

ENGLISH GRAMMAR BOOK

1



Grammarway

Jenny Dooley - Virginia Evans



Express Publishing

Grammarway 1

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Express Publishing

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Introduction

Grammarway 1 is the first book in a four-level grammar series presented in full colour. The book is designed for learners of the English language at **Beginner** level, and can be used for self-study or in the classroom as a supplement to any course at this level.

The aim of the book is to help learners understand basic English grammar structures through comprehensive theory tables and functional examples, accompanied by a wealth of attractive photographs and illustrations.

The book consists of **20 units**, each focusing on a particular grammar topic.

A typical unit contains:

- presentation of the grammar structure by means of visual prompts
- simple, concise explanation of the grammar structures
- examples in everyday conversational English, together with a few expressions showing slightly more formal use
- exercises practising the new structures, to help learners use correct, appropriate patterns in everyday situations
- speaking and writing activities to practise the new structures in oral and written form

A **revision unit** follows every five units to consolidate material presented in previous units.

Games Section for students to practise grammar structures taught while having fun.

The **Picture Flashcards** which accompany the book can be used for lively, motivating presentation of the target grammar structures.

The book adheres to the principle that every structure should first be heard, then practised in oral and, finally, in written form. Based on the use of full-colour visual stimuli, the book encourages learners to speak before writing, and allows them to practise English structures through a variety of enjoyable and useful activities.

The Student's Book is accompanied by a **Teacher's Book** containing:

- guidance on presenting the theory of each unit, with or without Picture Flashcards
- a full key to the exercises in the Student's Book
- four tests in two separate versions each

Thanks

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UNIT 1

Plurals/Countables-Uncountables

Plural Number

- ◆ Most nouns form their plural by adding **-s**.



a car

two cars

- ◆ Nouns ending in **-s, -ss, -sh, -ch, -x, -o**, take **-es** in the plural:

bus - buses, dress - dresses, brush - brushes, torch - torches, box - boxes, etc.



a tomato

two tomatoes

But some nouns ending in **-o** take only **-s**.

radio - radios, piano - pianos, photo - photos, rhino - rhinos, hippo - hippos, video - videos, etc.

- ◆ Nouns ending in a **vowel + y** take **-s** in the plural.



a boy

two boys

- ◆ Nouns ending in a **consonant + y**, drop the **-y** and take **-ies** in the plural.



a strawberry



three strawberries

- ◆ Nouns ending in **-f** or **-fe**, drop the **f** or **-fe** and take **-ves** in the plural.



a leaf



four leaves



a wolf



two wolves

But some nouns ending in **-f** or **-fe** take only **-s**.

roof - roofs, giraffe - giraffes, cliff-cliffs, etc.

- ◆ Adjectives do not take **-s** in the plural.



a happy girl



two happy girls



1

Write the plural.

- | | |
|-------------------------------|-----------------|
| 1 lemon ... <i>lemons</i> ... | 7 glass |
| 2 bus | 8 key |
| 3 peach | 9 piano |
| 4 cherry | 10 potato |
| 5 roof | 11 ball |
| 6 fox | 12 book |

Plurals/Countables-Uncountables

Irregular Plurals

Some nouns are irregular. For example:



child



children



man



men



woman



women



goose



geese



tooth



teeth



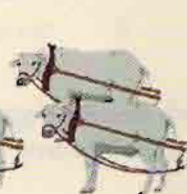
foot



feet



ox



oxen



mouse



mice



sheep



sheep



deer



deer

2

Write the plural.

- | | |
|------------------------------|--------------------|
| 1 sheep ... <i>sheep</i> ... | 11 policeman |
| 2 baby | 12 raspberry |
| 3 child | 13 sandwich |
| 4 green leaf | 14 mouse |
| 5 old lady | 15 photo |
| 6 radio | 16 cliff |
| 7 ox | 17 pen |
| 8 tall woman | 18 watch |
| 9 knife | 19 big foot |
| 10 toy | 20 nice book |

3

Write the plural.



- | | |
|-----------------------------|-----------------|
| 1 duck ... <i>ducks</i> ... | 7 giraffe |
| 2 ostrich | 8 deer |
| 3 parrot | 9 calf |
| 4 swan | 10 fox |
| 5 turkey | 11 mouse |
| 6 dolphin | 12 hippo |

4

Write the words in plural in the correct box.

bicycle, bus, cherry, knife, man, glass, child, house, apple, box, baby, ball, tomato, ferry, leaf, tooth, goose, radio, cliff, dress, torch, city, wife, ox, deer, calf, fox, giraffe, watch, parrot, lady, wolf, dish, boy, woman, melon, sheep, armchair

-s *bicycles,*-es *buses,*-ies *cherries,*-ves *knives,*irregular *men,*

Pronunciation

The suffix of the plural form is pronounced:

- ◆ /s/ when the noun ends in a(n) /t/, /k/, /p/, /t/ or /θ/ sound.
cliffs, books, shops, cats, myths, etc.
- ◆ /ɪz/ when the noun ends in a(n) /s/, /ks/, /ʃ/, /tʃ/, /dʒ/, /z/ or /ʒ/ sound.
buses, foxes, brushes, torches, bridges, roses, mirages, etc.
- ◆ /z/ when the noun ends in any other sound.
rooms, boys, pears, leaves, lemons, pianos, etc.

5

First say the words in the plural, then write them in the correct box.

desk, church, apple, dolphin, chair, hat, baby, dress, bird, ball, cliff, box, radio, shirt, rose, dish, roof, song, skirt, cherry, fox, bag, clock, glass, piano, onion, basket, bush, ferry, cage, key, myth, bus, flower, door, orange

/s/ desks,

/ɪz/ churches,

/z/ apples,



Countable-Uncountable Nouns

- ◆ **Countable nouns** are nouns which can be counted (e.g. one apple, two apples, etc.) and can be in the singular or the plural. We put **a** before the noun in the singular when it begins with a consonant sound (b, d, p, etc.) and **an** when it begins with a vowel sound (a, e, i, o, u).



a flower



three flowers



an apple



two apples

- ◆ **Uncountable nouns** are nouns which cannot be counted and they usually have no plural. These nouns include:

food: cheese, butter, meat, salt, pepper, bacon, bread, chocolate, honey, jam, etc.

liquids: coffee, milk, water, tea, wine, lemonade, petrol, oil, etc.

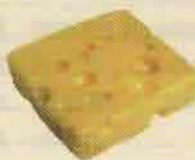
materials: gold, iron, silver, wood, paper, etc.

abstract nouns: beauty, love, happiness, etc.

others: hair, money, news, snow, furniture, weather, advice, etc.

- ◆ We use **some** with uncountable nouns and not **a/an**.

We also use **some** with countable nouns but only in the plural.



some cheese
not: ~~a cheese~~



some bananas

Plurals/Countables-Uncountables

6 Write a, an or some.

1 *some* meat

2 orange



3 ... chocolate



4 jam



5 butter



6 leaves



7 soup



8 egg



9 coffee



10 .. elephant



11 milk



12 cups



13 lemons



14 bread



15 doll

7 Write a, an or some. Which nouns are countable/uncountable?

- | | | |
|----------------|-----------------|------------------|
| 1 biscuit | 7 armchair | 13 money |
| 2 tea | 8 plate | 14 watches |
| 3 carrot | 9 chair | 15 salt |
| 4 ring | 10 pepper | 16 honey |
| 5 bread | 11 cat | 17 water |
| 6 boxes | 12 dress | 18 advice |

Some uncountable nouns can be made countable by using the following words in front of them: **jar, bottle, piece, loaf, cup, bar, glass, kilo, carton, bowl, can, jug, slice, tin, packet, etc.**



a jar of marmalade



a bottle of beer



a piece of pie



a loaf of bread



a cup of coffee



a bar of chocolate



a glass of milk



a kilo of meat



a carton of milk



a bowl of soup



a can of fruit juice



a jug of orange juice



a slice of bread



a tin of fish



a packet of spaghetti

8

Match the words as in the example:

a glass of

a slice of

a bar of

a tin of

a carton of

a piece of

a bottle of

a cup of

chocolate

Coke

bread

lemonade

beans

tea

orange juice

cake

coffee

wine

soap

9

Write how many you can see in the pictures.



1 ...two cups of coffee...



2



3



4



5



6

10

Make the following nouns countable.

- 1 some Coke - two *glasses/bottles/cans of Coke*
- 2 some bread - three
- 3 some chocolate - four
- 4 some water - five
- 5 some cheese - two
- 6 some meat - three
- 7 some wine - eight
- 8 some salmon - four
- 9 some milk - ten
- 10 some soap - four

11

Circle the uncountable noun in each group.

- 1 furniture, chair, table, desk
- 2 potato, carrot, tomato, soup
- 3 coffee, cup, glass, jug
- 4 sheep, meat, ox, calf
- 5 apple, strawberry, chocolate, cherry
- 6 glass, bottle, can, soda
- 7 loaf, slice, bread, piece
- 8 wood, tree, leaf, flower

ORAL Activity

Do this activity in pairs. One of you is the grocer and the other is the customer. Look at the pictures and act out similar dialogues.

e.g. SA: Hello! Can I help you?

SB: Yes please. I need a kilo of strawberries and two kilos of carrots.

SA: Anything else?

SB: Yes. A carton of orange juice and two tins of beans.

SA: Here you are.

SB: Thank you.



strawberries



carrots



onions



sausages



olives



WRITING Activity

You are having a party. Ten friends are coming. Look at the pictures in the oral activity, add your own ideas and complete the shopping list for your party.

Shopping List

a kilo of strawberries

Subject Pronouns/The Verb "To Be"

Subject Personal Pronouns

We can use subject personal pronouns before a verb instead of the noun or the name of a person. These are:

Singular	Plural
I	we
you	you
he, she, it	they

◆ We use **he** for a man or a boy.



man ⇒ **he**



boy ⇒ **he**

◆ We use **she** for a woman or a girl.



woman ⇒ **she**



girl ⇒ **she**

◆ We use **it** for a thing or an animal when we do not know its sex. When we talk about our pets or animals whose sex we know we can use **he** or **she**.



car ⇒ **it**



bear ⇒ **it**

◆ In the plural we use **they** for people, animals, plants and things.



man and woman ⇒ **they**



roses ⇒ **they**

1

Write **he, she, it or they.**

1 ...**they**...



2



3



4



5



6



7



8



9

2

Write **he, she, it, we, you or they.**

- | | |
|------------------------------|--------------------------|
| 1 Tony he | 9 Mary and you |
| 2 mice | 10 woman |
| 3 ring | 11 Mr and Mrs Smith |
| 4 Anna | 12 dishes |
| 5 Sam and I | 13 Jenny |
| 6 cats | 14 boys |
| 7 man | 15 elephant |
| 8 balls | 16 brush |

The verb "to be"



A: **Are you** from England?
B: No, **we aren't**. **We're** from China.



He's Tom and **she's** Helen.
They are friends.

Affirmative

Negative

Interrogative

Long form

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

Short form

I'm
You're
He's
She's
It's
We're
You're
They're

Long form

I am not
You are not
He is not
She is not
It is not
We are not
You are not
They are not

Short form

I'm not
You aren't
He isn't
She isn't
It isn't
We aren't
You aren't
They aren't

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



3

Look at the pictures and fill in
he/she/it is or they are.

- 1 ...*He is*... a postman. 5 brushes.
2 doctors. 6 a baker.
3 a cat. 7 a tennis ball.
4 a hairdresser. 8 a singer.

4

First answer the following questions
about yourself. Then, in pairs, act out
the dialogue with the books closed.

- A: Who are you? B:
A: Where are you from? B:
from
A: How old are you? B:

Subject Pronouns/The Verb "To Be"

5 Fill in the gaps as in the example.

Long form

- 1 I ...*am*... a student.
- 2 We from Spain.
- 3 He not a doctor.
- 4 You a singer.
- 5 She an actress.
- 6 It a watch.
- 7 They not painters.
- 8 I not tall.

Short form

- 1 I ..*'m*... a student.
- 2 We from Spain.
- 3 He a doctor.
- 4 You a singer.
- 5 She an actress.
- 6 It a watch.
- 7 They painters.
- 8 I tall.

Singular

I am
You are
He/She/It is

Plural

→ We are
→ You are
→ They are

6 Write the plural.

- 1 She is a girl. *...They are girls...*
- 2 He is a teacher.
- 3 It is a deer.
- 4 I am a boy.
- 5 She is a policewoman.
- 6 It is a giraffe.
- 7 I am a baker.
- 8 He is a man.
- 9 You are a child.
- 10 It is a box.

Short Answers

Short answers are answers to questions which begin with the verb form *is/are*. In short answers we do not repeat the whole question. We only use Yes or No, the subject pronoun and the verb form *is (isn't) / are (aren't)*.

e.g. Are you British? No, I'm not.

Are you ...?

Yes, I am/we are.

No, I'm not/we aren't.

Is he/she/it ...?

Yes, he/she/it is.

No, he/she/it isn't.

Are they ...?

Yes, they are.

No, they aren't.

7 Write questions and answers as in the example.



- 1 ...*Are they* singers?
...*No, they aren't*...
...*They're* dancers.



- 2 a waiter?



- 3 apples?

..... tomatoes.



- 4 a bear?

..... a bird.



- 5 a teacher?

..... a photographer.



- 6 flowers?

UNIT 2

Subject Pronouns/The Verb "To Be"

8

(i) Look at the table and answer the questions.

Paul	England	34	writer
Rosa	Italy	30	actress
Chin	China	25	teacher
Mei	China	25	teacher

Where **is** Paul/Rosa from?
How old **is** he/she?
What **is** his/her job?

Where **are** Chin and Mei from?
How old **are** they?
What **are** their jobs?

(ii) Now, fill in *is/isn't, are/aren't*.

- Paul **is** from England. He **isn't** from China.
He **isn't** 34 years old. He **isn't** a writer.
- Rosa **isn't** from Italy. She **isn't** 15 years old.
She **isn't** 30 years old. She **isn't** an actress.
She **isn't** a writer.
- Chin and Mei **are** from China. They **are** from Italy.
They **are** 25 years old. They **are** teachers.
Now, write about yourself: I



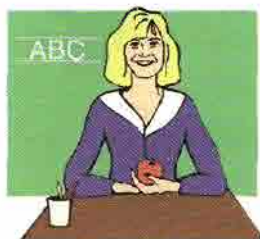
9

Correct the mistakes.

- Sarah and I am sisters.
- Ben and Tim is at school.
- Horses and cows is animals.
- England are a country.
- Tim are from America.

10

Look at the pictures and fill in *is/isn't, are/aren't* and the correct personal pronoun *he, she, it* or *they*.



- Alice **is** a teacher. **Is** she old?
No, **she isn't**. She **is** young.



- Greg and Bob naval officers. at home now?
No, at work.



- George a businessman. poor?
No, rich.



- This a musical instrument. a trumpet?
No, a saxophone.

11

Look at the pictures and write questions and answers as in the examples.



- (new/old)
... **is it new?**
... **No, it isn't new.**
... **It is old.**
- (ugly/beautiful)
.....
.....
- (short/tall)
.....
.....
- (weak/strong)
.....
.....
- (slow/fast)
.....
.....
- (sad/happy)
.....
.....

ORAL Activity

The teacher chooses a leader. The leader chooses a job from the pictures and writes it on a piece of paper. The other students ask questions to find out what he/she is. The student who guesses correctly becomes the leader.

e.g. (The leader chooses "porter")

S1: Are you a doctor? Leader: No, I'm not.
S2: Are you a teacher? Leader: No, I'm not.
S3: Are you a porter? Leader: Yes, I am.



policeman



doctor



nurse



teacher



porter



waitress



painter



postman



singer



cook



athlete



dancer

WRITING Activity

Read the information about the two people below. Then, fill in the missing words in the short texts.



Name: Pierre
Surname: Delon
Age: 17
Job: Student, St Martin's College
Nationality: French



Name: Nora
Surname: Milton
Age: 49
Job: Secretary, Star TV Channel
Nationality: Canadian

..... Pierre Delon. He is 17. He is a
at St Martin's College. He is

..... Nora Milton. She is She is a
secretary at Star TV She
Canadian.

Now complete the information about yourself.

Put your photo
here

Name:
Surname:
Age:
Job:
Nationality:

Now write about yourself:

I am
.....
.....

UNIT 3

Articles/This-That-These-Those

The Indefinite Article "A/An"

The indefinite article **a/an** is used before singular countable nouns. We use **a** before nouns which begin with a consonant sound and **an** before nouns which begin with a vowel sound.



a dolphin



an elephant

a university (consonant sound)

an umbrella (vowel sound)

a house (consonant sound)

an hour (h is silent)

We use a/an

- with singular countable nouns when we want to say what somebody/something is or what someone's job is.



It is a dog.



She is a doctor.

We don't use a/an

- with uncountable or plural nouns. We can use **some** instead.

some chocolate

some eggs

- in front of an adjective when there is no noun after it. But when there is a noun after the adjective, we use **a** for adjectives which begin with a consonant sound and **an** for adjectives which begin with a vowel sound.



*It is a car. It is fast.
It is a fast car.
It is also an expensive car.*

1

First say, then write **a** or **an**.



1 ...**a**... leopard



2 astronaut



3 rabbit



4 old house



5 helicopter



6 owl



7 aeroplane



8 pineapple

ORAL Activity

First make sure you know the names of the things in the pictures. Then, look at the pictures for one minute. Finally, close your book and name as many things as possible using **a/an**.



The Definite Article "The"



Dogs are clever animals.
Dogs run fast.



The dog in the picture is big.
The dog's name is Buddy.

The definite article **the** is used with singular or plural nouns. e.g. **the** girl, **the** men, **the** house

We use the

- with nouns when we are talking about something specific, for example when the noun is mentioned for a second time or is already known. In other words, when we can answer the question "Who?" or "Which?".



I can see a car. **The** car is red. (Which car? The specific car which we see in the picture.)

- with nouns which are unique.

the earth, **the** sky, **the** sun, **the** Parthenon, **the** Taj Mahal

- before the names of rivers, seas/oceans, mountain ranges, deserts and groups of islands/states.

the Nile, **the** Mediterranean, **the** Atlantic, **the** Alps, **the** Sahara, **the** Bahamas, **the** USA

- before the names of musical instruments.

the piano, **the** guitar, **the** violin

- before nationalities and names of families.

the Chinese, **the** Italians, **the** Smiths, **the** Browns

- before the words morning, afternoon, evening.

I go to school in **the** morning.

We don't use the

- with plural nouns when we talk about them in general.

Lions are wild animals. (Which lions? All lions in general.)

- before proper nouns.



This is Jane.

- before names of meals (breakfast, lunch, dinner, etc.) and games/sports (golf, tennis, basketball, etc.).



Tennis is an exciting sport.

- with the words **this/that/these/those**.

this car, **those** bicycles NOT: ~~This~~ car

- with the words school, church, bed, hospital, prison, home when we refer to the purpose for which they exist.

John goes to **school** at 8:30 in the morning. (=John is a student.)

UNIT 3

Articles/This-That-These-Those

Pronunciation

The is pronounced /ðə/ before words which begin with a consonant sound (*the glass, the baby*).

The is pronounced /ði/ before words which begin with a vowel sound (*the egg, the apple*).

2 First put the nouns in the correct box, then read them out.

car, roof, onion, girl, book, ox, actress, bus, key, apple, orange, elephant, knife, umbrella, watch, owl

The /ðə/	The /ði/
...car...	...onion...
.....	
.....	
.....	

3 Write the where necessary.

- | | |
|--------------------|-----------------|
| 1 ...the... Amazon | 6 earth |
| 2 guitar | 7 Pacific |
| 3 Turks | 8 sky |
| 4 tennis | 9 lunch |
| 5 Sahara | 10 USA |

4 Write the where necessary.

- ...The... book in the picture is red.
- sea is blue.
- Mike is a good student.
- Mississippi is a long river in America.
- basketball is a nice game.

5 Fill in: a, an or the where necessary.

- ...The... Acropolis is in Athens.
- I have got umbrella.
- Sophia is from Italy. Italians are nice people.
- Mr Smith is teacher. He is in classroom now.
- Sally is actress. She is good actress.
- New York is in USA.

6 Correct the mistakes.

- Jane is an painter.
- I have got an uniform.
- Helen isn't at the home.
- The Pyramids are in the Egypt.
- It is a hourglass.
- The Mark is a student.
- I have got a milk.
- It is an house.
- An earth is a planet.
- They have got a old car.

7 Write the where necessary.

- horses are lovely animals.
- cheese is in fridge.
- "We usually go to Spain for our summer holidays." "Really? We like to stay in England."
- water is very dirty. You can't swim here.
- "Where are children?" "They are playing in garden."

8 Fill in a, an or the where necessary.

- a Jim is from 1) Scotland. He's got 2) two brothers and 3) sister. They live with their mother and father in 4) big house in 5) countryside. Jim has lots of hobbies. He likes 6) football and he plays 7) guitar. He has 8) red bicycle. Every day he takes his dog for 9) walk in 10) park. His dog's name is 11) Spot.
- b Clare lives in 1) Liverpool. She is 2) secretary. She works in 3) office. She goes to work in 4) morning. She starts work at 9.00 and she goes 5) home at 5.00 in 6) evening. She likes her job because her boss is 7) kind man.



Articles/This-That-These-Those

This/That/These/Those



A: **These** flowers are for you, Miss.
 B: Thank you, Tom.
 C: And **this** apple is for you, Miss.
 B: Oh, thanks, Kim.



A: What's **that**, Mum?
 B: It's a farmhouse.
 A: And what are **those**?
 B: They're cows. They give milk.

This/These are used to talk about/point to people, animals or things which are near us.

That/Those are used to talk about/point to people, animals or things which are far away from us.

Note: When we ask *What's this?/What are these?/What's that?/What are those?* we answer *It is (It's) or They are (They're)*.

e.g. What's **this/that**? **It's** an umbrella.

NOT: ~~This/That~~ is an umbrella.

What are **these/those**? **They're** hats.

NOT: ~~These/Those~~ are hats.

Short Answers

When we ask *Is this...?/Is that...?/Are these...?/Are those...?* we use short answers:

Yes, it is./No, it isn't./Yes, they are./No, they aren't.

NOT: ~~Yes, this/that is.~~ or ~~No, this/that isn't.~~ etc.

Is this a camera? Yes, it is./No, it isn't.

Are these sunglasses? Yes, they are./No, they aren't.

Is that a helicopter? Yes, it is./No, it isn't.

Are those birds? Yes, they are./No, they aren't.

9

Fill in **this is, that is, these are or those are**.



1 **These are** my shoes.



2 an eagle.



3 balloons.



4 my hat.



5 palm trees.



6 my books.

10

Fill in the gaps with **It's, they're or what's**.



Billy: Look Dad! 1) ...**What's**... that?

Dad: 2) a scorpion. Scorpions are very dangerous.

Billy: And what are those?

Dad: Those? 3) camels.

Billy: 4) that?

Dad: 5) a snake.

Billy: It's horrible! And who are those people over there?

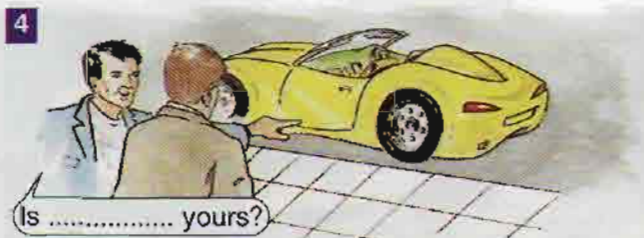
Dad: 6) Bedouin. They live in tents in the desert.

Billy: They look strange!

11

Fill in the speech bubbles with *this*, *that*, *these* or *those* and one of the words from the list.

flowers, clock, man, cake, shoes, car



ORAL Activity

The Browns are showing photographs from their holidays round the world to a friend. In pairs, look at the pictures. Ask and answer questions using *What's this?/What are these?* as in the example.

e.g. SA: *What's this?*

SB: *It's the Colosseum.*



1 the Colosseum



2 the Eiffel Tower



3 the Statue of Liberty



4 gondolas



5 a castle



6 a windmill



7 palm trees



8 the Pyramids

The Verbs "Have Got" - "Can"

"Have (got)"



What **have** they got?
They've **got** roller blades.
They **haven't got** skateboards.



A bird **has got** a beak,
a tail and wings.



Has she **got** long hair?
No, she **hasn't**.
She's **got** short hair.



She **has got** a headache.

We use the verb **have (got)**:

- a) to show that something belongs to somebody e.g. *He's got a ball.*
- b) to describe people, animals or things e.g. *She's got blue eyes.*
- c) with the following expressions: *I've got a headache, I've got a temperature, I've got a cough, I've got toothache, I've got a cold, I've got a problem.*

Affirmative

Negative

Interrogative

Long form

Short form

Long form

Short form

I have (got)
You have (got)
He has (got)
She has (got)
It has (got)
We have (got)
You have (got)
They have (got)

I've (got)
You've (got)
He's (got)
She's (got)
It's (got)
We've (got)
You've (got)
They've (got)

I have not (got)
You have not (got)
He has not (got)
She has not (got)
It has not (got)
We have not (got)
You have not (got)
They have not (got)

I haven't (got)
You haven't (got)
He hasn't (got)
She hasn't (got)
It hasn't (got)
We haven't (got)
You haven't (got)
They haven't (got)

Have I (got)?
Have you (got)?
Has he (got)?
Has she (got)?
Has it (got)?
Have we (got)?
Have you (got)?
Have they (got)?



1

First say what they have got, then write as in the example.

1 *He has got a guitar.*

2

3

4

5

6

UNIT 4

The Verbs "Have Got" - "Can"

2

Fill in **have got** or **has got**. Then write questions and negations as in the example.

- 1 Steven ...*has got*... a new car.
...*Has Steven got*... a bicycle?
...*No, Steven hasn't got a bicycle*...
- 2 Sally an umbrella.
..... a hat?
.....
- 3 Anna and Tom a parrot.
..... a horse?
.....
- 4 The table four legs.
..... three legs?
.....
- 5 They a white cat.
..... a black cat?
.....
- 6 The dog a long tail.
..... a short tail?
.....
- 7 Mike a computer.
..... a camera?
.....
- 8 Julie a big house.
..... a small house?
.....

Short Answers

In short answers we only use **Yes** or **No**, the subject pronoun and the verb *have* (*haven't*)/*has* (*hasn't*). We don't use *got*.

e.g. *Have you got a car?* Yes, I *have*.

Have you got ... ?	Yes, I/we have. No, I/we haven't.
Has he/she/it got ... ?	Yes, he/she/it has. No, he/she/it hasn't.
Have they got ... ?	Yes, they have. No, they haven't.

3

Look at the objects in the table. In pairs, ask and answer what you, your parents and your brother/sister **have/has got** or **haven't/hasn't got** as in the example.

e.g. SA: *Have you got a calculator?*

SB: *Yes, I have.*

SA: *Have your parents got a jeep?*

SB: *No, they haven't.*

You	Your Parents	Your Brother/Sister
 calculator	 jeep	 motorbike
 pet	 computer	 video camera
 bicycle	 mobile phone	 guitar

Note: It's got = It has got / Tom's got = Tom has got
It's = It is

4

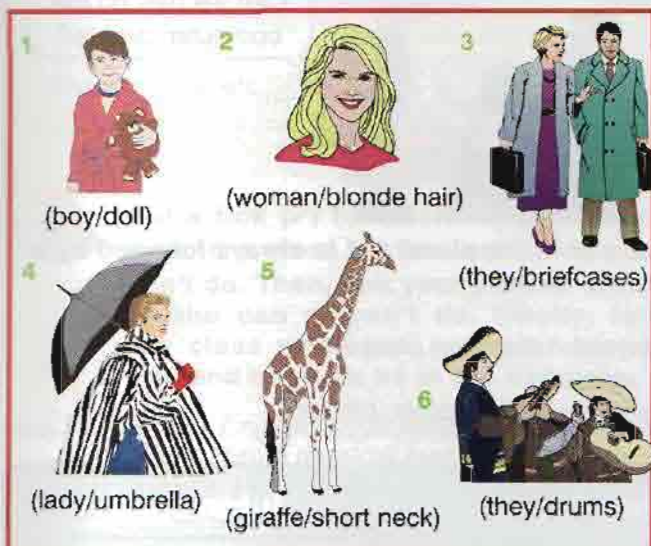
Put the words in the correct order to make sentences and write them out using the full form of the verbs as in the example.

- 1 she's/hair/blonde/got
She has got blonde hair.
- 2 a / got / Tony's / red / ball
.....
- 3 goldfish / seven / got / he's
.....
- 4 a / it's / kite / yellow
.....
- 5 a / got / they've / car / new
.....
- 6 big / a / it's / house
.....

The Verbs "Have Got" - "Can"

5

Write questions and answers as in the example.



1 ...Has the boy got a doll?
...No, he hasn't. He's got a teddy bear...

- 2
3
4
5
6

6

Complete the sentences with *have/has got* or *haven't/hasn't got* and one of the words from the list.

a lot of pets, a headache, four legs,
toothache, her glasses, a balcony,
enough money, sharp teeth

- 1 I don't feel very well. I've got a headache.
2 It's a nice flat but it
3 Most animals
4 Katy likes animals. She
5 I'm going to call the dentist. I
6 Grandma can't read the letter. She
7 Sharks
8 We must go to the bank. We

ORAL
Activity

Look at the pictures. In pairs ask and answer questions using the prompts as in the example.

e.g. SA: Has Fiona Smith got a cheap car?
SB: No, she hasn't. She's got an expensive car.

- | | |
|-----------------------------|------------------------------|
| 1 (Fiona Smith/cheap car) | 5 (Fiona Smith/many jewels) |
| 2 (Mary Newton/small house) | 6 (Mary Newton/a yacht) |
| 3 (Fiona Smith/a tent) | 7 (Fiona Smith/a big house) |
| 4 (Mary Newton/a watch) | 8 (Mary Newton/many dresses) |



Name: Fiona Smith
Job: actress



Name: Mary Newton
Job: typist



a big house



many dresses



a yacht



many jewels



an expensive car



a small house



a watch



a tent



many T-shirts



a cheap car

WRITING
Activity

Write about Fiona Smith and Mary Newton as in the example:

Fiona Smith has got a big house but Mary Newton hasn't. She's got a small house.

"Can"



Can they ride a horse?
Yes, they **can**.
They **can** ride a horse.



Can we play on the computer, please?

The verb **can** is the same in all persons in the singular and in the plural and is always followed by a verb. We use it:

- a) to show ability e.g. *I can sing.*
- b) to ask somebody to do something for us e.g. *Can you open the door, please?*
- c) to ask for something e.g. *Can I have a piece of cake, please?*
- d) to ask for permission to do something e.g. *Can we play on the computer, please?*

Affirmative

I can walk
You can walk
He can walk
She can walk
It can walk
We can walk
You can walk
They can walk

Negative

Long form

I cannot walk
You cannot walk
He cannot walk
She cannot walk
It cannot walk
We cannot walk
You cannot walk
They cannot walk

Short form

I can't walk
You can't walk
He can't walk
She can't walk
It can't walk
We can't walk
You can't walk
They can't walk

Interrogative

Can I walk?
Can you walk?
Can he walk?
Can she walk?
Can it walk?
Can we walk?
Can you walk?
Can they walk?

Note: the negative form **cannot** is one word.

7

Look at the pictures and ask and answer as in the example.

SA: *What can he do?*

SB: *He can ski.*



8

Make sentences which are true using **can** or **can't**.

- 1 An artist / paint pictures *An artist can paint pictures.*
- 2 A cat / fly *A cat can't fly.*
- 3 A monkey / climb trees
- 4 A leopard / run fast
- 5 A pilot / fly an aeroplane
- 6 A dog / talk
- 7 A fish / walk
- 8 An elephant / fly
- 9 A baker / make bread
- 10 A hamster / ride a bicycle

The Verbs "Have Got" "Can"

Short Answers

Can I/you/he, etc. ...?

Yes, I/you/he, etc. can.

No, I/you/he, etc. can't.

9

Put a tick (✓) for each thing you can do and a cross (X) for each thing you can't do. Then, ask your partner what he/she can or can't do. Finally, tell the class what you and your friend can and can't do as in the example.

e.g. I can speak English, cook spaghetti and draw but I can't play a musical instrument, drive a car or type. My friend Maria ...

	I	My friend
play a musical instrument		
speak English		
cook spaghetti		
drive a car		
draw		
type		

10

For each of the situations below, fill in the gaps with Can you or Can I and a verb from the list.

borrow, carry, have, help

1



2



3



4



ORAL Activity

Jim Lawton is a stunt man. He can do many dangerous things, but there are some simple things that he can't do. Look at the pictures and in pairs ask and answer questions as in the example.

e.g. SA: Can he drive a racing car?
SB: Yes, he can.

