

NEW

Grammar Time

5



Teacher's Book

Sandy Jervis, Maria Carling and
Gabrielle Pritchard



PEARSON
Longman

Pearson Education Limited
Edinburgh Gate
Harlow
Essex CM20 2JE
England
and Associated Companies throughout the World.

www.longman.com

© Pearson Education Limited 2008

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers.

The right of Sandy Jervis, Maria Carling and Gabrielle Pritchard to be identified as authors of this work has been asserted by them in accordance with the Copyright, Designs and Patents Act 1988.

First published 2001
This edition 2008

Teachers Book ISBN: 978-1-4058-5279-1

Printed in Malaysia, KHL-CTP

Set in Ulissa 10pt

Cover by Mackerel Design.
Illustrations by Stephen May.
Designed and Project Managed by Starfish Design
Editorial and Project Management Ltd.

NEW
Grammar
Time
5



Teacher's Book

Contents

● Introduction	4
● Answer key	7
● Teacher's notes for photocopiable activities	34
● Photocopiable activity sheets	44

Introduction

Grammar Time is a series of grammar reference and practice books specifically designed for young learners from the age of eight upwards. **Grammar Time** can be used alongside any major coursebook. The aims and overall purpose of the series are:

- to present grammar in amusing, meaningful contexts, appropriate to the pupils' age and level.
- to help them understand new grammatical items by means of simple reference tables and explanations of key points.
- to help them assimilate the grammar by providing interesting, graded practice exercises.
- to provide opportunities to use the grammar communicatively in freer oral and / or written practice.

Grammar Time and the Common European Framework

The new editions of **Grammar Time** are closely correlated to the Common European Framework.

Grammar Time	Language level	Common European Framework	Cambridge ESOL
1	Beginners		Starters
2	False beginners	A1	Movers
3	Elementary	A2	Flyers, KET
4	Pre-Intermediate	B1	PET
5	Intermediate	B1+ (towards B2)	

Grammar Time components

The components of the course are:

- a Pupils' Book
- a Teacher's Resource Book with answer keys and additional photocopiable activities
- a Multi-Rom containing recorded material from the Pupils' Book that can be played on a CD player for use in the classroom; and extra practice exercises for the learners to do at home on their computers.

Grammar Time syllabus progression

The order in which grammatical items are introduced in **Grammar Time** follows the typical progression of most coursebooks. However, it is possible to select units in any order which is relevant and appropriate to the particular needs of your language classroom.

Organisation of Grammar Time 5 Pupils' Book

The main part of the book consists of:

- eighteen core units
- four revision units called 'Use your English'

Additional reference material at the end of the book consists of:

- spelling rules
- unit by unit wordlist

Grammar Time Characters

There are recurring characters in *Grammar Time 3-5*:

Harry Banks, Beth MacKenzie, Peter and Lucy Hardy. They all go to the same school – Peter and Harry are in the same class, Beth and Lucy are in the class below them.

- Harry is 13 years old. He is the editor of 'TeenLink', the school magazine. He loves basketball and watching DVDs with his friends.
- Beth is 12 years old. She's an assistant editor on 'TeenLink' and is a keen reporter. She's very intelligent and has lots of good ideas for the magazine.
- Peter is Harry's best friend. He's 13 years old. He loves sport and enjoys teasing his little sister, Lucy.
- Lucy is 12 years old. She's artistic and very strong-minded.
- Cosmo and Bella are Harry's cats, although they spend a lot of time at Peter and Lucy's house.

Core units

Each core unit is organised in the following way.

Presentation

Motivating and memorable content facilitates the acquisition of language. In **Grammar Time 5**, grammar is presented in context through cartoons featuring the four main characters, the two cats and their friends. Pupils can easily identify with the varied and amusing situations the characters find themselves in.

Care has been taken so that larger "chunks" of grammar are broken down to make them more manageable for young learners. In **Grammar Time 5**, units vary in length according to the language item introduced. In Unit 3, for instance, which deals with the present perfect simple and the present perfect continuous, the first page presents both tenses in context in a *Teenlink* article, and provides grammar tables for the positive, negative and question forms of both tenses. The second and third pages of the unit focus on the present perfect only, while the following

two pages present and practice the difference between *have / has been* and *have / has gone*, and contrast the present perfect with the past simple, reinforcing the work done in Unit 2. Exercises 16-19 focus on the present perfect continuous with related time markers, and Exercises 20-22 highlight and practise the distinction between the present perfect simple and the present perfect continuous, bringing both forms together. The final page of the unit provides an exam style cloze and freer personalized practice of both tenses. This gives you some freedom to adapt the pace according to the needs of each individual class, choosing either to break down the unit into two or even three different lessons, or to deal with the whole unit at one go.

Grammar reference tables and explanations

The grammar reference tables help focus the learners' attention on the new grammatical items in a visually memorable way. Students are often asked to complete the tables themselves, using language extracted from the presentation cartoons or articles.

Following the tables, is a Grammar Box, with explanations of form and use, which provides further clear examples of the grammar in context.

The tables and explanations appear together before the practice section. This makes it easy for pupils to refer to them while working through the exercises.

Exercises

The controlled practice exercises that follow each presentation are carefully graded to ensure that new language can be easily consolidated. They aim to recycle known vocabulary rather than introduce a large number of new lexical items, which would only serve to confuse and distract the pupils. The cartoon characters often appear in the exercises to provide realistic contexts for the grammatical items.

Each unit ends with a writing exercise, so that learners can put the new language they have learnt into use. Learners are given a clear model to follow and are then guided through the process of producing their own written work.

'Use your English' revision units

There are four revision units in the book. They allow for regular consolidation of the language presented and practised so far. The tasks aim to provide realistic and communicative contexts for the language to make it more memorable. Again, the lexis used is familiar to the learner.

Reference material

At the end of book, there are spelling rules for the third person singular (*he, she, it*) verbs + *-ing* and past simple forms. There are also spelling rules for the comparative and superlative forms of adjectives and adverbs.

These provide a fast and simple way to review or revise these grammar areas.

Wordlist

This contains key lexical items from each unit. Your pupils may want to write in a translation of each word in their own language. They can use this for reference at home and for revision purposes.

For you, this list proves a preview of which words your pupils will need to know to be able to work alone on a unit. It can help you decide what key vocabulary to pre-teach before the Presentation.

Useful tips

Presentation

One of the main advantages of this series is its use of recurring cartoon characters which present grammar through amusing stories.

You can start off by asking pupils to look at the pictures and say what they think is happening. Depending on the linguistic level and perception of their class, you might find it useful to pre-teach key lexical items that appear in the presentation (using the wordlist if necessary).

You can ask pupils to repeat parts of the dialogue, and allow pupils to comment on the stories and give their opinions.

Follow-up ideas

- Pupils can act out the dialogues in class immediately.
- Pupils can be assigned to learn the lines of one of the characters for homework and act out the dialogues in the next lesson without books.
- You could write the dialogue on the board, leaving out key grammatical items, then ask pupils to fill them in.
- Pupils may be encouraged to write their own version of the story making any desirable changes (this can be done in class with the teacher as a resource; pupils then vote for the best version).

Grammar reference tables and explanations

It is advisable for you to go through these in class, before pupils work on the exercises. Pupils can be asked to read the items in the tables aloud (in chorus and individually) to familiarise themselves with pronunciation and stress. You can ask them to supply further examples based on the tables.

Draw your pupils' attention to any additional explanations, and make certain that they understand, adding extra examples on the board if you wish.

When this is done, pupils could be asked to go back to the presentation and circle, underline or highlight all grammatical items in focus.

Controlled practice exercises

The simple instructions and examples provided make all exercises suitable for homework. However, it is always advisable to do a sufficient number of them in class, where you can prompt, help and advise. If necessary, do more than one item as an example and ask pupils to work through the rest of the activity individually or, preferably, in pairs.

Pupils should be encouraged to ask questions if they are in difficulty. You can usually guide them towards finding the answer on their own by looking back at the presentation and tables.

When it is time for checking, it is a good idea to encourage the rest of the class to say whether a particular answer given is acceptable or not, rather than accepting or correcting immediately. Multiple choice exercises or those which require a choice between two words (e.g. *was* or *were*), make them suitable for "voting" – that is, pupils are asked to put their hands up to choose one of the answers (the majority is usually right).

'Use your English' revision units

The 'Use your English' revision units are best done in class, as they contain speaking exercises as well as written exercises.

Teacher's Resource Book

This Teacher's Resource Book contains answer keys to all the exercises in the Pupils' Book, as well as additional photocopiable activities with teaching notes and answer keys where applicable.

Photocopiable activities

There is one photocopiable activity sheet for each unit in the Pupils' Book. The activities consist of games, and pair or groupwork activities to activate the language practised in the unit in a lively and interesting way. This provides another opportunity to recycle the grammar and build your pupils' confidence in using the language.

The teaching notes explain how to use each activity and answers are provided where necessary.

Multi-ROM / CD-ROM

The Multi-ROM / CD-ROM packaged with each Pupils' Book contains extra practice exercises and games which can be done on a home computer. For each unit, there are up to five extra exercises including at least one listening exercise, as well as a final game to make learning fun. There are also four revision units for further consolidation. Only vocabulary that has been seen in the Pupils' Book is used, to facilitate pupils' understanding and allow them to focus on the grammar.

Key to the Pupils' Book

Unit 1

1

I/You/We/They live
He/She/It lives

I/You/We/They do not live
He/She/It doesn't live

Do I/you/we/they live?
Does he/she/it

I am looking
He/She/It is
We/You/They are

I 'm not looking
He/She/It is not
We/You/They aren't

Am I looking?
Is he/she/it
Are you/we/they

3

1 drives
2 leaves
3 don't eat
4 do they get up
5 use
6 do you do
7 doesn't drink

4

1 'm doing
2 isn't wearing
3 Is your cousin living
4 are you talking
5 are they doing
6 are watching
7 isn't running

5

1	He plays the piano. He's playing the piano.	fact happening now
2	They're staying at a hotel. They often stay at a hotel.	temporary repeated action
3	I always have cereal for breakfast. I'm having cereal for breakfast today.	habit this time
4	The sun is setting. Isn't it beautiful? The sun sets in the West.	happening now fact
5	The film starts at ten o'clock. Shh! The film is starting.	programme happening now

6

1 are having
2 doesn't eat
3 are you doing
4 don't watch
5 is living
6 I'm not cooking
7 Are they looking
8 finishes
9 is laying
10 don't usually listen

7

1 get up
2 is waiting
3 do you usually do
4 isn't going
5 Are they working
6 don't have
7 Does she visit
8 They are studying
9 I listen
10 is shining

8

1 at the moment
2 right now
3 every day
4 this time
5 at the weekend
6 at the moment
7 before she starts cooking
8 on Saturdays
9 this week
10 on Sundays

9

1 usually
2 today
3 on Mondays
4 at the moment
5 sometimes
6 in the afternoon
7 On Sunday afternoon
8 often
9 Right now

10

1 're working
2 're planting
3 are you doing
4 rains
5 carries
6 have
7 keep
8 are digging

- 9 are watering
10 are helping
11 're doing
12 help

12

- 1 ~~Is this perfume smelling nice?~~
2 ~~She's having two cats and a goldfish.~~
3 ~~I'm thinking it's a good idea.~~
4 ~~This book is looking very old.~~
5 ~~Why do you smell the cheese? Is it off?~~
6 ~~Harry can't come to the phone. He has a shower.~~
7 ~~Why do you look at me like that? Is there something on my face?~~
8 ~~I don't know what to do. I think about it.~~

13

- 1 do you think
2 's waving
3 don't believe, think
4 Do you remember
5 hates
6 think
7 Does this bag belong
8 doesn't seem
9 's having
10 don't understand
11 don't mind
12 does this word mean

14

- | | |
|-----|------|
| 1 c | 7 b |
| 2 b | 8 b |
| 3 c | 9 a |
| 4 a | 10 c |
| 5 a | 11 c |
| 6 c | 12 b |

15

Students' own answers

Unit 2

1

I/You/He/She/It/
We/They

jumped
ordered

I/You/He/She/It/
We/They

left
held

I/You/He/She/It/
We/They

did not jump

I/You/He/She/It/
We/They

didn't leave

Did I/you/he/she/it/we/they

order?

I/You/He/She/It/
We/They

did not use to be
didn't use to be

Did I/you/he/she/it/we/they

use to play?
use to be ... ?

I/You/He/She/It/
We/They

was trying
were throwing

I/You/He/She/It/
We/They

wasn't trying
were not throwing

Was I/he/she/it
Were we/you/they

trying?
throwing

3

- 1 They didn't play football last Saturday. They went to the beach.
2 I didn't study last night. I listened to music.
3 He woke up at 3 a.m. last night. He didn't feel well.
4 She didn't buy a camera because she didn't have the money.
5 We didn't open the letter because it wasn't for us.
6 They drank some lemonade but they didn't eat anything.
7 He didn't do his best so he didn't win the race.

4

- 1 did you see; gave
2 Did the film finish; didn't watch
3 Did your brothers drink; didn't
4 did she meet; met; didn't remember
5 Did you invite; did; invited; seemed

5

- 1 When I was eight, my best friend used to be Olivia. She used to have long red hair and green eyes. We used to go everywhere together.
2 There used to be fish for dinner twice a week. I didn't use to like fish.
3 Our teacher didn't use to give us a lot of homework. I used to finish early and play with my dolls.
4 I didn't use to tidy my room very often. I used to have more important things to do!
5 Mum used to hide the biscuit jar in different places. I used to find it every time!

7

- 1 was studying
2 was writing
3 were watching
4 was having
5 were playing
6 was talking
7 were flying
8 was marking

- 8**
- While we were playing football, they were having a lesson.
 - He listened to music while he was running.
 - While they were painting the chairs, Tom planted the new trees.
 - Mary made the tea while Ken was making the sandwiches.
 - While Dad was fishing we were swimming in the sea.
 - I did the crossword while you were playing computer games.

- 9**
- was taking; realised
 - rang; were watching
 - were talking; woke up
 - was cycling; started
 - hurt; was lifting
 - was driving; happened
 - weren't looking; stole
 - left; were buying

- 10**
- was locking, rang
 - Did William talk, was waiting
 - were working, met
 - said, weren't listening
 - lost, was running
 - Were they going, saw
 - was playing, walked
 - left, were listening

- 11**
- Mrs Hardy was talking on the phone when Peter got home.
 - Harry fell asleep while he was watching TV.
 - The Headteacher walked in while we were doing a test.
 - I broke the plate as I was doing the washing up.
 - When she got up they were having breakfast in the kitchen.
 - It started to snow as they were climbing the mountain.
 - I was getting on the plane when someone shouted my name.
 - The children took this photo of you while you were sleeping.

- 12**
- was smiling
 - stung
 - wasn't looking
 - hit
 - didn't have
 - was watching
 - shouted
 - was drinking

- pushed
- spilt
- did you find
- was blowing
- slipped
- fell

- 13**
- was taking
 - didn't know
 - looked
 - decided
 - went
 - were carrying
 - slipped
 - fell
 - got
 - were lying

- 14**
- | | |
|-----------|--------------|
| 1 were | 5 When |
| 2 put | 6 While / As |
| 3 didn't | 7 said |
| 4 putting | 8 thought |

- 15**
Students' own answers.

Unit 3

- 1**
- | | | |
|---------------|--------------------|---------------|
| I/We/You/They | have ('ve) | changed. |
| He/She/It | has ('s) | |
| I/We/You/They | have not (haven't) | changed. |
| He/She/It | has not (hasn't) | |
| Have | I/we/you/they | changed? |
| Has he/she/it | | |
| I/We/You/They | have ('ve) | been looking. |
| He/She/It | has ('s) | |
| I/We/You/They | have not (haven't) | been looking. |
| He/She/It | has not (hasn't) | |
| Have | I/we/you/they | been looking? |
| Has he/she/it | | |

- 3**
- 've found
 - 's visited
 - haven't understood
 - Has he opened
 - 've eaten
 - Have you seen
 - hasn't invited
 - Have the boys finished
 - 's changed
 - haven't listened

4

- 1 Have you ever been ; No, I haven't.
- 2 Have they ever seen; Yes, they have.
- 3 Has she ever met; No, she hasn't.
- 4 Has he ever ridden; No, he hasn't.
- 5 Have you ever had; Yes, I have.
- 6 Have they ever been; Yes, they have.

