**Preparation Course English BM 2**

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Material Script with Key, English File Pre-Intermediate word list (4th edition)



Picture: *Simon's Cat typing on the computer.* By Simon Tofield*.*

Source: https://www.pinterest.ch/pin/326581410452377664/ (September 2017)

[Programme](#Programme) course: p. 2

Script: Table of contents pp. [3](#Table_of_Contents) + 4

Explanations and exercises pp. 5 - 106

Key pp. 106 - 117

This script is based on Therese Stolze’s script *Basic English Structures* (2010), was complemented with material taken from several course books (2012), and revised in 2013, 2015, 2016 and adapted every year since.

**Programme**

blue = no class explanation, but own responsibility

yellow = Learning Vocabulary grey = Exam Reading Task green = Exam Writing Task

|  |  |  |
| --- | --- | --- |
| **DIN** | **programme** | **homework** |
| 42 | Introduction script + exam, [Ch. 1 basic sentence structures, word order and questions](#Sentence_Structure), | Do [Exercises 1.1](#Exercises_Sentence_Structures) / Learn Word List File 1 + 23.1 [Elementary Vocabulary 1](#Elementary_Vocabulary_1) / do [Exam Task 1 Reading](#Reading_1) |
| 43 | [Ch. 2 Question words](#Question_Words),  Ch. 3 [Present simple](#Present_Simple) / [present continuous](#Present_Continuous) | Do [Exercises 2.1](#Exercises_Question_Words) and [Exercises 3.1](#Exercises_Present_Simple), [3.2](#Exercises_Present_Continuous) and [3.3](#Exercises_Present_Simple_and_Present_Con) / Learn 23.2 [Elementary Vocabulary 2](#Elementary_Vocabulary_2) |
| 44 | Ch. 4 [Past simple](#Past_Simple) / [past continuous](#Past_Continuous), | Do [Exercises 4.2](#Exercises_Past_Simple) + [4.3](#Exercise_Past_Continuous) / Learn [4.1 Irregular verbs](#Irregular_Verbs) |
| 45 | Check Wk 42, 43, 44 + do Elementary Vocabulary Test | [Do Exercise 4.4](#Exercise_Past_Simple_and_Continuous) / Learn Word List File 2 |
| 46 | Prepare writing: [Ch. 19 Conjunctions](#Conjunctions_and_Connecting_Wo) + [Ch.21 General Information Writing](#Info_Writing) | Do [Exam Task 1 Writing](#Writing_1) / Learn Word List File 3 |
| 47 | Check Irregular Verbs / [Ch. 5 Pronouns](#Pronouns): Personal and possessive pronouns [5.3 Relative Pronouns](#Relative_Pronouns) | Do [Exercises 5.1 + 5.2](#Exercises_Personal_and_Possessive_Pronou) and [5.4](#Exercises_Relative_Pronouns) / Learn Word List File 4, repeat Word List File 1-3 |
| 48 | [Ch. 6 Present Perfect Simple](#Present_Perfect) vs [Past Simple](#Past_Simple) | Do [Exercises 6.1](#Exercises_Present_Perfect) + [6.2](#Exercises_Present_Perfect_vs_Past_Simple) / Do [Vocabulary Test 1](#Pre_Vocabulary_test_File_1_4) (File 1-4) |
| 49 | [Ch. 7 Countable and uncountable nouns](#Countable_and_Uncountable_Nouns), including [Quantifiers](#Quantifiers) | Do [Exercises 7.1](#Exercises_Some_Any_No) and [7.2](#Exercises_Quantifiers) + Do [Exam Task 2 Reading](#Reading_2) and [Exam Task 2 Writing](#Writing_2) |
| 50 | [Ch. 8 Adjectives and adverbs](#Adjectives_and_Adverbs),  [comparatives and superlatives](#Comparatives_and_Superlatives) | Do [Exercises 8.1](#Exercises_Adjectives_and_Adverbs) and [8.2](#Exercises_Comparatives_and_Superlatives) / Learn Word List File 5 |
| 51 | [Ch. 9 Grammar Revision 1](#Grammar_Revision_1) | Learn Word List File 6 |
| **winter break** | | |
| 2 | [Ch. 10 Future](#Future) / Feedback Writing | Do [Exercises 10.1](#Exercise_Future) / Do [Exam Task 3 Reading](#Reading_3) and [Exam Task 3 Writing](#Writing_3) |
| 3 | [Ch. 11 Past Perfect](#Past_Perfect) | Do [Exercises 11.1](#Exercises_Past_Perfect) / Learn Word List File 7 |
| 4 | [Ch. 12 Verb patterns](#Verb_Patterns) - gerund, infinitive and to-infinitive English / Feedback Writing | Do [Exercises 12.1](#Exercises_Verb_Patterns) / Learn Word List File 8 + repeat Word List File 5-7 |
| 5 | [Ch. 13 Modal verbs](#Modal_Verbs) | Do [Exercises 13.1](#Exercise_Modal_Verbs) / [Vocabulary Test 2](#Pre_Vocabulary_test_File_5_8) (File 5-8), Learn Word List File 9 |
| 6 | [Ch. 14 Conditionals](#Conditionals) | Do [Exercises 14.1](#Exercises_When_If_Unless) + [14.2](#Exercise_First_Conditional_and_Time_Clau) + [14.3](#Exercise_Second_Conditional) and [14.4](#Exercises_Conditionals_mixed) / Learn Word List File 10 / Do [Exam Task 4 Reading](#Reading_4) and [Exam Task 4 Writing](#Writing_4) |
| 7 | [Ch. 15 Prepositions and phrasal verbs](#Prepositions)  [Ch. 16 Reported speech](#Reported_Speech) | Do [Exercises 15.1](#Exercises_Prepositions_and_Phrasal_Verbs) + [16.1](#Exercises_Reported_Speech) / Learn Word List File 11 |
| 8 | [Ch. 17 Passive](#Passive) | Do [Exercises 17.1](#Exercises_Passive) / Learn Word List File 12 + repeat Word List File 9-11 |
| 9 | [Ch. 18 Subject and object questions,](#Subject_and_Object_Questions) | Do [Exercise 18.1](#Exercises_Subject_and_Object_Questions) / Do [Vocabulary Test 3](#Pre_Vocabulary_test_File_9_12) (File 9-12) |
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1. Basic Sentence Structures and Word Order[[1]](#footnote-1) Prog

The English word order in a sentence is different from the one in (Swiss-) German and it has fix places for, for example, the subject and the objects of a sentence. Therefore, no one-on-one translations in the word-order from (Swiss-) German to English! In English there are no cases (Fälle) and nouns are not masculine or feminine.

**Word order in positive sentences and negations (negative statements)**

It is essential to remember that the subject always comes first, then **all** the verbs and then an object (if there is one).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Verb** | **Indirect Object** | **Direct Object** | **Place** | **Time** |
| *I* | *will (not) tell* | *you* | *the story* | *at school* | *tomorrow.* |
| Ich | werde (nicht) erzählen | dir | die Geschichte | in der Schule | morgen |

Time indicators that go at the end of the sentence, can also come at the very beginning.

**Word order in questions**

The first question that should be asked is how many verbs there are in the basic sentence.

|  |  |
| --- | --- |
| *She speaks English.* | *à one verb* |
| *I will tell you the story.* | *à more verbs* |

* If there is only one verb, you need a form of ***to do*** (+ *not* for the negation).

In the present simple you take ***does*** for *he, she* and *it*, and ***do*** for *I, you, we, you* and *they*.

In the past simple you always take ***did***.

*Do, does* and *did* are followed by the infinitive without *to* (= Grundform) of a verb.

***Example (present simple)*** [**Prog**](#Programme)

|  |  |  |
| --- | --- | --- |
| *+* | *She speaks English.* | *à present simple, one verb, she (3rd person singular)* |
| *-* | *She doesn’t speak English.* | *( = does not)* |
| *?* | *Does she speak English?* |  |
| *- / ?* | *Doesn’t she speak English?* |  |

***Example (past simple)***

|  |  |  |
| --- | --- | --- |
| *+* | *Fred wrote a book.* | *à past simple, one verb, he (3rd person singular)* |
| *-* | *Fred didn’t write a book.* | *( = did not)* |
| *?* | *Did Fred write a book?* |  |
| *- / ?* | *Didn’t Fred write a book?* |  |

* If there are more verbs directly after the subject, you don’t need a form of *to do*.

Just put the first verb in front of the subject for a positive question and put ***not*** immediately after this verb to create a negative question.

***Example***

|  |  |  |
| --- | --- | --- |
| *+* | *He has told you the story.* | *à present perfect, two verbs* |
| *-* | *He hasn’t told you the story.* | *( = has not)* |
| *?* | *Has he told you the story?* |  |
| *- / ?* | *Hasn’t he told you the story?* |  |

So, the word order is slightly changed, because in questions either a form of “to do” is added or the first verb of the original sentence comes in front of the subject.

* The verb***to be*** *is an* ***exception*** *and* follows the rules for more than one verb!

***Example***

|  |  |  |
| --- | --- | --- |
| *+* | *He is tired.* | *à present simple* |
| *-* | *He isn’t tired.* | *( = is not)* |
| *?* | *Is he tired?* |  |
| *- / ?* | *Isn’t he tired?* |  |

1.1 Exercises Sentence Structures [Key](#Key_Sentence_Structures_Ex_A) [Prog](#Programme)

A) *Word order: form sentences, without adding extra words.*

1. give / the CD / tomorrow / we / her / will

We will give her the CD tomorrow.

1. are / at 8 o’clock / at home / not / they

They are not at home at 8 o’clock.

1. not / tonight / want / does / to the theatre / to go / she

She does not want to go to the theatre tonight.

1. in Tuscany / spend / we / will / next year / our holiday

We will spend our holiday in Tuscany next year.

1. my dad / dinner / not / in the evening / did / make

My dad did not make dinner in the evening.

1. him / met / last week / at / they / the bus stop

They met him at the bus stop last week.

1. the cinema / not / take / I / my niece / will / tomorrow / to

K will not take my niece to the cinema.

1. write / yesterday / did / they / at school / a test / not

They did not write a test at school yesterday.

B) *Make a question (?), a negative (-) or a combination (?/-) of the following sentences.* Make sure you have the same tense as in the original sentence!

Count the verbs after the subject and if there is only one, decide if the sentence is in the present or the past.

1. Peter always forgets his pen. (?) (Vergisst ...?) **[Key](#Key_Sentence_Structures_Ex_B)**

Does Peter always forget this pen?

1. Fred and Jim work for an oil company. (-) (Fred und Jim arbeiten nicht …)

Fed and Jim do not work for an oil company.

1. Have your neighbours moved yet? (-) (Sind die Nachbarn noch nicht …?)

Have not your neighbours moved yet?

1. Mandy left for the station 5 minutes ago. (? / -) (Ist Mandy vor 5 Minuten nicht...?)

Didn’t Mandy leave for the station 5 minutes ago?

1. Will loves hip-hop and rap. (? / -) (Hat Will Hip-Hop und Rap nicht gerne?)

Doesn’t Will love hip-hop and rap?

1. Kathy is interested in zoology. (?) (Ist Kathy interessiert …?) Is Kathy interested in zoology?
2. Question Words [Prog](#Programme)

***Where****,* ***when****,* ***why****,* ***how****,* ***who****,* ***what***and***which*** are question words.

* ***where*** (wo):

*Where is Mike? – He’s at home.*

* ***when***(wann):

*When will you phone? – At six o’clock.*

* ***why***(warum*):*

*Why is Mary taking a taxi? – Because her car isn’t working.*

***how*** (wie):

*How did he get to Brighton? – He went by train. How are you? – I’m fine, thanks.*

***how many***(wie viele):

*How many people did you invite? (see also* [*Ch. 7*](#Quantifiers) *for the difference between “many” and “much”)*

* ***Who*** (wer):

*Who is this? / Who are you going to visit? – My sister. (See also* [*Ch. 18*](#Subject_and_Object_Questions) *for Subject and Object questions)*

* ***What***and***which***(was):

If the choice is limited you use ***which,*** if it’s not limited use ***what.***

*Which name do you prefer: Stephen or Thomas? / What’s her name?*

In a question, question words always come at the very beginning of a sentence, but they don’t change the rest of the word order. (See also [Ch. 1](#Word_order_in_questions))

**Example (with/without question words)**

|  |  |
| --- | --- |
|  | *Did he leave Switzerland last year?* |
| ***Why*** | *did he leave Switzerland last year?* |
|  | *Has he bought 5 new pens?* |
| ***How often*** | *has he bought 5 new pens?* |

**2.1** **Exercises Question Words** [Key](#Key_Question_Words)[Prog](#Programme)

A) *Put* ***Who,******Where****,* ***When****,* ***Why****,* ***What****,* ***Which****,* ***How*** *or* ***How******many*** *into the gaps.*

1. \_\_\_\_\_\_\_\_\_\_\_\_ are you going? – To the shops.
2. \_\_\_\_\_\_\_\_\_\_\_\_ are you leaving? – At six o’clock.
3. \_\_\_\_\_\_\_\_\_\_\_\_ does she take a taxi to work? – Because she doesn’t have a car.
4. \_\_\_\_\_\_\_\_\_\_\_\_ did they get to France? – By boat.
5. \_\_\_\_\_\_\_\_\_\_\_\_ is the restaurant? – In Carlton Street.
6. \_\_\_\_\_\_\_\_\_\_\_\_ are you feeling today? – I’ve got a headache.
7. \_\_\_\_\_\_\_\_\_\_\_\_ did she buy the dictionary? – In the bookshop near the station.
8. \_\_\_\_\_\_\_\_\_\_\_\_ did Pam go to the police? – Because she lost her passport.
9. \_\_\_\_\_\_\_\_\_\_\_\_ did you eat last night? – Fish, peas and potatoes.
10. \_\_\_\_\_\_\_\_\_\_\_\_ are you writing to? – George and Mary.
11. \_\_\_\_\_\_\_\_\_\_\_\_ restaurant do you prefer, Pizza Hut or the Spaghetti King? – Pizza Hut.
12. \_\_\_\_\_\_\_\_\_\_\_\_ glasses do we need? – Ten, I think.
13. \_\_\_\_\_\_\_\_\_\_\_\_ ‘s the answer to question 13? – I don’t know.
14. \_\_\_\_\_\_\_\_\_\_\_\_ bus do we need, the number 6 or the number 10? – The number 6.
15. \_\_\_\_\_\_\_\_\_\_\_\_ presents did you buy? – Fifteen.
16. \_\_\_\_\_\_\_\_\_\_\_\_ did you invite to the party? – Tony, Steve, and Kathryn.
17. \_\_\_\_\_\_\_\_\_\_\_\_ are you doing at the weekend? – I’m driving to Bristol.
18. \_\_\_\_\_\_\_\_\_\_\_\_ pen is yours, the green one or the blue one? – The green one.
19. \_\_\_\_\_\_\_\_\_\_\_\_ has been to Africa? – I have.
20. \_\_\_\_\_\_\_\_\_\_\_\_ oranges would you like? – Twelve, please.

3A Present Simple [Prog](#Programme)

**Form**

*I, you, we, you* and *they* all take the basic form of the verb, for example *I work* or *you play*.

*He, she* and *it* (so the 3rd person singular) take an ***s***, for example *he works* or *she plays*.

Notice some spelling rules:

* if the verb already ends in *–sh, -ch, -ss* or *-o*,you add *-es*

*finish à finishes, do à does, go à goes*

* if the verb ends on a *consonant + y*, this *y* changes into –ies

*cry à cries, worry à worries, study à studies*

As shown in [Ch. 1](#Word_order_in_questions) questions and negations need a form of ***to do*** (because the present simple consists of only one verb).

|  |  |  |
| --- | --- | --- |
|  | *I / you / we / you / they* | *he / she / it (3rd person singular)* |
| *+* | *You write.* | *He writes.* |
| *-* | *You don't write.* | *He doesn’t write.* |
| *?* | *Do you write?* | *Does he write?* |
| *- / ?* | *Don’t you write?* | *Doesn’t he write?* |

As a reminder: the verb ***to be*** is the exception and doesn’t take a form of *to do!*

*He is happy. à He isn’t happy. / Is he happy? / Isn’t he happy?*

**Use**

* **For activities that take place regularly:**

*I play tennis every Saturday.*

*He doesn’t often go to the cinema.*

**Signal words**: *always, sometimes, often, usually, rarely, never* etc.

These words come in front of the main verb. Exception: With “to be” these signal word come after the verb (for example: *I am usually late*).

* **With** **non-action verbs** (you cannot “be busy“ with these verbs, see p.13 [Action and non-action Verbs](#Action_and_Non_action_Verbs)):

*She likes pizza.*

*I don't know the title of the film.*

*How much does it cost?*

* **For (scientific) facts:**

*The sun rises in the east.*

*Sparrows don't fly south in winter.*

*Does water boil at 100 degrees centigrade?*

* **For the future** (in situations where things mostly happen on the basis of a **time schedule** **made by others** than you, so you have no influence):

*The train arrives at 10.15.*

*School doesn't start at 7am in England.*

*What time does the concert begin?*

**3.1** **Exercises Present Simple** [**Key**](#Key_Present_Simple_Ex_A)[**Prog**](#Programme)

A) *Make* ***questions*** *(?) or* ***negative******sentences*** *(-)*

1 I like pizza. (-)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2 Paul reads a lot. (?)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3 We often go to the cinema. (-)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 They have two cars. (?)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5 He is tired. (-)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6 Sheila comes to school by bike. (?)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B) *Complete the sentences.* **[Key](#Key_Present_Simple_Ex_B)**

0 Tom **catches** (catch) the bus to school at about 9 o’clock.

1 It *often* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (rain) at this time of the year.

2 I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not / drive) to work. I go by bus.

3 She *usually* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (have) lunch at about 1 o’clock.

4 He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not / earn) much money in his job.

5 This problem \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not / happen) *very often*.

6 My father \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (fly) to the USA *regularly*.

7 Trains to Oxford \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (leave) *every hour* in the morning.

8 You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not / do) your work carefully enough.

9 She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (read) a newspaper *every day*.

10 We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not / listen) to the radio *very often*.

11 He *often* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (arrive) at work late.

12 They \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (go) to many concerts.

B) Present Continuous [Prog](#Programme)

**Form**

The present continuous always has a form of the verb ***to be***, followed by a **verb + -ing**.

Notice some spelling rules:

* If the verb ends on a consonant + e, this *e* is left out in the –ing ending:

*come à coming, make à making, but see à seeing*

* If the verb ends on *–ie* , the form ends on *–ying*:

*lie à lying*

* If the verb ends on consonant + vowel (a, e, i, o, u) + consonant you have to double this consonant:

*stop à stopping, cut à cutting, shutà shutting, begin à beginning*

Questions and negative sentence: Since the present continuous always consists of two verbs, you don’t use a form of *to do* to build questions or negations ([see Ch. 1](#Word_order_in_questions)).

***Examples***

|  |  |  |
| --- | --- | --- |
| *+* | *You are writing.* |  |
| *-* | *You aren’t writing.* | *(= are not)* |
| *?* | *Are you writing?* |  |
| *- / ?* | *Aren’t you writing?* |  |

**Use**

* **For** **activities** (see p.14 [Action and Non-action Verbs](#Action_and_Non_action_Verbs)) **that are taking place at the moment and take some time** (in German you could translate this with “am + Verb”):

*I'm writing a letter. (… am Schreiben)*

*Paul isn't listening to music.*

*Are you watching the game tonight?*

**Signal words**: *now, presently, look …, at the moment* etc.

* **For future arrangements** (most of the time with a clear time-indicator):

*I'm playing squash with Paul tonight.*

*Sheila is visiting her grandparents this weekend.*

* **In situations in which you are annoyed** (combined with “always”):

*They are always talking in class!*

## [Action and Non-action Verbs](#Non_Action_Verbs) [Prog](#Programme)

Action verbs show [actions](#activities), [non-action](#Non_Action) verbs situations or states.

An action verb can be used in German as follows:

Speaker A: Was machst du?

Speaker B: Ich bin *am Kochen / am Musik hören*.»

But it sounds ridiculous to say:

Speaker A: Was machst du?

Speaker B : Ich bin am Hassen/Glauben.

This means that the verbs “to cook” and “listening to music” are *action verbs* and “to hate “ and “to believe” *non-action* verbs, which is why these don’t take the continuous form with –ing.

Some verbs have double meanings, like “have”: I have a car. (besitzen) / I am having a shower. (Ich bin am Duschen.) So here you have to look at the meaning of the verb to decide if you can use the continuous or not.

**3.2** **Exercises Present Continuous** [**Key**](#Key_Present_Continuous_Ex_A)

A) *Complete the sentences with the* ***present******continuous*** *form.*

0 He**’s drinking** a cup of coffee.

1 They \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (carry) their suitcases.

2 She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (take) a photograph.

3 They \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (sit) on a bench.

4 They \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (run) a race.

5 He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (write) a letter.

B) *Turn the following sentences either in a* ***negative******form*** *(-) or a* ***question*** *(?)* **[Key](#Key_Present_Continuous_Ex_B)**

1 Paul is playing the piano. (?)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2 She is reading a book. (-)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3 He is trying to open the door. (?)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 Paula is doing her homework. (-)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5 You're getting on my nerves. (-)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6 They're playing basketball tonight. (?)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3.3** **Exercises Present Simple and Present Continuous (mixed)** [**Key**](#Key_Present_Simple_and_PC_Ex_A) [**Prog**](#Programme)

A) *Use the words in (-brackets-) to form* ***questions*** *that fit the answers.*

1 How many \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (have)?

~ Three. - Two sisters and one brother.

2 Where \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (live)?

~ I live in Solothurn.

3 Whose book \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be)?

~ It's mine!

4 What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (do)?

~ He's working in the garden.

5 Why \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (go) to bed?

~ Because I'm tired and I have to get up early.

B) *Put the verbs in brackets into the appropriate form:* ***present******simple*** *or* ***present******continuous****. (Think of action and non-action verbs and the future)* **[Key](#Key_Present_Simple_and_PC_Ex_B)**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (you / like) coffee? ~ No, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (never / drink) coffee, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (prefer) tea.
2. Fred \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (always / go) home at lunchtime.
3. Have you finished the report? No, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (still / work) on it.
4. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (have) a party this weekend. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (you / want) to come?
5. I have found this dictionary. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (you / know) who it \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (belong) to?
6. It can't have been Paul! I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not / believe) it!
7. Jack \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not / usually / drive) to work.
8. Look! Those men \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (try) to lift that heavy stone together.
9. Paul hasn't decided about moving. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (think) about it.
10. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (do) an apprenticeship (=Lehre) as Kindergarten teacher: every morning she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (help) out in our local KiTa.
11. She often \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (fall) asleep during biology lessons.
12. They \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (always + complaining)! I can’t do anything right, which is very frustrating.
13. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (go) to our holiday home in France every second weekend of the month.
14. What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (you / do)? ~ I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (do) my homework.
15. What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (you / do)? ~ I'm a teacher.
16. What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (this word / mean)?
17. What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (you / do) on Friday?

3A Past Simple [Prog](#Programme)

**Form**

There are regular and irregular verbs:

* **Regular verbs** take *-ed* at the end to form the past simple, e.g. *worked, enjoyed, liked, wanted, landed*.

Notice some spelling rules:

* If the verb ends on a *consonant plus -y* , the past form ends on *–ied*:

*apply à applied, try à tried*

* If the verb ends on a vowel and a consonant, the consonant must be doubled:

*stop à stopped, plan à planned*

* **Irregular verbs** must be learned by heart (see [Ch. 4.1](#Irregular_Verbs)).

Questions and negative sentences: As explained in [Ch.1](#Word_order_in_questions), in the simple past (with only one verb!) questions need *did* and negations *did not / didn’t* (always followed by a verb in the infinitive form without to).

**Note***:* As in the present simple the verb ***to be*** is the exception: it doesn’t take *did* to build a question or a negation:

*He was happy à He wasn’t happy / Was he happy? / Wasn’t he happy?*

***Examples***

|  |  |  |
| --- | --- | --- |
|  | With a **regular** verb | With an **irregular** **verb** |
| *+* | *He walked home.* | *She wrote a letter.* |
| *-* | *He didn’t walk home.* | *She didn’t write a letter.* |
| *?* | *Did he walk home?* | *Did she write a letter?* |
| *- / ?* | *Didn’t he walk home?* | *Didn’t she write a letter?* |

**Use**

* **For a completed situation or action in the past.** Mostly a signal word indicates when it took place or it is logically clear that the sentence refers to the past (for example when the person you talk about is dead or common knowledge tells you that the situation, f.ex. World War II, belongs to the past).

*When I was twenty, I* went *to Australia.*

*Napoleon lost the battle at Waterloo.*

**Signal words**: *last year, yesterday, two minutes ago etc.*

* **For actions that regularly took place in the past:**

*I usually stacked the shelves every Friday evening.*

**Signal words**: *always, never, often, every Friday etc.*

**Note**: For habits in the past you often use ***used to*** */* ***would****, both followed by a verb in the infinitive without to.*

*When I was little, I used to go to see my grandfather every day.*

*When I was little, I would go to see my grandfather every day.*

**Irregular Verbs** [**Prog**](#Programme)

|  |  |  |  |
| --- | --- | --- | --- |
| Infinitive | Past Simple | Past Participle | German equivalent |
| be | was/were | been | sein |
| become | became | become | werden |
| begin | began | begun | beginnen |
| break | broke | broken | (zer)brechen |
| bring | brought | brought | bringen |
| build | built | built | bauen |
| buy | bought | bought | kaufen |
| catch | caught | caught | fangen, erwischen, (Zug, etc) nehmen |
| choose | chose | chosen | (aus)wählen |
| come | came | come | kommen |
| cost | cost | cost | kosten |
| cut | cut | cut | schneiden |
| do | did | done | tun, machen |
| drink | drank | drunk | trinken |
| drive | drove | driven | (Auto, etc) lenken, fahren |
| eat | ate | eaten | essen |
| fall | fell | fallen | fallen |
| feel | felt | felt | fühlen |
| find | found | found | finden |
| fly | flew | flown | fliegen |
| forget | forgot | forgotten | vergessen |
| get | got | got | (sich) holen, beschaffen; bekommen |
| give | gave | given | geben |
| go | went | gone | gehen |
| grow | grew | grown | wachsen |
| have | had | had | haben |
| hear | heard | heard | hören |
| hit | hit | hit | schlagen |
| hold | held | held | halten |
| keep | kept | kept | (be/ein)halten |
| know | knew | known | wissen, kennen |
| learn | learnt/learned | learnt/learned | lernen |
| leave | left | left | (ver)lassen, weggehen, abfahren |
| lend | lent | lent | verleihen |
| let | let | let | vermieten; lassen |
| lose | lost | lost | verlieren |
| make | made | made | machen, kreieren |
| mean | meant | meant | Bedeuten, meinen |
| meet | met | met | treffen, kennen lernen |
| pay | paid | paid | bezahlen |
| put | put | put | legen, setzen, stellen |
| read | read | read | lesen |
| ride | rode | ridden | reiten, (auch: Rad fahren) |
| ring | rang | rung | läuten |
| run | ran | run | rennen, laufen |
| say | said | said | sagen |
| see | saw | seen | sehen |
| sell | sold | sold | verkaufen |
| send | sent | sent | senden, schicken |
| shut | shut | shut | schliessen |
| sing | sang | sung | singen |
| sit | sat | sat | sitzen |
| sleep | slept | slept | schlafen |
| speak | spoke | spoken | sprechen |
| spend | spent | spent | (Geld) ausgeben; (Zeit) verbringen |
| stand | stood | stood | stehen |
| steal | stole | stolen | stehlen |
| swim | swam | swum | schwimmen |
| take | took | taken | nehmen |
| teach | taught | taught | lehren, unterrichten |
| tell | told | told | erzählen |
| think | thought | thought | denken, meinen, glauben |
| throw | threw | thrown | werfen |
| understand | understood | understood | verstehen |
| wake (up) | woke | woken | (auf)wecken; (auf)wachen |
| wear | wore | worn | (Kleider, etc.) tragen |
| win | won | won | gewinnen |
| write | wrote | written | schreiben |

**3a** **Exercises Past Simple**  [**Key**](#Key_Past_Simple_Ex_A)[**Prog**](#Programme)

A) *Turn the following sentences in either a* ***negative******form*** *(-) or a* ***question*** *(?)*

1 We worked very hard. (-)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2 They went home. (?)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3 I used to have long hair. (-)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 You had a problem. (?)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5 Paul was worried. (-)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6 Paula gave us the books. (-)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B) *Put the verbs into the* ***past******simple****.* **[Key](#Key_Past_Simple_Ex_B)**

John and Susan (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (go) on holiday together last summer. They (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not / stay) at a fancy hotel. They (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (stay) in a small tent on a campsite and (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (ride) their bicycles to the seaside every day. They (5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (enjoy) their holiday because they (6) \_\_\_\_\_\_\_\_\_\_\_\_\_ (be) outdoors all the time. I think they (7) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (have) a great time.

1. **Past Continuous** [**Prog**](#Programme)

**Form**

The past continuous is ***was / were + verb on -ing****.*

Questions and negative sentences: Since the past continuous always has two verbs, you don’t need a form of *to do* to build a question or a negative sentence. Simply add *not* to the form of *to be* for a negative sentence or put the form of *to be* in front of the subject to make a question. (see [Ch.1](#Word_order_in_questions))

***Examples***

|  |  |  |
| --- | --- | --- |
|  | *I / he / she / he / it* | *You / we / you / they* |
| *+* | *She was writing.* | *You were talking.* |
| *-* | *She wasn't writing.* | *You weren’t talking.* |
| *?* | *Was she writing?* | *Were you talking?* |
| *- / ?* | *Wasn’t she writing?* | *Weren’t you talking?* |

**Use**

* **An activity that was going on at a specific time in the past:**

*Friday morning at 11 o’clock I was cleaning my car.*

*Last Thursday it was raining all day long.*

NB. In some sentences both a past simple and a past continuous are used: *While I was waiting for the bus, an accident happened*. Here the shorter event (the accident) interrupts the longer one (your waiting). To show this the longer, interrupted activity, is in the past continuous and the shorter, interrupting activity, in the simple past.

