

A1-B2

- Common European Framework
- PET and FCE preparation
- Lexical focus
- Extensive practice

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# TOP Grammar

**From basic to upper-intermediate**

**Teacher's Book**

**Testbook**

**TOP Grammar Teacher's book, Testbook, Answer Keys**

by Rachel Finnie, Carol Frain, David A. Hill, Karen Thomas

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First published 2010

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ISBN 978-3-85272-226-9

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Project managed and edited by Paola Tite

Designed by BNC comunicazione

Cover by Capolinea

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## To the teacher

**TOP Grammar** is a **reference book** for learners of English which goes from level A1 to B2 of the Common European Framework and beyond. It covers all main grammatical areas and provides clear grammatical explanations with a variety of contextualised examples and practice exercises.

**Clarity** and **flexibility** are key aspects of **TOP Grammar**. The book can be used either for individual study at home or in class to provide additional practice exercises for a course-book syllabus. It can also be used for **PET** and **FCE** exam preparation. The book can be consulted quickly and easily due to its clear and user-friendly format, and students should be encouraged to use it as autonomously as possible.

**TOP Grammar** consists of a Student's Book, a CD-ROM and a Teacher's Book.

### • The Student's Book

The Student's Book is divided into **25 sections** of differing lengths, each focusing on a specific grammatical theme (a tense, a part of speech, a syntactic form, etc) alongside a lexical theme (health, shopping and money, education, etc). Each section consists of easily-manageable **units** of two pages each – the language rules on the left hand side and the exercises on the right.

The **language rules** are presented in graded sequence. They start with the most basic standard form of a grammatical item, and then look at its communicative use in spoken and written language. Distinctions between various registers – formal, informal, colloquial – and the differences between British and American usage are presented and made clear through a variety of examples. **Examples** use easily recognisable communicative situations.

The **exercises** within each unit are graded from simple to more complex. Practice is provided through many different kinds of tasks such as gap-filling, choosing the correct form between two alternatives, reordering words, finding the mistake, matching the two parts of a sentence, etc. Students begin with an exercise based on a single grammar item and then deal with it in a more communicative context, such as completing a text, short dialogue, e-mail or letter.

**NB** Grammar points that are dealt with in one section and mentioned in other parts are cross-referenced throughout the book (i.e. see p. 284).

**TOP Grammar** focuses clearly and systematically on various **key lexical areas**. Each section of the book covers one lexical group. These words and expressions are used to contextualise the grammatical exercises for that particular section. This integration of key lexis and grammar allows students to expand their vocabulary knowledge while practising key grammar structures. Areas such as word formation, false friends and phrasal verbs are covered within the book, while **specific vocabulary exercises** for the **PET** and **FCE** exams can be found on the CD-ROM.

At the end of each section there is a two-page **Review** with revision exercises covering all the salient grammar and lexis from the previous units.

A detailed **Appendix** and an analytical **Index** can be found at the end of the book. The **Appendix** contains tables summarising modal verbs and the tense system, a phonetic table with exercises and other useful tables.

## Introduction to TOP Grammar

**TOP Grammar** also contains fourteen **Exam Preparation** sections with activities which use the format of the following **PET** and **FCE** papers: PET Reading Part 5, PET Writing Parts 1, 2 and 3, and FCE Use of English Parts 1, 2, 3 and 4. These activities focus on the grammar points presented in the preceding group of units and allow students to practise their exam skills while reviewing a particular lexical group. More exam preparation activities for PET and FCE are included on the CD-ROM.

**TOP Grammar** caters for a variety of **learning styles**: analytical students will benefit from clearly explained sets of rules aimed at making them feel more confident about using the language correctly; students who are more visual will be helped by the drawings, the photos and the tables; kinaesthetic learners will appreciate the hands-on approach offered by activities on the CD-ROM, and those with a prevalent auditory style can take advantage of the Pronunciation and Dictation sections also on the CD-ROM.

By using **TOP Grammar**, students will gradually develop their **cognitive** and **organizational skills** through the study of how a language system works. They will build up skills which will allow them to become more accurate in their oral and written production of English.

### • The CD-ROM

**TOP Grammar** is accompanied by an interactive CD-ROM with **25 Reviews** containing additional grammar exercises for all units of the book. The CD-ROM also contains **PET**, **FCE**, **Dictation** and **Pronunciation** sections. The **PET** and **FCE** sections further develop the lexical themes and grammar points required for these examinations. The **Dictation** section consists of short recorded texts for students to listen to and write. The texts focus on key grammar and lexis from a particular unit and give students valuable practice in reproducing an accurate audio text. The **Pronunciation** section focuses on key elements such as sentence stress, weak and strong forms, word recognition and what could be called 'the phonetics of grammar': how to pronounce the *-s* of the plural, *-ed* endings, etc.

