holiday.
c) Ruth was helpful, and went to a lot of ___________ to make us comfortable.
d) Harry was leaning out of the window and shouting at the top of his ___________.
e) When Alice heard the bad news, she burst into ___________.
f) Neil is a very kind pet ___________. His ___________ is in the right place.
g) If you do something bad, it will be on your ___________ for a long time.
h) I was really angry, and lost my ___________ and shouted at people.
i) We need some help. Could you give us a ___________?
j) The first time I saw a horror film, I was scared to ___________.

9 Family and friends

1 Complete each sentence with one of the words from the list.

- alike
- children
- couple
- elder
- engaged
- friendship
- housewife
- husband
- single
twin

a) Jane got married to her ___________. Bob, four years ago.
b) Jane's friends think that she and Bob are the perfect ___________.
c) They haven't got any ___________, yet, but they want a large family.
d) Jane's ___________ sister, Mary, was born half an hour before she was.
e) Jane and Mary look ___________, but are not exactly the same.
f) Mary isn't married. She says she prefers to be ___________.
g) She says she believes in ___________, but doesn't believe in marriage.
h) Diana is Jane and Mary's ___________ sister. She calls them her 'little sisters'.
i) Diana has been ___________, for three years, but hasn't got married yet.
j) She has a career and doesn't like the idea of being a ___________.

2 Complete each sentence with a noun formed from a verb in the list.

- acquaint
- bear
- behave
- celebrate
die
- engage
- greet
- marry
- relate
- resemble

a) All Sue's friends and ___________ came to her party.
b) I occasionally meet Terry, but he is more a/an ___________ than a friend.
c) Mary received many cards congratulating her on the ___________ of her baby.
d) When Paul arrived, he received a warm and friendly ___________.
e) Six months after their ___________, Michael and Lisa got married.
f) There was a great ___________ in the village when their team won the cup.
g) In an ideal ___________, husband and wife share each other's problems.
h) Dina and her mother look alike. There is a strong ___________ between them.
i) There was no trouble, and the ___________ of the football fans was excellent.
j) Tim cried when he heard about the ___________ of his old dog.

3 Choose the correct word underlined in each sentence.

a) Children are not allowed to see this film. It's for children only.
b) By the time the vet arrived, the injured cat was already dead.
c) Unfortunately it rained on Nick and Helen's wedding day.
d) David and Diana have two sons and one daughter.
e) I think we should try to understand the problems of aged people.
f) There should be more facilities for youth in this town.
g) Julie is very popular and has a wide circle of friends.
h) More than fifty relatives were invited to Jack's party.
i) Old Mrs Turner now lives in an old people's home.
j) It's my birthday today. I'm eighteen years old.

4 Complete each part sentence a) to d) with an ending from 1 to 10.

- a) I have started going ___________.
   1) after his father.
   2) together again next Friday evening?
   3) up by an aunt after their parents died.
   4) on Steve for a chat.
   5) after my dog while I'm away?
   6) out with George's younger sister.
   7) round and play charades on Friday.
   8) on well with her mother-in-law.
   9) up she wants to be an astronaut.
   10) us up for a few days next week?
   c) I wonder if you could put ___________.
   d) Carol doesn't really get ___________.
   e) Everyone says that Tom ___________.
   f) Let's have some friends.
   g) Do you think you could look ___________.
   h) Why don't we all get ___________.
   i) Eli and Laura were brought ___________.
   j) If I have time I'll drop ___________.

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5 Match each sentence a) to h) with a sentence from 1) to 8) which helps to explain the meaning of the word underlined.

a) We've got a new neighbour called Helen Willis...

b) This is Sam, he's a colleague of mine.

c) Andrew is going to be our best man.

d) At the end of the evening I thanked our host.

e) I'm sure Mary will be a wonderful bride.

f) Next week I'm going to stay with my grandparents.

g) I've always got on well with my sister-in-law.

h) Georgina is the ideal guest.

1) I was happy when he had invited me to his party.

2) Even before he married my brother we had become good friends.

3) She always helps in the house when she stays with us.

4) We both work in the same department at the bank.

5) She moved to the house next door yesterday.

6) They are in their seventies, but they live a very full life.

7) When John and I get married, he'll stand next to John.

8) She's an architect, and has designed her own wedding dress.

6 Complete each sentence with a word or phrase from the list. Use each word or phrase once only.

after... away... in... on... out... over...

a) It wouldn't be nice to meet again. I'll get...touch with you next week.

b) I'm afraid he isn't here. She went...for the weekend.

c) I keep... and coming back. I've lived here...years.

d) George ran up the children...his own after his wife died.

e) The baby was called Mary,...his grandmother.

f) After the quarrel, Carrie told Luke their relationship was...

g) Ann decided to get married...the wishes of her parents.

h) Peter is...at the moment but he'll be back in half an hour.

10 The body and clothes

1 Choose the correct word underlined in each sentence.

a) The trousers are the right length, but the stomach...is too small.

b) I like them, but the strap is too small for my palm.

c) The handle has four fingers and a thumb.

d) When I'm nervous he tends to bite his nails.

e) This is a strap and I can carry it on my neck.

2 Choose the most suitable word for each space.

a) Gina twisted her ankle...and she can't walk very easily.

b) Paul dropped the stone on his foot and broke two toes.

c) When you are worried lines appear on your.../forehead.

Clothes

Choosing clothes can be difficult. Some people want to be (1)..., but they don't want to look exactly (2)... everybody else. Not all clothes are (3)...; for work or school, perhaps because they are not (4)... or simply not (5)... It is easy to buy the (6)... size, and find that your trousers are too (7)..., especially if you are a little bit (8)... Very (9)... clothes make you feel (10)..., but when they have (11)... in the washing machine, then you have the same problem! If you buy light (12)... clothes, then they might not be (13)... enough for winter. If your shoes are not (14)..., and if you are not (15)... for the cold, you might look good, but feel terrible!

1) a) of fashion b) fashionable c) fashionable d) fashion

2) a) alike b) like c) similar d) same

3) a) fitted b) suitable c) comfortable d) equal

4) a) formal b) strict c) uniform d) fitted

5) a) comforting b) comfortable c) comfortable d) comfortable

6) a) true b) mistake c) wrong d) error

7) a) straight b) close c) stiff d) tight

8) a) slim b) overweight c) thin d) enormous

9) a) loose b) lose c) losened d) lost

10) a) thin b) slim c) narrow d) spare

11) a) lessened b) reduced c) decreased d) shrunken

12) a) of cotton b) in cotton c) cotton d) cottoned

13) a) warm b) cold c) hot d) cool

14) a) right b) enclosed c) firm d) waterproof

15) a) worn b) clothed c) dressed d) fitted

disguise dress up fit go with

look put on suit wear

a) This dress doesn't...me. It's far too big.

b) The children decided to...as astronauts for the party.

c) Sue always seems to...trousers. She says they are more comfortable.

1) I like your new haircut. It makes you...younger.

e) It's a nice pull-over, but the colour doesn't...you.

f) The escaped prisoner managed to...himself as a policeman.

g) I got up late and had only a few minutes to...my clothes.

h) I don't think that yellow soak...a black suit.
4 Match the words with the definitions.

a) part of an item of clothing for covering the arm
   ____

b) woman's or girl's clothing that covers the body from shoulders to knee or
   below
   ____

c) jacket together with trousers or skirt made from the same material
   ____

d) a soft covering for the head worn by soldiers, and in some sports
   ____

e) trousers that end above or at the knee
   ____

f) item of clothing for women or girls that hangs from the waist and covers all
   or part of the legs
   ____

g) loose item of clothing for women or girls covering the upper half of the body
   ____

h) soft item of clothing that covers the lower leg and foot inside the shoe
   ____

5 Complete each expression underlined with one of the parts of the body from
   the list.

a) The word is on the tip of my ________ , but I just can't remember it.
   b) Crossing the mountains on my own was a ________ raising adventure.
   c) I know this is hard to believe, but you must ________ the truth.
   d) It is now over thirty years since man first ________ on the moon.
   e) After his long trip Tom's parents ________ with open ________ .
   f) Peter knows the songs by ________ , and doesn't need to look at a book.
   g) Try to stay calm, and don't ________ ________ , and everything will be fine.
   h) Have I really won the prize, or are you only ________ ________ ?
   i) Lisa needs some help with her suitcase. Could you ________ her ________ ?
   j) I waved at Ann, hoping ________ ________ , but she didn't see me.

