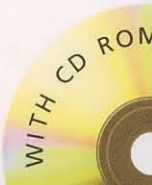
Simon Clarke

Macmillan English Grammar In Context

Essential
with key



MACMILLAN

Macmillan Education
Between Towns Road, Oxford OX4 3PP
A division of Macmillan Publishers Limited
Companies and representatives throughout the world

ISBN 978-1-4050-7049-2 (with key)
ISBN 978-1-4050-7145-1 (without key)

Text © Simon Clarke 2008
Design and illustration © Macmillan Publishers Limited 2008

First published 2008

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Designed by Giles Davies
Illustrated by David Atkinson; Giles Davies; Karen Donnelly; Roger Fereday; Joy Gosney; Sue Mason; Chris Molan; Julian Mosedale; Sarah Nayler; Chris Paveley; Martin Sanders; Kath Walker; Gary Wing
Cover concept by Giles Davies
Cover design by Katie Stephens
Cover photographs by Comstock, Corbis, Corbis/Zefa

Author's acknowledgements
This book has been a long time in the writing and there are many people I am grateful to for their help and support.First and foremost I must thank David Riley for asking me to do it in the first place. Another person to whom I owe a huge debt of thanks is Roy Turner who went through the manuscript, corrected a great deal of my errors and made numerous suggestions on how to improve things. There have been several editors and publishers who have worked on the book at different stages. Catriona Watson-Brown, Penny Hands, Gillian Francis, Carl Robinson, Amanda Holmbrook and Sarah Curtis were all generous in their help and support. On a more local note I would like to thank friends and colleagues at Lacunza-IH San Sebastian for their ideas and advice, particularly Philip Rickett who always seemed ready to discuss things like prepositions and how to teach them at the drop of a hat, and whose enthusiasm for grammar was infectious. Finally, my long suffering wife and two sons have continued to put up with me over the years and I thank them for their understanding and patience.

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Printed and bound in Thailand

2012 2011 2010 2009 2008
10 9 8 7 6 5 4 3 2 1

Introduction

This book is designed to teach and revise grammar points at the level of Council of Europe Framework (CEF) A1, A2 and includes some B1 grammar.

The practice material includes a wide range of topics to reflect both everyday language use and the kinds of subjects learners might be studying in schools or colleges. Many learners are likely to use English to learn another subject during their education and the choice of text tries to reflect this fact. Some texts contain information which learners should find interesting or challenging. The intention in general is that language should have a familiar context and that learners should have something to use language for.

Within each unit, exercises range in difficulty. This allows learners to build up their confidence with the simpler, more familiar tasks before moving onto the more challenging ones later in the unit. The longer, topic-based texts include highlighted words whose definitions can be found on the accompanying CD-ROM. This is a good opportunity for learners to widen their vocabulary and see grammar used in realistic contexts.

The Review section at the back of the book offers more activities for students who have finished the other exercises. It is also for students who feel that they haven't fully grasped the grammar point and need some further practice. In addition, it can be used as a means of testing or revising previous study, either in class or at home.

The CD-ROM

This includes two further exercises for each unit in this book, and a test section.

Plus, where you see highlighted words like this, you will find the definitions in the glossary section. Just follow the link from the homepage.

To the student

Macmillan English Grammar In Context has been written to make grammar more interesting than other books on the market. We hope you find it enjoyable as well as useful. If you are studying at home, the units can be covered in any order but the exercises within each unit have been graded. If you find some exercises difficult, read the presentation page again. The extension activities and Review offer the opportunity of further practice.

To the teacher

Unlike many other grammar books, *Macmillan English Grammar In Context* puts grammar into context. The aim is to encourage students to see grammar used more realistically and in more interesting ways. The topics covered in the exercises can be used as a starting point for a lesson, as a subject for discussion, and as a means of helping to build students' vocabulary in useful areas. There is opportunity for individual study, group work and homework, plus testing, in the different sections of the book.

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1 the verb *to be* (1)

FORM

affirmative		
I	**am**	happy.
You		
We	**are**	
They		
He		
She	**is**	
It		

short forms

In spoken and informal English, it is natural to use short forms of the verb *to be*.

I	am	=	I'm
You	are	=	You're
We	are	=	We're
They	are	=	They're
He	is	=	He's
She	is	=	She's
It	is	=	It's

We can also use short forms with names.

*John **is** tall. = **John's** tall.*
*London **is** a very big city. = London**'s** a very big city.*

USE

We use the verb *to be* to talk about

- ages. *I**'m** 16 and my brother **is** six.*
- occupations. *She**'s** a student and her parents **are** teachers.*
- prices. *This watch **is** £30.*
- the time. *It**'s** nine o'clock.*
- feelings and states. *I**'m** hungry.*
- nationality. *They**'re** Argentinian.*
- colours. *His eyes **are** blue.*

1 Complete the spaces with *is*, *are*, or *am*.

a Cars ...are... expensive.
b John ..... a student.
c I ..... the best in the class.
d My sister ..... a teacher.
e The train ..... late again.
f You ..... in class 3B.
g That computer ..... very slow.
h It ..... cold today.
i We ..... interested in shopping.
j I ..... tired.
k Stephanie and Luke ..... from Canada.

2 Rewrite these sentences using the short form.

a She is funny. ...She's funny.
b They are clever. .....
c We are cold. .....
d I am an astronaut. .....
e He is tall. .....
f You are friendly. .....
g They are kind. .....
h She is a good teacher. .....
i They are bad dogs. .....
j You are nice students. .....
k Sally is 15 years old. .....

3 Use the prompts to write a sentence. Use short forms.

a He / angry ...He's angry.
b They / happy .....
c It / hot now .....
d You / intelligent .....
e We / unhappy today .....
f I / a doctor .....
g You / good students .....
h She / from Mexico .....
i My eyes / green .....
j We / Australian .....
k Michael / young .....

2 the verb *to be* (2)

FORM

negative

I	**am not**	(I'm not)	
You		(You're not / You aren't)	
We	**are not**	(We're not / We aren't)	
They		(They're not / They aren't)	interested.
He		(He's not / He isn't)	
She	**is not**	(She's not / She isn't)	
It		(It's not / It isn't)	

questions

Am	I	
	you	
Are	we	
	they	late?
	he	
Is	she	
	it	

short answers

Yes,	I	am.	No,	I'm not.
	you			you're not / you aren't.
Yes,	we	are.	No,	we're not / we aren't.
	they			they're not / they aren't.
	he			he's not / he isn't.
Yes,	she	is.	No,	she's not / she isn't.
	it			it's not / it isn't.

USE

We can use the verb *to be* to ask about

- ages. *How old **are** you? **Is** he 16?*
- occupations. ***Are** you a student? No, I**'m** not.*
- prices. *How much **is** this? **Is** it expensive?*
- the time. ***Is** it ten o' clock? No, it **isn't**. It**'s** eleven o' clock.*
- feelings and states. *I**'m not** tired. **Are** you tired?*
- nationality. *No, they**'re not** Spanish, they**'re** French. **Are** you English?*
- colours. *His eyes **aren't** green, they**'re** blue.*

Includes material from Units 1 and 2.

1 Complete the sentence with *is, is not, are, are not, am* or *am not*.

a I am not Spanish, I'm Greek.
b Peter ..... a good student. He's a bad one!
c Our eyes ..... blue. They're brown.
d My sister ..... a police officer, she's a journalist.
e ..... his brother tall?
f The bus ..... late, it's here now.
g ..... you okay?
h That film ..... very good. The story is very boring.
i They ..... tired, they're hungry.
j ..... it cold today?

2 Write short answers to the questions.

a Are you a good student? Yes, I am. / No, I'm not.
b Are your parents at home now? .....
c Is it Monday today? .....
d Are you hungry? .....
e Are your friends with you now? .....
f Is your school in a large city? .....
g Is it cold outside? .....
h Are you young? .....
i Is English easy? .....
j Are these exercises difficult? .....

3 Correct the sentences.

a ~~12.00~~ 14.00 ✓
It's twelve o'clock. No, it isn't. It's two o'clock.
b ~~16.00~~ 17.00 ✓
It's four o'clock. .....
c ~~Thursday~~ Friday ✓
It's Thursday today. .....
d ~~nurse~~ doctor ✓
She's a nurse. .....
e ~~doctor~~ engineer ✓
He's a doctor. .....
f ~~€50~~ €60 ✓
The tickets are 50 euros. .....
g ~~$1.50~~ $1.60 ✓
It's one dollar, fifty. .....
h ~~expensive~~ cheap ✓
They're expensive. .....
i ~~13~~ 14 ✓
Julian is thirteen. .....

4 Use the prompts and *is, is not, are* or *are not* to write full sentences. The map will help you.

a Berlin / Germany
Berlin is in Germany.

b Paris / France

c Lyon / Spain

d Milan and Turin / Italy

e Brussels and Strasbourg / Germany

f Spain / the south of Europe

g Norway / the south of Europe

h Lisbon / Portugal?

i Bern and Basle / Switzerland?

j you / Europe?

5 Complete the dialogue with the correct form of the verb *to be*. Use short forms where possible.

DANIELA: Hello. a Are ..... you from here?

ESTEVAN: No, we b ..... . c ..... you?

DANIELA: No, I d ..... from Italy. My name e ..... Daniela.

ESTEVAN: Nice to meet you. I f ..... Estevan. And this g ..... Maite and Javier.

DANIELA: This h ..... Estelle, and this i ..... Maria. Where j ..... you from?

ESTEVAN: We k ..... from Spain.

DANIELA: l ..... you from Madrid?

ESTEVAN: No, we m ..... . We n ..... from the north of Spain. Javier and I o ..... from Bilbao, and Maite p ..... from San Sebastian.

DANIELA: q ..... you here on holiday?

ESTEVAN: No, we r ..... . It s ..... a study trip. This t ..... a beautiful place.

DANIELA: Yes, it u ..... . v ..... the trip fun?

ESTEVAN: Some of it. The museums w ..... boring. x ..... you here for a holiday?

DANIELA: Yes, I y ..... with my parents but I want to be with my friends. It z ..... much fun.

EXTENSION ACTIVITY

Translate these sentences into your own language.

a My brother is six years old.
b I am 13 years old.
c A cup of coffee is €1.
d Is your father a teacher?
e We're not interested in computers.

3 there is, there are

FORM

affirmative

There is (There's) a book on the table.
There are three students in the room.

USE

We use *there is / are* to say something exists.

There is *a mistake in this exercise.*
NOT ~~A mistake is in the exercise~~. or ~~It's a mistake in the exercise~~.
There are *109 elements in the Periodic Table.*
NOT ~~109 elements are in the Periodic Table~~. or ~~They are 109 elements in the Periodic Table~~.

After we say that something exists with *there is / are* we can then use *it is* or *they are* to give more details.

There's *a computer in the classroom.* ***It's*** *very useful.*
There's *a book on the table.* ***It's*** *not mine.*
There are *nine planets in the solar system.* ***They're*** *easy to see with a telescope.*
There are *some instructions available for this DVD but* ***they're*** *on the Internet.*

A: ***There's*** *someone on the phone for you.*
B: Who is ***it****?*
A: ***It's*** *your sister, I think.*

A: ***There are*** *some people outside the door.*
B: Who are ***they****?*
A: ***They're*** *students.*

1 Complete the sentence with *is* or *are*.

a There ...are... 25 students in the class.
b There ..... a hospital in the city centre.
c There ..... a big supermarket near my house.
d There ..... two teachers in the room.
e There ..... 12 songs on this CD.
f There ..... a good film on TV tonight.
g There ..... his friends.
h There ..... your mobile phone.
i There ..... a computer and a TV in my room.
j There ..... seven books in my bag.
k There ..... no homework today.

2 Complete the sentence with *there* or *it*.

a There is a CD on the desk. ...It... is mine.
b ..... is a nice day today.
c ..... is a new student in my class.
d There is a park next to my house. ..... is very beautiful.
e ..... is three o' clock.
f ..... is no one in the room.
g ..... is a man outside the window.
h There is a big shopping centre in my town. ..... is very popular.
i ..... is a teacher at my school called Mr Smith.
j ..... is so hot in this room!
k ..... is a swimming pool at my school. ..... is also a tennis court.

3 Complete the sentence with *there*, *it* or *they*.

a ...There... are two bottles of water on the table.
b ..... are nurses, not doctors.
c There's a cat in the kitchen. ..... is black and white.
d There are 30 people at the party. ..... are all my friends.
e ..... is cold outside. There's snow on the ground.
f ..... are from London.
g They're in the hall. ..... is an exam now.
h ..... is a very interesting book.
i There is my bag. ..... is next to the desk.
j My key is in my pocket. ..... is in a safe place!
k The students are very tired. ..... study too hard.

4 there isn't, there aren't

FORM

negative

There is not (There's not / There isn't) a laboratory in the school.
There are not (There aren't) any plants in the classroom.

questions

Is there an Internet connection in the room?
Are there any notes in your book?

short answers

Yes, there is. / No, there isn't. / No, there's not.
Yes, there are. / No, there aren't.

USE

a / an, some, any

We often use *there is* and *there are* with *a / an, some* and *any*. We use

- *a / an* with singular, countable nouns.
  There isn't *a book under the table.* ***There is*** *an apple in the fridge.*
- *some* and *any* with countable and uncountable plural nouns.
  There is *some water in the bottle.* ***There aren't*** *any pens in the cup.*
- *a / an* and *some* in the affirmative.
  There's *a letter for you.* ***There are*** *some people waiting.*
- *any* with questions and negative statements.
  Is there *any coffee left?* ***Are there*** *any good films at the cinema?*
  There isn't *any paper in the photocopier.* ***There aren't*** *any girls in the class.*

Includes material from Units 3 and 4.

1 Complete the gaps with *there is / isn't* or *there are / aren't*.

a There are twelve stars on the European flag.
b ..... any gravity in space.
c ..... a Rome in every continent of the world.
d ..... any deserts in Europe.
e ..... over 40,000 characters in Chinese writing.
f In Las Vegas casinos ..... any clocks.
g In over 90 % of plane crashes ..... a survivor.
h In an average bar of chocolate ..... eight insect legs!

2 Use the prompts and *There is / are* and *There isn't / aren't* to write sentences.

a a post office There is a post office.
b ~~a hospital~~ There isn't a hospital.
c two banks .....
d a supermarket .....
e ~~an airport~~ .....
f ~~clothes shops~~ .....
g three schools .....
h ~~a theatre~~ .....
i a cinema .....
j ~~museums~~ .....

3 Complete the questions with *Is there* or *Are there*. Then write short answers.

In your town ...

a Is there a cathedral? Yes there is. / No, there isn't.
b ..... many shops? .....
c ..... a shopping centre? .....
d ..... a hospital? .....
e ..... many things to do and see? .....
f ..... a museum? .....
g ..... a theatre? .....
h ..... good bus and train services? .....

4 Correct the sentences. Use the Internet to help you.

a There are four continents. No, there aren't. There are five.
b There are six planets in the solar system. .....
c There are ten countries in the European Union. .....
d There are red and black blood cells. .....
e There is one element in water, hydrogen (H_2O). .....
f There are ten centimetres in a metre. .....
g There are more speakers of English than of Chinese. .....
h There are seven questions in this exercise. .....

5 Complete the sentence with *there, it* or *they*.

a There ..... are five continents. ..... are Africa, America, Asia, Australia and Europe.
b ..... is someone in the house. Who is ..... ?
c ..... is very wet today and ..... is a lot of traffic.
d In his class ..... are 12 students but ..... aren't any girls. ..... are all boys.
e What time is ..... ? ..... is half past four.
f ..... are some shops in the village but ..... are all closed.
g ..... is a cinema but ..... aren't any good films on.
h ..... aren't any tickets left for the concert. ..... is sold out.

the arts

6 Complete the text with *there is / are / isn't / aren't, it is / isn't*, and *they are / aren't*.

Vincent's *Bedroom at Arles*

a There is ..... a picture next to this text. b ..... a famous painting by Van Gogh of his bedroom at Arles. c ..... a small room. d ..... some furniture in the room. For example, there is a bed on the right of the picture. e ..... a bed for one person. Above the bed f ..... some pictures on the wall. Next to the door, on the left, g ..... a chair. h ..... another chair between the table and the bed. The table and chair are below the window. On the table i ..... some objects – a jug, a glass and a bowl. Next to the door on the right j ..... a towel on a peg. Behind the bed k ..... some more things on the wall but l ..... easy to see. Of course, m ..... any modern things in the room and n ..... very comfortable.

GLOSSARY

7 Use the prompts to write sentences about a second painting.

a above / another painting / Van Gogh
Above this text there is another painting by Van Gogh.

b name / painting / The Potato Eaters

c five people / picture

d two women / two men / one young girl

e all poor people

f food / table

g above / table / lamp

h a dark / depressing picture

i not comfortable / room

EXTENSION ACTIVITY

Translate these sentences into your own language.

a There's a fly in my soup.
b There's a packet for you and it's very big.
c There isn't a class on Thursday.
d We can't go because there isn't any time.
e There aren't many students in the school.

5 present simple (1)

FORM

I / You / We / They	**work / watch / fly / do.**
He / She / It	**works / watches / flies / does.**

spelling rules for *he, she* and *it*

Most verbs: add *-s*.	*live* → *live**s*** *buy* → *buy**s***
Verbs ending in *-s, -sh, -ch:* add *-es*.	*miss* → *miss**es*** *search* → *search**es***
Verbs ending in a consonant followed by *-y:* change the *-y* to *-ie*.	*carry* → *carr**ies*** *study* → *stud**ies***
Verbs such as *do, go, have* and *be* are irregular.	*do* → ***does*** *go* → ***goes*** *have* → ***has***

USE

time expressions

We often use the present simple with *always, never, often, sometimes* and *usually*. These are called *adverbs of frequency* and normally go before the main verb.

*I **always** watch TV after school.*
*She **often** arrives late for college.*
*They **don't often** forget their homework.*
*Sue **usually** has cereal for breakfast.*
*They **sometimes** have a match on Friday.*
*We **never** give customers a refund.*

The verb *to be* is an exception. Adverbs of frequency go after the verb *to be*.

*I am **always** at school before 08.00.*
*Maths is **sometimes** quite difficult.*

Always and *usually* are slightly different. They express how often something happens, but only at a particular time, and not in a general way. Compare the sentences below.

*He **sometimes** plays tennis.* ✓
*He **always** plays tennis.* ✗
*He **always** plays tennis **after work**.* ✓
*We **often** go to the cinema.* ✓
*We **usually** go to the cinema.* ✗
*We **usually** go to the cinema **on Saturdays**.* ✓

1 Write the *he / she / it* form of the following verbs.

a go goes
b do .....
c study .....
d walk .....
e eat .....
f push .....
g pull .....
h want .....
i have .....
j drink .....
k buy .....
l play .....
m read .....
n get .....
o finish .....
p pick .....
q wait .....
r need .....
s dance .....
t swim .....
u cry .....
v wash .....
w meet .....
x open .....

2 Complete the sentence with the affirmative form of the verb in brackets.

a I (read) read the newspaper every day.
b She (like) ..... computers and going to the cinema.
c They (go) ..... to school by bus.
d We (want) ..... ice cream now!
e He (study) ..... French, German and English.
f You (walk) ..... very fast.
g I (play) ..... football and basketball.
h She (finish) ..... her homework quickly!
i It (work) ..... very slowly.

3 Put the words in order to make a sentence.

a go they early home always They always go home early.
b never sweets eats she .....
c we cinema usually Saturdays go the to on .....
d sometimes warm winter in is it .....
e football often with friends his plays he .....
f always January it rains in .....
g dancing usually Fridays on go they .....
h often music listens to he evenings the in .....

4 Use the prompts and a verb from the box in the correct form to write full sentences.

get watch play do go rain ~~cook~~ wear drink

a We / for our friends (sometimes) We sometimes cook for our friends.
b She / her homework (always) .....
c They / tennis at the weekend (often) .....
d I / on holiday in June (usually) .....
e He / coffee for breakfast (always) .....
f You / up early in the morning (never) .....
g She / TV before dinner (sometimes) .....
h We / jeans at the weekend (usually) .....
i It / in the summer (sometimes) .....

6 present simple (2)

FORM

We use *do not / does not* + bare infinitive to make the negative form of present simple.

I / You / We / They	**do not** (don't)	**work**.
He / She / It	**does not** (doesn't)	**work**. (not ~~works~~)

*I **don't** understand this.*
*Argon is an inert gas; it **doesn't** react with anything.*

We use *do / does* + subject + bare infinitive in present simple questions.

Do	I / you / we / they	**work**?
Does	he / she / it	**work**? (not ~~works?~~)

We also use *do / does* and *do not / does not* in short answers.

Yes,	I / you / we / they	do.	No,	I / you / we / they	do not (don't).
	he / she / it	does.		he / she / it	does not (doesn't).

***Do** girls study more than boys? Yes, they **do**. / No, they **don't**.*
***Does** your school provide lunch? Yes, it **does**. / No, it **doesn't**.*

USE

We use present simple questions to ask about

- facts. *Does water **contain** hydrogen and oxygen? Yes, it **does**.*
- habits or routines. *Do you usually **go** to bed at eleven o'clock? No, I **don't**.*

Negatives are used in the same way.

*The Sun **doesn't travel** round the Earth. The Earth **travels** round the Sun.*
*I **don't usually play** computer games during the week.*

1 Look at Mark's timetable. Complete the sentence with the affirmative form of the verb in brackets.

	Mon	Tue	Thu		Wed	Fri
09.00-10.00	Geography	French	German	08.00-08.55	German	Maths
10.00-11.00	Music	Maths	Religion	08.55-09.50	Maths	Physics
11.30-12.30	Maths	Sport	Physics	09.50-10.45	English	IT
12.30-13.30	Biology	Sport	Geography	11.15-12.10	Biology	English
15.00-16.00	Religion	English	Maths	12.10-13.05	French	German
16.00-17.00	Art	German	French	13.05-14.00	Geography	Biology

a Mark goes to school five days a week. (go)
b He ..... to school every day. (go)
c On Mondays the classes ..... at 09.00. (start)
d On Thursdays Mark ..... school at 17.00. (finish)
e On Tuesday between 11.30 and 13.30 Mark's class ..... sport. (do)
f Mark ..... a maths class every day of the week. (have)
g Mark ..... three different languages – English, French and German. (study)
h At Mark's school the pupils ..... IT. (study)

2 Complete the sentence with the negative form of the verb in brackets.

a Mark doesn't go to school at the weekend. (go)
b He ..... to school on Wednesday or Friday afternoon. (go)
c On Wednesday the classes ..... at 09.00. (start)
d On Fridays Mark ..... school at 17.00. (finish)
e Mark's class ..... sport Monday, Wednesday, Thursday or Friday. (do)
f Mark ..... an English class on Thursday. (have)
g Mark ..... Chinese. (study)
h At Mark's school the pupils ..... Chemistry. (study)

3 Complete the question with *Do* or *Does*. Then write short answers.

a Does Mark have an art lesson on Monday? Yes, he does.
b ..... classes start at 08.00 on Tuesday? .....
c ..... the students study IT at Mark's school? .....
d ..... Mark go to school on Friday afternoon? .....
e ..... they have any time for sport? .....
f ..... you study religion at your school? .....
g ..... your school have a similar timetable? .....
h ..... you study more subjects than Mark? .....

science

4 Use the prompts to write questions.

a Water boils at 100°C. And oil?
Does oil boil at 100°C ?
No, most oils boil at 200-300°C.

b Iron reacts with oxygen (to form rust). And gold?
..... ?
No, pure gold does not react with oxygen.

c Elements in the same group have similar properties. And in the same period?
..... ?
Yes, they have some similar properties.

d Oxygen reacts with hydrogen (to form water). And argon (Ar)?
..... ?
Argon does not react with oxygen, or water.

e Marie Curie made important scientific discoveries. And Albert Einstein?
..... ?
Yes, he discovered the theory of relativity, $E=mc^2$.

f Chemists work in laboratories. And physicists?
..... ?
Yes, they do.

GLOSSARY

5 Put the words in order.

a for children often a computer school work use
Children often use a computer for school work.

b don't chat rooms most 11 to 18 year-olds often visit
Most 11 to 18 year-olds .....

c computer at home school pupils have often a
School pupils .....

d play computer teenagers a sometimes CDs on
Teenagers .....

e are schools in UK there computers in usually the
There .....

f are to the Internet some connected computers always
Some computers .....

g prefer for games people often PlayStation® playing
People .....

h never these people send days most letters
Most people .....

6 Read the text about differences between boys and girls at school. Complete the text with the correct form of the verbs in the box.

exist like ~~score~~ reach explain punish believe

Are girls better students than boys?

Most people think that girls are better students than boys. In England, girls **a** score higher marks in tests in most subjects and at most ages. At the age of seven, 88% of girls **b** ..... the expected level for their age, but only 80% of boys do. By the age of 11, the difference is 80% to 69%, and the gap is wider at 14 years old. A similar situation **c** ..... in the USA and many other countries.

However, two American researchers, William Draves and Julie Coates, **d** ..... that it is not the boys who are the problem, but the schools. Their book, *Nine Shift: Work, life, and education in the 21st century* **e** ..... that in fact boys are better prepared for the future. Boys are more interested in computers and the Internet. They **f** ..... taking risks, and thinking about ways of making money and teamwork – things that are important for success at work.

The problem is that schools **g** ..... boys for this behaviour because they are bad at listening and following instructions.

GLOSSARY

7 Make the underlined verbs negative.

a Boys <u>study</u> more than girls at school.
Boys don't study more than girls at school.

b The average boy <u>scores</u> higher marks in tests.
.....

c At seven, 12 % of girls <u>reach</u> the expected level.
.....

d The researchers <u>say</u> that boys do badly at school because they are less intelligent.
.....

e Most schools <u>give</u> prizes to boys for their behaviour.
.....

f Some boys <u>listen</u> well to their teachers.
.....

g William Draves <u>thinks</u> boys are the problem.
.....

EXTENSION ACTIVITY

Translate these sentences into your own language.

a I go to school at 08.00 every morning.
b We don't have IT classes at our school.
c I don't like maths and physics.
d He doesn't often use the computer.
e Do you play any sports?

7 present continuous (1)

FORM

affirmative

I	**am** ('m)	
You / We / They	**are** ('re)	**working**.
He / She / It	**is** ('s)	

spelling rules

Most verbs: add *-ing*. — *work → working buy → buying*
Verbs ending in *-e*: remove the *-e* and add *-ing*. — *take → taking write → writing*
Verbs ending in one vowel followed by one consonant: double the consonant and add *-ing*. — *get → getting run → running*
(but open → opening)
Note: *die → dying lie → lying*

USE

We use the present continuous to talk about

- things happening now.
  *Where's John? In his room. He's **doing** his homework.*
  *You**'re speaking** too fast for me.*
- temporary activities.
  *We**'re learning** about trees this week.*
  *My brother **is staying** with friends in London until he finds somewhere to live.*
- situations of change.
  *The hole in the ozone layer **is getting** bigger. The number of pupils in the school **is falling**.*
- future arrangements.
  *We**'re flying** to Spain on a school trip next month. I**'m seeing** the head teacher after class.*

present continuous or present simple?

*It **rains** a lot in Scotland.* (habitual situation)
*Put on an anorak. It**'s raining**.* (now)
*Scientists **do** experiments to test their theories.* (always true)
*Scientists **are doing** experiments to see if there is life on Mars.* (currently)
*She **speaks** French and German.* (She can speak these languages.)
*Wait a minute, she**'s speaking** to someone on her mobile.* (now)

We do not usually use these verbs in the present continuous: *believe, like, hate, prefer, want, depend, love, know, remember, forget, mean, need* and *understand*.

*She **doesn't understand** the formula.* NOT ~~*She **isn't understanding** this formula.*~~
Excuse me, what does this mean? NOT ~~*What **is** this **meaning**?*~~

1 Write the *-ing* form of the verb.

a enjoy enjoying
b hit .....
c shoot .....
d smoke .....
e play .....
f heat .....
g organize .....
h use .....
i stop .....
j shut .....
k buy .....
l tidy .....

2 Use the prompts to write full sentences.

a I / eat dinner I am eating dinner.
b You / do your homework .....
c She / go to the park .....
d John and Sven / buy new trainers .....
e My parents / talk to my teacher .....
f We / listen to CDs .....
g He / write a book .....
h It / rain today .....
i I / work hard .....

3 Underline the correct form.

a I'm happy today. Everything *goes / is going* well.
b Just a minute, I can't hear you. *I'm listening / I listen* to the radio. Let me turn it off.
c A lot of people *speak / are speaking* Spanish in the USA.
d On this space shuttle mission they *study / are studying* the effects of gravity in space.
e *He is doing / He does* his homework now.
f *I'm liking / I like* the new sports hall. Do you?
g Wake up! The teacher *is asking / asks* you a question.
h *You know / You are knowing* my friend Cindy.
i That's the book *I'm reading / I read* at the moment.

4 Use the prompts and a verb from the box to write either present simple or present continuous sentences.

stay do look watch listen know ~~understand~~

a I / this question I understand this question.
b She / to music now .....
c They / maths homework now .....
d You / a lot about computers .....
e Manuela and Sam / TV at the moment .....
f We / in a hotel near the beach .....
g I / for Jack. Do you know where he is? .....

8 present continuous (2)

FORM

negative

I	**am not** ('m not)	
You / We / They	**are not** ('re not / aren't)	**coming**.
He / She / It	**is not** ('s not / isn't)	

questions

Am	I	
Are	you / we / they	**getting** fat?
Is	he / she / it	

short answers

	I	am. (not ~~Yes, I'm~~.)
Yes,	you / we / they	are. (not ~~Yes, you're~~.)
	he / she / it	is.
	I	'm not.
No,	you / we / they	aren't / 're not.
	he / she / it	isn't / 's not.

USE

We use present continuous questions to ask about

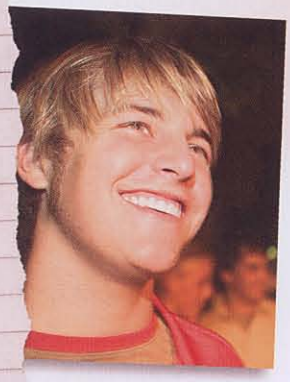
- things happening now.
  __Are__ you __going__ to the cinema? *What __are__ your parents __doing__?*
- temporary activities.
  What __are__ you __studying__ in class now? *__Are__ you __staying__ in a hotel?*
- situations of change.
  __Is__ the weather in your country __getting__ hotter? *__Are__ people __living__ longer?*
- future arrangements.
  __Are__ you __going__ to the party on Friday? *__Are__ we __having__ a test next lesson?*

We use the negative form of present continuous in the same ways.

__I'm not listening__ to music, __I'm playing__ a computer game.
She__'s not staying__ in a hotel, she__'s staying__ with a friend.
Computers __aren't getting__ more expensive, they__'re getting__ cheaper.
We__'re not going__ to the party on Friday.

Includes material from Units 7 and 8.

07.00	get up
07.05	have a shower
07.30	have breakfast
07.45	go to school
08.30	arrive at school
09.00	start classes
12.30	have lunch
16.00	go to football training
19.00	arrive home and have dinner
19.30	start homework
21.00	relax and watch some TV
22.00	go to bed



1 What is John doing now? Look at the information and use the prompts to write present continuous sentences.

a 07.03 / John / get up
It's 7.03 and John is getting up.

b 07.10 / he / shower

c 07.35 / he / have / breakfast

d 08.00 / John / go / school

e 09.15 / John and his friends / sit / in class

f 12.45 / he and his friends / have / lunch

g 16.10 / he / play / football

h 22.45 / he / sleep

2 Now write negative sentences using the prompts.

a 07.05 / he / sleep
It's 07.05. He isn't sleeping.

b 08.45 / he / go to school

c 10.00 / John and his friends / do / their homework

d 12.35 / he / have / breakfast

e 15.00 / his team / playing football

f 18.45 / he / have / lunch

g 20.00 / he / watch / TV

h 23.00 / he / do / homework

3 Use the prompts to make a question. Then write a short answer.

a 07.05 / John / having breakfast ?
It's 07.05. Is John having breakfast? No, he isn't.

b 08.00 / he / go to school ?

c 09.30 / he / sit / class ?

d 12.00 / John and his friends / play / football ?

e 12.45 / you / have / lunch ?

f 19.15 / John and his family / have / breakfast ?

g 21.15 / he / relax ?

h 22.30 / you and your family / watch / TV ?

science

4 What's happening in your body right now?
Use the prompts to write sentences.

a blood / circulate / around my body
Blood is circulating around my body.

b my heart / pump / blood

c my lungs / absorb / oxygen

d my diaphragm / move / up and down

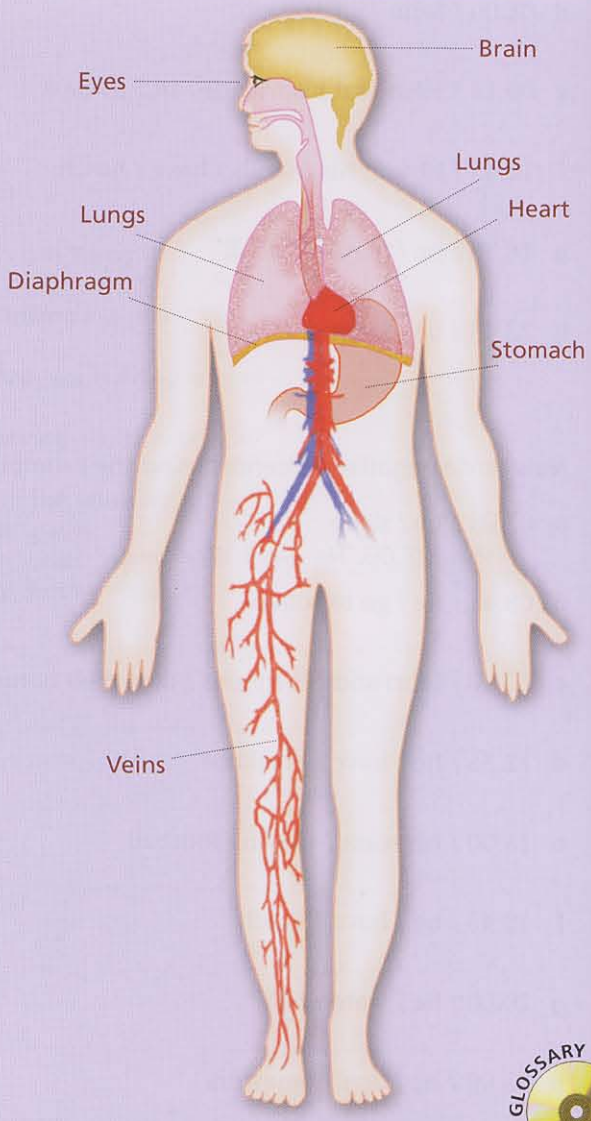
e my heart / beat

f my lungs / produce / carbon dioxide

g my stomach / digest / food

h chemical reactions / happen / my cells

i my eyes / send / messages to my brain



GLOSSARY

5 How is society changing? Put the words in order to make questions. Then write a short answer.

a are taller people getting
Are people getting taller? Yes, they are.

b is getting life expensive more
.....

c more we energy using are
.....

d people going to more university are
.....

e older getting population is the
.....

f getting fewer are people married
.....

g longer are we living
.....

geography

6 Complete the text with the present continuous form of the verbs in the box.

~~cut~~ get increase cause change melt rise have

Global warming

Power stations, cars and factories produce carbon dioxide (CO_2). Trees and plants change it back to oxygen, but we **a** are cutting down trees in the Amazon rainforests, so the amount of carbon dioxide in the air **b** ..... . The carbon dioxide allows radiation from the sun to enter the atmosphere but not to leave it. This **c** ..... the atmosphere to heat up.

Scientists think that the polar ice caps and glaciers around the world **d** ..... . This is creating more water and the level of the sea **e** ..... . In many parts of the world there is a possibility of floods on land near the coast. In general, the world's climate **f** ..... . This means warm areas **g** ..... colder winters, and previously cold areas **h** ..... warmer.

GLOSSARY

EXTENSION ACTIVITY

a Write five sentences about things that you are doing at the moment.
b Write five sentences about things that are changing in your country.

9 asking questions – present

When we ask questions, the position of the subject in the sentence usually changes.

yes / no questions

is / are	+ subject +	etc	
Are	*you*	*English?*	*Yes, I am. / No, I'm not.*
Is	*he*	*happy?*	*Yes, he is. / No, he isn't*

is / are	+ subject +	verb + etc	
Is	*it*	*raining?*	*Yes, it is. / No, it isn't.*
Are	*they*	*reading?*	*Yes, they are. / No, they aren't.*

do / does	+ subject +	verb + etc	
Do	*you*	*speak German?*	*Yes, I do. / No, I don't.*
Does	*Dan*	*play football?*	*Yes, he does. / No, he doesn't.*

questions with *what, why, when, where, how, who*

question word	+ *is / are* +	subject +	etc	
When	*is*	*she*	*at home?*	*She's at home in the evening.*
Where	*are*	*they*	*students?*	*They're students at university.*

question word	+ *is / are* +	subject +	verb + etc	
What time	*is*	*John*	*leaving?*	*He is leaving at 11.00.*
Why	*is*	*he*	*going out?*	*He's going out to buy some bread.*
How	*is*	*she*	*feeling?*	*She's feeling better.*
What	*are*	*you*	*playing?*	*We're playing cards.*

question word +	*do / does* +	subject +	verb + etc	
What time	*does*	*John*	*start work?*	*He starts work at 08.00.*
Who	*does*	*Sarah*	*go out with?*	*She goes out with Jim.*
When	*do*	*they*	*meet?*	*They meet every Tuesday.*

The form of question shown above is only possible when we know who or what the subject is. Sometimes we don't know and we need to ask questions where the question word (*who, what, how many*, etc) is the subject of the question.

John loves ***someone***. ***Someone*** *loves John.*

object **subject**

Who *does John love?* ***Who*** *loves John?*

In this type of question you cannot use *do* or *does*.

Who helps you? NOT ~~*Who does help you?*~~
How many people study here? NOT ~~*How many people do study here?*~~
Which computer works best? NOT ~~*Which computer does work best?*~~

1 Match questions **a** to **h** with answers **1** to **8**.

a What's the time?	1 675867564
b How old is your sister?	2 In India.
c Where's the Taj Mahal?	3 Pedro.
d What's your name?	4 About €300.
e Where are the books?	5 Fine, thanks.
f What's your phone number?	6 She's 18.
g How much is an i-pod?	7 Ten past five.
h How are you?	8 In the cupboard.

2 Write questions for the answers.

a Where are you ? Me? I'm at school.
b ..... ? Me? I'm 15.
c ..... ? His mobile number? It's 687958475.
d ..... ? My mother? She's fine.
e ..... ? Your pen? It's on the table.
f ..... ? A Coke? About €1.30.
g ..... ? The time? It's five to six.
h ..... ? The date? It's 10th May.

3 Put the words in order to form questions.

a he where study does ? Where does he study ?
b time you do what start school ? ..... ?
c take long school how does it to get to ? ..... ?
d people many know how you do here ? ..... ?
e month you doing this in what are class ? ..... ?
f think of what the new do you teacher ? ..... ?
g where holiday the do in go on they summer ? ..... ?
h do accident about you the know ? ..... ?
i are enjoying the you party ? ..... ?

4 Write questions about the things <u>underlined</u> in the statements.

a Sam sees <u>Joe</u> every day at school. Who does Sam see every day at school ?
b Sam sees Joe every day <u>at school</u>. ..... ?
c <u>Sam</u> sees Joe every day at school. ..... ?
d He is playing for <u>Manchester United</u> this season. ..... ?
e His school has <u>four</u> different sites. ..... ?
f <u>Over 2,000 students</u> take the exam. ..... ?
g The school employs <u>over 20 teachers</u>. ..... ?
h He's studying <u>photography</u> in the evenings. ..... ?
i He is working <u>in a factory</u> this summer. ..... ?

5 Put the words in order to form questions. Then underline the correct answer.

a capital what of the Iran is ? What is the capital of Iran ?
Tabriz Esfahan Kabul Tehran

b Atlas Mountains where the are ? ..... ?
Mexico Morocco Ethiopia Argentina

c Negev is Desert the where ? ..... ?
Israel Jordan Egypt Iran

d Africa highest which the mountain in is ? ..... ?
Everest Kilimanjaro Mount Kenya Annapurna

e Cape Horn is where ? ..... ?
USA South Africa Canada Chile

f Islands are the Balearic where ? ..... ?
In the Atlantic In the Pacific In the Caspian Sea In the Mediterranean

g longest where the world's river is ? ..... ?
In America In Africa In Asia In Australia

h where K2 is ? ..... ?
In the Himalayas In the Andes In the Rockies In the Alps

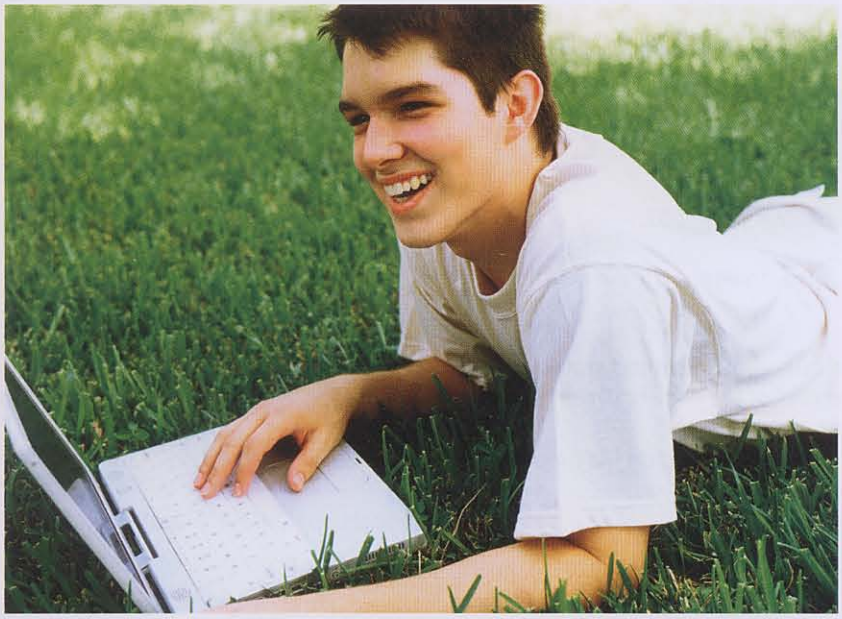
i the is what Yucatan? ..... ?
a mountain a river a peninsula an island

GLOSSARY

The Negev Desert

6 Use the prompts to write questions and complete the dialogue.

A: a (how often / use / a computer) How often do you use a computer ?
B: A lot. I like computers.
A: b (where / use / them) ..... ?
B: At home and at school.
A: c (what / do / on your computer) ..... ?
B: At home? I do my homework on it and use MS Messenger for chatting.
A: d (play / games / it) ..... ?
B: No, I don't. I play games on my PlayStation – it's better.
A: e (surf / Internet) ..... ?
B: Yeah, sometimes I look at stuff about football.
A: f (how long / spend / on the computer each day)
..... ?
B: I don't know. One or two hours.
A: g (learn / computers / school) ..... ?
B: A bit. We have an IT lesson on Fridays.
A: h (interesting) ..... ?
B: Well, sometimes it is.
A: i (who / fix / the computer / if it goes wrong) ..... ?
B: My dad. He knows a lot about them.



EXTENSION ACTIVITY

Write ten questions you would like to ask your favourite famous person.

10 past simple (1)

FORM

The past of regular verbs is formed using the ending *-ed*.

I / You / We / They He / She / It	**opened** / **lived** / **tried**.

spelling rules

Most verbs: add *-ed*.	*wish* → *wish**ed***	*fill* → *fill**ed***
Verbs ending in *-e*: add *-d*.	*date* → *dat**ed***	*close* → *clos**ed***
Verbs ending in a consonant followed by *-y*: change the *-y* to *-ied*.	*carry* → *carr**ied***	*study* → *stud**ied***
Verbs ending in a single vowel followed by a single consonant: double the consonant and add *-ed*.	*fit* → *fit**ted***	*tap* → *tap**ped***

irregular verbs

Many common verbs have irregular past forms.
go → ***went*** *have* → ***had*** *take* → ***took***

I / You / We / They He / She / It	**went**	to the cinema.

The verb *to be* has two past simple forms.

I / He / She / It	**was**	at school yesterday.
You / We / They	**were**	

See the List of irregular verbs on page 207.

USE

We use the past simple to talk about finished states, events and actions in the past.

*Last year we **studied** the lives of the ancient Greeks in History. Then in the summer we **visited** Athens and **saw** the Acropolis. It **was** very interesting.*

*Neil Armstrong **was** the first man to land on the moon. On July 20, 1969, he **walked** on the surface of the moon for two and a half hours.*

1 Read the sentences and underline all the examples of the past simple.

a I usually go to school by bus but today I walked.
b I liked the film, it was so exciting!
c He went shopping yesterday.
d They stayed at home at the weekend because they were ill.
e I don't like the theatre but I saw the play anyway.
f He studied hard and passed the exam.
g I did the washing up today and yesterday. You never do it.
h I thought the lesson was fun and our teacher is very nice.
i He had a bike accident at the weekend.
j He bought two bars of chocolate and gave one to his friend.

2 Write the past simple of these regular verbs.

a talk *talked* ..... e open ..... i pick ..... m use .....
b wait ..... f close ..... j like ..... n rest .....
c stop ..... g walk ..... k shop ..... o print .....
d want ..... h drop ..... l chat ..... p play .....

3 Write the past simple form of these irregular verbs.

a make *made* ..... e is ..... i buy ..... m leave .....
b take ..... f eat ..... j go ..... n feel .....
c come ..... g see ..... k think ..... o give .....
d have ..... h put ..... l bring ..... p do .....

4 Use the prompts to write sentences.

a He / go / swimming yesterday *He went swimming yesterday.*
b They / see / a film last night .....
c I / do / my homework .....
d You / wait / for an hour .....
e Michael / have / a cold .....
f The teacher / be / late .....
g Sue and Juan / walk / to school today .....
h I / take / my dog for a walk .....
i She / talk / to her friends .....
j We / give / him the answers .....
k Marcella / come / to the party .....
l The dog / eat / my breakfast! .....

11 past simple (2)

FORM

To form negatives, questions and short answers in the past simple, we use the auxiliary *did* + bare infinitive.

negative

I / You / He / She / It / We / They	**did not** (didn't)	work yesterday.

questions			short answers		
Did	I / you / we / they he / she / it	work?	Yes, No,	I / you / he / she / it / we / they	did. didn't.

NOTE *I **didn't work**. ~~I didn't work**ed**~~.*
__Did__ he __arrive__ on time? ~~Did he arrived on time?~~

was and *were*

The verb *to be* follows a different pattern. We do not use *did* to form questions and negatives.

negative

I / She / He / It You / We / They	**was not** (wasn't) **were not** (weren't)	there.

questions

Was **Were**	I / she / he / it you / we / they	there?

*She **wasn't** at school yesterday.*
*They **weren't** very nice to me.*
***Was** I late?*
***Were** you at the party?*

USE

We use the past simple to talk about finished states, events and actions in the past.

*A: Madame Curie **lived** in Paris and **discovered** radiation. We **studied** this last year.*
*B: She **didn't discover** radiation in fact. That **was** Bacquerel.*
*A: So why **did** she **win** the Nobel Prize?*
*B: She **won** it twice. In 1903 she and her husband **shared** the Nobel for physics with Bacquerel for discovering radium and polonium. Then she **got** the Nobel for chemistry in 1911.*

Includes material from Units 10 and 11.

1 Write the negative past simple form of these verbs.

a do didn't do
b see .....
c be .....
d have .....
e eat .....
f walk .....
g buy .....
h read .....
i study .....
j drink .....
k go .....
l use .....

2 Use the prompts and a verb from the box to write past simple questions.

read walk pay give eat buy win ~~go~~ study play

a you / swimming yesterday? Did you go swimming yesterday ?
b she / pizza last night? .....?
c they / tennis? .....?
d your teacher / you a test? .....?
e you / for the exam? .....?
f we / the bill? .....?
g your sister / you a present? .....?
h you / that book? .....?
i they / the game? .....?
j he / to the library? .....?

3 Look at the diary of Joanna, a student who went on a school trip to London. Complete the gaps with the past form of the verbs in the box. You will need to use some verbs more than once.

meet go have see visit leave arrive stop do

Tuesday

a Met *at school.*
b ..... *for London in bus.*
c ..... *to have packed lunch on journey.*
d ..... *the Science Museum*
e ..... *at youth hostel.*
After dinner, f ..... *to cinema.* g ..... *new James Bond film.*

Wednesday

h ..... *breakfast.*
i ..... *to Madame Tussaud's and the Planetarium.*
j ..... *on Thames River Cruise. Lunch on boat.*
k ..... *St Paul's Cathedral.*
After dinner l ..... *to a theatre –* m ..... *the Lion King.*

Thursday

After breakfast, n ..... *HMS Belfast.*
o ..... *some shopping.*
After lunch, p ..... *London.*
q ..... *home in evening.*

4 Correct these statements about Joanna's trip.

On Tuesday ....

a They went to London by train. No, they didn't go by train. They went by bus.

b Joanna visited a zoo. .....

c They went to the theatre. .....

On Wednesday ....

d They had lunch at the Planetarium. .....

e Joanna saw the new James Bond film. .....

f They visited HMS Belfast. .....

On Thursday ....

g They did an exam. .....

h They arrived in London. .....

science

5 Complete the text with the past simple form of the verbs in the boxes. They are all regular verbs.

Sir Isaac Newton: *scientist and mathematician*

~~die~~ change provide

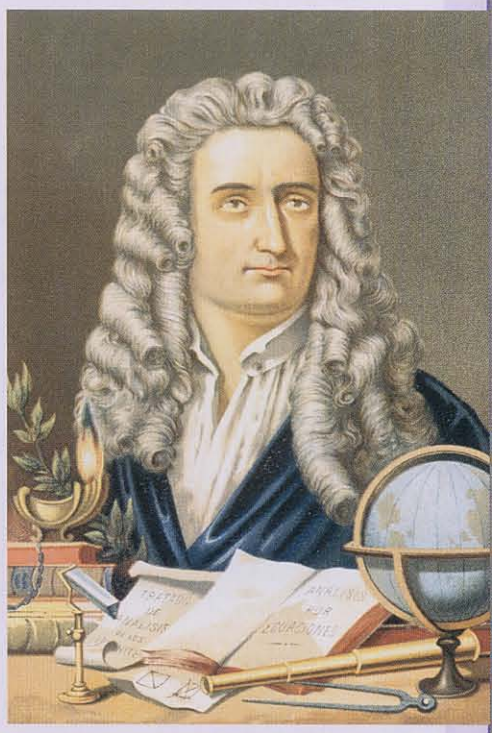
Isaac Newton was born on December 25, 1642 in Woolsthorpe, near Grantham in Lincolnshire, England. He was born in the same year that Galileo **a** died. Newton is probably the most important scientist in history. His work on mathematics and physics **b** ..... a basis for modern science, and his ideas **c** ..... the world.

design use publish

Newton **d** ..... his work in two books, *Opticks* and *Principia*. These contain his laws of motion and gravity. He **e** ..... these laws to predict the movements of the stars, and the planets around the Sun. He also **f** ..... and built the world's first reflecting telescope.

produce live study move

Newton **g** ..... at Trinity College, Cambridge, from 1661 to 1696. In this period, he **h** ..... most of his important work. Then, in 1696, he **i** ..... to London, where he **j** ..... until his death on March 20, 1727.



GLOSSARY

6 Complete the text with the past simple form of the verbs in the box.

get spend play ~~conclude~~ stimulate compare look find

Video games

Ten years ago, studies **a** concluded that players of video games were very intelligent and motivated people. They **b** ..... good results at school and at work. In those days, video games were quite simple, so what about the more complex games of today?

Many children start to play video games at seven. For most of them this is not a problem, but some of them become addicts. A recent study of children aged 13 and 14 **c** ..... that almost a third played video games daily. Seven per cent **d** ..... at least 30 hours playing every week. Addiction to games can lead to other problems such as stealing money to buy new games, failing to do homework or not going to school.

In another study, scientists at Japan's Tohoku University **e** ..... at the brain activity of hundreds of students as they **f** ..... a Nintendo game. They **g** ..... this with the brain activity of other students doing maths. The results were surprising. The computer game only **h** ..... those parts of the brain related to vision and movement, but not parts of the brain which are important for behaviour, memory, and learning.

GLOSSARY

7 Complete the dialogue using the affirmative, negative and question past simple forms of the verbs in the box.

buy download pass have (not) play ~~spend~~ have finish get fail do

A: I'm doing a survey about video games. Do you play them? Can I ask some questions?
B: Yeah, I play them. Go on then.
A: **a** Did you spend any time playing video games last week?
B: Yeah, I did. I **b** ..... a new game last Saturday. It's called *Need for Speed Underground*.
A: Oh yes, I know it. Is it good?
B: Yes, it's great.
A: **c** ..... you ..... it?
B: No, I **d** ..... it from the Internet.
A: **e** ..... you ..... with it yesterday?
B: No, not yesterday. I had football training.
A: Okay, so **f** ..... you ..... time for your homework?
B: Yeah, we **g** ..... much. I **h** ..... it on the bus on the way home.
A: Do you think playing games affects your school work?
B: No, I don't think so.
A: How **i** ..... you ..... in the last exams?
B: Okay.
A: So you **j** ..... all of them.
B: No, not all of them. I **k** ..... Maths.

EXTENSION ACTIVITY

Translate these sentences into your own language.

a I saw the film last night but I didn't like it.
b Last summer we went to Spain on holiday.
c Newton was born in the same year that Galileo died.
d Did you have lunch at school yesterday?
e I didn't answer all the questions in the exam.

12 past continuous (1)

FORM

affirmative

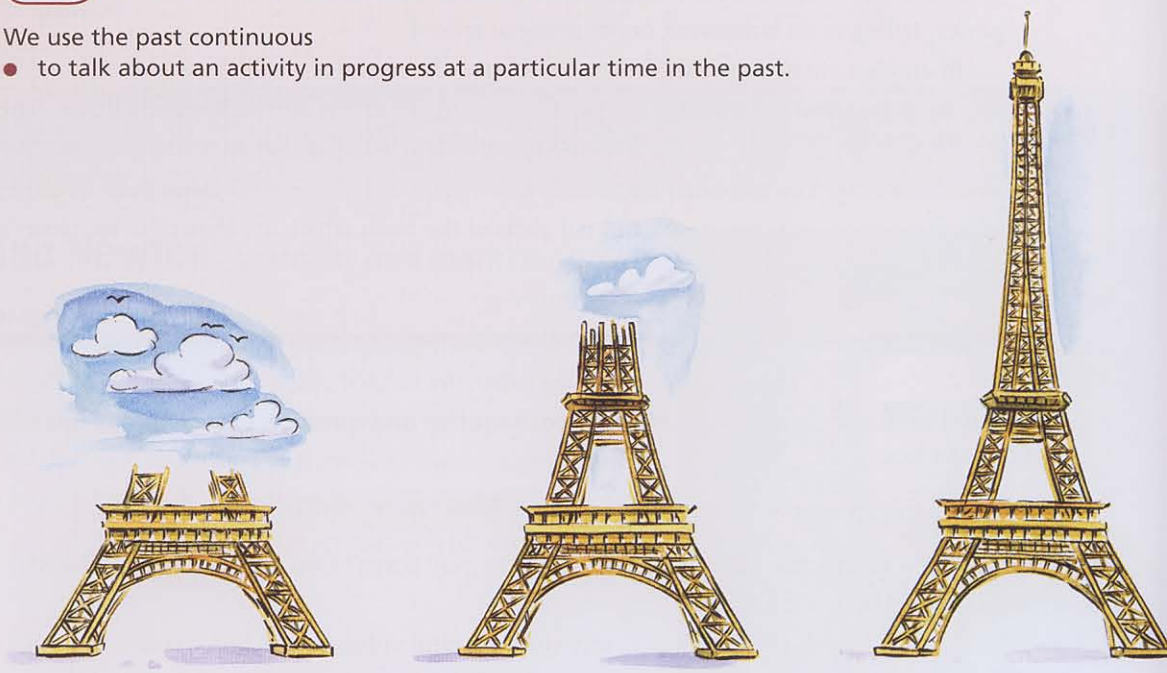
I / He / She / It	**was**	**working**.
You / We / They	**were**	

We do not usually use these verbs in the past continuous form: *believe, like, hate, prefer, want, depend, love, know, remember, forget, mean, need* and *understand*.

USE

We use the past continuous

- to talk about an activity in progress at a particular time in the past.



They started construction of the Eiffel tower in January 1887.

*In 1888 they **were building** the tower.*

In May 1889 they finished the tower.

*It **was raining** on Monday so we didn't play football.*
*Don't turn the radio off! I **was listening** to it!*

- to talk about an activity that is interrupted by an event.
  *My mobile rang while I **was doing** my homework.*
  *He **was driving** to work when the accident happened.*

- to describe the background scene or situation for events in the past.
  *The 100 Years War started because England **was supplying** wool to Flanders for their cloth trade and France **was trying** to take control of this source of foreign exchange. When the French king died...*
  *We **were driving** home after school. Dad turned on the radio and that's when I first heard that...*

1 Use the prompts to write a full sentence.

a She / eat / pizza She was eating pizza.
b They / go / to the cinema .....
c We / walk / the dog .....
d I / shop .....
e You / do / your homework .....
f Steven and Amanda / drink / tea .....
g The teachers / talk / in the staffroom .....
h My sister / clean / the kitchen .....
i We / listen / to music .....
j It / snow / all day yesterday .....
k I / play / a computer game .....

2 Correct these sentences.

a I ~~was understanding~~ the question. I understood the question.
b She were cooking dinner for her family. .....
c He was remembering his homework yesterday. .....
d They was listened to the radio. .....
e I did my homework when the phone rang. .....
f You were speak too loudly. .....
g We did watching TV last night. .....

3 Underline the correct form.

a Dave *arrived* / *was arriving* at Sue's house at 19.30, but she wasn't there. She *did* / *was doing* some shopping at the supermarket.
b At this time last week, we *lay* / *were lying* on a beach in the sun.
c A: I *phoned* / *was phoning* you yesterday after school. Where were you?
B: Oh. My mobile was off because I *rehearsed* / *was rehearsing* for the concert on Saturday.
d When I *walked* / *was walking* into the class, the teacher *talk* / *was talking* about the new course.
e A: What *did you do* / *were you doing* when the alarm went off?
B: I *did* / *was doing* an experiment in the science laboratory.
f I *watched* / *was watching* the episode on TV when the electricity went off. Can you tell me what *happened* / *was happening*?
g Derek *told me* / *was telling me* about the match, but I *did* / *was doing* something on the computer at the time so I can't tell you what he *said* / *was saying*.
h What a coincidence! When you *called* / *were calling* I *thought* / *was thinking* about you.
i The Titanic *crossed* / *was crossing* the Atlantic when it *hit* / *was hitting* an iceberg.
j My uncle *lived* / *was living* in Berlin for ten years. In fact he *lived* / *was living* there in 1999 when the Berlin wall came down.

13 past continuous (2)

FORM

negative

I / He / She / It	**wasn't** (was not)	**working**.
You / We / They	**weren't** (were not)	

questions

Was	he / she / it	**working**?
Were	you / we / they	

short answers

Yes,	he / she / it	was.
	you / we / they	were.
No,	he / she / it	wasn't.
	you / we / they	weren't.

USE

We use past continuous questions to ask about

- an activity in progress at a particular time in the past.
  *What **were** you **doing** yesterday morning? **Were** you **sleeping** at midnight?*
- an activity that is interrupted by an event.
  *What **were** they **doing** when the teacher came into the room? They **were cheating** on the test.*
  ***Were** you **sleeping** when the alarm clock went off? No, I wasn't.*
- the background scene or situation for events in the past.
  ***Was** it **raining** when you left school?*
  ***Was** Sir Alexander Fleming already **looking** for antibodies when he discovered penicillin? Yes, he was.*

Includes material from Units 12 and 13.

