

Grammar Genius

B



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HAMILTON HOUSE
English Language Teaching



Contents

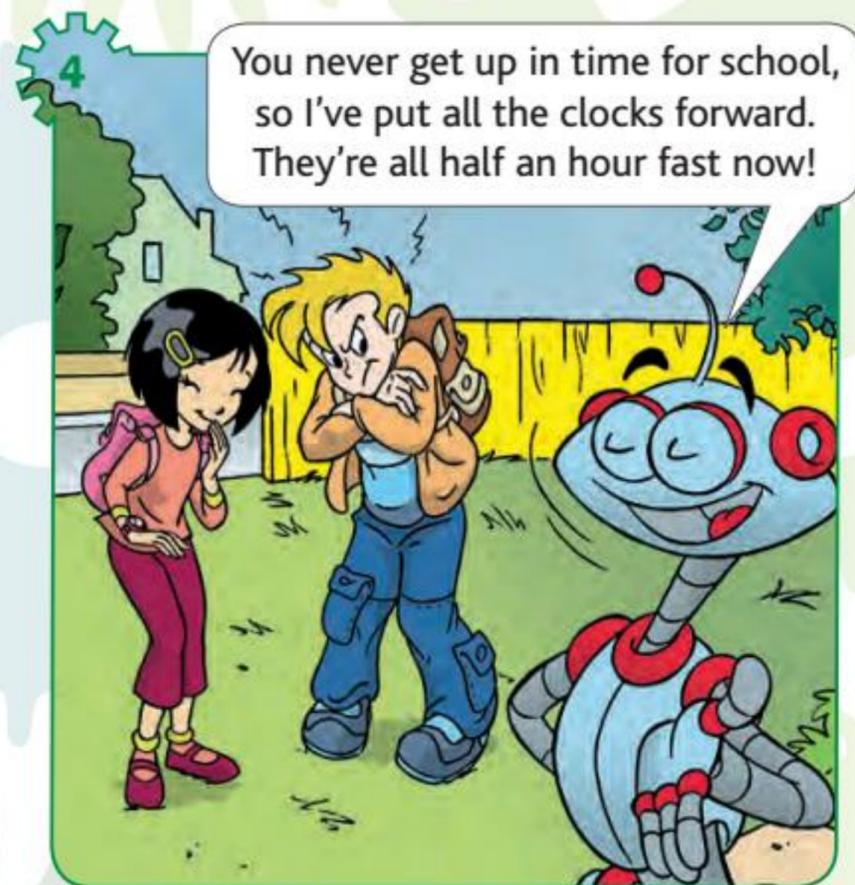
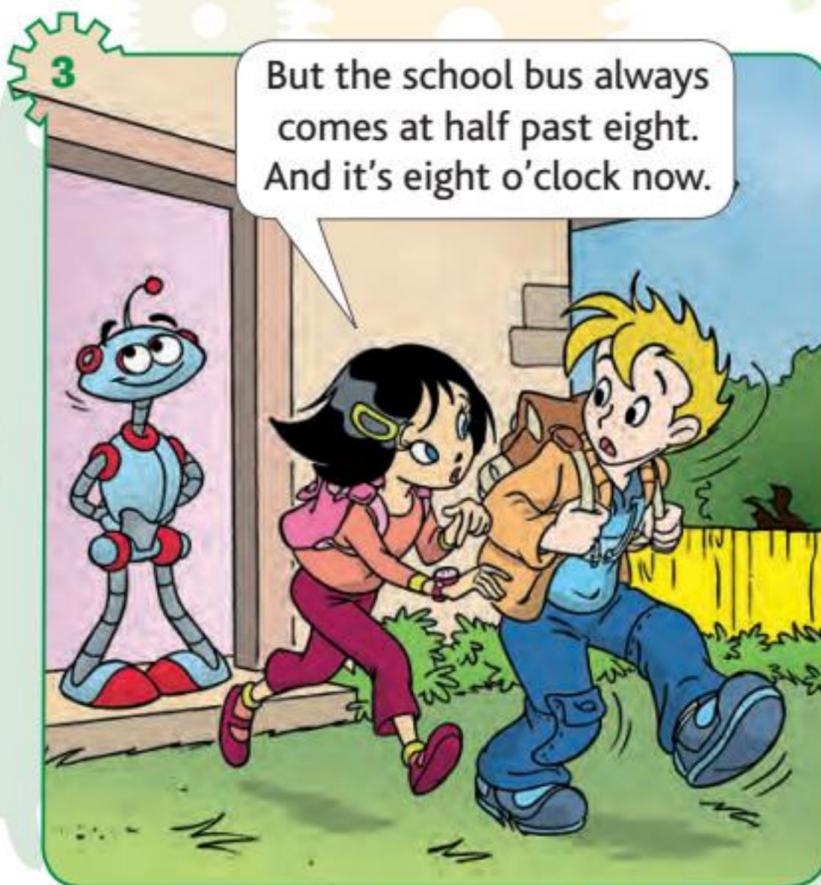
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Present simple and present continuous, stative verbs



Present simple and present continuous

	Affirmative	Negative	Question
Present simple	John watches TV every day.	John doesn't watch TV every day.	Does John watch TV every day?
Present continuous	John is watching TV at the moment.	John isn't watching TV at the moment.	Is John watching TV at the moment?



Present simple

Use

We use the present simple to talk about:

- habits.
*I usually **get** the bus to school.*
- permanent situations.
*My dad **works** in an office.*
- general truths.
*The sun **sets** in the west.*

Time expressions

- We often use adverbs of frequency with the present simple, such as *always, usually, often, sometimes, rarely, never*. Adverbs of frequency go before the main verb. But when the main verb is the verb *to be*, the adverb of frequency goes after it.
*She **never plays** with those toys. Eugenius **is often** late for school.*
- Here are some other time expressions that we use with the present simple: *every day, in the morning / afternoon / evening, at night, at the weekend, on Monday, on Fridays, in (the) winter, once / twice / three times a week*, etc. These time expressions usually go at the beginning or at the end of a sentence.
***On Sundays** we visit my grandmother. They phone us **once a week**.*

Present continuous

Use

We use the present continuous to talk about:

- something that is happening now, while we are speaking.
*Look at that! Our dog **is chasing** that cat!*
- something that is happening for a short time or temporarily.
*Angela **is working** from home this week.*

Time expressions

We often use the following time expressions with the present continuous: *now, right now, at the moment, today / tonight, these days, this week, at present, nowadays*.
*Peter **is tidying** his room **at the moment**. She's staying with us **this week**.*

Present simple and present continuous

Be careful: we use the present simple for things that happen regularly or things that are always true. We use the present continuous for things that are happening now or things that are temporary. Compare the following sentences:

*Luke and David usually **play** football on Saturday afternoons but today they're **visiting** their friend.*

*My sister **leaves** for work at half past seven every day but she **isn't working** this week, so she's at home now.*



1

1 Complete. Use the present simple.

- 1 Giraffes *don't eat* meat. (not eat)
- 2 We late at the weekend. (get up)
- 3 your bedroom with your brother? (you / share)
- 4 Mr Carter always to work. (drive)
- 5 Mum and Dad coffee in the evenings. (not drink)
- 6 My sister to school. She's only two years old. (not go)



2 Rewrite the sentences. Put the adverb in the correct place.

- 1 Dad watches the news on TV. (rarely)
Dad rarely watches the news on TV.
- 2 Kate isn't so rude. (usually)
.....
- 3 Mark stays up late. (never)
.....
- 4 We have bacon and eggs for breakfast. (sometimes)
.....
- 5 Mrs Green doesn't work on Saturdays. (always)
.....
- 6 Do you shop at that supermarket? (often)
.....
- 7 He is late for class. (rarely)
.....
- 8 Where do you spend Christmas? (usually)
.....

3 Complete. Use the present continuous.

- 1 *Are you watching* this programme? (you / watch)
- 2 We with Aunt Sarah for a few days. (stay)
- 3 Anna today. (not work)
- 4 The headmaster our class this week. (teach)
- 5 Why? (they / leave)
- 6 Greg to you. He's asleep! (not listen)

4 Circle the correct answer.

- 1 Tim is working as a waiter *every summer* / this summer.
- 2 They're studying for their test *twice a month* / *these days*.
- 3 My sister goes to the hairdresser's *on Tuesday mornings* / *today*.
- 4 Do you go out *at weekends* / *tonight*?
- 5 They're staying with their grandparents *every summer* / *this week*.
- 6 Jenny is doing her homework *in the evenings* / *right now*.
- 7 My brother checks his e-mails *every day* / *at the moment*.
- 8 I wash my hair *twice a week* / *right now*.

6

5 Circle the correct answer.

- 1 What time do you usually get up / are you usually getting up on weekdays?
- 2 What do you do / are you doing at the moment? Are you busy?
- 3 Jim never watches / is never watching TV in the morning.
- 4 Where do you go / are you going to school?
- 5 I make / am making some sandwiches. Do you want one?
- 6 It doesn't rain / isn't raining today, so we can have a barbecue later.

6 Complete. Use the present simple or present continuous.

- 1 The sun *sets* in the west. (set)
- 2 She her phone. Maybe she's out. (not answer)
- 3 His secretary usually his letters. (type)
- 4 Phoebe wonderful pictures. She's very talented. (draw)
- 5 Why that hat? You look really silly! (you / wear)
- 6 Water at 100°C. (boil)
- 7 lunch at the moment? (he / have)
- 8 Listen! Somebody your favourite song! (sing)

7 Read and complete. Use the present simple or present continuous.

Today is my sister's birthday and the whole family is busy! Dad ¹ *is tidying up* (tidy up) the house and Mum ² (prepare) the food for the party – it's all vegetarian because some of our guests ³ (not eat) meat. It's a lot of work for Mum but she really enjoys it. We always ⁴ (have) a party on Jane's birthday and on my birthday, of course! Jane's birthday is in the summer, so we usually ⁵ (go) to the park for a picnic in the sun but this year she ⁶ (have) her party at home. It's going to be lots of fun because it's a fancy dress party!

Stative verbs

Stative verbs describe states, not actions. We do not usually use them in continuous tenses, even when we want to talk about something that is happening now, at exactly this moment. Here are some common stative verbs:

- sense verbs: *feel, hear, see, smell, taste*
- thinking verbs: *know, notice, realise, remember, think, understand*
- verbs that express emotions: *dislike, hate, like, love, not mind, prefer*
- other verbs: *believe, belong, cost, forget, have (= own), look (= appear), mean, need, own, remind, seem, sound, want*

Do you remember your first day at school? We have two dogs and a cat.

1

Some verbs have two meanings: one that describes an action and one that describes a state. When these verbs describe actions, we can use them in continuous tenses. Compare:

<i>The cat's fur feels very soft.</i> (feel = It seems soft when you touch it.)	<i>She's feeling the baby's forehead.</i> (feel = She's touching it.)
<i>Do you see that castle over there?</i> (see = Use your eyes.)	<i>I'm seeing Tom this afternoon.</i> (see = I'm meeting him.)
<i>That cheese smells horrible!</i> (smell = It has a particular smell.)	<i>The cat is smelling its food.</i> (smell = It's using its nose to smell its food.)
<i>This cake tastes delicious!</i> (taste = It has a particular taste.)	<i>Mum's tasting the sauce.</i> (taste = She's trying to see what it tastes like.)
<i>I think she's nice.</i> (think = I believe she's nice.)	<i>I'm thinking about moving house.</i> (think = I'm considering it.)
<i>They have four children.</i> (have = They have got four children.)	<i>Beth is having a shower.</i> (have = She is showering right now.)
<i>You look tired.</i> (look = You appear to be tired.)	<i>Why are you looking at me like that?</i> (look = You are watching me.)

8 Circle the correct answer.

- I'm sorry but I don't know / *am not knowing* the answer.
- We *try* / *are trying* to find the car keys.
- Your brother *seems* / *is seeming* a bit upset today.
- Can you get the phone, please? I *wash* / *am washing* my hair.
- You can keep this. I *don't need* / *am not needing* it now.
- I *want* / *am wanting* to go home.
- Why *do they laugh* / *are they laughing*? This isn't funny!
- You *sound* / *are sounding* a bit worried. Are you OK?

9 Complete. Use the present simple or present continuous.



- Look! The puppy *is smelling* the flowers! (smell)
- She any brothers or sisters. (not have)
- Ian and Jo are in Kim's room. They at her paintings. (look)
- They about moving house. (think)
- Yuck! These sweets of soap! (taste)
- Mum Toby's face to see if he has a temperature. (feel)
- that black car over there? (you / see)
- Your perfume lovely. (smell)

8

10 Read and circle the correct answer.

New Message

Hi, Tom

How are you? I'm really tired! I ¹ *work* / *am working* on my Geography project today and it's really difficult. Luckily, my dad ² *helps* / *is helping me* with it. At the moment he ³ *looks* / *is looking* for some information about China on the Internet and I ⁴ *take* / *am taking* a break. I ⁵ *really need* / *am really needing* it!

Are you busy this afternoon? ⁶ *Do you want* / *Are you wanting* to come round to my house? You can try some of my mum's Sunday cake (we call it Sunday cake because she ⁷ *always makes* / *is always making* it for us on Sundays!) – it's delicious! Then we can play *Big Money* – I know you ⁸ *love* / *are loving* this game. What do you say? E-mail me and let me know.

Chris

Let's write!

- 11 Imagine that today is a very special day (e.g. your birthday). Write a short paragraph about what you and your friends or family usually do and what you are doing on this special day.

.....

.....

.....

.....

.....

.....

.....

.....

Let's talk!

- 12 Play a game with a partner.

Student A: Choose a verb from A and a word or phrase from B. Ask Student B to make a sentence with them.

Student B: Listen to Student A and make a sentence. Use the correct tense. Get one point for each correct sentence.

Do this four times. Then swap roles and do the same.

A		B	
have	stay	always	now
make	visit	at the moment	once a week
play	want	every day	this week

Have, at the moment.

Sam is having a shower at the moment.

Correct. One point for you.

2

Past simple, past continuous, used to

1

Nice hat! I used to have one just like it but I gave it to Alice. So, are you ready?

2

No. I'm not leaving this room!

What? Why?

3

Look! Dax was cutting my hair while I was watching a football game on TV and ...

4

It wasn't my fault! I was shaving the back of his head when his team scored a goal. He jumped!

Past simple, past continuous

	Affirmative	Negative	Question
Past simple	He phoned them last night.	He didn't phone them last night.	Did he phone them last night?
Past continuous	She was working at six o'clock yesterday.	She wasn't working at six o'clock yesterday.	Was she working at six o'clock yesterday?

Past simple

Use

We use the past simple to talk about:

- something that happened at a specific time in the past.
*Jamie **broke** his leg last week.*
- situations that existed in the past.
*Kate **worked** as a teacher for many years.*
- habits that we had in the past.
*My father **walked** to school every day when he was a boy.*
- actions that happened one after the other in the past.
*We **put on** our coats, **got** our umbrellas and **left** the house.*

Time expressions

We often use the following time expressions with the past simple: *yesterday, yesterday morning / afternoon / evening, last night / month / year, ten minutes / days / weeks ago, in 2007, in May, on 15th October / my birthday, at six o'clock, etc.*
*They left for London **yesterday**. We went to Spain **last summer**.*

Past continuous

Use

We use the past continuous:

- to talk about an action that was in progress at a particular time in the past.
*I **was having** a bath at nine o'clock this morning.*
- to talk about two or more actions happening at the same time in the past.
*While Dad **was cutting** the grass, I **was watering** the flowers.*
- to talk about a past action that was interrupted by another action in the past. We use the past continuous for the longer action that was in progress. We use the past simple for the shorter action, the one that interrupted the first one.
*We **were playing** a game when the boys **arrived**.*
- to set the scene in a story.
*It was a dark night. It **was raining** and the wind **was blowing** across the hills.*

Time expressions

- We often use the past continuous with these time words and phrases:
 - *all day / morning / evening* *I was working **all day** yesterday.*
 - *at eight o'clock* *We were playing football **at eight o'clock**.*
 - *at the time* *Liz wasn't working **at the time**.*
 - *while* ***While** I was studying, he was watching TV.*
 - While** I was walking the dog, I saw Mike.*
 - *as* ***As** I was walking the dog, I saw Mike.*
- When we use the past simple and the past continuous together, we often use the word *when*. We use the past simple after *when*.
*We were having lunch **when** he **phoned**.*

2

1 Complete. Use the past simple.



- 1 Sarah bought a new car last week. (buy)
- 2 Bella me to her party. (not invite)
- 3 a story in class today? (you / write)
- 4 My grandad tomatoes in his garden. (grow)
- 5 When Spain? (they / visit)
- 6 I'm sure that Sarah the money. (not steal)
- 7 We along the road because we were late. (hurry)
- 8 to bed early last night? (the boys / go)

2 Write sentences. Use the past continuous.

- 1 we / watch / the game at four o'clock
We were watching the game at four o'clock
- 2 I / not talk / to you
.....
- 3 it / rain / at seven o'clock this morning?
.....
- 4 he / work / all evening yesterday
.....
- 5 why / Fred and Ray / fight?
.....
- 6 we / not sleep / at midnight
.....

3 Circle the correct answer.

- 1 It was snowing when I got up / *was getting up* this morning.
- 2 We *practised* / *were practising* for the concert when Jamie phoned.
- 3 As she was getting out of her car, she *dropped* / *was dropping* her keys.
- 4 While you *watched* / *were watching* TV, I was tidying your room!
- 5 He *wasn't driving* / *didn't drive* fast when the accident happened.
- 6 What were the others doing when you *arrived* / *were arriving* last night?
- 7 The lights *went out* / *were going out* while I was washing my hair.
- 8 Someone knocked on the door while we *had* / *were having* lunch.



4 Complete. Use the past simple or past continuous.

- Karen broke the glass while she was washing the dishes. (break, wash)
- As we to catch the bus, Stacey and fell. (run, trip)
- Jon a comic while his sister for her test. (read, study)
- I Mrs Green as I to school this morning. (see, cycle)
- While we through the woods, it to rain. (walk, start)
- Nadia to go to sleep when the phone (try, ring)
- Mr Fox the snow off his coat and then into the house. (shake, step)
- We chess when we the earthquake. (play, feel)

5 Write sentences. Use the past simple or past continuous and the word in brackets. Do not change the order of the sentences.

- I / sleep, my brother / work / on his History project (while)
While I was sleeping, my brother was working on his History project.
- Mum / cook / the dinner, Mike and Ella / arrive (when)
.....
.....
- I / walk / home from school, I / see / Jo (as)
.....
.....
- we / watch / the film, the electricity / go off (when)
.....
.....
- he / laugh, he / read / the story (while)
.....
.....
- I / get / ready for bed, I / hear / a strange noise (as)
.....
.....
- I / brush / my teeth, the phone / ring (while)
.....
.....
- Dave / play / football, he / hurt / his leg (when)
.....
.....

6 Read and complete. Use the past simple or past continuous.

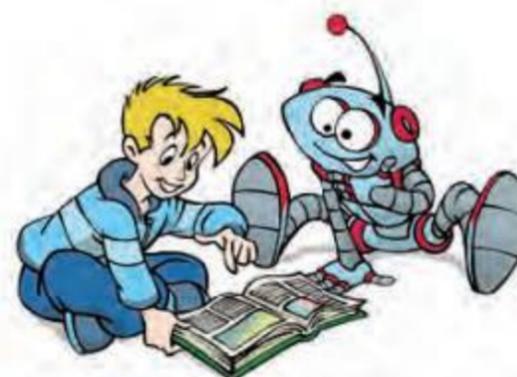
It was the first day of the summer holidays. The sun ¹ was shining (shine) and a light wind ² (blow) across the fields. Grace ³ (put on) her jeans and a T-shirt and ⁴ (run) into the garden. 'Rover!' she ⁵ (call) but the big black dog ⁶ (not appear). 'Where's Rover?' Grace asked her mum. 'I don't know, dear,' she replied. 'When I ⁷ (get up) this morning, he ⁸ (chase) rabbits at the bottom of the garden. I'm sure he's fine.' But Grace was beginning to get worried. Rover always ⁹ (come) when she called him. She ¹⁰ (hurry) down to the bottom of the garden. 'I must find him!' she thought. Then, as she ¹¹ (climb) over the fence, she ¹² (hear) a bark!



2

Used to

Affirmative	They used to live in France.
Negative	They didn't use to live in France.
Question	Did they use to live in France?



- We use *used to* to talk about:
 - past habits, things that we did regularly in the past.
*Janine **used to walk** to school every day.*
 - situations that were true in the past but are not true now.
*Tony **used to be** very fit but he never does any exercise now.*
- We can use the past simple and *used to* in the same way. But we can use *used to* to emphasise the difference between what existed in the past and what exists now.
*They **lived** in a big house many years ago.*
*They **used to live** in a big house but now they live in a tiny cottage.*

7 Complete. Use *used to*.**be a GENIUS**

In questions and negative sentences, we use *use to*, not *used to*.

- 1 She *used to eat* a lot of chocolate but she doesn't any more. (eat)
- 2 I many toys when I was little. (not have)
- 3 What in your free time when you were my age? (you / do)
- 4 Mrs Jones us fresh eggs from her farm every day. (bring)
- 5 Where before they came here? (they / live)
- 6 My dad a dog when he was a child. (not have)
- 7 I very fit but now I never do any exercise. (be)
- 8 a room with your brother? (you / share)
- 9 Before he bought his bike, he to work by bus. (go)
- 10 We here very often. (not come)

8 Rewrite the sentences. Use *used to*.

- 1 My mum read me a story every night.
My mum used to read me a story every night.
- 2 There weren't many shops in this town.
.....
- 3 Did you play basketball every day?
.....
- 4 Mr and Mrs Evans lived in a small village.
.....
- 5 Was Grandpa a good swimmer?
.....
- 6 I didn't like her when we were at school.
.....
- 7 Did your mum walk to work?
.....
- 8 We met in the park after school every day.
.....

9 Read and complete. Use one word in each space.

A few years ¹^{ago}..... a strange thing happened to me. It ² getting dark but the moon was shining brightly in the night sky. My brother and I ³ coming home from our friend's house; he used ⁴ live in a small cottage on the edge of the village.

⁵ we were walking up the path towards our house, we heard a strange noise. Then suddenly, in front of us, we saw a girl in a white dress. 'Are you lost?' I asked her. She ⁶n't reply. She was coming towards us ⁷ a cloud went over the moon. For a moment there was complete darkness but when the moon came out again, the girl was gone! I don't know if she ⁸ a ghost but I never walked home in the dark again after that!

Let's write!

10 Write about something strange that has happened to you. You can look at Exercise 9 for help. You can also use these ideas.

- When was it?
- Where were you?
- What were you doing?
- Were you alone?
- What happened?
- What did you do?
- How did you feel?

.....

.....

.....

.....

.....

.....

.....

.....

Let's talk!

11 Play a game with a partner.

Student A: Make a list of things you used to and didn't use to do when you were little. Don't say which things you used to or didn't use to do. Show your list to Student B.

Student B: Look at Student A's list. Guess which things he / she used to do and which things he / she didn't use to do when he / she was little. Get one point for each correct guess.

Now swap roles and do the same.

play football

.....

.....

.....

.....

You didn't use to play football.

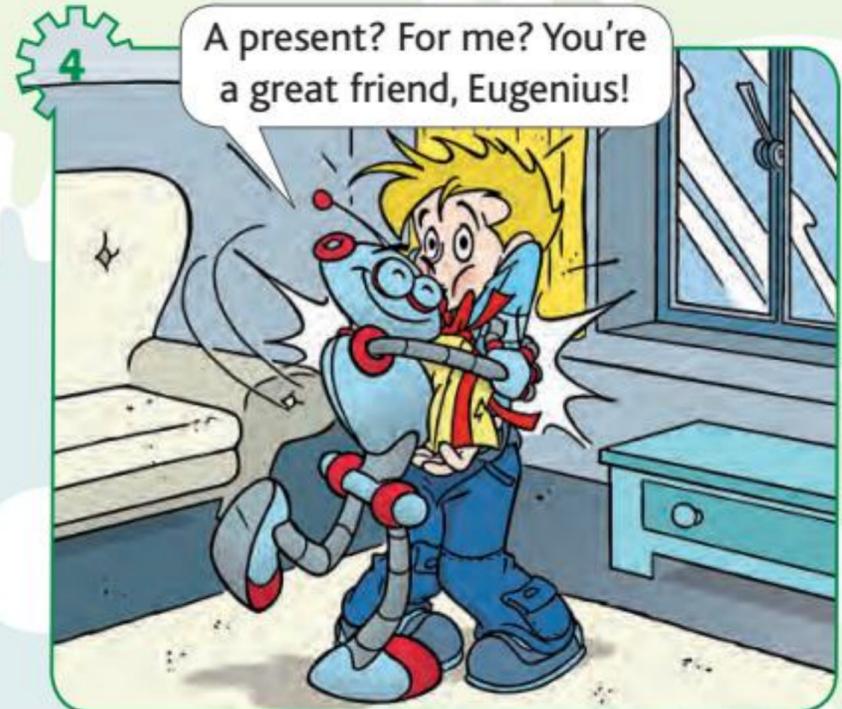
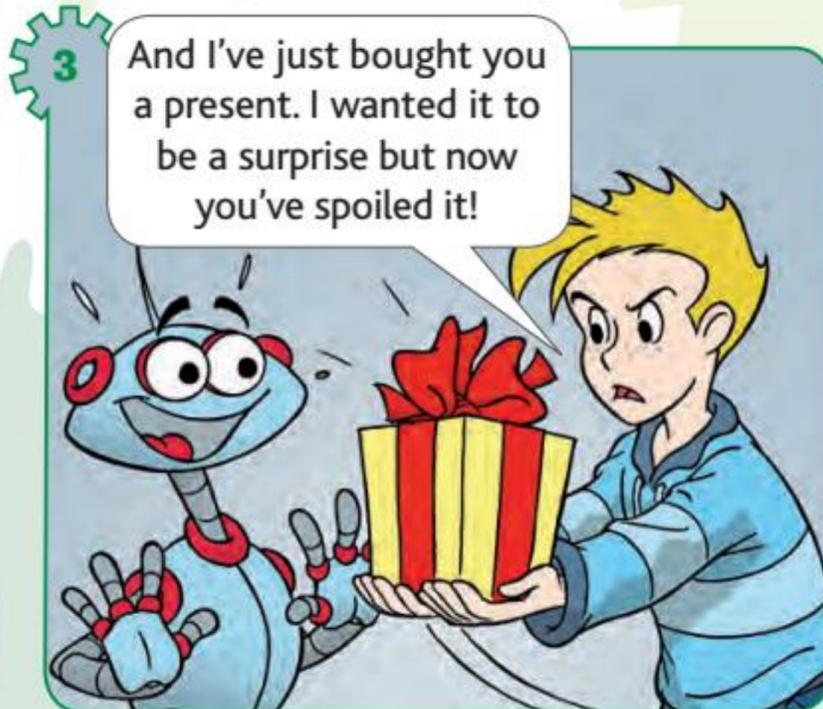
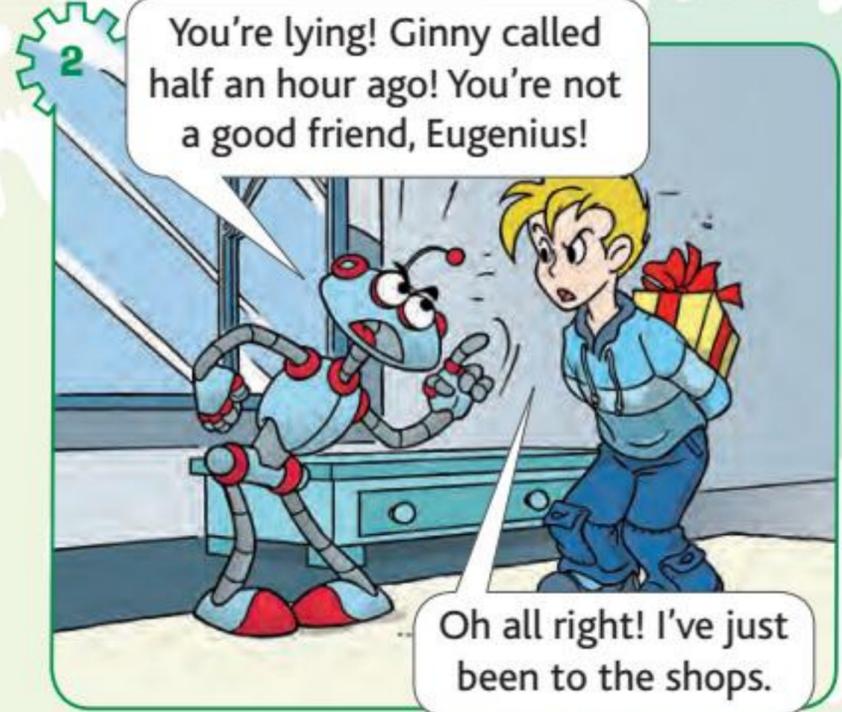
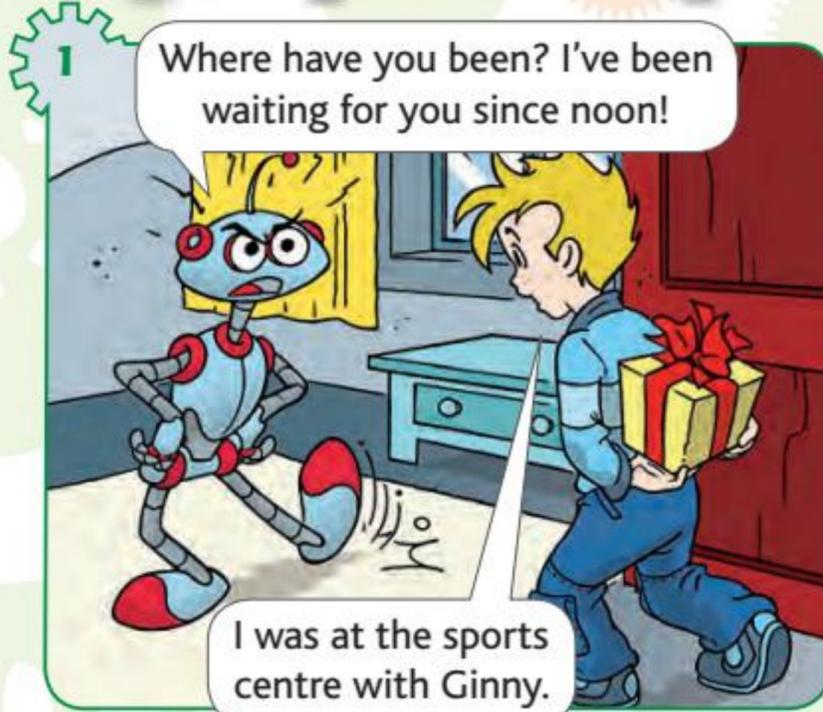
That's right! One point for you!

You used to ...

No, that's wrong.

3

Present perfect simple, present perfect continuous



Present perfect simple

Affirmative		
I / you / we / they	have ('ve)	phoned eaten
he / she / it	has ('s)	
Negative		
I / you / we / they	have not (haven't)	phoned eaten
he / she / it	has not (hasn't)	
Question		
Have	I / you / we / they	phoned? eaten?
Has	he / she / it	



Form

- We form the present perfect simple with *have / has* and the past participle of the main verb.

They've left. Nick has finished his homework.

- Remember that regular verbs form the past participle with the ending *-ed*, but irregular verbs do not form the past participle according to any rule. (See page 145 for Spelling Rules and pages 146-147 for the Irregular Verbs list.)

work ⇒ worked send ⇒ sent

- In negative sentences, we put *not* after *have / has*. The short forms are *haven't / hasn't*.

I haven't asked her. Gerry hasn't seen this film before.

- In questions, we put *have / has* at the beginning of the sentence.

Have you heard the news? Has your mother arrived?

Use

- We use the present perfect simple to talk about:
 - an action that started and finished in the past. We don't mention when it happened, either because we do not know or are not interested.
I've washed the car.
 - an action that happened in the past and has an effect on the present.
He's hurt his leg and he can't play football.
 - an action that happened a very short time ago, with *just*.
I've just finished my lunch.
 - an action or situation that began in the past and continues in the present.
We've lived here for fifteen years.
 - experiences, things that we have or have not done in our lives.
He's flown in a plane but he hasn't flown in a helicopter.
- We often use the present perfect simple with *ever* to ask about people's experiences.
Have you ever ridden a horse?
- We often use the present perfect simple with *never* to talk about things that we have not done in our lives.
She's never left this country.
- We often use *never ... before* or *It's / This is the first time ... ever ...* with the present perfect simple to talk about the first time something happens.
I've never been here before. This is the first time I've ever been here.

Time expressions

We often use the present perfect simple with these time words and phrases:

- *ever* *Have you ever been to the USA?*
- *never* *He's never seen a giraffe.*
- *just* *They've just left.*
- *already* *We've already sent her a birthday card.*
- *yet* *I haven't washed my hair yet.*
Has Emma phoned yet?

Continued

- *for* *We've lived here **for** three years.*
- *since* *We've lived here **since** 2004.*
- *how long ...?* ***How long** has she been a doctor?*
- *so far* *They've scored three goals **so far**.*
- *lately* *Have you heard from Grace **lately**?*
- *recently* *I've been very busy **recently**.*
- *always* *I've **always** wanted to meet him.*

1 Complete. Use the present perfect simple.

- 1 Carol and Michael *have known* each other since they were three years old. (known)
- 2 any books from the library? (Gemma / borrow)
- 3 I'm really hungry. I my breakfast yet. (not have)
- 4 that new song from the Internet? (you / download)
- 5 We a new computer. (buy)
- 6 The postman the letters yet. (not deliver)
- 7 The children their homework, so they can go out and play. (finish)
- 8 The film yet. (not start)

2 Read and complete. Use the present perfect simple.

Jake: 1 *Have we prepared* (we / prepare) everything for the school play?

Mia: No, not everything. Howard 2 (paint) the scenery and the girls 3 (finish) the costumes but we 4 (not print) the programmes yet.

Jake: 5 (Tom / write) the text for the programmes though?

Mia: Yes, he 6 (do) that. He did it on his computer at home. He 7 (take) the file to Mrs Evans, the school secretary. She's going to print it and photocopy it for us.

Jake: That's great! Is there anything else we 8 (not do) yet?

Mia: No, I don't think so. We're just about ready.

3 Complete. Use *for* or *since*.

- 1 I haven't had anything to eat *since* early this morning. I'm starving!
- 2 I've known Bella five years.
- 3 Have you been here eight o'clock?
- 4 My sister has been ill Thursday evening.
- 5 My dad has worked in this office six months.
- 6 George hasn't phoned me weeks.
- 7 I've had this computer last year.
- 8 We haven't enjoyed ourselves so much a long time.

4 Circle the correct answer.

- | | |
|---|--|
| 1 Have you <u>ever</u> / yet been to London? | 5 Have you seen Matt <i>just</i> / <i>lately</i> ? |
| 2 Fiona hasn't finished her breakfast <i>already</i> / <i>yet</i> . | 6 We haven't had any problems <i>already</i> / <i>so far</i> . |
| 3 I've <i>just</i> / <i>lately</i> arrived. I got here two minutes ago. | 7 No, I've <i>never</i> / <i>already</i> seen this man before! |
| 4 You can take the newspaper. I've <i>never</i> / <i>already</i> read it. | 8 My brother has <i>ever</i> / <i>always</i> wanted to go camping. |

5 Rewrite the sentences. Put the adverb in the correct place.

- | | |
|---|---|
| 1 I've broken Mum's best plate. (just)
<i>I've just broken Mum's best plate.</i> | 6 She's been very polite. (always)
..... |
| 2 We haven't read his letter. (yet)
..... | 7 Has Ben called you? (yet)
..... |
| 3 Has he used this program before? (ever)
..... | 8 I haven't phoned Kim. (since Saturday)
..... |
| 4 Mark has washed the car. (already)
..... | 9 Have you seen Harry? (lately)
..... |
| 5 We've travelled abroad before. (never)
..... | 10 We haven't visited them. (for months)
..... |

Have gone to, have been to

We use *have gone to* to say that someone has gone somewhere and is still there.
We use *have been to* to say that someone has gone somewhere and has returned.
He has gone to London. (He has gone there and is still there.)
He has been to London. (He has gone there and has returned.)

6 Complete. Use *gone* or *been*.

- | | |
|--|---|
| 1 A: Where is everybody?
B: Jane is asleep and your brother has <u>gone</u> to the park with his friends. | 5 A: I haven't to the new shopping centre yet.
B: I have. It's fantastic! |
| 2 A: Have you ever to France?
B: Yes, I went to Paris last year. | 6 A: Where has the cat?
B: I think she's in the kitchen. |
| 3 A: You're very late. Where have you?
B: We missed the last bus home and had to walk. | 7 A: Isn't Colin home yet?
B: Yes, but he's to bed. He was really tired. |
| 4 A: Have the others all home?
B: Yes. Nobody wanted to stay. | 8 A: I've just to the shops. Let me show you my new skirt.
B: It's lovely! |

Past simple and present perfect simple

Past simple

- We use the past simple to talk about:
 - an action that happened at a specific time in the past. We mention when it happened.
*I **saw** this film last week.*
 - an action or situation that started and finished in the past.
*My cousin **worked** in that shop many years ago.*
- Remember: the past simple only refers to the past.

Present perfect simple

- We use the present perfect simple to talk about:
 - an action that happened in the past, without mentioning when it happened.
*I've already **seen** this film.*
 - an action or situation that started in the past and continues in the present.
*My cousin **has worked** in that shop since 2008.*
 - an action that happened in the past and has an effect on the present.
*She **has broken** her arm, so she can't do her homework.*
- Remember: the present perfect simple usually has some connection to the present.

7 Circle the correct answer.

- | | |
|---|--|
| 1 My grandparents <u>gave</u> / have given me a bicycle for my last birthday. | 5 Mr and Mrs Wilson lived / have lived in that house many years ago. |
| 2 Did you ever meet / Have you ever met anyone famous? | 6 She didn't tidy / hasn't tidied her room yet. |
| 3 We went / have gone on a school trip to the National Museum yesterday. | 7 We had / have had a wonderful holiday in Italy last summer. |
| 4 I made / have made some biscuits. Would you like one? | 8 Mum lost / has lost her keys again. She can't find them anywhere. |

8 Read and complete. Use the past simple or present perfect simple.

New Message

Hi, Chris

I'm sorry I ¹ *haven't sent* (not send) you those photos yet. I ² (be) really busy recently. Yesterday I ³ (spend) the whole day working on my Geography project. Last week I ⁴ (have) tests in Maths, English and Physics and then, at the weekend, I ⁵ (go) to my grandmother's to help her with her garden. Don't worry though – I ⁶ (not forget) about the photos. I'll send them to you tomorrow, I promise!

Best wishes,
Emily

Present perfect continuous

Affirmative		
I / you / we / they	have ('ve) been	waiting
he / she / it	has ('s) been	
Negative		
I / you / we / they	have not (haven't) been	waiting
he / she / it	has not (hasn't) been	
Question		
Have	I / you / we / they been	waiting?
Has	he / she / it been	



Form

- We form the present perfect continuous with *have / has been* and a verb with the *-ing* ending.
I have been looking for you. He's been standing there since two o'clock.
- In negative sentences, we put *not* after *have / has*.
I haven't been sleeping very well lately. She hasn't been working very hard.
- In questions, we put *have / has* at the beginning of the sentence.
Have you been waiting long? Has Jason been running?