**Signal Words:** while, during, as

4.2 Exercise Past Continuous [Key](#Key_Past_Continuous)

*A Turn the sentence in a* ***negative*** *(-) or a* ***question*** *(?)*

1 She was talking on the phone when I entered the room. (-)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2 Paul was trying to repair his bike. (?)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3 Paula and George were playing in the garden. (?)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 She was doing her homework. (-)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

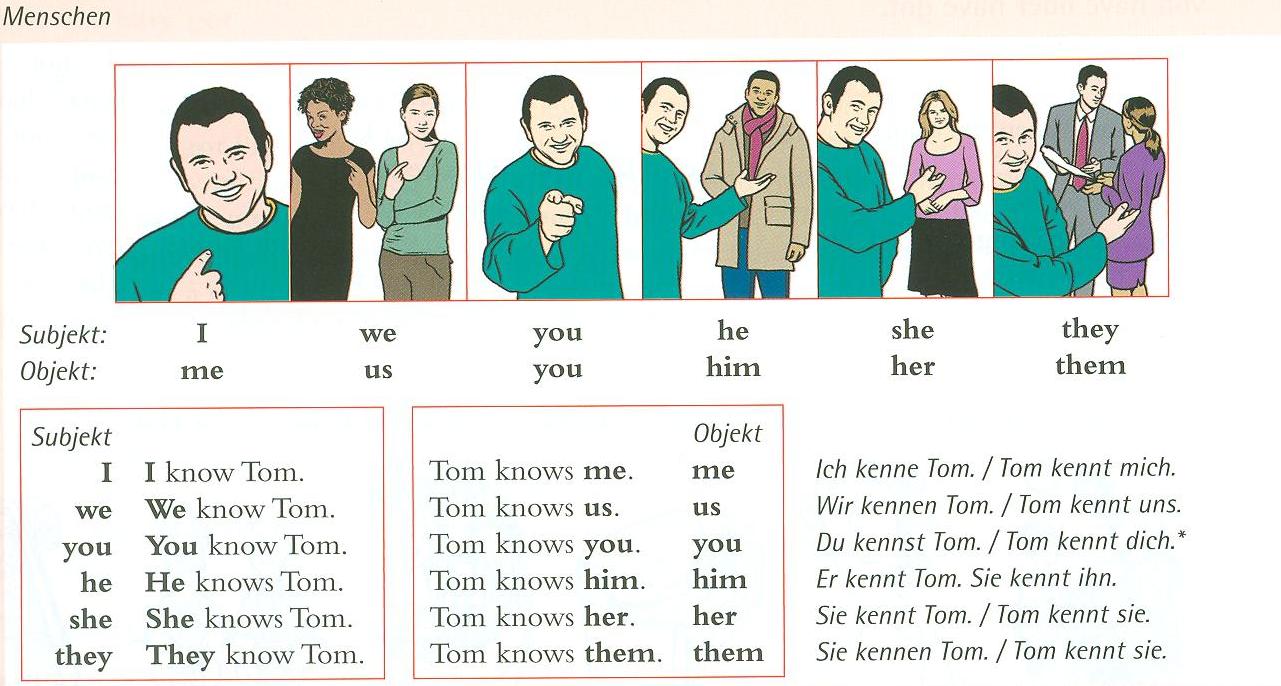
It was raining when I got up. (?)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4.3** **Exercise Past Simple and Past Continuous (mixed)** [**Key**](#Key_Past_Simple_and_Continuous) [**Prog**](#Programme)

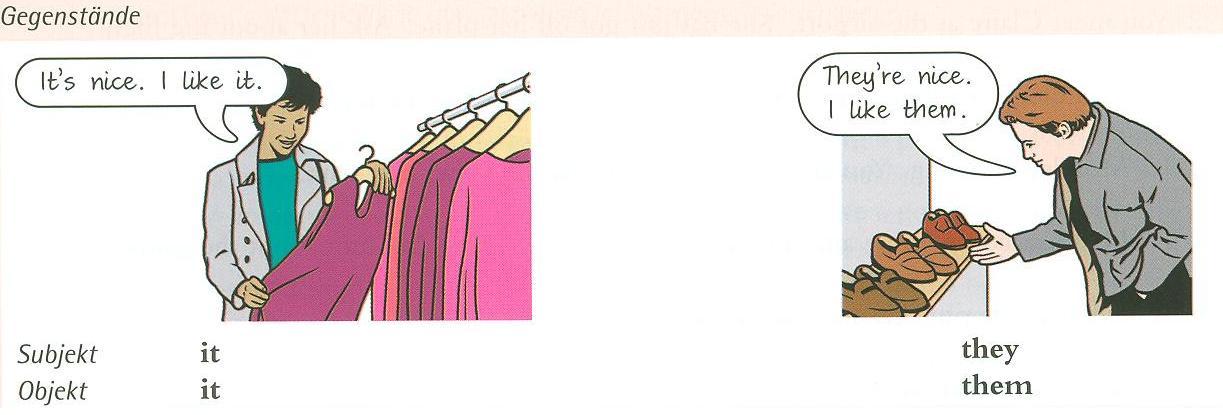
A) *Choose the appropriate form:* ***past******simple*** *or* ***past******continuous****.*

1. Susan \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*ride*) her bicycle when she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*fall*) and hurt her leg.
2. *Inspector to suspect*: Mr Brown, where were you and what \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*you / do)* at eleven o'clock last night, when the burglary \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*happen*)?
3. It \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*start*) to rain when we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*play*) football in the park.
4. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (see) Sarah in town yesterday but she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not / see) me. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (study) the display of her IPhone.
5. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (meet) Toby and Sue at the airport a few weeks ago. They \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (go) to Berlin and I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (go) to Madrid. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (have) a chat while we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (wait) for our flights.
6. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (cycle) home yesterday when suddenly a man \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (step) out into the road in front of me. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (go) quite fast but luckily I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (manage) to stop in time and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not / hit) him.
7. A man \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (walk) slowly towards a café. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (carry) a huge box. Suddenly, he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (stop) and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (look) around him. Then, he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (put down) the box and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (run) towards the café. The people who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (sit) in the café \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not know) what \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (happen) and got afraid. One man \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (decide) to call the police. They \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (come) and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (arrest) the man who, as it turned out later, had stolen the box.
8. It was Friday night and some students \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (dance) in a famous students’ club. Everybody \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (enjoy) themselves. But it was already late and Zack \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (decide) to go home. While he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (drive), he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (listen) to his favourite music and at first \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not / hear) that his phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (ring). When he finally \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (hear) it, he saw that his friend Laura \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (call) him. When he answered, she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (tell) him that she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not / feel) very well, so he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (drive) back to pick her up and take her home.
9. Pronouns [Prog](#Programme)
10. Personal Pronouns: I / me – he / him – they / them



In English there is no difference between *du* and *Sie*: in both cases you use the word ***you****.* The word *you* can refer to one person or more people (du/ihr).

In the object form: Tom knows *you*. – *Tom kennt dich / Sie / euch.*

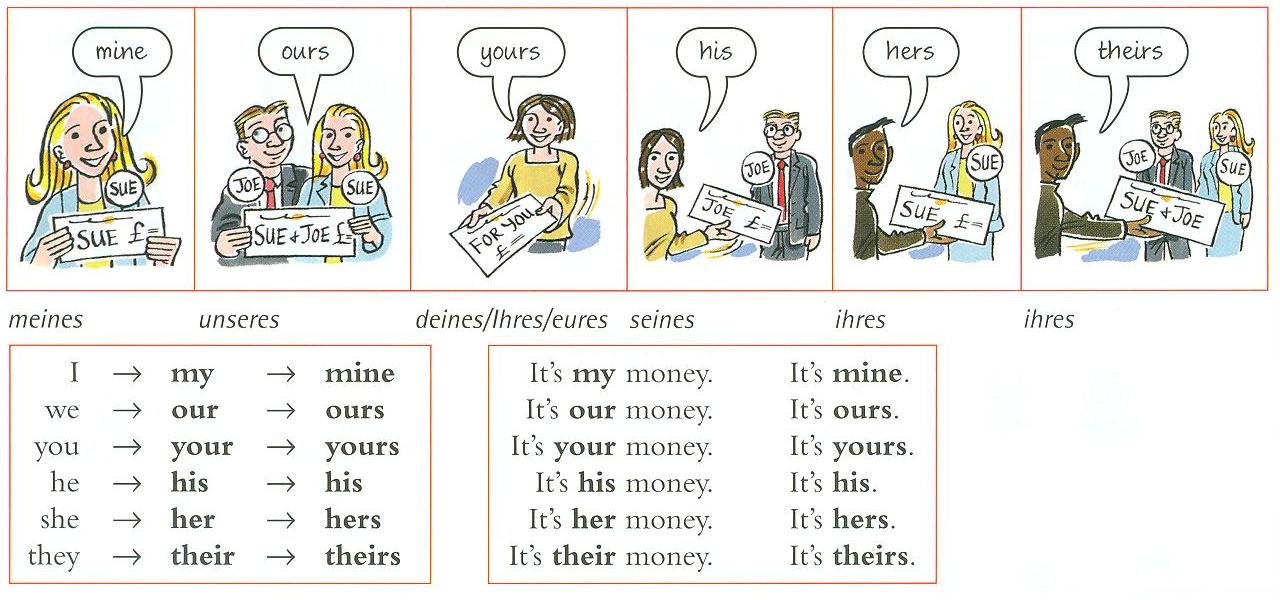


In English you use ***he*** and ***she*** for people; objects are always ***it***, even if they are “männlich” or “weiblich” in German!

*This hat* is nice. I like *it*. – *Dieser Hut ist schön. Er gefällt mir.*

*Do you see the sun, it’s shining beautifully. – Siehst du die Sonne, sie scheint schön.*

1. Possessive Pronouns: my – your – mine – yours [Prog](#Programme)



In English ***my*** until ***their*** are followed by a noun. However, you use ***mine, ours, yours*** etc. at the end of a sentence, so no noun follows.

5.1 Exercises Personal and Possessive Pronouns [Key](#Key_Personal_and_Poss_Pr_Ex_A)

A) *Write these sentences using* ***personal******pronouns*** *instead of the underlined words.*

0 John and I saw Peter yesterday. Peter bought John and me a cup of coffee.

***We*** *saw Peter yesterday.* ***He*** *bought* ***us*** *a cup of coffee.*

1. David and Mike are arriving today. I’m meeting David and Mike at the station.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I’m looking for Mary. Have you seen Mary? Mary isn’t at home.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. John and I saw a film called “The Tiger” yesterday. Have you seen “The Tiger”?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Come to the swimming pool with Joanna and me. Joanna and I are leaving now.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. George and Jane are meeting Paul today. Paul is having lunch with George and Jane.

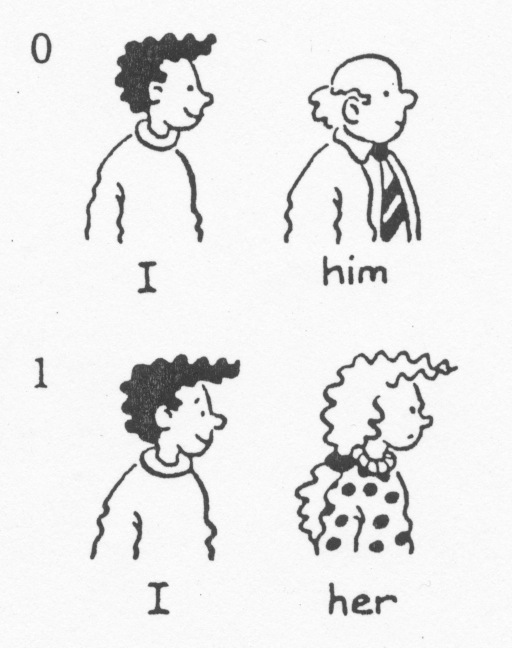
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

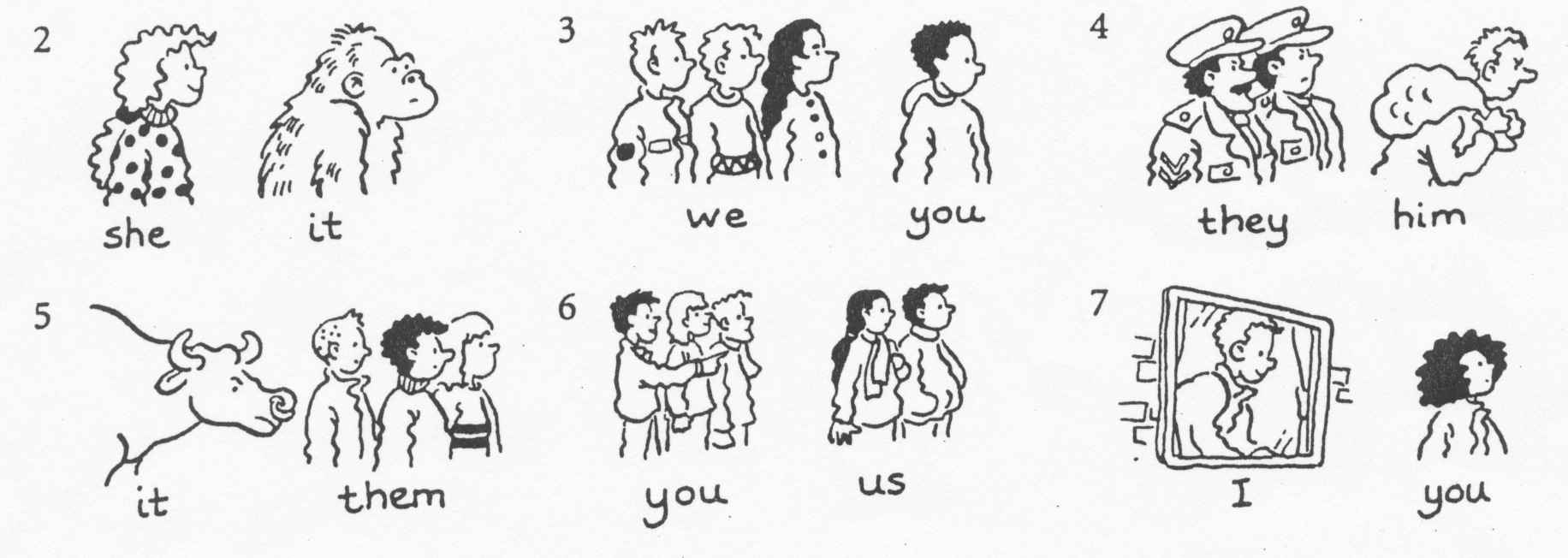
1. There’s Jack! Jack’s got a heavy suitcase. Shall we help Jack?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B) *Look at the pictures and put the* ***personal pronoun*** *in the gaps.* **[Key](#Key_Personal_and_Poss_Pr_Ex_B)** [**Prog**](#Programme)

1. \_\_\_\_\_**I**\_\_\_\_\_ saw \_\_\_\_\_**him**\_\_\_, but \_\_\_\_\_**he**\_\_\_ didn’t see \_\_\_\_\_**me**\_\_\_.
2. \_\_\_\_\_\_\_\_\_\_\_ saw \_\_\_\_\_\_\_\_\_\_\_, but \_\_\_\_\_\_\_\_\_\_\_ didn’t see \_\_\_\_\_\_\_\_\_\_\_.
3. \_\_\_\_\_\_\_\_\_\_\_ saw \_\_\_\_\_\_\_\_\_\_\_, but \_\_\_\_\_\_\_\_\_\_\_ didn’t see \_\_\_\_\_\_\_\_\_\_\_.
4. \_\_\_\_\_\_\_\_\_\_\_ saw \_\_\_\_\_\_\_\_\_\_\_, but \_\_\_\_\_\_\_\_\_\_\_ didn’t see \_\_\_\_\_\_\_\_\_\_\_.
5. \_\_\_\_\_\_\_\_\_\_\_ saw \_\_\_\_\_\_\_\_\_\_\_, but \_\_\_\_\_\_\_\_\_\_\_ didn’t see \_\_\_\_\_\_\_\_\_\_\_.
6. \_\_\_\_\_\_\_\_\_\_\_ saw \_\_\_\_\_\_\_\_\_\_\_, but \_\_\_\_\_\_\_\_\_\_\_ didn’t see \_\_\_\_\_\_\_\_\_\_\_.
7. \_\_\_\_\_\_\_\_\_\_\_ saw \_\_\_\_\_\_\_\_\_\_\_, but \_\_\_\_\_\_\_\_\_\_\_ didn’t see \_\_\_\_\_\_\_\_\_\_\_.
8. \_\_\_\_\_\_\_\_\_\_\_ saw \_\_\_\_\_\_\_\_\_\_\_, but \_\_\_\_\_\_\_\_\_\_\_ didn’t see \_\_\_\_\_\_\_\_\_\_\_.





C) *James is talking about himself and his family. Put the correct* ***pronouns*** *into the gaps.*

Hi! (0) \_\_\_**I**\_\_\_ am James (1) \_\_\_\_\_\_\_ live in Australia. (2) \_\_\_\_\_\_\_ ‘ve got two brothers. (3) \_\_\_\_\_\_\_ ‘re called Pete and Mike. My mother works at the hospital. (4) \_\_\_\_\_\_\_ is a doctor. My father works in a sports shop. (5) \_\_\_\_\_\_\_ works very hard. The shop makes a lot of money, and (6) \_\_\_\_\_\_\_’s always full of people.

On Saturdays I work for my father. I help (7) \_\_\_\_\_\_\_ in the shop, and he gives (8) \_\_\_\_\_\_\_ some money. On Sundays we go to the beach. We have two dogs and we always take (9) \_\_\_\_\_\_\_ with us. We also take a ball and they play with (10) \_\_\_\_\_\_\_ on the beach while we swim in the sea.

At the moment I’m at university, studying business. (11) \_\_\_\_\_\_\_’s an interesting subject. Two of my schoolmates are at university with (12) \_\_\_\_\_\_\_ . Our teachers are good but (13) \_\_\_\_\_\_\_ give (14) \_\_\_\_\_\_\_ a lot of work to do. Next week (15) \_\_\_\_\_\_\_ are all taking our first exams. I want to get good marks in (16) \_\_\_\_\_\_\_. [**Key**](#Key_Personal_and_Poss_Pr_Ex_C)

[**Prog**](#Programme)

D) *Complete with the appropriate* ***possessive pronouns.*****[Key](#Key_Personal_and_Poss_Pr_Ex_D)**

1. This car belongs to me. This is my car. It’s mine.
2. That ticket belongs to you. That’s \_\_\_\_\_\_\_\_\_\_\_\_ ticket. It’s \_\_\_\_\_\_\_\_\_\_\_\_.
3. These shoes belong to her. These are \_\_\_\_\_\_\_\_\_\_\_\_ shoes. They’re \_\_\_\_\_\_\_\_\_\_\_\_.
4. This house belongs to them. This is \_\_\_\_\_\_\_\_\_\_\_\_ house. It’s \_\_\_\_\_\_\_\_\_\_\_\_.
5. These cups belong to us. These are \_\_\_\_\_\_\_\_\_\_\_\_ cups. They’re \_\_\_\_\_\_\_\_\_\_\_\_.
6. Those books belong to him. Those are \_\_\_\_\_\_\_\_\_\_\_\_ books. They’re \_\_\_\_\_\_\_\_\_\_\_\_.

C) Relative Pronouns: who, which, that [Prog](#Programme)

Relative pronouns are used at the beginning of a part of a sentence which gives extra information about a noun (an example is the word *which* in this sentence). As a rule they follow the noun they talk about.

In English there are two groups of relative pronouns: one for people (and pets) and one for objects / animals.

* For people (and pets) you either use ***who*** (as subject of the part of the

sentence that starts with the relative pronoun) or ***whose*** (when there is some form of “Besitzandeutung”):

* + *This is the man who helped us repair our car.*

*Das ist der Mann, der uns geholfen hat, unser Auto zu reparieren.*

* + *The woman whose daughter is a Professor in Physics has an IQ of 74.*

*Die Frau, deren Tochter Professor in Physik ist, hat einen IQ von 74.*

* For objects (and animals) English uses **which** (watch the spelling!):
  + *The watch which I had received was damaged.*

*Die Uhr, die ich bekommen hatte, war beschädigt.*

Pay attention to the following points:

* *Who* and *which* can be replaced by ***that***, but not if the English sentence has a comma before the relative pronoun, or directly after names.

*Do you know the name of all the flowers which / that grow in your garden?*

*Kennst du die Namen aller Blumen, die in unserem Garten wachsen?*

* After a superlative (see [Ch.8](#Comparatives_and_Superlatives)) always use ***that***.

*It was the best movie that I had ever seen.*

*Es war der beste Film, den ich je gesehen hatte.*

* In case you can say “wo” in German, use the relative pronoun ***where***.

*Bern is the place where I would like to live for the rest of my life.*

*Bern ist der Ort, wo ich für den Rest meines Lebens wohnen möchte.*

[**Prog**](#Programme)

*NB If the sentence includes a preposition (at, in, on, with etc), you don’t take “where”, but “which”or “that”.*

*The pots which/that we put the plants* ***in*** *was broken.*

*That church where we saw your uncle is pretty old.*

There are a number of differences between German and English:

1. If the relative pronoun is the object of the part of the sentence that follows, you can *leave it out*.

*The key (that) you had given me was not the right one.*

*Der Schlüssel, den du mir gegeben hattest, war nicht der richtige.*

*NB. You can never leave out the subject of a (part of a) sentence. This makes it incomplete.*

1. Prepositions are usually at the end of a clause or the entire sentence.

*This is the key that I've been looking for.*

*Das ist der Schlüssel, nach dem ich gesucht habe.*

*The girl we talked to lives in another part of town.*

*Das Mädchen, mit dem wir gesprochen haben, wohnt in einem anderen Stadtteil.*

1. The German word “was” is a relative pronoun which doesn’t refer to one noun, but to a part of the sentence. At the beginning of the sentence you translate “was” with ***what***. When it is in the middle of the sentence, you should insert ***a comma*** followed by ***which***. This *which* cannot be replaced by *that*!

*What we found was horrible!*

*Paul had a bad cold, which was a pity, because this meant we couldn’t go swimming.*

**5.2** **Exercises** **[Key](#Key_Relative_Pronouns_Ex_A)**

A) *Choose the correct* ***relative pronoun****. Put them in brackets () if they can be left out.*

1. Look, there's a bird \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has only one leg!
2. This is the man \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ gave me the money.
3. The flat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ they rent is very expensive.
4. They didn't have the book \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ he was interested in.
5. Where are the scissors \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I bought yesterday?
6. This is the smallest car \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I have ever seen.
7. I know a girl \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ parents own a holiday home in Spain.
8. The town \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I was born is much bigger now than it used to be.
9. I passed all my exams, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ greatly surprised my teachers.
10. I would like to spend my next holiday in Berlin, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is one of the most interesting cities in Europe.

[**Prog**](#Programme)

B)*Complete the second sentence with a* ***relative pronoun****, so that it means the same as the first one. Use 2 - 5 words, including the word given. Put the relative pronoun in brackets if you don’t need to fill one in.)*

**[Key](#Key_Relative_Pronouns_Ex_B)**

1. I have never read a better book! **best**

This is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I have ever read!

1. You have found the key! I have been looking for it. **found**

The key \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the one I have been looking for.

1. This is the worst film that I have ever seen. **was**

I have never seen a film \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as this one.

1. We met these people on our holiday in Italy last year. **got to know**

These are the people \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on our holiday in Italy last year.

1. I don't find chess interesting. **am + not**

Chess is a game \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in.

C) *Fill in the sentences with* ***relative pronouns*** *+ the verbs in brackets.* **[Key](#Key_Relative_Pronouns_Ex_C)**

1. Is this the shop \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (buy) your ring?
2. There goes that girl \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dog \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (run) away last week.
3. When \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (you + find) that copy of Hamlet \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I have wanted so long?
4. Wasn’t there anybody \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (know) the answer?
5. Meeting Sue was the best thing \_\_\_\_\_\_\_\_\_\_\_\_\_\_ ever \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (happen) to me.
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not + like) was that you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (throw) away her bunch of flowers.
7. The rain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not + stop), \_\_\_\_\_\_\_\_\_\_\_ (make) me feel quite depressed.

D) *Choose between:* ***who****,* ***whose****,* ***which*** *and* ***where****.* [**Key**](#Key_Relative_Pronouns_Ex_D)

1. I met somebody \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ parents used to work in a circus.
2. A pacifist is a person \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ believes that all wars are wrong.
3. I don't know the name of the woman \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I spoke to over the phone.
4. A cemetery is a place \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ people are buried.
5. The man \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I wanted to see was on holiday.
6. The hall \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ we celebrated was far away from the centre of town.
7. The dress \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Susan bought made her look much younger.
8. The bed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I slept in last night was full of bugs.
9. Some of the people \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I invited couldn't come to the party.
10. There's was nothing I could do, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ made me feel pretty miserable.
11. Present Perfect Simple [Prog](#Programme)

**Form**

The present perfect simple is ***have/has + past participle***of a verb.

With regular verbs the past participle is the infinitive + -ed (worked, played, talked)

With irregular verbs it is the 3rd form on the list (sung, left, broken, see [Ch 3a](#Irregular_Verbs) Irregular Verbs).

Because the present perfect simple consists of two verbs, you do not use a form of *to do* to build a question or a negative sentence. Simply add *not* to *has/have* for a negative sentence, or put *have/has* (+ not) at the beginning of the sentence. (see [Ch.1](#Word_order_in_questions))

***Examples***

|  |  |  |
| --- | --- | --- |
|  | *I / you / we / you / they* | *he / she / it* |
| *+* | *You have come.* | *She has called* |
| *-* | *You haven’t come.* | *She hasn’t called.* |
| *?* | *Have you come?* | *Has she called?* |
| *- / ?* | *Haven’t you ordered?* | *Hasn’t she called?* |

**Use**

* **To show that something started in the past and goes on until this moment.**

*I have worked for this company since 2004.*

à I started in 2004 and still work for this company now.

* **To show that something happened in the past, but its result now is more important than to know when it happened.**

*I have lost one of my lenses.*

à This must have happened in the past, but the result now – I can’t see clearly – is

more important than to know when this happened.

The present perfect always links the past and the present. Either this is made clear with the help of a signal word, or the sentence doesn’t have a time indicator at all.

**Signal words:** *just* (eben, gerade)**,** *already* (schon)**,** *ever* (je / jemals), *never* (nie)**,** *this year*, *this morning* (diesen Morgen - es ist noch Morgen)**,** *so far* (bis jetzt)**,** *up to now* (bis jetzt)**,** *not ... yet* (noch nicht)**,** *still* (*not*) (noch immer (nicht)),*... yet?* (... schon ... ? in Fragen)**,** nach ***since*** + Zeitangabe (seit), ***for*** (seit)**,** *how long?* (wie lange / seit wann).

Pay attention to the following points:

How to use ***since*** and ***for***:

* After ***since*** you need a *clear indication of time* (e.g. 2 *o'clock, 2005, Monday, last*

*Friday, last year*).

* After ***for*** you get a *period* of time without a clear beginning (e.g. *two hours, seven*

*years, a long time, six minutes*).

* Don’t translate from German into English!

*Example:*

*Ich wohne seit sieben Jahren in Bern.* à Deutsch: Präsens

*I have lived in Bern for seven years.* à English: present perfect because the action

started in the past and you still live in Bern.

Very often in a sentence with present perfect you can use “schon” or “bis jetzt”.

[**Prog**](#Programme)

6.1 Exercises Present Perfect [Key](#Key_Present_Perfect)

A) *Turn the sentence in a negative (-) or a question (?)*

1. I've seen this film before. (-)
2. Paul has given you the letter. (?)
3. We have been to Ireland before. (-)
4. You have bought a new iPhone. (?)
5. They have sent us a replacement. (-)
6. Sheila has had this bike for ten years. (?)

**6.2** **Exercises Present Perfect vs. Past Simple** [**Key**](#Key_Present_Perfect_vs_Past_Simple_Ex_A)

A) *Complete the second sentence so that it has the same meaning as the first. Use 2 – 5 words, including the correct form of the verb given.*

1. Paul isn't here. He's at school. **go**

Paul \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to school.

1. Do you know the book “Oliver Twist”? **read**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the book *“*Oliver Twist” yet?

1. I have no money left. **spend**

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ all my money.

1. I don't know the film “Inception”. **not + see**

So far I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the film *“*Inception”.

1. I bought this car two years ago. **have**

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ two years.

**[Key](#Key_Present_Perfect_vs_Past_Simple_Ex_B)**[**Prog**](#Programme)

B) *Choose the correct option*.

1. Sue ***has had / had*** a headache *since / for* yesterday.
2. I ***have known / know*** Paul *since / for* many years.
3. I ***have met / met*** Paul ten years ago.
4. I ***have been / was*** to France three times. I ***have been / went*** there last year, and we ***have******stayed / stayed*** in Paris. I ***have enjoyed / enjoyed*** it, but there ***have been / were*** too many people.
5. *-****Have you ever seen / Did you ever see*** the film "Hairspray" with John Travolta?

-Of course, I ***have seen / saw*** it when it came out.

-Well, ***have you liked / did you like*** it? -Yes, I ***have / did***.

C)***Highlight the signal words*** *in two different colours* ***and then fill in the right tenses****.* [**Key**](#Key_Present_Perfect_vs_Past_Simple_Ex_C)

1. (you / hear) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? There (just / be) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a school shooting in the US once more. – It (happen) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ half an hour ago.
2. (you / ever / be) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to China? No, I (never / be) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ there, but two years ago I (visit) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hong Kong.
3. (Tom / already / call) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you? - Yes, he (call) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ yesterday.
4. When my kids (be) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ little, they (use) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to drink a lot of Coke. But now they (not / have) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a Coke for many years.
5. How long (she / learn) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ English? - Since last June, when she (spend) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a few days in Scotland.
6. (It’s 11 0`clock in the morning) Speaker A: (you / have) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ breakfast this morning? Speaker B: No, I (not / eat) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ anything yet.
7. Imagine: in 1969 the first man (step) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the moon. – It (be) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a small step for Armstrong but a huge step for mankind.
8. Last year we (go) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ snowboarding a lot of times. This year we (only / be) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the mountains twice.
9. Do you remember: In Lillehammer, in 1994, the Swiss team (win) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ quite a few medals. This year they (not / win) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ any so far.
10. Look at that! That car (just / hit) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the tree.
11. When I (live) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Italy we (often / go) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to Venice, but since then I (not / be) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ there anymore.
12. A: I want to prepare dinner. (you / do) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the dishes yet?

B: I (do) \_\_\_\_\_\_\_\_\_\_\_ the dishes yesterday, but I (not / have) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ time yet to do it today.

1. A: (you / do / already) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ your homework?

B: No, I (come / just) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ home from school.

1. A: You (come) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ home from school two hours ago!

B: Well, but my friend Lucy (call) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when I (arrive) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and I (finish / just) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the phone call.

1. A: (you / see / not) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lucy at school in the morning?

B: Yes, but we (have / not) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ time to talk then.

**7.** **Countable and Uncountable Nouns** [**Prog**](#Programme)

As the name suggests countable nouns are nouns that can be counted and that usually take an ***-s*** in the plural form: one car, two cars etc.