### • The Teacher's Book

The **Teacher's Book** contains tips on how **TOP Grammar** can be used in the class and for individual study. It also includes practical suggestions on how to develop grammar competence and how to deal with error correction.

A set of **25 Tests**, one for each section of **TOP Grammar**, is provided together with a marking scheme. These Tests check students' competences and verify their acquisition of the required structures before they progress to the next topic. They also identify any weak points and areas which may need additional work.

**Keys** to the Student's Book and Tests exercises are included at the end of the Teacher's Book.

## Teaching tips for using TOP Grammar

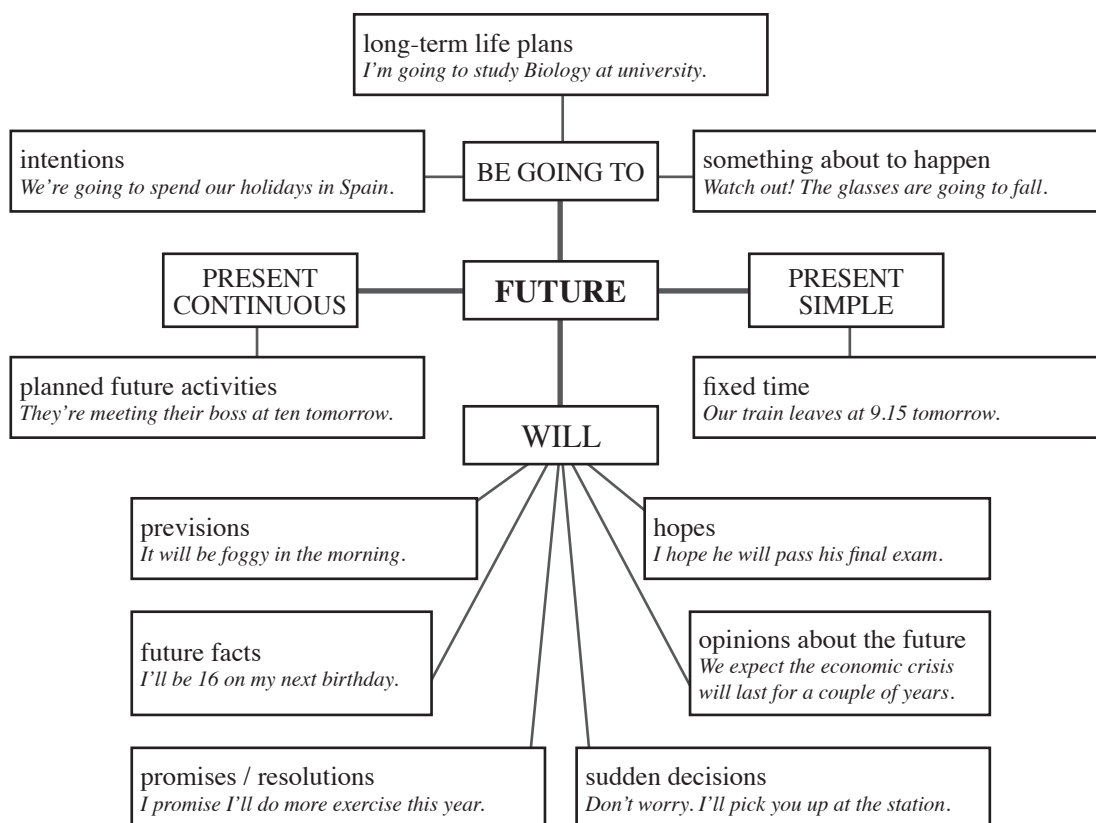
**TOP Grammar** provides a means of helping students with different learning styles to develop grammar competence. To make the most of this book, we give the following suggestions for classroom activities that aim towards the acquisition of a better awareness of how to use the language and an improvement in the level of written and oral accuracy.

### Different strategies for different learning styles

- The traditional deductive method – examining linguistic structures through explaining grammatical rules, and then applying these in various types of exercises – is a method particularly suited to students who have an analytical-reflective style of learning, but it is not, of course, the only method.
- Tables, mind-maps, flow charts and summaries like the following one found in the book,