Use

We use the present perfect continuous to talk about:

- something that started in the past and has continued without interruption until now.
He's been playing football all day.
- something that has just finished and has a result that we can see in the present.
He's very tired. He's been revising for his Maths test.

Time expressions

We often use the present perfect continuous with these time words and phrases: *all morning / day / night, for, since, lately, recently, how long, etc.*

They've been sitting here for hours. How long have you been waiting?

9 Complete. Use the present perfect continuous.

- Ian and Tim *have been playing* in the garden since ten o'clock. (play)
- I very well lately. (not feel)
- How long for her exams? (she / revise)
- Lisa Look at her eyes. (cry)
- again? (the boys / argue)
- My brother very well at school lately. (not do)

3

10 Write sentences. Use the present perfect continuous.

- | | |
|--|---|
| 1 it / rain / since this morning
<i>It's been raining since this morning.</i> | 5 how long / he / learn / Spanish? |
| 2 we / not wait / long | 6 my printer / make / funny noises lately |
| 3 what / you / do / this week? | 7 you / cook / all morning? |
| 4 she / not work / here for long | 8 she / not try / very hard lately |

Present perfect simple and present perfect continuous

- With the present perfect simple we focus on the results of an action. The action is complete.
I've done six grammar exercises since this morning.
- With the present perfect continuous we focus on the action itself (not its results), or on how long something has been going on. The action may or may not be complete.
I've been doing grammar exercises all day!

11 Complete. Use the present perfect simple or present perfect continuous.

- | | |
|---|--|
| 1 <i>Have you finished</i> your homework?
(you / finish) | 5 You TV for six hours!
Aren't your eyes sore? (watch) |
| 2 Jim's in his room. He
computer games since noon. (play) | 6 Where the car keys?
(you / put) |
| 3 No, I don't know what I'm going to do.
I yet. (not decide) | 7 Yes, it's raining here, too. In fact, it
..... for three days. (rain) |
| 4 I to call Emma all
day. (try) | 8 We the news.
(just / hear) |

12 Are the sentences right or wrong? Tick (✓) or cross (X).

- | | |
|---|--|
| 1 Have you ever been to a football match? <input checked="" type="checkbox"/> | 5 She's worked since two o'clock and she hasn't finished yet. <input type="checkbox"/> |
| 2 The boys have played football all afternoon. They're exhausted! <input checked="" type="checkbox"/> | 6 I haven't bought a present for Christine yet. <input type="checkbox"/> |
| 3 I've been painting Lily's room and I've got pink paint all over me! <input type="checkbox"/> | 7 I've been looking for my keys all morning. Where are they? <input type="checkbox"/> |
| 4 Has anyone been seeing my schoolbag? <input type="checkbox"/> | 8 My dad has just been finding a new job. <input type="checkbox"/> |

13 Rewrite the sentences. Use the word in bold. Use no more than five words.

- 1 He wrote his first book ten years ago. **has**
He *has been writing* books for ten years.
- 2 Is this the first time you've been to London? **ever**
Have to London before?
- 3 It started snowing on Tuesday and it hasn't stopped yet. **since**
It Tuesday.
- 4 I have never seen a snake before. **first**
This is ever seen a snake.
- 5 They started talking at two o'clock and they haven't stopped yet. **have**
They since two o'clock.
- 6 This is the first time I've eaten Chinese food. **never**
I Chinese food before.
- 7 Joe came to work here three years ago. **working**
Joe here for three years.
- 8 We last saw Tessa six months ago. **seen**
We six months.

Let's write!

14 Imagine that you have just made a new friend. What would you like to know about him / her? Write down the questions that you would ask. Use these ideas.

- Ask about:
- things he / she has done in his / her life.
 - things he / she hasn't done in his / her life.
 - things he / she has been doing recently.
 - things he / she has already done today.
 - things he / she hasn't done yet today.

• *Have you ever been abroad?*

•

•

•

•

•

•

•

•

•

•

•

Let's talk!

15 Work with a partner. Ask and answer.

Student A: Look at your questions from Exercise 14. Ask Student B.

Student B: Answer Student A's questions. Now swap roles and do the same.



4

Past perfect simple, past perfect continuous

1 I had already made three robots when I made Dax. But Dax changed my life! He's so clever! He's my best friend!

2 I had been waiting for someone like Dax for years! When I first saw him, I knew he was special!

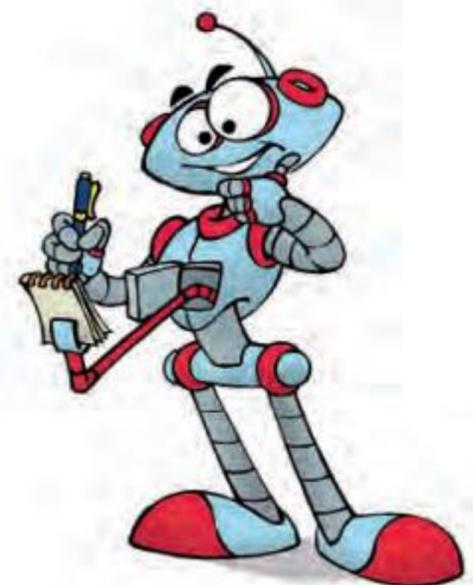
3 Dax! Over here! Dax! Dax!

4 Come on, Dax! Let's go clean the garage!

He's better in my dreams!

Past perfect simple

Affirmative		
I / you / he / she / it / we / they	had ('d)	finished spoken
Negative		
I / you / he / she / it / we / they	had not (hadn't)	finished spoken
Question		
Had	I / you / he / she / it / we / they	finished? spoken?



Form

- We form the past perfect simple with *had* and the past participle of the main verb. The short form of *had* is 'd.

We had finished by four o'clock. He'd left by midnight.

- In negative sentences, we put *not* after *had*. The short form is *hadn't*.

He had not phoned us. They hadn't seen my note.

- In questions, we put *had* at the beginning of the sentence.

Had she told you the truth? Had they spent all the money by then?

Use

We use the past perfect simple to talk about:

- an action that happened before a particular time in the past.

She had typed all the letters by half past three.

- an action that happened before another action in the past. We use the past perfect simple for the action that happened first and the past simple for the action that happened second.

Polly had dried her hair by the time her friend arrived.

Time expressions

We often use the past perfect simple with these time words and phrases: *before, after, when, by, by the time, already, just, as soon as, until, ever, never, the day / week / month before, the previous day / week / month, etc.*

I had finished my homework by half past six.

As soon as we had entered the building, the fire alarm went off.

1 Complete. Use the past perfect simple.



- 1 Adam didn't want to speak to Katie because she hadn't apologised to him. (not apologise)

- 2 There were forty people at the party but my cousin fifteen. (only / invite)
- 3 before you got there? (they / leave)
- 4 By the time my brother phoned us, we the news on the radio. (already / hear)
- 5 Where the money? (she / hide)
- 6 I to London before and neither had my sister. (not be)
- 7 Megan and Carl felt sick because they three boxes of chocolates. (eat)
- 8 Mandy a horse before. (never / ride)

4

2 Circle the correct answer.

- We had packed our bags *as soon as* / *before* the taxi arrived.
- By* / *Before* the time she reached the phone, it had stopped ringing.
- As soon as* / *By the time* we arrived, everyone had left.
- The film had already started *after* / *when* we got to the cinema.
- We ate the apples *before* / *after* we had washed them.
- As soon as* / *By the time* I had fed the cat, I went out.
- I had seen my cousin Fiona the day *previous* / *before*.
- He had already finished college *until* / *when* we met him.

3 Number the actions. Write 1 for the action that happened first and 2 for the action that happened second.



- Eugenius had just gone to bed when the phone rang.
A The phone rang.
B Eugenius went to bed.
- When we got to the station, the train had left.
A The train left.
B We got to the station.
- As soon as she had phoned her friend, she turned on the TV.
A She turned on the TV.
B She phoned her friend.
- The party had finished when Joel arrived.
A The party finished.
B Joel arrived.
- When Mum came home from work, I had tidied my room.
A I tidied my room.
B Mum came home from work.
- The rain stopped as soon as we had left the house.
A The rain stopped.
B We left the house.

4 Complete. Use the past simple or past perfect simple.

be a GENIUS

Use the past perfect simple for the action that happened first and the past simple for the action that happened second.

- As soon as she had finished her dinner, she left. (finish, leave)
- We made the beds before the visitors arrived. (make, arrive)
- Had you ever tried Indian food before you went to India? (you / ever / try, go)
- After she read the article, she put the newspaper down. (read, put)
- Dad washed the car when it started to rain. (just / wash, start)
- I saw the book before I read the film. (read, see)

Past perfect continuous

Affirmative		
I / you / he / she / it / we / they	had ('d) been	working
Negative		
I / you / he / she / it / we / they	had not (hadn't) been	working
Question		
Had	I / you / he / she / it / we / they / been	working?

Form

- We form the past perfect continuous with *had been* and a verb with the *-ing* ending.
We had been working all day and we were very tired.
- In negative sentences, we put *not* after *had*. The short form is *hadn't*.
I hadn't been feeling very well for a long time.
- In questions, we put *had* at the beginning of the sentence.
Had they been walking for long before they got lost?

Use

We use the past perfect continuous to talk about:

- an action that happened before another action in the past, when we want to emphasise how long it lasted. We use the past perfect continuous for the action that happened first and the past simple for the action that happened second.
She had been working for hours before she took her first break.
- an action that finished before a particular time in the past and had a result that we could see.
The little girl had been crying and her eyes were red.

Time expressions

We often use the past perfect continuous with these time words and phrases: *for, since, all day / week / evening, how long, etc.*

Mark had been working on his project all day.

5 Complete. Use the past perfect continuous.

- He wasn't feeling well because he *hadn't been taking* his medicine. (not take)
- How long there when she lost her job? (she / work)
- We for a long time when the car broke down. (not drive)
- Liz's eyes were sore because she computer games for hours. (play)
- Why was Michael tired? What? (he / do)
- The roads were blocked because it all night. (snow)

4

6 Write sentences. Use the past perfect continuous.



1 they / travel / for days
They had been travelling for days.

2 it / rain / during the night?

3 she / not feel / well for weeks

4 how long / they / swim?

5 we / walk / for hours

6 Ken / not do / well at school

7 Angela / lie / in the sun for long?

8 they / wait / for that day for years

Past perfect simple and past perfect continuous

We use both the past perfect simple and the past perfect continuous to talk about an action that happened before another action in the past.

- We use the past perfect simple to emphasise the first action and the fact that it had finished.

I had read the book before I saw the film.

- We use the past perfect continuous to emphasise how long an action lasted.

She had been reading for four hours before she fell asleep.

7 Read and complete. Use the past perfect simple or past perfect continuous.

Young programmer of the year!

A year ago Ben Stevens was just an ordinary twelve-year-old. Today he's one of the richest schoolboys in the country!

Ben ¹ *had always liked* (always / like) computers and he spent hours surfing the Internet every day. One day, he ² (only / play) on his computer for a few minutes when the screen went blank. A virus ³ (get) into his computer and destroyed all his files!

Ben decided to solve the problem himself and design his own antivirus program. He ⁴ (work) on the program for three weeks when a big computer company phoned him up. They ⁵ (look for) a program like Ben's for months and they wanted to buy it. Ben ⁶ (not think) of selling his program but he agreed. The company paid him a lot of money and asked him to make more programs for them. 'Ben's knowledge of computers is amazing and so are his programs!' the manager of the company told us. Well done, Ben!

8 Rewrite the sentences. Use the words in bold. Use no more than five words.

- 1 He checked his e-mails and then he turned off his computer. **had**
He his e-mails before he turned off his computer.
- 2 I had started work at half past eight. **working**
I since half past eight.
- 3 It was the first time he had ever seen a lion. **never**
He a lion before.
- 4 First Emma tidied the house and then the guests arrived. **already**
Emma the house when the guests arrived.
- 5 We had started walking ten minutes before we saw Amy. **been**
We for ten minutes when we saw Amy.
- 6 They weren't there when I got up. **by**
They had left I got up.
- 7 He had never been in trouble with the police before. **ever**
It was the first time in trouble with the police.
- 8 I finished my project and then I went to the park. **after**
I went to the park my project.

Let's write!

9 Think about the last time you went on a trip. Write what you and your family or friends had done before you went on the trip. You can use these phrases and your own ideas.

- phone my friend(s)
- buy new clothes / sunglasses / etc.
- pack a small bag
- buy some snacks / tickets / etc.
- make some sandwiches

I had phoned my best friend.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Let's talk!

10 Work with a partner. Ask and answer.

Student A: Think of an activity and its result. Tell Student B the result of the activity but not the activity itself. He / She must guess what the activity was.

Student B: Listen to Student A. Guess what he / she had been doing.

Do this four times. Now swap roles and do the same.

My eyes were red.

You had been crying.

That's right. / No, that's wrong. I had been ...



Revision: Units 1-4

1 Complete. Use the present simple or present continuous.

- 0 Kate *is having* breakfast at the moment. (have)
- 1 My cousin Harry at our house this weekend. (stay)
- 2 I our new teacher is really nice. (think)
- 3 What? Why at me? (you / stare)
- 4 Dave our help. (need)
- 5 It's alright, I You can turn the light on. (not sleep)
- 6 Mr Green late for class. (be / rarely)

..... / 6

2 Circle the correct answer.

- 0 Where *did you go* / *were you going* when I *saw* / *was seeing* you?
- 1 No, I *didn't work* / *wasn't working* when you *rang* / *were ringing*.
- 2 The boys *played* / *were playing* chess while Mr Smith *read* / *was reading* his newspaper.
- 3 We *watched* / *were watching* a great film on TV when the electricity *went off* / *was going off*.
- 4 It was a beautiful morning. The sun *shone* / *was shining* and the birds *sang* / *were singing*.
- 5 He *put on* / *was putting on* his coat and *left* / *was leaving*.
- 6 I *had* / *was having* breakfast when I *felt* / *was feeling* the earthquake.

..... / 6

3 Complete. Use *used to*.

- 0 My mum *used to cycle* to school every day. (cycle)
- 1 They a television when she was a little girl. (not have)
- 2 swimming every afternoon in the summer? (he / go)
- 3 That building over there a hotel. (be)
- 4 with your sister when you were little? (you / fight)
- 5 I computer games when I was your age. (not play)
- 6 Mr and Mrs Fox in this village. (live)

..... / 6

4 Circle the correct answer.

- 0 How many guitar lessons *did you have* / *have you had* so far?
- 1 Nadine *bought* / *has bought* a new pair of shoes yesterday.
- 2 *Did you ever eat* / *Have you ever eaten* Chinese or Mexican food?
- 3 I *saw* / *have seen* my cousin George three weeks ago.
- 4 We *knew* / *have known* Michael and Christine for eleven years.
- 5 *Did you have* / *Have you had* a good time at the party last night?
- 6 I *didn't read* / *haven't read* any of my letters yet.
- 7 My father *took* / *has taken* us to the theatre on Saturday.

..... / 7

5 Write sentences. Use the present perfect continuous.

- 0 we / walk / since eight o'clock
We've been walking since eight o'clock.
- 1 what / you / do / all day?

- 2 we / not wait / long

- 3 she / lie / in the sun all day

- 4 I / not do / very well at school

- 5 he / play / computer games / all morning?

- 6 Tom and Liz / go out / for three months

..... / 6

6 Complete. Use the present perfect simple or present perfect continuous.

- 0 A: *Have they left*? (they / leave)
 B: No. They're in the living room.
- 1 A: You look tired.
 B: I am. I all day. (work)
- 2 A: Where are the children?
 B: They to the park.
 (go)
- 3 A: to Los Angeles?
 (you / ever / be)
 B: No, but I would love to go.
- 4 A: Carmen speaks very good English.
 B: Yes, she English for
 ten years. (study)
- 5 A: Sorry I'm late.
 B: Sorry? We here for
 forty-five minutes! (wait)
- 6 A: Are you coming out to play?
 B: No, I can't. I my
 homework yet. (not finish)

..... / 6

7 Circle the correct answer.

- 0 I finished/ had finished the Maths exam before the bell rang/ had rung.
- 1 By the time I arrived / had arrived, all the guests left / had left.
- 2 The paths were / had been muddy because it rained / had rained the previous day.
- 3 They already got / had already got married when we met / had met them.
- 4 As soon as she tidied / had tidied her room, she went out / had gone out.
- 5 It already started / had already started to rain when we left / had left the house.
- 6 I called / had called him after they gave / had given him the message.
- 7 Heather had / had had a stomach ache because she ate / had eaten too many sweets.

..... / 7

8 Complete. Use the past perfect simple or past perfect continuous.

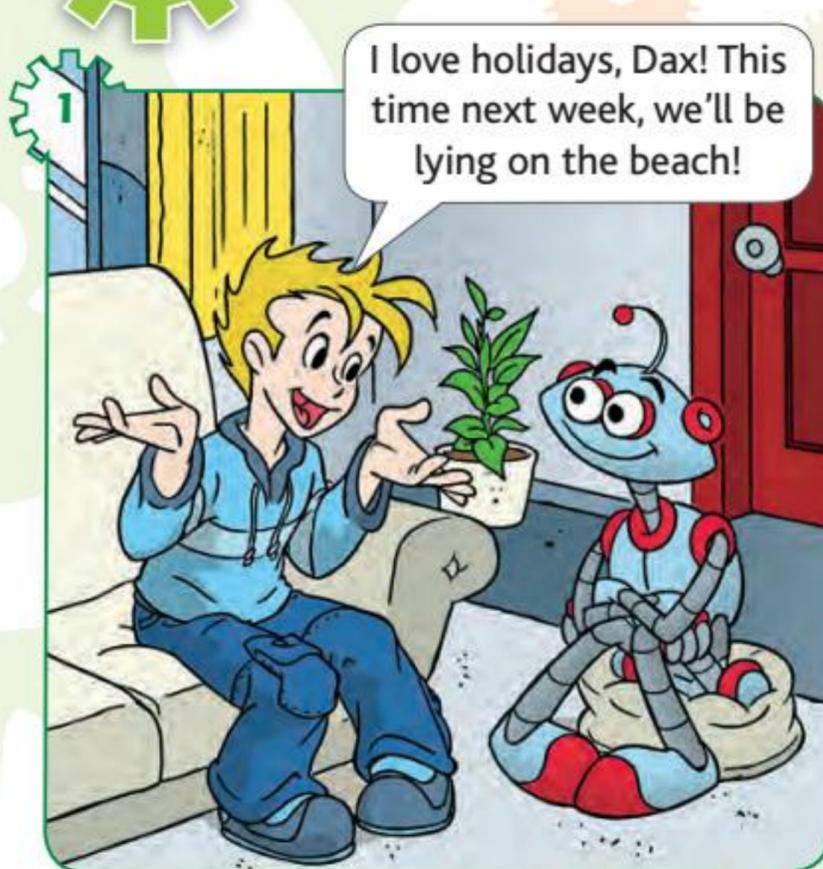
- 0 My grandmother *had never left* her village before. (never / leave)
- 1 Mr Watts two books when we met him. (already / write)
- 2 They all morning and they were very tired. (work)
- 3 I called her but she to bed. (already / go)
- 4 He for four hours when the phone rang. (sleep)
- 5 After she her homework, she went to the park. (finish)
- 6 By the time they arrived, we for two hours! (wait)

..... / 6

Total: / 50

5

The future



Future simple, *be going to*, present continuous

	Affirmative	Negative	Question
Future simple	They will ('ll) help us.	They will not (won't) help us.	Will they help us?
<i>Be going to</i>	She is ('s) going to buy a car.	She is not (isn't) going to buy a car.	Is she going to buy a car?
Present continuous	We are ('re) leaving tomorrow.	We are not (aren't) leaving tomorrow.	Are we leaving tomorrow?

Future simple

- We use the future simple:
 - for predictions, to say what we think will happen in the future. We often use phrases like *I think, I know, I believe, I'm sure, I bet, I'm afraid.*
*I bet he'll **buy** you a fantastic present.*
 - for decisions we make at the time of speaking.
*It's hot in here. I'll **open** the window.*
 - when we offer to do something for someone.
*I'll **help** you carry those boxes.*
 - for promises.
*I'll **write** to you every day.*
 - when we ask someone to do something for us.
*Will you **help** me with my homework?*
 - to warn or threaten someone.
*Don't do this! Mum **will be** very angry!*
*Apologise or I'll never **speak** to you again!*
 - to express our hopes for the future.
*I hope he **won't miss** the beginning of the film.*
- We often use these time words and phrases when we talk about the future: *today, this afternoon, tomorrow, tomorrow evening, next week, on Friday, at four o'clock, in the future, soon, one day, etc.*
*I'll clean my room **tomorrow**, Mum, I promise.*

Be going to

- We use *be going to*:
 - to talk about something that we have planned to do in the future and we are sure that it will happen.
*I'm **going to watch** TV until eight o'clock and then I'm **going to go out**.*
 - to make a prediction about the future because of something we know or can see now.
*Oh no! Look at that boat! It's **going to sink**!*
- Note the difference between *will* and *be going to* for predictions:
 - We use *will* to say what we think will happen, to express our opinion or belief.
*I believe she'll **be** a great actress one day.*
 - We use *be going to* when we can see that something is going to happen, based on a present situation.
*Watch out! You're **going to hit** that tree!*

Present continuous

We can use the present continuous to talk about the future. We use it to talk about things we have planned to do in the future. We are sure that they will happen.

*I'm **seeing** the dentist about my toothache tomorrow morning.*

5

1 Complete. Use the future simple.

- Eat your dinner or you *won't have* any pudding! (not have)
- I you do the housework later, I promise. (help)
- Let's hope that they! (not forget)
- me a cup of coffee? (you / make)
- I the rubbish out, Dad. (take)
- I'm really tired. I think I to bed. (go)

2 Write sentences. Use *be going to*.

- Carol / buy / a new motorbike
Carol is going to buy a new motorbike.
- he / not come / to the party
.....
- they / cancel / the meeting?
.....
- I / spend / the summer in France
.....
- Natalie / organise / the party?
.....
- we / not stay / in a hotel
.....
- Charles / tell / Annie the truth
.....
- you / have / a bath?
.....

3 Complete. Use the future simple or *be going to*.

- *Will you feed* the cat for me, please? (you / feed)
- I early tomorrow. I want to catch the first bus. (get up)
- Give me my money or I the police! (call)
- Dad the kitchen next week. (paint)
- I don't think he the test. (pass)
- They their cousins in London next month. (visit)
- The twins a party on their birthday. (have)
- I the shopping for you, don't worry. (do)

4 Circle the correct answer.

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Remember:

We use *be going to* for predictions that are based on what we can see now.

We use the future simple for predictions that are based on what we think or believe.

- I'm sure they won't / aren't going to disappoint us.
- Matt is taking out his wallet. He *will* / *is going to* pay for the meal.
- I don't think our team *will* / *is going to* win the cup this year.
- Oh no! Look at all this traffic! I *will* / *am going to* miss my bus!
- The sky is cloudy and dark. It *will* / *is going to* rain.
- I bet they *will* / *are going to* be late again.
- I don't feel very well. I *will* / *am going to* be sick.
- I'm afraid Fred *won't* / *isn't going to* like my present.

5 Complete. Use the future simple or present continuous.



- 1 I *am going* to the park. Do you want to come with me? (go)
- 2 tomorrow morning? (you / do)
- 3 I'm leaving now. I back in about two hours. (be)
- 4 Are you thirsty? I you a glass of water. (get)
- 5 Dad late this afternoon. He can't drive us to the station. (work)
- 6 It's too dark in here. the light on, please? (you / switch)
- 7 We dinner with Sam and Pat tomorrow. (have)
- 8 I hope David me. (forgive)

Future continuous

Affirmative		
I / you / he / she / it / we / they	will ('ll) be	working
Negative		
I / you / he / she / it / we / they	will not (won't) be	working
Question		
Will	I / you / he / she / it / we / they be	working?

Form

- We form the future continuous with *will be* and a verb with the *-ing* ending.
I'll be having my piano lesson when you arrive.
- In negative sentences, we put *not* after *will*.
She will not (won't) be sleeping at six.
- In questions, we put *will* at the beginning of the sentence.
Will you be working at noon?

Use

We use the future continuous to talk about an action that will be in progress at a particular time or period of time in the future.

At nine o'clock tomorrow morning we'll be flying to Madrid!

Time expressions

We often use the future continuous with these time words and phrases: *tomorrow, tomorrow evening, this time tomorrow, at ten o'clock, on Friday, in two weeks, next year, etc.*

I'll be studying for my test tomorrow evening.

5

6 Complete. Use the future continuous.

- | | |
|---|--|
| 1 This time tomorrow we
..... <i>will be flying</i> to London! (fly) | 5 I on my project all day. (not work) |
| 2 your English lesson when we get back? (you / have) | 6 for us when we arrive? (Simon / wait) |
| 3 Let's hope it when we leave tomorrow. (not rain) | 7 Mum apple pie when we get home. (make) |
| 4 Mrs Murphy tests all day tomorrow. (mark) | 8 tennis at noon? (they / play) |

7 Write sentences. Use the future continuous.

- | | |
|---|--|
| 1 I / think / about you
<i>I'll be thinking about you.</i> | 5 they / have / dinner at eight o'clock?
..... |
| 2 what / you / do / at noon tomorrow?
..... | 6 I / not work / then
..... |
| 3 they / not sleep / at half past ten
..... | 7 we / watch / the football match at six
..... |
| 4 she / study / for her test on Friday
..... | 8 Jo / use / the computer at two o'clock?
..... |

Future time clauses

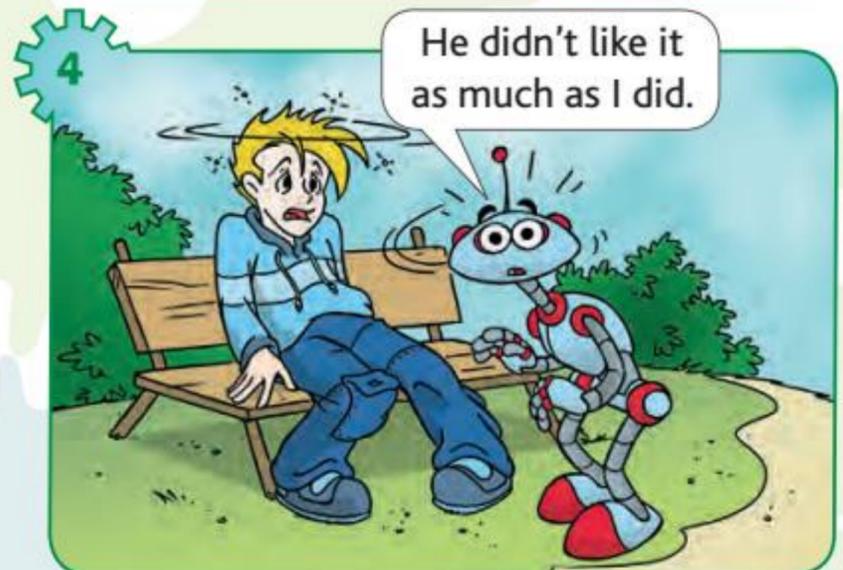
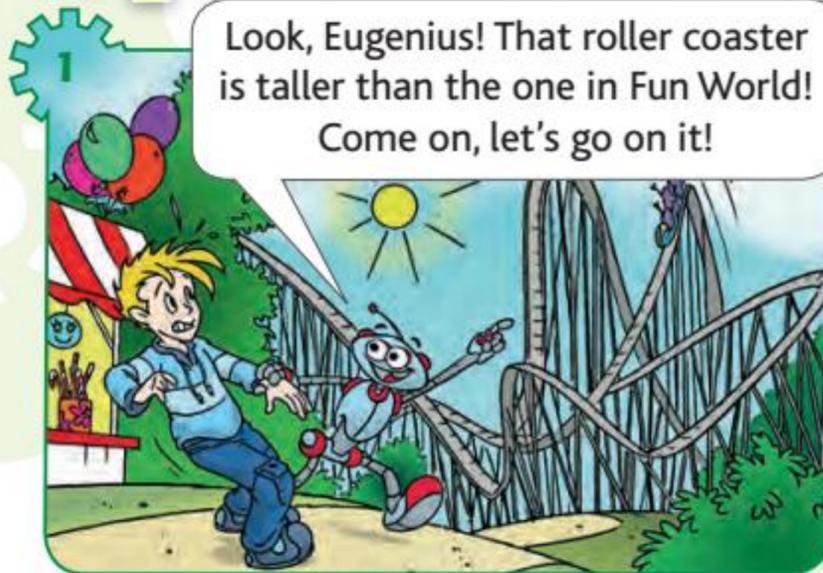
- We often use words and phrases like *when, before, after, until, as soon as, by, by the time*, etc, in sentences that are about the future.
*I'll give her your message **when** I see her.*
- We use the present simple (not the future simple) after these time words and phrases.
*He'll phone you after he **arrives**. ✓ (He'll phone you after he'll arrive. ✗)*

8 Circle the correct answer.

- | | |
|---|--|
| 1 When she <u>sees</u> / <i>will see</i> our note, she phones / <u>will phone</u> us. | 5 As soon as he <i>calls</i> / <i>will call</i> us, I let / <i>will let</i> you know. |
| 2 After I <i>wash</i> / <i>will wash</i> the tomatoes, I <i>make</i> / <i>will make</i> the salad. | 6 We <i>wait</i> / <i>will wait</i> here until Natalie <i>arrives</i> / <i>will arrive</i> . |
| 3 It <i>is</i> / <i>will be</i> dark by the time we <i>get</i> / <i>will get</i> there. | 7 When the boys <i>get</i> / <i>will get</i> back, we <i>have</i> / <i>will have</i> lunch. |
| 4 I <i>read</i> / <i>will read</i> the contract carefully before I <i>sign</i> / <i>will sign</i> it. | 8 <i>Is he</i> / <i>Will he be</i> angry when you <i>tell</i> / <i>will tell</i> him about this? |

6

Adjectives, adverbs



Comparative and superlative forms of adjectives and adverbs

Adjective	Comparative	Superlative
Regular forms		
short	shorter	the shortest
big	bigger	the biggest
easy	easier	the easiest
beautiful	more beautiful	the most beautiful
Irregular forms		
good	better	the best
bad	worse	the worst
many	more	the most
much	more	the most
a lot	more	the most
(a) little	less	the least

Adverb	Comparative	Superlative
Regular forms		
quickly	more quickly	the most quickly
quietly	more quietly	the most quietly
loudly	more loudly	the most loudly
Irregular forms		
well	better	the best
badly	worse	the worst
hard	harder	the hardest
fast	faster	the fastest
late	later	the latest
early	earlier	the earliest
high	higher	the highest
far	farther / further	the farthest / furthest

Adjectives

We use adjectives to describe someone or something. Adjectives usually come before the noun they describe, or after verbs like *be*, *feel*, *look*, *smell*, *sound*, *taste*, etc.

*I've just bought a **new** computer. You look **tired**.*

Comparative form

- We use the comparative form of adjectives to compare two or more people, animals or things.
*I'm **older than** Natalie.*
- When an adjective has one or two syllables, we form the comparative by adding the ending *-er*. We usually put *than* after the adjective. (See Spelling Rules on page 145.)
*My brother is **taller than** me.*
- When an adjective has more than two syllables, we put the word *more* before the adjective and the word *than* after it.
*This exercise is **more difficult than** the other one.*

Superlative form

- We use the superlative form of adjectives to compare people, animals or things to show which is the 'most' of something.
*Ben Nevis is **the highest** mountain in Scotland.*
- When an adjective has one or two syllables, we form the superlative form by adding the ending *-est*. We put *the* before the adjective. (See Spelling Rules on page 145.)
*Jen is **the tallest** girl in our class.*
- When the adjective has more than two syllables, we add 'the most' in front of it.
*This is **the most beautiful** painting in the gallery.*

Adverbs

- We use adverbs of manner to describe how something is done. Adverbs of manner usually go after the verb when there is no object. If the sentence has an object, then the adverb goes after the object and not after the verb.
*She sings **beautifully**. He speaks English **badly**.*
- We form adverbs of manner by adding *-ly* to the end of an adjective. (See Spelling Rules on page 145.)
*We walked **slowly** along the road.*
- Some adverbs of manner are formed differently.
*He was driving **fast**.*

Comparative form

- When an adverb has an *-ly* ending, we form the comparative form by putting *more* in front of the adverb. We usually put the word *than* after the adverb.
*Helen works **more carefully than** Thomas.*
- When the adverb looks the same as the adjective, we form the comparative form with the ending *-er*.
*Thomas works **harder than** Helen.*

Superlative form

- When the adverb has an *-ly* ending, we form the superlative by putting 'the most' in front of the adverb.

*He works **the most carefully** of all the students in the class.*

- When the adverb looks the same as the adjective, we form the superlative by putting 'the' in front of the adverb and adding the ending *-est*.

*He works **the hardest** of all the students in the class.*

1 Complete. Use adverbs.

- 1 Becky waited *patiently* for him to finish. (patient)
- 2 How was he driving when the police stopped him? (fast)
- 3 Luke has been working really lately. (hard)
- 4 'I can help you with that,' Christine said (kind)
- 5 Colin left because he wasn't feeling (good)
- 6 The children were playing on the beach. (happy)

2 Circle the correct answer.

- 1 This time tomorrow we'll be lying on a beautiful / *beautifully* sunny beach!
- 2 I don't usually stay up *late* / *lately* on weekdays.
- 3 He studied the report *careful* / *carefully* and then put it in his bag.
- 4 We both had a *wonderful* / *wonderfully* time at the party.
- 5 The DVD player works *perfect* / *perfectly* now.
- 6 Come on. It's only a *short* / *shortly* walk to the beach.
- 7 I was *curious* / *curiously* to find out what had happened.
- 8 The twins were playing *noisy* / *noisily* in their room.

3 Complete. Use the comparative or the superlative form of the adjective.

- 1 I think windsurfing is *the most exciting* sport in the world! (exciting)
- 2 You look the last time I saw you. (thin)
- 3 Stephen is driver I know! (bad)
- 4 My baby sister is member of the family. (young)
- 5 Your bed is mine. (comfortable)
- 6 Your suitcase is my bag. (heavy)
- 7 She is person I've ever met. (forgetful)
- 8 I've got fifteen euros to spend. (little)

4 Circle the correct answer.

- 1 That's the *funnier* / *funniest* joke I've ever heard!
- 2 I think his first book was better *from* / *than* his second.
- 3 Kate is *more* / *the most* competitive than her sister.
- 4 Who do you think is the prettiest girl *than* / *in* our class?
- 5 He was the *more* / *most* interesting person I had ever met.
- 6 I think Maths is *easier* / *more easy* than Chemistry.
- 7 All my cousins are nice but Gemma is the nicest *in* / *of* all.
- 8 These trainers are *more* / *most* expensive than those ones.

5 Complete. Use the comparative or the superlative form of the adverb.

- 1 Cats can see about six times *better than* humans at night. (well)
- 2 Dan, Kevin and Eric played badly but Gerald played! (badly)
- 3 Mrs Miller eats her husband. (healthily)
- 4 Samantha works of all the students in her class. (hard)
- 5 Philip always behaves his sister. (politely)
- 6 Why do you always arrive everyone else? (late)
- 7 Dan runs of all the boys in the team. (fast)
- 8 Of all the people in my family, my grandad drives (carefully)

6 Complete. Use the comparative or the superlative form of the adverb.



Amy: The French exchange students are coming on Saturday.

Zoe: Yes, I know. Their coach arrives at four – two hours
 1 *later* (late) than we had expected. We'd better make sure we get to school
 2 (early) than them.

Amy: Yes, you're right. Did you know that the school orchestra is going to welcome them?

Zoe: Oh no! I hope they play
 3 (well) than last time!

Amy: Will they speak English?

Zoe: Of course! But I think they'll understand you better if you talk
 4 (slowly).

Amy: Right. What about clothes? What are you going to wear? Everyone knows that the French dress
 5 (fashionably) of all the Europeans!

Zoe: I think that's nonsense. I expect they dress just the same as us.

Amy: I wanted to make some welcome cards but my handwriting is terrible. Will you write them for me? You write 6 (neatly) of all the girls in our class.

Zoe: Yes, of course.

Amy: Great! Thanks! Here they are.

6

As ... as, not as ... as

As ... as	Not as ... as
I'm as tall as Harry. Kelly writes as neatly as Sarah.	I'm not as tall as Harry. Kelly doesn't write as neatly as Sarah.

- When we compare two people, things or animals and we want to say that they are the same in some way, we use *as* + adjective / adverb + *as*.
She's as shy as her brother. I can speak German as well as Janet.
- To say that two people, things or animals are not the same, we use *not as* + adjective / adverb + *as*.
This photo isn't as old as that one. He can't run as fast as Michael.

7 Write sentences. Use (not) as ... as.



1 sharks / intelligent / dolphins ✗
Sharks aren't as intelligent as dolphins.

- 2 Cathy / shy / her sister ✓
.....
- 3 the earrings / expensive / the ring ✗
.....
- 4 the film / good / the book ✓
.....
- 5 my hair / long / hers ✓
.....
- 6 my brother's computer / fast / mine ✗
.....
- 7 Sally / sensitive / Nadia ✓
.....
- 8 my room / big / yours ✗
.....

8 Rewrite the sentences. Use (not) as ... as.

- 1 Mount Everest is higher than Mount McKinley.
Mount McKinley *isn't as high as Mount Everest.*
- 2 Harry and his brother are both strong.
Harry
- 3 Nikki sings better than Carol.
Carol
- 4 Giraffes are taller than elephants.
Elephants
- 5 Leo runs faster than Pete.
Pete

- 6 Lee worked hard and Eric did, too.
Eric
- 7 This book is interesting and that one is, too.
This book
- 8 Our cat is lazier than your dog.
Your dog
- 9 Mr Fox and his wife both drive carefully.
Mr Fox
- 10 Ben makes friends more easily than Tom.
Tom

9 Rewrite the sentences. Use the word in bold. Use no more than five words.

- 1 I've never read such a boring book before! **most**
This is *the most boring book* I've ever read!
- 2 The other children behaved worse than Jerry. **badly**
Jerry didn't behave the other children.
- 3 Our car isn't as fast as theirs. **than**
Their car ours.
- 4 The Maths test and the Geography test were both difficult. **as**
The Maths test the Geography test.
- 5 She's a good singer, isn't she? **sings**
She, doesn't she?
- 6 I've never heard such a bad excuse before! **the**
This is I've ever heard!
- 7 Emily was friendlier than her mother. **friendly**
Emily's mother Emily.
- 8 His first film wasn't as successful as *Space Wars*. **more**
Space Wars his first film.

Let's write!

10 Write sentences about people you know. Use the comparative and the superlative or (not) as ... as. You can use these ideas.

- cheerful
- friendly
- funny
- generous
- hard-working
- honest
- interesting
- kind
- lazy
- shy

..... *is the most* *person I know.*

..... *isn't as* *as*

.....

.....

.....

.....

.....

.....

.....

.....

Let's talk!