11 Everyday problems

1 Complete each sentence with a verb from the list.

a) Sam ________ ________ an accident while he was driving home from college.
   b) Yesterday a lorry ________ ________ into a bus at the traffic lights.
   c) The falling roof tiles ________ ________ several passers-by, though not seriously.
   d) The old wooden building ________ ________ in a high wind.
   e) A terrorist bomb ________ ________ at the railway station last week.
   f) The river burst its banks and ________ ________ the town during the night.
   g) Rocks and mud from the mountain ________ the main road yesterday.
   h) A train ________ ________ with a car on a crossing just outside the town.
   i) The storm at sea ________ ________ several small fishing boats.
   j) The rising water ________ ________ two families in their homes for six hours.

2 Choose the correct word or phrase underlined in each sentence.

a) The doctor gave Sue ________ ________ for some medicine.
   b) Tim's mother used a thermometer to take his ________ ________ .
   c) It took Julia a long time to ________ ________ off her illness.
   d) The cut on Karen's leg took a long time to ________ ________ .
   e) I couldn't run because I had a ________ ________ in my leg.
   f) I bought these sea-sickness pills from the ________ ________ ________ ________ .
   g) David was ill with a ________ ________ for two weeks.
   h) Dick couldn't speak because he had a ________ ________ ________ ________ .

3 Complete each sentence with a compound word made up of two words from the list.

a) The roads were crowded and I was stuck in a ________ ________ for hours.
   b) The ________ ________ is bad in this city. It's getting hard to breathe!
   c) All the lights went out because there was a ________ ________ ________ .
   d) I left my car in the wrong place and the police gave me a ________ ________ ________ .
   e) I couldn't use the railway yesterday because there was a ________ ________ ________ .
   f) I had to pay a fortune to leave my car in a multi-storey ________ ________ ________ .
   g) I waited at the ________ ________ ________ ________ for hours but all the buses were full.
   h) There is always a lot of traffic during the ________ ________ ________ ________ ________ ________ .
   i) It doesn't rain a lot here, and at the moment there is a ________ ________ ________ ________ .
   j) The Government has decided to ban all cars from the ________ ________ ________ ________ ________ .
12 Travel and holidays

Holidays
Most people enjoy going (1) ... for their holidays, and having the opportunity to (2) ... in an interesting city or a seaside (3) ... If you speak (4) ... languages, you can make new friends, and (5) ... home some interesting (6) ... as presents. But before you can do that, you have to (7) ... your destination, and that is often a problem! If you fly, then you may find that your flight has been (8) ... (9) ... by train can also be difficult, since trains are often (10) ... in the summer, and you might have to reserve a (11) ... in advance. Whichever way you (12) ..., you can have problems with your (13) ..., and it is often difficult to find good (14) ... Apart from this, you might not be able to afford the (15) ...?

1. a) out b) forward c) abroad d) foreign
2. a) remain b) pass c) spend d) stay
3. a) resort b) post c) too d) one
4. a) strange b) stranger c) foreigner d) foreign
5. a) fetch b) take c) go d) get
6. a) memories b) souvenirs c) memoirs d) recollections
7. a) reach b) arrive c) go d) travel
8. a) waited b) reversed c) delayed d) booked
9. a) Journeys b) Travels c) Voyages d) Passes
10. a) filling b) occupied c) overtake d) crowded
11. a) post b) chair c) seat d) position
12. a) voyage b) travel c) trip d) tour
13. a) luggage b) baggage c) goods d) tickets
14. a) staying b) homes c) lodges d) accommodation
15. a) fare b) fair c) far d) fur

2. Complete each sentence with a word formed from the word given.

a) They told me to ask at the information desk.
   b) The plane gathered speed as it roared along the run.
   c) The circumstances of our plane has been delayed.
   d) The plane made a bumpy departure and I felt ill.
   e) The clerk asked me if I had made a reservation.
   f) I got a seat because of another passenger's cancellation.
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Complete each sentence with one of the words from the list. Use each word once only.

- after back down for off in on out up with

a) The car broke down in the mountains, and we couldn't find a garage.
b) Harry had to set dawn at dawn to catch the early train.
c) Sue's bike passed me, and I had to ride fast to catch down with her.
d) I arrived at the airport, checked in, and then had some coffee.
e) All the people in the queue were pushing, trying to get the bus.
f) We were making Paris, but we were not in a hurry to get there.
g) Paul enjoyed camping, but couldn't put up the insects!
h) When we realized we had forgotten our passports, we turned.
i) Jill ran of money after a week, and had to go home.
j) Our next-door assistants looked our dog while we were away.

Complete each sentence a) to j) with one of the endings 1) to 10) and make a compound word.

a) I sent my friend a post
1) suit with you to the beach.
b) I fastened my seat
2) table turned out to be wrong.
c) We stayed on a small camp
3) belt, and waited for takeoff.
d) I always forget my guide
4) port, you must tell the police.
e) Don't forget to take your swim
5) hiking can be dangerous.
f) If you lose your pass
6) side when I was little.
g) We stayed in a quiet guest
7) card of the town where I stayed.
h) The train time
8) book when I visit old cities.
i) I used to like going to the sea
9) house down by the river.
j) Nowadays I'm afraid that hitch
10) site just outside the town.

In Greece we visited several ancient and antique temples.
Whenever Helen travels by boat she feels seasick and dizzy.
Brighton is a popular touristy seaside town.
Holidays in the mountains are always more relaxed and relaxing.
We usually eat the local food when we are abroad.
On my summer holidays I like getting suntanned and suntanned.
It may not be easy to find accommodation at reasonable or topical prices.
After cycling all day, Bill was completely exhausted and tired.
The owner of the hotel gave us a hospitable and warm welcome.
Jack likes spending most of his holiday in the open or plain air.

The words underlined are in the wrong sentences. Find the right sentence for each one.

We spent two weeks in a lovely seaside station.
Jill stayed the night in a small bed and hostel.
Karen was exhausted after her fifteen-mile holiday.
Martin and Carol had a great time on their camping cheeses.
As it was cheaper, I bought a return stop.
We managed to find some petrol at a remote filling village.
The bus made an overnight break in a town near the border.
The family rented a cottage in a country walk for the summer.
If you are a student, you can save money by staying in a youth ticket.
David never carried cash on holiday. He always takes traveller's resort.

Choose the most suitable word underlined in each sentence.

United managed to beat twin City in the last minute of the match.
At the end of the play, everyone in the theatre applauded or exploded.
If you want to enter for or sign on the competition, you'll need a form.
The cycling club is doing or holding a meeting next Thursday.
The youth orchestra has acted or performed all over Europe.
I'm doing or going fishing next week. Do you want to come?
The final score was two to two, so Rovers drew or equalled the game.
David spends or passes an hour every day playing computer games.
Did you enjoy or please yourself at the folk festival?
We were late and so we lost or missed the beginning of the film.
2 Match each word in the list with one of the explanations.

- athletes
- audience
- cast
- competitors
- fans
- group
- members
- spectators
- team
- viewers

a) People who watch a sporting performance. _spectators___________.
b) People who exercise and take part in games of speed and strength. _members___________.
c) People who support a sport, or a famous person. _supporters___________.
d) People who together take part in a sport. _members___________.
e) People who all belong to the same club. _members___________.
f) People who play rock music together. _musicians___________.
g) People who listen to or watch a play or performance. _audience___________.
h) People who watch television. _ao___________.
i) People who act together in a play. _actors___________.
j) People who are all trying to win the same prize. _competitors___________.

3 Complete each sentence with a word from the list.

- exhibition
- line
- medal
- prize
- queue
- rod
- screen
- ticket
- tyre
- whistle

a) Helen won first _prize___________. in the competition.
b) When Jim won the race, he was given a gold _medal___________.
c) We had to wait in a _queue___________. before we could get into the cinema.
d) Mary had to push her bike after she got a flat _tyre___________.
e) There was so much shouting that no one heard the referee’s _whistle___________.
f) I’ve got a spare _ticket___________. for tomorrow’s concert. Do you want to come?
g) Have you seen the new _screen___________. of paintings at the National Gallery?
h) I’m going fishing tomorrow. I’ve just bought a new _rod___________.
i) Kate was the first runner to cross the finishing _line___________.
j) We didn’t enjoy the film because we were very close to the _screen___________.

