

Please DO NOT WRITE in
this book



This book has been checked for
writing

Norman Coe

Grammar Spectrum 3

English rules and practice

Intermediate





Norman Coe

Grammar Spectrum 3

Intermediate

Oxford University Press

For Sara and Joe

Oxford University Press
Great Clarendon Street, Oxford OX2 6DP

Oxford New York
Auckland Bangkok Buenos Aires Cape Town Chennai Dar es Salaam
Delhi Hong Kong Istanbul Karachi Kolkata Kuala Lumpur Madrid Melbourne
Mexico City Mumbai Nairobi São Paulo Shanghai Taipei Tokyo Toronto

Oxford and Oxford English
are trade marks of Oxford University Press.

ISBN 0 19 431415 4 (without answers)

© Oxford University Press 1995

First published 1995
Ninth impression 2004

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above

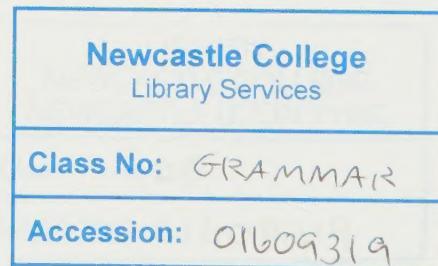
You must not circulate this book in any other binding or cover and you must impose this same condition on any acquirer

Any websites referred to in this publication are in the public domain and their addresses are provided by Oxford University Press for information only. Oxford University Press disclaims any responsibility for the content.

Illustrated by Belinda Evans

Typeset in Wyvern Typesetting Ltd., Bristol

Printed in China



Introduction

Grammar Spectrum 3 is for intermediate students of English. It explains and practises the grammar that pre-intermediate students need to learn. It can be used for homework, and in class. This book is part of the *Grammar Spectrum* series of books; students can use the whole series to progress from an elementary to an intermediate level of English.

Using the book

When you have a particular grammar problem, you can look it up in the Contents at the front of the book, or in the Index at the back. You can then study the unit that deals with that problem. Or, you can work through the book from beginning to end.

Each unit begins with an explanation of the grammar point, and then it has a number of exercises for students to practise the grammar they have read about. Students can write their answers in the book, or on a separate piece of paper. When you have finished the exercises, you can check your answers with the help of your teacher.

Grammar and spelling tables at the back of this book (pages 94–97) give information on Present Simple forms, -ing forms, past participles, etc.

Finishing the book

When you have finished studying the whole book, you can do the Exit tests on pages 98 to 101. In the Exit tests, every question tests something from a unit with the same number. If you make a mistake, for example in question 30, you can look back to unit 30 and study that unit again.

Enjoy your studies.

Contents

Introduction

page 3

Contents

4

Verbs and tenses

| | | |
|---------------|--|----|
| unit 1 | Present Simple (I know) | 6 |
| 2 | Present Continuous (I'm eating) | 8 |
| 3 | Present Simple (I work) or Present Continuous (I'm working) | 10 |
| 4 | Verbs not used in continuous tenses | 12 |
| 5 | Past Simple (I walked) | 14 |
| 6 | Past Simple (I waited) or Past Continuous (I was waiting) | 16 |
| 7 | Present Simple, Past Simple and used to (I used to know) | 18 |
| 8 | Present Perfect (I have eaten) | 20 |
| 9 | Past Simple (I ate) or Present Perfect (I have eaten) (1) | 22 |
| 10 | Past Simple or Present Perfect (2); ago, for, since | 24 |
| 11 | Present Perfect Simple (I have done) or Present Perfect Continuous (I have been doing) | 26 |
| 12 | Past Perfect (I had eaten) | 28 |
| 13 | Future: will, be going to , Present Continuous and Simple | 30 |
| 14 | Second conditional (If he was ...); I wish I was ... | 32 |
| 15 | Third conditional (If he had been ...); I wish I had been ... | 34 |
| 16 | Zero, first and second conditionals | 36 |
| 17 | Uses of get, do, and make | 38 |
| 18 | Phrasal verbs (look for, put on, get up) | 40 |

Modals and other verbs

| | | |
|-----------|---|----|
| 19 | Can, could, be able to, may, will, shall | 42 |
| 20 | Probability: must, can't, may, might, could | 44 |
| 21 | Obligation: must, have to, mustn't, don't have to | 46 |
| 22 | Necessity: need, needn't, needn't have | 48 |
| 23 | Advice: should, ought to, had better | 50 |
| 24 | Had to go, should have gone | 52 |

Passive

| | | |
|-----------|--|----|
| 25 | Passive sentences (1) (It is made) | 54 |
| 26 | Passive sentences (2) | 56 |
| 27 | Have something done (We had it cleaned) | 58 |

Infinitives and -ing forms

| | | |
|-----------|---|----|
| 28 | Verb + -ing (I enjoy reading) or verb + to (He wants to help) | 60 |
| 29 | Purpose: What is it for? ~ It's for cutting cloth. | 62 |
| 30 | Verb + object (+ to) + infinitive (I asked her to wait) | 64 |

Questions

| | | |
|----------------|---|---------|
| unit 31 | What ... like? (What's she like?) | page 66 |
| 32 | Questions and question words (Who, What etc.) | 68 |

Reported speech

| | | |
|-----------|--|----|
| 33 | Reported speech (She said that ...); say or tell | 70 |
| 34 | Reported requests, orders or advice | 72 |
| 35 | Reported questions (She asked if ...) | 74 |

Articles etc.

| | | |
|-----------|------------------------|----|
| 36 | A/an, some, any or the | 76 |
|-----------|------------------------|----|

There and it

| | | |
|-----------|------------------|----|
| 37 | There or it/they | 78 |
|-----------|------------------|----|

Adjectives and adverbs

| | | |
|-----------|---|----|
| 38 | So or such (She's so clever) | 80 |
| 39 | Adjective + preposition (angry with, afraid of) | 82 |

Prepositions

| | | |
|-----------|--|----|
| 40 | Prepositions (in, on, at, between, across, etc.) | 84 |
|-----------|--|----|

Building sentences

| | | |
|-----------|--|----|
| 41 | Since, for, ago; first, last | 86 |
| 42 | Defining relative clauses with who, which, that or whose | 88 |
| 43 | Non-defining relative clauses with who, which, or whose | 90 |
| 44 | Because, in case, so, so that | 92 |

Grammar and spelling tables

| | | |
|----------------|--|----|
| Table A | Plural nouns | 94 |
| Table B | Uncountable nouns | 94 |
| Table C | Present Simple | 95 |
| Table D | -ing forms | 95 |
| Table E | Regular verbs: Past Simple and past participle | 96 |
| Table F | Irregular verbs: Past Simple and past participle | 96 |
| Table G | Comparative and superlative adjectives | 97 |

Exit tests

98

Index

102

Verb tenses and structures

1 Present Simple (I know)

- 1 The Present Simple has two forms (e.g. **know**, **knows**). We use **do** and **does** to make negatives, questions, and short answers:

POSITIVE

I/you/we/they **know**.
He/she/it **knows**.

NEGATIVE

I/you/we/they **don't** } **know**.
He/she/it **doesn't** }

QUESTIONS

Do I/you/we/they } **know?**
Does he/she/it }

SHORT ANSWERS

Yes, } I/you/we/they **do**.
he/she/it **does**.
No, } I/you/we/they **don't**.
he/she/it **doesn't**.

(For more information on the forms of the Present Simple, see Table C, page 95.)

- 2 Note also:

► plural nouns:

The girls know.

The boys don't know.

► singular nouns:

Sarah knows the answer.

Michael doesn't know the answer.

- uncountable nouns (e.g. **ice**, **water**, **cotton**, **information**):

Ice floats on water.

(For more details on uncountable nouns, see Table B, page 94.)

- 3 We use the Present Simple to talk about facts:
Heat rises.

Does glass float on water? ~ No, it doesn't.
Fiona doesn't eat meat.

- 4 We use the Present Simple to talk about repeated actions (e.g. habits or routines):



He always gets up at 8 o'clock.

Do you cycle to work? ~ Yes, I do.

- 5 We use the Present Simple with expressions of frequency (e.g. **twice a week**, **often**):

We watch TV two or three times a week.

Tom doesn't practise every day.

Note that we put adverbs (e.g. **never**, **often**, **usually**) before the main verb (e.g. **go**, **visit**):

I never go to bed after midnight.

Do you often visit your grandparents?

Practice

- A Write the correct Present Simple form of the verb in brackets (). Sometimes you do not need to change the verb.

- 0 Jane reads (read) 'The Guardian' newspaper, but I read (read) 'The Independent'.
- 1 Fred cycles (cycle) to work, but his wife goes (go) by car.
- 2 Mark says (say) he does (do) a lot of fishing, but he never catches (catch) anything.
- 3 Jeff buys (buy) his food in small shops, but Jane does (do) all her shopping at the supermarket.
- 4 Diana likes (like) Physics, Chemistry and Biology; she always gets (get) good marks in her science exams.
- 5 Susan lives (live) in Leeds, but she works (work) in Bradford.
- 6 I leave (leave) work at 6 o'clock, but John finishes (finish) work at 5 o'clock.
- 7 Mary _____ (ride) her bike to school and her father _____ (carry) her books.
- 8 For breakfast, Ann _____ (eat) cereal with milk and then she _____ (have) some toast.

B Make Present Simple questions and answers from the words in brackets. Sometimes no change is required.

0 (the President of the U.S.A./live/in New York? ~ No, he/do/. /He/live/in Washington.)

Does the President of the U.S.A . live in New York? ~ No, he doesn't. He lives in Washington.

1 (modern trains/use/coal? ~ No, they/do/. /They/use/electricity.)

~

2 (the Queen/often/wear/a crown? ~ No, she/do/. /She/usually/wear/a hat.)

~

3 (wine/come/from oranges? ~ No, it/do/. /It/come/from grapes.)

~

4 (Sri Lanka/export/coffee? ~ No, it/do/. / It/export/tea.)

~

5 (potatoes/grow/on bushes? ~ No, they/do/. / They/grow/in the ground.)

~

C Now, using the words from exercise B, write negative sentences.

0 The President of the USA doesn't live in New York.

1 _____

2 _____

3 _____

4 _____

5 _____

D Use the words in brackets to make sentences that are true; sometimes you will need *doesn't* or *don't*.

0 (The sun/rise/in the East)

The sun rises in the East.

0 (The sun/rise/in the West)

The sun doesn't rise in the West.

1 (Ice/float/on water)

2 (Lions/live/in the Arctic)

3 (Winter/come/after spring)

4 (Austrians/speak/German)

5 (Cotton/come/from sheep)

E Look at these notes about different people's habits.

| | | |
|--------------|---------------------------|-----------------------------|
| Ruth Clark: | jog – twice a week | smoke – no |
| Neil Peters: | cycle – every day | drink beer – never |
| Mary Thomas: | swim – every weekend | smoke – 15 cigarettes a day |
| Bill Brown: | play tennis – once a week | smoke – no |
| Susan West: | swim – twice a week | drink alcohol – no |

Now write sentences about these people, as in the example.

0 Ruth jogs twice a week. She doesn't smoke.

1 Neil _____

2 Mary _____

3 Bill _____

4 Susan _____

2 Present Continuous (I'm eating)

- 1 We make the Present Continuous with the present tense of **be** and the -ing form of a verb:

| | | |
|-------------|---------|---------|
| I | am/'m | eating. |
| You/we/they | are/'re | |
| He/she/it | is/'s | |

We make negatives, questions, and short answers like this:

Jim isn't speaking to me.

You aren't listening.

Is Mary working in the garden? ~ Yes, she is.

Are the others helping her? ~ No, they aren't.

(For more information on -ing forms, see Table D, page 95.)

- 2 We use the Present Continuous for actions in progress at the time of speaking:



- 3 We use the Present Continuous for an action that has started, that has not finished, and that will continue in the future. The action is not in progress at the time of speaking, but we often say **at the moment**:



- 4 We use the Present Continuous for a temporary action or situation that is different from a person's normal habits:

A: *Can I speak to Ann, please?*

B: *No, she's not at work. She's doing a course in Norwich this week.*

- 5 We use the Present Continuous to talk about changes and trends. This use often goes with **nowadays**, **these days** etc.

The earth's climate is getting warmer.

These days, more and more people are going abroad for their holidays.

- 6 We can use the Present Continuous with **always** to say that something happens too often:

Tom is always asking stupid questions.

They're always phoning me at home.

Practice

- A Look at the pictures. Complete the sentences, describing the pictures, using the Present Continuous of a verb in the box. Use **He/She/It/They**, as in the example.



paint
eat
walk
look
run
wash



- 0 They're walking over the bridge.
1 _____ after a ball.
2 _____ a picture.
3 _____ the baby.
4 _____ some fish.
5 _____ over a wall.



B Choose the best phrase from the box to complete these sentences. Put the verb in the Present Continuous.

(sleep) in the sitting-room at the moment
(do) a computer course this week
(not sleep) very well at the moment
(go) to work by bus this week

- 0 A: You look tired.

B: Yes, I'm not sleeping very well at the moment.

- 1 A: Does Tim Sharp work with you?

B: Yes, but he's not here. He _____

- 2 My brother has borrowed my car. That's why I _____

- 3 The ceiling in our bedroom fell down so we _____

C What do people say about our world these days? Write complete sentences. Use the Present Continuous.

- 0 (The air/become/more polluted every year)

The air is becoming more polluted every year.

- 1 (Fashions/change/all the time these days)

2 (More women/study/at university these days)

3 (House prices/go/up all the time nowadays)

- 4 (The sea/get/dirtier every year)

D Use the words in brackets () to complete these dialogues. Use the Present Continuous.

- 0 A: Why don't you like Adam?

B: (Because he/always/tell/stupid stories)

Because he's always telling stupid stories.

- 1 A: Why are you annoyed with Mary?

B: (Because she /always/ask/me for money)

- 2 A: Why don't you like Pam and Paul?

B: (Because they/always/argue)

- 3 A: Why are you annoyed with Susan?

B: (Because she/always/borrow/my CDs)

- 4 A: Why don't you like Tom?

B: (Because he /always/ phone/me late at night)

3 Present Simple (I work) or Present Continuous (I'm working)

Compare the Present Simple and the Present Continuous:

Present Simple

- 1 We use the Present Simple for things that are true at any time. We use it for a general truth, or a fact:

*Things fall to the ground because of gravity.
Ann doesn't play the violin very well, but she plays the piano beautifully.*

Present Continuous

- We use the Present Continuous to say that an action is in progress now, at the time we speak:

*Look! The leaves are falling from the trees.
Listen! Ann's playing the piano; she's playing something by Beethoven.*

- 2 We use the Present Simple when we talk about a permanent situation, or an activity that is repeated again and again. We think that it will continue for an unlimited time:

*What does Fred do? ~ Fred's a journalist; he writes for a geographical magazine.
I work for a company that makes computers. We sell them all over the world.
Mary usually studies in the library.
I stay with friends when I go on business trips to Japan.*

- We use the Present Continuous to describe a current activity or situation that is unusual or temporary. We know it will continue for a limited period of time from now:

*Fred is writing four articles about Africa. He did two yesterday. He'll do the rest tomorrow.
I don't usually work at the weekends, but I'm working on Saturdays at the moment.
Mary's studying at home. The library is shut.
Sue and Martin are staying in a friend's flat until they find a flat of their own.*

- 3 We use the Present Simple with words like **always**, **usually**, **often** etc. when we talk about how often we do something:

Mary sometimes studies at home, but she usually works in the library.

- We can use the Present Continuous with **always** to say that something happens too often:

*Tom is always asking stupid questions.
They're always complaining.*

Practice

A Look at this table.

| Name | Home | Job | Current project | Project location |
|--------|----------|----------------------|-----------------|------------------|
| Mike | Glasgow | engineer | bridge design | Aberdeen |
| Sally | London | conference organiser | congress | Dublin |
| Philip | Leeds | salesman | trade fair | Birmingham |
| Jenny | Brighton | accountant | head office | London |

Use these verbs in the Present Simple or the Present Continuous: *live, work, stay*.

- 0 Mike lives in Glasgow and he works as an engineer.
- 0 At the moment Mike is staying in Aberdeen because he is working on a bridge design there.
- 1 Sally in London where she as a conference organiser.
- 2 At the moment Philip in Birmingham because he at a trade fair there.

- 3 At the moment Sally _____ in Dublin because she _____ at a congress there.
- 4 Jenny _____ in Brighton where she _____ as an accountant.
- 5 Philip _____ in Leeds where he _____ as a salesman.
- 6 At the moment Jenny _____ in London because she _____ at head office.

B Use the words in brackets () to complete the dialogues. Use the Present Continuous or the Present Simple.

- 0 (The sun/rise/in the east.) 0 (Look! The sun/come/up.)
The sun rises in the east. Look! The sun is coming up.

- 1 Ann: Is the swimming pool open today?
Jane: (No, they/get/things ready for the next competition.)

Ann: (How often/they/have/these competitions?)

Jane: About three times a year.

- 2 Sam: (Why/that machine/not/work/at the moment?)

Chris: (I don't know, but a mechanic/mend/it.)

Sam: (What/the machine/do/in fact?) (it/make/boxes?)

Chris: (Yes, it/make/boxes of all sizes.)

- 3 Mary: (Look! The Fosters/work/in their garden.)

(They/not/usually/work/on Sundays.)

Let's have a word with them. Hello, Joe. Hello, Sara. (you/get/ready/for the winter?)

Joe: (Yes, we/tidy /up the leaves.)

(We/always/try/to do it before the winter/come/.)

- 4 Tim: (Sam, what/you/look/for?)

Sam: (I/look/for Jean's glasses.)

(She/not/often/wear/them.)

(She only/wear/them to read, so she often/lose/them.)

4 Verbs not used in continuous tenses

1 Look at this:



A: What does Tom do?
B: He **sings** in a pop group.



A: What is Tom doing?
B: He's **singing** with his band.

Action verbs, like **sing**, are used in simple forms (e.g. **he sings**) and in continuous forms (e.g. **he's singing**). Most verbs (e.g. **sing, teach, study, talk, listen, sit, play** etc.) are verbs of action.

But some verbs do not describe actions. Look at this:



Tom has a motorbike.



Tom likes Mary.

Non-action verbs, like **have** (= 'possess'), **like**, **know**, are not usually used in continuous tenses:

Not *Tom is having a motorbike.*

Not *Tom is liking Mary.*

Practice

A Complete this text about a party. Put in the right words from the box in the right form, Present Simple (*I eat*) or Present Continuous (*I'm eating*). Use each verb once.

| | | | | |
|--------|------|------------|-------|------|
| listen | like | sit | talk | want |
| drink | play | understand | think | |

Everybody ⁹ is talking very loudly. Tom ¹ near the CD player because he ² to the music. 'Who ³ the guitar?' Judy asks him. 'It's Eric Clapton. I ⁴ he's fantastic,' says Tom. 'I ⁵ the music, but I don't ⁶ the words very well,' Judy says. At the end of the song, Judy says, 'Are you thirsty, Tom? ⁷ you ⁸ a drink?' 'Yes, a glass of orange juice, please,' says Tom, 'I never ⁹ beer or wine.'

2 Non-action verbs include:

► verbs of thinking:

| | | |
|----------|-----------|------------|
| know | forget | notice |
| remember | recognize | understand |

I know the answer. (Not knowing the answer.)

► verbs of feeling:

| | | | |
|------|------|------|------|
| hate | like | love | want |
|------|------|------|------|

He likes ice-cream. (Not He's liking...)

► other verbs:

| | | | |
|---------|--------|-------|-------|
| be | cost | fit | hear |
| include | mean | need | own |
| matter | prefer | smell | sound |

These shoes cost £55. (Not ...are costing...)

3 Some verbs have two meanings: one that describes an action, and one that does not:

look: *He's looking at the picture.* (action)

He looks (= seems) tired. (not an action)

taste: *John is tasting the soup.* (action)

The soup tastes nice. (not an action)

feel: *She's feeling the material.*

I feel (= am) cross about the accident.

have: *What's she doing? She's having lunch.*

What's wrong? I have a headache.

think: *Please be quiet. I'm thinking.*

I think you're right.

B Put in the words in the Present Simple or the Present Continuous. Sometimes you do not need to change the verb in brackets.

- 0 I don't understand (not/understand) that sign over there. What does it mean (it /mean)?
- 1 Paula and Jack are in the sitting-room. They _____ (listen) to the news, and Paula _____ (look) at a magazine as well.
- 2 The students _____ (count) the books in the library today, because we _____ (not/ know) how many we have.
- 3 Tim _____ (like) his new shoes; they _____ (fit) him perfectly.
- 4 June: Look! That woman _____ (sit) in your chair.
Barry: It _____ (not/matter). I can sit over there.
- 5 This computer is very expensive. It _____ (cost) more than £3000, but the price _____ (include) tax.

C Use the Present Simple or the Present Continuous. Sometimes you do not need to change the verb.

- 0 Alan: (You/wear/your overcoat./you/go/out?)
You're wearing your overcoat. Are you going out?
- Jane: (Yes,/I/go/the shops. I/need/some more paint.)
Yes, I'm going to the shops. I need some more paint.
- 1 Adam: (you/recognize/the woman in this photo?)

Susan: (you/mean/ the woman who/look/straight at the camera?)

2 Mark: (Hello, David. Why/you/stand/here?/you/wait/for me?)

David: (Yes, I/want/to speak to you.)

3 James: (Listen to the engine. /you/think/it is all right?)

Fiona: (It/sound/all right, but it/smell/of oil.)

D Complete each sentence using the words in the box.

| | | | |
|--------|------------|--------|-------------|
| tastes | is tasting | feels | is feeling |
| has | is having | thinks | is thinking |

- 0 A customer is feeling some curtain material.
- 1 She's smiling because she _____ about her boyfriend.
- 2 John is very rich. He _____ a house, a flat, and two cars.
- 3 The cook _____ the soup now.
- 4 This material _____ very soft.
- 5 This cake _____ delicious.
- 6 Sue _____ breakfast at the moment.
- 7 Pamela _____ English is an easy language to learn.

5 Past Simple (I walked)

1 We form the Past Simple like this:

POSITIVE

I/you/he/she/it/we/they **walked**.

NEGATIVE

I/you/he/she/it/we/they **didn't walk**.

QUESTIONS

Did I/you/he/she/it/we/they **walk?**

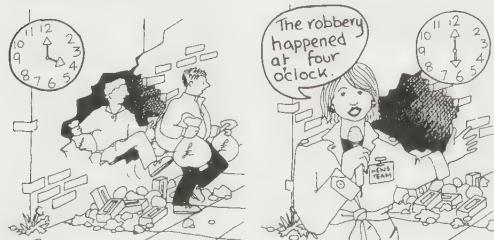
SHORT ANSWERS

Yes, I/you/he/she/it/we/they **did**.

No, I/you/he/she/it/we/they **didn't**.

(For information on how to form Past Simple verbs, see Tables E and F on page 96.)

2 We use the Past Simple for single complete events in past time. We often use it with time expressions like **at 4 o'clock**, **yesterday**, **when?**, **in 1993** etc:



A: **When did you win the cup?**

B: **We won the cup in 1993.**

We went to a concert yesterday.

3 We use the Past Simple for complete events, even when they continued for a long time:

A: **How long did the First World War last?**

B: **It lasted for about 5 years, I think.**

My parents lived in Japan for three years.

Then they went to live in Australia.

4 We also use the Past Simple to talk about repeated events, or habits in the past:



When George was young, he always walked to school.

5 We use the Past Simple to tell a story in past time:

We left home early on Saturday morning and drove, without stopping, to the Scottish border. It **took** about 6 hours to get there.

After we crossed the border, we **stopped** in a little village, and **had** something to eat...

Practice

A Use the words in brackets () to make a question and an answer. Use the Past Simple.

0 (When/Kennedy/die?)

When did Kennedy die?

~ (He/in 1963)

~ He died in 1963.

1 (What/Marie Curie/discover/in 1898?)

~ (She /radium)

~

2 (Where/Michelangelo/live?)

~ (He /in Florence)

~

3 (When/Margaret Thatcher/become/Prime Minister?) ~ (She/Prime Minister in 1979)

~

4 (What/Alexander Bell/invent?)

~ (He /the telephone)

~

5 (How many books/Agatha Christie/write?)

~ (She /over a hundred books)

~

6 (When/Greta Garbo/move/to the United States.) ~ (She /there in 1925)

~

B In each case the two facts were true many years ago. Write a sentence to describe the past situation, as in the example.

- 0 (It is 1984.) Sally is at school. She plays in a football team.

When Sally was at school, she played in a football team

- 1 (It is 1987.) Bob's sister is at university. She writes a lot of poetry.

When _____

- 2 (It is 1990.) Fred is in the army. He goes to many different countries.

When _____

- 3 (It is 1992.) Jane and Michael are at school. They don't do much homework.

When _____

- 4 (It is 1985.) Anna is a teenager. She wears very long skirts.

When _____

C Put the right form of the best verb from the box in each sentence. Use each verb once. Then write the sentences in the correct order so they tell a story.

| | | | | | | |
|----|---------|--------|------|-------|------|------|
| be | believe | decide | eat | enjoy | get | talk |
| go | last | leave | make | see | take | tell |

After I left school, I took a job on the railways.

We travelled by train, of course.

In particular, we found some mushrooms that were as big as plates.

We told everyone about the size of the mushrooms when we came back home.

But nobody listened to us.

Of course, we saw all the famous buildings in Rome. They were fascinating.

We wanted to go together to Rome.

I made friends with a man called Harry.

But most of all, we loved the delicious Italian food.

Sometimes, we argued about our ideas for a holiday.

The journey took over 24 hours.

0 After I left school, I took a job on the railways.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

6 Past Simple (I waited) or Past Continuous (I was waiting)

Compare the Past Simple and the Past Continuous:

Past Simple

1 I/you/he/she/it/we/they { talked.
 didn't talk.

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

Past Continuous

I/he/she/it was/wasn't talking.
You/we/they were/weren't talking.

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

2 We use the Past Simple to talk about a complete event in the past:

Last Saturday morning, Paul **played** football in the park.

past

now

Paul played football.

now

We use the Past Continuous to talk about an action that was in progress, when something else happened:

Last Saturday, Paul **was playing** football in the park when he saw Jane.

past

Paul was playing football.

now

He saw Jane.

Here are some more examples:

On Sunday I **made** a cake.

It **rained** a lot on Saturday morning.

Here are some more examples:

The phone rang while I **was making** a cake.

It **was raining** when we left home.

3 We often use the Past Simple to talk about one event that followed another event:

When Ann James **left** university, she **went to work** for a bank. She **left** the bank after five years, and **wrote** a book which ...

In a story we often use the Past Continuous to say what was in progress, when something happened:

The sun **was shining**. People **were sitting** under the trees or **walking** around the park. Suddenly a car **drove** into the park ...

Practice

A Use the Past Simple and the Past Continuous to make sentences from the words in brackets.

0 (The police/arrive/while/I/have/breakfast)

The police arrived while I was having breakfast.