11 Look at the list of pairs below and compare with a partner. Say what you think.

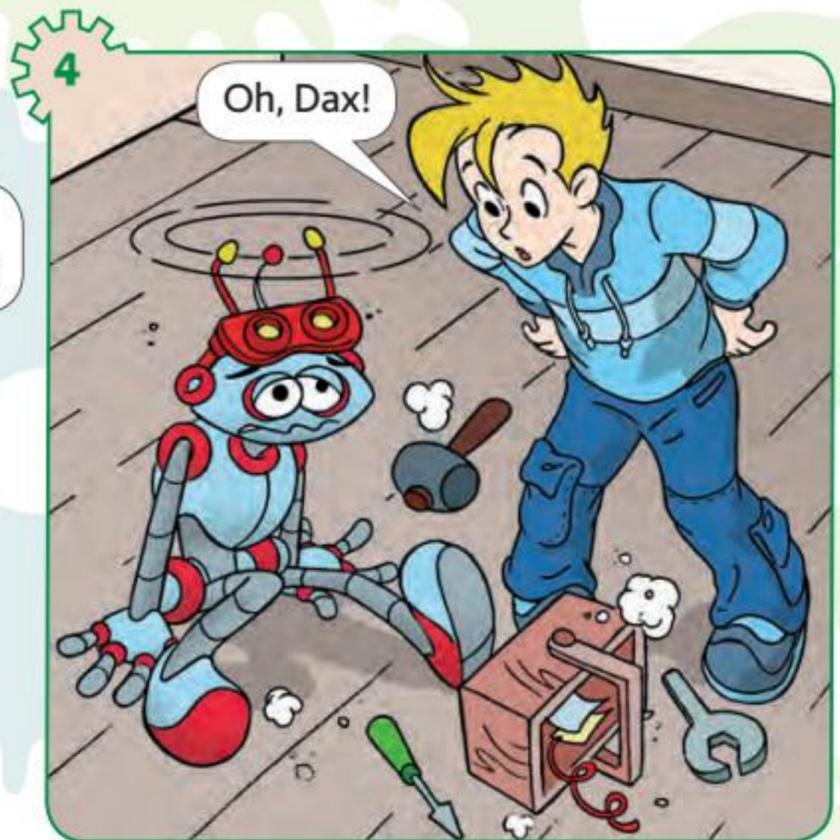
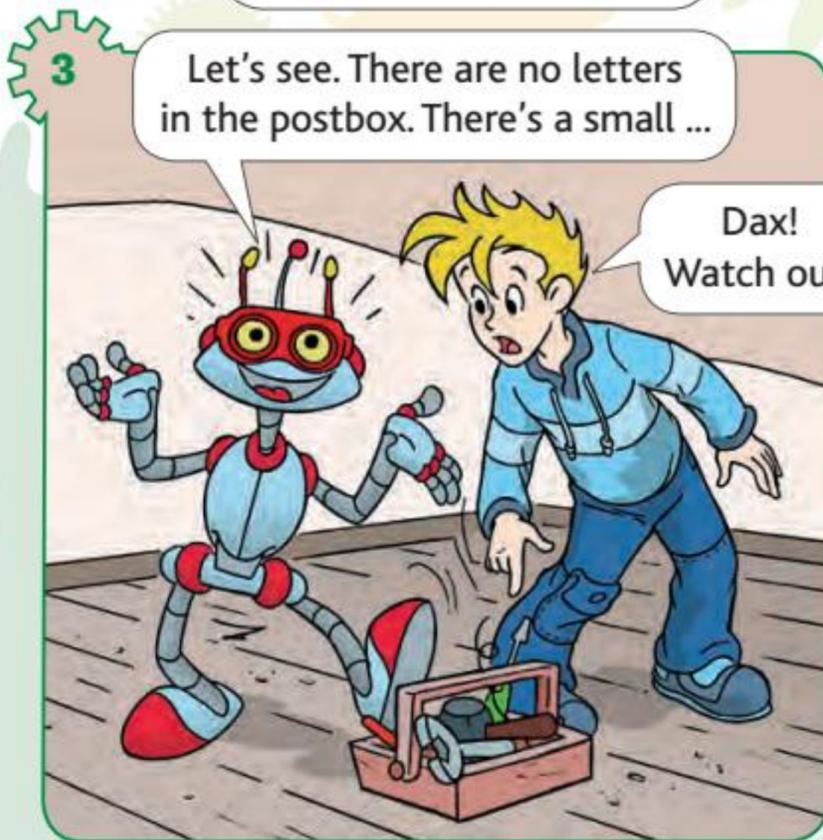
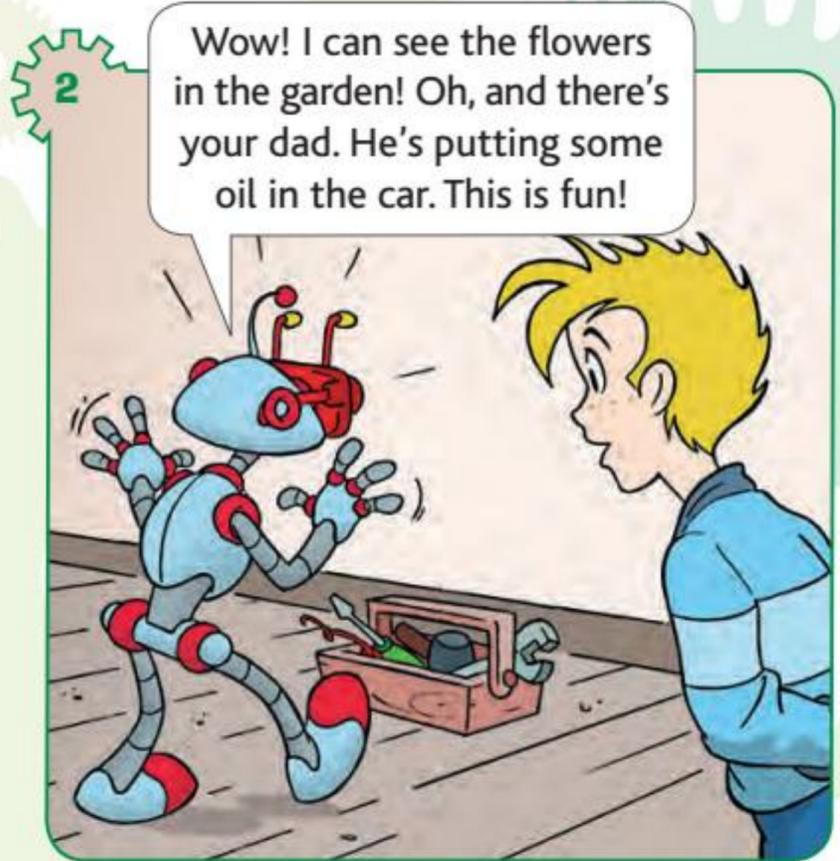
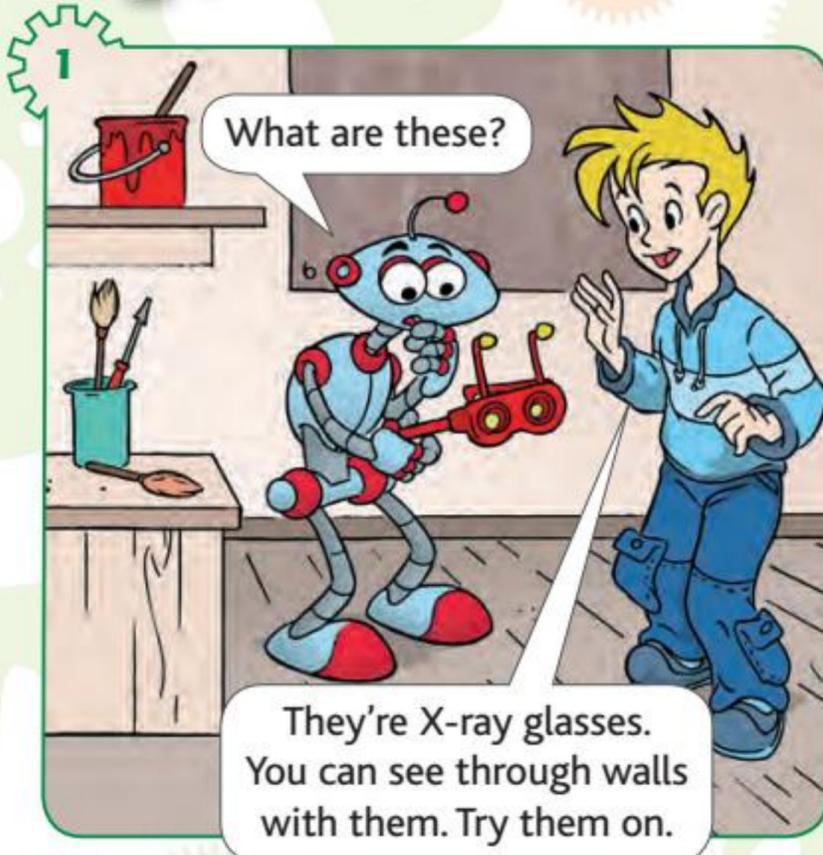
- 1 History and Science: be / interesting
- 2 Maths and Geography: be / easy
- 3 pop music and rock music: be / good
- 4 cats and dogs: be / intelligent
- 5 girls and boys: work / hard
- 6 girls and boys: dress / fashionably

Science is more interesting than History.

I don't agree. I think Science is as interesting as History.

7

Nouns, quantifiers, articles



Nouns

Countable nouns		Uncountable nouns		Plural nouns	
Singular	Plural				
cup	cups	meat	oil	trousers	scissors
watch	watches	water	snow	jeans	glasses
country	countries	gold	furniture	shorts	binoculars
knife	knives	money	luggage	pyjamas	
woman	women	happiness	news	clothes	



Countable and uncountable nouns

- Countable nouns can be counted. They can be singular and plural.
a book ⇒ *two books* *a box* ⇒ *five boxes*
- Uncountable nouns cannot be counted. They do not have a plural form. We use a singular verb after an uncountable noun.
All my money was in that bag. The milk is in the fridge.
- When we want to measure quantities of uncountable nouns, we can use units of measurement or the things in which they are contained.
a bar of soap a cup of tea a loaf of bread
a bottle of water a glass of juice a packet of cocoa
a bowl of pasta a gram of sugar a piece of cake
a can of cola a jar of jam a tin of soup
a carton of milk a kilo of flour a tube of glue
- We use the phrase *a piece of* with many uncountable nouns, like *a piece of advice, furniture, information, luggage, paper, news*, etc.
Let me give you a piece of advice. He wrote something on a piece of paper.
- Some nouns can be both countable and uncountable, with a change in meaning:

Countable nouns	Uncountable nouns
a glass = the container	glass = the substance
a hair = one hair	hair = all the hair on your head
an iron = electrical equipment	iron = the metal
a paper = a newspaper	paper = the material
a room = one room, e.g. in a house	room = space
one time = once	time = minutes, hours, years, etc.

Plural nouns

- Some nouns are only plural. They are usually things with two parts (e.g. *jeans*) or a group of things (e.g. *clothes*).
Are these your scissors?
- We can often use *a pair of / pairs of* with these nouns, especially when we want to express quantity.
I bought a pair of sunglasses.
She washed three pairs of jeans.

1 Circle the correct answer.

- You should write to them and ask for more information / informations.
- Is / Are the news bad?
- There's a tube / carton of milk in the fridge.
- Thank you very much for your advice.
It was / They were a big help.
- Will you carry my luggage / luggages for me?
- Can you get us two bottles of lemonade / lemonades?
- All the furniture was / were made of wood.
- Wow! Your photos is / are great!

7

2 Circle the correct answer.



- 1 She wanted to read the news, so she went out and bought *paper* / *a paper*.
- 2 Could I borrow your *binocular* / *binoculars*?
- 3 I put Grandpa's reading *glass* / *glasses* in that drawer.
- 4 Ella is thirty-six. She's starting to get a few grey *hair* / *hairs*.
- 5 I can't find my *trouser* / *trousers*.
- 6 We've got *room* / *rooms* for two more at our table.
- 7 He put on his *pyjama* / *pyjamas* and went to bed.
- 8 The box in which they kept the vase was made of *glass* / *a glass*.


Quantifiers

	Countable nouns	Uncountable nouns
Affirmative	We've got some eggs. We've got a lot of / lots of eggs. We've got a few eggs.	We've got some milk. We've got a lot of / lots of milk. We've got a little milk.
Negative	We haven't got any eggs. We've got no eggs. We haven't got many eggs.	We haven't got any milk. We've got no milk. We haven't got much milk.
Question	Have we got any eggs? Have we got many eggs? How many eggs have we got?	Have we got any milk? Have we got much milk? How much milk have we got?

Some, any, no

- We use *some*:
 - in affirmative sentences with countable nouns in their plural form and with uncountable nouns.
*There are **some books** in this bag. There's **some milk** in the fridge.*
 - in questions, when we are offering something to someone or when we are asking for something from someone.
*Would you like **some coffee**? Can I have **some water**?*
- We use *any* in negative sentences and questions with countable nouns in their plural form and with uncountable nouns.
*I haven't read **any good books** lately. Is there **any chocolate** left?*
- We can use *no* instead of *not any*. If there is a negative meaning, *no* is used with a verb in its affirmative form.
*We haven't got **any money**. ⇨ We've got **no money**.*

Many, much, a lot of / lots of, a few, a little

- We use *many* with countable nouns in the plural and *much* with uncountable nouns. We usually use them in negative sentences and questions. We use *how many* and *how much* in questions.

There aren't many chairs in the room. Is there much soup left?

How many CDs did you buy? How much money did you spend?

- We use *a lot of / lots of* with countable and uncountable nouns. We usually use them in affirmative sentences. *A lot of* and *lots of* have the same meaning and are used in the same way.

She's got a lot of friends here. There's lots of milk in the fridge.

- We use *a few* with countable nouns in the plural and we use *a little* with uncountable nouns. We usually use them in affirmative sentences to say that there is a small quantity of something.

I need a few things from the supermarket. I need a little help.

3 Complete. Use *a* or *some*.

- I'll have^a..... cup of tea.
- I got books from the library.
- 'Let me give you piece of advice,' Andy told me.
- Would you like cream on your apple pie?
- Can I have paper to draw on?
- Don't worry. I can lend you money.
- There's letter for you on the table.
- The thieves used ladder to get into the house.

4 Complete. Use *some*, *any* or *no*.

- Have you had^{any}..... news from Heather?
- I've just made cheese sandwiches.
- I'm afraid I have time to help you. I have to go.
- Can I have more cake, please?
- There aren't interesting articles in this magazine.
- There's bread left. We need to buy some.
- Kelly bought flowers for her grandmother.
- Are there letters for me?

5 Rewrite the sentences. Use the word in brackets.

- There's no paper in the printer. (any)
There isn't any paper in the printer.
- There isn't any water in the well. (no)
.....
- There were no tickets left. (any)
.....
- We've got no milk. (any)
.....
- She didn't have any friends at work. (no)
.....
- There isn't any salt in the sauce. (no)
.....

6 Complete. Use *much*, *many*, *a few* or *a little*.

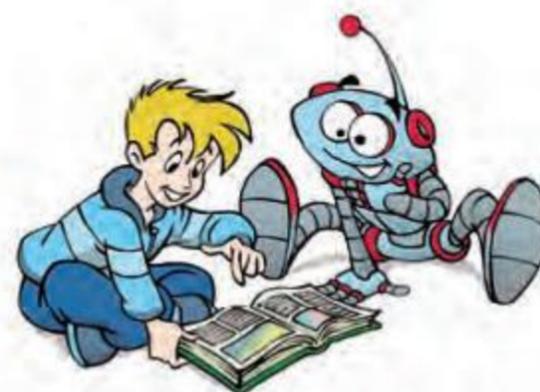
- I haven't got *much* room in my suitcase.
- We stayed in London for days.
- How sandwiches are there?
- Please add salt to the soup.
- Were there people at the meeting?
- How money do you need?
- There's tea left in the pot.
- I'd like to ask you questions.

7 Circle the correct answer.

- A: There's some / any paper over there.
B: And where is / are the scissors?
- A: We've got any / no flour.
B: I'll buy some / a few.
- A: Is that / Are those your new jeans?
B: Yes. Do you like it / them?
- A: How much / many CDs has he got?
B: A lot. / Not much.
- A: Would you like a / some cup of tea?
B: No, thanks. I don't drink tea / a tea.
- A: Liz lent me a few / a little money.
B: How many / much?

Articles

A / An	The	-
a table	the Pacific Ocean	Kenya
a university	the Netherlands	Mount Snowdon
an apple	the moon	Tuesday
an hour	the Grand Hotel	supper



A / an

- We use the indefinite article (*a / an*) with singular countable nouns. We use *a* before words which begin with a consonant (*b, c, d, f, g*, etc.) and *an* goes before words which begin with a vowel (*a, e, i, o, u*).
a tree a desk an e-mail an office
- Be careful: we use *a* (not *an*) before some words which begin with *u-* or *eu-* (because the first letters of the word sound like a consonant). We use *an* (not *a*) with some words that begin with *h-* (because the first letters of the word sound like a vowel).
a uniform a euro an hour
- We use *a / an*:
 - to talk about people and things in general.
There was a painting on the wall.
 - to talk about someone's job.
Florence is a teacher.
 - with the verb *to be* and adjectives, to describe someone or something.
It's a great book. He's a very talented actor.

The

We use the definite article (*the*) with singular and plural nouns.

We use *the*:

- to talk about something for the second time. The first time that we talk about it, we use a / an. The second time, we use *the*.
*There's a mirror and a painting in the hall. **The mirror** is hundreds of years old.*
- when we talk about something specific or unique.
***The blue car** is my uncle's. **The earth** moves round **the sun**.*
- with the names of oceans (*the Pacific Ocean*), rivers (*the Nile*), seas (*the Mediterranean*), deserts (*the Gobi Desert*), mountain ranges (*the Andes*) and some countries like *the United Kingdom (the UK)*, *the United States (the US)*, *the Netherlands*, *the Bahamas*, *the Philippines*, *the Czech Republic*.
- with the names of hotels (*the President Hotel*), cinemas (*the Odeon*), theatres (*the National Theatre*), museums (*the Louvre*), newspapers (*the Telegraph*), buildings or monuments (*the Acropolis*) and ships (*the Titanic*).
- when we mention the people of a particular country (*the French*) or families (*the Robinsons*).
- with musical instruments.
*My brother can play **the guitar**.*
- when we use an adjective as a noun and we are talking about a group of people.
***The rich** never help **the poor**!*
- With words like *cinema*, *theatre*, *bank*, *airport*, *station*, etc, when we are thinking of the general idea of these places and what they are used for. We do not necessarily mean a specific cinema, theatre or bank, etc.
*I went to **the cinema** yesterday. (but: **There's a cinema** in Victoria Street.)*
- with some time expressions like *in the morning*, *in the afternoon*, *in the evening*, *at the weekend*.

Zero article

We don't use an article:

- with people's names (*Kevin*), continents (*Asia*), countries (*Spain*), cities (*Oxford*), languages (*German*), nationalities (*Russian*) or mountains (*Mount Everest*).
- with street names (*Green Street*), squares (*Smith Square*), parks (*Hyde Park*), sports (*basketball*), games (*chess*), school subjects (*Maths*) or meals (*dinner*).
- with plural countable nouns or uncountable nouns when we are talking about something in general.
*Penguins can't fly. **Life** is full of surprises.*
- with adjectives which are not followed by a noun.
***This film** is so boring! (but: **It was a boring film**.)*
- with the words *bed*, *church*, *college*, *home*, *hospital*, *school*, *university* and *work*, when we are thinking of the general idea of these places and what they are used for. Compare:
My uncle is in hospital. (He is there as a patient because he is sick.)
*I went to **the hospital** to visit my uncle. (I went there as a visitor, not as a patient.)*

7

8 Complete. Use *the* or *-*.

- 1 I read somewhere that giant pandas eat bamboo leaves.
- 2 new Tom Cruise film is on at Majestic tonight.
- 3 Hans is from Netherlands.
- 4 Do you play piano?
- 5 I enjoy reading and playing chess.
- 6 What do you usually do at weekend?
- 7 We went on holiday to Germany last year.
- 8 I'll wait for you at station.
- 9 I've never been good at Maths.
- 10 black jacket on that chair is mine.

9 Circle the correct answer.

- 1 A: I'll drive you to *airport* / *the airport*.
B: Thanks!
- 2 A: I'm *exhausted* / *an exhausted*!
B: Why don't you go to *bed* / *the bed*?
- 3 A: Do you have to wear *a* / *an* uniform at your school?
B: Yes, we wear dark blue trousers and *a* / *the* grey tie.
- 4 A: Is Samantha's sister at *university* / *the university*?
B: Yes, she's studying to be *an* / *the* architect.
- 5 A: Is your aunt still in *hospital* / *the hospital*?
B: Yes, I'm going to visit her in *morning* / *the morning*.
- 6 A: Where do they usually play *football* / *the football*?
B: In *Hanson Park* / *the Hanson Park*.
- 7 A: Are *Smiths* / *the Smiths* going to stay in *hotel* / *a hotel*?
B: Yes, I think so.
- 8 A: Is Pete still at *work* / *the work*?
B: No, he isn't. He's at *sports centre* / *the sports centre* with Mike.

10 Read and complete. Use *a* / *an*, *the* or *-*.

When I was ¹ child, we used to spend ² Sundays at my grandmother's house in ³ Martinstown, ⁴ small village in the south of ⁵ England. My grandmother was ⁶ amazing woman and ⁷ wonderful cook. At her house, tea included ⁸ sandwiches, cake and biscuits, which were all spread out on ⁹ dining room table. After tea we would all play ¹⁰ hide-and-seek in ¹¹ garden until it was time to go ¹² home. ¹³ memories of those days at Rosemary Cottage have never left me and to this day I always sit down at four o'clock with ¹⁴ cup of tea and biscuits or ¹⁵ piece of cake.



11 Read and circle the correct answer.

New Message

Hi, Jane

I'm having ¹ a / some wonderful time here. ² Cottage / The cottage is beautiful. It's built of ³ wood / woods and there are two windows looking out onto ⁴ sea / the sea, so there's a wonderful view. I've already taken ⁵ much / lots of photos – I'll show them to you when we come back.

I'm lying on ⁶ beach / the beach at the moment, reading ⁷ a / the magazine. Oh, and I'm wearing the ⁸ short / shorts you gave me. Thank you very much for ⁹ it / them, by the way!

How are you? I hope you're enjoying your holiday in ¹⁰ Italy / the Italy. E-mail me soon!

Love,
Pat

Let's write!

12 Choose a room in your house and write a short paragraph describing it. Try to use quantifiers (*some, any, no, much, many, etc.*) wherever possible.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Let's talk!

13 Play a game with a partner.

Student A: Look at the tables on pages 44, 45 and 48 and choose a word (e.g. *jeans*). Ask Student B to make a sentence with it.

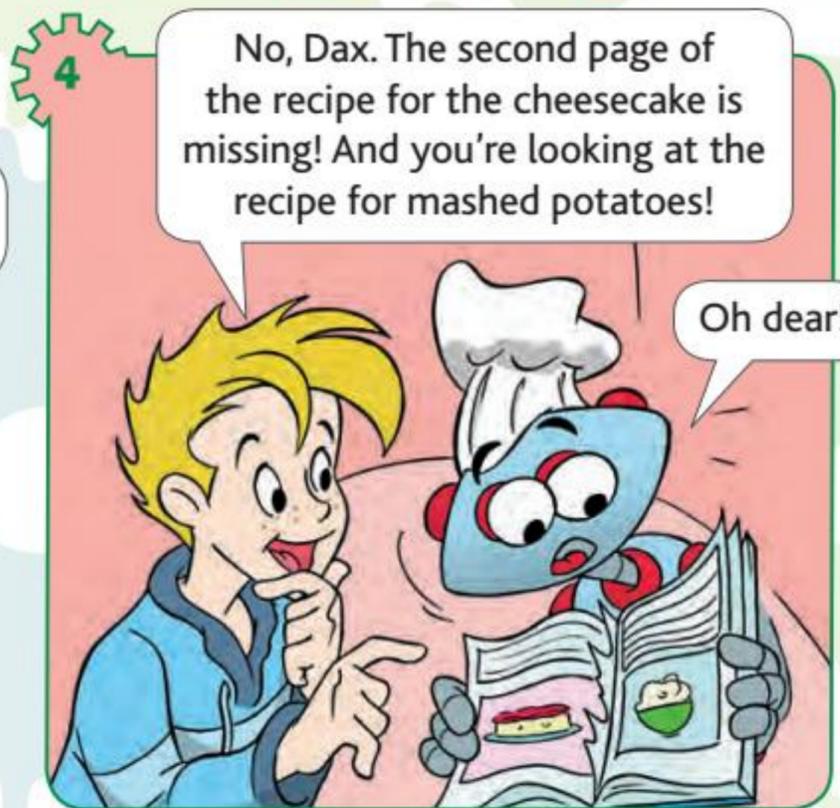
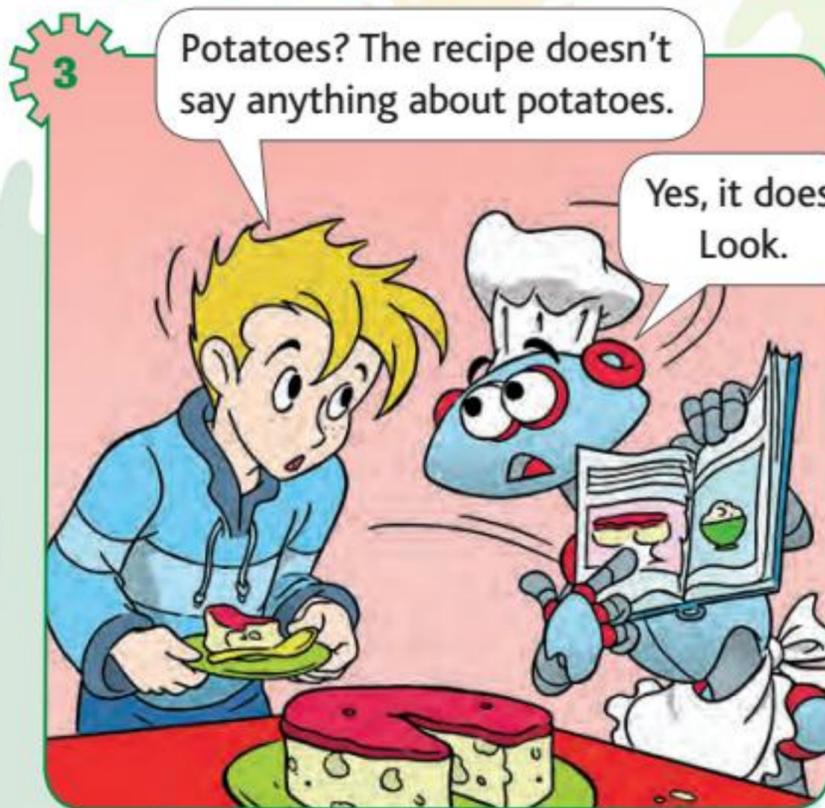
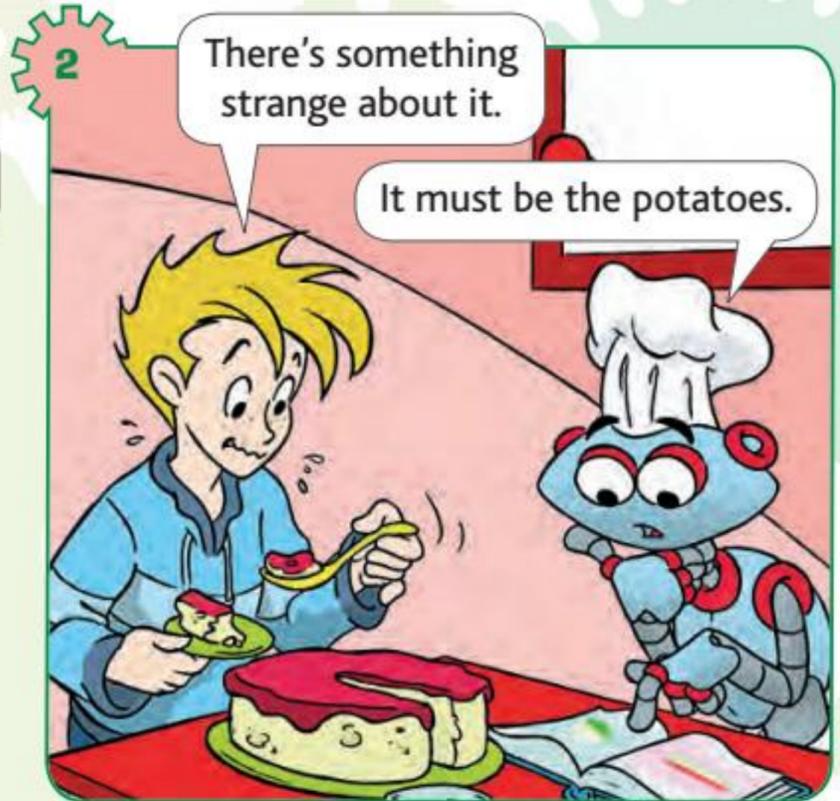
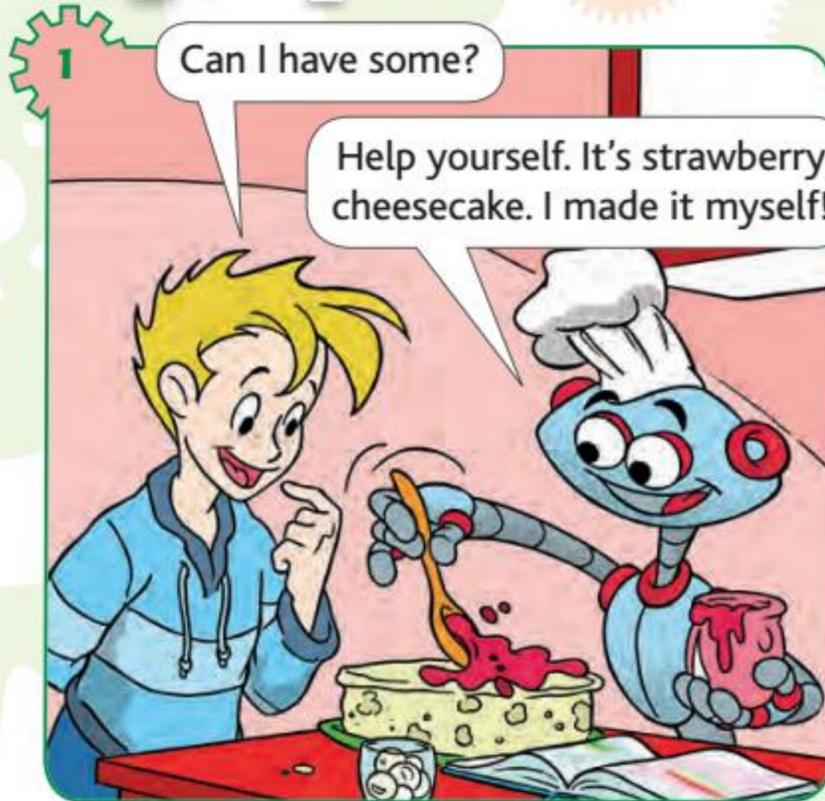
Student B: Listen to Student A and make a sentence with his / her word. Get one point for each correct sentence.

Do this five times. Then swap roles and do the same.



8

Reflexive and indefinite pronouns



Reflexive pronouns

Subject pronouns	Reflexive pronouns
I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
you	yourselves
they	themselves



We use reflexive pronouns:

- when the subject and object of a sentence are the same person, animal or thing. We often use them with verbs like *burn*, *cut*, *hurt*, etc.
Watch out! You'll burn yourself on that hot pan!
- to say that someone or something does something alone or without help. In this case, we often use the word *by* before the reflexive pronoun.
John fixed the computer (by) himself. (No one helped him.)
- with the word *by*, to say that someone is alone.
Carol lives by herself. (She lives alone.)
- in the following idiomatic expressions:
 - *enjoy myself*
I enjoyed myself at the party.
 - *behave myself*
Boys! Be quiet and behave yourselves!
 - *help myself*
Please help yourself to some more tea.

1 Complete. Use reflexive pronouns.

- 1 I cut *myself* on a piece of broken glass.
- 2 Boys, did you behave while we were out?
- 3 Did he hurt when he fell off his bike?
- 4 We cleaned the swimming pool all by
- 5 The girl stayed in the room by
- 6 So, Nikki, are you going to London by?
- 7 Matt and Sarah introduced to their new neighbours.
- 8 The coffee machine turns on at seven o'clock in the morning.

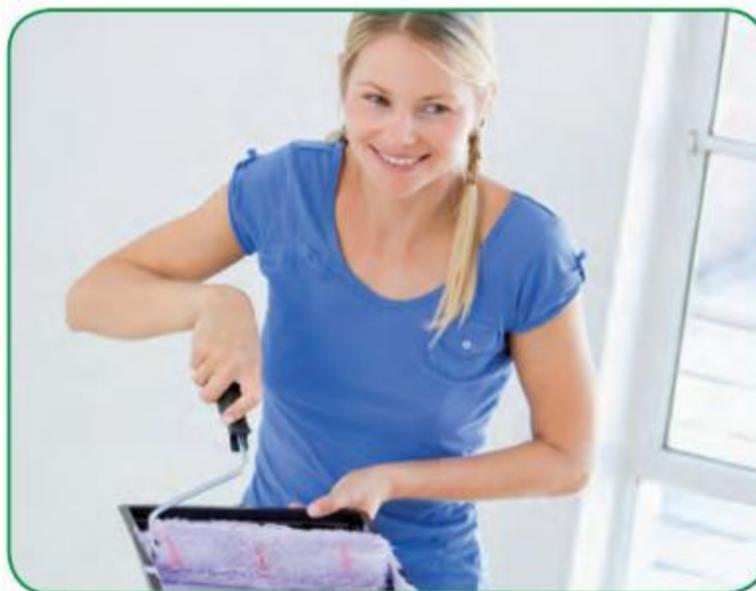
2 Circle the correct answer.

be a GENIUS

Look at the difference between reflexive pronouns and object pronouns:

She hurt herself. (She did it to herself.)
She hurt her. (She hurt someone else.)

- 1 She painted the room all by *her* / *herself*.
- 2 Don't look at *me* / *myself* like that!
- 3 Help *you* / *yourself* to coffee and cake.
- 4 He had already left when we arrived, so we didn't see *him* / *himself*.
- 5 Let's relax and enjoy *us* / *ourselves*.
- 6 She took the photo and put *it* / *itself* in the drawer.
- 7 The children were all by *them* / *themselves* in the house.
- 8 I can't do this exercise. Will you help *me* / *myself*?



Indefinite pronouns

People	someone / somebody	anyone / anybody	no one / nobody	everyone / everybody
Things	something	anything	nothing	everything
Places	somewhere	anywhere	nowhere	everywhere



- We use *someone / somebody, something* and *somewhere* in affirmative sentences.
*There's **somebody** on the phone for you. There's **something** in that bag.*
- We use *anyone / anybody, anything* and *anywhere* in negative sentences and questions.
*There isn't **anybody** here. Is there **anything** in that box?*
- We can use *no one / nobody, nothing* and *nowhere* instead of *not anyone / anybody, not anything* or *not anywhere*. If there is a negative meaning, we use *no one / nobody, nothing* and *nowhere* with the verb in an affirmative form.
*They know **nothing** about this. There is **nobody** here.*
- We use *everyone / everybody, everything* and *everywhere* in affirmative sentences and questions. Even when we are talking about more than one person, thing or place, we use the singular form of the verb.
***Everything's** fine, Mum. Don't worry. Where is **everyone**?*

3 Circle the correct answer.

- 1 Is there anything / everything to eat?
- 2 We had anywhere / nowhere to stay.
- 3 I've done anything / everything you told me.
- 4 Somebody / Anybody stole my watch.
- 5 Is something / everything all right?
- 6 I don't trust anyone / no one in here.
- 7 Let's go somewhere / everywhere warm on holiday.
- 8 Anybody / Nobody knows the truth.
- 9 She didn't say anything / nothing.
- 10 Anybody / Nobody helped me.

4 Rewrite the sentences. Use the word in bold. Use no more than five words.

- 1 She's got nowhere to go. **anywhere**
She to go.
- 2 Mike said, 'All the things you need are in that bag.' **Everything**
Mike said, '..... in that bag.'
- 3 I didn't tell anybody about this. **nobody**
I about this.
- 4 He did nothing to help us. **anything**
He to help us.
- 5 There wasn't anywhere for me to sit. **nowhere**
There for me to sit.
- 6 Why were all the people in the room laughing? **everyone**
Why in the room laughing?

5 Read and circle the correct answer.

Top relaxation tips

- ➔ If you've been working hard and feel really tired, take a break! ¹ *Somebody / Nobody / Everybody* needs a rest now and again!
- ➔ If you're stressed, talk to ² *someone / anyone / no one*. You'll feel better if you share your problems with a friend.
- ➔ Find a room in your house that you really like. Spend some time there ³ *on / by / of* yourself every day. It will relax ⁴ *you / yourself / yourselves* and give you time to think.
- ➔ If you're bored, find ⁵ *something / nothing / everything* to do. Many people enjoy ⁶ *them / themselves / by themselves* by doing simple things – they go for a walk, listen to music or read a book. Try it!

Let's write!

6 Today is Fiona's first day at her new school. Circle the correct answer and then complete what she says to her classmates. Use your own ideas.

- 'There's *anywhere / nowhere* to *hang my coat*
- 'Can *anybody / nobody* give me
- 'Is there *anywhere / everywhere* to
- 'Do / Does everybody have to
- 'Does *anybody / nobody* know
- 'I'd like to ask you *something / anything* about

Let's talk!

7 Play a game with a partner.

Student A: Look at the box below, choose an action and mime it. Student B must guess what it is.

Student B: Look at Student B and guess which action he / she is miming. Get one point for each correct guess.

Do this three times. Then swap roles and do the same.

- | | |
|---------------------------------|--------------------------------|
| • introduce yourself to someone | • wash yourself |
| • dress yourself | • look at yourself in a mirror |
| • enjoy yourself | • talk to yourself |

You're washing yourself!

Yes! / No!

2

Revision: Units 5–8

1 Circle the correct answer.

- 0 I will meet / am meeting Kelly after school tomorrow.
- 1 I don't believe Harry will win / is winning the competition.
- 2 We will visit / are going to visit our friends in Scotland next month.
- 3 Don't pick up that hot pan. You will burn / are burning yourself.
- 4 We will training / will be training all day tomorrow.
- 5 Are you thirsty? I will get / am going to get you a glass of water.
- 6 She's as white as a sheet. Oh no! She will faint / is going to faint!
- 7 The girls will have / are having a party next weekend. We're both invited.

..... / 7

2 Complete. Use the present simple or future simple.

- 0 He will phone us before he leaves tomorrow. (phone, leave)
- 1 What when you her? (you / say, see)
- 2 The doctor as soon as we him. (come, call)
- 3 Until you, I to you! (apologise, not speak)
- 4 When she the letter, she it in an envelope. (finish, put)
- 5 We the door before we to bed. (lock, go)

..... / 5

3 Complete. Use the comparative or the superlative form of the adjective or adverb.

- 0 This box is heavier than the others. (heavy)
- 1 Angela works of all the students in the class. (hard)
- 2 We must walk or we'll be late. (quickly)
- 3 He's singer in the world! (bad)
- 4 You're friend anyone could have. (good)
- 5 This printer is that one. (expensive)
- 6 Zoe works me. (fast)

..... / 6

4 Complete. Use one word in each space.

- 1 A: Is there ⁰ any milk in the fridge?
B: No, but there's ¹ little orange juice.
- 2 A: How many bottles ² cola have we got?
B: Not ³ Two or three, I think.
- 3 A: A ⁴ of people come here on holiday.
B: Yes, but only ⁵ few stay for more than a week.
- 4 A: What colour ⁶ your new trousers?
B: Purple. My dad gave me ⁷ money and I bought a T-shirt, too.

