

# Grammar Time 5



Longman

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# Grammar Time 5

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# 1

## Present tenses (1)

present simple, present continuous, stative verbs



Kikki: What's that noise from Mr Morrissey's house next door? It **sounds** horrible!

Stanley: Oh, that's Alan. He's **playing** the guitar. He **practises** every day.

Leslie: Who's Alan?

Stanley: Mr Morrissey's nephew. He's **staying** with his uncle for a few weeks. He's **got** a new job in London, so he's **looking** for a flat there.

Leslie: A job? What does he do?

Stanley: He's a guitarist. He's with a group called 'The Bad Apple'. They're **making** a CD. Look! That's Alan in the photo!



	Affirmative	Negative	Question	Time markers
Present simple	He <b>practises</b> every day.	He <b>doesn't practise</b> every day.	<b>Does he practise</b> every day?	adverbs of frequency (always, usually, often, frequently, sometimes, rarely, seldom, never) every day, on Mondays, once a year, three times a day
Present continuous	They're <b>practising</b> now.	They <b>aren't practising</b> now.	<b>Are they practising</b> now?	now, today, at the moment, at present, these days



**A****Present simple****Use**

We use the **present simple**:

- ▶ for an action that happens often or for a habit that we have.  
**He walks to work twice a week.**  
**We usually eat at my grandmother's on Sundays.**
- ▶ for a permanent state.  
**They live in a village in Scotland.**
- ▶ for general truths or natural laws  
**Water boils at 100°C.**  
**Birds lay eggs.**
- ▶ for (theatre, cinema) programmes and timetables (for aeroplanes, trains, buses).  
**The play begins at nine o'clock.**  
**The plane leaves Athens at 15.25 and arrives in London at 17.25.**
- ▶ for narratives, descriptions of games, reviews of plays, films, books, etc.  
**The little boy opens his bedroom door and he sees a big box on his bed. He runs to the kitchen and tells his mother**  
**The local team scores another goal!**

**Time markers**

With the present simple we use:

- ▶ adverbs of frequency. Usually, the position of adverbs of frequency is:
  - after the verb to be.  
**She is never late.**
  - before the main verb in the affirmative.  
**We often watch a film on Fridays.**
  - between the auxiliary and the main verb in a question and in the negative.  
**Do they always behave like this?**  
**I don't usually go to bed late.**
- ▶ on Wednesday, on Fridays, every day, every week, once a day, twice a month.  
 The position of these time markers is usually at the start or the end of the sentence.  
**On Tuesdays he has a guitar lesson.**  
**She visits her grandmother once a week.**

**B****Present continuous****Use**

We use the **present continuous**:

- ▶ for something that is happening/under way at the time when we are talking.  
**Listen! Someone is ringing the bell.**
- ▶ for a temporary action or state.  
**She's working as a waitress this summer.**

**Time markers**

With the present continuous we use now, at the moment, at present, today, these days, this week.  
**He's washing the car at the moment.**

**C****Present simple and present continuous**

The **present simple** describes a permanent state, a repeated action or habit.

The **present continuous** describes a temporary state or activity or an action that is happening now.

**Jenny usually goes to the gym on Mondays but today she's staying at home because she's ill.**

**Gordon lives in the city but this summer he's spending a few weeks with a friend in the country.**



## Grammar practice

1 Complete with the *present simple*.

- 1 In this country, it rarely ... snows ... (snow) in winter.
- 2 ... (the shops / close) late on Thursdays?
- 3 I'm sorry but I ... (not dance).
- 4 ... (firefighters / wear) uniforms?
- 5 The plane ... (leave) at seven o'clock.
- 6 We usually ... (spend) our holidays by the sea.
- 7 She ... (not listen) to this kind of music.
- 8 ... (he / watch) the news every evening?
- 9 ... (you / drink) milk every morning?
- 10 He always ... (pay) in cash.

2 Complete with the *present continuous*.

- 1 We are looking ... (look) for a new flat.
- 2 The children ... (not go) to school today.
- 3 Hello, Mary! ... (you / call) from work?
- 4 Mum ... (make) roast chicken for lunch.
- 5 Why ... (Thomas / put) on his coat?
- 6 It ... (not rain) now. Let's play outside!
- 7 Alison ... (travel) to Rome at the moment.
- 8 ... (they / wait) for you?
- 9 Don't listen to her! She ... (lie)!
- 10 We ... (not do) anything wrong, are we?

## 3 Put the adverbs of frequency in the correct place.

- 1 She gets up before nine o'clock. (never)  
She never gets up before nine o'clock.
- 2 Do you lock this door? (always)  
.....
- 3 I don't drive in the city. (usually)  
.....
- 4 They are on time. (seldom)  
.....
- 5 Does he visit his aunt? (often)  
.....
- 6 She doesn't win at tennis. (always)  
.....
- 7 Do they go to the cinema on weekdays? (often)  
.....
- 8 We play board games. (sometimes)  
.....
- 9 You write letters. (rarely)  
.....
- 10 It rains in the summer. (frequently)  
.....

## 4 Circle the correct answer.

- 1 The journalists are asking some questions  
(at the moment) / every day.
- 2 We catch a lot of fish every day / today.
- 3 He's working hard sometimes / these days.
- 4 We check our e-mail today / twice a day.
- 5 I go to the swimming pool these days / on Mondays.
- 6 He's speaking to his students right now / every morning.
- 7 Someone is ringing the bell every evening / now.
- 8 She washes her hair right now / every three days.



**5** Complete with the *present simple* or *present continuous*.

- 1 There he is! He is buying (buy) some flowers.
- 2 ..... (they / write) a test every month?
- 3 At the beginning of the film, someone ..... (send) the heroine a strange letter.
- 4 They ..... (not work) at the moment because the shop is closed.
- 5 Listen! Somebody ..... (move) the furniture upstairs.
- 6 She ..... (not swim) very fast because she isn't strong.
- 7 The postman ..... (deliver) our letters at eleven o'clock every day.
- 8 Where ..... (you / go) now?
- 9 I ..... (try) to study but there's too much noise at the moment.
- 10 Aunt Delia always ..... (send) a present on my birthday.

**6** Read and complete. Use the *present simple* or *present continuous*.

## Teen Link



Chairman at work.

Welcome to this year's first issue of *Teen Link* magazine.

This week our school is helping to reforest Belview Hill. Leslie Banks interviewed Martin Chapman, the chairman of our local committee for the preservation of the environment.

Leslie: You (1) 're working (work) very hard today.

Martin: Yes, we are. We (2) ..... (plant) more trees.

Leslie: Why (3) ..... (you / do) this?

## Interview of the week

Martin: Well, it (4) ..... (rain) a lot in this area and the water (5) ..... (carry) the soil away. We often (6) ..... (have) floods. Trees (7) ..... (play) an important role because their roots (8) ..... (keep) the soil in its place.

Leslie: Who's helping you today?

Martin: A lot of local people. Some people (9) ..... (dig) holes and others (10) ..... (water) the trees. Many of your schoolmates (11) ..... (help) too, so (12) we ..... (do) the work fast.

Leslie: I usually (13) ..... (help) my dad in the garden. Is there anything I can do?



## D

## Stative verbs

- These verbs usually indicate a state. They do not have a continuous form even when they refer to the present time. Such verbs are:

- verbs of the senses: see, look, notice, hear, sound, smell, taste, feel.
- verbs that express likes or dislikes: like, dislike, love, hate, prefer, not mind.
- verbs of perception: think, believe, know, understand, realise, seem, remember, remind, forget.
- other verbs such as: have, want, need, cost, mean, own, belong.

This cheese **smells** horrible!

I **don't need** new shoes at the moment.

~~This cheese **is smelling** horrible. ✗~~

~~I **am not needing** new shoes at the moment. ✗~~

- Some of the verbs that we have referred to have a double meaning, i.e. they indicate both a state and an action. In this case, when the verb is not stative, but indicates an action, it may have a continuous form. Let's compare the following examples:

I **see** her! There **she is**! (see = see)

I'm **seeing** him today. (see = meet)

The silk **feels** soft. (feel = has texture)

She's **feeling** the silk. (feel = touch)

Dinner **tastes** great. (taste = tastes)

He's **tasting** the soup. (taste = try)

Those socks **smell** awful.

(smell = have an odour)

The dog **is smelling** its food. (smell = smell)

I **think** you're pretty. (think = consider)

Are you **thinking** about the test?

(think = think)

We **have** a small house. (have = have)

She's **having** a bath. (have (a bath)

= have (a bath)

He **looks** ill. (look = appear)

They're **looking** at us. (look = look)

## 7 Circle the correct answer.

- a She **has** / **is having** lunch at the moment.  
b She **(has)** / **is having** a red car.
- a You look worried. What **do you think** / **are you thinking** about?  
b We **think** / **are thinking** that actor is funny.
- a **Do you see** / **Are you seeing** that man over there?  
b They **see** / **'re seeing** their friends after dinner tonight.
- a The rose **smells** / **is smelling** wonderful!  
b Look! The cat **smells** / **is smelling** its new cat food.
- a The cook is in the kitchen. She **tastes** / **is tasting** the sauce.  
b The cake **tastes** / **is tasting** funny!
- a **Do you have** / **Are you having** a pet?  
b They **have** / **are having** a lesson now.

8 Complete with the *present simple* or *present continuous*.

- Does she remember** (she / remember-) his name?
- This pie ..... (taste) wonderful!
- Why ..... (you / look-) at me like that?
- I ..... (not believe) him! He's lying!
- What's wrong? You ..... (look) sad
- They can't answer us now. They ..... (think) about it.
- He can't come to the phone. He ..... (have) a shower.
- She ..... (think) you're nice.
- I ..... (see) a dentist these days.
- They ..... (seem) happy.



## 9 Read and circle the correct answer.



Hello! My name's Leslie Banks. (1) ..... me?  
I (2) ..... this note to introduce myself and my friends to our new readers. I'm eleven years old and I (3) ..... to the same school as Stanley, Peter and Kikki.

Stanley Davis is the Editor of the school magazine, **Teen Link**. He (4) ..... what goes into the magazine. He's a good friend and he (5) ..... something good about my work. I

usually take photos and (6) ..... some of the articles. But at the moment, I (7) ..... for an important French exam, so I (8) ..... much time for the magazine.

Peter Hardy is thirteen years old and he's in the same class as Stanley. He (9) ..... jokes and food! Look at him in the photo: he (10) ..... his third ice cream!

Kikki is Peter's sister. She's only ten but she's got one great talent: she (11) ..... like a real artist! At the moment, she (12) ..... the violin. Unfortunately, she hasn't got any talent for music!

- |                   |                       |                    |
|-------------------|-----------------------|--------------------|
| 1 a You remember  | b Are you remembering | c Do you remember  |
| 2 a write         | b am writing          | c writing          |
| 3 a 'm going      | b goes                | c go               |
| 4 a decides       | b is deciding         | c does decide      |
| 5 a always says   | b says always         | c is always saying |
| 6 a writes        | b writing             | c write            |
| 7 a study         | b am studying         | c studying         |
| 8 a am not having | b don't have          | c hasn't           |
| 9 a loves         | b love                | c is loving        |
| 10 a eat          | b eats                | c is eating        |
| 11 a paint        | b is painting         | c paints           |
| 12 a plays        | b is playing          | c play             |

## Writing practice

## 10 Write about yourself and your friends.

Write about:

- things you usually do
- things that you are doing at the moment / these days



.....

.....

.....

.....

.....

## Oral practice

Now you can do oral activity 1. (Teacher's Resource File).

# Present tenses (1)

present simple, present continuous, stative verbs



**Kikki:** What's that noise from Mr Morrissey's house next door? It **sounds** horrible!

**Stanley:** Oh, that's Alan. He's **playing** the guitar. He **practises** every day.

**Leslie:** Who's Alan?

**Stanley:** Mr Morrissey's nephew. He's **staying** with his uncle for a few weeks. He's **got** a new job in London, so he's **looking** for a flat there.

**Leslie:** A job? What **does** he **do**?

**Stanley:** He's a guitarist. He's **with** a group called 'The Bad Apple'. They're **making** a CD. Look! That's Alan in the photo!



	Affirmative	Negative	Question	Time markers
Present simple	He <b>practises</b> every day.	He <b>doesn't practise</b> every day.	<b>Does</b> he <b>practise</b> every day?	adverbs of frequency (always, usually, often, frequently, sometimes, rarely, seldom, never) every day, on Mondays, once a year, three times a day
Present continuous	They're <b>practising</b> now.	They <b>aren't practising</b> now.	<b>Are</b> they <b>practising</b> now?	now, today, at the moment, at present, these days



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The local team scores another goal!

**Time markers**

With the **present simple** we use:

- ▶ **adverbs of frequency**. Usually, the position of adverbs of frequency is:
  - after the verb **to be**.  
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  - before the main verb in the affirmative.  
We **often** watch a film on Fridays.
  - between the auxiliary and the main verb in a question and in the negative.  
Do they **always** behave like this?  
I **don't** usually go to bed late.
- ▶ **on Wednesday, on Fridays, every day, every week, once a day, twice a month**.  
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She visits her grandmother once a week.

**B Present continuous****Use**

We use the **present continuous**:

- ▶ for something that is happening/under way at the time when we are talking.  
Listen! Someone **is ringing** the bell.
- ▶ for a temporary action or state.  
She **'s working** as a waitress this summer.

**Time markers**

With the **present continuous** we use **now, at the moment, at present, today, these days, this week**.

He **'s washing** the car at the moment.

**C Present simple and present continuous**

The **present simple** describes a permanent state, a repeated action or habit.

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## Interview of the week

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**Leslie:** I usually (13) ..... (help) my dad in the garden. Is there anything I can do?

## D

## Stative verbs

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This cheese **smells** horrible!

I **don't need** new shoes at the moment.

~~This cheese **is smelling** horrible. X~~

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= have (a bath)

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They're **looking** at us. (look = look)

## 7 Circle the correct answer.

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b She **(has) / is having** a red car.
- a You look worried. What **do you think / are you thinking about?**

b **We think / are thinking** that actor is funny.
- a **Do you see / Are you seeing** that man over there?

b They **see / 're seeing** their friends after dinner tonight.
- a The rose **smells / is smelling** wonderful!

b Look! The cat **smells / is smelling** its new cat food.
- a The cook is in the kitchen. She **tastes / is tasting** the sauce.

b The cake **tastes / is tasting** funny!
- a **Do you have / Are you having** a pet?

b They **have / are having** a lesson now.

8 Complete with the **present simple** or **present continuous**.

- Does she remember** (she / remember) his name?
- This pie ..... (taste) wonderful!
- Why ..... (you / look) at me like that?
- I ..... (not believe) him! He's lying!
- What's wrong? You ..... (look) sad.
- They can't answer us now. They ..... (think) about it.
- He can't come to the phone. He ..... (have) a shower.
- She ..... (think) you're nice.
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## 9 Read and circle the correct answer.



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(7) ..... for an important French exam, so I (8) ..... much time for the magazine.

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Kikki is Peter's sister. She's only ten but she's got one great talent: she (11) ..... like  
a real artist! At the moment, she (12) ..... the violin. Unfortunately, she hasn't got  
any talent for music!

- |                   |                       |                    |
|-------------------|-----------------------|--------------------|
| 1 a You remember  | b Are you remembering | c Do you remember  |
| 2 a write         | b am writing          | c writing          |
| 3 a I'm going     | b goes                | c go               |
| 4 a decides       | b is deciding         | c does decide      |
| 5 a always says   | b says always         | c is always saying |
| 6 a writes        | b writing             | c write            |
| 7 a study         | b am studying         | c studying         |
| 8 a am not having | b don't have          | c hasn't           |
| 9 a loves         | b love                | c is loving        |
| 10 a eat          | b eats                | c is eating        |
| 11 a paint        | b is painting         | c paints           |
| 12 a plays        | b is playing          | c play             |

## Writing practice

## 10 Write about yourself and your friends.

Write about:

- things you usually do
- things that you are doing  
at the moment / these days

## Oral practice

Now you can do **oral activity 1** (Teacher's Resource File).

# Past tenses (1)

past simple, 'used to', past continuous

## Teen Link

### Sports shorts

by Stanley Davis



Matt Taylor, the well-known basketball player, **got** a nasty shock during the basketball game last Friday. He **was trying** to steal the ball from Ricky Fitz, a player for the other team, when a gigantic St Bernard dog **jumped** on him, **threw** him to the ground and **held** him down with his huge paws.



All the players **tried** to help but the dog **didn't move**. However, when Ricky **ordered** him to get off the court, he **left** immediately! After the game, Ricky **explained**, 'That **was** my dog, Bernie. He **used to be** a police dog. In his mind, when he **jumped** on poor Matt, he **was attacking** a nasty thief!'

	Affirmative	Negative	Question	Time markers
Past simple	She <b>posted</b> the letter yesterday.	She <b>didn't post</b> the letter yesterday.	<b>Did she post</b> the letter yesterday?	yesterday, ago, in 2001, last week, on 3 <sup>rd</sup> August
Used to	He <b>used to work</b> in a bank in the past.	He <b>didn't use to work</b> in a bank in the past.	<b>Did he use to work</b> in a bank in the past?	when she was young, in the past ... but not now, every day in the past
Past continuous	They <b>were playing</b> football at five o'clock yesterday.	They <b>weren't playing</b> football at five o'clock yesterday.	<b>Were they playing</b> football at five o'clock yesterday?	while, as, all day, yesterday at ten o'clock



## A

**Past simple****Use**

We use the **past simple**:

- ▶ to describe a completed action that happened at a specific point in time in the past.

**She went to the dentist yesterday.**

The reference to time that we are making (ie, when something happened) may be very specific or cover a broader period of time.

**We had lunch at two o'clock.**

**They visited Spain in 1992.**

**I had a dog when I was young.**

The reference to the specific time may be made in the sentence or have already been made in a previous sentence.

**I saw that film last Christmas.**

**In 1995, they moved to London. They rented a flat in the centre.**

Sometimes the reference to time is implied, for example, when we refer to a historical fact.

**Alexander Graham Bell invented the telephone.**

- ▶ to describe habits or actions that happened often in the past. In this case, we usually also use some adverbs or expressions of frequency.

**Last summer, we went to the beach every day.**

**He always drank a glass of milk in the morning.**

- ▶ to describe actions that happened one after another in the past.

**She put on her coat and picked up her bag. Then she opened the door and went out.**

- ▶ for states that relate to the past.

**It was a hot day yesterday.**

**Time markers**

The time markers that we often use with the **past simple** are:

- six days / weeks / months / years ago.
- yesterday, yesterday morning / afternoon / evening, last night / Saturday / week / month / year.
- in 2001, in January, on 25<sup>th</sup> March, on that day, at six o'clock.
- today, this morning / afternoon (when we are talking about events that happened earlier on the same day).

## B

**Used to****Use**

- ▶ We use **used to** to describe habits or states that applied in the past but that no longer apply.

**He used to go to the cinema once a week when he was a student.**

**There used to be many trees in this street but now there are only shops.**

- ▶ Instead of **used to**, we can use the **past simple**.

**I used to go to school on foot when I lived in the village.**

**I went to school on foot when I lived in the village.**

The difference is that by using **used to**, we emphasise the contrast between what happened/applied in the past and what is happening/what applies today.

## Grammar practice

- 1 Complete with the *past simple*. Then form the question and negative.

**Tip**

Remember how the *past simple* is formed. See *Spelling rules*, page 140 and *Irregular verbs*, page 141.

- The children played (play) in the school yard.  
Did the children play in the school yard?  
The children didn't play in the school yard.
- Chris ..... (study) hard for the last test.  
.....
- You ..... (see) Harry yesterday.  
.....
- Vera ..... (swim) in the last Olympic Games.  
.....
- They ..... (buy) a new video camera for their holiday.  
.....
- The star ..... (arrive) in a limousine.  
.....
- The cat ..... (hide) under your bed.  
.....

- 2 Complete with the *past simple*.

- Jenny locked (lock) the door and then she ..... (go) to bed.
- ..... (you / take) the dog for a walk yesterday?
- The alarm clock ..... (not ring) this morning.
- ..... (they / sit) next to you at the theatre?
- I ..... (miss) the bus, so I ..... (walk) home.
- No, the accident ..... (not happen) in July.

- Oh, no! I ..... (not phone) him yesterday! I ..... (forget)!
- Mrs Fletcher ..... (write) her last book ten years ago.

- 3 Complete with *used to* and the verb.

- She used to paint (paint) a lot when she was younger.
- I ..... (not wake up) so early when I was at the camp.
- ..... (they / sell) ice cream in the street in the past?
- In the past, people ..... (not lock) their door when they went out.
- My dad ..... (hunt) when he was a boy but now he doesn't like it.
- Mum, ..... (you / wear) a uniform at school?
- It ..... (rain) a lot in the winter in my country.
- He ..... (not smile) very much; he was a grumpy old man.

- 4 Rewrite the sentences with *used to*.

- Every morning my granny put out some bread for the birds.  
Every morning my granny used to put out some bread for the birds.
- Did you watch 'Star Trek' on TV when you were young?  
.....
- He didn't study very hard when he was a student.  
.....
- I waited for her at the bus stop every day.  
.....
- Claire ate an apple a day when she was at school.  
.....
- Did Mario exercise every day when he was a professional footballer?  
.....
- There was a huge tree in the middle of the park.  
.....
- We didn't like milk when we were kids.  
.....



C

**Past continuous****Use**We use the **past continuous**:

- ▶ to describe an action that was taking place at a specific point in time in the past.  
**I was watching my favourite programme on TV at six o'clock.**
- ▶ to describe an action that was interrupted by another action in the past. The action with the longest duration is in the **past continuous**.  
**She was driving to work when her car broke down.**
- ▶ to describe an action that was already taking place when another action happened in the past.  
**She was sleeping when her father left.**  
**We were watching TV when the doorbell rang.**
- ▶ to describe two or more actions that happened simultaneously in the past.  
**While Mum was cooking, Tom and I were doing our homework.**

- ▶ to describe the scene at the beginning of a story.

**It was early in the morning. People going to work and children were hurrying to school.**

**Time markers**

The time markers that we usually use with the **past continuous** are:

- **as:** **As I was walking, I saw Tim. / I saw Tim as I was walking.**
- **while:** **While I was walking, I saw Tim. / I saw Tim while I was walking.**  
**While he was looking after the baby, she was feeding the animals.**
- **all day / night / evening:** **She was working all day yesterday.**
- **at twelve o'clock:** **What were you doing at twelve o'clock?**
- **at that time / at the time:** **At that time, I was having a bath.**

When we have the **past continuous** and the **past simple**, we usually use **when** with the **past simple**.

**I was having a bath when the lights went out.**

**5 Complete with the past continuous.****Tip**

Remember how the **past continuous** is formed.  
(See **Spelling rules**, page 140.)

- 1 I was making (make) a cup of hot chocolate at 9.30.
- 2                      (it / snow) at seven o'clock this morning?
- 3 While he                      (drive), he                      (listen) to his favourite CD.
- 4 Why                      (you / wear) your coat in the classroom?
- 5 She                      (work) all evening yesterday.
- 6                      (they / wait) for you when you arrived?
- 7 We                      (not sleep) at four o'clock in the afternoon.

**6 Circle the correct answer.**

- 1 While I wrote / was writing my composition, the lights went / were going out.
- 2 Jill paid / was paying for her shopping when I went / was going into the shop.
- 3 The thief stole / was stealing the painting while Mr Bowles slept / was sleeping.
- 4 While they lay / were lying in the sun, I had / was having a snack at the pool bar.
- 5 As he closed / was closing the door, Gus realised / was realising that he had no keys.
- 6 They looked / were looking for wild mushrooms when they found / were finding the treasure.
- 7 The men pointed / were pointing the fence when the rain started / was starting.
- 8 Laurie broke / was breaking her leg while she skied / was skiing.

**7** Complete with the *past simple* or *past continuous*.

- 1 My sister was watching (watch) a film on TV when I ..... (leave).
- 2 Harry ..... (travel) by plane when the idea ..... (come) to him.
- 3 We ..... (swim) in the pool when he ..... (dive) in.
- 4 Stanley ..... (fall) asleep while he ..... (study).
- 5 While the film star ..... (get) out of her car, someone ..... (take) her photo.
- 6 The students ..... (make) a terrible noise when the teacher ..... (walk) in.
- 7 When we ..... (meet) Nancy, she ..... (work) as a shop assistant.
- 8 He ..... (lose) his watch while he ..... (play) in the park.

**8** Join the sentences with *while* or *when*. Do not change the order of the sentences.

- 1 He cut himself. He was shaving.  
He cut himself while he was shaving.
- 2 She was sleeping. I was cleaning the house.  
.....
- 3 Peter was climbing up the tree. The cat jumped on his shoulder.  
.....
- 4 We heard the news on the radio. We were driving to work.  
.....
- 5 My brother was fixing his bike. Dad was working in the garden.  
.....
- 6 I was talking to Anna. I saw him.  
.....
- 7 The manager was talking on the phone. Charles opened the door.  
.....

**9** Read and complete. Use the *past simple* or *past continuous*.



- Peter: Here's my album of funny photos!  
 Leo: Look at this photo of Kikki!  
 Peter: Yes, she (1) was smiling (smile) for the camera when the bee (2) stung (stung) her on the nose!  
 Leo: Poor Kikki! What about this?  
 Peter: That's my friend, Stanley, on his new bike. He (3) ..... (not look) in front of him when he (4) ..... (hit) that tree! I (5) ..... (not have) time to warn him. He! he!

- Leo: Oh, no! You've got my photograph, too!  
 Peter: Yes, but I don't remember it. What were you doing?  
 Leo: I (6) ..... (watch) the football game on TV when you (7) ..... (shout) next to my ear!  
 Peter: That's Leslie. She (8) ..... (drinking) strawberry juice at my birthday party when someone (9) ..... (push) her. She (10) ..... (spill) it all over her new white dress!  
 Kikki: What about this photo from your party, then?  
 Peter: Where (11) ..... (you / find) it? Give it to me!  
 Kikki: Peter (12) ..... (blow) out his candles when he (13) ..... (slip) and (14) ..... (fall) on his birthday cake! That was really funny!





10 Read and complete. Use the *past simple* or *past continuous*.

## Most embarrassing!

by Stanley Davis

This week we asked Mr Irons, our PE teacher, about his most embarrassing moment and here's the answer. Enjoy it!

Ten years ago, my brother was in his last year at Art school. He (1) was taking (take) part in a young artists' competition with a big piece of sculpture. He called it 'War'. I (2)                      (not know) anything about modern art then and, to me, it (3)                      (look) like a pile of old metal objects.

The day of the competition, my brother (4)                      (decide) to put his piece of sculpture in a different place. He asked me and a friend to do it and he (5)                      (go) to get something from the car. Unfortunately, while we (6)                      (carry) the thing to its new place, I (7)                      (slip) and (8)                      (lose) my balance. When I (9)                      (get) up, all the metal pots and boxes (10)                      (lie) all over the floor!

(The story continues in the next exercise...)

11 Read, choose and write. Use the *past simple* or *past continuous*.

arrive   examine   give   look (x2)   love   not look   put (x2)   see

I was so shocked that I didn't know what to do! Then my friend had an idea.

'Why don't we just put the things back? Who will know the difference?'

So, while the judges (1) were looking at the other works of art, my friend and I put everything back together again. We simply (2)                      everything in a pile and decided that it (3)                      that bad! We (4)                      the last piece at the top of the pile when the judges (5)                      together with my

brother. When he (6)                      the state of his work, his face became white with anger and mine red with embarrassment! While the judges (7)                      his work, he (8)                      at me with murder in his eyes! The only reason why I am here today to tell the story is because the judges really (9)                      his work, or should I say, our work? Actually, they thought it was so good that they (10)                      him the first prize!

## Writing practice

12 Write to TeenLink about your most embarrassing moment (between 60–80 words).

- When was it?
- Where were you and with whom?
- What were you doing when it happened?
- How did people react?



.....

.....

.....

.....

.....

## Oral practice

Now you can do oral activity 2 (Teacher's Resource File).

# Present tenses (2)

present perfect simple, present perfect continuous

## Teen Link

### Our Town

by Stanley Davis



My uncle's **been living** in San Francisco for years but a few days ago he came back to his home town. This is the first time he **has visited** us since he left.

His first words were: "Things **have** certainly **changed** around here!"

And it's true! But **have** you ever **thought** about things that **have stayed** the same? First there's Mrs Fletcher's Tea Shop. Her family first opened it in 1896, so it **has been doing** business for more than a century! Then there's Hobbs and Sons, the tailors. **They have been making** men's suits since 1923. And of course our post office **has been here** for as long as anyone can remember!

#### Present perfect simple

##### Affirmative

I/we/you/they	have ('ve)	worked
he/she/it	has ('s)	made

##### Negative

I/we/you/they	have not (haven't)	worked
he/she/it	has not (hasn't)	made

##### Question

have	I/we/you/they	worked?
has	he/she/it	made?

#### Present perfect continuous

##### Affirmative

I/we/you/they	have ('ve)	been working
he/she/it	has ('s)	been making

##### Negative

I/we/you/they	have not (haven't)	been working
he/she/it	has not (hasn't)	been making

##### Question

have	I/we/you/they	been working?
has	he/she/it	been making?



## A

**Present perfect simple****Form**

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

The past participle of regular verbs is formed by adding the ending **-ed**.

**-ed.** (See **Spelling rules**, page 140.)

**We've answered all the letters.**

Irregular verbs do not form the past participle according to any rule. (See **Irregular verbs**, page 144.)

**They've eaten some food.**

- A question is formed by inverting the position of **have / has** and the subject.  
**Have you opened your present?**

- In the negative, we add **not** after **have / has**.

**I haven't posted the letter yet.**

**Use**

We use the **present perfect simple**:

- for an action that happened in the past but to which we never refer. What concerns us is the action itself. The tense does not concern us or maybe we do not know it.

**They've bought a new car.**

- for an action that happened in the past but the results of which are obvious in the present or influence it in some way.

**She's lost weight and she looks very nice.**  
**Dad's broken his glasses, so he can't read the newspaper.**

- for an action that started in the past and has been continuing until now or for a state that has applied for a long time and that still applies now.

**We've known each other for years.**

- to talk about experiences: what somebody has or has not done during his lifetime.

**I've visited many countries.**

To ask whether somebody has done something during his lifetime, we often use **ever**.

**Have you ever ridden a camel?**

If we have not done something during our lifetime, we often use **never**.

**We've never flown in a hot air balloon.**

If we want to emphasise that we are doing something for the first time, we use **never** and add **before** at the end of the sentence.

**I've never eaten Chinese food before.**

There is another way to talk about something that we are doing for the first time in our life. We use **This is / It's the first time + present perfect**.

**This is / It's the first time I have ever eaten Chinese food.**

- for an action that has just finished.

**The play has just finished.**

**Time markers**

The time markers that we usually use with the **present perfect simple** are:

- \* **just**: The train has just left the station.
- \* **yet**: She hasn't phoned yet. Have you seen him yet? (**Yet** is used in the negative and in a question.)
- \* **already**: We've already finished our work.
- \* **for**: I haven't seen her for ages.
- \* **since**: They haven't been here since last summer.
- \* **ever**: Have you ever read 'Treasure Island'?
- \* **never**: My grandmother has never used a computer.
- \* **so far**: He has written two letters so far.
- \* **recently**: They haven't visited us recently.
- \* **lately**: It's been very warm lately.
- \* **always**: I've always wanted to go to Disneyland.
- \* **How long ...?** How long have you known each other?

## Grammar practice

1 Complete with the *present perfect simple*.

- Here's your book. Nick has returned (return) it.
- Please wait. They haven't finished (not finish) yet.
- I've changed (you / change) the colour of your hair?
- She hasn't sent (not send) us an invitation to her party.
- We have used (use) this recipe for chocolate cake many times.
- Have you ever seen (you / ever / see) a ghost?
- It has stopped (just / stop) raining.
- I have never heard (never / hear) such a stupid joke before!
- Have they forgotten (they / forget) your phone number?
- She has paid (pay) the bill.
- We have written (write) two tests today!
- Do you do (you / do) all the housework?

## 2 Circle the correct answer.

- He's had this job for / since 1999.
- Betty has never / ever been to Paris.
- They haven't phoned us for / since the summer.
- Have they had an answer just / yet?
- Harriet and Carla have been friends for / since many years.
- I've already / yet washed the dishes.
- Has Zachary never / ever forgotten your birthday before?
- Alex? Oh, he's just / yet left!
- We've known each other for / since we were at school.
- We haven't found anything so far / already.

## 3 Put the adverbs in the correct place.

- Kikki has finished her homework. (a ready)  
Kikki has already finished her homework.
- Have you slept in a tent? (ever)  
.....
- I have had dinner. (just)  
.....
- We haven't seen him. (lately)  
.....
- They have lived here. (always)  
.....
- Peter hasn't woken up. (yet)  
.....
- I have cleaned the windows. (already)  
.....
- He hasn't seen his cousin two years. (for)  
.....
- Fay has played basketball. (never)  
.....
- She hasn't ridden her bike. (since June)  
.....

## 4 Rewrite the sentences.

- I've never eaten frogs' legs before.  
It's the first time I've ever eaten frogs' legs.
- It's the first time Susan has ever been to London.  
Susan has never been to London before.
- We've never met a famous person before.  
It's the first time .....
- This is the first time Keith has ever been to hospital.  
Keith .....
- The baby has never seen an elephant before.  
It's the first time .....
- It's the first time those people have ever ridden a donkey.  
Those people .....
- I've never had an ear ache before.  
This is the first time .....
- It's the first time we've ever stayed in a caravan.  
We .....



**B** Have been to – have gone to

These two forms, *have been* and *have gone*, are used as the present perfect of the verb *go*. Look at the difference between them in the following examples:

**Our neighbours aren't here. They've gone to the beach for the day.** (They went to the beach and are there now. They have not returned.)

**Our neighbours are back. They've been to the beach.** (They were at the beach earlier but now they have returned.)

**5** Complete with *have gone* or *have been* in the correct form.

- 1 Paul's carrying dozens of bags. I think he has been to the supermarket.
- 2 The note on the fridge says: 'Mum, I ..... to the cinema with Jill. I won't be late.'
- 3 Mr and Mrs Cage aren't at home. They ..... to London for the weekend.
- 4 The major ..... to Africa many times. He's brought back many African works of art.
- 5 This is a lovely restaurant! ..... you ..... here before?
- 6 We ..... never ..... to the United States, but we'd love to go.
- 7 George ..... outside to water the garden.
- 8 ..... you ever ..... to the opera?

**C** Present perfect simple and past simple**Present perfect simple**

The present perfect simple is used:

- ▶ to describe an action that happened in the past but we do not refer to when, either because we do not know or because it is not important information.  
**I've seen Marcus.**

- ▶ to describe an action that started in the past and is continuing in the present.  
**She's worked here for ten years.**

With the present perfect simple, the emphasis is on the present.