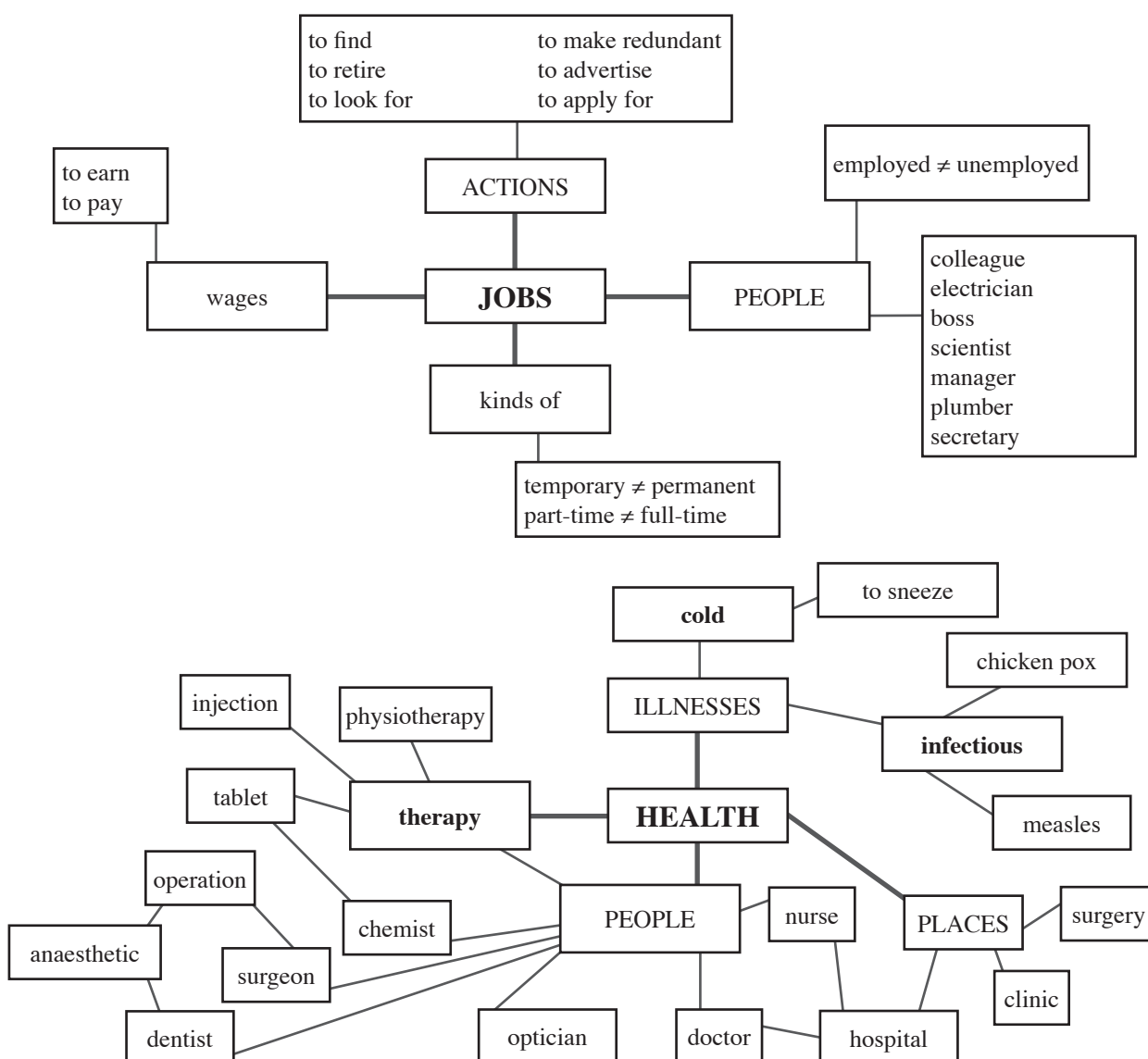
	<b>Affirmative</b>	<b>Interrogative</b>	<b>Negative</b>	
<b>People</b>	somebody / someone	anybody / anyone	not... anybody / not... anyone	nobody / no one
<b>Things</b>	something	anything	not... anything	nothing
<b>Places</b>	somewhere	anywhere	not... anywhere	nowhere

can help students who have a visual non-verbal learning style. Teachers can ask the students to prepare diagrams for grammar points that are especially problematic, like the following diagram on the use of the future tense.



## Teaching tips for using TOP Grammar

- Numerous pictures accompany the text, enabling the students to understand an example or contextualise an exercise. They help students who have a strong visual memory to remember not just a rule, but also the page it is on and how to find it again when they need to. In addition, the use of arrows, small diagrams of a structure, graphics and visual elements, facilitate learning for these students.
- All learners, but particularly those who have kinaesthetic and auditory styles of learning, should take advantage of the activities on the CD-ROM as much as possible, if only because using a different method (the computer instead of pen and paper) can make learning more enjoyable for some students. The dictations and pronunciation exercises on the CD-ROM may be particularly appreciated by students who are prevalently auditory learners.
- Reinforcing a particular lexical area at the same time as acquiring grammatical structures is another strategy used in the book to make the most of practice. Teachers can ask their students to make spidergrams, i.e. tables with a lexical content, in each section of **Top Grammar**. This type of exercise is especially beneficial for those taking **PET** and **FCE** exams. The following examples contain vocabulary from Units 34-37 on the theme of “Jobs”, and vocabulary found in Units 38-40 on the theme of “Health”.