4 Complete each sentence with a word from the list.

- knock
- make put stand turn
- fall
- go
- join
- live
- make
- put
- stand
- turn

a) Lenny ‘The Fist’ Smith, the boxer, said he would _knock___________. out his opponent.
b) Carol won the match because the other player failed to _make___________.
c) The singer asked the audience to _join___________. in and all sing together.
d) It was a reasonable film, but didn’t really _stand___________. up to my expectations.
e) The first performance of the play was _fall___________. off because an actor was ill.
f) Tom and Sue used to _turn___________. out together.
g) From my seat, I couldn’t _turn___________. out what was happening on the stage.
h) The referee made it clear that he would not _knock___________. for bad behaviour.
i) Peter had to _turn___________. out of the race after his car broke down.
j) Ann started off in the lead, but started to _fall___________. behind and finished last.

5 Choose the most suitable word for each space.

Music

What kind of music do you (1) _like___________.? Some people like going to (2) _concerts___________. and listening to (3) _music___________. The (4) _music___________. is very formal clothes, and the (5) _music___________. is silent until the end of the (6) _concerts___________. Perhaps you are a rock music (7) _music___________. Rock concerts are often held at football (8) _stadiums___________. or in parks (9) _venues___________. of the audience dance to the music, or sing the songs. (10) _music___________. is (11) _classical___________. at weddings and parties in many countries, and some people (12) _classical___________. their own music at home. Nowadays we (13) _music___________. in shops and lifts, and many people (14) _music___________. their own music with them, or even (15) _music___________. to music when they study. Music is everywhere!

1) a) listen b) enjoy c) have d) preferring  
2) a) classic b) classics c) classical d) classified  
3) a) group b) an orchestra c) a band d) a record  
4) a) musicians b) actors c) musicals d) instruments  
5) a) spectators b) people c) guests d) audience  
6) a) happening b) action c) music d) performance  
7) a) fan b) enthusiasm c) reader d) friend  
8) a) matches b) grounds c) pitches d) pools  
9) a) Members b) Selections c) Persons d) Those  
10) a) Historical b) Nation c) Traditional d) Ancient  
11) a) acted b) formed c) done d) played  
12) a) do b) get c) make d) take  
13) a) listen b) hear c) perform d) understand  
14) a) carry b) wear c) lift d) play  
15) a) hear b) have c) follow d) listen
6
Match each activity a) to h) with a place 1) to 8).

a) Sunbathing and wearing swimming costumes.
b) Watching elephants dancing.
c) Doing keep fit exercises.
d) Crossing the finishing line.
e) Taking a dog for a walk.
f) Celebrating someone's birthday.
g) Riding a ghost train or a big wheel.
h) Speaking clearly so the audience can hear.

1) a park
2) a party
3) a running track
4) a stage
5) a funfair
6) a circus
7) a beach
8) a gym

14 Places

A house in the country
The house is situated among beautiful (1) _b_., two miles from the nearest village, surrounded by (2) .... On a (3) ..... a short distance from the house is a (4) ..... and a small (5) ..... flows past the end of the garden, which also contains a small (6) ..... The name of the house, Rose Cottage, is on the garden (7) ..... from which (8) ..... leads to the (9) ..... door. On the (10) ..... floor there is a large (11) ..... room, a dining room, a kitchen, and (12) ..... and toilet. (13) ..... there are three bedrooms. There is also a garage next to the house. The village has a post (14) ..... pub and supermarket, and there is a railway (15) ..... three miles away.

1) a) view b) scenery c) sights d) looks
2) a) grass b) flats c) earth d) fields
3) a) mountain b) peak c) hill d) summit
4) a) wood b) greenery c) jungle d) forest
5) a) river b) channel c) stream d) canal
6) a) lake b) bath c) water d) pond
7) a) gate b) door c) opening d) entrance
8) a) road b) path c) way d) pavement
9) a) forward b) front c) first d) further
10) a) bottom b) back c) ground d) earth
11) a) lounge b) seating c) saloon d) living
12) a) bathroom b) bath c) basin d) washing
13) a) Over b) Up c) Upstairs d) Higher
14) a) shop b) centre c) place d) office
15) a) station b) stop c) post d) base

Complete each sentence with one word from the list.

a) The police officer asked me to come with him to the police ....station....
b) When you reach the road .......... turn right.
c) The mayor's office is in the town .......... 
d) Margaret lives on the top floor of a .......... of flats.
e) Cars have to stop for you if you use a pedestrian .......... 
f) Which .......... of town do you live in?
g) You can buy fresh fish in the market .......... every Friday.
h) Take the first turning on the left after the next set of .......... lights.
i) The centre of town is now a traffic-free .......... and cars are banned.
j) A new shopping .......... has been opened on the edge of the town.

3
Replace the words underlined by one of the words from the list.

capital crowded international isolated
capital crowded international isolated
local neighbouring rural urban

4
Choose the most suitable word underlined in each sentence.

a) We arranged to meet in the centre of town in the main place(s)quare
b) Their cottage is in the heart of some beautiful country/countryside.
c) The children spent all day playing on the sandy beach/seaside.
d) I dropped my ice-cream on the earth/ground, so I couldn't eat it.
e) This footpath/pavement leads across the fields to the village.
15 Food and drink

1. Choose the correct word underlined in each sentence.
   a) Would you like a bread\food with your soup?
   b) The first course\plate consisted of cold fish and salad.
   c) The kettle\kettle is boiling. Do you want me to make some tea?
   d) That was a really lovely food\meal. Please let me pay for you.
   e) I felt so thirsty that I drank two cans\tins of Corky Cola.
   f) Nowadays many people buy frozen\fresh food instead of fresh food.
   g) Could you give me the receipt\recipe for this cake? It's delicious!
   h) This pie is fantastic! It's really tasty\tasty.
   i) Helen is a really good cook\cooks.
   j) Can I have a fork\spoon so I can stir my coffee?

2. Complete each sentence with a suitable verb from the list.

   a) John decided to roast\roast the beef in the oven for two hours.
   b) Put all the ingredients in a bowl and mix them together well.
   c) First peel\peel the onions into small pieces.
   d) I wanted to fry\fry some cakes this morning, but I didn't have time.
   e) Taste the soup, and add salt and pepper if necessary.
   f) Roast\Roast the potatoes and then cut them into large pieces.
   g) These vegetables taste great if you add\mix them for a minute in hot oil.
   h) Add\Add some cheese, and sprinkle it over the spaghetti.
   i) Add\Add a lemon and sprinkle the juice over the salad.
   j) Add\Add the rice in salted water for ten minutes.

3. Complete each phrase with a suitable word from the list.

   a) pepper and salt\salt
   b) knife and something\cut
   c) egg and something\crack
   d) bread and something\bake
   e) fish and something\fried
   f) oil and something\oil
   g) cup and something\drink
   h) tea and something\steep

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Intermediate Language Practice

5. Fill each space with a word from the list and make a compound word.

   about bridge ground path park roads side skirts
   a) Our children spend a lot of time having fun at the local playground.
   b) When you reach the crossroads, take the road to Linton.
   c) You have to turn left when you reach the next roundabout.
   d) We can't leave the car here. We'll have to look for a car.
   e) Follow this footpath until you reach the main road.
   f) There was an old woman selling fruit at the road.
   g) Paula lives on the outskirts of the town, where the countryside begins.
   h) You can cross the railway line by walking over a footbridge.

6. Match the words from the list with the explanations.

   bridge bungalow caravan castle cottage
   semi-detached house terraced house tower
   a) A strong building made in the past to defend people against enemies.
   b) A small house on wheels which is pulled by a car.
   c) A house which is one of a pair of houses joined together.
   d) A small house with only one floor.
   e) This carries a road or railway over a river.
   f) A house which is part of a row of houses all joined together.
   g) A small house in the country.
   h) A tall building standing alone, or as part of a castle or church.
4. Complete each phrase with a suitable word from the list.

- Bar carton cup glass
- Jar loaf pinch slice

a) a slice of bread or cake
b) a square of chocolate
c) a square of jam
d) a cube of tea

- A square of bread
- A square of water
- A square of salt
- A square of milk

5. Match each description with the name of a kind of food from the list.

- Cheese chop grape lamb
- Lettuce onion pie plum

a) Green or purple fruit which grows in bunches.
b) Small vegetable with a strong smell and taste.
c) Plant with large green leaves used in salads.
d) Meat from a young sheep.
e) Meat, vegetables or fruit baked in pastry.
f) Small sweet fruit with red or yellow skin, and a stone in the centre.
g) Solid food made from milk.
h) Piece of pork or lamb with a bone, cut from the ribs of the animal.