**Past simple**

The past simple is used:

- ▶ to describe an action that happened at a specific point in time in the past  
**I saw Marcus last Saturday.**

- ▶ to describe an action that started and was completed in the past.  
**She worked here between 1998 and 2001.**

With the past simple, the emphasis is on the past.

6 Complete with the *present perfect simple* or *past simple*.

- 1 I can't open the door. Somebody has locked (lock) it.
- 2 We really ..... (enjoy) the party last night.
- 3 You ..... (not write) your essay yet, Jennifer.  
-But Miss, I ..... (break) my arm last Friday!
- 4 ..... (we / already / sell) all the blue jumpers?  
-Yes, I ..... (sell) the last one a few minutes ago.
- 5 ..... (they / say) anything interesting at the meeting last week?

6 -I'm starving. I ..... (not eat) anything all day.

-What? You ..... (eat) three bananas at lunchtime!

7 He ..... (think) about it before he did it.

8 -They ..... (never / visit) a museum before.

-That's not true. They ..... (go) to the Science Museum with their school ten days ago.

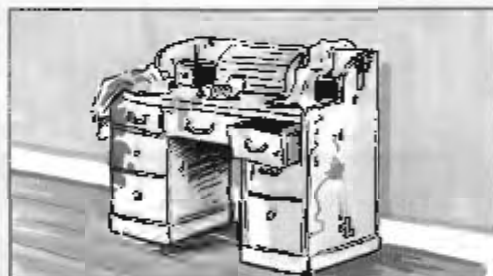
9 I ..... (not watch) television for ages!

10 ..... (you / phone) Harry last night?

7 Read and complete. Use the *present perfect simple* or *past simple*.

## Then and Now

by Stanley Davis



The desk in the picture on the left (1) has been (be) in Mr Fox's family for many years. His grandfather (2) ..... (buy) it at a sale sixty years ago for £10. Mr Fox's grandmother (3) ..... (paint) it a nice cream colour and (4) ..... (write) all her letters on it until 1988. Then she (5) ..... (give) it to her grandson when he (6) ..... (go) to art school. Mr Fox (7) ..... (have) it ever since. He (8) ..... (always / store) his paints in it. A few years ago, he even (9) ..... (put) it in one of his paintings, 'The Artist's Studio'.



Now, look at the picture on the right. What's the connection? It's the same desk, but now the price is different: the desk now costs £25,000!

'It's amazing, isn't it?' says Mr Fox. 'A few weeks ago, an antique dealer (10) ..... (come) to my studio to buy one of my paintings. The minute he saw my desk, he (11) ..... (know) it was a valuable antique! Well, I hope that my paintings will cost as much as my desk one day!'



## D Present perfect continuous

### Form

- We form the **present perfect continuous** using **have / has been** and the main verb with the ending **-ing**.

**He has been working in the garden all day.**

- The question is formed by inverting the position of **have / has** and the subject.  
**Your face is red. Have you been running?**

- In the negative, we add **not** after **have/has**.  
**She has not been sleeping well lately.**

### Use

We use the **present perfect continuous**:

- for an action that started in the past and that has been continuing until the time that we are talking.  
**He's been doing this project for a month.**

- for an action that finished a short time ago, but the results of which are evident in the present.

**She's very tired. She's been training hard.**

### Time markers

The time markers that we usually use with the **present perfect continuous** are:

- **for**: **He's been sleeping for ten hours.**
- **since**: **They've been swimming since eleven o'clock.**
- **How long...?:** **How long have you been sitting here?**
- **all morning**: **We've been waiting for you all morning.**

## 8 Complete with the *present perfect continuous*.

- I'm exhausted. I ve been travelling (travel) for twenty-eight hours.
- His face is red. \_\_\_\_\_ (he / lie) in the sun all morning?
- She \_\_\_\_\_ (not work) hard at school lately.
- How long \_\_\_\_\_ (you / wait) outside in the rain?
- The dog \_\_\_\_\_ (bark) for hours.
- They \_\_\_\_\_ (plan) this holiday since December.
- Don't tell me you're tired! We \_\_\_\_\_ (not walk) for more than twenty minutes!
- \_\_\_\_\_ (they / try) to call us all this time?
- Kikki \_\_\_\_\_ (practise) the violin since four o'clock.
- Mrs Davis \_\_\_\_\_ (cooking) since early this morning.

## 9 Choose and complete with the *present perfect continuous*.



drive  
eat  
play  
sleep

train  
walk  
watch  
work

- Peter and Stanley are wet.  
They ve been walking in the rain.
- A policeman has just stopped Mrs Hardy's car.  
Mrs Hardy \_\_\_\_\_ very fast.
- Mr Hardy's clothes are very dirty.  
He \_\_\_\_\_ in the garden.
- Leslie's baby sister has got paint on her face.  
She \_\_\_\_\_ with Leslie's paints.
- Kikki and Nicola's eyes are red.  
They \_\_\_\_\_ TV for hours.
- Peter's wearing his pyjamas.  
He \_\_\_\_\_.
- Peter and Stanley are very tired.  
They \_\_\_\_\_ for the marathon race.
- The children's faces are covered in chocolate.  
They \_\_\_\_\_ chocolate cake.

## E

## Present perfect simple and present perfect continuous

## The present perfect simple:

- ▶ emphasises the action itself, which has usually ended.  
**They've listened to the new CD and they like it.**
- ▶ emphasises the number of repetitions of the action or the number of things that have derived from this.  
**She's called you ten times today!**  
**I've written five letters this morning.**

## The present perfect continuous:

- ▶ emphasises the duration of the action that has been continuing until now.  
**They've been listening to CDs all evening.**
- ▶ emphasises the uninterrupted duration of the action.  
**She's been calling you all day!**  
**I've been writing letters all morning.**

- 10 Complete with the *present perfect simple* or *present perfect continuous*.

## Tip

Stative verbs (e.g. know, see, believe) do not have a continuous tense and therefore they only occur in the **present perfect simple**.

**They've known him since he was a baby.**

~~They've been knowing him since he was a baby.~~

- Adrian has been working (work) in the garden for hours. He has planted (plant) two trees so far.
- They ..... (decorate) the house for a week. When will it be ready?
- She ..... (not understand) the problem.
- ..... (you / already / make) ten phone calls?
- He seems tired. .... (he / study) all night?
- We ..... (turn) on the heating. It'll be warm soon.
- This Chinese vase ..... (be) in my family for ages.
- We ..... (fish) all morning but we ..... (only / catch) one fish!
- I ..... (cook) all day. I ..... (make) two salads, a roast chicken and a chocolate cake.
- She ..... (dislike) him ever since she was a baby!

- 11 Read and complete. Use the *present perfect simple* or *present perfect continuous*.

Dear Leslic.

I'm sorry I (1) haven't written (not write) for so long, but I (2) ..... (work) really hard lately. I (3) ..... (study) for my exams! I (4) ..... (do) four exams so far and I have three more to go. Wish me luck!

I (5) ..... (just / receive) a postcard from Athens, from my brother Ross. As you know, he (6) ..... (travel) round Europe for the last two months. He's got a job with a TV production company and they (7) ..... (make) a documentary about ancient theatres. So far he (8) ..... (visit) Spain, Italy, Turkey and Greece.

I must go now. My favourite film's on TV. I (9) ..... (see) it five times but I want to see it again!

Lots of love,  
Liz

12 Read and complete. Use only one word in each space.

## Teen Link.....

## D.K. Allan,

Best selling author



Last week Leslie interviewed D. K. Allan, the well-known writer.

Leslie: (1) Have you always wanted to be a writer?

D. K. Allan: Not really. When I (2) ..... young, I (3) .....n't believe that I could do what I liked and earn money as well!

Leslie: Tell us about your career.

D. K. Allan: I wrote my first story thirty years (4) ....., at the age of ten! I have (5) ..... making up stories non-stop ever since.

Leslie: How many books (6) ..... you published?

D. K. Allan: Well, I've written fifteen books (7) ..... far, but I've only published thirteen – an unlucky number.

That's why I (8) ..... been working so hard (9) ..... the last three months. I want to publish number fourteen!

Leslie: You're a very successful writer. (10) ..... it always been easy for you?

D. K. Allan: No, it hasn't. Many publishers (11) ..... n't like my first book.

Leslie: Have you got any advice for young writers?

D. K. Allan: Yes. Never give up! If you're good, sooner or later someone will notice it!

## Writing practice

13 Be a reporter for TeenLink! Write an interview with someone who has got an interesting job.

Ask the person:

- what she or he did / didn't do in the past
- what she or he has done / hasn't done up to now in their life
- what she or he has been doing recently



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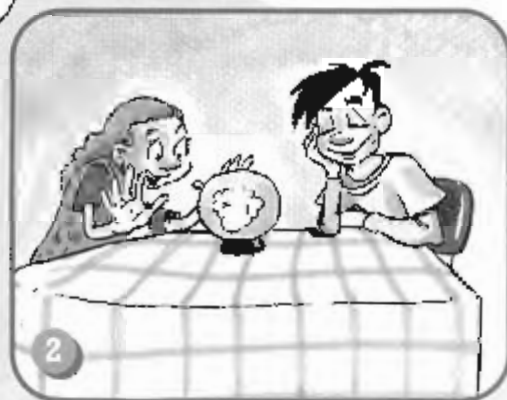
## Oral practice

Now you can do oral activity 3 (Teacher's Resource File).



# The Future

'will', 'going to', present continuous, present simple,  
future continuous, future perfect



Kikki: You'll **be** a famous businessman one day. You'll **be** rich, too!

Peter: Great!

Kikki: You'll **have** a red sports car and lots of friends. Hm. I can see you are very generous. You're **going to give** money to somebody very soon.

Peter: When?

Kikki: Now. Nicola and I **are going to** the cinema tonight and I'm broke. **Will** you **lend** me five pounds?

	Affirmative	Negative	Question
<b>Will</b>	She'll call you tomorrow.	She <b>will not (won't)</b> call you tomorrow.	<b>Will</b> she call you tomorrow?
<b>Going to</b>	He's going to read it later.	He <b>isn't going to</b> read it later.	<b>Is</b> he going to read it later?
<b>Present continuous</b>	They're coming back next week.	They <b>aren't coming</b> back next week.	<b>Are</b> they coming back next week?
<b>Present simple</b>	The play <b>starts</b> at nine o'clock.	The play <b>doesn't start</b> at nine o'clock.	<b>Does</b> the play <b>start</b> at nine o'clock?

## A

## Will

We use will:

- ▶ to make a **prediction** about the distant, uncertain future.  
She'll become a great lawyer one day.
- ▶ to **offer** our help to somebody or to make a **promise**.  
I'll do the shopping for you!  
I'll be good, mum. I promise.
- ▶ for a spontaneous decision that we make, usually at the time when we are speaking (decision).  
- Let's invite Judy to the party.  
- Good idea. I'll phone her now!
- ▶ to make a **request**, issue a **warning**, a **threat** or to express **hope**.  
Will you help me with my Maths homework?  
Your boss will be angry if you're late again.  
I won't let you go to the cinema again!  
I hope he'll get better.
- ▶ With will, we often use I think, I know, I believe, I bet, I hope, I promise.

## B

## Going to

We use going to:

- ▶ when we refer to future plans, to something that we intend or have decided to do in the future (**plans**). In this case, we have planned something and we are almost certain that it will happen.  
We're going to buy a new car!
- ▶ to make a **prediction** when we already have indications about what will happen in the immediate future.  
It's freezing outside. It's going to snow tonight.

## C

## Present continuous

We use the **present continuous** with a future meaning:

- ▶ for something that we have already planned to do in the immediate or near future (**future arrangements**).  
We are absolutely certain that the action that we are talking about will happen.  
We're having lunch with my grandparents this Sunday.

## D

## Present simple

We use the **present simple** with a future meaning:

- ▶ to refer to something that has been officially planned, such as timetables for  
trains, aeroplanes, ships, etc., programmes at cinemas, theatres, exhibitions, etc.  
The plane leaves London at 11.55.  
The museum opens late on Wednesdays.

## Grammar practice

1 Complete with *will*.

- I 'll take (take) the dog for a walk, Mum.
- We ..... (not miss) the game, I promise. We ..... (get) to the stadium on time!
- ..... (the mechanic / fix) your car tomorrow?
- Helen ..... (pass) her exams easily. She's a good student.
- ..... (you / bring) me a glass of water, please?
- Go to bed, now. I ..... (wake) you up when it's time for breakfast.
- ..... (they / pay) the gardener next week?
- Your teacher ..... (not like) this essay. It's very badly written.

2 Complete with *going to*.

- She 's going to spend (spend) the weekend at her friend's house.
- ..... (we / eat) all this meat! I want to give some to the cat.
- I ..... (not see) that film. It sounds really stupid!
- ..... (they / return) the book on Monday? I need it for my essay.
- We ..... (not wait) any longer.
- He ..... (ask) a lot of questions at the interview tomorrow, so be prepared.
- Our teacher's leaving at the end of the year. We ..... (miss) her!
- ..... (you / make) those lovely cookies, Mum? I'll help you.

3 Complete with *will* or *going to*.

- I 'll do (do) the washing up. Sit down and get some rest.
- Sandra ..... (wake) up early tomorrow. She wants to leave before eight.
- I've got a headache. .... (you / get) me an aspirin, please?
- Don't write on the walls! I ..... (tell) the teacher!
- What are your plans for tonight?  
-I ..... (watch) television.
- I promise I ..... (be) a good girl, Mummy.
- Next month we ..... (visit) our grandparents in Scotland.
- What do you want to eat?  
I ..... (have) the spaghetti with tomato sauce.
- I think they ..... (enjoy) the film.
- I bet Walter ..... (arrive) late again!

## E Will and going to (predictions)

When we make a prediction with *will*, we are basing it on probability or how we believe things will turn out in the distant, uncertain future.

Predictions with *going to* are based on indications or things that we know about the near future (usually). Compare:

**In the future, people will live on other planets.** (In the (uncertain) future, people will live on other planets.)

**Look out! He's going to light the fireworks.** (Look out! (It is obvious, maybe because we see what is about to happen that) he is going to light the fireworks.)



4 Complete with *will* or *going to*.

- I think next year ... will be ... (be) better than this year.
- It's my birthday tomorrow and I ... (get) lots of presents. I always do.
- I bet she ... (win) the race.
- Look at those clouds! It ... (rain).
- That's his bus stop. He ... (get) off now.
- ... (I / be) handsome and rich when I grow up, Dad?
- Look. She's putting her mobile phone in her pocket. She ... (not phone) them.

5 Complete with the *present simple* or *present continuous*.**Tip**

Remember:

**Present continuous:** for personal plans. We control whether or not they will be materialised

**Present simple:** for planned events that we cannot control or change.

- Our plane ... leaves ... (leave) at twelve and it's ten past eleven now. Hurry up!
- She can't come tomorrow. She ... (have) lunch with Fred.
- I ... (not pay) for the cinema tickets this evening. It's your turn!
- ... (the ferry / stop) at this island, captain?
- I ... (go) to the shops later. Would you like to come with me?
- I'm afraid the shops ... (not open) before nine, sir.
- We ... (play) against your team next Saturday.
- The train ... (arrive) at 10.30 tomorrow evening.

6 Read and complete. Use *will* or the *present continuous*.**Tip**

Remember:

**Present continuous:** for personal plans.

**Will:** for a prediction about the distant, uncertain future, a promise, a spontaneous decision, a request, and to offer somebody our help.



Mrs Hardy is calling Peter from work.

Mrs Hardy: Peter, (1) are you going ... (go) out later?

Peter: Yes, Mum. Why?

Mrs Hardy: (2) ... (you / do) me a favour?

Peter: Yes, all right.

Mrs Hardy: I (3) ... (work) late this afternoon and your Aunt Agatha (4) ... (come) for tea. (5) ... (you / get) some biscuits and a cake from the baker?

Peter: OK, but I think I (6) ... (need) some money.

Mrs Hardy: Certainly, darling. I'm sure you (7) ... (find) some money in the kitchen drawer. Ten pounds (8) ... (be) enough. I'm sure.

Peter: Well, ten pounds for the cake and biscuits and ten pounds for Kikki and myself.

Mrs Hardy: Why do you and Kikki want ten pounds?

Peter: Because we (9) ... (go) to the cinema. We (10) ... (not stay) in the house with Aunt Agatha!

Mrs Hardy: Honestly, Peter!

## Future continuous

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

## F

## Future continuous

## Form

- ▶ The future continuous is formed with the future of the auxiliary verb *be* and the main verb with the ending *-ing*.  
I'll be playing basketball at six o'clock.  
She will be watching TV in the evening.
- ▶ In the negative, we add *not* after *will*.  
We will not be (won't be) using the car tomorrow. You can borrow it.
- ▶ The question is formed by inverting the subject and *will*.  
Will she be driving to work early in the morning?

## Use

We use the **future continuous**:

- ▶ for an action that will be under way at a given point in time or during a period of time in the future.  
Don't ring him at 8am. He'll be sleeping! I won't be in the office tomorrow morning. I'll be working from home.

## Time markers

The time markers that we usually use with the **future continuous** are:

at three o'clock, this time tomorrow, on Monday, tomorrow, tomorrow evening, the day after tomorrow, in two days, in a month, next year, etc.

7 Look, choose and complete with the *future continuous*.

drink ice tea   sunbathe   listen to music   play table tennis   read a magazine   sleep



- 1 - Peter   2 = Kikki   3 - Stanley  
4 = Mr Hardy   5 = Mr Davis   6 = Mrs Hardy  
7 - Mrs Davis

- 1 Peter - study  
Will Peter be studying?  
No, he won't be studying. He'll be listening to music.
- 2 Kikki - do homework
- 3 Stanley - write an article
- 4 Mr Hardy and Mr Davis - work
- 5 Mrs Hardy - talk to a client
- 6 Mrs Davis - cook

## Future perfect

<b>Affirmative</b>	I / you / he / she / it / we / you / they	will have	finished
<b>Negative</b>	I / you / he / she / it / we / you / they	will not have (won't have)	finished
<b>Question</b>	will	I / you / he / she / it / we / you / they	have finished?

## G Future perfect

## Form

- The future perfect is formed with the future of the auxiliary verb **have** and the past participle of the main verb.

**I'll have arrived at the hotel by lunchtime.**  
**She will have left before we get there.**

- In the negative we add **not** after **will**.  
**He will not (won't) have fixed the air conditioning by six o'clock.**

- The question is formed by inverting the subject and **will**.

**Will they have received the parcel by tomorrow morning?**

## Use

We use the future perfect for an action that will have already been completed prior to a given point in time in the future.

**She will have completed the project by next Tuesday.**

**I'll have returned home by lunch time.**

## Time markers

The time markers that we usually use with the future perfect are:

**by then, by next year, by the time + present simple before tomorrow.**

**They will have arrived by tomorrow.**

**We'll have finished by the time he arrives.**

**We'll have gone before Monday.**

## 8 Choose and complete with the future perfect.

change finish grow leave not lose  
not pay back realise run save  
see sell not travel write



Kikki is thinking about the future...

- I will have changed my hair colour – people won't call me 'carrot top' any more!
- Peter ..... home for college. I'll turn his room into an artist's studio.
- I ..... school. Hurray!
- ..... I ..... enough money for a motor bike?
- Peter ..... the money he owes me, I'm sure!
- Mum and Dad ..... I'm old enough to go on holiday alone – I hope!
- Stanley and I ..... our first comic book, but who will publish it?
- I ..... my freckles. That's not fair!
- ..... I ..... any paintings for a lot of money?
- Nicola and I ..... in a marathon race.
- I ..... round the world, but I ..... Greece, France, Italy and Spain.
- I ..... ten centimetres taller – at least!



## H

## Future time clauses

When we have time clauses, i.e. clauses with ... and ..., we do not use *will* but instead, the present simple.

I'll see you when I come back.

We'll arrive before the lesson starts.

## 9 Match and make sentences.

- |                                       |                                     |
|---------------------------------------|-------------------------------------|
| 1 She'll tell us                      | a it will be too late.              |
| 2 By the time he finds out the truth, | b before you go to bed?             |
| 3 After she takes this medicine,      | c when they see your school report? |
| 4 Will your parents be angry          | d you'll like her.                  |
| 5 We'll see him                       | e she'll feel better.               |
| 6 Will you lock the door              | f as soon as she has some news.     |
| 7 When you meet her,                  | g before he leaves.                 |

10 Choose and complete with the *present simple* or *will*.

apologise catch do have need post  
save return ring see

- When the bell ... *ring* ..., I'll open the door.
- ... you ... this letter before you go to work tomorrow?
- I won't speak to you again until you ...
- Mum ... the note as soon as she goes into the kitchen.
- After we ... from school, we'll help you.
- ... she ... this suitcase when she goes on holiday?
- We ... dinner after we see the play.
- As soon as he ... a fish, he'll start jumping up and down!
- By the time he ... his homework, it will be too late to go to the cinema.
- I won't be able to buy a new computer until I ... some money.

11 Read and complete. Use *will*, the *future continuous*, *future perfect* or *present simple*.

## A Look Into The Future



by Danny McKee

Air pollution is a big problem, so I think we (1) *will have to* (have to) find new sources of energy. In ten or twenty years, we (2) ... (drive) electric or solar powered cars.

By the end of this decade, mobile phones (3) ... (change) a lot. When we (4) ... (make) a call, we (5) ... (be able) to see

the other person on a screen. (6) ... (I / be) on a holiday in space by the time I'm thirty? I certainly hope so! Many scientists believe that in the future, people (7) ... (be able) to spend their holidays in special hotels on the moon. It (8) ... (be) the trendiest place for young married couples to spend their honey... moon!

## Tip

Remember:  
when / before /  
after / as soon  
as / until +  
present simple

## 12 Read and complete. Use only one word in each space.

What are your plans for the future? What will you and your friends be doing in ten years' time?

Stanley Davis

Mr. Oroszowicz's Class

Let's start with myself. I (1) will definitely go to college because I want to be a journalist. By the time I'm thirty I'll (2) have started my own magazine - as you see, I'm very ambitious.

It's easy to say what Kikki will (3) be doing ten years from now. She (4) will still be painting. She's very talented, so she's (5) likely to succeed.

Leslie is a brilliant photographer and interviewer. I think she (6) will be very good on TV. She can already speak one foreign language (French). She (7) will be starting Spanish lessons next month - so I'll (8) be a great help. Actually, (9) when the time she finishes school she will (10) also learn German as well.

I've no idea what Peter will (11) be doing in ten years' time. Maybe he will (12) have started his own business. Then he (13) will be able to go to work as late as he likes!

## Writing practice

## 13 Write about your future.

- Write about your plans and intentions with *going to*.
- Make predictions about your future with *will*.
- What will you be doing in ten years?
- What will you have done by the time you are twenty-five?

Next month I'm going to .....

Next year .....

In the future, I think .....

In ten years .....

By the time I'm twenty-five, .....

## Oral practice

Now you can do oral activity 4 (Teacher's Resource File).

## Past tenses (2)

past perfect simple, past perfect continuous

### Teen Link

## It's lonely at the top...



In the village of Chatsbridge, a film crew **had been filming** a war scene on the village green since early in the morning, so by that evening everyone was tired. After the crew **had left**, the villagers went

home, too. Suddenly, a child heard a voice from the top of a tree. He looked up and saw Mr Applewood. Mr Applewood **had fallen** with his parachute earlier in the day but he **had made** the wrong calculations and he **had landed** in a tree in the middle of the village. The poor man **had been** there for eight hours before the child noticed him! Mr Applewood said later: 'There was a lot of noise during the filming, so nobody heard me. But I'm not complaining. I had an excellent view from up there!'

	Affirmative	Negative	Question
Past perfect simple	They <b>had spoken</b> to her.	They <b>had not (hadn't) spoken</b> to her.	<b>Had</b> they <b>spoken</b> to her?
Past perfect continuous	She <b>had been speaking</b> for an hour.	She <b>had not (hadn't) been speaking</b> for an hour.	<b>Had</b> she <b>been speaking</b> for an hour?



## A

## Past perfect simple

## Form

- ▶ The **past perfect simple** is formed with the auxiliary verb **had** and the **past participle** of the main verb.

**John had bought the tickets weeks before the concert.**

- ▶ In the negative, we add **not** between **had** and the past participle. The short form is **hadn't**.

**They had not told us about the changes.  
He hadn't opened the letter.**

- ▶ The question is formed by inverting **had** and the subject.

**Had it rained the previous night?**

## Use

We use the **past perfect simple**:

- ▶ for an action that happened in the past and had already been completed prior to a specific point in time.

**They had left the office by six o'clock.  
She had completed the preparations before noon.**

- ▶ for an action that happened in the past and had already been completed prior to another action that happened afterwards or later. We use the **past perfect simple** for the action that happened first, while we use the **past simple** for the one that happened second.

**He had done all his homework before he went to the cinema.**

**After we had washed the cherries, we ate them.**

## Time markers

The time markers that we usually use with the **past perfect simple** are: **when, after, before, as soon as, by, by the time, until/till, already, just, ever, never, the previous day, the week before.**

**I went into the room after they had finished their conversation.**

**As soon as I had closed the door, I remembered that my keys were in the car.**

**When we arrived, the boat had left.**

**She had seen her grandchildren the previous day.**

## B

## Past time clauses

We use the **past perfect simple** for an action that had already been completed prior to another action that happened in the past. We use the **past simple** for the second action.

But when we refer to two successive actions, i.e. when the second action happened immediately after the first, then we can use the **past simple** for both of them. The meaning remains the same:

**She had turned off the computer before she left.**

**She turned off the computer before she left.**

Now compare the following clauses:

**When Nicki arrived, John blew out the candles on his birthday cake.**

(Nicki arrived, then John blew out the candles.)

Here the actions are successive. First one action happened and then the other one followed.

**When Nicki arrived, John had blown out the candles on his birthday cake.**

(John blew out the candles, then Nicki arrived.)

Here the actions are not successive.

We need the **past perfect simple** in order to make it clear.

## Grammar practice

## 1 Match and make sentences.

- |  |                                      |
|--|--------------------------------------|
| 1 By the time the police caught the thief, | a she had seen a dolphin.            |
| 2 Laurence had lived in New York           | b when we spoke to him.              |
| 3 After they had sold their car,           | c before he moved to London.         |
| 4 We didn't leave                          | d when it started to rain.           |
| 5 It was the first time                    | e he had sold all the jewellery.     |
| 6 As soon as I had shouted at him,         | f until we had locked all the doors. |
| 7 They had just washed the car             | g it had stopped ringing.            |
| 8 I arrived at your house                  | h they bought a motorbike.           |
| 9 The lawyer hadn't received the letter    | i I felt sorry.                      |
| 10 By the time she picked up the phone,    | j but you had already left.          |

## 2 Complete with the past perfect simple.

- 1 They had finished (finish) their lesson before one o'clock.
- 2 She was worried because her son ..... (not call) all day.
- 3 ..... (Paul / think) of this before you told him?
- 4 By five thirty everybody ..... (go) home.
- 5 ..... (they / have) dinner by the time you got there?
- 6 We ..... (not realise) it was so late until the waiter brought the bill.
- 7 Was it cold? ..... (you / take) your coat with you?
- 8 As soon as he ..... (leave), the boss asked for him.
- 9 Jackie didn't do the exercise because she ..... (not understand) it.
- 10 I ..... (already / put on) my pyjamas when she asked me to go out with her.

## 3 Complete with the past perfect simple or past simple.

- 1 The game had already begun (already / begin) when we turned (turn) on the television.
- 2 As soon as Leslie ..... (pay) for her shopping, she ..... (leave).
- 3 After I ..... (talk) to my teacher, everything ..... (seem) easier.
- 4 It ..... (not snow) at the ski resort until they ..... (: arrive).
- 5 ..... (they / just / wake up) when you ..... (call) them?
- 6 By the time I ..... (meet) him, he ..... (already / make) three films.
- 7 ..... (you / ever / use) a computer before you ..... (get) this job?
- 8 After the plane ..... (take) off, the young woman ..... (relax).
- 9 The little boy ..... (never / be) to the theatre before.
- 10 We ..... (just / begin) the lesson when the alarm bell ..... (ring).

#### 4 Read and complete. Use the *past perfect simple* or *past simple*.

- Mrs Hardy: Kikki, darling! Where were you? I was so worried!
- Kikki: Nicola and I (1) had arranged (arrange) to meet at the cinema but she (2) ..... (not come)! I (3) ..... (already / buy) the tickets, so I (4) ..... (go) in by myself. After the film (5) ..... (start), a tall boy (6) ..... (come) and sat in front of me. I couldn't see anything, so I moved to the next seat. But I (7) ..... (leave) my coke on it and I actually (8) ..... (sit) down on it! Look at my trousers! When I (9) ..... (go) outside, it (10) ..... (just / start) to rain. I (11) ..... (not take) an umbrella with me so I got wet! And I (12) ..... (just / arrive) at the bus stop, when a red car (13) ..... (splash) muddy water all over me!
- Mrs Hardy: Kikki, which cinema did you go to?
- Kikki: The Plaza.
- Mrs Hardy: Oh dear! Nicola went to The Odeon. She called an hour after you (14) ..... (leave). She was really angry!
- Kikki: Aaaaargh!



#### C

##### Past perfect continuous

###### Form

- ▶ The past perfect continuous is formed using **had been** and the main verb with the ending **-ing**.  
**They had been swimming for three hours.**
- ▶ In the negative, we add **not** between **had** and **been**. The short form is **hadn't**.  
**I hadn't been waiting long before they arrived.**
- ▶ The question is formed by inverting **had** and the subject.  
**Had they been walking for a long time before they got lost?**

###### Use

- ▶ The **past perfect continuous** is used to emphasise the duration that an action had that took place in the past and that had already been completed either prior to a specific point in time or prior to another action that happened after this. We use the **past perfect continuous** for the action that took place first. We use the **past simple** for the action that followed.  
**We had been sleeping for two hours when someone knocked on our door.**
- ▶ for an action that took place in the past and the results of which were visible after its completion.  
**The men had been working in the fields, so they were exhausted.**

###### Time markers

The time markers that we usually use with the **past perfect continuous** are: **for**, **since**, **all day**.

#### 5 Complete with the *past perfect continuous*.

- 1 Kelly and I had been wrapping (wrap) presents since nine o'clock.
- 2 It ..... (rain) all night and the streets were wet.
- 3 ..... (the prisoner / planning) his escape for a whole year?

- 4 She ..... (not listen) to the speech. She didn't even know what it was about!
- 5 ..... (they / tell) jokes before I came in? They all looked very amused.
- 6 I ..... (drive) for forty minutes before I realised I was on the wrong motorway.



- 6 Look, choose and complete with the past perfect continuous.

paint / the kitchen    play / basketball  
train / cycling race    study / for an exam  
do / the housework    clean / the chimney



Yesterday afternoon everybody was tired. What had they been doing?

- 1 Peter had been training for a cycling race.
- 2 Mr Hardy and Kikki .....
- 3 Mrs Hardy .....
- 4 Stanley .....
- 5 Mr Davis .....
- 6 Leslie .....

#### D Past perfect simple and past perfect continuous

Compare the following sentences:

By the time the ferry arrived at the island, she had read the whole book.

By the time the ferry arrived at the island, she had been reading for six hours.

The past perfect simple emphasises the action itself and its completion, while the past perfect continuous emphasises its duration.

- 7 Circle the correct answer.

- 1 She had managed / had been managing to finish all her homework before six.
- 2 By the time the doctor saw them, they had waited / had been waiting for two hours.
- 3 He was out of breath because he had run / had been running.
- 4 He had sat / had been sitting in the sun and his face was red.
- 5 By Saturday, we had moved / had been moving all the furniture to the new flat.
- 6 We hadn't tasted / hadn't been tasting such delicious food before.
- 7 She had planned / had been planning that trip for ages, so nothing went wrong.
- 8 After he had had / had been having dinner, he went to his room.

- 8 Rewrite the sentences using the word given.

- 1 First we cleaned the floor and then we put down the carpet. **after**  
We put down the carpet after we had cleaned the floor.
- 2 It was the first time they had laughed so much. **never**  
They had never laughed so much before.
- 3 I tidied my room and my friend came later. **before**  
I had tidied my room before my friend came.
- 4 She ate all the chocolates, so there weren't any in the box. **because**  
There weren't any chocolates in the box because she had eaten them all.
- 5 The concert started and then we arrived at the theatre. **already**  
When we arrived at the theatre, the concert had already started.
- 6 When Sue came downstairs, her brother wasn't there. **by**  
Sue's brother had left by the time she came downstairs.
- 7 The party began and then Harry arrived. **had**  
When Harry arrived, the party had begun.

9 Read, choose and complete. Use the *past simple* or *past perfect simple*.

be become begin buy faint give hear look remember tell win

TeenLink

## Good Luck, Bad Luck.

A short story by Shelley Barnes

That Saturday was both the happiest and the worst day in Jack Walker's life. It was the happiest because he (1) had won the lottery and the worst because he couldn't find his lottery ticket! After he and his wife (2) searched everywhere for it, he (3) started to panic. Then he (4) did something. On the day he (5) found the lottery ticket, he

had been wearing his old brown jacket. The ticket (6) was in the pocket! As soon as he (7) saw his wife, her face (8) turned white. The previous day, she (9) gave away the jacket to a lady who collected clothes for the homeless! Jack (10) had never before in his life but as soon as he (11) realised this, he did!

(The story continues in the next exercise...)

### Writing practice

10 Write sentences. Use the *past simple* or *past perfect simple*.

TeenLink

(1) Jack / not waste / any time. (2) After / he / explain / the situation to all his friends and relatives, (3) they / all / agree to help. By the following Saturday, (4) they / search everywhere. (5) They / talk to every homeless person in the town but (6) nobody / see / the jacket.

By then, (7) Jack / lose / five kilos. (8) He / not shave / for a week. He walked along the streets with red eyes, talking

to himself. He looked terrible. On Sunday, eight days after (9) he / win / the lottery, Jack was out in the streets. He felt cold and tired. (10) He / just / sit down / on the pavement, when (11) a homeless old man / come / and / sit next to him. 'Hey mate,' he said. 'It's cold. Put that on. It'll keep you warm.' In his hands, (12) he / have / an old brown jacket. Jack could just see the corner of a lottery ticket in the inside pocket.

Jack didn't waste any time.

### Oral practice

Now you can do oral activity 5 (Teacher's Resource File).

# Revision 1-5

## 1 Complete with the *present simple* or *present continuous*.

- 1 My parents ..... (go) to the cinema every week.
- 2 You can't play outside. It ..... (rain)!
- 3 We ..... (not wear) a uniform at school.
- 4 ..... (water / freeze) at 0°C?
- 5 Mary ..... (stay) with her aunt in London this summer.
- 6 Amanda is in the living room but she ..... (not watch) television.