1



drive/racing car

2



iron/clothes

3



cook/meal

4



jump from/helicopter

5



dive

6



climb/mountain

WRITING Activity

Jim Lawton had an accident. He broke his leg.

a) What can't he do now? Use the verbs from the list below to write sentences using can't.

drive - jump - dive - climb

e.g. He can't drive a racing car.

b) What can Jim do? Use the verbs from the list below to write sentences using can.

read - talk - write - watch - listen

e.g. He can read a magazine.

UNIT 5

Possessives

Possessive Case



*This is John.
These are John's parents.
John's ball is white.*



This is Mary and Tony's dog.



*Jill's bicycle is red.
Bob's bicycle is blue.
These are Jill's and Bob's bicycles.*

- ◆ We use the possessive case a) to show that something belongs to somebody e.g. *Mary's bag*, b) to explain the relationship between two or more people e.g. *Tom's uncle* and c) to talk about shops and houses.
e.g. *He's at the baker's.* (= *He's at the baker's shop.*)
They are at Bob's. (= *They are at Bob's house.*)

- ◆ The possessive case is formed in two ways:
a) with **'s** for people and animals e.g. *Jim's flat*
and b) with the preposition **of** for things.



the legs of the table



the cat's tail

- ◆ Singular nouns or proper nouns take **'s**.
e.g. *the boy's ball*, *Emily's car*
When the proper noun ends in **-s** we add **'s** or only an apostrophe (**'**).
e.g. *Doris's hat* or *Doris' hat*
- ◆ Plural nouns ending in **-s** take **'** (apostrophe).
e.g. *the girls' house*
Irregular plural nouns take **'s**.
e.g. *the men's boat*

- ◆ When the same thing belongs to two or more people we add **'s** only to the last noun.



*Paul and Tina's house.
(The house belongs to both of them.)*

- ◆ When two or more things belong to two or more people and we want to show that each person has his/her own thing we add **'s** to each noun.



*Mary's and Sarah's roller skates.
(Each girl has her own roller skates.)*

- ◆ When we want to know to whom something belongs we use the question word **whose**.



*Whose horse is this?
It's Helen's.*

1 Ask and answer as in the example.



- 1 (car/Alan and Jane)
...*Whose car is this?*
It's Alan and Jane's...



- 2 (computer/Helen)



- 3 (gloves/the boxers)



- 4 (ball/the footballers)



- 5 (teddy bear/Janet)



- 6 (rackets/Ben and Rita)

Pronunciation

The **s** of the possessive case is pronounced /s/, /ɪz/ or /z/. The pronunciation rules for the possessive case are the same as the rules for plural nouns.

/s/ /f/, /k/, /p/, /t/, /θ/

Cliff's, Frank's, Pat's

/ɪz/ /s/, /ʃ/, /tʃ/, /dʒ/, /z/, /ʒ/

Alice's, Trish's, Mitch's

/z/ after all other sounds

the woman's, the boy's, the dog's

2 Put the nouns in the correct list in the possessive case and read them out.

the girl, Tom, George, the cat, Beth, the child, Liz, Philip, Scott

/s/

/ɪz/

/z/

the girl's

3 Choose the right item.

- 1 **B** are green.
A The eyes of Helen B Helen's eyes
C Helens' eyes

- 2 is old.
A My father's car B My fathers' car
C The car of my father

- 3 are dirty.
A The shoes of the girls B The girls' shoes
C The girls shoes

- 4 This is hamster.
A Peter B Peters' C Peter's

- 5 Is this ?
A Melanies' house B Melanie's house
C the house of Melanie

- 6 is Pippin.
A My cat's name B My cats' name
C My cats name

- 7 are red.
A The trees leaves B The tree's leaves
C The leaves of the tree

Note: Tony's got = Tony has got
He's a ... = He is a ...
Tony's book = possessive case

4 Say if the 's is a possessive case, is or has.

- | | |
|-----------------------------|---------------------------|
| 1 Kim's got a pet. | 6 Go to Mr Baker's shop. |
| 2 This is Mr Dixon's house. | 7 Feed Helen's rabbit. |
| 3 Look at Steve's shoes. | 8 She's a doctor. |
| 4 She's in France. | 9 Darren's hair is black. |
| 5 He's ten years old. | 10 He's got a blue ball. |

Possessive Adjectives/ Pronouns



- A: Is this **your** wallet?
 B: No, it isn't **mine**.
 A: Whose is it, then?
 B: I think it's Simon's. **His** wallet is brown.



- A: Simon, is this wallet **yours**?
 C: Yes, it's **mine**. Thanks.

Possessive adjectives	Possessive pronouns
my	mine
your	yours
his	his
her	hers
its	— *
our	ours
your	yours
their	theirs

* Note: There is no possessive pronoun for the personal pronoun **it**.

- ◆ Possessive adjectives/pronouns show:
 a) that something belongs to somebody,
 and b) the relationship between two or more people. We put **possessive adjectives** before nouns. **Possessive pronouns** are not followed by nouns.
 This is **my** bag. This bag is **mine**.
 That is **their** car. That car is **theirs**.

5 Write the possessive adjectives and pronouns.

	adjectives	pronouns
1 You	... your ...	... yours ...
2 Mary		
3 Andy and Sally		
4 Mike		
5 Mark and I		
6 John		
7 Susan and Kate		
8 Helen		
9 the dog		
10 Jim and you		

6 Underline the correct word.

- This is our/ours car.
- Is this yours/your house?
- Whose is this umbrella? It's my/mine.
- That bicycle is hers/her.
- Are these their/theirs books?
- Whose are these boots? Are they your/yours?
- This is mine/my camera.
- Is that her/hers dog?
- These aren't our/ours pens. They are your/yours.
- She's mine/my sister. Her/Hers name is Ann.

7 Fill in the gaps with the correct possessive adjective (my, your, etc.) and one of the words from the list.

homework, flat, honeymoon, handbag, car, parents, umbrella

- Greg wants to buy a house. ...His flat... is too small.
- Gerry and Mary got married last week. They went to Hawaii for
- It's raining! Take with you.
- I have to take the bus to work tomorrow. has got a flat tyre.
- Ann lost when she was on holiday.
- My brother and I live in the city, but live in the country.
- Billy left his books at school and now he can't do

8

Look at the pictures. Match the objects with the people and make sentences as in the example.



rackets

- 1 *These are the tennis players' rackets.
These are their rackets.
These rackets are theirs.*



spoons

- 2



camera

- 3



typewriter

- 4

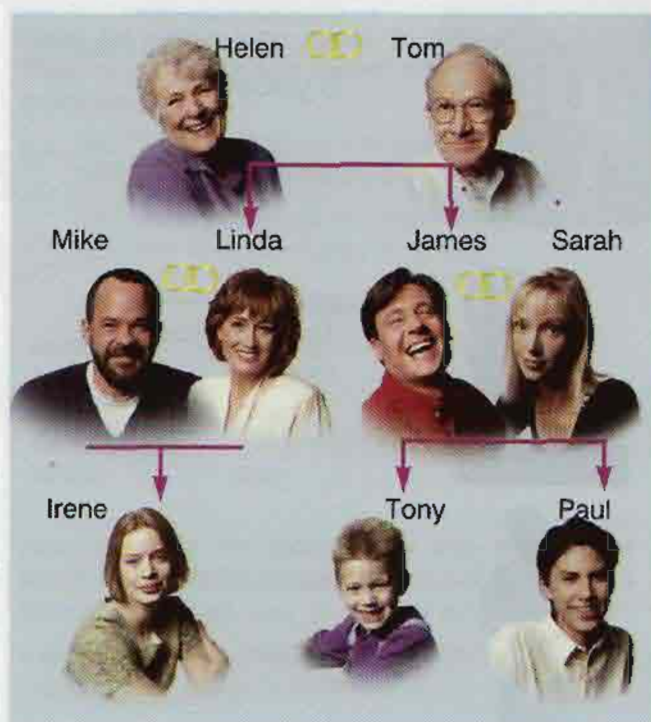


shoes

- 5

9

Look at the family tree and fill in the gaps with the possessive case in the answers below.



- Who is Mike? He's 1) Linda's husband.
Who is Paul? He's 2) and son.
Who is Irene? She's 3) and daughter.
Who is Sarah? She's 4) wife.
Who is Helen? She's 5) and mother.
Who is Tony? He's 6) brother.

10

Fill in the blanks with the correct possessive adjective.

Helen and Tom are having their 50th wedding anniversary.

Tom: Are Linda and 1) her husband coming to 2) party tomorrow night?

Helen: Yes. 3) daughter is coming too.

Tom: Did you remember to invite James and 4) wife?

Helen: Yes, but I don't think 5) sons are coming.

Tom: Oh yes. Tony and 6) brother are in Spain for the summer holidays.

Helen: Shall we invite some of 7) friends, then?

Tom: Yes. Why not?

11

Make sentences using the possessive case ('s or of+noun).



- 1 door/house/yellow
The door of the house is yellow.



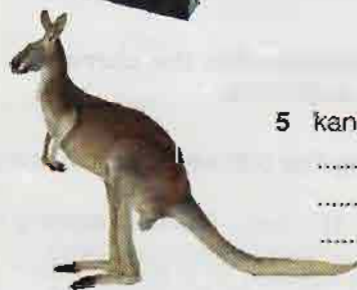
- 2 owl/eyes/round
The owl's eyes are round.



- 3 nurse/uniform/white



- 4 handle/briefcase/small



- 5 kangaroo/tail/long



- 6 hands/clock/black



- 7 clown/clothes/funny



- 8 leaves/rose/green

12

Fill in the gaps in the dialogue with my/your. Then, in pairs, act out the dialogue.

- A: Good afternoon, officer.
B: Good afternoon. How can I help you?
A: I have lost 1) my bag.
B: What was in 2) my bag?
A: 3) my purse, 4) my keys and 5) my passport.
B: Okay. What is 6) my address, please?
A: 7) my address is 24 Park Lane, London.
B: And 8) my telephone number?
A: It is 01-658-9254.
B: That's all. Thank you, madam.
A: Thank you very much. Goodbye.

13

Choose the correct word.

- 1 Excuse me, is this pen A ?
A yours B you C your
2 This is Sarah. she is my sister.
A She B Hers C Her
3 Mr and Mrs Tate live next door. This is their dog.
A ours B his C their
4 Jason lives in a big house. It belongs to his father.
A he B his C him
5 We take our children to the park every afternoon.
A our B ours C hers
6 They are all going to the beach.
A Their B They C Theirs

14 Fill in the gaps with the correct possessive pronoun or adjective.



15 Put the words in the right order.

- 1 photo / this / is / yours
- 2 hat / a / on / head / has / his / got / Phil
- 3 record / cousin's / this / isn't / my
- 4 socks / your / these / are / ?
- 5 got / you / bag / my / have / ?
- 6 is / long / it's / its / and / a / giraffe / neck

16 Correct the mistakes.

- 1 Mine room is big.
- 2 The tail of the dog is long.
- 3 The womens' dresses are red.
- 4 Are those pencils your?
- 5 That is Mike's and Helen's house.
- 6 Whose are these rackets? They're their.
- 7 This is hers book.
- 8 Those are Rita and Jim's bicycles.
- 9 Is that Kates' hat?
- 10 The house's windows are green.

ORAL
Activity

Read the information about Philippa and Colin. Then, in pairs, ask and answer questions as in the example.

- e.g. SA: What is Philippa's favourite hobby?
SB: Her favourite hobby is reading.
SA: What is Colin's favourite hobby?
SB: His favourite hobby is fishing.

	PHILIPPA	COLIN
Hobby	Reading	Fishing
Food	Pizza	Pizza
Film	"Batman"	"Superman"
Sport	Swimming	Swimming
Colour	Blue	Green

Now complete the table below with information about yourself. Then, ask questions to find out information about your partner as in the example:

- e.g. SA: What is your favourite hobby?
SB: My favourite hobby is

	YOU	YOUR PARTNER
Hobby		
Food		
Film		
Sport		
Colour		

WRITING
Activity

Look at the oral activity and fill in the gaps with the correct possessive adjective / pronoun or possessive case.

Philippa and Colin are friends. They have hobbies. 1) hobby is reading but 2) is fishing. 3) favourite food is pizza. Philippa and Colin like films. 4) favourite film is "Batman" but 5) is "Superman". They both enjoy sports. 6) favourite sport is swimming. 7) favourite colour is blue but 8) is green.

Now, write a similar text about you and your friend. Start like this.

My favourite hobby is

Revision 1 (Units 1 - 5)

1 Write the plural of the following words.

- | | |
|---------------------------------|-----------------------|
| 1 mouse <i>mice</i> | 6 book |
| 2 this car | 7 this watch |
| 3 sheep | 8 child |
| 4 that monkey | 9 that umbrella |
| 5 policeman | 10 tooth |

2 Turn the uncountable nouns into countables.

- Some milk. Two *glasses/cartons of milk*.
- Some Coke. Two
- Some jam. Two
- Some rice. Two
- Some tea. Two
- Some cheese. Two
- Some bread. Two
- Some dog food. Two

3 Fill in the correct subject pronoun and am, is or are.

- Terry: How old are you?
Anne: *I am* twelve.
- Kate: Where's my hat?
Fred: on the chair.
- Bill: Is Jack at home?
Stan: No, at school.
- Pat: Where are your cats?
Marie: in the garden.
- Paul: How is Liz?
Jenny: fine.
- Helen: Where are you from?
Tim and Rick: from the USA.

4 Fill in: a, an or the where necessary.

- It's *a* lovely day. Let's go to beach.
- Peter wants to be astronaut.
- "Where are students?" "They're in classroom."
- Mrs Peters is old lady. She likes music and she plays cards with her friends.
- moon isn't planet.
- French are nice people.

5 Fill in the where necessary.

- The* Thames is a river in UK.
- I'm very tired. I want to go to bed.
- My grandfather is ill. He's in hospital.
- British drink a lot of tea.
- Helen is an excellent cook.
- He goes to work in evening. He's a night watchman.
- I'm going to library. I want to borrow some books.
- Alps are in Switzerland.
- Peter is at school. He's taking an exam today.
- "Is this car very expensive?" "Yes, it is."

6 Look at the pictures and write what these people have got and what they can do.

 1 car / drive	 2 book / read
 3 skis / ski	 4 camera / take photos
 5 ball / play rugby	 6 microphone / sing

- He has got a car. He can drive.*
-
-
-
-
-

7 Write questions and negations as in the example.

- They're Canadian.
... *Are they Canadian?* ...
... *They aren't Canadian.* ...
- Susan has got a pet.
.....
.....
- Bill can dive.
.....
.....
- It's an old house.
.....
.....
- They've got stamps.
.....
.....

8 Fill in the correct subject pronouns and possessive adjectives.



Alison Bright is 1) *my*... cousin. 2) is twenty years old. 3) lives with 4) family in a farmhouse in the country. 5) house is old and very big. Alison's father is a farmer. 6) job is very tiring. Alison helps 7) father every day. 8) start work early in the morning and finish late in the evening. Alison loves horses. 9) favourite horse is "Sunshine". Alison is very happy with 10) life on the farm.

9 Underline the correct word.

- This is the dog's/dogs bone.
- That's Dad's/Dads' car.
- Those are the man's/mans gloves.
- These are the girl's/girls' houses.
- This is Linda's/Lindas hat.

10 Rewrite the sentences as in the example.

- This is my bag. ... *It is mine.* ...
- These are her books. ... *They are hers.* ...
- This is our car. ... It
.....
- Those are his shoes.
.....
- This is your cup.
.....
- Those are their skates.
.....

11 Choose the correct answer.

- I am from ... *C...* England.
A a B the C —
- There is book on the table.
A — B a C an
- There's sugar in the bowl.
A some B a C the
- apples are delicious!
A This B These C That
- There's mouse in the cupboard!
A some B an C a
- ring is very expensive.
A Those B That C These
- This is a uniform.
A soldier's B soldiers' C soldier
- Andrew is two years old. He spell his name.
A can B can't C not
- These are the toys.
A children B childrens' C children's
- That name is Melanie.
A girls' B girl C girl's

12 Correct the mistakes.

- There is a elephant in the garden.
- That is Bill's car. It's him.
- There are wolfs in the forest.
- There's a bread on the table.
- There's a money in my pocket.
- They go to the school every day.
- My bicycle has got two wheel.
- She's got an book.

UNIT 6

Present Continuous



Is the sun shining?
Yes, it is.
Are the people swimming?
No, they aren't.
What are they doing?
They're walking along the beach.



What are they doing now?
They're sunbathing.

We form the present continuous with the auxiliary verb **to be** and the main verb with the **-ing** suffix.

Affirmative		Negative		Interrogative
Long form	Short form	Long form	Short form	
I am working	I'm working	I am not working	I'm not working	Am I working?
You are working	You're working	You are not working	You aren't working	Are you working?
He is working	He's working	He is not working	He isn't working	Is he working?
She is working	She's working	She is not working	She isn't working	Is she working?
It is working	It's working	It is not working	It isn't working	Is it working?
We are working	We're working	We are not working	We aren't working	Are we working?
You are working	You're working	You are not working	You aren't working	Are you working?
They are working	They're working	They are not working	They aren't working	Are they working?

Spelling Rules

- Verbs ending in **-e** drop the **-e** and take the **-ing** suffix. **write** → **writing** but **see** → **seeing**
- Verbs ending in **one stressed vowel** between **two consonants**, double the last consonant and take the **-ing** suffix. **sit** → **sitting**, **swim** → **swimming** but **open** → **opening**
- Verbs ending in **-l**, double the **l** and take the **-ing** suffix. **travel** → **travelling**
- Verbs ending in **-ie**, drop the **-ie** and take **-y + ing**. **lie** → **lying**, **die** → **dying**

1

Add -ing to the verbs and put them in the correct box.

walk, dance, swim, shop, lie, study, laugh, write, play, smoke, look, stop, sleep, die, run

+ ing

walking

-ie → y + ing

-e → ing

double consonant + ing

Use

We use the present continuous for:

- actions happening now, at the moment of speaking.



They are walking in the park now.

- temporary actions happening around now but not at the actual moment of speaking.



She is working hard these days. (Right now she is not working. She is yawning.)

Time Expressions

Time expressions used with the present continuous are:

now, at the moment, at present, these days, etc.

2 Fill in with present continuous.

- He *is sitting* (sit) at the desk.
- They (play) football.
- She (eat) dinner.
- You (read) a book.
- The dog (sleep).
- Ann (swim).
- I (watch) TV.
- Tony (write) a letter.
- The birds (sing).
- Mum (make) a cake.

3

Write questions and negations as in the examples.

- He is riding a bicycle.
...*Is he riding a bicycle?*...
...*He isn't riding a bicycle...*
- They are listening to the radio.
.....
- She is drinking Coke.
.....
- You are dancing.
.....
- We are playing basketball.
.....
- I am running.
.....

4

Look at the pictures. Then, fill in the gaps with the correct verb in the present continuous.



- Look at that kangaroo! It *is carrying* its baby.
- Henry the car at the moment.
- Look at Helen! She her dog for a walk.
- John is late for work. He to catch the bus.
- Be quiet! Dad
- Susan is in her bedroom. She her suitcase.
- Mary is in the kitchen. She a cake.
- The children aren't in the house. They in the garden.
- She is busy. She a letter.

Short Answers

In short answers we use only Yes or No, the subject pronoun and the auxiliary verb *to be*. We do not repeat the main verb with the -ing suffix.

e.g. Are you studying? Yes, I am.

Are you ...? Yes, I am/we are. No, I'm not/we aren't.

Is he/she/it ...? Yes, he/she/it is. No, he/she/it isn't.

Are they ...? Yes, they are. No, they aren't.

5

Look at the picture, then, in pairs, ask and answer questions, as in the examples.



- 1 (Jim / wash his car)
SA: *Is Jim washing his car?* SB: *Yes, he is.*
- 2 (Tom / read a newspaper)
SA: *Is Tom reading a newspaper?*
SB: *No, he isn't. He's painting the gate.*
- 3 (Ann / cut the grass)
- 4 (the children / knit)
- 5 (dogs / chase a cat)
- 6 (postman / deliver letters)
- 7 (Grandmother / stand by the gate)
- 8 (Grandfather / write a letter)

6

Look at the picture and put the verbs in brackets into the present continuous.



The people 1) *...are walking...* (walk) along the road. They 2) *...* (wear) trousers and jackets. The boy 3) *...* (push) his bicycle. He 4) *...* (walk) away from the other people. He 5) *...* (wear) trousers and a sweater. He 6) *...* (wear) a helmet on his head.

NOTE: When the verb **have** is used in the present continuous it does not express possession but action.

e.g. I'm having a bath. (= I'm in the bath.)
I'm having a shower. (= I'm in the shower.)
I'm having a lesson. (= I'm doing a lesson.)
I'm having breakfast/lunch/dinner. (= I'm eating breakfast/lunch/dinner.)

7

In pairs, ask and answer questions as in the example.

- 1 answer the phone / have a bath
SA: *...Can you answer the phone?...*
SB: *...No, I'm sorry. I'm having a bath....*
- 2 open the door / wash the dishes
.....
- 3 help in the garden / do my homework
.....
- 4 come to the phone / have a lesson
.....
- 5 tidy your room / write a letter
.....
- 6 help me with these bags / have a shower
.....

8

In pairs, act out similar dialogues using the prompts below, as in the example.

e.g. Grandpa / kitchen / cook

e.g. Mum / Grandpa / kitchen / feed the dog

A

A: Grandpa, where are you?
B: I'm in the kitchen.
A: What are you doing?
B: I'm cooking.

B

A: Mum, where is Grandpa?
B: He's in the kitchen.
A: What's he doing?
B: He's feeding the dog.

Dad / Mum / living room / watch TV
Grandma / garden / water the flowers
Helen / Tom / dining room / have dinner
Helen / bathroom / wash my hair
Dad / uncle Phil / garage / clean his bike

9

Look at the picture and put the verbs in brackets into the present continuous.



There are three people in the kitchen. The man with the white hair 1) *is sitting* (sit) at the table. He 2) *is wearing* (wear) a white shirt and a green apron. He 3) *is putting* (put) the food on the plates. The other man and the woman 4) *are standing* (stand) next to the cupboards. They 5) *are preparing* (prepare) food.

10

Describe this picture using the present continuous of the verbs in the list.

sit, smile, wear, hold, eat



11

Look at the pictures and fill in the blanks with the correct verb from the list in the present continuous.

shine, try, drink, use

1

Can I take this pencil?

No, I'm sorry. I it.

2

What are you doing?

..... to repair the cassette player.

3

Is it still raining?

No, the sun now.

4

Do you want some coffee?

No, thank you. I orange juice.

12 Put the words in the correct order to make sentences.

- 1 coming / the train / is?
Is the train coming?
- 2 why / is / barking / the dog?
.....
- 3 talking / phone / not / is / he / the / on.
.....
- 4 suitcases / are / packing / they / their.
.....
- 5 not / watching / she / is / TV.
.....
- 6 where / your / staying / are / friends?
.....
- 7 learning / am / at the moment / play / I / to / golf.
.....
- 8 you / going / shops / are / to / the?
.....

13 Correct the mistakes.

- 1 We looking for a new flat.
- 2 I am play tennis now.
- 3 George and Mary is watching TV.
- 4 What are you do?
- 5 You isn't listening to the teacher.
- 6 He reading a magazine.

14 Match the questions with the answers.

- 1 Why is she singing? ...C...
- 2 What are you writing?
- 3 Where is he staying?
- 4 What are they watching?
- 5 Who is he talking to?
- 6 Are you leaving now?

- A At the Windsor Hotel.
B Yes, I am.
C Because she's happy.
D A horror film.
E Mr Brown.
F A letter.

ORAL Activity

Students look at the picture in exercise 5. Each student chooses to be a person. The teacher invites one student to the front of the class. The other students ask "the leader" questions to find out who he/she is. The student who guesses correctly becomes the next leader.

e.g. S1: Are you washing the car?
Leader: No, I'm not.
S2: Are you reading a newspaper?
Leader: No, I'm not.
S3: Are you painting the gate?
Leader: Yes, I am.
S4: Are you Tom?
Leader: Yes, I am.

WRITING Activity

Look at the picture and put the verbs in brackets into the present continuous.



This is a photo of my mother and our dog, Flash. Mum 1)

(work) on our boat. She 2)

(clean) the

deck. She 3) (use) a mop and a bucket of water. She 4) (wear) trousers and a sweater. Flash 5) (lie) on the floor. He 6) (look) at my mother.

Now, describe one of your photographs as in the example.

Stick your photo here

This is a photo of

Object Pronouns/The Imperative

Object Pronouns



This is a picture of **me** and my dog, Rex. I love **him** very much. I look after **him**. I think he loves **me** too.

Object pronouns are personal pronouns which go after a verb or a preposition as objects.

e.g. I love **them**.

Listen to **her**.

Subject Pronouns

Object Pronouns

I	→	me
you	→	you
he	→	him
she	→	her
it	→	it
we	→	us
you	→	you
they	→	them

Note: object pronouns go after verbs as objects, but subject pronouns go before verbs as subjects.
e.g. Look at **them**! **They** are acrobats.

1

Look at the pictures and make sentences using **Look at ...** and the correct **object pronoun**. e.g. *Look at **them**.*



2



3



4



5



2

Underline the correct pronoun.

- Look at they/them.
- I/Me am swimming.
- Her/She has got a blue dress.
- Give that ball to me/I.
- Where is her/she?
- Do you want to play with we/us?
- He/Him isn't coming to the party.
- I/Me have got a motorbike.
- Listen to he/him.
- Do you know she/her?

3

Replace each word in **bold** with a **subject or object pronoun** as in the example.

- Emily likes **cream cakes**. ...*She likes **them**.*
- John is afraid of **mice**.
.....
- Caroline is coming with **Bill and me**.
.....
- This present is for my **father**.
.....
- My brother is talking to **those people**.
.....
- My sister and I live near **you and Tom**.
.....
- Those flowers belong to **Helen**.
.....
- Is this book for **you and Matthew**?
.....

4

Fill in the correct **subject or object pronoun**.

- "Do you know that girl?" "Yes, I live next door to her."
- I can't find my shoes. Where are
- Come here, John! I need to talk to
- We're playing cards. Do you want to join
- I think we're lost. Where are
- I can't find my glasses. I don't remember where I put
- I like Mrs Baker. is very kind.
- My uncle has a new house. built it himself.

The Imperative



Write your name on the paper.
Don't talk, please!
Give that piece of paper to me, Ann.

- ◆ The imperative is formed with the verb without a subject. e.g. *Sit down*. The negative imperative is formed with *Do not / Don't* and the verb. e.g. *Do not / Don't talk to him*. The imperative refers to the second person singular and plural. e.g. *Take your books*.

- ◆ We use the imperative to:

- give orders,
e.g. *Stop that noise!*
- give instructions,
e.g. *Cut the paper in two pieces.*
- offer something,
e.g. *Have some cake.*
- make a request. We usually add the word *please* at the beginning or at the end of the sentence.
e.g. *Be quiet, please.* or *Please, be quiet.*

- ◆ We use **let's + verb** to make suggestions.
e.g. *Let's help her.*

- 5 Match the sentences with the pictures. What does the imperative show in each picture: order, instruction, request, suggestion or offer?**

Let's read the map. / Stick the red paper here. / Read this, please. / Try some of this. / Don't go into the sea again! / Don't move, please.



- 1 ...*Stick the red paper here.* ...
(instruction)



- 2



- 3



- 4



- 5



- 6

6

Fill in the gaps with one of the verbs from the list. Use each verb only once. Which sentences need *Don't*? Which need *Let's*? Which only need the verb?

wake, break, wash, turn on, play, move, open, close, be, have

- I'm bored. ...*Let's play*... a game.
- Always your hands before you sit at the table.
- The baby is sleeping. her.
- It's our anniversary next week. a party.
- late! Your father will be angry.
- I There's a spider on your head.
- That vase is expensive. it.
- the oven door and put the meat inside.
- It's getting dark. the light, please.
- I'm cold. the windows, please.

7

Rewrite the sentences in the negative, replacing the words in bold with object pronouns, as in the example.

- Give John the ball! ...*Don't give him the ball!*...
- Look at Julie!
- Eat the ice-cream!**
- Tell Susan the news!
- Look at the cat!
- Listen to Anna and Mark!
- Give the money to Helen and me!
- Open the window!
- Look at the children!
- Make a sandwich for Sam!

Object Pronouns/The Imperative

8

Fill in the gaps with one of the verbs from the list in the correct form.

have - ask - make - touch



9

Correct the mistakes.

- Tim and Ann are my cousins. Them live in Germany.
- You look at that dog! It is eating a bone.
- That is my jacket. Give it to I, please.
- Pass me those photographs. I want to look at it.
- It's Mike on the phone. Him wants to talk to you.
- "Are you going to the park?" "Yes. Please come with I."
- Don't opens the window! It's cold.

ORAL Activity

Look at the pictures. What does each person say? Use the verbs in the list to make sentences in the imperative.

smile - take off/clothes - open/mouth - move - lie down - look at/camera - take/deep breath



WRITING Activity

Complete the sentences with the correct verb from the list. You can use one verb twice.

take, light, put, cut, make, don't throw

HOW TO MAKE A HALLOWE'EN PUMPKIN LAMP



- a piece from the top of the pumpkin.
- the piece away.
- out the inside with a spoon.
- eyes, a nose and a mouth with a knife.
- a candle inside the pumpkin.
- the candle.
- the top back on.

Now you've got a beautiful pumpkin lamp.
Happy Hallowe'en!!!

UNIT 8

There Is-Are / Some-Any-No

There is / There are



There is a sofa in the room. **There are** two pictures on the wall. **There isn't** a TV in the room. What else **is there** in the room?

- ◆ We use **there is/there are** to say that something/someone exists. The short form of **there is** is **there's**. There are hasn't got a short form.
e.g. **There is** (There's) a sofa in the room.
There are four children in the garden.

- ◆ The question form is: **Is there?** / **Are there?**
e.g. **Is there** a restaurant in the town?
Are there any apples in the basket?

- ◆ The negative form is: **There isn't...** / **There aren't...**
e.g. **There is not/isn't** a man in the room.
There are not/aren't any cars in the street.

Short Answers

In short answers we use **Yes** or **No**, **there is/isn't** or **there are/aren't**. We do not repeat the whole question.

Is there ...?	Yes, there is. No, there isn't.
Are there ...?	Yes, there are. No, there aren't.

1 Fill in the gaps with **there is** or **there are** in the correct form.

- 1 ...**There are**... lots of rooms in the Royal Hotel. It is very big.
- 2 twenty-five children in my class.
- 3 "..... any biscuits left?" "No, I'm sorry, I ate them all."

- 4 It is winter now. any leaves on the trees.
- 5 "Can we listen to some music?" "No, a radio in this room."
- 6 "Can I have some sugar in my coffee?" "No, I'm afraid any left."

2

Look at the picture and fill in **there is/there isn't or **there are/there aren't**.**



- 1 ...**There is**... a park in the picture.
- 2 some people in the park.
- 3 a supermarket in the picture.
- 4 any cars in the street.

Now, in pairs, ask and answer questions using the prompts, as in the example.

a bus / a restaurant / trees / a lamppost / office blocks

SA: **Is there a bus?** SB: **No, there isn't.**

We use **there is/there are** to say what exists and **it is/they are** to talk about what we have already mentioned.

e.g. **There is** a house in the picture.

It is a big house.

(NOT: ~~It's a house in the picture.~~)

There are three books on the desk.

They are history books.

(NOT: ~~They are three books on the desk.~~)

3

Fill in **there is/are, **it is** or **they are**.**

- 1 ...**There is**... a letter on your desk. ...**It is**... from your uncle.
- 2 some people in the office.
- 3 "Where's my football?" "..... in the garden."
- 4 Look! a beautiful rainbow in the sky.
- 5 two parks in this town. quite big.
- 6 a box on the desk. Laura's.

Some/Any/No



There is **some** cake.
There is **some** sugar in the bowl.
Is there **any** bread?
No, there isn't.



There are **some** eggs.
There is **no** coffee.
Are there **any** carrots?
Yes, there are.

- ◆ We use **some**, **any** and **no** with uncountable nouns (e.g. sugar, bread, etc.) and plural countable nouns (e.g. pens, cars, etc.).



some bread
(a little bread)



some cherries
(a few cherries)

- ◆ **Some** means a little or a few. We use **some** in positive statements.

e.g. I've got **some** money. (= I've got a little money.)

- ◆ We use **any** in questions and **not any** in negations.

e.g. Have you got **any** money?
No, I haven't got **any** money.

- ◆ We can use **no** instead of **not any** in negations.

e.g. I haven't got **any** money. / I have got **no** money.

Note: We use **some** in questions when we are making an offer or when we are asking for something.

e.g. Would you like **some** coffee? (offer)
Can I have **some** coffee, please? (request)

4

Look at pictures A and B again. In pairs, ask and answer questions about each picture as in the example.

- (Picture A) SA: Is there **any** coffee?
SB: Yes, there is **some**.
SA: Are there **any** carrots?
SB: No, there aren't **any**.

5

Fill in the gaps with some, any or no.