6. Complete each sentence with a word from the list.

- Bill book dessert dish
- Menu takeaway tip water

a) We weren't sure what to have, so we asked for the ________.
b) Tony finished his meal, paid the ________ , and left the restaurant.
c) After two courses we felt full, so we didn't have any ________.
d) We had a very tasty Indian ________ for the main course.
e) Mary tried to call the ________ , but couldn't attract his attention.
f) We got a ________ ... from the Chinese restaurant and ate at home.
g) This is a popular restaurant and you have to ________ a table.
h) The service was excellent so we left a large ________ on the table.

7. Complete each sentence with a or some, or leave the space blank.

a) I'd like ______ chicken please, a large one for roasting.
b) Could I have ______ bread please?
c) Do we have time for ______ snack before our bus leaves?
d) Would you like to come to ______ lunch with me on Thursday?
e) There's ______ milk jug in the cupboard near the fridge.
f) George has decided to go on ______ diet, starting next week.
g) I'm going to have ______ cheese and tomato sandwich.
h) For breakfast I eat ______ toast and marmalade, and drink a glass of milk.
i) Do you like ______ yoghurt? Personally, I can't stand it!
j) Tim managed to eat ______ chicken, but felt too ill to eat anything else.

16 Work and study

1. Choose the correct word underlined in each sentence.

- Penny took three exams and managed to ______ succeed them all.
- Most people would prefer a job/work which was near home.
- Tim had to ______ fifty children how to swim.
- I can't come to the cinema tonight. I'm ______ for a test.
- Rita did very well, and was given maximum ______.
- Every Friday, the building workers are given their ______.
- It's hard reading aloud ______: when you don't understand the words.
- The manager told David to make an application/invitation for the job.
- Ann works in advertising and earns ______ a very high salary.
- Would you like to come into my ______? We can talk there.

2. Complete each sentence with one of the words from the list.

- Business date heart phone
- Practice rules time work

a) Before her history exam, Laura learnt a list of dates by ______.
b) The manager will be with you in a moment. He is on the ______.
c) I haven't spoken Spanish for ages and I'm a bit out of ______.
d) Ever since Tim lost his job he has been out of ______.
e) Bringing your mobile phone to the class is against the ______.
f) This factory is not very modern. Most of the machines are out of ______.
g) Our maths teacher is always late. He's never on ______.
h) Mrs Smith isn't here at the moment. She's away on ______.
3 Complete each sentence with a word formed from the word given.

a) Nowadays it is very important to get a good ..._education... educate
b) Our company helps ..._people_... to find new jobs. employ
c) Paul has good ideas, but writes very ..._carefully_... care
d) Helen has become a ..._businesswoman_... businesswoman succeed
e) I hope to leave school with some useful ..._qualifications_... qualify
f) Mr Dale was my ..._employ_... for ten years, and paid me well employ
g) According to the ..._French_... the French lesson starts at ten time
h) Cathy has three jobs, so she has a high ..._income_... come
i) John's ..._history_... of history is amazing for a boy of his age. know
j) All the ..._employees_... in this company are given free meals employ

4 Complete each sentence with one of the words from the list.

[Table of words: fill, get, hand, keep, look, make, pick, stand, take, write]

a) If you don't know the answer, ...look... it up in the back of the book.
b) If you speak so fast I can't ..._listen_... down what you are saying.
c) Stop talking, and ..._listen_... on with your work!
d) George finds it hard to ..._listen_... up with the rest of the maths class.
e) I can see the blackboard, but I can't ..._read_... out what the words say.
f) Carol had a holiday in France and managed to ..._pick_... up the language.
g) Could you ..._complete_... in this form please, with your personal details.
h) My boss wouldn't let me ..._speak_... time off to go to a football match.
i) Don't forget to check over your work before you ..._correct_... it in.
j) Mrs Wood is going to ..._correct_... in for your teacher while he is away.

5 Choose the most suitable word for each space.

The wrong age for school!
Are the years you (1) ..._at_... school the best years of your life? Personally, I found most (2) ..._rather_... uninteresting. We had to sit at our (3) ..._in_... silence and (4) ..._without_... attention. The teachers used to (5) ..._in_... the blackboard and (6) ..._to_... difficult questions. We also had to (7) ..._a lot_... of homework, and (8) ..._it_... in our time. We had to wear a school (9) ..._at_... and we had to obey lots of (10) ..._a lot_... I (11) ..._when_... school as soon as I could and started (12) ..._afternoon_... I read books at the public (13) ..._library_... and later I decided to (14) ..._taken_... college. I really enjoyed studying because I was older and knew that I wanted some (15) ..._some_... When I was at school, I was just the wrong age!

1) a) go b) have c) pass d) spend
2) a) lectures b) lessons c) them d) class
3) a) chairs b) desks c) posts d) parts
4) a) pay b) make c) have d) follow
5) a) read b) sit c) write d) talk
6) a) make b) do c) get d) ask
7) a) answer b) do c) take d) finish
8) a) write b) hand c) pass d) complete
9) a) uniform b) robe c) dress d) cloth
10) a) ways b) rules c) laws d) time
11) a) passed b) qualified c) examined d) left
12) a) job b) labour c) employee d) work
13) a) bookshop b) shelves c) library d) university
14) a) go b) attend c) study d) follow
15) a) qualifications b) examinations c) papers d) grades

6 Match each sentence a) to j) with a sentence 1) to 10) with a similar meaning.

[Table of sentences]

1) She was given a better job.
2) She got a rise.
3) She got a promotion.
4) She retired.
5) She applied for the job.
6) She resigned.
7) She was unemployed.
8) She did it for a living.
9) She was ambitious.
10) She was conscientious.

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17 The natural environment

1) Before we set off, we listened to the climate forecast.
2) Paula saw a flash of lightning and then heard a deep boom.
3) The traffic had to slow down because of the thick fog.
4) There won’t be much rain. It’s only a short shower.
5) Spring is my favourite season of the year.
6) Last summer was very hot, and there was a real heatwave.
7) Look at those clouds! There’s going to be a storm.
8) On a hot day in summer, I look forward to the chilly evening.
9) We were caught in the rain and got soaked.
10) In the morning there was half a metre of snow blocking the road.

2) Choose the word which best matches the description.
   a) Large white water bird with a long neck.
   b) Four legged animal with horns, good at climbing.
   c) Sea animal with a shell and five pairs of legs.
   d) Insect with large beautifully coloured wings.
   e) Small reptile with four legs and a long tail.
   f) Small flying insect which drinks blood from the skin.
   g) Small long-eared animal that lives in a hole.
   h) Animal with long legs and neck and orangey skin.
   i) Eight-legged creature which catches insects.
   j) Young animal which barks, often a pet.

3) Complete each sentence with a word from the list.
   bark berry blossom branch bud leaf root stem thorn trunk
   a) Sue managed to reach the branch of a tree and climb up to the window.
   b) I felt ill after I ate a red berry from a bush in the woods.
   c) The wall was cracked by the branch of a tree growing underneath it.
   d) On the end of each thorn, there are two or three yellow flowers.
   e) In the autumn, every leaf turns yellow and then falls off.
   f) Liz hurt herself on a thorn while she was picking some roses.
   g) The branch of this tree can be removed and used as a kind of paper.
   h) In spring all the apple trees are covered in white blossom.
   i) Before the flower opened it was a large bud.
   j) An oak tree has a very broad crown, sometimes two metres thick.

4) Choose the best ending from 1) to 10) for each sentence a) to j).
   a) In cities the air is hard to breathe because of car
   b) The earth’s climate is changing because of
   c) Not having enough of something is called a
   d) Air, sea and land can suffer from
   e) Throwing things away unnecessarily is called
   f) A mixture of smoke and fog is called
   g) Things which we throw away are called
   h) To avoid wasting things we can use
   i) The paper people drop in the street is called
   j) Areas with low rainfall often suffer from

5) Choose the most suitable word for each space.