6

## 2 Circle the correct answer.

- 1 When I was little, my Mum *took* / *was taking* me to the park every day.
- 2 Samantha called while you *slept* / *were sleeping*.
- 3 They *still studied* / *were still studying* at midnight.
- 4 He *didn't make* / *wasn't making* his bed yesterday morning.
- 5 Bob *was talking* on the phone while I *watched* / *was watching* TV.
- 6 *Did Jenny have* / *Was Jenny having* dinner when you arrived at her house?

6

## 3 Circle the correct answer.

- 1 It's very cold. I bet it ..... tonight!  
a will snow      b is snowing      c snows
- 2 She ..... a new video recorder when she has the money.  
a is going to buy      b will have bought      c buys
- 3 The ballet class ..... at five o'clock.  
a will be beginning      b begins      c is beginning
- 4 The work is easy. I ..... it before dinner.  
a 'm finishing      b will have finished      c finish
- 5 This time next week we ..... hard for the exams.  
a are studying      b will study      c will be studying
- 6 Don't worry! I ..... you with your homework.  
a 'll help      b am going to help      c help
- 7 Will you call me when you ..... back?  
a will come      b come      c will be coming

7

## 4 Complete with the *present perfect simple* or *past simple*.

- 1 I ..... (meet) her sister. She's a very nice person.
- 2 Our team ..... (win) the game last Saturday.
- 3 He ..... (study) at this university between 1992 and 1995.
- 4 Bob and Mary ..... (live) in this village for fifteen years and they love it here.
- 5 My Dad ..... (have) this desk since he was twenty-two years old.
- 6 We ..... (meet) last summer while we were on holiday.

6



**5** Complete with the *present perfect simple* or *present perfect continuous*.

- 1 We ..... (watch) television for hours. Let's do something else.
- 2 It's the first week of my holidays and I ..... (already / read) three books.
- 3 Her marks aren't very good because she ..... (not study) lately.
- 4 They ..... (visit) the museum three times.
- 5 Your friend is late. How long ..... (you / wait) for him?
- 6 They ..... (know) each other for years.

6

**6** Circle the correct answer.

- 1 We *already packed* / *had already packed* our bags before we went to bed.
- 2 The driver *checked* / *had checked* the car the previous day.
- 3 I rang the bell again because they *didn't hear* / *hadn't heard* it the first time.
- 4 The manager had fired her *the previous day* / *yesterday*.
- 5 *While* / *As soon as* I had locked the door, the phone began to ring.
- 6 She *turned* / *had turned* off the light and then she went to bed.
- 7 He *ran* / *had run* into the room but the meeting had begun.

7

**7** Circle the correct answer.

- 1 Throw away that cheese. It's green and it ..... horrible!  
a is smelling                      b smells                      c will smell
- 2 He's talking on the phone .....  
a every day                      b at the moment                      c sometimes
- 3 They've been friends ..... 1981.  
a for                      b by                      c since
- 4 She never used to ..... make-up when she was younger.  
a wear                      b wore                      c worn
- 5 She ..... behave like that.  
a doesn't usually                      b isn't usually                      c hasn't usually
- 6 ..... the rain stops, the streets will have flooded.  
a As                      b By the time                      c While
- 7 Someone stole her purse ..... she was looking at a shop window.  
a by the time                      b just                      c while
- 8 When she ..... school, she'll go to university.  
a finishes                      b will finish                      c is going to finish
- 9 ..... in ghosts?  
a Are you believing                      b Will you believe                      c Do you believe
- 10 It's the first time they ..... away from home.  
a have ever been                      b had ever been                      c were ever
- 11 By Monday, it ..... non-stop for four days.  
a has been snowing                      b had been snowing                      c had snowed
- 12 How long ..... on this project?  
a do you work                      b are you working                      c have you been working

12

Total

50

# Modals (1)

ability, permission, requests, offers, suggestions

## Teen Link

### Are you a good friend?



- 1 Your friend has passed an important examination in French. What do you say?
  - a) Congratulations! **Let's** celebrate!
  - b) OK, so you **can** write French, but **can** you speak it?
  - c) I **could** speak French when I was three!
- 2 It's a hot day and you'd like an ice cream. Your friend hasn't got any money with him. What do you say?
  - a) **Shall** I buy you an ice cream?
  - b) You **could** go home and get some money.
  - c) **Can** you hold my ice cream? I want to buy some lemonade, too.
- 3 You haven't got time to listen to your new CD right now. Your friend asks if he **can** borrow it. What do you say?
  - a) Of course you **can** borrow it!
  - b) We **could** listen to it together tomorrow.
  - c) **Why don't you** buy your own CD?
- 4 Your friend has broken her leg, so she **can't** go to a party tonight. Everybody else is going. What do you say?
  - a) I'll stay with you. **Shall** I bring some snacks and a video?
  - b) I'll tell you all about the party tomorrow.
  - c) You're not going to the party, so **could** you record my favourite TV programme?

#### Answers:

- Mostly a:** You're a real friend!  
**Mostly b:** Are you sure you've still got friends?  
**Mostly c:** I bet even your friends don't speak to you!

#### Ability

	Affirmative	Negative	Question
can	He <b>can</b> speak Italian.	He <b>can't</b> speak Italian.	<b>Can</b> he speak Italian?
could	I <b>could</b> play tennis when I was younger.	I <b>couldn't</b> play tennis when I was younger.	<b>Could</b> I play tennis when I was younger?
be able to: present	We <b>are able to</b> meet once a week.	We <b>aren't able to</b> meet once a week.	<b>Are</b> we <b>able to</b> meet once a week?
be able to: past	She <b>was able to</b> solve the problem.	She <b>wasn't able to</b> solve the problem.	<b>Was</b> she <b>able to</b> solve the problem?
be able to: future	They <b>will be able to</b> do the work.	They <b>won't be able to</b> do the work.	<b>Will</b> they <b>be able to</b> do the work?
be able to: present perfect	He <b>has been able to</b> get tickets.	He <b>hasn't been able to</b> get tickets.	<b>Has</b> he <b>been able to</b> get tickets?

## A Ability

### Can, could

We use **can** to talk about something that we can or cannot do, i.e. about our **ability** to do something. **Could** is the past simple of **can**.

**He can't play volleyball.**

**He could drive a car when he was eighteen.**

### Be able to

**Be able to** is used in all of the tenses.

**We aren't able to see each other every day.** (present)

**The boy was tall, so he was able to reach the top shelf.** (past)

**They will be able to leave early tomorrow.** (future)

**She has been able to do difficult jigsaw puzzles since she was five.** (present perfect)

### Could, was / were able to

- We use **could** to show that we did or did not have a general ability in the past.

**I could read when I was five.**

- We use **was/were able to**:

- to talk about our ability in the past.  
**They lived far away, so they weren't able to walk to school.**

- to show that we managed to do something in a specific case.

**I ran fast, so I was able to catch the bus.**

~~**I ran fast, so I could catch the bus.** X~~

- In the negative, we can use **couldn't / wasn't or weren't able to** to show that we did not manage to do something in a specific case.

**They looked everywhere but they couldn't / weren't able to find the book.**

## Grammar practice

1 Complete with the correct form of **be able to**.

- Kiki is able to paint (paint) very well. She's a brilliant artist.
- Peter ..... (not finish) all his homework last night.
- Sean ..... (play) golf tomorrow.
- We ..... (speak) Spanish by the end of the year.
- She ..... (drive) a car since she was eighteen.
- My sister ..... (use) a computer. She's still a baby.
- Mr Davis ..... (repair) things since he was a young boy.
- He was very busy, so we ..... (not meet) in the end.
- Stanley ..... (play) basketball when he was five.
- I ..... (ride) a horse when I was six.

2 Complete with **could / couldn't, was / wasn't able to or were / weren't able to**. For some sentences, there are two possible answers.

- She was a very good actress but she couldn't / wasn't able to dance.
- The thief ..... get into the house through the bathroom window.
- When its wing was better, the little bird ..... fly again.
- They ..... buy the CD because they didn't have enough money with them.
- The young man ..... write with his left hand and his right hand, too.
- We stayed in London for a number of days, so we ..... visit some museums.
- I ..... exercise yesterday because I was too tired.
- She ..... walk when she was only nine months old.



## Permission

	Affirmative	Negative	Question
can / could	You <b>can</b> leave the room.	You <b>can't</b> leave the room.	<b>Can / Could</b> I leave the room?
may	You <b>may</b> have another sandwich.	You <b>may not</b> have another sandwich.	<b>May</b> I have another sandwich?
be allowed to	We <b>are allowed to</b> go.	We <b>aren't allowed to</b> go.	<b>Are we allowed to</b> go?

## B Permission

## Can, could

- ▶ To give somebody permission to do something, we use **can**. To deny somebody permission to do something, we use **can't**.  
It's all right. You **can** go to the park with your friends.  
I'm sorry, John **can't** go to the cinema.
- ▶ To ask for permission to do something, we use **can** and **could**. In this case, the difference between **can** and **could** is not the tense, but politeness. We use **could** when we want to be more polite, eg. when we are talking to someone whom we do not know very well or to someone older than us.  
**Can I go to the park with John, Mum?**  
**Could John and I go to the cinema, Mrs Baker?**

## May

We can also use **may** to ask for permission to do something, to give or refuse somebody permission to do something. **May** is more formal and polite than **can** and **could**.  
**May I talk to you for a minute, sir?**  
**No, you may not leave work earlier today.**  
**We're very busy.**

## Be allowed to

We use **be allowed to** to talk about something that we are or are not allowed to do. It mainly refers to rules, eg. family, work, etc.  
**I'm not allowed to go out without my parents' permission.**  
**We aren't allowed to wear jeans at work.**

3 Ask for permission using *can*, *could* or *may*.

😊 = polite

😊😊 = very polite

😊😊😊 = extremely polite

- 1 You want to go to a party. Ask your mother. 😊  
Can I go to the party, Mum? .....
- 2 You want to leave early. Ask your teacher. 😊😊😊  
.....
- 3 You're on a bus and you want to close a window. Ask a stranger. 😊😊  
.....

- 4 A fellow student has got a new comic book. You want to look at it. 😊  
.....

- 5 You want to ask your father's friend a question. 😊😊  
.....
- 6 You are at a museum. You want to take a photograph. 😊😊😊  
.....
- 7 You are at a friend's house. You want to wash your hands. 😊😊  
.....
- 8 You are visiting an old relative. You want to watch a quiz show on TV. 😊😊😊  
.....

4 Rewrite the sentences using the word given.

- 1 You can't leave the school without permission. (allowed)  
 You are not allowed to leave the school without permission.
- 2 We are not allowed to bring food into the classroom. (can't)
- 3 They can't swim in that area. (allowed)
- 4 You can take photographs of the animals. (allowed)
- 5 They are allowed to use their calculators in the test. (can)
- 6 I am not allowed to invite friends to dinner without asking Mum first. (can't)
- 7 You can stay in the classroom during the break. (allowed)
- 8 We can't run in the corridors. (allowed)

5 Make requests.

- 1 Ask your friend to give you the TV remote control.  
Will you give me the TV remote control, please?
- 2 Ask your friend's mother to call your mother.
- 3 Ask your friend to lend you some money.
- 4 Ask a waiter to bring you a menu.
- 5 Ask your friend's mother for an aspirin.
- 6 Ask your friend to lend you his best jacket.
- 7 Ask your brother to make your bed.
- 8 Ask your grandmother to knit you a jumper for your birthday.

Requests

can / will	Can / Will you post this letter for me?
could / would	Could / Would you bring your CDs to the party?

C

Requests

To ask somebody to do something for us (request), we can use **can / will** or **could / would**. We use **could** or **would** when we want to be more polite.  
 Will you answer the phone, please?  
 Could you tell me the way to the Town Hall, please?

Offers

Shall I ...?	Shall I make you a sandwich?
Can I ...?	Can I help you?
Would you like ...?	Would you like a glass of water?

D

Offers

To offer to do something for somebody, we use **Shall I ...?** or **Can I ...?**  
 Shall I drive you home?  
 Can I help you with your luggage, madam?  
 To offer somebody something, we use **Would you like ...?**  
 Would you like some orange juice?

## 6 Make offers using the word given.



- 1 do the shopping for dinner (shall)  
Shall I do the shopping for dinner?
- 2 get you an extra pillow (can)
- 3 cup of tea (would)
- 4 call the doctor (shall)
- 5 heat some chicken soup (shall)
- 6 some orange juice (would)
- 7 sit with you (shall)
- 8 read you the newspaper (can)

## Suggestions

Let's ...	Let's play a game.
Why don't we ...?	Why don't we play a game?
can / could	We can / could play a game.
Shall we ...?	Shall we play a game?
What about ...-ing?	What about playing a game?
How about ...-ing?	How about playing a game?

## 7 Make two suggestions for each of the following situations.

- 1 The weather is awful. You and your friends can't go out and you're bored.  
(why) Why don't we listen to music?  
(can) We can play monopoly.
- 2 You and your friend have just missed the bus home.  
(shall) .....  
(let's) .....
- 3 It's a hot day and you and your family are at the beach.  
(how) .....  
(what) .....
- 4 Your friend is very tired these days.  
(why) .....  
(could) .....
- 5 Your family want to go on a special summer holiday this year.  
(what) .....  
(how) .....

## 8 Rewrite the sentences using the word given.

- 1 Could I use your phone? (may)  
May I use your phone?
- 2 Let's go inside. (shall)
- 3 We can't park in this area. (allowed)
- 4 She hasn't managed to sell her car yet. (able)
- 5 Let's invite them to the party. (what)
- 6 They couldn't answer all the questions. (able)
- 7 Could you give me his address, please? (would)
- 8 Why don't we have a barbecue? (how)

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

Peter is going on a school trip tomorrow.

Kikki: Hi! (1) ..... *Can* ..... I help you pack?

Peter: I don't know. I (2) ..... n't fit all my things in the bag.

Kikki: You (3) ..... take a second bag, you know.

Peter: We're (4) ..... to take only one bag.

Kikki: What have you put in it?

Peter: I've put in my volleyball, some board games and stuff.

Kikki: (5) ..... don't you leave the ball at home?

Peter: No way!

Kikki: You (6) ..... not be able to put anything else in it, but I've got an idea. (7) ..... you wear anything you like on the coach?

Peter: Yes, we (8) ..... wear anything we like.

Kikki: What (9) ..... trying something, then?

Kikki: I don't think this is a very good idea ...



## Writing practice

**10** Aunt Agatha is visiting some relatives in Australia. Use the prompts and write her note for Mrs O'Leary, a neighbour.

- 1 you / do / me a favour? (request)
- 2 I / not cancel / the newspaper delivery before I left (ability)
- 3 you / call / the newsagent's for me? (request)
- 4 you / pick / any flowers you like / from my garden (permission)
- 5 bring / you / anything from Australia? (offer)



## Oral practice

Now you can do **oral activity 6** (Teacher's Resource File).



# Modals (2)

obligation and necessity, prohibition, advice, possibility, deduction, etc.

Has anyone seen my rugby shirt?



Peter: Has anyone seen my rugby shirt?

Mum: It **might be** in the wash.

Dad: No, Kikki **must have taken** it. I think she was wearing it when she went out.

Peter: But she's **not allowed to borrow** my stuff without asking!

Mum: You **should remind** her!

Hi everybody!



Peter: You **shouldn't have taken** my shirt without my permission!

Kikki: I know, but look: I got you this big bar of chocolate ...

Peter: All right, but you **must ask** next time.

Kikki: ... and this huge tub of ice cream.

Peter: Well, for this shirt you **don't have to ask**.

Kikki: I love you big brother!

And you love chocolate and ice cream ...



## Obligation and necessity

	Affirmative	Question
<b>must</b> present / future	He <b>must work</b> late.	<b>Must</b> he <b>work</b> late?
<b>have to</b> present / future past future present perfect	He <b>has to work</b> late. He <b>had to work</b> late. He <b>will have to work</b> late. He <b>has had to work</b> late.	<b>Does</b> he <b>have to work</b> late? <b>Did</b> he <b>have to work</b> late? <b>Will</b> he <b>have to work</b> late? <b>Has</b> he <b>had to work</b> late?
<b>need</b> present / future past future present perfect	He <b>needs to work</b> late. He <b>needed to work</b> late. He <b>will need to work</b> late. He <b>has needed to work</b> late.	<b>Does</b> he <b>need to work</b> late? <b>Did</b> he <b>need to work</b> late? <b>Will</b> he <b>need to work</b> late? <b>Has</b> he <b>needed to work</b> late?

## A

**Obligation and necessity****Must, have to (obligation)**

- ▶ To talk about something that we are obliged to do (**obligation**), we use **must** or **have to**.  
I **must** phone my parents and tell them the good news.  
I **have to** go now. It's late.
- ▶ In the negative, **must** and **have to** have a different meaning. **Mustn't** is used to express prohibition. With **don't have to**, we indicate that we are not obliged to do something. (See **Absence of obligation** and **Prohibition / Restriction**.)
- ▶ **Must** only has the **present simple**. **Have to** may be used in all of the tenses and that is why it replaces **must**.  
I **had to** take a taxi home last night. (past)  
I'll **have to** leave early tomorrow. (future)  
They **have had to** change their plans. (present perfect)

- ▶ We use **must** when the speaker himself feels an obligation to do something and **have to** when the obligation comes from external factors. ...  
I **must** study harder. (It is something that I feel obliged to do.)  
I **have to** book the plane tickets today. (The airline company obliges me to. If I do not do it, I will lose the ticket.)

**Need (necessity)**

- ▶ For something that needs to be done (**necessity**), we use **need**.  
I **need to** be at the office no later than 9 am.

**Absence of obligation**

don't have to	She <b>doesn't have to</b> finish her composition tonight.
don't need to	She <b>doesn't need to</b> finish her composition tonight.
needn't	She <b>needn't</b> finish her composition tonight.

**Prohibition / Restriction**

mustn't	We <b>mustn't</b> be late for class.
can't	You <b>can't</b> take a pet to the restaurant.
not allowed to	You <b>aren't allowed to</b> use your mobile phone on the plane.

## B

**Absence of obligation**

To talk about something that we are not obliged to do or something that does not need to happen (absence of obligation), we use **don't have to**, **don't need to**, **needn't** + infinitive.  
I **didn't have to** write a long essay.  
She **doesn't need to** do all this work today.  
You **needn't** bring any food to the picnic.  
We've got plenty.

## C

**Prohibition / Restriction**

To talk about something that prohibits us from something (**prohibition**) or does not allow us to do something (**restriction**), we use **mustn't**, **can't** or **not allowed to** + infinitive. **Not allowed to** is used for more official prohibitions, eg. for school rules.  
I **really must** tidy my room this weekend.  
She **can't** go on holiday now. They're very busy at the office.  
We **aren't allowed to** talk in class.

## Grammar practice

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

- I have to go home now. See you!
- The cat came down from the roof by itself, so Stanley ..... climb up and get it.
- Nicola's room is a mess! She ..... tidy it tomorrow.
- Why ..... I ..... invite Gemima to my party? I don't like her!
- It was Peter's birthday, so Kikk? ..... buy him a present.
- ..... they ..... write another test tomorrow?
- This wall is damp. We ..... paint it three times since we moved in.
- You ..... bring any towels with you. We've got plenty.

## 2 Circle the correct answer.

## Tip

Remember: **must** when the decision is ours and **have to** when somebody decides for us.

- I (must) / *have to* visit my granny. I've missed her.
- You *must* / *have to* get a new passport. Otherwise, you won't be able to travel abroad.
- Thomas *must* / *has to* wear a suit at work. That's the rule.
- You *must* / *have to* visit us this summer. We'll have fun!
- Must you* / *Do you have to* go to school on Saturdays?
- Angela is ill, and the doctor says she *must* / *has to* stay in bed.
- I've broken another glass! I *must* / *have to* be more careful when I do the washing up.
- We *must* / *have to* find a faster way to do this job. It takes too much time!

3 Complete with *must*, *need* or *needs*.

## Tip

**Must** is not followed by *to*.

- Leslie must find some photos for her article.
- You ..... to drink a lot of water in hot weather.
- I ..... get some sleep! I'm exhausted!
- Somebody ..... to look after my uncle's cat now that he's away.
- Does he ..... to sell his bike?
- They ..... to buy a new washing machine.
- You ..... wrap the present beautifully.
- She ..... to remember all of this information.

4 Complete with *mustn't* or *don't* / *doesn't have to*.

- He's only four. He mustn't cross the road by himself.
- You ..... go to the supermarket. I'll do it.
- Jade ..... pay for the holiday. It's a present from her parents.
- I ..... forget to wake him up at six.
- You ..... watch TV for so many hours. It's bad for your eyes.
- We ..... eat now. We can have dinner after the film.
- Be careful with this vase! You ..... drop it!
- Frank ..... come here. We can meet him at the station.
- My sisters ..... study as hard as I do. It's not fair.
- We ..... swim in this part of the river. It's dangerous.

## 5 Rewrite the sentences using the word given.

You **mustn't** run in the corridors.



- 1 You **mustn't** run in the corridors. (allowed)  
 You **aren't allowed** to run in the corridors.

- 2 You **aren't allowed** to touch anything. (mustn't)

- 3 You **mustn't** make any noise. (allowed)

- 4 You **aren't allowed** to take photographs of the exhibits. (mustn't)

- 5 You **mustn't** listen to your personal stereos. (allowed)

- 6 You **aren't allowed** to use the lifts alone. (mustn't)

## Advice / Advisability / Criticism

	Affirmative	Negative	Question
<b>should</b>			
present / future	You <b>should</b> write a letter.	You <b>should not (shouldn't)</b> write a letter.	<b>Should</b> you write a letter?
past	You <b>should have written</b> a letter.	You <b>should not (shouldn't)</b> have written a letter.	<b>Should</b> you <b>have written</b> a letter?
<b>ought to</b>			
present / future	You <b>ought to</b> write a letter.	You <b>ought not to (oughtn't to)</b> write a letter.	<b>Ought</b> you <b>to</b> write a letter?
past	You <b>ought to have written</b> a letter.	You <b>ought not to (oughtn't to)</b> have written a letter.	<b>Ought</b> you <b>to have written</b> a letter?
<b>had better</b>	You <b>had (You'd) better</b> write a letter.	You <b>had (You'd) better not</b> write a letter.	

## D Advice / Advisability / Criticism

- To give advice to somebody, we use (advice) or **should**, **ought to** or **had better** + infinitive.
  - I've got a toothache.
  - You **should** see a dentist immediately.
  - We'd better put our hats on. It's hot.
- To talk about what is the right thing that should happen or the right thing to do (advisability), we use **should** or **ought to**.  
 I think we **ought to** wear uniforms at school.

- To express our criticism of somebody when we think that they have done something that they **should not** have done or they have not done something that they **should** have in the past, we use **should** / **ought to** + **have** + past participle.  
 You **shouldn't have spoken** to her like that. It was very rude.  
 We **ought to have taken** an umbrella with us.



## 6 Rewrite the sentences using the word given.

**Tip**

Should and had better are not followed by to.

- 1 You should be more careful in the future.  
(ought)  
You ought to be more careful in the future.
- 2 She had better work faster or she won't finish on time. (ought)
- 3 We ought to decorate the living room.  
(should)
- 4 You should get the opinion of an expert. (had better)
- 5 It's going to rain, so you had better not leave your bags outside. (ought)
- 6 He ought to exercise more often. (should)
- 7 They shouldn't do that. It's dangerous.  
(had better)
- 8 We ought not to feed the animals. (should)

## 7 Write sentences using the prompts.

- 1 I didn't know his address, so I didn't write to him.  
should / ask me / for his address  
You should have asked me for his address.
- 2 I woke up late today.  
ought to / set / alarm clock
- 3 All the plants died.  
should / water / them
- 4 I opened mum's parcel because I was curious.  
ought not to / open / it
- 5 The car was dirty.  
should / wash / it
- 6 When I left home, the TV was on.  
ought to / turn it off
- 7 I ate some cheese but it smelt funny.  
should not / eat / it
- 8 I got angry and shouted at him.  
ought not to / be rude

## 8 Give these people advice.

- 1 Karin: There's something wrong with my car!  
(take it to the garage)  
(call the mechanic)
- 2 Suzanne: My hair looks awful!  
(wash it)  
(go to the hairdresser's)
- 3 William: My dog is too fat!  
(take it for a long walk every day)  
(not give it too many dog biscuits)
- 4 Simon: Dad's having a nap.  
(not make any noise)  
(go and play outside)

You should take it to the garage.  
You'd better call the mechanic.

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

## Possibility

	Present / Future	Past
may	I <b>may become</b> a vet.	She <b>may have seen</b> it.
might	They <b>might help</b> her.	He <b>might have left</b> the country.
could	It <b>could be</b> an antique.	They <b>could have found</b> my bag.

## E Possibility

- To express that there is a possibility of something happening in the present or in the future (possibility), we use **may, might or could + infinitive**.

He **may win** the race. He's one of our best runners.

Look in my purse. I **might have some** money in it.

They **could be on holiday**. They often go at this time of the year.

- To express possibility in the past, we use **may, might or could + have + past participle**.

She **may have visited** the Louvre when she was in Paris.

I **might have left** my jacket at school.

They **could have phoned** but I was out.

## 9 Write sentences using the prompts.

- 1 Stanley is not in his room. Where is he?

be in the kitchen

He **may be in the kitchen**.

be at school

He **might be at school**.

be at Peter's house

He **could be at Peter's house**.

- 2 Peter's bored. What will he do?

go to Stanley's house

listen to some music

play a video game

- 3 I want to buy a present for Mum. What would she like?

like a scarf

need some perfume

prefer a handbag

- 4 I'm not sure what I'll do after school.

go to college

work in a bank

see the world first



## 10 Rewrite the sentences using the word given.

**Tip**

Remember: **may / might / could + have + past participle** for the past.

- Perhaps he saw the accident. **may**  
He may have seen the accident.
- Maybe she came back late last night. **might**  
She might have come back late last night.
- Maybe they knew where the treasure was. **may**  
They may have known where the treasure was.
- Perhaps you took the wrong turning. **could**  
You could have taken the wrong turning.
- Perhaps Richard turned off the lights. **might**  
Richard might have turned off the lights.
- Maybe you sent the letter to the wrong address. **could**  
You could have sent the letter to the wrong address.
- Perhaps Annie lived there when she was a child. **may**  
Annie may have lived there when she was a child.
- Maybe they went to the cinema yesterday. **could**  
They could have gone to the cinema yesterday.
- Perhaps she fed the animals. **may**  
She may have fed the animals.
- Maybe they forgot to come. **might**  
They might have forgotten to come.

**Deduction**

	Present	Past
<b>must</b>	He <b>must know</b> the address.	I <b>must have made</b> a mistake.
<b>can't</b>	She <b>can't be</b> an actress.	They <b>can't have heard</b> the news.

**F****Deduction**

- To express a logical conclusion that we reach when we have some details (deduction), we use **must** or **can't** + infinitive for the present or **must / can't + have + past participle** for the past.
- With **must**, we express a logical conclusion, i.e. we are almost certain that something is happening. With **can't**, we express a negative logical conclusion, i.e. we are almost certain that something is not happening.  
She **must read** a lot. She's always got a book with her.  
He **can't be** a basketball player. He's too short!  
The answer **wasn't right**. We **must have made** a mistake.  
They **can't have gone** to the supermarket again! They went this morning.

11 Complete with *must* or *can't*.

- She buys dozens of tins of cat food every week. She must have lots of cats.
- That girl can't be Ben's sister! He's an only child.
- It must rain very often in this area. It's like a desert!
- You must like music a lot. You've got hundreds of CDs!
- They must need our help. That box looks very heavy.
- Geri must be in New York. I saw her a few hours ago!
- Tom can't live here. It's the wrong address.
- You must be tired. Lie down and get some rest.

## 12 Rewrite the sentences using the word given.

- 1 I'm sure he doesn't remember me. He was a baby when he last saw me. (can't)  
He can't remember me. He was a baby when he last saw me.
- 2 I'm sure she missed her family when she was away. (must)  
She must have missed her family when she was away.
- 3 I'm sure he hasn't got any money left. He's spent a lot this evening. (can't)
- 4 I think I broke my arm. It hurts and I can't move it. (must)
- 5 I don't believe he took your book. (can't)
- 6 I think she likes blue. Most of her clothes are blue. (must)
- 7 I'm sure Alex wasn't at the party last night. He was ill. (can't)
- 8 I don't think this is the right key. It doesn't fit the lock. (can't)
- 9 I think it snowed all night. Everything is white outside. (must)
- 10 I don't believe you finished your homework. You started half an hour ago! (can't)

**Tip**

Remember:  
must / can't +  
infinitive for the  
present.  
must / can't + have  
+ past participle for  
the past.

## 13 Nicola's cousin, Melanie, is visiting while Nicola is away at summer camp.

Read Nicola's note and circle the correct answer.

Dear Melanie,

Here are a few things you (1) need to know.  
The cupboard next to the bed is locked. No,  
it's not because there's something you  
(2) can't see in it! I just can't find the key.  
I guess I must (3) lose it.

You're free to use my CD player but you'd  
(4) keep the volume down. Mum's rule!  
Joely, my hamster, usually stays in my room  
but you (5) ought to keep her there if you  
don't want to. One more thing: my friend,  
Kikki, (6) must come round this week to pick  
up her book, 'The Guinness Book of Records'.  
It (7) ought to be in the bookcase or on my desk.  
Could you look for it? Oh, and you (8) ought to  
ask Mum to make you her chocolate biscuits!  
They're heaven.

See you soon!

Love,  
Nicola

- |                   |           |   |
|-------------------|-----------|---|
| 1 a must          | b may     | <input checked="" type="radio"/> c need |
| 2 a don't have to | b mustn't | c allowed to                            |
| 3 a lost          | b lose    | c have lost                             |
| 4 a better        | b should  | c ought to                              |
| 5 a can't         | b needn't | c don't have                            |
| 6 a ought         | b may     | c have to                               |
| 7 a might         | b can't   | c ought                                 |
| 8 a should        | b must    | c ought                                 |

**Oral practice**

Now you can do oral activity 7 (Teacher's Resource File).



# Conditionals

zero conditional, first conditional,  
second conditional, third conditional

## Teen Link

### What's your jinx\*?

\*jinx (n) = a person or thing that brings bad luck



When I take an umbrella with me, it never rains. If I leave it at home, it always pours!  
(Mick, 14)



I've got an ice cream jinx! If I want chocolate ice cream, they won't have any at the shop. If I want strawberry, they won't have strawberry. It's as simple as that!  
(Mariella, 12)



I've got a pair of lucky trousers and I always wear them when we've got a test. If I didn't wear them, I would fail!  
(Rodney, 13)



When cousin Wilfred visits us, there's always a catastrophe. The last time our kitchen flooded! If he hadn't come, nothing would have happened!  
(Pauline, 15)

#### Zero conditional (always)

if / when + present simple – present simple

If you **push** this button, the alarm **stops**.  
When it **snows**, the roads **block**.

#### First conditional (present or future time)

if + present simple – will

If they **have** time, they'll **visit** us.

if + present simple – imperative

If you **see** him, **tell** him to call me.

if + present simple – modal + infinitive

If she **likes** the house, she **may buy** it.

#### Second conditional (present or future time)

if + past simple – would + infinitive

If he **didn't** play well, the coach **wouldn't** use him.

if + was / were – would + infinitive

If I **were** rich, I **would** travel round the world.

if + past simple – modal + infinitive

If we **lived** in the same town, we **could** visit each other every day.

#### Third conditional (past time)

if + past perfect – would + have + past participle

If she **hadn't** studied so hard, she **wouldn't** have **done** well in the exams.

if + past perfect – modal + have + past participle

If they **had** listened to me, they **might not** have lost their money.

## A

## Zero conditional

## Form

if / when + present simple – present simple

- We use the present simple both in the if clause and in the main clause.  
**If he comes home early, he sits in the garden.**

- We can use *when* instead of *if*.  
**When I am tired, I get black circles under my eyes.**

- We can start the sentence with the main clause.  
**If the temperature drops to 0°C, water turns into ice.**  
**Water turns into ice if the temperature drops to 0°C.**

- When the sentence starts with *if* or *when*, we put a comma between the if clause and the main clause. But when the sentence starts with the main clause, then both parts of the sentence are not separated by a comma. This applies to all forms of conditional speech.

**When the bus is full, we wait for the next one.**

**We always make a fire if it's cold.**

## Use

- We use the zero conditional to express a state that always applies, i.e. for general truths or for natural laws.

**If you heat water, it boils.**

**People wear lighter clothes when it is hot.**

## Grammar practice

I Match and write *zero conditional* sentences.

- |                                   |                        |
|-----------------------------------|------------------------|
| 1 you mix blue and yellow         | a it rains             |
| 2 clouds meet cold air            | b you feel thirsty     |
| 3 there is no gravity             | c water freezes        |
| 4 you do not eat                  | d objects do not fall  |
| 5 a cat falls from a height       | e you lose weight      |
| 6 you do not sleep well           | f it lands on its feet |
| 7 it is hot                       | g you get green        |
| 8 the temperature falls below 0°C | h you feel tired       |

## 1 When you mix blue and yellow, you get green.

- |   |       |
|---|-------|
| 2 | ..... |
| 3 | ..... |
| 4 | ..... |
| 5 | ..... |
| 6 | ..... |
| 7 | ..... |
| 8 | ..... |

## B

## First conditional

## Form

- if + present simple – will  
 if + present simple – imperative  
 if + present simple – modal

- We use the present simple in the if clause. In the main clause, we use will, the imperative or a modal verb.  
 If I have time, I'll water the plants.  
 If you go to the supermarket, buy some milk.  
 If he is late, he might miss the first part of the play.

- In the if clause, we can use **unless** (= if not) instead of if. **Unless** is not followed by the negative.  
 Unless you hurry up, we'll be late.  
 If you don't hurry up, we'll be late.

## Use

- We use the first conditional to express something that it is possible or probable will happen in the present or future.  
 If we have enough money, we'll go abroad this winter.

## 2 Complete the sentences.



- If Liam doesn't shave (not shave) off his beard, Sharon won't go out with him.
- Will you take me with you if you ..... (go) to the beach?
- If Kelly invites me to the party, I ..... (go).
- The man will hurt himself if he ..... (jump) from that height.
- If you clear up this mess now, I ..... (not tell) Mum.
- ..... (you / look after) my dog if I go away on holiday?
- If they ..... (not come) out of the sun, they will get burnt!
- Rosie will get into trouble if she ..... (not go) home soon.
- If Peter ..... (not like) the sweater, will Mrs Hardy give it to Kikki?
- He ..... (stay) for lunch if she asks him.

## 3 Read, choose and complete.

Today it is Jenny's first day at work. Complete the list of notes her boss has left for her.



call   make   not have   not post   give   see

- If Mr Barnes calls, tell him I'm in a meeting.
- If you have time, ..... a hundred copies of this document.
- If you don't need the store room keys, ..... them to Mark.
- If you ..... the cleaners, ask them to do the windows downstairs.
- If visitors ..... an appointment, don't send them to my office.
- If you finish the letters, ..... them. I want to see them first.