	Fit Sid	Fat Jack
08.00	do / exercises	lie / bed
08.30	have / breakfast	have / breakfast
09.00	walk / school	go / school / car
11.00	play / football	eat / crisps
13.00	prepare / salad / lunch	buy / hamburger / lunch
17.00	do / 10 km run	have / rest
19.00	play / computer game	play / computer game
22.00	go / bed	sleep / sofa

1 Use the information to complete the sentences about Fit Sid and Fat Jack in the past continuous.

Yesterday, at ...

a 08.00, Sid was doing exercises and Jack was lying in bed.

b 08.30, both Sid and Jack .....

c 09.00 .....

d 11.00 .....

e 13.00 .....

f 17.00 .....

g 19.00 .....

h 22.00 .....

2 Use the prompts to make a question. Then write a short answer.

a Sid / lie / bed / 08.00 Was Sid lying in bed at 08.00 ? No, he wasn't.

b they / have / breakfast / 08.30 ..... ? .....

c Jack / go / school / 09.00 ..... ? .....

d Jack / play / football / 11.00 ..... ? .....

e you / prepare / salad / 13.00 ..... ? .....

f Sid / run / 17.00 ..... ? .....

g they / watch / TV / 19.00 ..... ? .....

h you / watch / TV / 20.00 ..... ? .....

3 Use the prompts and a verb from the box to write negative sentences.

rain clean buy drive ~~study~~ work play drink go listen

a They / for the test They weren't studying for the test.
b She / home for the weekend .....
c I / tea. It was coffee. .....
d It / yesterday. It was sunny. .....
e You / to me! .....
f Michelle / more shoes .....
g We / computer games .....
h His brothers / their bedroom .....
i Pierre / the car .....
j The computer / because it was broken .....

4 Complete the dialogue with the present simple, past simple or past continuous form of the verbs in brackets.

A: Excuse me, we're doing a survey about time use. Have you got time to answer some questions?
B: Yes, but not too long.
A: No, don't worry, just a couple of minutes. I want to ask you about your activities yesterday. For example, at eight in the morning were you a (sleep) sleeping or were you awake?
B: I was up. At eight o'clock I b (have) ..... my breakfast.
A: Do you c (have) ..... breakfast at the same time every day?
B: Yes, I usually get up at half past seven.
A: Okay, mid morning, at eleven, d (work) ..... ?
B: No, I e (study) ..... . I'm still at school. I f (do) ..... an experiment in the science lab.
A: At one o'clock, g (have) ..... lunch?
B: Yes. We have an hour and a half for lunch and then classes again in the afternoon.
A: Were you at school at five o'clock?
B: No, I h (walk) ..... home.
A: And at eight o'clock?
B: I i (do) ..... my homework. After that I watched TV for a bit and then I j (go) ..... to bed.
A: So at midnight ...
B: ... I was asleep.
A: Thanks very much.
B: You're welcome.

5 Put the verb in brackets into the past simple or past continuous.

William Tell

This is the legend of William Tell, the national hero of Switzerland. There was a very cruel ruler, Hermann Gessler. One day his soldiers arrested William Tell and his son. Gessler **a** (know) knew that Tell was an expert with a crossbow. He took Tell's son and put an apple on his head. He **b** (order) ..... Tell to shoot the apple.

Tell took two arrows and **c** (put) ..... one in his crossbow. He aimed carefully and hit the apple without touching the boy. While the people **d** (cheer) ..... Gessler asked Tell about the second arrow. Tell said, "It's for you."

Gessler was very angry and decided to take Tell to his castle on the other side of Lake Lucerne. While they **e** (cross) ..... the lake a storm started and Tell was able to escape. Later, when Gessler and his soldiers arrived at the castle, Tell **f** (wait) ..... for them there. As they **g** (walk) ..... along the path to the castle, Tell **h** (jump) ..... out. With his crossbow and the second arrow, Tell **i** (kill) ..... Gessler. Tell's example encouraged his people to fight for their freedom.

GLOSSARY

EXTENSION ACTIVITY

Translate these sentences into your own language.

a At 17.00 yesterday I was sitting on the beach with some friends.
b We saw Dave at the cinema when we were buying the tickets.
c He was travelling around the world when he disappeared.
d While we were doing the exams the weather was awful.
e Were you watching TV when I called you?

14 present perfect simple

FORM

affirmative

I / You We / They	**have** ('ve)	**finished**.
He / She It	**has** ('s)	

negative

I / You We / They	**have not** (haven't)	**finished**.
He / She It	**has not** (hasn't)	

questions

Have	I / you we / they	**finished**?
Has	he / she / it	

Has Jane done* the homework?

short answers

Yes I have. / No, I haven't.
Yes, we / they have. / No, we / they haven't.
Yes, he / she / it has. / No, he / she / it hasn't.

* The past participle of regular verbs is the same as the past simple, but with many common irregular verbs it is different. See page 208 for a list of irregular verbs.

infinitive	past simple	past participle
go	*went*	***gone***
come	*came*	***come***

USE

We use the present perfect

- to talk about life experiences. *John **has travelled** all over the world.*
  *I**'ve** never **stayed** overnight in a hospital.* ***Have** you ever **seen** an eclipse?*
- to talk about change over a period of time, contrasting the past with the present.
  *They **have made** the exams more difficult.* *The climate **has got** warmer.*
- to talk about achievements.
  *Man **has walked** on the moon.* *Scientists **have identified** all the genes in human DNA.*
- to talk about multiple actions repeated at different times.
  *We**'ve won** six matches this season.* *I**'ve seen** this film three times.*

present perfect or past simple?

All the examples above refer to things that happened at some unspecified time in the past. The exact time the action happened is not important – the important thing is that it is before now. To 'fix' things in the past (eg stages in our life, events in history, events in a narrative) we use an expression of time in the past, and the past simple tense.

*Newton **studied** at Cambridge from 1661 to 1665.*
*Britain and France **declared** war when Germany invaded Poland.*

Sometimes the time expression you choose determines which tense you must use. We use the past simple with 'finished' time expressions.

*I **went** to the doctor **yesterday**.* *We **didn't have** a maths class **last week**.*
*He **spoke** to me **ten minutes ago**.*

With 'unfinished' time expressions we use the present perfect.

*I**'ve had** four exams **this week**.* *There **haven't been** any problems **until now**.*
*She**'s lived** in five different countries **in her life**.*

1 Write the past participle of these verbs. Use a dictionary if necessary.

a see seen
b buy .....
c sell .....
d do .....
e find .....
f come .....
g put .....
h take .....
i write .....
j break .....
k set .....
l read .....
m fall .....
n rise .....
o meet .....
p think .....

2 Use the prompts to write a sentence.

a The teacher / arrive The teacher has arrived.
b The students / leave .....
c The exams / finish .....
d Danny / break / leg .....
e I / sent / you / e-mail .....
f She / see / this film / before .....
g Dave and Joe / win / a scholarship .....
h There / be / accident .....

3 Write the negative form of the sentences in Exercise 2.

a The teacher hasn't arrived.
b .....
c .....
d .....
e .....
f .....
g .....
h .....

4 Put the words in order to make a question. Then write a short answer.

a you have school finished ?
Have you finished school? Yes, I have. / No, I haven't.
b rained has today it ?
.....
c done this you exercise have before ?
.....
d got better has for life people ?
.....
e have world's risen temperatures the ?
.....
f gone petrol the price up has of ?
.....
g at you have seen a the play theatre ?
.....
h season football has the begun ?
.....

5 Match the questions **a** to **g** with the answers **1** to **7**.

a Where is my pen?
b Why are you looking so pleased with yourself?
c How is the maths going?
d Why are you buying a new mobile?
e Is it sunny outside?
f Why are you looking so fed up?
g Where's Jeremy?

1 No. It's started to rain.
2 I've passed all my exams.
3 Because someone has stolen my old one.
4 I've had a really bad day.
5 Not very well. It's got much more difficult this term.
6 Haven't you heard? He's had an accident. He's in hospital.
7 I don't know. I haven't seen it.

Why are you buying a new mobile?

6 Complete the sentence with a verb from the box in the present perfect and any other necessary information.

do ~~stop~~ rise get lose arrive change leave

a Half an hour ago it was raining and now it isn't.
It has stopped raining.

b John is at school. His homework is at home.
..... at home.

c Ten minutes ago you ordered a pizza by phone. The doorbell is now ringing.
Great. My pizza .....

d Last year the school had 540 pupils. This year there are 600.
The number of pupils ..... by 60.

e You can't find your revision notes.
..... notes.

f You're doing an experiment. You did the same experiment last week and the week before.
This is the third time .....

g Philip Jones goes to your school. Last year he went to a different school.
..... schools.

h Last year your school work was easy. Now it's not.
The school work ..... more difficult this year.

7 A journalist is interviewing a politician on a radio programme. Underline the correct form.

INTERVIEWER: Mrs Blake, you want people to vote for you again. Our listeners want to know why.
POLITICIAN: I think our achievements are very clear.

I: Well, not always. For example, under your government unemployment **a** *has risen* / *rose* by ten per cent.

P: Yes, but you have to look at the international context. The price of oil **b** *has increased* / *increased* to over forty euros last year and there **c** *has been* / *was* a world recession this year.

I: But now the price of oil **d** *has fallen* / *fell* again.

P: Yes, the future looks very good. Since we came to power we **e** *have cut* / *cut* taxes three times. The last government **f** *has increased* / *increased* them.

I: The opposition says that services **g** *have suffered* / *suffered*. What about the health system? Several hospitals **h** *have closed* / *closed* recently.

P: Yes, but people can see now that we **i** *have introduced* / *introduced* big improvements. Those hospitals **j** *have been* / *were* old. We **k** *have invested* / *invested* in new and better hospitals.

I: But people are waiting longer for their operations.

P: No, that's not correct. Patients waited longer before we came to power. The latest statistics show that we **l** *have reduced* / *reduced* the number of people waiting for operations.

I: What about your record on education?

P: Standards were terrible under the last government. When we **m** *have introduced* / *introduced* the new education law, the results improved very quickly.

I: Thank you Mrs Blake. Now, the news .....

GLOSSARY

EXTENSION ACTIVITY

Translate these sentences into your own language.

a His sister has won a swimming competition.
b I've seen this film three times.
c They've built a new road.
d Have you finished your homework?
e Has he decided what he wants to do?

15 present perfect with *for* and *since*

FORM

past simple: *I started studying here five years ago.*
present simple: *I study here now.*
present perfect: *I**'ve studied** here for five years.*
NOT ~~*I am studying here for five years.*~~

past simple: *I met John for the first time in 2003.*
present simple: *I still know him.*
present perfect: *I**'ve known** John since 2003.*
NOT ~~*I know John since 2003.*~~

*I**'ve worked** here for five years.* NOT ~~*I am working here for five years.*~~
*I**'ve had** a car since 2003.* NOT ~~*I have a car since 2003.*~~

USE

We use the present perfect to talk about situations which began in the past and continue into the present, and we want to say how long they have lasted. We often use *how long, for* and *since* with the present perfect to express this idea.

for and *since*

To say how long a current situation has lasted

- we use *since* with a point in time in the past (*8 o'clock, 1975, August, last week, I was born, he arrived*).
  *I've lived here **since 2004**.*
  *Things have been better **since I changed schools**.*

- we use *for* with a period of time that continues until now (*82 years, a month, a few minutes, half an hour, ages, hundreds of years*).
  *I've lived here **for** four years.* (NOT ~~*since four years* **ago**~~.)
  *My dad has had the same car **for fifteen years**!*

You can also use *for* with the past simple. Compare these sentences.
present perfect: *I**'ve lived** in Hamburg **for** three years / **since** 1998.* (I still live in Hamburg.)
past simple: *I **lived** in Hamburg **for** three years / **from** 1995 **to** 1998.* (Now I live somewhere else.)

We also use the negative form of the present perfect with *for* and *since* to say the last time something happened.
*The last time it snowed was at Christmas. = It **hasn't snowed since** Christmas.*
*The last time I spoke to David was two days ago. = I **haven't spoken** to David **for** two days.*

1 Complete the sentences with *for* or *since*.

a Kathy has been off school since last Thursday.
b Graham has had his own PC ..... a few months now.
c We haven't had a holiday ..... Easter.
d The school has had that old microscope ..... years.
e They have been friends ..... they were at primary school.
f I haven't seen you ..... a while. How are things going?

2 Complete the second sentence so it means the same as the first.

a The last time I cooked a meal was on Saturday.
I haven't cooked a meal ..... since Saturday.
b The last time I washed up was a week ago.
..... for a week.
c The last time my dad did any gardening was six months ago.
..... for six months.
d The last time we helped with the shopping was at Christmas.
..... since Christmas.
e The last time I did some DIY was when I painted the sitting room.
..... I painted the sitting room.
f The last time John did any housework was a month ago.
John ..... month.

3 Rewrite these sentences in the present perfect. Use the verb in brackets.

a I met him at school. (know) I've known him since school.
b Jane arrived here an hour ago. (be) .....
c You bought that mobile last year. (have) .....
d I got this book in January. (have) .....
e They got married two years ago. (be) .....
f Sarah liked History when she six. (like) .....

the arts

4 Underline the correct form.

The world famous author of the Harry Potter books, JK Rowling, was born in 1965 in England. She **a** *studies / studied / has studied* French at Exeter University and then **b** *works / worked / has worked* as a bilingual secretary. When she was 26 she **c** *moves / moved / has moved* to Portugal where she **d** *teaches / taught / has taught* English and **e** *works / has worked / worked* on a story about a wizard. She **f** *returns / returned / has returned* to the UK and **g** *lives / lived / has lived* in Scotland since then. For a while she **h** *teaches / taught / has taught* French but since the first Harry Potter book was published she **i** *makes / made / has made* her living from writing. In fact, she is at the top of the best sellers lists and **j** *is / was / has been* for several years. JK Rowling says she **k** *enjoys / enjoyed / has enjoyed* writing stories since she was a child and it is only now, after many years of hard work, that she **l** *achieves / achieved / has achieved* success.

GLOSSARY

16 present perfect continuous

FORM

affirmative

I / You / We / They	**have** ('ve)	**been**	**watching** TV.
He / She / It	**has** ('s)		

negative

I / You / We / They	**have not** (haven't)	**been**	**studying**.
He / She / It	**has not** (hasn't)		

questions

Have	I / you / we / they	**been**	**working**?
Has	he / she / it		

short answers

Yes, I / we / they have.	No, I / we / they haven't.
Yes, he / she / it has.	No, he / she / it hasn't.

USE

We use present perfect continuous to talk about actions in progress from the past up to the present (often with *for* or *since*).

*We'**ve been studying Russian** for three years.*
*I'**ve been doing** homework since five o'clock.*

The action may be recently finished or continuing.

*They'**ve been waiting** for an hour. You're late. (The waiting is finished.)*
*They'**ve been waiting** for an hour and he still isn't here. (The waiting continues.)*

We sometimes use the present prefect continuous to emphasise an action repeated many times, or the length of time of an action.

*I'**ve been phoning** you all day. Where were you?*
*He'**s been feeling** ill for over a week and he isn't getting better.*

present perfect simple or continuous?

When we refer to the duration of an action or situation, there is often very little difference in meaning between the present perfect simple and present perfect continuous.

*How long **have** you **worked** / **been working** here?*
*I'**ve worked** / **been working** here for five years.*

The tense we use often depends on where we want to focus – on the activity itself or the result of the action.

*'Why are your hands dirty'? 'I'**ve been fixing** my bike'. (focus on the activity)*
*'You look pleased.' 'Yes, I'**ve fixed** my bike.' (focus on the finished result).*

If the result of an action is a quantity (how much or how many) we do not use the continuous form.

*I'**ve done** three exercises so far.* NOT ~~*I've been doing three exercises so far.*~~
*They'**ve been saving** for a year and they'**ve saved** over a thousand pounds.*

We do not usually use the continuous form with verbs which refer to states (eg *to be, to want, to have,* etc)

*I'**ve had** a cold for the last week.* NOT ~~*I've been having a cold for the last week.*~~
*You'**ve been depressed** since Christmas.* NOT ~~*You've been being depressed*~~ ...

1 Use the prompts to write present perfect continuous sentences.

a James / write e-mails / since this morning James has been writing e-mails since this morning.
b She / teach / for ten years .....
c We / not tell / lies to you! .....
d My parents / shop / for furniture .....
e Juan / not do / his homework .....
f It / not rain / for long .....
g Mariella / buy new clothes .....
h I / read this book / for weeks! .....
i They / talk / for hours .....
j You / not clean / your room! .....

2 Use the prompts to write present perfect continuous questions. Then write short answers.

a you / study for the exam? Yes
Have you been studying for the exam? Yes, I have.
b How long / they / live in Hong Kong? Three years
.....
c she / wait / long? No
.....
d they / practise / the piano? Yes
.....
e How long / he / playing that game? Two hours
.....
f you / sit / there all day? No
.....
g How long / it / snow? Half an hour
.....
h he / eat / chocolate? Yes
.....

3 Underline the correct form.

I **a** *learned / 've learned / 've been learning* to play the guitar since Christmas because my parents **b** *bought / have bought / have been buying* me one as a present. I **c** *always wanted / 've always wanted / 've always been wanting* to be in a band but I can't sing. My teacher **d** *was / has been / has been being* very patient. I **e** *started / 've started / 've been starting* with a few simple chords and now I can play one song. My fingers **f** *hurt / 've hurt / 've been hurting* when I practise too long. Today I **g** *practise / 've practised / 've been practising* since lunch and I think I'll have to stop soon. My parents **h** *listened / have listened / have been listening* to me and I think they want me to stop as well!

17 asking questions - past

yes / no questions

was / were	**+ subject +**	**etc**	
Was	*he*	*at the party?*	*Yes, he was. / No, he wasn't.*
Were	*they*	*on time?*	*Yes, they were. / No, they weren't.*

was / were	**+ subject +**	**verb + etc**	
Was	*she*	*waiting for you?*	*Yes, she was. / No, she wasn't.*
Were	*they*	*working?*	*Yes, they were. / No, they weren't*

did	**+ subject +**	**verb + etc**	
Did	*it*	*rain on your holiday?*	*Yes, it did. / No, it didn't.*
Did	*you*	*see the film?*	*Yes, I did. / No, I didn't.*

have / has	**+ subject +**	**verb + etc**	
Have	*you*	*been here before?*	*Yes, I have. / No, I haven't.*
Has	*Jane*	*phoned?*	*Yes, she has. / No, she hasn't.*

questions with *what, why, when, where, how, who*

question word	**+ *was / were* +**	**subject +**	**etc**	
When	*was*	*she*	*at school?*	*She was at school ten years ago.*
Where	*were*	*the boys*	*yesterday?*	*They were at home.*

question word	**+ *was / were* +**	**subject +**	**etc**	
What	*was*	*she*	*doing there?*	*She was watching a tennis match.*
Where	*were*	*the boys*	*going at 18.00?*	*They were going to the park.*

question word	**+ *did* +**	**subject +**	**verb + etc**	
What time	*did*	*John*	*leave the class?*	*He left at 10.00.*
Why	*did*	*he*	*say that?*	*He said it because he was angry.*
What	*did*	*you*	*tell them?*	*I told them it was unacceptable.*

question word	**+ *has / have* +**	**subject +**	**verb + etc**	
Which train	*has*	*she*	*taken?*	*She's taken the 08.00 train.*
Who	*have*	*you*	*seen?*	*I haven't seen anyone.*
What	*has*	*he*	*done this time?*	*He's had an accident.*

Sometimes we need to ask questions where the question word is the subject.

John phoned **someone**. — object — **Who** did John phone?

Someone phoned John. — subject — **Who** phoned John?

In this type of question you cannot use *did*.

Who helped you? NOT ~~*Who did help you?*~~
How many people came? NOT ~~*How many people did come?*~~
Which computer went wrong? NOT *Which computer did go wrong?*

1 Put the words in order to make a question.

a last where for your go did you holiday ?
Where did you go for your last holiday ?

b long you were holiday for how on ?
..... ?

c travel how did there you ?
..... ?

d for who paid holiday the ?
..... ?

e it to how long did get there take ?
..... ?

f you did have meals your where ?
..... ?

g at who did the you meet airport ?
..... ?

h the what did hotel think you of ?
..... ?

i you do the what did evenings in ?
..... ?

2 Complete the gaps with *did, was* or *were*.

a Were ..... you at school yesterday?
b ..... you go to school yesterday?
c When ..... the last time you went on holiday?
d Where ..... Pete and Sue last night?
e ..... Mr Green angry about the broken window?
f ..... there any calls for me?
g ..... it raining when you left home this morning?
h ..... you see the film on TV last night?
i Who ..... you meet at the party?
j ..... there anyone you knew at the party?

3 Change each sentence into a question using the words in brackets.

a The book was under the table. (where)
Where was the book ..... ?

b The keys were in his pocket. (where)
..... ?

c He bought a new bicycle. (what)
..... ?

d They studied for three hours. (how long)
..... ?

e They went to school by bike. (how)
..... ?

f They played tennis every day. (how often)
..... ?

g She had soup for lunch. (what)
..... ?

h A thief stole his watch. (who)
..... ?

i They talked about their homework after the class. (when)
..... ?

j Jean was happy about the results. (who)
..... ?

4 Write questions with *How long* using the present perfect simple.

a you / play / for the football team How long have you played for the football team ..... ?
b he / know / about this problem ..... ?
c she / be / student / at the college ..... ?
d you / want / change subjects ..... ?
e he / be / interested / in religion ..... ?
f he / have / a motorbike ..... ?

5 Use the prompts to write present perfect questions for the answers.

a what / do / your hair
What have you done to your hair ..... ? I've had it cut.

b what / he / do / leg
..... ? He had an accident and broke it.

c what / happen / bus
..... ? I don't know. It's very late.

d who / you / invite / party
..... ? Just a few friends.

e where / I / leave / my MP3 player
..... ? It's over there.

f why / you / change / computer settings
..... ? It's easier to use.

g how much / homework / you / do
..... ? About half of it.

6 Use the prompts to write questions for the answers.

a How many people was the Titanic carrying when it left Southampton ?
The Titanic was carrying over 2,200 people when it left Southampton.

b How fast ?
The Titanic was going at 22.5 knots when it hit the iceberg.

c Where ?
The Carpathia was travelling from New York to Europe when the disaster happened.

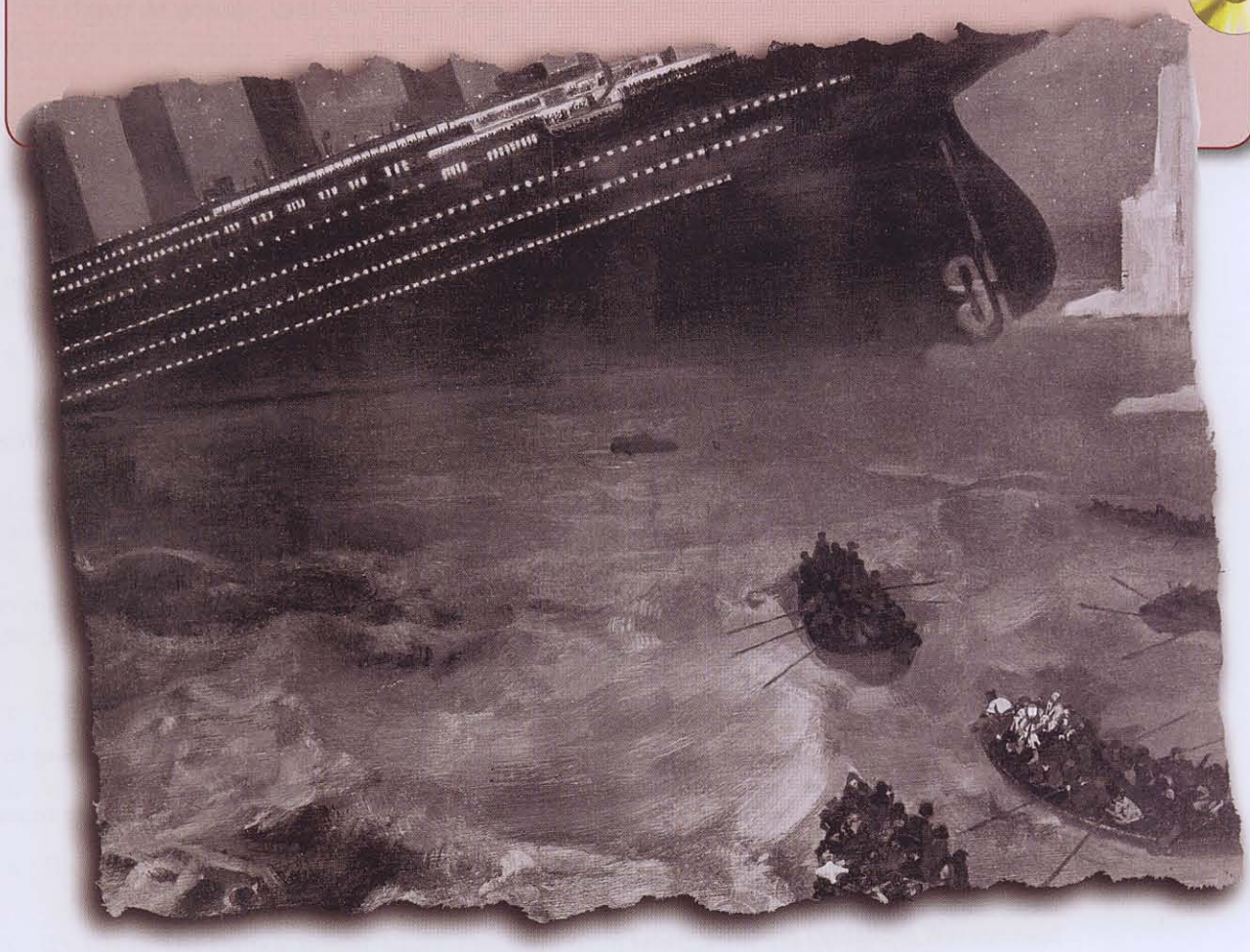
d Who ?
A reporter and his wife were travelling on the Carpathia.

e What ?
As they were travelling back to New York they interviewed the survivors.

f When ?
As the Carpathia was entering the harbour the reporter threw his notes to a colleague.

g What ?
The dock reporters sent the story to the newspaper.

GLOSSARY



EXTENSION ACTIVITY

Write five *yes / no* questions and five question word questions about a famous event that happened last year.

18 the future: making predictions

FORM

will

affirmative

I / You / We / They He / She / It	**will**	work.

negative

I / You / We / They He / She / It	**will not** (won't)	work.

questions

Will	I / you / we / they he / she / it	be okay? have a good time?

short answers

Yes,	I / you / we / they he / she / it	will.
No,	I / you / we / they he / she / it	will not (won't).

USE

We can use *will* + bare infinitive to express predictions or beliefs about the future.

*World temperatures **will** rise.*
*I'm sorry, but things **won't get** any better.*

We often introduce predictions with *I think* .....

***I think** the DVD **will disappear** in ten years.*
***I think** the exam **will be** difficult.*

We avoid saying *I think ... won't ...*
We say *I don't think ... will ...*

***I don't think** money **will become** obsolete.*
*NOT ~~**I think** money **won't become** obsolete~~.*
***I don't think** it **will rain** this morning.*
*NOT ~~**I think** it **won't rain** this morning~~*

We can use *will probably / possibly / definitely* or *probably / possibly / definitely won't* (notice the difference in word order) to show how certain we are that things will happen.

*The teacher thinks **we'll definitely** / **we definitely won't** pass the exam.*
*Scientists **will probably** / **probably won't** find a solution to global warming.*

FORM

going to

affirmative

I	**am**		
You / We / They	**are**	**going to**	work.
He / She / It	**is**		

negative

I	**am not**		
You / We / They	**aren't**	**going to**	work.
He / She / It	**isn't**		

questions

Am	I	
Are	you / we / they	**going to** start?
Is	he / she / it	

short answers

Yes,	I	am.	No,	I'm not.
Yes,	he / she / it	is.	No,	he / she / it isn't / 's not.
Yes,	you / we / they	are.	No,	you / we / they aren't / 're not.

USE

We can also use *to be* + *going to* + bare infinitive to make predictions.

*World temperatures **are going to** rise.*
*I'm sorry, but things **aren't going to get** any better.*
*No, there **isn't going to be** a war.*

In situations where we are sure about the future because of something we see in the present, we use *going to* to make predictions, not *will*.

*She's pregnant – she**'s going to have** a baby.*
NOT ~~*She **will have** a baby*~~.
*Look at those big black clouds! There**'s going to be** a storm.* NOT ~~*There **will** be a storm*~~.
*And Beckham passes to Owen. He**'s going to score**. Goal!* NOT ~~*He **will** score*~~.

1 Use the prompts to write a sentence with *will*. Use short forms where possible.

a you / have / time / finish / homework You'll have time to finish your homework.
b they / select / you / for the football team .....
c they / increase / taxes / next year .....
d prices / not come down .....
e I / not be / very long .....
f it / not snow / this weekend .....
g the football team / win / next match .....
h he / not be / school / tomorrow .....

2 Use the prompts to write questions with *will*. Then write short answers.

a it / rain / today
Will it rain today ..... ? No, it won't.
b the polar ice-caps / melt
..... ? Yes, ...
c Jack / be rich
..... ? Yes, ...
d they / win / match
..... ? No, ...
e Isabel / finish / race
..... ? No, ...
f the police / catch / criminals
..... ? Yes, ...
g the machine / work
..... ? No, ...
h there / be / any help for us
..... ? Yes, ...

3 Use the prompts to write sentences with *going to*. Use short forms where possible.

a It's 08.30. Claire is still in bed. (miss / bus)
She's going to miss the bus.
b John has the ball. There are no defenders near. The goalkeeper is in a bad position. (score / goal)
.....
c Dave is exhausted. There are still 10 km to run. (not / finish / race)
.....
d We are the home team. The score is 3-0. There are three minutes left. (win / match)
.....
e They haven't studied. They're bad at maths. The exam is tomorrow. (not / pass)
.....
f It's 10.00. The train leaves at 10.03. I'm 5 km from the station. (not / catch)
.....
g There's a bright blue sky with no clouds. (be / nice day)
.....
h It's very hot and humid. You can see big black clouds and lightning. (there / be / thunderstorm)
.....

4 Use the prompts to write questions with *going to*. Then write a short answer.

a it / rain
Is it going to rain ? No, it isn't.

b the bus / arrive on time
..... ? Yes, ...

c there / be / enough time
..... ? No, ...

d they / have / a good time
..... ? Yes, ...

e his plan / work
..... ? Yes, ...

f Sue / pass / exam
..... ? No, ...

g Kevin / earn / a lot of money
..... ? No, ...

h the students / learn / English
..... ? Yes, ...

science

5 Complete the sentence with *will* or *won't* and one of the verbs in the box.

analyse be pay go watch need ~~cure~~ use help include lose check recognize

According to technology experts the products below will be the ten most successful by the year 2020.

1 **Genetics.** New medicines a will cure diseases like Parkinson's and Alzheimer's.

2 **Computers.** A PC b ..... your voice and follow your commands. They c ..... any cables.

3 **Cars.** Cars d ..... petrol or diesel, but other fuels like electricity, and natural gas. A computer e ..... travel conditions to select the best fuel to use.

4 **Home entertainment.** We f ..... TV on large, flat screens. Computers g ..... necessary because your TV will do everything.

5 **Money.** We h ..... for everything with an electronic card.

6 **Health.** We i ..... to the doctor so often. Robots at home j ..... our health and warn us of problems.

7 **Satellite navigation.** GPS devices k ..... fight crime by tracking the exact location of cars and other valuables.

8 **Beauty.** New beauty products l ..... weight-control drugs, anti-wrinkle creams and cures for baldness so men m ..... their hair.

GLOSSARY

6 What is your opinion? Use the prompts to write sentences with *will* or *won't*, and *possibly*, *probably* or *definitely*.

a new medicines / cure Alzheimer's Genetics will probably cure Alzheimer's.
b a computer / recognize the human voice .....
c cars / use water / fuel .....
d computers / still be necessary .....
e we / use coins and notes .....
f people / want robots to check their health .....
g GPS / help fight crime .....
h anti-wrinkle creams / work .....
i men / stop going bald .....

7 Write the negative of each sentence.

a I think that life is going to get better.
I don't think that life is going to get better.
b We will run out of oil soon.
.....
c We are going to have economic problems.
.....
d I think they will invent intelligent robots.
.....
e I think I am going to pass all my exams.
.....
f An asteroid will probably hit the Earth in the next hundred years.
.....
g The population of the world is going to decrease.
.....
h I think we're going to have a good time tonight.
.....
i In 20 years' time, people will use CDs.
.....
j My football team is going to win.
.....

EXTENSION ACTIVITY

a Write five predictions about yourself with *will*.
b Write five predictions about yourself with *going to*.

19 the future: plans and decisions

FORM

I / You / We / They He / She / It	**will / won't**	work.

I You / We / They He / She / It	**am** **are** **is**	(**not**)	**going to**	work.

USE

We can use *will, going to* and the present continuous to express decisions about future actions. We use present simple for future events if they are part of a timetable.

We use *going to* when we have decided to do something, that is, when we are talking about our intentions or plans.

*I**'m going to buy** a laptop so I can work on the train.*
*He**'s going to work** in the USA this summer.*

We use present continuous to talk about future arrangements and plans, especially when they involve other people and have a time and date.

*I**'m going to see** my tutor about my test results.* (My intention – perhaps the tutor doesn't know.)
*I**'m seeing** my tutor about my exam results on Monday at nine.* (An arrangement with the tutor.)

When future events are part of a schedule or timetable we use present simple.

*The winter term **starts** on 7 January.*
*The train **leaves** at 11.15 and **arrives** at 12.35.*

will and *shall*

We use *will* and *shall* to show our intentions and attitudes towards other people.
We use *will* to express our desire or willingness to do things when

- reacting to present situations (making decisions at the moment of speaking).
  *'I can't do this.' 'Don't worry. I**'ll help** you.'*
  [phone rings] *'It's for me. I**'ll get** it.'*
- making threats or promises.
  *The next time you do that I**'ll send** you out of the room.*
  *Goodbye then. I**'ll phone** you tomorrow to tell you what happened.*
- making requests.
  ***Will** you **carry** this for me, please?*
  ***Will** you all **be** quiet?*

We use *shall* with *I* and *we* in question forms to

- make a request for advice.
  *What **shall** I **tell** him?*
  ***Shall** I **take** a coat?*
- make a suggestion or an offer.
  ***Shall** we **go** to the cinema tonight?*
  ***Shall** I **phone** you about the homework?*

1 Two students are discussing their IT projects. Underline the correct form.

A Hi Dan. How is your IT project going?
B Okay I suppose, a *I'll hand it in* / *I'm going to hand it in* next week.
A I've heard you're doing a database application for the library.
B That's right. It's all on schedule. b *We're testing it* / *We test it* over the next few days.
A And you've got to write a user guide.
B I know, it's a lot of work. I think c *I'm asking* / *I'll ask* someone for some help.
A Yes, I had the same idea. d *I'll ask* / *I'm going to ask* Anne if she can help me.
B I'm worried about the hardware installation. e *I'm doing* / *I'll do* it on Friday.
A I suppose Mr Wright is supervising it.
B Yes, I wanted to ask you a favour. Could you look at the program for me on Monday?
A I'm sorry Dan, but f *I'm seeing* / *I'll see* Mr Wright about my own project on Monday. g *I'm going to have* / *I'll have* a look at yours on Tuesday if you like.
B Okay, thanks. h *I'll remind* / *I'm reminding* you later this week.

2 Put the verb in brackets in the most suitable form using *will, going to* or the present continuous.

a A What are your plans for this evening?
B We (see) are going to see a film. We bought the tickets on the Internet.
b A Do you want to go out for a meal next week?
B Yes, that would be nice. What about Wednesday? (do) ..... you ..... anything?
c A Did you see that new TV programme last night?
B Yes, I expect it (be) ..... popular for a couple of months and then people (lose) ..... interest.
d A Well my darling, Happy New Year! Have you made any resolutions?
B Yes, I (leave) ..... you!
e A Have you decided what to do when you leave school?
B More or less. I (have) ..... a holiday for a couple of months and then I (start) ..... my university course.
f A Are you ready to order, sir?
B I'm not sure. Oh, I know. I (have) ..... the roast chicken.
g A I (take) ..... you to the football match if you like.
B No, thanks dad! I've spoken to John and his dad (take) ..... us.
h A Why are you turning on the TV?
B I (watch) ..... the news.
i A I (do) ..... some shopping.
B Are you? I haven't got any toothpaste.
A Oh, alright. I (get) ..... some if you like.

20 asking questions – future

FORM

yes / no questions

will / shall + subject +	verb + etc	
Will she	*wait for you?*	*Yes, she will. / No, she won't.*
Will they	*come on time?*	*Yes, they will. / No, they won't*
Will we	*arrive on time?*	*Yes, we will. / No, we won't.*
Will I	*see you later?*	*Yes, you will. / No, you won't.*
Shall I	*help you?*	*Yes, please. / No, thanks.*
Shall we	*go to the park?*	*Alright. / No, let's say here.*

is / are + subject +	***going to*** +	verb + etc	
Is he	*going to*	*help you?*	*Yes, he is. / No, he isn't.*
Is the weather	*going to*	*get better?*	*Yes, it is. / No, it isn't.*
Are you	*going to*	*speak to Sue?*	*Yes, I am. / No, I'm not.*
Are they	*going to*	*win the match?*	*Yes, they are. / No, they aren't.*

questions with *what, why, when, where, how, who*

question word	+ ***will*** +	subject +	verb + etc	
What time	*will*	*John*	*leave the class?*	*He'll leave at 10.00.*
Why	*will*	*they*	*do that?*	*They'll be very angry.*
What	*will*	*you*	*tell them?*	*I'll tell them to ask again later.*
How long	*will*	*it*	*take?*	*About twenty minutes.*

question word	+ ***is / are*** +	subject +	***going to*** +	verb + etc	
Which train	*is*	*she*	*going to*	*take?*	*She's going to take the 08.00.*
Who	*are*	*you*	*going to*	*see there?*	*I'm not going to see anyone.*
What	*is*	*he*	*going to*	*say now?*	*He's going to apologize.*

USE

We use questions with *will* and *going to* to ask about events and states in the future. The form we use depends on our intentions and feelings.
We use will for predictions and beliefs.

***Will** I **pass** the exam? **Will** he **get** a good job?*

We use *shall* for offers and requests.

***Shall** I **do** that for you? **Shall** we **watch** TV?*

We use *going to* for plans, and situations we have special knowledge about.

***Are** you **going to see** the concert tomorrow?*
***Is** he **going to be** all right, Doctor?*

1 Rewrite the statement as a *yes / no* question.

a He'll be here tomorrow. Will he be here tomorrow ?
b The exam will be difficult. ..... ?
c Your parents will let you go. ..... ?
d She'll invite you to the party. ..... ?
e The ending of the film will be sad. ..... ?
f They'll phone me later. ..... ?

2 Rewrite the statement as a *yes / no* question.

a It's going to rain this afternoon. Is it going to rain this afternoon ?
b The price of oil is going to rise. ..... ?
c His parents are going to be angry. ..... ?
d The program is going to work. ..... ?
e She's going to have a baby. ..... ?
f They're going to send me an e-mail. ..... ?

3 Complete the question with *will, going to, is* or *are*.

a When is she going to get better?
b What ..... happen next?
c How ..... you going to contact them?
d What time ..... we get there?
e When ..... this film going to end?
f How much are the prices ..... rise?

4 Put the words in order to form questions.

a you have are going today to lunch where ?
Where are you going to have lunch today ?
b other each will again we when see ?
..... ?
c with exercise who to is help me going this ?
..... ?
d to how many you times are say going that?
..... ?
e who will meet airport me at the ?
..... ?
f you going to have are lunch for what?
..... ?
g are going to the they do about what problem?
..... ?
h there get how will in they time?
..... ?

5 A group from your school is going on a study trip to Peru. Look at the information, then use the prompts to write questions for the answers with *going to*.

Day 1: CUSCO

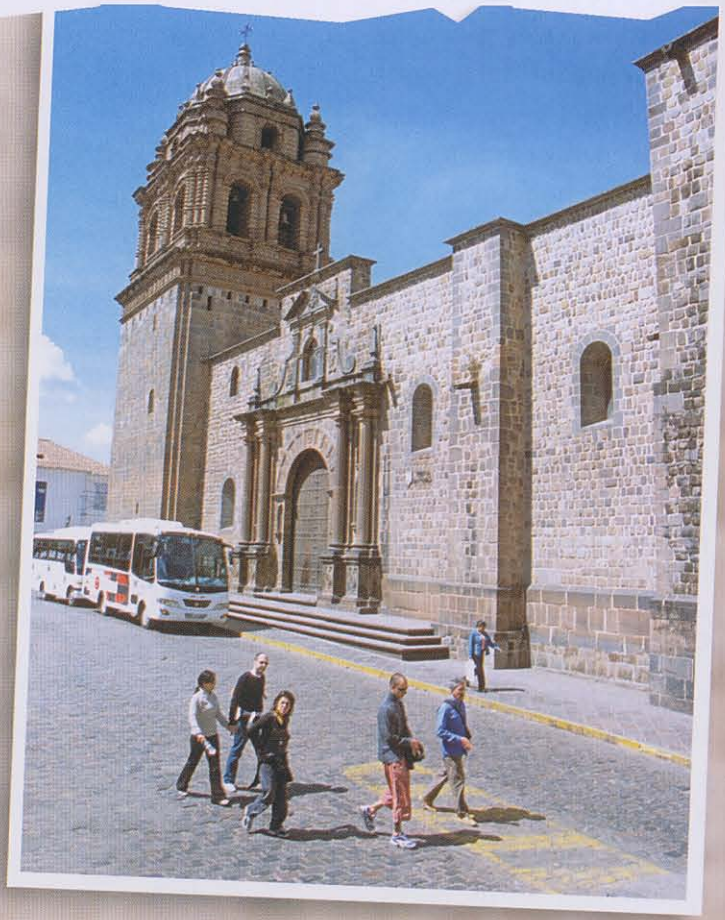
Arrival at Cusco airport. Bus to the hotel.
Afternoon - Cusco City Tour from 2 pm to 6.30 pm.
This tour includes the Qoricancha (Temple of the Sun) and the Cathedral.

Day 2: CUSCO / MACHU PICCHU

5:30 am leave the hotel and go to the station to take the 6:00 am train.
9:40 am arrive at Aguas Calientes Station, from where you take a 25 minute bus ride to the ruins of Machu Picchu. Guided tour, with an English speaking guide. Lunch at the Machu Picchu Sanctuary Lodge included.
Afternoon - Return to Cusco by train and transfer to the hotel (breakfast included).

Day 3: TRANSFER OUT

Transfer from hotel to the airport by bus.



a where / fly to ? Where are they going to fly to ?
Cusco airport.

b how / get / airport / hotel ? ?
By bus.

c what / do / afternoon / Day 1 ? ?
A tour of Cusco.

d how long / tour / Cusco City / take ? ?
Four and a half hours.

e what / see / tour / Cusco city ? ?
The Temple of the Sun and the Cathedral.

f what time / leave / hotel / Day 2 ? ?
At 5.30 am.

g what / do / Aguas Calientes / station ? ?
Take a bus to Machu Picchu.

h what language / guide / speak ?
English.

i where / have lunch / Day 2 ? ?
At the Machu Picchu Sanctuary Lodge.

j how long / trip / last ? ?
Three days.

6 Read the text, then write questions for the answers using *will*.

Scientists Predict the Major Developments of the Next 50 Years

The magazine *New Scientist* asked important scientists to make forecasts for the next fifty years. Here are some of their predictions.

- It will be easy to replace our hearts, kidneys and lungs with new ones when they stop working. We will grow these new organs in special animals. Accident victims will receive special genetic treatments and a damaged arm or leg will grow again. Surgeons will cure a broken back with new techniques.
- More expeditions will go to Mars. Rocks and soil from the planet will show how life started to evolve on Mars as well as on Earth. Explorations on the moon will discover water in the form of ice beneath the surface.
- Scientists will create a machine to detect and interpret the thoughts and emotions of animals. We will understand how animals think and feel. As a result, people will stop eating meat and fish and we will all become vegetarians.

a What will it be easy to replace ?
Hearts, kidneys and lungs which don't work.

b Where ?
In special animals.

c Who ?
Accident victims.

d How ?
With new techniques.

e Which ?
To Mars.

f Where ?
On the moon.

g What ?
A machine to detect and interpret the thoughts and emotions of animals.

h What ?
Vegetarians.

GLOSSARY

7 Use the prompts and *going to* or *shall* to write a response to each statement.

a Can you wait here for half an hour? (What / do?)
What are you going to do ?

b I crashed my mum's car yesterday. She doesn't know yet. (When / tell her?)
.....?

c Can I borrow your calculator? (When / buy you own?)
.....?

d I'm feeling really bored. What do you feel like doing? (watch / DVD?)
.....?

e There's a match on Saturday afternoon. (you / play?)
.....?

f We've got a trip to the Science Museum next week. (How / get there?)
.....?

g I need to buy some new clothes. (parents / give / money?)
.....?

EXTENSION ACTIVITY

Write ten future questions for your favourite famous person.

21 *have (got)*

We can use *have* in several different ways.

auxiliary verb

We use *have / has* as an auxiliary verb to form the present perfect tense (see Units 14, 15 and 16).

***Have** you **seen** my pen? He **hasn't had** a holiday for ten years.*

possession

We use *have* as a verb to talk about possessions, relationships, illnesses and the characteristics of people and things. We form questions and negatives with the auxiliary verbs *do, does* and *did*.

*I **have** a Toshiba laptop.* *The car **doesn't have** any air conditioning.*
***Does** she **have** any children?* *I **didn't have** time to do my homework.*
*You **have** a terrible cold.* ***Did** you **have** any problems with the exercise?*

In Britain, people often say *have got* instead of *have*. The structure is the same as the present perfect: *have / has + got* (past participle of *get*), but we use it to talk about the present.

*I**'ve got** a Toshiba laptop.* ***Has** she **got** any children?*
*You**'ve got** a terrible cold.* *The car **hasn't got** any air conditioning.*

Have got is informal. It is common in conversation but not usual in written English.
We don't use *got* in the past.

*When I was at university, I **had** a motorbike. (NOT ~~I **had got** a motorbike~~.)*

actions

We use *have** + object to talk about different actions. In these expressions *have* can mean:

to eat / drink	*have*	*breakfast / lunch / dinner / a meal / a drink / coffee*
to take	*have*	*a bath / a shower / a rest / a holiday / a day off / a rest*
to enjoy	*have*	*a good time / a nice evening*
to give birth to	*have*	*a baby*

Some verbs can be used as nouns after *have**.

swim	→ *have a swim*	walk	→ *have a walk*
ride	→ *have a ride*	chat	→ *have a chat*
wash	→ *have a wash*	look	→ *have a look*

* *Have / has got* cannot be used when *have* refers to actions.

obligation

We use *have / have got + to*-infinitive to talk about obligations and rules (see Unit 23).

***I've got to go** / I **have to go** to the doctor this afternoon.*
*We**'ve got to do** / We **have to do** this assignment for next week.*

1 Use the prompts to write sentences with *have got*. Use short forms where possible.

a They / a fast computer They've got a fast computer.
b She / a digital camera .....
c They / good teacher .....
d Sarah / long hair .....
e He / a motorbike .....
f She / friends in London .....
g Dan / a cold .....
h They / exam next week .....

2 Rewrite the sentences in Exercise 1 so they are true for you.

a I've got a fast computer. / I haven't got a fast computer.
b .....
c .....
d .....
e .....
f .....
g .....
h .....

3 Rewrite the sentences in Exercise 1 as questions.

a Have they got a fast computer ?
b ..... ?
c ..... ?
d ..... ?
e ..... ?
f ..... ?
g ..... ?
h ..... ?

4 Complete the sentence with *have, has, do*, or *got*. Use one word only.

a Sue has three brothers.
b Dave doesn't ..... an Internet connection.
c Pete's ..... a dog which likes cats.
d ..... you got an appointment at the doctor today?
e Does Bianca ..... any brothers or sisters?
f Have you ..... the time?
g ..... they have cable TV at home?
h The team doesn't ..... a chance of winning today.

5 Complete the text with the words in the box.

~~to have~~ have having have got haven't got has have got

Bath or shower?

According to the results of a survey by a soap manufacturer, the shower is much more popular than the bath. This is mainly because people find it quicker and more economical **a** to have ..... a shower than a bath. However, even in Spain, one of the 'cleanest' countries in the survey, only 43 % of the population **b** ..... a shower every day. The average Spaniard **c** ..... five showers a week, with 20 % **d** ..... a shower just once a week. The survey also showed that practically 100 % of houses **e** ..... at least one shower, and that around 50 % **f** ..... two. There are still some houses (ten per cent) which **g** ..... a full-sized bathtub, although this figure is decreasing.

6 Put the words in order to make a question.

a to a people prefer have why do shower Why do people prefer to have a shower ..... ?
b have a shower average how often does the Spaniard ..... ?
c have many in shower Spain houses how got a ..... ?
d prefer to shower a do you have a bath or ..... ?
e often do bath you how have a ..... ?
f many house got has how showers your ..... ?
g a bath you in house got have your ..... ?

GLOSSARY

7 Complete the gaps with the expressions below. Make any changes necessary.

~~have a rest~~ have a look have a baby have a nice meal
have a chat have a fantastic time have a walk

a I'm feeling tired, I'm going to have a rest. .....
b What was the restaurant like? I hope you .....
c In this country, you can take maternity leave when you .....
d The director wants to ..... with me about my exam results.
e They say it's a good idea to ..... every day to keep fit.
f It was a wonderful holiday, we .....
g Will you let me ..... at your revision notes?

8 Read the encyclopaedia entry on Brazil. Then complete the dialogue with the words in the box.

has has has has hasn't have have ~~got~~ got

A What about Brazil? Brazil's **a** ...got... a huge population.
B Yes, it's also a huge country, so it **b** ..... quite a low population density – only 20 people per square kilometre.
A So people are very spread out.
B Yes. It **c** ..... five regions. The north **d** ..... got a very high population.
A Because of the Amazon.
B Yes, it's all tropical rainforest.
A What about Rio?
B Rio and São Paulo are in the south east and they **e** ..... the highest population densities, of course. There are a lot of people and they don't **f** ..... much space – that's why the poorer people build houses on the sides of the hills.
A Don't they call them 'favela'? I saw something about them in a magazine.
B Yes, a lot of famous football players come from them. A lot of people live in the south too. It **g** ..... good agriculture, and the industries in the area are growing fast.
A That leaves one more region.
B Yes, the centre west of the country. This region **h** ..... the capital, Brasilia, but it's still **i** ..... a very low population. That was partly the reason for putting the capital there – to attract people to the area.

Brazil

Overall pop. density: 20 people/km². Varies from region to region:
North – Amazon river and tropical rainforest; very low population density.
North East – one in three Brazilians live here; problems with water supply; decreasing population.
South West – Rio de Janeiro and São Paulo; economic centre of country; highest population density.
South – high population density because of good agriculture and growing industry.
Centre West – low population density, but growing because Brasilia, the capital, attracts people to the area.

GLOSSARY

EXTENSION ACTIVITY

Translate these sentences into your own language.

a Have you got any brothers or sisters?
b We don't have classes on Friday afternoon.
c The town hasn't got a very high population.
d I haven't got time to help you.
e Does Joe have a mobile phone?

22 *can* and *could*

FORM

Can and *could* are modal verbs. The form is the same for *I, you, he, we, they*, etc.

affirmative

I		
You	**can**	swim.
He / She / It	**could**	go.
We		
They		

negative

I		
You	**can't** (cannot)	swim.
He / She / It	**couldn't** (could not)	go.
We		
They		

questions

	I	
Can	you	run?
Could	he / she / it	swim?
	we	
	they	

short answers

Yes, I **can**. / No, I **can't**.
Yes, you **can**. / No, you **can't**.
Yes, he / she / it **can**. / No, he / she / it **can't**.
Yes, we **can**. / No, we **can't**.
Yes, they **can**. / No, they **can't**.

USE

We use *can* to express the idea of ability (to be able to) or permission (to be allowed to). In this context, the past of *can* is *could*.

ability

Present: *Our cat is amazing – it **can** sing!* (It is able to sing.)
*I'm afraid of the water because I **can't** swim.* (I'm not able to swim.)
***Can** he play a musical instrument?* (Is he able ..... ?)

Past: *Our cat was amazing – it **could** sing.* (It was able to sing.)
*I was afraid of the water because I **couldn't** swim.* (I wasn't able to swim.)
***Could** he play a musical instrument when he was a child?* (Was he able to ..... ?)

permission

Present: *We can use the computers in the library.* (We are allowed to use them.)
You can't talk during the exam. (You are not allowed to talk.)
Can we look words up in a dictionary? (Are we allowed to ..... ?)

Past: *We could use the computers in the library.* (We were allowed to use them.)
You couldn't talk during the exam. (You were not allowed to talk.)
Could you look words up in a dictionary? (Were you allowed to ..... ?)

polite requests

We also use *could* to sound more polite when we are asking for permission.
***Could** I open the window, please?*
***Could** we leave early today, sir?*

1 Put the words in order to form sentences.

a speak language she can four
She can speak four languages.

b can't scooter you park your the outside school

c how you swim far can ?

d you hear what are I can't saying

e understand can him anybody ?

f can metres seconds he run a in hundred eleven

g can't this sleep with I all noise

h use telephone can your I ?

2 Match the questions to the answers.

a Can you play the guitar?
b Could you help me with this exercise?
c Could you wear trainers to school, dad?
d Can you tell me the time?
e Could you speak English when you were younger?
f Can Jane write the program?
g Could you lend me some money?
h Could they go to school yesterday?

1 Yes, I can, but I only know one song.
2 No, she doesn't know anything about computers.
3 Alright. How much do you need?
4 I'm sorry but I can't. I'm too busy.
5 No, we couldn't. It was against the rules.
6 No, they couldn't because there was too much snow.
7 No, I can't. I haven't got a watch.
8 No, I couldn't. We didn't study it at school.

3 Complete the gap with *can, can't, could* or *couldn't*.

a Sue can play the piano really well.
b I ..... remember his name. Do you know it?
c You ..... take your driving test until you are 18.
d We ..... go now. It's stopped raining.
e We ..... go to the party because we went to a wedding.
f Last week he ..... come to school because he was ill.
g Not many people ..... run a marathon is less than three hours.
h I ..... swim even when I was a baby.
i You ..... install this program without a password.

23 must, have to, should

FORM

have to		
I You We They	**have to** / **don't have to**	work hard.
He She It	**has to** / **doesn't have to**	work hard.
Do Does	I / you / we / they he / she / it	**have to** work hard?

must		
I You They etc	**must** / **mustn't**	do it.

should		
I You They etc	**should** / **shouldn't**	do it.

USE

	... to do something	... not to do something
It's very important or necessary ...	*You **must** be back home by 12 o'clock.* *He **has to** do military service next year.*	*We **mustn't** be late.* *You **mustn't** make so much noise.*
It's NOT necessary or important ...	*I **don't have to** wear a tie to school.* *You **don't have to** wash up. I'll do it.*	
It's a good idea or right ...	*You **should** do more sport.* *He **should** drive more carefully.*	*You look tired. You **shouldn't** work so hard.* *He **shouldn't** speak to her like that.*

Both *must* and *have to* express the idea that something is necessary or very important. With *must*, the speaker is expressing a personal opinion or authority.

*I **must** write to Aunt Julia. I haven't written for months.* (*I think it's important.*)
*You **must** do your homework more carefully.* (*The speaker thinks it's important.*)

Must is used in written instructions and orders.

*Visitors **must** report to reception on arrival.*

We use *have to* when commenting on something which is obligatory or important because of a law or rule, or because someone else says it is.

*Children **have to** start school when they are five.* (It's the law.)
*We **have to** do page 8 for homework.* (The teacher said so.)

Don't have to and *mustn't* have completely different meanings from each other.

- *Mustn't* expresses prohibition – it is important or necessary not to do something.
  *You **mustn't** drink alcohol if you're going to drive.*
  *I **mustn't** forget to post this letter tomorrow.*
- *Don't have to* is used when there is no obligation to do something or when something is not necessary.
  *You **don't have to** come tomorrow.* *I'm not working tomorrow, so I **don't have to** get up early.*
- *Should / shouldn't* expresses what the speaker thinks is the right or best thing to do / not to do.
  *You're always buying useless things. You **should** spend your money more carefully.*
  *If you have problems sleeping, you **shouldn't** drink coffee after dinner.*

1 Use the prompts and the correct form of *have to* to write sentences.

a we / do / all the exercises We have to do all the exercises.
b we / not do / exercise five
c they / arrive / before 09.00
d Joe / not wear / a uniform
e Jane / go / to the doctor today
f my friends / get / home by 12.00
g they / not study / music this year
h I / go / home now
i you / not get up / early
j she / work / tomorrow?

2 Use the prompts and the correct form of *must* to write sentences.

a you / do / all the exercises You must do all the exercises.
b we / not / shout in class
c I / arrive / on time today
d you / not tell / the others
e you / answer / all the questions
f we / plan / next weekend's trip
g I / not forget / my mobile
h they / leave / soon
i Pierre / stop / smoking
j I / start / exercising

3 Use the prompts and the correct form of *should* to write sentences.

a we / go / out for a meal sometime We should go out for a meal sometime.
b Martin / do / more sport
c you / see / a dentist
d you / not be / rude to Chris
e we / study / for the exam
f I / not use / the computer so much
g she / send / me an e-mail
h they / buy / him a present
i he / wear / smart clothes
j the bus / be / on time

4 Rewrite these sentences using *must, mustn't, should, shouldn't, have to* or *don't have to*.

a Parking in this street is prohibited.
You mustn't park in this street.

b It's not a good idea to swim immediately after a meal.

c (Doctor to patient) It's really important to take this medicine three times a day.

d Is it necessary for me to do this exercise?

e It's Saturday tomorrow, so it's not necessary for me to get up early.

f It's a good idea to listen to the weather forecast before you go hill walking.

g I can recommend this book to you – I think you would like it a lot.

h It's a good idea to have a medical check-up every two years.

i It's very important not to drink the water there. It will make you ill.

j Is it really necessary for us to finish the work today?

k Did the teacher tell you to see him tomorrow?

5 Explain what these signs mean using *must, mustn't, have to* and *can*.

a You mustn't go faster than 80 km/h.

d

b

e

c

f

6 Read the information about food labelling.

Food labelling

It is obligatory for labels on food to include:

- the true name. The description must be accurate. Strawberry yoghurt can only be called 'strawberry' or show a picture of strawberries if the flavour comes from the real fruit.
- a complete list of ingredients, including water.
- a date mark. Foods like cheese, meat and fish must have a 'use by' date.
- instructions about how to prepare the food.
- the name and address of the food company.
- storage instructions, eg 'keep in fridge after opening'.
- information about food additives like colouring, preservatives and sweeteners.
- the amount of any particular ingredient (butter, fruit) that the label highlights, eg 'Made with butter' or 'with added fruit'.

Food products called 'low calorie' must have less than 40 calories (kcals) per 100g or 100ml. Drinks called 'low calorie' mustn't contain more that 10 calories /42 joules per 100ml.

Nutrition Facts

Serving Size 2 biscuits (46g)
Servings Per Container 9

Amount Per Serving	2 Biscuits	1 Biscuit
Calories	160	80
Calories from Fat	5	0
	% Daily Value**	
Total Fat 0.5g*	1%	0%
Saturated Fat 0g	0%	0%
Polyunsaturated Fat 0g		
Monounsaturated Fat 0g		
Cholesterol 0mg	0%	0%
Sodium 0mg	0%	0%
Potassium 200mg		3%
Total Carbohydrate 38g		
Dietary Fiber 5g		
Insoluble Fiber 5g		
Sugars 0g		
Other Carbohydrate 33g		

Decide if the sentences which follow are true or false. If they are false, write true sentences.

a A 'strawberry-flavoured' yoghurt doesn't have to contain real strawberries.
True

b The list of ingredients doesn't have to include water.
False. The list of ingredients has to include water.

c The label on soft cheese must include a 'use by' date.

d You should buy fish and meat after the 'use by' date.

e The label doesn't have to say how to cook the food.

f The label must include the name and address of the manufacturer.

g The label must say how to eat the food.

h 'Low calorie' soft drinks mustn't have calories.