## Teaching tips for using TOP Grammar

- Thinking about the different linguistic functions of a grammar point, or conversely, about how many different grammatical ways a particular function can be expressed, is a useful activity that can help students understand the communicative aspects of grammar. The CD-ROM, in particular, contains exercises related to these aspects, and in addition, you can find useful material in the book such as the table below.

### Modals and other verbs related to communicative functions

<b>obligation or necessity</b>	<b>absence of obligation</b>	<b>prohibition</b>
We must study hard. We have to study hard. We've got to study hard. We need to study hard. We had to study hard last year. We'll have to study hard next year.	We don't have to study hard. We don't need to study hard. We needn't study hard. We didn't have to study hard last year. We won't have to study hard next year.	You mustn't talk in the library. You can't talk in the library. Don't talk in the library. No talking in the library.
<b>advice</b>	<b>assumption / deduction</b>	<b>asking for advice</b>
You should study hard. You ought to study hard. You had better study hard. You shouldn't worry about the exam.	It must be late. It can't be late. It should be easy. It ought to be easy.	What shall I do? What should I do? What can we do? Shall we turn right or left?
<b>offers of help</b>	<b>ability</b>	<b>possibility</b>
Shall I help you? Can I help you? Could I help you? I'd like to help you. Do you want me to help you? Let me help you! I'll help you!	I can ski. I could ski when I was young. I can't ride a horse. I couldn't ride a horse last year. I wasn't able to break his record. I'm afraid I won't be able to break his record.	I can go out tonight. (there's no problem) I may go out tonight. (it's possible) I might go out tonight. (I'm not sure) I'm likely to go out tonight. (it's probable) The odds are that I'm going out tonight. (colloquial)
<b>permission</b>	<b>asking for something</b>	<b>asking others to do something</b>
Can I go now? Could I go now? May I go now? You can go now. You may go now. I wasn't allowed to go. They didn't let me go. I'm sure I will be allowed to go. I'm sure they will let me go.	Can I have a coke, please? Could I have a coke, please? I'd like (to have) a coke. I want a coke.	Will you come here, please? Can you come here? Could you come here? Do you mind coming here? Would you mind coming here? I'd like you to come here. I want you to come here right now!
<b>offers</b>	<b>suggestions</b>	<b>wishes and preferences</b>
Will you have a coke? Would you have a coke? Would you like a coke? Do you want a coke? How / What about a coke? Have a coke!	Shall we go to the park? Should we go to the park? Let's go to the park. How / What about going to the park? Why don't we go to the park?	I want to go home. I'd like to go home. I wish I could go home. If only I could go home. I'd prefer to go home. I'd rather go home (than stay here).



## Teaching tips for using TOP Grammar

- Oral activities and drills that use repetition but which have a precise communicative aim because of an information gap, can be used in the classroom to consolidate a structure. This type of activity is particularly suited to those students with an auditory style of learning or the so-called ‘rote learners’, who find learning through repetition easier. Here is an example:

### Making up stories

The teacher starts telling a story, using only a couple of sentences to set the scene. Then the teacher stops and waits for the students to ask questions before he / she continues with the story. The teacher answers the questions only if they have been asked correctly. If the question is incorrect, the student can get help from other students in the class to say it correctly. From time to time, one student can summarise what has already been said.

For example:

Teacher: *It was a hot sunny morning and a young man was hurrying to the town centre.*

Student 1: *Was he late for work?*

Teacher: *No, he wasn't.*

Student 2: *What's his name?*

Teacher: *Daniel.*

Student 3: *So, a young man called Daniel was hurrying to the town centre. What town was it?*

Depending on the level of the class and the objectives of the lesson, several variations of this activity are possible:

- the students can only ask *Yes/No questions*, only ask *Wh- questions*, or both. In the first case, the *Total Physical Response* approach could be used: the teacher answers only *Yes* or *No* by nodding if the question has been asked correctly, or giving a thumbs down if the question is incorrect. Another variation that would introduce a novel element into the classroom might involve the teacher having their back to the class. \*
- the story, narrated in the tense that is being practised, can be written or thought out in advance by the teacher, or can be created on the spot, using the ideas generated by the class.
- the students can prepare the questions on their own, only getting help when the question is wrong, or they can work in pairs or small groups. However, it is important that each student asks a certain number of questions. A good way to make sure that everyone gets a chance to speak, especially when classes are large, is to use “talking chips”, which are spent when a question is asked. These could be simple pieces of paper with the student's name, a colour or identifying image, and they can be used in two ways. Each student has a certain number of “talking chips”, and when they have used them all, they can't ask you any more questions but can suggest questions to a companion who still has some chips left. Or, each student has an unlimited number of chips, and at the end of the game, it will be possible to see how much each student has participated in the task, which in this case, is the development of the story.
- the story could be by a famous author, in which case the activity could be used as a *warm-up* prior to reading.