The threat to the Environment
Nowadays people are more aware that wildlife all over the world is in danger. Many animals are in danger and could easily become extinct if we do not take a great effort to help them. There are many reasons for this. Some animals, (a) for their fur or for other valuable parts of their bodies. Some birds, (b) as parrots, are caught and sold as pets. For many animals and birds, the problem is that their habitat—the forest— is under threat. More (c) is used for farms, houses or industry, and there are fewer open (d) than there once were. Farmers use powerful chemicals to help them grow better, (e), but these chemicals pollute the environment and (f) wildlife. The most successful animals on earth—human beings—will soon be the only ones (g), unless we can (h) this problem.

1) a) danger b) threat c) problem d) vanishing
2) a) marks b) more c) species d) forms
3) a) disappeared b) vanished c) empty d) extinct
4) a) harm b) safe c) protect d) serve
5) a) hunted b) chased c) game d) extinct
6) a) like b) such c) or d) where
7) a) lively b) alive c) for life d) for living
8) a) spot b) point c) place d) site
9) a) exhausting b) departing c) escaping d) disappearing
10) a) earth b) land c) soil d) area
11) a) spaces b) air c) up d) parts
12) a) products b) fields c) herbs d) crops
13) a) spoil b) harm c) wound d) wrong
14) a) survived b) over c) missing d) left
15) a) answer b) calculate c) solve d) explain
6  Complete each sentence with a pair of verbs from the list with opposite meanings.

- clean up
- cut down
- destroy
- let
- plant
- pollute
- prevent
- protect
- recycle
- waste

a) People should be encouraged to __________ the environment, rather than __________ it.
b) We should try to __________ disasters happening, not just __________ them happen.
c) Everyone should try to __________ beaches, and not __________ them.
d) It would be a good idea to __________ more trees, not to __________ trees.
e) We can use things again if we __________ rather than __________ them.

18 Tools and technology

1  Choose the correct word underlined in each sentence.

a) I am bad at maths, so I always carry a pocket __________/calculator/computer.
b) The bed was too big to fit into the __________/van with the doors closed.
c) In Britain most private cars run on __________/gas/petrol or diesel.
d) Ann's friends bought her an __________/electric/electrical mixer for her birthday.
e) When I turned on the light, the __________/bulb/bulb broke.
f) Peter had to push his bike when he got a __________/tyre/wheel.
g) This car has got a really powerful __________/engine/machine.
h) When the machine is on, a little red __________/light/torch comes on.
i) The noise of the workmen banging in __________/nails/screws was disturbing.
j) The radiators will have to be fitted by a __________/hose/plumber.

2  Match the words from the list with the explanations.

- answer
- machine
- camera
- cash
- dispenser
- dishwasher
- photocopier
- mobile
- phone
- sewing
- machine
- vacuum cleaner

- car
- cello
- electric toothbrush
- oven
- frying pan
- gun
- ladder
- saw

a) Use this if you can't stay in to take your calls.
b) Use this to keep in touch when you're out and about.
c) Use this to do your own dressmaking.
d) Use this to get rid of dust and dirt.
e) Use this when you need some money after the banks are closed.
f) Use this to take a snapshot for your album.
g) Use this to deal with dirty cutlery and crockery.
h) Use this if you need several pages all the same.

3  Complete each phrase underlined with a verb from the list.

- blow
- break
- cut
- go
- ring
- plug
- run
- turn
- warm
- wear

a) I'm sorry I can't talk now, but I'll __________ back in half an hour.
b) The police think that a car bomb was used to __________ up the building.
c) These tyres are strong, and won't __________ out for ages.
d) Jane's old car used to __________ down all the time.
e) You can __________ in the computer to the socket by the window.
f) If you don't pay the electricity bill they will __________ you off.
g) I think it's time to __________ off the television and go to bed.
h) Whenever there is a thunder storm, all the lights __________ out.
i) It's not necessary to __________ up the engine first, although it's so cold.
j) If you leave the radio on all night the battery will __________ out.

4  Replace the group word in each sentence with an example word from the list.

a) The police discovered the __________ more than twenty miles away.
   ________________________________
b) My sister bought me the __________ as a present.
   ________________________________
c) The builders left their __________ outside the house.
   ________________________________
d) The cost of the kitchen includes an __________ appliance.
   ________________________________
e) This __________ is lightweight and non-stick.
   ________________________________
f) I had to use a __________ to cut the floorboards in half.
   ________________________________
g) One of the robbers was carrying a __________.
   ________________________________
h) This __________ is rather heavy to carry.
   ________________________________
5 Complete each sentence with a word from the list.

- battery
- button
- dial
- handle
- key
- lock
- plug
- socket
- switch
- wire

a) Lisa turned the door ....handle..... opened the door and entered the room.
b) My watch stopped working because the ............... had run out.
c) The television won’t work in this room, as there isn’t an electric ...............d) Bill pressed the light .........., but none of the lights was working.
e) To wind up this old clock you need a special kind of ...............f) Mary put the key in the .........., but it wouldn’t turn.
g) I’ve bought an electric kettle, but the lead hasn’t got a .......... on it.
h) Choose the programme on the washing machine by turning the ...............i) Don’t press this red .......... unless there is an emergency.
j) The electric bell didn’t work because the .......... had been cut.

6 Match each sentence with the necessary object from the list.

- binoculars
- compass
- hairdryer
- iron
- lawnmower
- pump
- razor
- scissors
- thermometer
- tin-opener

a) There is no air in either of these tyres. .......... pump ..........b) Do you fancy some tinned beans for lunch? c) The grass in the back garden is awfully long.
d) Sam has been letting his beard grow but now he’s going to shave.
e) When it’s long like this you need more than a towel.
f) I’ve got to cut the ends off the legs of my new jeans.
g) Do you think I’ve got a temperature?
h) It’s difficult to see wild animals when they are so far away.
i) Jean was completely lost, and needed to know where north was.
j) You can’t go out with all those creases in your shirt.

19 Everyday objects

1. Choose the correct word underlined in each sentence.

a) I have to do some sewing. Do you have a ..........? b) You need special glue/sticker when you make model aeroplanes. c) I always carry a .......... knife/penknife in my pocket.
d) Paul keeps his papers together with a .......... band/rubber ring.
e) Sheets of paper can be fastened together with a paper clip/zipper.
f) I wrapped up the parcel using brown paper and .......... string.
g) Helen took the cutters/scissors and started trimming Mary’s hair.
h) Oh bother! One of my shirt .......... has fallen off.
i) As David was tying his ...... shoe lace/shoestring, it broke.
j) Little Susie usually ties up her hair with a red .......... strip.

2. Match each sentence with the necessary object from the list.

- diary
- dictionary
- envelope
- eraser
- file
- notepad
- notice
- ruler
- sharpener
- stamp

a) It’s important to let everyone know what time the meeting starts. .......... notice ............. b) Hang on a minute, I’ll just write down those details. .............c) Oh dear, I’ve written my name in the wrong place. .............d) Write down the date of the next match so you don’t forget. .............e) I’ve written my letter but I’ve got nothing to put it in. .............f) 1 keep losing the sheets I wrote my homework on. .............g) How long is this piece of paper exactly? .............h) What a nuisance! My pencil has broken. .............i) My letter’s ready for the post. How much will it cost? .............j) I’m not really sure what this word means.
alarm comb gown hanger mirror pillow
slippers table toothpaste towel

a) My hair is in an awful mess. Have you got a …comb…….?  
b) When I get up I put on my dressing…………….. and go downstairs.  
c) It’s sometimes a shock to see your own face in the……………….  
d) Helen always sits at her dressing…………….. and brushes her hair.  
e) When I’m in the house I take off my shoes and put on……………..  
f) I want to clean my teeth but I can’t find any……………….  
g) Every morning at 6.30 the…………….. clock goes off and I wake up.  
h) You can wash your hands here, and there’s a…………….. behind the door.  
i) I can’t get to sleep unless I have a really comfortable……………..  
j) You can put your coat in the wardrobe on a coat……………..

bowl jug kettle mug saucer

Every morning Mrs Dawson comes downstairs into the kitchen. First she does the (a) …washing-up… from the previous day. She turns on the cold (h)…………….. and fills the (c)…………….. . When the water boils, she makes tea in the (d)…………….. and also makes some toast. She pours the tea into a (e)…………….. . She doesn’t use a cup and (f)…………….. . She puts some breakfast cereal into a (g)…………….. , and takes a (h)…………….. of milk from the fridge. She puts some milk in her tea, and some on the cereal. She puts some sugar in her tea with a (g)…………….. , and stirs it. Then she puts everything on a (j)…………….. and carries it upstairs. After breakfast in bed she goes back to sleep.
20 People

1. Choose the correct word underlined in each sentence.

   a) Mrs Grant is a good employer and pays her staff well.
   b) Excuse me, but are you the owner of this bike?
   c) Tom works in a local garage as an engineer/mechanic.
   d) I want to borrow some money, so I'm seeing the bank boss/manager.
   e) Little Jimmy has got a new professor/teacher at his primary school.
   f) Helen joined the army as an officer/official, and is now a captain.
   g) The house really needed decorating so I called a painter/wallpaperer.
   h) Please ask the cashier for a receipt.
   i) Have you thought about getting a job as a typist or a typist?
   j) I waited for my letters, but the postman was late as usual.