1 (The storm/start/while/they/drive/home)

2 (I/see/an accident/while /I/wait/for the bus)

3 (Mary/go/to several concerts/while/she/stay/in London)

0 (I/have/breakfast/when/the police/arrive)

I was having breakfast when the police arrived.

4 (My father/cook/the dinner /when /he/burn/his fingers)

5 (The soldiers/prepare/to leave/when/the bomb/explode)

B Complete these texts using the Past Simple or the Past Continuous of the verbs in brackets.

- 0 Beethoven wrote (write) nine symphonies; he was writing (write) another symphony when he died.
- 1 Last Saturday Tom wanted to make two salads. He _____ (make) the first one in five minutes. He _____ (make) the second one when his guests _____ (arrive), and they _____ (help) him to finish it.
- 2 The artist Gaudi _____ (design) several houses in Barcelona, Spain. Later he _____ (start) work on a church. He _____ (work) on the church when he _____ (die).
- 3 Last month a bank robber _____ (escape) while the police _____ (take) him to prison. Later they _____ (catch) him again, and this time they _____ (lock) him up without any problem.
- 4 Philip's football team were lucky last Saturday. After 20 minutes they _____ (lose), but in the end they _____ (win) the game by 4 goals to 2.
- 5 John Lennon _____ (sing) and _____ (play) on many records with the Beatles. After that he _____ (record) several songs without the Beatles. He _____ (prepare) a new record when Mark Chapman _____ (shoot) him.
- 6 The evening was getting darker; the street lights _____ (come) on. People _____ (hurry) home after work. I _____ (stand) in a queue at the bus stop. Suddenly somebody _____ (grab) my bag.

C A policewoman is interviewing Mary Croft about last Friday evening. Look at the pictures and complete the conversation. Use the Past Simple or the Past Continuous of the words in brackets.



Policewoman: What time 0 did you get (you/get) home from work?

Mary: At about 6 o'clock.

Policewoman: And what 1 (you/do) after you got home?

Mary: I read the newspaper.

Policewoman: Did anything happen while 2 (read) the paper?

Mary: Yes, the phone 3 (ring).

Policewoman: What 4 (you/do) when your husband came home?

Mary: I was watching TV, and I 5 (drink) a cup of coffee.

Policewoman: Did you and your husband stay at home?

Mary: No, I 6 (drink) my coffee. Then I put on my raincoat, and we 7 (go) out at seven o'clock.

Policewoman: Why 8 (you/put) your raincoat on?

Mary: Because it 9 (rain), of course.

7 Present Simple, Past Simple, and used to (I used to know)

- 1 We can use the Present Simple to talk about present situations or habits:

► situations:

*My sister **works** as a translator.*

*Andrew **lives** in London.*

► habits:

*Peter usually **wears** jeans.*

*I often **eat** a sandwich for lunch.*

*Mike **doesn't smoke** any more.*

*Does John **drive** to work every day?*

- 2 Look at these sentences with the Past Simple:

► situation:

*Henry **lived** in France for many years.*

► habit:

*When I was young, I **ran** three miles every day.*

The verbs are in the Past Simple and the sentences are about past situations or habits.

- 3 Look at these sentences with **used to**:

*Jill **used to live** in Ireland.*

*Many people **used to make** their own bread.*

*My husband **used to work** at home.*

We use **used to** to talk about a past situation or habit that continued for months or years, and to emphasize that the situation today is

different:

*Jill **doesn't live** in Ireland **now**.*

*Nowadays people **usually buy** bread from a shop.*

*My husband **doesn't work** at home **now**.*

Compare the Past Simple and **used to**:

► Past Simple: *When he **was young**, he **ran** three miles every day.* (He may or may not run 3 miles every day now.)

► **used to**: *When I **was young**, I **used to run** three miles every day. I **don't do** that now.* (I don't run 3 miles everyday now.)

We make negative sentences and questions with **did + use to**:

*Sue **didn't use to like** black coffee.*

*Paul **didn't use to smoke** a pipe.*

*Did Alan **use to cycle** to school?*

*Did your parents **use to read** to you?*

- 4 We do not use **use to** for present situations or habits; we use the Present Simple:

*Ann **sings** in a band.*

(Not *Ann **uses to sing** in a band.*)

*Joe **doesn't cycle** to school.*

(Not *...**doesn't use to cycle**...*)

Practice

- A Use the words in brackets () to make complete sentences. Use a Past Simple and a Present Simple verb in each sentence.

- 0 (Yesterday Ian/get/up at 7.15, but he normally/get/up at 8)

Yesterday Ian got up at 7.15, but he normally gets up at 8.

- 0 (Fred usually/walk/to work , but last week he/go/by car)

Fred usually walks to work, but last week he went by car.

- 1 (Last Sunday Mike/stay/at home, but he normally/go/fishing)

- 2 (We usually/swim/in the sea, but last Sunday we/swim /in the river)

- 3 (Last summer, Bob/have/a short holiday, but he usually/have/a long holiday)

- 4 (Mrs Jones normally/sleep/for seven hours every night, but last night she/sleep/for nine hours)

- 5 (I usually/enjoy/the food in this restaurant, but I/not/like /it yesterday)

- 6 (Peter/usually/do/his homework, but he /not/do/it yesterday)

B Complete the questions. Use the Present Simple or the Past Simple.

- 0 Sally: My sister and I usually work on Saturdays.
Tim: Did you work last Saturday as well?
- 0 Robin: Last Sunday Peter went to bed at 9 o'clock.
Diana: Does he usually go to bed at 9 o'clock?
- 1 Jeff: Neil had a cold shower yesterday.
Helen: Does he usually have a cold shower?
- 2 Kate: Bob wakes up very early almost every day.
John: Does he wake up very early yesterday as well?
- 3 Mary: My cousins usually send us a card at Christmas.
Jim: Do they send you a card last Christmas?
- 4 Susan: Paula phoned me again last night.
Derek: Does she often phone you?

C Look at this table of people who have changed what they eat or drink.

| name | in the past | now |
|--------|--------------|---------------|
| Ann | meat | fish |
| Tom | coffee | tea |
| Robert | white bread | brown bread |
| Pam | tap water | bottled water |
| Mary | tinned fruit | fresh fruit |
| Susan | margarine | butter |

Now make sentences, as in the examples.

- 0 Ann used to eat meat, but now she eats fish.
0 Tom drinks tea now, but he used to drink coffee.
1 Robert ate white bread, but now he eats brown bread.
2 Pam drank tap water, but now she drinks bottled water.
3 Mary ate tinned fruit now, but she eats fresh fruit.
4 Susan ate butter now, but she eats margarine.

Now complete these questions.

- 0 Did Ann use to eat meat? ~ Yes she did, but now she eats fish.
5 Does Tom drink tea now? ~ Yes he did, but now he eats brown bread.
6 Does Mary eat tinned fruit? ~ Yes she did, but now she eats fresh fruit.
7 Does Susan drink tap water? ~ Yes she did, but now she drinks bottled water.

Now complete these sentences.

- 0 Ann didn't use to eat fish, but she does now.
0 Tom drinks tea now, but he didn't use to drink it.
8 Susan ate butter, but she does now.
9 Mary eats fresh fruit now, but she doesn't eat it.
10 Pam drinks bottled water now, but she doesn't drink it.

8 Present Perfect (I have eaten)

- 1 We make the Present Perfect with **have** or **has** and a past participle (e.g. **walked**, **taken**):

| | | | |
|---------------|----------|---|----------|
| I/you/we/they | have/'ve | } | started. |
| He/she/it | has/'s | | started. |

We make negatives, questions, and short answers with **have** or **has**:

You haven't started.

Diana hasn't started.

Have you started? ~ Yes, I have.

Has Diana started? ~ No, she hasn't.

- 2 With regular verbs, we add **-ed** to form the past participle (e.g. **walked**, **started**). But there are many verbs with irregular past participles (e.g. **taken**, **chosen**, **sold**, **slept**). For more details on past participle forms, see Tables E and F on page 96.

- 3 We use the Present Perfect to talk about events in past time, but not about when they happened:

Somebody has taken my bag.

(Not *Somebody has taken it yesterday.*)

I have read her latest novel.

We use the Present Perfect in this way when the past event is relevant now:

Somebody has taken my bag. I can't find it.

I've been to the dentist. My tooth doesn't hurt now.

- 4 We use the Present Perfect to talk about situations or actions during a period that started in the past, and has continued up to the present (e.g. **today**, **this month**, **this year**, **for three weeks**, **since last year**):

We've lived here for six years.

(= from six years ago until now)

I've worked at CGE since 1992.

(= from 1992 until now)

Jane has phoned me three times this week.

We haven't saved much money this year.

Have you seen Neil (today)?

- 5 We can use the Present Perfect with **ever**, **never**, **already**, and **yet**, like this:

Have you ever been inside a submarine?

I've never eaten horse meat.

Chris has already sent her a present.

They haven't finished their game yet.

Note that we put **ever**, **never** and **already** before the past participle, and **yet** at the end of the sentence.

Practice

- A Use the words in brackets () to make questions and answers with the Present Perfect.

- 0 (have/you/eat/anything?)

Have you eaten anything?

~ (Yes, I/have/eat/a lot.)

~ Yes, I've eaten a lot.

- 1 (have/Tom/buy/anything?)

Tom bought an

~ (Yes, he/have/buy/a new suit.)

~

~ (Yes, she/have/give/him £10.)

~

- 2 (have/Jane/give/him any money?)

Jane gave him

~ (Yes, I/have/break/a plate.)

~

- 3 (have/you/break/anything?)

~ (Yes, she/have/choose/this novel.)

~

- 4 (have/Pam/choose/a present?)

Pam chose a

~ (Yes, they/have/bring/some sandwiches.)

~

B Say what has happened in each situation. Use the words in brackets and the Present Perfect.

0 Your bike is not where you left it.

(somebody/take/my bike) Somebody has taken my bike.

1 The garage door was closed; now it is open.

(somebody/open/the garage door) _____

2 There are no biscuits in the cupboard.

(somebody/eat/all the biscuits) _____

3 The kitchen window was all right; now it is smashed.

(somebody/break/the kitchen window) _____

4 Mary's watch is not where she left it.

(somebody/steal/Mary's watch) _____

5 Your orange juice was in the fridge; it isn't there now.

(somebody/drink/my orange juice) _____

6 Your shoes are not where you left them.

(somebody/take/my shoes) _____

C An inventor wants to advertise a new product. This week, he must send out a letter and organize a newspaper advertisement. He has made a list of jobs, and he has ticked (✓) the things he has already done.

- | | | | |
|---|-------------------------------|---|---------------------------------------|
| 0 | prepare the circular letter ✓ | 2 | put the copies in the envelopes |
| 0 | buy the stamps | 3 | write the text of the advertisement ✓ |
| 1 | make copies of the letter ✓ | 4 | send the advertisement to the paper |

Write positive sentences with *already*, and negative sentences with *yet*.

0 He has already prepared the circular letter.

0 He hasn't bought the stamps yet.

1 _____

2 _____

3 _____

4 _____

D Make complete questions and answers from the words in brackets.

0 (have/you/see/Kate this week?)

~ No, I/have/not/see/her since last month)

Have you seen Kate this week?

~ No, I haven't seen her since last month.

1 (have/Sue/win/any tennis competitions this year?)

~ Yes, she/have/ win/three this year)

~ _____

2 (have/you/shave/today?)

~ No, I/have/not/shave/since yesterday)

~ _____

3 (have/you/sell/many TVs this month?)

~ Yes, we/have/sell/23 this month)

~ _____

4 (have/you/play/tennis this week?)

~ No, I/have/not/play/for a month)

~ _____

9 Past Simple (**I ate**) or Present Perfect (**I have eaten**) (1)

- 1 We can use the Past Simple, but not the Present Perfect, to ask questions with **What time?**, **When?** etc, and to make statements about when things happened (e.g. **at 5 o'clock, in 1977**):

A: **What time did the plane land?**
(Not **What time has the plane landed?**)
B: **It landed at 5 o'clock.**
(Not **It has landed at 5 o'clock.**)



A: **When did Elvis Presley die?**
(Not **When has he died?**)
B: **He died in 1977.**
(Not **He has died in 1977.**)

- 2 We also use the Past Simple if other expressions set the event in past time:
When I was in the army, I had a terrible time.
(Not *I've had...*)
I was almost back home when the storm started.

- 3 We describe a past action or event with the Present Perfect to show that it is relevant now. The time of the action is not important.

Ann has broken her arm.
(= It is now broken.)
Bill has made the salad.
(= The salad is now made.)

The Past Simple does not imply anything about the situation now:

James broke his arm last year.
Kate broke her arm yesterday.

From this information we expect, of course, that James's arm is all right now, but that Kate's arm is still broken.

- 4 We introduce an event with the Present Perfect, but we continue to talk about it with the Past Simple:
- A: **Ann's broken her arm.**
B: **How did she break it?**
A: **She fell onto some rocks.**

- 5 For a very recent event we can use the Present Perfect with **just** or the Past Simple with **ago**:
John has just gone out.
John went out a few minutes ago.
Note that we use **just** before the past participle (e.g. **gone**).

Practice

- A Complete the sentences with the correct form of a verb from the box.

die go write marry paint win

- 0 Bob Dylan wrote 'Blowin' in the Wind' in 1962.
- 1 Mark Spitz won seven Olympic gold medals in 1972.
- 2 Pablo Picasso painted 'Guernica' in 1937.
- 3 Marlene Dietrich came to Hollywood in 1930.
- 4 Louis Armstrong died in 1971.
- 5 Diana married Prince Charles in 1981.

- B Use the words in brackets () to complete the sentences.

- 0 When I was at school, (I/not/like/history) I didn't like history.
- 0 (My mother/be/at work) My mother was at work when the explosion happened.
- 1 (I/meet/Brian) I met Brian when we were in the army.
- 2 (I/be/in the garden) I was in the garden when you phoned.
- 3 When Sam was young, (she/love/swimming) she loved swimming.

- 4 (I/buy/these shoes) _____ when I was paid last week.
5 When Neil was sixteen, (he/have/very long hair) _____
6 When he saw her, (he/smile) _____

C If the first sentence is true, do we know that the second sentence is true?

Write Yes or Don't know.

- | | | |
|------------------------------|---------------------------|-------------|
| 0 John grew a beard. | John has a beard now. | Don't know. |
| 0 Bob has grown a moustache. | Bob has a moustache now. | Yes. |
| 1 Ruth went to Italy. | Ruth is in Italy now. | _____ |
| 2 Sarah has opened the door. | The door is now open. | _____ |
| 3 Ian has gone abroad. | Ian is abroad now. | _____ |
| 4 Bill opened the windows. | The windows are open now. | _____ |

D Complete these dialogues using the words in brackets. Use the Present Perfect or the Past Simple.

- 0 A: Why are you crying?
B: Look. (I/cut/my hand) I've cut my hand.
A: (How/it/happen?) How did it happen?
- 1 A: Is that a telegram?
B: Yes. It says that (Jane/have/a baby boy) _____
A: (When/she/have/the baby?) _____
- 2 A: Why are you looking so cross, Jeff?
B: Look. (Mary/break/my camera) _____
A: (How/she/break/it?) _____
- 3 A: What's the problem, Jason?
B: Look. (My bicycle/disappear) _____
A: (Where/you/leave/it?) _____
- 4 A: What's the matter with Paul?
B: (He/lose/his bag.) _____
A: (When/he/lose/it?) _____
- 5 A: What's that piece of paper?
B: It's my certificate. (I/pass/my exam) _____
A: (What mark/you/get?) _____

E Express these sentences in a different way. Use just or a few minutes ago.

- 0 Mary has just phoned. Mary phoned a few minutes ago.
1 Kathy came home a few minutes ago. _____
2 Colin has just finished his lunch. _____
3 Michael has just had a shower. _____
4 Jenny went to bed a few minutes ago. _____

10

Past Simple or Present Perfect (2); ago, for, since

Compare the Past Simple and the Present Perfect:

Past Simple

- 1 Look at this example of the Past Simple:

There were many earthquakes last century.

past

now

last century

Note that *last century* is a period of past time.
It ended before now.

Present Perfect

- Look at this example of the Present Perfect:

There have been many earthquakes this century.

past

now

this century

Note that *this century* is a period of time that includes now (the time of speaking).

2

We use the Past Simple to talk about events or situations in a period of past time:

A: *How long did you work in your last job?*

B: *I worked there for four years.*

Did you go to the cinema last week?

Sheila did not go to work yesterday.

We use the Past Simple for events in the lifetime of someone who is dead:

A: *Did your grandmother ever visit Canada?*

B: *Yes, she spent several holidays there.*

We use the Present Perfect for events or situations in a period of time that includes now:

A: *How long have you worked here?*

B: *I've worked here since last summer.*

(I still work here.)

Have you been to the cinema this week?

Sheila has not gone to work today.

We use the Present Perfect for events in the lifetime of a living person:

A: *Have you ever visited Canada?*

B: *Yes, I've had several holidays there.*

3 Notice how a sentence with the Past Simple and one with the Present Perfect can give similar information from different points of view. Notice the use of **ago**, **for** and **since**:

Pam went to live in Dublin 5 years ago.

Pam has lived in Dublin for five years.

*Pam has lived in Dublin since her wedding.
(or... since she got married.)*

(For more details about **ago**, **for** and **since**, see unit 41.)

Practice

A Complete the sentences with the Past Simple or the Present Perfect of the verb in brackets.

0 (be) There were a lot of accidents last year, and there have been a lot this year, too.

0 (see) I have not seen Jane today, but I saw her yesterday.

1 (win) Our team is very good. We won two competitions last year, and we won two this year as well.

2 (make) The factory made more than 1,000 motorbikes this year; it made not so many last year.

3 (be) I'm worried about Mary. She was ill last week, and she is ill most of this week as well.

4 (work) Joe worked not hard last month, but he works hard this month.

5 (earn) I earned a lot of money this year - much more than I earned last year.

6 (rain) It _____ not _____ much last year here, and it _____ not _____ much this year, either.

B In the brackets, the first year is when the person was born. If there is a second year, it is when the person died. Put the verbs into the Past Simple or the Present Perfect.

- 0 Susan Cowley (1947–) is an artist. She has painted (paint) in many different styles and she has had (have) exhibitions in 14 countries.
- 1 Timothy Spinks (1846–1927) was a biologist. He _____ (study) the plants of New Zealand, and he _____ (write) several books on biology.
- 2 Claire Fox (1957–) is a doctor. She _____ (develop) new treatments for several diseases, and she _____ (make) several TV programmes about medicine.
- 3 Catherine Knight (1824–1883) was a nurse. She _____ (work) mainly with soldiers, and she _____ (spend) most of her life trying to improve their lives.
- 4 Steven Brock (1963–) is a golf player. He _____ (win) several competitions, and he _____ (earn) a lot of money from advertising different products.

C Use the words in brackets to express the same information from a different point of view. Use the Present Perfect or the Past Simple.

- 0 Ben stopped smoking five years ago.
(not/smoke/for) Ben hasn't smoked for five years.
- 0 Jane has lived in Bristol for two years.
(move/to/ago) Jane moved to Bristol two years ago.
- 1 Anna and John moved to London after their wedding.
(live/in/since) Anna and John have lived in London since their wedding.
- 2 Mary started working in France 6 months ago.
(work/for) Mary has been working in France for 6 months.
- 3 Pam stopped playing tennis when she was 15.
(not/play/since) Pam hasn't played tennis since she was 15.
- 4 Fred hasn't eaten meat for 2 years.
(stop/eating/ago) Fred has stopped eating meat for 2 years.

D Summary exercise: study units 9 and 10, before you do this exercise.

Use the words in brackets, and put them in the gaps in the Past Simple or the Present Perfect.

Policeman: Mr. Leach, how many times 0 have you been (you/be) in prison?

Jim Leach: Twice.

Policeman: When 1 (you/finish) your last prison sentence?

Jim Leach: I 2 (come) out of prison about 6 months ago.

Policeman: How long 3 (you/live) in this town?

Jim Leach: About 7 years. I 4 (move) here when I got married.

Policeman: So you 5 (be) married for seven years.

Jim Leach: No, my wife 6 (leave) me two years ago.

Policeman: 7 (you/see) her since she left you?

Jim Leach: No, she 8 (phone) me a few days ago. I 9 (meet) her once about a year ago, but I 10 (not/see) her since then.

11 Present Perfect Simple (**I have done**) or Present Perfect Continuous (**I have been doing**)

Compare the Present Perfect Simple and Continuous:

Present Perfect Simple

- 1 I/you/we/they **have/ve** }
He/she/it **has/s** } **eaten.**

Present Perfect Continuous

- I/you/we/they **have/ve** }
He/she/it **has/s** } **been eating.**

- 2 We use the Present Perfect Simple (**have painted**) to talk about a past activity that is now completed:
We've painted the rooms. (= The rooms are now painted.)
Anna's mended her bike. (= She can ride it now.)

- We use the Present Perfect Continuous (**have been painting**) to emphasize the activity itself, which may or may not be completed:
We've been painting the flat. That's why it smells. We still have three rooms to paint.
Anna's hands are dirty because she's been mending her bike.

- 3 We use the Present Perfect Simple to ask and answer **How many?**, **How much?**:
A: *How many rooms have you painted?*
B: *We've painted three of them.*

- We usually use the Present Perfect Continuous to ask **How long?**, and with **since** and **for**:
A: *How long have you been waiting? Have you been queuing for a long time?*
B: *I've been waiting since 2 o'clock.*

- 4 Note that we usually use the Present Perfect Simple (not the Continuous):

- to talk about short actions with **have**, **stop**, **break**, etc:
Tony has had an accident on his bike.
- with verbs of thinking (e.g. **know**, **decide**, **forget**, **notice**):
I'm sorry. I've forgotten your name.
- to talk about the last time that something happened:
I haven't eaten meat for two years. (= I last ate meat two years ago.)

Note that we can use the Present Perfect Simple or the Continuous with **work**, **teach**, and **live**, with no difference in meaning:

I have taught here for two years. or *I have been teaching here for two years.*

Practice

- A Write out the sentences in brackets (). Use the Present Perfect Simple (e.g. *I have done*).

- 0 He's late again. (How many times/he/arrive/late this month?)

How many times has he arrived late this month?

- 1 What a good week! (We/sell/much more than we expected.)

- 2 (How much money/you/spend/this week?)

- 3 (How many people/Jane/invite/to her party?)

Now use the Present Perfect Continuous (*I have been doing*).

- 4 It's still raining. (It/rain/for hours.)
5 That noise is awful. (They/drill/holes in the wall all morning.)
6 Are you still here? (How long/you/sit/here?)

B Five friends have just finished some jobs. Look at the table.

| | Activity | Now |
|--------|--------------------|-------------------|
| Neil | sweep the floors | he is sweating |
| Rachel | cut the grass | she is tired |
| Paul | do the washing-up | he has soft hands |
| Carol | peel the onions | she has red eyes |
| Tim | defrost the fridge | he has cold hands |

Complete the dialogues from this information. Use the Present Perfect Simple or Continuous.

- 0 Neil, why are you sweating? ~ Because I have been sweeping the floors.
0 Is the lawn finished? ~ Yes, Rachel has cut the grass.
1 Paul, why are your hands so soft? ~ Because I have washed them.
2 Are the onions ready for the pan? ~ Yes, Carol has peeled them.
3 Rachel, you look tired. ~ Yes, I haven't slept.
4 Tim, your hands are very cold. ~ Yes, I haven't warmed them.
5 Are the floors clean? ~ Yes, Neil has swept them.
6 Why are your eyes red, Carol? ~ Because I haven't slept.
7 Are the plates clean? ~ Yes, Paul has washed them.
8 Is the fridge all right now? ~ Yes, Tim has defrosted it.

C Put the verbs in brackets into the gaps in the right form. Use the Present Perfect Simple or Continuous.

- 0 Ellen: Where are you and your family going to live?
Ian: Well, we've been talking (talk) about that for weeks, but we haven't decided (decide) anything yet.
- 1 Tina: Excuse me. Have you been standing (stand) in this queue for a long time?
Larry: Yes, I've been queuing (queue) for almost an hour.
- 2 Sara: Why are you crying?
Joe: Because my brother has broken (break) both his legs.
- 3 Susan: Excuse me. Whose is this bag? Who has left (leave) it here?
Wally: I don't know. I've been sitting (sit) here all afternoon, but I haven't noticed (notice) it until now.

12

Past Perfect (I had eaten)

- 1 We form the Past Perfect with **had** and the past participle of a verb (e.g. **started**, **taken**):

I/you/he/she/it/we/they **had/'d started.**

I had taken it. or I'd taken it.

They had not started. or They hadn't started.

- 2 Study this:

A year ago:

Jenny is flying to Rome. She thinks, '*I have never been on a plane before now.*'

Now:

Jenny flew to Rome last year. She had never been on a plane before that.

When we talk about an event or situation in past time we use the Past Simple (e.g. **flew**); if we talk about an event before that time, we use the Past Perfect (e.g. **had been**). Here is another example:

Last Saturday at the cinema:

Mary: *We don't need to queue because I've already bought the tickets.*

Now:

Mary: We didn't need to queue because I had already bought the tickets.

Note that we can use **never** and **already** before the past participle (e.g. **been**, **bought**).

- 3 If we talk about a series of past events in order, we use the Past Simple:

A I saw a beautiful bird in my garden. B I went to get my camera. C The bird flew away. D I returned with my camera.

past

A B C D now

We need the Past Perfect to make it clear that one of the events is not in order:

D I returned with my camera. C The bird had already flown away. (The bird had gone before I returned.)

Also, compare these sentences using **when**:



Past Perfect: *When I returned with my camera, the bird had flown away.* (The bird went before I returned.)



Past Simple: *When I returned with my camera, the bird flew away.* (The bird went after I returned.)

- 4 The Past Perfect is used in reported speech:

'I have suffered from asthma for many years.' She told the doctor that she **had suffered from asthma for many years.**

(For more on reported speech, see unit 33.)

Practice

- A Write sentences about what these people had already done or had never done before. Use the Past Perfect, and **already** or **never**.

- 0 Last summer Mary won a gold medal for the third time.

She had already won two gold medals

before that.

- 0 Last year Ken visited Scotland for the first time.

He had never visited Scotland

before that.

- 1 Last weekend Tom rode a horse for the first time.

He _____

before that.

- 2 Last summer Jeff ran in a marathon for the sixth time.

He _____

before that.

- 3 Last week Susan wrote a poem for the first time.

She _____

before that.

- 4 Last week Ann appeared on TV for the first time.

She _____

before that.

- 5 Last summer Tony played tennis at Wimbledon for the fifth time.
He _____ before that.
- 6 Last year Jean wrote her third novel.
She _____ before that.

B In each case you have two events in the order they took place. Write the information in one sentence using the words in brackets.