5

- 1 've done all the work
- 2 's moved to Cornwall
- 3 've seen this film
- 4 've already had lunch
- 5 's just left
- 6 's never played volleyball before
- 7 haven't slept well for three days
- 8 've never met him

6

- | | |
|-----------|-----------|
| 1 already | 6 so far |
| 2 since | 7 since |
| 3 yet | 8 just |
| 4 since | 9 ever |
| 5 never | 10 always |

7

- 1 Has Peter got up yet?
Yes, he's already had breakfast.
- 2 Have the children come out yet?
No, the lesson has just finished.
- 3 Have you ever won a competition?
No, I've never entered a competition.
- 4 Has Chris known Ethan for a long time?
I think they have just met.
- 5 Have they always been busy at the shop?
No, but they've been very busy lately.
- 6 Has Joe moved into this house lately?
No, he's always lived there?

8

- 1 Mike has ever ridden a bike.
- 2 this book three times.
- 3 've never been to a concert before.
- 4 the first time they've ever visited a museum.
- 5 Sandra has travelled to the USA.
- 6 you've ever complained about the food.
- 7 been to this adventure park four times.
- 8 never snowed here before!

10

- 1 Look, Dennis has bought new clothes. b
- Dennis hasn't come back yet. a
- 2 Is Mary in her room? b
- Has Mary had a good time? a
- 3 The boys aren't at home. a
- The boys have just come back. b
- 4 Are Jenny and Fiona at work? a
- Jenny and Fiona look great, don't they? b

11

- 1 I've never been
- 2 has gone
- 3 have been
- 4 Have you been
- 5 has gone
- 6 has gone
- 7 Have you been
- 8 has gone

13

- 1 has published
- 2 answered
- 3 happened
- 4 's broken
- 5 have downloaded
- 6 saw
- 7 ate

14

- 1 Has Emma given; sent
- 2 Have you seen; saw
- 3 Have your parents visited; came
- 4 Have you had; had

15

- 1 has been
- 2 bought
- 3 stored
- 4 forgot
- 5 decided
- 6 gave
- 7 has been
- 8 have always liked
- 9 put
- 10 never thought
- 11 informed
- 12 recognised

17

- 1 I've been wearing jeans all day.
- 2 We have been revising for the exam lately.
- 3 Ken has been working on this jigsaw puzzle for a week.
- 4 They haven't been practising at all recently.
- 5 Jenny has been playing computer games since 8 o'clock.
- 6 You have been reading that magazine all afternoon.

18

- 1 Have you been sitting here; No, I haven't.
- 2 Has she been looking; Yes, she has.
- 3 Have you been watching TV; No, I haven't.
- 4 Have they been planning; Yes, they have.
- 5 Have you been using; No, I haven't.
- 6 Has he been working; Yes, he has.

19

- 1 've been cooking
- 2 's been raining
- 3 's been using it
- 4 've been painting
- 5 've been running
- 6 's been exercising regularly

21

- 1 have you been playing; have already gone up
- 2 has appeared; have always thought
- 3 have been walking; have forgotten
- 4 has been trying; has been; haven't used
- 5 have been picking; have only filled

22

- 1 have you been doing
- 2 have been working
- 3 you have always wanted
- 4 have loved
- 5 have you developed
- 6 have been working
- 7 Have you ever produced
- 8 have been playing

23

- 1 lived
- 2 never
- 3 have
- 4 lived
- 5 known
- 6 went
- 7 since
- 8 had
- 9 been
- 10 for
- 11 buying
- 12 far

24 & 25

Students' own answers.

Unit 4

1

They will come tomorrow.
They will not (won't) come tomorrow.
Will he become a famous businessman?
Will they come tomorrow?

She is ('s) going to write a note.
We are ('re) going to see him later.
She is not (isn't) going to write a note.
We are not (aren't) going to write a note.
Is she going to write a note?
Are we going to see him later?

She is ('s) taking part in a play next week.
She is not (isn't) taking part in a play next week.
Is she taking part in a play next week?

3

- 1 'll climb
- 2 Will you be
- 3 I'll play
- 4 'll finish
- 5 will you show
- 6 won't be
- 7 will you lend
- 8 won't leave

4

- 1 She's going to be very angry when she sees this mess.
- 2 Are you going to miss your old school?
- 3 I'm not going to need the car today.
- 4 Daniel isn't going to come to the cinema with us.
- 5 What am I going to do?
- 6 We are going to start exercising more from now on.

5

- | | |
|-----|-----|
| 1 D | 4 A |
| 2 B | 5 C |
| 3 F | 6 E |

6

- 1 won't mind
- 2 is going to start
- 3 'll be
- 4 'll get
- 5 's going to study
- 6 Is he going to move
- 7 Will you lend
- 8 Are you going to have

7

- 1 starts
- 2 're havinge
- 3 're staying
- 4 lasts
- 5 start
- 6 'm cooking
- 7 arrives
- 8 're going

8

- 1 'm going
- 2 'll come
- 3 are helping
- 4 are doing
- 5 Will you do
- 6 'll get
- 7 Are you taking

- 8 is driving
9 'll bring
10 won't be

9

I/You/He/She/It will be watching TV.
We/You/They

I/You/He/She/It will not be (won't be) watching TV.
We/You/They

Will I/you/he/she/it be watching TV?
we/you/they

I/You/He/She/It will have written a book.
We/You/They

I/You/He/She/It will not have (won't have) written a book.

Will I/you/he/she/it have written a book?
we/you/they

11

- 1 Peter will be eating a sandwich.
- 2 Lucy will be reading a novel.
- 3 Mr and Mrs Hardy will be having a cup of tea.
- 4 Mr Davis will be painting the shed.
- 5 Harry will be editing *Teenlink*.
- 6 Cosmo and Bella will be sleeping on the sofa.

12

- 1 We'll be flying to Paris
- 2 Will you be working in London
- 3 I won't be doing anything
- 4 Dan will be having a music lesson
- 5 She won't be studying
- 6 Will Dad be waiting for us at the airport
- 7 We won't be playing football

13

- 1 will have changed
- 2 will have grown
- 3 will have finished
- 4 Will Peter have left
- 5 won't have paid
- 6 Will you have sold
- 7 will have saved
- 8 will have realised

15

- 1 leave
- 2 'll be
- 3 go
- 4 comes back
- 5 's finished
- 6 read
- 7 've finished
- 8 'll have painted

16

- 1 have
- 2 Will you look
- 3 see
- 4 'll call
- 5 returns
- 6 starts
- 7 'll buy
- 8 gets
- 9 will you dry
- 10 comes

17

- 1 I'll be travelling
- 2 'll have packed
- 3 see him
- 4 Will you help
- 5 's going to sing
- 6 leaves
- 7 Are you doing
- 8 'll like
- 9 Is he really going to eat
- 10 will have left

18

- 1 will have to
- 2 will be driving
- 3 will have changed
- 4 will have become
- 5 will have
- 6 make
- 7 will be able
- 8 Will I have spent
- 9 will be able
- 10 will be

19

- | | |
|---------|---------|
| 1 will | 8 is |
| 2 have | 9 will |
| 3 be | 10 by |
| 4 will | 11 will |
| 5 going | 12 be |
| 6 have | 13 have |
| 7 will | 14 will |

20 & 21

Students' own answers.

Unit 5

1

- | | | |
|------------------|------------------|-----------------|
| I/You/He/She/It/ | had | arrived early. |
| We/You/They | | left by 8 p.m. |
| I/You/He/She/It/ | had not (hadn't) | arrived early. |
| We/You/They | | left by 8 p.m. |
| Had | I/you/he/she/it | arrived early? |
| | we/you/they | left by 8 p.m.? |

I/You/He/She/It/	had been	looking for a pen.
We/You/They I/You/He/She/It/	had not been (hadn't been)	looking for a pen.
Had	I/you/he/she/it we/you/they	been looking for a pen?

3

- 1 everyone had left
- 2 I had just sat down
- 3 She had not travelled by plane
- 4 we had invited everyone
- 5 He had not used sunscreen
- 6 I had spoken to Mum
- 7 The doors had not opened
- 8 I had never tried

4

- 1 Had she written her school essay; Yes, she had.
- 2 Had she finished reading her school library book; No, she hadn't.
- 3 Had she had lunch; Yes, she had.
- 4 Had she washed her hair; Yes, she had.
- 5 Had she written her article for *Teenlink*; No, she hadn't.
- 6 Had she tidied her room; No, she hadn't.

5

- 1 went; had already started
- 2 bought; had paid
- 3 got; had left
- 4 managed; had already gone
- 5 had changed; had told
- 6 didn't call; I'd left
- 7 sat; had just started
- 8 'd bought; forgot

6

- 1 had arranged
- 2 didn't come
- 3 had already bought
- 4 went
- 5 had started
- 6 came
- 7 had left
- 8 sat
- 9 went
- 10 had just started
- 11 hadn't taken
- 12 had just arrived
- 13 splashed
- 14 had left
- 15 had called
- 16 had run out

7

- 1 There weren't any eggs in the fridge because Julia had used them all.
- 2 The postman had left by the time Fred opened the door.
- 3 I had never won a competition before.
- 4 Dennis answered his mobile phone after he had stopped the car.
- 5 When Brian arrived with the pizza the film had already started.
- 6 We arrived at the party before it started to rain.
- 7 She had dinner after she had had a shower.
- 8 I couldn't make a milkshake because I had forgotten to buy (any) milk.

9

- 1 We had been driving for two hours when we ran out of petrol.
- 2 Alison had been planning it for weeks.
- 3 Pam had been doing the same job for ten years.
- 4 We had been standing outside their house for half an hour before they arrived..
- 5 He had been collecting them since he was a boy.
- 6 She had been working on that project for weeks before it was ready.
- 7 They had been saving for that trip since last October.
- 8 Driving to work was difficult as it had been snowing all night.

10

- 1 Had they been swimming?
- 2 Had your brother been printing his holiday photos?
- 3 Had you been running?
- 4 Had she been studying for the History test?
- 5 Had he been eating chocolate, again?
- 6 Had they been waiting for a long time?
- 7 Had she been cooking all day?
- 8 Had you been watering them too much?

12

- 1 had been filming
- 2 had met
- 3 had been raining
- 4 had rung
- 5 had been waiting
- 6 had read
- 7 had been playing
- 8 hadn't eaten

13

- 1 had been baking; had baked
- 2 had been painting; had painted
- 3 had been driving; had driven
- 4 had been looking; had looked
- 5 had been playing; had played
- 6 had read; had been reading

14

- | | |
|-----|-----|
| 1 b | 5 c |
| 2 c | 6 b |
| 3 a | 7 a |
| 4 a | 8 a |

15

- | | |
|---------|---------|
| 1 had | 5 When |
| 2 After | 6 had |
| 3 been | 7 never |
| 4 was | 8 soon |

16

- 1 Jack didn't waste any time.
- 2 After he had explained the situation...
- 3 By the following Saturday, they had searched everywhere
- 4 they had talked to every homeless person in the town
- 5 but nobody had seen the jacket.
- 6 By then, Jack had lost five kilos.
- 7 He hadn't shaved for a week.
- 8 That Sunday, eight days after he had won the lottery, ...
- 9 A homeless old man came and sat next to him.
- 10 In his hands, he had an old brown jacket.

17

Students' own answers.

Use your English (Units 1-5)

1

- 1 went
- 2 arrived
- 3 had been waiting
- 4 didn't have
- 5 had already bought
- 6 used to be
- 7 had brought
- 8 wanted
- 9 was taking
- 10 slipped
- 11 fell
- 12 didn't work
- 13 had already taken
- 14 had been asking

2

- 1 has lived; for
- 2 've been watching; since
- 3 've been listening; for
- 4 has made; since
- 5 have; invited
- 6 have been sitting; since
- 7 has (ever) seen
- 8 've known; for

3

- 1 'll be flying
- 2 is going to take
- 3 won't
- 4 're having
- 5 have finished
- 6 will be
- 7 Will you lend
- 8 does the next train leave
- 9 isn't going to rain
- 10 have woken

4

- | | |
|-----|------|
| 1 b | 7 a |
| 2 a | 8 c |
| 3 c | 9 a |
| 4 a | 10 b |
| 5 b | 11 a |
| 6 b | 12 c |

Unit 6

1

- | | | |
|-------------------------------------|--|-------------------------------------|
| She can ride a bike. | She cannot (can't) ride a bike. | Can she ride a bike? |
| He could write when he was four. | He couldn't write when he was four. | Could he write when he was four? |
| I was able to climb over the fence. | I was not (wasn't) able to climb over the fence. | Was I able to climb over the fence? |
| We were able to find the key. | We were not (weren't) able to find the key. | Were we able to find the key? |
| They'll be able to open the box. | They will not (won't) be able to open the box. | Will they be able to open the box? |
| You have been able to talk to him. | You have not (haven't) been able to talk to him. | Have you been able to talk to him? |

3

- 1 will be able to see
- 2 are usually able to find
- 3 Are you able to visit
- 4 weren't able to use it
- 5 have been able to skate
- 6 Was she able to watch
- 7 wasn't able to help

4

- 1 he could ride a bike but he couldn't play basketball
- 2 he could use a computer but he couldn't skate
- 3 she could draw but she couldn't swim
- 4 she could read but she couldn't write

5

- 1 Were you able to finish
- 2 I could speak
- 3 Could he use
- 4 They were able to answer
- 5 Were you able to sleep
- 6 I could see
- 7 He was able to get

6

- | | | |
|--------------------------------|---|--------------------------------|
| I can use my mobile. | I can't use my mobile. | Can / Could I use my mobile? |
| You may play outside. | You may not play outside. | May I play outside? |
| We are allowed to wear shorts. | We are not (aren't) allowed to wear shorts. | Are we allowed to wear shorts? |

8

- 1 have some cake; can
- 2 Can I ask you a question; can
- 3 May I open the window; may
- 4 Could I make a phonecall
- 5 May I take off my jumper; may
- 6 Can I borrow your umbrella; can't
- 7 Could I play a game on your computer
- 8 May I leave my bag here; may

9

- 1 They aren't allowed to play outside between 2 and 5 p.m.
- 2 Children under five can't play in this area.
- 3 We can have one short break before lunch.
- 4 I am only allowed to watch TV at the weekend.
- 5 Visitors can't use this parking area.
- 6 You are not allowed to get off a London bus while it's moving.
- 7 We can use the swimming pool.
- 8 You are not allowed to take photos of the film with a camera or mobile phone.

10

- Can / Will you open the door for me?
 Could / Would you do me a favour, please?

12

- 1 Will you come to the school play, Dad?
- 2 Excuse me, could you tell me where the bookshop is?
- 3 Can you come to my house?
- 4 Can you lend me a pencil? / Can I borrow a pencil?
- 5 Could you give me a bigger bag, please?
- 6 Could I speak to you after class?
- 7 Can you lend me your camera? / Can I borrow your camera?
- 8 Could you turn your music down please?

13

- Shall I bring you a cup of tea?
 Can I help you?
 Would you like something to drink?

15

- 1 Would you like
- 2 Can I
- 3 Shall I
- 4 Would you like
- 5 Can I
- 6 Would you like
- 7 Shall I
- 8 Can I

16

- Let's go to the cinema.
 Why don't we go to the cinema?
 We could go to the cinema.
 Shall we go to the cinema?
 What about going to the cinema?
 How about going to the cinema?

18

- 1 Let's make some sandwiches.
 What about ordering a pizza?
- 2 Why don't we go to the sports centre?
 We could have a picnic by the lake.
- 3 Shall we cut some out of some magazines?
 How about looking for them on the Internet?