2. Match a person from the list with each problem.

   carpenter dentist electrician gardener guide hairdresser optician photographer plumber vet

   a) The lawn is really long and there are weeds everywhere.
   b) I want to visit as much of the old city as possible in an afternoon.
   c) The taps don't work, and there is water all over the floor.
   d) I want to have a special portrait made for my eighteenth birthday.
   e) One of my fillings has come out, and I've got terrible toothache.
   f) I want to use the wood from these shelves to make a bookcase.
   g) When I turn on the television, all the lights go off.
   h) I can't see to read very well and I think I need glasses.
   i) Ben had one of his paws when I was taking him for a walk.
   j) It's far too long at the back and too curly at the front.

3. Complete each sentence with a word from the list.

   assistant colleague flatmate employee guest host member partner supporter team-mate

   a) Peter has just become a/an ........... member of the fishing club.
   b) I started this business with my .................. , Dora, about ten years ago.
   c) There is a spare room, so I have decided to let it and get a/an ..............
   d) We provide every .................. in the hotel with whatever he or she needs.
   e) At the end of the party, Bill thanked his .................. and then left.
   f) Ann is a/an .............. of mine. We work together at Dawson and Co.
   g) Any .................. who wishes to work at weekends should see the manager.
   h) I've been a/an .............. of Hull City FC for as long as I can remember.
   i) Mary was my .................. last year in the basketball tournament.
   j) This job is a lot for one person, so we think you need a/an ..............

4. Complete each sentence with a group word from the list.

   audience cast crew crowd group queue society staff team trio

   a) The .................. of the ship cheered as the new captain came on board.
   b) Paula has just joined the dramatic .................. at school.
   c) The head teacher thanked the .................. for working so hard.
   d) There was a long .................. of people waiting in the post office.
   e) A huge .................. had assembled outside the president's palace.
   f) The members of the .................. play the violin, the piano and the cello.
   g) A small .................. of us went on a trip to Rome last summer.
   h) When the music stopped, the .................. applauded for ten minutes.
   i) Last year Helen was the captain of the basketball ..................
   j) When the play ended all the .................. came on stage and took a bow.

5. Complete each sentence with a word formed from the word given.

   a) This city has over half a million .................. inhabitants.
   b) Margaret has decided to have a career as a .................. politics.
   c) Every .................. in this country has the right to vote.
   d) Eric studied hard to become a rock ..................
   e) After the crash, Carla was the only .................. to survive.
Formation rules

Present simple
I / you / we / they like.  She / he / it likes.
Do you like?  Does she like?
You don't like.  He doesn't like.

Present continuous
I am going.  You / we / they are going.
She / he / it is going.
Are you going?  Am I going?
I am not going.  Is she going?
She isn't going.  You aren't going.

Present perfect
I / you / we / they have left.  She / he / it has left.
Have they left?  Has she left?
They haven't left.  He hasn't left.

Present perfect continuous
I / you / we / they have been waiting.  She / he / it has been waiting.
Have you been waiting?  Has she been waiting?
We haven't been waiting.  He hasn't been waiting.

Past simple
1  If / you / she / he / it / we / they started. (regular)
   Did you start?
   You didn't start.
2  If / you / she / he / it / we / they went. (irregular)
   Did you go?
   You didn't go.

Past continuous
I / he / she / it was going.  You / we / they were going.
Was he going?  Were you going?
She wasn't going.  You weren't going.

Past perfect
I / you / she / he / it / we / they had left.
Had he left?
They hadn't left.

Future perfect
I / you / she / he / it / we / they will have finished.
Will they have finished?
They won't have finished.
Reported Speech

2

'I always drink milk.'
'I'm leaving.'
'I'll be back soon.'
'I've forgotten it.'
'I took it.'
'I was reading.'
'I had left by then.'
'I must go.'
'I can help.'
'I would like to help.'

He said (that) he always drank milk.
She said she was leaving.
He said he would be back soon.
She said she had forgotten it.
He said he had taken it.
She said she had been reading.
He said he had left by then.
She said she had to go/must go.
He said he could help.
She said she would like to help.

3

Active
Passive

He helps.
He is helped.
He has helped.
He was helped.
He will help.
He will have helped.

He helps.
He is being helped.
He has been helped.
He was being helped.
He will be helped.
He will have been helped.

4

Infinitives

Present: to like
Present passive: to be liked
Past: to have liked
Past passive: to have been liked

5

Participles (-ing forms)

Present: liking
Present passive: being liked
Past: having liked
Past passive: having been liked

Irregular verbs

Infinitive Past simple Past participle
be was/were been
beat beat beaten
become became become
begin began begun
bend bent bent
bite bit bitten
blow blew blown
break broke broken
bring brought brought
build built built
burn burnt/burned burnt/burned
burst burst burst
buy bought bought
catch caught caught
choose chose chosen
come came come
cost cost cost
cut cut cut
deal dealt dealt
dig dug dug
did done done
draw drew drawn
dream dreamt/dreamed dreamt/dreamed
drink drank drunk
drive drove driven
eat ate eaten
fell fallen
feed fed fed
feel felt felt
fight fought fought
find found found
fly flew flown
forbid forbade forbidden
forgive forgave forgiven
freeze froze frozen
get got got
give gave given
go went gone
grow grew grown
hang hung hung
have had had
hear heard heard
hide hid hidden
hit hit hit
hold held held
hurt hurt hurt
keep kept kept
know knew known
lay laid laid
lead led led
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Grammar answers

In some cases more than one answer is acceptable.

Unit 1
1  a) Prevent perfect continuous.
     b) Prevent continuous with further reference: A fixed arrangement in the future.
     c) Past simple used here as an unreal or imaginary tense in a conditional sentence. There is no reference to past time.
     e) Perfect past. The earlier of two past events.

2  a) 2  All are possible. 2 is least polite, 1 polite, 3 possibly polite.
    b) Is most appropriate. Is is over-formal and more appropriate in formal writing.

3  a) It is correct. 2 is not possible at this kind of state verb is not usually used in a continuous form i.e. never is already a continuous activity.
    b) Both are correct. By ear describes a general manner of expression. When on his own, he is used.
    c) Both are correct. 2 is an indirect question and the whole question is not inverted as a normal question is.
    d) It is correct. 2 is not possible at this kind of state verb is not used in a continuous form i.e. he is already a continuous activity.

Unit 2
1  a) 1) do you go
     b) are you going
     c) are you going
     d) doing
     e) am I doing
     f) are you doing

2  a) Does Sue live
    b) you know
    c) are you doing as the moment
    d) you are doing here
    e) we change trains here
    f) are you wearing sweaters
    g) David playing with Tom
    h) does Kat come home

3  a) National and billet are watching television.
    b) Peter doesn't like chocolate cake.
    c) Carol doesn't drive a little red sports car.

4  a) 1) am I swimming?
     b) have you
     c) are you
     d) are you watching
     e) are you
d) am I swimming

5  a) Do you usually do
    b) only once
    c) Do you know
    d) are you sitting
    e) do you speak
    f) he is staying
    g) are you putting
    h) are they speaking

Unit 3
1  a) 1 2 3 4 5 6
    b) are you going
    c) do you
    d) think
    e) doesn't usually sit
    f) are you looking at
    g) does she have stop
    h) am I taking in going

2  a) you usually do
    b) only once
    c) Do you know
    d) are you sitting
    e) do you speak
    f) he is staying
    g) are you putting
    h) are they speaking
Intermediate Language Practice

Unit 7

**Paragraph 1**

I've never been to South America. But I've seen it on TV. It looks beautiful, but I don't think I'd want to live there. I prefer to stay in Europe. I've been to France and Italy, and I really enjoyed them. I like the food and the history. I wish I could go back there one day.