- 0 A The driver started the car. B Lady James appeared.
(When Lady James/appear/, the driver/already/start/the car)
When Lady James appeared, the driver had already started the car.
- 1 A We put the fire out. B The firemen arrived.
(When the firemen/arrive/, we/already/put/the fire out)
-
- 2 A Jim finished the work. B The manager came back.
(When the manager/come/back, Jim/already/finish/the work)
-
- 3 A I went to bed. B Philip telephoned.
(When Philip/telephone/, I/already/go/to bed)
-
- 4 A Alice and Jack had lunch. B Their children came home.
(When their children/come/home, Alice and Jack/already/have/lunch)
-
- 5 A Ian prepared the supper. B His wife got home from work.
(When his wife/get/home from work, Ian/already/prepare/the supper)
-
- 6 A The thieves spent the money. B The police caught them.
(The thieves/already/spend/the money, when the police/catch/them)
-

C Use the Past Perfect to complete the sentences.

- 0 Last summer Pam said, 'I've always wanted to fly in a helicopter.'
Pam said that she had always wanted to fly in a helicopter.
- 1 Fred said, 'Jack has just gone out.'
Fred told us that Jack _____
- 2 Robert said to Jill, 'Have you been to Cambridge?'
Robert asked Jill if she _____
- 3 When the boys came home, Mrs Brock said, 'I've made some sandwiches.'
Mrs Brock told the boys that she _____
- 4 'I know your cousin,' said Tom. 'I met her in Amsterdam.'
Tom said he knew my cousin because he _____
- 5 Bob was talking to Jean, and he said, 'Have you ever been to Japan?'
Bob asked Jean if she _____

- 1 We can talk about future time with different verb forms, for example:
- **will:** *I'll come with you.*
 - **be going to:** *He's going to come with us.*
 - Present Continuous: *We're coming tomorrow.*

- 2 When we talk about events in the future that we expect to happen but that are not in our control, we can use **will** or **be going to**:

Ann will be (or is going to be) 12 next week.

We won't see (or aren't going to see) those birds again until next spring.

Will they finish (or Are they going to finish) the building soon?

- 3 When we talk about events in the future that are in our control (i.e. we can decide what will happen), we use **will** differently from **be going to**. We use **will** at the time we decide what to do; we use **be going to** after we have decided what to do. Look at these examples:

John: Can somebody help me, please?

Helen: Yes, I'll help you.

(Here Brenda decided after John asked.)

Now compare:

Carol: John needs some help.

Helen: I know. I'm going to help him.

(Here Helen had decided before Carol spoke.)

- 4 Look at these examples:

If it rains, they'll stay (or they're going to stay) at home.

We'll have (or we're going to have) lunch after the programme finishes.

When a sentence has two parts that refer to the future, we use the Present Simple after **if**, **when**, **before**, **after**, **as soon as** and **until**, and in the other part of the sentence we use **will** or **be going to**:

| | | |
|---|------------------|----------------------|
| When/ | SIMPLE | will/ |
| after etc. | + PRESENT | + be going to |
| <i>After it finishes, we'll have lunch.</i> | | |

- 5 We use the Present Continuous to talk about a future arrangement that we have made with someone else:

A: Can you come and see us this evening?

B: I can't. I'm playing squash with Sam.

Peter can't come to the cinema with us tonight because he's meeting Jane for dinner.

Practice

- A Look at this table and then use **will** and these verbs: **beat, draw with, lose to.**

Bob Foster's forecast for next Saturday's big football matches:

| | |
|-------------------------------|-----------------------------|
| Arsenal 1, Liverpool 1 | Leeds 2, Everton 1 |
| Ipswich 3, Millwall 3 | Brighton 2, Oxford 1 |

| |
|--------------------------------|
| Chelsea 1, Luton 2 |
| Portsmouth 0, Preston 2 |

Bob Foster thinks that:

0 Arsenal will draw with Liverpool.

3 Ipswich _____ Millwall.

1 Leeds _____ Everton.

4 Brighton _____ Oxford.

2 Chelsea _____ Luton.

5 Portsmouth _____ Preston.

- B In each situation, think about when the person decides to do something. Then complete the sentences using **will** or **be going to** and one of the phrases from the box.

| | |
|--------------------------------|---------------------------|
| take it to the car wash | get you an aspirin |
| go to the hairdresser's | have a shower |

| |
|----------------------|
| see her |
| make some tea |

0 Mary: Philip, I'm very thirsty.

Philip: I am too. I'm going to make some tea. I've already put the kettle on to boil.

- 0 Sally: What's the matter, Paul?
 Paul: I've got a headache.
 Sally: Oh, I'll get you an aspirin _____.
- 1 Jack: Is your toothache better?
 Jill: No, but I've phoned the dentist. I _____ at 10.30.
- 2 Jane: Do you think my hair is all right?
 Sam: No, I'm sorry, I don't. I think it needs a cut.
 Jane: O.K. I _____ this afternoon.
- 3 Ann: Where's Tom?
 Mike: He's just gone into the bathroom. He _____.
- 4 John: Where have you been with the car? It's very dirty.
 Rose: Is it? Okay, I _____.

C Use the words in brackets to write sentences using *will* and the Present Simple.

- 0 (Tom/help /us/when/he/come/home)

Tom will help us when he comes home.

- 1 (I/buy/the tickets/before/I/go/to work)

- 2 (As soon as/Henry/arrive/, we/have/something to eat)

- 3 (The play/start/after/the music/stop)

- 4 (He/not/stop/until /he/finish/the job)

- 5 (When John/get/here, we/go/to the beach)

D Look at Ann's diary for the evenings of next week.

| | |
|-----------|---------------------------------------|
| Monday | 8 p.m. play squash with Mary |
| Tuesday | write some letters |
| Wednesday | 7 p.m. have supper with Jill and Kate |
| Thursday | tidy my room |
| Friday | wash my hair |
| Saturday | 6 p.m. meet Tim at the airport |

If Ann has an arrangement with someone else, use the Present Continuous, but if she does not, use *be going to*.

- 0 Ann can't see Fred on Monday because she is playing squash with Mary.

- 0 She doesn't want to go out on Tuesday because she 's going to write some letters.

- 1 She won't be at home on Wednesday because she _____.

- 2 On Thursday Ann _____.

- 3 She can't go out on Friday because she _____.

- 4 Ann wants Saturday to come quickly because at 6 p.m. she _____.

14 Second conditional (If he was...); I wish I was

1 Look at this sentence:

If Charlie Chaplin **was** alive today, he **would be** over 100 years old.

Of course, Chaplin isn't alive today. The sentence imagines something that is not true. The verb after **if** is Past Simple, but it refers to the present. This structure is called the Second Conditional:

If + PAST SIMPLE + would (or 'd)

If **he worked harder**, **he would do better**.

Another example is someone who doesn't have enough money to buy a new car and says:



I'd buy a new car if I **had** enough money.
Note that we do not use a comma (,) before **if**.

2 We can use the same type of sentence to talk about the future:

If + PAST SIMPLE + would (or 'd)

If **I won** a lot of money, **I'd buy** a big house.

This sentence describes an unlikely future situation: it is unlikely that I will win a lot of money.

Practice

A Complete these sentences.

- 0 If Sally lived in Brighton, **she would be** _____ (she/be) near her parents.
- 0 Fred would read more if **he didn't work** _____ (he/not/work) so hard.
- 1 If Elizabeth didn't have to work in the evenings, **she would go** _____ (she/go) to concerts.
- 2 Susan wouldn't go to work by car if _____ (she/live) near a train station.
- 3 Alan wouldn't be fat if _____ (he/not/eat) so much.
- 4 If Peter didn't live in a flat, **he would have** _____ (he/have) a dog.
- 5 Pam would definitely learn French if _____ (she/get) a job in France.
- 6 If Mark wanted to be healthy, **he would not smoke** _____ (he/not/smoke).

3 We can use **wish** to say that we want something to be different from how it is now. Note that the verb after **wish** is past (e.g. **could**, **was**, **had**):



I **wish** (that) Chaplin **was** still alive.
Mary **wishes** she **had** enough money for a new dress.
I **wish** I **was** very rich.

4 After **if** and after **wish**, we sometimes use **I/he/she/it** with **were**:

If **he were** (or **was**) alive today, ...

I **wish** Charlie Chaplin **were** (or **was**) still alive.

Notice also the expression **if I were you**, when you give someone advice:

If **I were you**, I'd go to the police.
(Not If **I was you**, ...)

B In the next few years:

- It is unlikely that astronauts will visit Mars.
It is unlikely that governments will stop buying guns.
It is unlikely that doctors will find a cure for cancer.
It is unlikely that they will discover oil in Ireland.
It is unlikely that young people will stop buying pop records.

Now use the predictions in the box to complete these sentences.

- 0 If governments stopped buying guns , the world would be safer.
1 If _____, the Irish would be very happy.
2 If _____, this terrible disease would disappear.
3 If _____, the popular music industry would disappear.
4 If _____, we would learn a lot about the planet.

C A manager tells people why they can't have a job. Write their thoughts with *I wish*.

- 0 You don't have a driving licence, so you can't have the job.
I wish I had a driving licence.
0 You can't have the job because you can't type.
I wish I could type.
1 You can't have the job because you don't have good eyesight.
I wish _____.
2 You can't speak German, so you can't have the job.
I wish _____.
3 You don't have a degree, so you can't have the job.
I wish _____.
4 You can't have the job because you are not 18.
I wish _____.

D Imagine how life nowadays could be better. Complete the sentences using the words in brackets, and any other words you need.

- 0 People don't do enough exercise, so there is a lot of heart disease.
(more, less) If people did more exercise , there would be less heart disease .
1 There are too many cars. The city is very polluted.
(fewer) I wish there _____, then the city wouldn't be very polluted.
2 People drive too fast, so there are a lot of accidents.
(more slowly) I wish people _____, then there would be fewer accidents.
3 People watch too much TV, so they don't have much time for reading.
(more) If people watched less TV, they _____.
4 Children have bad teeth because they eat too many sweets.
(fewer) Children would have better teeth if they _____.
5 Not enough people travel by bus, so the roads are crowded.
(more) I wish _____, then the roads would be less crowded.
6 People haven't got enough time to cook, so they eat a lot of 'fast food'.
(more, less) If people _____, they _____.

15 Third conditional (If he had been...); I wish I had been...

1 Look at this sentence:

If Charlie Chaplin **had died** in 1989, he **would have been** 100 years old.

Chaplin did not in fact die in 1989. He died before he was 100 years old. The sentence imagines something that did not happen in the past. This structure is called the Third Conditional:

If + PAST PERFECT + {
would have
(or 'd have)}

If he **had tried harder**, he **would have won**.

Here is another example:

If Jane **had come** on her usual train, I **would have seen** her. (She **didn't come** on her usual train, so I **didn't see** her.)

Notice how we can also use the negative forms **wouldn't have** and **hadn't**:

John F. Kennedy **wouldn't have died** in 1963 if he **hadn't gone** to Dallas. (Kennedy **died** in 1963 because he **went** to Dallas, but this sentence imagines the opposite).

I **would have phoned** you if I **hadn't lost** your phone number. (I didn't phone you because I lost your phone number.)

I **wouldn't have gone** to the museum if I **had known** it was shut. (I went to the museum

because I didn't know it was shut.)

2 We can use **wish + had done** to talk about the past when we are sorry that something didn't happen, and we imagine that it did:



He **wishes** he **had studied** hard at school. (He **didn't study** hard, and now he's sorry about it.)

I **woke up very late** this morning. I **wish I had gone** to bed earlier last night.

We can use a negative form (**wish... hadn't done**) to say that we are sorry that something did happen:

Many people **wish** that John F. Kennedy **hadn't gone** to Dallas. (Many people are sorry that John F. Kennedy **went** to Dallas.)

Practice

A Read this story about Ellen.

In May 1992 Ellen lost her job in London. She didn't have much money in the bank, so she was very worried. She looked in the newspapers and she saw an advertisement for a job as a translator from German into English. She didn't speak German very well, so she didn't apply for it. In June, she heard about some teaching jobs abroad because a friend phoned to tell her about them. She phoned the company, and they asked her to go for an interview with the director. Ellen thought the interview went badly, but in fact the director was happy with the interview and offered Ellen a job in Spain. However, Ellen couldn't start at once because she didn't know any Spanish. She took a course to learn the language. She was good at languages and she made rapid progress. So, by September she had a new job, and she still had a little money left in the bank.

Now write sentences using the words in brackets.

0 (If Ellen/have/a lot of money in the bank, she/not/be/ so worried)

If Ellen had had a lot of money in the bank, she wouldn't have been so worried.

0 (If she/not/look/in the newspapers, she/not/see/the advertisement)

If she hadn't looked in the newspapers, she wouldn't have seen the advertisement.

- 1 (If she/speak/German very well, she/apply/for the job)
-

- 2 (If her friend/not/phone, she /not/hear/about the teaching jobs)
-

- 3 (If she/not/contact/the company, they/not/ask/her to go for an interview)
-

- 4 (If the interview/go/badly, the director/not/offer/Ellen a job)
-

- 5 (If Ellen/know/some Spanish, she/start/at once)
-

- 6 (If she/not/be/good at languages, she/not/make/rapid progress)
-

B Use the information in brackets () to complete these sentences.

- 0 (Sam didn't get the job as a translator because he failed the exam.)

Sam would have got the job as a translator if he had not failed the exam.

- 1 (Alan lost our phone number, so he didn't phone us.)

If Alan hadn't not remembered our phone number, he had phoned us.

- 2 (Sally broke her leg, so she didn't go on holiday.)

If Sally hadn't not broken her leg, she had gone on holiday.

- 3 (We didn't make a cake because we forgot to buy any eggs.)

We hadn't made a cake if we hadn't not brought to buy some eggs.

C Write sentences about these people who are sorry about things they did in the past. Use *wish* or *wishes*.

- 0 Ian wasted his time at school; now he's sorry.

Ian wishes he hadn't wasted his time at school.

- 1 I didn't tell the truth; now I'm sorry.

I wish _____

- 2 John borrowed some money from his mother; now he's sorry.

John _____

- 3 Mary didn't get up early; now she's sorry.

Mary _____

- 4 Peter didn't go to the party; now he's sorry.

Peter _____

- 5 I didn't send Jill a birthday card; now I'm sorry.

I _____

- 6 Fiona didn't help her sister; now she's sorry.

- 7 He shouted at the children; now he's sorry.

16 Zero, first and second conditionals

1 ZERO CONDITIONAL

If + PRESENT SIMPLE + { PRESENT
SIMPLE

If you eat too much, you get fat.

We use if + Present Simple + Present Simple to talk about something that is true at any time:

If something is lighter than water, it floats.
I don't cycle to work if it's very cold.

We can use unless to mean 'if...not':

We will go to the mountains on Saturday unless it rains. (=...if it doesn't rain.)

Unless you pay for the broken window, I'll phone the police. (= If you don't pay,...)

3 SECOND CONDITIONAL

If + PAST SIMPLE + would (or 'd)

If he worked less, he'd enjoy life more.

We use if + Past Simple + would to talk about the present, and to imagine something different from the real situation now:

If Shakespeare was alive today, what would he write about? (Shakespeare isn't alive today.)

If animals could speak, we would be able to discover what they think. (We aren't able to discover what animals think, because they can't speak.)

If he didn't live so close to his office, he wouldn't be able to stay in bed so late in the morning.

We can also use the second conditional to talk about an unlikely situation in the future:

If all the ice in the world melted, many coastal towns would disappear.

2 FIRST CONDITIONAL

If + PRESENT SIMPLE + will (or 'll)

If I see Ann, I'll invite her.

We use if + Present Simple + will to talk about things that are possible in the future:

We will go to the beach this Saturday if the weather is hot enough. (= It's possible it will be hot.)

Note that in this sentence there is a possibility and a result:

future possibility + result

If it's hot, we will go to the beach.

If the result is only possible, not certain, we use might (not will):

If it's hot, we might go to the beach.
(= It is possible that we will go to the beach if it's hot.)

Practice

A Write what happens when you heat these things, as in the example.

0 The boiling point of water is 100 degrees centigrade.

So if you heat water to 100 degrees, it boils.

1 The melting point of gold is 1063 degrees centigrade.

So _____

2 The boiling point of alcohol is 78 degrees.

So _____

3 The melting point of silver is 960 degrees.

So _____

B Complete each sentence using the verb in brackets in the Present Simple or with will, as in the examples.

0 If she wins (win) a prize, Mary will be (be) very happy.

1 If John comes (come) this weekend, we go (go) to the theatre.

2 If Ann writes (write) to me, I tell (tell) you what she says.

- 3 My father _____ (forgive) Susan if she _____ (pay) for the broken window.
- 4 Jack _____ (feel) a lot better if he _____ (stop) smoking.
- 5 If Bob _____ (need) some money, we _____ (lend) him some.
- 6 If Mark _____ (listen) to the instructions, he _____ (know) what to do.

C Put **will** or **might** in the gaps.

- 0 If Mary comes, I will definitely tell her what happened.
- 0 I might change my car if I get a better job, but I'm not sure.
- 1 Alan hasn't decided but he thinks that if his health doesn't improve, he will move to another town.
- 2 Rose has decided what to do; if Tom doesn't want to go to the museum, she will go there alone.
- 3 We've decided; we will lend them our car if they pay for the petrol.
- 4 I'm not sure. If I win some money, I will take a holiday, or I will put the money in the bank.

D Rewrite the underlined words using the words in brackets.

- 0 They won't let her in to the concert unless she has a ticket.
(if) They won't let her in if she doesn't have a ticket.
- 0 We won't go and see that film if you don't want to.
(unless) We won't go and see that film unless you want to.
- 1 The doctor will not see you if you do not telephone first.
(unless) The doctor will not see you if you do not telephone first.
- 2 You can't go and stay at the Johnsons' unless they invite you.
(if) You can't go and stay at the Johnsons' if they don't invite you.
- 3 You can't be a sailor unless you can swim.
(if) You can't be a sailor if you can't swim.
- 4 Our team will be in trouble if we don't win on Saturday.
(unless) Our team will be in trouble if we win on Saturday.

E Use each statement in brackets () to complete each sentence. Use **wouldn't be able to**.

- 0 (Cats have very good eyes; that's why they can see in the dark.)
If cats didn't have very good eyes, they wouldn't be able to see in the dark.
- 1 (Bats have very good ears; that's how they move about so easily in the dark.)
If bats didn't have very good ears, they wouldn't be able to move about so easily in the dark.
- 2 (Dogs are able to recognize people because they have a good sense of smell.)
Dogs wouldn't be able to recognize people if they didn't have a good sense of smell.
- 3 (We can train dogs; that's why they are able to help blind people.)
If we couldn't train dogs, they wouldn't be able to help blind people.
- 4 (Elephants remember everything because they have good memories.)
Elephants wouldn't be able to remember anything if they didn't have good memories.
- 5 (Horses can pull heavy loads because they are very strong.)
If horses weren't very strong, they wouldn't be able to pull heavy loads.

17 Uses of get, do and make

1 Get has many meanings; here are some of the most common ones:

► have got = 'have':

Have you got any brothers or sisters?

► get (+ noun) = 'receive':

Did you get any letters today?

She got a dictionary for her birthday.

► get (+ noun) = 'obtain', 'buy':

Could you get a pen from my desk?

I'll get some cheese when I go to the shops.

► get to (+ noun) = 'arrive at/in':

What time did you get to the office?

► get (+ adjective) = 'become':

Everything is getting more expensive.

It was very hot and we got very thirsty.

Study these examples of get + adjective:

get dressed
get undressed
get washed
get engaged
get married

get divorced
get confused
get lost
get drunk
get stuck

2 Look at these examples of do and make:

A: *What's Jim doing?*

B: *He's making a cake. (Not doing)*

A: *What sort of cake is he making?*

B: *A chocolate cake.*

A: *What's Helen making?*

B: *She isn't making anything.*

A: *What's Helen doing then?*

B: *She's reading.*

We usually use **do** for action in general, but **make** means 'produce': e.g. *make bread*.

3 Here are some common uses of do:

| | |
|-------------------|---------------------|
| do your best | do some work |
| do an exercise | do some homework |
| do her hair | do a job |
| do the washing up | do someone a favour |
| do the cleaning | do the shopping |

Here are some common uses of make:

| | |
|-------------------|-----------------|
| make a complaint | make a decision |
| make a difference | make an effort |
| make friends | make a journey |
| make a meal | make a mistake |

Practice

A Complete the sentences using another verb instead of *get*.

0 Mary got a prize for her drawing.

Mary received a prize for her drawing.

1 What time does this train get to London?

What time does this train arrive in London?

2 The noise got louder and louder.

The noise became louder and louder.

3 Will you get some fruit when you go to the shops?

Will you buy some fruit when you go to the shops?

4 Peter got a phone call from Japan this morning.

Peter received a phone call from Japan this morning.

5 We usually get our meat from the supermarket.

We usually buy our meat from the supermarket.

6 They will get a cheque for the work they have done.

They will receive a cheque for the work they have done.

7 In the middle of the day the desert sand gets very hot.

In the middle of the day the desert sand becomes very hot.

8 We got to the station after our train had left.

We arrived at the station after our train had left.

B Put in a suitable phrase with *get* and one of the words in the box.

| | | | | |
|----------|----------|---------|-----------|---------|
| confused | divorced | dressed | drunk | engaged |
| lost | married | stuck | undressed | washed |

- 0 When you've finished swimming, get dressed quickly so you don't get cold.
1 Jane and Bill were engaged for 3 years. They _____ in 1987 and they _____ in 1990. But they were only married for 2 years because they _____ in 1992.
2 The doctor would like to examine you all over. Can you _____, please?
3 They took their car onto the beach and it _____ in the sand.
4 Don't go through the woods; follow the road and you won't _____.
5 I'm very dirty; I must go and _____.
6 Football hooligans often go to pubs and _____ before the match starts.
7 When people explain things too quickly to me, I often _____.

C Maria is fifteen and she is talking about her family. Put in the right form of *do* or *make*.

In our house there is always plenty of work ⁰ to do. Luckily, everybody ¹ _____ something. For example, my big brother ² _____ the shopping; my twin sister ³ _____ the toast for breakfast, and on Sundays she ⁴ _____ pancakes. My parents usually ⁵ _____ the supper, and I always ⁶ _____ the washing-up. At the weekends, we all ⁷ _____ the cleaning - except for my baby sister because she's too small to ⁸ _____ anything.

D Put the right form of *do* or *make* and one of the words in the box into the conversation.

| | | | | |
|---------|----------|------------|--------|----------|
| best | -favour- | difference | effort | decision |
| friends | job | -shopping- | work | mistake |

- Rose: Would you ⁰ do me a favour and ⁰ do some shopping for me today?
- Alan: Yes, okay.
- Rose: Are you all right, Alan? Is something wrong?
- Alan: I have to ¹ _____ a difficult _____ about my future. I think I'm going to leave my job.
- Rose: What's the matter at work? Are the people there not nice? Haven't you ² _____ any _____ there?
- Alan: Oh, yes. I like the people who work there.
- Rose: What is it then?
- Alan: Well, I think I ³ _____ a _____ when I chose an office job because I have to ⁴ _____ all the boring _____, and I don't like it.
- Rose: When you start, it doesn't ⁵ _____ much _____ what kind of company it is. New people often have to ⁶ _____ a boring _____ at first. You just have to ⁷ _____ your _____ and when they see that you are ⁸ _____ an _____, then perhaps they'll offer you something better.

- We can use many verbs with other words to make a phrasal verb, e.g. **look for**, **put on**, **get up**.
- One verb can go with several other words to make different phrasal verbs: **go with**, **go off**, **go on**. The meaning of the phrasal verb is not always clear from the two parts. For example, **go on** means 'continue'. You should check the meaning of phrasal verbs in a dictionary.

- Grammatically, there are three different groups of phrasal verbs.

► Group 1:

*The police are looking for the criminal.
The police are looking for him.
(Not They are looking him for.)*

Look for has an object (**the criminal**, **him**). Note that the object goes after the phrasal verb. Some common verbs in this group are:

| | | |
|------------|---------|-----------|
| agree with | ask for | feel like |
| look after | look at | look for |
| get at | join in | call for |

► Group 2:

She put on a hat.

She put a hat on.

She put it on. (Not *She put on it.*)

Put on has an object (**a hat**, **it**). If the object is a pronoun (**me**, **you**, **her**, **him**, **it**, **us**, **them**, **one**, **some**, **any**), then it goes in the middle of the phrasal verb; if the object is a noun, it can go either after the verb or in the middle. Some common verbs in this group are:

| | | |
|------------|---------------|----------|
| bring back | draw out | put on |
| fill in | take off | put away |
| hand in | rub out | look up |
| let out | turn down/off | |

► Group 3:

I usually get up at 7 o'clock.

Get up is a phrasal verb that does not have an object. Some common verbs in this group are:

| | | |
|-----------------|----------|----------|
| come round | get away | get back |
| go on | get off | get up |
| hold on (=wait) | go off | go out |

Practice

- A Use the phrasal verbs in the box in the correct form to complete the conversation between Frank and his daughter Anna.

| | | |
|-------------------------------------|-------------------------|--------------------------|
| go out (= leave a building/room) | come round (= visit) | join in (= take part in) |
| turn down (= lower, make quieter) | get back (= return) | call for (= collect) |
| get off (= leave a bus/train/plane) | look after (= care for) | put on (= wear) |

Frank: Anna, ⁰ turn down the music a bit. I want to tell you something.

Anna: What is it?

Frank: Tom has just phoned to say that he is ¹ here with his children, Jane and Michael. He wants us to ² them while he goes to the shops in the centre of town.

Anna: We don't have to stay at home, do we? I'm going to the sports club with Sally. She's ³ me at 11 o'clock.

Frank: No, you can ⁴ if you like. But it's cold; are you going to go on your bike?

Anna: Yes, but I'll ⁵ some warm clothes.

Frank: Okay, Jane and Michael can go there on the bus. I'll tell them where to ⁶. And when you're at the club, can you let Jane and Michael

7 _____ your games.

Anna: Don't worry. We always have a good time together.

Frank: Good, but remember to 8 _____ by 1 o'clock, because that's when we're having lunch.

B In each sentence, replace the underlined words with a phrasal verb from the box that means the same. Use a dictionary to help you.

| | | | | |
|--------------|----------|----------|------------|--------|
| brought back | get away | went off | fill in | get at |
| hold on | look up | put away | rubbed out | |

- 0 How did the prisoners escape? get away
- 1 If you want a passport, you must complete this form. _____
- 2 Wait! I'm coming. _____
- 3 I can't reach the books at the back of the cupboard. _____
- 4 The bomb exploded just before midnight. _____
- 5 The teacher erased the words that were wrong. _____
- 6 You can consult the meaning of the words in a dictionary. _____
- 7 Has Philip returned the books that he borrowed? _____
- 8 At the end of the day the children stored their toys. _____

C Complete these short dialogues with a sentence that has a phrasal verb, in the correct tense, and the word in brackets().

