

► Intermediate

► with Tests

John Eastwood

# Oxford Practice Grammar

**NEW**

Practice-Boost  
CD-ROM

- 100% more exercises
- 100% more tests

+ online practice  
for FCE

OXFORD

# Oxford Practice Grammar



Intermediate

with answers

---

John Eastwood

**OXFORD**  
UNIVERSITY PRESS

# OXFORD

UNIVERSITY PRESS

Great Clarendon Street, Oxford ox2 6dp

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide in Oxford New York

Auckland Cape Town Dar es Salaam Hong Kong Karachi  
Kuala Lumpur Madrid Melbourne Mexico City Nairobi  
New Delhi Shanghai Taipei Toronto

With offices in

Argentina Austria Brazil Chile Czech Republic France Greece  
Guatemala Hungary Italy Japan Poland Portugal Singapore  
South Korea Switzerland Thailand Turkey Ukraine Vietnam

OXFORD and OXFORD ENGLISH are registered trade marks of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2006

The moral rights of the author have been asserted

Database right Oxford University Press (maker)

First published 2006

2011 2010 2009 2008

10 9 8 7 6 5 4

## No unauthorized photocopying

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

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

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

ISBN: 978 0 19 430911 0 (Student's Book)

Practice-Boost CD-ROM Pack first published 2008

ISBN: 978 0 19 457980 3 (Pack)

Typeset by Carole White

Illustrated by Oxford Designers and Illustrators

Cover illustration by Joanna Usherwood

Index by Sue Lightfoot

Printed in Spain by Gráficas Estella

## ACKNOWLEDGEMENTS

The author and publisher would like to thank:

All the teachers in the United Kingdom and Italy who discussed this book in the early stages of its development.

The teachers and students of the following schools who used and commented on the pilot units of the first edition:

The Bell School of Languages, Bowthorpe Hall, Norwich

The Eckersley School of English, Oxford

Eurocentre, Brighton

Eurocentre, London Victoria

King's School of English, Bournemouth

Academia Lacunza - International House,

San Sebastian, Spain.

The teachers and students of the following schools who used and commented on the first edition of this book:

Anglo World, Oxford

Central School of English, London

Linguarama, Birmingham.

Thomas Lavelle for his work on the American English appendix.

Rod Bolitho for his valuable advice on what students need from a grammar book.

The author would also like to thank:

All the staff at Oxford University Press who have been involved with this book, in particular the editors Stewart Melluish, David Lott and Helen Ward, who guided Oxford Practice Grammar through two editions; Glynnis Chantrell and Julia Elliott, who have handled the integration of Oxford Practice Grammar - Intermediate into this new series; and Phil Hargraves, who is responsible for the new design.

Oxford Designers and Illustrators for the illustrations.

And last but not least, my wife Sheila for all her help and encouragement.

# Contents

Introduction page VIII  
Key to symbols page IX

## Words and sentences

- 1 Word classes: nouns, verbs, adjectives, etc. 2
- 2 Sentence structure: subject, verb, object, etc. 4
- 3 Direct and indirect objects 6

## Verbs

- 4 Present Continuous 8
- 5 Present Simple 10
- 6 Present Continuous or Present Simple? 12
- 7 State verbs and action verbs 14

### Test A: Tenses – present 16

- 8 Past Simple 18
- 9 Past Continuous 20
- 10 Past Continuous or Past Simple? 22

### Test B: Past Simple and Past Continuous 24

- 11 Present Perfect (1) 26
- 12 Present Perfect (2): just, already, yet; for and since 28
- 13 Present Perfect (3): ever, this week, etc. 30
- 14 Present Perfect or Past Simple? (1) 32
- 15 Present Perfect or Past Simple? (2) 34

### Test C: Present Perfect and Past Simple 36

- 16 Present Perfect Continuous 38
- 17 Present Perfect Continuous or Simple? 40
- 18 Past Perfect 42
- 19 Review of the Past Simple, Continuous and Perfect 44
- 20 Past Perfect Continuous 46

### Test D: Tenses – past and perfect 48

- 21 Review of present and past tenses 50
- Test E: Tenses – present and past 54

- 22 Introduction to the future 56
- 23 Will and shall 58
- 24 Be going to 60
- 25 Will and be going to 62
- 26 Present tenses for the future 64

- 27 When I get there, before you leave, etc. 66

### Test F: The future with will, be going to and present tenses 68

- 28 Will be doing 70
  - 29 Will have done and was going to 72
  - 30 Review of the future 74
- ### Test G: Tenses – future 76
- 31 The verb have 78
  - 32 Short forms (it's, don't) 80
  - 33 Emphatic do 82

## Questions, negatives and answers

- 34 Yes/no questions 84
- 35 Short answers, e.g. Yes, it is. 86
- 36 Wh-questions 88
- 37 Subject/object questions 90
- 38 Prepositions in wh-questions 92
- 39 Who, what or which? 94

### Test H: Questions 96

- 40 Negative statements 98
- 41 Negative questions 100
- 42 Question tags, e.g. isn't it? 102
- 43 So/Neither do I and I think so 104

### Test I: Questions, negatives and answers 106

## Modal verbs

- 44 Ability: can, could and be able to 108
- 45 Permission: can, may, could and be allowed to 110
- 46 Possibility and certainty: may, might, could, must, etc. 112
- 47 Necessity: must and have to 114
- 48 Necessity: mustn't, needn't, etc. 116
- 49 Should, ought to, had better and be supposed to 118
- 50 Asking people to do things 120
- 51 Suggestions, offers and invitations 122
- 52 Will, would, shall and should 124
- 53 It may/could/must have been, etc. 126

### Test J: Modal verbs 128

## The passive

- 54 Passive verb forms 130
- 55 Active and passive (1) 132
- 56 Active and passive (2) 134
- 57 Special passive structures 136
- 58 Have something done 138
- 59 To be done and being done 140

Test K: The passive 142

## The infinitive and the -ing form

- 60 Verb + to-infinitive 144
- 61 Verb + -ing form 146
- 62 Verb + to-infinitive or verb + -ing form? 148
- 63 Like, start, etc. 150
- 64 Remember, regret, try, etc. 152

Test L: Verb + to-infinitive or -ing form 154

- 65 Verb + object + to-infinitive or -ing form 156
- 66 Question word + to-infinitive 158
- 67 Adjective + to-infinitive 160
- 68 For with the to-infinitive 162
- 69 The infinitive with and without to 164
- 70 Verb/Adjective + preposition + -ing form 166
- 71 Afraid to do or afraid of doing? 168
- 72 Used to do and be used to doing 170
- 73 Preposition or linking word + -ing form 172
- 74 See it happen or see it happening? 174
- 75 Some structures with the -ing form 176

Test M: The infinitive and the -ing form 178

## Nouns and articles

- 76 Ship and water: countable and uncountable nouns 180
- 77 A carton of milk, a piece of information, etc. 182
- 78 Nouns that can be countable or uncountable 184
- 79 Agreement 186
- 80 Singular or plural? 188
- 81 Pair nouns and group nouns 190
- 82 Two nouns together 192

Test N: Nouns and agreement 194

- 83 A/an and the (1) 196
- 84 A/an and the (2) 198
- 85 A/an, one and some 200
- 86 Cars or the cars? 202
- 87 Prison, school, bed, etc. 204
- 88 On Friday, for lunch, etc. 206
- 89 Quite a, such a, what a, etc. 208
- 90 Place names and the 210

Test O: A/an and the 214

## This, my, some, a lot of, etc.

- 91 This, that, these and those 216
- 92 My, your, etc. and mine, yours, etc. 218
- 93 The possessive form and of 220
- 94 Some and any 222
- 95 A lot of, lots of, many, much, (a) few and (a) little 224
- 96 All, half, most, some, no and none 226
- 97 Every, each, whole, both, either and neither 228

Test P: This, my, some, a lot of, all, etc. 230

## Pronouns

- 98 Personal pronouns (I, you) 232
- 99 There and it 234
- 100 Reflexive pronouns 236
- 101 Emphatic pronouns and each other 238
- 102 The pronoun one/ones 240
- 103 Everyone, something, etc. 242

Test Q: Pronouns 244

## Adjectives and adverbs

- 104 Adjectives 246
- 105 Adjectives (order) 248
- 106 The old, the rich, etc. 250
- 107 Interesting and interested 252
- 108 Adjective or adverb? (1) 254
- 109 Adjective or adverb? (2) 256

Test R: Adjectives and adverbs 258

- 110 Comparative and superlative forms 260
- 111 Comparative and superlative patterns (1) 264
- 112 Comparative and superlative patterns (2) 266

## Test S: Comparative and superlative 268

- 113 Adverbs and word order 270
- 114 Yet, still and already 274
- 115 Adverbs of degree (very, quite) 276
- 116 Quite and rather 278
- 117 Too and enough 280

## Test T: Adverbs and word order 282

## Prepositions

- 118 Prepositions of place 284
- 119 In, on and at (place) 288
- 120 In, on and at (time) 290
- 121 For, since, ago and before 292
- 122 During or while? By or until? As or like? 294
- 123 Preposition + noun (on holiday) 296
- 124 Noun + preposition (trouble with) 298
- 125 Adjective + preposition (proud of) 300

## Test U: Prepositions 302

## Verbs with prepositions and adverbs

- 126 Prepositional verbs (wait for) 304
- 127 Verb + object + preposition 306
- 128 Phrasal verbs (1) 308
- 129 Phrasal verbs (2) 310
- 130 Phrasal verbs (3) 312
- 131 Verb + adverb + preposition 314

## Test V: Verbs with prepositions and adverbs 316

## Reported speech

- 132 Direct speech and reported speech 318
- 133 Reported speech: person, place and time 320
- 134 Reported speech: the tense change 322
- 135 Reported questions 324
- 136 Reported requests, offers, etc. 326

## Test W: Reported speech 328

## Relative clauses

- 137 Relative clauses with who, which and that 330

- 138 The relative pronoun as object 332
- 139 Prepositions in relative clauses 334
- 140 Relative structures with whose, what and it 336
- 141 The use of relative clauses 338
- 142 Relative pronouns and relative adverbs 340
- 143 Relative clauses: participle and to-infinitive 342

## Test X: Relative clauses 344

## Conditionals and wish

- 144 Conditionals (1) 346
- 145 Conditionals (2) 348
- 146 Conditionals (3) 350
- 147 Review of conditionals 352
- 148 If, when, unless and in case 354
- 149 Wish and if only 356

## Test Y: Conditionals and wish 358

## Linking words

- 150 But, although, in spite of, whereas, etc. 360
- 151 To, in order to, so that and for 362
- 152 Review of linking words 364
- 153 Links across sentences 366

## Key to the exercises 368

## Key to the tests 396

## Exit test 408

## Key to the exit test 414

## Appendices

- 1 Word formation 368
- 2 The spelling of endings 370
- 3 Punctuation 372
- 4 Pronunciation 374
- 5 American English 377
- 6 Irregular verbs 382

## Index 433

# Introduction

The *Oxford Practice Grammar* is a series of three books, each written at the right level for you at each stage in your study of English. The series is intended for your use either in a classroom or when working independently in your own time.

The books are divided into units, each of which covers an important grammar topic. Each unit starts with an explanation of the grammar and this is followed by a set of practice exercises. Tests at the end of each unit or section of units give the opportunity for more practice and enable you to assess how much you have learned. Answers to the exercises and the tests are given at the back of the book.

You may want to choose the order in which you study the grammar topics, perhaps going first to those giving you problems. (Topics are listed in the Contents page at the front of each book and in the Index at the back.) Alternatively you may choose to start at the beginning of each book and work through to the end.

An interactive CD-ROM is included at each of the three levels, offering alternative ways to practise. You can recognize and correct written mistakes, and you can also take part in spoken dialogues; you can record and listen to your own voice and learn to speak more naturally.

## Exam practice

The first level in the series is *Oxford Practice Grammar – Basic*. This is suitable for elementary to pre-intermediate learners, and those working for the PET exam and IELTS. The second is *Oxford Practice Grammar – Intermediate*, for students who are no longer beginners but are not yet advanced in their use of English. It is suitable for those studying for the Cambridge FCE. *Oxford Practice Grammar – Advanced* is for those who have progressed beyond the intermediate level and who wish to increase their knowledge of English grammar and become more confident when using it. It helps students prepare for CAE, CPE, TOEFL, and other advanced-level exams.

*The Oxford Practice Grammar – Intermediate* is written for intermediate students of English.

The units cover the main areas of English grammar. Special attention is given to those points which are often a problem for learners, such as the meaning of the different verb forms, the use of the passive, the different conditional tenses, or the use of prepositions. Many units contrast two or more different structures, such as the Present Perfect and Past Simple (Units 14 and 15). There are also a number of review units.

The emphasis throughout the book is on the meaning and use of the grammatical forms. The explanations of grammar are descriptions of how English works; they are a guide to help you understand, not rules to be memorized. It is often more effective to look at examples of English rather than to read statements about it, and the grammar explanations are supported by lots of examples of everyday conversational English.

There are also appendices at the back of the book on word formation, the spelling of endings, punctuation, pronunciation, American English, and irregular verbs.

The tests enable you to assess how much you have learned, and they also give you practice in answering the kinds of questions you meet in exams.

An exit test provides an opportunity for more practice, and prepares the student for *Oxford Practice Grammar – Advanced*. The answer key to this exit test refers back to the relevant unit of the book, so if you make a mistake you can read the explanation again.

There is an interactive Oxford Practice Grammar website at [www.oup.com/elt/practicegrammar](http://www.oup.com/elt/practicegrammar)

## Key to symbols

The symbol / (oblique stroke) between two words means that either word is possible. *I may/might go* means that *I may go* and *I might go* are both possible. In exercise questions this symbol is also used to separate words or phrases which are possible answers.

Brackets ( ) around a word or phrase in the middle of a sentence mean that it can be left out. *There's (some) milk in the fridge* means that there are two possible sentences: *There's some milk in the fridge* and *There's milk in the fridge*.

The symbol ~ means that there is a change of speaker. In the example *How are you? ~ I'm fine, thanks*, the question and answer are spoken by different people.

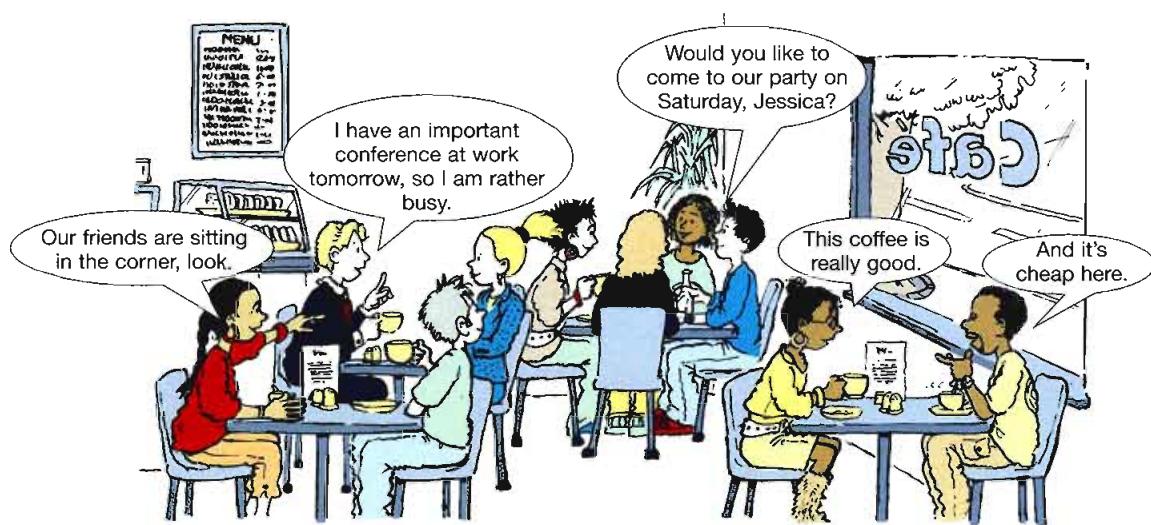
The symbol ▷ means that you can go to another place in the book for more information. ▷ 7 means that you can find out more in Unit 7.

The symbol ► in an exercise indicates that a sample answer is given.

For phonetic symbols see page 374.

# 1 Word classes: nouns, verbs, adjectives, etc.

## 1 Introduction



Look at the different kinds of word in this sentence.

Pronoun	Verb	Determiner	Adjective	Noun	Preposition	Noun	Adverb
<i>I</i>	<i>have</i>	<i>an</i>	<i>important</i>	<i>conference</i>	<i>at</i>	<i>work</i>	<i>tomorrow</i> ,
Linking word	Pronoun	Verb	Adverb	Adjective			
<i>so</i>	<i>I</i>	<i>am</i>	<i>rather</i>	<i>busy.</i>			

## 2 What kind of word?

There are eight different kinds of word in English. They are called 'word classes' or 'parts of speech'. Here are some examples from the conversations in the café. The numbers after the examples tell you which units in the book give you more information.

- 1 Verb: have, am, is, would, like, come, are, sitting, look ▷ 4–75
- 2 Noun: conference, work, coffee, party, Saturday, Jessica, friends, corner ▷ 76–82
- 3 Adjective: important, busy, good, cheap ▷ 104–109
- 4 Adverb: tomorrow, rather, really, here ▷ 113–117
- 5 Preposition: at, to, on, in ▷ 118–125
- 6 Determiner: an, this, our, the ▷ 83–97
- 7 Pronoun: I, it, you ▷ 98–103
- 8 Linking word: so, and ▷ 150–153

## 3 Words in sentences

Some words can belong to different classes depending on how they are used in a sentence.

### VERBS

*Can I look at your photos?  
We work on Saturday morning.*

### NOUNS

*I like the look of that coat.  
I'll be at work tomorrow.*

## Practice

### A What kind of word? (2)

Read this paragraph and then say which word class each underlined word belongs to. To help you decide, you can look back at the examples in 2.

Andrew didn't go to the café with the other students. Rachel told him they were going there, but he wanted to finish his work. Andrew isn't very sociable. He stays in his room and concentrates totally on his studies. He's an excellent student, but he doesn't have much fun.

- |          |             |    |           |       |
|----------|-------------|----|-----------|-------|
| ► to     | preposition | 7  | sociable  | ..... |
| ► café   | noun        | 8  | in        | ..... |
| 1 the    |             | 9  | and       | ..... |
| 2 told   |             | 10 | totally   | ..... |
| 3 they   |             | 11 | an        | ..... |
| 4 there  |             | 12 | excellent | ..... |
| 5 he     |             | 13 | but       | ..... |
| 6 finish |             | 14 | fun       | ..... |

### B What kind of word? (2)

Read this paragraph and then write the words in the spaces below. Write the first three verbs under 'Verb', and so on. Do not write the same word more than once.

Henry thinks Claire is wonderful. He loves her madly, and he dreams of marrying her, but unfortunately he is rather old for her. Today they are at a café with their friends Sarah and Mark, so Henry can't get romantic with Claire. But he might buy her some flowers later.

Verb <u>thinks</u>	Noun <u>Henry</u>	Adjective	Adverb
.....	.....	.....	.....
.....	.....	.....	.....
Preposition	Determiner	Pronoun	Linking word
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

### C Words in sentences (3)

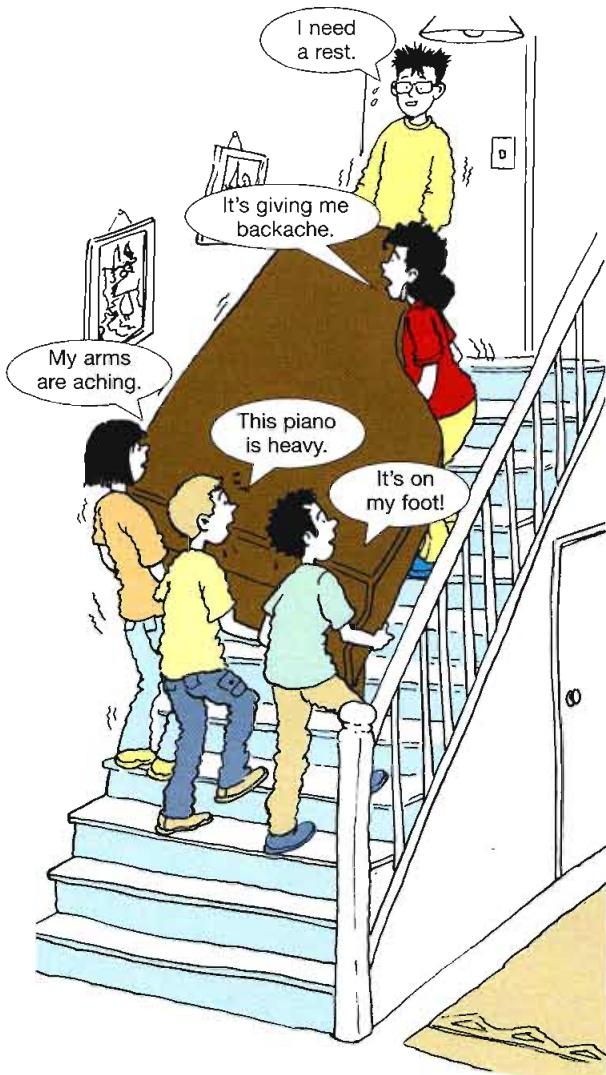
Is the underlined word a verb, a noun or an adjective?

- Shall we go for a walk?
  - Shall we walk into town?
  - 1 Laura wanted to talk to Rita.
  - 2 Laura wanted a talk with Rita.
  - 3 The windows aren't very clean.
  - 4 Doesn't anyone clean the windows?
  - 5 We went to a fabulous show in New York.
  - 6 Laura wanted to show Rita her photos.
  - 7 Henry thought Claire looked beautiful.
  - 8 A strange thought came into Emma's head.
  - 9 Sarah is feeling quite tired now.
  - 10 Studying all night had tired Andrew out.

noun  
verb

## 2 Sentence structure: subject, verb, object, etc.

MIKE AND HARRIET ARE MOVING THEIR PIANO UPSTAIRS.  
TOM, MELANIE AND DAVID ARE HELPING THEM.



### 1 Sentence structure

The parts of a sentence are the subject, verb, object, complement and adverbial. A statement begins with the subject and the verb. There are five main structures which we can use to make a simple statement.

- |   |                    |                    |                       |
|---|--------------------|--------------------|-----------------------|
| 1 | SUBJECT            | VERB               |                       |
|   | <i>My arms</i>     | <i>are aching.</i> |                       |
|   | <i>Something</i>   | <i>happened.</i>   |                       |
| 2 | SUBJECT            | VERB               | OBJECT                |
|   | <i>I</i>           | <i>need</i>        | <i>a rest.</i>        |
|   | <i>Five people</i> | <i>are moving</i>  | <i>the piano.</i>     |
| 3 | SUBJECT            | VERB               | COMPLEMENT            |
|   | <i>This piano</i>  | <i>is</i>          | <i>heavy.</i>         |
|   | <i>It</i>          | <i>was</i>         | <i>a big problem.</i> |
| 4 | SUBJECT            | VERB               | ADVERBIAL             |
|   | <i>It</i>          | <i>is</i>          | <i>on my foot.</i>    |
|   | <i>Their house</i> | <i>is</i>          | <i>nearby.</i>        |

An adverbial can be a prepositional phrase (e.g. *on my foot*) or an adverb (e.g. *nearby*).

- |   |              |                  |                |                   |
|---|--------------|------------------|----------------|-------------------|
| 5 | SUBJECT      | VERB             | OBJECT         | OBJECT            |
|   | <i>It</i>    | <i>'s giving</i> | <i>me</i>      | <i>backache.</i>  |
|   | <i>David</i> | <i>bought</i>    | <i>Melanie</i> | <i>a present.</i> |

We use two objects after verbs like *give* and *send* (see Unit 3).

### 2 Adverbials

We can add adverbials to all the five main structures.

*My arms are aching terribly.*   *I really need a rest.*

*Of course this piano is heavy.*   *Fortunately their house is nearby.*

*To everyone's surprise, David actually bought Melanie a present yesterday.*

▷ 34, 36 Word order in questions   ▷ 113 Adverbs and word order

▷ page 377 *Seem, look, etc.* in American English

# Practice

## A Parts of the sentence (1)

Mike and Harriet are on holiday. They have written a postcard to David and Melanie. Look at each underlined phrase and say what part of the sentence it is: subject, verb, object, complement or adverbial.

► We're having a great time. object.....

- 1 The weather is marvellous. ..... 4 We're on a farm. .....  
2 We really enjoy camping. ..... 5 We like this place. .....  
3 It's great fun. ..... 6 The scenery is beautiful. .....

## B Sentence structure (1)

After moving the piano, the five friends had a rest and a cup of tea.

Look at this part of their conversation and then write the letters a)–e) in the correct place.

- a) David: That was a difficult job.  
b) Tom: I agree.  
c) Mike: I'm on my deathbed.  
d) David: Someone should give us a medal.  
e) Harriet: I've made some more tea.

► Subject + verb b.....  
1 Subject + verb + object .....  
2 Subject + verb + complement .....  
3 Subject + verb + adverbial .....  
4 Subject + verb + object + object .....

## C Word order (1)

Put the words in the correct order and write the statements.

► is / Melanie / very nice Melanie is very nice.....

- 1 football / likes / Tom .....  
2 an accident / David / had .....  
3 moved / the piano / we .....  
4 a tall woman / Harriet / is .....  
5 sat / on the floor / everyone .....  
6 gave / some help / Mike's friends / him .....

## D Adverbials (2)

These sentences are from a news report. Write down the two adverbials in each sentence.

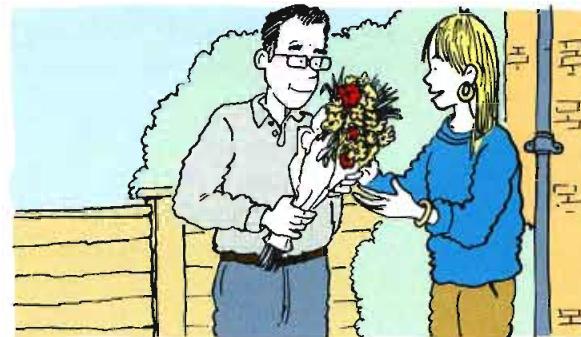
Each adverbial is a prepositional phrase or an adverb.

► Prince Charles opened a new sports centre in Stoke yesterday.....

- 1 He also spoke with several young people.  
2 The sports centre was first planned in 1994.  
3 Naturally, the local council could not finance the project without help.  
4 Fortunately, they managed to obtain money from the National Lottery.

# 3 Direct and indirect objects

## 1 Introduction



*Henry gave Claire some flowers.*

Here the verb give has two objects. Claire is the indirect object, the person receiving something. Some flowers is the direct object, the thing that someone gives.

*Henry gave some flowers to Claire.*

Here give has a direct object (some flowers) and a phrase with to. To comes before Claire, the person receiving something.

Here are some more examples of the two structures.

	INDIRECT OBJECT	DIRECT OBJECT	DIRECT OBJECT	PHRASE WITH TO/FOR
<i>Emma gave</i>	<i>Rachel</i>	<i>a CD.</i>	<i>Emma gave</i>	<i>the CD</i>
<i>I'll send</i>	<i>my cousin</i>	<i>a postcard.</i>	<i>I'll send</i>	<i>to Rachel.</i>
<i>We bought</i>	<i>all the children</i>	<i>an ice-cream.</i>	<i>We bought</i>	<i>to my cousin.</i>
				<i>for all the children.</i>

## 2 To or for?

We give something to someone, and we buy something for someone.

We can use to with these verbs: bring, feed, give, hand, lend, offer, owe, pass, pay, post, promise, read, sell, send, show, take, teach, tell, throw, write

*Vicky paid the money to the cashier. OR Vicky paid the cashier the money.*

*Let me read this news item to you. OR Let me read you this news item.*

*We showed the photos to David. OR We showed David the photos.*

We can use for with these verbs: book, bring, build, buy, choose, cook, fetch, find, get, leave, make, order, pick, reserve, save

*They found a spare ticket for me. OR They found me a spare ticket.*

*I've saved a seat for you. OR I've saved you a seat.*

*Melanie is making a cake for David. OR Melanie is making David a cake.*

## 3 Give + pronoun

Sometimes there is a pronoun and a noun after a verb such as give.

The pronoun usually comes before the noun.

*Henry is very fond of Claire. He gave her some flowers.*

We use **her** because Claire is mentioned earlier.  
Her comes before some flowers.

*Henry bought some flowers. He gave them to Claire.*

We use **them** because the flowers are mentioned earlier. Them comes before Claire.

# Practice

## A Give (1)

Look at the Christmas presents and write sentences about them.

Put one of these words at the end of each sentence: *necklace, scarf, sweater, tennis racket, watch*.

► To Mike  
From Harriet



1 To Melanie  
From David



2 To Trevor  
From Laura



3 To Matthew  
From Emma



4 To Claire  
From Henry



► Harriet gave Mike a watch.

1 ..... 3 .....  
2 ..... 4 .....

## B Indirect object or to? (1)

Write the information in one sentence. Put the underlined part at the end of the sentence.

Sometimes you need *to*.

- Daniel lent something to Vicky. It was his calculator.  
► Mark sent a message. It was to his boss.  
1 Emma sold her bike. Her sister bought it.  
2 Tom told the joke. He told all his friends.  
3 Melanie gave some help. She helped her neighbour.  
4 Ilona wrote to her teacher. She wrote a letter.

- Daniel lent Vicky his calculator.  
→ Mark sent a message to his boss.  
→ Emma .....  
→ Tom .....  
→ Melanie .....  
→ Ilona .....

## C To or for? (2)

Mark's boss at Zedco is Mr Atkins. He is telling people to do things. Put in *to* or *for*.

- Give these papers to my secretary. 3 Don't show these plans ..... anyone.  
► Could you make some coffee for us? 4 Leave a message ..... my secretary.  
1 Book a flight ..... me, could you? 5 Fetch the file ..... me, could you?  
2 Can you post this cheque ..... the hotel? 6 Write a memo ..... all managers.

## D Give + pronoun (3)

Complete each answer using the words in brackets. Sometimes you need to use *to* or *for*.

- Matthew: Why is everyone laughing? (a funny story / us)  
Vicky: Daniel told us a funny story.  
► Trevor: There's some fish left over. (it / the cat)  
Laura: I'll feed it to the cat.  
1 Mark: What are you doing with those bottles? (them / the bottle bank)  
Sarah: I'm taking .....  
2 Trevor: How are things with you, Daniel? (a job / me)  
Daniel: Fine. Someone has offered .....  
3 David: What about those papers you found? (them / the police)  
Tom: Oh, I handed .....  
4 Emma: It's pouring with rain, look. (my umbrella / you)  
Rachel: It's OK. I'll lend .....

# 4 Present Continuous

## 1 Introduction

The Present Continuous means that we are in the middle of an action.



## 2 Form

The Present Continuous is the present tense of be + an -ing form.

### POSITIVE

*I am looking* OR *I'm looking*

*You/we/they are looking* OR *You/we/they're looking*

*He/she/it is looking* OR *He/she/it's looking*

### NEGATIVE

*I'm not looking*

*you/we/they aren't looking* OR *you're/we're/they're not looking*

*he/she/it isn't looking* OR *he's/she's/it's not looking*

### QUESTION

*am I looking?*

*are you/we/they looking?*

*is he/she/it looking?*

*I'm getting the lunch ready.*

*The train is coming, look.*

*We're looking for a post office.*

*Rachel isn't wearing her new dress.*

*What are you doing?*

*Who is Vicky dancing with?*

For rules about the spelling of the -ing form see page 370.

## 3 Use

We use the Present Continuous to say that we are in the middle of an action.

*I'm waiting for the train.* (I'm at the station now.)

*I'm getting the lunch ready.* (I'm in the kitchen now.)

*I'm waiting* means that I am in the middle of a period of waiting. The wait is not yet over.

We can also use the Present Continuous when we are in the middle of something but not actually doing it at the moment of speaking.

*I must get back to the office. We're working on a new project.*

*I'm quite busy these days. I'm doing a course at college.*

We can use the Present Continuous when things are changing over a long period.

*The number of cars on the road is increasing.*   *The earth is slowly getting warmer.*

For the future meaning of the Present Continuous see Unit 26.1.

*I'm playing badminton with Matthew tomorrow.*

▷ 6 Present Continuous or Simple?   ▷ 7 State verbs and action verbs

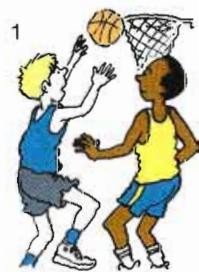
# Practice

## A Form (2)

Look at the pictures and say what people are doing.

Use these verbs: *carry, paint, play, ride, take*

Use these objects: *a bicycle, a parcel, a photo, a picture, basketball*



► He's riding a bicycle.

1 ..... 3 .....

2 ..... 4 .....

## B Form (2)

Rachel is in the computer room at college. Complete her conversation with Andrew.

Put in a Present Continuous form of the verb.

Andrew: What (►) are you doing? (you / do)

Rachel: (►) I'm writing ..... (I / write) a letter to a friend. He's a disc jockey. Vicky and I (1) ..... (try) to organize a disco.

Andrew: That sounds a lot of work. How (2) ..... (you / find) time for your studies?

Rachel: Well, as I said, Vicky (3) ..... (help) me.

(4) ..... (we / get) on all right. (5) ..... (we / not / spend) too much time on it. (6) ..... (it / not / take) me away from my studies, don't worry about that. Oh, sorry, (7) ..... (you / wait) for this computer?

Andrew: Yes, but there's no hurry.

Rachel: (8) ..... (I / correct) the last bit of the letter. I've nearly finished.

## C Use (3)

What can you say in these situations? Add a sentence with the Present Continuous.

► A friend rings you up in the middle of *Neighbours*, your favourite soap opera. Is it important? I'm watching '*Neighbours*'.

1 A friend is at your flat and suggests going out, but you can see rain outside.

I don't want to go out now. Look, .....

2 A friend rings you up at work.

Sorry, I can't talk now. .....

3 You want to get off the bus, but the man next to you is sitting on your coat.

Excuse me, .....

4 A friend wants to talk to you, but you have just started to write an important letter.

Can I talk to you later? .....

5 You have been ill, but you're better now than you were.

I'm OK now. .....

# 5 Present Simple



## 1 Use

We use the Present Simple for

- ▶ thoughts and feelings: *I think so, I like it.*
- ▶ states, things staying the same, facts and things that are true for a long time: *We live quite near* (see Unit 7).
- ▶ repeated actions: *We come here every week.*

and also

- ▶ in phrases like *I promise, I agree, etc:* *I promise I'll pay you back.*
- ▶ in a negative question with *why* to make a suggestion: *Why don't we go out?*

For the future meaning of the Present Simple see Units 26 and 27.

*The new term starts next week.*

## 2 Positive forms

I/you/we/they get  
he/she/it gets

In the Present Simple we use the verb without an ending.

*I get the lunch ready at one o'clock, usually.*   *We always do our shopping at Greenway.*  
*Most children like ice-cream.*   *You know the answer.*

But in the third person singular (after he, she, it, your friend, etc), the verb ends in -s or -es. For spelling rules see page 370.

*It gets busy at weekends.*   *My husband thinks so, too.*  
*Sarah catches the early train.*   *She faxes messages all over the world.*

## 3 Negatives and questions

### NEGATIVE

I/you/we/they do not get OR don't get  
he/she/it does not get OR doesn't get

### QUESTION

do I/we/you/they get?  
does he/she/it get?

We use a form of *do* in negatives and questions (but see Unit 37). We use *do* and *don't* except in the third person singular, where we use *does* and *doesn't*.

*We don't live far away.*   *He doesn't want to go shopping.*  
*Do you live here? ~ Yes, I do.*   *What does he want? ~ Money.*

We do not add -s to the verb in negatives and questions.

NOT *He doesn't gets* and NOT *Does he gets?*

▷ 6 Present Continuous or Present Simple?   ▷ 7 State verbs and action verbs

# Practice

## A Use (1)

Look at each underlined verb and say what kind of meaning it expresses. Is it a thought, a feeling, a fact or a repeated action?

- Matthew loves sport.
- Sarah often works late at the office.
- 1 I hate quiz programmes.
- 2 We play table tennis every Thursday.
- 3 The computer belongs to Emma.
- 4 These plates cost £20 each.
- 5 I believe it's the right thing to do.
- 6 I'm hungry. I want something to eat.
- 7 I usually go to work by bus.
- 8 It's OK. I understand your problem.

- a feeling.....  
a repeated action.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

## B Forms (2–3)

Complete the sentences by putting in the verbs. Use the Present Simple. You have to decide if the verb is positive or negative.

- Claire is very sociable. She knows ..... (know) lots of people.
- We've got plenty of chairs, thanks. We don't want ..... (want) any more.
- 1 My friend is finding life in Paris a bit difficult. He ..... (speak) French.
- 2 Most students live quite close to the college, so they ..... (walk) there.
- 3 My sports kit is really muddy. This shirt ..... (need) a good wash.
- 4 I've got four cats and two dogs. I ..... (love) animals.
- 5 No breakfast for Mark, thanks. He ..... (eat) breakfast.
- 6 What's the matter? You ..... (look) very happy.
- 7 Don't try to ring the bell. It ..... (work).
- 8 I hate telephone answering machines. I just ..... (like) talking to them.
- 9 Matthew is good at badminton. He ..... (win) every game.
- 10 We always travel by bus. We ..... (own) a car.

## C Forms (2–3)

Complete the conversation. Put in the Present Simple forms.

Rita: (►) Do ... you like ..... (you / like) football, Tom?

Tom: (►) I love ..... (I / love) it. I'm a United fan. (1) ..... (I / go) to all their games. Nick usually (2) ..... (come) with me. And (3) ..... (we / travel) to away games, too. Why (4) ..... (you / not / come) to a match some time?

Rita: I'm afraid football (5) ..... (not / make) sense to me — men running after a ball. Why (6) ..... (you / take) it so seriously?

Tom: It's a wonderful game. (7) ..... (I / love) it. United are my whole life.

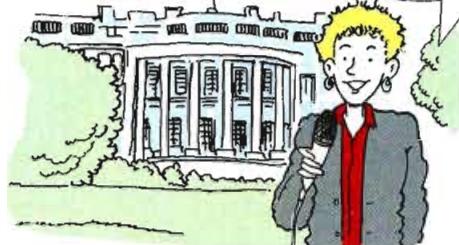
Rita: How much (8) ..... (it / cost) to buy the tickets and pay for the travel?

Tom: A lot. (9) ..... (I / not / know) exactly how much. But (10) ..... (that / not / matter) to me. (11) ..... (I / not / want) to do anything else. (12) ..... (that / annoy) you?

Rita: No, (13) ..... (it / not / annoy) me. I just (14) ..... (find) it a bit sad.

# 6 Present Continuous or Present Simple?

## 1 Now or sometimes?



KITTY BEAMISH IS A TV REPORTER.



KITTY IS ON GUY'S CHAT SHOW.

### PRESENT CONTINUOUS

We use the Present Continuous for something happening now. *I am speaking to you live* means that Kitty is in the middle of a live broadcast. Here are some more examples.

*It's raining at the moment.*

*I'm watching this programme.*

*Look. That man is taking a photo of you.*

### PRESENT SIMPLE

We use the Present Simple for repeated actions. *I often speak live to the camera* means that she does it again and again.

*It always rains at the weekend.*

*I watch television most weekends.*

*He's a photographer. He takes lots of photos.*

## 2 Thoughts, feelings and states

We normally use the Present Simple to talk about thoughts and feelings.

*I think it's a good programme.* *Kitty likes her job.*

We also use it to talk about states (see Unit 7) and permanent facts.

*Reporting means a lot to her.* *Paper burns easily.*

We also use the Present Simple in I promise, I agree, I refuse, etc.

*I promise I'll write to you.* *It's all right. I forgive you.*

## 3 Temporary or permanent?

### PRESENT CONTINUOUS

We use the Present Continuous for a routine or situation that we see as temporary (for a short period).

*I'm working at a sports shop for six weeks.*

*At the moment they're living in a very small flat.*

### PRESENT SIMPLE

We use the Present Simple for a routine or situation that we see as permanent.

*I work at a sports shop. It's a permanent job.*

*They live in a very nice flat.*

## 4 Always

### PRESENT CONTINUOUS

We can use always with the Present Continuous to mean 'very often', usually with the added meaning of 'too often'.

*Tom is always inviting friends here.*

(= He invites them very often.)

*I'm always making silly mistakes.*

(= I make silly mistakes too often.)

### PRESENT SIMPLE

Always with the Present Simple means 'every time'.

*Tom always invites us to stay at Christmas.*

(= He invites us every Christmas.)

*I always make silly mistakes in exams.*

(= I make mistakes in every exam.)

# Practice

## A Present Continuous or Present Simple? (1–2)

At work Mark is talking to Alan in the corridor. Complete their conversation.

Put in the Present Continuous or Present Simple of the verbs.

Mark: (►) Are you looking ... (you / look) for someone?

Alan: Yes, (►) I need ..... (I / need) to speak to Neil. He isn't in his office.

Mark: (1) ..... (he / talk) to the boss at the moment.

(2) ..... (I / think)

(3) ..... (they / discuss) money.

Alan: Oh, right. And what about you? (4) ..... (you / look) for someone too?

Mark: Yes, Linda. (5) ..... (you / know) where she is?

Alan: Oh, she isn't here today. She only (6) ..... (work) four days a week. (7) ..... (she / not / work) on Fridays. She'll be here on Monday.

Mark: Thank you. (8) ..... (you / know) a lot about Linda.

Alan: Well, most days (9) ..... (I / give) her a lift, or (10) ..... (she / live) quite close to me. (12) ..... (it / save) petrol.

Mark: Yes, of course. Good idea. Yes, (13) ..... (I / agree). Well, (14) ..... (I / waste) my time here then. I'll get back to my computer.

## B Present Continuous or Present Simple? (1–3)

Complete the sentences. Put in the Present Continuous or Present Simple of the verbs.

► I'm writing (I / write) to my parents. I write ..... (I / write) to them every weekend.

1 ..... (it / snow) outside. ..... (it / come) down quite hard, look.

2 Normally ..... (I / start) work at eight o'clock, but ..... (I / start) at seven this week. We're very busy at the moment.

3 I haven't got a car at the moment, so ..... (I / go) to work on the bus this week. Usually ..... (I / drive) to work.

4 The sun ..... (rise) in the east, remember. It's behind us so ..... (we / travel) west.

5 I'm afraid I have no time to help just now. ..... (I / write) a report. But ..... (I / promise) I'll give you some help later.

6 ..... (I / want) a new car. ..... (I / save) up to buy one.

## C Always (4)

Complete the sentences. Use *always* and the Present Continuous or Present Simple.

► Melanie: Tom talks too much, doesn't he?

Rita: Yes, and he's always talking ..... about football.

► Laura: You forget your keys every time.

Trevor: I try to remember them, but I always forget ..... .

1 Claire: Sarah takes the train every day, doesn't she?

Mark: Yes, ..... the train.

2 Vicky: Rachel misses lectures much too often in my opinion.

Emma: I agree. ..... lectures.

3 Mike: Every time I drive along here, I go the wrong way.

Harriet: But it's very simple, isn't it? Why ..... the wrong way?

4 David: Trevor and Laura argue much too often, I think.

Melanie: I know. ....

## 7

# State verbs and action verbs

## 1 States and actions

## STATES

A state means something staying the same.

*The flat is clean.*

*The farmer owns the land.*

*The box contained old books.*

State verbs cannot usually be continuous.

NOT *The farmer is owning the land.*

## ACTIONS

An action means something happening.

*I'm cleaning the flat.*

*The farmer is buying the land.*

*He put the books in the box.*

Action verbs can be simple or continuous.

*He put / He was putting everything away.*

Some state verbs: be, believe, belong, consist of, contain, depend on, deserve, exist, hate, know, like, love, matter, mean, own, need, prefer, remember, resemble, seem, understand

## 2 I think/I'm thinking etc.

Sometimes we can use a verb either for a state or for an action.

## STATES (simple tenses)

*I think you're right.* (= believe)

*We have three cars.* (= own)

*I come from Sweden.* (= live in)

*I see your problem.* (= understand)

*Do you see that house?* (= have in sight)

*This picture looks nice.*

*She appears very nervous.* (= seems)

*The bag weighed five kilos.*

*The coat fits.* (= is the right size)

## ACTIONS (simple or continuous)

*I'm thinking about the problem.*

*We're having lunch.* (= eating)

*I'm coming from Sweden.* (= travelling)

*I usually come on the plane.*

*Mark is seeing his boss.* (= meeting)

*I see Daniel quite often.*

*I'm looking at this picture.*

*She appeared/was appearing in a film.*

*They weighed/were weighing my bag.*

*I'm fitting a lock to the window.*

These examples with the verb be are about how people behave.

## PERMANENT QUALITY

*Claire is a very sociable person.*

*That man is an idiot.*

## TEMPORARY BEHAVIOUR

*Andrew is being very sociable today.*

*You are being an idiot this morning.*

(= You are behaving like an idiot.)

We use am/are/is being only to talk about behaviour, not about other things.

*I'm better now, thanks. Are you ready? Is anyone interested?*

## 3 I like/I'm liking etc.

We can use some state verbs in the continuous to talk about a short period of time.

## PERMANENT STATE (simple tenses)

*I love/enjoy parties.*

*I like school.*

*Holidays cost a lot of money.*

## SHORT PERIOD (continuous)

*I'm loving/enjoying this party.*

*I'm liking school much better now.*

*This trip is costing me a lot of money.*

Sometimes we can use either the simple or the continuous with no difference in meaning.

*You look well. OR You're looking well. We feel a bit sad. OR We're feeling a bit sad.*

# Practice

## A States and actions (1)

Tom is on the Internet. He's telling people about himself.

Say which verbs express states and which express actions.

- I surf the Net most evenings.  
1 My flat is in the town centre.  
2 I drive a taxi in the daytime.  
3 I own two cars.  
4 I go to lots of parties.  
5 I love football.

action

- .....  
.....  
.....  
.....  
.....

## B I think/I'm thinking etc. (2)

Complete the conversation. Choose the correct form of the verb.

- Emma: Hi, Matthew. What (►) do you look/are you looking at?  
Matthew: Oh, hi. These are photos of me when I was a child.  
Emma: Oh, look at this one. (1) I think/I'm thinking you look lovely, Matthew.  
Matthew: (2) I have/I'm having some more photos here.  
Emma: Look at this. Why such a big coat?  
Matthew: It was my brother's. That's why (3) it didn't fit/it wasn't fitting properly.  
Emma: Oh, (4) I see/I'm seeing. And (5) you have/you're having your tea here. And in this one  
(6) you think/you're thinking about something very serious.  
Matthew: This is a photo of the village (7) I come/I'm coming from.  
Emma: Oh, that's nice.  
Matthew: And I caught this fish, look. (8) It weighed/It was weighing about half a kilo.  
Emma: What a nice little boy! And what a sentimental old thing you are now!

## C The verb be (2)

Put in the correct form of *be*.

- Daniel is doing some of the work. He 's being ..... very helpful at the moment.  
► I 'm ..... tired. I want to go home.  
1 The children ..... very polite today. They don't usually behave so well.  
2 I'm afraid Melanie can't come because she ..... ill.  
3 Of course you can understand it. You ..... stupid, that's all.  
4 We ..... interested in doing a course here.  
5 Vicky ..... very lazy at the moment. She's done no work at all today.

## D I like/I'm liking etc. (3)

Write a sentence which follows on. Choose from these sentences.

- I think it's going to be perfect for me.* *And I've still got a chance to win.*  
*I've never wanted to change it.* *It uses so much petrol.*  
*It's too expensive to buy.* *I play it every weekend.*

- I enjoy the game. I play it every weekend.  
1 I'm enjoying the game. ....  
2 The car costs a lot of money. ....  
3 The car is costing a lot of money. ....  
4 I'm liking my new job. ....  
5 I like my job. ....

# Test A: Tenses – present

## A

Read the conversation between two students. Then look at the answers below and write the correct answer in each space.

- Lisa: Who (►) ..... Michelle talking to?  
Amy: I can't see Michelle.  
Lisa: You (1) ..... looking in the right place. She's over there.  
Amy: Oh, that's Adrian. He's new here.  
Lisa: Really? Where (2) ..... he live? (3) ..... you know?  
Amy: No, I (4) ..... know anything else about him.  
Lisa: What (5) ..... they talking about, I wonder?  
Amy: Well, he (6) ..... look very interested. He's got a very bored expression on his face. And he (7) ..... saying anything.

- a) are      b) do      c) does      d) is  
1 a) aren't      b) doesn't      c) don't      d) isn't  
2 a) are      b) do      c) does      d) is  
3 a) Are      b) Do      c) Does      d) Is  
4 a) aren't      b) doesn't      c) don't      d) 'm not  
5 a) are      b) do      c) does      d) is  
6 a) aren't      b) doesn't      c) don't      d) isn't  
7 a) aren't      b) doesn't      c) don't      d) isn't

## B

Read Tessa's postcard to Angela and write the missing words. Use one word only in each space.

We're (►) having ..... a great time here. It's beautiful, and the sun (1) ..... shining. Yesterday I went water-skiing! What (2) ..... you think of that?

I'm (3) ..... at a table in our hotel room and writing a few postcards. The room is fine, but we (4) ..... like the food very much. But it (5) ..... matter because we (6) ..... out to a restaurant every evening.

We're both (7) ..... very lazy at the moment. I (8) ..... up quite late in the morning, and Nigel (9) ..... up even later. You know of course how much Nigel's work (10) ..... him and how he's (11) ..... talking about it. Well, the holiday is so good that he's forgotten all about work. So it's the perfect holiday. The only problem is that it's (12) ..... us a lot of money. But we'll worry about that later.

## C

Each of these sentences has a mistake in it. Write the correct sentence.

► The children is doing their homework now.

The children are doing their homework now.

1 The girls are play tennis at the moment.

.....

2 Both my brothers likes sport.

.....

3 Anna ~~wearing her new coat today.~~

4 ~~What colour you like best?~~

5 ~~My suitcase is weighing ten kilos.~~

6 ~~At the moment I stay at a hotel.~~

7 ~~Robert catch the same bus every morning.~~

8 ~~What is this word here mean?~~

## D

Complete the conversations. Put in the correct form of each verb.

Use the Present Continuous or the Present Simple.

► A: Is Janet in, please?

B: Yes, but ~~I think~~ ..... (I / think) she's busy at the moment. ~~She's washing~~ (she / wash) her hair.

1 A: ..... (I / think) of buying a new computer.

B: But computers ..... (cost) so much money. What's wrong with the one we've got?

A: ..... (it / get) out of date now.

2 A: Your new trousers ..... (look) nice.

B: Thank you. The trouble is ..... (they / not / fit) properly. .... (I / not / know) why I bought them, really.

3 A: What ..... (you / do)?

B: ..... (I / weigh) this letter. ..... (I / need) to know how many stamps to put on it.

4 A: ..... (I / think) this road is really dangerous. Look how fast that lorry ..... (go).

B: ..... (I / agree). People shouldn't go so fast.

5 A: ..... (I / like) musicals. And this is a great show, isn't it? ..... (you / enjoy) it?

B: Yes, I am. ..... (I / love) every minute of it.

6 A: ..... (I / always / fall) asleep. I just can't keep awake.

B: What time ..... (you / go) to bed?

A: About ten o'clock usually. But ..... (it / not / make) any difference.

7 A: Could you post the goods to me, please?

B: Yes, certainly.

A: ..... (I / live) at a guest house at the moment as ..... (I / look) for a flat. So could you send it to my work address?

B: Yes, of course. And you'll have the goods by the end of the week,

..... (I / promise).

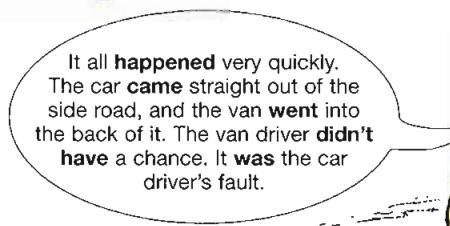
8 A: Why ..... (you / want) to change the whole plan?

B: I'm just not happy with it.

A: And ..... (I / not / understand) why ..... (you / be) so difficult about it.

# 8 The Past Simple

## 1 Introduction



## 2 Positive forms

A regular past form ends in -ed.

*It happened very quickly. The van crashed into the car.*

*I posted the letter yesterday. We once owned a caravan.*

For spelling rules, see page 370.

Some verbs have an irregular past form.

*The car came out of a side road. Vicky rang earlier. I won the game.*

*I had breakfast at six. The train left on time. We took some photos.*

For a list of irregular verbs, see page 383.

The Past Simple is the same in all persons except in the past tense of be.

### POSITIVE

*I/he/she/it was  
you/we/they were*

*I was ill last week.  
Those cakes were nice.*

## 3 Negatives and questions

### NEGATIVE

*I/you/he/she/it/we/they did not stop  
OR didn't stop*

### QUESTION

*did I/you/he/she/it/we/they stop?*

*The car did not stop. The driver didn't look to his right.*

*What did you tell the police? ~ Nothing. Did you ring home? ~ Yes, I did.*

We do not use a past form such as stopped or rang in negatives and questions.

NOT *The car didn't stopped* and NOT *Did you rang?*

We also use was and were in negatives and questions.

### NEGATIVE

*I/he/she/it was not OR wasn't  
you/we/they were not OR weren't*

### QUESTION

*was I/he/she/it?  
were you/we/they?*

*I wasn't very well last week. The gates weren't open.*

*Where was your friend last night? Was your steak nice?*

## 4 Use

We use the Past Simple for something in the past which is finished.

*Emma passed her exam last year. We went to the theatre on Friday. Elvis Presley died in 1977.*

*I knew what the problem was. When did you buy this car? ~ About three years ago.*

▷ 10 Past Continuous or Past Simple? ▷ 14–15 Present Perfect or Past Simple?

# Practice

## A Positive forms (2)

What did Claire do on holiday last month? Look at her photos and use these words: *go out dancing, have a picnic, lie on the beach, play volleyball, swim in the sea*



► *She lay on the beach.*

1 ..... 3 .....  
2 ..... 4 .....

## B Positive forms (2)

Complete the newspaper story about a fire. Put in the Past Simple forms of the verbs.

Two people (►) died ..... (die) in a fire in Ellis Street, Oldport yesterday morning. They (1) ..... (be) Herbert and Molly Paynter, a couple in their seventies. The fire (2) ..... (start) at 3.20 a.m. A neighbour, Mr Aziz, (3) ..... (see) the flames and (4) ..... (call) the fire brigade. He also (5) ..... (try) to get into the house and rescue his neighbours, but the heat (6) ..... (be) too great. The fire brigade (7) ..... (arrive) in five minutes. Twenty fire-fighters (8) ..... (fight) the fire and finally (9) ..... (bring) it under control. Two fire-fighters (10) ..... (enter) the burning building but (11) ..... (find) the couple dead.

## C Negatives and questions (3)

Complete the conversation. Put in the Past Simple negatives and questions.

Claire: (►) Did you have ..... (you / have) a nice weekend in Paris?  
Mark: Yes, thanks. It was good. We looked around and then we saw a show.  
(1) ..... (we / not / try) to do too much.  
Claire: What sights (2) ..... (you / see)?  
Mark: We had a look round the Louvre. (3) ..... (I / not / know) there was so much in there.  
Claire: And what show (4) ..... (you / go) to?  
Mark: Oh, a musical. I forgot the name. (5) ..... (I / not / like) it.  
Claire: Oh, dear. And (6) ..... (Sarah / enjoy) it?  
Mark: No, not really. But we enjoyed the weekend. Sarah did some shopping, too, but  
(7) ..... (I / not / want) to go shopping.

# 9 Past Continuous

## 1 Introduction

The Past Continuous means that at a time in the past we were in the middle of an action.



I had a wonderful dream last night. I **was sitting** in a park. The sun **was shining**, and the birds **were singing**. Children **were playing** and **laughing**. It was very peaceful. I didn't want to wake up.

## 2 Form

The Past Continuous is the past tense of be + an -ing form.

### POSITIVE

I/he/she/it **was playing**  
you/we/they **were playing**

### NEGATIVE

I/he/she/it **wasn't playing**  
you/we/they **weren't playing**

### QUESTION

**was** I/he/she/it **playing**?  
**were** you/we/they **playing**?

Soft music **was playing**. People **were walking** in the park.

I **wasn't dreaming**. I really **was** in New York City.

Why **did** you give **our** secret away? What **were** you **thinking** of?

Was Matthew already **waiting** for you when you got there?

## 3 Use

Read this conversation.

Melanie: I **rang** at about three yesterday afternoon, but you **weren't in**. I didn't know where you **were**.

David: Oh, I **was helping** Mike. We **were repairing** his car. It took ages. We **were working** on it all afternoon.

Melanie: It **was raining**. I hope you **weren't doing** it outside.

David: No, we **were** in the garage. So I **didn't** get wet. But I'm afraid I got oil all over my new trousers.

Melanie: Why **were** you **wearing** your new trousers to repair a car?

David: I **don't** know. I forgot I **had** them on.

It **was raining** at three o'clock means that at three o'clock we were in the middle of a period of rain. The rain began before three and stopped some time after three. We **were working** all afternoon means that the action went on for the whole period. David is stressing the length of time that the work went on.

We use the continuous with actions. We do not normally use it with state verbs (see Unit 7). For states we use the Past Simple.

I **didn't know** where you **were**. NOT I **wasn't knowing**...

▷ 10 Past Continuous or Past Simple?

# Practice

## A Form (2)

Today is the first of January, the start of a new year. Most people are feeling a bit tired. What were they doing at midnight last night?

Use these verbs: *dance, drive, listen, watch, write*

Use these phrases after the verb: *an essay, his taxi, in the street, television, to a band*



► Claire was listening to a band.

- 1 Trevor and Laura .....
- 2 Vicky and Rachel .....
- 3 Tom .....
- 4 Andrew .....

## B Form (2)

Complete the conversation. Put in the Past Continuous forms.

Jessica: (►) I was looking ..... (I / look) for you, Vicky. I'm afraid I've broken this dish.

Vicky: Oh no! What (1) ..... (you / do)?

Jessica: (2) ..... (I / take) it into the kitchen. I bumped into Emma. (3) ..... (she / come) out just as (4) ..... (I / go) in.

Vicky: I expect it was your fault. (5) ..... (you / not / look) where (6) ..... (you / go).

Jessica: Sorry. I'll buy you another one as soon as I have some money.

## C Use (3)

What can you say in these situations? Add a sentence with the Past Continuous to say that an action lasted a long time.

► You had to work yesterday. The work went on all day.

1 I was working all day.

2 You had to make phone calls. The calls went on all evening.

3 You had to wait in the rain. The wait lasted for half an hour.

4 You had to make sandwiches. This went on all afternoon.

5 You had to sit in a traffic jam. You were there for two hours.

6 Your neighbour played loud music. This went on all night.

# 10 Past Continuous or Past Simple?

## 1 Introduction

A reporter is interviewing Mike and Harriet.

Reporter: *Mike and Harriet, tell me what you saw.*

Harriet: *Well, when we were driving home last night, we saw a strange object in the sky.*

Mike: *As we were coming down the hill into town, it just suddenly appeared in front of us. We stopped the car and got out.*

Harriet: *It was a very clear night. The stars were twinkling.*

Mike: *It was a spaceship. It seemed quite big. It had some strange writing on the side. And a light was flashing on the top.*

Harriet: *As we were watching it, it suddenly flew away and disappeared.*

### PAST CONTINUOUS

We use the Past Continuous for an action that we were in the middle of.

*We were driving home.*

(We were in the middle of our journey.)

*A light was flashing.*

We do not normally use the Past Continuous for states. See Unit 7.

NOT *The spaceship was seeming ...*

NOT *It was having writing ...*

NOT *I wasn't knowing ...*

### PAST SIMPLE

We use the Past Simple for a complete action in the past.

*We drove home.*

(We finished our journey.)

*The spaceship flew away.*

We also use the Past Simple (not normally the Continuous) for states. See Unit 7.

*The spaceship seemed quite big.*

*It had writing on the side.*

*I didn't know what it was.*

## 2 It happened as I was driving

We often use the Past Continuous and Past Simple together when one (shorter) action comes in the middle of another (longer) one.

*As we were driving down the hill, a strange object appeared in the sky.*

*While Laura was sitting in the garden, it suddenly began to rain.*

*You drove right past me when I was waiting for the bus.*

The appearance of the strange object comes in the middle of the longer action, the drive down the hill.

Longer action: *We were driving down the hill.*

Shorter action: *An object appeared.*

In the three sentences above, the Past Continuous comes after as, while or when

(*As we were driving ...*). We can also use when before the Past Simple.

*We were driving down the hill when a strange object appeared in the sky.*

*David was making lunch when the phone rang.*

But we use two Past Simple verbs for one action after another.

*When we saw the spaceship, we stopped the car.* (= We saw it and then we stopped.)

## 3 The sun was shining

### PAST CONTINUOUS

We often use the Past Continuous to describe the background.

*The sun was shining.*

*The stars were twinkling.*

### PAST SIMPLE

We use the Past Simple for actions in a story.

*We arrived at the beach.*

*The aliens landed quietly.*

# Practice

## A Past Continuous or Past Simple? (1–2)

David is always having accidents. His girlfriend Melanie is talking about some of the accidents. Write her sentences from these notes. Each sentence has one verb in the Past Continuous and one in the Past Simple.

- when / he / carry / a suitcase / he / drop / it / on his foot

When he was carrying a suitcase, he dropped it on his foot.

- he / break / his leg / when / he / ski

He broke his leg when he was skiing.

- 1 he / sit down / on a chair / while / I / paint / it

- 2 as / he / run / for a bus / he / collide / with a lamppost

- 3 his hair / catch / fire / when / he / cook / chips

- 4 when / he / hold / a beautiful vase / he / suddenly / drop / it

- 5 he / sit / in the garden / when / a wasp / sting / him / on the nose

## B Past Continuous or Past Simple? (1–2)

Put in the correct form of the verb.

Rita: I hear the lights (►) went ..... (go) out in your flats last night.

Emma: Yes, (►) I was watching ..... (I / watch) a documentary on TV when suddenly

(1) ..... (we / lose) all the power. But

(2) ..... (it / come) on again after about ten minutes.

Vicky: Rachel (3) ..... (come) down the stairs when the lights

(4) ..... (go) out. She almost (5) ..... (fall) over.

Daniel: Matthew and I (6) ..... (play) table tennis at the time.

Andrew: (7) ..... (I / work) on the computer. (8) .....

..... (I / lose) a whole hour's work. But this morning (9) .....

..... (I / get) up early and (10) ..... (do) it again.

## C Past Continuous or Past Simple? (1–3)

Find the second part of each sentence. Put each verb into the correct form.

- Vicky (have) a beautiful dream

when she (touch) the wire.

- When Andrew (see) the question,

when I (find) a £10 note in it.

- 1 The train (wait)

when the alarm clock (ring).

- 2 I (read) a library book

the crowd (rush) in.

- 3 Sarah (have) an electric shock

he (know) the answer immediately.

- 4 When the doors (open),

they (see) that the sun (shine).

- 5 When the campers (wake),

when we (arrive) at the station.

- Vicky was having a beautiful dream when the alarm clock rang.

- When Andrew saw the question, he knew the answer immediately.

1

2

3

4

5

# Test B: Past Simple and Past Continuous

## A

Put in the Past Simple of the verbs in brackets.

- The car stopped ..... (stop) at the lights.  
1 We ..... (leave) the cinema before the end of the film.  
2 The streets ..... (be) crowded with people.  
3 My grandmother ..... (die) last year.  
4 Everyone ..... (have) a marvellous time.  
5 We ..... (not / like) the food they gave us.  
6 Claire ..... (go) to Egypt last month.  
7 The accident ..... (happen) last weekend.  
8 It ..... (not / be) a very comfortable journey.  
9 I ..... (know) that ages ago.

## B

Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

- There were lights on the spacecraft. (had)

The spacecraft had lights on it.

- 1 I had my old coat on. (wearing)  
.....  
2 I was on holiday, and you were on holiday, too. (we)  
.....  
3 It isn't true that I made a mistake. (didn't)  
.....  
4 The boys were in the middle of a game of cards. (playing)  
.....  
5 No one told me about the change of plan. (know)  
.....  
6 My friend was the winner of the competition. (won)  
.....  
7 Is it a fact that the Romans built this wall? (did)  
.....

## C

Lorna Bright is a long-distance walker. Look at this part of her diary describing a morning's walk along the coast. Write the missing words. Use one word only in each space.

It was a fine day (►) when ..... I started out on the last part of my walk around the coast of Britain. The sun was (1) ..... , and a light wind (2) ..... blowing from the south-west. I was pleased that it (3) ..... raining. I knew by now that I (4) ..... like rain. In fact I (5) ..... it. I (6) ..... along the cliff top and then down into the lovely little fishing village of Wellburn, past a café where people (7) ..... having morning coffee. Three miles past Wellburn I (8) ..... down for five minutes and (9) ..... a drink. Now it (10) ..... getting warmer, so I (11) ..... off one of my sweaters. I (12) ..... stop for long because I (13) ..... to reach Seabury by lunch-time. (14) ..... I finally got there, it (15) ..... just after half past twelve.

## D

Each of these sentences has a mistake in it. Write the correct sentence.

- The hotel were very quiet.

The hotel was very quiet.

- 1 It was peaceful, and the birds were sing.

I washed my hair when the phone rang.

- 3 You came not to the club last night.

It taked ages to get home.

- 5 We tried to keep quiet because the baby sleeping.

As I was watching him, the man was suddenly running away.

- 7 We pass a petrol-station two minutes ago.

Everything was seeming OK.

- 9 Where bought you that bag?

10 When I heard the alarm, I was leaving the room immediately.

## E

Complete the sentences. Put in the correct form of each verb. Use the Past Continuous or Past Simple.

- When Martin arrived (arrive) home, Anna was talking (talk) to someone on the phone. Martin started (start) to get the tea.

- 1 I ..... (lie) in the bath when the phone ..... (ring). It ..... (stop) after a few rings.

- 2 It ..... (be) cold when we ..... (leave) the house that day, and a light snow ..... (fall).

- 3 Your friend who ..... (come) here the other day ..... (seem) very nice. I ..... (enjoy) meeting her.

- 4 When I ..... (see) the man, he ..... (stand) outside the bank. He ..... (have) a black baseball cap on.

- 5 When I ..... (open) the cupboard door, a pile of books ..... (fall) out.

- 6 I ..... (walk) along the street when I suddenly ..... (feel) something hit me in the back. I ..... (not / know) what it was.

- 7 We ..... (go) to London yesterday, but on the way we ..... (hear) about a bomb scare in Oxford Street. So we ..... (drive) back home straightaway.

- 8 Something very strange ..... (happen) to me on my way home from work yesterday afternoon. I ..... (drive) along the bypass at the time. Suddenly I ..... (see) my mother in the seat beside me. But she died three years ago.

# 11 Present Perfect (1)

## 1 Introduction



The Present Perfect tells us about the past and the present.

*The aircraft has landed* means that the aircraft is on the ground now.

## 2 Form

The Present Perfect is the present tense of have + a past participle.

### POSITIVE

*I/you/we/they have washed* OR *I/you/we/they've washed*  
*he/she/it has washed* OR *he/she/it's washed*

### NEGATIVE

*I/you/we/they haven't washed*  
*he/she/it hasn't washed*

### QUESTION

*have I/you/we/they washed?*  
*has he/she/it washed?*

Regular past participles end in -ed, e.g. washed, landed, finished.

*We've washed the dishes.*   *Have you opened your letter?*

*The aircraft has landed safely.*   *How many points has Matthew scored?*

*The students haven't finished their exams.*

## 3 Irregular forms

Some participles are irregular.

*I've made a shopping list.*   *We've sold our car.*   *I've thought about it a lot.*  
*Have you written the letter?*   *She hasn't drunk her coffee.*

For a list of irregular verbs see page 383.

There is a Present Perfect of be and of have.

*The weather has been awful.*   *I've had a lovely time, thank you.*

## 4 Use

When we use the Present Perfect, we see things as happening in the past but having a result in the present.

*We've washed the dishes.* (They're clean now.)   *The aircraft has landed.* (It's on the ground now.)  
*We've eaten all the eggs.* (There aren't any left.)   *They've learnt the words.* (They know the words.)  
*You've broken this watch.* (It isn't working.)

▷ 12–13 More on the Present Perfect   ▷ 14–15 Present Perfect or Past Simple?

▷ page 377 American English

# Practice

## A Form (2)

Add a sentence. Use the Present Perfect.

- I'm tired. (I / walk / miles) I've walked miles.....
- 1 Emma's computer is working now. (she / repair / it) .....
  - 2 It's cooler in here now. (I / open / the window) .....
  - 3 The visitors are here at last. (they / arrive) .....
  - 4 Mark's car isn't blocking us in now. (he / move / it) .....
  - 5 We haven't got any new videos. (we / watch / all these) .....

## B Irregular forms (3)

Look at the pictures and say what the people have done.

Use these verbs: *break, build, catch, see, win*

Use these objects: *a film, a fish, a house, his leg, the gold medal*



- She's won the gold medal......

- 1 .....
- 2 .....
- 3 .....
- 4 .....

## C Review (1–4)

Trevor and Laura are decorating their house. Put in the verbs. Use the Present Perfect.

Laura: How is the painting going? (►) Have you finished?..... (you / finish)

Trevor: No, I haven't. Painting the ceiling is really difficult, you know.

(1) ..... (I / not / do) very much. And it looks just the same as before. This new paint (2) ..... (not / make) any difference.

Laura: (3) ..... (you / not / put) enough on.

Trevor: (4) ..... (I / hurt) my back. It feels bad.

Laura: Oh, you and your back. You mean (5) ..... (you / have) enough of decorating. Well, I'll do it. Where (6) ..... (you / put) the brush?

Trevor: I don't know. (7) ..... (it / disappear).

(8) ..... (I / look) for it, but I can't find it.

Laura: You're hopeless, aren't you? How much (9) ..... (you / do) in here? Nothing! (10) ..... (I / paint) two doors.

Trevor: (11) ..... (I / clean) all this old paint around the window. It looks much better now, doesn't it?

Laura: (12) ..... (we / make) some progress, I suppose. Now, where (13) ..... (that brush / go)?

Oh, (14) ..... (you / leave) it on the ladder, look.

# 12 Present Perfect (2): just, already, yet; for and since



VICKY SEES RACHEL OUTSIDE THE CONCERT HALL.

## 1 Just, already and yet

We can use the Present Perfect with just, already and yet.

Just means 'a short time ago'. Vicky heard about the concert not long ago. Already means 'sooner than expected'. They sold the tickets very quickly. We use yet when we are expecting something to happen. Vicky expects that Rachel will buy a ticket.

Just and already come before the past participle (heard, sold). Yet comes at the end of a question or a negative sentence.

Here are some more examples.

*We've just come back from our holiday.*

*I've just had an idea.*

*It isn't a very good party. Most people have already gone home.*

*My brother has already crashed his new car.*

*It's eleven o'clock and you haven't finished breakfast yet.*

*Has your course started yet?*

But for American English see page 377.

## 2 For and since

We can use the Present Perfect with for and since.

*Vicky has only had that camera for three days.*   *Those people have been at the hotel since Friday.*

*I've felt really tired for a whole week now.*

*We've lived in Oxford since 1992.* NOT *We live here since 1992.*

Here something began in the past and has lasted up to the present time.

We use for to say how long this period is (*for three days*). We use since to say when the period began (*since Friday*).

We use how long in questions.

*How long has Vicky had that camera? ~ Since Thursday, I think.*

*How long have Trevor and Laura been married? ~ Oh, for about three years.*

We can also use the Present Perfect with for and since when something has stopped happening.

*I haven't seen Rachel for ages. She hasn't visited us since July.*

▷ 11, 13 More on the Present Perfect   ▷ 14–15 Present Perfect or Past Simple?

▷ 17 Present Perfect Continuous or Simple?   ▷ 114 Yet, still and already   ▷ 121 For, since, ago and before

## A Just (1)

Write replies using the Present Perfect and *just*.

Use these past participles: *checked, eaten, made, remembered, rung, tidied*

- We must find out the address. ~ It's all right, I've just remembered it.
- 1 The children's room looks neat. ~ Yes, they've .....
  - 2 Is Daniel making some coffee? ~ It's ready. ....
  - 3 What happened to that chocolate? ~ Sorry, .....
  - 4 Has Rachel got all the answers right? ~ Yes, .....
  - 5 Have you told your sister? ~ Yes, I've .....

## B Just, already and yet (1)

Complete the dialogue. Use the Present Perfect with *just, already* and *yet*.

Vicky: (►) You haven't done your project yet (you / not do / your project / yet), I suppose.

Rachel: No, I haven't. (1) .....  
(I / not / start / it / yet).

Vicky: (2) ..... (I / just / see / Andrew), and he says  
(3) ..... (he / already / do) about half of it.

Rachel: Well, he works too hard.

Vicky: (4) .....  
(I / not / finish / my plan / yet).

Rachel: (5) ..... (you / already / begin) to worry about it,  
haven't you? Take it easy. There's plenty of time.

Vicky: (6) ..... (we / already / spend) too long thinking about  
it. (7) ..... (I / not / do / any real work / yet) and (8) ..... (I / just / realize) that  
there are only four weeks to the end of term.

Rachel: OK. (9) ..... (I / just / decide) to start next week. Well,  
maybe.

## C For and since (2)

Andrew is a very hard-working student. It's midnight and he is still working at his computer.

Write sentences with the Present Perfect and *for* or *since*.

- be / at his computer / six hours He's been at his computer for six hours.
- 1 not / have / any fun / a long time .....
  - 2 have / a cold / a week .....
  - 3 not / see / his friends / ages .....
  - 4 not / do / any sport / last year .....
  - 5 be / busy with his studies / months .....

## D For and since (2)

Complete the sentences.

- You ought to wash the car. You haven't washed it for ..... ages.
- I'd better have a shower. I haven't had one since ..... Thursday.
- 1 I think I'll ring my girlfriend. I haven't ..... the weekend.
  - 2 We're going to see some old friends. We haven't ..... five years.
  - 3 Let's watch a video, shall we? We haven't ..... quite a while.
  - 4 We could have a barbecue. We haven't ..... last summer.
  - 5 Shall we play tennis? We haven't ..... our holiday.

# 13 Present Perfect (3): ever, this week, etc.

## 1 Gone to or been to?



*Claire has gone to Australia.*

*Gone there* means that she is still there.

*Claire has been to Australia.*

*Been there* means that the visit is over.

## 2 Ever and never

Mark: *Where have you been this time, Claire?*

Claire: *I've just come back from the States. Florida.*

Mark: *You get around, don't you? I've never been to Florida. Was it good?*

Claire: *It was OK. Not as good as Australia. I might go to Brazil next time. Have you ever been there?*

Mark: *No, I haven't.*

We can use ever and never with the Present Perfect. We use ever in questions. In *Have you ever been to Brazil?* the word ever means 'in your whole life up to the present time'. Never means 'not ever'.

Here are some more examples.

*Have you ever played cricket? ~ No, never. Has Andrew ever had any fun? ~ I don't think so.*

*I've never ridden a motorbike in my life. You've never given me flowers before.*

*This is the most expensive hotel we've ever stayed in.*

## 3 First time, second time, etc.

After It's/This is the first/second time, we use the Present Perfect.

*This is the first time we've been to Scotland, so it's all new to us.*

*This is the second time Rachel has forgotten to give me a message.*

*I love this film. I think it's the fourth time I've seen it.*

## 4 Today, this week, etc.

We use the Present Perfect with today and phrases with this, e.g. this morning, this week, this year.

*We've done quite a lot of work today.*

*I haven't watched any television so far this week.*

*Have you had a holiday this year? ~ No, not yet.*

This year is the period which began in January and has lasted up to the present time.

▷ 14–15 Present Perfect or Past Simple?

# Practice

## A Gone to or been to? (1)

Complete the conversation. Put in *gone* or *been*.

Emma: Hi. Where's Rachel?

Vicky: She's (►) gone ..... to the supermarket to get something for a meal.

Emma: But I've got some chicken for tonight. I've just (1) ..... to a supermarket on my way home, that new place near the station.

Natasha: I haven't (2) ..... to that one yet.

Vicky: Where's Jessica? Isn't she here?

Emma: No, she's (3) ..... to London. She'll be back tomorrow.

## B Ever and never (2)

Write the questions and answers. Use the information in brackets.

► Matthew: (sailing?) Have you ever been sailing? .....

Natasha: (no, windsurfing) No, I've never been sailing, but I've been windsurfing. .....

1 Laura: (San Francisco?) .....

Mark: (no, Los Angeles) .....,  
but .....

2 Tom: (basketball?) .....

Trevor: (no, volleyball) .....,  
but .....

3 Daniel: ('Hamlet') .....

Vicky: (no, 'Macbeth') .....,  
but .....

## C First time, second time, etc. (3)

What would you say in these situations? Use *time* and the Present Perfect.

► You are watching a cricket match. You have never seen one before.

This is the first time I've seen a cricket match. .....

1 You have lost your bank card. It has happened once before.

This is .....

2 The washing machine has broken down. This has happened twice before.

3 You are in England for the first time in your life.

4 You are staying in a hotel where you once stayed before.

5 You have missed the bus. You've done the same thing about four times before.

## D Today, this week, etc. (4)

Complete the sentences. Use the Present Perfect.

► Mark buys a newspaper most mornings, but he hasn't bought one this morning. .....

1 I see Vicky most days, but .....

2 We go to the club most weekends, but .....

3 We usually have a party each term, but .....

4 Someone usually rings in the evening, but no one .....

# 14 Present Perfect or Past Simple? (1)

## 1 I have done or I did?



The Present Perfect tells us about the past and the present. United have won the Cup, so it's theirs now.

The Past Simple tells us about the past, a time which is finished. Last year is in the past.

We use the Past Simple (not the Present Perfect) to talk about times in the past such as yesterday, last week, in 1994, a hundred years ago.

*We watched United last week.* NOT *We have watched United last week.*

*Long ago dinosaurs lived here.* NOT *Long ago-dinosaurs have lived here.*

Here are some more examples.

### PRESENT PERFECT

*Emma has packed her case.*

(So her things are in the case now.)

*Mike has repaired the chair.*

(So it's all right now.)

*The plane has just landed.*

*I've turned the heating on.* (It's on now.)

*I've dropped my calculator.* (It's on the floor now.)

### PAST SIMPLE

*Emma packed her case last night.*

(Her things may be unpacked now.)

*Mike repaired the chair.*

(It may be broken again now.)

*The plane landed ten minutes ago.*

*I turned the heating on earlier, but it's off again now.*

*I dropped my calculator, but it seems to be OK.*

## 2 I've done it. I did it yesterday.

Trevor: *We've bought a new car.*

Tom: *Oh, have you? What sort?*

Laura: *An Adagio. We bought it last week.*

We often give a piece of news in the Present Perfect, e.g. *We've bought a new car.* (The car is ours now.) We use the Past Simple, e.g. *We bought it last week*, to give details or to ask for details about things such as when and where it happened.

Here are some more examples.

*I've found my wallet. ~ Oh, good. Where did you find it?*

*Your parcel has arrived. The postman brought it at eight o'clock.*

*They've closed the factory. ~ Really? When did they do that?*

## 3 Structures with for, since and last

### PRESENT PERFECT

We can say that something hasn't happened for a long time or since a specific time in the past.

*We haven't had a party for ages.*

*We haven't had a party since Christmas.*

### PAST SIMPLE

We can say that it is a long time since something happened or when was the last time it happened.

*It's ages since we last had a party.*

*Christmas was the last time we had a party.*

# Practice

## A I have done or I did? (1)

Put in the correct verb form.

- I've done ..... (I / do) all the housework. The flat is really clean now.
- A young couple bought ..... (buy) the house next door. But they didn't live there long.
- 1 Our visitors ..... (arrive). They're sitting in the garden.
- 2 There's still a problem with the television. Someone ..... (repair) it, but then it broke down again.
- 3 ..... (I / lose) my bank card. I can't find it anywhere.
- 4 The match ..... (start). United are playing well.
- 5 My sister ..... (run) away from home. But she came back two days later.
- 6 Daniel ..... (earn) some money last week. But I'm afraid he's already spent it all.
- 7 ..... (we / plant) an apple tree in the garden. Unfortunately it died.
- 8 Prices ..... (go) up. Everything is more expensive this year.
- 9 Someone ..... (turn) on the hi-fi. What's that song called?
- 10 ..... (I / phone) the office at eleven to speak to the manager, but he isn't there today.
- 11 ..... (I / make) a cake. Would you like a piece?
- 12 The runner Amos Temila ..... (break) the world record for the 1500 metres in Frankfurt. Then two days later in Helsinki, Lee Williams ran it in an even faster time.

## B I've done it. I did it yesterday. (2)

Things that have happened today are on the radio and TV news.

Give the news using the Present Perfect and Past Simple.

- the Prime Minister / visit Luton University / speak to students there / earlier today  
*The Prime Minister has visited Luton University. He spoke to students there earlier today.*
- 1 the train drivers / go on strike / stop work / at twelve o'clock  
.....
- 2 the Queen / arrive in Toronto / fly there / in an RAF aircraft  
.....
- 3 two men / escape from Parkhurst Prison / get away / during the night  
.....
- 4 the actor Howard Bates / die in a car accident / his car / crash into a wall  
.....
- 5 Linda Jones / win the women's marathon / run it / in 2 hours 27 minutes  
.....

## C Structures with for, since and last (3)

Complete the conversations.

- Mike: This car is filthy. I haven't been to the car wash for about a year.  
Tom: What! You mean it's twelve months since you last went ..... to the car wash?
- 1 Laura: I haven't used my camera recently. June was the last time I took a photo.  
Trevor: Really? I'm surprised you ..... June.
- 2 Rachel: I haven't seen Andrew for weeks.  
Daniel: Nor me. It's ..... him.
- 3 Tom: What about a game of cards? We haven't played since your birthday.  
David: Really? You mean my birthday ..... cards?
- 4 Emma: I feel terrible. It's three days since I ate anything.  
Vicky: What did you say? You ..... three days?

# 15 Present Perfect or Past Simple? (2)

## 1 I've been or I was?



### PRESENT PERFECT

We use the Present Perfect for a state which has gone on up to the present. (David is still in hospital.)

*We've lived here for ten years.  
(And we still live here.)*

### PAST SIMPLE

We use the Past Simple for a state in the past, in a period which is finished. (David's stay in hospital is over.)

*We lived there for ten years.  
(We don't live there now.)*

## 2 Have you (ever) ...? and Did you (ever) ...?

### PRESENT PERFECT

We use the Present Perfect for actions in a period of time up to the present.

*This young director has made four films so far.  
He has made films* means that it is possible he will make more films.

Here are some more examples.

*Have you ever been to America? ~ Yes, twice.  
I've played table tennis before.  
We've never had any money.*

### PAST SIMPLE

We use the Past Simple for actions in the past, a period which is finished.

*The director made many films in his long career.  
He made films* means that his career in films is over. He won't make any more.

*Did Churchill ever go to America? ~ Yes, I think so.  
I played table tennis at college.  
We never had any money in those days.*

## 3 Today, this week, etc.

### PRESENT PERFECT

We use today and phrases with this for a period up to the present.

*It hasn't rained today.  
Have you seen this week's magazine?*

### PAST SIMPLE

We use yesterday and phrases with last for a past period.

*It rained yesterday.  
Did you see last week's magazine?*

But sometimes today etc. can mean a past period. Compare:

*I haven't seen Rachel today.  
(It's still daytime.)  
Has the post come this morning?  
(It's still morning.)*

*I didn't see Sarah at work today.  
(The working day is over.)  
Did the post come this morning?  
(It's later in the day.)*

# Practice

## A I've been or I was? (1)

Complete this letter to a newspaper. Put in the Present Perfect or Past Simple.

A few days ago I (►) learned ..... (learn) that someone plans to knock down the White Horse Inn. This pub (►) has been ..... (be) the centre of village life for centuries. It (1) ..... (stand) at our crossroads for 500 years. It (2) ..... (be) famous in the old days, and Shakespeare once (3) ..... (stay) there, they say. I (4) ..... (live) in Brickfield all my life. The villagers (5) ..... (know) about the plans for less than a week and already there's a 'Save Our Pub' campaign. Last week we (6) ..... (be) happy, but this week we're angry. We will stop them, you'll see.

## B Have you (ever) ...? and Did you (ever) ...? (2)

Look at each conversation and choose the best sentence, a) or b).

- Have you heard about the woman walking across the US? ~ Yes, she's reached the Rockies.
- a)  The walk is continuing. b)  The walk has finished.
- 1 Have you ever played beach volleyball? ~ Yes, we played it on holiday.
- a)  The holiday is still going on. b)  The holiday is over.
- 2 Did you know old Mr Green? ~ No, I never met him.
- a)  Mr Green is probably alive. b)  Mr Green is probably dead.
- 3 Wayne Johnson is a great footballer. ~ Yes, he's scored 200 goals for United.
- a)  Wayne Johnson still plays for United. b)  Wayne Johnson has left United.

## C Today, this week, etc (3)

Put in *this*, *last*, *today* or *yesterday*.

- Last ..... month prices went up, but this ..... month they have fallen a little.
- 1 It's been dry so far ..... week, but ..... week was very wet.
- 2 I went shopping earlier ..... and spent all the money I earned ..... .
- 3 We didn't have many visitors ..... year. We've had a lot more ..... year.
- 4 I don't feel so tired now. We got up quite late ..... morning. I felt really tired ..... when we got up so early.

## D Present Perfect or Past Simple? (Units 14 and 15)

Put in the verbs.

Tom: (►) Have you heard ..... (you / hear) the news about David?

Harriet: No. (1) ..... (what / happen)?

Tom: (2) ..... (he / have) an accident. He was walking down some steps. (3) ..... (he / fall) and (4) ..... (break) his leg.

Harriet: Oh, how awful! When (5) ..... (it / happen)?

Tom: Yesterday afternoon. Melanie (6) ..... (tell) me about it last night.

Harriet: Last night! (7) ..... (you / know) about it last night, and (8) ..... (you / not / tell) me!

Tom: Well, (9) ..... (I / not / see) you last night. And (10) ..... (I / not / see) you today, until now.

Harriet: I hope he's all right. (11) ..... (he / have) lots of accidents, you know. (12) ..... (he / do) the same thing about two years ago.

# Test C: Present Perfect and Past Simple

## A

Put in the past participles of the verbs in brackets.

- We've found ..... (find) all the answers.
- 1 Have you ..... (wash) the car?
  - 2 You haven't ..... (eat) very much.
  - 3 They've ..... (open) a new supermarket.
  - 4 You've ..... (write) it in pencil.
  - 5 I've ..... (make) the sandwiches.
  - 6 We've ..... (have) our lunch.
  - 7 United have ..... (score) a goal.
  - 8 The balloon has ..... (land) in a field.
  - 9 Who's ..... (break) this glass?
  - 10 It's warm because the heating has ..... (be) on.
  - 11 Have you ..... (sell) your flat yet?
  - 12 I've ..... (finish) that job at last.

## B

Complete the second sentence so that it follows on from the first. Use the Present Perfect.

- My hair is tidy now. I ve brushed ..... my hair.
- 1 The door is open. Someone ..... the door.
  - 2 This is Oliver's drawing, look. Oliver ..... a picture.
  - 3 The calculator is broken. Someone ..... the calculator.
  - 4 United are the winners. United ..... the game.
  - 5 There's no more wine in the bottle. We ..... all the wine.
  - 6 The floor is clean now. I ..... the floor.
  - 7 I know my number now. I ..... my number by heart.
  - 8 The guests are here now. The guests .....
  - 9 I'm still working on the computer. I ..... with the computer yet.

## C

Decide which word is correct.

- I'd like to borrow this book. Has Anna read it yet ... ?
- done
  - for
  - just
  - yet
- 1 Ben writes very quickly. He's ..... finished his essay.
  - 2 What are you going to do? ~ I don't know. I haven't decided .....
  - 3 I've ..... to London. I went there in June.
  - 4 Have you ..... done any skiing?
  - 5 My boyfriend hasn't rung ..... week.
  - 6 I haven't seen that coat before. How ..... have you had it?
  - 7 The girls have ..... to the cinema. They won't be back until ten o'clock.
- already
  - been
  - gone
  - just

- 8 I haven't seen my parents ..... last Christmas.  
 a) already b) before c) for d) since
- 9 This is the first ..... I've ever lived away from home.  
 a) already b) since c) that d) time
- 10 This programme must be new. I've ..... seen it before.  
 a) ever b) never c) since d) yet

## D

Some of these sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick (✓). If it is incorrect, cross the unnecessary *have* or *has* out of the sentence and write it in the space.

- Susan has lost her keys. She can't find them anywhere. ✓ .....  
has
- Christopher has hurt his hand, but it's OK now. .....
- 1 The directors have arrived half an hour ago, but they didn't stay long. .....
- 2 It's raining, and Peter has left his umbrella behind, look. .....
- 3 It's a long time since your friends have last visited us. .....
- 4 None of you have called me for weeks. Aren't we friends any more? .....
- 5 We can play tennis now. The others have finished. .....
- 6 The company has bought some land, but then it sold it. .....
- 7 The computer isn't on now. Someone has turned it off. .....
- 8 Tessa has posted the parcel. It's on its way to you. .....
- 9 Several bombs have gone off in the city centre. It has happened an hour ago. .....
- 10 Simon has left. He and Oliver have left after lunch. .....

## E

Put in the Present Perfect or Past Simple of the verbs in brackets.

- I've had ..... (have) these shoes since my eighteenth birthday.
- I tidied ..... (tidy) my desk, but now it's in a mess again.
- 1 The last time I ..... (go) to Brighton was in August.
- 2 I'd like to meet a ghost, but I ..... (never / see) one.
- 3 I've finished my homework. I ..... (do) it before tea.
- 4 And the race is over! And Micky Simpson ..... (win) in a record time!
- 5 I ..... (work) for a computer company for a year. That was after college.
- 6 What time ..... (you / get) to work this morning?
- 7 Martin ..... (be) to Greece five times. He loves the place.
- 8 The President ..... (come) out of the building and is going to make a speech.
- 9 You won't believe this, but I've got some tickets for the concert. ~ Oh, well done. How ..... (you / get) them?
- 10 Of course I can ride a bike. But I ..... (not / ride) one for years.
- 11 Marilyn Monroe ..... (be) in about thirty films.
- 12 ..... (you / ever / bake) your own bread? ~ No, but I might try it some time.
- 13 Janet ..... (be) very ill three years ago.
- 14 Rupert has left a message for you. He ..... (ring) last night.
- 15 ..... (you / see) the news today? ~ No, not yet. I'll watch it at ten.
- 16 We moved here in 1993. We ..... (be) here a long time now.

# 16 Present Perfect Continuous

## 1 Introduction

We use the Present Perfect Continuous for an action (*waiting*). The action happens over a period of time (*for twenty minutes*). Here the period lasts up to the present – they are still waiting now.



## 2 Form

The Present Perfect Continuous is the present tense of have + been + an -ing form.

### POSITIVE

I/you/we/they **have been waiting** OR I/you/we/they've **been waiting**  
he/she/it **has been waiting** OR he/she/it's **been waiting**

### NEGATIVE

I/you/we/they **haven't been waiting**  
he/she/it **hasn't been waiting**

### QUESTION

**have I/you/we/they been waiting?**  
**has he/she/it been waiting?**

*We've been standing here for ages. It has been raining all day.*

*Have you been waiting long? Our team hasn't been doing very well lately.*

## 3 Use

We use the Present Perfect Continuous for an action over a period of time leading up to the present (see 1). In these examples the action is still going on.

*We've been waiting here for twenty minutes. (We're waiting now.)*

*Listen. That burglar alarm has been ringing since eight o'clock this morning.*

We must use the perfect in these situations.

NOT *We wait here for twenty minutes* OR *We're waiting here for twenty minutes.*

We can use the Present Perfect Continuous to talk about repeated actions up to now.

*Natasha has been playing the piano since she was four.*

We can also use it to talk about an action which ends just before the present.

*I've been swimming. That's why my hair is wet.*

## 4 For, since, how long and recently

We can use the Present Perfect Continuous with for and since (see Unit 121).

*My sister has been staying with me for three weeks now.*

*You've been playing on that computer since seven o'clock.*

We use how long in questions.

*How long have you been waiting?*

Note also recently and lately. These both mean 'in the last few days or weeks'.

*I haven't been feeling very well recently. What have you been doing lately?*

▷ 17 Present Perfect Continuous or Simple? ▷ 121 For and since

# Practice

## A Form (2)

Put in the verbs. Use the Present Perfect Continuous.

Ilona: Sorry I'm late.

Emma: It's OK. (►) I haven't been waiting ..... (I / not / wait) long.

What (1) ..... (you / do)?

Ilona: I've been with Mrs King. (2) ..... (she / help) me with my English.

Emma: Your English is very good. You don't need lessons, surely.

How long (3) ..... (you / study) English?

Ilona: Er, eight years now. But my accent wasn't so good before I came to England.

(4) ..... (I / try) to improve it.

I think (5) ..... (it / get) better lately.

Emma: Your accent is fine, Ilona. Honestly.

## B Use (3)

Say what these people have been doing. Use these verbs: argue, cook, drive, wait, work



► Andrew is tired because he's been working ..... all day.

1 Trevor and Laura are upset because .....

2 David is hot because .....

3 Mark feels very stiff because ..... all day.

4 Henry is annoyed ..... a long time for Claire.

## C Use (3–4)

What could you say in these situations? Write sentences with the Present Perfect Continuous and a phrase with for. Use these verbs: play, read, swim, talk, travel, work

► A video is on. It began two hours ago, and it hasn't finished yet.

The video has been playing for two hours.

1 Matthew went into the water an hour ago. He doesn't want to come out yet.

.....

2 Your friends started their journey around the world three months ago. They've gone about halfway now.

.....

.....

3 Mark got to the office early this morning. Ten hours later he's still there.

.....

4 Melanie rang Rita forty minutes ago, and they're still on the phone.

.....

5 Trevor has got an interesting book. He started it quite a long time ago. Ask him how long.

.....

# 17 Present Perfect Continuous or Simple?

## 1 I have been doing or I have done?



*Mike has been repairing the car.*

We use the Present Perfect Continuous for an action happening over a period of time (see Unit 16). We are thinking of Mike doing the repair and getting oil on his hands.

Here are some more examples.

### OVER A PERIOD (have been doing)

*We've been touring Scotland.  
A strong wind has been blowing all day.  
Vicky is out of breath. She's been running.  
I've been writing an essay. I'm tired now.*

We normally use the continuous form when we say how long.

*Rachel has been playing music all day.  
I've been ironing shirts since ten o'clock.  
How long have you been learning to drive?*

*Mike has repaired the car.*

We use the Present Perfect Simple for a complete action (see Unit 11). We are thinking of the finished repair and the result of the repair – that the car is all right now.

### COMPLETE (have done)

*We've finished our tour of Scotland.  
The wind has blown a tree over.  
Vicky is here at last. She's run all the way.  
I've written an essay. I can hand it in now.*

We normally use the simple form when we say how much/many.

*Rachel has played at least twenty CDs.  
I've ironed eight shirts.  
How many driving lessons have you had?*

## 2 States and actions

We cannot normally use the continuous form with a state verb (see Unit 7).

*I've known the secret for a long time. NOT I've been knowing the secret.  
My parents have had this car for about ten years.  
We've never been very happy here, I'm afraid.*

Live and work (= have a job) can be continuous or simple, with no difference in meaning.

*We've been living here since 1992. OR We've lived here since 1992.  
Sarah has been working for the company for three years now. OR Sarah has worked for the company for three years now.*

# Practice

## A I have been doing or I have done? (1)

Look at these conversations and put in the correct form of the verb.

Use the Present Perfect Continuous or Simple.

- Sarah: I feel really tired.  
Mark: It's because you've been doing ..... (you / do) too much.  
Sarah: Well, at least I've finished ..... (I / finish) that report now, and I can relax.
- 1 David: Someone ..... (leave) the ladder outside, look.  
Harriet: I expect that's Mike. .... (he / clean) the windows.  
I don't think ..... (he / finish) yet.
- 2 Laura: You've got mud on your shoes.  
Trevor: It's all right, I'll take them off. .... (I / work) in the garden.  
Laura: Yes, it looks a lot tidier. Well done. .... (you / do) a good job.
- 3 Tom: ..... (I / hear) that you and Harriet are building a garage. How long ..... (you / do) that?  
Mike: Oh, for about a month now. (we / do) ..... about half of it.

## B I have been doing or I have done? (1)

What would you ask in these situations? Use the Present Perfect Continuous or Simple.

- Your friend is wearing glasses. You've never seen him with glasses on before. Ask him how long ...  
How long have you been wearing glasses?
- Nick is playing computer games. Ask him how many ...  
How many computer games have you played?
- 1 You meet a group of people walking across country. Ask them how many miles ...  
.....
- 2 Some workmen are digging up the road outside Sarah's house. Ask her how long ...  
.....
- 3 Laura is taking lots of photos of you and your friends. Ask her how many ...  
.....
- 4 You have just woken up from an afternoon sleep and seen that it is raining. Ask your friend how long ...  
.....

## C I have been doing or I have done? (1–2)

Complete the conversation. Put the verbs in the Present Perfect Continuous or Simple.

- Laura: What are you doing, Trevor? (►) You've been ..... (you / be) in here for ages. You're making an awful mess.
- Trevor: (1) ..... (I / clear) out this cupboard most of the afternoon. There's a lot of old stuff in here. (2) ..... (I / find) these, look.
- Laura: (3) ..... (you / sit) there staring at those old boots for the last five minutes. (4) ..... (I / watch) you. (5) ..... (you / be) in a dream.
- Trevor: They're football boots. (6) ..... (I / have) them since I was about sixteen. (7) ..... (they / be) in here for years.
- Laura: Well, throw them away. And what about that tennis racket? Is that yours?
- Trevor: No, it must be yours. (8) ..... (I / never / have) a tennis racket.

# 18 Past Perfect

## 1 Introduction

IN THE CANTEEN AT WORK, MARK IS TELLING A COLLEAGUE ABOUT THE DREADFUL DAY HE HAD YESTERDAY.



Here are some more examples of the Past Perfect.

*It was twenty to six. Most of the shops **had** just **closed**.*

*I went to the box office at lunch-time, but they **had** already **sold** all the tickets.*

*By 1960 most of Britain's old colonies **had** **become** independent.*

As well as actions, we can use the Past Perfect to talk about states.

*I felt better by the summer, but the doctor warned me not to do too much. **I'd been** very ill.*

*The news came as no surprise to me. **I'd known** for some time that the factory was likely to close.*

## 2 Form

The Past Perfect is **had** + a past participle.

*He **had enjoyed** the party. OR He'd **enjoyed** the party.*

*They **hadn't gone** to bed until late. Where **had** he **put** his wallet?*

For irregular past participles see page 383.

## 3 Present Perfect and Past Perfect

Compare these examples.

### PRESENT PERFECT (before now)

*My wallet isn't here. **I've left** it behind.  
The match is over. United **have won**.  
That man looks familiar. **I've seen** him somewhere before.*

### PAST PERFECT (before then)

*My wallet **wasn't** there. **I'd left** it behind.  
The match **was** over. United **had won**.  
The man **looked** familiar. **I'd seen** him somewhere before.*

# Practice

## A Past Perfect (1)

Read about each situation and then tick the right answer.

- Two men delivered the sofa. I had already paid for it.  
Which came first, a)  the delivery, or b)  the payment?
- 1 The waiter brought our drinks. We'd already had our soup.  
Which came first, a)  the drinks, or b)  the soup?
- 2 I'd seen the film, so I read the book.  
Did I first a)  see the film, or b)  read the book?
- 3 The programme had ended, so I rewound the cassette.  
Did I rewind the cassette a)  after, or b)  before the programme ended?
- 4 I had an invitation to the party, but I'd arranged a trip to London.  
Which came first, a)  the invitation, or b)  the arrangements for the trip?

## B Past Perfect (1-2)

Add a sentence with the Past Perfect using the notes.

- Claire looked very suntanned when I saw her last week.  
*She'd just been on holiday.... (just / be on holiday)*
- 1 We rushed to the station, but we were too late. .... (the train / just / go)
- 2 I didn't have an umbrella, but that didn't matter. .... (the rain / stop)
- 3 When I got to the concert hall, they wouldn't let me in. .... (forget / my ticket)
- 4 Someone got the number of the car the raiders used. .... (steal / it / a week before)
- 5 I was really pleased to see Rachel again yesterday. .... (not see / her / for ages)
- 6 Luckily the flat didn't look too bad when my parents called in. .... (just / clean / it)
- 7 The boss invited me to lunch yesterday, but I had to refuse the invitation. .... (already / eat / my sandwiches)

## C Present Perfect and Past Perfect (3)

Put the verbs in the Present Perfect (*have done*) or Past Perfect (*had done*).

- It isn't raining now. It has stopped ..... (stop) at last.
- We had no car at that time. We had sold ..... (sell) our old one.
- 1 The park looked awful. People ..... (leave) litter everywhere.
- 2 You can have that newspaper. I ..... (finish) with it.
- 3 There's no more cheese. We ..... (eat) it all, I'm afraid.
- 4 There was no sign of a taxi, although I ..... (order) one half an hour before.
- 5 This bill isn't right. They ..... (make) a mistake.
- 6 I spoke to Melanie at lunch-time. Someone ..... (tell) her the news earlier.
- 7 I was really tired last night. I ..... (have) a hard day.
- 8 Don't you want to see this programme? It ..... (start).
- 9 It'll soon get warm in here. I ..... (turn) the heating on.
- 10 At last the committee were ready to announce their decision. They ..... (make) up their minds.

# 19 Review of the Past Simple, Continuous and Perfect

## 1 Introduction

Read this true story. It happened some years ago.

*A young man walked into a supermarket in Southampton and put a few items of food in a basket. He had chosen a time when not many people were shopping in the store. He found a checkout where no one else was waiting. When the cashier had checked the goods, the man gave her a £10 note. When she opened the till, the man quickly snatched all the money from it and ran out of the store before she realized what was happening. At the time the security guard was standing at the other end of the store. When staff checked the records in the till, they found that the thief had taken only £4.37. As he had left the £10 note behind, the operation had cost him £5.63.*

## 2 Comparison of tenses

We use the Past Simple to talk about the past (see Unit 8).

*He snatched the money and ran away.*

The Past Simple is used for the actions in the story, to tell us what happened next.

We use the Past Continuous (see Unit 9) for something around a past time or a past action.

*At the time of the incident, not many people were shopping in the store.*

The few customers were in the middle of doing their shopping.

We use the Past Perfect (see Unit 18) for things before a past situation.

*Staff found that the thief had taken only £4.37.*

The theft of the money happened before they found out how much.

## 3 Past Simple and Past Continuous

We often use these two forms together when a shorter action comes in the middle of a longer one (see Unit 10.2).

*I was waiting at the checkout when I noticed a strange-looking man.*

Seeing the man came in the middle of the wait.

## 4 Past Simple and Past Perfect

When we use these two forms together, we use the Past Perfect for what happened earlier.

*A man walked into a supermarket. He had chosen a quiet time.*

The choice of the time came before the arrival in the supermarket.

In this example, one past action followed another.

*He filled the basket and went to the checkout.*

We can also use either when ... had done, or after ... did/had done.

*When he had filled the basket, he went to the checkout.*

*After he had filled (OR After he filled) the basket, he went to the checkout.*

But when one short action comes straight after another, we use the Past Simple for both.

*When she opened the till, he snatched all the money out of it.*

Note the different meanings.

*When I switched the TV on, the programme started. I was just in time.*

*When I switched the TV on, the programme had started. I missed the beginning.*

We can use the Past Perfect or the Past Simple with before or until. There is no difference in meaning.

*The man arrived at the store before it had opened/before it opened.*

*The chairman didn't speak until he had heard/until he heard all the arguments.*

# Practice

## A Past Simple, Continuous and Perfect (1–4)

Look at these sentences and then tick the right answer.

- David and Tom were talking together when a young woman spoke to them.  
Which took more time, a)  what David and Tom said, or b)  what the woman said?
- 1 Mike had put up the tent, but Harriet was still unloading things from the car.  
Which finished first, a)  putting up the tent, or b)  unloading?
- 2 Mark went home and switched off the computer.  
What did he do first, a)  go home, or b)  switch off the computer?
- 3 When Claire arrived, Henry was walking up and down.  
Which started earlier, a)  Claire's arrival, or b)  Henry's walking?
- 4 When Sarah had phoned the office, she drove to the hotel.  
Did she phone the office a)  before, or b)  after driving to the hotel?

## B Past Simple and Past Perfect (4)

Write the two sentences as one. Use *when* and the Past Perfect in either the first or the second part of the sentence.

- I took the book back to the library. I read it.  
*I took the book back to the library when I'd read it.*
- The students did the experiment. They wrote a report on it.  
*When the students had done the experiment, they wrote a report on it.*
- 1 Nick saved enough money. He bought a motorbike.  
.....
- 2 Mark put all the dishes away. He dried them.  
.....
- 3 I looked both ways. I pulled out into the road.  
.....
- 4 The golfers went into the clubhouse. They played the last hole.  
.....

## C Past Simple, Continuous and Perfect (1–4)

Daniel is telling the story of how he forgot his passport. Put the verbs into the correct form.