GLOSSARY

EXTENSION ACTIVITY

Write one sentence with each of these modals about rules you have to follow:

must, mustn't, don't have to, have to, should, shouldn't.

24 must, may, might, could, can

We use *must, can, may, might* and *could* to say if we think things are certain or possible. They are modal verbs. There is no *-s* in the third person singular. After modal verbs, we use the bare infinitive.

must and *can't*

We use *must* and *can't* to express a logical deduction based on present evidence. We are certain something is true.

*You've been working all day. You **must** be tired.*
*That **can't** be Jim because he's in Canada.*
*You **can't** be hungry after eating so much.*

may, might and *could*

We use *may, might* and *could* to say something is possible in the present or the future. Perhaps it is true, will be true or will happen.

*She **might** / **may** / **could** be Dave's sister. She looks like him.* (Perhaps she is Dave's sister.)
*Dave didn't come to class today. He **may** / **might** / **could** be ill.* (Perhaps he is ill.)
*If you take a taxi you **may** / **might** / **could** get there on time.* (Perhaps you will get there on time.)
*Take a coat. It **may** / **might** / **could** rain later.* (Perhaps it will rain.)

may not, might not

To express a negative possibility, we use *may not* or *might not*. *Couldn't* has a different meaning. Compare:

*Don't worry. It **may** / **might not** ever happen.* (Perhaps it won't happen.)
*Don't worry. It **couldn't** ever happen.* (It's impossible for it to happen.)

can

We use *can* to say if we think something is possible because

- of someone's ability.
  *When they are three, most children **can** speak.*
  ***Can** you use a computer?*
  *I **can't** understand this exercise.*

- it is permitted.
  *You **can** go home now if you want.*
  *I'm sorry, madam, you **can't** park here.* (It isn't permitted.)
  ***Can** I open the window? – Yes, of course you **can**.*

We also use *can* to say that something is possible in a general sense.

*Learning a new language **can** be difficult.*
*You **can** take a train there. There's one every hour.*

NOTE *Can* is different from *may / might / could*.
Compare:
*It **can** snow a lot here in winter.* (It's possible for it to snow in general.)
*It **may** snow this weekend.* (Perhaps it will snow this weekend) NOT ~~*It can snow this weekend.*~~

If we are talking about the possibility that something specific will happen, we use *may / might / could*.

1 Put the words in order.

a might I it later rain think I think it might rain later.
b think do you us they can see ? .....
c may the experts the climate say warmer get .....
d the think answer I correct don't can this be .....
e the lights they are on at home must be because .....
f could right you be but not sure I'm .....
g it's can't park there prohibited because you .....
h they the too results can't be right are because high .....

2 Underline the correct form.

a That *may* / *must* be John's calculator but I'm not sure.
b She *can* / *could* be Italian because of her accent.
c There's still no answer so they *must* / *can't* be out for the evening.
d You never know, it *can* / *could* be sunny tomorrow.
e That information *can* / *might* be correct but I'm going to check on the Internet.
f The Loch Ness monster *may* / *can't* exist. It's impossible.
g I *can't* / *might* go to the football match but I don't know yet.
h This *must* / *could* be the right answer – I'm certain.
i It *can* / *might* be difficult to get a job without a good education.
j He's been working on the book 14 hours a day for a month. He *could* / *must* be exhausted.
k He *can't* / *may* be from Austria. He doesn't speak German.

3 Complete the sentence with an appropriate modal verb.

a She speaks with a London accent, so she must be from England.
b She ..... be a model, but I don't think so. She's not really tall enough.
c That ..... be John. He always calls when we're having lunch!
d She ..... be a teacher. I know she has long holidays.
e Young children ..... be quite difficult to control.
f We ..... go to Ibiza this summer, but it's not certain.
g He ..... run a hundred metres in 11 seconds.
h It ..... be difficult to find somewhere to park sometimes.
i I ..... understand a word he said.
j He ..... be fourteen. He's got a beard!
k You ..... leave early if you finish all the exercises.

4 Correct the sentences.

a It can't be Yuko's birthday today. There are cards and presents on her desk.
It must be Yuko's birthday today.
b Can you swim when you were younger?
.....
c That must be her car over there. It's the same colour.
.....

d They said on the TV it can rain tomorrow.

.....

e You must smoke here. There's a 'No smoking' sign.

.....

f Might you speak Arabic?

.....

g I can use this mp3 player, the instructions are too difficult to understand.

.....

5 Look at the road accident statistics in the table and complete the sentences with *might, may, can, can't, must* or *could*. More than one answer may be possible.

	Greece	Spain	France	Italy	Austria	Portugal	Sweden	UK
Fatal road accidents	1,484	3,643	4,766	5,082	818	1,024	430	3,106
Road deaths	**1,670**	**4,741**	**5,530**	**5,625**	**878**	**1,294**	**480**	**3,368**
By million of pop.	153	113	93	97	108	125	54	56
By user:								
Driver (%)	60.9	60.3	70.4	66.5	69.0	59.7	65.0	59.4
Passenger (%)	21.6	25.2	19.1	20.7	15.9	22.4	21.0	20.0
Pedestrian (%)	17.5	14.4	10.5	12.6	15.0	17.9	14.0	20.6
By gender:								
Female (%)	21.8	23.7	24.4	20.1	24.5	20.4	24.2	24.6
Male (%)	78.0	74.9	75.6	79.9	75.5	79.4	75.8	75.4
By Vehicle								
Car (%)	46.4	56.8	60.9	50.2	54.7	41.5	60.0	52.2
Motorbike / moped (%)	26.0	16.0	21.8	25.9	16.2	23.3	15.4	18.0
Other Vehicles (%)	10.0	12.7	6.8	8.8	14.1	17.2	10.6	9.2

Based on statistics published on the website of CARE - Community Road Accident Database European Transport Commission

a For the population, there are far fewer road deaths in the UK and in Sweden than in other countries. It must be because they are safer drivers.

b The UK ..... have better roads but it's difficult to say. In Sweden the road ..... be good because they have a lot of snow and ice.

c There are far more road accident deaths in Greece, Spain and Portugal. There ..... be a reason for this. Perhaps the roads are not as good.

d The percentage of drivers (compared to passengers) who die is very high in France and in Austria. There ..... be more cars per family than in other countries. That would explain it because there would be fewer passengers.

e Far more men are killed in accidents. This ..... be because women are safer drivers or it be because there are more male drivers.

f Differences in the quality of roads ..... explain all the variations in accident figures.

g A high percentage of pedestrians are killed in the UK. What ..... be the reason for that?

h The percentage of people killed in accidents with motorbikes and mopeds in Greece, Italy and Portugal ..... be because of the warm weather. On the other hand, Spain is hot as well and the percentage in much lower so that ..... be the reason.

6 Read the text about Darwin's theory of evolution.

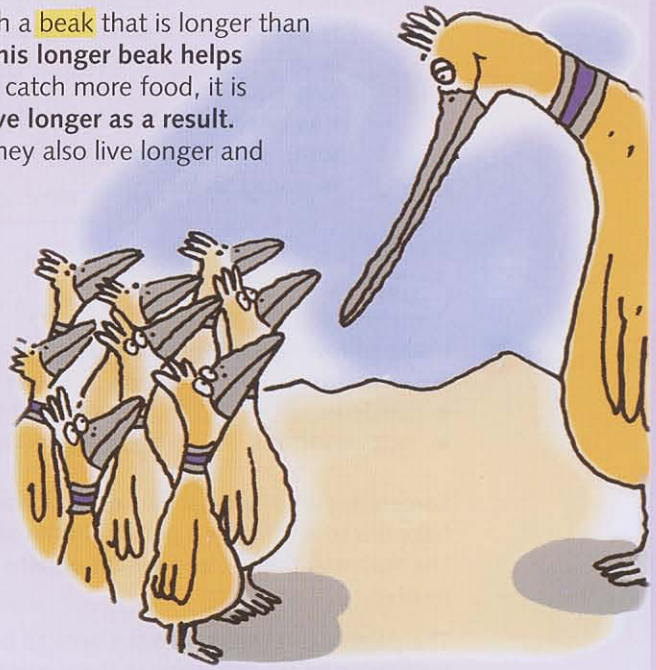
The Theory of Evolution

Charles Darwin based his theory of evolution on his observations as a naturalist. He noticed that animals produce more young than they need to replace themselves. He also noticed that animals of the same species can be different, and that the young inherit these differences from their parents.

Imagine a bird species. One day a bird is born with a beak that is longer than the beak of other birds in the species. a **Perhaps this longer beak helps the bird to catch more food.** Because the bird can catch more food, it is healthier than the other birds. b **It will possibly live longer as a result.** The chicks inherit the gene for the longer beak. They also live longer and therefore have more chicks. The gene continues from generation to generation. c **Eventually, it is possible that all the birds in the species will have the longer beak.**

d **We are certain that this process takes thousands of years.** The better adapted animals are more successful. e **When a species cannot evolve fast enough, it is possible for it to die out.** f **Perhaps this explains the disappearance of the dinosaurs.**

Darwin's Theory of Evolution is based on what we can see now. g **It is not possible for us to be sure that it is correct.** That is why it is a theory and not a law.



Rewrite the sentences in **bold** using the words given.

a might This longer beak might help the bird to catch more food.
b may .....
c could .....
d must .....
e can .....
f might .....
g can't .....

GLOSSARY

EXTENSION ACTIVITY

1 Translate these sentences into your own language.

a It can be difficult to learn a foreign language.
b There may be a storm this afternoon.
c Your computer could have a virus.
d Your answer to the maths problem can't be right.
e She must be tired after the walk.

2 Write five sentences speculating about the accident statistics.

25 passives

FORM

All passive sentences are formed in the same way. The tense of the verb *to be* changes to give the different tenses in the passive.

subject + *to be* + past participle			
It	**is**	**made**	in Spain.
	is being	**sent**	to the cleaners.
	was	**broken**	by my brother.
	was being		
	has been		
	will		
	is going to be		

USE

In the following sentences the person or thing responsible for the action is

- unknown. *Someone **stole** my bicycle yesterday.*
- obvious. *They **arrested** the terrorist early this morning.*
- not important. *Someone **services** the car every year.*

Sometimes who or what causes an action is not important and we are more interested in what happens to a thing or a person. In the above situations the important information concerns the bicycle, the man and the car, and what happens or has happened to them. We can emphasize this using the passive.

The passive is formed with the verb *to be* + past participle. We put the bicycle, the man and car at the beginning of the sentence as the subject.

*My bicycle **was stolen** yesterday.*
*The terrorist **was arrested** early this morning.*
*The car **is serviced** every year.*

If necessary, you can use *by* to say who or what is responsible for the action.

*Don Quixote was written **by** Cervantes.*
*The equipment is damaged **by** exposure to water.*

The passive is more common in written than spoken English. It sounds formal and impersonal, and for this reason is often used in

- reports of crimes or legal procedures. *He **was sentenced** to two years in prison.*
- newspaper reports. *63 people **were killed** and 45 **were injured** in the accident.*
- scientific writing. *Three millilitres of water **are added** to the mixture.*
- announcements. *Flight IB 302 to London **is delayed** by two hours.*
- notices. *Customers **are requested** not to smoke.*

1 Read the sentences and underline all examples of the passive.

a *Great Expectations* was written by Charles Dickens. He also wrote *David Copperfield, Oliver Twist* and many other popular books.
b Shampoo is tested on animals before it is sold in shops. This is because it might be dangerous for humans.
c The rainforests are disappearing, so most newspapers are printed on recycled paper.
d A new sports stadium is being built in London.
e Toyota cars are made in Japan. They are more environmentally friendly than other cars.
f The city of Atlantis has never been found, but many people are still looking for it.
g *Star Wars* was directed by George Lucas. It is one of the most popular films ever made.
h Football was invented in England and is now played all over the world.
i The Taj Mahal was built in the 17th century but nobody is sure who designed it.
j Chinese New Year is celebrated in January or February, depending on the moon.

2 Rewrite the sentences using the present passive without *by*.

a People speak English in Australia. English is spoken in Australia.
b They sell mineral water in plastic bottles. .....
c People don't use this room very often. .....
d The postman delivers the letters at 08.00. .....
e They are cleaning the classrooms now. .....
f People use the Internet all over the world. .....
g They are repairing the road at the moment. .....
h The teacher is marking the tests. .....
i They aren't using the computer. .....
j He is doing the washing up. .....

3 Rewrite the sentences using the past passive without *by*.

a They postponed the match. The match was postponed.
b They built this house a hundred years ago. .....
c Did anyone answer your e-mail? .....
d Someone found this wallet in the street. .....
e A teacher wrote this workbook last year. .....
f They included VAT in the bill. .....
g They were building the metro when we were there. .....
h Someone was locking the doors when we arrived. .....
i He gave me a test. .....
j Someone woke us up early. .....

4 Answer the questions using the passive form of the verbs below and *by*. If you need help, some of the answers are given below.

~~invent~~ replace form write own heat write manufacture

a Who was the inventor of the light bulb?
The light bulb was invented by Thomas Edison.

b Which currency replaced the peseta, the franc, and the lira in 2002?

c How many countries form the United Kingdom?

d Who is the author of this book?

e Who is the owner of this book?

f What type of heating have you got in your school – oil, gas, or electric?

g Who was the author of *Hamlet*?

h Which company was the manufacturer of the first PC?

Three (England, Scotland and Wales; Northern Ireland is a province); Shakespeare; IBM ; the euro

history

5 Match the dates to the historical events. Say when they happened using the prompts.

1939 1919 1963 1961 1912 1981 1953 1941 ~~1990~~

Nelson Mandela

Third Extra

THE LIGHT

SAN ANTONIO TEXAS

JFK SHOT TO DEATH!

CONNALLY WOUNDED

Hidden Assassin Used Rifle

DALLAS (AP)—President John F. Kennedy, 36th President of the United States, was shot to death today by a hidden assassin armed with a high-powered rifle.

Connally Denies 'Real' Rift

Exchanges Close Early

95th Garner Birthday

a Nelson Mandela / free Nelson Mandela was freed in 1990.

b Kennedy / assassinate

c Everest / first / climb

d The Titanic / sink / iceberg

e Second World War / declare

f Atlantic / first / cross / plane

g Pearl Harbour / attack

h A man / launch / into space for the first time

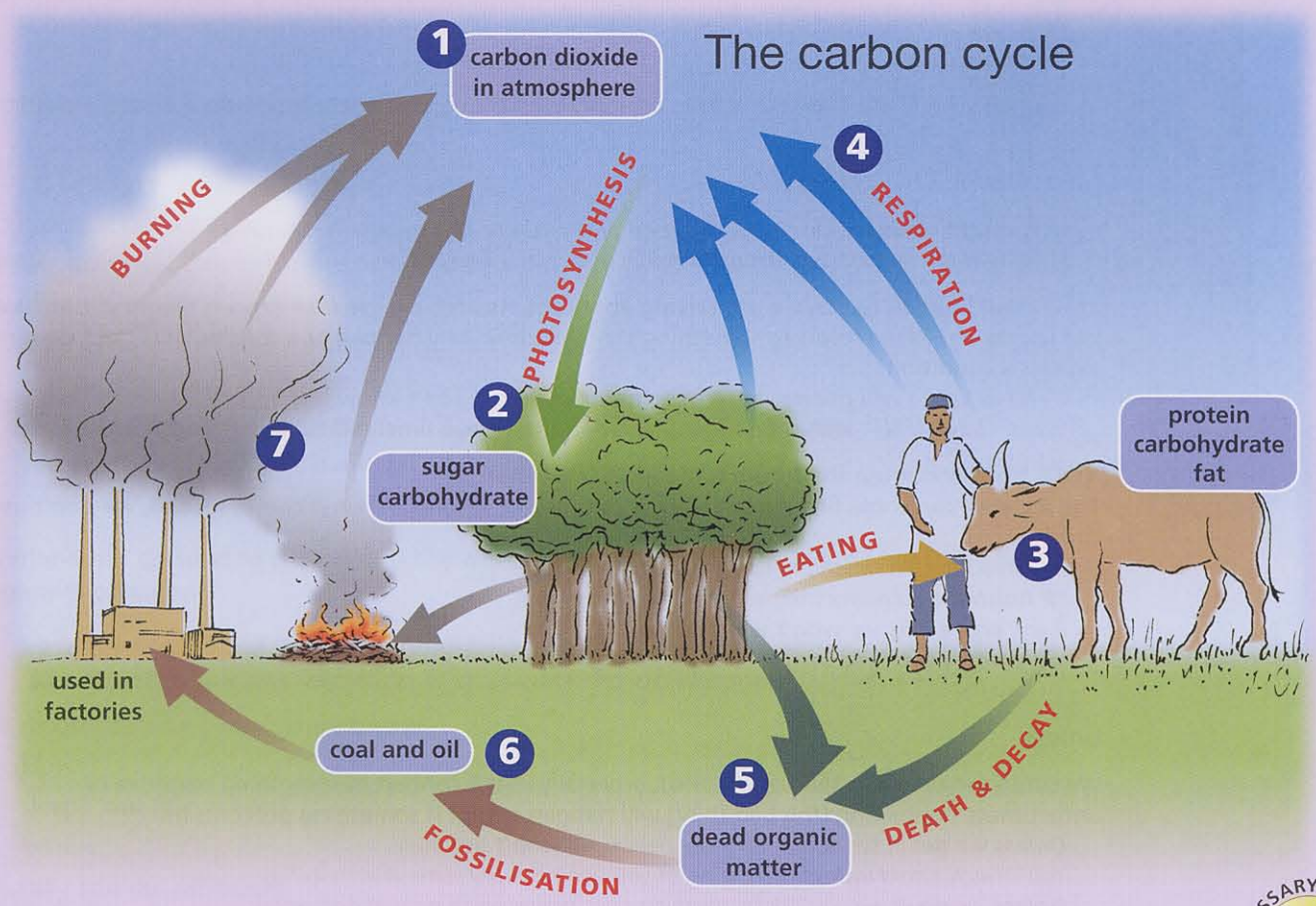
i The first IBM 'PC' / sell

GLOSSARY

6 Use the verbs below in the passive form to complete the text. The diagram will help you.

breathe burn ~~absorb~~ store convert release compress

1 Carbon exists in the atmosphere, mostly in the form of carbon dioxide gas.
2 Carbon dioxide gas **a** *is absorbed* by plants through their leaves. The carbon dioxide **b** ..... into carbohydrate that is stored in the plant.
3 People and animals eat plants. The carbon in the plants goes into the people. Some of the carbon is used to make up muscles and some **c** ..... as fat.
4 When animals breathe to produce energy, the carbon stored in fat reacts with oxygen to form carbon dioxide. This **d** ..... out and goes back into the atmosphere.
5 Plants and animals die. When this happens, the carbon goes into the ground.
6 Some of the dead plants and animals **e** ..... over millions of years to form coal and oil.
7 Plants such as trees and coal and oil **f** ..... as a fuel. When a fuel is burnt, it reacts with oxygen to produce carbon dioxide. This carbon dioxide **g** ..... back into the atmosphere.



GLOSSARY

EXTENSION ACTIVITY

Write five sentences in the passive which are true about your life or country.

26 conditionals (1)

FORM

Conditional sentences have two clauses (or parts): an *if* clause which expresses the condition, and a clause which expresses the consequence of that condition.

		condition	consequence
zero conditional	1	*If there **is** something good on,*	*I usually **stay** in and watch TV.*
	2	*If you **heat** water to 100°C,*	*it **boils**.*
		future condition	**future consequence**
first conditional	3	*If I **have** time,*	*I **will phone** you.*
	4	*If he **studies** hard,*	*he **will pass** the exam.*

USE

zero conditionals

Examples 1 and 2 are open or zero conditionals. We use the simple present for both the *if* clause and the consequence clause to refer to a situation that is always true.

first conditionals

In examples 3 and 4 we use *if* + simple present, even though we are talking about a future condition.

if or *when?*

In zero conditionals we can use *if* or *when* with little or no change in meaning.

***If** / **When** the temperature **drops** to below 0° C, water **freezes**.*

In first conditionals (when we are talking about the future), we use *if* to express the condition. We do not use *when*. *When* refers to something that will definitely happen at a specific time, and does not express a condition.

*If I **have** time, I **will phone** you.* (I may not have time, I don't know.)
*When I **have** time, I **will phone** you.* (I will definitely have time and I will definitely phone.)

NOTE You cannot use the future tense after *if* or *when*.
The *if* clause can come first (followed by a comma), or second. When *if* comes second, we don't use a comma.

*If I **have** time, **I'll finish** the homework this afternoon.*
*I'll finish the homework this afternoon if I **have** time.*
*If you **arrive** late, we **won't wait** for you.*
*We **won't wait** if you **arrive** late.*

unless

We often use *unless* instead of *if ... not*, especially in the context of something negative or unfortunate happening (the bad thing will happen except if something prevents it).

***Unless** we **get** (If we don't get) more petrol, we **won't get** there.*
*You'll catch a cold **unless** you put on (if you don't put on) some warm clothes.*
***Unless** we **do** (If we don't do) something now, global warming **will get** worse.*

You cannot use *unless* in questions.

*What **will** you **do** if you **don't pass** your exams?* NOT ~~*unless you pass your exams?*~~

1 Match the sentence beginnings **a** to **j** with endings **1** to **10**.

a If you cool water to zero degrees, it
b Most things expand
c When magnesium burns in oxygen,
d If *x* times *y* is six and *x* is three,
e If you touch a live wire,
f Green plants can't survive
g When a bicycle speeds up,
h If you put food in a fridge,
i If you rub a balloon with a cloth,
j If you fill a balloon with hydrogen,

1 it produces magnesium oxide.
2 it lasts longer.
3 forms ice.
4 you get static electricity.
5 you get an electric shock.
6 if you heat them.
7 it is more difficult to stop.
8 when there is no light.
9 then *y* is two.
10 it floats in the air.

2 Complete the sentences using the words in brackets.

a If you don't take an umbrella, you'll get wet.
..... (get wet)
b If you don't wear a coat, ...
..... (catch / cold)
c If he watches too much television, ...
..... (hurt / eyes)
d Unless you put on some sun cream, ...
..... (get sunburnt)
e I'll be angry .....
(you / scratch / car)
f We won't get tickets for the match unless .....
(buy / now)
g If he gives us any more work, ...
..... (not do it)
h Will you give John the message ..... ? (see / him)
i You can't go into the club unless ..... (be / member)

3 A friend has decided to cycle round the world. Write questions to ask him / her using the prompts provided.

a leave the bike / want to go shopping.
Where will you leave the bike if you want to go shopping ?
b repair the bike / something breaks
How ..... ?
c sleep / not find a hotel
Where ..... ?
d eat / run out of money
How ..... ?
e do / not stop raining
What ..... ?
f get home / steal / bike
How ..... ?

4 Complete the sentences using one of the verbs below in the correct tense. Use each verb once.

find get ~~do~~ take travel ~~finish~~ go stop enjoy have save visit not get

A What a *will you do* when you b *finish* the exams?

B I'm not sure. If I c ..... good enough results, I d ..... to university.

A Me too, but if I can, I e ..... a year off to work and then I f ..... for six months.

B Where to?

A That depends. If I g ..... enough money, I h ..... Australia and the Far East.

B Won't you find it difficult to study again if you i ..... for a year?

A I don't think so. I reckon I j ..... my studies more if I k ..... a break first.

B Anyway, unless you l ..... a job first, you won't have enough money to travel.

A I know. I'll start to look for work straight away when we finish here in June.

B Well, you might be lucky. Come on, unless we do some studying now, we m ..... places at university.

5 Complete the sentences using the conditional with *will*.

a You should work hard, or you won't pass the exam.
If you *study hard, you'll pass the exam.*

b You shouldn't speak to the teacher like that or you'll get into trouble.
If you .....

c Dave should go to football training tonight or he won't play on Saturday.
Unless Dave .....

d You should be careful who you give your e-mail address to, or you'll get a lot of spam.
If you .....

e You should go to bed early or you'll be tired tomorrow.
Unless you .....

f Sue should study something technical or she won't get a job when she leaves school.
Unless Sue .....

g You should fix your computer or you won't be able to use the Internet.
If you .....

h You shouldn't go out this weekend or you won't have time to study.
If you .....

i We should leave now or we'll miss the start of the film.
Unless we .....

6 Read the text and then complete the sentences using the prompts.

Global warming: what are the consequences?

What are the consequences of global warming? These are some predictions.

A rise of only a degree or two in the temperature of the planet will cause floods in many parts of the world. This is because the melting of the ice caps will cause a big rise in sea level. We will lose a lot of important farmland, and people will have to leave some of the world's biggest cities.

Some deserts are growing so fast that we can see and measure the changes. Some scientists believe this is because of human activity (mainly cutting down trees), but others think that it is an effect of global warming. Good agricultural land is being changed into desert.

Animals adapt to survive in the climate of the area where they live. If the climate changes, it will become too hot for some animals and too cold for others. Insects like mosquitoes will move to new areas and take malaria with them. Some crops won't grow and many people will starve.

Some scientists believe that nature will absorb the effects of greenhouse gases. For example, carbon dioxide dissolves easily in sea water. Shellfish use it to produce their shells. One theory is the shellfish will be able to absorb the extra carbon dioxide in the atmosphere.

Plants also absorb carbon dioxide. We know that the rainforests use carbon dioxide to photosynthesize and produce oxygen. This is why the rainforests are so important. If we don't protect them, the level of carbon dioxide will increase.

a If temperatures go up by a degree, the sea will flood many parts of the world.
b If the polar ice caps melt, the level .....
c We will lose a lot of farmland if the level .....
d If mosquitoes move to new areas, they .....
e Many people will starve if .....
f If there is extra carbon dioxide in sea water, shellfish .....
g The level of carbon dioxide will increase unless .....

GLOSSARY

EXTENSION ACTIVITY

Complete the sentences with your own words.

a If it rains this afternoon, ...
b If I get enough money, ...
c I have my hair cut if .....
e We put on warm clothes if .....
f Unless there is a problem, ...

27 conditionals (2)

FORM

	If + present	+ *will*
1	**If I have** enough money,	**I'll go** to Greece this summer.
	***If* + past**	**+ *would* + bare infinitive**
2	**If I had** enough money,	**I'd go** to Greece this summer.

USE

In example 1, the speaker thinks there is a real possibility of having enough money, so we use a first conditional (see unit 26). In sentence 2, the speaker doesn't think it's a real possibility. He is speculating. We use *If* + past, and *would* + bare infinitive to talk about imaginary present or future situations. This is sometimes called the second conditional. Look at these examples.

	imaginary present situation	**imaginary present consequence**
3	*If John **studied**,*	*he **would get** better marks at school.*
	imaginary future situation	**imaginary future consequence**
4	*If I **won** a big lottery prize,*	*I **would travel** around the world.*

In example 3, John doesn't study, and as a result he gets bad marks at school. The speaker is imagining the consequences of a different situation. In example 4, the speaker doesn't think winning a lottery prize is very likely. He is just dreaming.

Many languages have a subjunctive tense to express this idea. In English we use the past tense when we are talking about imaginary present or future situations. Here are some more examples.

5 *If he **were** / **was** a friend, I **would invite** him to the party this weekend.*
Not ~~If he would be a friend~~ Not ~~I will invite~~ ...
6 *What **would** you **do** if you **found** a wallet in the street?*
7 *We wouldn't be lost if we had a map.*
8 *If I **were** / **was** taller, I **would be** good at basketball.*

In examples 5 and 8 we can use *were* instead of *was*.
In examples 6 and 7 *if* comes in the middle of the sentence, so there in no comma.

first or second conditional?

The type of conditional we use depends on the attitude of the speaker. Is it a real possibility, or is it just an imaginary situation?

***If** an asteroid **hits** the earth, it **will cause** a new ice age.* (The speaker thinks this is likely.)
***If** an asteroid **hit** the earth, it **would cause** a new ice age.* (The speaker thinks this is unlikely.)

1 Put the verb in brackets into the correct form. Is it first or second conditional?

a If you (study) study hard, you will pass the exam. first

b If the factory shuts, over 100 people (lose) ..... their jobs. .....

c If he (give) ..... up smoking, he'd feel a lot better. .....

d If I sold my grandfather's watch, I (get) ..... a lot of money for it. .....

e Would Peter mind if I (borrow) ..... his bicycle? .....

f If you (go) ..... to live in a different country, would you e-mail me? .....

g He's useless at football. If he (be) ..... any good, he (be) ..... in the school team. .....

h Don't worry, your secret is safe. If I (see) ..... John today, I (not / tell) ..... him. .....

2 Respond to the sentences using the prompts. Decide if the situation is real or imaginary.

a Are you going to tell her about it? (If / tell / she / laugh at me)
No way. If I told her about it, she'd laugh at me.

b Do you think he is going to pass his driving test? (Unless / get nervous / not have / problems)
I think so. .....

c Are you going to invite Sarah to the party? (If / invite / Dave / have to invite Sarah too)
It depends. .....

d I've got a bad headache but we haven't got any aspirin. (If / take / aspirin / you / feel better)
Oh dear. .....

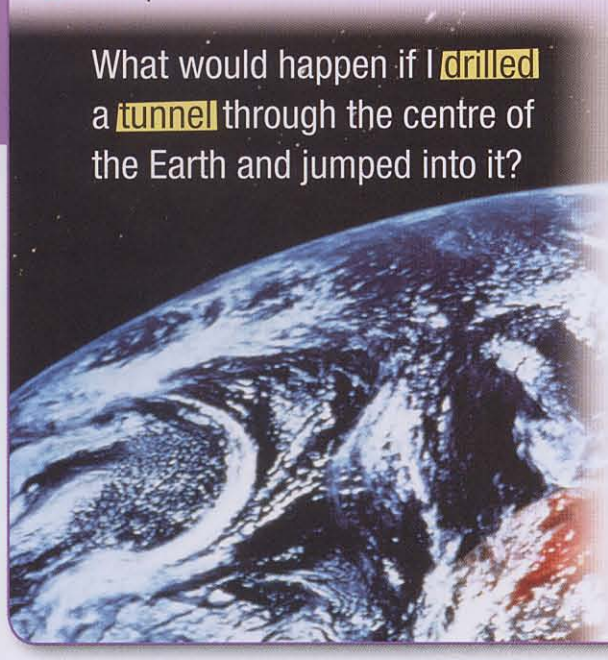
e He almost had an accident. (Unless / stop / drinking and driving / kill himself)
What, again? .....

f I haven't enough time to start a hobby. (If / have / time / start one)
.....

g Can you tell me the answer to question five? (If / know / answer / tell you)
No, I'm sorry. .....

science

3 Complete the text with the verb in brackets. Use *would* + bare infinitive or the past tense.



What would happen if I drilled a tunnel through the centre of the Earth and jumped into it?

It would be impossible to do this on Earth because it is too hot, but you could do it on the moon. Imagine a tunnel through the moon. If you
a (jump) jumped into the tunnel you
b (accelerate) ..... toward the centre at a very high speed because of gravity. Then you
c (go) ..... through the centre and start slowing down. Then, when you
d (reach) ..... the end of the tunnel on the other side of the moon, you
e (stop) ....., and then you
f (fall) ..... back down the tunnel in the other direction. You g (go) ..... backwards and forwards like this forever.

GLOSSARY

28 *used to*

FORM

used to + bare infinitive

She **used to be** a teacher.
They **didn't use** to like cooking.
Did you **use to** live in the country?

to be + used to + -ing

I**'m used to walking** to work.
We**'re not used to working** hard.
Are you **used to living** alone?

USE

We use *used to* + bare infinitive to talk about how things were different in the past. Sometimes we want to talk about habitual behaviour in the past and to contrast it with behaviour now, which is different in some way.

*Dave **used to play** rugby but now he plays football.*
*Do you like cycling? I **used to cycle** every day. I'd like to start again but I haven't got time.*

Sometimes we want to contrast past situations with present situations.

*Geoff **used to like** science subjects but now he wants to study languages.*
*My dad **used to have** an old Opel Astra but he's got a BMW now.*

We can always use the past simple instead of *used to*, but we cannot always use *used to* instead of the past simple. For example, *used to* does not refer to single past events.

*I **went** swimming last Saturday.* NOT ~~*I **used to go** swimming last Saturday.*~~

We form the negative and questions in the same way as regular verbs using *did* + *use to*, (NOT *did* + *used to*).

*I **didn't use to like** coffee but now I love it.* NOT ~~*didn't **used** to*~~
*Julian **didn't use to read** much, but Harry Potter changed his attitude.*
***Did** you **use to play** football or rugby at school?* NOT ~~*Did you **used** to*~~

We often say *never used to* instead of *didn't use to*.

*I **never used to like** tea, I always drank coffee.*
*You **never used to be** so bad-tempered.*

We can only use *used to* to talk about the past. For frequent actions and events in the present, we use the present simple + *usually*.

*Dominic **usually arrives** late to class.* NOT ~~*Dominic **uses to arrive** late to class.*~~

used to + -ing

There is a similar structure in English which is *to be used to* + *-ing* form. This structure means 'to be accustomed to doing something'.

*I **used to get up** early because I had to get to school at 08.00.*
(This was the situation before, I no longer have to get up early because I don't go to school.)
*I'm **used to getting** up early.* (I am accustomed to it because I've been doing it for some time.)
*Jane **isn't used to having** her evening meal so early.*
***Are** you **used to studying** after school?*
*We're all **used to doing** exams after doing so many.*

1 Make sentences with the prompts and *used to* or *didn't use to* about life in the USA.

One hundred years ago in the USA…

a … the average life expectancy was 47.
people / die earlier People used to die earlier.

b … only 14% of the homes had a bathtub.
houses / have baths .....

c … the maximum speed limit in most cities was 10 mph.
cars / go so fast .....

d … the average wage was $0.22 / hour.
workers / earn a lot less .....

e … more than 95% of all births happened at home.
women / have babies / in hospital .....

f … only six per cent of all Americans were high school graduates.
most teenagers / go / high school .....

g … marijuana, heroin and morphine were all available in shops.
be legal / buy addictive drugs .....

h … there were only about 230 reported murders in the entire US.
be / much less crime .....

2 Complete the dialogue with the verbs in the box and *used to* or *didn't use to*.

watch get ~~love~~ kiss work like pay go help

A Darling, do you love me?
B Yes, of course I do.
A Do you? I think you a used to love me, but I'm not sure that you do now.
B Why not?
A You b ..... me more attention.
B I still do.
A No you don't. You c ..... me and give me presents.
B Don't be ridiculous.
A You d ..... so much football. You
e ..... out with me.
B What are you talking about? I haven't changed.
A Yes, you have. You never f ..... angry like you are now.
B I'm not angry. In any case, you g ..... football.
A No, I didn't really. I just pretended I did.
B Did you?
A Yes, I did.
B Things are different now. We didn't have the children and I
h ..... so hard.
A That's another thing. You i ..... more with the housework.
Nowadays you don't do anything.

3 Read the situations and write sentences using the prompts and *be used to*.

a John works at night and sleeps during the day. It doesn't bother him. He's had this job for two years.
John / work / night John is used to working at night.

b Computers are common in schools these days and students do a lot of their work on them.
School students nowadays / work / computers .....

c I sit at this desk every day and I don't like having to sit at another desk.
I / sit / desk .....

d The children were born in a hot country so they don't mind the weather here.
They / live / hot country .....

e Our cat, Muxu, never goes outside. He never has so he doesn't know what it's like.
Muxu / live / flat .....

f With this new job I have to get up early and I find it difficult.
I / not / get up / early .....

g He hasn't lived in the country before and finds it too quiet.
He / not / live / country .....

h Dave and Sue have lived in Japan for ten years.
They / eat / rice / chopsticks .....

4 Complete the sentences with *used to* and *be used to* and the correct form of the verb in brackets.

a Helen lives in England so she (drive) is used to driving on the left.

b In Sweden they (drive) ..... on the left but now they drive on the right.

c I (sleep) ..... on a soft bed but my back hurt so I bought a harder one.

d He plays in a football team so he (train) .....

e He (play) ..... in a football team but now he plays basketball.

f Jake (like) ..... pizzas but now he won't eat them.

g People in the UK (have) ..... an early evening meal, but I'm not.

h Joel is a student so he (live) ..... on very little money.

i Matt is a baker so he (get) ..... up early in the morning.

j When I was little I (believe) ..... that all cats were female dogs.

5 Read the information about marriage in England and Wales.

Marriage and divorce in England and Wales

1 Since 1973, the number of marriages taking place in England and Wales has decreased. The highest number of marriages was in 1970 (almost 340,000) and has since fallen to less than half this number – 150,200 in 2002.

2 Compared to the past, people get married when they are older. The average age for first marriages in England and Wales in 2003 was 31 for men and 29 for women. This compares with 26 for men and 23 for women, 40 years earlier.

3 One explanation for this is an increase in the number of people who live together without getting married. There are also other factors. Nowadays, for example, more young people (especially women) continue their education after school and go on to higher education and university.

4 The number of couples who get divorced has gone up a lot. In 1961, there were 27,200 divorces. By 1969 the figure was 55,600. The number of divorces then doubled again by 1972, to 124,600.

5 Over the last ten years, the average age for divorce in England and Wales has risen from 39 to 42 for men, and from 36 to 40 for women.

Complete the sentences with the phrases in the box. Which paragraph does each sentence summarise? Write the number.

~~used to get~~ didn't use to be used to be didn't use to go
used to be didn't use to live used to marry

a More people *used to get* married in the UK than at present. 1
b In England and Wales there ..... more marriages than there are now. .....
c People ..... together before getting married. .....
d In general, women ..... to university. .....
e Divorce ..... so common. .....
f People ..... earlier in life. .....
g The average age for divorce ..... lower. .....

GLOSSARY

6 Correct the sentences. All of them have one mistake.

a I ~~use~~ to do more sport. *I used to do more sport.*
b We didn't used to have so much work. .....
c Did you use be so good at swimming? .....
d Where did you used to live? .....
e He isn't used to work hard. .....
f He used to working hard. .....
g Are you use to getting up early? .....
h People didn't use to living so long. .....

EXTENSION ACTIVITY

Write down

a three things that you used to do, but now don't.
b three things that you are used to doing.

29 *like*

FORM

like + noun / _-ing_ form

She **likes** reading.
I **don't like** spiders.
Do you **like** coffee?

would like +noun / _to_-infinitive

The children **would like** some ice-cream.
I **wouldn't like** a drink.
Would you **like** to see a film?

like + _to_-infinitive

I **like to go** running before breakfast.
She **doesn't like to go** to bed late.
Do you **like to get** up early?

USE

like as a verb

We use *like* with things and people.
*I **like** Ann and she **likes** me. All children **like** ice cream.*

We use *like* with the *-ing* form to say that we find certain activities enjoyable.
*We **like going** out at the weekend. Helen **likes meeting** new people.*

We use *like* with *to*-infinitive to say that we think it's a good idea to do something and make a habit of it.
*I **like to get** some exercise at least three times a week. We **like to have** a good breakfast.*

We use *would* + *like* to ask for something. Compare:
*I'**d like** a coffee, please.* (= I want one now) *and I **like** coffee.* (a general preference)
***Would** you **like** to come round for dinner tomorrow? Yes, I'**d like** that.*

like as a preposition

We use *like* as a preposition to say things are similar.
*Bob is **like** his brother. They're both good at football.*
*The kangaroo is a marsupial **like** the koala or the wallaby.*

We use *like* after the verb *look* to say things have a similar appearance.
*The dolphin **looks like** a fish but in fact it's a mammal.*
*Joe **looked like** his father. They both had red hair.*

If we want someone to describe a person or thing we can ask *What is / are / was / were ..... like?*
***What** was the exam **like**? Fine. I think I did OK.*
***What** was your holiday **like**? Not very good. The hotel was very noisy.*

We use *What does ..... look like?* when we are asking about someone's appearance. Compare:
*What **does** Dave **look like**? He's tall and thin, and he wears glasses.*
*What **is** Dave **like**? He's always very cheerful; you'll like him.*

Note that we use *How is .....?* when we are asking about someone's health.
"How is Dave?" "He's very well, thanks."

like and *as*

Like and *as* are easily confused. We use *as*, not *like*, to say what job a person has, or what function something has.
*He worked **as** a gardener while he was studying for his degree.* NOT ~~**like** a gardener~~.
*You can use a computer **as** a television if you have the right hardware.*

1 A friend is on a student exchange in the USA. Ask questions about life there.

a the food What's the food like ?
b the school ?
c the cities ?
d the other students ?
e the cars ?
f the TV ?

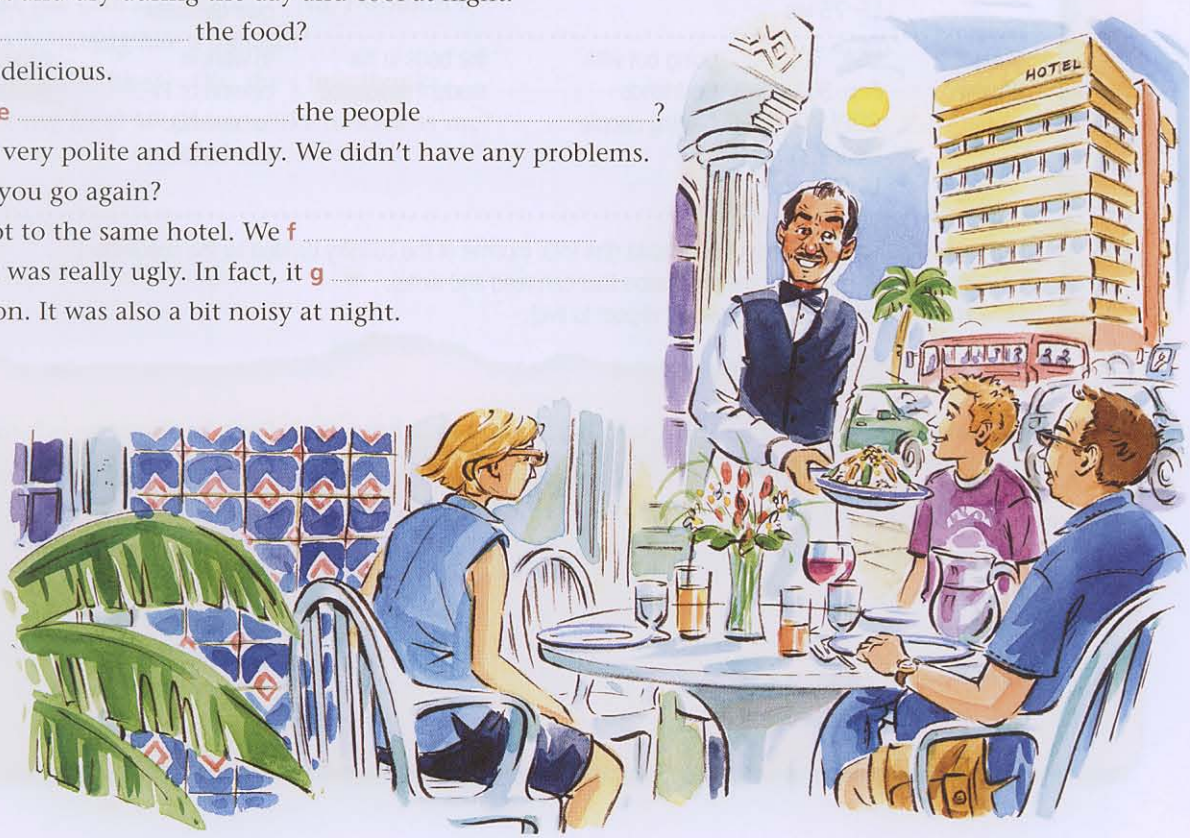
2 Match the questions **a** to **h** to the answers **1** to **8**.

a Do you like ice cream?
b Would you like some ice cream?
c What does your brother look like?
d What is your brother like?
e What was your weekend like?
f What would you like to do this weekend?
g How often does she like to see you?
h Do you like travelling?

1 I don't know. Go out with my friends I suppose.
2 Yes, I do, especially vanilla flavour.
3 Every week.
4 He's not very tall, has blonde hair and wears glasses.
5 Yes please. Just some of the strawberry.
6 Not much. I find it tiring.
7 Not very interesting. I didn't go out at all.
8 He's very bad-tempered most of the time.

3 Complete the dialogue with phrases using *like*.

A Hello Jim. a Would you like something to drink?
B Oh, thanks. b a coke, please. So, how was your holiday?
A It was great. We had a really good time.
B Where did you go this time?
A Tunis. It's very interesting and really cheap.
B What c the weather ? It's been awful here.
A Perfect. Hot and dry during the day and cool at night.
B d the food?
A Yes, it was delicious.
B And what e the people ?
A They were very polite and friendly. We didn't have any problems.
B So, would you go again?
A Yes, but not to the same hotel. We f it much. It was really ugly. In fact, it g a bus station. It was also a bit noisy at night.



The world at eighteen

What is life like for young people in today's world? We asked 18-year-olds in different countries about their likes, dislikes, problems and hopes for the future.

	from	likes	dislikes	hopes	background
Petra Joeni	Holland Pop: 16,5 m GDP: $32,000 Lit: 99% LE: 79 yrs	sailing travelling	religion politics	to be a designer and have her own company	lives in a nice house has holidays abroad
Agnes Ngilu	Kenya Pop: 36 m GDP: $1,200 Lit: 85% LE: 55 yrs	her house football players pop groups	having to walk five minutes to get to a bathroom	to be a hairdresser to get married to a nice man	lives in a hut no money for studies
Marcella Morelli	Argentina Pop: 40 m GDP: $15,200 Lit: 97% LE: 76 yrs	the country open air life reading & music	the city alcohol smoking	to study biology or geology	mother doesn't work father has a business
Chow Yuan	China Pop: 1,300 m GDP: $7,700 Lit: 91% LE: 73 yrs	basketball	speeches about discipline from director of school	to be able to vote to design computer games	lives in small house but has own room
Stefan Kisielewski	Poland Pop: 38,5 m GDP: $14,300 Lit: 99% LE: 75 yrs	being with friends cinema meeting people from other countries	wars, taxes and unemployment	to go to university to study business to have his own business	father engineer with own business last holiday in Greece
Mark Warner	USA Pop: 301 m GDP: $44,000 Lit: 99% LE: 78 yrs	going out with his friends helping people	the beds in his student residence	to work in cinema or TV to have his own business	rich parents studies cinema

GDP = Gross Domestic Product per capita (the total income of the country divided by the population).
Lit = literacy (percentage of the population that can read and write).
LE = life expectancy (how long people expect to live).

4 A magazine asked young people in different counties about their lives. Look at the information and answer the questions.

a What doesn't Petra like? She doesn't like politics and religion.
b What would Petra like to do in life? .....
c What is Agnes' life like? .....
d What does Marcela like doing? .....
e What doesn't Stefan like? .....
f What is Chow's house like? .....

GLOSSARY

5 Look at the information again and write questions for the answers.

a What does Eva like ? She likes sailing and travelling.

b ..... ? She doesn't like having to walk five minutes to get to a bathroom.

c ..... ? He wants to study at university and have his own business.

d ..... ? Not bad. Her father has a business so they have quite a good standard of living.

e ..... ? He'd like to able to vote in free elections.

f ..... ? He likes going out with his friends and helping people.

g ..... ? It has an enormous population and the people don't earn a lot of money.

h ..... ? A hairdresser.

6 If necessary, correct the sentences below. Tick (✓) the ones which are correct.

a Would you like to go out tonight? ✓

b Would you like a sandwich? ~ ~~Yes, I do~~. Thanks. Yes, I would.

c How is Daniel? Oh, he's one of the ugliest people I know. .....

d Nowadays you can use most mobile phones like a camera. .....

e I've been working as a waiter to earn some money. .....

f This weekend I like to see some friends. .....

g I like a hamburger and chips, please. .....

h Did you like the film last night? No, I wouldn't. .....

i He's always behaving like a dictator. .....

j What is your sister like? Oh, she's fine thanks. .....

k Do you like my face? Would you like to look as me? .....

EXTENSION ACTIVITY

Complete the sentences so they are true for you.

a Right now I'd like .....

b I like ..... but I don't have enough time to do it.

c In my family, I am most like .....

d Some people say I look like .....

e I like ..... because I think it's healthy.

30 purpose

FORM

I stayed at home	***to** rest.*
	***for** a rest.*
	***in order to** rest.*
	***so (that) I could** rest.*
	***because I wanted to** rest.*

USE

There are different ways to express the purpose of an action or the reason why we do things.

to-infinitive

*I went to the shop **to buy** some food.* NOT ~~*for buying some food*~~.
*My tutor called my parents **to discuss** my marks.* NOT ~~*for discussing my marks*~~.

for + noun

Compare these two sentences:
*Dave went to the shop **to buy** some bread.*
*Dave went to the shop **for** some bread.*

in order to

We normally prefer to use *in order to* + bare infinitive instead of the *to*-infinitive

- when we want to be more formal.
  *The scientists did the experiment **in order to** test the new drug.*
  ***In order to** avoid any problems please install the anti-virus program.*
- before verbs which indicate states (not actions) like *know, seem, appear, understand, have*, etc.
  *She is saving all her pocket money **in order to** have enough to go on holiday.*
  ***In order to** understand this exercise, you need to pay close attention.*

When the purpose is to avoid doing something, we have to use *in order not to* – *not to* is not possible.
In order not to** upset you I didn't say anything about the accident.* NOT ~~Not to** upset you*~~.
*We're going to leave now **in order not** to be late.* NOT ~~*leave now **not to** be late*~~.

so (that)

So (that) is a less formal way of saying 'in order (not) to'. We use *so* (*that* is optional)

- with the negative forms *don't, doesn't* (purpose in the present or future), *won't* (purpose in the future) and *wouldn't* (for purpose in the past) where the purpose of an action is to avoid something.
  *He's going to take a map **so he won't** / **doesn't get** lost.* (... in order not to get lost.)
  *You should drive slowly **so you don't have** an accident.* (... in order not to have an accident.)
  *We left early **so we wouldn't arrive** late.* (... in order not to arrive late.)
- with *can* (purpose in the present or future) or *could* (purpose in the past).
  *I'm learning to type **so I can** write my assignments faster.* (... in order to write ...)
  *He's doing the work now **so he'll be** free at the weekend.* (... in order to be ...)
  *Jane stayed behind after the class **so she could** talk to the teacher.* (... in order to talk ...)

We also use *so (that)* when one person does something to make it possible for another to do something else. NOTE We can't use *in order to* in this situation.
***He** sent me an e-mail **so I knew** what time he was arriving.* NOT ~~*in order I knew*~~ ...
***She** wears dark glasses **so nobody recognizes** her in the street.*

1 Complete the sentence beginnings with the endings below and *for* or *to*-infinitive.

~~send and receive e-mails~~
table reservations
test the theory
an eye test
pass the exam
healthy growth
lunch
check the time of the flight
dangerous experiments
open the door
keep awake

a He needs a computer to send and receive e-mails.
b You can use the restaurant's web page .....
c They did an experiment .....
d You should go to an optician .....
e You need to study hard .....
f Children should have a balanced diet .....
g I went to a café .....
.....
h She rang the airport .....
.....
i We wear these special glasses .....
.....
j He needed the key .....
.....
k I only drink coffee .....
.....

2 Rewrite each sentence with the words in brackets so it means the same.

a He took an umbrella in order not to get wet. (so that)
He took an umbrella so that he wouldn't get wet.
b I shouted because I wanted someone to help me. (so that)
.....
c We advise passengers to arrive an hour before departure so we can avoid delays. (in order)
.....
d You should book your seats well in advance in order not to be disappointed. (so that)
.....
e He's training hard in order to get fit. (because)
.....
f She gave me her phone number because she wanted me to call her. (so that)
.....
g I'm going home early in order to study. (so that)
.....
h He carefully wrote the message down so he wouldn't forget it. (in order)
.....
i I'm leaving now because I don't want to miss the train. (so)
.....
j She's studying because she wants to be a doctor. (to)
.....

31 defining relative clauses

FORM

	People	Things
relative pronoun + verb	*who, that* *The student* ***who had the key*** *arrived late.* *The scientist* ***that discovered radium*** *was a woman.*	*which, that* *We did an experiment* ***which showed the density of gases.*** *The elephant is an animal* ***that lives in hot countries****.*
relative pronoun + pronoun / noun + verb	*who, that, --* *The maths teacher* ***who we had last year*** *was very strict.* *He is the best footballer* ***that I have ever seen****.* *The man* ***the police arrested*** *was innocent.*	*which, that, --* *The film* ***which I saw last night*** *was great.* *Where is the pen* ***that I left on the table****?* *Has anyone seen the magazine* ***I was reading****?*

USE

Defining relative clauses describe or identify the people or things we are talking about. For this reason they are also known as adjective clauses.

A man and a woman are talking to each other in a restaurant. Who are they?

The woman ***who is talking to the man*** *is the manager.*
The woman ***who* the man is talking to*** *is the manager.*
The customer is the man ***who is talking to the woman.***
The customer is the man ***who* the woman is talking to.***

The clauses **in bold** indicate which woman and man we are referring to.

* When the relative pronoun refers to the object of the adjective clause we often leave it out in spoken English. We can say:

The woman ***the man is talking to*** *is the manager.*
The customer is the man ***the woman is talking to****.*

We normally use *who, which* and *that* as relative pronouns.

We also use *whose, where* and *when* with defining relative clauses.

- We use *whose* to show that something belongs to someone or something.
  There's the man ***whose car they damaged****.*
  (There's the man. They damaged ***his*** *car.)*
  I've found a plant ***whose flowers are yellow****.*
  (I've found a plant. ***Its*** *flowers are yellow.)*
- *Where* refers to a place.
  We went to a campsite ***where we stayed ten years ago****.*
  (We went to a campsite. We stayed ***there*** *ten years ago.)*
- We use *when* to refer to a time.
  Is there a time ***(when) we can talk about this****?*
  I'll never forget the day ***(when) I met you****.*
  I remember the holiday ***when we went to Greece****.*

We can omit *when* after words which refer to time – *the time, the day, the week*, etc.

1 Underline all the defining relative clauses in the sentences, including those that do not have a relative pronoun.

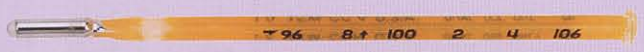
a Technology is something that we use every day.
b The food that we eat, the places where we live, the clothes we wear are all things that technology helps us with.
c The book you are using now was made with technology.
d The mobile phone you have in your pocket is a piece of technology.
e The house where you live is full of technology: washing machines, TVs, DVD players.
f Scientists who work for big companies are busy making new products all the time.
g A person whose job is to design new products is called a 'product developer'.
h Technology that was once very fashionable becomes out-of-date very quickly.
i For example, CDs that used to be very modern are now old-fashioned because everyone wants mp3 players.
j To be environmentally friendly, only buy products that can be recycled.

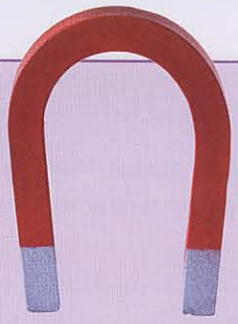
2 Complete the sentences with *who, which, whose* or *where*.

a A person who doesn't have a mobile phone is hard to contact.
b An mp3 player ..... has a 40GB memory is more expensive than one with a 20GB memory.
c E-mails ..... advertise things are called 'spam'.
d A subject ..... you might like is Information Technology.
e Someone ..... is scared of technology is called a 'technophobe'.
f A place ..... you can get cheap technology is the Internet.
g A person ..... e-mail account is full won't be able to send or receive any e-mails.
h Airports are ..... you can buy new electronic products without paying tax.

3 Put the words in the correct order to complete the sentence.

a night was great the we went to last film see
The film we went to see last night was great.
b dad the works going to close company is my for down
The .....
c picture you looking I are painted the at
I .....
d accident about you Peter had told the me
Peter .....
e spoke is the man my to you uncle
The .....
f family the staying she Jane is likes with
Jane .....
g hotel you what the is the name at of stayed?
What .....
h classroom they painting the study in we are
They .....





4 Match **a** to **m** with **1** to **13**, and complete with *who, which* or *where*.

a	Photosynthesis is a process...	1	..... every living cell inherits.
b	Magnetism is a force...	2	..... attracts objects containing iron.
c	Gravity is a force...	3	..... studies space.
d	DNA is a material...	4	which plants use to make food.
e	Haemoglobin is a protein ...	5	..... easily explodes.
f	A thermometer is an instrument...	6	..... we use to measure temperature.
g	An astronomer is someone...	7	..... we do scientific experiments.
h	An astrologer is someone...	8	..... predicts the weather.
i	A meteorologist is someone...	9	..... carries the oxygen in our blood.
j	A telescope is a thing...	10	..... attracts bodies with mass.
k	A microscope is a thing...	11	..... we use to look at very small things.
l	A laboratory is a place...	12	..... we use to look at the stars.
m	Hydrogen is a gas...	13	..... predicts the future.

GLOSSARY

5 Combine the phrases to make one sentence. Make the information in italics the adjective clause.

a I have a friend. *He speaks four languages.*
I have a friend who speaks four languages.

b An American girl is staying with us. *We met her last year.*
The American girl who we met last year is staying with us.

c We have a teacher. *She comes from Australia.*
.....

d A girl lent me a book. *I sat next to her.*
.....

e There were three people at the party. *They knew me.*
.....

f We lost the match. *We played it on Saturday.*
.....

g Has anyone seen the paper? *I had it a minute ago.*
.....

h I didn't accept the money. *He offered it to me.*
.....

i What did you think of the film? *It was on TV last night.*
.....

j The teacher was a substitute. *She gave our class today.*
.....

k I have read the book. *John was talking about it.*
.....

l He's a friend. *I've known him for years.*
.....

6 Complete the gaps in the descriptions with *who, which, whose* or *when*. Then put the name of the invention in the box which corresponds to each description.

electricity microchip sliced bread penicillin glasses Velcro
~~the printing press~~ steel the Internet the sextant paper the bicycle

a This is a machine ...which... is used for making books, magazines and newspapers.
...the printing press...

b Most people ..... study use this to get information and communicate with their friends. .....

c When you flip the switch ..... turns on the lights this makes it possible.

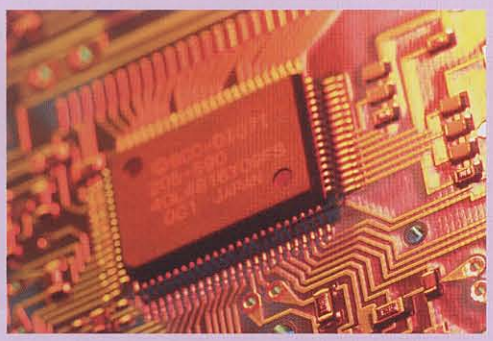
.....

d A small piece of silicon ..... makes the computer work.

.....

e This is a useful invention for a person ..... wants to make a sandwich but doesn't have a knife. .....

f Fleming was a scientist ..... discovery has saved millions of lives. This is the name of it. .....



g The page .....you are looking at now is made of this. .....

h This is an important invention for people ..... eyesight is not very good.

.....

i A machine ..... many people say is the most efficient form of transport.

.....

j The town ..... you live is full of buildings and objects made of this material.

.....

k There are many sailors and explorers in history ..... success depended on this device.

.....

l There are times ..... this invention is the best way to hold things together. .....

GLOSSARY

EXTENSION ACTIVITY

Translate these sentences into your own language.

a That is the worst joke I've ever heard.
b He's the man whose dog attacked the child.
c This is a picture of the hotel where we stayed on holiday.
d The girl talking to the boy is my best friend.
e The student who invented the machine is now a millionaire.

32 reported speech (1)

FORM

If the reporting verb is in the past (eg *said, told*), present tenses in the words spoken become past tenses when reported.