0 Anna: Have you taken your shoes off?
Carol: (them) Yes, I've taken them off.

0 Jane: We must ask for some more paper.
Dennis: (some) I'll ask for some tomorrow.

1 Tom: Have you looked for your keys?
Ann: (them) Yes, I've _____ everywhere.

2 Jeff: Can you turn the bedroom lights off, please?
Harry: (them) Yes, I'll _____ in a minute.

3 Olive: Have the students handed in their homework?
Pam: (it) Yes, they've all _____.

4 Ken: Do you agree with Tom?
Ben: (him) No, I never _____.

5 Susan: When did you draw the money out of your bank account?
Noel: (it) I _____ of my account yesterday.

6 Karen: When did you let the cat out into the garden?
Sally: (it) I _____ into the garden, before I went to bed.

19 Can, could, be able to, may, will, shall

- 1 We use **can**, **could**, **be able to** and **may** with an infinitive (e.g. **be**, **go**, **swim**):

INFINITIVE
swim.

She can

- 2 **ABILITY**

*She { can/could
will be able to } swim.*

Joy can swim 1,000 metres now.

Last year she couldn't swim at all.

She'll be able to swim the English Channel soon.

When we talk about a person's ability to do something, we normally use **can** (negative **cannot** or **can't**) for present time, **could** for past time, and **will be able to** for future time.

In past time, we do not normally use **could** for something that happened on a particular occasion. We use **was able to** or **managed**:

The boat was in difficulties, but in the end it managed to reach the port. (or... it was able to reach...; not ...it could reach...)

- 3 **PERMISSION**

*Can I
Could I
May I } leave this here?*

We use **Can I** etc. to ask for permission. Note that **Could I** and **May I** are more formal and polite than **Can I**.

Practice

- A Look at this table and complete the sentences using **can**, **could**, or **will be able to**.

| | last year | now | hopes for the future |
|-------|----------------------------|-------------------------------|-----------------------------|
| Joy | swim 100 metres | swim 1000 metres | swim for her club team |
| Mark | type 15 words per minute | type 30 words per minute | work as a secretary |
| Bill | lift 25 kilos | lift 100 kilos | join a weightlifting team |
| Anne | speak only a little French | speak French quite well | work as an interpreter |
| Carol | only cook omelettes | cook quite well | work as a chef |
| Tom | only play the piano | play the piano and the violin | be a professional musician |
| Susan | ride a bike | drive a car | drive a racing car |

- 0 Last year Joy could swim 100 metres . Now, she can swim 1000 metres .
- 0 At the moment Anne can speak French quite well, and if she studies hard, perhaps she'll be able to work as an interpreter.
- 1 Last year Mark . Now,
- 2 At the moment Bill , and if he trains hard, perhaps

We use **can** or **may** to give permission:

You can leave your bag here. (or... may leave...)

If we talk about what is allowed in general (i.e., not by a particular person), we use **can**:

People can drive on the roads when they are 17.

But official notices often use **may**:

BAGS MAY BE LEFT HERE.

- 4 **REQUESTS**

*Can you
Could you
Would you } help me?*

We use **Can you**, **Could you**, and **Would you**, (but not **May you**) when we ask someone to do something. **Could** and **would** are more formal and polite than **can**.

- 5 **OFFERS**

*I'll do it.
Shall I do it?*

I'll post that letter for you.

Shall I open the door?

We use **shall I** and **I'll** to offer to do something. Note that **shall I** is a question:

A: *Shall I open the door?*

B: *Yes, please./No, thank you.*

- 3 Last year Anne _____. Now, _____.
- 4 At the moment Carol _____, and if she works hard, perhaps _____.
- 5 Last year Tom _____. Now, _____, and if he studies hard, perhaps _____.
- 6 Last year Susan _____. Now, _____, and she hopes that one day _____.

B Choose the right word from the words in brackets, and put it in the gap.

0 May _____ (May/Will/Would) I take one of these forms, please?

1 In the street:

Excuse me, officer, _____ (could/may/shall) you tell me how to get to the station?

2 In an office:

A: _____ (Shall/Could/Would) I speak to Mrs Timms, please?

B: I'm afraid she's in a meeting.

A: I see. _____ (Will/Would/Shall) I come back later?

B: Yes, come back in about an hour.

3 At a railway station:

A: Do you think we _____ (may/can/would) eat our sandwiches here?

B: _____ (Couldn't/Can't/Wouldn't) you read? Look at the notice; it says: 'FOOD _____ (WOULD/MAY/COULD) NOT BE EATEN IN THIS WAITING ROOM.'

4 A: Somebody must tell Jenny about next week's meeting.

B: _____ (Will/Would/Shall) I phone her?

A: No, you _____ (may not/can't/will not) phone her because she hasn't got a phone.

B: Oh, I see. Tell me her address again, and I _____ (may/I'll) take a message to her.

A: Are you sure you _____ (could/may/I'll be able to) find her house?

B: Well, I _____ (could/would/managed to) find it the last time that I went there, without any problem.

5 A: _____ (May/Could/Shall) someone help me?

B: What _____ (would/can) I do to help you?

A: We need to move the chairs and to clean this room. Can you help?

B: I'm afraid I _____ (may not/can't/would not) move the chairs because of my bad back. But _____ (I'll/will I/shall I) do the cleaning for you if you like.

Probability: must, can't, may, might, could

- 1** We use **must**, **can't**, **may** and **could** with an infinitive (e.g. **be**, **go**, **come**, **earn**):

INFINITIVE

They must earn a lot.

- 2 CERTAINTY** *She must be rich.*

Look at this example with **must**:

Jane got top marks in her exams. She must be very clever. (= From what we know, we can be certain that Jane is very clever.)

We use **must** to say we are certain:

The Greens have two houses and two cars.

They must earn a lot of money. (= We can be sure that the Greens earn a lot of money.)

A: *There's someone outside in an orange car.*

B: *It must be Susan. She's the only person I know with an orange car.*

- 3 IMPOSSIBILITY** *She can't be poor.*

Look at this example with **can't**:

Mark studied hard for his exams, but he got poor marks; he can't be very clever. (= From what we know, we can guess that Mark is not very clever.)

We use **can't** to talk about impossibility:

The Browns both have part-time jobs; they can't earn much money. (= We can guess that the Browns do not earn a lot of money.)

A: *There's someone at the door. I think it's Bill.*

B: *It can't be Bill. He's in Australia.*

- 3 POSSIBILITY**

*She {
may
might
could}* be in the garden.

Look at this example with **may**:

A: *Eve's not in her room. Where is she?*

B: *She may be in the garden.*

(= From what we know, perhaps she is in the garden.)

We use **may**, **might** and **could** for something that is possible but not certain, now or in the future:

My sister might come tomorrow.

(= From what we know, perhaps she will come.)

Now look at this example with **may not**:

A: *I've phoned Jill, but there's no answer.*

B: *She may not be at home. (or She might not be...)*

(= Perhaps she is not at home.)

Could not is not possible here.

Practice

- A** Complete the sentences using **must** or **can't** and one of the verbs from the box.

be belong speak come spend have like live want remember

- 0 Anna lived in America for three years, so she must speak English.
- 0 Tom's brother doesn't know anything about medicine, so he can't be a doctor.
- 1 Jane has an incredible number of compact discs. She must like music a lot.
- 2 Peter doesn't speak German, so he can't come from Germany.
- 3 This jacket can't belong to Janet because it's not her size.
- 4 That man can't live around here because he doesn't know any of the street names.
- 5 Jack must buy a lot of clothes. He wears something different every day.
- 6 Sam's grandmother is over eighty years old, so she can't remember the Second World War.
- 7 You've got ten cats already. You can't have to get another one.
- 8 Susan buys a new dress every day. She must spend a lot of money on clothes.

B Someone has robbed a bank. The police are sure that the criminal is one of these men. Look at the pictures and complete the sentences using *can't be*, *could be*, or *must be*.



Drake



Hall



Brown



Rogers



Smith

- 0 A witness says that the robber had short hair. If that's true, then it can't be _____ Drake or Rogers, but it could be _____ Hall.
- 0 A witness says that the robber had glasses. If that's true, then it can't be _____ Brown or Drake. It must be _____ either Hall or Rogers or Smith.
- 1 A witness says that the robber had black hair. If that's true, then it _____ Hall, but it _____ Brown.
- 2 A witness says that the robber had a moustache. If that's true, then it _____ Rogers but it _____ Drake or Brown.
- 3 A witness says that the robber didn't have a beard. If that's true, then it _____ Drake or Brown but it _____ Hall or Smith.
- 4 A witness says that the robber had a moustache, but no beard. If that's true, then it _____ Drake or Rogers. It _____ Hall.
- 5 A witness says that the robber had black hair and wore glasses. If that's true, then it _____ Rogers. It _____ Hall.
- 6 And if what everyone says is true, then it _____.

C Complete the dialogues with *must*, *can't* or *might* and one of the phrases in the box.

| | | |
|----------------------|-------------------|--------------------|
| cost a lot of money | be a soldier | work long hours |
| go to Portugal | come this weekend | take much interest |
| also be at the shops | be at the gym | |

- 0 Ruth: I think Ann's brother is in the army.
James: He can't be a soldier ; he's only 15.
- 1 Bob: What are you going to do next summer?
Susan: I don't know. We _____, but it's not certain yet.
- 2 Fred: Mike's new flat is all electric—kitchen, heating, everything.
Peter: That _____ in electricity bills.
- 3 Sam: Is Mary coming to see us this week?
Sally: It depends on her work. She _____ if she finishes the project that she's doing.
- 4 Carol: Have Brian and Kim got any children?
Tom: Yes, they have two children, but they _____ in them, because they never talk about them.
- 5 Andrew: Do you see your new neighbours very much?
Sarah: No, they _____, because they are hardly ever at home.
- 6 Paul: Fred's gone out, hasn't he? Where has he gone?
Ann: I don't know. He _____ or he _____.

21 Obligation: must, have to, mustn't, don't have to

- 1 We use **must** when we think it is important to do an action:

You must go. (= It is important that you go.)

We make negatives, questions and short answers like this:

You mustn't go.

Must you go? ~ Yes, I **must**.

- 2 We use **have to** to talk about an action that is necessary because of rules or laws, or because someone obliges us to do it:

Doctors sometimes have to work on Sunday.

(It is in the rules of their work.)

We make negatives, questions and short answers with a form of **do**:

Teachers don't have to work on Sunday.

Do you have to work today? ~ No, I **don't**.

3 POSITIVE

In positive sentences we can often use **must** and **have to** with little difference in meaning, because many things are important both because we think so and because there are rules:

In Britain you must drive on the left. (or
...you **have to** drive ...)

(= It is obligatory to drive on the left.)

4 NEGATIVE

Note the difference in meaning between **mustn't** and **don't have to**.

In negative sentences we often use **mustn't** to say that something is against the rules, or against the law:

You mustn't smoke on buses.

(Smoking is against the rules.)

In football you mustn't touch the ball with your hands. (Touching the ball is against the rules.)

We use **don't have to** to say that people are not obliged to do something:

In Britain, people don't have to carry a passport with them. (= People are not obliged to carry one.)

Nowadays pupils do not have to learn Latin at school. (= They are not obliged to learn it.)

5 QUESTIONS

In questions we usually use **do/does... have to** (not **must**) to ask if something is obligatory or important:

Does Michael have to get up early tomorrow?

Do we have to wait here?

Practice

A Make these sentences negative, as in the examples.

0 They **must** come today.

They mustn't come today.

0 Tim **has to** stay at home.

Tim doesn't have to stay at home.

1 They **have to** go now.

2 Mark **must** speak to my cousin.

3 You **have to** drive slowly here.

4 Alice **has to** get up early.

5 The children **must** play in the park.

6 Mike **has to** phone his brother.

B From the statements in brackets, make a question using **Do/Does... have to** and a short answer, as in the examples.

0 (They don't have to work hard.) Do they have to work hard ? ~ No, they don't.

0 (They **must** stay at home.) Do they have to stay at home ? ~ Yes, they do.

1 (Jim **has to** go to the doctor's.) _____ ? ~ Yes, _____

2 (We **must** show our passports.) _____ ? ~ Yes, _____

- 3 (Linda doesn't have to pay.) _____ ? ~ No, _____
 4 (They must do all this work today.) _____ ? ~ Yes, _____

C Put **must** or **mustn't** and one of the verbs in the box in the sentences.

be drive obey park play work

- 0 Car drivers must drive slowly in towns.
 1 You your car in a 'No Parking' area.
 2 Everybody the traffic police.
 3 You football in the street.
 4 Drivers careful when it's foggy.
 5 Lorry drivers when they are tired.

D The Stanton Squash Club has decided that it is important for all club members to do these things:

| | |
|-------------------------------------|----------------|
| wear sports shoes and clean clothes | have a shower |
| pay before you play | finish on time |

But these things are not allowed:

| | |
|-----------------------|------------------------------|
| disturb other players | eat or drink outside the bar |
| take club balls home | |

Put *have to*, *don't have to*, or *mustn't* in the gaps.

- 0 You don't have to wear white clothes, but you have to wear sports shoes.
 0 You mustn't disturb other players, but you don't have to be silent.
 1 You finish on time, but you start on time.
 2 You play with club balls, but if you do, you take them home.
 3 You eat or drink outside the bar, but you buy your food in the bar if you don't want to.
 4 You have a shower, and you wear clean clothes.

E Put the words in the box in the gaps. Don't add any other words.

| | | | |
|----------|---------|------|----------|
| Does she | have to | has | she has |
| must | mustn't | have | does she |

Mark: We 0 have to get up early tomorrow.

Bob: Why?

Mark: Have you forgotten? Angela 1 to move to a new flat tomorrow, and I promised we would help her.

Bob: 2 have to move out by a particular time?

Mark: No, there's no rush. She doesn't 3 leave her old flat before the afternoon, but there are lots of things that 4 to pack, so we 5 get there fairly early.

Bob: Why 6 have to move, by the way?

Mark: She said that I 7 tell you because she wants to tell you herself, when she sees you tomorrow.

22

Necessity: need, needn't, needn't have

- 1 We use the verb **need** to talk about things that we must do. We use **to + infinitive** (e.g. **to do**, **to go**) after **need**:

to + INFINITIVE

I need to go to the dentist's.

After **he/she/it** we use **needs**:

Mary /she **needs to buy** some white paint.

We make negatives, questions, and short answers with a form of **do**:

You **don't need to go** to the doctor's.

Mary **doesn't need to buy** any green paint.

A: Do you **need to go** to the dentist's?

B: Yes, I **do**./No, I **don't**.

A: Does Mary **need to buy** any brushes?

B: Yes, she **does**./No, she **doesn't**.

- 2 We can also use **need** to talk about things that we must get. Here we use an object after **need**:

OBJECT

some white paint

a new car.

Does Peter **need** any help?

- 3 To talk about what we do not need to do, we can use **needn't**. We use an infinitive (e.g. **go**,

buy) after **needn't**. **Needn't** has the same meaning as **don't/doesn't need to**:

INFINITIVE

You **needn't go** to the shops. We have enough food.

(Or You **don't need to go** to the shops.)

Mary **needn't buy** any paint.

(Or Mary **doesn't need to buy** any paint.)

We cannot use **needn't** before an object (e.g. **your coat**); we must use **don't need**:

You **don't need** your coat. It's not cold outside.

(Not You **needn't** your coat.)

- 4 We can use **needed to** for past time:

They needed to clean everything before they started to paint.

Notice the meaning of **needn't have done**:

We **needn't have lit** the fire, because it was a warm evening.

(= We lit the fire, but it was not necessary to light it.)

You **needn't have bought** any bread, Jim.

There is plenty in the cupboard.

(= You bought some bread, but it was not necessary.)

Practice

- A From the statements in brackets, make a question and a short answer, like those in the examples.

0 (Tom needs to take some warm clothes.) Does Tom need to take some warm clothes?

?~ Yes, he does.

0 (She doesn't need to study hard.) Does she need to study hard?

?~ No, she doesn't.

1 (Fred needs a ladder.)

?~ Yes,

2 (We don't need to go to the shops.)

?~ No,

3 (John doesn't need to leave before lunch.)

?~ No,

4 (They need to check the train times.)

?~ Yes,

- B Change each sentence in brackets () into a negative sentence with **needn't**, where possible. If not possible, write a negative sentence with **doesn't/don't need**.

0 (Jane needs to pay Jim today.) Jane **needn't pay** Jim today.

0 (The car needs new tyres.) The car **doesn't need** new tyres.

1 (We need a lot of red paper.)

2 (Mark needs to get everything ready today.)

- 3 (Mary needs to leave at six o'clock.) _____
 4 (Ann needs a new bag.) _____

C When there are exams or competitions at Brightside School, the school provides certain things for all the students, but there are other things that the school does not provide. Look at the table.

| Examinations | The school provides: | The school doesn't provide: |
|-----------------------|----------------------|-----------------------------|
| art exams | paint | brushes |
| maths exams | rubbers | pens and pencils |
| drawing exams | paper | rulers and pencils |
| tennis competitions | balls | racquets |
| football competitions | shirts | shorts and boots |

Use the information in the table to write sentences with *need to bring* or *needn't bring*.

- 0 (art exams/paint) For art exams, students needn't bring paint.
 0 (tennis competitions/racquets) For tennis competitions, students need to bring racquets.
 1 (maths exams/pens and pencils)
 2 (football competitions/shirts)
 3 (drawing exams/paper)
 4 (art exams/brushes)
 5 (tennis competitions/balls)
 6 (football competitions/shorts and boots)
 7 (maths exams/ rubbers)
 8 (drawing exams/rulers and pencils)

D Rewrite what each person says using *needn't + verb*, or *needn't have + verb*.

- 0 (Jane: You don't need to go to the passport office, Bob, to get a new passport. It says here that they send it to you in the post.)
 Jane: You needn't go to the passport office, Bob, to get a new passport.
 0 (Ann: Why did you take your umbrella this morning? It said on the radio that it was going to be a sunny day.)
 Ann: You needn't have taken your umbrella this morning.
 1 (Vicky: Why did you go to the electricity office to pay the bill yesterday? This letter says you can pay with a cheque in the post.)
 Vicky: You needn't have gone to the electricity office yesterday.
 2 (Bill: You don't need to phone Sarah. I'll invite her to the party tomorrow.)
 Bill: You needn't phone Sarah. I'll invite her to the party tomorrow.
 3 (Susan: It wasn't necessary to buy more food. John and Mary have just phoned to say that they can't come for dinner.)
 Susan: I needn't have bought more food. John and Mary can't come for dinner.
 4 (Peter: Why did you work during the weekend? We don't have to finish this before Friday.)
 Peter: You needn't have worked during the weekend.
 5 (Bob: You don't need to pay the whole amount now. You can pay some now and pay the rest later.)
 Bob: You needn't pay the whole amount now.

23 Should, ought to, had better

- 1 We use **should**, **ought to**, and **had better** with an infinitive (e.g. **be**, **go**, **ask**, **wait**):

| |
|----------------------------|
| INFINITIVE |
| <i>I should go.</i> |
| <i>You ought to ask.</i> |
| <i>We had better wait.</i> |

- 2 We use both **should** and **ought to** to ask for or to give advice, to say what is the correct or best thing to do:

A: *I've got toothache. What should I do?*
(= What is the best thing for me to do?)
B: *You should go to the dentist's.*
(= The best thing for you to do is to go to the dentist's.)

When we are talking about a duty or a law, we usually use **ought to**:

A: *I saw a robbery. What should I do?*
B: *You ought to report it to the police.*
(= It is a person's duty to report it.)

On the other hand, when we are giving a personal opinion, we usually use **should**:

B: *I think you should forget about it.*

We use **should** much more than **ought to** in negatives and questions:

I shouldn't go. (or *I ought not to go.*)
Should I go? (or *Ought I to go?*)

- 3 We can also use **had better** to give advice, to say what is the best thing to do:



There'll be a lot of traffic tomorrow. We had (or We'd) better leave early.

I had (or I'd) better ask the doctor about the pain in my stomach.

Note that **had** is a past form, but it does not refer to past time here; we use it to talk about present or future time.

We only use **had better** to give advice about a particular thing; when we give general advice, we use **should** or **ought to**:

When people are in trouble, they should go to the police. (Not ...they had better go to the police.)

The negative is **had better not**:
They had better not be late.

Practice

A Put in the right form of the verbs in the box.

| | | | | | |
|-------|------|------|--------|-----|------|
| start | tell | have | listen | try | wait |
|-------|------|------|--------|-----|------|

- 0 They ought to tell the manager about this problem.
- 1 Should we to phone them again?
- 2 They had better the work at once.
- 3 We shouldn't to what they say.
- 4 It's a bit windy. We'd better lunch here in the house, not outside in the garden.
- 5 We ought until the police arrive.

B Make these sentences negative by putting **not** in the right place.

- 0 Henry should stay in bed. Henry shouldn't stay in bed today.
- 1 You ought to move it.
- 2 They had better come after supper.

- 3 We should change everything.
4 You'd better tell the director.

C Use **should** or **shouldn't** and one of the phrases from the box in each dialogue.

| | |
|-------------------------|------------------------------|
| call an ambulance | give you a new cup |
| drive home in her car | leave everything where it is |
| decide for herself | move the person yourself |
| borrow money | do anything about it |
| let him eat so much | make him do lots of sport |
| report it to the police | ask someone to take her |
| touch anything | |

- 0 A: There is a house near my home where I often hear a child crying.
B: You should report it to the police.
- 0 A: My daughter wants to marry a sailor. What should I do about it?
B: In my opinion, you shouldn't do anything about it. Your daughter should decide for herself.
- 1 A: If someone has a serious accident, what's the right thing to do?
B: Well, you It's not a good idea to move an injured person. Instead, you to take the person to hospital.
- 2 A: Last Saturday I bought some coffee cups but one of the handles was broken. What can I expect the shop to do?
B: They
- 3 A: My son is 12 years old and he's already very fat.
B: Well, it's important not to eat too much, so you Also, you
- 4 A: If you come home and see that you've been robbed, what's the best thing to do?
B: Well, you You and call the police.
- 5 A: Mary can't work because she's feeling sick. How can she get home?
B: Well, she She home.
- 6 People if they can't pay it back.

D Use the sentences in brackets to write a reply with **had better** in the following dialogues.

- 0 A: I've got a headache.
B: (You should go and lie down.) You'd better go and lie down.
- 1 A: The children want to play in the kitchen.
B: (Well, they should clear everything away when they finish.) Well, when they finish.
- 2 A: I think it's going to rain.
B: (Yes, we ought to take our umbrellas.) Yes,
- 3 A: I'm going to go to bed now. We have to get up very early tomorrow.
B: (Yes, I should go to bed early too.) Yes,

24 Had to go, should have gone

1 Look at this example:



Jane had to wait an hour for a bus.

Had to wait means that Jane waited because no bus came for an hour.

We use **had to** to talk about something that someone did because it was necessary.

If someone did not do something because it was not necessary, we use **didn't have to**:

I didn't have to work last Saturday.

(= I didn't work because it was not necessary.)

The question form is **did...have to**:

Did you have to work last Saturday?

2 Now consider this situation:

Pam's job includes working on Saturday. Last Saturday she was ill, so she didn't work:

Pam should have gone to work last Saturday, but she was ill. So she stayed at home.

We use **should have (done/gone etc.)** to say that something which did not happen was the correct or best action. We can also use **should have** to criticize someone. Look at this example:

Peter, a farm worker, didn't close a gate, and the cows got into the wrong field:

Peter should have closed the gate.

We use **shouldn't have (done/gone etc.)** to say that something which did happen was not the correct action:

I shouldn't have got angry with Jane.

(= I got angry with Jane, but it was not a good thing to do.)

Peter shouldn't have left the gate open.

Practice

A Complete the dialogues with **had to**, or **did...have to** and the words in brackets.

- 0 Jim: When you had that stomach trouble, did you have to _____ (you) go into hospital?
Joan: No, I didn't have to _____ (not) go into hospital, but I had to _____ stay in bed for a week.
- 1 Alan: Was there a translation in the exam?
Jane: No, we _____ (not) translate anything, but we _____ write three essays.
- 2 Ann: I was very busy yesterday.
Bill: What _____ (you) do?
Ann: I _____ prepare everything for today's meeting.
- 3 Ken: _____ (you) wear uniform when you were at school?
Jean: Yes, and we _____ make sure it was always neat and tidy, as well.
- 4 Tom: What _____ (you) do to get your international driving licence?
Tina: I _____ show the police my national driving licence, but I _____ (not) take another driving test.

- 5 Mark: Our children enjoyed their holiday at the summer camp.
 Mary: _____ (they) help at mealtimes?
 Mark: Well, they _____ (not) make the food, but they
 _____ help with the washing-up.

B Complete the sentences with **should have** or **shouldn't have** for these situations.

- 0 Philip didn't take his medicine. Later he got very ill.
 Philip should have taken his medicine.
- 0 Sara drove her car when she was tired and she had an accident.
 Sara shouldn't have driven her car when she was tired.
- 1 Tony didn't buy any sugar so he couldn't make a cake.
 Tony _____ some sugar.
- 2 Sally had a cold but she still went to the cinema. Later she had to stay in bed.
 Sally _____ to the cinema.
- 3 Ted ate a lot of apples. Later he had stomach ache.
 Ted _____ so many apples.
- 4 Lucy didn't lock the door to her flat when she went to buy a newspaper. While she was away, someone stole her television.
 Lucy _____ the door when she went out.
- 5 Mary borrowed Tom's camera without asking him.
 Mary _____ Tom's camera without asking him.

C Here is the work plan for the Information Office at Heathrow Airport for last weekend. If someone did not in fact work, there is a comment.

| SATURDAY | | SUNDAY | |
|----------|----------|---------|----------|
| On duty | Comments | On duty | Comments |
| Jenny | ✓ | Colin | ✓ |
| Brian | ill | Mary | ✓ |
| Joan | ill | Derek | ill |
| Daniel | ✓ | Carol | ill |

From the information in the table, write complete sentences using **had to**, **didn't have to**, or **should have** and the words in brackets.

- 0 (Jenny/Saturday) Jenny had to work on Saturday.
- 0 (Colin/Saturday) Colin didn't have to work on Saturday.
- 0 (Carol/Sunday) Carol should have worked on Sunday but she was ill.
- 1 (Colin/Sunday)
- 2 (Joan/Sunday)
- 3 (Derek/Sunday)
- 4 (Mary/Saturday)
- 5 (Brian/Saturday)
- 6 (Daniel/Saturday)
- 7 (Joan/Saturday)
- 8 (Derek/Saturday)

25 Passive sentences (1) (It is made)

- 1 These two sentences describe the same event:

| | |
|-----------------------|----------------------------|
| ACTIVE: Ann took | OBJECT these photos. |
| PASSIVE: These photos | SUBJECT were taken by Ann. |

The object (**these photos**) in the active sentence corresponds to the subject in the passive sentence. The subject (**Ann**) in the active sentence corresponds to the phrase with **by** in the passive sentence (**by Ann**).