## 4 Read, choose and complete.

get a small part in a film    visit us  
go to bed    meet Stanley and Peter  
invite our friends for dinner    need your help  
make some fresh lemonade    see this film

- 1 If Fiona is lucky, she may get a small part in a film. (may)
- 2 If you're tired, you ..... (should)
- 3 If we catch a lot of fish, we ..... (could)
- 4 If you go to the park now, you ..... (might)
- 5 If you're thirsty, I ..... (can)
- 6 If you like comedies, you ..... (must)
- 7 If Tricia is in our town, she ..... (may)
- 8 If the work is difficult, I ..... (might)

## 5 Circle the correct answer.

**Tip**

Remember: Unless = If not

- 1 ☒ Unless you are not on time, they'll leave without you.
- 2 ☐ If / Unless he apologises, I'll never speak to him again.
- 3 Stanley won't be able to finish the article ☐ if / unless Leslie doesn't help him.
- 4 ☐ If / Unless she doesn't tidy her room, her mother will be angry.
- 5 We'll go to the beach tomorrow ☐ if / unless it rains.
- 6 ☐ If / Unless I finish my homework, I can't come out with you.
- 7 We won't have anything to eat ☐ if / unless we don't go to the supermarket.
- 8 ☐ If / Unless Peter and Kiki don't hurry up, they will be late for school.

## 6 Rewrite the sentences using the word given.

- 1 If we don't leave now, we'll be late for school. (unless)  
Unless we leave now, we'll be late for school.
- 2 Unless they stop that noise, I'll call the police. (if)  
.....
- 3 She won't find tickets for the concert if she doesn't book them soon. (unless)  
.....
- 4 If I don't borrow Patrick's lawn mower, it will take me ages to cut the grass. (unless)  
.....
- 5 The mirror will fall unless you use a strong nail. (if)  
.....
- 6 Unless it rains, we'll go to the football match. (if)  
.....
- 7 They'll stay in a hotel if their relatives don't have a spare room. (unless)  
.....
- 8 Unless you remind me, I'll forget to post the letter. (if)  
.....

## 7 Write first conditional sentences using the prompts.

- 1 if / we / be / late - we / miss / the beginning of the film  
If we are late, we'll miss the beginning of the film.
- 2 if / it / snow - the children / make / a snowman  
.....
- 3 unless / you / work / harder - you / fail / the exam  
.....
- 4 he / not like / the food - if / you / not put / more salt in it  
.....
- 5 I / come / with you - unless / I / be / busy  
.....
- 6 unless / you / give / the dog / a bone - it / not go away  
.....
- 7 unless / she / rest - she / become / ill  
.....
- 8 if / I / find Leslie's book - I / send / it / to her  
.....



## C

## Second conditional

## Form

if + past simple – would + infinitive  
if + past simple – modal + infinitive

- We use the past simple in the if clause. In the main clause, we use **would** or a modal verb and the infinitive.

If I **knew** the answer, I **would tell** you.  
If he **had** the book, he **might lend** it to me.

- If we have the verb **to be** in the main clause, we can use **were** for all persons (if I was / were, if he was were, if she was / were, if it was / were).

If I **were** rich, I **would buy** everybody presents.

If I **was** eighteen, I **would get** my driver's license.

If she **were** here, I **would be** so happy!

## Second conditional

## Use

We use the second conditional:

- to talk about something that does not apply to the present and it is rather impossible that it will happen in the future or for an impossible, imaginary situation.  
If I **were** Prime Minister, I **would make** school holidays longer.  
If I **had** wings, I **could fly** like Peter Pan.
- to talk about something that does not apply to the present but it is possible that it will happen in the future.  
If I **became** an astronaut, I **would travel** into space.
- to give advice. In this case, we use **if I were you** in the if clause and **would** for the main clause.  
If I **were** you, I **would study** harder for this test. I **wouldn't be** so stubborn if I **were** you.

## 8 Circle the correct answer.

- If she **would live** / **(lived)** in London, I wouldn't see her very often.
- If you **ate** / **eat** more vegetables, your skin would look better.
- Will** / **Would** they play with us if we asked them?
- He **wouldn't read** / **didn't read** that book if he didn't have to.
- If they went to the theatre, **will** / **would** they invite you?
- If she **knew** / **knows** how to drive, she would buy a car.
- If I **wouldn't call** / **didn't call**, Mum would be very worried.
- If we **had** / **would have** more pocket money, we'd go to the cinema.
- He **won't be** / **wouldn't be** such a good athlete if he didn't train so hard.
- If he **wouldn't be** / **weren't** so rude, people would like him.
- If we didn't have time, we **wouldn't watch** / **won't watch** TV.
- She **would get** / **got** the job if she spoke Spanish.

## 9 Complete the sentences.

- If I **found** (find) a wallet in the street, I would give it to the police.
- If you saw him again, you **.....** (not recognise) him.
- We would go skiing if it **.....** (snow).
- If he didn't feed the cat so much, it **.....** (not be) so fat.
- Would he do me a favour if I **.....** (ask) him?
- If I **.....** (have) a million pounds, I would never work again.
- If she **.....** (not be) a good player, she wouldn't be in the team.
- I **.....** (invite) all my friends if I lived in a big house.
- If she **.....** (not like) your present, what would you do?
- The children would be happy if they **.....** (be) on holiday.

## 10 Read, choose and write.

# Quiz: Would you be useful in an emergency?



- 1 If your friend cut her hand, what would you do?
  - a faint
  - b wrap it in a towel and call an ambulance
  - c do nothing and call an ambulance
- 2 If your house caught fire, what would you do?
  - a put all your stuff in a bag
  - b run outside and call the fire brigade
  - c try to put it out
- 3 If someone had an electric shock, what would you do?
  - a run for help
  - b turn off the electricity
  - c try to pull him away
- 4 If a neighbour fell from a tree and hurt his back, what would you do?
  - a help him to get up
  - b tell him not to move and call for an ambulance
  - c take him to hospital yourself

- 1 If my friend cut her hand, I would .....
- 2 .....
- 3 .....
- 4 .....

## 11 Write sentences using the prompts.

## Quiz: Would you be useful in an emergency?

CONTINUED

## Answers to the quiz:

The right answer for all questions is b.

Do you know why some of the other choices would be dangerous?

- 1 c you / do / nothing – your friend / lose / a lot of blood  
If you did nothing, your friend would lose a lot of blood.
- 2 a, c you / stay / inside the house – the fumes / kill / you
- 3 c you / touch / the victim – you / get / an electric shock / as well
- 4 a, c you / move / him – you / do / more damage / to his back

12 Read and give the people advice. Use *if I were you*.

# Teen Link

## Some useful and some not so useful advice

from Ron and Ronnie



- 1 I share a room with my brother and he says I snore. What can I do about it? (Rick, 16)
  - a Ron: (see a doctor)  
*If I were you, I'd see a doctor.*
  - b Ronnie: (make my brother sleep in another room)
- 2 I'm too thin. When I wear shorts, girls laugh at me. (William, 13)
  - a Ron: (eat more and play sports)
  - b Ronnie: (not wear shorts)
- 3 My glasses are thick and they make my eyes look small! (Vicky, 11)
  - a Ron: (wear contact lenses)
  - b Ronnie: (pretend my glasses be the latest fashion)
- 4 Help! The final exams are near and I'm hopeless at History! (Lee, 14)
  - a Ron: (study the most important parts)
  - b Ronnie: (close my eyes and pray)

### D

#### Third conditional

##### Form

if + past perfect – would + have + past participle  
if + past perfect – modal + have + past participle

- We use the **past perfect** in the if clause. In the main clause, we use **or modal + have + past participle**.

**If we had arrived earlier, we wouldn't have missed the beginning of the film.**

**They would have found the house if they had had a map.**

**If I had been more careful, I might not have broken the glass.**

##### Use

- We use the **third conditional** to make an if clause about the past or to imagine what would have happened if things had happened differently.

**If he had left on time, he wouldn't have missed his flight.**

**I would have gone on holiday if I hadn't been ill.**

- We often use the **third conditional** to express our regret about something that we have or have not done or to be critical of somebody else's actions.

**If I had been more careful, I wouldn't have broken the glass.**

**If he had followed the instructions, he wouldn't have damaged the CD player.**

## 13 Complete the sentences.

- 1 If she had followed (follow) my advice, she would have arrived earlier.
- 2 If I had checked the bill, I ..... (see) the mistake.
- 3 If we ..... (not meet) him in the street, we would have got lost.
- 4 If I had been one hour late, ..... (she / wait) for me?
- 5 You would have got the job if you ..... (not behave) so foolishly.
- 6 If they had invited you to the party, ..... (you / go)?
- 7 We would have stayed longer if we ..... (have) the time.
- 8 If he hadn't panicked, the dog ..... (not bite) him.
- 9 She ..... (have) better results if she had trained harder.
- 10 If he ..... (be) in my place, would he have done the same thing?

14 Read and write *third conditional* sentences.

- 1 Helen forgot to make an appointment at the hairdresser's. She cut her hair herself. She looked awful at the party.  
If she hadn't forgotten to make an appointment at the hairdresser's, she wouldn't have cut her hair herself. If she hadn't cut her hair herself, she wouldn't have looked awful at the party.
- 2 Peter ate three bars of chocolate. He had a terrible stomach ache. He couldn't go to the cinema with Stanley and Leslie.  
.....
- 3 Kikki sat in the sun too long. She was red and sore. She didn't enjoy herself at the barbecue that evening.  
.....
- 4 Pauline watched TV until three o'clock in the morning! She was late for the school bus. She missed the school excursion.  
.....
- 5 Mr Davis tried to lift a heavy suitcase. He hurt his back. He couldn't play golf.  
.....



## 15 Complete the sentences.

- 1 If I ..... **had** ..... (have) lots of money, I would sail round the world.
- 2 If my sister ..... (see) this puppy, she will love it!
- 3 If I ..... (pack) the suitcases myself, I wouldn't have left my swimsuit behind!
- 4 We ..... (can / sit) in the garden if the weather were nicer.
- 5 ..... (Fred / be) bored if you had taken him to the opera?
- 6 I ..... (wait) for you outside the cinema if I arrive early.
- 7 Val and Cherie would move if they ..... (can / find) a better house.
- 8 I ..... (tell) him my name if he had asked.
- 9 If the children want to go to the zoo, ..... (dad / take) them?
- 10 If the job ..... (be) interesting, would you work for this company?
- 11 They wouldn't have believed him if he ..... (tell) them the truth.
- 12 She would be upset if her best friend ..... (not come) to her wedding.

## 16 Read and circle the correct answer.

My friend Olivia complains all the time. This morning she called me and in five minutes she had said the following:

- If my father (1) ..... so old-fashioned, he would let me dye my hair green. (!)
- If my teacher hadn't given me so much homework, I (2) ..... go to a concert with my brother.
- If my mother (3) ..... my favourite dishes all the time, I wouldn't be so fat. (Olivia is skinny!)
- If I (4) ..... all my money on CDs, I would have bought a beautiful white T-shirt! (She's got six.)
- If I hadn't felt ill during the last Maths test, I (5) ..... the best mark in class. (She usually gets about 50%.)

I told her: 'If you (6) ..... all the time, you would be the best friend in the world!'

- |                   |                     |                           |
|-------------------|---------------------|---------------------------|
| 1 (a) wasn't      | b hadn't been       | c isn't                   |
| 2 a was able to   | b had been able to  | c would have been able to |
| 3 a wouldn't cook | b didn't cook       | c hadn't cooked           |
| 4 a hadn't spent  | b wouldn't spend    | c didn't spend            |
| 5 a had got       | b would have got    | c would get               |
| 6 a not complain  | b hadn't complained | c didn't complain         |

## 17 Read, choose and write.

be	have (x3)	not crash	not meet	play
do	not borrow	not have	not rent	not be

## TeenLink

## Get Personal:

Write anything that's on your mind!

- 1 If my Dad hadn't had a tooth ache, he wouldn't have met my Mum. She was his dentist! (Thomas, 12)
- 2 If I ..... a sister, she ..... with me. Unfortunately, I've got an older brother and he is always busy with his computer! (Kelly, 9)
- 3 If my friend ..... my bike, she ..... it into a tree! Now, neither of us has got a bike! (Keisha, 10)
- 4 I love animals. If my sister ..... allergic to cats, I ..... two cats. At the moment, I've only got a goldfish! (Steve, 11)
- 5 If my parents' friends ..... a villa in Spain, we ..... a boring holiday. But we had a great time! (Nick, 15)
- 6 If I ..... an actress, I ..... anything to be in a film with Brad Pitt! He's gorgeous! (Sandra, 11)

## Writing practice

## 18 Write down your thoughts for the 'Get Personal' column in TeenLink.

Write a few words about:

- something you like about your past  
(Use the third conditional.)
- something you don't like about your past  
(Use the third conditional.)
- something you like about the present  
(Use the second conditional.)
- something you don't like about the present  
(Use the second conditional.)

.....

.....

.....

.....

.....

.....

.....

## Oral practice

Now you can do oral activity 8 (Teacher's Resource File).

# 'I wish', 'If only'

I wish I hadn't  
agreed to do this!



I wish we were  
inside the house!



I wish you didn't  
complain all the time!

I wish / If only + past simple

I wish / If only + was / were

I wish / If only + could

I wish / If only + past perfect

I wish I **had** a new bike.

If only Dad **were** here.

If only somebody **could** help me!

I wish I **had gone** to the cinema with them.

If only you **hadn't** told her the secret!

## A I wish / If only + past simple

### Form

I wish / If only + past simple

I wish / If only + was / were

I wish / If only + could

- ▶ When we talk about the present, I wish and if only are followed by the past simple.  
I wish I had a pet.  
I wish I was a better basketball player.  
If only we could come with you!
- ▶ When the verb is to be, we can use were for all persons. There is no great difference between was and were. Were is more formal.  
If only I were taller!

### Use

- ▶ We use I wish or If only + past simple when we want to make a wish about the present or express our desire for something that we would like to be different in the present.
- ▶ There is no substantial difference between I wish and If only, apart from the fact that if only gives more emphasis to what we are saying.  
I wish I didn't have a headache.  
If only she were more patient!

## B I wish / If only + past perfect

### Form

- ▶ When we talk about the past, I wish and If only are followed by the past perfect.  
I wish I had come to the concert.

### Use

- ▶ We use I wish or if only + past perfect when we want to wish that something had been different in the past, ie. when we wish that something had or had not happened in the past.  
I wish I hadn't lied to her!  
If only she were more patient!

## Grammar practice

I What do these people wish? Write sentences with *I wish / If only*.

- 1 Jill: I love music but I haven't got a good voice.  
If only I had a good voice! .....
- 2 Sandra: It rains all the time in my country.  
I wish it didn't rain all the time in my country. ....
- 3 Brian: It's my birthday but my best friend isn't here.  
.....
- 4 Nick: I don't enjoy myself at parties.  
.....
- 5 Vanessa: I'm an only child, so I'm lonely!  
.....
- 6 Kirk: I don't know how to cook!  
.....
- 7 Lily: My grandmother phones us every morning at seven!  
.....
- 8 Philip: My Mum buys me such old-fashioned clothes!  
.....
- 9 Ann: I can't take my cat with me on our holiday.  
.....
- 10 Ed: I don't have a CD player.  
.....



- 2 What do these people wish they had or hadn't done? Write sentences with *I wish* / *If only*.

- 1 Sam: I didn't go to the party last Saturday.  
*I wish I had gone to the party last Saturday.*
- 2 Tricia: I spent all my money yesterday.
- 3 Oliver: I sprained my ankle at football.
- 4 Hugh: I had an argument with my friend.
- 5 Dawn: I didn't bring my swimsuit with me!
- 6 Jenny: I was horrible to my brother yesterday.
- 7 David: He didn't explain all this to me!
- 8 Nicholas: I got off at the wrong bus stop.
- 9 Alastair: I didn't sleep at all last night.
- 10 Mary: I didn't wash my hair.

- 3 Circle the correct answer.

### Tip

*I wish* / *If only* + past simple for the present or the future.

*I wish* / *If only* + past perfect for the past.

- 1 If only John *didn't leave* / *hadn't left* I really miss him!
- 2 If only we *didn't move* / *hadn't moved* to this town! It's so boring!
- 3 I wish my sister *didn't talk* / *hadn't talked* on the phone all day. I can't call my friends!
- 4 I wish I *could* / *had been able to* come with you but I'm very busy.
- 5 If only I *didn't buy* / *hadn't bought* this dress! It doesn't suit me!
- 6 If only she *listened* / *had listened* to me! She wouldn't have got into trouble!
- 7 I work too hard. If only I *had* / *had had* more free time!
- 8 I wish I *saw* / *had seen* the other car coming towards us, but I didn't!

- 4 Write sentences with *I wish* / *If only* for the following situations.



- 1 I live in town but I'd like to live in the country. I'd also like to have a small cottage there.  
(live) *I wish I lived in the country.*  
(have) *I wish I had a small cottage there.*
- 2 My aunt and uncle always visit us on Sundays. I can't go out with my friends because Mum says it wouldn't be polite if I wasn't there.  
(visit)  
(can go)
- 3 The label on my dress said 'dry clean only' but I washed it. Now it is two sizes smaller. Oh, why didn't I take it to the dry cleaners?  
(wash)  
(take)
- 4 I lent Jill my best shirt for the party and she spilt coke all over it! She was so careless!  
(lend)  
(be)
- 5 I hadn't taken enough money with me, so I didn't buy a new pair of trainers.  
(take)  
(buy)

## 5 Write sentences using the prompts.

- 1 You're late and dinner is cold.  
you / phone – I / start cooking / later  
I wish you had phoned! If you had phoned, I  
would have started cooking later.
- 2 The fridge smells awful!  
you / not keep / this horrible cheese in it –  
the fridge / not smell / like that  
.....  
.....

- 3 I had nothing to read on my holiday.  
I / take / some books / with me – I / not be /  
bored  
.....  
.....
- 4 I don't know how to drive.  
I / can drive – my friends and I / can go away  
for the weekend  
.....  
.....

## 6 Read and circle the correct answer.

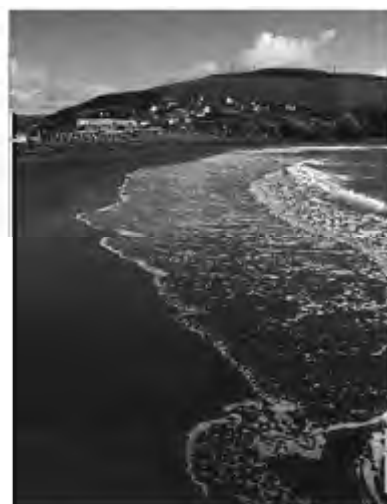
Dear Stanley, Peter and Kikki,

I'm having the worst holiday of my life. I wish I (1) ... b here with my  
uncle. She's got a beautiful cottage by the sea but I'm so bored! It  
only the weather (2) ... so awful! If it (3) ... all the time, we (4) ...  
to go for a walk on the beach, at least! I wish I (5) ... so much  
money or new swimsuits. I don't think I'll have the chance to wear  
them at all!

Oh, if only I (6) ... you all here with me! If we (7) ... together, we  
(8) ... some way to have fun – even in a place like this!

I miss you all!

Leslie



- |                  |                      |                    |
|------------------|----------------------|--------------------|
| 1 a never came   | <u>b</u> hadn't come | c didn't come      |
| 2 a hadn't been  | b isn't              | c weren't          |
| 3 a didn't rain  | b hadn't rained      | c doesn't rain     |
| 4 a can          | b had been able      | c would be able    |
| 5 a hadn't spent | b didn't spend       | c wouldn't spend   |
| 6 a had had      | b could have         | c can have         |
| 7 a was          | b were               | c had been         |
| 8 a would find   | b found              | c could have found |

## Writing practice

### 7 Write to TeenLink about an awful holiday you had.

- Use If only / I wish + past perfect to talk about the past.
- Use If only / I wish + past simple to talk about the present.

## Oral practice

Now you can do oral activity 9 (Teacher's Resource File).

# Teen Link

'An **apple** a day  
● ● keeps the doctor away'



Mrs Saunders, a well-known nutritionist, answers readers' questions about how to eat healthily.

**Question:** How can I make sure I get enough vitamins?

**Answer:** Eat **lots of** fruit and vegetables. They are better raw because **some** vitamins are destroyed by cooking.

**Question:** Why do I have to drink **a lot of** water? I don't drink **much** water but I drink three or four **cans of** cola a day.

**Answer:** **Nobody** can live without water. You should drink at least two

**litres of** water a day. You can drink **some** fresh juice but don't drink **many cans of** cola: you'll put on weight. Cola's also bad for your teeth.

**Question:** Is chocolate bad for you? I can't live without it!

**Answer:** Relax. There's **nothing** wrong with chocolate, but don't eat too **much**. Eat **a little of everything** and you'll be fine.

## Some, any, no

	Affirmative	Negative	Question
Countable nouns	She's got <b>some</b> friends.	She hasn't got <b>any</b> friends. She has got <b>no</b> friends.	Has she got <b>any</b> friends?
Uncountable nouns	There's <b>some</b> tea.	There isn't <b>any</b> tea. There is <b>no</b> tea.	Is there <b>any</b> tea?

## Much, many, a lot of / lots of, a little, a few

	Affirmative	Negative	Question
Countable nouns	<b>a lot of / lots of, a few</b> She's got <b>a lot of / lots of</b> friends. She's got <b>a few</b> friends.	<b>many</b> She hasn't got <b>many</b> friends.	<b>How many? many</b> <b>How many</b> friends has she got? Has she got <b>many</b> friends?
Uncountable nouns	<b>a lot of / lots of, a little</b> There's <b>a lot of / lots of</b> tea. There's <b>a little</b> tea.	<b>much</b> There isn't <b>much</b> tea.	<b>How much? much</b> <b>How much</b> tea is there? Is there <b>much</b> tea?

## A

## Countable and uncountable nouns

## Countable nouns

- Countable nouns can be counted in units and have a plural.  
one car, four glasses, five potatoes, seven boxes, two babies, ten children

## Uncountable nouns

- Uncountable nouns do not have a plural. The verb that follows them is in the singular.  
The air is very clean in the country.  
This butter has a strange taste.

- Uncountable nouns are:

- Some kinds of food: cheese, sugar, butter, meat, flour, coffee.
- All liquids: water, milk, oil, petrol, washing-up liquid.
- Materials: glass, metal, wood, plastic, silver, gold, paper, wool.
- Abstract nouns: life, love, happiness, knowledge.
- Various others that cannot be classified into any category: news, information, advice, help, work, homework, weather, rain, sand, traffic, money, hair (hair), jewellery, rubbish, luggage, baggage, furniture, electricity, room (room), time (time), etc.

- When we want to count quantities of uncountable nouns, we use units of measurement, such as a kilo, a litre.

a bar of chocolate / soap	a glass of water a jar of honey
a bottle of water	a loaf of bread
a bucket of sand	a packet of biscuits
a carton of milk	a sack of flour
a cup of tea	a tin of tuna

We can also count the containers or packages that contain them.

- The expression **a piece of + noun** is often used both for concrete things and for a lot of abstract nouns.  
a piece of cake, a piece of wood, a piece of advice, a piece of information, a piece of news, a piece of jewellery, a piece of luggage, a piece of baggage, a piece of furniture

- There are some words that appear both as countable and uncountable nouns but with a different meaning.

Uncountable	Countable
hair (hair)	a hair (one hair)
room (room)	a room (one room)
glass (glass)	a glass (one glass)
paper (paper)	a paper (one newspaper, one document)
iron (iron)	an iron (one iron)

## B

## Plural nouns

- Some nouns usually appear in the plural. These nouns refer to things that consist of two parts, eg. scissors, shoes, trainers, socks, trousers, jeans, shorts, tights, leggings, gloves, earrings, pyjamas, sunglasses, glasses, etc.  
► To count them, we use (a) pair of.  
Your sunglasses are on the table.  
She needs a new pair of trainers.  
I've bought two pairs of jeans.

- Words such as **police, clothes, stairs, etc.** that refer to a whole group of persons or things are used with a plural verb.  
The police are looking for the thieves.  
His clothes were wet.

## C

**Some, any, no, every****Some**

- **Some** is used with **countable** and **uncountable** nouns in the plural. We use **some** in affirmative sentences. We also use it in questions when we are offering something to somebody or when we are asking for something from somebody.  
There is **some** orange juice in the jug.  
There are **some** oranges in the bowl.  
Would you like **some** ice cream?  
Can I have **some** biscuits, please?

- Derivatives of **some** (**someone** / **somebody**, **something**, **somewhere**) are used in affirmative sentences.  
There's **someone** at the door.  
I've got **something** to tell you.  
I put my glasses down **somewhere** and now I can't find them.

**Any**

- **Any** is used with **countable** and **uncountable** nouns. We use **any** and its derivatives (**anyone** / **anybody**, **anything**, **anywhere**) in questions and negative sentences.  
Have you read **any** good books lately?  
Is there **anything** I can do?  
I'm not going **anywhere**.

**No**

- **No** is used with **countable** and **countable** nouns. **No** and its derivatives indicate negativity and that is why the verb in the sentence is in the affirmative form. The meaning of the sentence is negative. Compare the following sentences, which have exactly the same meaning:  
We haven't got **any** milk.  
We have got **no** milk.

There aren't **any** boxes.  
There are **no** boxes.

He didn't see **anybody**.  
He saw **nobody**.

I didn't give her **anything**.  
I gave her **nothing**.

**Every**

- **Every** is only used with **countable** nouns in the singular. Its derivatives are  
In this street, **every** house has a garden.  
**Every** piece of information was correct.  
**Everyone** likes fried potatoes.  
In this shop, **everything** is handmade.

## D

**Much, many, a lot of / lots of, a little, a few**

These words are used to specify the quantity of nouns in general terms.

**Much / Many**

- They are usually used in questions and negative sentences. **Many** is used with **countable** nouns and **much** with **uncountable** nouns.  
Are there **many** children in your class?  
I haven't found **much** information about the subject.  
How **much** money do you need?

**A lot of / Lots of**

- They are used with both **countable** and with **uncountable** nouns, usually in affirmative sentences. There is no difference between these two expressions.  
There's **lots of** coffee in the jug.  
I made **a lot of** new friends this year.

**A little / A few**

- **A few** is used with **countable** nouns. It has an affirmative meaning and shows that what there are may be few in number but they are enough. **A little** is used with **uncountable** nouns with the same affirmative meaning as **a few**, i.e. what there is is little in quantity but it is enough.  
Are you hungry? There are **a few** sandwiches left.  
**A little** rain fell yesterday, and it did my garden good.



## Grammar practice

1 Complete with *some* or *a / an*.

- 1 There's some cold water in the fridge. You can help yourself.
- 2 They've just bought ..... new armchair.
- 3 I can't go out. I've still got ..... homework to do.
- 4 Pam has made ..... cake for Fred's birthday.
- 5 Can I have ..... cheese sandwich, please?
- 6 There is ..... traffic in the streets, but not much.
- 7 You must put ..... petrol in the car.
- 8 She wants to buy ..... dress for her cousin's wedding.
- 9 The postman has brought ..... parcel for Thomas.
- 10 I've heard ..... interesting news.
- 11 She put the photos in ..... big brown box.
- 12 We'd like ..... coffee, please.
- 13 Be careful! There are ..... pieces of broken glass on the floor!
- 14 I have to buy ..... pair of trousers for school.
- 15 Her mother gave her ..... good advice but Laura didn't listen to her.
- 16 We need ..... more time to finish our work.
- 17 Please go out and buy me ..... paper. I want to read the news.
- 18 There's ..... glass with some coke in it over there. Can you pass it to me?

## 2 Complete the sentences using the prompts.

## Tip

Remember: To count **uncountable** nouns, we use various units of measurement: a piece of, a box of, a glass of, etc. Many plural nouns are quantified using (a) pair of.

- 1 Can I have four oranges ....., please?  
(four / orange)
- 2 My father gave me two pieces of advice .....,  
(two / advice)

- 3 She has got ..... in the car.  
(six / luggage)
- 4 There are ..... in Johnny's class.  
(24 / chi'd)
- 5 I had ..... and I've lost both of them! (two / sunglasses)
- 6 Can you get me ..... from the supermarket? (three / milk)
- 7 We had ..... at ten o'clock.  
(one / tea)
- 8 He's got .....! (32 / socks)
- 9 My dog, Clara, had ..... yesterday.  
(six / puppy)
- 10 You must drink at least ..... a day.  
(eight / water)
- 11 Sam needs ..... for the camp.  
(six / shorts)
- 12 She's got ..... (86 / book) in her bookcase.

3 Complete with *some*, *any*, or *no*.

- 1 There are some letters for you on the table. One of them is from Alex.
- 2 There are ..... oranges left. Would you like an apple instead?
- 3 Can I borrow ..... sugar? I'm making a cake.
- 4 There aren't ..... people in the shop. It's closed.
- 5 There's ..... furniture in the living room because I'm painting the walls.
- 6 Have you got ..... news to tell me?
- 7 We haven't got ..... fruit. Remember to get some.
- 8 I haven't read ..... books lately. I've been too busy.
- 9 She has ..... information to give us. We'll have to ask someone else.
- 10 Is there ..... hot water? I'd like to have a shower.

## 4 Rewrite the sentences using the word given.

- There's no electricity in this house. (any)  
.....  
*There isn't any electricity in this house.*
- I can't see any biscuits in the cupboard. (no)  
.....
- There are no leaves on the trees. (any)  
.....
- She hasn't got any patience. (no)  
.....
- I don't want any trouble. (no)  
.....
- There are no rules in this game. (any)  
.....

5 Read and complete with derivatives of *some*, *any*, *no* and *every*.

- There's .. *someone* .. in your office. He wants to see you. (-one)
- Is there .. *anything* .. I can do to help you? (-thing)
- I've looked for my glasses but they're .. in the house. (-where)
- ..... smells fantastic! Is it your perfume? (-thing)
- I know .. about it but George might. Go and ask him. (-thing)
- It's a lovely day. There are people sitting in the sun .. (-where)
- ..... she told you was a lie. Nothing was true. (-thing)
- John is .. in the garden. Let's look for him. (-where)
- ..... told me it was a fancy dress party! I'm the only one wearing a suit! (-body)
- I can't see them .. Where are they? (-where)
- ..... congratulated him. They were all happy he had passed the test. (-one)
- I can't see .. in the room. Where has everybody gone? (-body)

## 6 Circle the correct answer.

**Tip**

Compare the sentences:  
Everybody **is** different.  
(everybody + singular verb)  
All people **are** different.  
(all + noun + plural verb)

- Everyone has / have a talent for something.
- All the children is / are going to help clean the beach.
- Everyone leave / leaves the office at five o'clock.
- Everyone is / are here.
- All the students has / have heard about her.
- Everything are / is going to be all right.

7 Complete with *much*, *many*, *a lot of* / *lots of*, *a few*, or *a little*. Sometimes more than one answer is possible.

- We haven't got .. *much* .. time, have we?
- I've got .. money with me. I'll buy you lunch.
- There aren't .. people in the queue, so we won't be long.
- I'd like you to answer .. questions, please.
- There's .. sugar in this dessert. It's too sweet for me.
- We've got .. eggs in the fridge. They're enough to make an omelette.
- Could you give me .. help, please?
- They'll finish soon. They haven't got .. work to do.
- They caught .. fish today. We can't possibly eat them all.
- How .. CDs have you got?
- This suitcase is full. There isn't .. room for anything else.
- There are .. trees in the forest.

## E

## Articles

**Indefinite article:** a / an

The **indefinite article** a / an is used with countable nouns in the singular. We use a before nouns or adjectives that start with a consonant and an before nouns or adjectives that start with a vowel. Be careful with words that start with eu, u, h. We pronounce them first to see whether their first sound is a vowel or a consonant.

a door	an open door
a black umbrella	an umbrella
a hamster	an hour
a unit	an uncle
a Euro	

We use a / an:

- ▶ when we refer to something non-specific  
**I need a bag to carry these things.** (Any bag, not a specific one.)
- ▶ after the verb to be to talk about somebody's profession or ability.  
**Harry is a hairdresser.**  
**Sandra is a doctor.**

**Definite article:** the

The **definite article** the is used with countable nouns in the singular and plural and with uncountable nouns, either when these are on their own or accompanied by an adjective.

We use the:

- ▶ when we refer to something specific or unique.  
**Open the door, please.** (There is only one door in the room, therefore we are talking about something specific.)  
**The sun will rise at 6.12 tomorrow.** (There is only one single sun.)

- ▶ before names of oceans (the Indian Ocean), seas (the Mediterranean), rivers (the Thames), mountain ranges (the Alps), deserts (the Gobi Desert) as well as before the names of the following countries or states: the USA, the United Kingdom, the Netherlands, the Bahamas, the Philippines.
- ▶ before the names of cinemas/theatres (the Odeon Cinema, the Alhambra Theatre), hotels (the Hilton Hotel), museums (the Science Museum), newspapers (The Times), organisations (the United Nations) and ships (the Santa Maria).
- ▶ when we talk about families (the Hardys, the Smiths) or nationalities (the British, the Italians).
- ▶ when we use an adjective to talk collectively about a group of people (the rich, the poor, the young, the elderly).
- ▶ with musical instruments (the piano, the violin) and the word radio (listen to the radio).
- ▶ with the words: the cinema, the theatre, the bank, the post office, the station, the airport, the shops, the doctor, the dentist, the garage, etc. when we go to see a play, do a transaction, travel, go shopping, ask for somebody's services, etc. **I'm going to the post office to post these letters.**
- ▶ with the words: the police, the fire brigade, the army.
- ▶ with the time markers: in the morning, in the afternoon, in the evening, but not in the expression at night.

## F

## Zero article

We do not use the **zero article**:

- ▶ before proper names.

**Anna is my best friend.**

**My brother's name is George.**

- ▶ before abstract nouns or plural nouns when we are talking about them generally.

Compare the following:

**Life is precious.** (general statement)

**The life of poor people is very hard.**

(specific statement)

**Dolphins are very intelligent.**

(general statement)

**The dolphins swam around him.**

(specific statement)

- ▶ before the names of countries (Spain, Austria), cities (Milan, Edinburgh), continents (Europe, Australia), mountains (Mt Killimanjaro), lakes (Lake Superior), streets or squares (Oxford Street, Sloane Square), parks (Richmond Park).

- ▶ before sports or games (tennis, golf, Monopoly, hide and seek), school subjects (Physics, Art) and meals (lunch, dinner).

- ▶ with languages (French, English), but the German language.

- ▶ with home, work, school, college, university, hospital, prison, church, bed when we are going to these or are using them for the reason why they exist, i.e. when we go to the hospital as patients, to school as pupils, etc.