Uncountable nouns are mainly substances or masses that cannot be counted: sand, water, sugar, milk. (You can count grains of sand, litres of water, sugar cubes, bottles of milk.) These uncountable nouns don’t take a plural -s and the verb stays singular:

*My homework isn’t difficult today.*

*Is there any new information on the suspect?*

Watch out with the following words, which are uncountable in English and countable in German!

|  |  |
| --- | --- |
| homework  housework  furniture  advice  information  evidence  bread  news  luggage  rubbish  money | Hausaufgaben  Haushaltsarbeiten  Möbel(stücke)  Ratschlag/Ratschläge  Information/en  Beweis/e  Brot/e  Nachrichten/Neuigkeiten  Gepäck(stücke)  Müll/Kehricht  Geld |

Sometimes nouns can be either countable or uncountable and then have a different meaning:

|  |  |  |  |
| --- | --- | --- | --- |
| **uncountable** |  | **countable** |  |
| chocolate  paper  coffee  glass  iron  hair  chicken  wood  work | Schokolade  Papier  Kaffee  Glas  Eisen  Haar(e)  Hühnerfleisch  Holz  Arbeit | a chocolate  a paper  a coffee  a glass  an iron  a hair  a chicken  a wood  a work | eine Praline  eine Zeitung  eine Tasse Kaffee  ein Glas  ein Bügeleisen  ein Haar  ein Huhn  ein Wald  ein (Kunst-) Werk |

This means that in a restaurant you probably won’t ask for “a chicken” and hopefully there is, if at all, just “a hair” in your soup!

**Note**: *people* (Leute) */ peoples* (Völker) are both seen as countable nouns!

The word *money* is uncountable.

A) a / an some / any no [Prog](#Programme)

* ***a*** */* ***an*** are used for singular countable nouns:

*I bought a pen yesterday. Do you have a car? He doesn’t have a friend*.

**Note**: As a rule ***a***become*s* ***an*** *when the following noun starts with a/e/i/o/u.*

*an apple, an egg, an igloo, an open-air festival, an umbrella*

But be careful with words starting with ***u****:* depending on how you pronounce the word you might have to stick to***a****.*

*a university, a U-turn (here the beginning sound is /ju/).*

* ***Some*** and ***any***

|  |  |
| --- | --- |
|  | **countable nouns** |
| ***+*** | *I bought* ***some*** *new pens yesterday.* |
| ***-*** | *I didn’t buy* ***any*** *pencils yesterday.* |
| ***?*** | *Are there* ***any*** *apples left?* |

|  |  |
| --- | --- |
|  | **uncountable nouns** |
| ***+*** | *There is still* ***some*** *rice left.* |
| ***-*** | *There wasn’t* ***any*** *milk left* |
| ***?*** | *Is there* ***any*** *sugar left?* |

The basic rule is that, although *some* and *any* have the same meaning, you use *some* in positive sentences and *any* in questions and negative sentences.

**Exceptions**

* + ***Any*** can also be used in positive statements when it means “irgend-“ (irgendetwas, irgendwer, irgendwo, irgendwann):

*You can leave any time. Take any book.*

* + ***Some***is often used in a question when you expect the answer to be positive*:*

*Can you give me some information? Would you like some coffee?*

These rules also apply for words that start with ***any-***or***some-:***

*something / somebody / someone / somewhere*

*anything / anybody / anyone / anywhere*

To indicate there isn’t anyone or anything or no place you use ***no-:***

*nothing* / *nobody* / *no one* */ nowhere*.

7.1 Exercises [Key](#Key_Countable_Ex_A)  [Prog](#Programme)

A) *Fill in the gaps in the sentences below. Use* ***some****,* ***any*** *or* ***no****.*

1. I’m really thirsty. I’d like \_\_\_**some**\_\_\_ water, please.
2. I went to the library today, but I couldn’t find \_\_\_\_\_\_\_\_\_\_\_ interesting books. They all looked very boring.
3. A: What would you like to eat? Eggs? Toast? Fruit?

B: Could you give me \_\_\_\_\_\_\_\_\_\_\_ toast, please?

1. I bought \_\_\_\_\_\_\_\_\_\_\_ coffee this morning, but it’s too strong for me.
2. 4 A: Would you like something to read?

B: Yes. Could you give me \_\_\_\_\_\_\_\_\_\_\_ magazines, please?

1. A: I’ve invited some friends for a party tonight, but I’ve got \_\_\_\_\_\_\_\_\_\_\_ music.

B: Don’t worry I’ll bring \_\_\_\_\_\_\_\_\_\_\_ CDs this afternoon.

1. Could you go to the shops, please? We haven’t got \_\_\_\_\_\_\_\_\_\_\_ milk.
2. A: Can you tell me what’s happening at the airport?

B: Yes, I’m sorry, but there are \_\_\_\_\_\_\_\_\_\_\_ flights today.

1. I’m going to the shop. I’m going to buy \_\_\_\_\_\_\_\_\_\_\_ bread.
2. A: Would you like to go to the cinema this evening?

B: Yes, but I haven’t got \_\_\_\_\_\_\_\_\_\_\_ money.

1. A: I’ve got bananas, apples and pears. What would you like?

B: It doesn’t matter. I like \_\_\_\_\_\_\_\_\_\_\_ fruit.

B) *Put the right form of a word beginning with* ***some****-,* ***any****- or* ***no****- into the conversation gaps.*

Dennis: Have you read (0) \_\_\_\_**anything**\_\_\_\_ interesting lately? **[Key](#Key_Countable_Ex_B)**

Sarah: Yes, (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ lent me a novel last week and I really enjoyed it.

Dennis: What was it about?

Sarah: It was about (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ who goes to visit Australia. A few days after she arrives there, (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ terrible happens to her.

Dennis: What?

Sarah: While she is travelling across Australia, she loses her passport and all her money. She doesn’t know (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ who can help her, and she hasn’t got (5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to stay.

Dennis: What happens then?

Sarah: I’m not going to tell you (6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ else! You should read the book yourself.

Dennis: It sounds like a very depressing book! I don’t think I’ll read it.

Sarah: You would like it. (7) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ wonderful happens at the end.

**B) Quantifiers** [**Prog**](#Programme)

Knowing the difference between countable and uncountable nouns is also important in the choice of the English quantifiers (words that indicate quantities of a noun).

much / many, a little / a few, more, a lot of

|  |  |
| --- | --- |
| **with uncountable nouns** (e.g. *snow*) | **with countable nouns** (e.g. *cars*) |
| ***much*** (viel)  *There is much to be said for his idea.*  *I don’t have much food in the house.*  *Is there much snow in the mountains?* | ***many***(viele)  *Many people like the idea of a basic income for all.*  *I haven’t bought many CDs this year.*  *Do many tourists come here?* |
| ***little*** *(wenig)* and***a little*** *(ein wenig)*  *I have a little money, but I don’t have much.* | ***Few***(wenig/e) and***a few***(ein paar)  *Can you wait a few minutes, John?* |
| ***more*** *(mehr)*  *We will need more food for the party. I have two more exams today.* | |
| ***a lot of*** *(viel/e: mainly in positive sentences)*  *A lof of students work during their holidays. There’s a lot of information in this book.* | |

* 1. **Exercises** **[Key](#Key_Quantifiers_Ex_A)**

A) *Fill in* ***many****,* ***much*** *or* ***more****.*

Steve: What did you do on Sunday?

Jenny: I had a terrible day. I met a friend at the airport, because he said he had a lot of luggage, and he wanted some help. But his plane was two hours late, and he didn’t have (0) \_\_\_\_**much\_\_\_\_** luggage! What about you?

Steve: I went into town to buy some books. I spent £50!

Jenny: How (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ books did you buy?

Steve: Only three! In fact, I want to buy some (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ books tomorrow.

Jenny: I don’t have (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ time to read at the moment. We’re so busy at the office.

Steve: How (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hours a days do you work?

Jenny: I do eight hours at the office, and then I do two (5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ hours at home!

Steve: Do you get (6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ money for that?

Jenny: No, I don’t get much, but I enjoy the work.

Steve: Why don’t you ask your boss for some (7) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ money?

Jenny: I don’t have (8) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ opportunities. She’s always in America on business.

Steve: I see. Listen, do you want some (9) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ advice?

Jenny: OK.

Steve: Look for a new job!

[**Prog**](#Programme)

B) *Tick (✓) the underlined words if they are right. Rewrite them if they are wrong.* **[Key](#Key_Quantifiers_Ex_B)**

1. A lot of people travels \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to work by car.
2. She only has a little \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ luggage with her.
3. We need a little \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tomatoes for this meal.
4. There are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a lot of news on TV in Britain.
5. My father gave me a little \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ advice before I went to university.
6. Could you give me a few \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ water, please?
7. A lot of children use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ computers in school.
8. Are you hungry? Shall I make you a little \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sandwiches?

C) *Choose the correct word. Quantifiers and “some”/”any”.* **[Key](#Key_Quantifiers_Ex_C)**

1. We don't have *much / many*  homework.
2. There is  *little / few* information.
3. There weren't *much / many* people in the shop.
4. There isn't *much / many* bread left.
5. No news*is / are* good news!
6. There are only *little / few* families with children in our neighbourhood.
7. There was so *much / many* snow that we couldn't leave the house.
8. There is still a *little / few* milk in the fridge.
9. We had too *much / many*  luggage.
10. The man couldn't give us *much / many* useful advice.
11. I don't eat *much / many* chicken.
12. On our farm, we don't have *much / many* chickens. But we have a lot of ducks.
13. In our classroom, there aren't *any / some* pictures on the wall.
14. There isn't *any / some* bread left.
15. Would you like *some / any* coffee? ~Yes, please.
16. I can't find my keys *somewhere / anywhere*.
17. Could you please send me *some / any* more information about the summer camp?
18. Unfortunately, I didn't know *someone / anyone* at the party.
19. I would like to do *something / anything*  special for Paul's birthday.
20. Adjectives and Adverbs, incl. Comparatives and Superlatives [Prog](#Programme)

1. **Adjectives and Adverbs**

**Form**

An **adjective** specifies a noun; an **adverb** most often a verb.

*Sue is a* ***slow*** *reader*. *She reads* ***slowly***.

*Sue ist eine langsame Leserin. Sie liest langsam.*

**Rule**

You form a regular adverb by taking an adjective and adding ***-ly***

beautiful – beautifully.

**Note**

Adverbs can also say something extra about adjectives or other adverbs:

*The film was* ***extremely boring****.*

(*extremely* = adverb, specifies adjective) *– Der Film war extrem langweilig.*

*I know her* ***really well****.*

(*really* = adverb, definiert adverb) - *Ich kenne sie wirklich gut.*

Sometimes adverbs define a complete sentence

***Unfortunately****, we couldn't go.*

**Exceptions (irregular adverb forms)**

* There are irregular adverbs that do not end in *-ly*:

*well* (gut), *hard* (schwer, hart), *straight* (direkt, geradeaus), *fair* (fair), *fast* (schnell), *late* (spät), near (nahe)

*Peter works very* ***hard***.

* Sometimes there is both an irregular adverb form and a regular one with a different meaning:

*hard* (hart) - *hardly* (kaum); *fair* (fair) - *fairly* (ziemlich); *late* (spät), - *lately* (kürzlich); *near* (nah),- *nearly* (fast, beinahe)

* *Well* can be an adjective (*gesund*) and an adverb (*gut*).

*After his bout of flu, he is* ***well*** *again now. / He plays darts very* ***well****.*

* Not all words on *-ly* are adverbs, the following words are all adjectives:

*lovely* (sehr hübsch / reizend / sehr nett), *lively* (lebhaft), *lonely* (einsam), *friendly* (nett / freundlich), *silly* (dumm), *cowardly* (feige)

In order to make adverbs out of them, you use***in a ... way***:

*They greeted us* ***in a friendly way***.

* Verbs that do not describe an activity but a situation/state, are followed by an adjective instead of an adverb: *be* (sein), *look* (aussehen, so not schauen), *feel* (sich fühlen/sich anfühlen, so not tasten), *sound* (klingen, tönen), *remain / stay* (bleiben), *get / become* (werden).

*Paul was getting* ***nervous***. (not *nervously*) (He’s not “doing” anything, it just happens to him, so his “state” changes.)

[**Prog**](#Programme)

* 1. **Exercises Adjectives and Adverbs** [**Key**](#Key_Adjectives_And_Adverbs_Ex_A)

A) *Choose the correct word. To help you, the decisive words are underlined.*

1. You speak English very ***good / well***.
2. Your English is very ***good / we*ll**.
3. This is a ***beautiful / beautifully*** house.
4. It's ***terrible / terribly*** cold.
5. You should eat your food ***slow / slowly***.
6. She read his letter ***careful / carefully***.
7. You look ***pretty / prettily***.
8. He looked at her ***cold / coldly****.*
9. Your hand feels ***cold / coldly***.
10. I don't think your friend drives very ***good / well****.*
11. Paul works very ***hard / hardly***.
12. Because of the breakdown they arrived ***late / lately***.
13. You don't play ***fair / fairly***.
14. Paul was getting ***nervous / nervously****.*

B) *Complete the second sentence so that it has the same meaning as the first. Include the word given.* **[Key](#Key_Adjectives_And_Adverbs_Ex_B)**

1. Susan is a very quick learner. **learns**

Susan \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Philipp is usually a hard worker. **works**

Philipp \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Fiona is ill today. **feel**

Fiona \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Jim is a secret smoker. **smokes**

Jim \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Comparatives and Superlatives (adjectives and adverbs)** [**Prog**](#Programme)

In comparisons either you use ***-er*** and ***-est*** at the end of the word or ***more*** and ***most***.

1. **Comparisons with Adjectives**

* **adjectives** that are pronounces as 1 syllable take ***-er*** and ***-est****:*

*large, larger, the largest / big, bigger, the biggest*

* **adjectives** with two or more syllables use ***more*** and ***most***:

*graceful, more graceful, the most graceful*

**Exceptions** and other points of interest

* **adjectives** with two syllables ending on ***-y*** take ***-er*** and ***-est***:

*happy – happier – the happiest* (***y*** changes into ***i***)

* with **adjectives** like *big, hot, fat,* etc. the last letter is doubled!

*hot – hotter*

1. **Comparisons with Adverbs**

* *regular* **adverbs** have two syllables to start with, so they take ***more*** and ***most****.*

*carefully – more carefully – the most carefully*

* *Irregular* adverbs like *far* take ***-er*** and ***–est***. Some irregular **adverbs** and **adjectives**:

|  |  |
| --- | --- |
| *good / well – better – the best*  *bad / badly – worse – the worst*  *far – farther / further – the farthest / furthest*  *much / many – more – most*  *little – less – least* | gut - besser – am besten  schlecht / schlimm – schlechter / schlimmer – am schlechtesten / schlimmsten  weit – weiter – am weitesten  viel / viele – mehr – am meisten  wenig – weniger – am wenigsten |

**Structures used in comparisons**

**(not) as ... as** ((nicht) gleich .. wie)

*Jane is (not) as tall as Janet.*

**-er / more ... than**  (-er.. als)

*Fiona is taller than Jane. / Jane is more reliable than Fiona.*

**less … than** (weniger .. als):

*This car's running less smoothly than it used to.*

**the … the**(je… desto):

*the sooner the better / the more the merrier*

**-er and -er / more and more *…****(immer -er):*

*It became more and more difficult to talk.*

*Remember the use of few (fewer-the fewest), little (less-the least) and many/much: before you choose one of these look at the noun that follows. Is it a countable or an uncountable noun? (see Ch. 7* [*Quantifiers*](#Quantifiers)*)*

*The fewer mistakes you make, the less chance there is that you fail the test.*

8.2 Exercises Comparatives and Superlatives [Key](#Key_Comparatives_Ex_A) [Prog](#Programme)

A) *Complete the second sentence so that it has the same meaning as the first. Use 2 - 5 words, including the word given (in* ***bold****). Don’t change this word.*

1. Diane isn’t as old as her cousin. **younger**

Diane \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ her cousin.

1. My sister watches more television than I do. **as**

I don’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ my sister.

1. You always get better marks than I do. **not**

My marks \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ yours.

1. My handwriting is not as bad as yours. **than**

Your handwriting\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ mine.

1. I've never met a more interesting person. **the**

This is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I've ever met.

1. Paul is a more careful driver than Jack. **drives**

Paul \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Jack.

B) *Use the comparative form of the following adjectives/adverbs.* **[Key](#Key_Comparatives_Ex_B)**

1. It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (mehr + *safe*) to travel by plane than by car, and it's not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (mehr + *expensive*)! Sometimes it's even \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_! (mehr + cheap), and it is definitely \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (mehr + *fast*).
2. Ronald was getting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (mehr und mehr + *nervous*)
3. Is an animal that lives out in the wild \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (mehr + *happy*) than an animal that lives in captivity?
4. I drink \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (weniger) coffee than Paul.
5. The more he drinks, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (mehr + *sad*) he gets.
6. I was trying to write \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (mehr+ *careful*) than before.
7. I live \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (weniger + *far*) from the school than my classmates.
8. Can I have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (mehr) tea, please?
9. There were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (weniger) people at the concert this week than last week.
10. There are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (mehr) children at school today than there were yesterday.

C) *Comparison – Translation* **[Key](#Key_Comparatives_Ex_C)** [**Prog**](#Programme)

1. Er ist gleich gross wie ich.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Ich bin der glücklichste Mensch auf Erden!

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Simone verdient nicht gleich viel wie Ian.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Es ist weniger teuer in Asien zu leben.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Meine Katze hat nicht gleich viele Kätzchen (=kittens) wie deine.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Es ist heisser in Afrika als in Schweden.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Der schlechteste Schüler fiel bei der Prüfung durch (=fail the test).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Er hat gleich viel Geld wie ich.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Die Schweiz ist nicht gleich gross wie Grossbritannien.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. James Bond ist berühmter als viele andere Geheimagenten.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Grammar Revision 1 (up and including chapter 8) [Key](#Key_Grammar_R_Ex_A) [Prog](#Programme)

A) *The next 40 sentences are either correct or not. Find out the mistakes and correct these.*

1. How many woods were used to make this table?
2. Are you ill? Your forehead (Stirn) feels so warmly!
3. Why have you rearranged (=anders ordnen) the furnitures again?
4. These books over there do not belong to her.
5. Frank is more intelligent as his sister.
6. On Sunday morning there was a little snow in the garden.
7. She is the carefullest of the three sisters, she never takes any risks.
8. There was few I could say.
9. The minister gave a few information about the arrested criminal.
10. This was the baddest joke I have ever heard!
11. Most people love nature.
12. Every Tuesday morning they are running in the park.
13. The journalist couldn’t find some new facts.
14. Mary has had a headache since a couple of hours.
15. Fewer guests than I had expected came to the party.
16. It’s 12 o’clock – Here are the news.
17. The stone broke the glass of our front door.
18. Those keys are ours.
19. You can’t disturb (=stören) her, she is having a shower.
20. They are not as rich than my parents.
21. She didn’t laugh when I told her that joke about the Swiss cheese. **[Key](#Key_Grammar_R_Ex_A_Cont)** [**Prog**](#Programme)
22. After she met Brian, she was the happier girl in town.
23. Fred was getting nervously when Anne didn’t return his calls.
24. Adrian is never drinking alcohol, although he is over 18 years old.
25. Have you heard any news on those crimes?
26. The neighbours always greet us very friendly.
27. Sandra is as tall as her brother.
28. Walter was leaving the dinner table, while we still ate.
29. She was seriously thinking about selling the house.
30. When I was coming back into the room, they were still fighting.
31. A few cats were running around the garden when I was arriving.
32. They arrested him because he was driving too fastly.
33. There wasn’t something I could do.
34. The more you worry, the more sleep you lose!
35. Although they hardly knew each other, they went on holiday together.
36. There isn’t much milk left in the fridge.
37. She is not as cleverer as Bill.
38. The teacher corrected all our homeworks.
39. For how many years did he meet her?
40. The paper didn’t give us many informations.

B) *Do the following tasks.* [**Key**](#Key_Grammar_R_Ex_B) [**Prog**](#Programme)

1. Turn the following sentence into a question without using a question word:

She wanted more money from her parents. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Fill in the correct tense and form of the verb “eat” + already:

You’re late. The two of us \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Fill in the correct tense and form of the verb “tell” + not:

Don’t worry! I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ anyone about your secret affair. Honestly, I haven’t!

1. Complete the following sentence with a relative pronoun:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I don’t like is that I never know if he is serious or not.

1. Complete the following sentence with a relative pronoun:

There wasn’t a single person \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ teeth were perfect.

1. Irregular verbs: Translate “liegen” and write down its past simple and past participle: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What is the correct order for the following grammatical terms in a normal, basic English sentence? *Verbs, Object, Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
3. Fill in the correct tense and form of the verb “break”:

Jenny \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ her engagement (= Verlobung) with Peter last Christmas.

1. Fill in the correct tense and form of the verb “repair”:

While he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his bike, I left the house to go shopping.

1. Complete the following sentence with a relative pronoun:

Isn’t this the shop \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you bought your wedding dress?

1. Make a question from the following sentence with the help of a question word:

Paul has written 6 letters to the President. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

**[Key](#Key_Grammar_R_Ex_B_Cont)** [**Prog**](#Programme)

1. Irregular verbs: Translate “fallen” and write down its past simple and past participle:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Complete the following sentence with a relative pronoun:

He used the credit card \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ he had found.

1. Fill in the correct tense and form of the verb “tell” + she:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_her boyfriend that she is pregnant?

1. Irregular verbs: Translate “werden” and write down its past simple and past participle: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Make a question and a negative in one sentence:

Damian fought in World War II. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Complete the following sentence with a relative pronoun:

Wouldn’t you like to be the one \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ wins the next lottery?

1. Fill in the correct tense and form of the verb “think” + you:

What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of? You seem to be miles away.

1. Fill in the correct tense and form of the verb “lose”:

He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his best friend in a car accident, so that’s why he is so sad.

1. Fill in the correct tense and form of the verb “forget” + “always”:

I’ve had it with her! She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ her appointments!

1. Fill in the correct tense and form of the verb “begin”:

We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to worry when she hadn’t turned up after 3 hours.

1. Irregular verbs: What are the 3 English forms of “kaufen”? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Make a negative sentence:**[Key](#Key_Grammar_R_Ex_B_Cont_2)** [**Prog**](#Programme)

Mr and Mrs Smith go on holiday in April. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Complete the following sentence with a relative pronoun:

I guess this is the best solution \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I can think of right now.

1. Fill in the correct tense and form of the verb “steal”+ never:

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ anything from a shop.

1. Fill in the correct tense and form of the verb “grow”:

You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a lot since the last time I saw you!

1. Fill in the correct tense and form of the verb “believe“:

Don’t tell me you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ all his stories.

1. Complete the following sentence with a relative pronoun:

Look! There’s that dog \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was reported missing.

1. Irregular verbs: What are the 3 English forms of “denken”? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Fill in the correct tense and form of the verb “live”:

She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ here for 15 years now.

1. Fill in the correct tense and form of the verb “make” + you:

How many mistakes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in your English test last Monday?

1. Fill in the correct tense and form of the verb “meet”:

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ her 10 years ago.

1. Irregular verbs: What are the 3 English forms of “fangen”? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Fill in the correct tense and form of the verb “forget”:

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to water the plants, so they all died.

1. Future Forms [Prog](#Programme)
2. ***Will + infinitive (without to)***

***Example***

|  |  |  |
| --- | --- | --- |
| *+* | *You will work there.* |  |
| *-* | *You won’t work there.* | *(= will not)* |
| *?* | *Will you work there?* |  |
| *- / ?* | *Won’t you work there?* |  |

**Use**

**Personal opinion, hope or prediction** (Meinung, Hoffnung, Vorhersage ohne sichtbare Beweise)

*I* think *Switzerland will no longer be a direct democracy in the year 2050.*

*I* hope *there won’t (= will not) be any more snow now.*

**Promise or refusal** (Versprechen oder Ablehnung)

*I'll take you to the cinema next week, I* promise*!*

No, Iwon't *lend you my new dictionary. You lost my old one last time.*

**Instant decision** (spontaner Entschluss)

*There's no milk in the fridge. - OK, I'll get some.*

1. ***Am/are/is + going to + infinitive***

***Examples***

|  |  |  |  |
| --- | --- | --- | --- |
|  | *I* | *he / she / it* | *you / we / you / they* |
| *+* | *I’m going to fail.* | *It’s going to rain.* | *We’re going to win.* |
| *-* | *I’m not going to fail* | *It isn’t going to rain.* | *We aren’t going to win.* |
| *?* | *Am I going to fail?* | *Is it going to rain?* | *Are we going to win?* |
| *- / ?* | *Am I not going to fail?* | *Isn’t it going to rain?* | *Aren’t we going to win?* |

**Use**

**Plans** (Pläne, Absichten)

*I'm going to study computer science next year.*

**Predictions** (Vorhersagen mit sichtbaren Beweisen)

*Look at those black clouds! It's going to rain soon.*

1. ***Present Continuous***

**Arrangements** (Abmachungen, privat oder geschäftlich)

*I'm meeting Sarah next Saturday.*

1. ***Present Simple***

**Programmes, schedules, timetables** (festgelegte Termine, auf die man keinen Einfluss

nehmen kann)

*Our train arrives at 6.15 pm.*

*The university term begins in October.*

Note: In a sentence with 2 clauses you normally use the future only once. Especially after `as soon as`, `when`, `until`, `unless` and `before`, you don’t use the future but the present simple. ([see Ch.14](#Time_Clauses))

**10.1** **Exercise Future Forms (mixed)** [**Key**](#Key_Future)

A) *Complete the following sentences using the appropriate future form: will + infinitive, am/are/is + going to + infinitive, present continuous or present simple.*

1. I've got a terrible headache. ~ Wait, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (get) you an aspirin.
2. What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (you, do) next weekend?
3. I promise, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not, tell) anybody!
4. I'm not sure, but I think Switzerland \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (join) the EU some day.
5. A: 'We have run out of milk'. ~B: 'I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (go) to the shop and buy some'.
6. The concert \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (start) at 6 o'clock.
7. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (call) you as soon as I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (arrive) in London.
8. Paul has finally made up his mind: he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (study) architecture.
9. School term \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (finish) before Christmas.
10. Next weekend \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) a bank holiday.
11. Do you need directions? OK, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (send) them to you immediately.
12. The new English conversation course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (begin) in September.
13. Until you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (tell) me the truth, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (help + not) you to get out of the mess you’re in.
14. Weather forecast: There \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) some rain tomorrow.
15. Mom’s on the phone. She’s at the station. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (pick up/her), because she can’t find a taxi.
16. Look at those choppy waves. There \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) a storm, I think.
17. The train to Milan \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (leave) at 6 a.m. tomorrow.
18. I hope Roger Federer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (win) many more matches.
19. Oh, dinner’s not ready yet? Let me help you. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (do) the vegetables.
20. Do you need a ride to the airport? All right, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (take) you there.
21. Past Perfect [Prog](#Programme)

**Form: *had + a verb in the past participle***

***Example***

|  |  |  |  |
| --- | --- | --- | --- |
| *+* | *He had asked her.* | |  |
| *-* | *He hadn’t asked her.* | *(= had not)* |
| *?* | *Had he asked her for a cup tea?* |  |
| *- / ?* | *Hadn’t he asked her for a cup of tea?* | *(= had not)* |

Questions and negative sentences: You don’t use a form of *to do*, because the past perfect always consists of more than 1 verb. (see [Ch. 1](#Word_order_in_questions))

**Use**

* Situations which happened **before another situation or activity in the past** (“Vorvergangenheit” in German)

*Before he finally bought a shirt, he had tried on half a dozen.*

*After he had tried on half a dozen shirts, he decided to buy a striped one.*

*I had never seen her face, until I met her at my uncle’s party.*

*When I had locked the office, I went down the stairs.*

The action that happened closest to the present is in the past (simple or continuous) and the one that had happened before that one is in the past perfect.

**Signal words**: *before, after, when, until*

**Note**: Sometimes there is a “list” of actions following one another. If they are not linked with one of the signal words of the past perfect, take the past for all actions.

*I closed the window, put on my coat and left the room*. (and then ….and then…)

11.1 Exercises [Key](#Key_Past_Perfect_Ex_A)

A)*All given sentences refer to last Friday. Your sentences should express what the case was before this Friday. Use the Past Perfect, including the correct form of the verb given.*

1. I saw 'Whale Rider' for the first time last Friday. **see**

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ before.

1. I played tennis for the first time last Friday. **play**

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ before.

1. Friday evening George still had the book. **take**

He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ back to the library yet.

1. On Friday afternoon we were still painting the kitchen. **finish**

We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it yet.

1. Aunt Rosie was still waiting for a letter last Friday. **write**

George \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the letter to Aunt Rosie yet.

B) *Past simple/ past perfect: Choose the correct form.* **[Key](#Key_Past_Perfect_Ex_B)**

1. I can't believe she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (eat) my sandwich while I was gone!
2. I couldn't believe she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (eat) my sandwich!
3. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (do) his homework so he was allowed to eat with us.
4. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (think) of going to Italy before she suggested it.
5. (It’s 4 o`clock) What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (do) this morning?
6. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (drink) all our water before we realised there wasn't any left.
7. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not even start) the test when she told us there wasn't any time left!
8. My dog ripped my dress! I was so upset, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (just + buy) it.
9. My Dad \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (go) to the supermarket to buy some milk an hour ago.
10. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (revise) a lot for my exam so I was really upset when I didn't do well.

C) *Translate the following sentences into English.* **[Key](#Key_Past_Perfect_Ex_C)**

1. Vor einem Jahr reiste ich nach Portugal. Ich war vorher noch nie dort gewesen.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Als ich Sue kennenlernte, hatte sie gerade das Rauchen aufgegeben.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Sobald Rudi seine Aufgaben gemacht hatte, schaltete er den Fernseher an.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Nachdem wir die Küche geputzt hatten, beschlossen wir, einen Spaziergang zu machen.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Ich war 16, und Australien war schon immer das Land meiner Träume gewesen.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Und jetzt hatte ich die Gelegenheit, für ein Jahr dorthin zu gehen. Ich war glücklich!

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Nachdem Fiona das Buch gelesen hatte, ging sie den Film schauen. ~Fand sie ihn gut?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Verb Patterns - Gerund, Infinitive and To-Infinitive [Prog](#Programme)

The theme verb patterns concerns itself mainly with the combination of 2 verbs, in which the first verb determines the form of the second, directly to the right of the first.

There are 4 patterns possible (on the next page there is an overview that shows which verbs are followed by a second verb in which form):

* verb 1 + verb 2 as infinitive without *to*

*Her father lets (verb 1) her stay (verb 2) out until late at night.*

* verb 1 + verb 2 as infinitive with *to*

*She hopes (verb 1) to pass (verb 2) her exam.*

* verb 1 + verb 2 in the form of a gerund (= verb on -ing)

*He enjoys (verb 1) playing (verb 2) soccer.*

* verb 1 + verb 2 as infinitive with *to* or a gerund without a difference in meaning

*He starts (verb 1) to work / working (verb 2) for them next week.*

There are a few (first) verbs which change their meaning on the basis of the form of the second verb.

E.g. *stop, remember*

* *Let’s stop (verb 1) to think things over.*

à Here you stop doing an activity, so you have the chance to do something else, in this case “think”.

* *Let’s stop arguing! We’re wasting time!*

à Here you simply stop the thing you were doing (“arguing”), without thinking of a following activity.