..... / 7

5 Read and complete. Use *a, the* or *-*.

COMPETITION!

Win ⁰ free tickets to *Grease*, the number one musical at ¹ Piccadilly Theatre in ² London.

Grease features all ³ fantastic songs from the movie, including *You're The One That I Want*, *Summer Nights* and *Greased Lightnin'*.

It's ⁴ great show for all the family. We're sure you'll love it. Take part in ⁵ competition and win ⁶ free ticket for one of the greatest musicals of all time! For more information, e-mail ⁷ Mrs Evans at md8_ev23@gsgxa47.com.

..... / 7

6 Complete. Use reflexive pronouns.

- 0 I hurt *myself* while I was playing basketball.
- 1 Did you and your sister enjoy at the party?
- 2 The children helped to cake and orange juice.
- 3 I hope that Peter behaved at Granny's house.
- 4 We decorated the garden all by
- 5 Nick's sister lives by
- 6 Ben, that knife is very sharp. Mind you don't cut

..... / 6

7 Circle the correct answer.

- 0 I don't have anywhere / *nowhere* to go.
- 1 There's *somebody* / *anybody* at the door.
- 2 There's *anything* / *nothing* in this bag. It's empty.
- 3 I've looked *anywhere* / *everywhere* for my glasses but I can't find them.
- 4 Everything *is* / *are* going to be all right.
- 5 Did *somebody* / *anybody* come to the meeting?
- 6 Are you going *anywhere* / *everywhere* interesting at the weekend?

..... / 6

8 Rewrite the sentences. Use the word in bold. Use no more than five words.

- 0 Emma doesn't work as hard as Nikki.
harder
Nikki Emma.
- 1 There wasn't anybody in the room.
nobody
There in the room.
- 2 Jack is a careful driver, like his dad.
drives
Jack like his dad.
- 3 Nobody helped him build that fence, right? **by**
He built that fence all, didn't he?
- 4 Your hair is longer than mine. **as**
My hair yours.
- 5 We've got no biscuits. **any**
We biscuits.
- 6 Mark can't run as fast as Pete. **than**
Pete Mark.

..... / 6

Total: / 50

9

Modal verbs (1)

1

Is the snow-making machine ready?

No, I haven't been able to finish it yet. I can't find a plug.

2

Why don't you use the plug from this lamp?

I can't. It's Mum's favourite. And I've just fixed it.

3

We have one at home. Shall I go and get it?

Yes, please!

4

Twenty minutes later ...

Will you make another snowball for me, Ginny?

Ability

	Affirmative	Negative	Question
Can	She can play tennis.	She can't play tennis.	Can she play tennis?
Could	They could hear us.	They couldn't hear us.	Could they hear us?
Be able to	He is able to talk. He was able to talk. He'll be able to talk. He's been able to talk.	He isn't able to talk. He wasn't able to talk. He won't be able to talk. He hasn't been able to talk.	Is he able to talk? Was he able to talk? Will he be able to talk? Has he been able to talk?

Can, could, be able to

- We use *can* to talk about ability in the present.
He can swim really well. I can't play tennis.
- We use *could* to talk about ability in the past.
He could swim when he was four. I couldn't speak Spanish four years ago.
- We can use *be able to* to talk about ability in the present, past or future. We can use it in different tenses.
She isn't able to see you right now. We weren't able to help them.
Will you be able to join us tomorrow? He's never been able to draw very well.

Could and was / were able to

- We can use *could* or *was / were able to* to talk about general ability in the past. *Could* is more common.
She could read when she was five. She was able to read when she was five.
- We use *was / were able to* (not *could*) for a single completed action.
She was able to prove that the wallet was hers and the police gave it back. ✓
~~*(She could prove that the wallet was hers and the police gave it back. X)*~~
- In negative sentences, we can use *couldn't* or *wasn't / weren't able to* in the same way for both general ability and single actions.
I couldn't / wasn't able to drive a car four years ago. (general ability)
They couldn't / weren't able to find the missing boy. (single action)

1 Circle the correct answer.

- | | |
|---|--|
| 1 He <i>can</i> / <u><i>could</i></u> play the piano when he was just six years old. | 5 He <i>could</i> / <i>will be able to</i> go to university if he passes all his exams. |
| 2 I'm afraid the doctor <i>won't be</i> / <i>hasn't been able to</i> see you tomorrow. | 6 They were all speaking in Italian and we <i>can't</i> / <i>couldn't</i> understand anything. |
| 3 I've got a bad cold and a sore throat and I <i>can't</i> / <i>wasn't able to</i> talk properly! | 7 They <i>aren't</i> / <i>haven't been able to</i> do much about the problem yet. |
| 4 I <i>never can</i> / <i>have never been able to</i> dance very well. | 8 It's so dark in here! I <i>can't</i> / <i>couldn't</i> see anything! |

2 Complete. Use *could*, *couldn't*, *was / were able to* or *wasn't / weren't able to*. In some sentences more than one answers are possible.

- | | |
|---|--|
| 1 Jane <i>could / was able to</i> read and write when she was five. | 4 Mr Fox drove us to the station, so we catch the first bus. |
| 2 Luckily, they had a mobile phone and they call for help. | 5 My grandmother dance really well when she was younger. |
| 3 I get into the house because I had forgotten my keys. | 6 We didn't have a ladder, so we reach the shelf. |

Permission

	Affirmative	Negative	Question
Can	You can leave.	You can't leave.	Can I leave?
Could	-	-	Could I leave?
May	You may leave.	You may not leave.	May I leave?



- We use *can*, *could* or *may* to ask for permission. *Could* is more polite than *can*. *May* is more polite and formal than *can* or *could*.
Can I watch TV, Mum? *Could I open the door?* *May I use your phone?*
- We use *can* or *may* (but not *could*) to give permission.
You can leave now. ✓ *You may leave now.* ✓ (~~*You could leave now.*~~ X)
- We use *can't* or *may not* (but not *couldn't*) to refuse permission.
You can't read this. ✓ *You may not read this.* ✓ (~~*You couldn't read this.*~~ X)

3 Ask for permission. Use the verb in brackets.

- You want to borrow your friend's MP3 player. Ask him. (can)
Can I borrow your MP3 player?
- You're in a shop. You want to use the phone. Ask the shop assistant. (may)
.....
- You want to ask your teacher a question. (could)
.....
- You're on a train and you want to open the window. Ask another passenger. (could)
.....
- You want to have a sandwich. Ask your mother. (can)
.....
- You want to see the headmaster. You knock on his door and ask to come in. (may)
.....
- You want to wear your brother's new jacket tonight. Ask him. (can)
.....
- You want to speak to your friend's mum in private. Ask her. (could)
.....
- You want to leave class early today. Ask your teacher. (may)
.....
- You're at home. You want to watch TV. Ask your dad. (can)
.....

Requests

Can / Will	Can / Will you help me with my homework?
Could / Would	Could / Would you open the door for me, please?



We use *can*, *could*, *will* or *would* to ask someone to do something for us. *Could* and *would* are more polite.

Can you pass me the salt? Will you stay with me?

Could you tell me where the post office is? Would you call Mrs Adams?

4 Make requests. Use the verb in brackets.

- | | |
|--|---|
| 1 Please help me with my homework. (will)
<i>Will you help me with my homework?</i> | 5 Please do the washing-up. (will)
..... |
| 2 Answer the phone, please. (could)
..... | 6 Close the window. (could)
..... |
| 3 Feed the dog. (can)
..... | 7 Post this letter for me, please. (can)
..... |
| 4 Please hold the door open for me. (would)
..... | 8 Please explain that again. (would)
..... |

Offers, suggestions

Offers		Suggestions	
<i>Shall I ...?</i>	Shall I help you?	<i>Let's ...</i>	Let's watch TV.
<i>Can I ...?</i>	Can I help you?	<i>Shall we ...?</i>	Shall we watch TV?
<i>I'll ...</i>	I'll help you.	<i>We can / could ...</i>	We could watch TV.
<i>Would you like ...?</i>	Would you like some tea?	<i>Why don't we / you ...?</i>	Why don't we watch TV?
		<i>What / How about ...?</i>	How about watching TV?

Offers

- We can use *shall I ... ?*, *can I ... ?* or *I'll ...* to offer to do something for someone.
Shall I clear the table? Can I carry your bags for you? I'll help you.
- We use *would you like + noun* to offer something to someone.
Would you like a piece of cake?

Suggestions

We use *let's ...*, *shall we ... ?*, *we can / could ...*, *why don't we / you ... ?* or *what / how about ... ?* to make suggestions. Be careful: all these phrases are followed by a bare infinitive, except *what / how about ... ?* which is followed by a verb with the *-ing* ending.

Shall we go out for a walk? Let's have lunch. How about watching a DVD?

5 Complete. Use *shall I, I'll* or *would you like*.

- 1 *I'll* take your coat and your hat, Sir.
- 2 bring you a menu?
- 3 something to drink first?
- 4 take your order now.
- 5 a dessert?
- 6 bring you the bill?
- 7 ask our manager if you can pay by credit card.



6 Circle the correct answer.

- 1 What about *we go / going* shopping?
- 2 Shall we *get / getting* a taxi to the cinema?
- 3 Why don't you *ask / asking* Jo to help you with that?
- 4 It's her birthday. *How about / Shall we* buy her some flowers?
- 5 *Let's / What about* have spaghetti for lunch.
- 6 There's a good film on tonight. We *shall / could* stay at home and watch it.

7 Read and complete. Use one word in each space.

- Joe: 1 *Shall* we go out? It's a beautiful day.
- Liz: Good idea. Where shall we go?
- Joe: We 2 go to the park.
- Liz: OK. 3 don't we take a picnic with us? Then we won't have to come home at lunchtime.
- Joe: OK. 4 's make some sandwiches.
- Liz: Great!
- Joe: I'd like some chocolate or maybe some crisps, too.

- Liz: 5 don't we buy some chocolate at the corner shop?
- Joe: OK. I'll bring some money. Are we ready?
- Liz: Yes, I think so. How 6 cycling to the park? Then we 7 have a bike race in the park.
- Joe: Great idea! Shall 8 phone Mark? He might want to come, too.
- Liz: Yes, I'll phone him now.

8 Complete. Use one word in each space.

- 1 A: *Can* you drive a car?
B: Not yet. But I'm learning.
- 2 A: Would you some more cake?
B: No, thank you.
- 3 A: Would open the door for me, please?
B: Certainly.
- 4 A: How going to the cinema tonight?
B: Great idea!
- 5 A: you be able to join us tomorrow?
B: I'm afraid not.
- 6 A: May speak to the manager?
B: I'm sorry, he's in a meeting at the moment.

9 Rewrite the sentences. Use the word in bold. Use no more than five words.

- 1 Let's watch a DVD. **about**
How *about watching* a DVD?
- 2 We couldn't have the picnic because it was raining. **able**
We the picnic because it was raining.
- 3 It's OK if you use my bicycle. **can**
You my bicycle.
- 4 Sharon, I want you to help me with my project. **will**
Sharon, me with my project?
- 5 You are not allowed to enter the room. **may**
You the room.
- 6 Let's have a party on your birthday. **we**
Why a party on your birthday?
- 7 Do you want me to get you some tea? **I**
Shall you some tea?
- 8 Do you want some more chocolate milk? **like**
Would some more chocolate milk?

Let's write!

10 You are helping your best friend organise his / her birthday party. First make some suggestions. Then say what you can / can't do or help your friend with before the party.

Let's buy some balloons.

Why don't we

.....

.....

.....

.....

.....

.....

.....

.....

I can't make the cake, I'm afraid.

I can

.....

.....

.....

.....

.....

.....

.....

.....

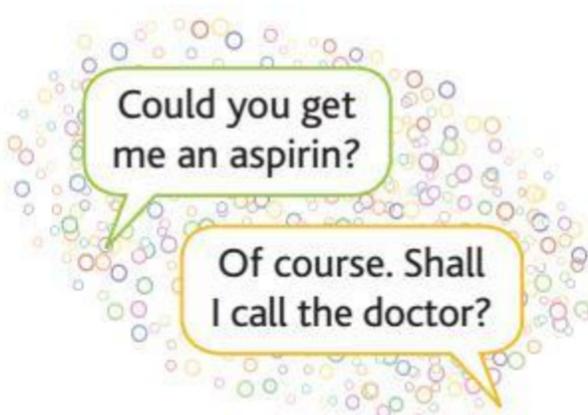
Let's talk!

11 Work with a partner.

Student A: You are ill in bed. Ask Student B to do the things in A for you.
Student B: Listen to Student A. Offer to do the things in B for him / her.

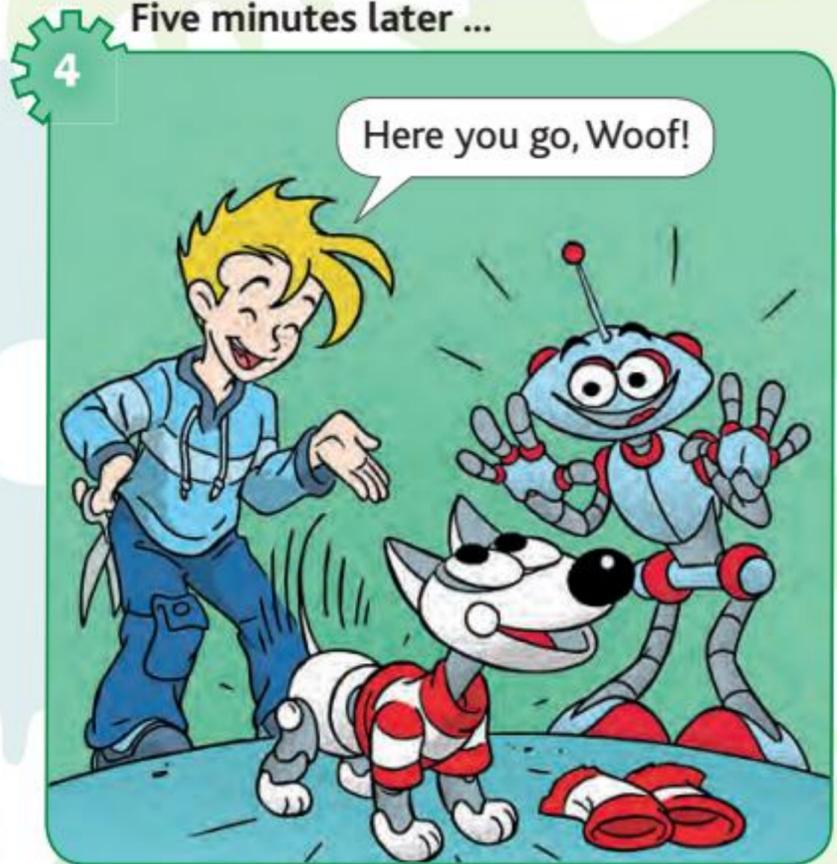
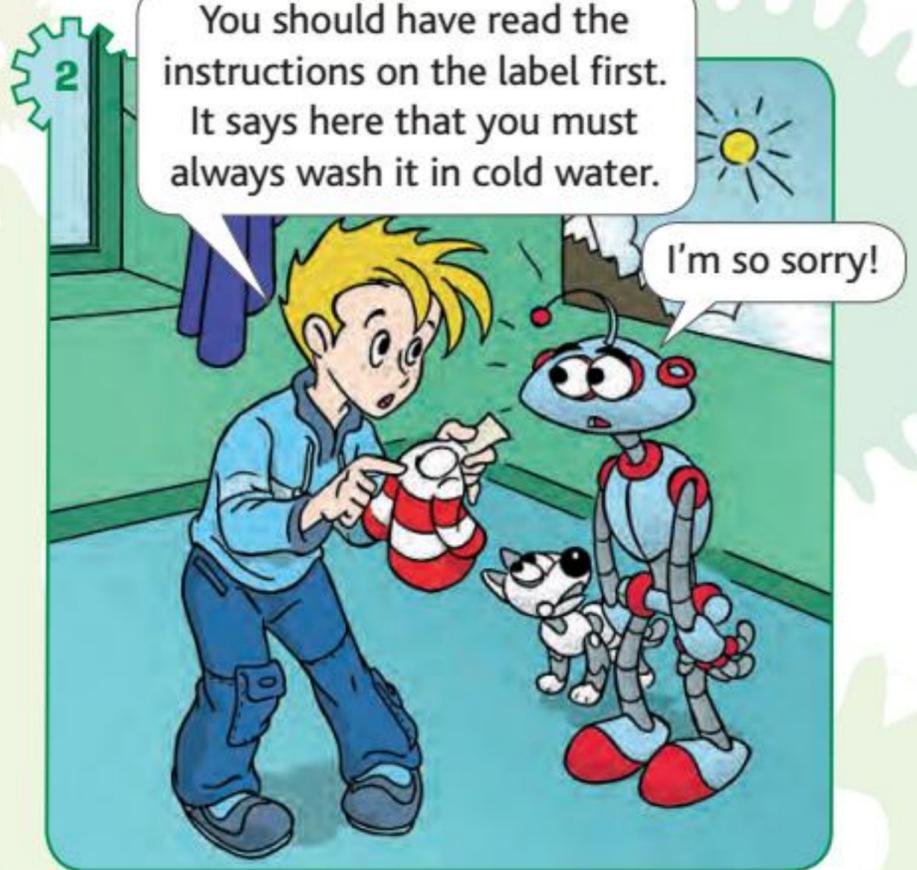
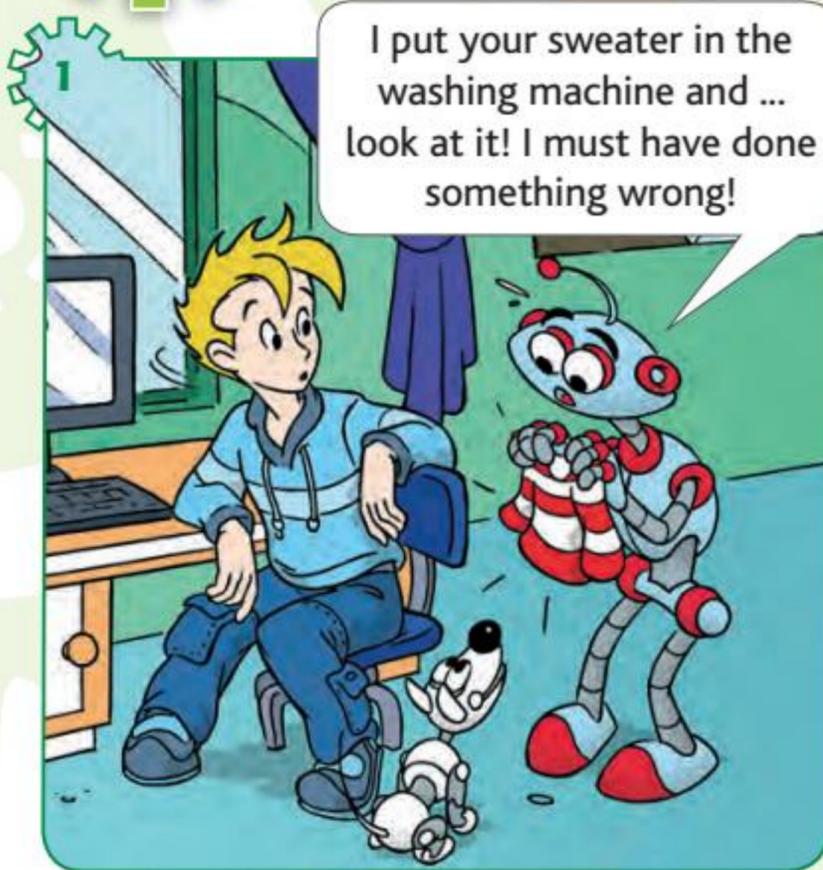
- A**
- get me an aspirin
 - make me a cup of tea
 - get me a blanket
 - turn on the TV

- B**
- call the doctor
 - make you a sandwich
 - turn on the heating
 - turn off the radio



10

Modal verbs (2)



Obligation, necessity, lack of obligation, prohibition

	Affirmative	Negative	Question
Must	We must leave now.	We mustn't leave now.	Must we leave now?
Have to	She has to pay. She had to pay. She will have to pay. She's had to pay.	She doesn't have to pay. She didn't have to pay. She won't have to pay. She hasn't had to pay.	Does she have to pay? Did she have to pay? Will she have to pay? Has she had to pay?

Obligation, necessity

- We use *must* or *have to* to express obligation, to say that something is important or necessary.
- We can use *must* to talk about the present or the future.
We must do this now. I must take my library books back tomorrow.
- We can use *have to* to talk about the present, the past or the future. We can use it in different tenses.
I have to call my mum. We had to walk to school yesterday. She will have to take her exams again. He's never had to work late.
- *Must* shows that the speaker feels an action is necessary or important. *Have to* shows that an action is necessary because someone else says so, because there is a rule, or because a situation makes it necessary.
I must work harder. (I think it's necessary.)
I often have to work on Sundays. (It's necessary because someone else says so.)

Lack of obligation, prohibition

- To say that something is not necessary, we use *don't have to*.
I don't have to go to school today. We didn't have to get up early yesterday.
- To say that something is forbidden, we use *mustn't*.
You mustn't touch that button. We mustn't forget to call him.
- Note the difference between *don't have to* and *mustn't*. We use *mustn't* to talk about something that is forbidden. It is important not to do something. We use *don't have to* to talk about something that is not necessary.
You mustn't stay here. (It is important that you don't stay here. You can't stay here.)
You don't have to stay here. (It is not necessary for you to stay here.)

1 Complete. Use the correct form of *have to*.



1 Lisa *had to* stay at home and look after her brother yesterday.

- No, I'm afraid this can't wait. We do it now.
- We buy a lot of food for the party next week.
- Pete fix his car four times since September.
- She starts work at half past seven, so she get up early in the morning.
- The Robinsons move to London next year.
- We revise for four tests since last Friday.
- The cat was ill last week, so we take it to the vet's.

2 Write questions. Use the correct form of *have to*.

- 1 A: We have to wait for them.
B: Why *do you have to wait for them*.....?
- 2 A: He had to do something.
B: What
- 3 A: I will have to leave early.
B: What time
- 4 A: They've had to stop.
B: Why
- 5 A: She has to go somewhere.
B: Where
- 6 A: He had to pay a fine.
B: Why
- 7 A: They will have to move.
B: Why
- 8 A: I have to call her.
B: When

3 Complete. Use *must* or *have / has to*.

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Remember:

Use *must* for something that we feel is necessary.

Use *have to* for something that is necessary because someone else says so.

- 1 I *must* remember to give Judy the message.
- 2 Mum says you take out the rubbish.
- 3 I hurry. I don't want to be late again.
- 4 My brother be at his office at half past eight every day.
- 5 We wear a uniform at school.
- 6 I really exercise more often.
- 7 I study harder. I haven't been doing very well at school lately.
- 8 My sister often work late.
- 9 I stop eating so many sweets. I want to lose weight.
- 10 You pay if you want to use the computer.

4 Circle the correct answer.

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Remember:

mustn't = it is forbidden

don't have to = it is not necessary

- 1 She's passed the test. He *mustn't* / *doesn't have to* take it again.
- 2 I *mustn't* / *don't have to* forget to tell Jon about the meeting.
- 3 You *mustn't* / *don't have to* come if you don't want to but it might be fun.
- 4 Hide behind that tree! We *mustn't* / *don't have to* let anyone see us!
- 5 'You *mustn't* / *don't have to* talk to strangers,' my mother told me.
- 6 She *mustn't* / *doesn't have to* wash the car. Her brother washed it this morning.
- 7 You *mustn't* / *don't have to* disturb your father. He's very tired.
- 8 You *mustn't* / *don't have to* wear a suit. You can wear your jeans.




Possibility

	Present / Future	Past
May	They may win. They may not win.	She may have gone home. She may not have gone home.
Might	He might come with us. He might not come with us.	They might have got the message. They might not have got the message.
Could	You could be right.	He could have missed his train.

- We use *may, might* or *could* to express possibility, to talk about something that is possible now or in the future.
*He isn't at home. He **may be** at the sports centre with Bob.*
*We **might see** her tomorrow. This **could be** the right answer.*
- We use *may / might / could + have + past participle* to talk about the past, when we think it is possible that something happened.
*Christine and Alex are late. They **may have lost** their way.*
*I **might have left** my purse at home. He **could have heard** the news at school.*
- We do not use *could* in negative sentences to express possibility.
*We **may / might not stay** at home. ✓ (~~We could not stay at home. X~~)*
*He **may / might not have seen** you. ✓ (~~He could not have seen you. X~~)*


5 Complete. Use *could* or *may not*.

- Sarah isn't answering her phone. She *could* be asleep.
- He invite Kim to his party. He doesn't like her very much.
- Take an umbrella with you. It rain at the weekend.
- I go to the cinema tonight. I'm very tired.
- They go on holiday this year. They're very busy.
- They left London six hours ago. They arrive any time now.
- You need to be more careful. You get into trouble, you know.
- I buy that printer after all. It's very expensive.


6 Complete. Use *might have* and the correct form of the verb.

- Jamie is late. He *might have missed* the bus. (miss)
- Christine can't find her bag. She it at school. (leave)
- Matt has a cold. He it at the party. (catch)
- Aunt Jenny didn't phone me last night. She (forget)
- They didn't come to the party. They busy. (be)
- Uncle Robert isn't at the office. He home. (go)
- He the e-mail to the wrong address. I didn't get it. (send)
- That little girl is crying. She herself. (hurt)

7 Complete. Use *may* or *may have* and the correct form of the verb.

- 1 A: Emma didn't phone me last night.
B: She *may not have got* your message.
(not get)
- 2 A: Jeff the money.
(steal)
B: But he wasn't there. He was at home.
- 3 A: These old coins
valuable. (be)
B: You're right. Let's take them to the museum.
- 4 A: Mark didn't even say hello.
B: He you. (not see)
- 5 A: I to the match
tomorrow. (not come)
B: Why not?
- 6 A: She the competition
next week. (win)
B: Yes, she's very good.
- 7 A: We shopping on
Saturday. (go)
B: Can I come with you?
- 8 A: The dog looks hungry.
B: Yes. Sam him.
(not feed)

Advice, criticism

	Present / Future	Past
Should	You should call him. You shouldn't call him. Should I call him?	You should have invited him. You shouldn't have invited him. Should I have invited him?
Ought to	You ought to tell her. You ought not to tell her. Ought I to tell her?	You ought to have helped them. You ought not to have helped them. Ought I to have helped them?

Advice

- We use *should* and *ought to* to give advice, to tell someone what is the best thing or the right thing to do.
You should go and see the dentist about that tooth.
You ought to work harder or you'll lose your job.
- We often use *should* and *ought to* to express our opinion, to say that we think something is right or wrong / a good or bad idea.
I think Christine should apologise to him.
The government ought to do something about the problem.
- Like *should*, *ought to* only has a short form in the negative: *oughtn't to*.

Criticism

We use *should / ought to + have + past participle* to express criticism of someone's actions or behaviour. We use it to tell someone what would have been the best thing or the right thing to do, showing them that we think they should have done things differently.

You shouldn't have spoken to your mother like that.

You ought to have apologised to your friend.

8 Complete. Use *should*, *shouldn't*, *ought* or *ought not*.

How to stay healthy

- You ¹ *should* drink plenty of water.
- You ² drink coffee or fizzy drinks.
- You ³ to take regular exercise.
- You ⁴ eat lots of fruit and vegetables.
- You ⁵ eat a lot of sweets.
- You ⁶ to go to bed early.
- You ⁷ to stay up late watching TV.
- You ⁸ to stay at home all day. Go out and get some fresh air!



9 Complete. Use the correct form of the verbs.

- 1 He made a lot of mistakes. He *ought to have been* more careful. (ought to / be)
- 2 I'm really tired. I to bed late last night. (shouldn't / go)
- 3 Your sister was really angry with you. You her diary. (ought not / read)
- 4 Why did you lie to him? You him the truth. (should / tell)
- 5 They both failed the Chemistry test. They harder. (should / study)
- 6 I was late for school again yesterday. I earlier. (ought to / get up)

Deduction

	Present	Past
Must	He must be very rich.	They must have missed their bus.
Can't	That can't be true.	She can't have forgotten.



- We use *must* or *can't* to show that we are almost certain that something is or isn't true. We use *must* in affirmative sentences, to show that we are sure that something is true. We use *can't* in negative sentences, to show that we think something is impossible.

*He's been travelling for eleven hours. He **must be** tired.*

*She **can't be** at university! She's only thirteen years old!*

- We use *must / can't + have + past participle* to talk about the past.

*They're late. They **must have missed** their train.*

*She's his best friend. He **can't have forgotten** her birthday!*

10

10 Circle the correct answer.

- Zoe is Tessa's best friend. She must / can't know her phone number!
- Becky is an only child. That *must* / can't be her brother.
- Jamie didn't have breakfast this morning. He *must* / can't be hungry.
- You've got a lot of CDs. You *must* / can't like listening to music.
- She *must* / can't be a singer! She has a terrible voice!
- This *must* / can't be a new dress. It's got a hole in it.
- What? Jump over that fence? You *must* / can't be joking!
- That *can't* / *mustn't* be Harry. He left for Berlin this morning!

11 Rewrite the sentences. Use the verb in brackets.

- I don't think David enjoyed the party. (can't)
David *can't have enjoyed the party*
- I'm almost sure I left my keys on the bus. (must)
I
- I don't think that was a ghost! (can't)
That
- I know they didn't steal the money. (can't)
They
- I'm almost sure this is the wrong answer. (must)
This
- I'm almost sure they went to the sports centre. (must)
They

12 Read and circle the correct answer.

Mrs Fox: Thank you for looking after the children tonight, Jemma.

Jemma: That's all right, Mrs Fox. Is there anything I ¹ know?

Mrs Fox: No, you ² do anything special. Just read them a story and put them to bed. Oh, and Tommie ³ his medicine before bed. You ⁴ put them to bed at about ten o'clock.

Jemma: OK. Can they watch TV?

Mrs Fox: Yes, but they ⁵ watch anything scary. We ⁶ be back quite late from the cinema. Is that a problem?

Jemma: No, I've brought my homework with me and then I ⁷ watch a film later.

Mrs Fox: OK. Oh, and you *mustn't* ⁸ to lock the door behind us.

Jemma: OK. Don't worry, we'll be fine. Enjoy your evening.

- | | | | |
|--------------|------------------|-------------------|-------------------|
| 1 A might | B could | C had to | D ought to |
| 2 A can't | B <i>mustn't</i> | C don't have to | D haven't to |
| 3 A may | B might | C ought | D has to |
| 4 A should | B should have | C may have | D ought |
| 5 A couldn't | B <i>mustn't</i> | C don't have to | D might not |
| 6 A must be | B may be | C might have been | D could have been |
| 7 A must | B have to | C may | D may have |
| 8 A forget | B to forget | C forgot | D have forgotten |

13 Rewrite the sentences. Use the word in bold. Use no more than five words.

- | | |
|--|---|
| <p>1 They were wrong to lie to their parents. ought
They to their parents.</p> <p>2 It's possible that he has found a place to live. might
He a place to live.</p> <p>3 I'm sure she left the door open. must
She the door open.</p> <p>4 Perhaps they're in the garden. could
They in the garden.</p> | <p>5 It's not necessary for her to go to school today. have
She to school today.</p> <p>6 It's a good idea to eat lots of fruit. should
You lots of fruit.</p> <p>7 I'm sure that's Carol's grandmother. be
That Carol's grandmother.</p> <p>8 Why didn't you ask me first? ought
You me first.</p> |
|--|---|

Let's write!

14 Read the extract from a letter and give your opinion and advice. Use *should (have) / shouldn't (have), ought to (have) and ought not to (have)*.

I did really badly in my exams and my parents were very angry with me. Then, because I was so upset and worried, I forgot my best friend's birthday and now she won't speak to me. What should I do? Please help!

She ought to have

She shouldn't have

She should

.....

.....

.....

.....

Let's talk!

15 Work with a partner.

Student A: Think of a situation. Describe it to Student B.
 Student B: Listen to Student A. Say what you think might / must have happened.
 Do this four times. Then swap roles and do the same.

A boy is crying.

He might have hurt his hand.

Your friends are late.

They must have lost their way.

11

Gerunds and infinitives

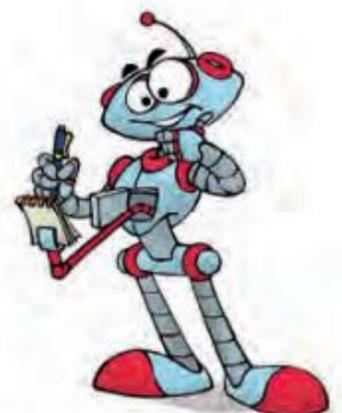


Gerund

Eating lots of fruit is good for you.
 Sam isn't very good at drawing.
 I don't mind waiting.
 Let's go shopping.
 They're used to getting up early.

Infinitive

He has decided to leave his job.
 It was lovely to meet you.
 I'm too tired to go out.
 You shouldn't stay up late on weekdays.
 Her mum didn't let her go to the party.



Gerund

- To form the gerund, we add *-ing* to a verb. (See page 144 for Spelling Rules.)
try ⇒ *trying* make ⇒ *making* swim ⇒ *swimming*
- We use the gerund:
 - as the subject or object of a sentence, like a noun.
Drinking too much coffee is bad for you. I'll do the shopping tomorrow.
 - after certain verbs like *avoid, begin, can't help, can't stand, continue, dislike, enjoy, finish, hate, like, look forward to, love, miss, not mind, practise, prefer, remember, start, stop*.
I enjoy watching football on TV. I hate travelling by coach.
 - after adjectives that are followed by prepositions, like: *afraid of, bad at, bored with, crazy about, fed up with, fond of, good at, interested in, keen on, tired of*.
I'm really bad at spelling. He's interested in learning Chinese.
 - after certain phrases with the word *go*, when we are talking about activities, e.g. *go fishing, go sailing, go shopping, go skiing, go swimming*.
We're going shopping tomorrow. I go swimming twice a week.
 - after *be used to* and *get used to*.
I am used to living in a big city. He soon got used to living in a big city.
Be careful: look at the difference between *be / get used to* and *used to*.
I'm used to getting up early. (I get up early regularly.)
You'll get used to getting up early. (You will be getting up early regularly.)
I used to get up early. (I got up early regularly in the past, but not now.)

1 Read and complete. Use the correct form of the verb.



Ben: Are you looking forward to
1going..... (go) on holiday?

Eve: Yes, I can't wait! I'm not sure about the journey though.

Ben: What do you mean?

Eve: Well, I've never travelled by plane before and I'm afraid of ² (fly).

Ben: Oh, don't worry about that. It's great fun! I love ³ (travel) by plane. It's really exciting. Where are you going?

Eve: To Greece – to a hotel with a water sports centre. I'm crazy about ⁴ (water ski) and my brother really likes ⁵ (sail), so I think we'll have a brilliant time.

Ben: Hmm ... I don't think I would enjoy that. I prefer ⁶ (lie) on the beach and ⁷ (do) nothing!

2 Circle the correct answer. Then complete. Use the correct form of the verb.

- | | |
|---|---|
| 1 You can e-mail them if you're interested to / <u>in</u> <i>joining</i> their club. (join) | 5 I've never been very good <i>at / in</i> (dance) |
| 2 They soon got tired <i>in / of</i> and went home. (wait) | 6 She <i>doesn't / can't</i> stand in that village. (live) |
| 3 I <i>didn't / couldn't</i> help when he slipped in the snow. (laugh) | 7 We got bored <i>with / of</i> chess and went for a walk. (play) |
| 4 I'm fed up <i>with / of</i> this old car! I want a new one! (drive) | 8 I'm really looking forward <i>to / for</i> them. (see) |

3 Rewrite the sentences. Use gerunds.

- | | |
|--|--|
| 1 It's not easy to learn a new language.
<i>Learning a new language isn't easy.</i> | 4 It's fun to play computer games. |
| 2 It's lovely to sit by a warm fire in winter. | 5 It's important to have someone to talk to. |
| 3 It's impossible to understand this book! | 6 It's illegal to drive through a red light. |

4 Complete. Use the correct form of *be used to* and the correct form of the verb.

- | | |
|---|---|
| 1 I <i>am not used to getting up</i> early in the morning. (not / get up) | 4 She's a nurse, so she nights. (work) |
| 2 Jason to bed so late. He usually goes to bed early on weekdays. (not / go) | 5 Ben and Dave to school. They usually take the bus. (not / walk) |
| 3 We've lived here for years, so we in a small town. (live) | 6 I'll just have a sandwich, thank you. I so much at lunchtime. (not / eat) |

5 Are the sentences right or wrong? Tick (✓) or cross (X).

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Remember:
Be / get used to is followed by a gerund.
Used to is followed by a bare infinitive.
He was used to working hard.
He got used to working hard.
He used to work hard.

- | | |
|---|--|
| 1 My dad is used to working hard. ✓ | 3 My uncle used to living in that house many years ago. <input type="checkbox"/> |
| 2 Lisa still hasn't got used to wear glasses. X | 4 She's still trying to get used to living by herself. <input type="checkbox"/> |
| | 5 We're used to travelling by plane. <input type="checkbox"/> |
| | 6 I was used to hate chocolate milk when I was little. <input type="checkbox"/> |
| | 7 I'm not used to eating spicy food. <input type="checkbox"/> |
| | 8 We used to going to the cinema every Saturday. <input type="checkbox"/> |

Infinitive

There are two types of infinitive: the infinitive with *to* (full infinitive), e.g. *to go*, *to live*, *to walk*, and the infinitive without *to* (bare infinitive), e.g. *go*, *live*, *walk*.

Full infinitive

We use the infinitive with *to*:

- after certain verbs, like *agree*, *arrange*, *ask*, *begin*, *continue*, *decide*, *hate*, *hope*, *learn*, *like*, *love*, *manage*, *offer*, *plan*, *prefer*, *promise*, *start*, *want*, *would like*, *would love*.
He agreed to see us. I don't want to go to the party.
- in the structure *it + to be + adjective + full infinitive*.
It's nice to see you again. It was hard to say goodbye.
- in the structure *subject + to be + adjective + full infinitive*, after adjectives like *amazed*, *delighted*, *glad*, *happy*, *pleased*, *sorry*, *surprised*, etc.
I'm sorry to hear that. I was surprised to see him.
- in the structure *too + adjective / adverb + full infinitive*.
I'm too tired to go to the sports centre.
- in the structure *(not +) adjective / adverb + enough + full infinitive*.
He isn't strong enough to lift that box.

Bare infinitive

We use the infinitive without *to*:

- after modal verbs (*can*, *must*, *should*, *may*, etc.).
He can speak Russian. You should be more careful in the future.
- after *let* (= allow someone to do something).
Will your parents let you come to the cinema with us?
- after *make* (= force someone to do something).
The police officer made us move our car.