- "Would you like ...**some**... cake?" "No, thank you."
- I'm going to the baker's. I need bread.
- I haven't got pets.
- Have you got fresh eggs?
- Don't buy butter. We have in the fridge.
- I'm hungry. Can I have sandwiches, please?
- He's got money, so he can't buy a hamburger.

- I haven't got homework to do tonight.
- I'm looking for paper, but I can't find
- We can't make a cake because we've got sugar.

6

Fill in some or any. Then, in pairs, act out the dialogue.

- Peter: Hello Julia, are you ready for the party?
Julia: I've got 1) ...**some**... lemonade, 2) orange juice and lots of food.
Peter: Have you got 3) cakes?
Julia: No, I must buy 4) I must also buy 5) biscuits.
Peter: Have you got 6) party hats or decorations?
Julia: No, I haven't, but I'm going to buy 7) of those, too.

UNIT 8

There Is-Are / Some-Any-No

Somebody / Something / Somewhere



There is **somebody** in the picture. It's a baby.
Is **anybody** with the baby?
No. There is **nobody** with her.
Has the baby got **anything** in her hands?
Yes, she's got **something**, but I don't know what it is.
Where is she?
She's **somewhere** in the countryside.

- ◆ **Somebody/someone** (a person), **something** (a thing) and **somewhere** (in/to/at a place) are used in positive statements.

e.g. There is **somebody** at the door.
I want to go **somewhere** tonight.

- ◆ **Anybody/anyone**, **anything** and **anywhere** are used in questions and negations.

e.g. Is there **anything** on the table?
There **isn't anything** on the table.

- ◆ **Nobody/no one**, **nothing** and **nowhere** can be used in negations instead of not anybody/not anything/not anywhere.

Compare: There **isn't anything** on the table.
= There **is nothing** on the table.
I **can't see anybody** in the garden.
= I **can see nobody** in the garden.

Who?	somebody/anybody/nobody
What?	something/anything/nothing
Where?	somewhere/anywhere/nowhere

7

Answer the following questions with nobody (no one), nothing or nowhere.

- 1 "What did you buy?" "...**Nothing**..."
- 2 "Who phoned?" "....."
- 3 "Where are you going?" "....."
- 4 "Who told you that?" "....."

8

Fill in the gaps with something, somebody (someone), anything or anybody (anyone).

- 1 I'm looking for ...**something**... in this box, but I can't find it.
- 2 Hello? Is there at home?
- 3 is calling me. I don't know who it is.
- 4 "Is there in your suitcase?"
"No, it's empty."
- 5 My foot hurts. There's in my shoe.
- 6 The shop is closed. I can't see inside.
- 7 I want to buy for my sister.
- 8 "..... is talking to Jim." "Yes, it's my mum."

9

Fill in the gaps with nobody (no one), nothing, anyone (anybody) or anything.

- 1 It's a secret, don't tell ...**anyone**...
- 2 I can't find my glasses. Does know where they are?
- 3 I'm going to the shop. Do you want ?
- 4 I live alone. lives with me.
- 5 "What did you say?" "....."
- 6 I don't know about French history.

10

Fill in the gaps with somewhere, anywhere or nowhere.

- 1 I don't like this café. I want to go ...**somewhere**... else.
- 2 I put my umbrella, but I can't remember where.
- 3 We aren't going this summer.
- 4 You can't go tonight. You must study.
- 5 I can't find Tom. He is!
- 6 "Where is the pen?" "It's in this drawer."

	Affirmative	Interrogative	Negative
People	someone somebody	anyone anybody	no one / not anyone nobody / not anybody
Things	something	anything	nothing / not anything
Places	somewhere	anywhere	nowhere/not anywhere

There Is-Are / Some-Any-No

11

Fill in the gaps with *anything, something, somewhere, somebody (someone) or anywhere*. Then, in pairs, act out the dialogue.

- A: What are you reading?
 B: I'm reading 1) *something* about John Harris.
 A: What does it say?
 B: Well, he doesn't go 2) alone.
 There's always a bodyguard with him.
 A: What else does it say?
 B: Let me see. Oh, he's looking for a new house
 3) in Europe. He wants to buy
 4) old, like a castle.
 A: Imagine that!
 B: That's not all. It says here that he wants to marry
 5) with a lot of money.
 A: Come on, Bessy. I don't believe 6)
 in that magazine.

12

Fill in the gaps with one of the words from the list.

anybody - some - somewhere



4



13

Choose the correct answer.



Melissa is shopping. She wants to buy (1) *some* new clothes.

She is going to a party tonight, but she has got (2) to wear. She wants to buy (3) nice and (4) new shoes but she can't find (5) that she likes. She is also looking for a present. She wants to buy (6) special for her friend, but there isn't (7) nice in this department store, so she's thinking of going (8) else.

- | | | |
|--------------|-------------|-------------|
| 1 A anything | B some | C any |
| 2 A anything | B something | C nothing |
| 3 A some | B any | C something |
| 4 A no | B some | C any |
| 5 A some | B anything | C any |
| 6 A nothing | B anything | C something |
| 7 A nothing | B anything | C something |
| 8 A anywhere | B somewhere | C nowhere |

14

Write questions and negations as in the example.

- 1 There are some pens in the bag.
Are there any pens in the bag?
There aren't any pens in the bag.
There are no pens in the bag.

2 He's got something in his hand.

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

3 There is somebody in the garden.

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

4 There is some meat in the fridge.

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

5 The dog is somewhere in the house.

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

15 Match Column A with Column B to make short dialogues.

COLUMN A

- 1 I haven't got any money. *d*
- 2 There's no coffee left.
- 3 I hate this place.
- 4 I'm hungry.
- 5 I've got nothing to wear.
- 6 Do you want anything else?

COLUMN B

- a Let's go somewhere else.
- b Let's cook some spaghetti.
- c Go and buy some new clothes.
- d I can lend you some.
- e No thank you.
- f I'm making another pot.

16 Correct the mistakes.

- 1 Have you got some sugar?
- 2 There is any bread.
- 3 There are some pie.
- 4 Is there nobody in the room?
- 5 We haven't got some ham.
- 6 There isn't nobody in the garden.
- 7 There isn't no bacon.
- 8 Have you got nothing in your bag?

ORAL Activity

Look at the table below. What is there at the Paradise Hotel? In pairs, ask and answer as in the example.

SA: Is there a swimming pool at the hotel?

SB: Yes, there is.

	swimming pool		✓
	tennis courts		✓
	golf course		X
	disco		X
	restaurant		✓
	shops		X
	bar		✓

WRITING Activity

You're staying at the Paradise Hotel and you're writing a letter to a friend. Complete the letter saying what *there is/isn't* or *there are/aren't* at the hotel.

Dear (your friend's name),

I'm staying at the Paradise Hotel. It is great!

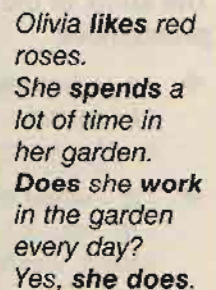
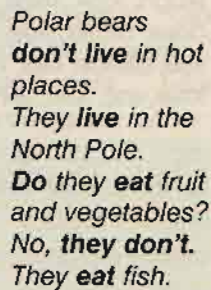
There is a swimming pool, a
a and a There are
some too, but there isn't a
..... or a

There aren't shops either, but
I'm having lots of fun.

See you soon.

Best wishes,

.....
(your name)



Interrogative

Short form

Do I work?
Do you work?
Does he work?
Does she work?
Does it work?
Do we work?
Do you work?
Do they work?

Spelling Rules

- ◆ Most verbs take **-s** in the third person singular.
- ◆ Verbs ending in **-ss**, **-sh**, **-ch**, **-x** and **-o** take **-es**.
I miss - he misses, I finish - he finishes, I watch - he watches, I mix - he mixes, I go - he goes
- ◆ Verbs ending in a **consonant** + **y**, drop the **y** and take **-ies**.
I study - he studies, I cry - he cries
- ◆ Verbs ending in a **vowel** + **y**, take **-s**.
I play - he plays

Write the third person singular of the verbs in the list in the correct box.

dance, brush, open, try, fix, buy, put, kiss, like, dry, go,
catch, wash, sit, fly, copy, teach, play, pass, begin, say

Pronunciation

The suffix of the third person singular is pronounced:

- ◆ /s/ when the verb ends in /f/, /k/, /p/ or /t/ sounds.
laughs, kicks, stops, sits
- ◆ /ɪz/ when the verb ends in /s/, /j/, /tʃ/, /dʒ/ or /z/ sounds.
kisses, washes, watches, changes, closes
- ◆ /z/ when the verb ends in any other sound.
swims, plays, runs, reads, studies

Use

The present simple is used for:

- ◆ repeated actions or daily routines (usually with time expressions such as: every day, every week, every Monday, etc),

She usually plays tennis at the weekend.



- ◆ permanent states,
He works in an office.



- ◆ general truths or laws of nature.

The sun sets in the west.



Time Expressions

Time expressions used with present simple are:

every day/week/month/year, usually, always, etc.
every morning/afternoon/evening/night,
in the morning/afternoon/evening, at night,
on Mondays/Tuesdays, etc.

2

Write the **third person singular** of the verbs in the correct box, then read them out.

laugh, look, miss, stand, speak, drink, put, catch, drive, brush, ride, walk, open, jump, stay, know, cough, see, dance, rise, help, listen, match, wish, travel, write, lose, eat, rain, arrange

/s/ *laughs,*

/ɪz/ *misses,*

/z/ *stands,*

3

Put the verbs in brackets into the present simple.

- 1 I*play*.... (play) football with my friends on Sundays.
- 2 Tina (walk) to school every day.
- 3 We (go) to bed at 10 o'clock every night.
- 4 Penguins (live) in the Antarctic.
- 5 Tony (study) maths at university.
- 6 Jo and Peter (visit) their grandparents every week.
- 7 Sally (speak) Spanish.
- 8 Mike (do) his homework every evening.
- 9 Susan (wash) her hair every day.
- 10 Water (boil) at 100° centigrade.

4

Form questions using the prompts below, as in the example.

- 1 John's father drives fast. (your brother)
Does your brother drive fast, too?
- 2 Tom plays the guitar every day. (Peter)
- 3 Sarah goes shopping on Mondays. (Anna and Mary)
- 4 Fiona likes video games. (Lucy)
- 5 Mother watches TV in the afternoon. (the children)

5

Put the verbs in brackets into the present simple.



This restaurant is called "Vienna". Ten people 1) *work* (work) here. Julia Thomas is the owner. She 2) (go) to the restaurant at four o'clock in the afternoon. The waiters 3) (arrive) at half past four. They 4) (set) the tables and 5) (tidy) the kitchen. The chef, Pierre Rousseau, 6) (come) at five o'clock. He 7) (prepare) the food for the evening. The restaurant 8) (open) at six o'clock. Many people 9) (eat) here because the food is very good. The restaurant 10) (close) at one o'clock in the morning, and at half past one Julia, the chef and the waiters 11) (go) home.

Short Answers

In short answers we only use Yes or No, the subject pronoun (I, you, he, etc.) and the auxiliary verb *do*/*don't* or *does*/*doesn't*. We do not repeat the main verb.

Do you ...?

Yes, I/we do.

No, I/we don't.

Does he/she/it ...?

Yes, he/she/it does.

No, he/she/it doesn't.

Do they ...?

Yes, they do.

No, they don't.

6

Imagine you are interviewing Julia Thomas. In pairs, ask and answer questions as in the examples.

- 1 you / go to the restaurant / at four o'clock?
SA: *Do you go to the restaurant at four o'clock?*
SB: *Yes, I do.*

- 2 the waiters / arrive / at four o'clock?

SA: *Do the waiters arrive at four o'clock?*

SB: *No, they don't. They arrive at half past four.*

- 3 you / set the tables?
4 the waiters / tidy the kitchen?
5 the chef / come / at half past four?
6 he / prepare the food?
7 the restaurant / open / at seven o'clock?
8 many people / eat here?
9 the restaurant / close / at one o'clock?

Adverbs of Frequency

We use adverbs of frequency with the present simple. They show us how often something happens and include the following:

never	often
seldom/rarely	usually
sometimes	always

Adverbs of frequency go before the main verbs in simple tenses (work, drink, etc.).

e.g. *I usually work on Saturdays.*

They never drink coffee.

But they go after the verb *to be* in simple tenses.

e.g. *It is often cold in winter.*

He is always late for work.

Adverbs of frequency go after auxiliary verbs (can, do, etc.).

e.g. *He can never wake up before 10 o'clock.*

7

Put the adverbs in the correct place as in the example.

- 1 I drink a glass of milk in the morning. (always)
...I always drink a glass of milk in the morning....
2 Kate goes to bed late at night. (never)
3 My mother watches TV. (rarely)
4 You can see clouds in the sky. (sometimes)
5 Ben eats in a restaurant. (seldom)
6 Joanne doesn't get up early. (usually)
7 They are late for school. (often)

UNIT 9

Present Simple

8

In pairs, ask questions to find out how often your partner does these things. Then, use his/her answers to report to the rest of the class.

e.g. SA: *How often do you help with the housework?*
SB: *I seldom help with the housework.*

How often do you...	Never	Seldom	Often	Always
a) help with the housework?				
b) watch TV in the evenings?				
c) play computer games in your free time?				
d) go to the cinema at the weekends?				
e) wake up at 6.30?				
f) go to parties?				
g) eat Chinese food?				

e.g. *Anna seldom helps with the housework but she often watches TV in the evenings...*

Note: When there is an adverb of frequency in a question or a negation, we follow the same rules as on page 49.

e.g. *They **often** go to the cinema.* (before the main verb)

*Do they **often** go to the cinema?*

(NOT: ~~Do often they go...~~)

*They don't **often** go to the cinema.*

(NOT: ~~They do often not go...~~)

9

Write questions and negations as in the example.

1 Simon likes tea.

...*Does Simon like tea?*...

...*Simon doesn't like tea.*...

2 We often play basketball on Saturdays.

3 Bill drives to work every day.

4 Our dog likes biscuits.

5 They live in France.

6 Samantha works in a supermarket.

7 Paul and Mary often go to the gym.

8 David always gets up at 8 o'clock.

9 Miss Jones teaches maths.

10 Sue and Jill usually wear jeans.

10

Match the questions with the answers.

- What's your job?
- Do you take the bus to work every day?
- What time do you start work?
- Do you enjoy your job?
- What do you do in the evening?
- How often do you go to the cinema?
- Do you like comedies and romantic films?
- Do you live in a house or a flat?
- Do your parents live near you?
- Where do you keep your clothes?

a I usually go out.

b I am a nurse.

c No, they don't.

d Some of them.

e At half past seven.

f In my wardrobe.

g About once a month.

h In a flat.

i No, I usually walk to work.

j Yes, I do.

Present Simple versus Present Continuous

- The present simple expresses a permanent state or an action which is repeated.



David **works** for a big company.
He **works** from 9 to 5 every day.

- The present continuous expresses a temporary situation, that is, an action happening at or around the moment of speaking.



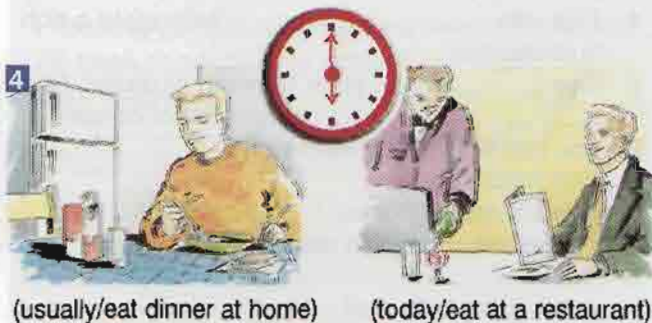
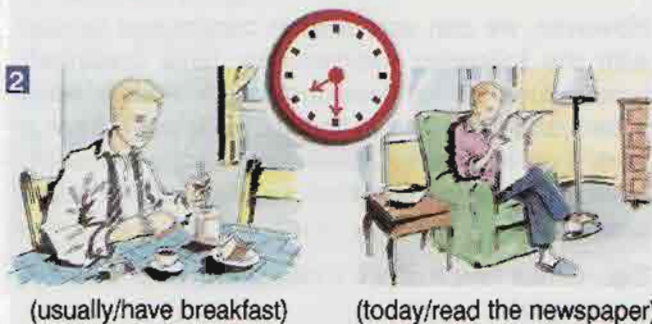
David **isn't working** at the moment.
He **is** at a restaurant.
He **is having** dinner with his wife.

11

Today is a holiday. Look at the pictures and write what George does every day and what he is doing today, as in the example.



...He usually gets up at 7.30 every day, but today he is still sleeping....



Non Continuous Verbs

Some verbs do not have continuous tenses (e.g. present continuous). These include:

believe, belong, forget, hate, hear, know,
like, love, need, remember, smell, see, think,
understand, want, etc.

e.g. I **need** a pencil. (NOT: ~~I'm needing a pencil.~~)

The verb **have (got)** is not used in continuous tenses when it means possess.

e.g. I've got a pet. (NOT: ~~I'm having a pet.~~)

However, we can use **have** in continuous tenses with the following expressions: **have breakfast/lunch/dinner** (=eat breakfast/lunch/dinner), **have a bath/shower** (=be in the bath/shower), **have a party** (=give a party), **have fun** (=enjoy oneself), **have a good/nice/bad time** (=enjoy or not enjoy oneself), etc.

e.g. He **has lunch** at two o'clock every day. (present simple)

He's **having lunch** now. (present continuous)

She **has a bath** every morning. (present simple)

She's **having a bath** at the moment. (present continuous)

12

Put the verbs into the present continuous or the present simple.

- 1 "Where's Sally?" "She ...**is speaking**... (speak) to Paul."
- 2 What time (you/go) to school?
- 3 "Steve is in the bathroom." "..... (he/have) a shower?"
- 4 That villa (belong) to a rich businessman.
- 5 She (like) listening to music. She (have) a lot of cassettes.
- 6 You can turn off the television. I (not/watch) it.
- 7 I have a motorbike but I (not/usually/ride) it to work.
- 8 (you/want) to come to Julie's party with me?
- 9 Please be quiet. I (try) to do my homework.

- 10 Drive carefully. It (rain).
- 11 He (need) to buy a new pair of shoes.
- 12 Sarah never (forget) people's names.

13

Put the verbs in brackets into the present simple or continuous.



Dear Donna,

I 1) ...**'m writing**... (write) to you from the Golden Beach Hotel. I am here with Sandy and Pat. The hotel 2) (belong) to Pat's uncle and she 3) (spend) every summer here.

The place is very nice and I 4) (think) all the people at the hotel 5) (have) a nice time. We 6) (swim) and 7) (go) windsurfing every morning. At noon we 8) (have) lunch and in the evening we 9) (go) for walks.

Today it 10) (rain) so we can't go out. I 11) (hate) this weather! At the moment Sandy and Pat 12) (have) lunch. They 13) (eat) fish today and it 14) (smell) very good.

15) (you/have) a good time at home? Write soon and tell me all your news.

Love,
Jessy

14 Underline the correct time expression.

- Karen usually cooks dinner in the evening/now.
- It isn't snowing at the moment/at the weekend.
- Are they having a piano lesson every Monday/now?
- Do you go out at present/at the weekend?
- She seldom/at the moment visits her grandparents.
- Paul is repairing his bike on Mondays/at the moment.
- They're running to catch the bus now/at night.
- Kim and John go to the cinema on Fridays/today.

15 Choose the correct answer.

- Alice ...C... like French films.
A isn't B don't C doesn't
- you doing your homework?
A Do B Are C Is
- My friend and I TV on Saturday afternoons.
A watch B watches C watching
- they having a lesson at the moment?
A Are B Is C Do
- We usually out on Sundays.
A eating B eat C eats
- tigers live in the jungle?
A Are B Do C Is
- She everybody in her school.
A know B is knowing C knows

16 Correct the mistakes.

- He don't speak English.
- He is swimming every morning.
- Does you work in a bank?
- I have dinner now.
- Mark walk to school every day.
- Kate is liking pizza.
- The sun is rising in the east.
- Susan and Jo lives in New York.
- We are needing some sugar.

**ORAL
Activity**

Work in pairs. Student A asks questions and Student B answers them as in the example. Then change roles.

	Yes	No	Notes
1 live / in London?		✓	Rome
2 go / to school?	✓		
3 like / maths?			
4 speak / French?			
5 play / the piano?			
6 play / football?			
7 read / books?			
8 watch TV / in the afternoon?			
9 listen / to pop music?			
10 often/ go / to the park?			
11 swim / in summer?			

e.g. SA: Do you live in London?
SB: No, I don't. I live in Rome.
SA: Do you go to school?
SB: Yes, I do.

**WRITING
Activity**

Now, using your notes from the Oral Activity write about your partner.

How well do you know your partner?

I know my partner really well. He lives in Rome and he goes to school. He doesn't like maths but he likes history.

UNIT 10

A lot of - Much - Many / (A) little - (A) few

A Lot of - Much - Many



Is there **much** ham on the plate?
No, there isn't **much**. There are only three slices.



Has she got **many** friends?
Yes, she's got a **lot of** friends.



Are there **many** people in the swimming pool?
No, there aren't **many**. There are only two.

- ◆ We use **a lot of/lots of** with plural countable nouns (e.g. books, cars, etc.) and uncountable nouns (e.g. sugar, milk, etc.) in positive statements.

e.g. She's got a **lot of/lots of** books.
There's a **lot of** milk in the fridge.

Note: We omit **of** when a **lot** is not followed by a noun.

e.g. Are there many people in the room? Yes, there are **a lot**.

- ◆ We normally use **much** with uncountable nouns in questions and negations.

e.g. How **much** money have you got?
There isn't **much** sugar in the bowl.

- ◆ We normally use **many** with plural countable nouns in questions and negations.

e.g. Are there **many** books on the shelf? There aren't **many** books on the shelf.

- ◆ In questions we use **how much** to ask about the amount of something and **how many** to ask about the number of things.

How much + uncountable noun How many + countable noun

e.g. **How much sugar** do we need? A kilo. (We want to know the amount.)
How many boys are there in your class? Twenty. (We want to know the number.)

	Affirmative	Interrogative	Negative
Countable nouns	a lot (of) lots of	(how) many	many
Uncountable nouns	a lot (of)	(how) much	much

1

In pairs, ask and answer questions as in the example.

e.g. SA: **How much** honey is there? SB: **Not much**.
SA: **How many** cassettes are there? SB: **Not many**.

honey, cassettes, teachers, eggs, water, students, tea, meat, boys, milk, apples, sheep, women, salt, paper, money, letters, books, records, pepper, wine, pens

A lot of - Much - Many / (A) little - (A) few

2 Fill in many, much or a lot of.

- 1 There is ... *a lot of* ... milk in the carton.
- 2 Are there people at the cinema today?
- 3 He has got money.
- 4 There isn't sugar in this coffee.
- 5 Is there orange juice in the jug?
- 6 She has got books in her bag.
- 7 Have you got friends?
- 8 There aren't biscuits in the packet.
- 9 We haven't got bread.
- 10 There are animals in the zoo.
- 11 Are there shops in this street?
- 12 There isn't pepper in the soup.
- 13 The children have got toys.
- 14 Is there tea in the cup?
- 15 She has got rings.

3 Write questions and answers as in the examples.



- 1 Are there many strawberries?
Yes, there are a lot.
- 2 Are there many carrots?
No, there aren't many.

- 3
- 4

- 5
- 6
- 7
- 8
- 9
- 10

4 Fill in the gaps with much, many or a lot of and one of the words from the list.

shops, friends, giraffes, money, snow, time, suitcases, rice

- 1 This sweater doesn't cost ... *much money*...
- 2 Maria is very popular. She has
- 3 Do you spend studying for exams?
- 4 How are there in the zoo?
- 5 I haven't got with me.
- 6 There isn't in the cupboard.
- 7 This shopping centre is very big. There are
- 8 There is outside. Let's build a snowman.

5 Match the questions with the answers.

- 1 Do you eat many hamburgers? ... *b*...
- 2 Have you got many computer games?
- 3 How many pets have you got?
- 4 How much is this T-shirt?
- 5 How much time do you spend doing your homework?
- a Two; a dog and a cat.
- b No, not many.
- c Not much, about two hours every day.
- d No, I haven't got any.
- e £15.

6 Answer the questions with a lot, much or many.

- 1 Have you got any stamps?
Yes, ... *a lot* ...
- 2 Is there any bread in the cupboard?
No, not
- 3 Have you got any biscuits?
No, not
- 4 Have you got any video tapes?
Yes,
- 5 How many apples do we need for the cake?
Not
- 6 How much money do you need for the weekend?
Not

A Little/Little - A Few/Few



Carol has got **a little** flour. She can make a cake.



Jill has got **(very) little** flour. She can't make a cake.



Carol has got **a few** strawberries. She can make some jam.



Jill has got **(very) few** strawberries. She can't make any jam.

- ◆ We use **a little/little** with uncountable nouns (e.g. water, money, rice, etc.).

A little means "not much but enough". e.g. I've got **a little** money. I can buy some bread.

Little means "hardly any, almost nothing" and can go with **very** for emphasis.

e.g. They've got **(very) little** money. They can't buy any bread.

- ◆ We use **a few/few** with plural countable nouns. (e.g. tomatoes, books, cups, etc.).

A few means "not many but enough". e.g. There are **a few** tomatoes. We can make a salad.

Few means "hardly any, almost none" and can go with **very** for emphasis.

e.g. There are **(very) few** people in the cinema. It is almost empty.

- 7** Use **a few** or **a little** for each of the nouns in the list.

e.g. **a few** chairs **a little** water

chairs, water, tea, books, chocolate, bread, men, deer, jam, glasses, honey, knives, children, Coke, butter, lemonade, salt, desks, hats, pepper

- 5 There's milk in the fridge. Go to the supermarket and buy some, please.
6 There's lemonade in the jug. Would you like some?

- 8** Fill in **very few**, **a few**, **very little** or **a little**.

- We've got**very few**.... eggs. We can't make an omelette.
- Sue's got money. She can buy a new dress.
- I've got apples. I can make an apple pie.
- There are people in the park today because it's raining.

- 9** Answer the questions with **a little** or **a few** as in the example.

- "Do you want some biscuits?"
"Yes,**a few**...."
- "Have you got any toothpaste?"
"Yes,"
- "Were there any people at the meeting?"
"Yes,"
- "Do you want some cake?"
"Yes,"
- "Are there any car parks near here?"
"Yes,"
- "Have you got any bread?"
"Yes,"

A lot of - Much - Many / (A) little - (A) few

10 Choose the correct answer.

- I eat ...C... meat. I prefer fish.
A very few B a few C very little
- "Has he got many friends?" "Yes,"
A a little B a lot C much
- I've got free time now!
A very little B very few C few
- Very people can speak Welsh.
A few B little C a lot
- She doesn't eat sweets because she is on a diet.
A a lot B many C much
- There are pencils in the drawer. Take one.
A a lot B a few C a little
- You haven't got flowers in your garden this year.
A much B a lot C many
- Put chocolate in the cake.
A a little B a few C few
- Jack has got comics. He buys one every week.
A a lot of B a lot C few
- There is shampoo. Can you buy some at the supermarket?
A very few B a lot of C very little
- He hasn't got money.
A many B much C a lot
- He's got sweets in his pocket.
A little B a few C a little

11 Correct the mistakes.

- There is very few soup in the bowl.
- How much carrots are there in the fridge?
- Rita has got many money.
- There are a little people in the shop.
- Mike hasn't got much friends.
- There is few snow on the mountains.
- How much deer can you see in the picture?
- I have got little CDs but a lot of cassettes.
- There are much animals in the zoo.
- How many sugar is there in the bowl?

ORAL
Activity

Look at the table. In pairs, ask and answer questions as in the examples. Use *how much*, *how many*, *a little/very little*, *a lot* and *a few/very few*.

SA: *How much butter is there?*

SB: *There is a lot.*



Now say what there is on the table.

e.g. *There is a lot of butter but there is very little bread.*

WRITING
Activity

Now, write about what there is on the table.

e.g. *There is a lot of butter on the table. There is ..*

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Revision 2 (Units 1 - 10)

1 Replace each word in bold with a subject or object pronoun.

- 1 Fiona likes cats. ...*She likes them*...
- 2 Peter is repairing the TV.
- 3 Eat your breakfast!
- 4 Is Emma reading the newspaper?
- 5 The children are playing with the ball.
- 6 Don't touch the wires!
- 7 Mother is talking to Simon.
- 8 Are Peter and Tim listening to the radio?

2 Fill in the gaps with one of the verbs from the list. Which sentences need Don't? Which need Let's? Which only need the verb?

write - talk - go - play - have - wash - turn on - sit

- 1 ...*Let's go*... to the theatre tonight.
- 2 your hands! They're very dirty.
- 3 on that chair! It's broken.
- 4 your name on the envelope.
- 5 some biscuits. They're delicious.
- 6 the lights, please.
- 7 with your mouth full! It's rude.
- 8 cards tonight.

3 Fill in the gaps with some, any, no, somebody, something, somewhere, anybody, anything or nobody.

- 1 I'm thirsty. Can I have ...*some*... water, please?
- 2 is calling your name. Is it your brother?
- 3 Thank you very much. I don't need else.
- 4 It's raining hard. There aren't people in the streets.
- 5 knows the answer to this question. It's very difficult.
- 6 Would you like milk with your tea?
- 7 I can't find my glasses, but I know they're in this room.
- 8 Have you got French dictionaries?
- 9 There is water in my glass. It's empty.
- 10 I want to tell you but please don't tell

4 Put the verbs in brackets into the present simple or present continuous.

- 1 The twins ...*are watching*... (watch) TV at the moment.
- 2 Simon usually (spend) the weekends at home.
- 3 Why (you/cry)? Is anything wrong?
- 4 Tim (study) hard these days. He wants to pass his exams.
- 5 How often (Helen/go) shopping?
- 6 I'm sorry, but I (not/remember) your name.
- 7 Our neighbours (have) a party and they (make) a lot of noise.
- 8 This new perfume (smell) very nice.
- 9 Fiona (stay) with her aunt at present, but she (want) to move somewhere else soon.
- 10 I (think) you're right. I must get a job soon.

5 Put the verbs in brackets into the present simple or present continuous.



- A: 1) ...*Do you know*... (you/know) whose villa that is?
 B: Yes. It 2) (belong) to Paul Richards, the famous director.
 A: 3) (he/be) at home now?
 B: I 4) (not/think) so. He 5) (make) a new film in Mexico at the moment. Look! There's his wife. She 6) (get) into her car now.
 A: She's beautiful! What 7) (those people/do) over there?
 B: They 8) (clean) the swimming pool. They usually 9) (come) every Thursday at about 9.30 in the morning. Paul Richards is a very polite and friendly man and he often 10) (let) my children play in the pool when he is here.
 A: He sounds like a great neighbour. Lucky you!

6 Fill in (very) little, a little, (very) few or a few.

- I'm going shopping. I need to buy ...*a few*... things for tonight's party.
- people swim in the sea in the winter.
- I can't wait for you. I've got time.
- There is snow on the ground. The children can't make a snowman.
- He knows people. They can help him find a job.
- We need milk and eggs to make the cake.
- I have free time for hobbies because I work a lot.

7 Underline the correct word(s).



Dear Alice,

Thanks 1) a lot/much for your letter. I am very happy to be your pen-pal. I have 2) a little/a few things to tell you about myself.

I live with my parents and my dog, Scottie. I haven't got any brothers or sisters. I go to a big school. There are 3) a lot of/a little students in my class and I have 4) very little/a lot of friends. I haven't got very 5) much/little free time so I have 6) a lot of/few hobbies. On Saturdays I go to the cinema with my friends. I also like to go shopping. There are 7) little/a lot of shops in my town. I have 8) little/very few money to spend, but I like looking at the things in the shops!

Please write to me soon and tell me 9) a little/little about yourself.

Best wishes,
Sophie

8 Choose the correct answer.

- I ...*A*... to school every day.
A go B am going C goes
- Uncle Tom a lot of people in our town.
A is knowing B know C knows
- your coat on. It's cold outside.
A Put B Puts C Don't put
- There aren't flowers in the garden.
A some B any C no
- Have you got money in the bank?
A few B many C much
- Susan often letters.
A writes B write C is writing
- There aren't good hotels in this town.
A much B a lot C many
- Don't in class.
A talks B talking C talk
- Billy Don't make any noise.
A is sleeping B sleep C sleeps
- We can't go tonight. It is snowing.
A anywhere B somewhere C nowhere

9 Correct the mistakes.

- I want nothing nice to eat.
- I am going swimming every week.
- The bus stops anywhere near the park.
- Let's to go shopping!
- How much oranges are there in the bowl?
- He washes the dog at the moment.
- He's got very few bread.
- Can I have a little strawberries, please?
- They are very clevers girls.
- We has got a new car.
- There are a few lion in the zoo.
- Peter always do his homework.
- Go you to bed now!
- There isn't some sugar in my coffee.