* *Please remember to lock the door when you leave the house.*

à Here you tell someone to think of doing something in the future (“locking the door”).

* *Do you remember eating dinner in that romantic restaurant?*

à Here you think back of an activity in the past (“eating dinner”)

On the next page you will not only find the 4 lists of verbs and the forms of the ones that follow, but also some other rules when to use an infinitive (with or without *to*) or a gerund.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Verb + *gerund* oder**  ***to-infinitive***  **without a difference in meaning** |  |  | anfangen, beginnen zu  hassen  lieben  mögen  bevorzugen | When you *hate/love/like/prefer* something in general and not just now, usually the gerund form is chosen. | |
| after: | begin/start  hate  love  like  prefer |
| **Verb + *gerund***  **(verb + ing)** | * as the subject of a clause / sentence   *Eating outside in the summer is wonderful*.   * after prepositions   *He left without saying a word*) |  | geniessen  sich fühlen wie  beenden  weitermachen  sich freuen auf  nichts ausmachen  Zeit verbringen mit  vorschlagen | | |
| after: | enjoy  feel like  finish  go on  look forward to  don't mind  spend time  suggest | | |
| **Verb + *to-infinitive*** | * after adjectives (e.g. *easy / happy / scared)*   *It’s so easy to just do nothing.*   * after question words (e.g. *how / where / when*)   *Can you show me how to repair this?*   * to give a reason for an action   *I’m here to learn English*. |  | beschliessen  vergessen  hoffen  lernen  nötig sein  anbieten  planen  vortäuschen  versprechen  anfangen  wollen | | With *want* and *would like* sometimes a person comes before the *to infinitive*.  Paul's father wants *his son* to study medicine.  I would like *you* to do these exercises. |
| after: | decide  forget  hope  learn  need  offer  plan  pretend  promise  start  want | |
| **Verb + *infinitive***  **(without *to*)** | * after *do / does / did*   *I didn’t know you were on holiday.*   * after modal verbs (e.g. *can, could, will, would, ..*.)   *We could ask her.* |  | lassen, erlauben,  veranlassen, zwingen | | |
| after: | let  make | | |

12.1 Exercise Verb Patterns [Key](#Key_Verb_Patterns)

A) *Choose the correct verb pattern: gerund or infinitive.*

1. I *hate* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (travel) by coach. I always get car sick!
2. *I'd love* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*invite*) Dave and Maggie round for a meal some time.
3. The customer complained about the service in the restaurant, but the waiter *refused* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*listen*) to him.
4. I'*m looking forward to* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*see*) you next week.
5. Paul's father *wants* him \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*become*) a doctor.
6. Would you *mind* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*feed*) our cat while we're away on holiday?
7. Don't *forget* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*defrost*) the chicken before you cook it.
8. Did you *manage* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*find*) what you were looking for?
9. Why did I *agree* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*be*) the team speaker?
10. Sue *stopped* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*smoke*) when she was thirty.
11. We've been driving for hours. Let's *stop* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*have*) a cup of coffee.
12. When I had *finished* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*do*) my homework, I went to bed.
13. My father doesn't *let* me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*use*) his motorbike.
14. Paula is *afraid of* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*fly*).
15. I'm not *keen on* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*go*) to the cinema with John.
16. Do you *enjoy* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*do*) grammar exercises?
17. We can't *afford* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*buy*) another car.

*.*

1. Modal Verbs [Prog](#Programme)

Modal Verbs “colour” what you say: They help to express wishes, (im)possibilities, conclusions or abilities , e.g. *must, have to, can, could, shall, should, ought to, may, might, need.*

**Note**:

* With the exception of *have to*, modal verbs are not like normal verbs, which means they do not take an *-s* in the third person singular. (So: “he can go”, “she may go”, but “she has to go”)
* Because there is always another verb which they “colour”, they do not take a form of the verb *to do* to build questions or a negative sentence. Simply put the modal verb in front of the subject, or add “not” to the modal verb. ([see Ch.1](#Word_order_in_questions))(So: “Can he go?”, “Should they answer?”, but “Does she really have to leave now?”)
* All modal verbs are followed by the infinitive of a verb, but without *to*.
* Not every modal verb can be used in all tenses: sometimes a replacement is needed. For example: *Must* in the past (~~musted~~) is replaced by *had to*.

*Paul had to leave early yesterday.*

* Sometimes the negative form of a modal verb means something else than just the modal verb + not. For example: *must* (= müssen), *must not* (= nicht dürfen).
* Sometimes a modal verb can have two meanings, so a context is needed to fully understand what is meant.

*You must read that book.* à strong recommendation

*They must be sisters*. à logical conclusion (you are sure it’s true)

There are three groups:

**Group 1: ability, obligation, permission, prohibition** (Fähigkeit, Verpflichtung, Erlaubnis**,** Verbot)

|  |  |  |
| --- | --- | --- |
| can  be able to  (können) | This is possible. (for sb to do)  This is not possible.  Is this possible? | + I *can* do this. / I'*m* *able* *to* do this.  - I *can't* do this. / I'*m* *not* *able* *to* do this.  ? *Can* you do this? / *Are* you *able* *to* do this? |
| must  have to  (müssen) | This is necessary. (important or a rule/law)  This is not necessary  Is this necessary? | + You must do this. / You have to do this.  - You *don't* *have* *to* do this.  ? Do we *have* *to* do this? |
| may  be allowed to  (dürfen) | This is not forbidden.  This is forbidden.  Is this (not) forbidden? | + You *may* do this. / You *are* *allowed* *to* do this.  - You *mustn't*do this. / You *aren't* *allowed* *to* do this.  ?*May* I do this? / *Are* we *allowed* *to* do this? |

**Group 2: advice, suggestion, comment** (Ratschlag, Vorschlag, Kommentar)

|  |  |  |
| --- | --- | --- |
| should, ought to  (sollten) | This is a good idea.  This is not a good idea.  Is this a good idea? | + We *ought* *to* / *should* do this.  - We *shouldn't* do this / we *oughtn't* to do this.  ? *Should* we do this? |
| could  (könnten) | This is a suggestion / one possibility. | We *could* do this. |

**Group 3: Strong Speculation, Logical Conclusion** (Vermutung, Interpretation, Schlussfolgerung)

|  |  |  |
| --- | --- | --- |
| must | I am sure that this is the case. | This *must* be the right room. |
| can’t | I am sure that this is not the case | This *can't* be the right room. |
| may / might | It is possible that this is the case/ perhaps this is the case | This *may* / *might* be the right room. |

13.1 Exercises Modal Verbs

A) *Choose the correct form.* **[Key](#Key_Modal_Verbs_Ex_A)**

1. I'm afraid this is a non-smoking office, so you *aren't allowed / mustn't / shouldn't* to smoke in here.
2. Employees are reminded that they *mustn't / aren't allowed / don't have to*use the office phone to make personal calls.
3. You *mustn't / don't have to / aren’t allowed to* come to the meeting. It's not very important.
4. This information is highly confidential, so you *mustn't / have to / don't have to* discuss it with anyone.
5. No, you *shouldn’t / don’t have to / mustn't*get a visa to go to France.
6. Drivers wishing to hire a car *have / must / can* to be over 21 and have a full driving licence.
7. The factory is on a 3-day week. They *can't / mustn't / don't have to* be selling many cars.
8. It's a bad idea to eat fast food every day. You *don't have to / mustn't / shouldn't*do that.
9. It's very warm, so you *don't have to / mustn't / haven't* put on a jacket.
10. You *mustn't / aren't allowed / don't have* to eat in the school library.
11. Paul is not in the office today. He *can / has / must* be ill.
12. I'm not sure if I can come to the meeting tomorrow. I *can / ought / might* have to go to Paris.

B) *Complete the second sentence so that it means the same as the first one. Use 2-5 words, using the clue in brackets.* **[Key](#Key_Modal_Verbs_Ex_B)**

1. It would be a good idea for you to take up jogging. **(Ratschlag)**

You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to take up jogging.

1. It is forbidden to leave your bike here. **(Verbot)**

You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ your bike here.

1. I’m sorry Sir, but it is the company’s rule that customers fill in the form in ink. **(Pflicht)**

You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the form in ink.

1. It is forbidden to eat in the classroom. **(Verbot)**

Students \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the classroom.

1. It is not necessary to reserve tickets. **(kein Pflicht)**

We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tickets.

C) *Fill in the gaps with a suitable form of the correct modal verb.* **[Key](#Key_Modal_Verbs_Ex_C)**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you stand on your head? – I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when I was younger but I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (+not) now.
2. At the end of the month Zalando will send him an enormous bill which she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pay.
3. You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ e-mail him for he will come to our office tomorrow.
4. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ feed the animals, it’s forbidden!
5. He got lost and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ask an old lady for directions.
6. I don’t think that he is still here, but he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ be: with him you never know!
7. You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ be rude!
8. When I first went to the UK I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (+not) read English but I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ speak it.
9. It \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ be him! I’m quite sure. Who else could it be that late at night?
10. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (+not) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ stay up late when he was a kid.
11. Conditionals [Prog](#Programme)

Conditionals (=Bedingungssätze) follow the basic pattern of: “If A happens, B will follow” (condition + result).

1. **If and When, Unless**

* **If and when**: It’s important to see the difference between *if* (falls) and *when* (sobald / immer wenn, wenn)
  1. *I’ll talk to my boss if she comes to the office today.*

à It’s not certain that the boss will come to the office.

* 1. *I’ll talk to my boss when she comes to the office today.*

à It’s certain that the boss will come to the office. It’s just a matter of time.

* **Unless or if?**

|  |  |
| --- | --- |
| ***unless*** = “if not” | ***if*** = “on the condition that” |

*You will get wet* ***unless*** *you bring an umbrella.*

*You will get wet* ***if*** *you don't bring an umbrella.*

14.1 Exercises When/If/Unless [Key](#Key_When_or_If)

**When or if?**

A) *Choose the right word.*

1. *When / If* spring comes, the days get longer.
2. *When / If*  the weather is good tomorrow, we'll go for a hike in the mountains.
3. Father to son: *When / If* I come home tonight, I'll repair your bicycle.
4. I'm not sure about Paul's plans. Perhaps he's going to stay in Basel this weekend. But  *when / if* he comes home, you could go skiing together.
5. Paul said he would be here by 6 o'clock. We'll call you *when / if* he arrives.

**Unless or if?** **[Key](#Key_Unless_or_If)**

B) *Choose the correct word.*

1. You won't be able to describe the picture *unless / if* you look at it carefully.
2. *Unless / If* you don't mind, I'll sit here.
3. *Unless / If* she does well in the interview, she won't be accepted in the Ph.D. program.
4. I'll come to the concert with you *unless / if* my boss asks me to work overtime.
5. Life on Earth will be impossible *unless / if* we don't fight against pollution.
6. *Unless / If* she works hard, she won't get a promotion.
7. I'll go to the beach with you *unless / if* it doesn’t rain this weekend.
8. Don't do it *unless / if* you don't want to.
9. **Zero and First Conditional and Time Clauses**  [**Prog**](#Programme)

**Zero Conditional**

**Form**

|  |  |
| --- | --- |
| If ice **melts**,  If you **mention** her name, | it **turns** into water.  he **gets** upset. |
| *if + present simple* | *present simple* |

**Use**: Something happens (as if) automatically: As soon as A happens, B follows.

**First Conditional**

**Form**

|  |  |
| --- | --- |
| If it **rains** on Sunday, | we **won't go** hiking. |
| *if + present simple* | *will + infinitive* |

**Use**: Something is not certain to happen, but it could (if the condition is met).

**Time Clauses**

**Form**

|  |  |
| --- | --- |
| As soon as I **get** home, | I **will repair** the lamp. |
| *conjunction + present simple* | *will + infinitive* |

**Use**: The same structure is used for so-called time clauses.

*When* (sobald, wenn, immer wenn), *in case* (für den Fall, dass), *unless* (wenn nicht / ausser), *provided / providing (that)* (vorausgesetzt, dass), *as long as* (solange), *as soon as*(sobald), *until* (bis), *before* (bevor), *after* (nachdem), *while* (während) are followed by present simple. (see [Ch.10](#Note_Time_Clauses))

**14.2 Exercise First Conditional and Time Clauses** [**Key**](#Key_First_Conditionals)

A) *Choose the correct form.*

1. *I call / will call* you as soon as I *arrive / will arrive*  in London.
2. Could you give me your address? ~ Of course, I *give / 'll give* it before I *go / 'll go.*
3. I *give / 'll give* you my mobile phone number, in case you *need / 'll need* me.
4. While he  *is / will be*  in London, we *try / 'll try* to find out where the hidden money is.
5. If the train *arrives / will arrive* on time, we *are / 'll be*  in Paris about 5pm.
6. When I *get / will get* home tonight, I *cook / will cook* the fish you caught for dinner.
7. Do you mind if I *open / will open* the window?
8. When I *get / will get* up in the morning, I always have a cup of herb tea.
9. When I *finish / will finish* school, I will probably go on to study computer science.
10. *If / Unless*  you forget to add any salt, you can't expect the soup to taste good.

[**Prog**](#Programme)

1. **Second Conditional**

**Form**

|  |  |
| --- | --- |
| If I **won** a million in the lottery,  If I **were** you, | I **would go** on a world trip.  I **wouldn’t listen** to her. |
| *if+ past simple* | *would + infinitive* |

**Note**: Especially in formal English it is still good practice after *if* to change *was* into *were*.

**Use**: This conditional is used for a theoretically possible situation, which is unlikely to happen.

In some cases the situation is not even possible (see second example above).

**Notes on Conditionals:**

* All conditionals can be turned around: you don’t have to start the sentence with *if*.

*He gets upset if you mention her name.* (zero conditional)

*We won’t go hiking if it rains.* (first conditional)

*I would go on a world trip if I won a million in the lottery.* (second conditional)

*I will repair the lamp as soon as I get home.* (time clause).

* In the part of the sentence with *if* you can’t use *will* or *would*.

*I will call you, if you ~~will give~~ me your telephone number*. *à If you give me …*

* *There’s also a third conditional, which is used for situations that were possible in the past, it is not dealt with in the preparation course.*

**14.3** **Exercise Second Conditionals** [**Key**](#Key_Second_Conditionals)

* + 1. *Complete the gaps.*

1. If you\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (see) Janet now, you would hardly recognize her.
2. Paul would take up tennis if he\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*not, work*) so much.
3. If I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*want*) to learn Italian, I would go to Italy.
4. I would lend you my car if you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*can*) drive.
5. If I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*not, have*) so much to do, we could go out.
6. What would you do if you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*win*) a lot of money?
7. I haven't told Ann what happened. She'd be angry if she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*know*).
   1. **Exercises First and Second Conditionals (mixed)** [**Prog**](#Programme)
8. Choose the correct option **[Key](#Key_First_and_Second_Conditionals_Ex_A)**
9. If I ***am / were*** you, I would choose the bigger screen.
10. It ***will / would*** be great if you could help me.
11. If I won the lottery, I ***will / would*** give half of the money to a charity.
12. We'll be late for dinner if you ***didn't / don't*** hurry.
13. If there's enough snow, we ***will / would***go skiing next weekend.
14. If we don’t change society now, our children ***will / would*** hold us responsible later.
15. These people wouldn't emigrate if the situation in their home country ***is / were***better.
16. *Choose the appropriate form: first or second conditional?* **[Key](#Key_First_and_Second_Conditionals_Ex_B)**
17. Tony, aged 16: I'm taking my exams next month. If I *do / did / would do* well, and *passed / would pass / pass* most of them, I *probably went / will probably go / would probably go*to university. My dad has also said that if I *get / got / will get* good grades he *paid / will pay / would pay* for me to go to Spain for a holiday. I've always had quite good grades so far, so my chances aren't bad!
18. Janine, aged 15: Many girls my age want to become models, but that would drive me crazy! I enjoy my food too much and if I *become / will become / became* a model, I *will only be able / would only be able / am only able* to eat lettuce and boring things like that! My sister is training to become a doctor and I want to do the same.
19. Samara, aged 13: I want to be a solicitor like my mum, but she says that unless I *work / will work / worked* hard at school and *would get / get / got* some good grades, the legal profession *didn't accept / won't accept / wouldn't accept* me! I must admit that I'm a bit lazy, but I'm going to make an effort.
20. Jenny, aged 14: I love acting and am a member of a local drama company. My teacher tells me that I'm very good and that if I *will continue / continue / continued* to work hard and *develop / developed / will develop* my techniques, I *would be able / was able / will be able* to go to drama school.
21. Prepositions and Phrasal Verbs [Prog](#Programme)

|  |  |  |
| --- | --- | --- |
| **Prepositions of time** | | |
| ***in*** | the morning/afternoon/evening  January, etc.  summer, etc.  1999, the 1980s  your free time, two weeks | ‘Teile’ des Tages  Monate  Jahreszeiten  Jahre  Zeitabschnitt |
| ***on*** | Monday, Sunday morning, etc.  New Year's Eve (Silvester), Easter Monday  my birthday, the 5th of March | Wochentage  einzelne (Feier-) Tage  Daten |
| ***at*** | 10 o'clock  Christmas, Easter, the weekend  the moment  night | Tageszeiten  (mehrere) Tage |
| ***for*** | ten minutes/a long time/ages | Zeitspanne (seit) |
| ***since*** | January/last month/yesterday | Zeitpunkt in der Vergangenheit (seit) |
| ***during***  ***while*** | the lesson/war/film etc.  A happens while B takes place | Während + Substantiv  Während + Verb |

|  |  |  |  |
| --- | --- | --- | --- |
| **Prepositions of place** | | **General prepositions** | |
| ***on*** | auf | ***with*** | mit, bei  *I live with my parents* |
| ***under*** | unter | ***without*** | ohne |
| ***next to*** | neben | ***like*** | wie |
| ***near*** | in der Nähe von | ***by*** | von/durch  passive: *written by Dickens* |
| ***between*** | zwischen | ***of*** | a photo of my parents |
| ***from … to*** | von ... bis ...  (örtlich und zeitlich) | ***from*** | a postcard from my parents |
| ***behind*** | hinter | ***into*** | hinein  into a car, into a building |
| ***opposite*** | gegenüber | ***across*** | durch, über, quer  *He travelled across the country.* |
| ***in front of***  ***by*** | vor  in der Nähe von | ***past*** | vorbei an  *He walked past the church.* |
| ***above*** | über (ohne Kontakt) |  | |

**Phrasal Verbs**

There are many verbs that change their meaning because of the preposition that follows.

E.g.*take up* (anfangen mit z. B. einer Freizeitbeschäftigung), *take off* (abheben ®Flugzeug), *take after sb* (jmd. ähneln). In German often other prepositions are used, so a literal translation is problematic and mostly wrong.

Here i*s a (short) list of the most common phrasal verbs*:

|  |  |  |  |
| --- | --- | --- | --- |
| *put on* | anziehen | *grow up* | aufwachsen |
| *turn on* | einschalten | *give up* | aufgeben |
| *take off* | ausziehen/abheben (Flugzeug) | *get up* | aufstehen (Bett) |
| *turn off* | ausschalten | *stand up* | aufstehen (Stuhl) |
| *go on* | weitermachen | *wake up* | aufwachen |
| *try on* | anprobieren | *fill in* | ausfüllen |
| *look after* | hüten, kümmern um | *listen to* | zuhören |
| *look for* | suchen | *wait for* | warten auf |
| *look at* | anschauen | *die of* | sterben an |
| *ask for* | bitten | *depend on* | abhängen von |

Other combinations with prepositions:

worry, dream, talk, read ***about*** *sth./sb.*

be interested ***in***

be good/bad ***at***

be ***at*** work

be / go *on* holiday

go *to* work, school, a party (but: go home)

go *by* train, bike, plane, taxi, (but: go on foot)

15.1 Exercises Prepositions and Phrasal Verbs [Key](#Key_Prepositions_Ex_A)

A) *Fill in* ***at****,* ***on*** *or nothing (****-****).*

1. I’ll be here again \_\_\_**-\_\_\_** this afternoon.
2. I saw her \_\_\_\_\_\_\_\_\_\_\_\_\_ Tuesday.
3. We usually play golf \_\_\_\_\_\_\_\_\_\_\_\_\_ the weekend.
4. The meeting is \_\_\_\_\_\_\_\_\_\_\_\_\_ June 18th.
5. Do you go away \_\_\_\_\_\_\_\_\_\_\_\_\_ Christmas?
6. Let’s go to Scotland \_\_\_\_\_\_\_\_\_\_\_\_\_ next weekend.
7. We always get up late \_\_\_\_\_\_\_\_\_\_\_\_\_ Sunday morning.
8. I can’t work \_\_\_\_\_\_\_\_\_\_\_\_\_ night.
9. The lesson starts \_\_\_\_\_\_\_\_\_\_\_\_\_ 9.45.
   * 1. *Fill in* ***in****,* ***at****,* ***to*** *or* ***on****.* **[Key](#Key_Prepositions_Ex_B)**
10. We live **in** a small town near Edinburgh.
11. ‘How do you know that?’ ‘I read it \_\_\_\_\_\_\_\_\_\_\_\_\_ the newspaper.’
12. The train stopped \_\_\_\_\_\_\_\_\_\_\_\_\_ every station.
13. I’ll meet you \_\_\_\_\_\_\_\_\_\_\_\_\_ the bus stop outside the station.
14. Please don’t put your feet \_\_\_\_\_\_\_\_\_\_\_\_\_ the table.
15. What’s that black mark \_\_\_\_\_\_\_\_\_\_\_\_\_ the ceiling?
16. You will find the information \_\_\_\_\_\_\_\_\_\_\_\_\_ page 16.
17. I thought she was going to walk from the station, but she arrived \_\_\_\_\_\_\_\_\_\_\_\_\_ a taxi.
18. Please write your name \_\_\_\_\_\_\_\_\_\_\_\_\_ the bottom of the paper.
19. She has a ring \_\_\_\_\_\_\_\_\_\_\_\_\_ the third finger of her left hand.
20. What time does this bus get \_\_\_\_\_\_\_\_\_\_\_\_\_ London?
21. She posted the letter in April; it arrived \_\_\_\_\_\_\_\_\_\_\_\_\_ my house in June.
22. My birthday is \_\_\_\_\_\_\_\_\_\_\_\_\_ January.

C) *Fill in* ***in****,* ***from****,* ***by*** *(no later than) or* ***until****.* **[Key](#Key_Prepositions_Ex_C)**

1. I’m going to stay in this job \_\_\_\_\_\_\_\_\_\_\_\_\_ next year.
2. I have classes tomorrow \_\_\_\_\_\_\_\_\_\_\_\_\_ 9.30 \_\_\_\_\_\_\_\_\_\_\_\_\_ 4.00
3. You can borrow my bicycle, but I must have it back \_\_\_\_\_\_\_\_\_\_\_\_\_ Friday.
4. Do you think you can learn English \_\_\_\_\_\_\_\_\_\_\_\_\_ two months?
5. Can you clean these trousers \_\_\_\_\_\_\_\_\_\_\_\_\_ tomorrow afternoon?
6. The train leaves \_\_\_\_\_\_\_\_\_\_\_\_\_ ten minutes.

D) *Fill in* ***for****,* ***during*** *or* ***while****.* **[Key](#Key_Prepositions_Ex_D)**

1. We travelled round America \_\_\_\_\_\_\_\_\_\_\_\_\_ two months last year.
2. I couldn’t sleep \_\_\_\_\_\_\_\_\_\_\_\_\_ the night, so I got up and read a book.
3. Somebody got into the house and stole the TV \_\_\_\_\_\_\_\_\_\_\_\_\_ we were asleep.
4. I’d like to see you \_\_\_\_\_\_\_\_\_\_\_\_\_ a few minutes.
5. I fell asleep \_\_\_\_\_\_\_\_\_\_\_\_\_ the lesson.

E) *Fill in the correct preposition (more than one answer may be possible).* **[Key](#Key_Prepositions_Ex_E)**

1. He sat \_\_**by/near**\_\_ the window, and looked out from time to time.
2. The letter ,C comes \_\_\_\_\_\_\_\_\_\_\_\_\_ B and D in the alphabet.
3. I couldn’t see the plane, because it was high \_\_\_\_\_\_\_\_\_\_\_\_\_ the clouds.
4. I had to wait a long time at the post office, because the woman \_\_\_\_\_\_\_\_\_\_\_\_\_ me wanted a lot of different things.
5. There’s a garage on the other side of the street just \_\_\_\_\_\_\_\_\_\_\_\_\_ our house.
6. Please don’t put bicycles \_\_\_\_\_\_\_\_\_\_\_\_\_ the shop window.
7. He turned round and walked away \_\_\_\_\_\_\_\_\_\_\_\_\_ the trees.
8. We cycled \_\_\_\_\_\_\_\_\_\_\_\_\_ a little road \_\_\_\_\_\_\_\_\_\_\_\_\_ the river for about five kilometres.
9. Ann came \_\_\_\_\_\_\_\_\_\_\_\_\_ the church and walked slowly \_\_\_\_\_\_\_\_\_\_\_\_\_ the square.
10. ‘Where’s the swimming pool?’ - ‘Drive \_\_\_\_\_\_\_\_\_\_\_\_\_ the police station, \_\_\_\_\_\_\_\_\_\_\_\_\_ the railway bridge and \_\_\_\_\_\_\_\_\_\_\_\_\_ the corner, and you’ll see it on your left.’

F) *Fill in the missing prepositions.* **[Key](#Key_Prepositions_Ex_F)**

1. Is it far \_\_\_\_\_\_\_\_\_ here \_\_\_\_\_\_\_\_\_ the airport? It will take you 5 minutes \_\_\_\_\_\_\_\_\_ car. I will have to leave soon because my plane is going to take \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ 5 o’clock.
2. If you turn \_\_\_\_\_\_\_\_\_ the heating, I will have to put \_\_\_\_\_\_\_\_\_ a warm pullover.
3. We are still waiting \_\_\_\_\_\_\_ my sister: she is looking \_\_\_\_\_\_\_\_\_ her rucksack and she won’t leave \_\_\_\_\_\_\_\_\_ it.
4. Are you still living \_\_\_\_\_\_\_\_\_ your parents? Yes, it’s very comfortable, we live \_\_\_\_\_\_\_\_\_ my office, I can go \_\_\_\_\_\_\_\_\_ work \_\_\_\_\_\_\_\_\_ foot, my mother looks \_\_\_\_\_\_\_\_\_ me very well indeed and I don’t have to give \_\_\_\_\_\_\_\_\_ her excellent meals.
5. Don’t worry \_\_\_\_\_\_\_\_\_ your children. I will wait \_\_\_\_\_\_\_\_\_ them after school, when you are away \_\_\_\_\_\_\_\_\_ holidays.
6. Can I try \_\_\_\_\_\_\_\_\_ these jeans? Yes, but you should take \_\_\_\_\_\_\_\_\_ your boots first.
7. Let’s go \_\_\_\_\_\_\_\_\_, there’s nothing \_\_\_\_\_\_\_\_\_ TV tonight. I would prefer to go \_\_\_\_\_\_\_\_\_ a pub, I don’t want to stay \_\_\_\_\_\_\_\_\_ home.
8. \_\_\_\_\_\_\_\_\_ Sundays I sometimes only get \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ 11 o’clock \_\_\_\_\_\_\_ the morning.
9. The bank is \_\_\_\_\_\_\_\_\_ (neben) the cinema, the hotel is \_\_\_\_\_\_\_\_\_ (hinter) the pub, the bookshop is \_\_\_\_\_\_\_\_\_ (gegenüber) McDonald’s, and the school is \_\_\_\_\_\_\_\_\_ (zwischen) the church and the station.
10. I was born \_\_\_\_\_\_\_\_\_ a Monday \_\_\_\_\_\_\_\_\_ March \_\_\_\_\_\_\_\_\_ 1980 \_\_\_\_\_\_\_\_\_ 5 o’clock.
11. What time do you get \_\_\_\_\_\_\_\_\_ every morning? \_\_\_\_\_\_\_\_\_ 7 and 7.30.
12. When do you smoke a cigarette? \_\_\_\_\_\_\_\_\_ (vor) or \_\_\_\_\_\_\_\_\_ (nach) your meal?

\_\_\_\_\_\_\_\_\_ (während) my meal! (just kidding!)

1. Reported Speech [Prog](#Programme)

**Use**

Reported speech is used to tell someone what someone else said before, so the original words are “repeated” to a third person.

**Form**

Because this happens later, mostly the reporting verb (for example *say*, *tell*, *mention*, *remark*) is in the past.

***Example***

|  |  |
| --- | --- |
| **Direct Speech**  (These are the words she really said) | **Reported Speech**  (Peter reports what Susan said) |
| Susan: “I need a break!” | Peter told me that Susan needed a break. |

If you change direct speech into reported speech and the reporting (first) verb is in the past, you normally change the tense in the rest of the sentence. In the example, the present simple is the original tense, but in the second one it is changed into the past simple.

**Tenses generally move backwards** in this way:

|  |  |
| --- | --- |
| **Direct Speech** | **Reported Speech** |
| present simple | past simple |
| present continuous | past continuous |
| past simple | past perfect |
| past continuous | past perfect continuous |
| present perfect | past perfect |
| past perfect | past perfect |
| will | would |
| can | could |

Apart from the change in the tenses, you also have to change **pronouns** and sometimes **time and place references**.

***Example***

|  |  |
| --- | --- |
| **Direct Speech** | **Reported Speech** |
| *John: “I can buy some milk tomorrow.”* | *John said he could buy some milk the next day / the day after / the following day.* |

Other **time and place references**:

|  |  |
| --- | --- |
| **Direct Speech** | **Reported Speech** |
| now | then |
| today | that day |
| here | there |
| this / these | that / those |
| tomorrow | the following day / the next day / the day after |
| yesterday (last week) ago | the previous day (week) / the day (week) before |
| tonight  next week (month) | that night  coming week (month) |

**Note**: *tell* always uses the person you tell something to, *say* doesn’t need a person. [**Prog**](#Programme)

***Example***

|  |  |
| --- | --- |
| **Direct Speech** | **Reported Speech** |
| *Mandy: “I need your help, Fred!”* | *Mandy told her brother she needed his help.*  *Mandy said she needed Fred’s help.* |

16.1 Exercises Reported Speech [Key](#Key_Reported_Speech_Ex_A)

A) *Report the sentences* ***a few weeks*** *after they were said.*

1. Philip to his mother: “I can count from 1 to 10 in English!”

Philip told \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Mick to Miranda: “I like your smile.”

Mick told \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Marla: “I have trained so hard!”

Marla exclaimed (= ausrufen) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Tim to Nadia: “Your father told me he is proud of you.”

Tim said \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Ms Harrison to Angela: “You will have to work a bit harder.”

Ms Harrison warned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Rodrigo: “I don’t speak German.”

Rodrigo admitted (= zugeben) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Mom to Frank: “Grandmother wants you to visit her more often.”