- (►) It happened ..... (it / happen) last August at the airport. A few weeks before, a group of us (1) ..... (decide) to go to Greece together for a holiday.  
(2) ..... (we / wait) in the queue at passport control when suddenly (3) ..... (I / realize) that (4) ..... (I / forget) my passport. (5) ..... (it / be) quite a shock. (6) ..... (I / hurry) to a phone and (7) ..... (ring) my parents.  
(8) ..... (they / work) in the garden, but luckily my mother (9) ..... (hear) the phone.  
(10) ..... (they / find) the passport and immediately (11) ..... (drive) to the airport with it. (12) ..... (I / meet) them at the information desk. (13) ..... (we / have) no time to talk, but (14) ..... (I / say) goodbye to them earlier that morning.  
(15) ..... (I / run) all the way to the plane. I was just in time. When (16) ..... (I / get) there, the passengers (17) ..... (sit) in their seats ready for take-off. When (18) ..... (they / see) me, everyone (19) ..... (start) clapping.

# 20 Past Perfect Continuous

## 1 Introduction



David is talking about a situation in the past (*I fell and broke my leg*). When we look back to something before this past time, we use the Past Perfect Simple (see Unit 18) or the Past Perfect Continuous.

Past Perfect Simple: *I had taken a bus into town.*

Past Perfect Continuous: *I had been swimming in the pool.*

We use the Past Perfect Continuous for an action which happened over a period of time. The swimming went on for some time before David broke his leg.

## 2 Form

The Past Perfect Continuous is **had been** + an -ing form.

*I had been waiting ages.* OR *I'd been waiting ages.*

*I had not been paying attention.* OR *I hadn't been paying attention.*

*Was the ground wet? Had it been raining?*

## 3 I had been doing or I had done?

Compare the Past Perfect Continuous and Simple.

### OVER A PERIOD (had been doing)

*I found the calculator. I'd been looking for it for ages.*

*Vicky felt tired because she'd been working all day.*

We are thinking of Vicky's work going on as she got tired.

We normally use the continuous form with a phrase saying how long.

*When the company went bankrupt, it had been losing money for months.*

We do not normally use the Past Perfect Continuous for states (see Unit 7).

NOT *He had been seeming unwell.*

### COMPLETE (had done)

*I finally bought a new calculator. I'd looked everywhere for the old one.*

*Vicky felt pleased because she'd done so much work.*

We are thinking of Vicky's work as complete.

We normally use the simple form with a phrase saying how much/many.

*When the company went bankrupt, it had lost over a million pounds.*

We also use the Past Perfect Simple for states (see Unit 7).

*The old man had seemed unwell for some time before he died.*

## 4 Comparison with other continuous forms

Compare the Present Perfect Continuous (has/have been doing) and the Past Perfect Continuous.

*Vicky looks very upset. I think she's been crying.*

*Vicky looked very upset. I thought she'd been crying.*

Compare the Past Continuous (was doing) and the Past Perfect Continuous.

*When I phoned, Natasha was having a piano lesson.* (I phoned during the lesson.)

*When I phoned, Natasha had been having a piano lesson.* (I phoned after the lesson.)

# Practice

## A Form (2)

Complete the conversation. Put in the Past Perfect Continuous of the verbs.

Rachel: How was your job interview?

Vicky: Awful. I felt terribly nervous. (►) I'd been worrying ..... (I / worry) about it all week. And I was tired because (1) ..... (I / work) on my project the night before. (2) ..... (I / not look) forward to the interview at all.

Rachel: So what happened?

Vicky: The woman interviewing me was half an hour late because (3) ..... (she / deal) with an unexpected problem, she said. (4) ..... (I / wait) ages, and I'd got even more nervous.

Rachel: How did the interview go?

Vicky: Well, I tried to sound confident. (5) ..... (I / read) a book that said that's what you have to do in job interviews. But I don't know if I gave the right answers.

## B Form and use (1–2)

Add a sentence with the Past Perfect Continuous to explain why. Look at the pictures to find the reasons.



- lie/in the sun      1 cry      2 drive/too fast      3 play/with matches      4 stand/under a tree
- Claire got burnt. *She'd been lying in the sun.*
- 1 Vicky looked upset.
- 2 Henry was stopped by the police.
- 3 The children started a fire.
- 4 A young man was struck by lightning.

## C Comparison with other tenses (3–4)

Put in the correct form of the verbs.

- Tom could hear shouts from the flat next door. His neighbours *were arguing* ..... (argue) again.
- 1 Emma went into the sitting-room. It was empty, but the television was still on. Someone ..... (watch) it.
- 2 I ..... (play) tennis, so I had a shower. I was annoyed because I ..... (not win) a single game.
- 3 The walkers finally arrived at their destination. They ..... (walk) all day, and they certainly needed a rest. They ..... (walk) thirty miles.
- 4 When I saw Nick last week, he said he ..... (stop) smoking. But when I saw him two days later, he ..... (smoke) a cigarette. He looked rather ashamed.
- 5 I really must go and see the dentist. One of my teeth ..... (ache) for weeks.
- 6 When Melanie arrived at David's place, he ..... (lie) on the sofa reading a detective novel. He ..... (buy) it at the second-hand bookshop, and he ..... (read) it for most of the afternoon.

# Test D: Tenses – past and perfect

## A

Read the conversation. Then look at the answers below and write the correct answer in each space.

- Tessa: Hello, Robert. I (►) **haven't** ..... seen you for ages.
- Robert: Hello, Tessa. Great to see you. What have you (1) ..... doing lately?
- Tessa: (2) ..... just started a new job in computer software.
- Robert: You (3) ..... working for Tuffex Plastics when we last met.
- Tessa: That's right. I hadn't (4) ..... working there long before I got fed up. I (5) ..... realized what a horrible job it would be. But what about you? (6) ..... you found a job?
- Robert: Well, six months ago I (7) ..... working for a car hire company, but then they (8) ..... bankrupt. So I'm out of work now. (9) ..... been looking around for another job.
- Tessa: Well, I'm sure you'll find one soon.

- a) didn't      b) hadn't      c) haven't      d) wasn't
- 1 a) been      b) had      c) has      d) was
- 2 a) I'd      b) I'll      c) I'm      d) I've
- 3 a) did      b) had      c) have      d) were
- 4 a) be      b) been      c) done      d) had
- 5 a) didn't      b) hadn't      c) haven't      d) wasn't
- 6 a) Did      b) Had      c) Have      d) Were
- 7 a) been      b) had      c) have      d) was
- 8 a) go      b) going      c) gone      d) went
- 9 a) I'd      b) I'll      c) I'm      d) I've

## B

Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

- Susan had a green dress on. (wearing)

*Susan ~~had~~ was wearing a ~~green~~ green ~~dress~~ dress.*

- 1 The doctor began work at six o'clock and is still working. (has)

- 2 Rupert didn't have his credit card. (forgotten)

- 3 I didn't want to go without taking a photo. (until)

- 4 Nancy has been writing the report. It is finished now. (written)

- 5 My wait in the queue has lasted forty minutes so far. (I)

- 6 When we arrived, everyone was on the dance floor. (dancing)

- 7 The computer has been mine for four years. (had)

- 8 In the middle of our lunch there was a knock at the door. (when)

- 9 Nigel felt sick from eating too many cakes. (because)

**C**

Write the sentences correctly.

► I like this CD. I've been having it for ages.

I've had it for ages.

1 It was my first day back at work. I was on holiday.

2 I'm quite tired now. I play badminton.

3 I had to sit down. I'd been having a shock.

4 You need a rest. How much have you been working?

5 The robbery happened at midday. Lots of people walked along the street outside.

6 My sister speaks good English. She is practising her English since last summer.

7 At last I have my qualification. I've been passing my exam.

8 Michelle looked really sunburnt. She'd lie in the sun for too long.

9 We got to the coach stop at nine yesterday. But the coach has already gone.

**D**

Complete the conversations. Put in the correct form of each verb.

► A: Did you buy ..... (you / buy) anything at the antiques sale yesterday?

B: No. I wanted... (I / want) to buy some jewellery, but I'd left... (I / leave) my credit card at home.

1 A: Are you still copying those addresses?

B: No, that's all of them. ..... (I / finish) now.

2 A: The train is never going to get here.

B: How long ..... (we / wait) now?

A: At least half an hour. ..... (we / be) here since ten to five.

3 A: Did you have a nice chat with Tessa?

B: No, not really. When ..... (we / drink) our coffee, ..... (she / hurry) off home.

4 A: It's terrible about that plane crash, isn't it?

B: Yes, awful. ..... (I / have) breakfast when ..... (I / hear) the news.

5 A: So you sing in a rock band, do you? How long .....

(you / do) that?

B: Oh, since I was sixteen. ..... (we / do) about a dozen concerts.

6 A: Do you know what Polly was so upset about yesterday?

B: No, I don't. But I'm sure ..... (she / cry). Her eyes looked red.

A: Perhaps ..... (she / have) some bad news.

7 A: The shooting was very frightening, I suppose.

B: It certainly was. When we ..... (hear) the shot, we all ..... (throw) ourselves to the floor.

# 21 Review of present and past tenses

## 1 Introduction

Study the verb forms.

Present Continuous:

*Claire is ready to go on safari.*

Present Simple:

*She is waiting for her guide.*

Present Perfect:

*She goes on holiday a lot.*

Present Perfect Continuous:

*She has bought a safari suit.*

Past Simple:

*She has been planning her trip for months.*

Past Continuous:

*She bought the suit last week.*

Past Perfect:

*She was going past Harrods when she saw it in the window.*

Past Perfect Continuous:

*She had already decided that she needed a safari suit.*

Past Perfect Continuous:

*She had been looking for one for a week or two.*



## 2 I am doing or I do? (Unit 6)

### PRESENT CONTINUOUS

We use the Present Continuous for an action now, something we are in the middle of.

*I am writing a letter.*

*Claire is wearing a safari suit.*

*We're getting lunch now.*

We use the Present Continuous for a feeling over a short period of time.

*Vicky is liking her course much better this year.*

We use the Present Continuous for a temporary situation or routine.

*I'm very busy at the moment, so I'm getting up early this week.*

### PRESENT SIMPLE

We use the Present Simple for repeated actions, things that happen again and again.

*I write home every week.*

*Tom never wears smart clothes.*

*We usually get lunch at about one.*

We normally use the Present Simple for thoughts and feelings, and for states and permanent facts.

*Claire likes holidays.*

*Four times twelve makes forty-eight.*

We use the Present Simple for a permanent situation or routine.

*I usually get up quite late.*

## 3 I have done or I did? (Units 14–15)

### PRESENT PERFECT

The Present Perfect tells us about the past and the present.

*They have locked the door. No one can get in.*

We use the Present Perfect for a state which has gone on up to the present.

*I've known him for ages. He's an old friend.*

We use the Present Perfect for actions in a period of time up to the present.

*I have seen the carnival several times.*

### PAST SIMPLE

The Past Simple tells us about the past, a time which is finished.

*They locked the door at ten o'clock last night.*

We use the Past Simple for a state in the past.

*I knew him when we were at college together.*

We use the Past Simple for actions in the past.

*I saw the carnival several times as a child.*

## 4 I have been doing or I have done? (Unit 17)

### PRESENT PERFECT CONTINUOUS

We use the Present Perfect Continuous for an action over a period of time leading up to the present. We are thinking of the action going on.

*Daniel's tired. He's **been working**.*

*I've **been reading** all afternoon.*

*We've **been staying** here for a week/since*

*Thursday.*

### PRESENT PERFECT

We use the Present Perfect Simple for a complete action. We are thinking of the result.

*At least he's **earned** some money.*

*I've **read** 200 pages.*

## 5 I was doing or I did? (Unit 10)

### PAST CONTINUOUS

We use the Past Continuous for an action that we were in the middle of.

*I **was reading** the paper at half past ten.*

### PAST SIMPLE

We use the Past Simple for a complete action in the past or for a past state.

*I **left** the house at half past ten.*

*Vicky **had** a headache.*

We often use the Past Continuous and Past Simple together when a shorter action (simple) comes in the middle of a longer one (continuous).

*We **were looking** for the coffee bar when we **met** Emma.*

But we use two Past Simple verbs for one action after another.

*When we **saw** Rachel, she **waved** to us.*

## 6 I did or I had done? (Units 18–19)

We use the Past Simple to talk about a past situation and the Past Perfect for things that happened earlier.

*I **threw** the magazine away. I'd **finished** with it.*

*When Sarah **found** the letter, someone **had already opened** it.*

*When the new people **moved in**, the house **had been empty** for a year.*

We can use when ... had done to say that one thing finished and then something else happened.

*When we'd **paid** the bill, we **left** the restaurant.*

But when one short action comes straight after another, we use the Past Simple for both.

*When the firework **went** off, the dog **ran** away.*

Compare these two sentences.

*When we **arrived**, the others all **left**.* (We arrived and then they left.)

*When we **arrived**, the others **had all left**.* (They left before we arrived.)

## 7 I had been doing or I had done? (Unit 20)

We use these forms when we look back from a situation in the past.

### PAST PERFECT CONTINUOUS

We use the Past Perfect Continuous for an action over a period of time. We are thinking of the action going on.

*Emma's hand ached because she'd **been using** the computer.*

*When I finally served the meal, I'd **been cooking** for hours.*

### PAST PERFECT

We use the Past Perfect Simple for a complete action. We are thinking of the result.

*Her work looked really neat because she'd **used** the computer.*

*I felt quite proud that I'd **cooked** a meal for eight people.*

# Practice

## A Present tenses (1–4)

Complete the sentences using the notes in brackets. The verbs can be Present Continuous (*am doing*), Present Simple (*do*) or Present Perfect (*have done*).

- We bought this picture a long time ago. We've had it ..... (we / have / it) for ages.
- 1 Sarah finds her mobile phone very useful. ..... (she / use / it) all the time.
- 2 Vicky doesn't know where her watch is. ..... (she / lose / it).
- 3 We're in the middle of decorating our kitchen, so we can't cook any meals. .... (we / get / them) from a take-away restaurant this week.
- 4 Claire is on a skiing holiday. ..... (she / enjoy / it), she says on her postcard.
- 5 The colour of this paint is absolutely awful. .... (I / hate / it).
- 6 These figures certainly should add up. .... (I / check / them) several times already.
- 7 Trevor and Laura like Scrabble. .... (they / play / it) most evenings.
- 8 These flowers are dying. .... (you / not water / them) for ages.

## B Present tenses (1–4)

Read about each situation. What else do you say? Use the verb in brackets.

- You can't go out with a friend because you have a Saturday job. (work)  
I'm sorry. I work on Saturdays..
- 1 You have just met a friend you last saw months ago. (not see)  
Hello! How are you? .....
- 2 Someone has arranged to phone you at this time, and you're ready for the call. (wait)  
I have to stay by the phone. .....
- 3 Your friend is wearing a very nice jacket you haven't seen before. (like)  
Oh, that's nice. .....
- 4 You are watching the snow fall. It started yesterday and is still falling. (snow)  
I can't believe it. .....

## C Present and past tenses (1–6)

Read about each situation and then tick the right answer.

- When we were talking, Tom left the room.  
Which took longer, a)  our conversation, or b)  Tom's departure?
- 1 Mark has been a member of the golf club for two years.  
a)  He joined the club two years ago and is still a member.  
b)  He was a member of the club for two years but is not a member now.
- 2 Vicky is watching the weather forecast.  
The weather forecast a)  hasn't started yet, b)  has started but not finished, or  
c)  is over.
- 3 I've switched off the burglar alarm.  
Do I think that the alarm a)  is off, b)  is on, or c)  may be on or off?
- 4 I've been studying all afternoon, and I've got a headache.  
Am I thinking of a)  how much I have learned, or b)  the action going on for a long time?
- 5 We had already travelled some distance when the sun rose.  
Did our journey start a)  before sunrise, b)  at sunrise, or c)  after sunrise?
- 6 I'm going to work by bus this week.  
a)  I always go to work by bus. b)  My routine is different for this week.

## D Present and past tenses (3–6)

Put in a pronoun and the correct form of the verb. Use the Past Continuous (*was doing*), the Past Simple (*did*) or the Present Perfect Continuous (*have been doing*).

- Mark: I rang at one, but you weren't in your office.  
Sarah: No, I was having ..... (have) lunch.
- 1 David: You look tired.  
Melanie: Yes, I expect I do. ..... (work) all day.
- 2 Sarah: Is Laura at home?  
Trevor: No, ..... (go) out about half an hour ago.
- 3 Vicky: I haven't finished this letter yet.  
Rachel: It must be a long letter. ..... (write) it since lunch-time.
- 4 Harriet: I see you've got some new neighbours.  
Tom: Yes, a young couple. ..... (move) in last month.
- 5 David: Did Tom drive you home?  
Melanie: Yes, ..... (stop) and offered me a lift while  
..... (wait) for a bus outside the town hall.

## E Present and past tenses (1–7)

Complete the conversation. Choose the correct form.

Melanie: How (►) are you getting/do you get on in your new job, Nick?

Nick: Oh, so (1) you know/you're knowing about my job as a car salesman.

Melanie: (2) David's told/David told me yesterday.

Nick: Well, I (3) haven't been/wasn't in the job long. (4) I started/I've started on Monday.

Melanie: And how many cars (5) have you been selling/have you sold so far?

Nick: Well, none yet. Give me a chance. Up to now (6) I've been learning/I've learned all the time.

Melanie: David says you (7) had/were having a sports car once.

Nick: I've still got it. (8) I had/I've had it for about five years. (9) I don't often drive/I'm not often driving it because (10) I don't like/I'm not liking getting it dirty. Normally (11) I ride/I'm riding my motorbike. And the car is expensive to run. I (12) bought/had bought it on impulse. I (13) was working/worked on a building site at the time. For several months before I bought it, (14) I'd done/I'd been doing overtime, and when (15) I'd been earning/I'd earned enough to buy a car, it was a really magical moment. Maybe you'd like a ride in it some time?

Melanie: Oh, yes please. That would be lovely.

## F Present and past tenses (1–7)

Complete the radio news report. Put in the correct forms of the verbs.

Hello. This (►) is ..... (be) Kitty Beamish. (1) ..... (I / speak) to you from Oxford, where the finals of the World Quiz Championships will be held tomorrow. The favourite is Claude Jennings of Cornwall, the man who (2) ..... (know) everything. Twelve months ago no one (3) ..... (hear) of Claude Jennings, although (4) ..... (he / take) part in quiz competitions for years. Now suddenly he is a big star. So far this year (5) ..... (he / answer) every single question correctly. And he is popular, too. When (6) ..... (he / arrive) here two days ago, hundreds of fans (7) ..... (wait) at the station to welcome him. Since his arrival Claude (8) ..... (read) encyclopedias in his hotel bedroom. He is clearly the man to watch. And now back to the news desk.

# Test E: Tenses – present and past

## A

Complete the conversations. Put in the correct form of each verb.

- A: Are you ready?  
B: I won't be a moment. I'm doing ..... (I / do) my hair.
- 1 A: Could you tell me your address?  
B: Well, ..... (I / live) in a friend's house at the moment. Luckily ..... (I / find) a place of my own now, but I can't move in until next week.
- 2 A: Is this your CD?  
B: No, it isn't mine. ..... (I / think) ..... (it / belong) to Peter.
- 3 A: Can I borrow your calculator, please?  
B: Well, ..... (I / use) it to work out these figures at the moment. ..... (I / want) to finish doing them, now that ..... (I / start).
- 4 A: Why can't you wash your dirty plates sometimes? ..... (you / leave) them in the sink most of the time.  
B: OK, sorry. The last few weeks ..... (I / have) so little time. ..... (I / rush) around all the time.

## B

Read the story and write the missing words. Use one word only in each space.

One day a man was (►) walking ..... past a house in Bournemouth when he (1) ..... a woman's voice shouting for help. The man (2) ..... someone (3) ..... probably trying to murder her. He ran to a phone box and (4) ..... the police. The police came quite quickly, but by now the shouting had (5) ..... . However, the man (6) ..... quite sure that he (7) ..... heard cries for help. When the police (8) ..... on the door, there was no answer. So they broke down the door and went in. Inside the house was a woman who had just (9) ..... out of the shower. She explained to the police that she had (10) ..... singing along to the Beatles song 'Help!'.

## C

Write a second sentence so that it has a similar meaning to the first. Begin with the word in brackets.

- Our trip to Africa was in October. (We ...)

We went to Africa in October.

- 1 We've had ten hours of rain. (It ...)
- .....
- 2 It's the right thing to do in my opinion. (I ...)
- .....
- 3 Our sofa is in a different place now. (We ...)
- .....
- 4 It was breakfast-time when Susan rang. (I ...)
- .....
- 5 Their game of badminton is always on Tuesday. (They ...)
- .....

**D**

Write the correct answer in each space.

- This isn't my first visit to London. I've been ..... here before.  
 a) I'm b) I've been c) I was
- 1 I've got my key. I found it when ..... for something else.  
 a) I looked b) I've looked c) I was looking
- 2 Sorry, I can't stop now. ..... to an important meeting.  
 a) I go b) I'm going c) I've gone
- 3 I can't get Tessa on the phone. ..... all afternoon.  
 a) I'm trying b) I try c) I've been trying
- 4 The bank told me last week there was no money in my account. ..... it all.  
 a) I'd spent b) I spent c) I was spending
- 5 There's a new road to the motorway. ..... it yesterday.  
 a) They'd opened b) They opened c) They've opened

**E**

Some of these sentences are correct, and some have a word which should not be there.

If the sentence is correct, put a tick (✓). If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.

- Martin has changed his mind about next weekend. ✓ .....  
 ► We were enjoyed the holiday very much. were .....  
 1 Nancy is practising on the piano. .....  
 2 It was lucky that we had been decided to buy our tickets in advance. .....  
 3 We were riding our bikes when suddenly I was felt a pain in my leg. .....  
 4 We are go camping for three weeks every summer. .....  
 5 They have planted some new trees last year. .....  
 6 I suddenly realized I had been walking in the wrong direction. .....  
 7 Did you know that Anna has been won a prize? .....  
 8 No one told me that the goods had arrived the week before. .....

**F**

Complete the news report. Put each verb into the correct form.

The actress Vanessa Kemp (►) has disappeared ..... (disappear). Yesterday she

- (1) ..... (fail) to arrive at the Prince Charles Theatre in London's West End for her leading role in the comedy 'Don't look now!'. Ms Kemp, who (2) ..... (live) in Hampstead, (3) ..... (leave) home at four o'clock yesterday afternoon for the theatre, a journey she (4) ..... (make) several times the week before. Two people who (5) ..... (walk) past her home at the time (6) ..... (see) her leave. But no one (7) ..... (see) her since then. At half past seven she still (8) ..... (not / arrive) at the theatre. At eight o'clock the theatre manager had to break the news to the audience, who (9) ..... (wait) patiently for the play to start. Since yesterday, theatre staff and friends (10) ..... (try) to contact Ms Kemp, but they (11) ..... (have) no success so far. The police (12) ..... (take) the matter seriously, but they (13) ..... (believe) that she is unlikely to be in any danger. Her friends all (14) ..... (want) to hear from her soon.

# 22 Introduction to the future

## 1 Present, past and future

Read this paragraph from Rachel's letter to her aunt and uncle.

*This is my last year at college, so I'll be leaving in June. And I've already got a job! In September I'm starting work at a bank in London. So I'll be free for most of the summer. I'm going to spend six weeks travelling around the US. My friend Vicky is coming with me. (She finishes college at the same time as me.) We're really looking forward to the trip. We might go to Canada too. Vicky has friends in Toronto.*

When we talk about the present or the past, we use verb forms to say what is happening now, what happened yesterday, and so on.

*Vicky has friends in Toronto.*

We know about things in the present and in the past because they are already real. But talking about the future is more of a problem. There is no single form in English that we can always use for the future. There are many different ways of talking about the future, depending on how we see a future event. It may be something that is fairly sure to happen, but on the other hand it may be just a plan or an intention, or it may be something that you think will happen but you can't be sure about.

## 2 Verb forms used for the future

Here are some examples of verb forms used to express the future.

Be going to	▷ 24	<i>I'm going to spend six weeks in the US.</i> (an intention)
Will	▷ 23A	<i>I'll be free for most of the summer.</i> (neutral future)
Present Continuous	▷ 26A	<i>I'm starting work in September.</i> (an arrangement)
Present Simple	▷ 26B	<i>She finishes college at the same time.</i> (a timetable)
Will be doing	▷ 28	<i>I'll be leaving in June.</i> (in the course of events)

Very often there is more than one possible form that could be used.

*She'll finish college in June.*      *She finishes college in June.*

*She's finishing college in June.*      *She'll be finishing college in June.*

Rachel could use any of these in her letter.

## 3 Will

We often use **will** as a neutral way of expressing the future, but it is not 'the future tense'. It is only one of the forms we can use. In some situations will is not the right word.

*After college I'm going to travel around the US.*

Here Rachel is saying what she intends to do in the future. We cannot use **will** here.

## 4 Being sure and unsure

We cannot always be sure about the future. To show that we are unsure we can use **might** or **could** (see Unit 46).

*We might go to Canada. It could snow soon.*

To show how sure or unsure we are, we often use phrases like **I'm sure**, **definitely**, **I expect**, **I (don't) think** and **probably**.

*I'm sure it'll be all right. We're definitely going to be at the meeting.*

*I expect everyone will be going home. Rachel will probably be late.*

*I think I'm going to sneeze. I don't think Tom's coming tonight.*

## A Present, past and future (1–2)

Rachel has received a letter from a friend of hers who left college last year.

Find the sentences which refer to the future and write them below.

I'm really enjoying my work at the store. I'm learning lots about the job. Soon they're moving me to another store – in Birmingham. They told me about it last week. I'll be leaving here at the end of the month. I feel a bit sad about that. Luckily they'll find a flat for me.

The time is going very quickly. I've been here three months. The training programme finishes next summer. I like the work, and I want to stay with the company. They'll decide about that next year. I'm just hoping for the best.

► Soon they're moving me to another store – in Birmingham.

- 1 .....  
2 .....  
3 .....  
4 .....

## B Present and future (1–4)

Say if the second sentence is about the present or the future.

Look at the phrases of time such as *at the moment* and *on Friday*.

- I'm busy. I'm cooking a meal at the moment. present .....  
1 I'm nervous. I'm cooking for ten people on Friday. ....  
2 I don't want to go out. I might watch a video later. ....  
3 There's football on TV tonight. I might watch it. ....  
4 We're off at last. We arrive in New York at seven. ....  
5 This train is never on time. We always arrive late. ....

## C Present and future (1–4)

Read each pair of sentences and then answer the question about them.

- a) I'll see you on Thursday.  
b) I saw you on Thursday.  
Which sentence is about the future? a .....  
1 a) I'm going to Manchester. I'm waiting for a connecting train.  
b) I'm going to get a train to Manchester, changing at Birmingham.  
Which is spoken during the journey? .....  
2 a) We'll know the results of the tests next week.  
b) We might know the results of the tests next week.  
Which sentence is more certain? .....  
3 a) I'm doing two exams this year.  
b) I'm doing some work at the moment.  
In which sentence has the action already started? .....  
4 a) What time do we arrive in Swansea?  
b) What time will we arrive in Swansea?  
Which question is more likely if you are travelling by car? .....  
5 a) I'm eating at the Thai restaurant tonight.  
b) I'll eat at the Thai restaurant tonight.  
Which would you say if you've booked a table? .....

# 23 Will and shall

## 1 Will for the future



We use **will** to say what we know or think about the future. Will here has a neutral meaning. It does not express the idea that we have already decided to do something or that we are planning something.

## 2 Will for instant decisions

We also use will for an instant decision, when we decide on something or agree to do it more or less at the moment of speaking.

*I'm thirsty. I think I'll make some tea.*

NOT *I make some tea*:

*You've left your computer on. ~ Oh, I'll go and switch it off.*

*We must celebrate. I know, we'll have a party.*

*I don't think I'll do any work tonight. I'm too tired.*

We also use it to order things.

*I'll have the ham salad, please.*

We also use will in offers and invitations (see Unit 51).

Offer: *I'll peel the potatoes. ~ Oh, thank you.*

Invitation: *Will you come to lunch? ~ Yes, thank you. I'd love to.*

Promise: *I'll pay you back next week.*

## 3 The form of will

The form is **will** or **'ll**.

*The west will have rain tomorrow.*

*You'll be late if you don't hurry.*

*Will you be at home this evening?*

*The world will end in the year 2050.*

The negative is **will not** or **won't**.

*The cost will not be more than £50.*

*I won't have time for a meal.*

## 4 Shall

We can use **shall** for the future, but only in the first person, after I or we.

*I will be/I shall be on holiday in August.*

*We will know/We shall know the results soon.*

But NOT *Everyone shall know the results soon*.

I will and I shall have the same meaning here, but shall is a little formal. Both I will and I shall can be shortened to I'll, which is pronounced /aɪl/.

*I'll be on holiday in August. (= I will OR I shall)*

Shall has other meanings. We can use it in offers and suggestions (see Unit 51).

Offer: *Shall I pack up your shopping for you? ~ Oh, thank you.*

Suggestion: *Shall we all go out together? ~ Good idea.*

We do not use shall in American English (see page 377).

# Practice

## A Will for the future and for instant decisions (1–2)

Read the conversations. Which replies are statements about the future and which are instant decisions?

► What would you like? ~ I'll have an orange juice, please.

decision .....

1 Shall we go out tonight? ~ I'll be too tired, I think.

.....

2 We've lost a tennis ball. ~ I'll help you look for it.

.....

3 I'm worried about the exam. ~ Oh, you'll be all right.

.....

4 I haven't got any transport. ~ Oh, we'll give you a lift.

.....

5 I must fix this shelf some time. ~ We'll be dead before then.

.....

## B Instant decisions (2)

Say what your decision is in these situations, or what you offer to do.

Use these verbs: *answer, carry, have, post, shut*

► You and your friend have come into the room. The window is open, and it is cold.

I'll shut the window.

1 The phone is ringing. You are the nearest person to it.

.....

2 The choice on the menu is fish or chicken. You hate fish.

.....

3 You are meeting a friend at the station. He has two suitcases. There's a bag, too.

.....

4 Your friend has written a letter. You are going to walk into town past the post office.

.....

## C Will and won't for the future (3)

Use the notes to write about what will happen next weekend.

► it / be / warm / tomorrow

It will be warm tomorrow.

1 Tom / watch / the match

.....

2 Harriet's party / be / fun

.....

3 Trevor / not put up / the shelves

.....

4 Laura / be / annoyed

.....

5 Andrew / study / all weekend

.....

6 Rachel / not do / any work

.....

## D Will and shall (1, 4)

Complete the conversation. Put in *will* or *shall*.

Rachel: What (►) shall ..... we do today?

Vicky: It would be nice to go out somewhere. The forecast says temperatures (1) ..... rise to thirty degrees.

Jessica: (2) ..... we go for a walk?

Rachel: That sounds a bit boring. What about the seaside? We could get a bus.

Jessica: How much (3) ..... it cost? I haven't got very much money.

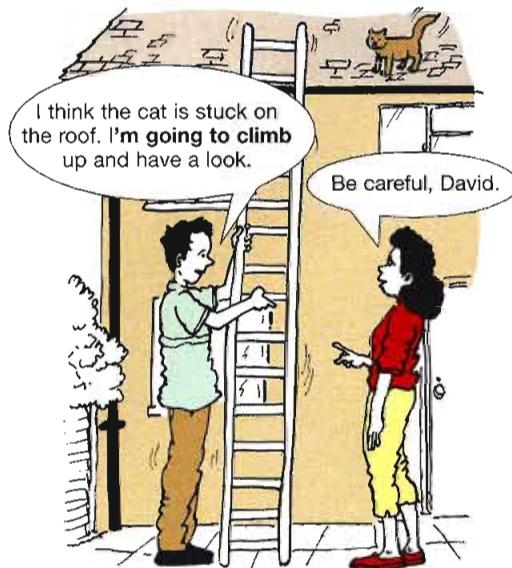
Vicky: It isn't far. It doesn't cost much.

Jessica: Everywhere (4) ..... be so crowded today because it's a holiday. The journey (5) ..... take ages.

Rachel: Come on, Vicky. (6) ..... we leave Jessica behind if she's going to be so miserable?

# 24 Be going to

## 1 Intentions



We use **be going to** to talk about something we have decided to do (an intention). David intends to climb up the ladder.

Here are some more examples.

*I'm going to watch the next programme.*

*Emma is going to do an experiment this afternoon.*

*Rachel and Vicky are going to spend six weeks in the States.*

We can use **I'm not going to** for a refusal.

*I'm sorry, but I'm not going to walk half a mile in the rain.*  
(= I don't want to/I'm not willing to walk.)

The Present Continuous can have a very similar meaning to **be going to**. We can often use either form (see Unit 26.1).

*I'm going to visit my friend at the weekend.*

*I'm visiting my friend at the weekend.*

We do not use **will** here.

We can use **be going to** with the verb **go** (*We're going to go out this evening*), but the Present Continuous is more usual.

*We're going out this evening.*

## 2 Form

We use the present tense of **be** + **going to** + a verb.

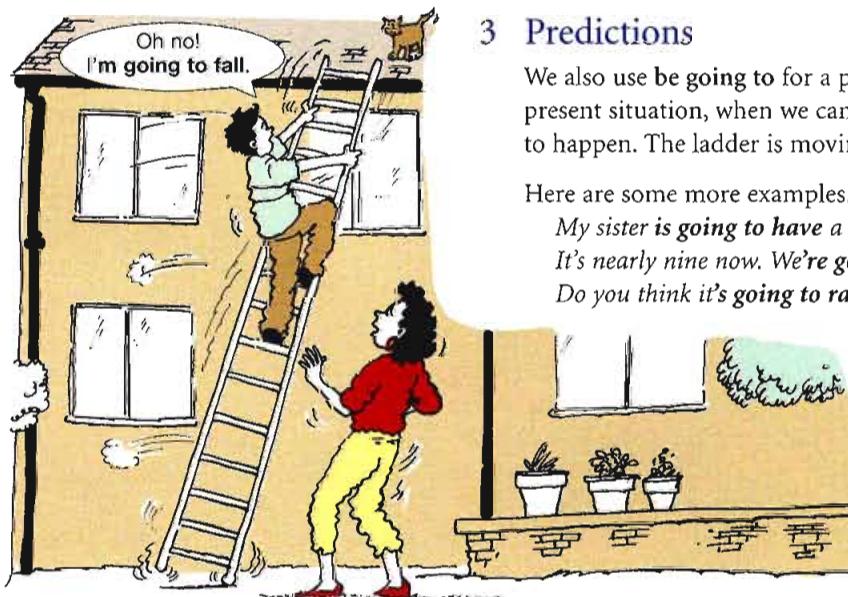
*They're going to move house. Matthew is going to play squash.*

*Vicky isn't going to have any lunch. We aren't going to complain.*

*Is Daniel going to apply for the job? ~ I think he is.*

*When are you going to pay this bill? ~ I don't know. I can't at the moment.*

In informal speech 'going to' is often pronounced /'gənə/.



## 3 Predictions

We also use **be going to** for a prediction based on the present situation, when we can see that something is going to happen. The ladder is moving, so David is going to fall.

Here are some more examples.

*My sister is going to have a baby in March.*

*It's nearly nine now. We're going to be late.*

*Do you think it's going to rain?*

# Practice

## A Intentions (1–2)

Look at the pictures and say what is going to happen.

Use these verbs: *answer, catch, have, hit, light*

Use these objects: *the ball, a bath, a bus, the firework, the phone*



► They're going to have a bath.

1 .....  
2 .....  
3 .....  
4 .....

## B Form (2)

Put in the verbs with *be going to*.

Laura: What are you doing with that camera?

Trevor: (►) I'm going to take ..... (I / take) it to work. (1) .....  
(I / lend) it to Phil. (2) ..... (he / take) a few photos with it.

Laura: Why can't he buy his own camera?

Trevor: He's got one, but it isn't working properly. (3) ..... (it / be)  
a while before he can get it repaired.

Laura: Well, how long (4) ..... (he / keep) ours? When  
(5) ..... (we / get) it back?

Trevor: (6) ..... (he / have) it over the weekend.  
(7) ..... (we / get) it back on Monday.

Laura: Well, I hope (8) ..... (it / not / get) damaged.

## C Predictions (2–3)

What would you say in these situations? Use these words: *be sick, crash, get wet, lose, not stop, rain*

► The sky is full of dark clouds.

It's going to rain.

1 Now it's starting to rain. There's nowhere to shelter, and you haven't got an umbrella.

2 You feel awful. There's a terrible feeling in your stomach.

3 You are playing Scrabble. The game is nearly over and you are 100 points behind.

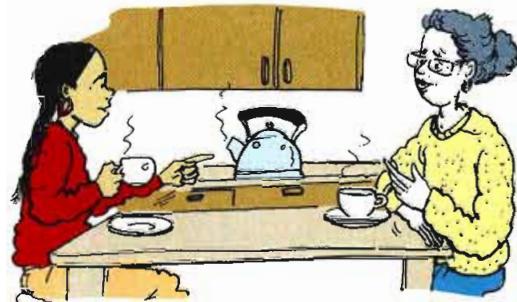
4 You can see a plane coming down. It's out of control and falling to the ground.

5 You are waiting for a train. There's one coming, but you don't know if it's the one you want.  
It's travelling very fast.

# 25 Will and be going to

## 1 Introduction

- Emma: *It's my birthday soon. I'll be twenty next Friday.*  
Aunt Joan: *Oh, really? Are you going to have a party?*  
Emma: *I'm going to have a meal in a restaurant with a few friends.*  
Aunt Joan: *That'll be nice.*



### WILL

Will has a neutral meaning. We use it to talk about facts in the future.

*I'll be twenty next Friday.*

*The spacecraft will come down in the Pacific Ocean tomorrow morning.*

### BE GOING TO

We use be going to for an intention, something we have already decided to do.

*We're going to have a meal.*

*Tom is going to sell his car.*

Will does not express an intention.

*It's her birthday. She's going to have a meal with her friends. NOT She'll have a meal.*  
But we often use be going to for an intention and will for the details and comments.

*We're all going to have a meal. There'll be about ten of us. ~ Oh, that'll be nice.*

As well as be going to, we can use the Present Continuous (see Unit 26.1).

*We're going to drive/We're driving down to the South of France. ~ That'll be a long journey. ~ Yes, it'll take two days. We'll arrive on Sunday.*

## 2 Decisions and intentions

### WILL

We use will for an instant decision or agreement to do something.

*There's a postbox over there. I'll post these letters.*

*You still haven't put those shelves up, Trevor. ~*

*OK, I'll do it tomorrow.*

Trevor is deciding now.

### BE GOING TO

Be going to means that we have already decided.

*I'm going out. I'm going to post these letters.*

*You still haven't put those shelves up, Trevor. ~ I*

*know. I'm going to do it tomorrow.*

Trevor has already decided.

## 3 Predictions

### WILL

We can use will for a prediction about the future.

*I think United will win the game.*

*One day people will travel to Mars.*

### BE GOING TO

We use be going to for a prediction when we see from the present situation what is going to happen in the future.

*There isn't a cloud in the sky. It's going to be a lovely day.*

*This bag isn't very strong. It's going to break.*

It is often possible to use either form in a prediction. For example, we can also say *I think United are going to win the game*. Usually be going to is a little more informal and conversational than will.

# Practice

## A Will and be going to (1–2)

Complete the conversations. Put in *will* or *be going to* with the verbs.

- Vicky: Have you got a ticket for the play?  
Daniel: Yes, I'm going to see ..... (see) it on Thursday.
- Harriet: The alarm's going. It's making an awful noise.  
Mike: OK, I'll switch ..... (switch) it off.
- 1 Daniel: Did you buy this book?  
Matthew: No, Emma did. She ..... (read) it on holiday.
- 2 Laura: Would you like tea or coffee?  
Sarah: Oh, I ..... (have) coffee, please.
- 3 Trevor: I'm going to miss a good film on TV because I'll be out tonight.  
Laura: I ..... (video) it for you, if you like.
- 4 Rachel: I'm just going out to get a paper.  
Emma: What newspaper ..... (you / buy)?

## B Will and be going to (1–3)

What would you say? Use *will* or *be going to*.

- You want to express your intention to look round the museum.  
Your friend: Do you have any plans for this afternoon?  
You: Yes, I'm going to look round the museum.
- 1 You hate dogs. Dogs always attack you if they get the chance.  
Your friend: That dog doesn't look very friendly.  
You: It's coming towards us.
- 2 You predict the landing of aliens on the earth in the next ten years.  
Your friend: All this talk about aliens is complete nonsense, isn't it?  
You: Is it? I think .....
- 3 You know that your friend's sister has decided to get married.  
Your friend: Have you heard about my sister?  
You: Well, I heard that .....
- 4 You suddenly decide you want to invite Ilona for a meal.  
Your friend: Did you know Ilona will be in town next weekend?  
You: No, I didn't.

## C Will and be going to (1–3)

Complete the news report about the village of Brickfield.

Use *will* or *be going to*. Sometimes either is possible.

We have learned this week that the local council has plans for Westside Park in Brickfield.

The council (►) is going to sell ..... (sell) the land to a builder, Forbes and Son. The plans are all ready. '(1) ..... (we / build) fifty houses,' said Mr Forbes. 'In two years' time everything (2) ..... (be) finished. I'm sure people (3) ..... (like) the houses. Most of them (4) ..... (be) for young families. And we intend to take care of the environment.' (5) ..... (we / not / cut) down all the trees, only a few of them.' But people living near the park are angry. 'This is a terrible idea. We're all against it,' said Mrs Mary Brent. '(6) ..... (we / have) a protest march on Saturday. I expect everyone in Brickfield (7) ..... (be) there. We've reached our decision. (8) ..... (we / stop) this plan.'

# 26 Present tenses for the future

## 1 Present Continuous for arrangements

- Tom: *Are you doing anything this evening?*  
Nick: *Yes, I'm going to an ice hockey match.*  
*The Tigers are playing the Kings.*  
*I bought my ticket yesterday.*



We use the Present Continuous for what someone has arranged to do in the future.

Here Nick has arranged to go to the match. (He has bought a ticket.)

Here are some more examples.

- I'm meeting Harriet at six o'clock.* *David is coming round later on.*  
*We're having a party tomorrow.* *Sarah is going to Paris next week.*

We also use the Present Continuous to talk about things happening now (see Unit 4).

Present: *We're having a party at the moment.*

Future: *We're having a party tomorrow.*

Here the phrase of time shows whether we mean the present or the future. But sometimes there is no phrase of time, as when Nick says *The Tigers are playing the Kings*. Here it is clear from Tom's question that the conversation is about a future event.

The Present Continuous for the future and *be going to* (Unit 24.1) have similar meanings.

- We're having a party next week.* (We have made the arrangements.)  
*We're going to have a party next week.* (We intend / We have decided to have one.)

Often we can use either form.

*I'm meeting/I'm going to meet Harriet at six o'clock.*

## 2 Present Simple for a timetable

- Mark: *What time does your train leave tomorrow?*

- Sarah: *Seven twenty-three in the morning.*

*It gets into Paris at eleven twenty-three.*

We can use the Present Simple for the future when we are talking about a timetable, usually a public one such as a train timetable.

*The train leaves at seven twenty-three tomorrow morning.*

*The match starts at half past seven.*

*Next Friday is the thirteenth.*

*I've got the tour details here. We spend three days in Rome.*

Compare the Present Simple for repeated actions (see Unit 6.1).

*The train leaves at seven twenty-three every morning.*



## 3 Be to and be about to

We use *be to* for a future event that is officially arranged.

It is often used in news reports.

*The Queen is to visit Portugal in November.*

*The Student Games are to take place in Melbourne next year.*

We could also use the Present Continuous here.

*The Queen is visiting Portugal in November.*

We use *be about to* for the very near future.

*The plane is at the end of the runway. It is about to take off.*

*Do you want to say goodbye to our visitors? They're about to leave.*

# Practice

## A Present Continuous (1)

Read the conversation and say if the verb refers to the present or the future.

Mark: (►) What are you reading, Claire?

Claire: Oh, it's a guidebook to Brazil. (1) I'm going there next month. (2) My sister and I are having a holiday there. (3) I'm really looking forward to it. (4) We're spending three weeks in Rio. (5) So I'm finding out about all the things we can do there.

- present ..... 3 .....  
1 ..... 4 .....  
2 ..... 5 .....

## B Present Continuous for arrangements (1)

For each situation write a sentence with the Present Continuous. Use the verbs in brackets.

► Mike and Harriet have accepted an invitation to Tom's party next week. (go)

They're going to Tom's party next week .....

1 Laura has agreed to be in the office on Saturday. (work)

2 Claire has just bought a plane ticket to Cairo dated 15 May. (fly)

3 Mark has arranged a meeting with his boss at four o'clock this afternoon. (see)

4 Matthew and Daniel have booked a tennis court for tomorrow afternoon. (play)

## C Present tenses for the future (1–2)

Put the verbs into the Present Continuous or the Present Simple.

Emma: (►) Are you doing ..... (you / do) anything tonight?

Matthew: Yes, (1) ..... (I / go) to the station to meet my friend Richard.  
(2) ..... (he / stay) here for the weekend, remember? His train  
(3) ..... (get) in at eight fifteen.

Emma: Oh, of course. I'd forgotten about that.

Matthew: Maybe we'll see you later. What (4) ..... (you / do) tonight?

Emma: Oh, (5) ..... (I / go) to the cinema with Vicky and Rachel and a couple of other people. The film (6) ..... (finish) quite early, so (7) ..... (we / go) to a pizza place afterwards.

## D Be to and be about to (3)

Complete these sentences on the news. Some are spoken by the newsreader in the studio and some by reporters on the spot. Use *be to* or *be about to* with the verbs in brackets.

► The new museum is to open ..... (open) in the autumn.

► The Prime Minister is at the microphone now. He is about to start ..... (start) speaking.

1 The leading runner is nearly there now. She ..... (win) the race.

2 Taxes ..... (go) up from next April.

3 The US President ..... (visit) Ireland in the new year.

4 The riot isn't over yet, but the police are here. They ..... (move) in.

5 The talks on world trade ..... (take) place later this year.

# 27 When I get there, before you leave, etc.

## 1 Introduction

Mark: *Did I tell you I've got a meeting in Glasgow at nine o'clock tomorrow morning? I'm driving up there overnight.*

Sarah: *You're going to drive all through the night? You're crazy. You'll be exhausted **before you arrive**. Why don't you take a train?*

Mark: *I'll be OK. I'll need the car **while I'm there**. I have to visit some companies in the area. I can sleep **when I get home**.*

Study these examples.

*You'll be exhausted **before you arrive**. NOT **before you'll arrive**.*

*I'll need the car **while I'm there**. NOT **while I'll be there**.*

*I can sleep **when I get home**. NOT **when I'll get home**.*

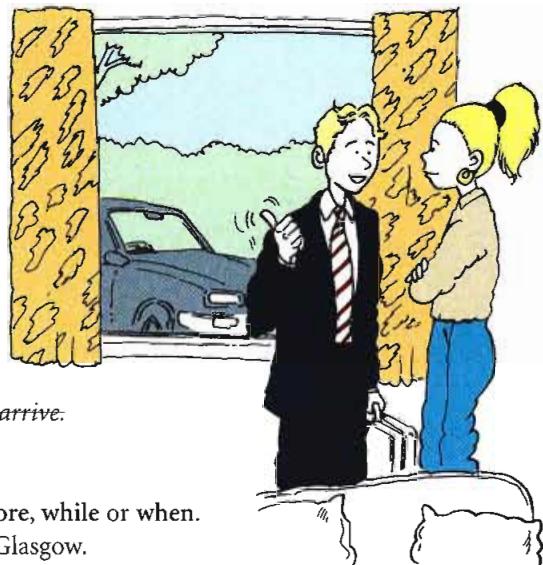
Each of the sentences has a linking word of time, e.g. before, while or when.

The sentences are about the future, about Mark's trip to Glasgow.

But after the linking words we use the Present Simple (arrive, am, get), not will.

We can start the sentence with a linking word.

*When I get home, I can sleep.*



## 2 Linking words

We use the Present Simple for the future after these linking words of time: after, as, as soon as, before, by the time, until, when, while.

*I'm starting a job in sales **after I finish** college.*

*As soon as you **hear** any news, will you let me know?*

*I must get to the bank **before** it closes.*

*They'll have stopped serving meals **by the time** we get to the restaurant.*

We also use the Present Simple for the future after if (see Unit 144).

*If you **come** in late tonight, please don't make a noise.*

## 3 Present Perfect

After a linking word of time, we can often use the Present Perfect for the future.

*I'm starting a job in sales **after I've finished** college.*

*As soon as you've **heard** any news, will you let me know?*

Compare *after I finish college* (see 2). The meaning is the same.

But sometimes there is a difference in meaning between the Present Simple and the Present Perfect.

*When I **see** the report, I'll make some notes. (I'll do both at the same time.)*

*When I've **seen** the report, I'll make some notes. (I'll see it and then make notes.)*

## 4 Present Continuous

We can also use the Present Continuous for the future, especially after when and while.

*When I'm **boating** along the canal next week, I might be able to relax.*

*Mark is going to listen to music **while he's driving** to Scotland.*

► 26 Present tenses for arrangements and timetables

# Practice

## A When I get there, before you leave, etc. (1–2)

Comment on the situations. Start each sentence with *when* and the Present Simple.

- Claire: I have to call at the travel agency. I'm going to get some holiday brochures.  
*When Claire calls at the travel agency, she's going to get some holiday brochures.*
- 1 Mark: I want to see the boss. I'm going to discuss my problem.  
.....
- 2 Rachel: I'm going to use the computer later. I'm going to send an e-mail.  
.....
- 3 Tom: I'm visiting David in hospital. I'm going to tell him about United's win.  
.....
- 4 Matthew: I'll be in town tomorrow. I might buy some new trainers.  
.....

## B When I get there, before you leave, etc. (1–2)

Mark and Sarah are continuing the conversation in 27.1. Put in the verbs.

Use *will* or the Present Simple.

- Sarah: If (►) *you take* (you / take) a train, (►) *it'll be* .... (it / be) much more comfortable.  
If (1) ..... (you / need) a car, you can hire one when  
(2) ..... (you / get) to Glasgow.
- Mark: If (3) ..... (I / hire) a car, (4) ..... (it / be) too complicated. I'd rather take my own.
- Sarah: It's too dangerous. You might fall asleep on the motorway.
- Mark: I won't fall asleep. I can play loud music. Anyway, (5) ..... (I / get) there much quicker when (6) ..... (there / be) no traffic on the road. As soon as (7) ..... (I / arrive),  
(8) ..... (I / ring) you, I promise.
- Sarah: (9) ..... (I / be) worried until (10) ..... (I / hear) from you. But don't ring before (11) ..... (I / be) awake in the morning.
- Mark: (12) ..... (I / lie) down for a couple of hours before  
(13) ..... (I / go).
- Sarah: Good idea. (14) ..... (you / be) exhausted tomorrow if  
(15) ..... (you / not / get) some sleep this evening.

## C Present Perfect and Continuous (3–4)

Join each pair of sentences using the word in brackets.

- You can apply for a better job soon. But you need to have more experience first. (when)  
*You can apply for a better job when you've had more experience.*
- I'm going to listen to this tape. I'll be travelling on the motorway tomorrow. (as)  
*I'm going to listen to this tape as I'm travelling on the motorway tomorrow.*
- 1 You shouldn't decide now. You need to think about it first. (until)  
.....
- 2 I'll think of you next week. I'll be lying on the beach. (when)  
.....
- 3 We can leave in a minute. I need to pay the bill first. (as soon as)  
.....
- 4 We can discuss it later. We'll be sitting on the plane together. (while)  
.....
- 5 You can use the computer in a minute. I'll have finished with it soon. (when)  
.....

# Test F: The future with will, be going to and present tenses

## A

Put in the missing words. Use one word only in each space.

- I don't want a steak. I think I'll have ..... the chicken.
- 1 There's a fireworks display tomorrow. Janet is ..... to watch it.
- 2 We're at that table in the corner. ..... you join us?
- 3 I'm seeing the boss this afternoon. But I must study this report before I ..... her.
- 4 There will be drinks at the reception, but there will ..... be any food.
- 5 The European heads of state are ..... meet in Brussels on 3 October.
- 6 It's a lovely day. ..... we go for a walk?
- 7 My birthday ..... on a Sunday next year.
- 8 My brother is engaged. He's ..... married in June.
- 9 You won't be allowed to go to your seat after the play ..... started.
- 10 Martin's got his coat on. I think he's ..... to go out.

## B

Write the sentences correctly.

- I'm hungry. I think I have something to eat.  
I think I'll have something to eat.
- 1 You say you're getting a coach at nine. What time is it getting to London?  
.....
- 2 I'll give Polly the news. I'll tell her when I'll see her this evening.  
.....
- 3 Rupert looks really tired. He's about falling asleep.  
.....
- 4 We've arranged to go out. We meet in town later.  
.....
- 5 I'm going to Spain next week. I send you a postcard.  
.....
- 6 I'm going to get to the airport early. I can read a book while I'll be waiting.  
.....
- 7 I feel a bit tired. I go to lie down.  
.....
- 8 Why not come to the party? All your friends shall be there.  
.....
- 9 There's been a bomb warning. No one can go into the building until the police will have searched it.  
.....

## C

Read the news report and write the missing words. Use one word only in each space.

The Maxi-Shop company is (►) going ..... to build a huge new shopping centre on the edge of Millingham, it was announced yesterday. There (1) ..... be at least three hundred shops, including some big department stores. When the project (2) ..... complete, there (3) ..... be hundreds of new jobs for local people. But not everyone is happy. 'We're (4) ..... to fight this plan,' said a spokesperson for

the local Environment Group. 'Just think what is going (5) ..... happen to our countryside. When shopping malls (6) ..... covered the whole country, there (7) ..... be no green fields left. So we're (8) ..... a protest meeting tomorrow evening at the town hall. It (9) ..... at half past seven.' Owners of shops in the town centre are also unhappy. 'The new centre (10) ..... take our customers away,' said one of them.

## D

Look at the answers below and write the correct answer in each space.

- A: Let's go to the carnival, shall we?  
B: Yes, good idea. I expect ~~it'll be~~ ..... fun.  
a) it'll be b) it's c) it's being
- 1 A: Could I have a word with you, please?  
B: Sorry, I'm in a big hurry. My train ..... in fifteen minutes.  
a) is going to leave b) leaves c) will leave
- 2 A: Have you decided about the course?  
B: Yes, I decided last weekend. ..... for a place.  
a) I apply b) I am to apply c) I'm going to apply
- 3 A: I'm trying to move this cupboard, but it's very heavy.  
B: Well, ..... you, then.  
a) I help b) I'll help c) I'm going to help
- 4 A: Is the shop open yet?  
B: No, but there's someone inside. I think .....  
a) it opens b) it's about to open c) it will open
- 5 A: Do you mind not leaving your papers all over the table?  
B: Oh, sorry. I'll take them all with me when .....  
a) I go b) I'll go c) I'm going
- 6 A: It's a public holiday next Monday.  
B: Yes, I know. ..... anything special?  
a) Are you doing b) Do you do c) Will you do

## E

Write the sentences using a future form of the verb. Use the word in brackets.

- Express your instant decision to take a taxi. (I'll)  
I'll take a taxi.
- 1 Express your intention to have a rest. (going)  
.....
- 2 Express the idea that the timetable shows the start of term on 6 September. (starts)  
.....
- 3 Predict a world war in five years' time. (there)  
.....
- 4 Express the idea that you and Judy have arranged a game of tennis for tomorrow. (playing)  
.....
- 5 Give your prediction of a probable fall in prices. (probably)  
.....
- 6 Warn your passenger about the car crashing. (going)  
.....

# 28 Will be doing

## 1 Introduction

Rachel: *Would you like to come to our party tomorrow, Andrew?*

Andrew: *Er, thanks for the invitation, but I've got lots of work at the moment. I'll be working all day tomorrow.*

Rachel: *You won't be working on Saturday evening, surely. Come on, Andrew, take a break. We'll be starting at about ten o'clock.*

We can use **will be** + an -ing form (the Future Continuous) to talk about future actions. There are two different uses.



## 2 Will be doing for continuous actions

We use the Future Continuous for an action over a period of time.

It means that at some time in the future we will be in the middle of an action.

*Andrew can't go to the party. He'll be working all day tomorrow.*

*I'll be out at three o'clock. I'll be playing golf.*

*When the men leave the building, the police will be waiting for them.*

*What will we be doing in ten years' time, I wonder?*

Compare the Past Continuous (Unit 9), Present Continuous (Unit 4) and Future Continuous.

Past: *This time last week we were sitting on the beach.*

Present: *At the moment we're sitting on the beach.*

Future: *This time next week we'll be sitting on the beach.*

Compare will do and will be doing in these sentences.

*The band will play when the President enters.*

(The President will enter and then the band will play.)

*The band will be playing when the President enters.*

(The band will start playing before the President enters.)

## 3 Will be doing for single actions

We also use will be + an -ing form for an action which will happen in the course of events because it is part of a plan or part of a schedule of future events.

*The party will be starting at ten o'clock.* (part of the evening's events)

*The ship will be sailing soon.* (part of our journey)

More than one form is often possible. Will (Unit 23) or the Present Continuous (Unit 26.1) often have a very similar meaning.

*The visitors will be arriving/will arrive/are arriving later.*

We often use the Future Continuous for something that will happen as part of a routine.

*I'll call in and see you tomorrow afternoon. I'll be passing your house. It's on my way home from work.*

*Trevor and Laura will be cleaning the house tomorrow. They always do it on Sunday.*

We can also use will be + an -ing form to ask about someone's plans.

*Will you be going anywhere near a chemist's this morning? ~ Yes, why? ~ Could you get me some aspirin, please? ~ Yes, of course.*

*How long will you be using this computer? ~ You can have it in a minute.*

# Practice

## A Will be doing (2)

Complete the conversation. Put in a pronoun and the Future Continuous form of the verb.

- Daniel: I'm going to go into business when I leave college. Five years from now  
(►) I'll be running ..... (I / run) a big company. I expect (1) .....  
..... (I / earn) lots of money.
- Vicky: I don't know what (2) ..... (I / do). What about you, Natasha?
- What (3) ..... (you / do), do you think?
- Natasha: I'm too lazy to do any work. I intend to marry someone very rich.  
(4) ..... (I / give) dinner parties all the time. We'll have a cook  
(5) ..... (who / do) all the work, of course. And you'll both get  
invitations.
- Vicky: You're joking, aren't you, Natasha? I expect (6) ..... (you / play)  
in an orchestra. That's what you really want to do, isn't it?

## B Will be doing (3)

Put in the answers. People are saying what they will be doing as part of their routine.

- David: When are you going to the club, do you know?  
(Nick goes to the club every Friday.)  
Nick: I'll be going there next Friday.
- 1 Vicky: Are you likely to see Ilona in the near future?  
(Emma sees Ilona every day.)  
Emma: ..... tomorrow.
- 2 Claire: Are you going to France again soon?  
(Henry goes to France every summer.)  
Henry: .....
- 3 Jessica: When are you going to play badminton again?  
(Matthew plays badminton every weekend.)  
Matthew: .....
- 4 Andrew: When are you next having lunch in the canteen?  
(Daniel has lunch in the canteen every day.)  
Daniel: .....

## C Will be doing (3)

You want to ask a friend to do something for you or to let you do something.

Find out if it is convenient for your friend. Use the verbs in brackets.

- You want to have a look at your friend's magazine tonight. (read)  
Will you be reading your magazine tonight?
- 1 You want your friend to take your library book back today. (go to)  
.....
- 2 You want your friend to send your best wishes to Vicky soon. (write to)  
.....
- 3 You want to use your friend's calculator this afternoon. (use)  
.....
- 4 You want your friend to give a photo to Daniel tomorrow. (see)  
.....
- 5 You want your friend to give you a lift to the festival. (drive)  
.....
- 6 You want your friend to give a message to her sister soon. (phone)  
.....

# 29 Will have done and was going to

## 1 Will have done



We use **will have + a past participle** (the Future Perfect) for something that will be over in the future. Sarah is thinking of a future time (half past eight). At half past eight she will be able to say 'I have finished'.

Here are some more examples.

*I like looking at these pictures, but I'll have had enough by lunch-time.*

*Trevor and Laura will have lived here for four years next April.*

*This chess game is going to last ages. They won't have finished it until midnight.*

*Will you have read this book by the time it's due back to the library? ~ Yes. I'll have finished it by then.*

We often use the Future Perfect with expressions of time such as **by lunch-time, until midnight, before then, by the time you have to take it back**.

## 2 Was going to



We can use **be going to** in the past tense to express an intention in the past. Trevor intended to put the shelves up yesterday. Often the intended action did not happen. In fact Trevor did not put the shelves up.

Here are some more examples.

*I was going to tidy the flat, but I didn't have time.*

*Daniel wasn't going to spend any money, but he saw a jacket he just had to buy.*

*The girls left early. They were going to catch the eight o'clock train.*

*So you went to the airport without a ticket. Where were you going to fly to?*

*The woman walked away just as I was going to speak to her. (just as = at the moment when)*

We can also use **was going to** for a prediction in the past.

*I knew something was going to go wrong with the plan.*

Would has a similar meaning (see Unit 134.3).

*I knew something would go wrong with the plan.*

# Practice

## A Will have done (1)

Paul wants to be an artist. He's reading about a famous artist called Winston Plummer.

Winston Plummer was a great artist, who had a wonderful career. He won lots of prizes before he was twenty. By the age of twenty-five he had had his own exhibition. He was the subject of a TV documentary by the time he was thirty. By the age of thirty-five he had become world-famous. He made millions of pounds from his pictures before he was forty.

Paul is daydreaming about his own future career. What is he thinking?

- I hope I'll have won lots of prizes ..... before I'm twenty.
- 1 Perhaps ..... my own exhibition by the age of twenty-five.
- 2 I wonder if ..... by the time I'm thirty.
- 3 Maybe ..... by the age of thirty-five.
- 4 I hope ..... by the age of forty.

## B Will have done (1)

How good is your maths? Can you work out the answers?

- It's quarter to six. Melanie is putting something in the oven.  
It needs to be in the oven for an hour and a half. When will it have cooked?  
It will have cooked at quarter past seven.
- 1 It's seven o'clock in the evening, and Andrew is starting to write an essay. He writes one page every fifteen minutes. He plans to finish the essay at midnight. How many pages will he have written?  
He will have written ..... pages.
- 2 It's Monday morning, and Sarah is travelling to work. It's twenty miles from her home to the office. How far will she have travelled to and from work by the time she gets home on Friday?  
.....
- 3 Matthew is doing press-ups – one every two seconds. How many will he have done after five minutes?  
.....

## C Was going to (2)

Complete the sentences. They are all about being just too late.

Use *was/were going to* with these verbs: *go, get, see, pick*

- The train left just as Mike was going to get ..... on it.
- 1 I'm afraid the shop closed just as we ..... in.
- 2 The phone stopped ringing just as Melanie ..... it up.
- 3 We ..... a film about the Mafia, but the tickets were sold out.

## D Was going to (2)

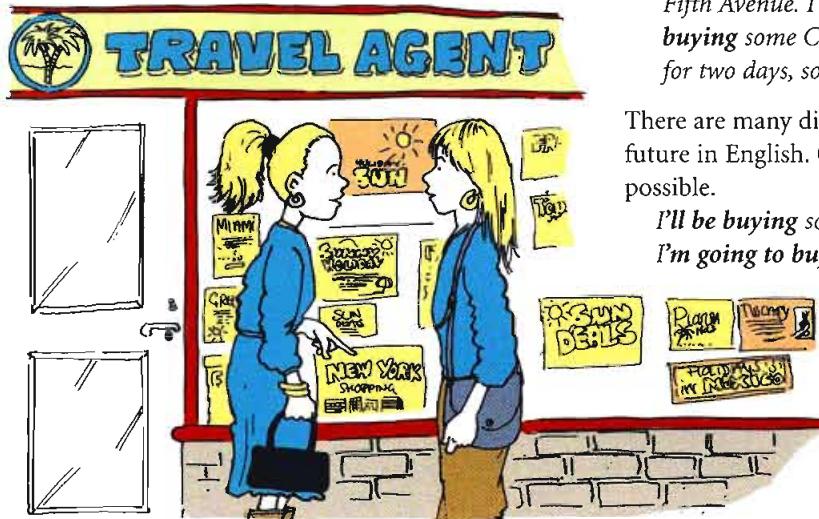
Trevor is always making excuses for not doing things. Complete his sentences.

- put up the shelves / not have any screws  
Sorry, I was going to put up the shelves, but I didn't have any screws.
- 1 paint the door / not feel very well  
Sorry. ....
- 2 repair the lamp / forget  
Oh, yes. ....
- 3 wallpaper the bedroom / not have time  
Well, ....

# 30 Review of the future

## 1 Introduction

CLAIRE IS TALKING TO SARAH OUTSIDE THE TRAVEL AGENT'S.



*I'm going to New York next week. I'm about to pick up my ticket. I'm going to do some shopping on Fifth Avenue. I need some new clothes, and I'll be buying some Christmas presents, too. I'm only there for two days, so it'll be a big rush.*

There are many different ways of talking about the future in English. Often more than one form is possible.

*I'll be buying some Christmas presents, too.*

*I'm going to buy some Christmas presents, too.*

## 2 Talking about the future

How we express future time depends on how we see a future event. Here are some ways of talking about what we think will happen in the future.

The neutral future

*The sun will rise at 5.45 am tomorrow.*

▷ 25.1

A prediction

*Claire's trip will be a big rush.*

▷ 25.3

A prediction based on the present

*Claire's trip is going to be a big rush.*

▷ 25.3

A less certain prediction

*I'm going to be sick!*

▷ 24.3

The very near future

*I think it'll be cold in New York.*

▷ 24.3

A future action over a period

*It's probably going to be cold in New York.*

▷ 22.4

Something that will be over in the future

*Claire is about to pick up her ticket.*

▷ 26.3

*Claire will be shopping non-stop for two days.*

▷ 28.2

*The sales will have finished by Saturday.*

▷ 29.1

## 3 Intentions and plans

We often want to talk about our decisions and intentions and what we plan to do in the future.

An instant decision (deciding now)

*It's a lovely coat. It fits perfectly.*

▷ 23.2

*Yes, I'll buy it.*

▷ 24.1

An intention (something already decided)

*I'm going to do some shopping.*

▷ 22.4

A less certain decision or intention

*I think I'll buy this hat, too.*

▷ 29.2

*I might go to a show.*

▷ 26.1

A past intention

*I was going to buy a guidebook, but I forgot.*

▷ 29.2

An arrangement

*I'm flying to New York next week.*

▷ 26.1

In the course of events

*I'll be buying some presents, too.*

▷ 28.3

An official arrangement

*The President is to address the nation tonight.*

▷ 26.3

A timetable

*I'm in New York for two days next week.*

▷ 26.2

## A Will, will be doing and will have done (2)

Complete the live news report. Put in *will* and the simple, continuous or perfect form of the verb.

The Quiz Marathon (►) will begin ..... (begin) in five minutes. (1) .....  
(it / be) a big test for the World Quiz Champion, Claude Jennings, (2) .....  
(who / answer) questions from a group of quiz writers. Claude (3) .....  
(answer) their questions for a very long time. In fact, (4) .....  
(he / still / give) answers when the rest of us are in bed tonight. Claude hopes that after 24 hours  
(5) ..... (he / reply) to about seventeen thousand questions. No meal breaks  
are planned, so (6) ..... (he / not / eat) anything. If all goes well, his name  
(7) ..... (be) in the next Guinness Book of Records. Claude has also got a  
number of sponsors, and by tomorrow (8) ..... (he / earn) at least £10,000 for  
charity. Well, (9) ..... (we / return) this afternoon for news of how Claude is  
getting on. We think that by then (10) ..... (he / get) some way past the five  
thousandth question.

## B The future (2–3)

What do these people say? Pay special attention to the underlined words.

► Tom is predicting a win for United in their next game.

Tom: United will win their next game. .....

1 Andrew intends to get up early tomorrow.

Andrew: I .....  
.....

2 Vicky's train timetable says 'Arrival 10.30'.

Vicky: The train .....  
.....

3 Daniel has arranged to see his bank manager tomorrow.

Daniel: .....  
.....

4 Rachel will go out in the very near future.

Rachel: .....  
.....

5 There's a crowd of demonstrators in the main square of the capital. The police are arriving.

Reporter Kitty Beamish is predicting trouble.

Kitty: .....  
.....

## C The future (2–3)

Complete the conversation. In each sentence choose the best form of the verb to express the future. Usually more than one answer is possible.

Mark: Hello, Claire. Sarah tells me (►) you're going ..... (you / go) to New York.

Claire: Yes, (1) ..... (I / spend) a couple of days there next week.

(2) ..... (I / look) round the shops.

Mark: (3) ..... (that / be) exciting.

Claire: Exhausting, you mean. I think (4) ..... (I / be) pretty tired when  
I get back.

Mark: (5) ..... (you / stay) with friends?

Claire: No, (6) ..... (I / stay) at a hotel near Central Park. But

(7) ..... (I / see) my friends. (8) .....  
(I / go) to their apartment for a meal one evening. And it isn't definite yet, but

(9) ..... (we / see) a show.

Mark: And when (10) ..... (you / leave)?

Claire: My flight (11) ..... (be) on Tuesday morning.

Mark: OK, (12) ..... (I / see) you when you get back then.

# Test G: Tenses – future

## A

Read the telephone conversation. Then look at the answers below and write the correct answer in each space.

Amy: When (►) will ..... I see you again?

Simon: I don't know. I'm (1) ..... to be busy this week. And I'll (2) ..... going to London on Saturday.

Amy: Oh. But you (3) ..... be here for my party, won't you?

Simon: No, I (4) ..... get back until Sunday evening.

Amy: I (5) ..... going to invite you.

Simon: Well, I'm sorry I can't come.

Amy: What (6) ..... you doing in London?

Simon: Oh, I'm just going (7) ..... see one or two people. Look, I must go. I'm cooking something that I think is (8) ..... to boil over.

- |            |           |          |          |            |          |             |         |
|------------|-----------|----------|----------|------------|----------|-------------|---------|
| ► a) am    | b) do     | c) going | d) will  | 5 a) be    | b) have  | c) was      | d) will |
| 1 a) being | b) going  | c) shall | d) will  | 6 a) are   | b) going | c) to       | d) will |
| 2 a) be    | b) do     | c) for   | d) to    | 7 a) be    | b) for   | c) is       | d) to   |
| 3 a) are   | b) do     | c) was   | d) will  | 8 a) about | b) might | c) probably | d) will |
| 4 a) about | b) aren't | c) be    | d) don't |            |          |             |         |

## B

Some of these sentences are correct, and some have a word which should not be there.

If the sentence is correct, put a tick (✓). If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.

► They're probably going to knock the building down. ✓

► We are ~~be~~ going to get a dog soon. be

1 The bus is leaves at eight twenty. .....

2 The doors of the theatre are about to open. .....

3 The meeting will be start at half past seven. .....

4 The festival is for to take place in June. .....

5 My friend will be calling here tomorrow morning. .....

6 We were going to eat in the restaurant, but it was full. .....

7 I have to register for my course before the classes will begin. .....

8 I will to have finished lunch by two o'clock. .....

## C

Put in a form of the verb. Use the Future Continuous (*will be doing*), the Future Perfect (*will have done*) or *was/were going to*.

► It's quite a long way, isn't it? We'll have walked ..... (walk) about five miles by the time we get back, I'd say.

1 It'll be better if you don't ring at one o'clock. We ..... (have) lunch then.

2 I ..... (drive) over and see you, but there's something wrong with the car.

3 I've got loads of work. I expect I ..... (work) all night. And I'm not looking forward to it.

4 I'll have much more time next week because I ..... (do) all my exams then.

5 We ..... (buy) that computer game, but they don't make it for the kind of computer we've got.

6 I know you'll put on a wonderful show. You ..... (have) so much practice by the time you perform it that it's sure to be brilliant.

## D

Complete the conversation. Use *will*, *be going to* or a present tense. Choose the best form.

Sometimes more than one answer is correct.

Peter: Hello. Where are you going?

Polly: To my evening class. I'm learning Swedish. And next week (►) I'll have ..... (I / have) a chance to speak it for real. (1) ..... (I / go) to Sweden for three weeks. (2) ..... (I / leave) on Friday. (3) ..... (I / visit) some friends there.

Peter: (4) ..... (that / be) nice.

Polly: Well, I'd better hurry. My lesson (5) ..... (start) at half past seven, and it's twenty-five past now.

Peter: OK. Come and see me when (6) ..... (you / get) back from Sweden.

Polly: Thanks. (7) ..... (I / send) you a postcard.

## E

Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

► We have decided to help with the project. (*going*)

We are going to help with the project.

1 We're willing to wait for you. ('ll)

2 You can get off this train at Bath. (*stops*)

3 My friend intended to meet us. (*going*)

4 Adrian's job interview is on 17 October. (*having*)

5 Our meal will be over by eight o'clock. (*finished*)

6 I think I'm going to go on the trip. (*might*)

7 The fire hasn't gone out yet, but it will in a minute. (*about*)

## F

Choose the correct form.

► A: I'd better go. I'm cycling home, and I haven't got any lights on my bike.

B: Oh, yes. It'll be/It'll have been dark soon.

1 A: I hear the rent on your flat is very expensive.

B: Yes it is. I'll move/I'm going to move, I've decided.

2 A: I'd like a photo of Martin and me.

B: I'll take/I'm going to take one with your camera, then.

3 A: Have you booked a holiday yet?

B: Yes, we go/we're going to Spain.

4 A: What's that man doing up there?

B: Oh no! He'll jump/He's going to jump!

5 A: Can I borrow your bike on Monday?

B: I'm sorry, but I'll be using/I'll have used it. I always cycle to work.

# 31 The verb have

## 1 Have and have got

Look at these examples.

### HAVE

*We have three cats.  
Emma has toothache.  
Daniel doesn't have a car.  
Do you have the address? ~ Yes, I do.*

### HAVE GOT

*We've got three cats.  
Vicky has got blue eyes.  
I haven't got any money.  
Have you got a ticket? ~ No, I haven't.*

Here have and have got mean the same thing. We can normally use either form. But have got is more informal. Note that we do not use have got in short answers (*No, I haven't.*).

## 2 Forms

### PRESENT TENSE

**have**  
POSITIVE *I/you/we/they have*  
NEGATIVE *I/you/we/they don't have*  
QUESTION *Do I/you/we/they have?*

### have got

*I/you/we/they have got OR I/you/we/they've got  
He/she/it has got OR He/she/it's got  
I/you/we/they haven't got  
He/she/it hasn't got  
Have I/you/we/they got?  
Has he/she/it got?*

### PAST TENSE

POSITIVE *I/you/he/she/it/we/they had*  
NEGATIVE *I/you/he/she/it/we/they didn't have*  
QUESTION *Did I/you/he/she/it/we/they have?*

We do not often use had got in the past tense.

*Tom had several jobs to do. We didn't have time to stop. Why did you have that funny hat on?*

## 3 The action verb have

Here are some examples of have as an action verb.

*Mark has lunch around one. I have a shower every morning.*

*The children had a game of cards. We had a wonderful holiday.*

Have expresses an action. *Mark has lunch* means that he eats lunch.

With the action verb have we cannot use got and we cannot use a short form.

NOT *Mark has got lunch around one* and NOT *I've a shower every morning.*

The action verb have can also be continuous.

*Mark is having lunch now. We were having a conversation in English.*

*What time are you having your driving lesson?*

In negatives and questions in simple tenses, we use a form of do.

*We didn't have a very good time. We don't have parties very often.*

*Where do you have lunch? How often does Vicky have strange dreams?*

In English we often use expressions like have a talk instead of a verb like talk. Here are some examples.

*Shall we have a swim? I usually have a rest in the afternoon.*

*I had a talk with Daniel. Trevor and Laura are having an argument.*

# Practice

## A Have and have got (1–2)

Look at the pictures and write positive or negative sentences with *have* or *have got*.

Use these objects: *a car*, *a map*, *a rabbit*, *a ticket*, *an umbrella*



► *He's got a ticket.* ... OR *He has a ticket.* ...

1 ..... 3 .....  
2 ..... 4 .....

## B Have and have got (1–2)

Complete the dialogue. Put in the negative or question forms.

Use *have got* for the present and *have* for the past.

David: (►) *Have* ..... you *got* ..... a bike?

Mike: Yes, but I don't ride it very often.

David: (1) ..... it ..... lights on?

Mike: Yes, why?

David: Can I leave my bike here and take yours? Mine (2) ..... any lights.

It (3) ..... any when I bought it. I meant to get some last week, but I (4) ..... time.

Mike: But it's raining now. And you (5) ..... a coat. I'll drive you home,  
David.

## C The action verb have (3)

What does have mean in these sentences? Choose from these verbs: *drink*, *eat*, *play*, *receive*, *spend*

- Mark never has breakfast. has = *eats* .....  
1 We've just had a game of tennis. had = .....  
2 My father has a cup of cocoa every evening. has = .....  
3 We've just had three weeks in Morocco. had = .....  
4 Claire had lots of presents on her birthday. had = .....

## D The verb have (1–3)

Complete the conversation. Use *have/have got* or the action verb *have*.

Claire: (►) *You've got* ..... (you / have) an empty plate, Henry. Would you like some more food?

Henry: Oh, yes please. I must say, (1) ..... (we / have) a great time.

Luckily (2) ..... (you / have) lots of room in here.

Claire: Yes, it's a nice big flat, although (3) ..... (it / not / have) a balcony.

Mark: How was Brazil? (4) ..... (you / have) a good holiday?

Claire: Yes, (5) ..... (I / have) a lovely time, thank you.

Henry: (6) ..... (you / have) some photos here to show us?

Claire: Yes, you must (7) ..... (have) a look at them some time. But I was so busy doing things (8) ..... (I / not / have) time to take very many.

# 32 Short forms (it's, don't)

## 1 The use of short forms



A short form like it's or don't stands for the full form it is or do not. We leave out one or more letters and we write an apostrophe (') instead. We use short forms in conversational English and in informal writing such as a letter to a friend. Short forms are sometimes called 'contracted forms'.

We cannot use a short form when the word is stressed, in a short answer for example.

*Have you looked in this drawer? ~ Yes, I have. NOT Yes, I've.*  
But we can use n't in a short answer: *No, I haven't.*

## 2 The most common short forms

Some verbs can have short forms when they come after I, you, etc.

VERB	SHORT FORMS
am	I'm
are	you're, we're, they're
is/has	he's, she's, it's
have	I've, you've, we've, they've
had/would	I'd, you'd, he'd, she'd, it'd, we'd, they'd
will	I'll, you'll, he'll, she'll, it'll, we'll, they'll
shall	I'll, we'll

A short form can also come after a noun.

*Vicky's lost her bank card. (Vicky has ...) The card'll be in here. (The card will ...)*

There are also some short forms with question words and with here, there or that.

who's, what's, where's, when's, how's, who'd, who'll, what'll  
here's, there's, that's, there'll, that'll, there'd, that'd

There is a negative short form n't which can come after some verbs.

aren't, isn't, wasn't, weren't, haven't, hasn't, hadn't, don't /dəʊnt/, doesn't, didn't, won't (= will not),  
shan't (= shall not), can't /kə:nt/, couldn't, mustn't /'mʌsn̩t/, needn't, mightn't, shouldn't, wouldn't, daren't

Sometimes we can shorten either not or the verb.

*It is not funny. → It isn't funny. or It's not funny.*

*You will not believe it. → You won't believe it. OR You'll not believe it.*

But we cannot use n't after I.

*I am not sure. → I'm not sure. NOT I amn't sure.*

## 3 's and 'd

's can be is or has, and 'd can be had or would.

*She's short, and she's got fair hair. (She is short ... she has got ...)*

*If I'd known, I'd have told you. (If I had known, I would have ...)*

# Practice

## A Short forms (2)

Write the sentences in a more informal style, with short forms.

In a business letter

- You are quite right.
- 1 It is a difficult problem.
- 2 I have seen the results.
- 3 I do not have any information.
- 4 We have not reached a decision.
- 5 I am very excited about it.
- 6 You need not decide now.
- 7 It is not yet certain.
- 8 We will be pleased to see you.
- 9 Do not worry.
- 10 I would like to buy a new computer.
- 11 We are willing to help.
- 12 We will not know the result for some time.

In a letter to a friend

You're quite right.

- .....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

## B Short forms (2)

Complete the dialogues. Put in the short form of these phrases:

do not, he is, I am, is not, it is, what is, where is



- How are you? ~ I'm fine, thanks.

1 ..... your luggage? ~ ..... in Los Angeles.

2 Do you like this shirt? ~ No, I ..... It ..... my style.

3 ..... that smell? ~ My husband ..... doing a chemical experiment.

## C 's and 'd (3)

Write the forms in full. Use is, has, had or would.

- What's your name?

What is your name?

1 I'd like a coffee, please.

.....

2 There's been an accident.

.....

3 That's correct.

.....

4 I'd seen the film before.

.....

5 Who's got the key?

.....

6 We'd have stopped if we'd seen you.

.....

# 33 Emphatic do

## 1 Introduction



Melanie wants to emphasize the idea that the picture is nice and that she likes it. She wants to say this in a strong and positive way.

NEUTRAL

*It's nice.  
I like it.*

EMPHATIC

*It is nice.  
I do like it.*

## 2 Emphatic forms

Often we can be emphatic by using a full form like **is** or **have**, rather than a short form such as **'s** or **'ve** (see Unit 32). We stress the word when we speak it.

*Yes, it is late. It's half past one in the morning. My goodness you have done a lot of work. Well done.*  
We can also stress modal verbs such as **will** and **should**.

*You will write to me, won't you? You really should drive more carefully. We almost had an accident.*

In the Present Simple we put **do** before the verb.

*You're so right. I do agree with you. Your hair is much too long. You do need a haircut.*

*We do hope you can come to our barbecue. I'm getting fed up with those dogs. They do make such a noise.*

In the third person singular we use **does**.

*The city centre does get crowded, doesn't it?*

*Emma says Matthew doesn't care about her, but he says he does care.*

We do not add **-s** to the verb.

*It does look nice. NOT It does looks nice.*

In the past simple we use **did**.

*We did enjoy the concert. It was really good. You shouldn't have forgotten. I did remind you.*

*Vicky is quite sure that she did see a ghost.*

We do not add **-ed** to the verb.

*We did enjoy it. NOT We did enjoyed it.*

## 3 The imperative with **do**

We can use **do** with an imperative for emphasis.

*Do hurry up, or we'll be late. Oh, do be quiet. I'm trying to concentrate.*

Here **do** makes the speaker sound more worried or annoyed. We use this structure only in an informal situation.

But we can also use **do** with an imperative in offers and invitations (see page 122).

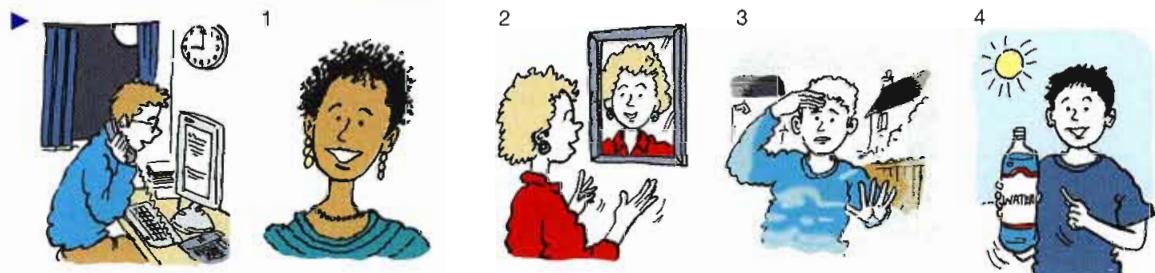
*Do have some more soup. Do take a seat, won't you?*

Here **do** sounds very polite.

# Practice

## A Emphatic do (1–2)

Put in the emphatic forms of these sentences: *I like my new portrait. I'm smiling.*  
*It's foggy today. Yes, I'll be late home. Yes, I remembered the water.*



► Yes, I will be late home.

1 ..... 3 .....  
2 ..... 4 .....

## B Emphatic do (1–2)

Complete the answers. Use a pronoun + emphatic do + a verb.

- Tom: Melanie is always helping people, isn't she?  
David: Yes, she does help a lot of people.
- 1 Trevor: How much did that dress cost?  
Laura: Well, ..... rather a lot.
- 2 Jessica: Someone once told me I look like the singer Arlene Black.  
Natasha: Well, ..... a bit like her, actually.
- 3 Daniel: This train doesn't stop at our station.  
Matthew: Are you sure? I think ..... there.
- 4 Nick: Why didn't you go to the match on Saturday?  
Tom: What do you mean? ..... to the match.
- 5 Vicky: Matthew and Emma never quarrel.  
Rachel: Oh yes, ..... All the time, in fact.

## C Emphatic do (1–3)

What would you say? Use *do*, *does* or *did*.

- Tell your friend that you worry about your job prospects.  
You know, I do worry about my job prospects. .....
- 1 Say that you finished the crossword today.  
Actually, .....
- 2 Admit that your room needs tidying up.  
I'm afraid .....
- 3 Explain to your teacher that you find the work difficult.  
I'm afraid .....
- 4 Say that you wanted to give the course up.  
Actually, .....
- 5 Offer your friend a chocolate.  
Here you are. .....
- 6 Admit that this place depresses you.  
You know, .....

# 34 Yes/no questions

## 1 Use



A yes/no question is one that we can answer with yes or no.

*Are you ready? ~ Yes, nearly./No, not quite.*

*Has anyone seen my bag? ~ Yes, it's on the chair./No, I don't think so.*

These questions are asking for information. For example, Daniel wants to know if Vicky is ready or not.

Sometimes yes/no questions have other uses, especially questions with modal verbs. For example, when Matthew says *Shall we go then?* he is making a suggestion, not asking for information. Here are some examples of the different uses.

Making a suggestion: *Shall we eat out tonight?*

Requesting: *Can/Could you write the address down for me, please?*

Offering: *Can I carry something for you? ~ No, it's OK, thanks.*

Inviting: *Would you like to come to a party? ~ Yes, I'd love to.*

Asking permission: *May I use your phone? ~ Yes, of course.*

## 2 Form

A yes/no question begins with an auxiliary verb. An auxiliary verb is a form of be or have or a modal verb, e.g. **can**. The auxiliary verb comes before the subject.

AUXILIARY	SUBJECT	VERB
<b>Is</b>	<b>it</b>	<b>raining?</b>
<b>Has</b>	<b>David</b>	<b>got a car?</b>
<b>Can</b>	<b>Emma</b>	<b>drive?</b>

STATEMENT: *It **is** raining.*

**Is** it raining?

QUESTION: **Is** it raining?

The main verb be also comes before the subject in a question.

*Is it cold out there? Are you ready? Was it easy?*

If there is more than one auxiliary verb, only the first one comes before the subject.

*Have you been working? Could we have done better?*

In the Present Simple and Past Simple we use a form of do.

AUXILIARY	SUBJECT	VERB
<b>Do</b>	<b>the buses</b>	<b>run every day?</b>
<b>Does</b>	<b>Mark</b>	<b>play golf?</b>
<b>Did</b>	<b>you</b>	<b>like the concert?</b>

STATEMENT: *They **do** run every day.*

**Do** they run every day?

QUESTION: **Do** they run every day?

A question cannot begin with an ordinary verb such as run, play or like.

NOT *Plays Mark golf?* and NOT *Liked you the concert?*

The verb after the subject does not end in -s or -ed.

NOT *Does Mark plays golf?* and NOT *Did you liked the concert?*

▷ 35 Answers with yes and no

# Practice

## A Use (1)

Write down the use of each question. Choose from these uses:

*asking for information (x3), asking permission, inviting, making a suggestion, offering, requesting (x2)*

- Could you post this letter for me?
- Can we get a number 35 bus from this stop?
- 1 Can I help you with those bags?
- 2 Shall we stop for a rest?
- 3 Is it Tuesday today?
- 4 Could you wait a moment, please?
- 5 Would you like to have tea with us?
- 6 Will your friend be here next weekend?
- 7 May I sit down?

*requesting* .....

*asking for information* .....

.....

.....

.....

.....

.....

.....

.....

## B Form (2)

Claude Jennings, the World Quiz Champion, is going to be on Guy's chat show.

Guy is wondering what to ask Claude. Read what Guy is thinking and write down his questions.

- (I expect Claude has won lots of prizes.) *Have you won lots of prizes?* .....
- 1 (I wonder if he's a rich man.) .....
- 2 (Perhaps quizzes are his only hobby.) .....
- 3 (I expect he worked hard at school.) .....
- 4 (I wonder if he's got any other interests.) .....
- 5 (I wonder if it's an interesting life.) .....
- 6 (Perhaps his wife asks him quiz questions.) .....
- 7 (And maybe he answers questions in his dreams.) .....

## C Yes/no questions (1–2)

What would you say in these situations?

- You want to know if Mark has been to Los Angeles. Ask Sarah.

*Has Mark been to Los Angeles?* .....

- 1 You aren't sure if Rachel and Vicky are going to America. Ask them.

.....

.....

.....

.....

.....

.....

.....

.....

.....

# 35 Short answers, e.g. Yes, it is.

## 1 Answering yes or no

Look at the answers to these questions.

*Is it raining? ~ Yes. Are we going to be late? ~ Yes, we are.*

*Did you say something? ~ No. Did you finish the crossword? ~ No, I didn't.*

We can sometimes answer a question with a simple yes or no, but we often use a short answer like No, I didn't. We usually put a comma after yes or no.

We do not normally use a full sentence, but we can do if we want to add emphasis to the answer.

*Did you open my letter? ~ No, I didn't open your letter.*

Sometimes, to be polite, we may need to add information.

*Did you get the tickets? ~ No, I didn't. There wasn't time, I'm afraid. Sorry.*

## 2 Form

A positive short answer is yes + a pronoun + an auxiliary.

QUESTION		SHORT ANSWER	
Auxiliary		Pronoun	Auxiliary
Are	you working tomorrow?	~ Yes, I	am.
Has	Emma got a computer?	~ Yes, she	has.
Will	I need my passport?	~ Yes, you	will.
Did	they repair your phone?	~ Yes, they	did.

We can also use the main verb be in a short answer.

*Is it time to go? ~ Yes, it is. It's ten past eleven.*

Note that in the Present Simple and Past Simple we use a form of do.

*Do you like classical music? ~ Yes, I do. NOT Yes, I like.*

A negative short answer is no + a pronoun + an auxiliary + n't.

QUESTION		SHORT ANSWER	
Auxiliary		Pronoun	Auxiliary + n't
Is	the photocopier working now?	~ No, it	isn't.
Have	the children gone to sleep?	~ No, they	haven't.
Will	there be food at the party?	~ No, there	won't.
Does	this train stop at Derby?	~ No, it	doesn't.

But note: No, I'm not.

*Are you working tomorrow? ~ No, I'm not. NOT No, I amn't.*

## 3 Answering requests, suggestions, offers and invitations

To answer a request, suggestion, etc, we normally use a phrase like Yes, of course or Yes, please rather than a short answer. If we answer in the negative, we have to give some explanation.

Request: *Could you help me move these chairs, please? ~ Yes, of course. OR I'm afraid I'm rather busy.*

Suggestion: *Shall we have a coffee? ~ Yes, OK. OR Sorry, I can't. I have to go.*

Offer: *Can I give you a hand? ~ Yes, please. That's very kind of you. OR It's OK, thanks. I can manage.*

Invitation: *Would you like to come to the barbecue? ~ Yes, please. I'd love to. OR I'd love to, but I'll be away.*

Short negative answers would sound strange or impolite here.

# Practice

## A Form (2)

It's eleven o'clock, and everyone has arrived at a party. Put in the short answers.

- Have you got a drink? ~ Yes, I have ..., thank you. I've just put it down somewhere.
- 1 Can you speak Arabic? ~ ..... , but not very well.
- 2 Is it raining outside? ~ ..... It's just started.
- 3 Has David come with you? ~ ..... He's in hospital, actually.
- 4 Did you come by car, Tom? ~ ..... It took ages because of all the traffic.
- 5 Are those people over there your friends? ~ ..... I don't know them at all.
- 6 Do you like England? ~ ..... I'm enjoying my stay here.
- 7 Is your brother here? ~ ..... He's away on business at the moment.
- 8 Have you seen Nick recently? ~ ..... I think he's moved away.

## B Form (2)

It's one o'clock in the morning, and the party is in full swing.

People are still talking. Put in the short answers.

- Are you French? ~ No, I'm not ..... I'm Italian. I'm from Milan.
- 1 Will you and Laura be here in August? ~ ..... We're going to France.
- 2 Did you remember to bring the photos? ~ ..... I'll give them to you in a minute.
- 3 Has Rita broken up with her boyfriend? ~ ..... It's all over, she told me.
- 4 Did you see that documentary about the ozone layer on television last night? ~ ..... I was working late, unfortunately.
- 5 Does Laura like these old songs? ~ ..... She loves Elvis Presley.
- 6 Are you and Mike staying the night here? ~ ..... We have to get home tonight.
- 7 Can we afford a taxi? ~ ..... It's quite a long way.
- 8 Are you OK, Vicky? ~ ..... I feel really awful.

## C Answering questions (1–3)

Which would normally be the best answer?

- Are you busy today?  
a)  Yes, busy. b)  Yes, I am.
- 1 Is it too hot in here for you?  
a)  No, it isn't. b)  No, I'm fine, thanks.
- 2 Do you know Emma?  
a)  Yes. b)  Yes, we live in the same building.
- 3 Tell me, did you steal my money?  
a)  No. b)  No, I didn't steal your money.
- 4 Do you live on the campus?  
a)  Yes, I do. b)  Yes, I live on it.
- 5 Would you like to come out with us for the day?  
a)  Yes, I would like. b)  Yes, please.
- 6 Is it the eighteenth today?  
a)  Yes, it is. b)  Yes, it is the eighteenth of November today.
- 7 Did you bring my CD?  
a)  No. b)  No, sorry. I forgot it.
- 8 Can I carry your bags?  
a)  No, you can't. b)  It's all right, thanks.

# 36 Wh-questions

## 1 Introduction

Reporter Kitty Beamish is interviewing some guerrilla fighters.

Kitty:

*Why are you fighting?*

*What can you do for the people?*

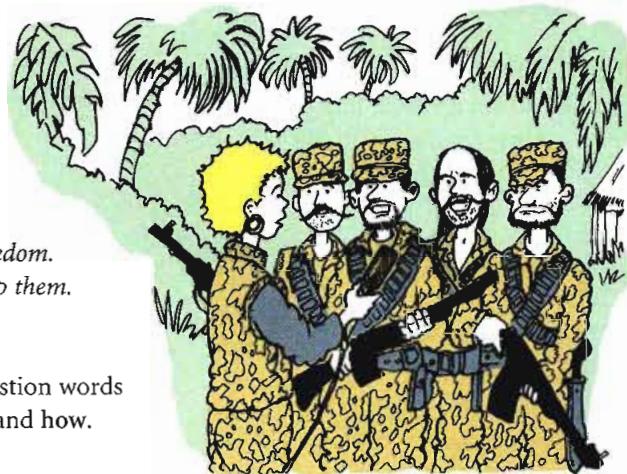
*When will the war be over?*

Guerrillas:

*For our freedom.*

*We can help them.*

*Very soon.*



A wh-question begins with a question word. Question words are **who**, **what**, **which**, **whose**, **where**, **when**, **why** and **how**.

We use a wh-question to ask for information.

## 2 Form

Most wh-questions begin with a question word + an auxiliary verb + the subject. (For another form of wh-question, see Unit 37.) An auxiliary verb is a form of **be** or **have** or a modal verb, e.g. **can**.

QUESTION WORD	AUXILIARY	SUBJECT	VERB
What	is	Kitty	doing?
Where	have	you	put the map?
When	can	we	travel safely?

The main verb **be** also comes before the subject in questions.

*Where is Kitty?*   *How are you?*   *What was that noise?*

If there is more than one auxiliary verb, only the first one comes before the subject.

*The guerrillas have been hiding.* → *Where have the guerrillas been hiding?*

*I should have said something.* → *What should I have said?*

In the Present Simple and Past Simple we use a form of **do**.

QUESTION WORD	AUXILIARY	SUBJECT	VERB
Where	do	people	meet?
How	does	the radio	work?
What	did	the guerrillas	say?

An ordinary verb such as **meet**, **work** or **say** cannot come before the subject.

NOT *Where meet people?* and NOT *How works the radio?*

The verb after the subject does not end in **-s** or **-ed**.

NOT *How does the radio works?* and NOT *What did the guerrillas said?*

## 3 Question phrases

Look at these question phrases with **what** and **how**.

*What time is your friend arriving?* ~ *Half past eight.*   *What colour is your toothbrush?* ~ *Yellow.*

*What kind of/What sort of club is it?* ~ *A nightclub.*   *How old is your sister?* ~ *She's twenty.*

*How often do you go out?* ~ *About once a week, usually.*   *How far is the beach?* ~ *Only five minutes' walk.*

*How long will the meeting last?* ~ *An hour or so, I expect.*   *How many televisions have you got?* ~ *Three.*

*How much money did you spend?* ~ *About a hundred pounds.*

# Practice

## A Wh-questions (1–2)

What would you say in these situations?

- You are talking to a man at a party. Ask him where he works.

Where do you work?

- 1 You want to know what the date is today. Ask your friend.
- 2 You've forgotten when the course finishes. Ask your friend.
- 3 Your friend is having a party. You'd like to know who he has invited. Ask him.
- 4 Your favourite band are going to give a concert. Ask how you can get tickets.
- 5 You are in town with a friend, and you are wondering where the two of you are going to have lunch. What do you ask?

## B Question words and phrases (1–3)

Quiz champion Claude Jennings is answering questions. Put in these words and phrases: *how far, how long, how often, how many, what, what colour, what kind, when, where, who*

**Quiz-master:**

- What colour is the Greek flag?  
1 ..... is Melbourne?  
2 ..... centimetres are there in a kilometre?  
3 ..... did the Second World War end?  
4 ..... did Romeo love?  
5 ..... is Sirius?  
6 ..... is it from Los Angeles to San Francisco?  
7 ..... are the Olympic Games held?  
8 ..... of food is Cheddar?  
9 ..... is a game of rugby?

**Claude:**

- Blue and white.  
It's in Australia.  
A hundred thousand.  
In 1945.  
Juliet.  
It's a star.  
About 400 miles.  
Every four years.  
It's cheese.  
Eighty minutes.

## C Wh-questions (1–3)

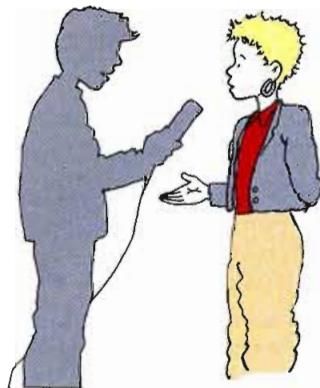
Guy is interviewing a guest on his chat show. It's the actress Melissa Livingstone, who is in the TV soap opera 'Round the Corner'. Put in Guy's questions.

- Guy: How often do you record 'Round the Corner'?

- Melissa: Oh, we record it every day. It's a full-time job, you know.  
1 Guy: And ..... it?  
Melissa: In Birmingham, at the BBC studios.  
2 Guy: .....  
Melissa: How many? Well, let me see, I think we've done a thousand programmes.  
3 Guy: .....  
Melissa: I'm not going to tell you. How much money I earn is my business.  
4 Guy: OK, I'm sorry.  
Melissa: Oh, a long time ago. I started acting when I was twelve.  
5 Guy: .....  
Melissa: My plans for the future? I just want to go on with 'Round the Corner'.

# 37 Subject/object questions

## 1 Who and what



**Who is interviewing Kitty?**

Who and what can be the subject of a question. The word order is the same as in a statement.

### SUBJECT

**Who rang you?**

(Someone rang you.)

**Who is helping you?**

(Someone is helping you.)

**What will happen next?**

(Something will happen next.)

**Who is Kitty interviewing?**

Who and what can also be the object. An auxiliary (e.g. did, will) comes before the subject.

### OBJECT

**Who did you ring?**

(You rang someone.)

**Who are you helping?**

(You are helping someone.)

**What will they do next?**

(They will do something next.)

Who and what can also be the object of a preposition, e.g. to, with.

(For prepositions in questions, see Unit 38.) Compare these sentences.

### SUBJECT

**Who was talking to you?**

(Someone was talking to you.)

**What wine goes with fish?**

(Some wine goes with fish.)

### OBJECT

**Who were you talking to?**

(You were talking to someone.)

**What does this colour go with?**

(This colour goes with something.)

## 2 Which, whose, how many and how much

These words can also be either the subject or the object.

### SUBJECT

**Which program will work best?**

(One of the programs will work best.)

**Whose dog is barking over there?**

(Someone's dog is barking over there.)

**How many people came past?**

(Some people came past.)

**How much oil got into the river?**

(Some oil got into the river.)

### OBJECT

**Which program will you use?**

(You will use one of the programs.)

**Whose dog is Melanie walking?**

(Melanie is walking someone's dog.)

**How many people did you see?**

(You saw some people.)

**How much oil did you buy?**

(You bought some oil.)

# Practice

## A Who and what as subject and object (1)

Read about the situations and answer each question in a single phrase.

- The morning after his party, Tom was cleaning up. David came along and took away some empty bottles for him. Nick had just woken up after spending the night on Tom's sofa. He watched them for a while.
- a) Who helped Tom? David ..... b) Who did Nick help? No one .....
- 1 Nick wants to marry Rita. She's been out with him a few times, but really she's in love with Tom. Unfortunately he isn't in love with her.
- a) Who is Nick in love with? ..... b) Who is in love with Tom? .....
- 2 Mark met Sarah at the airport. The plane was two hours late. On the way out they passed Mike standing at a bus stop, but they didn't notice him.
- a) Who met Sarah? ..... b) What was Mike waiting for? .....
- 3 There was an accident at the crossroads. A lorry crashed into a van that was waiting at the lights. The van slid forward and crashed into a car. The van driver had to go to hospital.
- a) What hit the van? ..... b) What did the van hit? .....

## B Who and what as subject and object (1)

People aren't giving you enough information. Ask questions with *who* or *what*.

- Something has happened. ~ Oh? What has happened? .....
- I've invited someone to tea. ~ Well? Who have you invited? .....
- 1 Somebody is having a party. ~ Oh, really? .....
- 2 I was reading something. ~ Oh? .....
- 3 I've learnt something. ~ Go on, tell me. .....
- 4 We should do something. ~ Yes, I know, but .....
- 5 Someone is looking for you. ~ Oh? .....
- 6 I'm looking for someone. ~ Maybe I can help. .....
- 7 Rachel is planning something. ~ Is she? .....
- 8 Somebody has moved in next door. ~ Oh, really? .....
- 9 Something is worrying me. ~ Well, tell me. .....
- 10 I want to meet someone. ~ What do you mean? .....

## C Which, whose, how many and how much (2)

Harriet is visiting her grandmother, Mrs Evans. It's Mrs Evans's birthday.

She can't hear very well, and she sometimes gets confused. Complete her questions.

Harriet:

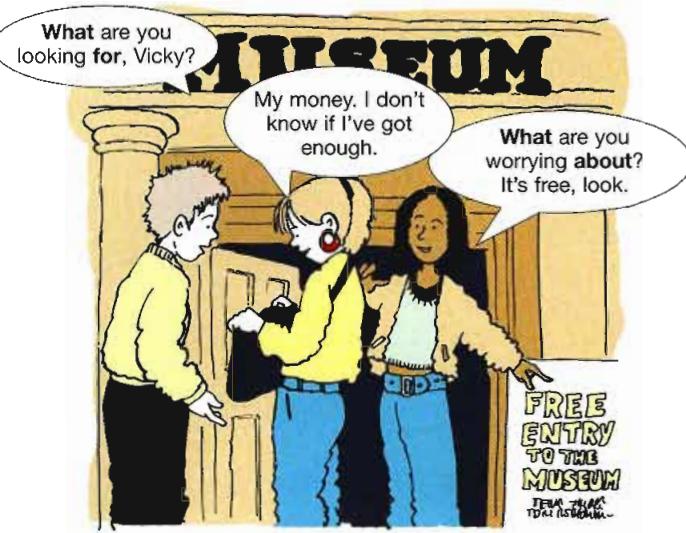
- So ten people have sent cards.
- I met David's friend yesterday.
- 1 You can keep those photos.
- 2 Those flowers look lovely.
- 3 Fifty pounds went missing.
- 4 I passed Mark's house earlier.
- 5 The doctor has four children.
- 6 Doctors earn lots of money.
- 7 Mike's uncle has died.
- 8 Trevor's wife is coming later.

Mrs Evans:

- Pardon? How many people have sent cards? .....
- What? Whose friend did you meet? .....
- Photos? Which .....
- Do they? Which .....
- Missing? How much .....
- Pardon? Whose .....
- Really? How many .....
- I don't know. How much .....
- What's that? Whose .....
- Oh? Whose .....

# 38 Prepositions in wh-questions

## 1 Introduction



Daniel and Rachel each ask Vicky a question. In each question, the word **what** is the object of a preposition (for, about).

**What are you looking for?**

(You are looking for something.)