	Direct Speech	Reported Speech
present → past	*I **love** spaghetti.*	*He said that he **loved** spaghetti.*
	*John **doesn't like** the new film.*	*She told us that John **didn't like** the new film.*
	*I'**m** quite happy.*	*She said she **was** quite happy.*
	*The school **isn't** very good.*	*He said that the school **wasn't** very good.*
	*We **are studying** Spanish.*	*John said they **were studying** Spanish.*

Here are some other changes in verbs.

can → could	*I **can** drive.*	*Lenny said he **could** drive.*
will → would	*I'**ll** phone later.*	*She said she **would** phone later.*
have → had	*We **have finished** the exercise.*	*John said they **had finished** the exercise.*
must / have to → had to	*I **must go** to the dentist.*	*He said he **had to go** to the dentist.*
	*We **have to go**.*	*She said that they **had to go**.*

Some modal verbs do not change.

should → should	*You **should see** a doctor.*	*He told me I **should see** a doctor.*
would → would	*I **would like** a cup of tea.*	*She said that she **would like** a cup of tea.*
could → could	*We **could take** the train or bus.*	*He said they **could take** the train or bus.*

In reported speech it is normally necessary to make changes to pronouns.

I → he / she	***I** like fish.*	*Peter said that **he** liked fish.*
my → his / her etc	*It is **my** book.*	*Jane told us that it was **her** book.*

Adverbs of time and place also often change.

here → there	*I don't like it **here**.*	*Paul said he didn't like it **there**.*
now → then	*We'll see you **now**.*	*They said they would see me **then**.*
today → that day	*We've worked hard **today**.*	*She said they'd worked hard **that day**.*
etc		

USE

There are two ways of reporting what people say.

1 *John said "This book is very interesting."*
2 *John said (that) the book was very interesting.*

We can repeat the actual words spoken in quotation marks (" "), as in sentence 1, or use reported speech as in sentence 2. When we use reported speech, the pronouns, tenses and adverbs of time and place may all change.

Say and *tell* are the most common reporting verbs. There is an important difference.
Tell is always followed by a direct object: tell + someone (that) + reported statement.
*He told **her** that he was tired.* NOT ~~*He told that he was tired.*~~

Say is not followed by a direct object: say (that) + reported statement.
*He **said** he was tired. He **said to me** he was tired.* NOT ~~*He **said me** that he was tired.*~~

1 Complete the sentences with *said* or *told*.

a The new student ...said... history was his favourite subject.
b The teacher ..... us that sand was used to make glass.
c Scientists have ..... we shouldn't use so much energy.
d He ..... me that Athens was the capital of Greece.
e Martina ..... she didn't like maths.
f Jacob ..... his friend that he wanted to go to the library.
g My parents ..... me that I couldn't go to the party.
h She ..... pi was 3.14.
i Joaquin ..... him it was his birthday that day.
j He ..... there were eight planets, not nine.

2 Complete the sentences from Exercise 1 in direct speech.

a "My favourite subject ...is..... History."
b "Sand ..... to make glass."
c "You ..... so much energy."
d "Athens ..... of Greece."
e "I ..... maths."
f "I ..... to the library."
g "You ..... to the party."
h "Pi ..... 3.14."
i "It ..... today."
j "There ....., not nine."

3 Rewrite these statements as reported speech. Make all necessary changes.

a "I'll see Sally this week."
He said ...he would see Sally that week.....
b "I work for a travel agency."
She said .....
c "You'll have an exam tomorrow."
The teacher told us .....
d "I think the film is brilliant."
John said .....
e "I can't go to the party tonight."
She said .....
f "I don't think it's a very good idea."
He told us .....
g "I'm thinking of going to England this summer."
She said .....
h "I have my car here, so I can give you a lift."
She told him .....

33 reported speech (2)

In Unit 32 we looked at ways of reporting statements using *say* or *tell*.

"I am tired." → *John **said** that he was tired.*
"I know the answer." → *Jan **told** me that she knew the answer.*
"I won't see you tomorrow." → *Dave **said** he wouldn't see me the next day.*
"We don't like the book." → *The students **said** they didn't like the book.*

We can report a question using the verbs *ask* or *want to know*.

*He **wanted to know** how John was feeling.*
*She **wanted to know** who knew the answer.*
*I **asked** her if I would see her tomorrow.*
*The teacher **asked** them if they liked the book.*

When we report a question there are some changes which are the same as for reported statements.

- changing of the person eg *I* → *He*
- change of tenses eg present tense → past tense
- changing of expressions of time eg *yesterday* → *the day before*

In reported questions there are some other changes. In reported questions

- we use the same word order as for a statement (subject – verb).
  *How **are you**? They asked me how **I was**.*
  *How long **are you staying** here? He asked me how long **I was staying** there.*

- we do not use the auxiliaries *do / does / did* or a question mark (?).
  *Where **do** you **live**? He asked me where **I lived**.*
  *NOT ~~He asked me where **I did live**~~.*
  *What time **do** you **get up**? She wanted to know what time **I get up**.*
  *NOT ~~She wanted to know what time **I do get up**~~.*

- with *yes / no* answers there is no question word (*why, what, when*, etc) so we use *if* or *whether*.
  ***Are you** tired? He asked **whether I was** tired.*
  ***Will you be** at the party? She wanted to know **if he would be** at the party.*

1 Complete the sentences to report the questions.

a "What are you doing?" She asked him what he was doing.
b "Do you want to go to the cinema?" They asked him .....
c "Where is the nearest bank?" He wanted to know .....
d "Can I borrow your bicycle?" She asked me .....
e "Do you have anything to declare?" The customs officer asked him .....
f "What is Jim doing here?" He asked me .....
g "Where are you going on holiday?" She asked them .....
h "Do you ever go abroad?" We asked them .....

2 A student has a meeting with his tutor. Put the dialogue in order.

TUTOR: Good morning Blakemore. Now, do you have your homework with you?
1 STUDENT: Err ..... No, I don't but I can explain why.
..... STUDENT: Yes sir. I'll make a special effort to catch up with my work.
9 STUDENT: Thank you sir. Goodbye.
..... STUDENT: I know sir, but the final is on Friday.
..... STUDENT: I'm very busy this week because the football team is training every night.
..... TUTOR: Well, I'm sorry but your schoolwork is more important.
2 TUTOR: Oh dear. What is the excuse?
..... TUTOR: I understand but this year is very important for your future.
..... TUTOR: Very well. You can give me your homework next week.

3 Now complete the gaps to report the conversation.

BROWN: How did it go with the tutor last week?
SMITH: Not very well. He asked me a if I had my homework and I had to tell him b ..... Then he asked me c .....
BROWN: What did you say?
SMITH: I said d ..... because .....
BROWN: How did he react?
SMITH: He told me that e ..... but ..... I said f ..... but .....
BROWN: And what did he say to that?
SMITH: Well, he said g ..... but .....
BROWN: He always says that.
SMITH: Yeah, so I said h .....
BROWN: Did he believe that?
SMITH: Yeah, he said i ..... next week.
BROWN: So you got away with it. That was lucky.

34 infinitive or *-ing* form?

verb + *to*-infinitive

We usually use *to*-infinitive after verbs which express plans, decisions, expectations and commitments (ideas about actions which follow).

arrange	forget	learn	plan	ask	help	manage	promise
decide	hope	offer	refuse	expect	intend	prepare	want

*He **asked to leave** the class early. We are **learning to use** a new program.*
*My brother **promised to help** me with my homework.*

Other verbs which take *to*-infinitive are those connected with the idea of making people think something: *pretend, appear* and *seem*.

verb + *-ing* form (gerund)

We use an *-ing* form after some common verbs.

avoid	feel like	mind*	risk	delay	give up	miss	spend time / money
dislike	practise	suggest	enjoy	keep	put off	understand	

*Please **avoid arriving** late for class tomorrow. My tutor **suggested revising** for the exam.*
*How much time do you **spend watching** TV every day?*

(*) We use *mind* in questions and negative sentences.
*Did he **mind lending** you his notes?*
*I don't **mind being** alone when I'm busy.*

verb + *to*-infinitive or *-ing* form: little or no change in meaning

After *like, love, hate, prefer, start, intend, begin, continue* and *prefer* we can use either the *to*-infinitive or the *-ing* form with little or no change in meaning.
*He **started to play** / **playing** the piano when he was four.*
*Why do you **continue to behave** / **behaving** in this way?*
*I **like to get** / **getting** up early in the morning.*

Note: After *would like, would prefer, would love*, and *would hate* we use the *to*-infinitive.
*I'd **love to go** the party. I'd **hate to fail** the exam. **Would you like to have** a coffee?*

verb + *to*-infinitive or *-ing* form: different meanings

After other verbs (such as *like, try, remember, forget, stop*) you can use a *to*-infinitive or an *-ing* form, but the meaning changes.
*I **remembered to buy** a pen on the way to school.* (I didn't forget to buy it.)
*I **remember locking** the door when I left home.* (I know I locked it.)
*He **stopped having** lunch at school.* (Now he has lunch at home.)
*At twelve we **stopped to have** lunch.* (The reason for stopping was to have lunch.)
*We **tried to call** you but your mobile was off.* (We made an attempt to call you.)
*The scientist **tried using** different materials but none worked.* (He did experiments with different materials to get a result.)

1 Underline the correct form.

a They expect you *to work* / *working* hard all year.
b We decided *to go* / *going* into town in the afternoon.
c Jane enjoys *to write* / *writing* poetry.
d They seem *to be* / *being* very kind.
e He enjoys *to go* / *going* cycling at the weekend.
f We hope *to see* / *seeing* you again soon.
g I can't imagine your mum *to get* / *getting* angry.
h His parents agreed *to let* / *letting* him stay out late.
i Laura should stop *to smoke* / *smoking*.
j He wants *to buy* / *buying* a new computer game.
k Jenny practises *to play* / *playing* the piano every day.
l Would you mind *to pay* / *paying* for my lunch?
m Please avoid *to make* / *making* silly mistakes in this exercise.
n It is not worth *to worry* / *worrying* about.
o I suggested *to go* / *going* out for a walk.

2 Complete the sentence with the *to*-infinitive or *–ing* form of the verb in brackets.

a I prefer to play music than to listen to it. (play)
b I prefer ..... music to listening to it. (play)
c Do you remember ..... him the key? (give)
d Did you remember ..... him the key? (give)
e You should stop ..... chocolate – it's bad for you. (eat)
f You should stop ..... something – you need energy. (eat)
g I'll never forget ..... my first computer. (buy)
h Don't forget ..... some bread on your way home. (buy)

3 Complete the sentences using the words in the box.

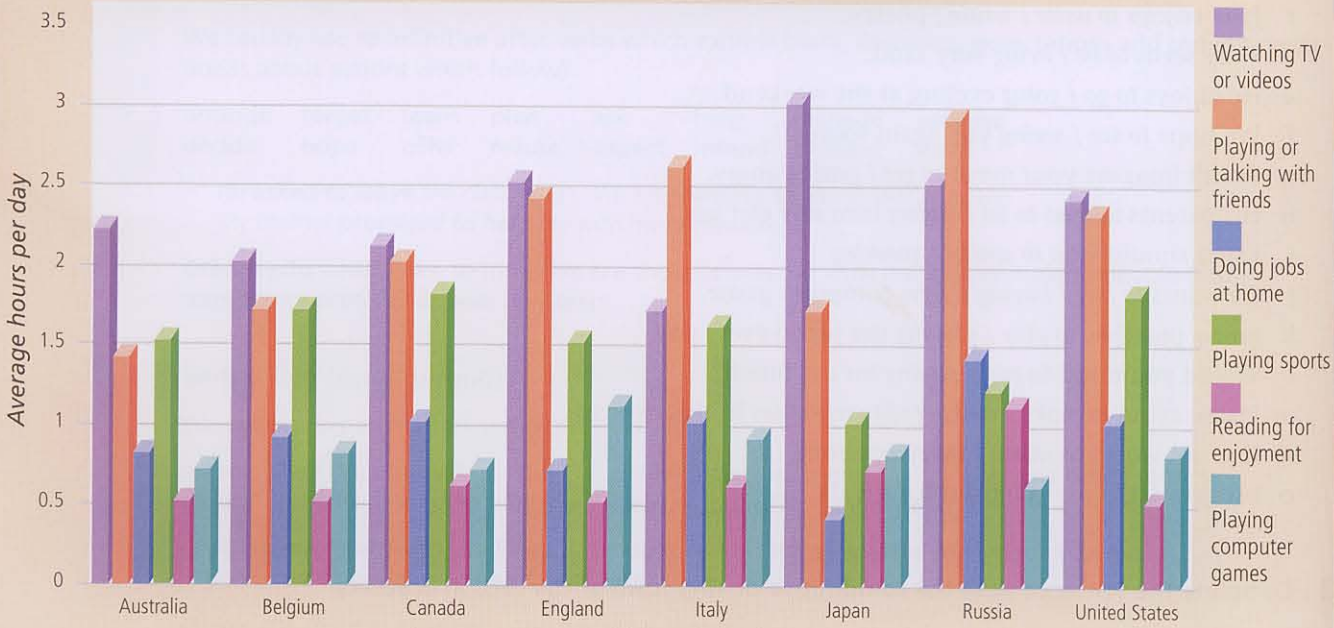
~~mind~~ offered like remember intend learn planning stop regret

a Would you mind closing the window? It's cold.
b I'd ..... to speak to Mr Davis, please. Is he there?
c They ..... to build houses on the school playing fields.
d She doesn't ..... telling him about the party.
e When I'm 18 I'll buy a car and ..... to drive.
f He's ..... to go to university when he leaves.
g I really ..... buying this computer – it's useless.
h ..... making that noise! It's really irritating.
i He ..... to help her but she said no.

social studies

4 Study the chart which compares how students in different countries use their leisure time.

Hours per week spent on leisure activities by eighth grade students



Use the information given in the chart to complete the sentences.

a Students in nearly every country except Italy and Russia enjoy watching TV or videos more than anything else.

b Students in Italy and Russia prefer ..... than any other activity.

c In most countries students like ..... . In six out of eight they spend more than 1.5 hours a week on it.

d Everybody avoids ..... . Russia is the only country where students dedicate more time to this than to sport.

e Students around the world apparently dislike ..... . In every country except Russia it accounts for less than one hour a week.

f Although people think that students like ....., England is the only country where the average time is over an hour.

g 1.5 hours a week is the minimum average time that students spend .....

GLOSSARY

5 Complete the sentence using a verb from the box and the word in brackets. Make any necessary changes. You will have to use some verbs more than once.

stay go play watch do write stay

a I love staying in bed , especially at the weekend. (bed)

b Tonight I'd like ..... but I have to do my homework. (out)

c If I can choose, I prefer ..... (home) to ..... (sport)

d Most of my friends avoid ..... (housework)

e I don't mind ..... (DVD), but I ..... (cinema)

f I don't understand how some people like ..... (essays)

6 Complete the dialogue between two friends with the *to*-infinitive or *–ing* form of the verbs in brackets.

A Hey! Stop **a** (work) ...working... so hard. It's bad for you.
B It's my maths homework. I forgot **b** (do) ..... it last night.
A Did you? What happened?
B I wanted **c** (finish) ..... something on the computer and it took ages.
A I know what you mean. I always put off **d** (start) ..... my homework until the last minute. My parents keep **e** (ask) ..... about it all the time.
B I don't mind **f** (study) ....., but it's hard to get started. I should do it because I want to go to university.
A Yeah, I want **g** (go) ..... to university too. I'm trying **h** (finish) ..... that geography project, but I've still got lots to do.
B Me too. I'm planning **i** (do) ..... it this weekend. Anyway, see you later.

7 Complete the text with the *to*-infinitive or *–ing* form of the verbs in the box.

~~do~~ be go study get spend improve benefit

A homework evaluation the kids are going to love

Some children do too much homework. According to data from the US Department of Education, if you spend more than two hours **a** ...doing... your homework, it can be bad for your marks.

Researchers looked at the maths scores of students in the eighth grade and the amount of homework they did. Then the results were compared with similar studies of homework in other countries. They expected the results **b** ..... similar around the world but they weren't.

In the US scores are best for students when they do about one hour of homework each night. When they keep **c** ..... longer than two or more hours their marks begin to fall.

In Japan when students study for more than two hours their marks start **d** ..... down – but only slightly.

Canadian students seem **e** ..... from between one and two hours of homework – but when they do more, they don't manage **f** ..... their results. They are about the same as when they work for only one hour!

German students get higher marks when they do two to three hours homework a night, but risk **g** ..... lower scores when they do three or more hours.

The conclusion seems to be that you should avoid **h** ..... too much time on your homework!

GLOSSARY

EXTENSION ACTIVITY

Translate these sentences into your own language.

a He always avoids doing the shopping or cleaning.
b Have you learnt to use the new program?
c Tom doesn't enjoy running or swimming.
d Did you remember to bring the books?
e We tried to open the door but it was locked.

35 the infinitive

We can group verbs which are used with the infinitive according to the structures that we can use with them – some of them take an object and some take the *to*-infinitive. Here are some common examples.

1 verb + *to*-infinitive (with no object after the verb and followed by *to*-infinitive)

agree decide forget hope offer promise plan	to go to work	*He **decided to buy** (her) a new pair of trainers.* *NOT ~~He decided her to buy~~ ...* *Lenny **forgot to bring** his books to school.*

2 verb (+ sb / sth) + *to*-infinitive (with or without an object after the verb and followed by *to*-infinitive)

want	to go		*They **expected to pass** the exam.*
ask	to work		*They **expected James to pass** the exam.*
expect			***I'd like to come** later.*
would like	you		***I'd like you to come** later.*
help	John	to go	*Jan **helped (to) carry** the books.**
choose	the students	to work	*Jan **helped Ms Stevens (to) carry** the books.**

* After *help* we can use bare infinitive or *to*-infinitive.

3 verb + sb / sth + *to*-infinitive (always with an object after the verb and followed by *to*-infinitive)

tell remind order teach invite force	you John the students	(not) to go to work	*The Janitor **reminded us to lock** the door.* *NOT ~~The Janitor reminded to lock~~ ....* *Jack often **tells the children not to be** so noisy.* *Why don't you **use a screwdriver to open** the can?*
use a mobile	a knife to call	to cut	*I usually **use a computer to do** my homework.*

4 verb + sb + *to*-infinitive OR verb + *-ing* form

advise	going		*Mr Jones **advised Joe not to apply** for the course.*
encourage	working		*Mr Jones **advised applying** for the course.*
allow	you	(not)	*They **don't allow us to eat** in class.*
permit	John	to go	*They **don't allow eating** in class.*
	the students	to work	*They **encouraged him to join** the team.*
			*They **encouraged joining** the team.*

5 verb + sb + bare infinitive (always with an object after the verb and followed by bare infinitive)

make	you	go	*They **make the students work** hard at his school.*
let	John	work	*NOT ~~They make the students to work~~ ...*
	the students		*Her parents **won't let her go** to the concert.*

6 *to be* + adjective + *to*-infinitive

I'm	*pleased*	***to be** here.*
	happy	***to meet** you.*
It was	*difficult*	
	impossible	***to say** what happened.*
	hard	***to remember** everything.*

1 Underline the correct form.

a Sarah agreed *help* / *helping* / *to help* me with the project.
b They won't permit *build* / *building* / *to build* in the village.
c My parents always expect me *to do* / *doing* / *do* well in exams.
d Her dad won't let her *to stay* / *staying* / *stay* out late at night.
e The coach told me *to train* / *training* / *train* harder if I wanted to play in the team.
f The weather was too bad *to play* / *playing* / *play* the match.
g They don't allow *to park* / *parking* / *park* in our street.
h You asked me *to come* / *coming* / *come* so here I am.
i Do you want me *to give* / *giving* / *give* you a lift to school?
j He offered *to lend* / *lending* / *lend* me some money.
k At my school they encourage all students *to do* / *doing* / *do* some sport.

2 Rewrite each sentence using the verb in brackets and a bare infinitive or *to*-infinitive.

a "Stay at my house on Saturday night," Jean said to Maria. (invite)
Jean invited Maria to stay at her house on Saturday.
b "You should go to the police," they said to me. (advise)
They .....
c His older brother forced him to tidy the bedroom. (make)
His older .....
d "I'm going to leave immediately," he said. (decide)
He .....
e The people there give the impression of being very kind. (seem)
The people .....
f His mother gave him a cookery lesson. (teach)
His mother .....
g Dave doesn't allow anyone to touch his computer. (let)
Dave .....
h "Don't forget to clear up," Mr Brown said to us. (remind)
Mr Brown .....
i She told him that he should be quiet. (warn)
She .....
j We were surprised to see him. (expect)
We .....

3 Complete the sentences with the words in the box.

~~want~~ allow love expect remind ordered invites warning persuaded

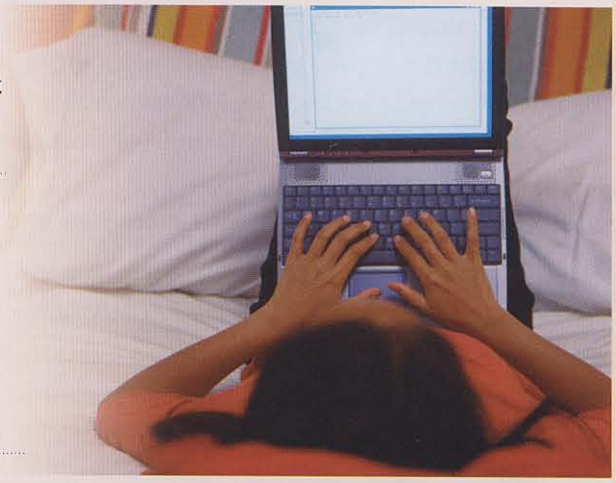
a I want my dad to lend me some money.
b We would ..... you to come on holiday with us.
c I didn't ..... the meal to be so expensive.
d Please ..... me to buy some bread on the way home.
e Janet's parents didn't ..... her to go to the concert.
f Doctors are ..... people not to eat so much fast food.
g His friends ..... him to go with them.
h The captain ..... the men to shoot.
i Jake often ..... friends to stay at his house.

4 Read the text about advantages and disadvantages of using the Internet. Complete the sentences with the bare infinitive, *to*-infinitive or *–ing* form of the verbs in the box. Use each verb once.

~~send~~ obtain know commit surf become filter publish do attach waste join

Advantages and disadvantages of the World Wide Web

ADVANTAGES



a E-mail allows us to send messages all around the world quickly and easily.

b You can print out an e-mail and keep it as proof that someone has agreed ..... something for you.

c It's easy ..... documents, photos and files to e-mails.

d People can use e-mail ..... mailing lists on topics that interest them and receive regular news and updates.

e The Internet allows people ..... information easily and cheaply on a limitless range of subjects.

f Organizations can publish news as it happens and let people ..... what is happening.

DISADVANTAGES

g In working situations, the use of the Internet and e-mail can encourage ..... time.

h The Internet helps criminals ..... crimes involving fraud and attacking systems.

i Children can use the Internet ..... web sites that are unsuitable for them.

j Over-use of the Internet can make certain people ..... addicts who are no longer interested in anything else.

k The problem of unwanted junk mail forces us ..... all our incoming messages.

l A lot of information on the Internet is inaccurate. There is very little quality control and this allows dishonest operators ..... information that is quite untrue.

GLOSSARY

5 Put the words in order. Then complete the sentence with the correct form of the verb.

a hard / find / study / it's / time
It's hard to find time to study.

b this software / easy / use
.....

c was / I / see / surprised / in town last night / Pippa
.....

d your e-mail / nice / it / get / was
.....

e lovely / last / it / see you / was / weekend

.....

f hot weather / in April / unusual / have / it's

.....

g my / pleased / say / passed / all / I've / I'm / exams

.....

history

6 Read this text about Elizabeth Bathory. Then complete the text with the bare infinitive, *to*-infinitive or *–ing* form of the verbs in the boxes.

die
stay
~~murder~~
watch

start
stop
do
marry
send

investigate
take
stop
confess

Elizabeth Báthory: *'The Blood Countess' (1560–1614)*

Elizabeth Báthory was a Hungarian countess. According to legends, four women helped her **a** to murder between 20 and 2,000 girls. She did not let her victims **b** ..... quickly, and liked **c** ..... them suffer. They say that she hoped **d** ..... young by drinking blood.

She was born in Hungary in August 1560. In 1575, her family made her **e** ..... Francis Nádasdy, a soldier. Her husband knew about her activities, but he did not try **f** ..... her. He was busy fighting wars, so he allowed her **g** ..... what she wanted. A witch taught Elizabeth black magic and encouraged her **h** ..... torturing and killing for pleasure. At first her victims were poor people, but later she began inviting rich families **i** ..... their daughters to the castle.

Because of her social position, it was difficult **j** ..... her, but in the end the complaints forced the Emperor **k** ..... action. He ordered the prime minister **l** ..... the case. The prime minister arrested Elizabeth and her four helpers.

Elizabeth denied doing anything wrong, but the investigators made three of her helpers **m** ..... under torture. They were burned alive and Elizabeth was sealed into the walls of her castle. She survived for three years and died on August 21, 1614.

GLOSSARY

EXTENSION ACTIVITY

Complete the sentences so they are true for you.

a I have promised .....
b My parents expect me .....
c I would like to invite .....
d In my school they allow us .....
e I am very happy to .....

36 verbs and objects

Every sentence or clause has a subject and a verb. If the verb has an object, it is transitive. The object can take different forms. It might be a noun, a pronoun, a reflexive pronoun or a *that* clause.

noun:	*I bought **a book**. NOT ~~I bought~~.*
pronoun:	*It's too difficult. I can't do **it**. NOT ~~I can't do~~.*
reflexive pronoun:	*Did you enjoy **yourself** at the party. NOT ~~Did you enjoy at the party~~?*
clause:	*She said **that she was tired**. NOT ~~She said~~.*

Examples of transitive verbs are: *build, make, find, hate, hit, like, lock, remind, tell,* and *warn.*

If the verb does not have an object, then the verb is intransitive.

*I usually **sleep** very well.*
*The cat **ran** across the room.*

Examples of intransitive verbs are: *appear, arrive, come, disappear, exist, fall, go, happen, live, occur, remain, rise, sleep* and *wait.*

Many verbs have both transitive and intransitive uses.

transitive (with an object)	**intransitive (without an object)**
*We finished **the exams**.*	*The exams finished.*
*The teacher opened **the door**.*	*The door opened.*
*Did you telephone **your parents**?*	*Did Jim telephone this afternoon?*

With some verbs we can use two objects – usually a thing (direct object) and a person (indirect object). There are two possible word orders.

a person + thing	**b thing + *to* + person**
*Peter gave **my sister a book**.*	*Peter gave **a book to my sister**.*
*They pay **John a lot of money**.*	*They pay a **lot of money to John**.*
*She showed **us the new house**.*	*She showed **the new house to us**.*

If we want to give special importance to the person, we use b. There are some cases where you must use the word order shown in b:

- when the thing is a pronoun.
  You must give it to John tomorrow. NOT ~~You must give John it tomorrow~~.
- with certain verbs. For example: *describe, explain, report, introduce, mention, prove, recommend, repeat, report, say, suggest.*
  *Can you explain **the rule to me** again? NOT ~~Can you explain **me the rule** again~~?*
  *He recommended **the A5 notebook to Joe**. NOT ~~He recommended **Joe the A5 notebook**~~.*

With some verbs we use *for* + person instead of *to* + person.

person + thing	**thing + *for* + person**
*They bought **the teacher a present**.*	*They bought **a present for the teacher**.*
*My mum left **me my lunch** on the table.*	*My mum left **my lunch for me** on the table.*

Other examples of these verbs are: *bring, buy, call, change, choose, cook, cut, do, fix, keep, leave, make, mend, order, prepare* and *save.*

1 Some of the sentences below are not complete. Tick (✓) the ones which are correct and put a cross (✗) after the ones which are missing an object.

a I like. ✗
b He's talking. ✓
c We enjoyed on the holiday. .....
d He's wearing. .....
e She's fallen. .....
f Where did you go? .....
g We're trying to do. .....
h You're lying. .....
i Did you buy today? .....
j I don't run. .....

2 Underline the correct alternative. If necessary, use a dictionary to check if the verbs are transitive or intransitive (usually marked with a *T* or an *I*).

a The teacher *warned to us* / *warned us* that we had an exam the next day.
b I can't remember what he *said me* / *said to me*.
c Please remember *to telephone us* / *telephone to us* when you arrive.
d He spoke *to me* / *me* the other day and said he was having a good time.
e The scientist described *the reporter the experiment* / *the experiment to the reporter*.
f Before you leave please remember *to lock the door* / *to lock*.
g You *remind me* / *remind* of my brother.
h Can you lay *me table* / *the table for me*?
i I've mended the computer *for you* / *to you*.

3 Put the words and phrases in order to make a sentence.

a please to give after the lesson your compositions me
Please give your compositions to me after the lesson.
b your compositions me please after the lesson give
Please .....
c I this morning you sent to a text message
I .....
d I'll an e-mail send you tomorrow
I'll .....
e you a friend sell to should never anything
You .....
f you give should never anyone over the Internet personal information
You .....
g I last week to you lent ten euros
I .....
h David Jane's to returned hasn't physics notes her
David .....
i he from an online store bought a present his brother
He .....
j they a scooter if he passes Alan his exams will buy
They .....

4 If the sentence is correct put a tick (✓). If it is wrong, write the correct sentence.

a Can you explain the problem to me again?

✓

b Last year Mr Johnson taught to us history.

Last year Mr Johnson taught us history.

c My dad has worked the government all his life.

.....

d I left my homework on the bus this morning.

.....

e We gave the teacher our essays last week and she still hasn't returned us them.

.....

f A friend told to me that you were leaving.

.....

g My parents bought a car to my sister last year.

.....

h I'm going to recommend them it because we all thought it was good.

.....

i Jonathan slipped in the shower and broke his arm.

.....

j Peter showed to me the answer when the teacher wasn't looking.

.....

5 Complete the sentences with *to* or *for*.

a Nowadays boys don't often buy flowers ....for.... girls.
b My grandparents gave some money ..... me last year.
c I showed my marks ..... my parents and they were very pleased.
d Will you watch my bike ..... me while I go in the shop?
e I downloaded this program ..... you from the Internet. Do you want it?
f Are you suggesting ..... me that we should all leave school at 16?
g Peter mentioned ..... me that he was thinking of going to the match.
h I've changed the settings ..... you so the program should work better.
i Do you want me to turn off the computer ..... you?

6 Put the phrases in the appropriate gap. They are all objects of transitive verbs.

~~communities and families~~ some weapons change and progress the Republic
bad equipment that the war was over a quick victory Guernica

The Spanish Civil War

All wars are terrible but perhaps civil wars are the worst. They divide **a** communities and families, with brothers sometimes fighting on different sides. The Spanish Civil War (1936–1939) was no different. It lasted for three years and at the end over 350,000 were dead.

In 1936 Spain had big political and social problems. The Republicans, Socialists, Communists and Anarchists wanted **b** ..... . On the other side there were Monarchists, Carlists, the Falange and the Catholic Church. They wanted to keep their power and position and they hated the new republican government.

GLOSSARY

Franco and some other Spanish army generals began the war on 18 July 1936. At the beginning, about half the army supported **c** ..... and about half joined Franco and the rebels. However, the rebels had the best soldiers while the republican army had **d** ..... and was inefficient.

Both Hitler and Mussolini helped Franco and German and Italian forces bomb **e** ..... (the subject of the famous painting by Picasso.)
The republicans had problems getting help from abroad. Russia supplied **f** ..... and the volunteers of the International Brigades fought with them.

Franco and the rebels expected **g** ..... but they were wrong. They quickly took control of most of the country, but failed in Barcelona and Madrid. The fighting continued for three long years before Franco was able to announce **h** .....

EXTENSION ACTIVITY

Translate these sentences into your own language.

a We gave Mr Jones a gold watch when he retired.
b I've mended that old clock for you.
c The teacher didn't explain the rule to us.
d I've left the books for you on the table.
e You gave us the homework yesterday.

37 linking words (1)

Look at these two sentences:

It was raining. I took my umbrella.

We can join them together to form one sentence like this:

*It was raining, **so** I took my umbrella.*

The two clauses in the sentence are joined with the word *so*. The word *so* shows that the second idea is the result of the first.

So is a conjunction. A conjunction is a word which joins two separate ideas together into a single sentence. Conjunctions have different functions.

and, but, or, so

We put *and, but, or* and *so* in the middle of a sentence, usually preceded by a comma.

	function	example
and	joins two **related** ideas together	*The lesson finished, **and** everyone went home.* *She doesn't like him, **and** he doesn't like her.*
but	joins two **contrasting** ideas	*I didn't like the film, **but** Andy thought it was great.* *They are English, **but** they live in France.*
or	joins two **alternative** ideas	*We could go out, **or** we could stay in and watch TV.* *Do you want a cup of tea, **or** would you prefer coffee?*
so	shows that the second idea is the **result** of the first	*Jane was sick, **so** she didn't go to school.* *I arrived late, **so** I didn't see John.*

because, as, although, even though

We can put *because, as, although* and *even though* at the beginning of a sentence (with a comma at the end of the clause) or in the middle (with no comma).

	function	example
although	expresses a **contrast** between ideas	***Although** it was hot, he was wearing a coat.* *He was wearing a coat **although** it was hot.*
even though	extra emphasis between contrasting ideas	*I failed the exam **even though** I studied for it.* ***Even though** it was 40° in the shade, he kept his jacket on.*
because	shows that the idea after the conjunction is the **cause** of the other idea	***Because** I was often late, I lost my job.* *I lost my job **because** I was often late.*
as	a more formal word for *because*	***As** I didn't know anyone at the party, I went home.* *I went home **as** I didn't know anyone at the party.*

so and *because / as*

So, because and *as* are conjunctions which show relationships of cause and result. Compare:

result ← cause: *We didn't go to the match **because / as** we had to study.*

cause → result: *We had to study **so** we didn't go to the match.*

1 Complete the sentence with one of the words in the box.

and but so or

a David was cold, so he closed the window.
b Martin wanted to watch the film, ... he fell asleep half way through.
c To get into town, you can take the bus, ... you can walk.
d It isn't in a very nice part of town, ... it's a good restaurant.
e I wanted to buy some of those new trainers, ... I couldn't find them anywhere.
f Pierre was having some problems with maths, ... he had some private lessons.
g The climate is getting warmer. Maybe it's natural, ... maybe it's caused by us.
h Julian loves football, ... he plays really well.

2 Complete the sentence with one of the words in the box.

although as but so and

a As it was raining, I took an umbrella.
b Ana couldn't go to the concert ..... she didn't have any money.
c ..... I like football, I prefer to watch rugby on TV.
d Dominic got fantastic marks, ... mine were awful.
e We wanted to sunbathe ..... it rained all day.
f Maria didn't do any revision, ... she didn't pass the exam.
g ..... he was only 15 they offered him a place at the university.
h I don't drink fizzy drinks ..... no one really knows what's in them.
i I didn't like the book ..... I don't like the film.

my marks were awful and the teacher was angry

3 Complete the text with *and, but, or, so, as, although* and *even though*.

Hello Nina
This is just a quick e-mail a because I'm going out soon. I hope you're feeling better b ..... will be back at college on Monday. I know you were worried about missing classes c ..... here is a list of homework.
Maths: Finish page72 and 74 d ..... don't do page 73. Mr Carson said we'll do it next lesson.
Chemistry: Write a report on the experiment we did on Monday, e ..... the one on Wednesday – you decide.
Geography: f ..... we had a test last lesson, we still have homework! Write 100 words about global warming g ..... 100 words about what we can do about it.
History: No homework h ..... the teacher was away.
I didn't get very good marks last week i ..... I'm going to study really hard this weekend, j ..... there's a party tomorrow night!
Bye, Simone

4 Join the two sentences using the word in brackets.

a It's an old computer. It works okay. (although)
Although it's an old computer, it works okay.

b There weren't enough students. They closed the village school. (as)

c Some students came to school as usual. Others stayed at home. (but)

d There was no snow. We couldn't go skiing. (because)

e Cycling is fun. It can be hard work. (although)

f Nobody wanted to go. They cancelled the school trip. (so)

g Do you want to go out tonight? Have you got to study? (or)

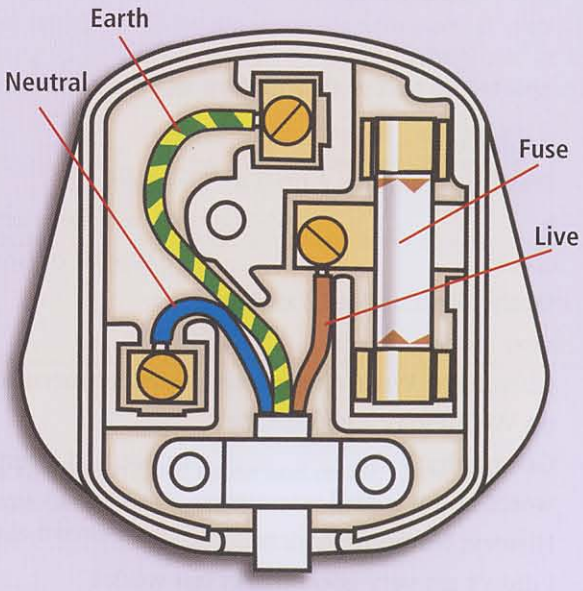
science

5 Read the text about how to connect a plug. Then underline the correct conjunction.

Household wiring

In nearly all countries, household electricity has alternating current (AC). In Europe the frequency of alternating current is 50Hz, **a** *but / because* in the USA it is 60Hz. The voltage and power rating can also vary from place to place **b** *as / so* some electrical devices will work in one country, but not in others. The electrical cable used in household circuits consists of three wires:

- The brown (or red) wire is the live wire. The current of the live wire alternates from positive to negative, **c** *so / but* the current flows backwards and forwards through the circuit. If you touch a live wire, you get a shock **d** *although / because* the current passes through your body to the earth.
- The blue (or black) wire is the neutral wire. It completes the circuit by providing the return path to the mains supply **e** *but / because* there is no danger of an electric shock when you touch it.
- The green and yellow wire is the earth wire. This wire is for safety purposes **f** *as / and* some electrical appliances have metal cases. If the covering of a live wire becomes damaged, the wire might make contact with the case. This makes the case 'live', **g** *but / so* there is a danger of electrical shock. **h** *However /Although*, if the case is connected to the earth wire, the current will flow to earth through the wire instead of through the person.
- **i** *Because / Although* the switch must be on the live wire it is very important to wire domestic sockets and plugs correctly. If the switch is on the neutral wire, turning off the switch on the wall socket will not disconnect the appliance from the live terminal and the appliance will still be live. This means that **j** *although / because* the current is switched off it is still possible to get a shock from it.



Wiring of a safety plug used in England

GLOSSARY

6 Read the text below about the origin of money.

What is money?

Everybody uses money. We all want it, work for it and think about it, **a** ...1... ? Throughout history people have used things like animal skins as money. A standard unit of value like an animal skin made it easier to buy and sell products and services. In those days, the things people used were valuable because they were useful, **b** ..... . It was also important that they were strong and easy to carry and store.

Gold is another example of something people have used as money, **c** ..... . It is valuable because people want it. It's not very useful – you can't eat it or use it to keep warm, **d** ..... . Gold is something that is only valuable **e** ..... . The use of gold as money gives us an idea of how our modern money works. The money we use is made of paper and cheap metals, **f** ..... . This is the result of our perception and 'faith'. **g** ..... they have symbolic value. They represent the power to buy things. Money is valuable because we want it, but we only want it **h** ..... .

Now write the number of each phrase below (1-8) in the gaps.

1 ~~but what is money~~
2 but most people think that it is beautiful
3 but it has value in the same way as gold does
4 so people wanted them
5 Although the notes and coins have no material value
6 because we can obtain a desired product or service
7 but in a different way
8 because people agree it is

GLOSSARY

EXTENSION ACTIVITY

Complete the sentences so they are true for you.

a Although I find it difficult, ...
b As I don't like .....
c I am studying so .....
d I like watching TV but .....
e Even though I .....

38 linking words (2)

In Unit 37 we saw how we can use conjunctions as linking words to join two separate sentences together in a single sentence. We can also use adverbials as linking words and phrases to connect ideas from one sentence to another. Compare:

Howard Hughes died a very rich man, ***but*** *he did not have a happy life.*
Howard Hughes died a very rich man. ***However,*** *he did not have a happy life.*
NOT ~~Howard Hughes died a very rich man,~~ ***~~however~~*** *~~he did not have a happy life~~.*

We use *but* to join two ideas in one sentence. We use *however* to link the idea of the second sentence to the idea in the first sentence.

	function	example
however *on the other hand*	used for making contrasts	*Engineering is an interesting career.* ***However****, you have to be good at maths.* *Science can explain a lot of things.* ***On the other hand****, there are many things we don't understand.*
as a result	meaning 'because of this'	*It was raining and all the buses were full.* ***As a result****, we were late for the match.*
for example *for instance**	used for giving examples	*Some things are much better than in the past.* ***For example****, education and health care have improved.* *To do some jobs you have to study for a long time.* ***For instance****, doctors do five years at university.*
actually *in fact*	used for modifying or contradicting ideas	*I didn't go to the film because I wasn't feeling well.* ***Actually****, I had a temperature of 39°.* *He said he was ill.* ***In fact****, he just wanted to stay at home.*
otherwise	used for showing possible consequences of something **not** happening	*Please be careful.* ***Otherwise****, you might have an accident.* *You should go to bed.* ***Otherwise****, you'll be tired tomorrow.*
then *next* *finally*	used for showing sequence	*I got home at six and had tea.* ***Then*** *I did my homework.* *Switch on the computer.* ***Next****, enter your log-in information.*
*also** *as well / too** *apart from that* *in addition*	used for adding new information	*We did a lot of sightseeing in London.* *We* ***also*** *went shopping. / We went shopping* ***as well*** / ***too****.* *She was very tired. She was* ***also*** *very hungry. / She was hungry* ***as well*** / ***too****.* *He's very clever.* ***In addition*** / ***Apart from that*** *he is good at sport.*

* Most of these linking words and phrases come at the beginning of the sentence, but we usually put *also* before the verb (and after the verb *to be*). *Too* and *as well* always come at the end of a sentence or clause. We can also put *for example / for instance* in the middle of the sentence (with a comma before and after) or at the end.

Doctors, ***for instance*** / ***for example****, do five years at university.*
Doctors do five years at university ***for instance*** / ***example****.*

1 Complete the sentence with *however, as a result, then, otherwise, in fact, also* or *as well*.

a My penpal has lived in the Alps all his life. ....However.... , he has never learnt to ski.
b I had a problem with my bike. ..... , I was late for school.
c I entered all the information on the on-line form. ..... I clicked the 'submit' button.
d You should save some money. ..... , you won't have enough for the summer holidays.
e The Internet makes it easy to communicate with people in other countries. ..... , ideas now spread very quickly.
f The school play wasn't very good. ..... , it was a complete disaster.
g I'm glad you enjoyed the book. Have you seen the film? That was good ..... .
h The Internet makes it easier to get information. ..... , you have to check that it is correct.
i You have to be 18 to drive in the UK. ..... , you can ride a scooter when you're 16.
j To be a doctor you have to study biology, but chemistry is ..... important.
k He didn't wear a suit for the interview. ..... , he didn't get the job.
l You should be more careful when you're cycling on busy roads. ..... , you might have an accident.

2 In the dialogue the linking expressions are in *italics*. Six of them are wrong. If the linking expression is correct put a tick. Where there is a mistake, cross out the word and write the correct word. Use the words in the box.

~~as well~~ for example Apart from that Actually Actually Otherwise

A Hi Don, how are you?
B Fine. a *In fact*, I'm on holiday. And you?
A Yes, I'm on holiday b ~~*also*~~. Listen, I've bought this new computer and I wanted to ask your advice.
B My advice? c *However*, I don't really know that much about computers.
A I bet you know more than me. I'm worried about all these problems with viruses d *in addition*. Is it a problem?
B It depends. I've never had any, but it's true that you have to be careful.
A What? Do you mean you need an anti-virus program?
B Yes, that's important. e *Too*, you need a firewall.
A What's that?
B It's a kind of program that stops people getting into your computer from the Internet.
A I see. So I need a good anti-virus and a firewall.
B f *Therefore*, they say that the best anti-virus is common sense.
A What do you mean?
B Well, don't open any e-mails that look suspicious. You have to be careful about which web sites you use g *too*. h *Next*, having virus protection might not help you.
A Alright. Well, thanks for your help. See you.
B You're welcome. Bye.

a	✓	c	.....	e	.....	g	.....
b	as well	d	.....	f	.....	h	.....

39 indirect and polite questions

Sometimes we put a question 'inside' another sentence. There are two ways we can do this.

indirect questions

An indirect question looks like a question inside a statement. It does not directly ask a question, and it does not have a question mark (?) at the end.

I don't know ***where he is going***. (Where is he going? I don't know.)
She didn't tell us ***what she does***. (What does she do? She didn't tell us.)

In an indirect question there is a clause (subject–verb– [object]) after either a question word or *if*.

with a question word (*who, why, what, when, where* or *how*)	*I (don't) know*	***what*** *John wants.*
	I (can't) remember	***where*** *I left the keys.*
	I'd like to know	***what*** *her telephone number is.*
	He hasn't told us	***why*** *they did it.*
	We need to find out	***how*** *far it is to the airport.*
with *if* or *whether*	*I wonder*	***if*** / ***whether*** *he is coming.*
		if / ***whether*** *she locked the door.*

As in reported questions (see Unit 33), we do not use the interrogative word order or the auxiliaries *do, does* or *did*.

I'd like to know ***why you shouted***. NOT ~~*I'd like to know* ***why did you shout***~~.
I wonder ***if she arrived on time***. NOT ~~*I wonder* ***if she did arrive on time***~~.

polite questions

Sometimes we introduce questions with another question like *Could you tell me...?* or *Do you know...?* as a more indirect way of asking for information, and to sound more polite. These 'questions within questions' are common in more formal speech. They are similar to indirect questions, but they have a question mark (?) at the end.

Where does he live? Do you know? → *Do you know* ***where he lives****?*
When is he arriving? Can you tell me? → *Can you tell me* ***when he is arriving****?*

Here are some more examples.

direct question	indirect question	
Where is she from?		***where*** *she's from?*
How old is she?		***how*** *old she is?*
What time is it?		***what*** *time it is?*
How far did he run?	*Can you tell me*	***how*** *far he ran?*
	Could you tell me	
Does he like football?	*Do you know*	***if*** *he likes football?*
Will it rain tomorrow?		***if*** *it will rain tomorrow?*
Did Mr Smith phone?		***whether*** *Mr Smith phoned?*
Has he got the address?		***whether*** *he has got the address?*

1 Write the direct form of the question.

a Could you tell me what time it is?
What time is it ?

b She hasn't told us if we've got a maths class tomorrow.
..... ?

c I wonder if he told the police.
..... ?

d Do you remember what date the Hundred Years War started?
..... ?

e Can you tell me who invented the printing press?
..... ?

f I'm not sure what time Dirk will get here.
..... ?

g Could you tell me if the train is late?
..... ?

h Can you remember what time the match is going to start?
..... ?

i I wonder when the film finishes.
..... ?

j Do you know if we have a test tomorrow?
..... ?

2 Put the words into the correct order. Some are indirect questions and some are polite questions.

a tell where post office the could me you is
Could you tell me where the post office is ?

b this know do what word you means
..... ?

c parked remember I I where car can't the
.....

d know the what bus time do leaves you
..... ?

e what I we wonder going do to are
.....

f John if know you do coming tonight is
..... ?

g passport tell you could if need my I me
..... ?

h he remember if locked he the doesn't door
.....

i know our where you do is teacher ?
..... ?

j sure homework is what not I'm the
.....

3 Use the questions to complete the second sentence.

a Where is his school?
You haven't told me where his school is.

b What time does the class usually finish?
Do you know ..... ?

c Will he bring us any presents?
I wonder .....

d Is Sarah coming to class today?
Do they know ..... ?

e How much does a new computer cost?
My mum doesn't know .....

f How often is there a bus?
Can you tell me ..... ?

g How long can I park here for?
Have you any idea ..... ?

h Have you ever done anything illegal?
Will you tell me ..... ?

i Why did you speak so rudely to her?
I can't imagine .....

j What is your teacher's name?
Could you tell me ..... ?

4 Combine the two sentences into one sentence.

a He went somewhere. Do you know where?
Do you know where he went ..... ?

b Jane kissed someone at the party. Do you know who?
..... ?

c Someone kissed Jane at the party. Do you know who?
..... ?

d They are going to meet somewhere tonight. Can you remember where?
..... ?

e Mr Smith said something about the exam. I can't remember what.
.....

f We have to buy a book for the history course. I'm not sure which.
.....

g A scientist discovered penicillin. Does your book say which?
..... ?

h A historic event happened in 1066. Have you any idea what?
..... ?

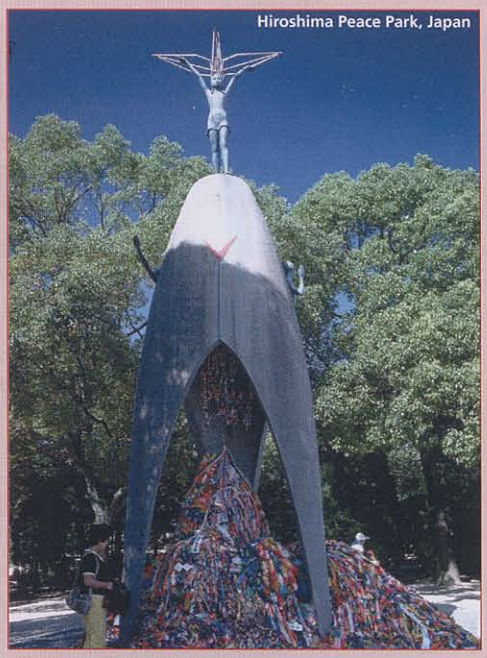
i The computer is broken. Do you know why?
..... ?

j Manuela is having a party. I can't remember when.
.....

5 Use the questions in the box to make noun phrases and complete the dialogue.

~~When did it start?~~ When did Japan invade Manchuria? Who started it?
When will I get a chance to use a computer? How many people died?
When did it end? What was Germany doing?

A: What are you doing?
B: My history homework. Can you help me?
A: I don't know. What's the problem?
B: I'm doing this project on the Second World War. I'm still not even sure
a when it started
A: Wasn't it August 1939 when Hitler invaded Poland? But some people say it really started before – when Italy invaded Abyssinia and Albania or b .....
It depends on your point of view.
B: I need to explain what caused the war.
A: It's difficult to say. There were lots of reasons. On one hand, it was a fight for economic power and influence. Germany believed it was badly treated after World War One and wanted to restore its power. On the other hand, most other countries weren't worried about
c ..... They were more worried about Russia and Communism.
B: So we can't say d .....
A: Well, I think most historians would blame Germany and its leaders at the time.
B: How many people were killed?
A: No one knows exactly e .....
but we can guess – around 17 million soldiers and 20 to 30 million civilians.
B: Do historians agree on f ..... ?
A: The Germans surrendered in May 1945, but the war in the Pacific didn't end until the Americans dropped atom bombs on Hiroshima and Nagasaki on the 9th and 11th of August. The Japanese signed their surrender on 11th September. Why don't you have a look on the Internet?
B: That's a good idea. I'm not sure
g ..... but yes, I will. Thanks for your help.


Hiroshima Peace Park, Japan

GLOSSARY

EXTENSION ACTIVITY

Complete the sentences with your own words.

a I don't know where .....
b Do you know why ..... ?
c Can anyone tell me if ..... ?
d Do you know when ..... ?
e I wonder what .....

40 *of* and possessive *'s*

FORM

We use an apostrophe and an *s* to show ownership by a person or animal of an object, idea or quality. A noun with *'s* at the end indicates possession of the noun that follows it.

*Joe**'s** new computer Suzanne**'s** essay the dog**'s** bowl the teacher**'s** explanation Charles**'s** bike**

* We usually add *'s* even if the name ends in *'s'*. Exceptions are *Jesus* (*Jesus' disciples*) and nouns ending in an 'iz' sound *(Jeff Bridges' film career)*.

Plural nouns just have an apostrophe after the *s*.

the students' committee the lions' cage my parents' house

When two or more named people share something, we put *'s* only after the last noun.

*I really enjoyed Julia and Phil**'s** party last Saturday.*

When we talk about different things belonging to different people we put *'s* after each.

*Both Hugo**'s** and Jacinto**'s** marks were really good last term.*

USE

possessive *'s* only

We use *'s*

- when we talk about things belonging to a person or an animal.
  *That's **Dave's book**.* NOT ~~*That's the book of Dave*~~ *or* ~~*That's the Dave's book*~~.
  *The **cat's basket** is in the kitchen.*
- when someone has done or created something.
  *Have you seen **Clint Eastwood's** new film?* (Eastwood directed the film.)
  *Have you read **James's** letter?* (James wrote the letter.)
- for an action done to or by a particular person.
  *The police are investigating the **woman's murder**. The **head teacher's resignation** was a surprise.*
- to say when specific events happen or how long they last.
  ***Sunday's match** was a disaster.* (The match was on Sunday.)
  *We've got **two months' holiday** now.* (The holiday lasts two months.)

of or possessive *'s*

We can also use *of* to show how one thing 'belongs' to another. When we are talking about organizations, countries and places we can usually use either *of* or a possessive *'s*.

*The rules **of** the school are very strict.*	*The school**'s** rules are very strict.*
*The population **of** China is enormous.*	*China**'s** population is enormous.*
*The streets **of** London are very crowded.*	*London**'s** streets are very crowded.*

For inanimate objects we generally use *of* to show that one thing belongs to another.

*There was snow on **the top of the mountain**.* NOT ~~*the mountain's top*~~.
*I'll give you your homework at **the end of the lesson**.* NOT ~~*the lesson's end*~~.

However, in some cases where we can use *of* (but not *'s*), we can put one noun in front of another to form a compound noun. The first noun is like an adjective qualifying the second noun. You have to note examples of this because there are no easy rules to tell you which form you can use.

The corner of the street** or **The street corner NOT ~~*The street's corner*~~
The results of the exam** or **The exam results NOT ~~*The exam's results*~~

We also use *of* instead of *'s* with a long phrase.

*Have you got **the telephone number of the boy we met on Friday**?*
NOT ~~*Have you got the boy we met on Friday's telephone number?*~~

1 Rewrite each phrase using the possessive apostrophe.

a the son of Mr Smith Mr Smith's son

b the daughter of Mrs Charles

c the books that belong to the students

d the photo of the author

e the water bowl of the dog

f the project of Guillaume and Henri

g the motorbikes that belong to Sam and Phil

h the speech of the President

i the research of Dr Ulrich

j the products that the company makes

k the feathers of the birds

2 Look at each sentence. If it is correct, give it a tick (✓). If it is wrong, rewrite it correctly.

a Marie Curie is famous for radioactivity's discovery.
Marie Curie is famous for the discovery of radioactivity.

b Sunday's meeting was to vote for the European Constitution.
✓

c We have a class in Information's Technology tomorrow.

d Next week's exam will be a disaster.

e Have you seen the new scooter of Heinrich?

f The cat climbed up to the tree's top.

g He asked to see me at the end of the class.

h I don't like this coat's colour.

i Europe's trees are in danger of being damaged by acid rain.

j Shakespeare and Goethe's work cannot really be compared.

k I cried at the end of the film.

l Do you like the new book of Simon Clarke?

m The CD's cover is broken.

n Marek's and Pawel's exam results were very good.

3 Rewrite the two sentences as one sentence using 's.

a Sally has eyes. They are green.
Sally's eyes are green.

b Dave is married. His wife is a doctor.

.....

c My dad had an operation. It was successful.

.....

d Ian McEwan has written a new book. It's very good.

.....

e I've got a holiday at Easter. It lasts for ten days.

.....

f It was a very boring lesson. It was yesterday.

.....

g Mr and Mrs Davis have a house. It's over there.

.....

h Derek sent me an e-mail. It didn't say very much.

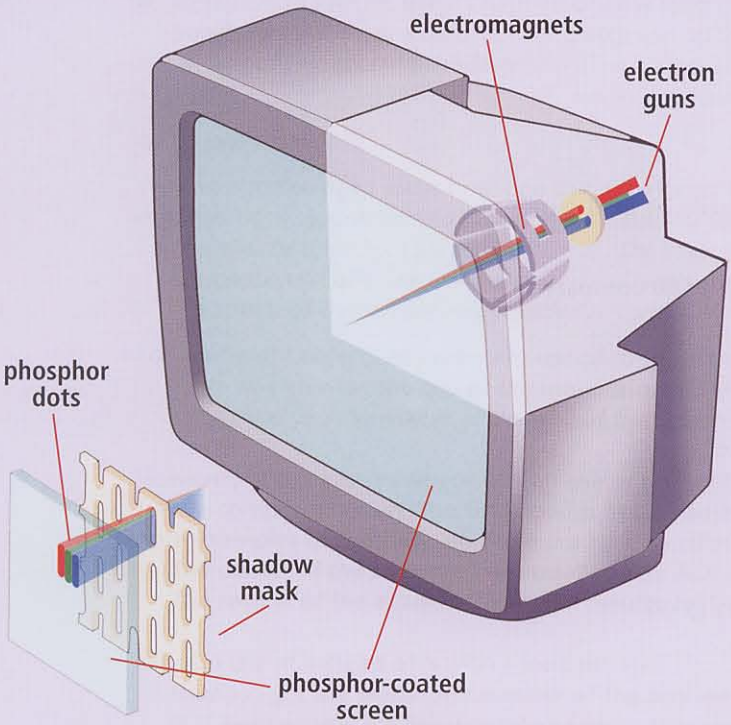
.....

i Somebody murdered a man. They mentioned it on the news.

.....

science

4 Read this text about how colour television works. All instances of the word *of* have been removed. Put a slash (/) where they should go. The first one has been done for you. There are nine more examples.



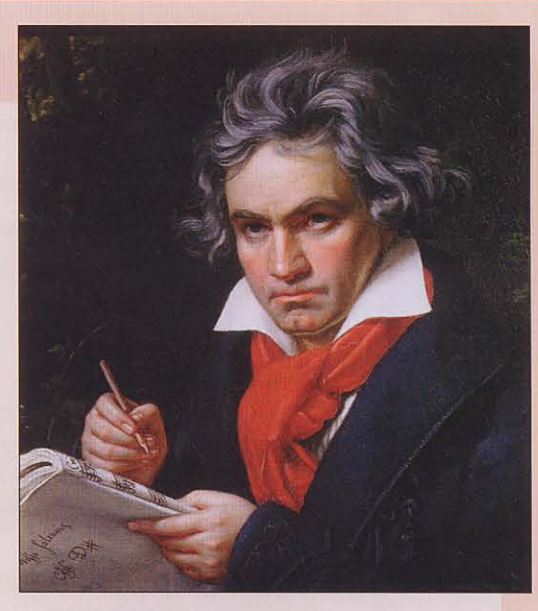
Colour television

In science, red, green and blue are primary colours because they cannot be made from other colours / light. (The primary colours an artist uses are not the same – they are red, yellow and blue.) When they are mixed, the combination the three colours is white light.

If you look closely at the screen a colour TV you will see many lines tiny dots. They are divided into sets – one red, one green and one blue. The amount red, blue and green light emitted by each dot is controlled separately by three beams electrons. These beams scan across the screen, activating each set dots many times per second. This gives the effect a continuous picture. All the colours that we see on the screen are obtained by varying the strength red, blue and green in each group dots.

GLOSSARY

5 Read this short biography of Beethoven.



The Life of Beethoven

Ludwig van Beethoven was a German composer of classical music and **a** 1A .

Beethoven was born in Bonn, Germany in 1770. No one is absolutely sure of his **b** ....., although 16 December is the probable date. Beethoven's father was a musician. He gave the young Ludwig his first **c** ..... .

In 1792 Beethoven moved to Vienna. Unlike other composers who depended on the support of the church or a noble court, he earnt his living with public performances, **d** ..... and money from noblemen who recognized his talent.

He composed symphonies, string quartets, concertos, piano sonatas and one opera. He extended the **e** ..... . He was interested in the ideals of the Enlightenment, and the fourth movement of his Ninth Symphony includes **f** ..... .