6 Complete. Use the correct form of the verbs in the box.

ask be follow get hear look after play rescue see sell

- The firemen managed *to rescue* the woman from the burning building.
- I think it's easy basketball if you're very tall.
- I thought they were in Madrid, so I was very surprised them at the party.
- I'd like you a few questions if you don't mind.
- Luke wants a pilot when he grows up.
- I was very pleased that she had passed her exam.
- They really need the money, so they've decided their house.
- Andy agreed his little sister on Saturday night.
- It's important the instructions on the packet.
- My parents have promised me a new bike for my birthday.

7 Join the sentences. Use *too*.

- | | |
|---|--|
| <p>1 I was tired. I didn't go to the beach.
<i>I was too tired to go to the beach.</i></p> <p>2 They were busy. They didn't help us.</p> <p>3 She's young. She can't drive a car.</p> | <p>4 He's proud. He won't ask for help.</p> <p>5 I was frightened. I couldn't speak.</p> <p>6 She's shy. She won't sing in public.</p> |
|---|--|

8 Join the sentences. Use *not ... enough*.

- | | |
|--|--|
| <p>1 I'm not tall. I can't reach that shelf.
<i>I'm not tall enough to reach that shelf.</i></p> <p>2 He can't run fast. He won't win.</p> <p>3 She doesn't work hard. She won't pass her exams.</p> | <p>4 I don't feel well. I can't go to school.</p> <p>5 I didn't get up early. I didn't catch the first train.</p> <p>6 He isn't strong. He can't carry that bag.</p> |
|--|--|

9 Rewrite the sentences. Use *too* or *not ... enough* and the word in brackets.

- | | |
|--|---|
| <p>1 This bag is too small to hold all my things. (big)
<i>This bag isn't big enough to hold all my things.</i></p> <p>2 Fred isn't old enough to vote. (young)</p> <p>3 She's too short to be a fashion model. (tall)</p> | <p>4 He isn't patient enough to wait till tomorrow. (impatient)</p> <p>5 I'm too unfit to run up that hill. (fit)</p> <p>6 We didn't play well enough to beat them. (badly)</p> |
|--|---|

10 Circle the correct answer.

- 1 They're hoping *win* / *to win* next week's game.
- 2 She didn't let me *read* / *to read* the letter.
- 3 We'd love *come* / *to come* and visit you in Florida this summer.
- 4 Her story made me *laugh* / *to laugh*.
- 5 You should *apologise* / *to apologise* to him.
- 6 I'm too tired *finish* / *to finish* my project tonight.
- 7 We were very sorry *hear* / *to hear* about your accident.
- 8 He may *come* / *to come* with us tomorrow.



11 Rewrite the sentences. Use the word in bold. Use no more than five words.

- | | |
|---|---|
| <p>1 'I'll help you with the dishes,' Harry said. offered
Harry <i>offered to help</i> me with the dishes.</p> <p>2 My mum says I must eat lots of fruit and vegetables. makes
My mum lots of fruit and vegetables.</p> <p>3 We asked them to lend us the money and they said yes. agreed
They us the money.</p> | <p>4 My parents say it's OK if I stay up late on Saturdays. let
My parents late on Saturdays.</p> <p>5 I was very surprised when I saw her there. to
I was very surprised her there.</p> <p>6 He worked too slowly to finish on time. fast
He didn't work on time.</p> |
|---|---|

Gerund and infinitive

We can use a gerund or an infinitive after certain verbs, with no change in meaning. Some of these verbs are: *begin, continue, hate, like, love, prefer, start*.

It had already started to snow. It had already started snowing.

12 Are the sentences right or wrong? Tick (✓) or cross (X).

- | | |
|---|--|
| <p>1 I prefer to do my homework in the afternoon. <input checked="" type="checkbox"/></p> <p>2 We've arranged meeting at half past seven. <input checked="" type="checkbox"/></p> <p>3 She continued working on her report after her break. <input type="checkbox"/></p> <p>4 I really miss to go out with my friends from school. <input type="checkbox"/></p> | <p>5 They all started laughing when they saw her. <input type="checkbox"/></p> <p>6 He hasn't finished to paint the kitchen yet. <input type="checkbox"/></p> <p>7 My sister began learning Spanish two years ago. <input type="checkbox"/></p> <p>8 So, what would you like doing today, boys? <input type="checkbox"/></p> |
|---|--|

13 Circle the correct answer.

- | | |
|--|--|
| <p>1 They've decided <u>to move</u> / <i>moving</i> to Berlin.</p> <p>2 She practises <i>to play</i> / <i>playing</i> the piano every day.</p> <p>3 It's too cold <i>to go</i> / <i>going</i> for a swim today.</p> <p>4 Hannah is fed up with <i>to live</i> / <i>living</i> in a big city.</p> <p>5 Don't worry; we don't mind <i>to wait</i> / <i>waiting</i> a bit longer.</p> | <p>6 It's silly <i>to go</i> / <i>going</i> out in the rain without an umbrella.</p> <p>7 <i>To smoke</i> / <i>Smoking</i> is bad for your health.</p> <p>8 I'm very pleased <i>to meet</i> / <i>meeting</i> you, Mrs Bower.</p> <p>9 Ben wants <i>to tell</i> / <i>telling</i> you something.</p> <p>10 I'm afraid I'm not very good at <i>to fix</i> / <i>fixing</i> things.</p> |
|--|--|

14 Complete. Use the correct form of the verb.

- 1 She first went *skiing* when she was twelve. (ski)
- 2 I would love your parents. (meet)
- 3 David was glad home again. (be)
- 4 The dentist made her her mouth wide. (open)
- 5 I'm not used to so much free time. (have)
- 6 Will your brother let us his computer? (use)
- 7 Anne is afraid of in the dark. (walk)
- 8 I've arranged my friends at three o'clock. (meet)
- 9 Have you finished that book yet? (read)
- 10 Do you think I should Rob what happened? (tell)
- 11 Why don't we go on Saturday? (shop)
- 12 They've decided at home this weekend. (stay)

15 Read and circle the correct answer.



the Genius Club Hello, everyone!

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My name is Dax and I'm a robot. I'm Eugenius' friend and a new member of his website, *The Genius Club*. I love ¹ the Internet and I also like cooking and watching TV. I'm not very good at ² things like Eugenius but he often asks me ³ him with his inventions. In my free time I go ⁴ in the park with Woof, my dog, and when Eugenius is not too busy ⁵ with me, we play chess. I sometimes let him ⁶ because he gets angry when he doesn't; he can't stand ⁷! If you enjoy ⁸ chess, too, visit [my website](#) and join me for an online game of chess!

- | | | |
|-------------|--|---------------|
| 1 A surf | <input checked="" type="radio"/> B surfing | C to surfing |
| 2 A make | B making | C to making |
| 3 A help | B to help | C helping |
| 4 A walk | B to walk | C walking |
| 5 A to play | B to playing | C for playing |
| 6 A win | B to win | C winning |
| 7 A lose | B to lose | C losing |
| 8 A play | B to play | C playing |

16 Rewrite the sentences. Use the word in bold. Use no more than five words.

- | | |
|---|--|
| <p>1 Jo's brother is too young to watch this film. old
Jo's brother isn't this film.</p> <p>2 Mum says we have to go to bed early on weekdays. makes
Mum to bed early on weekdays.</p> <p>3 We're really excited about seeing our old friends. forward
We're really looking our old friends.</p> | <p>4 Sitting in front of the computer all day is tiring. to
It in front of the computer all day.</p> <p>5 I'm not rich enough to buy such an expensive car! poor
I'm such an expensive car!</p> <p>6 You shouldn't drink too much coffee. avoid
You should too much coffee.</p> |
|---|--|

Let's write!

17 Write a short paragraph describing your best friend. You can use these ideas.

- | | |
|-------------------------------|---|
| What's his / her name? | What is he / she good / bad at? |
| How old is he / she? | What does he / she enjoy / like / hate doing? |
| What does he / she look like? | What is he / she interested in? |

My best friend's name is

.....

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Let's talk!

18 Work with a partner. Choose verbs from the box and tell him / her about things you did or didn't do last week.

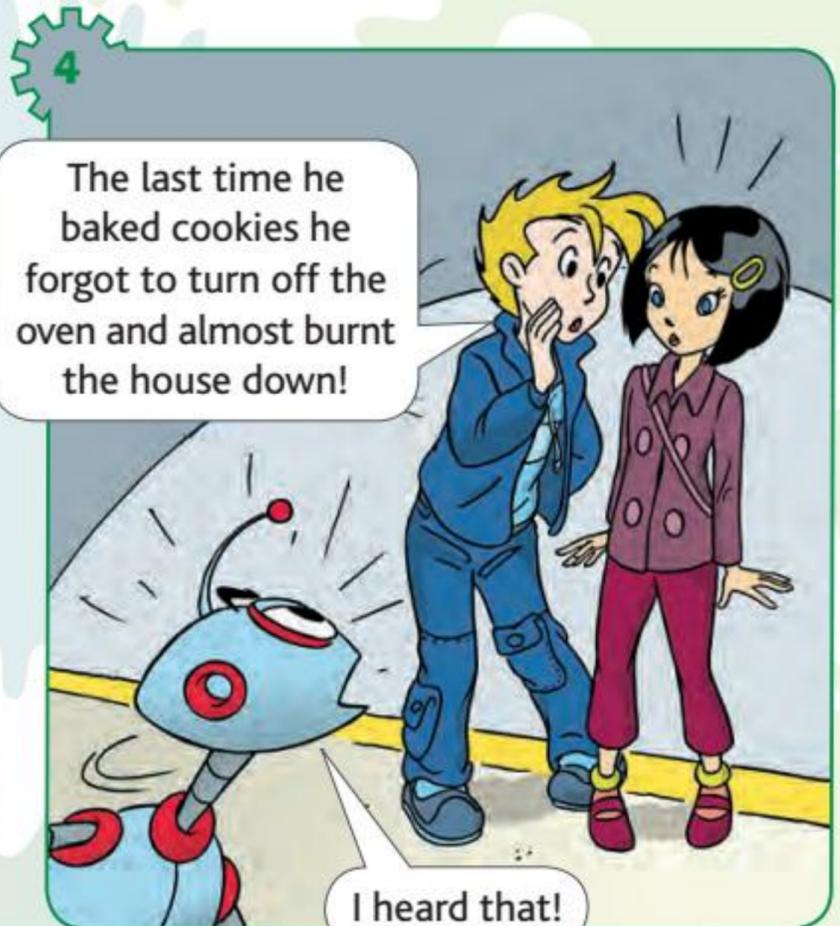
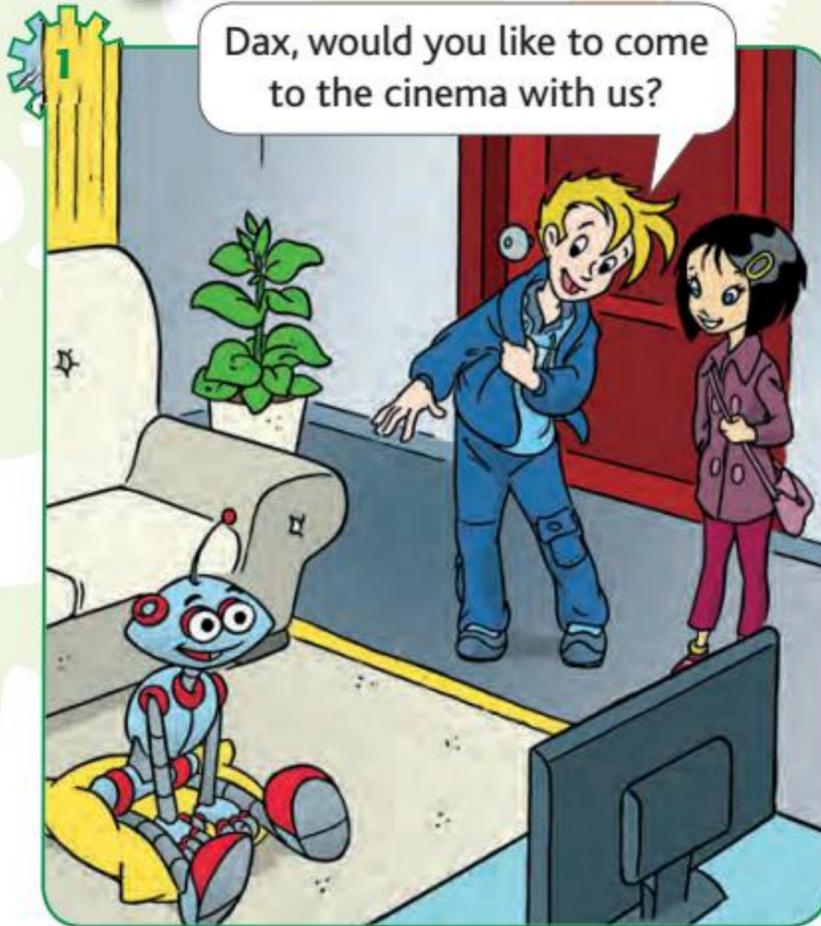
- | | |
|---------|----------|
| arrange | manage |
| begin | practise |
| decide | promise |
| finish | start |
| learn | stop |

I practised playing the piano.

I started reading a new book.

12

Had better, would rather



	Affirmative	Negative
Had better	You had better ('d better) hurry or you'll miss your bus.	We had better not ('d better not) be late again.
Would rather	I would rather ('d rather) stay at home than go to the theatre.	I would rather not ('d rather not) go to the beach today.

Had better

- We use *had better* to say that we think that something should happen in a certain way, usually to avoid some problem or danger.
- *Had better* is followed by a bare infinitive. The short form is 'd better.
We had better lock the door. You'd better apologise to him.
- In negative sentences, we put *not* before the verb.
You'd better not wear those shoes in the rain.

Would rather

- We use *would rather* to express preference.
- *Would rather* is followed by a bare infinitive. The short form is 'd rather.
I would rather have some tea, thank you. I'd rather wait here.
- In negative sentences, we put *not* before the verb.
They would rather not speak to him. I'd rather not talk about this right now.
- When we want to say which one of two or more things we would prefer, we use *would rather* with the word *than*. *Than* is followed by a bare infinitive.
I'd rather watch a DVD than do a puzzle.

1 Write sentences. Use *had better*.

- empty / the rubbish bin ✓
I'd better empty the rubbish bin.
- touch / Eugenius' new invention ✗
.....
- put / those tools in the toolbox ✓
.....
- sweep / the floor ✓
.....
- waste / any more time ✗
.....
- watch / TV right now ✗
.....



2 Write sentences. Use *would rather*.

- | | |
|---|---|
| 1 I / come / with you ✓
<i>I'd rather come with you.</i> | 4 I / tell / him about the party ✗
..... |
| 2 he / stay / at home tonight ✓
..... | 5 she / do / this herself ✓
..... |
| 3 they / go out / today ✗
..... | 6 we / walk / to school today ✗
..... |

3 Write sentences. Use *would rather ... than*.

- I / surf / the Internet, watch / TV
I'd rather surf the Internet than watch TV.
- he / e-mail / her, write / her a letter
.....*er.*
- I / read / a good book, play / on the computer
.....*puter.*
- she / go / for a walk, stay in / all day
.....*day.*
- I / ride / my bike to school, walk
.....
- we / play / with our friends, study / for tests
.....

4 Circle the correct answer.

- You'd better / You'd rather leave now or you'll be late.
- You'd better / You'd rather see a dentist about that toothache.
- I don't want to go out with Mike and Ian. I'd better / I'd rather watch TV.
- She'd better / She'd rather die than apologise to him!
- You'd better / You'd rather make your bed or Mum will be very angry.
- I'd better / I'd rather have tea. I don't drink coffee.
- The film is starting. We'd better / We'd rather hurry.
- We'd better / We'd rather pay by credit card if that's OK.



5 Complete. Use *had better* or *would rather* and the verbs in the box.

call go keep ~~not invite~~ play stay take (x2) tidy watch

- A: Ella doesn't like Matt.
B: You *had better not invite* him to the party, then.
- A: Would you like to go for a walk?
B: No, thanks. I at home.
- A: It's raining.
B: We an umbrella.
- A: That man's trying to steal our car!
B: We the police!
- A: Shall we stay a bit longer?
B: No. I home now.
- A: Do you want to watch a game show?
B: I the news.
- A: I have a headache.
B: You an aspirin.
- A: So, what's the big surprise?
B: I it a secret.
- A: I'm going to the park to play football.
B: I'll come too but I volleyball.
- A: My room's in a mess!
B: Well, you it before Mum comes back, then!

6 Rewrite the sentences. Use the word in bold. Use no more than five words.

- 1 I should tell my parents about this. **better**
I *had better tell* my parents about this.
- 2 I don't want to go to Mel's house. **rather**
I to Mel's house.
- 3 He should study harder or he won't pass the test. **had**
He harder or he won't pass the test.
- 4 We're tired, so we want to stay in today. **would**
We're tired, so we today.
- 5 You shouldn't touch that. **not**
You had that.
- 6 She wants to walk, not take the bus. **than**
She'd the bus.
- 7 You should ask someone to help you. **better**
You someone to help you.
- 8 I'd like to wait for you here if you don't mind. **rather**
I for you here if you don't mind.

Let's write!

7 Imagine that next week is exam week. What do you have to do to prepare? Write sentences. Use *had better*.

I'd better ask my teacher for the exam timetable.

I'd better not watch TV in the evenings.

.....

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Let's talk!

8 Work with a partner.

Student A: Look at A and make suggestions.
 Student B: Think of something else that you'd rather do and tell Student A.
 Now swap roles and do the same with B.

- A**
- go for a walk
 - play football
 - listen to some music
 - watch TV

- B**
- go shopping
 - watch a DVD
 - play a computer game
 - have some cake



3

Revision: Units 9–12

1 Circle the correct answer.

- 0 Excuse me, may I / *am I able to* use your phone?
- 1 *Could* / *Would* I speak to the manager, please?
- 2 Luckily, they *could* / *were able to* solve the mystery in the end.
- 3 Charlie *can* / *could* read quite well before he went to school.
- 4 *Can* / *Shall* I have a glass of water, please?
- 5 You *shall* / *may* leave now.
- 6 *May* / *Would* you open the door for me, please?
- 7 *Could* / *Would* I leave early today, Mr Bower?

..... / 7

2 Read and complete. Use one word in each space.

- A: ⁰ Let 's go to the sports centre this afternoon.
- B: I was there yesterday. What ¹ going to the cinema?
- A: Great idea! ² we ring Abbie and see if she wants to come, too?
- B: Sure. Then we ³ go to her house afterwards. She lives right next to the cinema.
- A: ⁴ I phone her when we go back home? I'm afraid I haven't got my mobile phone with me.
- B: No, that's OK. ⁵ 'll phone her now.

..... / 5

3 Circle the correct answer.

- 0 You *mustn't* / *don't have to* do the dishes. We've got a dishwasher.
- 1 Why don't we ask him first? He *couldn't* / *may not* want to come.
- 2 I *must* / *had to* stay at home and finish my project yesterday.
- 3 I really think you *should* / *ought to* do something about this.
- 4 Here, take this. You *might* / *can* need it.
- 5 We *mustn't* / *don't have to* leave the children alone in the house. It's not safe.
- 6 She will *must* / *have to* go back to the hospital at the end of the month.
- 7 You *shouldn't* / *ought not* lie to your parents.

..... / 7

4 Complete. Use *must* or *can't*.

- 0 He's got hundreds of CDs. He must like music a lot.
- 1 You've just eaten four burgers. You be hungry!
- 2 He isn't answering his phone. He be very busy.
- 3 That be Natalie! She called me from New York four hours ago!
- 4 Wow! You've got hundreds of books here. You read a lot!
- 5 She know Fred's number. He's her best friend.
- 6 No, that be Tom's house. He doesn't live in this town.

..... / 6

5 Rewrite the sentences. Use the verb in brackets.

- 0 You were wrong to shout at her. (shouldn't)
You shouldn't have shouted at her
- 1 I'm almost sure he's fallen asleep. (must)
He
- 2 You were wrong not to tell him about this. (ought to)
You
- 3 I don't think she stole the money. (can't)
She
- 4 Maybe they made a mistake. (could)
They
- 5 You were wrong to lie to him. (shouldn't)
You
- 6 Maybe she didn't get the message. (may)
She

..... / 6

6 Complete. Use the correct form of the verb.

- 0 I've never been very good at spelling (spell)
- 1 They made me them the money. I had no choice. (give)
- 2 is very good for you. (swim)
- 3 Hi, Terry. It's good you again. (see)
- 4 I really hate early on Sundays! (get up)
- 5 They all agreed again the next day. (meet)
- 6 Children should always a good breakfast before going to school. (eat)
- 7 So, have you got used to in a small town yet? (live)

..... / 7

7 Complete. Use *had better* or *would rather*.

- 0 You had better not leave your bag here. Someone might take it.
- 1 I don't drink tea, thank you.
I have some orange juice.
- 2 I finish my project by Monday or Mr Smith will be very angry.
- 3 It's raining. We take an umbrella.
- 4 I don't want to stay in. I go for a walk.
- 5 We not watch this film. We don't like comedies very much.
- 6 I hurry! I'm late for school!

..... / 6

8 Rewrite the sentences. Use the word in bold. Use no more than five words.

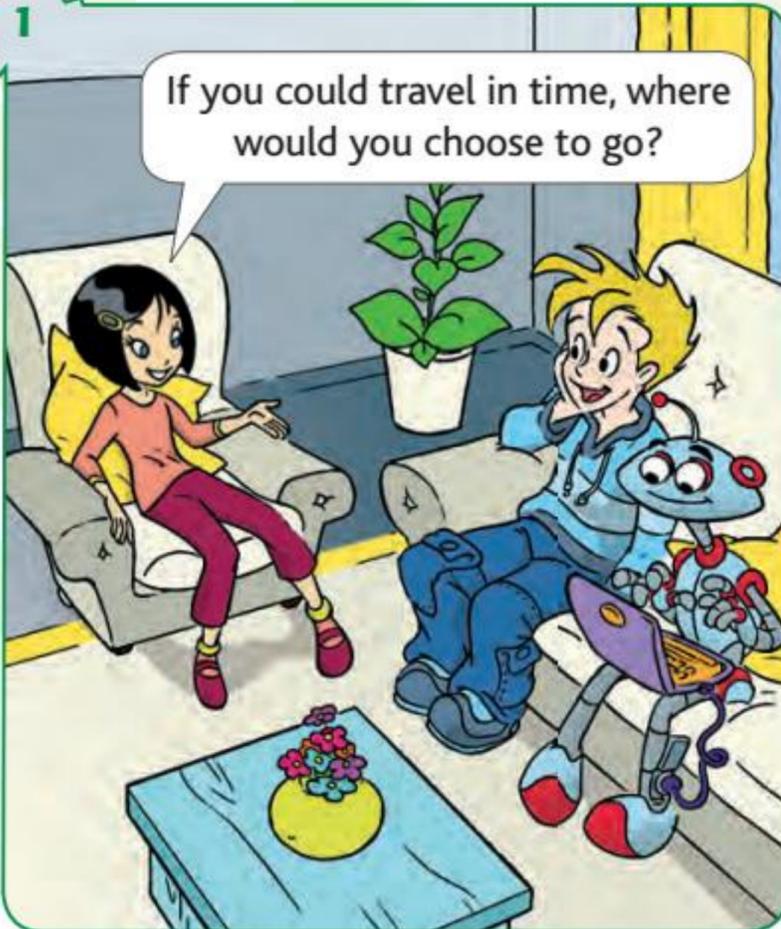
- 0 Maybe he's right. **could**
He could be right.
- 1 I'm too young to drive a car. **old**
I'm a car.
- 2 I'm sure she thinks I'm crazy! **must**
She I'm crazy!
- 3 I don't want to talk about this. **rather**
I about this.
- 4 My mum says I have to brush my teeth after every meal. **makes**
My mum my teeth after every meal.
- 5 Why didn't you help her? **should**
You her.
- 6 You should ask someone to help you or you won't finish on time. **better**
You someone to help you or you won't finish on time.

..... / 6

Total: / 50

13

Conditionals

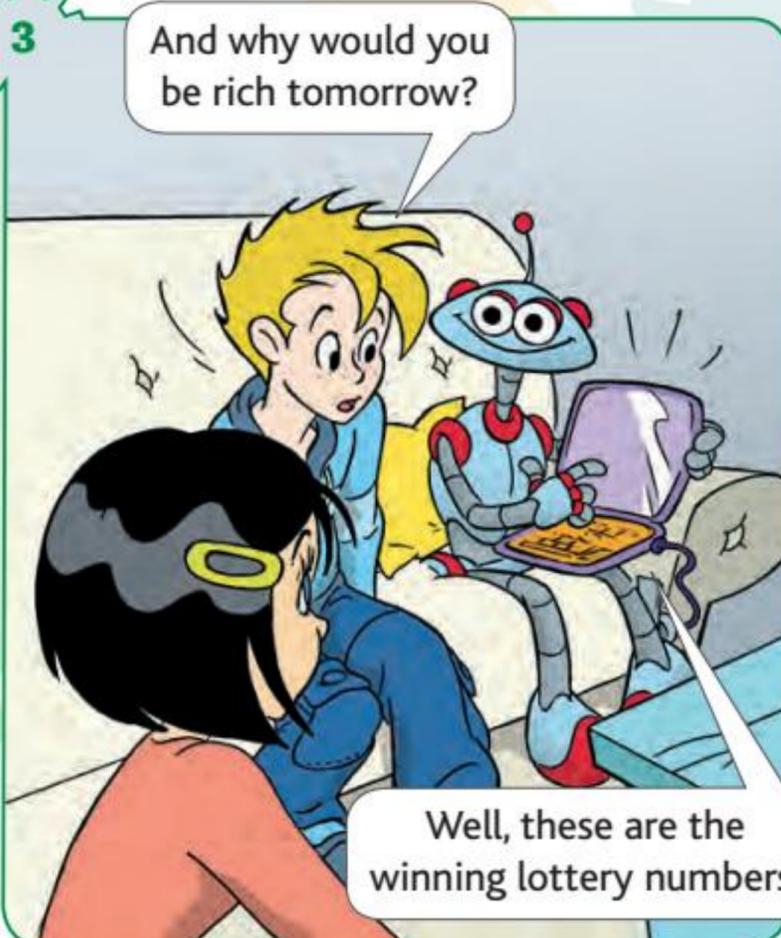


2

Eugenius: I would travel back to ancient Egypt. I'd love to see how they built the pyramids.

Dax: Well, then you should make a time machine, Eugenius. If you make one, I'll travel back one day and we'll be rich tomorrow.

Eugenius: Don't be silly, Dax! You can't travel in time! But why would you travel back one day if you could?



4

If I had known these numbers yesterday, I would have bought a lottery ticket and I would have won!



Zero conditional

If / When + present simple
present simple

If you heat ice, it melts.
When I go to bed late, I feel tired the next day.

Form

- Conditional sentences have two parts:
 - the *if* clause and
 - the main clause.
- In zero conditional sentences, we use the present simple in both the *if* clause and the main clause.
If I use his computer, he gets angry.
- We can use *when* instead of *if* in the *if* clause.
If it rains, the garden always floods. When it rains, the garden always floods.
- The *if* clause can come at the beginning of the sentence or after the main clause. When it comes at the beginning, we put a comma after it. We do not use a comma when the *if* clause comes after the main clause.
If I use his computer, he gets angry. He gets angry if I use his computer.

Use

We use the zero conditional to talk about things that are always or generally true.
When water reaches a temperature of 100°C, it boils.

1 Read and complete. Use the zero conditional.

Ginny's top health tips

Follow Ginny's top health tips and feel fit and full of energy!

- ✓ Avoid cola and other fizzy drinks. Drink milk instead. Remember: if you ¹ *drink* (drink) lots of milk, you ² (get) plenty of calcium, which is great for your teeth and bones. When I ³ (go out) to a café with my friends, I always ⁴ (order) milk.
- ✓ Eat lots of raw vegetables. If you ⁵ (not cook) them, they ⁶ (not lose) their vitamins. When I ⁷ (want) a snack, my mum ⁸ (give) me carrot sticks. Try them – they're delicious!
- ✓ Most people love chocolate. I do, too. But remember: if you ⁹ (eat) too much chocolate, you ¹⁰ (put on) weight! (Oh, and don't forget to clean your teeth after eating chocolate or other sweets.)



First conditional

If + present simple ⇒ will

If he has time, he'll call me.

If + present simple ⇒ modal verb

If it rains, we can't go to the beach.

If + present simple ⇒ imperative

If you see her, give her my message.

Form

- In first conditional sentences, we use the present simple in the *if* clause and *will* in the main clause.
If he feels worse, I'll call the doctor.
- We can also use a modal verb (*can, must, should, etc.*) or imperative in the main clause.
If he feels worse, you should call the doctor. If he feels worse, call the doctor.
- In the *if* clause of first conditional sentences, we can also use *unless* instead of 'if not'.
If you don't call the doctor, you won't know what's wrong with you.
Unless you call the doctor, you won't know what's wrong with you.

Use

We use the first conditional to talk about something that is possible, something that may happen in the future.

If they invite us, we will go to their party on Saturday.

2 Complete. Use the first conditional.

Liz is thinking about the school holidays.

- 1 I *will have* great fun with my cousins if they come to stay. (have)
- 2 We for a few days if Mum gets some time off work. (may / go)
- 3 I won't get up early in the mornings if I to. (not want)
- 4 I my friends every day if they don't go away for the summer. (see)
- 5 I will go to the beach every day if my best friend with me. (come)
- 6 If it rains, I in my room and watch DVDs. (can / stay)
- 7 If I enough money, I'll buy some new clothes. (have)
- 8 If my friends here on my birthday, I'll have a party. (be)



3 Read and complete. Use the first conditional and the verbs in the box.

get have not make ~~rain~~ take write

Mark,

- If it ¹ *rains*, bring the washing in.
- If you ² time, put the washing machine on.
- If anyone phones, ³ down their name and phone number.
- If the dog starts barking, ⁴ him for a walk.
- If your friends come round, ⁵ too much noise!
- If you ⁶ hungry, look in the fridge. There's plenty of food in there.

Mum



4 Circle the correct answer.

be a GENIUS

Remember: *unless* means 'if not'.

- 1 *If / Unless* he invites me himself, I won't go to his party.
- 2 Their mum won't let them come with us *if / unless* they finish their homework first.
- 3 *If / Unless* I don't see her tonight, I'll give her your message tomorrow.
- 4 *If / Unless* Dad doesn't give me any more money, I can't buy a ticket for the concert.
- 5 *If / Unless* she doesn't win, she'll be very disappointed.
- 6 You may lose all your work on the computer *if / unless* you save it now.
- 7 *If / Unless* Mia doesn't know the answer, I'll ask Ella.
- 8 He won't sell his car *if / unless* he really needs the money.

5 Rewrite the sentences. Use the word in brackets.

- 1 I'll walk home if it doesn't rain. (unless)
I'll walk home unless it rains.
- 2 Unless you apologise, she won't speak to you again. (if)
- 3 Unless he helps me, I won't finish today. (if)
- 4 I'll go swimming tomorrow if I'm not too tired. (unless)
- 5 We'll be late unless you hurry up. (if)
- 6 If you don't leave now, I'll call the police. (unless)
- 7 If you don't study harder, you'll fail the test. (unless)
- 8 We won't be there at six unless we get a taxi. (if)

6 Complete. Use the first conditional.

- 1 If we *hide* behind that tree, they *won't see* us. (hide, not see)
- 2 He better unless he in bed for a couple of days. (not feel, stay)
- 3 If you tired, you to bed. (be, should / go)
- 4 If you to buy that book, I you £30. (want, lend)
- 5 If I hard, I the best mark in the class. (work, might / get)
- 6 She with us unless she look after her baby brother. (come, have to)
- 7 If you her, her to your party. (not like, not invite)
- 8 Unless I my room now, my mum furious. (tidy, be)

Second conditional

If + past simple ⇒ would

If he knew the answer, he would tell us.

If + past simple ⇒ modal verb

If they weren't busy, they might help us.

Form

- In second conditional sentences, we use the past simple in the *if* clause and *would* in the main clause. The short form of *would* is 'd. We use a bare infinitive after *would*.
*If I **knew** his phone number, I **would give** it to you.*
- We can also use a modal verb (*could, might, etc.*) in the main clause.
*If I **knew** his phone number, I **could give** it to you.*
- We can use *were* instead of *was* in the *if* clause.
*If I **was / were** unhappy, I would tell you.*

Use

We use the second conditional:

- to talk about something that is impossible.
*If I **saw** a ghost, I **would faint**.*
- to talk about something that is not happening now but is possible in the future.
*If she **worked** harder, she **would get** better marks.*
- to give someone advice, usually with *if I were you* in the *if* clause and *would* in the main clause.
*If I **were** you, I **would apologise** to Mrs Garner.*

7 Complete. Use the second conditional.

- | | |
|---|---|
| 1 If Dad were here, he <i>would know</i> what to do. (know) | 5 Stephen would get better marks if he harder. (work) |
| 2 You would sleep better if you coffee in the evenings. (not drink) | 6 If they had a computer, we them. (could / e-mail) |
| 3 She would come with us if she so much work to do. (not have) | 7 If I had £200, I it on clothes (not spend) |
| 4 If they offered me that job, I it. (not take) | 8 If I your help, I would ask for it. (need) |

8 Complete. Use the second conditional.

- | | |
|--|--|
| 1 If I <i>were</i> a millionaire, I <i>would buy</i> a luxury yacht. (be, buy) | 5 If she to come, she us. (want, tell) |
| 2 Carl you if you him. (help, ask) | 6 They to the party if they so tired. (go, not be) |
| 3 What if this to you? (you / do, happen) | 7 If you so hard, you so tired. (not work, not feel) |
| 4 If I more time, I a foreign language. (have, could / learn) | 8 If you less junk food, you weight. (eat, lose) |

9 Write sentences. Use *if I were you* and the phrases in the box.

apologise to her buy him a new one ~~go to bed~~ join a gym
not wear it not work so hard study harder take an aspirin

- | | | | |
|---|--|---|---|
| 1 | A: I'm tired.
B: <i>If I were you, I would go to bed.</i> | 5 | A: I want to lose weight.
B: |
| 2 | A: I haven't been doing well at school.
B: | 6 | A: I have a terrible headache.
B: |
| 3 | A: I really like this dress.
B: | 7 | A: I was very rude to my mum.
B: |
| 4 | A: I feel tired all the time.
B: | 8 | A: I've broken my brother's new CD.
B: |

10 Are the sentences right or wrong? Tick (✓) or cross (X).

- | | | | | | |
|---|---------------------------------------|-------------------------------------|---|---------------------------------------|--------------------------|
| 1 | If he asked me, I would say yes. | <input checked="" type="checkbox"/> | 5 | If I knew the answer, I'll tell you. | <input type="checkbox"/> |
| 2 | Would you help her if she'd ask you? | <input checked="" type="checkbox"/> | 6 | If I had £200, I'd buy that shirt. | <input type="checkbox"/> |
| 3 | If he apologised, I'd forgive him. | <input type="checkbox"/> | 7 | I'd be more careful if I were you. | <input type="checkbox"/> |
| 4 | If I was you, I'd tell him the truth. | <input type="checkbox"/> | 8 | He was furious if he knew about this. | <input type="checkbox"/> |

Third conditional

If + past perfect ⇒ **would + have + past participle**

If I had known the truth, I wouldn't have trusted him.

If + past perfect ⇒ **modal verb + have + past participle**

If she hadn't taken a map, she might have got lost.

Form

- In third conditional sentences, we use the past perfect in the *if* clause and *would + have + past participle* in the main clause.

If I had got up earlier, I wouldn't have missed the bus.

- We can also use a modal verb (*could, might, etc.*) + *have + past participle* in the main clause.

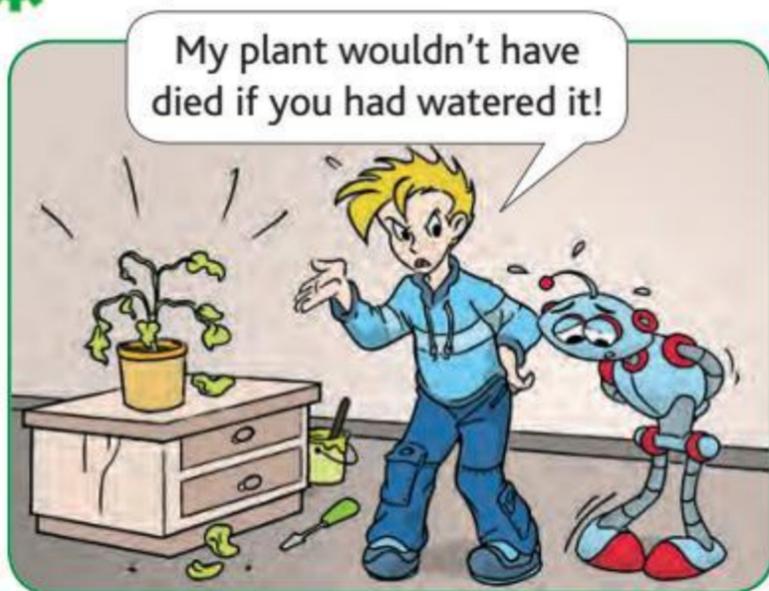
If I had got up earlier, I could have caught the bus.

Use

We use the third conditional to talk about things in the past that were possible but did not happen.

If Jenny had arrived earlier, she wouldn't have missed the beginning of the film.

11 Complete. Use the third conditional.



1 My plant wouldn't have died if you had watered it! (water)

- 2 If you hadn't spent so long getting ready, we the bus. (not miss)
- 3 If the burglar hadn't left his phone behind, the police him. (not catch)
- 4 She wouldn't have asked you to leave if you so rude. (not be)
- 5 He would have won the competition if he the final question. (answer)
- 6 I to their house if I had known that Josie would be there. (not go)

12 Write sentences. Use the third conditional.

1 Linda went out walking in the rain. She caught a cold. She missed the school trip.
 If Linda hadn't gone out walking in the rain, she wouldn't have caught a cold. If she hadn't caught a cold, she wouldn't have missed the school trip.

2 Tim left the window open. The burglar got into the house. He stole his laptop.

3 Kim took part in the talent show. She won. She got the part in that TV show.

4 They didn't buy a map. They got lost. They had to call for help.

13 Read and circle the correct answer.

SHARE IT! PROBLEMS? Write and tell us! This week: brothers and sisters

Ann, 13

My sister knows that ¹ if / unless she wants to borrow my clothes, she ² must ask / would ask me first. But when I ³ am / will be at school, she takes them without asking. That really annoys me!

Alice, 12

You're all very lucky to have a brother or a sister! When you ⁴ are / will be an only child, you ⁵ have / will have no one to share your problems and secrets with. If I had a brother or a sister, we ⁶ will do / would do everything together!

Ben, 14

I have to share a room with my four-year-old brother. I really hate that! If we ⁷ had / would have a bigger house, I ⁸ can / could have a room of my own. Last week he painted a train on my History project and my teacher was really angry. If he ⁹ wouldn't do / hadn't done that, I ¹⁰ had got / would have got a better mark!

