

# Grammar Genius

3



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# Contents

Unit	Page
<b>1</b> Present simple and present continuous, stative verbs	4
<b>2</b> Past simple, past continuous, <i>used to</i>	10
<b>3</b> Present perfect simple, present perfect continuous	16
<b>4</b> Past perfect simple, past perfect continuous	24
<b>Revision 1: Units 1–4</b>	30
<b>5</b> The future	32
<b>6</b> Adjectives, adverbs	38
<b>7</b> Nouns, quantifiers, articles	44
<b>8</b> Reflexive and indefinite pronouns	52
<b>Revision 2: Units 5–8</b>	56
<b>9</b> Modal verbs (1)	58
<b>10</b> Modal verbs (2)	64
<b>11</b> Gerunds and infinitives	72
<b>12</b> <i>Had better, would rather</i>	80



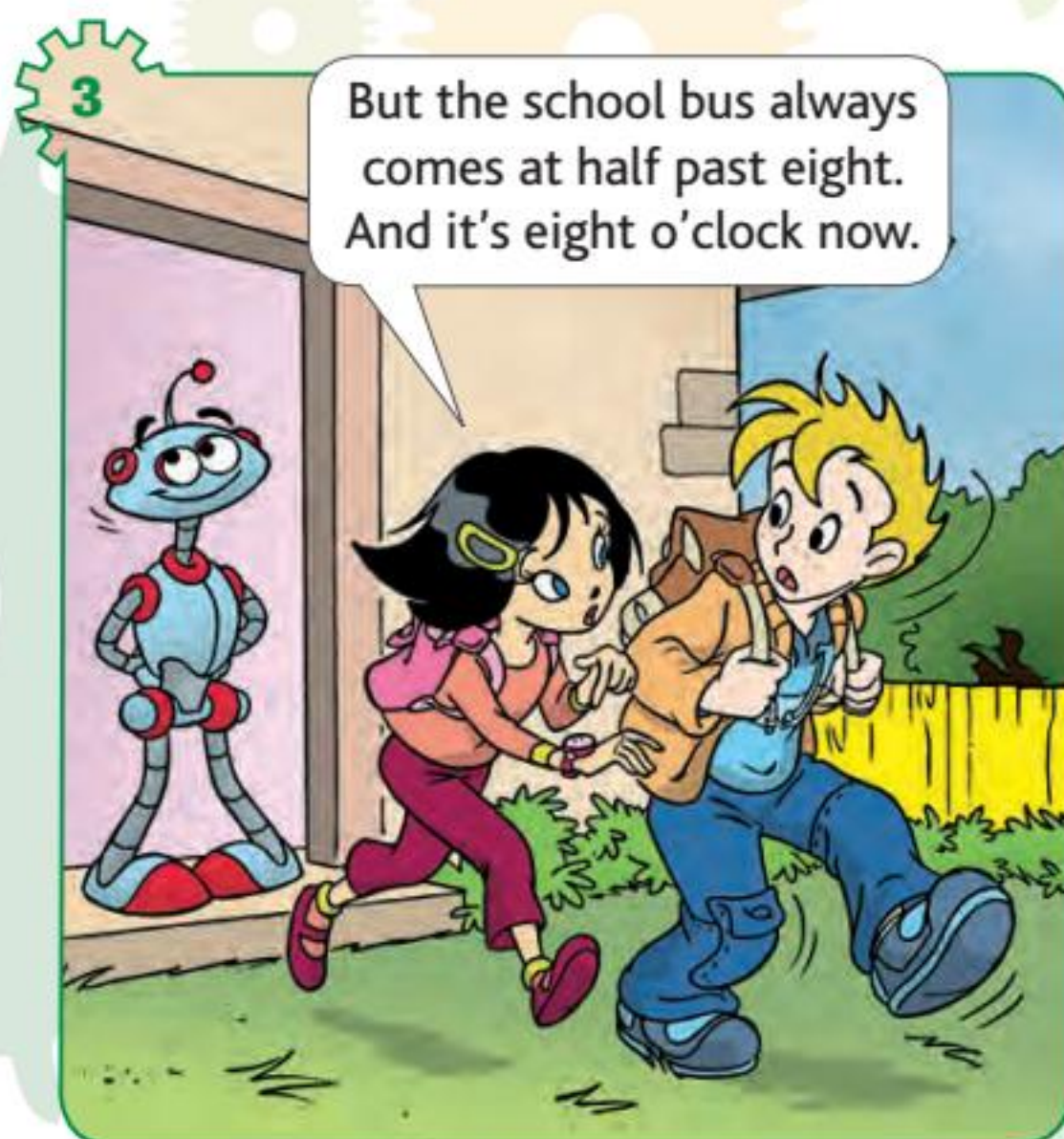
# Contents

Unit	Page
<b>Revision 3: Units 9–12</b>	<b>84</b>
<b>13</b> Conditionals	<b>86</b>
<b>14</b> Wishes	<b>94</b>
<b>15</b> Reported speech (1)	<b>98</b>
<b>16</b> Reported speech (2)	<b>104</b>
<b>17</b> Relative clauses	<b>110</b>
<b>Revision 4: Units 13–17</b>	<b>116</b>
<b>18</b> The passive	<b>118</b>
<b>19</b> Causative form	<b>126</b>
<b>20</b> Question tags, short agreements	<b>130</b>
<b>21</b> Sentence linking	<b>134</b>
<b>Revision 5: Units 18–21</b>	<b>140</b>
<b>Verb forms</b>	<b>142</b>
<b>Spelling rules</b>	<b>144</b>
<b>Irregular verbs</b>	<b>146</b>
<b>Wordlist</b>	<b>148</b>





# 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.

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



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

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

## 3 Complete. Use the present continuous.

- ..... *Are you watching* ..... this programme? (you / watch)
- We ..... *are staying* ..... with Aunt Sarah for a few days. (stay)
- Anna ..... *isn't working* ..... today. (not work)
- The headmaster ..... *is teaching* ..... our class this week. (teach)
- Why ..... *are they leaving* .....? (they / leave)
- Greg ..... *isn't listening* ..... to you. He's asleep! (not listen)

## 4 Circle the correct answer.

- Tim is working as a waiter *every summer* / *this summer*.
- They're studying for their test *twice a month* / *these days*.
- My sister goes to the hairdresser's *on Tuesday mornings* / *today*.
- Do you go out *at weekends* / *tonight*?
- They're staying with their grandparents *every summer* / *this week*.
- Jenny is doing her homework *in the evenings* / *right now*.
- My brother checks his e-mails *every day* / *at the moment*.
- 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 ..... isn't answering ..... her phone. Maybe she's out. (not answer)
- 3 His secretary usually ..... types ..... his letters. (type)
- 4 Phoebe ..... draws ..... wonderful pictures. She's very talented. (draw)
- 5 Why ..... are you wearing ..... that hat? You look really silly! (you / wear)
- 6 Water ..... boils ..... at 100°C. (boil)
- 7 ..... Is he having ..... lunch at the moment? (he / have)
- 8 Listen! Somebody ..... is singing ..... 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 <sup>1</sup> ..... is tidying up ..... (tidy up) the house and Mum <sup>2</sup> ..... is preparing ..... (prepare) the food for the party – it's all vegetarian because some of our guests <sup>3</sup> ..... don't eat ..... (not eat) meat. It's a lot of work for Mum but she really enjoys it. We always <sup>4</sup> ..... have ..... (have) a party on Jane's birthday and on my birthday, of course! Jane's birthday is in the summer, so we usually <sup>5</sup> ..... go ..... (go) to the park for a picnic in the sun but this year she <sup>6</sup> ..... is having ..... (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.*



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 <b>feels</b> very soft.</i> (feel = It seems soft when you touch it.)	<i>She's <b>feeling</b> the baby's forehead.</i> (feel = She's touching it.)
<i>Do you <b>see</b> that castle over there?</i> (see = Use your eyes.)	<i>I'm <b>seeing</b> Tom this afternoon.</i> (see = I'm meeting him.)
<i>That cheese <b>smells</b> horrible!</i> (smell = It has a particular smell.)	<i>The cat <b>is smelling</b> its food.</i> (smell = It's using its nose to smell its food.)
<i>This cake <b>tastes</b> delicious!</i> (taste = It has a particular taste.)	<i>Mum's <b>tasting</b> the sauce.</i> (taste = She's trying to see what it tastes like.)
<i>I <b>think</b> she's nice.</i> (think = I believe she's nice.)	<i>I'm <b>thinking</b> about moving house.</i> (think = I'm considering it.)
<i>They <b>have</b> four children.</i> (have = They have got four children.)	<i>Beth <b>is having</b> a shower.</i> (have = She is showering right now.)
<i>You <b>look</b> tired.</i> (look = You appear to be tired.)	<i>Why <b>are you looking</b> 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 ..... doesn't have ..... any brothers or sisters. (not have)
- Ian and Jo are in Kim's room. They ..... are looking ..... at her paintings. (look)
- They ..... are thinking ..... about moving house. (think)
- Yuck! These sweets ..... taste ..... of soap! (taste)
- Mum ..... is feeling ..... Toby's face to see if he has a temperature. (feel)
- ..... Do you see ..... that black car over there? (you / see)
- Your perfume ..... smells ..... lovely. (smell)



# 10 Read and circle the correct answer.

New Message

Hi, Tom

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

Are you busy this afternoon? <sup>6</sup> *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 <sup>7</sup> *always makes* / *is always making* it for us on Sundays!) – it's delicious! Then we can play *Big Money* – I know you <sup>8</sup> *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.

Students' own answers

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## 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.

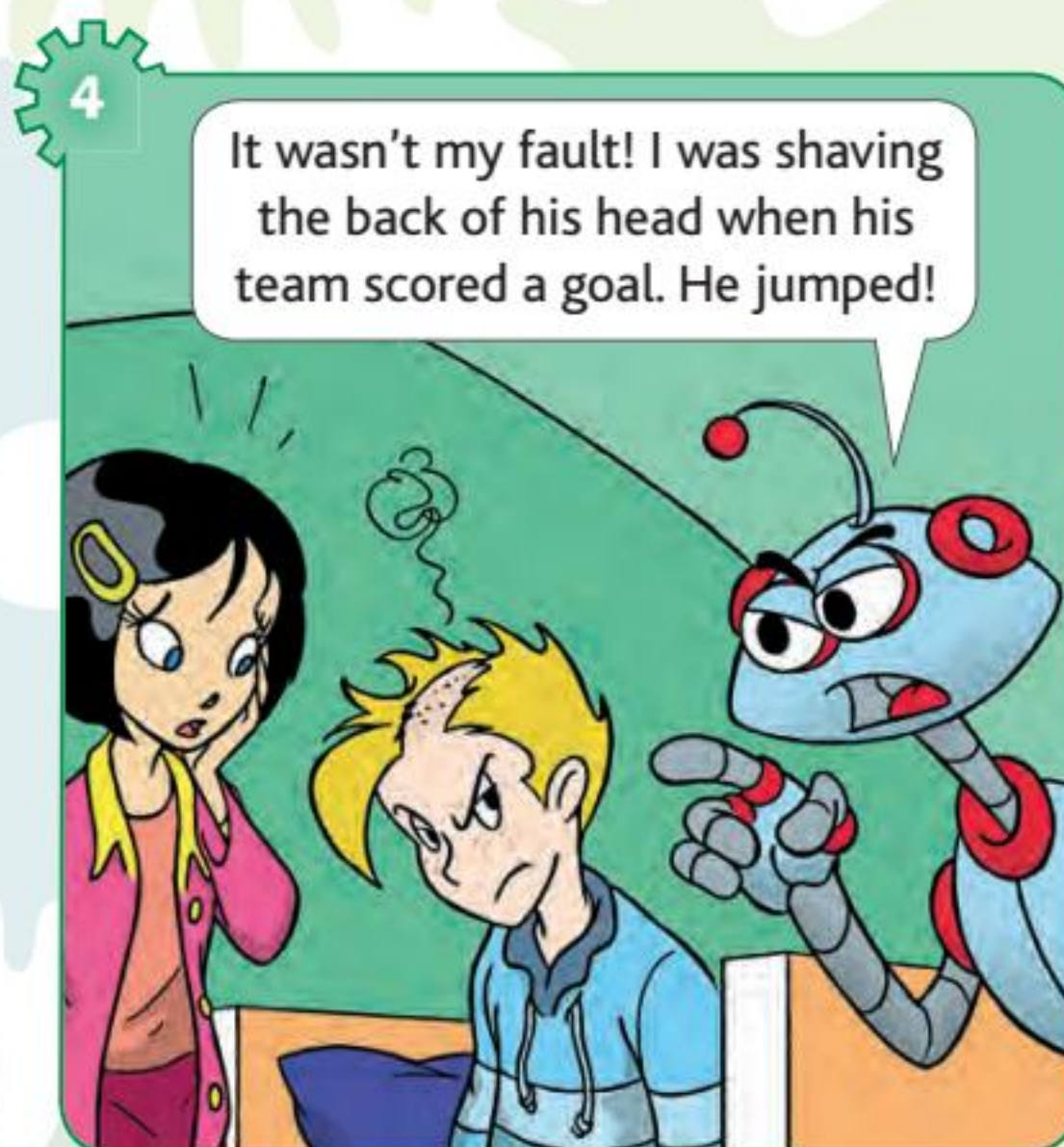
Sam is having a shower at the moment.

Correct. One point for you.



2

# Past simple, past continuous, *used to*



## 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 ..... didn't invite ..... me to her party.  
(not invite)
- 3 ..... Did you write ..... a story in class today?  
(you / write)
- 4 My grandad ..... grew ..... tomatoes  
in his garden. (grow)
- 5 When ..... did they visit ..... Spain? (they / visit)
- 6 I'm sure that Sarah ..... didn't steal ..... the  
money. (not steal)
- 7 We ..... hurried ..... along the road  
because we were late. (hurry)
- 8 ..... Did the boys go ..... 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  
I wasn't talking to you.
- 3 it / rain / at seven o'clock this morning?  
Was it raining at seven o'clock this morning?
- 4 he / work / all evening yesterday  
He was working all evening yesterday.
- 5 why / Fred and Ray / fight?  
Why were Fred and Ray fighting?
- 6 we / not sleep / at midnight  
We weren't sleeping 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 ..... were running ..... to catch the bus, Stacey ..... tripped ..... and fell. (run, trip)
- Jon ..... was reading ..... a comic while his sister ..... was studying ..... for her test. (read, study)
- I ..... saw ..... Mrs Green as I ..... was cycling ..... to school this morning. (see, cycle)
- While we ..... were walking ..... through the woods, it ..... started ..... to rain. (walk, start)
- Nadia ..... was trying ..... to go to sleep when the phone ..... rang ..... . (try, ring)
- Mr Fox ..... shook ..... the snow off his coat and then ..... stepped ..... into the house. (shake, step)
- We ..... were playing ..... chess when we ..... felt ..... 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)  
Mum was cooking the dinner when Mike and Ella arrived.
- I / walk / home from school, I / see / Jo (as)  
As I was walking home from school, I saw Jo.
- we / watch / the film, the electricity / go off (when)  
We were watching the film when the electricity went off.
- he / laugh, he / read / the story (while)  
He was laughing while he was reading the story.
- I / get / ready for bed, I / hear / a strange noise (as)  
As I was getting ready for bed, I heard a strange noise.
- I / brush / my teeth, the phone / ring (while)  
While I was brushing my teeth, the phone rang.
- Dave / play / football, he / hurt / his leg (when)  
Dave was playing football when he hurt his leg.

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

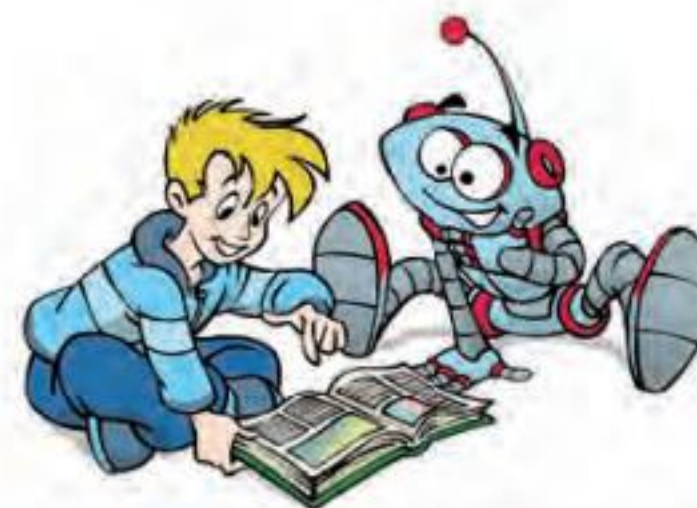
It was the first day of the summer holidays. The sun <sup>1</sup> ..... was shining ..... (shine) and a light wind <sup>2</sup> ..... was blowing ..... (blow) across the fields. Grace <sup>3</sup> ..... put on ..... (put on) her jeans and a T-shirt and <sup>4</sup> ..... ran ..... (run) into the garden.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





## Used to

<b>Affirmative</b>	They used to live in France.
<b>Negative</b>	They didn't use to live in France.
<b>Question</b>	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 ..... *didn't use to have* ..... many toys when I was little. (not have)
- 3 What ..... *did you use to do* ..... in your free time when you were my age? (you / do)
- 4 Mrs Jones ..... *used to bring* ..... us fresh eggs from her farm every day. (bring)
- 5 Where ..... *did they use to live* ..... before they came here? (they / live)
- 6 My dad ..... *didn't use to have* ..... a dog when he was a child. (not have)
- 7 I ..... *used to be* ..... very fit but now I never do any exercise. (be)
- 8 ..... *Did you use to share* ..... a room with your brother? (you / share)
- 9 Before he bought his bike, he ..... *used to go* ..... to work by bus. (go)
- 10 We ..... *didn't use to come* ..... 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.  
*There didn't use to be many shops in this town.*
- 3 Did you play basketball every day?  
*Did you use to play basketball every day?*
- 4 Mr and Mrs Evans lived in a small village.  
*Mr and Mrs Evans used to live in a small village.*
- 5 Was Grandpa a good swimmer?  
*Did Grandpa use to be a good swimmer?*
- 6 I didn't like her when we were at school.  
*I didn't use to like her when we were at school.*
- 7 Did your mum walk to work?  
*Did your mum use to walk to work?*
- 8 We met in the park after school every day.  
*We used to meet in the park after school every day.*



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

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

<sup>5</sup> While / As ..... 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 <sup>6</sup> ..... did ..... n't reply. She was coming towards us <sup>7</sup> ..... when ..... 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 <sup>8</sup> ..... was ..... 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?

Students' own answers

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### 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

Students' own answers

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You didn't use to play football.

That's right! One point for you!

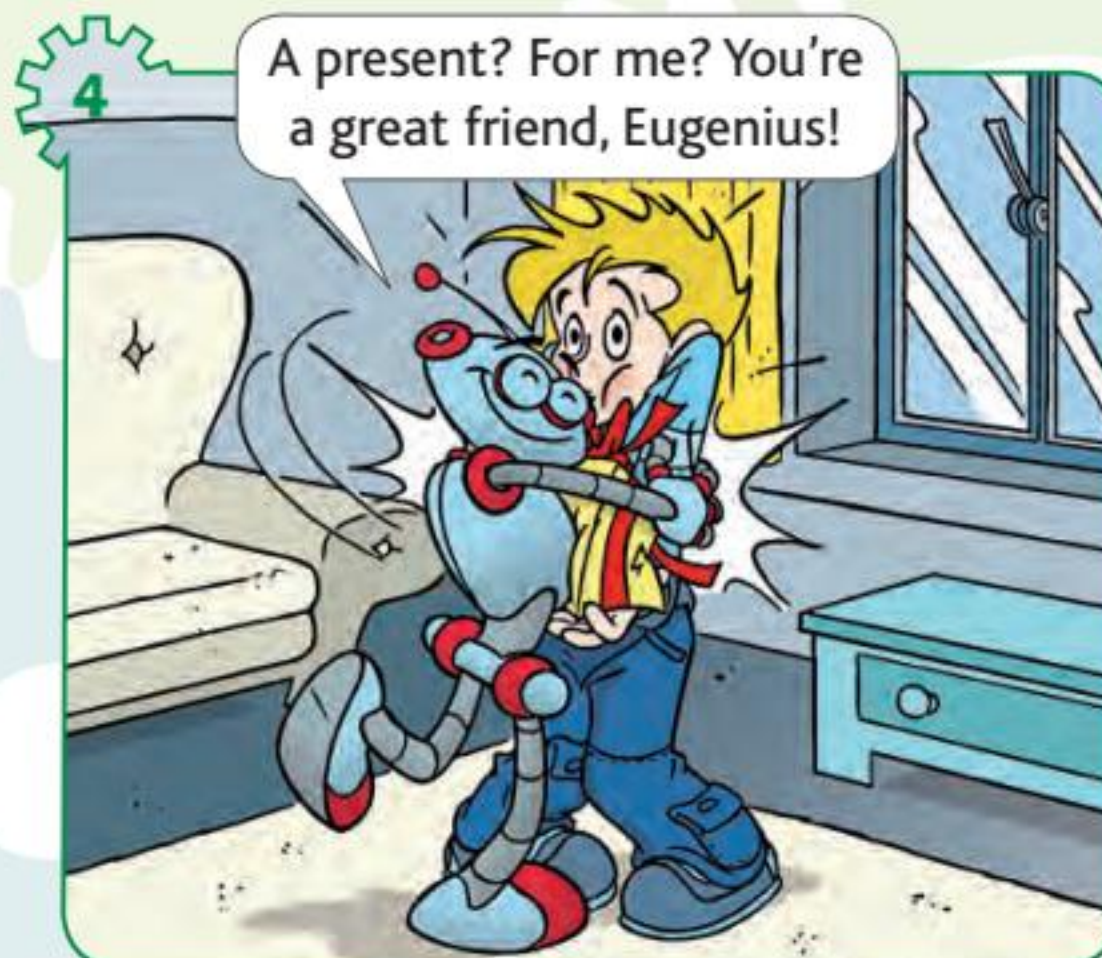
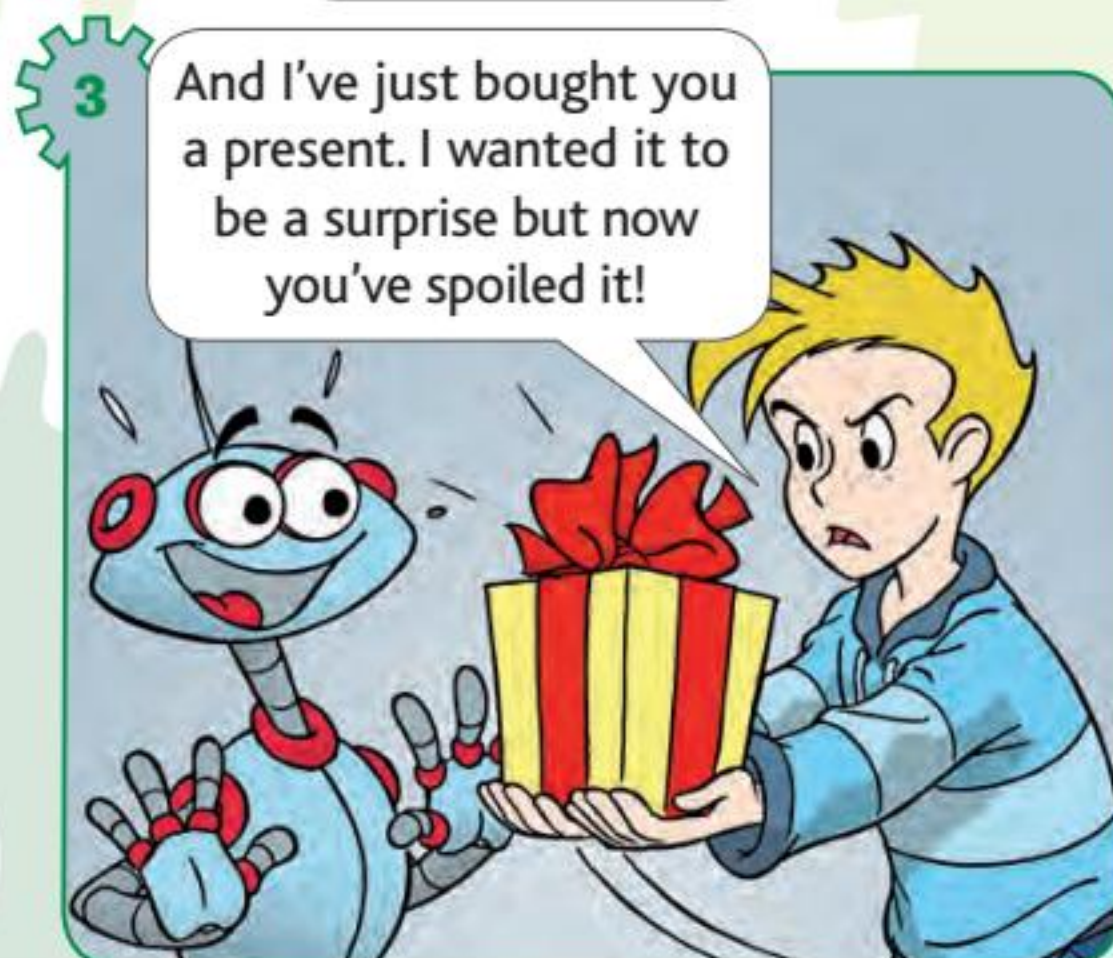
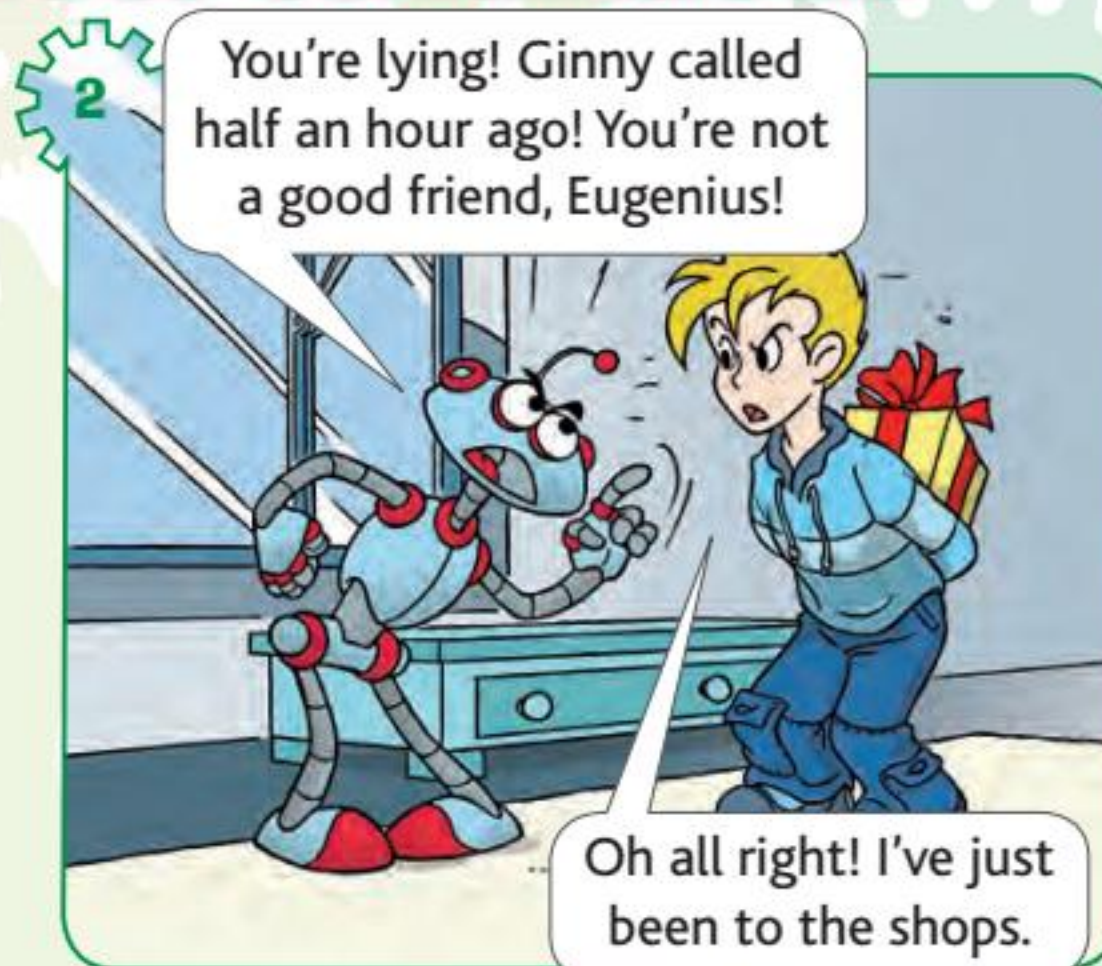
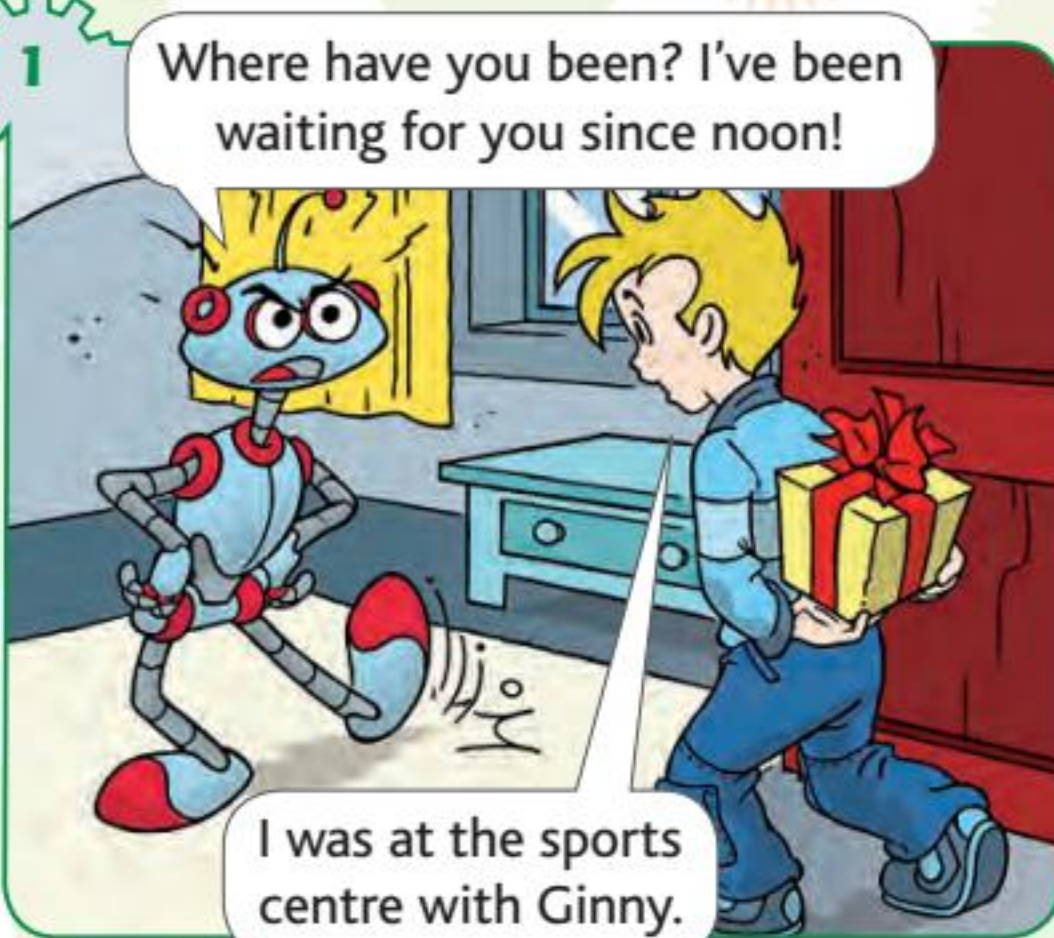
You used to ...