Beethoven had a complicated life. When he was 28, he started to go deaf. He was a difficult person and often argued with his family and friends. On top of all this he often had **g** ..... . Beethoven was often in poor health, and in 1826 it suddenly got worse. His death the following year was probably the result of **h** ..... .

Now choose the correct forms from each of the pairs below (A or B), and match them to the gaps in the text.

1 A ~~the most important musician between the Classical and Romantic eras~~
  B between the Classical and Romantic eras' most important musician

2 A liver's disease
  B liver disease

3 A music's lessons
  B music lessons

4 A Schiller's 'Ode to Joy'
  B 'Ode to Joy' of Schiller

5 A money problems
  B money's problems

6 A date of birth
  B birth's date

7 A sales of his works
  B his works' sales

8 A time's musical forms
  B musical forms of the time

GLOSSARY

EXTENSION ACTIVITY

Translate these sentences into your own language.

a John's and Jean's bikes are outside.
b John and Jean's bike is outside.
c Saturday's match was a disaster.
d The exam results will be out soon.
e We have two months' holiday in the summer.

41 pronouns

personal pronouns and possessive adjectives

Subject Pronoun	Object Pronoun	Possessive Adjective	Possessive Pronoun
I have a book.	He gave **me** the book.	It's **my** book.	It's **mine**.
You	**you**	**your**	**yours.**
We	**us**	**our**	**ours.**
They	**them**	**their**	**theirs.**
He has a book.	**him**	**his**	**his.**
She	**her**	**her**	**hers.**
It is a dog.	Give **it** a kick!	**Its*** name is Spot.	

(*) Don't confuse *its* (possessive adjective) with *it's*. *It's* is the contraction of *it is*. For example, ***It's*** *okay.* ***It's*** *going to be fine and* ***it's*** *a lovely day.*

reflexive pronouns – *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*

We use a reflexive pronoun when

- we want to give emphasis to the subject of the sentence.
  I created the program ***myself*** *(with no help.)* *They made all the preparations* ***themselves****.*
- the subject and object of the sentence are the same.
  She hurt ***herself*** *skiing.*
  We enjoyed ***ourselves*** *on the trip. We had a good time.* NOT ~~*We enjoyed on the trip.*~~
- as an object after a preposition to refer to the subject.
  Doug bought a present for ***himself****.* *Why are you talking to* ***yourself****?*

You can only use a reflexive pronoun (*myself, yourself, themselves,* etc) if a subject pronoun (*I, you, they* etc) comes before it in a sentence.
They gave a book to John and ***me****.* NOT ~~*They gave a book to John and* ***myself****.*~~

demonstrative pronouns and adjectives – *this, that, these, those*

We use *this, that, these* and *those* to 'point to' things. *This* and *these* are for things we see as close to us and *that* and *those* for things which are at a distance eg ***This*** *is my book* (the one in my hand) *and* ***that*** *is yours* (the one over there). We can use these words

- as pronouns (instead of a noun).
  This *is nice!* (what we are eating.)
  That *was nice!* (after a good meal.)

  These *are absolutely delicious!* (biscuits)
  Are you going to wear ***those****!* (trousers)

- as adjectives (before a noun).
  This *book is great.*
  That *film last night was awful.*

  I bought ***these*** *jeans last week.* (the ones I'm wearing)
  You've had ***those*** *shoes for years.* (the ones you're wearing.)

1 Complete the sentence with a personal pronoun for the words in brackets.

a He likes chocolate. (David)
b ..... is studying for her exams. (Sarah)
c Have you seen ..... ? (my parents)
d ..... sleeps during the day. (the cat)
e Please tell ..... how to get there. (the people)
f ..... are watching TV. (I and my brother)
g ..... are at work. (my mum and dad)
h He told ..... a joke. (Dave and me)

2 Complete the sentence with a reflexive pronoun.

a I hurt myself playing football.
b He took a photo of ..... on the top of Everest.
c Eneko and Maria went to the cafe to get ..... some lunch.
d We made all the Christmas decorations .....
e My dad taught ..... to play the piano.
f They left the baby in the car all by .....
g Cats are very independent and can look after .....
h Did she enjoy ..... on holiday?

I hurt myself playing football.

3 Complete the gaps with the words in the box.

yours ~~your~~ myself its me these it she your this yourself

Dear Kyra,

Thank you for a your letter. It was interesting to hear about your life. Now I want to tell you something about b ..... .

Well, I am still at school. I have a brother. He is older than c ..... and goes to university. We don't get on very well. My dad is a teacher but my mum doesn't work, d ..... is a housewife. We have a cat – e ..... name is Muxu.

My family and I live in a flat in a small town. That's normal here – people don't usually live in houses in my country. What about in f .....? The town isn't very pretty but we live close to the sea and to mountains. That means we can go to the beach in summer and skiing in the winter.

At school I'm studying maths, physics, chemistry and biology. I think g ..... subjects are more difficult than studying literature and the arts. I want to be a doctor. What about h ..... plans?

Anyway, i ..... is the first time I've written a letter in English so I hope you can understand j ..... . Take care of k ..... and write soon.

David.

42 indefinite pronouns

FORM

We use words such as *something, everyone, nowhere* and *anytime* to talk about people, things, places and time in a general 'indefinite' way, perhaps because you don't know or don't want to be specific about who or what someone / something is. Indefinite pronouns express the ideas of all, any, none, or some.

	ALL	SOME	ANY	NONE
people	everybody / one	somebody / one	anybody / one	nobody / no one
things	everything	something	anything	nothing
places	everywhere	somewhere	anywhere	nowhere
time		sometime	anytime	

USE

As the subject of a sentence, all the indefinite pronouns take the singular form of the verb.

__Has__ anyone called this morning? NOT ~~*__Have__ anyone called this morning?*~~
Everybody __likes__ ice cream. NOT ~~*Everybody __like__ ice cream.*~~

However, we normally use *they, them* and *their* to refer back to indefinite pronouns.

Has everyone done __their__ homework? If anyone wants to say something, __they__ should do it now.

any-

We can use pronouns with *any-* in

- sentences with a positive verb when there is no limit to the possibilities.
  I can do __anything__ I want.
  __Anyone__ can understand this.
- in sentences with a negative verb to mean 'none' (see pronouns with *no-* below).
  There isn't __anybody__ here today.
  OR There is __nobody__ / __no one__ here today.
  I can't do __anything__ about this.
  OR I can do __nothing__ about this.
- questions.
  Is there __anything__ I can do to help you?
  Is __anyone__ here a doctor?

some-

We can use pronouns with *some-* in

- sentences with a positive verb.
  I've got __something__ to tell you.
  Jack's gone __somewhere__ – I don't know where.
- questions, when we make offers or requests.
  Would you like __something__ to drink?
  Can I leave my coat __somewhere__?

no-

We use pronouns with *no-* in

- sentences with a positive verb to mean no people, things, or places.
  __Nobody__ came to class yesterday.
  __Nothing__ happens in the film, it's really boring.

We don't use *no-* in sentences with *not*, we use *any-* (see above).

There isn't __anything__ in the fridge.
OR There is __nothing__ in the fridge.
NOT ~~There isn't __nothing__ in the fridge~~.

every-

We use pronouns with *every-*

- as the subject in sentences with a positive verb to mean all the people, things or places in a group.
  __Everyone__ came to football training.
  (All the members of the team.)
  I got home and __everything__ was in a mess.
  (All the things in the house.)

When we want to express the idea of 'not all the people' we can use *not everyone / everybody* with a positive verb.

__Not everyone__ came to football training.
NOT ~~*__Everyone didn't come__ to football training.*~~
Not everybody likes tomatoes. OR *Some people don't like tomotoes.*

Pronouns with *every-* can be the object of a sentence with a negative verb.

I don't know __everybody__ in the class but I do know most of them.

1 Complete the sentence with a word from the box.

~~something~~ everyone everything anyone something
somewhere anything someone nothing

a I don't know what it is but ....something.... is worrying him.
b I always arrive first to class so there is never ..... there.
c I'm sorry, I don't know ..... about Nietzsche so I can't help you.
d ..... is wrong with this computer. It won't start.
e ..... has left a message for me on my mobile but I don't know who.
f We arrived late and ..... was waiting for us.
g I've made my decision and ..... will change my mind.
h There's a shop that sells artists' equipment ..... on the other side of town.
i Is ..... okay? You all look a bit tired.

2 The indefinite pronouns have been removed from the sentences. Replace them.

~~something~~ something everyone someone anyone anyone
anything nothing anything nobody anywhere

a I'm bored – tell me / interesting! ....something....
b I didn't have for breakfast because I wasn't hungry. .....
c I didn't feel well but the doctor said there was wrong with me. .....
d The old man said in French but we didn't understand it. .....
e Has seen my bag? I can't find it. .....
f Not gets grade A in all their subjects. .....
g I can't find a cartridge for this printer: I've tried every shop in town. .....
h I'm a bit thirsty – I haven't had to drink all morning. .....
i There's in the house – all the lights are off. .....
j I don't know who, but has broken the window. .....
k Jane didn't know at the party. .....

3 Some of the lines containing an indefinite pronoun in the dialogue below contain a mistake (wrong pronoun or wrong verb form). If the line is correct, put a tick. If there is a mistake, cross out the word which is wrong and put the right one in the gap.

A: Have you seen my iPod?
B: No, sorry. I haven't.
A: I've looked ~~anywhere~~ for it and I can't find it. a ....everywhere....
B: It must be somewhere around. When did you last have it? b ....✓....
A: I had it when I arrived this morning and I haven't been nowhere else. c .....
B: Have anyone else been in here? d .....
A: No, I don't think nobody has. e .....
B: Well, I shouldn't worry, there must be anywhere you haven't looked. What about under those papers? f .....
A: Hang on. Oh, well done. Here it is. Thank goodness for that.
B: You see. There was something to get so upset about. g .....
A: I know, but everything seem to be going wrong recently. h .....
B: Well, that's one less thing to worry about.
A: Yes, 'All's well that ends well', as everyone said. i .....
B: It's the title of a play by Shakespeare.
A: Oh, is it? It's true, I suppose. Nothing that ends well is not really a problem. j .....

social studies

4 Read this article about bullying and underline the correct words.

Bullying: Don't Be A Victim

If you are being bullied, there is always **a** *something / anything* you can do to stop it. Bullying is not just a problem at school – it can happen **b** *anywhere / somewhere*. You can be bullied at home, at school or even at work. Bullying can happen at **c** *anytime / anywhere*, so it is very important that you learn how to react to it now.

Arguing or fighting back against a bully will only make the situation worse – a bully will look for a big reaction from you, so stay calm and if possible, don't say or do **d** *anything / something*. If there is no reaction, it makes attacking you less fun for the bully. Even if you're scared, don't show that you are, but don't do **e** *nothing / anything* to provoke the bully.

Of course, some situations are more serious, and you need to tell **f** *someone / everyone* about it. Go to an older person you can trust like your parents or a teacher. Keep telling people until you find **g** *everyone / someone* who will help.

Finally, remember that **h** *nobody / everybody* deserves to be bullied. Never think that it's your fault. You are a great person, so put a stop to the bullying now.

GLOSSARY

the arts

5 Complete the text with the words in the box.

anyone sometime nobody nobody everything everything ~~everybody~~ somebody somebody somebody

Great Expectations *by Charles Dickens*

Pip lives with his sister and her husband. When he is a young boy, he meets an escaped criminal and helps him to hide from **a** everybody . Pip is poor and **b** ..... thinks he is special, but a rich old woman in his village, Miss Havisham, invites him to her house. Miss Havisham lives with a girl called Estella, and Pip falls in love with her because he has never met **c** ..... as beautiful. Sadly, Estella doesn't love him and Pip grows up poor and miserable. When he is older, Pip gets some very good news: **d** ..... has given him lots of money and now he is rich. He moves to London and starts a new life and **e** ..... is very good for him. Pip thinks the money has come from Miss Havisham, but he is wrong, it has come from **f** ..... else. The criminal he helped as a boy has given him the money and now needs Pip's help again. To make matters worse, Estella has married **g** ..... else. Pip goes to visit Miss Havisham, but there is a terrible fire and **h** ..... can save her and she dies. A very unhappy Pip tries to help the criminal leave England, but the police find him and he is sent to prison. **i** ..... seems to be going wrong for Pip, but he moves to Europe and starts a business. Many years later he returns home and meets Estella again. At the end of the novel they are friends again and there is the hope that, **j** ..... in the future, they will get married.

GLOSSARY

6 Indefinite pronouns are frequent in popular songs. Complete the gaps in this song with the words in the box.

something x 3 somewhere x 7 everything x 3

Somewhere Only We Know *by Keane*

I walked across an empty land
I knew the pathway like the back of my hand
I felt the earth beneath my feet
Sat by the river and it made me complete

Oh simple thing where have you gone
I'm getting old and I need **a** ...something... to rely on
So tell me when you're gonna let me in
I'm getting tired and I need **b** ..... to begin

I came across a fallen tree
I felt the branches of it looking at me
Is this the place we used to love?
Is this the place that I've been dreaming of?

Oh simple thing where have you gone
I'm getting old and I need **c** ..... to rely on
So tell me when you're gonna let me in
I'm getting tired and I need **d** ..... to begin

And if you have a minute why don't we go
Talk about it **e** ..... only we know?
This could be the end of **f** .....
So why don't we go
g ..... only we know?

Oh simple thing where have you gone
I'm getting old and I need **h** ..... to rely on
So tell me when you're gonna let me in
I'm getting tired and I need **i** ..... to begin

So if you have a minute why don't we go
Talk about it **j** ..... only we know?
This could be the end of **k** .....
So why don't we go
So why don't we go

This could be the end of **l** .....
So why don't we go
m ..... only we know?

EXTENSION ACTIVITY

Write ten sentences about the room you're in beginning with indefinite pronouns.

43 countable and uncountable nouns

Compare these two lists of nouns.
A: *coin detail suitcase job chair*
B: *money information luggage work furniture*
The words in list A are names of things you can count. They are countable nouns. The words in list B are names of materials or things we see as 'mass', and not as separate items. You cannot count them, they are uncountable.

countable nouns

Countable nouns have a singular and plural form. Most plural forms of countable nouns end in *-s*:
*minute / **minutes** brother / **brothers** boy / **boys** leaf / **leaves***

Some plural forms are irregular.
*child / **children** woman / **women** mouse / **mice** man / **men***

Some countable nouns have the same form for both singular and plural.
*a sheep / **nine sheep** one salmon / **three salmon***

With countable nouns you can
- ask the question *How many... ?*
  ***How many** students are there? **How many** biscuits would you like?*
- use *a / an, some, any, one* and other numbers.
  *Have you got **an apartment** or **a house**? She has **some friends** in Seville.*
  *He owns **three cars**. Are there **any tickets** for the concert?*

uncountable nouns

Uncountable nouns always go with a verb in the singular. You can
- ask the question *How much... ?*
  ***How much** time have you got? **How much** water do you want?*
- use *some* or *any*, (but not *a / an* or a number).
  *I have **some** information for you. I'm sorry, there isn't **any** wine left. Have you got **any** mineral water?*

Some nouns are countable when they refer to something specific and individual, or mean 'a type of'or 'a cup / glass of', and uncountable when they have a general meaning.
*I'd like **a glass** of water.* (countable) *Windows are made from **glass**.* (uncountable)
*Would you like **a coffee**?* (countable) *Where does **coffee** come from?* (uncountable)

Some uncountable nouns cause confusion because they end in *–s*. Examples of this type of noun are: *news, athletics, economics, maths, politics, measles, diabetes.*
*Do you do **much athletics** these days? **Politics is** boring.*

With uncountable nouns, you can use a word or phrase which shows a part or a quantity of something.
***a piece** of news **a litre** of milk **half a bottle** of water **two bars** of soap*

Nouns which refer to groups of things or people (eg *government, team*) can be singular or plural. Sometimes we think of them as a single unit, and sometimes as a collection of different things or people.
*Real Madrid **have / has lost** three matches so far. The class **is / are going** on a school trip.*

People is always plural.
*There were **30,000 people** at the match. **Some people** still think the world is flat.*

some or *any*?

We use *some* in affirmative sentences for uncountable nouns and plural countable nouns.
*There's **some** water in the bottle. **Some** friends are coming round tonight.*

We use *any* in negative sentences.
*He hasn't got **any** money or **any** friends. There isn't **any** milk left.*

We can use either *any* or *some* in questions. We usually use *any* in requests for information.
*Have you got **any** notes from the last lesson? Is there **any** milk left?*
We usually use *some* in offers and requests.
*Would you like **some** fruit? Can I have **some** sugar, please?*

1 Complete the sentence with *a, an, some* or *any*.

a I haven't got ...any... money.
b Jack hasn't got ..... sister and he hasn't got ..... brothers either.
c He wanted to use the computer to see ..... e-mails he was expecting.
d I need to buy ..... toothpaste before I go on holiday.
e I don't normally have ..... lunch except for ..... sandwich.
f You don't need to take ..... food on the trip.
g You've got ..... great films in your DVD collection.
h We went skiing this weekend but there wasn't ..... snow.
i I found ..... insect in my salad so we left the restaurant.
j I'd like ..... bread, please.

2 Complete the question with *much* or *many*.

a How ...much... time have you got at the moment?
b How ..... trains into town are there on a Sunday?
c How ..... pens do you take when you have an exam?
d How ..... orange juice have you had today?
e How ..... people are there in your class?
f How ..... kilometres do you run each week?
g How ..... children has she got?
h How ..... homework do you get?
i How ..... food do we need?
j How ..... pairs of shoes does she own?

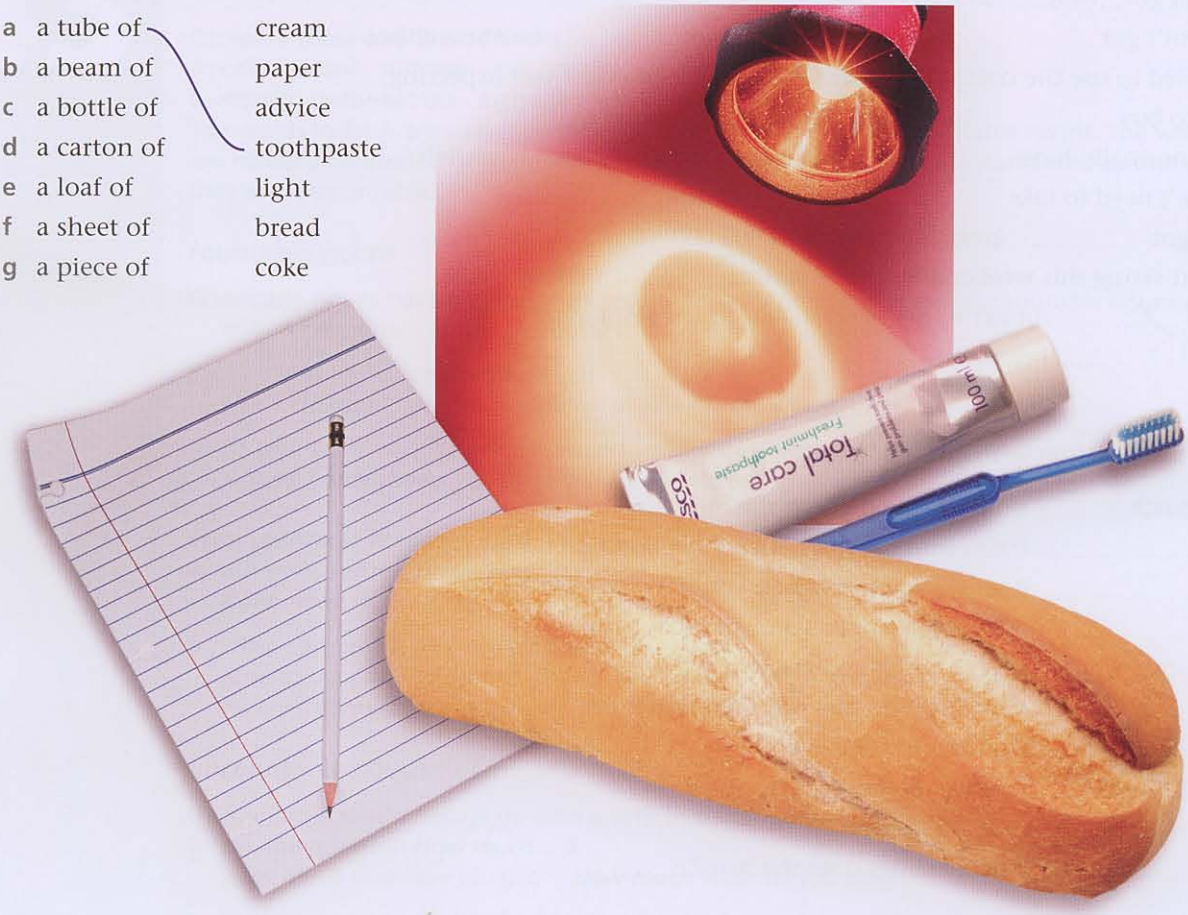
3 Complete the sentence with *some* or *any* and a word from the box.

~~chairs~~ people petrol news apples aspirins wine ink programmes housework

a The meeting was very short because there weren't ...any chairs... in the room.
b There isn't ..... left in the printer cartridge. Can you buy a new one?
c I've got ..... for you. I passed the exam!
d ..... hate studying but I quite enjoy it.
e There is ..... left in the bottle if you want some: 2004 was a good year for *Rioja*.
f I couldn't find ..... in the market so I bought these pears.
g TV in this country is awful. I haven't seen ..... interesting ..... recently.
h I need to buy ..... . The tank is nearly empty.
i If you go to the chemist, can you buy ..... ? I've got a headache.
j I always cook the dinner and wash up. You never do ..... !

4 Match the phrases on the left with the uncountable nouns on the right. Use a dictionary if necessary.

a	a tube of	cream
b	a beam of	paper
c	a bottle of	advice
d	a carton of	toothpaste
e	a loaf of	light
f	a sheet of	bread
g	a piece of	coke



5 Complete the sentences with the phrases from Exercise 4.

a Is there a chemist near here where I can buy *a tube of toothpaste* ?

b When I get home after school I always get ..... from the fridge because I'm thirsty.

c Can you buy ..... on your way home to go with the strawberries?

d We need ..... to make the sandwiches for everyone.

e You'll need ..... to write this down on.

f Here's ..... for you. Never ask friends for money.

g We could see his face in the ..... from the torch.

6 Tick ALL the boxes where the word above correctly completes the sentence in the first column. The sentences need not be true for you.

		homework	friends	money	exam	news	coat	suggestion	cheese
a	I haven't got any ...	✓							
b	I haven't got a / an ...								
c	There are some ...								
d	There is a / an ...								
e	There's ...								
f	They're ...								
g	It's a / an ...								

7 Underline the correct form.

The day after tomorrow?

Rising temperatures since 1980 suggest that the world's climate **a** *are / is* changing. Many scientists believe that human activity **b** *cause / causes* these changes. They say that the average temperature **c** *have / has* increased by 0.6°C in the last 100 years and predict another rise of 3°C by 2100.

There **d** *is / are* people who question the global warming theory. They say that climatic change is a political issue and that there **e** *isn't / aren't* any scientific evidence for it. These scientists believe that there have always been periods of climatic change – long before human activity had **f** *effect / an effect*. Other reasons are:

- Global warming research **g** *contain / contains* many mistakes.
- Predictions about the climate are inaccurate because we do not fully understand how the climate **h** *work / works*.
- Carbon dioxide does not have **i** *any / some* significant impact on global temperatures.

However, more and more people believe we can't take **j** *any risk / any risks* with our climate, and it is necessary to do something now – before it is too late.

GLOSSARY

8 Decide if each sentence is correct. If it is not, correct the mistake. If there are no mistakes, put a tick (✓).

a How ~~much~~ people was there? How many people were there?
b I've got some news for you. ✓
c We've had a good weather recently. .....
d Would you like a cheese with your pasta? .....
e There are two fish in the tank. .....
f He lost two tooth in the accident. .....
g Let me give you an advice. .....
h How many homeworks have you got? .....
i Do you want some paper? .....

EXTENSION ACTIVITY

Translate these sentences into you own language.

a Why is your hair wet?
b There are some pieces of paper on the floor.
c Can you give me some advice?
d The news was very depressing today.
e How much milk is there in the fridge?

44 quantity

We use a quantifier before a noun to show the quantity or amount of something. There are two basic patterns – with and without *of*. When we need to use *the, this, that, this, these, those, my, your* etc before the noun, we put *of* after the quantifier.

all		*all*	***the** trees / people / music / food*
most	*trees*	*all of*	***this** / **that** music / food*
some	*people*	*most of*	***these** / **those** trees / people*
no	*music*	*some of*	***my** / **your** / **our** / **his** / **her** friends / family*
any	*food*	*none of*	*us / them / you*
		any of	

1 We can use *all + of + the* or *all + the*.
2 We use *none* instead of *no* before *of*.
3 *A little / a few* means 'some'. *Little / few* emphasizes the 'smallness' of the quantity, and means the same as 'not many' or 'not much'.

The quantifier we use depends on a) the quantity and b) whether the noun is countable or uncountable (see Unit 43).

	COUNTABLE (eg *trees, people*)	**UNCOUNTABLE** (eg *music, food*)
?	***How many** apples would you like?* ***How many** eggs did they eat?*	***How much** bread would you like?* ***How much** cheese did they eat?*
100%	***All** students need to study.* ***All (of) the** students failed the exam.*	***All** paper comes from trees.* *Here's **all (of) the** information.*
	***Most** people have a car.* *I've read **most of his** books.*	*I like **most** music.* *He's eaten **most of the** cheese!*
	***A lot of / Lots of / Many** features in the latest version of the program are new.*	*Do you drink **a lot of / lots of / much** wine in your country?*
	*I knew **a lot of / lots of / many of the** people who were there.*	***A lot of / Lots of / Much** of the stuff we study is quite boring.*
	*In **some / a few** schools I know, the students wear a uniform.* *Here are **some / a few of the** mistakes in your homework.*	*If you've got **some / a little** money, you should buy a new calculator.* *I've got **some / a little of the** cream you wanted.*
	***Not many / few** people visited me in hospital.* ***Not many / Few of the** rivers in Europe are unpolluted.*	*There's **not much / little** hope of winning the match on Saturday.* ***Not much of / Little of the** food was very nice.*
0%	*There were **no** / There weren't **any** messages on my mobile.* ***None of the** messages were important.*	*I'm sorry, I've got **no** / haven't got **any** time for this.* ***None of the** news is very interesting*

We can also use quantifiers without a noun.

*"Do you like Tom Cruise's films?" "Well, I like **some**, but not **all of them**."*
*"Do you want any ice cream?" "No thanks, I've just had **some**."*

We can put a quantifier before a pronoun.

*"How many of you went on the trip?" "Oh, **most of us** went."*
*Anthony has an amazing book collection but he hasn't read **any of them**.*

1 Match the phrases with the values.

~~none of them~~ most of them many of them some of it some of them little of it
all of them all of it much of it few of them none of it most of it

	countable	uncountable
a 0%	none of them	
b 5–25%		
c 25–50%		
d 50–75%		
e 75–95%		
f 95–100%		

2 Underline the correct phrase.

a This term has been really hard. We've had *a lot of / a lot* work to do.
b The problem is that we only have *a few / few* good teachers at our school.
c *Most of the time / Most of time* it's too noisy at home to study well.
d No, I'm not drunk! I only had *a little / a little of* beer to drink.
e He said something about it this morning but I paid *any / no* attention.
f *All / All of* experts say the climate is changing.
g *Most of / Most* advice you get from other people doesn't seem to help.
h They say *a little / a little of* knowledge is a dangerous thing.
i *Few / A few* people know as much about computers as me.
j It doesn't do *any / no* good to complain.
k I've read *many / many of* his books.

3 There are mistakes in some of these sentences. If the sentence is correct put a tick (✓). If the sentence is wrong, correct the mistakes.

a Peter did ~~a few~~ research on gases. some
b He did some experiments. ✓
c How much experiments did John do?
d Dave did lots of research too.
e Sue didn't do many research.
f Anne did a few experiments.
g Not much of the experiments were successful.
h "Did everyone go to the class?" "Yes, well, most them did."
i I didn't do no experiments because I was away.
j Some my experiments went wrong.
k All the experiments were done safely.

4 Complete the gaps with the quantifiers in the box.

~~none of~~ all of no a little a few most of many a lot of most

a The trip was cancelled because none of the students wanted to go.
b There are not ..... people who always tell the truth.
c I phoned every shop in town and ..... them said that the game was sold out, so I had to get something else instead.
d There was ..... reason at all to speak to him like that.
e There is always one teacher who makes life difficult, but ..... them are okay.
f I've only got ..... money but it's enough for the bus.
g Nowadays ..... mobiles have a camera, but this one doesn't.
h Hurry up! We haven't got ..... time. The train leaves in ten minutes.
i Only ..... people signed the petition – it was very disappointing.

the arts

5 Read the text about impressionist artists. Then underline the correct form.

The Impressionists

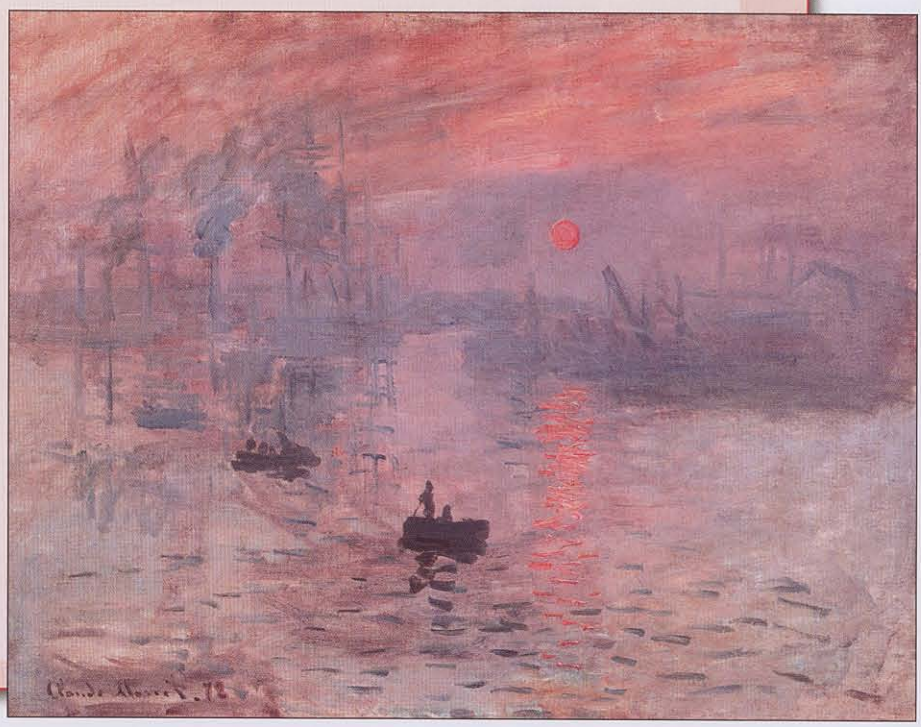
The impressionist style of painting developed in the nineteenth century. The movement started in France and **a** *most of the artists / the most of artists* were French, but not **b** *all / all of it.*

In 1855 a World Fair took place in Paris. The fair gave **c** *a lot of importance / a lot importance* to art, and Paris became the centre of attention for young artists. **d** *Many of them / Much of them* travelled there in search of an opportunity. Pissarro, Monet, Guillaumin and Cézanne first met at the Académie Suisse.

The artists didn't have **e** *much / much of* money, and the models they needed were free at the Académie Suisse. The Académie was a place for talking about art, and the students spent **f** *a lot of their time / many times* discussing their ideas about painting. Each year the Académie held an exhibition where the members judged the entries. The problem for the artists was that the professors didn't like their new style of painting. As a result, **g** *a few / few* of the painters decided to hold their own exhibition. The exhibition, in 1874, had **h** *many paintings / much painting* which later became famous, including Monet's 'Impression: Sunrise 1872'. This was the painting which gave the movement its name.

The original group did nearly **i** *all their work / all of work* between 1867 and 1886. Edgar Degas and Paul Cézanne also did **j** *some of / some* painting in the impressionist style in the early 1870s.

GLOSSARY



Monet's 'Impression: Sunrise 1872'

6 Rewrite the sentence using the words in brackets.

a Nowadays most children watch a lot of TV. (lots of)
Nowadays most children watch lots of TV.

b Very few people passed the exam. (most / failed)

c I didn't do the exercise because I had no time. (any)

d I went to the shop but they didn't have any of the books I wanted. (none)

e She speaks good Spanish and she also speaks some Basque. (a little)

f The were some people waiting for the match to start. (a few)

g There's little unemployment in the area because of the tourism. (much)

h It's a very old town and there are few modern buildings – just one or two. (many)

social studies

7 Complete the gaps with the words and phrases in the box. There may be more than one answer.

~~most~~ lots lot of few some some many many all

The cost of smoking

Everybody knows smoking is bad for your health. There are health warnings on packets of cigarettes in a most countries in the world. However, if you don't smoke it can also save you b ..... of money. It's difficult to calculate what the costs really are because c ..... smokers admit how much they smoke, but we can guess.

There are d ..... people who smoke two packets of cigarettes a day. Not e ..... packets of cigarettes cost less than €2.50, so the cost of smoking two packets a day for one year is at least €1,825. Then the health costs of smoking are €660 for each smoker. Now we have a total of €2,485 per smoker.

Smoking also costs employers a f ..... money. According to g ..... estimates an employee who smokes costs a company an extra €1,000 a year. Apart from smokers taking more sick leave, h ..... the walls and furniture in the office are affected by tobacco smoke and need to be cleaned. If we add €1,000 to the previous total we reach the figure of €3,485 a year, or €290 a month. If the smoker continues smoking for fifty years, the final total would be €174,250, the price of a medium-sized flat in i ..... European cities!

GLOSSARY

EXTENSION ACTIVITY

Translate these sentences into your own language.

a Most of the time I haven't got much time.
b A few of the children had some problems.
c He doesn't do much work and has a lot of holidays.
d There's a little wine left in the bottle.
e There's little wine left in the bottle.

45 articles

a / an – one of many

We put *a / an* before a singular noun to indicate it is not a particular one, it is just one of many. *A / an* might refer to

- a single object or person.
  *John's got **a** car.*
  *I bought **a** book today.*
- a job.
  *My dad's **a** doctor.*
- a kind of, or example of something.
  *She's **a** beautiful girl.*
  *He's doing **a** university course.*

Note that we use *one* instead of *a / an* to contrast with other numbers.
*We've got **six** computers but only **one** printer.*

a or *an*?

We use *a*

- before nouns starting with a consonant.
  ***a** boy* ***a** car* ***a** house*
- before *u* and *eu* when they sound like 'you'.
  ***a** European* ***a** university* ***a** unit*

We use *an*

- before nouns starting with a vowel. (*a, e, i, o* or *u*).
  ***an** apple* ***an** orange* ***an** egg*
- before an *h* which is not pronounced.
  ***an** hour* ***an** honour (but **a** history)*

the – restrictive meaning

We can use *the* before nouns to restrict the meaning to a specific example

- when it has already been mentioned.
  *A boy fell in love with **a** girl. Unfortunately **the** girl wasn't interested.*
- when the noun is defined by a relative clause.
  ***The** book **that you gave me last week** was really good.*
  *He's **the** boy **we saw on television**.*
- because we think of it as unique.
  ***the** Sun* ***the** moon* ***the** world* ***the** President*
- with names of geographical areas and oceans.
  ***the** Caribbean* ***the** Sahara* ***the** Atlantic*
- with names of some countries.
  ***the** USA* ***the** UK* ***the** Republic of Ireland*
- when the noun is followed by *of* and a phrase which makes it specific.
  ***The** life **of a farmer** is very hard.*
  (Compare with *Life is hard.*)
  ***The** cells **of a plant** contain cellulose.*
- with superlatives.
  *Everest is **the** highest mountain.*
  *This is **the** most difficult exercise.*

no article – general meaning

We do NOT use an article

- before plural countable nouns and uncountable nouns when we mean 'in general'.
  *I like **cats**.*
  ***Doctors** have to study for a long time.*
- before abstract nouns.
  *What is the difference between **jealousy** and **envy**?*
- before names of meals, languages, sports, and many expressions of place and time.
  *I never drink before **breakfast**.*
  *Can you speak **German**?*
  *Do you play **tennis**?*
  *I'll see you **next week**.*
  *He stayed at **home** because he was ill.*
  *My mum went to **work** at six this morning.*

generalizations with *a / an* and *the*

We can make generalizations by using a singular noun as an example, with *a / an* before the noun to mean 'any'.
***A cat** makes a good pet.* (= Cats make good pets.)
***A car** costs a lot to maintain.* (= Cars cost a lot to maintain.)

In a scientific context or talking about technology and inventions we often use *the* with singular nouns to make generalizations.
***The knee** is one of the most complex joints in **the body**.*
***The telephone** was invented by Alexander Graham Bell.*

1 Complete the sentences with the noun in italics. Use *the* when necessary.

a *water* Water always flows downhill.
..... in this bottle is dirty.

b *mountains* ..... are an obstacle for clouds and affect the weather.
Only 11 climbers have climbed all ..... in the world over 8,000 metres high.

c *electricity* ..... is an essential part of our modern way of life.
Most of ..... that we use comes from oil-fired power stations.

d *information* Some of ..... you gave us was inaccurate.
The Internet is an important source of ..... .

e *maths* A lot of people find ..... very difficult.
A lot of ..... that we study at school is not very useful for normal life.

f *computers* ..... have made a big difference to our lives.
Half of ..... at our school don't work.

g *technology* Do you study information ..... at your school?
..... we need to go to Mars is not yet available.

2 Underline the correct form.

a *The hydrogen / Hydrogen* is lighter than *the atmosphere / atmosphere*.
b *Windows / The windows* are made of *the glass / glass*.
c Many people say they are interested in *the nature / nature* and the environment.
d We're studying *the grammar / a grammar* of *the English / English*.
e Most experts agree that *ice / the ice* at the North and South Pole is melting.
f *The gravity / Gravity* is *the force / force* of attraction between *masses / the masses*.
g *The global warming / Global warming* is causing *a rise / rise* in temperature.
h *Scientists / The scientists* have discovered *a new galaxy / the new galaxy*.

3 Correct the sentences by adding *a, an,* or *the*.

a I need /new mouse for my computer. a
b Why are you always in good mood? .....
c Red, yellow and blue are three primary colours. .....
d Photoshop is program for editing digital images. .....
e Acid rain is big problem in parts of Europe. .....
f We went out for meal last night at Indian restaurant in South Street. .....
g My brother became engineer because he liked playing with motors. .....
h I lost all my work when computer crashed. .....
i This is book she gave me. .....
j It takes one hour to finish unit of this book. .....

4 Rewrite the generalizations using *a / an* and *the*.

a Birds have an aerodynamic shape and feathers to enable them to fly.
A bird has an aerodynamic shape and feathers to enable it to fly.

b Geiger Counters are used to measure radiation.

c Not much is known about how brains work.

d Human bodies have around 206 bones.

e Falcons are the fastest living creatures on earth.

f Bicycles are among the most efficient machines invented by man.

g Football players need to be extremely fit.

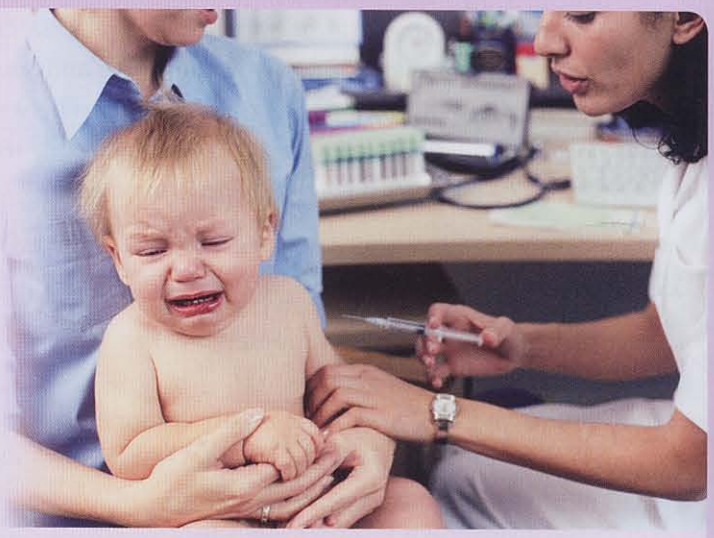
h Washing machines are probably the most useful domestic devices.

A Geiger Counter

science

5 Complete the sentences with *the, a,* or *an,* or leave the space blank if no article is needed.

No gain without pain



Pain is necessary. It is **a** the body's way of telling us that something is wrong. However, **b** ..... scientists do not understand how pain works. People experience **c** ..... pain in different ways. It depends on **d** ..... different biological factors.

There is **e** ..... very rare condition where the sufferer doesn't feel any pain at all. Doctors have only found 33 people with this condition. In one case **f** ..... young child broke his ankle but continued to play and run. One possible cause may be a lack of 'betaendorphin', **g** ..... chemical which is responsible for controlling **h** ..... pain.

i ..... pain stops us from doing things that can hurt us like putting our hand in **j** ..... fire, or burning ourselves with **k** ..... boiling water. It also means that we do something to protect **l** ..... injured part of our body. For example, we are careful to avoid putting weight on **m** ..... injured ankle. This child mentioned above will keep hitting his head but it doesn't hurt him. On the other hand, **n** ..... normal children learn to be careful because their mistakes are painful.

GLOSSARY

6 Correct the mistakes with articles in the following sentences.

a I like to spend time in an open air.
I like to spend time in the open air.

b I'm very interested in the history, especially history of South America.

c We are having a good weather this summer.

d I'm going to do a shopping. Do you want anything from the supermarket?

e A Yangtze is the famous river in China.

f I was late for the school yesterday.

g An Atlantic Ocean is smaller than a Pacific.

h A Japanese make very good electronic products.

geography

7 In the text below, 11 examples of *the, a* and *an* have been removed. Replace them. The first one has been done for you.

Tsunamis

Tsunami is Japanese for 'harbour wave'. It is / *a* powerful ocean wave usually caused by earthquake under the sea. The movement of the ocean floor displaces water above it by several metres. The wave which this produces is different from normal wave. tsunami can have a wavelength of over 100 km and can travel long distances across the ocean at more than 700 km/h. As it approaches the coast, the wave slows down and increases in height. Normal waves hit beach and retreat very quickly. tsunami is more like extreme form of tide which rises and surges over the land with millions of tons of water. The water keeps coming for several minutes. The speed, height and power of tsunami make it very destructive. It can cause severe damage and many deaths in low-lying coastal areas.

On 26 December 2004 huge tsunami killed over 200,000 people in countries surrounding Indian Ocean. It was one of the worst natural disasters in recorded history.

GLOSSARY

EXTENSION ACTIVITY

Translate these sentences into your own language.

a I would like to study biology at university.
b He says that nature and the environment are his hobbies.
c The dolphin is an intelligent animal.
d The brain is a complex organ.
e He injured his knee in a football match.

46 all, every, each, both

all

We use *all* before plural and uncountable nouns to refer to a group or a unit which is complete.

All the people *in the room were silent.*
Have you eaten ***all the bread****?*
All the water *leaked out of the bottle.*
All children *need affection.*
I've invited ***all my friends*** *to the party.*
I've been waiting ***all my life*** *for this.*

All can also be used to mean 'everything' (see also Unit 44).

That's ***all****, there is no more to pack.*
All*'s well that ends well.*

All can also mean 'the only thing'.

I'm afraid that's ***all*** *I can tell you.*
I'm tired and ***all*** *I need is a hot bath!*

all and *every*

Every has a similar meaning to *all*, but we can only use *every* before a singular noun (and with a verb in the singular). Compare:

All students have *to participate.*
Every student has *to participate.*

and

All (of) the players were *exhausted.*
Every player was *exhausted.*

each and *every*

Like *every*, we use *each* with a singular noun. We use *each* to direct attention to the members of a group as separate individuals. However, usually either word is possible.

Each / ***Every*** *child in the class has a notebook.*
We installed the anti-virus software on ***each*** / ***every*** *computer.*
The President spoke to ***each*** / ***every*** *member of the team.*

We can use *each* with two or more people or things. We can use *every* for three or more, but it is normally used for big groups or numbers.

He was carrying a suitcase in ***each*** *hand.* NOT ~~*in every hand*~~

We can use *each of* with a plural noun, but we cannot say *every of*.

We had to do ***each of*** *the experiments again.*
OR ***every*** / ***each*** *experiment*
Each of *the classes is in a different room.*
OR ***Each*** / ***Every*** *class is in a different room.*
OR ***All of the*** *classes* ***are*** *in different rooms.*

both, either and *neither*

We use *both, either* and *neither* to talk about two things. We use *both* with a plural noun.

Both children *were born in Italy.*
He has crashed ***both of the cars*** / ***both the cars*** / ***both cars****.*

You can also use *both* on its own.

If you can't decide between the two jerseys, buy ***both****.*
Jacques and Jerôme are French, and ***both*** *come from Paris.*

We can use *either* and *neither* with a singular noun or alone.

There are two good hotels in town. ***Either place*** *is fine.* / ***Either*** *is fine.*
We tested two ant-virus programs. ***Neither program*** *is any good.* / ***Neither*** *is any good.*

We can use *either* and *neither* with *of* and a plural noun.

Neither of the films *was any good.*
I didn't like ***either of the books*** *I read this summer.*

other, another, others

We use *another* and *other* before a noun to refer to something different or alternative. We have to use *another* with singular nouns.

Would you like ***another*** *cup of tea?*
I've still got ***another*** *exercise to do.*

We can use *other* with a singular noun or a plural noun.

There are ***other jobs*** *you could try.*
Is there any ***other reason*** *not to go?*

We can use *another* and *others* on their own.

Here is one computer and there is ***another*** *next door.*
Some students have arrived, but where are ***the others****?*

1 Complete the sentence with *all, every,* or *each.*

a Sam is the president of the class. ...All... the students in the class voted for him.
b ..... of the students in the class has their own desk.
c I could tell you ..... I know about computers in less than five minutes.
d I have three bikes and ..... of them is in perfect condition.
e ..... the trains arrived late this morning because there was a problem with the snow.
f I have three cousins and ..... of them plays a musical instrument.
g Don't rush – I've got ..... the time in the world.
h You tell me the same story ..... time I see you.
i He has two children and ..... is good at something different.
j I like ..... these CDs. I just don't have the money to buy them.
k ..... piece of homework must be given to the teacher now!

2 Complete the sentence with *both, either,* or *neither.*

a There were only two questions in the test and I couldn't do ...either... of them.
b I took the driving test twice and failed ..... times.
c We've got pasta and rice – you can have ..... for lunch but not .....
d How embarrassing! They're ..... wearing the same dress.
e I found two pairs of good shoes in the sales so I bought .....
f I didn't like ..... of the choices they gave us.
g I couldn't decide between them – I liked them .....
h ..... of them was feeling well so they stayed at home.
i I didn't think much of ..... of the films I saw this weekend. ..... was worth seeing.
j You can have ..... coffee or tea. Which do you prefer?
k ..... of the exams was easy.

3 Complete the sentence with *other, others, the other* or *another.*

a I'm sorry to say this but there's no ...other... way to do it.
b Some people like dogs and ..... like cats.
c Can I have ..... coke, please?
d There are only three people here. Where are ..... members of the group?
e The football ground is on ..... side of town. You'll have to take a bus.
f Some of the students go outside in the break and ..... go to the library.
g This is one possibility but there are ..... solutions to the problem.
h I asked the head teacher for ..... chance but he said no.
i He scores a lot of goals and it will be hard to find ..... player like him.
j I'm not sure if I like this coat or ..... one more.
k Don't give him ..... biscuit! He's already eaten five!

4 Underline the correct form.

a Elgar and Vaughan Williams were English. *Both of them* / *All of them* died in the first half of the twentieth century and composed their music in the Modern period.

b Beethoven composed in two styles. One was Romantic and *the other* / *another* was Classical.

c Strauss, Schumann, Wagner and Mendelssohn were *all* / *both* German. Each of them *belongs* / *belong* to the Romantic period.

d Rachmaninov and Stravinsky were *all* / *both* Modern Russian composers.

e *Neither* / *Both* Haydn and Mozart composed in the Classical period but *either* / *neither* of them was German.

f Mozart, Mahler and Haydn were *all* / *each* Austrian.

g Rossini and Verdi were *both* / *all* Italian and *both* / *either* composed Romantic music.

h Vivaldi, Bach and Handel belong to the Baroque period. *Every* / *All* of them were born at the end of the seventeenth century.

i *Every composer* / *All the composers* belonging to the Modern period was alive and working at the beginning of the twentieth century.

j Gershwin was an American composer of the Modern period, while *the others* / *another* were mainly European.

Wolfgang Amadeus Mozart

5 Now complete the table with the information from above.

Composer	Nationality	Dates	Period
Antonio Vivaldi	Italian	1678-1741	
Claude Debussy	French	1862-1918	Modern
Edward Elgar	English	1857-1934	Modern
George Frideric Handel	German	1685-1759	
Felix Mendelssohn		1809-1847	
George Gershwin	American	1898-1937	Modern
Gioachino Rossini		1792-1868	
Giuseppe Verdi		1813-1901	
Gustav Mahler		1860-1911	Late Romantic
Igor Stravinsky		1882-1971	
Johann Sebastian Bach	German	1685-1750	
Joseph Haydn		1732-1809	
Ludwig van Beethoven	German	1770-1827	Classical and
Maurice Ravel	French	1875-1937	Modern
Pyotr Ilyich Tchaikovsky	Russian	1840-1893	Romantic
Ralph Vaughan Williams		1872-1958	
Richard Strauss		1864-1949	
Richard Wagner		1813-1883	
Robert Schumann		1810-1856	
Sergei Rachmaninov	Russian	1873-1943	Modern
Wolfgang Amadeus Mozart		1756-1791	

GLOSSARY

6 Complete the text with the words in the box.

~~both~~ each other other another another both neither every all

Weight, Mass and Inertia

What is the difference between mass and weight? It is confusing and people often think **a** both words mean the same thing, but to an astronomer or a physicist **b** ..... concept is completely different.

What is weight? **c** ..... object in the universe attracts **d** ..... objects. The attraction depends on the size of the objects and the distance between them. This attraction is called gravity. Weight is the effect of the Earth's gravity on objects on its surface. If you weigh 70 kg, that is the result of the Earth's gravity on your body, but on **e** ..... planet of a different size your weight would be different.

What is mass? **f** ..... objects have a quality called 'inertia'. Mass is a measure of how much inertia an object has. Imagine you are an astronaut floating in space with **g** ..... astronaut. In space **h** ..... of you would be weightless but **i** ..... of you would be mass-less. If you wanted to move the **j** ..... astronaut, you would have to push him to get him going and pull him to make him stop. A body in space has inertia, and therefore mass, but it has no weight.

GLOSSARY

EXTENSION ACTIVITY

Complete these sentences with your own words

a In my class all .....

b In my family both .....

c Each of my .....

d Both of my .....

e All of my .....

47 adjectives

We use adjectives to modify nouns. However, unlike a noun, an adjective has no plural form.
*There were three **black** dogs.* NOT ~~*There were three **blacks** dogs.*~~

We put most adjectives before a noun…
*We've got a **new teacher**. He's wearing an **old jumper**.*
… or after 'linking' verbs like *be, seem, look, feel*, etc.
*That teacher **is new**. His jumper **looked old**.*

There are certain adjectives that we normally only use with linking verbs. The most common are *well, ill, afraid, alive, alone, asleep, aware, content, glad, ill, ready, sure*, and *well*.

	BUT…	NOT…
*William looked **afraid**.*	***Frightened children** often cry.*	~~***Afraid children**~~ *often cry.*
*The children were **ill**.*	*She looks after **sick children**.*	~~*She looks after **ill children**.*~~
*I am **glad** that you've come.*	*Jane is a **happy girl**.*	~~*Jane is a **glad girl***~~

There are many adjectives formed from either the past participle or the *–ing* form of a verb. For example: *surprised – surprising, bored – boring, tired – tiring, confused – confusing*, etc. There is an important difference between the two.

We use the **past participles** of verbs as adjectives (ending with *-ed*) to describe **how we feel** about something or someone.	We use the **present participles** of verbs as adjectives (ending with *–ing*) to describe **the thing or person that produces the feeling**.
*You must be **tired** after the journey.*	*It must have been a very **tiring** journey.*
*The match was very bad and I was **bored**.*	*It was a **boring** match and I fell asleep.*
*We were **amused** by Leonor's jokes.*	*We found Leonor's jokes **amusing**.*

We can make adjectives stronger or weaker with words like *very, a bit, quite, extremely*, etc.
*What was the talk like? Oh, it was **very interesting**.*
*Yesterday it was **quite warm**, but it's **extremely cold** today.*

You cannot put *very* or *extremely* before some adjectives because they are already 'extreme'. Examples of these 'extreme' adjectives are: *wonderful, fantastic, excellent, awful, terrible*, etc. You can, however, use *absolutely* or *really* before these adjectives.
*That's a **really excellent** book.* NOT ~~*That's a **very excellent** book.*~~
*He scored an **absolutely fantastic** goal.* NOT ~~*He scored an **extremely fantastic** goal.*~~

Sometimes we want to use two or more adjectives before a noun. Adjectives which express opinion always go before other adjectives. Other adjectives usually go in the order given below.

	opinion	size	shape	age	colour	origin	material	purpose	noun
	lovely			*old*		*English*		*sheep*	*dog*
A / An	*attractive*	*large*	*round*				*wooden*		*table*
	interesting							*scientific*	*experiment*
	beautiful				*red*	*Italian*		*sports*	*car*
		tall				*American*		*basketball*	*player*

1 Put the words in the correct order.

a very good teacher Mr Smith was a English
Mr Smith was a very good English teacher.

b glad found am maths I have exercise my book I
I .....

c the asleep telephone because didn't was John hear ring he
John .....

d Internet connection really our school is slow
Our .....

e cold woollen hat a good for weather is
A .....

f new delicious the was food at really restaurant the Thai
The food .....

g dark afraid little was of the room the girl
The little .....

h announced children the missing were safe they that
They .....

i office if you school are you must call the ill
You .....

2 Add *-ing* or *-ed* to the adjectives.

a The final of the basketball match was very excit ing.
b Do you ever feel embarrass..... about asking your parents for money?
c She was amaz..... when she heard she had a place at university.
d It's astonish..... what you can do with computers nowadays.
e The teacher was not amus..... by the joke and gave us extra work.
f They were disappoint..... with the results of the experiment.
g After football training I often feel exhaust.....
h Grey wet weather is depress.....
i She thinks accountancy is very interest.....
j I am not surpris..... your parents were upset by the exam results.

3 Underline the correct form.

a He was carrying a *black plastic* / *plastic black* bag.
b They've bought a *new massive* / *massive new* freezer.
c He was wearing a *leather motorcycling* / *motorcycling leather* jacket.
d Has anyone seen my *army Swiss* / *Swiss army* knife?
e They live in a *lovely little old* / *little lovely old* house in the country.
f You've got *big green beautiful* / *beautiful big green* eyes.
g He's just bought *a new expensive* / *an expensive new* laptop.
h The *famous ancient Inca* / *famous Inca ancient* ruins of Machu Picchu are in Peru.
i My brother has got a *lightweight American mountain* / *American lightweight mountain* bike.
j We have a *huge modern science* / *modern huge science* laboratory at school.

4 There are some mistakes with adjectives in this dialogue. If the sentence is correct, put a tick (✓). If there is a mistake, correct it.

A Did you have a good holiday? a ✓

B Yes, it was fantastic. We had ~~sunny lovely~~ weather, which was nice. It was a really beautiful place, and there were lots of interesting things to do. b lovely sunny

A It sounds very brilliant. c .....

B What about you? You look a bit depressing. d .....

A That's not surprising. I've had an awful holiday. We stayed here and it was really boring. e .....

B So nothing interested happened while I was away? f .....

A No, I've never been so boring in my life. g .....

B Why didn't you go somewhere then? h .....

A That's a well question. My parents said they were tired and needed to rest. i .....

B But going on holiday isn't tired. j .....

A They say it is. Anyway, it's embarrassed going on holiday with your parents. k .....

B I didn't feel embarrassing. l .....

A That's because your parents are okay. Mine are always complaining. They're never satisfying with anything. Especially me. m .....

B Oh dear. Well, next time you'll have to come with us. We're going again next month. n .....

A Are you serious? I'd really like that. o .....

B Yes, so don't worry, be happy. By the way, have you done all the maths extra exercises we're supposed to do? p .....

A Yes I have, there was nothing else to do. Have you done them? q .....

B No, I'm a bit worrying, actually. I don't think I'll have time now. r .....

A I can lend you my notes if you want. You will find them a bit bored though. s .....

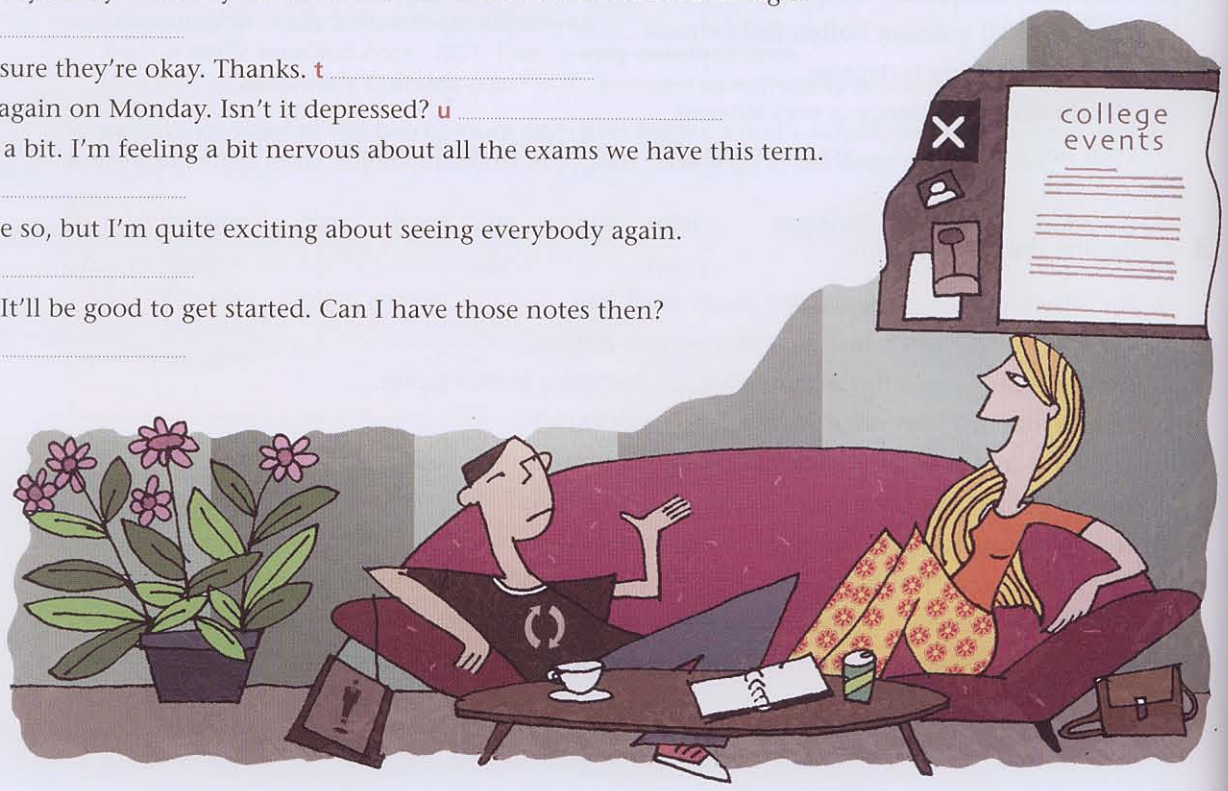
B No, I'm sure they're okay. Thanks. t .....

A College again on Monday. Isn't it depressed? u .....

B Yes, it is a bit. I'm feeling a bit nervous about all the exams we have this term. v .....

A I suppose so, but I'm quite exciting about seeing everybody again. w .....