19

- 1 Can
- 2 can't
- 3 could
- 4 allowed
- 5 Why
- 6 will
- 7 Will / Could
- 8 Can
- 9 are
- 10 about

20

- 1 I won't be able to use the theatre tickets
- 2 Would you like to / Why don't you use them?
- 3 Why don't you go with her?
- 4 Could you do me a favour?
- 5 Can you water my plants while I'm away?
- 6 Can I bring you anything from Spain?

Unit 7

1

- | | |
|-------------------------|-------------------------|
| She must leave. | Must she leave? |
| She has to leave. | Does she have to leave? |
| She had to leave. | Did she have to leave? |
| She will have to leave. | Will she have to leave? |

She has had to leave.	Has she had to leave?
She needs to leave.	Does she need to leave?
She needed to leave.	Did she need to leave?
She will need to leave.	Will she need to leave?
She has needed to leave.	Has she needed to leave?

3
 We don't have to go to school today.
 You don't need to answer this question.
 She needn't come with us.

5
 You mustn't make any noise.
 We cannot (can't) eat or drink on the bus.
 You aren't allowed to park here.

7
 1 Janet has to go back to work in half an hour.
 2 I had to phone my parents every evening...
 3 Do you have to make so much noise?
 4 Nick had to borrow his friend's CD player...
 5 Do / Will they have to paint the new flat...
 6 Nick had to rewrite his English essay...
 7 Do you have to go home now?
 8 I'll have to finish the book later.

8
 1 must do
 2 (will) have to go
 3 Do you have to wear
 4 must buy
 5 Must Dad watch
 6 had to shower
 7 must invite
 8 had to call

9
 1 We need to go away for the weekend more often.
 2 I must speak to Mum about it.
 3 I need to tidy my room now.
 4 She must relax.
 5 Must we queue for tickets?
 6 I need to be more careful in future.
 7 Do we need to answer the question now?
 8 He must visit his grandmother.

10
 1 mustn't
 2 doesn't have to
 3 don't have to
 4 mustn't
 5 don't have to
 6 mustn't
 7 mustn't
 8 don't have to
 9 mustn't
 10 don't have to

11
 1 You are not allowed to feed the animals.
 2 You mustn't take photos.
 3 You are not allowed to make loud noises.
 4 You are not allowed to smoke anywhere in the zoo.
 5 You mustn't sit on the safety barriers.
 6 You mustn't touch the animals.
 7 You aren't allowed to cycle or skate in the zoo area.
 8 You mustn't disturb the animals.

12

We should tell him.	We shouldn't tell him.	Should / Shouldn't we tell him?
We should have told him.	We shouldn't have told him.	Should / Shouldn't we have told him?
You ought to go.	You ought not (oughtn't) to go.	Ought you to go?
You ought to have gone.	You ought not (oughtn't) to have gone.	Ought you to have gone?
He'd better tell the truth.	He'd better not tell the truth.	

14
 1 You should exercise ...
 2 We had better buy the tickets ...
 3 The new shop assistant ought to be more polite ...
 4 You shouldn't skate ...
 5 Jack ought not to leave the door unlocked ...
 6 We had better not take Dad's camera ...
 7 I should turn off the computer ...
 8 Ought we to call everyone ...

15
 1 You should wear a white T-shirt over your swimsuit. You'd better not / ought not to stay in the sun between 12-4 p.m.
 2 You'd better not / ought not to go to work today. You should / ought to take some paracetamol and drink plenty of water.
 3 You'd better stay up late and work on it. You should / ought to talk to your teacher.
 4 You'd better ring them from my mobile and ask if they've got it. You should / ought to go back there right now.

16
 1 You should have called first. You ought to have waited for her.
 2 He ought to have borrowed an umbrella. You shouldn't have gone out in the rain.
 3 She shouldn't have left it there. She ought to have asked the waiter to look after it.
 4 You ought to have washed them. You should have worn one of your brother's T-shirts.
 5 They ought to have written it down. They should have asked me.

- 17 He may like it. He may have liked it.
 It might finish. It may have finished.
 They could see you. They could have seen you.

19

- 1 They may be in the garden.
- 2 It could rain.
- 3 She might go to John's house for dinner.
- 4 He may be on holiday.
- 5 She might prefer a pair of earrings.
- 6 It could rain on Saturday.
- 7 He might work in a bank.
- 8 She may be asleep.

20

- 1 have phoned
- 2 have taken
- 3 have seen
- 4 have hurt
- 5 have given
- 6 have found

21

- 1 They might have sent the email to the wrong address.
- 2 He may not have known the answer.
- 3 It could have been too late to do anything.
- 4 They might have forgotten to turn the TV off.
- 5 He may not have liked the idea.
- 6 They could have made a mistake.
- 7 She might not have seen you among all those people.
- 8 John could have taken your sunglasses by mistake.

22

Students' own answers.

25

- | | |
|---------|---------|
| 1 must | 5 can't |
| 2 can't | 6 must |
| 3 must | 7 can't |
| 4 must | 8 must |

26

- 1 The woman in the photo can't be Jenny.
- 2 Mr Blake must have moved.
- 3 This shirt can't be the right size.
- 4 They must remember me.
- 5 You must have put something red in the washing machine by mistake.
- 6 Anna can't be at home.
- 7 Eva can't have broken the vase.
- 8 You must like green tea a lot.
- 9 They can't fly / have flown to New York.
- 10 It must have been a difficult decision for you.

27

- | | |
|-----|------|
| 1 b | 6 a |
| 2 a | 7 c |
| 3 c | 8 a |
| 4 b | 9 a |
| 5 a | 10 b |

Unit 8

3

- 1 When it's cold, we turn the heating on.
- 2 If Nick misses the bus, he walks to school.
- 3 Does Leo turn off his computer when he has a break?
- 4 If I was very busy, I wouldn't go to the gym.
- 5 Do you go to bed early if you need to wake up early?
- 6 Ellie always takes a bottle of water with her when she runs in the park.
- 7 If they aren't at home, their answering machine will take a message.
- 8 If she doesn't like a present, she takes it back to the shop and changes it.

4

- 1 If you heat water to 100°C, it boils.
- 2 If you freeze water, it becomes ice.
- 3 If you heat ice, it melts.
- 4 If you don't drink enough water, you feel dizzy.
- 5 If you water some plants every day, they die.
- 6 If you heat water, it becomes steam.

6

- 1 If I have time, I'll read a magazine.
- 2 If you charge the batteries, the camera will work.
- 3 If it snows, will they cancel the game?
- 4 If he tells the truth, he will feel better.
- 5 If we don't go now, we'll be late for dinner.
- 6 If I come with you, will you buy me lunch?
- 7 If she doesn't pass the exam, she'll be upset.
- 8 If the dog needs to go for a walk, will you take it?
- 9 If the car doesn't start, we'll take a taxi.
- 10 If you like chocolate, you'll love these biscuits.

7

- 1 I could make you something to eat
- 2 might be better for his career
- 3 can turn on the air conditioning
- 4 may hurt himself
- 5 should book in advance
- 6 could lose his sunglasses
- 7 might miss your train

8

Students' own answers.

- 9
- 1 don't feed him
 - 2 don't forget to turn on the alarm system
 - 3 ask her to call me on my mobile
 - 4 use the cash card I've left for you
 - 5 remind her to tidy her room
 - 6 make sure he takes his gym bag with him

- 10
- 1 unless
 - 2 if
 - 3 unless
 - 4 unless
 - 5 if
 - 6 if
 - 7 unless

- 11
- 1 Unless you eat sensibly, you won't be healthy.
 - 2 He might fail the exam if he doesn't try harder.
 - 3 You can take my camera if you promise to look after it.
 - 4 It won't be the same if you don't come with us.
 - 5 Don't say anything unless you know the answer.
 - 6 Sam's parents will be worried if he doesn't call them.

- 12
- 1 What will you do if you don't pass your violin exam?
If I don't pass the exam, I'll practise for three hours every day...
If you play the violin for three hours every day, I'll move to aunt Cath's house!
 - 2 The next issue of *Teenlink* won't be ready on time unless you help me...
If I don't go, she will be very upset.
Will you be able to get emails if you take your laptop?
I might be able to get them if my cousin has got a connection.

- 14
- 1 would speak
 - 2 was
 - 3 didn't have
 - 4 wouldn't keep
 - 5 Would you invite her...
 - 6 didn't call
 - 7 wouldn't ask
 - 8 would you help them

- 15
- 1 If he saw me now, he might not recognise me.
 - 2 I would be happier if I lived in the country.
 - 3 You could write a book if you wanted to.
 - 4 If I found a taxi right now, I might be on time.
 - 5 If they were rich, they would travel round the world.

- 6 He might not be so miserable if he didn't work so hard.
- 7 If we could take time off work, we would go away.
- 8 If she didn't moan so much, people might like her better.

- 16
- 1 If I were you, I'd go to a different hairdresser.
 - 2 If I were you, I wouldn't go out.
 - 3 If I were in their place, I would work harder.
 - 4 If I was her, I would go to Spain for a month.
 - 5 If I were you, I'd go to bed early tonight.

- 17
- Students' own answers.

- 18
- 1 If you did nothing, your friend would lose a lot of blood.
 - 2 If you stayed inside, the fumes would poison you.
 - 3 If you touched the victim, you would get an electric shock as well.
 - 4 If you moved him, you might / could / would do more damage to his back.

- 19
- 1 I'd keep it as a pet.
I'd scream.
 - 2 I'd buy the most expensive BMX bike.
I wouldn't spend it all; I'd put half of it in the bank.
 - 3 I wouldn't believe them.
I'd go to see a doctor.
 - 4 I'd play practical jokes on people.
I wouldn't like it.

- 21
- 1 hadn't left
 - 2 wouldn't have wanted
 - 3 Would he have had
 - 4 hadn't waited
 - 5 Would you complain
 - 6 had told
 - 7 would they have paid
 - 8 wouldn't have woken up.
 - 9 had asked
 - 10 had seen

- 22
- 1 would have won the game
 - 2 had followed the directions
 - 3 would have had nothing to eat
 - 4 hadn't jumped on
 - 5 would have been able to call us
 - 6 wouldn't have taken so long
 - 7 hadn't liked your present
 - 8 had checked my essay

23

- 1 If Sophie hadn't spent all her money on this T-shirt, she would have had some money for the weekend.
- 2 If Mr Davis hadn't left his reading glasses at the office, he would have been able to read the newspaper at home.
- 3 If Harry had gone to bed earlier last night, he wouldn't have felt tired all day.
- 4 If Ms Davis hadn't had a bad cold, she would have gone to the concert.
- 5 If Mr Hardy hadn't done too much at the gym, his legs wouldn't have hurt the next morning.
- 6 If Lucy hadn't eaten a huge breakfast that morning, she would have been hungry at lunch.
- 7 If Cosmo hadn't climbed onto the highest branch of the tree, Harry wouldn't have had to call the fire brigade to rescue him.
- 8 If Peter had followed the instructions, he wouldn't have damaged the new microwave oven.

24

- | | |
|-----|-----|
| 1 a | 6 b |
| 2 b | 7 a |
| 3 c | 8 c |
| 4 a | 9 c |
| 5 a | |

25

- 1 was
- 2 wouldn't laugh
- 3 call
- 4 hadn't rained
- 5 should write
- 6 'd have booked
- 7 will replace
- 8 keep
- 9 would do
- 10 lose
- 11 had known
- 12 had

26

- 1 more people recycled; they take up to 100 years
- 2 There will be a shortage of water; we turned off the tap
- 3 we won't pollute the air we breathe
- 4 we wouldn't have created global warming
- 5 we had protected their environment; we must start doing something
- 6 we stop throwing batteries away

27

If we didn't buy pre-packaged meat, fruit and vegetables from the supermarket, we would create less waste.
If people who work in the same area shared their cars, they would save on petrol and wouldn't produce so much air pollution.

If we got information from the Internet instead of books, we wouldn't waste paper.
If we used our washing machines at a lower temperature, we would save energy.

Unit 9

1

If only we knew the answer to this!
I wish the baby was / were older!
If only I could turn back time!
I wish they had invited me, too.
If only I hadn't been so careless!

3

- | | |
|-----|-----|
| 1 b | 5 g |
| 2 f | 6 h |
| 3 d | 7 a |
| 4 c | 8 e |

4

- 1 I wish I could invite all my friends.
If only I had a big house!
- 2 I wish he could send emails.
If only he knew how to use a computer!
- 3 I wish my dad didn't wake me up at 7 a.m. at the weekend.
If only he didn't get up at 6 a.m.!
- 4 I wish she wasn't so stressed.
If only she didn't work so hard!
- 5 I wish my brother didn't snore.
If only I could sleep at night!
- 6 I wish I could watch the match.
If only I didn't have to go to work!

5

- 1 I wish I had bought the right size!
- 2 If only I had talked to him!
- 3 I wish I knew someone.
- 4 If only the car hadn't broken down!
- 5 I wish I had turned the oven off / turned off the oven.
- 6 If only I had got off at the right station.
- 7 I wish I had gone to a professional hairdresser!
- 8 I wish I had heard the instructions.

6

- 1 If only / I wish you had chosen a more interesting film!
- 2 If only / I wish it wasn't so heavy!
- 3 If only / I wish I hadn't lent it to him!
- 4 I wish / If only I hadn't been rude to her.
- 5 I wish / If only I could do it.
- 6 I wish you wouldn't wear them.
- 7 I wish / If only I had washed it!
- 8 If only / I wish she wasn't ill.

- 7
1 hadn't bought
2 didn't have
3 hadn't moved
4 didn't have
5 had chosen
6 had listened
7 could
8 hadn't accepted

- 8
1 I wish you would agree with me!
2 I wish / If only she had answered my emails.
3 I wish / If only he wasn't always late.
4 I wish / If only I could ride a bike!
5 I wish I hadn't bought this CD.
6 I wish / If only you hadn't broken my sunglasses!
7 I wish they wouldn't / didn't make fun of me.
8 I wish / If only you had told me about it!

- 9
1 c 4 a
2 c 5 c
3 a 6 b

- 10
Students' own answers.

Unit 10

- 1
He's got He hasn't got Has he got
some pens. any pens. / He's any pens?
got no pens.

There's some There isn't Is there
milk. any milk. any milk?

He's got a lot of He hasn't got How many CDs
/ lots of CDs. many CDs. has he got?
He's got a few CDs.

There's a lot of There isn't How much milk
/ lots of milk. much milk. is there?
There's a little Is there much
milk. milk?

- 3
1 some 7 some
2 a 8 a
3 some 9 some
4 some 10 an
5 an 11 some
6 some 12 a

- 4
1 Glass 6 Glasses
2 Is 7 An
3 Room 8 There's a
4 A 9 Paper
5 Iron is 10 a

- 5
1 pair 6 bag
2 piece 7 litres
3 loaf 8 pieces
4 cartons 9 tin
5 bottle 10 pairs

- 6
1 some 6 any
2 no 7 no
3 any 8 any
4 some 9 no
5 no 10 some

- 7
1 everywhere
2 anywhere
3 anything
4 something
5 somewhere
6 Someone
7 Everything
8 somewhere
9 Nobody
10 nothing

- 8
1 There isn't anything in this box.
2 I wear no perfume.
3 I didn't see anyone at the station.
4 She hasn't got any friends.
5 We went nowhere last night.
6 She tells me nothing.
7 There aren't any cars on this island.