**Peter is at school.** (He is a student.)

**Peter's father went to the school to see his son's teacher.**

**Charles is in hospital.** (He is ill.)

**Ellie went to the hospital to visit Charles.**

- ▶ with the words music and television.  
**She loves classical music.**  
**Let's watch television.**

## 8 Circle the correct answer.

- 1 Would you like *a / -* sandwich?
- 2 Please answer *a / the* phone! It's been ringing for ages!
- 3 You must give us *a / an* example of what you mean.
- 4 Is this *a / the* present Mary gave you last night?
- 5 James is *a / -* dentist.
- 6 She's got *a / an* good answer to that question.
- 7 Where's *a / the* TV remote control? It was here a minute ago.
- 8 He works in *a / the* bank, but I can't remember which one.

9 Complete with *the* where necessary.

- 1 Clarissa can play ..... piano very well.
- 2 ..... giant pandas are very rare animals.
- 3 Be quiet! Mum is listening to ..... radio.
- 4 Henry loves ..... History. It's his favourite subject.
- 5 ..... moon looks beautiful tonight.
- 6 Would you like to play ..... tennis with me?
- 7 Michael isn't here. He's at ..... school.
- 8 They climbed ..... Mount Everest in 1952.

- 10 Read the sentences. Some of them are correct and some have a word which should not be there. If a sentence is correct, put a tick next to it. If a sentence has a word which should not be there, cross it out and write it at the end of the line.

## Teen Link

### The One-minute Quiz

## CAN YOU DO THIS QUIZ IN ONE MINUTE

- |   |                |                         |
|---|----------------|-------------------------|
| 1 The Mississippi River is in Africa.                               | ✓              | True / <del>False</del> |
| 2 In <del>the</del> Britain, you dial 999 to call the fire brigade. | <del>the</del> | <del>True</del> / False |
| 3 The law says that all children must go to the school.             |                | True / False            |
| 4 In ancient times, people listened to the rock music.              |                | True / False            |
| 5 You can see fish in an aquarium.                                  |                | True / False            |
| 6 The French language is spoken in the Canada.                      |                | True / False            |
| 7 When you go to the theatre, you see a play.                       |                | True / False            |
| 8 The oranges have got lots of vitamin C.                           |                | True / False            |
| 9 Scotland is in the United Kingdom.                                |                | True / False            |
| 10 People have the breakfast in the morning.                        |                | True / False            |
| 11 The New York is in the USA.                                      |                | True / False            |
| 12 The Titanic sank on its second voyage.                           |                | True / False            |

The false statements are 1, 4 and 12. The others are all true.

Answers

- 11 Read and complete. Use only one word in each space.

It was late in (1) the evening when Mr Clark returned from work. As he closed (2) the front door behind him, he heard a noise in (3) the living room. He grabbed (4) a umbrella and moved silently towards the living room. The room was in a mess! (5) Someone had broken into the house but whoever it was, he had just gone out of the window.

Mr Clark called (6) the police immediately. After they had taken fingerprints, Mr Clark realised that (7) his was missing. The burglar hadn't taken (8) any money or valuables. Mr Clark also found (9) a big, black bag, which he had never seen before. When the policemen opened it, they found (10) some jewellery, (11) a silver teapot and (12) a antique clock. The policeman laughed and explained that the burglar had probably been to (13) a few other houses before Mr Clark's and that, in his hurry to leave, he had left (14) his stolen goods behind!



### Oral practice

Now you can do oral activity 10 (Teacher's Resource File).



# Revision 6-10

## 1 Circle the correct answer.

- 1 *Could / May* you open the window please? It's hot in here.
- 2 *We weren't allowed / couldn't* to leave the class without permission.
- 3 She *couldn't / hasn't been able* to take a day off since October.
- 4 I'm bored. *Let's / What about* watch a film.
- 5 *Am I able to / Shall I* make you a cup of tea?
- 6 The door was locked but John *could / was able* to get into the house through the window.

6

## 2 Choose and complete.

can't   don't have   had   might   must   must have   mustn't   ought

- 1 You ..... to cook dinner. We can order some pizza.
- 2 We ..... better leave now or we'll miss the beginning of the film.
- 3 The answer isn't right. You ..... made a mistake.
- 4 You look ill. You ..... to go to bed straight away.
- 5 Ron ..... like music a lot. He listens to CDs all the time.
- 6 Why don't you ask her? She ..... know how to help.
- 7 You ..... touch that wire! It's dangerous.
- 8 He ..... prepare everything by himself. I'll help him.

8

## 3 Circle the correct answer.

- 1 If you *have / had* time, help Jennifer with her homework.
- 2 She *would leave / will leave* earlier if her boss didn't need her.
- 3 If Ron *didn't like / like* Fay, he *'d tell / told* me.
- 4 If you *had woken / woke* up earlier, you would have seen the sun rise.
- 5 When it is very cold, it *would snow / snows*.
- 6 If the keeper *hadn't left / left* the door open, the tiger *wouldn't get / wouldn't have got* out.
- 7 If they *live / lived* nearer, I'd visit them more often.
- 8 If you want this bike, Dad *will buy / buys* it for your birthday.
- 9 She *wouldn't have gone / went* to the dentist if she *hadn't / hadn't had* a tooth ache.
- 10 He'll take the dog for a walk *if / unless* he's too busy.

10

## 4 Form sentences with *I wish*.

- 1 My hair is too short. I / have / longer hair
- 2 I have to do my homework but I'm so tired. I / can go / to bed
- 3 John didn't take my advice and now he's sorry. he / listen / to me
- 4 I hate this T-shirt! I / not buy / it
- 5 Leslie left her jacket on the bus. she / not be / so careless
- 6 I'm lonely. I / not live / by myself

6

## 5 Circle the correct answer.

- 1 Can I have ..... cake? It smells delicious.  
a some                      b piece                      c an
- 2 She lives in ..... Rome with her family.  
a -                      b the                      c a
- 3 There's ..... milk in the fridge. We've drunk it all.  
a some                      b any                      c no
- 4 We stayed in ..... fantastic hotel.  
a -                      b an                      c a
- 5 I'd like a ..... of bread, please.  
a loaf                      b bar                      c carton
- 6 Barbara is studying ..... piano.  
a -                      b the                      c a
- 7 ..... Italians love good coffee.  
a Every                      b The                      c Any
- 8 We've got ..... of apples in the cellar.  
a many                      b a few                      c a lot
- 9 All the students ..... happy to hear the news.  
a were                      b was                      c be
- 10 We can't get in touch with him. .... knows where he is.  
a Nobody                      b Anybody                      c Everybody
- 11 Everyone ..... the new park.  
a like                      b likes                      c don't like
- 12 We haven't got ..... sugar for the cake.  
a many                      b a lot                      c much
- 13 Her hair ..... lovely!  
a are                      b is                      c it's
- 14 Keith can't find his watch .....  
a somewhere                      b nowhere                      c anywhere
- 15 These trousers ..... too small.  
a is                      b looks                      c are
- 16 I need ..... umbrella.  
a an                      b a                      c -
- 17 Are there ..... oranges in the basket?  
a some                      b any                      c the
- 18 The girls have gone to ..... cinema.  
a -                      b any                      c the
- 19 My uncle is ..... lawyer.  
a -                      b a                      c the
- 20 We went on a boat trip down ..... Thames.  
a -                      b a                      c the

Total

20

50

# Teen Link

## A Look at Paper Recycling

by Leslie Banks



**P**aper isn't always **made** from wood. It can also be **made** from ... paper! Yes, that's right! Waste paper. Here's how it is done.

- First, waste paper **is collected**.
- Then it **is sorted** into ten different groups of paper. Some of the paper **can't be recycled**, so it **is removed**.
- The rest of the paper **is taken** to the mills.
- There it **is cleaned**.
- Then it **is put** in the paper-making machine. That's the final step.

After a few minutes the new paper is ready! Isn't it amazing?!

	Active	Passive
Present simple	They <b>make</b> progress.	Progress <b>is made</b> .
Present continuous	They <b>are making</b> progress.	Progress <b>is being made</b> .
Past simple	They <b>made</b> progress.	Progress <b>was made</b> .
Past continuous	They <b>were making</b> progress.	Progress <b>was being made</b> .
Present perfect	They <b>have made</b> progress.	Progress <b>has been made</b> .
Past perfect	They <b>had made</b> progress.	Progress <b>had been made</b> .
Will	They <b>will make</b> progress.	Progress <b>will be made</b> .
Going to	They <b>are going to make</b> progress.	Progress <b>is going to be made</b> .
Modals	The <b>can make</b> progress. They <b>should make</b> progress. They <b>have to make</b> progress.	Progress <b>can be made</b> . Progress <b>should be made</b> . Progress <b>has to be made</b> .

## A

## Form

subject + to be + past participle

- To form the passive voice, we use the verb to be in the tense that we need and the past participle of the main verb. See the table below:

	to be	past participle
Present simple	am / are / is	used
Present continuous	am / is / are being	followed
Past simple	was / were	written
Past continuous	was / were being	taught
Present perfect	have / has been	prepared
Past perfect	had been	washed
Will	will be	found
Going to	am / are / is going to be	destroyed
modal without 'to'	should be	done
modal with 'to'	ought to be	done

The castle was built hundreds of years ago.

The children are being taught by Mrs Thompson.

It should be done.

It ought to be done.

- In the negative, we add not after the verb to be.  
Those computers are made in Japan.  
Those computers are not made in Japan.
- In the question, we invert the position of the subject and the verb to be.  
The tests were corrected.  
Were the tests corrected?  
When were the tests corrected?

## B

## Use

- We use the passive voice when what concerns us is the action itself. The person who is doing it does not concern us or we do not know who is doing it.  
The book was published last year.

## Grammar practice

- I Complete with the passive. Use the tense given.

- The rooms are cleaned (clean) every day in our hotel. (present simple)
- The door is locked (lock) from the inside. (past simple)
- The flowers are watered (water) every day. (present simple)
- The jewellery was stolen (steal) between midnight and five o'clock. (past simple)
- Breakfast is served (serve) between seven and ten o'clock every day. (present simple)
- The programme last night was watched (watch) by millions of people. (past simple)
- We are given (give) pocket money every week. (present simple)
- America was discovered (discover) in 1492.

**2** Complete with the passive. Use the tense given.

- 1 All the books have been returned (return) to the library. (present perfect)
- 2 The invitations ..... (send) before the wedding was cancelled. (past perfect)
- 3 The painting ..... (give) to the National Gallery. (will)
- 4 A new car park ..... (build) in the city centre. (will)
- 5 Before they started their journey, the car ..... (repair). (past perfect)
- 6 The children ..... (take) to the zoo. (present perfect)
- 7 All the work ..... (finish). (present perfect)
- 8 The picture ..... (paint) many years ago. (past perfect)

**3** Complete with the passive. Use the *present continuous*.

- 1 A new dictionary is being written (write) at the moment.
- 2 Those rooms ..... (redecorate).
- 3 My car ..... (-repaired) at the garage.
- 4 Don't look now, but I think we ..... (follow).
- 5 You can't go in. Mr Jones ..... (interview) by a well-known journalist.

**4** Complete with the passive. Use the *past continuous*.

- 1 At the time, the project was being managed (manage) by Mr Teal.
- 2 When I went in, the carpets ..... (clean).
- 3 The room ..... (search) while the policeman was talking to the man.
- 4 While the roof ..... (fix), it started to rain.
- 5 While the photocopies ..... (make), the electricity was cut off.

**5** Complete with the passive.

- 1 The match is going to be watched (going to / watch) by millions of fans.
- 2 The flowers ..... (can / deliver) tomorrow morning.
- 3 A meeting ..... (must / arrange) soon.
- 4 A new basketball court ..... (may / build) here next year.
- 5 The plates and glasses ..... (might / damage).
- 6 Irregular verbs ..... (have to / learn) well.
- 7 The light over the front door ..... (going to / replace).
- 8 Your skin ..... (should / protect) from the sun.

**6** Form the negative and question.

- 1 The recycling bins are emptied every day.  
The recycling bins are not emptied every day.  
Are the recycling bins emptied every day?
- 2 They were driven to the airport.  
.....  
.....
- 3 The photocopier is being repaired at the moment.  
.....  
.....
- 4 The thief will be caught soon.  
.....  
.....
- 5 The ice cream must be kept in the freezer.  
.....  
.....
- 6 The bread was being baked.  
.....  
.....
- 7 You have been warned about it.  
.....  
.....
- 8 The animals had been fed.  
.....  
.....



- 7 Read and complete with the passive. Use the *present simple*, *past simple* or *present perfect*.

## TeenLink

## Great Monuments of the World

**The Parthenon**

The Parthenon  
(1) is situated  
(situate) on the  
Acropolis in Athens,  
Greece. It  
(2) .....  
(complete) in the fifth  
century BC and it  
(3) .....  
(dedicate) to the  
goddess Athena.

**The Colosseum**

The Colosseum of  
Rome (4) .....  
(open) for the first  
time in AD80.  
It (5) .....  
(damage) by lightning  
and earthquakes in  
the past but it  
(6) .....  
(restore) since then.

**The Tower of London**

The Tower of London  
(7) ..... (use)  
as a royal palace, a  
prison and a zoo,  
among other things. It  
is open to the public  
and it (8) .....  
(visit) by millions of  
people every year.

**The Taj Mahal**

The Taj Mahal in Agra,  
India (9) .....  
(build) by Shah Jahan  
as a tomb for his wife.  
It (10) .....  
(make) of white  
marble and it is one  
of the most beautiful  
buildings in the world.

## C

**Agent**

To refer to who did an action, i.e. to refer to the **agent**, we use the preposition **by** and the name or noun. We usually only refer to the **agent** when it gives us some important information which otherwise would be missing from the sentence.

Our house was designed **by** a famous architect.

Usually, we do not use the **agent**:

- ▶ when the one who is doing the action does not concern us.

The painting was sold for a lot of money.

- ▶ when the one who is doing it is unknown.

Many cars have been stolen in this neighbourhood.

- ▶ when it is easy to realise who is doing something without referring to this.

Vegetables are grown on the farm.

- ▶ when the subject of the active clause is uncertain, i.e. when they are words like **somebody**, **they**, **people**.

They sing this traditional song at weddings.

This traditional song is sung at weddings.

## D

## Active – Passive

To change a clause from the active voice into the passive voice:

- 1 the **object** of the active clause becomes the **subject** of the passive clause.

- 2 the **verb** changes from active into passive. The tense remains the same.
- 3 the **subject** of the active clause becomes the **agent** of the passive.

Subject +  
Leslie

active verb +  
took

object  
this photograph

yesterday.

This photograph  
Subject +

was taken  
passive verb +

by Leslie  
agent (by + ...)

yesterday.

- 8 Rewrite the sentences in the *passive*.



## Tip

Remember: In the passive, the **agent** is omitted if it is unknown, uncertain or implied.

- 1 They made the Statue of Liberty in France.  
The Statue of Liberty was made in France.
- 2 They catch a lot of fish in this area.
- 3 I have already tidied my room.
- 4 The lawyer had put the papers in a safe place.
- 5 Someone has left some keys on the table.
- 6 A very talented young girl wrote the story.
- 7 A chauffeur drives the president's car.
- 8 We will put all these things into boxes.
- 9 The firefighters rescued the teenagers from the burning building.
- 10 The youngest student in the class has written the best composition.

- 9 Rewrite the sentences in the *passive*.

- 1 You must stop him now.  
He must be stopped now.
- 2 Jeremy Bates is directing the new film.
- 3 Someone is going to repair the roof next week.
- 4 They can't find Joanna.
- 5 The boss is going to fire him.
- 6 They should decorate the room with flowers.
- 7 A French chef was preparing the meal in the kitchen.
- 8 She might solve the mystery.
- 9 They are going to close down the old cinema.
- 10 You mustn't turn off the heating at night.
- 11 Somebody is stealing flowers from my garden at night.
- 12 People ought to throw rubbish in the litter bins.

## 10 Rewrite the sentences in the *passive*.

- 1 They clean the office every day.  
*The office is cleaned every day.*
- 2 Professor Smith should write the book.  
.....
- 3 They cancelled the match because of the rain.  
.....
- 4 They are going to finish the new road in a few days.  
.....
- 5 Archaeologists have discovered an ancient temple.  
.....
- 6 You must not cross this line.  
.....
- 7 They had picked the oranges before the storm.  
.....
- 8 Mr Elliot will pay the workers.  
.....

## 11 Rewrite the sentences in the *active*.



- 1 'The One Hundred and One Dalmatians' was written by Dodie Smith.  
*Dodie Smith wrote 'The One Hundred and One Dalmatians'.*
- 2 The concert was organised by KidAid.  
*KidAid .....*
- 3 This cereal is preferred by young children.  
*Young children .....*
- 4 This story can't be published.  
*We .....*
- 5 The window has been broken.  
*Somebody .....*
- 6 The tins are being put on the shelves.  
*They .....*
- 7 Tom was being followed by two men.  
*Two men .....*
- 8 I might be invited to the party.  
*She .....*

## E

### By or with?

In the passive voice, we use:

- ▶ **by** with the agent to refer to by whom the action is being done.
- ▶ **with** to refer to the instrument, object or material that was used for something to be done.

**The door was opened by Mr Black.**

(Mr Black = agent)

**The door was opened with a key.**

(a key = the object that was used)

**The omelette was made with eggs, cheese and peppers.**

(eggs, cheese and peppers – the material that was used)

## 12 Complete with *by* or *with*.

- 1 Our cakes are made with ... the finest chocolate.
- 2 This letter was signed ..... Mrs Dury.
- 3 The tin can be opened ..... a knife.
- 4 The money was stolen ..... a child.
- 5 Kirk was bitten ..... a snake.
- 6 The baby was covered ..... a warm blanket.

## F

### Double object verbs

When we have verbs that take two objects like, for example, **give somebody something**, we can convert the active sentence into a passive one in two ways:

- a) by making the **indirect (animate) object** the subject of the passive voice, which is also the way that we usually prefer.
- b) by making the **direct (inanimate) object** the subject of the passive voice.

**Rick gave me (indirect object) this book (direct object).**

**I was given this book by Rick.**

**This book was given to me by Rick.**

Some of the verbs that take two objects are: **give, tell, send, show, bring, write, offer, pay, etc**

### 13 Rewrite the sentences in the passive in two ways.

1 John gave Elizabeth that beautiful ring.  
Elizabeth was given that beautiful ring by John.  
That beautiful ring was given to Elizabeth by John.

2 They have offered Sarah a very good job.

3 The estate agent showed the house to the young couple.

4 Her students have sent her flowers.

5 We will pay the gardener a lot of money.

6 Someone gave them free tickets for the concert.

7 The children send me messages every day.

8 The villagers gave the travellers food and water.

#### G

#### Impersonal passive: It is said ...

We can use verbs such as say, think, believe, expect, report, claim etc. with the syntax: It is said that + clause.

We use It is said that + clause to talk about something that is generally said, believed, etc. by people.

People think that the film will be a success.  
It is thought that the film will be a success.

They say that he was a hero.  
It is said that he was a hero.

### 14 Complete using the word given.



- 1 (say) It is said that ... he is the best magician in the world.
- 2 (believe) ... the thief escaped in a small plane.
- 3 (think) ... he has given a lot of money to charity.
- 4 (claim) ... Mrs Perrin is living abroad.
- 5 (report) ... they were travelling to London.
- 6 (expect) ... the factory will close down soon.

### 15 Rewrite the sentences in the impersonal passive.

- 1 People say that the pirate ship sank near the island.  
It is said that the pirate ship sank near the island.
- 2 They believe that the treasure is in a cave.
- 3 People claim that the man was living alone.
- 4 They think that the water is polluted.
- 5 People expect that he will apologise.
- 6 They report that heavy rain is falling in the area.
- 7 People say that he had already bought a ticket to Rio de Janeiro.
- 8 People believe that these plants were used in medicines.

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

TeenLink

## Fire!



by Stanley Davis  
As you all know, the block of flats opposite our school

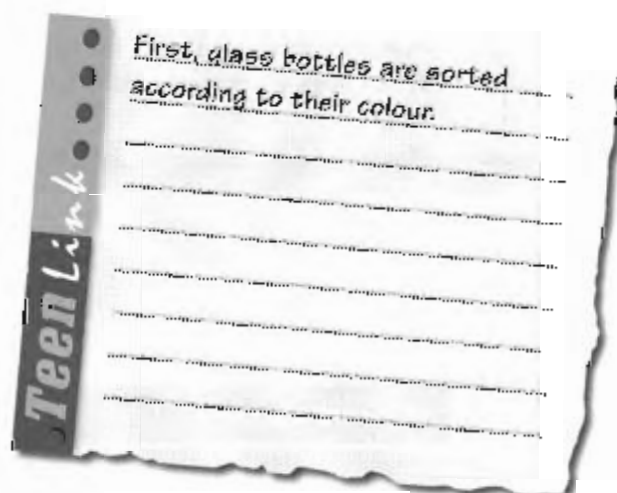
(1) was damaged by fire two days ago.  
(2) It is believed that the fire started in a first floor flat. The flat was

(3) it redecorated at the time by a local firm of builders. The building had (4) been evacuated before the fire brigade arrived. Unfortunately, most of the building (5) had already been damaged before the fire (6) was put out. The men who were redecorating the first floor flat that morning have (7) been found and now they (8) are being questioned (9) by the police. Repairs will (10) be made but it will be a long time before the residents can go back to their homes.

## Writing practice

## 17 Write a short article about how bottles are made from recycled glass for TeenLink.

- 1 first, glass bottles / sort / according to their colour
  - 2 then, they / crush / and / some more ingredients / add
  - 3 after that, the mixture / melt / at very high temperatures
  - 4 when it is ready, the soft glass / cut / into smaller pieces
  - 5 air / blow / into them from a machine – this gives them their shape
  - 6 finally, the bottles / heat / slowly / and then / they / cool
- At last, they're ready!



## Oral practice

Now you can do **oral activity 11** (Teacher's Resource File).



# Teen Link

## Hair fashions in ANCIENT EGYPT

by Mary Hart

DO YOU SPEND HOURS STYLING YOUR HAIR EVERY MORNING? IF YOU HAD BEEN A CHILD IN ANCIENT EGYPT, THINGS WOULD HAVE BEEN DIFFERENT. READ ABOUT HAIR FASHIONS OF THAT TIME AND FIND OUT WHY ...

In ancient Egypt, common people **had their hair cut** short.

Rich Egyptians had hairdressers to look after their hair. They **had their hair washed and perfumed** very often. Both men and women wore wigs for formal occasions. These wigs were made from human hair or wool.



Priests **had their heads shaved** to honour their gods. This was also a sign of cleanliness.

Children **had their heads shaved** too, except for a few long hairs on the side of their head. This was in honour of the god Horus – he had worn his hair like that when he was a child.

Present simple	She <b>has</b> her hair <b>cut</b> every three months.
Present continuous	She <b>is having</b> her hair <b>cut</b> at the moment.
Past simple	She <b>had</b> her hair <b>cut</b> yesterday.
Past continuous	She <b>was having</b> her hair <b>cut</b> when I called her.
Present perfect simple	She <b>has had</b> her hair <b>cut</b> .
Past perfect simple	She <b>had had</b> her hair <b>cut</b> before she went on holiday.
Will	She <b>will have</b> her hair <b>cut</b> next week.
Going to	She <b>is going to have</b> her hair <b>cut</b> tomorrow.
Modals	She <b>should have</b> her hair <b>cut</b> .

## A

## Form

- ▶ We form the **causative form** according to the following form:  
have + object + past participle
- ▶ To form the **present simple** of the causative form, we use the **present simple** of the verb **have**, the **object** of the sentence and the **past participle** of the main verb.  
**Jack has his flat cleaned once a week.**
- ▶ For the other tenses, we do the same, but using the corresponding tense of the verb **have** with that which we want to form.  
**Mary had her car serviced last week.** (past simple)  
**The boys will have their eyes tested tomorrow.** (future)  
**We are having the living room redecorated.** (present continuous)
- ▶ When we want to refer to by whom the action is being done, we use the **agent**, i.e. **by + a name / noun**.  
**Jane had her wedding dress designed by Christophe Leblanc.**
- ▶ The negative and the question are formed if we put the verb **have** into the interrogative or negative form.  
**Does Jack have his flat cleaned?**  
**Jack doesn't have his flat cleaned.**  
**Did Mary have her car serviced?**  
**Mary didn't have her car serviced.**  
**Are you having the room redecorated?**  
**You aren't having the room redecorated.**
- ▶ In colloquial language, we can replace **have** with the verb **get**.  
**He will have the broken window replaced.**  
**He will get the broken window replaced.**

## B

## Use

We use the causative form:

- ▶ when we want to emphasise that somebody is not doing something on his own but is entrusting/relying on somebody else to do what the verb says. Usually, the one who undertakes to do the action is somebody who does this job professionally. Compare the following sentences:  
**Simon repaired his bike.**  
(He repaired it himself.)  
**Simon had his bike repaired.**  
(He got somebody to repair it, probably he took it to a professional who repairs bicycles.)
- ▶ to talk about something that happened to somebody against his will.  
**She had her bag stolen yesterday.**

## Grammar practice

I Complete with the correct form of *have*.

- 1 I have the oil in my car changed every 15,000 km. (present simple)
- 2 Fergus the bathroom tiles replaced last week. (past simple)
- 3 We our new furniture delivered tomorrow. (present continuous)
- 4 Felicity two of her books published so far. (present perfect)
- 5 We the dog examined by a vet before we left for France. (past perfect)
- 6 You the lawn mowed. (should)
- 7 She all her meals prepared by her personal chef. (will)
- 8 Mum her new washing machine put in when the electricity was cut off. (past continuous)
- 9 I the post collected while I'm away. (going to)
- 10 The millionaire his suitcase packed by a servant yesterday evening. (past simple)

## 2 Form the negative and question.

- 1 They have the carpets cleaned professionally.  
~~They don't have the carpets cleaned professionally.~~  
Do they have the carpets cleaned professionally?
- 2 Oliver had his wallet stolen last night.
- 3 He's having the furniture moved to the new house today.
- 4 They had their wedding reception planned by a professional.
- 5 We will have new business cards printed.
- 6 She has her hair done at the hairdresser's.

## 3 Rewrite the sentences in the causative form.

**Tip**

As in the passive voice, we only use **by** if some information is being added, i.e. we do not use it if it is not known who did the action, or if it is implied.

- 1 The police removed Paul's car.  
Paul had his car removed by the police.
- 2 Mr Jones services our air conditioning.  
We have our air conditioning serviced by Mr Jones.
- 3 They have installed a satellite dish in Jane and Tom's house.  
Jane and Tom have had a satellite dish installed.
- 4 A famous architect will design their new house.  
They will have their new house designed by a famous architect.
- 5 They fitted new cupboards in Jane's kitchen.  
Jane had new cupboards fitted in her kitchen.
- 6 The mechanic is repairing Leonard's car today.  
Leonard has his car repaired by a mechanic today.
- 7 The gardener must water your garden today.  
You must have your garden watered by a gardener today.

## 4 Rewrite the sentences using the word given.

- 1 They have changed the oil in Frank's car.  
**has**  
Frank has had the oil in his car changed.
- 2 The dentist checks my teeth every six months. **checked**  
I was checked every six months.
- 3 Auberon Miles will paint Patricia's portrait.  
**by**  
Patricia will have her portrait painted by Auberon Miles.
- 4 The cleaners cleaned the office windows last weekend. **had**  
We had the office windows cleaned last week.
- 5 Someone is doing the actor's make-up at the moment. **having**  
The actor is having his make-up done at the moment.
- 6 Someone broke our kitchen window last night. **broken**  
We had our kitchen window broken last night.
- 7 Someone must shorten your skirt. **have**  
You must have your skirt shortened.
- 8 The vet is going to vaccinate their cat. **are**  
They are going to have their cat vaccinated.

5 Rewrite the underlined sentences using *get*.

- 1 He's got a very tidy garden. He has the grass cut every two weeks.  
He gets the grass cut every two weeks.
- 2 The fireplace is fine now. They had the chimney cleaned last Tuesday.
- 3 The door doesn't close properly. I'm going to have it fixed.
- 4 It's a very cold house. She must have central heating installed.
- 5 He likes to wear his hair very short. He has it cut once a month.
- 6 My printer has broken down. I'll have the report printed at the office.

## 6 Choose and write.

dentist   dry cleaner   electrician   hairdresser  
mechanic   plumber   printer   vet

- 1 cut our hair  
We have our hair cut by a hairdresser.
- 2 dry-clean our clothes
- 3 check our teeth

- 4 repair electrical appliances

- 5 fix leaking water taps

- 6 service our car

- 7 print business cards

- 8 vaccinate our dog

## Writing practice

## 7 Read. Then write sentences in the causative form using the prompts.



- 1 Mum and Dad / the house redecorate
- 2 I / the floor / replace
- 3 we / the roof / repair
- 4 Dad / the wallpaper / replace

- 5 Mum / some cupboards / fit
- 6 Peter / some shelves / put up
- 7 we / the bathroom / redecorate
- 8 Mum / pond / build

Dear Vicky,

Help! As you know, (1) Mum and Dad are having the house redecorated. It's awful here these days. The house looks as if it has been bombed! At the moment (2) ..... in my room, so I am sleeping on the sofa in the sitting room. So far, (3) ..... and (4) ..... in the sitting room. (5) ..... in the kitchen and (6) ..... in his room. Last week was really bad because (7) ..... Imagine the four of us, waiting in line to brush our teeth in the kitchen sink in the morning! But there's some brilliant news! (8) ..... in the garden next week. I can't wait!

Please e-mail me soon!

Your cousin,

Kikki.

## Oral practice

Now you can do oral activity 12 (Teacher's Resource File).

# Adjectives, adverbs

That's it! You can't beat me!  
I'm **the best** player!



Peter: That's it! You can't beat me!  
I'm **the best** player!

Stanley: You mean you're **the noisiest** player!

Peter: Hey! I've got **good** technique! I think **faster** and I have a **better** memory than you! I plan my moves **more carefully** and I play **more seriously** than you! What can I do? I'm **the smartest** here!

Sorry! Check mate.  
I win!



You've also got **the biggest** mouth, Peter!

## Adjective Comparative Superlative

tall	taller	the tallest
clean	cleaner	the cleanest
hot	hotter	the hottest
easy	easier	the easiest
famous	more famous	the most famous
comfortable	more comfortable	the most comfortable

### Irregular forms

good	better	the best
bad	worse	the worst
many	more	the most
much	more	the most
a lot	more	the most
(a) little	less	the least

## Adverb Comparative Superlative

slowly	more slowly	the most slowly
quietly	more quietly	the most quietly
actively	more actively	the most actively
logically	more logically	the most logically

### Irregular forms

well	better	the best
badly	worse	the worst
fast	faster	the fastest
hard	harder	the hardest
early	earlier	the earliest
late	later	the latest
near	nearer	the nearest
far	farther / further	the farthest / furthest



## A

## Adjectives

Adjectives are words that describe a noun.  
We use them:

- ▶ before the noun that they are describing.  
**The large bag is Jenny's.**
- ▶ after the verb to be.  
**This photo is beautiful!**
- ▶ after verbs of the senses such as look, seem, sound, smell, taste, feel.  
**He sounded polite on the phone.**  
**This sweater feels soft.**

## Comparative

- ▶ We use the **comparative form** of adjectives to compare two persons, animals or objects with each other.
- ▶ To form the comparative form of adjectives that have one syllable or that end in -y, we add the ending -er to the end of the adjective and the word **than** after this if we refer to who or what the comparison is being made with. (See **Spelling rules**, page 141.)  
**John is older than Kurt.**  
**The white kitten is prettier than the black one.**

- ▶ To form the comparative form of adjectives that have two, three or more syllables, we add the word **more** before the adjective.  
**She's more famous than him.**  
**This book is more interesting than that book.**

## Superlative

- ▶ We use the **superlative form** of adjectives to compare more than two persons, animals or things.
- ▶ To form the superlative form of adjectives that have one syllable or that end in -y, we add the article **the** before the adjective and the ending -est at the end of the adjective. (See **Spelling rules**, page 141.)  
**Winnie is the best singer in the choir.**  
**Roland is the heaviest child in class.**
- ▶ To form the superlative of adjectives that have two, three or more syllables, we add the article **the** and the word **most** before the adjective.  
**This is the most beautiful painting in the gallery.**

## B

## Adverbs

- ▶ Adverbs of manner describe how what the verb says is being done. Usually, they go after the verb in the sentence (when there is no object) or after the object.  
**The children are playing quietly.**  
**She listened to the teacher carefully.**

- ▶ Adverbs of manner are formed by adding the ending -ly to an adjective. (See **Spelling rules**, page 141.)

sad – sadly

happy – happily

## Comparative and superlative of adverbs

- ▶ Adverbs that end on -ly form the **comparative form** by adding the word **more** before the adverb (and the word **than**) after that, if with whom or what the comparison is being made is referred to).  
**She sang more beautifully than Kira.**

- ▶ The **superlative form** is formed by adding the article **the** and the word **most** before the adverb.

It is rarely used.

**He ran the fastest and won the race.**

- ▶ The adverbs **fast, hard, late, early** and **near** have exactly the same form as their adjective and form the comparative and superlative form the same as the adjective.  
**She walks faster than we do.**  
**Mum wakes up the earliest of all.**

- ▶ Usually, **far – farther – farthest** is used when we compare actual distances, while the form **far – further – furthest** is used when we are talking metaphorically.  
**This village is farther from the city than that village.**  
**I'm sorry but I can't help you further than I have.**

## Grammar practice

## 1 Circle the correct answer.

- Sam plays the piano beautiful / beautifully.
- He is a wise / wisely man.
- Did you sleep good / well?
- He looked at me angry / angrily.
- This is a bad / badly idea.
- Zara is always dressed fashionable / fashionably.
- She's got a warm / warmly smile.
- I'm speaking serious / seriously now.
- You are a very fortunate / fortunately young man.
- They sound nervous / nervously.

2 Complete with an *adverb*.

- Jason speaks very politely (po'ite)
- You must drive ..... (careful)
- Maria used to be bad at tennis, but she plays ..... now. (good)
- His younger brother behaved ..... at the reception. (terrible)
- I've done everything ..... (correct)
- We're sitting ..... here, thank you. (comfortable)
- She plays the violin ..... (bad)
- I'm worried; the children are playing very ..... (quiet)
- When she heard the news, she smiled ..... (happy)
- In the story, the hero dies ..... in the end. (tragic)

3 Read and complete. Use the *comparative* or *superlative*.

## Teen Link

## It's a wild, wild world!

## A snail's pace

When traffic moves very slowly, we say that it moves 'at a snail's pace'. Do you know why? Because the snail is (1) the slowest (slow) animal in the world! On the other hand, (2) ..... (fast) is the cheetah. Oh, and I bet you didn't know this: a hippo is (3) ..... (fast) than a person!

## See you later, alligator!

(4) ..... (rare) alligator is the Chinese alligator. It is also (5) ..... (small) than the American alligator.

## Big is beautiful

The African elephant is

(6) ..... (heavy) land animal but the blue whale is (7) ..... (big) than the African elephant. In fact, it is (8) ..... (large) animal in the world!