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 *Has Gemma borrowed* ..... any books from the library? (Gemma / borrow)
- 3 I'm really hungry. I ..... *haven't had* ..... my breakfast yet. (not have)
- 4 *Have you downloaded* ..... that new song from the Internet? (you / download)
- 5 We ..... *have bought* ..... a new computer. (buy)
- 6 The postman ..... *hasn't delivered* ..... the letters yet. (not deliver)
- 7 The children ..... *have finished* ..... their homework, so they can go out and play. (finish)
- 8 The film ..... *hasn't started* ..... 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 *has painted* ..... (paint) the scenery and the girls  
3 *have finished* ..... (finish) the costumes but we 4 *haven't printed* ..... (not print) the programmes yet.

Jake: 5 *Has Tom written* ..... (Tom / write) the text for the programmes though?

Mia: Yes, he 6 *has done* ..... (do) that. He did it on his computer at home. He 7 *has taken* ..... (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 *haven't done* ..... (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 ..... *for* ..... five years.
- 3 Have you been here ..... *since* ..... eight o'clock?
- 4 My sister has been ill ..... *since* ..... Thursday evening.
- 5 My dad has worked in this office ..... *for* ..... six months.
- 6 George hasn't phoned me ..... *for* ..... weeks.
- 7 I've had this computer ..... *since* ..... last year.
- 8 We haven't enjoyed ourselves so much ..... *for* ..... a long time.



#### 4 Circle the correct answer.

- 1 Have you ever / yet been to London?
- 2 Fiona hasn't finished her breakfast already / yet.
- 3 I've just / lately arrived. I got here two minutes ago.
- 4 You can take the newspaper. I've never / already read it.
- 5 Have you seen Matt just / lately?
- 6 We haven't had any problems already / so far.
- 7 No, I've never / already seen this man before!
- 8 My brother has ever / always 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've just broken Mum's best plate.
- 2 We haven't read his letter. (yet)  
We haven't read his letter yet.
- 3 Has he used this program before? (ever)  
Has he ever used this program before?
- 4 Mark has washed the car. (already)  
Mark has already washed the car.
- 5 We've travelled abroad before. (never)  
We've never travelled abroad before.
- 6 She's been very polite. (always)  
She's always been very polite.
- 7 Has Ben called you? (yet)  
Has Ben called you yet?
- 8 I haven't phoned Kim. (since Saturday)  
I haven't phoned Kim since Saturday.
- 9 Have you seen Harry? (lately)  
Have you seen Harry lately?
- 10 We haven't visited them. (for months)  
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 gone to the park with his friends.
- 2 A: Have you ever been to France?  
B: Yes, I went to Paris last year.
- 3 A: You're very late. Where have you been?  
B: We missed the last bus home and had to walk.
- 4 A: Have the others all gone home?  
B: Yes. Nobody wanted to stay.
- 5 A: I haven't been to the new shopping centre yet.  
B: I have. It's fantastic!
- 6 A: Where has the cat gone?  
B: I think she's in the kitchen.
- 7 A: Isn't Colin home yet?  
B: Yes, but he's gone to bed. He was really tired.
- 8 A: I've just been 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 gave / have given me a bicycle for my last birthday.
- 2 Did you ever meet / Have you ever met anyone famous?
- 3 We went / have gone on a school trip to the National Museum yesterday.
- 4 I made / have made some biscuits. Would you like one?
- 5 Mr and Mrs Wilson lived / have lived in that house many years ago.
- 6 She didn't tidy / hasn't tidied her room yet.
- 7 We had / have had a wonderful holiday in Italy last summer.
- 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 <sup>1</sup> ..... haven't sent (not send) you those photos yet. I <sup>2</sup> ..... have been (be) really busy recently. Yesterday I <sup>3</sup> ..... spent (spend) the whole day working on my Geography project. Last week I <sup>4</sup> ..... had (have) tests in Maths, English and Physics and then, at the weekend, I <sup>5</sup> ..... went (go) to my grandmother's to help her with her garden. Don't worry though – I <sup>6</sup> ..... haven't forgotten (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 ..... *haven't been feeling* ..... very well lately. (not feel)
- How long ..... *has she been revising* ..... for her exams? (she / revise)
- Lisa ..... *has been crying* ..... . Look at her eyes. (cry)
- ..... *Have the boys been arguing* ..... again? (the boys / argue)
- My brother ..... *hasn't been doing* ..... very well at school lately. (not do)



3

### 10 Write sentences. Use the present perfect continuous.

- |   |   |
|---|---|
| 1 it / rain / since this morning<br><i>It's been raining since this morning.</i>  | 5 how long / he / learn / Spanish?<br><i>How long has he been learning Spanish?</i>                 |
| 2 we / not wait / long<br><i>We haven't been waiting long.</i>                    | 6 my printer / make / funny noises lately<br><i>My printer has been making funny noises lately.</i> |
| 3 what / you / do / this week?<br><i>What have you been doing this week?</i>      | 7 you / cook / all morning?<br><i>Have you been cooking all morning?</i>                            |
| 4 she / not work / here for long<br><i>She hasn't been working here for long.</i> | 8 she / not try / very hard lately<br><i>She hasn't been trying very hard lately.</i>               |

### 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?<br>(you / finish)                            | 5 You <i>have been watching</i> ..... TV for six hours!<br>Aren't your eyes sore? (watch)          |
| 2 Jim's in his room. He <i>has been playing</i> .....<br>computer games since noon. (play)   | 6 Where <i>have you put</i> ..... the car keys?<br>(you / put)                                     |
| 3 No, I don't know what I'm going to do.<br>I <i>haven't decided</i> ..... yet. (not decide) | 7 Yes, it's raining here, too. In fact, it<br><i>has been raining</i> ..... for three days. (rain) |
| 4 I <i>have been trying</i> ..... to call Emma all<br>day. (try)                             | 8 We <i>have just heard</i> ..... the news.<br>(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 checked="" 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 checked="" type="checkbox"/>               |
| 3 I've been painting Lily's room and I've got pink paint all over me! <input checked="" type="checkbox"/> | 7 I've been looking for my keys all morning. Where are they? <input checked="" type="checkbox"/>  |
| 4 Has anyone been seeing my schoolbag? <input checked="" type="checkbox"/>                                | 8 My dad has just been finding a new job. <input checked="" 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 ..... *you ever been* ..... to London before?
- 3 It started snowing on Tuesday and it hasn't stopped yet. **since**  
It ..... *has been snowing since* ..... Tuesday.
- 4 I have never seen a snake before. **first**  
This is ..... *the first time I have* ..... ever seen a snake.
- 5 They started talking at two o'clock and they haven't stopped yet. **have**  
They ..... *have been talking* ..... since two o'clock.
- 6 This is the first time I've eaten Chinese food. **never**  
I ..... *have never eaten* ..... Chinese food before.
- 7 Joe came to work here three years ago. **working**  
Joe ..... *has been working* ..... here for three years.
- 8 We last saw Tessa six months ago. **seen**  
We ..... *haven't seen Tessa for* ..... 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?*

• *Students' own answers*

- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....

### 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.

Have you ever been abroad?

Yes, I have. I've been to ...



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

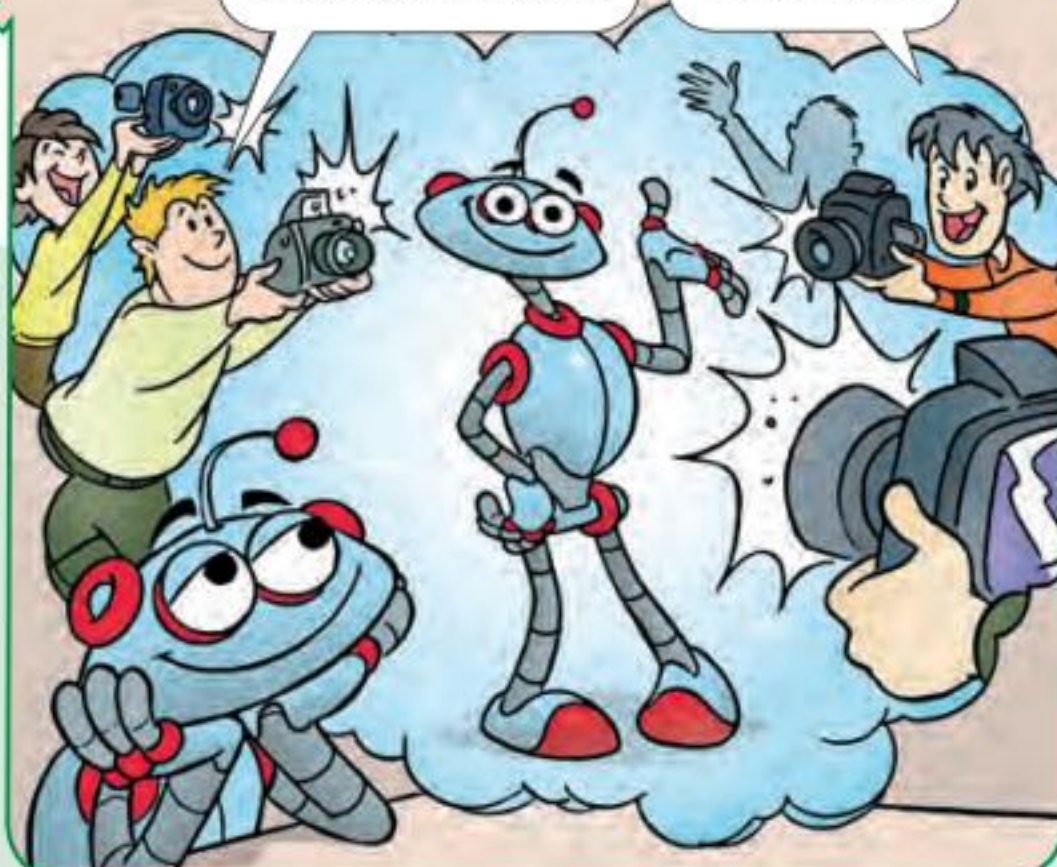
I had been waiting for someone like Dax for years! When I first saw him, I knew he was special!



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 had only invited fifteen. (only / invite)
- 3 Had they left before you got there? (they / leave)
- 4 By the time my brother phoned us, we had already heard the news on the radio. (already / hear)
- 5 Where had she hidden the money? (she / hide)
- 6 I hadn't been to London before and neither had my sister. (not be)
- 7 Megan and Carl felt sick because they had eaten three boxes of chocolates. (eat)
- 8 Mandy had never ridden a horse before. (never / ride)



4

## 2 Circle the correct answer.

- 1 We had packed our bags *as soon as* / *before* the taxi arrived.
- 2 *By* / *Before* the time she reached the phone, it had stopped ringing.
- 3 *As soon as* / *By the time* we arrived, everyone had left.
- 4 The film had already started *after* / *when* we got to the cinema.
- 5 We ate the apples *before* / *after* we had washed them.
- 6 *As soon as* / *By the time* I had fed the cat, I went out.
- 7 I had seen my cousin Fiona the day *previous* / *before*.
- 8 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.



- 1 Eugenius had just gone to bed when the phone rang.  
A The phone rang. 2  
B Eugenius went to bed. 1
- 2 When we got to the station, the train had left.  
A The train left. 1  
B We got to the station. 2
- 3 As soon as she had phoned her friend, she turned on the TV.  
A She turned on the TV. 2  
B She phoned her friend. 1
- 4 The party had finished when Joel arrived.  
A The party finished. 1  
B Joel arrived. 2
- 5 When Mum came home from work, I had tidied my room.  
A I tidied my room. 1  
B Mum came home from work. 2
- 6 The rain stopped as soon as we had left the house.  
A The rain stopped. 2  
B We left the house. 1

## 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.

- 1 As soon as she had finished her dinner, she left. (finish, leave)
- 2 We had made the beds before the visitors arrived. (make, arrive)
- 3 Had you ever tried Indian food before you went to India? (you / ever / try, go)
- 4 After she had read the article, she put the newspaper down. (read, put)
- 5 Dad had just washed the car when it started to rain. (just / wash, start)
- 6 I had read the book before I saw 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 had she been working there when she lost her job? (she / work)
- We hadn't been driving for a long time when the car broke down. (not drive)
- Liz's eyes were sore because she had been playing computer games for hours. (play)
- Why was Michael tired? What had he been doing? (he / do)
- The roads were blocked because it had been snowing 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?  
*Had it been raining during the night?*
- 3 she / not feel / well for weeks  
*She hadn't been feeling well for weeks.*
- 4 how long / they / swim?  
*How long had they been swimming?*
- 5 we / walk / for hours  
*We had been walking for hours.*
- 6 Ken / not do / well at school  
*Ken hadn't been doing well at school.*
- 7 Angela / lie / in the sun for long?  
*Had Angela been lying in the sun for long?*
- 8 they / wait / for that day for years  
*They had been waiting 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 <sup>1</sup> *had always liked* (always / like) computers and he spent hours surfing the Internet every day. One day, he <sup>2</sup> *had only been playing* (only / play) on his computer for a few minutes when the screen went blank. A virus <sup>3</sup> *had got* (get) into his computer and destroyed all his files!

Ben decided to solve the problem himself and design his own antivirus program. He <sup>4</sup> *had been working* (work) on the program for three weeks when a big computer company phoned him up. They <sup>5</sup> *had been looking for* (look for) a program like Ben's for months and they wanted to buy it. Ben <sup>6</sup> *hadn't thought* (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 ..... *had checked* ..... his e-mails before he turned off his computer.
- 2 I had started work at half past eight. **working**  
I ..... *had been working* ..... since half past eight.
- 3 It was the first time he had ever seen a lion. **never**  
He ..... *had never seen* ..... a lion before.
- 4 First Emma tidied the house and then the guests arrived. **already**  
Emma ..... *had already tidied* ..... the house when the guests arrived.
- 5 We had started walking ten minutes before we saw Amy. **been**  
We ..... *had been walking* ..... for ten minutes when we saw Amy.
- 6 They weren't there when I got up. **by**  
They had left ..... *by the time* ..... I got up.
- 7 He had never been in trouble with the police before. **ever**  
It was the first time ..... *he had ever been* ..... in trouble with the police.
- 8 I finished my project and then I went to the park. **after**  
I went to the park ..... *after I had finished* ..... 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.*

*Students' own answers*

## 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 ..... *is staying* ..... at our house this weekend. (stay)
- 2 I ..... *think* ..... our new teacher is really nice. (think)
- 3 What? Why ..... *are you staring* ..... at me? (you / stare)
- 4 Dave ..... *needs* ..... our help. (need)
- 5 It's alright, I ..... *am not sleeping* ..... You can turn the light on. (not sleep)
- 6 Mr Green ..... *is rarely* ..... 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 ..... *didn't use to have* ..... a television when she was a little girl. (not have)
- 2 ..... *Did he use to go* ..... swimming every afternoon in the summer? (he / go)
- 3 That building over there ..... *used to be* ..... a hotel. (be)
- 4 ..... *Did you use to fight* ..... with your sister when you were little? (you / fight)
- 5 I ..... *didn't use to play* ..... computer games when I was your age. (not play)
- 6 Mr and Mrs Fox ..... *used to live* ..... 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?  
What have you been doing all day?
- 2 we / not wait / long  
We haven't been waiting long.
- 3 she / lie / in the sun all day  
She's been lying in the sun all day.
- 4 I / not do / very well at school  
I haven't been doing very well at school.
- 5 he / play / computer games / all morning?  
Has he been playing computer games all morning?
- 6 Tom and Liz / go out / for three months  
Tom and Liz have been going 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 ..... have been working ..... all day. (work)
- 2 A: Where are the children?  
B: They ..... have gone ..... to the park. (go)
- 3 A: ..... Have you ever been ..... to Los Angeles? (you / ever / be)  
B: No, but I would love to go.
- 4 A: Carmen speaks very good English.  
B: Yes, she ..... has been studying ..... English for ten years. (study)
- 5 A: Sorry I'm late.  
B: Sorry? We ..... have been waiting ..... here for forty-five minutes! (wait)
- 6 A: Are you coming out to play?  
B: No, I can't. I ..... haven't finished ..... 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 ..... had already written ..... two books when we met him. (already / write)
- 2 They ..... had been working ..... all morning and they were very tired. (work)
- 3 I called her but she ..... had already gone ..... to bed. (already / go)
- 4 He ..... had been sleeping ..... for four hours when the phone rang. (sleep)
- 5 After she ..... had finished ..... her homework, she went to the park. (finish)
- 6 By the time they arrived, we ..... had been waiting ..... for two hours! (wait)

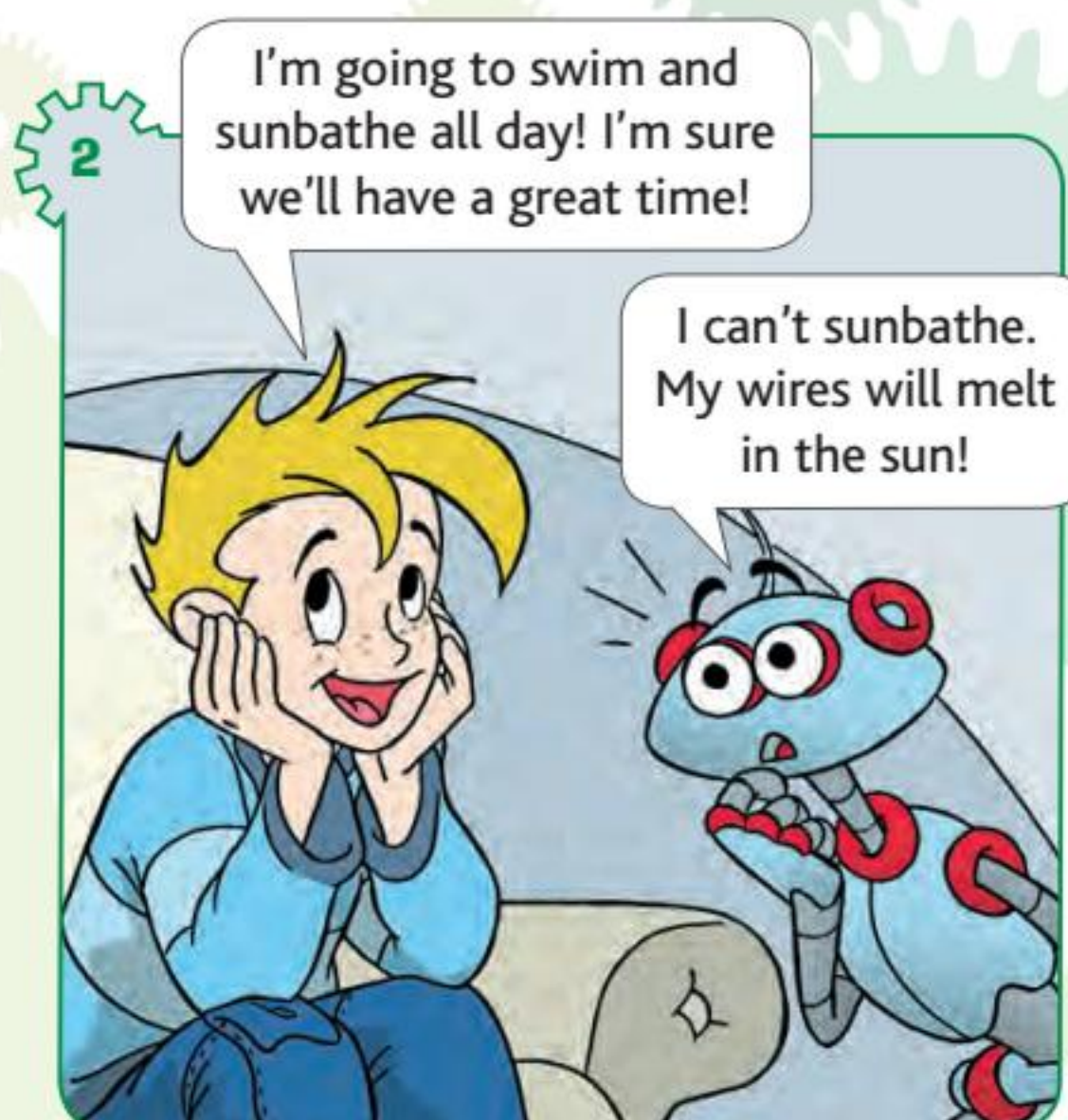
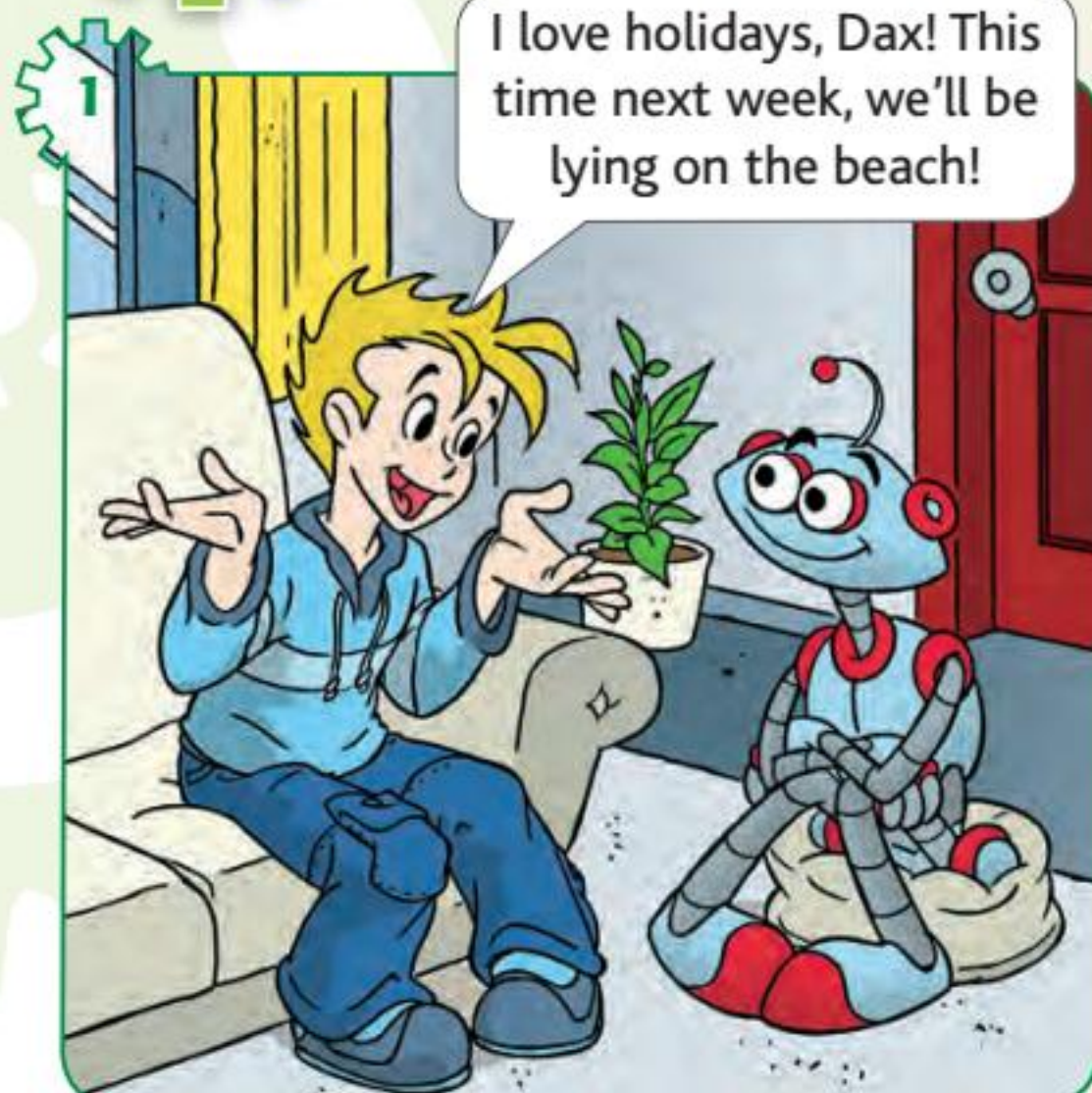
..... / 6

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?
Be going to	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.

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

## 2 Write sentences. Use *be going to*.

- 1 Carol / buy / a new motorbike  
*Carol is going to buy a new motorbike.*
- 2 he / not come / to the party  
*He isn't going to come to the party.*
- 3 they / cancel / the meeting?  
*Are they going to cancel the meeting?*
- 4 I / spend / the summer in France  
*I'm going to spend the summer in France.*
- 5 Natalie / organise / the party?  
*Is Natalie going to organise the party?*
- 6 we / not stay / in a hotel  
*We aren't going to stay in a hotel.*
- 7 Charles / tell / Annie the truth  
*Charles is going to tell Annie the truth.*
- 8 you / have / a bath?  
*Are you going to have a bath?*

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

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

## 4 Circle the correct answer.

### be a GENIUS

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.

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



## 5 Complete. Use the future simple or present continuous.



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

- This time tomorrow we will be flying to London! (fly)
- Will you be having your English lesson when we get back? (you / have)
- Let's hope it won't be raining when we leave tomorrow. (not rain)
- Mrs Murphy will be marking tests all day tomorrow. (mark)
- I won't be working on my project all day. (not work)
- Will Simon be waiting for us when we arrive? (Simon / wait)
- Mum will be making apple pie when we get home. (make)
- Will they be playing tennis at noon? (they / play)

## 7 Write sentences. Use the future continuous.

- I / think / about you  
I'll be thinking about you.
- what / you / do / at noon tomorrow?  
What will you be doing at noon tomorrow?
- they / not sleep / at half past ten  
They won't be sleeping at half past ten.
- she / study / for her test on Friday  
She'll be studying for her test on Friday.
- they / have / dinner at eight o'clock?  
Will they be having dinner at eight o'clock?
- I / not work / then  
I won't be working then.
- we / watch / the football match at six  
We'll be watching the football match at six.
- Jo / use / the computer at two o'clock?  
Will Jo be using 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.

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



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

New Message

Dear Aunt Mary,

Thank you very much for the book. Harry Roberts is my favourite author and I'm <sup>1</sup> ...going... to start reading it straight away! Mum and Dad gave me a dictionary. Mum hopes that my spelling <sup>2</sup> ...will... improve if I use it!

I <sup>3</sup> ...am... going to celebrate my birthday with some friends on Saturday. Jen and I <sup>4</sup> ...are... going to the cinema at seven and then we're going <sup>5</sup> ...to... meet the rest of our friends at our favourite fast food restaurant.

When are <sup>6</sup> ...you... coming to visit us, Aunt Mary? Why don't you come next weekend? Dad will <sup>7</sup> ...be... driving past your house on Saturday morning, so he could pick you up.

Love,  
Emily

**Let's write!**

**10** Write an e-mail to a friend. Tell him / her about your plans for this weekend and next week. Then ask him / her about his / her plans.

New Message

Dear .....,

Students' own answers

.....

.....

.....

.....

.....

.....

.....

.....

.....

Best wishes,

.....