**Paragraph 2**

I've never been to South America. But I've seen it on TV. It looks beautiful, but I don't think I'd want to live there. I prefer to stay in Europe. I've been to France and Italy, and I really enjoyed them. I like the food and the history. I wish I could go back there one day.

**Paragraph 3**

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**Worksheet 1**

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**Worksheet 2**

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Intermediate Language Practice

Unit 12

1 1) to work 2) hard 3) work 4) to work 5) you work 6) to work 7) we work 8) you work 9) to work 10) he work
2 a) was b) work c) works d) works e) works f) work g) worked h) work
3 a) he b) I c) you d) we e) you f) they g) us h) us
4 a) to work b) work c) work d) work e) work f) work g) work h) work
5 a) work b) work c) work d) work e) work f) work g) work h) work
6 a) to work b) work c) work d) work e) work f) work g) work h) work
7 a) work b) work c) work d) work e) work f) work g) work h) work
8 a) work b) work c) work d) work e) work f) work g) work h) work
9 a) work b) work c) work d) work e) work f) work g) work h) work
10 a) work b) work c) work d) work e) work f) work g) work h) work

Unit 14

1 a) had been b) would c) you d) not e) to f) me g) you h) had i) been j) you
2 a) to b) do c) have the d) to e) if f) it g) that h) you i) to
3 a) had b) that c) not d) had e) to f) you g) do h) to
4 a) have been b) have c) you d) had e) I f) you g) if h) we
5 a) you b) to c) you d) you e) not f) you g) to h) you
6 a) his b) had c) as d) to e) had f) I g) he h) to
7 a) to be b) a c) I d) in e) my f) I g) my h) I

Unit 15

1 a) Yes b) you c) she d) it e) her f) the g) his h) our
2 a) the b) a c) some d) any e) no f) no g) no h) no
3 a) to b) a c) my d) our e) I f) you g) he h) she
4 a) the b) an c) my d) our e) his f) her g) its h) their
5 a) a b) some c) any d) no e) a f) some g) any h) no
6 a) with b) to c) the d) of e) for f) in g) by h) at
7 a) a b) the c) my d) our e) his f) her g) its h) their
8 a) the b) a c) some d) any e) no f) no g) no h) no
9 a) a b) some c) any d) no e) a f) some g) any h) no
10 a) the b) a c) some d) any e) no f) no g) no h) no

Unit 16

1 a) eat b) drink c) have d) eat e) drink f) have g) eat h) drink i) have
2 a) a b) the c) some d) any e) no f) no g) no h) no
3 a) a b) the c) some d) any e) no f) no g) no h) no
4 a) a b) the c) some d) any e) no f) no g) no h) no
5 a) a b) the c) some d) any e) no f) no g) no h) no
6 a) a b) the c) some d) any e) no f) no g) no h) no
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8 a) a b) the c) some d) any e) no f) no g) no h) no
9 a) a b) the c) some d) any e) no f) no g) no h) no
10 a) a b) the c) some d) any e) no f) no g) no h) no

Unit 18

1 a) must b) can c) have d) be e) can't f) can't g) can't h) can't
2 a) have b) hasn't c) to d) to e) to f) to g) to h) to
3 a) can b) not c) can't d) can't e) can't f) can't g) can't h) can't
4 a) have b) haven't c) to d) to e) to f) to g) to h) to
5 a) can b) not c) can't d) can't e) can't f) can't g) can't h) can't
6 a) must b) not can c) to d) to e) to f) to g) to h) to
7 a) must b) can c) not d) can't e) can't f) can't g) can't h) can't
8 a) must b) not can c) to d) to e) to f) to g) to h) to
9 a) must b) not can c) to d) to e) to f) to g) to h) to
10 a) must b) not can c) to d) to e) to f) to g) to h) to

Problems, Errors, Consolidation

1 a) had b) to c) had d) couldn't e) can't f) they g) been h) been i) written
2 a) that b) what c) who d) where e) how f) when g) why h) why
3 a) must b) mustn't c) mustn't d) mustn't e) mustn't f) mustn't g) mustn't h) mustn't
4 a) have b) haven't c) to d) to e) to f) to g) to h) to
5 a) can b) can't c) must d) mustn't e) shouldn't f) don't have to g) mustn't h) mustn't
6 a) could b) couldn't c) mustn't d) shouldn't e) can't have done f) mustn't have done g) mustn't have done h) mustn't have done
7 a) I b) you c) we d) they e) he f) she g) it h) them
8 a) not b) not c) not d) not e) not f) not g) not h) not
9 a) mustn't b) mustn't c) mustn't d) mustn't e) mustn't f) mustn't g) mustn't h) mustn't

Grammar answers

1) it 2) me 3) you 4) him 5) her 6) us 7) them 8) you 9) I 10) we 11) you 12) they 13) she 14) it

1) to be 2) at 3) in 4) on 5) for 6) of 7) at 8) in 9) to 10) of 11) to 12) in 13) to 14) at 15) of

2 a) to b) to c) to d) to e) to f) to g) to h) to
3 a) to b) to c) to d) to e) to f) to g) to h) to
4 a) to b) to c) to d) to e) to f) to g) to h) to

Unit 19

1 a) to b) to c) to d) to e) to f) to g) to h) to
2 a) a) a b) the c) some d) any e) no f) no g) no h) no
3 a) a b) the c) some d) any e) no f) no g) no h) no
4 a) a b) the c) some d) any e) no f) no g) no h) no
5 a) a b) the c) some d) any e) no f) no g) no h) no
6 a) a b) the c) some d) any e) no f) no g) no h) no
7 a) a b) the c) some d) any e) no f) no g) no h) no
8 a) a b) the c) some d) any e) no f) no g) no h) no
9 a) a b) the c) some d) any e) no f) no g) no h) no
10 a) a b) the c) some d) any e) no f) no g) no h) no

1) Richard was given a camera by Helen.
2) We needn't have bought so much food.
3) We don't have to.
4) She might have gone to the cinema.
5) I don't have to.
6) We don't have to.
7) They could have.
8) They must have.
9) They couldn't have.
10) I haven't got to.
Intermediate Language Practice

Universe 20

1 a) such  f) so much  b) so many  c) so much  c) so much  d) so many  e) so much  e) so much  f) so many  g) too much  h) too much  i) as well as  j) as many  k) as much  l) as much  m) as much  n) as much  o) as much  p) as much  q) as much  r) as much  s) as much  t) as much  u) as much  v) as much  w) as much  x) as much  y) as much  z) as much

2 a) no  b) not  c) no  d) no  e) no  f) no  g) no  h) no  i) no  j) no  k) no  l) no  m) no  n) no  o) no  p) no  q) no  r) no  s) no  t) no  u) no  v) no  w) no  x) no  y) no  z) no

3 a) I stayed at home and had a rest because I felt really tired. b) I didn't use the piece of string, because it wasn't long enough. c) It was such a difficult question that I had no idea how to answer it.

Unit 21

4 a) I was a funny little girl, but I tried hard to do my best. b) Although I was tired, I didn't want to stop. c) In spite of the bad weather, I decided to go for a walk.

Unit 22

5 a) It was such a long way that we decided to drive there. b) As I had run a long way, I felt exhausted. c) I brought some water to drink, but I didn't want to stop.

Unit 23

6 a) These are the best ways we went on holiday with: b) It is the letter that I have been waiting for. c) That is the show Sue bought her bike from. d) That is the book that I have been reading. e) That is the book I read last week. f) That is the interesting town we visited with. g) That is the book I have been reading. h) That is the book I read last week. i) That is the book I have been reading.
Intermediate Language Practice

Unit 30

1. How much are 2. Some of them 3. Some much is 4. How many 5. a b c d
either f) other g) three h) three
5. a) last b) During c) After d) for
e) one f) on g) afterwards h) at

Unit 31

5. a) She b) the c) a d) the
5. a) play the piano b) help the
c) bike is d) at the
5. a) there b) the c) about the d) must be
5. a) they're b) the c) the d) the
5. a) some words b) There was
c) some advice d) any
5. a) a chicken b) was very useful
c) How many d) it's green
5. a) they're b) in the c) on their way
d) their noise

Unit 32

5. a) the b) the other c) the d) the
5. a) this b) this c) the d) the
5. a) Could you get a loaf of bread from
c) the baker? d) Milk is good for children.
5. a) John is at work at the moment.
c) We travelled to Italy by car.
d) Have you got a brother or sister?
5. a) The war between the two countries was the longest in history.
c) Who was the first astronaut who landed on the moon?
d) The Nile is the longest river in the world.