## So long!

A giraffe can be (9) ..... (tall) than a tree, about 5.5m, but the Asiatic python is (10) ..... (long) than that: it can grow to 10m!



## 4 Circle the correct answer.

- 1 Claire is the tallest person (in) / than her family.
- 2 Sam answered more carefully / the most carefully than his sister.
- 3 The girls played quieter / more quietly than the boys.
- 4 He's more lazier / lazier than me.
- 5 Nick works faster than / from Paul.
- 6 Today is more colder / colder than yesterday.
- 7 Her house is further than / of mine.
- 8 This is the funniest joke of / than all.
- 9 He's the most talented / more talented actor in the play.
- 10 I go to bed more late / later than you do.
- 11 It's the most expensive / most expensive dress in the shop.
- 12 She's a happily / happy little girl.

## 5 Complete with the comparative or superlative.

- 1 Cecilia writes more neatly (neatly) than Emily.
- 2 You draw the best (well) of all your friends.
- 3 His boss treats him worse (well) than the others.
- 4 During the war he fought bravely (bravely) than anybody.
- 5 Now she studies harder (hard) than she did in the beginning.
- 6 She eats healthily (healthily) than her friend.
- 7 Although he was young, he behaved calmly (calmly) of all.
- 8 I bought these things cheaply (cheaply) than you did.
- 9 Simon has worked carefully (carefully) of all in this project.
- 10 She played badly (badly) than anyone else in the team.

## 6 Read. Then choose and write comparisons.

cheap expensive heavy light  
old-fashioned short tall trendy  
carefully carelessly comfortably early  
fast late slowly uncomfortably

- 1 Jenny is 1.50m. Sarah is 1.55m.  
Sarah is taller than Jenny.  
Jenny is shorter than Sarah.
- 2 John drives at 60 km per hour. Frank drives at 45 km per hour.  
John drives faster than Frank.  
Frank drives more slowly than John.
- 3 The sports car is £45,000. The family car is £18,000.  
The sports car is more expensive than the family car.  
The family car is cheaper than the sports car.
- 4 Sandra made six spelling mistakes in her essay. Julia made twelve.  
Sandra worked more carefully than Julia.  
Julia made more mistakes than Sandra.
- 5 Harry arrived at six o'clock. Samantha arrived at twenty past seven.  
Harry arrived earlier than Samantha.  
Samantha arrived later than Harry.
- 6 Celia weighs 20 kilos. Peggy weighs 25 kilos.  
Celia is lighter than Peggy.  
Peggy is heavier than Celia.
- 7 Helen slept in a small, narrow bed. Anna slept on the floor.  
Helen slept more comfortably than Anna.  
Anna slept less comfortably than Helen.
- 8 William bought his coat last month. Ron bought his coat six years ago.  
William's coat is newer than Ron's.  
Ron's coat is older than William's.

## C

## Other forms of comparison

As ... as, not as / so ... as

- When we compare two persons, animals or objects and we want to show that they are the same or do something in the same way, we use the form **as + adjective / adverb + as**.

**Kikki is as clever as Peter.**

**She paints as well as a real artist.**

- To show that two persons, animals or objects are not the same or do not do something in the same way, we use the form **not as / so + adjective / adverb + as**.

**My dog isn't so big as yours.**

**An antelope can't run as fast as a cheetah.**

**Less + adjective / adverb (+ than)**

To show during a comparison that one thing that we are comparing is inferior to the other, we can use the word **less** and then the adjective or adverb that we want in its ordinary form.

**The red bike is less expensive than the black bike.**

**I was in a hurry, so I did my homework less carefully than usual.**

**Far / Much + comparative**

To intensify even more the difference in a comparison between two persons, animals or things, we add the word **far** or the word **much** before the adjective or adverb in the comparative form.

**This T-shirt is much bigger than mine.**

**She is far more intelligent than her sister.**

**Geri won the competition because she can draw far better than the others.**

- 7 Read and complete. Use **as ... as** or **not so / as ... as**.

- The temperature today:  
Athens 32°C / Rome 32°C (hot)  
Athens is as hot as Rome.
- Film ratings:  
'The Hero' \*\*\* / 'A Perfect Day' \*\* (good)  
'A Perfect Day' ..... 'The Hero'.
- Journey times:  
train: 30 minutes / bus: 70 minutes (long)  
The journey by train ..... the journey by bus.

- Recipe difficulty:  
carrot cake \*\* / lemon pie \*\*\* (easy)  
The recipe for carrot cake .....  
the recipe for lemon pie.
- Hairdryer power:  
'Big Curl' 900W / 'Sleek'n'smooth' 1,500W (powerful)  
The 'Big Curl' hairdryer .....  
the 'Sleek'n'smooth'.
- Today's special offer for cereal:  
Megafakes £1.20 / Superflakes £1.20 (cheap)  
Superflakes ..... Megafakes.







- 8 Rewrite the sentences using the word given.

- Alsations are bigger than poodles. **as**  
Poodles aren't as big as Alsations.
- Ice skating is more difficult than cycling. **not**  
Cycling ..... ice skating.
- A hill isn't as high as a mountain. **than**  
A mountain ..... a hill.
- Mercury is nearer the sun than the Earth. **as**  
The Earth ..... the sun as Mercury.
- A Jumbo doesn't fly as fast as the Concorde. **faster**  
The Concorde ..... a Jumbo.
- Our team didn't play as badly as your team. **played**  
Your team ..... our team.
- Milk chocolate is sweeter than dark chocolate. **as**  
Dark chocolate ..... milk chocolate.
- The Eiffel Tower isn't as old as the Parthenon. **than**  
The Parthenon ..... the Eiffel Tower.
- Our dog barks more loudly than our neighbour's dog. **not**  
Our neighbour's dog ..... as our dog.
- Fridays are better than Mondays. **good**  
Mondays ..... Fridays.

- 9 Write sentences with *far / much* and the *comparative*.

TeenLink

## What's your opinion?

1 History / Science (interesting)  
History is far more interesting than Science, / Science is much more interesting than History.

2 chocolate ice cream / vanilla ice cream (tasty)

3 ice skating / surfing (difficult)

4 hamburgers / bananas (healthy)

5 cartoons / the news on television (enjoyable)

6 cats / dogs (friendly)

- 10 Rewrite the sentences using the word given.

- 1 I've never seen such a funny film. **the**  
It's **the funniest film** I have ever seen.
- 2 David is more intelligent than Thomas. **as**  
Thomas ..... David.
- 3 My printer prints three pages per minute but yours prints four pages per minute. **faster**  
Your printer ..... my printer.
- 4 I didn't feel well last night but today I feel very well. **much**  
Today I feel ..... I did last night.
- 5 She hasn't painted such a beautiful picture before. **most**  
It's ..... she has ever painted.

- 6 Today it isn't as cold as it was yesterday. **less**  
Today it ..... it was yesterday.
- 7 Pam and Cassy are both police. **as**  
Pam ..... Cassy.
- 8 My room was less tidy than George's. **than**  
George's room ..... mine.
- 9 She is very sensible but he is not. **much**  
She is ..... he is.
- 10 I've never written such a difficult test before. **the**  
This is ..... I have ever written.

### Oral practice

Now you can do oral activity 13 (Teacher's Resource File).



# Infinitive, gerund

infinitive, gerund, 'too / (not) enough', 'let / make',  
'would rather', 'had better', 'be used to'

## Teen Link

### GLOBETROTTERS

#### TRAVEL AGENCY

- \* Are you **tired of spending** your holiday in the same place as everyone else?
- \* Are you **bored with doing** the same things year after year?
- \* Are you **fed up with having** to arrange everything yourself?



If you answered 'yes' to more than one question, then ...

**Let us help you!**

**It's easy to have** the best holiday ever! We **can organise** the holiday of your dreams and give you lots of fresh ideas! We **are used to dealing** with the most unusual requests.

So, why wait? It's **never too early to book** your next holiday! Come and see us, or give us a ring. We **look forward to seeing** you!

#### GLOBETROTTERS TRAVEL AGENCY

21, Park Avenue

Tel 332324/5

Open Mon-Fri: 9am-8pm, Sat: 9am-5pm

#### Infinitive

It's **fun to ride** a bike.

I **was pleased to hear** the news.

She's **too tired to study**.

It isn't **warm enough to swim**.

I've **decided to accept** their offer.

Mum, let me **go to the cinema**.

Please don't **make me do that**.

You'd **better take** an umbrella.

They **might come** with us.

I'd **rather watch** a comedy.

#### Gerund

**Windsurfing** is great.

I **enjoy watching** basketball games.

She's **good at drawing**.

They're **used to waking up** early.

## A

## Infinitive

The infinitive is the basic form of a verb.  
We use two forms of the infinitive:

- infinitive with 'to' (full infinitive)  
e.g. **to play**
- infinitive without 'to' (bare infinitive)  
e.g. **play**

## Full infinitive

The infinitive with **to** is used:

- ▶ after some verbs such as:

advise	expect	plan
agree	force	prefer
allow	forget	promise
appear	hate	refuse
arrange	help	seem
ask	hope	start
begin	learn	stop
choose	like	want
continue	manage	would like
decide	offer	would love

Paul **promised to help** me with my homework.

She **wants to go to university**.

- ▶ with the expression:  
**too + adjective / adverb + infinitive.**  
The word **too** has a negative meaning and means 'too much', 'more than what it should be or is necessary.'  
**It is too cold to go for a walk.**  
(It is so cold that we cannot go for a walk.)
- ▶ with the expression:  
**(not) adjective / adverb + enough + infinitive.**  
The word **enough** means 'enough'. The expression means that something is (or is not) enough for something else to happen.  
**He isn't old enough to understand it.**

- ▶ with the syntax:

**it + to be + adjective + infinitive.**

**It's nice to eat outside in the summer.**

- ▶ after adjectives such as happy, delighted, glad, pleased, sorry, etc. in the following syntax:

**subject + to be + adjective + infinitive.**

**We are glad to see you.**

**She's sorry to leave.**

## Bare infinitive

The infinitive without **to** is used:

- ▶ after the verbs **let** and **make**.  
**Our teacher lets us use our calculators in class.**  
**My Mum makes me tidy my room every day.**
- ▶ with the expression **would rather**, which expresses a preference.  
**I would rather (I'd rather) have a sandwich.**  
**She'd rather not go out tonight.**  
**Would you rather watch the comedy on television?**
- ▶ with the expression **had better**, which is used to give advice.  
**You'd better lie down; you look ill.**
- ▶ after some modal verbs such as **could**, **may**, **might**, **must**, **should**.  
**We can give you a lift in our car.**  
**She might not answer the phone.**
- ▶ The verb **help** is either followed by the full infinitive or by the bare infinitive. There is no difference in meaning.  
**I helped mum to move the furniture.**  
**I helped mum move the furniture.**

## Grammar practice

1 Choose and complete with the *full infinitive*.

act	give	hear	see
answer	go	help	win

- David has agreed to act in our school play.
- They are too busy ..... on holiday right now.
- Harry! It's good ..... you again after all these years!
- Will she refuse ..... this question?
- I don't think he trained hard enough ..... the race.
- It's awful ..... such sad news.
- I'm always glad ..... people who need me.
- He offered ..... me a lift in his car.

2 Join the sentences using the word given.

- She's tall. Maybe she is a basketball player. (enough)  
She's tall enough to be a basketball player.
- Homer is very careless. He isn't a good driver. (too)  
.....
- I'm very scared. I can't go there by myself. (too)  
.....
- I'm very tired. I can't play with you. (too)  
.....
- The man is old. He probably remembers the war. (enough)  
.....
- The baby is small. She can't lift that heavy box. (too)  
.....
- The students are clever. They can do this difficult exercise. (enough)  
.....
- I am busy. I can't talk to him. (too)  
.....

3 Rewrite the underlined sentences using the word given.

Peter and Kikki's Aunt Agatha went on a holiday to an exotic island. She didn't like the place.

Dear Agnes, Howard, Peter and Kikki,

I am having a terrible time here. (1) It's too hot to do any sightseeing. The prices in the shops are terrible! (2) I'm not rich enough to buy anything. The waves are very rough here. (3) I am not brave enough to swim in the sea. I can't use the hotel swimming pool, either. It is full of young people, and (4) I'm too old to join them. They also have parties on the beach. (5) At night it is too noisy to sleep. (6) And my bed is too uncomfortable to sleep in.

I really can't understand your cousin Betty! She says this is a great place.

I am looking forward to coming home.

Love,

Aunt Agatha.



- It isn't cool enough to do any sightseeing. cool
- I'm ..... anything. poor
- I ..... in the sea. scared
- I ..... them. young
- At night, it ..... to sleep. quiet
- My bed ..... to sleep in. comfortable

**4 Rewrite the sentences using the word given.**

- Mum allows me to stay up late on Saturdays.  
**lets**  
Mum lets me stay up late on Saturdays.
- Our teacher wants us to do all our homework. **makes**  
Our teacher makes us do all our homework.
- Her brother allows her to use his computer. **lets**  
Her brother lets her use his computer.
- Their parents want them to eat lots of fruit. **make**  
Their parents make them eat lots of fruit.
- My piano teacher wants me to practise every day. **makes**  
My piano teacher makes me practise every day.
- My parents don't allow me to watch TV until I finish my homework. **let**  
My parents don't let me watch TV until I finish my homework.
- Will your mother want you to come home early? **make**  
Will my mother make me come home early?

**5 Rewrite the sentences with the full form.**

- It is late. I'd rather go to bed.  
It is late. I would rather go to bed.
- He'd better leave now or he will miss his train.  
He had better leave now or he will miss his train.
- We are not hungry. We'd rather have some fruit juice.  
We would rather have some fruit juice than eat.
- You'd better learn how to use a computer.  
You had better learn how to use a computer.
- She'd better put on something else.  
She had better put on something else than that.
- They'd rather visit a museum.  
They would rather visit a museum than go to the park.

**6 Complete with *would rather* or *had better*.**

- I don't know what we have for homework. I had better call one of my classmates.
- Desmond doesn't want to study. He would rather watch the football game on TV.
- You would rather wear something warm. It's freezing outside.
- Decorators are very expensive. We would rather paint the walls ourselves.
- Ella hates aeroplanes. She would rather go to Vienna by train.
- He would rather tidy his room or his mother will be angry.
- You would rather calm down. Shouting does not help.
- I do not want an office job. I would rather work with animals.

**7 Complete with the *full* or *bare* infinitive.**

- I would like to spend (spend) some time in London.
- He'd better finish (finish) his homework right now.
- My Dad doesn't let me stay (stay) out after ten o'clock.
- We're sorry to hear (hear) you are moving to another neighbourhood.
- Our teacher made us rewrite (rewrite) our compositions.
- It's very late. I must leave (leave).
- I'd rather wear (wear) my blue jeans.
- Katie prefers to make (make) her tea herself.
- We hope to see (see) you soon!
- Will you let us go (go) to the party?
- It's boring to do (do) the same things every day.
- I'll make them tell (tell) the truth.

## B

## Gerund

The gerund is formed by adding the ending **-ing** to the basic form of the verb.

The gerund is used:

- ▶ as a noun. It can be used as the subject or object of a verb.

**Listening to music is relaxing.**

**I'll do the driving on our holiday.**

- ▶ after some phrases that end in a preposition such as:

**We're good at finding information.**

be afraid of	be good at
be bad at	be interested in
be bored with	be keen on
be crazy about	be sorry for
be fed up with	be tired of
be fond of	

**She's interested in learning Spanish.**

- ▶ with the expression **be + used + to + doing something** to show that while something was difficult in the beginning, now I am used to doing it. Be careful not to confuse this expression with **used to do something**, which talks about a habit that somebody had in the past. Compare the following examples:

**She's used to working hard.** (She works hard but it is something that she is used to.)  
**She used to work hard.** (She worked hard in the past, but not any more.)

- ▶ after some verbs such as:

avoid	like
begin	look forward to
continue	love
deny	mind
dislike	prefer
enjoy	remember
finish	start
hate	stop
keep	suggest

**He denied stealing the money.**  
**I don't mind waiting.**

- ▶ after the expressions **can't help**, **can't stand**, **it's no use**, **it's no good**, **it's not worth**, **have difficulty (in)**.  
**It was so funny, I couldn't help laughing.**  
**It's no use phoning him. He's away.**  
**It's not worth worrying about it.**  
**I had difficulty understanding the Maths problem.**

## 8 Complete with the gerund.

- 1 They're interested in opening a restaurant here. (open)
- 2 I'm used to ..... long distances. (drive)
- 3 We enjoy ..... abroad. (travel)
- 4 It's no use ..... the old dishwasher. It will break down again. (repair)
- 5 ..... fruit is good for your health. (eat)
- 6 Tom is good at ..... things with his hands. (make)
- 7 Although she could see I was bored, she kept ..... to me. (talk)
- 8 I'll do the ..... if you wash up the dishes afterwards. (cook)
- 9 I can't stand ..... this film any more! It's horrible! (watch)
- 10 The have gone ..... with their grandfather. (fish)

## C

## Infinitive or gerund?

- ▶ After some verbs, we can either use the gerund or the infinitive, without there being any significant difference in the meaning. These verbs are: like, hate, prefer, begin, start and continue.

**I began to work.**

**I began working.**

**Sarah prefers studying with the radio on.**  
**Sarah prefers to study with the radio on.**

- ▶ Some other verbs are either followed by the infinitive or by a gerund but with a different meaning. Two of these are stop and try.

**He's stopped drinking coffee.**

(He does not drink coffee any more, he has given it up.)

**He's stopped to drink coffee.**

(He stopped what he was doing to drink some coffee.)

**We tried opening the door.**

(We tried opening the door.)

**We tried to open the door.**

(We tried to open the door.)



9 Rewrite the sentences using the word given .

TeenLink

# From London with Love

We've asked some visitors to tell us what they like about London.

- 1 Travelling by tube is easy. (travel)  
It's easy to travel by tube.
- 2 It's impossible to see everything in the Natural History Museum. (seeing)
- 3 Walking along the river Thames is wonderful. (walk)
- 4 Visiting Madame Tussaud's is fun! (visit)
- 5 It's great to shop in London. (shopping)
- 6 Drinking tea is refreshing. (drink)



10a Read and complete. Use *used to* and the infinitive.



Vicky *used to* live in a small town with her mum and dad. She (1) used to work (work) only three afternoons a week. She (2) ..... (have) lots of leisure time. Her mum (3) ..... (cook) for her. She (4) ..... (go) out with her friends every day.

10b Read and complete. Use *be used to* and the gerund.



Then, a year ago, Vicky got a job in a big company. She moved to New York and her life changed. Vicky didn't like the changes in the beginning, but now she's *used to* them. She says: 'I (1) am used to working (work) very hard and I (2) ..... (have) very little free time. I (3) ..... also ..... (cook) for myself now. I (4) ..... even ..... (go) to bed early on weekdays!'

## 11 Circle the correct answer.

- 1 Mandy used to work / working in a bank when I met her.
- 2 I didn't like tea at first, but I'm used to drink / drinking it now.
- 3 Dad is used / used to read me a story every evening before I went to bed.
- 4 We are used / used to writing a test every week.
- 5 I am used to work / working in a no'sy office.
- 6 I used to hate / hating football but now I like it.
- 7 Pam is used / used to live in the house next door to ours.
- 8 My sister is used / used to lending me her clothes.

## 12 Complete with the gerund, full infinitive or bare infinitive.

- 1 Jason is fed up with ... working ... at weekends. (work)
- 2 I want ... you a story. (tell)
- 3 Penny avoids ... in the sun. (sit)
- 4 It's safe ... in the lake. (swim)
- 5 The lawyer advised her ... (wait)
- 6 We don't mind ... home. It's not very far. (walk)
- 7 The coffee is too hot ... (drink)
- 8 I look forward to ... from you again. (hear)
- 9 ... in the city can be stressful. (live)
- 10 We were thrilled ... our team win. (see)
- 11 Sandra is used to ... all the housework herself. (do)
- 12 Thank you for the invitation. I'd love ... to your party. (come)
- 13 Please don't make me ... to him. (apologise)
- 14 I'd love ... Australia one day. (visit)

## 13 Complete with the gerund or infinitive.

## stop

- 1 I can't find these pens any more. I think they have stopped ... making ... them. (make)
- 2 By 2 pm we were really hungry, so we stopped ... some lunch. (have)
- 3 My favourite show is on TV, so I'll stop ... it. (watch)
- 4 John has stopped ... as a waiter. He's an actor now. (work)

## try

- 5 The little boy tried ... to stay ... awake but he was very tired and fell asleep. (stay)
- 6 We tried ... honey instead of sugar in the cake and it was delicious. (put)
- 7 Why don't you try ... him? He might have returned. (call)
- 8 The man tried ... over the fence but he couldn't. (climb)

## 14 Rewrite the sentences using the word given.

- 1 Decorating your room is fun. **decorate**  
It's ... fun to decorate ... your room.
- 2 I prefer to exercise early in the morning. **rather**  
I ... early in the morning.
- 3 My parents let me watch TV in my room. **allow**  
My parents ... TV in my room.
- 4 He was too slow to catch the ball. **fast**  
He was ... the ball.
- 5 Using this computer program is easy. **to**  
It's ... computer program.
- 6 I'm very excited about going on this cruise. **forward**  
I'm looking ... on this cruise.
- 7 Sam pushed me and I spilt orange juice all over my dress. **made**  
Sam ... orange juice all over my dress.
- 8 We should start now, or we won't finish on time. **had**  
We ... now, or we won't finish on time.

- 15** TeenLink magazine is looking for new reporters. Read Jason's letter of application. Then circle the correct answer.

Dear Editor,

My name's Jason and I'm fourteen years old. My family and I have just moved here and I am very happy (1) ..... at this school. Everyone has been really nice to me.

I am keen on (2) ..... photographs and I am crazy about (3) ..... new techniques. I enjoy (4) ..... to people, so I think I would be very good at (5) ..... them.

I used (6) ..... the sports news for the school newspaper at my previous school. Actually, I'd like (7) ..... a TV reporter after I finish university. I promise (8) ..... really hard if I get the job at TeenLink!

I (9) look forward ..... from you.

Yours sincerely,

*Jason White*



- |               |                |                |
|---------------|----------------|----------------|
| 1 a to be     | b be           | c to being     |
| 2 a taking    | b take         | c to take      |
| 3 a to learn  | b learning     | c learn        |
| 4 a to talk   | b talking      | c talk         |
| 5 a interview | b interviewing | c to interview |
| 6 a to write  | b write        | c writing      |
| 7 a become    | b to become    | b becoming     |
| 8 a working   | b work         | c to work      |
| 9 a to hear   | b hearing      | c to hearing   |

## Writing practice

- 16** Would you like to be a reporter for TeenLink? Write a letter and apply for a job.

- Who are you?
- What do you enjoy doing?
- What are you good at?
- What do you want to do when you finish school?
- Why do you want a job with TeenLink?



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## Oral practice

Now you can do **oral activity 14** (Teacher's Resource File).

# Revision 11-14

## 1 Rewrite the sentences in the *passive*.

- 1 They lock this door at night.  
This door .....
- 2 People say that we'll have a very cold winter this year.  
It .....
- 3 Mrs Davis will choose the colour of the new sofa.  
The colour of the new sofa .....
- 4 Sandra told me this story.  
This story .....
- 5 Someone had broken the vase.  
The vase .....
- 6 They're organising a school concert.  
A school concert .....
- 7 They believe that his grandfather was a Duke.  
It .....
- 8 A big company has offered him a job.  
He .....
- 9 When I arrived, someone was repairing the car.  
When I arrived, the car .....
- 10 They claim that the doctor was wrong.  
It .....

10

## 2 Rewrite the sentences in the *causative form*.

- 1 The dentist checks her teeth every six months.  
She .....
- 2 They have delivered our new furniture.  
We .....
- 3 The mechanic had repaired Henry's motorbike the previous Tuesday.  
Henry .....
- 4 A professional gardener is going to design their new garden.  
They .....
- 5 The printers are printing our magazine at the moment.  
We .....
- 6 A famous fashion designer will make her wedding dress.  
She .....
- 7 Someone should clean my hotel room properly.  
I .....
- 8 They installed a new air conditioner in Mary's office.  
Mary .....
- 9 Patsy's hairdresser does her hair twice a week.  
Patsy .....
- 10 Somebody redecorated the baker's shop.  
The baker .....

10

3 Complete with the correct form of the *adjective* or *adverb*.

- 1 Ben could run ..... than his brother. (fast)
- 2 You can sit ..... on the sofa than on the chair. (comfortably)
- 3 Mrs Clark's cake is ..... than my Mum's. (good)
- 4 He sang ..... of all in his class. (badly)
- 5 They've got ..... house in the village. (big)
- 6 George is ..... than I am. (fit)
- 7 Janet is ..... driver I know. (careless)
- 8 This is ..... painted portrait I have ever seen. (beautifully)
- 9 She must wake up ..... than you do. (early)
- 10 He is ..... student in the class. (serious)

10

4 Complete with the *infinitive* or *gerund*.

- 1 Tania learnt ..... (read) when she was four years old.
- 2 Paul, I'm so glad ..... (see) you!
- 3 I'm used to ..... (get up) early in the morning.
- 4 It's too late ..... (go) out now.
- 5 Lisa is looking forward to ..... (work) with you.
- 6 It's no use ..... (run). We'll never catch the bus.
- 7 They'd better ..... (have) a good excuse for being late!
- 8 Is he any good at ..... (repair) things?
- 9 Are you interested in ..... (help) us with the garden?
- 10 Why doesn't she let me ..... (help) her?

10

5 Circle the correct answer.

- 1 The film was *much* / *as* more interesting than the book.
- 2 I am having my shoes *repaired* / *repairing* at the moment.
- 3 When I arrived, the swimming pool was *being* / *been* cleaned.
- 4 The cat is *far* / *more* better than it was last night.
- 5 Samantha agreed to *come* / *coming* with us.
- 6 All our dishes are prepared *by* / *with* our chef.
- 7 He denied to *say* / *saying* these words.
- 8 The boy looked at the food *hungry* / *hungrily*.
- 9 You're not well enough to *go* / *going* to school yet.
- 10 The window was broken *by* / *with* this stone.

10

Total

50



# Reported speech

reported statements, commands and requests, questions

## Teen Link

### Readers' Corner

Last week our class visited the Tower of London. It was amazing! In the past the Tower was a castle, a palace and a prison. Today visitors can see the crown jewels there and also a fantastic collection of weapons and armour.

I took this photo of one of the ravens at the Tower. Our teacher told us that there was a legend about these ravens. She said that



the Tower would fall without them and the kingdom would fall with it. Then our guide told us that the ravens had their own cemetery in the Tower! He also asked us not to feed them. He said that they were getting too fat!

Andrew, 12

#### Direct speech

Peter said, 'I like cats.'

Maria said to me, 'I bought my ring from this shop.'

William told me, 'You can do it tomorrow.'

The teacher said to him, 'Get out!'

Mum said to Sam, 'Don't open the window, please.'

They said, 'Where did you buy the CD?'

She asked, 'Did you see him yesterday?'

#### Reported speech

Peter said (that) he liked cats.

Maria told me (that) she had bought her ring at that shop.

William told me (that) I could do it the following day.

The teacher told him to get out.

Mum asked Sam not to open the window.

They asked me where I had bought the CD.

She asked if / whether I had seen him the day before.

**A Direct speech**

To convey to a third person the words that somebody has said, we either use **direct speech** or **reported speech**.

In direct speech, we convey the words that somebody said exactly as they said them. We use a reporting verb such as **say** and we put the sentence or sentences that we want refer to in inverted commas.

**Rob said, 'I am not tired.'**

**Shelley said to me, 'I've seen this film.'**

**B Reported speech: statements**

In reported speech, we convey what somebody has said in our own words. In this case, we make some changes to what he said and we do not use any inverted commas. After the reporting verb, we can use the word **that** if we want.

**Rob said he was not tired.**

**Shelley told me that she had seen the film.**

There are other changes that we make from direct to reported speech.

- The reporting verb may change in some cases.

Direct speech	Reported speech
We use <b>say</b> when there is no indirect object, i.e. to whom these words were said.	We use <b>say</b> when there is no indirect object, i.e. to whom these words were said.
We use <b>say to</b> or <b>tell</b> when there is an object.	We use <b>tell</b> when there is an object.
<b>Alan said, 'She is late.'</b>	<b>Alan said (that) she was late.</b>
<b>Alan said to me, 'She is late.'</b>	<b>Alan told me (that) she was late.</b>
<b>Alan told me, 'She is late.'</b>	<b>Alan told me (that) she was late.</b>

- Personal pronouns, possessive adjectives, etc. change according to the logic of who is referring to whom in reported speech.

**Helen said, 'I am leaving my books on the table.'** (direct speech)

**Helen said (that) she was leaving her books on the table.** (reported speech)

I and my change to she and her respectively because the person who is speaking is no longer Helen herself, but the person who is conveying her words.

- The tenses of the verbs change when the reporting verb is in the past simple (e.g. **he said / she told me**). This change occurs because the tense that was used in direct speech was applicable at the point in time at which the sentence was said. Where we refer to the same words but in a different tense, i.e. later, we have to make a necessary readjustment.

**Chris said, 'I'm hungry.'** (direct speech)

**Chris said (that) he was hungry.** (reported speech)

So the tenses of the verbs go 'back one tense' in the past. The table below shows the changes that are made from direct to reported speech in all of the tenses.

Direct speech	Reported speech
Present simple Sam said, 'My sister <b>likes</b> pizza.'	Past simple Sam said (that) his sister <b>liked</b> pizza.
Present continuous Julie said, 'I'm <b>meeting</b> my friends outside the cinema.'	Past continuous Julie said (that) she <b>was meeting</b> her friends outside the cinema.
Past simple Paul said, 'We <b>won</b> the match.'	Past perfect simple Paul said (that) they <b>had won</b> the match.
Past continuous *	Past perfect continuous Diana said (that) she <b>had been sleeping</b> .
Present perfect simple Timothy said, 'I <b>have finished</b> .'	Past perfect simple Timothy said (that) he <b>had finished</b> .
Present perfect continuous Anna said, 'He <b>has been working</b> all morning.'	Past perfect continuous Anna said (that) he <b>had been working</b> all morning.
Past perfect simple Ed said, 'We <b>had done</b> all the work.'	Past perfect simple Ed said (that) they <b>had done</b> all the work.
Past perfect continuous Delia said, 'I <b>had been waiting</b> for two hours.'	Past perfect continuous Delia said (that) she <b>had been waiting</b> for two hours.
will I said, 'I <b>will help</b> you.'	would I said (that) I <b>would help</b> her.
am / are / is going to Daniella said, 'I'm <b>going to make</b> dinner.'	was / were going to Daniella said (that) she <b>was going to make</b> dinner.
Infinitive Ann said, 'It's difficult <b>to do</b> .'	Infinitive Ann said (that) it was difficult <b>to do</b> .

\* The past continuous stays the same when we refer to an action or state that was under way in the past when something else happened.

She said, 'I **was having** dinner when the phone rang.'

She said (that) she **was having** dinner when the phone rang.

Modal verbs change as follows:

Direct speech	Reported speech
may / might Jen said, 'I <b>may</b> come later.'	might Jen said (that) she <b>might</b> come later.
can / could Ronald said, 'I <b>can</b> do it easily.'	could Ronald said (that) he <b>could</b> do it easily.
should Bob said, 'She <b>should</b> go.'	should Bob said (that) she <b>should</b> go.
must / have to (obligation) Frank said, 'I <b>must</b> leave.'	had to Frank said (that) he <b>had to</b> leave.
ought to Jack said, 'You <b>ought to</b> study.'	ought to Jack said (that) I <b>ought to</b> study.

- Time markers as well as some words that relate to the place change to reflect the changes in the tense and the place because both are relevant to when and where somebody is when he is talking.

Direct speech	Reported speech
now	then
today, tonight	that day, that night
this morning / week	that morning / week
yesterday	the day before, the previous day
last month / year	the month / year before, the previous month / year
two days ago	two days before
tomorrow	the next day, the following day
next year	the following year
this / these	that / those
here	there
come	go

He said, 'It's my friend's birthday tomorrow.'	He said (that) it was his friend's birthday <b>the following day</b> .
They told us, 'We moved house last year.'	They told us (that) they had moved house <b>the year before</b> .
She said, 'This photo is brilliant!'	She said (that) that photo was brilliant.
She said, 'I put it <b>here</b> .'	She said (that) she had put it <b>there</b> .
He told her, 'I'll come with you.'	He told her (that) he would go with her.

- When we convert a sentence from direct to indirect speech, if we want, we can use various reporting verbs.

- add (add)  
He said (that) he had had a comfortable journey and he added that he was happy to be there.
- note (note)  
She noted (that) the town had changed in the past ten years.
- point out (point out)  
I pointed out (that) he looked better with short hair.
- remark (remark)  
They remarked (that) the weather was cold.

## Grammar practice

1 Complete with *said* or *told*.

## Tip

Remember:

He said, '...' → He said (that) ...

He said to me, '...' → He told me (that) ...

He told me, '...' → He told me (that) ...

- Eric said he was your friend.
- She ..... me that her car was red.
- Mark ..... to her, 'The book is in my bag.'
- I ..... Fred we had already seen the film.
- They ..... 'The fruit juice was delicious.'
- John ..... to the man, 'This isn't my house.'
- Heather ..... that she would meet me at six.
- Queenie ..... me that Yvonne was getting married.
- My parents ..... to me, 'Well done.'
- The tour guide ..... us that the Tower of London was once a prison.

2 Rewrite the sentences in *reported speech*.

- Angela said, 'I go to the gym every day.'  
Angela said she went to the gym every day.
- The baker said, 'I have baked three different cakes.'
- Paul said to me, 'The children are playing Monopoly.'
- The woman told us, 'I met the president.'
- Janet said to Ellie, 'Phil has been working really hard.'
- Leslie said, 'It was raining.'
- She told me, 'You will enjoy the trip.'
- Dad said, 'I'm going to repair the dishwasher.'

- Katie said to Stephen, 'The telephone had rung.'

- Daniel said, 'We had been walking for more than an hour.'
- Howard said, 'I always spend my summer holidays in Cornwall.'
- Pamela said, 'We saw her outside the train station.'

3 Rewrite the sentences in *reported speech*.

- She said, 'I may plant more trees in the garden.'  
She said she might plant more trees in the garden.
- Nick said, 'They must turn on the central heating.'
- The dentist told Jennifer, 'You shouldn't eat so many sweets.'
- Olivia said, 'I might come later.'
- The little boy said to me, 'I can ride a bike.'
- The teacher said to Janice, 'You ought to correct your mistakes.'
- I said to Mum, 'I couldn't sleep.'
- Charles said, 'She may be late.'
- Marcus said to Eloise, 'My dad can teach us the game.'
- I told her, 'We should arrive at eight o'clock exactly.'
- Shona said, 'I may never see you all again.'
- Reggie told us, 'You must apologise to Mr Swan.'