14 Rewrite the sentences. Use the word in bold. Use no more than five words.

- | | |
|--|--|
| <p>1 Unless he apologises, he can't come to my party. apologise
If he <u>doesn't apologise</u>, he can't come to my party.</p> <p>2 She lost her purse because she wasn't careful. been
She wouldn't have lost her purse more careful.</p> <p>3 I won't buy that printer because I don't have enough money. would
I that printer if I had enough money.</p> | <p>4 They won't know if you don't tell them. unless
They won't know them.</p> <p>5 You shouldn't stay up late on weekdays. were
If, I wouldn't stay up late on weekdays.</p> <p>6 I didn't phone him because I had nothing to say to him. would
I him if I had something to say to him.</p> |
|--|--|

Let's write!

15 Complete the questionnaire.

How brave are you?

Answer these questions. Then click [here](#) to post your answers.

What would you do if ...

<p>1 ... you saw an alien?</p> <p>2 ... you heard a strange noise in the middle of the night?</p> <p>3 ... you got lost in a dark forest?</p>	<p>4 ... you found a spider in your bed?</p> <p>5 ... your friend suddenly fainted?</p> <p>6 ... you were alone on a desert island?</p>
---	---

1 If I saw an alien,

2

3

4

5

6

Let's talk!

16 Work with a partner.

With your partner, write five things that you think are true about the other students in your class. Start your sentences with *if*. Then read them out to the rest of the class and find out if you were right.

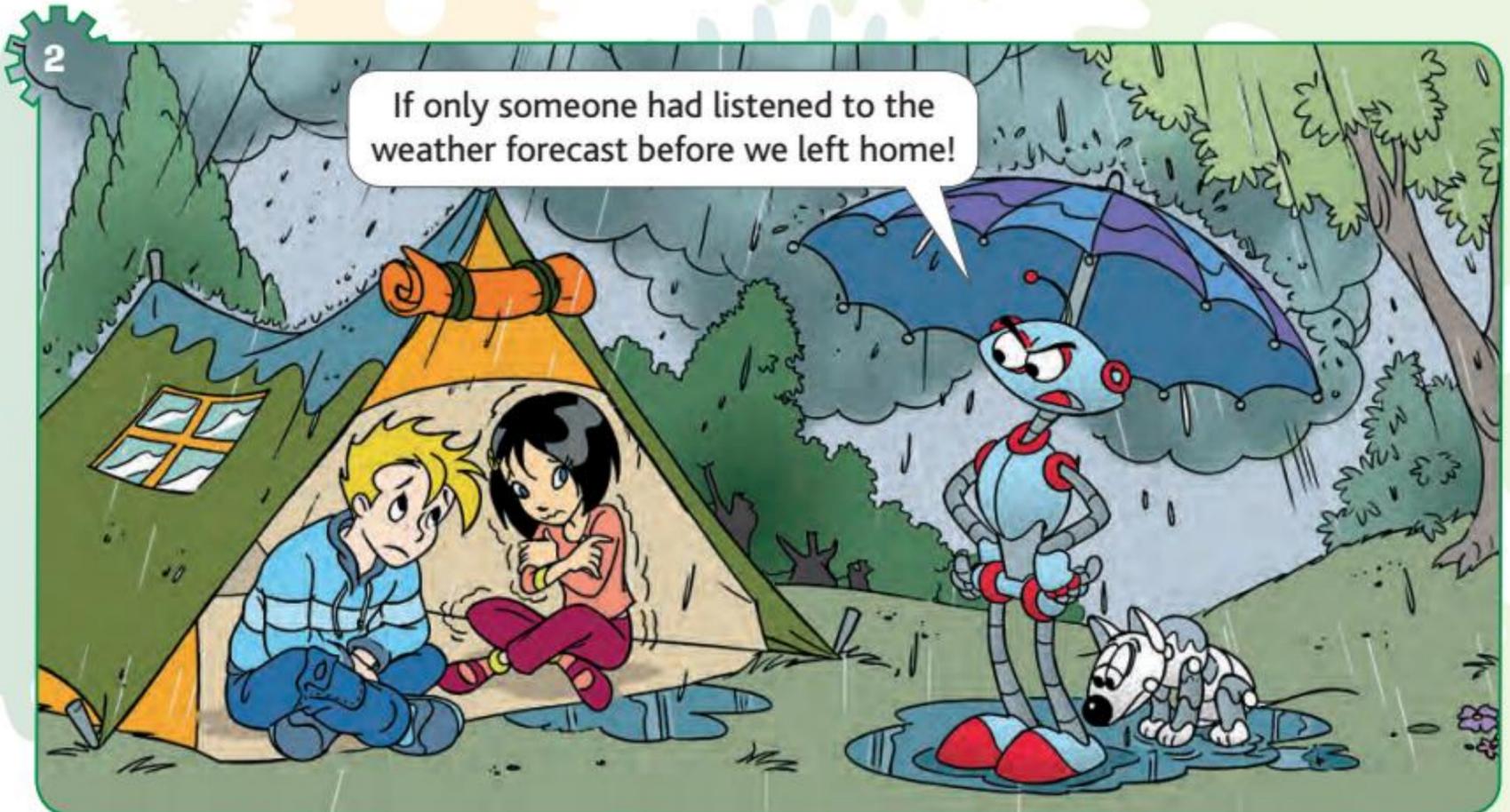
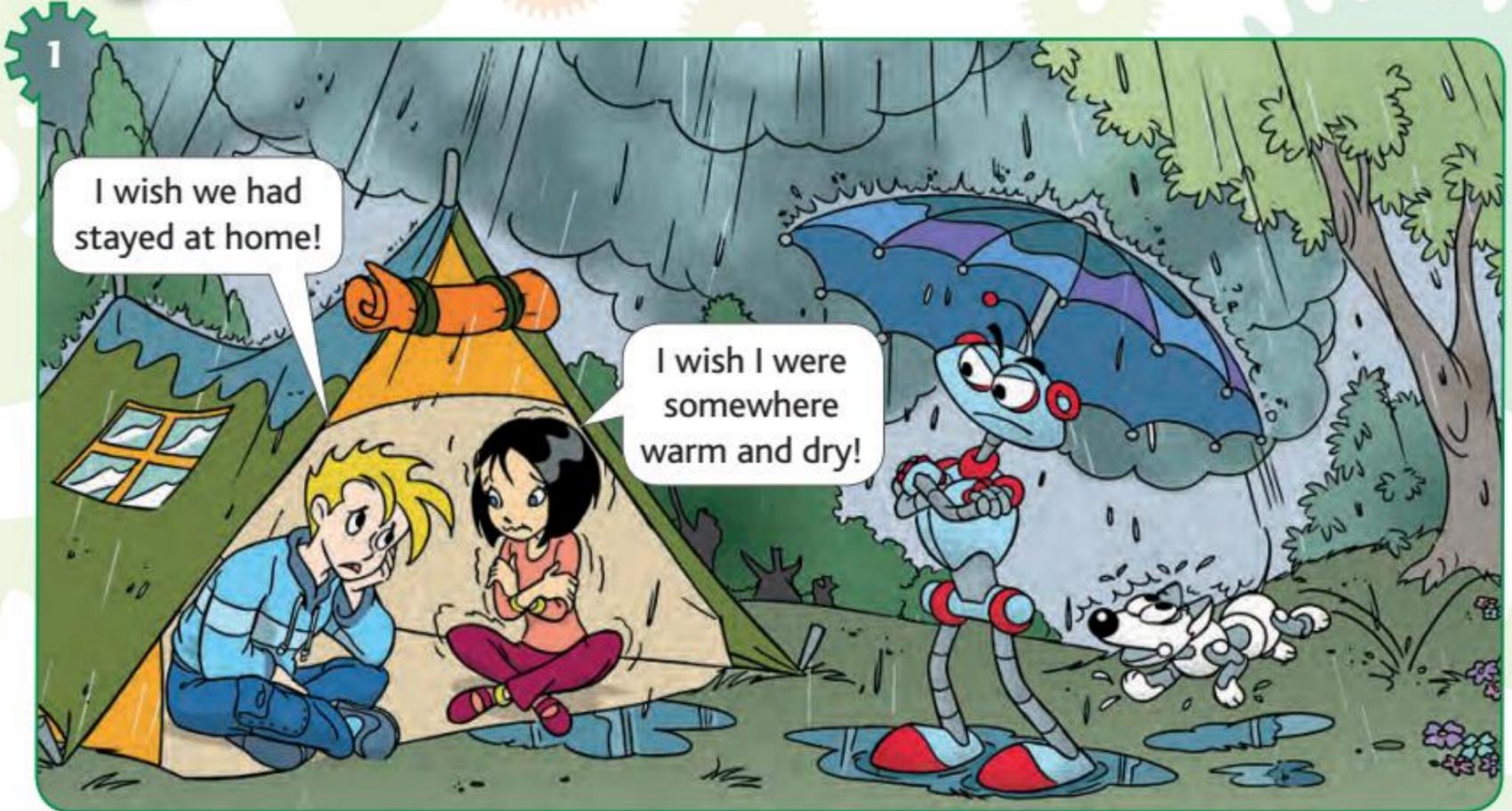
If Peter gets embarrassed, his face goes red. Peter?

That's true!

If Maria saw a ghost, she would faint. Maria?

No, I wouldn't!

14 Wishes



Wish / If only + past simple

I wish we lived in a big city.
 If only I didn't share a room with my brother.
 If only I could see my friends again!

Wish / If only + past perfect simple

I wish I had passed my Geography test.
 Ben wishes he had been more careful.
 If only I hadn't lied to her!

Wish / If only + past simple

- We use *wish / if only* + past simple to express a wish, to say that something is not as we would like it to be.

I wish I didn't have a headache. If only I had some more free time!

- We can use *wish* and *if only* in the same way. But *if only* is stronger than *wish*. We use it to give more emphasis.

I wish I lived in New York. If only I lived in New York!

- We can use *wish* to express our own wishes or talk about somebody else's wishes. We only use *if only* to talk about our own wishes. Compare:

Sam wishes he had a brother. (Sam's wish)

If only I had a brother! (my own wish)

- We often use *could* after *wish / if only*.

I wish I could stay. If only I could fly!

- We can use *were* instead of *was* after *wish / if only*.

If only I was / were taller!

1 Complete. Use the correct form of the verb.



- Rob wishes someone *could help* him with his homework. (can / help)
- I wish Aunt Jane us every Sunday morning! (not visit)
- Becky wishes she go to school tomorrow. (not have to)
- I wish I Chinese. (can / speak)
- I wish Jason here right now. (be)
- They wish they away for a couple of days. (can / go)

2 Write sentences. Use *I wish* or *if only* and the phrases in the box.

be / better at Maths can / go / to bed have / his phone number
live / by the sea not have to / wear / them not need / the money

- I hate living in this big city!
I wish I lived by the sea.
- I'm really tired.
.....
- I really hate these glasses.
.....
- I want to phone him but I can't.
.....
- I can't do my Maths homework.
..... *hs.*
- I don't want to sell my bike.
.....

Wish / If only + past perfect simple

We use *wish / if only* + past perfect simple to express a wish about the past. We use it to say that we are sorry that something happened or did not happen, or to talk about something we regret.

I wish I had remembered her birthday. If only she had told me the truth!

3 Complete. Use the correct form of the verb.

- I wish I *hadn't eaten* so much chocolate cake last night. (not eat)
- Jeff wishes he that girl to his party last Saturday. (not invite)
- If only I her my phone number when I saw her yesterday! (give)
- She doesn't like her new dress. She wishes she it. (not buy)
- It's too late now. If only I to post that letter! (remember)
- I wish I at home last night. The party was awful! (stay)

4 What do these people wish? Write sentences.

- Jane failed the test because she didn't revise for it.
I wish *I hadn't failed the test*
If only *I had revised for it*
- David missed his bus because he didn't get up early.
I wish
If only
- Nadia didn't buy a ticket for the concert because she had spent all her money.
I wish
If only
- Fred got lost in the woods because he hadn't bought a map.
I wish
If only
- Pete didn't get the job because he missed his interview.
I wish
If only
- Brigit didn't see Nick because she left the party early.
I wish
If only

5 Circle the correct answer.

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Remember:

wish / if only + past simple to express a wish in the present.

wish / if only + past perfect simple to say that we are sorry about a past situation and would like it to have been different.

- I'd love to live in that house. If only I were / *had been* rich!
- Caroline wishes she *wasn't* / *hadn't been* so thin. Her clothes are too big for her.
- I wish I *didn't forget* / *hadn't forgotten* to call her. Now she won't speak to me.
- He calls me every day! I wish I *didn't give* / *hadn't given* him my phone number!
- I wish I *didn't have to* / *hadn't had to* stay at home tomorrow.
- I hate these jeans. If only I *bought* / *had bought* some new clothes for the party.
- Paolo wishes he *understood* / *had understood* English so he could play games on the Internet.
- If only I *went* / *had gone* to the library this morning. I've got nothing to read.

6 Read and circle the correct answer.

New Message

Hi, Claire

I'm sorry but I can't come to your party tonight. I really wish I ¹ could / *had* come but I've done something terrible and I can't leave the house. Now I wish I ² *didn't do* / *hadn't done* it but it's too late! You know that I hate my bright red hair colour and wish I ³ *have* / *had* beautiful black hair like yours, right? Well, now it *is* a different colour but I wish it ⁴ *was* / *had been* red again!

Last night I decided to dye my hair black. Mum said I should go to the hairdresser's but I wanted to do it myself. Apparently, I did something wrong because my hair turned *green*! Now I wish I ⁵ *didn't decide* / *hadn't decided* to dye it myself! If only I ⁶ *listened* / *had listened* to my mum!

So, this is why I can't come to your party tonight. And I can't go to school on Monday either. I'm so embarrassed! I wish I ⁷ *could hide* / *had hidden* in my room forever!

Becky

Let's write!

7 Write about things you wish were different in your life. Say why you wish you could change these things, or what would happen if they were different.

I wish I had more free time. If I had more free time, I would go out with my friends more often.

.....

.....

.....

.....

.....

.....

Let's talk!

8 Work with a partner.

Student A: Read the situations in A to Student B.

Student B: Listen to Student A. Say what you wish you had done differently.

Now swap roles and do the same with B.

A

You failed your English test.
You're in bed with a bad cold.
Your best friend won't speak to you.
You haven't got enough money to buy something you want.

B

You feel completely exhausted.
You were late for school this morning.
You don't know what's for homework.
You're at a party and you're having a terrible time.

You failed your English test.

I wish I had revised for it!

15

Reported speech (1)

1

Where's Dax?

I told him we were leaving. He said that he was looking for something on the Internet and that he would be down in a minute.

2

Why are you dressed like that, Dax?

I had a look at the weather forecast on the Internet.

3

It said that there would be snowstorms in the afternoon and that we had to dress warmly. Look!

4

Dax, this is the weather forecast for Alaska!

Oops! I must have clicked on the wrong button!

Direct speech	Reported speech
He said, 'We live in France.'	He said (that) they lived in France.
I said, 'She is having a bath.'	I said (that) she was having a bath.
She said, 'Pat finished at six.'	She said (that) Pat had finished at six.
I said, 'Carla has gone home.'	I said (that) Carla had gone home.
He said, 'Mark isn't here.'	He said (that) Mark wasn't there.
She said, 'We're leaving tonight.'	She said (that) they were leaving that night.

- We use reported speech to tell someone what another person said.
Anthony said that he needed more time.
- We use reporting verbs such as *say* and *tell* in reported speech. We can use *that* after the reporting verb. When we do not mention who the speaker was talking to, we use *say*. When we mention who the speaker was talking to, we use *tell*. We use an object after *tell*.
She said (that) she was busy. She told me (that) she was busy.
- When we report what someone said:
 - we change personal pronouns, possessive pronouns, possessive adjectives, etc.
Tom said, 'I've done my homework.' (direct speech)
Tom said (that) he had done his homework. (reported speech)
 - the verb tenses change as follows:

Direct speech	Reported speech
Present simple <i>Sally said, 'My dog likes cats.'</i>	Past simple <i>Sally said (that) her dog liked cats.</i>
Present continuous <i>Ken said, 'We're working.'</i>	Past continuous <i>Ken said (that) they were working.</i>
Past simple <i>Pat said, 'I phoned Eric.'</i>	Past perfect simple <i>Pat said (that) she had phoned Eric.</i>
Past continuous <i>Ann said, 'I was sleeping.'</i>	Past perfect continuous <i>Ann said (that) she had been sleeping.</i>
Present perfect simple <i>Sam said, 'We have finished.'</i>	Past perfect simple <i>Sam said (that) they had finished.</i>
Present perfect continuous <i>Tim said, 'She has been working hard.'</i>	Past perfect continuous <i>Tim said (that) she had been working hard.</i>
Past perfect simple <i>Mike said, 'They had left.'</i>	Past perfect simple <i>Mike said (that) they had left.</i>
Past perfect continuous <i>Kim said, 'I had been working.'</i>	Past perfect continuous <i>Kim said (that) she had been working.</i>
Future simple <i>Rob said, 'I'll be back at noon.'</i>	would + infinitive <i>Rob said (that) he would be back at noon.</i>
am / is / are going to <i>Val said, 'I'm going to help him.'</i>	was / were going to <i>Val said (that) she was going to help him.</i>
can <i>I said, 'I can't do it.'</i>	could <i>I said (that) I couldn't do it.</i>
must <i>Nick said, 'I must leave.'</i>	had to <i>Nick said (that) he had to leave.</i>
may <i>Katy said, 'I may be late.'</i>	might <i>Katy said (that) she might be late.</i>

- the modal verbs *could*, *might*, *should*, *ought to* and *would* do not change.
Liz said, 'He should be careful.' ⇒ *Liz said (that) he should be careful.*

- If the reporting verb is in the past simple (e.g. *she said*), the tense changes in reported speech. If the reporting verb is in the present simple (e.g. *she says*), the tense does not change.

Ken said, 'We're working.' ⇒ *Ken said (that) they were working.*

Ken says, 'We're working.' ⇒ *Ken says (that) they're working.*

- Time words and phrases also change in reported speech:

Direct speech	Reported speech
<i>today</i>	<i>that day</i>
<i>tonight</i>	<i>that night</i>
<i>this week / month / year</i>	<i>that week / month / year</i>
<i>now</i>	<i>then</i>
<i>yesterday</i>	<i>the day before, the previous day</i>
<i>last week / month / year</i>	<i>the week / month / year before, the previous week / month / year</i>
<i>two weeks / months / years ago</i>	<i>two weeks / months / years before</i>
<i>tomorrow</i>	<i>the next day, the following day</i>
<i>next week / month / year</i>	<i>the following week / month / year</i>

He said, 'They left yesterday.' ⇒ *He said (that) they had left the day before.*

- Some other words also change in reported speech.

Direct speech	Reported speech
<i>this / these</i>	<i>that / those</i>
<i>here</i>	<i>there</i>
<i>come</i>	<i>go</i>

He said, 'Sam is here, too.' ⇒ *He said (that) Sam was there, too.*

Complete. Use *said* or *told*.

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Remember: we use an object after *told*. We do not use an object after *said*.

- 1 They *told* me that they had always loved skiing.
- 2 She that Sarah and Becky were going to move to Belgium.
- 3 Peter's teacher that he was a very good student.
- 4 I my dad that I would wash the car after school.
- 5 They that they were going away for the weekend.
- 6 The director the reporter that he had enjoyed making the film.



2 Report the statements.

- | | |
|---|--|
| 1 Fred said, 'I love skateboarding.'
<i>Fred said that he loved skateboarding.</i> | 5 Nick said, 'I met Dave's sister.' |
| 2 Jen said, 'I've never been to Paris.' | 6 Maria said, 'I was working all day.' |
| 3 Chris said, 'I'm waiting for Pete.' | 7 Jo said, 'He's been studying all morning.' |
| 4 Natalie said, 'I'll stay with Chris.' | 8 Eve said, 'I'm going to phone him later.' |

3 Report the statements.

- | | |
|--|--|
| 1 Tyler said, 'I may be a bit late.'
<i>Tyler said that he might be a bit late.</i> | 5 Jessica said, 'She should ask for help.' |
| 2 I said, 'I can't afford to buy a new bike.' | 6 They said, 'We must go.' |
| 3 Lydia said, 'I would love to go to Spain.' | 7 Jon said, 'I might see Rosie on Friday evening.' |
| 4 Ethan said, 'I couldn't sleep because of the noise.' | 8 Natalie said, 'He ought to work harder.' |

4 Read the dialogue and complete the text.

- | | |
|---|--|
| Ben: We ¹ <u>must</u> finish our project about South America before Friday. | Ben: Good idea. We ⁷ <u>may</u> find some photos, too. |
| Ann: Yes, Mr Turner ² <u>will</u> be very angry if we don't. He ³ <u>asked</u> me about it on Tuesday. | Ann: OK. I ⁸ <u>will</u> look for photos and you ⁹ <u>can</u> search for facts about South America. |
| Ben: But we ⁴ <u>don't have</u> enough information. | Ben: You ¹⁰ <u>must</u> be quick though. We ¹¹ <u>don't have</u> much time left. |
| Ann: My dad ⁵ <u>has just told</u> me about a fantastic new website; we ⁶ <u>can</u> look there. | Ann: Don't worry. I only ¹² <u>need</u> half an hour to find the photos. |

Ben said that they ¹ had to finish their project about South America before Friday. Ann said that Mr Turner ² be very angry if they didn't and that he ³ her about it on Tuesday. Ben told her that they ⁴ enough information. But Ann said that her dad ⁵ her about a fantastic new website and that they ⁶ look there. Ben thought it was a good idea. He said that they ⁷ find some photos, too. Ann said that she ⁸ look for photos and that Ben ⁹ search for facts about South America. Ben told her that she ¹⁰ be quick because they ¹¹ much time left. Ann told him that she only ¹² half an hour to find the photos.

5 Report the statements. Change the verb tense only if necessary.

- | | |
|---|--|
| <p>1 'We didn't go to the cinema.'
Ella says <i>that they didn't go to the cinema</i></p> <p>2 'I haven't been feeling very well.'
He said</p> <p>3 'We're going to walk home.'
They said</p> | <p>4 'I don't believe him.'
Nadia says</p> <p>5 'I'm doing a Spanish course.'
Bill says</p> <p>6 'I'm hungry.'
Lucy said</p> |
|---|--|

6 Report the statements.

- | | |
|---|--|
| <p>1 Mia said, 'I bought a printer yesterday.'
<i>Mia said that she had bought a printer the previous day.</i></p> <p>2 Alan said, 'These sunglasses aren't mine.'
.....</p> <p>3 Andy said, 'I'm coming back next week.'
.....</p> <p>4 She said, 'We moved here ten years ago.'
.....</p> | <p>5 I said, 'I didn't see George this morning.'
.....</p> <p>6 They said, 'We're leaving tomorrow.'
.....</p> <p>7 I said, 'I'm going to stay at home today.'
.....</p> <p>8 He said, 'They left for London last week.'
.....</p> |
|---|--|

7 Report the statements.

Mick is on holiday in France. Last week he phoned his friend, Emma. This is what he told her.

- 1 'I'm having a brilliant time!'
- 2 'I'm staying with a French family.'
- 3 'I visited the Eiffel Tower yesterday.'
- 4 'I may visit the Louvre Museum tomorrow.'
- 5 'I've made some new friends here.'
- 6 'I've taken lots of photos.'
- 7 'I'll be back in time for your birthday party.'
- 8 'I can't wait to see you!'



- | | |
|---|---|
| <p>1 <i>He said that he was having a brilliant time.</i></p> <p>2</p> <p>3</p> <p>4</p> | <p>5</p> <p>6</p> <p>7</p> <p>8</p> |
|---|---|

8 Rewrite the sentences. Use the word in bold. Use no more than five words.

- 1 'I saw him on Friday,' she told us. **seen**
She told us that on Friday.
- 2 'They weren't at home yesterday,' he said. **the**
He said that they hadn't been at home day.
- 3 'They lived here many years ago,' Mr Wilson told me. **had**
Mr Wilson told me that they many years before.
- 4 'We've been coming to Brighton for years,' she said. **going**
She said that they to Brighton for years.
- 5 'We must wait for them,' he told me. **to**
He told me that we for them.
- 6 'I'm going to buy a new computer next month,' she said. **the**
She said that she was going to buy a new computer month.

Let's write!

9 Imagine that a friend you haven't seen for a long time phoned you last week. Report what he told you to another friend.

phoned me last week. told me that

Let's talk!

10 Play a game with a partner.

Student A: Think of five things you told someone yesterday / earlier today. Write them down below. Then tell Student B your exact words. He / She must guess who you were talking to.

Student B: Listen to Student A. Guess who he / she was talking to. Get one point for each correct guess.

Now swap roles and do the same.

I told my mum I was hungry.

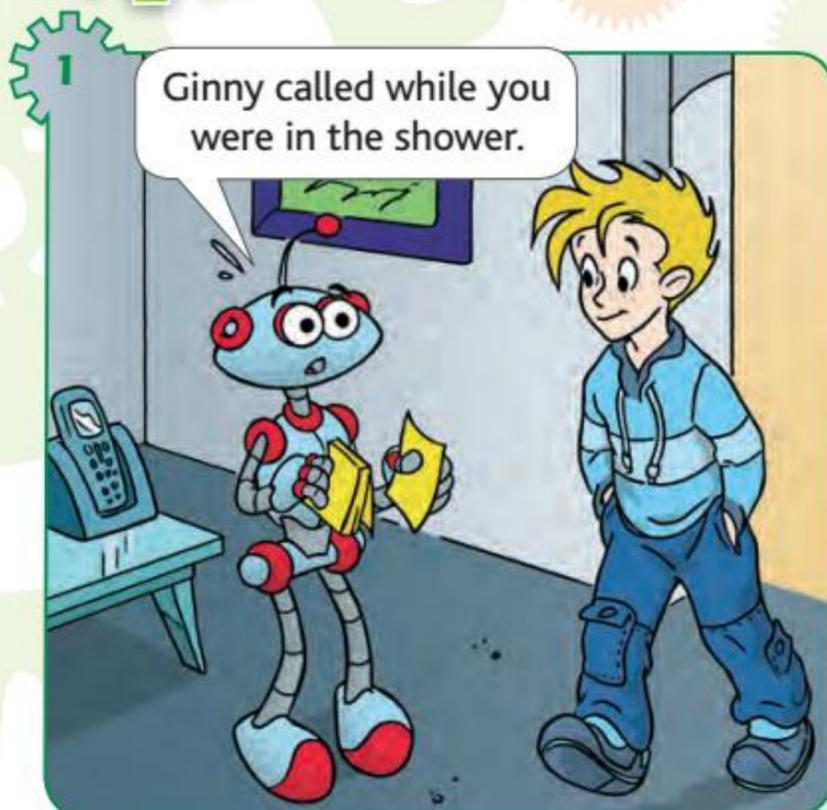
I told

'I'm hungry.'

Your mum! You told your mum you were hungry.

That's right. One point for you.

16 Reported speech (2)

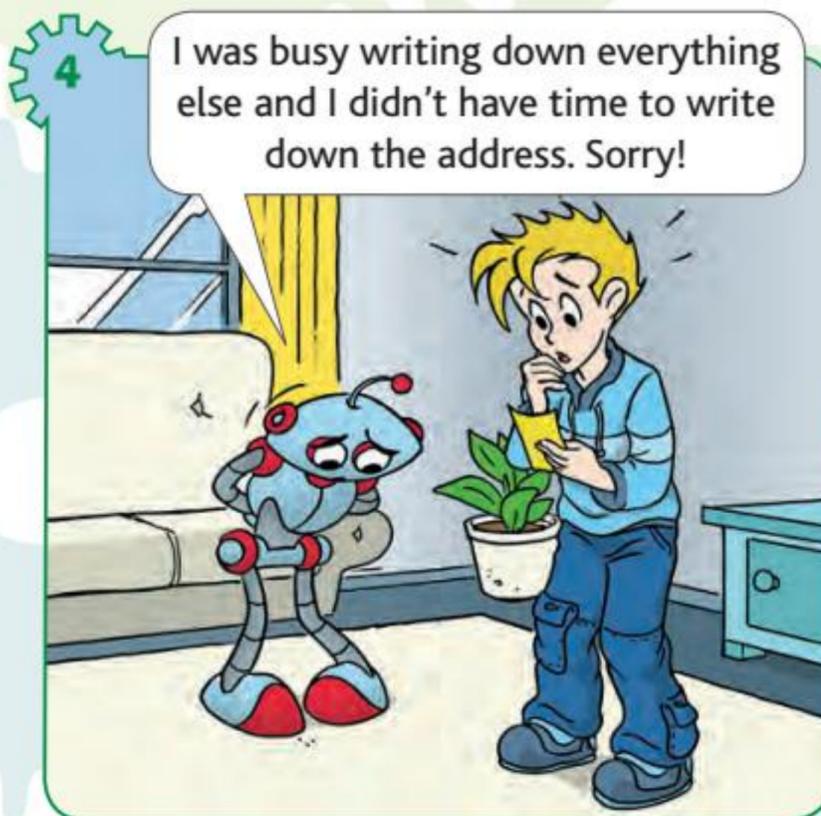
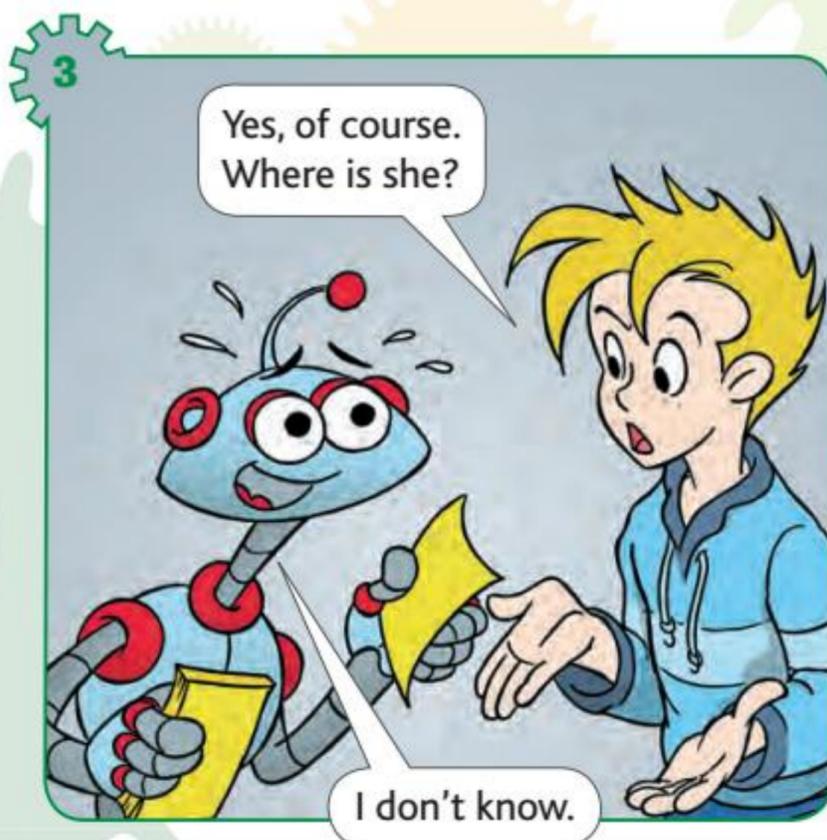


Eugenius: Right. I'll call her now.

Dax: She isn't at home. She asked me to give you a message. And she told me to write everything down.

Eugenius: What did she say?

Dax: She asked if she had left her camera here and I told her that she had. Then she asked if you could take it to her because it was very important.



Reported commands and requests

Direct speech	Reported speech
Commands	
'Be quiet!' the teacher said to us. 'Don't make a noise!' he said to them.	The teacher told us to be quiet. He told them not to make a noise.
Requests	
'Open the door, please,' she said to him. 'Please don't tell Emma,' I said to her.	She asked him to open the door. I asked her not to tell Emma.



- When we report commands and requests, we change the imperative to a full infinitive (*to + infinitive*).
'Hurry up!' he said to me. ⇒ He told me to hurry up.
'Please help me,' she said to him. ⇒ She asked him to help her.
- For negative commands and requests, we add *not* before the full infinitive (*not + to + infinitive*).
'Don't move!' he said to me. ⇒ He told me not to move.
- We usually use *tell* to report commands. We use an object after *tell*.
'Stay here!' she said to him. ⇒ She told him to stay there.
- We use *ask* to report requests. We use an object after *ask*.
'Please listen to me,' he said to her. ⇒ He asked her to listen to him.

1 Report the commands and requests.



- 1 'Please turn the TV off.'
Eugenius asked Dax *to turn the TV off*

- 2 'Go to your room!'
His dad told him
- 3 'Please wait outside.'
The secretary asked us
- 4 'Stop!'
I told her
- 5 'Be careful.'
He told me
- 6 'Please lay the table.'
My mum asked me
- 7 'Please read me a story.'
He asked his dad
- 8 'Get out of my room!'
She told him

2 Report the commands and requests.

- 1 'Don't worry,' I said to her.
I told *her not to worry*
- 2 'Please don't make a mess,' Mum said to us.
Mum asked
- 3 'Don't read my e-mails!' he said to his sister.
He told
- 4 'Please don't leave me alone,' she said to me.
She asked
- 5 'Please don't do that again,' I said to him.
I asked
- 6 'Don't be late again,' he said to her.
He told
- 7 'Please don't be angry with me,' she said to him.
She asked
- 8 'Don't press the red button!' he said to me.
He told

3 Report the commands and requests. Use the verb in brackets.



- 1 'Please be quiet,' she said to the students. (asked)
She asked the students to be quiet.
- 2 'Feed the dog,' I said to my brother. (told)
- 3 'Please wait for me,' I said to them. (asked)
- 4 'Don't leave your car here,' he said to us. (told)
- 5 'Please don't open the window,' she said to me. (asked)
- 6 'Don't tell anyone,' he said to me. (told)
- 7 'Please lend me £50,' she told him. (asked)
- 8 'Don't wait up for me,' he said to Nadia. (told)
- 9 'Tidy your room!' my mum said to me. (told)
- 10 'Please don't take photos,' the man said to us. (asked)

4 Are the sentences right or wrong? Tick (✓) or cross (X).

- 1 Peter told Jennifer to phone him after school.
- 2 Mrs Green asked the students to don't talk during the exam.
- 3 I asked my mum she wake me up at half past eight.
- 4 She told me to sit down and wait for my turn.
- 5 He told his daughter not be so rude to her grandmother.
- 6 Dave asked his friends to meet him at the station.
- 7 I asked Nick not to tell Becky about my birthday party.
- 8 I told both of them they stop asking so many questions.

Reported questions

Direct speech	Reported speech
Yes / No questions	
'Do you speak French?' she asked me. 'Have you finished?' he asked her. 'Is Will working?' she asked him.	She asked me if / whether I spoke French. He asked her if / whether she had finished. She asked him if / whether Will was working.
Wh- questions	
'Where do you live?' I asked him. 'What did he say?' she asked me. 'When are you leaving?' he asked her.	I asked him where he lived. She asked me what he had said. He asked her when she was leaving.

- When we change a question from direct speech into reported speech, the tenses, pronouns, and time phrases, etc., change in the same way as they do for affirmative and negative sentences. But in reported questions, we also change the structure of the sentence. The verb in the reported question is not in question form.
'Is he here?' I asked. ⇒ I asked if he was there. ✓ (I asked if was he there. X)
- When the direct question begins with an auxiliary verb (*do / does, have / has, etc.*) or a modal verb (*can, should, etc.*), the reported question begins with *if* or *whether*. *If* and *whether* are used in the same way.
'Are you busy?' he asked me. ⇒ He asked me if / whether I was busy.
- When the direct question begins with a question word or phrase (*what, where, how much, etc.*), the reported question begins with the same question word or phrase.
'Where did he go?' Mum asked. ⇒ Mum asked where he had gone.
- We often use *ask* to report questions. We can use an object (a name, a noun or a pronoun) after *ask*.
'Have they left?' she asked (me). ⇒ She asked (me) if they had left.

5 Report the questions.

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Remember: in reported questions, the verb is not in question form.

- | | |
|--|--|
| <p>1 'Is she happy?' I asked him.
<i>I asked him if she was happy.</i></p> <p>2 'Does Jo speak French?' she asked me.
.....</p> <p>3 'Can you hear me?' he asked them.
.....</p> | <p>4 'Did you get up late?' I asked her.
.....</p> <p>5 'Are you leaving?' she asked us.
.....</p> <p>6 'Have you finished?' he asked me.
.....</p> <p>7 'Do you believe her?' I asked him.
.....</p> <p>8 'Will you help them?' he asked her.
.....</p> |
|--|--|

6 Report the questions.

- | | |
|--|---|
| <p>1 'Why are you laughing?' I asked Jon.
<i>I asked Jon why he was laughing.</i></p> <p>2 'What should I do?' she asked me.
.....</p> <p>3 'Where are you going?' her dad asked her.
.....</p> <p>4 'How long have you been waiting?' she asked him.
.....</p> <p>5 'When are you leaving?' Fred asked Fiona.
.....</p> | <p>6 'How much flour do we need?' I asked my mum.
.....</p> <p>7 'Who are you?' he asked her.
.....</p> <p>8 'What did your father say?' I asked him.
.....</p> <p>9 'Where have they gone?' she asked me.
.....</p> <p>10 'Why were you crying?' he asked her.
.....</p> |
|--|---|

7 Report the questions.

- | | |
|--|--|
| 1 'Have you finished your breakfast?' my dad asked me.
<i>My dad asked me if I had finished my breakfast.</i> | 5 'What have you been doing lately?' Mr Fox asked us.
..... |
| 2 'Why did you move house?' she asked him.
..... | 6 'Is Sam at home?' she asked Ella.
..... |
| 3 'Is it raining?' I asked her.
..... | 7 'Where can we go?' they asked us.
..... |
| 4 'How often do you exercise?' he asked her.
..... | 8 'Are you watching TV?' I asked him.
..... |

8 Report the questions.

Mick had an interview for a summer job last week. These are the questions the interviewer asked him.

- 1 What is your name?
- 2 How old are you?
- 3 How did you hear about the job?
- 4 Do you speak any foreign languages?
- 5 Can you use a computer?
- 6 When can you start?



- | | |
|--|---------|
| 1 <i>He asked him what his name was.</i> | 4 |
| 2 | 5 |
| 3 | 6 |

9 Read and report the questions, commands and requests.

- | | |
|--|---|
| Mrs Fox: ¹ <u>Hurry up</u> , Michael. You'll be late for school. | Michael: OK. ⁶ <u>What have you put in my sandwiches</u> , Mum? |
| Michael: ² <u>Where's my sports bag?</u> | Mrs Fox: Ham and cheese. |
| Mrs Fox: It's by the door. ³ <u>Have you drunk your milk?</u> | Michael: ⁷ <u>Can I have an apple</u> , too? |
| Michael: Yes, I have. | Mrs Fox: Yes, ⁸ <u>take one from the bowl</u> . |
| Mrs Fox: Then ⁴ <u>put your cup in the sink</u> . And ⁵ <u>please make your bed</u> . | Michael: Thanks, Mum! See you later. |
| | Mrs Fox: Bye, dear. |

- | | |
|---|-------------------|
| 1 Mrs Fox told Michael <i>to hurry up</i> | 5 She asked |
| 2 He asked her | 6 He asked |
| 3 She asked him | 7 He asked |
| 4 She told | 8 She told |

10 Rewrite the sentences. Use the word in bold. Use no more than five words.

- | | |
|---|--|
| <p>1 'Finish your homework,' his mum said to him. to
His mum told <i>him to finish</i> his homework.</p> <p>2 'Do you know my brother?' Faye asked me. whether
Faye asked me her brother.</p> <p>3 'Please show me the way,' she said to him. asked
She the way.</p> <p>4 'Don't stay up late,' my father said to me. told
My father up late.</p> | <p>5 'Where were you yesterday?' He asked them. been
He asked them the day before.</p> <p>6 'Why are they in a hurry?' I asked. were
I asked in a hurry.</p> <p>7 'Is your dad working?' I asked Fred. if
I asked Fred working.</p> <p>8 'Please don't say anything to Nikki,' I said to him. not
I asked anything to Nikki.</p> |
|---|--|

Let's write!