**Let's talk!**

**11** Work with a partner. Ask and answer about your plans for next week.

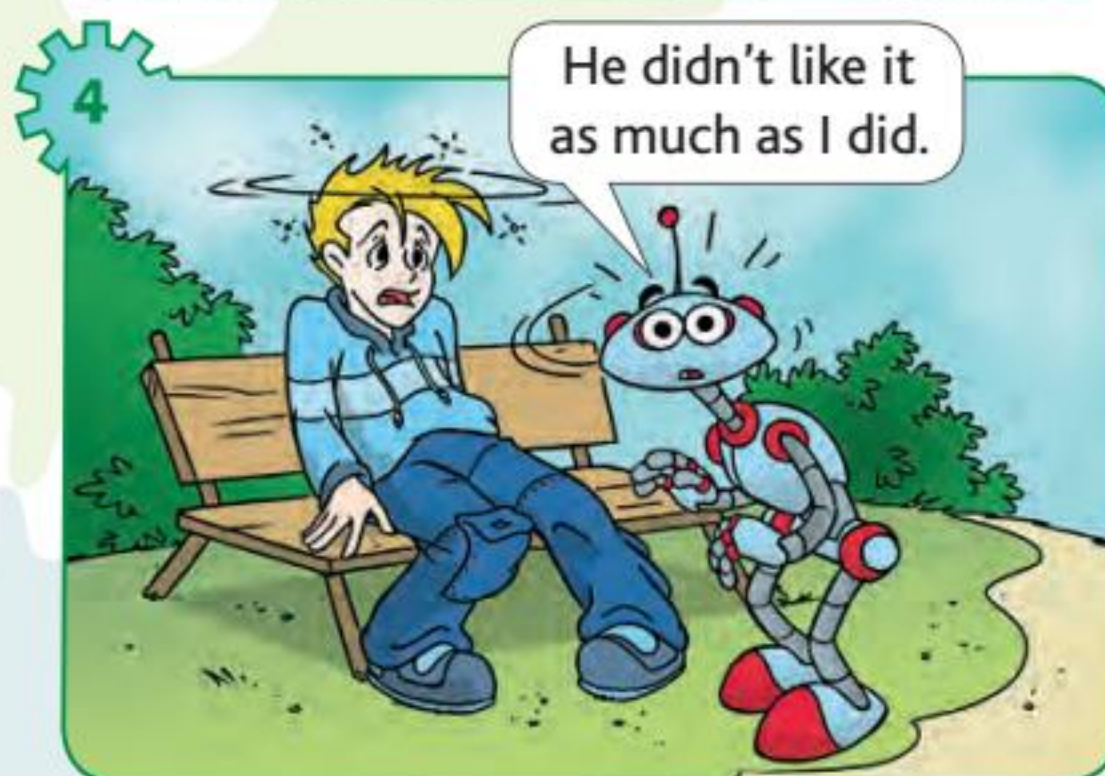
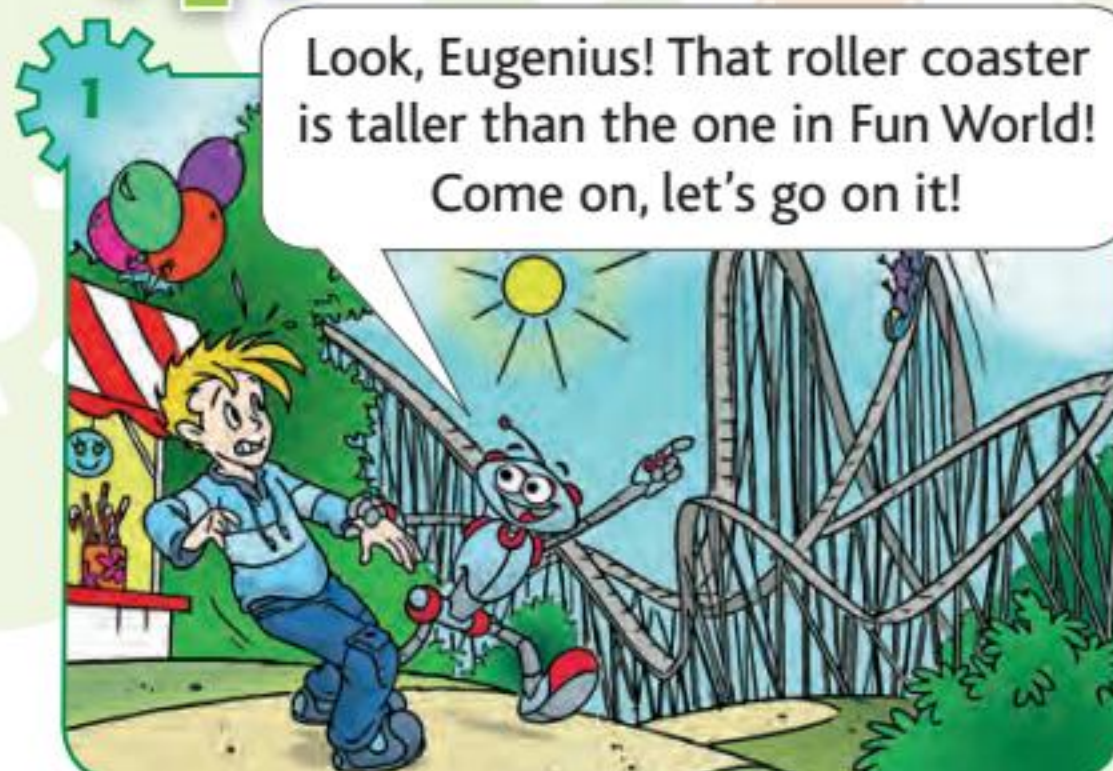
Are you going to watch the football match on TV on Sunday?

No, I'm not. What about you? What are you ...



## 6

## Adjectives, adverbs



### Comparative and superlative forms of adjectives and adverbs

Adjective	Comparative	Superlative
<b>Regular forms</b>		
short	shorter	the shortest
big	bigger	the biggest
easy	easier	the easiest
beautiful	more beautiful	the most beautiful
<b>Irregular forms</b>		
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
<b>Regular forms</b>		
quickly	more quickly	the most quickly
quietly	more quietly	the most quietly
loudly	more loudly	the most loudly
<b>Irregular forms</b>		
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.

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

### 2 Circle the correct answer.

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

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



- I think windsurfing is the most exciting sport in the world! (exciting)
- You look thinner than the last time I saw you. (thin)
- Stephen is the worst driver I know! (bad)
- My baby sister is the youngest member of the family. (young)
- Your bed is more comfortable than mine. (comfortable)
- Your suitcase is heavier than my bag. (heavy)
- She is the most forgetful person I've ever met. (forgetful)
- I've got less than 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 *the worst*! (badly)
- 3 Mrs Miller eats *more healthily than* her husband. (healthily)
- 4 Samantha works *the hardest* of all the students in her class. (hard)
- 5 Philip always behaves *more politely than* his sister. (politely)
- 6 Why do you always arrive *later than* everyone else? (late)
- 7 Dan runs *the fastest* of all the boys in the team. (fast)
- 8 Of all the people in my family, my grandad drives *the most carefully*. (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  
<sup>1</sup> *later* (late) than we had expected. We'd better make sure we get to school  
<sup>2</sup> *earlier* (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  
<sup>3</sup> *better* (well) than last time!

**Amy:** Will they speak English?

**Zoe:** Of course! But I think they'll understand you better if you talk  
<sup>4</sup> *more slowly* (slowly).

**Amy:** Right. What about clothes? What are you going to wear? Everyone knows that the French dress  
<sup>5</sup> *the most fashionably* (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 <sup>6</sup> *the most neatly* (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 ✓  
*Cathy is as shy as her sister.*
- 3 the earrings / expensive / the ring ✗  
*The earrings aren't as expensive as the ring.*
- 4 the film / good / the book ✓  
*The film is as good as the book.*
- 5 my hair / long / hers ✓  
*My hair is as long as hers.*
- 6 my brother's computer / fast / mine ✗  
*My brother's computer isn't as fast as mine.*
- 7 Sally / sensitive / Nadia ✓  
*Sally is as sensitive as Nadia.*
- 8 my room / big / yours ✗  
*My room isn't as big as 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 *is as strong as his brother.*
- 3 Nikki sings better than Carol.  
Carol *doesn't sing as well as Nikki.*
- 4 Giraffes are taller than elephants.  
Elephants *aren't as tall as giraffes.*
- 5 Leo runs faster than Pete.  
Pete *doesn't run as fast as Leo.*
- 6 Lee worked hard and Eric did, too.  
Eric *worked as hard as Lee.*
- 7 This book is interesting and that one is, too.  
This book *is as interesting as that one.*
- 8 Our cat is lazier than your dog.  
Your dog *isn't as lazy as our cat.*
- 9 Mr Fox and his wife both drive carefully.  
Mr Fox *drives as carefully as his wife.*
- 10 Ben makes friends more easily than Tom.  
Tom *doesn't make friends as easily as Ben.*



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

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

*Students' own answers*

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**Let's talk!**

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

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

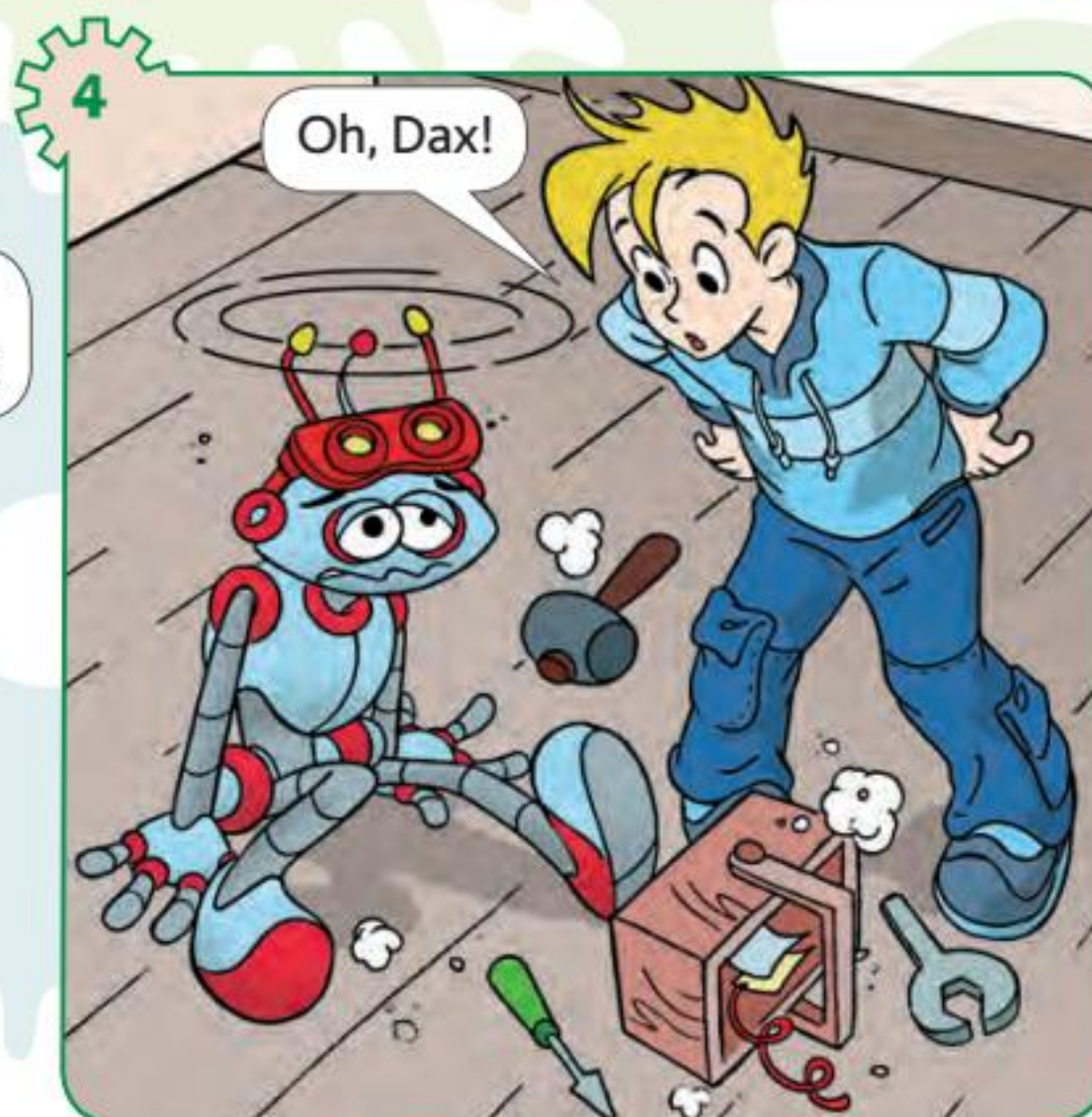
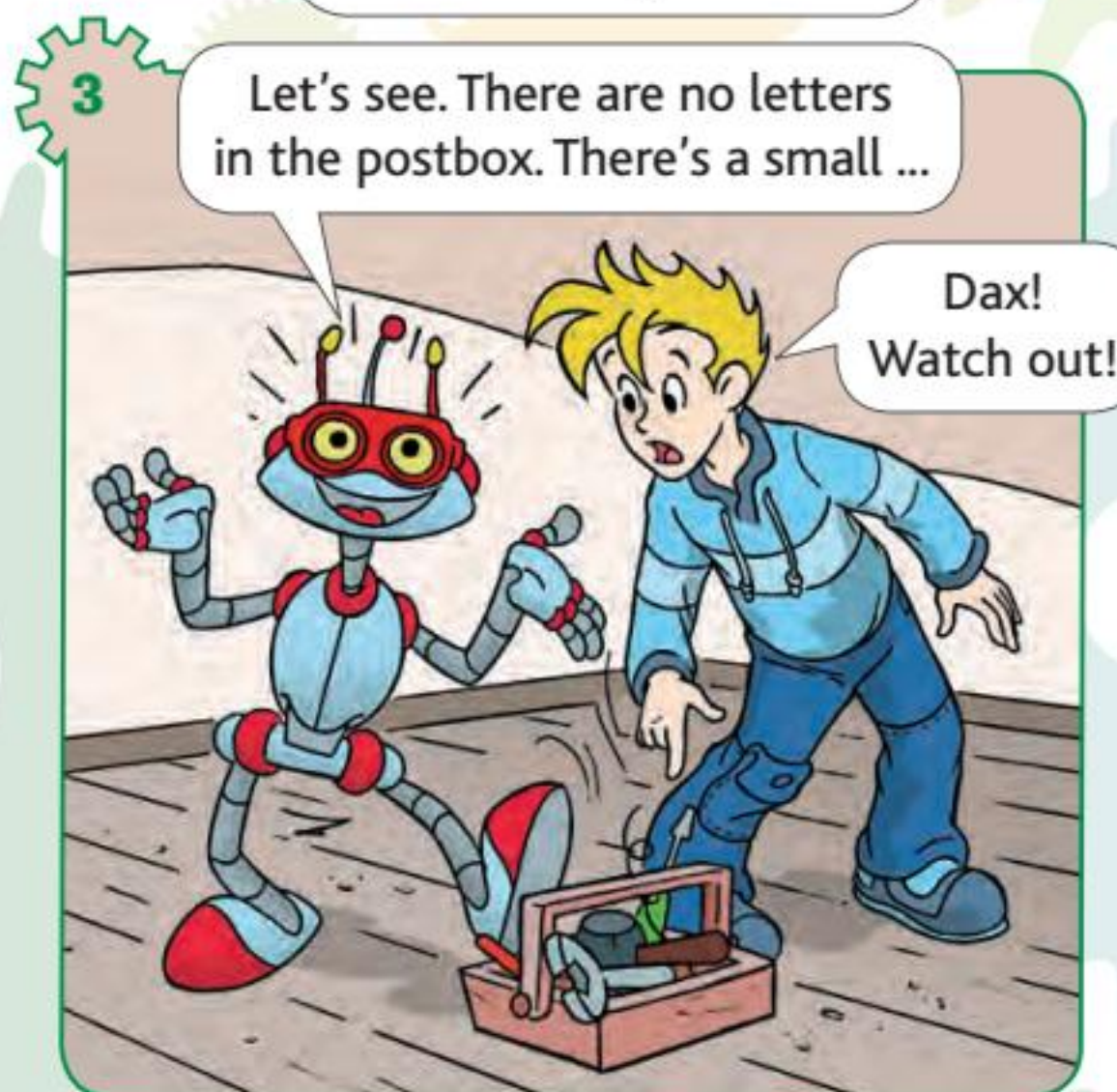
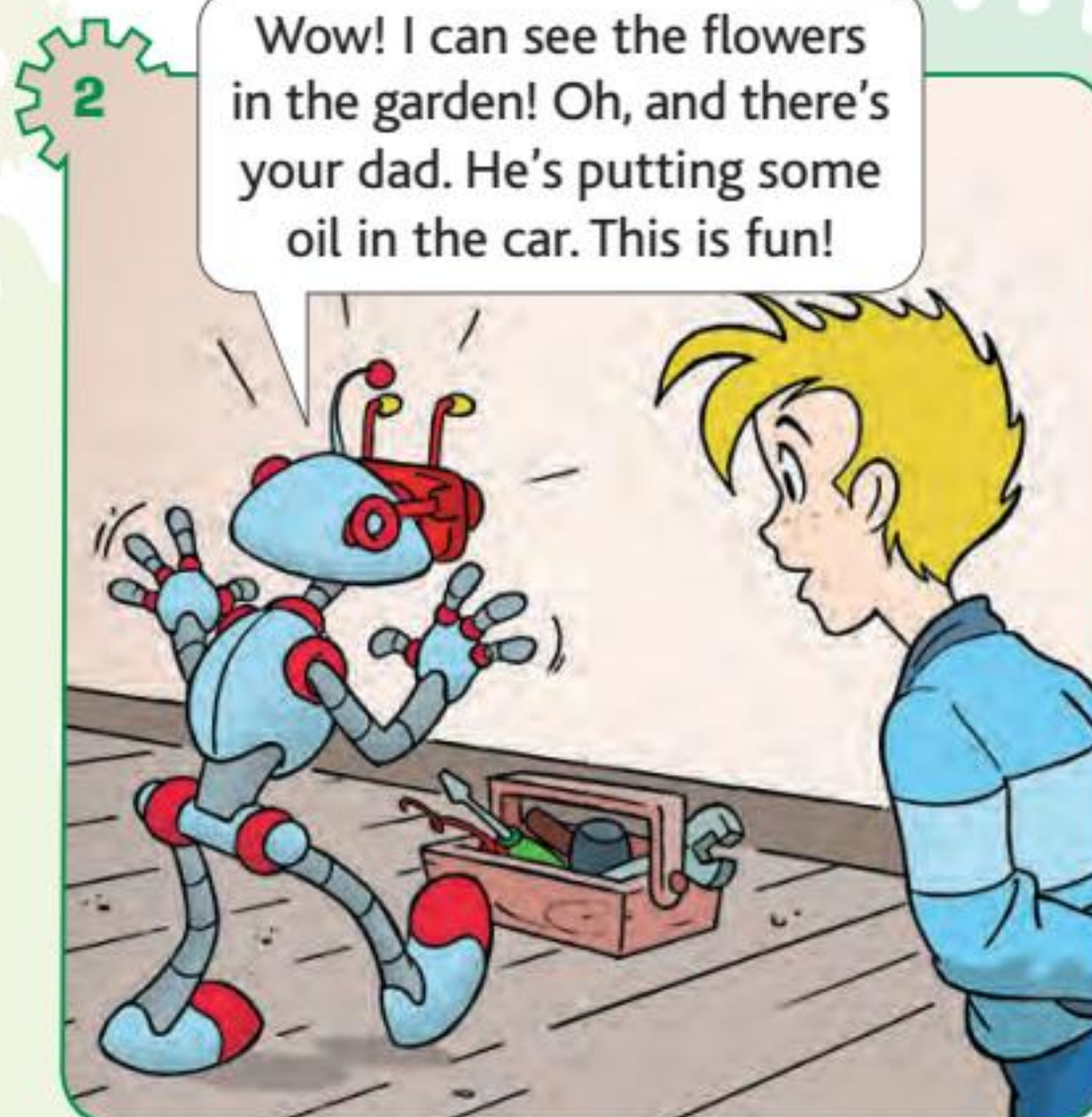
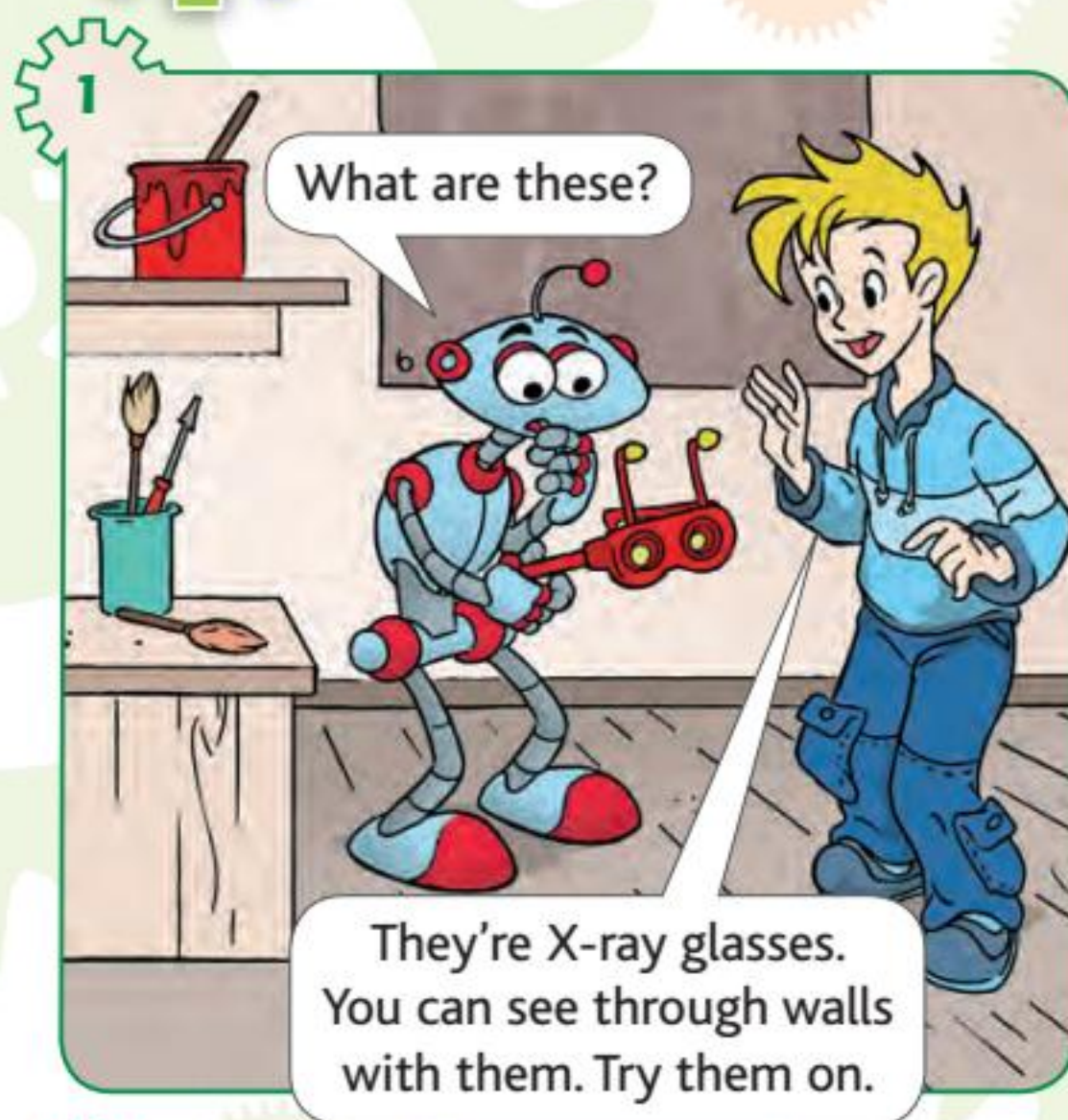
Science is more interesting than History.

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.  

<i>a bar of soap</i>	<i>a cup of tea</i>	<i>a loaf of bread</i>
<i>a bottle of water</i>	<i>a glass of juice</i>	<i>a packet of cocoa</i>
<i>a bowl of pasta</i>	<i>a gram of sugar</i>	<i>a piece of cake</i>
<i>a can of cola</i>	<i>a jar of jam</i>	<i>a tin of soup</i>
<i>a carton of milk</i>	<i>a kilo of flour</i>	<i>a tube of glue</i>
- 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
<b>Affirmative</b>	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.
<b>Negative</b>	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.
<b>Question</b>	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 .....*some*..... books from the library.
- 'Let me give you .....*a*..... piece of advice,' Andy told me.
- Would you like .....*some*..... cream on your apple pie?
- Can I have .....*some*..... paper to draw on?
- Don't worry. I can lend you .....*some*..... money.
- There's .....*a*..... letter for you on the table.
- The thieves used .....*a*..... ladder to get into the house.

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

- Have you had .....*any*..... news from Heather?
- I've just made .....*some*..... cheese sandwiches.
- I'm afraid I have .....*no*..... time to help you. I have to go.
- Can I have .....*some*..... more cake, please?
- There aren't .....*any*..... interesting articles in this magazine.
- There's .....*no*..... bread left. We need to buy some.
- Kelly bought .....*some*..... flowers for her grandmother.
- Are there .....*any*..... 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's no water in the well.*
- There were no tickets left. (any)  
*There weren't any tickets left.*
- We've got no milk. (any)  
*We haven't got any milk.*
- She didn't have any friends at work. (no)  
*She had no friends at work.*
- There isn't any salt in the sauce. (no)  
*There's no salt in the sauce.*



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

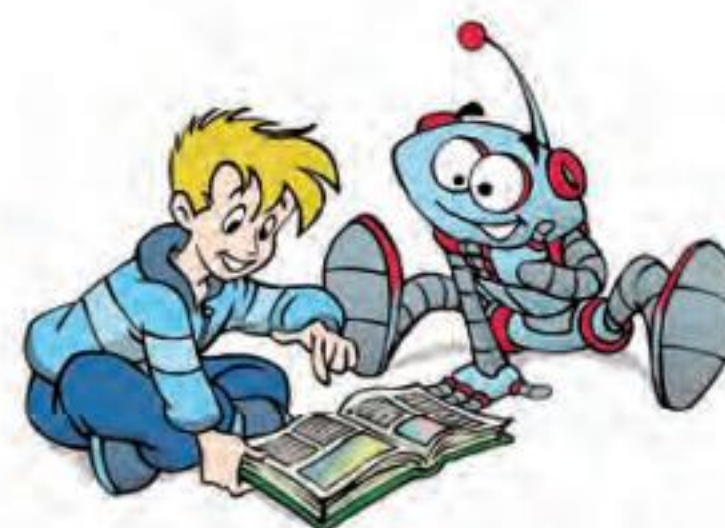
- I haven't got ..... *much* ..... room in my suitcase.
- We stayed in London for ..... *a few* ..... days.
- How ..... *many* ..... sandwiches are there?
- Please add ..... *a little* ..... salt to the soup.
- Were there ..... *many* ..... people at the meeting?
- How ..... *much* ..... money do you need?
- There's ..... *a little* ..... tea left in the pot.
- I'd like to ask you ..... *a few* ..... 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 <sup>1</sup> ..... child, we used to spend <sup>2</sup> ..... Sundays at my grandmother's house in <sup>3</sup> ..... Martinstown, <sup>4</sup> ..... small village in the south of <sup>5</sup> ..... England. My grandmother was <sup>6</sup> ..... amazing woman and <sup>7</sup> ..... wonderful cook. At her house, tea included <sup>8</sup> ..... sandwiches, cake and biscuits, which were all spread out on <sup>9</sup> ..... dining room table. After tea we would all play <sup>10</sup> ..... hide-and-seek in <sup>11</sup> ..... garden until it was time to go <sup>12</sup> ..... home. <sup>13</sup> ..... The memories of those days at Rosemary Cottage have never left me and to this day I always sit down at four o'clock with <sup>14</sup> ..... cup of tea and biscuits or <sup>15</sup> ..... piece of cake.





## 11 Read and circle the correct answer.

New Message

Hi, Jane

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

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

How are you? I hope you're enjoying your holiday in <sup>10</sup> 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.

Students' own answers

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## 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.

Jeans.

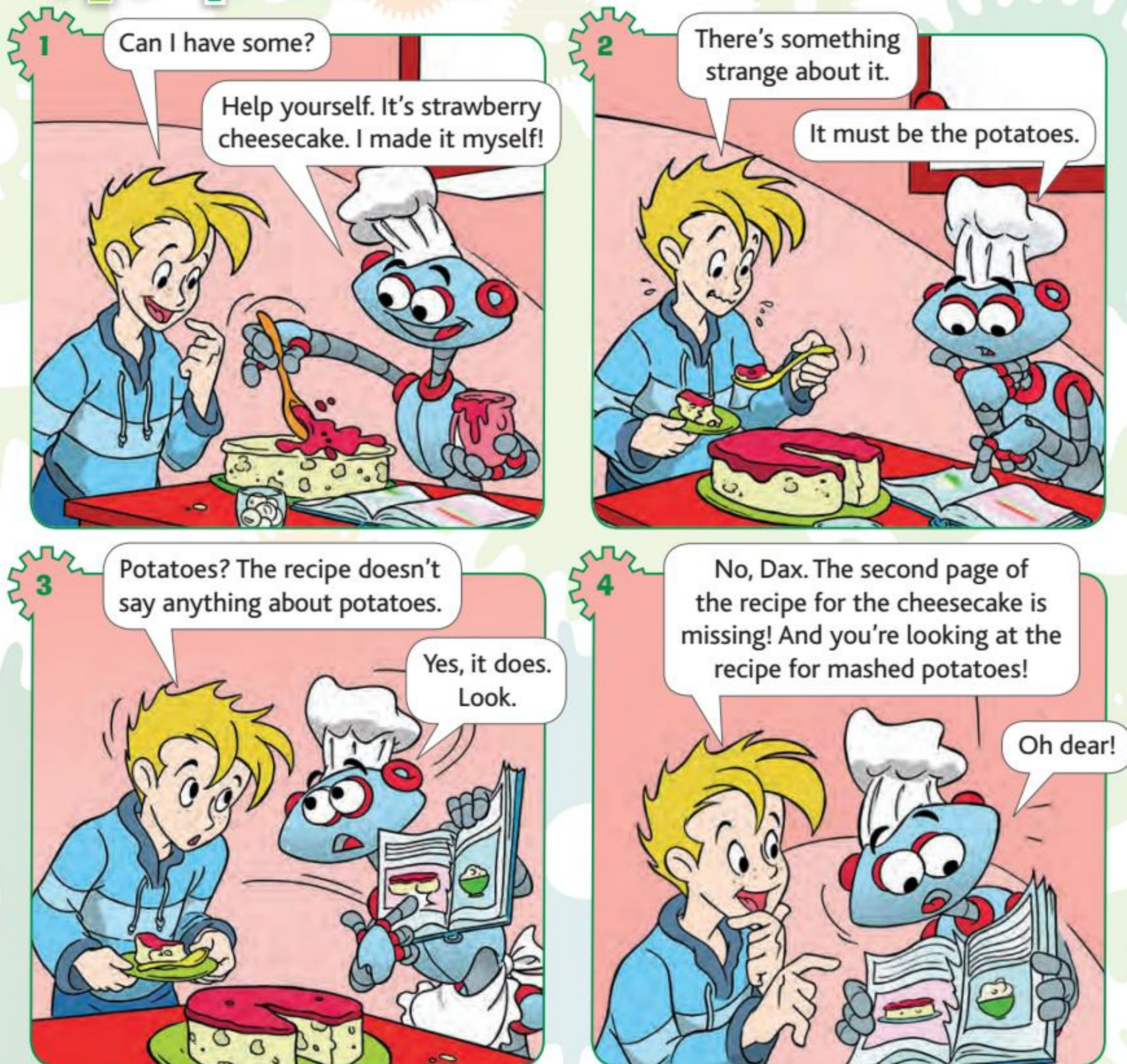
I want to buy a new pair of jeans.