B Me too. It'll be good to get started. Can I have those notes then? x .....



5 Underline the correct form.

The mystery of the pyramids

How were the pyramids built? This question is one of the **a** *great historical / historical great* mysteries. How did the ancient Egyptians build these **b** *stone enormous / enormous stone* monuments? We know about their **c** *daily normal / normal daily* lives – religion, food, politics, customs – but nothing about the pyramids.

French vs the English

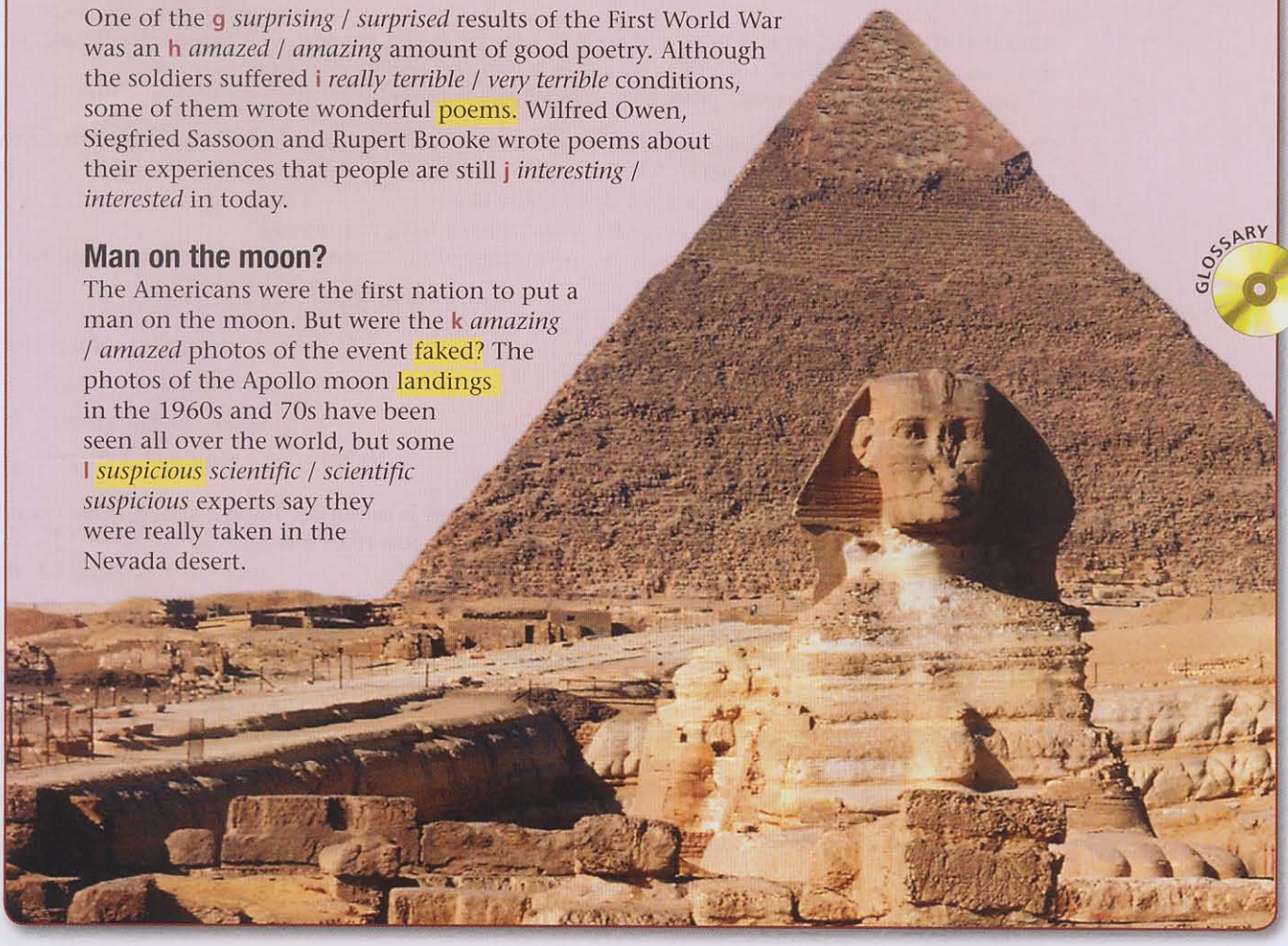
1066 is an important date for the British and French. On October 14th, 1066, William of Normandy and Harold, king of England, fought an **d** *exciting / excited* battle for the crown of England. At first, the **e** *brave English / English brave* soldiers were winning, but it was the French army who finally won. The events of the Battle of Hastings can be seen on the Bayeux Tapestry, a **f** *long beautiful / beautiful long* piece of art.

Poets of war

One of the **g** *surprising / surprised* results of the First World War was an **h** *amazed / amazing* amount of good poetry. Although the soldiers suffered **i** *really terrible / very terrible* conditions, some of them wrote wonderful poems. Wilfred Owen, Siegfried Sassoon and Rupert Brooke wrote poems about their experiences that people are still **j** *interesting / interested* in today.

Man on the moon?

The Americans were the first nation to put a man on the moon. But were the **k** *amazing / amazed* photos of the event faked? The photos of the Apollo moon landings in the 1960s and 70s have been seen all over the world, but some **l** *suspicious scientific / scientific suspicious* experts say they were really taken in the Nevada desert.



GLOSSARY

EXTENSION ACTIVITY

Translate these sentences into your own language.

a The sweet little baby is asleep.
b She bought a nice new pair of brown leather boots.
c Bored children can be very naughty.
d He is very interested in ancient history.
e We had a long hot tiring journey.

48 adverbs of manner

FORM

We can form this type of adverb by adding *-ly* to an adjective.

*quick → quick**ly*** *bad → bad**ly*** *shy → shy**ly*** *reasonable → reasonab**ly** (2)*
*careful → careful**ly*** *quiet → quiet**ly*** *heavy → heavi**ly** (1)* *dramatic → dramatic**ally** (3)*

1 Adjectives of more than one syllable ending in *-y*: change the *-y* to *-i* and add *-ly*.
2 Adjectives ending in *-ble*: remove the *-e* and add *-ly*.
3 Adjectives ending in *-ic*: add *-ally*.

The adjective *good* does not follow the *-ly* rule. Its related adverb is *well*.
*He's a **good** football player. He plays football **well**.*

Some adverbs and adjectives are the same: eg *fast, hard, early, late, high, low, right, wrong*.
*It's a **fast** computer. This computer boots up **fast**.*
*He's a **hard** worker. He studies **hard**.*

Note that some adjectives end in *-ly* and are not adverbs: *lovely, friendly, silly, lonely, deadly*, etc. To make an adverb from these adjectives we say ***in a** lively / friendly / silly **way** / **manner**.*
*He was talking **in a silly way**. They danced **in a lively manner**.*

One adverb that causes confusion is *hardly*. It is not the adverb relating to *hard* (see above). It means *almost not*. We use it before a verb.
*I'm sorry, I **hardly** know him.* (= I almost don't know him.)
*I've **hardly** studied for the test because I was ill.* (= I almost haven't studied.)

USE

Look at these sentences:
1 *This is a **slow train**.*
2 *This train **seems slow**.*
3 *This train **goes slowly**.*

Slow is an adjective. We use adjectives to describe nouns, as in sentences 1 and 2 above. If we want to say how things happen, we use an adverb. In 3, *slowly* is an adverb of manner.

word order

Adverbs of manner can come before or after a verb ...
*He drove **carefully** because the weather was bad. She **quietly** went up the stairs.*

... but they must come after an object if there is one.
*You speak French **well**.* NOT ~~*You speak **well** French*~~.
*He answered the questions **wrongly**.* NOT ~~*He answered **wrongly** the questions.*~~

If the object is a long phrase we usually put the adverb before the verb (but not when the adverb is *hard, fast, well* or *badly*):
*The teacher **carefully** explained the correct answers to the question.*
*The centre forward **skillfully** headed the ball into the net.*

When a sentence consists of verb + preposition + object , we can put the preposition before the preposition or after the object.
*She listened to me **carefully**. She listened **carefully** to me.*
*Dan went over the exercise **quickly**. Dan went **quickly** over the exercise.*

When we use a passive form, the adverb goes before the past participle.
*He was **badly** injured in the car crash.*
*The flight was **seriously** delayed by the bad weather.*

1 Write the adverb forms of these adjectives.

a good well
b bad .....
c fast .....
d slow .....
e hard (difficult) .....
f hard (almost not) .....
g painful .....
h happy .....
i interesting .....
j friendly .....

2 Underline the correct form.

a Daniela speaks *good* / *well* Italian.
b Daniela speaks Italian *good* / *well*.
c Old people usually drive *slowly* / *slow*.
d Be *quick* / *quickly*. We're in a hurry.
e In April it often rains *heavy* / *heavily*.
f Please go over your notes *carefully* / *careful* before the exam.
g What's the matter with him? He looks *angry* / *angrily*.
h She travelled around the world *alone* / *lonely*.
i The policeman looked at me *suspiciously* / *suspicious*.
j We've all been working very *hard* / *hardly* and now we're tired.

3 Use the prompts to write present simple sentences.

a John / write / quickly John writes quickly.
b Diana / talk / soft .....
c They / cook / good .....
d Pierre / drive / dangerous .....
e Regina and Cindy / eat / quick .....
f We / play tennis / bad .....
g Michael / complain / loud .....
h I / write / neat .....
i She / work / hard .....
j You / type / too slow .....

4 Use an adverb from box A with a verb from box B to complete the sentences.

A: ~~slightly~~ badly scientifically specifically tragically carefully urgently freshly

B: ~~damaged~~ considered killed painted injured planned proven designed

a The CD was slightly damaged in the post but still worked.
b Dave was ..... in the crash and was in hospital for six months.
c The trip was ..... but we didn't expect such bad weather.
d The seat has been ..... so don't sit on it.
e The theory has never been .....
f New measures are being ..... by the government to deal with the crisis.
g This device has been ..... for use with a 12-volt supply.
h Tarzan's parents were ..... in an air accident.

5 Complete the second sentence so that it means the same as the first.

a There was a brief rest after the first class.
We rested briefly after the first class.

b There was a dramatic improvement in his marks this term.
His marks .....

c There has been a significant fall in the number of students.
The number .....

d There was a gradual rise in the average temperature last century.
The average .....

e There has been considerable growth in the economy this year.
The economy .....

f There has been amazing development in the area of genetics.
The area .....

g There has been slow progress in the search for an AIDS vaccine.
The search .....

h There will be a steady decrease in the price of computers.
The price .....

6 Complete the second sentence so it means the same as the first. Some sentences contain adverbs, some are adjectives.

a He finished *War and Peace* in a week because he reads quickly.
He finished *War and Peace* in a week because he is a quick reader.

b He is late for school because he is a slow walker.
He is late for school because .....

c He did a silly dance and everyone laughed.
..... and everyone laughed.

d The home team won and their fans did a loud cheer.
The home team won and .....

e "I've failed my exams!" he said in a dramatic voice.
"I've failed my exams!" .....

f I went on holiday last week and now I've got almost no money.
I went on holiday last week and now .....

g We couldn't go out because there was heavy snow at the weekend.
We couldn't go out because .....

h "We haven't studied, so we shouldn't have the test today." he said reasonably.
"We haven't studied so we shouldn't have the test today." .....

i After the accident he was a more careful driver.
After the accident .....

j His test results were very bad because he didn't study.
..... because he didn't study.

7 Read this text about a condition called 'narcolepsy'. For each paragraph, complete the text with the adverb form of the adjectives in the box.

When life is a dream

~~good~~ unexpected repeated

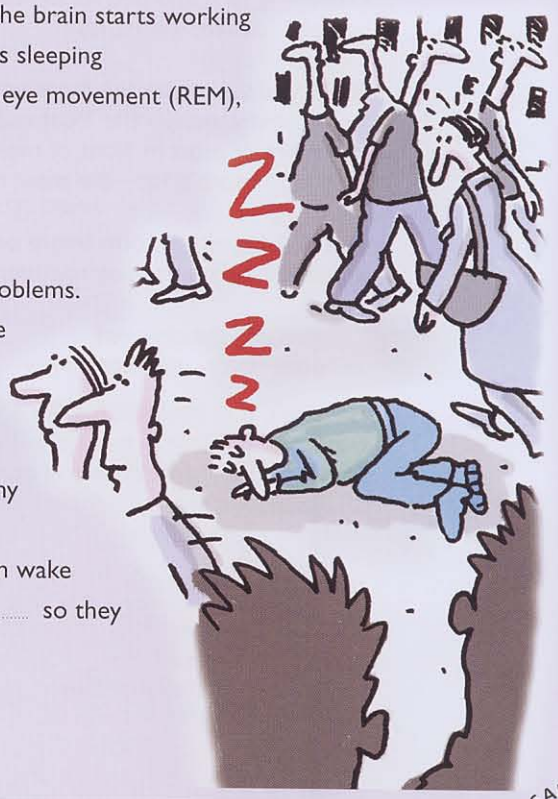
Most of us sleep **a** well at night and manage to stay awake at school or at work. But what would life be like if you fell asleep while talking to someone or walking down the street? That is what happens to sufferers of narcolepsy. Narcoleptics **b** ..... go to sleep, often at inappropriate times and places. These attacks can occur **c** ..... in a single day, and the sleepiness can last for long periods.

deep gradual active direct

Normally, when a person falls asleep, the brain waves **d** ..... become slower and less regular. After about 90 minutes the brain starts working **e** ..... again, although the person is sleeping **f** ..... This sleep state, called rapid eye movement (REM), is when dreaming occurs. In narcolepsy, the brain goes **g** ..... into REM sleep.

temporary usual careful

Apart from the problem of sleepiness, there are other problems. Sometimes when they fall asleep or wake up, sufferers are **h** ..... unable to talk or move. Unfortunately, there is no cure for narcolepsy although medicine can help to reduce the effects. Although narcoleptics can fall asleep in any place and while doing any activity, they can lead productive lives. They **i** ..... sleep for 15 minutes and then wake up. They need to plan their lives **j** ..... so they are able to take naps.



GLOSSARY

EXTENSION ACTIVITY

Complete these sentences.

a We ..... very carefully.
b My parents ..... gradually.
c I ..... slowly.
d We ..... hard.
e The teacher ..... nicely.

49 comparatives and superlatives (1)

FORM

one-syllable adjectives

To form the comparative add *-er* and to form the superlative add *-est* to adjectives such as *cheap, clean, dark, light, small, slow* and *tall*.

tall *tall**er*** *the tall**est***

Add *-r* or *-st* to adjectives ending in *-e*: *large, late, strange, nice, safe*.

safe *safe**r*** *the saf**est***

Double the final consonant and add *-er* or *-est* to adjectives ending in one vowel and one consonant. *hot, fat, sad, big, wet*.

hot *hot**ter*** *the hot**test***

regular adjectives with two syllables and more

Change *-y* to *-i* and add *-er* or *-est* to adjectives ending in *-y*: *easy, lazy, noisy, happy, funny, sexy, silly*.

easy *eas**ier*** *the eas**iest***

NOTE you will often see *more* or *most* with these adjectives as an alternative eg *more funny - the most funny, more noisy - the most noisy*.

Use *more* or *most* in front of most other two-syllable adjectives: *tiring, precise, perfect*.

tiring ***more** tiring* ***the most** tiring*

You will see either form (*more* or *most* in front, or add *-er* or *-est*) used with a limited number of adjectives such as *clever, common, cruel, gentle, narrow, pleasant, polite, quiet, simple, stupid* and *tired*.

*clever**er*** *the clever**est***
***more** clever* *the **most** clever*

However, if in doubt it is safer to use the *more / most* form.

Use *more* or *most* in front of all adjectives with more than two syllables: *beautiful, intelligent, comfortable, interesting and expensive*.

expensive ***more** expensive* *the **most** expensive*

irregular adjectives

good	***better***	***the best***
bad	***worse***	***the worst***
far	***further / farther***	***the furthest / farthest***

USE

We use comparatives and superlatives to show how people or things are different in some way.

We normally use comparatives to compare two things. Comparatives show more of a quality or characteristic. We use *than* in sentences where two people or things are compared using a comparative adjective.

*I am **faster than** John.* *She is **taller than** me.*
*Berlin is **larger than** Hamburg.* *It's **hotter** today **than** yesterday.*

We use superlatives to talk about a person or thing who has more of a particular quality than all others of their type. We always use the definite article *the* before superlative forms and we don't use *than*.

*I am **the most intelligent** student in the class.* NOT ~~*I am **the more** intelligent student*~~ ...
*Who is **the richest** person in the world?* *The USA is **the most powerful** country in the world.*
*Rio de Janeiro is one of **the most beautiful** cities in the world.* *He's **the worst** teacher I know.*

1 Write the comparative and superlative forms of the adjectives.

	Adjective	Comparative	Superlative
a	quiet	quieter	the quietest
b	economical		
c	comfortable		
d	easy		
e	quick		
f	noisy		
g	clever		
h	exciting		
i	soft		
j	smooth		

2 Write the opposites using the adjectives in the box.

~~difficult~~ cheap old noisy light narrow slow cool
clean far beautiful sad dangerous interesting

a	easier	more difficult	h	warmer	
b	quieter		i	wider	
c	dirtier		j	happier	
d	uglier		k	faster	
e	more boring		l	more expensive	
f	heavier		m	safer	
g	nearer		n	younger	

3 Study the information about three countries.

	Canada	Brazil	India
Area (sq km)	9,984,670	186,112,794	3,287,590
Coastline (km)	202,080	7,491	7,000
Population	32,805,041	182,032,604	1,080,264,388
Average age (years)	38.54	27.81	24.66
Births / 1000 population	10.84	16.83	22.32
Population growth rate	0.9%	0.94%	1.4%
Life expectancy (years)	80.1	71.69	64.35
GDP (Gross Domestic Product)	$1.047 billion	$1.58 trillion	$3.678 trillion
GDP per capita	$32,800	$8,500	$3,400
GDP growth rate	2.8%	2.6%	7.1%
Unemployment	6.8%	9.9%	9%

Complete the sentences with the comparative or superlative form of the adjective in brackets.

a India is smaller than Brazil (small)
b The coastline of ..... is ..... than the coastline of Brazil. (long)
c ..... has ..... population. (big)
d Brazil and India have ..... populations than ..... (young)
e ..... has ..... birth-rate. (high)
f People in ..... have ..... lives than people in Brazil. (short)
g ..... is ..... country of the three. (poor)
h The economy of ..... has ..... growth rate. (slow)

4 Complete the sentences with the superlative form of the adjectives below. You will have to use some of them more than once.

deep high low great large small short long wet

a The deepest spot in the oceans is called the Mariana Trench and is 35,979 feet deep in the Pacific Ocean. That's deeper than the height of the world's highest mountain, Mount Everest, which is 29,002 feet high.

b Lake Titicaca in Peru is the ..... navigable lake in the world. It is about 12,500 feet (3,810 metres) above sea level.

c The ..... lake is the Dead Sea (it's considered a lake but it's called a sea), which is in the Jordan Valley of Israel. The surface of the water is 1,302 feet below sea level. It is also the saltiest lake in the world. Almost nothing can survive in it besides some special green algae.

d Lake Superior is the freshwater lake that covers the ..... surface area in the world. It covers over 82,000 km² of land.

e The ..... lake in the world is north of the Mongolian border and is 5,712 feet (1,741 metres) deep – more than one mile straight down. It is Lake Baikal and is found in Siberia, Russia.

f The ..... ocean in the world, the Pacific Ocean, covers a third of the Earth's surface.

g The ..... ocean is the Arctic Ocean, which is one tenth the size of the Pacific Ocean.

h The Nile River in Egypt is the ..... river and is 4,145 miles long.

i The world's ..... river, according to the Guinness Book of World Records, is the Roe River. It is only 200 feet (61 metres) long and flows between Giant Springs and the Missouri River near Great Falls, Montana.

j The Amazon Basin in South America is the ..... river because it has the greatest water flow. This is because it flows through the Amazon rain forest – the largest and ..... rainforest on Earth.

k Angel Falls (Salto Angel) in Canaima National Park, Venezuela is the ..... waterfall in the world at 3,212 feet (979 metres).

Lake Baikal

GLOSSARY

5 Complete the text with the comparative form of the adjectives below.

stressful ~~young~~ green bad healthy easy happy long

Is life better now than it was in the past? Older people look back to when they were **a** younger and complain that young people today don't realise how difficult things were then. Of course in many ways life is **b** ..... now. We live in a world which is cleaner and safer. It is generally **c** ..... as well, and because of improvements in medical care, both men and women can expect to live **d** ..... lives. Our day-to-day existence is more comfortable, but are we **e** ..... ?

The rhythm of life is faster, and **f** ..... . People are always in a hurry. In the end it is hard to say if things were better or **g** ..... before. As the saying goes 'the grass is always **h** ..... on the other side of the fence'.

6 Complete the text with the adjectives in brackets( ) in comparative or superlative form.

social studies

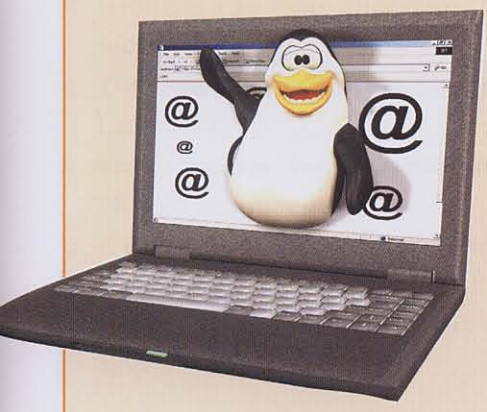
OS battles

Windows, Linux and Unix are different computer operating systems (OS). You need an operating system to run any computer – both PCs at home or in the office, and the big network servers that connect other computers. Windows is the **a** (popular) most popular system for PCs in the world. There are also versions of Windows for network servers, but in this market, Unix-based systems are **b** (common) ..... than Microsoft systems. A newcomer to the battle is Linux.

If we compare Windows and Unix as systems for network servers, they have different strengths and weaknesses, but many experts say that Unix is a **c** (good) ..... system. It is **d** (small) ..... and **e** (efficient) ..... than Windows. In addition, it is **f** (stable) ....., while Windows has a reputation for 'crashing'. Linux is based on Unix but it is **g** (easy) ..... to use.

The main difference between Linux and the other two systems is that it is 'open source'. This means it is free and that anyone can modify it or write programs for it. This makes it much **h** (cheap) ....., but for most people Linux systems are still **i** (difficult) ..... to use than Windows.

Another advantage of Windows for PC users is that it has the **j** (big) ..... offer of programs and applications. The range of software for Linux is **k** (wide) ..... than before, but there is still a problem for people who want to play games, for example.



GLOSSARY

EXTENSION ACTIVITY

Complete these sentences so they are true for you.

a The nicest person I know .....

b The tallest person in my class .....

c I am better at .....

d The most difficult subject .....

e I am a faster .....

50 comparatives and superlatives (2)

FORM

A is bigger / faster / more expensive than B	B is not so / as big / fast / expensive as A
*Everest is **higher than** K2.*	*K2 **isn't as high as** Everest.*
*Norway is **further north than** Denmark.*	*Denmark isn't **as far north as** Norway.*
*Physics is **more difficult than** history.*	*History isn't **as difficult as** physics.*
*Bikes are **more ecological than** cars.*	*Cars **aren't as ecological as** bikes.*

USE

We can compare two things which are equal with *as* + adjective + *as*. We can add *just* for emphasis.

*For me, chemistry is **(just) as difficult as** physics.* *Sue is **(just) as** good at basketball **as** Nicky.*

We can use *not so / as* + adjective + *as* to compare things instead of the comparative form of the adjective with *than*.

big differences and small differences

You can use *much, a lot, a bit* and *a little* with the comparative form of adjectives to show how big the differences are. You can use *not quite, almost, nearly* and *not nearly* with *as ... as*.

small differences	*a little*	*A costs £8.50 and B costs £9. B is **a little** more expensive than A.*
	a bit	*James is **a bit** older than me.*
	slightly	*The exam was **slightly** more difficult than I expected.*
	not quite	*A costs £8.50 and B costs £9. A **isn't quite** as expensive as B.*
	almost	*A is **almost** as expensive as B.*
	nearly	*I'm **nearly** as old as James.*
big differences	*a lot*	*Mexico City is **a lot** bigger than Rome.*
	much	*A Ferrari is **much** more expensive than a Ford.*
	far	*A DVD is **far** better than a video for watching films.*
	not nearly	*Rome **isn't nearly** as big as Mexico City.*
		*A Ford **isn't nearly** as expensive as a Ferrari.*
		*A video **isn't nearly** as good as a DVD for watching films.*

With superlative forms of the adjective you can use *second, third*, etc.

*Mexico City is **the second largest** city in the world.*
*Germany is **the third most developed** country in the world.*

You can use *by far* to emphasize superlatives.

*John is **by far the best** in the class.* *China is **by far the most populated** country in the world.*

You can also use *less ... than* and *the least* to show differences.

*Life in the past was **less comfortable than** it is now.* *Jack is **the least hardworking** boy in the class.*

We can compare adverbs in a similar way to adjectives.

*I left school **earlier than** you. / You didn't leave school **as early as** I did.*
*Jane did the exercise **more quickly than** John. / John didn't do the exercise **as quickly as** Jane.*

1 Complete the sentence with *as* or *than*.

a The film wasn't as good ....as.... I thought it would be.
b The holiday was more expensive ..... we expected.
c This classroom is a lot nicer ..... the one we had last year.
d We're all feeling much more tired ..... yesterday.
e Portable CD players aren't as small ..... mp3 players.
f I've got less time ..... I used to have.
g He's not really ..... tall as he looks on TV.

2 Put the words in order to make sentences.

a more notebooks than desktop computers are expensive a bit
Notebooks ....are a bit more expensive than desktop computers....
b aren't as expensive nearly as youth hostels hotels
Youth hostels .....
c a easier to learn Chinese English is lot than
English .....
d a more for long trains are bit comfortable journeys than buses
Trains are .....
e think is quite as physics I don't chemistry as difficult
I don't .....
f planes much safer according to statistics are than cars
According .....
g is warming up lot than the climate a faster people think
The climate .....

3 Complete the second sentence using the word in brackets.

a Cycling is faster than walking. (as)
Walking ....is not as fast as cycling....
b iPods are more fashionable than other types of mp3 player. (as)
Other .....
c Motorcycle racing isn't quite as exciting as Formula 1. (slightly)
Formula 1 is .....
d Health is a lot more important than money. (nearly)
Money isn't .....
e This year's course isn't nearly as easy as last year's. (much)
Last year's .....
f This computer is much faster than the old one. (a lot)
The old computer .....
g It isn't quite as hot today as yesterday. (almost)
It is .....
h Today's exam was much shorter than yesterday's. (a lot)
Yesterday's exam .....

mp3 players comparison

model	description	memory	price
A	Aurolog Compac Jukebox III	40 GB	$391.95
B	Hexadec Sound Jukebox Multimedia with Photo Module	20 GB	$339.99
C	Hexadec Jukebox FM 20 MP3 Player, Recorder & FM Radio	20 GB	$268.95
D	Aurolog Compac Jukebox MP3 player USB/Firewire	20 GB	$265.95
E	Hexadec Sound JukeBox MP3 Player	20 GB	$240.95
F	Hexadec Jukebox Multimedia with Camera & Memory Card Reader	20 GB	$222.95
G	Aurolog Compac Nomad Jukebox MP3 Player	10 GB	$221.95
H	Diablo iTP-168T MP3 Player	512 MB	$189.00
I	Aurolog Compac Jukebox 2 MP3 Player	10 GB	$169.00
J	Paloma RIO 600 MP-3/WMA PLAYER	64 MB	$123.95
K	Aurolog Compac II C MP3 Audio Player	64 MB	$89.89
L	iLynx 530 MP3 Player	128 MB	$84.95
M	Aurolog Compac Xanadu	64 MB	$59.99

4 Use the prompts to write sentences comparing the mp3 players.

a A / have / much / big / memory / B
Model A has a much bigger memory than B.

b C / little / expensive / D

c G / quite / expensive / F

d E / slightly / good value / D

e A / lot / good / M

f memory / M / nearly / big / A

g B / second / expensive

h A / has / by far / large / memory

i K / small / memory / L / but / cheap

5 Correct the sentences.

a This computer game costs €20 and that one costs €35. This one ~~is nearly~~ as expensive as that one.
isn't nearly as expensive

b I really like pasta. It tastes less nicer than rice.

.....

c Jake scored five goals and I scored one. I'm almost as good as Jake at football.

.....

d Estelle is 18, and Marek is 11. Estelle is slightly older than Marek.

.....

e The River Nile is longer as the River Thames.

.....

f It is cheap to live in China than in England.

.....

6 Match the words and phrases (1–7) to the gaps a–g.

1 ~~happiest~~
2 not as busy
3 much happier
4 the least satisfying
5 most hated
6 more slowly
7 much more comfortable

social studies

Time, money, and happiness

What makes us feel good? A recent study by Richard Layard of the London School of Economics compares the amount of time people use for different daily tasks, and the 'happiness' that each of these tasks gives them. The activities that make us feel a ..... include socializing, relaxing, sex, doing sport and praying. We only spend around 23% of our time doing these things. The b ..... activities include travelling to work, working, returning home from work, looking after children and doing the housework. We spend 42% of our time doing these things. In other words, we spend most of our time on c ..... things. Although society encourages us to work hard and to earn as much as we can, being rich doesn't seem to make most people d ..... .

People complain about the stress of modern life, but we actually work less and have more holidays than in the past. In practical terms, life is e ..... for us than for our grand parents, but perhaps they lived f ..... . They had less to do and were g ..... in their spare time.

GLOSSARY

EXTENSION ACTIVITY

Translate these sentences into your own language.

a My life isn't quite as simple as yours.
b John is by far the most intelligent student in the class.
c This unit isn't nearly as hard as the last one.
d Sam can't run as fast as Sarah.
e It was the second most difficult exam I've done.

51 enough, too

We use *too, enough* and *not enough* with adjectives, adverbs and nouns.

- *Too* means 'more than is necessary or desirable'.
- *Enough* means 'as much as is necessary'.
- *Not enough* means 'less than is necessary'.
  *You have to be 18 to vote. You're 16, so you're **too** young / **not** old **enough**.*
  *It was his eighteenth birthday last May so now he's old **enough** to vote.*

	position	example
(not) enough	after an adjective / adverb	*His parents were angry because his marks weren't **good enough** / he didn't study **hard enough**.*
	+ uncountable noun	*I can't buy a scooter because I haven't got **enough money**.*
	+ pl. countable noun	*Have you got **enough tickets** for all of us?*
	as a pronoun (on its own)	*"Do you want some more tea?" "No thanks, I've had **enough**."*
too	+ adjective	*The game was cancelled because the weather was **too bad**.*
	+ adverb	*I can't understand; you're talking **too quickly**.*
	+ *much* + uncountable noun	*He can't come because he's got **too much work** to do.* *We've got **too much luggage** to carry.*
	+ *many* + pl. countable noun	*I've got **too many problems** – I can't cope.* *I've eaten **too many sweets**.*
***(not)* + adjective + *enough* / *too* + adjective**	+ *for* + someone / something	*This jumper is (**not**) big **enough for you**.* *These jeans are **too** small **for me**.*
	+ *for* + someone + *to*-infinitive	*It's **too hot for me to drink**.* *The hole was(**n't**) **big enough for me to get** through.*
	+ *to*-infinitive	*This coffee is **too** hot **to drink**.* *You're **too** young **to take** a driving test.* *He didn't train hard **enough to win** the race.* *She's not old **enough to leave** school.*

1 Underline the correct form.

a I can't go. I don't have *enough money* / *money enough*.
b My computer is *old enough* / *too old* and I have to buy a new one.
c The music is playing *too fast* / *fast enough* – there must be something wrong with the CD.
d Brian isn't really *enough clever* / *clever enough* to go to university.
e I want some new trainers but they are *too expensive* / *expensive enough*.
f This classroom is *too small* / *small enough* for 30 students – they won't all fit in.
g My dad says he doesn't *earn enough* / *enough earn* to buy a yacht.
h Her parents say their house is *big enough* / *too small* and they want to move.
i We wanted to see more of Paris but there was *too little* / *too few* time.
j Have we got *enough food* / *too much food* for everyone or do I need to go to the shops?

2 Complete with *too, enough, too much* or *too many*.

a I don't feel well. I think I've eaten ....too much.....
b There were ..... people at the concert and you couldn't see anything.
c We want to form a rugby team but we don't have ..... players.
d Can you switch off the heating? It's ..... hot in here.
e Now that you are 18 you are old ..... to take your driving test.
f As usual he's had ..... beer and he's drunk again.
g Do you think we should buy some more food for the party? I'm not sure we've got .....
h I can't come out this evening because I've got ..... things to do.
i You had to write a 200-word composition but this one has over 300 words so there are .....
j Don't study ..... late tonight. It's not a good idea the day before an exam.

social studies

3 Complete the text with the words in the box.

~~too much~~ too much too many too many enough not enough enough too

The human body is like a machine. It needs fuel to work normally, to grow and to repair body tissues, but many people in the west consume a ...too much..... food and therefore b ..... calories. Excess food and energy is stored as fat in the body. Most of us don't eat c ..... fibre and starchy carbohydrates, and possibly d ..... vitamins and minerals, which are all essential for good health.

The diet in most western countries is e ..... high in fat, particularly saturated fat. This increases the risk of heart disease. We also tend to eat f ..... salt (sodium) and sugar. Eating g ..... sugary foods is a major cause of tooth decay, obesity and diabetes.

The World Health Organisation (WHO) recommends eating at least five portions of fruit and vegetables every day. This is an easy way to consume h ..... vitamins and minerals, as well as fibre.

GLOSSARY

52 time expressions

We can use different time expressions to say *when* something happens or *how long* a situation lasts. See Unit 53 for expressing time with *in*, *at* and *on*.

use	form		example
to show the **start point** and **end point** of an action or situation	*from* + point in time + *to* + point in time		*We go to school* ***from Monday to Friday****.* ***From 1723 to 1759*** *Handel lived in London.*
to show the **start point** of an action or situation **with the present perfect**	*since*	+ point in time	*I haven't seen him* ***since*** *Thursday evening.*
		+ clause (in past tense)	*We've lived here* ***since*** *we arrived in the country.*
to show the **end point** of an action or situation	*until*	+ point in time	*They'll be here* ***until Friday****.*
		+ clause*	*We waited* ***until he finished his homework****.* *We will wait* ***until he finishes****.*
to show **how long** an action or situation lasts	*for*	+ period of time (*two years, a week, two days, five minutes*, etc)	***For 36 years*** *Handel lived in London.* NOT ~~***during 36 years***~~. *I've lived here* ***for two years****.*
to show **how long before now** an action happened (with the **past simple**)	*ago*		*I came to live here* ***two years ago****.* *Handel lived in London nearly* ***300 years ago****.* *John phoned* ***ten minutes ago****.*
to show **when** an action happens in a **sequence**	*after*	+ noun phrase	***After lunch*** *he goes to school.*
		+ clause*	*He went to bed* ***after he finished his homework****.*
	before	+ noun phrase	*He has breakfast* ***before school****.*
		+ clause*	*He had breakfast* ***before he went to school****.*
to show an action happens in a **particular period of time**	*while*	+ clause*	*We watched the news* ***while we were having lunch****.*
	during	+ noun phrase	*We watched the news* ***during lunch****.*

(*) You can't use the future tense in these clauses even if they refer to the future.
I'll see you ***before you go****.* NOT ~~*I'll see you* ***before you will go***~~.
They'll wait for you ***while you are doing*** *the shopping.* NOT ~~***while you will be doing the shopping***~~.

1 Match the sentence beginnings **a** to **j** with their endings **1** to **10**.

a Five minutes ago...	1 ... you said something different.
b My grandfather was in the army ...	2 ... until he's eaten everything.
c He's had that bike since ...	3 ... I arrived, and there was nothing left.
d He broke his leg while ...	4 ... the accident.
e Jack's parents make him stay at the table ...	5 ... during the war.
f He was never the same after ...	6 ... for very long.
g I haven't known Brett ...	7 ... September to June.
h The school year lasts from ...	8 ... last Christmas.
i They finished dinner before ...	9 ... he was skiing.
j I started playing the guitar ...	10 ... three years ago.

2 Organize the words to make a sentence.

a paper to read the during breakfast my dad likes
My dad likes to read the paper during breakfast.

b everyone start until arrives they won't
They .....

c football on Dan goes after school Mondays training to
On .....

d should twice start writing before you you question read the
Before .....

e since I've had cold Christmas this
I've .....

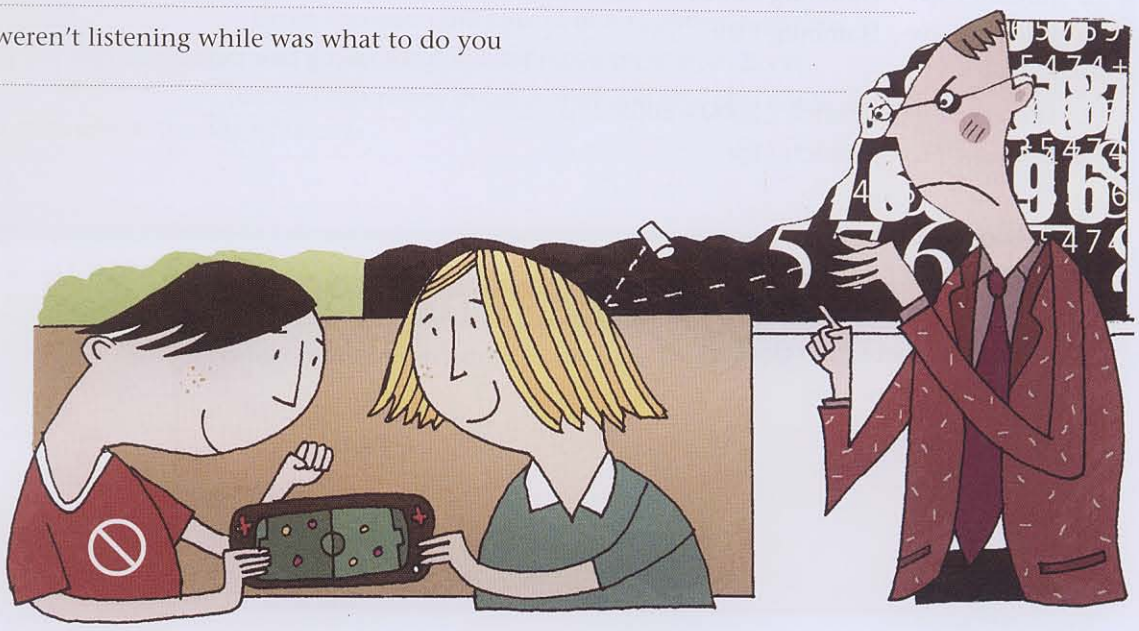
f Manchester my years moved to ten family ago
My family .....

g from children school to nine four the are at
The .....

h drinking like I dinner coffee after having
I .....

i him seen school she leaving hasn't since
She .....

j he explaining weren't listening while was what to do you
You .....



3 There are some mistakes with the time expressions in this dialogue. If the line is correct, put a tick (✓). If there is a mistake, correct it.

A So David, this is your first job interview. a ✓

B No, I've worked ~~after~~ now. b before

A Oh yes, when was that?

B Last year. I worked in a summer camp since the holidays. c .....

A Right, well, first we'll talk about your background. Until that, you can ask any questions you have. d .....

B Okay.

A Tell me a bit about school.

B I've been at the City Institute during five years. Before that I went to a school in the town where we lived until I was twelve. e .....

A Why did you move?

B My father had to change jobs after his company closed down. f .....

A I see. What subjects do you like?

B From we started the International Baccalaureate I've preferred the science subjects. g .....

A That's good. What time can you start work in the afternoon?

B I have school from eight to two and afterwards I have lunch. I can't really start before three-thirty. h .....

A That's okay. And how many hours do you want to work?

B I could stay during about three hours. I need some time for homework. i .....

A Yes, of course. Do you mean since Monday to Friday? j .....

B I don't think I can work every day.

A Yes, that's what I thought. Until you're studying, how about Wednesday and Friday afternoons, and Saturday mornings? k .....

B That sounds good.

A Right, now, do you have any questions about the job?

4 Write sentences using the prompts.

a Johann / live / Hamburg / 2003 → Johann has lived in Hamburg since 2003.

b Johann / live / Hamburg / for .....

c Dominic / live / Zurich / 2000 – 2003 .....

d Dominic / live / Zurich / for .....

e I / wait / you / →5 o'clock .....

f I / wait / you / 4 o'clock – 5 o'clock .....

g Sarah / be / here / 8 o'clock → .....

h Sarah / be / here / for .....

5 Complete the text with the time expressions in the box.

~~for 28 years~~ until 1999 until May 1949 After this crisis was over until 13 August 1961 after months of problems until the collapse of While it existed for 318 Since October 1990

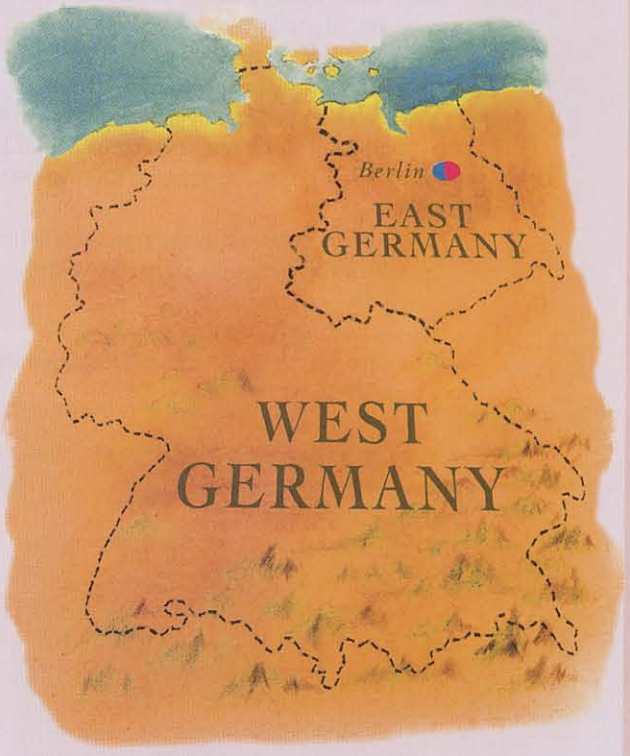
The Berlin Wall

If you visit Berlin today you will find a rich, busy European capital full of tourists. It is hard to believe that **a** for 28 years the city was divided by a 3.5 metre high wall.

When World War 2 ended, Berlin was divided into different areas, each under the control of a different Ally – American, British and French on one side, and Russian on the other. This was not a good idea and **b** ..... and arguments, on 24 June 1948 Russia closed all roads into West Berlin. The Americans and British did not want another war, so **c** ..... days they sent food and medicines into the city by air. The crisis continued **d** ....., when the Russians opened the road and rail links again.

e ..... the city was still divided, but **f** ..... people could still cross from one area to the other. On that day, without warning, the East German security forces closed most of the crossing points to West Berlin with barbed wire. This soon became a concrete wall, over 150 km long, completely surrounding West Berlin. The wall remained **g** ..... Communism, and the Berliners were finally able to smash it down on 9 November 1989. **h** ..... over 200 people were killed while they tried to pass over or dig under the wall.

i ..... Berlin has been the capital of a re-unified Germany, although the German parliament and government did not move there from Bonn **j** ..... . The wall has nearly disappeared and now only small parts remain as a reminder of the city's history.



GLOSSARY

EXTENSION ACTIVITY

Complete these sentences so they are true for you.

a Since Christmas .....
b During the .....
c While I .....
d After I .....
e Before we .....

53 in, at, on

In, at and *on* are prepositions. They locate people, objects and events in time and space.

time

We use ***at*** before exact times, special holiday periods, *night* and *the weekend*.

*The meeting is **at five o'clock**.*
*I like it when it snows **at Christmas**.*
*I like to relax **at the weekend**.* (In American English you can say ***on*** *the weekend.*)
*He's not doing anything **at the moment**.*

We use ***on*** before days, dates, and when we refer to part of a particular part of the day.

*I'll see you **on** Monday.*
*My birthday is **on** 4 May.*
*I have Spanish lessons **on Tuesday mornings / afternoons / evenings**.*

We use ***in*** before months, years, seasons and longer periods of time.

*His birthday is **in** May.*
*Berlin is a cold place **in** winter.*
*The Normans invaded Britain **in 1066**.*
*Newton was born **in the 17th century**.*

We can also use ***in*** to say

- how soon something will happen.
  *I'll see you **in a week**.*
  *The match will end **in five minutes**.*
- how long something takes to happen.
  *He can run 100 metres **in under 10 seconds**.*

No preposition is required before *next, last, this, one, any, each, every, some* and *all*.

***Last month** we had a school trip.*
*I'll see you **next Friday**.*
*There's no class **this week**.*

place

We use ***at*** to refer to a position as a point.

*He is standing **at** the bus stop.*
*There's someone **at** the door.*

Note that we do not use the article *the* after *at* with the nouns *home, school, work, university* and *college*.

We use ***on*** to refer to a position in relation to a surface or a line.

*I left my book **on** the table.* (surface)
*The school is **on** a very busy road.* (line)

We also say *on a list, on an agenda, on a page and on a train / tram / bus / plane*.

We use ***in*** to refer to a position in relation to a three dimensional space or when something is surrounded on all sides eg a country, a town, a room, a field, a forest, or any place with boundaries.

*I left my book **in** the dining room.*
*They met each other **in** Italy.*

Note that we do not use the article *the* after *in* with the expressions: *in bed, in hospital, in prison* and *in church*.

Other expressions where *in* is used are *in a picture / book / photograph / collection / circle, in Spanish etc, in alphabetical order* and *in the sky*.

The preposition we use can depend on the context.

- We can be *in* or *at* a building: *in* means inside only, *at* can mean inside or outside.
  *I'll meet you **in** the cinema.* (= inside the cinema.)
  *I'll meet you **at** the cinema.* (= inside or on the street outside.)
- Sometimes we use *at* with an area when we mean 'at this point on a journey'. Compare:
  *We live **in** Birmingham.*
  *I had to change trains **at** Birmingham.*
  (a point on a journey.)
- We use ***in*** *the sea / river / lake / swimming pool* to mean actually in the water. ***At*** *the sea / river* etc means 'next to' or 'near' it.
  *We had a swim **in the river**.*
  *We had a picnic **at the river**.*
- Note that with addresses we say:
  *He lives **at** 14 Clapham Road.*
  *He lives **in** Clapham Road.*
  *He lives **on** the third floor.*

1 All the prepositions *on, in* and *at* have been removed from the sentences. Add the missing preposition to each sentence.

a I've got a computer /my bedroom. ...in...
b There were a lot of people the train yesterday. .....
c The Nile is the longest river the world. .....
d What do you usually do the weekends? .....
e This calculator has your name it. .....
f We usually visit my grandparents Christmas. .....
g Where were you Christmas day? .....
h His photo was the newspaper yesterday. .....
i We often go skiing the winter. .....
j The head's office is the end of the passage. .....
k Hamburg is the north of Germany. .....
l Go up the street and turn left the traffic lights. .....
m Why is my name the bottom of the list? .....

geography

2 Complete the gaps in the text with *in, on* or *at*.

Tropical storms

Tropical storms develop over oceans **a** ...in... the summer. **b** ..... different parts of the world they are called *cyclones, hurricanes, typhoons* and *willy-willies*. Tropical storms are particularly dangerous if they reach land because of the heavy rain, high winds and rises in sea level. Katrina became the fourth hurricane of the season **c** ..... 25 August 2005. It reached the land later that day **d** ..... 18.30, between Hallandale Beach and Aventura, towns **e** ..... the coast of Florida.

Katrina went out to sea and came back to land again **f** ..... 06.10 **g** ..... 29 August with winds of 235 km/h. It went north at a speed of 20 km/h, and many seaside communities were damaged by the strong winds. The storm was so large, it created a rise in sea level which affected the entire Mississippi Gulf Coast. The 10 metre rise which was recorded **h** ..... Biloxi, Mississippi is the highest ever seen **i** ..... America.

This rise in sea level and waves made a gap **j** ..... the flood defences which protect New Orleans (built **k** ..... ground below sea level) and most of the city was flooded. As a result, Hurricane Katrina will be remembered as the most destructive natural disaster **l** ..... the history of the United States. 1,302 people died and damage cost about $130 billion.

GLOSSARY

54 movement

We use verbs with prepositions to talk about movement in relation to: points (*to, from*), three-dimensional spaces (*in / into* and *out of*), surfaces (*on / onto* and *off*), and directions (*towards, away from, along, past, up* and *down*).

*We went **to** the beach on Saturday.*
*I need to go **to** the post office.*

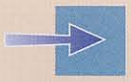
*We walked **along** the river.*
*He followed me **along** the corridor.*

*Jacques comes **from** France.*
*Jane walked home **from** school.*

*She walked **through** the room.*
*The river flows **through** the city.*

*She walked **towards** me and then stopped.*

*The plane flew low **over** the city.*
*I walked **over** the bridge.*



*Sam walked **into** the classroom.*
*Nora travels **into** the city by train.*

*We went **up** the stairs to his room.*
*I couldn't cycle **up** the hill.*

*The man got **out of** the taxi.*
*She's looking **out of** the window.*

*The prices are going **down**.*
*My granny fell **down** the stairs.*

*Please leave the food **on** the table.*
*I put my bags **on** the floor.*

*Go **around** the corner.*
*We walked **around** the city centre.*

*Get **off** the sofa and do some work!*
*I fell **off** my bike yesterday.*

*Go **under** the railway bridge.*
*Never walk **under** a ladder.*

*I've flown **across** the Atlantic twice.*
*A fan ran **across** the football pitch.*

*We drove **past** a church.*
*She just walked **past** me.*

talking about moving from place to place

We can talk about how we move from place to place in two basic ways:

- we can use a phrase: *on foot, by car,* etc.
- we can use a 'verb of movement': *drive, walk, run, fly, cycle,* or, if you are talking about public transport, an expression with *take: take a bus / train / plane / taxi,* etc.

verb	+ where	+ how		how	+ where
go	*to school*	***on foot***	=	***walk***	*to school*
come	*to the match*	***by bike***	=	***cycle***	*to the match*
	to the airport	***by car***	=	***drive***	*to the airport*
	to Italy	***by plane***	=	***fly***	*to Italy*

*It's faster to **go** to the centre **on foot**. / It's faster to **walk** to the centre.*
*Why don't you **come** here **by bike**? / Why don't you **cycle** here?*
*We **went** to the airport **by taxi**. / We **took a taxi** to the airport.*

1 Use the pairs of words to complete the sentences.

to + train ~~to + by~~ took + to out + into trains + to from + to
off + stop on + cycles into + exam into + from travel + by

a It was late so I went to the airport by taxi.
b Every morning thousands of commuters ..... into the capital ..... train.
c After work Joe gets ..... his bike and ..... home.
d Lindsay flew ..... Lyon ..... Stansted.
e Then she ..... the train ..... London.
f She got ..... the car to escape ..... the pouring rain.
g Jean walked ..... the room just as the ..... finished.
h We got ..... of the taxi and ran ..... the airport terminal.
i There are high-speed ..... that go from Tokyo ..... Osaka in two hours thirty minutes.
j Only 16% of students in the USA go ..... work by bus or ..... .
k I got ..... the bus at the wrong ..... and there wasn't another one for half an hour.

2 Fill in the gaps so that the second sentence means the same as the first.

a My dad goes to work by car everyday.
My dad drives to work every day.
b In Japan not many people drive to work.
In Japan not many people ..... car.
c Johan goes to school by bicycle.
Johan ..... school.
d I went from here to the centre on foot yesterday.
I ..... the centre yesterday.
e Normally I take a bus to the college.
Normally I ..... by bus.
f Late at night the best thing is to go home by taxi.
Late at night it's best to ..... home.
g A lot of people take the train from Oxford to London every day.
A lot of people travel ..... train every day.

3 Complete the text with the prepositions in the box.

~~out of~~ on down up to on out of on to off into

My journey to school takes 45 minutes. That's an hour and a half each day there and back. At six thirty I walk **a** out of the house, get **b** ..... my bike and cycle **c** ..... the station. I get **d** ..... my bike and walk **e** ..... the station with it. I get **f** ..... the train with my bike, sit **g** ..... and try to sleep. Sometimes you have to stand, because there are no seats. When the train gets to the city I get **h** ....., walk **i** ..... the station and get **j** ..... my bike again. I get **k** ..... school at eight or just after.

4 In eight of the sentences the preposition of movement is wrong. Put a tick if the sentence is correct. If it is wrong, cross out the preposition and write the correct one.

a David has gone ~~towards~~ the shops to buy some bread. to

b She walked into the room and said hello. ✓

c The dog jumped onto the river. .....

d The book fell over the floor. .....

e The plane landed on the runway. .....

f We walked to the mountain for an hour, but turned north before we reached it. .....

g Joe got out from his car and locked it. .....

h He fell of the stage because he was drunk. .....

i We carried the box down the street to the rubbish dump. .....

j I cycled past your house but you weren't there. .....

k We couldn't find the shop and walked past the centre for hours looking for it. .....

l The cat jumped off the table and ate my steak. .....

science

5 Read the text about two different types of force. Then underline the correct preposition.

Circular movement – centripetal or centrifugal force?

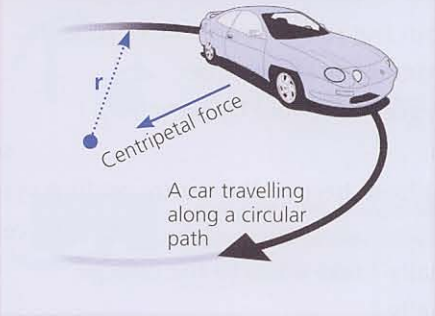
Car accidents often happen when a car is travelling **a** *around / off* a corner too fast. The car can go **b** *from / off* the road and crash **c** *away / into* something. People usually think this is the result of centrifugal force, but is it?

According to Newton's first law of motion, a moving object will travel **d** *towards / along* a straight path unless an outside force acts on it. So, to move in a circle, an object needs a constant force pushing it **e** *towards / along* the centre. This is centripetal (or 'centre-seeking') force.

If you swing a ball on the end of a string above your head, you can feel the string pulling **f** *up / away* from you. This is the centrifugal force. However, the force which the string applies to the ball is centripetal. If the string breaks, the ball will fly **g** *off / past*. Without a centripetal force to pull the ball **h** *into / out of* the centre of the circle, it continues in a straight line.

In a car going **i** *along / around* a bend, the centripetal force is the sideways friction between the tyres and the road surface. If the car goes too fast, it goes **j** *off / onto* the road because the friction is not strong enough to provide the necessary centripetal force to keep it on the road.

centripetal acceleration
$a=v^2/r$

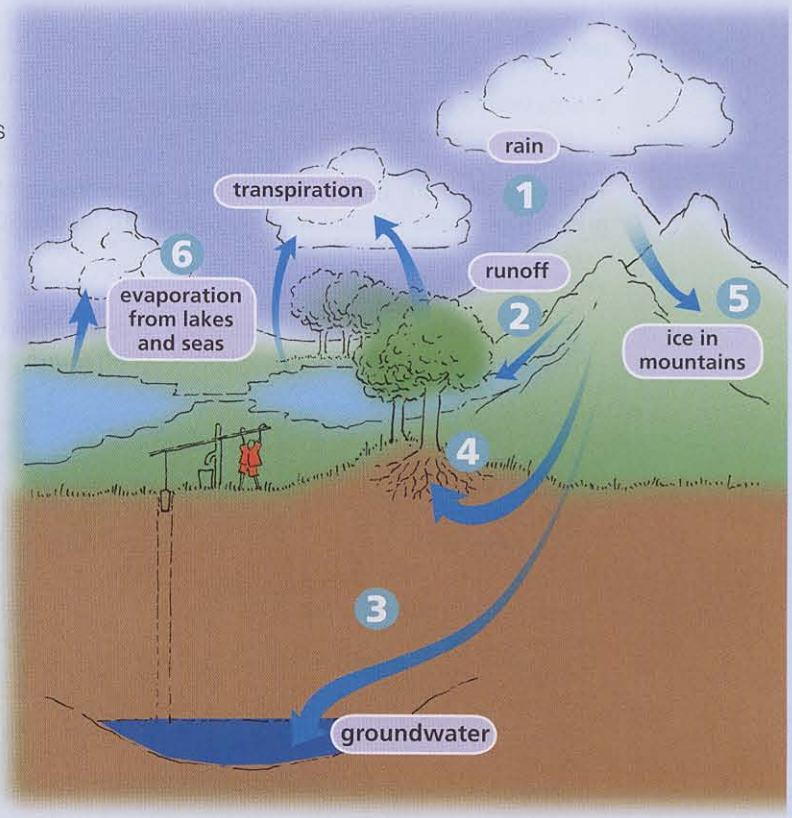


centripetal force
$F=mv^2/r$

GLOSSARY

6 Complete the text with suitable prepositions.

The water cycle



1 **Rain** Clouds become too full of water and it rains. The rain falls a ...onto... mountains, hills, fields and towns.

2 **Surface runoff** A large part of the rain that falls runs b ..... the surface of the ground and c ..... the slopes of hills and mountains to form rivers. Rivers flow d ..... lakes and then eventually e ..... the sea.

3 **Groundwater** Some of the rain soaks f ..... the ground. It filters g ..... the soil until it is stopped by rock. It cannot go h ..... the rock and collects underground. We can pump this groundwater i ..... to the surface j ..... boreholes.

4 **Transpiration** Some of the water that soaks k ..... the ground is absorbed by plants l ..... their roots. Most of this water passes m ..... the plant n ..... the atmosphere. This water also helps to form clouds. This process is called transpiration.

5 **Freezing** In cold parts of the world and in mountainous areas, the water that falls o ..... the ground as rain or snow freezes to form ice. This ice may later melt to provide surface runoff, or may stay as ice.

6 **Evaporation** The sun heats water that has flowed p ..... rivers, lakes and the sea. The heat makes the water evaporate and the water vapour rises q ..... the sky. The vapour forms clouds that eventually produce rain, and the cycle begins again.

GLOSSARY

EXTENSION ACTIVITY

1 Translate these sentences into your own language.

a We went home by car.
b I fell off my bike as I went round the corner.
c Why don't we take the bus into town?
d He crawled under the bed to hide.
e The car went straight into a tree.

2 Write a paragraph describing in detail your last journey.

55 dependent prepositions (1)

Many verbs, nouns and adjectives are used with particular prepositions.

verb: *I am **applying for** a holiday job at the zoo.*
adjective: *Valentino is **interested in** motorcycle racing.*
noun: *There has been an **increase in** the temperature.*

Words with a similar or opposite meaning often take the same preposition.

*care / worry **about** someone apply / ask / send **for** information depend / rely **on** someone*

There are no really useful rules to help you. In the tables below there are some common dependent preposition combinations which you need to learn. (*SO* = somebody, *ST* = something).

verb + preposition

*Today we **talked about** the problem. The pen **belongs to** me.*
*What **happened to** John yesterday? Don't **laugh at** me!*

ask*	**about**	*SO / ST*
agree*		
argue*		
care		
complain		
forget		
hear		
know		
laugh*		
learn		
talk		
think*		
worry		
write		

laugh*	**at**	*SO / ST*
look*		

recover	**from**	*ST*
suffer		

apologize		*ST*
apply		
hope		
prepare		
ask*	**for**	*SO / ST*
pay		
look*		
vote		
wait		
work		
write		

believe		*SO / ST*
participate	**in**	*ST*
succeed		

consist		*ST*
approve		*SO / ST*
get rid	**of**	
hear		
think*		

concentrate		
rely	**on**	*ST / SO*
decide		
depend		

belong	**to**	*SO / ST*
happen		
listen		
refer		
apologize		
talk		
write		

agree	**with**	*SO / ST*
argue*		*SO*

We can often put an *-ing* form after a preposition.

*They talked **about closing** the school. I'm thinking **of buying** a motorbike.*
*He apologized **for losing** the compositions. He insisted **on coming** with us.*

(*) Some verbs can go with different prepositions, depending on the situation.