\* *Back to Class* is an experimental activity used in a workshop conducted by Professor Paul Radley, but it is highly likely that it was originally thought up by Mario Rinvolutri. Various versions come from Karen Thomas's experiences as a teacher and teacher trainer.

## Teaching tips for using TOP Grammar

- Practical activities are especially useful for students who have a bias towards a kinaesthetic style of learning; for example word puzzles, pieces of paper with words that make up sentences, matching, games like “Snakes and Ladders” based on grammar rules. Here are some examples:

### Puzzles

Divide the class into pairs or small groups. Give each group an envelope containing the words to make two or three sentences. Include pieces of paper with punctuation marks.

always	go	they	jogging	park	in	the	do	?
--------	----	------	---------	------	----	-----	----	---

Each group can have the same sentences or different ones. If the answers are not obvious and the sentences can be formed in different ways, the group then has the chance to discuss and use their own grammar skills. At the end, a spokesperson for each group reads out the sentences they have made.

Mario Rinvulcri, during one of his workshops on multiple intelligences, came up with an interesting version of this activity for kinaesthetic learners. Each student in the class IS a word, suffix or punctuation mark. The teacher says a sentence and the students involved position themselves in such a way as to form the sentence correctly and show it to the class.

### Snakes and Ladders

Divide the class into groups of four. Each group has a *Snakes and Ladders* board, a dice, four counters and a bag containing strips of paper. Each strip has a question on a grammar rule. When a student lands on a square with a snake, they have to take one of the strips of paper and answer the grammar question on it. If the answer is correct, they can throw the dice again; if it is wrong, they miss a turn.

Example: 23. There's a snake. *'Ask your partner two questions about yesterday.'* *Did you go to school yesterday? Did you have dinner at home?*

The students can make the boards and questions.

- Last but not least, it is a good idea to get the students used to using a dictionary, whether it is bilingual or monolingual, not only to look up vocabulary, but also to resolve grammar queries. If they are not sure how to construct a verb or an irregular form, they can find out by using a grammar book via the index, or a dictionary via the contents page.

## Teaching tips for using TOP Grammar

### Activities to consolidate grammar competence

- **It's all in a song!**

Finding examples of a certain structure in song titles or lyrics can be a stimulating activity for all students. Young people live surrounded by music, with their MP3s or iPods permanently attached to their ears, and the songs they listen to are mostly in English and sung in a variety of accents. The teacher can ask the students to carry out their search by listening to their favourite songs, without looking at the written lyrics. Of course, the written form of the songs can also be used in class to study a particular structure or tense.

Here are some examples of song titles.

With the present perfect:	<i>It is you I have loved all along</i> (Dana Glover)
With an indefinite pronoun:	<i>Start of something new</i> (from High School Musical)
With the future <i>will</i> :	<i>I will always love you</i> (Whitney Houston)
With the superlative:	<i>The best day of my life</i> (Jesse McCartney)
With the infinitive of purpose:	<i>Four minutes to save the world</i> (Madonna)
With the imperative:	<i>Don't worry, be happy</i> (Bobby McFerrin)

And here are some examples of sentences taken from songs.

With the present continuous:	I'm walking away, from the troubles in my life ... (Craig David, <i>Walking away</i> )
With the past simple:	One day when I came home at lunchtime / I heard a funny noise / went out to the backyard ... (Jonas Brothers, <i>Year 3000</i> ) In the land where I was born / lived a man who sailed the sea / and he told us of his life ... (The Beatles, <i>Yellow Submarine</i> )
With adverbs ending in <i>-ly</i> :	I'm absolutely, positively certain that I'm not sure that I love you anymore ... (Anastacia, <i>Absolutely Positively</i> )
With adjectives ending in <i>-less</i> :	Now I'm speechless ... / Hopeless, breathless, baby can't you see ... (Jonas Brothers, <i>Love Bug</i> )
With pronouns <i>one/ones</i> :	Let's hope it's a good one ... / for rich and the poor ones ... (John Lennon, Happy Christmas) I'm dreaming of a white Christmas, like all the ones I used to know ... ( <i>White Christmas</i> )
With <i>used to</i> :	Suddenly, I'm not half the man I used to be ... (The Beatles, <i>Yesterday</i> )

- **Memorable sentences**

Another stimulating activity is the collection of 'memorable sentences' from films, literature, songs or other sources, that exemplify particular linguistic structures. These memorable sentences can be written on posters in the classroom and new sentences can be added when they are found. For example: '*There is no friend as loyal as a book*' (Ernest Hemingway) is a good example of the comparative.