- 2 Here are some passive tenses:

| | SUBJECT + be + PAST PARTICIPLE |
|------------------|--|
| Present Simple: | it is taken, they are taken |
| Past Simple: | it was taken, they were taken |
| Present Perfect: | it has been taken, they have been taken |
| will (Future): | it will be taken, they will be taken |

- 3 We use the passive when we do not know who did the action or when it is not important to say who did it:

*Our car was made in Korea.
The work will be finished today.*

We also use the passive to make the topic of a conversation into the subject of the sentence. For example, if a dog bit a girl, we can say:

A: *What did the dog do?* (topic: the dog)
B: *It bit the girl.* (active)

Or:

A: *What happened to the girl?* (topic: the girl)
B: *She was bitten by a dog.* (passive)

- 3 Some verbs, like **give**, have two objects:

| OBJECTS | |
|-------------------------|----------------------------|
| +person Diana | +thing a camera. |

We usually make the person (e.g. **Diana**) the subject of a passive sentence:

PASSIVE: *Diana was given a camera.*

Other verbs that can have two objects are:

| | | | | |
|-------|------|------|---------|------|
| ask | pay | sell | offer | tell |
| bring | send | lend | promise | |

Practice

- A Write complete sentences from the words in brackets. Use the Past Simple passive.

- 0 (St. Paul's Cathedral/complete/ in 1710) St. Paul's Cathedral was completed in 1710.
- 0 (Millions of Beatles records/sell/in the 1960s) Millions of Beatles records were sold in the 1960s.
- 1 (The planet Pluto/discover/in 1930) _____
- 2 (Two atomic bombs/drop/on Japan in 1945) _____
- 3 (John F. Kennedy/kill/in Dallas) _____
- 4 (The first Apple computers/produce/in the 1970s) _____
- 5 (The Eiffel Tower/build/a hundred years ago) _____
- 6 (The first jet planes/make/in Germany) _____
- 7 (The Taj Mahal/build/in the 17th century) _____
- 8 (In 1957, millions of pounds/steal/from a train) _____
- 9 (Queen Elizabeth/crown/in 1953) _____
- 10 (In the old days, horses/use/for transport) _____
- 11 (The first books/print/in the 15th century) _____
- 12 (Everest/climb/for the first time in 1953) _____

B Each of the following sentences tells us something about a person. Express the same fact in a sentence that tells us about the thing and that has a passive verb. Use *by*.

- 0 Picasso painted 'Guernica'.

'Guernica' was painted by Picasso.

- 1 Alexander Fleming discovered the drug penicillin.

- 2 The Beatles wrote the song 'Yesterday'.

- 3 Agatha Christie created the detective Hercule Poirot.

- 4 Beethoven composed the 'Eroica' symphony.

- 5 Margaret Mitchell wrote 'Gone with the Wind'.

- 6 Alexander Bell invented the telephone.

- 7 Frank Whittle designed the jet engine.

- 8 Steven Spielberg directed 'Jurassic Park'.

- 9 Leonardo da Vinci painted the 'Mona Lisa'.

C Use a passive sentence to say the same as the sentence in brackets, but do not say who did the action. Use the correct tense.

- 0 They asked John a lot of difficult questions.

John was asked a lot of difficult questions.

- 1 They gave Mary some flowers.

Mary

- 2 They offered Jane a wonderful job.

Jane

- 3 He will give all the children a present.

All the children

- 4 Somebody sent me a strange letter.

I

- 5 They will pay Mrs Jenkins over five hundred pounds.

Mrs Jenkins

- 6 Her parents have promised Ann a bicycle for her birthday.

Ann

- 7 They gave Madame Curie the Nobel Prize for Chemistry in 1911.

Madame Curie

- 8 They didn't tell us the truth.

1 Here is a summary of passive tenses. Note that we always use a past participle in a passive verb (e.g. **typed**, **taken**). For more information on past participles, see Tables E and F on page 96.

Present Simple:

| | VERB (present) + PARTICIPLE |
|----------|---------------------------------------|
| ACTIVE: | <i>Someone types the letters.</i> |
| PASSIVE: | <i>The letters are typed.</i> |

Past Simple:

| | VERB (past) + PARTICIPLE |
|----------|------------------------------------|
| ACTIVE: | <i>Someone took my camera.</i> |
| PASSIVE: | <i>My camera was taken.</i> |

Present Perfect:

| | have/has + PARTICIPLE + PARTICIPLE |
|----------|--|
| ACTIVE: | <i>She has packed the books.</i> |
| PASSIVE: | <i>The books have been packed.</i> |

Past Perfect:

| | had + PARTICIPLE + PARTICIPLE |
|----------|------------------------------------|
| ACTIVE: | <i>Bob had paid the bill.</i> |
| PASSIVE: | <i>The bill had been paid.</i> |

Present Continuous:

| | | |
|----------|--|---------------------------------|
| ACTIVE: | am/is/are + -ing | + PARTICIPLE |
| PASSIVE: | <i>They are mending the car.</i> | <i>The car is being mended.</i> |

Past Continuous:

| | | |
|----------|-----------------------------------|----------------------------|
| ACTIVE: | was/were + -ing | + PARTICIPLE |
| PASSIVE: | <i>They were building it.</i> | <i>It was being built.</i> |

will, can, must etc:

| | | |
|----------|------------------------------------|----------------------------------|
| ACTIVE: | will etc. | + INFINITIVE + PARTICIPLE |
| PASSIVE: | <i>We will finish the job.</i> | <i>The job will be finished.</i> |
| ACTIVE: | <i>We must do the work.</i> | <i>The work must be done.</i> |
| PASSIVE: | | |

2 In all passive sentences, the first verb (= auxiliary verb) is singular if the subject is singular, and plural if the subject is plural:

| AUXILIARY VERB |
|------------------------------------|
| <i>The house is being built.</i> |
| <i>The houses are being built.</i> |

We also use the auxiliary verb to make questions and negatives:

*Have the books been packed?
The bill hadn't been paid.*

Practice

A Complete the sentences with a passive form of the verb in brackets.

- 0 Bread is made (make) from flour.
- 0 I was at school when these houses were being built (was building).
- 1 Cakes make (make) from flour.
- 2 We lived in a caravan in the garden while our house was being built (was building).
- 3 These letters must type (must type) before 5 o'clock.
- 4 All the windows have cleaned (have cleaned) this week.
- 5 These cups broke (broke) when we arrived.
- 6 Some money have stolen (have stolen) from Tom's jacket.

B Make questions from the passive sentences in brackets.

- 0 (That car was made in Germany.) Where was that car made?
- 1 (Mary was examined by the doctor this morning.) When _____
- 2 (The food will be prepared on Friday.) When _____
- 3 (This window has been broken three times.) How many times _____

C Write the negative of the sentences in exercise B.

- 0 That car was not made in Germany.
- 1 Mary _____
- 2 The food _____
- 3 This window _____

D Make these active sentences passive. Use a phrase with *by*.

- 0 Your manager must write the report.
The report must be written by your manager.
- 0 The children are organizing the Christmas party.
The Christmas party is being organized by the children.
- 1 The French team has won the silver medal.
The silver medal _____
- 2 A woman was training the guard dogs.
The guard dogs _____
- 3 People of all ages can play this game.
This game _____
- 4 A large crowd was watching the match.
The match _____
- 5 The secretary sent a reply.
A reply _____
- 6 Two different teachers have marked the exams.
The exams _____
- 7 A police car is following that green van.
That green van _____

E Complete the sentences with the correct passive form of the verb in brackets.

- 0 The castle was built (build) in 1546.
- 0 These mountains can be seen (see) from a great distance.
- 1 These houses were built (build) in 1946.
- 2 The repairs must be finished (finish) by tomorrow.
- 3 The town has been attacked (attack) several times since the beginning of the war.
- 4 The decision has already been taken (take).
- 5 The letters will be posted (post) tomorrow morning.
- 6 White wine can be made (make) from red grapes.
- 7 The accident happened while the cars were loaded (load) onto the lorries.
- 8 The letters are being typed (type) at this very moment.

27 Have something done (We had it cleaned)

1 Look at this sentence:

► **Mary and Tim painted their flat.**
This tells us that Mary and Tim were the painters; they painted their flat.

Now look at this sentence with **have something done**:

► **Jenny and John had their flat painted.**
This tells us that Jenny and John wanted their flat painted, and that someone painted it for them.

2 Here are some more examples:

| TENSE | + OBJECT + PARTICIPLE |
|-------|-----------------------|
|-------|-----------------------|

► **I have mended my bike.**
► **I have had my bike mended.**

► **Sheila is going to cut her hair.**
► **Sheila is going to have her hair cut.**
(= Someone is going to cut it for her.)
► **She washes her car every Sunday.**
► **She has her car washed every Sunday.**
(= Someone washes her car for her.)

- **I must clean my suit this week.**
- **I must have my suit cleaned this week.**
(= I must pay someone to clean it for me.)
- **I'll mend that broken window.**
- **I'll have that broken window mended.**
(= Someone will mend that window for me.)

3 We sometimes use **get** instead of **have**:

I must get my suit cleaned.

4 Now look at this example:



Susan is very cross. She had her bike stolen.
Here, we use **have something done** to talk about something that happens to someone, usually something unpleasant. Here is another example:

The group had two concerts cancelled because of bad weather.

Practice

A Make sentences with a form of **have something done** for these situations. Use the correct tense.

0 Tom's windows were dirty, but he didn't have time to clean them himself.

Last Saturday, Tom had his windows cleaned.

1 The shop delivers Mary's food to her house.

Mary

2 At the butcher's Fred said, 'Please cut the meat into small pieces'

Fred into small pieces.

3 The hairdresser cuts Rachel's hair about twice a year.

Rachel about twice a year.

4 Last week, the optician checked Mr Stone's eyes.

Last week, Mr Stone

5 Mrs Frost's doctor says to her: 'When you come to see me next week, I'll check your blood pressure.'

When Mrs Frost goes to see the doctor next week, she

6 Last week, the garage serviced Jane's car.

Last week, Jane

7 A builder is going to replace the gutters on our house.

We on our house.

B Look at these signs from some shops and a garage. Then write what people think when they see the signs using the words in brackets and **have or had**.

0 WE REPAIR ALL KINDS OF BOOTS AND SHOES.

(That reminds me. I/must/my brown boots/repair)

That reminds me. I must have my brown boots repaired.

1 LET US CLEAN YOUR CARPETS AND CURTAINS.

(My parents use that company. They/their carpets/clean/there)

My parents use that company.

2 CAN WE CHECK YOUR OIL AND TYRES?

(That reminds me. I/must/the tyres/check)

That reminds me.

3 WE MAKE KEYS OF ALL TYPES.

(I'd almost forgotten. I/ought to/a new key/make/for the front door)

I'd almost forgotten.

4 OUR SPECIALITY: PAINTING HOUSES AND FLATS.

(I don't think I can afford to/our flat/paint)

I don't think I can afford to

5 WE MEND WATCHES AND CLOCKS.

(That shop isn't expensive. I/my watch/mend/there last week)

That shop isn't expensive.

6 WE TEST YOUR EYES FREE

(Ah, yes! My husband/his eyes/test/there last winter)

Ah, yes!

7 WE REMOVE ALL KINDS OF STAINS FROM ALL KINDS OF CLOTHES.

(Wonderful! I'll take my suit there and/that coffee stain/remove)

Wonderful! I'll take my suit there and I'll

C Some unpleasant things happened to these people last week. Use the sentence in brackets to write a sentence with **had something done**.

0 (Mary's bag was pulled off her shoulder.)

Mary had her bag pulled off her shoulder.

1 (Peter's driving licence was taken away by the police.)

Peter

2 (Paula's bike was stolen from the garage.)

Paula

3 (Fiona's glasses were broken.)

4 (John's clothes were torn in a fight.)

5 (Jane's flat was burgled at the weekend.)

6 (Our electricity was cut off because we had forgotten to pay the bill.)

28 Verb + to (He wants to help) or verb + -ing (I enjoy reading)

1 Look at these sentences:

My sister promised to help me.

John doesn't want to wait.

We use **to** + infinitive after these verbs:

| | | | |
|---------|-----------------|--------|----------------------|
| afford | dare | decide | + to + INFINITIVE |
| deserve | want | hope | |
| learn | mean | offer | |
| pretend | promise | refuse | |
| seem | have (= 'must') | | |

2 Look at these sentences:

Have they finished painting the garage?

We enjoy sitting in the garden.

We use an **-ing** form after these verbs:

| | | | |
|--------|----------|---------|--------|
| avoid | dislike | enjoy | + -ing |
| finish | give up | imagine | |
| keep | practise | stop | |

3 Look at these sentences:

Jenny likes to stay at home.

Jenny likes staying at home.

These verbs can usually take an **-ing** form or **to** + infinitive with no difference in meaning:

| | | | |
|-------|----------|--------|--------|
| begin | continue | hate | intend |
| like | love | prefer | start |

But after **would hate**, **would like**, **would love** or **would prefer**, we use **to** + infinitive:

Would you like to go for a walk?

I'd love to visit Australia.

4 We can use an **-ing** form or **to** + infinitive after these verbs, but the meaning is different:

try remember forget

► *I tried to lift that heavy stone.* (= make an attempt: I made an attempt to lift the stone.)

If you can't read where you are, try sitting nearer the window. (= test something out: Sit nearer the window and see if you can read there.)

► *Remember to go to the bank.* (= Remember that you must go to the bank.)

She remembers going to the bank. (= She remembers that she went to the bank.)

► *Don't forget to phone Mrs Grey.* (= Remember that you must phone Mrs Grey.)

I'll never forget seeing that rainbow. (= I saw that rainbow, and I'll always remember it.)

Practice

A Put in the correct form of the verb in brackets.

- 0 Paul dared to argue (argue) with the police.
- 0 I can't imagine living (live) in the country.
- 1 We've decided (go) to the beach.
- 2 I stopped (play) tennis when I got married.
- 3 I meant (buy) some butter, but I forgot.
- 4 Did you promise (take) the children to the zoo?
- 5 Have the men finished (repair) the roof yet?
- 6 I'd love (visit) China.
- 7 You shouldn't avoid (talk) about your problems.
- 8 Peter refused (help) us.
- 9 Would you prefer (pay) now or later?
- 10 I couldn't afford (live) in London.
- 11 Why does Peter keep (talk) about his mother?
- 12 John hopes (go) to China next year.

B Complete this conversation between Janet and Sharon with the correct form of the verbs in brackets.

Janet: What do your children 0 want to do (want/ do) when they leave school?

Sharon: Well, Ann 0 enjoys writing (enjoy/ write), so she's 0 hoping to work (hope/work) for a newspaper. But I don't know about Paul. He 1 (give up/ study) months ago. He seems to 2 (enjoy/ do) nothing now. He doesn't 3 (deserve/ pass) his exams. And he 4 (refuse/ listen) to us, when we tell him to 5 (keep/ study).

Janet: With our children, in the past, if we 6 (offer/ help) them, they always 7 (promise/ study) hard. Nowadays if they 8 (want/ talk) to us, that's fine, but I've learnt to 9 (stop/ ask) them questions. I suppose they 10 (dislike/ listen) to my suggestions. They 11 (seem/ think) that they don't 12 (need/ study) hard, but one day they'll 13 (have/ find) a job.

C Use an *-ing* form, or *to + infinitive*, of the word in brackets to complete each sentence.

0 You say that I've met Janet, but I can't remember her.

I can't remember meeting (meet) Janet.

1 Please remember that you must buy some stamps.

Please remember buy (buy) some stamps.

2 We wanted to open the door, but we couldn't.

We tried open (open) the door.

3 John met Madonna once. He'll never forget it.

John will never forget meet (meet) Madonna.

4 Sheila intended to phone Peter, but she forgot.

Sheila forgot phone (phone) Peter.

5 Jenny had a headache. She took an aspirin, but it didn't help.

Jenny tried take (take) an aspirin for her headache.

6 I have a special soap that will probably get your hands clean.

Try wash (wash) your hands with this special soap.

7 It will not be easy to do all the work today.

We'll try finish (finish) the work before tonight.

8 I stayed in Jane's flat while she was on holiday. I remembered that I had to feed her cats every day.

I remembered feed (feed) Jane's cats every day while she was on holiday.

9 Remember that you must invite Mary to the party next week.

Don't forget invite (invite) Mary to the party next week.

29 Purpose: What is it for? ~ It's for cutting cloth.

1 Look at this dialogue:

A: **What's this machine for?**

B: **It's for cutting cloth.**

The question **What is it for?** asks about the purpose of something (what we use something for). When we describe the purpose of a thing, we use **for + -ing**. Here are some more examples:

This is an instrument for measuring wind speed.

This tool is used for making holes.

2 Now look at this dialogue:

A: **What does he need my camera for?**

(= Why does he need my camera?)

B: **He needs it for his work.** (= His work is the reason why he needs the camera.)

The question **What...for?** asks about purpose. To talk about someone's purpose, we can use **for + noun**. Here are some more examples:

A: **What did he go to the shops for?**

B: **He went to the shops for some fruit.**

(He wanted to buy some fruit.)

*I buy the newspaper for the sports news.
(= ...in order to read the sports news.)*

3 Now look at this dialogue:

A: **What does he need my camera for?**

B: **He needs it to take some photos.** (= ...in order to take some photos.)

To talk about someone's purpose, we can also use **to + infinitive** (e.g. **to take**). Here are some more examples:

He went to the shops to buy some fruit.

(= ...in order to buy some fruit.)



John phoned the police to tell them about the burglar.

Practice

A Make definitions of the things in Box A using one of the phrases from Box B.

A

telescope — instrument
hammer — tool
fridge — appliance
kettle — appliance
thermometer — instrument
vacuum cleaner — appliance
drill — tool
speedometer — instrument
freezer — appliance



B

boil water
measure temperature
knock in nails
clean carpets
see things at a distance
keep food cold
measure speed
keep food frozen
make holes

- 0 A hammer is a tool for knocking in nails.
- 1 A kettle
- 2 A thermometer
- 3 A vacuum cleaner
- 4 A fridge
- 5 A telescope
- 6 A speedometer
- 7 A freezer
- 8 A drill

B In the following short dialogues, use *What...for?* to make questions from the words in brackets. Then write a reply using the words in brackets and *for*.

0 A: (/ did/Tom/go/to the park/?)

What did Tom go to the park for?

B: (He/go/to the park/some fresh air)

He went to the park for some fresh air.

1 A: (/ does/Mary/want/the money/?)

B: (She/want /the money/a train ticket)

2 A: (/ does/Philip/want/the flour/?)

B: (He/want/the flour/ a cake)

3 A: (/ did/Bill/go /to the butcher's/?)

B: (He/go/to the butcher's/some sausages)

4 A: (/ does/Helen/want/the polish/?)

B: (She/want/it/her shoes)

5 A: (/ did/Alison/go /to the library/?)

B: (She/go/to the library/ a book on India)

6 A: (/ did/Jane/phone /Ann/?)

B: (She/phone/Ann/some advice)

C Now write the answers from exercise B using one of the verbs in the box, as in the example. Use each verb once.

borrow buy (x2) clean get (x2) make

0 Tom: He went to the park to get some fresh air.

1 Mary:

2 Philip:

3 Bill:

4 Helen:

5 Alison:

6 Jane:

30

Verb + object (+ to) + infinitive (I asked her to come)

1 Look at these examples:

Carol said to Bob:

'Make some coffee, please.'

We can say:

Carol asked Bob to make some coffee.

Ann said to Rose:

'Can you come to my party, Rose?'

We can say:

Ann invited Rose to come to her party.

Tom thinks Chris should see a doctor. He can say:

I'll persuade Chris to go to the doctor's.

The structure is:

| VERB | + OBJECT | + to + INFINITIVE |
|-----------|----------|-------------------|
| She asked | Jill | to wait. |
| She asked | her | to wait. |

We use these verbs in this structure:

| | | | |
|--------|------------|-----------|---------------|
| tell | force | teach | + OBJECT + to |
| help | allow | remind | |
| ask | invite | encourage | |
| want | forbid | persuade | |
| advise | would like | | |

2 Note that the first verb can change its tense, but the second verb is always **to** + infinitive (**to make**):

She is asking Bob

She will ask Bob

She has asked Bob

} **to make some coffee.**

Note that if we use a pronoun, we use **me**, **him**, **us** etc. (object pronoun) after the verb:

Carol asked him to make some coffee.

3 Now look at these two sentences:

The teacher let Jane leave school early.

I made him tell me the truth.

Let here means 'allow', and **make** means 'force' or 'order': **Make** and **let** are followed by an infinitive (without **to**):

| VERB | + OBJECT | + INFINITIVE |
|------|----------|--------------|
|------|----------|--------------|

| | | | |
|-----|-----|------|--------|
| She | let | Jane | leave. |
|-----|-----|------|--------|

Feel, **hear**, **see** and **watch** can also be followed by an infinitive (without **to**):

I heard your sister shout 'Fire!' (Not ...**to shout...**)

Tom saw a car come round the corner.

Practice

A Write complete sentences from the words in brackets. Be careful to use the correct tense.

0 (Tomorrow/I/encourage/Janet/enter/the competition)

Tomorrow I will encourage Janet to enter the competition.

0 (I was already tired, but I/force/myself/go on working)

I was already tired, but I forced myself to go on working.

1 (Ann/teach/Mary/drive/last year)

2 (Don't worry! Tomorrow I/persuade/my father/see/a doctor)

3 (The boss has/forbid/his staff/wear/jeans in the office)

4 (Last Sunday, John/invite/Sheila/come/for lunch)

5 (Next year the teachers/allow/the students/use/calculators in exams)

B Use the words in brackets to complete the sentences.

- 0 (Police: 'Can everyone please stay indoors?')
The police asked everyone to stay indoors.
- 1 (Jane: 'Remember to come home early, Tim.')
Jane reminded Tim _____
- 2 (Manager: 'You must work quicker.')
The boss wants us _____
- 3 (Captain: 'Let's do our best in the game.')
The captain encouraged us _____
- 4 (Jane: 'Can you come to my party next Saturday?')
Jane invited me _____

C Answer the questions, changing the nouns (e.g. *Michael*) to pronouns (e.g. *him*). Be careful to use the correct tense.

- 0 A: Did Jane tell Michael to be careful?
B: Yes, she told him to be careful.
- 1 A: Would Jane like Peter to stay?
B: Yes, _____
- 2 A: Did Mrs Slater help her son to finish?
B: Yes, _____
- 3 A: Did the doctor advise Michael to stay in bed?
B: Yes, _____
- 4 A: Does Susan allow her children to go to late-night parties?
B: Yes, _____
- 5 A: Did Mary remind Mark to phone?
B: Yes, _____

D Write a sentence with a similar meaning, using the verb in brackets.

- 0 The police told everyone to leave the building.
(make) The police made everyone leave the building.
- 1 The driver allowed the old man to travel on the bus without a ticket.
(let) _____
- 2 Jack told his younger brother to wash the dishes.
(make) _____
- 3 I don't allow people to smoke in my house or in my car!
(let) _____

E Combine the two sentences into one.

- 0 Your sister shouted 'Fire!' I heard her.
I heard your sister shout 'Fire!'
- 1 Tom prepared the sandwiches. Diane watched him.
Diane _____
- 2 The ground shook. We felt it.
We _____
- 3 Brian left early. Did you see him?
Did you _____

31 What...like? (What's she like?)

- 1 Look at this question and answer:

A: **What's Julie like?**

B: *She's very pretty and she's very kind, but she's not very clever.*

We use **What...like?** to ask about a person's physical appearance (tall, short, pretty etc.) or character (interesting, boring, friendly, unfriendly etc.).

We can also use **What...like?** to ask about places, books, films and events (e.g. a party, a football match):

A: **What's Rio de Janeiro like?**

B: *Well, the beaches are wonderful but the traffic is awful.*

A: **What's Spielberg's latest film like?**

B: *It's excellent.*

- 2 We use **look like?** to talk about someone's appearance:

A: **What does Julie look like?**

B: *She's tall with brown hair.*

We can also use **like** with **taste**, **feel**, **sound**, and **smell**:

A: **What does that taste like?**

B: *It tastes like cheese.*

A: **What is this material?**

B: *I don't know. It looks like wool but it feels like cotton.*

- 3 We can also use **like**, with the question word **Who** and in statements, to mean 'similar to':

A: **Who's Julie like—her father or her mother?**

B: *She's like her mother.* (= She is similar to her mother.)

Rio de Janeiro is like Buenos Aires. (= Rio is similar to Buenos Aires.)

- 4 The word **like** in **What's she like?** is a preposition; it is not the verb **like**. Here is an example of **like** used as a verb:

A: **What music does Julie like?**

B: *She likes rock music.*

- 5 We usually use **How?**, not **What...like?**, when we ask about someone's health or temporary state:

A: **How's your brother today?**

B: *He's feeling much better.*

A: **How was your boss today?**

B: *He was very friendly today!*

Practice

- A Use the words in brackets to make a question that goes with the answer. Use **is/are** or **look**. Sometimes more than one answer is possible.

- 0 (What/Sally/like)

A: What is Sally like ? ~ B: She's clever, but she's a bit boring.

- 0 (What/Jane/like)

A: What does Jane look like ? ~ B: She's quite short and has dark hair.

- 1 (What/Peter/like)

A: ? ~ B: He's not a very interesting person.

- 2 (What/Anna's parents/like)

A: ? ~ B: They're very generous.

- 3 (What/Tom/like)

A: ? ~ B: He's very tall, and he has blond hair.

- 4 (What/Eva/like)

A: ? ~ B: She's tall and strong.

- 5 (What/Bob and Tom/like)

A: ? ~ B: They're very amusing.

- 6 (What/Susan/like)

A: ? ~ B: She's tall and slim, and she wears glasses.

B Read the following descriptions.

Kiwis are a round, brown fruit with a rough skin. They have almost no smell, but they are sweet, with a flavour similar to strawberries.

A double bass is a musical instrument. It is the largest member of the violin family. It has a deep sound.

Now for each of the answers, write a question about kiwis or a double bass, using *look/sound/taste/smell/feel + like*.

QUESTION

0 What do kiwis look like

1 _____

2 _____

3 _____

4 _____

5 _____

ANSWER

? ~ They're round and brown.

? ~ It has a deep sound.

? ~ They don't really have a smell.

? ~ They have a flavour like strawberries.

? ~ Like a very big violin.

? ~ They are rough to the touch.

C Use the words in brackets to write a question with the preposition *like* or the verb *like*. Add any other necessary words.

0 (What music/you/like)

A: What music do you like ? ~ B: I like rock music.

0 (What/Julie/like)

0 A: What is Julie like ? ~ B: She is very amusing.

1 (Who/your sister/like)

A: _____ ? ~ B: She likes a boy in her class.

2 (What/Paul's brothers/like)

A: _____ ? ~ B: They think they're clever, but I don't.

3 (What/Jane/like/for breakfast)

A: _____ ? ~ B: She likes toast and marmalade

4 (Who/you/like)

A: _____ ? ~ B: I'm like my mother.

5 (What/Mary's husband/like)

A: _____ ? ~ B: He is rather boring. He's not like her.

6 (What sports/you/like)

A: _____ ? ~ B: I like swimming and football.

D Write questions with *What...like?* (for things that are permanent) or *How...?* (for health or temporary situations). Use a form of *be* and the other words in brackets.

0 (be/Atlanta) What is Atlanta like ? ~ It's a very modern city.

0 (be/Mike/yesterday) How was Mike yesterday ? ~ He felt a lot better.