*I agree **with** you. I agree **about** the football team.*
*Lenny apologized **to** the teacher. Lenny apologized **for** arriving late.*
*What do you think **of** the concert?* (= What is your opinion?)
*My parents are thinking **about** a holiday abroad this year.* (= They are considering it.)
*He writes **for** a newspaper. He writes **about** sport. Did you write **to** your mother?*

1 Underline the correct word.

a Do you believe *in* / *for* / *about* God?
b Lydia asked *about* / *for* / *to* our holiday.
c You need to ask someone who knows *of* / *about* / *with* computers.
d What I do next year depends *on* /*of* / *to* my marks.
e I can't stop thinking *on* / *about* / *of* the film. It was very disturbing.
f She belongs *to* / *with* / *in* a sports club and goes there twice a week.
g Dave was upset because everyone laughed *at* / *about* / *for* his new haircut.
h We're learning *of* / *to* / *about* the Hundred Years War at school this week.
i Don't argue *at* / *with* / *about* the teacher or you'll get into trouble.
j Look at my new shirt. What do you think *about* / *of* / *on* it?

2 Complete the sentence with *about, on, to, for* or *at*.

a Don't worry ...about... the washing up. We'll do it later.
b You can't rely ..... Rachel – she never arrives on time.
c Listen ..... me or you won't know what to do.
d My mum has worked ..... the same company all her life.
e In your answer you should refer ..... three different examples.
f I waited ..... the bus but it didn't come.
g I don't care ..... the result of the match because I don't like football.
h Jane was upset because Joel forgot ..... her birthday.
i Everything will be okay if you apologize ..... the mistake.
j James always complains ..... the food in the school canteen.
k Jim paid ..... his holiday with the money he earned last summer.
l Please look ..... me when I'm talking ..... you.

3 First match the words from list A to the words in list B. Then complete the sentences with the pairs of words.

A: ~~consists~~ looking concentrate recovered agree apply hear participating

B: ~~of~~ at from about in for on with

a A CD ...consists of... plastic and aluminium.
b Did you ..... the accident on the radio?
c That man over there is ..... me in a strange way.
d Beckham has ..... his injury very quickly.
e I'd like to ..... a place at university.
f It's important to ..... the road when you're driving.
g I like acting and enjoyed ..... the school play.
h John thought the film was good but Mary didn't ..... him.

56 dependent prepositions (2)

verb + object + preposition

*She **forgave him for** the mistake.*
*He **blamed everything on** me.*
*They **accused Jim of** the theft.*

SO = someone
ST = something

arrest	*SO*	**for**	*ST*
blame			
charge			
forgive			
punish			
thank			
exchange	*SO / ST*		*SO / ST*
mistake			
provide	*ST*		*SO*
keep			
use			*ST*

help	*SO*	**with**	*ST*
present			
provide			
compare	*SO / ST*		*SO / ST*
discuss	*ST*		*SO*
share			

accuse	*SO*	**of**	*ST*
cure			
suspect			
remind			*SO / ST*

congratulate	*SO*	**on**	*ST*
blame	*ST*		*SO*

tell	*SO*	**about**	*ST*
remind			

invite	*SO*	**to**	*ST*
add	*SO / ST*		*SO / ST*
introduce			
prefer			
admit	*ST*		*SO*
explain			
give			
lend			
send			
show			

stop	*SO*	**from**	doing *ST*
prevent			
borrow	*ST*		*SO*
hide			

adjective + preposition

*He's not **happy about** the results.*
*Shonagh was **disappointed by** the meal.*
*We are very **grateful for** your help.*

aware	**of**	ST
made		
tired		
afraid		*ST / SO*
fond		
frightened		
jealous		
proud		
scared		

engaged	**to**	*SO*
friendly		
grateful		
married		
polite		
addicted		*ST*
limited		

angry	**with**	*SO / ST*
annoyed		
friendly		
patient		
bored		
satisfied		
disappointed		
pleased		

dressed	**in**	*ST*
interested		
involved		

angry	**about**	*ST*
excited		
happy		
worried		

bored	**by**	*ST / SO*
disappointed		
discouraged		
frightened		

made	**from**	*ST*
protected		

famous	**for**	*ST*
grateful		
known		
prepared		
responsible		*SO / ST*

1 Insert the missing prepositions *for, from, of, on, to* and *with* into the sentences.

a If you go to the USA you need to exchange euros /dollars. for
b The government should prevent young people drinking. .....
c He introduced his parents his new girlfriend. .....
d She borrowed a book me and hasn't returned it yet. .....
e Can you help me my homework? .....
f You should thank your aunt your birthday present. .....
g Can you add bread the shopping list? .....
h Are you hiding somebody? .....
i He accused her stealing the money. .....
j The school provides all students textbooks. .....
k They congratulated us winning the match. .....
l You remind me somebody famous. .....

2 Complete the sentences with a word from list A and a word from list B.

A: ~~excited~~ patient prepared protected made interested polite addicted frightened

B: ~~about~~ in to of by from for to with

a I am excited about the summer holidays.
b The paintings are ..... damage by special glass.
c Are you ..... the entrance exam?
d I am ..... astronomy, not astrology.
e It looks like metal, but actually it is ..... plastic.
f People can't stop smoking because they're ..... nicotine.
g A good teacher must be ..... students.
h Were you ..... the thunder storm last night?
i She wasn't ..... her boss so she lost her job.

3 Correct the adjectives and prepositions.

a He's very ~~proud with~~ his new car. proud of
b My parents weren't satisfied for my exam results. .....
c I'm afraid by spiders. Are you? .....
d He's very greedy, he never shares his sweets to anyone. .....
e I didn't know she was married with him! .....
f The class isn't very friendly about the new student. .....
g Students shouldn't be punished of not doing their homework. .....
h Lots of people now use the Internet by shopping. .....
i Getting angry in the computer doesn't help to fix it. .....
j Stop comparing me about my brother! .....

57 phrasal verbs

A phrasal verb is a verb plus a particle (a preposition or an adverb). It is usually difficult to guess the meaning of the phrasal verb from the words themselves. For example:

*Can you **hold on**? = Can you **wait a moment**?*
*Okay, **carry on** with the exercise. = Okay, **continue** with the exercise.*
*I **ran into** Sam at the cinema. = I **met** Sam **unexpectedly** at the cinema.*

Here is a list of some common phrasal verbs.

verb + particle

phrasal verb	meaning	example
come across	find something by chance	*I **came across** this great new web site yesterday.*
take after	look or act like someone older in the family	*Everyone says I **take after** my dad.*
look after	take care of	*Who's going to **look after** the cat while we're on holiday?*
break down	stop working (machine, car)	*The car **broke down** so we had to walk the rest of the way.*
cut down	reduce	*We should try and **cut down** on the amount of paper we use.*
turn down	refuse	*He **turned down** the job because it sounded boring.*
run into	meet someone by chance	*I **ran into** Clare in the supermarket.*
keep on	continue	*We've got to **keep on** studying!*
look out	be careful	***Look out**, there's a car there!*
get over	recover from	*He's still **getting over** the flu so isn't coming to the party.*
give up	stop doing something	*I'm trying to **give up** eating crisps but I can't.*
hold up	delay	*The injured player **held up** the start of the match.*
take up	start a new activity	*If I had time I'd **take up** karate.*
turn up	arrive	*He always **turns up** late for class and annoys the teacher.*
wash up	clean the dishes	*I'll cook the dinner then you can **wash up**.*

verb + object + particle OR verb + particle + object

take off — remove
***Take** your shoes **off** / **Take off** your shoes before you go in the living room.*

try on — try wearing new clothes, shoes
*You should always **try** new shoes **on** / **try on** new shoes before you buy them.*

look up — find a word in a dictionary
*If you don't know what 'exasperated' means, **look** it **up**.*

pick up — meet someone in a car and drive them somewhere
*My mum is going to **pick** me **up** and take me to my friend's house after school.*

1 Complete the spaces with a phrasal verb from the box. Change the form if necessary.

~~look after~~ keep on turn down take up get over turn up
wash up hold up come across run into cut down

a He has five dogs and a cat so he must be good at ...looking after... animals!
b Julianne always ..... five minutes early to each class and gets the best seat.
c I was in this great second hand bookshop and ..... this signed copy of Charles Dickens' *David Copperfield*. It's worth thousands of pounds!
d He wants to be healthier so he has ..... on cigarettes and fried food.
e This plate is still dirty! You never ..... properly!
f I can't ..... running, I'm too tired.
g Have you ..... your cold yet?
h He ..... the class by arguing with the teacher.
i She ..... his invitation to the party and now he's really upset.
j My mum was talking to your mum for ages! They ..... each other on the bus into town.
k He said he's going to ..... sky diving but I don't believe him.

2 Underline the correct preposition to complete the phrasal verb.

a Lots of fruit and vegetables will help you get *on* / *over* / *up* your cold.
b I never try *up* / *off* / *on* clothes before buying them. It takes too much time.
c My mum says I take *into* / *down* / *after* my grandmother because I talk too much!
d I suggested taking *on* / *up* / *down* a sport to help him lose weight.
e Look *up* / *out* / *on*! You're going to drop that if you're not careful.
f He said he's going to give *in* / *up* / *into* shopping on the Internet because he spends too much money.
g That job is too good to turn *up* / *down* / *off*.
h You should take your hat *in* / *over* / *off* in the cinema. People will get angry with you.
i She has to look *on* / *in* / *after* her younger brother when her parents are out.
j I had lots of shopping and people were angry with me because I was holding *on* / *off* / *up* the queue.

3 Complete the second sentence with a phrasal verb from the box so it means the same as the first. Change the form if necessary.

~~pick up~~ take after turn down
take off look after turn up

a I'll meet you in my car at half past seven.
...I'll pick you up at half past seven.
b They offered him a place at university but he refused it.
.....
c He always arrives at parties without an invitation.
.....
d Dave isn't like his dad.
.....
e When you come inside you should remove your coat and hat.
.....
f My neighbour has to care for his mother who is very old.
.....

Review

How to use this section

a As extra practice, if you have finished the rest of the unit and the Extension Activities.

b To test yourself. Do the exercises, check your answers, then decide if you need to have a look at the presentation page again.

c If you need extra practice, read the presentation page(s) again, then try to do the Review exercises.

the verb *to be*

1 Complete the sentence with *is, are*, or *am*.

a Ford ...is... an American company.
b I ..... the captain of the school team.
c Where ..... the dining room, please?
d They ..... English.
e The people in this town ..... very nice.
f That man ..... the chemistry teacher.
g Jose Garcia ..... responsible for IT.
h Mr and Mrs Baker ..... here.
i Where ..... my newspaper?
j ..... I late?

Score: ____ / 10

2 Complete the sentences with the negative form of *to be*. Use short forms.

a New York ...isn't... the capital of the USA.
b We ..... at school today.
c I ..... German! I'm Swiss.
d My house ..... in the city centre.
e I'm afraid most people ..... here now.
f This exercise ..... difficult.
g You ..... late. It's only nine o'clock.
h The director ..... in his office.
i Her car ..... in the street.
j I ..... Alison Jones, I'm Alison Smith.

Score: ____ / 10

there is, there are

1 Complete the spaces with *is there* or *are there*.

a ...Are there... any cars in the car park?
b ..... any milk in the fridge?
c ..... any foreign students at your school?
d ..... a telephone near here?
e ..... any cinemas in town?
f How many students ..... in the class?
g How much time ..... before the lesson?
h ..... a message for me?
i ..... any good programmes on TV tonight?
j ..... any air conditioning in your classroom?

Score: ____ / 10

2 You want some information about a hotel in England. Use the prompts and *is there* and *are there* to make questions.

a swimming pool / in the hotel?
...Is there a swimming pool in the hotel... ?
b airport / near the hotel?
..... ?
c bathroom / in every room?
..... ?
d good restaurants / in the area?
..... ?
e car park / near the hotel?
..... ?
f how many rooms?
..... ?
g activities for young people?
..... ?
h sports facilities?
..... ?

Score: ____ / 8

3 Answer these questions with *Yes, there is / are* or *No, there isn't / aren't*.

a Is there a shop near your school?
Yes, there is. / No, there isn't.

b Is there a swimming pool near your house?
.....

c Are there any plants in your classroom?
.....

d Is there any money in your pocket?
.....

e Is there a mobile in your pocket?
.....

f Are there any trees in your street?
.....

g Is there any time left before the class?
.....

h Are there any mistakes on this page?
.....

Score: ____ 8

present simple

1 Complete the text with the correct form of the verbs in the box.

walk start arrive get up ~~work~~ finish have go listen show

Hi. My name's Ed Roberts. I'm a doctor and I a work in a hospital in Manchester. I b ..... at 7.30 every day and have a cup of coffee for breakfast. Then I c ..... to the hospital by car. I d ..... work at 8.00. The first patient e ..... at 8.30. My colleagues and I f ..... a coffee break at 11.00. After coffee I g ..... to a clinic near the hospital. The clinic h ..... at 3.00 and then I have lunch. I sometimes go back to the hospital in the afternoon. In the evening I read and i ..... to music, but I like to watch football when they j ..... a good match on TV.

Score: ____ / 10

2 Complete the sentence with *don't* or *doesn't*.

a My friend doesn't speak English.
b I ..... study in the afternoon.
c We ..... study religion at my school.
d He ..... study in my group.
e The school ..... have a basketball team.
f The clothes shops in town ..... open on Monday morning.
g I'm sorry sir, we ..... accept credit cards.
h He ..... smoke.

Score: ____ / 8

3 Complete the question with *do* or *does*.

a Where do you live?
b ..... Billy live here?
c How often ..... you visit your grandparents?
d ..... you ever watch football on TV?
e What time ..... the teacher usually arrive?
f When ..... you go on holiday?
g ..... you like cheese?
h ..... it rain a lot in the mountains?
i ..... he buy a new mobile every year?
j ..... you understand this exercise?
k ..... your sister work?
l What time ..... you finish school?
m What ..... your father do?
n ..... both your brothers live at home?
o Where ..... he go to school?
p Where ..... your cousins live?

Score: ____ / 16

4 Complete the question and answer with *do, does, don't* or *doesn't*.

a Does your brother study here?
No, he .....

b ..... your sister speak French?
No, she .....

c ..... you have friends in Italy?
No, we .....

d ..... they have a new car?
No, they .....

e ..... the school pay for the books?
Yes, it .....

f Where ..... rubber come from?

g How many famous people ..... you know?

h How often ..... you feed the cat?

i When ..... the shopping centre close?

j What ..... he do?

Score: ____ / 10

past simple

1 Complete the sentence with *was* or *were*.

a He was in London yesterday.

b In 2005 we ..... 11 years old.

c ..... there a book on the chair?

d My last computer ..... a Dell.

e Where ..... you yesterday?

f We ..... in class yesterday.

g The library ..... open yesterday.

h It ..... my birthday on Saturday.

i Where ..... they on Sunday?

j ..... you at school last week?

Score: ____ / 10

2 Complete the text with the past simple form of the verbs in the box.

~~live~~ invent work go use start want make change be

FORD – A REVOLUTION IN MANUFACTURING

Henry Ford was born in Dearborn, Michigan in 1863. He a lived in a farming area and he b ..... to a small local school. When he was young he was very interested in machines. This was not very common at the time because farmers c ..... animals for work. Henry Ford d ..... for the Edison company and in the evenings he worked in a small garage. He e ..... to make a car. In 1896 he f ..... his first car.

From 1896 to 1905 Henry Ford produced about ten to 15 cars. These cars were very expensive. In 1912 Ford g ..... producing cars for $600. This was very cheap and many people bought his cars. This completely h ..... American society as a new generation of younger people started to travel more.

Using special manufacturing techniques, Ford i ..... 'mass production'. As a result, by 1914 there j ..... over half a million Ford cars in America.

Score: ____ / 10

3 Use the prompts to make a negative past simple sentence.

a I / go / to Madrid
I didn't go to Madrid.

b I / see / him yesterday
.....

c He / mark / the homework
.....

d His mother / telephone / them
.....

e They / send / the report
.....

f He / visit / London last year
.....

g Simon / finish / the project
.....

h This exercise / be / difficult
.....

Score: ____ / 8

4 Complete the sentence with *was* or *were*.

a There ...was... a bus strike last month.
b There ..... a lot of people at the meeting.
c There ..... a file on the desk.
d There ..... an interesting programme on TV.
e There ..... three visitors from Ireland.
f ..... there any problems with the homework?
g ..... there a message for me?
h ..... there a TV in your hotel room?
i ..... there any trains yesterday?
j ..... there a lot of rain last month?

Score: ____ / 10

5 Write the negative form of the sentence.

a I went to London.
I didn't go to London.
b I watched TV last night.
.....
c He did the exam.
.....
d They sent us the information.
.....
e I answered the e-mail.
.....
f They stayed at home last week.
.....
g We were sure about the answer.
.....
h This exercise was easy.
.....

Score: ____ / 8

6 Complete the question with *do, does* or *did*.

a ...Did... you go to the cinema yesterday?
b ..... you live in the USA? No, I don't.
c ..... you watch television last night?
d ..... she finish the project? No, she didn't.
e ..... you smoke? No, I don't.
f ..... he go to London last month?
g ..... they speak French? No, they don't.
h ..... you go to university before starting work?

Score: ____ / 8

7 Use the prompts to make past simple questions.

a he / go / on the trip?
Did he go on the trip ?
b they / change / the shoes?
..... ?
c you / finish / the report?
..... ?
d he / be / in London yesterday?
..... ?
e my dad / telephone?
..... ?
f you / enjoy / the course?
..... ?
g they / check / the results?
..... ?
h we / pass / the exam?
..... ?

Score: ____ / 8

8 Write a question about the words in bold beginning *who, what, when, how* or *where*.

a He saw **the accident**.
What did he see ?
b They went there **by car**.
..... ?
c He made **17** copies.
..... ?
d They arrived **at 9.30**.
..... ?
e They opened a new shop **in Paris**.
..... ?
f He went to the doctor **on Friday**.
..... ?
g She telephoned **Tom**.
..... ?
h They bought **a new sofa**.
..... ?

Score: ____ / 8

9 Turn the sentence into a *yes / no* question.

a He went to the office.
Did he go to the office ?

b They changed the printer.
..... ?

c They wrote the essay.
..... ?

d You finished the project.
..... ?

e He was at home yesterday.
..... ?

f They sent it by e-mail.
..... ?

g Bob telephoned.
..... ?

h She got good results in the test.
..... ?

i The package arrived on time.
..... ?

j The exam was easy.
..... ?

Score: ____ / 10

past continuous

1 Use the prompts to write past continuous sentences about what Mr Jones did yesterday.

a 08.15 / have / breakfast
At 08.15 he was having breakfast.

b 08.45 / read / a newspaper
.....

c 09.45 / wash / his car
.....

d 10.30 / listen / music
.....

e 11.45 / swim
.....

f 12.45 / cook / lunch
.....

g 13.30 / have / rest
.....

h 15.00 / watch / TV
.....

Score: ____ / 8

2 Use the prompts to write a past continuous question.

a what / he / do / when you saw him?
What was he doing when you saw him ?

b what / you / do / at 11.00?
..... ?

c what / she / wear / last night?
..... ?

d it / rain / when you went out?
..... ?

e where / you / live / in 1991?
..... ?

f who / you / talk / this morning?
..... ?

g you / have / lunch / at 12.30?
..... ?

h what / you / do / this time yesterday?
..... ?

Score: ____ / 8

3 Put the verb in brackets into the past simple or past continuous.

a When we (leave) left the office, it (rain) was raining.

b (you / talk) ..... to someone when I (phone) ..... you?

c He wasn't at home when I called. He (work) ..... .

d I (get up) ..... early this morning. I (had) ..... breakfast and then (go) ..... to work.

e I (walk to work) ..... when I (see) ..... him.

f He (have) ..... a crash while he (drive) ..... to work.

g When I (meet) ..... Clare at the party she (wear) ..... a red dress.

h He (not / drive) ..... fast when the accident (happen) .....

i She (not / go) ..... to work yesterday. She (be) ..... ill.

j "What (you / do) ..... on Saturday evening?" "I (go) ..... to see a film."

k "What (you / do) ..... at nine o'clock on Saturday?" "I (watch) ..... a film on TV."

l I was late for the appointment so he (wait) ..... for me when I (arrive) ..... .

Score: ____ / 12

present perfect

1 Complete the sentence with the past simple or present perfect simple form of the verb in brackets.

a I (work) 've worked hard this week.

b (you see) ..... him yesterday?

c They (send) ..... a lot of e-mails this month.

d He (go) ..... to Munich last month.

e I (leave) ..... home about five hours ago.

f She (start) ..... work in 2004.

g I (live) ..... in England all my life.

h They (meet) ..... the German students on Tuesday.

i We (have) ..... an important exam in March.

j We (be) ..... in a different classroom before.

k Until now he (not / say) ..... a thing.

l I (like) ..... the sea when I was younger.

m He (drive) ..... 800 km today.

n We (paint) ..... the house last weekend.

o I (hear) ..... the news at breakfast this morning.

p When (you / go) ..... to Paris?

q No, I (not / met) ..... him before.

r He (live) ..... in France from 2004 to 2006.

s She (study) ..... at Cambridge University and now she has a good job.

t Cervantes (write) ..... *Don Quixote*.

u JK Rowling (write) ..... many novels.

Score: ____ / 21

2 Six of these sentences are incorrect, including the example. Write them correctly.

a I have finished my work at two o'clock.
I finished my work at two o'clock.

b I have worked here for three years.
.....

c Have you see that new film last night?
.....

d The minister has visited the school two times.
.....

e "Where's John?" "He's been to visit a client."
.....

f I haven't seen you at the party on Friday.
.....

g Mr Jones has arrived.
.....

h The weather has been very bad last week.
.....

i He lives here for five years now.
.....

Score: ____ / 9

questions

1 Match questions **a** to **j** with answers **1** to **10**.

a What time is it?	1 I'm a student.
b Where do you study?	2 He went to Barcelona.
c Where did Pete go?	3 No, thank you.
d How do you travel to college?	4 Once a week.
e Would you like a drink?	5 It's half past ten.
f Do you smoke?	6 Sorry, I don't know.
g How often does he come?	7 No, I don't.
h Excuse me, where's the bank?	8 By car.
i How many mobiles have you got?	9 At a sixth form college.
j What do you do?	10 Only one.

Score: ____ / 10

2 Write the question word or phrase for the following answers.

a Where ..... In the office.
b ..... A car.
c ..... Twice a week.
d ..... €26.
e ..... Mr Smith.
f ..... Now.
g ..... In front of the school.
h ..... Today.
i ..... Three or four.
j ..... At 08.30.
k ..... By car.

Score: ____ / 11

3 Put the words in order to form questions using the diagram below.

a do have lunch what time you on Sunday ?
b where work you do ?
c does speak Rafa English ?
d car you do a have ?
e eat sweets how many do you in a day ?
f a shower have do you in the morning ?
g play the team does on Saturdays ?
h spell that do you how ?
i help can how I you ?
j English they are ?
k use computers at school you do how much ?
l in you are which year ?
m how much do you television watch every day ?
n where Joe was last week ?
o which read you do newspaper ?
p your mobile can see I ?

	QUESTION	(NOUN)	AUX	SUBJECT	VERB	ETC	
a	What time		do	you	have	lunch on Sunday	?
b							?
c							?
d							?
e							?
f							?
g							?
h							?
i							?
j							?
k							?
l							?
m							?
n							?
o							?
p							?

Score: ____ 16

4 Write the question for the answer.

a What's your name ?
My name is John.

b ..... ?
I play football.

c ..... ?
I live in a village near here.

d ..... ?
It's five past four.

e ..... ?
I get to school by car.

f ..... ?
The university is in Manchester.

g ..... ?
They study engineering.

h ..... ?
Her tutor is Mr Carson.

i ..... ?
My boss is in his office.

j ..... ?
We travelled here by bus.

k ..... ?
The football match starts at 14.30.

l ..... ?
She's not well so she couldn't come.

Score: ____ / 12

5 Write the questions for these answers. They are all questions ending in a preposition.

a Who does he work for ?
He works for Microsoft.

b ..... ?
They export to the Middle East.

c ..... ?
He bought it for his girlfriend.

d ..... ?
They study with their friends.

e ..... ?
This song is by U2.

f ..... ?
It's for controlling the temperature.

g ..... ?
They make them from plastic.

h ..... ?
They need it by Tuesday.

i ..... ?
She got a letter from Bill.

Score: ____ 9

6 Correct the question.

a Where you live?
Where do you live ?

b Does she speaks English?
..... ?

c Where went you yesterday?
..... ?

d Who did write the report?
..... ?

e Who want you speak to?
..... ?

f What time did arrive he?
..... ?

g What did happen?
..... ?

h How many people do work there?
..... ?

i Who did tell you that?
..... ?

j You know each other?
..... ?

Score: ____ 10

future: *going to*

1 Use the prompts + *going to* to make a question.

a what / you / wear / to the party?
What are you going to wear to the party?

b when / you / visit me again?
..... ?

c what time / they / phone you?
..... ?

d how long / they / stay here?
..... ?

e what time / he / arrive?
..... ?

f she / write another book?
..... ?

Score: ____ / 6

2 Complete these sentences using *going to* and one of the verbs in the box.

eat give rain repair ~~study~~ walk

a John's university course begins in October.
He 's going to study ..... engineering.

b My camera is broken but they
..... it.

c I don't want to go home by bus.
I ..... .

d Take an umbrella with you.
It ..... .

e It's Ann's birthday next week.
We ..... her a present.

f I'm hungry. I .....
this sandwich.

Score: ____ / 6

tenses: past, present or future?

1 Complete the sentence with the past simple, present simple or *going to* form of the verb in brackets.

a He saw ..... the head teacher last week. (see)

b They ..... at 10.00 every day. (start)

c She ..... seven e-mails yesterday. (write)

d My parents ..... to Paris last July. (go)

e David ..... coffee for breakfast every day. (drink)

f My brother ..... me a present yesterday. (give)

g Next year I ..... New York. (visit)

h They ..... the new building in 2010. (open)

i We ..... our rubbish every week. (recycle)

j He ..... me at the airport next Monday. (meet)

Score: ____ / 10

2 Write the negative form of these present and past simple sentences.

a They have lunch at school.
They don't have lunch at school.

b He went to the beach last week.
.....

c The league stops in summer.
.....

d They went on holiday last year.
.....

e The mechanic repaired the car.
.....

f They often visit us.
.....

g The new teacher speaks English.
.....

h We have a copy of your e-mail.
.....

i The register included all the names.
.....

j He has a shower every day.
.....

Score: ____ / 10

auxiliary verbs

1 Put the words in the correct order.

a have small a car we got
We have got a small car.

b blue I a suit wearing am
.....

c has short Simon hair got
.....

d chairs two are there office in my
.....

e finishing homework are their they
.....

Score: ____ / 5

2 Complete the sentence with *have, has, am, is,* or *are*.

a John has fair hair and a moustache.
b It ..... a small car, but it ..... four doors.
c They ..... a nice house in the country.
d Her hair ..... long and black.
e Sarah and David ..... four small children.
f Where ..... my trousers, darling!
g A dog ..... four legs.
h There ..... some beer in the fridge.
i I ..... a writer.
j He ..... got a cold.

Score: ____ / 10

3 Write short affirmative answers.

a Do you study History?
Yes, I do.
b Is he a student?
.....
c Can you speak English?
.....
d Does she live with her parents?
.....
e Have you got a car?
.....

Score: ____ / 5

4 Write short negative answers.

a Are they married?
No, they're not.
b Has he got a job?
.....
c Can he drive?
.....
d Do you like coffee?
.....
e Is it on the first floor?
.....

Score: ____ / 5

pronouns

1 Complete the sentence with a pronoun: *I, you, he, she, it, my, your, his,* or *her*.

a Mr Bush is President of the U S A. He is American.
b Carmen is from Spain. ..... is Spanish.
c His car is German. ..... is an Opel.
d He' s from England. ..... name is John.
e "What's ..... name?" "Simon."
f "Are ..... Italian?" "No, I'm Spanish."
g ..... name' s Hugo. I'm from Germany.
h The university is in France. ..... is a French university.

Score: ____ / 8

2 Correct these sentences.

a Her name is David.
His name is David.
b My company is Microsoft. He is a very big company.
.....
c He is from Paris. Her name is Michel.
.....
d The BMW is a German car. Is a very good car.
.....
e Give the book to she.
.....
f What is you name?
.....

Score: ____ / 6

quantity

Put *much* or *many* in front of these nouns.

a much petrol
b ..... pressure
c ..... information
d ..... notes
e ..... air
f ..... coffee
g ..... men
h ..... money
i ..... children
j ..... problems
k ..... plans
l ..... workers
m ..... students
n ..... books
o ..... toothpaste
p ..... flour
q ..... news
r ..... space

Score: ____ / 18

comparisons

1 Use the prompts to write comparative sentences.

a Coffee / tea / expensive
Coffee is more expensive than tea.

b A Ferrari / a Ford / fast
.....

c India / China / poor
.....

d Russian / English / difficult
.....

e Cars / vans / small
.....

f The north / the south / wet
.....

g London / Birmingham / important
.....

h February / July / cold
.....

Score: ____ / 8

2 Rewrite the sentences using the words in brackets.

a Berlin is bigger than Bonn. (as big)
Bonn isn't as big as Berlin.

b Beer isn't as expensive as wine. (expensive than)
.....

c The bus is cheaper than the train. (as cheap)
.....

d Flying is quicker than driving. (as quick)
.....

e Italian is easier to learn than French. (difficult than)
.....

f Manchester United weren't as good as Chelsea. (worse than)
.....

g Paris isn't as far from London as it is from Rome. (further)
.....

Score: ____ / 7

prepositions

Complete the sentence with a preposition: *at, on, in, under,* or *between*.

a My birthday is ...on... May 4th.

b Christmas is ..... December.

c The drinks machine is ..... the corner ..... the table and the door.

d I live ..... the centre of town ..... London Road ..... number 14 ..... the second floor.

e First left, second right, and it's ..... your left.

f The meeting is ..... Tuesday ..... 09.00 ..... room 303 ..... the third floor.

g The waste paper bin is ..... my desk.

h E is ..... D and F in the dictionary.

i Why are you hiding ..... the table?

j I never said I was interested ..... chemistry!

Score: ____ / 10

Topic	Score	%
the verb *to be*	/20	
there is, there are	/26	
present simple	/44	
past simple	/80	
past continuous	/28	
present perfect	/30	
questions	/68	
future: *going to*	/12	
tenses: past, present or future?	/20	
auxiliary verbs	/25	
pronouns	/14	
quantity	/18	
comparisons	/15	
prepositions	/10	
Total	**/410**	

Wordlist

Red words based on Macmillan School Dictionary

*** most common and basic words

** very common words

* fairly common words

Unit 1
angry (adj) ***
astronaut (n)
clever (adj) **
friendly (adj) **
funny (adj) ***
intelligent (adj) **
kind (adj) *

Unit 2
boring (adj) **
doctor (n) ***
engineer (n) *
hungry (adj) *
journalist (n) **
map (n) **
nurse (n) **
police officer (n)
south (adj)
tall (adj) ***
tired (adj) ***

Unit 3
exam (n) **
ground (n) ***
instruction (n) ***
key (n) ***
mistake (n) **
planet (n) *
pocket (n) **
solar system (n)
telescope (n)

Unit 4
blood cells (n)
bowl (n) **
casino (n)
cathedral (n)
comfortable (adj) **
continent (n) **
(plane) crash (n) *
depressing (adj)
famous (adj) ***
gravity (n)
insect (n) *
jug (n)
laboratory (n) *
lamp (n) **
museum (n) ***
painting (n) **
peg (n)
photocopier (n)
theatre (n) **
towel (n) *
traffic (n) ***
wet (adj) ***

Unit 5
cereal (n)
cinema (n) **
customer (n) ***
refund (n)
sweet (n)

Unit 6
argon (n)
behaviour (n) ***
contain (vb) ***
discovery (n) **
element (n) ***
expected (adj)
gap (n) **
inert (adj)
iron (n) **
level (n) ***
mark (n) ***
oil (n) ***
period (n) ***
prepared (adj)
prize (n) **
property (n) ***
provide (vb) ***
react (vb) *
relativity (n)
researcher (n)
risk (n) ***
rust (n)
similar (adj) ***
success (n) ***
test (n) ***

Unit 7
anorak (n)
experiment (n) **
formula (n)
mission (n)
space shuttle (n)
theory (n) **
trainers (n)

Unit 8
absorb (vb)
atmosphere (n) **
beat (vb) ***
chemical (n)
circulate (vb)
climate (n) **
coast (n) **
digest (vb)
factory (n) ***
glacier (n)
(polar) ice cap (n)
party (n) ***
population (n) ***
power station (n)
produce (vb) ***
pump (vb) *
radiation (n)
rainforest (n)
reaction (n) ***
relax (vb) **
team (n) ***
training (n) ***

Unit 9
accident (n) ***
capital (n) ***
chat (vb) *

Unit 10
lesson (n) ***
moon (n) **
surface (n) ***

Unit 11
addict (n)
basis (n) *
bill (n) ***
brain (n) **
complex (adj) **
memory (n) ***
modern (adj) ***
motion (n) **
motivated (adj)
movement (n) ***
packed lunch (n)
predict (vb) *
present (n) ***
reflect (vb) ***
simple (adj) ***
vision (n) **

Unit 12
background (n) **
cloth (n)***
electricity (n) **
exchange (n) **
foreign (adj) ***
interrupt (vb) *
loud (adj) **
source (n) **
supply (vb) ***
trade (n) ***

Unit 13
aim (vb) ***
arrest (vb) **
arrow (n)
castle (n) **
cheer (vb)
clean (vb) ***
crossbow (n)
cruel (adj) **
encourage (vb) ***
escape (vb) **
expert (n) **
freedom (n) ***
hero (n)
legend (n)
ruler (n) *
soldier (n) **
storm (n) **

Unit 14
achievement (n) **
declare (vb) **
eclipse (n)
gene (n)
improvement (n) ***
oil (n) ***
operation (n) ***
opposition (n) ***
overnight (adv)
politician (n) **
recession (n)
revision (n)
scholarship (n)
statistics (n)
tax (n) ***
temperature (n) ***
unemployment (n) **
vote (vb) ***
war (n) ***

Unit 15
author (n) **
best-seller (n)
bilingual (adj)
housework (n)
publish (vb) ***
secretary (n) *
wizard (n)

Unit 16
band (n) ***
furniture (n) **
guitar (n) **
patient (adj) **
practise (vb) **
sing (vb) ***

Unit 17
broken (adj) ***
colleague (n) **
disaster (n) *
dock (n)
harbour (n)
iceberg (n)
invite (vb) ***
meal (n) ***
religion (n) ***
reporter (n)
(computer) setting (n) *
survivor (n)
unacceptable (adj)

Unit 18
asteroid (n)
bald (adj)
cable (n)
cloud (n) ***
command (n) *
criminal (n) **
disease (n) ***
earn (vb) **
exhausted (adj)
fuel (n) **
humid (adj)
lightning (n)
location (n) **
medicine (n) **
obsolete (adj)

robot (n)
score (vb) **
screen (n) **
thunderstorm (n)
track (vb)
valuables (n)
wrinkle (n)

Unit 19
favour (n) **
(hardware) installation (n)
laptop (n)
remind (vb) **
resolution (n) *
schedule (n) *
supervise (vb)

Unit 20
apologize (vb) **
calculator (n)
contact (vb) ***
damage (vb) ***
detect (vb)
ending (n) *
evolve (vb)
expedition (n)
forecast (n)
guide (n) **
interpret (vb) **
organ (n) **
prediction (n)
replace (vb) ***
ruins (n)
soil (n) ***
surgeon (n)
tour (n) **
(genetic) treatment (n) ***
trip (n) **
vegetarian (n)

Unit 21
agriculture (n)
appointment (n) ***
auxiliary verb (n)
bathtub (n)
chance (n) ***
characteristic (n)
connection (n) ***
(population) density (n)
economical (adj)
favela (n)
industry (n) ***
manufacturer (n)
maternity leave (n)
motorbike (n)
region (n) ***
survey (n) **
tropical (adj)

Unit 22
install (vb) *
(musical) instrument (n) ***
marathon (n)
password (n)
program (n) **
rule (n) ***

Unit 23
accurate (adj) *
additive (n)
alcohol (n) *
(medical) check-up (n)
dentist (n)
flavour (n) *
ingredient (n)
obligatory (adj)
post (vb) *
preservative (n)
storage (n) *
sweetener (n)
uniform (n) **

Unit 24
adapt (adj)
beak (n)
beard (n)
chick (n)
dinosaur (n)
download (vb)
evolution (n)
generation (n) ***
inherit (vb)
model (n) ***
naturalist (n)
observation (n) *
park (vb) *
prohibit (vb)
species (n) **
young (n)

Unit 25
announcement (n) *
assassinate (vb)
compress (vb)
convert (vb) *
currency (n) **
exposure (n)
launch (vb) **
procedure (n) *
store (vb) **
terrorist (n) *
muscle (n) **

Unit 26
agricultural (adj)
balloon (n)
consequence (n) ***
desert (n) **
dissolve (vb)
expand (vb) **
farmland (n)
fix (vb) **
flood (n) *
malaria (n)
mosquito (n)
photosynthesis (n)
shellfish (n)
spam (n)
sunburnt (adj)

Unit 27
accelerate (vb)
aspirin (n)
attitude (n) ***
drill (vb)
driving test (n)
hobby (n)
imaginary (adj)
secret (n) **
speed (n) ***
tunnel (n) *

Unit 28
accustomed (adj)
attention (n) ***
average (adj) **
chopsticks (n)
divorce (n, vb) *
(addictive) drug (n) ***
explanation (n) ***
factor (n) ***
habitual (adj)
marriage (n) ***
pretend (vb) *
take place (phr vb)

Unit 29
designer (n) *
discipline (n) **
kangaroo (n)
koala (n)
marsupial (n)
polite (adj) *
residence (n) *

Unit 30
assignment (n)
(balanced) diet (n) **
optician (n)
reservation (n)

Unit 31
device (n) **
efficient (adj) **
explode (vb) *
fashionable (adj) **
flip (a switch) (vb)
invention (n) *
mass (n) **
modern (adj) ***
star (n) ***
substitute (n)
technology (n) ***

Unit 32
brilliant (adj) *
energy (n) ***

Unit 33
borrow (vb) **
catch up (phr vb)
effort (n) ***
lucky (adj) **

Unit 34
according to (prep) ***
avoid (vb) ***
commitment (n) **
conclusion (n) ***
dedicate (vb)
irritating (adj)
lend (vb) ***
minimum (adj) **
poetry (n) *
risk (vb) **
slightly (adv) ***

Unit 35
black magic (n)
complaint (n) **
confess (vb)
countess (n)
dishonest (adj)
fraud (n)
impression (n) **
investigate (vb) **
junk mail (n)
limitless (adj)
proof (n) *
regular (adj) ***
seal (vb)
suffer (vb) ***
unsuitable (adj)
witch (n)

Unit 36
bomb (vb)
civil war (n)
composition (n) *
inefficient (adj)
last (vb) ***
progress (n) ***
rebel (n)
republican (adj)
support (vb) ***
victory (n) **
volunteer (n)
warn (vb) ***
weapon (n) ***

Unit 37
alternative (adj) **
cancel (vb)
circuit (n)
contrasting (adj)
current (n)
electric shock (n)
faith (n) **
flow (vb) **
mains (supply) (n)
perception (n)
service (n)
(animal) skin (n) ***
symbolic (adj)
valuable (adj) **
voltage (n)

Unit 38
contradict (vb)
firewall (n)
modify (vb)
penpal (n)
suspicious (adj)

Unit 39
civilian (n)
economic (adj) ***
historic (adj)
influence (n) ***
invade (vb)
restore (vb) **
rude (adj)
surrender (vb)

Unit 40
activate (vb)
apostrophe (n)
beam (n)
complicated (adj) **
composer (n)
court (n) ***
deaf (adj) **
dot (n)
electron (n)
emit (vb)
noble (adj)
scan (vb)
specific (adj) ***
support (n) ***

Unit 41
emphasis (n) **
mountain (n) ***
reflexive (adj)

Unit 42
beneath (prep) **
branch (n) **
bully (vb)
calm (adj) **
cartridge (n)
deserve (vb) **
dream (vb) **
empty (adj) ***
fall in love (vb)
fault (n) **
fire (n) ***
hide (vb) ***
miserable (adj)
pathway (n)
provoke (vb)

Unit 43
athletics (n)
chemist (n)
effect (n) ***
evidence (n) ***
impact (n) ***
issue (n) ***
significant (adj) ***
soap (n) **
tank (n) **

Unit 44
admit (vb) ***
affect (vb)
calculate (vb) **
employer (n) **
entry (n) ***
estimate (n) *
exhibition (n) **
fair (n)
impressionist (adj)
judge (vb) **
movement (n) ***
opportunity (n) ***
petition (n)
quantifier (n)
sick leave (n)
style (n) ***
warning (n) **

Unit 45
acid rain (n)
approach (vb) **
biological (adj)
chemical (n) ***
condition (n) ***
destructive (adj)
displace (vb)
force (n) ***
gain (n)
galaxy (n)
generalization (n)
low-lying (adj)
obstacle (n)
ocean (n) *
pain (n) ***
rare (adj) **
restrictive (adj)
retreat (vb)
severe (adj) **
superlative (n)
surge (vb)
wave (n) **

Unit 46
astronomer (n)
Baroque (adj)
compose (vb) *
concept (n) ***
embarrassing (adj) *
float (vb) *
goal (n) ***
inertia (n)
mass (n) **
physicist (n)
Romantic (adj)
weight (n) ***

Unit 47
battle (n) **
brave (adj) **
fake (vb)
landing (n)
modify (vb)
monument (n)
mystery (n) *
poem (n) *
stone (n) ***
suspicious (adj)
tapestry (n)

Unit 48
brain wave (n)
dramatic (adj) *
gradual (adj)
inappropriate (adj)
narcolepsy (n)
sleepy (adj)
temporary (adj) ***
type (vb)
urgent (adj)
vaccine (n)

Unit 49
algae (n)
application (n) **
economical (adj)
navigable (adj)
network (server) (n)
operating system (n)
range (n) ***
smooth (adj) **
strength (n) ***
stressful (adj)
waterfall (n)
weakness (n) *

Unit 50
pray (vb) *
satisfying (adj)
socialize (vb)
stress (n) *
task (n) ***

Unit 51
carbohydrate (n)
decay (vb)
diabetes (n)
fibre (n)
obesity (n)
saturated (fat) (n)
starchy (adj)

Unit 52
Ally (n)
barbed wire (n)
collapse (n)
concrete (adj) *
crisis (n) **
divide (adj)
reminder (n)
sequence (n) **
smash (vb) *

Unit 53
defence (n) ***
destructive (adj)
flood (n) *
protect (vb) ***
seaside (n)

Unit 54
apply (vb) ***
borehole (n)
constant (adj) **
corner (n) ***
eventually (adv) ***
filter (vb)
friction (n)
path (n) ***
pump (vb) *
rock (n) ***
root (n) **
sideways (adj)
slope (n) *
soak (vb)
straight (adj) **
string (n) **
swing (vb) **
tyre (n) *
vapour (n)

Unit 55
canteen (n)
disturbing (adj)
participate (vb)

Unit 56
boss (n) **
greedy (adj)

Unit 57
invitation (n) **
remove (vb) ***

List of irregular verb forms

Infinitive	Past simple	Past participle
be	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bitebit	bitten	
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned / burnt	burned / burnt
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
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought#
find	found	found
fly	flew	flown
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known

Infinitive	Past simple	Past participle
lay	laid	laid
lead	led	led
learnt	learnt / learned	learnt / learned
leave	left	left
lend	lent	lent
let	let	let
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

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Answer key

Unit 1

Ex 1

a are b is c am d is e is f are g is h is
i are j am k are

Ex 2

a She's funny. b They're clever. c We're cold.
d I'm an astronaut. e He's tall. f You're friendly.
g They're kind. h She's a good teacher.
i They're bad dogs. j You're nice students.
k Sally's 15 years old.

Ex 3

a He's angry. b They're happy. c It's hot now.
d You're intelligent. e We're unhappy today.
f I'm a doctor. g You're good students.
h She's from Mexico. i My eyes are green.
j We're Australian. k Michael's young.

Unit 2

Ex 1

a am not b is not c are not d is not e Is
f is not g Are h is not i are not j Is

Ex 2

a Yes, I am. / No, I'm not.
b Yes, they are. / No, they aren't / they're not.
c Yes, it is. / No, it isn't / it's not. d Yes, I am. / No, I'm not.
e Yes, they are. / No, they aren't / they're not.
f Yes, it is. / No, it isn't / it's not. g Yes, it is. / No, it isn't / it's not.
h Yes, I am. / No, I'm not. i Yes, it is. / No, it isn't.
j Yes, they are. / No, they're not / they aren't.

Ex 3

a No, it isn't. It's two o'clock.
b No, it isn't / it's not. It's five o'clock.
c No, it isn't / it's not. It's Friday.
d No, she isn't / she's not. She's a doctor.
e No, he isn't / he's not. He's an engineer.
f No, they aren't / they're not. They're 60 euros.
g No, it isn't / it's not. It's one dollar, sixty.
h No, they aren't / they're not. They're cheap.
i No, he isn't / he's not. He's fourteen.

Ex 4

a Berlin is in Germany. b Paris is in France.
c Lyon isn't in Spain. d Milan are Turin are in Italy.
e Brussels and Strasbourg are not / aren't in Germany.
f Spain is in the south of Europe.
g Norway isn't in the south of Europe.
h Is Lisbon in Portugal?
i Are Bern and Basle in Switzerland?
j Are you in Europe?

Ex 5

a Are b aren't / 're not c Are d am / 'm e is / 's
f am / 'm g is h is i is j are k are l Are
m aren't / 're not n are o are p is q Are
r aren't / 're not s is / 's t is u is v Is w are
x Are y am / 'm z isn't / 's not

Unit 3

Ex 1

a are b is c is d are e are f is g are h is
i is j are k is

Ex 2

a It b It c There d It e It f There g There
h It i There j It k There, There

Ex 3

a There b They c It d They e It f They
g There h It i It j It k They

Unit 4

Ex 1

a There are b There isn't c There is d There aren't
e There are f there aren't g there is h there are

Ex 2

a There is a post office. b There isn't a hospital.
c There are two banks. d There is a supermarket.
e There isn't an airport. f There aren't any clothes shops.
g There are three schools. h There isn't a theatre.
i There is a cinema. j There aren't any museums.

Ex 3

a Is there .. Yes, there is. / No, there isn't.
b Are there .. Yes, there are. / No, there aren't.
c Is there .. Yes, there is. / No, there isn't.
d Is there .. Yes, there is. / No, there isn't.
e Are there .. Yes, there are. / No, there aren't.
f Is there .. Yes, there is. / No, there isn't.
g Is there .. Yes, there is. / No, there isn't.
h Are there .. Yes, there are. / No, there aren't.

Ex 4

a No, there aren't. There are five.
b No, there aren't. There are nine.
c No, there aren't. There are 26.
d No, there aren't. There are red and white cells.
e No, there isn't. There are two elements, hydrogen and oxygen.
f No, there aren't. There are a hundred centimetres in a metre.
g No, there aren't. There are more speakers of Chinese.
h No, there aren't. There are eight.

Ex 5

a There, They b There, it c It, there
d there, there, They e it, It f There, they
g There, there h There, It

Ex 6

a There is b It is c It is d There is e It is
f there are g there is h There is i there are
j there is k there are l they aren't m there aren't
n it isn't

Ex 7

a Next to this text there is another painting by Van Gogh.
b The name of the painting is The Potato Eaters.
c There are five people in the picture.
d There are two women, two men and one young girl.
e They are all poor people.
f There is some food on the table.
g Above the table there is a lamp.
h It is a dark and depressing picture.
i It isn't a comfortable room.

Unit 5

Ex 1

a goes b does c studies d walks e eats
f pushes g pulls h wants i has j drinks
k buys l plays m reads n gets o finishes
p picks q waits r needs s dances t swims
u cries v washes w meets x opens

Ex 2

a read b likes c go d want e studies
f walk g play h finishes i works

Ex 3

a They always go home early.
b She never eats sweets.
c We usually go to the cinema on Saturdays.
d It is sometimes warm in winter.
e He often plays football with his friends.
f It always rains in January.
g They usually go dancing on Fridays.
h He often listens to music in the evenings.

Ex 4

a We sometimes cook for our friends.
b She always does her homework.
c They often play tennis at the weekend.
d I usually go on holiday in June.
e He always drinks coffee for breakfast.
f You never get up early in the morning.
g She sometimes watches TV before dinner.
h We usually wear jeans at the weekend.
i It sometimes rains in the summer.

Unit 6

Ex 1

a goes b goes c start d finishes e do / does f has
g studies h study

Ex 2

a doesn't go b doesn't go c don't start
d doesn't finish e don't do f doesn't have
g doesn't study h don't study

Ex 3

a Does .. Yes, he does. b Do .. No, they don't.
c Do .. Yes, they do. d Does .. No, he doesn't.
e Do .. Yes, they do.
f Do .. Yes, I / we do. / No, I / we don't.
g Does .. Yes, it does. / No, it doesn't.
h Do .. Yes, I / we do. / No, I / we don't.

Ex 4

a Does oil boil at 100°C?
b Does gold react with oxygen?
c Do elements in the same period have similar properties?
d Does argon react with oxygen?
e Did Albert Einstein make important scientific discoveries?
f Do physicists work in laboratories?

Ex 5

a Children often use a computer for school work.
b Most 11 to 18 year-olds don't often visit chat rooms.
c School pupils often have a computer at home.
d Teenagers sometimes play CDs on a computer.
e There are usually computers in schools in the UK.
f Some computers are always connected to the Internet.
g People often prefer PlayStation for playing games.
h Most people never send letters these days.

Ex 6

a score b reach c exists d believe e explains
f like g punish

Ex 7

a Boys don't study more than girls.
b The average boy doesn't score higher marks in tests.
c At seven, 12 per cent of girls don't reach the expected level.
d The researchers don't say that boys do badly at school because they are less intelligent.
e Most schools don't give prizes to boys for their behaviour.
f Some boys don't listen well to their teachers.
g William Draves doesn't think boys are the problem.

Unit 7

Ex 1

a enjoying b hitting c shooting d smoking
e playing f heating g organizing h using
i stopping j shutting k buying l tidying

Ex 2

a I am eating dinner. b You are doing your homework.
c She is going to the park.
d John and Sven are buying new trainers.
e My parents are talking to my teacher.
f We are listening to CDs. g He is writing a book.
h It is raining today. i I am working hard.

Ex 3

a is going b I'm listening c speak d are studying
e He is doing f I like g is asking
h You know i I'm reading

Ex 4

a I understand this question.
b She is listening to music now.
c They are doing maths homework now.
d You know a lot about computers.
e Manuela and Sam are watching TV at the moment.
f We are staying in a hotel near the beach.
g I am looking for Jack.

Unit 8

Ex 1

a It's 07.03 and John is getting up.
b It's 07.10 and he is having a shower.
c It's 07.35 and he is having breakfast.
d It's 08.00 and John is going to school.
e It's 09.15 and John and his friends are sitting in class.
f It's 12.45 and he and his friends are having lunch.
g It's 16.00 and he is playing football.
h It's 22.45 and he is sleeping.

Ex 2

a It's 07.05. He isn't sleeping.
b It's 08.45. He isn't going to school.
c It's 10.00. John and his friends aren't doing their homework.
d It's 12.35. He isn't having breakfast.
e It's 15.00. His team isn't / aren't playing football.
f It's 18.45. He isn't having lunch.
g It's 20.00. He isn't watching TV.
h It's 23.00. He isn't doing his homework.

Ex 3

a It's 07.05. Is John having breakfast? No, he isn't.
b It's 08.00. Is he going to school? Yes, he is.
c It's 09.30. Is he sitting in class? Yes, he is.
d It's 12.00. Are John and his friends playing football? No, they aren't / they're not.
e It's 12.45. Are you having lunch? Yes, I am. / No, I'm not.
f It's 19.15. Are John and his family having breakfast? No, they aren't / they're not.
g It's 21.15. Is he relaxing? Yes, he is.
h It's 22.30. Are you and your family watching TV? Yes, we are. / No, we aren't / we're not.

Ex 4

a Blood is circulating around my body.
b My heart is pumping blood.
c My lungs are absorbing oxygen.
d My diaphragm is moving up and down.
e My heart is beating.
f My lungs are producing carbon dioxide.
g My stomach is digesting food.
h Chemical reactions are happening in my cells.
i My eyes are sending messages to my brain.

Ex 5

a Are people getting taller? Yes, they are.
b Is life getting more expensive? Yes, it is.
c Are we using more energy? Yes, we are.
d Are more people going to university? Yes, they are. / No, they're not / aren't.
e Is the population getting older? Yes, it is. / No, it isn't / it's not.
f Are fewer people getting married? Yes, they are. / No, they're not / aren't.
g Are we living longer? Yes, we are. / No, we're not / aren't.

Ex 6

a are cutting b is increasing c is causing
d are melting e is rising f is changing
g are having h are getting

Unit 9

Ex 1

a 7 b 6 c 2 d 3 e 8 f 1 g 4 h 5

Ex 2

a Where are you? b How old are you?
c What's his mobile number? d How's your mother?
e Where's my pen? f How much is a Coke?
g What's the time? / What time is it?
h What's the date?

Ex 3

a Where does he study?
b What time do you start school?
c How long does it take to get to school?
d How many people do you know here?
e What are you doing in class this month?
f What do you think of the new teacher?
g Where do they go on holiday in the summer?
h Do you know about the accident?
i Are you enjoying the party?

Ex 4

a Who does Sam see every day at school?
b Where does Sam see Joe every day?
c Who sees Joe every day at school?
d Who is he playing for this season?
e How many sites does his school have?
f How many students take the exam?
g How many teachers does the school employ?
h What is he studying in the evenings?
i Where is he working this summer?

Ex 5

a What is the capital of Iran? Tehran
b Where are the Atlas Mountains? Morocco
c Where is the Negev desert? Israel
d Which is the highest mountain in Africa? Kilimanjaro
e Where is Cape Horn? Chile
f Where are the Balearic Islands? In the Mediterranean
g Where is the world's longest river? In Africa
h Where is K2? In the Himalayas
i What is the Yucatan? a peninsula

Ex 6

a How often do you use a computer?
b Where do you use them?
c What do you do on your computer?
d Do you play games on it?
e Do you surf the Internet?
f How long do you spend on the computer each day?
g Do you learn about computers at school?
h Is it interesting?
i Who fixes the computer if it goes wrong?

Unit 10

Ex 1

a walked b liked, was c went d stayed, were
e saw f studied, passed g did h thought, was
i had j bought, gave

Ex 2

a talked b waited c stopped d wanted e opened
f closed g walked h dropped i picked j liked
k shopped l chatted m used n rested o printed
p played

Ex 3

a made b took c came d had e was f ate
g saw h put i bought j went k thought
l brought m left n felt o gave p did

Ex 4

a He went swimming yesterday.
b They saw a film last night.
c I did my homework.
d You waited for an hour.
e Michael had a cold.
f The teacher was late.
g Sue and Juan walked to school today.
h I took my dog for a walk.
i She talked to her friends.
j We gave him the answers.
k Marcella came to the party.
l The dog ate my breakfast!

Unit 11

Ex 1

a didn't do b didn't see c wasn't d didn't have
e didn't eat f didn't walk g didn't buy
h didn't read i didn't study j didn't drink
k didn't go l didn't use

Ex 2

a Did you go swimming yesterday?
b Did she eat pizza last night?
c Did they play tennis?
d Did your teacher give you a test?
e Did you study for the exam?
f Did we pay the bill?
g Did your sister buy you a present?
h Did you read that book?
i Did they win the game?
j Did he walk to the library?

Ex 3

a Met b Left c Stopped d Visited e Arrived
f went g Saw h Had i Went j Went k Visited
l went m saw n visited o Did p left q Arrived

Ex 4

a No, they didn't go by train. They went by bus.
b No, she didn't visit a zoo. She visited a museum.
c No, they didn't go to the theatre. They went to the cinema.
d No, they didn't have lunch at the Planetarium. They had it on a boat.
e No, she didn't see the news James Bond film. She saw the Lion King.
f No, they didn't visit HMS Belfast. They visited St Paul's Cathedral.
g No, they didn't do an exam. They did some shopping.
h No, they didn't arrive in London. They left London.

Ex 5

a died b provided c changed d published e used
f designed g studied h produced i moved j lived

Ex 6

a concluded b got c found d spent e looked
f played g compared h stimulated

Ex 7

a Did you spend b got c Did you buy d downloaded
e Did you play f did you have g didn't have
h finished i did you do j passed k failed

Unit 12

Ex 1

a She was eating pizza.
b They were going to the cinema.
c We were walking the dog.
d I was shopping. e You were doing your homework.
f Steven and Amanda were drinking tea.
g The teachers were talking in the staffroom.
h My sister was cleaning the kitchen.
i We were listening to music.
j It was snowing all day yesterday.
k I was playing a computer game.

Ex 2

a I understood the question.
b She was cooking dinner for her family.
c He remembered his homework yesterday.
d They listened to the radio.
e I was doing my homework when the phone rang.
f You were speaking too loudly.
g We watched TV last night.

Ex 3

a arrived, was doing b were lying
c phoned, was rehearsing d walked, was talking
e were you doing, was doing f was watching, happened
g told me, was doing, said h called, was thinking
i was crossing, hit j lived, was living

Unit 13

Ex 1

a doing exercises and Jack was lying in bed.
b were having breakfast.
c Sid was walking to school and Jack was going to school by car.
d Sid was playing football and Jack was eating crisps.
e Sid was preparing a salad for lunch and Jack was buying a hamburger for lunch.
f Sid was doing a 10 km run and Jack was having a rest.
g both Sid and Jack were playing a computer game.
h Sid was going to bed and Jack was sleeping on the sofa.

Ex 2

a Was Sid lying in bed at 08.00? No, he wasn't.
b Were they having breakfast at 08.30? Yes, they were.
c Was Jack going to school at 09.00? Yes, he was.
d Was Jack playing football at 11.00? No, he wasn't.
e Were you preparing a salad at 13.00? Yes, I was. / No, I wasn't.
f Was Sid running at 17.10? Yes, he was.
g Were they watching TV at 19.00? No, they weren't.
h Were you watching TV at 20.00? Yes, I was. / No, I wasn't.

Ex 3

a They weren't studying for the test.
b She wasn't going home for the weekend.
c I wasn't drinking coffee.
d It wasn't raining yesterday.
e You weren't listening to me!
f Michelle wasn't buying more shoes.
g We weren't playing computer games.
h His brothers weren't cleaning their bedroom.
i Pierre wasn't driving the car.
j The computer wasn't working because it was broken.

Ex 4

a sleeping b was having c have
d were you working e was studying f was doing
g were you having h was walking i was doing
j went

Ex 5

a knew b ordered c put d were cheering
e were crossing f was waiting g were walking
h jumped i killed

Unit 14

Ex 1

a seen b bought c sold d done e found
f come g put h taken i written j broken
k set l read m fallen n risen o met p thought

Ex 2

a The teacher has arrived.
b The students have left.
c The exams have finished.
d Danny has broken his leg.
e I have sent you an e-mail.
f She has seen this film before.
g Dave and Joe have won a scholarship.
h There has been an accident.

Ex 3

a The teacher hasn't arrived.
b The students haven't left.
c The exams haven't finished.
d Danny hasn't broken his leg.
e I haven't sent you an email.
f She hasn't seen this film before.
g Dave and Joe haven't won a scholarship.
h There hasn't been an accident.

Ex 4

a Have you finished school? Yes, I have. / No, I haven't.
b Has it rained today? Yes, it has. / No, it hasn't.
c Have you done this exercise before? Yes, I have. / No, I haven't.
d Has life got better for people? Yes, it has. / No, it hasn't.
e Have the world's temperatures risen? Yes, they have. / No, they haven't.
f Has the price of petrol gone up? Yes, it has. / No, it hasn't.
g Have you seen a play at the theatre? Yes, I have. / No, I haven't.
h Has the football season begun? Yes, it has. / No, it hasn't.