UNIT 11

Past Simple (Was/Were - Had)

Was/Were



Bob is eighty. **He's** old and weak.
Mary, his wife **is** seventy-nine. **She's** old too.



Fifty years ago they **were** young. Bob **was** strong. He **wasn't** weak. Mary **was** beautiful. She **wasn't** old.

- ◆ The past simple of the verb "to be" is **was** for **I, he, she, it** and **were** for **we, you, they**.
We form questions by putting **was/were** before the subject pronoun (I, you, he, etc.). e.g. *She was ill yesterday.* → **Was she** ill yesterday?
We form negations by putting **not** after was/were. e.g. *She was not ill yesterday.* / *She wasn't ill yesterday.*

Affirmative

I **was**
You **were**
He **was**
She **was**
It **was**
We **were**
You **were**
They **were**

Negative

Long form

I **was not**
You **were not**
He **was not**
She **was not**
It **was not**
We **were not**
You **were not**
They **were not**

Short form

I **wasn't**
You **weren't**
He **wasn't**
She **wasn't**
It **wasn't**
We **weren't**
You **weren't**
They **weren't**

Interrogative

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

1

Fill in the short forms as in the example.

Long Form

- He was not in Paris.
- They were not at home.
- Tom was not at school.
- The girls were not with us.
- Sophia was not in the park.

Short Form

- He **..wasn't..** in Paris.
They at home.
Tom at school.
The girls with us.
Sophia in the park.

2

In pairs, ask and answer questions using the prompts below, as in the example.

SA: *Where were you at 8 o'clock yesterday?*
SB: *I was at the cinema.*

- you / cinema
- Helen / park
- Tom and Mary / theatre
- Mr Miller / work
- Doris / home
- you and the boys / supermarket

Past Simple (Was/Were

Use

We use the past simple for actions which finished at a definite stated time in the past. That is, we know when the action happened.



They **were** in Berlin last month.
(When? Last month.)



He **was** in hospital two weeks ago.
(When? Two weeks ago.)

Time Expressions

Time expressions used with the past simple include:

yesterday, last week, last month, last year, two days/ weeks/months/ years ago, in 1975, etc.

3

Fill in the gaps with *am*, *is*, *are*, *was* or *were*.

- I **am** cold. Please, close the windows.
- Tom and Jean in Spain last week.
- Sarah ten years old in 1995.
- George tired. He is going to bed now.
- I a secretary. I work in a big office.
- Tom at Peter's house yesterday.
- Mum and Dad at home last night.
- Terry my friend. He lives next door.
- Alison and Kate late for school yesterday.
- the cameramen at the studio now?

Short Answers

In short answers we only use Yes or No, the personal pronoun and the verb form *was/wasn't* or *were/weren't*. We do not repeat the whole question.

e.g. Were you late yesterday? Yes, I was/No, I wasn't.

Were you ...?

Yes, I was/we were.

No, I wasn't/we weren't.

Was he/she/it ...?

Yes, he/she/it was.

No, he/she/it wasn't.

Were they ...?

Yes, they were.

No, they weren't.

Note: We use the past simple to talk about people who are no longer alive.

4

Fill in *was*, *wasn't*, *were* or *weren't*.

- "...**Was**... Marilyn Monroe a famous actress?" "Yes, she **was**..."
- "..... Alfred Hitchcock an actor?" "No, he He a famous director."
- "..... Beethoven, Mozart and Chopin directors? No, they "They composers."
- "..... Thomas Edison a singer?" "No, he "He an inventor."
- "..... Abraham Lincoln and George Washington presidents of the USA?" "Yes, they"

5

Put the words in the correct order to make questions. Then, match the questions to the answers.

- was / with / you / who?
- the meeting / at / were / people / how many?
- you / were / sad / why?
- last night / you / at / home / were?
- open / was / shop / the?
- were / much / tickets / the / how?

- No, it was closed.
- Forty-five.
- £20.
- Because I was alone.
- No, I was out.
- ...**Who was with you?**... Aunt Mary.

There was/There were

This is a modern town today.

There are a lot of tall buildings and shops.

There are cars and **there isn't** much peace and quiet.



This is the same town fifty years ago.

There weren't any tall buildings. **There were** some old houses. **There weren't** many cars and **there wasn't** much noise.



◆ **There was/There were** is the past simple form of **There is/There are**.

We use **there was** in the singular. e.g. **There was** a post office in the street thirty years ago.

We use **there were** in the plural. e.g. **There were** a few houses in the street thirty years ago.

We put **was/were** before **there** to form questions. e.g. **Was there** a post office in the street thirty years ago? **Were there** any houses in the street thirty years ago?

We form negations by putting **not** after **was/were**. e.g. **There was not/wasn't** a post office in the street thirty years ago. **There were not/weren't** any houses in the street thirty years ago.

Affirmative

Negative

Interrogative

There was
There were

Long form

There was not
There were not

Short form

There wasn't
There weren't

Was there?
Were there?

Short Answers

◆ In short answers we only use **Yes** or **No** and **there was/were**. We do not repeat the whole question.

Was there a book on the desk?

Yes, there was.

No, there wasn't.

Were there any people in the shop?

Yes, there were.

No, there weren't.

6

In pairs, look at the objects and ask and answer questions as in the example.

SA: *Were there bicycles a hundred years ago?*

SB: *Yes, there were.*



Had

Grandpa, **did** you
have a TV when you
were five?



No, I **didn't**. People
didn't have TV's then.
They **had** radios.

- ◆ The past simple of the verb **have (got)** is **had**. It is the same in all persons.
We form questions with the auxiliary verb **did**, the subject pronoun and the verb **have**. e.g. *Did you have many toys when you were a child?*
We form negations with **did not** and **have**. e.g. *I did not/didn't have many toys when I was a child.*

Affirmative

I had
You had
He had
She had
It had
We had
You had
They had

Negative

Long form

I did not have
You did not have
He did not have
She did not have
It did not have
We did not have
You did not have
They did not have

Short form

I didn't have
You didn't have
He didn't have
She didn't have
It didn't have
We didn't have
You didn't have
They didn't have

Interrogative

Did I have?
Did you have?
Did he have?
Did she have?
Did it have?
Did we have?
Did you have?
Did they have?

7

Fill in the short forms as in the example.

Long Form

- 1 He did not have any money.
- 2 They did not have lunch.
- 3 She did not have many books.
- 4 Tina did not have any friends.

Short Form

- He **didn't have** any money.
They lunch.
She many books.
Tina any friends.

8

Fill in the gaps with **had** or **did ... have**.

- 1 **Did** you **have** a lesson last night?
- 2 Ben toothache yesterday.
- 3 They not a good time at the dance.
- 4 Mr and Mrs Newton a big party last night.
- 5 She not many sandwiches for lunch.
- 6 you a dog when you were a child?

Short Answers

In short answers we only use **Yes** or **No**, the **subject pronoun** and the **auxiliary verb** *did/didn't*. We do not repeat the whole question.

e.g. Did you have much money? Yes, I did./No, I didn't.

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

9

In pairs, look at the objects and ask and answer questions as in the example.

SA: Did you have a rocking horse when you were five years old?

SB: Yes, I did./No, I didn't.



rocking horse



teddy bear



drum



skateboard



pram



school bag



mobile phone



watch



cat



ring

10

Fill in **was, were, have or had**. Then, in pairs, act out the dialogue.

Lisa: Where 1) *...were...* you last night?

Helen: I 2) at Jenny's house.

Lisa: Did she 3) a party?

Helen: Yes, it 4) her birthday.

Lisa: Did you 5) fun?

Helen: Yes, we 6) a lovely time.

We use **there was/were** to say what existed and it **was/they were** to talk about what we have already mentioned.

e.g. **There was** a sofa in the room.

(NOT: ~~It was a sofa in the room.~~) **It was** big and comfortable.

There were trees in the garden.

(NOT: ~~They were trees in the garden.~~) **They were** apple trees.

11

Fill in **there was, it was, there were or they were**.

- 1 *...There were...* twenty people at the party.
...They were... all John and Patty's friends.
- 2 a car outside my house this morning.
..... a white sports car.
- 3 a lot of messages for Paul at the office.
..... all from his boss.
- 4 a hundred guests at the wedding.
..... all relatives.
- 5 no clouds in the sky yesterday.
..... a beautiful day.
- 6 a call for you this morning.
..... your friend Tony.
- 7 lots of holes in my jacket.
..... very old.
- 8 a lot of people in the room.
..... very crowded.

12

Correct the mistakes.

- 1 Did Jim had a bath this morning?
- 2 There was a telephone call for me?
- 3 Was your parents on holiday in June?
- 4 Mary had not a party yesterday.
- 5 There weren't not any biscuits left in the tin.

13 Fill in the gaps with was, were or have.

1 Did you a nice flight?



2 there any mail this morning?



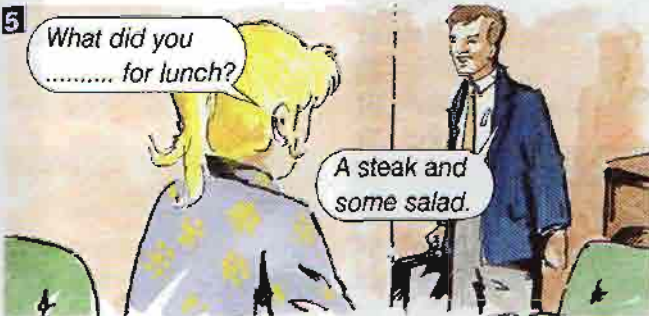
3 you late for school today?



4 there anything good on T.V. last night?



5 What did you for lunch?



ORAL Activity

Look at the two pictures below. Picture A shows the town of Barton as it is now and picture B shows Barton as it was many years ago. In pairs, ask and answer questions using the prompts below as in the examples.

e.g. SA: Was Barton different many years ago?

SB: Yes, it was.

SA: Were there any tall buildings?

SB: No, there weren't.

different - tall buildings - houses - cars - shops - wide streets - trees - crowded



WRITING Activity

Now, using the pictures and your notes from the Oral Activity complete the text about Barton.

This is Barton. It 1) a modern town. In the main street there 2) lots of tall buildings. The road 3) very busy because it is in a big shopping area. There 4) lots of cars, buses and people, but there 5) any trees. Fifty years ago Barton was very different. There weren't any

UNIT 12

Past Simple (Regular/Irregular Verbs)



Julie and her daughter **didn't stay** at home last weekend.

They **went** to a friend's house in the mountains.

They **played** in the snow and **had** a lot of fun.

- ◆ We form the past simple of **regular verbs** by adding **-ed** to the main verb. e.g. He **played** football yesterday. We form questions with the auxiliary verb **did**, the subject pronoun and the main verb without **-ed**. e.g. **Did** he **play** football yesterday? We form negations with **did not/didn't** and the main verb without **-ed**. e.g. He **did not** /**didn't** **play** football yesterday.

Affirmative	Negative		Interrogative
	Long form	Short form	
I worked	I did not work	I didn't work	Did I work?
You worked	You did not work	You didn't work	Did you work?
He worked	He did not work	He didn't work	Did he work?
She worked	She did not work	She didn't work	Did she work?
It worked	It did not work	It didn't work	Did it work?
We worked	We did not work	We didn't work	Did we work?
You worked	You did not work	You didn't work	Did you work?
They worked	They did not work	They didn't work	Did they work?

Spelling Rules

- ◆ Verbs ending in **-e** take only **-d**. like - **liked**
- ◆ Verbs ending in a **consonant + y**, drop the **y** and take **-ied**. study - **studied**
But, verbs ending in a **vowel + y**, take **-ed**. play - **played**, stay - **stayed**
- ◆ Verbs ending in one **stressed vowel** between two consonants double the last consonant and take **-ed**. stop - **stopped**
BUT visit - **visited**
- ◆ Verbs ending in one **l**, double the **l** and take **-ed**. travel - **travelled**, quarrel - **quarrelled**

1

Write the past simple of the verbs in the correct box.

laugh, tidy, travel, stay, plan, hate, cry, rob, pull, love, study, dance, kiss, drop, change, enjoy, try, live, prefer, cook, hurry

- ed

laughed

- d

- ied

double consonant + ed

Past Simple (Regular/Irregular Verbs)

Pronunciation

The suffix **-ed** is pronounced:

- ◆ / **ɪd** / when the verb ends in a / **t** / or / **d** / sound.
wanted, mended
- ◆ / **t** / when the verb ends in a / **k** /, / **s** /, / **tʃ** /, / **ʃ** /, / **f** / or / **p** / sound.
liked, missed, watched, washed, laughed, stopped
- ◆ / **d** / when the verb ends in any other sound.
closed, studied, loved, robbed

2

Write the past simple of the verbs in the correct box, then read them out.

start, open, wish, look, wait, jump, carry, visit, cook, clean, end, finish, add, live, match, count, laugh, pray, kiss, type, decide, change

/ **ɪd** / *started,*/ **t** // **d** /

- ◆ **Irregular verbs** do not form the past simple by adding **-ed**. e.g. *go-went, see-saw, drink-drank* (See list of irregular verbs at the end of the book). They form questions and negations with **did/did not (didn't)** and the root form of the verb. e.g. *He went out - Did he go out? - He didn't go out.*

Affirmative

Negative

Interrogative

Long form

Short form

I went
You went
He went
She went
It went
We went
You went
They went

I did not go
You did not go
He did not go
She did not go
It did not go
We did not go
You did not go
They did not go

I didn't go
You didn't go
He didn't go
She didn't go
It didn't go
We didn't go
You didn't go
They didn't go

Did I go?
Did you go?
Did he go?
Did she go?
Did it go?
Did we go?
Did you go?
Did they go?

3

Write the past simple of the verbs.

- | | | | |
|---------|-----------|----------|-------|
| 1 run | ...ran... | 12 take | ..... |
| 2 make | ..... | 13 drive | ..... |
| 3 break | ..... | 14 steal | ..... |
| 4 read | ..... | 15 write | ..... |
| 5 see | ..... | 16 wake | ..... |
| 6 drink | ..... | 17 bring | ..... |
| 7 feed | ..... | 18 leave | ..... |
| 8 eat | ..... | 19 sleep | ..... |
| 9 come | ..... | 20 swim | ..... |
| 10 find | ..... | 21 know | ..... |
| 11 say | ..... | 22 give | ..... |

4

In pairs, ask and answer questions using the prompts below as in the example.

SA: *Mary went somewhere yesterday.*

SB: *Did she go to the theatre?*

- 1 Mary / go / somewhere yesterday (theatre)
- 2 John / meet / somebody yesterday (his boss)
- 3 Father / repair / something yesterday (the car)
- 4 They / visit / somebody yesterday (the Browns)
- 5 Sheila / buy / something yesterday (a dress)
- 6 Tom / talk to / somebody yesterday (Ben)
- 7 They / bring / something yesterday (a cake)

Past Simple (Regular/Irregular Verbs)

Use

We use the past simple:

- for actions which happened at a definite stated time in the past, that is, we know **when** they happened.

They **got married** 15 years ago.
(When **did** they **get married**? 15 years ago.)



- for repeated actions which happened in the past but don't happen any more. In this case we can use adverbs of frequency (e.g. always, often, usually, etc.).

My father **often took** me to the playground when I was little.



- for actions which happened one after the other in the past.



First, they **had** lunch.



Then, they **met** some friends.

Time Expressions

Other time expressions used with past simple apart from those on page 61 include: **last Monday/ Tuesday etc., then, when**

5

Put the verbs in brackets into the correct form of the past simple.

- "...**Did you go**... to school yesterday?"
"No, it was Sunday." (you/go)
- He an interesting book last month. (read)
- I looked for my keys but I them. (not/find)
- I wasn't hungry so I anything. (not/eat)
- "..... to Fred yesterday?"
"Yes, I phoned him." (you/speak)
- "..... the bell?" "Yes, but nobody answered." (you/ring)
- "What was that noise?" "I..... anything." (not/hear)
- "What for breakfast?"
"Bacon and eggs." (they/have)
- "How many books ?"
"Only one." (you/buy)
- He his presents on Christmas morning. (open)
- I my clothes on Sunday afternoon. (wash)

6

First, put the verbs in brackets in the past simple, then match the beginnings of the sentences to their endings.

- | | |
|--|---|
| 1 John ... was ... (be) | a he (go) |
| 2 Peter (need) | b he (call) the police. |
| 3 Anna (not/like) the film, so | c I (take) an aspirin. |
| 4 Sophia and Mary | d she (shout) at them. |
| 5 Somebody (miss) the bus, so | e he (go) to the bank. |
| 6 The children (steal) Mr Jones' car, so | f he ... went ... (go) to bed early. |
| 7 I (break) their mother's watch, so | g they (take) a taxi. |
| 8 Mike (have) toothache, so | h she (leave) the cinema. |

- | | | | |
|-----------|---------|---------|---------|
| 1 ...f... | 3 | 5 | 7 |
| 2 | 4 | 6 | 8 |

Past Simple (Regular/Irregular Verbs)

Short Answers

In short answers we only use **Yes** or **No**, the subject pronoun and the auxiliary verb **did/didn't**. We do not repeat the whole question.

e.g. Did you go to the cinema? Yes, I did. No, I didn't.

Did you ...? Yes, I/we did. No, I/we didn't.

Did he/she/it ...? Yes, he/she/it did. No, he/she/it didn't.

Did they ...? Yes, they did. No, they didn't.

7

Put the verbs in brackets into the past simple.



Last Sunday the Carter family 1) *went* (go) camping in the countryside. They 2) (find) a nice place by a river. Mr Carter 3) (put up) the tent. After that they 4) (eat) some sandwiches and cakes. Then, Mr Carter 5) (show) Sam and Pamela how to fish. Mrs Carter 6) (pick) some flowers, and their dog Champ 7) (swim) in the river. They all 8) (have) a very good time.

8

Read the text in ex. 7 again and in pairs, ask and answer questions as in the example.

- the Carter family / go shopping?
SA: *Did the Carter family go shopping?*
SB: *No, they didn't. They went camping.*
- they / find / a nice place for their tent?
- Mrs Carter / put up / the tent?
- they / eat / hamburgers and biscuits?
- Mr Carter / show the children / how to fish?
- Mrs Carter / swim in the river?
- they / have a good time?

9

Anna's mother left a list of things for Anna to do. Now she is talking to Anna on the phone. Look at the list and fill in the gaps with the correct verb in the past simple. Give short answers.

go to the supermarket	✓
post the letters	x
go to the baker's	x
feed Blacky	✓
take him for a walk	✓
make the beds	✓
water the plants	x
wash the dishes	✓

- Mother: Hello Anna.
Anna: Hi Mum.
Mother: Did you do the things I asked you to do?
Anna: I did some of them but not all of them.
Mother: So, 1) *...did you go...* to the supermarket?
Anna: 2), but I 3) to the baker's.
Mother: That's all right. 4) the letters?
Anna: 5)
Mother: 6) the beds?
Anna: 7), and I also 8) the dishes.
Mother: Good! What about the dog?
Anna: I 9) Blacky and then I 10) him for a walk.
Mother: 11) the plants?
Anna: 12)
Mother: It doesn't matter. I'm glad you did all those things.
Anna: To tell you the truth Mum, Grandma came and helped me!

10

Put the verbs in brackets into present simple, present continuous or past simple.

- Tina *...is washing...* (wash) her car at the moment.
- Alex (phone) me yesterday evening.
- "..... (you/watch) the football match on TV last night?"
"No, I (not/like) football very much."
- Father (read) his newspaper now. He always (read) it in the evening.
- They often (go) to the beach last year.

Past Simple (Regular/Irregular Verbs)

- 6 We (not/go) to the cinema last night. We (stay) at home and (listen) to music.
- 7 Steve (wake up) at 8.30 yesterday morning. He (have) a shower and then he (eat) a big breakfast.
- 8 Richard usually (leave) the office at 4 o'clock. It is 4.30 now and he (still/work) because he (come) to work late this morning.
- 9 Greg and Catherine (look) for a new flat at present.
- 10 Mr and Mrs Adams usually (visit) their daughter on Sundays.
- 11 Diana (leave) school in 1989. She (study) French at university and she (become) a teacher four years ago.
- 12 The children are in the garden. They (play) with the dog.
- 13 Ben often (meet) his friends on Sunday mornings. Last Sunday they (drive) to the beach and (spend) all day there.
- 14 "Where (be) Peter?" "He (leave) for work a minute ago."
- 15 "When (you/visit) India?" "Ten years ago. I (like) it very much."
- 16 Tom usually (get up) late on Saturday mornings. He (wake up) early last Saturday because he (want) to go to the shops with my sister.

11

First put the verbs into the interrogative form of past simple, then match the questions to the answers.

- 1 What time ...*did you get up*... (you/get up) this morning?
- 2 When (she/move) to London?
- 3 Why (he/go) to Paris?
- 4 Where (he/see) the film?
- 5 Whose car (she/drive) this morning?
- 6 Who (they/invite) to dinner?
- 7 What (you/have) for lunch?

- a Four years ago.
- b At the cinema.
- c Pizza.
- d At 8 o'clock. 1
- e Jean and Tom.
- f For a holiday.
- g Robert's.

12

Put the verbs in brackets into the present simple, present continuous or past simple.



- Donna: Hello Mark! It's Donna. How are you?
 Mark: I'm fine. I 1) ...*woke up*... (wake up) half an hour ago and I 2) (have) breakfast at the moment.
 Donna: But, it's lunchtime!
 Mark: Well, Ann and I 3) (go) to Philip's party last night and we 4) (come) home very late.
 Donna: 5) (you/enjoy) the party?
 Mark: I 6) (have) a very good time but Ann 7) (not/like) it.
 Donna: Oh, why?
 Mark: They only 8) (play) rock music and Ann 9) (hate) rock. She 10) (not/dance) at all.
 Donna: 11) (they/serve) any food?
 Mark: Yes, there 12) (be) a lot of things. What 13) (you/do) last night?
 Donna: Well, I ...

13

Underline the correct item.

- 1 Karen washes/is washing her hair every day.
- 2 Mark worked/is working very hard these days.
- 3 I talked/am talking to Carol on the phone a few days ago.
- 4 John stays/is staying with his cousin at present.
- 5 We sometimes eat/are eating bacon and eggs for breakfast.
- 6 Jane breaks/broke her arm last Monday.
- 7 Do you call/Did you call Mike yesterday?
- 8 I get up/got up at 9 o'clock on Sundays.
- 9 They go/went to the Bahamas last summer.
- 10 She is buying/bought a computer three days ago.

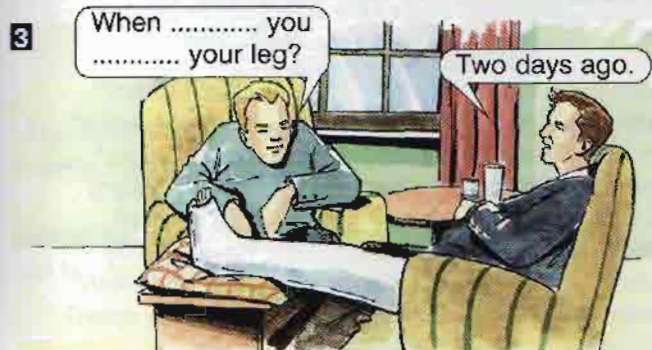
Past Simple (Regular/Irregular Verbs)

14 Choose the correct answer.

- Mr Smith is a lawyer. He ...A... a lot of hours.
A works B is working C worked
- Sid me with my homework last night.
A helps B is helping C helped
- The robber over the wall and ran away.
A is jumping B jumps C jumped
- "What is Dad doing?" "He the bathroom."
A is painting B painted C paints
- When Father came, we to the theatre.
A go B went C are going

15 Fill in the gaps with one of the verbs from the list in the correct form of the past simple.

enjoy, break, have



ORAL Activity

Look at the table below. What did you do last summer? In pairs, ask and answer questions as in the example:

e.g. SA: Did you travel abroad? SB: Yes, I did.
SA: Did you stay at a hotel? SB: No, I didn't.



travel abroad?	✓
stay at a hotel?	x
swim every day?	
go to a bar every night?	
go fishing?	
meet any new people?	
take any photos?	
sunbathe in the mornings?	
have an accident?	
read any books?	
collect any shells?	
watch the sun set?	

WRITING Activity

Imagine that you went abroad last year and write about your holiday. Begin like this:

Last summer I travelled abroad. I went to ..

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

UNIT 13

Present Perfect



He **has bought** a horse.



How long **have they been** married?
They **have been** married for 35 years.



Richard's car **has** just **broken down**.

- ◆ We form the present perfect with the auxiliary verb **have/has** and the past participle. We form the past participle of regular verbs by adding **-ed** to the verb. e.g. *clean - cleaned, study - studied*
We form the past participle of irregular verbs differently. e.g. *give - given* (See list of irregular verbs at the end of the book.) e.g. *I have written a letter.* We form questions by putting **have/has** before the subject pronoun. e.g. *Has she cleaned the room? Have you written a letter?*
We form negations by putting **not** between **have/has** and the past participle. eg. *She has not/hasn't cleaned the room. I have not/haven't written a letter.*

REGULAR VERB

Affirmative		Negative		Interrogative
Long form	Short form	Long form	Short form	
I have cleaned	I've cleaned	I have not cleaned	I haven't cleaned	Have I cleaned?
You have cleaned	You've cleaned	You have not cleaned	You haven't cleaned	Have you cleaned?
He has cleaned	He's cleaned	He has not cleaned	He hasn't cleaned	Has he cleaned?
She has cleaned	She's cleaned	She has not cleaned	She hasn't cleaned	Has she cleaned?
It has cleaned	It's cleaned	It has not cleaned	It hasn't cleaned	Has it cleaned?
We have cleaned	We've cleaned	We have not cleaned	We haven't cleaned	Have we cleaned?
You have cleaned	You've cleaned	You have not cleaned	You haven't cleaned	Have you cleaned?
They have cleaned	They've cleaned	They have not cleaned	They haven't cleaned	Have they cleaned?

IRREGULAR VERB

Long form	Short form	Long form	Short form	
I have eaten	I've eaten	I have not eaten	I haven't eaten	Have I eaten?
You have eaten	You've eaten	You have not eaten	You haven't eaten	Have you eaten?
He has eaten	He's eaten	He has not eaten	He hasn't eaten	Has he eaten?
She has eaten	She's eaten	She has not eaten	She hasn't eaten	Has she eaten?
It has eaten	It's eaten	It has not eaten	It hasn't eaten	Has it eaten?
We have eaten	We've eaten	We have not eaten	We haven't eaten	Have we eaten?
You have eaten	You've eaten	You have not eaten	You haven't eaten	Have you eaten?
They have eaten	They've eaten	They have not eaten	They haven't eaten	Have they eaten?

1 Write the past participles of the following verbs.

- | | |
|---------------------------|-----------------|
| 1 see ... <i>seen</i> ... | 11 catch |
| 2 cut | 12 read |
| 3 work | 13 arrive |
| 4 leave | 14 make |
| 5 feed | 15 give |
| 6 bring | 16 sing |
| 7 swim | 17 teach |
| 8 buy | 18 ring |
| 9 drink | 19 do |
| 10 go | 20 eat |

Use

We use the present perfect:

- for actions which happened at an unstated indefinite time in the past. The exact time is not important.
e.g. They **have bought** a new house. (When did they buy it? We don't know when; the time is not mentioned.)
- for actions which started in the past and are still continuing in the present.
e.g. I **have known** Mary for ten years. (We met ten years ago and we still know each other.)
- for actions which have recently finished and their results are visible in the present.
e.g. Tom **has just painted** the fence. (He has just finished painting. The paint on the fence is still wet.)

Time Expressions

The time expressions used with the present perfect include:

since, for, how long, ever, never, yet, already, just, so far, recently

2 In pairs, ask and answer questions using the prompts as in the example.

SA: *Have you seen Mary?*

SB: *Yes, I've seen her.*

- you / see / Mary / Yes
- Jim / eat / his meal / No
- John / talk to / his parents / Yes
- she / read / that book / No
- they / clean / their house / Yes
- Mark / buy / a new bike / Yes
- you / phone / your father / No

3 Put the verbs in brackets into the correct form of the present perfect.

- My friend ...*has opened*... (open) a flower shop in the village.
- I (not/do) my homework yet.
- The baker (bake) many loaves of bread.
- (you/send) aunt Margaret a birthday card yet?
- Grandma (water) the flowers.
- I (lose) my gloves.
- (Fiona and Andrew/move) to a new house yet?
- He (not/finish) his lunch yet.
- Beth (knit) a beautiful red sweater.
- I (forget) his address.
- (the doctor/take) your temperature?
- Nigel (write) a new book.

4 First put the verbs in brackets into the present perfect. Then, in pairs make similar dialogues about yourselves.

- A: What 1) ...*have you done*... (you/do) so far?
B: Lots of things. I 2) (clean) the house, I 3) (cook) lunch and I 4) (take) the dog for a walk. What about you?
A: I 5) (water) the flowers, I 6) (wash) the dishes and I 7) (cut) the grass.

UNIT 13

Present Perfect

How long is used in questions to ask about duration.

e.g. *How long have you worked here?*

For is used to express duration.

e.g. *I've lived here for eight years.*

Since is used to state a starting point.

e.g. *I've known him since 1990.*

5 In pairs, ask and answer questions as in the example.

SA: *How long has Jenny lived here?*

SB: *She has lived here for three years.*

- Jenny / live here / three years.
- Kim / be / a teacher / 1995.
- They / work / here / six months.
- Peter / know / them / last year.
- Rob / be / ill / Tuesday.

6 Fill in *since* or *for*.

- | | |
|------------------------|-------------------|
| 1 ...for... six months | 5 last week |
| 2 June | 6 a month |
| 3 two weeks | 7 yesterday |
| 4 three years | 8 1977 |

already/ just are used in statements and go between the verb have and the past participle.

e.g. *They have already packed their suitcases. I've just phoned him.*

yet is used in questions and negations and goes at the end of the sentence.

e.g. *Have you posted the letter yet?*
He hasn't written to me yet.

7 In pairs, ask and answer questions as in the examples.

- SA: *Have you eaten dinner yet?*
SB: *Yes, I have already eaten dinner.*
- SA: *Have they done their homework yet?*
SB: *No, they haven't done their homework yet.*

- (you / eat / dinner) - (Yes)
- (they / do / their homework) - (No)
- (Tom / write / the letter) - (Yes)
- (Sophia / watch / the news) - (No)
- (Mum / clean / the house) - (No)
- (they / do / the shopping) - (Yes)
- (you / wash / the clothes) - (Yes)
- (Bob / go / to bed) - (No)

ever is used in questions and goes between the verb have and the past participle.

e.g. *Have you ever travelled abroad?*

never is used to make a negative statement and goes between the verb have and the past participle.

e.g. *I have never travelled abroad.*

8 Write sentences using the time expressions in brackets, as in the example.

- You have been to America.
(ever) *Have you ever been to America?*
(never) *I have never been to America.*
- Molly has worked in an office.
(ever)
(never)
- Colin has gone home.
(yet)
(already)
- Ralph and Wendy have eaten breakfast.
(yet)
(just)

9 Fill in the gaps with *yet, recently, how long, never, since, just, so far, for or ever*.

- ...*How long*... have you been a teacher?
- Kate has cleaned the window.
- Have you been to Egypt?
- Sandra has driven a car before.
- I haven't invited anyone to the party
- She has only written one letter
- You have known them five years.
- He hasn't phoned Sunday.
- Toby has bought a dog.

Short Answers

In short answers we only use **Yes** or **No**, the subject pronoun and the auxiliary verb *have/haven't* or *has/hasn't*. We do not repeat the whole question.

e.g. *Have you ever eaten Chinese food?*
Yes, I have./No, I haven't.

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

10

In pairs, first ask and answer questions about Bill and Mary and then about each other.

- i) SA: *Has Bill ever caught a big fish?*
SB: *Yes, he has.*
ii) SA: *Have you ever caught a big fish?*
SB: *No, I haven't./Yes, I have.*

	Bill	Mary	You
 catch / big fish	✓	✗	
 fly / in a plane	✗	✓	
 travel / abroad	✓	✗	
 ride / a camel	✓	✗	

Past Simple versus Present Perfect

Past Simple

We use the past simple for:

- an action which happened at a stated time in the past.



*They **bought** a big house **ten years ago**. (When? Ten years ago. The time is mentioned.)*

- an action which started and finished in the past.



*Tom Crown **was** an actor for twenty years. (He is not an actor any more.)*

Present Perfect

We use the present perfect for:

- an action which happened at an unstated indefinite time in the past.



*They **have bought** a yacht. (When? We don't know. The time is not mentioned.)*

- an action which started in the past and is still continuing into the present.



*Tom Crown **has been** a director for three years. (He started working as a director three years ago and he still is.)*

11 Complete the answers as in the example.

- Have you visited your grandparents?
Yes, ... *I visited them* ... last weekend.
- Has David finished his painting?
Yes, on Monday.
- Have you read the letter?
Yes, half an hour ago.
- Has Pam moved house?
Yes, last month.