- 9
1 knows
2 do
3 will be
4 go
5 works
6 comes

- 10
1 many
2 much
3 a lot of
4 much
5 many
6 A lot of / Lots of
7 Many
8 much

- 11
1 a few 5 a few
2 a little 6 a few
3 a few 7 a little
4 a little 8 a little

13

- | | |
|------|-------|
| 1 an | 7 an |
| 2 a | 8 a |
| 3 an | 9 an |
| 4 an | 10 a |
| 5 an | 11 a |
| 6 a | 12 an |

14

- | | |
|--------|--------|
| 1 an | 7 a |
| 2 - | 8 the |
| 3 an | 9 the |
| 4 an | 10 an |
| 5 life | 11 a |
| 6 - | 12 The |

15

- | | |
|-------|--------|
| 1 the | 7 the |
| 2 the | 8 - |
| 3 - | 9 - |
| 4 the | 10 the |
| 5 The | 11 The |
| 6 - | 12 - |

16

- | | |
|-----------|------------|
| 1 the | 10 nothing |
| 2 - | 11 any |
| 3 the | 12 a |
| 4 a | 13 some |
| 5 the | 14 a |
| 6 anyone | 15 an |
| 7 an | 16 few |
| 8 Someone | 17 the |
| 9 the | |

17

- | | |
|-----------|----------------|
| 1 a | 11 -; the |
| 2 lot | 12 an |
| 3 The; - | 13 uncountable |
| 4 The; - | 14 -; the |
| 5 any; - | 15 The |
| 6 - | 16 a |
| 7 the | 17 The |
| 8 the | 18 Some |
| 9 piece | 19 -; the |
| 10 -; the | |
| 20 pair | |

Use your English (Units 6–10)

1

- 1 Were you able to; had to
- 2 Shall; Could you
- 3 can't; Could
- 4 mustn't; Are we allowed to
- 5 Could we; may
- 6 Do we have to; have to; needn't

2

- 1 can
- 2 must
- 3 Why
- 4 might
- 5 Let
- 6 should

3

- 1 has
- 2 wouldn't have lost
- 3 liked
- 4 stops
- 5 hadn't given
- 6 will you look

4

- 1 I had remembered to lock
- 2 I had washed my new jumper
- 3 it was cooler
- 4 I wasn't so
- 5 we had stayed in

5

- | | |
|-----|-----|
| 1 c | 5 a |
| 2 a | 6 b |
| 3 b | 7 b |
| 4 c | 8 c |

Unit 11

1

- Glass is made.
 Glass is being made.
 Glass was made.
 Glass was being made.
 Glass has been made.
 Glass had been made.
 Glass will be made.
 Glass is going to be made.
 Glass can be made.
 Glass should be made.
 Glass has to be made.

3

- 1 are cleaned
- 2 've lost
- 3 is making
- 4 was found
- 5 sending
- 6 is spoken
- 7 are being prepared
- 8 see
- 9 be kept
- 10 have been built
- 11 has given
- 12 will be published

- 4
- 1 A new shopping centre will be built near the town.
 - 2 The car had been repaired before they left.
 - 3 The lights were switched on at 8 p.m.
 - 4 All the students have been informed of the changes.
 - 5 One of these games is sold every minute.
 - 6 The flowers will be sent tomorrow.
 - 7 I was taken to the Headmaster.
 - 8 The walls are going to be painted pale yellow.

- 5
- 1 are being shown
 - 2 was being installed
 - 3 was being redecorated
 - 4 is being sent
 - 5 was being repaired
 - 6 is being cleaned
 - 7 is being recorded
 - 8 were being used

- 6
- 1 Instructions must be followed carefully.
 - 2 The sandwiches could be made the day before.
 - 3 This T-shirt should be washed at 30°C.
 - 4 These bags can be recycled.
 - 5 The shops might be closed tomorrow.
 - 6 Your glasses need to be repaired.
 - 7 Young children ought not to be left alone at home.
 - 8 Customers have to be informed of the new opening hours.

- 7
- 1 hasn't been repaired yet
 - 2 Where are the garden chairs kept?
 - 3 When was this cake made?
 - 4 had not been replaced
 - 5 When will the interview be published?
 - 6 The rubbish wasn't collected yesterday.

- 8
- 1 were made
 - 2 wasn't even born
 - 3 were made
 - 4 be bent
 - 5 be used
 - 6 was taken
 - 7 was processed
 - 8 were printed
 - 9 is stored
 - 10 can be seen
 - 11 can be erased
 - 12 are downloaded

- 10
- 1 by Steven Spielberg
 - 2 x
 - 3 by Harry

- 4 x
- 5 by a well known painter
 - 6 x
 - 7 by a famous architect
 - 8 x

- 11
- 1 My computer was repaired in two hours.
 - 2 The best suggestion was made by Tom.
 - 3 Our progress reports will be finished tomorrow.
 - 4 We were driven to the airport.
 - 5 Posters for the school fete had been made by the students.
 - 6 Our lunch is being prepared.
 - 7 The room should be painted white.
 - 8 I was being followed.

- 12
- 1 **A:** Can a solution be found?
B: Something has already been done about it.
 - 2 **A:** Has the whole house been painted?
B: The garage hasn't been done yet?
 - 3 **A:** Was that photo taken by Ashley?
B: Yes, it was. The photo frame was made by her, too.
 - 4 **A:** Was the door locked from the inside?
B: No, but all the windows had been closed.
 - 5 **A:** Will we be taken to the office from the airport?
B: I don't think so. We should be taken to our hotel first.

- 13
- 1 Paper and extra stationery are kept in the white cupboard, next to the photocopier.
 - 2 Special bins have been put in the kitchen to recycle tins and bottles.
 - 3 Printed paper could be reused if it is cut into squares and the blank side is used for notes.
 - 4 Free snacks and refreshments are provided by the office canteen at lunchtime.
 - 5 All cups and plates should be washed before we leave the office.
 - 6 Plants may be kept next to our desks, but not on them.
 - 7 Regular memos are sent by email.

- 14
- 1 Millions of people watched the last World Cup Final.
 - 2 Ms Fowler has directed the school play for the last three years.
 - 3 John Larkin is going to replace Ben Adams in the next series.
 - 4 You can buy tickets online.
 - 5 They will show the Olympic Games live on TV.
 - 6 The Headteacher cancelled the school trip because of bad weather.
 - 7 They have invited all the students to the music concert.
 - 8 You can store personal items in the lockers.

16

- | | |
|--------|--------|
| 1 by | 5 by |
| 2 with | 6 by |
| 3 by | 7 with |
| 4 with | 8 with |

18

- 1 It is said that...
- 2 It is believed that...
- 3 It is claimed that...
- 4 It is reported that...
- 5 It is known that...
- 6 It is thought that...

19

- 1 It is known that exercise can fight stress.
- 2 It is thought that the thief has already left the country.
- 3 It is reported that we are going to have a very cold winter.
- 4 It is said that the new sports centre is excellent.
- 5 It is claimed that the buildings were damaged in the earthquake.
- 6 It is expected that the concert will be a success.

20

- 1 was
- 2 It.
- 3 being
- 4 been
- 5 had
- 6 was
- 7 been
- 8 are
- 9 by
- 10 are
- 11 believed / thought
- 12 be

21

- 1 The character of Indiana Jones was created by George Lucas.
- 2 The adventurous professor was named 'Indiana Smith' at first.
- 3 Indiana Jones is played by the actor Harrison Ford in all four films.
- 4 The first film, '*Raiders of the Lost Ark*', was followed by '*Indiana Jones and the Temple of Doom*'.
- 5 In the third film, '*Indiana Jones and the Last Crusade*', Indiana's father is played by Sean Connery.
- 6 The fourth film, '*Indiana Jones and the Kingdom of the Crystal Skull*', was produced nineteen years after the third film.

Unit 12

1

- 1 He has his car serviced every year.
- 2 He is having his car serviced at the moment.
- 3 He had his car serviced yesterday.
- 4 He was having his car serviced at 11 a.m.
- 5 He has had his car serviced.
- 6 He had had his car serviced before he went away.
- 7 He will have his car serviced next week.
- 8 He is going to have his car serviced next week.
- 9 He should / might have his car serviced soon.

3

- 1 have it repaired
- 2 washed Dad's car
- 3 had my hair cut
- 4 has her clothes repaired
- 5 make it
- 6 having our flat redecorated
- 7 I clean my house
- 8 have your eyes tested

4

- 1 should have
- 2 has
- 3 were having
- 4 'm going to have
- 5 'm having
- 6 have had
- 7 had
- 8 will have

5

- 1 I'm having my new bike delivered today.
- 2 You need to have your jacket dry cleaned.
- 3 They have had their new offices designed by my uncle's firm.
- 4 We will have a new wardrobe made for our bedroom.
- 5 I had my mobile phone replaced immediately.
- 6 They should have the air conditioning units serviced before they use them.
- 7 We had the dog examined by the vet.
- 8 She is going to have her photo taken by the photographer.

6

- 1 **A:** Did your sister have her house decorated professionally?
B: No, she didn't have it decorated, she did it herself.
- 2 **A:** Are we going to have a satellite dish installed?
B: Yes, we are. But we aren't going to have it installed before June.
- 3 **A:** Your hair looks beautiful. Have you had it cut?
B: No, I haven't. I've had it styled at the hairdressers.

- 4 **A:** Do you usually have the carpets cleaned?
B: No, I don't have them cleaned professionally. I clean them myself.
- 5 **A:** My teeth look yellow! Should I have them whitened?
B: No, you don't need to have them whitened. You need to brush them more often!
- 7 **A:** Will you have the flowers delivered or will you take them yourself?
B: No, I won't have them delivered. I think it's better to take them myself.

- 7
 1 get it installed
 2 gets it cleaned
 3 got it repaired
 4 to get it replaced
 5 gets it cut
 6 get them made
 7 are getting it delivered
 8 get it fixed

- 8
 1 I have my eyes checked every year.
 2 We have had our locks changed.
 3 I had a window broken in my car.
 4 Anna has had her dog groomed.
 5 She is going to have her garden redesigned.
 6 I had my wisdom teeth removed.
 7 I am having the brakes checked.

- 9
 1 We have electrical repairs done by an electrician.
 2 We have our eyes tested by an optician.
 3 Houses are designed by an architect.
 4 We have our hair cut by a hairdresser.
 5 We have our teeth checked by a dentist.
 6 We have our suits made by a tailor.
 7 Cars are serviced by mechanics.
 8 Food is served by a waiter.

- 10
 1 are having the gym and sports facilities redone
 2 had the swimming pool retiled
 3 are having the showers replaced
 4 are having some more lockers added
 5 have already had the new gym equipment delivered
 6 to have everything installed
 7 are going to have the whole gym redecorated

Unit 13

1

Adjective

smart
 mean
 hot
 noisy
 intelligent
 intelligent

Comparative

smarter
 meaner
 hotter
 noisier
 more intelligent

Superlative

the smartest
 the meanest
 the hottest
 the noisiest
 the most

Adverb

seriously
 happily
 comfortably
 comfortably

Comparative

more seriously
 more happily
 more comfortably

Superlative

most seriously
 most happily
 most

3

- 1 good
 2 slowly
 3 funny
 4 seriously
 5 beautifully
 6 quietly
 7 wise
 8 carefully
 9 warm
 10 extremely

4

- 1 carefully
 2 trendy
 3 happily
 4 polite
 5 well
 6 soft
 7 quickly
 8 short
 9 heavily
 10 cheaply
 11 hard
 12 regularly

5

- 1 moved slowly
 2 was smiling happily
 3 sat comfortably in our seats
 4 eat healthily
 5 answered correctly
 6 played noisily
 7 finished the project very successfully
 8 looked at me sadly

6

- 1 warmer
 2 better
 3 than
 4 clever

- 5 in
- 6 of
- 7 than
- 8 more carefully
- 9 earlier
- 10 strangest
- 11 most
- 12 the

- 7
 - 1 the most exciting
 - 2 the cheapest
 - 3 the most enjoyable
 - 4 the hottest
 - 5 the most talented
 - 6 the best
 - 7 the hardest
 - 8 the deepest
 - 9 the farthest
 - 10 the worst

- 8
 - 1 harder than
 - 2 cooler than
 - 3 the most foolish
 - 4 more quietly than
 - 5 the highest
 - 6 the shortest
 - 7 more healthy; than
 - 8 the laziest
 - 9 more fashionably than
 - 10 cheaper; than

- 9
 - 1 the fastest
 - 2 the slowest
 - 3 faster than
 - 4 longest
 - 5 rarest
 - 6 the heaviest
 - 7 bigger than
 - 8 largest
 - 9 taller than
 - 10 longer than

- 11
 - 1 Mary is as tall as Jenny.
 - 2 A gazelle isn't as / so fast as a cheetah.
 - 3 A fox isn't as / so big as a bear.
 - 4 Our fathers are as old as each other.
 - 5 He didn't speak as / so fluently as her.
 - 6 Harry did as well as Ben in the test.
 - 7 Ann eats as healthily as Sandra.
 - 8 Yesterday wasn't as / so hot as today.

- 12
 - 1 Lucy is less interested in Maths than Peter.
 - 2 In real life she was less beautiful than in her photo.
 - 3 The cheesecake is less sweet than the lemon pie.
 - 4 Train journeys are less expensive than plane journeys.
 - 5 Ian is less athletic than William.
 - 6 Reading a foreign language is less difficult than speaking it.
 - 7 Are cats less intelligent than dogs?

- 13
 - 1 Our team played far worse than the other team.
 - 2 A giraffe is much taller than a cheetah.
 - 3 This computer is far more powerful than my old computer.
 - 4 I feel much better than I did yesterday.
 - 5 The last project was far more / less complicated than this one.
 - 6 She can skate much more easily than she could last September.
 - 7 The results of the test were far worse than he (had) expected.

- 14

1 c	5 c
2 b	6 b
3 a	7 a
4 a	8 c

- 15

Students' own answers.

Unit 14

- 3
 - 1 What did he advise you to do?
 - 2 I hope to come back soon.
 - 3 She has arranged to meet us here.
 - 4 Will you promise not to tell anyone?
 - 5 They are planning to move to another country.
 - 6 He forgot to lock the door.
 - 7 I wasn't expecting to see you here.
 - 8 I would like to meet your friends.
- 4
 - 1 Katie is too young to stay at home on her own.
 - 2 It's early enough to cancel the tickets.
 - 3 I'm too tired to cook dinner tonight.
 - 4 He is too clever to make any mistakes.
 - 5 The suitcase is big enough to hold your clothes and mine.
 - 6 It's too cold to go out.
 - 7 I'm not hungry enough to have dinner now.
 - 8 She trains hard enough to win the competition.

5

- 1 My bed is too uncomfortable to sleep in.
- 2 It isn't cool enough to do any sightseeing.
- 3 I'm too poor to buy anything.
- 4 I'm too scared to swim in the sea.
- 5 It's too dirty to go in.
- 6 It isn't quiet enough to sleep.
- 7 It's too unsafe to eat.

6

- 1 pleased to hear
- 2 refreshing to go
- 3 happy to win
- 4 too late to go out
- 5 surprised to find
- 6 relieved to know (that)
- 7 boring to watch

7

- 1 I'd rather go home now.
- 2 You'd better listen to your mother.
- 3 They'd rather go to the cinema.
- 4 She'd better eat more healthily.
- 5 We'd better be more careful in the future.
- 6 He'd rather wait for the bus.

8

- 1 makes him go to bed; lets him go to bed
- 2 makes me knock; let's me use his computer
- 3 makes her eat; lets her eat
- 4 let me watch; make me turn it off

9

- 1 to work
- 2 to meet
- 3 to have
- 4 to speak
- 5 buy
- 6 believe
- 7 talk
- 8 to make

11

- 1 cooking
- 2 walking
- 3 talking
- 4 skating
- 5 fixing
- 6 staying
- 7 studying
- 8 telling
- 9 listening
- 10 washing up

12

- 1 It's easy to walk everywhere because it's a flat city.
- 2 It was amazing to spend a whole day in Kew Botanical gardens.