Correct. One point for you.



## 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.

- I cut ..... *myself* ..... on a piece of broken glass.
- Boys, did you behave ..... *yourselves* ..... while we were out?
- Did he hurt ..... *himself* ..... when he fell off his bike?
- We cleaned the swimming pool all by ..... *ourselves* .....
- The girl stayed in the room by ..... *herself* .....
- So, Nikki, are you going to London by ..... *yourself* .....?
- Matt and Sarah introduced ..... *themselves* ..... to their new neighbours.
- The coffee machine turns ..... *itself* ..... 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.)

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





## Indefinite pronouns

<b>People</b>	someone / somebody	anyone / anybody	no one / nobody	everyone / everybody
<b>Things</b>	something	anything	nothing	everything
<b>Places</b>	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.

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

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

- She's got nowhere to go. **anywhere**  
She ..... *hasn't got anywhere* ..... to go.
- Mike said, 'All the things you need are in that bag.' **Everything**  
Mike said, '..... *Everything you need is* ..... in that bag.'
- I didn't tell anybody about this. **nobody**  
I ..... *told nobody* ..... about this.
- He did nothing to help us. **anything**  
He ..... *didn't do anything* ..... to help us.
- There wasn't anywhere for me to sit. **nowhere**  
There ..... *was nowhere* ..... for me to sit.
- Why were all the people in the room laughing? **everyone**  
Why ..... *was everyone* ..... 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! <sup>1</sup> *Somebody / Nobody / Everybody* needs a rest now and again!
- ➔ If you're stressed, talk to <sup>2</sup> *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 <sup>3</sup> *on / by / of* yourself every day. It will relax <sup>4</sup> *you / yourself / yourselves* and give you time to think.
- ➔ If you're bored, find <sup>5</sup> *something / nothing / everything* to do. Many people enjoy <sup>6</sup> *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 *Students' own answers* .....
- '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!





## 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 will you say when you see her? (you / say, see)
- 2 The doctor will come as soon as we call him. (come, call)
- 3 Until you apologise, I won't speak to you! (apologise, not speak)
- 4 When she finishes the letter, she will put it in an envelope. (finish, put)
- 5 We will lock the door before we go 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 didn't use to have of all the students in the class. (hard)
- 2 We must walk more quickly or we'll be late. (quickly)
- 3 He's the worst singer in the world! (bad)
- 4 You're the best friend anyone could have. (good)
- 5 This printer is more expensive than that one. (expensive)
- 6 Zoe works faster than me. (fast)

..... / 6

### 4 Complete. Use one word in each space.

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

..... / 7



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

### COMPETITION!

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

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

It's <sup>4</sup> *a* great show for all the family. We're sure you'll love it. Take part in <sup>5</sup> *the* competition and win <sup>6</sup> *a* free ticket for one of the greatest musicals of all time! For more information, e-mail <sup>7</sup> ..... Mrs Evans at [md8\\_ev23@gsga47.com](mailto:md8_ev23@gsga47.com).

..... / 7

## 6 Complete. Use reflexive pronouns.

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

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

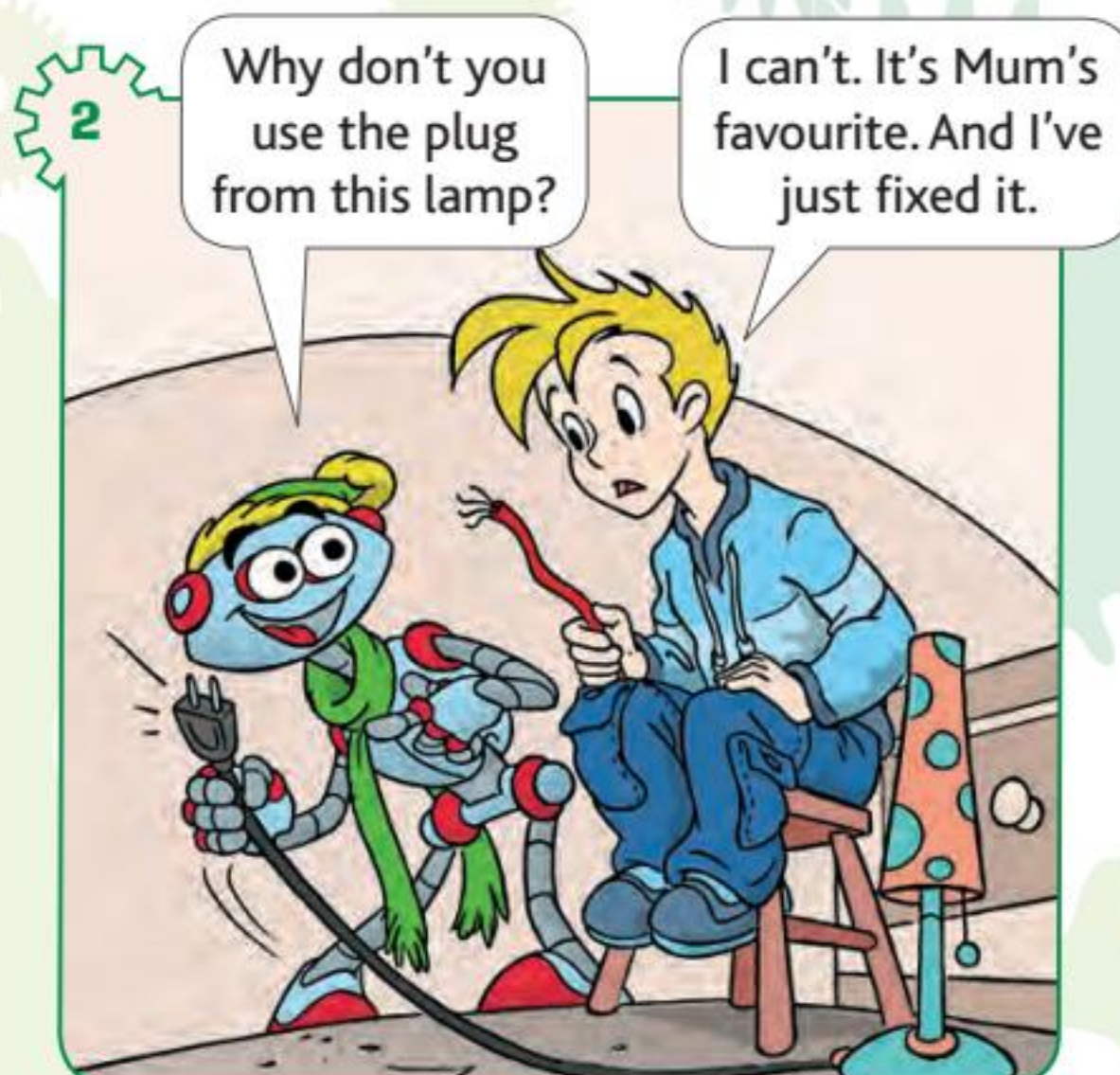
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Total: ..... / 50



9

# Modal verbs (1)



## Ability

	Affirmative	Negative	Question
<b>Can</b>	She can play tennis.	She can't play tennis.	Can she play tennis?
<b>Could</b>	They could hear us.	They couldn't hear us.	Could they hear us?
<b>Be able to</b>	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.

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

- Jane ..... **could / was able to** ..... read and write when she was five.
- Luckily, they had a mobile phone and they ..... **were able to** ..... call for help.
- I ..... **couldn't / wasn't able to** ..... get into the house because I had forgotten my keys.
- Mr Fox drove us to the station, so we ..... **were able to** ..... catch the first bus.
- My grandmother ..... **could / was able to** ..... dance really well when she was younger.
- We didn't have a ladder, so we ..... **couldn't / weren't able to** ..... reach the shelf.



## Permission

	Affirmative	Negative	Question
<b>Can</b>	You can leave.	You can't leave.	Can I leave?
<b>Could</b>	–	–	Could I leave?
<b>May</b>	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)  
*May I use the / your phone?*
- You want to ask your teacher a question. (could)  
*Could I ask you a question?*
- You're on a train and you want to open the window. Ask another passenger. (could)  
*Could I open the window?*
- You want to have a sandwich. Ask your mother. (can)  
*Can I have a sandwich?*
- You want to see the headmaster. You knock on his door and ask to come in. (may)  
*May I come in?*
- You want to wear your brother's new jacket tonight. Ask him. (can)  
*Can I wear your (new) jacket (tonight)?*
- You want to speak to your friend's mum in private. Ask her. (could)  
*Could I speak to you in private?*
- You want to leave class early today. Ask your teacher. (may)  
*May I leave (class) early (today)?*
- You're at home. You want to watch TV. Ask your dad. (can)  
*Can I watch TV?*

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

#### 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 ..... *Shall I* ..... bring you a menu?
- 3 ..... *Would you like* ..... something to drink first?
- 4 ..... *I'll* ..... take your order now.
- 5 ..... *Would you like* ..... a dessert?
- 6 ..... *Shall I* ..... bring you the bill?
- 7 ..... *I'll* ..... 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 ..... *can / could* ..... go to the park.

Liz: OK. 3 ..... *Why* ..... don't we take a picnic with us? Then we won't have to come home at lunchtime.

Joe: OK. 4 ..... *Let* ..... 's make some sandwiches.

Liz: Great!

Joe: I'd like some chocolate or maybe some crisps, too.

Liz: 5 ..... *Why* ..... 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 ..... *about* ..... cycling to the park? Then we 7 ..... *can / could* ..... have a bike race in the park.

Joe: Great idea! Shall 8 ..... *we* ..... 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 ..... *like* ..... some more cake?  
B: No, thank you.
- 3 A: Would ..... *you* ..... open the door for me, please?  
B: Certainly.
- 4 A: How ..... *about* ..... going to the cinema tonight?  
B: Great idea!
- 5 A: ..... *Will* ..... you be able to join us tomorrow?  
B: I'm afraid not.
- 6 A: May ..... *I* ..... 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.

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

*Students' own answers*

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

*I can*

*Students' own answers*

## 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

Could you get  
me an aspirin?

Of course. Shall  
I call the doctor?



10

## Modal verbs (2)



### Obligation, necessity, lack of obligation, prohibition

	Affirmative	Negative	Question
<b>Must</b>	We must leave now.	We mustn't leave now.	Must we leave now?
<b>Have to</b>	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?



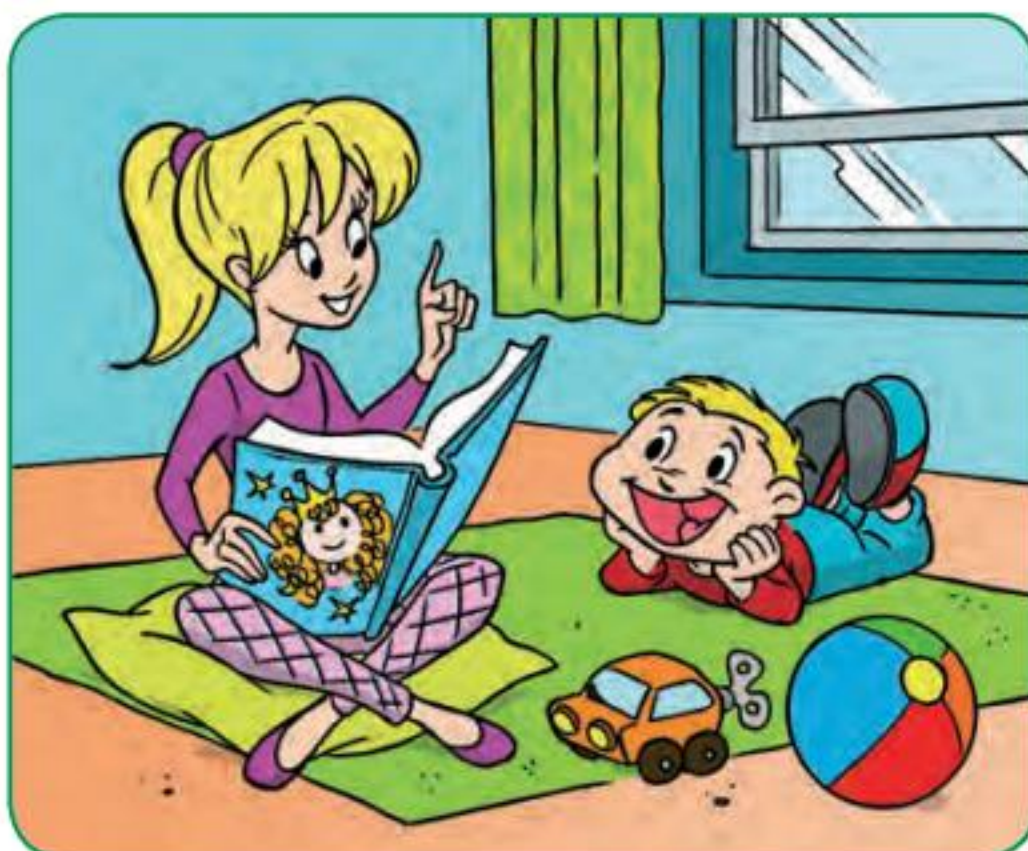
## Obligation, necessity

- We use *must* or *have to* to express obligation, to say that something is important or necessary.  
*We must do this now. I must take my library books back tomorrow.*
- We can use *must* to talk about the present or the future.  
*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.*
- We can use *have to* to talk about the present, the past or the future. We can use it in different tenses.  
*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.

- 2 No, I'm afraid this can't wait. We ..... *have to* ..... do it now.
- 3 We ..... *will have to* ..... buy a lot of food for the party next week.
- 4 Pete ..... *has had to* ..... fix his car four times since September.
- 5 She starts work at half past seven, so she ..... *has to* ..... get up early in the morning.
- 6 The Robinsons ..... *will have to* ..... move to London next year.
- 7 We ..... *have had to* ..... revise for four tests since last Friday.
- 8 The cat was ill last week, so we ..... *had to* ..... 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 *did he have to do*.....?
- 3 A: I will have to leave early.  
B: What time *will you have to leave*.....?
- 4 A: They've had to stop.  
B: Why *have they had to stop*.....?
- 5 A: She has to go somewhere.  
B: Where *does she have to go*.....?
- 6 A: He had to pay a fine.  
B: Why *did he have to pay a fine*.....?
- 7 A: They will have to move.  
B: Why *will they have to move*.....?
- 8 A: I have to call her.  
B: When *do you have to call her*.....?

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

### be a GENIUS

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

## 4 Circle the correct answer.

### be a GENIUS

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
<b>May</b>	They may win. They may not win.	She may have gone home. She may not have gone home.
<b>Might</b>	He might come with us. He might not come with us.	They might have got the message. They might not have got the message.
<b>Could</b>	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 ..... *may not* ..... invite Kim to his party. He doesn't like her very much.
- Take an umbrella with you. It ..... *could* ..... rain at the weekend.
- I ..... *may not* ..... go to the cinema tonight. I'm very tired.
- They ..... *may not* ..... go on holiday this year. They're very busy.
- They left London six hours ago. They ..... *could* ..... arrive any time now.
- You need to be more careful. You ..... *could* ..... get into trouble, you know.
- I ..... *may not* ..... 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 ..... *might have left* ..... it at school. (leave)
- Matt has a cold. He ..... *might have caught* ..... it at the party. (catch)
- Aunt Jenny didn't phone me last night. She ..... *might have forgotten* ..... (forget)
- They didn't come to the party. They ..... *might have been* ..... busy. (be)
- Uncle Robert isn't at the office. He ..... *might have gone* ..... home. (go)
- He ..... *might have sent* ..... the e-mail to the wrong address. I didn't get it. (send)
- That little girl is crying. She ..... *might have hurt* ..... 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 ..... *may have stolen* ..... the money.  
(steal)  
B: But he wasn't there. He was at home.
- 3 A: These old coins ..... *may be* .....  
valuable. (be)  
B: You're right. Let's take them to the museum.
- 4 A: Mark didn't even say hello.  
B: He ..... *may not have seen* ..... you. (not see)
- 5 A: I ..... *may not come* ..... to the match  
tomorrow. (not come)  
B: Why not?
- 6 A: She ..... *may win* ..... the competition  
next week. (win)  
B: Yes, she's very good.
- 7 A: We ..... *may go* ..... shopping on  
Saturday. (go)  
B: Can I come with you?
- 8 A: The dog looks hungry.  
B: Yes. Sam ..... *may not have fed* ..... him.  
(not feed)

## Advice, criticism

	Present / Future	Past
<b>Should</b>	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?
<b>Ought to</b>	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 <sup>1</sup> ..... *should* ..... drink plenty of water.
- You <sup>2</sup> ..... *shouldn't* ..... drink coffee or fizzy drinks.
- You <sup>3</sup> ..... *ought* ..... to take regular exercise.
- You <sup>4</sup> ..... *should* ..... eat lots of fruit and vegetables.
- You <sup>5</sup> ..... *shouldn't* ..... eat a lot of sweets.
- You <sup>6</sup> ..... *ought* ..... to go to bed early.
- You <sup>7</sup> ..... *ought not* ..... to stay up late watching TV.
- You <sup>8</sup> ..... *ought not* ..... 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 ..... *shouldn't have gone* ..... to bed late last night. (shouldn't / go)
- 3 Your sister was really angry with you. You ..... *ought not to have read* ..... her diary. (ought not / read)
- 4 Why did you lie to him? You ..... *should have told* ..... him the truth. (should / tell)
- 5 They both failed the Chemistry test. They ..... *should have studied* ..... harder. (should / study)
- 6 I was late for school again yesterday. I ..... *ought to have got up* ..... earlier. (ought to / get up)

## Deduction

	Present	Past
<b>Must</b>	He must be very rich.	They must have missed their bus.
<b>Can't</b>	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.

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

### 11 Rewrite the sentences. Use the verb in brackets.

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

### 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 <sup>1</sup> ..... know?

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

**Jemma:** OK. Can they watch TV?

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

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

**Mrs Fox:** OK. Oh, and you mustn't <sup>8</sup> ..... 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               | <u>D ought to</u> |
| 2 A can't         | B mustn't        | <u>C don't have to</u> | D haven't to      |
| 3 A may           | B might          | C ought                | <u>D has to</u>   |
| 4 <u>A should</u> | B should have    | C may have             | D ought           |
| 5 A couldn't      | <u>B mustn't</u> | C don't have to        | D might not       |
| 6 A must be       | <u>B may be</u>  | C might have been      | D could have been |
| 7 A must          | B have to        | <u>C may</u>           | D may have        |
| 8 <u>A forget</u> | B to forget      | C forgot               | D have forgotten  |



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

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

### 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*

*Students' own answers*

### 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  
1 .....**going**..... (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 .....**flying**..... (fly).

Ben: Oh, don't worry about that. It's great fun! I love 3 .....**travelling**..... (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 skiing**..... (water ski) and my brother really likes 5 .....**sailing**..... (sail), so I think we'll have a brilliant time.

Ben: Hmm ... I don't think I would enjoy that. I prefer 6 .....**lying**..... (lie) on the beach and 7 .....**doing**..... (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 / in ..... joining ..... their club. (join)
- 2 They soon got tired in / of ..... waiting ..... and went home. (wait)
- 3 I *didn't* / couldn't help ..... laughing ..... when he slipped in the snow. (laugh)
- 4 I'm fed up with / of ..... driving ..... this old car! I want a new one! (drive)
- 5 I've never been very good at / in ..... dancing ..... (dance)
- 6 She *doesn't* / can't stand ..... living ..... in that village. (live)
- 7 We got bored with / of ..... playing ..... chess and went for a walk. (play)
- 8 I'm really looking forward to / for ..... seeing ..... them. (see)

## 3 Rewrite the sentences. Use gerunds.

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

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

- 1 I ..... am not used to getting up ..... early in the morning. (not / get up)
- 2 Jason ..... isn't used to going ..... to bed so late. He usually goes to bed early on weekdays. (not / go)
- 3 We've lived here for years, so we ..... are used to living ..... in a small town. (live)
- 4 She's a nurse, so she ..... is used to working ..... nights. (work)
- 5 Ben and Dave ..... aren't used to walking ..... to school. They usually take the bus. (not / walk)
- 6 I'll just have a sandwich, thank you. I ..... am not used to eating ..... 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. ☒
- 2 Lisa still hasn't got used to wear glasses. ☒
- 3 My uncle used to living in that house many years ago. ☒
- 4 She's still trying to get used to living by herself. ☒
- 5 We're used to travelling by plane. ☒
- 6 I was used to hate chocolate milk when I was little. ☒
- 7 I'm not used to eating spicy food. ☒
- 8 We used to going to the cinema every Saturday. ☒



## 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 **to play** basketball if you're very tall.
- I thought they were in Madrid, so I was very surprised **to see** them at the party.
- I'd like **to ask** you a few questions if you don't mind.
- Luke wants **to be** a pilot when he grows up.
- I was very pleased **to hear** that she had passed her exam.
- They really need the money, so they've decided **to sell** their house.
- Andy agreed **to look after** his little sister on Saturday night.
- It's important **to follow** the instructions on the packet.
- My parents have promised **to get** me a new bike for my birthday.



### 7 Join the sentences. Use **too**.

- I was tired. I didn't go to the beach.  
*I was too tired to go to the beach.*
- They were busy. They didn't help us.  
*They were too busy to help us.*
- She's young. She can't drive a car.  
*She's too young to drive a car.*
- He's proud. He won't ask for help.  
*He's too proud to ask for help.*
- I was frightened. I couldn't speak.  
*I was too frightened to speak.*
- She's shy. She won't sing in public.  
*She's too shy to sing in public.*

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

- I'm not tall. I can't reach that shelf.  
*I'm not tall enough to reach that shelf.*
- He can't run fast. He won't win.  
*He can't run fast enough to win.*
- She doesn't work hard. She won't pass her exams.  
*She doesn't work hard enough to pass her exams.*
- I don't feel well. I can't go to school.  
*I don't feel well enough to go to school.*
- I didn't get up early. I didn't catch the first train.  
*I didn't get up early enough to catch the first train.*
- He isn't strong. He can't carry that bag.  
*He isn't strong enough to carry that bag.*

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

- This bag is too small to hold all my things. (big)  
*This bag isn't big enough to hold all my things.*
- Fred isn't old enough to vote. (young)  
*Fred is too young to vote.*
- She's too short to be a fashion model. (tall)  
*She isn't tall enough to be a fashion model.*
- He isn't patient enough to wait till tomorrow. (impatient)  
*He's too impatient to wait till tomorrow.*
- I'm too unfit to run up that hill. (fit)  
*I'm not fit enough to run up that hill.*
- We didn't play well enough to beat them. (badly)  
*We played too badly to beat them.*

### 10 Circle the correct answer.

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





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

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

## 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).

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

# 13 Circle the correct answer.

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



**14** Complete. Use the correct form of the verb.

- |   |  |
|---|--|
| 1 She first went ..... <u>skiing</u> ..... when she was twelve. (ski) | 7 Anne is afraid of ..... <u>walking</u> ..... in the dark. (walk)             |
| 2 I would love ..... <u>to meet</u> ..... your parents. (meet)        | 8 I've arranged ..... <u>to meet</u> ..... my friends at three o'clock. (meet) |
| 3 David was glad ..... <u>to be</u> ..... home again. (be)            | 9 Have you finished ..... <u>reading</u> ..... that book yet? (read)           |
| 4 The dentist made her ..... <u>open</u> ..... her mouth wide. (open) | 10 Do you think I should ..... <u>tell</u> ..... Rob what happened? (tell)     |
| 5 I'm not used to ..... <u>having</u> ..... so much free time. (have) | 11 Why don't we go ..... <u>shopping</u> ..... on Saturday? (shop)             |
| 6 Will your brother let us ..... <u>use</u> ..... his computer? (use) | 12 They've decided ..... <u>to stay</u> ..... 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 <sup>1</sup> ..... the Internet and I also like cooking and watching TV. I'm not very good at <sup>2</sup> ..... things like Eugenius but he often asks me <sup>3</sup> ..... him with his inventions. In my free time I go <sup>4</sup> ..... in the park with Woof, my dog, and when Eugenius is not too busy <sup>5</sup> ..... with me, we play chess. I sometimes let him <sup>6</sup> ..... because he gets angry when he doesn't; he can't stand <sup>7</sup> .....! If you enjoy <sup>8</sup> ..... 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                                     | <input checked="" type="radio"/> B making  | C to making                                |
| 3 A help                                     | <input checked="" type="radio"/> B to help | C helping                                  |
| 4 A walk                                     | B to walk                                  | <input checked="" type="radio"/> C walking |
| 5 <input checked="" type="radio"/> A to play | B to playing                               | C for playing                              |
| 6 <input checked="" type="radio"/> A win     | B to win                                   | C winning                                  |
| 7 A lose                                     | B to lose                                  | <input checked="" type="radio"/> C losing  |
| 8 A play                                     | B to play                                  | <input checked="" type="radio"/> C playing |



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

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

## Let's write!

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

What's his / her name?

How old is he / she?

What does he / she look like?

What is he / she good / bad at?

What does he / she enjoy / like / hate doing?

What is he / she interested in?

My best friend's name is .....

Students' own answers .....

.....

.....

.....

.....

.....

.....