**What are you worrying about?**

(You are worrying about something.)

The preposition normally comes in the same place as in a statement: looking for, worrying about.

NOT *For what are you looking?*

NOT *About what are you worrying?*

But in more formal English, the preposition can come before the question word.

**In which warehouse were the goods stored?**

OR **Which warehouse were the goods stored in?**

In formal English we use a preposition + whom (not **who**).

**From whom did you obtain the information?**

OR **Who did you obtain the information from?**

Here are some more examples of prepositions in wh-questions.

**Who are we waiting for?** ~ Rachel.

**What's Nick laughing at?** ~ Oh, one of Tom's jokes.

**Where are you from?/Where do you come from?** ~ Sydney.

**What kind of holiday are you interested in?** ~ A package holiday.

**Who did you go out with last night?** ~ Just a friend.

## 2 What ... for and what ... like

We can use a question with what ... for to ask about purpose.

**What did you buy this computer magazine for?** ~ To read about business software.

**What are these bricks for?** ~ We're going to build a wall.

**What are they digging the road up for?** ~ They're repairing a gas pipe.

What ... for means the same as why.

**Why are they digging up the road?** ~ They're repairing a gas pipe.

We can use what ... like to ask if something is good or bad, interesting or boring, etc.

**What was the party like?** ~ Oh, we had a great time.

**What's the place like where you live?** ~ It's pretty quiet.

Note also look like.

**What does your friend look like?** ~ She's very tall and blond.

But we use how to ask about someone's well-being.

**How are you?** ~ I'm OK, thanks. And you?

**How are you getting on in your new job?** ~ I'm really enjoying it.

Compare these two questions.

**How's Melanie?** ~ Oh, she's fine, thanks. (She is happy/in good health.)

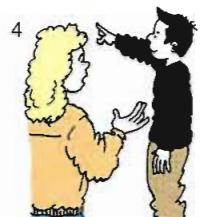
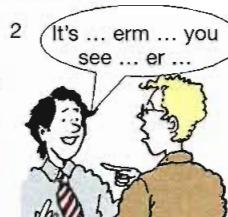
**What's Melanie like?** ~ She's very nice. (She is a nice person.)

# Practice

## A Prepositions in wh-questions (1)

Ask these people questions with *what*.

Use these verbs and prepositions: *look at, look for, point at, talk about, wait for*



► *What are you looking for?*

1

2

3

4

## B Prepositions in wh-questions (1)

Put in the question. Use *what* and put the preposition in brackets at the end.

► Melanie: Tom is smiling. He's pleased. (about)

David: Yes, he is. *What is he pleased about?*

► Laura: I'm busy today. I'm getting ready. (for)

*What are you getting ready for?*

1 Jessica: I've done something awful. I'm ashamed. (of)

Andrew: *What are you ashamed of?*

2 Trevor: Haven't you heard of Kitty Beamish? She's famous. (for)

Ilona: No, I haven't.

3 Sarah: Mark is annoyed. He's going to complain. (about)

Claire: *What are you going to complain about?*

4 Matthew: Emma's in a hurry. She's going to be late. (for)

Daniel: *What are you going to be late for?*

5 Vicky: I don't feel very relaxed. I feel nervous. (about)

Rachel: *What are you nervous about?*

## C What ... for and what ... like (2)

Trevor has just come home from work. Complete the conversation. Put in *for, how, like* or *what*.

Trevor: Hello, my love. (►) *How* are you?

Laura: Hello. I'm all right, but I'm in a bit of a rush getting ready for the barbecue.

Trevor: Er, I forgot to tell you that I invited two more people.

Laura: (1) ..... are you telling me now (2) ..... ? I've bought all the food. I just hope there's enough. Anyway, who are these people? (3) ..... are they (4) ..... ?

Trevor: They're friends of Harriet's. They're very nice people. And after all, (5) ..... are parties (6) ..... ? To meet new people.

Laura: It isn't a party, it's a barbecue. (7) ..... 's the weather going to be (8) ..... ?

Trevor: The forecast said it's going to be perfect. Warm and dry.

Laura: Good. And (9) ..... was your day?

Trevor: Oh, not too bad. Busy as usual.

# 39 Who, what or which?

## 1 What or which?

We can use what or which before a noun.

### WHAT

*What sport do you play?*

*What books do you read?*

We use what when there is a wide choice of possible answers. We ask *What sport?* because there are lots of different sports.



*What sport?*

(Tennis or golf or football or hockey or ...?)

### WHICH

*Which way do we go here?*

*Which finger did you break?*

We use which when there is a limited number of possible answers. We ask *Which way?* because there are only two or three ways to go.



*Which way?*

(Right or left?)

After which we sometimes say the possible answers.

*Which café did you go to, Snoopy's, the Coffee Pot or the Tea Gardens?*

*Which phone shall I use, this one or the one in the office?*

Sometimes what and which are both possible.

*What day/Which day is your evening class? What train/Which train will you catch?*

*What platform/Which platform does the train go from? What part/Which part of Italy are you from?*

## 2 Patterns with who, what and which

We can use who, what and which without a noun.

*Who sent the fax? What do you think of our plan? Which is quicker, the bus or the train?*

We can use what and which before a noun, but not who.

*Which secretary sent the fax? NOT Who secretary sent the fax?*

We can use which with one or ones, or with of.

*You can have a photo. Which one would you like?*

*You can have some of the photos. Which ones would you like?*

*Which of these photos would you like?*

But we cannot use who or what before of.

*Which of the secretaries? but NOT Who of the secretaries?*

Who always means a person.

*Who did you see? (a person)*

What usually means a thing. It can mean a person only when it comes before a noun.

*What did you see? (a thing) What doctor/What film did you see? (a person or a thing)*

Which can mean a person or a thing.

*Which doctor/film did you see? (a person or a thing)*

# Practice

## A What or which? (1)

The questions you are asking have a number of possible answers.

If the list of answers is incomplete, ask a question with *what*. If the list is complete, use *which*.

- (Do you play the piano, or the violin, or the guitar, or ...?)

*What musical instrument do you play?*

- (Did you go to the Little Theatre or the Theatre Royal?)

*Which theatre did you go to?*

- 1 (Did you take the morning flight or the afternoon flight?)

- 2 (Did you stay at the Grand Hotel or the Bristol?)

- 3 (Do you like classical music, or jazz, or rock music, or ...?)

- 4 (Did you buy 'Time' magazine, or 'Newsweek', or a computer magazine, or ...?)

- 5 (Do you work for EuroChemicals, or ICM, or SenCo, or ...?)

- 6 (Are you learning English, or Spanish, or Arabic, or Japanese, or ...?)

## B What or which? (1)

Rita is moving into a new flat. Trevor has come to see the flat and help her move in.

Complete his questions. Put in *what* or *which*.

- Trevor: *What* ..... number is this building?

Rita: Forty-two.

- 1 Trevor: I didn't realize there were only three floors. ..... floor is your flat on?

Rita: The first floor.

- 2 Trevor: It's a very nice flat. ..... room will be your living-room?

Rita: This one here, I thought.

- 3 Trevor: ..... colour are you going to paint it?

Rita: Oh, I don't know yet.

- 4 Trevor: ..... time is your furniture arriving?

Rita: Three o'clock, they said.

- 5 Trevor: I'll need some petrol. ..... way is the nearest petrol station?

Rita: Turn left at the end of the street.

## C Who, what or which? (2)

Detectives Wilson and Taylor are looking into the murder of Lord Weybridge at his country house.

Put in *who*, *what* or *which*.

- Wilson: (►) *Which* ..... of the guests in this house is the murderer, do you think, Taylor?

- Taylor: I don't know yet. (1) ..... had the opportunity? (2) ..... of the guests had the chance to do it?

- Wilson: (3) ..... happened after dinner last night? That's what we have to find out.

- Taylor: There must be a motive for the murder. (4) ..... motive could the murderer have?

- Wilson: Love or money – they're the usual motives. (5) ..... of them is it, I wonder?

- Taylor: (6) ..... did Lord Weybridge leave his money to? That's the question, Wilson.

# Test H: Questions

## A

Put the words in the right order and ask the question.

- everyone / is / ready

Is everyone ready?

1 been / have / where / you

2 do / postcards / sell / you

3 belong / calculator / does / this / to / who

4 are / here / how / long / staying / you

5 is / like / new / office / what / your

6 are / flights / full / of / the / which

7 carnival / does / start / the / time / what

8 decided / has / holiday / Nancy / on / what

## B

Put in the correct question word or phrase.

- What did you buy? ~ A box of chocolates.

1 ..... is this building? ~ It's about two hundred years old.

2 ..... does your team play in? ~ Red.

3 ..... bag are you carrying? ~ Judy's.

4 ..... money do you earn? ~ About £500 a week.

5 ..... hand do you write with? ~ My right hand.

6 ..... of shop do you work in? ~ A toy shop.

7 ..... first stepped on the moon? ~ Neil Armstrong, wasn't it?

8 ..... is your mother? ~ She's much better, thank you.

9 ..... is it to the post office? ~ About two hundred metres.

10 ..... do you take a holiday? ~ Once a year.

11 ..... name will you give the baby? ~ We haven't thought of one yet.

## C

Write the sentences correctly.

- Would like you to go sailing?

Would you like to go sailing?

1 Do you be a student here?

.....

2 How many cakes have eaten you?

.....

3 Enjoyed you your walk?

.....

4 Where your friends have gone?

.....

5 What kind music do you like?

.....

6 Does Peter plays tennis?

.....

7 About what are you talking?

.....

8 What has it happened?

.....

## D

Read about each situation and write down the question.

- You want to know if it is raining.

Is it raining?

- You need to ask Polly where she lives.

Where do you live?

- 1 You would like to ask Nancy where she bought her coat.

- 2 You want to ask Susan if Amy can swim.

- 3 You want to ask Simon which band he likes best.

- 4 On the phone you want to know who you are speaking to.

- 5 You need to know how much video recorders cost.

- 6 You are asking permission to come in.

- 7 You need to find out how long the journey takes.

- 8 You want to ask Adrian what he locked the door for.

- 9 You want to ask what happens next.

- 10 You want to suggest that you all go out together.

## E

Write the questions to which the underlined words are the answers.

- Christopher is going to London by train.

How is Christopher going to London?

- 1 The Smiths have got three cars.

- 2 Janet works at the supermarket.

- 3 Andrea is learning English because she will need it in her job.

- 4 The film was really romantic.

- 5 The meeting will take place next Tuesday.

- 6 Tessa switched off the computer.

- 7 Mr Johnson's burglar alarm was ringing.

- 8 Anna went to the dance with Martin.

# 40 Negative statements

## 1 Use

### Christopher Columbus

Christopher Columbus was a famous explorer. At one time people believed that he had 'discovered' America. We know now this **isn't** true. Columbus **was not** the first European to travel to the New World. We **don't** know who was, but the Vikings had sailed there around the year 1000, and probably others before them. In 1492 Columbus sailed to San Salvador in the Bahamas and to other islands, but he never reached the mainland of North America. He actually thought he was in Asia. He certainly **didn't** discover America.

We often use a negative statement to correct a mistaken idea, such as the idea that Christopher Columbus discovered America.

## 2 Negative verb forms

	POSITIVE	NEGATIVE	
be:	<i>are dancing</i>	<i>are not dancing</i>	OR <i>aren't dancing</i>
have:	<i>have seen</i>	<i>have not seen</i>	OR <i>haven't seen</i>
Modal verb:	<i>must stay</i>	<i>must not stay</i>	OR <i>mustn't stay</i>

In a negative statement not or n't comes after the auxiliary verb.

The auxiliary verb is a form of be, have or a modal verb, e.g. must, can, could.

*The girls are not dancing. The modem isn't working properly.*

*I haven't seen the new Disney film. David hasn't got a car.*

*I mustn't stay long. You can't turn right here.*

*I'm not feeling very awake today.*

We write n't without a space before it, e.g. isn't, haven't.

Not or n't also comes after the main verb be.

*The photos are not ready yet. It isn't very warm in here.*

If there is more than one auxiliary verb, we put not or n't after the first one.

*This plate hasn't been washed. You shouldn't have bothered.*

In the Present Simple and Past Simple, we use a form of do.

	POSITIVE	NEGATIVE	
Present Simple:	<i>work</i> <i>looks</i>	<i>do not work</i> <i>does not look</i>	OR <i>don't work</i> OR <i>doesn't look</i>
Past Simple:	<i>enjoyed</i>	<i>did not enjoy</i>	OR <i>didn't enjoy</i>

*I don't work on Saturdays. NOT I work not on Saturdays.*

*This part of town doesn't look very nice. I'm afraid we didn't enjoy the day very much.*

The verb after not or n't does not end in -s or -ed.

NOT *It doesn't looks very nice* and NOT *We didn't enjoyed the day*.

## 3 No and not

We can use **no** before a noun or an adjective + noun. The verb is positive.

**No** *music is allowed after eleven.* OR *Music is not allowed after eleven.*

*There are no new houses in the village.* OR *There aren't any new houses in the village.*

We do not use **no** with a verb.

NOT *Music is no allowed* and NOT *The shops are no open.*

# Practice

## A Use (1)

Read the information in 1 about Christopher Columbus.

Then choose a positive or a negative verb.

► Columbus discovered/didn't discover America.

- 1 The first European to sail to the New World was/wasn't Columbus.
- 2 Europeans had/hadn't been to the New World before Columbus.
- 3 We know/don't know definitely who first sailed to America.
- 4 Columbus landed/didn't land on the North American mainland.
- 5 People's opinion of Columbus has/hasn't changed over the last 500 years.
- 6 When Columbus landed on San Salvador, he knew/didn't know where he was.
- 7 It is/isn't true that Columbus travelled across the United States.

## B Negative verb forms (1)

Complete the conversation. Put in the negative forms of these words:

can, did, do, does, has, have, is, was, were

Rita: Does anyone live in that house next door?

Melanie: Yes, he's called Jake. He's rather strange. He (►) hasn't got a job, but he (1) ..... be short of money because he's just bought a new car.

Rita: The house (2) ..... look very smart.

Melanie: The people who lived there before Jake (3) ..... look after it very well. And they (4) ..... very good at gardening. When Jake bought the house, it had been empty for a while. It (5) ..... very expensive. But he (6) ..... interested in doing anything to it, as you can see.

Rita: Is he a friend?

Melanie: No, we aren't really friends. I (7) ..... know him very well. I say hello when I see him, that's all. I (8) ..... seen him for a while, actually.

## C Negative verb forms (2)

Vicky and Rachel are good friends, but they are very different kinds of people.

Complete the sentences using a negative.

► Vicky gets upset, but Rachel doesn't get upset.

- 1 Vicky gets headaches. Rachel is lucky. She .....
- 2 Rachel can relax. Vicky is different. She .....
- 3 Rachel missed a lecture yesterday, but Vicky .....
- 4 Vicky is a nervous person, but Rachel .....
- 5 Vicky loses things. Rachel .....
- 6 Rachel was a happy child. Vicky .....
- 7 Rachel has decided on a career, but Vicky .....

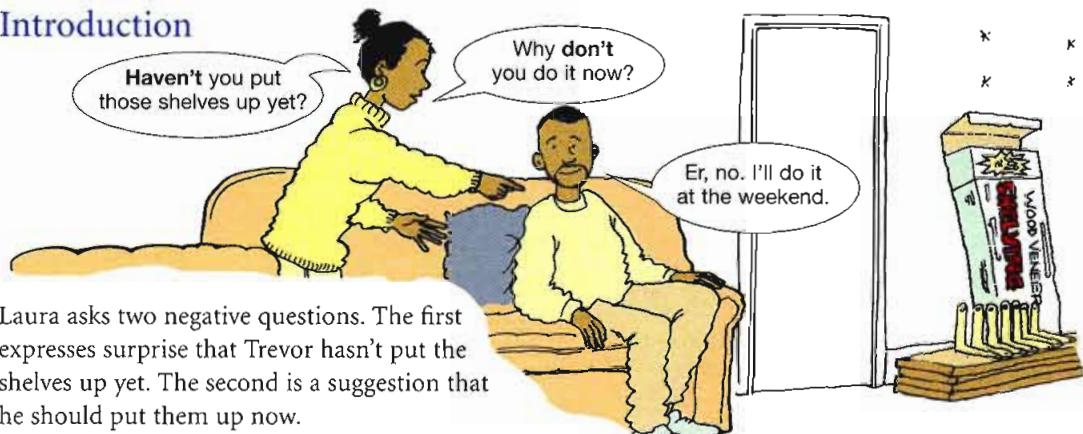
## D No and not (3)

Complete this paragraph from a travel article. Put in *no* or *not*.

Metropolis is (►) not ..... an attractive town. There are (1) ..... parks or gardens in the city centre. I saw (2) ..... interesting buildings, only factories, offices and blocks of flats. The hotels are (3) ..... very good, and there are (4) ..... first-class restaurants. (5) ..... tourists visit Metropolis, and I certainly do (6) ..... want to go there again.

# 41 Negative questions

## 1 Introduction



Laura asks two negative questions. The first expresses surprise that Trevor hasn't put the shelves up yet. The second is a suggestion that he should put them up now.

## 2 Form

We make a question negative by putting **n't** after the auxiliary (e.g have, does).

### POSITIVE

*Have you done it yet?  
What does the advert tell you?  
Who eats meat?  
What went wrong?*

### NEGATIVE

*Haven't you done it yet?  
What doesn't the advert tell you?  
Who doesn't eat meat?  
What didn't go wrong?*

## 3 The use of negative yes/no questions

A negative yes/no question often expresses surprise.

*Haven't you put those shelves up yet? (= I am surprised that you haven't yet.)  
Don't the children want the ice-cream? (= I am surprised that they don't want it.)*

A question with **can't** can be a complaint or an impolite request.

*Can't you sit down? You're blocking my view.*

We can also use a negative yes/no question instead of a statement and a tag.

*Aren't you a friend of Harriet's? (= You're a friend of Harriet's, aren't you?)*

## 4 Yes/no answers

The answer **yes** means that the positive is true, and **no** means that the negative is true.

*Haven't you repaired the car yet? ~ Yes, I did it yesterday.  
Haven't you repaired the car yet? ~ No, sorry. I haven't had time.*

## 5 The use of negative wh-questions

We can use **Why don't ...?** for a suggestion.

*Why don't you put the shelves up now? ~ Well, all right.  
Why don't we sit on the balcony? ~ Good idea.*

We can use **Why didn't ...?** to criticize.

*We'll have to stand now. Why didn't you book seats for us? (= You should have booked seats for us.)*

We can also use a wh-question to ask for information.

*Who hasn't checked their baggage in? ~ Oh, I haven't. Sorry.  
What don't you understand? ~ This paragraph here.*

# Practice

## A Negative yes/no questions (2–3)

What would you say in these situations? Use negative yes/no questions.

- You are surprised to learn that Rita doesn't like football.

Don't you like football, Rita?

- 1 You find it surprising that Melanie can't drive.

- 2 It's a surprise that Rachel won't be at the disco.

- 3 You find out that surprisingly Nick hasn't got a television.

## B Negative yes/no questions (2–3)

Complete the conversations using the words in the brackets.

- Mike: I walked home from the town centre. (take / bus)

Harriet: You mean you walked all the way? Didn't you take a bus?

- 1 Vicky: I think I'd like to lie down for a while. (feel / well)

Rachel: Oh, dear.

- 2 Matthew: I'm looking forward to getting the photos you've sent. (arrive / yet)

Richard: I sent them a week ago.

- 3 David: I saw Rita, but she walked straight past me. (say / hello)

Melanie: Without speaking to you?

- 4 Andrew: I never sit by the pool. I hate water. (swim)

Emma: Really?

## C Yes/no answers (4)

Put in yes or no.

- Didn't Mike stop and give you a lift? ~ No ....., he didn't, but maybe he didn't see me.

- 1 Aren't you tired after working all day? ~ ....., I feel fine.

- 2 Didn't you write the number down? ~ ....., but I've lost the piece of paper.

- 3 Haven't you got an umbrella? ~ ....., it's here in my bag.

- 4 Couldn't you get in to the opera? ~ ....., we didn't have tickets.

## D Why not? (2, 5)

Reporter Kitty Beamish is investigating an accident at the Magic World theme park. A ride crashed, and people were injured. This is what Kitty has found out.

- The people on the ride didn't get enough help. 3 They aren't trained in first aid.

- 1 The staff didn't know what to do.

- 4 The ambulance wasn't called immediately.

- 2 They couldn't stop the ride.

- 5 The doctor didn't have a mobile phone.

What questions beginning with *why* does Kitty ask?

- Why didn't the people on the ride get enough help?

1 .....

2 .....

3 .....

4 .....

5 .....

# 42 Question tags, e.g. isn't it?

## 1 Use

Melanie: *It's a lovely day, isn't it?*

Harriet: *Beautiful. We're having a glorious summer, aren't we?*

Melanie: *You haven't heard a forecast for the weekend, have you?*

Harriet: *No, I haven't, but I think it's going to stay sunny.*

A question tag is a short question added on to a statement. When a tag is spoken, the voice can go down or up.

### FALLING

*It's a lovely day, isn't it?*

With a falling intonation, the speaker thinks the statement is true. Melanie knows that it is a lovely day, and she is inviting Harriet to continue the conversation. The tag is not really a question.

### RISING

*You haven't heard a forecast, have you?*

With a rising intonation, the speaker is less sure. Melanie doesn't know if Harriet has heard a weather forecast or not. The tag is more like a real question.

## 2 Form

### POSITIVE STATEMENT + NEGATIVE TAG

*It is very warm, isn't it?*

A negative tag is an auxiliary verb + n't + pronoun.

*You've played before, haven't you?*

*The children can swim, can't they?*

*It'll be dark soon, won't it?*

*There was a mistake, wasn't there?*

### NEGATIVE STATEMENT + POSITIVE TAG

*It isn't very warm, is it?*

A positive tag is an auxiliary verb + pronoun.

*David hasn't got a car, has he?*

*I shouldn't laugh, should I?*

*You aren't ill, are you?*

*The answer wasn't right, was it?*

The pronoun (you, he, etc.) refers to the subject of the sentence, e.g. you, David.

In the Present Simple and Past Simple we use a form of do.

*You live near here, don't you?*

*This coat looks nice, doesn't it?*

*I turned right, didn't I?*

*We don't have to pay, do we?*

*The shower doesn't work, does it?*

*Your horse didn't win, did it?*

The answer yes means that the positive is true, and no means that the negative is true.

*Mark works for Zedco, doesn't he? ~ Yes, he does. (He works for Zedco.)*

*Melanie doesn't eat meat, does she? ~ Yes, I think she does. (She eats meat.)*

*Claire is married, isn't she? ~ No, of course she isn't. (She isn't married.)*

*Andrew hasn't got many friends, has he? ~ No. (He hasn't got many friends.)*

## 3 Requests and suggestions

After a request with an imperative (e.g. Wait ...), we can use can you? or could you?

*Wait here a moment, can you? Give me an example, could you?*

We can also use You couldn't ..., could you? or You haven't ..., have you? for a request.

*You couldn't help me, could you? You haven't got a pound, have you?*

After Don't ... the tag is will you?: *Don't make any noise, will you?*

After Let's ... we use shall we?: *Let's sit in the garden, shall we?*

► page 378 Question tags in American English

# Practice

## A Use (1)

Look carefully at each statement and tag. Say if it is more likely to be a comment (with falling intonation) or a question (with rising intonation).

- This price list is up to date, isn't it? ~ Yes, it is. a. question.....
- 1 It was a super show, wasn't it? ~ Great. I really enjoyed it. .....
- 2 These sweaters are nice, aren't they? ~ I like this one. .....
- 3 We've got time for a coffee, haven't we? ~ A quick one maybe. .....
- 4 Let me see, the bus goes at ten past, doesn't it? ~ Quarter past. .....

## B Form (2)

You are at a barbecue. Add tags to help start a friendly conversation.

- These sausages are delicious, aren't they? ~ They certainly are.
- You haven't lived here long, have you? ~ No, only three months.
- 1 It's quite a big garden, ..... ? ~ Yes, there's plenty of room.
- 2 There aren't many people here yet, ..... ? ~ No, but it's still quite early.
- 3 You're Rachel's friend, ..... ? ~ Yes, I'm Vicky.
- 4 You came in a sports car, ..... ? ~ That's right.
- 5 These burgers look good, ..... ? ~ I can't wait to try them.
- 6 We can sit on the grass, ..... ? ~ I think it's dry enough.
- 7 The weather forecast wasn't very good, ..... ? ~ No, it wasn't.

## C Form (2)

Complete the conversation. Put in the question tags.

Emma: You don't really want to go out with me any more, (►) do you ?

Matthew: Of course I do. But I need a bit of time to myself sometimes.

Emma: You get plenty of time to yourself, (1) ..... ?

Matthew: Emma, you know what I feel for you. I've told you enough times,  
(2) ..... ?

Emma: Yes, you have. And you're quite happy, (3) ..... ?  
You don't mind, (4) ..... ? The situation doesn't bother you,  
(5) ..... ?

Matthew: Why are we arguing? There's nothing to argue about, (6) ..... ?

Emma: You can't ever look at things from my point of view, (7) ..... ?

## D Requests and suggestions (3)

What would you say in these situations? Write sentences with a question tag. Use the word in brackets.

- You want to look at a newspaper. Daniel might have one, so ask him. (haven't)  
You haven't got a newspaper, have you?

1 Suggest to Vicky that you both listen to some music. (Let's)

2 Warn David not to do anything silly. (Don't)

3 You need a train timetable. Emma might have one, so ask her. (haven't)

4 Ask Rachel to pass you the salt. (Pass)

# 43 So/Neither do I and I think so

## 1 So and neither

Vicky: *I'm hungry.*

Rachel: *So am I. I haven't eaten anything all day.*

Daniel: *Neither have I. I didn't have time for breakfast.*

We use so after a positive statement and neither after a negative one.

*I'm hungry. ~ So am I. (= And I'm hungry./I'm hungry, too.)*

*I haven't eaten. ~ Neither have I. (= And I haven't eaten./I haven't eaten either.)*

The structure is so/neither + an auxiliary + the subject.

The auxiliary is a form of be or have or a modal verb, e.g. can.

*We're really busy at work. ~ So are we.*

*Tom has gone to the match. ~ And so has Nick.*

*David can't drive, and neither can Melanie.*

The subject comes at the end. NOT *We're busy. ~ So we are.*

In the Present Simple and Past Simple we use a form of do.

*I love old cowboy films. ~ So do I. This phone doesn't work. ~ Neither does this one.*

*United won, and so did Rangers.*

We can use nor instead of neither.

*Emma isn't here tonight. Neither/Nor is Matthew.*

## 2 I think so, etc.

Vicky: *It's 'Round the Corner' at half past seven, my favourite soap opera. Are we going to be back in time?*

Daniel: *I think so. We haven't got far to go now.*

Rachel: *We might miss the beginning.*

Vicky: *Oh, I hope not. I want to know if Bernard really did steal the money.*



Here *I think so* means 'I think we'll be back in time', and *I hope not* means 'I hope we don't miss the beginning'.

We can use so after be afraid, believe, expect, guess, hope, suppose and think.

*Do you think you'll get the job? ~ Well, I hope so.*

*Are you going on holiday this year? ~ Yes, I expect so.*

*I don't know for sure if Henry is rich, but I should think so.*

But we cannot use so after know or be sure.

*There's been an accident. ~ Yes, I know. NOT I know so.*

*Are you sure you're doing the right thing? ~ Yes, I'm sure. NOT I'm sure so.*

There are two negative structures.

### NEGATIVE + so

*Is it raining? ~ I don't think so.*

*Are you going to the concert? ~ I don't expect so.*

With expect and think, we normally use the negative and so.

### POSITIVE + not

*Is it raining? ~ I hope not.*

*Have we won a prize? ~ I'm afraid not.*

With be afraid, guess and hope, we use the positive and not.

We can use believe and suppose in either structure.

*Will there be any seats left? ~ I don't suppose so. OR I suppose not.*

# Practice

## A So and neither (1)

Andrew has just met Jessica at a party. They are finding out that they have a lot in common.

Put in the structures with *so* and *neither*.

- Andrew: I haven't been to a party for ages.
- Jessica: *Neither have I* ..... I hate crowded rooms.
- Andrew: Yes, *so do I* ..... I'm not a party-goer, really.
- 1 Jessica: No, ..... I can't make conversation.
- 2 Andrew: ..... You know, I'm a quiet sort of person.
- 3 Jessica: And ..... I lead a pretty quiet life.
- 4 Andrew: Well, ..... I haven't got many friends.
- 5 Jessica: ..... And I would really like a good friend.
- 6 Andrew: Oh, .....

## B So and neither (1)

Look at the table and complete the sentences.

	Mark	Claire	Melanie	Emma
Music	✓	✗	✗	✓
Travel	✓	✓	✗	✗
Skiing	✗	✓	✓	✗
Cooking	✗	✗	✓	✓

- Claire can ski, and *so can Melanie* .....
- Mark isn't keen on cooking, and *neither is Claire* .....
- 1 Melanie doesn't like travelling much, and .....
- 2 Mark has got lots of CDs, and .....
- 3 Emma can't ski, and .....
- 4 Claire isn't a music lover, and .....
- 5 Melanie cooks quite often, and .....
- 6 Mark travels quite a lot, and .....

## C I think so, etc. (2)

Complete these short conversations. Put in structures with *so* or *not* and use the words in brackets.

- Laura: Does the library open on Saturdays? (think)  
Trevor: Yes, *I think so* ..... But I'm not absolutely certain.
- Harriet: You can't go out for an evening meal wearing shorts. (guess)  
Mike: *I guess not* ..... I'd better put some trousers on.
- 1 Sarah: Will there be a lot of people at the concert tonight? (expect)  
Mark: ..... There aren't usually very many.
- 2 Daniel: Are you going to apply for the job? (suppose)  
Vicky: ..... It's the only one available.
- 3 David: Do you think it's going to rain? (hope)  
Melanie: Well, ..... I'm just about to go out.
- 4 Nick: Will the match take place in this weather? (think)  
Tom: ..... In fact, I'm sure it won't.
- 5 Claire: Is my coat ready, please? (afraid)  
Assistant: ..... We're having problems with the machine.

# Test I: Questions, negatives and answers

## A

Read the conversation. Then look at the answers below and write the correct answer in each space.

Judy: (►) Shall ..... we go to the party tonight?

Lisa: (1) ..... giving a party?

Judy: Susan. You know her, (2) ..... you?

Lisa: I'm (3) ..... sure. Has she got long dark hair?

Judy: Yes, she (4) ..... And she's quite tall. (5) ..... you spoken to her?

Lisa: No, I don't think (6) ..... But I know who you mean. There are two sisters, Susan and Janet. They're twins, aren't (7) .....?

Judy: Yes, that's right.

Lisa: (8) ..... one is Susan?

Judy: Oh, I (9) ..... know. They both look the same. I can't always tell them apart.

Lisa: No, (10) ..... can I. In any case, I haven't been invited to the party.

Judy: That (11) ..... matter.

Lisa: OK. (12) ..... go to it then, shall we?

- |              |            |          |  |               |          |          |
|--------------|------------|----------|--|---------------|----------|----------|
| ► a) Do      | b) Shall   | c) Would |  | 7 a) it       | b) not   | c) they  |
| 1 a) What's  | b) Who's   | c) Whose |  | 8 a) What     | b) Which | c) Who   |
| 2 a) don't   | b) know    | c) so    |  | 9 a) don't    | b) no    | c) not   |
| 3 a) isn't   | b) no      | c) not   |  | 10 a) neither | b) not   | c) so    |
| 4 a) got     | b) has     | c) so    |  | 11 a) doesn't | b) isn't | c) not   |
| 5 a) Haven't | b) Having  | c) Not   |  | 12 a) Could   | b) Let's | c) Shall |
| 6 a) it      | b) neither | c) so    |  |               |          |          |

## B

What would you say? Use the word in brackets, and use a question form in each sentence.

► You want to suggest a game of cards. (have)

Shall we have a game of cards?

1 You are asking Tessa where her house is. (live)

2 You want Janet to tell you what she is thinking. (about)

3 You are inviting a friend to come to your room. (like)

4 You are surprised that your friend missed the football match on television. (watch)

5 You are asking permission to take a photo. (may)

6 You are looking for Polly. You are asking her friend for information. (seen)

7 You are asking Nigel about the number of letters he has written. (how)

8 You are asking Nancy about the people coming to her party. (who)

9 You are asking Martin's wife if he cooks every day or once a week. (often)

10 You are asking about the weather tomorrow. (will)

**C**

Each of these replies is wrong. Write the correct reply.

► Is it going to snow? ~ ~~I'm not thinking it.~~

*I don't think so.*

1 Has the computer arrived? ~ ~~No, not.~~

.....

2 Don't you like curry? ~ ~~Yes, I hate it.~~

.....

3 Will you be in tonight? ~ ~~Yes, I expect.~~

.....

4 Horrible weather. ~ ~~It isn't very nice, isn't it?~~

.....

5 Would you like a sweet? ~ ~~Yes, right.~~

.....

6 I'm quite tired now. ~ ~~Too am I.~~

.....

7 You might catch my cold. ~ ~~I don't hope to.~~

.....

8 The first train didn't stop. ~ ~~Neither the second.~~

.....

**D**

Rupert is at a job interview. Someone is asking him questions. Write the questions.

► Interviewer: *Where do you live?*

Rupert: Oh, I live in Longtown.

1 Interviewer: .....

Rupert: I'm twenty-three.

2 Interviewer: .....

Rupert: Yes, I went to college.

3 Interviewer: .....

Rupert: My interests? I don't have any, really.

4 Interviewer: .....

Rupert: Which company? Oh, I work for BX Electric.

5 Interviewer: .....

Rupert: Nothing. There's nothing I don't like about my job.

**E**

Put in the missing word.

► *How*... does this phone work? ~ You press this button.

1 The new building looks awful. ~ I agree. It ..... look very nice.

2 Could you give me a receipt, please? ~ Yes, of .....

3 This chair isn't very comfortable. ~ And ..... is this bed.

4 Didn't you watch 'Frankenstein' last night? ~ ..... , I hate horror films.

5 What's this wood ..... ? ~ I'm going to make a table.

6 I didn't say the wrong thing, ..... I? ~ Well, you weren't very polite.

7 Will there be any free gifts? ~ No, there .....

8 Have they sent you some money? ~ No, I'm afraid .....

9 Don't drop those plates, ..... you? ~ OK, I'll be careful.

10 How ..... is it to the station? ~ About half a mile.

11 Do those shoes fit you? ~ Yes, I think .....

12 Why ..... we have a picnic? ~ Yes, good idea.

13 ..... foot is hurting? ~ My right one.

14 I feel a bit cold actually. ~ Yes, ..... do I.

15 Who ..... eaten their ice-cream? ~ Oh, it's mine. I'm just going to eat it.

16 ..... of these magazines would you like? ~ This one, please.

# 44 Ability: can, could and be able to

## 1 Can and can't

- Vicky: *How many instruments **can** you play, Natasha?*  
Natasha: *Three – the violin, the clarinet and the piano.*  
Vicky: *That's terrific. You haven't got a piano here, though.*  
Natasha: *No, but I **can** go to the music room in college and play the one in there.*  
Vicky: *I'm not musical at all. I **can't** even sing.*

We use **can** to say that something is possible: that someone has an ability (*Natasha **can** play the piano*) or an opportunity (*She **can** go to the music room*). **Can** is usually pronounced /kən/ but sometimes we say /kæn/. The negative is **cannot** /'kænət/ or **can't** /kænt/.

## 2 Can and be able to

In the present tense, **be able to** is a little more formal and less usual than **can**.

*Emma is good with computers. She **can** write/is **able to** write programs.*

But in some structures we always use **be able to**, not **can**.

To-infinitive: *It's nice **to be able to go** to the opera. (NOT **to can go**)*

After a modal verb: *Melanie **might be able to** help us.*

Present Perfect: *It's been quiet today. I've **been able to** get some work done.*

For the future we use **can** or **will be able to** but NOT ~~**will can**~~.

*If we **earn** some money, we **can** go/we'll **be able to** go on holiday next summer.*

*I'm afraid I **can't** come/I **won't be able to** come to the disco on Friday.*

But to suggest a possible future action, we normally use **can**.

*Let's have lunch together. We **can** go to that new restaurant.*

## 3 Could and was/were able to

For ability or opportunity in the past, we use **could** or **was/were able to**.

*Natasha **could** play (OR **was able to** play) the piano when she **was** four.*

*In those days we **had** a car, so we **could** travel (OR **were able to** travel) very easily.*

To say that the ability or opportunity resulted in a particular action, something that really happened, we use **was/were able to** but not **could**.

*The plane **was able to** take off at eleven o'clock, after the fog had lifted.*

*Luckily Mark **was able to** get (OR succeeded in getting) the work done in time.*

*The drivers **were able to** stop (OR managed to stop ▷ page 60.3) before they crashed into each other.*

Compare these two sentences.

*The children **could** swim when they **were** quite young. (a past ability)*

*The children **were able to** swim across the river. (a past action)*

In negative sentences and questions, we can use either form.

*It **was** foggy, so the plane **couldn't/wasn't able to** take off.*

*The pool **was** closed, so they **couldn't/weren't able to** have a swim.*

*Could you/Were you **able to** describe the man to the police?*

We normally use **could** (not **was/were able to**) with verbs of seeing etc., and with verbs of thinking.

*We **could** see the village in the distance.*

*As soon as Harriet opened the door, she **could** smell gas.*

*I **couldn't understand** what was happening.*

# Practice

## A Can and can't (1)

Look at the pictures and say what they can or can't do. Use these words: *climb trees, juggle, lift the weights, play the violin, walk on his hands*



1



3



4



► He can walk on his hands.

1 ..... 3 .....

2 ..... 4 .....

## B Can and be able to (2)

Harriet is visiting David, who hurt himself when he fell off a ladder. Complete the conversation using *can* or a form of *be able to*. Sometimes there is more than one possible answer.

Harriet: Hello, David. I'm sorry I haven't (►) been able to come ..... (come) and see you before. I've been really busy lately. How are you?

David: I'm OK, thanks. (1) ..... (I / walk) around now.  
The doctor says (2) ..... (I / go) back to work soon.  
It'll be nice (3) ..... (get) out again. I hate being stuck here like this. I haven't (4) ..... (do) anything interesting.

## C Could and was/were able to (3)

► Which is closer to the meaning of the sentence 'Years ago I could run a marathon'?

- a)  I ran a marathon at one particular time in the past.  
b)  I was once fit enough to run a very long way.

1 Which of these sentences is correct?

I was ill, so I couldn't go to the party.

I was ill, so I wasn't able to go to the party.

- a)  Only the first one. b)  Only the second one. c)  Both of them.

2 Which is closer to the meaning of the sentence 'Sarah was able to leave work early yesterday'?

- a)  Sarah left work early yesterday.  
b)  Sarah had the opportunity to leave work early yesterday, but we don't know if she took it.

## D Could and was/were able to (3)

Put in *could* or *was/were able to*. Sometimes either is possible. Use a negative if necessary.

► Suddenly all the lights went out. We couldn't ..... see a thing.

- 1 The computer went wrong, but luckily Emma ..... put it right again.  
2 There was a big party last night. You ..... hear the music half a mile away.  
3 I learnt to read music as a child. I ..... read it when I was five.  
4 People heard warnings about the flood, and they ..... move out in time.  
5 The train was full. I ..... find a seat anywhere.

# 45 Permission: can, may, could and be allowed to

## 1 Asking permission

We use can, could or may to ask for permission.

*Can I use your pen?*

*Could we borrow your ladder, please? ~ Well, I'm using it at the moment.*

*May I see the letter? ~ Certainly.*

Could often sounds more polite than can. May is rather formal.

## 2 Giving and refusing permission

To give permission we use can or may (but not could).

*You can wait in my office if you like.*

*Could I borrow your calculator? ~ Of course you can.*

*You may telephone from here. (a written notice)*

May is formal and is not often used in speech.

To refuse permission we use can't or may not (but not couldn't).

*Could we picnic here? ~ I'm sorry. I'm afraid you can't.*

*Members may not bring more than two guests into the club.*

We can also use must not.

*Luggage must not be left unattended.*



## 3 Talking about permission

We sometimes talk about rules made by someone else. To do this we use can, could and be allowed to.

We use can to talk about the present, and we use could for the past.

Present: *Each passenger can take one bag onto the plane.*

Past: *In the 1920s you could drive without taking a test.*

We can also use be allowed to.

Present: *Passengers are allowed to take one bag onto the plane.*

Future: *Will I be allowed to record the interview on tape?*

Past: *We weren't allowed to look round the factory yesterday.*

For a general permission in the past we use either could or was/were allowed to.

*I could always stay/I was always allowed to stay up late as a child.*

But to say that the permission resulted in a particular action, something that really happened, we use was/were allowed to (but not could).

*I was allowed to leave work early yesterday.*

*We were allowed to go into the control room when we looked around the power station.*

Compare these questions with may and be allowed to.

### ASKING FOR PERMISSION

*May I take a photo of you?*

(= Will you allow it?)

### ASKING ABOUT PERMISSION

*Are we allowed to take photos?*

(= What is the rule?)

# Practice

## A Asking permission (1)

How would you ask for permission in these situations?

Use *Can I ...?*, *Could I ...?* or *May I ...?* and these verbs: *borrow, join, look at, use*

- You are at a friend's flat. You want to make a phone call.

*Can I use your phone?*

- 1 You need a calculator. The person sitting next to you has got one.
- 2 You have gone into a café. Three people who you know from work are sitting at a table. You go over to the table.
- 3 You had to go to a lecture, but you were ill. Your friend went to the lecture and took notes. Next day you are well again and you see your friend.

## B Giving and refusing permission (2)

A policeman is telling you what the signs mean. What does he say?

Use *can* and *can't* and these verbs: *drop, go, have, park, play, smoke, turn*



Policeman:

- You can't go this way.  
► You can park here.

1  
2  
3  
4  
5

## C Be allowed to (3)

Put in the correct forms.

Rita: I hear you've moved into a new flat with a couple of friends.

Emma: Yes, it's a nice flat, but the landlady is really strict. (►) *We aren't allowed to do*.

(we / not / allow / do) anything. It was my birthday last month, and

(1) ..... (I / not / allow / have) a party.

Rita: Oh, (2) ..... (we / allow / have) parties at our place,

luckily. (3) ..... (we / allow / do) anything, more or

less. We're hoping to have an all-night party soon, but I'm not absolutely sure if

(4) ..... (we / allow / hold) it.

## D May I ...? or Am I allowed to ...? (3)

Are you asking for permission, or are you asking what the rule is? Put in *May I ...?* or

*Am I allowed to ...?*

- *May I* ..... use your computer?

- *Am I allowed to* ..... smoke in this cinema?

1 ..... cross the road here?

2 ..... ask you a personal question?

3 ..... rollerblade in this park?

4 ..... drive a car without insurance?

5 ..... read your magazine?

# 46 Possibility and certainty: may, might, could, must, etc.

## 1 May, might and could

Rachel: *Whose bag is that?*

Daniel: *I don't know. It **may** belong to Maria's friend.*

Vicky: *It **might** be a bomb. It **could** explode at any moment.*

We use **may** or **might** to say that something is possible or that it is quite likely.

We can use them for the present or the future.

*It **may/might** be a bomb. (= Perhaps it is a bomb.)*

*I **may/might** go to the disco tomorrow. (= Perhaps I will go to the disco.)*

We can use **could** to say that something is possible.

*The story **could** be true, I suppose. (= Possibly it is true.)*

*You **could** win a million pounds! (= Possibly you will win a million pounds.)*

Sometimes **could** means only a small possibility. It is possible (but not likely) that you will win a million pounds.

In some situations we can use **may**, **might** or **could**.

*It **may/might/could** rain later.*

After **may**, **might** or **could** we can use a continuous form (be + an -ing form).

*That man **may/might** be watching us. (= Perhaps he is watching us.)*

*Sarah **may/might** be working late tonight. (= Perhaps she will be working late.)*

*I'm not sure where Matthew is. He **could** be playing squash. (= Possibly he is playing squash.)*

## 2 May, might and could in the negative

The negative forms are **may not**, **might not/mightn't**, and **could not/couldn't**.

### MAY NOT AND MIGHT NOT

Something negative is possible.

*Daniel **may not** get the job.*

*Tom **might not** be in.*

*I **mightn't** finish the marathon tomorrow.*

(It is possible that I will not finish it.)

### COULDN'T

Something is impossible.

*Vicky is afraid of heights. She **couldn't** climb onto the roof.*

*I'm completely unfit. I **couldn't** run a marathon.*

(It is impossible for me to run it.)

## 3 Must and can't

### MUST

We use **must** when we realize that something is certainly true.

*She isn't answering the phone. She **must** be out.*

*I had my keys a moment ago. They **must** be here somewhere.*

*Andrew isn't here. He **must** be working in the library.*

### CAN'T

We use **can't** when we realize that something is impossible.

*We haven't walked far. You **can't** be tired yet.*

*Life **can't** be easy when you have to spend it in a wheelchair.*

*Nick **can't** be touring Scotland. I saw him here this morning.*

▷ 53 Might/could/must have been ▷ page 379 Mustn't in American English

▷ 51.1 Could in suggestions

# Practice

## A Might be and might be doing (1)

Vicky and Rachel are at college. They're looking for their friend Natasha. Complete the conversation. Use *may* or *might* and the verb in brackets. Sometimes you need to use the continuous.

Vicky: I can't find Natasha. Have you seen her?

Rachel: (►) *She might be* (she / be) in the music room. (►) *She may be practising* (she / practise).

Vicky: No, she isn't there. I thought (1) ..... (she / be) with you.

Rachel: It's a nice day. (2) ..... (she / be) on the lawn.

(3) ..... (she / sit) out there reading the paper. Or

(4) ..... (she / have) a coffee.

(5) ..... (you / find) her in the canteen.

Emma: No, I've looked there.

Rachel: Well, here comes Jessica. (6) ..... (she / know).

## B May and might (1–2)

Add a sentence with *may* or *might* (both are correct).

► I'm not sure if it's going to rain. *It might rain.*

► I don't know if we'll see an elephant. *We may see one.*

1 I can't say whether Daniel will win. ....

2 I haven't decided if I'm having a holiday. ....

3 I don't know if we'll get an invitation. ....

4 I've no idea whether Sarah will be late. ....

5 I'm not sure if my friends are visiting me. ....

## C Mightn't and couldn't (2)

Put in *mightn't* or *couldn't*.

► I've got one or two things to do, so I *mightn't* ..... have time to come out tonight.

► David *couldn't* ..... work as a taxi driver. He can't drive.

1 We're going to need lots of glasses. We ..... have enough, you know.

2 Mark ..... be in the office tomorrow. He thinks he's getting a cold.

3 We ..... possibly have a dog, living in a small flat like this.

4 How can you work with all this noise? I ..... work in such conditions.

5 Don't come tomorrow because I ..... be in. I'm not sure what I'm doing.

## D Must, can't and might (1, 3)

A reporter is interviewing Mrs Miles for a TV news programme.

Complete the conversation. Put in *must*, *can't* or *might*.

Mrs Miles: My name's Nora Miles, and I'm going to do a parachute jump.

Reporter: Mrs Miles, you're seventy-three, and you're going to jump out of an aeroplane.

You (►) *must* ..... be mad. You (1) ..... be serious.

Mrs Miles: It really (2) ..... be wonderful to look down from the sky. I've always wanted to try it.

Reporter: But anything could happen. You (3) ..... be injured or even killed. I wouldn't take the risk.

Mrs Miles: Well, young man, your life (4) ..... be much fun if you never take risks. You ought to try it. You never know – you (5) ..... enjoy it.

Reporter: Enjoy it? You (6) ..... be joking!

# 47 Necessity: must and have to

## 1 Present, past and future

We use must and have to/has to to say that something is necessary.

*You'll be leaving college soon. You **must** think about your future.*

*We're very busy at the office. I **have to** work on Saturday morning.*

*Mark **has to** get the car repaired. There's something wrong with the brakes.*

When we use the past, or the future with will, we need a form of have to.

*Emma **had to** go to the dentist yesterday. NOT She **must** go to the dentist yesterday.*

*That wasn't very good. We'll **have to** do better next time.*

And in other structures we also use a form of have to, not must.

To-infinitive: *I don't want to **have to** wait in a queue for ages.*

After a modal verb: *Emma **has** toothache. She **might have to** go to the dentist.*

Present Perfect: *Mark **has had to** drive all the way to Glasgow.*

For negatives and questions with have to/has to and had to, we use a form of do.

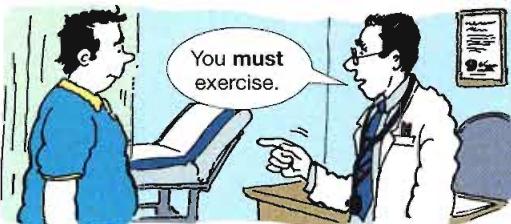
*I **don't have to** work on Sundays. Why **does** Andrew **have to** study every evening?*

*Did you **have to** pay for your second cup of coffee? ~ No, I **didn't**.*

*I don't have to work* means that it is not necessary for me to work (see Unit 48.2).

## 2 Must or have to?

Both must and have to express necessity, but we use them differently.



### MUST

We use must when the speaker feels that something is necessary.

*You **must** exercise. (I'm telling you.)*

*We **must** be quiet. (I'm telling you.)*

I/we must can also express a wish.

*I **must** buy a newspaper. I want to see the racing results.*

*We **must** invite Claire. She's wonderful company.*

### HAVE TO

We use have to when the situation makes something necessary.

*I **have to** exercise. (The doctor told me.)*

*We **have to** be quiet. (That's the rule.)*

*I **have to** buy a newspaper. The boss asked me to get one.*

*We **have to** invite Trevor and Laura. They invited us last time.*

## 3 Have got to

Have got to means the same as have to, but have got to is informal. We use it mainly in the present.

*I **have to/I've got to** make my sandwiches. My father **has to/has got to** take these pills.*

*Do we **have to** apply/Have we **got to** apply for a visa?*

▷ 48 Mustn't and needn't

# Practice

## A Have to (1)

Complete the conversations. Use the words in brackets and a form of *have to*.

- Melanie: David's broken his leg. He's had to go ..... (he's / go) to hospital.  
Harriet: Oh no! How long will he have to stay ..... (will / he / stay) there?  
Melanie: I don't know.
- 1 Claire: I parked my car outside the hairdresser's, and while I was in there, the police took the car away. I've got it back now. But ..... (I / pay) a lot of money.  
Henry: How much ..... (you / pay)?  
Claire: Two hundred pounds!
- 2 Trevor: That door doesn't shut properly. ..... (you / slam) it every time.  
Laura: ..... (you / will / fix) it then, won't you?
- 3 Jessica: You're always taking exams. Why ..... (you / take) so many?  
Andrew: ..... (I / will / take) a lot more if I want a good job.
- 4 Mike: We're in a new house now. ..... (we / move). The old place was too small.  
Nick: Did it take you long to find a house?  
Mike: No, we found one easily. ..... (we / not / look) very hard. But it was in bad condition. ..... (we've / do) a lot of work on it.
- 5 Nick: My brother ..... (start) work at five o'clock in the morning.  
Melanie: That's pretty early. What time ..... (he / get) up?  
Nick: Half past three.

## B Must and have to (2)

Write a sentence with *must*, *have to* or *has to*.

- The sign says: 'Passengers must show their tickets.'  
So passengers have to show their tickets.
- The children have to be in bed by nine.  
Their parents said: 'You must be in bed by nine.'
- 1 Laura has to get to work on time.  
Her boss told her: .....
- 2 The police told Nick: 'You must keep your dog under control.'  
So Nick .....
- 3 The pupils have to listen carefully.  
The teacher says: .....
- 4 The new sign says: 'Visitors must report to the security officer.'  
So now .....

## C Must or have to? (2)

Put in *must* or *have to/has to*. Choose which is best for the situation.

- I have to ..... go to the airport. I'm meeting someone.
- 1 You ..... lock the door when you go out. There've been a lot of break-ins recently.  
2 Daniel ..... go to the bank. He hasn't any money.  
3 I ..... work late tomorrow. We're very busy at the office.  
4 You really ..... make less noise. I'm trying to concentrate.  
5 I think you ..... pay to park here. I'll just go and read that notice.  
6 You really ..... hurry up, Vicky. We don't want to be late.  
7 I ..... put the heating on. I feel really cold.

# 48 Necessity: mustn't, needn't, etc.

## 1 Mustn't or needn't?

We use **must** to say that something is necessary (see Unit 47).

*You must be careful with those glasses. I must remember my key.*

Now compare **mustn't** and **needn't**.

### MUSTN'T

We use **mustn't** /'mʌsn̄t/ to say that something is a bad idea.

*You mustn't drop those glasses. They'll break.*

*I mustn't forget my key, or I won't get in.*

*You mustn't wear your best clothes. You'll get them dirty.*

### NEEDN'T

We use **needn't** when something is not necessary.

*You needn't wash those glasses. They're clean.*

*We needn't make sandwiches. There's a café.*

*You needn't wear your best clothes. You can wear what you like.*

## 2 Don't have to and don't need to

We can use **don't have to** and **don't need to** when something is not necessary.

The meaning is the same as **needn't**.

*You don't have to / don't need to wash those glasses. They're clean.*

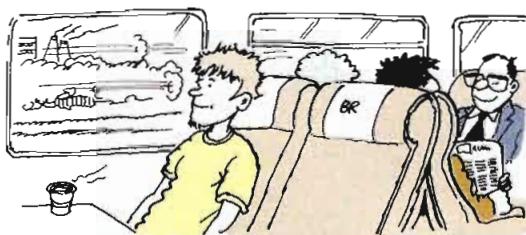
*Mark doesn't have to / doesn't need to finish the report today. He can do it at the weekend.*

For American usage see page 379.

For the past we use **didn't**.

*The food was free. We didn't have to pay/We didn't need to pay for it.*

## 3 Didn't need to or needn't have?



*Daniel hadn't booked a seat, but luckily the train wasn't full. He didn't need to stand.*

### DIDN'T NEED TO

We use **didn't need to** when something was not necessary. Standing was not necessary because there were seats.

*Mark didn't need to hurry. He had lots of time.*

*He drove slowly along the motorway.*

*We didn't need to go to the supermarket because we had plenty of food.*



*Trevor and Laura booked a table for dinner. But the restaurant was empty. They needn't have booked a table.*

### NEEDN'T HAVE

We use **needn't have** + a past participle for something we did which we now know was not necessary, e.g. booking a table.

*Mark needn't have hurried. After driving at top speed, he arrived half an hour early.*

*We needn't have gone to the supermarket. We already had a pizza for tonight.*

Sometimes we can use **didn't need to** when the action happened, even though it was not necessary.

*Mark didn't need to hurry, but he drove at top speed. He likes driving fast.*

## A Must, mustn't or needn't? (1)

Put in *must*, *mustn't* or *needn't*.

- Laura: You needn't ..... take an umbrella. It isn't going to rain.  
Trevor: Well, I don't know. It might do.  
Laura: Don't lose it then. You mustn't ..... leave it on the bus.
- 1 Vicky: Come on. We ..... hurry. We ..... be late.  
Rachel: It's only ten past. We ..... hurry. There's lots of time.
- 2 Claire: My sister and I are going a different way.  
Guide: Oh, you ..... go off on your own. It isn't safe. We ..... keep together in a group.
- 3 David: I'll put these cups in the dishwasher.  
Melanie: No, you ..... put them in there. It might damage them. In fact, we ..... wash them at all. We didn't use them.
- 4 Secretary: I ..... forget to type this letter.  
Mark: Yes, it ..... go in the post today because it's quite urgent. But the report isn't so important. You ..... type the report today.

## B Don't have to (2)

An old woman is talking to a reporter from her local newspaper. She is comparing life today with life in the past. Complete her sentences using *don't have to*, *doesn't have to* or *didn't have to*.

- We had to make our own fun in the old days. There wasn't any television then. These days people don't have to make their own fun.
- 1 There's so much traffic now. You have to wait ages to cross the road. In those days you .....  
2 I had to work long hours when I was young. But children today have it easy.  
They .....  
3 My father had to work in a factory when he was twelve. Just imagine! Today a twelve-year-old child .....  
4 There's so much crime today, isn't there? People have to lock their doors now. It was better in the old days when people .....  
5 We had to wash our clothes by hand. There weren't any washing-machines, you know. Nowadays people .....

## C Didn't need to or needn't have? (3)

Write the sentences using *didn't need to* or *needn't have*.

- The previous owners had already decorated the flat, so we didn't need to decorate it ourselves ..... (we / decorate / it / ourselves).
- 1 Luckily we were able to sell our old flat before we bought the new one,  
so ..... (we / borrow / any money).  
2 It was very hot yesterday, so I watered all the flowers.  
And now it's pouring with rain. ..... (I / bother).  
3 We've done the journey much more quickly than I expected.  
..... (we / leave / so early).  
4 A friend had already given me a free ticket to the exhibition,  
so ..... (I / pay / to go in).  
5 Service was included in the bill, so .....  
(you / tip / the waiter). It was a waste of money.

# 49 Should, ought to, had better and be supposed to

## 1 Introduction



## 2 Should and ought to

We use should and ought to to say what is the best thing or the right thing to do. There is no difference in meaning.

*You're not very well. Perhaps you **should** see a doctor.*

*Your uncle was very kind to me. I **ought to** write him a letter of thanks.*

*People **shouldn't** break/oughtn't to break their promises.*

We can also use should and ought to in questions to ask for advice.

*Where **should** I put this picture, do you think?*

*It's a difficult problem. How **ought** we **to** deal with it?*

After should or ought to we can use a continuous form (be + an -ing form).

*It's half past six already. I **should be cooking** the tea.*

*Why are you sitting here doing nothing? You **ought to be working**.*

## 3 Had better

We use had better to say what is the best thing to do in a situation.

*It's cold. The children **had better** wear their coats.*

*The neighbours are complaining. We'd **better** turn the music down.*

*My wife is waiting for me. I'd **better not** be late.*

We could also use should or ought to in these examples, although had better is stronger.

The speaker sees the action as necessary and expects that it will happen.

## 4 Be supposed to

We use be supposed to when we are talking about the normal or correct way of doing things.

*The guests **are supposed to** buy flowers for the hostess.*

*Look at these cars. This area **is supposed to** be kept clear of traffic.*

*The bus driver needs to concentrate. You're **not supposed to** talk to him.*

*How **am I supposed to** cook this? ~ It tells you on the packet.*

We can use was/were supposed to for the past.

*It's eleven o'clock. You **were supposed to** be here at ten thirty, you know.*

▷ 52.4 Shall used to ask for advice

# Practice

## A Should and ought to (2)

Put in *should*, *shouldn't*, *ought* or *oughtn't*. (Look for the word *to*.)

Vicky: I can't come out tonight, Rachel. I (►) *ought* ..... to do some more work. I'm behind with everything. I've got so much to do.

Rachel: You (1) ..... worry so much, Vicky. Don't panic. You (2) ..... to relax sometimes. You (3) ..... take a break.

Vicky: I know I (4) ..... panic, but I do. I can't help it.

Rachel: Anyway, you're doing OK, aren't you? Your results have been good.

You (5) ..... be pleased. You (6) ..... to invent problems for yourself.

## B Had better (3)

What would you say in these situations? Add a sentence with '*'d better (not)*' and the words in brackets.

► Vicky doesn't feel well. She's got a headache. What might you say to her? (an aspirin)  
*You'd better take an aspirin.*

- 1 You and Daniel are meeting Rachel. You've both arrived, but she isn't there yet. She is usually late. (wait) .....
- 2 Ilona is leaving her bike outside the swimming-pool. You know it won't be safe if she leaves it unlocked. (lock) .....
- 3 Some friends are going to visit you today. Your room is in a mess. What do you think? (tidy) .....
- 4 Nick is giving you a lift in his old sports car. There's a speed limit, and there's a police car behind you. (too fast) .....
- 5 There's an exam tomorrow. Neither you nor Rachel have done any work for it. (some revision) .....

## C Be supposed to (4)

Add a sentence using *be (not) supposed to* and these words:

*leave it outside, report to the police, stand in a queue, take two before meals, watch it*

► You shouldn't bring your bike in here. *You're supposed to leave it outside.*

- 1 I've got some pills. .....
- 2 Foreign visitors can't travel freely here. .....
- 3 Be careful waiting for a bus in England. .....
- 4 This film isn't for under-sixteens. .....

## D Should, ought to, had better and be supposed to (1-4)

Complete the conversation. Use *should*, *ought to*, *had better* or *be supposed to* and the verbs in brackets. Usually there is more than one correct answer.

Vicky: What time (►) *are we supposed to be* ..... (we / be) at the coffee morning?

Rachel: The invitation says ten o'clock.

Vicky: Well, it's ten now. (1) ..... (we / hurry).  
(2) ..... (we / not / be) late.

Rachel: Oh, it won't matter if we're a bit late.

Vicky: I think it would be rude, wouldn't it? I don't think people  
(3) ..... (arrive) late when they've been invited to something.

Rachel: You worry too much. (4) ..... (you / not / take)  
everything so seriously, Vicky. It's a coffee morning, not a job interview.  
(5) ..... (we / not / get) there exactly on time.

# 50 Asking people to do things

## 1 Polite requests

We can use can or could in a request, when we ask someone to do something.

*Can you keep me informed? ~ Yes, of course.*

*Could you lend me ten pounds until tomorrow? ~ Sorry, I haven't got ten pounds.*

*I wonder if you could explain something to me. ~ I'll try.*

Could is often more polite than can.

In a request we can also use Do you mind ...? or Would you mind...? with an -ing form.

*Do you mind waiting a moment? ~ No, I can wait.*

*Would you mind sitting in the back? ~ No, not at all.*

We can also use Would you like to ...?

*Would you like to lay the table for me? ~ Yes, of course.*

We do not use Do you like ...? for a request. NOT ~~Do you like to lay the table for me?~~

It is always worth taking the trouble to use one of these request forms in English. We do not normally say

*Lay the table for me.* This can sound very abrupt and impolite without a phrase like Could you ...?

## 2 The imperative

We can sometimes use the imperative form to tell someone what to do.

*Bring another chair. Hurry up or we'll be late.*

We form the negative with don't.

*Don't be silly. Don't make so much noise.*

We can use an imperative when we are with friends in an informal situation. But we do not use it to tell a stranger what to do in a more formal situation.

*Excuse me. Could you tell me the way to Oxford Street, please?*

*Would you mind sending me a copy of your catalogue?*

NOT ~~Send me a copy of your catalogue.~~

Even people in authority often avoid using the imperative to give orders. Instead they can use I want/I'd like you to ..., You must ..., or a polite request form.

Manager: *I want you all to be at the meeting.*

Policeman: *You must wait until you see the green light.*

Doctor: *Could you lie down on the bed, please?*

But we use an imperative in instructions and directions, in offers and invitations, and to express good wishes.

*Turn right at the crossroads. Have a biscuit.*

*Enjoy your holiday.*

## 3 Asking for things

We use Can I/we have...? and Could I/we have ...? when we ask someone to give us something.

*Can we have our room key, please? Could I have a receipt, please?*

We can also say Could you give me a receipt, please? but we do not use the imperative.

When we ask for something in a shop or a café, we can simply name what we want, but we must say please.

*A large white loaf, please. Two coffees, please.*

We can also use I'd like ... or I'll have ...

*I'd like a chicken sandwich, please. I'll have a coffee.*

▷ 45 Can and could for permission ▷ 52.2 Would like

# Practice

## A Asking people to do things (1–3)

Complete these sentences and write them in: *Can I ... a fork, please? Could ... have a towel, ...? Could you ... the ... for me? Would you ... answering the phone?*



► Could you open the door for me?

1 ..... 2 ..... 3 .....

## B Asking people to do things (1–3)

Mr Atkins is the boss at Zedco. He tells everyone what to do. Complete his sentences. Use these words: *can, could, have, like, mind, must, want, wonder, would*

► Would you mind ..... making some tea, Alan?

1 You ..... inform me of any developments.

2 Could I ..... the latest sales figures, please?

3 Would you ..... to arrange a meeting some time next week, Fiona?

4 I ..... everyone to read the report.

5 ..... I see the file, please, Mark?

6 ..... you mind putting this in writing?

7 I ..... if you could translate this letter, Linda.

8 ..... you meet our customer at the airport?

## C Asking people to do things (1–3)

Read about each situation and then make a request. Use the word in brackets.

► It is cold in the restaurant. Ask the waiter to shut the window. (could)

Could you shut the window, please?

1 You are buying a coat. Ask the assistant for a receipt. (can)

2 You want to know the time. Ask someone in the street. (could)

Excuse me.

3 You need someone to help you. Ask a friend. (can)

4 You have bought some food, but you haven't got a bag. Ask the assistant. (could)

5 You are carrying a tray. Ask someone to clear a space on the table. (mind)

6 You are on the phone. You want to speak to the manager. (could)

# 51 Suggestions, offers and invitations

## 1 Suggestions

We can use Shall we ...? or Let's to make a suggestion.

*It's a lovely day. Shall we go for a walk? ~ Yes, OK.*

*Let's play some music. ~ Good idea.*

We can also use could for a suggestion.

*We could watch this comedy on TV tonight. ~ Well, actually I've seen it before.*

*You could invite a few friends around. ~ Yes, why not?*

We can also use Why don't ...?

*Why don't we have a look round the market?*

To ask for a suggestion we use shall, should or can.

*Where shall/should we go for our holiday? ~ What about Spain?*

*What can I get Claire for her birthday? ~ I've no idea.*

## 2 Offers

We can use will or can to offer to do something.

*I'll carry your bag. ~ Oh, thanks.*

*We can give you a lift. ~ Oh, that would be great. Thank you.*

We can also use question forms with shall or can.

*Shall we pay you the money now? ~ Oh, there's no hurry.*

*Can I get a taxi for you? ~ Yes, please.*

To offer food or drink, we use would like.

*Would you like one of these chocolates? ~ Yes, please. Thank you.*

*Would anyone like more coffee? ~ No, thanks.*

We can also use Will/Won't you have ...?

*Will you have a biscuit? ~ Thank you.*

*Won't you have something to drink? ~ Not for me, thank you.*

In informal speech we can use the imperative.

*Have a biscuit. ~ Thank you.*

## 3 Invitations

The words we use in invitations are similar to those we use in offers of food and drink (see 2).

To invite someone, we often use Would you like to ...?

*Would you like to have lunch with us? ~ Yes, I'd love to. Thank you.*

Would like can have a verb with to after it, or an object with a noun.

*Would you like to stay the night. ~ Oh, that's very kind of you.*

*Would you like a bed for the night? ~ Are you sure it's not too much trouble?*

We can also use Will/Won't you ...?

*Will you join us for coffee? ~ Yes. Thanks.    Won't you sit down?*

In informal speech we can use the imperative.

*Come and have coffee with us.    Please sit down.*

▷ 52 Will, would, shall and should

# Practice

## A Suggestions, offers and invitations (1–3)

Put the words in the right order and write in the sentences:

post / for you / I'll / that letter

for a minute / shall / stop / we

have / one of these / won't / you

a game / like / would / you



► Won't you have one of these?

1

2

3

## B Suggestions and offers (1–2)

Complete the conversation. Put in *could*, *shall*, *will* or *would*.

Daniel: Where (►) shall ..... we have our picnic, then?

Rachel: This looks all right. (1) ..... we sit here?

Emma: Oh, I've forgotten the sausages. They're in the car.

Matthew: (2) ..... I get them?

Emma: Oh, thanks, Matthew.

Vicky: We (3) ..... sit by those trees. It looks nicer over there.

Rachel: No, it's fine here.

Daniel: Yes, it's better here, I think.

Emma: (4) ..... you like a sandwich, Vicky?

Vicky: Oh, thank you.

Emma: (5) ..... you have one, Rachel?

Matthew: And here are the sausages. (6) ..... anyone like one?

## C Suggestions, offers and invitations (1–3)

What would you say? There is more than one correct answer.

► A friend has called at your flat. Invite him to come in.

Would you like to come in?

1 Offer your visitor a cup of tea.

2 You don't know what to say in your letter. Ask your friend for a suggestion.

3 You are walking in town with a friend. Suggest having a cup of coffee.

4 A woman you know is afraid to walk home alone. Offer to walk home with her.

5 You are writing to a friend. Invite her to visit you one weekend.

# 52 Will, would, shall and should

## 1 Will and would for predictions

We can use **will** for a prediction (see Unit 25.3).

*It's midnight, and Sarah is still working. She'll be tired tomorrow.*

*We're going to Cornwall for the weekend. ~ That'll be nice.*

*Wait a minute while I send this e-mail. It won't take long.*

We use **would** for a past prediction or a prediction about a possible situation.

Past: *At midnight Sarah was still working. She would be tired the next day.*

Possible: *How about going to Cornwall next weekend? ~ That would be nice.*

*I wouldn't enjoy a camping holiday.*

We can use **shall** instead of **will**, and **should** instead of **would**, but only in the first person, after **I** and **we**.

*I will/shall be twenty-five in June.*

*We would/should like to meet your family. But NOT *My friend should like ...**

Shall and should are a little formal here.

## 2 Would like

We can use **would like**, usually shortened to **'d like**, when we ask for something.

*I'd like a brochure, please. We'd like to order our drinks first.*

This is a more polite way of saying *I want a brochure*, for example.

We also use **would like** in offers and invitations.

*Would you like a free gift? Would you like to visit the museum with us?*

## 3 Decisions and refusals

We can use **will** for an instant decision or for an offer.

Decision: *Tea or coffee? ~ I'll have coffee, please.* (see Unit 23.2)

Offer: *I'll wait for you if you like. ~ Oh, thanks. I won't be long.*

We use **won't** and **wouldn't** for a refusal.

*The strikers won't go back to work until they get a pay increase.*

*The key went in the lock, but it wouldn't turn.*

**I won't ...** is a strong refusal.

*I won't listen to any more of this nonsense.*

## 4 Shall and should

We use **Shall I ...?** in offers and **Shall we ...?** in suggestions.

Offer: *Shall I wait for you? ~ Oh, thanks. I won't be long.*

Suggestion: *Shall we go to the park? ~ Good idea.*

We also use **shall** to ask for a suggestion.

*What shall we have for lunch?*

We use either **shall** or **should** to ask for advice.

*I'm in terrible trouble. What shall/should I do?*

We use **should** to say what is the best thing or the right thing to do.

*People should exercise regularly.*

*You shouldn't spend all your money as soon as you've earned it.*

# Practice

## A Will and would (1–2)

Complete the conversation. Put in *will*, *won't*, *would* or *wouldn't*.

- Emma: We (►) won't ..... be here next September. It's hard to believe, isn't it?  
In a few months our student days (1) ..... be over.
- Matthew: It (2) ..... be long now. I wish I had a job. Then I  
(3) ..... know where I was going.
- Emma: Who knows what the future (4) ..... bring?
- Matthew: Why don't we get married, Emma? Then at least we (5) ..... be together.
- Emma: I don't think so, Matthew. It (6) ..... be a good idea.
- Matthew: I couldn't live without you, Emma.
- Emma: I really (7) ..... like to believe you, Matthew.

## B Some other uses of will and would (2–3)

Complete the conversations. Put in *will*, *won't*, *would* or *wouldn't* with these verbs:  
eat, give, go, help, let, like, open, stand

- Vicky: Have you noticed how thin Jessica has got?  
Rachel: She's on a diet. She won't eat ..... anything except carrots.
- 1 Harriet: Mike and I ..... you get everything ready.  
Mike: Yes, we're quite willing to lend a hand.
- 2 Laura: You're late. I thought you were going to leave work early today.  
Trevor: Sorry. The boss ..... me go.
- 3 Mark: Sarah and I ..... you a lift, Mike.  
Sarah: Yes, we're going your way.
- 4 Harriet: I heard Rita has quarrelled with her boyfriend.  
Melanie: That's right. If he's invited to the party, she .....
- 5 Vicky: I've had enough of table tennis for one day.  
Rachel: OK. Maybe Daniel ..... a game with me.
- 6 Trevor: What's wrong with the washing-machine?  
Laura: When I tried to use it earlier, the door .....
- 7 Mike: This lamp is always falling over.  
Harriet: It ..... up properly.

## C Will, would, shall and should (1–4)

What would you say? Use *will*, *would*, *shall* or *should*.

- Offer to make the tea.  
Shall I make the tea? .....
- 1 Suggest going to the swimming-pool.  
.....
- 2 Refuse to take any risks.  
.....
- 3 Say politely that you want a shower.  
.....
- 4 Tell someone it's best they don't decide in a hurry.  
.....
- 5 Predict the end of the world in the year 3000.  
.....

# 53 It may/could/must have been, etc.

## 1 Introduction

Vicky, Emma and Matthew are at a club in town.

Vicky: *Where's Daniel? He **should have been** here half an hour ago.*

Emma: *He **may have got** lost. It isn't easy to find this place.*

Matthew: *He **could have forgotten** all about it, I suppose.*

Emma: *He **can't have forgotten**. We were talking about it this morning.*

Matthew: *Well, something **must have delayed** him.*

We can use a modal verb with the perfect (have + a past participle).

We use this structure to talk about possible past events.

## 2 May have, might have and could have

We use these forms to say that possibly something happened in the past.

*He **may have got** lost. (= Perhaps he has got lost.)*

*You **might have left** your keys at work. (= Perhaps you left them at work.)*

*Someone **could have stolen** them. (= It is possible that someone stole them.)*

We also use could have for an opportunity that we didn't take or a possible result that didn't happen.

*We **could have gone out somewhere**, but we were too tired.*

*You were very lucky. There **could have been** a terrible accident.*

## 3 May not have, might not have and couldn't have

Compare these different uses.

### MAY/MIGHT NOT HAVE

Possibly something did not happen.

*Daniel **may not have caught** the bus. I expect he missed it.*

(Perhaps he didn't catch it.)

*I **might not have locked** the door.*

(Perhaps I didn't lock it.)

### COULDN'T HAVE

It is impossible that something happened.

*Daniel **couldn't have caught** the bus. It doesn't run on Sundays.*

(It is impossible for him to have caught the bus.)

## 4 Must have and can't have

Must and can't are opposites.

### MUST HAVE

*My watch says it's only ten past two. It **must have stopped**.*

I realize it is certainly true that my watch has stopped.

### CAN'T HAVE

*You've only spent five minutes on that job. You **can't have done** it properly.*

I realize it is impossible that you did the job properly.

## 5 Should have and ought to have

We use these forms when someone didn't do the right thing.

*We didn't play very well. We **should have played** better.*

*I got lost. ~ Sorry. I **ought to have drawn** you a map.*

*It was a lovely old building. They **shouldn't have knocked** it down.*

▷ 29.1 Will have done

▷ 46 May, might, could, must, can't

▷ 48.3 Needn't have

▷ 49 Should, ought to

▷ 146 Would have

# Practice

## A It may/could/must have been, etc. (2–4)

Look at each conversation and choose the best sentence, a) or b).

- Has the car broken down? ~ Well, we may have run out of petrol.  
a)  I'm sure there's no petrol left. b)  I think there's no petrol left.
- 1 You could have had a free holiday. ~ Yes, we could, but the dates weren't convenient.  
a)  We had a free holiday. b)  We didn't have a free holiday.
- 2 Did you record the programme? ~ I can't remember. I might not have done.  
a)  I'm not sure if I recorded it. b)  I certainly didn't record it.
- 3 Can't you find that newspaper? ~ No, someone must have thrown it away.  
a)  It was necessary to throw it away. b)  I realize now that it was thrown away.

## B Should and ought to (5 and Unit 49.2)

Complete the replies. Use *should/ought to* or *should have/ought to have*.

- Rita: Tom's car was stolen. He hadn't locked it.  
David: I suppose it's his fault then. *He should have locked it.*
- Tom: I can't sleep sometimes. My neighbours play music all night.  
Melanie: That's a nuisance. *They shouldn't play music all night.*
- 1 Mark: The picnickers left litter everywhere.  
Sarah: That's awful. ....
- 2 Emma: Jessica isn't very friendly, is she? She never says hello to people.  
Matthew: I know. ....
- 3 Rachel: I don't think Daniel's going to get that job. He was late for the interview.  
Natasha: That can't have looked very good. ....
- 4 Daniel: Did you see Vicky crossing the road? She didn't look.  
Emma: She could have been killed. ....

## C It may/could/must have been, etc. (2–5)

Complete the conversation. Use *can't have*, *might have*, *must have* and *shouldn't have*.

- Harriet: There's a parcel outside. The postman (►) *must have left* (leave) it.  
Mike: Well, (1) ..... (he / leave) it outside. He isn't supposed to do that. Someone (2) ..... (take) it. Why didn't he ring the bell?  
Harriet: He always rings. (3) ..... (you / be) out when he came.  
Mike: I haven't been out. So (4) ..... (he / ring) the bell.

## D It may/could/must have been, etc. (2–5)

Complete the sentences. The second person agrees with the first. Use *might have*, *couldn't have*, etc.

- Matthew: I'm sure the computer didn't make a mistake. That's impossible.  
Emma: No, of course *the computer couldn't have made a mistake.*
- 1 Mark: I can't see the letter here now. So clearly someone posted it.  
Alan: Yes, ....
- 2 Natasha: It's possible Emma didn't hear the alarm.  
Rachel: Well, I suppose ....
- 3 Sarah: Henry drove at 100 miles an hour. Don't you think that's dangerous?  
Mark: Yes, I do. ....
- 4 Daniel: I just don't believe that Andrew has failed the exam.  
Vicky: Andrew? Impossible! ....

# Test J: Modal verbs

## A

Decide which word is correct.

- Could ..... I have some more tea, please?  
a) Could b) Shall c) Will d) Would
- 1 Everyone's asleep. We ..... make a noise.  
a) couldn't b) mustn't c) needn't d) wouldn't
- 2 ..... you like to go for a ride with us?  
a) Do b) Should c) Will d) Would
- 3 I wonder if this is the right way. It ..... not be.  
a) can b) could c) might d) must
- 4 I don't think I want to see this film. ~ Oh, I think you ..... enjoy it.  
a) can b) shall c) will d) would
- 5 I'm quite happy to walk. You ..... drive me home.  
a) don't b) haven't c) mustn't d) needn't
- 6 ..... I show you the way? ~ Oh, thank you.  
a) Do b) Shall c) Will d) Would
- 7 It's late. I think we ..... better go.  
a) had b) have c) should d) would
- 8 We all tried to push the van, but it ..... move.  
a) can't b) couldn't c) won't d) wouldn't

## B

Some of these sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick (✓). If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.

- I won't be able to come to the meeting. ✓
- We didn't needn't have watered the garden because it's raining. didn't
- 1 Would you like to be in the team?
- 2 Did people have to bring their own sleeping-bags?
- 3 I could to ski when I was quite young.
- 4 Would you mind for checking these figures?
- 5 We may be go swimming tomorrow.
- 6 I knew that I would be sorry later.
- 7 If you had fallen, you could have been hurt yourself.
- 8 We're not supposed to use this entrance.
- 9 You don't have to do all the work yourself.
- 10 Anna wasn't be allowed to take photos.

## C

Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

- Perhaps Susan knows the address. (may)

Susan may know the address.

- 1 We should be careful. (ought)

- 2 I managed to finish all my work. (able)

- 3 I realize that it was a terrible experience for you. (must)

4 It's against the rules for players to have a drink. (allowed)

5 The best thing for you to do is sit down. (better)

6 The report must be on my desk tomorrow morning. (has)

7 It is possible that Joanne did not receive my message. (might)

8 It's impossible for Martin to be jogging in this weather. (can't)

9 Tessa wants a cup of coffee. (like)

10 It was not necessary for Nancy to clean the flat. (didn't)

## D

Say what the speaker is doing. After each sentence write one of the phrases from the box.

<i>asking for advice</i>	<i>giving an order</i>	<i>making a suggestion</i>	<i>refusing permission</i>
<i>asking permission</i>	<i>inviting</i>	<i>offering food</i>	
<i>expressing a wish</i>	<i>making a request</i>	<i>offering to help</i>	

► Will you have a piece of cake?

*offering food*

1 May I sit down?

.....

2 You must report to me every day.

.....

3 What jobs should I apply for?

.....

4 Would you like to spend the day with us?

.....

5 Shall I do the washing-up?

.....

6 Shall we sit outside?

.....

7 I'm sorry. You can't park here.

.....

8 Could you fill in this form, please?

.....

9 We really must have a nice big party.

.....

## E

Here is some information for visitors to New York City.

Write the missing words. Use one word only in each space.

Before you travel to the US, you (►) must ... find out what documents you need. You'll probably (1) ..... to get a visa, but there are different rules for different nationalities.

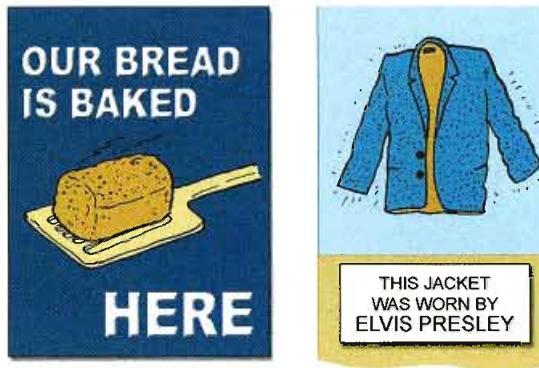
For example, you (2) ..... need to show that you have enough money with you.

But there's one rule you can be sure about: everyone (3) ..... to show their passport. The roads in New York are very busy, but don't worry – you (4) ..... get around cheaply and easily by subway. Remember that you are not (5) ..... to smoke on public transport or in shops. And don't forget either that you are (6) ..... to tip taxi drivers and waiters. New York is not the most dangerous city in the US, but you really (7) ..... walk along empty streets at night. And it is safer if you are (8) ..... to travel around in a group.

# 54 Passive verb forms

## 1 Introduction

A passive verb is a form of **be** + a past participle, e.g. **is baked**, **was worn**. Some participles are irregular (see pages 382–3).



## 2 Summary of verb tenses

	ACTIVE	PASSIVE
Present Simple:	<i>We <b>bake</b> the bread here.</i>	<i>The bread <b>is baked</b> here.</i>
Present Continuous:	<i>We <b>are baking</b> the bread.</i>	<i>The bread <b>is being baked</b>.</i>
Present Perfect:	<i>We <b>have baked</b> the bread.</i>	<i>The bread <b>has been baked</b>.</i>
Past Simple:	<i>We <b>baked</b> the bread yesterday.</i>	<i>The bread <b>was baked</b> yesterday.</i>
Past Continuous:	<i>We <b>were baking</b> the bread.</i>	<i>The bread <b>was being baked</b>.</i>
Past Perfect:	<i>We <b>had baked</b> the bread.</i>	<i>The bread <b>had been baked</b>.</i>

We form negatives and questions in the same way as in active sentences.

*The bread **isn't baked** in a factory.*   *The jacket **hasn't been worn** for years.*

*Where **is the bread baked?***   *Has the jacket **ever been worn** by anyone else?*

## 3 The future and modal verbs in the passive

We use **be** + a past participle after will, be going to, can, must, have to, should, etc.

*The gates **will be closed** this evening.*   *This rubbish **should be thrown away**.*

*The machine **has to be repaired**.*   *The news **might be announced** soon.*

*Seats **may not be reserved**.*   *How **can the problem be solved?***

	ACTIVE	PASSIVE
Future:	<i>We <b>will bake</b> the bread next.</i> <i>We <b>are going to bake</b> the bread.</i>	<i>The bread <b>will be baked</b> next.</i> <i>The bread <b>is going to be baked</b>.</i>
Modal verb:	<i>We <b>should bake</b> the bread soon.</i> <i>We <b>ought to bake</b> the bread.</i>	<i>The bread <b>should be baked</b> soon.</i> <i>The bread <b>ought to be baked</b>.</i>

## 4 The passive with get

We sometimes use **get** in the passive instead of **be**.

*Lots of postmen **get bitten** by dogs.*   *I'm always **getting chosen** for the worst jobs.*

*Last week Laura **got moved** to another department.*

**Get** is informal. We often use it for something happening by accident or unexpectedly.

In negatives and questions in the Present Simple and Past Simple, we use a form of **do**.

*The windows **don't get cleaned** very often.*   *How **did the painting get damaged?***

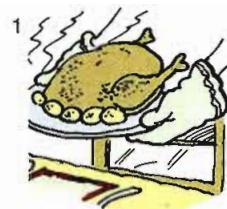
We also use **get** in these expressions: **get dressed/changed**, **get washed** (= wash oneself), **get engaged/married/divorced**, **get started** (= start), **get lost** (= lose one's way).

*Emma and Matthew **might get married**.*   *Without a map we soon **got lost**.*

# Practice

## A Present Continuous passive (2)

Look at the pictures and say what is happening. Use these subjects: the car, dinner, a flag, some houses, the seals. Use these verbs: build, feed, raise, repair, serve.



► The car is being repaired.

1 ..... 3 .....

2 ..... 4 .....

## B Passive verb tenses (2)

Complete the information about Barford Hall. Put in the correct form of these verbs.

► <b>build</b> (Past Simple)	2 <b>use</b> (Past Continuous)	4 <b>not look</b> (Past Perfect)	6 <b>use</b> (Present Simple)
1 <b>own</b> (Present Simple)	3 <b>buy</b> (Past Simple)	5 <b>do</b> (Present Perfect)	

The building at the end of the High Street is Barford Hall, which (►) was built ..... in 1827. Today the Hall (1) ..... by Bardale Council. It (2) ..... as a warehouse when it (3) ..... by the Council in 1952, and it (4) ..... after very well. Since then a lot of work (5) ..... on it, and these days the Hall (6) ..... as an arts centre.

## C The future and modal verbs in the passive (3)

A press conference is being held. Put in the correct form of the verbs.

- Reporter: Can this new drug prolong human life?  
Professor: Yes, we believe that human life can be prolonged ..... by the drug.
- 1 Reporter: Are you going to do any more tests on the drug?  
Professor: Yes, further tests ..... soon.
- 2 Reporter: What ..... the drug ..... ?  
Professor: It will be called Bio-Meg.
- 3 Reporter: Can people buy the drug now?  
Professor: No, it ..... by the public yet.
- 4 Reporter: Do you think the company should sell this drug?  
Professor: Yes, I think Bio-Meg ..... to anyone who wants it.

## D The passive with get (4)

Put in get or got and the past participle of these verbs: break, change, divorce, hurt, lose

- If we're going out to the theatre, I'd better get changed ..... .
- 1 Daniel ..... when he tried to break up a fight.
- 2 I know the way. We won't ..... .
- 3 You'd better wrap up the glasses, so they don't ..... .
- 4 They were only married a year before they ..... .

# 55 Active and passive (1)

## 1 What is the sentence about?

Compare these two entries in an encyclopedia.

### Alexander Graham Bell

A British inventor who went to live in Canada and then the USA. Bell invented the telephone.

### Telephone

An apparatus with which people can talk to each other over long distances. The telephone was invented by Alexander Graham Bell.

Look at these two sentences.

#### ACTIVE

*Bell invented the telephone.*

#### PASSIVE

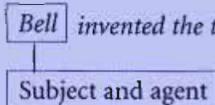
*The telephone was invented by Bell.*

The two sentences have the same meaning, but they are about different things. One sentence is about Bell, and the other is about the telephone. Each sentence begins with the subject. The subject is the starting-point of the sentence, the thing we are talking about. The new information about the subject comes at the end of the sentence.

We say *Bell invented the telephone* because we are talking about Bell, and the new information is that he invented the telephone.

When the subject is the person or thing doing the action (the agent), then we use an active verb.

#### ACTIVE

*Bell invented the telephone.*

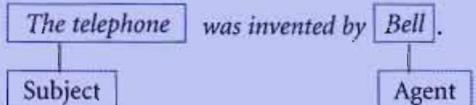
Subject and agent

The subject (Bell) is the agent.

We say *The telephone was invented by Bell* because we are talking about the telephone, and the new information is that it was invented by Bell.

When the subject is not the agent (is not doing the action), then we use a passive verb.

#### PASSIVE

*The telephone was invented by Bell.*

Subject

Agent

The subject (the telephone) is not the agent. It is the thing that the action is directed at.

## 2 The passive and by the police, in 1876, etc.

In a passive sentence, when we want to say who or what did the action, we use *by*.

*On our way home we were stopped by the police.*   *The new hospital will be opened by the Queen.*

*The paper was all blown away by the wind.*

We can give other details about the action. For example, we can use a phrase saying when or where something happens.

*The telephone was invented in 1876.*   *The visitors will be driven to the airport.*

*The concerts are usually held at the university.*

Sometimes there is no phrase after the verb.

*A new swimming-pool is being built.*   *All the documents have been destroyed.*

For more details see Unit 56.

# Practice

## A Active or passive verb? (1)

Choose the correct verb forms in this news report about a storm.

Millions of pounds' worth of damage (►) has caused/has been caused by a storm which (1) swept/was swept across the north of England last night. The River Ribble (2) burst/was burst its banks after heavy rain. Many people (3) rescued/were rescued from the floods by fire-fighters, who (4) received/were received hundreds of calls for help. Wind speeds (5) reached/were reached ninety miles an hour in some places. Roads (6) blocked/were blocked by fallen trees, and electricity lines (7) brought/were brought down, leaving thousands of homes without electricity. 'Everything possible (8) is doing/is being done to get things back to normal,' a spokesman (9) said/was said.

## B By the police, etc. (2)

In each of these sentences underline who or what is doing the action (the agent).

- The traffic was all heading out of town.  
1 The photo was taken by my brother.  
2 The water was pouring out of the hole.  
3 A policeman has been murdered by terrorists.  
4 We were woken by the alarm.  
5 The guide led a group of tourists around the castle.  
6 The dog has bitten several people.

## C Active and passive (1–2)

You are telling a friend some news. Use the notes and complete the second sentence.

Sometimes you need to use the active and sometimes the passive.

- (Past Simple: Claire / go / to Florida / last month)  
You remember Claire? She went to Florida last month.  
► (Present Perfect: send / our luggage / to Australia)  
Bad news about our luggage. It's been sent to Australia.  
1 (Past Simple: Claude Jennings / win / the quiz competition)  
Did you hear about the quiz competition? It .....  
2 (Past Simple: Mrs Miles / do / a parachute jump / last week)  
You know Mrs Miles? She .....  
3 (Present Perfect: a bull / attack / David)  
Have you heard about David? He's .....  
4 (Present Continuous: build / the house)  
Trevor and Laura have bought a house. It's still .....  
5 (Present Simple: Andrew / like / Jessica)  
Did I tell you about Andrew? He .....  
6 (Present Perfect: throw away / your stamp collection)  
Bad news about your stamp collection. It's .....  
7 (Present Perfect: Martians / kidnap / my neighbours)  
Did I mention my neighbours? They've .....  
8 (Past Simple: five people / see / the ghost)  
Did you hear about the ghost? It .....

# 56 Active and passive (2)

## 1 The passive and the agent

In a passive sentence, we sometimes mention the agent (the person or thing doing the action). We use **by** with the agent.

*The cheque must be signed by the manager.*

*The medals were presented by Nelson Mandela.*

But we mention the agent only if it is important for the meaning of the sentence.

Sometimes we do not mention it.

1 We do not mention the agent if it does not add any new information.

*All our money and passports were stolen.*

*A man was arrested last night.*

We do not need to say that the money was stolen 'by a thief' or that the man was arrested 'by the police'.

2 We do not mention the agent if it is not important.

*The streets are cleaned every day.*

*Oil has been discovered at the North Pole.*

Who discovered the oil is less important than the fact that it is there.

3 It is sometimes difficult to say who the agent is.

*This kind of jacket is considered very fashionable these days.*

*A number of attempts have been made to find the Loch Ness monster.*

## 2 Empty subjects (they, people, etc.)

Compare these two sentences.

### ACTIVE

*They clean the streets every day.*

### PASSIVE

*The streets are cleaned every day.*

The new and important information is how often the streets are cleaned. We are not interested in saying who cleans them. In the active sentence we can use the 'empty subject' **they**. We sometimes use a sentence with an empty subject instead of the passive, especially in conversation.

We can also use the empty subjects **people**, **you**, **one** and **someone**.

### ACTIVE

*People use this footpath all the time.*

*You/One should check the details.*

*Someone took my purse.*

### PASSIVE

*This footpath is used all the time.*

*The details should be checked.*

*My purse was taken.*

## 3 When do we use the passive?

We use the passive in both speech and writing, but it is more common in writing.

We see it especially in textbooks and reports. We use it to describe activities in industry, science and technology, and also for official rules.

*Bananas are exported to Europe.*   *The liquid is heated to boiling point.*

*Payment can be made at any post office.*   *Cars left here will be towed away.*

In these situations, it is often not important to say who is doing the action, or it is difficult to say.

The passive is also often used in news reports.

*A number of political prisoners have been released.*

*Talks will be held in London next week.*

# Practice

## A The passive and the agent (1)

Laura is writing to a friend. This is part of her letter.

Someone broke into our house at the weekend. The burglar took some jewellery. But luckily he didn't do any damage. A very nice young police officer interviewed me. Detectives found some fingerprints, and the police computer identified the burglar. Police have arrested a man and are questioning him. But they haven't found the jewellery.

Now complete the passive sentences in this conversation. Use a phrase with *by* only if it adds information.

Laura: Our house (1) was broken into at the weekend.

Melanie: Oh no!

Laura: Some jewellery (1) ..... But luckily no damage (2) .....

Melanie: Did the police come and see you?

Laura: Yes, they did. I (3) .....

Melanie: I don't suppose they know who did it.

Laura: Well, amazingly they do. Some (4) ..... , and the (5) .....

A man (6) ..... and (7) .....

Melanie: Wonderful.

Laura: There's only one problem. The (8) .....

## B Active or passive sentence? (1)

Write a paragraph from the notes about the first motor car. Some sentences are active and some are passive. Use a phrase with *by* only if it adds information.

- |  |  |
|--|--|
| ► a Belgian called Etienne Lenoir / make / the first motor car | The first motor car was made by a Belgian called Etienne Lenoir. |
| 1 but / Lenoir / not produce / many cars / for sale            | But Lenoir .....   |
| 2 a German called Karl Benz / start / commercial production    | Commercial .....   |
| 3 people / now / see / Benz / as the father / of the motor car | Benz .....   |

## C Empty subjects (2)

Reply to what people say. Use the subject in brackets.

- |   |       |
|---|-------|
| ► Daniel: The bus fares have been increased. (they)             |       |
| Vicky: What? You mean they've increased the bus fares again!    |       |
| 1 Melanie: Bicycles should be used for short journeys. (people) |       |
| David: Yes, I agree.  | ..... |
| 2 Emma: A new source of energy has been discovered. (someone)   |       |
| Daniel: What? Did you say that .....                            |       |
| 3 Rachel: This building is going to be knocked down. (they)     |       |
| Vicky: Well, no one told me that .....                          |       |
| 4 David: Eggs shouldn't be kept in a freezer. (you)             |       |
| Tom: Really? I didn't know .....                                |       |
| 5 Vicky: Why isn't litter put in the bin? (people)              |       |
| Emma: Exactly. Why don't .....                                  |       |

# 57 Special passive structures

## 1 I was given ...

Look at these sentences.

*Henry gave some flowers to Claire.*   *Henry gave Claire some flowers.*

An active sentence with a verb like give can have two different structures (see Unit 3).

If we use a passive sentence, either some flowers or Claire can be the subject.

**Some flowers were given to Claire.**

This is about the flowers, and it tells us who received them.

**Claire was given some flowers.**

This is about Claire, and it tells us what she received.

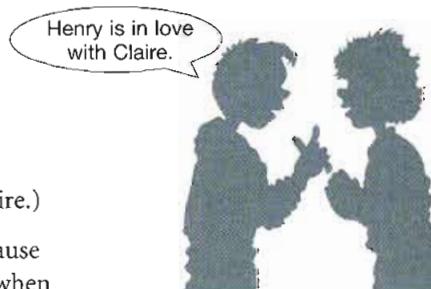
It is quite normal in English for a person to be the subject in a passive sentence like the one about Claire.

*Mike was sent tickets for the concert.*   *My wife is paid more than I am.*

*Andrew has been awarded a prize for his essay.*

We can use the following verbs in this structure: allow, award, fed, give, grant, hand, leave (in a will), lend, offer, owe, pay, promise, sell, send, show, teach

## 2 It is said that ...



***It is said that Henry is in love with Claire.***

(= People say that Henry is in love with Claire.)

We can use the structure **it + passive verb + clause** with verbs of reporting. We use this structure when we cannot say or do not need to say who the speaker is, for example in news reports.

*It is thought that the company is planning a new advertising campaign.*

*It was reported that the President had suffered a heart attack.*

*It has been agreed that changes to the scheme are necessary.*

Here are some verbs we can use in this structure: agree, allege, announce, assure, believe, consider, decide, expect, explain, hope, know, report, say, suggest, suppose, think, understand

## 3 He is said to ...

We can also use a subject + passive verb + to-infinitive.

*Henry is said to be in love with Claire.*

This structure is also used in news reports.

*United were expected to win.* (= People expected that they would win.)

*The company is thought to be planning a new advertising campaign.*

(= Someone thinks that it is planning a new advertising campaign.)

*The President was reported to have suffered a heart attack.*

(= Someone reported that he had suffered a heart attack.)

We can use the following verbs in this structure: believe, expect, find, know, report, say, think, understand

We often use be supposed to for things that people say.

*I might watch this programme. It's supposed to be very funny.*

# Practice

## A I was given ... (1)

Zedco managers are writing a report saying how well the company looks after its employees.

Write sentences from the notes. Put the important underlined information at the end of the sentence.

► useful work skills / they are taught to our staff

Our staff are taught useful work skills.

► people with initiative / they are given opportunities

Opportunities are given to people with initiative.

1 special training / it is given to new employees

2 staff who perform well / they are given extra payments

3 company shares / they are offered to most employees

4 six weeks' holiday / this is allowed to all Zedco staff

5 women who leave to have children / they are paid a full salary

## B It is said that ... (2)

Report these rumours. Instead of the active (e.g. *People say ...*) use the passive (e.g. *It is said that ...*).

► People say this.

The quiz champion  
Claude Jennings has lost  
his memory.

It is said that the quiz champion Claude Jennings has lost his memory.

1 Everyone expects this.

The soap opera  
'Round the Corner' will  
end next year.

It is ....

2 Journalists suppose so.

The footballer Wayne  
Johnson is earning £10  
million a year.

It is ....

3 Lots of people believe this.

The Prime Minister  
and his wife have  
separated.

It is ....

## C He is said to ... (3)

Now report the rumours in Exercise B like this.

► The quiz champion Claude Jennings is said to have lost his memory.

1 The soap opera 'Round the Corner' ....

2 ....

3 ....

# 58 Have something done

## 1 Introduction

Compare these situations.



*Claire decorated the room.*  
(She did the work herself.)



*Claire had the room decorated.*  
(A decorator did the work.)

We can use have in a passive structure. *Claire had the room decorated* means that she arranged for a decorator to do it for her as a professional service.

## 2 Form

Look at these examples.

	HAVE	SOMETHING	DONE	
You should	have	your car	serviced	regularly.
Mark usually	has	his suits	cleaned	at Superclean.
We	had	the television	repaired	only last year.
You've	had	your hair	cut.	
Our neighbours are	having	a new garage	built.	
Is Melanie	having	a new cooker	installed?	

Note that we can use the perfect or the continuous (have had, are having).

In negatives and questions in simple tenses, we use a form of do.

*Mark doesn't have his suits cleaned at Fastclean.*

*We didn't have new windows put in because it was too expensive.*

*Do you have your car serviced regularly? Where did you have your hair cut?*

## 3 Get something done

We can also use get something done.

*We must have another key made.* OR *We must get another key made.*

The sentences have the same meaning, but get is more informal than have.

Here are some more examples with get.

*Laura got her shoes repaired.* *We're getting the carpet cleaned.*

*Where did you get your hair cut?* *Do you get your heating checked every year?*

## 4 Have meaning 'experience'

We can use have in this structure with the meaning 'experience something', often something unpleasant.

*We had all our money stolen.* *The car had its mirror pulled off.*

# Practice

## A Have something done (1–2)

Look at the pictures and say what people are doing or what they did.

Use these phrases: *her photo, his windows, his car, her eyes, his hair*

Use these verbs: *clean, cut, repair, take, test*



- At the moment Trevor is having his hair cut.
- 1 Last week Mike .....
- 2 At the moment Melissa .....
- 3 Yesterday David .....
- 4 At the moment Rachel .....

## B Have something done (1–2)

Read about each situation and write sentences with *have something done*.

- Melanie is paying the man who has repaired her bicycle.  
Melanie has had her bicycle repaired.
- 1 David went to the hospital. A nurse bandaged his arm.
- 2 Daniel is going to the dentist. She's going to fill his tooth.
- 3 Laura is walking around town while her photos are being developed.

## C Get something done (3)

Look again at Exercise B. The jobs are all done now. Complete the questions using *get*.

- Mike: Where did you get your bicycle repaired, Melanie?
- 1 Harriet: Why .....
- 2 Emma: Where .....
- 3 Sarah: Where .....

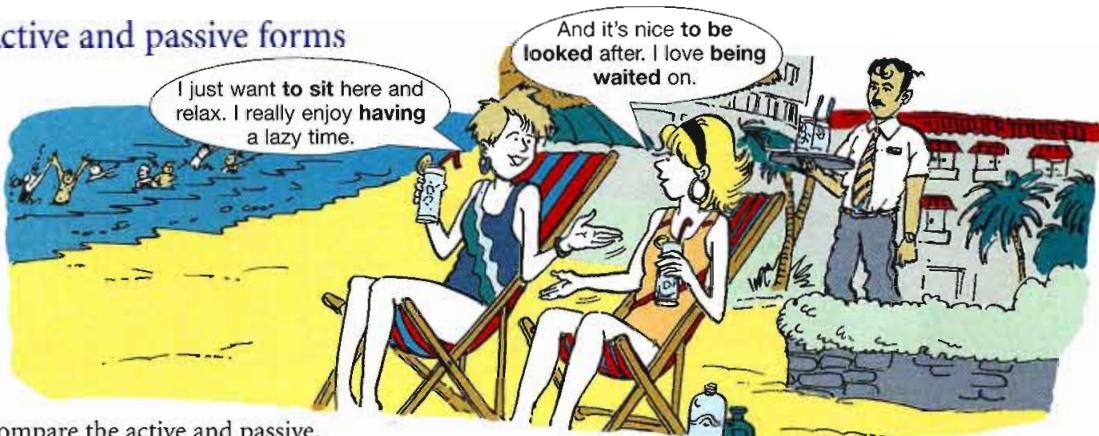
## D Have meaning ‘experience’ (4)

Say what happened to these people.

- Claire (whose luggage was searched in customs)  
Claire had her luggage searched in customs.
- 1 Tom (whose car was stolen from outside his house)
- 2 Rita (whose rent was increased by ten per cent)
- 3 David (whose electricity has been cut off)

# 59 To be done and being done

## 1 Active and passive forms



Compare the active and passive.

### ACTIVE

- to-infinitive: *I ought to meet Sarah at the airport.*  
-ing form: *I insist on meeting you at the airport.*  
(I meet people.)

### PASSIVE

- I hope to be met at the airport.*  
*I love being met at the airport.*  
(People meet me.)

Here are some more examples.

*I want to play volleyball. I hope to be chosen for the team.*

*The minister agreed to answer questions. He agreed to be interviewed on television.*

*Why did Tom keep making jokes about me? I don't enjoy being laughed at.*

*You say you remember telling me the news. But I certainly can't remember being told.*

An -ing form sometimes comes after a preposition.

*The postman complained about being attacked by Nick's dog.*

*Famous people get tired of being recognized everywhere they go.*

## 2 Active forms with a passive meaning

The active -ing form after need has a passive meaning.

*The bicycle needs oiling.* (= The bicycle needs to be oiled.)

*The windows need cleaning.* (= The windows need to be cleaned.)

We cannot use the passive -ing form here.

NOT *The bicycle needs being oiled.*

We sometimes use an active to-infinitive when we talk about a job to be done.

*I've got some letters to write today. We've got this bill to pay.*

Here we use the active (to write) because the subject of the sentence (I) is the person who has to do the job. But if the subject is not a person, then we use the passive infinitive.

*The letters are to be written today. The bill is to be paid without delay.*

*All this mess has to be cleared away. The goods have to be shipped.*

We can use the structure be + to-infinitive to give an order.

*The matter is to be given top priority. You're not to drive too fast.*

After the subject there, we can use either an active or a passive to-infinitive.

*There are some letters to write/to be written today. There's a bill to pay/to be paid.*

▷ 62 Verb + active to-infinitive or -ing form    ▷ 73 Preposition + active -ing form

# Practice

## A Passive forms (1)

A YOUNG MAN IS APPLYING FOR A JOB.

I hope the company invites me to an interview. I'm worried about them asking me difficult questions. I want them to take me seriously. I hope the company will offer me a job. I don't mind them paying me low wages at first. I'm willing for them to re-train me. I'd enjoy it if they sent me on business trips abroad. I would like the boss to give me a chance.



Report what the man says. Use the passive to-infinitive or -ing form.

- He hopes to be invited to an interview.
- He's worried about being asked difficult questions.

1 .....  
2 .....  
3 .....  
4 .....  
5 .....  
6 .....