3 Travelling by Tube is so easy!

4 It was great to shop in Bond Street, but too expensive!

5 Visiting Madame Tussaud's was a great experience.

6 Seeing everything in the Natural History Museum in one visit is impossible.

13

- 1 used to live
- 2 used to be
- 3 used to work
- 4 didn't use to see
- 5 used not to see
- 6 used to say

14

- 1 Are they used to living
- 2 are used to working
- 3 are not used to getting
- 4 am used to doing
- 5 is not used to working
- 6 are used to eating

15

- 1 to rain / raining
- 2 worrying
- 3 working
- 4 running / to run
- 5 inviting / to invite
- 6 thinking
- 7 seeing

16

- 1 eating
- 2 putting
- 3 calling
- 4 using
- 5 to buy
- 6 to think
- 7 to finish

17

- 1 breaking
- 2 doing; help
- 3 to do; go
- 4 to look; to be
- 5 talking; telling
- 6 finding; coming
- 7 listen; listening

18

- 1 doesn't allow us to use
- 2 looking forward to meeting
- 3 refreshing to swim
- 4 made me laugh
- 5 wasn't old enough to see
- 6 would rather buy fruit and vegetables
- 7 had better go to bed early tonight

19

- | | |
|-----|------|
| 1 b | 6 c |
| 2 c | 7 a |
| 3 b | 8 b |
| 4 a | 9 a |
| 5 b | 10 c |

20

Students' own answers.

Use your English (Units 11–14)

1

- 1 The door was locked.
- 2 James Watson is going to be interviewed by Ian.
- 3 The café is being redecorated.
- 4 The parcel will be delivered by my brother.
- 5 The fridge has been repaired.
- 6 It is said that she was a famous actress.
- 7 Their car is serviced once a year.
- 8 This plant should be kept indoors.
- 9 I was given this book by Adam. / This book was given to me by Adam.
- 10 The sofa was covered with an old sheet.

2

- 1 will be given
- 2 is being organised
- 3 have already been sold
- 4 are snapped up
- 5 it is said
- 6 have been asked
- 7 it is believed
- 8 is being collected
- 9 is going to be given

3

- 1 You must have the broken window replaced.
- 2 Nick had had his suit dry cleaned for the party.
- 3 We have our lunch delivered to the office at 1 p.m. every day.
- 4 I've had my hair cut short.
- 5 Ken should have his watch repaired.
- 6 Mary had her teeth checked last month.
- 7 When I phoned Sue, she was having her new computer installed.
- 8 He must have his TV fixed.

4

- 1 the most famous
- 2 longer
- 3 far more successful
- 4 the most talented
- 5 good as
- 6 less funny than
- 7 the most boring
- 8 harder than
- 9 as disappointed
- 10 far better

5

- 1 breaking, wearing
- 2 to see, meeting
- 3 Eating, going
- 4 to clean, to do
- 5 closing, bring
- 6 to spend, to hear
- 7 to bring, to buy
- 8 to go, to swim
- 9 going, stay
- 10 eat, hide

Unit 15

1

Christina said (that) she knew him.
 Dan told me (that) he had answered the phone.
 Lucy told Sophie (that) she couldn't believe it.
 The policeman ordered the driver to stop the car.
 She asked us not to be late.
 I asked where he had found it.
 My friend asked (me) if / whether I had seen the last episode of the series the day before.

3

- | | |
|--------|--------|
| 1 said | 5 told |
| 2 said | 6 told |
| 3 said | 7 said |
| 4 told | |

4

- 1 Kenneth said (that) he would be at Jim's.
- 2 Tom said (that) Tina was waiting for him outside.
- 3 Fred said (that) he only watched TV at the weekend.
- 4 Mum said (that) the washing machine wasn't working.
- 5 Evelyn said (that) she was going to buy a new car.
- 6 Samantha told us (that) she was twelve years old.
- 7 Joe told his brother (that) he had broken the window.
- 8 Dan said (that) he had ordered pizza.
- 9 Mark told me (that) he had been painting his room.
- 10 Ryan said (that) we would have a great time at the party.

5

- 1 The teacher told us (that) we should finish the project as soon as possible.
- 2 Dad told my brother (that) he ought to be ashamed of what he'd done.
- 3 She told him (that) he could stay as long as he liked.
- 4 They told us (that) it may be a long time before we saw the results.
- 5 Michael said (that) we could go to the theatre together.
- 6 Our coach said (that) we had to win that game.

7 Adrian told me (that) we might have a chance to meet the President.

6

- 1 the following month
- 2 tomorrow
- 3 they
- 4 here
- 5 the month before
- 6 there
- 7 that day
- 8 next week
- 9 the following day
- 10 the previous month

7

- 1 Pam pointed out that the picnic was the following day.
- 2 Fred whispered that we should all be very quiet.
- 3 Nick added that those shoes looked very uncomfortable.
- 4 Joe remarked that we had to wear our badges all the time.
- 5 Ben yelled that no-one was allowed to go in there.
- 6 Ellie said that they would visit us again the following year.
- 7 Ron pointed out that he had learned how to play tennis the year before / the previous year.
- 8 Tom remarked that she hadn't gone out of the house the day before / the previous day.
- 9 Maria said that that was a horrible thing to happen.
- 10 Harry said that he was doing his homework then.

9

- 1 Mr Gordon said that sky divers had to be eighteen or older and that they should be very fit.
- 2 He added that the equipment could only weigh around fifteen kilos.
- 3 Mr Gordon told me that each skydiver had two parachutes; one was the main canopy and the other was the reserve parachute.
- 4 He said that at one point he had been falling at a speed of 120 mph, and that at that speed he hadn't been able to breathe.
- 5 He pointed out that skydivers didn't suffocate, and that their bodies absorbed oxygen through the skin at that pressure.
- 6 He remarked that he hadn't landed like a sack of flour as he had expected, and that the landing had been quite smooth.
- 7 He added that it had been a great experience and that he was looking forward to his next jump.

11

- 1 Peter told Lucy to give him his MP3 player back.
- 2 Kate asked me not to tell anyone about it.
- 3 Tom told Jen to stop being so silly and listen to him.
- 4 The policeman ordered the man not to move.

- 5 Beth asked Lucy to call her back later.
- 6 Nick asked his father to lend him his camera.
- 7 The teacher told us to open our books to page 45.
- 8 Ryan asked her to turn the music down.
- 9 The man ordered the dog not to touch the food.
- 10 The sergeant ordered the soldier to go with him.

13

- 1 ordered his son to sit down and do
- 2 asked Peter to bring her
- 3 asked her mum to let her go
- 4 asked me to put those bottles
- 5 told Lucy to do what he
- 6 asked Peter to open
- 7 asked her brother to lend her

15

- 1 Alex asked if it was raining in Berlin.
- 2 Sam wanted to know when they were going to finish.
- 3 Andy asked if my brother had won the race.
- 4 Chris asked where I had gone / been last Saturday.
- 5 Maria wondered if / whether Ken had the right address.
- 6 Vicky wanted to know why I had packed your suitcase.
- 7 Kate wondered how long he had been waiting.
- 8 Mr Saunders asked if / whether I had fed the goldfish.
- 9 Beth wanted to know if / whether Mark had stayed at his aunt's.
- 10 Steve asked if / whether they were watching TV.

16

- 1 I was very bad tempered
- 2 she didn't want to speak to me
- 3 she didn't have to be my friend anymore
- 4 if I meant that
- 5 I wouldn't bother her in the future
- 6 we had never fought like that before
- 7 we had had a fight like that the month before
- 8 why I was behaving like a four-year-old
- 9 because she had started it
- 10 to grow up

17

- 1 They asked me, 'Will you return the books next week?'
- 2 Keira asked me, 'Will you make a sandwich?'
- 3 The firefighter said, 'Stay back!'
- 4 Mary said, 'I'll get up early tomorrow.'
- 5 He said, 'We are meeting our friends today.'
- 6 Jack said, 'I sent them an email yesterday.'
- 7 Nick said to Tina, 'You should be more careful in future.'
- 8 Chris said to me, 'I like football.'
- 9 Ian asked, 'Where are we going tonight?'
- 10 Ron asked me, 'Where is your brother?'

18

- 1 what had happened the previous Tuesday
- 2 me that she hadn't been feeling very well
- 3 she had fainted in the bathroom
- 4 who had called for help
- 5 it had been Lucky, her golden retriever
- 6 (that) she lived alone and she had trained Lucky to push the speed dial button for her sister's number on the telephone
- 7 if / whether it was easy to train a dog to do that
- 8 said that Lucky was a clever dog so it had been easy with him
- 9 (that) two of her neighbours had asked her to train their dogs, too
- 10 said she would answer my question in a few weeks

Unit 16

1

He is twelve years old, isn't he?
 You have had dinner, haven't you?
 We'd finished by that time, hadn't we?
 They didn't give you a key, did they?
 The man had left, hadn't he?

Neither / Nor am I.
 So do I.
 Neither / Nor does he.
 Neither / Nor have we.

3

- 1 aren't they?
- 2 must
- 3 do
- 4 have
- 5 aren't I?
- 6 there
- 7 shall
- 8 will
- 9 does
- 10 were they
- 11 will
- 12 hadn't
- 13 didn't
- 14 will

4

- 1 will she?
- 2 will you?
- 3 shall we?
- 4 does he?
- 5 weren't you?
- 6 does he?
- 7 have they?
- 8 aren't I?
- 9 does she?
- 10 will they
- 11 could they?
- 12 haven't you?

5

- 1 didn't he?
- 2 won't you?
- 3 won't they?
- 4 is it?
- 5 don't they?
- 6 don't they?
- 7 can't they?
- 8 isn't it?
- 9 hasn't he?
- 10 didn't he?

7

- 1 Neither can I.
- 2 So will I.
- 3 Nor have we.
- 4 So does mine.
- 5 So should you.
- 6 Nor did John.
- 7 So did we.
- 8 Nor am I.
- 9 Neither do I.
- 10 So were we.

8

- 1 So does
- 2 Neither / Nor had
- 3 So have
- 4 So did
- 5 Neither / Nor were
- 6 Nor / Neither does
- 7 Neither / Nor will
- 8 So must
- 9 Nor / Neither is
- 10 So may

9

- 1 am
- 2 don't
- 3 Neither / Nor
- 4 wouldn't
- 5 haven't
- 6 so
- 7 have
- 8 doesn't
- 9 would
- 10 does

10

- 1 You're going to buy the tickets tomorrow, aren't you?
- 2 Neither / Nor do I.
- 3 You've changed the colour of your hair, haven't you?
- 4 So do I.
- 5 Nor / Neither have I.

Unit 17

1

The young man who / that spoke to me was Brian Williams.

The girl (who / that) you are talking about is my sister.
The dog which / that appears in the advert belongs to me friend.

The house (which / that) they've bought used to be a gallery.

The girl whose turn had come for an audition said she wasn't ready.

This is the spot where we should plant the tree.

December is the month when the shop is busiest.

Frank Campbell, who directed the film, will not be there for the premiere.

This portrait, which was painted by Henri Matisse, belonged to my great-grandmother.

Mr Smith, whose son was getting married, invited us to the wedding.

She's going to visit Glasgow, where she has relatives.

They moved house in 2001, when their baby was born.

3

1 which / that

2 who

3 who

4 (which / that)

5 whose

6 where

7 who / that

8 that / when

9 whose

10 where

4

1 which

6 whom

2 which

7 -

3 -

8 that

4 -

9 -

5 -

10 that

5

1 The pizza you have made is great.

2 The people who've moved next door to us were friendly.

3 I know a girl whose father is a professional footballer.

4 The man who / that was talking to my dad is Jenny's coach.

5 The day finally came when Brian learned how to use the Internet.

6 The cottage where we spent our holidays was very comfortable.

7 The phone number which / that William gave me is wrong.

8 This is the CD (which / that) I was telling you about.

6

1 -

2 Samantha, who had taken French lessons for two years, could speak the language much better than us.

3 -

4 Their garden, which I can see from my bedroom window, is the prettiest in the neighbourhood.

5 Kenneth, who knew the area very well, gave us directions.

6 -

7 Early in the morning, when everyone is still asleep, Mary gets up and takes the dog for a walk.

7

1 There are two chairs in the garden shed, which you can use if you like.

2 Paul, who was wearing an old T-shirt and shorts, looked very scruffy.

3 The little girl, whose grandmother I had just met, smiled at me.

4 My aunt, who lives in Cornwall, has a pony, two dogs and three cats.

5 Edinburgh, which is where I was born, is a beautiful city.

6 The café, which had a lovely view, was by the sea.

7 The school concert, which was organised by the two music teachers, was a great success.

8 Fred, who lived in Madrid for five years, can speak fluent Spanish.

9 2004, which was when he won the lottery, was a lucky year for him.

10 Her new album, which came out a few days ago, isn't as good as the last one.

8

1 Wakeboarding, which is a water sport, is a combination of water-skiing and surfing.

2 A herbivore is an animal which / that only eats plants.

3 A carnivore is an animal which / that only eats meat.

4 An omnivore is an animal which / that eats plants and meat.

5 The Dead Sea, which has 30% salt in its water, is really a lake.

6 The Dead Sea has no plants or animals, which can't live in such salty waters.

7 A safari park is an area where animals are kept in their natural environment.

8 People who / that want to take photographs should be careful, though.

9

I've bought some apples to make an apple pie.

I've bought some apples in order to make an apple pie.

I've bought some apples so that we can make an apple pie.

The day was hot, so they decided to go for a swim.
 The day was so hot that they decided to go for a swim.
 It was such a hot day that they decided to go for a swim.

The concert was cancelled because there was a thunderstorm.

The concert was cancelled because of the thunderstorm.

I felt tired but I decided to go to my cousin's party.
 I felt tired. However, I decided to go to my cousin's party.
 Although I felt tired, I decided to go to my cousin's party.
 In spite of feeling tired, I decided to go to my cousin's party.
 Despite feeling tired, I decided to go to my cousin's party.

Tom is very energetic, while Sam likes to do things slowly.

Tom is very energetic, whereas Sam likes to do things slowly.

11

- 1 in order to
- 2 to
- 3 to
- 4 so that
- 5 In order
- 6 so that
- 7 to
- 8 so that
- 9 in order
- 10 so that

12

- 1 I put all the cans in a bag to take them to the recycling bin.
- 2 Paul bought some snacks in order to treat his friends.
- 3 She ran as fast as she could in order to catch the bus.
- 4 I phone my granny every week to see how she's doing.
- 5 Mary is going to London in order to see an exhibition.
- 6 They are revising the whole book in order to do well in the test.
- 7 They sent me an email to invite me to their house.
- 8 I put on a hat to protect my face from the sun.

13

- 1 She always packs her school bag in the evening so that she can get more sleep in the morning.
- 2 I bought a newspaper so that I had something to read on the bus.
- 3 Jane left early so that she could go to the doctor.
- 4 She exercises every day so that she can get fitter.

- 5 They leave the window open so that they can get some fresh air.
- 6 He set the alarm clock so that he would wake up early the following day.

14

- 1 an interesting speaker that I can listen to her for hours
- 2 small that it could only take two people
- 3 beautiful flowers that I didn't want to cut them
- 4 exciting news that I can't keep it to myself
- 5 a good friend that I would do anything for him
- 6 late that I fell asleep in the car on the way home
- 7 valuable books that we had to wear white gloves to touch them

15

- 1 George's team has just won the Cup, so he is thrilled.
- 2 There is a sale, so you can buy things at a reduced price.
- 3 I have got lots of homework to do so I am going home.
- 4 We don't use the coffee machine, so you can have it.
- 5 She wanted to ask her dad something, so she called him.
- 6 The school bus was late yesterday, so I missed the first lesson.
- 7 They knew they were wrong, so they apologised.
- 8 I listen to their CDs all the time, so I know all their lyrics.

16

- 1 because
- 2 because of
- 3 because
- 4 because
- 5 because of
- 6 because
- 7 because of
- 8 because of

17

- 1 Despite
- 2 However
- 3 but
- 4 Although
- 5 However
- 6 spite
- 7 despite

18

- 1 Despite the fact that she's very tall, they didn't offer her a place in the school basketball team.
- 2 Although the new table arrived, the chairs didn't.
- 3 They are twins. However, they don't look the same.