4 Rewrite the sentences in *reported speech*.**Tip**

When changing the sentence from direct to indirect speech, remember to change the time markers and the words *this / these*, *here* and *come*.

- 1 Leslie said to Peter, 'Stanley bought a new computer a few days ago.'  
Leslie told Peter that Stanley had bought a new computer a few days before.
- 2 Thomas said, 'This jacket doesn't fit me.'
- 3 Philip said, 'She has been working here for a long time.'
- 4 I said to Martha, 'He's staying at a hotel this weekend.'
- 5 Bob said, 'I'll pay the phone bill tomorrow.'
- 6 Lee told me, 'We were talking about you yesterday.'
- 7 He said, 'I haven't seen Alex since last month.'
- 8 Brian said to us, 'I'm definitely coming to your party next weekend.'
- 9 We said to her, 'We don't like this idea.'
- 10 Tricia told Judy, 'You should call them today.'

## 5 Read. Then report what Mr Gordon said using the words given.

**Tip**

To avoid putting a reporting verb in each sentence that we are converting from direct to indirect speech, we can simply join together two sentences that refer to the same thing by using *and* or *because*.

## A Thrilling Sport



Mr Gordon, our PE teacher, has just returned from a skydiving holiday in America. Leslie interviewed him about his experience.

**Leslie:** Well, Mr Gordon, what kind

of people do sky diving?

**Mr Gordon:** (1) Sky divers have to be eighteen or older. (said) They also have to be fit. (and)

**Leslie:** Can you tell us about the equipment sky divers use?

**Mr Gordon:** (2) Each sky diver has got two parachutes. (told) One is the main canopy and the other is the reserve parachute. (added)

**Leslie:** What was your first dive like?

**Mr Gordon:** (3) At one point I was falling at a speed of 120 miles per hour. (said) At that speed I couldn't breathe. (and)

**Leslie:** Isn't that terribly dangerous?

**Mr Gordon:** (4) Sky divers don't die. (pointed out) Their body absorbs oxygen through the skin at that pressure. (because)

**Leslie:** Really? I didn't know that! What happened then?

**Mr Gordon:** (5) I didn't land like a sack of flour as I had expected. (remarked) My landing was quite smooth. (said)

**Leslie:** Are you going to go sky diving again next year?

**Mr Gordon:** (6) It was a great experience! (said) I'm looking forward to my next jump! (and)

Mr Gordon said (that) sky divers had to be eighteen or older and (that) they also had to be fit. He told Leslie that ...

## C

## Reported speech: commands and requests

- When we use the imperative in direct speech to express a command, demand or request, then in reported speech the imperative becomes the infinitive.

Direct speech	Reported speech
The captain said, 'Guard the door.'	The captain told him to guard the door.
She said, 'Don't make a noise.'	She told us not to make a noise.
George said, 'Help me, please.'	George asked her to help him.
Fay said, 'Please don't open the window.'	Fay asked me not to open the window.

- The reporting verbs that we use to convey a command are **tell** and **order** (order, command). We choose which of these two we will use according to the style and content of the sentence. We do not use **say** (to).

The teachers said, 'Look at the board.' (direct speech)

The teacher told us to look at the board. (reported speech)

~~The teacher said to look at the board. X~~

Mum said to me, 'Switch off the lights.' (direct speech)

Mum told me to switch off the lights. (reported speech)

~~Mum said to me to switch off the lights. X~~

The captain said to the soldiers, 'Run!' (direct speech)

The captain ordered the soldiers to run. (reported speech)

- The reporting verbs that we use to convey a demand or request are **ask** and **beg** (ask, beg), again according to the style and content of the sentence. We do not use **say** (to).

I said to her, 'Please carry the books for me.' (direct speech)

I asked her to carry the books for me. (reported speech)

~~I said to her to carry the books for me. X~~

The child said, 'Please, please, don't leave me!' (direct speech)

The child begged them not to leave him. (reported speech)

~~The child said not to leave him. X~~

## 6 Rewrite the sentences in reported speech.

- Gary said, 'Be quiet!'  
Gary told us to be quiet.
- The nurse told the man, 'Lie down on that bed.'  
The nurse told the man .....
- Mum said, 'Don't stay up too late!'  
Mum told us .....
- Fiona said to him, 'Please turn down the television.'  
Fiona asked him .....

- Iris said, 'Please don't touch that vase.'  
Iris asked them .....
- I said to him, 'Don't phone me before five.'  
I told him .....
- The child said, 'Please give me some money.'  
The child asked his mother .....
- Terry said to me, 'Please don't tell my parents.'  
Terry asked me .....

## 7 Rewrite the sentences using the words given.

### Tip

Words like **please**, exclamations and generally speaking, any words that are used to give colour or emphasis to direct speech are omitted in reported speech.

- 1 Mrs Davis said to Stanley, 'Go to your room.' **told**  
Mrs Davis told Stanley to go to his room.
- 2 The teacher said to the class, 'Pay attention, please.' **asked**  
The teacher ..... attention.
- 3 The sergeant said to the soldier, 'Climb that tree!' **ordered**  
The sergeant ..... that tree.
- 4 Alan said to me, 'Please, don't leave so early.' **asked**  
Alan ..... so early.
- 5 The girl said to her mother, 'Oh, please let me go to the party!' **begged**  
The girl ..... her go to the party.
- 6 The policeman said to the man, 'Don't move!' **ordered**  
The policeman ..... move.
- 7 I said to him, 'Close all the windows.' **told**  
I ..... all the windows.
- 8 Nicola said to Dave, 'Bring me some water, please.' **asked**  
Nicola ..... some water.
- 9 Ann said to me, 'Oh, please don't throw away this lovely picture!' **begged**  
Anne ..... away that lovely picture.
- 10 Mum said to my brother, 'Take off your wet clothes!' **to**  
Mum told my brother ..... wet clothes.

## D

### Reported speech: questions

- To convert a question from direct into reported speech, we change the tenses of the verbs, the time markers, etc. as we have mentioned with regard to statements.
- We also change the syntax of the sentence from a question into the affirmative (eg 'Does he go to school?' is question syntax in the present simple. 'He goes to school.' is affirmative syntax in the same tense.)  
I asked him, 'Do you know John?'  
I asked him if he knew John.  
  
She asked, 'Are they having a lesson?'  
She asked if they were having a lesson.
- If the question in direct speech is a Yes / No question, ie. if it starts with an auxiliary verb (do / does, is / are, have / has, etc.) then in reported speech, the sentence begins with the words **if** or **whether**.  
Ron asked, 'Did she call?'  
Ron asked if / whether she had called.
- If the question in direct speech is a **Wh-** question, ie. if it starts with a question word (what, where, who, why, etc.) then in reported speech, the sentence starts with the same word.  
  
Pam asked, 'Where are you going?'  
Pam asked where I was going.  
  
He asked, 'Who gave them the key?'  
He asked who had given them the key.
- The reporting verbs that we use to convey questions in reported speech are **ask**, **want to know**, **wonder** (= wonder).  
He said, 'Are you sure?'  
He asked whether I was sure.  
  
I asked, 'Who is the manager?'  
I wanted to know who the manager was.  
  
She said, 'Will he come back?'  
She wondered if he would come back.

8 Rewrite the questions in *reported speech*.

- 1 Chris said, 'Does she play tennis?' (asked)  
Chris asked if / whether she played tennis.
- 2 They said, 'Who is the man with the umbrella?' (wanted to know)
- 3 Jenny said to Ian, 'Where did you go last night?' (asked)
- 4 Jack said, 'Is she telling me the truth?' (wondered)
- 5 Mrs West said to me, 'Have you brought your swimsuit?' (wanted to know)

- 6 Mark said, 'Why was the baby crying?' (asked)
- 7 I said, 'Will he visit us tomorrow?' (asked)
- 8 The woman said, 'Is the boy going to eat all this ice cream?' (wondered)
- 9 Alex said to Kelly, 'What does Bob do for a living?' (asked)
- 10 Steven said, 'Where have you been?' (wanted to know)

9 Read and complete. Use *reported speech*.

Peter: Why do you look so upset, Kikki?

Kikki: I've had a fight with Nicola. She said (1) I was very bad tempered and then she said (2) ..... Then I said (3) ..... and she asked me (4) ..... I said that (5) ..... And then she said that (6) ..... I told her (7) ..... She asked me (8) ..... I said that (9) ..... and then she told me (10) ..... Then I said ...

Peter: Hey, Kikki, wait a minute! How did this fight start?

Kikki: Well, I can't remember right now, but I will never forgive her! Well, not until after lunch, anyway ...

- 1 'You are very bad tempered.'
- 2 'I don't want to speak to you!'
- 3 'You don't have to be my friend any more.'
- 4 'Do you really mean that?'
- 5 'I will not bother you again in the future.'

- 6 'We've never fought like this before.'
- 7 'We had a big fight last month.'
- 8 'Why are you behaving like a four-year-old?'
- 9 'You started the fight!'
- 10 'Oh, grow up, Kikki!'

10 Rewrite the sentences in *direct speech*.

- 1 He said that he would study the following day.  
He said, 'I will study tomorrow.'
- 2 Andy told me that he hated onions.
- 3 The guard ordered us to stay out.
- 4 She asked me who was going to pick up the flowers the following day.
- 5 Anna said that she had posted the letter the day before.

- 6 Mum wanted to know if Dad had bought the milk.
- 7 William asked me to answer the phone.
- 8 She said that they were going to a fancy dress party that evening.
- 9 Dan told Vicky that the plants needed some water.
- 10 Peter asked where I was going to live.

## Writing practice

## 11 Report the dialogue in a short article for TeenLink.

- Stanley: (1) Mr Damson, why is Mark Saunders visiting our school today?  
Mr Damson: (2) He has just given the school a cheque for £50,000.  
Stanley: (3) What is the school going to do with this money?  
Mr Damson: (4) We are going to build a swimming pool!  
Stanley: (5) Mark, what is your reason for making this extremely generous gift?  
Mark: (6) All children should be able to learn how to swim.  
(7) Swimming is great exercise. (8) Perhaps the next Olympic champion will come from our school too!

## A Great Gift from a Great Person!

by Stanley Davis

Mark Saunders, the Olympic gold medallist, does not need an introduction from me. Mark, an old student of our school, met Mr Damson, our Head Teacher last week. I was there to interview both of them.

First I asked Mr Damson

## Oral practice

Now you can do oral activity 15 (Teacher's Resource File).



# Question tags, short agreements

- Stanley: I'm hungry.  
 Peter: **So am I. Let's go to that new burger place, shall we?**  
 Kikki: Great. I'm coming with you!  
 Peter: We want to go alone, Kikki! Anyway, you haven't finished your homework yet, **have you?**

Er, Peter, I haven't got much money.



Neither have I ...

You're not getting a penny out of me, Peter Hardy!



I really can't go and leave my little sister behind, **can I?**

## Question tags

## Short agreements

Statement	Agreement
I'm happy.	So am I.
I'm not hungry.	Neither am I.
I like comedies.	So do I.
She doesn't like football.	Neither does he.
They're writing a test.	So are we.
We haven't spoken.	Neither has she.

She is your cousin, <b>isn't she?</b>	They aren't waiting for us, <b>are they?</b>
You like spinach, <b>don't you?</b>	The game didn't finish early, <b>did it?</b>
He was having dinner, <b>wasn't he?</b>	You haven't seen the film, <b>have you?</b>
We've been working hard, <b>haven't we?</b>	The train hadn't left, <b>had it?</b>
You had been running, <b>hadn't you?</b>	They won't come, <b>will they?</b>
Turn on the light, <b>will you?</b>	Don't turn on the light, <b>will you?</b>
Let's walk, <b>shall we?</b>	Let's not walk, <b>shall we?</b>

## A

## Question tags

## Form

- ▶ Question tags consist of an auxiliary verb or modal verb and a pronoun, they are at the end of the sentence and are separated from this by a comma.  
**You're Jennifer, aren't you?**
- ▶ To form the question tag, we take the auxiliary verb with which the question is formed in the tense that the main verb is in and the personal pronoun that corresponds to the subject of the sentence.  
**John plays basketball, doesn't he?**
- ▶ When the sentence is affirmative, the question tag is negative.  
**He was listening to music, wasn't he?**
- ▶ When the sentence is negative, the question tag is affirmative.  
**You won't tell him, will you?**
- ▶ When there is a negative word such as *never*, *rarely*, *seldom*, etc. in the main sentence, the question tag is affirmative.  
**They never go on holiday, do they?**
- ▶ When the main verb in the sentence has a modal verb, the question tag is formed by using this.  
**She should lose some weight, shouldn't she?**
- ▶ The question tag for *I am* is **Aren't I?**  
**I'm your best friend, aren't I?**
- ▶ The question tag for *let's* in the affirmative and the negative is **Shall we?**  
**Let's go to the cinema, shall we?**  
**Let's not argue, shall we?**
- ▶ In the imperative, in the affirmative and negative, the question tag is **will you?**  
**Answer the phone, will you?**  
**Don't make so much noise, will you?**
- ▶ When the subject of the sentence is *there* (*there is / are*) then we also use it in the question tag instead of a pronoun.  
**There are many people here today, aren't there?**
- ▶ We form the question tag for *have got* using *have* or *has*. When *have* is the main verb, then the question tag is formed using *do* or *does*.  
**You've got the bag, haven't you?**  
**She has a French lesson on Tuesdays, doesn't she?**

## Use

We use a question tag at the end of a sentence when we are not absolutely sure about what we are saying and we want somebody else to confirm it.

## Grammar practice

## ! Complete with a question tag.

- 1 You study English, *don't you* ...?
- 2 Martin is here, ...?
- 3 They didn't speak to you, ...?
- 4 She's travelling by plane, ...?
- 5 It won't hurt, ...?
- 6 Paul and Ben were watching the game, ...?
- 7 Your sister hasn't called, ...?
- 8 You explained everything to her, ...?
- 9 They haven't been living here long, ...?
- 10 She had already told you, ...?
- 11 We hadn't been waiting for more than an hour, ...?
- 12 Frank usually locks his door, ...?
- 13 The lesson was interesting, ...?
- 14 She'll let us go, ...?

2 Complete with a *question tag*.


- 1 Let's go out tonight, *shall we*?
- 2 You can drive, .....?
- 3 They never arrive on time, .....?
- 4 I'm a genius, .....?

- 5 Hold the door open, .....?
- 6 We shouldn't stay long, .....?
- 7 Don't push that button, .....?
- 8 You rarely meet people like him, .....?
- 9 I'm not very helpful, .....?
- 10 Let's not leave yet, .....?

3 Complete with a *question tag*. Then answer the questions.

TeenLink

## General Knowledge Quiz



- 1 Christopher Columbus discovered America, *didn't he*?
- 2 The next Olympic Games will be in France, .....?
- 3 Neanderthals hunted dinosaurs, .....?
- 4 Water boils at 85°C, .....?
- 5 The Pacific Ocean is larger than the Atlantic Ocean, .....?
- 6 Astronauts have walked on Mars, .....?
- 7 You can't start a fire without a match, .....?
- 8 There are six players in each team during a basketball game, .....?
- 9 There aren't any tigers in Africa, .....?
- 10 The Titanic sank on its first voyage, .....?

Answers: 1 Yes, he did. 2 Yes, 3 No, 4 No, 5 Yes, 6 No, 7 Yes, 8 No, 9 No, 10 Yes

## B Short agreements

We use **short agreements** when we want to agree with what somebody is saying.

- ▶ To agree with an affirmative sentence, we use **so** + **auxiliary verb** / **modal** + **subject**.
  - I'm going to the party.
  - So am I.
- ▶ To agree with a negative sentence, we use **neither** + **auxiliary verb** / **modal** + **subject**.
  - I haven't finished my homework.
  - Neither have they.
  - He can't cook very well.
  - Neither can she.

**4** Complete with the correct auxiliary verb or modal.

- 1 A: I love wearing jeans.  
B: So do I.
- 2 A: He can't use a computer.  
B: Neither ..... she.
- 3 A: We went to the rock concert last night.  
B: So ..... we.
- 4 A: James doesn't cook.  
B: Neither ..... I.
- 5 A: I haven't danced for ages.  
B: Neither ..... he.
- 6 A: They will stay in a hotel.  
B: So ..... I.
- 7 A: I didn't do anything special last week.  
B: Neither ..... we.
- 8 A: We were having dinner at nine o'clock.  
B: So ..... they.
- 9 A: He musn't behave like that.  
B: Neither ..... you.
- 10 A: I'm not sleeping.  
B: Neither ..... I.

**5** Reply with *so* or *neither* using the words given.

- 1 I bought some books to read in the holidays. (I)  
So did I.
- 2 I won't laugh. (I) .....
- 3 She enjoys classical music. (my Mum) .....
- 4 They have seen the Queen. (we) .....
- 5 I wasn't listening to the teacher. (I) .....
- 6 She isn't smiling. (he) .....
- 7 I had corrected all my mistakes. (I) .....
- 8 We haven't been enjoying ourselves. (we) .....
- 9 He wrapped the present in gold paper. (I) .....
- 10 I can't ride a bike. (my baby sister) .....

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

**Nicola:** I'm really looking forward to the Christmas holidays!

**Kikki:** So (1) am I.

**Nicola:** I want to do something different this time. (2) ..... n't you? I don't want to do the same things every year.

**Kikki:** (3) ..... do I.

**Nicola:** I'd like to go to Finland and visit Santa's grotto. (4) ..... n't you?

**Kikki:** No, it's baby stuff, isn't (5) .....?  
I want to go to Austria and go skiing!

**Nicola:** Oh, yes. (6) ..... do I. You've never been to Austria before. (7) ..... you?

**Kikki:** No, but I've seen pictures on TV. It looks great for Christmas.  
(8) ..... n't it?

**Nicola:** Yes, it does.

**Kikki:** So, you're going to your grandma's again for Christmas. (9) ..... n't you?



**Nicola:** Yes we are.

**Kikki:** (10) ..... are we. Better luck next Christmas! Bye!

**Nicola:** Bye, Kikki!

**7** Write what you would say in these situations.

- 1 You are leaving for the airport. You want to check that the plane leaves at five.  
The plane leaves at five, doesn't it?
- 2 Your friend says, 'I like skateboarding'. You agree.  
So do I.
- 3 You don't think your Mum has ironed your blue T-shirt, but you ask her just to make sure.  
.....
- 4 Your friend says, 'I won't go shopping tomorrow'. You won't be going, either.  
.....
- 5 You are looking at your friend's photo album. There's a photo of a baby and it looks like your friend.  
.....
- 6 Your sister is making too much noise and you're studying. Ask her to stop.  
.....

**Oral practice**

Now you can do oral activity 16 (Teacher's Resource File).

# Clauses

defining and non-defining relative clauses,  
clauses of purpose, result, reason, concession, contrast

## Teen Link



### WHEN LIGHTNING STRIKES ...

by Stanley Davis

**Although** we don't expect them, thunderstorms are common in spring and summer. **Despite** lasting a short time, thunderstorms are dangerous **because** they produce lightning, **which** can kill.

If you see lightning and hear thunder at the same time, you are **so** close to the storm **that** you might be in danger. Go to a safe place such as a building or a car immediately.

Don't use the telephone or anything electrical **because** if lightning hits, it can travel through the electrical wires. It can travel through water, too, **so** don't take a bath or a shower. Swimming in the sea is also dangerous.

#### Defining relative clauses

who / that	The woman <b>who / that</b> answered the phone was my mother. The man <b>(who / that)</b> you saw last night is our English teacher.
which / that	The horse <b>which / that</b> won the race belongs to my uncle. The book <b>(which / that)</b> I am reading is interesting.
whose	The child <b>whose</b> mother has just left is crying.
where	That's the town <b>where</b> I grew up.
when	Summer is the season <b>when</b> most people go on holiday.

#### Non-defining relative clauses

who	Mark Twain, <b>who was one of America's most famous writers</b> , wrote 'Tom Sawyer'.
which	'The Lord of the Rings', <b>which is my favourite book</b> , has been made into a series of films.
whose	Adam, <b>whose dog had disappeared</b> , went to the police.
where	We went back to Sandra's house, <b>where I'd left my coat</b> .
when	We last saw them in 1997, <b>when they visited this country</b> .



## A

## Relatives clauses

## Relative pronouns

- There are two kinds of relative clauses: and They start with a relative pronoun and usually go immediately after the noun to which they are referring. The relative pronouns are:

- who (who) for people.
- which (which) for things or animals.
- that for people, animals, or things, used more in oral speech than who or which.
- whose (whose) for people, animals or things.
- where (where).
- when (when).

The man who came out of the shop was carrying a big box.

The girl whose car had broken down called her father on her mobile phone.  
There was a time when people did not lock their doors at night.

## Defining relative clauses

- Defining relative clauses give us the information that is necessary for the noun to which we are referring. Without these, the main clause, i.e. the clause that contains the noun, has no meaning. See the example:  
This is the boy who had the highest score in the test.

If we omit the relative clause, only This is the boy, remains. This clause does not stand on its own in meaning because it does not give us any information. The relative clause, i.e. who had the highest score in the test is completely necessary for us to understand whom it is about. It answers the question Which boy?

- We use defining relative clauses immediately after the noun, without putting a comma.

I met a young boy who had never been to the seaside.

The dog that lives next door barks all night.

- When the relative pronoun (who, which, that) is the object of the defining relative clause, then usually, we leave it out.

- The film was excellent. We saw it last night. (The subject of the second clause is we and the object is it.)
- The film which / that we saw last night was excellent. (Which/that refers to it, i.e. to the object.)
- The film we saw last night was excellent. (We leave out the relative pronoun.)

- When the relative pronoun is the subject of the relative clause, we never leave it out.)

- He knew a woman. She had crossed the Sahara desert. (The subject of the second clause is she.)
- He knew a woman who had crossed the Sahara desert. (Who/that refers to she, i.e. to the subject. We do not leave it out.)

## Non-defining relative clauses

- Non-defining relative clauses give us further information about the noun to which they refer. The main clause makes complete sense even without these.

- Non-defining relative clauses usually go immediately after the noun to which they are referring, but are separated from the main clause by a comma. The relative pronoun is never omitted, either it is the subject or the object of the non-defining relative clause.

Mark, who had seen the robbers come out of the bank, ran after them.

Mark, who you met last night, is Anna's cousin.

## Grammar practice

1 Complete with a *relative pronoun*.

- The woman who opened the door was my old teacher.
- I saw a car which was going in the opposite direction.
- This is the house where I was born.
- The man whose mobile phone had rung went outside.
- That was the day when Paul left for Scotland.
- Is this the machine that broke down?
- A girl whose name was Lucy introduced herself to me.
- The boys who are playing over there are my friends.

2 Cross out the *relative pronoun* where it is not necessary.

## Tip

Whose is never omitted from the clause.

- The young man who delivered the flowers is Jenny's brother. ✓
- The electric knife which you lent me doesn't work.
- A girl who I had never seen before opened the door.
- That is the boy whose surname is the same as mine.
- It's a film that you'll like.
- The duck which came out of the pond ate all the bread.
- The girl whose jacket I borrowed isn't here.
- I know someone who works with your cousin.
- The noise that she heard came from upstairs.
- The boy who I'm going to meet is Martin.

3 Join the sentences by making the second sentence a *defining relative clause*. Leave out the *relative pronoun* where it is not necessary.

- The car is my father's. It is in the garage.  
The car which is in the garage is my father's.
- The man is Dorothy's boss. He came to dinner.  
.....
- The answer is wrong. You gave it to me.  
.....
- The day came. Virginia got her driving licence then.  
.....
- People are very lucky. They can play a musical instrument.  
.....
- He is an architect. I admire his work.  
.....
- I saw the woman at the supermarket. She lives next door.  
.....
- These are the books. They have sold more than one million copies.  
.....
- The restaurant was very expensive. We had dinner there.  
.....
- It is a photo. The photo's colours have faded.  
.....
- That was the year. My parents got married then.  
.....
- The village is very small. She was born there.  
.....
- I know a boy. His mother is a famous actress.  
.....
- Autumn is the season. The birds leave for warmer climates then.  
.....

4 Put commas where necessary.

**Tip**

**Defining or non-defining relative clause?**

To decide, read the main clause on its own. If something is missing from the meaning, then the relative clause is **defining**. If it makes complete sense, then the relative clause is **non-defining**.

- 1 Little Red Riding Hood, whose grandmother lived in the woods, was not afraid of the wolf.
- 2 The person who stole the jewellery knew the house very well.
- 3 Their cottage which was on the coast was the prettiest I had ever seen.
- 4 Jack whose face was red with shame apologised to his mother.
- 5 I'll never forget the day when we met.
- 6 The bus which stops here is Number 77B.
- 7 They're going on holiday to Hawaii where the weather is hot and sunny.
- 8 The address which is on the card is not the right one.
- 9 On Monday when people go back to work after the weekend there is a lot of traffic on the roads.
- 10 You'll find the children in the garden where they are having tea on the lawn.

5 Join the sentences by making the second sentence a *non-defining relative clause*.

**Teen Link**

# Brush up your Greek Mythology



The ancient Greeks had many gods.

- |                                      |  |
|--------------------------------------|--|
| 1 They lived on Mount Olympus.       | Mount Olympus is the highest mountain in Greece. |
| 2 Zeus was the king of the gods.     | He was married to the goddess Hera.              |
| 3 Athena was the goddess of wisdom.  | Her symbol was the owl.                          |
| 4 Aphrodite was born in the sea.     | She was the goddess of love.                     |
| 5 Apollo was the god of music.       | He played the lyre.                              |
| 6 Ares was the god of war.           | His parents were Zeus and Hera.                  |
| 7 Artemis protected wild animals.    | She was Apollo's twin sister.                    |
| 8 Hermes was also the god of dreams. | He was the messenger of the gods.                |

- 1 They lived on Mount Olympus, which is the highest mountain in Greece.
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....

## Clauses of purpose, result, reason, concession, contrast

### Clauses of purpose

to	I opened the door <b>to</b> let the cat in.
in order to	I opened the door <b>in order to</b> let the cat in.
so that	I opened the door <b>so that</b> the cat could come in.

### Clauses of result

so	Bob worked hard on the project, <b>so</b> his boss gave him a bonus.
so ... that	Helen <b>was so</b> tired <b>that</b> she went straight to bed.
such ... that	It was <b>such</b> a lovely day <b>that</b> we decided to go for a walk.

### Clauses of reason

because	Our flight was cancelled <b>because</b> the weather was bad.
because of	Our flight was cancelled <b>because of</b> the bad weather.

### Clauses of concession

but	They played well <b>but</b> they didn't win the game.
however	They played well. <b>However</b> , they didn't win the game.
although	<b>Although</b> they played well, they didn't win the game.
in spite of	<b>In spite of</b> playing well, they didn't win the game.
despite	<b>Despite</b> playing well, they didn't win the game.

### Clauses of contrast

while	This jacket is stylish <b>while</b> that one is old-fashioned.
whereas	This jacket is stylish <b>whereas</b> that one is old-fashioned.

## B

### Clauses of purpose

These clauses express the purpose for which what the main clause is saying is happening. The following forms show us the words with which they are introduced and their syntax.

- ▶ to + infinitive (to)  
She went to the supermarket **to buy** some milk.
- ▶ in order to + infinitive (in order to)  
Tom is saving money **in order to go on** a tour of Australia.

- ▶ so that + subject + can / will (so that) (for the present or the future)  
I'll leave a message **so that he will** know where I am.  
Anna is studying hard at school **so that she can go** to college.
- ▶ so that + subject + could / would (so that) (for the past)  
I left a message **so that he would** know where I was.  
Anna studied hard at school **so that she could go** to college.

## C

### Clauses of result

These clauses express a result. The following forms show us the words with which they are introduced and their syntax.

- ▶ so + clause (so, therefore)  
We were hungry, **so** we ate all the sandwiches.
- ▶ so + adjective / adverb + that (so ... that)  
The baby **was so** cute **that** I kissed her.  
He **laughed so** loudly **that** they all looked at him.

- ▶ such + a / an + adjective + singular noun + that (such a/an ... that)  
It **was such a** clever idea **that** we congratulated him.
- ▶ such + adjective + plural noun / uncountable noun + that (such ... that)  
They had **such** lovely clothes **that** I felt jealous.  
We had **such** cold weather on our holiday **that** we couldn't go swimming.

## D Clauses of reason

These clauses indicate the reason why what the main clause is saying is happening. The following forms show us the words with which they are introduced and their syntax.

- ▶ **because + clause** (because)  
They were happy **because** their team had won.
- ▶ **because of + noun** (because of)  
We couldn't have a picnic **because of** the rain.

## E Clauses of concession

What the main clause is saying is happening **despite** what the **clause of concession** is indicating. The following forms show us the words with which **clauses of concession** are introduced and their syntax.

- ▶ **but + clause** (but)  
I called him **but** he had already left.
- ▶ **however, + clause** (however, nevertheless)  
It was a difficult test. **However**, all the students passed it.
- ▶ **although + clause** (although, even though)  
**Although** she was tired, she came to the cinema with us.
- ▶ **in spite of / despite + gerund** (despite + gerund)  
**In spite of** travelling all night, he looked fresh and cheerful.  
**Despite** travelling all night, he looked fresh and cheerful.
- ▶ **in spite of / despite + the fact that + clause** (despite the fact that)  
**In spite of** the fact that the weather was awful, they had a good time.  
**Despite** the fact that the weather was awful, they had a good time.
- ▶ **in spite of / despite + noun** (despite + noun)  
**In spite of** the awful weather, they had a good time.  
**Despite** the awful weather, they had a good time.

## F Clauses of contrast

These clauses indicate something that is the opposite to what the main clause says. The following forms indicate the words with which they are introduced and their syntax.

- ▶ **while + sentence** (while)  
Your car is fast **while** mine can't go more than seventy kilometres per hour.
- ▶ **whereas + sentence** (whereas)  
She loves rock music **whereas** he can't stand it.

## 6 Choose and complete.

in (x2)    order    so (x3)    that (x2)    to (x2)

- 1 Mark went to the bank in ..... to ask for a loan.
- 2 She put on her glasses so ..... she could see the actors on the stage.
- 3 I ran quickly ..... catch the last train.
- 4 He lit a fire on the beach ..... that he could keep warm.
- 5 ..... order to help you, I must know the whole story.
- 6 They are saving their money so ..... they can buy a new car.
- 7 Anna took some eggs out of the fridge ..... make an omelette.
- 8 You must wear this badge ..... that everyone will know your name.
- 9 I need to go on the Internet ..... order to find some information.
- 10 Peter must wake up early ..... that he can revise for the test.



## 7 Join the sentences using the words given.

- 1 Fred is going to Madrid. He wants to see the football match. (to)  
Fred is going to Madrid to see the football match.
- 2 The gardener collected all the dead leaves. He wanted to burn them. (in order to)
- 3 We logged on to the Internet. We wanted to find some information. (to)
- 4 Claire gets up at six every morning. She exercises before she goes to work. (in order to)
- 5 Elaine filled the bath with water. She wanted to wash the twins. (in order to)
- 6 I write to my friend every week. I tell her my news. (to)

## 8 Join the sentences using the words given.

- 1 I'll tell them that Henry is going there. They will expect him. (so that, will)  
I'll tell them that Henry is going there so that they will expect him.
- 2 I'm setting my alarm clock. I want to wake up early tomorrow. (so that, will)
- 3 Leave the door open. I want to be able to hear the baby. (so that, can)
- 4 We left her a message. We wanted her to call us. (so that, would)
- 5 He bought a pair of expensive running shoes. He wanted to be able to run faster. (so that, could)
- 6 She's going to buy some eggs and flour. She wants to be able to make a cake tonight. (so that, can)
- 7 Brian behaved like an angel. He wanted his mother to let him go to the party. (so that, would)

## 9 Join the sentences using so ... that or such ... that.

## Tip

Remember:

so + adjective / adverb + that  
such + a + adjective + singular noun  
such + adjective + plural noun  
such + adjective + uncountable noun

- 1 The wind was strong. It blew the washing away.  
The wind was so strong that it blew the washing away.
- 2 Colin spoke quietly. Nobody could hear what he was saying.
- 3 Felicity has a charming smile. Everyone likes her.
- 4 My friend was late. We had to start without him.
- 5 It was a boring film. Many people left before the end.
- 6 The cat looks sick. I'm going to take her to the vet right now.
- 7 They are good friends. They have no secrets from each other.
- 8 Adrian is a terrible cook. He can't stand his own cooking.
- 9 The view from the hill was beautiful. I took sixteen photos.
- 10 She has expensive jewellery. She keeps it in the bank.
- 11 The children were very quiet. Their father knew they were doing something wrong.
- 12 Kikki is a talented artist. She is going to be famous one day.

10 Rewrite the sentences using the word given.

- 1 I am coming to see you **because** I need your advice. (so)  
I need your advice, so I am coming to see you.
- 2 There was a railway strike, so most people came to work late. (because)  
Most people came to work late because there was a railway strike.
- 3 We went to the library because we needed a quiet place to work. (so)
- 4 Cassandra is going to interview a film star, so she is nervous. (because)
- 5 He knows the film by heart because he has seen it eight times! (so)
- 6 I want to pass the test, so I'm studying hard. (because)
- 7 The shops are closed because it is Sunday. (so)

11 Complete with *because* or *because of*.

**Tip**

Remember:  
because + clause  
because of + noun

- 1 She was thirsty **because** it was a very hot day.
- 2 The roads were blocked **because of** the snow.
- 3 I'm not going to wear this shirt **because** I don't like it.
- 4 He didn't get the job **because** he could not use a computer.
- 5 Driving in the centre is tiring **because of** the heavy traffic.
- 6 They kept him at the police station **because** they wanted to ask him a few questions.
- 7 They are not going to fire him **because of** the fact that he is the boss's nephew.
- 8 We succeeded **because** we tried hard.

12 Read, choose and complete.

although but despite however in spite

TeenLink

**if bad things happen...**



**if you meet a snake ...**  
Snakes can be very frightening (1) **but** remember that they usually try to avoid people.



**if someone is bitten by a snake ...**  
In (2) **spite of** seeing it in the movies, don't even think of trying to suck out the poison. Poison can get into your blood too, through very small cuts in your mouth.



**if a shark attacks ...**

You will be scared to death if this happens! (3) **however**, hitting the shark is the best thing you can do.

(4) **because of** the belief that the best place to hit a shark is on the nose, you should try hitting it in the eyes.

**if you meet an angry bull ...**

Most people believe a bull will only attack you if you are wearing red. (5) **in spite of** the fact that we see this in the movies all the time, it is not true. A bull attacks when he sees movement, not colour. (6) **because** you will probably want to run away, don't! Keep still until you see a safe place. Then run for it as fast as you can.