1 (be/John's flat) _____ ? ~ It's very big, and it has a wonderful view over the city.

2 (be/your boss/yesterday) _____ ? ~ He was tired but friendly.

3 (be/a squash racquet) _____ ? ~ It's similar to a tennis racquet, but lighter.

4 (be/your sister) _____ ? ~ She's very well, thank you.

5 (be/Portugal) _____ ? ~ It's very interesting. There are lots of things to see.

32 Questions and question words (Who, What etc.)

- 1 Questions to which we can reply 'yes' or 'no' have a form of **be** or an auxiliary (e.g. **can**, **have**, **do**, **would**) before the subject:

| SUBJECT | | |
|---------|-------|------------------------------|
| Is | Mary | here? ~ Yes, she is. |
| Can | Roger | swim? ~ No, he can't. |
| Are | they | going to leave? ~ Yes, soon. |
| Has | Simon | left yet? ~ No, he hasn't. |

- 2 If there is a question word (e.g. **Where**, **Who**, **What**), it goes before **be** or the auxiliary:

| SUBJECT | | |
|------------|-------|---------------|
| Where is | Mary | ? |
| What did | Roger | do on Sunday? |
| Where have | they | gone? |

- 3 **Who** is for people. **What** is for things:

Who did you meet yesterday? ~ I met Peter.
What do you want for lunch? ~ Soup, please.

We use **Which** for a choice between a limited number of people or things. Compare **Which** and **What**:

What sports do you like? ~ I like football and hockey.
Which do you like best, football or hockey? ~ I like hockey best.

- 4 **Which** (but not **Who** or **What**) can have a phrase with **of** (e.g. **Which of them**):
Which of these pictures did you paint?

- 5 Here are examples of other question words:

Where do they live? ~ In Dublin.
When do they get up? ~ At 7 o'clock.
Why is Tom in bed? ~ He's got a headache.
Whose car is that? ~ It's my mother's.

How do you get to work? ~ By bus.
How long did he stay? ~ One or two days.
How far is it to York from here? ~ 20 miles.

We use **How many** with plural nouns and **How much** with uncountable nouns:

How many records have you got? ~ About 40.

How much milk do you want? ~ Two pints.

(For more details on uncountable nouns, see Table B, page 94.)

- 6 If the question word is the subject, then the word order is the same as in a statement:

| SUBJECT | | |
|-----------------|---------------|---------------------|
| Who | took my pen? | ~ Neil took it. |
| What | happened? | ~ Nothing happened. |
| Which of them | won the race? | ~ Sue won it. |
| How many people | came? | ~ Twelve came. |

Practice

- A Choose a suitable word from the box for each question, and put it in the right gap.

are can did was do does has shall who you what is

- 0 Was John — at work last week?
0 Where can I — buy a stamp?
1 — Tim and Jenny — going to Oxford tomorrow?
2 — Philip — ever been on television?
3 How many photos — they — take yesterday?
4 Where — your sister — work?
5 — you — have — a shower every morning?
6 What — I — bring when I come to see you tomorrow?
7 — lives — in that big house across the street?
8 — did — Ted say to Bill?
9 Would — like — to come on holiday with us?
10 Where — Ann — living at the moment?

B Write the questions in the correct tense. Use the words in brackets and the question words in the box. Use any other words you need.

when what (x2) which which of (x2) who (x2)

- 0 (...leave/school) When did you leave school ? ~ I left school last year.
0 (...these books/Sally/read) Which of these books has Sally read ? ~ She has read all of them.
1 (...Jane/have /for breakfast) _____ ? ~ She has toast and coffee.
2 (...you/ see/at the station) _____ ? ~ I saw John.
3 (...Mary/prefer/ ,tea or coffee) _____ ? ~ She prefers tea.
4 (...you/studying/at university) _____ ? ~ I'm studying chemistry.
5 (...these two books/you/buy) _____ ? ~ I'm buying both of them.
6 (...they/invite/to their party) _____ ? ~ They're inviting all their friends.

C Use the 'full' answers to write questions with **Where, How much, When** etc. (We usually use the short, underlined answers when we reply to a question.)

QUESTION

ANSWER

- 0 Where do Tom and Jean live ? ~ (Tom and Jean live) in Plymouth.
0 How much butter have you bought ? ~ (I've bought) half a kilo of butter.
1 _____ ? ~ (Lucy is going to come) tomorrow.
2 _____ ? ~ (They borrowed) Maria's car.
3 _____ ? ~ (They've lived here) for four years.
4 _____ ? ~ (Michael has got) fifty compact discs.
5 _____ ? ~ (Pam goes to work) by bus.
6 _____ ? ~ (They stopped working) because the lights went out.
7 _____ ? ~ (That bicycle is) mine.
8 _____ ? ~ (The coast is) five miles (from here).

D Use the information in brackets to write a suitable question for each reply.

- 0 (Tina Taylor interviewed the winner.)

a Who did Tim Taylor interview ? ~ The winner.
b Who interviewed the winner ? ~ Tina Taylor.

- 1 (Jack is going to help Susan.)

a Who _____ ? ~ He's going to help Susan.
b Who _____ ? ~ Jack .

- 2 (John won three prizes.)

a How many _____ ? ~ Three.
b Who _____ ? ~ John.

- 3 (There are three machines; the machine in the corner makes the boxes.)

a Which _____ ? ~ The one in the corner.
b What _____ ? ~ It makes boxes.

- 4 (Mary ate Tim's sandwiches.)

a Whose _____ ? ~ She ate Tim's sandwiches.
b Who _____ ? ~ Mary did.

33

Reported speech (*She said that...*); say or tell

1 Look at this example:

Mike: 'I've never been abroad.'
Mike says (that) he has never been abroad.

When we use a present tense reporting verb (e.g. **say/says**), the tense of the original verb does not change. We can use **that** after **say/says**, but we do not have to. We use **say/says** to report a conversation that we are still in the middle of:



2 When we report a statement later, then we usually use a past reporting verb (e.g. **said**), and we usually change the tense of the original verb:

A: Where's Paul?
B: Oh, he said (that) he was ill.

Jean: 'I want to come to the party.'
Jean said (that) she wanted to come to the party.

3 The most common tense changes are:

- Present → Past: am/is → was are → were go → went is going → was going
- Present Perfect → Past Perfect: has taken → had taken
- Past Simple → Past Perfect: took → had taken
- Modals: will → would can → could may → might must → had to

4 In reported speech we often need to change nouns and pronouns. For example:

'Sara's brilliant,' said Joe.
Later Joe could say:
I said (that) Sara was brilliant.
Sara could say:
Joe said (that) I was brilliant.

5 Note that we can:

- **say that**
- **say to someone that**
- **tell someone that**

Look at these examples:

Joe: 'You're brilliant, Sara.'
Joe said (that) she was brilliant.
Joe said to Sara (that) she was brilliant.
Joe told Sara (that) she was brilliant.
Joe told her (that) she was brilliant.

We cannot **say someone that**, and we cannot **tell that**:

~~Not Joe said Sara (that) she was brilliant.~~
~~Not Joe told (that) she was brilliant.~~

Practice

A These people are saying these things. Report them, using **says that**.

0 Paul: Atlanta is a wonderful city.

Paul says that Atlanta is a wonderful city.

1 Ruth: I go jogging every morning.

Ruth

2 Anna: Jenny isn't studying for her exams.

3 Andrew: I used to be really fat.

4 Jim: I can't swim.

B People made these statements. Report them, using *said*.

- 0 'Mary works in a bank,' Jane said.
Jane said Mary worked in a bank.
- 1 'I'm staying with some friends,' Jim said.

2 'I've never been to Russia,' Mike said.

3 'Tom can't use a computer,' Ella said.

4 'Everybody must try to do their best,' Jill said.

5 'Jane may move to a new flat,' Rachel said.

6 'I'll stay at home on Sunday,' Bill said.

C People made these statements. Make different reports for different situations.

- 0 Norman said: 'Rosa, I love you.'

Later, Rosa said to her sister: Norman said that he loved me.

- 0 Jenny said: 'I like your paintings, Peter.'

Later, Jenny said to a friend: I said to Peter that I liked his paintings.

- 1 Anna said: 'You can rely on me, Tom.'

Later, Tom said to his brother: Anna said that _____

- 2 Susan said: 'Jane, your mother has been very kind.'

Later, Jane said to her mother: Susan said that _____

- 3 Mary said: 'Jenny is staying with me, Peter.'

Later, Peter said to Jenny: Mary said that _____

- 4 Christina said: 'I'll help you with your homework, Angela.'

Later, Christina said to a friend: I said to Angela that _____

- 5 The teacher said: 'Class! You're making too much noise.'

Later, the pupils said to their parents: The teacher said that _____

- 6 Mark said: 'John may come to your party, Andrew.'

Later, Andrew said to John: Mark said that _____

D Rewrite the sentences in brackets using *tell* instead of *say*.

- 0 (Norman said to Rosa that he would be late.) Norman told Rosa that he would be late.
- 1 (She said to him that she liked his paintings.) _____
- 2 (You said to me that you liked that film.) _____
- 3 (Tom said to Ann that he felt ill.) _____
- 4 (She said to Bill that she was leaving.) _____
- 5 (I said to you that I couldn't find it.) _____
- 6 (Mary said to him that she would send the letter.) _____
- 7 (We said to them that we would arrive at six.) _____

1 REQUESTS

There are different ways to make a request, e.g.:

Sarah: 'Please wait a minute, Tom.'

Sarah: 'Will you wait a minute, please?'

Sarah: 'Tom, could you wait a minute, please?'

We can report all of these requests in the same way, using **asked**:

*Sarah **asked** Tom to wait a minute.*

We do not usually use **please** in a reported question.

2 ORDERS

There are different ways to give an order:

'Stand up, John.'

'You must work harder.'

We can report orders like this, using **told**:

*He **told** John to stand up.*

*He **told** me to work harder.*

3 ADVICE

We can give advice like this:

'You should get married, Peter.'

'You should stop smoking, Jane.'

We can report advice like this, using **advised**:

*He **advised** Peter to get married.*

*He **advised** Jane to stop smoking.*

Practice

A Rewrite the sentences using an object + **to** + infinitive, as in the example.

0 'Make some coffee please, Bob.'

Carol **asked** Bob to make some coffee.

1 'You must do the homework soon, Jane.'

She **told**

2 'Remember to buy a map, Ann.'

He **reminded**

3 'You should see a doctor, Mrs Clark.'

He **advised**

4 'Keep all the windows closed, Bill.'

They **warned**

5 'Go home, Paul.'

Francis **told**

6 'Please stay for supper, Bob.'

I **tried to persuade**

3 In reported speech, we use **ask**, **tell**, and **advise** like this:

| VERB + OBJECT + to + INFINITIVE |
|--|
|--|

| |
|--|
| Sarah asked Tom to wait. |
|--|

| |
|--------------------------------------|
| She told him to stand. |
|--------------------------------------|

| |
|--|
| He advised Jane to stop smoking. |
|--|

Here is a list of common verbs that we use in this structure:

| |
|--|
| advise ask tell order |
| persuade remind forbid warn |

Examples:

I'll remind them to come early.

I advised them to go to the police.

We cannot use **say** in this structure:

She said (that) he should wait.

(Not She said him to wait.)

3 To report a negative request, order etc. (e.g. '*Don't laugh*'), we use **not + to + infinitive**:

| VERB + OBJECT + not + to + INFINITIVE |
|---|
|---|

| |
|---|
| Sara told Tom not to laugh. |
|---|

| |
|--|
| They warned Ian not to borrow money. |
|--|

| |
|---|
| I reminded John not to be late. |
|---|

B Report what these people said using the words in brackets. Use the Past Simple, as in the example.

- 0 Fred said, 'Anne, would you lend me five pounds, please?'

(ask) Fred asked Anne to lend him five pounds.

- 1 I said to John, 'Remember to phone Sally.'

(remind) _____

- 2 'You must wash your hands, children,' the teacher said.

(tell) _____

- 3 'Please play the guitar, Tom,' said Jane.

(try to persuade) _____

- 4 'Mary, please lend me your bicycle pump,' said Paul.

(ask) _____

- 5 She said, 'Children, stay away from the water.'

(warn) _____

- 6 'You should see a lawyer' the policeman said to Mark.

(advise) _____

- 7 'Alan, have a shower immediately,' she said.

(tell) _____

- 8 I said, 'Sally, remember to take an umbrella.'

(remind) _____

C Complete the conversations using the words in brackets. You will also need a pronoun (e.g. *me*, *him*, *them*) and the word *not*. Use the Past Simple, as in the example.

- 0 A: Did you tell the children to clean the car?

B: (Yes, but I/tell/to use too much water)

Yes, but I told them not to use too much water.

- 1 A: Did you ask Bill to come to the meeting?

B: (Yes, and I/tell /to be late)

- 2 A: Did the doctor tell your sister to keep warm?

B: (Yes, and she/warn /to go outside the house)

- 3 A: Did you ask Michael to post the letters?

B: (Yes, and I/tell /to forget the stamps)

- 4 A: Did the manager tell the players to go to bed early?

B: (Yes, and he /warn /to eat late at night as well)

- 5 A: Did the policeman advise everyone to stay indoors?

B: (Yes, and he/tell /to go near the windows)

- 6 A: Did the dentist advise you to eat carefully?

B: (Yes, and she particularly/warn /to eat nuts)

35 Reported questions (She asked if...)

- 1 'Yes/no' questions have a form of **be** (e.g. **is**, **are**) or an auxiliary verb (e.g. **can**, **do**, **have**) that goes before the subject:

| | |
|------|----------|
| | SUBJECT |
| 'Are | they |
| 'Can | John |
| | English? |
| | type? |

We report these questions with **ask if**:

| | |
|--------------|---------------|
| | SUBJECT |
| She asked if | they |
| She asked if | John |
| | were English. |
| | could type. |

Or:

*She asked whether they were English.
She asked whether John could type.*

Note that in a reported question we do not put **be** or an auxiliary before the subject.

- 2 Many questions begin with a question word (**Who**, **What**, **Where** etc.):

| | |
|-------------|---------|
| | SUBJECT |
| 'Where does | Ann |
| 'Why has | Jane |
| | live? |
| | gone? |

We report these questions with **ask**:

| | |
|------------------|-----------|
| | SUBJECT |
| They asked where | Ann |
| She asked why | Jane |
| | lived. |
| | had gone. |

- 3 We can also **ask someone something**:

*The manager asked me if I could type.
They asked him where Sarah lived.*

- 4 Note that when we report a question that somebody asked, we usually change the tense of the verb:

'Can John swim?'

He asked if John could swim.

The most common tense changes are:

- Present → Past: **am/is** → **was**
are → **were** **is living** → **was living**
live → **lived**
- Present Perfect → Past Perfect: **has gone** → **had gone**
- Past Simple → Past Perfect: **arrived** → **had arrived**
- Modals: **will** → **would** **can** → **could**

We often also change other words, for example:

'Have you finished, Mike?'

She asked Mike if he had finished.

- 5 We can use **wanted to know** and **wondered** instead of **asked**:

*She wanted to know if they were English.
(or She wanted to know whether they....)
She wondered why Jane had gone.*

Practice

- A Use the sentence in brackets to complete each sentence. End each sentence with a full stop (.) or a question mark (?).

- 0 (Did they come?) She asked if _____ they came _____.
- 1 (Do you speak English?) They asked me _____ I spoke English _____.
- 2 (I wanted to know why he had taken my key.) _____ did you take my key _____.
- 3 (How many people came to the party?) I asked _____ people came to the party _____.
- 4 (Does Ann work on Saturdays?) I asked _____ Ann worked on Saturdays _____.
- 5 (Can we meet tomorrow?) I asked _____ we could meet tomorrow _____.
- 6 (I asked what he had done.) _____ has he done _____.
- 7 (Was Tom born in 1965 or 1966?) I asked them _____ Tom was born _____.
- 8 (Why has Jane gone home?) I wondered _____ Jane had gone home _____.
- 9 (Where do you go for your holidays?) I wanted to know _____ they went for their holidays _____.
- 10 (Is Bill coming to the party, Jane?) I asked Jane _____ Bill was coming to the party _____.
- 11 (I asked him where he worked.) _____ do you work _____.

B Use the words in brackets to write a question, and then complete the reported question.

- 0 (Where/have/Maria/go /?)

Question: Where has Maria gone?

Reported question: I asked where Maria had gone.

- 1 (do/Jim/often/play/football/?)

Question: _____

Reported question: I wondered if _____

- 2 (What/have/the children/eat/?)

Question: _____

Reported question: She wanted to know _____

- 3 (Where/be/Mark /going/?)

Question: _____

Reported question: I asked _____

- 4 (When/be/the next bus /?)

Question: _____

Reported question: We wanted to know _____

- 5 (Have/Ann/see/this film/?)

Question: _____

Reported question: Tom asked _____

- 6 (How many/student/will/come /on the trip?)

Question: _____

Reported question: Sara wondered _____

C Steven Ellis robbed a bank. The police believe that Alan Reeves helped him. A policeman asked Reeves these questions:

0 How long have you been out of prison?

1 Have you worked since then?

4 Do you know Steven Ellis?

2 Does your sister give you money?

5 How long have you known Steven?

3 Who else gives you money?

6 Have you seen Steven recently?

Later the policeman talked about the interview. Complete what he said, using the questions in the box.

- 0 I asked him how long he had been out of prison, and he replied that he had left prison six months ago.
- 1 Then I asked him _____. He told me that he hadn't found a job.
- 2 I asked him _____, and he said she did give him some money, but not very much.
- 3 Then I asked him _____. He replied that nobody else did.
- 4 I asked him _____, and he said that he and Steven were friends.
- 5 So I asked him _____, and he said that he had known him for six years.
- 6 Then I asked him _____, and he said that he couldn't remember.

36

A/an, some, any or the

- 1 We use **a** and **an** with singular nouns. We use **a** before a consonant sound:

a pear a house a university (u = 'you')

We use **an** before a vowel sound:

an apple an hour an honest woman

We make the plural of these phrases with **some** or **any**:

some/any pears some/any apples

We also use **some** and **any** with uncountable nouns (see Table B, page 94):

some/any bread some/any information

- 2 We use **a/an** when we do not need to make clear which person or thing we are talking about:

Yesterday I bought a blouse and a skirt.

Have you ever seen a rainbow?

A climber has died in Tibet.

Notice that we use **a/an** with professions:

My mother is an architect.

James is a doctor.

We also use **some** and **any** when we do not need to make clear which people or things we are talking about:

I bought some shoes today.

I didn't meet any nice people at the party.

Did you buy any bread at the supermarket?

- 4 We use **the** with singular, plural and uncountable nouns:

the girl the girls the information

- 5 We use **the** when it is obvious which person or thing we are talking about because:

- we have already mentioned it or something related to it:

A: I've bought a blouse and a skirt.

B: What colour is the blouse?

We took our children to a circus. The clowns were very good.

- the situation makes it clear:

The moon is bright tonight.

Is the radio in the kitchen?

Let's meet at the station.

- 6 We also use **the** when we make it clear which person or thing we mean with words that identify it:

This is the skirt that I bought.

Do you know the girls in this photo?

- 7 We do not use **the** with a noun and a number:

Do Exercise 3 on page 29.

But we use **the** with **first**, **second** etc. + noun:

Do the third exercise.

Practice

A Put **a** or **an** in the gaps.

0 An hour is a long time.

1 Take umbrella if you're going for walk.

2 Would you prefer orange or banana?

3 We saw interesting TV programme about woman who lives alone on island.

B In each pair of sentences, one sentence needs **a/an**, and the other needs **the**. Put them in.

0 'Mary' is a girls' name.

'Mike' is the name my parents gave me.

1 Batsford is town where my uncle lives.

Winchester is town in the south of England.

2 Trains don't stop here because station is closed.

Almost all towns have railway station.

3 My sister wants to make programme about her favourite hobby.

TV programme that we saw last night was terrible.

- 4 If you don't know how to get somewhere, you should ask _____ policeman.
 I know _____ police officer whose photo was in the paper.
- 5 A German family lives in _____ house next to ours.
 My cousin can't find _____ house to buy anywhere.
- 6 _____ woman behind you is Ann's mother.
 On the plane I was sitting next to _____ woman with beautiful, red hair.

C Put *a*, *an* or *the* in the dialogues.

- 0 A: Have Ann and Mark got any pets?
 B: Yes, they've got a dog and a cat.
 A: Does the dog like the cat?
- 1 A: I'm reading an interesting book.
 B: Who's the author?
 A: Jane Sinclair—you know, she's a woman who has her own show on TV.
- 2 A: Have you got a ruler that I can borrow?
 B: I've got a plastic one and a wooden one. But the wooden one is broken.
 A: Well, lend me the plastic one then, please.
- 3 A: We saw a wonderful film last weekend.
 B: Who was the director?
 A: Bob Pine. He's never made a film before.
- 4 A: Why is the earth hottest at the equator?
 B: Because that is the part of the earth that is closest to the sun.

D Put *a*, *an*, *some* or *the* in the gaps.

Last Saturday we went for ⁰ a walk in ⁰ an area of Yorkshire where we had never been before. At about lunchtime, we came to ¹ _____ village that wasn't on our map. It had ² _____ pretty square with ³ _____ trees and ⁴ _____ old church. ⁵ _____ sun was very hot. There were ⁶ _____ people sitting under ⁷ _____ trees in ⁸ _____ square, and we asked them what ⁹ _____ village was called. They told us that they were strangers there, and that they didn't know ¹⁰ _____ name. ¹¹ _____ woman heard what we were talking about. She came over to tell us that ¹² _____ village was called Bridgend. She told us she had lived there since she was ¹³ _____ young girl, and that now she was ¹⁴ _____ grandmother.

E Write each sentence in a different way.

- 0 Do Exercise three. Do the third exercise.
- 1 Turn to the fourth chapter.
- 2 Who knows the answer to the second question?
- 3 I have to do sentence two.
- 4 Now look at the second test.

37 There or it/they

1 Look at these sentences:

There is a big market near the river; **it** is very good for fruit and meat.

There are two buses on Sunday; **they** both go to the station.

We use **there is/are** when we talk about something for the first time in a conversation, and when we say where it is or when it is. We do not use **there** to talk about the same thing again; we use singular **it** (here meaning 'the big market') or plural **they** (here meaning 'the two buses'). Here are some more examples:

There are two schools here; **they** are both new.

There's a good programme on Sunday; **it** gives all the sports news.

2 We use **there** with different forms of **be**:

There weren't any compact discs 20 years ago.

A: **Have there been** any problems this year?

B: Yes, **there have**.

There used to be a park here. (= There was a park here but it isn't here now.)

There may be some eggs in the fridge. (= It is possible that there are some eggs...)

3 We also use **there is/are** etc. to talk about the number of people or things in a place. Look at these questions and answers:

A: *How many people were there at your party?*

B: **There were** about 12. (Not **We were** about 12.)

A: *Are there many restaurants where you live?*

B: Yes, **there must be** 10 or more. (Not **They must be** 10.)

We can use **of us**, **of them** etc. after the number:

There were about 12 of us.

4 For the weather, we use **it** with a verb or adjective, but **there** with a noun:

it + verb: It **rained/snowed** a lot last winter.

it + adjective: It was **foggy/sunny/windy/cloudy**.

there + noun: There was a lot of **fog/cloud**.

5 Notice these examples with **it takes**:

It takes seven years to become a doctor.

A: *How long does it take to make bread?*

B: **It takes** several hours (to make bread).

These sentences describe the time that is necessary to do something.

Practice

A Put in **there is**, **there are**, **it is** or **they are**.

0 **There are** two cinemas in our town; **they are** both near my flat.

1 _____ one train on Sundays; _____ an express train.

2 _____ two national holidays this month, and _____ both on a Friday.

3 _____ several trees in our garden, but _____ not very tall.

4 _____ a big lake in the park; _____ very deep.

B Use **there** and the words in the box to complete the sentences. Use each word in the box once.

have been is may be used to be was will be

0 **There is** an accident on this road almost every day.

1 Last year _____ a terrible fire at that factory.

2 Next Monday at 7 p.m. _____ a meeting of the committee.

3 When I was young, _____ a lot more cinemas than there are now.

4 Since 1900 _____ two world wars.

5 _____ a late-night bus, but I'm not sure if there is.

C Write answers to the questions using *there were...of* and the words in brackets.

0 A: How many people were there at your party?

B: (20/us) There were 20 of us.

1 A: How many of you were there in the car?

B: (five/us) _____

2 A: How many sailors were there in the boat?

B: (six/them) _____

3 A: How many people were there at the supper?

B: (twelve/us) _____

D Rewrite the sentences using the word in brackets and *it* or *there*.

0 There was a lot of snow last winter.

(snowed a lot) It snowed a lot last winter.

0 It's quite cloudy this morning.

(quite a lot of cloud) There's quite a lot of cloud this morning.

1 There was a lot of rain last night.

(rained a lot) _____

2 It was quite foggy at the weekend.

(quite a lot of fog) _____

3 There's a lot of cloud this morning.

(very cloudy) _____

4 It rained quite a lot last week.

(quite a lot of rain) _____

E Look at the times needed to prepare certain foods, then write a statement or a question and answer.

| | |
|------------------|--------------------|
| bake bread | - about 3 hours |
| prepare a salad | - about 10 minutes |
| cook a stew | - about 2 hours |
| cook an omelette | - a few minutes |
| boil an egg | - about 3 minutes |
| make tea | - about 5 minutes. |
| make a cake | - about an hour. |



0 It takes about three minutes to boil an egg.

0 A: How long does it take to prepare a salad?
B: It takes about 10 minutes.

1 It _____ an omelette.

2 A: How long _____ tea?

B: _____

3 It _____ bread.

4 A: How long _____ stew?

B: _____

5 It _____ a cake.

38 So or such (She's so clever)

We use **so** and **such** to intensify adjectives. Compare:

1 Helen got all the answers right. She is **so clever**.
 (= She is very clever.)

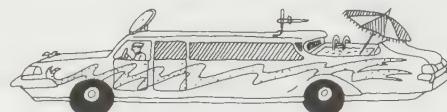
We use **so** before adjectives that do not have a noun after them, and before adverbs:

This tea is **so sweet!**
Tom's feet are **so big!**

They get up **so late.**
Maria sang **so beautifully!**

Helen got all the answers right. She is **such a clever person.** (= She is a very clever person.)

We use **such a/an** before an adjective + singular noun (e.g. **person**). We use **such** before a plural noun (e.g. **feet**) or an uncountable noun (e.g. **food**):



ADJECTIVE + NOUN
amazing car!
big feet!
excellent food.

(For uncountable nouns, see Table B.)

2 We can use **so** with **many** and **much**:

► **so many** + plural noun:

There were so many people in the shop.

► **so much** + uncountable noun:

We had so much work to do.

We can use **such** with **a lot of**:

► **such a lot of** + plural noun:

There were such a lot of people in the shop.

► **such a lot of** + uncountable noun:

We had such a lot of work to do.