## B Active and passive forms (1)

TV reporter Kitty Beamish is interviewing some workers who are protesting about not being paid enough. Complete the workers' statements. Put in an active or passive to-infinitive or -ing form.

- We want to be paid ..... (pay) better wages.
- 1 We don't enjoy ..... (use) as cheap labour.
- 2 We're tired of ..... (work) for low wages.
- 3 We expect ..... (treat) like human beings.
- 4 We don't want ..... (give) up all our rights.
- 5 We hope ..... (invite) to a meeting with the management.
- 6 We insist on ..... (take) seriously.

## C Active and passive forms (1-2)

Put in an active or passive to-infinitive or -ing form.

Jessica: Are you going to be busy today?

Andrew: Well, I've got a few things to do ..... (do).

I've got an essay (1) ..... (write).

And this room ought (2) ..... (tidy) up a bit.

This carpet needs (3) ..... (hoover).

Jessica: I've got some jobs (4) ..... (do), too.

Most of my clothes need (5) ..... (iron).

And I've got my project (6) ..... (finish) off.

I'm worried about (7) ..... (miss) the deadline.

It has (8) ..... (hand) in tomorrow.

I don't want (9) ..... (be) late with it.

Andrew: I don't remember (10) ..... (tell) when the project was due in.

Jessica: Why? Haven't you done it yet?

Andrew: Oh, yes. I handed it in ages ago.

# Test K: The passive

## A

Rewrite these sentences beginning with the underlined words.

- Thieves robbed a woman.

A woman was robbed.

- 1 They may ban the film.

- 2 They offered Nancy a pay increase.

- 3 We need to correct the mistakes.

- 4 Someone reported that the situation was under control.

- 5 They are testing the new drug.

- 6 We haven't used the machine for ages.

## B

Read the story and write the missing words. Use one word only in each space.

During periods of terrorist activity, people in Britain are always (►) being ..... warned to look out for bombs. Any bag or parcel without an owner (1) ..... seen as a risk to the public. Some time ago a cardboard box was found at the entrance to Bristol Zoo one day. It was noticed (2) ..... a visitor and reported to the director. Clearly, if it was a bomb and it went off, people might (3) ..... killed. So army bomb experts (4) ..... called in, and the box was safely blown up in a controlled explosion. Soon afterwards (5) ..... was reported that the box had (6) ..... left there by a boy wanting to find a new home for his pet rat. He was tired of the rat, he explained, but he was unwilling to (7) ..... it put to sleep by a vet, so he left it in a box outside the zoo. The director of the zoo is thought (8) ..... be unenthusiastic about looking after people's unwanted pets. No one knows what the rat thought about (9) ..... blown up.

## C

Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

- We have to test these products. (be)

These products have to be tested.

- 1 Pavarotti sang the song. (by)

- 2 Nigel's passport was stolen. (had)

- 3 They pay doctors a lot of money. (are)

- 4 I hope they'll interview me for the job. (to)

- 5 Someone was cleaning the floor. (being)

- 6 A mechanic is repairing Judy's car. (having)

- 7 Tessa lost her way. (got)  
.....
- 8 Everyone agreed that the plan should go ahead. (it)  
.....
- 9 When did they decorate your kitchen? (get)  
.....
- 10 They say exercise is good for you. (be)  
.....

## D

Which of the two sentences follows on best?

- There's going to be a big art exhibition.
- a)  A lot of visitors will be attracted to it. b)  It will attract a lot of visitors.
- 1 Our neighbours have got a cat and a dog.  
a)  A lot of mice are caught by the cat. b)  The cat catches a lot of mice.
- 2 Last night Martin dreamt he saw his dead grandmother.  
a)  A white dress was being worn by the ghost. b)  The ghost was wearing a white dress.
- 3 We've bought a new computer.  
a)  It can do the job much more quickly. b)  The job can be done much more quickly.
- 4 My grandfather is very ill.  
a)  He's being looked after in the local hospital. b)  The local hospital is looking after him.
- 5 We've completed the experiment.  
a)  The media will publish the results. b)  The results will be published in the media.

## E

Each of these sentences is incorrect. Write the correct sentence.

- ~~These nice glasses got break.~~

Those nice glasses got broken.

- 1 ~~The story was written Agatha Christie.~~  
.....
- 2 ~~Baseball do play at this stadium.~~  
.....
- 3 ~~This shirt needs iron.~~  
.....
- 4 ~~I got cut my hair yesterday.~~  
.....
- 5 ~~It believes that there is going to be a war.~~  
.....
- 6 ~~My parents divorce themselves last year.~~  
.....
- 7 ~~I've got a report to be written.~~  
.....
- 8 ~~To the winner was given a prize.~~  
.....
- 9 ~~This man on TV supposes to be the tallest person in the world.~~  
.....

# 60 Verb + to-infinitive

## 1 Introduction



After some verbs we can use a to-infinitive, e.g. decided to have, arranged to play. Here are some more examples.

*I expect to get my money back.*

*Sarah agreed to work late at the office.*

*We can't afford to go to Australia.*

*Are you hoping to get a job in London?*

*Melanie has offered to help us when we move house.*

We can put not before the to-infinitive.

*Some people just choose not to get married.*

*At least I managed not to lose my temper.*

With some other verbs we use an -ing form, not a to-infinitive (see Units 61 and 62).

*Mark has finished playing golf.*

## 2 Seem and appear

We can use a to-infinitive after seem and appear.

*Sarah seemed to be quite annoyed. The computer program appears to have a bug in it.*

*The person I spoke to didn't seem to know anything about the company's products.*

We can use a continuous or a perfect to-infinitive.

Continuous: *Andrew seems to be studying even harder these days.*

Perfect: *David appeared to have hurt himself.*

## 3 Tend, manage and fail

We use tend to for things that usually happen.

*We tend to get up later at weekends. (= We usually get up later at weekends.)*

We use manage to for being able to do something.

*Luckily I managed to find my way here all right. (= I was able to find my way.)*

We use fail to for things that don't happen.

*David failed to pay his electricity bill. (= David didn't pay his electricity bill.)*

## 4 He promised to go, his promise to go

Some nouns can come before a to-infinitive. Compare these sentences.

Verb + to-infinitive: *Mark promised to go shopping.*

*But then he arranged to play golf.*

Noun + to-infinitive: *Mark forgot about his promise to go shopping.*

*Sarah found out about his arrangement to play golf.*

Here are some nouns we can use: agreement, arrangement, decision, demand, desire, failure, offer, plan, promise, refusal, tendency, threat

▷ 61–62 Verb + -ing form ▷ 65 Verb + object + to-infinitive

# Practice

## A Verb + to-infinitive (1)

Say what each speaker did. Use these verbs before a to-infinitive: *decide, demand, offer, promise, threaten*

► Henry: I really must speak to the manager.

Henry demanded to speak to the manager.

1 Trevor: I'll put the shelves up soon, I promise.

2 Claire: OK, I'll buy both the dresses.

3 Melanie: I'll cook the meal if you like.

4 Tom: If you don't do your homework, Nick, I'll give you extra exercises.

## B Seem (2)

Complete the answers using *seem* and a to-infinitive.

(Some of the to-infinitives may be continuous or perfect.)

► Vicky: Have Matthew and Emma got over their quarrel?

Daniel: I think so. They seem to have got over it.

► Rita: Is Claire in love with Henry?

Sarah: Probably not. She doesn't seem to be in love with him.

1 Tom: Do Mike and Harriet really believe there's life on Mars?

David: Well, yes. There is.

2 Victor: Has Ilona's English improved?

Emma: Yes, quite a lot.

3 David: Does Rita like football?

Tom: I don't think so. It much.

4 Natasha: Is Daniel working hard, do you think?

Rachel: Yes, I think so. Hard.

5 Sarah: Has Trevor made a good job of those shelves?

Laura: Not really. A very good job of them.

## C Verb + to-infinitive (1–4)

Put in the to-infinitive form. (Some may be continuous or perfect.)

Use these verbs: *come, find, hang, have, invite, leave, take*

Harriet: Hello, Nick. You managed (►) to find your way then?

Nick: Yes, in the end. It's a bit complicated, isn't it?

Harriet: Well you're here now. Do you want (1) your coat up?

Nick: Thank you.

Harriet: I'm glad you decided (2) to our party. Everyone seems (3) a good time. We tend (4) lots of people to our parties.

Nick: Is Tom here?

Harriet: No, he couldn't come. He'd already made an arrangement (5) somebody somewhere in his taxi.

Nick: And Rita?

Harriet: Er, she was here, but she appears (6) early. I don't know where she's gone. She was with someone.

# 61 Verb + -ing form

## 1 Introduction



After some verbs we can use an -ing form, for example, suggested going, enjoy putting.

*I usually avoid driving in the rush hour. We'll have to practise throwing the ball into the basket.*

*Have you finished typing that letter? Nick says he's given up smoking.*

We can sometimes put not before an -ing form.

*Imagine not having anywhere to live.*

With some other verbs we use a to-infinitive, not an -ing form (see Units 60 and 62).

*I don't want to put up a tent in the rain.*

## 2 Mind

We use mind + an -ing form mostly in negative statements and in questions.

*Andrew doesn't mind having lots of work. He quite likes it.*

*(= He doesn't dislike having lots of work.)*

*Do you mind waiting a moment? ~ No, that's OK.*

*I wouldn't mind travelling around the world some time.*

## 3 Verbs with can't

Note can't or couldn't with help, resist, face and stand. We can put an -ing form after these verbs.

*I think Tom is very amusing. I can't help laughing at his funny stories.*

*The dress was so beautiful that Claire couldn't resist buying it.*

*Let's eat out, shall we? I can't face cooking a meal today.*

*I never go in the bank if it's busy. I can't stand waiting in a queue.*

## 4 Keep (on) and carry on

We use keep or keep on + an -ing form to talk about something continuing, or when it happens again and again.

*Just keep stirring the mixture until it boils. Nick keeps ringing Rita and asking her out.*

*The runners didn't mind the rain. They just kept on running.*

For continue see Unit 63.3.

Carry on means something continuing.

*Just carry on stirring the mixture until it boils.*

▷ 65.4 Verb + object + -ing form

# Practice

## A Verb + -ing form (1)

Answer the questions using the notes in brackets.

- Mike: Is your car working now? (they / not / finish / repair / it)  
You: No, they haven't finished repairing it..... yet.
- 1 Laura: Have you done the crossword? (I / give up / try)  
You: No, .....
- 2 Daniel: There's a story here in the paper about a 110-year-old man. (I / can / not / imagine / be)  
You: Good Lord. .... so old.
- 3 Tom: Do you like football? (I / enjoy / watch / it / on TV)  
You: Well, .....
- 4 Rachel: Whose idea was it to invite all these people? (suggest / have / a party)  
You: I'm not sure. Someone .....

## B Verbs with can't (3)

Use three words from the table to complete each sentence.

1	2	3
can't couldn't	face help resist stand	doing feeling having lying noticing

- Rita said she was OK, but I couldn't help noticing..... how upset she looked.
- 1 I hate holidays by the sea. I ..... on a beach all day.
- 2 I feel really full. I'm afraid I ..... a pudding with my lunch.
- 3 I was so tired yesterday I just ..... any housework.
- 4 Tom's car was stolen, but, as he left it unlocked, I ..... it's his own fault.

## C Verb + -ing form (1-4)

Some friends have had a meal together in a restaurant. Put in the -ing forms.

Use these verbs: *change, discuss, eat, get, miss, ring, try, wait, walk*

- Vicky: Shall we go then?
- Rachel: Daniel hasn't finished (►) eating..... yet.
- Daniel: It's OK. It's just a piece of chocolate.
- Matthew: Chocolate? After that enormous meal?
- Daniel: I know. I've eaten too much. When I find something new on the menu, I just can't resist (1) ..... it.
- Rachel: How are we getting home?
- Vicky: I don't mind (2) ..... I feel like some fresh air.
- Rachel: You're crazy. It's miles. And we've just eaten.
- Matthew: I suggest (3) ..... for a taxi. It'll save (4) ..... around for a bus.
- Emma: Good idea. I couldn't face (5) ..... cold again after being in the warm all evening.
- Rachel: Yes, the bus journey is too complicated. It involves (6) ..... buses in the centre. We don't want to risk (7) ..... a bus and having to wait half an hour.
- Daniel: Or we could take a taxi to the bus station and then get a bus from there.
- Matthew: Well, you can carry on (8) ..... the problem, but I'm going to ring for a taxi.

# 62 Verb + to-infinitive or verb + -ing form?

## 1 Introduction

Some verbs are followed by a to-infinitive, and some by an -ing form.

### VERB + TO-INFINITIVE (Unit 60)

*Harriet decided to have a party.*  
Decide takes a to-infinitive.

### VERB + -ING FORM (Unit 61)

*Harriet suggested having a party.*  
Suggest takes an -ing form.

A few verbs take either a to-infinitive or an -ing form (see Units 63–64).

*Laura started to paint/started painting a picture.*

## 2 To-infinitive or -ing form?

### + TO-INFINITIVE

These verbs are followed by a to-infinitive.

agree, aim, appear (see 60.2), arrange, ask, attempt, beg, can't afford, can't wait (see 3), choose, claim, decide, demand, desire, expect, fail (see 60.3), guarantee, happen (see 4), help (see 69.3), hope, manage (see 60.3), offer, plan, prepare, pretend, promise, prove (see 4), refuse, seem (see 60.2), tend (see 60.3), threaten, turn out (see 4), undertake, want, wish

### + -ING FORM

These verbs are followed by an -ing form.

admit, avoid, can't face (see 61.3), can't help (see 61.3), can't resist (see 61.3), can't stand (see 61.3), carry on (see 61.4), consider, delay, deny, detest, dislike, enjoy, excuse, fancy (see 3), finish, give up, imagine, involve, justify, keep (on), (see 61.4), mention, mind (see 61.2), postpone, practise, put off, resent, risk, save, suggest, tolerate

## 3 Can't wait and fancy

If you can't wait to do something, you are eager to do it.

*I can't wait to see the photos you took.* (= I am eager/impatient to see the photos.)

If you fancy doing something, you want to do it.

*Do you fancy going out for a meal?* (= Would you like to go out for a meal?)

Fancy is informal.

## 4 Happen, turn out and prove

We use prove to or turn out to when experience shows what something is like.

*In the end our forecast proved to be correct.*

*Finding Harriet's house turned out to be more difficult than Nick had expected.*

Note the meaning of happen to.

*I happened to see Sarah in town.* (= I saw Sarah by chance in town.)

## 5 Two forms together

We can sometimes use more than one to-infinitive or -ing form together.

*The government decided to refuse to give in to the terrorists.*

*I want to avoid hurting anyone's feelings.*

*The man denied threatening to kill a policeman.*

▷ 65 Verb + object + to-infinitive or -ing form   ▷ 70 Verb + preposition + -ing form

# Practice

## A To-infinitive or -ing form? (1–3)

Complete the conversation. Put in a to-infinitive or -ing form.

Matthew: Are we going to have a holiday this year?

Natasha: Didn't we all decide (►) to spend ..... (spend) our holidays on a Greek island?

Matthew: Lovely. I enjoy (►) lying ..... (lie) on the beach.

I might manage (1) ..... (get) a suntan.

Daniel: I'd love a holiday. I can't wait (2) ..... (leave) this place behind.

Emma: I don't fancy (3) ..... (stay) in one place all the time.

I really dislike (4) ..... (sit) on the beach all day.

Natasha: Well, I don't mind (5) ..... (tour) around somewhere.

Emma: Matthew, you promised (6) ..... (go) to Scotland with me.

We were planning (7) ..... (hire) a car.

Matthew: Scotland? Are you sure? But I couldn't face (8) ..... (drive) all the time.

Jessica: I'm afraid I can't afford (9) ..... (spend) too much money.

Andrew: And I can't justify (10) ..... (take) all that time off from my studies.

## B To-infinitive or -ing form? (1–4)

Complete this article from a magazine. Put in the to-infinitive or -ing form of these verbs:

accept, argue, be, find, have, insist, lose, plug, repair, say, take, wait

If you buy something from a shop, a new stereo for example, you usually can't wait (►) to plug ..... it in and put some music on. And of course, you expect (►) to find ..... the equipment in working order. But that doesn't always happen, unfortunately. If the thing doesn't work, you should take it straight back to the shop. If you delay (1) ..... it back, you will risk (2) ..... your rights as a customer. And you should prepare (3) ..... on those rights. You may be one of those people who always avoid (4) ..... with people, but in this case you should be ready for an argument. The assistant may prove (5) ..... a true friend of the customer – it's not impossible – but first he or she will probably offer (6) ..... the stereo for you. That's all right if you don't mind (7) ..... a few weeks, but it isn't usually a good idea. What you should do is politely demand (8) ..... your money back immediately. You may want to accept another stereo in place of the old one, but you don't have to. You should refuse (9) ..... a credit note. Just keep on (10) ..... that you want your money back.

## C Two forms together (5)

What might you say in these situations? Write a sentence with both a to-infinitive and an -ing form.

► Your decision to change your holiday arrangements might upset Vicky. You won't risk that. You don't want to. What do you say to Rachel?

I don't want to risk upsetting Vicky.

1 You and Melanie want to complain about your meal in a restaurant. You need to see the manager. Melanie won't ask, but you don't mind. What do you say to her?

.....

2 Matthew doesn't like the idea of going to Scotland. But he promised. He admitted it. What do you tell Emma?

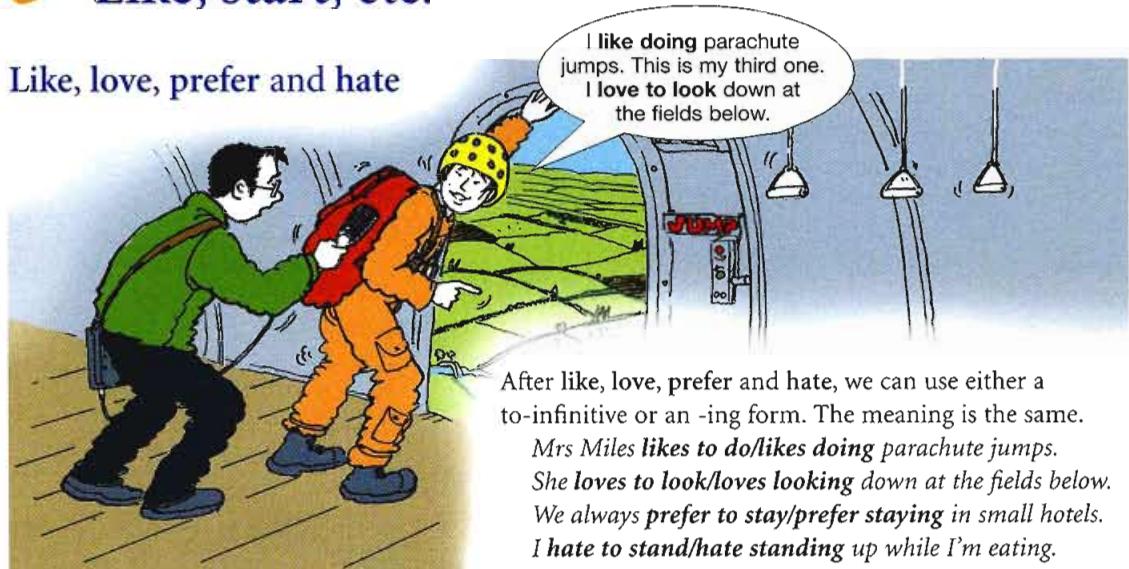
.....

3 The band were playing. They finished just as you arrived. This was quite by chance. What do you tell your friends?

Just as I arrived, .....

# 63 Like, start, etc.

## 1 Like, love, prefer and hate



After like, love, prefer and hate, we can use either a to-infinitive or an -ing form. The meaning is the same.

*Mrs Miles likes to do/likes doing parachute jumps.*

*She loves to look/loves looking down at the fields below.*

*We always prefer to stay/prefer staying in small hotels.*

*I hate to stand/hate standing up while I'm eating.*

But compare these two meanings of the verb like.

### LIKE TO DO

Like takes a to-infinitive when it means that we prefer to do something even though we may not enjoy it.

*I like to check my work carefully before I hand it in.*

### LIKE DOING

Like usually takes an -ing form when we use it to talk about hobbies and interests.

*Claire likes skiing.  
I don't like swimming much.*

## 2 Would like, etc.

After would like, would love, would prefer and would hate, we use a to-infinitive but not usually an -ing form.

*I'd like to do a parachute jump one day. My sister would love to work as an artist.*

*Mark would prefer to drive rather than take the train. I'm glad I live here. I'd hate to live in a big city.*

Compare would like and like.

### WOULD LIKE

*I'd like to lie on the beach today. It's too hot to do anything else.*

I'd like means 'I want', but it is more polite (see Unit 52.2).

### LIKE

*I like lying on the beach. I always spend my holidays sunbathing.*

I like means the same as 'I enjoy'.

## 3 Start, intend, etc.

We can use either a to-infinitive or an -ing form after these verbs: begin, bother, continue, intend, propose (= intend), start

*People began to leave/began leaving the theatre before the end of the play.*

*Rachel didn't bother to do/bother doing the washing-up.*

*Do you intend to make/intend making a complaint?*

The meaning is the same.

We do not usually have two -ing forms together.

*It was starting to get dark. NOT It was starting getting dark.*

# Practice

## A Like and would like (1–2)

Write in the words. Begin *I like* ... or *I'd like* ...

Use these verbs: *buy, chase, drive, play, see*

Use these objects: computer games, rabbits, the manager, this car, this tin



1



2



3



4

► 1. I like playing computer games.

1 ..... 3 .....

2 ..... 4 .....

## B Like, love, prefer and hate (1–2)

Complete the sentences using the words in brackets.

► Mark: I've always wanted to visit San Francisco.

Sarah: Me too. I'd love to visit ..... (I'd love) it some time.

1 Harriet: Tom seems to enjoy watching football matches.

David: Yes, ..... (he loves) United play.

2 Trevor: I'm glad I don't work as late as Sarah does.

Laura: Me too. ..... (I wouldn't like) such long hours.

3 Matthew: I think I'll go and see this new film.

Emma: Can I go with you? ..... (I'd like) it, too.

4 Rachel: Do you want to come with me or wait here?

Vicky: ..... (I'd prefer) with you if that's OK.

5 Laura: I think queuing is my least favourite activity.

Tom: I agree. ..... (I hate).

6 Claire: Does Mark cook for you?

Sarah: No, not often. ..... (he doesn't like).

7 Reporter: Have you ever flown in a hot-air balloon?

Mrs Miles: No, but ..... (I'd love) in one someday.

8 Rachel: Did you say you're having your teeth looked at today?

Emma: Yes, ..... (I like) them checked once a year.

## C Start, intend, etc. (3)

Complete this news report about a stolen taxi. Put in the to-infinitive or the -ing form of these verbs: *drive, go, lock, make, search*. Sometimes more than one answer is possible.

Kevin Paisley, 25, has lost his taxi. It was stolen on Friday afternoon. 'I just went into the newsagent's for a moment,' said Kevin. 'I didn't bother **to lock** the car.'

Kevin started (1) ..... his own taxi only six months ago. 'I was just beginning (2) ..... a profit,' he said. 'I intend (3) ..... on with my work as soon as I get my taxi back.' The police are continuing (4) ..... for the stolen car.

# 64 Remember, regret, try, etc.

With some verbs, the choice of a to-infinitive or an -ing form depends on the meaning.

## 1 Remember and forget

*I must remember to post this letter today. It's important.*

*The clothes are still dirty because I forgot to switch on the machine.*

We use remember/forget to do for necessary actions. The remembering is before the action.

*I can remember posting the letter. I posted it on Friday morning.*

*I'll never forget flying over the Grand Canyon. It was wonderful.*

We use remember/forget doing for memories of the past. The action is before the remembering.

## 2 Regret

*We regret to inform you that we are not taking on any new staff at present.*

Regret to do something means to be sorry for something you are doing, e.g. giving bad news.

*I regret spending all that money. I've got none left.*

Regret doing something means to be sorry because of something that happened in the past.

## 3 Try

*I'm trying to run this computer program.*

Try to do something means to attempt something, to do your best.

*I tried clicking on the box, but it doesn't work.*

Try doing something means to do something which might solve a problem.

## 4 Stop

*An old man walking along the road stopped to talk to us.*

Stop to do something means to stop so that you can do it.

*There's too much noise. Can you all stop talking, please?*

Stop doing something means to end an action, to finish doing it.

## 5 Mean

*I think Nick meant to break that glass. It didn't look like an accident.*

Mean to do something is the same as to intend to do it.

*I'm applying for a visa. It means filling in this form.*

Means doing something expresses the idea of one thing resulting in another.

## 6 Go on

*The teacher introduced herself and went on to explain about the course.*

Go on to do something means to do something else, to do the next thing.

*The teacher told everyone to be quiet, but they just went on talking.*

Go on doing something means to continue doing it.

## 7 Need

*I need to clean my shoes.*

This means that I must clean my shoes, I have to clean them.

*My shoes need cleaning.*

This means that my shoes need to be cleaned (see Unit 59.2).

# Practice

## A Remember and forget (1)

Put in the to-infinitive or the -ing form of the verbs.

Laura: Did you remember (►) to pick ..... (pick) up those photos today?

Trevor: What photos?

Laura: Oh, no. I can remember (1) ..... (mention) it to you only this morning.

Trevor: I can't remember (2) ..... (agree) to pick up some photos.

Laura: Well, don't forget (3) ..... (call) at the shop for them tomorrow.

You've got a terrible memory. Yesterday you forgot (4) ..... (lock) the door.

Trevor: I'm sure I didn't forget (5) ..... (lock) it. I can clearly remember (6) ..... (look) for my keys. They were in my pocket.

Laura: You ought to write notes to yourself to remind you.

Trevor: That wouldn't be any good. I'd never remember (7) ..... (look) at them!

## B Remember, regret, try, etc. (1-7)

Put in the to-infinitive or the -ing form of the verbs.

I used to like going to our local cinema. It was old and rather uncomfortable, but it had character.

Now they've stopped (►) showing ..... (show) films there. The owner would like to go on (1) ..... (run) the cinema, but he would need (2) ..... (make) a lot of improvements, which would mean (3) ..... (spend) tens of thousands of pounds.

I remember (4) ..... (watch) the last film at the cinema. It was a murder mystery. It was five minutes from the end, and we were trying (5) ..... (work) out who the murderer was when suddenly all the lights went out and the film stopped. We sat in the dark for a few minutes, and then the owner appeared with a torch. 'I regret (6) ..... (tell) you,' he said, 'that our electricity has failed. I don't mean (7) ..... (disappoint) you, but I'm afraid we can't show you the end of the film. We've tried (8) ..... (phone) the electricity company, but they say they can't help.' He went on (9) ..... (explain) to the audience how the film ended. I didn't understand the story. But I don't regret (10) ..... (go) to the cinema on that last evening.

## C Remember, regret, try, etc. (1-7)

Write each pair of sentences as one. Use a to-infinitive or an -ing form.

► Trevor didn't ring Laura. He forgot.

Trevor forgot to ring Laura.

► Tom and Nick had been playing cards for hours. But they went on with the game.

Tom and Nick went on playing cards.

1 Harriet didn't think she could move the piano. She didn't even try.

2 Mike once saw a spaceship. He'll never forget it.

3 What about painting the walls? They need it.

4 Natasha was unkind to Jessica. But she didn't mean it.

5 Andrew was studying. He went on through the night.

6 When Mark was driving, he needed to make a phone call. So he stopped.

# Test L: Verb + to-infinitive or -ing form

## A

Complete the conversations. Put in a to-infinitive or an -ing form.

- A: I hear you sometimes sail to France in your boat.  
B: That's right. I really enjoy sailing.
- 1 A: Are you going to organize our trip?  
B: Yes, of course. I've agreed ..... it.
- 2 A: You wear a uniform at work, don't you?  
B: Yes, I have to, although I dislike ..... it.
- 3 A: Do you think they'll approve the plan?  
B: Yes, I'm quite sure they'll decide ..... it.
- 4 A: What time will you be back?  
B: Oh, I expect ..... back some time around nine.
- 5 A: Did I remind you about the dinner tonight?  
B: Yes, thank you. You keep ..... me.
- 6 A: Was your decision the right one, do you think?  
B: Yes, luckily. In the end it proved ..... the best thing for everyone.
- 7 A: Do you still work at the post office?  
B: No, I gave up ..... there last year.
- 8 A: Have ICM bought the company?  
B: Well, they've offered ..... it.
- 9 A: I'm sorry you had to wait all that time.  
B: Oh, it's all right. I didn't mind .....

## B

Make sentences from the notes.

- Tessa / want / buy / a new coat / soon

Tessa wants to buy a new coat soon.

- 1 we / must / avoid / waste / so much time

.....

2 sometimes / a country / refuse / take part / in the Olympics

.....

3 I / like / see / the Rocky Mountains / some day

.....

4 I / mean / give / Judy / a nice welcome / yesterday

.....

5 I / always / like / see / my doctor / once a year

.....

6 the buses / usually / stop / run / before midnight

.....

7 I / can't face / get up / at five / tomorrow

.....

8 last year / we / make / an agreement / work / together

.....

9 yesterday / you / promise / carry on / shoot / the film

.....

10 my father / seem / get / better / now

**C**

Read the conversation and write the missing words. Use one word only in each space.

- Anna: I hear you're preparing to (►) leave ..... for Australia.
- Lisa: That's right. And I'm really looking forward to it. I can't (1) ..... to get there. I'm hoping (2) ..... see all my friends while I'm there. I'm going to enjoy (3) ..... them again after so long.
- Anna: Martin and I (4) ..... like to go away, but we can't manage it this year.
- Lisa: There's just one problem that I (5) ..... to sort out. My tickets haven't arrived. I've tried to ring the travel agency, but I can't get through. I'm beginning to regret (6) ..... going there myself to pick them up.
- Anna: I expect they'll be here tomorrow.
- Lisa: That's really leaving it to the last minute. It's such a worry.
- Anna: Well, I know you. You can't (7) ..... worrying, can you?
- Lisa: No, I can't. I hope this holiday isn't going to turn out (8) ..... be a disaster.
- Anna: Of course it isn't. Just keep (9) ..... trying to get through.

**D**

Each of these sentences has a mistake in it. Write the correct sentence.

- The man kept ask us for money. The man kept asking us for money.
- 1 We've finished to decorate the flat. ....
- 2 I regret say what I did. ....
- 3 Tessa decided go not to work. ....
- 4 Do you mind help me? ....
- 5 I'm beginning getting worried. ....
- 6 I can't afford buy a new car. ....
- 7 I hope to avoid to make things worse. ....
- 8 Peter seems gone away already. ....

**E**

Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

- I wish I hadn't sold my bike. (regret)  
I regret selling my bike.
- 1 The children were eager to see their presents. (wait)  
.....
- 2 I hate to get up in the dark. (stand)  
.....
- 3 By chance I saw your brother yesterday. (happened)  
.....
- 4 The shop usually opens ten minutes late. (tends)  
.....
- 5 Would you like to go for a walk? (fancy)  
.....
- 6 The police continued to watch the house. (carried)  
.....
- 7 Seeing Nelson Mandela will always stay in my memory. (forget)  
.....

# 65 Verb + object + to-infinitive or -ing form

## 1 Introduction

Customer: *None of the things I ordered have arrived. They're three weeks late. I expect the goods to arrive on time.*

Mark: *I'm sorry we've kept you waiting so long. Can I find out what the problem is and then ring you back?*

Some verbs can take an object + a to-infinitive, and some take an object + an -ing form.



	VERB	OBJECT		
<i>I</i>	<b>expect</b>	<b>the goods</b>	<b>to arrive</b>	<b>on time.</b>
<i>I'm sorry we've</i>	<b>kept</b>	<b>you</b>	<b>waiting</b>	<b>so long.</b>

## 2 Verb + object + to-infinitive

*We asked the doorman to let us in. Nick couldn't persuade Rita to go out with him.*

*The hot weather has caused ice-cream sales to increase.*

*It took ages to download the pictures from the Internet.*

*I didn't mean my suggestion to be taken seriously. (See Unit 59.1.)*

Here are some verbs we can use in this structure: advise, allow, ask, beg, cause, enable, encourage, expect, force, help (see Unit 69.3), intend, invite, mean (= intend), order, recommend, remind, take (time), teach, tell, warn

## 3 Want + object + to-infinitive

We can also use an object + a to-infinitive after want, (would) like, (would) love, (would) prefer and (would) hate.

*Tom wants United to win. We'd hate the house to be left empty.*

We can use this structure to give an order (see Unit 50.2).

*I want everyone to come here. I'd like you to listen carefully.*

We cannot normally use a that-clause. NOT *I want that everyone comes here.*

## 4 Verb + object + -ing form

*Andrew is so serious. I can't imagine him having a good time.*

*Do you remember Laura taking our photo? A new law has stopped traffic going into the city centre.*

Here are some verbs we can use in this structure: dislike, imagine, involve, keep, mind, prevent (see Unit 70.3), remember, risk, stop (see Unit 70.3)

## 5 Advise, allow, encourage and recommend

We can use these verbs with an -ing form or with an object + a to-infinitive.

### + -ING FORM

*They allow fishing here.*

*I wouldn't recommend walking home alone.*

### + OBJECT + TO-INFINITIVE

*They allow people to fish here.*

*I would advise you not to walk home alone.*

We do not use suggest + an object + a to-infinitive.

*I suggested to Nick (that) he should leave. NOT I suggested Nick to leave.*

# Practice

## A Verb + object + to-infinitive (2)

Report what people said. Use the verbs in brackets.

► Police to motorists: Take special care. (warn)

The police warned motorists to take special care.

1 Guy to Kitty: Would you like to come on my chat show? (invite)

2 Sarah to Mark: Don't forget to get the theatre tickets. (remind)

3 Dentist to Daniel: You should give up eating sweets. (tell)

4 Police to gunman: Come out with your hands up. (order)

## B Want and would like (3)

Complete the sentences using *would like* or *don't/doesn't want*.

► Mike won't wear a tie. Harriet is annoyed.

She would like him to wear a tie because they're going to a concert.

1 Mrs Miles is going to do a parachute jump, but her son and daughter don't like the idea.

They ..... because they think it's dangerous.

2 Henry is falling in love with Claire, but she's worried about this.

She ..... because she doesn't find him attractive.

3 Natasha may not go on holiday with her friends.

They ..... because she's always good fun to be with.

## C Verb + object + to-infinitive or -ing form (2, 4)

Kitty Beamish is reporting what people have said to her. She combines the two sentences into one.

► 'The lorry skidded. The icy road caused it.'

The icy road caused the lorry to skid.

► 'The workers might go on strike. The company can't risk that.'

The company can't risk the workers going on strike.

1 'The suspects might leave the country. The police must stop that.'

.....

2 'Congress opposed him. The President didn't expect that.'

.....

3 'The hostages lay down. The terrorists forced them.'

.....

4 'The pound is falling in value. The government doesn't mind that.'

.....

## D Advise, allow, etc. (5)

Complete this paragraph from a guidebook to London. Use the to-infinitive or the -ing form.

We wouldn't recommend (►) driving ..... (drive) into London in the rush hour.

We'd advise you (1) ..... (travel) by train.

We'd recommend (2) ..... (buy) a special saver ticket, which is cheaper than the full fare.

But the railway companies don't allow you (3) ..... (use) saver tickets before ten o'clock.

This is to encourage people (4) ..... (take) a later train, which will be less busy.

# 66 Question word + to-infinitive

## 1 Introduction



Vicky uses a question word (**what**) and a to-infinitive (**to wear**). She is talking about the best thing to do. **I don't know what to wear** means that I don't know what I should wear.

## 2 Structures with what to do, where to go, etc.

Before the question word we can use a verb such as ask, decide, discover, discuss, explain, find out, forget, know, learn, remember, say, think, understand, wonder.

*It was a real problem. I couldn't think what to do.*

*We were wondering where to park the car.*

*Matthew wants to know how to work the computer.*

*Have Trevor and Laura decided when to have their barbecue?*

Sometimes there is a verb + object before the question word.

In this structure we can use advise, ask, show, teach and tell.

*Tom showed me how to change a wheel.*

*The guide didn't tell the tourists when to be back at the coach.*

Before the question word we can also use the adjectives clear, obvious and sure and the expressions have an idea and make up your mind.

*I wasn't sure who to ask for help. Claire doesn't have much idea how to cook.*

A preposition (e.g. of) can come before the question word.

*There's the question of who to invite to the reception.*

*You need to be informed about what to do in an emergency.*

## 3 Why, what, whose, which and whether

We cannot use why before a to-infinitive.

*No one could explain why we had to wait. NOT No one could explain why to wait.*

After what, which, whose, how many and how much, we can use a noun.

*Sarah and Mark were discussing what colour to paint the walls.*

*We wondered whose story to believe – both drivers said it wasn't their fault.*

*It's difficult to know how much luggage to take with you.*

We can use whether but not if.

*We'll have to decide whether to go ahead with the project (or not).*

*NOT We'll have to decide if to go ahead.*

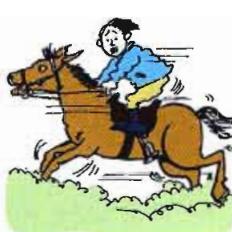
*Melanie wasn't sure whether to ring the doctor or not.*

*I was wondering whether to order some tea.*

# Practice

## A Structures with what to do, where to go, etc. (2)

Comment on these situations.



- How do I switch the computer on?

- 1 What should I say?

- 2 Where shall we go?

- 3 How do I stop?

- (not know) *He doesn't know how to switch the computer on.*

- 1 (can't think) .....
- 2 (not sure) .....
- 3 (not know) .....

## B Structures with what to do, where to go, etc. (2)

Look at the questions and then complete the paragraph about a man coming out of prison.

Use a question word and a to-infinitive.

- How should he start a new life? 3 How can he find somewhere to live?  
1 What can he expect? 4 What should he do?  
2 Where should he go? 5 Who can he contact?

This man will have problems when he leaves prison. He needs advice on (►) *how to start* ..... a new life. After a long time in prison, he isn't sure (1) ..... in the outside world and he has no idea (2) ..... He doesn't know (3) ..... a place to live either. But he won't be completely alone. A social worker will advise him (4) ..... , so he'll know (5) ..... if he needs help.

## C Question word + to-infinitive (2-3)

You are finding it very difficult to make your mind up.

Complete your answers to the questions. Use a question word and a to-infinitive.

- Rachel: Are you going to buy that sweater?  
You: I don't know *whether to buy* ..... it or not.
- Tom: What time do you think we should leave?  
You: I'm not really sure *what time to leave* .....
- 1 Daniel: Do you want to do business studies?  
You: I'm wondering ..... business studies or statistics.
- 2 Vicky: How much money should we spend on the present?  
You: I've no idea ..... on it.
- 3 Matthew: Do you intend to join the sports club?  
You: I can't decide ..... it or not.
- 4 Vicky: Which route should we take?  
You: It's difficult to know .....
- 5 Melanie: Which lottery numbers are you going to choose?  
You: I haven't decided .....

# 67

# Adjective + to-infinitive

## 1 Introduction

RACHEL IS HAVING A DRIVING LESSON.



We can use a to-infinitive (e.g. to be) after an adjective (e.g. great).

## 2 It is easy to drive the car

An adjective + to-infinitive often comes in this structure with it + be.

*It's important to look in the mirror. It's lovely to see you.*

*It's quite safe to use the ladder. It was silly to make such a fuss.*

The subject can also be a person.

*I'm delighted to see you. We're ready to start now.*

## 3 The car is easy to drive

Compare these two sentences. They both mean the same thing.

*It is easy to drive the car. The car is easy to drive.*

We do not use it in the second sentence.

NOT ~~The car is easy to drive it~~ and NOT ~~The car it is easy to drive.~~

Here are some more examples.

*Your writing is difficult to read. A small car would be cheap to run.*

*The parade was fascinating to watch. The ladder is quite safe to use.*

We can use this structure with adjectives meaning 'good' or 'bad', e.g. awful, bad, exciting, fascinating, good, marvellous, nice, terrible, wonderful. We can also use it with these adjectives: cheap, convenient, dangerous, difficult, easy, expensive, impossible, safe, simple.

## 4 Certain, sure and likely

We can use a to-infinitive after certain, sure, likely and unlikely.

*United are certain/sure to win. (= They will certainly win.)*

*Sarah is likely to be at work. (= She is probably at work.)*

## 5 For and of

After some adjectives we can use for + object + to-infinitive (see Unit 68).

*It's important for drivers to take care. It isn't safe for children to play on ladders.*

After an adjective describing how someone behaves (e.g. polite, silly), we can use of.

*It was polite of Emma to write and thank us. (Emma was polite.)*

*It was silly of me to forget the tickets. (I was silly.)*

▷ 68 For with the to-infinitive ▷ 117 Too and enough

# Practice

## A It is easy to drive the car (2)

Sarah's job is to write advertisements. She is writing one for Compex computers.

Write sentences with *it* and an adjective followed by a to-infinitive.

► Buy a Compex computer. It isn't expensive.

It isn't expensive to buy a Compex computer.

1 Using the computer is very simple.

It's very .....

2 Understanding the handbook isn't difficult.

It isn't .....

3 You can run any kind of software. It's easy.

.....

4 Exploring the world of Compex is absolutely fascinating.

.....

5 Try the ultimate computer experience. Are you ready?

.....

## B The car is easy to drive (3)

Sarah isn't happy with her ideas for the Compex advertisement.

She is rewriting the first four sentences like this.

► A Compex computer isn't expensive to buy.

1 The computer .....

2 The handbook .....

3 .....

4 .....

## C Certain, sure and likely (4)

Complete the conversation. Make sentences from the notes in brackets.

Nick: Are you going to Mike and Harriet's party?

Tom: Yes, I am. (►) It's sure to be a good party.

(it / sure / be / a good party).

Nick: Will there be a lot of people there?

Tom: Yes, (1) .....

(it / likely / be / pretty crowded).

Nick: Has Rita been invited, do you know?

Tom: Oh, (2) .....

(she / certain / be / there).

Nick: I don't know that part of town. Is the house easy to find?

Tom: No, it isn't. Take a map or (3) .....

(you / unlikely / find / it).

## D For and of (5)

Vicky and Rachel are talking about two students they know called Gary and Steve.

Complete the conversation. Put in *for* or *of*.

Vicky: I can't believe that Gary and Steve had a fight in a pub. It was very foolish (►) of them.

Rachel: Yes, it was especially stupid (1) ..... them to quarrel about which football team is the best. There must be something more interesting (2) ..... them to talk about.

Vicky: I blame Steve. It wasn't very sensible (3) ..... him to knock Gary's drink over.

Rachel: It was brave (4) ..... Daniel to try to stop the fight. It was awful (5) ..... him to get hit on the head with a chair.

# 68 For with the to-infinitive

## 1 Introduction

Sarah: *I'll just ring the office. The boss is waiting for me to ring her back.*

Mark: *I don't think it was a good idea for you to bring that mobile phone on holiday with you, Sarah.*

We can use **for** + object + to-infinitive. Here are some more examples.

	FOR	OBJECT	TO-INFINITIVE
<i>My mother has arranged</i>	<i>for</i>	<i>someone</i>	<i>to look after her dog next week.</i>
<i>It's difficult</i>	<i>for</i>	<i>unskilled people</i>	<i>to find work these days.</i>
<i>The crowd were impatient</i>	<i>for</i>	<i>the match</i>	<i>to begin.</i>
<i>It's a nuisance</i>	<i>for</i>	<i>you</i>	<i>to have to wait.</i>

## 2 For expressing purpose

We can use this structure to say why something is done (to express purpose). (See also Unit 151.5.)

*Mark photocopied the figures for the Sales Manager to have a look at.*

(= He photocopied the figures so that the Sales Manager could have a look at them.)

*The shop provides baskets for the customers to put their purchases in.*

*I'd like to put forward a few suggestions for you to think about.*

## 3 Too and enough

We can use **too** and **enough** with this structure.

*The road is **too** busy for the children to cross safely.*

*Unfortunately the table was **too** small for all of us to sit round.*

*Fortunately the table was big **enough** for all of us to sit round.*

*The guide didn't speak loudly **enough** for everyone to hear clearly.*

## 4 For and of

### FOR

We often use **for** + object + to-infinitive after an adjective.

*Harriet was **anxious** for the party to be a success.*

*Would it be **possible** for you to move your car, please?*

Some of the adjectives we can use with **for**:

anxious, awful, cheap, convenient, dangerous, difficult, eager, easy, exciting, expensive, friendly, good, happy, horrible, impatient, important, interesting, marvellous, necessary, nice, normal, polite, possible, ready, safe, sensible, silly, stupid, terrible, useful, willing, wonderful, wrong

Compare these two sentences.

*It was **good** **for** you to come jogging.*

(= It was good for your health.)

### OF

After an adjective saying how someone behaves, we use **of** + object + to-infinitive.

*It's **kind** **of** Melanie to put you up for the night.*  
(Melanie is kind.)

*It was **clever** **of** you to work out the answer.*  
(You were clever.)

Some of the adjectives we can use with **of**:

brave, careless, clever, foolish, generous, good, helpful, honest, intelligent, kind, mean, nice, polite, sensible, silly, stupid, wrong

*It was **good** **of** you to come jogging with me.*  
(= It was a kind action by you.)

# Practice

## A For with the to-infinitive (1)

The second person agrees with what the first one says. Use *for* and a to-infinitive.

- Daniel: Andrew should take it easy. That would be best.  
Matthew: Yes, you're right. It would be best for him to take it easy.  
1 Trevor: Our new computer should arrive soon. I just can't wait.  
Laura: Me neither. I .....  
2 Rachel: Matthew shouldn't marry Emma. It would be a mistake.  
Vicky: I think so too. ....  
3 Customer: Advertisements should tell the truth. It's important.  
Mark: I agree. ....

## B For expressing purpose (2)

Write the advertisement for a holiday centre.

Match the sentence pairs and write sentences with *for* and a to-infinitive.

There are lots of activities. There's a fun pool.  
There are quiet areas. There are regular shows. There's a giant roller-coaster.

You can enjoy them. You can relax in them.  
Guests can take part in them. You can ride on it if you dare. Children can swim in it.

- There are lots of activities for guests to take part in.

- 1 .....  
2 .....  
3 .....  
4 .....

## C Too and enough (3)

Add a sentence with *too* or *enough* and: *difficult, funny, heavy, high, hot, loud*

- Mike and Harriet couldn't lift the piano. It was too heavy for them to lift.  
► Tom won't repeat the joke. It isn't funny enough for him to repeat.  
1 Emma can't reach the top shelf. ....  
2 We can't understand the poem. ....  
3 Not everyone could hear the music. ....  
4 The tea had got cold. Daniel couldn't drink it. ....

## D For and of (4)

A Japanese company called Sanko is going to open a new factory in a town in England.

Write the sentences from the local newspaper.

- marvellous / the town / have / some new jobs  
It will be marvellous for the town to have some new jobs.  
► clever / our local council / bring / Sanko / here  
It was clever of our local council to bring Sanko here.  
1 difficult / the town / attract / new industry  
It has been .....  
2 very generous / the council / give / the land / to Sanko  
It was .....  
3 the company / eager / production / begin / soon  
The company .....

# 69 The infinitive with and without to

This is an overview of the different structures with a to-infinitive (e.g. **to do**) and an infinitive without **to** (e.g. **do**).

## 1 The to-infinitive

We use a to-infinitive:

- 1 After an adjective (see Unit 67)

*It's nice to have a place of your own. The car is really cheap to run.*

- 2 After a noun

*I must take a book to read.* (= a book that I can read)

*We've got a few jobs to do.* (= jobs that we must do)

- 3 With be able to, be about to, be allowed to, be going to, have to, ought to and used to

*We aren't allowed to park here. The game is about to start.*

*We're going to buy a camcorder. You have to fill in a form.*

- 4 After some verbs, e.g. decide, hope, manage, offer (see Unit 60)

*Tom decided to leave early. I hope to see you soon.*

*Did you manage to sort out the problem? Henry offered to pay for the meal.*

- 5 After some verbs + object (see Unit 65)

*Laura persuaded Trevor to put up some shelves.*

*I want you to do something for me.*

- 6 After for + object (see Unit 68)

*We've arranged for you to visit our head office.*

*It is important for students to register with a doctor.*

- 7 After a question word (see Unit 66)

*We don't know where to leave our coats.*

*This book tells you how to train race horses.*

- 8 To say why (see Unit 151.2)

*Mark went out to play golf. I need the money to pay the phone bill.*

## 2 The infinitive without to

We use an infinitive without **to**:

- 1 After can, could, may, might, must, needn't, shall, should, will, and would

*We could go to a night club. I must speak to the manager.*

*It might rain later. Sarah will be away for three days.*

- 2 After had better and would rather

*It's cold. You'd better wear a coat. I'd rather listen to Elvis than the Beatles.*

- 3 After make + object and let + object

*That programme was funny. It really made me laugh.*

*Trevor will be here at five. His boss is going to let him leave work early.*

- 4 After see or hear + an object (see Unit 74)

*They saw the lights come on. We all heard the bomb go off.*

## 3 Help

An infinitive after help can be with or without **to**.

*Can I help (to) get the tea? Vicky helped me (to) choose a present.*

# Practice

## A The to-infinitive (1)

Comment on these situations. Join each pair of sentences using a to-infinitive.

► Mike will give you a lift. He promised.

You: Mike promised to give me a lift.

1 You want to eat. You must have something.

You: I must

2 You are having a rest. It's nice.

You: It's

3 Will Rita speak to Nick? He wants her to.

Nick

4 Daniel can't repair the video. He doesn't know how to.

5 Claire and her sister are going to Bali. They have decided.

6 Melanie is visiting David. She has gone to the hospital.

7 Vicky is doing some studying. Unfortunately she has to.

8 Sarah must ring the office. It's important.

## B The infinitive without to (2)

Put in the missing verbs. Usually more than one answer is correct.

► I've been repairing the car. I really must wash my hands.

1 What's in the letter? Why won't you let me ..... it?

2 Did you see that lovely old car ..... past a moment ago?

3 It was a terribly sad story. It made me .....

4 I don't want to do anything energetic. I'd rather ..... on the beach.

5 It's very cold. I think it might ..... for the first time this winter.

6 I keep getting this pain in my leg. I think I'd better ..... a doctor.

## C The infinitive with and without to (1–2)

Matthew and Emma are at the railway station. Emma is going away for the weekend.

Put in the infinitive of the verbs. You have to decide whether or not you need to.

Matthew: Are you sure you'll (►) be ..... (be) all right?

Emma: Yes, of course. I'm not a child. I can manage (►) to look ..... (look) after myself.

Matthew: OK, sorry.

Emma: Some friends have invited me (1) ..... (visit) them. I'm not going to the North Pole.

Matthew: It'll be nice for you (2) ..... (see) your old friends again. I just know you're going (3) ..... (have) lots of fun. Let me (4) ..... (buy) you a magazine (5) ..... (read) on the train.

Emma: I can't (6) ..... (read) when I'm travelling. It makes me (7) ..... (feel) sick, even in a train. I'd rather just (8) ..... (look) out of the window.

Matthew: OK. Well, you'd better (9) ..... (get) in. I think it's about (10) ..... (leave). Oh, did I remind you (11) ..... (change) at York?

Emma: Yes, Matthew, you did. Don't worry, I won't (12) ..... (forget). I know perfectly well how (13) ..... (get) there.

# 70 Verb/adjective + preposition + -ing form

## 1 Introduction

Claire: *I'm thinking of going to Turkey.*

Travel agent: *Are you interested in travelling around the country, or would you like to stay in one place?*

Claire: *I don't want to do a lot of travelling.*

Some verbs and adjectives can have a preposition after them (see Units 125–126).

*I apologized for my mistake. Laura is keen on photography.*

Sometimes we can use an -ing form after the preposition.

		PREPOSITION	-ING FORM	
<i>I</i>	<i>apologized</i>	<i>for</i>	<i>making</i>	<i>a mistake.</i>
<i>Laura is</i>	<i>keen</i>	<i>on</i>	<i>taking</i>	<i>photos.</i>
<i>I'm</i>	<i>thinking</i>	<i>of</i>	<i>going</i>	<i>to Turkey.</i>
<i>Are you</i>	<i>interested</i>	<i>in</i>	<i>travelling</i>	<i>around?</i>
<i>We're</i>	<i>tired</i>	<i>of</i>	<i>not having</i>	<i>a place to live.</i>

We can use not before the -ing form, e.g. not having.

## 2 Verb + preposition + -ing form

*Don't you believe in discussing things openly? Laura doesn't feel like cooking tonight.*

*Unfortunately Tom insisted on telling us all about United's win.*

*I'm looking forward to seeing my friends again.*

*I've succeeded in getting hold of the CD I wanted.*

Also: agree with, apologize for, concentrate on, object to, rely on, think of

We can use about after ask, complain, dream, speak, talk, think, and wonder.

*They're talking about building a new swimming-pool.*

## 3 Verb + object + preposition + -ing form

After some verbs we can put an object (e.g. Matthew).

*Emma accused Matthew of not caring about her.*

*Higher prices will discourage customers from buying.*

*The fire-fighters prevented/stopped the fire (from) spreading.*

*The club has punished its players for fighting during a match.*

Also: blame ... for, congratulate ... on, thank ... for

We can use this structure in the passive.

*Matthew was accused of not caring. The customers will be discouraged from buying.*

## 4 Adjective + preposition + -ing form

*People were annoyed at not being able to see properly.*

*I'm bored with waiting. Vicky is excited about going to America.*

*I'm fed up with living in this awful place. Tom is good at telling jokes.*

*The man was found guilty of stealing from his employers.*

*I'm pleased about/at winning a prize.*

Also: capable of, fond of, interested in (see Unit 71.2), keen on, tired of

▷ 125 Adjective + preposition    ▷ 126 Verb + preposition

# Practice

## A Verb + preposition + -ing form (1–2)

Complete the conversation between Claire and her sister Sophie.

Put in the verbs with these prepositions: *for, in, like, of, on*

Sophie: Where's that little radio of yours?

Claire: Oh, it got broken. Henry knocked it off the table.

Unfortunately he hasn't succeeded (►) in getting ..... (get) it to work again.

Sophie: Oh, what a pity.

Claire: It was only a cheap thing. In fact I'd been thinking (1) ..... (buy) a new one. But Henry not only apologized (2) ..... (break) it, he insisted (3) ..... (buy) me a much nicer one. It's in the dining-room.

Sophie: Henry is such a gentleman.

Claire: He didn't really need to buy me a new one, but I didn't feel (4) ..... (argue).

## B Verb (+ object) + preposition + -ing form (1–3)

Comment on these situations. Join each pair of sentences using a preposition and an -ing form.

► The police prevented the crime. It didn't take place.

The police prevented the crime from taking place .....

1 Laura blamed Trevor. He forgot the tickets.

Laura .....

2 The doctors succeeded. They saved the driver's life.

The doctors .....

3 The customers complained. They didn't receive the goods.

4 Emma has accused Matthew. She says Matthew broke his promise.

5 Melanie is insisting. She's going to cook a meal for David.

6 A new traffic scheme has stopped cars. They can't go into the town centre.

7 Everyone congratulated Claude. He won the quiz competition.

8 Some football fans were arrested. They attacked a policeman.

## C Verb/Adjective + preposition + -ing form (1–4)

Complete Emma's letter to her friend Kirsty. Put in a preposition and an -ing form.

Thank you (►) for inviting ..... (invite) me to come and see you next month. I'm already excited (1) ..... (see) you again.

You must be very pleased (2) ..... (get) the job you wanted. Congratulations.

Personally, I wouldn't be keen (3) ..... (travel) forty miles to work.

I apologize (4) ..... (not write) sooner, but a week in bed with flu has prevented me (5) ..... (do) anything. I haven't even felt (6) ..... (write) to you until today. I must be getting better because I'm starting to feel bored (7) ..... (do) nothing. I'm thinking (8) ..... (go) back to work tomorrow.

# 71 Afraid to do or afraid of doing?

## 1 Afraid



*David is afraid to climb the ladder.*

(= He doesn't want to climb the ladder because he is afraid.)

*David is afraid of falling.*

(= He is afraid because he might fall.)

Here are some more examples.

*I was afraid to say anything in front of all those people.*

*Claire was afraid to wander too far from the hotel.*

*I was afraid of sounding foolish, you see.*

*She was afraid of getting lost.*

## 2 Anxious, ashamed and interested

Compare these examples.

*Zedco are anxious to increase their sales.*

(= They want to increase their sales.)

*Mark was anxious about presenting his report.*

(= He was worried because he had to present his report.)

*I'm ashamed to tell you what I scored in the test.*

(= I don't want to tell you because I'm ashamed.)

*I'm ashamed of getting such a low score.*

(= I'm ashamed because I got such a low score.)

*I'd be interested to meet Laura.*

(= I want to meet her.)

*Laura is interested in painting.*

(= It is an interest/a hobby of hers.)

*I was interested to hear Mike's story.*

(= I found his story interesting.)

## 3 Structures with sorry

To apologize for something we are doing, we use a to-infinitive.

*I'm sorry to tell you this, but your test score is rather low.*

*I'm sorry to ring so late, but it's important.*

To express regret, we also use a to-infinitive.

*I was sorry to hear that Mike's uncle had died.*

To apologize for something we did, we can use about + ing-form.

*I'm sorry about making all that noise last night.*

(OR *I'm sorry I made all that noise last night.*)

# Practice

## A Afraid (1)

Complete the sentences. Use these words and put the verb into the to-infinitive or -ing form:  
dive into the water, drop them, fall, move



- He's afraid to dive into the water.  
1 She's afraid .....

- 2 She's afraid .....

- 3 He's afraid .....

## B Afraid (1)

Look at what people say and write a comment about each person.

Rewrite the second sentence using *afraid to* or *afraid of*.

- Vicky: There's a large bull in the field. I don't want to open the gate.

Vicky is afraid to open the gate.

- Claire: I arrived at the airport in good time. I thought I might get stuck in traffic.

Claire was afraid of getting stuck in traffic.

- 1 Nick: I was going to do a bungee jump yesterday. But I couldn't jump.

- 2 Daniel: The policeman looked angry. I didn't want to argue with him.

- 3 Matthew: I'm keeping my shirt on. I might get sunburnt.

## C Afraid, anxious, ashamed and interested (1–2)

Complete the conversation. Put in a to-infinitive or a preposition + -ing form.

Laura: I'm ashamed (►) to admit ..... (admit) it, but aeroplanes terrify me. I get really anxious (►) about flying ..... (fly). I'm afraid (1) ..... (buy) a plane ticket. I can't stand being on a plane. I'm afraid (2) ..... (get) killed. I feel ashamed (3) ..... (be) so silly.

Sarah: Aren't there things you can do to overcome your fear?

Laura: Well, I was interested (4) ..... (read) in the paper recently that you can go on a course that helps you. I'm anxious (5) ..... (book) a place on it very soon.

## D Sorry (3)

Complete the conversation. Use a to-infinitive or *about* + -ing form. Look at the information in brackets.

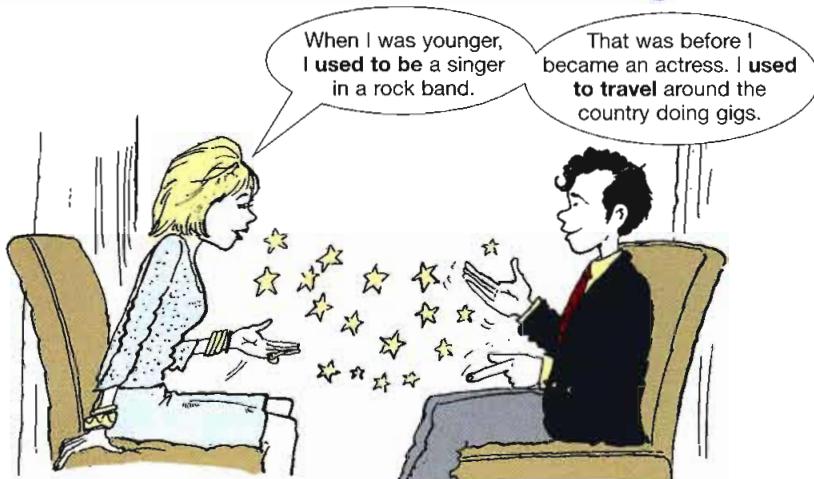
Alan: I'm sorry (►) to disturb you (I'm disturbing you), but could I just say something? I'm sorry (1) ..... (I was so rude) last night. I didn't mean what I said.

Mark: Oh, that's OK. I'm sorry (2) ..... (I lost my temper).

Alan: Right. OK. And, as I said, sorry (3) ..... (I'm interrupting you).

# 72 Used to do and be used to doing

## 1 Used to do



Used + to-infinitive means that something happened regularly or went on for a time in the past. *I used to travel* means that in the past I regularly travelled, but I no longer do so.

Here are some more examples.

*We used to play that game when we were younger.*

*Nick used to smoke, but he gave it up. I used to like fish, but I never eat it now.*

*There used to be a dancehall here, but they knocked it down.*

We cannot use this structure in the present tense.

*Claire travels a lot. NOT Claire uses to travel a lot.*

We normally use didn't use to in negatives and did ... use to in questions.

*We didn't use to have computers. OR We never used to have computers.*

*Where did people use to buy their food before the supermarket was built?*

*Did you use to live in London?*

## 2 Be used to doing



Be used to + -ing form means that something is familiar and is no longer strange. *I'm used to travelling* means that travelling is no longer strange or difficult because I have done it for so long.

Here are some more examples.

*We're used to getting up early. We do it every day. NOT We're used to get up early.*

*Sarah is used to working late at the office. Most visitors to Britain aren't used to driving on the left.*

*I wasn't used to wearing glasses. It seemed very strange at first.*

We can also say **get used to** to talk about things becoming more familiar.

*It was difficult at first, but Mike soon got used to working at night.*

*After her husband died, the old woman had to get used to living on her own.*

# Practice

## A Used to do (1)

Mrs Bell is a hundred years old. She's the oldest person in the village.

A radio reporter is interviewing her. Put in *used to* with the verb.

Mrs Bell: I've always lived in the village, but not always in this house.

Reporter: Where (►) did you use to live ..... (you / live)?

Mrs Bell: When I was a girl, we lived at Apple Tree Farm.

(1) ..... (we / like) it there.

Reporter: But life was hard, wasn't it?

Mrs Bell: Oh, yes. Things (2) ..... (be) different from the way they are now. In those days (3) ..... (we / not / have) electricity.

Reporter: And (4) ..... (you / help) with the farm work?

Mrs Bell: Yes, (5) ..... (I / look) after the hens.

## B Used to do and be used to doing (1–2)

Look at the pictures and say what the people used to do or are used to doing.

Use these verbs: *climb, fly, paint, play, sign*

Use these objects: *autographs, badminton, mountains, pictures, planes*



► He used to paint pictures.

► She 's used to signing autographs.

2 They .....

1 She .....

3 He .....

## C Used to do and be used to doing (1–2)

Put in a to-infinitive or to + -ing form. Use the verbs in brackets.

► When I was a child, I used to dream ..... (dream) of being an astronaut.

► I'm terribly nervous. I'm not used to speaking ..... (speak) to a large audience.

1 It took us ages to get used ..... (live) in a block of flats.

2 Lots of trains used ..... (stop) here, but not many do now.

3 Didn't Nick use ..... (work) on a building site?

4 There didn't use ..... (be) so many soap operas on television.

5 I'll have an orange juice, please. I'm not used ..... (drink) alcohol.

6 David doesn't seem to mind being in hospital. I suppose he's got used ..... (be) there.

7 When Laura was at college, she used ..... (have) a picture of Elvis Presley on her bedroom wall.

# 73 Preposition or linking word + -ing form

## 1 Introduction

- Rachel: *Shall we have some lunch?*  
Jessica: *I usually go for a walk instead of eating.* I'm on a diet.  
Rachel: *You're joking, aren't you? Since when?*  
Jessica: *Since discovering* I can't get into my old clothes.  
Rachel: *Well, just buy some new ones, then.*

We can use an -ing form after some prepositions (e.g. instead of) or linking words (e.g. since).

We cannot use an infinitive. NOT *instead of to eat.*

## 2 Preposition + -ing form

Here are some more examples.

- As a result of losing my passport, I had to fill in a complicated form.*  
*Vicky and Rachel might go to Canada as well as travelling around the US.*  
*You can get skin cancer from being in the sun too long.*  
*You aren't in favour of cutting down trees, are you?*  
*Sarah went to work in spite of not feeling well.*  
*We can't have a party without making a bit of noise.*

We can use these prepositions before an -ing form: against, as a result of, as well as, besides, by, despite, for, from, how about, in favour of, in spite of, instead of, on, what about, without

We use what about/how about + -ing form to make a suggestion.

*How about giving us some help?*

We use for + -ing form to say what we use something for.

*This cloth is for cleaning the floor.*

We use by + -ing form to say how someone does something.

*The thief got in by breaking a window.*

We use on + -ing form to mean 'as soon as'.

*On hearing the news of David's accident, Melanie burst into tears.*

(= As soon as she heard the news, ... )

## 3 Linking word + -ing form

Here are some examples.

- I always have a shower after playing tennis.*  
*Although hoping to get the job, Rachel wasn't really expecting to.*  
*Sarah wanted to finish the report before going to bed.*  
*The man has been unemployed since leaving prison.*  
*You should always lock the door when leaving your room.*  
*Mark was listening to the car radio while sitting in a traffic jam.*

We can use these linking words before an -ing form: after, although, before, since, when, while

A linking word + -ing form can sometimes be a little formal. We can say the same thing like this.

*I always have a shower after I've played tennis.*

*Although she was hoping to get the job, Rachel wasn't really expecting to.*

▷ 70 Verb/Adjective + preposition + -ing form

# Practice

## A Preposition + -ing form (2)

Complete the sentences using the words in brackets.

- Rachel: Do you want to walk? Vicky: Yes, let's not get a bus. (instead of)  
Vicky wants to walk instead of getting a bus.
- 1 Sarah: Did you get through the work? Mark: Yes, I stayed up all night. (by)  
Mark got through the work .....
- 2 Melanie: When do you take the pills? David: The minute I wake in the morning. (on)  
David has to take the pills .....
- 3 Mike: So you got the answer? Harriet: Yes, and I didn't use a calculator. (without)  
Harriet got the answer .....
- 4 Emma: Why the rucksack? Matthew: So I can carry the food. (for)  
The rucksack is .....
- 5 Trevor: Sorry I forgot the sugar. Laura: Well, you had it on your list. (in spite of)  
Trevor forgot the sugar .....
- 6 Mark: Do you have to do the typing? Secretary: Yes, and book some flights. (as well as)  
The secretary has to book some flights .....

## B Linking word + -ing form (3)

This structure is often used in instructions (sentences which tell people what to do).

Put in *before* or *after* and the -ing form of the verb in brackets.

- Replace the top on the bottle after taking ..... (take) the medicine.
- 1 Read the contract through carefully ..... (sign) it.
- 2 You shouldn't have a bath straight ..... (eat) a meal.
- 3 ..... (leave) home ring the airport to check that your flight is on schedule.
- 4 Always put your skis away carefully ..... (use) them.
- 5 Be sure to switch off the electricity ..... (change) a fuse.
- 6 Make sure the safety chain is on ..... (open) the door.

## C Preposition or linking word + -ing form (2–3)

Ron Mason owns a supermarket business. Write the sentences for a magazine article about his life. Join two sentences into one using the words in brackets.

- He saw an empty shop. He was walking around town one day. (while)  
He saw an empty shop while walking around town one day.
- 1 He thought carefully. He decided to buy it. (before)  
.....
- 2 He bought the shop. He had little money of his own. (despite)  
.....
- 3 He became successful. He gave the customers what they wanted. (by)  
.....
- 4 He put the profit back into the business. He didn't spend it on himself. (instead of)  
.....
- 5 He was happy. He was running his own business. (when)  
.....
- 6 He fell ill. He worked too hard. (as a result of)  
.....
- 7 He has made a lot of money. He bought his first shop ten years ago. (since)  
.....

# 74 See it happen or see it happening?

## 1 Introduction



*David fell down the steps.  
Rachel saw him fall.*



*David was walking with a stick.  
Rachel saw him walking across the road.*

## 2 See it happen

After some verbs we can use an object + an infinitive without to.

	VERB	OBJECT	INFINITIVE	
<i>Rachel</i>	<i>saw</i>	<i>David</i>	<i>fall</i>	<i>down the steps.</i>
<i>Vicky</i>	<i>heard</i>	<i>someone</i>	<i>close</i>	<i>the door.</i>
<i>Let's</i>	<i>watch</i>	<i>the parade</i>	<i>go</i>	<i>past.</i>
<i>We all</i>	<i>felt</i>	<i>the house</i>	<i>shake.</i>	

We can use this structure with these verbs: feel, hear, listen to, notice, see, watch

## 3 See it happening

We can also use an -ing form after the object.

	VERB	OBJECT	-ING FORM	
<i>Rachel</i>	<i>saw</i>	<i>David</i>	<i>walking</i>	<i>with a stick.</i>
<i>Can you</i>	<i>hear</i>	<i>someone</i>	<i>playing</i>	<i>the piano?</i>
<i>We</i>	<i>found</i>	<i>Matthew</i>	<i>exercising</i>	<i>in the gym.</i>
<i>I could</i>	<i>feel</i>	<i>an insect</i>	<i>crawling</i>	<i>up my leg.</i>

We can use this structure with these verbs: feel, find, hear, listen to, notice, see, smell, watch

## 4 See it happen or see it happening?

### SEE IT HAPPEN

*We saw Trevor **plant** the tree.  
(He planted the tree. We saw him do the whole job.)  
I watched Nick **light** a cigarette.  
We noticed a young man **sit** down and order a meal.*

### SEE IT HAPPENING

*We saw Trevor **planting** the tree.  
(He was planting the tree. We saw him in the middle of the job.)  
I watched Nick **smoking** a cigarette.  
We noticed a young man **sitting** at the table **eating** a meal.*

When we talk about a short action, it often does not matter which structure we use.

*They heard a car turn/turning the corner. I didn't see anyone leave/leaving any litter.*

# Practice

## A See it happen (2)

Henry is in court. He is answering questions about a Mr Lewis, who the police suspect of a number of crimes. Add a sentence using the verb in brackets.

- And you say a second man came into the restaurant? (see)

Henry: That's right. I saw him come in.

- 1 Are you quite certain that Mr Lewis took the envelope? (see)

Henry: Yes, absolutely.

- 2 Then Mr Lewis left the restaurant, did he? (watch)

Henry: He left soon afterwards.

- 3 And he drove away. (hear)

Henry: Yes, he did.

## B See it happening (3)

Look at the pictures and add a sentence with *I can see/hear/smell ...* and the -ing form of these verbs: *bark, burn, come, ring, wave*



- The postman is on his way. I can see him coming.

- 1 There's a phone upstairs.

- 2 There's a woman in the boat.

- 3 There are some dogs outside.

- 4 You've forgotten your lunch.

## C See it happen or see it happening? (4)

There has been a bomb explosion in the city centre. TV reporter Kitty Beamish is asking people about it. What did people see or hear?

- Man: The bomb exploded. I heard it. It was a shock.

He heard the bomb explode.

- Woman: A man was lying in the road. I saw him. He was just lying there.

She saw a man lying in the road.

- 1 Woman: The building shook. I felt it. I couldn't believe it.

- 2 Man: People were shouting. I heard them. There was panic.

- 3 Girl: An alarm was ringing. I could hear it. It went on and on.

- 4 Boys: The police arrived. We saw them. They were over there.

- 5 Man: I saw a woman. She was crying. She was in a terrible state.

## 1 Two actions at the same time



All afternoon Claire **lay** in a hammock **reading** a magazine.

When two things are happening at the same time, we can use a main verb (lay) and an -ing form (reading). Here are some more examples.

We **had to stand** in a queue **waiting** for the bank to open.

You **can't sit** **watching** television all day. All afternoon, Vicky **lay** on the sofa **thinking** about life.

We can also use this structure when one action comes in the middle of another. We use the -ing form for the longer action.

Matthew **injured** his knee **doing** gymnastics. (= He injured his knee while he was doing gymnastics.)

I **went** to sleep **listening** to the radio.

## 2 One action after another

When there are two short actions, one straight after the other, we can use an -ing form for the first action.

**Opening** the bottle, Mike **poured** the drinks. (= He opened the bottle and then poured the drinks.)

**Turning** right into Madison Avenue, the car **drove** north for two blocks.

We can also use the perfect -ing form.

**Having opened** the bottle, Mike **poured** the drinks. (= After opening the bottle, Mike poured the drinks.)

If either of the actions is long, we must use the perfect.

**Having photocopied** all the papers, Sarah **put** them back in the file.

**Having repaired** the car, Tom **took** it out for a road test.

NOT **Repairing** the car, Tom **took** it out for a road test.

These patterns are typical of written English. In spoken English, to talk about one action after another we use a sentence like this.

Tom **repaired** the car **and then** **took** it out for a road test.

## 3 The -ing form saying why

We can use the -ing form to give a reason.

The fans **queued** for hours, **hoping** to get tickets.

(= They queued for hours because they hoped to get tickets.)

**Being** the youngest child, Natasha **was** her father's favourite.

**Not knowing** the way, I **had to ask** for directions.

We can also use the perfect -ing form to give a reason.

**Having spent** all his money, Daniel **couldn't afford** a new jacket.

We **decided not to travel**, **having heard** the terrible weather forecast.

# Practice

## A One action in the middle of another (1)

Say what accidents these people had. Use these phrases: *lift weights*, *light a fire*, *open a tin*, *run*, *ski*. Put the verbs describing the longer action in the -ing form.



► Harriet burnt her hand lighting a fire.

1 Matthew .....  
2 David .....

3 Vicky .....

4 Trevor .....

## B One action after another (2)

Rewrite the sentences about a detective. Begin with an -ing form, e.g. *doing* or *having done*.

Mitchell picked up the phone and dialled a number. He let it ring for five long minutes and then slowly replaced the receiver. He took a gun out of the drawer and put it in his briefcase. He left the office and then had to wait a while for the lift. He reached the ground floor and hurried outside to a taxi. The taxi driver pulled out a gun and shot Mitchell.

► Picking up the phone, Mitchell dialled a number.

► Having let it ring for five long minutes, he slowly replaced the receiver.

1 .....  
2 .....  
3 .....  
4 .....

## C The -ing form saying why (3)

Match the two parts and join them using an -ing form, e.g. *doing* or *having done*.

► Because she didn't want to be late, Harriet turned on the heating.

► As she had worked hard all day, Andrew took it back to the library.

1 Because he had studied the map,

Daniel found it hard to communicate.

2 She felt cold, so

Vicky ran to the bus stop.

3 Because he didn't know French,

Trevor knew which way to go.

4 He had finished the book, so

Sarah was exhausted.

► Not wanting to be late, Vicky ran to the bus stop.

► Having worked hard all day, Sarah was exhausted.

1 .....  
2 .....  
3 .....  
4 .....

# Test M: The infinitive and the -ing form

## A

Some of these sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick (✓). If it is incorrect, cross out the unnecessary word and write it in the space.

- I'm used to driving in heavy traffic every day. ✓.....
- Although ~~of~~ feeling tired, Polly didn't want to go to bed. of.....
- 1 It's important for to sign the form. .....
- 2 Peter broke his arm in playing rugby. .....
- 3 A woman accused Martin of stealing her money. .....
- 4 I wasn't sure whether to write a letter of thanks. .....
- 5 Do you remember a young man bumping into you? .....
- 6 The girl's parents wouldn't let her to stay out so late. .....
- 7 The book is too difficult enough for children to understand. .....
- 8 Police found the woman for lying dead on the floor. .....
- 9 Cars are always expensive to repair them. .....
- 10 The man died as a result of falling asleep while driving. .....

## B

This is an advertisement for the book 'Winning in Business'. Put in the correct form of each verb.

Are you fed up with (►) being ..... (be) a failure in your job? Wouldn't you rather (►) succeed ..... (succeed)?

Do you want (►) to earn ..... (earn) more money? Are you anxious (1) ..... (get) ahead? Do you believe in (2) ..... (make) the most of your talents? Do you sometimes dream about (3) ..... (reach) the top? If the answer is yes, read on. Just imagine yourself (4) ..... (run) a big successful company. And now you can do something about it instead of (5) ..... (dream). It'll happen if you want it (6) ..... (happen). Make it a reality by (7) ..... (order) your copy of the best-selling 'Winning in Business'. It has a ten-point plan for you (8) ..... (follow). Do it and you're certain (9) ..... (be) a success. You'll know what (10) ..... (do) in business. You can make other people (11) ..... (respect) you and persuade them (12) ..... (do) what you want. Experts recommend (13) ..... (buy) this marvellous book. You'd better (14) ..... (order) your copy today.

## C

Combine each pair of sentences. Use a to-infinitive or an -ing form. Sometimes you also need a preposition.

- We've advised Nancy. She should get a lawyer.  
We've advised Nancy to get a lawyer......
- I'm getting bored. I've been sitting on the beach.  
I'm getting bored with sitting on the beach......
- 1 We saw Rupert. He was looking in a shop window.  
.....
- 2 I remember the clown. He fell over.  
.....
- 3 Tessa wasn't sure. Which way should she go?  
.....

- 4 The porter just stood there. He expected a tip.
- 5 How about it? Shall we go to the barbecue?
- 6 Susan is used to it. She's always lived in the country.
- 7 I'm afraid. I might hurt myself.
- 8 Christopher apologized. He'd forgotten to pay.
- 9 The food was too cold. Michelle couldn't eat it.
- 10 Polly was silly. She gave away the secret.

## D

Read the story and write the missing words. Use one word only in each space.

Calvin Coolidge was elected US President in 1924. He didn't believe (►) in ..... doing too much, and his slogan was 'Keep cool with Coolidge'. Soon (1) ..... moving into the White House, Coolidge invited some old friends (2) ..... have dinner with him there. They were all people he (3) ..... to know in the old days, and they were simple country people. They were interested (4) ..... see inside the White House, and they were looking forward to (5) ..... dinner with the President. They thought it was nice (6) ..... him (7) ..... invite them. But there was one problem. They weren't used (8) ..... attending formal dinners, and they were worried that they wouldn't know (9) ..... to behave. They were afraid (10) ..... looking foolish. So they decided it would be best (11) ..... everyone to copy exactly what Coolidge did.

At last the day came. During the dinner, when Coolidge picked up his knife and fork, everyone did the same. When he drank, everyone drank, and so on. Finally Coolidge decided to amuse himself (12) ..... playing a little trick on his visitors. He tipped some coffee into his saucer. Everyone did the same. (13) ..... done this, he added a little cream and sugar. Everyone did the same. Then, horrified, they watched Coolidge bend down and (14) ..... the saucer on the carpet for his cat.

## E

Complete the conversations. Put in the correct form of each verb.

- A: I'm annoyed about ..... **being** ..... (be) late.  
B: Well, I told you ..... **to set** ..... (set) off in good time, didn't I?
- 1 A: Did you accuse Nigel of ..... (break) a plate?  
B: Well, it was an accident, but he did break it. I saw him ..... (knock) it off the table with his elbow.
- 2 A: I came here ..... (see) Janet. She must have forgotten I was coming.  
B: It seems rather careless of her ..... (forget).
- 3 A: Are you going to have a rest now after ..... (do) all the cleaning?  
B: No, I've got an essay ..... (write).
- 4 A: You say you need some advice?  
B: Yes, I'm sorry ..... (bother) you, but I don't know who ..... (ask).
- 5 A: Do you like Scrabble?  
B: Well, I used ..... (play) it quite a lot, but I got fed up with it. I'd rather ..... (watch) television, actually.

# 76 Ship and water: countable and uncountable nouns

## 1 What is the difference?



*a ship*

*two boats*

*water*

### COUNTABLE

A countable noun (e.g. **ship**) can be singular or plural. We can count ships. We can say **a ship**/**one ship** or **two ships**.

Here are some examples of countable nouns.

*We could see a ship in the distance.*

*Claire has only got one sister.*

*I've got a problem with the car.*

*Do you like these photos?*

*I'm going out for five minutes.*

### UNCOUNTABLE

An uncountable noun (e.g. **water**) is neither singular nor plural. We cannot count water. We can say **water** or **some water** but NOT **a-water** or **two-waters**.

Here are some examples of uncountable nouns.

*Can I have some water?*

*Shall we sit on the grass?*

*The money is quite safe.*

*I love music.*

*Would you like some butter?*

## 2 Nouns after the, a/an and numbers

There are some words that go with both countable and uncountable nouns. One of these is **the**. We can say **the ship** (singular), **the ships** (plural) or **the water** (uncountable). But other words go with one kind of noun but not with the other.

### COUNTABLE

**A/an** or **one** goes only with a singular noun.

*I need a spoon.*

Numbers above one go only with plural nouns.

*We eat three meals a day.*

### UNCOUNTABLE

**We do not use a/an with an uncountable noun.**

**NOT a-water and NOT a-music.**

**We do not use numbers with an uncountable noun.**

**NOT three foods**

## 3 Nouns after some, many/much, etc.

**Some** and **any** go with plural or uncountable nouns. We can also use plural and uncountable nouns on their own, without **some** or **any**.

### PLURAL

*Tom told some jokes.*

*Do you know any jokes?*

*Tom usually tells jokes.*

But NOT *He told joke.*

**Many** and **a few** go only with plural nouns.

*There weren't many bottles.*

*I made a few sandwiches.*

### UNCOUNTABLE

*We had some fun.*

*That won't be any fun.*

*We always have fun.*

**Much** and **a little** go with uncountable nouns.

*I don't drink much wine.*

*There was only a little bread left.*

# Practice

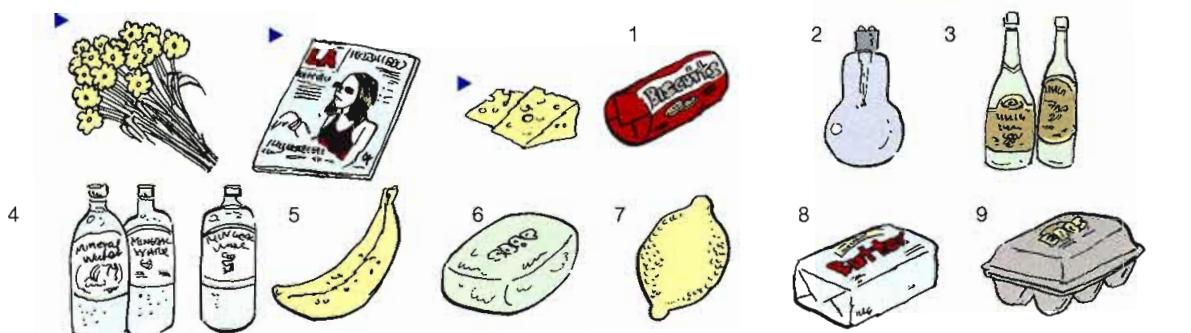
## A What is the difference? (1)

Look at the underlined nouns. Are they are countable or uncountable?

- There was a car behind us. countable ..... 4 Love makes the world go round. ....
- I never eat meat. uncountable ..... 5 Good luck in your new job. ....
- 1 Do you play golf? ..... 6 Power stations produce energy. ....
- 2 I had to wait ten minutes. ..... 7 I'm taking a photo. ....
- 3 Just tell me one thing. ..... 8 Would you like an apple? ....

## B A and some (2–3)

Laura has been to the supermarket. What has she bought? Use *a* or *some* with these words: *banana*, *biscuits*, *butter*, *cheese*, *eggs*, *flowers*, *lemon*, *light bulb*, *mineral water*, *magazine*, *soap*, *wine*



► some flowers ..... 4 .....  
► a magazine ..... 5 .....  
► some cheese ..... 6 .....  
1 ..... 7 .....  
2 ..... 8 .....  
3 ..... 9 .....

## C Countable and uncountable nouns (1–3)

Complete the conversation. Choose the correct form.

Jessica: What are you doing, Andrew?

Andrew: I'm writing (►) essay/an essay.

Jessica: Oh, you've got (1) computer/a computer. Do you always write (2) essay/essays on your computer?

Andrew: Yes, but I'm not doing very well today. I've been working on my plan for about three (3) hour/hours now.

Jessica: You've got lots of books to help you, though. I haven't got as (4) many/much books as you. That's because I haven't got much (5) money/moneys. Quite often I can't even afford to buy (6) food/a food.

Andrew: Really? That can't be (7) many/much fun.

Jessica: I'd like to get (8) job/a job I can do in my spare time and earn (9) a/some money. I've got (10) a few/a little ideas, but what do you think I should do?

Andrew: I know someone who paints (11) picture/pictures and sells them. Why don't you do that?

Jessica: Because I'm no good at painting.

## 1 A carton of milk



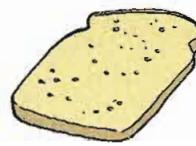
a carton of milk



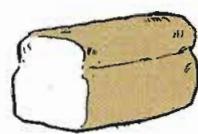
two tins of soup



a kilo of sugar



a piece/slice of bread



a loaf of bread

Milk, soup, etc. are uncountable nouns. We cannot use a or a number in front of them. We do not usually say **a-milk** or **two-soups**. But we can say a carton of milk or two tins of soup. Here are some more examples.

## CARTON, TIN, ETC.

a carton of orange juice  
a tin of paint  
a bottle of water  
a box/packet of cereal  
a jar of jam  
a tube of toothpaste  
a glass of water  
a cup of coffee

## MEASUREMENTS

a kilo of cheese  
five metres of cable  
twenty litres of petrol  
half a pound of butter

## PIECE, SLICE, ETC.

a piece of wood  
a piece/slice of bread  
a piece/sheet of paper  
a bar of chocolate  
a loaf of bread

We can also use this structure with a plural noun after of.

a packet of crisps   a box of matches   three kilos of potatoes   a collection of pictures

## 2 A piece of information

Advice, information and news are uncountable nouns. We cannot use them with a/an or in the plural.

Can I give you **some advice**? NOT **an advice**

We got **some information** from the tourist office. NOT **some informations**

That's wonderful **news**! NOT **a wonderful news**

But we can use piece of, bit of and item of.

Can I give you **a piece of/a bit of advice**?

There are **two pieces/bits of information** we need to complete the questionnaire.

There's **a bit of/an item of news** that might interest you.

These nouns are uncountable in English, although they may be countable in other languages:  
accommodation, baggage, behaviour, equipment, fun, furniture, homework, housework, litter, luck, luggage, progress, rubbish, scenery, traffic, travel, weather, work

Some countable nouns have similar meanings to the uncountable nouns above.

## COUNTABLE

There aren't any **jobs**.  
It's a long **journey**.  
There were **sofas** and **chairs** for sale.  
We've booked a **room**.  
I've got three **suitcases**.

## UNCOUNTABLE

There isn't any **work**.  
Travel can be **tiring**.  
There was **furniture** for sale.  
We've booked some **accommodation**.  
I've got three **pieces of luggage**.

# Practice

## A A carton of milk (1)

What did Tom buy at the supermarket? Use *of*.

Milk	0.35	▶ two cartons of milk.
Milk	0.35	▶ a kilo of flour.
1 kilo flour	0.85	1
Jam	0.95	2
Matches	0.39	3
Bread	0.65	4
Bread	0.65	5
Chocolate	0.95	6
5 kilos potatoes	1.59	7
Breakfast cereal	1.38	8
Mineral water	0.74	
Mineral water	0.74	
Toothpaste	1.89	
Total	£11.48	

## B Countable and uncountable nouns (2)

Complete the sentences. Put in *a/an* or *some*.

- ▶ I really ought to do some housework.
- 1 The people who camped in the field have left ..... rubbish.
  - 2 I've been working on the business plan. I've made ..... progress.
  - 3 The visitors are here for two nights. They're looking for ..... accommodation.
  - 4 That shop has ..... nice sofa.
  - 5 You'll have to pay extra for the taxi because you've got ..... luggage.
  - 6 The flat is quite empty. I need ..... furniture.
  - 7 I can't possibly fit this guitar into ..... suitcase.
  - 8 You need ..... luck to win at this game.

## C Countable and uncountable nouns (2)

You are talking about the holiday you had with a friend. Use these words:

accommodation, awful journey, beautiful scenery, chair, fun, good weather, meal.

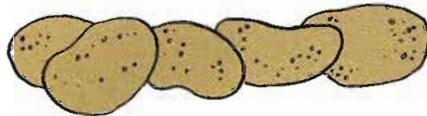
You have to decide whether you need to put *a/an* or *not*.

- ▶ (It was quite easy to book a place to stay.)  
Booking accommodation ..... was quite easy.
- ▶ (There was nothing to sit on in your room.)  
But my room wasn't very nice. It didn't even have a chair ... in it.
- 1 (You were in a beautiful part of the country.)  
It was a lovely place, though. There was ..... all around us.
  - 2 (The weather was good.)  
And we had ..... while we were there.
  - 3 (One evening you went to a restaurant with some other people.)  
One evening we had ..... with some people we met.
  - 4 (You enjoyed yourselves at the disco.)  
We went to a disco. We had ..... there.
  - 5 (Travelling home was awful.)  
We had ..... home last Saturday.

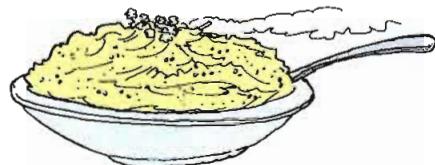
# 78 Nouns that can be countable or uncountable

## 1 A potato or potato?

Some nouns can be either countable or uncountable. For example, a **potato** is a separate, individual thing, but **potato** cannot be counted.



*potatoes*



*potato*

### COUNTABLE

*I'm peeling the **potatoes**.*  
*Melanie baked **a cake** for David.*  
*Vicky was eating **an apple**.*  
*Someone threw **a stone** at the police.*  
*There's **a hair** on your shirt.*

### UNCOUNTABLE

*Would you like **some potato**?*  
*Have **some cake/a piece of cake**.*  
*Is there **apple** in this salad?*  
*The house is built of **stone**.*  
*I must brush my **hair**. NOT **hairs***

## 2 A sport or sport?

Often the countable noun is specific, and the uncountable noun is more general.

### COUNTABLE

*Rugby is **a sport**. (= a particular sport)*  
*That's **a nice painting** over there.*  
*We heard **a sudden noise** outside.*  
*John Lennon had **an interesting life**.*

### UNCOUNTABLE

*Do you like **sport**? (= sport in general)*  
*Paul is good at **painting**.*  
*Constant **noise** can make you ill.*  
*Life is complicated sometimes.*

## 3 A paper or paper?

Some nouns can be countable or uncountable with different meanings.

### COUNTABLE

*I bought **a paper**. (= a newspaper)*  
*I'll have **a glass** of orange juice, please.*  
*Have you got **an iron**? (for clothes)*  
*I switched all **the lights** on.*  
*I've been to France many **times**.*  
*The journey was **a great experience**.*  
*I run **a small business**. (= a company)*  
*We finally found **a space** in the car park.*

### UNCOUNTABLE

*I need **some paper** to write on.*  
*I bought a piece of **glass** for the window.*  
*The bridge is made of **iron**.*  
*There's more **light** by the window.*  
*I can't stop. I haven't got **time**.*  
*He has enough **experience** for the job.*  
*I enjoy doing **business**. (= buying and selling)*  
*There's no **space** for a piano in here.*  
*There are hundreds of satellites out in **space**.*

## 4 A coffee or coffee?

Words for drink are usually uncountable: *Coffee* is more expensive than *tea*.

But when we are ordering or offering drinks, we can say either a cup of coffee or a coffee.

*Two **coffees**, please. (= two cups of coffee)*    *Would you like **a beer**? (= a glass/bottle/can of beer)*

Some nouns can be countable when we are talking about a particular kind or about different kinds.

*Chianti is **an Italian wine**. (= a kind of Italian wine)*

*The use of **plastics** has greatly increased. (= the use of different kinds of plastic)*

# Practice

## A A potato or potato? A sport or sport? (1–2)

Complete the conversations. Choose the correct form.

► Can I pick an apple/some apple from your tree? ~ Yes, of course.

1 I think sport/a sport is boring. ~ Me too. I hate it.

2 We ought to buy some potato/some potatoes. ~ OK, I'll get them.

3 I think painting/a painting is a fascinating hobby. ~ Well, you're certainly very good at it.

4 Did you hear noise/a noise in the middle of the night? ~ No, I don't think so.

5 Is there cheese/a cheese in this soup? ~ Yes, a little.

6 I had conversation/a conversation with Vicky last night. ~ Oh? What about?

7 Shall I put a chicken/some chicken in your sandwiches? ~ Yes, please.

8 Are you a pacifist? ~ Well, I don't believe in war/a war, so I suppose I am.

9 It isn't fair. ~ No, life/a life just isn't fair, I'm afraid.

10 What's the matter? ~ You've got some egg/some eggs on your shirt.

## B A paper or paper? (3)

Complete the conversations. Put in these nouns: *business* (x2), *experience* (x2), *glass*, *iron*, *light*, *paper*, *space*, *time*. Put *a/an* or *some* before each noun.

► Harriet: Did you manage to park in town?

Mike: It took me ages to find a space ..... And all I wanted was to buy some paper ..... to wrap this present in.

1 Sarah: Are you busy tomorrow?

Mark: I'm meeting someone in the office. We've got ..... to discuss.

2 Trevor: Do you think I need to take ..... with me for my shirts?

Laura: Oh, surely the hotel will have one.

3 Vicky: I was going to have some juice, but I can't find .....

Rachel: If you turned ..... on, you might be able to see properly.

4 Claire: I've never met your brother.

Mark: Oh, he's usually very busy because he runs ..... But he's been ill recently. The doctor has ordered him to spend ..... resting.

5 Daniel: How did your interview go?

Emma: Well, I didn't get the job. I think they really wanted someone with ..... of the work, and that's what I haven't got.

So it was a bit of a waste of time. And the train coming back was two hours late.

That's ..... I don't want to repeat.

## C Countable or uncountable? (1–4)

Complete Claire's postcard to her sister. Choose the correct form.

The island is very peaceful. (►) Life/A life is good here. Everybody moves at a nice slow pace. People have (1) time/a time to stop and talk. It's (2) experience/an experience I won't forget for a long time. There aren't many shops, so I can't spend all my money, although I did buy (3) painting/a painting yesterday. Now I'm sitting on the beach reading (4) paper/a paper. The hotel breakfast is so enormous that I don't need to have lunch. I've just brought (5) orange/an orange with me to eat later. I've been trying all the different (6) fruit/fruits grown in this part of the world, and they're all delicious.

# 79 Agreement

## 1 Subject and verb

Look at these examples of agreement between the subject (e.g. *the window*) and the verb (e.g. *is*).

### SINGULAR

*The window is open.*  
*She was upset.*  
*It has been raining.*  
*The soup tastes good.*  
*This method doesn't work.*

After a singular or an uncountable noun and after he, she or it, we use a singular verb.

### PLURAL

*The windows are open.*  
*The door and the window are open.*  
*Her eyes were wet.*  
*They have got wet.*  
*The biscuits taste good.*  
*These methods don't work.*

After a plural noun or they, and after nouns joined by and, we use a plural verb.

## 2 Everyone, something, every, all, etc.

After everyone, something, nothing, etc, we use a singular verb (see also Unit 103.3).

*Everyone was pleased.*   *Something is wrong.*

But compare these examples with every, each and all.

After a phrase with every or each, we use a singular verb.

*Every seat has a number.*  
*Each door is a different colour.*

After all and a plural noun, we use a plural verb.

*All the seats have a number.*

## 3 One of, a number of and a lot of

After one of ..., we use a singular verb.

*One of the photos is missing.*

After a number of ..., we normally use a plural verb.

*A number of questions were asked.*

After a lot of ..., the verb agrees with the noun.

*Every year a lot of pollution is created, and a lot of trees are cut down.*

## 4 Any of, either of, neither of and none of

When a plural noun comes after any of, either of, neither of or none of, we can use either a singular or a plural verb.

*Is/Are any of these old maps worth keeping?*  
*I wonder if either of those alternatives is/are a good idea.*  
*Neither of these cameras works/work properly.*  
*None of the plants has/have grown very much.*

## 5 An amount + a singular verb

After an amount of money, a distance, a weight or a length of time, we normally use a singular verb.

*Eight pounds seems a fair price.*   *A hundred metres isn't far to swim.*  
*Ninety kilos is too heavy for me to lift.*   *Five minutes doesn't seem long to wait.*  
We are talking about the amount as a whole, not the individual pounds or metres.

# Practice

## A Subject and verb (1)

Mark and Sarah are in an antique shop. Complete the conversation by choosing the correct form of the verb.

Sarah: This table (►) is/are lovely.

Mark: Yes, the wood (1) is/are beautiful, isn't it?

Sarah: The style and the colour (2) is/are both perfect for what we want.

Mark: These chairs (3) looks/look very stylish, too, but they (4) is/are rather expensive.

Sarah: Can you see if the table (5) has/have got a price on?

Mark: Yes, it has. It says it (6) costs/cost £2,000. That's ridiculous.

Sarah: Don't you think prices (7) has/have gone up recently? Those tables we saw last month (8) wasn't/weren't so expensive.

## B Everyone, every, etc. and phrases with of (2-4)

Vicky has been to a very grand party. She is telling her parents about it. Put in *was* or *were*.

I really enjoyed the party. It (►) was ..... wonderful. Each guest (1) ..... welcomed by the hostess in person. All the rooms (2) ..... crowded with people. Everyone (3) ..... enjoying themselves. A lot of people (4) ..... dancing, and a number of people (5) ..... swimming in the pool in the garden. All the people there (6) ..... very smart. One of the guests (7) ..... a TV personality – the chat show host Guy Shapiro. I didn't know many of the guests. None of my friends (8) ..... there.

## C Agreement (1-4)

The BBC is making a documentary about police work. A policeman is talking about his job. Choose the correct form.

- Every policeman is/are given special training for the job.  
1 No two days are the same. Each day is/are different.  
2 But the job isn't/aren't as exciting or glamorous as some people think.  
3 Not all policemen is/are allowed to carry guns.  
4 A number of police officers here works/work with dogs.  
5 An officer and his dog has/have to work closely together.  
6 One of our jobs is/are to prevent crime happening in the first place.  
7 A lot of crime is/are caused by people being careless.  
8 Sorry, I have to go now. Someone has/have just reported a robbery.

## D An amount + a singular verb (5)

Combine the questions and answers about travel and holidays into one sentence using *is* or *are*.

► Do you know the price of a room? ~ Fifty pounds.

Fifty pounds is the price of a room.

► How many public holidays are there? ~ Ten days in the year.

Ten days in the year are public holidays.

1 Are you going on a long walk? ~ Fifteen miles.

2 Who's travelling on the bus? ~ Eight students.

3 Was someone waiting for the museum to open? ~ Yes, three people.

4 Do you know the baggage allowance? ~ Twenty kilos.

# 80 Singular or plural?

## 1 Clothes, etc.

Some nouns have only a plural form (with s) and take a plural verb.

*The clothes were in the dryer.* NOT *The clothe was...*

*The goods have been sent to you direct from our factory.* NOT *The good has...*

*My belongings are all packed up in suitcases.*

### PLURAL NOUNS

arms (weapons), belongings (the things you own), clothes, congratulations, contents (what is inside something), customs (bringing things into a country), earnings (money you earn), goods (products, things for sale), outskirts (the outer part of a town), remains (what is left), surroundings (the environment, the things around you), thanks, troops (soldiers)

Some nouns have both a singular and a plural form with a difference in meaning.

### SINGULAR

*Our special price is £10 cheaper than normal. So don't miss this saving of £10.*

*The storm did a lot of damage to buildings.*

*I've got a pain in my back. It really hurts.*

### PLURAL

*My savings are in the bank. I'm going to take out all the money and buy a new car.*

*The newspaper had to pay £2 million in damages after printing untrue stories about a politician. I checked the figures carefully three times. I took great pains to get them exactly right.*

## 2 News, etc.

Some nouns have a plural form (with s) but take a singular verb.

*The news was worse than I had expected.* NOT *The news were...*

*Economics is a difficult subject.* NOT *Economics are...*

### NOUNS TAKING A SINGULAR VERB

The word news

The subjects economics, mathematics/maths, physics, politics and statistics

The activities athletics and gymnastics

The games billiards and darts

The illness measles

## 3 Means, etc.

Some nouns ending in s have the same singular and plural form.

*This means of transport saves energy.*

*Both means of transport save energy.*

*This species of insect is quite rare.*

*All these species of insect are quite rare.*

### NOUNS WITH ONE FORM

crossroads, means, series (e.g. a series of TV documentaries), species (kind, type)

Works (a factory) and headquarters (a main office) take either a singular or a plural verb.

*The steel works has/have closed down.*

# Practice

## A Clothes, etc. (1)

Put in the nouns and add -s if necessary.

- Claire had to take her luggage through customs ..... (custom).  
1 Please accept this gift as an expression of our ..... (thank).  
2 The woman is demanding ..... (damage) for her injuries.  
3 The ..... (pain) was so bad I called the doctor.  
4 The old man carried his few ..... (belonging) in a plastic bag.  
5 If we pay in cash, we make a ..... (saving) of ten per cent.  
6 More ..... (good) should be transported by rail instead of by road.  
7 The gas explosion caused some ..... (damage) to the flats.  
8 We're going to spend all our ..... (saving) on a new car.  
9 The company always takes ..... (pain) to protect its image.

## B News, etc. (2)

Look at each group of words and say what they are part of.

Start your answers like this: *ath...*, *eco...*, *geo...*, *his...*, *mat...*, *phy...*

- atoms, energy, heat, light ..... *physics*  
1 algebra, numbers, shapes, sums .....  
2 dates, nations, past times, wars .....  
3 the high jump, the long jump, running, throwing .....  
4 industry, money, prices, work .....  
5 the climate, the earth, mountains, rivers .....

## C Clothes, news, etc. (1–2)

Choose the correct verb form.

- The television news is/are at ten o'clock.  
1 These clothes is/are the latest fashion.  
2 Maths is/are Emma's favourite subject.  
3 The troops was/were involved in a training exercise.  
4 The contents of the briefcase seems/seem to have disappeared.  
5 Darts is/are sometimes played in pubs in England.  
6 The athletics we watched was/were quite exciting.  
7 The remains of the meal was/were thrown in the bin.

## D Clothes, news, means, etc. (1–3)

Complete this email Rachel has received from her sister. Choose the correct forms.

► Thank/Thanks for your email. Your news (1) was/were interesting. We must talk soon. What about us? Well, we're living on the (2) outskirt/outskirts of town, not far from the company (3) headquarter/headquarters, where Jeremy works. We've spent nearly all our (4) saving/savings on the house. That wouldn't matter so much if I hadn't crashed the car last week and done some (5) damage/damages to the front of it. More bills! But at least I wasn't hurt. The house is nice actually, but the surroundings (6) isn't/aren't very pleasant. We're on a very busy (7) crossroad/crossroads.

I'm doing the course I told you about. Statistics (8) is/are an easy subject, I find, but economics (9) gives/give me problems!

# 81 Pair nouns and group nouns

## 1 Pair nouns

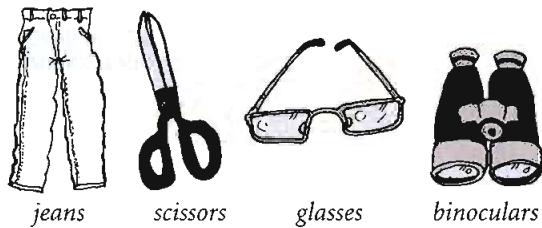
We use a pair noun for a thing made of two parts which are the same. Some pair nouns are binoculars, glasses, jeans, pants, pyjamas, scissors, shorts, tights, trousers.

A pair noun is plural and takes a plural verb.

*My jeans need washing. NOT my jean*

*These tights were quite expensive. NOT this tight*

*We've got some scissors somewhere. NOT a scissor*



We cannot use a/an or a number with a pair noun. But we can use pair of.

*I need some jeans. OR I need a pair of jeans. NOT a-jean*

*Laura bought four pairs of tights. NOT four tights*

## 2 Group nouns

A group noun can usually take either a singular or a plural verb.

*The team was playing well. OR The team were playing well.*

*The government is in crisis. OR The government are in crisis.*

The choice depends on whether we see the group as a whole or as individual people. Often it doesn't matter whether the verb is singular or plural. But sometimes one form is better than the other.

### SINGULAR

*The family is a very old and famous one.*

*The orchestra consists of eighty-six musicians.*

When we mean the group as a whole, we use a singular verb.

We use it and its.

*The committee has made its decision.*

### PLURAL

*The family are delighted with their presents.*

*The orchestra don't know what to play.*

When we mean the individual people in the group, we normally use the plural.

We use they, them and their.

*The class will miss their lessons because they are all going on a trip.*

Some group nouns: army, audience, band, board, choir, class, club, committee, community, company, council, crew, crowd, family, government, group, management, orchestra, population, press

(= newspapers), public, staff, team, union

Also: Harrods, the BBC, the United Nations, etc. and England (the England team), Manchester United

## 3 Police, people and cattle

These nouns have a plural meaning and take a plural verb.

*The police have warned motorists to take extra care.*

*People don't know what the future will bring.*

*The cattle are going to be sold with the farm.*

▷ page 379 Group nouns in American English

# Practice

## A Pair nouns (1)

Trevor and Laura are shopping for clothes. Choose the correct form.