Mom said \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B) *Rewrite these statements in reported speech. Use the verbs in brackets:* **[Key](#Key_Reported_Speech_Ex_B)**

1. I don’t want to eat this soup, it’s too hot! (shout)

Tony \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. There was a serious car crash yesterday. (report)

Marcella \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. We’re going on holiday next month. (tell)

My friends \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The team has scored 3 goals today. (comment)

The radio \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The doctor won’t come here until six. (point out)

The receptionist \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Passive [Prog](#Programme)

**Form and Use**

So far this script has only dealt with sentences in the so-called active form, for which the word order is given: Subject – Verb – Object.

However, if there is an object in the sentence, we can also use the so-called passive form. For this a re-ordering of the sentence elements and a form of the verb ***to be*** is necessary, followed by a ***past participle***. (In German “werden” has the same function as *to be*.)

***Example***

|  |  |
| --- | --- |
| **Active** | **Passive** |
| *Peter opens the box.*  (S-V-O) | *The box is opened by Peter.*  (the original object is now the new subject) |

In the first sentence the focus is on *Peter*, in the second it has shifted to *the box*.

*Peter* is mentioned at the end of the sentence after ***by*** (= von). In sentences in which it’s unclear or unimportant who the “agent” is (= the one who did something), you can leave out this part.

***Example***

|  |  |
| --- | --- |
| **Active** | **Passive** |
| *Yesterday thieves stole valuable paintings from the museum.* | *Yesterday valuable paintings were stolen from the museum.* |

In this case it’s not really necessary to add “by thieves“, because who else would have stolen them?

**Note:** The tenses of the sentences in the examples haven’t changed. In the first pair both sentences are in the present simple, in the second pair they are both past simple.

So, whenever you turn an active sentence into a passive one, make sure that you still use **the same tense**!

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TENSE** | **ACTIVE FORM** | **PASSIVE: TO BE** | **+ PAST PARTICIPLE** | **PASSIVE FORM** | |
| **present simple** | Kate **writes** a letter. | **am/are/is** | **PAST PARTICIPLE** | A letter **is** | **written** by Kate. |
| **present continuous** | Kate **is writing** a letter. | **am/are/is being** | A letter **is being** | **written** by Kate. |
| **present perfect simple** | Kate **has written** a letter. | **has/have been** | A letter **has been** | **written** by Kate. |
| **past simple** | Kate **wrote** a letter. | **was/were** | A letter **was** | **written** by Kate. |
| **past continuous** | Kate **was writing** a letter. | **was/were being** | A letter **was being** | **written** by Kate. |
| **past perfect simple** | Kate **had written** a letter. | **had been** | A letter **had been** | **written** by Kate. |
| **will future** | Kate **will write** a letter. | **will be** | A letter **will be** | **written** by Kate. |
| **modals** | Kate **can write** a letter. | **can / could/ should / may / might be** | A letter **can be** | **written** by Kate. |

17.1 Exercises Passive [Key](#Key_Passive)

A) *Change the following active sentences into passive ones.*

1. My mother decorated the kitchen.

The kitchen \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I didn’t write these letters.

These letters \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Rubbish pollutes our rivers.

Our rivers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The cook doesn’t do the washing up.

The washing up \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Our school won the swimming competition.

The swimming competition \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Miss Jones doesn’t teach art.

Art \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Shakespeare wrote Hamlet.

Hamlet \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. You can see the Tower from here.

The Tower \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Somebody threw a knife.

A knife \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. They produce the spare parts in Italy.

The spare parts \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. They organised the meeting badly.

The meeting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. They haven't informed him yet.

He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Subject and Object Questions [Prog](#Programme)

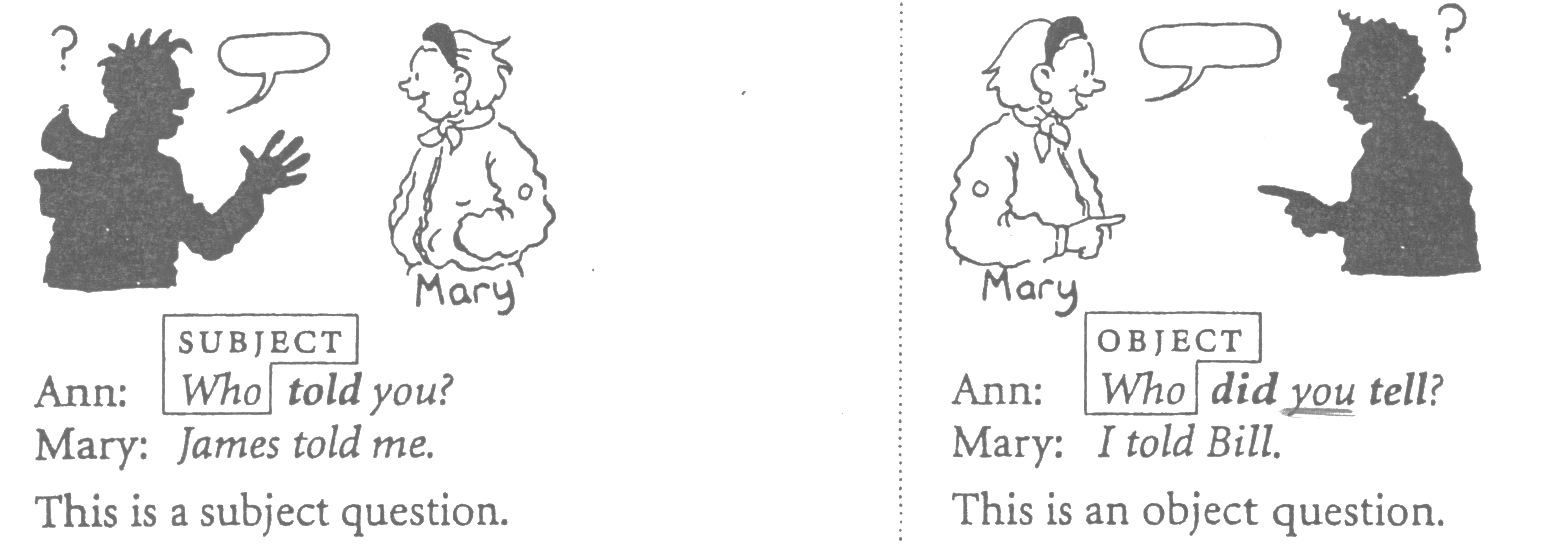
Normally (as explained in [Ch.1](#Word_order_in_questions)) questions are built with a form of the verb *to do* (as long as there is only one verb in the original sentence).

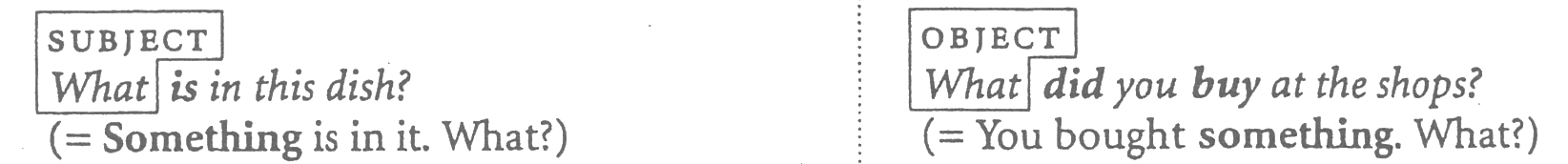
There is an exception: If the sentence starts with a question word that is the subject of the sentence, no form of *to do* is used.

***Example***

|  |  |
| --- | --- |
| **Who / What = subject** | **Who / What = object** |
| *Who told you this story?*  Wer hat dir diese Geschichte erzählt?  *What gave you the idea to go swimming?*  Was hat dich dazu gebracht, schwimmen zu gehen? | Who did you tell this story? (subject = you)  Wem hast *du* diese Geschichte erzählt?  What did she give Pete for his birthday?  (subject = she)  Was hast *sie* Peter geschenkt? |

Perhaps the following examples make this idea even clearer:





18.1 Exercises Subject and Object Questions [Key](#Key_Subject_and_Object_Questions_Ex_A)

A) *Complete the questions. Decide whether an auxiliary is needed or not. The questions can be in the present or in the past tense.*

1. Which film \_\_\_**did you see**\_\_\_ (you/see) in the cinema last Saturday?
2. Where \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Lucy / go) on Wednesdays?
3. Who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (paint) the world-famous ‘Starry Night’?
4. How many points \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Tom / make) yesterday?
5. What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (happen) at the end of the book?
6. Which team \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (win) the tournament?
7. Which soccer team \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (you like) more: YB or FCB?
8. Who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (you / talk) to yesterday?
9. Which bus \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (go) to Bümpliz?
10. How many new classmates \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (you / meet) yesterday?
11. Why \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (she / stop) coming to class last week?
12. Who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (write) ‘Les Misérables’?
13. Which concert \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (you / go) to last month?

B) *Write questions beginning with* ***Who*** *or* ***What****. Use the information from the sentences in brackets ().* [**Key**](#Key_Subject_and_Object_Questions_Ex_B)

0 (Eric met somebody) **Who did Eric meet?**

1. (Somebody ate the last piece of cake.) **Who ate the last piece of cake?**
2. (Somebody wants some more coffee. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. (They saw something.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. (Somebody is going to pay the bill.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. (He had something for breakfast.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. (Something happened at the end of the story.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. (Somebody knows the answer to my question.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. (She is phoning somebody.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. (Their letter said something.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. Conjunctions and Connecting Words [Prog](#Programme)

***Conjunctions*** are words that combine two parts of a sentence:

**And** (und) combines two similar ideas.

*She went to the party and had a lovely time. He worked in India and in Africa.*

**But** (aber) combines two different ideas.

She wanted to go on holiday but didn’t have enough money.

**Either - or** (entweder oder) combine two alternative possibilities.

*We could either go out or stay in.*

**To / in order** **to** (um zu)shows an intention (Absicht).

*He came to Arizona to / in order to study farming.*

**Because** (weil) gives a reason.

*They arrived late because the traffic was so heavy.*

**As** (als), **when** (als / wenn), **while** (während), **since** (seit), **before** (bevor), **after** (nachdem), **as soon as** (sobald) are time references.

*The phone rang as I entered. He was counting the money while he was speaking.*

*Come as soon as you can.*

**So that** (sodass / damit) **/ such … that** (solch …, dass) / **so … that** (so …, dass) show a result.

*He sold his motorbike, so that he could pay for a holiday. It was such hot coffee that he couldn’t drink it. It seemed so difficult that she started crying.*

**Although** (obwohl) combines opposing ideas.

*I like maths although I am not very good at it.*

**If** (wenn / falls)signals a condition (Bedingung).

*We will go home if we are tired.*

**Unless**(falls nicht / ausser) communicates a negative condition.

*I will visit you unless it rains.*

There are also***connecting words***that are helpful to build sentences:

**Only** (nur) means that something isn’t very big or that there isn’t much of something.

*He only sleeps 3 hours every night.*

**Even** (sogar) shows that something is surprising or unusual.

*Even their 10-year-old son works in the shop.*

**Like** (wie) makes a comparison (Vergleich)

*She looks like her dad.*

**Than** (als, bei Vergleichen) is used after a comparative.

*She works harder than he does.*

**Also, too, as well** (auch) mean that somebody additionally does something.

*He works in the shop and she does too / as well.*

19.1 Exercises Conjunctions and Connecting Words [Key](#Key_Conjunctions_Ex_A)

A) *Connect the following parts of sentences using suitable words or phrases.*

1. She was typing the report \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ her boss was dictating it.
2. He went to Mexico \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ learn Spanish.
3. I was angry with her \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ she was so rude to me.
4. There was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ much snow \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the roads became blocked.
5. We could \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ go to art classes, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ practise Italian conversation. Which would you prefer?
6. It was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a long journey \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ everybody was very tired \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the plane finally landed.
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ he had lost his job, he still spent a lot of money on clothes.
8. I’d like to visit Loch Ness \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ see the monster, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it’s too far to go for a weekend.

B) *Match the two halves of the sentences and translate them into English.* **[Key](#Key_Conjunctions_Ex_B)**

|  |  |
| --- | --- |
| 1 Obwohl ich sie gern habe,  2 Er ist so schnell gefahren,  3 Wir wohnen hier  4 Ich habe meine Arbeit nicht gemacht,  5 Gib mir bitte deine Antwort,  6 Der Tag ist so schön,  7 Entweder wird er Sport treiben | A da sie zu schwierig war.  B sobald du entschieden hast.  C dass wir vielleicht schwimmen gehen.  D oder seine Freunde besuchen.  E seit 2014.  G finde ich sie ist ziemlich knauserig.  H dass er schon um 12 da war. |

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C) *Translate the German Conjunctions and Connecting Words* **[Key](#Key_Conjunctions_Ex_C)**

|  |  |  |  |
| --- | --- | --- | --- |
| Sam liked school | weil | 1 | he had many friends there. |
| Simon left university | als | 2 | he joined the navy. |
| Tom hadn’t travelled much | ehe | 3 | he went to Australia. |
| Chris was seasick | deshalb | 4 | he left the ship. |
| Martha got a job in a bank | obwohl | 5 | she didn’t have any diplomas. |
| Julie talked to her boss | aber | 6 | she didn’t get a pay rise. |
| I sold my motorbike | damit | 7 | I had enough money to buy a horse. |
| Either you come home now | oder | 8 | I won’t ever cook for you again. |
| She looks | wie | 9 | her dad. |
| Come | sobald | 10 | you can. |
| Mike sleeps | nur | 11 | 3 hours at night. |
| His children can’t read | selbst obwohl (2 words) | 12 | they went to school for 9 years. |
| The exercise was | so schwierig | 13 | difficult that I gave up. |
| It was | ein so schwieriger | 14 | a difficult essay that I gave up. |
| Martin left | nachdem | 15 | he had finished his work. |
| Maria went to England | um | 16 | improve her English. |
| He won’t pass the exam | es sei denn | 17 | he studies more. |
| I will go skiing tomorrow | falls | 18 | the weather is nice. |
| We slept at our friend’s house | weil (not because) | 19 | the last train had left. |

1. Grammar Revision 2 [Prog](#Programme)

[**Present Tenses**](#Present_Simple)**[Key](#Key_Gr_Rev2_Present_Tenses)**

1. What *a) you are looking after b) do you look at c) are you looking for* under the table? - My keys!
2. Paul *a) is playing b) plays c) don’t play* tennis every Friday evening.
3. What do you do? – *a) I am writing a test. b) I am student. c) I am a gardener.*
4. He \_\_\_\_\_\_\_\_\_\_\_\_ dogs, but he \_\_\_\_\_\_\_\_\_\_\_\_ cats.

*a) like, likes b) likes, don’t like c) doesn’t like, likes*

1. *a) Is he driving b) Do he drive c) Does he drive*  to school today?
2. My mother *a) always forgets b) always is forgetting c) forgets always*  my birthday.
3. *a) Does b) Do c) Is* Susie work at a hospital? – No, at the local bank.
4. I *a) don’t like b) ‘m not liking c) like not* watching sport on TV.
5. Listen to those people!

What language *a) do they speak b) is they speaking c) are they speaking*?

1. She *a) watch b) isn’t watching c) doesn’t watch* TV every single night.
2. *a) Is b) Has c) Does*  anyone in this class know the new student’s name?
3. Maria *a) is living b) lives c) live* a long way from her office.
4. The weather is usually nice here in summer, but at the moment it

*a) rains b) is raining c) rained.*

1. He *a) have b) don’t have c) hasn’t got* a car in his garage.
2. *a) We are usually going b) We usually go c) We go usually*  to work by bus.
3. Pablo *a) is spending b) spends c) spend* a lot of money at the moment.
4. Scientists *a) do not understand b) are not understanding c) understand not* the whole universe.

[**Questions**](#Word_order_in_questions)**[Key](#Key_Gr_Rev2_Questions)**

1. *a) Where b) How c) Who* is staying with Mary at the moment?
2. I really like travelling. What *a) about b) for c) with* you?
3. *a) Whose is b) Who’s c) How is* that book? - It’s my brother’s.
4. *a) Which b) What c) How* is your phone number, 031 3358415 or 031 3356415?
5. Who *a) open b) opened c) did open* the window?
6. *a) Whose b) Who’s c) Which is* organising the excursion? – My mother.
7. Does he have a camera? No, he *a) haven’t b) hasn’t c) doesn’t.*
8. *a) Where b) Who c) What* is coming to the concert tonight? – We all are!
9. *a) What b) Whose c) Which* pen is this? – It’s my mother’s.
10. *a) How many b) How money c) How much* does this painting cost?

[**Past Tenses + Present Perfect**](#Present_Perfect)**[Key](#Key_Gr_Rev2_Past_Tenses_and_Pr_P)**

1. Why *a) did he left b) did he leave c) was he leaving* the classroom?
2. Who *a) won b) did win c) has won*  the last world championships.
3. When  *a) did you met b) have you met c) did you meet*  my sister?
4. What is the most beautiful place you *a) ever were b) have ever been c) ever was* to?
5. What *a) did you do b) did you c) have you done* this week?
6. What *a) have they done b) did they c) did they do* last night?
7. We have had this car *a) three years ago b) since three years c) for three years.*
8. We *a) live b) have lived c) are living* in London since 1995.
9. The sun *a) were shining b) has been shining c) was shining* when we left the house.
10. The snow has been great *a) for b) since c) still* a long time.
11. The burglar *a) has stolen b) stole c) was stealing* a lot of money last week.
12. The ancient Greeks *a) have loved b) did love c) loved* the spoken word.
13. I *a) have known her for b) know her for c) have known her since* years.
14. She *a) has arrived b) arrived c) is arrived* here yesterday.
15. Our visitors *a) left b) are left c) have left* a long time ago.
16. Our football team *a) lost b) has lost c) loses* all its games this year.
17. Lisa has lived in Berne *a) from b) for c) since* last November.
18. Kevin and Shirley have been married *a) a year ago b) for a year c) since a year.*
19. I think I met her *a) before two weeks b) two weeks ago c) since last week.*
20. I last saw my neighbours *a) two months ago b) before two months c) for two months.*
21. I have known my best friend *a) since 2 years b) 2 years ago c) for 2 years.*
22. I didn’t *a) spend b) spending c) spent* a lot of money on clothes last year.
23. I couldn’t swim when I *a) was b) have been c) were*  5 years old.
24. I *a) know b) am knowing c) have known* Linda for many years.
25. I *a) have often been b) often have been c) have been often*  to America.
26. I *a) have sent b) am sent c) have send* five emails this morning.
27. I *a) have met b) was meeting c) met* my best friend 20 years ago.
28. I *a) have had b) have c) had* my car for 10 years and it’s still OK.
29. I *a)* *didn’t think b) wasn’t thinking c) haven’t thought* he was at home.
30. How long *a) have you had b) do you have c) did you have*  your car? 18 years now.
31. When *a) are you living b) did you live c) have you lived* in London?
32. *a) Went she b) Did she go c) Has she gone* to the shop 5 minutes ago?
33. *a) I have never saw b) I never saw c) I have never seen* the Niagara Falls.
34. *a) Have you seen b) Did you see c) Were you seeing* Gloria yet?
35. *a) Bought she b) Did she buy c) Has she bought* anything at the shop yesterday?

**[Personal and Possessive Pronouns](#Pronouns)** **[Key](#Key_Gr_Rev2_Pers_and_Poss_Pr)**

1. *Peter borrowed* \_\_\_\_\_\_\_\_\_\_\_\_ *pen, not* \_\_\_\_\_\_\_\_\_\_\_\_!

*a) mine / your b) my / yours c) mine / yours*

1. Anne and Peter phone *a) they b) there c) them* every day.
2. Mrs McDonald and *a) his b) hers c) her* two sons are staying with us.
3. I would like to invite you and your friends to dinner, could you please tell \_\_\_\_\_\_\_\_\_\_\_\_.

*a) them b) they c) there*

1. Peter and Susan live in this house. It is *a) theirs b) their c) there.*
2. Mary is my sister. I like *a) him b) her c) she*  very much.
3. Could you please give them *a) they’re b) there c) their* books back.
4. Can you *a) say me b) tell to me c) tell me* the time, please?
5. Last year Steve Lee died in an accident. Hundreds of people went to

*a) his b) her c) he’s* funeral.

1. We must have left *a) ours b) our c) us*books at school.

[**Relative Pronouns**](#Relative_Pronouns) **[Key](#Key_Gr_Rev2_Rel_Pr)**

1. There’s the man a) which b) who c) whose took your coat.
2. This is a school *a) where b) which c) who* has up-to-date equipment.
3. The girl *a) who b) which c) whose* is serving us is slow.
4. I work for a company *a) what b) who c) which* produces furniture.
5. Have you finished reading the book *a)* *who b) what c) which*I gave you?

[**Quantifiers**](#Quantifiers)**[Key](#Key_Gr_Rev2_Quantifiers)**

1. I went out without *a) some b) any c) many*  money.
2. *How little b) How much c) How many* different ways can people communicate?
3. Can you give me *a) an b) many c) any* information on musicals, please?
4. He arrived at the hotel with only *a) a few b) a little c) a lot of*  luggage.
5. *a) How often b) How many c) How much* sugar do you take in your tea?
6. Are there *a) a little b) any c) much* biscuits in the box? – No, none.
7. There is a car park *a) anywhere b) everywhere c) somewhere* in the city centre.
8. I’m hungry because I haven’t eaten *a) nothing b) anything c) something* all day.
9. She’s new in town. She hasn’t met *a) anybody b) anywhere c)somebody* yet.
10. *a) How many b) How money c) How much* does this book cost?
11. Have you seen *a) a lot b) much c) any* good films recently?
12. There is still *a) a lot of b) many c) a few* snow in the mountains.
13. I have lost my key. I have looked for it *a) anywhere b) everywhere c) somewhere.*
14. We don’t have *a) much b) many c) little* money.
15. There isn’t *a) no b) any c) some* tea left in the pot, sorry.
16. Jane has a bad memory. She can’t remember *a) nothing b) something c) anything.*
17. Julia doesn’t drink *a) some b) much c) a lot* coffee.
18. He has a lot of friends, but only *a) a little b) a few c) lots* very close friends.
19. This town is not so interesting, so only *a)* *a little b) little c) a few*tourists come here.
20. There aren’t *a)* *few b) much c) many*tigers in the world today.

[**Adjectives and Adverbs**](#Adjectives_and_Adverbs)**[Key](#Key_Gr_Rev2_Adjectives_and_Adverbs)**

1. They speak English very *a) good b) well c) better*.
2. The teacher was *a)* *annoying b) annoyed c) annoyingly*because I was late.
3. The football match was quite *a) excitingly b) excited c) exciting*. I enjoyed it.
4. Please drive *a) carefull b) carefully c) careful.*
5. Jack was so *a) boring b) bored c) boringly.* He fell asleep in class.

[**Comparatives + Superlatives**](#Comparatives_and_Superlatives) **[Key](#Key_Gr_Rev2_Comparatives)**

1. Paris is not a*) so interesting* *than b) as interesting* *as c) more interesting* *as* London.
2. This has been *a) worse b) worst c) the worst* winter for 20 years.
3. She’s much taller *a) than b) as c) then* me.
4. Do you think English is *a) more easy than b) easier as c) easier than* French?
5. Peter isn’t *a) as tall as b) taller as c) more tall than* the other players in the team.
6. Will this winter be *a) worse as b) badder than c) worse than* the last one?
7. This song is *a) as good as b) so good as c) as well as*  Madonna’s.
8. I like the elephants *a) more as b) more than c) better as* any other animal in the zoo.
9. The snow wasn’t as powdery *a) as b) than c) like* yesterday.
10. Michael is a *a) badder b) worser c) worse* tennis player than Tom.
11. It is *a) more hard b) harder c) more harder* to learn to drive than I thought.
12. Emily and Emma are twins. Emma is as old *a) like b) as c) than* her sister.
13. Which city is *a) farther b) furter c) more far* away, Buenos Aires or San Francisco?

[**Future Tenses**](#Future) **[Key](#Key_Gr_Rev2_Future)**

1. Anne *a) has b) will have c) is having* a baby next month.
2. We *a) will have b)’ve got c)’re having* a party tomorrow. Would you like to come?
3. Why are you going to the shops? – Because *a) I’ll buy b) I’m going to buy c) I’m buying* a newspaper.
4. Is that the doorbell? *a) I’ll go b) I go c) I am going* and check who it is.
5. *a) Will Martin and his friends go b) Does Martin and his friends go c) Is Martin and his friends going*  to Italy again next year?
6. We will pick him up at the station when the train *a) will arrive b) is arriving c) arrives.*

[**Verb Patterns**](#Verb_Patterns)**[Key](#Key_Gr_Rev2_Verb_Patterns)**

1. The teacher made the students *a) write b) to write c) writing* letters.
2. I’m thinking *a) to travel b) of travelling c) travel* to Italy next year.
3. I’d love *a) to meet b) meeting c) meet* the Queen.
4. She got up too late *a) for catch b) to catch c) to catching*  the bus yesterday.
5. I went for a walk *a) for b) for to c) to* get some fresh air.
6. Have you finished *a) writing b) to write c) write* that letter yet?
7. Do you enjoy *a) to learn b) learning c) learn* English?
8. I’d like *a) to know b) know c) knowing* if he speaks Italian.
9. Rachel wants *a) spending b) to spend c) spend* New Year’s Eve in New York next year.

[**Modals**](#Modal_Verbs)**[Key](#Key_Gr_Rev2_Modals)**

1. You *a) shouldn’t have b) don’t have c) mustn’t* drive on the right in England.
2. Yesterday I *a) must b) have to c) had to* get up early.
3. You *a) needn’t to b) don’t have to c) mustn’t* worry about transport. My dad will drive you home.
4. I  *a) mustn’t b) don’t have to c) haven’t got to* go to school today. It’s Sunday.
5. You *a) mustn’t b) don’t have to c) needn’t* cross the road when the lights are red.
6. It is cold, Peter. You really *a) must b) have c) mustn’t* put on your winter coat today!
7. You *a) mustn’t b) haven’t to c) don’t have to* wear a uniform at this school.
8. The windows aren’t dirty. You *a) mustn’t b) needn’t c) needn’t to*clean them.

[**Conditionals**](#Conditionals)**[Key](#Key_Gr_Rev2_Conditionals)**

1. We’ll be late *a) if we don’t b) if we didn’t c) if we won’t* leave at once.
2. She *a) works b) will work c) worked* for you if you ask her.
3. If you are out when I arrive, I *a) leave b) will leave c) would leave* a message at the door.
4. If we miss the bus home after school today, we *a) will get b) get c) getting*a taxi.
5. If there is snow at the weekend, our family *a) will go b) go c) would go* skiing.
6. If Michael *a) finishes b) finished c) will finish* early, he will go to the movies tonight.
7. If it *a) snows b) will snow c) snowed* at the weekend, we would go skiing.
8. If I \_\_\_\_\_\_\_\_\_\_\_\_ a job, I \_\_\_\_\_\_\_\_\_\_\_\_ to the USA.

*a) find / would move b) would find / will move* *c) found / would move*.

1. If I *a) will be b) am c) were*rich, I would travel round the world.
2. I *a) will b) would c) -* give money to UNICEF if I win lots of money.

[**Prepositions**](#Prepositions) **[Key](#Key_Gr_Rev2_Prepositions)**

1. I’ll see you *a) at b) on c) in*  Tuesday afternoon.
2. What time did you arrive *a) at b) to c) – the station?*
3. My boyfriend’s birthday is *a) at 9 March b) on 9 March c) by 9 March.*
4. They live on the first floor, in the flat *a) above b) about c) on* the newsagent’s*.*
5. The show starts \_\_\_\_\_\_\_\_\_\_\_\_ 7 pm \_\_\_\_\_\_\_\_\_\_\_\_ Saturday.

*a) on / at b) at / on c) by / at*

1. I went for a walk *a) for b) for to c) to* get some fresh air.
2. She got up too late *a) for catch b) to catch c) to catching* the bus yesterday.
3. We had to wait *a) for b) to c) on* the bus in the rain.
4. Did you come *a) by b) with the c) in the* car or did you walk?
5. *a) In b) At c) On* New Year’s Day we often go to the theatre.
6. I love singing. Unfortunately, I’m not very good  *a) in b) at c) for* it.
7. They usually go to their grandmother *a) at b) on c) in*Christmas.
8. There was only one seat left *a) on b) at c) under* the table.
9. General Information on Writing Tasks [Prog](#Programme)
10. How to structure your composition or letter

A text (composition / letter) consists of three parts:

* Introduction
* Body (main part)
* Conclusion (ending)

Structure your text. The following words are helpful:

|  |  |
| --- | --- |
| ….to show a certain order of events, thoughts or arguments | first of all, firstly, to begin with, secondly, thirdly, finally |
| ….to add more arguments | moreover, in addition, also, furthermore, what’s more |
| … to list counterarguments | however, on the other hand, in contrast, but, nevertheless |
| … to indicate consequences or results | therefore, so, that’s why, as a result |
| … to list contrasting ideas | although, even if, even though, instead of, though, despite |
| … to draw a conclusion | to sum up, last but not least, on the whole, finally |

**Informal letter**

|  |  |
| --- | --- |
| Letter openings | How are you? I’m fine.  Thanks for your letter. It was really nice to hear from you.  I’m sorry I haven’t written for such a long time, but… |
| Say why you are writing | About your planned visit,…  You asked me about ….  Well, here’s the information you need. |
| Letter endings | Anyway, write back soon and give me your news…  I’m looking forward to hearing from you soon/  again… |

1. Sample Topic and Answer [Prog](#Programme)

*Write a text (100-120 words) about one of the following questions:*

*A Do you like travelling? Why, why not.*

*B Write a letter to your friend who asked you about some good places to go skiing. Mention some advantages and disadvantages.*

**Example A:** Do you like travelling? Why, why not.

I like travelling a lot. It’s great to see other countries and to learn about other cultures and people. Two years ago I went to Thailand with a friend and we both liked it very much. We travelled on our own and we were impressed to meet so many friendly and helpful people.

Travelling, however, doesn’t mean you have to fly to a far away country. It can also be a nice experience to stay in Switzerland and visit a part of the country you don’t know well. On the other hand, a lot of people seem to think that the only way of enjoying a holiday is lying on a beach.

To sum up, there are different ways of travelling and you have to find your own way. Travelling can be by car, plane, train, bus or bike. Whatever you choose, it should be fun and a holiday to remember!