Ex 5

a 7 b 2 c 5 d 3 e 1 f 4 g 6

Ex 6

a **It has stopped raining.**
b **He's left his homework** at home.
c Great. My pizza **has arrived**.
d The number of pupils **has gone** up by 60.
e **I've lost my revision** notes.
f This is the third time **I have done this experiment**.
g **He's changed** schools.
h The school work **has got much** more difficult this year.

Ex 7

a has risen b increased c has been d has fallen
e have cut f increased g have suffered
h have closed i have introduced j were
k have invested l have reduced m introduced

Unit 15

Ex 1

a since b for c since d for e since f for

Ex 2

a **I haven't cooked a meal** since Saturday.
b **I haven't washed up** for a week.
c **My dad hasn't done any gardening** for six months.
d **We haven't helped with the shopping** since Christmas.
e **I haven't done any DIY since** I painted the sitting room.
f **John hasn't done any housework for a** month.

Ex 3

a I've known him since school.
b Jane has been here for an hour.
c You've had that mobile since last year.
d I've had this book since January.
e They have been married for two years.
f Sarah has liked History since she was six.

Ex 4

a studied b worked c moved d taught e worked
f returned g has lived h taught i has made
j has been k has enjoyed l has achieved

Unit 16

Ex 1

a James has been writing e-mails since this morning.
b She's been teaching for ten years.
c We haven't been telling lies to you!
d My parents have been shopping for furniture.
e Juan hasn't been doing his homework.
f It hasn't been raining for long.
g Mariella has been buying new clothes.
h I've been reading this book for weeks!
i They've been talking for hours.
j You haven't been cleaning your room!

Ex 2

a Have you been studying for the exam? Yes, I have.
b How long have they been living in Hong Kong? For three years.
c Has she been waiting (for) long? No, she hasn't.
d Have they been practising the piano? Yes, they have.
e How long has he been playing that game? For two hours.
f Have you been sitting there all day? No, I haven't.
g How long has it been snowing? For half an hour.
h Has he been eating chocolate? Yes, he has.

Ex 3

a 've been learning b bought c 've always wanted
d has been e started f hurt g 've been practising
h have been listening

Unit 17

Ex 1

a Where did you go for your last holiday?
b How long were you on holiday for?
c How did you travel there?
d Who paid for the holiday?
e How long did it take to get there?
f Where did you have your meals?
g Who did you meet at the airport?
h What did you think of the hotel?
i What did you do in the evenings?

Ex 2

a Were b Did c was d were e Was f Were
g Was h Did i did j Was

Ex 3

a Where was the book? b Where were the keys?
c What did he buy? d How long did they study (for)?
e How did they go to school?
f How often did they play tennis?
g What did she have for lunch?
h Who stole his watch?
i When did they talk about their homework?
j Who was happy about the results?

Ex 4

a How long have you played for the football team?
b How long has he known about this problem?
c How long has she been a student at the college?
d How long have you wanted to change subjects?
e How long has he been interested in religion?
f How long has he had a motorbike?

Ex 5

a What have you done to you hair?
b What has he done to his leg?
c What has happened to the bus?
d Who have you invited to the party?
e Where have I left my MP3 player?
f Why have you changed the computer settings?
g How much homework have you done?

Ex 6

a How many people was the Titanic carrying when it left Southampton?
b How fast was the Titanic going when it hit the iceberg?
c Where was the Carpathia travelling from?
d Who was travelling on the Carpathia?
e What did they do as they were travelling back to New York?
f When did the reporter throw his notes to a colleague?
g What did the dock reporters do?

Unit 18

Ex 1

a You'll have time to finish your homework.
b They'll select you for the football team.
c They'll increase taxes next year.
d Prices won't come down.
e I won't be very long.
f It won't snow this weekend.
g The football team will win the next match.
h He won't be at school tomorrow.

Ex 2

a Will it rain today? No, it won't.
b Will the polar ice-caps melt? Yes, they will.
c Will Jack be rich? Yes, he will.
d Will they win match? No, they won't.
e Will Isabel finish the race? No, she won't.
f Will the police catch the criminals? Yes, they will.
g Will the machine work? No, it won't.
h Will there be any help for us? Yes, there will.

Ex 3

a She's going to miss the bus.
b He's going to score a goal.
c He's not / He isn't going to finish the race.
d We're going to win the match.
e They're not / They aren't going to pass the exam.
f I'm not going to catch the train.
g It's going to be a nice day.
h There's going to be a thunderstorm.

Ex 4

a Is it going to rain? No, it isn't.
b Is the bus going to arrive on time? Yes, it is.
c Is there going to be enough time? No, there isn't / there's not.
d Are they going to have a good time? Yes, they are.
e Is his plan going to work? Yes, it is.
f Is Sue going to pass the exam? No, she isn't / she's not.
g Is Kevin going to earn a lot of money? No, he isn't / he's not.
h Are the students going to learn English? Yes, they are.

Ex 5

a will cure b will recognise c won't need
d won't use e will analyse f will watch
g won't be h will pay i won't go j will check
k will help l will include m won't lose

Ex 6

Suggested answers:
a Genetics will probably cure Alzheimer's.
b A computer will definitely recognize the human voice.
c Cars definitely won't use water as fuel.
d Computers will definitely still be necessary.
e We probably won't use coins and notes.
f People possibly won't want robots to check their health.
g GPS devices will definitely help fight crime.
h Anti-wrinkle creams probably won't work.
i Men probably won't stop going bald.

Ex 7

a I don't think that life is going to get better.
b We won't run out of oil soon.
c We aren't / 're not going to have economic problems.
d I don't think they will invent intelligent robots.
e I don't think I'm going to pass all my exams.
f An asteroid probably won't hit Earth in the next hundred years.
g The population of the world isn't going to increase.
h I don't think we're going to have a good time tonight.
i In 20 years' time, people won't use CDs.
j My football team isn't going to win.

Unit 19

Ex 1

a I'm going to hand it in b We're testing it
c I'll ask d I'm going to ask e I'm doing
f I'm seeing g I'll have h I'll remind

Ex 2

a are going to see b Are you doing
c 'll be, will lose d 'm going to leave
e 'm going to have, 'm going to start
f 'll have g 'll take, is going to take
h 'm going to watch i 'm going to do, 'll get

Unit 20

Ex1

a Will he be here tomorrow?
b Will the exam be difficult?
c Will your parents let you go?
d Will she invite you to the party?
e Will the ending of the film be sad?
f Will they phone me later?

Ex 2

a Is it going to rain this afternoon?
b Is the price of oil going to rise?
c Are his parents going to be angry?
d Is the program going to work?
e Is she going to have a baby?
f Are they going to send you / me an e-mail?

Ex 3

a going to b will c are d will e is f going to

Ex 4

a Where are you going to have lunch today?
b When will we see each other again?
c Who is going to help me with this exercise?
d How many times are you going to say that?
e Who will meet me at the airport?
f What are you going to have for lunch?
g What are they going to do about the problem?
h How will they get there in time?

Ex 5

a Where are they going to fly to?
b How are they going to get from the airport to the hotel?
c What are they going to do the afternoon of Day 1?
d How long is the tour of Cusco City going to take?
e What are they going to see on the tour of Cusco City?
f What time are they going to leave the hotel on Day 2?
g What are they going to do at Aguas Calientes station?
h What language is the guide going to speak?
i Where are they going to have lunch on Day 2?
j How long is the trip going to last?

Ex 6

a What will it be easy to replace?
b Where will we grow new organs?
c Who will receive special genetic treatments?
d How will surgeons cure a broken back?
e Which planet will expeditions go to?
f Where will explorations discover water?
g What will scientists create?
h What will we (all) become?

Ex 7

a What are you going to do?
b When are you going to tell her?
c When are you going to buy your own?
d Shall we watch a DVD?
e Are you going to play?
f How are you going to get there?
g Are your parents going to give you any money?

Unit 21

Ex 1

a They've got a fast computer. b She's got a digital camera.
c They've got a good teacher. d Sarah's got long hair.
e He's got a motorbike. f She's got friends in London.
g Dan's got a cold. h They've got an exam next week.

Ex 2

a I've got / I haven't got a fast computer.
b I've got / I haven't got a digital camera.
c I've got / I haven't got a good teacher.
d I've got / I haven't got long hair.
e I've got / I haven't got a motorbike.
f I've got / I haven't got friends in London.
g I've got / I haven't got a cold.
h I've got / I haven't got an exam next week.

Ex 3

a Have they got a fast computer?
b Has she got a digital camera?
c Have they got a good teacher?
d Has Sarah got long hair?
e Has he got a motorbike?
f Has she got friends in London?
g Has Dan got a cold?
h Have they got an exam next week?

Ex 4

a has b have c got d Have e have f got
g Do h have

Ex 5

a to have b have c has d having e have got
f have got g haven't got

Ex 6

a Why do people prefer to have a shower?
b How often does the average Spaniard have a shower?
c How many houses in Spain have got a shower?
d Do you prefer to have a bath or a shower? / a shower or a bath?
e How often do you have bath?
f How many showers has your house got?
g Have you got a bath in your house?

Ex 7

a have a rest b had a nice meal c have a baby
d have a chat e have a walk f had a fantastic time
g have a look

Ex 8

a got b has c has d hasn't e have f have
g has h has i got

Unit 22

Ex 1

a She can speak four languages.
b You can't park your scooter outside the school.
c How far can you swim?
d I can't hear what you are saying.
e Can anybody understand him?
f He can run a hundred metres in eleven seconds.
g I can't sleep with all this noise.
h Can I use your telephone?

Ex 2

a 1 b 4 c 5 d 7 e 8 f 2 g 3 h 6

Ex 3

a can b can't c can't d can e couldn't
f couldn't g can h could i can't

Unit 23

Ex 1

a We have to do all the exercises.
b We don't have to do exercise five.
c They have to arrive before nine.
d Joe doesn't have to wear a uniform.
e Jane has to go to the doctor today.
f My friends have to get home by twelve.
g They don't have to study music this year.
h I have to go home now.
i You don't have to get up early.
j Does she have to work tomorrow?

Ex 2

a You must do all the exercises.
b We mustn't shout in class.
c I must arrive on time today.
d You mustn't tell the others.
e You must answer all the questions.
f We must plan next weekend's trip.
g I mustn't forget my mobile.
h They must leave soon.
i Pierre must stop smoking.
j I must start exercising.

Ex 3

a We should go out for a meal sometime.
b Martin should do more sport.
c You should see a dentist.
d You shouldn't be rude to Chris.
e We should study for the exam.
f I shouldn't use the computer so much.
g She should send me an e-mail.
h They should buy him a present.
i He should wear smart clothes.
j The bus should be on time.

Ex 4

a You mustn't park in this street.
b You shouldn't swim immediately after a meal.
c You must take this medicine three times a day.
d Do I have to do this exercise?
e It's Saturday tomorrow, so I don't have to get up early.
f You should listen to the weather forecast before you go hill walking.
g You should read this book – I think you would like it a lot.
h You should have a medical check-up every two years.
i You mustn't drink the water there.
j Do we have to finish the work today?
k Do you have to see the teacher / him tomorrow?

Ex 5

Suggested answers
a You mustn't go faster than 80 km.
b You mustn't ride a bicycle.
c You must turn left.
d You mustn't drink the water.
e You have to show your passport.
f You can park here without paying.

Ex 6

a True
b False. The list of ingredients has to / must include water.
c True
d False. You shouldn't buy fish and meat after the 'use by' date.
e False. The label has to say how to prepare the food.
f True
g False. The label doesn't have to say how to eat the food.
h False. 'Low calorie' soft drinks mustn't have more / must have less than 40 calories per 100g or 100ml.

Unit 24

Ex 1

a I think it might rain later.
b Do you think they can see us?
c The experts say the climate may get warmer.
d I don't think this can be the correct answer.
e They must be at home because the lights are on.
f You could be right but I'm not sure.
g You can't park there because it's prohibited.
h The result can't be right because they are too high.

Ex 2

a may b could c must d could e might
f can't g might h must i can j must k can't

Ex 3

a must b might / may / could c must
d might / may / could e can f might / may / could
g can h can i couldn't j can't k can

Ex 4

a It must be Yuko's birthday today.
b Could you swim when you were younger?
c That may / might / could be her car over there.
d They said on the TV it may / might / could rain tomorrow.
e You can't / mustn't smoke here.
f Can you speak Arabic?
g I can't use this mp3 player the instructions are too difficult to understand.

Ex 5

a must b might / may / could, can't c must
d might / may / could e could / might / may, could / might / may f can't g could / might / may
h could / might / may, can't

Ex 6

a This longer beak might help the bird to catch more food.
b It may live longer as a result.
c Eventually, all the birds could have the longer beak.
d This process must take thousands of years.
e When a species cannot evolve fast enough, it can die out as a result.
f This might explain the disappearance of the dinosaurs.
g We can't be sure that it's correct.

Unit 25

Ex 1

a was written b is tested, is sold c are printed
d is being built e are made f has never been found
g was directed h was invented, is now played
i was built j is celebrated

Ex 2

a English is spoken in Australia.
b Mineral water is sold in plastic bottles.
c This room isn't used very often.
d The letters are delivered at 08.00.
e The classrooms are being cleaned now.
f The Internet is used all over the world.
g The road is being repaired at the moment.
h The tests are being marked
i The computer isn't being used.
j The washing up is being done.

Ex 3

a The match was postponed.
b This house was built a hundred years ago.
c Was your e-mail answered?
d This wallet was found in the street.
e This workbook was written last year.
f VAT was included in the bill.
g The metro was being built when we were there.
h The doors were being locked when we arrived.
i I was given a test.
j We were woken up early.

Ex 4

a The light bulb was invented by Thomas Edison.
b The peseta, franc and lira were replaced by the euro in 2002.
c The United Kingdom is formed by three countries (and a province).
d This book was written by Simon Clarke.
e This book is owned by ....
f My / our school is heated by ...
g Hamlet was written by William Shakespeare.
h The first PC was manufactured by IBM.

Ex 5

a Nelson Mandela was freed in 1990.
b Kennedy was assassinated in 1963.
c Everest was first climbed in 1953.
d The Titanic was sunk by an iceberg in 1912.
e The Second World War was declared in 1939.
f The Atlantic was first crossed by a plane in 1919.
g Pearl Harbour was attacked in 1941.
h A man was launched into space for the first time in 1961.
i The first IBM 'PC' was sold in 1981.

Ex 6

a is absorbed b is converted c is stored d is breathed
e are compressed f are burnt / burned g is released

Unit 26

Ex 1

a 3 b 6 c 1 d 9 e 5 f 8 g 7 h 2 i 4 j 10

Ex 2

a you'll get wet b you'll catch a cold
c he'll hurt his eyes d you'll get sunburnt
e if you scratch the car f we buy them now
g we won't do it h if you see him i you're a member

Ex 3

a Where will you leave your bike if you want to go shopping?
b How will you repair the bike if something breaks?
c Where will you sleep if you can't / don't find a hotel?
d How will you eat if you run out of money?
e What will you do if it doesn't stop raining?
f How will you get home if someone steals your bike? / if your bike is stolen?

Ex 4

a will you do b finish c get d will go e will take
f will travel g save h will visit i stop j will enjoy
k have l find m won't get

Ex 5

a If you study hard, you'll pass the exam.
b If you speak to the teacher like that, you'll get into trouble.
c Unless Dave goes to football training tonight he won't play on Saturday.
d If you're not careful who you give your e-mail address to, you'll get a lot of spam.
e Unless you go to bed early, you'll be tired tomorrow.
f Unless Sue studies something technical, she won't get a job when she leaves school.
g If you don't fix your computer, you won't be able to use the Internet.
h If you go out this weekend, you won't have time to study.
i Unless we leave now, we'll miss the start of the film.

Ex 6

a the sea will flood many parts of the world.
b of the sea will rise.
c of the sea rises.
d will take malaria with them.
f crops don't grow.
g will (be able to) absorb it.
h we protect the rainforests.

Unit 27

Ex 1

a study (first) b will lose (first) c gave (second)
d would get (second) e borrowed (second)
f went (second) g was, would be (second)
h see, won't tell (first)

Ex 2

a No way. If I told her about, it she'd laugh at me.
b Unless he gets nervous he won't have any problems.
c If I invite Dave, I'll have to invite Sarah too.
d If you took some aspirin, you would feel better.
e Unless he stops drinking and driving he'll kill himself.
f If I had enough time, I'd start one.
g If I knew the answer, I'd tell you.

Ex 3

a jumped b would accelerate c would go
d reached e would stop f would fall g would go

Unit 28

Ex 1

a People used to die earlier.
b Houses didn't use to have baths.
c Cars didn't use to go so fast.
d Workers used to earn a lot less.
e Women didn't use to have babies in hospital.
f Most teenagers didn't use to go to high school.
g It used to be legal to buy addictive drugs.
h There used to be much less crime.

Ex 2

a used to love b used to pay c used to kiss
d didn't use to watch e used to go f used to get
g used to like h didn't use to work i used to help

Ex 3

a John is used to working at night.
b School students nowadays are used to working with computers.
c I'm used to sitting at this desk.
d They are used to living in a hot country.
e Muxu is used to living in a flat.
f I'm not used to getting up early.
g He isn't used to living in the country.
h They are used to eating rice with chopsticks.

Ex 4

a is used to driving b used to drive c used to sleep
d is used to training e used to play f used to like
g are used to having h is used to living
i is used to getting j used to believe

Ex 5

a used to get (1) b used to be (1)
c didn't use to live (3) d didn't use to go (3)
e didn't use to be (4) f used to marry (2)
g used to be (5)

Ex 6

a I used to do more sport.
b We didn't use to have so much work.
c Did you use to be so good at swimming?
d Where did you use to live?
e He isn't used to working hard.
f He is used to working hard.
g Are you used to getting up early?
h People didn't use to live so long.

Unit 29

Ex 1

a What's the food like? b What's the school like?
c What are the cities like?
d What are the other students like?
e What are the cars like? f What is the TV like?

Ex 2

a 2 b 5 c 4 d 8 e 7 f 1 g 3 h 6

Ex 3

a Would you like b I'd like c was the weather like
d Did you like e were the people like f didn't like
g looked like

Ex 4

a She doesn't like politics and religion.
b She'd like to be a designer and have her own company.
c Hard. She lives in a hut and has no money to pay for studies.
d She likes being in the country and the open air, reading and music.
e He doesn't like wars, taxes and unemployment.
f It's small but he has his own bedroom.

Ex 5

a What does Petra like? b What doesn't Agnes like?
c What would Stefan like to do?
d What is Marcela's life like?
e What would Chow like to be able to do?
f What does Mark like doing?
g What is Chow's country like?
h What would Agnes like to be?

Ex 6

a ✓ b Yes, I would.
c What does Daniel look like? / He's fine.
d Nowadays you can use most mobile phones as a camera.
e ✓ f This weekend I'd like to see some friends.
g I'd like a hamburger and chips, please.
h No, I didn't.
i ✓ j How is your sister? / She's nice, etc.
k Would you like to look like me?

Unit 30

Ex 1

a He needs a computer to send and receive e-mails.
b You can use the restaurant's web page for table reservations.
c The did an experiment to test the theory.
d You should go to an optician for an eye test.
e You need to study hard to pass the exam.
f Children should have a balanced diet for healthy growth.
g I went to a café for lunch.
h She rang the airport to check the time of the flight.
i We wear these special glasses for dangerous experiments.
j He needed the key to open the door.
k I only drink coffee to keep awake.

Ex 2

a He took an umbrella so that he wouldn't get wet.
b I shouted so that someone would help me.
c We advise passengers to arrive an hour before departure in order to avoid delays.
d You should book your seats well in advance so that you won't be disappointed.
e He's training hard because he wants to get fit.
f She gave me her phone number so that I could call her.
g I'm going home early so that I can study.
h He carefully wrote the message down in order not to forget it.
i I'm leaving now so I won't miss the train.
j She's studying to be a doctor.

Unit 31

Ex 1

a Technology is something that we use every day.
b The food that we eat, the places where we live, the clothes we wear are all things that technology helps us with.
c The book you are using now was made with technology.
d The mobile phone you have in your pocket is a piece of technology.
e The house where you live is full of technology: washing machines, TVs, DVD players.
f Scientists who work for big companies are busy making new products all the time.
g A person whose job is to design new products is called a 'product developer'.
h Technology that was once very fashionable becomes out-of-date very quickly.
i For example, CDs that used to be very modern are now old-fashioned because everyone wants mp3 players.
j To be environmentally friendly, only buy products that can be recycled.

Ex 2

a who b which c which d which e who
f where g whose h where

Ex 3

a The film we went to see last night was great.
b The company my dad works for is going to close down.
c I painted the picture you are looking at.
d Peter told me about the accident you had.
e The man you spoke to is my uncle.
f Jane likes the family she is staying with.
g What is the name of the hotel you stayed at?
h They are painting the classroom we study in.

Ex 4

a 4 (which) b 2 (which) c 10 (which) d 1 (which)
e 9 (which) f 6 (which) g 3 (who) h 13 (who)
i 8 (who) j 12 (which) k 11 (which) l 7 (where)
m 5 (which)

Ex 5

a I have a friend who speaks four languages.
b The American girl who we met last year is staying with us.
c We have a teacher who / that comes from Australia.
d The girl (who / that) I sat next to lent me a book.
e There were three people at the party who / that knew me.
f We lost the match (which / that) we played on Saturday.
g Has anyone seen the paper (which / that) I had a minute ago?
h I didn't accept the money (which / that) he offered me.
i What did you think of the film which / that was on TV last night?
j The teacher who / that gave our class today was a substitute.
k I have read the book (which / that) John was talking about.
l He's a friend (who / that) I've known for years.

Ex 6

a which – the printing press b who – the Internet
c which – electricity d which – microchip
e who – sliced bread f whose – penicillin
g which – paper h whose – glasses
i which – the bicycle j where – steel
k whose – the sextant l when – velcro

Unit 32

Ex 1

a said b told c said d told e said f told
g told h said i told j said

Ex 2

a is b is used c shouldn't use d is the capital
e don't like f want to go g can't go h is
i is my birthday j are eight planets

Ex 3

a He said he would see Sally that week.
b She said she worked for a travel agency.
c The teacher told us we would have an exam tomorrow.
d John said he thought the film was brilliant.
e She said she couldn't go to the party that night.
f He told us that he didn't think it was a very good idea.
g She said she was thinking of going to England that summer.
h She told him she had her car there so she could give him a lift.

Unit 33

Ex 1

a what he was doing.
b if he wanted to go to the cinema.
c where the nearest bank was.
d if she could borrow my bicycle.
e if he had anything to declare.
f what Jim was doing there.
g where they were going on holiday.
h if they ever went abroad.

Ex 2

Tutor: Good morning Blakemore. Now, do you have your assignment with you?
Student: Err … No, I don't but I can explain why.
Tutor: Oh dear. What is the excuse?
Student: I'm very busy this week because the football team is training every night.
Tutor: Well, I'm sorry but I think your schoolwork is more important.
Student: I know sir, but the final is this Friday.
Tutor: I understand but this year is very important for your future.
Student: Yes sir, I will, and I'll make a special effort to catch up with my work.
Tutor: Very well. You can give me your homework next week.
Student: Thank you sir. Goodbye.

Ex 3

a if I had my homework
b I didn't but that I could explain why.
c what the excuse was
d I was busy because the football team was training every night of the week.
e he was sorry but that my schoolwork was more important.
f I knew that but that the final was on Friday.
g he understood but that this year was very important for my future
h I would make a special effort to catch up with my work
i I could give him my homework.

Unit 34

Ex 1

a to work b to go c writing d to be e going
f to see g getting h to let i smoking j to buy
k playing l paying m making n worrying
o going

Ex 2

a to play b playing c giving d to give e eating
f to eat g buying h to buy

Ex 3

a mind b like c intend d remember e learn
f planning g regret h Stop i offered

Ex 4

a watching TV or videos
b playing or talking with friends
c playing / to play sports
d doing jobs at home
e reading for pleasure
f playing computer games
g playing or talking with their friends

Ex 5

a staying in bed b to go out
c staying at home to playing sport. d doing housework
e watching a DVD, to go / going to the cinema
f to write / writing essays

Ex 6

a working b to do c to finish d starting
e asking f studying g to go h to finish i to do

Ex 7

a doing b to be c studying d going
e to benefit f to improve g getting h spending

Unit 35

Ex 1

a to help b building c to do d stay e to train
f to play g parking h to come i to give
j to lend k to do

Ex 2

a Jean invited Maria to stay at her house on Saturday.
b They advised me to go to the police.
c His older brother made him tidy the bedroom.
d He decided to leave immediately.
e The people there seem to be very kind.
f His mother taught him (how) to cook.
g Dave doesn't let anyone touch his computer.
h Mr Brown reminded us to clear up.
i She warned him to be quiet.
j We didn't expect to see him. / We expected not to see him.

Ex 3

a want b love c expect d remind e allow
f warning g persuaded h ordered i invites

Ex 4

a to send b to do c to attach d to join
e to obtain f know g wasting h (to) commit
i to surf j become k to filter l to publish

Ex 5

a It's hard to find time to study.
b This software is easy to use.
c I was surprised to see Pippa in town last night.
d It was nice to get your e-mail.
e It was lovely to see you last weekend.
f It's unusual to have hot weather in April.
g I'm pleased to say I've passed all my exams.

Ex 6

a (to) murder b die c to watch d to stay
e marry f to stop g to do h to start i to send
j to stop k to take l to investigate m confess

Unit 36

Ex 1

a ✗ b ✓ c ✗ d ✗ e ✓ f ✓ g ✗ h ✓ i ✗ j ✓

Ex 2

a warned us b said to me. c telephone us
d to me e the experiment to the reporter.
f to lock the door. g remind me h the table for me?
i for you

Ex 3

a Please give your compositions to me after the lesson.
b Please give me your compositions after the lesson.
c I sent a text message to you this morning.
d I'll send you an e-mail tomorrow.
e You should never sell anything to a friend.
f You should never give anyone personal information over the Internet.
g I lent ten euros to you last week.
h David hasn't returned Jane's physics notes to her.
i He bought his brother a present from an online store.
j They will buy Alan a scooter if he passes his exams.

Ex 4

a ✓ b Last year Mr Johnson taught us history.
c My dad has worked for the government all his life.
d ✓ e We gave the teacher our essays last week and she still hasn't returned them to us.
f A friend told me that you were leaving.
g My parents bought a car for my sister / my sister a car last year.
h I'm going to recommend it to them because we all thought it was good.
i ✓ j Peter showed me the answer / showed the answer to me when the teacher wasn't looking.

Ex 5

a for b to c to d for e for f to g to
h for i for

Ex 6

All wars are terrible but perhaps civil wars are the worst. They divide a communities and families, with brothers sometimes fighting on different sides. The Spanish Civil War (1936–1939) was no different. It lasted for three years and at the end over 350,000 were dead.
In 1936 Spain had big political and social problems. The Republicans, Socialists, Communists and Anarchists wanted b change and progress. On the other side there were Monarchists, Carlists, the Falange and the Catholic Church. They wanted to keep their power and position and they hated the new republican government.
Franco and other Spanish army generals began the war on 18 July 1936. At the beginning, about half the army supported c the Republic, and about half joined Franco and the rebels. However, the rebels had the best soldiers while the republican army had d bad equipment and was inefficient.

Both Hitler and Mussolini helped Franco and German and Italian forces bomb e Guernica (the subject of the famous painting by Picasso.) The republicans had problems getting help from abroad. Russia supplied f some weapons and the volunteers of the International Brigades fought with them.

Franco and the rebels expected g a quick victory but they underestimated the resistance of the republicans. They quickly took control of most of the country, but failed in Barcelona and Madrid. The fighting continued for three long years before Franco was able to announce h that the war was over.

Unit 37

Ex 1

a so b but c or / and d but e but f so
g or h and

Ex 2

a As b as c Although d but e but f so
g Although h as i and / so

Ex 3

a because b and c so d but e or
f Although / Even though g and h because / as
i so j although / even though

Ex 4

a Although it's an old computer, it works okay.
b As there weren't enough students they closed the village school. / They closed the village school as there weren't enough students.
c Some students came to school as usual but others stayed at home.
d We couldn't go skiing because there was no snow. / Because there was no snow we couldn't go skiing.
e Although cycling is fun, it can be hard work. / Cycling can be hard work, although it is fun. / Cycling is fun although it can be hard work.
f Nobody wanted to go, so they cancelled the school trip.
g Do you want to go out tonight or have you got to study?

Ex 5

a but b so c so d because e but f as
g so h However i Because j although

Ex 6

a 1 b 4 c 7 d 2 e 8 f 3 g 5 h 6

Unit 38

Ex 1

a However b As a result c Then d Otherwise
e As a result f In fact g as well h However
i However j also k As a result l Otherwise

Ex 2

a ✓ b as well c Actually d for example
e Apart from that f Actually g ✓ h Otherwise

Unit 39

Ex 1

a What time is it?
b Have we got a maths class tomorrow?
c Did he tell the police?
d What date did the Hundred Years War start?
e Who invented the printing press?
f What time will Dirk get here?
g Is the train late?
h What time is the match going to start?
i When does the film finish?
j Do we have a test tomorrow?

Ex 2

a Could you tell me where the post office is?
b Do you know what this word means?
c I can't remember where I parked the car.
d Do you know what time the bus leaves?
e I wonder what we are going to do.
f Do you know if John is coming tonight?
g Could you tell me if I need my passport?
h He doesn't remember if he locked the door.
i Do you know where our teacher is?
j I'm not sure what the homework is.

Ex 3

a You haven't told me where his school is.
b Do you know what time the class usually finishes?
c I wonder if he will bring us any presents.
d Do they know if Sarah is coming to class today?
e My mum doesn't know how much a new computer costs.
f Can you tell me how often there is a bus?
g Have you any idea how long I can park here for?
h Will you tell me if you have ever done anything illegal?
i I can't imagine why you spoke so rudely to her.
j Could you tell me your teacher's name?

Ex 4

a Do you know where he went?
b Do you know who Jane kissed at the party?
c Do you know who kissed Jane at the party?
d Can you remember where they are going to meet tonight?
e I can't remember what Mr Smith said about the exam.
f I'm not sure which book we have to buy for the history course.
g Does your book say which scientist discovered penicillin?
h Have you any idea what historic event happened in 1066?
i Do you know why the computer is broken?
j I can't remember when Manuela is having a party.

Ex 5

a when it started b when Japan invaded Manchuria
c what Germany was doing d who started it
e how many people died f when it ended
g when I'll get a chance to use a computer

Unit 40

Ex 1

a Mr Smith's son b Mrs Charles's daughter
c the students' books d the author's photo
e the dog's water bowl f Guillaume and Henri's project
g Sam's and Phil's motorbikes h the President's speech
i Dr Ulrich's research j the company's products
k the birds' feathers

Ex 2

a Marie Curie is famous for the discovery of radioactivity.
b ✓ c We have a class in Information Technology tomorrow.
d ✓ e Have you seen Heinrich's new scooter?
f The cat climbed up to the top of the tree. g ✓
h I don't like the colour of this coat. i ✓
j Shakespeare's and Goethe's work cannot really be compared. k ✓
l Do you like Simon Clarke's new book?
m The cover of the CD is broken. n ✓

Ex 3

a Sally's eyes are green.
b Dave's wife is a doctor.
c My dad's operation was successful.
d Ian McEwan's new book is very good.
e I've got ten days' holiday at Easter.
f Yesterday's lesson was very boring.
g Mr and Mrs Davis's house is over there.
h Derek's e-mail didn't say very much.
i They mentioned a man's murder on the news.

Ex 4

In science red, green and blue are primary colours because they cannot be made from other colours / light. (The primary colours an artist uses are not the same – they are red, yellow and blue.) When they are mixed, the combination / the three colours is white light.
If you look closely at the screen / a colour TV you will see many lines / tiny dots. They are divided into sets – one red, one green and one blue. The amount / red, blue and green light emitted by each dot is controlled separately by three beams / electrons. These beams scan across the screen, activating each set / dots many times per second. This gives the effect / a continuous picture. All the colours that we see on the screen are obtained by varying the intensity / red, blue and green in each group / dots.

Ex 5

a 1A b 6A c 3B d 7A e 8B f 4A g 5A h 2B

Unit 41

Ex 1

a He b She c them d It e them f We
g They h us

Ex 2

a myself b himself c themselves d ourselves
e himself f itself g themselves h herself

Ex 3

a your b myself c me d she e its f yours
g these h your i this j it k yourself

Unit 42

Ex 1

a something b anyone c anything d Something
e Someone f everyone g nothing h somewhere
i everything

Ex 2

a I'm bored – tell me **something** interesting!
b I didn't have **anything** for breakfast because I wasn't hungry.
c I didn't feel well but the doctor said there was **nothing** wrong with me.
d The old man **something** said in French but we didn't understand it.
e Has **anyone** seen my bag? I can't find it.
f Not **everyone** gets grade 'A' in all their subjects.
g I can't find a cartridge for this printer **anywhere**.
h I'm a bit thirsty, I haven't had **anything** to drink all morning.
i There's **nobody** in the house – all the lights are off.
j I don't know who but **someone** has broken the window.
k Jane didn't know **anyone** at the party.

Ex 3

a everywhere b ✓ c anywhere d Has
e anyone / anybody f somewhere g nothing
h seems i someone / somebody j Anything / Something

Ex 4

a something b anywhere c anytime d anything
e anything f someone g someone h nobody

Ex 5

a everybody b nobody c anyone d somebody
e everything f somebody g somebody h nobody
i Everything j sometime

Ex 6

a something b somewhere c something
d somewhere e somewhere f everything
g Somewhere h something i somewhere
j somewhere k everything l everything
m Somewhere

Unit 43

Ex 1

a any b a, any c some d some e any, a
f any g some h any i an j some

Ex 2

a much b many c many d much e many
f many g many h much i much j many

Ex 3

a any chairs b any ink c some news
d Some people e some wine f any apples
g any programmes h some petrol
i some aspirins j any housework

Ex 4

a a tube of toothpaste b a beam of light
c a bottle of coke d a carton of cream
e a loaf of bread f a sheet of paper
g a piece of advice

Ex 5

a a tube of toothpaste b a bottle of coke
c a carton of cream d a loaf of bread
e a sheet of paper f a piece of advice
g beam of light

Ex 6

	homework	friends	money	exam	news	coat	suggestion	cheese
a I haven't got any ...	✓	✓	✓		✓			✓
b I haven't got a / an ...				✓		✓	✓	
c There are some ...		✓						
d There is a / an ...				✓		✓	✓	
e There's ...	✓		✓		✓			✓
f They're ...		✓						
g It's a / an ...				✓		✓	✓	

Ex 7

a is b causes c has d are e isn't f an effect
g contains h works i any j any risks

Ex 8

a How many people were there? b ✓
c We've had some good weather recently.
d Would you like some cheese with your pasta?
e √ f He lost two teeth in the accident.
g Let me give you some advice.
h How much homework have you got? i ✓

Unit 44

Ex 1

a none of them, none of it
b few of them, little of it
c some of them, some of it
d many of them, much of it
e most of them, most of it
f all of them, all of it

Ex 2

a a lot of b a few c Most of the time d a little
e no f All g Most h a little i Few j any
k many of

Ex 3

a Peter did some research on gases. b ✓
c How many experiments did John do? d ✓
e Sue didn't do much research. f ✓
g Not many of the experiments were successful.
h "Did everyone go to the class?" "Yes, well, most of them did."
i I didn't do any experiments because I was away.
j Some of my experiments went wrong. k ✓

Ex 4

a none of b many c all of d no e most of
f a little g most h a lot of i a few

Ex 5

a most of the artists b all c a lot of importance
d Many of them e much f a lot of their time
g a few h many paintings i all their work j some

Ex 6

a Nowadays most children watch lots of TV.
b Most (of the) people failed the exam.
c I didn't do the exercise because I didn't have any time.
d I went to the shop but they had none of the books I wanted.
e She speaks good Spanish and she also speaks a little Basque.
f The were a few people waiting for the match to start.
g There isn't much unemployment in the area because of tourism.
h It's an old town and there aren't many modern buildings – just one or two.

Ex 7

a most b lots c few d some / many e many
f lot of g many / some h all i many / some

Unit 45

Ex 1

a Water always flows downhill. The water in this bottle is dirty.
b Mountains are an obstacle for clouds and affect the weather. Only 11 climbers have climbed all the mountains in the world over 8,000 metres high.
c Electricity is an essential part of our modern way of life. Most of the electricity that we use comes from oil-fired power stations.
d Some of the information you gave us was inaccurate. The Internet is an important source of information.
e A lot of people find maths very difficult. A lot of the maths that we study at school is not very useful for normal life.
f Computers have made a big difference to our lives. Half of the computers at our school don't work.
g Do you study information technology at your school? The technology we need to go to Mars is not yet available.

Ex 2

a Hydrogen, the atmosphere b Windows, glass
c nature d the grammar, English e the ice
f Gravity, the force, masses g Global warming, a rise
h Scientists, a new galaxy

Ex 3

a I need **a** new mouse for my computer.
b Why are you always in **a** good mood?
c Red, green and blue are **the** three primary colours.
d Photoshop is **a** program for editing digital images.
e Acid rain is **a** big problem in parts of Europe.
f We went out for **a** meal last night at **the** / **an** Indian restaurant in South Street.
g My brother became **an** engineer because he liked playing with motors.
h I lost all my work when **the** computer crashed.
i This is **the** book she gave me.
j It takes one hour to finish **a** unit of this book.

Ex 4

a A bird has an aerodynamic shape and feathers to enable it to fly.
b A Geiger Counter is used to measure radiation.
c Not much is known about how the brain works.
d The human body has around 206 bones.
e The falcon is the fastest living creature on earth.
f The bicycle is among the most efficient machines invented by man.
g A football player need to be extremely fit.
h The washing machine is probably the most useful domestic device.

Ex 5

a the b – c – d – e a f a g a h – i –
j a / – k – l the m an n –

Ex 6

a I like to spend time in the open air.
b I'm very interested in history, especially the history of South America.
c We are having good weather this summer.
d I'm going to do the shopping. Do you want anything from the supermarket?
e The Yangtze is a famous river in China.
f I was late for school yesterday.
g The Atlantic Ocean is smaller than the Pacific.
h The Japanese make very good electronic products.

Ex 7

Tsunami is Japanese for 'harbour wave'. It is **a** powerful ocean wave usually caused by **an** earthquake under the sea. The movement of the ocean floor displaces **the** water above it by several metres. The wave which this produces is different from **a** normal wave. A tsunami can have a wavelength of over 100 km and can travel long distances across the ocean at more than 700 km/hr. As it approaches the coast, the wave slows down and increases in height. Normal waves hit **a** beach and retreat very quickly. A tsunami is more like **an** extreme form of tide which rises and surges rapidly over the land with millions of tons of water. The water keeps coming for several minutes. The

speed, height and power of **a** tsunami make it incredibly destructive. It can cause severe damage and many deaths in low-lying coastal areas.

On 26 December 2004 **a** huge tsunami killed over 200,000 people in countries surrounding **the** Indian Ocean. It was one of the worst natural disasters in recorded history.

Unit 46

Ex 1

a All b Each c all d each e All f each
g all h every i each j all k Every

Ex 2

a either b both c either, both d both
e both f either g both h Neither i either, Neither
j either k Neither

Ex 3

a other b others c another d the other
e the other f others g other h another
i another j the other k another

Ex 4

a Both of them b the other c all, belongs
d both e Both, neither f all g both, both
h All i Every composer j the others

Composer	Nationality	Dates	Period
Antonio Vivaldi	Italian	1678-1741	**Baroque**
Claude Debussy	French	1862-1918	Modern
Edward Elgar	English	1857-1934	Modern
George Frideric Handel	German	1685-1759	**Baroque**
Felix Mendelssohn	**German**	1809-1847	**Romantic**
George Gershwin	American	1898-1937	Modern
Gioachino Rossini	**Italian**	1792-1868	**Romantic**
Giuseppe Verdi	**Italian**	1813-1901	**Romantic**
Gustav Mahler	**Austrian**	1860-1911	Late Romantic
Igor Stravinsky	**Russian**	1882-1971	**Modern**
Johann Sebastian Bach	German	1685-1750	**Baroque**
Joseph Haydn	**Austrian**	1732-1809	**Classical**
Ludwig van Beethoven	German	1770-1827	Classical and **Romantic**
Maurice Ravel	French	1875-1937	Modern
Pyotr Ilyich Tchaikovsky	Russian	1840-1893	Romantic
Ralph Vaughan Williams	**English**	1872-1958	**Modern**
Richard Strauss	**German**	1864-1949	**Romantic**
Richard Wagner	**German**	1813-1883	**Romantic**
Robert Schumann	**German**	1810-1856	**Romantic**
Sergei Rachmaninov	Russian	1873-1943	Modern
Wolfgang Amadeus Mozart	**Austrian**	1756-1791	**Classical**

Ex 5

a both b each c Every d other e another
f All g another h both i neither j other

Unit 47

Ex 1

a Mr Smith was a very good English teacher.
b I am glad I have found my maths exercise book.
c John didn't hear the telephone ring because he was asleep.
d Our school Internet connection is really slow.
e A woollen hat is good for cold weather.
f The food at the new Thai restaurant was really delicious.
g The little girl was afraid of the dark room.
h They announced that the missing children were safe.
i You must call the school office if you are ill.

Ex 2

a exciting b embarrassed c amazed
d astonishing e amused f disappointed
g exhausted h depressing i interesting j surprised

Ex 3

a black plastic b massive new c leather motorcycling
d Swiss army e lovely little old f beautiful big green
g an expensive new h famous ancient Inca
i lightweight American mountain
j huge modern science

Ex 4

a ✓ b ~~sunny lovely~~ lovely sunny
c ~~very brilliant~~ absolutely / really brilliant
d ~~depressing~~ depressed e ✓
f ~~interested~~ interesting g ~~boring~~ bored h ✓
i ~~well~~ good j ~~tired~~ tiring
k ~~embarrassed~~ embarrassing
l ~~embarrassing~~ embarrassed
m ~~satisfying~~ satisfied n ✓ o ✓
p ~~maths extra~~ extra maths
q √ r ~~worrying~~ worried s ~~bored~~ boring t ✓
u ~~depressed~~ depressing v ✓ w ~~exciting~~ excited x ✓

Ex 5

a great historical b enormous stone
c normal daily d exciting e brave English
f beautiful long g surprising h amazing
i really terrible j interested k amazing
l suspicious scientific

Unit 48

Ex 1

a well b badly c fast d slowly e hard
f hardly g painfully h happily i interestingly
j in a friendly way / manner

Ex 2

a good b well c slowly d quick e heavily
f carefully g angry h alone i suspiciously j hard

Ex 3

a John writes quickly. b Diana talks softly.
c They cook well. d Pierre drives dangerously.
e Regina and Cindy eat quickly.
f We play tennis badly. g Michael complains loudly.
h I write neatly. i She works hard.
j You type too slowly.

Ex 4

a slightly damaged b badly injured
c carefully planned d freshly painted
e scientifically proven f urgently considered
g specifically designed h tragically killed

Ex 5

a We rested briefly after the first class.
b His marks improved dramatically this term.
c The number of students has fallen significantly.
d The average temperature rose gradually last century.
e The economy has grown considerably this year.
f The area of genetics has developed amazingly.
g The search for an AIDS vaccine has progressed slowly.
h The price of computers will decrease steadily.

Ex 6

a because he is a quick reader.
b he walks slowly.
c He danced in a silly way / manner
d their fans cheered loudly.
e he said dramatically.
f I've got hardly any money.
g it snowed heavily at the weekend.
h he said in a reasonable voice.
i he drove more carefully.
j He did badly in the tests.

Ex 7

a well b unexpectedly c repeatedly
d gradually e actively f deeply g directly
h temporarily i usually j carefully

Unit 49

Ex 1

a quieter, the quietest
b more economical, the most economical
c more comfortable, the most comfortable
d easier, the easiest e quicker, the quickest
f more noisy / noisier, the noisiest
g cleverer, the cleverest / more clever, the most clever
h more exciting, the most exciting
i softer, the softest j smoother, the smoothest

Ex 2

a more difficult b more noisy / noisier
c cleaner d more beautiful e more interesting
f lighter g farther / further h cooler i narrower
j sadder k slower l cheaper m more dangerous
n older

Ex 3

a smaller, Brazil b Canada, longer
c India, the biggest d younger, Canada
e India, the highest f India, shorter
g India, the poorest h Brazil, the slowest

Ex 4

a deepest b highest c lowest d largest
e deepest f greatest / largest g smallest h longest
i shortest j largest, wettest k highest

Ex 5

a younger b easier c healthier d longer
e happier f more stressful g worse h greener

Ex 6

a most popular b more common c better
d smaller e more efficient f more stable
g easier h cheaper i more difficult j biggest k wider

Unit 50

Ex 1

a as b than c than d than e as f than g as

Ex 2

a Notebooks are a bit more expensive than desktop computers.
b Youth hostels aren't nearly as expensive as hotels.
c English is a lot easier to learn than Chinese.
d Trains are a bit more comfortable for long journeys than buses.
e I don't think chemistry is quite as difficult as physics.
f According to statistics, planes are much safer than cars.
g The climate is warming up a lot faster than people think.

Ex 3

a Walking is not as fast as cycling.
b Other types of mp3 player are not as fashionable as iPods.
c Formula 1 is slightly more exciting than motorcycle racing.
d Money isn't nearly as important as health.
e Last year's course was much easier than this year's.
f The old computer was a lot slower than this one.
g It is almost as hot today as (it was) yesterday.
h Yesterday's exam was a lot longer than today's.

Ex 4

a Model A has a much bigger memory than B.
b Model C is a little more expensive than D.
c Model G isn't quite as expensive as F.
d Model E is slightly better value than D.
e Model A is a lot better than M.
f The memory of model M isn't nearly as big as the memory of A.
g Model B is the second most expensive.
h Model A has by far the largest memory.
i Model K has a smaller memory than L but isn't as cheap / it's not as cheap / L is cheaper.

Ex 5

a isn't nearly as expensive b much nicer
c not nearly as good d a lot / much older
e longer than f cheaper to live

Ex 6

a 1 b 5 c 4 d 3 e 7 f 6 g 2

Unit 51

Ex 1

a enough money b too old c too fast
d clever enough e too expensive f too small
g earn enough h too small i too little j enough food

Ex 2

a too much b too many c enough d too
e enough f too much g enough h too many
i too many j too

Ex 3

a too much b too many c enough d not enough
e too f too much g too many h enough

Unit 52

Ex 1

a 1 b 5 c 8 d 9 e 2 f 4 g 6 h 7 i 3 j 10

Ex 2

a My dad likes to read the paper during breakfast.
b They won't start until everyone arrives
c On Mondays Dan goes to football training after school. / On Mondays after school Dan goes to football training.
d Before you start writing you should read the question twice.
e I've had this cold since Christmas.
f My family moved to Manchester ten years ago.
g The children are at school from nine to four.
h I like drinking coffee after having dinner.
i She hasn't seen him since leaving school.
j You weren't listening while he was explaining what to do.

Ex 3

a ✓ b ~~after~~ before c ~~since~~ during d ~~Until~~ After
e ~~during~~ for f ✓ g ~~From~~ Since h ✓ i ~~during~~ for
j since from k ~~Until~~ While

Ex 4

a Johann has lived in Hamburg since 2003.
b Johann has lived in Hamburg for (5) years.
c Dominic lived in Zurich from 2000 to 2003.
d Dominic lived in Zurich for three years.
e I waited for you until 5 o'clock.
f I waited for you from 4 o'clock to 5 o'clock.
g Sarah has been here since 8 o'clock.
h Sarah has been here for (2) hours.

Ex 5

a for 28 years b after months of problems c for 318
d until May 1949 e After this crisis was over
f until 13 August 1961 g until the collapse of
h While it existed i Since October 1990 j until 1999

Unit 53

Ex 1

a I've got a computer **in** my bedroom.
b There were a lot of people **on** the train yesterday.
c The Nile is the longest river **in** the world.
d What do you usually do **at** the weekends?
e This calculator has your name **on** it.
f We usually visit my grandparents **at** Christmas.
g Where were you **on** Christmas day?
h His photo was the **in** the newspaper yesterday.
i We often go skiing **in** the winter.
j The head's office is **at** the end of the passage.
k Hamburg is **in** the north of Germany.
l Go up the street and turn left **at** the traffic lights.
m Why is my name **at** the bottom of the list?

Ex 2

a in b In c on d at e on f at g on
h at / in i in j in k in / on l in

Unit 54

Ex 1

a to + by b travel + by c on + cycles d from + to
e took + to f into + from g into + exam
h out + into i trains + to j to + train k off + stop

Ex 2

a drives to b go to work by c cycles to
d walked (from here) to e go / get to college
f take / get a taxi g from Oxford to London by

Ex 3

a out of b on c to d off e into f on
g down h up i out of j on k to

Ex 4

a ~~towards~~ to b ✓ c ~~onto~~ into d ~~over~~ onto / on
e ✓ f ~~to~~ towards g ~~out from~~ out of h ~~of~~ off
i ✓ j ✓ k ~~past~~ around l ~~off~~ onto / on

Ex 5

a around b off c into d along e towards
f away g off h into i around j off

Ex 6

a onto / on b off c down / off d into e into
f into g through h through i up j through
k into l through m through n into
o onto / on p into q into

Unit 55

Ex 1

a in b about c about d on e about f to
g at h about i with j of

Ex 2

a about b on c to d for e to f for g about
h about i for j about k for l at, to

Ex 3

a consists of b hear about c looking at
d recovered from e apply for f concentrate on
g participating in h agree with

Unit 56

Ex 1

a If you go to the USA you need to exchange euros **for** dollars.
b The government should prevent young people **from** drinking.
c He introduced his parents **to** his new girlfriend.
d She borrowed a book **from** me and hasn't returned it yet.
e Can you help me **with** my homework?
f You should thank your aunt **for** your birthday present.
g Can you add bread **to** the shopping list?
h Are you hiding **from** somebody?
i He accused her **of** stealing the money.
j The school provides all students **with** textbooks.
k They congratulated us **on** winning the match.
l You remind me **of** somebody famous.

Ex 2

a excited about b protected from c prepared for
d interested in e made of f addicted to
g patient with h frightened by i polite to

Ex 3

a ~~proud with~~ proud of b ~~satisfied for~~ satisfied with
c ~~afraid by~~ afraid of d ~~shares to~~ shares with
e ~~married with~~ married to f ~~friendly about~~ friendly to
g ~~punished of~~ punished for h ~~use by~~ use for
i ~~angry in~~ angry at j ~~comparing about~~ comparing with

Unit 57

Ex 1

a looking after b turns up c came across d cut down
e wash up f keep on g got over h held up
i turned down j ran into k take up

Ex 2

a over b on c after d up e out f up
g down h off i after j up

Ex 3

a I'll pick you up at half past seven.
b They offered him a place at university but he turned it down.
c He always turns up at parties without an invitation.
d Dave doesn't take after his dad.
e When you come inside you should take off your coat and hat.
f My neighbour has to look after his mother who is very old.

REVIEW

the verb *to be*

Ex 1

a is b am c is d are e are f is g is h are
i is j Am

Ex 2

a isn't b aren't c 'm not d isn't e aren't
f isn't g aren't h isn't i isn't j 'm not

there is, there are

Ex 1

a Are there b Is there c Are there d Is there
e Are there f are there g is there h Is there
i Are there j Is there

Ex 2

a Is there a swimming pool in the hotel?
b Is there an airport near the hotel?
c Is there a bathroom in every room?
d Are there (any) good restaurants in the area?
e Is there a car park near the hotel?
f How many rooms are there?
g Are there (any) activities for young people?
h Are there (any) sports facilities?

Ex 3

a Yes, there is. / No, there isn't.
b Yes, there is. / No, there isn't.
c Yes, there are. / No, there aren't.
d Yes, there is. / No, there isn't.
e Yes, there is. / No, there isn't.
f Yes, there are. / No, there aren't.
g Yes, there is. / No, there isn't.
h Yes, there are. / No, there aren't.

present simple

Ex 1

a work b get up c go d start e arrives f have
g walk h finishes i listen j show

Ex 2

a doesn't b don't c don't d doesn't e doesn't
f don't g don't h doesn't

Ex 3

a do b Does c do d Do e does f do g Do
h Does i Does j Do k Does l do m does
n Do o does p do

Ex 4

a Does .. doesn't b Does .. doesn't c Do .. don't
d Do .. don't e Does .. does f does g do h do
i does j does

past simple

Ex 1

a was b were c Was d was e were f were
g was h was i were j Were

Ex 2

a lived b went c used d worked e wanted
f made g started h changed i invented j were

Ex 3

a I didn't go to Madrid.
b I didn't see him yesterday.
c He didn't mark the homework.
d His mother didn't telephone them.
e They didn't send the report.
f He didn't visit London last year.
g Simon didn't finish the project.
h This exercise wasn't difficult.

Ex 4

a was b were c was d was e were f Were
g Was h Was i Were j Was

Ex 5

a I didn't go to London.
b I didn't watch TV last night.
c He didn't do the exam.
d They didn't send us the information.
e I didn't answer the e-mail.
f They didn't stay at home last week.
g We weren't sure about the answer.
h This exercise wasn't easy.

Ex 6

a Did b Do c Did d Did e Do f Did g Do
h Did

Ex 7

a Did he go on the trip?
b Did they change the shoes?
c Did you finish the report?
d Was he in London yesterday?
e Did my dad telephone?
f Did you enjoy the course?
g Did they check the results?
h Did we pass the exam?

Ex 8

a What did he see?
b How did they go / get there?
c How many copies did he make?
d What time did they arrive?
e Where did they open a new shop?
f When did he go to the doctor?
g Who did she telephone?
h What did they buy?

Ex 9

a Did he go to the office?
b Did they change the printer?
c Did they write the essay?
d Did you finish the project?
e Was he at home yesterday?
f Did they send it by e-mail?
g Did Bob telephone?
h Did she get good results in the test?
i Did the package arrive on time?
j Was the exam easy?

past continuous

Ex 1

a At 08.15 he was having breakfast.
b At 08.45 he was reading a newspaper.
c At 09.45 he was washing his car.
d At 10.30 he was listening to music.
e At 11.45 he was swimming.
f At 12.45 he was cooking lunch.
g At 13.30 he was having a rest.
h At 15.00 he was watching TV.

Ex 2

a What was he doing when you saw him?
b What were you doing at 11.00?
c What was she wearing last night?
d Was it raining when you went out?
e Where were you living in 1991?
f Who were you talking to this morning?
g Were you having lunch at 12.30?
h What were you doing this time yesterday?

Ex 3

a When we left the office, it was raining.
b Were you talking to someone when I phoned you?
c He was working.
d I got up early this morning. I had breakfast and then went to work.
e I was walking to work when I saw him.
f He had a crash while he was driving to work.
g When I met Clare at the party she was wearing a red dress.
h He wasn't driving fast when the accident happened.
i She didn't go to work yesterday. She was ill.
j "What did you do on Saturday evening?" "I went to see a film."
k "What were you doing at nine o'clock on Saturday?" "I was watching a film on TV."
l I was late for the appointment so he was waiting for me when I arrived.

present perfect

Ex 1

a I've worked hard this week.
b Did you see him yesterday?
c They've sent a lot of e-mails this month.
d He went to Munich last month.
e I left home about five hours ago.
f She started work in 2004.
g I've lived in England all my life.
h They met the German students on Tuesday.
i We had an important exam in March.
j We were in a different classroom before.
k Until now he hasn't said a thing.
l I liked the sea when I was younger.
m He's driven 800 km today.
n We painted the house last weekend.
o I heard the news at breakfast this morning.
p When did you go to Paris?
q No, I haven't met him before.
r He lived in France from 2004 to 2006.
s She studied at Cambridge University and now she has a good job.
t Cervantes wrote *Don Quixote*.
u JK Rowling has written many novels.

Ex 2

a I finished my work at two o'clock. b √
c Did you see that new film last night? d √
e "He's gone to visit a client."
f I didn't see you at the party on Friday. g √
h The weather was very bad last week.
i He has lived here for five years now.

questions

Ex 1

a 5 b 9 c 2 d 8 e 3 f 7 g 4 h 6 i 10 j 1

Ex 2

a Where b What c How often d How much
e Who f When g Where h When i How many
j What time k How

Ex 3

a What time do you have lunch on Sunday?
b Where do you work?
c Does Rafa speak English?
d Do you have a car?
e How many sweets do you eat in a day?
f Do you have a shower in the morning?
g Does the team play on Saturdays?
h How do you spell that? i How can I help you?
j Are they English?
k How much do you use computers at school?
l Which year are you in?
m How much television do you watch every day?
n Where was Joe last week?
o Which newspaper do you read?
p Can I see your mobile?

Ex 4

a What's your name?
b What (sport) do you play?
c Where do you live?
d What time is it? / What's the time?
e How do you get / go to school?
f Where is the university?
g What do they study?
h Who is her tutor?
i Where is your boss?
j How did you travel / get here?
k What time does the football match start?
l Why couldn't she come?

Ex 5

a Who does he work for? b Where do they export to?
c Who did he buy it for? d Who do they study with?
e Who is this song by? f What is it for?
g What do they make them from?
h When do they need it by?
i Who did she get a letter from?

Ex 6

a Where do you live? b Does she speak English?
c Where did you go yesterday? d Who wrote the report?
e Who do you want to speak to?
f What time did he arrive? g What happened?
h How many people work there?
i Who told you that? j Do you know each other?

future: *going to*

Ex 1

a What are you going to wear to the party?
b When are you going to visit me again?
c What time are they going to phone you?
d How long are they going to stay here?
e What time is he going to arrive?
f Is she going to write another book?

Ex 2

a He is going to study engineering.
b My camera is broken but they are going to repair it.
c I am going to walk.
d It is going to rain.
e We are going to give her a present.
f I'm going to eat this sandwich.

tenses: past, present or future?

Ex 1

a saw b start c wrote d went e drinks f gave
g am going to visit h are going to open i recycle
j is going to meet

Ex 2

a They don't have lunch at school.
b He didn't go to the beach last week.
c The league doesn't stop in summer.
d They didn't go on holiday last year.
e The mechanic didn't repair the car.
f They don't often visit us.
g The new teacher doesn't speak English.
h We don't have a copy of your e-mail.
i The register didn't include all the names.
j He doesn't have a shower every day.

auxiliary verbs

Ex 1

a We have got a small car.
b I am wearing a blue suit.
c Simon has got short hair.
d There are two chairs in my office.
e They are finishing their homework.

Ex 2

a has b is, has c have d is e have f are g has
h is i am j has

Ex 3

a Yes, I do. b Yes, he is. c Yes, I can.
d Yes, she does. e Yes, I have.

Ex 4

a No, they're not / aren't. b No, he hasn't.
c No, he can't. d No, I don't. e No, it isn't / 's not.

pronouns

Ex 1

a He b She c It d His e your f you g My h It

Ex 2

a His name b It is a c His name is d It is a
e to her f your name

quantity

a much b much c much d many e much
f much g many h much i many j many
k many l many m many n many o much
p much q much r much

comparisons

Ex 1

a Coffee is more expensive than tea.
b A Ferrari is faster than a Ford.
c India is poorer than China.
d Russian is more difficult than English.
e Cars are smaller than vans.
f The north is wetter than the south.
g London is more important than Birmingham.
h February is colder than July.

Ex 2

a Bonn isn't as big as Berlin.
b Wine is more expensive than beer. / Beer is less expensive than wine.
c The train isn't as cheap as the bus.
d Driving isn't as quick as flying.
e French is more difficult to learn than Italian. / Italian is less difficult to learn than French.
f Manchester United were worse than Chelsea.
g Paris is further from Rome than it is from London.

prepositions

a on b in c in , between d in, on, at, on e on
f on, at, in , on g under h between i under j in

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ISBN 978-1-4050-7051-5
9 781405 070515