Trevor: These trousers (►) is/are a bit tight. They (1) doesn't/don't feel very comfortable. And I think the blue ones (2) goes/go better with the jacket.

Laura: That jacket (3) is/are too long.

Trevor: Well, the jeans (4) fits/fit all right. Perhaps I'll buy the jeans instead.

Laura: Yes, the jeans (5) looks/look good on you. I like the style. I think they (6) suits/suit you. Now you get changed while I look for (7) a/some shorts. And I might get (8) a/some skirt.

## B Pair nouns (1)

Complete what Rachel says to Vicky.

Put one word in each space.

This old suitcase was in the corridor.

I don't know who left it here. It's been here for about three days, so I'm having a look inside. There's a pair (►) of pyjamas, (1) ..... jeans, two (2) ..... of tights and a (3) ..... of sunglasses. There are (4) ..... red shorts, too.



## C Group nouns (2)

Complete this TV news report. Choose the correct form of the verb.

Zedco (►) have/has just announced that it made a loss of £35 million last year. The management (1) is/are well aware that they have made mistakes. The press (2) have/has all been printing stories and articles critical of the company. The Zedco board (3) knows/know that they now have some difficult decisions to take. Naturally, the staff (4) is/are worried about their jobs and (5) wants/want a meeting with management as soon as possible. But Chief Executive Barry Douglas says things aren't really so bad. He has said that the company still (6) has/have a great future ahead of it.

## D Group nouns (2-3)

Put in a group noun and *is* or *are*. Use these nouns:

*cattle, choir, crew, crowd, orchestra, police, population, team*

► The crowd are ..... all enjoying the game.

1 This United ..... the best one Tom has ever seen.

2 The ..... hoping they can take part in a national singing contest.

3 The ship's ..... all very tired after a long sea voyage.

4 The ..... one of the biggest that has played at one of our concerts.

5 The ..... installing cameras to photograph speeding motorists.

6 At the moment beef ..... cheap because sales of beef are low.

7 The country's ..... growing rapidly because of immigration.

# 82 Two nouns together

## 1 Introduction

Look at these phrases.

*a bread knife* = a knife for cutting bread

*a bus driver* = someone who drives a bus

*the street lights* = the lights in the street

In English we often use one noun before another like this.

*a cookery book* = a book about cookery

*my birthday party* = a party on my birthday

*a paper bag* = a bag made of paper

The two nouns are often written as separate words, but we sometimes use a hyphen (-), or we write them as a single word.

*a tea break*   *at the tea-table*   *a large teapot*

There are no exact rules about whether we join the words or not. If you are unsure, it is usually safest to write two separate words.

## 2 A souvenir shop, etc.

Look at these examples.

*a souvenir shop* = a shop selling souvenirs

*an animal hospital* = a hospital for animals

*through the letter-box* = a box for letters

The first noun is usually singular. There are some exceptions, e.g. *a sports club*, *a goods train*, *a clothes-brush*, *a sales conference*.

## 3 A teacup and a cup of tea

Look at these pictures.



*a teacup*



*a cup of tea*

A teacup is a cup for holding tea.

A cup of tea is a cup full of tea (see Unit 77.1).

Here are some more examples.

*I picked up a cigarette packet.*

*I'll wash the milk bottle.*

*Gary opened a packet of cigarettes.*

*There's a bottle of milk in the fridge.*

## 4 An -ing form + a noun

We can use an -ing form with a noun.

*a sleeping-bag* = a bag for sleeping in   *a waiting-room* = a room for waiting in

*a washing-machine* = a machine for washing clothes

## 5 Longer phrases

We can use more than two nouns.

*a glass coffee-table*   *at Sydney Opera House*   *the bedroom carpet*

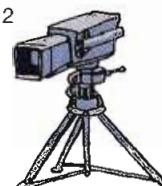
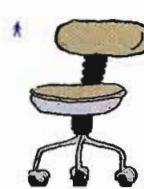
*the winter bus timetable*   *our Assistant Computer Technology Manager*

# Practice

## A Two nouns together (1)

Say what these things are. For each picture use two of these nouns:

alarm, camera, chair, clock, cycle, luggage, motor, office, racket, television, tennis, trolley



► an office chair

3

1

4

2

5

## B Two nouns together (1–4)

Can you say it a better way? Use two nouns together.

► (I read an interesting article in a newspaper yesterday.)

I read an interesting newspaper article yesterday.

1 (Have you got any shirts made of cotton?)

2 (What shall I do with this bottle that had lemonade in it?)

3 (Have you got a bag to carry shopping in?)

4 (Is there a shop that sells shoes near here?)

5 (I'd like a table in the corner, please.)

6 (I'll need some boots to climb in.)

7 (Do you operate computers?)

## C Two nouns together (1–5)

Look at the definitions and write the words.

► a station from which trains leave

a train station

► a bottle once containing medicine and made of glass

a glass medicine bottle

1 a wall made of stone

.....

2 a centre where information is given to tourists

.....

3 a towel you use after having a bath

.....

4 clothes for working in

.....

5 a block of offices in the centre of a city

.....

6 a graph showing sales

.....

7 a card that gives you credit

.....

8 a race for horses

.....

9 the Director of Marketing

.....

10 a tour by bicycle at the end of the week

.....

# Test N: Nouns and agreement

## A

Some of these sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick (✓). If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.

- Would you like a piece of chocolate?  .....
- I like a classical music very much.  .....
- 1 That's a wonderful news! .....  
2 Do you own a computer? .....  
3 I heard an interesting piece of information today. .....  
4 I saw your friend playing a golf. .....  
5 There's some luggage in the car. .....  
6 I bought a carton of some milk. .....  
7 The gates were made of an iron. .....  
8 You need an experience to run a business like this. .....

## B

Tessa is talking about her shopping trip. Write the missing words. Use one word only in each space. I spent (►) SOME ..... time looking round the shops in Oxford Street yesterday. I spent far too (1) ..... money, of course. I bought some (2) ..... : three dresses, a sweater, a blouse, two (3) ..... of trousers and a skirt. I enjoyed myself – it was great (4) ..... . The skirt is really nice. A hundred pounds (5) ..... quite expensive, but I couldn't resist it. Anyway, it was reduced from a hundred and twenty pounds, so I made a (6) ..... of twenty pounds. One of the dresses (7) ..... fit, I've discovered, but I can take it back next time I go. I had a wonderful time and bought all these lovely things. But it was very crowded. Everyone (8) ..... rushing about. And the traffic (9) ..... terrible. I usually have a coffee and a (10) ..... of cake, but the cafés were all full, so I didn't bother.

## C

Complete the second sentence so that it has a similar meaning to the first. Use the word in brackets.

- Could I have some bread, please? (piece)  
Could I have a piece of bread, please? .....
- 1 All the windows were broken. (every)  
.....
- 2 The money I earn isn't enough to live on. (earnings)  
.....
- 3 There were bits of paper everywhere. (litter)  
.....
- 4 We went to the hotel to get a meal. (food)  
.....
- 5 Judy bought some binoculars. (pair)  
.....
- 6 I need a new book of cheques. (cheque)  
.....
- 7 I'll have some orange juice, please. (glass)  
.....
- 8 The reporter needed some information. (two)  
.....

## D

Each of these sentences has a mistake in it. Write the correct sentence.

► ~~Can you lend me some pen to write this cheque?~~

Can you lend me a pen to write this cheque?

1 We can't sit here because the grass are wet.

2 ~~Do you want a butter on your bread?~~

3 ~~All my belonging was stolen.~~

4 ~~Do you have any informations about hotels?~~

5 ~~The police is questioning two men.~~

6 ~~Can we have two coffee, please?~~

7 ~~The news aren't very good, I'm afraid.~~

8 ~~I just want to go into this shoes shop.~~

9 ~~It's only a short travel by train.~~

## E

Choose the correct form.

► The house is built of ~~stone/a stone~~.

1 Each team ~~wear/wears~~ a different colour.

2 Let me give you ~~an advice/a piece of advice~~.

3 Everyone was watching ~~the football match/the match of football~~.

4 We had to take our luggage through ~~customs/a customs~~.

5 The band ~~is/are~~ proud of their success.

6 I haven't got ~~many/much~~ friends.

7 Three hours ~~is/are~~ long enough to look round the museum.

8 I wear ~~this glass/these glasses~~ when I go out.

9 My father had a job at the ~~steelwork/steelworks~~.

10 We couldn't find ~~an/any~~ accommodation.

11 Do you eat ~~meat/a meat~~?

12 The contents of the box ~~was/were~~ thrown away.

13 ~~Noise/A noise~~ woke me up in the middle of the night.

14 Cattle ~~was/were~~ driven hundreds of miles by the cowboys.

15 One of the windows ~~is/are~~ open.

16 What would it be like to travel at the speed of ~~light/a light~~?

17 Is there a ~~sport club/sports club~~ near here?

18 E-mail is a relatively new ~~mean/means~~ of communication.

19 We make furniture out of many different ~~wood/woods~~.

20 Someone ~~has/have~~ kidnapped the President!

# 83 A/an and the (1)

## 1 Introduction

Read this true story about an American tourist in Britain.

*A man from California was spending **a month** in Britain. One day he booked into **a hotel** in Cheltenham, **a nice old town** in the West of England. Then he went out to look around **the place**. But **the man** didn't return to **the hotel**. He disappeared, leaving **a suitcase** full of clothes behind. **The police** were called in, but they were unable to find out what had happened to **the missing tourist**. It was **a mystery**. But two weeks later **the man** walked into **the police station** in Cheltenham. He explained that he was very sorry, but while walking around **the town**, he had got lost. He had also forgotten **the name** of **the hotel** he had booked into. So he had decided to continue with his tour of **the country** and had gone to visit **a friend** in Scotland before returning to pick up **the case** he had left behind.*

A/an goes only with a singular noun. With a plural or an uncountable noun we use some.

*He left **a case**. (singular)*

*He left **some cases**. (plural)*

*He left **some luggage**. (uncountable)*

The goes with both singular and plural nouns and with uncountable nouns.

*He needed **the case**. (singular)*

*He needed **the cases**. (plural)*

*He needed **the luggage**. (uncountable)*

## 2 Use

When the story first mentions something, the noun has a or an.

*A man booked into **a hotel** in Cheltenham.*

These phrases are new information. We do not know which man or which hotel.

But when the same thing is mentioned again, the noun has the.

*The man didn't return to **the hotel**.*

These phrases are old information. Now we know which man and which hotel – the ones already mentioned earlier in the story. We use the when it is clear which one we mean.

### A/AN

*Would you like to see **a show**?*

(I don't say which show.)

*The cyclist was hit by **a car**.*

(I don't say which car.)

*In the office **a phone** was ringing.*

(The office has lots of phones.)

*Has Melanie got **a garden**?*

(We do not know if there is one.)

*The train stopped at **a station**.*

(We don't know which station.)

*We took **a taxi**.*

*We could hear **a noise**.*

*I wrote the number on **an envelope**.*

### THE

*Would you like to see **the show**?*

(= the show we already mentioned)

*Whose is **the car** outside?*

('Outside' explains which car I mean.)

*I was in bed when **the phone** rang.*

(= the phone in my house)

*She was at home in **the garden**.*

(We know she has one.)

*Turn left here for **the station**.*

(= the station in this town)

*We went in **the car**. (= my/our car)*

*We could hear **the noise** of a party.*

*I wrote it on **the back** of an envelope.*

## 3 A man/he and the man/someone

We use a/an + noun or someone/something when we aren't saying which one.

*A man/Someone booked into a hotel.*

*He left **a case/something** behind.*

We use the + noun or he/she/it when we know which one.

*The man/He didn't return to the hotel.*

*The case/It contained clothes.*

# Practice

## A The use of a/an and the (1–3)

Complete this true story. Put in *a/an* or *the*.

(►) A ..... man decided to rob (1) ..... bank in the town where he lived. He walked into (2) ..... bank and handed (3) ..... note to one of (4) ..... cashiers. (5) ..... cashier read (6) ..... note, which told her to give (7) ..... man some money. Afraid that he might have (8) ..... gun, she did as she was told. (9) ..... man then walked out of (10) ..... building, leaving (11) ..... note behind. However, he had no time to spend (12) ..... money because he was arrested (13) ..... same day. He had made (14) ..... mistake. He had written (15) ..... note on (16) ..... back of (17) ..... envelope. And on (18) ..... other side of (19) ..... envelope was his name and address. This clue was quite enough for (20) ..... detectives on the case.

## B A man/he and the man/someone (3)

Replace the sentences which contain an underlined word. Use *a/an* or *the* with the word in brackets.

► We didn't have much time for lunch. David made something for us. (omelette)

David made an omelette for us.

1 They ran the race before they held the long jump. Matthew won it easily. (race)

2 The driver turned left. Suddenly someone ran into the road. (child)

3 Vicky was lying on the sofa. She was watching something on television. (film)

4 I had to take a train and then a bus. It was half an hour late. (bus)

5 A shoplifter tried to steal some clothes. The camera videoed her. (thief)

## C The use of a/an and the (1–3)

Complete the conversations. Put in *a/an* or *the*.

► Laura: Look outside. The sky is getting very dark.

Trevor: I hope there isn't going to be a storm.

1 Mike: I'm going out for ..... walk. Have you seen my shoes?

Harriet: Yes, they're on ..... floor in ..... kitchen.

2 Melanie: Would you like ..... tomato? There's one in ..... fridge.

David: Oh, yes, please. I'll make myself ..... cheese and tomato sandwich.

3 Sarah: If you're going into ..... city centre, can you post these letters for me?

Mark: Yes, I'll take them to ..... main post office.

4 Rita: I've got ..... problem with my phone bill. Can I see someone about it?

Receptionist: Yes, go to ..... fifth floor. ..... lift is along the corridor.

5 Tom: I didn't know Melanie had ..... dog.

David: It isn't hers. She's just taking it for a walk while ..... owner is away.

6 Vicky: I've got ..... headache. I've had it all day.

Rachel: Why don't you go to ..... health centre? It's open until six.

7 Andrew: Guess what. I found ..... £50 note on the pavement this morning.

Jessica: You really ought to take it to ..... police station, you know.

# 84 A/an and the (2)

## 1 Introduction

We use a/an and the when we aren't saying which one, and we use the when we know which one.

*A tourist arrived in Cheltenham to look around the town.*

Look again at the story and the examples in Unit 83.

## 2 The sun, etc.

When there is only one of the things we are talking about, we use the.

*The sun was going down. The government is unpopular.*

*A drive in the country would be nice. We shouldn't pollute the environment.*

Normally there is only one sun or one government in the context.

We mean the government of our country and the sun in our solar system.

We normally say: the country(side), the earth, the environment, the government, the moon, the ozone layer, the Prime Minister, the sea(side), the sky, the sun, the weather

We also use the with cinema, theatre and (news)paper.

*Do you often go to the cinema? I read about the accident in the paper.*

Note that we say a/the police officer but the police.

*A police officer came to the hotel. NOT A police came to the hotel.*

*The police came to the hotel. (= one or more police officers)*

## 3 A nice day, etc.

A phrase which describes something has a/an.

*It was a lovely day. Cheltenham is a nice old town.*

*It's a big hotel. This is a better photo.*

But we use the with a superlative.

*It's the biggest hotel in town. This is the best photo.*

We also use a/an to classify something, to say what kind of thing it is.

*The play was a comedy. The man's disappearance was a mystery.*

We use a/an to say what someone's job is.

*My sister is a secretary. Nick is a car salesman.*

## 4 A or an?

The choice of a or an and the pronunciation of the depend on the next sound.

a /ə/ or the /ðə/ + consonant sound

a cup	/k/	the /ðə/ cup
a poster	/p/	the /ðə/ poster
a shop	/ʃ/	etc.
a boiled egg	/b/	
a record	/r/	

an /ən/ or the /ði/ + vowel sound

an aspirin	/æ/	the /ði/ aspirin
an egg	/e/	the /ði/ egg
an Indian	/i/	etc.
an old photo	/əʊ/	
an umbrella	/ʌ/	

It is the sound of the next word that matters, not the spelling.

a one-way street	/w/
a uniform	/j/
a holiday	/h/
a U-turn	/j/

an open door	/əʊ/
an uncle	/ʌ/
an hour	/aʊ/
an MP	/e/

# Practice

## A The sun, etc. (1–2)

Complete these sentences about pollution and the environment. Put in *a/an* or *the*.

- There was *a* ..... programme on television about dangers to *the* ..... environment.  
1 There was also ..... article about pollution in ..... paper.  
2 ..... ozone layer will continue to disappear if we don't find ..... way to stop it.  
3 ..... world's weather is changing. Pollution is having ..... effect on our climate.  
4 Last week ..... oil tanker spilled oil into ..... sea, damaging wildlife.  
5 Some professors have signed ..... letter of protest and have sent it to ..... government.  
6 If ..... earth was ..... human being, it would be in hospital.

## B The use of *a/an* and *the* (1–3)

Complete the conversations. Put in *a/an* or *the*.

- David: How was your trip to *the* ..... coast?  
Trevor: Wonderful. *The* ..... sun shone all day. We had *a* great time.  
1 Henry: Would you like ..... cigarette?  
Nick: No, thanks. I've given up smoking. It's ..... bad habit.  
2 Sarah: What's your brother doing now? Has he got ..... good job?  
Laura: Yes, he's ..... soldier. He's in ..... army. He loves it. It's ..... great life, he says.  
3 Rita: I went to see Doctor Pascoe yesterday. She's ..... best doctor I've ever had.  
Harriet: She's very nice, isn't she? You couldn't meet ..... nicer person.  
4 Rachel: You were ..... long time at ..... supermarket.  
Vicky: Yes, I know. There was ..... enormous queue. I was thinking of complaining to ..... manager.  
5 Mark: Why were you late for your meeting?  
Sarah: Well, first I had to go to ..... hotel I'd booked into. I took ..... taxi from ..... airport, and ..... driver got completely lost. It was ..... terrible nuisance. ..... man was ..... complete idiot.  
6 Matthew: Is this ..... book you were telling me about?  
Emma: Yes, it's ..... really interesting story.  
Matthew: What did you say it's about?  
Emma: I knew you weren't listening to me. It's ..... science fiction story.  
It's about ..... beginning of ..... universe.

## C A or an? (4)

Put in the abbreviations with *a* or *an*.

- a Personal Assistant  
► a National Broadcasting Company reporter  
1 a Disc Jockey  
2 a Very Important Person  
3 an Irish Republican Army member  
4 a Personal Computer  
5 a Los Angeles suburb  
6 an Unidentified Flying Object  
7 an Annual General Meeting  
8 a Member of Parliament

- a PA* .....  
*an NBC reporter* .....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

# 85 A/an, one and some

## 1 A/an and some

Look at this example.

*Trevor has found **some money** in his old trousers.*

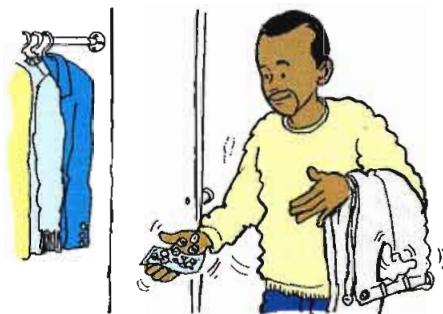
*There's **a note** and **some coins**.*

We use a/an with a singular noun and some with a plural or an uncountable noun (see 4).

A + singular noun: **a note**

Some + plural noun: **some coins**

Some + uncountable noun: **some money**



## 2 A/an and one

A/an and one both refer to one thing. Using one puts more emphasis on the number.

*Henry gave the taxi driver **a note**. (not a coin)*

*Henry gave the taxi driver **one note**. (not two)*

We use one (not a/an) when we mean one of a larger number.

***One question/One of the questions in the exam** was more difficult than the others.*

*The team wasn't at full strength. **One player/One of the players** was injured.*

## 3 A dog = all dogs

We often use a plural noun on its own to express a general meaning (see Unit 86).

*Dogs make wonderful pets.    **Oranges** contain vitamin C.*

Here dogs means 'all dogs, dogs in general'.

These sentences with a/an express the same general meaning.

***A dog** makes a wonderful pet.    **An orange** contains vitamin C.*

***A butcher** is someone who sells meat.    **A kitten** is a baby cat.*

A dog here is less usual than the structure with dogs, but we often use a/an when explaining the meaning of a word, e.g. a butcher.

## 4 Some

Some with a plural noun means 'a number of', and some with an uncountable noun means 'an amount of'.

*Claire took **some photos**.    We went out with **some friends**.*

*Henry bought **some flowers**.    I had **some chips** with my steak.*

*Can you lend me **some money**?    Andrew is doing **some work**.*

*Let's play **some music**.    There's **some milk** in the fridge.*

Claire took some photos means that she took a number of photos, although we may not know the exact number.

We do not use some when we are describing something or saying what kind of thing it is.

*Vicky has **blue eyes**.    Is this **salt** or **sugar**?*

*These are **marvellous photos**.    Those people are **tourists**.*

Compare these sentences.

*I had **some chips** with my steak. (a number of chips)*

*I had **chips** with my steak. (chips, not potatoes or rice)*

▷ 76 Countable and uncountable nouns    ▷ 83–4 A/an and the

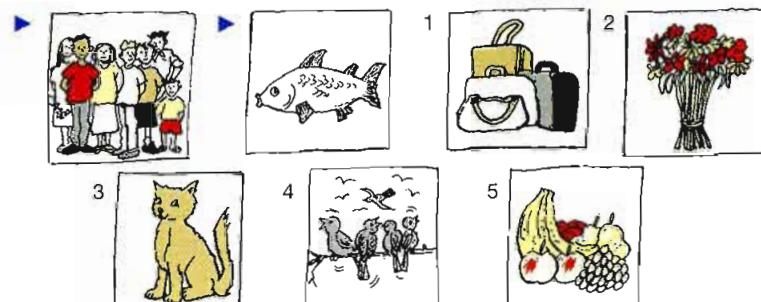
▷ 94 Some and any    ▷ 96 All, most and some

# Practice

## A A/an and some (1)

Paul has painted some pictures for a competition. Say what is in the pictures. Use *a* or *some* with these words: *birds, cat, fish, flowers, fruit, luggage, people*

- some people .....
- a fish .....
- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....



## B A/an and one (2)

Put in *a/an* or *one*.

- Have you only got one ..... bedroom? I thought you had two.
- 1 Melanie wanted something to drink. She was looking for ..... café.
- 2 It was Sunday. ..... shop was open, but all the others were closed.
- 3 ..... of these photos is of you. Would you like it?
- 4 Shall I take ..... photo of you two together?

## C A dog = all dogs (3)

Match each word with the right explanation and write sentences with *a/an*.

- |               |                    |   |
|---------------|--------------------|---|
| <u>carrot</u> | line of people     | ► <u>A carrot is a vegetable.</u> ..... |
| <u>violin</u> | book of maps       | 1 .....                                 |
| <u>queue</u>  | <u>vegetable</u>   | 2 .....                                 |
| <u>atlas</u>  | tool for digging   | 3 .....                                 |
| <u>spade</u>  | musical instrument | 4 .....                                 |

## D Some (4)

What would you say in these situations? Use a noun and decide if you need *some* or *not*.

- You and your friend would like a game of cards, but neither of you has a pack.  
We need some cards .....
- You are describing Rachel to someone. Rachel's hair is dark.  
Rachel has dark hair .....
- 1 You are eating nuts. Offer them to your friend.  
Would you like ..... ?
- 2 You want a drink of mineral water. There's a jug on the table, but you don't know what's in it.  
Is there ..... in this jug?
- 3 You've come home from a shopping trip with a few clothes. Tell your friend.  
I've bought .....
- 4 You are eating some bread that Melanie baked. It's lovely.  
Melanie, this is .....
- 5 The two women who live next door to you are both studying at the university.  
Tell your visitor. The women next door are .....

# 86 Cars or the cars?

## 1 Introduction



We can use a plural noun (e.g. cars, parties) or an uncountable noun (e.g. ice hockey, music) without the. *I love parties* means that I love all parties, parties in general.

## 2 General and specific meanings

### GENERAL

A plural noun or an uncountable noun on its own has a general meaning.

*Cars* are expensive to buy.

*Elephants* are intelligent animals.

*I don't understand computers.*

(= all computers, computers in general)

*You always need money.*

*Glass* is made from sand.

*I'm quite fond of curry.*

*Natasha* is studying *music*.

(= all music, music in general)

### SPECIFIC

The + plural noun or uncountable noun has a specific meaning.

*The cars* had both broken down.

*We saw the elephants at the zoo.*

*The computers* crashed at work today.

(= the specific computers at my workplace)

*Laura put the money in her purse.*

*David* swept up *the broken glass*.

*The curry* was delicious, thank you.

*The music* was too loud. (= the music at a specific time, at a party for example)

A phrase or clause after the noun often shows that it is specific.

*Look at the oil on your sweater.* *The apples you gave me* were nice.

But the nouns in these sentences have a general meaning.

*I hate people who never say hello.* *Life in the old days* was hard.

*Life in the old days* is still a general idea, not a specific life.

A phrase with of usually takes the. Compare these two structures.

*a book on Irish history* *a book on the history of Ireland*

## 3 Special uses of the

We use the + singular noun to make general statements about animals and about inventions and discoveries.

*The tiger* can swim. *The fly* is a common insect.

*Who invented the camera?* *The electron* is a part of every atom.

Here the tiger means all tigers, tigers in general. We use this structure mainly in written English. In speech, *Tigers can swim* is more usual.

We also use the with musical instruments. (But for American English see page 379.)

*Natasha can play the piano, the violin and the clarinet.*

We do not use the with sports.

*Shall we play tennis?* NOT *Shall we play the tennis?*

Note that we *listen to the radio* but normally *watch television*.

# Practice

## A He likes golf (1)

Look at the pictures and say what people like. Use these objects: *art, chemistry, chips, dogs, golf*



► He likes golf.

1 ..... 3 .....

2 ..... 4 .....

## B General and specific meanings (2)

Complete the conversations. Put in the nouns and decide if you need *the*.

- Tom: Did you see the football (football) on television last night?  
Melanie: No, I hate football (football). I was watching the news (news) on the other channel.
- 1 Rachel: Did your family have a dog when you were younger?  
Vicky: No, thank goodness. I'm afraid of ..... (dogs). I didn't like ..... (dogs) that were running around in the park yesterday. I was afraid they were going to attack me.
- 2 Melanie: You shouldn't drive so much, Mark. You know that ..... (cars) cause ..... (pollution), don't you?  
Mark: Yes, but ..... (cars) these days are cleaner than they used to be. Isn't it ..... (aeroplanes) that are mainly responsible for ..... (pollution) of the atmosphere?
- 3 Melanie: I've put some bread out in the garden for ..... (birds).  
Tom: You like ..... (birds), don't you?  
Melanie: Yes, I do. I love ..... (wildlife), in fact. I'd much rather live in the country if I could.
- 4 Laura: You're always reading books about ..... (history), aren't you?  
Harriet: It was always my favourite subject. Do you know anything about ..... (history) of this area?  
Laura: No, but if you like looking round ..... (museums) and ..... (old buildings), we could find out about it together.

## C Special uses of the (3)

Put in the correct noun and decide if you need *the*.

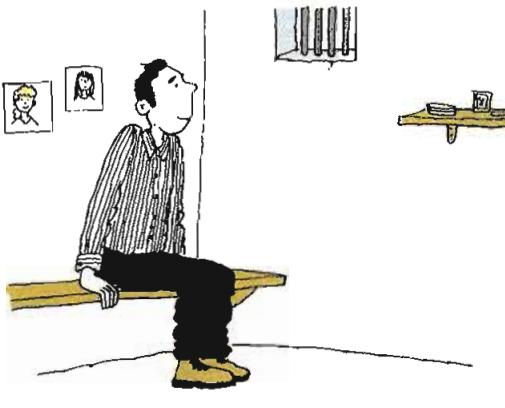
Use these nouns: *atom, football, guitar, radio, telescope, television*

- I was listening to a phone-in on the radio ..... .  
1 Rutherford split ..... in 1911.  
2 Tom and his friends played ..... in the park.  
3 Mike is quite musical. He can play ..... .  
4 The children spend a lot of time watching ..... .  
5 Galileo developed ..... for use in astronomy.

# 87 Prison, school, bed, etc.

## 1 Prison or the prison?

Compare these situations.



*This man is in prison. He went to prison two years ago.*

We do not use **the** when we are talking about being in prison as a prisoner.

Here are some examples with other buildings.

*School is over at half past three.*

(= school activities)

*Vicky is at college.*

(She is a student there.)

*David is in hospital.*

(He is a patient.)

*Melanie is going to church.*

(She is going to a service.)

*The young woman is in the prison. She has gone to the prison to visit her father.*

We use **the** when we mean the prison as a specific building. The young woman is in the prison as a visitor.

*The school is a mile from here.*

(= the school building)

*The meeting was at the college.*

*Melanie waited in the hospital for news.*

*We wanted to look round the church, but it was locked.*

We can also use jail and university in this way. But we do not leave out **the** before other nouns for buildings, e.g. the cinema, the factory, the house, the library, the office, the pub, the shop, the station.

## 2 Bed, home, etc.

Here are some phrases with other nouns.

bed:	<i>in bed, go to bed</i> (to rest or sleep)
home:	<i>at home, go home, come home, leave home</i>
sea:	<i>at sea</i> (= sailing)
	<i>go to sea</i> (as a sailor)
town:	<i>in town, go into town, leave town</i>
work:	<i>at work, go to work, leave work</i>

<i>But sit on the bed, make the bed</i>
<i>But in the house, to the house, in the home</i>
<i>But on the sea, by the sea, at/to the seaside, on/to the coast</i>
<i>But the town centre, the city, the village</i>
<i>But the office, the factory</i>

▷ page 379 American English

# Practice

## A Prison or the prison? (1)

Put in the words in brackets. Decide if you need *the*.

- The four members of the gang were sent to prison..... (prison). Their wives drove together to the prison (prison) every week to visit their husbands.
- 1 Not many people go to ..... (church) regularly nowadays. I saw some tourists walking to ..... (church) last week, but they only wanted to take photos of it.
  - 2 A group of people came out of ..... (cinema), crossed the road and went into ..... (pub).
  - 3 When my father was ill and had to go to ..... (hospital), my sister went with him in the ambulance. She's a doctor, and she works at ..... (hospital).
  - 4 Mark has always known what he wanted to do in life. After leaving ..... (school), he took a course in business studies at ..... (college).

## B Prison, school, etc. (1-2)

Complete this paragraph from a magazine article about Melissa Livingstone.

Put in the words with or without *the*.

Today Melissa Livingstone is a popular actress and star of the TV soap opera 'Round the Corner'. But as a child she was very unhappy. She didn't do well at (►) school..... (school), and she never went to (1) ..... (college). Her greatest pleasure was going to (2) ..... (cinema). Her family lived in an unattractive town and their home was next to (3) ..... (station). Melissa's father, Tom, was a sailor, and he spent months at (4) ..... (sea). He was hardly ever at (5) ..... (home) and when he was, he didn't do very much. Sometimes he spent all day in (6) ..... (bed). Melissa's mother, Susan, had to get up at five o'clock every day to go to (7) ..... (work). When Tom lost his job he stole a gold cup from (8) ..... (church) Susan used to go to. He had to go to (9) ..... (prison) for a year. Melissa's mother was horrified at the shame he had brought on the family.

## C Prison, school, etc. (1-2)

Complete the sentences. Use *in*, *at* or *to* and these words:

*bed, church, college, factory, home, hospital, library, prison, shop, town, work*

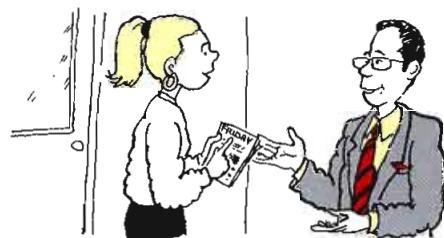
Decide if you need *the*.

- We'll eat out tonight. I'll meet you in town..... later.
- This sweater was cheap. I bought it at the shop..... by the railway station.
- 1 The weather was awful. We stayed ..... all weekend.
  - 2 Melanie had an early night last night. She was ..... at ten.
  - 3 Emma's friend has just had a baby. Emma is going ..... to visit her.
  - 4 Vicky's parents are religious. They go ..... every Sunday.
  - 5 Laura doesn't like her job. She just goes ..... to earn some money.
  - 6 I've read these books. I'm taking them back .....
  - 7 The man who did the robbery is no longer ..... He was let out last month.
  - 8 Jessica is a student. She's ..... .
  - 9 It's very quiet ..... when they've turned all the machines off.

# 88 On Friday, for lunch, etc.

## 1 Introduction

Henry: *Don't forget we're meeting on **Friday** for lunch.*  
Sarah: *Of course I haven't forgotten.*  
*But remind me where we're eating.*  
Henry: *The Riverside Restaurant. You've been there before.*  
*Claire was with us. It was **the Friday** before she*  
*went to Australia. We had **a** good lunch.*



Phrases of time are usually without a/an or the.

*We're meeting on **Friday** for lunch.*

But we use a/an or the if there is a phrase or clause after Friday, lunch, etc.

*It was **the Friday** before she went to Australia.*  
We normally use a/an or the if there is an adjective.

*We had **a** good lunch.*

## 2 Years, seasons and months

*I was born in 1974.*  
*We play cricket in **summer/in the summer**.*  
*Winter always depresses me.*  
*I start the course in **September**.*

*That was **the year** I was born.*  
*It was **the winter** of 1995 when things started to*  
*go wrong for the company.*

## 3 Special times

*We go away at **Christmas**.*  
*Easter is early this year.*  
*I'll be home for **Thanksgiving**.*

*We had **a** wonderful **Christmas**.*  
*I started work here **the Easter** before last.*

## 4 Days of the week

*Yes, **Thursday** will be convenient.*  
*I'll see you on **Tuesday** evening.*

*The storm was on **the Thursday** of that week.*  
*We went surfing at **the weekend**.*

## 5 Parts of the day and night

*I can't sleep at **night**.*  
*I prefer to travel by **day/by night**.*  
*I must get to bed before **midnight**.*

*We were on the beach at **sunset**.*  
*I hope to get there before **dark**.*

*It's warmer in/during **the day**.*  
*Someone got up in/during **the night**.*  
*We're meeting in **the morning**.*  
*They arrived at the hotel in **the evening**.*

*It was **a** beautiful **sunset**.*  
*I couldn't see in **the dark**.*

## 6 Meals

*I'll see you at **breakfast**.*  
*We have **supper** at about eight.*  
*I'm going out after **lunch**.*

*We had **a** quick **breakfast**.*  
*The **supper** David cooked was excellent.*  
*The **meal** was very nice.*  
*We'll need **an** evening **meal**.*

# Practice

## A On Friday, etc. (2–5)

Complete the conversations. Put in the words and use *a/an* or *the* if you need to.

- Rachel: Is it the pop festival on Friday ..... (Friday)?  
Vicky: I think it's the Friday ..... (Friday) after that.
- 1 Henry: Will you be in America for ..... (Thanksgiving)?  
Claire: Oh no. That's in ..... (November), isn't it?
- 2 Nick: Are you doing anything at ..... (weekend)?  
Tom: Well, I'm going to the match on ..... (Saturday), of course.
- 3 Ilona: Does it snow here at ..... (Christmas)?  
Emma: Not often. We haven't had ..... (white Christmas) for years.
- 4 Nick: How long have you lived here?  
Harriet: We came here in ..... (summer) of ..... (1997).
- 5 Laura: I'd like to look round the castle in ..... (afternoon).  
Trevor: Well, it's just a ruin. The building dates from ..... (year) 900.
- 6 Mark: I like driving at ..... (night) when the roads are quiet.  
Trevor: Oh, I don't like driving in ..... (dark). I'd much rather travel during ..... (day).

## B A/an or the with meals (6)

Laura is talking about the food she and Trevor had on holiday.

Put in the words and use *a/an* or *the* if you need to.

- The meals ..... (meals) we had weren't very good. We had (1) ..... (breakfast) in the hotel, and that wasn't too bad. We usually went out for (2) ..... (lunch) because (3) ..... (lunch) they served in the hotel was always the same. And (4) ..... (dinner) we had at the hotel on our first evening was pretty awful, so we tried a few restaurants. On our last evening we had (5) ..... (marvellous meal) in a Chinese restaurant. I wish we'd discovered the place a bit sooner.

## C On Friday, for lunch, etc. (1–6)

Put in the words. Decide if you need to use *the*.

- Claire: Hello, Henry. Come in.  
Henry: Oh, sorry. You're having (►) lunch ..... (lunch).  
Claire: No, this is (1) ..... (breakfast). I had a late night. It was long after (2) ..... (midnight) when I got in.  
Henry: Someone told me you're going away after (3) ..... (Christmas).  
Claire: Yes, I'm going to the Seychelles on (4) ..... (Wednesday).  
Henry: What a life you lead, Claire. What time do you leave for the airport?  
Claire: Oh, in (5) ..... (morning) some time. About ten. It's cheaper to fly at (6) ..... (night), but I decided it would be easier during (7) ..... (day).  
Henry: I can drive you to the airport. I'm usually free on (8) ..... (Wednesday) mornings. I'd like to see you off.  
Claire: That's sweet of you Henry, but I can take a taxi.  
Henry: I'll just check in my diary that it isn't (9) ..... (Wednesday) of our next board meeting. No, it's OK. I can do it. And when will you be back?  
Claire: At the beginning of (10) ..... (February). The second, I think.

## 1 Introduction

After quite, such and what we can use a phrase with a/an, e.g. *a game*. There is often an adjective as well, e.g. *such a good team*.



## 2 Very, quite, rather, etc.

A/an goes before very, fairly, really, etc.

*It's a very old house.*   *It's a fairly long walk.*

*I made a really stupid mistake.*

But a/an usually goes after quite.

*It's quite an old house.*   *There was quite a crowd.*

A/an can go either before or after rather.

*It's a rather old house.* OR *It's rather an old house.*

We can also use very, quite, rather, etc. + adjective + plural or uncountable noun.

*They're very old houses.*   *This is quite nice coffee.*

## 3 So and such a

### SO

The structure is be + so + adjective.

*The test was so easy.*

NOT ~~*It was a so easy test.*~~

*The hill was so steep.*

*It's so inconvenient without a car.*

*The weather is so nice.*

*Tom's jokes are so awful.*

Note these sentences with long, far, many/much and a lot of.

*It's so long since I saw you.*

*Why are we so far from the beach?*

*There were so many people.*

*You waste so much time.*

We can use this structure with so ... (that) or such ... (that).

*Emma was so angry with Matthew*

*(that) she threw a plate at him.*

*I was so unlucky you wouldn't believe it.*

### SUCH A/AN

The structure is such + a/an (+ adjective) + noun.

*It was such an easy test.*

NOT ~~*It was a such easy test.*~~

*It was such a steep hill.*

*It's such a nuisance without a car.*

We can also use such + an adjective + a plural or uncountable noun.

*We're having such nice weather.*

*Tom tells such awful jokes.*

*It's such a long time since I saw you.*

*It's such a long way to the beach.*

*There were such a lot of people.*

*You waste such a lot of time.*

## 4 What a

In an exclamation we can use what a/an with a singular noun and what with a plural or uncountable noun.

+ singular noun:

*What a goal!*

*What a good idea!*

+ plural noun:

*What lovely flowers!*

*What nice shoes you've got on!*

+ uncountable noun:

*What rubbish!*

*What fun we had!*

# Practice

## A Very, quite, rather, so, etc. (2–3)

What do you say in these situations?

- You're telling someone about the show you saw. It was quite good.  
You should go and see it. It's quite a good show.....
  - You are describing Harriet to someone who doesn't know her. She is fairly tall.  
Well, Harriet is a fairly tall woman.....
- 1 You're talking about the Savoy Hotel, which is very grand.  
Yes, I know the Savoy. It's .....
  - 2 You are talking about your journey. It was quite tiring.  
I travelled a long way. It was .....
  - 3 You are telling someone about Claire's flat. It's really big.  
I've been to Claire's place. It's .....
  - 4 You are telling a friend about your meal with Tom. It was quite nice.  
We went to that new restaurant. We had .....

## B So and such (3)

Complete the conversation. Put in *so* or *such*.

- Sarah: Sorry I'm (►) so late. We had (►) such a lot to do at work.  
Mark: You shouldn't do (1) ..... much.  
Sarah: The boss gets in (2) ..... a panic about things. She makes (3) ..... a big fuss.  
Mark: Well, you shouldn't be (4) ..... willing to work (5) ..... long hours. No wonder you're (6) ..... tired. You'll make yourself ill, you know.

## C So ... that and such ... that (3)

Match the sentences and combine them using *so* or *such*.

- Sarah was late home.  
1 The piano was heavy.
- Mike hadn't cooked for a long time.  
2 Tom was annoyed about United losing.
- 3 The band was a big attraction.  
4 Vicky had a lot of work to do.
- 5 The party made a lot of noise.  
All the tickets sold out.  
He wouldn't speak to anyone.  
He'd almost forgotten how to.  
It kept all the neighbours awake.  
Mark had already gone to bed.  
Mike and Harriet couldn't move it.  
She was sure she'd never finish it.

- Sarah was so late home that Mark had already gone to bed.  
► Mike hadn't cooked for such a long time that he'd almost forgotten how to.
- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

## D What (4)

Put in *what* or *what a*.

- Come into the sitting-room. ~ Thank you. Oh, what a nice room!
- 1 Vicky believes in ghosts. ~ Oh, ..... nonsense she talks!
- 2 Let's go for a midnight swim. ~ ..... suggestion!
- 3 I think about you all the time, Emma. ~ ..... lies you tell me, Matthew.

# 90 Place names and the

## 1 Introduction

Man: Could you tell me where **the Classic Cinema** is, please?

Rachel: Yes, it's in **Brook Street**. Go along here and take the second left.

Whether a name has the depends on the kind of place it is – for example, a street (**Brook Street**) or a cinema (**the Classic Cinema**), a lake (**Lake Victoria**) or a sea (**the North Sea**).

Most place names do not have the.

*Europe California Melbourne  
Brook Street Lake Victoria*

Some place names have the – for example, a name with the word cinema or sea.

*the Classic Cinema the North Sea*

Whether we use the can also depend on the structure of the name.

We do not use the with a possessive ('s).

*at Matilda's Restaurant*

We often use the in structures with of, with an adjective and with plural names.

With of: *the Avenue of the Americas*  
With an adjective: *the White House*  
With a plural: *the Bahamas*

## 2 Continents, countries, islands, states and counties

Most are without the.

*travelling through Africa  
a holiday in Portugal  
on Jersey to Rhode Island  
from Florida in Sussex*

Words like republic and kingdom have the.

*the Irish Republic  
the United Kingdom (the UK)*  
Plural names also have the.  
*the Netherlands the USA  
the Canary Islands*

## 3 Regions

Regions ending with the name of a continent or country are without the.

*Central Asia South Wales  
Western Australia*

Most other regions have the.

*the West the Middle East  
the Riviera the Midlands*  
Phrases with of have the.  
*the South of France*

## 4 Hills and mountains

Most are without the.

*She climbed (Mount) Everest.  
down North Hill*

Hill ranges and mountain ranges have the.

*skiing in the Alps  
over the Rockies*

## 5 Lakes, oceans, seas, rivers and canals

Only lakes are without the.

*near Lake Michigan  
beside Coniston Water*

Seas, oceans, rivers and canals have the.

*the Mediterranean (Sea)  
across the Atlantic (Ocean)  
the (River) Thames the Suez Canal*

## 6 Cities, towns, suburbs and villages

Most are without the.

*Harehills is a suburb of Leeds.*

*Houston is west of New Orleans.*

*We live in North London.*

Exceptions are *The Hague* and *The Bronx*.

Note also *the West End* (of London).

## 7 Roads, streets, squares and parks

Most are without the.

*along Morden Road*

*in Church Street*

*on Fifth Avenue*

*near Berkeley Square*

*through Central Park*

There are a few exceptions.

*the High Street*   *The Avenue*

*The Strand*   *The Mall*

Main roads and numbered roads have the.

*the Bath road* (= the road to Bath)

*the A5*   *the M6 (motorway)*

## 8 Bridges

Most are without the.

*over Tower Bridge*

*on Brooklyn Bridge*

But there are many exceptions.

*across the Golden Gate Bridge*

*the Severn Bridge* (= the bridge over the River Severn)

## 9 Stations and airports; important buildings

We do not use the with most stations and airports; with religious, educational and official buildings or with palaces and houses.

*to Waterloo (Station)*

*at Orly (Airport)*

*near St Mary's Church*

*Merton College*   *Norwich Museum*

*Lambeth Palace*   *Ashdown House*

Exceptions are names with of or with a noun (science) or adjective (open).

*at the University of York*

*in the Palace of Westminster*

*the Science Museum*

*the Open University*

*past the White House*

## 10 Theatres, cinemas, hotels, galleries and centres

A possessive form ('s) is without the.

*St Martin's (Theatre)*

*at Durrant's (Hotel)*

In the US, names with center are without the.

*near Lincoln Center*

But usually theatres, cinemas, etc. have the.

*at the Globe (Theatre)*

*the Plaza (Cinema)*

*outside the Dorchester (Hotel)*

*in the Tate (Gallery)*

*the Brunel shopping centre*

## 11 Shops and restaurants

Most shops and restaurants are without the.

*shopping at Bloomingdale's*

*at Matilda's Restaurant*

Names with a noun (*body, studio*) often have the.

*at the Body Shop*

*The Studio Café*

# Practice

## A Place names and the (2–6)

How much do you know about geography? Put in these names: *Andes, Brussels, Irish Republic, Italy, Lake Michigan, River Nile, North, Pennsylvania, Tasmania, United Kingdom, West Indies*.

Decide if you need *the*.

- Harrisburg is the capital of *Pennsylvania*.....
- Dublin is in *the Irish Republic*.....
- 1 Chicago lies on the shore of .....
- 2 Sicily is a part of .....
- 3 ..... are a mountain range in South America.
- 4 ..... is England, Scotland, Wales and Northern Ireland.
- 5 ..... is an island to the south of Australia.
- 6 Jamaica is an island in .....
- 7 ..... flows through Egypt.
- 8 ..... is the capital of Belgium.
- 9 Manchester is in ..... of England.

## B Roads, buildings, etc. (5–10)

Complete these sentences from a guide to London. Put in the words and decide if you need *the*.

- The train to Paris leaves from *Waterloo Station* ..... (Waterloo Station).
- *The National Theatre* ..... (National Theatre) is south of the river.
- 1 You can take a trip by boat along ..... (Thames).
- 2 The Serpentine is a lake in ..... (Hyde Park).
- 3 You can get to ..... (Heathrow Airport) by underground.
- 4 Nelson's Column is in ..... (Trafalgar Square).
- 5 Walk a little way along ..... (Westminster Bridge).
- 6 From there you get a view of ..... (Houses of Parliament).
- 7 The Queen lives at ..... (Buckingham Palace).
- 8 Earl's Court is in ..... (West London).
- 9 ..... (M1 motorway) goes north from London.
- 10 ..... (Ritz) is a very elegant hotel.

## C Roads, buildings, etc. (6–11)

Complete the conversation. Put in the words and decide if you need *the*.

- Sarah: We've just been to (►) *the States* ..... (States) – to (1) ..... (New York).
- Claire: Oh, really? I was there at Christmas. Were you on holiday?
- Sarah: Yes, and we really needed a break. It was wonderful. We saw (2) ..... (Statue of Liberty), and we walked in (3) ..... (Central Park). We did all the sights. We spent a day in (4) ..... (Metropolitan Museum of Art). And we walked along (5) ..... (Broadway) and around (6) ..... (Macy's) department store.
- Claire: Where did you stay?
- Sarah: In a small hotel near (7) ..... (Washington Square), not far from (8) ..... (New York University).
- Claire: Last time I was there I stayed at (9) ..... (Paramount). It's a nice hotel close to (10) ..... (Broadway).

## D Roads, buildings, etc. (9–10)

A woman is asking Trevor the way. Put in the words and decide if you need *the*.

Woman: Excuse me, can you tell me the way to (►) **Millthorpe Station**... (Millthorpe Station)?

Trevor: Yes, go along here and turn left by (1) ..... (Little Theatre) opposite a building called (2) ..... (Kingston House). The road is (3) ..... (Wood Lane). Go along there, straight across (4) ..... (High Street), past (5) ..... (Royal Hotel), and you'll see the station in front of you.

Woman: Thank you very much.

## E Roads, buildings, etc. (7–11)

Look at the addresses and write the sentences.

### Useful addresses for visitors to Seaport

Seaport Bus Station, Queen's Road

King Edward College, College Road

Grand Theatre, George Street

St John's Church, South Street

Odeon Cinema, The Avenue

Webster's department store, High Street

Clarendon Art Gallery, Newton Lane

Bristol Hotel, Westville Way

► Seaport Bus Station *is in Queen's Road*.

1 The Grand Theatre .....

2 .....

3 .....

4 .....

5 .....

6 .....

7 .....

## F Place names and the (2–11)

Write the headlines of the articles in this month's edition of 'Holiday', a travel magazine.

► walk / along / Princes Street

*A walk along Princes Street*

► holiday / in / Bahamas

*A holiday in the Bahamas*

1 day / at / Blenheim Palace

.....

2 train journey / in / North Wales

.....

3 tour / of / White House

.....

4 beach / on / Riviera

.....

5 shopping trip / to / Harrods

.....

6 small town / in / France

.....

7 trip / across / Severn Bridge

.....

8 walk / around / Lake Windermere

.....

9 visit / to / Tower Bridge

.....

10 journey / across / Rockies

.....

11 look / around / National Gallery

.....

12 boat trip / along / Oxford Canal

.....

# Test O: A/an and the

## A

Complete the story about the theft of a river barge. Put in *a*, *an*, *one* or *the*.

This is (►) **a** true story about (1) ..... man who chose (2) ..... worst possible time for his crime. It happened in London in (3) ..... summer of 1972. (4) ..... man stole a barge on (5) ..... River Thames (in case you don't know, (6) ..... barge is a river boat used for carrying goods). (7) ..... owner of (8) ..... barge soon discovered that it was missing and immediately informed (9) ..... police so that they could look for it. Normally (10) ..... river is quite (11) ..... busy place, and it would be difficult to find what you were looking for. On this day, however, there was (12) ..... dock strike, and so there was only (13) ..... barge on (14) ..... river. (15) ..... thief was quickly found and arrested.

## B

Decide which word or words are correct.

- I think that's ***an awful*** thing to say.  
a) a awful b) an awful c) awful
- 1 Judy goes to ..... on the bus.  
a) work b) a work c) the work
- 2 I don't know what to do. It's ..... problem.  
a) quite difficult b) a quite difficult c) quite a difficult
- 3 ..... is my favourite sport.  
a) Golf b) A golf c) The golf
- 4 ..... starts at nine o'clock.  
a) School b) A school c) The school.
- 5 We had ..... time at the disco yesterday.  
a) really nice b) a really nice c) really a nice
- 6 Nigel opened a drawer and took out .....  
a) photos b) a photos c) some photos
- 7 Did you learn to play .....?  
a) violin b) a violin c) the violin
- 8 We can finish the rest of the bread for .....  
a) breakfast b) a breakfast c) the breakfast
- 9 While I was in hospital, they gave me .....  
a) X-ray b) a X-ray c) an X-ray
- 10 I might listen to .....  
a) radio b) radios c) the radio
- 11 We need to protect ..... from pollution.  
a) environment b) some environment c) the environment
- 12 Why do they always play ..... music?  
a) so terrible b) such terrible c) such a terrible

## C

Read the story about a silly mistake and decide if a word needs to go in the space.

If a word is missing, write the word. If no word is missing, write X.

This is also (►) **a** true story. It shows how (►) **X** ..... plans can sometimes go wrong and how (1) ..... people can make silly mistakes. This too happened quite (2) ..... long time ago – in (3) ..... 1979, in fact. The scene was (4) ..... old people's home in

(5) ..... small town in (6) ..... north of England called (7) ..... Otley. The owners of the home wanted to put (8) ..... fence around it to make it more private. The work began soon after (9) ..... Christmas when (10) ..... workmen arrived in (11) ..... lorry with planks of wood which they put up around the building. 'It was (12) ..... very nice fence,' said (13) ..... of the old people. But there was (14) ..... problem. The workmen forgot to leave a gap for the lorry to drive out through. They had to come back the next day to knock down part of (15) ..... fence. '(16) ..... a silly mistake!' said another resident. 'It was (17) ..... funny we had to laugh. In fact it was (18) ..... most fun we've had for a long time.'

## D

Some of these sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick (✓). If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.

- The space capsule came down in the Pacific.
- My new job starts in the April.

✓ .....  
the .....

- 1 I was so tired I went to bed at nine.
- 2 We had a very good lunch in the company canteen.
- 3 The life just isn't fair sometimes.
- 4 What the clever children you have!
- 5 We went out and bought some pictures.
- 6 Tessa was still working at the midnight.
- 7 I drive past the hospital every morning.
- 8 A one boy was much taller than all the others.
- 9 It costs such a lot of money, you know.
- 10 I'll meet you outside the National Gallery.
- 11 Have you any idea who invented the fridge?

## E

Complete the conversation. Put in the words and decide if you need a, an, some or the.

Martin: I think we ought to book (►) a holiday ..... (holiday). Where shall we go?

Anna: What about (►) Scotland ..... (Scotland)?

I think Edinburgh is (1) ..... (beautiful city). I love going there.

Martin: (2) ..... (weather) might not be very good. We went there at (3) ..... (Easter), and it was freezing, remember.

Anna: We could have a walk along (4) ..... (Princes Street) and up to the castle. And I wanted to go to (5) ..... (Royal Scottish Museum), but we never found time.

Martin: Can't we go somewhere different?

Anna: We could spend some time in (6) ..... (Highlands), I suppose.

Martin: When I go on holiday, I want to do something more relaxing than climbing (7) ..... (mountains). And I find it pretty boring.

Anna: How can you say such (8) ..... (thing)?

Martin: Actually, I'd prefer somewhere warmer and by (9) ..... (sea). I think (10) ..... (Corfu) would be nice. We might get (11) ..... (sunshine) there. I just want to lie on a beach.

Anna: Martin, you know I'm not at all keen on (12) ..... (beach holidays).

# 91 This, that, these and those

## 1 Introduction



We use **this** and **these** for things near the speaker (*this printout here*). This goes with a singular or uncountable noun, e.g. **this report**. These goes with a plural noun, e.g. **these results**.

We use **that** and **those** for things further away (*that table there*). That goes with a singular or uncountable noun, e.g. **that furniture**. Those goes with a plural noun, e.g. **those curtains**.

We can leave out the noun if the meaning is clear.

*I'm just having a look at this. That's nice, isn't it?  
Last month's figures were bad, but these are worse.*

## 2 Places and people

When we are in a place or a situation, we use **this** (not **that**) to refer to it.

*There's a wonderful view from this office. Just come to the window.  
This party isn't much fun, is it? Shall we go home?*

We can use **this** to introduce people and **that** to identify people.

*Jake, this is my friend Rita. That's Andrew over there.*

On the phone we can use **this** to say who we are and **this** or **that** to ask who the other person is.

*Hello? This is Laura speaking. Who's this/that, please?*

## 3 Time

This/these can mean 'near in time' and that/those 'further away in time'.

*I'm working as a tourist guide this summer. I'm pretty busy these days.  
Do you remember that summer we all went to Spain? Those were the days.  
I can't see you on the third of July. I'm on holiday that week.*

To refer back to something that has just happened or was just mentioned, we normally use **that**.

*What was that noise? ~ I didn't hear anything.  
Jessica is on a diet. That's why she doesn't want to eat out with us.  
I've lost my key. ~ Well, that's a silly thing to do.*

To refer forward to something that is just going to happen or something that we are going to say, we use **this**.

*This next programme should be quite interesting.  
I don't like to say this, but I'm not happy with the service here.*

▷ 13.4 this week, this year, etc.

# Practice

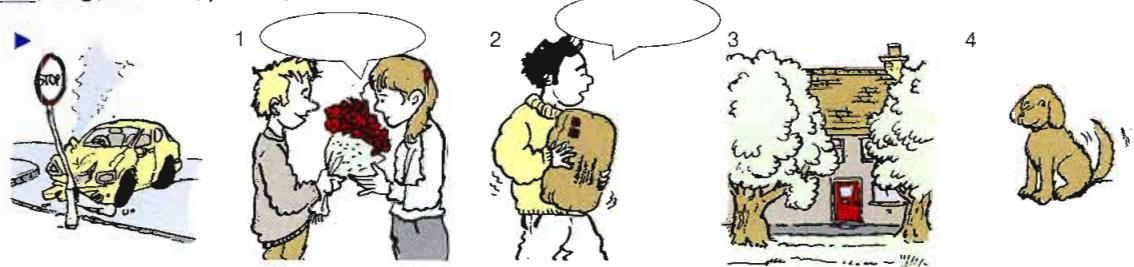
## A This, that, these and those (1)

Write each of the words (*this, that, these, those*) in the correct place.

	Near	Further away
Singular	<b>this</b>	
Plural		

## B This, that, these and those (1)

Complete the sentences. Use *this, that, these* and *those*, and these nouns:  
car, dog, flowers, parcel, trees



► That car... has crashed.

- 1 Would you like .....? 3 The house is behind .....?  
2 I must post ..... 4 Whose is .....?

## C This, that, these and those (1-3)

Complete the conversations. Use *this, that, these* and *those*.

- Mark: Are we going out this evening?  
Sarah: I can't really. I'll be working late at the office.  
1 David: I hear you've got a new flat.  
Rita: .....'s right. I've just moved in.  
2 Mike: What's the matter?  
Harriet: It's ..... boots. They don't fit properly. They're hurting my feet.  
3 Jessica: It's so boring here.  
Rachel: I know. Nothing ever happens in ..... place.  
4 Emma: What's happened? You look terrible.  
Vicky: You won't believe ..... but I've just seen a ghost.  
5 Laura: What kind of planes are .....?  
Trevor: I don't know. They're too far away to see properly.  
6 Matthew: The match is three weeks from today.  
Daniel: Sorry, I won't be able to play for the team. I'll be away all ..... week.  
7 Mark: Zedco. Can I help you?  
Alan: Hello. ..... is Alan. Can I speak to Fiona, please?  
8 Daniel: I've had ..... bump on my head ever since someone threw a chair at me.  
Natasha: Someone threw a chair at you? ..... wasn't a very nice thing to do.  
9 Mark: ..... seats aren't very comfortable, are they?  
Sarah: No, I don't think I'll want to sit here very long.

# 92 My, your, etc. and mine, yours, etc.

## 1 Introduction

Mark: *Why have you brought **your** work home? We're going out.*

Sarah: *I'll do it later. Let's go now. Shall we take **my** car?*

Mark: *Well, I'd rather not take **mine**. I think there's something wrong with it.*

My, mine, your, etc. express possession and similar meanings. My car means the car belonging to me; your work means the work you are doing. My comes before a noun, e.g. my car. We use mine on its own.

	MY, YOUR, ETC.	MINE, YOURS, ETC.
First person singular:	<i>It's <b>my</b> car.</i>	<i>It's <b>mine</b>.</i>
Second person singular:	<i>Here's <b>your</b> coat.</i>	<i>Here's <b>yours</b>.</i>
Third person singular:	<i>That's <b>his</b> room.</i> <i>It's <b>her</b> money.</i> <i>The dog's got <b>its</b> food.</i>	<i>That's <b>his</b>.</i> <i>It's <b>hers</b>.</i>
First person plural:	<i>That's <b>our</b> table.</i>	<i>That's <b>ours</b>.</i>
Second person plural:	<i>Are these <b>your</b> tickets?</i>	<i>Are these <b>yours</b>?</i>
Third person plural:	<i>It's <b>their</b> camera.</i>	<i>It's <b>theirs</b>.</i>

## 2 Its and it's

We use its before a noun to express the idea of belonging.

*The street is around here somewhere, but I've forgotten **its** name.*

It's is a short form of it is or it has.

*I think **it's** time to go. (= it is)    It's got a lot colder today, hasn't it? (= it has)*

## 3 My, your with parts of the body and clothes

We normally use my, your, etc. with parts of the body and with someone's clothes.

*Emma shook **her** head sadly. NOT **Emma** shook **the head** sadly.*

*Someone came up behind me and grabbed **my** arm.*

*You must take off **your** shoes before you enter a mosque.*

But we usually use the in the following structure with a prepositional phrase.

	VERB	PERSON	PREPOSITIONAL PHRASE
Someone	grabbed	me	<i>by the arm.</i>
The stone	hit	Mike	<i>on the head.</i>

## 4 Own

We use own after my, your, etc. to say that something belongs to us and to no one else.

*Rachel has got **her own** calculator. She doesn't borrow **mine**. NOT **an own calculator***

*I don't share any more. I've got a flat of **my own**. NOT **of mine own***

## 5 A friend of mine

Look at these examples.

*Tom is **a friend of mine**. (= one of my friends) NOT **a friend of me***

*Rachel came to the party with **a cousin of hers**. (= one of her cousins)*

*I borrowed **some magazines of yours**. (= some of your magazines)*

Note also 's in this example: *Rita is **a friend of Melanie's**.*

# Practice

## A My, your, etc. and mine, yours, etc. (1)

Complete the conversation. Put in the missing words.

Laura: Did you and (►) ... ~~your~~ ..... friends have a nice holiday?

Emma: Yes, it was wonderful. We had the best holiday of (1) ..... lives. It didn't start very well, though. Daniel forgot to bring (2) ..... passport.

Laura: Oh, dear. So what happened?

Emma: Well, luckily he doesn't live far from the airport. He rang (3) ..... parents, and they brought the passport over in (4) ..... car, just in time.

Laura: You remembered (5) ..... , I hope.

Emma: Yes, I had (6) ..... , even though I'm usually the one who forgets things. Actually Rachel thought for a minute that she'd lost (7) ..... . Luckily it was in (8) ..... suitcase. Anyway, in the end we had a marvellous time.

## B Its and it's (2)

Put in the correct form.

► Unfortunately, the town has lost ~~its~~ ..... only cinema.

► The meeting won't last long. I'll see you when ~~it's~~ ..... over.

1 You should return the book to ..... owner immediately.

2 We'd like to go out for a walk, but ..... raining.

3 I'm not buying this tablecloth because ..... got a hole in it.

4 The board has decided that Zedco needs to improve ..... image.

## C Parts of the body and clothes (3)

Put in *my*, *your*, etc. or *the*.

► I was doing keep-fit exercises when I fell down and hurt ~~my~~ ..... leg.

► Matthew served, and the ball hit Daniel on ~~the~~ ..... knee.

1 A wasp stung me on ..... neck. It really hurt.

2 The mother put both ..... arms around the child.

3 Aunt Joan kissed Emma on ..... cheek.

4 The fans were all shouting at the top of ..... voices.

5 Don't just stand there with ..... hands in ..... pockets.

## D My own, a friend of mine, etc. (4-5)

Correct the sentences which have a mistake.

► We're lucky. We've got an own garden.

~~We've got our own garden.~~

1 I met some nice people. Harriet introduced me to a friend of herself.

~~.....~~

2 My friends swim every day. They've got their only pool.

~~.....~~

3 I enjoy rock-climbing. It's a favourite hobby to me.

~~.....~~

4 I hope Matthew will be here. I've got some CDs from his.

~~.....~~

5 I don't want to share. I'd like my very room.

~~.....~~

# 93 The possessive form and of

## 1 Form

We use the possessive of a noun in phrases like *the boy's name* and *Vicky's room*.

We form the possessive like this.

Singular noun:

's      boy → boy's      Vicky → Vicky's

Plural noun ending in s:

'      boys → boys'      tourists → tourists'

Plural noun not ending in s:

's      men → men's      children → children's

We can use the possessive form with another noun or on its own.

*I've met Rachel's family, but I haven't met Vicky's.* (Vicky's = Vicky's family)

## 2 The boy's name or the name of the boy?

Compare these structures.

### THE POSSESSIVE FORM

*the boy's name*  
*the boys' names*  
*the men's names*

### PHRASE WITH OF

*the name of the boy*  
*the names of the boys*  
*the names of the men*

Sometimes we can use either the possessive (*the boy's name*) or a phrase with of (*the name of the boy*), but often only one is possible. We normally use the possessive with people and animals.

*my friend's house*   *Claire's idea*   *Daniel's brother*   *our neighbour's garden*   *the dog's owner*  
*the policemen's uniforms*   *the women's changing room*   *the Parkers' car*

We normally use of with things, and not the possessive form.

*the side of the house* NOT *the house's side*  
*the result of the match* NOT *the match's result*  
*the day of the meeting* NOT *the meeting's day*

But we use of with people when there is a long phrase.

*the house of one of our teachers at college*  
*the address of those people we met in Spain*  
NOT *those people who we met in Spain's address*

We can use both structures for places and organizations.

*London's museums* OR *the museums of London*  
*the earth's atmosphere* OR *the atmosphere of the earth*  
*the company's future* OR *the future of the company*  
*the government's intentions* OR *the intentions of the government*

## 3 The possessive of time

We can use the possessive to say 'when' or 'how long'.

*last week's concert*   *today's TV programmes*   *yesterday's news*  
*about a month's work*   *a moment's silence*   *ten minutes' walk*

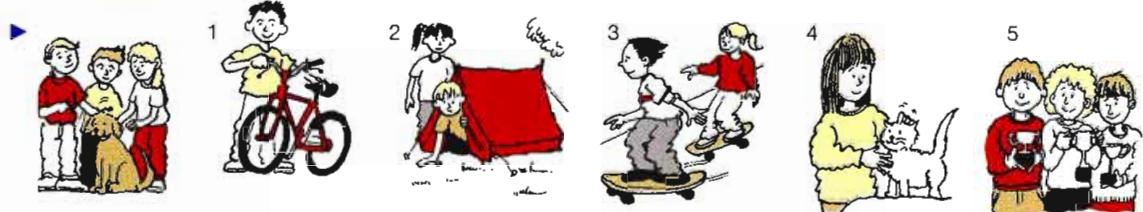
Note also:

*in two months' time* (two months from now)  
*a week's wages* (wages for a week)

# Practice

## A The possessive form (1)

Write descriptions of the things in the photos. Use *boy*, *girl* and *children* and these words: *bike*, *cat*, *dog*, *skateboards*, *tent*, *trophies*



- the children's dog .....  
1 ..... 3 .....  
2 ..... 4 .....  
5 .....

## B The possessive form (1)

Laura is showing Melanie her photos. Put in the possessive form of the nouns.

- Laura: This was taken in (►) my friend's ..... (my friend) garden.  
It was (1) ..... (the twins) birthday party.  
This is Kerry, (2) ..... (Luke) girlfriend.  
And that's (3) ..... (Jason) sister Emily.  
Melanie: And who are these two?  
Laura: That's (4) ..... (Debbie) mother.  
She's talking to Monica Davis, (5) ..... (her children) teacher.  
And that's (6) ..... (the Lanskys) dog sitting on  
(7) ..... (Olivia) foot.

## C The boy's name or the name of the boy? (2)

Ed Buckman writes detective stories. Here are the titles of some of his stories.

Write the titles using either *of* or a possessive form (with 's or s').

- the mistake / the policeman .....  
► the bottom / the bottle .....  
1 the gun / Mr Hillman .....  
2 the smell / blood .....  
3 the car / the terrorist .....  
4 the middle / the night .....  
5 the death / someone important .....  
6 the money / the gangsters .....

## D The possessive of time (3)

Rewrite the underlined phrases using a possessive form.

- The prices this year are even lower. .....  
► From here it's a drive of two hours. .....  
1 I read about it in the paper yesterday. .....  
2 I just want a rest for five minutes. .....  
3 It's the special offer for this month. .....  
4 I'll see you in a week. .....

# 94 Some and any

## 1 Basic use

Some and any go before a plural or uncountable noun (see Unit 85.1).

*There was a bowl and **some** cornflakes on the table, but there wasn't **any** milk.*

We can also use some and any without a noun.

*Trevor wanted **some** milk, but he couldn't find **any**.*

We normally use **some** in positive sentences and **any** in negative sentences or ones with a negative meaning.

### POSITIVE

*There's **some** milk in the fridge.*

*I need **some** stamps. ~ There are **some** in the drawer.*

*I met **some** interesting people last night.  
We'll have **some** fun at Disneyland.*

### NEGATIVE

*I haven't **any** milk. (= I have no milk.)*

*I haven't got **any** stamps. Have you got **any**?*

*I never meet **any** interesting people nowadays.  
We won't have **any** fun without you.*

We can also use any in a sentence with if.

*If you have **any** problems, you can discuss them with your group leaders.*

*I can answer **any** questions. (= If there are any questions, ...)*

In questions we can use either **some** or **any**, but **any** is more common.

We don't know whether the answer will be yes or no.

*Have we got **any** butter? Will there be **any** food for the guests? Did you buy **any** clothes?*

We normally use **some** in offers and requests to make them sound more positive.

*Would you like **some** coffee? Could you post **some** letters for me?*

We can use **some** in questions when we think the answer might be yes.

*Did you buy **some** clothes? (Perhaps I know that you went out to buy some.)*

## 2 Someone, anything, etc.

We choose between **someone** and **anyone**, **something** and **anything**, and **somewhere** and **anywhere** in the same way as between **some** and **any**.

***Someone** has spilt water everywhere.  
Would you like **something** to eat?  
Let's go out **somewhere**.*

*Did **anyone** see what happened?  
We haven't got **anything** to eat.  
Is there **anywhere** we can go?*

## 3 Another use of any

We can use **any** in a positive sentence to mean 'it doesn't matter which'.

*I'm free all day. Call **any** time you like.*

*Any student will be able to tell you where the college library is.*

*You can buy these maps at **any** petrol station. They all have them.*

We say **any** petrol station because all petrol stations have the maps. It doesn't matter which one you go to. They are all equally good.

Look at these examples with **anyone**, **anything** and **anywhere**.

*It's a very simple puzzle. **Anyone** could solve it. (= It doesn't matter who.)*

*What shall we have for lunch? ~ Oh, **anything**. I don't mind.*

*Where do we have to sit? ~ We can sit **anywhere**. It doesn't matter.*

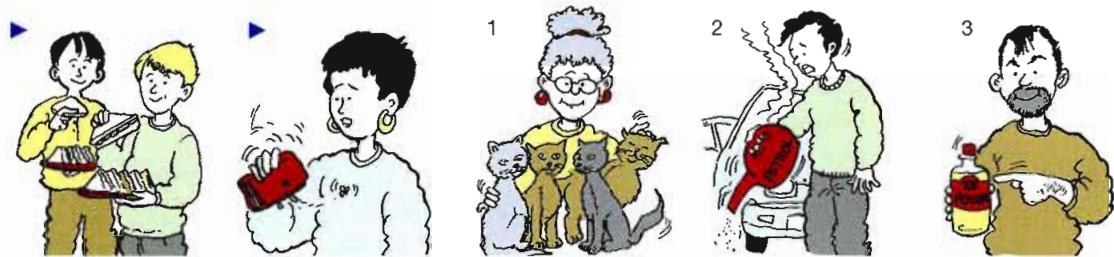
▷ 85.1 A/an and some    ▷ 103 Everyone, something, etc.

# Practice

## A Basic use (1)

Look at the pictures and say what people have or haven't got. Use *some* or *any*.

Use these words: *cats*, *money*, *petrol*, *poison*, *sandwiches*



- They've got *some* sandwiches. ....  
► She hasn't got *any* money. ....  
1 ..... 2 .....  
3 ..... 3 .....

## B Basic use (1)

Justin Cooper is a radio disc jockey. Complete what he is saying. Put in *some* or *any*.

That was 'I can't find (►) *any* ..... love' by Arlene Black. Now, I've had (►) *some* ..... letters asking for something by Express. One listener says she hasn't heard (1) ..... Express songs on this programme for months. Well, I'm going to put that right. And this will be our last track because there isn't (2) ..... more time left. We've had (3) ..... great songs tonight, and I'll be here next week to play (4) ..... more. Now here's (5) ..... music from Express – 'I never have (6) ..... luck'.

## C Some, any, someone, anyone, etc. (1–2)

Complete the conversations. Put in *some*, *any*, *anyone*, *someone*, *something* or *anything*.

- Trevor: We haven't got *any* ..... bread.  
Laura: You'd better go to the shop, then. We need *some* ..... tomatoes, too.  
1 Claire: Would you like ..... cheese and biscuits?  
Sarah: Oh, no thank you. That was delicious, but I couldn't eat ..... else.  
2 Harriet: There's ..... at the door.  
Mike: Are we expecting ..... visitors?  
3 Melanie: Has ..... offered to help you with the tea?  
Rita: No, but I'd be very grateful for ..... help you can give.  
4 Vicky: I was looking for ..... , and now I can't remember what it was.  
Rachel: You said you were looking for ..... matches.

## D Another use of *any* (3)

Put in *any* + noun, *anyone* or *anything*.

- The seats aren't reserved. You can have *any seat* ..... you like.  
► I don't mind what we do today. We can do *anything* ..... you want.  
1 If it's your party, you can invite ..... you like.  
2 All the buses go into the town centre. Take ..... that comes along here.  
3 This carpet is available in lots of colours. You can have ..... you like.  
4 My father has the television on all the time. He'll watch ..... .  
5 It doesn't matter which day you phone. Ring ..... you like.

# 95 A lot of, lots of, many, much, (a) few and (a) little

## 1 Introduction

A lot of, lots of, many and much mean a large quantity.

*Ron Mason owns a chain of supermarkets. He's made **a lot of** money.*

A few and a little mean a small quantity.

*I'd better hurry. My bus goes in **a few** minutes.*

Many and a few go before plural nouns.

*many places      many problems  
a few people      a few buildings*

Much and a little go before uncountable nouns.

*much money      much trouble  
a little sunshine      a little food*

A lot of and lots of go before both plural and uncountable nouns.

*a lot of tourists      lots of games*

*a lot of sugar      lots of fun*

We use these words without a noun if it is clear what we mean.

*I take photos, but not as **many** as I used to. At one time I took **a lot**.*

Note that we say a lot without of.

## 2 A lot of, many and much

As a general rule, we use a lot of and lots of in positive statements and many and much in negatives and questions.

Positive: *We get **a lot of** storms here.      We get **a lot of** rain here.*

Negative: *We don't get **many** storms here.      We don't get **much** rain here.*

Questions: *Do you get **many** storms here?      Do you get **much** rain here?  
How **many** eggs do we need?      How **much** salt do we put in?*

We use many or much (not a lot of) after too, so and as.

*There are **too many** cars.      I've got **so much** work.      I haven't got **as much** money as you.*

In formal English, we can sometimes use many and much in a positive statement.

***Many** students have financial problems.      There is **much** enthusiasm for the idea.*

But this is less usual in conversation, where we normally use a lot of or lots of.

In informal English, you may hear a lot of in a negative or a question.

*I don't have **many** friends/**a lot of** friends.      Do you eat **much** fruit/**a lot of** fruit?*

## 3 Few and little with and without a

With a the meaning is positive.

*A **few** customers have come into the shop. It has been fairly busy.*

*Vicky has made **a little** progress and so is feeling quite pleased.*

*A **few** customers = some customers, a small number of customers.*

*A **little** progress = some progress, a small amount of progress*

Without a the meaning is negative.

***Few** customers have come into the shop. It has been quiet.*

*Vicky has made **little** progress and so is not feeling very pleased.*

*Few customers = not many customers.*

*A **little** progress = not much progress*

Few and little (without a) can be rather formal. In informal speech we can use these structures.

*Not **many** customers have come in.      Vicky hasn't made **much** progress.*

*Only **a few** customers have come in.      Vicky has made **only a little** progress.*

# Practice

## A A lot of, lots of, many, much, a few and a little (1)

Write the sentences correctly.

► Mark was only spending one night away. He quickly put a little things into a bag.

He quickly put a few things into a bag.

1 Rachel is learning to drive. She hasn't had much lessons yet.

2 I'm making soup for twenty people. I'll have to make a lot of.

3 I feel really tired. I haven't got many energy.

4 The mixture looks rather dry. Maybe you should add a few water.

5 We're having a big party. We've invited a lots of friends.

## B A lot of, many and much (1–2)

Complete the conversation. Put in a *lot of*, *many* or *much*. More than one answer may be correct.

Matthew: There are (►) a lot of ..... athletes taking part in the International Games in London. There's been (1) ..... coverage in the papers.

Daniel: Our runners haven't won (2) ..... medals, have they?

Matthew: No, not as (3) ..... as last time. But there's plenty of time. There are still (4) ..... events to come. I'd like to go and see some of the track events, but I haven't got (5) ..... time at the moment.

Daniel: No, not with exams coming up.

Matthew: I'm hoping to go at the weekend if I can get a ticket. Apparently there aren't (6) ..... seats left.

Daniel: I've heard the cheapest tickets are £25. I think that's too (7) .....

## C A few, few, a little and little (3)

Put in a *few*, *few*, *a little* or *little*.

► I don't think I can lift this box on my own. I need a little ..... help.

► Few ..... tourists visited Northern Ireland in the 1980s because of the terrorism there.

1 The postman doesn't often come here. We receive ..... letters.

2 The snow was quite deep. There seemed ..... hope of completing our journey.

3 Trevor isn't finding it easy to fix the shelves. He's having ..... trouble.

4 Sarah is exhausted. She's having ..... days' holiday next week.

5 David quite likes golf, but unfortunately he has ..... ability.

6 I can speak ..... words of Swedish, but I'm not very fluent.

## D Many, few, much and little (2–3)

Complete this paragraph from a travel book. Put in *many*, *few*, *much* or *little*.

The main town on the island is very small and does not have (►) many ..... important buildings.

The islanders do not have (1) ..... money, and they have (2) ..... contact with the outside world. There is not (3) ..... chance of the place attracting large numbers of tourists.

The roads are not very good. There are lots of bicycles but not (4) ..... cars. And there are hardly any of the modern facilities which visitors expect. There are (5) ..... shops, and there is (6) ..... entertainment.

# 96 All, half, most, some, no and none

## 1 All, most and some

We can use all, most and some before a plural or an uncountable noun.

*All plants need water. All matter is made up of atoms.*

*Most people would like more money. Some food makes me ill.*

*All plants* means 'all plants in general/in the world'. *Most people* means 'most people in this country/in the world'. *Some food* means 'some food but not all food'. Here *some* is pronounced /sʌm/.

## 2 All of, half of, most of and some of

Laura: *Why do you keep all of these clothes? You never wear most of them. You've had some of your jackets for ten years. Why don't you throw them all out? This one is completely out of fashion.*

Trevor: *Well, I thought if I waited long enough, it might come back into fashion.*

*All of these clothes* has a specific meaning. Laura is talking about Trevor's clothes, not about clothes in general.

We can use all (of), half (of), most of and some of.

*Have all (of) the plants died? ~ No, not all of them.*

*Most of the people who live around here are students.*

*I've spent most of my money already.*

*Half (of) the audience left before the end of the film.*

*Some of that food from the party was all right, but I threw some of it away.*

We can leave out of after all or half, but not before a pronoun.

*all of these clothes* OR *all the clothes* BUT *all of them* NOT *all them*

*half of our group* OR *half our group* BUT *half of us* NOT *half us*

We can also use all in mid position (see Unit 113.2) or after a pronoun.

*These cups are all dirty. I'll have to clean them all.*

*The guests have all gone now. I think they all enjoyed themselves.*

We can use most and some on their own.

*The band sang a few songs. Most were old ones, but some were new.*

## 3 All meaning 'everything' or 'the only thing'

We can use all with a clause to mean 'everything' or 'the only thing'.

*Tell me all you know. All I did was ask a simple question.*

*Here you know and I did* are clauses. We do not normally use all without the clause.

*Tell me everything.* NOT *Tell me all.*

## 4 No and none

We use no with a noun.

*We've rung all the hotels, and there are no rooms available.*

*I'm afraid I've got no money.* (= I haven't got any money.)

We use none with of or on its own.

*None of my friends will be at the party. Look at these clothes. None of them are in fashion now.*

*I wanted some cake, but there was none left.* NOT *There was no left.*

▷ 86 Cars or the cars? ▷ 94 Some and any ▷ 103 Everyone, etc.

# Practice

## A All, most, half, some and none (2, 4)

Read this advertisement for some new flats and then complete the sentences.

Put in *all of them*, *most of them*, *half of them*, *some of them* and *none of them*.

Hartley House is an old manor house which has been converted into thirty one-bedroom and two-bedroom flats. All the flats have a fitted kitchen, bathroom and large living-room. Ten of them have a separate dining-room. Twenty-five of the flats have a view of the sea, and fifteen have a private balcony. All thirty flats are still for sale. Ring us now for more details.

► The flats are modern. *All of them* have a fitted kitchen.

1 ..... have two bedrooms.

2 From ..... you can see the sea.

3 ..... have a private balcony.

4 ..... have a large living-room.

5 There's also a dining-room in .....

6 ..... has been sold yet.

## B All, most, some and none (2, 4)

There was a quiz evening yesterday. Six friends took part, and they all answered twenty questions.

Did they get all, most, some or none of them right?

► Natasha answered all twenty correctly.

*She got all of them right.*

► Daniel's score was fifteen.

*He got most of them right.*

1 Jessica had only eight correct answers.

.....

2 Matthew got them all right except three.

.....

3 Andrew gave twenty correct answers.

.....

4 But poor Vicky didn't get a single one right.

.....

## C All, most, no and none (1–4)

Complete the conversations. Use the word in brackets with *all*, *all the*, *most*, *most of the*, *no* or *none of the*.

► Andrew: I wonder where they make this milk.

Jessica: It isn't made in a factory, Andrew. *All milk* (milk) comes from animals.

► Rita: What do you usually do on a Sunday?

Mike: Not much. We spend *most of the time* (time) reading the papers.

1 Claire: In general, people aren't interested in politics, are they?

Mark: I think ..... (people) are bored by the subject.

2 Vicky: These new flats are supposed to be for students.

Rachel: That's ridiculous. ..... (student) in the world could possibly afford such a high rent.

3 Tom: Who's paying for the new ice-rink to be built?

Nick: Well, ..... (money) will come from the government, but the city has to pay a quarter of the cost.

4 Melanie: We should ban cars. ..... (cars) pollute the air, don't they?

David: Well, except electric ones, I suppose.

5 Vicky: What kind of fruit should you eat to stay healthy?

Natasha: I don't think it matters. ..... (fruit) is good for you, isn't it?

6 Tom: I knew there had been a power cut because it was so dark everywhere.

Harriet: Yes, ..... (lights) in our street went out.

# 97 Every, each, whole, both, either and neither

## 1 Every and each

We use every and each before a singular noun to talk about a whole group.

*The police questioned **every person/each person** in the building.*

**Every room/Each room** has a number.

In many contexts either word is possible, but there is a difference in meaning.

### EVERY

**Every person** means 'all the people', 'everyone'.

*Every guest watched as the President came in.*

*I go for a walk **every day**.*

Every means three or more, usually a large number.

*There were cars parked along **every street** in town. (= all the streets)*

### EACH

**Each person** means all the people seen as individuals, one by one.

*Each guest (in turn) shook hands with him.*

*Each day seemed to pass very slowly.*

Each is more usual with smaller groups and can mean only two.

*There were cars parked along **each side** of the street. (= both sides)*

We can use each (but not every) on its own or with of.

*There are six flats. **Each** has its own entrance. NOT **Every** has ...*

*Each of the six flats has its own entrance. NOT **Every** of the ...*

We can also say **Each one/Every one** has its own entrance.

We can also use each in mid position (see Unit 113.2) or after a pronoun.

*We've **each** got our own desk. They gave **us each** a desk.*

Compare every and all before day, morning, week, etc.

*I travel **every day**. (= Monday, Tuesday, Wednesday, ...)*

*I was travelling **all day**. (= from morning till evening)*

## 2 Whole

We use whole before a singular noun. It means 'all' or 'complete'.

*The baby cried **the whole time**. (= all the time)*

*I've spent **my whole life** waiting for this moment. (= all my life)*

*We'll need **a whole loaf** to make sandwiches for everyone.*

## 3 Both, either and neither

We use both, either and neither for two things.

*I've got two bicycles. **Both** of them are quite old. I've given up cycling, so I don't ride **either** of them any more. **Neither** of them is in very good condition, I'm afraid.*

Both means 'the one and the other'. We can use it in the following structures.

*We had two letters this morning, and **both** letters/both the letters/both of the letters/both of them are bills.*

We can also use both in mid position (see Unit 113.2) or after a pronoun.

*The letters are **both** bills. I've opened **them both**.*

Either means 'the one or the other', and neither means 'not the one or the other'.

*I haven't met **either** twin/either of the twins/either of them.*

*Neither shoe fits/Neither of the shoes fit(s)/Neither of them fit(s).*

We can use both, either and neither on their own.

*The store has two lifts, and **both** are out of order/**neither** is working.*

# Practice

## A Every and each (1)

Complete the dialogue. Put in *every* or *each*. Sometimes both are possible.

- Laura: It's a lot bigger than your last house, isn't it? Did you say there are four people living here?
- Natasha: Yes, and we (►) *each* ..... have our own bedroom.
- Laura: Does (1) ..... person pay a quarter of the rent?
- Natasha: That's right. On the first of (2) ..... month.
- Laura: It must be fantastic for parties.
- Natasha: Yes, it is. We don't have one (3) ..... week, but almost!
- Laura: Isn't that rather expensive?
- Natasha: Not if (4) ..... guest brings something to eat or drink! Anyway, there'll be no more parties until our exams are over. We're spending (5) ..... moment revising.

## B Every, all and whole (1–2)

Put in *every*, *all* or *the whole* and the word in brackets. Sometimes more than one answer is possible.

- Melanie is a religious person. She goes to church *every* *Sunday* (Sunday).
- 1 The weather has been awful today. It's been raining ..... (day).
- 2 I just can't sleep. I spent ..... (night) lying awake.
- 3 Sarah gets the train at half past seven ..... (morning).
- 4 It's eleven o'clock. Are you going to lie in bed ..... (morning)?
- 5 Last Saturday Trevor spent ..... (day) putting up some shelves.
- 6 Why are you in such a hurry ..... (time) I see you?

## C Both, either and neither (3)

There are two pubs in Brickfield, The White Horse and The Ship. Look at the information and then write the sentences. Use *both of them*, *one of them* or *neither of them*.

THE WHITE HORSE		
MEALS	BAR SNACKS	FAMILY ROOM

THE SHIP	
MEALS	SEPARATE RESTAURANT
BAR SNACKS	NON-SMOKING AREA

- (serve meals) *Both of them* serve meals.
- 1 (have a separate restaurant) .....
- 2 (serve bar snacks) .....
- 3 (have a family room) .....
- 4 (allow pub games) .....
- 5 (have live music) .....
- 6 (have a non-smoking area) .....

## D Every, each, whole, both, either and neither (1–3)

Complete the conversation. Put in *every*, *each*, *whole*, *both*, *either* or *neither*.

- Assistant: These plain sofas come in two different styles.
- Sarah: I think (►) *both* styles are rather old-fashioned. (1) ..... of them is really what I want. I don't like (2) ..... of them, I'm afraid.
- Assistant: What about a patterned fabric? There are some lovely colours here.
- Sarah: I feel more and more unsure with (3) ..... new fabric I look at.
- Mark: We haven't got time to look at (4) ..... fabric in the shop. We've been in here a (5) ..... hour already, you know.

# Test P: This, my, some, a lot of, all, etc.

## A

Look at what people are saying and choose the correct meaning.

► Polly: Let's sit under these trees, shall we?

The trees are a)  near Polly. b)  a long way away from Polly.

1 Martin: My friend and I ate a whole loaf.

Martin and his friend ate a)  part of the loaf. b)  all the loaf.

2 Nigel: The girls' dog has gone missing.

The dog belongs to a)  one girl. b)  more than one girl.

3 Tessa: My brother has got his own office.

Tessa's brother a)  works alone in the office. b)  shares the office with another person.

4 Nancy: The weather looks a little better, I think.

How does Nancy feel about the weather? a)  Hopeful. b)  Not very hopeful.

5 Ben: I can't answer either of these questions.

How many questions is Ben talking about? a)  One. b)  Two. c)  More than two.

6 Adrian: The children can keep any tennis balls they find.

Will they find any tennis balls? a)  Yes. b)  No. c)  Adrian doesn't know.

## B

Decide which word is correct.

► What colour shall we have? ~ I don't mind. Pick any... colour you like.

a) any b) some c) that d) what

1 Peter has two brothers, but he doesn't speak to ..... of them.

a) any b) both c) either d) neither

2 ..... has left a bicycle outside.

a) Anyone b) Anything c) Someone d) Something

3 I like ..... pictures here. ~ Yes, so do I.

a) that b) these c) this d) those

4 Would you mind waiting ..... minutes?

a) a few b) a little c) few d) little

5 ..... countries still have a king or a queen, don't they?

a) Any b) Half c) Part d) Some

6 Safety should come first. ..... lives shouldn't be put at risk.

a) People b) Peoples c) People's d) Peoples'

7 Nigel isn't very well. ~ Oh, I'm sorry to hear .....

a) so b) that c) this d) you

8 Mr Jones is an uncle of .....

a) Polly b) Pollys c) Polly's d) Pollys'

## C

Tessa is walking along the street when she sees her old friend Angela.

Read the conversation and write the missing words. Use one word only in each space.

Tessa: Hello, Angela. How are you?

Angela: Tessa! Hello! Shall we have lunch together?

Tessa: I was just going to the bank to get (►) some ..... money. I have to be back at the office in (1) ..... few minutes. My life's one mad rush.

Angela: So is (2) ..... I'm working for Tuffex Plastics now. And my daughter has invited three friends (3) ..... hers to stay. I wish I didn't have so (4) ..... things to do at once.

- Tessa: I'm glad I've run into you. I never see (5) ..... else from our old gang.  
(6) ..... of them seem to be around any more.
- Angela: I think they've (7) ..... moved away, except us two. Carol went to Japan.
- Tessa: Angela, would you like to come for a meal some time?
- Angela: Oh, that would be lovely. We'll certainly have a (8) ..... to talk about.
- Tessa: Maybe we'll need a (9) ..... day. What about the Saturday after next?

## D

Each of the sentences has a mistake in it. Write the correct sentence.

- Are you going on holiday that year?
- 1 That was a very good idea of you.
- 2 You've got a lot books, haven't you?
- 3 I don't know the meeting's time.
- 4 Nigel has hurt the leg.
- 5 All rooms in the house were cold.
- 6 Wear everything—it doesn't matter what.
- 7 Every of the four doors was locked.
- 8 I live my life, and my sister lives her.
- 9 The both socks have got holes in them.
- 10 Here's a copy of this week magazine.
- 11 This sweater is losing it's colour.
- 12 I want some paper, but there's no in here.

Are you going on holiday this year?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

## E

Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

- When I was on holiday, it rained all week. (whole)
- When I was on holiday, it rained the whole week.
- 1 I've lived here more than half my life. (most)
- .....
- 2 All the hotels were full. (every)
- .....
- 3 The house on the corner is bigger than our house. (ours)
- .....
- 4 I've forgotten my doctor's name. (of)
- .....
- 5 We haven't had much warning of the changes. (little)
- .....
- 6 Such a large number of people have applied for the job. (so)
- .....
- 7 I met one of your old boyfriends at a party. (an)
- .....
- 8 Both the chairs are uncomfortable. (neither)
- .....
- 9 My holiday starts ten days from now. (time)
- .....

## 1 The meaning of the pronouns

- Vicky: *Hello, Andrew. Have you seen Rachel?*  
 Andrew: *I don't think so. No, I haven't seen her today.*  
 Vicky: *We're supposed to be going out at half past seven, and it's nearly eight now.*  
 Andrew: *Maybe she's just forgotten. You know Rachel.*  
 Vicky: *We're going out for a meal. Matthew and Emma said they might come too. I hope they haven't gone without me.*

I/me means the speaker, and you means the person spoken to.

We/us means the speaker and someone else. Here, we = Vicky and Rachel.

He/him means a male person and she/her a female person. Here, she = Rachel.

It means a thing, an action, a situation or an idea. Here, it = the time.

They/them is the plural of he, she and it and means people or things.

We can also use they/them for a person when we don't know if the person is male or female.

*If anyone calls, ask them to leave a message.*

## 2 Subject and object forms

		FIRST PERSON	SECOND PERSON	THIRD PERSON
Singular	SUBJECT	I	you	he/she/it
	OBJECT	me	you	him/her/it
Plural	SUBJECT	we	you	they
	OBJECT	us	you	them

We use the subject form (I, etc.) when the pronoun is the subject and there is a verb.

*I don't think so. Maybe she's just forgotten.*

We use the object form (me, etc.) when the pronoun is the object of a verb or preposition.

*I haven't seen her today. I hope they haven't gone without me.*

The pronoun on its own or after be usually has the object form.

*Who spilt coffee all over the table? ~ Me./Sorry, it was me.*

Compare this answer.

*Who spilt coffee all over the table? ~ I did.*

## 3 You, one and they

We can use you or one to mean 'any person' or 'people in general', including the speaker.

*You shouldn't believe what you read in the newspapers.*

OR *One shouldn't believe what one reads in the newspapers.*

*You don't like/One doesn't like to have an argument in public.*

You is normal in conversation. One is more formal.

We can use they for other people in general.

*They say too much sugar is bad for you.*

We can also use it for people in authority.

*They're going to build a new swimming-pool here.*

They is informal and conversational. We use the passive in more formal situations.

*A new swimming-pool is going to be built here* (see Unit 56.2).

# Practice

## A The meaning of the pronouns (1)

Read the conversation between Melanie and Rita. Then say what the underlined pronouns mean.

Melanie: Have (►) you been in that new shop?

► you = Rita .....

Rita: No, not yet.

Melanie: Nor have I, but (►) it looks interesting. There's a lovely dress in the window, and (1) it isn't expensive.

► it = the shop .....

1 it = .....

Rita: Laura bought some jeans there. (2) She said (3) they were really cheap.

2 she = .....

3 they = .....

Melanie: (4) You ought to go along there and have a look, then.

4 you = .....

Rita: (5) We'd better not go now or we'll be late.

5 we = .....

(6) I told Mike and Harriet we'd meet

6 I = .....

(7) them at half past five.

7 them = .....

Melanie: Oh, Tom said (8) he's coming too.

8 he = .....

## B Subject and object forms (2)

Complete the conversation. Put in the pronouns.

Nick: Did (►) you .... say that you and Harriet wanted some coloured lights for your party?

Mike: Yes, but (►) it ....'s OK. Melanie's neighbour Jake has got some, and (1) ....'s going to lend (2) ..... to (3) .....

Nick: Great. Is Rita coming to the party?

Mike: We've invited (4) ..... of course, but (5) ..... isn't sure if (6) ..... can come or not. Her parents are flying somewhere on Saturday evening, and she might be taking (7) ..... to the airport.

Nick: And what about Laura's friend Emily?

Mike: I expect (8) .....'ll be there. And her brother. (9) ..... both came to our last party.

Nick: Do (10) ..... mean Jason? I don't like (11) ..... very much.

Mike: Oh, (12) .....'s OK. But (13) ..... don't have to talk to (14) .....

## C Subject and object forms (2)

Put in the pronouns.

► There's no need to shout. I can hear you .....

1 You and I work well together. ....'re a good team.

2 We've got a bit of a problem. Could ..... help ..... , please?

3 This is a good photo, isn't ..... ? ~ Is Jessica in ..... ? ~ Yes, that's ..... , look. .....'s next to Andrew.

4 Who did this crossword? ~ ..... I did ..... this morning.

5 Is this Vicky's bag? ~ No, ..... didn't bring one. It can't belong to .....

6 .....'m looking for my shoes. Have ..... seen ..... ? ~ Yes, .....'re here.

## D You and they (3)

Complete the conversation. Put in you or they.

Trevor: I'm not going to drive in this weather. It's too icy.

Laura: (►) You .... don't want to take any risks. (1) ..... can't be too careful.

Trevor: I've just heard the weather forecast and (2) ..... say there's going to be more snow. (3) .....'re better off indoors in weather like this.

Laura: I think (4) ..... ought to clear the snow off the roads more quickly.

# 99 There and it

## 1 There + be

Look at these examples.

*I really ought to phone home. ~ Well, there's a phone box round the corner.*

*Could I make myself an omelette? ~ Of course. There are some eggs in the fridge.*

*There's an important meeting at work that I have to go to.*

To talk about the existence of something, we use there + be. Be agrees with the following noun.

*There is a phone box. BUT There are some eggs.*

Here are some more examples.

*There's a bus at ten to five. There'll be a meal waiting for us.*

*Is there a toilet in the building? Were there any bargains in the sale?*

*There have been some burglaries recently. There might have been an accident.*

We also use there with words like a lot of, many, much, more, enough and with numbers.

*There were a lot of problems to discuss. There's too much noise in here.*

*Will there be enough chairs? There are thirty days in April.*

## 2 Uses of it

We use it for a thing, an action, a situation or an idea.

*You've bought a new coat. It's very nice. (it = the coat)*

*Skiing is an expensive hobby, isn't it?*

*You have to fill in all these stupid forms. It's ridiculous.*

*I find astrology fascinating. I'm really interested in it.*

We use it to mean 'the unknown person'.

*Did someone ring? ~ It was Vicky. She just called to say she's arrived safely.*

We use it for the time, the weather and distance.

*It's half past five already. It's Sunday tomorrow.*

*It was much warmer yesterday. It's fifty miles from here to Brighton.*

We also use it in structures with a to-infinitive or a that-clause (see also Unit 67.2).

*It was nice to meet your friends.*

*It would be a good idea to book in advance.*

*It's important to switch off the electricity.*

*It's a pity (that) you can't come with us.*

This is much more usual than, for example, *To meet your friends was nice.*

## 3 There or it?

We often use there when we mention something for the first time, like the picture in this example.

*There was a picture on the wall. It was an abstract painting.*

We use it when we talk about the details. It means *the picture*.

Here are some more examples.

*There's a woman at the door. ~ Oh, it's Aunt Joan.*

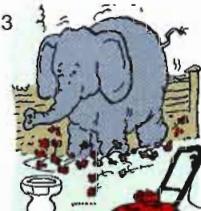
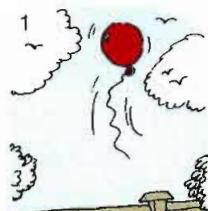
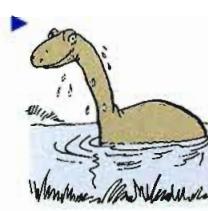
*There was a dog in the field. It was a big black one.*

*There's a new one-way traffic system in the town centre. It's very confusing.*

# Practice

## A There + be (1)

Look at the pictures and comment on what you see. Use these words: a balloon, some boxes, the car, a dinosaur, an elephant, some flowers, the garden, her hat, the sky, the water



► There's a dinosaur in the water. ....

► There are some flowers on her hat. ....

2

3

1 ..... 2 ..... 3 .....

## B There + be (1)

Put in *there* and a form of *be*, e.g. *is*, *are*, *was*, *have been* or *will be*.

- Victor: Are there ..... any restaurants here that open on a Sunday?  
Rachel: There's ..... a café in the High Street which is open for lunch.
- 1 Alan: ..... a train at twelve thirty, isn't there? Let's catch that one.  
Mark: OK. ..... time to finish our discussion on the train.
- 2 Vicky: What's happened? Why ..... so many police cars here?  
Daniel: ..... a hold-up at the bank.
- 3 Tom: Last night ..... a party next door. I couldn't get to sleep.  
Melanie: ..... must ..... a lot of people there.

## C Uses of it (2)

Rewrite the sentences in brackets using *it*.

- We sometimes go surfing. (Surfing is really good fun.) It's really good fun. ....  
1 I bought a shirt in the market. (The shirt was very cheap.) .....  
2 Someone rang. (The caller was Vicky.) .....  
3 Our heating is out of order. (The situation is a nuisance.) .....  
4 I've left my coat at home. (The weather is very warm.) .....  
5 Don't lose your credit card. (To keep it somewhere safe is important.) .....  
.....

## D There or it? (3)

Put in *there* or *it*.

- Is it ..... the fifteenth today? ~ No, the sixteenth.  
1 The road is closed. .....'s been an accident.  
2 Take a taxi. .....'s a long way to the station.  
3 ..... was a motor bike outside. ..... looked very expensive.  
4 Will ..... be any delays because of the strike? ~ Well, ..... would be a good idea to ring the airline and check.  
5 ..... was wet, and ..... was a cold east wind. ..... was after midnight, and ..... were few people on the streets.

# 100 Reflexive pronouns

## 1 Introduction

Myself is a reflexive pronoun. In the sentence *I've cut myself*, the words I and myself mean the same thing. Myself refers back to the subject, I.



## 2 Form

	FIRST PERSON	SECOND PERSON	THIRD PERSON
Singular	myself	yourself	himself/herself/itself
Plural	ourselves	yourselves	themselves

Compare *yourself* and *yourselves*.

*Emma, you can dry yourself on this towel.*    *Vicky and Rachel, you can dry yourselves on these towels.*

## 3 The use of reflexive pronouns

Here are some examples.

*Mark made himself a sandwich.*    *Vicky had to force herself to eat.*

*We've locked ourselves out.*    *The children watched themselves on video.*

We cannot use me, you, him, etc. to refer to the subject. Compare these sentences.

*When the policeman came in, the gunman shot him.* (him = the policeman)

*When the policeman came in, the gunman shot himself.* (himself = the gunman)

We can use a reflexive pronoun after a preposition.

*The children are old enough to look after themselves.*

But after a preposition of place, we can use me, you, him, etc.

*In the mirror I saw a lorry behind me.*    *Mike didn't have any money with him.*

*Laura thought she recognized the woman standing next to her.*

## 4 Idioms with reflexive pronouns

Look at these examples.

*We really enjoyed ourselves.* (= had a good time)

*I hope the children behave themselves.* (= behave well)

*Just help yourself to sandwiches, won't you?* (= take as many as you want)

*Please make yourself at home.* (= behave as if this was your home)

*I don't want to be left here by myself.* (= on my own, alone)

## 5 Verbs without a reflexive pronoun

Some verbs do not usually take a reflexive pronoun, although they may in other languages.

*We'd better hurry, or we'll be late.* NOT *We'd better hurry ourselves.*

*Shall we meet at the cinema?*    *I feel uncomfortable.*    *Just try to relax.*

Some of these verbs are: afford, approach, complain, concentrate, decide, feel + adjective, get up, hurry (up), lie down, meet, remember, rest, relax, sit down, stand up, wake up, wonder, worry

We do not normally use a reflexive pronoun with change (clothes), dress and wash.

*Daniel washed and changed before going out.* (See also Unit 54.4.)

But we can use a reflexive pronoun when the action is difficult.

*My friend is disabled, but she can dress herself.*

# Practice

## A Reflexive pronouns (1–3)

Look at the pictures and write sentences with a reflexive pronoun.

Use these words: *dry, introduce, look at, photograph, teach*



► He's photographing himself.

1 She ..... 3 .....  
2 They ..... 4 .....

## B Reflexive pronouns (1–3)

Complete the conversations. Put in a reflexive pronoun (*myself, yourself, etc.*).

- Matthew: I'll get the tickets, shall I?  
Emma: It's OK. I can pay for myself.  
1 Olivia: I've got lots of photos of my children.  
Linda: Yes, but you haven't got many of ..... , Olivia.  
2 Rita: Did you have a good time at the Holiday Centre?  
Laura: Well, there wasn't much going on. We had to amuse .....  
3 Emma: Why has the light gone off?  
Matthew: It switches ..... off automatically.

## C Pronouns after a preposition (3 and Unit 98.2)

Put in the correct pronoun (e.g. *me* or *myself*).

- We looked up and saw a strange animal in front of us.  
► Don't tell us the answer to the puzzle. We can work it out for ourselves.  
1 It's a pity you didn't bring your camera with .....  
2 Mark talked to the woman sitting next to .....  
3 The old man is no longer able to look after .....  
4 My mother likes to have all her family near .....  
5 To be successful in life, you must believe in .....

## D Idioms with and without reflexive pronouns (4–5)

Rachel and Vicky are at Mike and Harriet's party. Complete the conversation.

Put in the verbs with or without a reflexive pronoun.

- Mike: Have you two (►) met ... (met) before?  
Rachel: Yes, we have. Vicky and I are old friends.  
Mike: Oh, right. Well, I hope you (►) enjoy yourselves ..... (enjoy) tonight.  
Rachel: I'm sure we will. I (1) ..... (feel) just in the mood for a party.  
Mike: Well, please (2) ..... (help) to a drink. Are you OK, Vicky?  
Vicky: Sorry, I've got this awful feeling that I have to do something very important, and I can't (3) ..... (remember) what it is.  
Rachel: Vicky, you (4) ..... (worry) too much. Come on, just (5) ..... (relax).

# 101 Emphatic pronouns and each other

## 1 Emphatic pronouns

*Trevor and Laura are decorating their living-room **themselves**.*

An emphatic pronoun is a word like **myself**, **yourself**.

It has the same form as a reflexive pronoun (see Unit 100.2).

Here the emphatic pronoun means 'without help'. Trevor and Laura are decorating the room without help from anyone else. Compare *They're having the room wallpapered (by a decorator)* (see Unit 58.1).

Here are some more examples.

*I built this boat **myself**. My sister designs all these clothes **herself**.*

*Are you doing all the painting **yourselves**?*

When we say these sentences, we stress self or selves.



Now look at these examples.