**Example B:** Informal letter (with comments on how to structure your letter).

|  |  |
| --- | --- |
| *Begin an informal letter with*  *Dear + person’s first name*  *Begin by asking some personal questions or comments* | Dear Nick  Thanks for your letter. It was great / really nice to hear from you. Your trip to Paris sounds interesting. I would also love to go there one day. |
| *Say why you are writing. Give the info you have been asked for. Add some more details and openings of your own.*  *End your letter with a comment.*  *Finish your letter with*  *Best wishes/All the best/ Regards* | You asked me about good places to go skiing in Switzerland. Well, here’s some information. Zermatt is a well-known ski resort, with good restaurants and excellent slopes. However, it’s so expensive! Another great place is Grindelwald. It has marvellous mountain views, although it might be crowded during the high season. Finally, there are St Moritz and Davos, both trendy, full of rich people and super places for skiing.  Anyway, winter sport is an expensive past time, but I hope I could help you. Write back soon and let me know about your decisions. I’d love to see you again.  All the best  Sam |

1. Reading and Writing Tests [Prog](#Programme)

Exam Task 1 Reading (EA Final 2008)

*Please read the following text carefully and then do the task on the next page.*

**Going To College**

You have made the decision, and you have passed your exams. Now come the exciting last few days before you leave home, family and friends and go off to a new life in a new town, maybe hundreds of miles away. Of course, many new experiences await you, and many new friendships, but there could also be some difficult problems on the way, and it's as well to be prepared for them. Toofew students arrive in college ready for the new world which will confront them, and too many waste (verschwenden) vital study time solving problems which needn't have caused them any worry at all. Some are even forced to leave due to stress. Yes, at college a little planning can go a long way to making life easier.

First get your finances sorted out. Once you arrive at college, you will soon see your money go on unavoidable expenses: club inscription fees, basic equipment, the simple necessities of life, and naturally the occasional beer in the bar! You will need easy access to money in college and shouldn’t be running around town in your first week trying to arrange a bank account: this should be organized before you leave home. Your parents can perhaps have a word with the local bank manager, and even if this is impossible, most banks offer excellent deals for students and young people. You might even get a free disc man or vouchers for clothes stores as part of the agreement to open an account.

The second most important step is to pack all the clothes you’re going to need. It may seem obvious, but so many students leave for college in sunny September completely forgetting just how cold November and December can be. They can find themselves spending desperately needed cash on a new scarf or overcoat when they have a perfectly good one at home. Remember your sports gear too, and anything else which you know you’ll use. The trick is to avoid buying things twice, one for home and another for college: few students can afford that luxury!

Next, don’t forget any medical needs you may have. Take a supply of any medication you use regularly, and put together a first aid kit for life’s little emergencies. One sure way of making friends on campus is to be the person who’s always got that bandage or an aspirin when it’s needed. Of course, there are lots more things to think about, like what music to take or what posters to put on the wall. You might also spend some time and money on books for your course! But wherever you go and whatever you are going to study, thinking ahead will make your time in college much happier.

*Read the text on the previous page to decide if each statement true (ü) or false (x). Correct the false statements.*  **[Key](#Key_Exam_Task_1_Reading)**

***Example***

1. Be prepared to have a lot of new experiences. *ü*

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1. Students often have to leave college because of the problems they face.

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1. A lot of money is wasted when you first arrive in college.

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1. When you first arrive in college there aren’t a lot of things to spend money on.

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1. It’s a bad idea to organise your bank account when you are already in college.

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1. Deals for students are only available if parents speak to the bank manager.

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1. Banks sometimes offer gifts when you open an account.

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1. Students tend to take too few winter clothes when they leave for college.

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1. Parents don’t allow students to have two sets of clothes, for home and college.

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1. You may become popular in college because you can help others who are sick.

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1. The writer says that preparation will help you to enjoy college more.

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**Exam Task 1** **Writing**

Choose one of the two tasks and write a text of 100 - 120 words.

* I think that education is very important in my life. Explain why or why not.
* Write a letter to your English penfriend telling her/him that you have plans to spend a month in her/his town to take a language course. Ask her/him if you could stay with her/him and ask for information on what you could do together in your free time.

Exam Task 2 Reading (EA Final 2009) [Prog](#Programme)

*Please read the following text carefully and then do the task on the next page.*

**Learn Now**

**Learning is for life**   
People who begin Learn Now soon find that learning is fun and that it doesn’t have to stop at school or at college. It’s something you can do all your life. Over half of those taking Learn Now courses come back and study again and again.

**What is Learn Now?**Learn Now is perfect for anyone who hasn’t been successful with traditional ways of learning and wants to try something different. The courses allow you to learn just what you want to learn when you want to learn it. You don’t have to do a long course that may include many things that you don’t actually need. And you don’t have to take any exams!

**Who is *Learn Now* for?**Everyone can benefit from *Learn Now* – from company employees who need to learn new skills quickly, to people wanting to return to work. Many businesses use *Learn Now* as part of their staff development. Others have found that an extra skill has helped them to change their career paths while many people use *Learn Now* just for their own interest.

**What courses can I do?**There are over 400 courses to choose from, so there is something for everyone. The most popular courses are in computing and you can do any of these at any stage. Business courses are also very popular and there are some excellent ‘Skills for Life’ courses that help you improve your maths and communication skills. Remember you don’t need experience or knowledge for any of your courses.

**Where do I learn with *Learn Now*?**You can learn by distance learning at home or at work, or you can go to one of our Learning Centres. However, if you are very new to the world of the internet and computing, we do suggest you come to a centre where we can guide you along in person.

**How do I get started?**Just call in or telephone one of our centres and we will get you started without delay.   
If you want to learn at one of our learning centres, we will ask you to come in for some training, and from then on you just book in whenever you want to. If you want to work only at home, or at the office, we can organise everything by telephone or e-mail. We’ll start you off with some basic training and then keep in contact with you to make sure you are getting the best from *Learn Now*. Our skilled staff is always available to help.

*Read the text on the previous page to decide if each statement true (ü) or false (x). Correct the false statements.* **[Key](#Key_Exam_Task_2_Reading)**

***Example***

1. People who begin *Learn Now* soon get bored. *x*

*No, they think learning is fun.*

1. Most people do more than one course with *Learn Now*.

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1. *Learn Now* is only for people who have done well at school.   
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2. With *Learn Now*, people study only the topics they feel are necessary.

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1. Testing is an important part of *Learn Now*.

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1. Some companies use *Learn Now* for training their employees.   
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. You must have some basic skills to be able to do a computing course.

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1. *Learn Now* recommends that all students learn at a centre.

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1. You can begin learning as soon as you contact *Learn Now*.

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1. Learning at a centre means attending regularly.

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1. Everybody must go to a centre for training at least once.

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**Exam Task 2** **Writing**

Choose one of the two tasks and write a text of 100 - 120 words.

* One of your friends is a bit tired of learning. Write him/her a letter trying to change his/her attitude. Explain what learning means and illustrate it with an example.
* Lifelong learning. – Is it stress or challenge or both? Write what it is like for you and why. Give examples.

Exam Task 3 Reading [Prog](#Programme)

|  |  |
| --- | --- |
| **Part 1: Reading** | **30 points** |

**A** Look at the statements below about growing tea in Britain. Read the text on the next page and decide if each sentence is true, false or not stated. **\_\_\_\_/10 points** [**Key**](#Key_Exam_Task_3_Reading)

Write **T** for true, **F** for false and **NS** for not stated for each statement.

|  |  |  |
| --- | --- | --- |
| 1 | Vegetables used to be grown on the Tregothnan Estate. |  |
| 2 | The first tea plants at Tregothnan were introduced as a test. |  |
| 3 | Tregothnan's head gardener wants to plant tea in America. |  |
| 4 | Jonathan Jones has been able to learn about growing conditions in different countries recently. |  |
| 5 | Jonathan Jones suggests that British people drink more tea than anyone else. |  |
| 6 | Green tea is a more valuable product than white tea. |  |
| 7 | The Tregothnan Estate wants to supply its tea in different forms commercially. |  |
| 8 | Jonathan Jones believes that tea produced at Tregothnan would be fresher than imported tea. |  |
| 9 | Some tea plants at Tregothnan will be ready for commercial use before 2019. |  |
| 10 | A well-known British tea company is interested in ordering some Tregothnan tea for its own shop. |  |

**Britain's first tea plantation**

High above the River Fal in south Cornwall, a team of gardeners is preparing to grow a much-loved plant for the first time commercially in Britain. On the Tregothnan Estate, fields that were once used to grow potatoes, carrots and peas have become the home of Britain's first tea plantation.

In 1999, Tregothnan staff were unsure whether they could grow tea, so they planted five hundred tea plants. They are growing well and there are now plans to cover the hillsides with different varieties of tea all the way down to the river by 2019. This part of the country has a suitable climate for growing tea and because the fields face south, Jonathan Jones, Tregothnan's head gardener, is especially hopeful: 'We think we've got the perfect conditions,' he says, and he should know, because he has just spent three months visiting tea plantations throughout Asia, Australia and Africa, on a research trip.

Of course, no one is doubting the demand for the product. 'The British are the biggest tea drinkers in the world apart from the Irish,' Mr Jones says. 'We drink on average three cups a day, so it makes perfect sense to grow it here.' However, it is not the commonly used black tea that will be grown, but green and white tea. For such special tea, the market is growing by 25% a year, with some 10% of tea drinkers having tried it.

Green tea, which is said to lower cholesterol, reduce high blood pressure and prevent certain illnesses, is far more expensive than black tea, while the even rarer white tea can be sold for ten times the price of black tea. If all goes well, apart from producing the usual dried tea in packets, the Tregothnan Estate also aims to introduce fresh leaves, which are believed to have additional health benefits, for sale at supermarkets up and down the country. 'The tea from around the world that reaches the supermarkets at the moment is nine months old, but we could get green tea on their shelves within 24 hours,' says Mr Jones.

Tea has to be grown for six years before it can be picked for sale, which means that Tregothnan staff will have to wait until 2019 to know whether their efforts have been successful. However, leaves that were picked after three years suggest that these particular plants do produce a light, refreshing and very drinkable green tea. Stephen Twining, the tenth generation of the Twining family to work for the famous tea firm, is positive: 'We do think there's a market for this tea and provided the quality is there, we'd consider having it in stock in our specialist tea shop.' Twinings has seen its sales of green tea increase by 43% this year.

**B Multiple choice \_\_\_\_/10 points** [**Key**](#Key_Exam_Task_3_Reading)

Look at the signs or letters in the question. What do they say? Mark the correct explanation - A, B or C.

|  |  |  |
| --- | --- | --- |
| **1. All prices include tax and delivery.** | | |
| A | You must pay more if you want things delivered. | £ |
| B | This shop does not charge extra for delivery. | £ |
| C | We add tax to your bill when you pay. | £ |

|  |  |  |
| --- | --- | --- |
| **2. Special offers are available every day except Saturday.** | | |
| A | You can buy some things more cheaply on Saturdays. | £ |
| B | There are more bargains on Saturdays. | £ |
| C | Discounts are not offered on Saturdays. . | £ |

|  |  |  |
| --- | --- | --- |
| **3. Please ask a member of staff for help if you wish to try any sports equipment.** | | |
| A | Don't try the sports equipment on your own. | £ |
| B | Tell the shop assistant if you want to buy some sports equipment. | £ |
| C | Ask the manager to show you our range of sports equipment. | £ |

|  |  |  |
| --- | --- | --- |
| **4. We are sorry but we cannot give change for the telephone.** | | |
| A | This telephone takes coins only. | £ |
| B | We do not give refunds for telephones. | £ |
| C | If you want to use the phone, you must have the money you need | £ |

|  |  |  |
| --- | --- | --- |
| **5. Bus driver only sells single tickets for today. Weekly tickets available at ticket office.** | | |
| A | You can't buy a weekly ticket in advance. | £ |
| B | You can buy a ticket for one journey from the bus driver. | £ |
| C | You can only buy a weekly ticket on the bus. | £ |

|  |  |  |
| --- | --- | --- |
| **6. 'In advance of the Latin American cinema season, there's a special showing tonight (19.00) of Woody Allen's very funny movie *Bananas*. Also, don't forget our horror film tomorrow at 23.00!'**  ***At the Film Club this evening, members can see ...*** | | |
| A | ... a film from Latin America. | £ |
| B | ... a comedy. | £ |
| C | ... a horror movie. | £ |

|  |  |  |
| --- | --- | --- |
| **7. Non-swimmers must remain in the shallow end and be accompanied by an adult swimmer.** | | |
| A | Stay in one part of the pool with another person if you cannot swim. | £ |
| B | Keep to the shallow end if you are on your own in the pool. | £ |
| C | Accompany non-swimmers if they wish to be in the deep end. | £ |

|  |  |  |
| --- | --- | --- |
| **8. Visitors cannot enter this factory unless they hold an ID card from Security.** | | |
| A | If you have collected your ID card, you are allowed inside the factory. | £ |
| B | Once you have entered the factory, please report to Security for an ID card. | £ |
| C | Hand over your ID card to Security as you enter this factory. | £ |

|  |  |  |
| --- | --- | --- |
| **9. In case of danger, please leave the stadium through the nearest available gate.** | | |
| A | For safety reasons, we look after any luggage while you are inside. | £ |
| B | You are requested to use another stadium gate in case of dangerously large crowds. | £ |
| C | Choose the stadium exit that is closest to you if there is an emergency. | £ |

|  |  |  |
| --- | --- | --- |
| **10.**  **To: Geography students**  **From: Dr James' secretary**  **Anyone wishing to be considered for a grant must first discuss their application with Dr James in Person.**  ***Geography students wanting a grant should...*** | | |
| A | ... apply in writing for one immediately. | £ |
| B | ... decide where to travel to first of all. | £ |
| C | ... see Dr James himself before they apply. | £ |

**C Matching \_\_\_\_/10 points** [**Key**](#Key_Exam_Task_3_Reading)

The people below are looking for a college course. On the opposite page you find descriptions of eight colleges and the courses they offer. Decide which college (A-H) would be the most suitable for each person (1-5).

1. Anna: Anna is 18 and she wants to do computer studies so that she can work in an office. She would like to study in London but is worried about finding accommodation. College: ………………………………

2. Peter: Peter is 19 and wants to be a sports teacher. He is very good at sport, especially running. He wants to go to a college outside London. College: ………………………………

3. Maria: Maria used to teach in a secondary school but now wants to teach at primary level. She wants to do a part-time course in London. College: ………………………………

4. Stephen: Stephen works in the computer industry and wants to go back to college for a year to do a diploma in advanced computer studies. He lives in London and wants to study there. College: ………………………………

5. Ali: Ali wants to do computer studies in London. He would like to do a full-time course which includes some time working in industry. In his spare time he plays football. College: ………………………………

**Courses to choose from:**

|  |  |
| --- | --- |
| **A) Hillman College**  is a London college with up-to-date facilities. We offer both primary and secondary full-time teacher training courses. This year there will be special two-year courses available on maths and computers in the primary classroom. All students are expected to spend two terms working in local schools. | **B) Kirby College**  has over fifty years' experience of teacher training. We offer both full-time and part-time courses for all levels of teaching. Large college in lovely countryside, with excellent sports facilities, especially for football and athletics. There is a new course this year called 'Computers in the Classroom'. |
| **C) Kemp College**  offers a wide range of both full-time and part-time diploma courses in arts and science subjects, lasting from one to three years. The college is about two hours away from London by train. It has a new library and good student accommodation. Grants are available for students wanting to return to studying. | **D) MacKintosh College**  offers a range of courses from modern languages to computer studies, in a quiet and pleasant part of London. All students are offered accommodation in college flats and we have excellent sports facilities. Full-time and part-time courses of either three or four years are available. |
| **E) Pemberley College**  in central London offers full-time courses in science and computer studies. Our four-year courses allow you to spend a term every year getting work experience in different firms. There are good social and sports facilities. No college accommodation is available at present. | **F) Treeholme College.**  If you want to be a teacher, join one of our courses. Places are available on our full-time courses in science and maths this October. Ours is a small teacher training department in a large London college, so we can offer good facilities such as a new computer centre. |
| **G) Dene College**  was built in 1990 in an attractive part of north London. Spaces are still available on our popular part-time course in primary teaching for teachers who want to retrain. Beginning in October we will also have new four-year courses in law, economics, mathematics and sports science. | **H) Westgate College**  in south London has a range of courses, from maths and physics to computer studies and sports science. We offer both lower and advanced diplomas. All our courses are from one to three years in length and are particularly suitable for people with some work experience. |

**Exam Task 3 Writing** [**Prog**](#Programme)

|  |  |
| --- | --- |
| **Part 2: Writing** | **20 points** |

**\_\_\_\_\_/20 points**

You receive a letter from your penfriend, Alessia, in which she writes about her holidays. Now she wants you to write about your last holidays.

Write a letter to Alessia, tell her about your last holidays and say

* where you went,
* what it was like,
* what activities you did,
* whether you liked it,
* why you liked it or why you did not like it.

Also, suggest travelling together next summer and give two reasons why it would be good to travel together.

Write a complete letter to Alessia in 100 – 120 words. Do not write any addresses.

Exam Task 4 Reading

*Please read the following text carefully and then do the task on the next page.*

**Free-diving in the Caribbean**

Tanya Streeter holds four world records in free-diving, the sport in which competitors reach extraordinary depths on only one breath of air.

In 2003, Tanya Streeter made history when she became the first person to dive 120 metres into the ocean while holding her breath, and come back up to the top without help. She had been deeper a year before, but on that occasion she swam back up using a balloon. This time, however, she held her breath for over three and a half minutes, which made her the only female in any sport to break the world record of a man. A team of fourteen safety divers at different depths watched the dive.

Following reports of several serious accidents involving other divers, some people have complained that free-diving is too dangerous a sport, but Tanya doesn’t agree, insisting that safety is the most important thing, followed closely by training.

Most free-divers concentrate on one or two types of event within the sport, but whatever Tanya is in training for, her practice timetable is always the same. Two thirds of the programme is spent doing land-based training at the gym, with the rest divided between the pool and the ocean. She uses an exercise bike to help improve the fitness of her heart. However, she doesn’t run, whether outdoors or on running machines, because she doesn’t want to injure her knees. lnstead, she finds that fast walking is a very good way to build her fitness. When she starts doing practice dives, she generally travels away from home. She tries to do fourteen dives over a four-week period, with a rest day between each diving day. lt is essential that she doesn’t get tired, because that could ruin all the preparation.

When Tanya is not preparing for an event, she often makes public appearances, mainly to advertise sports products. She has also supported environmental organisations, for example doing research projects or making films. Spending her childhood on the Caribbean island of Grand Cayman, she went swimming whenever she could, and long afternoons were spent exploring rock pools in order to watch the sea life. Tanya says that her life today is like living her childhood dreams. Because she is well-known in some countries, she thinks people are prepared to listen to her when she is talking about environmental problems.

As for the future, Tanya, who is now in her thirties, says she plans to keep breaking her own world records. As she didn’t take up free-diving until she was twenty-five, Tanya is keen to stress that she doesn’t want to retire from the sport for many years to come.

*Decide for each statement if it’s true (ü) or false (x). Correct the false statements.* [**Key**](#Key_Exam_Task_4_Reading)

* 1. Tanya Streeter’s world record in 2003 was the deepest she had ever dived.

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1. There were other people in the water with Tanya during her record-breaking dive.

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1. Tanya accepts that free-diving can be an extremely dangerous activity.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Tanya’s training programme depends on the event she is preparing for.  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Most of Tanya’s training takes place in the water.   
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Tanya is careful to limit the number of training dives she does in a month.   
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Tanya spends more time helping environmental organisations than appearing in advertisements.   
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Tanya’s interest in the natural world started at an early age.   
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Tanya has found that being famous has its advantages.   
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Because she started free-diving fairly late, Tanya feels her sports career may be short.   
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Exam Task 4 Writing** [**Prog**](#Programme)

Choose one of the two tasks and write a text of 100 - 120 words.

* I am (not) interested in extreme sports. Explain why.
* Write a letter to an English friend telling him/her about a sports event you visited some time ago, say why you went and what you liked or didn’t like and suggest seeing each other in the near future.

1. Vocabulary Tests [Prog](#Programme)

Elementary Vocabulary 1 [Key](#Key_Elementary_Voc_Test_1)

1. If your hands are cold, why don’t you put on a pair of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
2. some opposites: beautiful - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, short - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, thin - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, happy - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, interesting - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, good - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. What is on the top of a house to keep the rain from getting in? A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Why don’t you open the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and let in some fresh air?
5. If it’s cold enough, we might have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at Christmas.
6. It was so \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I couldn’t see a thing, so I couldn’t drive on.
7. Our feet were always cold, so we decided to put a Persian \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the floor.
8. What do you eat with: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
9. What are the three meals you eat during the day called? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
10. Where do you put the dirty dishes after you’ve finished eating? In the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
11. What do you use to watch your own face? A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
12. What do you need to clean your teeth? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
13. You come to school by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
14. If you have been arrested for a serious crime, you should get yourself a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to help you.
15. Who tries to explain what you need to know in school? A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
16. Who brings you drinks in a restaurant? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
17. Where do you go to when you need a haircut? To the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
18. What’s your favourite free time occupation? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
19. After finishing a marathon, I was happy but really\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: all I wanted was to go to sleep.
20. I don’t like watching horror-movies on my own: afterwards I’m always \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ someone is lying under my bed.
21. Where do you store your clothes? In a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
22. I use a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to dry myself after a shower.
23. As a child I used to feed the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the pond with tiny pieces of bread.
24. Eiger, Mönch and Jungfrau are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but the Gurten is just a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
25. What do you do with a football? You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it.
26. When you put cut potatoes into frying oil you get \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
27. If you want to boil potatoes, you should start by putting water in a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
28. When somebody says “thank you”, your polite answer is “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”.

Elementary Vocabulary 2 [Key](#Key_Elementary_Voc_Test_2) [Prog](#Programme)

1. What can you write with? A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Where do you get information about holidays? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. What is a camera for? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. After a meal in a restaurant the waiter gets you the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and you might give him a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for his service.
5. You make wine from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
6. To bake bread I mainly need \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
7. The meat of a pig is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
8. Could I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ some money from you? I’ll pay it back next week.
9. The opposite of expensive is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
10. I’m sorry, you can’t use your credit card, you’ll have to pay \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
11. If you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ all your pocket money of the next 6 months, you will have enough to buy that camera.
12. Keep the city clean, put your rubbish into a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
13. Pedestrians should use a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when they cross the streets.
14. If you \_\_\_\_\_\_\_\_\_\_\_\_\_ all the money you \_\_\_\_\_\_\_\_\_\_\_\_\_ with your job on CDs, you won’t have anything left for Susan’s birthday present.
15. Do you charge for the bags? – No, they are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
16. In how many \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ can you cut that loaf of bread?
17. A bunch of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / a bar of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / a tin of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
18. Some more opposites: slow - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hard - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, clean - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, loud - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, good - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, old - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
19. It takes a lot of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to jump out of a plane for the first time.
20. I didn’t get your name: could you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it, so I write it down correctly?
21. What do you wear? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - What do you carry? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
22. I dropped my book. – Could you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for me, please?
23. During weekends I usually don’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ before 11 o’clock: I like my bed!
24. If you’re cold, put on that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ your grandmother knitted last year.
25. Your father’s sister is your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, his brother is your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
26. Because of my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I’m afraid I can’t help you lift this heavy table.
27. The season after summer is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (BrE) / \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (AmE)
28. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (2 words) to hide his feelings, but he just had to tell her he loved her.

Pre-Intermediate Vocabulary Test 1 (File 1-4) [Key](#Key_Pre_Int_Vocab_test_File_1_4) [Prog](#Programme)

1. My grandma is very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. She spoils me all the time. (grosszügig)
2. Tim’s twin brother is as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as him – his sister is rather \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , however. (gross / klein)
3. The party on Saturday was really awesome. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a lot of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (es lustig haben)
4. Isn’t it too warm today to wear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? (Handschuhe / Schal)
5. I don’t need \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I need \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. They’re in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ now. (Turnschuhe / Stiefel / Mode)
6. Sally often \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and a silver \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (tragen / Armband / Halskette)
7. This suitcase is heavy. Let me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it for you. (tragen)
8. When did you last \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? (eine Verabredung haben)
9. Our class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ our new teacher. (gut auskommen mit)
10. What I like about my sister: She’s got a good \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Humor)
11. Look at that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. – Isn’t it \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_! (Bild / ungewöhnlich)
12. It was painted by a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (berühmt / Künstler)
13. Unfortunately, a lot of couples are getting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ nowadays. (geschieden / getrennt)
14. I met Rick at my best friend’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Hochzeit)
15. Judging by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ often leads you wrong. (Erscheinung)
16. Can you recommend the hotel you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on your last holiday? (im Hotel wohnen)
17. Call me later, please. I’m \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (in Eile)
18. The pub was really \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ last night. (belebt / laut)
19. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the old lady is wearing is really \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Kleid / furchtbar)
20. Don’t you think John’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (AmE) / \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (BrE) is rather \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? (Wohnung / unbequem)
21. We must keep on fighting for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Frieden / Demokratie)
22. You must ask \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ if the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is open. (Sicherheitskontrolle / Flugsteig)
23. Speeding and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are serious crimes. (aggressive Fahrweise)
24. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you should inform the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about the delay. (Vielleicht / Fluggäste)
25. Our hotel was situated in a beautiful \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (exotisch / Ort)
26. Do you like to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? (abwaschen)
27. First you should \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and then \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (dein Zimmer aufräumen / das Mittagessen zubereiten)
28. You can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ this sweatshirt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (anprobieren / Umkleidekabine)
29. Have you got this \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in a different \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? (Artikel / Grösse)
30. When the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ got his \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ he was upset. (Kunde / Quittung)
31. You can leave the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Einkaufswagen / Korb / Kasse)

Pre-Intermediate Vocabulary Test 2 (File 5-8) [Key](#Key_Pre_Int_Vocab_test_File_5_8) [Prog](#Programme)

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ complained about noise in the neighborhood. (mehrere / Einwohner)
2. The movie was very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at all. (aufregend / langweilig)
3. The hotel owners were very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ served us food and drinks. (höflich / sofort)
4. The situation was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (furchterregend / gefährlich)
5. Drinking coffee may help \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ some \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ like diabetes and Parkinson’s. (vorbeugen / Krankheiten)
6. After the oil tanker hit the rocks, all the beaches were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (verschmutzt)
7. Do you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the movie: “The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mr. Ripley”? (erinnern / begabt)
8. Because of the bad weather not all the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on time to be welcomed by the president. (Fremde / ankommen)
9. Let’s choose \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ three of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ “Private Practice” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Folge / vorherig / Serie)
10. I’d like to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on eBay. – You can’t do that, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_! (verkaufen / Wecker / auf keinen Fall)
11. One of my classmates \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. He is hardly ever \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (ständig / den Bus verpassen / pünktlich)
12. Marc \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (wahrscheinlich / nicht gern lesen)
13. None of the tropical plants in our garden \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the hard winter last year. (überleben)
14. Tom and Allie \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with each other. (gut zusammen auskommen)
15. Susan was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ trying to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (verzweifelt / Rat bekommen)
16. Every morning Jane \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by car. (ihre Kinder zur Schule bringen)
17. I think it is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for the hostess who, without a doubt, is going to prepare an exquisite dinner. (notwendig / ein Geschenk besorgen)
18. Let’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (ein Spiel sehen am Fernsehen)
19. In my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you shouldn’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to Paul. (Meinung / Geld leihen)
20. Paul is always trying to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ money from his classmates. (borgen, bei jemandem leihen)
21. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ delicate. (Umstände / unglaublich)
22. May I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for our exams together? (vorschlagen / lernen – wiederholen)
23. What’s the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of living in the country? (Vorteil)
24. Is it \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to smoke in the park? – No, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (erlaubt / bezweifle es / ich glaube nicht)
25. Sometimes it \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ being a bit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (wert sein / misstrauisch)
26. After I had promised to go out with her, I suddenly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about it, because I still had to do a lot of important homework. (ich hatte Bedenken)

Pre-Intermediate Vocabulary Test 3 (File 9-12) [Key](#Key_Pre_Int_Vocab_test_File_9_12) [Prog](#Programme)

1. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bite I got last week just doesn’t heal. (Mücke)
2. There’s no \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when a box-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ stings you. (Heilmittel / Qualle)
3. Their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is extremely \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Stich / giftig)
4. Do \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? (Fledermäuse / Fell)
5. The poor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was serving as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Affe / Versuchskaninchen)
6. I heard the Mamba is the world’s most \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (angriffig / Schlange)
7. Frankenstein had an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ “built-in” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (abnorm / Hirn)
8. My uncle is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. He wants to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at the age of 60. (Hauptmann / in Rente gehen).
9. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ had a speech about natural \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Wissenschaftlerin / Auswahl / im Allgemeinen)
10. Who is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that the president didn’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? (die Schuld geben / überwinden / Krebs)
11. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are a good \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Wegwerf-Windeln / Erfindung), but they cause a lot of waste material.
12. Who’s the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ “Twilight”? (Autorin / Roman)
13. Too much \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is making us \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Wahl / untentschlossen / unzufrieden)
14. If you watch a film before you read the book your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Vorstellungsvermögen, Fantasie / verdorben)
15. Walk \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the park, and then \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the street you will find the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (durch / (gegen)über / Geldautomat)
16. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in many countries. (Schulbildung / Pflicht, obligatorisch)
17. His strange \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ caused a lot of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Benehmen / Verwirrung, Durcheinander)
18. Grandmother is going to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the baby tonight, we haven’t found a babysitter. (sich kümmern um)
19. The fans didn’t like the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Schiedsrichter / Haltung)
20. Tom could hardly accept his \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. He’s a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Niederlage / schlechter Verlierer)
21. What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were your favourites at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Fächer / Grundschule)
22. I liked \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I always had good \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Naturwissenschaften / Noten / Zeugnis)
23. We are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to going on holiday soon. (sich freuen auf)
24. When do you usually \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the morning? (aufstehen)
25. It’s an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ if you don’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when the Queen enters the room. (Beleidigung / aufstehen)
26. Revision of tricky words [Prog](#Programme)

|  |  |  |  |
| --- | --- | --- | --- |
| **English** | **German** | **English** | **German** |
| actually | eigentlich, tatsächlich | in order to | um … zu |
| almost | fast, beinahe | in spite of | trotz, ungeachtet |
| already | schon, bereits | instead (of) | statt dessen, anstatt |
| also | auch, ausserdem | just | einfach, gerade |
| (al)though | obwohl | mainly | hauptsächlich |
| always | immer | maybe | vielleicht |
| apart from | abgesehen von | neither … nor | weder … noch |
| at first | zuerst | on one’s own | allein, ohne Hilfe |
| at least | mindestens, wenigstens | of course | natürlich, selbstverständlich |
| at last | endlich | once | einmal ,sobald |
| because | weil | only | nur |
| but | aber, sondern | or | oder |
| current | aktuell | perhaps | vielleicht |
| despite | trotz, ungeachtet | probably | wahrscheinlich |
| quiet | still, ruhig, leise | quite | ziemlich |
| due to | wegen, bedingt durch | really | wirklich, eigentlich |
| during | während | recently | neulich, kürzlich |
| either … or | entweder … oder | soon | bald |
| even if | selbst wenn | still | immer noch, trotzdem |
| eventually | allmählich | suddenly | plötzlich |
| except for | abgesehen von | too | zu, auch |
| (e)specially | besonders | twice | zweimal |
| for example | zum Beispiel | unless | wenn … nicht |
| hardly | kaum | to use | benutzen, verwenden |
| however | jedoch, indessen | usually | gewöhnlich, normalerweise |
| immediately | sofort | whether | ob |
| in fact | tatsächlich | while | während, wohingegen |