Unit 33

5. a) no b) each c) None d) Some
5. a) not one b) each c) none d) some
5. a) every e) either f) any g) all
5. a) every e) either f) any g) all
5. a) David slept badly b) Ann completed the course successfully.
c) I felt very good d) extremely
5. a) happy b) well c) handy d) hard e) very f) ill
5. a) Peter was working very hard.
b) My mother bought me a lovely blue dress.
c) I'm reading a book that I find extremely good.
d) David failed because he was too tall and thin.
e) Everyone in the team played well.
f) Too much exercise can make you feel tired.
g) Paula felt happy when her exam results were over.
h) Harry has never arrived late at school.
i) One box is rather the other really hard on the chair.
j) I'm not really interested in this car.

Unit 34

5. a) large b) excellent c) delicious d) delicious
5. a) a b) as c) as d) as
5. a) in b) at
c) in the d) on the
e) in the f) in the
5. a) great b) tennis c) better
d) much e) just as f) more
e) as large as f) as big as
g) the worst h) the best
5. a) as a ruler b) as a ruler c) as a ruler
d) as a ruler e) as a ruler f) as a ruler
g) as a ruler h) as a ruler
5. a) as a ruler b) as a ruler c) as a ruler
d) as a ruler e) as a ruler f) as a ruler
g) as a ruler h) as a ruler
5. a) just as b) the most c) the most
d) as usual e) as used f) as usual
g) as usual h) as usual
6. a) less b) less c) less
d) less e) less f) less
Unit 37

Jill takes a trip by train, visits a city, and explores a museum.

1) Jill takes a trip by train.
2) Jill visits a city.
3) Jill explores a museum.

Unit 39

A doctor's advice to a patient.

1) The doctor's advice.
2) The patient's response.
3) The doctor's reassurance.

Unit 41

A conversation between two people.

1) The conversation.
2) The person answering.
3) The question asked.
4) The response given.

Unit 43

A short story about a character.

1) The character's introduction.
2) The character's action.
3) The character's decision.
4) The character's outcome.
5) The character's reflection.

Unit 47

A guide to a local attraction.

1) The guide's description.
2) The guide's recommendation.
3) The guide's advice.
4) The guide's memory.
5) The guide's conclusion.
Unit 44
1 a) (b) c) 2) d) 2) e) f) 1) p) 1)
2 a) First of all, who is going to carry the unwanted box out.
b) Not only said she would be on time, but I didn't believe her.
c) I have said that he had missed the train, got lost, and been arrested.
d) When the bell rang, our teacher stood up and said, "Stop writing, please.
e) "On the other hand, where could we go to the cinema, couldn't we say?" said David.
f) "Hello, Mrs. Bains," said Tina. "How are you feeling today?"
3 a) I know you'd like some help, perhaps start again.
b) The old stadium was eventually demolished; very few people we were there, and it was becoming dangerous.
4 a) Dear Tina,
I am sorry that I have not written to you for so long. I have been very busy at school, and I haven't had much time for writing letters. Last week I finished my examinations, so now I am getting ready to go on holiday.
I was wondering whether you would like to come to stay for a few days? You can meet my friends, and we could all go swimming. The weather is really good here in Italy, and I am sure you will enjoy yourself.
Best wishes,
Maria

Unit 46
1 a) big b) cry c) dim d) easy e) high f) big
2 a) state b) bare c) bare d) worth e) advice f) bare
3 a) this b) that c) this d) that e) this f) that
4 a) Dear Maria,
Thank you for your letter and your invitation to Italy! I have never been abroad before, but I am really looking forward to staying with your family. I have spoken to my parents and they have agreed. They say they are going to phone soon to discuss the arrangements.
I've decided to have some Italian lessons so that I can practise when I come to Italy. I'd like you to write some simple sentences for me. I am anxious to know more, my new address. We moved last week, and now I've got a much bigger bedroom.
Best wishes,
Tina
5 a) vegetable b) interesting c) sport d) receive e) people
5 a) vegetable b) interesting c) sport d) receive e) people
2 i) Instead of f) as well g) every single h) yours i) in fact j) herself k) in conclusion l) in conclusion m) out of n) of my own

Problems, Errors, Consolidation 5
1 a) first b) anything c) anything d) nothing e) anything
2 a) immediately b) disappointing c) frightening d) embarrassed e) surprised f) annoying
3 a) tried b) disappointed c) frightening d) interested e) surprised f) annoying

Vocabulary answers
2 Word formation
1 a) uninteresting b) disadvantage c) independently d) hopefully e) unfortunately f) impatient g) disappointing h) disagree i) unexpectedly j) misunderstood
2 a) carefully b) underpaid c) international d) overpaid e) underpaid
3 a) friendship b) content c) wordless d) unchangeable e) unchangeable f) unharmed g) unsatisfactory h) unsatisfactory i) unprecedented
4 a) unanswerable b) independent c) resume d) unimportant e) unsuitable f) unsuitable g) unsuitable h) unsuitable i) unimportant
5 a) receipt b) marriage c) deposit d) patience e) explanation

4 Expressions
1 a) high b) being c) being d) being e) being f) being g) being h) being i) being j) being
2 a) made b) burst c) paid d) killed e) sold f) bought g) sold h) got i) lost
3 a) fits b) mess c) burst d) paid e) sold f) bought g) sold h) got i) lost
4 a) aloud b) whisper c) whisper d) whisper e) whisper f) whisper g) whisper h) whisper i) whisper j) whisper
5 a) daydreamer b) shopkeeper c) bookkeeper d) bookkeeper e) bookkeeper f) bookkeeper g) bookkeeper h) bookkeeper i) bookkeeper j) bookkeeper

5 Compound words
1 a) footpath b) paperclip c) headscarf d) helmet e) lamp-post
2 a) science fiction b) walking stick c) school report d) alarm clock e) air-conditioning f) birthday party g) central heating h) washing machine
3 a) battle cry b) shop window c) bicycle path d) school entrance e) sweet wrapper f) bathroom mirror g) television screen h) showroom i) pocket money j) door handle
4 a) hairdressing b) dishwater c) strain remover d) fire extinguisher e) pencil sharpener f) bottle opener g) lawn mower h) food mixer i) water heater j) coffee grill
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18 Tools and technology

1 a) calculator  f) type
b) van  g) engine
c) pencil  h) light
d) electric  i) nails
e) bulb  j) plumber

2 a) answer machine
b) mobile phone
c) sewing machine
d) vacuum cleaner
e) cash dispenser
f) camera
g) dishwasher
h) photocopier

3 a) ring  i) plug
b) blow  j) cut
 c) warm
d) wear  e) turn
f) run
g) break

4 a) car
b) electric toothbrush
c) ladder
d) oven
 e) frying pan
f) saw
g) gun
h) cell

5 a) handle
b) battery
c) socket
d) switch
e) key
f) lock
g) plug
h) button
i) wire

6 a) pump
b) tin-opener
c) thermometer
d) lawnmower
e) binoculars
f) razor
 g) compass
h) hair dryer
i) iron

19 Everyday objects

1 a) needle  f) string
b) glue  g) scissors
c) penknife  h) buttons
d) rubber band  i) shoelace
e) paperclip  j) ribbon

2 a) notice
b) notepad
c) eraser
d) dip
 e) envelope
f) file

3 a) book
c) curtain
d) tablecloth
e) plant
f) dustbin

4 a) pedestrian crossing
b) lamp-post
c) pavement
d) hedge
e) gate
f) keel
g) street sign
h) posted
i) subway
j) verge

5 a) comb
b) gown
c) mirror
d) table
 e) slippers
f) washing-up

6 a) source
b) tap
c) kettle
d) teapot
e) mug
f) tray

20 People

1 a) employer
b) owner
c) mechanic
d) manager
e) teacher
f) postman

2 a) gardener
b) guide
c) plumber
d) photographer

3 a) member
b) partner
c) father
d) guest
e) host
f) assistant

4 a) crew
b) society
c) staff
d) queue
e) crowd

5 a) inhabitant
b) politician
c) citizen
d) musician
e) athlete
f) opponent

6 a) conman
b) miner
c) optimist
d) celebrity
e) favourite
f) liar