*The manager **himself** welcomed us to the hotel.*

(= The manager welcomed us, not someone else.)

*Although she is very rich, the Queen **herself** never carries any money.*

*The house **itself** is small, but the garden is enormous.*

*Of course the children have been to the zoo. You **yourself** took them there last year.*

Here the emphatic pronoun comes after the noun or pronoun it relates to.

## 2 Each other

Look at this example.

*Andrew and Jessica help **each other** with their work.*

This means that Andrew helps Jessica, and Jessica helps Andrew. Here are some more examples.

*Mark and Alan aren't really friends. They don't like **each other** much.*

*I'm still in touch with Kirsty. We write to **each other**.*

One another has the same meaning.

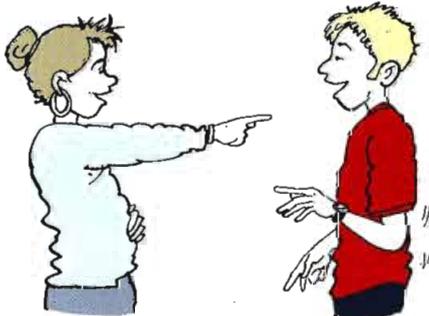
*We send **each other/one another** Christmas cards every year.*

We can also use the possessive form **each other's**.

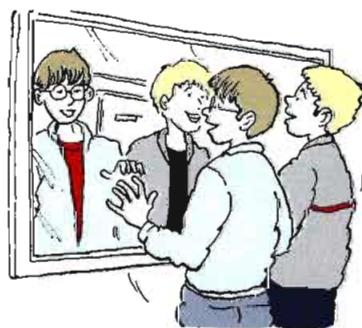
*Tom and Mark wrote down **each other's** phone numbers.*

This means that Tom wrote down Mark's number, and Mark wrote down Tom's number.

Compare **each other** and **themselves**.



*They're laughing at **each other**.*



*They're laughing at **themselves**.*

# Practice

## A Emphatic pronouns (1)

Add a sentence with an emphatic pronoun, e.g. *myself*.

Use these verbs: *bake, clean, decorate, grow, paint, service, type, wash*

- I don't take the car to the garage. I service it myself.
- Laura didn't buy those pictures. She painted them herself.
- 1 Tom doesn't have his windows cleaned. ....
- 2 My bread doesn't come from a shop. ....
- 3 My friends eat lots of fresh vegetables. ....
- 4 We finished the dining-room yesterday. ....
- 5 Mark doesn't dictate his letters to a secretary. ....
- 6 I don't take my car to the car wash. ....

## B Emphatic pronouns (1)

Put in an emphatic pronoun, e.g. *myself, yourself*.

- Of course I know about Matthew and Emma. You told me yourself.
- 1 The princess ..... visited the children in hospital.
- 2 The song ..... wasn't very good, but the title of the song became a popular phrase.
- 3 The visitors were welcomed to the school by the headmaster .....
- 4 The pilots ..... are nervous of flying because of terrorist threats.
- 5 You all know that no one can take your decisions for you. You ..... will have to decide.

## C Each other (2)

David and Melanie are in love. Write sentences about them using *each other*.

- Melanie often writes notes to David. He also often writes notes to Melanie.  
They often write notes to each other.
- 1 David is always thinking about Melanie. She's just the same. She's always thinking about him.
- 2 Melanie has got lots of photos of David. He's got lots of photos of her, too.
- 3 They love being together. David enjoys Melanie's company, and she enjoys David's company.
- 4 Melanie is crazy about David. He feels the same way. He's crazy about Melanie.

## D Each other or a reflexive pronoun? (2 and Unit 100)

Put in *each other, ourselves or themselves*.

- We could all do more to keep healthy. We don't look after ourselves properly.
- The hostess introduced the two guests to each other.
- 1 The two boxers did their best to knock ..... out.
- 2 We talk to ..... in French because it's the only language we both know.
- 3 People who talk to ..... may get strange looks from other people.
- 4 We'd better set off early to give ..... plenty of time to get there.
- 5 The guards who shot a gunman claimed that they were defending .....
- 6 Luckily we managed to get two seats next to .....

# 102 The pronoun **one/ones**

## 1 Introduction

- Trevor: Here's that bottle of mineral water you wanted.  
Laura: Oh, no, you've got a small **one**. I wanted a big **one**.  
Trevor: They didn't have any big **ones** at the shop on the corner.  
Laura: That shop never has what I want. Why didn't you go to the **one** in the High Street?

Here a **small one** means 'a small bottle', **big ones** means 'big bottles', and the **one in the High Street** means 'the shop in the High Street'. We use **one** for a singular noun and **ones** for a plural noun. We use **one** and **ones** to avoid repeating a noun.

We cannot use **one** or **ones** with an uncountable noun, e.g. **water**.  
*There was no hot water. I had to wash in cold.*



## 2 Structures with **one/ones**

Sometimes we can either put in **one/ones** or leave it out.

*These bowls are nice. What about this (one)?*

We can do this after this, that, these and those; after each or another; after which; or after a superlative, e.g. easiest.

*I don't like these sweaters. I prefer those (ones) over there.*

*I tried all three numbers, and each (one) was engaged.*

*The product is available in all these colours. Which (one) would you like?*

*The last question is the most difficult (one).*

Sometimes we cannot leave out **one/ones**.

*Our house is the **one** on the left. NOT Our house is the ~~on the left~~.*

We cannot leave out **one/ones** after the or every or after an adjective.

*The film wasn't as good as the **one** we saw last week.*

*I rang all the numbers, and every **one** was engaged.*

*I'd like a box of tissues. A **small one**, please.*

*I threw away my old trainers and bought some **new ones**.*

## 3 A small **one** and **one**

We can say a **small one**, a **red one**, etc. but NOT ~~a one~~.

*I've been looking for a coat, but I can't find a nice **one**.*

*I've been looking for a coat, but I can't find **one**.*

Here we use **one** instead of a **coat**. Here are some more examples.

*We decided to take a taxi. Luckily there was **one** waiting.*

*If you want a ticket, I can get **one** for you.*

Now look at these examples with **one**, **some**, **it** and **them**.

*I haven't got a passport, but I'll need **one**. (one = a passport)*

*I haven't got any stamps, but I'll need **some**. (some = some stamps)*

*I've got my passport. They sent **it** last week. (it = the passport)*

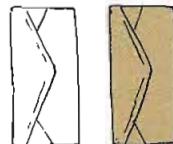
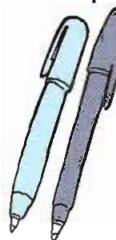
*I've got the stamps. I put **them** in the drawer. (them = the stamps)*

One and **some/any** are like **a**, but **it** and **they/them** are like **the**. We use **one** and **some/any** when we aren't saying which, and we use **it** and **they/them** to be specific (when we know which).

# Practice

## A One (1)

Look at the pictures and complete the conversations.



- blue ✓ black X      1 smart X casual ✓      2 big ✓ small X      3 white X brown ✓      4 ordinary ✓ electric X

- Emma: Can you lend me a pen, please?  
Matthew: Do you want a blue one or a black one?  
Emma: Oh, a blue one, please.
- 1 Mark: I might buy a new jacket.  
Sarah: Do you mean .....?  
Mark: Oh, ..... for when I go on holiday.
- 2 Jessica: Could you pass me one of those saucepans, please?  
Andrew: Do you need .....?  
Jessica: ..... please.
- 3 Sarah: Could I have a small envelope?  
Secretary: Yes, of course. ....?  
Sarah: ..... please. Thanks.
- 4 Vicky: I'm looking for a toothbrush, but I can't find any.  
Assistant: Do you mean .....?  
Vicky: Oh, .....

## B One and ones (1-3)

Rewrite the sentences in brackets so that the noun is not repeated. Use *one* or *ones*.

- These cups are nice. Each one is hand-painted. (Each cup is hand-painted.)
- 1 I need to fill in a form about my driving test, but ..... (I haven't got a form.)  
2 I've watched all these videos. ..... (I must get some new videos.)  
3 These photos are good. ..... (Have you seen this photo?)  
4 I need a dinner-jacket for the party, so ..... (I've hired a dinner-jacket.)  
5 Those socks are horrible. ..... (Can't you find any nice socks?)  
6 This map isn't very good. ..... (The map in the car is better.)

## C One, some, it and them (3)

Put in *one*, *some*, *it* or *them*.

- I don't know if I'll need any money. I'd better take some, I suppose.
- 1 If you need an umbrella, I can lend you .....  
2 The radio isn't working. Vicky dropped ..... on the floor.  
3 I'm having a biscuit. Would you like ..... , too?  
4 I had the matches a minute ago, and now I can't find .....  
5 I haven't got any computer disks, but Emma has got .....

# 103 Everyone, something, etc.

## 1 Introduction

Look at these examples.

**Everyone** enjoyed the show. It was a great success.

The police searched the house but found **nothing**.

Let's find **somewhere** to eat.

**Nobody** came into the shop all afternoon.

With **every**, **some** and **no**, we can form words ending in **one**, **body**, **thing** and **where**.

**everyone/everybody** = all the people

**everything** = all the things

**everywhere** = (in) all the places

**someone/somebody** = a person

**something** = a thing

**somewhere** = (in) a place

**no one/nobody** = no person

**nothing** /'nʌθɪŋ/ = no things

**nowhere** = (in) no places

Words ending in **thing** can also mean actions or ideas.

*Something awful has happened. You must tell me **everything**.*

## 2 Someone and anyone, etc.

We can also form words with **any**: **anyone**, **anybody**, **anything**, **anywhere**.

For **some** and **any** see Unit 94.1.

Positive: *There's **someone** in the phone box.*

Negative: *I looked round the shops, but I didn't buy **anything**.*

Question: *Has **anyone** seen today's newspaper?*

Offer/Request: *Could you do **something** for me, please?*

We can also use words with **any** in a positive sentence.

*This door is always left open. **Anyone** could just walk in here.*

*Where shall we go? ~ **Anywhere**. I don't mind.*

In these sentences **anyone** means 'it doesn't matter who', and **anywhere** means 'it doesn't matter where'. For more details about **any** see Unit 94.3.

## 3 Singular and plural

We use a singular verb after **everyone**, **something**, **anything**, etc.

*Everyone was very crowded. No one knows how to start the motor.*

After words with **one** or **body**, we normally use **they/them/their**, even though the verb is singular.

*Everyone is having their lunch. Nobody wants to have their coffee yet.*

We can also use **he**, **she**, **him**, **her**, **his**, etc. with **someone/somebody** when we know the person's sex.

*Someone left their/her handbag behind.*

## 4 Other structures

After **everyone**, **something**, etc. we can use an adjective.

*Let's go **somewhere nice**. Is there **anything interesting** in that magazine?*

We can also use **else**.

*We always play Scrabble. Let's play **something else**. (= a different game)*

*Henry wore a suit, but **everyone else** had jeans on. (= all the other people)*

Words ending in **one** and **body** have a possessive form (with 's).

*Someone's cat is on our roof. I need to be informed about **everybody's** plans.*

▷ page 380 Someplace, etc. in American English

# Practice

## A Everyone, something, etc. (1)

Complete the conversations. Put in the correct words.

- Melanie: Did you say you found something in the street?  
David: Yes, a diamond ring.
- 1 Nick: We all know the man is a thief, don't we?  
Tom: Yes, ..... knows, but ..... dares to say so publicly.
- 2 Mark: Were there any calls for me?  
Secretary: Yes, ..... rang while you were out. It was rather strange. He refused to give his name, but he wants to discuss ..... with you.
- 3 Melanie: Do you have any plans for the summer?  
Tom: I'd like to go away ..... if I can. ..... I know has invited me to his villa in Portugal, so I may go there.
- 4 Daniel: Has Matthew got a job yet?  
Emma: No, but he's looked ..... He's been to all the job agencies. He hates the idea of sitting around doing .....

## B Someone and anyone, etc. (2)

Put in *someone*, *anyone*, *something*, *anything*, *somewhere* or *anywhere*.

- Rachel: Have you seen my MP3 player? I can't find it (►) anywhere..  
Vicky: No, I haven't. Perhaps (1) .....'s borrowed it.  
Rachel: I haven't given (2) ..... permission to borrow it. It must be (3) ..... in this room.  
Vicky: Things are in such a mess. It could be (4) .....  
Rachel: I know. I can never find (5) ..... when I want it.  
Vicky: We'll have to do (6) ..... about this mess. We'd better tidy it up.

## C Singular and plural (3)

Choose the correct form.

- We had to wait because someone had lost its/their ticket.  
1 One of the policemen had injured his/their arm.  
2 One of the guests had brought something wrapped in brown paper. She put it/them on the table.  
3 No one likes/like going to the dentist, do he/they?  
4 Everyone have/has to leave his/their bags outside.

## D Other structures (4)

Rewrite the sentences using a phrase with *everyone*, *someone*, *something*, *nothing* and *somewhere* instead of the phrases in brackets.

- I'd like to buy (a nice thing). I'd like to buy something nice.  
► Let's go (to another place), shall we? Let's go somewhere else, shall we?  
► I'll try to remember (the name of everyone). I'll try to remember everyone's name.  
1 I once met (a famous person). ....  
2 (A person's car) is blocking me in. ....  
3 I've got (a different thing) to tell you. ....  
4 We know (the opinions of all the people). ....  
5 (All the other people) except you are going. ....  
6 (No exciting things) ever happen here. ....

# Test Q: Pronouns

## A

A group of friends are going on a coach trip together. They're meeting at the coach stop.

Complete the conversation. Put in a personal pronoun (*I, me, you, etc.*) or a reflexive pronoun (*myself, yourself, etc.*).

- Polly: Where's Martin?
- Rupert: He's ill. I spoke to (►) **him** yesterday. He was feeling a bit sorry for (1) .....
- Polly: Oh, poor Martin. And what about the twins?
- Peter: (2) ..... came with Janet and me. (3) ..... gave (4) ..... a lift.
- Janet: Yes, the twins came with (5) ..... in the car.
- Tessa: I hope they're going to behave (6) .....
- Janet: Oh, I'm sure they will.
- Rupert: (7) ..... 'll be nice to have a day out. (8) ..... say it's going to stay sunny.
- Polly: I'm sure we'll all enjoy (9) .....
- Peter: Where's Anna?
- Tessa: Oh, she's here somewhere. I spoke to (10) ..... a moment ago. She was standing right next to (11) .....

## B

Decide which word is correct.

- I can't go to a party. I haven't got **anything** to wear.  
a) anything b) everything c) something d) nothing
- 1 Take care, won't you, Anna? Look after .....  
a) you b) your c) yours d) yourself
- 2 Yes, ..... would be lovely to see you again.  
a) it b) that c) there d) you
- 3 If you want some apples, I'll get you ..... at the shop.  
a) any b) it c) one d) some
- 4 We've brought some food with .....  
a) me b) ourselves c) us d) we
- 5 Who does this CD belong to? ~ ..... I've just bought it.  
a) I b) Me c) Mine d) Myself
- 6 The shop doesn't sell new books. It only sells old .....  
a) of them b) ones c) some d) them
- 7 Is ..... a post office near here, please?  
a) here b) it c) there d) this
- 8 The two girls often wear ..... clothes.  
a) each other b) each other's c) themselves d) themselves'
- 9 Have you had enough to eat, or would you like something .....?  
a) another b) else c) new d) other

## C

Use a pronoun instead of the words in brackets.

- Michelle is in hospital. **She** (Michelle) isn't very well.
- 1 I lost my watch, but it was only a cheap ..... (watch).
- 2 I have to make tea for ..... (all the people).
- 3 Tessa took a photo of ..... (Tessa).

- 4 My flat is the ..... (flat) at the top.
- 5 The phone rang. .... (The caller) was Alex.
- 6 There was ..... (a thing) worrying me.
- 7 I've got some sweets. Would you like ..... (a sweet)?
- 8 ..... (People in general) can't make an omelette without breaking eggs.
- 9 We decorated the whole house ..... (without help).

## D

Complete the text. Write the missing words. Use one word only in each space.

► It was on 20 September 1973 that Bobby Riggs met Billie Jean King on the tennis court. Of all the tennis matches until then, this was probably the (1) ..... that attracted the most attention. Riggs had once been a champion, but at 55 he was getting rather old for top-class tennis. But he considered (2) ..... a better player than any woman. In fact, he thought women should go home and find (3) ..... useful to do in the kitchen. Billie Jean King, on the other hand, was a 29-year-old star of women's tennis and a feminist. Riggs thought that (4) ..... would be a good idea to play King. He was sure he could beat (5) ..... King agreed to play. (6) ..... was a lot of interest in the match, and more or less (7) ..... in the country was looking forward to (8) ..... On the night of the match, (9) ..... were over 30,000 people in the Houston Astrodrome. When Riggs and King came face to face with (10) ..... other, they had 50 million people watching (11) ..... on TV. The match didn't work out for Riggs, because Billie Jean King defeated (12) ..... , 6–4, 6–3, 6–3.

## E

Each of these sentences has a mistake in it. Write the correct sentence.

► I didn't want the fridge, so I sold him.

I didn't want the fridge, so I sold it.

1 It's a train leaving in ten minutes.

2 I think someone are coming up the stairs.

3 Let's meet ourselves at eight o'clock, shall we?

4 We haven't got a camcorder, but we'd like a.

5 Let's do a different something today.

6 One is going to build a new motorway through here.

7 I'm afraid I haven't done something all day.

8 Everyone enjoyed themself at the barbecue.

9 If you're buying a loaf, get a nice fresh.

10 I've looked in all places for my credit card.

11 The two friends still see themselves occasionally.

# 104 Adjectives

## 1 Introduction

Henry and Claire are having dinner in a *quiet* restaurant. It's a *warm* evening. The food is *delicious*. Henry is feeling *romantic*.

An adjective is a word like *quiet*, *warm*, *delicious*, *romantic*. The word *quiet* describes the restaurant. It tells us what the restaurant is like.



## 2 Word order

There are two places where we can use an adjective: before a noun (*a quiet restaurant*) and after a linking verb (*feeling romantic*).

### BEFORE A NOUN

*Claire's got a new car.*  
*It was a dark night.*  
*This is good coffee.*

### AFTER A LINKING VERB

*Claire's car is new.*  
*It was getting dark.*  
*This coffee tastes good.*  
 Some linking verbs are: *appear, be, become, feel, get, look, seem, smell, stay, taste*

We can use two or more adjectives together (see Unit 105).

*It's a quiet little restaurant.*   *Mike was wearing a dirty old coat.*

We can put a word like *very* or *quite* before an adjective.

*It was a very dark night.*   *Henry was feeling quite romantic.*

*Very* and *quite* are adverbs of degree (see Unit 115).

## 3 Adjectives used in one position only

We can use most adjectives in both positions – before a noun or after a linking verb. But a few adjectives can go in one position but not in the other.

Here are some examples of adjectives which can only go before a noun.

*Be careful crossing the main road.*   *The only problem is I've got no money.*  
*Chess is an indoor game.*   *The former footballer now trains young players.*

Some more examples are: *chief* (= main), *elder* (= older), *eldest* (= oldest), *inner*, *outdoor*, *outer*, *principal* (= main), *upper*

Here are some examples of adjectives which can only go after a linking verb.

*At last the baby is asleep.*   *Emma's two brothers are very alike.*  
*I'm really pleased to see you.*   *Vicky looked ill, I thought.*

Some more examples are: *afraid*, *alone*, *ashamed*, *awake*, *alive*, *content* (= happy), *fine* (= in good health), *glad*, *unwell*, *well*

▷ 82 Two nouns together, e.g. a colour photo   ▷ 108 Adjective or adverb?

# Practice

## A Adjectives (1)

Look at the pictures and write a phrase with an adjective and noun.

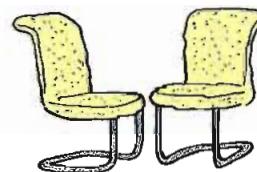
Use these nouns: *building, car, cat, chairs, music, power, skirt, weather*



► long/short



► hot/cold



1 traditional/modern



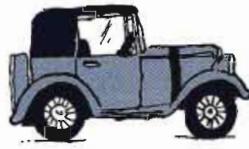
2 black/white



3 hydroelectric/solar



4 classical/pop



5 new/old



6 tall/low

- a long skirt .....
- cold weather .....
- 1 .....  
2 .....

- 3 .....
- 4 .....
- 5 .....
- 6 .....

## B Adjectives (1-2)

Underline all the adjectives in this description of a hotel.

This ► comfortable hotel with its pleasant gardens is ideal for people who want a quiet holiday, yet it is only a short distance from the highly popular attractions of the area. There are lovely views from every room. The atmosphere is very friendly, and the staff are always helpful. A holiday here is very good value for money. You can eat your meals at the hotel, where the food tastes marvellous. Or you can of course try some of the excellent local restaurants.

## C Adjectives used in one position only (3)

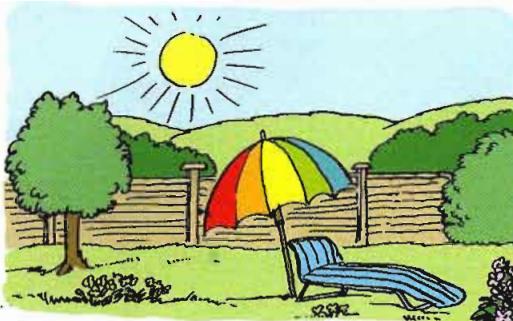
Look at the notes and write the song titles. Sometimes the adjective comes before the noun, and sometimes you need to use *is* or *are*.

- your sister / elder
- this boy / alone
- 1 the world / asleep
- 2 my desire / chief
- 3 my heart / content
- 4 the thing to remember / main
- 5 the night / alive
- 6 secrets / inner
- 7 the girl for me / only

- Your elder sister .....
- This boy is alone .....
- .....
- .....
- .....
- .....
- .....

# 105 Adjectives (order)

## 1 Introduction



*It's beautiful sunny weather.*



*Nick has got a big black dog.*

We can use more than one adjective before a noun. There is usually one correct order.

We cannot say *sunny beautiful weather* or *a black big dog*.

## 2 Adjectives and nouns

We sometimes use two nouns together (see Unit 82).

*a glass door a computer program*

Here we use *glass* like an adjective, to describe the door. When we use another adjective as well (e.g. *heavy*), it comes before both the nouns.

*a heavy glass door a useful computer program*

## 3 Word order

We order adjectives according to their meaning. This is the normal order:

GROUP	EXAMPLES	
1 Opinion (how good?)	<i>wonderful, nice, great, awful, terrible</i>	Adjectives that say how good and how big come first.
2 Size (how big?)	<i>large, small, long, short, tall</i>	
3 Most other qualities	<i>quiet, famous, important, soft, wet, difficult, fast, angry, warm</i>	Most adjectives come next if they do not belong to another group.
4 Age (how old?)	<i>new, old</i>	
5 Colour	<i>red, blue, green, black</i>	
6 Origin (where from?)	<i>American, British, French</i>	
7 Material (made of?)	<i>stone, plastic, steel, paper</i>	Some of these are nouns.
8 Type (what kind?)	<i>an electric kettle, political matters, road transport</i>	
9 Purpose (what for?)	<i>a bread knife, a bath towel</i>	

Here are some examples.

*a small green insect* (size, colour) *Japanese industrial designers* (origin, type)

*a wonderful new face cream* (opinion, age, purpose) *awful plastic souvenirs* (opinion, material)

*a long boring train journey* (size, quality, type) *some nice easy quiz questions* (opinion, quality, purpose)

*a beautiful wooden picture frame* (opinion, material, purpose)

We sometimes put commas between adjectives in Groups 1–3

*a horrible, ugly building a busy, lively, exciting city*

# Practice

## A Adjectives (order) (1–3)

Describe the pictures. Use these words: boots, building, car, seat, singer

- They're leather.  
They're big.

- 1 It's small.  
It's white.

- 2 It's old.  
It's attractive.

- 3 It's wooden.  
It's for the garden.  
It's expensive.

- 4 He sings in  
the opera.  
He's Italian.  
He's famous.



- big leather boots.

1 ..... 3 .....

2 ..... 4 .....

## B Adjectives (order) (1–3)

Write a list of things to be sold at an auction.

- basin / sugar, antique, silver

an antique silver sugar basin

1 vase / glass, old, lovely

.....

2 mirror / wall, attractive

.....

3 desk / modern, office

.....

4 chairs / kitchen, red, metal

.....

5 boat / model, splendid, old

.....

6 stamps / postage, valuable, Australian

.....

7 table / small, coffee, wooden

.....

## C Adjectives (order) (1–3)

Look at each advertisement and write the information in a single sentence.

- This game is new. It's for the family. And it's exciting.

This is an exciting new family game.

1 This computer is for business. It's Japanese. And it's powerful.

2 This fire is electric. It's excellent. And it's small.

3 This is a chocolate bar. It's new. And it's a big bar.

4 This comedy is American. It's for television. And it's terrific.

5 These doors are aluminium. They're for your garage. And they're stylish.

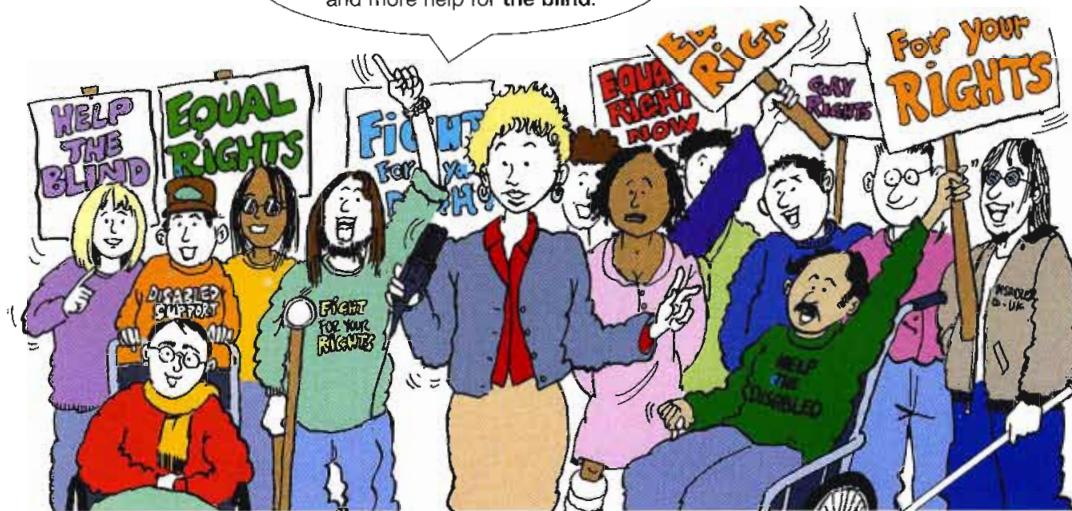
6 These shoes are modern. They're for sports. And they're wonderful.

7 This phone is a mobile. It's German. And it's very good.

# 106 The old, the rich, etc.

## 1 Introduction

These people are protesting.  
They want equal rights for **the disabled**  
and more help for **the blind**.



There are some adjectives that we can use with the to talk about groups of people in society, e.g. the disabled, the blind. Here are some more examples.

*What can we do to feed **the hungry**?   The rich can afford to pay more taxes.*

*The young are usually keen to travel.   It is our duty to care for **the sick**.*

## 2 What adjectives can we use?

These are some of the adjectives and other words that we can use in a phrase with the.

To do with social or economic position:

**the disadvantaged, the homeless, the hungry, the poor, the privileged, the rich, the starving, the strong, the underprivileged, the unemployed, the weak**

To do with physical condition or health:

**the blind, the deaf, the dead, the disabled, the handicapped, the living, the sick**

To do with age:

**the elderly, the middle-aged, the old, the over-sixties, the under-fives, the young**

We can sometimes use an adverb before the adjective.

*The very poor are left without hope.   The severely disabled need full-time care.*

There are some adjectives in this structure that normally have an adverb.

*The less fortunate cannot afford to go on holiday.*

*Should the mentally ill be allowed to live in the community?*

## 3 The young or the young people?

The young means 'young people in general'.

*The young have their lives in front of them.*

When we mean a specific person or a specific group of people, then we use man, woman, people, etc.

*There was a young man standing on the corner.*

*I know the young woman in reception. She lives in our street.*

*None of the young people in the village can find jobs here.*

# Practice

## A The old, the rich, etc. (1)

Write in the missing words. Use *the* and these adjectives: *homeless, hungry, old, sick, unemployed, young*



- Better education for the young .....
- 1 Food for .....
- 2 Homes for .....
- 3 Better hospitals for .....
- 4 Jobs for .....
- 5 Better pensions for .....

## B The old, the rich, etc. (1-2)

Rewrite the sentences using a phrase with *the* and an adjective instead of the underlined phrases.

- People who have lots of money have comfortable lives.

The rich have comfortable lives.

- 1 We live near a special school for people who can't hear.  
.....
- 2 The old soldiers were holding a service for those who had died.  
.....
- 3 The government should do more for people who do not have enough money.  
.....
- 4 I'm doing a course on caring for people who are mentally handicapped.  
.....

## C The young or the young people? (3)

Complete these sentences from a newspaper. Use the adjectives in brackets.

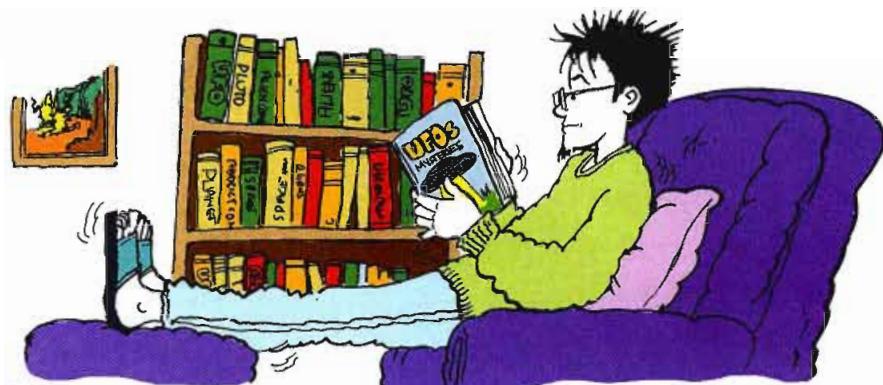
Put in e.g. *the hungry* or *the hungry people*.

- Rich nations can afford to feed the hungry (hungry).
- The homeless people (homeless) whose story appeared in this paper last week have now found a place to live.

- 1 ..... (sick) need to be looked after, so money must be spent on hospitals.
- 2 Some of ..... (young) at the youth club here are running in a marathon.
- 3 Life must be hard for ..... (unemployed) in our society today.
- 4 What is the government doing to help ..... (poor)?
- 5 There was a fire at a nursing home in Charles Street, but none of ..... (old) who live there were hurt.
- 6 ..... (homeless) usually have great difficulty in getting a job.
- 7 There is a special television programme for ..... (deaf) every Sunday morning.

# 107 Interesting and interested

## 1 Introduction



MIKE IS READING ABOUT UFOS.

### INTERESTING

*The book is full of information. It's very interesting.*

The word **interesting** tells us what the book does to Mike – it interests him. A book can be interesting, boring, exciting or amusing, for example.

### INTERESTED

*Mike is very interested in UFOs.*

The word **interested** tells us how Mike feels. A person can feel interested, bored, excited or amused, for example.

## 2 Adjective pairs

Here are some more examples.

### -ING

*Tom told us an **amusing** story.*

*The two-hour delay was **annoying**.*

*I didn't enjoy the party. It was **boring**.*

*This computer has some very **confusing** instructions.*

*This wet weather is so **depressing**.*

*It was very **disappointing** not to get the job.*

*The game was really **exciting**.*

*Going for a jog with Matthew is **exhausting**.*

*I thought the programme on wildlife was **fascinating**.*

*For one **frightening/terrifying** moment I thought I was going to fall.*

*I just don't understand. I find the whole thing rather **puzzling**.*

*Lying in a hot bath is **relaxing**.*

*I think the way Jessica behaved was quite **shocking**.*

*The test results were **surprising**.*

*What **thrilling** news this is! Congratulations!*

*The journey took all day and night. They found it very **tiring**.*

### -ED

*We were **amused** at Tom's story.*

*The passengers were **annoyed** about the delay.*

*I went to the party, but I felt **bored**.*

*I got very **confused** trying to make sense of the instructions.*

*This weather makes me so **depressed**.*

*I was very **disappointed** not to get the job.*

*The United fans were **excited**.*

*I'm **exhausted** after jogging all that way.*

*I watched the programme on wildlife. I was absolutely **fascinated**.*

*When I got onto the roof, I felt **frightened/terrified**.*

*I must say I'm **puzzled**. I just don't understand.*

*I feel **relaxed** when I lie in a hot bath.*

*I was quite **shocked** to see Jessica behaving like that.*

*I was **surprised** at the test results.*

*We were **thrilled** to hear your good news.*

*After travelling all day and night they were very **tired**.*

# Practice

## A Interesting and interested (1–2)

What are they saying? Put in these words: *depressing, exciting, exhausted, fascinating, interested*



► This is a **depressing** place.

- 1 I'm absolutely ..... 3 Chess is a ..... game.  
2 I'm ..... in astronomy. 4 This is really ..... !

## B Interesting and interested (1–2)

Complete the conversation. Write the complete word in each space.

Vicky: That was an (►) **exciting** (excit...) film, wasn't it?

Rachel: Oh, do you think so? I'm (1) ..... (surpris...) you liked it. I thought it was rather (2) ..... (disappoint...).

Vicky: Well, I was (3) ..... (puzzl...) once or twice. I didn't understand the whole story. It was (4) ..... (confus...) in places. But the end was good.

Rachel: I was (5) ..... (bor...) most of the time. I didn't find it very (6) ..... (interest...).

## C Interesting and interested (1–2)

Complete the conversations using a word ending in **-ing** or **-ed**.

► David: I'm surprised how warm it is for March.

Melanie: Yes, all this sunshine is quite **surprising**.

► Vicky: I'm not very fit. I was pretty tired after climbing the mountain.

Natasha: Yes, I think everyone felt **tired**.

1 Trevor: I think I need to relax.

Laura: Well, lying by the pool should be ..... .

2 Vicky: It was annoying to lose my ticket.

Emma: You looked really ..... when you had to buy another one.

3 Sarah: The cabaret was amusing.

Mark: Claire was certainly ..... . She couldn't stop laughing.

4 Daniel: The museum was interesting, wasn't it?

Rachel: It was OK. I was quite ..... in those old maps.

5 Matthew: I'm fascinated by these old photos.

Emma: I always find it ..... to see what people looked like as children.

6 Rachel: Was it a big thrill meeting Tom Hanks?

Vicky: You bet. It was just about the most ..... moment of my life.

7 Sarah: You look exhausted. You should go to bed.

Mark: Driving down from Scotland was pretty ..... .

# 108 Adjective or adverb? (1)

## 1 Introduction

Vicky: *I like that song that Natasha sang.*

Rachel: *Yes, it's a **nice** song. And she sang it **nicely**, too.*

An adjective (**nice**) describes a noun (**song**).

*The man had a **quiet** voice.*

*Claire wears **expensive** clothes.*

*The runners made a **slow** start.*

An adverb (**nicely**) describes a verb (**sang**).

*The man **spoke** **quietly**.*

*Claire **dresses** **expensively**.*

*They **started** the race **slowly**.*

We do NOT say *She **sang** it **nice**.*

We can use adverbs in other ways. An adverb like **really** or **very** can be combined with an adjective (**hot**) or another adverb (**carefully**) (see Unit 115).

*It was **really hot** in the sun. Andrew checked his work **very carefully**.*

An adverb like **fortunately** or **perhaps** says something about the whole situation.

***Fortunately** nothing was stolen. **Perhaps** Sarah is working late.*

## 2 The **-ly** ending

We form many adverbs from an adjective + **-ly**. For example **politely**, **quickly**, **safely**.

But there are some special spelling rules.

- 1 We do not leave out **e**, e.g. **nice** → **nicely**  
Exceptions are **true** → **truly**, **whole** → **wholly**.
- 2 **-y** → **-ily** after a consonant, e.g. **easy** → **easily**, **lucky** → **luckily**  
Also **angrily**, **happily**, **heavily**, etc.
- 3 **-le** → **-ly**, e.g. **possible** → **possibly**  
Also **comfortably**, **probably**, **reasonably**, **sensibly**, **terribly**, etc.
- 4 **-ic** → **-ically**, e.g. **dramatic** → **dramatically**  
Also **automatically**, **scientifically**, etc. (Exception: **publicly**)

## 3 Looked nice and looked carefully

Compare these two structures.

### LINKING VERB + ADJECTIVE

*Tom **was hungry**.*

*The children **seemed happy**.*

*My soup **has got cold**.*

An adjective can come after a linking verb such as **be** (see Unit 104.2).

### ACTION VERB + ADVERB

*Paul **ate** **hungry**.*

*The children **played** **happily**.*

*The man **stared** **coldly** at us.*

We use an adverb when the verb means that something happens.

Some verbs like **look**, **taste** and **appear** can be either linking verbs or action verbs.

### LINKING VERB + ADJECTIVE

*Mike **looked angry**.*

*The medicine **tasted awful**.*

*The man **appeared (to be) drunk**.*

### ACTION VERB + ADVERB

*He **looked** **carefully** at the signature.*

*Emma **tasted** the drink **nervously**.*

*A waiter **appeared** **suddenly**.*

▷ page 380 American English

# Practice

## A Adverbs (1–2)

This is part of a story about a spy called X. Put in adverbs formed from these adjectives: *bright, careful, fluent, immediate, patient, punctual, quiet, safe, secret, slow*

The journey took a long time because the train travelled so (►) slowly. It was hot, and the sun shone (1) ..... from a clear sky. X could only wait (2) ..... for the journey to end. When the train finally arrived, he had no time to spare, so he (3) ..... took a taxi to the hotel. Y was on time. She arrived (4) ..... at three. No one else knew about the meeting – it was important to meet (5) ..... ‘I had a terrible journey,’ said Y. ‘But luckily the pilot managed to land (6) .....’ Her English was good, and she spoke very (7) ..... X was listening (8) ..... to every word. They were speaking very (9) ..... in case the room was bugged.

## B The *-ly* ending (2)

Look at the information in brackets and put in the adverbs. Be careful with the spelling.

► (Emma's toothache was terrible.) Emma's tooth ached terribly.

- 1 (Henry was angry.) Henry shouted ..... at the waiter.
- 2 (I'm happy sitting here.) I can sit here ..... for hours.
- 3 (The switch is automatic.) The machine switches itself off .....
- 4 (The debate should be public.) We need to debate the matter .....
- 5 (Everyone was enthusiastic.) Everyone discussed the idea .....
- 6 (We should be reasonable.) Can't we discuss the problem ..... ?
- 7 (The building has to be secure.) Did you lock all the doors ..... ?

## C Adverb or adjective? (1–2)

Decide what you need to say. End your sentence with an adverb ending in *-ly*.

► Tell the police that you can't remember the accident. It isn't very clear in your mind.

I can't remember the accident very clearly.

- 1 Tell your friend that United won the game. It was an easy win.
- 2 Tell your boss that you've checked the figures. You've been careful.
- 3 Tell your neighbour that his dog barked at you. It was very fierce.
- 4 You are phoning your friend. Tell him about the rain where you are. It's quite heavy.

## D Adverb or adjective? (1–3)

Vicky is telling Rachel about a dream she had. Choose the correct forms.

I had a (►) strange/strangely dream last night. I was in a garden. It was getting (1) dark/darkly, and it was (2) terrible/terribly cold. My head was aching (3) bad/badly. I was walking out of the garden when (4) sudden/suddenly I saw a man. He was sitting (5) quiet/quietly on a seat. He seemed very (6) unhappy/unhappily. He looked up and smiled (7) sad/sadly at me. I don't know why, but I felt (8) curious/curiously about him. I wanted to talk to him, but I couldn't think what to say. I just stood there (9) foolish/foolishly.

# 109 Adjective or adverb? (2)

## 1 Friendly, likely, etc.

The ending **-ly** is the normal adverb ending (see Unit 108). But a few adjectives also end in **-ly**.

*Melanie was very friendly. It was a lively party. We had a lovely time.*

Some more examples are: elderly, likely, lonely, silly, ugly

The words are adjectives, not adverbs (NOT *She spoke to us friendly*). And we cannot add **-ly**.

There is no such word as *friendly*. But we can say in a friendly way/manner.

*She spoke to us in a friendly way.*

If we need to use an adverb, we often choose another word of similar meaning.

*It was lovely. Everything went beautifully.*

## 2 Hard, fast, etc.

Compare these sentences.

### ADJECTIVE

*We did some hard work.  
I came on the fast train.*

### ADVERB

*We worked hard.  
The train went quite fast.*

We can use these words both as adjectives and as adverbs:

deep, early, fast, hard, high, late, long, low, near, right, straight, wrong (For hardly, nearly, etc, see 3.)

In informal English, the adjectives cheap, loud, quick and slow can be adverbs.

### ADJECTIVE

*They sell cheap clothes in the market.  
Back already! That was quick.*

### ADVERB

*They sell things cheap/cheaply there.  
Come as quick/quickly as you can.*

## 3 Hard, hardly, near, nearly, etc.

There are some pairs of adverbs like hard and hardly which have different meanings.

Here are some examples.

*I tried hard, but I didn't succeed.*

*I've got hardly any money left. (hardly any = very little, almost none)*

*Luckily I found a phone box quite near. I nearly fell asleep in the meeting. (nearly = almost)*

*Rachel arrived late, as usual. I've been very busy lately. (lately = in the last few days/weeks)*

*The plane flew high above the clouds. The material is highly radioactive. (highly = very)*

*We got into the concert free. (free = without paying)*

*The animals are allowed to wander freely. (freely = uncontrolled)*

## 4 Good and well

Good is an adjective, and well is its adverb. The opposites are bad and badly.

### ADJECTIVE

*Natasha is a good violinist.  
Our test results were good.  
I had a bad night.*

### ADVERB

*She plays the violin very well.  
We all did well in the test.  
I slept badly last night.*

Well can also be an adjective meaning 'in good health', the opposite of ill.

*My mother was very ill, but she's quite well again now. How are you? ~ Very well, thank you.*

# Practice

## A Friendly, hard, hardly, etc. (1–3)

Decide if each underlined word is an adjective or an adverb.

- That new building is rather ugly. adjective .....
- I'd like to arrive early if I can. adverb .....
- 1 I haven't seen you for a long time. ....
- 2 Why are you wearing that silly hat? ....
- 3 Very young children travel free. ....
- 4 The temperature is quite high today. ....
- 5 We nearly missed the bus this morning. ....
- 6 Do you have to play that music so loud? ....

## B Friendly, hard, hardly, etc. (1–3)

Complete the conversation. Decide if you need *-ly* with the words in brackets.

Mark: How did you get on with Henry today?

Sarah: Oh, we had a nice lunch and some (►) lively (live) conversation. Henry was charming, as usual. He gave me a lift back to the office, but it was (1) ..... (hard) worth risking our lives to save a few minutes. He (2) ..... (near) killed us.

Mark: What do you mean?

Sarah: Well, we'd sat a bit too (3) ..... (long) over our meal, and we were (4) ..... (late) getting back to work. Henry drove very (5) ..... (fast). I tried (6) ..... (hard) to keep calm, but I was quite scared. We went (7) ..... (wrong) and missed a left turn, and Henry got annoyed. Then a van came round the corner, and it was coming (8) ..... (straight) at us. I don't know how we missed it.

Mark: Well, I'm glad you did. And next time you'd better take a taxi.

## C Good and well (4)

Complete the conversation. Put in *good*, *well* (x2), *bad*, *badly* and *ill*.

Rachel: How did you and Daniel get on in your tennis match?

Matthew: We lost. I'm afraid we didn't play very (►) well. Daniel made some (1) ..... mistakes. It wasn't a very (2) ..... day for us. We played really (3) .....

Andrew: I heard Daniel's in bed at the moment because he isn't very (4) .....

Matthew: Yes, I'm afraid he's been (5) ..... for several days, but he's better now.

## D Friendly, hard, hardly, etc. (1–4)

Complete the conversation. Choose the correct form.

Daniel: Is it true you saw a ghost last night?

Vicky: Yes, I did. I went to bed (►) late/lately, and I was sleeping (1) bad/badly. I suddenly woke up in the middle of the night. I went to the window and saw the ghost walking across the lawn.

Daniel: Was it a man or a woman?

Vicky: A woman in a white dress. I had a (2) good/well view from the window, but she walked very (3) fast/fastly. She wasn't there very (4) long/longly. I'd (5) hard/hardly caught sight of her before she'd gone. I (6) near/nearly missed her.

Daniel: You don't think you've been working too (7) hard/hardly? You've been looking a bit pale (8) late/lately.

Vicky: I saw her, I tell you.

Daniel: It isn't very (9) like/likely that ghosts actually exist, you know. I expect you were imagining it.

# Test R: Adjectives and adverbs

## A

Choose the correct word or phrase.

- We walked slow/slowly back to the hotel.
- 1 We could walk free/freely around the aircraft during the flight.
  - 2 The young/The young man with dark hair is my sister's boyfriend.
  - 3 I'm getting quite hungry/hungrily.
  - 4 The man looked thoughtful/thoughtfully around the room.
  - 5 Have I filled this form in right/rightly?
  - 6 I think Egypt is a fascinated/fascinating country.
  - 7 The two sisters do alike/similar jobs.
  - 8 I'm pleased the plan worked so good/goodly/well.
  - 9 She invented a new kind of wheelchair for the disabled/the disabled people.
  - 10 I'm very confused/confusing about what to do.
  - 11 They performed the experiment scientifically/scientificly.
  - 12 The hostages must be very afraid/frightened people.

## B

Put the words in the right order to form a statement.

- a / bought / coat / I / new / red

I bought a new red coat.

- 1 a / is / nice / place / this

- 2 biscuit / can't / find / I / large / the / tin

- 3 a / behaved / in / silly / Tessa / way

- 4 coffee / cold / getting / is / your

- 5 a / house / in / live / lovely / old / stone / they

- 6 for / hospital / ill / is / mentally / the / this

## C

Write the words in brackets and add *-ly*, *-ing* or *-ed* only if you need to.

Janet: Is this the (►) new (new...) car you've just bought?

Nigel: That's right. Well, it's second-hand of course.

Janet: It's (►) exciting. (excit...) buying a car, isn't it?

Nigel: Well, it was a bit of a problem actually because I didn't have much money to spend. But I managed to find one that wasn't very (1) ..... (expensive...).

Janet: It looks very (2) ..... (nice...), I must say.

Nigel: It's ten years old, so I was (3) ..... (surpris...) what good condition it's in. The man I bought it from is over eighty, and he always drove it very (4) ..... (careful...), he said. He never took it out if it was raining, which I find (5) ..... (amus...).

Janet: I think (6) ..... (elder...) people look after their cars better than young people.

Nigel: He was a (7) ..... (friend...) old chap. He even gave me all these maps (8) ..... (free...).

**D**

Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

- Jonathan was stupid. (behaved)

Jonathan behaved stupidly.

- 1 The drink had a strange taste. (tasted)

- 2 Obviously, sick people need to be looked after. (the)

- 3 The dog slept. (asleep)

- 4 The young woman was polite. (spoke)

- 5 The train was late. (arrived)

- 6 The film's ending is dramatic. (ends)

- 7 Polly gave an angry shout. (shouted)

- 8 Billiards is a game for indoors. (indoor)

- 9 The clown amused people. (amusing)

- 10 There was almost no time left. (any)

**E**

Some of these sentences are correct, but most have a mistake. If the sentence is correct, put a tick (✓). If it is incorrect, cross the sentence out and write it correctly.

- Your friend looked rather ill.



It was a long steel pipe.

- It was a steel long pipe.

- 1 I tasted the soup careful.

- 2 It's a beautiful old English church.

- 3 Are they asleep children?

- 4 It's a school for the deaf people.

- 5 It's a leather new nice jacket.

- 6 The riches are very lucky.

- 7 You handled the situation well.

- 8 He used a green paper thick towel.

- 9 Our future lies with the young.

- 10 The course I started was bored.

- 11 I often talk to the two old next door.

- 12 The smoke rose highly into the air.

- 13 It feels warm in here.

- 14 We felt disappointing when we lost.

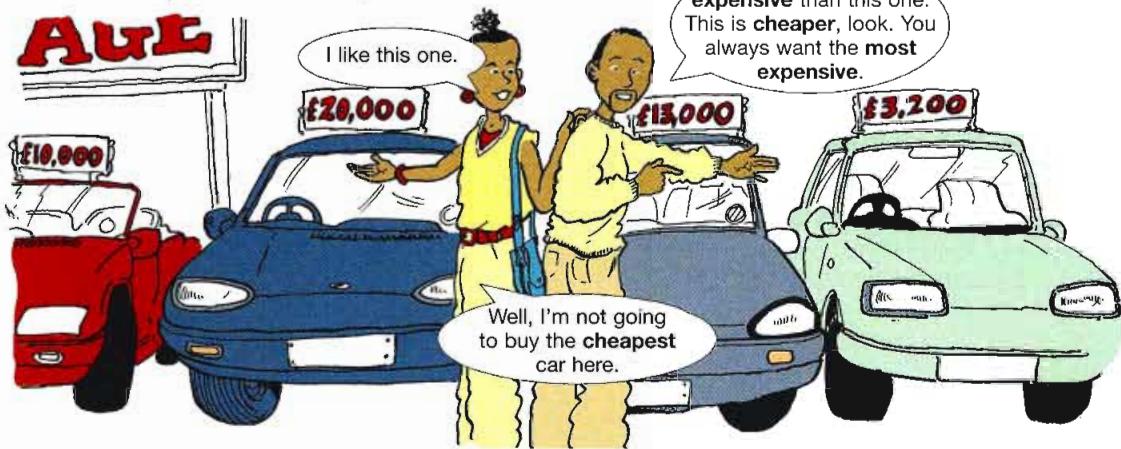
- 15 Everyone seemed very nervously.

- 16 Tessa drives too fastly.

- 17 This scenery is really depressing.

# 110 Comparative and superlative forms

## 1 The comparison of adjectives



We form the comparative and superlative of short adjectives (e.g. *cheap*) and long adjectives (e.g. *expensive*) in different ways.

### COMPARATIVE

Short word, e.g. *cheap*: *cheaper*

Long word, e.g. *expensive*: *more expensive*

### SUPERLATIVE

(*the*) *cheapest*

(*the*) *most expensive*

For *less* and *least*, see Unit 112.1.

*There are some less expensive ones here, look.*

## 2 Short and long adjectives

One-syllable adjectives (e.g. *small*, *nice*) usually have the *-er*, *-est* ending.

*Your hi-fi is smaller.* *Emma needs a bigger computer.*

*This is the nicest colour.* *This room is the warmest.*

But we use *more*, *most* before words ending in *-ed*.

*Everyone was pleased at the results, but Vicky was the most pleased.*

We also use *more*, *most* with three-syllable adjectives (e.g. *exciting*) and with longer ones.

*The film was more exciting than the book.* *This dress is more elegant.*

*We did the most interesting project.* *This machine is the most reliable.*

Some two-syllable adjectives have *-er*, *-est*, and some have *more*, *most*. Look at this information.

### TWO SYLLABLE ADJECTIVES

1 Words ending in a consonant + *-y* have *-er*, *-est*, e.g. *happy* → *happier*, *happiest*.

Examples are: *busy*, *dirty*, *easy*, *funny*, *happy*, *heavy*, *lovely*, *lucky*, *pretty*, *silly*, *tidy*

2 Some words have *-er*, *-est* OR *more*, *most*, e.g. *narrow* → *narrower*, *narrowest* OR *more narrow*, *most narrow*.

Examples are: *clever*, *common*, *cruel*, *gentle*, *narrow*, *pleasant*, *polite*, *quiet*, *simple*, *stupid*, *tired*

3 The following words have *more*, *most*, e.g. *useful* → *more useful*, *most useful*.

a Words ending in *-ful* or *-less*, e.g. *careful*, *helpful*, *useful*; *hopeless*

b Words ending in *-ing* or *-ed*, e.g. *boring*, *willing*, *annoyed*, *surprised*

c Many others, e.g. *afraid*, *certain*, *correct*, *eager*, *exact*, *famous*, *foolish*, *frequent*, *modern*, *nervous*, *normal*, *recent*

### 3 Spelling

There are some special spelling rules for the -er and -est endings.

- 1  $-e \rightarrow -er, -est$ , e.g. *nice* → *nicer, nicest*, *large* → *larger, largest*.  
Also *brave, fine, safe*, etc.
- 2  $-y \rightarrow -ier, -iest$  after a consonant, e.g. *happy* → *happier, happiest*.  
Also *lovely, lucky, pretty*, etc.
- 3 Words ending in a single vowel letter + single consonant letter → double the consonant  
e.g. *hot* → *hotter, hottest*, *big* → *bigger, biggest*.  
Also *fit, sad, thin, wet*, etc. (but *w* does not change, e.g. *new* → *newer*)

For more details, see page 371.

### 4 The comparison of adverbs

Some adverbs have the same form as an adjective, e.g. *early, fast, hard, high, late, long, near*. They form the comparative and superlative with -er, -est.

*Can't you run faster than that? Andrew works the hardest.*

Note also the spelling of *earlier* and *earliest*.

Many adverbs are an adjective + -ly, e.g. *carefully, easily, nicely, slowly*.

They form the comparative and superlative with **more**, **most**.

*We could do this more easily with a computer.*

*Of all the players it was Matthew who planned his tactics the most carefully.*

In informal English we use *cheaper, cheapest, louder, loudest, quicker, quickest and slower, slowest* rather than **more cheaply, the most loudly**, etc.

*Melanie reacted the quickest. You should drive slower in fog.*

Note the forms *sooner, soonest* and **more often, most often**.

*Try to get home sooner. I must exercise more often.*

### 5 Irregular forms

*Good, well, bad, badly and far* have irregular forms.

ADJECTIVE/ADVERB	COMPARATIVE	SUPERLATIVE
<i>good/well</i>	<i>better</i>	<i>best</i>
<i>bad/badly</i>	<i>worse</i>	<i>worst</i>
<i>far</i>	<i>farther/further</i>	<i>farthest/furthest</i>

*You've got the best handwriting. How much further are we going?*

We can use *elder, eldest* + noun instead of *older, oldest*, but only for people in the same family.

*My elder/older sister got married last year.*

### 6 Comparing quantities

We use **more, most** and their opposites **less and least** to compare quantities.

*I haven't got many books. You've got more than I have. The Hotel Bristol has the most rooms.*

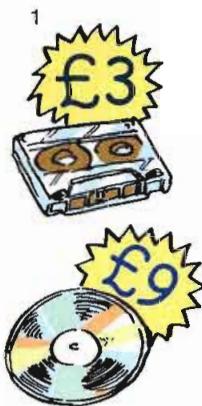
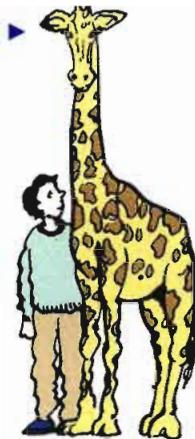
*Trevor spends less on clothes than Laura does. Emma made the least mistakes.*

▷ 111–112 Comparative and superlative patterns

# Practice

## A The comparison of adjectives (1–2)

Complete the sentences. Use these adjectives: *beautiful, expensive, high, interesting, tall*



► The giraffe is taller than the man.

► The CD is more expensive than the cassette.

1 Detective stories ..... than algebra.

2 The top of the mountain ..... than the clouds.

3 The acrobat ..... than the clown.

## B The comparison of adjectives (1–2)

Tom is a United fan. He never stops talking about them. Put in the superlative form of the adjectives.

► Everyone's heard of United. They're the most famous (famous) team in the world.

► They've got a long history. They're the oldest (old) club in England.

1 They've got lots of money. They're the ..... (rich) club in the country.

2 Their stadium is new. It's the ..... (modern) stadium in Europe.

3 United are wonderful. They're the ..... (great) club in the world.

4 And what a team! It's the ..... (exciting) team ever.

5 They've got lots of fans. They're the ..... (popular) team in the country.

6 United have won everything. They're the ..... (successful) team ever.

7 They're good to watch. They play the ..... (attractive) football.

8 United fans are happy. We're the ..... (happy) people in the world.

## C The comparison of adjectives (1–3)

Complete the advertisements with the comparative form of the adjective.

► Use Get-It-Clean and you'll get your floors cleaner.

► Elegant Wallpapers simply look more elegant.

1 Watch a Happy Video and you'll feel .....

2 Wear a pair of Fast Shoes and you'll be a ..... runner.

3 Helpful Cookbooks are a ..... guide to cooking.

4 Wash your hair with Lovely Shampoo for ..... hair.

5 Try a Big-Big Burger and you'll have a ..... meal.

6 Restful Beds give you a ..... night.

7 Wear Modern Fashions for a ..... look.

## D The comparison of adverbs (4)

Put in the comparative form of these adverbs: *carefully, early, easily, high, long, loud, often, smartly*

- I was too nervous to go higher than halfway up the tower.
  - We could have found the place more easily with a map.
- 1 Do you have to wear those old jeans, Mike? Can't you dress .....
  - 2 You needn't go yet. You can stay a bit .....
  - 3 There are lots of break-ins. They happen ..... nowadays.
  - 4 If you do it again ....., you won't make so many mistakes.
  - 5 The film starts at eight, but we should get to the cinema a few minutes .....
  - 6 We can't hear. Could you speak a bit ..... ?

## E Irregular forms (5)

Matthew and Emma are walking in the country. Put in *further, furthest, better, best, worse and worst*.

Emma: I'm not used to country walks. How much (►) further is it?

Matthew: Not far. And it gets better. We've done the (1) ..... part. Look, the path gets easier. It goes downhill from here. I hope you're feeling (2) ..... now, Emma.

Emma: I feel dreadful, actually, (3) ..... than before.

Matthew: Oh, dear. Do you want to have a rest?

Emma: No, the (4) ..... thing would be to get home as soon as we can. I'm not very fit, you know. This is the (5) ..... I've walked for a long time.

## F Comparing quantities (6)

Put in *more, most, less (x2) and least*.

Laura: Our new car is smaller, so it uses (►) less petrol. They tested some small cars, and this one costs the (1) ..... to run of all the cars in the test. It's very economical, so Trevor likes it. He wants to spend (2) ..... on motoring.

Harriet: Can you get three people in the back?

Laura: Not very easily. We had (3) ..... room in our old car. (4) ..... cars take five people, but not this one.

## G Comparative and superlative forms (1–6)

Write the correct forms.

- You're the luckiest person I know.
- The situation is getting difficulter.

luckiest .....

more difficult .....

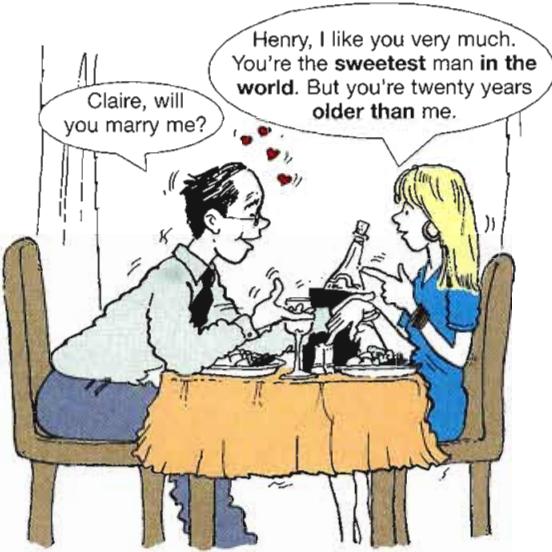
- 1 I was happyer in my old job.
- 2 I've got the most small office.
- 3 This photo is the goodest.
- 4 Last week's meeting was more short.
- 5 Money is the importantest thing.
- 6 Is Rachel elder than Vicky?
- 7 This game is excitinger than the last one.
- 8 Of all the students, Andrew does the more work.
- 9 This month has been weter than last month.
- 10 The prices are more-low here.
- 11 I feel more bad than I did yesterday.

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

# 111 Comparative and superlative patterns (1)

## 1 Introduction

There are a number of different sentence patterns with comparative and superlative forms, e.g. older than me, the sweetest man in the world.



## 2 The comparative and than

We often use a phrase with than after a comparative.

*This restaurant is nicer than the Pizza House.*

*I had a bigger meal than you.*

*The steak is more expensive than the fish.*

## 3 The superlative

We normally use the before a superlative.

*The quickest way is along this path. The last question is the most difficult.*

Note the pattern with one of.

*Madonna is one of the most famous pop singers ever.*

After a superlative we can use in or of. We use in with places and with groups of people, e.g. team.

*It's the most expensive hotel in Oxford. Who is the best player in the team?*

*This question is the most difficult of all. August is the wettest month of the year.*

We often use a clause after a superlative.

*That was the most delicious meal (that) I've ever eaten.*

*Melanie is the nicest person you could meet.*

## 4 As ... as

We use as ... as to say that things are equal or unequal.

*Our house is as big as yours. They're the same size. NOT It is so big as yours.*

*It's warmer today. It isn't as cold as yesterday.*

In a negative sentence we can also use so ... as, but this is less common than as ... as.

*This flat isn't as big as/so big as our old one.*

Here are some more examples of as ... as.

*The chair is as expensive as the table. We can't do crosswords as quickly as you do.*

*I don't earn as much money as I'd like.*

Note also the same as.

*The result of the match was the same as last year.*

## 5 Than me/than I am

Compare than me and than I am. Both are correct, and they have the same meaning.

*You're twenty years older than me.*

*Harriet's husband isn't as tall as her.*

After than or as, a personal pronoun on its own has the object form, e.g. me.

*You're twenty years older than I am.*

*Her husband isn't as tall as she is.*

But if the pronoun has a verb after it, then we use the subject form, e.g. I.

# Practice

## A The comparative and than (2)

Comment on these situations. Write sentences with a comparative and *than*.

Use these adjectives: *big, expensive, long, old, popular, strong, tall*

- The film lasts two and a half hours, but the videotape is only two hours long.

*The film is longer than the videotape.*

- The water-colour is £85, and the oil-painting is £100.

*The oil-painting is more expensive than the water-colour.*

- 1 The church was built in 1878 and the library in 1925.

- 2 Daniel can lift 90 kilos, but Matthew can lift 120 kilos.

- 3 Mike is 1.7 metres tall, but Harriet is 1.8 metres.

- 4 Andrew hasn't many friends. Claire has lots of friends.

- 5 Mark's car has room for five people, but Sarah's has room for only four.

## B The superlative (3)

Write sentences from the notes. Use the superlative form of the adjective.

- Melanie / kind person / I know

*Melanie is the kindest person I know.*

- 1 Friday / busy day / week

..... of the week.

- 2 the Metropole / nice hotel / town

- 3 this watch / one / cheap / you can buy

- 4 this Beatles album / good / they ever made

- 5 Alan / successful salesman / company

## C As ... as (4)

Use the notes and add sentences with *isn't as ... as*.

- a car / a motorbike / expensive

Why don't you buy a motorbike? *A motorbike isn't as expensive as a car.*

- 1 metal / plastic / strong

I don't like these plastic screws.

- 2 the armchair / the stool / comfortable

Oh, don't sit there.

- 3 surfing / swimming / exciting

I prefer surfing to swimming.

- 4 the post / e-mail / quick

A letter will take two days.

## D Than me/than I am (5)

Choose the correct pronoun.

Tom: Why is Luke in our basketball team and not me? Aren't I as good as (►) he/him? Is he taller than (1) I/me? Is he a better player than (2) I am/me am?

Nick: I don't know. I can't understand why I'm in the team. You and Luke are both better than (3) I/me.

Tom: Carl's in the team too, but I've scored a lot more points than (4) he has/him has.

# 112 Comparative and superlative patterns (2)

## 1 Less and least

Less and least are the opposites of more and most. We use less and least with both long and short words.

*A bus is less expensive than a taxi.*

(= A bus is cheaper than a taxi./A bus isn't as expensive as a taxi.)

*I feel better today, less tired. I'm the least musical person in the world, I'm afraid.*

*We go out less often these days. You should do less work. You do too much.*

## 2 Much faster

We can put a word or phrase (e.g. much, far, a bit) before a comparative to say how much faster, cheaper, etc. something is. Look at these examples.

*It's much faster by tube. A bus is far cheaper than a taxi.*

*This bed is a bit more comfortable. Business is rather better this year.*

*I got up a little later than usual. This month's figures are slightly less good.*

*I'll need a lot more water. A computer will do it much more efficiently.*

Before a comparative we can use much, a lot, far; rather; slightly, a bit, a little.

We can also use no and any. No has a negative meaning.

*Your second throw at the basket was no nearer than your first.*

We can use any in negatives and questions and with if.

*Your second throw wasn't any nearer than your first.*

*Are you sleeping any better since you've been taking the pills?*

*If we leave any later than seven, we'll get caught in the rush hour.*

## 3 Faster and faster

We use expressions like faster and faster and more and more expensive to say that something is increasing all the time.

*The caravan was rolling faster and faster down the hill.*

*The queue was getting longer and longer.*

*Prices go up and up. Everything gets more and more expensive.*

*The crowd are becoming more and more excited.*

*The country is rapidly losing its workers, as more and more people are emigrating.*

The form depends on whether the comparative is with -er (e.g. louder) or with more (e.g. more expensive) (see Unit 110.2).

We can also use less and less for something decreasing.

*As each new problem arose, we felt less and less enthusiastic.*

## 4 The faster, the better

We use this pattern to say that a change in one thing goes with a change in another. Look at these examples.

*There's no time to lose. The faster you drive, the better.*

*The higher the price, the more reliable the product.*

*The more the customer complained, the ruder and more unpleasant the manager became.*

*The sooner we leave, the sooner we'll get there.*

*Are you looking for a cheap holiday? ~ Yes, the cheaper the better.*

# Practice

## A Less (1)

Complete the sentences. Use *less* with these words: *attractive, busy, convenient, nervous, optimistic, painful, seriously*

- Laura once hated flying, but now she feels less nervous about it.
- 1 David says his leg really hurt at first, but now it's .....  
2 Mark and Sarah normally have lots to do, but they're ..... this week.  
3 Rita's old flat was near the shops. Her new place is ..... for shopping.  
4 Claire used to think Henry was very handsome, but now she finds him .....  
5 Matthew is always exercising. Maybe he should take his fitness .....  
6 With United's best player injured, Tom feels ..... about their chances.

## B Much faster (2)

Decide what to say. Use a phrase like *a bit better* or *a lot colder*.

- You were feeling unwell earlier. Say that you feel better now. A bit, anyway.  
I feel a bit better now.

- 1 Mention that yesterday was colder than today. A lot colder, in fact.  
.....  
2 Say that your coat is longer than is fashionable. A bit, anyway.  
.....  
3 You left work earlier than usual this afternoon. Slightly, anyway. Tell your friend.  
.....  
4 Say that the shop is more expensive than the supermarket. Much more.  
.....  
5 Ask if the new machine is reliable – any more so than the old one.  
.....

## C Faster and faster (3)

Vicky works very hard at her studies, but she's worried that she's making no progress.

Complete her sentences.

- This subject gets harder and harder (hard) all the time.  
► I'm just getting more and more confused (confused).
- 1 It's becoming ..... (difficult) for me to keep up.  
2 The textbook just gets ..... (complicated).  
3 I spend ..... (more) time on my work.  
4 My list of things to do gets ..... (long).  
5 My problems are just getting ..... (bad).

## D The faster, the better (4)

Complete each sentence using the information in brackets.

- (The rent is high.) The bigger a flat is, the higher the rent is.  
► (You learn quickly.) The younger you are, the more quickly you learn.
- 1 (The roads are quiet.) The earlier you leave, .....  
2 (The choice is wide.) The bigger a supermarket is, .....  
3 (I get confused.) The more I try to work this out, .....  
4 (You can speak fluently.) The more you practise, .....  
5 (The beaches get crowded.) The better the weather is, .....

# Test S: Comparative and superlative

## A

Write the comparative form of the words in brackets.

- They've made these chocolate bars smaller (small).
  - Sport is more interesting (interesting) than politics.
- 1 Can't you think of anything ..... (intelligent) to say?
  - 2 Well, the place looks ..... (clean) now.
  - 3 Janet looks ..... (thin) than she did.
  - 4 You need to draw it ..... (carefully).
  - 5 The weather is getting ..... (bad).
  - 6 The programme will be shown at a ..... (late) date.
  - 7 I can't stay ..... (long) than half an hour.
  - 8 A mobile phone would be a ..... (useful) present.
  - 9 I'll try to finish the job ..... (soon).
  - 10 It was ..... (busy) than usual in town today.
  - 11 I'll be even ..... (annoyed) if you do that again.
  - 12 Since the break-in I feel ..... (nervous).

## B

Write the superlative form of the words in brackets.

- It's the shortest (short) day of the year.
  - It's the most beautiful (beautiful) building in the world.
- 1 That was the ..... (funny) film I've ever seen.
  - 2 It was the ..... (horrible) feeling I've ever had.
  - 3 Have you read her ..... (recent) book?
  - 4 It's the ..... (large) company in the country.
  - 5 It was the ..... (boring) speech I've ever heard.
  - 6 You've got the ..... (far) to travel.
  - 7 That's the ..... (helpful) idea so far.
  - 8 The factory uses the ..... (modern) production methods.
  - 9 This is the ..... (early) I've ever got up.
  - 10 It was the ..... (sad) day of my life.

## C

Some of these sentences are correct, and some have a word which should not be there. If a sentence is correct, put a tick (✓). If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.

- I've got the least powerful computer in the world. ✓.....
  - London is ~~more~~ bigger than Birmingham. more.....
- 1 Silver isn't as expensive as gold. .....
  - 2 Indian food is the nicer than Chinese, I think. .....
  - 3 The telephone is one of the most useful inventions ever. .....
  - 4 I feel a much better now, thank you. .....
  - 5 The longer you wait, so the harder it'll be. .....
  - 6 The piano is heavier than the sofa. .....
  - 7 This is the most quickest way to the hotel. .....
  - 8 You're taller than he is. .....
  - 9 Who is the cleverest student in of the class? .....
  - 10 The weather is getting hotter and more hotter. .....

**D**

Read this part of Tessa's letter to her friend Angela about her new job.

Then look at the answers after the letter and write the correct answer in each space.

My new job is great. I like it (►) **MUCH** better than my old one. The people here are

- (1) ..... than I expected. Luckily my new boss isn't as rude  
 (2) ..... my old boss, Mrs Crossley, was. I hated her. She was the  
 (3) ..... friendly person I've ever met. Everyone here is older  
 (4) ..... In fact I'm the youngest person (5) .....

the office. But I don't mind.

The good thing about the job is that I get a (6) ..... more money, although not much more than I did before. The bad thing is that the journey isn't (7) ..... simple as it was in my old job, where the bus took me straight there. Now I have to change buses. But I'm allowed to start work early. The earlier I leave home, (8) ..... the journey is because the buses aren't so crowded.

- |                  |              |                  |             |
|------------------|--------------|------------------|-------------|
| ► a) more        | b) most      | c) much          | d) very     |
| 1 a) more nice   | b) most nice | c) nicer         | d) nicest   |
| 2 a) as          | b) so        | c) than          | d) that     |
| 3 a) least       | b) less      | c) less and less | d) so       |
| 4 a) as I        | b) as me     | c) than I        | d) than me  |
| 5 a) from        | b) in        | c) of            | d) out of   |
| 6 a) bit         | b) less      | c) lot           | d) much     |
| 7 a) as          | b) less      | c) more          | d) same     |
| 8 a) more easier | b) more easy | c) the easier    | d) the easy |

**E**

Complete the second sentence so that it has a similar meaning to the first. Use the word in brackets.

► This train is more convenient than all the others. (most)

This train **is the most convenient** .....

1 The living-room isn't as big as the kitchen. (bigger)

The kitchen .....

2 I'm not as fit as you. (am)

You're .....

3 The table and the desk are the same size. (big)

The table ..... the desk.

4 Prices just get higher all the time. (and)

Prices .....

5 The dress is cheaper than the skirt. (expensive)

The skirt ..... the dress.

6 This crossword is the easiest. (difficult)

This crossword .....

7 Their excitement was increasing all the time. (excited)

They were getting .....

8 I've never read a more romantic story. (most)

It's the ..... read.

# 113 Adverbs and word order

## 1 Where do adverbs go?

There are three places in the sentences where an adverb can go. They are called front position (at the beginning of a sentence), mid position (see 2) and end position (at the end of a sentence). (But for adverbs of degree see Unit 115.)

FRONT	MID	END
<i>Then the ship sailed away.</i>	<i>slowly</i>	<i>away.</i>
<i>Outside it was raining hard.</i>	<i>obviously</i>	<i>hard.</i>

## 2 Mid position

Mid position means close to the verb. Here are some examples of adverbs in mid position.

	AUXILIARY	ADVERB	AUXILIARY	MAIN VERB
<i>The visitors are leaving.</i>	<i>are</i>	<i>just</i>		
<i>Andrew liked Jessica.</i>	<i>has</i>	<i>always</i>	<i>liked</i>	<i>Jessica.</i>
<i>We go out in the evening.</i>	<i>don't</i>	<i>often</i>	<i>go</i>	<i>out in the evening.</i>
<i>You take unnecessary risks.</i>	<i>should</i>	<i>never</i>	<i>take</i>	<i>unnecessary risks.</i>
<i>The pictures have been stolen.</i>	<i>have</i>	<i>definitely</i>	<i>been</i>	<i>stolen.</i>
<i>I hate housework.</i>		<i>really</i>	<i>hate</i>	<i>housework.</i>
<i>You left the bag on the bus.</i>		<i>probably</i>	<i>left</i>	<i>the bag on the bus.</i>

The adverb comes after the first auxiliary, e.g. are, has, don't.

If there is no auxiliary, then the adverb comes before the main verb, e.g. hate, left.

Note the word order in questions.

*Has Andrew always liked Jessica? Do you often go out in the evening?*

When the verb be is on its own, the adverb usually comes after it.

*The boss is usually in a bad temper. You're certainly a lot better today.*

When there is stress on the main verb be or on the auxiliary, then the adverb usually comes before it.

*You certainly are a lot better today. I really have made a mess, haven't I?*

## 3 Verb and object

An adverb does not usually go between the verb and the direct object.

We put it in end position, after the object.

	VERB	OBJECT	ADVERB	
<i>Tom ate quickly his breakfast.</i>	<i>ate</i>	<i>his breakfast</i>	<i>quickly.</i>	NOT <i>Tom ate quickly his breakfast.</i>
<i>We played yesterday volleyball.</i>	<i>played</i>	<i>volleyball</i>	<i>yesterday.</i>	NOT <i>We played yesterday volleyball.</i>
<i>I like very much classical music.</i>	<i>like</i>	<i>classical music</i>	<i>very much.</i>	NOT <i>I like very much classical music.</i>

But an adverb can go before a long object.

*Detectives examined carefully the contents of the dead man's pockets.*

## 4 Adverbs of manner

An adverb of manner tells us how something happens, e.g. noisily, quickly. It usually goes in end position, but an adverb which ends in -ly can sometimes go in mid position.

*We asked permission politely. We politely asked permission.*

## 5 Adverbs of place and time

Adverbs and adverbial phrases of place and time usually go in end position.

*Is there a phone box **nearby**? People didn't have cars **then**.*

*We're meeting **by the entrance**. Trevor wasn't very well **last week**.*

*Did you have a nice time **in New York**? I'll see you **before** very long.*

Sometimes they can go in front position.

*We're really busy **this week**. **Last week** we had nothing to do.*

Some short adverbs of time can also go in mid position.

*I'll **soon** find out. The train is **now** approaching Swindon.*

For yet, still and already see Unit 114.

## 6 Adverbs of frequency

An adverb of frequency tells us 'how often'. It usually goes in mid position (see 2).

*Mark is **always** in such a hurry. I **sometimes** feel depressed.*

*I've **often** thought about getting married. Do you **usually** work so late?*

Normally, usually, often, sometimes and occasionally can also go in front or end position.

*Normally Sarah goes by train. I feel depressed **sometimes**.*

Phrases like every day, once a week or most evenings go in front or end position.

*Every day we go jogging. Rachel has a driving lesson **three times a week**.*

*There's a news summary **every hour**. We watch television **most evenings**.*

## 7 Sentence adverbs

A sentence adverb is a word or phrase like certainly, perhaps, luckily, of course. It says something about the situation described in the sentence. The adverb can go in front, mid or end position.

Sometimes we put a comma after or before the adverb, especially in front or end position.

*Fortunately, the weather stayed fine. Maybe you'll win a free holiday.*

*We'll probably have to queue for tickets. Rachel was late, of course.*

In a negative sentence, probably and certainly come before won't, didn't, etc.

*We probably won't get there in time. I certainly didn't expect a present!*

Also usually goes in mid position, but too and as well go in end position.

*Melanie bakes lovely cakes. She also makes bread./She makes bread, too/as well.*

## 8 End position

There can be more than one adverb or adverbial phrase in end position. Usually a single-word adverb (e.g. safely) comes before a phrase (e.g. on a small airfield).

*They landed safely on a small airfield. I always eat here at lunch-time.*

When there is a close link in meaning between a verb and an adverb, then that adverb goes next to the verb. For example, with verbs of movement like go, come and move, a phrase of place comes before time.

*I usually go to bed early.*

*Tom came here yesterday.*

*My parents moved to London in 1993.*

But often two adverbial phrases can go in either order.

*The concert was held at the arts centre last night.*

*The concert was held last night at the arts centre.*

# Practice

## A Adverbs (1–2)

Read each sentence and write down the word which is an adverb.

► I'm just finishing an interesting article in this magazine.

just

1 We have to leave our dirty shoes outside.

.....

2 Perhaps you have to type a password into the computer.

.....

3 Someone always leaves this door open.

.....

4 Obviously we aren't going to go for a walk in the rain.

.....

5 The car rolled silently down the hill.

.....

6 Your friend Andrew works hard, doesn't he?

.....

## B Adverbs and their position (1–2)

Read this true story. Some adverbs are underlined. Say if their position is front, mid or end.

Once a man called Alvin decided to rob a bank in Montgomery, Alabama. Alvin's parents had often told him that good manners were important. So Alvin went to the bank and stood in line. He waited patiently. Soon it was his turn. He dramatically pulled out a gun and threatened the cashier. She politely told him that he was in the wrong line and should go to another counter. Alvin immediately went to the correct place and stood in line again. Suddenly the police rushed in and arrested him. Alvin was amazed. They'd caught him before he'd even done the robbery. The moral of the story is that you shouldn't always do what your parents tell you.

ADVERB	POSITION	ADVERB	POSITION
► once	front		
1 often	.....	6 immediately	.....
2 patiently	.....	7 again	.....
3 soon	.....	8 suddenly	.....
4 dramatically	.....	9 even	.....
5 politely	.....	10 always	.....

## C Mid position (2)

Complete the conversations using the words in brackets. Put the adverbs in the best place.

► Emma: Did you know the man who tried to steal your bag? (certainly / recognize / would)

Vicky: No, but I would certainly recognize him again.

1 David: That was a goal, wasn't it? (clearly / crossed)

Tom: Yes, the ball ..... the line.

2 Mark: The weather is a lot better today. (probably / rain / will)

Sarah: It said on the radio it ..... later.

3 Tom: How do we get to Mike's place? (didn't / fully / understand)

Nick: I don't know. I ..... the directions.

4 Harriet: It's quiet here today, isn't it? (usually / are)

Laura: Yes, the neighbours ..... out on a Sunday.

5 Emma: Have you been to this place before? (it / occasionally / visited)

Matthew: Yes, I ..... as a child.

6 Alan: Did the computers crash this morning? (soon / were / working)

Mark: Yes, but they ..... again.

7 Melanie: Your friend's late, Vicky. (forgotten / has / obviously)

Vicky: Rachel ..... that we arranged to go out.

## D Adverbs of frequency (2, 6)

Look at what people are saying and write the information in one sentence.

Put the adverb or adverbial phrase in mid or end position. Choose the best position.

- Vicky: I lose my way in London. It always happens.

*Vicky always loses her way in London.*

- Laura: The birds wake me up. It happens every morning.

*The birds wake Laura up every morning.*

- 1 David: It rains when I'm on holiday. Well, usually.

- 2 Rita: My friend visits me. She comes most weekends.

- 3 Mark: I get a pay rise. I get one every year.

- 4 Rachel: I don't check my work. I never do that.

## E Adverbs and word order (1–7)

Put the words in the right order and write the statements. Sometimes there is more than one possible order.

- cleaned / every day / is / the office

*The office is cleaned every day.*

- 1 always / I've / known / your secret

- 2 afford / can't / certainly / a new car / we

- 3 didn't / far / the tourists / walk

- 4 carefully / cut / the paper / Tom

- 5 also / can / Natasha / play / the violin

- 6 I / most days / read / the newspaper

## F Adverbs in end position (8)

Complete these sentences from a newspaper. Put the words and phrases in the best order.

- The Queen has visited the show *regularly since 1985*. (regularly / since 1985).

- 1 The President died ..... (at his home / peacefully).

- 2 The protesters marched ..... (through the streets / yesterday).

- 3 The Prime Minister went ..... (last year / to Greece).

- 4 Henry likes Rome. He spent a week ..... (in June / there).

## G Adverbs and word order (1–8)

Read the postcard from Olivia to her friend Kirsty and write the sentences. Put the adverbs in the best place.

(►) Thank you for having us (last weekend). (1) We had a lovely time (in the country). (2) We arrived home at about eight (safely). (3) You must come and visit us (before too long). (4) It's nice to see you and Tony (always). (5) You'll be able to come in the new year (maybe). (6) We'll see you (sometime).

- *Thank you for having us last weekend.*

1 .....

2 .....

3 .....

4 .....

5 .....

6 .....

# 114 Yet, still and already

## 1 Introduction



Yet means that we are expecting something. (It's the time to book a holiday.)

Still means 'going on longer than expected'. (It's late to be thinking about a holiday.)

Already means 'sooner than expected'. (It's early to have had a holiday.)

## 2 Yet

Yet usually goes at the end of a negative statement or a question.

*Vicky has got a present, but she hasn't opened it yet.* Wait a minute. I'm not ready yet.

*Have they sent you your cheque yet?* ~ No, not yet. I should get it next week.

## 3 Still and already

In a positive statement, still and already usually go in mid position (see Unit 113.2).

*Sarah isn't home yet. She's still at work.*

*We wrote a month ago, and we're still waiting for a reply.*

*I've only been at work an hour, and I'm already exhausted.*

*There's no need to tell me. I already know.*

We can also use still in a negative statement. It goes before haven't, can't, etc.

*It's nearly lunch-time, and you still haven't opened your mail.*

*My friend is sixteen, and she still can't swim.*

Compare these sentences. The meanings are similar.

*Rita hasn't booked a holiday yet.* *Rita still hasn't booked a holiday.*

Still is stronger than yet. It often expresses surprise that the situation has gone on for so long.

In a question still and already usually go after the subject.

*Are you still waiting after all this time?* *Has Tom already been on holiday?*

## 4 No longer and any longer/any more

No longer means that something is finished. It goes in mid position (see Unit 113.2).

*You can't buy these bikes now. They no longer make them.*

*I used to belong to the sports club, but I'm no longer a member.*

No longer can be a little formal. In informal speech we use not ... any longer or not ... any more.

*They don't make these bikes any longer/any more.*

*Rita has moved. She doesn't live here any longer/any more.*

Any longer/any more comes at the end.

▷ 12.1 Yet and already with the Present Perfect

# Practice

## A Yet, still and already (1)

Put in *yet*, *still* or *already*.

- Mark: I know it isn't lunch-time yet, but I'm really hungry.  
Sarah: It's only eleven. And you've already had two coffees since breakfast.  
1 Vicky: You've ..... got this library book, and it was due back ten days ago.  
Rachel: Well, I haven't finished it .....  
2 Nick: Tom is a very slow eater, isn't he? He's ..... having his soup.  
David: And we've ..... started our pudding.  
3 Trevor: Has the postman been .....? I'm expecting a letter from the bank.  
Laura: Yes, he has, but that letter ..... hasn't arrived.

## B Word order with *yet*, *still* and *already* (1)

Put the word in brackets into one of the sentences.

- I've bought some CDs. I haven't played them. (yet)

I haven't played them yet.

- This calculator works. I've had it for ages. (still)

This calculator still works.

- 1 I owe Emma £20. I can't ask her for more. (already)

.....  
2 We've spent all our money. And we're only halfway through our holiday. (already)

.....  
3 I've cleaned this window. But it looks dirty. (still)

.....  
4 Our friend took some photos. We haven't seen them. (yet)

.....  
5 I can't understand the rules. I know you explained them to me. (still)

.....

## C Still and any more (3–4)

Two people are talking about the place they live in. Write the replies using *still* or *not ... any more*.

Old man:

- There was a church.

Young man:

~ Well, there's still a church.

- You could see fields.

~ You can't see them any more. Now it's just houses.

- 1 Children played there.

~ Not now.

- 2 Boats came along the river.

~ Oh, ..... Look at them.

- 3 The view was beautiful.

~ Well, ..... It's awful.

- 4 It was our home.

~ And ..... .

## D Yet, still, already, no longer and any longer/any more (1–4)

Put in *already*, *any more*, *no longer*, *still* and *yet*.

- It's still raining, look. How much longer can it go on?

1 The railway closed down years ago, so there's ..... a railway station here.

2 They want to build a new hotel here, but they haven't got permission ..... .

3 Rita isn't going out with Nick. She told him she didn't want to see him ..... .

4 Those people moved here only three months ago, and they're ..... leaving.

# 115 Adverbs of degree (very, quite)

## 1 Very, quite, a bit, etc.



*Laura is a bit tired. She's been working all morning.*



*Mark is quite tired. He's been working all day.*



*Sarah is very tired. She's had to work late at the office.*

An adverb of degree makes the meaning weaker or stronger. Here are some more examples.

### SMALL DEGREE (weaker)

*a little late*  
*slightly complicated*

### MEDIUM DEGREE

*fairly unusual*  
*pretty good*  
*rather nice*

### LARGE DEGREE (stronger)

*absolutely sure*   *really ill*  
*completely mad*  
*extremely cold*

## 2 Very cold, quite quickly, etc.

An adverb of degree (e.g. very) goes before an adjective (e.g. cold) or an adverb (e.g. quickly).

### ADVERB + ADJECTIVE

*It's very cold today.*  
*Rita looked rather upset.*  
*This dress is absolutely marvellous.*

### ADVERB + ADVERB

*The time passed quite quickly.*  
*We go on holiday fairly soon.*  
*United played extremely well.*

Before a comparative we can use a bit, a little, a lot, far, much, rather and slightly. See also Unit 112.2.  
*I'm feeling a lot better today.*   *These new trains go much faster.*

## 3 Really hurting, quite enjoys, etc.

Some adverbs of degree can describe a verb.

They usually go in mid position (close to the verb – see Unit 113.2).

*My foot is really hurting.*   *Laura quite enjoys shopping.*   *I rather like this cake.*

Some adverbs of degree go at the end of a sentence when they describe a verb.

They are a bit, a little, a lot, awfully, much and terribly.

*Mark travels a lot.*   *I'll open the window a little.*   *The animals suffer terribly.*

Absolutely, completely and totally can go in mid position or at the end.

*We completely lost our way./We lost our way completely.*

*I'm afraid I totally disagree./I'm afraid I disagree totally.*

## 4 Much

Now look at these sentences.

Positive:   *I like this town very much.* NOT *I like this town much.*

Negative:   *I don't like this town very much.* OR *I don't like this town much.*

In a positive statement we use very much. In a negative statement we can use either very much or much.

▷ 116 More about quite and rather   ▷ 117 Too and enough

# Practice

## A Very, quite, a bit, etc. (1)

Write sentences using one of the phrases in brackets.



- (quite hungry or very hungry?) He's quite hungry. 3 (quite strong or very strong?) .....
- 1 (a bit busy or very busy?) ..... 4 (fairly happy or extremely happy?) .....
- 2 (a bit thirsty or really thirsty?) .....

## B Very, quite and a bit (1)

Put in *very*, *quite* or *a bit*.

- The bus service is all right. The buses are quite frequent.
- 1 I couldn't sleep because of the awful noise. The disco was ..... noisy.
- 2 The weather was OK – at least it didn't rain. It was ..... good.
- 3 The train was almost on time. It was just ..... late.
- 4 Someone paid a great deal of money for the house. It was ..... expensive.
- 5 There were some very small traces of mud on the boots. They were ..... dirty.
- 6 There was a medium amount of traffic on the road. It was ..... busy.

## C Very cold, really hurting, etc. (2–4)

Put the adverbs in the right place. Sometimes more than one answer is correct.

- These books are old (very).
- I hate travelling by air (really).
- 1 That radio is loud (a bit).
- 2 I like my new job (quite).
- 3 Why don't you slow down (a little)?
- 4 The rain spoilt our day (completely).
- 5 We did the job quickly (fairly).
- 6 I feel better now (a lot).
- 7 We enjoyed the concert (very much).
- 8 My arms ached (terribly).

These books are very old.  
I really hate travelling by air.  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

## D Adverbs of degree (1–4)

Complete the advertisement for holiday apartments by choosing the correct words.

Why not take this opportunity to buy a wonderful Interlux Timeshare apartment in San Manila? These are (►) a bit/rather/really luxurious apartments set in this (1) absolutely/slightly magnificent seaside resort, a (2) fairly/really beautiful and unspoilt place, which you'll like (3) much/very/very much. The apartments are (4) extremely/pretty/quite good value. And we are a company with a (5) fairly/quite/very good reputation. This is a (6) bit/slightly/totally safe way of investing your money. But hurry! People are buying up the apartments (7) a lot/very/very much quickly.

# 116 Quite and rather

## 1 Quite meaning 'fairly'

Quite usually means 'fairly' or 'a medium amount' (see Unit 115.1).

*I feel quite hungry now. Repairing the machine is quite difficult.*

*The talk was quite interesting. We were quite surprised at the result.*

(But see 4 for another meaning of quite.)

## 2 Stress with quite

In speech, whether we stress quite or the adjective makes a difference to the meaning.

If we stress **quite**, it means 'fairly but not very'.

The meaning is negative.

*The exhibition was quite good, but I've seen better ones.*

*I get up quite early, but not as early as you do.*

If we stress the adjective, the meaning is positive (but not as positive as **very**).

*The exhibition was quite good. I enjoyed looking round it.*

*I got up quite early. I had a lot of jobs to do.*

## 3 Quite or rather?

When we make a favourable comment, we usually say **quite**, not **rather**.

*The book was quite interesting. It's quite warm now.*

*It was quite nice walking through the park.*

In unfavourable comments, we usually say **rather**, but **quite** is possible.

*The book was rather boring/quite boring.*

*It was rather awkward/quite awkward taking my suitcase on the underground.*

Rather in a favourable comment means 'to a surprising or unusual degree'.

*It's rather warm for October. (It isn't usually so warm.)*

*I didn't know David can cook. He's rather good at it.*

*I expect Tom's jokes were awful. ~ Actually they were rather funny.*

We can use **rather** with a comparative but not **quite**.

*The meal took rather longer than we expected.*

For **quite** and **rather** with **a/an**, see Unit 89.2.

*It was quite an interesting book.*

## 4 Quite meaning 'completely'

With some adjectives, **quite** means 'completely' or 'totally'.

*What you said is quite wrong. (= completely wrong)*

*The idea is quite absurd. (= totally absurd)*

*The situation is quite hopeless.*

Quite means 'completely' with these adjectives: **absurd**, **alone**, **amazing**, **awful**, **brilliant**, **certain**, **dead**, **different**, **dreadful**, **extraordinary**, **false**, **hopeless**, **horrible**, **impossible**, **perfect**, **ridiculous**, **right**, **sure**, **true**, **useless**, **wrong**

Compare the uses of **quite**.

*I'm quite tired. (= fairly)*

*The advice was quite useful. I got one or two tips.*

*I'm quite exhausted. (= completely)*

*The advice was quite useless. It was absolutely no good at all.*

# Practice

## A Stress with **quite** (2)

Which word do we stress, *quite* or the adjective? Underline the stressed word.

► These pens are quite good but not as good as the ones I usually buy.

► This book is quite exciting. I can't put it down.

1 These fashions are quite new but not the very latest thing.

2 It's quite late. We'd better be going.

3 The sums are quite easy. I can do them in my head.

4 The music was quite good, but I wasn't really impressed.

5 The sun is quite bright. You'll need your sunglasses.

## B Quite or rather? (3)

Put in these adjectives: *better*, *busy*, *nice*, *noisy*, *popular*

Use *quite* or *rather* with each adjective. Sometimes either is possible.

Mark: I didn't like that meal very much.

Sarah: The soup was (►) quite nice though, wasn't it?

Mark: The food was (1) ..... the last time we came.

Sarah: It's (2) ..... in here, isn't it? Everyone seems to be shouting.

Mark: I wasn't expecting the place to be so full. It's (3) ..... for a Monday evening.

Sarah: This restaurant is (4) ....., you know.

## C Quite or rather? (3)

Add a sentence expressing the idea in brackets.

Use *quite* or *rather* in your sentence. Sometimes either is possible.

► (It's pleasant by the river.)

Let's walk along by the river. It's quite pleasant there.

► (You think Nick is aggressive.)

I don't like Nick much. I think he's rather aggressive.

1 (Changing trains twice is complicated.)

We have to change trains twice. ....

2 (Your car is big.)

I can give you all a lift. ....

3 (The show went on longer than you expected.)

It was a good show, but ....

4 (You made your decision quickly.)

It wasn't a difficult decision. ....

## D The meanings of **quite** (1, 4)

Does *quite* mean 'fairly' or 'completely'?

► Try one of these sweets. I think they're quite nice. = fairly nice

► The driver walked away unhurt. It was quite amazing. = completely amazing

1 I couldn't agree to the idea. It was quite ridiculous. =

2 I need some help with this crossword. It's quite difficult. =

3 That isn't the same thing at all. It's quite different. =

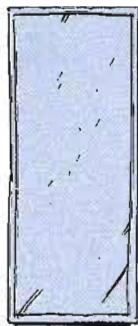
4 I wasn't expecting to get a postcard. I was quite surprised. =

5 I bought this guidebook. It looks quite useful. =

6 Are you sure you want the job? ~ Yes, I'm quite certain. =

# 117 Too and enough

## 1 Introduction



Too short and **not long enough** both mean the same thing.

## 2 Word order with **too** and **enough**

**Too** goes before an adjective or adverb.

*Claire doesn't want to marry Henry. She thinks he's **too old**.*

*Zedco are in trouble. The company reacted **too slowly** to the rise in prices.*

**Enough** goes after an adjective or adverb.

*The water isn't **hot enough**. It needs to be boiling. NOT **enough hot***

*You didn't put the screws in **tightly enough**. NOT **enough tightly***

**Too many**, **too much** and **enough** go before a noun.

*No wonder you're tired. You've been going to **too many parties**.*

*Andrew spends **too much time** working.*

*There'll be fifteen people for coffee. Have we got **enough cups**?*

*Everything is so expensive. Did you bring **enough money**?*

We use **many** with a plural noun and **much** with an uncountable noun (see Unit 95.1).

Compare these examples with **enough**.

After an adjective: *The coffee isn't **strong enough**.*

Before a noun: *You didn't put **enough coffee** in.*

We leave out the noun if the meaning is clear without it.

*Just add a little water. Not **too much**. We'll need fifteen cups. Have we got **enough**?*

## 3 Other structures with **too** and **enough**

We can use a phrase with **for** after **too** or **enough**.

*These puzzles are **too difficult for children**. This coat isn't warm **enough for winter**.*

*Have we got **enough cups for everyone**?*

We can also use a **to-infinitive**.

*It's **too dangerous to walk** home at this time of night.*

*There are **too many museums here to visit** in a single day.*

*Are you fit **enough to run** a marathon?*

*I couldn't get close **enough to see** properly.*

*Vicky didn't bring **enough money to buy** two CDs.*

# Practice

## A Too and enough (1-2)

Look at the pictures and write sentences with *too* and *enough*.

Use these nouns and adjectives: *big, gate, long, low, plane, sweater, ruler, warm, water, wide*



- The sweater is *too big*.
- The ruler is *not long enough*.

1 .....  
2 .....  
3 .....

## B Too and enough (1-2)

Look at what people are saying and complete the sentences. Use *too*, *too many*, *too much* or *enough* with these words: *clearly, complicated, difficult, expensive, food, hastily, mistakes, rain, sweet, traffic*

- You should have stopped to think first. You acted *too hastily*.
  - This quiz is rather easy. The questions aren't *difficult enough*.
- 1 Can I have some more sugar in my coffee, please? It isn't .....  
2 I can't afford a new stereo. It would be .....  
3 There's a water shortage. There just hasn't been .....  
4 I can't read your writing. You don't write .....  
5 Try to be more careful, please. You're making .....  
6 The roads are very crowded. There's simply .....  
7 I can't understand these instructions. They're .....  
8 Thousands of people are starving because they can't get .....

## C Other structures with *too* and *enough* (3)

Comment on the situations. Use *too* or *enough* and a phrase with *for* or a to-infinitive.

- A taxi would have been best. But you didn't have the money.  
*I didn't have enough money for a taxi.*
  - Sarah can't take a day off. She's very busy.  
*Sarah is too busy to take a day off.*
- 1 A picnic would be nice. But it's wet.  
.....  
2 All your guests will need chairs. But you haven't got very many.  
.....  
3 You couldn't carry the equipment. You had such a lot.  
.....  
4 Natasha wants to be a professional musician. You think she's very good.  
.....

# Test T: Adverbs and word order

## A

Put each word in brackets into the sentence.

- Anna arrives for work. (late)

Anna arrives late for work.

- 1 I like old cowboy films. (quite)

- 2 Have you finished this magazine? (yet)

- 3 This coat is big. (too)

- 4 Have the children had their tea? (already)

- 5 You don't look ill. (certainly)

- 6 We don't go out. (much)

- 7 I think everyone works hard. (fairly)

- 8 I don't know the date of the meeting. (still)

- 9 The others are getting ready. (just)

- 10 I have to go to work. (on Saturdays)

## B

Put the words in the right order to form a statement.

- I / love / really / these trousers

I really love these trousers.

- 1 is / rather / silly / this game

- 2 already / I've / paid / the bill

- 3 enough / isn't / loud / the alarm

- 4 easily / Jonathan / passed / the test

- 5 a lot / cards / play / the children

- 6 didn't / enough / sell / they / tickets

- 7 ask / many / questions / too / you

- 8 a member / any more / of the club / I'm / not

- 9 enough / it's / outside / to sit / warm

**C**

Read the conversation. Then look at the answers below and write the correct answer in each space.

- Martin: Hello, Nancy. (►) ... How are you? Have you found a job (1) ..... ?
- Nancy: No, I'm afraid not, but I'm (2) ..... looking. It's taking (3) ..... longer than I expected. The problem is there just aren't (4) ..... jobs. And there are too (5) ..... people looking for jobs.
- Martin: I'm old enough (6) ..... remember when there was plenty of work.
- Nancy: There used to be lots of work, but there isn't (7) ..... more. I'm afraid I'm (8) ..... longer as optimistic as I was a few weeks ago. In fact I feel a (9) ..... depressed about it sometimes.
- Martin: Don't worry. You'll (10) ..... find something, I expect.

- |              |           |           |            |                     |          |          |             |
|--------------|-----------|-----------|------------|---------------------|----------|----------|-------------|
| ► a) How     | b) What   | c) Who    | d) Why     | 6 a) for            | b) of    | c) that  | d) to       |
| 1 a) longer  | b) soon   | c) still  | d) yet     | 7 a) any            | b) no    | c) now   | d) some     |
| 2 a) already | b) more   | c) still  | d) yet     | 8 a) any            | b) never | c) no    | d) not      |
| 3 a) more    | b) quite  | c) rather | d) some    | 9 a) bit            | b) piece | c) quite | d) slightly |
| 4 a) enough  | b) plenty | c) right  | d) several | 10 a) already       | b) yet   | c) soon  |             |
| 5 a) big     | b) lot    | c) many   | d) much    | d) before very long |          |          |             |

**D**

Each of these sentences has a mistake in it. Write the correct sentence.

- ~~My friend calls always for me.~~ My friend always calls for me.
- 1 ~~I didn't last night sleep very well.~~ .....
- 2 ~~I think I need to rest little.~~ .....
- 3 ~~I don't work for the company longer.~~ .....
- 4 ~~The article is fair interesting.~~ .....
- 5 ~~Tessa looked carefully the door.~~ .....
- 6 ~~You aren't enough tall to play basketball.~~ .....
- 7 ~~We went yesterday to town.~~ .....
- 8 ~~I like this music much.~~ .....

**E**

Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

- It's probable that the strike will be over soon. (probably)  
The strike will probably be over soon.
- 1 We often go to the cinema. (a lot)  
.....
- 2 Adrian wears jeans all the time. (always)  
.....
- 3 These shoes are too small. (big)  
.....
- 4 I don't live in Birmingham any more. (no)  
.....
- 5 Polly spent more money than she should have done in the sales. (too)  
.....

# 118 Prepositions of place

## 1 Meanings



The bird is **in/inside** the cage.



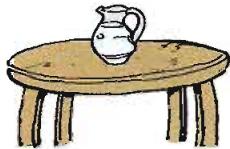
Sarah is diving **in/into** the water.



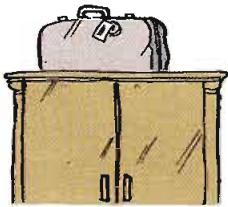
Tom is getting **out of** the car.



They're waiting **outside** the bank.



The jug is **on** the table.



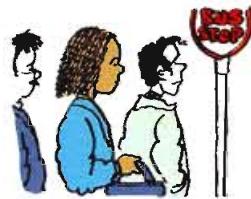
The case is **on top of** the wardrobe.



Emma is putting her luggage **on/onto** the trolley.



Henry is falling **off** the horse.



Rachel is **at** the bus stop.



The table is **by/beside** the bed.



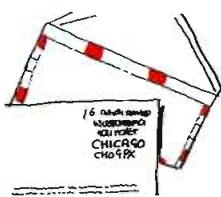
Jessica is sitting **next to** Andrew.



The airport is **near** Manchester.



The coach is going **to** London.



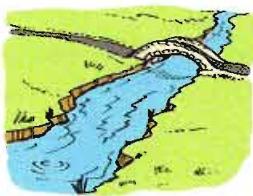
The letter is **from** Chicago.



Matthew is walking **towards** the sun.



Vicky is running **away from** the fire.



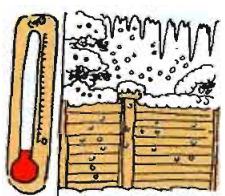
There's a bridge **over** the river.



Tom is **under** the car.



The plane is **above** the clouds.



The temperature is **below** zero.



The cyclist is **in front of** the bus.



The cyclist is **behind** the tractor.



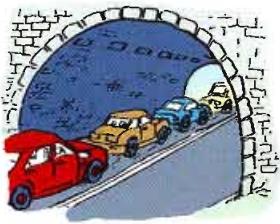
Rita is **going up** the stairs.



Daniel is **coming down** the stairs.



Melanie is **running across** the road.



The cars are **going through** the tunnel.



Trevor is **walking along** the street.



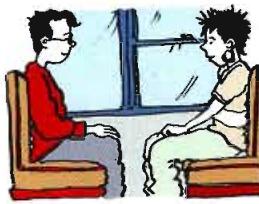
The car is **going past** the house.



The house is **among** the trees.



Jackson is **between** Memphis and New Orleans.



Jessica is **sitting opposite** Andrew.



They're **running around/round** the track.

## 2 Position and movement

Most of these prepositions can express either position (where something is) or movement (where it is going).

Position: *The coin was **under** the sofa.*

Movement: *The coin **rolled under** the sofa.*

Now look at these examples with **in** and **on** expressing position.

*The manager was **in** the office. The papers were **on** the floor.*

To express movement, we use **into** and **onto**, but we can also use **in** and **on**, especially in informal English.

*The manager **came in/into** the office. The papers **fell on/onto** the floor.*

**At** expresses position, and **to** expresses movement.

Position: *Vicky **was at** the doctor's.*

Movement: *Vicky **went to** the doctor's.*

► page 380 British and American English

# Practice

## A Prepositions of place (1)

Put in the prepositions. Sometimes more than one answer is correct.



- Sarah is getting out of the taxi.



- 1 David is going ..... the ladder.



- 2 The furniture is ..... the van.



- 3 My friend lives in a flat ..... a shop.



- 4 The boss is coming ..... the corridor.



- 5 There's a garage ..... the house.



- 6 We walked ..... the lake.



- 7 There's a statue ..... the museum.



- 8 Tom and Nick are walking ..... the stadium.

## B Prepositions of place (1)

Complete the conversations. Choose the correct preposition.

- 1 Vicky: I felt really afraid when I was walking home from/off the club. All the time I could hear someone behind/in front of me, but I didn't dare turn round.
- Rachel: I expect you were imagining it.
- Vicky: No, I wasn't. I saw him after I'd come in across/through the gate. He was wearing a long black coat that came down well below/under his knees.
- 2 Daniel: You know Adam, don't you? He's very strange. He walked right along/past me yesterday as I was coming among/down the stairs, but he didn't say hello.
- Matthew: The other day he was sitting beside/opposite me at lunch, so I couldn't help looking at him. I said hello, but he didn't speak.