3 Sentences with **so** and **such** can also describe the result of something:

RESULT
It was **so dark** **that** we didn't see him.
He arrived **so late,** **he missed his plane.**

RESULT
It was **such a dark night** **that** we didn't see him.
It was **such a lovely day,** **we went to the beach.**

Practice

A Put in **such** or **so**.

- 0 Tom is very handsome. He has such beautiful eyes.
- 0 It was a very pleasant trip because the guide was so nice.
- 1 My birthday was wonderful. I got lovely presents.
- 2 It was difficult to drive because there was much snow.
- 3 I like Tom. He is a nice person.
- 4 We couldn't play tennis because it was windy.
- 5 Jack loves his children. He is a wonderful father.
- 6 Nobody listens to Jane because she says silly things.
- 7 The nurses are wonderful here. They are helpful.
- 8 Look at the stars. They are bright tonight.

B Put **such, such a** or **such an** in the gaps.

- 0 Edinburgh is such a wonderful city.
- 1 Motorbikes are dangerous machines.
- 2 I love skiing. It's exciting sport. But it's a dangerous sport, too.
- 3 My cousin had terrible accident. He almost died.
- 4 I like these new dresses. They have pretty colours.
- 5 We had wonderful meal. The food was excellent.
- 6 Susan Strange is interesting writer.

C Use **so, such, such a** or **such an** to write sentences from the words in brackets. Put the verbs in the correct tense.

- 0 I can't believe that Tom is only thirteen. (He/have/grow/tall)

He has grown so tall!

- 0 I never believe those boys. (They/be/always/tell/stupid lies)

They are always telling such stupid lies!

- 1 I enjoy John's cooking. (He /be/wonderful cook)

- 2 I can't hear anything. (Those people /be/make /much noise)

- 3 Fred won three prizes. (He/be/lucky)

- 4 Sara always looks lovely. (She/ wear/pretty clothes)

- 5 We had three ice-creams. (They/be/delicious)

- 6 I don't smoke. (It/be/unhealthy habit)

- 7 I enjoyed that test. (It/be/easy)

D For each sentence, write another sentence with a similar meaning. Use **so...that**.

- 0 We decided not to phone them because it was very late.

It was *so late that we decided not to phone them.*

- 1 Sally didn't finish the exam because she worked very slowly.

She worked

- 2 We didn't buy the camera because it was very expensive.

The camera was

- 3 Paul didn't go out because he was very tired.

Paul was

- 4 Peter couldn't see the holes because they were very small.

The holes were

- 5 I couldn't finish the food because there was too much of it.

There was

39 Adjective + preposition (**angry with**, **afraid of**)

- 1 Some adjectives can have a preposition + a noun (or pronoun) after them:

ADJECTIVE + PREPOSITION + NOUN

| | | | |
|-------|--------|----|--------|
| I'm | afraid | of | dogs. |
| She's | good | at | maths. |

Here are some more examples:

afraid of: I'm **afraid of** my teacher.

angry with: John is very **angry with** me.

annoyed with: I was **annoyed with** my sister.

brilliant at: Jenny is **brilliant at** maths.

busy with: Tom was **busy with** his work.

careless with: Bill is **careless with** his money.

cruel to: Ann's mother was **cruel to** her.

famous for: France is **famous for** its cheese.

fond of: Peter is very **fond of** children.

frightened of: Our cat is **frightened of** your dog.

full of: The rooms were **full of** old furniture.

good at: Are you **good at** sport?

grateful for: They were **grateful for** our help.

interested in: She's **interested in** old coins.

keen on: He's very **keen on** chess.

kind to: Your sister was very **kind to** us.

lucky at: I'm often **lucky at** games.

pleased with: Ian was **pleased with** the result.
proud of: They're **proud of** their children.
sure about: Are you **sure about** her name?
surprised by: I was **surprised by** her anger.

- 2 Some adjectives have a preposition + an -ing form after them:

ADJECTIVE + PREPOSITION + -ING FORM

He was **sick of washing** dishes.

I'm not very good **at running**.

Robert is very fond **of talking**.

Anne is **used to working** at night. (= She often works at night, and she doesn't mind it.)

- 3 A few adjectives can have an -ing form without a preposition:

busy no good not worth

ADJECTIVE + -ING FORM

They were **busy getting** things ready.

It's **no good worrying** about the weather.

It's **not worth taking** the car; we can walk.

Practice

A Put in the missing prepositions (e.g. **with**, **of**).

- 0 Mary was pleased with her exam results. She had got good marks in most subjects.
- 1 Thank you very much. I am very grateful for your help.
- 2 I'm not sure about the price, but I think they cost about £5.
- 3 It was the day of the concert, and everyone was busy with the preparations.
- 4 I didn't expect to win the match. I was quite surprised at the result.
- 5 Sandra was very brave. We are very proud of her.
- 6 I like geography and I'm very interested in history as well.
- 7 We've got plenty of food. The fridge is full of things to eat.
- 8 Mary didn't like the director. She was annoyed at him.
- 9 John is very clever. He's brilliant at physics and chemistry.
- 10 Jane doesn't like small animals, but she's very fond of horses.
- 11 Jeff should look after his disks. He's very careless with them.
- 12 Susan and Jane like sports. They are particularly keen on hockey.
- 13 Colin must be good at French. He got top marks in the exams.
- 14 Mike has never learnt to swim because he's afraid of water.

B Write these short dialogues in the Present Simple. Use the words in brackets and any prepositions (e.g. *with*, *of*, *at*) that you need.

- 0 A: (Jane, why /be/you/angry/Peter?) ~ B: (Because he/be/very careless/his money)

A: Jane, why are you angry with Peter?

B: Because he is very careless with his money.

- 1 A: (be/ their daughter/good/school work?) ~ B: (Yes, in fact she/be/brilliant /everything)

A: _____

B: _____

- 2 A: (Why/be/Mr Bell's dog/afraid/him?) ~ B: (Because he/be/often/cruel/it)

A: _____

B: _____

- 3 A: (be/Jenny/fond/classical music?) ~ B: (Yes, she/be/very keen/Bach, for example)

A: _____

B: _____

- 4 A: (be/you/pleased/Peter's exam results?) ~ B: (Yes, we /be/ very proud/him)

A: _____

B: _____

C Use the words or phrases in the box to complete each sentence, and put in a preposition (e.g. *at*, *for*) if it is necessary.

| | | |
|------------------|-------------|-----------------------------|
| talking to him | cards | listening to their problems |
| getting up early | its watches | old books |

- 0 Maria has won again. She is usually lucky at cards.

- 1 I don't want to talk to them. I'm sick _____.

- 2 The boxes were heavy because they were full _____.

- 3 Alan never listens to anybody. It's no good _____.

- 4 I'm used _____, but I know some people like to sleep late.

- 5 Switzerland is famous _____.

D Use the words in brackets to write complete sentences. Use the Present Simple. Add any necessary prepositions and make any necessary changes.

- 0 (Mrs Jackson/be/always/kind/me)

Mrs Jackson is always kind to me.

- 1 (It/be/not/worth/stay/until the end of the conference)

- 2 (Mary/be/very good/make/people happy)

- 3 (I/be/very interested/Jill's new ideas)

- 4 (Tom/be/busy/talk/to the guests)

40 Prepositions (in, on, at, between, across etc.)

1 In, on and at are used to talk about places:

- We use **in** with enclosed spaces (e.g. rooms, buildings), and with limited areas (e.g. towns, parks, countries, continents):
in my pocket in her car in Germany
- We use **on** with surfaces (e.g. walls, floors, shelves) and lines (e.g. paths, coasts, the equator):
on the grass on the sea on the line
- We use **at** with a point (e.g. **at the bus stop**), and **at** with a building, when we mean either inside or outside:

A: Let's meet **at** the cinema.

B: OK. Shall we meet **in** the cinema itself or **on** the pavement outside?

Here are other prepositions of place:

*I sat **between** Jane and Pam on the plane;*

*Ann was sitting **in front of** me, and Carol was **behind** me.*

*Jane talked to the man **next to /beside** her.*

*Buda lies **opposite** Pest; together they are the city of Budapest.*

*We sat down to rest **under** a large tree.*

*Please leave the flowers **outside** my room. (= not in my room)*

2 Into, onto, and to are used to talk about

Practice

A Put **in**, **on** or **at** in the gaps.

- 0 Peter lives **in** Turkey.
- 1 There were some beautiful pictures **on** the walls of their sitting-room.
- 2 The children are playing **in** the grass **near** the park.
- 3 Does this bus stop **near** the railway station?
- 4 The books were **in** a box **on** a shelf **near** the garage.
- 5 Ecuador is **in** South America; it lies **on** the equator.
- 6 The gun was **in** the pocket of a dress that was hanging **in** the cupboard.

B Look at this picture of a town, and complete the sentences.



movement:

*We moved the chairs **into** my bedroom.*

*The actor ran **onto** the stage.*

*They walked **to** the next town.*

The opposites are **out of**, **off** and **from**:

*We moved the chairs **out of** my bedroom.*

*The actor ran **off** the stage.*

*We drove **from** London to Edinburgh.*

Here are other prepositions of movement:

*They ran **across** the field to the road.*

*Jim cycled **along** the road to the next town.*

*I walked **up** the hill and ran **down** the other side.*

*The bus went **past** the bus stop without stopping.*

*The train goes **through** three tunnels.*

3 In, on and at are also used to talk about time:

- We use **in** with years, seasons, and months:
in 1987 in the spring in May
- Notice also: **in the morning/afternoon/evening**.
- We use **on** with days and dates:
on Friday on Christmas Day on 30th May
- We use **at** for times:
at 5 o'clock at lunch-time

C Put the words in the box in the gaps.

into (x3) onto (x2) to out of off

- 0 The march started in the park. From there we marched to _____ the Town Hall.
- 1 The tiger escaped from its cage and jumped _____ the lake. It took a long time to get it _____ the lake and back _____ its cage.
- 2 Stupidly, Simon drove his car _____ the beach and then he couldn't move it, because the wheels sank _____ the sand. In the end he needed eight people to push it _____ the beach and back _____ the road.

D Look at this picture of a town showing the route for a race.



Now fill the gaps using the words in the box.

| | | | | |
|--------|-------|-------|---------|-------------|
| across | along | at | down | in front of |
| past | from | under | through | up |

The race starts 0 at _____ the Town Hall. The runners go 1 _____ the Town Hall and they run 2 _____ the main square, to the river. Then they run over New Bridge and they go 3 _____ the road beside the river for about 200 yards. They go 4 _____ the theatre and 5 _____ Castle Hill. They turn right 6 _____ the Castle, and they go 7 _____ Steep Hill. Then they go 8 _____ the tunnel 9 _____ the river, and they finish at the station.

E Look at this page from a diary. Put in the information requested in the brackets. Use a preposition.

| | |
|--------|---|
| April | 1995 |
| 20 | Monday |
| 10 a.m | Interview Kate Bell in the London office |
| 21 | Tuesday |

- 0 (the year?) I interviewed Kate in 1995.
- 1 (the month?) I interviewed Kate _____.
- 2 (the date?) I interviewed Kate _____.
- 3 (the day?) I interviewed Kate _____.
- 4 (the part of the day?) I interviewed Kate _____.
- 5 (the time?) I interviewed Kate _____.
- 6 (the season?) I interviewed Kate _____.

41 Since, for, ago; first, last

- 1 Since is followed by a time (e.g. **6 o'clock**, **yesterday**), a year or date (e.g. **1945**), or an event (e.g. **the end of the war**):

There hasn't been a world war since 1945.
Things have changed a lot since the end of the war.

We use **since** to talk about a period from that time in the past to now:



Note that we use **since** with the Present Perfect (e.g. **have changed**). But a verb after **since** is about an event, and it must be in the Past Simple:

Things have changed a lot since the war ended.

- 2 We use **for** with a period of time (e.g. **6 years**), to answer the question **How long?**:

A: *How long did the war continue?*
B: *The war continued for 6 years.*



The verb in the example is Past Simple (**continued**), but we can use **for** with other tenses to talk about a period of time in the

present, the past, or the future:

A: *How long is Mary staying?*
B: *She's staying for five days.*

| past | now | future |
|------|-----|---------------|
| 1 | 2 | 3 4 5 |
| | | for five days |

There hasn't been a world war for many years.

It will probably snow for several hours.

- 3 If we talk about the start and end of a period, we use **from** (not **since**) and **to**:

The war lasted from 1939 to 1945.

- 4 We can use **ago** with a Past Simple verb to say when something happened:

A: *When did the Second World War start?*
B: *It started over 50 years ago.*
(= It started 50 years back in the past from now.)

- 5 Look at these sentences, where **first** means 'for the first time' and **last** means 'for the last time':

Jane and Bill first met 10 years ago.
The planet Pluto was first seen in 1940.
A: *When did you last visit Scotland?*
B: *I last visited Scotland two years ago.*

Practice

- A Put in **when**, **how long**, **ago**, **since**, **for** or **from** in the gaps.

- 0 When _____ did you leave the office?
- 1 My mother died five years _____.
- 2 I was at university _____ 1989 to 1993.
- 3 They've worked here _____ about five years.
- 4 We've lived here _____ 1989.
- 5 _____ did you start your present job?
- 6 _____ have you had your present job?

- B Put the verbs in brackets in the gaps in the right form.

- 0 I saw (see) Tony two or three days ago.
- 1 Nothing interesting _____ (happen) since my birthday.
- 2 Michelangelo _____ (live) from 1475 to 1564.
- 3 Marilyn Monroe _____ (die) over thirty years ago.
- 4 Marilyn Monroe _____ (be) dead for over thirty years.

C The dates of the First World War are 1914-1918. Complete the questions and answers.

- 0 A: When did the war start?
B: It started over seventy years ago.
- 1 A: _____ did the war continue?
B: It _____ for five years, 1914 to 1918.
- 2 A: _____ the war end?
B: It _____ over seventy years _____.
- 3 A: Have many things changed _____ the end of the war?
B: Yes, many things _____ 1918.

D From the information, write sentences using the words in brackets. Put the verb in the correct tense, and use *for*, *since*, or *ago*.

- 0 I haven't seen Bill since his birthday. That was four months ago.
(I/not/see/Bill/four months) I haven't seen Bill for four months.
(I/last/see/Bill/four months/) I last saw Bill four months ago.
- 1 We haven't spoken to Jane since her accident. That was two weeks ago.
(We/not/speak/to Jane/two weeks)
(We/last/speak/to Jane/two weeks/)
- 2 Helen last visited Rome twenty years ago when she was a student.
(Helen/not/visit/Rome/twenty years)
(Helen/not/visit/Rome/she/be/a student)
- 3 Mary got married two years ago. We haven't seen Mary since her wedding.
(We/last/see/Mary/two years/)
(We/not/see/Mary/two years)
(We/not/see/her/she/get/married)

E Read this text:

The film 'The Storm' was made in 1972. The stars were Anna Strong and Douglas Wild; they had never met before. The film took eleven months to make, from January to November 1972, and it cost a lot of money. Luckily, it was an enormous success and it was shown in cinemas from 1972 to 1977, and in 1988 and 1990. Anna and Douglas met once in 1992. But they did not see each other again, before Anna died in a car accident in 1993.

Now complete the questions and answers about the text.

- 0 A: When was 'The Storm' made?
B: It was made over 20 years ago.
- 1 A: _____ Anna and Douglas first meet?
B: They _____ in 1972, when they made 'The Storm'.
- 2 A: _____ did the film take to make?
B: It _____ eleven months to make, January to November.
- 3 A: When _____ Anna and Douglas _____ meet?
B: They last _____ in 1992.
- 4 A: _____ has Anna been dead?
B: She _____ dead 1993.

42 Defining relative clauses with who, which, that or whose

- 1 If we use a sentence like:

The police have found the boy.

it may not be clear which boy. We can make it clear like this:

The police have found the boy who disappeared last week.

Who links the relative clause (**who disappeared last week**) to the main clause (**The police have found the boy**).

- 2 When we talk about people, we use **that** or **who**:

I talked to the girl that (or who) won the race.

When we talk about things or animals, we use **that** or **which**:

I like the car that (or which) won the race.

- 3 That, who, or which can be the subject of the relative clause, like this:

| | SUBJECT | |
|-----------------------------|-------------|---------------------|
| <i>I talked to the girl</i> | who | <i>won.</i> |
| | The girl | won. |
| <i>That is the dog</i> | that | <i>attacked me.</i> |
| | The dog | attacked me. |

There is no other pronoun (e.g. **it**, **they**):

Not *That is the dog that it attacked me.*

- 4 That, who, or which can be the object of the relative clause, like this:

| OBJECT | | |
|-----------------|--------------|-----------------------------|
| <i>The card</i> | which | <i>Ken sent was nice.</i> |
| Ken sent | the card. | |
| <i>The man</i> | that | <i>I saw was very rude.</i> |
| I saw | the man. | |

There is no other pronoun (e.g. **him**, **them**):
Not *The man I saw him was very rude.*

When **that**, **who**, or **which** is the object of the relative clause (e.g. *The card which Ken sent*), we can leave them out:

The card Ken sent was nice.

The man I saw was very rude.

- 5 Now look at this sentence with **whose**:

Susan is the woman whose husband is an actor. (= Susan's husband is an actor.)

We use **whose** in place of **his**, **her**, **their**, etc.
We only use it with people, countries and organizations, not things. It has a possessive meaning. Here is another example:

The man whose dog bit me didn't apologise.
(= The man didn't apologise. His dog bit me.)

Practice

- A Complete the sentences using the information in brackets and **who** or **which**.

- 0 (I went to see a doctor. She had helped my mother.)

I went to see the doctor who had helped my mother.

- 1 (A dog bit me. It belonged to Mrs Jones.)

The dog belonged to Mrs Jones.

- 2 (A woman wrote to me. She wanted my advice.)

The woman wanted my advice.

- 3 (A bus crashed. It was 23 years old.)

The bus was 23 years old.

- 4 (Ann talked to a man. He had won a lot of money.)

Ann talked to the man .

- 5 (Mary was staying with her friend. He has a big house in Scotland.)

Mary was staying with her friend .

- 6 (He's an architect. He designed the new city library.)

He's the architect .

B Complete the sentences using the information in brackets and *that*.

- 0 (Jack made a table. It's not very strong.)

The table that Jack made is not very strong.

- 1 (I read about a new computer. I had seen it on TV.)

I read about the new computer _____

- 2 (Jane made a cake. Nobody liked it.)

Nobody liked the cake _____

- 3 (Mary sent me a letter. It was very funny.)

The letter _____ was very funny.

- 4 (My sister wrote an article. The newspaper is going to publish it.)

The newspaper is going to publish the article _____

- 5 (I met an old lady. She was 103 years old.)

The old lady _____ was 103 years old.

- 6 (I saw a house. My brother wants to buy it.)

I saw the house _____

C Complete the sentences with one of the phrases in the box and *who* or *whose*.

| | |
|----------------------------|---|
| interviewed me | has visited so many different countries |
| had saved their son | wives have just had babies |
| book won a prize last week | divorce was in the papers |
| car had broken down | complain all the time |

- 0 The parents thanked the woman who had saved their son.

- 0 The couple whose divorce was in the newspapers have got married again.

- 1 It is very interesting to meet somebody _____

- 2 The person _____ asked me some very difficult questions.

- 3 In my office there are two men _____

- 4 What's the name of that writer _____?

- 5 I don't like people _____

- 6 We helped a woman _____

D Put in *who* or *that* ONLY IF NECESSARY.

- 0 The match _____ we saw was boring.

- 0 Did I tell you about the people who live next door?

- 0 The horse that won the race belongs to an Irish woman.

- 1 I love the ice-cream _____ they sell in that shop.

- 2 The book _____ I'm reading is about jazz.

- 3 The woman _____ came to see us was selling magazines.

- 4 We'll go to a restaurant _____ has a children's menu.

- 5 The factory _____ closed last week had been there for 70 years.

- 6 Have you read about the schoolgirl _____ started her own business and is now a millionaire?

- 7 Jane says that the house _____ Tom has just bought has a beautiful garden.

43 Non-defining relative clauses with who, which or whose

1 Look at these two sentences:



- ▷ London has over 6 million inhabitants.
- ▷ London, which is the capital of Britain, has over 6 million inhabitants.

Which is the capital of Britain gives us more information about London, but we do not need this information to define London. We can understand the first sentence without this extra information. Which is the capital of Britain is a non-defining relative clause. It has commas (,) to separate it from the rest of the sentence.

2 For things or animals, we use which (but not that) in non-defining relative clauses:

Fred sold his computer, which he no longer needed, to his cousin. (Not ...that he no longer needed...)

In the summer we stay in my uncle's house, which is near the sea.

3 For people, we use who (but not that) in non-defining relative clauses. We use who when it is the subject of the relative clause:



SUBJECT
Elvis Presley, who died in 1977, earned millions of dollars.

(Presley died in 1977.)

We use who (or sometimes whom) when it is the object of the relative clause:

OBJECT
My boss, who (or whom) I last saw before Christmas, is very ill.
(I last saw my boss before Christmas.)

4 We use whose to mean 'his', 'her', or 'their':

Marilyn Monroe, whose real name was Norma Jean, was born in Los Angeles.
(Her real name was Norma Jean.)

5 We can also use which (but not that) to refer to a whole fact:

Ann did not want to marry Tom which surprised everybody.

Here, which refers to the fact that Ann did not want to marry Tom.

Practice

A Make one sentence from the two that are given. Use who or which with the underlined words.

0 Mont Blanc is between France and Italy. It is the highest mountain in the Alps.

Mont Blanc, which is between France and Italy, is the highest mountain in the Alps.

0 Alfred Hitchcock was born in Britain. He worked for many years in Hollywood.

Alfred Hitchcock, who was born in Britain, worked for many years in Hollywood.

1 The sun is really a star. It is 93 million miles from the earth.

2 John F. Kennedy died in 1963. He was a very famous American President.

3 Charlie Chaplin was from a poor family. He became a very rich man.

4 The 1992 Olympics were held in Barcelona. It is in the north-east of Spain.

5 We went to see the Crown Jewels. They are kept in the Tower of London.

B From the notes, make one sentence. Use **who** or **which** with the words in brackets.

0 Greta Garbo. (She was born in Sweden.) She moved to America in 1925.

Greta Garbo, who was born in Sweden, moved to America in 1925.

1 Football. (It first started in Britain.) It is now popular in many countries.

Football,

2 Margaret Thatcher. (She was the Prime Minister of Britain for 11 years.) She studied science at university.

3 Michelangelo. (He lived until he was 90.) He is one of Italy's greatest artists.

4 The Nile. (It runs through several countries.) It is the longest river in Africa.

5 Gandhi. (He was born in 1869). He became India's nationalist leader.

6 Elephants. (They are found in Africa and India). They live to a great age.

C From the notes make one sentence. Use **who** or **which** with the words in brackets.

0 Martina Navratilova. (She was born in Prague.) She became a US citizen in 1981.

Martina Navratilova, who was born in Prague, became a US citizen in 1981.

0 Darwin. His ideas changed our view of the world. He travelled to a lot of countries when he was young.

Darwin, whose ideas changed our view of the world, travelled to a lot of countries when he was young.

1 Madonna. (Her parents were born in Italy.) She is a famous American singer.

2 Bill Clinton. (His wife is a brilliant lawyer.) He became President of the USA in 1993.

3 Sebastian Coe. (He was a successful English runner.) He is now a politician.

4 Catherine of Russia. (She ruled for over 30 years.) She made many important changes.

D Underline the words that **which** refers to.

0 They climbed Snowdon, which is the highest mountain in Wales.

0 They climbed Snowdon, which made them very tired.

1 Maria sang and played the guitar, which everyone enjoyed a lot.

2 The boat stopped at Sousse, which is in Tunisia.

3 The coach stopped at a petrol station, which allowed everyone to get out.

4 We listened to the news, which was in French.

44 Because, in case, so, so that

- 1 We use **because** to give the reason for something:



REASON

Jack is in bed because he's got the flu.

We couldn't go out because the weather was terrible.

I took a taxi because I was in a hurry.

We use **because of** with a noun (e.g. flu, weather, noise):

REASON

Jack's in bed because of his flu.

We couldn't go out because of the storm.

I couldn't sleep because of the noise.

- 2 We use **in case** when the reason is something that might happen:

REASON

I'm taking an umbrella in case it rains.

(= I'm taking an umbrella because it might rain.)

I'll phone John now, **in case** he wants to come with us. (= ... because he might want to come with us.)

- 3 We use **so** to talk about the result of something:

RESULT

I was in a hurry so I took a taxi.

Jack has got the flu so he's in bed.

The weather was terrible so we couldn't go out.

My neighbours were having a party and making a lot of noise so I couldn't sleep.

- 4 We use **so that** to talk about the purpose of an action:

PURPOSE

I took a taxi so that I would arrive on time.

I listen to the news in the morning so that I know what's happening in the world.

Tom goes jogging every day so that he won't get fat.

I took a taxi so that my friends would not have to wait for me.

(We can also use **to + infinitive** to talk about purpose; see unit 29.)

Practice

- A Write each sentence in a different way using the words given.

- 0 Tom didn't want to go out because he had a cold.

Tom didn't want to go out because of his cold.

- 0 Take some money because you might need to take a taxi.

Take some money in case you need to take a taxi.

- 0 John and I asked for a drink because we were thirsty.

John and I were thirsty so we asked for a drink.

- 1 Mary went to bed because she was tired.

so

- 2 I couldn't sleep because it was so hot.

the heat.

- 3 Jill doesn't like apples so she doesn't eat them.

because

- 4 The streets were crowded because of the football match.

there was a football match.

- 5 I'll give Jane a key to the house because she might get home before me.

in case _____

- B Complete the sentences with *because*, *in case*, or *so*, and a phrase from the box. Use each phrase once.

I'll take a book to read
she's at home
his passport was out of date
there is a power cut this weekend

I want to lose weight
they had to wait for the next one
his wife was ill

- 0 They missed one bus so they had to wait for the next one.

- 1 I don't know where my sister is, but I'll try phoning her _____

- 2 I'm eating less these days _____

- 3 Peter had trouble at the airport _____

- 4 It's a long journey _____

- 5 We've bought some candles _____

- 6 Mr Smith didn't go to the meeting _____

- C Complete each sentence using *so that* and one of the phrases in the box.

she can be nearer her work
I know what's in the news
they can keep in contact with each other
everybody would know our new address
they can keep their clothes clean

- 0 I read the newspaper every day so that I know what's in the news.

- 1 We sent cards to all our friends _____

- 2 Scientists and doctors wear white coats _____

- 3 Policemen carry radios _____

- 4 Mary is moving to Bristol _____

- D Write out complete sentences from the words in brackets, making any necessary changes and including *so that*.

- 0 (Mark/go/swimming every day /he can stay healthy)

Mark goes swimming every day so that he can stay healthy.