- 4 Although she took / has taken cookery lessons, she is still an awful cook.
- 5 In spite of the fact that he is a good actor, he didn't get the part in the film.
- 6 It was a difficult thing to do, but they succeeded.
- 7 We ran to the station. However, when we got there the train had already left.
- 8 In spite of the fact that he works in the city, he has chosen to live in the country.
- 9 He seems friendly, but I don't really like him.
- 10 Despite the fact that the film was a comedy, no-one laughed.

19

- 1 January is a cold month in Europe, whereas in Australia it is a hot month.
- 2 She has a good voice and she plays the piano very well.
- 3 I love romantic films, while / whereas my brother thinks they're silly.
- 4 It has been a long time since we last met and he won't remember me.
- 5 We wanted to play football, while / whereas they wanted to go skating.
- 6 They usually spend their holidays in the mountains, while / whereas we prefer the sea.
- 7 We found some eggs in the fridge so we made an omelette.
- 8 I try to have a healthy diet, while / whereas he only eats junk food.
- 9 You were very helpful, while / whereas your colleague was very rude.
- 10 I realised I was wrong, so I apologised to my friend.

20

- 1 because
- 2 But
- 3 who
- 4 whose
- 5 which / that
- 6 so
- 7 that
- 8 However

21

- 1 The Wind blew as hard as it could. However, the shepherd pulled his coat around him tightly.
- 2 He tied it round his waist with a piece of string because he was cold.
- 3 Although the Wind had done its best, it hadn't been able to blow the man's coat away.
- 4 The Sun smiled while the Wind cried with anger, 'Well, if I can't do it, neither can you!'
- 5 The Sun turned its head in order to face the Earth.
- 6 It shone so brightly that the old shepherd felt hot and took off his coat.

Unit 18**3**

- | | |
|------|-------|
| 1 at | 7 at |
| 2 at | 8 In |
| 3 On | 9 on |
| 4 on | 10 on |
| 5 in | 11 in |
| 6 on | 12 On |

6

- | | |
|-----------|-----------|
| 1 in | 9 over |
| 2 to | 10 at |
| 3 to | 11 beside |
| 4 into | 12 below |
| 5 inside | 13 on |
| 6 past | 14 at |
| 7 between | 15 on |
| 8 across | 16 out |

8

- 1 sorry for
- 2 interested in
- 3 laugh at
- 4 fed up with
- 5 taken care of
- 6 crazy about
- 7 heard from
- 8 the same as
- 9 afraid of
- 10 argue with

9

- | | |
|-----|-----|
| 1 a | 5 b |
| 2 c | 6 a |
| 3 b | 7 a |
| 4 c | |

10

- | | |
|-----------|-----------|
| 1 shouted | 5 angry |
| 2 keen | 6 explain |
| 3 belong | 7 similar |
| 4 tired | 8 proud |

11

- | | |
|---------|-------|
| 1 for | 5 for |
| 2 from | 6 of |
| 3 about | 7 on |
| 4 for | |

12

- | | |
|---------|--------|
| 1 on | 7 in |
| 2 for | 8 with |
| 3 about | 9 with |
| 4 at | 10 to |
| 5 for | 11 rom |
| 6 for | 12 out |

14

- 1 get
- 2 run out of
- 3 lie
- 4 away
- 5 for
- 6 through
- 7 turned
- 8 down
- 9 after
- 10 pick

15

- 1 gone off
- 2 give up
- 3 go out
- 4 looked up to
- 5 take up
- 6 go out
- 7 put out
- 8 set off

16

- | | |
|--------|-----------|
| 1 away | 6 up |
| 2 off | 7 on |
| 3 off | 8 forward |
| 4 off | 9 off |
| 5 up | 10 up |

17

- | | |
|---------|----------|
| 1 on | 8 in |
| 2 about | 9 to |
| 3 in | 10 to |
| 4 on | 11 away |
| 5 to | 12 after |
| 6 by | 13 care |
| 7 of | 14 on |

18

Students' own answers.

Use your English (Units 15–18)

- 1 When Harry opened the door, he saw Peter standing on the doorstep. Peter told Harry that ¹ he was going to the sports centre to play basketball and asked him ² if he wanted to go. Harry ³ said that he couldn't because ⁴ he had to finish his homework first. Peter told Harry ⁵ that he hadn't done his homework yet and that ⁶ he would do it that night. Harry ⁷ pointed out / said / told Peter that he was going to be too tired to do it later and ⁸ added that there was a football match on TV at 7 o'clock. ⁹ He told Peter that he wouldn't be able to watch it. Peter agreed with Harry and ¹⁰ added that he hadn't thought of that. Finally, Harry ¹¹ told Peter to go home and do his homework. He also

¹² said / told him he would go round to his house at 6.30 and they would watch the match together. Before he left, Peter ¹³ told Harry not to forget to take some crisps because ¹⁴ they hadn't got any at home.

2

- 1 isn't she?
- 2 will he?
- 3 will you?
- 4 hadn't they?
- 5 didn't it?
- 6 does he?
- 7 aren't I?
- 8 have we?

3

- 1 The woman who is standing next to Mr Brown is his wife.
- 2 We visited the National Gallery, which was my favourite.
- 3 This is the shop where I buy all my clothes.
- 4 The advice you gave me was very useful.
- 5 Steven Travis, who is a film director, is my dad's oldest friend. / Steven Travis, who is my dad's oldest friend, is a film director.
- 6 The time when Tina could run again after the accident came at last.
- 7 The man whose son was in my team thanked me.
- 8 Adele, who had slept all afternoon, didn't want to go to bed so early.

4

- 1 I took some money out of the bank in order to do some shopping.
- 2 The problem wasn't difficult but no one solved it.
- 3 Betty is an expert at skiing whereas I'm terrible.
- 4 It was an ugly dress, despite it being expensive. / It was an ugly dress despite the fact that it was expensive.
- 5 It had been such a tiring day that she couldn't keep her eyes open.
- 6 The game was cancelled because of the heavy rain.

5

- | | |
|---------|---------|
| 1 in | 6 of |
| 2 of | 7 in |
| 3 on | 8 in |
| 4 about | 9 by |
| 5 at | 10 with |

Teacher's notes for photocopiable activity sheets

Teacher's notes for photocopiable activity sheets

Unit 1

Preparation: Photocopy one activity sheet for every pupil in the class.

1 Choose verbs from Box A and time expressions from Box B. Write sentences using the present simple.

- Write the example sentence on the board. Ask pupils to identify the verb and the time expression. Establish that the sentence is in the present simple. Ask if anyone can think of a new present simple sentence using the same verb and time expression. Write this on the board.
- Explain that pupils should choose verbs from Box A and time expressions from Box B to write simple present sentences.
- Check that pupils are writing grammatically correct and meaningful sentences as they work.

2 Using the verbs from Exercise 1 and time expressions from Box C, write new sentences in the present continuous.

- As before, write the example sentence on the board and ask pupils to identify the verb and time expression.
- Explain that this time they are going to write sentences in the present continuous using the verbs from their sentences in Exercise 1 with time expressions from Box C.
- Circulate, checking that pupils are using the present continuous tense this time.

3 Work with your partner. Choose one verb from Box A and a time expression from Box B or C. Make as many different sentences as you can in 3 minutes.

- Ask the class to work in pairs, choosing one

pupil in each pair to write their sentences. The pairs choose a verb and time expression from the boxes and write them in their notebooks. Explain that they have three minutes to produce as many grammatically correct sentences as they can.

- Time pupils and circulate, helping if they run out of ideas.
- At the end, establish how many sentences each pair managed to produce. If there is time, ask them to read out their sentences.

Unit 2

Preparation: Photocopy one activity sheet for every pupil in the class.

1 Read and complete the story.

- Explain to pupils that some phrases are missing from the story. Ask them to find the missing parts and complete the text.
- Pupils work on their own to complete the story. While they are working, copy the story onto the board, leaving gaps for the missing parts.
- When they have finished, invite pupils to the front to write in the missing sections on the board.

Answers

Last Saturday **I was in the park** when I saw two dinosaurs playing tennis.

When **they weren't looking**, I took a photo of them.

At 1 o'clock **they went to a cafe** for a sandwich.

All the people ran away **while they were eating**.

After lunch the dinosaurs **went to the lake**. **While they were feeding the ducks**, they heard a baby crying.

The dinosaurs were frightened **so they ran away**.

- #### 2 Now work with a partner and write your own stories. Choose one of the openers below and write the first sentence. Swap with your partner and write the next

sentence of their story. Continue in this way until you have completed your stories.

- Tell pupils that they are going to work in pairs to write their own funny stories. Brainstorm ideas for stories with the class and write them on the board, along with key past tense words and phrases pupils might want to use. Prompt pupils to check the story in Exercise 1 for these if they have difficulty coming up with ideas.
- Explain that all pupils should choose one of the openers provided and write a first sentence. They then swap sheets with their partner and write a second sentence for their partner. They should continue in this way, swapping papers after each sentence, until they have completed the story.

3 Read your story to the class.

- Pupils take turns to read their stories to another pair. Display the most interesting and funny stories in the classroom.

Unit 3

Preparation: Photocopy one activity sheet for every pupil in the class.

1 Draw lines to match the parts of the sentences.

- Use the example to explain that pupils need to match the first part of the sentences on the left with the correct ending on the right by drawing a line to connect them.
- Pupils work on their own to complete the sentences.

Answers

Jane has been making cakes this morning.
He's the best friend I've ever had.
I haven't been going to the cinema recently.
I have never been to Japan or China.
Jack has been writing a book about aliens.
We haven't finished lunch yet.
The boys have been playing in the park for hours.
I have always liked cats.

2 Write the sentences from Exercise 1 in the correct columns.

- Explain that pupils should write out the sentences from Exercise 1 in the correct column – **Present perfect simple** or **Present perfect continuous**.

Answers

Present perfect simple

He's the best friend I've ever had.
I have never been to Japan or China.
We haven't finished lunch yet.
I have always liked cats.

Present perfect continuous

Jane has been making cakes this morning.
I haven't been going to the cinema recently.
Jack has been writing a book about aliens.
The boys have been playing outside for hours.

- Circulate as pupils work, checking they are putting their sentences in the correct column.
- If there is time, ask pupils to take turns to read out sentences. The rest of the class should say if the sentence is in the present perfect simple or present perfect continuous.

3 Work with your partner. Write as many sentences as you can about Beth and Peter.

- Read out Beth's statement. Go through the example sentence and ask pupils for one or two other reasons why she may be hot.
- Pupils work in pairs to write as many reasons as they can, using the present perfect continuous. Give a time limit of no more than five minutes for this activity.
- Ask pupils to read out their sentences when they have finished.
- Repeat for Peter's statement, pointing out that this time they should use the present perfect simple.

Unit 4

Preparation: Photocopy one activity sheet for every three pupils in the class.

- Divide the class into groups of three and give each group an activity sheet. Pupils cut the cue cards out and place them in a pile face down.
- Demonstrate the activity by turning over a card and writing the cue on the board, using a different colour for the bold words. Point out the word/s in colour and prompt pupils to respond using these words in their answers, correcting any mistakes they make.
- Explain that pupils should take turns to pick up a cue card and respond using the words in bold. If the others in the group agree that the sentence is grammatically correct, they should keep the card; if not, it should be placed at the bottom of the pile. The winner is the person with the most cards at the end of the game.

Unit 5

Preparation: Photocopy one activity sheet for every pupil in the class.

1 Read and complete the sentences.

- Pupils complete the sentences with the missing phrases.

Answers

He had been taking photos since 10 o'clock in the morning.	PPC
After the party I had sore feet because I had been dancing so much.	PPC
We had cycled for over an hour before we found a café.	PPS
I had just finished cooking when the oven broke.	PPC
Sarah had told me all about her holiday by the time we got home.	PPS
They had never seen such a lovely house before.	PPS
I had been teaching Peter Spanish for several weeks before he gave up.	PPC
By the age of four she had learnt to read.	PPS

2 Look at Exercise 1 again. Write PPS next to the past perfect simple sentences and PPC next to the past perfect continuous sentences.

- Explain that pupils must decide if each sentence in Exercise 1 uses the past perfect simple or the past perfect continuous. They should write PPS or PPC in the space next to each sentence.
- As the pupils are working, write the headings *Past perfect simple* and *Past perfect continuous* on the board. When pupils have finished, invite volunteers to come and write sentences on the board under the correct headings.

3 Work with a partner and choose A or B. Read a sentence opener from your partner's list. Your partner should choose the best ending. Take turns to complete the sentences in your lists.

- Demonstrate the activity with a volunteer. Tell the volunteer to choose a sentence opener from list A. Suggest an ending and prompt the class to either agree or disagree with your choice. Repeat. This time you choose a sentence from list B and ask the volunteer to suggest an ending.
- Pupils work in their pairs to complete the sentences with the best endings.

5 Now write the complete sentences from Exercise 3 above.

- Pupils work on their own to write eight sentences from Exercise 3 in their notebooks.

Answers

A

We had just sat down when the baby began to cry.
 She had been living in Germany before she moved to France.
 Paul had gone to the cinema by the time I phoned him.
 The children had been playing in the snow and they were very wet.

B

I had started my meal before Jack got home. He had been running, so he was hot when he got to the bus stop.

Sam failed his test because he had not been working hard enough.

They had been watching TV for a few minutes when the lights went out.

Unit 6

Preparation: Photocopy one activity sheet for each group of four pupils.

1 Game.

- Divide the class into groups of four and give a sheet to each group. Ask pupils to cut out the prompt cards on the sheet then put them face down in a pile.
- Demonstrate the game. Pick up a card, read out the prompts and write them on the board, eg: *Permission / may*. Ask pupils to make a permission sentence using the modal, eg *May I go to lunch now?* Brainstorm two or three more examples with the class, encouraging them to make both statements and questions.
- Explain that pupils should take turns to pick up a card and make a sentence using the modal and prompt given. If the group agrees that the sentence is correct, the pupil keeps the card; if not, they should place it at the bottom of the pile. The winner is the person with the most cards at the end.

2 Writing

- Ask the groups to collect the prompt cards, shuffle them and lay them face down in five rows.
- Pupils should take one card from each row and write a sentence according to the prompt on each of their cards.
- If there is time at the end, bring the class together and call out prompts from the cards. Pupils who have the matching prompt cards should stand up and read out their sentences.

Unit 7

Preparation: Photocopy one activity sheet for every pupil in the class.

1 Choose words from different boxes and write sentences.

- Go through the example with the class. Ask pupils to make another sentence about Steve using a modal from a different box. Explain that pupils should choose modals from different boxes for each of their three sentences.
- Pupils work on their own to write sentences for each of the prompts. Circulate, and help with ideas if pupils are struggling.

2 Underline the modal verb in each sentence. Write the letter in the box to show the function for each type of verb you used.

- Write the example sentence from Exercise 1 on the board. Ask a volunteer to underline the modal verb. Then ask the class to say what function the sentence expresses (obligation).
- Pupils work on their own to underline the modal verbs and categorise their sentences by writing the correct letter, A, B, C or D in the box next to each sentence.

Unit 8

Preparation: Photocopy one activity sheet for every pupil in the class.

1 Make sentences and write them in the correct columns.

- Go through the example with the class.
- Pupils work on their own to match and write the sentences in the correct column.

Answers**Zero conditional**

If I eat chocolate, I get spots.

If you don't keep ice cream in the freezer, it melts.

When I do lots of exercise, I feel healthy.

When you sit in the sun for too long, you get burnt.

First conditional

If you don't want to read your book, you can give it to me.

If you look in the fridge, you should find some drinks.

If it's snowing tomorrow, we could make a snowman.

If Miss Parks moves to another school, I'll be very sad.

2 Write about what you would do if you were a good singer. Use the second conditional.

- Go through the first part of the activity with the class. Write the cues on the board and ask pupils to produce a sentence from the prompts using the second conditional.
- Pupils work on their own, using the prompts to write sentences in the second conditional.

Answers:

If I were a good singer, I could write a great song.

If I wrote a really good song, I could make a music video.

If I made a music video, it might get on TV.