## 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.

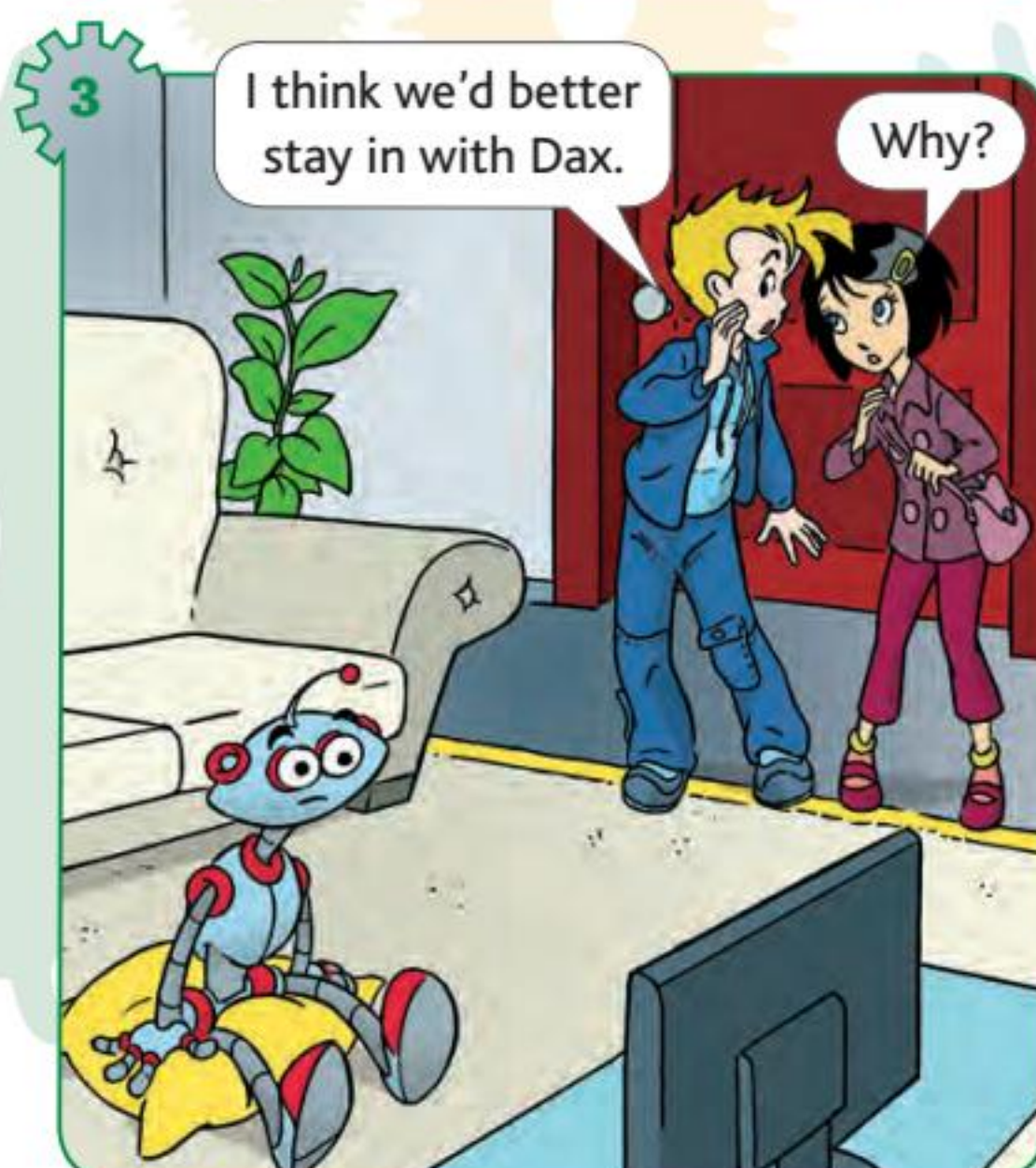
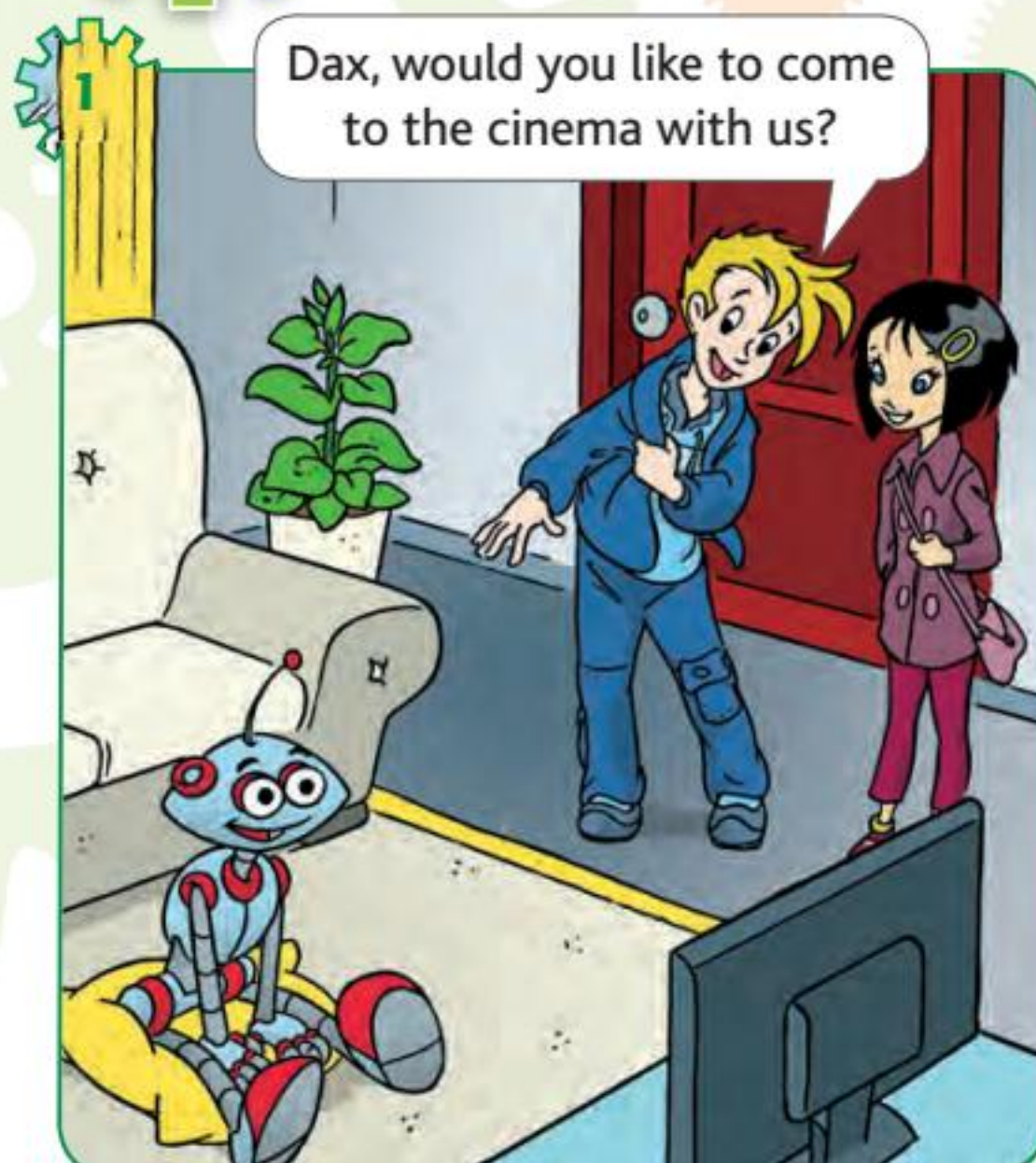
arrange	manage
begin	practise
decide	promise
finish	start
learn	stop

I practised playing the piano.

I started reading a new book.



12

***Had better, would rather***

	Affirmative	Negative
<b><i>Had better</i></b>	You had better ('d better) hurry or you'll miss your bus.	We had better not ('d better not) be late again.
<b><i>Would rather</i></b>	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

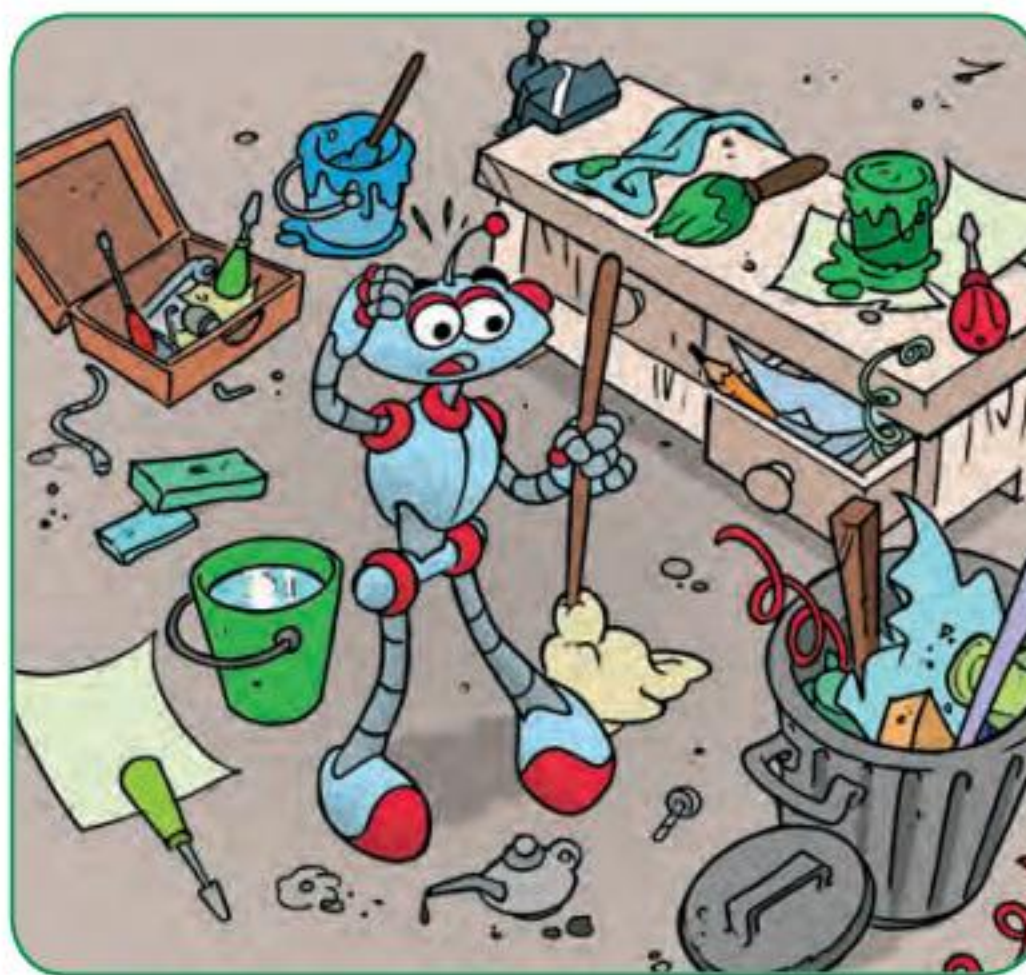
- We use *had better* to say that we think that something should happen in a certain way, usually to avoid some problem or danger.
- *Had better* is followed by a bare infinitive. The short form is '*d better*.  
*We had better lock the door. You'd better apologise to him.*
- In negative sentences, we 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 ✗  
*I'd better not touch Eugenius' new invention.*
- put / those tools in the toolbox ✓  
*I'd better put those tools in the toolbox.*
- sweep / the floor ✓  
*I'd better sweep the floor.*
- waste / any more time ✗  
*I'd better not waste any more time.*
- watch / TV right now ✗  
*I'd better not watch TV right now.*



## 2 Write sentences. Use *would rather*.

- |   |   |
|---|---|
| 1 I / come / with you ✓<br><i>I'd rather come with you.</i>                 | 4 I / tell / him about the party ✗<br><i>I'd rather not tell him about the party.</i> |
| 2 he / stay / at home tonight ✓<br><i>He'd rather stay at home tonight.</i> | 5 she / do / this herself ✓<br><i>She'd rather do this herself.</i>                   |
| 3 they / go out / today ✗<br><i>They'd rather not go out today.</i>         | 6 we / walk / to school today ✗<br><i>We'd rather not walk to school today.</i>       |



### 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  
*He'd rather e-mail her than write her a letter.*
- I / read / a good book, play / on the computer  
*I'd rather read a good book than play on the computer.*
- she / go / for a walk, stay in / all day  
*She'd rather go for a walk than stay in all day.*
- I / ride / my bike to school, walk  
*I'd rather ride my bike to school than walk.*
- we / play / with our friends, study / for tests  
*We'd rather play with our friends than 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 *would rather stay* at home.
- A: It's raining.  
B: We *had better take* an umbrella.
- A: That man's trying to steal our car!  
B: We *had better call* the police!
- A: Shall we stay a bit longer?  
B: No. I *would rather go* home now.
- A: Do you want to watch a game show?  
B: I *would rather watch* the news.
- A: I have a headache.  
B: You *had better take* an aspirin.
- A: So, what's the big surprise?  
B: I *would rather keep* it a secret.
- A: I'm going to the park to play football.  
B: I'll come too but I *would rather play* volleyball.
- A: My room's in a mess!  
B: Well, you *had better tidy* 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 ..... *would rather not go* ..... to Mel's house.
- 3 He should study harder or he won't pass the test. **had**  
He ..... *had better study* ..... 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 ..... *would rather stay in* ..... today.
- 5 You shouldn't touch that. **not**  
You had ..... *better not touch* ..... that.
- 6 She wants to walk, not take the bus. **than**  
She'd ..... *rather walk than take* ..... the bus.
- 7 You should ask someone to help you. **better**  
You ..... *had better ask* ..... someone to help you.
- 8 I'd like to wait for you here if you don't mind. **rather**  
I ..... *would rather wait* ..... 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.*

*Students' own answers*

**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

Why don't we  
go for a walk?

I'd rather stay  
at home.





## 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: <sup>0</sup> Let ..... 's go to the sports centre this afternoon.
- B: I was there yesterday. What <sup>1</sup> about ..... going to the cinema?
- A: Great idea! <sup>2</sup> Shall ..... we ring Abbie and see if she wants to come, too?
- B: Sure. Then we <sup>3</sup> can/could go to her house afterwards. She lives right next to the cinema.
- A: <sup>4</sup> Shall ..... 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. <sup>5</sup> I ..... '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 ..... can't be hungry!
- 2 He isn't answering his phone. He ..... must be very busy.
- 3 That ..... can't be Natalie! She called me from New York four hours ago!
- 4 Wow! You've got hundreds of books here. You ..... must read a lot!
- 5 She ..... must know Fred's number. He's her best friend.
- 6 No, that ..... can't 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 must have fallen asleep
- 2 You were wrong not to tell him about this. (ought to)  
You ought to have told him about this
- 3 I don't think she stole the money. (can't)  
She can't have stolen the money
- 4 Maybe they made a mistake. (could)  
They could have made a mistake
- 5 You were wrong to lie to him. (shouldn't)  
You shouldn't have lied to him
- 6 Maybe she didn't get the message. (may)  
She may not have got the message

..... / 6

### 6 Complete. Use the correct form of the verb.

- 0 I've never been very good at spelling. (spell)
- 1 They made me give them the money. I had no choice. (give)
- 2 Swimming is very good for you. (swim)
- 3 Hi, Terry. It's good to see you again. (see)
- 4 I really hate getting up early on Sundays! (get up)
- 5 They all agreed to meet again the next day. (meet)
- 6 Children should always eat a good breakfast before going to school. (eat)
- 7 So, have you got used to living 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 would rather have some orange juice.
- 2 I had better finish my project by Monday or Mr Smith will be very angry.
- 3 It's raining. We had better take an umbrella.
- 4 I don't want to stay in. I would rather go for a walk.
- 5 We would rather not watch this film. We don't like comedies very much.
- 6 I had better 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 not old enough to drive a car.
- 2 I'm sure she thinks I'm crazy! **must**  
She must think I'm crazy!
- 3 I don't want to talk about this. **rather**  
I would rather not talk about this.
- 4 My mum says I have to brush my teeth after every meal. **makes**  
My mum makes me brush my teeth after every meal.
- 5 Why didn't you help her? **should**  
You should have helped her.
- 6 You should ask someone to help you or you won't finish on time. **better**  
You had better ask someone to help you or you won't finish on time.

..... / 6

Total: ..... / 50



## 13

## Conditionals

1



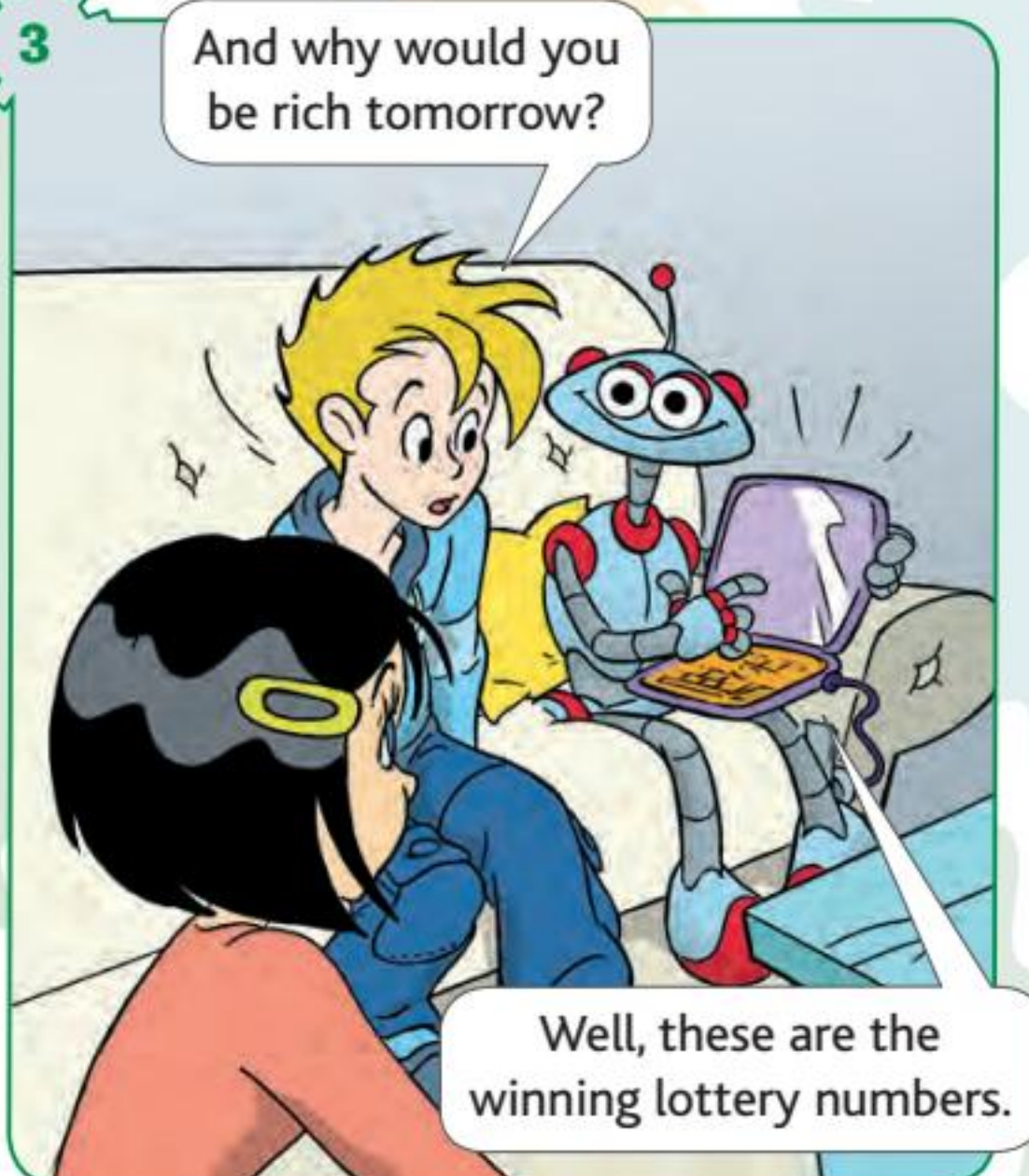
2

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

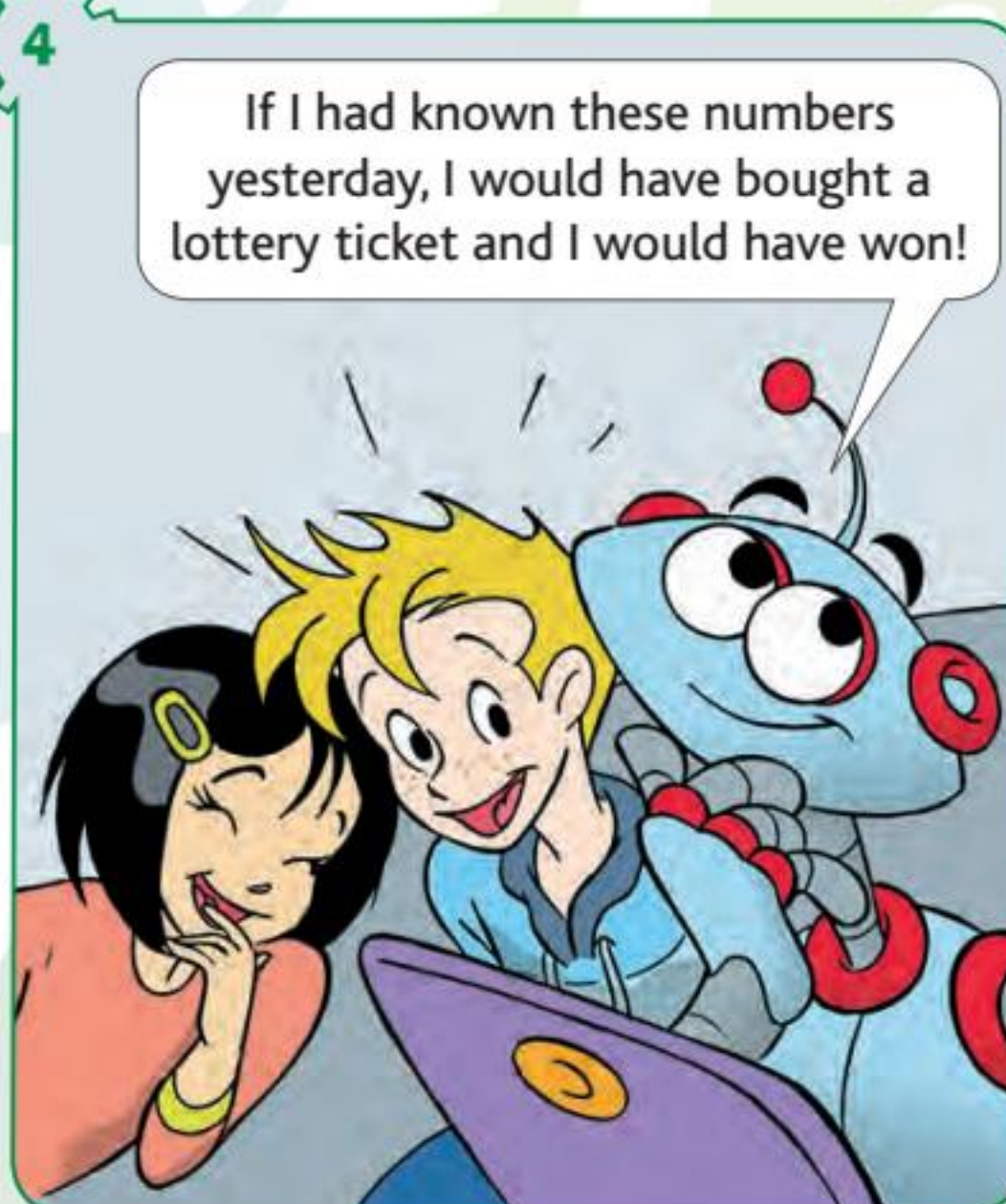
**Dax:** Well, then you should make a time machine, Eugenius. If you make one, I'll travel back one day and we'll be rich tomorrow.

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

3



4



## 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 <sup>1</sup> ..... *drink* ..... (drink) lots of milk, you <sup>2</sup> ..... *get* ..... (get) plenty of calcium, which is great for your teeth and bones. When I <sup>3</sup> ..... *go out* ..... (go out) to a café with my friends, I always <sup>4</sup> ..... *order* ..... (order) milk.
- ✓ Eat lots of raw vegetables. If you <sup>5</sup> ..... *don't cook* ..... (not cook) them, they <sup>6</sup> ..... *don't lose* ..... (not lose) their vitamins. When I <sup>7</sup> ..... *want* ..... (want) a snack, my mum <sup>8</sup> ..... *gives* ..... (give) me carrot sticks. Try them – they're delicious!
- ✓ Most people love chocolate. I do, too. But remember: if you <sup>9</sup> ..... *eat* ..... (eat) too much chocolate, you <sup>10</sup> ..... *put on* ..... (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.

- I ..... *will have* ..... great fun with my cousins if they come to stay. (have)
- We ..... *may go away* ..... for a few days if Mum gets some time off work. (may / go)
- I won't get up early in the mornings if I ..... *don't want* ..... to. (not want)
- I ..... *will see* ..... my friends every day if they don't go away for the summer. (see)
- I will go to the beach every day if my best friend ..... *comes* ..... with me. (come)
- If it rains, I ..... *can stay* ..... in my room and watch DVDs. (can / stay)
- If I ..... *have* ..... enough money, I'll buy some new clothes. (have)
- If my friends ..... *are* ..... 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 <sup>1</sup> ..... *rains* ....., bring the washing in.
- If you <sup>2</sup> ..... *have* ..... time, put the washing machine on.
- If anyone phones, <sup>3</sup> ..... *write* ..... down their name and phone number.
- If the dog starts barking, <sup>4</sup> ..... *take* ..... him for a walk.
- If your friends come round, <sup>5</sup> ..... *don't make* ..... too much noise!
- If you <sup>6</sup> ..... *get* ..... hungry, look in the fridge. There's plenty of food in there.

Mum





#### 4 Circle the correct answer.



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

#### 6 Complete. Use the first conditional.

- 1 If we hide behind that tree, they won't see us. (hide, not see)
- 2 He won't feel better unless he stays in bed for a couple of days. (not feel, stay)
- 3 If you are tired, you should go to bed. (be, should / go)
- 4 If you want to buy that book, I will lend you £30. (want, lend)
- 5 If I work hard, I might get the best mark in the class. (work, might / get)
- 6 She will come with us unless she has to look after her baby brother. (come, have to)
- 7 If you don't like her, don't invite her to your party. (not like, not invite)
- 8 Unless I tidy my room now, my mum will be 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 ..... *would know* ..... what to do. (know)
- 2 You would sleep better if you ..... *didn't drink* ..... coffee in the evenings. (not drink)
- 3 She would come with us if she ..... *didn't have* ..... so much work to do. (not have)
- 4 If they offered me that job, I ..... *wouldn't take* ..... it. (not take)
- 5 Stephen would get better marks if he ..... *worked* ..... harder. (work)
- 6 If they had a computer, we ..... *could e-mail* ..... them. (could / e-mail)
- 7 If I had £200, I ..... *wouldn't spend* ..... it on clothes (not spend)
- 8 If I ..... *needed* ..... your help, I would ask for it. (need)

## 8 Complete. Use the second conditional.

- 1 If I ..... *were* ..... a millionaire, I ..... *would buy* ..... a luxury yacht. (be, buy)
- 2 Carl ..... *would help* ..... you if you ..... *asked* ..... him. (help, ask)
- 3 What ..... *would you do* ..... if this ..... *happened* ..... to you? (you / do, happen)
- 4 If I ..... *had* ..... more time, I ..... *could learn* ..... a foreign language. (have, could / learn)
- 5 If she ..... *wanted* ..... to come, she ..... *would tell* ..... us. (want, tell)
- 6 They ..... *would go* ..... to the party if they ..... *weren't* ..... so tired. (go, not be)
- 7 If you ..... *didn't work* ..... so hard, you ..... *wouldn't feel* ..... so tired. (not work, not feel)
- 8 If you ..... *ate* ..... less junk food, you ..... *would lose* ..... 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.<br>B: <i>If I were you, I would go to bed.</i>                              | 5 A: I want to lose weight.<br>B: <i>If I were you, I would join a gym.</i>                  |
| 2 A: I haven't been doing well at school.<br>B: <i>If I were you, I would study harder.</i> | 6 A: I have a terrible headache.<br>B: <i>If I were you, I would take an aspirin.</i>        |
| 3 A: I really like this dress.<br>B: <i>If I were you, I wouldn't wear it.</i>              | 7 A: I was very rude to my mum.<br>B: <i>If I were you, I would apologise to her.</i>        |
| 4 A: I feel tired all the time.<br>B: <i>If I were you, I wouldn't work so hard.</i>        | 8 A: I've broken my brother's new CD.<br>B: <i>If I were you, I would buy him a new one.</i> |

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

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



### 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.*



13

# 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 ..... wouldn't have missed ..... the bus. (not miss)
- 3 If the burglar hadn't left his phone behind, the police ..... wouldn't have caught ..... him. (not catch)
- 4 She wouldn't have asked you to leave if you ..... hadn't been ..... so rude. (not be)
- 5 He would have won the competition if he ..... had answered ..... the final question. (answer)
- 6 I ..... wouldn't have gone ..... 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.  
If Tim hadn't left the window open, the burglar wouldn't have got into the house. If the burglar hadn't got into the house, he wouldn't have stolen his laptop.
- 3 Kim took part in the talent show. She won. She got the part in that TV show.  
If Kim hadn't taken part in the talent show, she wouldn't have won. If she hadn't won, she wouldn't have got the part in that TV show.
- 4 They didn't buy a map. They got lost. They had to call for help.  
If they had bought a map, they wouldn't have got lost. If they hadn't got lost, they wouldn't have 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 <sup>1</sup> if / unless she wants to borrow my clothes, she <sup>2</sup> must ask / would ask me first. But when I <sup>3</sup> 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 <sup>4</sup> are / will be an only child, you <sup>5</sup> have / will have no one to share your problems and secrets with. If I had a brother or a sister, we <sup>6</sup> 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 <sup>7</sup> had / would have a bigger house, I <sup>8</sup> 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 <sup>9</sup> wouldn't do / hadn't done that, I <sup>10</sup> had got / would have got a better mark!



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

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

## 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 ...

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

1 *If I saw an alien,* .....

2 *Students' own answers* .....

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!