## 13 Rewrite the sentences.

- Although Peter had a cold, he went swimming.  
In spite of having a cold, Peter went swimming.
- In spite of being rich, she lived in a tiny flat.  
Although .....
- Although I like him, I am not going to tell him my secret.  
In spite of .....
- In spite of working hard, Nicola didn't finish on time.  
Although .....
- Although the children went to bed late, they weren't tired.  
In spite of .....
- In spite of having a big lunch, I ate some cake as well.  
Although .....
- Although we see them on the bus every day, we don't know their names.  
In spite of .....
- In spite of having a headache, I went to the cinema.  
Although .....
- Although Mrs Harris is ninety years old, she is strong and fit.  
In spite of .....
- In spite of being the youngest student in the class, Marcha is the tallest.  
Although .....

## 14 Rewrite the sentences using the word given.

- Despite having difficulties, he succeeded. (but)  
He had difficulties but he succeeded.
- It was a lovely day, but she felt miserable. (although)  
.....
- Peggy is a nice girl. However, she likes to gossip. (but)  
.....
- In spite of playing tennis once a week, I'm not very fit. (although)  
.....
- Although they are brother and sister, they don't look alike. (However)  
.....
- Despite the fact that it was a joke, nobody laughed. (but)  
.....

- Although she has a lovely voice, she is too shy to sing in public. (in spite of)  
.....
- They hurried to the theatre but the play had already started. (However)  
.....
- Although your new friend seems nice, I don't trust him. (but)  
.....
- In spite of their poverty, they are a happy family. (despite)  
.....

15 Join the sentences with *and* or *while* / *whereas*.

## Tip

With *and* we join one clause that adds something to what the first clause says

With *while* / *whereas*, we join a clause that says something that is the opposite of what the first clause says.

- Martha loves musicals. Her husband finds them boring.  
Martha loves musicals whereas her husband finds them boring.
- I wanted to go to the cinema. My friend wanted to stay at home.  
.....
- Simon plays the guitar in a group. He writes some of the songs.  
.....
- My dog is small and friendly. Eric's dog is huge and fierce.  
.....
- He was a poor shop assistant. She was a millionaire's daughter.  
.....
- They bought a lottery ticket. They won £500,000!  
.....
- We wanted to leave the island immediately. They wanted to stay for a few more days.  
.....
- Beth is a lawyer. She has got her own office.  
.....
- Leonard has six brothers and sisters. Stan is an only child.  
.....
- I read the book. I liked it a lot.  
.....

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

## Teen Link

# The Sun and the Wind

by Emma Johnson



One day, the Sun and the Wind had a disagreement. The Wind said that he was stronger than the Sun, (1) but the Sun said that nobody was mightier than he was. The Wind, (2) however, was really angry, said to the Sun: 'Let's have a competition in (3) order to end this fight.' He pointed at an old shepherd, (4) whose coat looked thick and heavy. 'I bet I can blow (5) harder hard (6) than you. I'll take the coat off this old man's back, he said. And the Wind started to blow ...

## Writing practice

17 Join the sentences using the words given.

- |   |   |
|---|---|
| <p>1 The Wind blew as hard as he could. The old shepherd pulled his coat around him tightly. (however)</p> <p>2 He tied it around his waist with a piece of string. He was cold. (because)</p> <p>3 The Wind tried very hard. He couldn't blow the man's coat away. (in spite of)</p> | <p>4 The Sun smiled. The Wind cried with anger: 'Well, if I can't do it, neither can you!' (while)</p> <p>5 The Sun did not reply. He turned his face to the Earth. (but)</p> <p>6 He shone very brightly. The old shepherd felt hot and took off his coat. (so ... that)</p> |
|---|---|

The Wind blew as hard as he could. However, the old shepherd pulled his coat around him tightly.

Teen Link

## Oral practice

Now you can do oral activity 17 (Teacher's Resource File).

# Prepositions

prepositions of time, place and movement,  
dependent prepositions, phrasal verbs

## Teen Link



### LETTER

FROM THE EDITOR

Dear Readers,

On 10<sup>th</sup> March, I will have been the *Teen Link* Editor for three years. I have become very **fond of** our magazine and I'm **proud of** all the people who have worked **with me** during these years. Well done, guys!

We've had a great time together, but now it is time for new blood. You must be **bored with me** by now!

So, let me introduce our new Editor, Isabella Hicks. Isabella has already won a young writer's award, which she keeps **behind** some books **on** a shelf **in** her room. Now **that's** modest! For more information about our new editor, read my article on page 4. As for myself, I will now have the time to **take up** a hobby!

I **look forward to** reading Isabella's letter in the next issue of our magazine. Until then, **take care of yourselves!**

Stanley Davis,  
Editor

Prepositions of time	Helen was born <b>on</b> 11 <sup>th</sup> April. We'll be back <b>in</b> the afternoon.
Prepositions of place	There is an expensive car <b>in front of</b> his house. She's <b>at</b> the post office.
Prepositions of movement	Peter ran <b>up</b> the stairs. They were <b>walking along</b> the river.
Adjective dependent prepositions	This photo is very <b>similar to</b> the one I have. We are <b>interested in</b> modern art.
Verb dependent prepositions	Ellie <b>apologised for</b> being late. They <b>arrived at</b> the airport on time.
Phrasal verbs	My car <b>has broken down</b> and I need some help. School <b>breaks up</b> at the end of June.



## A

## Prepositions of time

Prepositions of time are used as follows:

- ▶ **at**
  - with the time: at six o'clock, at 1.30pm
  - with the expressions: at Christmas, at Easter, at night, at the weekend, at noon / midday, at midnight, at lunch time / dinner time, at the moment, at present
- ▶ **on**
  - with the days of the week: on Monday, on Saturdays
  - for part of a specific day: on Tuesday evening, on Thursday morning
  - with dates: on 6<sup>th</sup> July
  - for a specific day of celebration: on Christmas Eve, on New Year's Day, on my birthday
  - with the word day: day: on that day, on a special day, on a warm day
- ▶ **in**
  - with centuries: in the 15<sup>th</sup> century, in the 21<sup>st</sup> century
  - with years: in 2004, in 1561
  - with the seasons: in spring, in the summer
  - with months: in January, in August
  - with the expressions: in the morning, in the afternoon, in the evening

What are you doing at the weekend?  
We're leaving on Monday morning.  
The weather can be really cold in winter.

- 7 Are you doing anything ..... New Year's Eve?
- 8 The garden looks lovely ..... spring.
- 9 Shall we have lunch ..... noon?
- 10 Mary's seeing her dentist ..... Thursday afternoon.
- 11 The last time they won the Cup was ..... 1997.
- 12 I'm going to do some shopping ..... the weekend.
- 13 We are living ..... the 21<sup>st</sup> century.
- 14 The clock struck twelve times ..... midnight.

## B

## Prepositions of place

- ▶ The most common prepositions of place are:
  - at (at a point)
  - in (in)
  - inside (inside, inside something)
  - outside (outside, outside something)
  - on (on)
  - over (over)
  - above (above)
  - under (under)
  - below (below a level)
  - in front of (in front of)
  - behind (behind)
  - near (near)
  - next to (next to)
  - beside (beside)
  - opposite (opposite)
  - between (between)
  - among (among)
- ▶ With some expressions, we use specific prepositions:
  - at home, at school, at work
  - on the left, on the right
  - in bed, in hospital, in prison
  - in the city / town
  - at 28, Pembroke Street
  - in Pembroke Street
  - on the chair
  - in the armchair

Your shoes are under the bed.  
The restaurant is opposite the cinema.  
She's in London.  
I live at 25, Harley Street.

## Grammar practice

1 Complete with *at*, *on* or *in*.

- 1 The concert is ..... Friday.
- 2 Their plane leaves ..... eight o'clock ..... Monday morning.
- 3 He had left work earlier than usual ..... that warm summer day.
- 4 It usually rains a lot ..... March.
- 5 Bye! I'll see you ..... the evening.
- 6 Mr Heller will be back in the office ..... 15<sup>th</sup> September.

## C Prepositions of movement

Prepositions of movement indicate movement, i.e. the direction from or to which something is moving. With these prepositions, we use verbs of motion such as go, walk, run.

to (to)	from (from)
towards (in the direction of)	round (round)
up (upwards)	along (along)
down (downwards)	across (across the width, it mainly has the meaning of 'cross')
onto (onto)	past (outside, meaning 'pass outside')
over (over)	through (through, meaning 'go through')
off (has the meaning of 'go away from')	
into (into)	
out of (out of)	
over (over)	

He went **past** the baker's but he didn't go **inside**.

She looked **right and left** and then she ran **across** the road.

I jumped **off** the wall.

See the following examples, which give some explanations as to the use of some prepositions.

to, towards	We went <b>to</b> the cinema. (we went there) I saw her walking <b>towards</b> the cinema. (in that direction, I do not know whether she eventually went there)
on, onto	The cat is <b>on</b> the bed. (it is already on it) The cat jumped <b>onto</b> the bed. (it jumped from somewhere else onto the bed)
in, inside, into	She's <b>in</b> / <b>inside</b> her bedroom. (she is already inside) She ran <b>into</b> the house and closed the door. (she was outside and ran inside)
over, above	The painting is <b>over</b> / <b>above</b> the fireplace. (same meaning) The helicopter flew <b>over</b> the little village She pulled the blanket <b>over</b> her head (when we talk about movement, we usually use <b>over</b> )
beside, next to	Can I sit <b>beside</b> / <b>next to</b> you? (same meaning)
under, below	My book is <b>under</b> your book. (exactly under it, touching it) Your pen is <b>under</b> the table. (under its surface) This skin is <b>below</b> the knee. (below a specific level) <del>This skin is under the knee.</del> X
between, among	John is standing <b>between</b> Larry and Tom. (between/inbetween two) John is <b>among</b> that group of students. (among more than two)
on, off	He put the CD <b>on</b> the shelf. (on) He took the CD <b>off</b> the shelf. (remove, take off – off is the opposite of on)

## 2 Circle the correct answer.



- 1 The horse jumped over / above the fence.
- 2 She was sitting on / onto the sofa when I went into the room.
- 3 Samantha walked at / into the room carrying the cake.
- 4 I went through / past his house yesterday but I didn't have time to stop.
- 5 We went to / towards the cinema last night. The film was really good.
- 6 Come and sit behind / beside me. I want to talk to you.
- 7 Adrian lives at / on 10, Julius Road, Wembleton.
- 8 There's a free seat among / between Susan and Gill.
- 9 She came down the stairs and ran out of / off the house.
- 10 Donald works at / in London.
- 11 Don't stand there in the rain! Please, come inside / outside the house.
- 12 This skirt is too short. I'd like one below / under the knee, please.
- 13 Shall we go at / to the park?
- 14 Although the water was flowing fast, he managed to swim across / on the river.
- 15 Mary's not back yet. She's still in / at work.
- 16 He must be at / in home. I left him there a few minutes ago.

## D Dependent prepositions

There are some combinations of words and prepositions that usually appear together, i.e. the preposition is followed by specific words.

## Adjective dependent prepositions

The following list shows us some of the most common combinations of adjectives and prepositions:

addicted to  
afraid of  
angry with (somebody)  
/ about (something)  
bad / good at  
bored with  
connected to  
crazy about  
dependent on

different from  
dressed in  
enthusiastic about  
fed up with  
fond of  
interested in  
keen on  
made of  
proud of

ready for  
sad about  
scared of  
the same as  
similar to  
sorry about / for  
tired of  
worried about

They were very enthusiastic about my ideas.  
He's very good at writing stories.

## Verb dependent prepositions

The following list shows us some of the most common combinations of verbs and prepositions:

agree with  
apologise for  
apply for  
argue with  
arrive at / in

believe in  
belong to  
borrow from  
depend on  
consist of

crash into  
disagree with  
dream about  
escape from  
explain to

hear from  
laugh at  
lie about  
listen to  
pay for

reply to  
search for  
shout at  
take care of  
wait for

I don't want to argue with you.  
Why are you laughing at me?

## 3 Match and make sentences.

- |  |  |
|--|--|
| 1 Is your little sister crazy          | a of the dark.                                 |
| 2 This thick jumper is made            | b in classical music. I'll lend you my CDs.    |
| 3 Come on! You're too old to be afraid | c as Richard's.                                |
| 4 I'm fed up                           | d for the test?                                |
| 5 Sara is worried                      | e at basketball so they're in the school team. |
| 6 If you are interested                | f about dolls? Mine's got twenty-four of them! |
| 7 Her surname is the same              | g for them. Can we help in any way?            |
| 8 They're very good                    | h about Nick. He hasn't called yet.            |
| 9 Is he ready                          | i of wool and it's very warm.                  |
| 10 We feel very sorry                  | j with this weather! It's always cloudy!       |

## 4 Circle the correct answer.

- Peg was wonderful in the play. I'm proud .... her.  
a for      **(b) of**      c about
- I'm afraid .... spiders. What about you?  
a about      b with      c of
- Is this plug connected .... the wire?  
a to      b on      c in
- He is still dependent .... his parents for money.  
a on      b from      c of
- The young bride was dressed .... white.  
a with      b on      c in
- Betty is very keen .... horse riding.  
a of      b on      c for
- Paul is very similar .... his brother.  
a to      b with      c at
- I'm really tired .... your excuses!  
a with      b of      c from
- They're very fond .... their aunt Delia.  
a about      b on      c of
- Mum was angry .... me because I had lied to her.  
a with      b of      c about
- This book is different .... the one John gave you.  
a from      b of      c to
- She was really sorry .... making everyone upset.  
a with      b to      c about

## 5 Circle the correct answer.

- Do you believe **(in) /** at ghosts?
- Laughing **for /** at other people is not polite.
- You shouldn't shout **at /** with me!
- They haven't replied **for /** to Julia's letter yet.
- The police are searching **about /** for the stolen car.
- This 'Teach yourself Spanish' course consists **of /** with two books and two cassettes.
- Help! A lion has escaped **for /** from its cage!
- I borrowed this tie **of /** from my Dad.
- Why does she always disagree **with /** about everybody?
- He explained **to /** for us what he meant.
- We might have a picnic but it depends **on /** in the weather.
- Does this scarf belong **to /** with anyone?
- I haven't heard **of /** from Ginny for ages.
- We arrived **at /** in work on time.
- Why hasn't Mary applied **to /** for this job?
- He was waiting **about /** for his friend outside the cinema.
- Have we paid **for /** about our cokes?
- His car brakes didn't work and he crashed **on /** into the car in front.

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

## Teen Link

# Get the job!

For those of you who are leaving school or want a summer job, here's some useful advice from Ms Jane Cleese, our careers guidance counsellor.



- When you apply (1) for a job, never lie (2) about what you can do. They'll soon find out.
- Take care (3) of your appearance. You should always look clean and tidy.
- Arrive (4) at the place of the interview five minutes early.
- If you are late for some reason, apologise (5) for being late.
- If there are other people waiting for an interview, wait (6) for your turn patiently. Don't walk up and down the room looking at your watch.
- You don't have to agree (7) with everything the interviewer says. They might think you don't have any opinions of your own! But you shouldn't argue (8) with them, either.
- Listen (9) to all the questions carefully and answer them clearly.
- If the interviewer says that you'll hear (10) from them, thank him or her and go out of the room. With a bit of luck, you'll get the job!

## E Phrasal verbs

- Phrasal verbs are so called because they consist of two or three words. One word is always a verb and the other (or the other two) is a **preposition** or **adverb**. The final meaning of phrasal verbs is often very different from the meaning of the verb on its own. Look at the following examples:

**look up** = to find a piece of information in a book

If you have any unknown words, look them up in the dictionary.

**take after** = to look like someone in your family

Sarah has taken after her mother but she's got her father's eyes.

- The verb in phrasal verbs forms all of the tenses or the forms of the verb normally, just like when it is used on its own. On page 141, you will find a list of phrasal verbs and an explanation of them.

## 7 Put the phrasal verbs in the tense given.

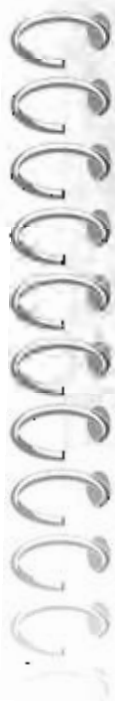
- 1 I have looked for (look for) my shoes everywhere, but I can't find them. (present perfect)
- 2 ..... (anyone / turn up) for the meeting? (past simple)
- 3 ..... (you / look after) my dog while I'm on holiday? (will)
- 4 Mike ..... (not get on) with his cousin Leo. (present simple)
- 5 Irene is tired; she ..... (lie down) for a while. (going to)
- 6 She ..... (look through) a magazine while she was having her hair done. (past continuous)
- 7 It is believed that they ..... (make for) London. (present continuous)
- 8 When we arrived at the airport, the plane ..... (take off). (past perfect)



## 8 Circle the correct answer.

- 1 She looks up to / looks up her uncle and always asks for his advice.
- 2 It was a small fire and the firemen soon put it out / put it off.
- 3 We have gone off / run out of cheese. Would you like a tuna sandwich instead?
- 4 She was working on her computer when the lights got out / went out.
- 5 As soon as the burglar saw the policeman, he made for / made up the door.
- 6 If you've got so much free time, why don't you take on / take up a new sport?
- 7 We'll set up / set off early to avoid the traffic.
- 8 The football match has been called off / broken up because of the rain.
- 9 I don't believe you. I think you've made out / made up this story.
- 10 She has given up / given away all her old clothes.
- 11 After the noise had got down / died down, there was silence.
- 12 His grandmother brought up / picked up seven children.
- 13 Hold on / Go on a minute! The doorbell is ringing!
- 14 We got off / went off at the wrong station and we had to walk.

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



Last week, Stanley's friends decided to have a party for him to say farewell from TeenLink magazine. Kikki and Leslie took care (1) of the food. Isabella, the new editor, who is good (2) at making decorations, made a huge collage for the wall. It was made (3) of photographs and articles that Stanley had written for the magazine.

(4) On Friday afternoon, Peter rented a video and went (5) to Stanley's house to watch it. According to the plan, Peter was then going to invite Stanley to his house for an ice cream. Everybody was going to be waiting for them there.

By half past seven, everyone had turned (6) up at Peter's house. They were all looking forward (7) to the arrival of the guest of honour. Leslie had borrowed a video camera (8) from her dad. She wanted to record Stanley's expression when he came in.

(9) At eight o'clock, there was still no sign of Peter or Stanley. Kikki, who was worried (10) about them, decided to go next door to see what had happened. All the guests followed and guess what they saw from the living room window! Stanley and Peter had fallen asleep (11) on the sofa in front (12) of the TV!

After Kikki had woken (13) up the two sleeping beauties, everybody returned to Peter's house and had a wonderful time at the party!



## Writing practice

- 10** In what ways are teenagers similar to or different from one another? Write about yourself and send your ideas to TeenLink.

Here are some ideas you can choose from:

- Who or what are you fond of? interested in?  
fed up with? proud of? worried about?
- Who do you look up to? agree or disagree with?
- What do you believe in? dream of? look forward to?
- What are you good at? bad at?

TeenLink

### TeenLink Survey

Teenagers today!

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## Oral practice

Now you can do **oral activity 18** (Teacher's Resource File).

# Revision 15-18

## 1 Rewrite the sentences in *reported speech*.

- 1 The student said, 'I learn five new words every day.'
- 2 The cashier asked John, 'Are you waiting for your friend?'
- 3 The woman said, 'A dog was following me.'
- 4 He told his sister, 'I may go to the cinema tonight.'
- 5 Harriet told me, 'I have made an apple pie.'
- 6 The teacher said to us, 'Be quiet!'
- 7 Mum said, 'We'll go to Aunt Ethel's tomorrow.'
- 8 Victor said, 'I have been studying really hard.'
- 9 I asked her, 'Have you opened your present?'
- 10 Dan said to Mark, 'Please lend me your bike.'

10

## 2 Complete with a *question tag*.

- 1 You like football, \_\_\_\_\_?
- 2 They haven't called, \_\_\_\_\_?
- 3 I'm late, \_\_\_\_\_?
- 4 Let's go for a walk, \_\_\_\_\_?
- 5 She won't say no, \_\_\_\_\_?
- 6 Tania gave you a scarf, \_\_\_\_\_?
- 7 Your sister is sitting at the back, \_\_\_\_\_?
- 8 Don't make any noise, \_\_\_\_\_?
- 9 They should reply tomorrow, \_\_\_\_\_?
- 10 It isn't going to rain, \_\_\_\_\_?
- 11 Jack doesn't live here any more, \_\_\_\_\_?
- 12 The children were enjoying themselves, \_\_\_\_\_?

6

## 3 Reply with *so* or *neither* and the word given.

- 1 I usually go to bed early on weekdays. (I)
- 2 We went to the new supermarket yesterday. (my mother)
- 3 I wasn't listening to him. (the rest of the class)
- 4 She has visited the National Gallery. (we)
- 5 I'm not going to watch television today. (I)
- 6 You mustn't do that! (you)

6

#### 4 Circle the correct answer.

- 1 The girl *who / whose* answered the phone was Helen's cousin.
- 2 The book *which / who* he wrote became a bestseller.
- 3 The woman *who's / whose* bag I had found gave me some money.
- 4 Yesterday we went to the theatre, *which / where* we saw a very interesting play.
- 5 The painting, *which / that* is now in the Museum, belonged to her family.
- 6 They gave me a map *in order to / so that* I wouldn't get lost.
- 7 It was *such / so* a cute puppy that I fell in love with it immediately.
- 8 Her hat was *such / so* silly that everyone was staring at her.
- 9 They couldn't sit in the garden *because / because of* the cold.
- 10 *In spite / Despite* the rain, Ginny took the dog for a walk.
- 11 She loves chocolate. *Although / However*, she rarely eats it.
- 12 Your flat is big *where / whereas* mine is quite small.

12

#### 5 Circle the correct answer.

- 1 Bye! See you ..... Monday morning.  
a in                      b on                      c at
- 2 He usually has a party ..... his birthday.  
a at                      b in                      c on
- 3 Tom said he'll be back ..... the evening.  
a in                      b on                      c at
- 4 The newsagent's is ..... the post office and the supermarket.  
a among                      b between                      c at
- 5 I live ..... 3, Willow Road.  
a at                      b on                      c in
- 6 The cat is sitting ..... my armchair again!  
a next                      b at                      c in
- 7 The gate was locked, so he jumped ..... the fence.  
a on                      b above                      c over
- 8 Good work, my boy. I'm very proud ..... you.  
a on                      b of                      c for
- 9 Julia is keen ..... music. Why don't you buy her a CD?  
a on                      b with                      c for
- 10 My grandmother said, 'I believe ..... hard work, not luck.'  
a in                      b on                      c at
- 11 I think she is lying ..... her previous job.  
a for                      b to                      c about
- 12 The answer depends ..... the question.  
a at                      b on                      c from
- 13 We waited for more than half an hour but no one turned .....  
a out                      b in                      c up
- 14 Why did you invite them both to the party? You know they don't get .....!  
a on                      b in                      c at
- 15 Nadia always looks ..... my garden when I'm on holiday.  
a up                      b after                      c for
- 16 I'm really looking forward ..... the holidays.  
a for                      b at                      c to

16

Total

50

139

# Spelling rules

## UNITS 1-5

### Present simple

In the present simple, in the third person singular:

- ▶ In verbs that end in **-ss**, **-ch**, **-sh**, **-x** and **-o**, we add the ending **-es**.  
kiss – kisses      touch – touches      mix – mixes
- ▶ When a verb ends in **-y** and before this there is a consonant, the **-y** comes off and we add the ending **-ies**.  
tidy – tidies      study – studies      cry – cries
- ▶ But when there is a vowel before the **-y**, as a rule, we add **-s**.  
buy – buys      play – plays      enjoy – enjoys

### Present participle

To form the present participle, we add the ending **-ing**. The spelling of some verbs changes, i.e.:

- ▶ Verbs that end in **-e** drop the **-e** before the **-ing** ending.  
come – coming      make – making
- ▶ Monosyllabic verbs that end in a consonant and where before this, there is just one vowel, double the final consonant before the **-ing** ending.  
run – running (eat – eating)
- ▶ Verbs with two or more syllables that end in a consonant, and where there is a vowel that is stressed before this, double the final consonant before the **-ing** ending.  
begin – beginning (There is a vowel and it is stressed. The final consonant is doubled.)  
open – opening (There is a vowel but it is not stressed. The final consonant is not doubled.)
- ▶ Verbs that end in **-l** double the **-l** before the **-ing** ending.  
travel – travelling

## UNIT 2

### Past simple

For the past simple of regular verbs:

- ▶ In verbs that end in **-e**, we only add **-d**.  
dance – danced      live – lived
- ▶ When a verb ends in **-y**, and where before this there is a consonant, the **-y** comes off and we add **-ied**.  
cry – cried      study – studied
- ▶ When a verb ends in **-y** and before this there is a vowel, as a rule, we add **-ed**.  
play – played      enjoy – enjoyed
- ▶ Monosyllabic verbs that end in a consonant and where before this there is just one vowel, the final consonant is doubled before the **-ed** ending.  
plan – planned      stop – stopped
- ▶ However, this does not apply to monosyllabic verbs that end in **-w**, **-x**, or **-z**.  
fix – fixed      mix – mixed
- ▶ Verbs that end in **-l** double the final **-l** before the **-ed** ending.  
travel – travelled



## UNIT 13

### Comparison of adjectives

With regard to the comparative and superlative form of adjectives:

- ▶ When an adjective ends in **-e**, then in the comparative form, we just add **-r** while in the superlative form, just **-st**.  
**large** – larger – largest      **nice** – nicer – nicest
- ▶ Monosyllabic adjectives that end in a consonant, and where before this there is a vowel, double the final consonant in the comparative and superlative form.  
**hot** – hotter – hottest      **fat** – fatter – fattest
- ▶ When an adjective ends in **-y**, then the **-y** comes off and we add the ending **-ier** for the comparative and the ending **-iest** for the superlative.  
**heavy** – heavier – heaviest      **easy** – easier – easiest

### Adverbs

To form adverbs:

- ▶ When an adjective ends in **-y**, then the **-y** comes off and we add the ending **-ily** to the end of the adjective.  
**heavy** – heavily      **easy** – easily
- ▶ In adjectives that end in **-l**, as a rule, we add **-ly**.  
**careful** – carefully (~~carefully~~)      **wonderful** – wonderfully (~~wonderfully~~)

## Phrasal verbs

blow out

break up

bring up = raise (a child)

call off

carry away

die down = fade, subside

get down

get off = get off (a means of transport)

get on = get along well (with somebody)

give away

give up = give up, surrender

go off = (food)

go on

go out

hold on

log on = connect (to the Internet)

look after

look for

look forward to = happily await/eagerness  
(to do something)

look through

look up = look for (eg. a word in the dictionary)

look up to = admire (somebody)

make for = go towards / run towards

make off = disappear, leave

make out

make up = invent, make up (using my mind), devise

pick up

pull away

put off

put out

run out of = run out of (something)

set off

set up

take off

take on

take up = start (a new sport or hobby)

turn off

turn on = switch on, put on

turn up

# Wordlist

## Unit 1

south  
practise  
firefighter  
cash  
roast  
lie  
bank holiday = official  
day off  
on time  
board game  
e-mail  
reforest  
chairman  
local  
committee  
preservation =  
preservation, conservation  
environment  
carry away  
soil  
flood  
root  
notice

## Unit 2

nasty = nasty, bad  
paw = sole of the foot of  
an animal  
court court (basketball)  
limousine  
hunt  
grumpy = moody, grumpy  
wild  
sling  
blow out = extinguish (by  
blowing)  
embarrassing = that puts  
you in a difficult position  
take part  
sculpture  
pile  
slip  
balance  
judge  
stare

## Unit 3

tailor  
ghost  
caravan  
connection  
antique  
dealer  
valuable  
berk  
plant

turn on = switch on,  
turn on  
heating  
sit an exam = do a test/an  
examination  
production  
company  
documentary  
ancient  
make up = invent, make  
up (using my mind)  
pupil  
publisher  
give up = give up,  
surrender

## Unit 4

fortune teller = fortune  
teller, the one who tells  
your fortune  
fortune = (future) luck  
famous  
generous  
get some rest  
mobile phone  
favour  
freckles  
medicine  
pollution  
source  
energy  
solar powered = moved  
by solar energy  
decade  
screen  
space  
honeymoon  
definitely  
ambitious  
succeed

## Unit 5

crew = group of workers,  
crew  
village green = area with  
grass for common use by  
all the residents of the  
village  
villager = resident of the  
village  
parachute  
calculation  
land  
view  
escape  
chimney  
out of breath

homeless  
pavement

## Unit 6

celebrate  
extremely  
permission  
corridor  
manage  
cancel

## Unit 7

in the wash = to be  
washed  
remind  
obligation  
necessity  
absence  
restriction  
prohibition  
damp  
otherwise  
exhausted  
exhibit  
expert  
turning  
desert  
volume

## Unit 8

pour = rain torrentially  
flood  
temperature  
drop  
heat  
boil  
gravity  
freeze  
object  
float  
meeting  
copy  
document  
store room  
apologise  
lawn mower  
emergency = urgent  
situation  
towel  
ambulance  
electric shock  
turn off  
pull away  
fumes = smoke, fumes  
victim  
shore  
snore

contact lenses  
pretend  
be sore  
excursion  
sail = travel by ship  
puppy  
dye = colour (using  
chemical methods)

## Unit 9

sorain  
argument  
cottage = country house  
(traditional type)  
label  
dry clean = dry cleaning  
trainers = sports shoes  
have the chance = have  
the opportunity

## Unit 10

nutritionist  
make sure  
raw  
traffic  
camp  
instead  
patience  
trouble  
congratulate  
remote control  
dial = form a number on  
the telephone dial  
aquarium  
voyage  
fingerprints  
valuables = valuable  
items

## Unit 11

recycling  
waste = waste, what has  
been thrown in the rubbish  
bin  
sort = choose  
recycle  
mill  
fan = fan, supporter  
protect  
recycling bin  
warn  
be situated  
dedicate  
lightning  
earthquake  
restore  
royal

tomb = to:nb, grave  
marble  
chauffeur  
rescue  
litter bin  
discover  
pick  
estate agent  
charity  
firm  
evacuate  
resident  
according to  
crush  
ingracious  
mell

## Unit 12

style (my) hair = do (my) hair  
common  
wig  
formal  
occasion  
priest  
honour = honour (verb),  
honour (noun)  
sign  
cleanliness  
service  
tile  
reception  
install  
satellite dish  
vaccinate  
plumber  
leaking = that has a leak  
pond = small lake

## Unit 13

beat  
memory  
play  
check mate = checkmate  
(chess term)  
wise  
fortunate  
snail  
poce

cheetah  
alligator  
whale  
giraffe  
python  
bravely  
competition  
rating = rating, evaluation  
poodle  
Mercury = Mercury  
(planet)

## Unit 14

travel agency  
be tired of = be tired of  
(doing something)  
be bored with = be bored  
with (doing something)  
be fed up with = be fed  
up, be up to here  
errand  
be used to = be used to  
(doing something)  
unusual  
request  
look forward to = await  
with happiness/eagerness  
(to doing something)  
appear  
force  
refuse  
go sightseeing = see the  
sights  
rough (waves) = big  
(waves)  
distance  
abroad = abroad (foreign  
countries)  
tune = underground  
railway  
impossible  
refreshing  
leisure time = free time  
avoid  
be thrilled  
cruise  
application

## Unit 15

crown jewels = crown's  
precious stones  
weapon  
armour  
raven  
legend  
kingdom  
guide  
cemetery = cemetery.  
graveyard  
previous  
following  
definitely  
thrilling  
sky diving = fall using a  
parachute  
experience  
equipment  
parachute  
canopy = (the material  
part of the) parachute  
absorb  
pressure  
smooth  
order  
sergeant  
soldier  
beg  
wonder  
bad tempered  
extremely  
gill

## Unit 16

golf

## Unit 17

thunderstorm, storm  
lightning  
thunder  
wire  
opposite  
driving licence  
fade  
climate  
coast  
wisdom  
symbol

owl  
lyre  
messenger  
loan  
badge  
revise  
log on = connect (to the  
Internet)  
charming  
strike  
by heart  
suck  
poison  
shark  
belief  
movement  
gossip  
in situ  
poverty  
fierce  
disagreement  
mighty  
shepherd

## Unit 18

be fond of  
be proud of  
modest  
take up = start (a new  
sport or hobby)  
take care of  
flow  
addicted  
dependent  
open  
similar  
argue  
depend  
consist  
hear from = find out news  
(from somebody)  
appearance  
farewell  
arrival  
record  
expression

# Irregular verbs

Infinitive	Past	Past participle	Infinitive	Past	Past participle
1 be	was / were	been	47 leave	left	left
2 beat	beat	beaten	48 lend	lent	lent
3 become	became	become	49 let	let	let
4 begin	began	begun	50 lie	lay	lain
5 bite	bit	bitten	51 light	lit	lit
6 blow	blew	blown	52 lose	lost	lost
7 break	broke	broken	53 make	made	made
8 bring	brought	brought	54 mean	meant	meant
9 build	built	built	55 meet	met	met
10 buy	bought	bought	56 pay	paid	paid
11 catch	caught	caught	57 put	put	put
12 choose	chose	chosen	58 read	read	read
13 come	came	come	59 ride	rode	ridden
14 cost	cost	cost	60 ring	rang	rung
15 cut	cut	cut	61 rise	rose	risen
16 dig	dug	dug	62 run	ran	run
17 do	did	done	63 say	said	said
18 draw	drew	drawn	64 see	saw	seen
19 dream	dreamt	dreamt	65 sell	sold	sold
20 drink	drank	drunk	66 send	sent	sent
21 drive	drove	driven	67 shake	shook	shaken
22 eat	ate	eaten	68 shine	shone	shone
23 fall	fell	fallen	69 shoot	shot	shot
24 feed	fed	fed	70 show	showed	shown
25 feel	felt	felt	71 sing	sang	sung
26 fight	fought	fought	72 sit	sat	sat
27 find	found	found	73 sleep	slept	sleep
28 fly	flew	flown	74 speak	spoke	spoken
29 forget	forgot	forgotten	75 spend	spent	spent
30 forgive	forgave	forgiven	76 stand	stood	stood
31 freeze	froze	frozen	77 steal	stole	stolen
32 get	got	got	78 stick	stuck	stuck
33 give	gave	given	79 sting	stung	stung
34 go	went	gone	80 swim	swam	swum
35 grow	grew	grown	81 take	took	taken
36 hang	hung	hung	82 teach	taught	taught
37 have	had	had	83 tear	tore	torn
38 hear	heard	heard	84 tell	told	told
39 hide	hid	hidden	85 think	thought	thought
40 hit	hit	hit	86 throw	threw	thrown
41 hold	held	held	87 understand	understood	understood
42 hurt	hurt	hurt	88 wake	wake	waken
43 keep	kept	kept	89 wear	wore	worn
44 know	knew	known	90 win	won	won
45 lay	laid	laid	91 write	wrote	written
46 lead	led	led			

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