If the video got on TV, I could become a pop star.

If I became a pop star, I would make a lot of money.

If I made a lot of money, I would buy a big house in the country.

If I bought a big house in the country, I would have lots of parties.

3 Write about mistakes you have made in the last few days. Use the third conditional.

- Go through the example given in the Pupil's Book. Ask one or two pupils to tell the class about things that have gone wrong for them in the past few days. Write key words on the board.
- Pupils work on their own, writing about mistakes they have made recently.
- If you have time, ask some pupils to read out their work.

Unit 9

Preparation: Photocopy one activity sheet for each group of four pupils.

1 Game.

- Divide the class into groups of four and give a sheet to each group. Ask pupils to cut out the prompt cards on the sheet then put them face down on the desk in three rows of four cards. Pupils should choose a partner from the group to work with.
- Demonstrate the game. Ask a pupil to choose a card and read out the prompt. Say something that begins with *I wish...* or *If only...* to show that you wish the present situation were different, or to express regret about the past. Then prompt the pupil to make a second sentence.
- Explain that pupils should take turns to choose a prompt card. The pair choosing the card should make one *I wish / If only* sentence each. If they make two correct sentences they should keep their card. If they can't think of two sentences, or their sentences aren't appropriate for the situation, they should put the card back. The next team should choose a new card.
- The winning team is the one with the most cards at the end of the game.

2 Writing

- Ask the groups to collect up the prompt cards, shuffle them and lay them face down in three rows.
- Each pupil should take one card from each row and write two sentences according to the prompt on each of their cards.
- If there is time at the end, bring the class together and call out prompts from the cards. Pupils who have the matching prompt cards should stand up and read out their sentences.

Unit 10

Preparation: Photocopy one activity sheet for every pupil in the class.

- 1 Your home has been burgled. Your room is a mess. Describe the scene for the police report, using all the words in the boxes.**

- Tell pupils they have arrived home to discover their home has been burgled. Their bedroom is in a terrible mess. The burglars have searched through everything so nothing is where it should be.
- Explain that they should imagine the scene and write about it for the police, using all the prompts in the boxes and any other vocabulary they need. They can refer to their Pupil's Book if they need help with ideas.

2 Work with a partner. Read their report of the burglary. Imagine you are a police officer, and write four questions asking for more information.

- Pupils work in pairs, swap sheets and write four questions about the burglary for their partner to answer.

3 Now answer your partner's questions.

- Pupils answer their partner's questions.
- If there is time at the end, ask for volunteers to read out their descriptions.

Unit 11

Preparation: Photocopy one activity sheet for every pupil in the class.

1 Tick the sentences that are in the passive.

- Pupils read and tick the passive sentences.
- Go through the answers with pupils, checking they have all correctly identified the passive sentences.

Answers

Passive sentences:

- 1 Dinner is being cooked by Susan. ✓
- 3 The washing machine was being mended when I arrived. ✓
- 4 Cars are going to be made at the new factory. ✓
- 7 Cricket is played in many countries. ✓
- 8 Thousands of homes were destroyed by the flood. ✓
- 9 The DVD recorder has not been repaired. ✓

2 Rewrite the sentences you haven't ticked in the passive.

- Pupils work on their own to rewrite the sentences they didn't tick in Exercise 1 in the passive.

Answers

- 2 Great Expectations was written by Charles Dickens.
- 5 Sports programmes are watched by millions of people.
- 6 Her handbag was stolen (by a man).
- 10 The pictures are going to be taken by Rick.

3 Use the verbs to write passive sentences in the past, present and future tenses. Write three different sentences using the same verb.

- Begin by asking pupils to identify one past, present, and future tense sentence from Exercises 1 and 2. Then explain that pupils should write three different passive sentences using the verb given. They must write one in each of the tenses.
- Circulate as pupils work, checking that they are using the three tenses. Encourage them to look at Exercise one and their Pupil's Book if they are having difficulty.

Unit 12

Preparation: Photocopy one activity sheet for every pupil in the class.

1 Choose and complete the sentences.

- Pupils complete the sentences with the correct words from the box.

Answers

- 1 I **am having my** MP3 player repaired at the moment.
- 2 I **will get my** duvet cleaned soon.
- 3 David **had his** car stolen yesterday.
- 4 I'm **going to get** the kettle mended.
- 5 They should **have their** fridge replaced.
- 6 Sam **has had a** wall knocked down in his garden recently.
- 7 We **have our** windows cleaned every month.

- 8 The little girl **had had her** face painted before she went to the party.
 9 They **were having** their locks changed at about 10 o'clock this morning.

2 Work with a partner and think of some ideas you could use to write about each event. Write key words in the boxes.

- Write the sentences: *You had a bad day yesterday. / You have moved house.* on the board. Ask pupils to brainstorm a few ideas for each topic. Write key words under the correct headings.
- Pupils work in pairs to think up their own ideas for each topic and write notes in the two boxes.

3 Choose one event each from Exercise 2. Write about it using your ideas and the causative form.

- Explain to pupils that they should now choose one of the two topics to write about. They must use the causative form for their descriptions. Explain that they can refer to the examples in Exercise 1 to help them make sentences.
- Circulate as pupils work, encouraging them to use a variety of tenses as they write.

Unit 13

Preparation: Photocopy one activity sheet for every four pupils in the class.

- Ask pupils to get into groups of four. Hand out an activity sheet to each group and ask them to cut the sheets along the dotted lines to make four separate cards. Each pupil in the group should take one card.
- Explain that pupils are going to write about their favourite people. Write the headings **Singers, Actors, Sports Stars, Super Heroes** on the board. Get pupils to name a few of their favourite people in each category. Ask questions about the people in one category, eg: *Do you think Brad Pitt is a more serious / better / funnier / more talented actor than Jim Carey?*
- Explain that pupils are going to begin the activity by writing a sentence in the first box on their card comparing two people in the category indicated. They should then pass

their card to the person next to them in the group. Pupils should write the next sentence on the new card, again comparing two people in the category. They should continue in this way until they get their card back again.

- Tell pupils they should now take a group vote on who is the most interesting / best / most talented person in each category. Pupils should then write the outcome of the vote in the final box of their category.

Unit 14

Preparation: Photocopy one activity sheet for every pupil in the class.

1 Find and circle eight verbs in the word square. Two verbs don't take the infinitive. Write them below.

- Pupils work on their own to find the eight verbs and write the two that don't take the infinitive in the space provided.
- When pupils have finished, elicit the answers and write them on the board to check that all pupils have the correct answers, as they will need to use these verbs in the next activity.

Answers

p	a	l	t	f	c	k	l	k	d
v	d	e	r	s	t	h	o	p	e
l	m	t	y	n	p	d	r	l	c
b	h	j	o	y	r	c	f	p	i
l	e	a	r	n	o	r	o	t	d
g	u	x	c	f	m	d	r	l	e
m	o	g	d	k	i	o	g	h	e
a	c	p	m	t	s	x	e	c	n
k	f	r	l	b	e	u	t	f	k
e	y	t	c	w	a	n	t	j	k

make and **let** do not take the infinitive

2 Write a sentence for each verb. Where words are given use them in your sentences.

- Explain that pupils should write a sentence for each verb they circled in Exercise 1. Point out

that they must use the additional prompts in their sentences where they are supplied.

- As pupils work, circulate and help if pupils are having any difficulties producing the sentences.

③ Write two sentences. Use the infinitive in sentence 1 and the gerund in sentence 2.

- Pupils work on their own to complete the pairs of sentences using the infinitive and gerund.

Answers

- 1 Daisy began to play the piano when she was fifteen.
Daisy began playing the piano when she was fifteen.
- 2 The baby started to cry at midnight.
The baby started crying at midnight.
- 3 Ivor hates to watch daytime television.
Ivor hates watching daytime television.
- 4 Laura continued studying dance at university.
Laura continued to study dance at university.

Unit 15

Preparation: Photocopy one activity sheet for every pupil in the class.

① Use the prompts to ask your partner questions. Write notes.

- Ask volunteers to make questions from one or two of the prompts given. Then explain that pupils must use these prompts to ask their partner questions about themselves. They should make a note of the answers in the space provided.
- Pupils work in pairs. One should ask questions and take notes, and the other should answer the questions truthfully. They should then swap roles.

② Write a report of your conversation. Use the phrases below to help you.

- Pupils write a report of the conversation saying what they have learnt about their partner. Explain that they should use the phrases provided to help them write their reports.

- Circulate, helping pupils with any difficulties they may have in forming reported speech sentences.

③ Play the guessing game in groups. Choose three pieces of information and tell the group.

- Divide the class into groups of four or five pupils. Ask one pupil in each group to collect the worksheets, shuffle them and place them face down.
- Explain that pupils should take turns to pick an activity sheet and choose three pieces of information from Exercise 2 to tell the group. They should use the present tense to do this as in the example. Point out that pupils should not reveal who the text is about. The rest of the group should then guess who the mystery person is.

Unit 16

Preparation: Photocopy one activity sheet for every pupil in the class.

① Write questions for your partner that you think are true. Use all the subjects from Box A and choose question tags from Box B.

- Divide the class into pairs. Then explain that pupils must choose a subject from Box A and a question tag from box B, and write a sentence that they think is true about their partner and that they will agree with. Demonstrate this by going through the example with the class. Explain that pupils should make one sentence for each subject, but they can choose any questions tags as long as they make sensible questions.
- Pupils work on their own to write sentences for their partners.

② Swap activity sheets with your partner. Read their questions and put a tick next to the ones you agree with.

- Pupils swap sheets with their partner, read the questions and put a tick next to those they agree with.

- Ask pupils to count up how many sentences their partner agreed with. Pupils should then tell you their scores. Declare the pupil who knew most about their partner the winner.

3 Read and answer the questions.

- Explain that pupils should read and answer the questions in full. Demonstrate this by getting pupils to say how they feel at the moment. Write the full sentence *I feel... at the moment.*
- As pupils write their answers, circulate and check that they are producing full sentences and not just one word responses.

4 Talk to your partner about your answers to Exercise 3. Do they agree with you?

- Go through the example with the class, explaining that one pupil should make a statement about themselves using the sentences they have written and the other should either agree or disagree with it.
- Pupils work with their partner and take turns to make statements and agree / disagree with them.

Unit 17

Preparation: Photocopy one activity sheet for each group of three pupils in the class.

1 You are going to write a story. Work in groups of three and choose a title from the list. Talk about what happens in the story and write notes.

- Ask pupils to get into groups of three and give each group an activity sheet.
- Explain that pupils are going to write a story. First they must choose a title from the list, talk about the plot and write notes about the main events. They can write whatever they like, as long as there is a connection with the title and the story is exciting.
- Tell pupils to choose one person in each group to take notes as they discuss their storylines.

2 Write your story using as many of the words from the box as you can.

- Tell the class their next task is to write the story in full. Explain that they should try to include as many words from the box as they can in their stories.
- Circulate as pupils work, encouraging them to discuss how they are going to structure their sentences so they can use the words from the box. If they have difficulty, tell them to look at their Pupil's Book for ideas.

3 Read your finished story to the class.

- Pupils should choose one person from each group to read their story to the class.
- When everyone has finished reading, ask each group how many of the words from the box they managed to use in their stories. Declare the group that used the most as the winner. Then take a class vote on the best / most exciting story.

Unit 18

Preparation: Photocopy one activity sheet for every pupil in the class.

1 Match and write.

- Pupils match the adjectives and verbs with their prepositions and write them in the space provided.
- Go through the answers with pupils as they will need to use them in the next exercise.

Answers:

listen to	afraid of	believe in
escape from	keen on	angry with
ready for	shout at	

2 Complete the sentences using the matched words from Exercise 1.

- Pupils use their answers from Exercise 1 to complete the sentences.

Answers

- 1 He didn't have to **shout at** me. I wasn't doing anything wrong.
- 2 I'm not **keen on** that dress. I prefer the red one.
- 3 The park keeper ran as fast as he could to **escape from** the tiger.
- 4 By 7 o'clock Angie was **ready for** her guests.
- 5 Joe doesn't like bats much but he's really **afraid of** snakes.
- 6 Dad is **angry with** me because I got home very late last night.
- 7 Let's **listen to** the concert on the radio tonight.
- 8 Jack doesn't really **believe in** aliens. He just likes to read about them.

3 Read and complete the definitions with the correct word.

- Pupils work on their own to complete the definitions.

Answers

- 1 If you **get on** with a person, you like being with them.
- 2 If you **look up** something / **look** something **up** in a book, you try to find information about it.
- 3 If you **take off** your clothes / **take** your clothes **off**, you remove them.
- 4 If you **turn on** something / **turn** something **on**, you make it start to work.
- 5 If you **give away** something / **give** something **away**, you give it to a person without getting anything back.
- 6 If you **set off** on a journey, you begin it.
If there is time, ask pupils to write a sentence for each definition in their notebooks.

Unit 1

A

play	think
go	watch
leave	study
have	walk
talk	feel
make	look

B

in the evening
sometimes
on Saturdays
always
never
every day
usually

C

now
today
at the moment
for a few days
this week
this month
these days

- 1** Choose verbs from Box A and time expressions from Box B. Write sentences using the present simple.

1 Anna always looks happy.
2
3
4
5
6
7

- 2** Using the verbs from Exercise 1 and time expressions from Box C, write new sentences in the present continuous.

1 What are you looking for now?
2
3
4
5
6
7

- 3** Work with your partner. Choose one verb from Box A, and a time expression from Box B or C. Make as many different sentences as you can in 3 minutes.

.....
.....
.....
.....
.....

Unit 2

1 Read and complete the story.

While they were feeding the ducks
they weren't looking went to the lake
so they ran away I was in the park
they went to a café while they were eating



Last Saturday when I saw two
dinosaurs playing tennis.

When, I took a photo of them.

At 1 o'clock for a sandwich.

All the people ran away

After lunch the dinosaurs

....., they heard a baby crying.

The dinosaurs were frightened

2 Now work with a partner and write your own stories. Choose one of the openers below and write the first sentence. Swap with your partner and write the next sentence of their story. Continue in this way until you have completed your stories.

While I was eating lunch, I heard...

This morning I was playing with friends, when suddenly...

As we were driving, I...

It was 10 o'clock at night when...

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

3 Read your story to another pair.

Unit 3

1 Draw lines to match the parts of the sentences.

- | | |
|------------------------------|-------------------------|
| 1 Jane has been making | to Japan or China. |
| 2 He's the best friend | outside for hours. |
| 3 I haven't been going | liked cats. |
| 4 I have never been | lunch yet. |
| 5 Jack has been writing | cakes this morning. |
| 6 We haven't finished | to the cinema recently. |
| 7 The boys have been playing | I've ever had. |
| 8 I have always | a book about aliens. |

2 Write the sentences from Exercise 1 in the correct columns.

Present perfect simple

- 1
 2
 3
 4

Present perfect continuous

- 5
 6
 7
 8

3 Work with your partner. Write as many sentences as you can about Beth and Peter.



Why is Beth hot?

Beth has been sitting in the sun.

.....

I've got my exams this week.



What has / hasn't Peter done?

Peter hasn't worked hard in Maths.

.....

Unit 4



You were late for school today.
What are you **going to** do tomorrow?



You are very tired.
What **will** you do tonight?



What do you **think** you **will** do
when you leave school?



Your mum is very busy.
Say what you **will** do to help.



Your room is in a mess.
Say when you **will** have tidied it.



What are you **going to** do
after school?



You can't make your MP3 player work.
Ask someone if they **will** help you.



What **will** you be doing
at the weekend?



Say when you **will** have finished your
exams **by**.



There is a party on Saturday.
What are you **going to** wear?



When will you be going on holiday?



You have forgotten to write up your
project.
Say when you **will** have finished it **by**.