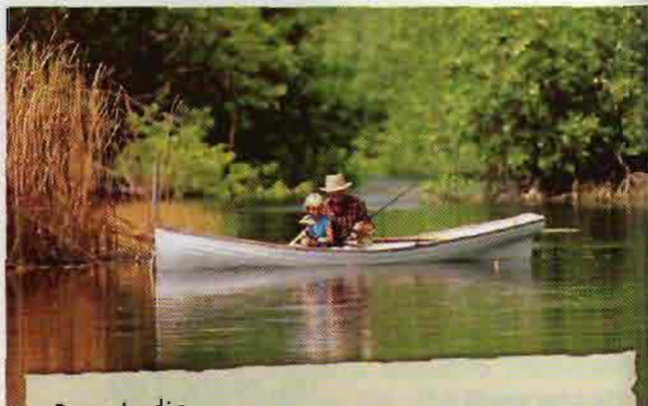
12 Put the verbs in brackets into the present perfect or past simple.

- I ... *didn't go* ... (not/go) to school yesterday because I was ill.
- (you/ever/fly) a kite?
- There is nothing in the box. I (just/empty) it.
- Simon (go) to the theatre last week.
- (you/eat) all the chocolate cake last night?
- (you/wear) your new hat yet?
- I (drink) twelve glasses of water yesterday.
- Dora (visit) five European countries so far.
- (you/come) to work by bus yesterday?
- (you/go) to Samantha's party last Saturday?

13 Put the verbs into the present perfect or past simple.

- A: ... *Have you ever seen* ... (you/ever/see) an elephant?
B: Yes, I (see) some in a zoo last summer.
A: (you/touch) them?
B: No, they (be) in their cages.
- A: (you/go) shopping on Saturday?
B: Yes, I (buy) lots of things.
A: What (you/buy)?
B: A jacket, some shoes and a pair of trousers.
- A: (you/finish) your project yet?
B: Yes, I (finish) it last night.
A: (you/type) it yet?
B: Yes, I (already/type) it.
- A: (you/ever/be) to Poland?
B: Yes, I (go) there in 1992.
A: Where (you/stay)?
B: I (stay) at a friend's house in Warsaw.

14 Put the verbs in brackets into the present perfect or past simple.



Dear Lydia,

I'm writing to tell you all the latest family news. Aunt Daisy (1) ... *had* ... (have) a baby girl a week ago. Uncle Nick is very pleased. They (2) (name) the baby Louise. Uncle Bruce (3) (buy) a new car and he (4) (give) the old one to Aunt Celia. Do you remember my cousin Rupert? Well, he (5) (move) to Germany last month. He (6) (take) his wife and children with him. Grandpa (7) (take) Alex on a fishing trip last weekend. Unfortunately, they (8) (not/catch) any fish!

Grandma (9) (recently/redecorate) the living room. She (10) (paint) the walls pink and (11) (buy) a new carpet to match. It looks lovely.

That's all for now. Take care and write soon with your news.

Love,
Mum

15 Choose the correct answer.

- I'm a teacher. I ... *A* ... in a school.
A work B worked C am working
- He goodbye and then he walked away.
A has said B said C says
- "I my work. Can I leave, now?"
A finish B have finished C am finishing
- I on a new book at the moment.
A work B am working C have worked

- 5 make any noise. Mum is sleeping.
A Doesn't B Don't C Didn't
- 6 She always her teeth twice a day.
A brushes B has brushed C is brushing
- 7 I a postcard two days ago. It was from my parents.
A get B have got C got
- 8 We a lot of money on our new house so far.
A spent B have spent C are spending
- 9 There any rice in the cupboard.
A aren't B isn't C is
- 10 This house to my uncle Tom.
A belongs B belong C have belonged

16 Cross out the unnecessary word in each sentence.

- I have broke a vase yesterday.
- Were you be in Paris last month?
- Tom has ever eaten all the fruit.
- There were not no people at the bus stop.
- Alex already cut his finger yesterday.
- John hasn't never phoned me yet.

IN OTHER WORDS

Study these examples. The second sentence has a similar meaning to the first sentence.

- I saw Tim a week ago.
have I **have not seen Tim for** a week.
- When did you go to Spain?
ago How long **ago did you go** to Spain?
- I became a teacher four years ago.
have I **have been a teacher for** four years.

17 Complete each sentence with two to five words including the word in bold.

- He became a singer ten years ago.
has He ... **has been a singer for** ... ten years.
- They visited their friends a month ago.
have They their friends for a month.
- When did you visit your grandparents?
ago How long your grandparents?
- She has been a doctor for ten years.
became She ten years ago.

ORAL
Activity

Brenda and Luke have moved to a new house. They have been very busy. Look at the table below. What have they done? What have they not done? In pairs, ask and answer questions as in the example.

e.g. SA: Have they hung the curtains up?
SB: No, they haven't.



hang the curtains up	x	repair the taps	x
paint the fence	✓	polish the floors	✓
buy new carpets	✓	plant any trees	x
fix the roof	x	clean the cupboards	✓

WRITING
Activity

Brenda is writing a letter to her friend, Sally. Look at the Oral Activity and complete the letter.

Dear Sally,
We moved into our new house last weekend. It is lovely but we have had lots of things to do.

We haven't hung the curtains up yet, but we have painted the fence.

Moving to a new house is a lot of hard work. I hope everything will be ready when you come to visit us!

Lots of love,
Brenda

UNIT 14

Prepositions

Prepositions of Time



They decorate a tree **at** Christmas. **In** the summer, they go to the beach. His grandfather takes him to the park **on** Sunday mornings.

We use prepositions of time to say when something happens, happened or will happen. The most common ones are **at**, **in** and **on**.

e.g. He goes to school **at** eight o'clock **in** the morning.

AT		IN		ON	
the time:	at 7 o'clock	months:	in September, in March, etc.	days:	on Monday
holidays:	at Christmas	seasons:	in the winter/spring/autumn, etc.		on New Year's Day
	at Easter	years:	in 1996, in 1998, etc.	dates:	on May 6th
	at the weekend	centuries:	in the 20th century	part of a particular day:	on Tuesday evening
in the expressions:	at the moment	in the expressions:	in the morning/afternoon/evening	adjective + day:	on a hot day
	at present		in an hour		
	at dawn		in a minute		
	at noon		in a week/few days/month/year		
	at night				
	at midnight				

Note: We do not use prepositions of time

a) with the words **today**, **tomorrow**, **tonight** or **yesterday**.

e.g. Come to my house **tomorrow morning**.

b) before the words **this**, **last**, **next**, **every**, **all**, **some**, **each**, **one** or **any**.

e.g. Let's go to the cinema **next Saturday**.

1

Say each word or phrase with the correct preposition.

e.g. **in March**, **at Christmas**:

March, Christmas, spring, Friday, the weekend, Saturday evening, noon, July 5th, the evening, 9 o'clock, Sunday, 1972, night, the 19th century, 6 o'clock, Monday morning, September 16th, the morning, the winter, Christmas Day, dawn

2

Fill in the gaps with **at, **on** or **in**.**

- I like getting up late **at** the weekend.
- I was born **on** May 14th.
- Let's meet **at** 3:00 and go shopping.
- On** Friday morning Linda had a French lesson.
- The boat leaves **in** ten minutes.

- 6 He usually meets his friends the evening.
- 7 Call me 2 o'clock tomorrow.
- 8 Tina's birthday party was Sunday night.
- 9 See you a few weeks! Bye!
- 10 Jenny likes staying at home rainy days.

3 Fill in the gaps with at, on or in where necessary.

- 1 Mr Simpson is arriving ...*on*... Friday.
- 2 I like walking in the park hot days.
- 3 The accident happened yesterday evening.
- 4 I am very busy the moment.
- 5 Tom plays tennis every Sunday.
- 6 The bus leaves ten minutes.
- 7 They were at the zoo this morning.
- 8 I have a doctor's appointment today.
- 9 They played tennis last Saturday.
- 10 We can go to the beach Sunday.
- 11 My family has lunch noon.
- 12 We give presents Christmas.
- 13 Don't forget to call Jill tonight.
- 14 The farmer woke up dawn and fed the chickens.
- 15 Jason was fast asleep midnight.

4 Fill in the gaps with at, on or in.



**ORAL
Activity**

These programmes are on TV this weekend. One student chooses a programme without telling the others. The other students ask questions to find out what the programme is. The student who guesses correctly takes the next turn.

	Saturday	Sunday
morning	9.00 Bugs Bunny	8.00 Mickey Mouse
	11.00 Cinderella	9.00 The Jungle Book
afternoon	2.00 Detective Smart	3.00 The Love Boat
	4.00 Happy Days	4.00 The Monsters
evening	7.00 Basketball Game	6.00 Showtime with Sharon
	9.00 The News	9.00 The News

e.g. (Student chooses *The Monsters*)

- | | |
|------------------------|--------------------------------|
| S1: Is it on Saturday? | S4: Is it in the afternoon? |
| S2: No, it isn't. | S2: Yes, it is. |
| S3: Is it on Sunday? | S5: Is it at 4 o'clock? |
| S2: Yes, it is. | S2: Yes, it is. |
| | S6: It's <i>The Monsters</i> ! |

Prepositions of Place

We use prepositions of place to say where somebody or something is. These include: **on**, **under**, **in front of**, **behind**, **beside/next to**, **near**, **at**, **in**, **between** and **among**. We use **between** to say that somebody or something is in the middle of two other things or people. We use **among** to say that somebody or something is in the middle of three or more things or people.



1 The vase is **on** the table.
The cat is **under** the table.



2 Tom is **in front of** Paul.
Paul is **behind** Tom.



3 The armchair is **beside/next to** the fireplace.
The lamp is **near** the fireplace.



4 The man is **at** the door.
The children are **in** the room.



5 The house is **between** the bank and the post office.



6 The teacher is standing **among** the students.

We use **at**:

- ◆ in the expressions:
at school/university/college, at work, at home, at the top of ..., at the bottom of ...
- ◆ with addresses when we mention the house number:
at 20, Oxford Street, **BUT** in Oxford Street

We use **in**:

- ◆ in the expressions:
in the middle, in the air, in the sky, in bed, in hospital, in prison, in a newspaper/magazine, in a picture
- ◆ with names of cities, countries and continents:
in Athens, in England, in Europe, in Australia

We use **on**:

- ◆ in the expressions:
on the left, on the right,
on the first/second, etc. floor
- We say:
on a chair but in an armchair

5 Fill in the gaps with **in**, **at** or **on**.

- 1 What have you got ...**in**... your pocket?
- 2 Where's Paul? He is his bedroom.
- 3 Mother is home.
- 4 I like to sit an armchair by the fire.
- 5 Glasgow is a large city Scotland.
- 6 We live Number 37, King's Road.

- 7 The answer is the bottom of the page.
- 8 My house is the first one the left.
- 9 She has left her purse the chair.
- 10 The manager's office is the second floor.
- 11 Dinner is the table.
- 12 Paul is hospital because he is ill.

6 Underline the correct word(s).

- 1 I'm studying French on/in/at school.
- 2 Your shoes are under/between/at the bed.
- 3 The cat is lying among/in front of/at the fire.
- 4 Sue is standing under/at/behind Nancy.
- 5 The boy is standing on/in/among his friends.
- 6 Who was that woman beside/under/on your mother?
- 7 Our house is among/near/in the fire station.
- 8 He has a computer in front of/on/at his desk.
- 9 The children are playing at/on/in the garden.
- 10 The sofa is at/next to/among the table.
- 11 I sit at/in/between my two best friends in class.
- 12 George studied History in/on/at the University of Essex.

7 Fill in the gaps with one of the prepositions from the list.

near - on - at - in front of - in

Dear Sally,

My family and I are (1) in New York. We are spending the Christmas holidays with our relatives.

We are staying (2) my uncle's house. I'm having a lot of fun with my cousins. There is a park (3) their house. We play (4) the swings and slides every day.

There was a snowstorm yesterday! There is a lot of snow (5) the ground now. My cousins and I want to make a snowman (6) the house.

I hope you had a good time (7) Italy. Write soon.

Love,
Janet

8

Fill in the gaps with the correct preposition from the list. You can use one of them twice.

under, in, at, next to, near, in front of, between, on



Emily is sitting 1) at her desk. The desk is 2) the window. There is a lamp 3) it. Emily's bed is 4) two small tables. There is a carpet 5) the floor. Her cat is 6) the bed. The wardrobe is 7) her desk. Emily's clothes are 8) the wardrobe. There is an armchair 9) the desk.

ORAL Activity

Look at the picture in Ex. 8 and cover the text. In pairs, ask and answer questions about the things in Emily's room as in the example.

e.g. SA: Where is Emily's cat?

SB: It's under the bed.

SA: Where is Emily's desk?

SB: It's in front of the window.

WRITING Activity

Draw a picture of your bedroom and describe it.

This is my bedroom. There is a

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

Prepositions of Movement

We use prepositions of movement to show the direction in which somebody or something is moving. These include: **over**, **along**, **across**, **up**, **down**, **into**, **out of**, **round**, **onto**, **through** and **from ... to ...**.



The plane is flying **over** the city.
The car is going **along** the street.
The man is walking **across** the street.



The boy is going **up** the hill.
The girl is going **down** the hill.



The man is getting **into** the taxi.
The woman is getting **out of** the taxi.



The policeman is coming **round** the corner.
The thief is jumping **onto** the truck.



The bus is going **through** a tunnel.
The bus is going **from** London **to** Oxford.

Note: When we talk about a means of transport, we use the preposition **by**.
e.g. **by** car / bus / train / taxi / plane / boat
BUT: on foot

9

Fill in the gaps with up, into, through, round, onto, from...to, over or down.

- The dog is jumping **onto** the table.
- The postman has just gone **round** the corner.
- How far is it **from** your house **to** the post office?

- 4 The train is going the tunnel.
- 5 The plane is flying the village.
- 6 Look! That man has climbed the ladder.
- 7 Tears are running his face.
- 8 Come the house and get warm.

10 Underline the correct word(s).

- 1 You must go up/across/into the bridge to get to school.
- 2 Put the cake into/out of/through the oven.
- 3 The motorbike is going down/onto/through the tunnel.
- 4 The children ran onto/out of/over the classrooms when the bell rang.
- 5 I go to school on/by/onto foot.
- 6 The pop singer is ready to sing. He is coming through/over/onto the stage.
- 7 The child is running through/over/across the road.
- 8 The cat has jumped down/onto/across the car.
- 9 You must always take off your shoes when you come into/down/round the house.
- 10 He goes to work by/on/into bus every day.

11 Fill in the gaps with *along, up, through, down, out of* and *across*. Then, say how you can get from the post office to the railway station.

A: Excuse me. Where is the post office?

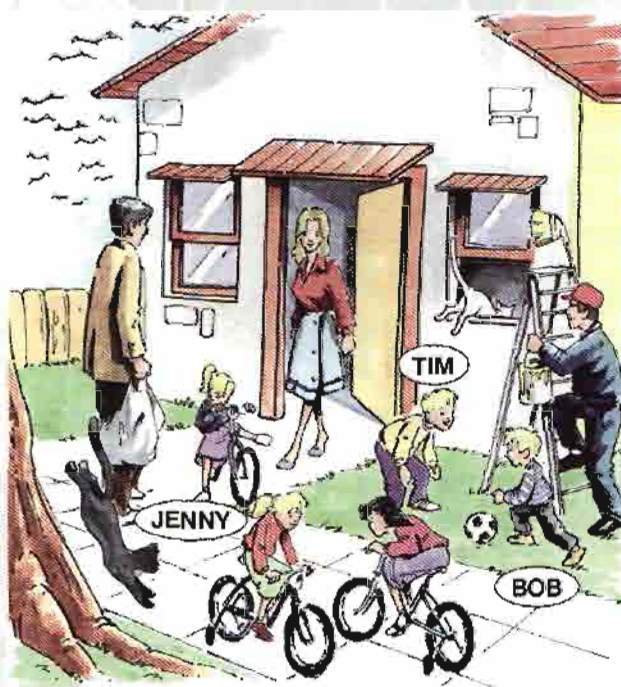
B: Go 1) along King's Road and go 2) the tunnel. When you come 3) the tunnel, turn left. Walk until you get to the bridge. Go 4) the steps, 5) the bridge and 6) the steps. Then go 7) the road and the post office is in front of you.



ORAL Activity

Look at the picture and fill in the correct prepositions from the list. Then, cover the text and describe the picture.

onto, through, out of, to, over, down, into, along, up



It is Saturday morning. Tim and Bob are playing football in the garden. Their sister Jenny is getting 1) onto her bicycle. Her friends are riding their bicycles 2) the pavement. Their father is carrying the shopping bags 3) the house. Their mother is coming 4) the house. Someone is painting their house. He is climbing 5) the ladder. A black cat is jumping 6) from the tree. A white cat is going 7) the house 8) the window. Some birds are flying 9) the house.

WRITING Activity

Find pictures from a magazine and say what the people are doing using prepositions of movement.

UNIT 15

The Future

Future Simple



A: What **will** you **buy** Sandra for her birthday?

B: I think I'll **buy** her a bottle of perfume. What about you?

A: Perhaps I'll **buy** her a pair of earrings.
Will you **help** me choose them?

B: Yes, I **will**.

- ◆ We form the future simple with **will** and the root form of the verb. e.g. He **will** visit his friends. They **will** go to the cinema. We form questions by putting **will** before the subject pronoun. e.g. **Will** he visit his friends? **Will** they go to the cinema? We form negations by putting **not** after **will**. e.g. He **will not**/won't visit his friends. They **will not**/won't go to the cinema.

Affirmative		Negative		Interrogative
Long form	Short form	Long form	Short form	
I will leave	I'll leave	I will not leave	I won't leave	Will I leave?
you will leave	you'll leave	you will not leave	you won't leave	Will you leave?
he will leave	he'll leave	he will not leave	he won't leave	Will he leave?
she will leave	she'll leave	she will not leave	she won't leave	Will she leave?
it will leave	it'll leave	it will not leave	it won't leave	Will it leave?
we will leave	we'll leave	we will not leave	we won't leave	Will we leave?
you will leave	you'll leave	you will not leave	you won't leave	Will you leave?
they will leave	they'll leave	they will not leave	they won't leave	Will they leave?

1

Fill in the short forms as in the example.

Long Form	Short Form
1 She will come	She'll come.
2 I will pay in cash.	I pay in cash.
3 They will not sing.	They sing.
4 We will help.	We help.
5 He will not run.	He run.
6 You will be late.	You be late.

2

In pairs, ask and answer questions using the prompts as in the example.

SA: He **won't** come to work today.

SB: Will he come to work tomorrow, then?

- He / not come / to work today.
- She / not cook / a meal today.
- They / not go out / tonight.
- She / not visit / them tonight.
- I / not study / tonight.
- He / not sing / tonight.

Use

We use the future simple:

a) for future actions which are not definite.

e.g. *We'll travel around the world one day.*



b) for predictions about the future.

e.g. *You'll be a great computer operator one day.*



c) for threats or warnings.

e.g. *Be quiet or I'll send you out.*



d) for promises or on-the-spot decisions.

e.g. *I'll buy you this ring.*

e) with the verbs **hope, think, believe, expect**, etc. the expressions **I'm sure, I'm afraid** etc. and the adverbs **probably, perhaps**, etc.

e.g. *I hope he will pass his exams.*
Perhaps I'll see her tonight.

Time Expressions

The time expressions used with the future simple include:

tomorrow, the day after tomorrow, next week/month/year, tonight, soon, in a week/month/year, etc.

3

Fill in the gaps with **will ('ll)** or **will not (won't)**.

- You are late. You **...won't...** get there in time.
- "The ice-cream is melting." "I put it in the freezer."
- Perhaps Tom start looking for a better job.
- I be able to help you tomorrow because I'm busy.
- "We haven't got any milk." "I buy some."
- Put on your coat or you get cold.
- I'm afraid I have time to go shopping with you next Saturday.
- I expect I see Brenda at the party the day after tomorrow.
- It's Fay's birthday next week. I send her a birthday card.
- Stuart is very tired. I think he go to bed early tonight.

4

Fill in the gaps with the verbs from the list in the future simple.

help, go, lend, order, take, show

- A: I've lost my wallet.
B: I **...ll help...** you find it.
- A: I've forgotten my umbrella.
B: I you mine.
- A: We haven't got any milk.
B: Never mind. I and buy some.
- A: The dog is ill.
B: I it to the vet.
- A: Have you got a new car?
B: Yes, I it to you later.
- A: I don't want to cook tonight.
B: OK. I a pizza, then.

5

Write questions and negations.

- They will be back soon.
...Will they be back soon? They won't be back soon....
- Tom will go to Africa next year.
.....
- She will visit us next Tuesday.
.....

Short Answers

In short answers we only use the subject pronoun and **will/won't**. We do not repeat the whole question.

e.g. Will you be back in an hour? Yes, I will./No, I won't.

Will you ...? Yes, I/we will. No, I/we won't.

Will he/she/it ...? Yes, he/she/it will. No, he/she/it won't.

Will they ...? Yes, they will. No, they won't.

6

Fill in the short answers.

- Will they go camping next week?
Yes, ...*they will*....
- Will Tom buy a car next year? No,
- Will Fiona go to a concert tonight? No,
- Will the children decorate the cake? Yes,
- Will Mother be back in an hour? No,
- Will Peter call Kate tonight? Yes,
- Will you help me fix the TV? No,

Be going to - Will - Present Continuous



It is going to rain.

(It is certain. There are clouds in the sky so there is **visible evidence**.)



You **will be** a great pianist one day.
(Prediction)



He **is having** a meeting with his boss in an hour. (He has already arranged it.)

Be Going to

- We form the affirmative with the verb **to be** (is, am, are), **going to** and the root form of the verb. e.g. He is going to eat out tonight. We form questions by putting the verb **to be** before the subject pronoun. e.g. Is he going to eat out tonight? We form negations by putting **not** after the verb to be. e.g. He is not/isn't going to eat out tonight.

Affirmative		Negative		Interrogative
Long form	Short form	Long form	Short form	
I am going to leave	I'm going to leave	I am not going to leave	I'm not going to leave	Am I going to leave?

- We use **be going to**:

- for plans and intentions for the (near) future. e.g. I am going to play football this afternoon. He is going to buy a bike this summer.
- when there is evidence that something is going to happen in the near future. e.g. It is going to rain. There are dark clouds in the sky.

Present Continuous

- We can use the present continuous for actions we have already arranged to do in the near future. e.g. I am meeting Helen at two o'clock. Also, with verbs of movement such as: **come, go, fly, travel, leave**, etc. e.g. I am leaving for Paris tomorrow. (I have already arranged it.)

- 7** Read the following sentences. Then, say what these people are going to do using the words from the list.

study all day, post it, sleep, have a party, go to the hairdresser's, take a taxi

- Kim and Paul are tired. ... *They're going to sleep*....
- Richard has written a letter.
- Kate has missed the bus.
- Mrs Hunter's hair is untidy.
- It is Jane's birthday.
- Bob has an exam tomorrow.

- 8** Fill in the gaps with the correct form of *be going to* and the verbs in brackets.

- I ... *am going to buy*... (buy) a new car next month.
- When (you/tidy) your bedroom? It's very messy!
- Bob (play) football on Saturday because he has hurt his leg.
- Barry and Jason (visit) their grandparents on Sunday.
- (Denise/appear) in the new TV series?
- Monica (sing) in the concert. She has got a sore throat.
- I (walk) to school today. I'll take the bus.
- (you/help) me wash the dishes after lunch?
- Helen (cook) dinner for some friends tomorrow.
- Ruth (come) with us. She's too busy at work.

Short Answers

In short answers with *be going to* we only use **Yes** or **No**, the subject pronoun and the verb *to be*. We do not repeat the whole question. e.g. *Are you going to wash the car?* Yes, I am. / No, I'm not.

Are you ...? Yes, I am/we are. No, I'm not/we aren't.

Is he/she/it ...? Yes, he/she/it is. No, he/she/it isn't.

Are they ...? Yes, they are. No, they aren't.

- 9** Look at the Taylors' family diary for next week. In pairs, ask and answer questions using the prompts as in the example.

e.g. SA: *Are Eric and Rose going to wash the car on Sunday?*

SB: *Yes, they are.*



Sunday	Eric and Rose — wash the car
Monday	Mrs Taylor — visit her mum
Tuesday	Mr and Mrs Taylor — play tennis
Wednesday	Eric — study for an exam
Thursday	Rose — tidy her room

- Eric and Rose / wash the car / Sunday?
- Mrs Taylor / visit her mum / Tuesday?
- Mr and Mrs Taylor / play tennis / Tuesday?
- Eric / study for an exam / Thursday?
- Rose / tidy her room / Thursday?

- 10** Fill in the gaps with *will* or *be going to* and one of the verbs from the list.

visit, answer, be, write, study, finish

- A: The phone is ringing.
B: *Okay. I'll answer it.*
- A: You haven't finished your homework yet.
B: I know. I it after I have a bath.
- A: Do you like singing?
B: Yes, I do. I a singer.
- A: Do you want to go out for dinner tonight?
B: I can't. I for my exams.
- A: Please write to us.
B: I promise we regularly.
- A: Have you made plans for Christmas?
B: Yes, I my parents in Brighton.

UNIT 15

The Future

11

What does *will/be going to* express in each sentence? Underline the correct meaning.

- I'll have some cheesecake. (*on-the-spot decision/promise*)
- Don't go out! You'll catch a cold. (*intention/warning*)
- Pamela is going to have a baby in June. (*evidence/threat*)
- You will meet a very rich and handsome man. (*prediction/intention*)
- Stop that noise or I'll send you to your room. (*on-the-spot decision/threat*)
- Mary's going to buy a present for Tom this afternoon. (*intention/promise*)
- I'll help you cut the tree tomorrow. (*prediction/promise*)

12

Fill in the gaps with the future simple, be going to or the present continuous.

- The tree is falling. It is going to hit... (hit) that car!
- I can't meet you today. I (have) lunch with my boss in an hour.
- It's hot in here. I (take off) my sweater.
- Tom (fly) to New York on Friday. He has already bought his ticket.
- She likes children. She (be) a teacher.
- I'm sure Kim (not/let) you drive her new car.
- I can't go to the cinema on Saturday. I (go) to the shops with my mother.
- I think it (snow) on Christmas Day this year.

13

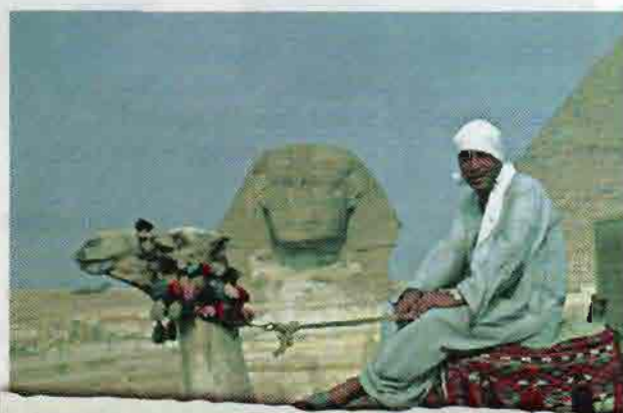
Choose the correct answer.

- Do you think it will rain tomorrow?
A rained B has rained C will rain
- Beth to the cinema every Saturday.
A has gone B is going C goes
- They three films so far.
A have seen B saw C see
- Put on your coat or you a cold.
A be catching B have caught C will catch

- I dinner with Paul this evening. Do you want to join us?
A will have B am having C have had
- Grandmother us in our new house yet.
A didn't visit B hasn't visited C doesn't visit
- I usually my clothes on Monday mornings.
A wash B washes C have washed
- I a big chocolate cake for my birthday last year.
A will bake B have baked C baked
- I for a new job this summer.
A am going to look B am looking C have looked
- Mum the kitchen at the moment.
A cleaned B has cleaned C is cleaning

14

Put the verbs in brackets into the correct tense.



Dear Anita,

I (1) (have) a lovely time here in Egypt. I (2) (stay) in Cairo in a nice hotel with my family. I (3) (see) many wonderful things so far. Yesterday morning I (4) (go) to see the Pyramids. They (5) (be) amazing. In the evening we (6) (go) to a restaurant and we (7) (taste) traditional food. Tomorrow we (8) (visit) Alexandria. I'm sure I (9) (like) it very much. Egypt is an exciting country!

Are you having a good time at home, too? See you soon.

Best Wishes,
Vanessa

15

Fill in the gaps with one of the verbs from the list. Use **future simple** or **present continuous**.

be, do, have, come

1

..... you to Paul's party?



No, I'm not. I'm tired.

2

What
you on
Friday evening?



Nothing, I'm free.

3

You rich
and famous.



4

Can I have your
order please?

Yes, I
chicken and
chips, please.



16

Cross out the extra word.

- 1 They are being going to visit the zoo on Saturday.
- 2 Tom won't not have time to go shopping tomorrow.
- 3 Have you never spoken to Jim about your plans yet?
- 4 He is going playing tennis now.
- 5 Peter has broke his leg yesterday.

ORAL Activity

Robert Harris is a businessman. Look at his secretary's notes about his trip to Germany. In pairs, ask and answer questions using the prompts as in the example.

SA: Is Mr Harris flying at 12 o'clock on Tuesday?
SB: No, he isn't. He's flying at 10 o'clock on Monday morning.



Monday December 16th
fly - 10.00 (morning)
meet - Mr Miller - 12.00
have lunch - with Mr
Miller - 2.00

Tuesday December 17th
make a speech - 11.00
give an interview - 3.00
fly back - 6.00

- 1 fly / 12.00 / Tuesday?
- 2 meet Mr Miller / 12.00 / Monday?
- 3 have lunch with Mr Miller / 3.00 / Monday?
- 4 make a speech / 11.00 / Tuesday?
- 5 give an interview / 5.00 / Tuesday?
- 6 fly back / 6.00 / Tuesday?

WRITING Activity

Now write about Mr Harris' plans. Use these words to join your sentences: **First, Then, After that, Finally**

Mr Harris is flying to Germany at 10.00 on Monday morning. **First**, he is meeting
After that

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Revision 3 (Units 1 - 15)

1 Fill in was, wasn't, were or weren't.

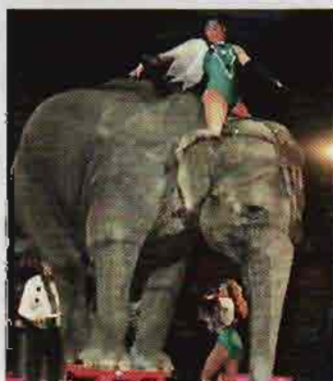
- The children *...were...* at the beach yesterday.
- Ben at the park. He was at home.
- the students at school?
- Sara and Mike at a restaurant. They were at a café.
- Betty at the library?
- All the doctors at the hospital very busy.
- Ben at the clothes shop. He was at the record shop.

2 Fill in the gaps with for, since, already, yet, just, never or ever.

- I've *...already...* finished my homework but Mark is still doing his.
- Jane hasn't been to the zoo
- We haven't seen Julie March.
- We've known each other years.
- I've taken the cake out of the oven. It's still hot.
- He's been to Paris twice this year.
- I have tasted Chinese food, but I want to.
- Have you tried to climb a tree?
- I haven't eaten anything yesterday.
- Has Peter returned the books to the library?
- Dave's been ill three days.
- We haven't got our exam results

3 Put the verbs in brackets into the past simple.

Yesterday I 1) *...went...* (go) to the circus. I 2) (have) a great time. I 3) (watch) the clowns and 4) (see) the animals perform their tricks. I 5) (buy) an ice-cream and I also 6) (eat) a lot of popcorn! My favourite part 7) (be) when the acrobats 8) (do) their act. They 9) (be) amazing. After the show, I 10) (catch) a bus home. I 11) (feel) very tired but I really 12) (enjoy) my visit.



4 Put the verbs in brackets into the correct tense.

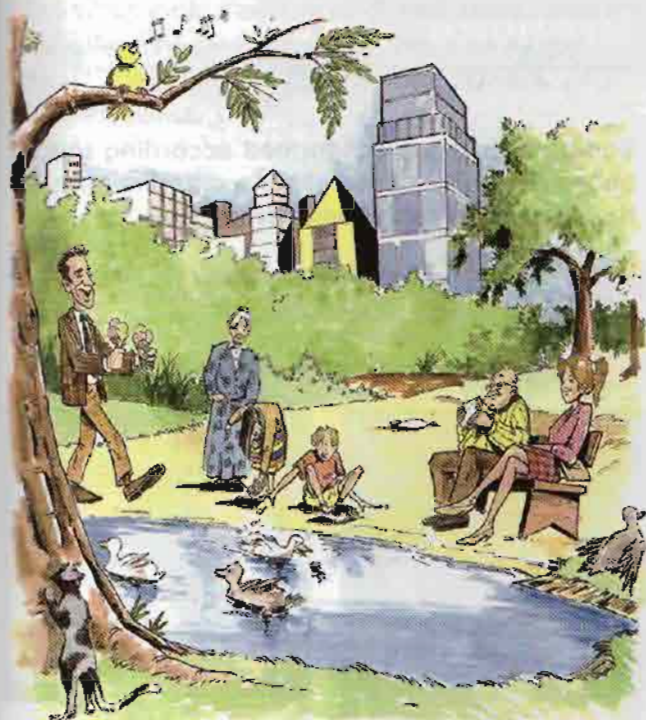
- Please, be quiet! We *...are trying...* (try) to get some sleep.
- They (have) bacon and eggs for breakfast yesterday morning.
- Jack (play) squash every Thursday afternoon.
- "How long (you/know) the Jeffersons?" "Since 1992."
- At present, George (help) his mother with the housework.
- "When (Jack/ask) you to marry him?" "Two months ago."
- I'm sure Janet (help) you clean up this mess later.
- Don't touch the wall! I (just/paint) it!
- Claire (not/come) to my party last night.
- My brother always (bring) me a nice present on my birthday.
- (you/want) to listen to some music?
- I'm afraid Susan (not/be) here for your engagement party.
- (Dad/repair) the car yet?
- John Miller (publish) three books so far.
- Drink your milk or I (not/take) you to the zoo.