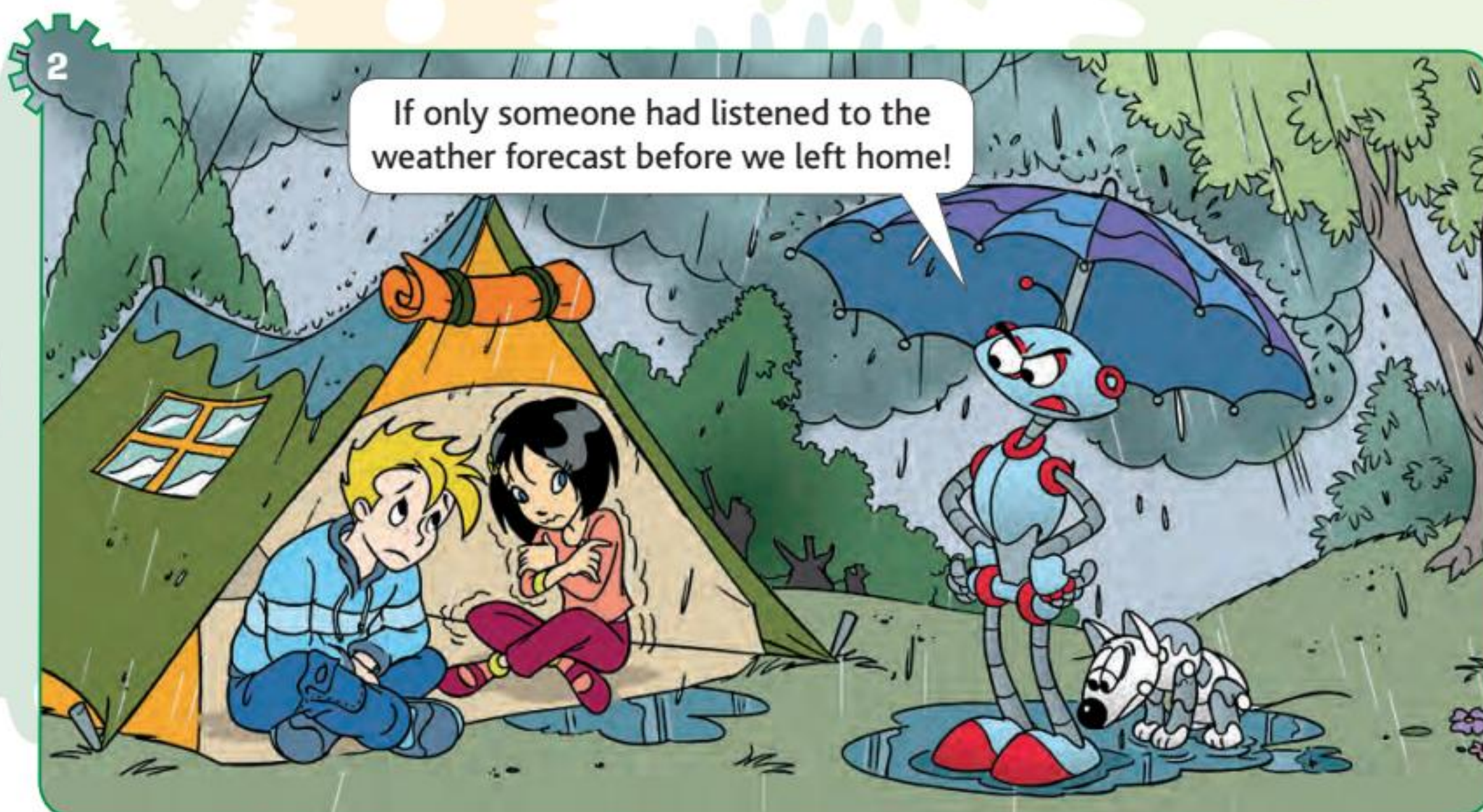
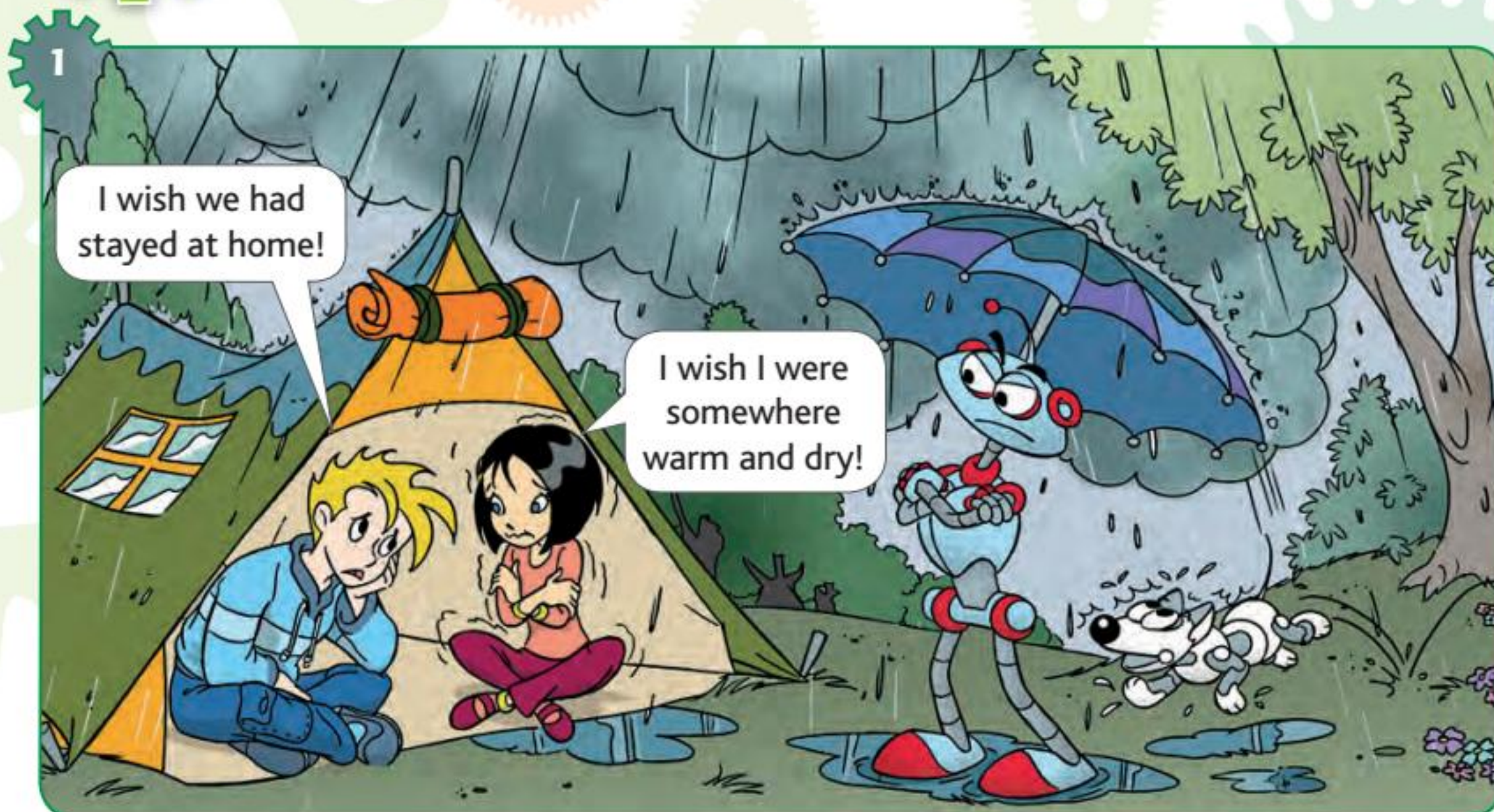
If Maria saw a ghost, she would faint. Maria?

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 ..... *didn't visit* ..... us every Sunday morning! (not visit)
- Becky wishes she ..... *didn't have to* ..... go to school tomorrow. (not have to)
- I wish I ..... *could speak* ..... Chinese. (can / speak)
- I wish Jason ..... *was / were* ..... here right now. (be)
- They wish they ..... *could go* ..... 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 wish / If only I could go to bed.*
- I really hate these glasses.  
*I wish / If only I didn't have to wear them.*
- I want to phone him but I can't.  
*I wish / If only I had his phone number.*
- I can't do my Maths homework.  
*I wish / If only I was / were better at Maths.*
- I don't want to sell my bike.  
*I wish / If only I didn't need the money.*



## 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 ..... *hadn't invited* ..... that girl to his party last Saturday. (not invite)
- If only I ..... *had given* ..... her my phone number when I saw her yesterday! (give)
- She doesn't like her new dress. She wishes she ..... *hadn't bought* ..... it. (not buy)
- It's too late now. If only I ..... *had remembered* ..... to post that letter! (remember)
- I wish I ..... *had stayed* ..... 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 *I hadn't missed my / the bus* .....  
If only *I had got up early / earlier* .....!
- Nadia didn't buy a ticket for the concert because she had spent all her money.  
I wish *I had bought a ticket for the concert* .....  
If only *I hadn't spent all my money* .....!
- Fred got lost in the woods because he hadn't bought a map.  
I wish *I hadn't got lost in the woods* .....  
If only *I had bought a map* .....!
- Pete didn't get the job because he missed his interview.  
I wish *I had got the job* .....  
If only *I hadn't missed my / the interview* .....!
- Brigit didn't see Nick because she left the party early.  
I wish *I had seen Nick* .....  
If only *I hadn't left the party early* .....!

### 5 Circle the correct answer.

#### be a GENIUS

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 <sup>1</sup> could / *had* come but I've done something terrible and I can't leave the house. Now I wish I <sup>2</sup> *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 <sup>3</sup> *have* / had beautiful black hair like yours, right? Well, now it *is* a different colour but I wish it <sup>4</sup> 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 <sup>5</sup> *didn't decide* / hadn't decided to dye it myself! If only I <sup>6</sup> *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 <sup>7</sup> 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.

Students' own answers

## 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)

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.



Why are you dressed like that, Dax?

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



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



Dax, this is the weather forecast for Alaska!



Oops! I must have clicked on the wrong button!

## Direct speech

He said, 'We live in France.'  
I said, 'She is having a bath.'  
She said, 'Pat finished at six.'  
I said, 'Carla has gone home.'  
He said, 'Mark isn't here.'  
She said, 'We're leaving tonight.'

## Reported speech

He said (that) they lived in France.  
I said (that) she was having a bath.  
She said (that) Pat had finished at six.  
I said (that) Carla had gone home.  
He said (that) Mark wasn't there.  
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*.

### be a GENIUS

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

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





## 2 Report the statements.

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

## 3 Report the statements.

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

## 4 Read the dialogue and complete the text.

**Ben:** We <sup>1</sup> must finish our project about South America before Friday.

**Ann:** Yes, Mr Turner <sup>2</sup> will be very angry if we don't. He <sup>3</sup> asked me about it on Tuesday.

**Ben:** But we <sup>4</sup> don't have enough information.

**Ann:** My dad <sup>5</sup> has just told me about a fantastic new website; we <sup>6</sup> can look there.

**Ben:** Good idea. We <sup>7</sup> may find some photos, too.

**Ann:** OK. I <sup>8</sup> will look for photos and you <sup>9</sup> can search for facts about South America.

**Ben:** You <sup>10</sup> must be quick though. We <sup>11</sup> don't have much time left.

**Ann:** Don't worry. I only <sup>12</sup> need half an hour to find the photos.

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



15

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

- 1 'We didn't go to the cinema.'  
Ella says that they didn't go to the cinema .....
- 2 'I haven't been feeling very well.'  
He said (that) he hadn't been feeling very well .....
- 3 'We're going to walk home.'  
They said (that) they were going to walk home .....
- 4 'I don't believe him.'  
Nadia says (that) she doesn't believe him .....
- 5 'I'm doing a Spanish course.'  
Bill says (that) he's doing a Spanish course .....
- 6 'I'm hungry.'  
Lucy said (that) she was hungry .....

### 6 Report the statements.

- 1 Mia said, 'I bought a printer yesterday.'  
Mia said that she had bought a printer the previous day. .....
- 2 Alan said, 'These sunglasses aren't mine.'  
Alan said (that) those sunglasses weren't his. .....
- 3 Andy said, 'I'm coming back next week.'  
Andy said (that) he was coming back the following week. .....
- 4 She said, 'We moved here ten years ago.'  
She said (that) they had moved there ten years before. .....
- 5 I said, 'I didn't see George this morning.'  
I said (that) I hadn't seen George that morning. .....
- 6 They said, 'We're leaving tomorrow.'  
They said (that) they were leaving the next / following day. .....
- 7 I said, 'I'm going to stay at home today.'  
I said (that) I was going to stay at home that day. .....
- 8 He said, 'They left for London last week.'  
He said (that) they had left for London the week before / the previous week. .....

### 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!'

- 1 He said that he was having a brilliant time. .....
- 2 He said (that) he was staying with a French family. .....
- 3 He said (that) he had visited the Eiffel Tower the day before / the previous day. .....
- 4 He said (that) he might visit the Louvre Museum the next / following day. .....
- 5 He said (that) he had made some new friends there. .....
- 6 He said (that) he had taken lots of photos. .....
- 7 He said (that) he would be back in time for her birthday party. .....
- 8 He said (that) he couldn't wait to see her. .....





# 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

Students' own answers

.....

.....

.....

.....

.....

.....

## 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

Students' own answers

.....

.....

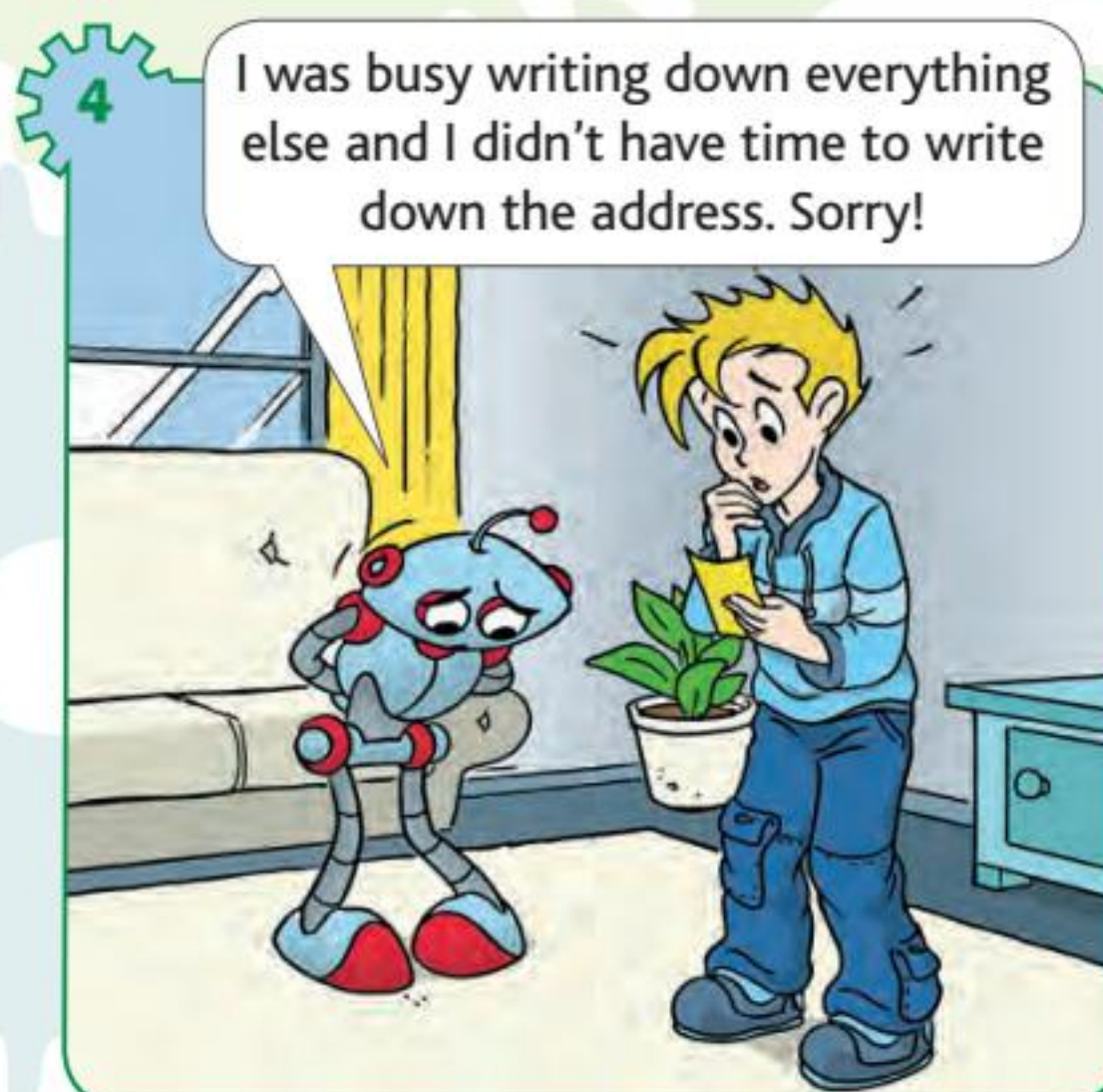
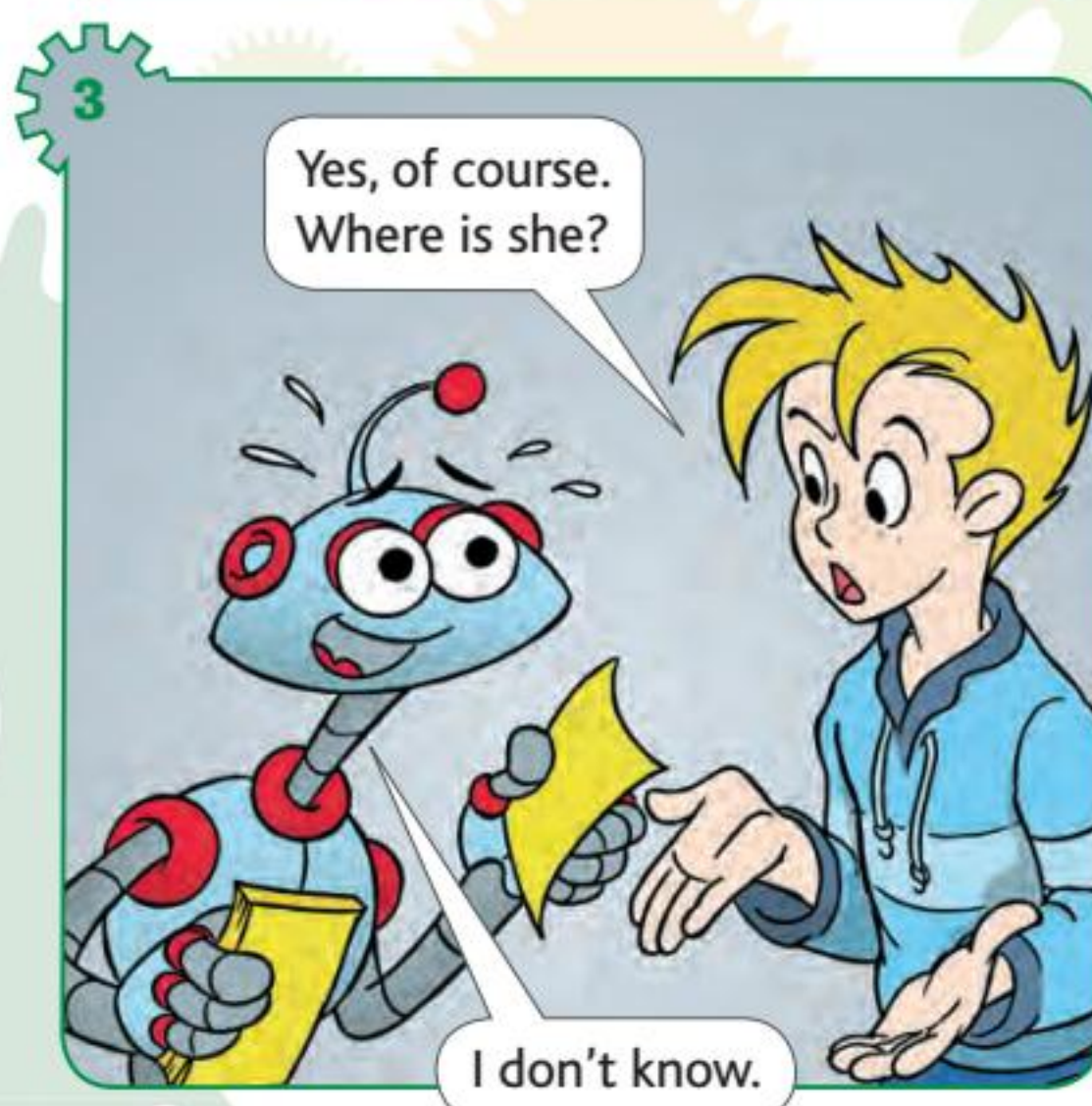
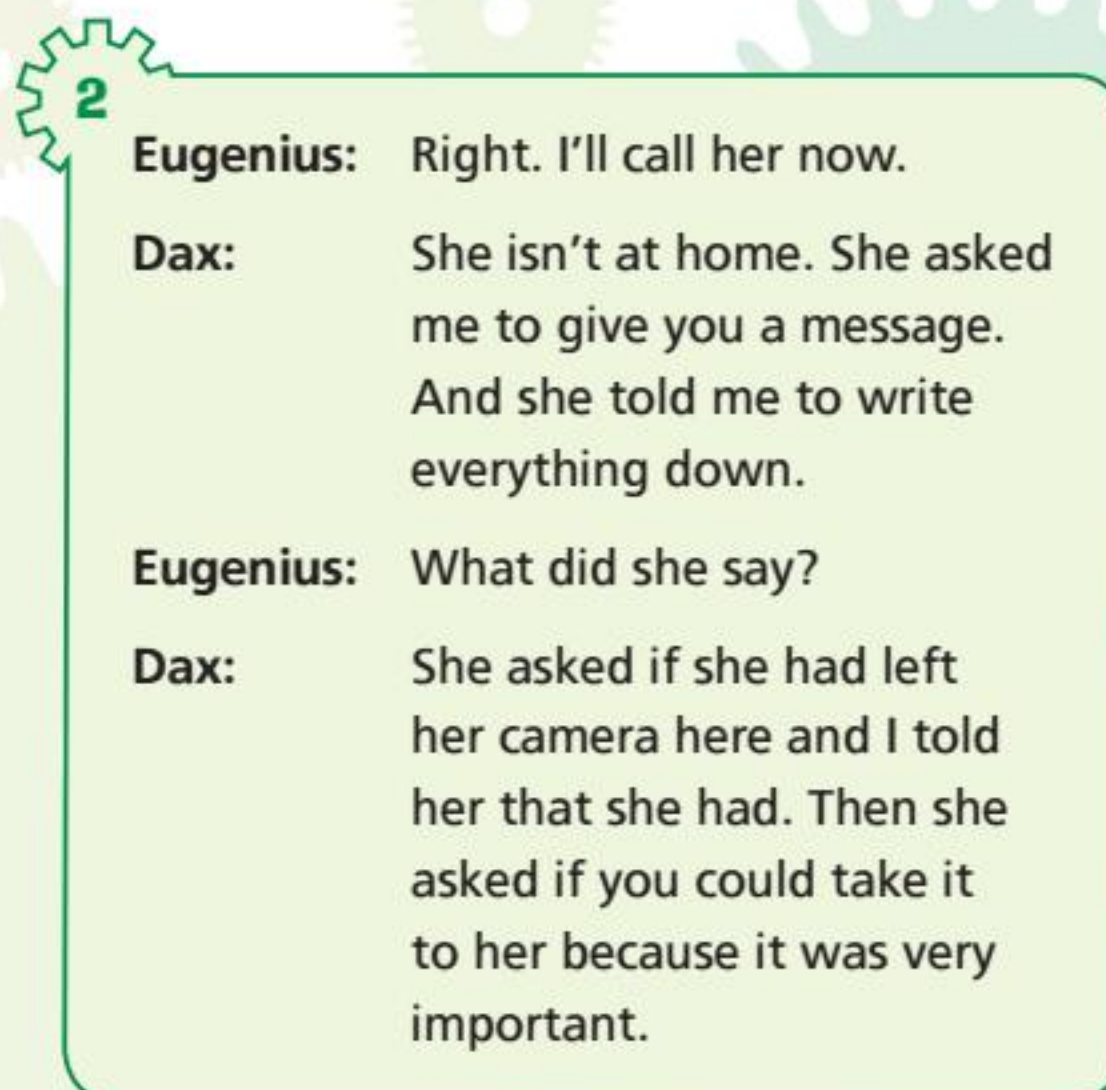
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## 16

## Reported speech (2)



## Reported commands and requests

Direct speech	Reported speech
<b>Commands</b>	
'Be quiet!' the teacher said to us.	The teacher told us to be quiet.
'Don't make a noise!' he said to them.	He told them not to make a noise.
<b>Requests</b>	
'Open the door, please,' she said to him.	She asked him to open the door.
'Please don't tell Emma,' I said to her.	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 **to go to his room** .....
- 3 'Please wait outside.'  
The secretary asked us **to wait outside** .....
- 4 'Stop!'  
I told her **to stop** .....
- 5 'Be careful.'  
He told me **to be careful** .....
- 6 'Please lay the table.'  
My mum asked me **to lay the table** .....
- 7 'Please read me a story.'  
He asked his dad **to read him a story** .....
- 8 'Get out of my room!'  
She told him **to get out of her room** .....

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



### 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)  
*I told my brother to feed the dog.*
- 3 'Please wait for me,' I said to them. (asked)  
*I asked them to wait for me.*
- 4 'Don't leave your car here,' he said to us. (told)  
*He told us not to leave our car there.*
- 5 'Please don't open the window,' she said to me. (asked)  
*She asked me not to open the window.*
- 6 'Don't tell anyone,' he said to me. (told)  
*He told me not to tell anyone.*
- 7 'Please lend me £50,' she told him. (asked)  
*She asked him to lend her £50.*
- 8 'Don't wait up for me,' he said to Nadia. (told)  
*He told Nadia not to wait up for him.*
- 9 'Tidy your room!' my mum said to me. (told)  
*My mum told me to tidy my room.*
- 10 'Please don't take photos,' the man said to us. (asked)  
*The man asked us not to take photos.*

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

### be a GENIUS

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

- 'Is she happy?' I asked him.  
*I asked him if she was happy.*
- 'Does Jo speak French?' she asked me.  
*She asked me if / whether Jo spoke French.*
- 'Can you hear me?' he asked them.  
*He asked them if / whether they could hear him.*
- 'Did you get up late?' I asked her.  
*I asked her if / whether she had got up late.*
- 'Are you leaving?' she asked us.  
*She asked us if / whether we were leaving.*
- 'Have you finished?' he asked me.  
*He asked me if / whether I had finished.*
- 'Do you believe her?' I asked him.  
*I asked him if / whether he believed her.*
- 'Will you help them?' he asked her.  
*He asked her if / whether she would help them.*

## 6 Report the questions.

- 'Why are you laughing?' I asked Jon.  
*I asked Jon why he was laughing.*
- 'What should I do?' she asked me.  
*She asked me what she should do.*
- 'Where are you going?' her dad asked her.  
*Her dad asked her where she was going.*
- 'How long have you been waiting?' she asked him.  
*She asked him how long he had been waiting.*
- 'When are you leaving?' Fred asked Fiona.  
*Fred asked Fiona when she was leaving.*
- 'How much flour do we need?' I asked my mum.  
*I asked my mum how much flour we needed.*
- 'Who are you?' he asked her.  
*He asked her who she was.*
- 'What did your father say?' I asked him.  
*I asked him what his father had said.*
- 'Where have they gone?' she asked me.  
*She asked me where they had gone.*
- 'Why were you crying?' he asked her.  
*He asked her why she had been crying.*



## 7 Report the questions.

- 1 'Have you finished your breakfast?' my dad asked me.  
*My dad asked me if I had finished my breakfast.*
- 2 'Why did you move house?' she asked him.  
*She asked him why he had moved house.*
- 3 'Is it raining?' I asked her.  
*I asked her if / whether it was raining.*
- 4 'How often do you exercise?' he asked her.  
*He asked her how often she exercised.*
- 5 'What have you been doing lately?' Mr Fox asked us.  
*Mr Fox asked us what we had been doing lately.*
- 6 'Is Sam at home?' she asked Ella.  
*She asked Ella if / whether Sam was at home.*
- 7 'Where can we go?' they asked us.  
*They asked us where they could go.*
- 8 'Are you watching TV?' I asked him.  
*I asked him if / whether he was watching TV.*

## 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 *He asked him what his name was.*
- 2 *He asked him how old he was.*
- 3 *He asked him how he had heard about the job.*
- 4 *He asked him if / whether he spoke any foreign languages.*
- 5 *He asked him if / whether he could use a computer.*
- 6 *He asked him when he could start.*

## 9 Read and report the questions, commands and requests.

Mrs Fox: <sup>1</sup> Hurry up, Michael. You'll be late for school.

Michael: <sup>2</sup> Where's my sports bag?

Mrs Fox: It's by the door. <sup>3</sup> Have you drunk your milk?

Michael: Yes, I have.

Mrs Fox: Then <sup>4</sup> put your cup in the sink. And <sup>5</sup> please make your bed.

Michael: OK. <sup>6</sup> What have you put in my sandwiches, Mum?

Mrs Fox: Ham and cheese.

Michael: <sup>7</sup> Can I have an apple, too?

Mrs Fox: Yes, <sup>8</sup> take one from the bowl.

Michael: Thanks, Mum! See you later.

Mrs Fox: Bye, dear.

- 1 Mrs Fox told Michael *to hurry up*.
- 2 He asked her *where his sports bag was*.
- 3 She asked him *if / whether he had drunk his milk*.
- 4 She told *him to put his cup in the sink*.
- 5 She asked *him to make his bed*.
- 6 He asked *her what she had put in his sandwiches*.
- 7 He asked *her if / whether he could have an apple*.
- 8 She told *him to take one from the bowl*.



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

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

## 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*

*Students' own answers*

.....

.....

.....

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.....