- 11** Imagine that you went for an audition for a talent show last week. Report the questions that the judges asked you and / or the things that they asked you to do.

They asked me what my name was.

They asked me to

.....

.....

.....

.....

.....

.....

.....

.....

Let's talk!

- 12** Play a game.

Student A: Whisper a request to Student B.

Student B: Stand up and do what Student A asked you to do.

Student C: Guess what Student A said and report his / her request to the rest of the class. Get one point for each correct guess.

Take it in turns to be Student A, B and C. Each student must make two guesses. Then count your points and find the winner(s)!

(Please give me a pencil.)

I think Maria asked Anna to give her a pencil.

That's right. One point for you!

17

Relative clauses



Defining relative clauses

Who	The boy who is sitting over there is from Italy.
Which	The letter which is on the table is for Ella.
That	The boy that is sitting over there is from Italy. The letter that is on the table is for Ella.
Whose	The man whose wallet was stolen has phoned the police.
Where	Here is the place where I found the keys.
When	Saturday is the only day when we can relax.



Relative pronouns

Relative pronouns are words that refer to a person, thing, animal, place, etc., that we have already mentioned. We use them in relative clauses.

We use:

- *who* for people.
*That's the girl **who** came to our house last night.*
- *which* for things and animals.
*The dress **which** I bought was too short.*
- *that* for people, things or animals. We can use it instead of *who*, *which* or *whom*.
*That's the girl **that** came to our house last night.*
*The dress **that** I bought was too short.*
- *whose* for possession. We can use it to talk about people, things or animals.
*The boy **whose** sister is in my class is called Peter.*
*I read a poem **whose** title I can't remember.*
- *where* for places.
*That's the village **where** my mum grew up.*
- *when* for time.
*That was the day **when** I hurt my arm.*

Defining relative clauses

- There are two kinds of relative clause: defining relative clauses and non-defining relative clauses. They begin with a pronoun and they come after the noun they refer to.
*I need a computer **which works much faster than this one**.*
- We use defining relative clauses to give essential information about the person, thing, animal, place, etc., that we are talking about.
*She's the girl **who lent me the book**.*
The sentence above would not be complete if we left out the defining relative clause (*who lent me the book*). *She's the girl* does not make sense on its own. The information we receive from the defining relative clause is essential.
- We can leave out the relative pronoun when it is the object of the relative clause.
That's the CD. I bought it yesterday. (I is the subject of the second sentence and it is the object.)
*That's the CD **that** I bought yesterday. ✓ That's the CD I bought yesterday. ✓*
(The relative pronoun (*that*) refers to the object (*it*). We can leave it out.)
- We cannot leave out the relative pronoun when it is the subject of the relative clause.
That's the boy. He stole my CD. (He is the subject of the second sentence and my CD is the object.)
*That's the boy **that** stole my CD. ✓ (That's the boy stole my CD. X)* (The relative pronoun (*that*) refers to the subject (*he*). We cannot leave it out.)

1 Complete. Use *who*, *which*, *whose*, *where* or *when*.

- The car *which* is parked outside our house is my dad's.
- Is that the boy bike was stolen the other day?
- This is the house my grandfather was born.
- That's the woman gave me your phone number.
- That was the day I met Christine, my best friend.
- That's the dog was chasing our cat this morning!
- Is that the restaurant you had dinner on your birthday?
- Is that the man son was injured in the accident?

2 Join the sentences. Use defining relative clauses.

- I saw a boy. He looked just like your brother.
I saw a boy who looked just like your brother.
- That's the house. I grew up there.
- We met the girl. Her sister won the race.
- This is the film. It made him famous.
- That's the time. He usually has lunch then.
- I've got a friend. She hates board games.
- There's the building. Bob works there.
- He read us a story. It wasn't very interesting.

3 Circle the relative pronoun if it is not necessary. Tick (✓) the box if the relative pronoun is necessary.

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Remember: We can leave out the relative pronoun only if it is the object of the relative clause.

- This is not the programme that I wanted to watch!
- The girl who delivered the pizza is Italian.
- That's the shirt which Paul wore to the interview.
- I want to meet the boy that was taking photos at your party.
- The woman who owns the shop is our neighbour.
- Where's the DVD that you bought for me?
- Who bought the painting that cost £10,000?
- The man that I saw was wearing jeans and a black T-shirt.



4 Join the sentences. Use a relative pronoun only where necessary.



- 1 Where's the CD? I had left it on my desk.
Where's the CD I had left on my desk?
- 2 I saw the man. He tried to steal their car.

- 3 This is the story. My sister wrote it.

- 4 That's the boy. I met him at the party.

- 5 Here's the ball. It broke our window.

- 6 Look at the girl. She is standing next to Ben.

- 7 Do you know the woman? She lives next door.

- 8 Here's the article. I wrote it.

Non-defining relative clauses

Who	Jon, who had never been on a plane before, was terrified.
Which	The school, which was built in 1935, has about 850 students.
Whose	Pete, whose mum teaches French at our school, was also at the party.
Where	In 2003 he moved to Cambridge, where he studied medicine.
When	They came to Oxford in 2008, when their daughter was born.

- We use non-defining relative clauses to give extra information about a person, thing, animal, place, etc. The information is not essential to the meaning of the sentence. The sentence would make sense without the relative clause.
My brother, who is really good at swimming, won the race.
- Non-defining relative clauses begin with a relative pronoun. They come after the noun they refer to. We use commas to separate a non-defining relative clause from the main clause. When the relative clause is at the end of the sentence, we only use one comma.
Mr Barnes, who used to work with my dad, lives in that house.
I also met Mr Barnes, who used to work with my dad.
- We do not use *that* in non-defining relative clauses.
Mr Barnes, who used to work with my dad, lives in that house. ✓
~~(Mr Barnes, that used to work with my dad, lives in that house. X)~~
- We cannot leave out the relative pronoun in non-defining relative clauses.

5 Write D (defining relative clause) or ND (non-defining relative clause).

- | | |
|---|---|
| 1 The boy who works in that shop is my cousin. <input type="checkbox"/> | 5 I know a girl whose parents own a sweet shop. <input type="checkbox"/> |
| 2 Then they moved to Rome, where they lived for twelve years. <input checked="" type="checkbox"/> | 6 He lives in a big house, which he bought four years ago. <input type="checkbox"/> |
| 3 I last saw him in May, when I went to Brighton. <input type="checkbox"/> | 7 That's the time when we all take a break. <input type="checkbox"/> |
| 4 These are the toys which I want to give away. <input type="checkbox"/> | 8 And that's Mrs Evans, who used to teach English at our school. <input type="checkbox"/> |

6 Put commas where necessary.



- | | |
|---|--|
| 1 Clara's Café, which has the best chocolate muffins in town, is on Harbour Street. | 3 The girl whose name I can't remember looked like your cousin Anna. |
| 2 Our headmaster who is very young is quite strict. | 4 I'll see her on Thursday when she'll be back from her business trip. |
| | 5 Vienna where we spent our summer holidays is a beautiful city. |
| | 6 Their son who now lives in London is twenty-eight years old. |
| | 7 I really like this jacket which was a present from my parents. |
| | 8 I met Mike and Heather in 2004 when we moved here. |

7 Join the sentences. Use non-defining relative clauses. Use the second sentence in the relative clause.

- | | |
|--|--|
| 1 Mrs Harris lives on a farm near here. She is my Biology teacher.
<i>Mrs Harris, who is my Biology teacher, lives on a farm near here.</i> | 5 Gwythers and Sons has some great bargains. I buy all my shoes there.
.....
..... |
| 2 The book was written by Joseph Barker. It was published in 2004.
.....
..... | 6 Their flat had an amazing view. It was on the fourth floor.
.....
..... |
| 3 Last Monday was the worst day of my life. I had the accident then.
.....
..... | 7 Emily refused to let anyone see her. Her hair had turned green.
.....
..... |
| 4 Mrs May gave me some tickets to the ballet. Her daughter is a dancer.
.....
..... | 8 My dad can't use this program. He doesn't know much about computers.
.....
..... |

8 Read and circle the correct answer. Then put commas where necessary.

The USA
Factfile

- ★ George Washington, ¹ who / that died in 1799, was the first president of the United States.
- ★ The American flag ² *which it's* / *which is* often called *The Stars and Stripes* has fifty stars (one for each state) and thirteen stripes.
- ★ In 1789 ³ *then* / *when* George Washington became president, there were only thirteen stars on the American flag.
- ★ Washington DC where the US president ⁴ *lives* / *he lives* is the capital of the United States.
- ★ The US president's home ⁵ *which* / *that* is called *The White House* has 132 rooms and thirty-five bathrooms!
- ★ John Adams ⁶ *who he was* / *who was* the second president of the United States was the first president to live in the White House.





Let's write!

9 Look at Exercise 8 and make a factfile about your country. Use relative clauses.

.....

.....

.....

.....

.....

.....

.....

.....

Let's talk!

10 Work with a partner. Then play a game.

With your partner, choose three words from A and three words from B and write sentences describing them. Use relative clauses.

Now read your sentences to the rest of the class. Get one point for each correct sentence.

A		B	
architect	journalist	air conditioner	leopard
author	nurse	dictionary	MP3 player
dentist	secretary	dishwasher	parrot
electrician	vet	encyclopaedia	thriller
farmer	waiter	knife	toaster

An architect is someone whose job is to design buildings.

Correct. One point for you.

4

Revision: Units 13–17

1 Circle the correct answer.

- 0 I'll go shopping if Mum gives / will give me some money.
- 1 If he *had given* / *would have given* me his number, I would have phoned him.
- 2 If I knew the answer, I *told* / *would tell* you.
- 3 She *hadn't won* / *wouldn't have won* the race if she hadn't trained so hard.
- 4 If you see Mia, *tell* / *will tell* her the news.
- 5 If we *had* / *would have* more money, we'd buy a bigger house.
- 6 When she eats nuts, she *gets* / *will get* spots on her face.
- 7 I won't come with you unless you *promise* / *will promise* to drive slowly.

..... / 7

2 Complete. Use the correct form of the verb.

- 0 I love that dress. If only I had enough money to buy it! (have)
- 1 I hate this village! I wish we in a big city! (live)
- 2 We missed our bus yesterday. If only we earlier! (get up)
- 3 Jim wishes he so rude to her. Now she won't speak to him. (not be)
- 4 I'm bored. I wish we home. (can / go)
- 5 If only I the dinner! Now there's nothing to eat! (not burn)
- 6 I wish I leave. I'm having a great time! (not have to)

..... / 6

3 Report the statements.

- 0 Kim said, 'I hate surprises.'
Kim said that she hated surprises.
- 1 Mike said, 'I saw Bill on Monday.'
.....
- 2 I said, 'I've never been to the USA.'
.....
- 3 Maria said, 'They're leaving tonight.'
.....
- 4 Mandy said, 'Bob isn't here.'
.....
- 5 Pete said, 'I'll lend her the money.'
.....
- 6 They said, 'We may be a bit late.'
.....

..... / 6

4 Report the commands and requests. Use the verb in brackets.

- 0 'Don't move!' he said to me. (told)
He told me not to move.
- 1 'Please stay here,' she said to him. (asked)
.....
- 2 'Hurry up!' I said to her. (told)
.....
- 3 'Please leave,' they said to me. (asked)
.....
- 4 'Don't worry,' I said to him. (told)
.....
- 5 'Please be quiet,' he said to her. (asked)
.....
- 6 'Wait!' she said to me. (told)
.....

..... / 6

5 Report the questions.

- 0 'Do you know Sally?' I asked her.
I asked her if she knew Sally.
- 1 'What were they doing?' Tom asked me.
.....
- 2 'Can you help them?' she asked him.
.....
- 3 'When did you come back?' he asked her.
.....
- 4 'Have you met Jon's sister?' Liz asked me.
.....
- 5 'Where are you going to stay?' I asked her.
.....
- 6 'Is she working today?' he asked us.
.....
- 7 'How long have you been a teacher?' I asked Mr Barnes.
.....

..... / 7

6 Join the sentences. Use defining relative clauses.

- 0 That's the man! He stole my purse!
That's the man who stole my purse!
- 1 This is the recipe. I used it for the cake.
.....
- 2 I met a girl. Her brother is in your class.
.....
- 3 That's the town. My dad grew up there.
.....
- 4 That's the boy. He helped me.
.....
- 5 This is the shirt. I bought it last week.
.....
- 6 That was the day. I met my best friend then.
.....

..... / 6

7 Join the sentences. Use non-defining relative clauses. Use the second sentence in the relative clause.

- 0 The boy was her son. He looked like her.
The boy, who looked like her, was her son.
- 1 Emma had been crying. Her eyes were red.
.....
- 2 Their flat is in West Street. It's quite small.
.....
- 3 He's going to Spain. He was born there.
.....
- 4 Sue looked sad. She had heard the news.
.....
- 5 I met her in 2003. We left London then.
.....
- 6 Jim called the police. His car had been stolen.
.....

..... / 6

8 Rewrite the sentences. Use the word in bold. Use no more than five words.

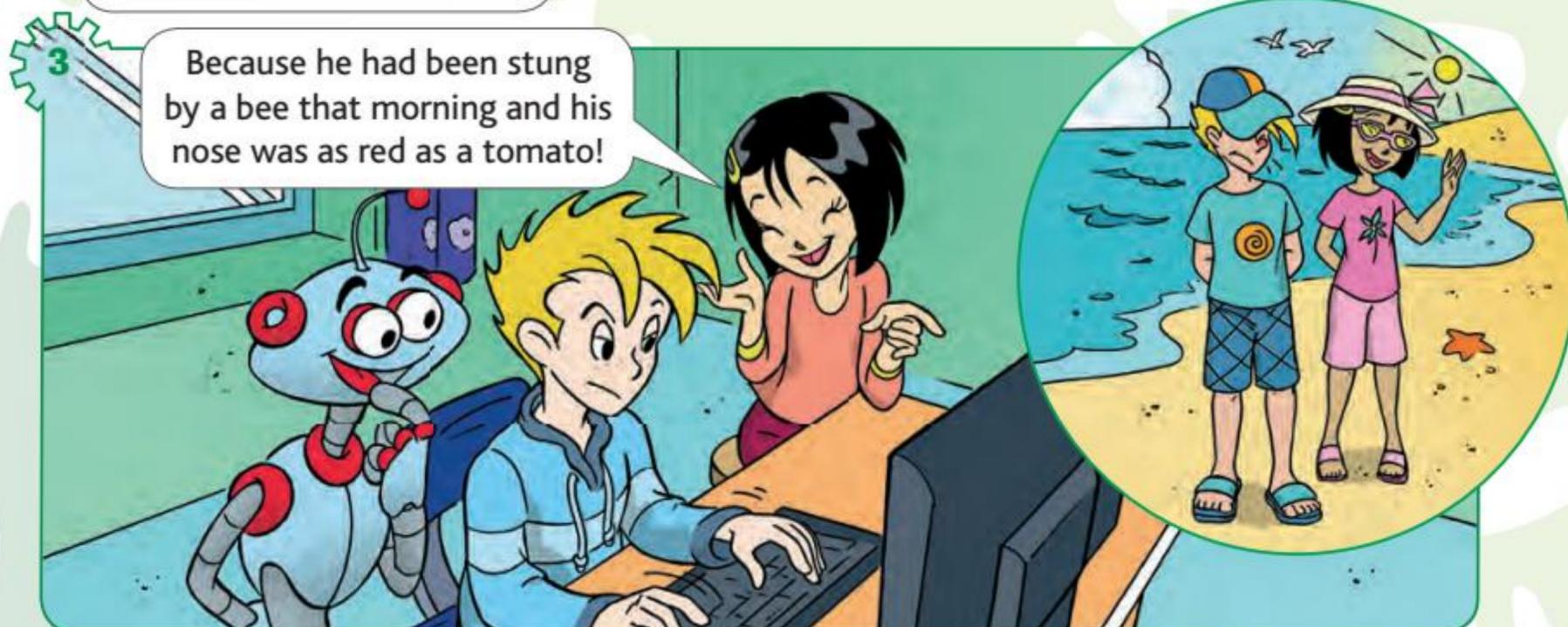
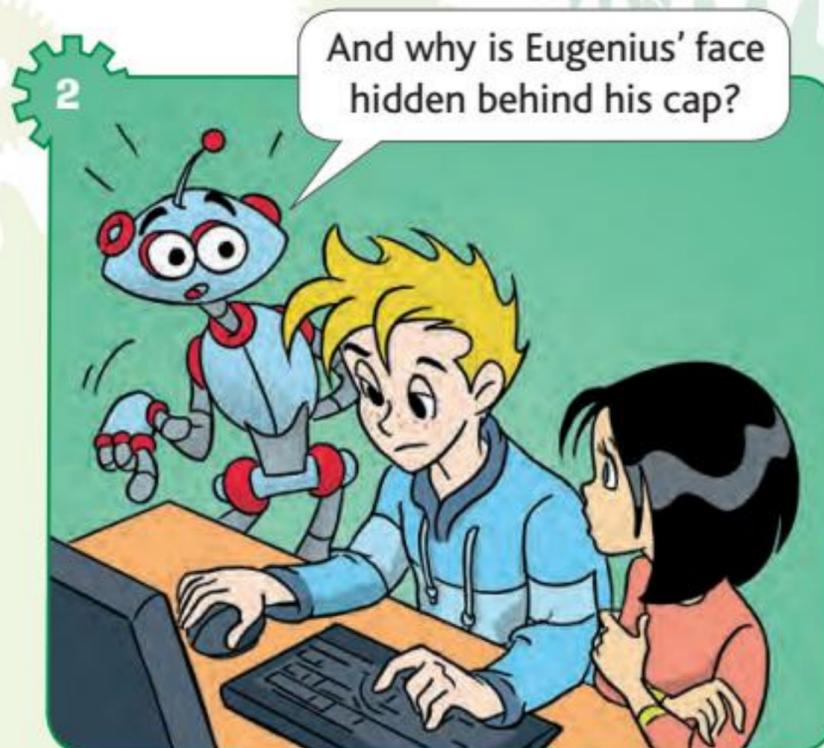
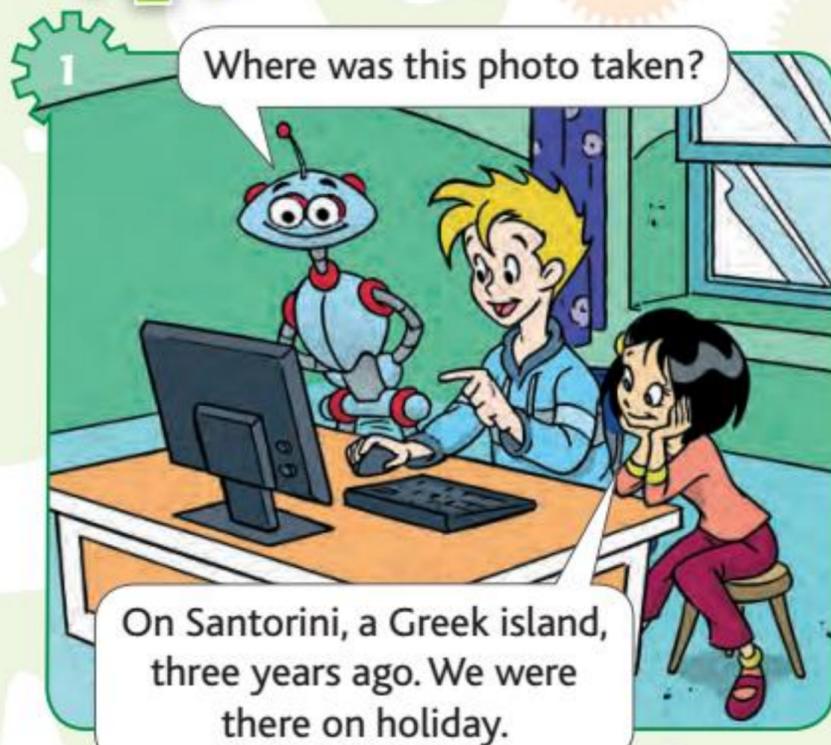
- 0 I won't go unless you come with me. **if**
I won't go *if you don't come* with me.
- 1 You shouldn't lend him the money. **were**
If, I wouldn't lend him the money.
- 2 'I'm fine,' she said to me. **told**
She fine.
- 3 I'm sorry I can't come with you. **wish**
I with you.
- 4 'Can you drive?' I asked him. **whether**
I asked him drive.
- 5 'Please help me,' I said to her. **asked**
I me.
- 6 He'll forget if you don't remind him. **unless**
He'll forget him.

..... / 6

Total: / 50

18

The passive



	Active	Passive
Present simple	They cut the grass.	The grass is cut.
Present continuous	They are cutting the grass.	The grass is being cut.
Past simple	They cut the grass.	The grass was cut.
Past continuous	They were cutting the grass.	The grass was being cut.
Present perfect simple	They have cut the grass.	The grass has been cut.
Past perfect simple	They had cut the grass.	The grass had been cut.
Future simple	They will cut the grass.	The grass will be cut.
Be going to	They are going to cut the grass.	The grass is going to be cut.
Modal verbs	They should cut the grass.	The grass should be cut.

Form

- We form the passive voice with the appropriate tense of the verb *to be* and the past participle of the main verb.

Present simple		
I	am	taught
you / we / they	are	
he / she / it	is	
Present continuous		
I	am being	taught
you / we / they	are being	
he / she / it	is being	
Past simple		
I / he / she / it	was	taught
you / we / they	were	
Past continuous		
I / he / she / it	was	taught
you / we / they	were	
Present perfect simple		
I / you / we / they	have been	taught
he / she / it	has been	
Past perfect simple		
I / you / he / she / it / we / they	had been	taught
Future simple		
I / you / he / she / it / we / they	will be	taught
<i>Be going to</i>		
I	am going to be	taught
you / we / they	are going to be	
he / she / it	is going to be	
Modal verbs		
I / you / he / she / it / we / they	can be	taught

- In negative sentences, we add *not* after the verb *to be*.
*The children **are not taught** Spanish.*
- In questions, we put the verb *to be* at the beginning of the sentence.
***Are the children taught** Spanish?*

Use

We use the passive voice when we want to focus on the action itself and not the person who does it. We usually do not know or are not interested in who does the action. The main focus is the action itself.

*These boxes **are painted** by hand. Their car **was stolen** last night.*

1 Complete. Use the present simple passive.



- 1 Havisham House Gardens *are visited* by hundreds of tourists every year. (visit)
- 2 The gardens by a team of fifteen gardeners. (look after)
- 3 The lawn once a week. (cut)
- 4 It by an automatic watering system. (water)
- 5 Some of the flowers by the housekeeper to decorate the house. (pick)
- 6 Sometimes the visitors leave litter, which every evening. (collect)
- 7 Special events in the gardens in the summer. (often / hold)
- 8 Lunch outdoors in the summer. (also / serve)

2 Complete. Use the past simple passive.

- 1 His new book *was written* in just three months. (write)
- 2 The little girls in angel costumes. (dress)
- 3 The show by thousands of people. (watch)
- 4 I to Jon's birthday party last Saturday. (invite)
- 5 The dishes using fresh ingredients. (cook)
- 6 The athletes by a top coach. (train)
- 7 The music for the film by Adrian Williams. (compose)
- 8 These tomatoes in our garden. (grow)

3 Complete. Use the present perfect passive.

- 1 The problem *has been solved* (solve)
- 2 The letters (already / post)
- 3 The meeting (cancel)
- 4 All the tickets for the concert (sell)
- 5 His new book (just / publish)
- 6 All the necessary arrangements (make)
- 7 Mr Davis' office (just / clean)
- 8 The two robbers (arrest)

4 Complete. Use the past perfect passive.

- 1 Some of the files on his computer *had been deleted* (delete)
- 2 I didn't know that the match (cancel)
- 3 The living room and one of the bedrooms (already / paint)
- 4 The door from the inside. (lock)
- 5 The vegetables for forty-five minutes. (boil)
- 6 By the time the police arrived, two more paintings (steal)

5 Complete. Use the present continuous passive.

- 1 New houses *are being built* in our village. (build)
- 2 The two men by Detective Edwards. (question)
- 3 The house at the moment. (redecorate)
- 4 Please wait here. Your rooms (clean)
- 5 Our car at the moment. (fix)
- 6 The project by Elaine Barnes. (manage)

6 Complete. Use the past continuous passive.

- 1 They thought they *were being followed* so they called the police. (follow)
- 2 When I called, she by Doctor Stephens. (examine)
- 3 He didn't know he He hadn't seen the camera. (film)
- 4 We had to wait outside while our rooms (prepare)
- 5 The office so we couldn't use it. (clean)
- 6 We were having lunch while our car (repair)

7 Complete. Use the passive.

- 1 He *should be punished* (should / punish)
- 2 The problem in many different ways. (can / solve)
- 3 All their things in boxes. (will / pack)
- 4 The meeting next week. (may / hold)
- 5 A hotel over there. (going to / build)
- 6 She (ought to / warn)
- 7 The match (might / cancel)
- 8 They to the wedding. (will / invite)

8 Write negative sentences and questions.



- 1 The living room has been redecorated.
The living room hasn't been redecorated.
Has the living room been redecorated?
- 2 These toys are made in China.
.....
.....
- 3 The meeting will be held on Friday.
.....
.....
- 4 This picture was painted in 1755.
.....
.....
- 5 The roof is being repaired at the moment.
.....
.....
- 6 Their flight has been cancelled.
.....
.....

9 Read and complete. Use the passive.

Interesting facts



- ◆ In ancient Egypt, people slept on pillows that ¹ *were made* (make) of stone.
- ◆ The call of the blue whale ² (can / hear) 800 kilometres away.
- ◆ Almost half the newspapers in the world ³ (publish) in the United States and Canada.
- ◆ In the great fire of London in 1666, half of London ⁴ (burn down) but only six people ⁵ (injure).
- ◆ If you recycle just one glass bottle, the energy that (save) is enough to light a light bulb for four hours.
- ◆ No piece of square paper ⁷ (can / fold) more than seven times.
- ◆ The smallest bone in the human body ⁸ (find) in the ear.

Agent

- In a passive sentence, we sometimes mention the agent (the person who does the action). To do this, we use *by* + a name / a noun / a pronoun.

The film was directed by Mel Gibson.

- We only mention the agent when we know who does the action we are talking about, and only when it adds new or important information. Compare:

The house was built in 1967. (We don't know who built it. We don't mention the agent.)

The young man was taken to hospital. (The important information here is the fact that he was taken to hospital. We are not interested in who took him. We don't mention the agent.)

The thieves have been arrested. (We know that the police arrested them. We don't need to mention the agent.)

The book was written by Ian Hughes. (The agent gives us important information, so we mention it.)

Active and passive sentences

When we change an active sentence into a passive sentence:

- the object of the active sentence becomes the subject of the passive sentence.
Ian Hughes wrote the book. ⇨ *The book was written by Ian Hughes.*
- we use the appropriate tense of the verb *to be* and the past participle of the verb in the active sentence.
Ian Hughes wrote the book. ⇨ *The book was written by Ian Hughes.*
- if we want to mention the agent, we use *by* + the subject of the active sentence.
Ian Hughes wrote the book. ⇨ *The book was written by Ian Hughes.*

10 Rewrite the sentences in the passive.

- 1 They grow coffee in Brazil.
Coffee is grown in Brazil.
- 2 Somebody stole his bicycle last week.
.....
- 3 They have redesigned the website.
.....
- 4 They are going to paint the office.
.....
- 5 They had already delivered the parcel.
.....
- 6 You should wear a helmet at all times.
.....
- 7 They will announce the results tomorrow.
.....
- 8 Somebody is translating the book in English.
.....



11 Rewrite the sentences in the passive.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1 Andy Graham directed the play.
<i>The play was directed by Andy Graham.</i> 2 Mr Harding has signed the contracts.
..... 3 Ian Jones may play the part of Hamlet.
..... 4 A French chef will prepare the meal.
..... | <ol style="list-style-type: none"> 5 Mrs Johnson marks our tests.
..... 6 Fred Taylor is designing her dress.
..... 7 A young man was following her.
..... 8 Rudyard Kipling wrote <i>The Jungle Book</i>.
..... |
|---|--|

12 Rewrite the sentences in the passive. Include the agent only where necessary.

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Remember: We only mention the agent when it adds important information.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1 Her aunt brought her up.
<i>She was brought up by her aunt.</i> 2 They have found the missing boy.
..... 3 Mr Fox's secretary organises all the meetings.
..... 4 A huge dog was chasing the cat.
..... | <ol style="list-style-type: none"> 5 A famous artist will paint her portrait.
..... 6 They had tested the products on animals.
..... 7 They should fire him.
..... 8 Gustave Eiffel built the Eiffel tower.
..... 9 They're going to deliver the furniture next week.
..... 10 Caitlin Peters can write the report.
..... |
|--|---|

13 Rewrite the sentences in the active.

- 1 She was bitten by a snake.
A snake bit her.
- 2 The Science class is taught by Mr Ashton.
- 3 The film is going to be directed by Luke Stephens.
- 4 The money had been stolen by one of the students.
- 5 The school is being designed by a German architect.
- 6 The photographer was being interviewed by a famous journalist.
- 7 He will be paid by Mrs Weller.
- 8 The e-mail was sent by Anne Richards.

14 Rewrite the sentences. Use the word in bold. Use no more than five words.

- 1 They paint the bridge every two years.
painted
The bridge *is painted* every two years.
- 2 They have just published his new book.
been
His new book published.
- 3 Will a taxi take them to the hotel?
taken
Will to the hotel by taxi?
- 4 They must feed the animals twice a day.
fed
The animals twice a day.
- 5 Chris Gibson wrote this article. **was**
This article Chris Gibson.
- 6 They are printing the menus at the moment. **printed**
The menus at the moment.
- 7 They will finish the project on time. **be**
The project on time.
- 8 They play football all over the world. **is**
Football all over the world.

15 Read and circle the correct answer.

Rosoff's Jewellery Store ¹ last night and diamonds worth one million pounds ² from the shop. Two suspects ³ already been arrested, although the diamonds have not ⁴ yet.

Jackson Construction ⁵ to build a new shopping mall in Hightown. The building ⁶ at the moment by architect Jason Foster. 'The building materials ⁷ already been delivered to the construction site,' Mr Foster told us. 'The shopping mall ⁸ out of steel and glass.'

- | | | |
|------------------|--|---------------------|
| 1 A burgled | <input checked="" type="radio"/> B was burgled | C were burgled |
| 2 A have stolen | B was stolen | C were stolen |
| 3 A have | B are | C were |
| 4 A found | B be found | C been found |
| 5 A is planning | B is planned | C is being planned |
| 6 A is designing | B has been designing | C is being designed |
| 7 A are | B have | C will |
| 8 A will build | B will be building | C will be built |

16 Read and complete. Use one word in each space.

Food facts

- ◆ Sugar ¹ ^{was} first added to chewing gum in the late 1870s ... ² a chemist!
- ◆ More vitamin C can ³ found in green peppers than in oranges.
- ◆ Cheese ⁴ not usually packed in plastic because it spoils the flavour.
- ◆ Ketchup ⁵ sold as medicine in the 1830s.
- ◆ Ice cream ⁶ brought to Europe from China in 1295 ⁷ Marco Polo.
- ◆ In China twenty-five million trees ⁸ cut down every year to make chopsticks.



Let's write!

17 Look at Exercises 9 and 16 and write your own strange, interesting or funny facts. They can be about anything. Use the passive.

More interesting facts

- ◆
- ◆
- ◆
- ◆
- ◆
- ◆

Let's talk!

18 Play a game with a partner.

Student A: Think of a noun. It can be any noun and it can be singular or plural. Tell Student B.

Student B: Make a passive sentence using Student A's noun. Get one point for each correct sentence.

Do this four times. Then swap roles and do the same.



Bottles.

House.

Bottles are made of glass.

Our house was built in 2004.

19

Causative form

1

Oh no! Mum's new carpet! She only had it delivered yesterday!



Don't worry! I'll have it dry-cleaned in seconds!

2

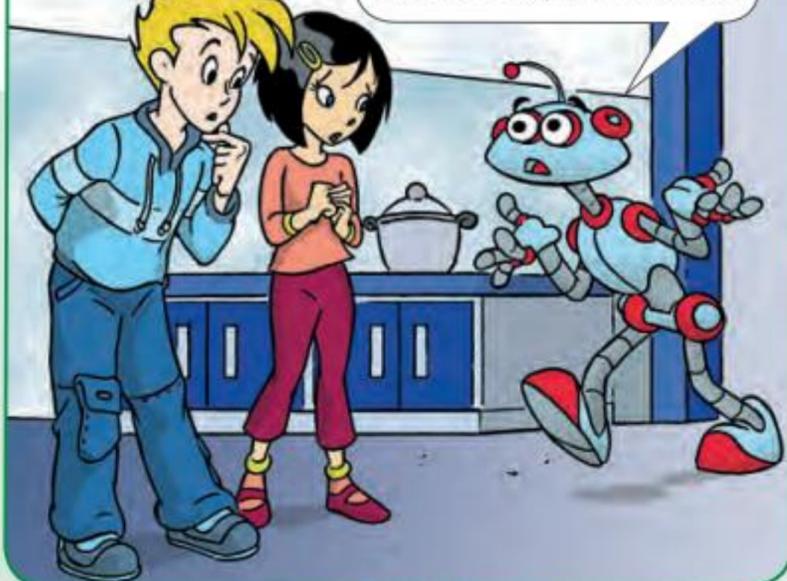
Dax, come to Ginny's house and bring all your dry-cleaning stuff.



3

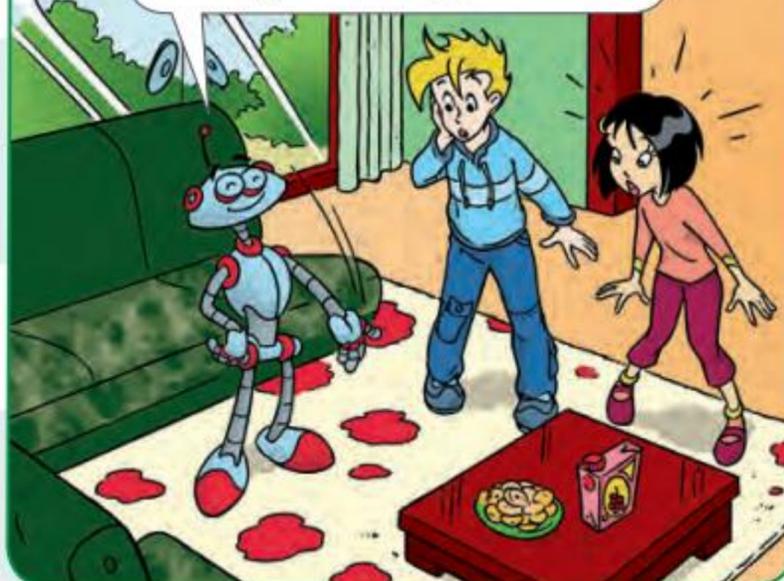
Well?

The stain hasn't come out, I'm afraid.



4

But I've splashed some more juice on the carpet and now it's got a lovely pattern!



Present simple

He has his eyes tested every six months.

Present continuous

He is having his eyes tested at the moment.

Past simple

He had his eyes tested two months ago.

Past continuous

He was having his eyes tested when I called him.

Present perfect simple

He has had his eyes tested.

Past perfect simple

He had had his eyes tested before he took the driving test.

Future simple

He will have his eyes tested soon.

Be going to

He is going to have his eyes tested next week.

Modal verbs

He should have his eyes tested.

Form

- We form the causative form with the appropriate tense of the verb *have*, an object and the past participle of the main verb. The form is: subject + *have* + object + past participle.

We have our carpets cleaned once a year. (present simple)

We are having our carpets cleaned tomorrow. (present continuous)

We had our carpets cleaned last month. (past simple)

We have had our carpets cleaned. (present perfect)

- In negative sentences, we put *not* after *have*.

We have not had our carpets cleaned yet.

- In questions, we put *have* at the beginning of the sentence.

Have you had your carpets cleaned yet?

- To mention the agent (the person doing the action) we use *by*, as in the passive voice. We only mention the agent when it adds new or important information.

She had her photo taken by a professional photographer.

Use

We use the causative form to say that someone else (e.g. a professional) has done something for us and that we have not done it ourselves. Compare:

Mark fixed the car. (He fixed it himself.)

Mark had the car fixed. (He arranged for someone else to fix it for him.)

1 Put the words in the correct order.

- 1 last month / we / painted / the living room / had

We had the living room painted last month.

- 2 she / just / cut / has / her hair / had

- 3 the windows / must / we / have / cleaned

- 4 once a week / he / washed / has / his car

- 5 having / he / is / taken / his photo / at the moment

- 6 the parcel / delivered / we / by courier / had

2 Complete. Use the causative form. Use the present simple, present continuous, past simple or future simple.

- 1 I *had my breakfast served* in my room yesterday. (my breakfast / serve)

- 2 The actors at the moment. (their make-up / do)

- 3 George every two years. (his motorbike / service)

- 4 I think she tomorrow. (the invitations / print)

- 5 Mr Evans at the moment. (his office / redecorate)

- 6 We in our garden last week. (some rose bushes / plant)

- 7 I tomorrow, I promise. (the dishwasher / fix)

- 8 We usually every week. (our swimming pool / clean)

3 Write questions and negative sentences.

- | | |
|---|--|
| <p>1 They had the grass cut yesterday.
They didn't have the grass cut yesterday.
Did they have the grass cut yesterday?</p> <p>2 He's had his passport checked.</p> <p>3 She's going to have her ears pierced.</p> <p>4 He has his eyes tested once a year.</p> | <p>5 They're having their car serviced.</p> <p>6 We can have our lunch served before noon.</p> <p>7 He'll have flowers sent to her.</p> <p>8 They had had the printer fixed.</p> |
|---|--|

4 Rewrite the sentences in the causative form. Include the agent only where necessary.

- | | |
|---|--|
| <p>1 A wedding planner is going to organise their wedding reception.
They are going to have their wedding reception organised by a wedding planner</p> <p>2 A famous architect designed their new house.
They</p> <p>3 We must ask someone to photocopy these documents today.
We</p> | <p>4 A French chef is cooking the food for their party.
They</p> <p>5 Mum asks someone to dry-clean our curtains once a year.
Mum</p> <p>6 Mia Richards will design the actors' costumes.
The actors</p> |
|---|--|

5 Are the sentences right or wrong? Tick (✓) or cross (x).



- | | |
|--|---|
| <p>1 The Robinsons had their garden designed by professionals. <input checked="" type="checkbox"/></p> | <p>2 My sister is having done her hair at the moment. <input checked="" type="checkbox"/></p> <p>3 He has new business cards printing every two years. <input type="checkbox"/></p> <p>4 We're going to have Matt's birthday cake made by Mr Philips, the baker. <input type="checkbox"/></p> <p>5 My brother hasn't had fixed his car yet. <input type="checkbox"/></p> <p>6 Mrs Watts has just had her portrait painted by a famous artist. <input type="checkbox"/></p> <p>7 When are you going to have those letters typed? <input type="checkbox"/></p> <p>8 My new flatmate needs a key; I must have one be made tomorrow. <input type="checkbox"/></p> |
|--|---|

6 Rewrite the sentences. Use the word in bold. Use no more than five words.

- | | |
|--|---|
| <p>1 We're going to ask someone to repair the fence next week. repaired
We are going to
next week.</p> <p>2 Someone has installed a burglar alarm in Ian's house. had
Ian has in his house.</p> <p>3 A famous photographer took Samantha's photo. by
Samantha a famous photographer.</p> <p>4 Paolo Luci designs her clothes. designed
She Paolo Luci.</p> | <p>5 The hairdresser was dying Kelly's hair when we called her. having
Kelly when we called her.</p> <p>6 She asked someone to replace all the carpets last spring. replaced
She last spring.</p> <p>7 Dad usually asks someone at the garage to wash his car. has
Dad usually at the garage.</p> <p>8 I will ask someone to check the tyres tomorrow. have
I tomorrow.</p> |
|--|---|

Let's write!