## C Between, next to and opposite (1)

Look at the plan and explain where things are. Use *between*, *next to* or *opposite*.



► The bank is next to the gift shop.

- 1 The sports shop is ..... the bank.
- 2 The travel agency is ..... the sports shop and the art gallery.
- 3 The restaurant is ..... the art gallery.
- 4 The gift shop is ..... the bank and the restaurant.
- 5 The art gallery is ..... the travel agency.

## D Prepositions of place (1–2)

Where did the fly go? Put in these prepositions: *around*, *into*, *on*, *out of*, *through*, *under*, *up*



► The fly came in through the door.

- 1 It flew ..... the chair.
- 2 It crawled ..... the chair leg.
- 3 It stopped ..... the desk for a moment.
- 4 It went ..... the telephone.
- 5 It flew ..... the drawer.
- 6 It went ..... the window.

## E Prepositions of place (1–2)

Put in the correct preposition.

► Rachel was lying on the grass reading a book.

- 1 It's my holiday next week. I'm going ..... Spain.
- 2 There was a big crowd ..... the shop waiting for it to open.
- 3 That man is an idiot. He pushed me ..... the swimming-pool.
- 4 I went ..... the chemist's just now, but I didn't notice if it was open.
- 5 David hurt himself. He fell ..... his bike.
- 6 There's a café ..... top of the mountain. You can have a coffee there before you go down.
- 7 The sheep got out ..... a hole in the fence.
- 8 Pompeii is quite ..... Sorrento. It's only a short train ride.
- 9 There's such a crowd. You won't find your friend ..... all these people.

# 119 In, on and at (place)

## 1 Meanings



Emma is **in** the phone box.



Nick's dog is **on** the rug.



There's someone **at** the door.

### IN

**in** the phone box  
**in** the kitchen  
work **in** the garden  
swim **in** the pool

In a street (GB)  
**in** Shirley Road

In a town/country  
Kate lives **in** York.  
Atlanta is **in** America.

### ON

**sit on** the floor  
**walk on** the pavement  
**a number on** the door  
egg **on** your shirt

On a street (US)  
**on** Fifth Avenue

On a road or river  
**a village on** this road  
Paris is **on** the Seine.

On a floor (1st, 2nd, etc.)  
**on** the first floor

### AT

**sit at** my desk  
**wait at** the bus stop  
**at** the crossroads  
**wait at** the traffic lights

At a house/an address  
**at** Mike's (house)  
**at** 65 Shirley Road

At a place on a journey  
**Does this train stop at** York?

At an event  
**at** the party

## 2 In and at with buildings

### IN

There are 400 seats **in** the cinema.  
It was raining, so we waited **in** the pub.  
We use **in** when we mean inside a building.

### AT

I was **at** the cinema. (= watching a film)  
We were **at** the pub. (= having a drink)  
But we normally use **at** when we are talking about what happens there.

## 3 Some common phrases

### IN

**in** prison/hospital  
**in** the lesson  
**in** a book/newspaper  
**in** the photo/picture  
**in** the country  
**in** the middle  
**in** the back/front of a car  
**in** a queue/line/row

### ON

**on** the platform  
**on** the farm  
**on** the page/map  
**on** the screen  
**on** the island/beach/coast  
drive **on** the right/left  
**on** the back of an envelope

### AT

**at** the station/airport  
**at** home/work/school  
  
**at** the seaside  
**at** the top/bottom of a hill  
**at** the back of the room  
**at** the end of a corridor

▷ 87 In bed, at home, etc. ▷ 123.3 In the car, on the train, etc.

# Practice

## A Meanings (1)

Look at the pictures and write the sentences. Use *in*, *on* or *at* and these words: *the bath, the disco, the lights, the roof, the table*



► He's on the table.

1 ..... 3 .....  
2 ..... 4 .....



## B In and at with buildings (2)

Complete each sentence. Use *in* or *at* and these words:

*the petrol station, the restaurant, the stadium, the station, the theatre, the zoo*

- There's a huge crowd in the stadium waiting for the Games to start.  
1 Sarah's just rung. She's ..... getting some petrol.  
2 The children like wild animals. They'd love to spend an afternoon .....  
3 It was so hot ..... that I didn't really enjoy the play.  
4 We're quite a large group. There may not be enough room .....  
for all of us to sit together.  
5 I saw Daniel while I was ..... waiting for a train.

## C In, on and at (1, 3)

Put in the preposition *in*, *on* or *at*.

- We spent the whole holiday on the beach.  
1 I read about the pop festival ..... a magazine.  
2 My parents' flat is ..... the twenty-first floor.  
3 Melanie was holding a small bird ..... her hands.  
4 I'll meet you ..... the airport.  
5 Natasha now lives ..... 32 The Avenue.  
6 I was standing ..... the counter in the baker's shop, waiting to be served.  
7 London is ..... the Thames.  
8 There weren't many books ..... the shelves.  
9 The passengers had to stand ..... a queue.  
10 The woman sitting next to me left the train ..... Chesterfield.

# 120 In, on and at (time)

## 1 Saying when

Look at these examples.

IN	ON	AT
<i>We bought the flat in 1994.</i>	<i>The race is on Saturday.</i>	<i>The film starts at seven thirty.</i>
In + year/month/season <i>in 1988</i> <i>in September</i> <i>in winter</i> <i>in the 21st century</i>	On + day/date <i>on Wednesday</i> <i>on 15 April</i> <i>on that day</i>	At + clock time/meal time <i>at three o'clock</i> <i>at lunch (-time)</i> <i>at that time</i> <i>at the moment</i>
In + a week or more <i>in the Easter holiday</i> <i>in the summer term</i>	On + a single day <i>on Easter Monday</i> <i>on Christmas Day</i>	At + two or three days <i>at Easter/Christmas</i> <i>at the weekend</i> (US: <i>on the weekend</i> )
In + part of day <i>in the morning</i> <i>in the evening</i>	On + day + part of day <i>on Friday morning</i> <i>on Tuesday evening</i>	

Look at these examples with night.

*I woke up in the night.*  
(= in the middle of the night)

*It happened on Monday night.*

*I can't sleep at night.*  
(= when it is night)

But we do not use in, on or at before every, last, next, this, tomorrow and yesterday.

*We go to Greece every summer.*   *My brother came home last Christmas.*

*I'll see you next Friday.*   *I leave school this year.*

*The party is tomorrow evening.*   *The group set off yesterday morning.*

## 2 In time or on time?

### IN TIME

In time means 'early enough'.

*We'll have to hurry if we want to be in time for the show.*

*We got to the airport in time to have a coffee before checking in.*

*I was about to close the door when just in time I remembered my key.* (= at the last moment)

### ON TIME

On time means 'at the right time', 'on schedule'.

*The plane took off on time.*

*I hope the meeting starts on time.*

*Rachel is never on time. She's always late.*

## 3 Other uses of in

We can use in for the time it takes to complete something.

*I did the crossword in five minutes.*   *Could you walk thirty miles in a day?*

We can also use in for a future time measured from the present.

*Your photos will be ready in an hour.* (= an hour from now)

*The building will open in six weeks/in six weeks' time.*

► 88 On Friday, etc. without the

# Practice

## A Saying when (1)

Read the information about John F. Kennedy and then answer the questions.

Begin each answer with *in*, *on* or *at*.

John F. Kennedy was born into a famous American family. His date of birth was 29 May 1917. The year 1961 saw him become the 35th President of the US. Kennedy was killed as he drove in an open car through the streets of Dallas, Texas. Friday, 22 November 1963 was a sad day for America. It was 12.30 when a gunman opened fire and shot the President dead.

- When was John F. Kennedy born? *On 29 May 1917.*
- 1 When did he become President? .....
- 2 When was he killed? .....
- 3 What time was he shot? .....

## B Saying when (1)

Mark is arranging a business meeting. Decide if you need *in*, *on* or *at*.

If you do not need a preposition, put a cross (X).

- Mark: I'm sorry I was out when you called (►) ~~X~~ yesterday afternoon, Alice. Look, I'm free (►) ~~PA~~ the fifteenth of March. Can we meet then?
- Alice: I'm pretty busy (1) ..... next week, I'm afraid. I can't see you (2) ..... Friday.
- Mark: I'd like to have a meeting (3) ..... this month if possible. I'll be very busy (4) ..... April.
- Alice: I'm going away (5) ..... Easter, so how about the week after? Shall we meet (6) ..... the twenty-seventh? That's a Wednesday.
- Mark: I've got an appointment (7) ..... the morning but nothing (8) ..... the afternoon. Let's meet (9) ..... Wednesday afternoon (10) ..... half past two.

## C In time or on time? (2)

Put in the right phrase: *in time* or *on time*.

- If the plane is late, we won't get to Paris *in time* for our connecting flight.
- 1 We were up very early, ..... to see the sun rise.
- 2 How can the buses possibly run ..... with all these traffic jams?
- 3 The post goes at five. I'm hoping to get this letter written .....
- 4 The coach will be here at 12.13 if it's .....

## D In, on or at? (1–3)

Complete the conversations using *in*, *on* or *at*.

- Andrew: You only bought that book ~~PA~~ Saturday. Have you finished it already?  
Jessica: I read it *in* about three hours yesterday evening.
- 1 Vicky: Will the bank be open ..... half past nine?  
Daniel: Yes, it always opens absolutely ..... time.
- 2 Sarah: We're leaving ..... half past, and you haven't even changed.  
Mark: It's OK. I can easily shower and change ..... ten minutes.
- 3 Laura: Your mother's birthday is ..... Monday, isn't it?  
Trevor: Yes, I just hope this card gets there ..... time.
- 4 Harriet: If we ever go camping again, it's going to be ..... summer, not autumn.  
Mike: Never mind. We'll be home ..... two days, and then we'll be dry again.

# 121 For, since, ago and before

## 1 Introduction



### FOR

*Mark has spent three hours playing a computer game. He's been sitting there for three hours.*

### SINCE

*It was two o'clock when Mark started the game. He's been playing since two o'clock.*

### AGO

*Three hours have passed since Mark and Sarah got up from the lunch table. They finished their lunch three hours ago.*

## 2 For and since with the Present Perfect

We often use for and since with the Present Perfect to talk about something continuing up to the present.

### FOR

We use for to say how long something has continued.

*I've been waiting for forty minutes.  
We've known about it for two days.  
Melanie has been living here for a year now.*

### SINCE

We use since to say when something began.

*I've been waiting since ten past six.  
We've known about it since Monday.  
Melanie has been living here since last year.*

We can also use for with other tenses.

*I'm staying in England for a year. We swam for quite a long time.*

We can often leave out for (but not from some negative sentences).

*We've had this car (for) six months. I haven't seen Vicky for a day or two.*

## 3 Ago with the past

We can use the adverb ago to talk about a past time measured from the present.

Six months ago means six months before now.

*I passed my driving test six months ago. NOT since six months*

*Vicky wrote to the company weeks ago. David first met Melanie a long time ago.*

*Have you seen Emma? ~ Yes, just a few minutes ago.*

We put ago after the phrase of time. NOT ~~ago six months~~

## 4 Before with the Past Perfect

We use before (not ago) with the Past Perfect, e.g. had done.

*I bought a car in August. I'd passed my driving test three months before.  
(= in May, three months before August)*

*Vicky finally received a reply to the letter she had written weeks before.*

# Practice

## A For and since (1–2)

Put in *for* or *since*.

Daniel: How long have you been learning English?

Ilona: Well, I studied it (►) **for** five years at school, and I've been having evening classes (1) ..... last summer. That's when I left school.

Daniel: And you're staying here (2) ..... three months?

Ilona: That's right. I've been here (3) ..... the end of April. I'm going to London (4) ..... a week before I go home.

## B For and since (1–2)

Look at the pictures and say how long people have been there.

Use these phrases: *at his desk*, *in bed*, *in the garden*, *in the shop*, *on the road*



► half an hour



1 three days



2 breakfast



3 nine o'clock



4 five hours

► She's been in the shop for half an hour.

- 1 .....  
2 .....  
3 .....  
4 .....

## C For, since or ago? (1–3)

Put in a phrase with *for*, *since* or *ago*.

- I got here an hour ago. ~ What! You mean you've been waiting **for an hour** ..... ?  
1 The phone last rang at four o'clock. ~ So you've had no calls ..... ?  
2 I haven't been to the dentist for ten years. ~ You last went to the dentist ..... ?  
3 I last saw Rachel on Monday. ~ Haven't you seen her ..... ?  
4 We've had six weeks without rain. ~ Yes, it hasn't rained ..... .  
5 It's three years since Laura got married. ~ Really? Has she been married ..... ?  
6 It's eight months since my brother had any work. ~ He lost his job ..... ?  
7 Mrs Miles was taken ill three weeks ago. ~ You mean she's been ill ..... , and nobody's told me!

## D Ago or before? (3–4)

Put in *ago* or *before*.

► This film looks familiar. Didn't we see it at the cinema about two years **ago**?

- 1 The road was wet when the accident happened. It had stopped raining only half an hour ..... .  
2 My telephone is working now. They repaired it a week ..... .  
3 A young man threw himself off this bridge last year. His girlfriend had left him two days ..... .

# 122 During or while? By or until? As or like?

## 1 During or while?

Compare these examples.

*I often read during a meal.*

*It happened during the night.*

*You'll have to be quiet during the performance.*

During is a preposition (like in). It comes before a phrase like a meal or the night.

*I often read while I'm eating.*

*It happened while they were asleep.*

*Were there any phone calls while I was out?*

While is a linking word (like when). It comes before a clause, e.g. I'm eating.

## 2 By or until?

Compare these examples.

*I'm very busy this week. I have to finish this report by Thursday.*

*Trevor will be home by half past six.*

*They hope to build the new bridge by next July.*

*The post should be here by now.*

*I'll be busy for most of this week. I won't have any time until Friday.*

*He'll be at work until half past five.*

*We won't have another holiday until next summer.*

Till is more informal than until.

*I slept till ten o'clock.*

We can use by the time or until before a clause, e.g. we arrived.

*There was no food left by the time we arrived.*  
NOT ~~by~~ ~~we arrived~~

*I'll wait until you're ready.*

See Unit 27.2 for the Present Simple after until, etc.

## 3 As, like and as if/as though

Compare these examples.

*She works as a fashion model.*  
(= She is a model.)

*As a beginner you simply have to learn the basics.*

*I'm using this tin as an ashtray.*

We use as to talk about a job or function.

*She dresses like a fashion model.*  
(= Her clothes are similar to a model's.)

*Mark is a good golfer, but today he played like a beginner.*

*You look like your brother.*

We use like to talk about things being similar.

We can also use as or like before a clause.

*We drive on the left here, as/like you do in Britain.*

*Mike and Sarah are going to Paris for the weekend, as/like they did last year.*

Like is more informal than as before a clause.

We also use as with verbs of speaking and knowing, e.g. say, know, expect.

*As I said before, I'm sorry.* (= I'm sorry, and I said so before.)

*I haven't much money, as you know.* (= I haven't much money, and you know it.)

*Rachel arrived late, as we expected.* (= We expected her to arrive late, and she did.)

We use as if/as though before a clause to say how something seems.

*Tom looks really awful. He looks as if/as though he's been up all night.*

*Nick can be a difficult person. He sometimes behaves as if/as though he's the only one with problems.*

# Practice

## A During or while? (1)

Put in *during* or *while*.

- Did you take notes during the lecture?
- 1 Shall we have a coffee ..... we're waiting?
  - 2 Try not to make any noise ..... the baby is asleep.
  - 3 The fire alarm rang ..... yesterday's meeting.
  - 4 Trevor tried to fix the shelves ..... Laura was out shopping.

## B By or until? (2)

Rachel is talking to her teacher. Put in *by* or *until*.

- Mrs Lewis: You'll need to hand your project in (►) by the end of the week. I'd like to have it (1) ..... Friday, ideally.
- Rachel: Well, I'm going on a three-day study trip tomorrow. I'll be away (2) ..... Thursday. The project will probably take me (3) ..... the middle of next week. I can't finish it (4) ..... the end of this week.
- Mrs Lewis: Well, let me have it (5) ..... Wednesday of next week, please.

## C As or like? (3)

Put in *as* or *like*.

- Sarah works in here. She uses this room as her study.
- 1 Matthew worked ..... a waiter last summer.
  - 2 The way your sister plays the violin sounds ..... two cats fighting.
  - 3 Do you mind using this saucer ..... a plate?
  - 4 The body sank ..... a stone to the bottom of the river.

## D As or as if? (3)

Put in *as* or *as if*.

- That poor dog looks as if it never gets fed.
- 1 Rachel failed her driving test, ..... she expected.
  - 2 Daniel spends money ..... it grows on trees.
  - 3 We shall deliver the goods on the twenty-seventh, ..... we promised.
  - 4 From what Emma said, it sounds ..... she and Matthew are going to get married.

## E While, by the time, until, as and like (1–3)

Decide what to say. Use the word in brackets to join the two ideas together.

- Tell Matthew he needs to click on the box. You showed him. (like)  
You need to click on the box, like I showed you.

- 1 Tell Tom that you arrived at his flat, but he'd left. (by the time)  
.....
- 2 Tell your friend that Rita went to the party with Tom. Your friend predicted this. (as)  
.....
- 3 Tell Claire that you saw her sister. You were shopping in London. (while)  
.....
- 4 Tell Vicky she can keep the book. She can finish it. (until)  
.....

# 123 Preposition + noun (on holiday)

## 1 Some useful phrases

on holiday, on business, on a journey/a trip/a tour

*I'm travelling on business. We're on a coach tour of Europe.*

in cash, by cheque/credit card

*It's cheaper if you pay in cash. Can I pay by credit card?*

in writing, in pen/biro/felt-tip/ink/pencil

*Could you confirm that in writing? I'll write the names in pencil.*

on television, on the radio/the phone/the Internet

*I saw the programme on TV. Mark is on the phone at the moment.*

for sale, on the market

*The house next door is for sale. It's the best hi-fi on the market.*

on the whole, in general

*On the whole it's a good idea, but there are one or two problems.*

*People in general aren't very interested in politics.*

in advance, up to date, out of date

*The company wants us to pay for the goods in advance.*

*Oh no! My passport is out of date. These latest figures are up to date.*

in my opinion, from my point of view

*All sport is silly in my opinion.*

*Matthew never sees things from Emma's point of view.*

on purpose, by mistake/chance/accident

*I didn't spill my drink on purpose. I pressed the wrong button by mistake.*

*We didn't arrange to meet. We met by chance in the street.*

## 2 Way and end

On the way = during the journey.

*I'm driving into town. I'll get some petrol on the way.*

In the end = finally, after a long time.

*It took Claire hours to decide. In the end she chose a long blue dress.*

In the way = blocking the way.

*We couldn't get past because there was a parked car in the way.*

At the end = when something stops.

*We all left quickly at the end of the meeting.*

## 3 Transport

We use by without a/the when we talk about a means of transport.

*We decided to go to Brussels by train. NOT go by the train*

We can also use in and on.

*It'll be quicker to go in the car. Richard came on the train.*

Note that on foot means 'walking'.

*We came all the way on foot. NOT by foot*

BY: air, bicycle/bike, boat, bus, car, coach, ferry, helicopter, hovercraft, plane, rail, sea, ship, taxi, train, tube

IN: the/my/your car, a helicopter, a taxi

ON: my bicycle/bike, the boat, the bus, the ferry, the hovercraft, the plane, the ship, the train

# Practice

## A Preposition + noun (1–2)

Put in *by*, *from*, *in* or *on*.

- There's something I want to listen to **on** the radio.
- 1 They've promised me more money, but I haven't got it ..... writing.
  - 2 Why can't you look at the problem ..... my point of view?
  - 3 Would you mind moving? You're rather ..... the way here.
  - 4 I rang the wrong number ..... mistake.
  - 5 I booked our seats more than a month ..... advance.
  - 6 Sarah's mobile phone was stolen while she was away ..... a business trip.
  - 7 Could you be quiet for a minute, please? I'm ..... the phone.
  - 8 We've had a few nice days, but ..... general it's been a poor summer.
  - 9 I was lucky. I found the solution ..... accident.
  - 10 It's a long journey. Let's stop somewhere ..... the way and have a meal.
  - 11 I spent ages looking for a phone box. ..... the end I found one.
  - 12 Are you here ..... holiday or ..... business?

## B Preposition + noun (1–2)

What would you ask? Use the word in brackets with the correct preposition.

You may also need to use *the* or *your*.

- Ask if you can book a cabin before you travel. (advance)

Can **I book a cabin in advance?**

- 1 Ask if you can pay in notes. (cash)

Can .....

- 2 Ask if the information is current. (date)

Is .....

- 3 Ask your friend if he dropped the ball deliberately. (purpose)

Did .....

- 4 Ask if there is anything to watch tonight. (television)

Is .....

- 5 Ask your teacher if he or she will be here on the last day of July. (end)

Will .....

- 6 Ask Melanie if she thinks nuclear power is a good idea. (opinion)

Is .....

- 7 Ask Nick if he is selling his car. (sale)

Is .....

- 8 Ask Sarah if she approves of the plan in general. (whole)

Do .....

## C Transport (3)

Complete the conversation. Put in *by*, *in* or *on*.

Sarah: It's a long way to Glasgow. Why don't you go (►) **on** the train?

Mark: I don't know. I think I'd rather go (1) ..... car.

Sarah: How far is your hotel from the station?

Mark: Oh, it's only five minutes (2) ..... foot, but with all my luggage,  
I'd probably go (3) ..... a taxi.

Sarah: Well, why not? It's less tiring going (4) ..... train, isn't it?

Mark: I could go (5) ..... air. That would be quickest.

# 124 Noun + preposition (trouble with)

## 1 Introduction

Read this true story about a prison escape.

Prisoners at a jail in Iowa in the US were trying to think of a way of escaping. At last they found an answer to their problem. They told the governor about their interest in drama and their need for creative activities. They put in a request for some tunnel-digging equipment for a play about coalminers. They knew that the governor felt sympathy for his prisoners and wanted a good relationship with them, but they weren't surprised when he said no. But later, when the prisoners mentioned the importance of physical fitness, the governor agreed to let them use a trampoline. Their skill at trampolining was put to good use when six prisoners bounced over the prison wall and escaped.

Some nouns can have a preposition after them, e.g. way of, answer to, interest in.

The preposition often has a phrase with a noun after it.

*the answer to the problem    their interest in drama*

And the preposition can sometimes have an -ing form after it.

*a way of escaping    their skill at trampolining*

## 2 Noun + preposition

Here are some more examples.

*your ability in maths  
a cheap alternative to leather  
an attack on the government  
my attitude to/towards him  
a belief in God  
the cause of the accident  
the cost of living  
some damage to the car  
a difficulty over/with visas*

*an example of this  
some experience of selling  
an expert on computers  
no hope of winning  
an invitation to a party  
some knowledge of Italian  
a lack of money  
something the matter with you  
a new method of storing data*

*your opinion of the film  
the price of food  
the reason for the delay  
respect for the environment  
a student of chemistry  
a substitute for meat  
success at golf/in my search  
a tax on alcohol  
having trouble with my teeth*

## 3 Connection, difference; increase, reduction, etc.

One thing has a link with another.

*a connection with another crime  
Matthew's relationship with Emma  
the contrast with yesterday's weather*

There is a link between two things.

*a connection between the two crimes  
the relationship between Matthew and Emma  
the contrast/difference between town and country*

Look at these words for increases and decreases. We use in before the thing that is increasing or decreasing and of before the amount of the increase or decrease.

*an increase/rise in the price  
a reduction/fall in the number of unemployed*

*an increase/rise of £10  
a reduction/fall of 3%*

## 4 Need, wish, etc.

Nouns meaning 'need', 'wish' or 'request' can have for after them.

*There's a need for more houses.    There was no demand for the product.*

Here are some examples: appetite for, application for, demand for, desire for, need for, order for, preference for, request for, taste for, wish for

# Practice

## A Noun + preposition (1–2)

Complete the conversation. Put in *at*, *in* or *of*.

Daniel: What's the job you've applied for?

Vicky: It's with a travel company. But the advert says that you need some experience (►) *of* work in tourism. I haven't got that. And I don't think my knowledge (1) ..... foreign languages will be good enough. I'm having no success at all (2) ..... my attempts to get a job.

Daniel: What about your interest (3) ..... computers? And your skill (4) ..... typing? That's the sort of thing employers are looking for.

## B Noun + preposition (1–2)

Complete the sentences. Use a preposition after these nouns:

*answer, cause, damage, difficulty, invitation, matter, tax, way*

► I've had an *invitation to* Laura's barbecue.

- 1 The accident caused some ..... the car.
- 2 I'm trying to think of the best ..... getting this piano upstairs.
- 3 I can't think of an ..... the problem, I'm afraid.
- 4 The ..... the accident is still unknown.
- 5 The government has introduced a new ..... luxury goods.
- 6 Unfortunately there was some ..... the arrangements.
- 7 The television won't come on. What's the ..... it?

## C Noun + preposition (2–3)

Complete the advertisement for a supermarket. Put in *between*, *for*, *in*, *of* or *with*.

Why not shop at Greenway Supermarket? You'll find the cost (►) *of* your weekly shopping is much lower. There's quite a contrast (1) ..... other stores. Here's one example

- (2) ..... this: from today many of our products have a price reduction
- (3) ..... five per cent! But this is not the only reason (4) ..... Greenway's success. We're proud of our good relationship (5) ..... our customers. We believe there is simply no substitute (6) ..... quality. And there is no lack (7) ..... choice at Greenway. That's the difference (8) ..... Greenway and ordinary stores.

## D Noun + preposition (1–4)

What are they saying? Read about each situation and complete the sentence.

► A motorist has rung the garage and requested a breakdown truck.

Mechanic: I've just had a *request for a breakdown truck*.

1 Claude can answer all the quiz questions.

Claude: I can tell you the .....

2 Matthew doesn't know any French.

Matthew: Unfortunately I have no .....

3 The Prime Minister greatly desires progress.

Prime Minister: I have a great .....

4 Vicky thinks the two colours are the same.

Vicky: I can't see any .....

5 Most people say they prefer Zedco products.

Zedco: Most people express a .....

# 125 Adjective + preposition (proud of)

## 1 Introduction

Matthew: *Why are you angry with me, Emma?*

Emma: *I'm tired of talking to myself. You never listen. I get annoyed at the way you behave.*

Matthew: *Sorry, but I have to go now or I'll be late for the basketball game.*

Emma: *You aren't interested in us, are you? You never worry about our relationship, do you?*

Some adjectives can have a preposition after them, e.g. angry with, tired of, late for.

The preposition often has a phrase with a noun or pronoun after it.

*annoyed at the way you behave   late for the game   angry with me*

The preposition can sometimes have an -ing form after it.

*tired of talking to myself*

## 2 Feelings

Here are some examples of adjective + preposition which are to do with feelings.

**afraid of** the dark

**excited about** the holiday

**proud of** our work

**amazed at/by** the changes

**fed up with** waiting

**satisfied with** the result

**ashamed of** myself

**fond of** my sister

**shocked at/by** the violence

**bored with** doing nothing

**happy about/with** the

**surprised at/by** the reaction

**disappointed with/about** the

arrangements

**tired of** housework

poor figures

**keen on** sport

**worried about** money

**eager for** action

**nervous of** flying

Compare these examples.

*I'm sorry about the mistake.*

*I feel sorry for poor Melanie.*

*We were angry at/about the delay.*

*Sarah was angry with Henry.*

*We were annoyed at/about the delay.*

*Emma was annoyed with Matthew.*

*I was pleased about winning.*

*The winner was pleased with himself.*

*Vicky is anxious about her exam.*

*People are anxious for news.*

## 3 Good, bad, etc.

To talk about a person's ability, we use good at, bad at, etc.

**good at** tennis   **brilliant at** crosswords   **bad at** games   **hopeless at** cooking

To talk about whether something makes you healthy or ill, we use good for and bad for.

*Oranges are good for you. Smoking is bad for you.*

For behaviour towards another person, we use good to, kind to, nice to, polite to and rude to.

*My friends have been good to me. You were very rude to the waitress.*

## 4 Other adjectives

Here are some more expressions with other adjectives.

**accustomed to** the noise

**fit for** work

**responsible for** running a business

**aware of** the facts

**full of** water

**safe from** attack

**capable of** looking after myself

**guilty of** murder

**the same as** before

**different from** our usual route

**involved in** a project

**similar to** my idea

(see page 381)

**prepared for** action

**typical of** David

**famous for** her film roles

**ready for** the big day

**used to** the traffic

▷ 71 Afraid, anxious, ashamed, interested, sorry   ▷ 72 Used to

# Practice

## A Feelings (1–2)

Say what these people's feelings are. Use the adjectives in brackets and a preposition.

► The children are leaving on a trip to the zoo. (excited)

They're excited about the trip to the zoo.

1 Vicky doesn't like the dark. (afraid)

She's .....

2 Nick was watching a video, but he's going to switch it off. (bored)

He's .....

3 Emma is reading about computers. (interested)

She's .....

4 Mark has just heard some news that he didn't expect. (surprised)

He's .....

5 United have won a victory. (proud)

They're .....

6 Olivia's children are being very silly. (annoyed)

She's .....

7 The Zedco staff don't think their pay increase is big enough. (not satisfied)

.....

## B Good, bad, etc. (3)

Complete the conversation. Put in *at*, *for* or *to*.

Sarah: You were very rude (►) to Henry when you said he needs to lose weight.

Claire: Well, it's true. Exercise would be good (1) ..... him. He started jogging and then gave it up.

Sarah: Yes, but we can't all be good (2) ..... taking physical exercise.

Claire: Anyone can do a bit of jogging. You don't have to be brilliant (3) ..... it. And eating so much must be bad (4) ..... you.

Sarah: Well, you could have been more polite.

Claire: Sorry. I'm not very good (5) ..... saying the right thing. I'll try to be nice (6) ..... him next time I see him.

## C Other adjectives (1, 4)

Complete these paragraphs from an email Emma has received from her brother. Use these adjectives and put a preposition after each one: *aware*, *different*, *famous*, *full*, *interested*, *late*, *ready*, *responsible*, *similar*, *used*

Everything was strange here at first because this new job is (►) different from any I've had before. But I've got (►) used to it now, and I'm really enjoying it. I'm mainly (1) ..... controlling the costs of the project. The work is quite hard, and I must say I feel (2) ..... a holiday. The company expect people to do overtime. I wasn't (3) ..... that before I arrived because they hadn't told me at the interview, but I don't mind.

I've got a nice flat, which is very (4) ..... the one I had in London.

The only difference is that my flat here is (5) ..... horrible old furniture. I keep falling over it! I live right by the harbour. It's a pity I've never been

(6) ..... boats, because this is a good place for sailing. The noise of the motor boats wakes me up every morning, so I'm never (7) ..... work. The area is (8) ..... its seafood, which is great, because I love eating fish, as you know.

# Test U: Prepositions

## A

Write the sentences correctly.

► I'll see you at Monday.

I'll see you on Monday.

1 The doctor has been working since twelve hours.

2 We had a great time in the disco.

3 The woman was getting from the car.

4 The players had numbers at their shirts.

5 The new manager takes over at two weeks' time.

6 Anna drove at the garage to get some petrol.

7 We were sitting in the back of the room.

## B

Read Polly's postcard and write the missing words. Use one word only in each space. Sometimes more than one answer is correct.

This is our first real holiday (►) for ages, and I'm enjoying it tremendously. I love being (1) ..... an island. We arrived here almost a week (2) ....., and I can't believe the time is going so fast. We finally completed the journey here (3) ..... Friday evening (4) ..... about eleven o'clock. The journey wasn't too bad, but we had to wait ages (5) ..... the airport for our flight.

Our apartment here is fine. It's (6) ..... the top floor. The beach isn't far away – we can walk there (7) ..... five minutes. The only problem is that we have to get (8) ..... a busy main road, which can be difficult.

We don't do much (9) ..... the day, but we go out every evening. Last night's disco went on very late, and today we slept (10) ..... eleven.

## C

Some of these sentences are correct, and some have a word which should not be there.

If the sentence is correct, put a tick (✓). If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.

► The cat was sitting on top of the shed.

✓ .....

► Coventry is near by Birmingham.

by .....

1 Luckily our train arrived on the time.

.....

2 People were running away from the gunman.

.....

3 It sounds as if the company is in trouble.

.....

4 The car was in the front of a bus.

.....

5 There's a meeting on next Tuesday.

.....

6 Lisa drew a plan on the back of an envelope.

.....

7 I'll be exhausted by the time I get home.

.....

**D**

Decide which word is correct.

► I saw a really funny programme **on** television.

1 You can see all the information ..... the screen.

2 Are these pictures ..... sale?

3 Could you let me know ..... Friday at the latest?

4 The audience clapped ..... the end of the show.

5 I've lived here ..... last year.

6 What's the matter ..... your car?

7 We could see the balloon high ..... the town.

8 There was a fall ..... ten per cent in prices.

9 The house was burgled ..... we were out.

10 What's the difference ..... a boat and a ship?

11 Rupert's new car looks more ..... an aeroplane.

12 We're all bored ..... this game.

13 I can't find my keys. I had them a minute .....

14 We get lots of requests ..... help.

15 The babysitter will stay there ..... we get home.

16 I'm going to be late ..... the meeting.

17 We do most of our business ..... summer.

18 The job is similar ..... my old one.

a) at b) from c) in d) on

a) at b) in c) inside d) on

a) at b) for c) in d) to

a) by b) to c) up to d) until

a) at b) for c) in d) to

a) after b) by c) for d) since

a) by b) for c) on d) with

a) above b) on c) onto d) up

a) at b) by c) in d) of

a) at b) during c) time d) while

a) between b) from c) under d) with

a) as b) like c) near d) similar

a) about b) at c) for d) with

a) ago b) before c) behind d) back

a) at b) for c) of d) on

a) by b) for c) to d) until

a) at b) for c) in d) to

a) along b) at c) in d) on

a) as b) at c) to d) with

**E**

Complete the second sentence so that it has a similar meaning to the first. Use the word in brackets.

► This is the Glasgow train. (going)

**This train is going to Glasgow.**

1 Scott is a resident of Washington. (lives)

2 I'm travelling to Italy as part of my job. (business)

3 Friday morning is a busy time for me. (I'm)

4 They started playing an hour ago. (been)

5 Jonathan can play tennis very well. (good)

6 I'm rather busy now. (moment)

7 We took a plane to Budapest. (air)

8 Nigel passes the newsagent's every day. (goes)

9 The company is planning to reduce the workforce. (reduction)

10 We got to our guest-house early enough for a meal. (time)

# 126 Prepositional verbs (wait for)

## 1 Introduction

A prepositional verb is a verb + preposition.

*I'm waiting for you. The dog belongs to our neighbours.*

The preposition always goes before the object.

NOT *I'm waiting you for.*

In questions the preposition usually goes at the end of the sentence (see Unit 38).

*Who are you waiting for?*

Some verbs can go with a number of different prepositions.

*I'm looking at these photos. They're really good. I'm looking for my ticket. I can't find it anywhere.*

*I'm looking after the children while their parents are out. The police are looking into the matter.*

## 2 Some common prepositional verbs

Here are some more examples.

*Yes, I agree with you. Tom's neighbours apologized for the noise.*

*I approve of the new scheme. I think it's a good idea.*

*Have you applied for the job? The patient asked for a glass of water.*

*Do you believe in God? I'm sorry, but I don't care about your problems.*

*Lots of people care for elderly relatives. (= look after)*

*I didn't care for the film. (= like) Please concentrate on your work.*

*The US consists of fifty states. I can deal with any enquiries.*

*Claire finally decided on a holiday in Turkey.*

*Whether we go out will depend on the weather. I feel like a drink. (= want)*

*Everyone laughed at the joke. I was listening to the radio.*

*Did you pay for the coffee? You can't rely on the weather forecast.*

*I'll see to the matter at once. Vicky suffers from headaches.*

We do not normally use a preposition after these verbs:

answer, approach, control, demand, enter, expect, leave, reach, request

*The President is entering the building. NOT ~~He is entering into the building.~~*

## 3 About, of and to

We can use about after many verbs. Here are some of them:

ask, complain, dream, enquire, hear, know, learn, protest, speak, talk, think, wonder

*Did you hear about the accident? Mark was talking about golf.*

We do not use about after discuss.

*We discussed the problem. NOT ~~We discussed about the problem.~~*

Note the meaning of dream of, hear of and think of.

*I'd never tell you a lie. I wouldn't dream of it.*

*Who's Ron Mason? ~ I don't know. I've never heard of him.*

*Did you like the play? What did you think of it?*

We can apologize to, complain to, talk to and write to a person.

*I'm writing to my sister. We talked to Natasha about classical music.*

We do not use to after phone.

*I'm phoning the office. NOT ~~I'm phoning to the office.~~*

▷ 70 Verb + preposition + -ing form

# Practice

## A Prepositions with **look** (1)

Complete the conversation between Laura and her friend Olivia. Put in *after*, *at*, *for* and *into*.

Laura: Did you say you were looking (►) for an au pair?

Olivia: Yes, I was just looking (1) ..... this advertisement. We need someone to look (2) ..... our children.

Laura: Do you have to pay an au pair?

Olivia: I'm not sure. I'll have to look (3) ..... how it all works.

## B Some common prepositional verbs (2)

This is some news that Melanie has received from an old friend. Put in these verbs and add a preposition after each one: *agree*, *applied*, *ask*, *care*, *caring*, *concentrate*, *decided*, *pay*, *suffering*

I'm working in a hospital now. I (►) applied for a nurse's job last July and started in August. I don't earn much money, and I even had to (1) ..... my uniform out of my own money. Perhaps I should (2) ..... a pay rise. But I don't really (3) ..... the money. The work is the important thing. Of course it's very hard work (4) ..... the patients, and at the moment I'm (5) ..... backache. But I knew it would be like this when I (6) ..... a career in nursing. I just try to forget all the problems and (7) ..... the job. I think it's a worthwhile thing to do, and I'm sure you (8) ..... me.

## C Some common prepositional verbs (2)

Put in the verbs and add a preposition if necessary.

Mark and Sarah had accepted an invitation to Mike and Harriet's party. Sarah had to stay late at work to (►) see to (see) one or two things. Her boss really (1) ..... (relies) her. It's usually Sarah who (2) ..... (deals) all the little problems. Sarah didn't really (3) ..... (feel) going to a party but thought she ought to keep Mark company. She decided to go straight to the party instead of going home first. She (4) ..... (reached) the house just after nine. Mark was sitting in his car outside waiting for her. He was (5) ..... (listening) the radio. Sarah (6) ..... (apologized) being late. At the party Mark talked to a strange woman who (7) ..... (believed) ghosts. Sarah met a man who kept (8) ..... (laughing) his own jokes. She managed to get away from him but couldn't avoid a woman who wanted to (9) ..... (discuss) house prices. Mark and Sarah (10) ..... (left) the party early and drove home feeling exhausted.

## D About, of and to (3)

Complete the conversation. Put in *about*, *of* or *to*.

David: Did you hear about my experience at the Quick Burger café?

Harriet: No. And I've never heard (►) of the Quick Burger café.

David: Oh, it's near the station. I was just talking (1) ..... Melanie about it.

They took at least twenty minutes to bring me a burger. I don't call that quick. I complained (2) ..... the waitress, and she poured a can of cola over me.

Harriet: Really? She must have had a bad day.

David: The manager wasn't there, so I've written (3) ..... him to complain (4) ..... the service. It was terrible. I wouldn't go there if I were you.

Harriet: I wouldn't dream (5) ..... going there. I hate those burger places.

# 127 Verb + object + preposition

## 1 Introduction

We can use some verbs in the structure: verb + object + preposition.

	VERB	OBJECT	PREPOSITION	
People	<b>admired</b>	Cleopatra	<i>for</i>	her beauty.
The trees	<b>protect</b>	the garden	<i>from</i>	the wind.

In the passive, the preposition comes after the verb.

*Cleopatra was admired for her beauty. The garden is protected from the wind.*

## 2 Verb + object + preposition

Here are some more examples.

*Tom accused Nick of cheating at cards. Can I add something to your list?*

*You should never aim/point a gun at someone.*

*The player was arrested/punished for hitting an opponent. Let's ask someone for directions.*

*The passengers blamed/criticized the airline for the delay.*

*I'll have to borrow the money from my parents.*

*If you compare these figures with/to last year, you can see the improvement.*

*I congratulated Andrew on his excellent exam results.*

*Melanie cut/divided/split the pudding into four portions.*

*The cameras discourage/prevent motorists from speeding.*

*You should insure your camera against theft. It might get stolen.*

*Harriet has invited us to a party. I prefer hot weather to cold. I hate the cold.*

*The hotel provided/supplied us with a packed lunch. Most people regard Picasso as a great artist.*

*The two men robbed the woman of her savings. They stole £2,000 from her.*

*The restaurant was full. We shared a table with a young Swedish couple.*

*Mike doesn't spend much money on clothes.*

*Zedco suspected one of their managers of selling commercial secrets.*

*Don't forget to thank Tom for his help. Victor translated the letter into English.*

## 3 About, of and to

We can use about with tell and ask.

*Did I tell you about my operation? Ask your travel agent about cheap flights.*

With inform we can use about or of.

*You should inform everyone about/of the decision.*

Look at these examples with warn.

*A sign warned motorists about/of the danger. (warn about/of a danger)*

*A sign warned motorists about the hole in the road. (warn about something that might be dangerous)*

With remind, there is a difference in meaning between about and of.

*Emma reminded me about my appointment. (= Emma told me not to forget.)*

*Emma reminds me of my sister. (= Emma is like my sister.)*

We can write, describe or explain something to a person.

*I've written several letters to the company. The woman described her attacker to the police.*

▷ 3 Give something to someone ▷ 126 Wait for, belong to, etc.

# Practice

## A Verb + object + preposition (2)

This is a sports commentary at the Olympic Games.

Put in the correct prepositions, e.g. *for, from*.

So Australia's Steve Brearley wins the gold medal ahead of Germany's Klaus Schliemann and Ivan Podorosky of Bulgaria. They're just congratulating Brearley (►) *on* his victory. His speed over the first kilometre split the runners (1) ..... two groups, and in the end it was a race between the three leaders. Brearley prevented Schliemann (2) ..... overtaking him in a sprint finish. I've always regarded Brearley (3) ..... a great athlete, and look how well he's done today. I would even compare him (4) ..... the great Emil Kristo himself. There's no doubt now that Brearley will be invited (5) ..... Oslo for the next World Championships. So the Australian runner adds another medal (6) ..... his collection. And Australia are doing really well in the medals table. In fact, they share second place (7) ..... the United States.

## B Verb + object + preposition (2)

People are saying some surprising things.

Complete the replies using a verb + object + preposition.

- Andrew: I've bought a lot of books. I've spent £300.  
Emma: What? Have you really *spent £300 on books?*
- 1 Jessica: I don't like wine. I prefer water.  
Daniel: I don't believe that. Do you really .....
- 2 Melanie: You heard about David's accident. Well, he's blaming Tom.  
Rita: But why? Why is he .....
- 3 Henry: I gave Claire a present, but she didn't thank me.  
Sarah: Did you say she didn't .....
- 4 Tom: The police say it's murder. They're accusing the head teacher.  
Rita: What evidence do they have? How can they .....
- 5 Vicky: We had no towels. The hotel didn't provide them.  
Rachel: Really? Why didn't they .....
- 6 Natasha: It's my sister's wedding today, but she didn't invite me.  
Emma: What! Do you mean she didn't .....
- 7 Nick: The team won a great victory, but no one congratulated them.  
Trevor: Oh? And why didn't anyone .....
- 8 David: A man pointed a gun. Melanie was terrified.  
Harriet: You mean someone .....

## C About, of and to (3)

Put in *about, of* or *to*.

- The interviewer asked Mrs Miles *about* her parachute jump.  
1 I've told the police ..... people throwing stones at our windows.  
2 That man over there reminds me ..... someone I know.  
3 The man explained ..... the court that he had some personal problems.  
4 Vicky is writing a letter ..... her friends in Toronto.  
5 There was a poster warning young people ..... the dangers of drugs.  
6 Melanie had to remind Nick ..... the money he owed her.  
7 We would like to inform our customers ..... a number of improvements in the service we offer.

# 128 Phrasal verbs (1)

## 1 Introduction

A phrasal verb is a verb + adverb, e.g. **come in**, **sit down**, **take off**. There are very many phrasal verbs in English.

Here are some adverbs which are used in phrasal verbs: **about**, **along**, **around**, **away**, **back**, **behind**, **by**, **down**, **forward**, **in**, **off**, **on**, **out**, **over**, **round**, **through**, **up**

Some of these words can also be prepositions.  
For prepositional verbs see Unit 126.



## 2 Understanding phrasal verbs

Some phrasal verbs are easy to understand.

*Tom asked Melanie to come in.*   *The man in front turned round and stared at me.*  
The meanings are clear if you know the words **come**, **in**, **turn** and **round**.

But many phrasal verbs are idiomatic. The verb + adverb has a special meaning.

*Fortunately the plan came off.* (= succeeded)

*Why did you turn down such a good offer?* (= refuse)

*I can't make out if it's a man or a woman over there.* (= see clearly)

Sometimes a phrasal verb has the same meaning as a one-word verb.

**find out** = discover

**leave out** = omit

**send out** = distribute

**go back** = return

**make up** = invent (a story)

**throw away** = discard

**go on** = continue

**put off** = postpone

**turn up** = arrive

The phrasal verb is usually more informal than the one-word verb.

## 3 Word order with phrasal verbs

When a phrasal verb has an object, the object can go either before or after the adverb.

	VERB	OBJECT	ADVERB	
Melanie	<b>took</b>	<b>her coat</b>	<b>off.</b>	OR
I	<b>wrote</b>	<b>the number</b>	<b>down.</b>	OR
Who	<b>let</b>	<b>the cat</b>	<b>out?</b>	OR

	VERB	ADVERB	OBJECT
Melanie	<b>took</b>	<b>off</b>	<b>her coat.</b>
I	<b>wrote</b>	<b>down</b>	<b>the number.</b>
Who	<b>let</b>	<b>out</b>	<b>the cat?</b>

A long object goes after the adverb.

*The gang have carried out a number of bank raids in the last few months.*

*Why don't you try on that dress in the window?*

A pronoun (e.g. it, them) always goes before the adverb.

*Melanie felt hot in her coat, so she took it off.*

NOT *She took off it.*

*There have been a number of raids. The police know who carried them out.*

NOT *The police know who carried out them.*

# Practice

## A Understanding phrasal verbs (1–2)

Work out the meaning of these phrasal verbs and put them in the right sentences:

come back, come in, cut out, fall over, get on, give away, go away, let in, lie down, pay back, stay in, take back. (Use a dictionary if you need to.)

- Hello. Nice to see you. Come in and sit down.
  - I didn't have a key, but luckily someone was there to let me in...
- 1 Can't we go out somewhere? I don't want to ..... all evening.
  - 2 Could you lend me ten pounds? I'll ..... you ..... on Friday.
  - 3 The pavement is very icy. Be careful you don't .....
  - 4 I was feeling so tired I had to ..... on the bed for a while.
  - 5 There was an article in the newspaper that I wanted to ..... and keep.
  - 6 Mark's gone out, and I don't know when he's going to .....
  - 7 The driver unlocked the coach so that the passengers were able to .....
  - 8 I'll have to ..... these books ..... to the library.
  - 9 Your brother was being a nuisance, so I told him to .....
  - 10 In order to get publicity, the company decided to ..... some of the new sweets free to children.

## B One-word verb and phrasal verb (2)

Put in a phrasal verb that means the same as the verb in brackets. Use the correct form of the phrasal verb.

Rachel: I've (►) found out (discovered) what the problem is with the exam.

Vicky: Oh, good. Tell me.

Rachel: When they printed the papers, they (1) ..... (omitted) a page. No one noticed until the papers had all been (2) ..... (distributed). Now they'll have to (3) ..... (discard) all the papers and (4) ..... (postpone) the exam.

Vicky: Are you sure you haven't (5) ..... (invented) this whole story?

Rachel: It's true, I tell you. And isn't it good news?

Vicky: I don't know about that. It means we'll have to (6) ..... (continue) revising.

## C Word order with phrasal verbs (3)

Complete the sentences by putting in the phrasal verbs. Some of the spaces you have to leave empty. Sometimes more than one answer is correct.

- The sweater was full of holes, so I threw it away. (threw away).
  - I've put up. (put up) that picture we bought last week.
- 1 There's always litter here. No one ever ..... it ..... (pick up).
  - 2 It's quite cold now. I think I'll ..... my coat ..... (put on).
  - 3 I haven't heard from Rita lately. I might ..... her ..... (ring up).
  - 4 Daniel has to go into college to ..... his project ..... (hand in).
  - 5 I can't remember the address. I wish I'd ..... it ..... (write down).
  - 6 Nick is trying to ..... all the money he's just lost ..... (win back).
  - 7 I'm not going to have time to ..... these dishes ..... (wash up).
  - 8 If you don't know the number, you can ..... it ..... (look up) in the phone book.
  - 9 There was an accident which ..... all the traffic coming into town ..... (held up).
  - 10 The words 'expect' and 'except' are so similar that I keep ..... them ..... (mix up).

# 129 Phrasal verbs (2)

## 1 Everyday situations

Here are some phrasal verbs in everyday situations.

**Come on**, we're going now.

Trevor **dug up** an old coin in the garden.

You have to **fill in** your name and address.

How did you **get on** in the test?

I usually **get up** late on Sundays.

I'm **going out** for the evening.

Melanie poured tea for the guests and **handed** the cakes round.

**Hurry up**. We haven't got much time.

David hit his head on a lamppost and **knocked** himself out.

Mark **picked up** the cassette and put it in the player.

You have to **plug** the machine **in** first.

I'm going to **throw** these old clothes **away**.

We were too tired to **wash up** after the meal.

Sarah **woke up** suddenly in the night.



## 2 Phrasal verbs and one-word verbs

Here are some phrasal verbs with the same meaning as a one-word verb (see also Unit 128.2).

*They're going to bring in a new law against drinking and driving.* (= introduce)

*How did the argument come about?* (= happen)

*Emma isn't speaking to Matthew. They've fallen out.* (= quarrelled)

*We've fixed up a meeting for next Tuesday.* (= arranged)

*Trevor gave up playing football years ago.* (= stopped)

*I had a pain in my arm, but it's gone away.* (= disappeared)

*We heard the bomb go off five miles away.* (= explode)

*The traffic was held up by road works.* (= delayed)

*The United Nations was set up to settle conflicts peacefully.* (= established)

*I'm trying to work out how much money I've spent.* (= calculate)

## 3 Business situations

Here are some examples of phrasal verbs in business situations.

*If we're spending too much money, we'll have to cut back.* (= spend less)

*Our lawyers will draw up a new contract.* (= write)

*We mustn't fall behind in the race to develop new products.* (= be slower than others)

*The two sides were close to an agreement, but it fell through.* (= didn't happen)

*The company fought off a takeover by ICM Computers.* (= managed to stop)

*I tried to ring Santiago, but I couldn't get through.* (= make contact)

*The company has laid off two hundred workers because of a lack of new orders.* (= dismissed)

*The computer will print out the details.*

*The consultants put forward a proposal to reorganize the company.* (= suggested)

*I'll get the information for you. Can I ring you back in half an hour?* (= phone again)

*Sarah paid a visit to the client to try to sort out the difficulties.* (= put right)

*The company boss has stepped down after ten years in charge.* (= left the job)

*We are taking on the challenge of expanding overseas.* (= accepting)

*Large companies sometimes take over smaller ones.* (= take control of)

# Practice

## A Phrasal verbs in everyday situations (1)

Look at the pictures and say what is happening.

Use these phrasal verbs: *dig up, pick up, plug in, throw away, wash up*

Use these objects: *the armchair, litter, the plates, the road, the television*



► They're throwing the armchair away.

1 ..... 3 .....  
2 ..... 4 .....

## B Phrasal verbs and one-word verbs (2)

Rewrite the sentences replacing each underlined verb with a phrasal verb.

► We're trying to arrange a holiday together.

We're trying to fix up a holiday together.

1 Nick says he's stopped smoking.

2 How did the accident happen?

3 I think Matthew and Emma have quarrelled.

4 The problem isn't going to just disappear.

5 The government is introducing a new tax on computers.

6 Zedco want to establish a new sales office in Germany.

## C Business situations (3)

Complete the news article about Zedco. Put in these words: *fallen behind, fell through, fight off, laying off, put forward, sort out, step down, taking over, taken on*

Zedco Chief Executive Barry Douglas has (►) put forward a new plan designed to

(1) ..... the company's problems. It is only twelve months since Zedco tried to strengthen its position by (2) ..... Alpha Plastics. But the deal (3) ..... , and Alpha managed to (4) .....

Zedco's attempts to take control. Since then Zedco has performed poorly and has

(5) ..... in the race for market share. Managing Director James Ironside has had to (6) ....., and Barry Douglas has

(7) ..... the task of rescuing the company. There are fears that the new plan will mean (8) ..... staff in order to reduce expenditure.

# 130 Phrasal verbs (3)



## 1 Introduction

Look at the two adverbs in the two phrasal verbs *push up* and *switch on*. Here *up* has the sense of 'increasing', and *on* has the sense of 'connected'. The same meanings can be used with other verbs: for example, sales can *go up*, or a company can *put up* prices. But remember that an adverb can have more than one meaning: *up* can also mean 'completely': *Aren't you going to eat up your cornflakes?* There are some examples of adverb meanings in 2.

## 2 Adverb meanings

**down** = becoming less

*turn down the music*

*bring down the cost of living*

**down** = completely to the ground

*knock a house down*

*cut down a tree*

**down** = stopping completely

*the car broke down*

*a factory closing down*

**down** = on paper

*copy down the words*

*write down the message*

*note down the details*

**off** = away, departing

*set off on a journey*

*jump in the car and drive off*

*see Emma off at the station*

*the plane took off*

*the pain is wearing off*

**off** = disconnected

*switch off the heater*

*cut off our electricity*

*the caller rang off*

**on** = connected

*switch on the kettle*

*turn on the TV*

*leave the lights on all night*

**on** = wearing

*put a coat on*

*try the sweater on*

Some phrasal verbs have more than one meaning:

*Can you turn down the radio?* (= make less loud)

*I turned down the offer.* (= refused)

*How do we get around this problem?* (= deal with)

*The news will soon get around.* (= be widely communicated)

**on** = continuing

*carry on working*

*drive on a bit further*

*hang on/hold on a minute*

**out** = away, disappearing

*wash out the dirt*

*cross out a mistake*

*blow out the candle*

**out** = to different people

*hand out free tickets*

*share out the winnings*

**out** = aloud

*read out the article*

*call out anxiously*

**out** = from start to finish

*write out the whole list*

*work out the answer*

**over** = from start to finish

*check your work over*

*think the problem over*

**up** = increasing

*prices are going up*

*put up taxes*

*speak up so we can hear*

**up** = completely

*eat up these chocolates*

*fill up with petrol*

*count up the money*

*tear up the paper*

# Practice

## A Adverb meanings (2)

Look back at B and then write the meaning of the underlined words in these sentences.

► I must get these ideas down in writing.

ON PAPER

1 Daniel finished all the cake up.

.....

2 I'm writing in pencil so I can rub out my mistakes.

.....

3 Vicky didn't answer. She just went on reading.

.....

4 I'll just read over what I've written.

.....

5 A woman in the audience shouted something out.

.....

6 The water was turned off for about an hour today.

.....

7 Nick's aggressive manner frightens people off.

.....

8 The company wants to keep its costs down.

.....

9 The embassy was burnt down by terrorists.

.....

10 Someone will have to type all these figures out.

.....

11 Social workers were giving out soup to the hungry.

.....

12 Luckily Zedco's sales figures are moving up again.

.....

13 The man was tall and dark. He had a blue jacket on.

.....

14 Business is so bad that many firms have shut down.

.....

## B Adverb meanings (2)

Put in the correct adverb.

► Melanie: Everything is so expensive. Prices seem to be going up all the time.

David: Yes, and the government is supposed to be bringing inflation down.

1 Laura: You shouldn't leave the television ..... all night.

Trevor: Sorry, I forgot. I usually turn it .....

2 Vicky: I've written the wrong word here.

Rachel: Well, rub it .....

Vicky: I can't. It's in biro. I'll have to write the whole thing ..... again.

3 Sarah: They're going to pull ..... this beautiful old building.

Mark: I know. Some protesters were handing ..... leaflets about it.

4 Emma: Hold ..... a minute. I thought I heard someone call .....

Matthew: I think you must have imagined it.

## C Adverb meanings (2)

What are they saying? Put in the phrasal verbs.



► I'm afraid the car has broken down.



1 Why don't you ..... this coat?



2 Look, the plane is .....



3 I can't hear. Please .....



4 We're just ..... on holiday.

# 131 Verb + adverb + preposition

## 1 Simple meanings

Look at these examples.

	VERB	ADVERB	PREPOSITION	
<i>So you've</i>	<i>come</i>	<i>in</i>	<i>from</i>	<i>the cold.</i>
<i>The old man</i>	<i>fell</i>	<i>down</i>	<i>on</i>	<i>the pavement.</i>
<i>I couldn't</i>	<i>get</i>	<i>through</i>	<i>to</i>	<i>directory enquiries.</i>
<i>David decided to</i>	<i>get</i>	<i>up</i>	<i>onto</i>	<i>the roof.</i>
<i>It was nice to</i>	<i>go</i>	<i>out</i>	<i>into</i>	<i>the fresh air.</i>
<i>We</i>	<i>look</i>	<i>out</i>	<i>over</i>	<i>the sea.</i>
<i>Everyone</i>	<i>looked</i>	<i>up</i>	<i>at</i>	<i>the aeroplane.</i>
<i>Vicky</i>	<i>ran</i>	<i>away</i>	<i>from</i>	<i>the fire.</i>

## 2 Idiomatic meanings

A verb + adverb + preposition often has a special, idiomatic meaning which isn't clear from the individual words. Look at these examples.

*Tom often calls in on/drops in on us without warning.* (= pays short visits)

*You go on ahead. I'll soon catch up with you.* (= reach the same place as)

*The police are going to clamp down on drug dealers.* (= take strong action against)

*I'm afraid we've come up against another difficulty.* (= be stopped by)

*Did Claire's trip come up to/live up to her expectations?* (= Was it as good as she expected?)

*The country is crying out for a new leader.* (= in great need of)

*We need to cut back on our spending.* (= reduce)

*I'm trying to lose weight. I have to cut down on puddings.* (= reduce)

*They should do away with these useless traditions.* (= abolish)

*You've got to face up to your responsibilities. You can't just ignore them.* (= not avoid)

*If plan A doesn't work, we've got plan B to fall back on.* (= use if necessary)

*I'm tired, Mark. I don't really feel up to going out.* (= have enough energy for)

*We can't go on holiday together if your dates don't fit in with mine.* (= go together with)

*The thief managed to get away with about £2,000 in cash.* (= steal and take away)

*The goods are damaged. We'll have to get on to our suppliers.* (= contact)

*You haven't packed your suitcase yet. You'd better get on with it.* (= start, continue)

*Mark doesn't really get on with Alan. They're always arguing.* (= have a good relationship with)

*I have lots of little jobs to do, but I can never get round to actually doing them.* (= find the right time for)

*I can't make a promise and then go back on it, can I?* (= break, fail to keep)

*Matthew has decided to go in for the ten-mile 'Fun Run' this year.* (= enter, compete in)

*Most of the audience had left in the interval, but the actors decided to go on with the show.* (= continue)

*If you hold on to the rope, you'll be perfectly safe.* (= keep your hands around)

*Daniel was walking so fast I couldn't keep up with him.* (= go as fast as)

*I'm looking forward to the trip.* (= thinking ahead with pleasure about)

*If you're going barefoot, look out for/watch out for broken glass.* (= be careful about)

*I got some money from the insurance company, but nothing could make up for losing my wedding ring.* (= compensate for)

*I'm not going to put up with this nonsense.* (= tolerate)

*We've run out of milk, I'm afraid.* (= We have none left.)

*Are you going to send away for your free gift?* (= write to ask for)

# Practice

## A Simple meanings (1)

Put in these words: *away from, down on, in from, out into, through to, up at, up onto*

- To reach the light bulb, Trevor had to get ... up onto ... the table.
- 1 Nick hurt himself when he was skating. He fell ..... the ice.
  - 2 It was a very long tunnel, but we finally came ..... the sunshine.
  - 3 Wondering if it was going to rain, Vicky looked ..... the clouds.
  - 4 People were running ..... the gunman as fast as they could.
  - 5 I'm trying to phone my secretary, but I can't get ..... the office.
  - 6 When I've come ..... the cold, I just want to sit by the fire.

## B Idiomatic meanings (2)

Put in a verb + adverb + preposition which means the same as the expression in brackets.

- I'm afraid this product doesn't live up to ... (be as good as) the claims made in the advertisement.
- 1 I'll just call at the garage. I don't want to ..... (have none left) petrol.
  - 2 If you want a catalogue, I'll ..... (write to ask for) one.
  - 3 We'd better ..... (be careful about) sheep in the road.
  - 4 I ..... (think ahead with pleasure about) seeing you again soon, Emma.
  - 5 The teacher was dictating so fast we couldn't ..... (go as fast as) her.
  - 6 Why should we have to ..... (tolerate) this awful noise?
  - 7 It's half past twelve. I'd better ..... (start) making lunch.
  - 8 Do you think the committee will ..... (change) their earlier decision?
  - 9 There was a problem with the cheque, so I decided to ..... (contact) my bank immediately.
  - 10 I always like to ..... (enter) quiz competitions.
  - 11 I'm trying to ..... (reduce) the amount of coffee I drink.
  - 12 I might lose my job. And I haven't got any savings to ..... (use if necessary).
  - 13 I've been meaning to reply to Rachel's email, but I haven't managed to ..... (find the right time for) it yet.
  - 14 An apology alone cannot ..... (compensate for) all the inconvenience.

## C Idiomatic meanings (2)

What might you say in these situations? Use the words in brackets.

- You're tired. You can't go jogging. (don't feel up)  
I don't feel up to jogging.
- 1 You like Melanie. The two of you are very friendly. (I get) .....
  - 2 You might go and see David. It would be a short visit. (might drop) .....
  - 3 You don't mind what you do. You'll do the same as everyone else. (I'll fit) .....
  - 4 You are too slow. Matthew is too far ahead of you. (can't catch up) .....
  - 5 The sunny weather is nice. Last week was terrible. (is making up) .....

# Test V: Verbs with prepositions and adverbs

## A

Put the words in the right order to form a statement.

► I won't forget the titles of the books. down / I've / them / written

I've written them down.

1 I'll give you the money. for / I / must / my ticket / pay

2 I have to look smart. going to / I'm / on / put / that expensive grey coat I bought

3 Anna rang. invited / lunch / she's / to / us

4 Peter's got the photos. at / he's / looking / them

5 I wasn't allowed to go. from / leaving / me / prevented / the police

6 This programme is boring. going to / I'm / it / off / turn

## B

Decide which word is correct.

► I'm not speaking to Oliver. I've fallen out with him.

a) away b) back c) out d) through

1 Everyone complained ..... the awful food.

a) about b) for c) on d) over

2 You don't need this word. You should cross it .....

a) down b) out c) over d) up

3 It's late. How much longer are you going to go ..... working?

a) along b) on c) through d) with

4 My shoes are dirty. I'd better take them ..... before I come in.

a) away b) off c) on d) up

5 The bus journey costs more now. They've put the fares .....

a) down b) out c) over d) up

6 We all laughed ..... the cartoon.

a) at b) for c) on d) to

7 We'd all decided to go on holiday together, but the plan fell ....., I'm afraid.

a) away b) back c) out d) through

8 I suppose you're being nice to make ..... the awful way you behaved yesterday.

a) away of b) down on c) in with d) up for

## C

Write the correct sentence.

► Could you be a little quieter, please? I'm trying to concentrate at my work.

I'm trying to concentrate on my work.

1 You haven't answered all the questions. You've left one away.

2 Where is Bigbury? I've never heard about it.

3 The children were frightened of the dog. They ran out of it.

- 4 Michelle has got the job. You must congratulate her for her success.
- 5 My sister is in computers. She's going to set out her own company.
- 6 I like Peter. He reminds me about an old school friend of mine.
- 7 Adrian has a suggestion. He wants to put it ahead at the meeting.

## D

Read the story and write the missing words. Use one word only in each space.

This true story is about a policeman in New York City who had a girlfriend he cared (►) for very much. I don't know if you regard New York City (1) ..... a dangerous place, but the hero of our story certainly did, and he warned his girlfriend (2) ..... the danger of walking the streets alone and the need to (3) ..... out for muggers. But as he also believed (4) ..... being prepared for the worst, he bought a can of gas that would protect his girlfriend (5) ..... muggers. It certainly seemed worth spending a few dollars (6) ..... The idea is that you point the thing (7) ..... your attacker and spray him with the gas, which knocks him (8) ..... On the day he bought the gas, the policeman and his girlfriend had arranged to go (9) ..... for the evening. So he was looking (10) ..... to giving her the can later on. When he got home from work, he had a bath and then sprayed some deodorant on himself. He knew nothing more until he (11) ..... up in hospital the next day. He had picked (12) ..... the wrong can and sprayed himself with the gas.

## E

Complete the second sentence so that it has a similar meaning to the first. Use the word in brackets.

- I'm trying to find my diary. (looking)  
I'm looking for my diary.
- 1 You're too young to stop working. (give)
- 2 This bag is Janet's. (belongs)
- 3 Everyone continued working as usual. (carried)
- 4 They talked about the plan. (discussed)
- 5 I haven't got any money left. (run)
- 6 I told the police what the problem was. (explained)
- 7 I wouldn't tolerate such terrible conditions. (put)
- 8 They'll have to postpone the game. (off)

# 132 Direct speech and reported speech

## 1 Direct speech

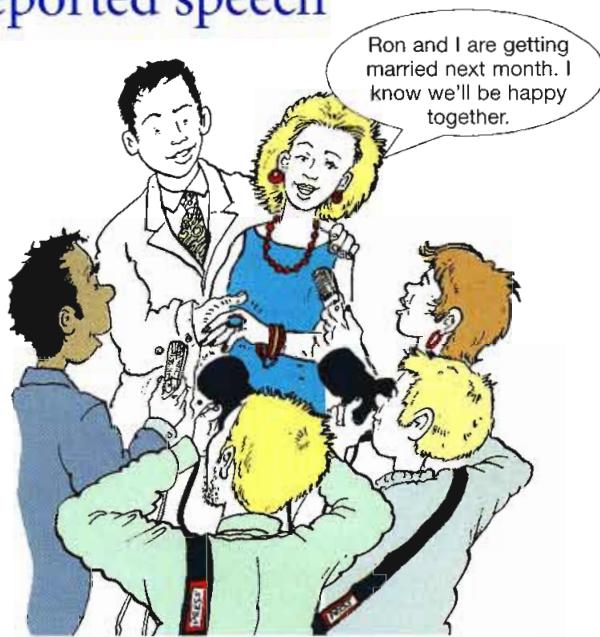
Look at these examples of direct speech.

*Trevor: I'm tired.*

*Wasn't it Greta Garbo who said, 'I want to be alone'?*

*'But I don't love you, Henry,' replied Claire.*

We can show that words are direct speech by putting them in quotation marks (' '). See page 373. Sometimes the words are put after the speaker's name, in the script of a play or film, for example. In a picture we can put the words in a speech bubble.



## 2 Reported speech

In reported speech we give the meaning of what was said rather than the exact words.

*Trevor says he's tired.*

*Wasn't it Greta Garbo who said that she wanted to be alone?*

*Claire replied that she didn't love Henry.*

The actress Melissa Livingstone and supermarket owner Ron Mason have announced that they are getting married next month. Melissa is sure they will be happy together, she told reporters.

In reported speech we often change the actual words, e.g. *'I'm tired'* → *he's tired*.

Sometimes the verb tense changes, e.g. *I want* → *she wanted* (see Unit 134).

In reporting we use verbs such as **announce**, **answer**, **explain**, **mention**, **promise**, **reply**, **say**, **suggest**, **tell**, **warn**. The most common of these are **say** and **tell** (see 3). We can also report thoughts.

*We think the meal was expensive. Nick knew Rita wanted to be with someone else.*

When we report statements, we often use **that**, but we can sometimes leave it out.

*You promised (that) you wouldn't be late. Sarah was saying (that) there's a problem.*

## 3 Tell or say?

### TELL

We use **tell** if we want to mention the hearer (the person spoken to).

*Sarah's boss told her she could leave early.*

**NOT** *Sarah's boss told she could leave early.*

*Daniel tells me he's ready.*

We use **tell** without an indirect object (e.g. *her*, *me*) only in the expressions **tell a story**, **tell the truth** and **tell a lie**.

### SAY

When we do not mention the hearer, we use **say**.

*Sarah's boss said she could leave early.*

**NOT** *Sarah's boss said her she could leave early.*

*Daniel says he's ready.*

We sometimes use **to** after **say**, especially when the words are not reported.

*The boss wanted to say something to Sarah.*

*What did Matthew say to you?*

# Practice

## A Reported speech (2)

Why are these people at the doctor's? What do they say is wrong with them?



- I get pains in my leg.



- 1 I can't sleep.



- 2 I've hurt my back.



- 3 I feel sick all the time.



- 4 I fell over and hurt myself.

- She says she gets pains in her leg.

- 1 She says ..... 3 .....  
2 He says ..... 4 .....

## B Reported speech (2)

Who said what? Match the words to the people and report what they said.

If you can't match them, look at the answers at the bottom of the page.

- Mrs Thatcher a) 'All the world's a stage.'

- 1 Stokeley Carmichael b) 'Black is beautiful.'

- 2 Galileo c) 'Big Brother is watching you.'

- 3 Shakespeare d) 'There is no such thing as society.'

- 4 George Orwell e) 'The earth moves round the sun.'

- Mrs Thatcher said that there is no such thing as society.

- 1 .....  
2 .....  
3 .....  
4 .....

## C Tell or say? (3)

Put in *tell* or *say*.

- All the experts say the earth is getting warmer.

- Did you tell Mark and Sarah how to find our house?

- 1 The Sales Manager is going to ..... everyone about the meeting.

- 2 Vicky, why don't you just ..... what the matter is?

- 3 They ..... they're going to build a new Disney World here.

- 4 What did Natasha ..... about her holiday plans?

- 5 Could you ..... me the way to the train station, please?

- 6 The company should ..... its employees what's going on.

- 7 You shouldn't ..... lies, you know, Matthew.

- 8 Did you ..... anything to Melanie about the barbecue?

# 133 Reported speech: person, place and time

## 1 Introduction



It's Friday afternoon. David is at Tom's flat. Tom has decided to have a party for all his friends.



A few minutes later Nick has arrived at the flat. Now David is reporting what Tom said. So instead of Tom's words *I'm having*, David says *he's having*.



The next day David is talking to Harriet. Now David is in a different place from where Tom first told him about the party. So instead of *here*, he says *at his flat*. And a day has passed since he first heard about it. It is now the day of the party. So instead of *tomorrow evening*, David says *this evening*.

## 2 Changes in reported speech

Changes from direct speech to reported speech depend on changes in the situation.

We may have to make changes when we are reporting something another person has said, or when we report it in a different place or at a different time. Here are some typical changes.

Person:	I	→	he/she
	my	→	his/her
Place:	here	→	there, at the flat
Time:	now	→	then, at the time
	today	→	that day, on Monday, etc.
	yesterday	→	the day before, the previous day
	tomorrow	→	the next/following day, on Saturday, etc.
	this week	→	that week
	last week	→	the week before, the previous week
	an hour ago	→	an hour before/earlier

## Practice

## A Changes in reported speech (1–2)

Read what each person says and then complete the sentences.

- ▶ Vicky: Daniel told me on Friday that he'd had a job interview the previous day.  
Daniel had a job interview on Thursday.....
  - 1 Trevor: Laura tells me I need a haircut.  
..... needs a haircut.
  - 2 Claire: My brother told me in 2002 that he expected to become Manager the following year.  
Claire's brother expected that he would become Manager in .....
  - 3 Alice: I wanted to see Mark in April, but he said he was very busy that month.  
Mark was very busy in .....
  - 4 Harriet: I saw Nick last week. He said he'd given up smoking the week before.  
Nick gave up smoking ..... ago.

## B Changes of person (1–2)

### Put in the missing words.

- VICKY**

I feel fed up.

Vicky says *she* feels fed up.

**SARAH**

How is Sarah?

Henry asked how ..... are.

**LAURA**

I know Laura's brother.

Nick says ..... knows ..... brother.

**RITA**

I'm still in love with Rita.

Nick says ..... 's still in love with .....

## C Changes of place and time (1–2)

Put in *here, that day, the day before, the next day, the week before.*

- ▶ Rachel (a week ago): I'm taking my driving test tomorrow.  
You (today): When I saw Rachel, she said she was taking her driving test the next day.
  - 1 Emma (two days ago): I've only had this new computer since yesterday.  
You (today): Emma said she'd only had the new computer since .....
  - 2 Matthew (a week ago): I'm meeting a friend at the station later today.  
You (today): Matthew said he was meeting a friend at the station later .....
  - 3 Mark (in the street): I'll see you in the office.  
You (in the office): Mark said he would see me .....
  - 4 Sarah (a month ago): The conference was last week.  
You (today): Sarah told me the conference had taken place .....

# 134 Reported speech: the tense change

## 1 When do we change the tense?

After a past-tense verb (e.g. said), there is often a tense change.

*'It really is cold today.'* → Vicky said it **was** cold.

If the statement is still up to date when we report it, then we have a choice.

We can either leave the tense the same, or we can change it.

*You said you like/liked chocolate.* Claire told me her father **owns/owned** a racehorse.

*Sarah said she's going/she was going to Rome in April.*

We can say that Sarah **is** going to Rome because it **is** still true that she will go there.

If the statement is no longer up to date, then we change the tense.

*Claire once told me that her father **owned** a racehorse.* (He may no longer own one.)

*Sarah said she **was** going to Rome in April.* (Now it is May.)

Now Sarah's trip is over, so it is no longer true that she **is** going to Rome.

We usually change the tense if we think the statement is untrue or may be untrue.

*You said you **liked** chocolate, but you aren't eating any.*

*The Prime Minister claimed that the government **had** made the right decision.*

## 2 Is → was, like → liked, etc.

Look at these examples of the tense change.

DIRECT SPEECH	REPORTED SPEECH
<i>'Andrew <b>is</b> working.'</i>	→ <i>Jessica said Andrew <b>was</b> working.</i>
<i>'The windows <b>aren't</b> locked.'</i>	→ <i>Mark told me the windows <b>weren't</b> locked.</i>
<i>'I've fixed the shelves.'</i>	→ <i>Trevor said he'd fixed the shelves.</i>
<i>'It's been raining.'</i>	→ <i>We noticed it <b>had</b> been raining.</i>
<i>'We've got plenty of time.'</i>	→ <i>Rachel insisted they <b>had</b> plenty of time.</i>
<i>'We like the flat.'</i>	→ <i>The couple said they <b>liked</b> the flat.</i>

If the verb phrase is more than one word (e.g. is working), then the first word changes, e.g. **is working** → **was working**, **have fixed** → **had fixed**, **don't know** → **didn't know**.

If the verb is already in the past tense, then it can stay the same or change to the Past Perfect.

<i>'We <b>came</b> by car.'</i>	→ <i>They said they <b>came/they had come</b> by car.</i>
<i>'Sorry, I <b>wasn't</b> listening.'</i>	→ <i>I admitted I <b>wasn't</b> listening/hadn't been listening.</i>

If the verb is Past Perfect, it stays the same.

<i>'My money <b>had run out</b>.'</i>	→ <i>Daniel said his money <b>had run out</b>.</i>
---------------------------------------	--

## 3 Modal verbs: can → could, etc.

Can, may and will change to could, might and would.

<i>'You <b>can</b> sit over there.'</i>	→ <i>The steward said we <b>could</b> sit here.</i>
<i>'I <b>may</b> go to Bali again.'</i>	→ <i>Claire said she <b>might</b> go to Bali again.</i>
<i>'I'll help if you like.'</i>	→ <i>Tom said he <b>would</b> help.</i>

Could, might, ought to, should and would stay the same. But must can change to have to.

<i>'Sarah <b>would</b> love a holiday.'</i>	→ <i>Mark thought Sarah <b>would</b> love a holiday.</i>
<i>'I <b>must</b> finish this report.'</i>	→ <i>Sarah said she <b>must</b> finish/had to finish the report.</i>

# Practice

## A When do we change the tense? (1)

Put in *is* or *was*. Sometimes both are possible.

- I heard today that the house ... is ... for sale. I wonder who will buy it.
  - I saw David yesterday. He said he was on his way to visit his sister.
- 1 This wallet is made of plastic not leather. Why did you tell me it ..... leather?
- 2 We had to hurry yesterday morning. Just as we arrived at the station, we heard an announcement that the train ..... about to leave.
- 3 I saw Emma just now. She said her tooth ..... still aching.
- 4 I'm surprised Matthew lost. I thought he ..... much better at tennis than Daniel.
- 5 When he spoke to reporters yesterday, Mr Douglas said that Zedco ..... now in a much better financial position.

## B The tense change (2)

Complete the replies. The second speaker is surprised at what he or she hears.

- Matthew: Emma and I are getting married.
  - Rachel: Really? But you said last week you weren't getting married.
  - Rita: I like pop music more than classical music.
  - Laura: I'm sure you told me you liked classical music best.
- 1 Vicky: I haven't finished my project.
- Emma: Haven't you? I thought you said .....
- 2 Rachel: I'm on a diet.
- Natasha: But you told me .....
- 3 Andrew: I enjoy parties.
- Daniel: Surely I remember you saying .....
- 4 Matthew: I'm applying for the job.
- Rachel: I thought you told me .....

## C The tense change (2–3)

A comedy show called 'Don't Look Now!' has just closed after five years in London's West End.

Here's what the critics said when it opened five years ago.

- 'It's a marvellous show.' *The Daily Mail* 4 'You must see it.' *The Evening Standard*
  - 'You'll love it.' *The Guardian* 5 'It will be a great success.' *The Telegraph*
- 1 'The production is brilliant.' *The Sunday Times* 6 'You might die laughing.' *The Express*
- 2 'I can't remember a funnier show.' *Edward Devine* 7 'It's the funniest show I've ever seen.' *Susan Proctor*
- 3 'It made me laugh.' *Robert Walsh* 8 'You shouldn't miss it.' *Time Out*

Now report what the critics said.

- The Daily Mail said it was a marvellous show.
- The Guardian said people would love it.

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

# 135 Reported questions

## 1 Wh-questions

We can report questions with verbs like ask, wonder or want to know. Look first at these wh-questions.

### DIRECT QUESTION

- 'When did you start acting, Melissa?'
- 'What's the time?'
- 'Which way is the post office?'
- 'How can we find out?'
- 'Where can we eat?'

### REPORTED QUESTION

- Guy **asked** Melissa **when** she started acting.
- I just **asked** what the time **is**.
- Someone **wants to know** which way the post office **is**.
- I was **wondering** how we can find out.
- They're **asking** where they can eat.

Wh-questions have a word like when, what, which or how both in direct speech and in reported speech.

## 2 Yes/no questions

### DIRECT QUESTION

- 'Has the taxi arrived yet?' ~
- 'No, not yet.'
- 'Can we take photos?' ~
- 'Yes, of course.'
- 'Is there a café nearby?' ~ 'No.'

### REPORTED QUESTION

- Someone was **wondering if/whether** the taxi has arrived yet.
- The visitors **want to know if/whether** they can take photos.
- Daniel **asked if/whether** there was a café nearby.

Reported yes/no questions have if or whether.

## 3 Word order

In a reported question the subject comes before the verb, as in a statement.

*Guy asked Melissa when she started acting.*

NOT *Guy asked Melissa when did she start acting.*

*Someone was wondering if the taxi has arrived yet.*

NOT *Someone was wondering if has the taxi arrived yet.*

## 4 Asking for information

To ask politely for information, we sometimes use a reported question after a phrase like

Could you tell me ...? or Do you know ...?

*Could you tell me what time the concert starts?*

*Do you know if there's a public phone in the building?*

*Have you any idea how much a taxi would cost?*

Note the word order a taxi would cost (see 3).

## 5 The tense change: is → was, etc.

In reported speech there are often changes to the tense, to pronouns and so on.

This depends on changes to the situation since the words were spoken.

For details see Units 133 and 134. Here are some examples of the tense change.

- |  |   |  |
|--|---|--|
| 'What's the problem?'                        | → | We <b>asked</b> what the problem <b>was</b> .            |
| 'How much money <b>have</b> you got, Vicky?' | → | I was <b>wondering</b> how much money Vicky <b>had</b> . |
| 'Does Nick <b>need</b> a lift?'              | → | Tom <b>asked</b> if Nick <b>needed</b> a lift.           |
| 'Can you type?'                              | → | They <b>asked</b> me if I <b>could</b> type.             |

# Practice

## A Reported questions (1–3)

These people are at the tourist information centre. What do they want to know?



- ▶ She wants to know what the most interesting sights are.
- ▶ He wants to know if the centre has got a town plan.

- 1
- 2
- 3
- 4

## B Asking for information (4)

You need information. Ask for it using *Could you tell me ...?* or *Do you know ...?*

- ▶ Where are the toilets? (tell)

*Could you tell me where the toilets are?*

- 1 Can I park here? (know)
- 2 How long does the film last? (tell)
- 3 How often do the buses run? (know)
- 4 Are we allowed to smoke? (know)
- 5 What time is the flight? (tell)
- 6 How much does a ticket cost? (tell)

- .....
- .....
- .....
- .....
- .....
- .....

## C The tense change (5)

Barry Douglas, Zedco Chief Executive, is talking to a reporter about his business career.

He can still remember his first job interview after leaving school.

Interviewer:

- ▶ 'Where do you live?'
  - ▶ 'Have you worked before?'
- 1 'Why do you want the job?'
  - 2 'How did you hear about it?'
  - 3 'Are you fit?'
  - 4 'Can you work on Saturdays?'
  - 5 'How will you travel to work?'
  - 6 'Have you got a bicycle?'
  - 7 'How much do you hope to earn?'
  - 8 'When can you start?'

Barry:

- The interviewer asked me *where I lived*.  
She asked me *if I had worked before*.  
She wanted to know .....  
I remember she asked .....  
She wondered .....  
Then she asked me .....  
She wanted to know .....  
And she asked me .....  
She also asked .....  
And finally she asked .....

# 136 Reported requests, offers, etc.

## 1 Reported orders and requests

We can use the structure tell/ask someone to do something.

### DIRECT SPEECH

- 'Please move this car.'
- 'You really must be careful.'
- 'Would you mind turning the music down?'

### REPORTED SPEECH

- *A policeman told me to move the car.*
- *Melanie is always telling David to be careful.*
- *We asked our neighbours to turn the music down.*

The negative is tell/ask someone not to do something.

- |   |  |
|---|--|
| 'You mustn't leave the door unlocked.'        | → <i>Mr Atkins told Mark not to leave the door unlocked.</i> |
| 'Please don't wear those boots in the house.' | → <i>I asked you not to wear those boots in the house.</i>   |

We can also use the structure ask to do something.

- |                                  |  |
|----------------------------------|--|
| 'Can I see your ticket, please?' | → <i>The inspector asked to see my ticket.</i> |
|----------------------------------|--|

We use ask for when someone asks to have something.

- |                                      |   |
|--------------------------------------|---|
| 'Can I have some brochures, please?' | → <i>I asked (the travel agent) for some brochures.</i> |
|--------------------------------------|---|

It is also possible to report an order or request like this.

- A policeman told me (that) I had to move the car.*  
*We asked our neighbours if they would mind turning the music down.*

## 2 Reported offers, suggestions, etc.

We can use agree, offer, promise, refuse and threaten with a to-infinitive.

### DIRECT SPEECH

- 'We'll pay for the damage.'
- 'I'll definitely finish it by the end of next week.'

### REPORTED SPEECH

- *We offered to pay for the damage.*
- *You promised to finish the work by the end of this week.*

We can also use an object + to-infinitive after advise, invite, remind and warn.

- |                                   |  |
|-----------------------------------|--|
| 'I think you should take a taxi.' | → <i>Mark advised us to take a taxi.</i> |
| 'Don't forget to ring me.'        | → <i>I reminded David to ring me.</i>    |

We can use an ing-form after admit, apologize for, insist on and suggest.

- |                               |   |
|-------------------------------|---|
| 'I really must have a rest.'  | → <i>Emma insisted on having a rest.</i>        |
| 'Shall we go to a nightclub?' | → <i>Claire suggested going to a nightclub.</i> |

## 3 Admit that, insist that, etc.

We can use a clause with that after admit, advise, agree, insist, promise, remind, suggest and warn.

- Trevor admitted (that) he had forgotten the shopping.*  
*Claire insisted (that) we all went round to her flat for coffee.*  
*You promised (that) you would finish the work by the end of this week.*  
*I warned you (that) Nick's dog is very fierce.*

# Practice

## A Tell/ask someone to do something (1)

Trevor isn't feeling very happy. Everyone has been telling him what to do. Report the orders and requests.

- His mother: Can you dig my garden, please, Trevor?

His mother asked him to dig her garden.

- 1 The doctor: You must take more exercise.
- 2 His boss: Would you mind not playing computer games in the office?
- 3 A traffic warden: You can't park your car in the High Street.
- 4 Laura: Could you put some shelves up, please, Trevor?

## B Reported offers, suggestions, etc. (2)

Complete the sentences. Report what was said.

- |  |  |   |   |
|--|--|---|---|
| ►  | ►  | 1   | 2   |
| <u>Would you like to stay for lunch, Claire?</u> | <u>All right. I won't talk about football.</u>               | <u>You ought to take a break, Andrew.</u> | <u>I'm sorry I forgot the shopping.</u>       |
| 3  | 4  | 5   | 6   |
| <u>Why don't we sing a few songs?</u>            | <u>You're going to post the letter, don't forget, Vicky.</u> | <u>Yes, I made a mistake.</u>             | <u>Laura! Don't touch the electric wires!</u> |

- Sarah invited Claire to stay for lunch.  
► Tom agreed not to talk about football.

- 1 Matthew advised .....
- 2 Mike apologized .....
- 3 Tom suggested .....
- 4 Rachel reminded .....
- 5 Mr Atkins admitted .....
- 6 Trevor warned .....

## C Admit that, insist that, etc. (3)

Combine each pair of sentences using *that*.

- The roads were dangerous. The police warned us.

The police warned us that the roads were dangerous.

- 1 Everything will be ready on time. The builders have promised.
- 2 We have to check the figures carefully. The boss insists.
- 3 Tom's story wasn't completely true. He's admitted it.
- 4 Emma's train was about to leave. Matthew reminded her.

# Test W: Reported speech

## A

Some of these sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick (✓). If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.

- You promised you wouldn't be late. ✓ .....  
that .....
- Susan thought 'That I can't understand what's happening.' .....
- 1 Do you know me what time the coach leaves? .....
- 2 Robert wanted to know if did the price included breakfast. .....
- 3 Anna insisted on showing us her photos. .....
- 4 Someone asked us whether that we had eaten lunch. .....
- 5 Nancy told me she had started the job the week before. .....
- 6 Nigel said me he wanted to come with us. .....
- 7 My friend said she did liked her new flat. .....
- 8 Martin asked us for not to wake the baby. .....

## B

Decide which word is correct.

- What did that man say to you?  
a) at you b) for you c) to you d) you
- 1 I rang my friend in Australia yesterday, and she said it ..... raining there.  
a) is b) should be c) to be d) was
- 2 The last time I saw Jonathan, he looked very relaxed. He explained that he'd been on holiday the ..... week.  
a) earlier b) following c) next d) previous
- 3 I wonder ..... the tickets are on sale yet.  
a) what b) when c) where d) whether
- 4 I told you ..... switch off the computer, didn't I?  
a) don't b) not c) not to d) to not
- 5 Someone ..... me there's been an accident on the motorway.  
a) asked b) said c) spoke d) told
- 6 When I rang Tessa some time last week, she said she was busy ..... day.  
a) that b) the c) then d) this
- 7 When he was at Oliver's flat yesterday, Martin asked if he ..... use the phone.  
a) can b) could c) may d) must
- 8 Judy ..... going for a walk, but no one else wanted to.  
a) admitted b) offered c) promised d) suggested

## C

Read the news report and write the missing words. Use one word only in each space. Sometimes there is more than one possible answer.

Police have warned people (►) to watch out for two men who have tricked their way into an old woman's home and stolen money. The men called on Mrs Iris Raine and said (1) ..... were from the water company and wanted to check (2) ..... her water was OK. They asked if (3) ..... would mind letting them into her house. The woman didn't ask (4) ..... see their identity cards. She said she (5) ..... know about any problem with the water. The men explained that they (6) ..... just discovered the problem but

that it was very simple and (7) ..... take long to check. The woman asked (8) ..... the service was free, and they said yes. They (9) ..... to know where the water tank was. While one man ran water in the kitchen, the other went upstairs and took several hundred pounds from a drawer in a bedroom. The men then left saying that they would return the (10) ..... day to have another look.

## D

Complete each sentence by reporting what was said to you yesterday.

Use *said* and change the tense in the reported speech.

► Polly: I'm really tired.

When I saw Polly yesterday, *she said she was really tired.*

1 Tessa: I feel quite excited.

When I saw Tessa yesterday, .....

2 Nigel: I can't remember the code word.

When I saw Nigel yesterday, .....

3 Robert: I won't be at the next meeting.

When I saw Robert yesterday, .....

4 The twins: We've got a problem.

When I saw the twins yesterday, .....

5 Michelle: I've been swimming.

When I saw Michelle yesterday, .....

6 Your friends: We would like to be in the show.

When I saw my friends yesterday, .....

7 Adrian: I don't need any help.

When I saw Adrian yesterday, .....

8 Susan: My sister is coming to see me.

When I saw Susan yesterday, .....

## E

Report the sentences. They were all spoken last week. Use the verbs in brackets.

► Anna to Janet: Don't forget to sign the form. (remind)

*Anna reminded Janet to sign the form.*

► Robert: What time will the office close this evening? (ask)

*Robert asked what time the office would close that evening.*

1 A policeman to Christopher: Stop shouting. (tell)

.....

2 Tessa: It was me. I ate all the cake yesterday. (admit)

.....

3 Adrian: I'm sorry I was rude. (apologize)

.....

4 Simon to Susan: Would you like to join me for lunch? (invite)

.....

5 Martin to Nancy: Did someone ring you an hour ago? (ask)

.....

6 Peter: I really must leave. (insist)

# 137 Relative clauses with who, which and that

## 1 Introduction

- Emma: *I saw Natalie the other day.*  
Melanie: *Natalie? The girl who plays the piano?*  
Emma: *No, that's Natasha. Natalie is the student who dropped out of college, the one who never did any studying. She's working in Davidson's now, the shop that sells very expensive clothes.*

The relative clauses in this conversation identify which person or thing we are talking about. The clause *who plays the piano* tells us which girl Melanie means. The clause *that sells very expensive clothes* tells us which shop Emma means.



Sometimes we can use an adjective or a phrase to identify someone or something.

- Adjective: *the tall girl* *the new student* *the red car*  
Phrase: *the man in the suit* *the shop on the corner* *the woman with red hair*  
But when we need a longer explanation, we can use a relative clause.  
Relative clause: *the woman who gets up early* *the car that broke down*

## 2 Who, which and that

The relative pronouns who, which and that go after the noun and at the beginning of the relative clause.  
Who refers to people.

- Nick is the man who owns that enormous dog.* *I don't like people who tell jokes all the time.*  
*The little girl who sat next to me on the coach ate sweets the whole way.*  
*Sarah is pretty annoyed with the person who stole her mobile phone.*

We can also use that, but it is less usual.

- Jake is the man that plays the guitar.*  
*The woman that lived here before us is a romantic novelist.*

That and which refer to things. That is more usual than which, especially in conversation.

- The car that won the race looked very futuristic, didn't it?*  
*They've recaptured all the animals that escaped from the zoo.*  
*The children saw the actual spacecraft that landed on the moon.*

Which can be a little formal.

- There are several restaurants which do Sunday lunches.*  
*Is Zedco the company which was taken over last year?*

We do not use another pronoun like he or it with the relative pronoun.

- NOT *the man who he owns that enormous dog*  
NOT *the actual spacecraft that it landed on the moon*

In all these sentences who, which and that are the subject of the relative clause.  
For who, which and that as object, see Units 138 and 139.

# Practice

## A Identifying (1)

Look at the information and identify which one is meant.

Use the shortest way of identifying where possible, e.g. *the tall boy*, not *the boy who is tall*.

- |  |                            |
|--|----------------------------|
| ► the boy (he is tall)                   | → the tall boy             |
| ► the man (he has a beard)               | → the man with a beard     |
| ► the woman (she plays golf)             | → the woman who plays golf |
| 1 the young man (he is at the door)      | → .....                    |
| 2 the man (he plays his stereo at night) | → .....                    |
| 3 the woman (she is very thin)           | → .....                    |
| 4 the girl (she has green eyes)          | → .....                    |
| 5 the young woman (she is in the office) | → .....                    |
| 6 the man (he drives a taxi)             | → .....                    |
| 7 the young man (he is smart)            | → .....                    |
| 8 the student (she failed all her exams) | → .....                    |

## B Who, which and that (2)

Complete the conversation. Put in *who*, *which* or *that*.

There is always more than one possible answer.

Emma: Shall we have something to eat?

Matthew: Yes, but not here. I don't like cafés (►) ..... don't have chairs. I'm not one of those people (►) ..... can eat standing up.

Emma: There's another restaurant over there.

Matthew: It looks expensive – one of those places (1) ..... charge very high prices. The only customers (2) ..... can afford to eat there are business executives (3) ..... get their expenses paid. Anyway, I can't see a menu. I'm not going into a restaurant (4) ..... doesn't display a menu.

Emma: We just passed a café (5) ..... does snacks.

Matthew: Oh, I didn't like the look of that.

Emma: You're one of those people (6) ..... are never satisfied, aren't you?

## C Relative clauses (1–2)

Combine the information to make news items. Make the sentence in brackets into a relative clause with *who* or *which*. Start each sentence with *the*, e.g. *The man ...*

► A man has gone to prison. (He shot two policemen.)

*The man who shot two policemen has gone to prison.*

1 A bomb caused a lot of damage. (It went off this morning.)

2 A scientist has won the Nobel Prize. (He discovered a new planet.)

3 A footballer has been banned from playing again. (He took drugs.)

4 A little girl has been found safe and well. (She had been missing since Tuesday.)

5 A company has laid off thousands of workers. (It owns Greenway Supermarkets.)

6 An old lady now wants to swim the English Channel. (She did a parachute jump.)

# 138 The relative pronoun as object

## 1 Subject and object

Harriet is showing David her holiday photos.

Harriet: *That's an old castle that we visited on holiday. And those are some people we met, a couple who were staying at the campsite.*

David: *Mm. They look very friendly.*

A relative pronoun such as who or that can be the subject of a relative clause.

*Harriet talked to a couple who were staying at the camp-site.*

(*They* were staying at the camp-site.)

*The postcard that came this morning was from Harriet.*

(*It* came this morning.)

A relative pronoun can also be the object of a relative clause.

*Mike and Harriet are visiting a woman who they met on holiday.*

(They met *her* on holiday.)

*The old castle that we visited was really interesting.*

(We visited *it*.)

We do not use another pronoun like her or it with the relative pronoun.

NOT *a woman who they met her*    NOT *the old castle that we visited it*

## 2 Leaving out the relative pronoun

We can leave out the relative pronoun when it is the object of the relative clause. We do this especially in spoken English. Compare these examples.

### WITH OBJECT PRONOUN

*The man who Vicky saw at the concert is Sarah's boss.*

*That's an old castle that we visited.*

### WITHOUT OBJECT PRONOUN

*The man Vicky saw at the concert is Sarah's boss.*

*That's an old castle we visited.*

Here are some more examples of relative clauses without an object pronoun.

*We don't know the name of the person the police are questioning.*

*The cakes Melanie baked were delicious.*

*That jacket you're wearing is falling to pieces, Mike.*

Remember that we cannot leave out a pronoun when it is the subject of a relative clause.

*The man who spoke to Vicky is Sarah's boss.*

## 3 Who and whom

In formal English, whom is sometimes used when the object of the relative clause is a person.

*The person who/whom the police were questioning has now been released.*

But in conversation whom is not very common.

# Practice

## A Subject and object (1)

Comment on the conversations. Add a sentence with *who* or *that* as the subject of the underlined part.

- She's Tom's new girlfriend. ~ Who is? ~ That girl. She just said hello.  
That's right. The girl who just said hello is Tom's new girlfriend.
- 1 The dog has been rescued. ~ What dog? ~ It fell down a hole.  
Haven't you heard? The .....
- 2 The story was untrue. ~ What story? ~ You know. It upset everyone.  
Yes, the .....
- 3 He's a film producer. ~ Who is? ~ That man. He interviewed Natasha.  
That's what I heard. The .....

Now comment on these conversations. Add a sentence with *who* or *that* as the object of the underlined part.

- 4 The accident wasn't very serious. ~ What accident? ~ Oh, Daniel saw it.  
Yes, the .....
- 5 He's a billionaire. ~ Who is? ~ That man. Claire knows him.  
It's true. The .....
- 6 The vase was extremely valuable. ~ What vase? ~ You know. David broke it.  
That's right. The .....
- 7 It's really nice. ~ What is? ~ The jacket. Melanie wore it at the party.  
Yes, it is. The .....

## B Leaving out the relative pronoun (2)

Complete the script for these TV advertisements. Use a relative clause without a pronoun.

- Fresho soap. Beautiful people use it. It's the soap beautiful people use.
- 1 An Everyman car. You can afford it. ....
- 2 'Hijack'. People want to see this film. ....
- 3 Greenway Supermarket. You can trust it. ....
- 4 'Cool' magazine. Young people read it. ....
- 5 Jupiter chocolates. You'll love them. ....

## C Leaving out the relative pronoun (2)

Look carefully at these sentences. Are they correct without a relative pronoun? Where you see ★, you may need to put in *who*, *which* or *that*. Write the sentences and put in a pronoun only if you have to.

- The man ★ paid for the meal was a friend of Tom's.  
The man who paid for the meal was a friend of Tom's.
- The meeting ★ Mark had to attend went on for three hours.  
The meeting Mark had to attend went on for three hours.
- 1 Somewhere I've got a photo of the mountain ★ we climbed.  
.....
- 2 The man ★ repaired my car is a real expert.  
.....
- 3 The detective lost sight of the man ★ he was following.  
.....
- 4 I thought I recognized the assistant ★ served us.  
.....
- 5 I'm afraid the numbers ★ I chose didn't win a prize.  
.....

# 139 Prepositions in relative clauses

## 1 Introduction

A relative pronoun (e.g. that) can be the object of a preposition (e.g. for).

*This is the bus **that** I've been waiting for.*

*I've been waiting for **the bus**.*

*The restaurant **that** we normally go to is closed today.*

*We normally go to **the restaurant**.*

In informal spoken English we normally put the preposition at the end of the relative clause.  
Compare the word order.



### STATEMENT

*I've been waiting for the bus.*

*We go to the restaurant.*

### RELATIVE CLAUSE

*the bus **that** I've been waiting for*

*the restaurant **that** we go to*

We do not use another pronoun like it or her after the preposition.

NOT *the restaurant **that** we go to **it***    NOT *someone who I work with **her***

## 2 Leaving out the pronoun

We often leave out the relative pronoun when it is the object of a preposition.

### WITH OBJECT PRONOUN

*The bus **that** I'm waiting for is late.*

*Is this the article **which** you were interested in?*

*That's the man **who** I was talking about.*

### WITHOUT OBJECT PRONOUN

*The bus **I'm waiting for** is late.*

*Is this the article **you** were interested in?*

*That's the man **I** was talking about.*

Here are some more examples of relative clauses without an object pronoun.

*I can't remember the name of the hotel **we stayed at**.*

*This is the colour **we've finally decided on**.*

*The shop **I got my stereo from** has lots of bargains.*

## 3 A preposition at the beginning

These examples are typical of formal English.

*Was that the restaurant **to which** you normally go?*

*Electronics is a subject **about which** I know very little.*

*The Sales Manager is the person **from whom** I obtained the figures.*

Here the preposition comes at the beginning of the relative clause, before which or whom.

We cannot put a preposition before that or who.

*a subject (that) I know little about* NOT *a subject about that I know little-*

*the person (who) I got the figures from* NOT *the person from who I got the figures*

▷ 138.3 Whom

# Practice

## A A preposition at the end (1–2)

What are they saying? Put in sentences with a preposition at the end.



- (Mark has been looking for this letter.) This is the letter I've been looking for.  
1 (Rachel was talking about that film.) .....  
2 (Laura has decided on this wallpaper.) .....  
3 (Matthew played tennis with that man.) .....  
4 (David fell down those steps.) .....

## B A preposition at the end (1–2)

Match the phrases and write the definitions. Put the preposition at the end of the relative clause.

- |                    |                      |                                   |
|--------------------|----------------------|-----------------------------------|
| ► a kitchen        | a cupboard           | you hit nails with it             |
| 1 a hammer         | the person           | you keep valuable things in it    |
| 2 your destination | a piece of furniture | <u>you cook in it</u>             |
| 3 a safe           | the place            | you can either sit or sleep on it |
| 4 your opponent    | <u>a room</u>        | you're going to it                |
| 5 a sofa bed       | a tool               | you're playing against them       |

- A kitchen is a room you cook in.  
1 .....  
2 .....  
3 .....  
4 .....  
5 .....

## C A preposition at the beginning (3)

It's election time. All the politicians are arguing.

Rewrite the first sentence using a preposition at the beginning of a relative clause.

- I cannot agree with that statement. I hope I've made that clear.  
That is a statement with which I cannot agree.  
1 Our party believes in that idea. I say this from the bottom of my heart. ....  
2 I am strongly opposed to that policy. And I am not afraid to say so. ....  
3 No one cares about these people. They are the forgotten people. ....  
4 Your party should be ashamed of those mistakes. And everyone knows that. ....  
5 The government is now dealing with that problem. How many times do I have to tell you? ....

# 140 Relative structures with whose, what and it

## 1 Whose

- Vicky: *What I'd really like is a job in television.*  
Daniel: *The other day I met a man whose sister works in television.*  
Vicky: *Who? What's her name?*  
Daniel: *Oh, I don't know. She's the woman whose car Tom crashed into.*

Here **whose sister** means his sister (the sister of the man Daniel met), and **whose car** means her car (the car belonging to the woman). Here are some more examples.

*Someone whose bicycle had been stolen was reporting it to the police.*

*Wayne Johnson is the man whose goal won the game for United.*



We use **whose** mainly with people, e.g. **someone**, **the man**. But sometimes it goes with other nouns.

*Which is the European country whose economy is growing the fastest?*

*Round the corner was a building whose windows were all broken.*

*Melanie was looking after a dog whose leg had been broken in an accident.*

## 2 What

We use the relative pronoun **what** without a noun in front of it.

*The shop didn't have **what** I wanted.* (= the thing that I wanted)

*What we saw gave us quite a shock.* (= the thing that we saw)

We can also use **what** to give emphasis to a word or phrase, to make it more important.

Compare these examples.

### NEUTRAL

- Rachel's stereo kept me awake.*  
*Vicky is looking for a job in television.*  
*I want to make a fresh start.*  
*They booked a holiday together.*

### EMPHATIC

- What kept me awake was Rachel's stereo.*  
*What Vicky is looking for is a job in television.*  
*What I want to do is make a fresh start.*  
*What they did was book a holiday together.*

## 3 It

We also use **it** + **be** + a relative clause to give emphasis.

### NEUTRAL

- Tom had an accident.*  
*The computer gives me a headache.*  
*I'm eating chocolate cake.*  
*Mike's uncle died on Thursday.*

### EMPHATIC

- It was Tom who had an accident (not David).*  
*It's the computer that gives me a headache.*  
*It's chocolate cake (that) I'm eating.*  
*It was on Thursday that Mike's uncle died.*

We must put in a pronoun when it is the subject of the relative clause (e.g. **who had an accident**). If it is the object (e.g. **that I'm eating**), then we can leave it out (see Unit 138.2).

# Practice

## A Who or whose? (1)

You are reading a crime story. One of these people has murdered the industrialist Colin Howard. Look at the detective's notes and write a sentence about each person. Use a relative clause with *who* or *whose*.

- George Paxton, company director – he had an argument with Colin

*George is the company director who had an argument with Colin.*

- Vera Stokes, politician – her sister once worked for Colin

*Vera is the politician whose sister once worked for Colin.*

- 1 Felix Reeves, journalist – his tape recorder was stolen

- 2 Graham Wilshaw, architect – he knew Colin at school

- 3 Rex Carter, farmer – Colin bought his land

- 4 Norman Bridge, lawyer – he looked after Colin's interests

- 5 Sonia Goldman, house guest – her fingerprints were on the door handle

## B What (2)

Zedco Chief Executive Barry Douglas is telling a group of managers how to run a business successfully. He emphasizes the underlined words using *what*.

- You must pay attention to the details.

*What you must pay attention to are the details.*

- 1 You have to think about your profit.

- 2 You must know the needs of your customers.

- 3 You should work towards a realistic target.

- 4 You need to plan ahead.