1. Verbs that might come in handy [Prog](#Programme)

|  |  |  |  |
| --- | --- | --- | --- |
| **To Be** | **Present Simple** | **Past Simple** | **Past Participle** |
| **I** | am | was | have been |
| **you** | are | were | have been |
| **he, she, it** | is | was | has been |
| **we** | are | were | have been |
| **you** | are | were | have been |
| **they** | are | were | have been |

|  |  |  |  |
| --- | --- | --- | --- |
| **To Have** | **Present Simple** | **Past Simple** | **Past participle** |
| **I** | have | had | have had |
| **you** | have | had | have had |
| **he, she, it** | has | had | has had |
| **we** | have | had | have had |
| **you** | have | had | have had |
| **they** | have | had | have had |

|  |  |  |  |
| --- | --- | --- | --- |
| **To do** | **Present Simple** | **Past Simple** | **Past Participle** |
| **I** | do | did | have done |
| **you** | do | did | have done |
| **he, she, it** | does | did | has done |
| **we** | do | did | have done |
| **you** | do | did | have done |
| **they** | do | did | have done |

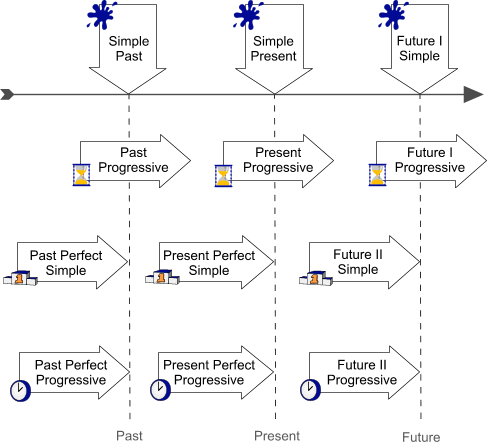
1. Overview of English Tenses [Prog](#Programme)

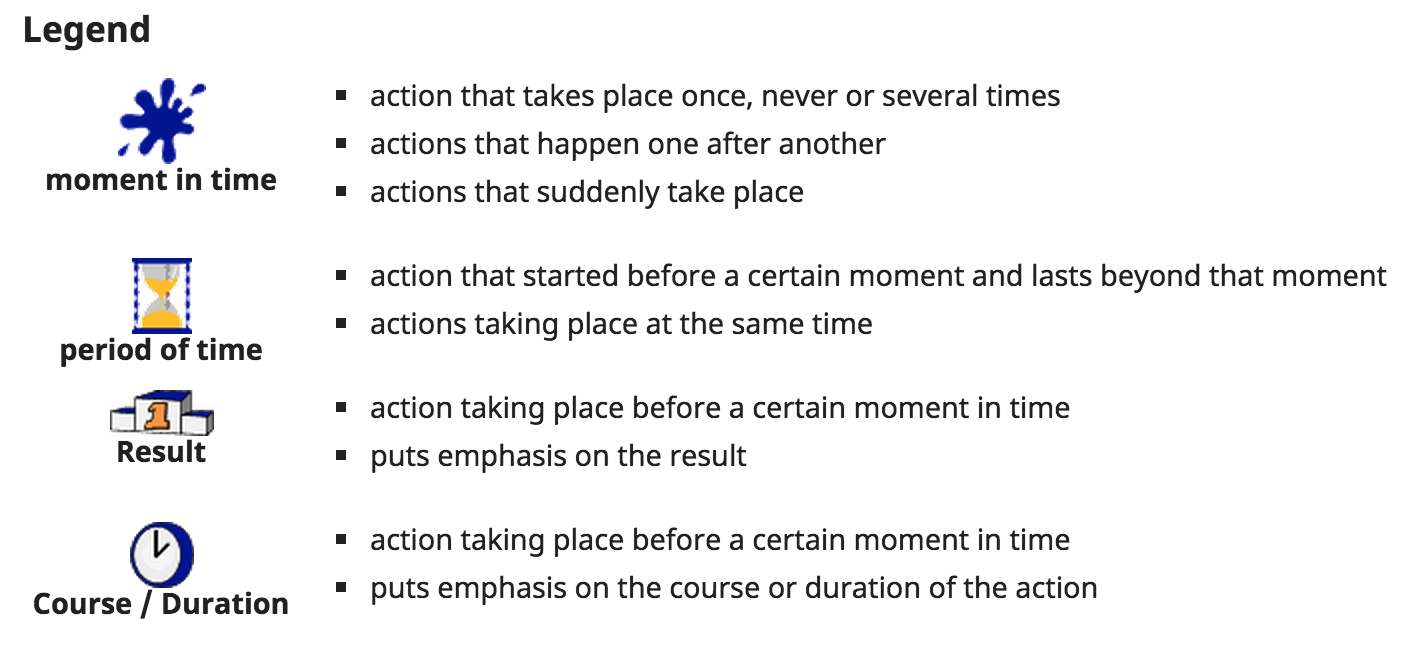
This overview shows the main tenses in English, including the different forms as well as signal words.

The ones **in bold** are the ones that are discussed in this script.

The visual presentation of the tenses on the next page might also be useful.

|  |  |  |
| --- | --- | --- |
| ***Past Simple*** | ***Present Simple*** | ***Future Simple*** |
| **+ He sang.**  **− He didn’t sing.**  **? Did he sing?** | **+ He sings.**  **− He doesn’t sing.**  **? Does he sing?** | **+ He will sing. / He’s going to sing.**  **− He won’t sing. / He isn’t going to sing.**  **? Will he sing? / Is he going to sing?** |
| * **Past habits** * **Completed, past actions or past states** * **A sequence of actions in the past** * **Actions taking place in the middle of another action (interruption)** | * **Habits and routines** * **Facts, general truths** * **States** * **Actions taking place one after another** * **Actions set by a timetable or schedule** | **will**   * **Promises and hopes for the future** * **Predictions or future facts we can’t be certain about.** * **Spontaneous decisions**   **going to**   * **Intentions, plans** * **Predictions based on something we can see in the presen.t** |
| **yesterday, ... ago, in ..., the other day, last ..., ...** | **usually, always, every ..., never, normally, often, rarely, sometimes, ...** | **tomorrow, in a year, next ..., ...** |
| ***Past Continuous*** | ***Present Continuous*** | **Future Continuous** |
| **+ He was singing.**  **− He wasn’t singing.**  **? Was he singing?** | **+ He is singing.**  **− He isn’t singing.**  **? Is he singing?** | + He will be singing.  − He won’t be singing.  ? Will he be singing? |
| * **Background descriptions** * **Actions going on at a specific time in the past.** * **Longer actions interrupted by shorter ones.** * **Actions taking place at the same time.** | * **Actions that are happening now, or around now.** * **Temporary situations** * **Changing situations** | * Actions that are going on at a certain time in the future. * Actions that are sure to happen in the near future. |
| **when, while, as long as, ...** | **at the moment, (just/right) now, presently, look, listen, ...** | in one year, next week, tomorrow |
| ***Past Perfect*** | ***Present Perfect*** | **Future Perfect** |
| **+ He had sung.**  **− He hadn’t sung.**  **? Had he sung?** | **+ He has sung.**  **− He hasn’t sung.**  **? Has he sung?** | + He will have sung.  − He won’t have sung.  ? Will he have sung? |
| * **Actions/events that happened before another action in the past.** * **Emphasis on the fact (not the duration)** | * **Actions that happened at some point in the past, the time is unknown or unimportant.** * **Actions/states that began in the past and continue up to the present.** * **Finished actions that have an influence on the present, an emphasis on the result.** | * An action that will be finished at a certain time in the future. * Emphasis on the fact |
| **already, just, not... yet, never, once, until that day** | **already, just, not ... yet, ever, never, so far, till now, up to now** | by ..., in a week |
| **Past Perfect Continuous** | **Present Perfect Continuous** | **Future Perfect Continuous** |
| + He had been singing.  − He hadn’t been singing.  ? Had he been singing? | + He has been singing.  − He hasn’t been singing.  ? Has he been singing? | + He will have been singing.  − He won’t have been singing.  ? Will he have been singing? |
| * Actions/events that happened before another action in the past. * Emphasis on the duration of an action | * Actions that have recently stopped or are still going on. * Finished actions that influence the present, emphasis on duration. | * Actions taking place before a certain time in the future. * Emphasis on the duration of an action |
| for, since, the whole day, all day | all day, for + period of time, since + point of time, how long? | for ..., the last couple of hours, all day long |

[**Prog**](#Programme)



Source: https://www.ego4u.com/en/cram-up/grammar/tenses-graphic (September 2016)

1. Useful Websites [Prog](#Programme)

<http://www.englishpage.com/verbpage/verbtenseintro.html>

(Tenses)

<http://www.englishtenses.com>

(Tenses)

<http://www.nonstopenglish.com/allexercises>

(Grammar and vocabulary)

<http://www.bbc.co.uk/worldservice/learningenglish>

(Quizzes and exams)

<http://a4esl.org>

(Grammar, vocabulary and crossword quizzes)

<https://www.ego4u.com/en/cram-up/grammar>

(Grammar, especially tenses, reading and more)

[www.cambridge-exams.ch](http://www.cambridge-exams.ch)

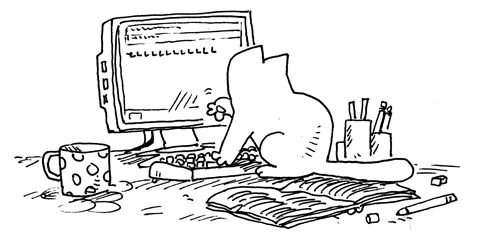
(à PET Exam à corresponds with the level of the entry exam, reading tasks)

[www.englisch-hilfen.de](http://www.englisch-hilfen.de)

(Grammar, Vocabulary, Exercises, Tests, Games)

[www.ego4u.de](http://www.ego4u.de)

(Grammar)



<https://quizlet.com/de>

(Vocabulary)

*Simon’s cat typing on the computer.*

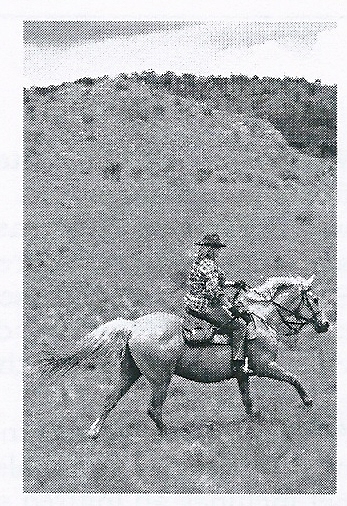
Source: https://www.pinterest.ch/pin/326581410452377664/ (September 2017)

1. **Additional Reading and Writing Material** [**Prog**](#Programme)

**Additional Reading 1**

**On Horseback in Southern Spain** [(ANP 2013)](#Table_of_Contents_II)

*Hermione and Nick Tudor live in the Sierra de Aracena area of southern Spain and organise horse-riding trips for holidaymakers. Jennifer Barton from London joined them on a five-day circular tour through this beautiful countryside.*

'I'd had my own horse until I was 17, and used to ride quite regularly,' says Jennifer. 'But then came College and a busy social life, and horses disappeared from my agenda. So, to prepare for my trip to Spain, I took a short series of lessons at a riding school in London. And I was glad of it – no sooner had Hermione introduced me to my horse and explained how to do the traditional Spanish technique of riding one-handed than we were off, riding through the spectacular scenery of the Sierra de Aracena. The landscape of this part of Spain is very dramatic – it's very different from the resorts on the country's east coast, where I spent my holidays when I was a student.'

Jennifer explains their daily routine. 'In the morning, we'd send our bags ahead to the next inn on our route, then climb onto our horses around 10 am and ride for an hour or so. We'd then stop at a bar in a local village for a cool drink, usually served with delicious traditional snacks, like home-made sausages and local cheeses. This was plenty to keep us going until lunch, which was usually a leisurely picnic a few hours later under a shady tree, while our horses nibbled on grass nearby.'

The price of the holiday includes flights, transfers, one night's accommodation in the City of Seville on a room-only basis and six nights' accommodation and five days' riding with breakfast, lunch and dinner in the Sierra de Aracena. There are usually around seven people in each of Hermione’s riding groups, and riders must be a good intermediate standard. But if you want to come with someone who has never ridden a horse in their lives and never intends to, they'll still be welcome. Non-riding partners can join Nick's walking tours, following a shorter route, and meeting up with the riders in the evening.

'I'd never had a horse-riding holiday quite like this before,' says Jennifer. 'It was an amazing experience. As a teenager I'd been on week-long trips along riding tracks in southern England, but there we were never far from a main road or supermarket. Hermione and Nick plan their own routes, based on hidden forest trails, ancient pathways and farm tracks known only to locals – so, apart from the occasional farmer, you could ride all day without seeing another person. It was wonderful.'

**Reading Comprehension** [**Key**](#Key_Additional_Reading_1)  **(15 minutes)**

**Read the text on the previous page to decide if each sentence is true or false.  
Tick the right box and correct the wrong statements.**

***Example****:* **T F**

**0. The horse-riding trips start and end in the same place. □ ü**

***…. They send the bags to the next inn. ……………***

1. Jennifer often goes horse riding. □ □  
   ………………………………………………………………………..………….
2. Jennifer went on a riding course before leaving for Spain. □ □   
   ………………………………………………………………………..………….
3. Jennifer learnt a different style of riding in the Sierra de Aracena. □ □  
   ………………………………………………………………………..………….
4. Jennifer had visited Spain before. □ □  
   ………………………………………………………………………..………….
5. The riders carried their luggage on their horses. □ □  
   ………………………………………………………………………..………….
6. The riders usually had lunch in a village bar. □ □  
   ………………………………………………………………………..………….
7. Only riders with some experience can join Hermione's riding group. □ □   
   ………………………………………………………………………..………….
8. Everybody who goes on the holiday takes part in the riding trips. □ □  
   ………………………………………………………………………..………….
9. This was the first time that Jennifer had been on a riding holiday. □ □  
   ………………………………………………………………………..………….
10. Few people use the tracks which Jennifer rode along. □ □ .………………………………………………………………………..………….

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**Additional Reading 2** [**Prog**](#Programme)

**Explore The Great Bear Rainforest** (ANP 2017)

The Great Bear Rainforest is on an island on British Columbia’s central coast, in Canada. The rainforest is the largest remaining piece of unbroken rainforest in the world and is full of interesting plants, birds and animals, including the Spirit Bear. It is thought that there are no more than 400 of these bears in the whole of the Great Bear Rainforest – and they don’t exist anywhere else in the world.

The island is a fantastic place to go bear and whale watching. It is also a great place to go diving, snorkeling and fishing. Even better, tourism is encouraged by local people, as it shows that money can be made from the island without changing it, and this helps to protect the rainforest.

One of the best times to visit the island is mid-September. This is when salmon return in great numbers from the Pacific Ocean to the streams and rivers of British Columbia’s west coast. It is also when the bears come out to hunt them!

Knight Inlet is a place well known for its population of grizzly bears. It is on the southern edge of the Great Bear Rainforest. There can be up to 40 bears within a few miles during autumn when the fish are swimming up the river. Guests who stay at Knight Inlet start their adventure with a boat ride. They then board a small bus and travel through the northern rainforest to the river. They can go to five different viewing platforms, in three different areas, which are specially built to provide a safe and comfortable place to watch the bears from. It is not unusual to see 10 – 15 bears on the river at a time.

Autumn isn’t the only season that grizzly bears go to the area. Starting in April, when they’ve woken from their winter sleep, both black and grizzly bears arrive to feed on the new spring growth. Even in mid-summer, when many bears have moved into the forests for their food, you can see several bears each day.

Knight Inlet offers wildlife viewing holidays ranging from one to seven nights for our spring, summer and autumn bear viewing. All their holidays begin at Campbell River and include one night in one of the two hotels there. This is essential because the plane journey to Knight Inlet starts very early in the morning.

**Reading Comprehension** [**Key**](#Key_Additional_Reading_2) **(15 minutes)**

*Look at the text about the Great Bear Rainforest. Read the text on the previous page to decide if each statement is correct or incorrect. If it’s false, tick “F” and* ***correct the false statement****, if it’s true, tick “T”.*

***Example****:* **T F**

1. The Great Bear Rainforest is in Great Britain. £ R

The Great Bear Rainforest is on an island in   
British Columbia, Canada.

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1. The Great Bear Rainforest is divided into several parts. £ £  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Spirit Bears can only be found in the Great Bear Rainforest. £ £  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. You can have various kinds of holidays on the island. £ £  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. People who live in the area welcome tourists. £ £  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. The bears appear when the fish are returning to the Pacific Ocean. £ £  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Knight Inlet is in the middle of the rainforest. £ £  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Guests at Knight Inlet travel straight to the river by boat. £ £

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1. There is a choice of places to see the bears from. £ £

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1. Tourists can watch the bears all year round. £ £

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1. All tourists must sleep more than one night at Campbell Bell River. £ £

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 10 / \_\_\_\_

**Additional Reading 3** [**Prog**](#Programme)

**ARCTIC EXPEDITION** (ANP 2018)

Ann Daniels and Helen Findlay faced the dangers of polar bears, thin ice and frostbite when they became members of an expedition to the Arctic in 2010.

The expedition team consisted of six scientists and a separate group of three explorers. While Helen and the other scientists were setting up a laboratory site on the ice in northern Canada, Ann and two other explorers set off on a 500 kilometre journey on foot across floating sea ice from Greenland to the North Pole.

Both groups planned to measure how thick the ice was at various sites in the Arctic. They would also collect water samples for testing, in order to discover how the chemistry of sea water was changing, and what effect this was having on plant-life and animals in the ocean. On previous expeditions, the water was tested in the summer, using ships at sea, but they had never collected it from under the ice before. The research was important for understanding what might happen in other oceans around the world in the future, as a result of climate change.

Ann Daniels was working in a bank in 1996 when she answered an advert, inviting ordinary women to join a trek to the North Pole in the Arctic. Since then she has become one of the world’s leading professional polar explorers. For the 2010 expedition, she and her two colleagues attended a week-long fitness camp to prepare them for pulling the 120 kilogram sledges over the ice for 12 hours a day.

Despite her previous experience, however, Ann suffered in the freezing conditions. ‘It gets into your bones and never leaves you, even when you’re in your tent at night,’ she said. ‘Especially at the end of an expedition when you’re totally exhausted.’ Yet Ann successfully guided her companions for 73 days and collected all the samples and information that were needed.

Helen Findlay was one of the scientists on the laboratory site based in Canada. Although it was not her first visit to the Arctic, she had never been there in winter and realised that carrying out experiments in such an extreme environment would be challenging. The laboratory tents were heated, but getting equipment to work outside while wearing gloves and thick clothes meant every job took twice as long as it would normally. When they went out onto the ice to collect samples, the scientists were protected by two guides with guns to frighten any curious polar bears who might be attracted by the smell of humans.

Despite the difficulties, both Ann and Helen stayed out on the ice for the whole of the project, and the results of their studies have been widely published.

**Reading Comprehension** [**Key**](#Key_Additional_Reading_3) **(15 minutes)**

*Look at the sentences below about an Arctic expedition. Read the text on the previous page**to decide if each statement is correct or incorrect. If it’s false, tick “F” and* ***correct the false statement****, if it’s true, tick “T”.*

***Example****:* **T F**

There are six scientists and three explorers in the team. £ R

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1. A building was ready for the scientists to work in on their arrival in northern Canada.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ £ £

1. This was the first time scientists had tested Arctic sea water during the winter months.

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1. Information was collected on the expedition to help explain the reasons for climate change.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ £ £

1. The North Pole was the destination of a previous expedition that Ann had been on.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ £ £

1. Ann had to do special training to be strong enough for the expedition.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ £ £

1. In 2010, Ann was well-prepared for the cold because of her previous expeditions.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ £ £

1. Ann’s group achieved everything they had aimed to do.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ £ £

1. Helen knew it would be difficult doing experiments in freezing conditions.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ £ £

1. When she went onto the ice, Helen carried equipment to prevent wild animals from attacking.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ £ £

1. The expedition research is only available for other scientists to read.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ £ £

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[**Prog**](#Programme)

**Writing** (ANP 2013)

**(10 minutes)**

*Choose* ***one*** *of the two topics and write a text* ***(100 - 120 words)****.*

##### **Topic 1** “Vacations that make you forget everything.” (Kuoni)

Describe your perfect holiday.

##### 

**Topic 2** Imagine you’ve just come home from a horse-riding trip in Spain.

Write an e-mail to a friend in England/the States/Australia to describe your wonderful/terrible

experience.

[**Writing**](#Table_of_Contents_II)(ANP 2017)

**(10 minutes)**

*Choose* ***one*** *of the two topics and write a text (****100 - 120 words****).*

**Topic 1:** Adventure holidays such as the one in the Great Bear Rainforest are more fun than beach resort holidays. Do you agree? Why (not)?

**Topic 2:** You are spending a holiday in the Great Bear Rainforest. Write an email / postcard to a friend telling him / her about the quality of the hotel at Campbell River, the bear watching adventure and if you would recommend a holiday in Great Bear Rainforest.

**Writing** (ANP 2018)  **(10 minutes)**

*Choose* ***one*** *of the two topics and write a text (****100 - 120 words****).*

**Topic 1:** I am (not) interested in outdoor activities. Explain why.

**Topic 2:** Write a letter to an English friend telling him/her about a special trip you took some time ago, say why you went and what you liked or didn’t like and suggest seeing each other in the near future.

**Key - Preparation Course BM 2**

**Grammar Exercises**

**p. 7,** [**Basic Sentence Structures and Word Order**](#Exercises_Sentence_Structures)

*[Exercise A](#Exercises_Sentence_Structures)*

1. We will give her the CD tomorrow. / Tomorrow we will give …
2. At 8 o’clock they are not at home. / They are not at home at 8 o’clock.
3. She does not want to go to the theatre tonight. / Tonight she ……. Theatre.
4. Next year we will spend our holiday in Tuscany. / We … Tuscany next year.
5. My dad did not make dinner in the evening.
6. They met him at the bus stop last week. / Last week they ….. stop.
7. I will not take my niece to the cinema tomorrow. / Tomorrow … cinema.
8. They did not write a test at school yesterday. / Yesterday … school.

*[Exercise B](#Exercises_Sentence_Structures_2)*

1. Does Peter always forget his pen?
2. Fred and Jim don’t work for an oil company.
3. Haven’t your neighbours moved yet?
4. Didn’t Mandy leave for the station 5 minutes ago?
5. Doesn’t Will love hip-hop and rap?
6. Is Kathy interested in zoology?

[**p. 9, Question Words**](#Exercises_Question_Words)

*[Exercise A](#Exercises_Question_Words)*

|  |  |  |
| --- | --- | --- |
| 1. Where 2. When 3. Why 4. How 5. Where 6. How 7. Where | 1. Why 2. What 3. Who 4. Which 5. How many 6. What 7. Which | 1. How many 2. Who 3. What 4. Which 5. Who 6. How many |

[**p. 11, Present Simple**](#Exercises_Present_Simple)

*[Exercise A](#Exercises_Present_Simple)*

1. I don't like pizza.
2. Does Paul read a lot?
3. We don't often go to the cinema.
4. Do they have two cars?
5. He isn’t tired.
6. Does Sheila come to school by bike?

*[Exercise B](#Exercises_Present_Simple_2)*

|  |  |
| --- | --- |
| 1. rains 2. don’t drive 3. has 4. doesn’t earn 5. doesn’t happen 6. flies | 1. leave 2. don’t do 3. reads 4. don’t listen 5. arrives 6. go |

[**p. 13, Present Continuous**](#Exercises_Present_Continuous)

*[Exercise A](#Exercises_Present_Continuous)*

1. are carrying
2. is taking
3. are sitting
4. are running
5. is writing

*[Exercise B](#Exercises_Present_Continuous_2)*

1. Is Paul playing the piano?
2. She isn’t reading a book.
3. Is he trying to open the door?
4. Paula isn’t doing her homework.
5. You aren’t getting on my nerves.
6. Are they playing basketball tonight?

[**p. 14, Present Simple and Present Continuous mixed**](#Exercises_Present_Simple_and_Present_Con)

*[Exercise A](#Exercises_Present_Simple_and_Present_Con)*

1. brothers and sister do you have?
2. do you live?
3. is this?
4. is he doing?
5. are you going to bed?

*[Exercise B](#Exercises_Present_Simple_and_Con_2)*

1. Do you like; never drink; prefer
2. always goes
3. 'm still working
4. am having; Do you want
5. Do you know ; belongs
6. don't believe
7. doesn't usually drive / usually doesn’t drive
8. are trying
9. is thinking
10. is doing ; helps
11. falls
12. are always complaining
13. go
14. are you doing ; am doing
15. do you do
16. does this word mean
17. are you doing

[**p. 17, Past Simple**](#Exercises_Past_Simple)

*[Exercise A](#Exercises_Past_Simple)*

1. We didn't work very hard.
2. Did they go home?
3. I didn't use to have long hair.
4. Did you have a problem?
5. Paul wasn't worried.
6. Paula didn't give us the books.
7. [**p. 17, Past Simple**](#Exercises_Past_Simple)

*[Exercise B](#Exercises_Past_Simple_2)*

1. went
2. didn't stay
3. stayed
4. rode
5. enjoyed
6. were
7. had

[**p. 18, Past Continuous**](#Exercise_Past_Continuous)

*[Exercise A](#Exercise_Past_Continuous)*

1. She wasn’t talking …
2. Was Paul trying … ?
3. Were Paula and George playing …?
4. She wasn’t doing …
5. Was it raining … ?

[**p. 19, Past Simple and Past Continuous (mixed)**](#Exercise_Past_Simple_and_Continuous)

*[Exercise A](#Exercise_Past_Simple_and_Continuous)*

1. was riding; fell
2. were you doing; happened
3. started; were playing
4. saw; didn’t see; was studying
5. met; were going; was going; had; were waiting
6. was cycling; stepped; was going; managed; didn’t hit
7. was walking; was carrying; stopped; looked; put down; ran; were sitting; didn’t know; was happening; decided; came; arrested
8. were dancing; was enjoying; decided; was driving; was listening; didn’t hear; was ringing; heard; was calling; told; wasn’t feeling; drove

[**p. 21, Personal and Possessive Pronouns**](#Exercises_Personal_and_Possessive_Pronou)

*[Exercise A](#Exercises_Personal_and_Possessive_Pronou)*

1. They; them
2. her; her; She
3. We; it
4. us; We
5. They; him; He; them
6. he is!; He; him

**[p. 22, Personal and Possessive Pronouns](#Pronouns_2)**

*[Exercise B](#Pronouns_2)*

1. I; her; she; me
2. She; it; it; her
3. We; you; you; us
4. They; him; he; them
5. It; them; they; it
6. You; us; we; you
7. I; you; you; me

*[Exercise C](#Pronouns_3)*

1I; 2 I; 3 They; 4 She; 5 He; 6 it; 7 him; 8 me; 9 them;

9 it; 11 It; 12 me; 13 they; 14 us; 15 we; 16 them

**[p. 23, Personal and Possessive Pronouns](#Pronouns_4)**

*[Exercise D](#Pronouns_4)*

1. your; yours
2. her; hers
3. their; theirs
4. our; ours
5. his; his

[**p. 24, Relative Pronouns**](#Exercises_Relative_Pronouns)

*[Exercise A](#Exercise_Relative_Pronouns_1)*

1. which / that
2. who / that
3. (which /that)
4. (which / that)
5. (which / that)
6. (that)
7. whose
8. where
9. which
10. which

**[p. 25, Relative Pronouns](#Relative_Pronouns_2)**

*[Exercise B](#Exercise_Relative_Pronouns_2)*

1. the best book (that)
2. (which/that) you have found
3. (which/that) was as bad
4. (who/that) we got to know
5. (which/that) I am not interested

*[Exercise C](#Exercise_Relative_Pronouns_3)*

1. where ….bought
2. whose ….ran
3. did you find / (that, which)
4. who / that knew
5. that …happened
6. What …didn’t like …threw
7. didn’t stop, which made

*[Exercise D](#Exercise_Relative_Pronouns_4)*

1. whose
2. who
3. who
4. where
5. who
6. where
7. which
8. which
9. who
10. which

[**p. 27, Present Perfect**](#Exercises_Present_Perfect)

*[Exercise A](#Exercises_Present_Perfect)*

1. I haven't seen this film before.
2. Has Paul given you the letter?
3. We haven't been to Ireland before.
4. Have you bought a new I-phone?
5. They haven't sent us a replacement.
6. Has Sheila had this bike for ten years?

[**p. 27, Present Perfect vs. Past Simple**](#Exercises_Present_Perfect_vs_Past_Simple)

*[Exercise A](#Exercises_Present_Perfect_vs_Past_Simple)*

1. has gone
2. Have you read
3. have spent
4. haven't seen
5. have had this car for

**[p. 28, Present Perfect vs. Past Simple](#Present_Perfect_2)**

*[Exercise B](#Present_Perfect_2)*

1. has had; since
2. have known; for
3. met
4. have been; went; stayed; enjoyed; were
5. Have you ever seen; saw; did you like; did

**[p. 28, Present Perfect vs. Past Simple](#Present_Perfect_3)**

*[Exercise C](#Present_Perfect_3) (keyword underlined = past simple, keyword* ***fat = present perfect****)*

1. Have you heard; has just been; happened (***just***/half an hour ago)
2. Have you ever been (***ever***) have never been; visited (***never***/two years ago)
3. Has Tom already called; called (***already***/yesterday*)*
4. were; used; haven’t had (when/***for***)
5. has she learnt/learned; spent (***how long/since****/*when*)*
6. Have you had; haven’t eaten (***this morning/yet***)
7. stepped (in 1969); was
8. went; have only been (last year/***this year***)
9. won; haven’t won (in 1994/***this year/so far***)
10. has just hit (***just****)*
11. lived; often went; haven’t been (when/***since***)
12. Have you done (***yet***) did; haven’t had (yesterday/***yet/today***)
13. Have you already done (***already***) have just come (***just***)
14. came (*two hours ago*) called; arrived; have just finished (when/***just***)
15. Didn’t you see (in the morning) didn’t have (then)

**[p. 31, Countable and Uncountable Nouns;](#Exercises_Countable_Nouns)**

*[Exercise A](#Exercises_Countable_Nouns)*

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

*[Exercise B](#Exercises_Countable_2)*

1. somebody/someone
2. somebody/someone
3. something
4. anybody/anyone
5. anywhere
6. anything
7. Something

**[p. 32, Quantifiers](#Quantifiers_2)**

*[Exercise A](#Exercises_Quantifiers)*

1 many; 2 more; 3 much; 4 many; 5 more; 6 much; 7 more; 8 many; 9 more

[**p. 33, Quantifiers**](#Exercises_Quantifiers)

*[Exercise B](#Quantifiers_3)*

1 travel; 2 ✓; 3 a few; 4 is; 5 ✓; 6 a little; 7 ✓; 8 a few

*[Exercise C](#Quantifiers_4)*

1 much; 2 little; 3 many; 4 much; 5 is; 6 few; 7 much; 8 little; 9 much; 10 much;

11 much; 12 many; 13 any; 14 any; 15 some; 16 anywhere; 17 some; 18 anyone; 19 something

[**p. 35, Adjective or Adverb?**](#Exercises_Adjectives_and_Adverbs)

*[Exercise A](#Exercises_Adjectives_and_Adverbs)*

1 well; 2 good; 3 beautiful; 4 terribly; 5 slowly; 6 carefully; 7 pretty; 8 coldly; 9 cold; 10 well; 11 hard; 12 late; 13 fair; 14 nervous

*[Exercise B](#Exercises_Adjectives_and_Adverbs_2)*

1. learns very quickly
2. usually works hard
3. does not feel well today
4. smokes secretly

**[p. 37, Comparatives and Superlatives](#Comparatives_and_Superlatives)**

*Exercise A*

1. is younger than
2. watch as much television as
3. are not as good as
4. is worse than
5. the most interesting person
6. drives more carefully than

*[Exercise B](#Comparatives_and_Superlatives_2)*

|  |  |
| --- | --- |
| 1. safer; more expensive; cheaper; faster 2. more and more nervous 3. happier 4. less 5. sadder | 1. more carefully 2. less far 3. more 4. fewer 5. more |

**[p. 38, Comparatives and Superlatives](#Comparatives_and_Superlatives_3)**

*[Exercise C](#Comparatives_and_Superlatives_3)*

1. He is as tall as I am.
2. I am the happiest human being on Earth.
3. Simone doesn’t earn as much as Ian.
4. It is less expensive to live in Asia.
5. My cat doesn’t have as many kittens as yours.
6. It is hotter in Africa than in Sweden.
7. The worst student failed the test.
8. He has as much money as I do.
9. Switzerland isn’t as large as Great Britain.
10. James Bond is more famous than many other secret agents.