## 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.)*

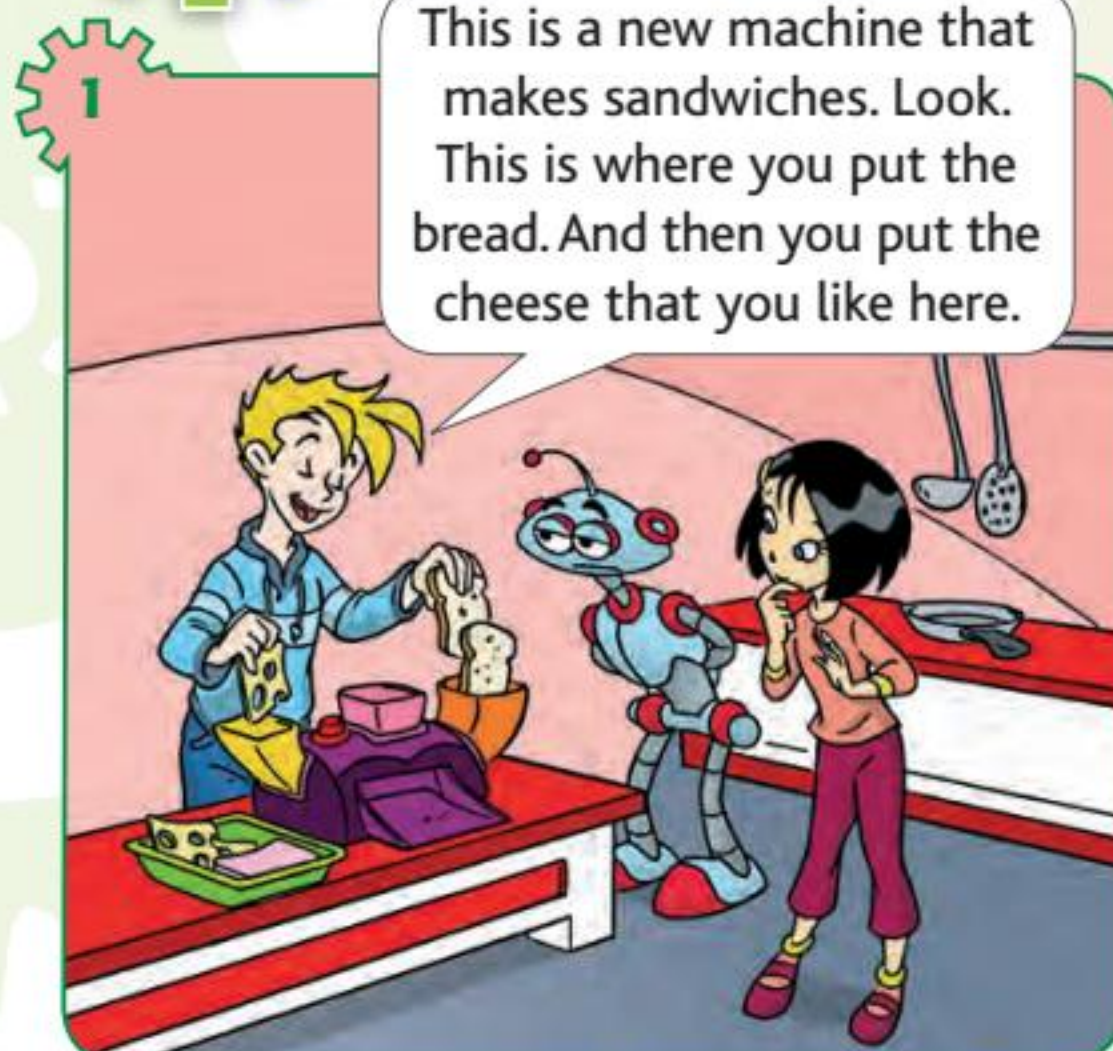
*I think Maria asked Anna to give her a pencil.*

*That's right. One point for you!*



17

# Relative clauses



## Defining relative clauses

<b>Who</b>	The boy who is sitting over there is from Italy.
<b>Which</b>	The letter which is on the table is for Ella.
<b>That</b>	The boy that is sitting over there is from Italy. The letter that is on the table is for Ella.
<b>Whose</b>	The man whose wallet was stolen has phoned the police.
<b>Where</b>	Here is the place where I found the keys.
<b>When</b>	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 ..... *whose* ..... bike was stolen the other day?
- This is the house ..... *where* ..... my grandfather was born.
- That's the woman ..... *who* ..... gave me your phone number.
- That was the day ..... *when* ..... I met Christine, my best friend.
- That's the dog ..... *which* ..... was chasing our cat this morning!
- Is that the restaurant ..... *where* ..... you had dinner on your birthday?
- Is that the man ..... *whose* ..... 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.  
*That's the house where I grew up.*
- We met the girl. Her sister won the race.  
*We met the girl whose sister won the race.*
- This is the film. It made him famous.  
*This is the film which / that made him famous.*
- That's the time. He usually has lunch then.  
*That's the time when he usually has lunch.*
- I've got a friend. She hates board games.  
*I've got a friend who / that hates board games.*
- There's the building. Bob works there.  
*There's the building where Bob works.*
- He read us a story. It wasn't very interesting.  
*He read us a story which / that wasn't very interesting.*

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

### be a GENIUS

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.  
*I saw the man who / that tried to steal their car.*
- 3 This is the story. My sister wrote it.  
*This is the story my sister wrote.*
- 4 That's the boy. I met him at the party.  
*That's the boy I met at the party.*
- 5 Here's the ball. It broke our window.  
*Here's the ball which / that broke our window.*
- 6 Look at the girl. She is standing next to Ben.  
*Look at the girl who / that is standing next to Ben.*
- 7 Do you know the woman? She lives next door.  
*Do you know the woman who / that lives next door?*
- 8 Here's the article. I wrote it.  
*Here's the article I wrote.*

#### Non-defining relative clauses

<b>Who</b>	Jon, who had never been on a plane before, was terrified.
<b>Which</b>	The school, which was built in 1935, has about 850 students.
<b>Whose</b>	Pete, whose mum teaches French at our school, was also at the party.
<b>Where</b>	In 2003 he moved to Cambridge, where he studied medicine.
<b>When</b>	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.                | <span style="border: 1px solid green; padding: 0 2px;">D</span>  | 5 I know a girl whose parents own a sweet shop.                  | <span style="border: 1px solid green; padding: 0 2px;">D</span>  |
| 2 Then they moved to Rome, where they lived for twelve years. | <span style="border: 1px solid green; padding: 0 2px;">ND</span> | 6 He lives in a big house, which he bought four years ago.       | <span style="border: 1px solid green; padding: 0 2px;">ND</span> |
| 3 I last saw him in May, when I went to Brighton.             | <span style="border: 1px solid green; padding: 0 2px;">ND</span> | 7 That's the time when we all take a break.                      | <span style="border: 1px solid green; padding: 0 2px;">D</span>  |
| 4 These are the toys which I want to give away.               | <span style="border: 1px solid green; padding: 0 2px;">D</span>  | 8 And that's Mrs Evans, who used to teach English at our school. | <span style="border: 1px solid green; padding: 0 2px;">ND</span> |

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




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

## The USA Factfile



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

Students' own answers

.....

.....

.....

.....

.....

.....

.....

### 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 ..... lived ..... in a big city! (live)
- 2 We missed our bus yesterday. If only we ..... had got up ..... earlier! (get up)
- 3 Jim wishes he ..... hadn't been ..... so rude to her. Now she won't speak to him. (not be)
- 4 I'm bored. I wish we ..... could go ..... home. (can / go)
- 5 If only I ..... hadn't burnt ..... the dinner! Now there's nothing to eat! (not burn)
- 6 I wish I ..... didn't have to ..... 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.'  
Mike said (that) he had seen Bill on Monday.
- 2 I said, 'I've never been to the USA.'  
I said (that) I had never been to the USA.
- 3 Maria said, 'They're leaving tonight.'  
Maria said (that) they were leaving that night.
- 4 Mandy said, 'Bob isn't here.'  
Mandy said (that) Bob wasn't there.
- 5 Pete said, 'I'll lend her the money.'  
Pete said (that) he would lend her the money.
- 6 They said, 'We may be a bit late.'  
They said (that) they might 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)  
She asked him to stay there.
- 2 'Hurry up!' I said to her. (told)  
I told her to hurry up.
- 3 'Please leave,' they said to me. (asked)  
They asked me to leave.
- 4 'Don't worry,' I said to him. (told)  
I told him not to worry.
- 5 'Please be quiet,' he said to her. (asked)  
He asked her to be quiet.
- 6 'Wait!' she said to me. (told)  
She told me to wait.

..... / 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.  
Tom asked me what they had been doing.
- 2 'Can you help them?' she asked him.  
She asked him if / whether he could help them.
- 3 'When did you come back?' he asked her.  
He asked her when she had come back.
- 4 'Have you met Jon's sister?' Liz asked me.  
Liz asked me if / whether I had met Jon's sister.
- 5 'Where are you going to stay?' I asked her.  
I asked her where she was going to stay.
- 6 'Is she working today?' he asked us.  
He asked us if she was working that day.
- 7 'How long have you been a teacher?'  
I asked Mr Barnes.  
I asked Mr Barnes how long he had been a teacher.

..... / 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.  
This is the recipe (which / that) I used for the cake.
- 2 I met a girl. Her brother is in your class.  
I met a girl whose brother is in your class.
- 3 That's the town. My dad grew up there.  
That's the town where my dad grew up.
- 4 That's the boy. He helped me.  
That's the boy who / that helped me.
- 5 This is the shirt. I bought it last week.  
This is the shirt (which / that) I bought last week.
- 6 That was the day. I met my best friend then.  
That was the day when I met my best friend.

..... / 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.  
Emma, whose eyes were red, had been crying.
- 2 Their flat is in West Street. It's quite small.  
Their flat, which is quite small, is in West Street.
- 3 He's going to Spain. He was born there.  
He's going to Spain, where he was born.
- 4 Sue looked sad. She had heard the news.  
Sue, who had heard the news, looked sad.
- 5 I met her in 2003. We left London then.  
I met her in 2003, when we left London.
- 6 Jim called the police. His car had been stolen.  
Jim, whose car had been stolen, called the police.

..... / 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 were you ....., I wouldn't lend him the money.
- 2 'I'm fine,' she said to me. **told**  
She ..... told me (that) she was fine.
- 3 I'm sorry I can't come with you. **wish**  
I ..... wish I could come ..... with you.
- 4 'Can you drive?' I asked him. **whether**  
I asked him ..... whether he could ..... drive.
- 5 'Please help me,' I said to her. **asked**  
I ..... asked her to help ..... me.
- 6 He'll forget if you don't remind him. **unless**  
He'll forget ..... unless you remind ..... him.

..... / 6

Total: ..... / 50



## 18

## The passive

1 Where was this photo taken?

On Santorini, a Greek island, three years ago. We were there on holiday.

2 And why is Eugenius' face hidden behind his cap?

3 Because he had been stung by a bee that morning and his nose was as red as a tomato!

	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
Be going to		
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 ..... **are looked after** ..... by a team of fifteen gardeners. (look after)
- 3 The lawn ..... **is cut** ..... once a week. (cut)
- 4 It ..... **is watered** ..... by an automatic watering system. (water)
- 5 Some of the flowers ..... **are picked** ..... by the housekeeper to decorate the house. (pick)
- 6 Sometimes the visitors leave litter, which ..... **is collected** ..... every evening. (collect)
- 7 Special events ..... **are often held** ..... in the gardens in the summer. (often / hold)
- 8 Lunch ..... **is also served** ..... 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 ..... **were dressed** ..... in angel costumes. (dress)
- 3 The show ..... **was watched** ..... by thousands of people. (watch)
- 4 I ..... **was invited** ..... to Jon's birthday party last Saturday. (invite)
- 5 The dishes ..... **were cooked** ..... using fresh ingredients. (cook)
- 6 The athletes ..... **were trained** ..... by a top coach. (train)
- 7 The music for the film ..... **was composed** ..... by Adrian Williams. (compose)
- 8 These tomatoes ..... **were grown** ..... in our garden. (grow)

### 3 Complete. Use the present perfect passive.

- 1 The problem ..... **has been solved** ..... (solve)
- 2 The letters ..... **have already been posted** ..... (already / post)
- 3 The meeting ..... **has been cancelled** ..... (cancel)
- 4 All the tickets for the concert ..... **have been sold** ..... (sell)
- 5 His new book ..... **has just been published** ..... (just / publish)
- 6 All the necessary arrangements ..... **have been made** ..... (make)
- 7 Mr Davis' office ..... **has just been cleaned** ..... (just / clean)
- 8 The two robbers ..... **have been arrested** ..... (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 ..... **had been cancelled** ..... (cancel)
- 3 The living room and one of the bedrooms ..... **had already been painted** ..... (already / paint)
- 4 The door ..... **had been locked** ..... from the inside. (lock)
- 5 The vegetables ..... **had been boiled** ..... for forty-five minutes. (boil)
- 6 By the time the police arrived, two more paintings ..... **had been stolen** ..... (steal)



### 5 Complete. Use the present continuous passive.

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

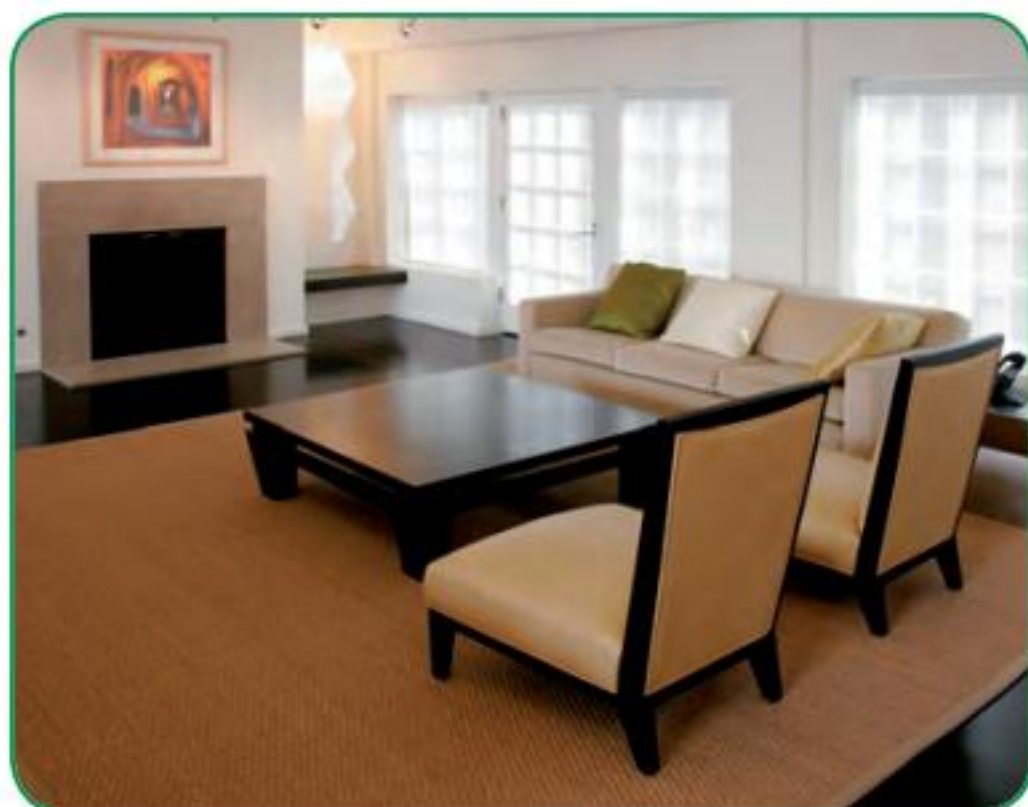
### 6 Complete. Use the past continuous passive.

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

### 7 Complete. Use the passive.

- 1 He ..... should be punished ..... (should / punish)
- 2 The problem ..... can be solved ..... in many different ways. (can / solve)
- 3 All their things ..... will be packed ..... in boxes. (will / pack)
- 4 The meeting ..... may be held ..... next week. (may / hold)
- 5 A hotel is going to be built ..... over there. (going to / build)
- 6 She ..... ought to be warned ..... (ought to / warn)
- 7 The match might be cancelled ..... (might / cancel)
- 8 They ..... will be invited ..... 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.  
These toys aren't made in China.  
Are these toys made in China?
- 3 The meeting will be held on Friday.  
The meeting won't be held on Friday.  
Will the meeting be held on Friday?
- 4 This picture was painted in 1755.  
This picture wasn't painted in 1755.  
Was this picture painted in 1755?
- 5 The roof is being repaired at the moment.  
The roof isn't being repaired at the moment.  
Is the roof being repaired at the moment?
- 6 Their flight has been cancelled.  
Their flight hasn't been cancelled.  
Has their flight been cancelled?



## 9 Read and complete. Use the passive.

### Interesting facts



- ✦ In ancient Egypt, people slept on pillows that <sup>1</sup> were made (make) of stone.
- ✦ The call of the blue whale <sup>2</sup> can be heard (can / hear) 800 kilometres away.
- ✦ Almost half the newspapers in the world <sup>3</sup> are published (publish) in the United States and Canada.
- ✦ In the great fire of London in 1666, half of London <sup>4</sup> was burnt down (burn down) but only six people <sup>5</sup> were injured (injure).
- ✦ If you recycle just one glass bottle, the energy that <sup>6</sup> will be / is saved (save) is enough to light a light bulb for four hours.
- ✦ No piece of square paper <sup>7</sup> can be folded (can / fold) more than seven times.
- ✦ The smallest bone in the human body <sup>8</sup> is found (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.

- They grow coffee in Brazil.  
*Coffee is grown in Brazil.*
- Somebody stole his bicycle last week.  
*His bicycle was stolen last week.*
- They have redesigned the website.  
*The website has been redesigned.*
- They are going to paint the office.  
*The office is going to be painted.*
- They had already delivered the parcel.  
*The parcel had already been delivered.*
- You should wear a helmet at all times.  
*A helmet should be worn at all times.*
- They will announce the results tomorrow.  
*The results will be announced tomorrow.*
- Somebody is translating the book in English.  
*The book is being translated in English.*



## 11 Rewrite the sentences in the passive.

- Andy Graham directed the play.  
*The play was directed by Andy Graham.*
- Mr Harding has signed the contracts.  
*The contracts have been signed by Mr Harding.*
- Ian Jones may play the part of Hamlet.  
*The part of Hamlet may be played by Ian Jones.*
- A French chef will prepare the meal.  
*The meal will be prepared by a French chef.*
- Mrs Johnson marks our tests.  
*Our tests are marked by Mrs Johnson.*
- Fred Taylor is designing her dress.  
*Her dress is being designed by Fred Taylor.*
- A young man was following her.  
*She was being followed by a young man.*
- Rudyard Kipling wrote *The Jungle Book*.  
*The Jungle Book was written by Rudyard Kipling.*

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

### be a GENIUS

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

- Her aunt brought her up.  
*She was brought up by her aunt.*
- They have found the missing boy.  
*The missing boy has been found.*
- Mr Fox's secretary organises all the meetings.  
*All the meetings are organised by Mr Fox's secretary.*
- A huge dog was chasing the cat.  
*The cat was being chased by a huge dog.*
- A famous artist will paint her portrait.  
*Her portrait will be painted by a famous artist.*
- They had tested the products on animals.  
*The products had been tested on animals.*
- They should fire him.  
*He should be fired.*
- Gustave Eiffel built the Eiffel tower.  
*The Eiffel Tower was built by Gustave Eiffel.*
- They're going to deliver the furniture next week.  
*The furniture is going to be delivered next week.*
- Caitlin Peters can write the report.  
*The report can be written by Caitlin Peters.*



### 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.  
*Mr Ashton teaches the Science class.*
- 3 The film is going to be directed by Luke Stephens.  
*Luke Stephens is going to direct the film.*
- 4 The money had been stolen by one of the students.  
*One of the students had stolen the money.*
- 5 The school is being designed by a German architect.  
*A German architect is designing the school.*
- 6 The photographer was being interviewed by a famous journalist.  
*A famous journalist was interviewing the photographer.*
- 7 He will be paid by Mrs Weller.  
*Mrs Weller will pay him.*
- 8 The e-mail was sent by Anne Richards.  
*Anne Richards sent the e-mail.*

### 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 *has just been* published.
- 3 Will a taxi take them to the hotel?  
**taken**  
Will *they be taken* to the hotel by taxi?
- 4 They must feed the animals twice a day.  
**fed**  
The animals *must be fed* twice a day.
- 5 Chris Gibson wrote this article. **was**  
This article *was written by* Chris Gibson.
- 6 They are printing the menus at the moment. **printed**  
The menus *are being printed* at the moment.
- 7 They will finish the project on time. **be**  
The project *will be finished* on time.
- 8 They play football all over the world. **is**  
Football *is played* all over the world.

### 15 Read and circle the correct answer.

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

Jackson Construction <sup>5</sup> ..... to build a new shopping mall in Hightown. The building <sup>6</sup> ..... at the moment by architect Jason Foster. 'The building materials <sup>7</sup> ..... already been delivered to the construction site,' Mr Foster told us. 'The shopping mall <sup>8</sup> ..... 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                                   | <input checked="" type="radio"/> C were stolen       |
| 3 <input checked="" type="radio"/> A have        | B are  | C were   |
| 4 A found  | B be found                                     | <input checked="" type="radio"/> C been found        |
| 5 <input checked="" type="radio"/> A is planning | B is planned                                   | C is being planned                                   |
| 6 A is designing                                 | B has been designing                           | <input checked="" type="radio"/> C is being designed |
| 7 A are  | <input checked="" type="radio"/> B have        | C will   |
| 8 A will build                                   | B will be building                             | <input checked="" type="radio"/> C will be built     |



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

### Food facts

- ✦ Sugar <sup>1</sup> ..... <sup>was</sup> first added to chewing gum in the late 1870s ... <sup>2</sup> ..... <sup>by</sup> a chemist!
- ✦ More vitamin C can <sup>3</sup> ..... <sup>be</sup> found in green peppers than in oranges.
- ✦ Cheese <sup>4</sup> ..... <sup>is</sup> not usually packed in plastic because it spoils the flavour.
- ✦ Ketchup <sup>5</sup> ..... <sup>was</sup> sold as medicine in the 1830s.
- ✦ Ice cream <sup>6</sup> ..... <sup>was</sup> brought to Europe from China in 1295 <sup>7</sup> ..... <sup>by</sup> Marco Polo.
- ✦ In China twenty-five million trees <sup>8</sup> ..... <sup>are</sup> 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

✦ Students' own answers

.....

.....

.....

.....

.....

.....

### 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.

House.

Our house was built in 2004.

Bottles.

Bottles are made of glass.



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

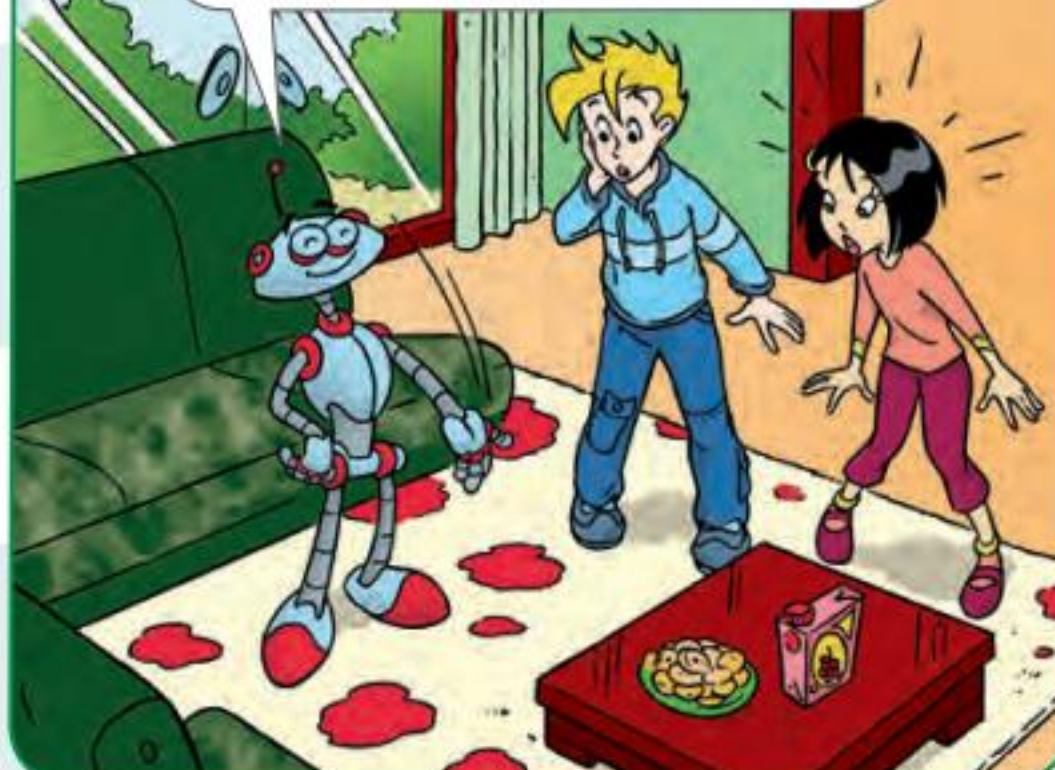
Well?

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<br><i>We had the living room painted last month.</i> | 4 once a week / he / washed / has / his car<br><i>He has his car washed once a week.</i>                     |
| 2 she / just / cut / has / her hair / had<br><i>She has just had her hair cut.</i>                       | 5 having / he / is / taken / his photo / at the moment<br><i>He is having his photo taken at the moment.</i> |
| 3 the windows / must / we / have / cleaned<br><i>We must have the windows cleaned.</i>                   | 6 the parcel / delivered / we / by courier / had<br><i>We had the parcel delivered by courier.</i>           |

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

- |  |  |
|--|--|
| 1 I ..... <i>had my breakfast served</i> ..... in my room yesterday. (my breakfast / serve)            | 5 Mr Evans ..... <i>is having his office redecorated</i> ..... at the moment. (his office / redecorate)  |
| 2 The actors ..... <i>are having their make-up done</i> ..... at the moment. (their make-up / do)      | 6 We ..... <i>had some rose bushes planted</i> ..... in our garden last week. (some rose bushes / plant) |
| 3 George ..... <i>has his motorbike serviced</i> ..... every two years. (his motorbike / service)      | 7 I ..... <i>will have the dishwasher fixed</i> ..... tomorrow, I promise. (the dishwasher / fix)        |
| 4 I think she ..... <i>will have the invitations printed</i> ..... tomorrow. (the invitations / print) | 8 We usually ..... <i>have our swimming pool cleaned</i> ..... every week. (our swimming pool / clean)   |



### 3 Write questions and negative sentences.

- |   |  |
|---|--|
| <p>1 They had the grass cut yesterday.<br/> <i>They didn't have the grass cut yesterday.</i><br/> <i>Did they have the grass cut yesterday?</i></p>         | <p>5 They're having their car serviced.<br/> <i>They aren't having their car serviced.</i><br/> <i>Are they having their car serviced?</i></p>                   |
| <p>2 He's had his passport checked.<br/> <i>He hasn't had his passport checked.</i><br/> <i>Has he had his passport checked?</i></p>                        | <p>6 We can have our lunch served before noon.<br/> <i>We can't have our lunch served before noon.</i><br/> <i>Can we have our lunch served before noon?</i></p> |
| <p>3 She's going to have her ears pierced.<br/> <i>She isn't going to have her ears pierced.</i><br/> <i>Is she going to have her ears pierced?</i></p>     | <p>7 He'll have flowers sent to her.<br/> <i>He won't have flowers sent to her.</i><br/> <i>Will he have flowers sent to her?</i></p>                            |
| <p>4 He has his eyes tested once a year.<br/> <i>He doesn't have his eyes tested once a year.</i><br/> <i>Does he have his eyes tested once a year?</i></p> | <p>8 They had had the printer fixed.<br/> <i>They hadn't had the printer fixed.</i><br/> <i>Had they had the printer fixed?</i></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.<br/> <i>They are going to have their wedding reception organised by a wedding planner</i></p> | <p>4 A French chef is cooking the food for their party.<br/> <i>They are having the food for their party cooked by a French chef</i></p> |
| <p>2 A famous architect designed their new house.<br/> <i>They had their new house designed by a famous architect</i></p>  | <p>5 Mum asks someone to dry-clean our curtains once a year.<br/> <i>Mum has our curtains dry-cleaned once a year</i></p>                |
| <p>3 We must ask someone to photocopy these documents today.<br/> <i>We must have these documents photocopied today</i></p>  | <p>6 Mia Richards will design the actors' costumes.<br/> <i>The actors will have their costumes designed by Mia Richards</i></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 checked="" type="checkbox"/></p>                     |
|  | <p>4 We're going to have Matt's birthday cake made by Mr Philips, the baker. <input checked="" type="checkbox"/></p> |
|  | <p>5 My brother hasn't had fixed his car yet. <input checked="" type="checkbox"/></p>                                |
|  | <p>6 Mrs Watts has just had her portrait painted by a famous artist. <input checked="" type="checkbox"/></p>         |
|  | <p>7 When are you going to have those letters typed? <input checked="" type="checkbox"/></p>                         |
|  | <p>8 My new flatmate needs a key; I must have one be made tomorrow. <input checked="" type="checkbox"/></p>          |



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

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

**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 .....  
Students' own answers .....  
.....  
.....  
.....  
.....