5 Put the verbs in brackets into the future simple or the be going to form.

- My car is old. I *...am going to look for...* (look for) a new one next month.
- It's raining outside. Take an umbrella or you (get) wet.
- The buses are not running tomorrow. Peter (walk) to work.
- "I (pay) for the drinks this time. It's my turn."
- I'm sure John (not/miss) tonight's match on TV.
- "The dog is dirty." "I know. I (wash) him in a few minutes."
- It's Sarah's birthday tomorrow. Her husband (probably/cook) something special for her.
- Mary (give) a party next week. She has already invited most of her friends.

6

Look at the picture and put the verbs in brackets into the present continuous, present perfect or the be going to form.



- The children are feeding (feed) the ducks.
- Father (buy) some ice-cream.
- Mother (sit) on a bench.
- Grandfather (eat) a sandwich.
- Grandmother (watch) the children.
- The cat (climb) the tree.
- A duck (come) out of the lake.
- A bird (sing) in the tree.

7

Underline the correct word.

- Hurry up! Our bus leaves on/in an hour.
- In this picture Jerry is sitting among/between Alex and Ted.
- The postman is in/at the door. He's got some letters for us.
- Dad goes to work in/by car every morning.
- I'm meeting Peter for coffee on/at Tuesday afternoon.
- The flowers are on/in the vase.
- Be careful as you walk across/along the street.
- Susie goes to school on/by foot every day.
- Grandpa always wakes up at/on dawn.
- The train is going from/through the tunnel now.
- The cat is sitting behind/in front of the fireplace.
- It's better to stay at home on/in a rainy night.

8

Choose the correct answer.

- We ...~~B~~... a test in our History lesson yesterday.
A have B had C are having
- Philip yet.
A has woken up B woke up C hasn't woken up
- I your brother last week.
A saw B see C am seeing
- It's hot. I the window.
A will open B open C opened
- Peter and Jenny on holiday next week.
A go B are going C have gone
- I live a house in the country.
A in B on C up
- Tina the furniture. Now, everything is clean.
A dusts B has dusted C will dust
- The hot-air balloon is flying the village.
A over B on C across
- I hope you me a copy of the photo.
A sends B will send C send
- The Prime Minister three new hospitals so far.
A is opening B opened C has opened

9

Correct the mistakes.

- I have lived here since ten years.
- There isn't somebody in the garden.
- We are going the party tonight?
- I do always my homework in the evenings.
- We bought some new furnitures yesterday.
- Simon has already go to work.
- You will to pass your exams.
- Philip hasn't got many free time today.
- I just have finished my breakfast.
- We have eaten chicken for dinner last night.
- Tom usually is late for work.
- There aren't much people in this office.

UNIT 16

Adjectives/Adverbs/Comparisons

Adjectives/Adverbs



James is a racing driver.
He is **young** and **famous**. He's got a **fast** car.
Racing drivers never drive **slowly**. They drive very **fast**.

◆ An **adjective** describes a noun. Adjectives go before nouns. They can also be used alone after the verb *to be*. They have the same form in the singular and plural. e.g. *This is a **big** house. He is **poor**. They are **poor**.* (NOT: *They are poor*)

◆ An **adverb** describes a verb. It shows *how*, *where*, *when* or *how often* someone does something. Adverbs usually go after verbs.

e.g. *He walks **slowly**.* (How does he walk? *Slowly* - adverb of manner), *John is **here**.* (Where is he? *Here* - adverb of place), *He wakes up **early**.* (When does he wake up? *Early* - adverb of time)

Sometimes adverbs go before the main verb, e.g. the adverbs of frequency (often, always, etc.).
e.g. *She **often** visits her parents.*

◆ Formation of adverbs

- We usually form an adverb by adding **-ly** to the adjective.
e.g. *slow* - *slowly*
- Adjectives ending in **-le** drop the **e** and take **y**. e.g. *simple* - *simply*
- Adjectives ending in **consonant + y** drop the **y** and take **-ily**.
e.g. *angry* - *angrily*
- Adjectives ending in **-l** take **-ly**.
e.g. *careful* - *carefully*

Irregular Adverbs

Some adverbs are not formed according to the above rules. They have either a different form or the same form as the adjective.

Adjective	Adverb
good	well
fast	fast
hard	hard
early	early
late	late

1

Write the adverbs.

- | | |
|----------------------------------|--------------------|
| 1 polite ... <i>politely</i> ... | 10 fast |
| 2 dangerous | 11 beautiful |
| 3 nice | 12 soft |
| 4 easy | 13 early |
| 5 good | 14 noisy |
| 6 cheap | 15 careful |
| 7 safe | 16 happy |
| 8 hard | 17 terrible |
| 9 comfortable | 18 awful |

2

Are the words in bold adjectives or adverbs? Say what type the adverbs are as in the example.

- He is a **good** student. ...*adjective*...
- She speaks **loudly**. ...*adverb of manner*...
- They arrived **early**.
- He is working **hard**.
- She is a **pretty** girl.
- Your father is **here**.
- They **usually** eat out.
- He drives **carefully**.
- He is leaving **tomorrow**.
- You dance very **well**.
- She learns **quickly**.
- The film was **sad**.
- These biscuits are **hard**.
- It was an **easy** exam.

Adjectives/Adverbs/Comparisons

look, smell, sound, feel, taste + adjective

The verbs **look, smell, sound, feel, taste** take an adjective, not an adverb. e.g. They look **happy**.
(NOT: They look ~~happily~~.) He feels **terrible**. (NOT: He feels ~~terribly~~.)

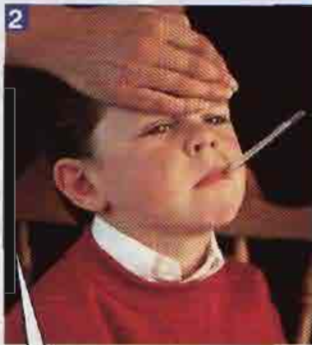
3

Fill in the gaps with one of the adjectives from the list.

happy, nice, hot, delicious



This cake tastes really



You feel, Tom.



You sound very



These flowers smell

4

Underline the correct item.

- My bedroom is tidy/tidily.
- It is snowing heavy/heavily.
- Cross the road careful/carefully.
- My teacher was very angry/angrily yesterday.
- Get ready for school quick/quickly.
- The test was very easy/easily.

- Your perfume smells nice/nicely.
- Susan is smiling happy/happily.
- This sweater feels very soft/softly.
- He sings beautiful/beautifully.
- It is very warm/warmly today.
- She looks beautiful/beautifully tonight.

5

Match questions 1 - 7 to answers a - g.

COLUMN A

COLUMN B

- | | |
|------------------------------------|-----------------------|
| 1 When will you wash your clothes? | a Yesterday. |
| 2 How are your parents? | b It was very tiring. |
| 3 Where is the rabbit? | c Tomorrow. |
| 4 When did you go shopping? | d It's very funny. |
| 5 What do you think of this film? | e Over there. |
| 6 How was your trip? | f They're very well. |
| 7 How often do you play tennis? | g Twice a week. |

6

Fill in the gaps with *good, well, hard and fast*. Then, say if each is an adjective or an adverb.

- Janet is a good singer. She sings very well.
- I was ill yesterday but now I am
- You must run to catch that bus.
- I can't bite this bread. It's too
- Philip isn't clever but he tries very at school.
- That horse is a runner. It wins every race.
- This cake tastes really
- Denise is never naughty. She is a girl.

7

Rewrite the sentences using a verb and an adverb as in the example.

- He is a good writer. He writes well.
- She is a slow runner.
- They are clever players.
- He is a careful driver.
- They are hard workers.
- Fiona is a bad singer.
- Paula is a beautiful dancer.

Comparisons



This house is **big**. It is also **expensive**.



This house is **bigger than** the first. It is also **more expensive**.



This house is **the biggest** and **the most expensive** of all.

- ◆ Adjectives have got three forms: **positive**, **comparative** and **superlative**.
- ◆ We use the **comparative form + than** to compare **two** people or things. e.g. *Tom is taller than Richard.* *Russia is larger than Australia.*
- ◆ We use the **+ superlative form + of/in** to compare three or more people or things. e.g. *Chris is the tallest of all.* We use **in** when we talk about places. e.g. *Russia is the largest country in the world.* NOT: ~~the~~ world
- ◆ Formation of the comparative and superlative of adjectives
Adjectives of one or two syllables form the comparative by adding **-er** and the superlative by adding **-est**. e.g. *fast - faster - fastest*. Adjectives of more than two syllables form the comparative with **more** and the superlative with **most**. e.g. *beautiful - more beautiful - most beautiful*. Some adjectives such as *clever, stupid, narrow, gentle, friendly*, etc form the comparative and superlative either with **-er/-est** or with **more/most**. e.g. *clever - cleverer - cleverest* OR *clever - more clever - most clever*

Spelling Rules

- ◆ One-syllable adjectives ending in **-e** take **-r** in the comparative and **-st** in the superlative form. e.g. *large - larger - largest*
- ◆ Two-syllable adjectives ending in **-y** turn the **-y** into **-i** and then take **-er/-est**. e.g. *happy - happier - happiest*
- ◆ Adjectives ending in a **stressed vowel** between two consonants double the final consonant and then take **-er/-est**. *big - bigger - biggest* but *old - older - oldest*

8

Write the comparative and superlative form of the following adjectives.

1 small	...smaller...	...smallest...
2 big	.....	.....
3 weak	.....	.....
4 dangerous	.....	.....
5 slow	.....	.....
6 pretty	.....	.....
7 safe	.....	.....
8 beautiful	.....	.....
9 fat	.....	.....
10 sad	.....	.....

Adjectives/Adverbs/Comparisons

The comparative and superlative of adverbs

Adverbs form the comparative and superlative in the same way as adjectives. Adverbs of one or two syllables take **-er** in the comparative and **-est** in the superlative. e.g. *hard* - *harder* - *hardest*, *early* - *earlier* - *earliest*.

The adverbs which are formed by adding **-ly** to the adjective (adverbs of manner), take **more** in the comparative and **most** in the superlative.

e.g. *carefully* - *more carefully* - *most carefully*.

9 Write the comparative and superlative form of the following adverbs.

- | | | |
|--------------|-------------------|-------------------|
| 1 easily | ...more easily... | ...most easily... |
| 2 fast | ..... | ..... |
| 3 late | ..... | ..... |
| 4 clearly | ..... | ..... |
| 5 carelessly | ..... | ..... |
| 6 generously | ..... | ..... |
| 7 hard | ..... | ..... |
| 8 early | ..... | ..... |

Irregular Comparatives and Superlatives

Positive	Comparative	Superlative
good/well	better	best
bad/badly	worse	worst
much/many/	more	most
a lot of		
little	less	least
far	further/farther	furthest/farthest

10 Write sentences using the prompts given, as in the example.

- George's house is very big.
...Yes, it's bigger than mine....
- Sally's dress is very expensive.
- Peter's sister is very young.
- Tom's job is very exciting.
- Jenny's hair is very long.
- This book is very interesting.

11 Write sentences using the prompts given, as in the example.

- That's a fast car.
...It's the fastest car I've ever seen....
- Those are expensive rings.
- That's a small house.
- That's a big plane.
- That's a tall building.
- That's a long snake.
- Those are nice flowers.
- That's a cheap watch.

12 Fill in the comparative form as in the example.

- My motorbike goes ...faster than... (fast) yours.
- I work (hard) Paul.
- Today it is (cold) yesterday.
- I'm (old) you.
- English is (little) difficult Japanese.
- The last bus was (crowded) the first bus.
- I need a (big) bag this.
- Travelling by train is (expensive) travelling by bus.
- A coat costs (much) a jacket.
- Vegetables are (good) for your health crisps.

13 Fill in the superlative form as in the example.

- Sarah is ...the youngest... person in my family. (young)
- That is dress I have ever seen. (horrible)
- Roses are the flowers which have smell. (nice)
- January is month of the year. (cold)
- That was joke I've ever heard. (funny)
- She is woman I've ever met. (beautiful)
- Mrs Green is person I know. (interesting)
- This is song I've ever heard. (bad)

14

Put the adjectives in brackets into the positive, comparative or superlative form. Fill in *than*, *of*, *in* or *the* where necessary.

- I am ...*younger than*... my brother. (young)
- That is programme on television. (good)
- That was meal I've ever had. (tasty)
- My Maths teacher is very (clever)
- The old train is the new train. (slow)
- I have got money my sister. (much)
- This is tree the forest. (tall)
- The music is very (loud)
- The watch is very (expensive)
- Chris is student all. (intelligent)

as ... as / not as ... as

When we want to say that two people or things are the same, we use **as...as**. e.g. *Helen is as tall as Kate.*

In negations we use **not as ... as**. e.g. *Mary is not as clever as Julie.*

15

Complete the sentences using **as...as** or **than** and the word in brackets.

- I don't eat ...*as much as*... you. (much)
- England has people Holland. (more)
- I can't speak French you. (well)
- Harry isn't I am. (strong)
- Chocolate isn't milk. (healthy)
- Bill's car isn't Tim's. (fast)
- Julie isn't her cousin. (old)
- This knife is that one. (sharper)
- This dictionary is that one. (good)
- The petrol station is from my house the bank. (farther)

16

Fill in the gaps with the correct form (positive, comparative or superlative) of the adjectives/adverbs in brackets.



- The mouse is not ...*as big as*... (big) the dog.
- The elephant is (heavy) all.
- The dog is (heavy) the mouse.
- The dog is (noisy) the mouse.
- The dog can run (fast) the elephant.
- The dog is (small) the elephant.
- Elephants live (long) dogs.
- The elephant is not (friendly) the dog.

17

Choose the correct answer.

- He is ...*C*... man in the world.
A tall B taller C the tallest
- I am than my sister.
A old B older C the oldest
- This picture is of all.
A good B better C the best
- My car was than yours.
A expensive B more expensive
C the most expensive
- This is film I've ever seen.
A boring B more boring C the most boring
- Dan is not as as Henry.
A thin B thinner C the thinnest
- My shopping bag is as as yours.
A heavy B heavier C the heaviest
- I think History is a(n) subject.
A interesting B more interesting
C the most interesting
- England is very in winter.
A cold B colder C the coldest
- Trains are than bicycles.
A fast B faster C the fastest

Adjectives/Adverbs/Comparisons

IN OTHER WORDS

Study these examples. The second sentence has a similar meaning to the first sentence.

- Mary is shorter than Susan.
as Susan **is not as short as** Mary.
- I have never seen such a tall tree.
the It's **the tallest tree I have** ever seen.
- Greg is 1.80m tall. Paul is 1.80m tall.
as Greg **is as tall as** Paul.

18 Complete each sentence with two to five words including the word in bold.

- Paris is more beautiful than London.
as London is ...**not as beautiful as**... Paris.
- My brother is 15 years old. Your sister is 15 years old.
as My brother your sister.
- We have never read such an interesting book.
the It's
we have ever read.
- I play tennis better than John.
well John doesn't as I do.
- Stella has never met such a friendly teacher.
the He's
Stella has ever met.
- George weighs 70 kilos. Nick weighs 70 kilos.
heavy George is Nick.
- It is the best meal I have ever had.
such I a good meal.
- Spain isn't as cold as Sweden.
than Sweden is Spain.

19 Correct the mistakes.

- Chris is more cleverer than Scott.
- Jill is prettier from Sylvia.
- Chocolate ice-cream is the more delicious of all.
- She is a very taller woman.
- The bus is longest than my car.
- A Fiat isn't as more expensive as a Porsche.

ORAL Activity

A friend of yours is visiting your city. He wants to stay at a nice hotel. In pairs, look at the pictures of the three hotels and make comparisons as in the example. Use the adjectives in the list.

old, modern, big, small, a lot of, expensive, far



Built in: 1930
Rooms: 30
Price: £25 per night
Distance from city centre: 4 km



Built in: 1820
Rooms: 60
Price: £40 per night
Distance from city centre: 2 km



Built in: 1990
Rooms: 200
Price: £80 per night
Distance from city centre: 1 km

SA: The Star Hotel is not as old as the Pearl Hotel.
SB: The Crown Hotel is the most modern of all.

WRITING Activity

Which hotel do you like most? Write about it using comparisons. Begin like this:

The hotel I like most is the
Hotel. It is
.....
.....

UNIT 17

Questions



Andrew: Is this your dog?
Ben: Yes, it is.
Andrew: Did you get him from a pet shop?
Ben: No, we didn't.



Al: What have you got in this bag?
Betty: A new dress.
Al: How much did it cost?
Betty: £35.

◆ There are two types of questions:

a) Questions with Yes/No answers

These kinds of questions begin with an auxiliary verb (e.g. **is, are, have, has, will, can, do does, did**, etc.) and then the subject. We usually answer these questions with **Yes/No** answers. e.g. *Are you watching TV?* Yes, I am./*Have you finished yet?* No, I haven't./*Can you type?* No, I can't. When the main verb is in the **present simple** (play, works, etc.) we form the question with the auxiliary verb **do/does**. e.g. *Do you play golf every Saturday?* Yes, I do./*Does he work hard?* No, he doesn't. When the main verb is in the **past simple** (arrived, sent, etc) we form the question with the auxiliary verb **did**. e.g. *Did she arrive early last night?* Yes, she did./*Did they send you a letter?* No, they didn't.

b) Wh- questions

Wh- questions begin with a question word. We put the auxiliary verb before the subject.

people	things	place	time	quantity/number	manner	reason	age
who	what	where	when	How much	how	why	how old
whose	which		how long (ago)	How many			
			how often				

e.g. **Who** is that man? He's her father.
Whose is that coat? It's Jane's.
What is it? It's a pen.
Where are my glasses? They're in your bag.
When did he arrive? Yesterday.
Why are you sad? Because I've lost my purse.
Which book is yours? The blue one.

How are you? Fine thanks.
How often do you go out? Twice a week.
How much is it? £10.
How many sisters have you got? Two.
How long have you known her? For three years.
How long ago did you leave school? Four years ago.
How old are you? I'm sixteen.

1 Make questions as in the examples.

- I have got a dog. (you) ...*Have you got a dog, too?* ...
- I live in the country. (Sally) ...*Does Sally live in the country, too?* ...

- I went out last night. (you)
- I can drive. (David)
- I like pizza. (you)
- I have got long hair. (she)
- I am wearing a hat. (Donna)

2

Fill in the gaps with one of the question words from the list.

who, what, which, where, how long, when, what, how often, how, whose

- 1 ..**Whose**... is this bag? My sister's.
- 2 are the children? At school.
- 3 is Paul coming back? Tomorrow.
- 4 does he drive? Very dangerously.
- 5 is that woman? Mary Smith.
- 6 time do you finish work? At four o'clock.
- 7 do they buy a newspaper? Every day.
- 8 is her name? Catherine.
- 9 city do you like best? Rome or Milan?
- 10 have you been a teacher? Since 1991.

3

Fill in **what, which, who, when, where, whose or why**.

- 1 "....**What**..... is your name?" "John."
- 2 "..... shirt do you want?" "The blue one, please."
- 3 "..... is your favourite colour?" "Red."
- 4 "..... are you from?" "Poland."
- 5 "..... time do you usually go to bed?" "At ten."
- 6 "..... are you crying?" "Because I've hurt my finger."
- 7 "..... are those books over there?" "Paul's."
- 8 "..... is your best friend?" "Mary."
- 9 "..... did you go on holiday last year?" "Mexico."
- 10 "..... are you leaving?" "Tomorrow."
- 11 "..... is that man over there?" "My dad."
- 12 "..... are you going to cook for dinner?" "Roast beef."
- 13 "..... do you want to leave?" "Because I'm bored."
- 14 "..... is Mr Smith?" "Our science teacher."

4

First fill in the gaps in the questions with **how old, how often, how much, how many, how long or how long ago**. Then match the questions to the answers.

- 1**How much**..... does this jacket cost?
- 2 do you go to the theatre?
- 3 is your sister?
- 4 people are coming to your party?
- 5 have you been a teacher?

- 6 did you visit Poland?

- | | | | |
|------------------|-------------------------------------|-----------------|--------------------------|
| a Since 1990. | ☐ | d 14. | ☐ |
| b £24. | ☒ | e Once a month. | ☐ |
| c Two years ago. | ☐ | f Only a few. | ☐ |

5

Fill in the gaps with the correct question words.



- A: 1)**What**..... are you doing?
 B: I'm making a salad for the party.
 A: 2) people are coming?
 B: About thirty.
 A: 3) time are they arriving?
 B: Seven o'clock. 4) is Steve coming?
 A: At eight o'clock. 5) are you going to put all the food?
 B: On the table in the living room.
 A: 6) are the curtains in there closed?
 B: Because I don't want Steve to see everyone when he arrives.
 A: 7) is going to open the door when Steve comes?
 B: I'll do that.

6

Ask the questions to which the words in bold are the answers.

- 1 **What time/when did you finish last night?**
I finished at 9 o'clock last night.
- 2
Yes, I enjoyed the film very much.
- 3
They play squash three times a week.
- 4
No, he didn't call me yesterday.
- 5
It's Helen's dress.
- 6
Yes, there were a lot of people at the party.

Subject/Object Questions

- ◆ **Subject questions** are the questions we ask when we want to find out **who** or **what** did something; that is, when we want to know the subject. These questions usually begin with the word **who** or **what**. In subject questions the verb is in the affirmative form.
- ◆ **Object questions** are the questions we ask when we want to know the object. These questions usually begin with the word **who** or **what**. In object questions the verb is in the interrogative form.

subject	verb	object
John	sent	a letter.



Who sent a letter?

We want to know the subject so the verb is in the affirmative form.

subject	verb	object
John	sent	a letter.

What did John send?

We want to know the object so the verb is in the interrogative form.

8

Ask questions with who or what as in the examples.

- He found **something**.
What did he find?
- She has helped **somebody**.
Who has she helped?
- They'll buy **something**.
.....
- He's meeting **somebody** at 5 o'clock.
.....
- John is writing **something**.
.....
- She saw **somebody** in the room.
.....
- He heard **something**.
.....
- He talked to **somebody**.
.....

7

Ask questions with who or what as in the examples.

- Somebody** has written to her.
Who has written to her?
- Something** frightened him.
What frightened him?
- Something** fell on my head.
.....
- Somebody** is talking on the phone.
.....
- Somebody** has stolen her bag.
.....
- Something** is in the garden.
.....
- Somebody** will bring the parcel.
.....
- Somebody** sent Linda flowers.
.....
- Something** is making a funny noise.
.....
- Somebody** bought his painting.
.....

9

Ask the questions to which the words in bold are the answers.

- ...*Who broke the window yesterday?* ...
George broke the window yesterday.
- ...*What is Sarah making for the party?* ...
Sarah is making a **cake** for the party.
-
Bob has bought a new car.
-
Laura has found a **ring**.
-
Diana will travel abroad next year.
-
I saw **Tom** yesterday.
-
They are repairing **the roof**.
-
She had **fish and chips** for lunch.
-
Peter brought a present for the baby.
-
I called **Bruce** last night.

10

Ask the questions to which the words in bold are the answers.



Lily lives in **Greendale**. She is a **typist**. She works in an **office in the town centre**. In her spare time, Lily likes to **do sports**. Her best friend is **Sophie**. They met **two years ago** when they were at university. They are friends **because they have the same hobbies**. They go walking together **once a week**. **Sophie** drives them to the countryside in her car. Lily and Sophie **are having a rest** at the moment. Sophie is tired today **because she went to bed very late last night**.

1 *Where does Lily live?*
She lives in Greendale.

- 2
3
4
5
6
7
8
9
10
11

11

Complete the reporter's questions.



A: 1) *What is your name?*

B: My name is Michael Simmons.

A: 2)

B: I live in Los Angeles.

A: 3)

B: I was born in New York.

A: 4)

B: I am twenty-nine years old.

A: 5)

B: I was eleven years old when I started playing.

A: 6)

B: I enjoy reading books and going to the cinema.

A: 7)

B: I am having a holiday.

A: 8)

B: I'm going to stay here for ten days.

A: Thanks for your time.

12

Choose one of the people from the pictures below. In pairs, make dialogues using the one in exercise 11 as a model.



Roger Fox,
singer



Vanessa Reed,
actress

13 Write questions using the words in brackets.



- A: 1) *Do you know this man?* (you/know/this man)
 B: Yes, his name is John Smith.
 A: 2) (he/live/here)
 B: Yes, he lives across the road.
 A: 3) (house/be/his)
 B: Number 6. The house with the red front door.
 A: 4) (you/see/him/today)
 B: Yes, I have.
 A: 5) (time/be/it)
 B: 10 o'clock this morning.
 A: 6) (he/do)
 B: He got into his car and drove away.
 A: 7) (you/ever speak/him)
 B: Yes, but only a few times.
 A: Thank you very much, madam.

14 Choose the correct answer.

- 1 "...*B*... did you travel to Holland?" "Last summer."
 A Why B When C Who
 2 "..... is that man?" "My father."
 A Whose B Why C Who
 3 "..... have you lived in England?" "Five years."
 A How long B How often C How much
 4 "..... bicycle is red and black?" "Tim's."
 A Whose B Which C What

- 5 "..... do you exercise?" "Three times a week."
 A How many B How often C How much
 6 "..... did you travel to Manchester?" "By train."
 A What B Why C How
 7 "..... pens have you got?" "Ten."
 A How many B How long C How much
 8 "..... do you get up in the morning?" "At seven."
 A How B What time C Where
 9 "..... pullover do you like best? The red or the blue one?"
 A Which B What C Where
 10 "..... are you going for your summer holiday?"
 "To Italy."
 A How B Where C When
 11 "..... do you like doing in your free time?"
 "Watching TV."
 A Where B When C What
 12 "..... did you go to Jenny's last night?" "It was her birthday."
 A Why B When C How

15 Put the words into the correct order. Then write the questions in your notebook.

- 1 Where / go / yesterday / did / you?
 ...*Where did you go yesterday?*...
 2 What / are / going / the / time / party / you / to?
 3 How long / Maria / has / ill / been?
 4 When / you / Spain / are / leaving / for?
 5 Why / so / tired / are / you / today?
 6 How / have / brothers / many / got / you?
 7 What / your / is / friend's / name / best?

16 Write the questions to which the words in bold are the answers.

- 1 ...*How long have you known him?*...
 I've known him **for three years**.
 2
 I go to the gym **twice a week**.
 3
 I left school **five years ago**.
 4
 I paid **twenty pounds** for that dress.
 5
 This bicycle is **John's**.

Question Tags

- Question tags are short questions at the end of a statement. We mainly use them in speech when we want to confirm something or when we want to find out if something is true or not.



They're very small,
aren't they?



Rabbits don't eat
meat, do they?



A tiger has got stripes,
hasn't it?

- We form a question tag with the auxiliary verb and the appropriate personal pronoun.
e.g. *Rita can speak French, can't she?*
You have spent a lot of money, haven't you?
- When the verb of the sentence is in the present simple, we form the question tag with the auxiliary verb **do, does** and the personal pronoun. When the verb is in the past simple, we form the question tag with the auxiliary verb **did** and the personal pronoun.
e.g. *He likes golf, doesn't he?*
Kevin went to Rome last year, didn't he?

- When the statement is positive, the question tag is negative.
e.g. *She was at home, wasn't she?*
He lives in a flat, doesn't he?
- When the statement is negative, the question tag is positive.
e.g. *They haven't finished yet, have they?*
She won't come to the party, will she?
- When the sentence contains a word with a negative meaning like **never, hardly, seldom** or **rarely**, the question tag is positive.
e.g. *He is never late, is he?*
They seldom go to the theatre, do they?
- Some verbs/expressions form question tags differently. Study the following examples.

I am → aren't I?

I am strong, aren't I?

Imperative → will/won't you?

Close the door, will/won't you?

Let's → shall we?

Let's go out, shall we?

Don't → will you?

Don't shout, will you?

I have (got) → haven't I?
(=possess)

She's got a sister,
hasn't she?

I have → don't I?

You have a shower
every day, don't you?

There is/are → isn't/aren't there?
There is a man in the room, isn't there?

This/That is → isn't it?

That's Mary's coat,
isn't it?

Intonation

- When we are sure of the answer and expect agreement, the voice goes down in the question tag.



e.g. *This is
a castle,
isn't it?*

- When we aren't sure of the answer and we want information, the voice goes up in the question tag.



e.g. *She isn't
married, is
she?*

17 Match the question tags to the sentences.

- | | |
|--|----------------|
| 1 You are French, ....C.... | a can he? |
| 2 Ben doesn't like fish, | b isn't she? |
| 3 Sharon's a good athlete, | c aren't you? |
| 4 We will go to the cinema, | d hasn't he? |
| 5 You've finished your homework, | e won't we? |
| 6 Don and Kim went to India last year, | f didn't they? |
| 7 Your brother can't swim, | g does he? |
| 8 Mr Brown works in a bank, | h haven't you? |
| 9 John passed his exam, | i didn't he? |
| 10 Your neighbour has got a dog, | j doesn't he? |

18 Fill in the question tags and match the answers to the questions.

- You haven't been to Europe, ...*have you?*
- You'll be at home tonight,
- She hasn't got any brothers,
- You went to London last year,
- Jane has got a new house,
- You're twenty now,
- You aren't a doctor,

- | | |
|--------------------------------------|-----------|
| a No, but she's got two sisters. | ..... |
| b Yes, it's beautiful. | ..... |
| c No, but I've been to Australia. |1.... |
| d No, I'm a dentist. | ..... |
| e Yes, it was my birthday yesterday. | ..... |
| f Yes, after six o'clock. | ..... |
| g Yes, for two weeks. | ..... |

19 Fill in the correct question tag.

- Let's eat out tonight,*shall we?*
- Don't do that again,
- I am having lunch with Mr Ford today,
- There isn't any coffee in the pot,
- That's your new computer,
- You haven't got a pet,
- There are a lot of people on the beach,
- Switch on the lights please,

20 Fill in the question tags and then read the sentences aloud with the correct intonation.

sure	not sure	
✓		1 John doesn't live in London, ... <i>does he?</i>
	✓	2 Frank and Laura are not married, ?
	✓	3 We are going out for dinner, ?
✓		4 He won't leave his job, ?
✓		5 Samantha can swim, ?
	✓	6 They went to Sweden, ?
	✓	7 You aren't working tonight, ?
	✓	8 Harrison Ford has starred in many films, ?
✓		9 All children love pizza, ?
	✓	10 George hasn't been to China, ?

21 Fill in the correct question tag.



- A: This is the dress you want, 1) ...*isn't it?*
 B: Yes, it is.
 A: I think this is your size.
 B: Thank you. It costs fifty pounds, 2)?
 A: Yes, that's right.
 B: You haven't got the same dress in a different colour, 3)?
 A: No, I'm sorry, this is the only colour we've got left.
 B: Never mind. I like this colour.
 A: Would you like to try it on?
 B: Yes please. The changing room is over there, 4)?
 A: Yes. It's next to the lift.

22 Fill in the gaps with the correct word(s) from the list.

isn't it - which - haven't you - who



23 Correct the mistakes.

- 1 He has never travelled abroad, hasn't he?
- 2 Who did told you about Susan's wedding?
- 3 What car is yours? The Fiat or the Opel?
- 4 How many money did you pay?
- 5 He has lunch at home every day, hasn't he?
- 6 Don't be late tonight, won't you?
- 7 What time you are flying tomorrow?

ORAL
Activity

You have met an artist. In pairs, ask and answer questions using the prompts given as in the example.

SA: When did you start painting?

SB: In 1989



- 1 you/start painting?
In 1989.
- 2 you/study? In Paris.
- 3 famous painter/you/
admire? Pablo Picasso.
- 4 you/ever/meet/any famous
painters? Yes, I have.
- 5 be/your favourite paint-
ing? "The Miracle".
- 6 paintings/you sell/so
far? A lot.
- 7 you/spend/many hours/
painting every day?
Not many.
- 8 you/work on/these
days? A portrait.



You have also met a dancer. In pairs, ask and answer similar questions using the prompts given.