- **Make it your own: personalisation exercises**

The teacher can ask the students to write examples or short personalised texts based on their own true life experience, which contain grammar elements that they want to consolidate, e.g. '*Write a sentence which is true for you using the present perfect continuous*'. Or: '*Write a paragraph about what you are doing next Sunday using 'going to ...' or the present continuous*'.

## Teaching tips for using TOP Grammar

- **Student-generated activities**

Students can take a step closer to internalising rules by creating exercises or short texts for their classmates, perhaps those in the year below them, covering grammar points that they know well. Knowing how to produce 'on your own' an exercise for others means you understand how to use a structure and are able to actively elaborate on it. An activity of this type, possibly done in a group, can be very gratifying. From passively just doing the exercise, the student is transformed into the author of new material, using vocabulary and situations related to their own context, and this results in greater interest for those who participate in the activity.

### Reading to consolidate grammar

Anyone who has learnt a foreign language knows that, in order to internalise the use of structures, it is important to do a lot of reading, preferably of texts which are interesting and meaningful. It is therefore advisable to choose, whenever possible, authentic texts – newspaper or magazine articles or extracts from contemporary, literary works, which are written in the language used today. As well as the lexical aspect, this also helps consolidate grammar already known on a theoretical level, such as identifying different grammatical items, thinking about reasons for the choice of tense, modals, etc. Here are some examples of texts with grammatical tasks, which also serve as a guide to understanding the text overall. These kinds of activities can be used with individuals or small groups.

#### 1 Text type: informative-factual, news reports

##### Task

- a. Read the text and underline the verbs in the present perfect. How many are there?
- b. One of these verbs has a passive construction. Which one?
- c. How would you translate this sentence?
- d. Why do you think the present perfect has been used?

Follow this with an open class discussion to pick out certain points, for example: the effects of the typhoons are still with us; we do not know exactly when it happened, if they are recent events, etc. Of course, the lexical theme 'Extreme Weather' can also be discussed.

### Caribbean: Fierce Weather

Four storms in as many weeks have battered the Caribbean, spurring repeated mass evacuations and a climbing death toll. In Haiti, where areas of most of the nation's provinces are underwater, the storms have left an estimated 1,000 people dead and

millions without food, water and shelter. In Cuba few deaths have been reported, but 2.6 million people – a quarter of the nation's population – sought refuge from Ike. Cuba's government has predicted damage in the billions of dollars.



(*Time*, Sept. 22, 2008)

## Teaching tips for using TOP Grammar

### 2 Text type: informative-factual (scientific)

#### Task

- Read the text and highlight a comparative and superlative adjective.
- What tense has been used in the first sentence? Why has this tense been used?
- Highlight a modal verb (line 8).
- Why has the journalist chosen this modal verb?
  - it is a certain fact
  - it is a probable fact
- In the second paragraph, circle another verbal expression which has a similar function to the modal verb.

### Arctic in retreat

Climate change is changing all the rules in the Arctic. The polar ice-cap is smaller by some 1.8 million square kilometres than it was in the two decades before 2000. The annual melting of northern ice this year may well surpass last year's – the furthest retreat of

Arctic ice in a single year since it was first measured.

The Northwest Passage – the route through the Arctic Ocean at the northern edge of the American continent – is likely to be open and navigable again before summer's end for the second time in two years.



(*The New York Times*, Sept. 15, 2008)

### 3 Text type: narrative (extract from a contemporary novel)

#### Task

- Read the text and underline the verbs used in the narrative. What is this tense called?
- At the end of line 5, in *he'd hidden*, is 'd the contraction for:
  - would
  - had?What is this tense called? Why has it been used here?
- Underline three verbs which use the *-ing* form. Do they function as:
  - nouns
  - present participles, substituting a relative clause?
- Find a relative clause. What is the pronoun? Does it refer to a person or a thing? Is it a *defining* or *non-defining relative*?

### Bruno Makes a Discovery

One afternoon, when Bruno came home from school, he was surprised to find Maria, the family's maid – who always kept her head bowed and never looked up from the carpet – standing in his bedroom, pulling all his belongings out of the wardrobe and packing them in four large wooden crates, even the things he'd hidden at the back that belonged to him and were nobody else's business.

'What are you doing?' he asked in as polite a tone as he could muster...