## C It (3)

Quiz champion Claude Jennings is answering some questions.

Look at each question and answer and write a sentence with *it + be + a relative clause*.

- Who invented radio? ~ Marconi.

*It was Marconi who invented radio.*

- 1 When did Columbus sail to America? ~ In 1492.

*It was in 1492 that*

- 2 What does Tiger Woods play? ~ Golf.

*It's*

- 3 Where did the Olympic Games first take place? ~ In Greece.

- 4 Which is nearest the sun, Venus or Mercury? ~ Mercury.

# 141 The use of relative clauses

## 1 Introduction

There are two kinds of relative clause. Compare this conversation and newspaper report.

- Laura: *Art Golding has died.*  
Trevor: *Who?*  
Laura: *You know. The film star who played the ship's captain in 'Iceberg'.*  
Trevor: *I don't think I've seen that.*  
Laura: *Yes, you have. It's the film we saw on TV the other night.*

### ART GOLDING DIES

The actor Art Golding, who starred in films such as 'Tornado' and 'Iceberg', has died after a long illness. He was seventy-eight. Art Golding's most famous role was as the scientist in the film 'Supernova', which broke all box-office records.

The clauses in this conversation identify which film star and which film Laura means. They are called identifying clauses.

The clauses in this report add information about Art Golding and about 'Supernova'. They are called adding clauses, or sometimes non-identifying clauses.

## 2 Identifying clauses and adding clauses

### IDENTIFYING

- The man who lives next door to Melanie is rather strange.*  
*The river which flows through Hereford is the Wye.*  
*The picture which was damaged is worth thousands of pounds.*

These clauses identify which thing the speaker is talking about. The clause *who lives next door to Melanie* tells us which man. The clause *which flows through Hereford* tells us which river. Without the relative clause the sentence would be incomplete. *The man is rather strange* makes sense only if we know which man.

An identifying clause does not have commas around it.

Most relative clauses are identifying. We use them both in speech and in writing.

### ADDING

- Jake, who lives next door to Melanie, is rather strange.*  
*The Wye (which flows through Hereford) is a beautiful river.*  
*This famous picture – which was damaged during the war – is worth thousands of pounds.*

These clauses add extra information about something which is already identified. The clause *who lives next door to Melanie* adds information about Jake. But we can say the sentence on its own without the relative clause. *Jake is rather strange* makes sense because the name *Jake* identifies who we are talking about.

An adding clause has commas around it. Instead of commas, we can use brackets ( ) or dashes – –. If the adding clause is at the end of the sentence, we need only one comma or dash.

*That's Jake, who lives next door.*

Adding clauses can be rather formal. We use them mainly in writing. They are common in news reports. In speech we often use two short sentences. *Jake lives next door to Melanie. He's rather strange.*

▷ 137.1 Identifying clauses ▷ 142.1 Pronouns in identifying and adding clauses

# Practice

## A Adding clauses (1)

Match the parts and write sentences with an adding clause. Use *who* or *which*.

- |                    |                                   |   |
|--------------------|-----------------------------------|---|
| ► The Grand Canyon | He was in prison for 27 years.    | He was one of the Beatles.                    |
| 1 Nelson Mandela   | He was killed in 1980.            | He became President of South Africa.          |
| 2 John Lennon      | It is 140 million miles away.     | <u>It is one of the wonders of the world.</u> |
| 3 The Titanic      | <u>It is over 200 miles long.</u> | It is known as the red planet.                |
| 4 Queen Victoria   | It sank in 1912.                  | It stood for 28 years.                        |
| 5 Mars             | It was built in 1961.             | It was supposed to be unsinkable.             |
| 6 The Berlin Wall  | She came to the throne in 1837.   | She ruled over the British Empire.            |
- The Grand Canyon, which is over 200 miles long, is one of the wonders of the world.
- 1 .....  
2 .....  
3 .....  
4 .....  
5 .....  
6 .....

## B Identifying or adding? (2)

Read the news article and then say what each relative clause does.

Does it tell us which one, or does it add information?

The play (►) that the students put on last week was Oscar Wilde's 'The Importance of Being Earnest', (►) which was written in 1895. The college theatre, (1) which holds over 400 people, was unfortunately only half full for the Friday evening performance. However, the people (2) who bothered to attend must have been glad they did. Lucy Kellett, (3) who played Lady Bracknell, was magnificent. Unfortunately the young man (4) who played John Worthing forgot his lines twice, but that did not spoil the evening, (5) which was a great success.

- It tells us which play.  
► It adds information about 'The Importance of Being Earnest'.
- 1 .....  
2 .....  
3 .....  
4 .....  
5 .....

## C Commas in relative clauses (2)

Put in the relative clauses. You may also need to put in one or two commas.

- (that Claire drives) This car is a lot cheaper than the one that Claire drives.  
► (who has twins) Olivia, who has twins, often needs a babysitter.
- 1 (who took Rita to the party) The person ..... was Tom.  
2 (who has a bad temper) Henry ..... shouted at the waiter.  
3 (which Tom supports) The team ..... is United.  
4 (who is afraid of heights) We all climbed up except Vicky .....  
5 (which is on the tenth floor) My new flat ..... has a terrific view.  
6 (she bought the sofa from) Sarah can't remember the name of the shop .....

# 142 Relative pronouns and relative adverbs

## 1 Pronouns in identifying and adding clauses

There are two kinds of relative clause: identifying and adding (see Unit 141). Look at the pronouns in these examples.

### IDENTIFYING

*I'm sure I know the person **who** served us.*  
*The pop singer **whom** Guy invited onto his chat show never turned up.*  
*The woman **whose** flat was burgled spent the night at a friend's house.*  
*Towns **which/that** attract tourists are usually crowded in the summer.*  
In an identifying clause we can use who, whom, whose, which or that.

### ADDING

*Natalie, **who** served us, is a friend of Emma's.*  
*Arlene Black, **whom** Guy invited onto his chat show, never turned up.*  
*Natasha, **whose** flat was burgled, spent the night at a friend's house.*  
*Oxford, **which** attracts many tourists, is often crowded in the summer.*  
In an adding clause we can use who, whom, whose or which. We do NOT use that.

## 2 Leaving out the pronoun

Sometimes we can leave the pronoun out of an identifying clause (see Unit 138.2).

*The woman (**who**) you met yesterday works in advertising.*  
*Have you seen the book (**that**) I was reading?*  
*Laura couldn't find the box (**that**) she kept her photos in.*

We cannot leave the pronoun out of an adding clause.

*Sarah, **whom** you met yesterday, works in advertising.*  
*That book 'Brighton Rock', **which** I was reading, is really good.*  
*Laura had a wooden box, **in which** she kept her photos OR **which** she kept her photos **in**.*

## 3 The relative adverbs where, when and why

Look at these examples.

*This is the place **where** the accident happened.*  
*Do you remember the day **when** we moved the piano upstairs?*  
*The reason **why** Nick came was that he wanted to see Rita.*  
We can leave out when or why, or we can use that.

*Do you remember the day (**that**) we moved the piano upstairs?*  
*The reason (**that**) Nick came was that he wanted to see Rita.*

There are also adding clauses with where and when.

*We went to the Riverside Restaurant, **where** I once had lunch with Henry.*  
*Mark likes to travel at night, **when** the roads are quiet.*

## 4 A special use of which

In an adding clause, we can use which relating to a whole sentence, not just to a noun.

*It rained all night, **which** was good for the garden.*  
Here which means 'the fact that it rained all night'.

Here are some more examples.

*David helped me clear up, **which** was very kind of him.*  
*Sarah had to work late again, **which** annoyed Mark.*  
*Tom pushed Nick into the swimming-pool, **which** seemed to amuse everyone.*

## A Who, whom, whose, which, where and why (1, 3)

Complete this advertisement. Put in *who*, *whom*, *whose*, *which*, *where* or *why*.

The town of Keswick, (1) ..... lies at the heart of the Lake District, is the perfect place for a holiday, and the Derwent Hotel, (2) ..... overlooks the town, is the perfect place to stay. Robin and Wendy Jackson, (3) ..... bought this small hotel three years ago, have already won an excellent reputation. Robin, (4) ..... cooking is one of the reasons (5) ..... the Derwent is so popular, was once Young Chef of the Year. The comfort of the guests, (6) ..... the owners treat almost as members of the family, always comes first. Peter Ustinov, (7) ..... once stayed at the hotel, described it as 'marvellous'. And the Lake District, (8) ..... has so much wonderful scenery and (9) ..... the poet Wordsworth lived, will not disappoint you.

## B Identifying clauses and adding clauses (1–3)

Put in the relative clauses. Sometimes there is more than one possible answer.

- Someone knows all about it – the secretary.

The person ..... is the secretary.

- 1 Zedco has 10,000 employees. It's an international company.

Zedco, ..... is an international company.

- 2 Vicky's name was missed off the list, so she wasn't very pleased.

Vicky, ..... wasn't very pleased.

- 3 Laura painted a picture, and it's being shown in an exhibition.

The picture ..... is being shown in an exhibition.

- 4 We're all looking forward to a concert. It's next Saturday.

The concert ..... is next Saturday.

- 5 One week Mike and Harriet went camping. It was the wettest of the year.

The week ..... was the wettest of the year.

- 6 Aunt Joan is a bit deaf, so she didn't hear the phone.

Aunt Joan, ..... didn't hear the phone.

- 7 You'll meet Henry tomorrow. He's also a member of the board.

Henry, ..... is also a member of the board.

- 8 I'll see you near the post office. We met there the other day.

I'll see you near the post office, .....

## C A special use of which (4)

Match the sentence pairs and join them with *which*.

- My phone is out of order.

It means he can't get about very easily.

- 1 Rachel's mother paid for the meal.

It's made her very depressed.

- 2 My brother is disabled.

That was rather careless of you.

- 3 You left the keys in the car.

That caused a traffic jam.

- 4 Vicky didn't get the job.

It's a real nuisance.

- 5 The police blocked off the road.

That was very kind of her.

- My phone is out of order, which is a real nuisance.

- 1 .....  
2 .....  
3 .....  
4 .....  
5 .....

# 143 Relative clauses: participle and to-infinitive

## 1 Relative clauses with a participle

Read this news report about an accident.

Several people were injured this morning when a lorry **carrying concrete pipes** overturned in the centre of town and hit two cars. Ambulances **called to the scene** took a long time to get through the rush hour traffic. The accident happened in Alfred Road, where road repairs are under way. People who saw the accident say that the lorry hit the cars after it swerved to avoid a pile of stones left in the road. The traffic chaos **caused by the accident** has meant long delays for people travelling to work.

Carrying concrete pipes, called to the scene, etc. are relative clauses: they relate to a noun. Carrying concrete pipes tells us something about a lorry.

We can form these clauses with an active participle, e.g. **carrying**, or a passive participle, e.g. **called**. The participles can refer to the present or the past.

### ACTIVE

- There are delays this morning for people travelling to work.*  
(= people who are travelling to work)  
*A lorry carrying concrete pipes has overturned.*  
(= a lorry which was carrying pipes)  
*the path leading to the church*  
(= the path which leads/led to the church)

### PASSIVE

- I have a message for people delayed by the traffic chaos.*  
(= people who are being delayed)  
*We noticed a pile of stones left in the road.*  
(= stones which had been left there)  
*food sold in supermarkets*  
(= food which is/was sold in supermarkets)

The active participle means the same as a pronoun + a continuous verb, e.g. which is/was carrying, or a pronoun + a simple verb, e.g. which leads/led.

The passive participle means the same as a pronoun + a passive verb, e.g. which is/was sold.

But we do NOT use the active participle for a single action in the past.

- The police want to interview people who saw the accident.*  
NOT *people seeing the accident*

## 2 Relative clauses with a to-infinitive

Look at this structure with the to-infinitive.

- New Zealand was the first country to give women the vote.*  
(= the first country which gave women the vote)  
*Melanie was the only person to write a letter of thanks.*  
(= the only person who wrote a letter of thanks)

Here are some more examples.

- The guest on our show is the youngest golfer to win the Open.*  
*Emma Thompson is the most famous actress to appear on stage here.*

We can use a to-infinitive with these words: first, second, etc; next and last; only; and superlatives, e.g. youngest, most famous.

We can leave out the noun (except after **only**) if the meaning is clear.

- The captain was the last to leave the sinking ship.*

# Practice

## A Relative clauses with a participle (1)

Complete the definitions. Put in an active or passive participle of these verbs:  
*add, arrive, block, own, play, take, tell, watch, wear*

► A competitor is someone taking part in a competition.

► Your property is everything owned by you.

1 Baseball is a game ..... mainly in the US.

2 A wrist-watch is a watch ..... on your wrist.

3 A latecomer is a person ..... late.

4 An instruction is a statement ..... you what to do.

5 A spectator is someone ..... a game or an event.

6 An extension is a new part ..... on to a building.

7 An obstacle is something ..... your way.

## B Relative clauses with a participle (1)

Write each news item as one sentence. Change the part in brackets into a clause with an active participle (e.g. *costing*) or a passive participle (e.g. *found*).

► A new motorway is planned. (It will cost £500 million.)

A new motorway costing £500 million is planned.

► Some weapons belong to the IRA. (They were found at a flat in Bristol.)

Some weapons found at a flat in Bristol belong to the IRA.

1 Families have been evicted. (They were living in an empty office building.)

Families .....

2 A chemical company has gone bankrupt. (It employed 4,000 people.)

A chemical company .....

3 A bridge has been declared unsafe. (It was built only two years ago.)

A bridge .....

4 People have marched to London. (They are protesting against pollution.)

.....

5 Tennis fans have been queuing all night at Wimbledon. (They hope to buy tickets.)

.....

6 A new drug may give us eternal youth. (It was developed at a British university.)

.....

## C Relative clauses with a to-infinitive (2)

Comment on each situation. Use the to-infinitive structure.

► David offered his help. No one else did.

David was the only person to offer his help.

1 Olivia's daughter swam a length of the pool. No other girl as young as her did that.

Olivia's daughter was .....

2 The secretaries got a pay rise. No one else did.

The secretaries were .....

3 The pilot left the aircraft. Everyone else had left before him.

.....

4 Mrs Harper became Managing Director. No other woman had done that before.

.....

5 Daniel applied for the job. No other candidate as suitable as him applied.

.....

# Test X: Relative clauses

## A

Decide which word or phrase is correct.

- What... I really need is a long holiday.  
a) that b) what c) which d) who
- 1 At last I've found the information that I was looking .....  
a) for b) for it c) for that d) it
- 2 Everyone ..... the building was searched by the police.  
a) enter b) entered c) entering d) enters
- 3 The plane ..... has just taken off is an hour late.  
a) it b) what c) which d) who
- 4 I had just one reply. Abco was the ..... company to reply to my letter.  
a) last b) most c) only d) second
- 5 My friend Nigel, ..... works in the City, earns much more than I do.  
a) that b) which c) who d) whose
- 6 Martin is someone with ..... I usually agree.  
a) him b) that c) who d) whom
- 7 I'd like to see the photo .....  
a) took b) you took it c) that you took d) that you took it
- 8 Atlanta is the city ..... the Olympic Games were held in 1996.  
a) that b) when c) where d) which
- 9 It rained all the time, ..... was a great pity.  
a) that b) what c) which d) who
- 10 We passed shops ..... windows were decorated for Christmas.  
a) the b) their c) which d) whose

## B

Each of these sentences has a mistake in it. Write the correct sentence.

- I've found the magazine who was missing.

I've found the magazine that was missing.

- 1 This isn't the train on that I normally travel.

- 2 The letter that I opened it wasn't for me.

- 3 The reason because I didn't know was that no one had told me.

- 4 That we should do is ring the police.

- 5 I didn't know the name of the man helped me.

- 6 Rupert knows the family who's house is for sale.

- 7 Einstein who failed his university entrance exam discovered relativity.

- 8 The person we talked to were very friendly.

- 9 It's the President makes the important decisions.

- 10 I can't find my diary, what is a real nuisance.

11 Outside the door was a pair of boots covering in mud.

12 Lake Superior, that lies on the US-Canadian border, is the largest lake in North America.

## C

Complete the story about a thief's punishment. Write the missing words. Use one word only in each space.

This is a true story (►), **which** is supposed to have happened somewhere in the US. A man (1) ..... was accused of housebreaking appeared in court. He had put his arm through the window of a house and stolen some money (2) ..... was lying on a table inside. The argument (3) ..... the man's lawyer put forward wasn't very impressive. He said that (4) ..... was the man's arm (5) ..... had committed the crime and not the man himself. 'You cannot punish a man for (6) ..... his arm has done,' said the lawyer. Now the judge in (7) ..... court the man was appearing wanted to show how stupid the lawyer's argument was. Instead of finding the man guilty, he found the man's arm guilty and sent it to prison. 'He can go with his arm or not, as he chooses,' the judge added, (8) ..... made everyone laugh. But (9) ..... the judge didn't know was that the man had an artificial arm. He took the arm off, gave it to the judge – (10) ..... could hardly believe his eyes – and walked out of the court.

## D

Combine the two sentences into one.

► That man was Anna's brother. He just walked past.

**The man who just walked past was Anna's brother.**

1 The plane was twenty-five years old. It crashed.

The plane ..... twenty-five years old.

2 One day Tessa was ill in bed. Martin rang.

The day ..... ill in bed.

3 Our offices are in Queen Street. They are new.

Our ..... in Queen Street.

4 Some documents have been found. They were stolen from a car.

The documents ..... found.

5 That map is out of date. You were looking at it.

The map ..... out of date.

6 The King's Theatre is in the centre of town. It dates from 1896.

The King's ..... in the centre of town.

7 A woman was terribly upset. Her dog was run over.

The woman ..... terribly upset.

8 Janet solved the puzzle. She did it before everyone else.

Janet was ..... the puzzle.

9 A man was standing outside the building. He was selling newspapers.

A man ..... outside the building.

10 The talk was very interesting. Judy gave it.

The talk ..... very interesting.

11 The house is empty now. I used to live there.

The house ..... is empty now.

# 144 Conditionals (1)

## 1 Introduction



Vicky and Rachel are talking about possible future actions. They may catch the bus, or they may miss it.

## 2 First Conditional: If we hurry, we'll catch the bus

### IF-CLAUSE

If	+	PRESENT SIMPLE
If we	<i>hurry</i> ,	
If we	<i>miss it</i> ,	
If it	<i>doesn't rain</i> ,	
If I	<i>don't practise my golf</i> ,	

### MAIN CLAUSE

+ will
we <i>'ll catch the bus</i> .
there <i>'ll be another one</i> .
we <i>'ll be having a picnic</i> .
I <i>won't get any better</i> .

The verb in the if-clause (e.g. *hurry*) is in the Present Simple, not the future.

NOT *If we'll hurry, we'll catch the bus*.

But we can use **will** in the if-clause when we make a request.

*If you'll just wait a moment, I'll find someone to help you.* (= Please wait a moment ...)

We can use the Present Continuous (e.g. *are doing*) or the Present Perfect (e.g. *have done*) in the if-clause.

*If we're expecting visitors, the flat will need a good clean.*

*If you've finished with the computer, I'll put it away.*

The main clause often has **will**. But we can use other modal verbs (e.g. *can*).

*If you haven't got a television, you can't watch it, can you?*

*If Henry jogs regularly, he might lose weight.*

*If Matthew is going to a job interview, he should wear a tie.*

The if-clause usually comes first, but it can come after the main clause.

*If I hear any news, I'll phone you./I'll phone you if I hear any news.*

## 3 More uses of the First Conditional

We can use First Conditionals in offers and suggestions.

*If you need a ticket, I can get you one. If you feel like seeing the sights, we can take a bus tour.*

We can also use them in warnings and threats.

*If you go on like this, you'll make yourself ill. If you don't apologize, I'll never speak to you again.*

## 4 If you heat water, it boils

We sometimes use the Present Simple in both clauses.

*If you heat water, it boils. If Daniel has any money, he spends it.*

*If you press this switch, the computer comes on.*

This means that one thing always follows automatically from another.

Pressing the switch always results in the computer coming on.

# Practice

## A First Conditional (1–3)

Read the conversation and then choose the correct forms.

Rachel: Have you heard about the pop festival?

Vicky: Yes, (►) it's/it'll be good if Express are playing. They're a great band.

Rachel: Will you be able to go, Nick?

Nick: If (1) I ask/I'll ask my boss, he'll give me some time off work, I expect.

Vicky: How are we going to get there?

Rachel: Well, if (2) there are/there'll be enough people, we can hire a minibus.

Vicky: I won't be going if (3) it's/it'll be too expensive.

Rachel: It (4) isn't costing/won't cost much if we all (5) share/will share the cost.

Nick: If (6) I see/I'll see the others later on tonight, (7) I ask/I'll ask them if they want to go.

## B First Conditional (1–3)

Comment on the situations. Use *if* + the present tense + *will/can*.

► It might rain. If it does, everyone can eat inside.

If it rains, everyone can eat inside.

► The children mustn't go near Nick's dog. It'll bite them.

If the children go near Nick's dog, it'll bite them.

1 Rachel might fail her driving test. But she can take it again.

2 United might lose. If they do, Tom will be upset.

3 The office may be closed. In that case Mark won't be able to get in.

4 Nick may arrive a bit early. If he does, he can help Tom to get things ready.

5 The party might go on all night. If it does, no one will want to do any work tomorrow.

6 Emma may miss the train. But she can get the next one.

7 Is Matthew going to enter the race? He'll probably win it.

## C Present Simple in both clauses (4)

Match the sentences and join them with *if*.

► You lose your credit card. I can't sleep.

1 You get promoted. You get a warning letter.

2 I drink coffee late at night. You have to ring the bank.

3 You don't pay the bill. Your salary goes up.

4 I try to run fast. The alarm goes off.

5 Someone enters the building. I get out of breath.

► If you lose your credit card, you have to ring the bank.

1

2

3

4

5

# 145 Conditionals (2)

## 1 Introduction

- Rachel: *Would you like some cake, Jessica?*  
Jessica: *No thanks. If I ate cake, I'd get fat.*  
Rachel: *But it's delicious.*  
Jessica: *It looks delicious. If I had your figure, I'd eat the whole lot.*  
*I ate cake and I had your figure* are imaginary or unreal situations.  
Jessica isn't going to eat the cake, and she hasn't got a figure like Rachel's.

## 2 Second Conditional: If I ate cake, I'd get fat

IF-CLAUSE		MAIN CLAUSE	
If	+ PAST SIMPLE	+ would	
If I	ate cake,	I	'd get fat.
If I	had your figure,	I	'd eat the whole lot.
If we	didn't have a car,	we	'd find it difficult to get about.
If Rachel	got up earlier,	she	wouldn't always be late.

Note the Past Simple (e.g. ate). We do not use would in the if-clause. NOT *If I'd eat cake*.  
But we can use would in the if-clause when we make a request.

*If you'd like to come this way, the doctor will see you now.* (= Please come this way ...)

As well as the Past Simple we can use the Past Continuous (e.g. was doing) in the if-clause.

*If Rachel was playing her stereo, it wouldn't be so quiet in here.*

In a Second Conditional if-clause we sometimes use were instead of was, especially in the clause if I were you.

*If Rachel were playing her stereo, it wouldn't be so quiet in here.*

*If I were you, I'd ask a lawyer for some advice.*

The main clause often has would. We can also use could or might.

*If we had a calculator, we could work this out a lot quicker.*

*If Rachel worked harder, she might do even better at her studies.*

The if-clause usually comes first, but it can come after the main clause.

*If I knew, I'd tell you./I'd tell you if I knew.*

## 3 First and Second Conditionals

Compare these examples.

First: *If you have a lie-down, you'll feel better.* (See Unit 144.2)

Second: *If I had a million pounds, I'd probably buy a yacht.*

The present tense (have) refers to a possible future action, something which may or may not happen.

The past tense (had) refers to something unreal. *If I had a million pounds* means that I haven't really got a million pounds, but I am imagining that I have. Compare these examples.

First: *If we take the car, we'll have to pay for parking.*

Second: *If we took the car, we'd have to pay for parking.*

Here both sentences refer to a possible future action. But in the Second Conditional, the action is less probable. *If we took the car* may mean that we have decided not to take it.

We can use Second Conditionals in offers and suggestions.

*If you needed a ticket, I could get you one.*

*If you felt like seeing the sights, we could take a bus tour.*

The Second Conditional is less direct than the First Conditional (Unit 144.3). The speaker is less sure that you want to see the sights.

# Practice

## A Second Conditional (1–2)

Comment on these situations. Use a Second Conditional with *would* or *could*.

► Andrew is such a boring person because he works all the time.

You know, *if Andrew didn't work all the time, he wouldn't be such a boring person.*

► You can't take a photo because you haven't got your camera.

How annoying. *If I had my camera, I could take a photo.*

1 You can't look the word up because you haven't got a dictionary.

I'm sorry.

2 You don't write to your friends because you're so busy.

I've got so much to do.

3 You can't play tennis because your back is aching.

It's a nuisance.

4 Claire won't marry Henry because she doesn't love him.

Of course,

5 Nick can't find the way because he hasn't got a map.

Nick's lost, but

6 David has so many accidents because he's so clumsy.

You know,

## B First and Second Conditionals (1–3)

Complete the conversation. Put in the correct form of the verb. You may need to use *will* or *would*.

Matthew: I haven't forgotten your birthday, you know. If you like, (►) *I'll book* (I / book) a table for Thursday at our favourite restaurant.

Emma: My birthday is on Wednesday, Matthew. You're playing basketball then, aren't you? If you cared for me, (1) ..... (you / not / play) basketball on my birthday.

Matthew: What's the difference? If (2) ..... (we / go) out on Thursday, it'll be just the same. If (3) ..... (I / not / play), I'd be letting the team down.

Emma: Yes, I suppose (4) ..... (it / be) a disaster if you missed one game. Well, if (5) ..... (you / think) more of your friends than you do of me, you can forget the whole thing.

Matthew: I just don't understand you sometimes, Emma.

Emma: If (6) ..... (you / think) about it, you'd understand. And I think (7) ..... (it / be) better if we forgot all about my birthday.

Matthew: Don't be silly, Emma. If you get into one of your bad moods, (8) ..... (it / not / do) any good.

Emma: If you were interested in my feelings, (9) ..... (I / not / get) into a bad mood.

## C First and Second Conditionals (3)

What does the if-clause mean? Write a sentence with *isn't* or *might*.

► If this room was tidy, I could find things.

*The room isn't tidy.*

► If we're late tonight, we can get a taxi.

*We might be late tonight.*

1 If the phone was working, I could call you.

.....

2 If it rains, can you bring the washing in?

.....

3 If Mike was here, he'd know what to do.

.....

4 If this spoon was silver, it would be worth a lot.

.....

5 If Sarah calls, can you say I'll ring back?

.....

# 146 Conditionals (3)

## 1 Introduction

- David: *How was your camping holiday?*  
Mike: *Well, it **would have** been all right if it **hadn't rained** all the time.*  
Harriet: *If we'd **gone** two weeks earlier, we'd **have** had better weather.*



*If it hadn't rained* and *if we'd gone* two weeks earlier are imaginary situations in the past. It did rain, and they didn't go two weeks earlier.

## 2 Third Conditional: If we had gone earlier, we would have had better weather

IF-CLAUSE		MAIN CLAUSE	
If	+ PAST PERFECT		+ would have
If we	'd <b>gone</b> earlier,	we	'd <b>have</b> had better weather.
If Matthew	<b>had phoned</b> her,	Emma	<b>wouldn't have</b> been so annoyed.
If you	<b>hadn't made</b> that mistake,	you	'd <b>have</b> passed your test.
If David	<b>had been</b> more careful,	he	<b>wouldn't have</b> fallen.

Note the verb in the Past Perfect (e.g. had been). We do not use would in the if-clause.

NOT *If David **would have** been more careful, he **would have** fallen.*

The main clause often has would have. We can also use could have or might have.

*If I'd had my mobile yesterday, I **could have** contacted you.*

*We just caught the train. If we'd stopped to buy a paper, we **might have** missed it.*

The short form 'd can be either had or would.

*If you'd **rung** me, I'd **have** come to see you. (= If you **had** rung me, I **would have** come to see you.)*

## 3 The use of the Third Conditional

We use the Third Conditional to talk about things in the past happening differently from the way they really happened. This sometimes means criticizing people or pointing out their mistakes.

*If you'd been a bit more careful, you **wouldn't have** cut yourself.*

*If Matthew **had set** his alarm clock, he **wouldn't have** overslept.*

We can also use this structure to express regret about the past.

*If I **hadn't fallen** ill and **missed** the interview, I **might have** got the job.*

## 4 Second and Third Conditionals

Compare these examples.

Second: *If you **planned** things properly, you **wouldn't get** into a mess.* (You don't plan.)

Third: *If you **had planned** things properly, you **wouldn't have got** into a mess.* (You didn't plan.)

We can mix the Second and Third conditionals.

*If you **had planned** things at the start, we **wouldn't be** in this mess now.*

*If you **hadn't left** all these dirty dishes, the place **would look** a bit tidier.*

*If Matthew **was** more sensible, he **would have** worn a suit to the interview.*

*If I **didn't have** all this work to do, I **would have** gone out for the day.*

# Practice

## A Third Conditional (1–3)

Complete the conversation. Put in the correct form of the verb. Use the Past Perfect or *would have*.

Nick: United didn't play very well today.

Tom: We were awful. But if Hacker (►) ... had taken (take) that easy chance,  
(►) ... we would have won (we / win).

Nick: We didn't deserve to win. It (1) ..... (be) pretty unfair if Rangers  
(2) ..... (lose).

Tom: Hacker was dreadful. My grandmother (3) ..... (score) if  
(4) ..... (she / be) in that position.

Nick: And if Burley (5) ..... (not / be) asleep,  
he (6) ..... (not / give) a goal away.

Tom: If Johnson (7) ..... (not / be) injured when we needed him  
most, (8) ..... (it / be) different.

Nick: Yes, (9) ..... (we / beat) them if (10) .....  
(he / be) fit.

## B Third Conditional (1–3)

Comment on each situation using a Third Conditional with *if*. Use *would have*, *could have* or *might have*.

- In a bookshop yesterday Daniel saw a book he really wanted. The only problem was that he didn't have any money. Daniel would have bought the book if he had had any money.
- Rita often goes to concerts at the town hall, although not to every one. There was one on Saturday, but she didn't know about it. Rita might have gone to the concert if she had known about it.
- 1 On Sunday the guests had to have their lunch inside. Unfortunately it wasn't warm enough to have it outside.
  - 2 There was a bomb scare last Tuesday. Sarah wanted to fly to Rome, but she wasn't able to. The airport was closed.
  - 3 Laura has only met Nick once, and it's possible she wouldn't recognize him. He passed her yesterday, but he had a crash-helmet on.
  - 4 Sarah has been quite busy, and she hasn't watered her plants for some time. As a result, they've died.
  - 5 Nick likes ice hockey, but he didn't have a ticket to the game last week, so unfortunately he wasn't able to get in.

## C Second and Third Conditionals (4)

Complete the conversations. Put in the correct form of the verb.

Use the Past Simple, the Past Perfect, *would*, or *would have*.

► Mike: You look tired.

Harriet: Well, if you hadn't woken (you / not / wake) me up in the middle of the night,  
I wouldn't be (I / not be) so tired.

1 Rita: Is Trevor a practical person?

Laura: Trevor? No, he isn't. If ..... (he / be) practical,  
..... (he / put) those shelves up a bit quicker. It took him ages.

2 Tom: Why are you sitting in the dark?

David: Let's just say that if ..... (I / pay) my electricity bill last  
month, ..... (I / not be) in the dark now.

3 Matthew: Why are you so angry with me? All I did yesterday was play basketball.

Emma: If ..... (you / love) me,  
(you / not / leave) me here all alone on my birthday.

# 147 Review of conditionals

## 1 First, Second and Third Conditionals



There are three main types of conditional. Study the examples.

First: if ... the Present Simple ... will/can/might, etc.

*If we win today, we'll go to the top of the league.* (We may win, or we may not.)

Second: if ... Past Simple ... would/could/might

*If Johnson was in the team, I'd feel more confident.* (Johnson isn't in the team.)

Third: if ... Past Perfect ... would have/could have/might have

*If Johnson had played, we'd have won.* (Johnson didn't play.)

Here are some more examples with different verb forms.

First      *If I'm going shopping, I'll need some money.*

*If the disco has finished, we might be able to get some sleep.*

*You should stay in bed if you feel unwell.*

Second     *If I didn't like this pudding, I wouldn't eat it.*

*If the video recorder was working, we could watch a film.*

*The alarm might go off if we tried to get in through a window.*

Third      *If we'd dropped the piano, it would have been a disaster.*

*If Vicky had come to the theme park with us last week, she might have enjoyed it.*

*We could have given you a lift if we'd known you were coming this way.*

## 2 Other conditional sentences

As well as the three main types, there are other types of conditional sentence.

For example, we can use two present-tense verbs (see Unit 144.4).

*If you ring this number, no one answers.*

We can also use a present-tense verb and an imperative.

*If you need any help, just ask. If you drink, don't drive.*

We can use be going to.

*If it's going to rain, I'd better take an umbrella.*

*If they try to cut down the trees, there's going to be a big protest.*

We can mix the Second and Third Conditionals (see Unit 146.4).

*If Matthew had booked a table, we wouldn't be standing here in a queue.*

*If you needed help, you should have asked me.*

# Practice

## A First, Second and Third Conditionals (1)

Match the sentences and join them with *if*. Say what type they are.

- I went to bed earlier.  
1 The twins had worn different clothes.  
2 You tell me what the instructions say.  
3 People used public transport.  
4 You don't wear a sweater.  
5 I hadn't seen the product advertised.

- I'll try to follow them.  
You might not be warm enough.  
I wouldn't have bought it.  
I wouldn't sleep.  
There'd be less pollution.  
We could have told them apart.

► If I went to bed earlier, I wouldn't sleep.

- 1 .....  
2 .....  
3 .....  
4 .....  
5 .....

Second

## B First, Second and Third Conditionals (1)

Adam is a music student. He rents a room from Mr Day. Put in the correct forms.

Mr Day: Can't you stop playing that trumpet? You're making an awful noise.

Adam: Well, if (►) ... I don't practise. (I / not practise), I won't pass my exam.

Mr Day: But why at night? It's half past twelve. If (1) ..... (you / play) it in the daytime, (2) ..... (I / not / hear) you because I'd be at work. If (3) ..... (you / tell) me about this trumpet when you first came here, (4) ..... (I / not / let) you have the room. I'm afraid it's becoming a nuisance. If (5) ..... (you / not / play) so loud, (6) ..... (it / not / be) so bad.

Adam: I'm sorry, but you can't play a trumpet quietly.

Mr Day: If (7) ..... (I / realize) a year ago what you were going to do, then (8) ..... (I / throw) you out long ago. If (9) ..... (you / go) on making this noise at night, (10) ..... (I / have) to complain to your college.

## C Conditionals (1–2)

What might you say in these situations? Use a conditional sentence.

► You think Emma should book a seat on the train. The alternative is having to stand.

If Emma doesn't book a seat on the train, she'll have to stand.

- 1 You didn't know how unpopular Jason was when you invited him to your party.  
.....  
2 Warn your friend not to put too many tins into the plastic bag or it'll break.  
.....  
3 You haven't got a pen, so you can't write down the address.  
.....  
4 You should have started your project earlier. You're so far behind now.  
.....  
5 Your friend might need some help. If so, tell her to give you a ring.  
.....  
6 The automatic result of the door opening is the fan coming on.  
.....

# 148 If, when, unless and in case

## 1 Present Simple for the future

Look at these examples.

*You'll be tired tomorrow if you stay up late. Tell me when the water boils.*

*I won't do anything unless you agree. Write the name down in case you forget it.*

We use the Present Simple for the future after linking words such as if, when, unless and in case (see also Units 27 and 144.2).

## 2 If or when?

*If you hear any news, can you ring me immediately?*  
(You might hear some news.)

*I'll probably go for a walk later on if it stays fine.*  
(It might stay fine.)

We use if for something that we think might happen.

We use if (not when) for something impossible or imaginary.

*If I were you, I'd refuse.*

*When you hear some news, can you ring me immediately?*  
(You will hear some news.)

*I'll make myself an omelette when I get home tonight.*  
(I will get home tonight.)

We use when for something that we know will happen.

We can use either if or when in contexts where they mean 'every time'.

*If you run, you use up energy.*

*When you run, you use up energy.*

## 3 If and unless

If ... not means the same as unless.

*I can't see if I don't wear glasses.*

*The doctor will be here if she isn't called to an emergency.*

*If you can't pay your bills, you'll have to leave.*

*I wouldn't say that if I didn't believe it.*

*= I can't see unless I wear glasses.*

*= The doctor will be here unless she's called to an emergency.*

*= Unless you can pay your bills, you'll have to leave.*

*= I wouldn't say that unless I believed it.*

## 4 In case

Look at these examples.

*Take a sandwich with you in case you get hungry.*

*I'd better reserve a seat today in case the train is full tomorrow.*

*Laura took two photos in case one of them didn't come out.*

We use in case to talk about doing something to avoid a possible problem later on.

(For American English, see page 381.)

Compare if and in case.

*I'll bring in the washing if it rains.*  
(= I'll bring it in at the time it starts raining.)

*I'll bring in the washing in case it rains.*  
(= I'll bring it in now because it might rain later.)

# Practice

## A If or when? (2)

Look at the information in brackets and complete the sentences using *if* or *when* and a verb in the Present Simple.

- (I may see Tom tonight.) ... *If I see Tom* ... I'll tell him the news.
- (Melanie is coming soon.) ... *When Melanie comes* ... can you let her in, please?
- 1 (The alarm will ring soon.) ..... we all have to leave the building.
- 2 (I might feel better tomorrow.) ..... I'll probably go back to work.
- 3 (This film finishes at ten.) ..... I'll stop the video.
- 4 (The plan may not work.) ..... we'll have to think of something else.

## B If and unless (3)

Complete the sentences using *unless* and the information in brackets.

- You won't get there in time ... *unless you hurry* ... (if you don't hurry)
- 1 We can't have a picnic ..... (if it isn't a nice day)
- 2 Don't leave the TV on ..... (if you aren't watching it)
- 3 We can't do the job ..... (if we don't get help)
- 4 I wouldn't have bought the picture ..... (if I didn't like it)

## C If and unless (3)

Which word makes more sense? Put in *if* or *unless*.

- Rachel will be pleased ... *if* ... she passes her driving test.
- The bus won't stop ... *unless* ... you ring the bell.
- 1 I can't read your writing ..... you print clearly.
- 2 Emma will be upset ..... she doesn't get the job.
- 3 You can't go into the reception ..... you've got a ticket.
- 4 Don't bother to ring me ..... it's important.

## D In case (4)

What could you say in these situations? Use *in case*.

- You think Vicky had better take a coat. It might get cold.  
You to Vicky: *You'd better take a coat in case it gets cold.*
- 1 You think you and Mark had better book a table. The restaurant might be busy.  
You to Mark: .....
- 2 You think Claire ought to insure her jewellery. It might get stolen.  
You to Claire: .....
- 3 You'll leave David your phone number. He might want to contact you.  
You to David: .....

## E If, when, unless and in case (2-4)

Jake lives next door to Melanie. Complete their conversation. Put in *if*, *when* (x2), *unless* or *in case*.

Jake: A man is delivering a washing-machine this morning, but I have to go to work. I won't be here (►) ... *when* ... he calls. Could you let him in for me, please, (1) ..... you're terribly busy?

Melanie: Oh, that's no problem.

Jake: Oh, thanks. (2) ..... you could do that, I'd be really grateful. I'll leave a message on his answerphone. And (3) ..... he doesn't get the message, I'll put a note on the door, just to make sure. He'll see it (4) ..... he comes.

# 149 Wish and if only

## 1 Introduction



We can use **I wish** or **if only** to express a wish. Jessica wishes she was slimmer. **If only** is stronger and more emphatic than **wish**.

We can use a clause with **if only** on its own, or we can add another clause.

*If only I wasn't so fat.*   *If only I wasn't so fat, I would be able to get into these trousers.*

## 2 Wish ... would

Look at these examples.

*I wish you **would** put those shelves up soon.*

*Tom wishes his neighbours **wouldn't** make so much noise.*

*If only you'd try to keep the place tidy.*

**Wish/If only ... would** expresses a wish for something to happen, or to stop happening.

## 3 Wish ... the past

Look at these examples.

*I wish I **lived** in a big city. It's so boring in the country.*

*We all wish we **had** more money, don't we?   If only I **was** taller, I might be better at basketball.*

**Wish and if only** with a past-tense verb express a wish for things to be different.

We can use **were** instead of **was** (see also Unit 145.2).

*If only I **were** taller, I might be better at basketball.*

We cannot use **would** in these sentences, but we can use **could**.

*I wish I **could** sing (but I can't).   I feel so helpless. If only I **could** speak the language.*

Compare **wish** with **would** and with the past.

*I wish something exciting **would** happen. (I wish for an action in the future.)*

*I wish my life **was** more interesting. (My life isn't interesting.)*

## 4 Wish ... the Past Perfect

We use **wish** and **if only** with the Past Perfect to express a wish about the past.

*I wish you **had told** me about the dance. I **would have gone**.*

*I wish I'd **got up** earlier. I'm behind with everything today.*

*I wish you **hadn't lost** that photo. It **was a really good one**.*

*If only David **had been** a bit more careful, he'd **have been** all right.*

We do not use **would have** for the past, but we can use **could have**.

*I wish I **could have been** at the wedding, but I **was** in New York.*

# Practice

## A Wish ... would (2)

What might you say in these situations? Begin *I wish ...*

- to someone who never answers your emails

I wish you'd answer my emails.

- to someone who makes rude remarks about you

I wish you wouldn't make rude remarks about me.

- 1 to someone who won't hurry up

- 2 to someone who never does the washing-up

- 3 to someone who isn't telling you the whole story

- 4 to someone who blows cigarette smoke in your face

- 5 to someone who won't tell you what he's thinking

## B Wish ... the past (3)

Vicky is fed up. What is she saying? Use *I wish* or *if only*.

- (She can't think straight.) I wish I could think straight.

- 1 (She is so tired.)

- 2 (She gets headaches.)

- 3 (Her work isn't going well.)

- 4 (She can't concentrate.)

- 5 (Life is so complicated.)

## C Wish ... the Past Perfect (4)

Complete the sentences. Use these words: *accepted, caught, found, played, saved, stayed*

- I spent all my money. I wish now that I had saved it.

- 1 I missed the train. I really wish

- 2 Rita left the party early. Nick wishes

- 3 Emma refused the offer. But her parents wish

- 4 I looked everywhere for the key. I wish

- 5 The injured player could only watch. He wishes

## D Wish and if only (2-4)

Complete the conversation.

Claire: Oh, Henry. You're giving me another present. It's very sweet of you, but I wish (►) you wouldn't give me so many presents.

Henry: Claire, I've been thinking. I shouldn't have asked you to marry me. I wish now that (1)

Claire: Now you're talking nonsense. I wish (2) , Henry.

Henry: I'm not a young man, am I? Of course I wish (3)

Claire: Why don't you listen? If only (4) to me just this once.

Henry: Why couldn't we have met twenty years ago? I wish (5) you then.

Claire: Henry, twenty years ago I was just starting school.

# Test Y: Conditionals and wish

## A

Complete the news report about a protest against a new road. Put in the correct form of the verbs. Sometimes you need *will* or *would*.

Yesterday protesters managed to hold up work on the Oldbury bypass. Protest leader Alison Compton defended the action by members of the Green World group. 'If we don't protest, soon (►) ... *there'll be* (there / be) no countryside left,' she told reporters. The bypass is now well behind schedule, and if the protesters had not held up the work so often,

(1) ..... (it / open) two months ago. 'If these fields (2) ..... (disappear), we'll never see them again,' said Ms Compton. 'Why can't we use public transport? If more people (3) ..... (travel) on buses and trains, we wouldn't need new roads. If the motor car had never existed, the world (4) ..... (be) a more pleasant place today.'

But many people in Oldbury want their new bypass. 'If (5) ..... (they / not build) it soon, the traffic jams in the town will get worse,' said Asif Mohammed, whose house is beside the busy A34. 'We just can't leave things as they are. If things remained the same, people's health (6) ..... (suffer) even more from all the pollution here.'

It's terrible. If we don't get the traffic out of the town, (7) ..... (I / go) mad.

If (8) ..... (I / know) earlier how bad this problem would get,

(9) ..... (I / move) out years ago. But now it has become impossible to sell this house because of the traffic. The government waited too long. If (10) ..... (they / do) something sooner, there would be less traffic today.' And the protest is making the new road even more expensive. 'If this goes on, (11) ..... (there / not / be) enough money left to finish the road,' says the Transport Minister.

## B

Look at the answers below and write the correct answer in each space.

► A: There's always something going wrong with this car.

B: If you had any sense, you'd have sold it long ago.

- a) be selling b) have sold c) sell d) sold

1 A: It's a pity the lake wasn't frozen yesterday.

B: Yes, it is. If it ..... frozen, we could have gone skating.

- a) had been b) was c) would be d) would have been

2 A: Haven't you got enough money for a holiday?

B: Oh yes. I've got some saved up ..... I suddenly need it.

- a) if b) in case c) that d) unless

3 A: What are you going to do next year?

B: I wish I ..... the answer to that question.

- a) knew b) know c) could know d) would know

4 A: These figures are too complicated to work out in your head.

B: Yes, if ..... we had a calculator.

- a) better b) only c) really d) that

5 A: What are you doing later this afternoon?

B: Oh, ..... the game finishes, I'll go home, I expect.

- a) if b) in case c) unless d) when

6 A: Do you think I should take the job?

B: You shouldn't do anything ..... you think it's the right thing to do.

- a) if b) in case c) unless d) when

**C**

Write a second sentence so that it has a similar meaning to the first. Begin with *If* ...

► I haven't got a key, so I can't get in.

*If I had a key, I could get in.*

1 You talk about football and I'm going to be very bored.

2 The baby didn't cry, so we had a good sleep.

3 You may want a chat, so just give me a ring.

4 Nigel hasn't got satellite TV, so he can't watch the game.

5 You go away and I'll miss you.

6 I'm not rich or I'd have given up working long ago.

7 We should have bought that picture five years ago because it would be quite valuable now.

8 Throw a stone into water and it sinks.

**D**

Write the sentences correctly.

► There aren't any eggs. If we have some eggs, I could make an omelette.

*If we had some eggs, I could make an omelette.*

1 The weather doesn't look very good. If it'll rain, I'll stay here.

2 The programme is starting soon. Can you tell me if it starts?

3 Could you just listen? I didn't need to repeat things all the time if you listened.

4 It's a simple law of science. If air will get warmer, it rises.

5 There's only one key. I'd better get another one made if I lose it.

6 We were really late. I wish we left home earlier.

7 I hope the parcel comes today. If it won't arrive today, we'll have to complain.

8 That radio is on loud. I wish someone turns it down.

9 We must do something. Until we act quickly, it'll be too late.

10 Of course Martin was angry. But he hadn't been angry if you hadn't damaged his stereo.

# 150 But, although, in spite of, whereas, etc.

## 1 But, although and however

We can join two sentences with but.

*The café was crowded, but we found a table. Nick has a car, but he doesn't often drive it.*  
But expresses a contrast or conflict between two ideas. We can also use although.

*Although the café was crowded, we found a table. Although Nick has a car, he doesn't often drive it.*  
The clause with although can come at the end.

*We found a table, although the café was crowded.*  
However is a little formal.

*The new system was supposed to be more efficient. However, in practice it caused chaos./In practice, however, it caused chaos.*

## 2 Though and even though

Though is informal. It means the same as although.

*Though/Although I liked the sweater, I decided not to buy it.*  
We can also use though at the end of a sentence.

*I liked the sweater. I decided not to buy it, though.*  
Even though is stronger, more emphatic than although.

*Matthew looked quite fresh, even though he'd been playing squash.*  
*Even though you dislike Jessica, you should try to be nice to her.*

## 3 In spite of and despite

We use in spite of before a noun or before the ing-form of a verb.

*Kitty wanted to report on the war in spite of the danger.*  
*Mark went on working in spite of feeling unwell.*

We use despite in exactly the same way as in spite of and with the same meaning.

*She wanted to go despite the danger. He went on working despite feeling unwell.*

## 4 In spite of and although

### IN SPITE OF

*I'm no better in spite of the pills/in spite of taking the pills.*

*Laura wants to fly in spite of her fear/in spite of feeling afraid.*

*NOT in spite of she feels afraid*

### ALTHOUGH

*I'm no better, although I've taken the pills.*

*Laura wants to fly, although she feels afraid.*

We can use in spite of the fact (that) in the same way as although.

*I'm no better in spite of the fact that I've taken the pills.*

## 5 Whereas, while and on the other hand

We use these words to express a comparison between two ideas.

*United are top of the league, whereas City are bottom.*

*Yesterday it was freezing cold, while today it's quite warm.*

*The flat is conveniently located. On the other hand, there's a lot of noise from the traffic./*

*There is, on the other hand, a lot of noise from the traffic.*

Sometimes either but or whereas is possible.

*The red pills make me feel sick, but/whereas the blue ones don't.*

# Practice

## A But (2)

Complete each sentence with *but* and one of these clauses:

*it didn't break, it's really quite modern, no one laughed, she turned it down*

► I dropped the dish, but it didn't break.

1 The house looks old, .....

2 Emma was offered a job, .....

3 The joke was funny, .....

## B In spite of and although (4)

Put in *although* or *in spite of*.

► My sister got the job, although she didn't expect to.

1 ..... I told the absolute truth, no one would believe me.

2 Daniel forgot his passport ..... having it on his list.

3 ..... it was sunny, it was quite a cold day.

4 The goods were never delivered ..... the promise we had received.

5 Henry asked Claire to marry him ..... the fact that he's a lot older than her.

## C But, although, however, even though, in spite of, and despite (1–4)

Complete the report by putting in the correct linking words. There is always more than one possible answer.

► Although the ground was very wet, it was decided to go ahead with United's game against City. United were 1–0 winners (1) ..... not playing very well.

(2) ..... the poor conditions, City played some attractive football,

(3) ..... they just couldn't score. (4) ..... they lost, their fans gave them a big cheer.

## D Although, even though, in spite of and despite (1–4)

Join each pair of sentences. Be careful where you put the words in brackets.

► Nick used to smoke. He seems to be in good health. (although)

Although Nick used to smoke, he seems to be in good health.

► I couldn't sleep. I was tired. (despite)

I couldn't sleep despite being tired.

1 Trevor didn't notice the sign. It was right in front of him. (even though)

.....

2 Matthew doesn't know any French. It was one of his school subjects. (although)

.....

3 Henry's friend is a millionaire. He hates spending money. (despite)

.....

4 We couldn't get tickets. We queued for an hour. (in spite of)

.....

## E Whereas, on the other hand, in spite of and although (4–5)

Put one of the linking words into each of these sentences.

► Although ..... it was rush-hour time, the roads weren't at all busy.

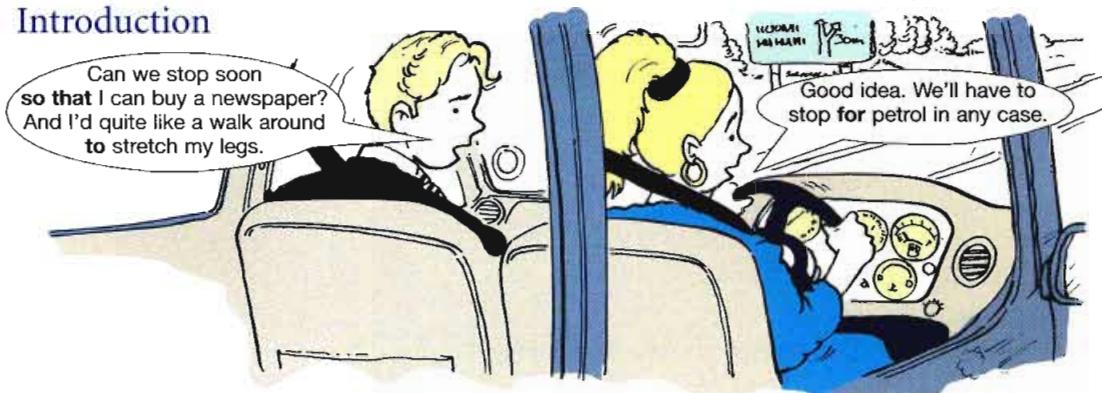
1 I always spend money when I have it. My brother, ..... is very careful.

2 I managed to do some studying ..... all the noise.

3 People are friendly in the North, ..... in London no one speaks to you.

# 151 To, in order to, so that and for

## 1 Introduction



We use **to**, **in order to**, **so that** and **for** to express purpose, to say why we do things.  
The purpose of stopping is to buy a newspaper.

## 2 To

We can use the to-infinitive to express purpose.

*Melanie was hurrying to catch her bus. Most people work to earn money.  
I rang to find out the train times. We went to the library to get some books.*

## 3 In order to and so as to

**In order to** and **so as to** are more formal than **to**.

*The government took these measures in order to reduce crime.*

*The staff are working at weekends so as to complete the project in time.*

We can use the negative in **order not to** or **so as not to**.

*Melanie was hurrying in order not to miss her bus.*

*The staff are working at weekends so as not to delay the project any further.*

We cannot use **not to** on its own.

*She was hurrying to catch her bus. NOT She was hurrying not to miss her bus.*

## 4 So that

Look at this example.

*I'll post the card today so that it gets there on Daniel's birthday.*

After **so that** we use a subject and verb, e.g. **it gets**.

We often use **will** or **can** for a present purpose and **would** or **could** for a past purpose.

*I'll give you a map so that you can find/you'll find the way all right.*

*I gave Nick a map so that he could find/would be able to find the way all right.*

## 5 To or for?

We can use **for** with a noun to say why we do something.

*The whole family have gone out for a bike ride. Why don't you come over for coffee?*

To talk about the purpose of a thing, we use either a to-infinitive or **for** + an ing-form.

*This heater is to keep/for keeping the plants warm in winter.*

*This machine is used to cut/for cutting plastic.*

But we do not use **for** + an ing-form to talk about a specific action.

*I put the heater on to keep the plants warm. NOT I put the heater on for keeping the plants warm.*

# Practice

## A To (2)

Complete each sentence using *to* and these words:

*cash a cheque, finance her studies, go to sleep, hear the football results, look smart*

► Laura went to the bank *to cash a cheque*.

1 Mrs Miles sometimes takes a pill .....

2 Tom turned on the radio .....

3 Just this once Mike is going to wear a suit .....

4 Jessica is borrowing some money .....

## B In order to and so as to (3)

Alan works for Zedco. He wants to succeed in business, so he is listening to a talk on the subject. Here is what the speaker is showing the audience.

ACTION	PURPOSE
► study the market	→ be more successful
1 get to work earlier	→ impress the boss
2 work harder	→ achieve more
3 take risks	→ be a winner
4 think positively	→ not miss any opportunities

Say what Alan is going to do. Use either *in order to* or *so as to*. Both are correct.

► *He's going to study the market in order to be more successful.*

1 .....

2 .....

3 .....

4 .....

## C To, for and so that (2, 4, 5)

Comment on what each person says. Use the word in brackets.

► Ilona: I'm learning English. I want to get a better job. (to)

*Ilona is learning English to get a better job.*

► Claude: I study encyclopedias. Then I can answer quiz questions. (so that)

*Claude studies encyclopedias so that he can answer quiz questions.*

► Vicky: I'm saving up. I'm planning a holiday. (for)

*Vicky is saving up for a holiday.*

1 Nick: I keep a dog. It guards the house. (to)

2 David: I'm going to be very careful. Then I won't have an accident. (so that)

3 Jessica: I'm going on a diet. I want to lose weight. (to)

4 Trevor: I often switch off the heating. It saves money. (to)

5 Sarah: I had to go to Birmingham. I had a business meeting. (for)

6 Emma: I wore boots because I didn't want my feet to get wet. (so that)

# 152 Review of linking words

## 1 Time words

Look at these examples with when, while, as soon as, etc.

*My leg hurts **when** I walk. (= at the time I walk)*

*Mark heard the news on the radio **as/while** he was driving home. (= during the time he was driving)*

*We're going to tidy up **after** everyone's gone. (= later than everyone goes)*

*As **soon as** Laura had left the house, it started to rain. (= immediately after she had left)*

*I must get to the post office **before** it closes. (= earlier than it closes)*

*You have to wait **until** the light changes to green. (= up to the time it changes)*

*David hasn't been able to work **since** he broke his leg. (= from the time he broke his leg)*

Remember that we use the Present Simple for future time after when, etc.

We say *before it closes, until it changes*, etc. (see Unit 27).

## 2 If, unless and in case

We use these words to express a condition (see Unit 148).

*Rachel might buy a car **if** she passes her test. (She may or may not pass her test.)*

*You won't learn to use a keyboard properly **unless** you practise. (= if you don't practise)*

*We'd better start early **in case** there are traffic hold-ups. (= because there may be hold-ups)*

## 3 But, although and in spite of

We use these words to express the idea of a contrast (see Unit 150).

*The jacket was nice, **but** it was too small for me.*

***Although** the forecast said it would rain, it turned out to be a beautiful day.*

*We still haven't got a sponsor **in spite of** writing/**in spite of the fact that** we've written to dozens of companies.*

## 4 Reason

Here are some ways of expressing reason.

*I took a taxi **because** I had some luggage.    **Since** we've got some time, let's look around the museum.*

*As there was no evidence against him, the man was released.    We hurried on, **for** it was getting late.*

For is rather literary.

We can also use these prepositions.

*The match has been cancelled **because of** the weather.*

*The shop was closed **due to** illness.*

*Owing **to** its remote situation, the village has no electricity supply.*

*In **view of** the test results, we expect the drug to be approved.*

## 5 Because and so

We use because to express the reason for something and so to express the result of something.

*I turned the heating on **because** it was cold.    Henry started jogging **because** his doctor told him to.*

*It was cold, **so** I turned the heating on.    The stereo didn't work, **so** Vicky took it back to the shop.*

## 6 To, in order to and so that

We use these words to express purpose (see Unit 151).

*Sarah went to Birmingham **to** meet a client.*

*We're having to borrow money **in order to** pay our bills.*

*I took the bread out of the freezer **so that** it would defrost.*

# Practice

## A Time words (1)

Arlene Black's new CD is now available in the shops. Write the titles of her songs.

Use these words instead of the ones in brackets: *as soon as, before, since, when, while, until*

- Think of me (during the time) I'm away  
1 I'll love you (up to the day) I die  
2 I hear music (at the time) I see you  
3 Come back (earlier than) I forget you  
4 I've been sad (from the time) you left me  
5 I fell in love (immediately after) we met

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

## B Linking words (2–5)

Put in these words: *although, because, but, due to, if, in case, in order to, in spite of, so, so that, unless*

- Olivia booked a babysitter so that she could go out for the evening.  
1 ..... it was late, Nick didn't seem in a hurry to leave.  
2 They put video cameras in shops ..... stop people stealing things.  
3 We decided not to go out for a meal ..... we were simply too tired.  
4 ..... you're ready, we can start now.  
5 Our room was very small, ..... we didn't really mind.  
6 No one was watching the television, ..... I switched it off.  
7 You can't drive a car ..... you've got a licence.  
8 ..... having absolutely no talent, Guy became a popular TV personality.  
9 I think my answers are right, but can I just check them with yours .....  
I've made a mistake?  
10 The road was closed ..... an accident.

## C Linking words (1–5)

Complete the conversation. Choose the correct linking word.

Daniel: What are you going to do (►) after/before you finish college, Rachel?

Rachel: Vicky and I will be off to the States (1) as soon as/in spite of this term is over. We're going to travel around, and we may go to Canada (2) so that/to see some friends of Vicky's. We've been thinking about nothing else (3) since/until we bought our plane tickets.

Daniel: It sounds great. How are you getting around in the States?

Rachel: By Greyhound bus. I know it takes longer than flying, (4) but/in spite of it'll be more interesting. We fly to LA and then we're taking the bus to New York. We're going to buy a special ticket (5) in order/so that we can go anywhere we like on the way.

Daniel: Yes, it's better by bus (6) because/unless you can stop off at interesting places.

Rachel: Of course the bus will probably be tiring.

Daniel: Maybe you should take plenty of money (7) if/in case you decide to fly instead.

Rachel: I'll have to be careful with my money (8) since/so that I've only just got enough. I'm hoping to stay out there (9) unless/until I have to come back and start my job in September. I'm really looking forward to the trip, (10) although/because I'll be sad to leave here. And what about you? What are you doing this summer?

Daniel: I'd go away somewhere (11) if/in case I could afford to. But I'm working. I've got no money, (12) because/so I'll have to earn some.

Rachel: Have you really got no money (13) although/in spite of the fact that you've had a part-time job this term?

Daniel: You know me, Rachel. If I've got money, I spend it.

# 153 Links across sentences

## 1 Introduction

- Rita: You go to United's games, don't you, Tom?  
You watch them on TV, **too**.
- Tom: Well, I'm a fan. It's wonderful when United win.  
**On the other hand**, it's terrible when they lose.
- Rita: Why not have a change? **After all**, there are other things in life.
- Tom: Such as?
- Rita: There's music, **for example**. Why don't you go to a concert some time?
- Tom: But I don't like classical music.

Look at the words and phrases **too**, **on the other hand**, **after all** and **for example**. They all make a link with an earlier sentence. When Rita says *There's music, for example*, she is giving an example of other things in life, which she has already mentioned.



## 2 Words and phrases meaning 'and', 'but' and 'so'

- 'And': Sarah often works late. She works on Saturdays sometimes, **too/as well**.  
Sarah often works late. She **also** works on Saturdays sometimes.  
Arlene Black has a yacht and a helicopter. **In addition**, she has five cars.  
I'm not inviting my cousin – I don't like him. **Besides**, he didn't invite me to his party.  
The buildings are in a very poor condition. **Furthermore**, there is no money to repair them.
- 'But': I haven't been very well recently. **Still**, it could be worse.  
Nick is in love with Rita. Rita, **however**, is in love with Tom.  
Everyone thought that Emma should accept the offer. **Nevertheless/All the same**, she turned it down.  
I don't want to be late for the meeting. **On the other hand**, I don't want to get there too early.
- 'So': The holiday had been a complete disaster. We **therefore** decided to fly home early if we could.  
Someone switched the freezer off. **Consequently/As a result**, all the food was spoilt.

Some of these words and phrases are rather formal and typical of written English. They are consequently, furthermore, however, in addition, nevertheless and therefore.

## 3 Other linking words and phrases

- Rephrasing: Jessica isn't the most popular person around here. **In other words**, no one likes her.
- Correcting yourself: We play basketball. **I mean/Or rather** volleyball.
- Contradicting: Sarah isn't lazy. **On the contrary**, she works extremely hard.
- Picking up a topic: I like Natasha. I went on holiday with her. ~ **Talking of** holidays, what are your plans for this year?
- Changing the subject: It's a lovely day, isn't it? ~ Yes, beautiful. **By the way**, have you seen Melanie?
- Supporting a statement: We don't need to drive to the club, do we? **After all**, it's only about 200 metres from here.
- Dismissing something: I'm not sure a thank-you letter is really necessary. **Anyway**, I can't be bothered to write one.
- Giving an example: Yes, I do think Henry is rude. He shouts at waiters, **for example/for instance**.

# Practice

## A Words and phrases meaning 'and', 'but' and 'so' (2)

What do the underlined words mean? Write *and*, *but* or *so*.

- Daniel's suitcase got left behind. He got it back in the end, however. = but.....
- 1 I'm too tired to go for a walk. Besides, it looks like rain. = .....
- 2 The road was under water. The police therefore closed it to traffic. = .....
- 3 We took lots of photos. We videoed the speeches as well. = .....
- 4 It was a terrible journey. Still, we got there safely in the end. = .....
- 5 A strike by air traffic controllers has begun. Many flights have consequently been cancelled. = .....
- 6 The company has spent millions on computers. Nevertheless, it does not seem to have become more efficient. = .....

## B Links across sentences (2–3)

Complete this letter to a local newspaper. Choose the correct word or phrase.

There's been a lot of talk about a 'spaceship' seen over the town at about eleven o'clock on Friday night. (►) As a result/Nevertheless, hundreds of enthusiastic sky-watchers have arrived in town, hoping that it will return. But was it really a spaceship? About twenty people say they saw it.

- (1) Consequently/Furthermore, there is a photograph which is supposed to show the object in the sky. We know, (2) however/as a result, that trick photos are easy to produce. (3) By the way/In other words, it is almost certainly a fake. But it would be wrong to treat the whole thing as a joke. (4) All the same/On the contrary, all such reports should be carefully investigated. (5) After all/Anyway, the arrival of a spacecraft from another world would indeed be a serious matter. But usually there is a more simple explanation. Many supposed spaceships turn out to be weather balloons, (6) for example/or rather. A similar mistake probably lies behind the belief that someone from another world really did pay us a visit last Friday.

## C Links across sentences (3)

What would you say? Give your answer using a linking word or phrase.

- Support Emma's opinion: she might not get another offer.

Emma: You're right. Maybe I should accept the offer.

After all, you might not get another one......

- 1 Rephrase what Rita is saying: she doesn't want to see Nick.

Rita: I don't know if I'll have time to see Nick.

- 2 Change the subject and ask what the time is.

Tom: I hope Wayne Johnson will be fit to play for United on Saturday.

- 3 Dismiss the idea of buying a sweater: they haven't got one in your size.

Daniel: I'm not sure if that sweater really suits you.

- 4 Mention Sarah as an example.

Claire: Lots of our friends have DVD recorders, don't they?

- 5 Contradict what Nick says.

Nick: Sorry. I persuaded you to see that film and you hated it, didn't you?

# Appendix 1: Word formation

## A Introduction

Look at these examples.

*Lots of people believe that God exists.*

*Lots of people believe in the existence of God.*

Exist is a verb and existence is a noun. The word **existence** has two parts: **exist-** and **-ence**. We call **-ence** a 'suffix'. We add it to the end of the verb **exist** to form a noun.

We can also use suffixes to form verbs, adjectives and adverbs.

*The system is being modernized. (= made modern)*

*I grew up in an industrial town. (= a town where there is a lot of industry)*

*The man was behaving strangely. (= in a strange way)*

There are many different suffixes, such as **-ence**, **-ize**, **-al**, **-ly**, **-tion** and **-ment**. Some of them can be used to form many different words. For example, there are a lot of nouns ending in **-tion**: **action**, **education**, **explanation**, **information**, **instruction**, etc. There are no exact rules about which suffix you can add to which word. Adding a suffix can also involve other changes to the form of a word.

*industry → industrial repeat → repetition science → scientist.*

Now look at these examples.

*They're going to play the match on Wednesday.*

*They're going to replay the match on Wednesday.*

We can add **re-** to the beginning of the verb **play**. We call **re-** a 'prefix'. A prefix adds something to the meaning of a word. The verb **replay** means 'play again'. We can also add prefixes to nouns and adjectives. See G and H.

## B Noun suffixes

<b>-ment</b>	<i>the prospects for employment</i>	<i>reach an agreement</i>
<b>-ion/-tion/-sion</b>	<i>take part in a discussion</i>	<i>increase steel production</i>
<b>-ation/-ition</b>	<i>an invitation to a party</i>	<i>people's opposition to the idea</i>
<b>-ence/-ance</b>	<i>a preference for houses rather than flats</i>	<i>a distance of ten miles</i>
<b>-ty/-ity</b>	<i>no certainty that we shall succeed</i>	<i>keep the door locked for security</i>
<b>-ness</b>	<i>people's willingness to help</i>	<i>recovering from an illness</i>
<b>-ing</b>	<i>enter a building</i>	<i>reach an understanding</i>

## C Nouns for people

<b>-er/-or</b>	<i>the driver of the car</i>	<i>a newspaper editor</i>
<b>-ist</b>	<i>a place full of tourists</i>	<i>a scientist doing an experiment</i>
<b>-ant/-ent</b>	<i>an assistant to help with my work</i>	<i>students at the university</i>
<b>-an/-ian</b>	<i>Republicans and Democrats</i>	<i>the electrician rewiring the house</i>
<b>-ee</b>	<i>an employee of the company</i> (= someone employed)	<i>notes for examinees</i> (= people taking an exam)

We also use **-er** for things, especially machines.

*a hair-dryer* *a food mixer* *a cassette player*

## D Verb suffixes

Many verbs are formed by adding **-ize** or **-ise** to an adjective. Some are formed by adding **-en**.

<b>-ize</b>	<i>European safety rules are being standardized.</i>	<i>They privatized the company.</i>
<b>-en</b>	<i>They're widening the road here.</i>	<i>Meeting you has really brightened my day.</i>

## E Adjective suffixes

Most of these adjectives are formed from nouns.

-al	<i>a professional musician</i>	<i>Britain's coastal waters</i>
-ic	<i>a metallic sound</i>	<i>a scientific inquiry</i>
-ive	<i>an informative guidebook</i>	<i>an offer exclusive to our readers</i>
-ful	<i>a successful career</i>	<i>feeling hopeful about the future</i>
-less	<i>feeling hopeless about the future (= without hope)</i>	<i>powerless to do anything about it</i>
-ous	<i>guilty of dangerous driving</i>	<i>luxurious holiday apartments</i>
-y	<i>a rocky path</i>	<i>the salty taste of sea water</i>
-ly ▷ 109.1	<i>a friendly smile</i>	<i>a very lively person</i>
-able/-ible	<i>an acceptable error (= an error that can be accepted)</i>	<i>a comprehensible explanation</i>
	<i>a valuable painting (= worth a lot of money)</i>	<i>a comfortable chair</i>

## F Adverbs

-ly ▷ 108     *He looked around nervously. I moved here quite recently.*

## G Some common prefixes

anti- (= against)	<i>anti-roads protestors</i>	<i>anti-government troops</i>
inter- (= between)	<i>an international match</i>	<i>interstate highways in the US</i>
mini- (= small)	<i>a minicomputer</i>	<i>the minibar in your hotel room</i>
mis- (= wrongly)	<i>mishear what someone says</i>	<i>miscalculate the amount</i>
multi- (= many)	<i>multicoloured lights</i>	<i>a multimillionaire</i>
over- (= too much)	<i>too fond of overeating</i>	<i>overcrowded roads</i>
post- (= after)	<i>the post-war world</i>	<i>a postgraduate student</i>
pre- (= before)	<i>pre-match entertainment</i>	<i>in prehistoric times</i>
re- (= again)	<i>a reunion of old friends</i>	<i>reread a favourite book</i>
semi- (= half)	<i>semi-skilled work</i>	<i>sitting in a semicircle</i>
super- (= big)	<i>a huge new superstore</i>	<i>a supertanker carrying oil</i>
under- (= too little)	<i>thin and underweight</i>	<i>underpaid work</i>

## H Negative prefixes

We can also use a prefix to form an opposite. For example, the opposite of *clear* is *unclear* (= not clear).

Un- is the most common negative prefix.

dis-	<i>a dishonest way to behave</i>	<i>can't help being disorganized</i>	<i>dislike the idea</i>
	<i>disappear from the scene</i>	<i>a disadvantage of the plan</i>	
il- (+ l)	<i>an illegal drug</i>	<i>an illiberal attitude</i>	
im- (+ m or p)	<i>an impossible task</i>	<i>an impolite question</i>	
in-	<i>an indirect route</i>	<i>the invisible man</i>	<i>a great injustice</i>
ir- (+ r)	<i>an irregular shape</i>	<i>an irrelevant remark</i>	
non-	<i>non-alcoholic drinks</i>	<i>a non-stop flight</i>	
un-	<i>an uncomfortable chair</i>	<i>an unusual event</i>	<i>an undated letter</i>
	<i>uncertain what to do</i>	<i>unpack your suitcase</i>	<i>unzip the bag</i>

# Appendix 2: The spelling of endings

## A Plural nouns

We add **-s** to a noun to form the plural.  
*a car* → *two cars*    *a name* → *some names*

- 1 After **-s**, **-sh**, **-ch** and **-x** we add **-es** /ɪz/.

*glass* → *glasses*    *dish* → *dishes*  
*match* → *matches*    *box* → *boxes*

- 2 A few nouns ending in **-o** have **-es**.

*heroes*    *potatoes*    *tomatoes*

But most have **s**.

*discos*    *kilos*    *photos*    *pianos*  
*radios*    *stereos*    *studios*    *zoos*

- 3 When a noun ends in a consonant + **-y**, the **-y** changes to **-ies**.

*penny* → *pennies*    *story* → *stories*

We do not change **-y** after a vowel.

*day* → *days*    *journey* → *journeys*

## B The Present Simple -s ending

In the third person singular, a Present Simple verb ends in **-s**. (See Unit 5.2.)

*I know* → *he knows*    *I work* → *she works*

- 1 After **-s**, **-sh**, **-ch** and **-x** we add **-es** /ɪz/.

*pass* → *passes*    *wash* → *washes*  
*catch* → *catches*    *mix* → *mixes*

- 2 Some verbs ending in **-o** have **-es**.

*go* → *goes* /gəʊz/    *do* → *does* /dəz/

- 3 When a verb ends in a consonant + **-y**, the **-y** changes to **-ies**.

*hurry* → *hurries*    *copy* → *copies*

We do not change **-y** after a vowel.

*stay* → *stays*    *enjoy* → *enjoys*

## C The -ed ending

Most verbs have **-ed** in the past tense.

(See Unit 8.2.) Most past participles also end in **-ed**. (See Unit 11.2.)

*look* → *looked*    *call* → *called*

- 1 If the verb ends in **-e**, we add **-d**.

*hope* → *hoped*    *save* → *saved*

- 2 When a verb ends in a consonant + **-y**, the **-y** changes to **-ied**.

*hurry* → *hurried*    *copy* → *copied*

- 3 Sometimes we double a final consonant. This happens when a one-syllable verb ends with one vowel and one consonant, e.g. *beg*, *plan*.

*beg* → *begged*    *plan* → *planned*

For more details about doubling, see G.

## D The -ing form

- 1 We normally leave out **-e** when we add **-ing** to a verb.

*take* → *taking*    *drive* → *driving*

But we keep a double **e** before **-ing**.

*see* → *seeing*    *agree* → *agreeing*

- 2 When a verb ends in **-ie**, it changes to **-ying**.

*die* → *dying*    *lie* → *lying*

But **-y** does not change.

*hurry* → *hurrying*

- 3 Sometimes we double a final consonant. This happens when a one-syllable verb ends with one vowel and one consonant, e.g. *win*, *put*.

*win* → *winning*    *put* → *putting*

For more details about doubling, see G.

## E Adverbs

We form many adverbs from an adjective + **-ly**.

*slow* → *slowly*    *calm* → *calmly*

- 1 We do not leave out **-e** before **-ly**.

*safe* → *safely*    *strange* → *strangely*

But there are a few exceptions.

*due* → *duly*    *true* → *truly*

*whole* → *wholly*

- 2 When an adjective ends in a consonant + **-y**, the **-y** changes to **-ily**.

*angry* → *angrily*    *happy* → *happily*

An exception is *shy* → *shyly*.

- 3 When an adjective ends in a consonant + **-le**, the **-e** changes to **-y**.

*probable* → *probably*    *sensible* → *sensibly*

- 4 When an adjective ends in **-ic**, we add **-ally**.

*automatic* → *automatically* /ɔ:tə'mætɪkli/

*romantic* → *romantically* /rəʊ'mæntɪkli/

But there is one exception.

*public* → *publicly*

## F The comparison of adjectives

We form the comparative and superlative of short adjectives with **-er** and **-est**. (See Unit 110.)

*old* → *older, oldest*

*quick* → *quicker, quickest*

- 1 If the adjective ends in **-e**, we add **-r** and **-st**.  
*late* → *later, latest*   *fine* → *finer, finest*

- 2 When an adjective ends in a consonant + **-y**, the **-y** changes to **-ier** or **-iest**.

*heavy* → *heavier, heaviest*

*lucky* → *luckier, luckiest*

- 3 Sometimes we double a final consonant. This happens when a one-syllable adjective ends with one vowel and one consonant, e.g. *big, flat*.

*big* → *bigger, biggest*   *flat* → *flatter, flattest*

For more details about doubling, see G.

## G The doubling of consonants

- 1 When we add **-ed**, **-ing**, **-er** or **-est** to a word, we sometimes double a final consonant. This happens when a one-syllable word ends with one vowel and one consonant, e.g. *stop, get, thin, sad*.

*stop* → *stopped*   *get* → *getting*  
*thin* → *thinner*   *sad* → *saddest*

- 2 We do not double **-y**, **-w** or **-x**.

*play* → *played*   *new* → *newest*  
*fax* → *faxing*

We do not double when there are two consonants.

*ask* → *asking*   *short* → *shortest*  
*rich* → *richer*

And we do not double when there are two vowels.

*seem* → *seemed*   *shout* → *shouting*  
*fair* → *fairest*

- 3 The rule about doubling is also true for words of more than one syllable (e.g. *permit* = *per + mit*), but only if the last syllable is stressed.

*per'mit* → *per'mitted*

*pre'fer* → *pre'ferring*

We do not usually double a consonant when the syllable is unstressed.

*'open* → *opened*   *'enter* → *entering*

An exception is that in British English **-l** is usually doubled, even if the syllable is unstressed.

*travel* → *travelled* (US: *traveled*)

# Appendix 3: Punctuation

## A Full stop (.), question mark (?) and exclamation mark (!)

A sentence ends with one of these punctuation marks.

- |                   |                                    |                               |                                |
|-------------------|------------------------------------|-------------------------------|--------------------------------|
| Full stop:        | <i>It's cold today.</i>            | <i>The office was closed.</i> | <i>Please be careful.</i>      |
| Question mark:    | <i>Who's that?</i>                 | <i>Did you see the show?</i>  | <i>Could you wait, please?</i> |
| Exclamation mark: | <i>Oh, no! I don't believe it!</i> |                               |                                |

In the US a full stop is called a 'period'.

## B Semi-colon (;)

We can use a semi-colon between two separate statements which are linked in meaning.

*Melanie is a very kind person; she visits David in hospital every day.*

We could also use a full stop here.

## C Colon (:)

We can use a colon before an explanation or before a list.

*Vicky felt nervous: she hated the dark.*

*There wasn't much in the fridge: a couple of sausages, some butter, half a bottle of milk.*

## D Dash (–)

A dash is rather informal. It is sometimes used instead of a colon or a semi-colon.

*I'm having a great time – there's lots to do here.*

*Vicky felt nervous – she hated the dark.*

## E Comma (,)

We often use a comma when we link two statements with **and**, **but** or **or**.

*Daniel was tired, and his feet were hurting. It's a really good camera, but I can't afford it.*

Note the two subjects in each sentence: *Daniel... his feet* and *It... I*. When there is only one subject, we do not use a comma.

*Daniel sat down and took his shoes off.*

We can also use a comma when a sentence has a linking word like **when** or **although**.

*When the office is busy, Sarah has to work late.*

For commas with relative clauses, see Unit 141.

Sometimes a comma can separate off an adverb or a phrase.

*Sarah, unfortunately, has to work late. On busy days, Sarah has to work late.*

Here the commas separate off *on busy days* and *unfortunately*.

The rules about commas are not very exact. In general, commas are more likely around longer phrases. With a short phrase there is often no comma.

*On busy days Sarah has to work late. Sometimes she has to work late.*

It is less usual to separate off something at the end of the sentence.

*Sarah has to work late when the office is busy. She stayed late to get the work done.*

We do not usually put a comma before **to** expressing purpose.

We also use commas in a list of more than two. The last two are linked by **and**, often without a comma.

*I went out with Rachel, Vicky, Emma and Matthew.*

## F Quotation marks (")

We put direct speech in quotation marks.

*Laura said, 'You haven't put those shelves up yet.'*    *'I haven't had time,' replied Trevor.*

We normally use a comma to separate the direct speech from the rest of the sentence.

The comma comes before the quotation mark. Quotation marks are also called 'quotes' or 'inverted commas'.

Double quotation marks are sometimes used.

*Laura said, "You haven't put those shelves up yet."*

We can put quotation marks around titles.

*Do you watch that American comedy series called 'Roseanne'?*

We often use quotation marks when we mention a word or phrase.

*What does 'punctuation' mean? Rap music is also called 'hip hop'.*

## G Hyphen (-)

We sometimes use hyphens in these structures.

Compound noun: *eating ice-cream*

Compound expression before a noun: *an oven-ready meal*

Noun formed from a phrasal verb: *ready for take-off*

Noun + -ing form: *interested in rock-climbing*

Before the last word of a compound number: *a hundred and twenty-six people*

After some prefixes: *anti-aircraft guns*

The rules about hyphens are not very exact. For example, you may see a compound noun written as **phonecard**, **phone-card** or **phone card**. Hyphens are not very frequent in British English, and they are used even less in American English. If you are unsure, it is usually safer to write two separate words.

## H Apostrophe (')

Look at these examples.

*Today we're going for a drive in the country.*    *Everyone is looking at Nick's car.*

We use an apostrophe (') in short forms, when there is a missing letter, e.g. **we're** (= we are). See Unit 32. We also use an apostrophe with s to form the possessive of a noun, e.g. **Nick's car**. See Unit 93.

## I Capital letters

There are two capital letters (big letters) in this sentence.

*The boss said I could leave early.*

We use a capital letter at the beginning of a sentence and for the word **I**.

We also use a capital letter to begin the names of people, places, companies, etc.

*Mark and Sarah*    *New Orleans*    *the High Street*    *Somerset House*    *General Motors*

This includes the names of books, films, magazines, etc. All the important words start with a capital letter.

*The Spy Who Loved Me*    *Four Weddings and a Funeral*    *Newsweek*

We also use a capital letter for days of the week, months of the year, holidays and festivals, historical times, nationalities and most abbreviations.

*Monday*    *August*    *Easter*    *the New Year*    *the Industrial Revolution*  
*some Italian wine*    *the UN* (= the United Nations)

# Appendix 4: Pronunciation

## A Key to phonetic symbols

VOWELS				CONSONANTS							
i:	tea	ʌ	cup	p	put	f	first	h	house		
i	happy	ɜ:	bird	b	best	v	van	m	must		
ɪ	sit	ə	away	t	tell	θ	three	n	next		
e	ten	eɪ	pay	d	day	ð	this	ŋ	song		
æ	sad	əʊ	so	k	cat	s	sell	l	love		
ɑ:	car	aɪ	cry	g	good	z	zoo	r	rest		
ɒ	dog	aʊ	now	tʃ	cheese	ʃ	ship	j	you		
ɔ:	ball	ɔɪ	boy	dʒ	just	ʒ	pleasure	w	will		
ʊ	book	ɪə	dear								
u	actual	eə	chair								
u:	fool	ʊə	sure								

## B Stress

In books about English, the symbol ' is used before a stressed syllable, the part of the word which is spoken with greater force.

*midnight /'midnaɪt/    about /ə'baʊt/    exercise /'eksəsaɪz/    belonging /bɪ'lɔɪŋɪŋ/*

Here the syllables **mid**,  **bout**, **ex** and **long** are stressed. It is important to get the stress on the right part of the word. Stressing a word incorrectly can make it difficult to understand.

Now look at these two sentences.

*We want to protest /prə'test/ against experiments on live animals.*

*We want to make a protest /'prəʊtest/ against experiments on live animals.*

**Protest** as a verb is stressed on the second syllable. As a noun it is stressed on the first syllable. There are a number of words like this, e.g. **conflict**, **contrast**, **export**, **import**, **increase**, **insult**, **produce**, **progress**, **protest**, **record**, **suspect**, **transfer**, **transport**. Sometimes a change of stress means a change of vowel sound.

Verbs: *produce /prə'dju:s/, progress /prə'gres/, record /rɪ'kɔ:d/*

Nouns: *produce /'prodju:s/, progress /'prəʊgres/, record /'reko:d/*

We also use stress to show which are the important words in a sentence.

*'Claire's got a 'lovely 'flat. She 'bought it last 'year. It's 'right in the 'centre of 'town.*

Here the important words are **Claire**, **lovely**, **flat** and so on. We do not usually stress 'grammatical words' like **a**, **she**, **the** and **of**.

## C Intonation

The voice usually falls or rises on the most important word in the sentence. This word is usually at or near the end of the sentence.

*Claire's got a lovely ↘ flat.*

Here the voice falls when saying **flat**, which is the key word.

The symbol ↘ is used for a falling intonation and ↗ for a rising intonation.

*Everything is more or less ↘ ready. (a statement)*

*Everything is more or less ↗ ready? (a question)*

The voice usually goes down in a statement and up in a yes/no question. In general, a fall means that what we say is complete. A rise means that what we say is incomplete, or it needs an answer. See also Unit 42 for intonation in question tags.

The voice often rises in the first part of a sentence and falls at the end.

*If you don't ↗ mind, I ought to be ↗ going.*

There is always a fall or rise on the important part of the message. Which word is the key word depends on the meaning. Compare these examples.

*My friend is a bit upset. She's just failed her ↗ exam.*

*I passed my exam last summer, but my friend has just ↗ failed hers.*

*Lots of people have failed their exams. My ↗ friend has just failed.*

## D Voicing

Sounds can be voiced or voiceless. Voiced sounds are like those you make when you sing. All the vowels are voiced and some of the consonants. Voiceless sounds are like those you make when you whisper. Some of the consonants are voiceless. Compare these sounds.

VOICED	VOICELESS
/b/ <i>bill</i>	/p/ <i>pill</i>
/d/ <i>down</i>	/t/ <i>town</i>
/g/ <i>gold</i>	/k/ <i>cold</i>
/z/ <i>prize</i>	/s/ <i>price</i>

The voiceless sounds are /p/, /t/, /k/, /f/, /θ/, /s/, /ʃ/, /tʃ/ and /h/.

## E The -s ending

We sometimes add the ending -s or -es to a word. For example we can do this to form the plural or the possessive of a noun.

*some chairs      the bushes      Mark's car      the woman's name*

We can also add -s or -es to a verb.

*It looks nice and sunny.      Tom watches the football on Saturday afternoons.*

The pronunciation of -s/-es depends on the sound which is before it. The ending is pronounced /s/ after a voiceless sound, /z/ after a voiced sound, and /ɪz/ after a sibilant sound.

Voiceless + /s/	<i>shops</i> /ps/	<i>gets</i> /ts/	<i>takes</i> /ks/
Voiced + /z/	<i>jobs</i> /bz/	<i>hides</i> /dz/	<i>bags</i> /gz/
	<i>Laura's</i> /əz/	<i>days</i> /eɪz/	<i>knows</i> /əʊz/

Sibilant + /ɪz/	<i>buses</i> /sɪz/	<i>loses</i> /zɪz/	<i>crashes</i> /ʃɪz/
-----------------	--------------------	--------------------	----------------------

For voiced and voiceless sounds see D. The sibilant sounds are /s/, /z/, /ʃ/, /ʒ/, /tʃ/ and /dʒ/.

## F The -ed ending

We add -ed or -d to a regular verb to form the past tense or past participle.

*We all walked home.      They've closed the gates.*

The pronunciation of -ed depends on the sound coming before it. The ending is pronounced /t/ after a voiceless sound, /d/ after a voiced sound, and /ɪd/ after /t/ or /d/.

Voiceless + /t/	<i>hoped</i> /pt/	<i>worked</i> /kt/	<i>increased</i> /st/
Voiced + /d/	<i>robbed</i> /bd/	<i>begged</i> /gd/	<i>raised</i> /zd/
	<i>played</i> /eɪd/	<i>allowed</i> /aʊd/	<i>cared</i> /eəd/

/t/ or /d/ + /ɪd/	<i>wanted</i> /tɪd/	<i>landed</i> /dɪd/
-------------------	---------------------	---------------------

For voiced and voiceless sounds see D.

## G Weak forms

We are using a weak form when we pronounce **is** as /s/ rather than /iz/, or we pronounce **from** as /frəm/ rather than /frɒm/. Normally a word like **is** or **from** is not stressed, and so we can use a weak form. (For written short forms see Unit 32.)

	STRONG FORM	WEAK FORM		STRONG FORM	WEAK FORM
<i>a</i>	/eɪ/	/ə/	<i>is</i>	/ɪz/	/z/ or /s/
<i>am</i>	/æm/	/əm/ or /m/	<i>me</i>	/mi:/	/mi/
<i>an</i>	/æn/	/ən/	<i>must</i>	/mʌst/	/məst/ or /məs/
<i>and</i>	/ænd/	/ənd/, /ən/ or /n/	<i>of</i>	/ɒv/	/əv/ or /v/
<i>are</i>	/ɑ:(r)/	/ə(r)/	<i>shall</i>	/ʃæl/	/ʃəl/ or /ʃl/
<i>as</i>	/æz/	/əz/	<i>she</i>	/ʃi:/	/ʃi/
<i>at</i>	/æt/	/ət/	<i>should</i>	/ʃʊd/	/ʃəd/
<i>be</i>	/bi:/	/bi/	<i>some</i>	/sʌm/	/səm/ or /sm/
<i>been</i>	/bi:n/	/bɪn/	<i>than</i>	/ðæn/	/ðən/
<i>can</i>	/kæn/	/kən/	<i>that</i>	/ðæt/	/ðət/
<i>could</i>	/kʊd/	/kəd/	<i>the</i>	/ði:/	/ði/ or /ðə/
<i>do</i>	/du:/	/du/ or /də/	<i>them</i>	/ðem/	/ðəm/ or /əm/
<i>for</i>	/fɔ:(r)/	/fə(r)/	<i>there</i>	/ðeə(r)/	/ðə(r)/
<i>from</i>	/frəm/	/frəm/	<i>to</i>	/tu:/	/tu/ or /tə/
<i>had</i>	/hæd/	/həd/, /əd/ or /d/	<i>was</i>	/wɒz/	/wəz/
<i>has</i>	/hæz/	/həz/, /əz/ or /z/	<i>we</i>	/wi:/	/wi/
<i>have</i>	/hæv/	/həv/, /əv/ or /v/	<i>were</i>	/wɜ:(r)/	/wə(r)/
<i>he</i>	/hi:/	/hɪ/ or /i/	<i>will</i>	/wil/	/l/
<i>her</i>	/hɜ:(r)/	/hə(r)/ or /ə(r)/	<i>would</i>	/wʊd/	/wəd/, /əd/ or /d/
<i>him</i>	/hɪm/	/ɪm/	<i>you</i>	/ju:/	/ju/
<i>his</i>	/hɪz/	/ɪz/	<i>your</i>	/jɔ:(r)/	/jə(r)/

### Notes on weak forms

- (r) means that an -r sound is pronounced before a vowel. In the phrase **for a minute**, the words **for a** are pronounced /fərə/.
- A, an** and **the** are normally spoken in their weak form.
- Some** does not have a weak form when it means 'some but not all'. See Unit 96A.
- That** normally has a weak form when it is a linking word, e.g. *I knew that /ðət/ it was true*. It does not have a weak form when it means something at a distance from the speaker, e.g. *Look at that /ðət/ car*. (See Unit 91.)
- There** normally has a weak form in a sentence like **There's /ðəz/ a bookshop in town**. (See Unit 99.) It does not have a weak form when it means 'in that place', e.g. *The bookshop is over there /ðəə/*.
- A verb does not have a weak form in a short answer with **yes**.  
*Are you tired? ~ Yes, I am /æm/.*

# Appendix 5: American English

The differences between British and American English are mainly matters of pronunciation and vocabulary. There are also a few spelling differences such as British **centre** and **colour** and American **center** and **color**. There are some grammatical differences. Although they are not very great, those points that are most relevant to learners of English are explained here.

## A Seem, look, etc.

Compare these examples.

### BRITISH

In British English there can be a noun (e.g. **pilot**) after **appear**, **feel**, **look**, **seem** and **sound**.

*She seemed (to be) a good pilot.*

*It looks (to be) a lovely evening.*

*I felt a fool.*

### AMERICAN

Americans do not say *She seemed a good pilot*. They use **to be** or **like** after these verbs.

*She seemed to be a good pilot.*

OR *She seemed like a good pilot.*

*It looks to be a lovely evening.*

OR *It looks like a lovely evening.*

*I felt like a fool.*

## B Present Perfect and Past Simple (Units 11–15)

The British use the Present Perfect for recent actions, and especially with **just**, **already** and **yet**.

*Bob has washed the dishes, look.*

*We've already eaten our lunch.*

*I've just seen Elaine.*

*Have you corrected your work yet?*

The British normally use the Present Perfect with **ever** and **never**, not the Past Simple.

*Have you ever played cricket?*

*The child has never seen snow before.*

Americans can use either the Present Perfect or the Past Simple in these sentences.

*Bob has washed the dishes, look.*

OR *Bob washed the dishes, look.*

*We've already eaten our lunch.*

OR *We already ate our lunch.*

*I've just seen Elaine.*

OR *I just saw Elaine.*

*Have you corrected your work yet?*

OR *Did you correct your work yet?*

Americans normally use the Past Simple with **ever** and **never**, but the Present Perfect is possible.

*Did you ever play baseball?*

OR *Have you ever played baseball?*

*The child never saw snow before.*

OR *The child has never seen snow before.*

## C Shall (Unit 23.4)

The British use **will** for the future, but they can also use **shall** in the first person.

*I will/I shall be here tomorrow.*

*We will/We shall contact you.*

The British use **shall** to make an offer.

*Shall I make the coffee?*

The British can use **Shall we ...?** for a suggestion.

*Shall we go for a walk?*

Americans do not normally use **shall** for the future.

*I will be here tomorrow.*

*We will contact you.*

Americans normally use **should**.

*Should I make the coffee?*

Americans do not normally use **shall** in suggestions.

*How about a walk?*

*Would you like to take a walk?*

## D Got and gotten

Both **have** and **have got** are used in Britain and in the US.

*He has a lot of money./He's got a lot of money.* (= He is rich.)

The British do not use **gotten**.

*He's made a lot of money from his business activities.*

*Your driving has got better.*

In the US, **have gotten** expresses an action.

*He's gotten/made a lot of money from his business activities.*

Americans also use **gotten** meaning 'become'.

*Your driving has gotten better.*

## E Negatives and questions with have (Unit 31)

In Britain there are two different structures.

*I haven't (got) enough time.*

OR *I don't have enough time.*

*Has Carol got a computer?*

OR *Does Carol have a computer?*

Americans normally use the auxiliary **do**.

*I don't have enough time.*

*Does Carol have a computer?*

In the past tense, **did** is usual in both countries.

*We didn't have tickets.*

## F Emphatic do (Unit 33.3)

The British can use **do** with an imperative for emphasis.

*Have a piece of cake.*

OR *Do have a piece of cake.*

**Do** with an imperative is less common in the US.

*Have a piece of cake.*

## G Do for an action

The British can use **do** to refer to an action already mentioned.

*I don't practise as often as I should (do).*

*You'd better take your pill. ~ I already have (done).*

Americans do not use **do** in this way.

*I don't practice as often as I should.*

*You'd better take your pill. ~ I already have.*

## H Question tags (Unit 42)

Both the British and the Americans can use question tags when talking about facts.

*Blackpool is in Lancashire, isn't it?*

*Las Vegas is in Nevada, isn't it?*

But in general Americans use tags much less often than the British. They do not use tags to persuade or to argue. A sentence like *You aren't listening to me, are you?* is British but not American. But Americans often use **right?** and **OK?** as tags.

*I'll bring the luggage in, shall I?*

*I'll bring the baggage in, OK?*

## I Can't and must not (Unit 46.3)

The British use **can't** to say that something is impossible.

*I rang, but there's no reply. They can't be at home.*

Americans can also use **must not** to say that something is impossible.

*I called, but there's no reply. They can't be home./They must not be home.*

## J Needn't and don't need to (Unit 48)

The British can use either form.

*You needn't see the inspector.*

OR *You don't need to see the inspector.*

Americans do not normally use **needn't**.

*You don't need to see the inspector.*

## K Group nouns (Unit 81.2)

In Britain a group noun can usually take either a singular or a plural verb.

*The crowd was/were getting restless.*

*Sweden plays/play Germany tomorrow.*

In the US a group noun takes a singular verb.

*The crowd was getting restless.*

*Sweden plays Germany tomorrow.*

## L The (Unit 86.3 and 87.1)

The British use **the** with a musical instrument.

*I can play the piano.*

The British say **in hospital**.

*My sister is still in hospital.*

Americans can leave out **the**.

*I can play piano/play the piano.*

Americans say **in the hospital**.

*My sister is still in the hospital.*

## M Numbers

The British use **and** between **hundred** and the rest of the number.

*six hundred and twenty*

Americans can leave out **and**.

*six hundred twenty*

OR *six hundred and twenty*

## N Dates

There are a number of different ways of writing and saying dates, but these are the most common.

### BRITISH

*23 June*

*'the twenty-third of June'*

*'June the twenty-third'*

### AMERICAN

*June 23*

*'June twenty-third'*

The British write 23.6.98, and Americans write 6.23.98.

## O You and one (Unit 98.3)

The British use **you** for people in general, including the speaker. In more formal English they can use **one**.

*You/One can't be too careful.*

Americans use **you** for people in general. **One** is unusual.

*You can't be too careful.*

## P Somewhere and someplace (Unit 103)

In informal American English, **everyplace**, **someplace**, **anyplace** and **no place** can be used as well as **everywhere**, **somewhere**, etc.

*Let's find somewhere to eat.*

*Let's find somewhere/someplace to eat.*

## Q Adjectives and adverbs (Unit 108)

In informal speech we can sometimes use an adjective form instead of an adverb. Americans do this more than the British.

*We had some **really** nice weather.*

*It **certainly** doesn't make things any easier.*

*We had **some** **really** nice/some **real** nice weather.*

*It **certainly/sure** doesn't make things any easier.*

## R Prepositions (Units 118–126)

There are some differences in prepositions.

### BRITISH

*round/around the village  
towards/toward the west  
looking out of the window  
outside the town*

### AMERICAN

*around the village  
toward the west  
looking out the window/out of the window  
outside the town/outside of the town*

In American English there is a special use of **through** as a preposition of time.

*He'll be on the road **from** Tuesday **to/till** Friday.  
They will stay in Brighton **until** the end of April.*

*He'll be on the road (**from**) Tuesday **through** Friday.  
They will stay in Miami **through** April.*

Note the prepositions after **different**.

### BRITISH

*This cup is different **from/to** the others.*

### AMERICAN

*This cup is different **from/than** the others.*

Compare these expressions.

### BRITISH

*in Bond Street  
at the weekend, **at** weekends  
stay **at** home  
a player **in** the team  
ten minutes **past** four  
twenty **to** seven  
write **to** me  
talk **to** someone  
meet someone*

### AMERICAN

*on Fifth Avenue  
on the weekend, **on** weekends  
stay **home**  
a player **on** the team  
ten minutes **past/after** four  
twenty **to/of** seven  
write **me/write to** me  
talk **to/with** someone  
meet **with** someone*

## S In case (Unit 148.4)

In case can have different meanings.

BRITISH

*Take an umbrella **in case** it rains.  
(= because it may rain)*

AMERICAN

***In case** you're sick, you should call the office.  
(= if you're sick)*

## T Go and ...

Americans can leave out **and** from this structure.

*I'll go **and** buy the tickets.*

*I'll go buy/I'll go **and** buy the tickets.*

## U The subjunctive

We can use expressions like **I suggest that ...** and **It's important that ...** to talk about what we want to happen. Look at these examples.

BRITISH

*Tim's parents have suggested that he gets a job/that he **should** get a job.  
It's important that everything **goes**/everything **should go** according to plan.*

The British normally use the Present Simple or **should**. (They use the subjunctive only in formal English.)

AMERICAN

*Tim's parents have suggested that he **get** a job.  
It's important that everything **go** according to plan.*

Americans normally use a form called the 'subjunctive', e.g. **get**, **go**.

## V Irregular verbs

In the past tense some verbs can have either an irregular -t ending or the regular -ed ending. These verbs are **burn**, **learn**, **smell**, **spell**, **spill** and **spoil**.

The British prefer the -t ending, although -ed is also possible.

*They **burnt/burned** the old sofa.  
You've **spelt/spelled** this word wrong.*

Americans normally use the -ed ending.

*They **burned** the old sofa.  
You've **spelled** this word wrong.*

But we say e.g. *a slice of burnt toast* in both British and American English.

In Britain the verbs **dream**, **lean** and **leap** can be regular, or they can have a -t ending.

*I **dreamt/dreamed** about you.*

*I **dreamed** about you.*

These three forms ending in -t have the vowel sound /e/. For example, **dreamt** is pronounced /dremt/, and **dreamed** is pronounced /dri:md/.

The verb **dive** is regular in Britain but can be irregular in the US.

*Craig **dived** into the water.*

*Craig **dived/dove** into the water.*

**Dived** is pronounced /daɪvd/, and **dove** is pronounced /dəʊv/.

## Appendix 6: Irregular verbs

VERB	PAST TENSE	PAST/PASSIVE PARTICIPLE	VERB	PAST TENSE	PAST/PASSIVE PARTICIPLE
arise	arose	arisen	find	found	found
be	was, were	been	flee	fled	fled
bear	bore	borne	fly	flew	flown
beat	beat	beaten	forbid	forbad(e) /fə'bæd/	forbidden
become	became	become	forget	forgot	forgotten
begin	began	begun	forgive	forgave	forgiven
bend	bent	bent	freeze	froze	frozen
bet	bet	betted	get	got	got
bind	bound	bound	give	gave	gotten (us)
bite	bit	bitten	go	went	given
bleed	bled	bled	grind	ground	gone
blow	blew	blown	grow	grew	ground
break	broke	broken	hang	hung	grown
breed	bred	bred	have	had	hung
bring	brought	brought	hear /hɪə/	heard /hɜ:d/	had
broadcast	broadcast	broadcast	hide	hid	hidden
build	built	built	hit	hit	hit
burn	burnt	burnt	hold	held	held
	burned	burned	hurt	hurt	hurt
burst	burst	burst	keep	kept	kept
buy	bought	bought	kneel	knelt	knelt
catch	caught	caught	know	knew	known
choose	chose	chosen	lay	laid	laid
come	came	come	lead	led	led
cost	cost	cost	lean /lɪ:n/	leant /lent/	leant /lent/
creep	crept	crept		leaned	leaned
cut	cut	cut	leap /lɪ:p/	leapt /lept/	leapt /lept/
deal /dɪ:l/	dealt /delt/	dealt /delt/		leaped	leaped
dig	dug	dug	learn	learnt	learnt
dive	dived	dived		learned	learned
	dove (us)		leave	left	left
do	did	done	lend	lent	lent
draw	drew	drawn	let	let	let
dream /dri:m/	dreamt /dremt/	dreamt /dremt/	lie	lay	lain
	dreamed	dreamed	light	lit	lit
drink	drank	drunk		lighted	lighted
drive	drove	driven	lose	lost	lost
eat /i:t/	ate /et/	eaten /'i:tn/	make	made	made
fall	fell	fallen	mean /mi:n/	meant /ment/	meant /ment/
feed	fed	fed	meet	met	met
feel	felt	felt	mow	mowed	mown
fight	fought	fought			mowed

VERB	PAST TENSE	PAST/PASSIVE PARTICIPLE	VERB	PAST TENSE	PAST/PASSIVE PARTICIPLE
pay	paid	paid	stand	stood	stood
put	put	put	steal	stole	stolen
read /ri:d/	read /red/	read /red/	stick	stuck	stuck
ride	rode	ridden	sting	stung	stung
ring	rang	rung	stink	stank	stunk
rise	rose	risen		stunk	
run	ran	run	stride	strode	stridden
say /sei/	said /sed/	said /sed/	strike	struck	struck
see	saw	seen	swear	swore	sworn
seek	sought	sought	sweep	swept	swept
sell	sold	sold	swim	swam	swum
send	sent	sent	swing	swung	swung
set	set	set	take	took	taken
sew	sewed	sewn	teach	taught	taught
		sewed	tear	tore	torn
shake	shook	shaken	tell	told	told
shine	shone	shone	think	thought	thought
shoot	shot	shot	throw	threw	thrown
show	showed	shown	tread	trod	trodden
shrink	shrank	shrunk	understand	understood	understood
	shrunk		wake	woke	woken
shut	shut	shut		waked	waked
sing	sang	sung	wear	wore	worn
sink	sank	sunk	weave	wove	woven
sit	sat	sat		weaved	weaved
sleep	slept	slept	weep	wept	wept
slide	slid	slid	win	won	won
smell	smelt	smelt	wind	wound	wound
	smelled	smelled	write	wrote	written
speak	spoke	spoken			
speed	sped	sped			
	speeded	speeded			
spell	spelt	spelt			
	spelled	spelled			
spend	spent	spent			
spill	spilt	spilt			
	spilled	spilled			
spin	spun	spun			
spit	spat	spat			
split	split	split			
spoil	spoilt	spoilt			
	spoiled	spoiled			
spread	spread	spread			
spring	sprang	sprung			

The verbs in this list are also irregular when they have a prefix, e.g. **overtake** – **overtook** – **overtaken**, **foretell** – **foretold** – **foretold**.

A few verbs have irregular Present Simple forms:

VERB	PRESENT SIMPLE
be	I <b>am</b> ; you/we/they <b>are</b> ; he/she/it <b>is</b>
do	he/she/it <b>does</b> /dʌz/
go	he/she/it <b>goes</b> /gəʊz/
have	he/she/it <b>has</b>
say	he/she/it <b>says</b> /sez/

For **burnt/burned**, **dreamt/dreamed**, etc. in British and American English see page 382. For **gotten** see page 378.