- 1 start dancing - 1990
- 2 learn to dance -
New York
- 3 famous dancer/you
admire - Rudolf Nureyef
- 4 favourite ballet - Swan
Lake
- 5 ever danced in London
- Yes
- 6 you do these days -
practise for a new ballet

WRITING
Activity

Imagine that you have met a person you admire a lot (e.g. a musician, an actor, an athlete, etc.). Write the questions you want to ask him/her.

.....

.....

.....

UNIT 18

Modal Verbs

Modal verbs are verbs that go before other verbs. They include **can, could, may, must, needn't, will, shall**. They do not take an -s, -ing, or -ed suffix. They cannot be used in all the tenses, for example the modal verb **must** only appears in the present simple. Modal verbs are always followed by the root form of another verb.

e.g. He **can** play basketball. (NOT: He can ~~plays~~ basketball.)

Can/Could/May



NOW

Peter is ten years old.
He **can** read and write.



THEN

When Peter was eight months old, he **couldn't** read or write, but he **could** play with his toys.

- The modal verb **can** in the present simple shows that someone has the ability to do something (see Unit 4). In the past simple it becomes **could** and shows that someone had the ability to do something in the past. We form questions by putting **can** or **could** before the subject. e.g. *Can they run?* / *Could they run?*

We form negations by putting the word **not** after **can** or **could**. e.g. *They cannot/can't run fast.* / *They could not/couldn't run fast.*

Affirmative

I could run
You could run
He could run
She could run
It could run
We could run
You could run
They could run

Negative

Long form

I could not run
You could not run
He could not run
She could not run
It could not run
We could not run
You could not run
They could not run

Short form

I couldn't run
You couldn't run
He couldn't run
She couldn't run
It couldn't run
We couldn't run
You couldn't run
They couldn't run

Interrogative

Could I run?
Could you run?
Could he run?
Could she run?
Could it run?
Could we run?
Could you run?
Could they run?

1

Fill in the short forms as in the example.

Long Form

- I could not drive.
- She could not write.
- They cannot draw.
- He cannot come.
- Tom could not swim.

Short Form

- I ...**couldn't**... drive.
She write.
They draw.
He come.
Tom swim.

2

Mr Roberts is 65 years old. What **could** he do when he was young but **can't** do now? Make sentences using the prompts below as in the example.

e.g. *He could play volleyball but now he can't.*



- play volleyball
- dive
- dance all night
- eat a lot
- walk for miles
- lift heavy things

Use

We use **can**:

- to express ability in the present.
e.g. He **can speak** French.
- to make a request.
e.g. **Can you help** me with my homework, please?
- to ask permission.
e.g. **Can I go out**, please?

We use **could** to express ability in the past.

e.g. He **could play** football when he was young.

Short Answers

In short answers we only use **Yes** or **No**, the personal pronoun and the verb **could/couldn't**. We do not repeat the whole question.

e.g. *Could you ride a bicycle when you were eight?*
Yes, I **could**./No, I **couldn't**.

Could you ...?

Yes, I/we **could**.

No, I/we **couldn't**.

Could he/she/it ...?

Yes, he/she/it **could**.

No, he/she/it **couldn't**.

Could they ...?

Yes, they **could**.

No, they **couldn't**.

3

What does can/could express in the sentences below: ability, request, asking permission or ability in the past?

- I looked for my bag, but I **couldn't** find it. *ability in the past*
- Can** I watch the late film tonight, Mum?
- Can** you bring me a glass of water, please?
- Philip **can't** swim very well, but he's taking lessons.
- Terry **couldn't** cross the street because there was a lot of traffic.
- Susan **can't** walk because she has broken her leg.

4

Fill in the gaps with can, can't, could or couldn't.

- Sarah is three years old. She **...can't...** write.
- Peter is nineteen. He **.....** drive a car.
- Mr Thompson is 70 years old. He **.....** see very well so he wears glasses.
- When I was five years old, I **.....** only count to ten.
- When Kate was two, she **.....** read a newspaper.
-** you answer the phone, please?
- It was cold yesterday so we **.....** go out.
- I **.....** walk when I broke my leg.
-** I take this pencil, please?
-** you sing when you were a small child?

5

Look at the pictures. In pairs, ask and answer questions using the prompts below as in the example.

SA: *Could you play the piano when you were six?*
SB: *Yes, I could./No, I couldn't.*

1



play/piano

5



use/computer

2



ride/bicycle

6



paint/
picture

3



make/spaghetti

7



do/jigsaw
puzzle

4



play/cards

8



take/photographs

Can/May

We use **can** and **may** to ask permission to do something. **May** is more formal than **can** and we use it when we do not know the other person very well.



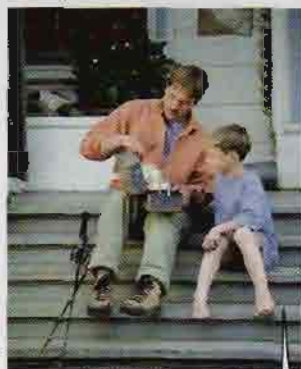
May I show you something, sir?
(formal situation).



Can I play with my friends after school, dad?
(informal situation)

6

Fill in **Can** or **May**.



1 ...**Can**... I come fishing with you, Dad?



2 I introduce you to Mrs Lee?



3 I suggest something?



4 I play with it, Grandpa?

7

Read the situations. Make questions with **May** I ... or **Can** I ... as in the example.

- You want to borrow your friend's camera. What do you say to him?
Can I borrow your camera, please?
- You want to use the phone in your boss's office. What do you say to him?
.....
- You want to invite some friends to dinner. What do you say to your mother?
.....
- You want to speak to your boss. What do you say to him?
.....
- You and your brother/sister want to play in the garden. What do you say to your father?
.....
- You and a friend want to go to Helen's party. What do you say to your parents?
.....

8

Choose the correct answer.

- I ...**C**... climb up a ladder at the age of three.
A may B can C couldn't
- John play the piano very well now.
A may B can C could
- Mr Green run very fast when he was young.
A may B can C could
- you post this letter for me, please?
A May B Can C Can't
- I spell my name when I was four years old.
A may B can't C couldn't
- Simon speak Spanish?
A May B Can C Could
- Cindy tell the time when she was five.
A could B can C may
- I have something to eat, please?
A Can B Can't C Couldn't
- Diana swim when she was seven.
A can B couldn't C can't

Must/Mustn't/Needn't



Mother: You **must be** careful, Rick. You **mustn't** play with knives.

Rick: **Must** we go to the doctor, mum?

Mother: No, we **needn't** go to the doctor. You'll be all right.

- ◆ In the present simple the modal verb **must** shows that it is necessary for someone to do something. It expresses necessity. It is followed by the root form of the verb. We form questions by putting **must** before the subject. e.g. *Must I go now?* We form negations by putting the word **not** after **must**. e.g. *You must not/mustn't talk in class.* **Mustn't** shows that it is wrong to do something. It expresses prohibition.

The modal verb **needn't** shows that it isn't necessary to do something. It expresses a lack of necessity. It is followed by the root form of the verb. e.g. *You needn't buy any stamps. I've got some.*

Affirmative

I must leave
You must leave
He must leave
She must leave
It must leave
We must leave
You must leave
They must leave

Negative

Long form

I must not leave
You must not leave
He must not leave
She must not leave
It must not leave
We must not leave
You must not leave
They must not leave

Short form

I mustn't leave
You mustn't leave
He mustn't leave
She mustn't leave
It mustn't leave
We mustn't leave
You mustn't leave
They mustn't leave

Interrogative

Must I leave?
Must you leave?
Must he leave?
Must she leave?
Must it leave?
Must we leave?
Must you leave?
Must they leave?

- 9 Fill in the short forms as in the example.

Long Form

- They must not stay here.
- You must not talk.
- He must not shout.
- She must not run.
- We must not move.

Short Form

- They **mustn't** stay here.
You talk.
He shout.
She run.
We move.

- 10 In pairs, ask and answer questions using the prompts below as in the example.

SA: *Must we write a composition?*

SB: *No, you needn't write a composition.*

- | | |
|------------------------|----------------------------|
| 1 write a composition? | 5 buy her a present? |
| 2 pay for it now? | 6 call him now? |
| 3 stay here? | 7 finish the exercise now? |
| 4 go to the gym? | |

UNIT 18

Modal Verbs

Use

- ◆ We use **must**:
 - a) to express obligation
e.g. I **must** do my homework.
 - b) for rules e.g. You **must** buy a ticket.
 - c) to give advice e.g. You **must** see a doctor.
- ◆ **Mustn't** means "it is forbidden" or "it isn't right".
e.g. You **mustn't** park here. (=It is forbidden to park here, it is against the rules.)
- ◆ **Needn't** means "it isn't necessary to do something"
e.g. You **needn't** leave now. (=It isn't necessary for you to leave now.)

When we want to know if it is necessary to do something, we ask questions with **must**. The negative answer is **needn't**, not **mustn't**.

Study these examples:

- **Must** I type all these letters?
- No, you **needn't** type all of them. NOT: You ~~mustn't~~ type them. (It is not forbidden to type them. It just isn't necessary to do it.)
- You **mustn't** smoke in this room. (It is forbidden.)

11 Fill in must, mustn't or needn't as in the example.



1 You **must** drink your milk.



2 You do the washing-up. I'll do it.



3 You throw litter in the street.



4 I iron all these clothes.



5 You buy any more bread. We've got a lot.



6 I'm sorry, you take photographs inside the museum, sir.

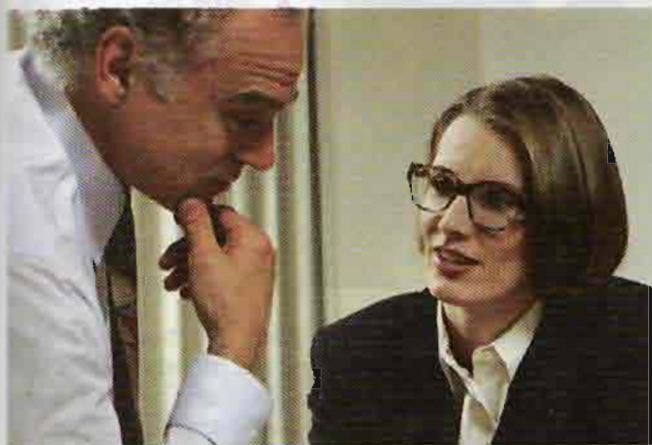
12 Fill in must or mustn't.

- 1 I haven't got any money. I ...**must**... go to the bank.
- 2 It's raining. You go out without your umbrella.
- 3 The road is busy. You look carefully before you cross it.
- 4 You play football in the house, Jack.
- 5 My tooth hurts. I go to the dentist.

13 Fill in mustn't or needn't.

- 1 You ...**mustn't**... play with matches. It's dangerous.
- 2 You talk loudly. The baby is sleeping.
- 3 I go to the bank. I've got some money.
- 4 We stay out late. We have to get up early tomorrow.
- 5 You feed the dog. I'll do it.
- 6 I forget to buy some milk. There isn't any left.
- 7 You talk during the exam.
- 8 You phone Julia. She's coming here later.
- 9 You take your umbrella. It's stopped raining.
- 10 You park here. There's a "No Parking" sign.
- 11 You come with me. I can go alone.
- 12 You lose the key. I haven't got another.
- 13 You tell Sonia. It's a secret.
- 14 You buy a paper. You can read mine.
- 15 You go by taxi. I can give you a lift.

14 Fill in *must*, *mustn't* or *needn't*.



- Boss: Have you typed those letters yet?
 Secretary: No, I haven't finished. **1)** ...*Must*... I type them all this morning?
 Boss: Yes, you **2)**, I'm afraid.
 Secretary: Very well, sir. **3)** I also photocopy them?
 Boss: No, you **4)** Eric can do that. Just ask him.
 Secretary: OK, I'll do that. Oh, sir. You've got an appointment with Mr Lee at 6 o'clock. It's almost 5.30. You **5)** be late.
 Boss: Oh, dear! I forgot. I'll go now.
 Secretary: Do you want me to call your wife and tell her that you'll be late?
 Boss: No, you **6)** do that. I'll call her.

15 Fill in the gaps with *must*, *mustn't* or *needn't*, and one of the verbs from the list.

paint - buy - forget - phone - be - touch - go - finish

- I ...*must phone*... Alan. I haven't spoken to him for a long time.
- You the oven. It's very hot.
- You your work now. You can do it tomorrow.
- We to post the letters. They're very important.
- We the living room. The walls are very dirty.
- You shopping today. We've got a lot of food.
- Tom late for work. The boss will be angry.
- You any new clothes. You've got enough.

16 Read the situations and make sentences with *must*, *mustn't* or *needn't*, as in the example.

- You want to play football outside, but you live near a busy road. What does your father say?
*You mustn't play near the busy road.*.....
- You threw a stone and it broke the kitchen window. What does your mother say?

- Tomorrow is Sunday. You ask if you must get up early. What does your mother say?

- Your father asks if you need help with your project, but you've finished it. What do you say?

- You haven't finished your homework, but you want to go out with your friends. What does your father say?

17 What *must* or *mustn't* you do when you are in a library? Look at the Library Rules and make sentences with *must* or *mustn't*.

Library Rules

- Don't make any noise.
- Be quiet.
- Don't eat or drink.
- Be careful with the books.
- Don't leave books on the tables when you leave.
- Put the books back in the right place.



e.g. *You mustn't make any noise.*

18 Underline the correct word.

- I must/mustn't go to school every day.
- Can/Cannot I borrow your pen, please?
- You must/mustn't go out alone at night.
- I can/can't show you where the office is. It's next to my house.
- Can/Must Susan come and play with me?
- I can/can't go out tonight. I'm busy.

Shall/Will

- ◆ We use the modal verb **shall** to express an offer. e.g. *Shall I help you clean the house?*
- ◆ We use the modal verb **will** to ask someone to do something for us (request) e.g. *Will you help me fix the car, please?*



Mum, **shall** I help you water the flowers? (offer)



Mum, **will** you buy me this pair of shorts? (request)

19 Fill in shall or will.

- "You look tired. ...**Shall**... I do the cooking tonight?" "Oh, yes, please!"
- "I can't do this exercise. you help me do it, Pat?" "Yes, of course."
- "This room is in a mess! I clean it?" "Yes, please."
- "I have a headache. you bring me an aspirin, please?" "Yes, I'll get one for you."
- "The phone is ringing. I answer it for you?" "No thanks. I'll get it."
- "I'm busy. you pick up the children from school?" "Yes, certainly."
- "I'm thirsty. you get me a glass of water, please?" "Yes, of course."
- "The postman has just delivered the mail. I open it for you?" "No, it's alright. I'll do it."

20

Helen is giving a party. Some friends have come to help her. **Look at the prompts and make sentences using shall, as in the example.**

e.g. *Shall I send the invitations for you?*



- send the invitations
- decorate the living room
- make the cake
- do the cooking

The day after the party the house is in a mess. Helen is asking her friends to help her. **Look at the prompts and make sentences using will, as in the example.**

e.g. *Will you put the decorations away, please?*

- put the decorations away



- do the washing-up



- help me move the sofa



- put the CD's away



21

Read the situations and make sentences using will or shall.

- The car needs washing. Your father is busy. What does he say to you? ...*Will you wash the car, please?*...
- Your classroom is cold. Your teacher wants you to close the window. What does he/she say to you?
- Your grandmother wants to read the newspaper but she can't read without her glasses. What do you say to her?
- You have given your friend some coffee. She tells you it tastes bitter. What do you say to her?
- You must post some letters but you haven't got the time. What do you say to your brother/sister?

22

Fill in the gaps with *mustn't*, *may*, *will* or *must*.



23

Correct the mistakes.

- 1 I must having a bath.
- 2 You can't to go out tonight.
- 3 Shall you water the flowers this afternoon?
- 4 He must studies hard for his exams.
- 5 She must helping her mother today.
- 6 They needn't to stay here any more.
- 7 I can't do puzzles when I was four years old.

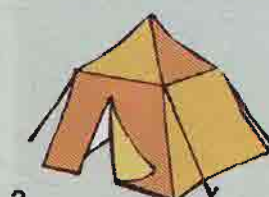
ORAL Activity

You want to go camping. Look at the pictures and say what somebody *must/mustn't/needn't* do.

e.g. You *must* take medicine with you.



take/medicine



take/tent



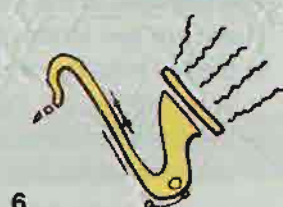
cook/meals



throw/litter



take/formal clothes



make/noise after 11 pm

WRITING Activity

Now write about the things somebody *must/mustn't/needn't* do when they go camping. Add your own ideas, too.

When you go camping you *must* take medicine with you. You

.....

.....

.....

.....

.....

.....

UNIT 19

Infinitive/The "-ing form"/Too-Enough

The Infinitive



He can *ride* a bicycle.



He wants *to be* a golfer.

- ◆ The **infinitive** is the root form of the verb. There are two kinds of infinitive:
 - a) the **to - infinitive** which is the root form of the verb with **to**. e.g. *I want to go now.*
 - b) the **bare infinitive** which is the root form of the verb without **to**. e.g. *You must go now.*

We use **to - infinitive**:

- ◆ after verbs such as: **want, agree, ask, help, hope, tell, decide, manage, offer, invite, promise, try**, etc. e.g. *I want to see a film tonight.*
- ◆ after some verbs such as **know, decide**, etc. when there is a **question word** (who, what, where, how, etc.) after them. e.g. *I don't know what to do.*
- ◆ after the words **too** and **enough**. e.g. *He is too young to drive a car. He isn't old enough to drive a car.*
- ◆ to express purpose, that is, the reason why somebody does something. e.g. *He is going to the bank to get some money.*

We use **bare infinitive**:

- ◆ after **modal verbs** (can, could, must, needn't, shall, will, may, etc). e.g. *He can't read.*
- ◆ after the verbs **let** and **make**. e.g. *My parents don't let me stay out late. Mother made me clean my room yesterday.*

1

Use the prompts to make sentences as in the example.

- Tom likes planes. He / a pilot.
Tom likes planes. He wants to be a pilot.
- Susan likes animals. She / a vet.
- Jerry likes films. He / an actor.
- Peter likes the sea. He / a sailor.
- Sarah likes books. She / a writer.
- They like football. They / footballers.

2

Peggy went to all these places yesterday. Why did she go there? Look at the pictures and use the prompts to make sentences as in the example. e.g. *Peggy went to the train station to catch a train.*



1 train station/catch/train



2 baker's/buy/bread



3 florist's/order/flowers



4 library/borrow/books



5 park/relax



6 swimming pool/swim

Infinitive/The "-ing form"/Too-Enough

3 Put the verbs in brackets into the correct infinitive form.

- 1 You must ...pay... (pay) the phone bill.
- 2 He asked her (marry) him.
- 3 He couldn't (do) the exercises at school yesterday.
- 4 I decided (go) to the cinema.
- 5 Dad makes me (wash) the car every Sunday.
- 6 My parents always let me (watch) the late film on Saturdays.
- 7 I hope (study) English at university.
- 8 He wanted (take) a photograph.
- 9 He won't (move) to Italy next year.
- 10 She offered (make) the coffee.

4 Make sentences using the prompts as in the example.

- 1 Can Bill lift that box? (heavy/light)
...No, it's too heavy./No, it isn't light enough. ...
- 2 Can Peter buy that car? (expensive/cheap)
- 3 Can Emily reach that shelf? (high/low)
- 4 Can Richard drink that coffee? (bitter/sweet)
- 5 Can Susan wear that sweater? (small/big)
- 6 Can Emma do that exercise? (difficult/easy)

5 Fill in the gaps with enough and the word in brackets in the right order.

- 1 I haven't got ...enough sugar... (sugar) to make a cake.
- 2 The water isn't (clean) to swim in.
- 3 The shelves aren't (strong) to put the books on.
- 4 He hasn't got (milk) to put in his tea.
- 5 There aren't (players) to make a team.
- 6 She isn't (fast) to win the race.

Too - Enough

- ◆ **Too** goes before adjectives or adverbs. It shows that something is more than enough/necessary or wanted. It has a negative implication.
Too + adjective/adverb is followed by **to - Infinitive**.

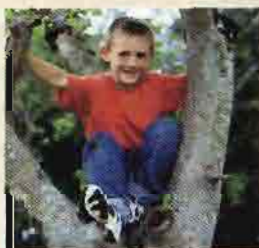


He is **too young** to talk on the phone. (=He is so young that he can't talk on the phone.)

e.g. He was **too late** to catch the bus. (=He was so late that he didn't catch the bus. That is, he missed it.)

- ◆ **Enough** goes before nouns but after adjectives or adverbs. It shows that there is as much of something as is wanted. That is, the right amount. It has a positive implication and is followed by **to - Infinitive**.

e.g. We've got **enough money** to eat out. (=We can eat out.)



He is **strong enough** to climb up a tree. (=He can climb up a tree.)

Study these examples:

- 1) She **is too young** to go out alone.
(=She can't go out alone.)
- 2) She **isn't old enough** to go out alone.
(=She can't go out alone.)
NOT: ~~She isn't too old to go out alone.~~
- 3) She **is old enough** to go out alone.
(=She can go out alone.)

6 Fill in the gaps with too or enough and the word in brackets in the right order.

- 1 I can't see properly. It's ...too dark... (dark).
- 2 Can you put more ice in my water, please? It isn't (cold).
- 3 I threw away the jacket. It was (old).
- 4 I can't run fast. I'm not (fit).
- 5 You can't wear that shirt. It's (small).
- 6 I won't sunbathe today. It isn't (hot).

The -ing form



They like **skiing**.
Skiing is their favourite sport.

- ◆ The **-ing form** is the verb form with the -ing suffix. e.g. I like swimming.

We use the -ing form:

- ◆ as a noun. e.g. **Exercising** is good for your health.
- ◆ after the verbs **like, dislike, love, hate, enjoy, prefer, stop, finish, start, begin**. e.g. She **stopped talking**.
- ◆ after **prepositions**. e.g. I'm thinking **of going** to Italy.
- ◆ after the verb **go** when we talk about activities. e.g. They **went shopping** yesterday.

NOTE: **like/love + -ing form** = I enjoy doing something in general.

e.g. I **love travelling**. (=I enjoy travelling in general.)

would like/would love + to - Infinitive = I want to do something.

e.g. I **would like to travel** to China one day. (=I want to travel to China one day.)

7

Look at the pictures and make sentences using the prompts as in the example.

e.g. He likes **playing the violin**.



8

Put the verbs in brackets into the correct infinitive form or the -ing form.

- 1 Juliet enjoys ...**playing**... (play) the guitar.
- 2 He started (drive) when he was 17 years old.
- 3 I wanted (take) my dog to the park yesterday.
- 4 I can't (travel) to Australia alone.
- 5 He likes (do) jigsaw puzzles.
- 6 Philip agreed (paint) the garden fence.
- 7 I finished (eat) breakfast an hour ago.
- 8 Fiona hopes (buy) a new car soon.
- 9 Can Sam (do) a jigsaw puzzle?
- 10 I put the shopping away before (cook) dinner.

Infinitive/The "-ing form"/Too-Enough

9

Put the verbs in brackets into the infinitive form or the -ing form.



- A: Where are you going? It's too cold 1) ...to go... (go) out today.
 B: I must 2) (buy) some stamps because I want 3) (post) some letters. I'll wear my coat so I'll be warm enough.
 A: I will 4) (come) with you.
 B: All right. I also want 5) (visit) Aunt Milly this morning, but I won't 6) (stay) too long.
 A: Good. I like 7) (talk) to her and she enjoys 8) (tell) us stories about her past.
 B: Oh no, I forgot! Aunt Milly goes 9) (shop) every Saturday morning.
 A: It doesn't matter. We like 10) (buy) things too, so we can 11) (go) with her.
 B: That's a good idea. I would like 12) (do) that. I've got enough time before I start work this afternoon.

10

Fill in the gaps with one of the verbs from the list in the correct infinitive form or the -ing form.

wear, help, buy, become, be, play, go, take, say, watch, cook, speak

- 1 I love animals. I'm thinking of ...becoming... a vet.
 2 Steve likes sunglasses, even in winter.
 3 Would you like television?
 4 Pamela asked me her with her homework.
 5 You must the dog for a walk every day.
 6 Paul left without goodbye last night.
 7 I went to the butcher's some meat for dinner.
 8 Fred enjoys He wants to be a chef.

- 9 What shall we do today? I would love for a walk.
 10 I want an astronaut when I grow up.
 11 "Why do you want to go to the park?" "I want..... with my friends."
 12 James is very clever. He can four languages.

11

First read the four short dialogues and put the verbs in brackets into the infinitive or the -ing form. Then, cover the dialogues and act them out.

1



- A: What do you want 1)to do... (do) today?
 B: I'm thinking of 2) (go) to the park for a picnic. Do you want 3) (come)?
 A: Yes, please. It's a lovely day for a picnic.

2



- A: I enjoy 4) (go) on picnics, don't you, Frank?
 B: Yes, and I love 5) (sit) in the park.
 A: What's this? Oh no, it has started 6) (rain).
 B: Let's 7) (put) everything back in the car.

3



- A: What shall we 8) (do) now?
 B: Would you like 9) (see) a film?
 A: Not really. How about 10) (spend) the evening at my house?

4



- A: I'll 11) (make) us some tea.
 B: Thank you, I would 12) (love) some. What a day!

Too Many/Too Much

Too many (=more than wanted/enough) goes with plural countable nouns. e.g. You eat **too many** sweets. (=You eat more sweets than necessary.) **Too much** (=more than wanted/enough) goes with uncountable nouns. e.g. You spend **too much** time talking on the phone. (=You spend more time talking on the phone than necessary.)

12

Ben's mother is talking to him because she isn't happy with him. Look at the pictures and make sentences with **too many**, **too much** or **not enough**, as in the examples.

e.g. (X) You eat **too many** hamburgers.
(✓) You don't eat **enough** vegetables.

1



eat/hamburgers X

2



eat/vegetables ✓

3



eat/chocolate X

4



drink/Coke X

5



do/homework ✓

6



drink/milk ✓

7



watch/horror films X

8



take/exercise ✓

9



spend/money X

10



read/comics X

13

Underline the correct word.

- 1 She came in without **to knock/knock/knocking** on the door.
- 2 I don't know what **do/doing/to do** with that old washing machine.
- 3 I hate **to live/live/living** in the city.
- 4 My brother is good at **to mend/mend/mending** cars.
- 5 She managed **to find/finding/find** a job.
- 6 I decided **to wash/wash/washing** the car yesterday.
- 7 My parents don't let me **to stay/stay/staying** out late at night.
- 8 We will **to help/help/helping** you with the housework.
- 9 I told her **to finish/finish/finishing** the letter.
- 10 Maria would like **go/going/to go** to the theatre tonight.
- 11 They agreed **come/to come/coming** to my party.
- 12 Sam prefers **reading/read/to read** to watching TV.
- 13 Helen tried **open/opening/to open** the door but she couldn't.
- 14 Peter hasn't decided where **going/to go/go** for his holidays yet.

14

Put the verbs in brackets into the correct infinitive form or the -ing form.



Dennis and Oscar are twins. They are the same age but they like (1) doing (do) different things. Dennis loves (2) (take) risks. He enjoys (3) (dive) and he goes motor (4) (race) every week. He can (5) (fly) an aeroplane and he wants (6)

(become) a stunt man. On the other hand, Oscar likes (7) (play) tennis and enjoys (8) (read). He goes (9) (swim) every day. He can (10) (cook) and he would like (11) (learn) a foreign language. Dennis and Oscar love (12) (tell) each other about their hobbies.

Infinitive/The "-ing form"/Too-Enough

15

Fill in the gaps with one of the verbs from the list in the correct *infinitive form* or the *-ing form*.

shout - come - do - pay - go - watch



16

Correct the mistakes.

- I would like going to America next year.
- He enjoys to dance.
- "Why did you go to the library?" "Borrowing a book."
- I must to wash my hair tonight.
- Do you know how skiing?
- She goes to run every Thursday evening.
- Have you got too time to come shopping with me?
- I'm too tall to reach the top cupboard.
- You are short enough to touch the ceiling.
- He will leaving school when he's eighteen.

ORAL
Activity

Read about Andrew and Diana. Then in pairs ask and answer questions as in the example.

e.g. SA: What does Andrew like doing?

SB: He likes making model ships.

ANDREW

DIANA

LIKE:

make model ships

meet new people

DISLIKE:

study Maths

stay at home

WANT TO BE:

a captain

a business-woman

WOULD LIKE:

have his own ship

have her own company

HOPE:

sail to America

be rich and successful

Now complete the table below about you. Ask questions to find out information about your partner as in the example. Finally, look at your notes and talk about you and your partner.

e.g. SA: What do you like doing?

SB: I like

YOU

YOUR PARTNER

LIKE:

DISLIKE:

WANT TO BE:

WOULD LIKE:

HOPE:

WRITING
Activity

Look at the notes about Andrew and Diana again and write a short paragraph about each person. Begin like this:

Andrew is a friend of mine. He likes making model ships, but he dislikes

Diana is also a friend of mine. She likes meeting new people, but she dislikes

UNIT 20

Both/Neither-All/None



Both of them are students.
Neither of them is old or **Neither of them** are old.
They can both play a musical instrument.



All of them are boys.
None of them is a girl or **None of them** are girls.
They are all standing.

- ◆ **Both of + noun/object pronoun** refers to **two** people, things, animals, etc. It has a positive meaning and takes a **plural verb**. e.g. **Both of the men/of them** are rich or **They are both** rich.
- ◆ **Neither of + noun/object pronoun** refers to **two** people, things, animals, etc. It has a negative meaning and can take either a **singular** or **plural verb**. e.g. **Neither of them** has got/have got a car.
- ◆ **All of + noun/object pronoun** refers to **more than two** people, things, animals, etc. It has a positive meaning and takes a **plural verb**. e.g. **All of them** are British or **They are all** British.
- ◆ **None of + noun/object pronoun** refers to **more than two** people, things, animals, etc. It has a negative meaning and can take either a **singular** or **plural verb**. e.g. **None of them** is/are tall.
- ◆ The words **both** and **all** can go:
 - a) after the auxiliary verb or at the beginning of the sentence. e.g. **They can both** sing. or **Both of them** can sing.
 - b) before the main verb or at the beginning of the sentence. e.g. **They all** came to the party. or **All of them** came to the party.
- ◆ The words **neither** and **none** are always followed by a verb in the affirmative form. e.g. **Neither of them** is Italian. (NOT: ~~Neither of them isn't Italian.~~)
None of them speak Chinese. (NOT: ~~None of them don't speak Chinese.~~)

1

Look at the pictures and the prompts. Make sentences as in the examples.

- e.g. 1 **Both of them** are sprinters.
Neither of them is a footballer/are footballers.
2 **All of them** are chicks.
None of them is a duckling/are ducklings.



2

Answer these questions using both/ all/neither/none of them, as in the examples.

- 1 Are red and green colours?
Yes, both of them are colours.
- 2 Are Harrison Ford, Brad Pitt and Tom Cruise singers?
No, none of them is a singer/are singers.
- 3 Are cows, goats and pigs wild animals?
.....
- 4 Are England, Turkey and Italy countries?
.....
- 5 Are snakes, elephants and parrots farm animals?
.....
- 6 Are "Monopoly" and "Scrabble" sports?
.....

3

Fill in the gaps with **both**, **neither**, **all** or **none**.



- 1 ...**All**... of them are sitting round the table.
- 2 of them is standing.
- 3 They are holding pens.
- 4 of them is smoking.
- 5 The men have got short hair.
- 6 Alex and Tim are wearing glasses.
- 7 They have got papers in front of them.
- 8 Rea and Julie are wearing suits.
- 9 of them have got a glass of water in front of them.
- 10 of the women is wearing a scarf.

4

Fill in the gaps with **both**, **all**, **neither** or **none** and **of** where necessary.

- 1 "Are Peggy and Sue studying for their exams?"
"...Yes. **Both of**... them are studying really hard."
- 2 "What are Eric, Tom and Peter doing?"
"... .. them are watching TV."
- 3 "Do Sylvia and Rea like fish?"
"No,them likes fish."
- 4 "Have Paul, Bob and Roy done their homework?"
"Yes, they have finished it."
- 5 "Will Tom, Sam and Keith come to the zoo with us?" "No, them wants to come."
- 6 "Are your parents going out tonight?"
"Yes. Actually, they are going to Grandma's birthday party."
- 7 "Where are Linda and Lucy?"
"They are at the hairdresser's."

- 8 "Did George, John and Mike enjoy the play?"
"No, them liked it."
- 9 "Are the Smiths and the Browns coming to our party?"
"Yes, they have accepted the invitation."
- 10 "Are your twin sisters married?"
"No, them is."

5

Choose the correct answer.