(John Boyne, *The Boy in the Striped Pyjamas*, David Fickling Books, 2006)

## Teaching tips for using TOP Grammar

### Analysing errors

**TOP Grammar** is a useful tool particularly for students who wish to clarify areas of grammar where they often make mistakes. Each student will tend to have their own 'range' of personal mistakes, which the teacher will point out when correcting written or oral exercises. This is an important starting point. If the teacher lets the student correct themselves, pointing out to them only the type of error that has been made, it is more likely that they won't make the same mistake again. This is why using a correction code, based on a checklist agreed with the students, can be useful when correcting pieces that are in draft form.

There are numerous 'Find and correct the errors' exercises, or 'Tick the correct sentences' in the book to get the students used to noticing mistakes. Examples of both types of exercises can be found on page 67 (exercise 22.4) and page 73 (exercise 23.4). It may also be interesting to compile a chart with sentences containing memorable or humorous mistakes made by students.

Here is an example of a correction system for teachers and students that can be used to correct errors in both grammar exercises and in pieces of writing, especially during the draft phase of a written piece. The teacher or classmate acts as 'editor' to point out the type of error, without correcting it.

#### Correction Code

<b>w.w.</b>	→ wrong word
<b>w.f.</b>	→ wrong form
<b>sp.</b>	→ spelling
<b>w.o.</b>	→ word order
<b>conc.</b>	→ concord
<b>pun.</b>	→ punctuation
<b>v.t.</b>	→ verb tense
<b>V</b>	→ something missing
<b>X</b>	→ not necessary, eliminate
<b>??</b>	→ I don't understand

This Correction Code, or something similar, should be in the student's exercise book, with personalised examples and highlighting the most commonly made mistakes. The process is one of constant editing. All the operations listed develop meta-cognitive strategies and help the students form a solid linguistic ability.

We have spent <sup>v.t.</sup> our holidays in the mountains last year. I not liked <sup>w.f.</sup> it much.

v.t. We SPENT → LAST YEAR – past simple  
w.f. I DIDN'T LIKE – past simple negative

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1 Complete the sentences with the correct form of the verb *be*.We are at school today.

- |                                   |   |
|-----------------------------------|---|
| 1 I ..... a student of English.   | 4 My sister's cat ..... in the garden.  |
| 2 The neighbours ..... nice boys. | 5 You ..... very kind.                  |
| 3 Susan ..... my best friend.     | 6 My brothers and I ..... here at home. |

..... /6

## 2 Rewrite the sentences using the interrogative form.

We are late.

Are we late?

- |                                 |       |
|---------------------------------|-------|
| 1 My friend is here.            | ..... |
| 2 Your brothers are at school.  | ..... |
| 3 His mother is in the kitchen. | ..... |
| 4 My grandparents are at home.  | ..... |
| 5 Their father is hungry.       | ..... |
| 6 We are lost in the forest.    | ..... |

..... /6

3 Rewrite the sentences with the correct form of *there is / are*.Is there a new girl in our class?

- |                                 |                                      |
|---------------------------------|--------------------------------------|
| 1 ..... a tall man at the door. | 4 ..... some cheese on the table.    |
| 2 ..... two apples in the bowl. | 5 ..... any boys in the classroom?   |
| 3 ..... any milk in the fridge? | 6 ..... n't any water in the bottle. |

..... /6

## 4 Complete the sentences with the words in the box.

late a good idea great 035-12965 kind of you fine time to get up

A beach holiday? That's great !

- |   |
|---|
| 1 Come on, Paul. Hurry up! It's .....   |
| 2 'Can I help you carry that box?' 'Oh, that's very ..... . Thank you.'             |
| 3 'What's your new mobile number?' 'It's ..... !'                                   |
| 4 'I'm sorry about the party but I'm busy on Saturday.' 'Don't worry. It's ..... !' |
| 5 'Let's go to the seaside tomorrow.' 'That's ..... !'                              |
| 6 It's seven o'clock, Liz. It's .....   |

..... /6

## 5 Match the questions to the answers.

1 e 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

- |                              |                            |
|------------------------------|----------------------------|
| 1 Where's the pen?           | a It's very nice.          |
| 2 Who's that man?            | b It's 93.                 |
| 3 What time is it?           | c It's in the garage.      |
| 4 41+ 52. What's the answer? | d He's my English teacher. |
| 5 Where's the car?           | e It's on the table.       |
| 6 How is it for you?         | f No, you aren't.          |
| 7 Am I wrong?                | g It's six o'clock.        |

..... /6



**6 Complete the paragraph with the correct form of the verb *be*, using a personal pronoun when necessary.**

Having a family around you <sup>(1)</sup> *is* a wonderful feeling. I think <sup>(2)</sup> ..... very important with your family. The family <sup>(3)</sup> ..... the centre of your life. The people in your family <sup>(4)</sup> ..... always there to help you if <sup>(5)</sup> ..... in trouble and to share good times when <sup>(6)</sup> ..... happy. Your mother <sup>(7)</sup> ..... probably the person who <sup>(8)</sup> ..... closest to you when <sup>(9)</sup> ..... small, but your brothers and sisters <sup>(10)</sup> ..... also very important when you get older.