- 1 (Last week, my brother/lend/me £20/I could buy some new shoes)

- 2 (Last month, the Government/pass/new traffic laws/fewer people will have accidents)

- 3 (Our school has/open/a new library /we can have more books)

- 4 (Ann always/write/everything in her diary/she doesn't forget her appointments)

- 5 (Last Friday, we/leave/home early/we could avoid the morning traffic)

Grammar and spelling tables

Table A Plural nouns

| | SINGULAR | PLURAL |
|---|--------------------------------------|--|
| With most nouns we add -s to make them plural: | shop tyre kilo | shops tyres kilos |
| With nouns that end with -s, -ss, -sh, -ch, -x, we add -es: | bus dress wish beach box | buses dresses wishes beaches boxes |
| With some nouns that end with -o, we add -es: | tomato potato | tomatoes potatoes |
| We change -f/-fe to -ves in the plural: | thief shelf leaf life | thieves shelves leaves lives |
| With nouns that end with a consonant* + -y, we change the -y to -ies: | story copy lorry | stories copies lorries |
| Irregular nouns | tooth child woman | teeth children women |

Table B Uncountable nouns

| | |
|--|---|
| These are some common uncountable nouns: | ice, water, rain, snow, heat, noise cotton, glass, petrol, money, luggage information, work, homework, advice, news meat, milk, butter, bread, marmalade, food, tea, coffee, sugar, toast, cheese |
| Uncountable nouns do not have a plural form: | petrol (Not petrols) bread (Not breads) |
| We cannot use a/an with an uncountable noun, but we can use some/any, the, much (not many), such, and my/your/his etc: | a: I always have an egg, and then toast and marmalade for breakfast. some: I'd like some tea please. the: Look at the snow outside. much: How much luggage have you got? such: We've had such wonderful news. |
| Some nouns can be countable or uncountable: | I heard a noise from downstairs. (countable) I can't sleep. The neighbours are making so much noise. (uncountable) |

Table C Present Simple

| | I/you/we/they | He/she/it |
|--|---|---|
| After he/she/it , we add -s to most Present Simple verbs: | say make advise | says makes advises |
| We add -es to verbs that end with -ss, -sh, -ch, -o (e.g. <i>finish, go</i>): | pass finish wish catch go do | passes finishes wishes catches goes does |
| We change -y to -ies with verbs that end with a consonant* + -y : | fly carry study | flies carries studies |

Table D -ing forms

| | INFINITIVE | -ING FORM |
|--|---|--|
| With most verbs we add -ing : | go ask | going asking |
| With verbs that end with a consonant* + -e , we delete the -e and add -ing : | take hope live queue | taking hoping living queuing |
| With verbs that end with -ie , we change -ie to -ying : | lie die | lying dying |
| With verbs that end with one vowel* + one consonant (e.g. <i>run, swim, jog</i>), we double the consonant: | get run swim jog | getting running swimming jogging |
| But note that we do not double the consonant, (1) when it is a y or w (e.g. <i>stay</i>), (2) when the last syllable* is not stressed (e.g. <i>VISit, LISTen, WONder</i>): | stay buy borrow draw visit listen wonder | staying buying borrowing drawing visiting listening wondering |
| But note also that we double the l at the end of verbs, when the last syllable is not stressed (e.g. <i>TRAvel</i>): | travel | travelling |

* Consonants: b c d f g h j k l m n p q r s t v w x y z

Vowels: a e i o u

Syllables: |hit|=1 syllable |vi|sit|=2 syllables |re|memb|er|=3 syllables

Table E Regular verbs: Past Simple and past participle

| | INFINITIVE | PAST SIMPLE | PAST PARTICIPLE |
|---|--|--|--|
| With most verbs we add -ed : | happen | happened | happened |
| With verbs ending with -e , we add -d : | live | lived | lived |
| With verbs that end with a consonant* + -y , we change the y to -ied : | try study | tried studied | tried studied |
| With verbs that end with one vowel* + one consonant, we double the consonant: | stop grab | stopped grabbed | stopped grabbed |
| We do not double the consonant, (1) when it is a y or w (e.g. <i>enjoy</i>), (2) when the last syllable* is not stressed (e.g. <i>disCOVer</i> , <i>LISten</i> , <i>HAppen</i>): | enjoy allow discover listen | enjoyed allowed discovered listened | enjoyed allowed discovered listened |
| But note also that we double the l at the end of verbs, when the last syllable is not stressed (e.g. <i>TRAvel</i>): | cancel travel | cancelled travelled | cancelled travelled |

Table F Irregular verbs: Past Simple and past participle

| INFINITIVE | PAST SIMPLE | PAST PARTICIPLE | INFINITIVE | PAST SIMPLE | PAST PARTICIPLE |
|------------|-------------|-----------------|------------|----------------|-----------------|
| be | was/were | been | give | gave | given |
| beat | beat | beaten | go | went | gone/been |
| become | became | become | grow | grew | grown |
| begin | began | begun | have | had | had |
| break | broke | broken | hear | heard | heard |
| bring | brought | brought | hide | hid | hidden |
| build | built | built | hit | hit | hit |
| burn | burnt | burnt | hold | held | held |
| buy | bought | bought | hurt | hurt | hurt |
| catch | caught | caught | keep | kept | kept |
| choose | chose | chosen | know | knew | known |
| come | came | come | learn | learnt/learned | learnt/learned |
| cost | cost | cost | leave | left | left |
| cut | cut | cut | lend | lent | lent |
| do | did | done | let | let | let |
| draw | drew | drawn | lose | lost | lost |
| drink | drank | drunk | make | made | made |
| drive | drove | driven | meet | met | met |
| eat | ate | eaten | pay | paid | paid |
| fall | fell | fallen | put | put | put |
| feel | felt | felt | read | read | read |
| find | found | found | ring | rang | rung |
| fly | flew | flown | run | ran | run |
| forget | forgot | forgotten | say | said | said |
| forbid | forbade | forbidden | see | saw | seen |
| get | got | got | sell | sold | sold |

| INFINITIVE | PAST SIMPLE | PAST PARTICIPLE | INFINITIVE | PAST SIMPLE | PAST PARTICIPLE |
|------------|-------------|-----------------|------------|-------------|-----------------|
| send | sent | sent | swim | swam | swum |
| show | showed | shown/showed | take | took | taken |
| shut | shut | shut | teach | taught | taught |
| sing | sang | sung | tell | told | told |
| sit | sat | sat | think | thought | thought |
| sleep | slept | slept | throw | threw | thrown |
| speak | spoke | spoken | understand | understood | understood |
| spend | spent | spent | wake | woke | woken |
| stand | stood | stood | wear | wore | worn |
| steal | stole | stolen | win | won | won |
| sweep | swept | swept | write | wrote | written |

Table G Comparative and superlative adjectives

| | ADJECTIVE | COMPARATIVE | SUPERLATIVE |
|---|------------------------------------|---|--|
| We add -er/-est to short adjectives (one-syllable* adjectives): | cheap near long | cheaper nearer longer | the cheapest the nearest the longest |
| We add -er/-est to adjectives that end with -e : | late | later | the latest |
| With short adjectives that end with one vowel* and one consonant* (e.g. <i>big</i>), we double the consonant: | big hot wet | bigger hotter wetter | the biggest the hottest the wettest |
| We don't double w : | few | fewer | the fewest |
| We use more / the most before adjectives of two or more syllables*: | expensive beautiful polluted | more expensive more beautiful more polluted | the most expensive the most beautiful the most polluted |
| But note that with adjectives ending with -y (e.g. <i>happy</i>), we change -y to -ier/-iest : | happy lucky easy dirty | happier luckier easier dirtier | the happiest the luckiest the easiest the dirtiest |
| Irregular adjectives: | good bad far little | better worse farther less | the best the worst the farthest the least |
| fewer and less Note that we usually use fewer with plural nouns, and less with uncountable nouns (e.g. money): | | | <i>There are fewer shops in the centre of town than there used to be.</i> <i>John earns less money than Mary.</i> |

* Consonants: b c d f g h j k l m n p q r s t v w x y z

Vowels: a e i o u

Syllables: *|hit|*=1 syllable *|vil sit|*=2 syllables *|re mem ber|*=3 syllables

Exit tests

You can do these tests when you have finished studying the units in this book, to see if there are units that you should look at again. In the tests, each question relates to the unit with the same number, e.g. question 1 tests something from unit 1, question 2 tests something from unit 2, etc.

Exit test 1

Choose the right answer (**a**, **b**, **c**) and write **a**, **b**, or **c** in the box, as in the example. The correct answers are on page 117.

- 0 John always **a** get up **b** gets up **c** is getting up every morning at six o'clock.
- 1 The Queen **a** don't live **b** doesn't live **c** don't lives in Edinburgh.
- 2 In the photo, a dog **a** are running **b** is running **c** running after a cat.
- 3 Look! Two policemen **a** come **b** is coming **c** are coming this way.
- 4 That sign **a** is meaning **b** mean **c** means that we must be quiet.
- 5 When **a** did you leave **b** you left **c** you did leave school?
- 6 When the phone rang, I couldn't answer it because I **a** had **b** have had **c** was having a bath.
- 7 When we were young, we **a** swim **b** were swimming **c** used to swim every day.
- 8 I **a** did never eat **b** has never eaten **c** have never eaten horse meat.
- 9 What date **a** have you sent **b** did you send **c** you have sent that letter?
- 10 Mrs Buxton **a** taught **b** has taught **c** is teaching at that school since 1993.
- 11 We have **a** invited **b** been inviting **c** being invited 200 people to our party.
- 12 When I got home there was nobody there. Everybody **a** was going **b** went **c** had gone to the cinema.
- 13 Pam has asked me to play tennis with her. We **a** will **b** are going **c** will go to play on Saturday.
- 14 If Elvis Presley was alive today, he **a** will **b** would **c** should be over 60 years old.
- 15 If Tom had studied hard, he **a** had **b** would **c** would have passed his exams.
- 16 If Jane's team wins next Saturday, she **a** will be **b** is **c** would be very happy.
- 17 When did your sister **a** make **b** do **c** get married?
- 18 You can **a** look after **b** get up **c** look up the new words in your dictionary.
- 19 When Peter was a boy, he **a** wasn't able **b** couldn't **c** wouldn't swim very well.
- 20 I can see Mary's car in the car park, so she **a** can't **b** can **c** must be here somewhere.

- 21 In towns you have to drive slowly. You **a** don't have to **b** mustn't **c** haven't to drive faster than 50 kph.
- 22 My brother **a** doesn't need **b** don't need **c** needn't new football boots.
- 23 If you find someone's passport, you **a** had better **b** ought **c** should to give it to the police.
- 24 Susan usually works from Monday to Friday, but last week she **a** should have **b** must **c** had to work on Saturday as well.
- 25 In the old days, bottles **a** are made **b** were made **c** were making by hand.
- 26 We can't use the car because it **a** is mended. **b** hasn't mended. **c** is being mended.
- 27 Tomorrow I'm going to **a** have cut my hair **b** cut my hair **c** have my hair cut at the new hairdresser's.
- 28 All my family enjoy **a** to go **b** go **c** going for long walks.
- 29 Jane has gone to the shop **a** to **b** for **c** for buying some eggs.
- 30 Ann wanted **a** that I have **b** me to **c** that I should have lunch with her.
- 31 **a** How is she? **b** What is she like? **c** What does she like? ~ She's very nice.
- 32 I hear you went to Scotland last summer. **a** How many times **b** How far **c** How long did you stay there?
- 33 Peter **a** told me **b** said me **c** told that he was going to be away this week.
- 34 I asked **a** he **b** them **c** she to help me.
- 35 He asked **a** I **b** her **c** she if she was Japanese.
- 36 My mother **a** is **b** is an **c** is a university teacher.
- 37 If you're hungry, **a** there's **b** it's **c** they are some food in the fridge.
- 38 I've never seen **a** such **b** so much **c** so enormous apples.
- 39 I like classical music. I'm **a** fond of **b** pleased with **c** like Beethoven, for example.
- 40 The birds were sitting **a** at **b** in **c** on the telephone wires.
- 41 This house was built **a** for 600 years. **b** since 600 years. **c** 600 years ago.
- 42 Was Mary the woman **a** who **b** that she **c** which came to see you last week?
- 43 Edinburgh, **a** which **b** who **c** that is the capital of Scotland, is well worth a visit.
- 44 We couldn't hear the speaker **a** because of **b** because **c** in case the noise from the street.

Total:

Exit test 2

Choose the right answer (a, b, c) and write a, b, or c in the box, as in the example.

- 0 Ann **a** don't like **b** like **c** doesn't like her new house.
- 1 Cars **a** doesn't use **b** don't use **c** not uses coal.
- 2 Jill isn't at home. She **a** staying **b** are staying **c** is staying with her cousin this week.
- 3 A police car sometimes **a** is stopping **b** stop **c** stops in front of our house.
- 4 We **a** aren't knowing **b** aren't know **c** don't know their names.
- 5 My sisters **a** didn't like **b** not like **c** liked the concert. They hated it.
- 6 I saw the accident. I **a** was waiting **b** waited **c** am waiting for the bus when it happened.
- 7 I **a** was smoking **b** used to smoking **c** used to smoke years ago, but I don't now.
- 8 Our address is 23, Brook Road. We **a** lived **b** are living **c** have lived there for almost 10 years.
- 9 Tom **a** just has **b** just **c** has just gone to the shops.
- 10 Half an hour ago someone **a** has come **b** came **c** come to see you.
- 11 All the runners are very tired. They have **a** been run **b** run **c** been running for two hours.
- 12 It was raining when I woke up this morning, but when I left home to go to work the rain **a** has **b** is **c** had stopped.
- 13 In the year 2006, it **a** will be **b** is being **c** going to be 250 years since Mozart was born.
- 14 I live in London, but I wish I **a** would live **b** lived **c** have lived in a small town.
- 15 I wish I **a** would have gone **b** have been gone **c** had gone to Jean's party last night.
- 16 If Tom really loved Jane, he **a** will **b** did **c** would ask her to marry him.
- 17 Parents often say to their children that they must **a** make **b** do **c** get their homework before they watch TV.
- 18 If your clothes are wet, take **a** off. **b** off them. **c** them off.
- 19 I've got a problem. **a** May **b** Shall **c** Could you help me, please?
- 20 I'm not sure where Anne is, but she **a** may be **b** is **c** must be in her room.
- 21 Tell Mark that he **a** doesn't have **b** mustn't **c** hasn't to come tomorrow if he's got other things to do.

- 22 There was plenty of food, so we **a** needn't **b** needn't have **c** need bought any more.
- 23 Jane isn't very well. We **a** should **b** ought **c** had better to go and visit her.
- 24 Sara **a** must go **b** had to go **c** should have gone to Edinburgh last Saturday, but she was ill and so she stayed in bed.
- 25 The window **a** was smashing **b** smashed **c** was smashed by a ball.
- 26 We couldn't meet at our house, because it **a** was being **b** was **c** has been painted.
- 27 My mother **a** had taken her photo **b** had her photo taken **c** her photo was taken by a well-known photographer.
- 28 I don't want to see a film. I'd like **a** going **b** to go **c** that we go to a restaurant.
- 29 I borrowed Anna's van **a** to transport **b** for transport **c** for transporting the furniture I had bought.
- 30 Jane let me **a** borrow **b** borrowing **c** to borrow her car.
- 31 In the film Julie seems a very serious person. **a** What she likes **b** What's she like **c** What does she like in real life?
- 32 **a** How far is it **b** How long is it **c** How long is there from here to Newcastle?
- 33 What did Carol say? ~ She **a** said me **b** told **c** said she would help us, but she hasn't come.
- 34 She told **a** to them **b** them to **c** them be quiet.
- 35 I asked **a** if them **b** whether they **c** whether them were ready.
- 36 Are you thirsty? Would you like **a** glass **b** the glass **c** a glass of water?
- 37 When I was young, **a** there were **b** it was **c** they were 12 cinemas in this town.
- 38 I'm pleased Jane's here. She's **a** such a **b** such **c** so nice person.
- 39 Bob is very fond **a** of visiting **b** to visit **c** about visiting old churches.
- 40 My birthday is **a** in **b** on **c** at March.
- 41 We have lived in this house **a** for **b** during **c** since 30 years.
- 42 The car **a** I saw **b** I saw it **c** that I saw it was going very fast.
- 43 The Eiffel Tower, **a** that **b** who **c** which was built in 1889, is still very popular with tourists.
- 44 Peter arrived at the airport early **a** because **b** so that **c** in case he would not miss his plane.

Total:

Index

The numbers in the index are unit numbers. They are not page numbers.

A

a/an 36
ability (can/could/be able to) 19
across 40
action verbs 4
active/passive 25, 26, 27
adjectives
 adjective + preposition (angry with) 39
 comparative and superlative
 Table G
adverbs Table H
advice
 should/ought to/had better 23
after (After the rain stops ...) 13
ago 41
along 40
already 8, 12
always (with present simple and present continuous) 3
an 36
any 36
ask
 ask someone to do something 34
reported questions (She asked if ...) 35
at 40

B

be going to 13
be (non-action verb) 4
because 44
before 13
behind 40
beside 40
better (had better) 23
between 40

C

can/can't 19
certainty (must) 20
clauses
 conditional clauses (If he is ...)
 14, 15, 16
 relative clauses 42, 43
 time clauses with when, before etc. 13
comparative adjectives Table G
conditionals
 second conditional 14
 third conditional 15

zero/first/second conditionals

16

continuous tenses

 past continuous/past simple 6
 present continuous 2
 present continuous/present simple 3
 present perfect continuous/
 present perfect simple 11
 verbs not used in continuous
 tenses 4

cost (non-action verb) 4

could 19, 20

countable/uncountable nouns
 Table B

D

defining relative clauses (...the girl who won) 42
did (past simple) 5
do/make 17
do/does (present simple) 1
did (past simple) 5
down 40

E

ever 8

F

feel 4
first/last 41
first conditional (If he is ...) 16
fit (non-action verb) 4
for (purpose) 29
for (time) 41
forbid someone to do something 34
forget doing/to do 28
forget (non-action verb) 4
from (place) 40
from (time) 41
future 13

G

get 17
going to 13

H

had better 23
had to 24
hate (non-action verb) 4
have 4

have/has (present perfect) 8

have something done 27

hear (non-action verb) 4

how? 31, 32

how long/ far/ many/ much? 32

I

if

 reported questions (She asked if ...) 35

 second conditional (If he was...) 14

 third conditional (If he had been...) 15

zero/first/second conditionals
 (If it is...) 16

impossibility (can't) 20

in 40

in case 44

indirect speech (see: reported speech)

in front of 40

into 40

include (non-action verb) 4

infinitive

 infinitive for purpose (He went to buy some fruit) 29

verb + object + infinitive
 (I asked her to wait) 30

verb + to + infinitive (He wants to help) 28

-ing

 -ing forms Table D
 verb + -ing 28

into 40

irregular verbs Table F

it/there 37

J

just 9

K

know (non-action verb) 4

L

last/first 41

let someone do something 30

like (non-action verb) 4

live (present perfect simple and present perfect continuous)
 11

look 4

love (non-action verb) 4

M

make/do 17
make someone do something 30
many
 how many? 32
 so many 38
matter (non-action verb) 4
may 19, 20
mean (non-action verb) 4
might 20
modal verbs
 can/can't 19, 20
 could 19, 20
 had better 23
 may 19, 20
 might 20
 must/mustn't 20, 21
need/needn't 22
needn't have 22
ought to 23
shall 19
should 23
should have 24
will 13, 19
much
 how much? 32
 so much 38
must
 probability (they must be rich) 20
 obligation (you mustn't smoke) 21

N

need/needn't 22
need (non-action verb) 4
needn't have 22
never 8, 12
next to 40
non-action verbs 4
non-defining relative clauses
 (London, which is the capital of Britain, ...) 43
notice (non-action verb) 4, 11
nouns
 plural Table A
 uncountable Table B

O

obligation (must/have to) 21
off 40
offers (I'll.../Shall I ...?) 19
on 40

onto 40
opposite 40
ought to 23
out of 40
outside 40
own (non-action verb) 4

P

participles
 -ing forms Table D
 past participles Tables E & F
passive 25, 26, 27
past continuous/past simple 6
past participle Tables E & F
past perfect 12
past (preposition) 40
past simple
 past simple 5, Tables E & F
 past simple/past continuous 6
 past simple/present perfect 9, 10
 past simple/present simple/
 used to 7
permission (Can I...?/Could I...?/May I...?) 19
persuade someone to do
 something 34
phrasal verbs (look for) 18
plural nouns Table A
possibility (may/might/could) 20
prefer (non-action verb) 4
prepositions
 adjective + preposition (angry with) 39
 prepositions (in/on/at etc.) 40
present continuous
 present continuous 2
 present continuous/present simple 3, 4
 present continuous (for future) 13
present perfect
 present perfect 8
 present perfect/past simple 9, 10
 present perfect simple/present perfect continuous 11
present simple
 present simple 1, Table C
 present simple/present continuous 3, 4
 present simple/past simple 7
probability (must/can't/may etc.) 20
progressive (see: continuous)

purpose
 What is it for? 29

so that 44

Q

questions
 What ... like? 31
 questions and Who/What etc. 32

R

reasons
 because/because of/in case 44
recognize 4
regular verbs Table E
relative clauses
 defining relative clauses (...the girl who won) 42
 non-defining relative clauses (London, which is the capital of Britain, ...) 43
remember doing/to do 28
remember (non-action verb) 4
remind someone to do
 something 34
reported speech
 reported speech 33
 reported orders /advice /requests 34
 reported questions (She asked if ...) 35
requests
 Can you...?/Could you...? 19
 reported requests 34
result
 so (... so I took a taxi) 44

S

said 33
say/tell 33
second conditional (If he was ...) 14, 16
shall 19
short answers 1, 2, 5, 8
should/shouldn't 23
should have 24
since 41
smell (non-action verb) 4
so (... so I took a taxi) 44
so/such 38
so that 44
some 36
sound (non-action verb) 4

stative verbs (see: non-action verbs) 1

such/so 38

superlative adjectives Table G

T

taste 4

teach (present perfect and present perfect continuous) 11

tell/say 33

tell someone to do something 34

tenses

future 13

passive 25, 26, 27

past perfect 12

past simple 5, Tables E & F

past simple/past continuous 6

present continuous 2

present perfect 8

present perfect/past simple 9, 10

present perfect simple/present perfect continuous 11

present simple 1, Table C

present simple/present continuous 3, 4

that

reported speech (she said that) 33

relative clause (the girl that won) 42

the 36

there/it 37

they/there 37

think 4

third conditional (If he had been ...) 15

through 40

time

prepositions (in, on, at) 40

since, for, ago; first, last 41

to (place) 40

to (time) 41

told (He told him to stand) 34

try doing/to do 28

U

uncountable nouns Table B

under 40

understand (non-action verb) 4

unless 16

until 13

up 40

used to + infinitive 7

V

verbs

future 13

get, do, make 17

-ing forms Table D

+ -ing/+ to + infinitive 28

irregular verbs Table F

modals 19, 20, 21, 22, 23, 24

+ object + (to) + infinitive 30

passive 25, 26, 27

past participles Tables E & F

past tenses 5, 6, 7, 8, 9, 10, 12

phrasal verbs 18

present perfect tenses 8, 9, 10, 11

present tenses 1, 2, 3, 4, Table C

regular verbs Table E

verbs not used in continuous tenses 4, 11

W

wanted to know 35

want (non-action verb) 4

warn 34

what? 32

What ... like? 31

when? 32

when (When the rain stops ...) 13

where? 32

whether (He asked whether ...) 35

which? 32

which (relative clauses) 42, 43

who? 32

who (relative clauses) 42, 43

whom 43

whose? 32

whose (relative clauses) 42, 43

why 32

will 13, 19

wish

I wish I was ... 14

I wish I had been ... 15

wondered 35

work (present perfect and present perfect continuous) 11

Would you ...? 19

Y

yet 8

Z

zero conditional (If it is...) 16

Verb tenses

| | POSITIVE | NEGATIVE | QUESTIONS |
|----------------------------|--|--|--|
| Present Simple | <i>I know the answer.</i> <i>Jane walks to school.</i> | <i>I don't cook very well.</i> <i>She doesn't like him.</i> | <i>Do you like Indian food?</i> <i>Does John drive to work?</i> |
| Present Continuous | <i>I'm writing a letter.</i> <i>He's reading a book.</i> <i>They're playing football.</i> | <i>I'm not sleeping.</i> <i>It isn't working.</i> <i>We aren't using it at the moment.</i> | <i>Am I winning?</i> <i>Is she waiting for you?</i> <i>What are you cooking?</i> |
| Past Simple | <i>I cooked the dinner last night.</i> | <i>They didn't have a holiday last year.</i> | <i>Did you see John yesterday?</i> |
| Past Continuous | <i>She was watching the TV.</i> <i>We were talking to the doctor.</i> | <i>The fridge wasn't working.</i> <i>They weren't enjoying the film.</i> | <i>Was it raining?</i> <i>Where were you staying?</i> |
| Present Perfect | <i>I've lost my car keys.</i> <i>He's found a new job.</i> | <i>We haven't paid the bill.</i> <i>It hasn't rained for weeks.</i> | <i>Have you heard the news?</i> <i>Has the train arrived yet?</i> |
| Present Perfect Continuous | <i>We've been staying with some friends.</i> <i>He's been saving his money for a holiday.</i> | <i>You haven't been doing well at school.</i> <i>He hasn't been running.</i> | <i>Have you been waiting long?</i> <i>What have you been doing?</i> |
| Past Perfect | <i>I had posted the letter.</i> | <i>He hadn't arrived.</i> | <i>Had it finished?</i> |

Verb structures

Modal verb + infinitive:

| MODAL + INFINITIVE | | |
|--------------------|----------------|------------------------|
| She | can | swim. |
| He | could | be right. |
| Jane | may | be at home. |
| It | might | come tomorrow. |
| I | must | finish this today. |
| You | needn't | go to the shops. |
| I | shall | arrive at six o'clock. |
| You | should | ask her. |
| Mark | will | be happy. |
| Tom | would | like to come. |

Verb + -ing:

| VERB + -ING FORM | | |
|------------------|-----------------|--------------------|
| James | enjoys | travelling. |
| They've | finished | repairing the car. |
| He | keeps | asking questions. |
| She's | stopped | smoking. |

Verb + to + infinitive:

| VERB + TO + INFINITIVE | | | |
|------------------------|----------------|-----------|-------------|
| I | decided | to go | to America. |
| She | hopes | to get | a job soon. |
| We | ought | to tell | the police. |
| I | promise | to write | to you. |
| He | refused | to talk | to me. |
| She | used | to smoke. | |
| Jane | wants | to be | a doctor. |

ISBN 0-19-431415-4



9 780194 314152

Oxford University Press

ISBN 431415 4

Grammar Spectrum 3

English rules and practice

Grammar Spectrum is a series of studybooks that progress from elementary to intermediate:

Grammar Spectrum 1 Elementary

Grammar Spectrum 2 Pre-intermediate

Grammar Spectrum 3 Intermediate

Each book in the series can be used:

- (i) as a grammar reference and exercise book on its own,
- (ii) as a supplement to a coursebook at the same level.

The grammar syllabus for the series as a whole closely matches the syllabus found in the major coursebook series.

Every unit contains concise grammar explanations, followed by extended exercise practice, so that learners can really master the grammar topic they are studying.



KR-092-595