- 1 Brian and Gary are brothers. ...**B**... of them enjoy swimming.
A All B Both C None
- 2 I have got two aunts. of them lives near me.
A Neither B All C Both
- 3 Diana baked three cakes. of them was a chocolate cake.
A All B Neither C None
- 4 Kim, Samantha and Alice are friends. of them are English.
A Both B Neither C All
- 5 Claire and Dan went on holiday. of them had fun.
A None B All C Both
- 6 Dave has got lots of pets. of them is a dog.
A None B All C Neither
- 7 Jill has got three suitcases. of them are big.
A Both B Neither C All
- 8 Cathy has got two sisters. of them is older than her.
A Neither B None C Both
- 9 I watched three films last week. of them was a comedy.
A All B None C Both
- 10 I had four hats but I lost of them.
A none B both C all

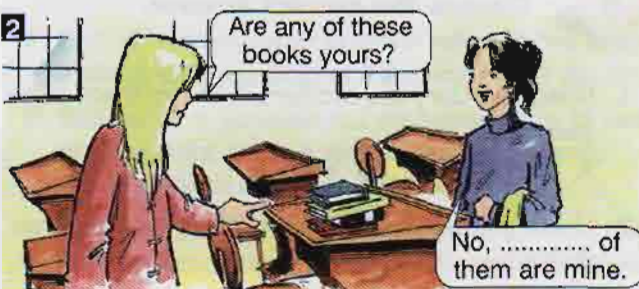
6

Fill in the gaps with *both*, *all*, *neither* or *none*.

1



2



3



4



7

Correct the mistakes.

- I have got lots of friends. Neither of them has got blonde hair.
- Steven has got two cars. All of them are red.
- My sister and I are short. Both of us is tall.
- There are twelve people in the room. Both of them are girls.
- Look at those babies! Neither of them aren't crying.
- I have got two brothers. None of them are firemen.
- Lucy has got two cats. All of them is black.
- The three boys are happy. Neither of them is sad.

ORAL Activity

Look at the table below. In pairs, ask questions and answer using *both/neither*, as in the example.

e.g. SA: How old are they?

SB: They are both ten years old. OR Both of them are ten years old.



Mary

Peter

How old/they?	10	10
they/like school?	Yes	Yes
they/watch TV?	Yes	Yes
they/play football?	No	No
they/have got a pet?	No	No
they/have got a guitar?	Yes	Yes
they/like swimming?	No	No
they/have got a bicycle?	Yes	Yes
they/like vegetables?	No	No

WRITING Activity

Look at the oral activity and write about Mary and Peter. Begin like this:

Mary and Peter are good friends. They are both ten years old.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Revision 4 (Units 1 - 20)

1 Fill in *than*, *of* or *in*.

- Charles is the tallest student *in* the class.
- James' house is bigger mine.
- The Nile is the longest river the world.
- Mr Beale is older Mr Clark.
- This car is the most expensive all.
- It is colder today it was yesterday.
- Who do you think is the most beautiful woman the world?
- I think chemistry is the hardest subject all.
- Jennifer's hair is longer yours.
- John is the tallest student all.

2 Fill in the gaps with the comparative or superlative form of the adjectives in brackets.



- The blue car is *faster than* (fast) the green car.
- The red car is (fast) all.
- The green car is (cheap) all.
- The red car is (expensive) the blue car.
- The red car is (expensive) all.
- The green car is (old) the blue car.
- The blue car is (comfortable) the green car.
- The green car is (economical) the red car.

3 Underline the correct word.

- She looked at me angry/angrily this morning.
- He got dressed quick/quickly as he was late.
- The fish had a strong/strongly smell.

- She spoke to her friend soft/softly.
- This salad tastes good/well.
- That chair is quite comfortable/comfortably to sit on.
- He sounded very unhappy/unhappily on the phone.
- I feel sad/sadly today.
- She is a very clever/cleverly student.
- She crossed the road safe/safely.

4 Fill in the gaps with the correct question word(s).

- "*Where*... did you go last night?" "To the cinema."
- "..... pets have you got?" "Three. Two goldfish and a cat."
- "..... time do you usually go to bed?" "At 11 o'clock."
- "..... did you pay for that coat?" "£80."
- "..... ago did you visit France?" "Two years ago."
- "..... is that girl?" "My sister."
- "..... did you get to work?" "On foot."
- "..... dog is that?" "Mine."
- "..... blouse are you going to wear?" "The red one."
- "..... did you go to the supermarket?" "To buy some milk."

5 Write questions to which the words in bold are the answers.

- I'm having lunch **at the office** today.
..... *Where are you having lunch today?*.....
- Alan has bought a present for Janet.
.....
- This jacket is **Anna's**.
.....
- I have worked for this company **for six years**.
.....
- We go shopping **once a week**.
.....
- Philip will cook lunch on Sunday.
.....
- Peter paid **£15,000** for his new car.
.....
- Susan bought a **red skirt** yesterday.
.....

Revision 4 (Units 1 - 20)

9 He is happy **because he has won the lottery.**

10 The party will start at 9 o'clock.

6 Choose the correct answer.

1 I ...**A**... go to the bakery to buy some bread because we haven't got any.

A must B could C needn't

2 You get up early tomorrow because I'll take the children to school.

A shall B needn't C could

3 I use your telephone, sir?

A Needn't B May C Shall

4 Steven is a pilot. He fly an aeroplane.

A couldn't B may C can

5 You touch that knife. It's very sharp.

A must B mustn't C needn't

6 I study for my exams.

A must B may C mustn't

7 I borrow the dictionary, please?

A Can B Must C Shall

8 Simon walk when he was a year old.

A couldn't B can't C can

9 you help me make the bed, please?

A Will B Shall C May

10 I water the flowers for you, Carol?

A Will B Shall C Needn't

7 Put the verbs in brackets into the correct form of the infinitive or the -ing form.

1 I want ...**to go**... (go) swimming today.

2 He is old enough (learn) how to drive.

3 She promised (keep) my secret.

4 May I (interrupt) you for a moment?

5 (Drink) milk is good for your health.

6 I hate (eat) spinach.

7 Ann enjoys (talk) to her friends on the phone.

8 Shall I (call) Peter for you?

9 Have you finished (do) your homework?

10 I'm tired of (listen) to your complaints.

11 I prefer (wake up) early in the morning.

12 Peter managed (build) a boat on his own.

13 Helen hopes (pass) the test this time.

14 They stopped (play) music because it was very late.

15 He is going to the grocer's (buy) some milk and eggs.

8 Fill in the gaps with both, all, neither, none and of where necessary.



1 "Do Peggy and her husband often play tennis?" "Yes. They ...**both**... play tennis every weekend."

2 "Do your parents work?" "Yes. them have got great jobs."

3 "Are Eric and his friends coming to your party tomorrow night?" "No. Unfortunately, them are coming."

4 "Have Paul and Robert paid this month's rent?" "No. them has."

5 She's got three sisters, but them works.

6 "Where are John and Bob?" "They have gone to the cinema."

7 "Have Paula and her sisters moved abroad?" "Yes. They live in different countries now."

9 Put the verbs in brackets into the correct tense.

Dear Samantha,

I 1) ...*'m writing*... (write) to you from Miami. We 2) (be) here for ten days and we 3) (like) it very much. We 4) (stay) at a wonderful hotel by the beach.

We 5) (already/visit) a lot of interesting places. Yesterday we 6) (go) to Disneyworld! We 7) (have) a great time and we 8) (buy) a lot of souvenirs for everyone at home. Mum and Dad 9) (take) us to the Epcot Centre tomorrow. It's an amusement park and it's got lots of spaceships.

We 10) (usually/spend) the mornings on the beach. The sea 11) (be) warm and clear. Dad 12) (try) to windsurf for the first time yesterday, but he 13) (not/have) a good time because he 14) (keep) falling into the water!

That's all our news. I 15) (hope) you're well. See you soon.

Love,
Mary

- 8 Uncle Jack (wash) the car at the moment.
9 Sam (have) an accident yesterday evening.
10 Lucy (wear) a skirt and a jacket to work every day.
11 I'm sure Peter (pass) his driving test tomorrow.
12 Be careful! The tree (fall down)!

11 Choose the correct answer.

- 1 Helen often ...*B*... to work late.
A is coming B comes C come
2 I want to buy some new clothes, but I can't find I like.
A something B nothing C anything
3 This is jumper.
A Alison's B Alisons' C Alison
4 You don't really enjoy football,?
A don't you B do you C you do
5 They in this neighbourhood for twenty years.
A are living B live C have lived
6 My boss can't talk to you right now. He a meeting.
A is having B has C had
7 Tom the party last night.
A hasn't enjoyed B didn't enjoy C won't enjoy
8 Don't play the music so loud! You the baby.
A wake up B woke up C will wake up

12 Cross out the unnecessary word.

- 1 You must to try to be more patient.
2 She is very old enough to travel alone.
3 Susan hasn't ever been to Turkey before.
4 They enjoy playing the basketball.
5 Irene is more friendlier than Kate.

10 Put the verbs in brackets into the correct tense.

- 1 We ...*went*... (go) on holiday to Italy last year.
2 I (stay) at a friend's house at the moment.
3 Kate usually (paint) pictures of animals in her spare time.
4 He (just/plant) some trees and flowers in the garden.
5 I (visit) Aunt Mary tomorrow afternoon.
6 How often (it/snow) in your country?
7 John (not/phone) last night.

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be	was	been	leave	left	left
bear	bore	born(e)	lend	lent	lent
beat	beat	beaten	let	let	let
become	became	become	light	lit	lit
begin	began	begun	lose	lost	lost
bite	bite	bitten	make	made	made
blow	blew	blown	mean	meant	meant
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
burn	burnt (burned)	burnt (burned)	read	read	read
burst	burst	burst	ride	rode	ridden
buy	bought	bought	ring	rang	rung
can	could	(been able to)	rise	rose	risen
catch	caught	caught	run	ran	run
choose	chose	chosen	say	said	said
come	came	come	see	saw	seen
cost	cost	cost	sell	sold	sold
cut	cut	cut	send	sent	sent
deal	dealt	dealt	set	set	set
dig	dug	dug	sew	sewed	sewn
do	did	done	shake	shook	shaken
draw	drew	drawn	shine	shone	shone
dream	dreamt (dreamed)	dreamt (dreamed)	shoot	shot	shot
drink	drank	drunk	show	showed	shown
drive	drove	driven	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	smell	smelt (smelled)	smelt (smelled)
fight	fought	fought	speak	spoke	spoken
find	found	found	spell	spelt (spelled)	spelt (spelled)
fly	flew	flown	spend	spent	spent
forbid	forbade	forbidden	stand	stood	stood
forget	forgot	forgotten	steal	stole	stolen
forgive	forgave	forgiven	stick	stuck	stuck
freeze	froze	frozen	sting	stung	stung
get	got	got (gotten)	swear	swore	sworn
give	gave	given	sweep	swept	swept
go	went	gone	swim	swam	swum
grow	grew	grown	take	took	taken
hang	hung (hanged)	hung (hanged)	teach	taught	taught
have	had	had	tear	tore	torn
hear	heard	heard	tell	told	told
hide	hid	hidden	think	thought	thought
hit	hit	hit	throw	threw	thrown
hold	held	held	understand	understood	understood
hurt	hurt	hurt	wake	woke	woken
keep	kept	kept	wear	wore	worn
know	knew	known	win	won	won
lead	led	led	write	wrote	written
learn	learnt (learned)	learnt (learned)			

Games

Unit 1 – Plurals (Noughts and Crosses)

Write the following grid on the board.

dog	church	woman
knife	baby	child
foot	toy	sheep

Divide the class into team A and team B. Decide which team will use noughts (0) and which will use crosses (X). The two teams take turns to choose a box and give the correct **plural** using the word in that box. If their answer is correct, they can put a nought or a cross (depending on their team) in the box. The winner is the team which first completes a line in any direction: vertically, horizontally or diagonally.

Unit 2 – The Verb 'to be' (Who is it?)

Divide the class into team A and team B. Choose a leader. The leader chooses a card with the name of a famous cartoon character on it. The two teams ask questions using the verb **'to be'** to find out who he/she has chosen. Each team can ask three questions. The winner is the team with the most correct guesses.

Donald Duck	Lara Croft	Popeye
Esmerelda	Mickey Mouse	Scrooge
Bugs Bunny	Snow White	Hercules

e.g. Leader: (Snow White)
Team AS1: Is it Hercules?
Leader: No, it isn't.

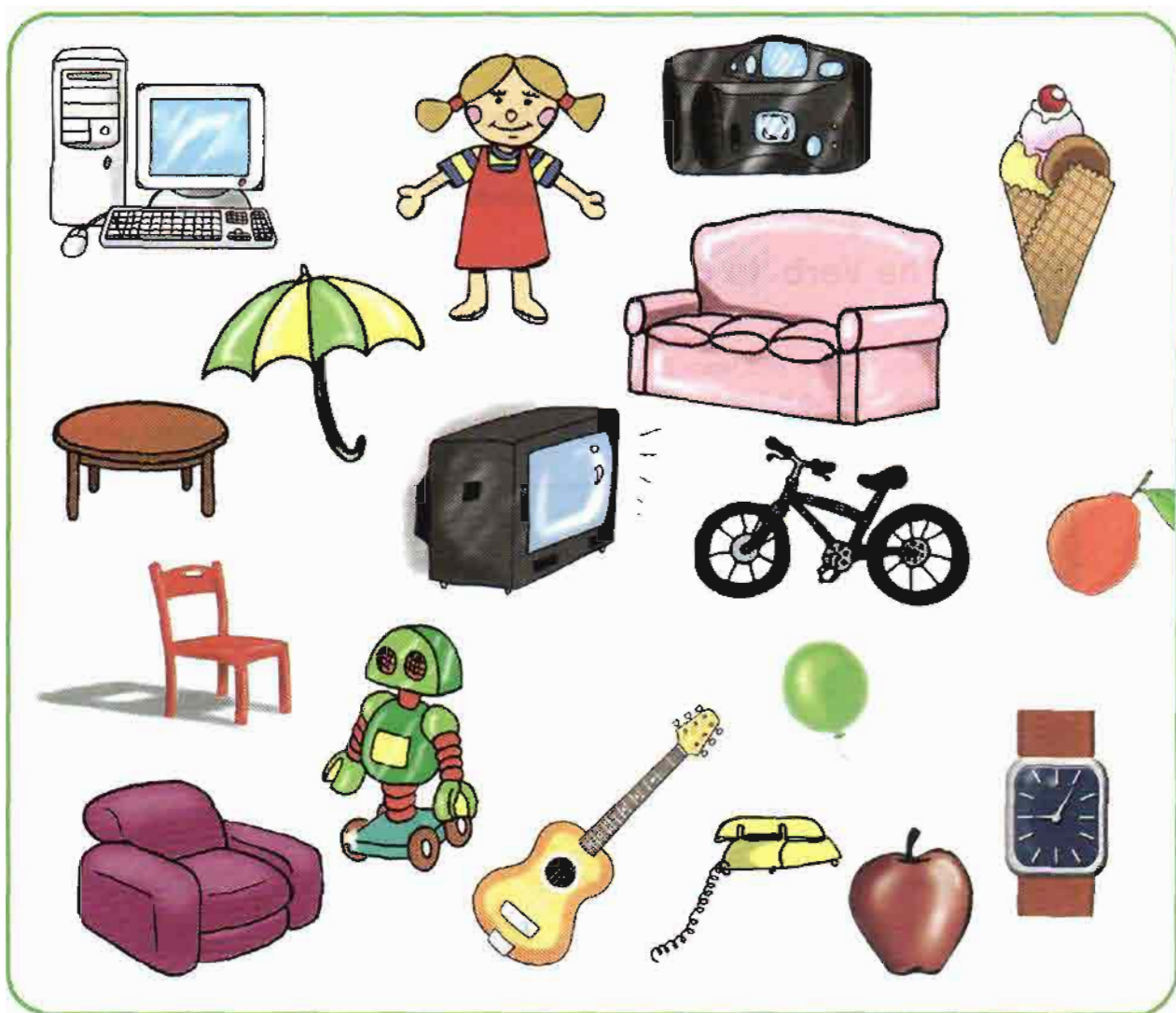
Team BS1: Is it Snow White?
Leader: Yes, it is.

Unit 3 – a) This - That - These - Those (Correct Sentences)

Divide the class into team A and team B. Then, in turn, Ss point to various objects in the class and make sentences using **this-that-these-those**. Each correct sentence gets 1 point. When a student doesn't make a correct sentence, his/her team doesn't get a point. The team with the most points is the winner.
e.g. Team A1 (standing close to a desk and pointing): *This is a desk.*

b) A/An (Memory Game)

Divide the class into team A and team B. First, make sure Ss know the names of all the items in the picture. Then, Ss look at the picture for 1 minute. Finally, Ss close their books and name as many items as possible using **a** or **an**. The winner is the team that remembers the most items.



Unit 4 – a) The Verb 'Have Got'

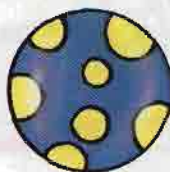
(True/False Statements)

Divide the class into team A and team B. First, make sure that Ss know the names of all the items in the pictures. Ss look at the pictures for two minutes. Then, Ss close their books. Give Ss true or false statements. Teams take turns to give the correct answers. They get 1 point for each correct answer. The team with the most points is the winner.

Lulu



Paul



Nick



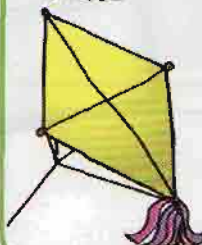
Helen



Ann



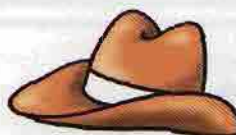
Peter



Kate



Tom



b) The Verb "Can" (Statements)

Divide the class into team A and team B. Show the class cards with the names of jobs and animals and ask each team in turn to make a sentence about what each person or animal can do. The team with the most correct sentences wins.

e.g. Teacher: (showing a card with the word 'chef')

Team AS1: He can cook.



Unit 5 – Possessives

(Whose is it?)

Divide the class into 2 teams A and B. First, make sure that Ss know the names of all the items in the pictures. Ss look at the pictures for two minutes, then close their books. Ask Ss questions: "Whose shirt is this?" Teams take turns to answer the questions: "It's John's." They get 1 point for each correct answer. The team with the most points is the winner.



Christie



Ann



Ted



Sam



Paula



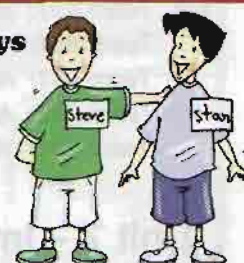
John



Jane



boys



George



Joanna



Unit 6 – Present Continuous (What's happening?)

Divide the class into team A and team B. Give each team a set of cards. Tell each team to take a card and ask one member to mime the action for the other team. The other team has to guess what the person is doing. The team with the most correct guesses wins.

Team A

watch TV

play basketball

ride a bike

listen to the radio

Team B

play golf

cook

drive a car

read a magazine

e.g. Team AS1: (mimes watching TV)
Team BS1: Are you reading a book?
Team AS1: No, I'm not.
Team BS2: Are you watching TV?
Team AS1: Yes, I am.

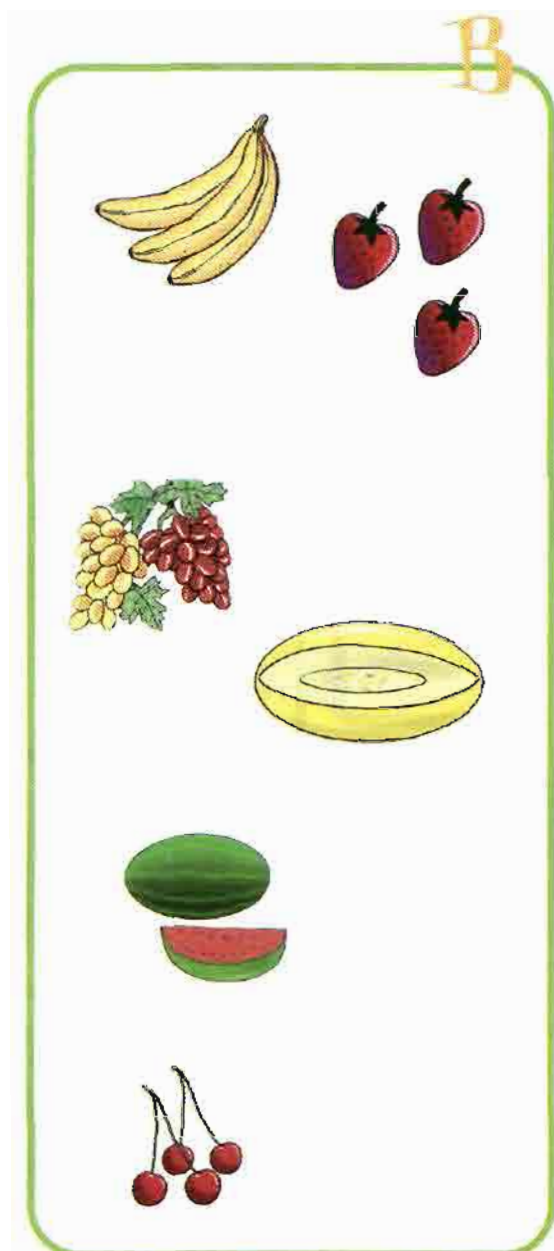
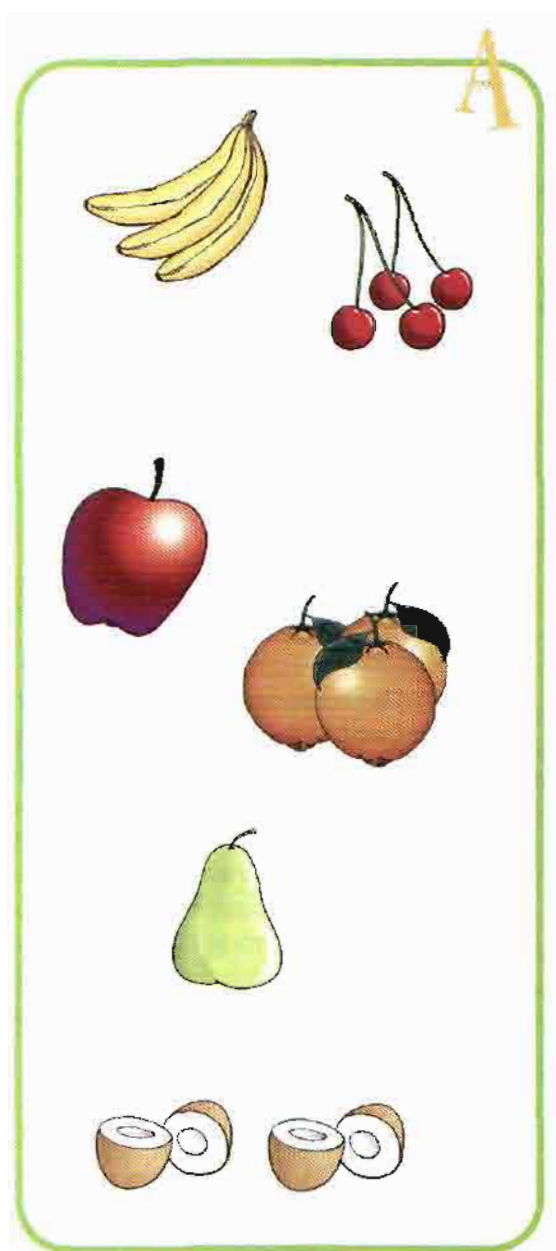
Unit 7 – Imperative "Simon says ..."

Give commands eg. Stand up / Close your eyes. Ss mime the action only if you first say "Simon says ...". Ss who perform the action without hearing "Simon says ..." are out of the game. Play until one student is left.

e.g. Teacher: Simon says "stand up!"
(Ss stand up.)
Teacher: Well done! Sit down!
(one student sits down.)
Teacher: No! You are out of the game! etc.

Unit 8 – There is - are/Some - Any - No (Spot the Difference)

Divide the class into team A and team B. Give each team the pictures and tell them to write down the differences for 3 minutes using “**There Is – are / Some – Any – No**”. The group with the most correct sentences is the winner.



e.g. In picture A, there are some oranges, but in picture B there aren't any oranges.

Unit 9 – Simple Present (Shout in the circle)

Tell Ss to stand in a circle and ask one of them to be the leader and stand in the middle of it. Ask the student to talk about his/her daily routine using **adverbs of frequency**. e.g. *"I always get up at 7:30 in the morning."* Every time the student uses a verb, the other Ss must shout out this verb by using the third person singular. e.g. *"GETS"*. Then, the leader chooses another student to come to the centre and the game continues.
e.g. Leader: *I always brush my teeth.*
Ss: *brushes etc*

Unit 10 – A lot of - Much - Many/(A) little - (A) few (Noughts and Crosses)

Write the following grid on the board.

much	many	a little
few	little	how much
a lot of	a few	how many

Divide the class into team A and team B. Decide which team will use noughts (O) and which will use crosses (X). The two teams take turns to choose a box and make a correct **sentence** using the word in that box. If their answer is correct, they can put a nought or a cross (depending on their team) in the box. The winner is the team which first completes a line in any direction: vertically, horizontally or diagonally.

Unit 11 – Simple Past (Find someone who ...)

Give Ss a handout with a piece of information about a past activity from the list below on it (e.g. *You were at the cinema yesterday.*). Tell Ss to go around the room asking their classmates questions to complete the table. If they answer "No", Ss go to the next person until they find someone who says "Yes". Ss write down the name next to each activity. The student who gets the most names is the winner.

Find someone who:	Name(s)
– was at the cinema yesterday.	
– was at the supermarket at 6:00 yesterday.	
– had a lesson last night.	
– had a party last week.	
– was in Italy last summer.	
– had a pet when he/she was a child.	
– had his/her birthday a month ago.	
– had a bath last night.	
– was at the theatre last month.	
– was in the park two days ago.	

Unit 12 – Simple Past (Verb Bingo)

Explain to Ss that they are going to make a bingo table like the one below, but with different irregular verbs. Ss write 15 **past tenses of verbs** (use the list of Irregular Verbs on p. 126). Read out infinitives and Ss cross off the past tense if it is on their list.

eg.

made	broke	saw
slept	spent	left
did	ate	got
heard	knew	swam
told	wrote	woke

The first student to cross off all the verbs on their list shouts 'BINGO' to win the game.

Unit 13 – Present Perfect (The Perfect Game)

Cut and shuffle the sets of cards. Divide the class into pairs. Give one student in each pair a set of A verb and noun cards, and the other student a set of B verb and noun cards. Tell Ss to match the cards together. Then, Ss ask and answer questions looking at their cards.

eg. SA: *Have you ever caught a fish?*

SB: *No, I haven't. / Yes, I have.*

A. Verb cards

catch	fly	ride	visit	see	lose
-------	-----	------	-------	-----	------

Noun cards

					
--	--	--	---	--	--

B. Verb cards

cook	visit	play	climb	see	drive
------	-------	------	-------	-----	-------

Noun cards

					
---	---	---	--	---	---

Unit 14 – a) Prepositions of Time (Missing Prepositions)

Divide the class into team A and team B. Say expressions of time without their prepositions. The two teams have to give the missing prepositions. The team with the most correct answers is the winner.

e.g. Teacher: summer

Team AS1: in summer

Teacher: 1995

Team BS1: at 1995

Teacher: Wrong! It's in 1995.

Team B doesn't get a point.

b) Prepositions of Place – Movement (Draw a picture)

Tell Ss that they all have to draw a picture according to your description. Pin up the most accurate (not the most artistic!) pictures on the classroom wall.

e.g.

My house is between the bank and the post office. It is a big house. There are five windows at the front of the house, two on the ground floor and three on the first floor. There is a bus stop opposite my house. A woman is waiting at the bus stop. A blue car is going along the street. Some birds are flying over the house.

Unit 15 – The Future (Guessing Game)

Write the cues on the blackboard, then divide the class into team A and team B. Choose a S from team A to start the game. Give him/her a piece of paper which says what he/she is going to do tomorrow. The team take turns to ask questions using 'be going to' until they find out what he/she is going to do. Then, choose a Ss from team B to continue the game. Each correct answer gets 1 point. The team with the most points is the winner.

Cues: play golf, watch TV, write a letter, listen to music, go to the cinema, visit a friend, do homework, go to bed late.

e.g. Team AS1: Are you going to play tennis?

Leader: No, I'm not.

Team BS1: Are you going to play golf?

Leader: Yes, I am. etc

Unit 16 – Adjectives/Adverbs/Comparisons (A Famous Person)

Tell Ss to write a paragraph describing a famous person in five minutes. Then, divide the class into two teams. Students from team A and team B take turns to read out their descriptions without saying the person's name. The other team has to guess who the person is. Each correct guess gets 1 point. The team with the most points is the winner.

Unit 17 – Questions (Snap)

Tell Ss to form pairs. Prepare 30 cards for each pair of Ss: 15 cards with question words and 15 with responses. Then, Ss shuffle the cards and deal them out face down on the desk. Ss take turns to lay their cards down. If the question and answer match, the student who says “snap” first gets all the cards. The first student to get all the cards wins.

Snap Cards – One set per 2 Ss (cut up)

Questions

Who?	Why?	Where?	What?	How often?
How many?	How much?	When?	How long?	Whose?
When?	Who?	How long?	Why?	Whose?

Answers

Her mother.	Because I'm bored.	Mexico.	A dress.	Every day.
Four.	€ 250.	Yesterday.	Since 1994.	Tom's.
At 5 o'clock.	Mary.	For 2 years.	Because I want to study for my exams	Jim's

Unit 18 – Modal Verbs (Correct Sentences)

Divide the class into team A and team B. Then say a **modal verb**. The teams make sentences in turn. The team with the most correct sentences is the winner.

e.g. Teacher: *Mustn't*

Team AS1: *You mustn't talk in class.*

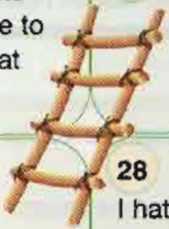
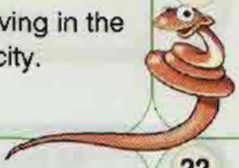
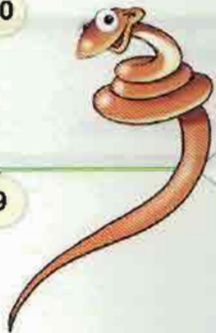
Teacher: *Shall*

Team BS1: *Shall you come tonight?*

Teacher: *Wrong! Team B doesn't get a point.*

Unit 19 – Infinitive/The “-ing form”/Too-Enough (Snakes and Ladders)

Divide the class into groups of three and give each group a board, counters and a dice. The Ss must get from START to FINISH. Some of the sentences are correct and some are incorrect. The first student throws the dice and moves his/her counter along the board. If there is a sentence in the square the player lands on, he/she must say whether it is correct or not. If it's incorrect, he/she has to correct it. The other two students have to decide if the player has answered correctly or not. If the student is correct, then he/she goes forward 3 squares. If he/she is wrong, then he/she goes back 3 squares. If the player gets to an empty square, then he/she stays there and it's the next person's turn. If the player gets to a square at the foot of a ladder, he/she must go up. If a player gets to the mouth of a snake, he/she must go down. If the player lands on a square with a sentence, he/she must say whether it is correct or not, and so on. The winner is the first player to reach the 'FINISH' square.

30 My parents don't let me to stay out at night.	31 	32	33 My father is good at mend cars.	FINISH
29	28 I hate living in the city.	27 	26 I can't see. It's too dark.	25 She tried opening the door but she couldn't.
20	21	22 I'm thinking of going to the park for a picnic.	23	24 
19 She is enough old to go out alone.	18 	17 I love travelling.	16	15 I will help you with the exercise.
10 	11 She managed finding a job.	12	13 	14 She isn't too old to go out alone.
9	8 I want to be a doctor.	7 He's got money enough to catch the train.	6	5 I would like to visit Italy.
START	1	2	3 Shall we go out tonight?	4

Unit 20 – Both/Neither-All/None (What's wrong?)

Tell Ss to form pairs. Prepare the 10 cards with student errors using **"Both/Neither – All/None"**. Give each pair a copy of the ten cards. Lay the cards face down on each desk. The first student takes a card and reads it to the other student. The second student must decide which sentence is the correct one. If he/she is right, he/she gets that card. If he/she is wrong the first student takes it. The winner is the student with the most cards.

Neither of them is Greek.

Neither of them isn't Greek.

None of them don't speak Russian.

None of them speak Russian.

Both they can sing.

They can both sing.

All of them are vases.

All of them is vases.

None of them is a duckling.

None of them are a duckling.

All they came to the party.

They all came to the party.

They both play tennis.

They play tennis both.

Neither of them is old.

Both of them is old.

None of them is girls.

None of them are girls.

Neither them has a car.

Neither of them has got a car.

ENGLISH GRAMMAR BOOK

Grammarway 1

Grammarway 1 is the first book in a four-level grammar series in full colour. Designed for learners at beginner level, the book practises and revises English grammar structures systematically and can be used to supplement any main course at beginner level.



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