**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

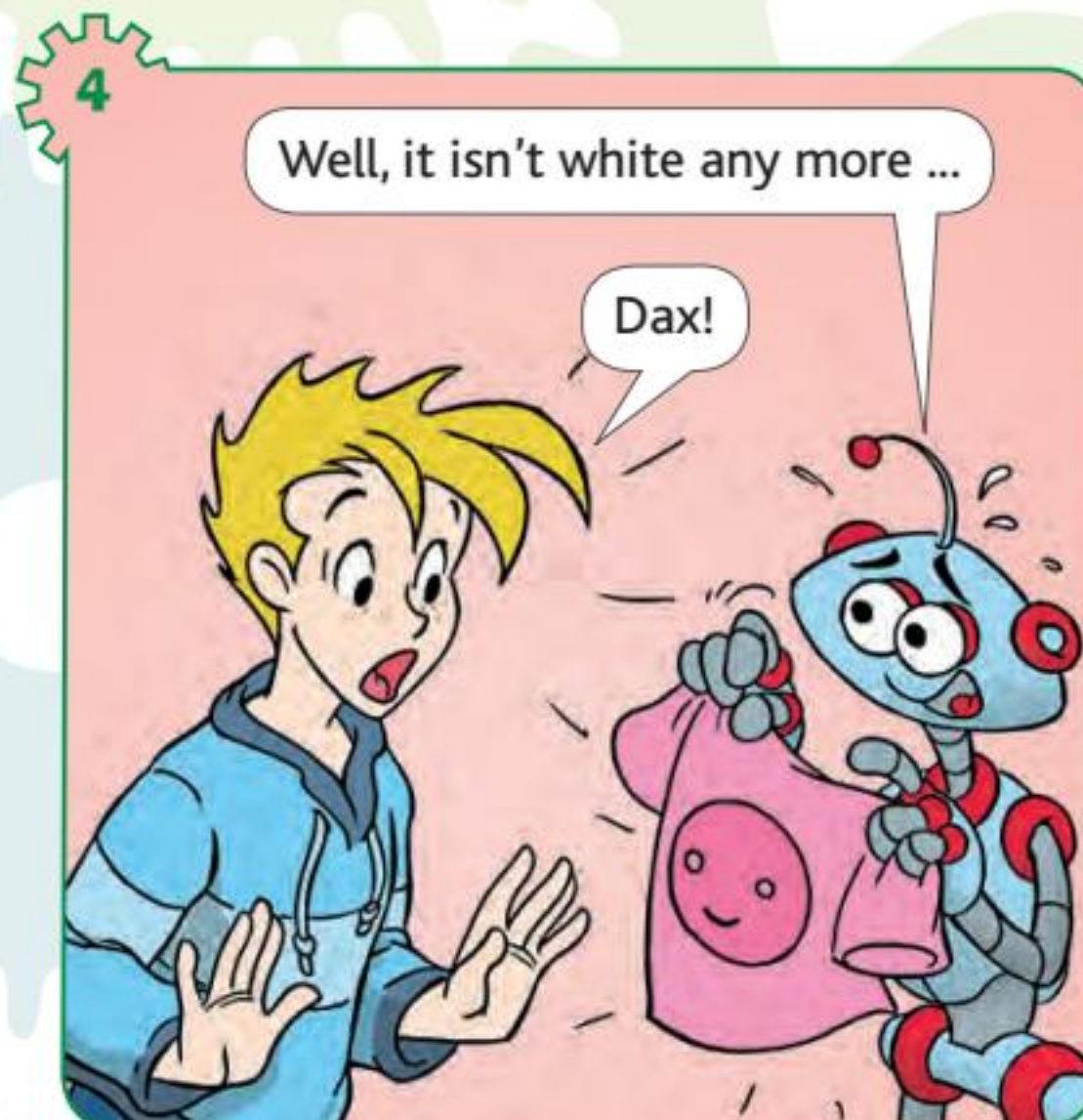
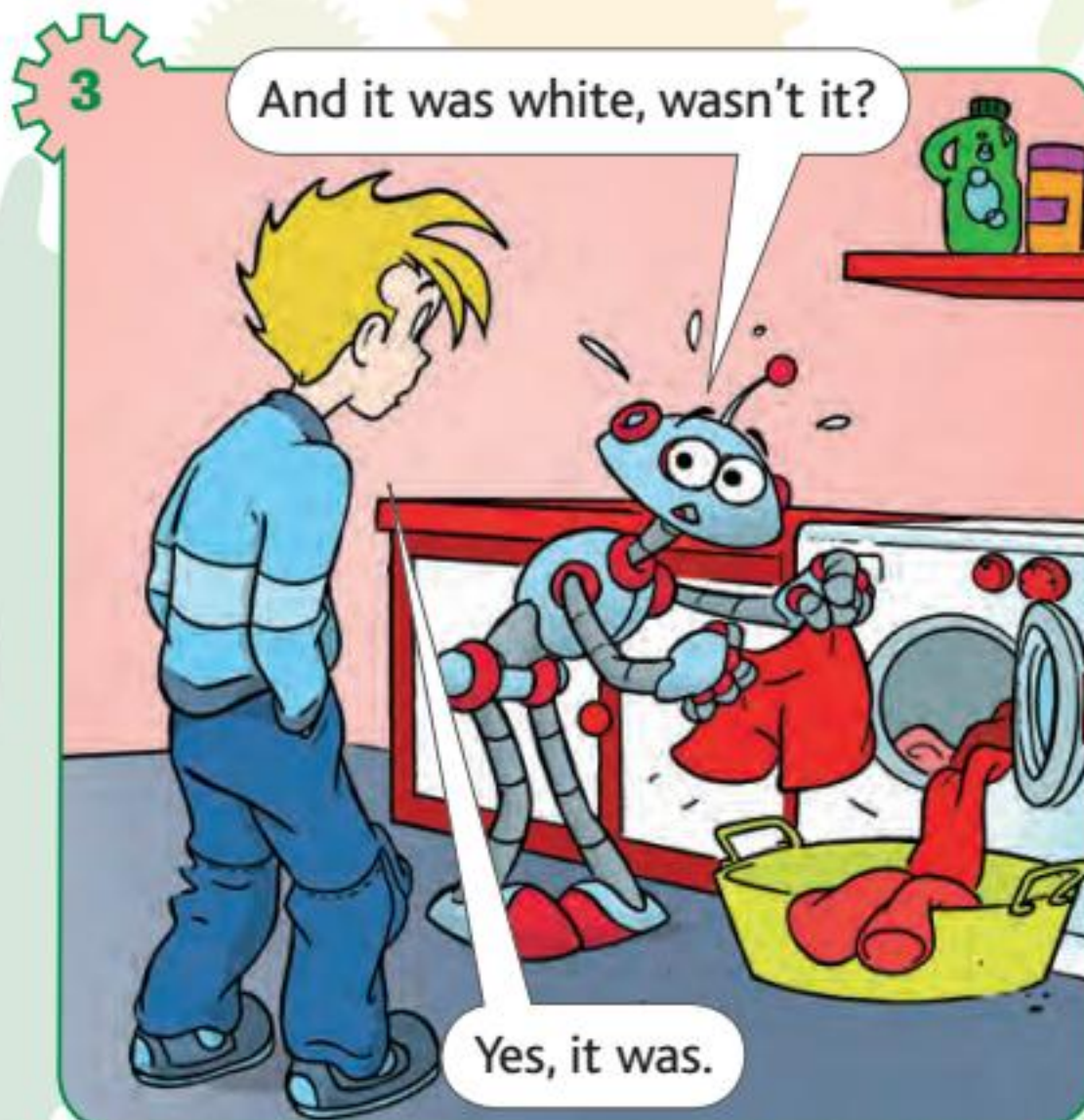
Have you ever had your computer reprogrammed?

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, ..... <i>don't you</i> .....?             | 5 They weren't at home, ..... <i>were they</i> .....?         |
| 2 Carol didn't phone you, ..... <i>did she</i> .....?               | 6 Kate likes pop music, ..... <i>doesn't she</i> .....?       |
| 3 David has been working really hard, ..... <i>hasn't he</i> .....? | 7 They won't lend us the money, ..... <i>will they</i> .....? |
| 4 I'm not getting in your way, ..... <i>am I</i> .....?             | 8 You had been there before, ..... <i>hadn't you</i> .....?   |

## 2 Complete. Use question tags.

- |  |  |
|--|--|
| 1 He should apologise, ..... <i>shouldn't he</i> .....?          | 6 They can't help us, ..... <i>can they</i> .....?                       |
| 2 Let's try again, ..... <i>shall we</i> .....?                  | 7 Let's not do this now, ..... <i>shall we</i> .....?                    |
| 3 Stop crying, ..... <i>will you</i> .....?                      | 8 Don't be late again, ..... <i>will you</i> .....?                      |
| 4 I'm your best friend, ..... <i>aren't I</i> .....?             | 9 I'm not late, ..... <i>am I</i> .....?                                 |
| 5 There aren't any letters for me, ..... <i>are there</i> .....? | 10 There will be a prize for the winner, ..... <i>won't there</i> .....? |



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

- 1 He doesn't speak French, does he?
- 2 Mum is working on Saturday, isn't she?
- 3 Let's go to the cinema tonight, shall we?
- 4 Post this letter for me, will you?
- 5 You have been to Spain, haven't you?
- 6 There isn't any cake left, is there?
- 7 Don't make so much noise, will you?
- 8 She's got 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: Neither has Erica.
- 3 A: Emma failed her test.  
B: So did Greg.
- 4 A: We're going to stay at home.  
B: So are we.
- 5 A: I wasn't listening to him.  
B: Neither was I.
- 6 A: I couldn't stop laughing!  
B: Neither could 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: So did Pete.
- 3 A: I want to see that film. (I)  
B: So do I.
- 4 A: My dad can't use a computer. (mine)  
B: Neither can mine.
- 5 A: I haven't met her brother. (I)  
B: Neither have I.
- 6 A: We're going to the party. (we)  
B: So are we.



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

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

Ian: You're not going to see the new James Bond film, <sup>2</sup> .....*are*..... you?

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

Ian: So <sup>3</sup> .....*do*..... I. But I've already seen this one.

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

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

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

Ian: <sup>7</sup> .....*Neither*..... do I. But we don't have to buy anything, do <sup>8</sup> .....*we*.....? We can just look at the shops and maybe have a burger or something.

Ben: OK then. <sup>9</sup> .....*Let*.....'s phone Tom too, shall we? Maybe he wants to come, too.

Ian: I haven't got his new number.

Ben: Neither <sup>10</sup> .....*have*..... 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?

Students' own answers

.....

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## 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.

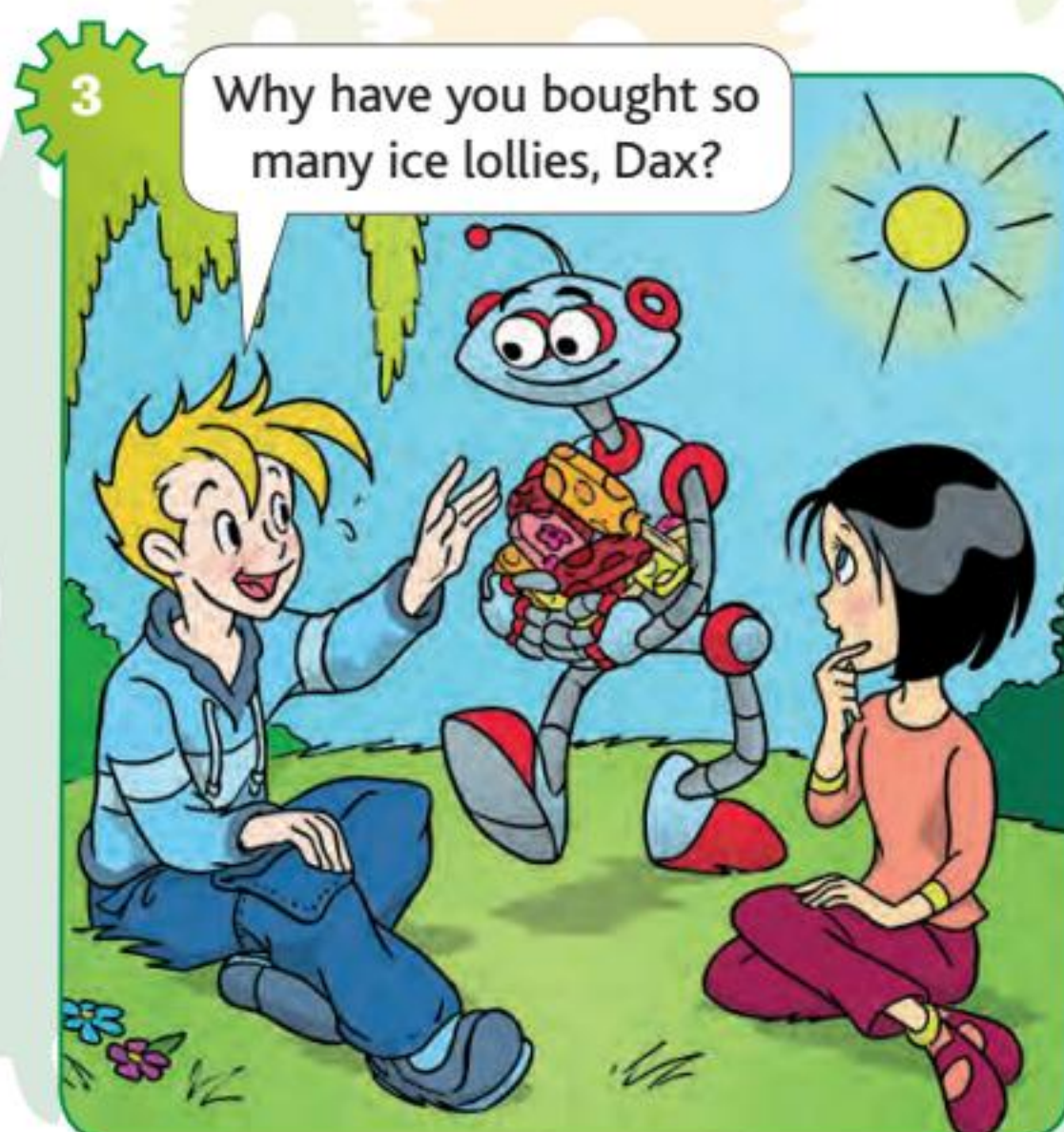
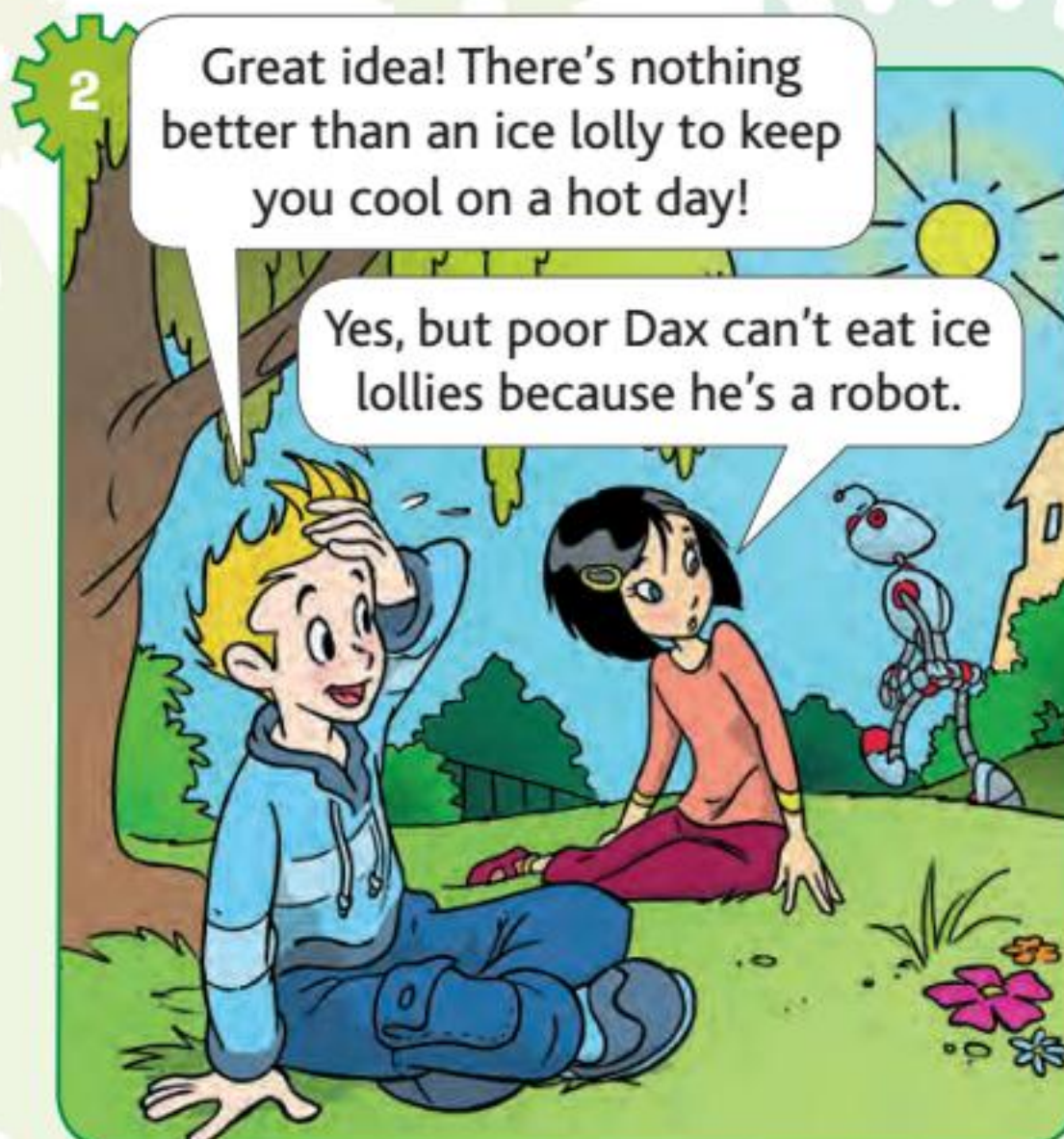
My mum speaks French.

So does my dad.



21

## Sentence linking



### Clauses of purpose

<b>To</b>	I turned on my computer to check my e-mails.
<b>In order to</b>	She borrowed some books from the library in order to find some information for her project.
<b>So that</b>	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.

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

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

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



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

## Chocolate Cornflake Cakes

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



## Clauses of reason

<b>Because</b>	My dad was angry because I had lost my keys again.
<b>Because of</b>	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*.

- |  |   |
|--|---|
| 1 The fields were flooded ..... <b>because of</b> ..... the rain.                | 4 We bought some sandwiches ..... <b>because</b> ..... we were hungry.          |
| 2 I didn't watch the film ..... <b>because</b> ..... I didn't like it.           | 5 I didn't buy the dress ..... <b>because</b> ..... I didn't have enough money. |
| 3 They were both late for the meeting ..... <b>because of</b> ..... the traffic. | 6 He had to retire ..... <b>because of</b> ..... his health problems.           |



## Clauses of result

<b>So</b>	She wasn't hungry, so she didn't finish her lunch.
<b>So ... that</b>	The weather was so bad that we had to go home.
<b>Such (a / an) ... that</b>	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.  
*She had **a headache**, so she took an aspirin.*
- He went straight to bed because he was tired.  
*He was **tired**, so he went straight to bed.*
- We couldn't have a picnic because it was raining.  
*It was **raining**, so we couldn't have a picnic.*
- We didn't buy the CD because we had spent all our money.  
*We had **spent all our money**, so we didn't buy the CD.*
- I'm not going to watch this programme because I don't like it.  
*I **don't like this programme**, so I'm not going to watch 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.  
*Paul runs **so fast that** nobody can beat him.*
- They were beautiful pictures. I bought them all.  
*They were **such beautiful pictures that** I bought them all.*
- Carol was upset. She cried all evening.  
*Carol was **so upset that** she cried all evening.*
- It was a boring film. We left before the end.  
*It was **such a boring film that** we left before the end.*
- They walked slowly. They missed their bus.  
*They walked **so slowly that** they missed their bus.*



## Clauses of concession

<b>But</b>	I was tired but I didn't want to go to bed.
<b>Although / Though / Even though</b>	Although he was late, he didn't take a taxi.
<b>However</b>	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)<br><i>Although it was raining, we went out for a walk.</i>      | 5 You apologised. He won't forgive you. (although)<br><i>Although you apologised, he won't forgive you.</i> |
| 2 She offered to lend him some money. He refused. (but)<br><i>She offered to lend him some money but he refused.</i> | 6 We waited for an hour. They didn't come. (but)<br><i>We waited for an hour but they didn't come.</i>      |
| 3 Jim has a mobile phone. He never uses it. (but)<br><i>Jim has a mobile phone but he never uses it.</i>             | 7 I liked the CD. I didn't buy it. (but)<br><i>I liked the CD but I didn't buy it.</i>                      |
| 4 He's sixty-two. He's still very fit. (though)<br><i>Though he's sixty-two, he's still very fit.</i>                | 8 They knew the way. They got lost. (even though)<br><i>Even though they knew the way, they got lost.</i>   |

### 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)<br><i>Although they were tired, they stayed up late.</i>            | 4 I shouted. However, they didn't hear me. (even though)<br><i>Even though I shouted, they didn't hear me.</i>       |
| 2 Although he worked all day, he didn't finish his project. (but)<br><i>He worked all day but he didn't finish his project.</i> | 5 He played well but he didn't win. (however)<br><i>He played well. However, he didn't win.</i>                      |
| 3 Even though she seems nice, I don't trust her. (however)<br><i>She seems nice. However, I don't trust her.</i>                | 6 Even though she didn't like the sandwich, she ate it. (but)<br><i>She didn't like the sandwich but she ate it.</i> |



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

- Our teacher was ill, so she didn't come to school. **because**  
Our teacher didn't come to school ..... *because she was* ..... ill.
- Even though she knew the answer, she didn't raise her hand. **but**  
She knew the answer ..... *but she didn't raise* ..... her hand.
- We left early because we didn't want to miss the last bus home. **so**  
We left early ..... *so that we wouldn't* ..... miss the last bus home.
- We were very hungry and we ate a huge plate of chips. **that**  
We were ..... *so hungry that* ..... we ate a huge plate of chips.
- Grandma put on her glasses because she wanted to read her book. **order**  
Grandma put on her glasses ..... *in order to read* ..... her book.
- The DVD was very expensive but he decided to buy it. **even**  
He decided to buy the DVD ..... *even though it was* ..... 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

Students' own answers

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.....

.....

**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.
- It was raining / hot / cold / etc.
- We lost our way.
- I lost my ...
- I felt sick.
- I forgot my ...
- We arrived late.
- 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 ..... *have already been taught* ..... the past tense. (already / teach)
- 2 Roquefort cheese ..... *is made* ..... in the south of France. (make)
- 3 My car ..... *is being fixed* ..... at the moment. (fix)
- 4 The results ..... *will be printed* ..... in tomorrow's newspaper. (will / print)
- 5 Your computer ..... *can be delivered* ..... tomorrow morning. (can / deliver)
- 6 These books ..... *were written* ..... 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.  
*A supermarket is going to be built here.*
- 2 Jeremy Davies directed this film.  
*This film was directed by Jeremy Davies.*
- 3 They grow vegetables on that farm.  
*Vegetables are grown on that farm.*
- 4 Thousands of children will watch the show.  
*The show will be watched by thousands of children.*
- 5 They have just fed the animals.  
*The animals have just been fed.*
- 6 A famous photographer took this picture.  
*This picture was taken by a famous photographer.*

..... / 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 *have their pool cleaned once a week*.
- 2 Someone has just repaired our TV.  
We *have just had our TV repaired*.
- 3 Someone is repainting his kitchen today.  
He *is having his kitchen repainted today*.
- 4 We must ask someone to clean the windows.  
We *must have the windows cleaned*.
- 5 Someone is going to fix our roof next week.  
We *are going to have our roof fixed next week*.
- 6 Someone redecorated their house last month.  
They *had their house redecorated last month*.

..... / 6

## 4 Complete. Use question tags.

- 0 You forgot his birthday, *didn't you*?
- 1 You haven't been waiting long, *have you*?
- 2 I'm wrong, *aren't I*?
- 3 Let's talk about this, *shall we*?
- 4 Please stop asking so many questions, *will you*?
- 5 There isn't any cake left, *is there*?
- 6 They can't see us, *can they*?
- 7 We're having chicken for lunch tomorrow, *aren't we*?

..... / 7



# Revision

## 5

### 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: So was I.
- 2 A: Luke hasn't phoned yet. (Anna)  
B: Neither has Anna.
- 3 A: Ella is going to stay at home. (Pete)  
B: So is Pete.
- 4 A: I haven't got any money. (I)  
B: Neither have I.
- 5 A: Nick won't help us. (Becky)  
B: Neither will Becky.
- 6 A: I really like her. (I)  
B: So do I.

..... / 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)  
It was such a funny story that we all laughed.
- 2 I went there to see Ben. (in order to)  
I went there in order to see Ben.
- 3 He was telling the truth but they didn't believe him. (although)  
Although he was telling the truth, they didn't believe him.
- 4 I wanted to get some fresh air, so I went out. (to)  
I went out to get some fresh air.
- 5 She had to walk home because she missed the bus. (so)  
She missed the bus, so she had to walk home.

..... / 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 but I didn't say anything.
- 2 The hairdresser has just cut his hair. **had**  
He has just had his hair cut.
- 3 A student wrote this poem. **was**  
This poem was written by a student.
- 4 She's upset, so she's crying. **because**  
She's crying because she's upset.
- 5 Someone cleans her house every week. **has**  
She has her house cleaned every week.
- 6 I wanted him to see me, so I stood up. **that**  
I stood up so that he would see me.

..... / 6

Total: ..... / 50



# Verb forms

## Present simple

<b>Affirmative</b>	I / you / we / they eat	he / she / it eats
<b>Negative</b>	I / you / we / they do not eat	he / she / it does not eat
<b>Question</b>	Do I / you / we / they eat?	Does he / she / it eat?

## Present continuous

<b>Affirmative</b>	I am eating	you / we / they are eating	he / she / it is eating
<b>Negative</b>	I am not eating	you / we / they are not eating	he / she / it is not eating
<b>Question</b>	Am I eating?	Are you / we / they eating?	Is he / she / it eating?

## Past simple

<b>Affirmative</b>	I / you / he / she / it / we / they ate
<b>Negative</b>	I / you / he / she / it / we / they did not eat
<b>Question</b>	Did I / you / he / she / it / we / they eat?

## Past continuous

<b>Affirmative</b>	I / he / she / it was eating	you / we / they were eating
<b>Negative</b>	I / he / she / it was not eating	you / we / they were not eating
<b>Question</b>	Was I / he / she / it eating?	Were you / we / they eating?

## Present perfect simple

<b>Affirmative</b>	I / you / we / they have eaten	he / she / it has eaten
<b>Negative</b>	I / you / we / they have not eaten	he / she / it has not eaten
<b>Question</b>	Have I / you / we / they eaten?	Has he / she / it eaten?

## Present perfect continuous

<b>Affirmative</b>	I / you / we / they have been eating	he / she / it has been eating
<b>Negative</b>	I / you / we / they have not been eating	he / she / it has not been eating
<b>Question</b>	Have I / you / we / they been eating?	Has he / she / it been eating?



# Verb forms

## Past perfect simple

<b>Affirmative</b>	I / you / he / she / it / we / they had eaten
<b>Negative</b>	I / you / he / she / it / we / they had not eaten
<b>Question</b>	Had I / you / he / she / it / we / they eaten?

## Past perfect continuous

<b>Affirmative</b>	I / you / he / she / it / we / they had been eating
<b>Negative</b>	I / you / he / she / it / we / they had not been eating
<b>Question</b>	Had I / you / he / she / it / we / they been eating?

## Future simple

<b>Affirmative</b>	I / you / he / she / it / we / they will eat
<b>Negative</b>	I / you / he / she / it / we / they will not eat
<b>Question</b>	Will I / you / he / she / it / we / they eat?

## Future continuous

<b>Affirmative</b>	I / you / he / she / it / we / they will be eating
<b>Negative</b>	I / you / he / she / it / we / they will not be eating
<b>Question</b>	Will I / you / he / she / it / we / they be eating?

## Be going to

<b>Affirmative</b>	I am going to eat	you / we / they are going to eat	he / she / it is going to eat
<b>Negative</b>	I am not going to eat	you / we / they are not going to eat	he / she / it is not going to eat
<b>Question</b>	Am I going to eat?	Are you / we / they going to eat?	Is he / she / it going to eat?

## Modal verbs (present)

<b>Affirmative</b>	I / you / he / she / it / we / they should eat
<b>Negative</b>	I / you / he / she / it / we / they should not eat
<b>Question</b>	Should I / you / he / she / it / we / they eat?

## Modal verbs (past)

<b>Affirmative</b>	I / you / he / she / it / we / they should have eaten
<b>Negative</b>	I / you / he / she / it / we / they should not have eaten
<b>Question</b>	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



# Wordlist

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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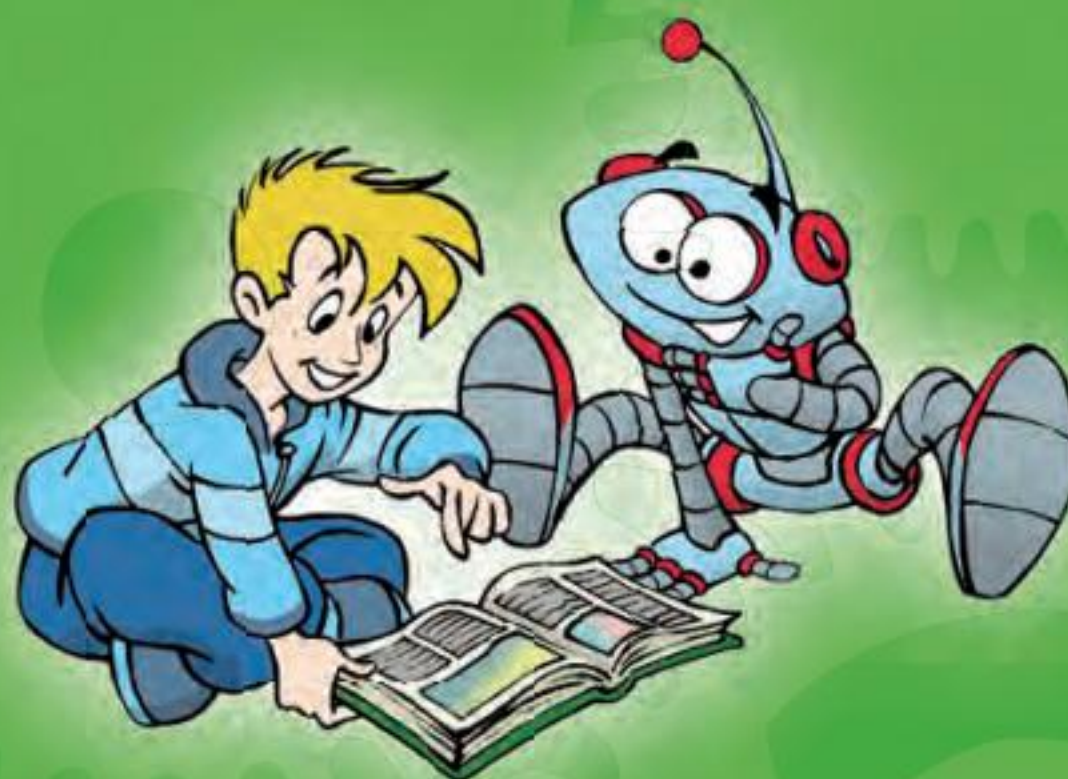


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