**[p. 39, Grammar Revision 1](#Grammar_Revision_1_1)**

*Exercise A*

1. How much wood was …
2. ... so warm!
3. … the furniture …
4. Those books over there … / These books over here …
5. … intelligent than …
6. ✓
7. ... the most careful …
8. ... was little …
9. ... little information …
10. … the worst …
11. ✓
12. … they run …
13. … find any …
14. ... headache for …
15. ✓
16. Here is …
17. ✓
18. ✓
19. … as rich as …

[**p. 40, Grammar Revision 1**](#Grammar_Revision_1_2)

*Exercise A continued*

1. ✓
2. … the happiest …
3. … was getting nervous …
4. Adrian never drinks …
5. ✓
6. ... us in a friendly way.
7. ✓
8. Walter left … we were still eating.
9. ✓
10. … I came …
11. … when I arrived …
12. … too fast.
13. … wasn’t anything …
14. ✓
15. ✓
16. ✓
17. … as clever as …
18. ... all our homework.
19. How many years ago …

40 ... us much information.

**[p. 41, Grammar Revision 1](#Grammar_Revision_1_3)**

*Exercise B*

1. Did she want more money from her parents?
2. Present Perfect … have already eaten.
3. Present Perfect … haven’t told
4. What …
5. … whose …
6. lie – lay – lain
7. Subject, Verbs, Object
8. Past Simple … broke …
9. Past Continuous … was repairing …
10. … where …
11. How many letters has Paul written to the President?

Who has written 6 letters to the President?

What has Paul written to the President?

Who has Paul written 6 letters to?

[**p. 42, Grammar Revision 1**](#Grammar_Revision_1_4)

*Exercise B**continued*

12 fall – fell – fallen

13 … which/that …

14 Present Perfect Has she told …

15 become – became – become

16 Didn’t Damian fight in World War II?

17 … who/that …

1. Present Continuous … are you thinking …

19 Present Perfect … has lost …

20 …is always forgetting …

21 Past Continuous … were beginning …

22 buy – bought – bought

[**p. 43, Grammar Revision 1**](#Grammar_Revision_1_5)

*Exercise B**continued*

23 Mr and Mrs Smith don’t go on holiday in April.

24 … that …

25 Present Perfect ... have never stolen …

26 Present Perfect … have grown …

27 Present Simple or Past Simple … believe(d) …

28 … which/that …

29 think – thought – thought

30 Present Perfect … has lived …

31 Past Simple … did you make …

32 Past Simple … met …

33 catch – caught – caught

34 Past Simple … forgot

[**p.45, Future Forms (mixed)**](#Exercise_Future)

*[Exercise A](#Exercise_Future)*

1. I’ll get
2. are you doing
3. won’t tell
4. will/is going to join
5. will go
6. starts
7. will call; arrive
8. is studying
9. finishes
10. is
11. will send
12. begins
13. tell; won’t help
14. is going to be
15. will pick
16. is going to be
17. leaves
18. will win
19. will do

20 will take

[**p. 46, Past Perfect**](#Exercises_Past_Perfect)

*[Exercise A](#Exercises_Past_Perfect)*

1. I hadn’t seen it
2. I hadn’t played
3. He hadn’t taken it
4. We hadn’t finished (painting)
5. George hadn’t written

[**p. 47, Past Perfect**](#Exercises_Past_Perfect_2)

*[Exercise B](#Exercises_Past_Perfect_2)*

1. ate
2. had eaten
3. had done
4. had thought / switched
5. did you do
6. had drunk
7. hadn’t even started
8. had just bought
9. went
10. had revised

*[Exercise C](#Exercises_Past_Perfect_3)*

1. I travelled to Portugal one year ago. I had never been there before.
2. When I met Sue, she had just given up smoking.
3. As soon as Rudi had done his homework, he turned / switched / clicked on the television.
4. After we had cleaned the kitchen, we decided to go for a walk.
5. I was 16, and Australia had always been the country of my dreams.
6. And now I had the opportunity to go there for a year. I was happy!
7. After Fiona had read the book, she went to watch the movie. ~ Did she like it?

[**p. 50, Verb Patterns**](#Exercises_Verb_Patterns)

*[Exercise A](#Exercise_Verb_Patterns)*

1. travelling
2. to invite
3. to listen
4. seeing
5. to become
6. feeding
7. to defrost
8. to find
9. to be
10. smoking
11. to have
12. doing
13. use
14. flying
15. going
16. doing
17. to buy

[**p. 52, Modal Verbs**](#Exercise_Modal_Verbs)

*[Exercise A](#Exercise_Modal_Verbs)*

1. aren't allowed
2. mustn't
3. don't have
4. mustn't
5. don't have to
6. have
7. can't
8. shouldn't
9. don't have to
10. aren't allowed
11. must
12. might

**p. 53, Modal Verbs**

*[Exercise B](#Exercises_Modal_Verbs_2)*

1. should / ought to take up
2. are not allowed to leave / must not leave
3. have to fill in
4. aren't allowed to eat / mustn’t
5. don’t have to reserve

*[Exercise C](#Exercises_Modal_Verbs_3)*

1. can / can’t; could; can’t
2. won’t be able to / will have to
3. don’t have to
4. mustn’t / aren’t allowed to
5. had to
6. may/might/could
7. shouldn’t/oughtn’t
8. couldn’t; could
9. must
10. wasn’t allowed to

[**p. 54, When or if?**](#Exercises_When_If_Unless)

*Exercise A*

1 When; 2 If; 3 When; 4 if; 5 when

[**p. 54, Unless or if?**](#Exercise_Unless_or_If)

*Exercise B*

1 unless; 2 If; 3 Unless; 4 unless; 5 if; 6 Unless; 7 if; 8 if

[**p. 55, First Conditionals and Time Clauses**](#Exercise_First_Conditional_and_Time_Clau)

*Exercise A*

1 will call; arrive; 2 'll give; go; 3 'll give; need; 4 is; ‘ll try; 5 arrives; 'll be; 6 get; will cook; 7 open; 8 get; 9 finish; 10 If

[**p. 56, Second Conditionals**](#Exercise_Second_Conditional)

*Exercise A*

1 saw; 2 didn't work; 3 wanted; 4 could; 5 didn't have; 6 won; 7 knew

[**p. 57, First and Second Conditionals (mixed)**](#Exercise_First_or_Second_Conditional)

*[Exercise A](#Exercise_First_or_Second_Conditional)*

1 were; 2 would; 3 would; 4 don’t; 5 will; 6 will; 7 were

*[Exercises B](#Exercise_First_or_Second_Conditional_2)*

1. do; pass; will probably go; get; will pay
2. became; would only be able
3. work; get; won't accept
4. continue; develop; will be able

**[p.59, Prepositions and Phrasal Verbs](#Exercises_Prepositions_and_Phrasal_Verbs)**

*Exercise A*

1 on; 2 at; 3 on; 4 at; 5 -; 6 on; 7 at; 8 at

[**p.60, Prepositions and Phrasal Verbs**](#Exercises_Prepositions_2)

*Exercise B*

1 in; 2 at; 3 at; 4 on; 5 on; 6 on; 7 in; 8 at; 9 on; 10 to; 11 at; 12 in

**p.60, Prepositions and Phrasal Verbs**

*[Exercise C](#Exercises_Prepositions_3)*

1 until; 2 from; until; 3 by; 4 in; 5 by; 6 in

*[Exercise D](#Exercises_Prepositions_4)*

1 for; 2 during; 3 while; 4 for; 5 during

**p.61, Prepositions and Phrasal Verbs**

*[Exercise E](#Exercises_Prepositions_5)*

1 between; 2 above; 3 in front of; 4 opposite; 5 against / in front of; 6 through; 7 along; by/near; 8 out of; round/across; 9 past; under; round

*[Exercise F](#Exercises_Prepositions_6)*

1. from; to; by; off; at
2. off; on
3. for; for; without
4. with; near; to; on; after; up
5. about; for; on
6. on; off
7. out; on; to; at
8. on; up; at; in
9. next to; behind; opposite; between
10. on; in; in; at
11. up; between
12. before; after; during

[**p. 63, Reported Speech**](#Exercises_Reported_Speech)

*[Exercise A](#Exercises_Reported_Speech)*

1. his mother (that) he could count from 1 to 10 in English.
2. Miranda (that) he liked her smile.
3. (that) she had trained so hard.
4. (that) Nadia’s father had told him he was proud of her.
5. Angela (that) she would have to work a bit harder.
6. (that) he didn’t speak German.
7. (that) Frank’s grandmother wanted him to visit her more often.

*[Exercise B](#Exercises_Reported_Speech_2)*

1. Tony shouted (that) he didn’t want to eat that soup, because it was too hot.
2. Marcella reported (that) there had been a serious car crash the day before.
3. My friends told me (that) they were going on holiday the coming month.
4. The radio commented (that) the team had scored 3 goals that day.
5. The receptionist pointed out (that) the doctor wouldn’t come there until six.

[**p. 65, Passive**](#Exercises_Passive)

*Exercise A*

1. The kitchen was decorated by my mother.
2. These letters weren’t written by me.
3. Our rivers are polluted by rubbish.
4. The washing up isn’t done by the cook.
5. The swimming competition was won by our school.
6. Art isn’t taught by Miss Jones.
7. Hamlet was written by Shakespeare.
8. The Tower can be seen from here.
9. A knife was thrown.
10. The spare parts are produced in Italy.
11. The meeting was badly organised.
12. He hasn’t been informed yet.

[**p. 67, Subject and Object Questions**](#Exercises_Subject_and_Object_Questions)

*Exercise A*

1. does / did Lucy go
2. painted
3. did Tom make
4. happens
5. won
6. do/did you like
7. did you talk
8. goes
9. did you meet
10. did she stop
11. wrote
12. did you go

*[Exercise B](#Exercises_Subject_and_Object_Questions_2)*

1. Who wants some coffee?
2. What did they see?
3. Who is going to pay the bill?
4. What did he have for breakfast?
5. What happened at the end of the story?
6. Who knows the answer to my question?
7. Who is she phoning?
8. What did their letter say?

[**p. 69 Conjunctions and Connecting Words**](#Exercises_Conjunctions_and_Connecting_Wo)

*[Exercise A](#Exercises_Conjunctions_and_Connecting_Wo)*

1 while; 2 (in order) to; 3 because; 4 so, that; 5 either, or; 6 such, that, when; 7 Although; 8 to, but

*[Exercise B](#Exercises_Conjunctions_2)*

1. G; Although I like her, I think she is pretty mean.
2. H; He drove so fast that he was already there at 12 o’clock.
3. E; We have lived here since 2014.
4. A; I haven’t done my work, because it was too difficult.
5. B; Please give me your answer, as soon as you have decided.
6. C; The day is so beautiful that we might go swimming.
7. D; Either he is doing some sport or he is visiting friends.

[**p. 70 Conjunctions and Connecting Words**](#Exercises_Conjunctions_3)

*[Exercise C](#Exercises_Conjunctions_3)*

|  |  |
| --- | --- |
| 1. because 2. when 3. before 4. so 5. although 6. but 7. so 8. or 9. like 10. as soon as | 1. only 2. even though 3. so 4. such 5. after 6. (in order) to 7. unless 8. if 9. since |

[**p. 71, Grammar Revision 2**](#Grammar_Revision_2)

[**p. 71,** **Present Tenses**](#Grammar_Revision_2)

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

[**p. 71** **Questions**](#Gr_Rev2_Questions)

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

[**p. 72** **Past Tenses + Present Perfect**](#Gr_Rev2_Past_Present_Perfect)

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

[**p. 73,** **Personal and Possessive Pronouns**](#Gr_Rev2_Pronouns)

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

[**p. 73,** **Relative Pronouns**](#Gr_Rev2_Relative_Pronouns)

1. b 2 b 3 a 4 c 5 c

[**p. 73,** **Quantifiers**](#Gr_Rev2_Quantifiers)

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

[**p. 74,** **Adjectives and Adverbs**](#Gr_Rev2_Adjectives)

1. b
2. b
3. c
4. b
5. b

[**p. 74,** **Comparatives + Superlatives**](#Gr_Rev2_Comparatives)

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

[**p. 75,** **Future Tenses**](#Gr_Rev2_Future)

1. c 2 c 3 b 4 a 5 a 6 c

[**p. 75,** **Verb Patterns**](#Gr_Rev2_Verb_Patterns)

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

[**p. 75,** **Modals**](#Gr_Rev2_Modals)

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

[**p. 76,** **Conditionals**](#Conditionals)

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

[**p. 76,** **Prepositions**](#Gr_Rev2_Prepositions)

|  |  |  |
| --- | --- | --- |
| 1. b 2. a 3. b 4. a 5. b 6. c   7 b  **Reading Tests**  [**pp. 79 / 80,** **Exam Task 1 Reading (EA Final 2008)**](#Reading_1)   1. F (Only some/Too few are ready for the   new world)   1. F (Study time is wasted) 2. F (There are a lot of unavoidable expenses) 3. T 4. F (Most banks offer deals for students) 5. T 6. T 7. F (It’s not necessary to buy things twice / students forget their winter clothes) 8. T 9. T   [**pp. 81 / 82,** **Exam Task 2 Reading (EA Final 2009)**](#Reading_2)   1. T 2. F (Everyone can benefit from *Learn Now*.) 3. T 4. F (You don’t have to take any exams.) 5. T 6. F (No, you don’t need basic skills to do a computing course) 7. F (You can learn by distance learning at home or work.) 8. T 9. F (You just book in whenever you want to.) 10. F ( If you want to work at home it can be organised by telephone or mail.)   **[pp. 83 - 86, Exam Task 3 Reading](#Reading_3)**  Part 1: Reading  A True, False or Not Stated  T  T  NS  T  F  F  T  T  F  T  B Multiple Choice  1 B; 2 C; 3 A; 4 C; 5 B; 6 B; 7 A; 8 A; 9 C; 10 C  C Matching  1 D; 2 B; 3 G; 4 H; 5 E  [**pp. 87 / 88,** **Exam Task 4 Reading (EA Final 2011)**](#Reading_4)   1. F (in 2002 she dived deeper) 2. T 3. F (safety and training is most important) 4. F (it is always the same) 5. F (land-based training at the gym) 6. T 7. F (mainly to advertise sports products) 8. T 9. T 10. F (not for many years to come) | 8 a  9 a  10 c  11 b  12 a  13 b |  |

**Vocabulary Tests**

[**p. 89, Elementary Vocabulary 1**](#Elementary_Vocabulary_1)

1. If your hands are cold, why don’t you put on a pair of **gloves**?
2. some opposites: beautiful - **ugly** , short - **long** + **tall**, thin – **fat**, happy – **sad** , interesting - **boring** , good - **bad** / **awful** .
3. What is on the top of a house to keep the rain from getting in? A **roof**
4. Why don’t you open the **window** and let in some fresh air?
5. If it’s cold enough, we might have **snow** at Christmas.
6. It was so **foggy** I couldn’t see more than 6 feet in front of me, so I couldn’t drive on.
7. Our feet were always cold, so we decided to put a Persian **carpet** on the floor.
8. What do you eat with: **knife**, **fork** and **spoon**.
9. What are the three meals you eat during the day called? **breakfast**, **lunch** and **dinner**.
10. Where do you put the dirty dishes after you’ve finished eating? In the **sink** or **dishwasher**.
11. What do you use to watch your own face? A **mirror**
12. What do you need to clean your teeth? **toothbrush** / **toothpaste**
13. You come to school by **bike**, **train**, **bus** or **on** **foot**
14. If you have been arrested for a serious crime, you should get yourself a **lawyer** to help you.
15. Who tries to explain what you need to know in school? A **teacher**
16. Who brings you drinks in a restaurant? **waiter**/**waitress**
17. Where do you go to when you need a haircut? To the **hairdresser’s.**
18. What’s your favourite free time occupation? ***individual answer***
19. After finishing the marathon, I was happy but really **tired**: all I wanted was to go to sleep.
20. I don’t like watching horror-movies on my own: afterwards I’m always **frightened**/**scared** someone is lying under my bed.
21. Where do you store your clothes? In a **wardrobe** or a **closet.**
22. I use a **bath** **towel** to dry myself after a shower.
23. A a child I used to feed the **ducks** in the pond with tiny pieces of bread.
24. Eiger, Mönch and Jungfrau are **mountains**, but the Gurten is just a **hill**.
25. What do you do with a football? You **kick** it.
26. When you put cut potatoes into frying oil you get **chips** / **French fries**.
27. If you want to boil potatoes, you should start by putting water in a **pan**.
28. When somebody says “thank you”, your polite answer is “**you’re welcome”**/ “**no problem”**/”**it’s OK”**/ …

**[p. 90, Elementary Vocabulary 2](#Elementary_Vocabulary_2)**

1. What can you write with? A **pen**, **pencil** or **biro**
2. Where do you get information about holidays? **travel** **agency**/**holiday** **brochure**/ **internet**
3. What is a camera for? **taking** **pictures**
4. After a meal in a restaurant the waiter gets you the **bill** and you might give him a **tip** for his service.
5. You make wine from **grapes**.
6. To bake bread I mainly need **flour**, **water** and **yeast**.
7. The meat of a pig is called **pork**.
8. Could I **borrow** some money from you? I’ll pay it back next week.
9. The opposite of expensive is **cheap**.
10. I’m sorry, you can’t use your credit card, you’ll have to pay **cash**.
11. If you **save** all your pocket money of the next 6 months, you will have enough to buy that camera.
12. Keep the city clean, put your rubbish into a **litter** **bin**.
13. Pedestrians should use a **pedestrian crossing** when they cross the streets.
14. If you **spend** all the money you **earn** with your job on CDs, you won’t have anything left for Susan’s birthday present.
15. Do you charge for the bags? – No, they are **free**.
16. In how many **slices** can you cut that loaf of bread?
17. A bunch of **flowers**, a bar of **chocolate** , a tin of **sardines**
18. Some more opposites: slow – **fast** / **quick**, hard - **soft**, clean - **dirty**, loud – **silent** (**soft** music), good - **bad**, old - **young** / **new**.
19. It takes a lot of **courage** to jump out of a plane for the first time.
20. I didn’t get your name: could you **spell** it, so I write it down correctly?
21. What do you wear? **clothes** - What do you carry? **an** **umbrella**/**a** **parcel** …
22. I dropped my book. – Could you **pick** **it** **up** it for me?
23. During weekends I usually don’t **get up** before 11 o’clock: I like my bed!
24. If you’re cold, put on that **jumper** your grandmother knitted last year.
25. Your father’s sister is your **aunt**, his brother is your **uncle**.
26. Because of my **backache** I’m afraid I can’t help youI lift this heavy table.
27. The season after summer is **autumn** (BrE) / **fall** (AmE)
28. He **tried hard** (2 words) to hide his feelings, but he just had to tell her he loved her.

**[p. 91, Pre-Intermediate Vocabulary Test 1 (File 1-4)](#Pre_Vocabulary_test_File_1_4)**

1. My grandma is very **generous**. She spoils me all the time. (grosszügig)
2. Tim’s twin brother is as **tall** as him – his sister is rather **short**, however. (gross / klein)
3. The party on Saturday was really awesome. We **had** a lot of **fun**. (es lustig haben)
4. Isn’t it too warm today to wear **gloves** and a **scarf**? (Handschuhe / Schal)
5. I don’t need **trainers**, I need **boots**. They’re in **fashion** now. (Turnschuhe / Stiefel / Mode)
6. Sally often **wears** a **bracelet** and a silver **necklace**. (tragen / Armband / Halskette)
7. This suitcase is heavy. Let me **carry** it for you. (tragen)
8. When did you last **go** **on** **a** **date**? (eine Verabredung haben)
9. Our class **gets** **on** **well** **with** our new teacher. (gut auskommen mit)
10. What I like about my sister: She’s got a good **sense** **of** **humour**. (Humor)
11. Look at that **painting**. – Isn’t it **unusual**! (Bild / ungewöhnlich)
12. It was painted by a **famous** **artist**. (berühmt / Künstler)
13. Unfortunately a lot of couples are getting **divorced** or **separated** nowadays. (geschieden / getrennt)
14. I met Rick at my best friend’s **wedding**. (Hochzeit)
15. Judging by **appearance** often leads you wrong. (Erscheinung)
16. Can you recommend the hotel you **stayed** **in** on your last holiday? (im Hotel wohnen)
17. Call me later, please. I’m **in a hurry**. (in Eile)
18. The pub was really **crowded** and **noisy** last night. (belebt / laut)
19. The **dress** the old lady is wearing is really **awful**. (Kleid / furchtbar)
20. Don’t you think John’s **apartment / flat** is rather **uncomfortable**? (Wohnung / unbequem)
21. We must keep on fighting for **peace** and **democracy**. (Frieden / Demokratie)
22. You must ask **security** if the **gate** is open. (Sicherheitskontrolle / Tor)
23. Speeding and **road** **rage** are serious crimes. (aggressive Fahrweise)
24. **Perhaps** (**maybe**) you should inform the **passengers** about the delay. (Vielleicht / Fluggäste)
25. Our hotel was situated in a beautiful **exotic** **location**. (exotisch / Ort)
26. Do you like **to** **do** **the** **washing** **up**? (abwaschen)
27. First you should **tidy** **your** **room** and then **make** **lunch**. (dein Zimmer aufräumen / das Mittagessen zubereiten)
28. You can **try** this sweatshirt **on** in the **changing** **rooms**. (anprobieren / Umkleidekabine)
29. Have you got this **item** in a different **size**? (Artikel / Grösse)
30. When the **customer** got his **receipt** he was upset. (Kunde / Quittung)
31. You can leave the **trolley** and the **basket** at the **checkout**. (Einkaufswagen / Korb / Kasse)

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[**p. 92, Pre-Intermediate Vocabulary Test 2 (File 5-8)**](#Pre_Vocabulary_test_File_5_8)

1. **Several inhabitants/Multiple residents** complained about noise in the neighborhood. (mehrere / Einwohner)
2. The movie was very **exciting** – not **boring** at all. (aufregend / langweilig)
3. The hotel owners were very **polite** and **immediately** served us food and drinks. (höflich / sofort)
4. The situation was **frightening/scary** and **dangerous**. (furchterregend / gefährlich)
5. Drinking coffee may help **prevent** some **illnesses/diseases** like diabetes and Parkinson’s. (vorbeugen / Krankheiten)
6. After the oil tanker hit the rocks, all the beaches were **polluted/dirty**.(verschmutzt, dreckig)
7. Do you **remember** the movie: “The **Talented** Mr. Ripley”? (erinnern / begabt)
8. Because of the bad weather not all the **strangers** **arrived** on time to be welcomed by the president. (Fremde / ankommen)
9. Let’s choose **episode** three of the **previous** “Private Practice” **series**. (Folge / vorherig / Serie)
10. I’d like to **sell** my **alarm clock** on e-bay. – You can’t do that, **definitely** **not**! (verkaufen / Wecker / auf keinen Fall)
11. One of my classmates **constantly** **misses** the bus. He is hardly ever **punctual**. (ständig / den Bus verpassen / pünktlich)
12. Marc **probably** **doesn’t like reading**. (wahrscheinlich / nicht gern lesen)
13. None of the tropical plants in our garden **survived** the hard winter last year. (überleben)
14. Tom and Allie **get on well with** each other. (gut zusammen auskommen)
15. Susan was **desperately** trying to **get advice**. (verzweifelt / Rat bekommen)
16. Every morning Jane **takes her children to school** by car. (ihre Kinder zur Schule bringen)
17. I think it is **necessary to get a present** for the hostess who, without a doubt, is going to prepare an exquisite dinner. (notwendig / ein Geschenk besorgen)
18. Let’s watch **the match/game on TV**. (ein Spiel sehen am Fernsehen)
19. In my **opinion** you shouldn’t **lend money** to Paul. (Meinung / Geld leihen)
20. Paul is always trying to **borrow** money **from** his classmates. (borgen, bei jemandem leihen)
21. The **circumstances** were **incredibly** delicate. (Umstände / unglaublich)
22. May I **suggest** **revising** for our exams together? (vorschlagen / lernen – wiederholen)
23. What’s the **advantage/benefit** of living in the country? (Vorteil)
24. Is it **permitted/allowed** to smoke in the park? - No, **I doubt it/I don’t think so**. (erlaubt / ich bezweifle es, ich glaube nicht)
25. Sometimes it **is worth** being a bit **suspicious**. (wert sein / misstrauisch)
26. After I had promised to go out with her, I suddenly **had second thoughts** about it, because I still had to do a lot of important homework. (ich hatte Bedenken)

**[p. 93, Pre-Intermediate Vocabulary Test 3 (File 9-12)](#Pre_Vocabulary_test_File_9_12)**

1. The **mosquito** bite I got last week just doesn’t heal. (Mücke)
2. There’s no **cure** when a box-**jellyfish** stings you. (Heilmittel / Qualle)
3. Their **sting** is extremely **poisonous**. (Stich / giftig)
4. Do **bats** have a **fur**? (Fledermaus / Fell)
5. The poor **monkey** was serving as a **guinea pig**. (Affe / Versuchskaninchen)
6. I heard the Mamba is world’s most **aggressive** **snake**. (angriffig / Schlange)
7. Frankenstein had an **abnormal** “built-in” **brain**. (abnorm / Hirn)
8. My uncle is a **captain**. He wants to **retire** at the age of 60. (Hauptmann / in Rente gehen).
9. The **researcher** had a speech about natural **selection** **in general**. (Wissenschaftlerin / Auswahl / im Allgemeinen)
10. Who is **to** **blame** that the president didn’t **overcome** his **cancer**? (die Schuld geben / überwinden / Krebs)
11. **Disposable** **nappies** are a good **invention**, but they cause a lot of waste material. (Wegwerf-Windeln / Erfindung)
12. Who’s the **author (writer)** of the **novel**: “Twilight”? (Autorin / Roman)
13. Too much **choice** is making us **indecisive** and **dissatisfied**. (Wahl / untentschlossen / unzufrieden)
14. If you watch a film before you read the book your **imagination** will be **spoilt**. (Vorstellungsvermögen, Fantasie / verdorben)
15. Walk **through** the park, and then **across** the street you will find the **cash machine (ATM)**. (durch / (gegen)über / Geldautomat)
16. **Education** is **compulsory** in many countries. (Schulbildung / Pflicht, obligatorisch)
17. His strange **behaviour** caused a lot of **confusion**. (Benehmen / Verwirrung, Durcheinander)
18. Grandmother is going **to look after** the baby tonight, we haven’t found a babysitter. (sich kümmern um)
19. The fans didn’t like the **referee’s** **attitude**. (Schiedsrichter / Haltung)
20. Tom could hardly accept his **defeat**. He’s a **bad loser**. (Niederlage / schlechter Verlierer)
21. What **subjects** were your favourites at **primary school**? (Fächer / Grundschule)
22. I liked **science**. I always had good **marks** in my **report**. (Naturwissenschaften / Noten / Zeugnis)
23. We are **looking forward to** going on holiday soon. (sich freuen auf)
24. When do you usually **get up** in the morning? (aufstehen)
25. It’s an **insult** if you don’t **stand up** when the Queen enters the room. (Beleidigung / aufstehen)

**[pp. 99 / 100, Additional Reading 1 (ANP 2013)](#Reading_Comprehension_1)**

1 F (she used to)

2 T

3 T

4 T

5 F (They send their bag ahead.)

6 F (They have a picnic/ under a tree.)

7 T

8 F (You can walk/hike/go on foot.)

9 F (She had been on a trip in Southern England.)

10 T

**[pp. 101 / 102, Additional Reading 2 (ANP 2017)](#Reading_Comprehension_2)**

1 F (It is not broken into several parts because it is the largest remaining piece of unbroken forest.)

2 T

3 T

4 T

5 F (The bears appear when the fish are returning from the Pacific Ocean to the streams and rivers.)

6 F (Knight Inlet is not in the middle of the rainforest, because it is on the southern edge of the Great Bear Rainforest.)

7 F (Guests do not travel straight to the river by boat although they start with a boat ride. They then board a small bus … to the river.)

8 T

9 F (Tourists cannot watch the bears all year round because they only wake up in April after their winter sleep.)

10 F (Tourists must sleep one night in one of the two hotels there, but not more than one night since the journey to Knight Inlet starts early the very next morning.)

**[pp. 103 / 104, Additional Reading 3 (ANP 2018)](#Reading_Comprehension_3)**

1 F (Helen and her colleagues had to set up a laboratory site on the ice themselves.)

2 T

3 F (The research will try to explain what might happen to oceans in the future, thus explaining the consequences of climate change, not the reasons.)

4 T

5 T

6 F (She suffered in the freezing conditions despite her previous experience).

7 T

8 T

9 F (When the scientists went out onto the ice, they were protected by guides carrying guns.)

10 F (The results of their studies have been published for everybody to read (“widely published”).)

1. Quelle: http://www.ego4u.de/de/cram-up/grammar/word-order (September 2016) [↑](#footnote-ref-1)