Unit 5

1 Read and complete the sentences.

had told me had been teaching had learnt had been dancing
had cycled ~~had been taking~~ had never seen had just finished cooking

- 1 He *had been taking* photos since 10 o'clock in the morning. PPC
- 2 After the party I had sore feet because I so much.
- 3 We for over an hour before we found a café.
- 4 I when the oven broke.
- 5 Sarah all about her trip by the time we got home.
- 6 They such a lovely house before.
- 7 I Peter Spanish for several weeks before he gave up.
- 8 By the age of four she to read.

2 Look at Exercise 1 again. Write PPS next to the past perfect simple sentences and PPC next to the past perfect continuous sentences.

3 Work with a partner and choose A or B. Read a sentence opener from your partner's list. Your partner should choose the best ending. Take turns to complete the sentences in your lists.

A

We had just sat down ...
She had been living in Germany ...
Paul had gone to the cinema ...
The children had been playing
in the snow

...by the time I phoned him.
...before she moved to France.
...and they were very wet.
...when the baby began to cry.

B

I had started my meal ...
He had been running ...
Sam failed his test ...
They had been watching TV ...

...for a few minutes when the lights went out.
...before Jack got home.
...because he had not been working hard
enough.
...so he was hot when he got to the bus stop.

4 Now write the complete sentences from Exercise 3.

We had just sat down when the baby began to cry.

.....

.....

.....

.....

.....

.....

.....

.....

.....

Unit 6

 Ability can 	 Permission allowed to 	 Request will you 	 Suggestion let's
 Offer shall I 	 Suggestion what about 	 Ability could 	 Permission may
 Suggestion why don't 	 Request can you 	 Offer would you like 	 Ability will be able to
 Request could you 	 Suggestion shall we 	 Ability has been able to 	 Offer can I
 Ability is able to 	 Permission can 	 Request would you 	 Suggestion how about

Unit 7

A: Obligation/Absence of obligation

must, have to, not have to
need to, not need to

B: Restriction/Prohibition

mustn't, can't, not allowed

C: Advice

Should, ought to, had better

D: Possibility/Probability

may, might, could

1 Choose words from different boxes and write sentences.

Steve is a French teacher.



- ☒ A He has to work hard.
☐
☐

Sam has broken his leg.



- ☐
☐
☐

Jane wants to buy a house.



- ☐
☐
☐

Your friend is going to Egypt.



- ☐
☐
☐

Anne wants to get fit.



- ☐
☐
☐

Jake is taking his exams soon.



- ☐
☐
☐

2 Underline the modal verb in each sentence. Write the letter in the box to show the function for each type of verb you used. (e.g. D = possibility, etc.)

Unit 8

1 Make sentences and write them in the correct columns.

If you don't keep ice cream in the freezer,

If you don't want to read your book,

When I do lots of exercise,

If you look in the fridge,

it melts.

I feel healthy.

When you sit in the sun for too long,

If it's snowing tomorrow,

you get burnt.

you can give it to me.

If Miss Parks moves to another school,

we could make a snowman.

I'll be very sad.

you should find some drinks.

Zero Conditional

If I eat chocolate, I get spots.

First Conditional

2 Write about what you would do if you were a good singer. Use the second conditional.

- 1 good singer / write a great song
- 2 write a great song / make a music video
- 3 made a music video / get on TV
- 4 video got on TV / become a pop star
- 5 become a pop star / make a lot of money
- 6 make a lot of money / buy a big house in the country
- 7 buy a big house in the country / have lots of parties

1 If I was / were a good singer, I would write a great song.

- 2
- 3
- 4
- 5
- 6
- 7

3 Write about mistakes you have made in the last few days. Use the third conditional.

If I hadn't gone shopping on Saturday, I wouldn't have spent so much money.

-
-

Unit 9



You are in a new class. You don't know anyone.



You have had an argument with your friend. Now he / she isn't talking to you.



You forgot to buy your mum a birthday present. Now the shops are closed.



Your friends saw a great film yesterday. You had to stay at home and tidy your room.



Your computer doesn't work. You don't know what's wrong with it.



You forgot to bring a packed lunch to school today. You haven't got any money.



A dog is in the garden next door. It won't stop barking.



You went swimming in the sea. Now you have a cold.



You have curly brown hair. You don't like it.



You have seen some great clothes in a shop. They are very expensive.



You sat for too long in the sun yesterday. Now you are sunburnt.



You didn't work hard in your Science lessons. You have failed the exam.

Unit 10

- 1** Your home has been burgled. Your room is a mess. Describe the scene for the police report, using all the words in the boxes.

some a pair of
any a piece of
lots of a glass of
a few a box of
no

everything floor chair
anything bed desk
nothing cupboard rug
everywhere table

POLICE REPORT

My room was in a mess.

- 2** Work with a partner. Read their report of the burglary. Imagine you are a police officer, and write four questions asking for more information.

1 *Was there anything under the rug?*

2
3
4
5

- 3** Now answer your partner's questions.

I found two black hairs under the rug.

.....
.....
.....
.....

Unit 11

1 Tick the sentences that are in the passive.

- 1 Dinner is being cooked by Susan.
- 2 Charles Dickens wrote Great Expectations.
- 3 The washing machine was being mended when I arrived.
- 4 Cars are going to be made at the new factory.
- 5 Millions of people watch sports programmes.
- 6 A man stole her handbag.
- 7 Cricket is played in many countries.
- 8 Thousands of homes were destroyed by the flood.
- 9 The DVD recorder has not been repaired.
- 10 Rick is going to take the pictures.

☒
☐
☐
☐
☐
☐
☐
☐
☐
☐

2 Rewrite the sentences you haven't ticked in the passive.

- 1
- 2
- 3
- 4

3 Use the verbs to write passive sentences in the past, present and future tenses. Write three different sentences using the same verb.

plant

- 1 *This rose was planted in 1997.*
- 2 *New herbs are planted each year.*
- 3 *Six new trees will be planted here.*

find

- 1
- 2
- 3

finish

- 1
- 2
- 3

paint

- 1
- 2
- 3

give

- 1
- 2
- 3

bite

- 1
- 2
- 3

sell

- 1
- 2
- 3

clean

- 1
- 2
- 3

Unit 12

1 Choose and complete the sentences.

had his has had ~~am having my~~ had had her were having have their
 will get my have our going to get

- 1 I am having my MP3 player repaired at the moment.
- 2 I am my duvet cleaned soon.
- 3 David car stolen yesterday.
- 4 I'm the kettle mended.
- 5 They should fridge replaced.
- 6 Sam a wall knocked down in his garden recently.
- 7 We windows cleaned every month.
- 8 The little girl face painted before she went to the party.
- 9 They their lock changed at about 10 o'clock this morning.

2 Work with a partner and think of some ideas you could use to write about each event. Write key words in the boxes.

You had a bad day yesterday.

bus pass / stolen

.....

You have moved house.

.....

3 Choose one event from Exercise 2. Write sentences in the causative form using your notes from Exercise 2.

.....

Unit 13



Singers

.....
.....
.....
.....
.....

Actors

.....
.....
.....
.....
.....



Sports Stars

.....
.....
.....
.....
.....

Super Heroes

.....
.....
.....
.....
.....



Unit 14

1 Find and circle eight verbs in the word square.

p	a	l	t	f	c	k	l	k	d
v	d	e	r	s	t	h	o	p	e
l	m	t	y	n	p	d	r	l	c
b	h	j	o	y	r	c	f	p	i
l	e	a	r	n	o	r	o	t	d
g	u	x	c	f	m	d	r	l	e
m	o	g	d	k	i	o	g	h	e
a	c	p	m	t	s	x	e	c	n
k	f	r	l	b	e	u	t	f	k
e	y	t	c	w	a	n	t	j	k

.....

.....

Two of the verbs above don't take the infinitive. Write them above.

2 Write a sentence for each verb. Where words are given, use them in your sentences.

- | | |
|---------------|-----------------------|
| 1 | 5 |
| too | help |
| 2 | 6 |
| 3 | 7 |
| enough | not ... enough |
| 4 | 8 |

3 Write two sentences. Use the infinitive in sentence 1 and the gerund in sentence 2.

- Daisy began / play the piano when she was fifteen
 Daisy began to play the piano when she was fifteen.
 Daisy began playing ...
- The baby started / cry at midnight

- Ivor hates / watch daytime television

- Laura continued / study dance at university

Unit 15

1 Use the prompts to ask your partner questions. Write notes.

Age?

Birthday?

Favourite film?

Favourite book?

Next holiday - when?

Next holiday - where?

Study after finished school?

Job?

2 Write a report of your conversation. Use the phrases below to help you.

I asked....

..... replied / said / told me / added ...

.....

.....

.....

.....

.....

.....

.....

.....

.....

3 Play the guessing game in groups. Choose three pieces of information and tell the group.

This person is fourteen and his / her birthday is in June. This person wants to be an actor.

Unit 16

- 1 Write questions for your partner that you think are true. Use all the subjects from Box A and choose question tags from Box B.**

Box A

family	a city
food	the weather
sport	a friend
holidays	clothes
school subjects	favourite things

Box B

do / don't you?	does / doesn't he / she / it?
have / haven't you?	has / hasn't he / she / it?
can / can't you?	is / isn't he / she / it?
are / aren't you?	shall / must we?

Questionnaire		Tick
1	<i>You like spicy food, don't you?</i>	☐
2	.....	☐
3	.....	☐
4	.....	☐
5	.....	☐
6	.....	☐
7	.....	☐
8	.....	☐
9	.....	☐
10	.....	☐

- 2 Swap activity sheets with your partner. Read their questions and put a tick next to the ones you agree with.**

- 3 Read and answer the questions.**

- | | |
|--|-------|
| 1 How do you feel at the moment? | ..... |
| 2 What food don't you like to eat? | ..... |
| 3 What are you going to do after school? | ..... |
| 4 What do you want to do at the weekend? | ..... |
| 5 Which sports aren't you good at? | ..... |
| 6 Have you ever played chess? | ..... |

Unit 17

- 1** You are going to write a story. Work in groups of three and choose a title from the list. Talk about what happens in the story and write notes.

The Hare and the Tortoise

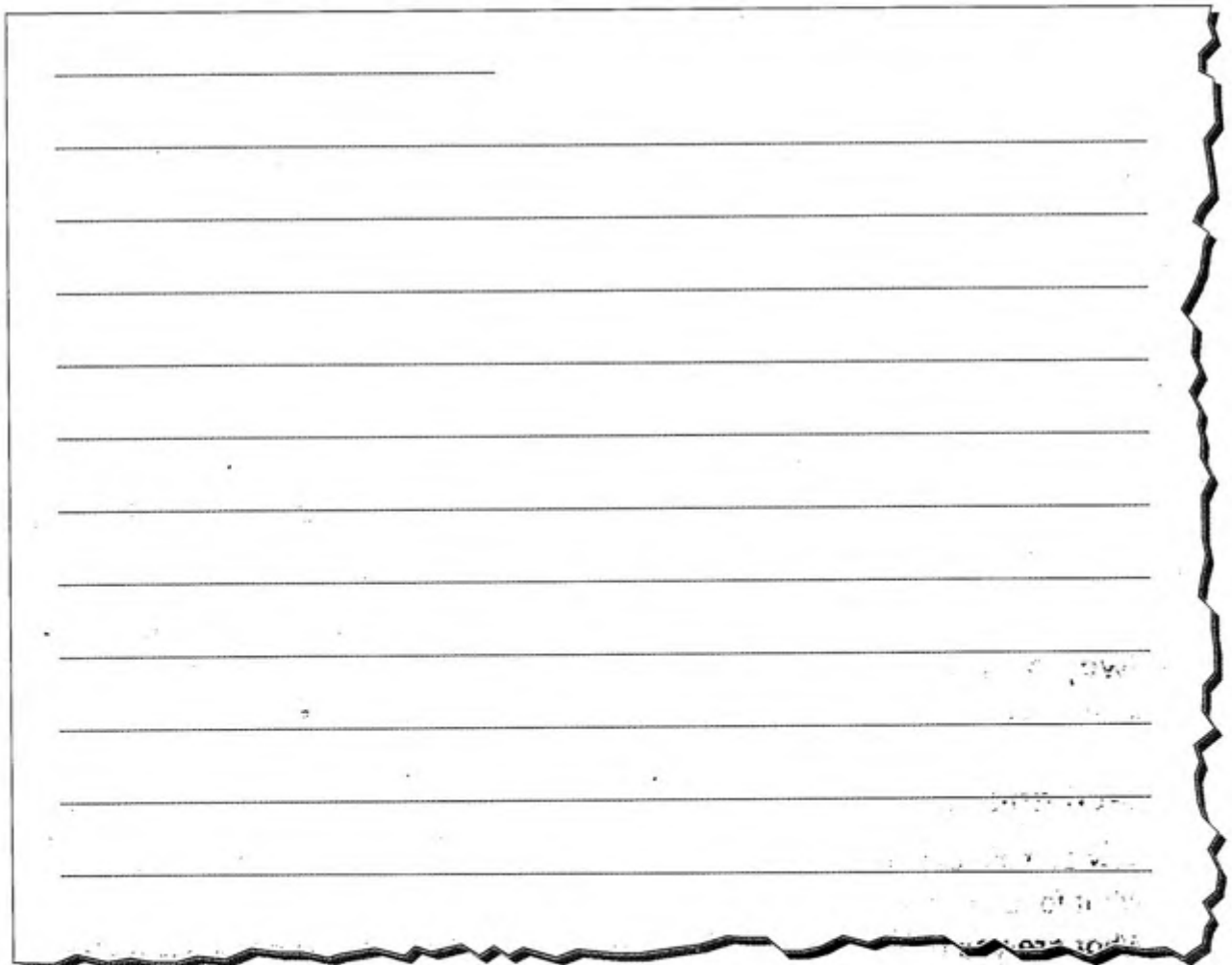
LOST IN THE JUNGLE

The Accident

Jack and the Beanstalk

- 2** Write your story using as many of the words in the box as you can.

who in order to which so that that because when in spite of where while



- 3** Read your finished story to the class.

Unit 18

1 Match and write.

listen	for	listen to
afraid	in	.....
believe	at	.....
escape	with	.....
keen	from	.....
angry	on	.....
ready	to	.....
shout	of	.....

2 Complete the sentences using the matched words from Exercise 1.

- Let's listen to the concert on the radio tonight.
- I'm not that dress. I prefer the red one.
- The park keeper ran as fast as he could to the tiger.
- By 7 o'clock Angie was her guests.
- Joe doesn't like bats much but he's really snakes.
- Dad is me because I got home very late last night.
- He didn't have to me. I wasn't doing anything wrong.
- Jack doesn't really aliens. He just likes to read about them.

3 Read and complete the definitions with the correct word.

get down / get by / get on

- If you with a person, you like being with them.
look up/look up to/look through
- If you something in a book, you try to find information about it.
take on/take off/take up
- If you your clothes, you remove them.
turn up/turn off/turn on
- If you something, you make it start to work.
give away/give up/give back
- If you something, you give it to a person without getting anything back.
set up/set to/set off
- If you on a journey, you begin it.

NEW Grammar Time

NEW Grammar Time is a series of full-colour grammar reference and practice books. Combining fun-loving cartoon characters and lively content with clear explanations and plenty of practice, **NEW Grammar Time** is ideal for younger learners.

NEW Grammar Time 5 makes grammar even more enjoyable

NEW Recorded cartoon presentations reinforce comprehension

NEW Recorded dialogues and role-play exercises activate grammar

NEW *Use Your English* review lessons introduce YLE tests task types

NEW CD-ROM with interactive practice and games encourages learners to have fun with grammar at home

NEW Grammar Time 5 Teacher's Book with helpful introduction, answer key and additional materials gives teachers all the support they need to use the book successfully.

NEW Photocopiable activities provide additional communicative practice

NEW Photocopiable unit quizzes and progress tests facilitate assessment

From beginner to intermediate level, **NEW Grammar Time** can be used successfully with any coursebook.

Grammar Time	Common European Framework	Cambridge ESOL
1	to A1	Starters
2	A1	Movers
3	A2	Flyers, KET
4	B1	PET
5	B1 + (towards B2)	