- 7 Write sentences about things that you and your family have had done recently, or things that you are going to have done. Use the causative form. You can use these ideas.**

- car / fix
- carpets / clean
- hair / cut
- eyes / test
- house / paint
- air conditioning / install
- house / redecorate
- clothes / dry-clean

We've just had

Last month we had

We're going to have

.....

.....

.....

.....

.....

.....

Let's talk!

- 8 Work with a partner. Ask and answer.**
- Student A: Ask Student B if he / she has ever had the things in A done for him / her.
- Student B: Answer Student A's questions.
- Now swap roles and do the same with B.

- A**
- your computer / reprogramme
 - your eyes / test
 - a tooth / take out
 - your bedroom / redecorate

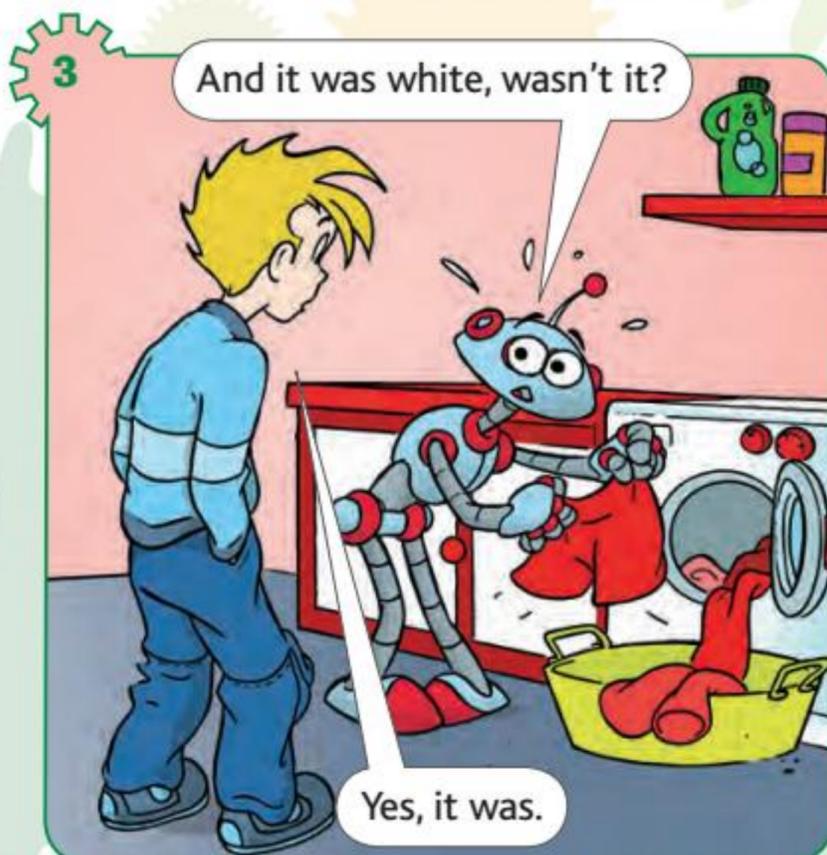
- B**
- a meal / serve / in your room
 - your photo / take
 - your hair / dye
 - a present / deliver / to someone

Have you ever had your computer reprogrammed?

Yes, I have. I had it reprogrammed last month.

20

Question tags, short agreements



Question tags

Affirmative sentence + negative tag

He's angry, isn't he?
 She speaks Spanish, doesn't she?
 He liked my present, didn't he?
 We have met before, haven't we?
 They can see us, can't they?
 Andy will help us, won't he?

Negative sentence + affirmative tag

He isn't angry, is he?
 She doesn't speak Spanish, does she?
 He didn't like my present, did he?
 We haven't met before, have we?
 They can't see us, can they?
 Andy won't help us, will he?

Form

- Question tags are short questions that we add to the end of statements. We form question tags with the auxiliary / modal verb of the statement + a pronoun. We use a comma before question tags.

They're watching TV at the moment, aren't they?

- We use negative question tags after positive statements.

You liked the film, didn't you?

- We use positive question tags after negative statements.

She doesn't usually go out in the evenings, does she?

- The question tag for *I am* is *aren't I?*

I'm early, aren't I?

- The question tag for *let's* is *shall we?* (in both negative and affirmative sentences).

Let's go, shall we? Let's not talk about this now, shall we?

- The question tag for imperatives is *will you?* (in both negative and affirmative sentences).

Be quiet, will you? Don't do this now, will you?

- When the sentence begins with *there* (e.g. *there is / there are, there was / there were*), we use *there* in the question tag.

There aren't enough chairs, are there?

Use

We use question tags:

- when we think or know that something is true and expect the listener to agree with us.

A: The actors were brilliant, weren't they? B: Yes, fantastic!

- when we are not sure if something is true and want to check.

A: Tim doesn't live with you, does he? B: No, he's just staying for the weekend.

1 Complete. Use question tags.

- | | |
|--|--|
| 1 You live in our street,? | 5 They weren't at home,? |
| 2 Carol didn't phone you,? | 6 Kate likes pop music,? |
| 3 David has been working really hard,? | 7 They won't lend us the money,? |
| 4 I'm not getting in your way,? | 8 You had been there before,? |

2 Complete. Use question tags.

- | | |
|---|---|
| 1 He should apologise,? | 6 They can't help us,? |
| 2 Let's try again,? | 7 Let's not do this now,? |
| 3 Stop crying,? | 8 Don't be late again,? |
| 4 I'm your best friend,? | 9 I'm not late,? |
| 5 There aren't any letters for me,? | 10 There will be a prize for the winner,? |

3 Complete. Use one or two words in each space.

- 1 He *doesn't* speak French, does he?
- 2 Mum is working on Saturday, she?
- 3 go to the cinema tonight, shall we?
- 4 Post this letter for me, you?
- 5 You been to Spain, haven't you?
- 6 There isn't any cake left, is?
- 7 make so much noise, will you?
- 8 She's two brothers, hasn't she?

Short agreements

Affirmative		Negative	
A: I'm tired.	B: So am I.	A: I'm not tired.	B: Neither am I.
A: We won.	B: So did we.	A: We didn't win.	B: Neither did we.
A: Jo can drive.	B: So can Tim.	A: Jo can't drive.	B: Neither can Tim.



- We can agree with something that someone says to us without repeating their words.
- We use *so* to agree with an affirmative sentence. It is followed by the auxiliary verb and the subject.
A: *I liked the film.* B: *So did I.*
- We use *neither* to agree with a negative sentence. It is followed by the auxiliary verb and the subject.
A: *Sam isn't going to the party.* B: *Neither is Becky.*

4 Reply to the statements. Use *so* or *neither*.

- 1 A: I love pop music.
B: *So do* I.
- 2 A: Luke hasn't replied yet.
B: Erica.
- 3 A: Emma failed her test.
B: Greg.
- 4 A: We're going to stay at home.
B: we.
- 5 A: I wasn't listening to him.
B: I.
- 6 A: I couldn't stop laughing!
B: I!

5 Reply to the statements. Use *so* or *neither*.

- 1 A: I had never been there before. (we)
B: *Neither had we.*
- 2 A: Sarah left early. (Pete)
B:
- 3 A: I want to see that film. (I)
B:
- 4 A: My dad can't use a computer. (mine)
B:
- 5 A: I haven't met her brother. (I)
B:
- 6 A: We're going to the party. (we)
B:

6 Read and complete. Use one word in each space.

Ben: You're coming with us to the cinema, aren't ¹*you*.....?

Ian: You're not going to see the new James Bond film, ² you?

Ben: Yes, we are. I love James Bond films!

Ian: So ³ I. But I've already seen this one.

Ben: ⁴ have I. But I'd love to see it again. Besides, there aren't any other good films on, are ⁵?

Ian: No, there aren't. Oh, I know. Let's go to the new shopping centre instead, ⁶ we?

Ben: Well, I don't have enough money to go shopping.

Ian: ⁷ do I. But we don't have to buy anything, do ⁸? We can just look at the shops and maybe have a burger or something.

Ben: OK then. ⁹ 's phone Tom too, shall we? Maybe he wants to come, too.

Ian: I haven't got his new number.

Ben: Neither ¹⁰ I. But we can e-mail him. You've got his e-mail address, haven't you?

Ian: Yes. I'll e-mail him now.

Let's write!

7 Look at Exercise 6. Write a dialogue of your own between two speakers talking about their plans for an afternoon out. Use question tags and short agreements.

A: Hi,

B: Hi, You're not busy today, are you?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Let's talk!

8 Work with a partner.

Student A: Tell Student B five things that are true about you or someone you know.

Student B: Reply to Student A's statements. Use *so* or *neither*. You can talk about yourself or someone you know.

Now swap roles and do the same.

I've never been abroad.

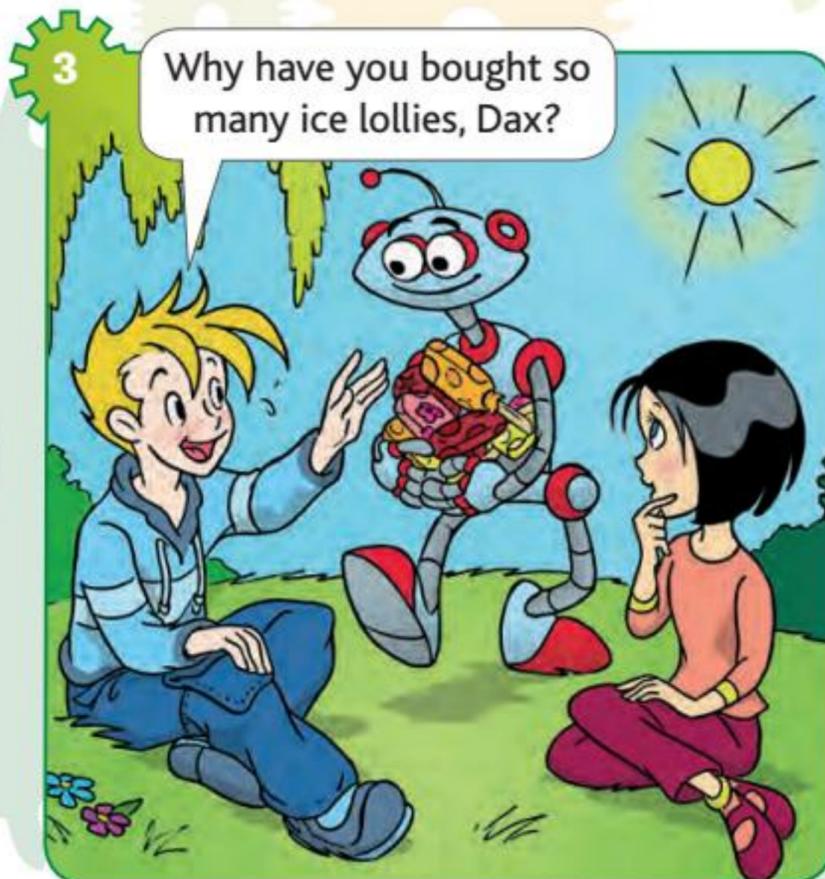
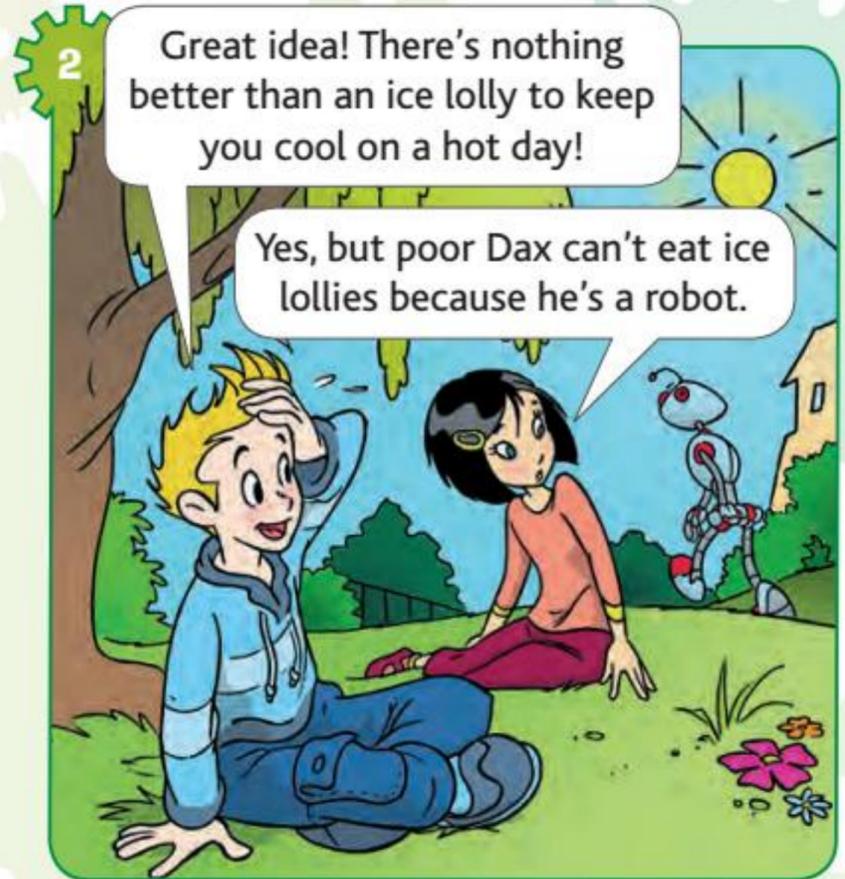
Neither have I.

My mum speaks French.

So does my dad.

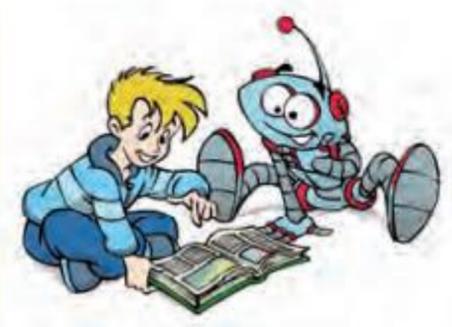
21

Sentence linking



Clauses of purpose

To	I turned on my computer to check my e-mails.
In order to	She borrowed some books from the library in order to find some information for her project.
So that	I'll leave her a note so that she will know where we are. We gave him some money so that he could buy some food.



Clauses of purpose explain why someone does something. They are introduced by words and phrases like:

- **to + infinitive**
*He went there **to see** his friend.*
- **in order (not) to + infinitive**
*We got up early **in order to catch** the first bus.*
- **so that + subject + can / will / could / would.** We use *can / will* to talk about the present or future and *could / would* to talk about the past.
*She's saving up **so that she can** go on holiday next year.*
*He told them the truth **so that he wouldn't** get into trouble.*

1 Join the sentences. Use the word in brackets.

- | | |
|--|--|
| <p>1 We set off early. We wanted to have plenty of time for the journey. (in order to)
<i>We set off early in order to have plenty of time for the journey.</i></p> <p>2 I went home. I wanted to talk to him. (to)</p> <p>3 Richard had to fill out a form. He wanted to get his money back. (in order to)</p> <p>4 They are leaving early. They want to avoid the traffic. (in order to)</p> | <p>5 She went to the supermarket. She wanted to get some orange juice. (to)</p> <p>6 I came here. I wanted to see you. (to)</p> <p>7 She went to bed early. She wanted to look fresh in the morning. (in order to)</p> <p>8 They're going to Brighton. They want to visit their grandparents. (to)</p> |
|--|--|

2 Join the sentences. Use **so that** and the verb in brackets.

- | | |
|---|--|
| <p>1 They bought a map. They wanted to find their way back to the hotel. (would)
<i>They bought a map so that they would find their way back to the hotel.</i></p> <p>2 I've just washed my blue T-shirt. I want to wear it to Nikki's party. (can)</p> <p>3 I'm going to get up early tomorrow. I don't want to be late for school. (won't)</p> <p>4 I opened the window. I wanted the bee to fly out. (could)</p> | <p>5 They hurried. They didn't want to miss the bus. (wouldn't)</p> <p>6 I'm going to lend him some money. He wants to buy a printer. (can)</p> <p>7 The driver stopped the bus. The children got on. (could)</p> <p>8 I'm going to send her an e-mail. She will know what to do. (will)</p> |
|---|--|

3 Read and complete. Use one word in each space.

Chocolate Cornflake Cakes



- First buy the ingredients that you will need ¹ ^{to} make the cakes: cooking chocolate, a packet of cornflakes and little paper cases.
- Break the chocolate into pieces ² that it will melt more easily.
- Put water in a saucepan and turn on the gas ³ boil the water. Put the pieces of chocolate into a bowl and place the bowl over the boiling water in ⁴ to melt the chocolate.
- When the chocolate has melted, take the bowl out of the saucepan. Use oven gloves or a cloth ⁵ that you won't burn your fingers!
- Add the cornflakes to the chocolate.
- Use a spoon ⁶ put the mixture into the paper cases and then put them into the fridge for four hours.
- Finally, invite your friends round ⁷ that they can try your delicious chocolate cornflake cakes!

Clauses of reason

Because

My dad was angry because I had lost my keys again.

Because of

We weren't able to go to the beach because of the rain.



Clauses of reason explain why something happened. They are introduced by words and phrases like:

- *because* + clause
*He walked home **because** he didn't have any money for the bus.*
- *because of* + noun
*The match was cancelled **because of** the snow.*

4 Complete. Use *because* or *because of*.

- The fields were flooded *because of* the rain.
- I didn't watch the film I didn't like it.
- They were both late for the meeting the traffic.
- We bought some sandwiches we were hungry.
- I didn't buy the dress I didn't have enough money.
- He had to retire his health problems.

Clauses of result

So	She wasn't hungry, so she didn't finish her lunch.
So ... that	The weather was so bad that we had to go home.
Such (a / an) ... that	It was such a bad joke that nobody laughed.

Clauses of result tell us the result or consequence of an action. They are introduced by words and phrases like:

- **so + clause**
We were tired, so we stopped for a rest.
- **so + adjective / adverb + that + clause**
Her hat looked so silly that we all laughed.
We ran so fast that we were soon out of breath.
- **such a / an + adjective + singular noun + that + clause**
She got such a terrible shock that she screamed.
- **such + adjective + plural / uncountable noun + that + clause**
They're such good friends that they tell each other everything.
It was such sad news that she cried.

5 Rewrite the sentences. Use so.

- We stopped for a drink because we were thirsty.
We were thirsty, so we stopped for a drink.
- She took an aspirin because she had a headache.
..... n.
- He went straight to bed because he was tired.
.....
- We couldn't have a picnic because it was raining.
.....
- We didn't buy the CD because we had spent all our money.
.....
- I'm not going to watch this programme because I don't like it.
.....

6 Join the sentences. Use so ... that or such (a) ... that.

- It was a cold day. They had turned on all the heaters.
It was such a cold day that they had turned on all the heaters.
- Paul runs fast. Nobody can beat him.
.....
- They were beautiful pictures. I bought them all.
.....
- Carol was upset. She cried all evening.
.....
- It was a boring film. We left before the end.
.....
- They walked slowly. They missed their bus.
.....

Clauses of concession

But	I was tired but I didn't want to go to bed.
Although / Though / Even though	Although he was late, he didn't take a taxi.
However	She felt sad. However, she didn't cry.

Clauses of concession link two opposite or contrasting ideas. They show some kind of 'disagreement' in a sentence. They are introduced by words and phrases like:

- *but* + clause
*I asked Peter **but** he didn't know the answer.*
- *although / though / even though* + clause
***Although / Though / Even though** he arrived late, he didn't apologise.*
*He didn't apologise **although / though / even though** he arrived late.*
- *however* + clause
*We were very hungry. **However**, we waited for the others to arrive before we ate.*

7 Join the sentences. Use the word in brackets. Do not change the order of the sentences.

- | | |
|---|--|
| 1 It was raining. We went out for a walk. (although)
<i>Although it was raining, we went out for a walk.</i> | 5 You apologised. He won't forgive you. (although) |
| 2 She offered to lend him some money. He refused. (but) | 6 We waited for an hour. They didn't come. (but) |
| 3 Jim has a mobile phone. He never uses it. (but) | 7 I liked the CD. I didn't buy it. (but) |
| 4 He's sixty-two. He's still very fit. (though) | 8 They knew the way. They got lost. (even though) |

8 Rewrite the sentences. Use the word in brackets. Do not change the order of the sentences.

- | | |
|--|---|
| 1 They were tired. However, they stayed up late. (although)
<i>Although they were tired, they stayed up late.</i> | 4 I shouted. However, they didn't hear me. (even though) |
| 2 Although he worked all day, he didn't finish his project. (but) | 5 He played well but he didn't win. (however) |
| 3 Even though she seems nice, I don't trust her. (however) | 6 Even though she didn't like the sandwich, she ate it. (but) |

9 Rewrite the sentences. Use the word in bold. Use no more than five words.

- 1 Our teacher was ill, so she didn't come to school. **because**
Our teacher didn't come to school *because she was* ill.
- 2 Even though she knew the answer, she didn't raise her hand. **but**
She knew the answer her hand.
- 3 We left early because we didn't want to miss the last bus home. **so**
We left early miss the last bus home.
- 4 We were very hungry and we ate a huge plate of chips. **that**
We were we ate a huge plate of chips.
- 5 Grandma put on her glasses because she wanted to read her book. **order**
Grandma put on her glasses her book.
- 6 The DVD was very expensive but he decided to buy it. **even**
He decided to buy the DVD very expensive.

Let's write!

10 Write true sentences about you, your family or your friends. Use the words and phrases in the box.

although because but even though however
in order to so so that so ... that such (a) ... that

.....
.....
.....
.....
.....
.....
.....
.....

Let's talk!

11 Work with a partner. Imagine you went on a trip last week. Everything went wrong and you had a terrible time. Use the words in the box to tell your partner what happened. You can use the ideas below.

although because but even though however
in order to so so that so ... that such (a) ... that

- The bus broke down.
- We lost our way.
- I felt sick.
- We arrived late.
- It was raining / hot / cold / etc.
- I lost my ...
- I forgot my ...
- The food was ...

The bus was so old that it broke down!

We lost our way because we didn't have a map.

5

Revision: Units 18–21

1 Complete. Use the passive.

- 0 The house *was destroyed* in the earthquake last year. (destroy)
- 1 The children the past tense. (already / teach)
- 2 Roquefort cheese in the south of France. (make)
- 3 My car at the moment. (fix)
- 4 The results in tomorrow's newspaper. (will / print)
- 5 Your computer tomorrow morning. (can / deliver)
- 6 These books hundreds of years ago. (write)

..... / 6

2 Rewrite the sentences in the passive. Include the agent only where necessary.

- 0 They keep the food on those shelves.
The food is kept on those shelves.
- 1 They're going to build a supermarket here.
.....
- 2 Jeremy Davies directed this film.
.....
- 3 They grow vegetables on that farm.
.....
- 4 Thousands of children will watch the show.
.....
- 5 They have just fed the animals.
.....
- 6 A famous photographer took this picture.
.....

..... / 6

3 Rewrite the sentences in the causative form.

- 0 Someone cut Grandma's lawn yesterday.
Grandma *had her lawn cut yesterday*
- 1 Someone cleans their pool once a week.
They
- 2 Someone has just repaired our TV.
We
- 3 Someone is repainting his kitchen today.
He
- 4 We must ask someone to clean the windows.
We
- 5 Someone is going to fix our roof next week.
We
- 6 Someone redecorated their house last month.
They

..... / 6

4 Complete. Use question tags.

- 0 You forgot his birthday,? *didn't you*
- 1 You haven't been waiting long,?
- 2 I'm wrong,?
- 3 Let's talk about this,?
- 4 Please stop asking so many questions,?
- 5 There isn't any cake left,?
- 6 They can't see us,?
- 7 We're having chicken for lunch tomorrow,?

..... / 7

5 Reply to the statements. Use *so* or *neither*.

- 0 A: I loved the film. (we)
B: *So did we.*
- 1 A: I was watching TV at noon. (I)
B:
- 2 A: Luke hasn't phoned yet. (Anna)
B:
- 3 A: Ella is going to stay at home. (Pete)
B:
- 4 A: I haven't got any money. (I)
B:
- 5 A: Nick won't help us. (Becky)
B:
- 6 A: I really like her. (I)
B:

..... / 6

6 Circle the correct answer.

- 0 Gemma bought some butter and eggs in order to / *so that* she make a cake.
- 1 I want to buy a new bike, *because* / *so* I'm saving up my pocket money.
- 2 They can't go on holiday *because* / *because of* Sarah's ill.
- 3 They were cold. *However* / *So* they didn't light the fire.
- 4 He put on his glasses *to* / *so that* read his newspaper.
- 5 I knew the answer *but* / *however* I didn't tell him.
- 6 The children were *such* / *so* tired that they fell asleep straight away.
- 7 The flight was cancelled *because* / *because of* the heavy snow.
- 8 *Although* / *However* she was really tired, she offered to help us.

..... / 8

7 Rewrite the sentences. Use the word in brackets.

- 0 She was tired, so she went to bed. (because)
She went to bed because she was tired.
- 1 It was a funny story and we all laughed. (such)
.....
- 2 I went there to see Ben. (in order to)
.....
- 3 He was telling the truth but they didn't believe him. (although)
.....
- 4 I wanted to get some fresh air, so I went out. (to)
.....
- 5 She had to walk home because she missed the bus. (so)
.....

..... / 5

8 Rewrite the sentences. Use the word in bold. Use no more than five words.

- 0 They make these cars in Japan. **are**
These cars *are made* in Japan.
- 1 I didn't say anything even though I was angry. **but**
I was angry anything.
- 2 The hairdresser has just cut his hair. **had**
He cut.
- 3 A student wrote this poem. **was**
This poem a student.
- 4 She's upset, so she's crying. **because**
She's crying upset.
- 5 Someone cleans her house every week. **has**
She every week.
- 6 I wanted him to see me, so I stood up. **that**
I stood up would see me.

..... / 6

Total: / 50

Verb forms

Present simple

Affirmative	I / you / we / they eat	he / she / it eats
Negative	I / you / we / they do not eat	he / she / it does not eat
Question	Do I / you / we / they eat?	Does he / she / it eat?

Present continuous

Affirmative	I am eating	you / we / they are eating	he / she / it is eating
Negative	I am not eating	you / we / they are not eating	he / she / it is not eating
Question	Am I eating?	Are you / we / they eating?	Is he / she / it eating?

Past simple

Affirmative	I / you / he / she / it / we / they ate
Negative	I / you / he / she / it / we / they did not eat
Question	Did I / you / he / she / it / we / they eat?

Past continuous

Affirmative	I / he / she / it was eating	you / we / they were eating
Negative	I / he / she / it was not eating	you / we / they were not eating
Question	Was I / he / she / it eating?	Were you / we / they eating?

Present perfect simple

Affirmative	I / you / we / they have eaten	he / she / it has eaten
Negative	I / you / we / they have not eaten	he / she / it has not eaten
Question	Have I / you / we / they eaten?	Has he / she / it eaten?

Present perfect continuous

Affirmative	I / you / we / they have been eating	he / she / it has been eating
Negative	I / you / we / they have not been eating	he / she / it has not been eating
Question	Have I / you / we / they been eating?	Has he / she / it been eating?

Verb forms

⚙️ Past perfect simple

Affirmative	I / you / he / she / it / we / they had eaten
Negative	I / you / he / she / it / we / they had not eaten
Question	Had I / you / he / she / it / we / they eaten?

⚙️ Past perfect continuous

Affirmative	I / you / he / she / it / we / they had been eating
Negative	I / you / he / she / it / we / they had not been eating
Question	Had I / you / he / she / it / we / they been eating?

⚙️ Future simple

Affirmative	I / you / he / she / it / we / they will eat
Negative	I / you / he / she / it / we / they will not eat
Question	Will I / you / he / she / it / we / they eat?

⚙️ Future continuous

Affirmative	I / you / he / she / it / we / they will be eating
Negative	I / you / he / she / it / we / they will not be eating
Question	Will I / you / he / she / it / we / they be eating?

⚙️ Be going to

Affirmative	I am going to eat	you / we / they are going to eat	he / she / it is going to eat
Negative	I am not going to eat	you / we / they are not going to eat	he / she / it is not going to eat
Question	Am I going to eat?	Are you / we / they going to eat?	Is he / she / it going to eat?

⚙️ Modal verbs (present)

Affirmative	I / you / he / she / it / we / they should eat
Negative	I / you / he / she / it / we / they should not eat
Question	Should I / you / he / she / it / we / they eat?

⚙️ Modal verbs (past)

Affirmative	I / you / he / she / it / we / they should have eaten
Negative	I / you / he / she / it / we / they should not have eaten
Question	Should I / you / he / she / it / we / they have eaten?

Spelling Rules

Present simple

In the third person singular of the present simple, in affirmative sentences, the following applies:

- We add *-es* to verbs ending in *-ch*, *-ss*, *-sh*, *-x* and *-o*.
reach ⇒ *reaches* *brush* ⇒ *brushes* *mix* ⇒ *mixes*
 - If a verb ends in a consonant + *-y*, we delete the *-y* and add *-ies*.
fly ⇒ *flies* *carry* ⇒ *carries* *tidy* ⇒ *tidies*
- Be careful: if the verb ends in a vowel + *-y*, we add *-s*.
enjoy ⇒ *enjoys* *stay* ⇒ *stays* *buy* ⇒ *buys*

Verb + *-ing*

To form the *-ing* form of a verb, the following applies:

- If a verb ends in *-e*, we delete the *-e* and add *-ing*.
come ⇒ *coming* *smile* ⇒ *smiling* *make* ⇒ *making*
 - If a verb has one syllable and ends in one vowel + consonant, we double the consonant and add *-ing*.
stop ⇒ *stopping* *run* ⇒ *running* *sit* ⇒ *sitting*
- Be careful: if the verb ends in two vowels + consonant, we do not double the final consonant.
eat ⇒ *eating* *read* ⇒ *reading* *rain* ⇒ *raining*
- If a verb has two or more syllables and ends in one vowel + consonant, we double the final consonant and add *-ing* if the stress is on the final syllable.
begin ⇒ *beginning*
- If the stress is not on the final syllable, we do not double the final consonant.
open ⇒ *opening*
- If a verb ends in *-l*, we double the *-l* and add *-ing*.
travel ⇒ *travelling*

Spelling Rules

Verb + -ed

To form the past simple of regular verbs, the following applies:

- We add *-d* to verbs ending in *-e*.
live ⇒ *lived* *close* ⇒ *closed* *hope* ⇒ *hoped*
- If a verb ends in a consonant + *-y*, we take off the *-y* and add *-ied*.
try ⇒ *tried* *study* ⇒ *studied* *carry* ⇒ *carried*
Be careful: if the verb ends in a vowel + *-y*, we add *-ed*.
play ⇒ *played* *enjoy* ⇒ *enjoyed* *stay* ⇒ *stayed*
- If a verb has one syllable and ends in one vowel + consonant, we double the consonant and add *-ed*.
plan ⇒ *planned* *stop* ⇒ *stopped* *rob* ⇒ *robbed*
Be careful: if a verb ends in *-w* or *-x*, we do not double the final consonant.
snow ⇒ *snowed* *fix* ⇒ *fixed* *mix* ⇒ *mixed*
- If a verb ends in *-l*, we double the final *-l* and add *-ed*.
travel ⇒ *travelled*

Comparison of adjectives

To form the comparative and superlative form of adjectives, the following applies:

- If an adjective ends in *-e*, we add *-r* for the comparative form and *-st* for the superlative form.
large ⇒ *larger* ⇒ *largest* *safe* ⇒ *safer* ⇒ *safest*
- If an adjective has one syllable and ends in one vowel + consonant, we double the final consonant and add *-er* or *-est*.
hot ⇒ *hotter* ⇒ *hottest* *big* ⇒ *bigger* ⇒ *biggest*
- If an adjective ends in *-y*, we take off the *-y* and add *-ier* or *-iest*.
easy ⇒ *easier* ⇒ *easiest* *funny* ⇒ *funnier* ⇒ *funniest*

Adverbs of manner

- If an adjective ends in *-y*, we take off the *-y* and add *-ily* to form the adverb of manner.
easy ⇒ *easily* *angry* ⇒ *angrily*
- Be careful: if an adjective ends in *-l*, we add *-ly*.
wonderful ⇒ *wonderfully* ✓ (~~*wonderfully*~~ X)
beautiful ⇒ *beautifully* ✓ (~~*beautifully*~~ X)

Irregular verbs

Infinitive	Past simple	Past participle
be	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
bet	bet	bet
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned / burnt	burned / burnt
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
dream	dreamed / dreamt	dreamed / dreamt
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
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led

Irregular verbs

Infinitive	Past simple	Past participle
learn	learned / learnt	learned / learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelled / smelt	smelled / smelt
speak	spoke	spoken
spell	spelled / spelt	spelled / spelt
spend	spent	spent
spill	spilled / spilt	spilled / spilt
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
swear	swore	sworn
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

Wordlist

Unit 1

be asleep
boil
fancy dress party
forehead
fur
have a temperature
headmaster
luckily
miss
perfume
prepare
put the clocks forward
rude
secretary
silly
stay up
talented
try
type
waiter

Unit 2

appear
bark
blow
chase
complete
cottage
darkness
drop

earthquake
electricity
fault
fence
field
fight
fit
go off
go out
grow
knock
light
reply
score
shake
shave
shine
trip

Unit 3

abroad
argue
be starving
deliver
exhausted
in fact
photocopy
polite
revise
scenery
sore
spoil

Unit 4

antivirus
be in trouble
blocked
break down
design
destroy
file
go blank
knowledge
medicine
ordinary
pack
programmer
reach
screen
solve
virus

Unit 5

author
cancel
celebrate
contract
disappoint
improve
mark
melt
pick up
protect
pudding

sign
solution
straight
sunbathe
switch on
wire

Unit 6

cheerful
coach
comfortable
competitive
curious
exchange student
exciting
fashionably
forgetful
generous
handwriting
hard-working
honest
human
member
neatly
noisy
nonsense
patient
report
roller coaster
sensitive
shy

Unit 7

binoculars
by the way

furniture
hide-and-seek
ladder
lend
luggage
memory
sauce
scissors
spread out
tea
uniform
view
well
X-ray

Unit 8

break
drawer
mashed potatoes
mirror
now and again
recipe
relaxation
rest
share
stressed
trust

Unit 9

bill
blanket
borrow
certainly
dessert
do the washing-up

feed
heating
in private
order
passenger
plug
post
properly
prove
shop assistant
throat

Unit 10

coin
competition
disturb
fine
fizzy drink
hide
instructions
label
look after
message
only child
regular
scary
stranger
upset
valuable
vet

Unit 11

arrange
beat
continue

Wordlist

glad
 illegal
 in public
 invention
 join
 offer
 pleased
 proud
 rescue
 slip
 spicy
 vote

Unit 12

bake
 burn down
 credit card
 sweep
 waste

Unit 13

alien
 ancient
 annoy
 avoid
 burglar
 calcium
 disappointed
 faint
 final
 forest
 furious
 instead
 luxury
 order

put on weight
 washing
 water

Unit 14

apparently
 bright
 dye
 embarrassed
 turn
 weather forecast
 woods

Unit 15

can afford
 course
 director
 reporter
 snowstorm

Unit 16

lay the table
 sink
 wait up

Unit 17

bargain
 board game
 dishwasher
 flag
 give away
 injure
 journalist

muffin
 optional
 own
 president
 refuse
 state
 strict
 stripe

Unit 18

announce
 arrangement
 arrest
 bee
 bring up
 burgle
 cap
 chemist
 chewing gum
 chopstick
 collect
 compose
 construction
 decorate
 delete
 direct
 examine
 fire
 fold
 follow
 helmet
 hold
 ingredient
 light bulb
 litter
 manage

Wordlist

material
 missing
 outdoors
 parcel
 part
 pick
 pillow
 product
 publish
 question
 redecorate
 repair
 result
 shopping mall
 site
 steel
 sting
 suspect
 top
 translate
 warn

Unit 19

bush
 dry-clean
 flatmate
 install
 passport
 pattern
 pierce
 professional
 reception
 splash
 stain
 stuff
 tyre

Unit 20

besides
 prize

Unit 21

add
 case
 cloth
 cool
 cornflake
 fill out
 flood
 form
 huge
 ice lolly
 lose my way
 mixture
 raise
 retire
 saucepan
 set off
 shout

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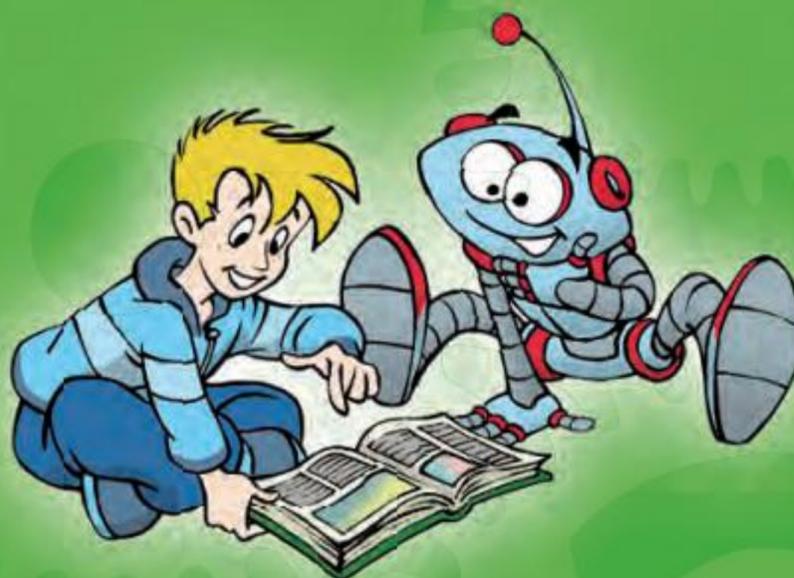
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