..... /10

**7 Complete the dialogue with the correct form of *is / are* and *there is / are*.**

Jane: Hi, Sandra. *Are there* ..... any plans for tonight?

Sandra: I have two or three ideas. <sup>(1)</sup> ..... three very good new films at the Regent Cinema at eight o'clock.

Jane: <sup>(2)</sup> ..... any information about them in the paper?

Sandra: Not much. They <sup>(3)</sup> ..... a cowboy film, a romance and a thriller.

Jane: <sup>(4)</sup> ..... anything we like better than that?

Sandra: Yes, they're not really our kind of films, <sup>(5)</sup> ..... they? <sup>(6)</sup> ..... also a concert by a Russian pianist. I like classical music.

..... /6

**8 Complete the paragraph with *it's* or *that's*.**

John is interested in everything. *That's* ..... what I like about him. <sup>(1)</sup> ..... a pleasure to talk to him about science or art or books. But he can tell when <sup>(2)</sup> ..... too much for his listener, and <sup>(3)</sup> ..... when he stops and asks you something. <sup>(4)</sup> ..... our third conversation today, and I never find him boring. <sup>(5)</sup> ..... the amazing thing – he can make everything interesting to you. <sup>(6)</sup> ..... great to know him.

..... /6

**9 Rearrange the dialogue. Then write it in the correct order.**

- ☐ Mike: It's a cake.
- ☐ Sally: I'm very well. What is that on the table?
- ☐ Mike: It's for you. Happy birthday, Sally!
- ☒ 1 Sally: Hello, Mike. How are you?
- ☐ Mike: I'm fine, thanks. And you?
- ☐ Sally: Who is it for?
- ☐ Sally: Thanks, Mike. It's very kind of you.

Sally: *Hello, Mike. How are you?* .....

Mike: .....

Sally: .....

Mike: .....

Sally: .....

Mike: .....

Sally: .....

..... /6

1 Complete the sentences with the correct form of *have got*. Use the short form where possible.His parents have got an old car.

- 1 I ..... a new bicycle.                      4 Dave and Sue ..... a nice flat.  
 2 We ..... a pet dog.                      5 My dog Prince ..... a blue collar.  
 3 Sarah ..... a pretty party dress.      6 Danny ..... some lovely toys.

..... /6

2 Write questions using *have / has got*. Then write short answers.

you / skateboard / ? ✓

Have you got a skateboard? Yes, I have.

- 1 he / pet ? ✓

.....

- 2 the boys / football / ? ✗

.....

- 3 Angela / warm hat / ? ✗

.....

- 4 we / enough milk / ? ✓

.....

- 5 the rabbit / any carrots / ? ✗

.....

- 6 Emily / long hair? ✗

.....

..... /12

## 3 Match sentences 1-7 with sentences a-g.

1 d    2 .....    3 .....    4 .....    5 .....    6 .....    7 .....

- |                                 |                            |
|---------------------------------|----------------------------|
| 1 I've got a new phone          | a and a sore throat.       |
| 2 She's got brown hair          | b information about it.    |
| 3 Paul's got a headache         | c with pink buttons on it. |
| 4 Lynn's got a red dress        | d with a camera in it.     |
| 5 They haven't got any          | e strong muscles.          |
| 6 Lizzie hasn't got a           | f and green eyes.          |
| 7 My sister's boyfriend has got | g pen friend in Australia. |

..... /6

## 4 Complete the sentences with the words in the box.

lunch    headache    party    shower    drink    good time    holiday

He works in the garden all day, then he has a shower .....

- 1 I'm very hungry. Let's stop and have .....  
 2 She's got a bad ..... Don't disturb her.  
 3 Dicky always has a ..... when it's his birthday.  
 4 I'm tired of Britain. Let's have a ..... in France next year.  
 5 I hope they have a ..... at the music festival.  
 6 The children are thirsty. Let's have a ..... at this café.

..... /6

## 5 Complete the dialogue with the correct form of *have got*.

Jane: I *have got* some very interesting news for you: Michael <sup>(1)</sup> ..... a new girlfriend!  
Lois: Really? But <sup>(2)</sup> ..... he ..... a girlfriend already?  
Jane: No, Sally left him last month. She <sup>(3)</sup> ..... a new boyfriend in Paris.  
Lois: But Michael <sup>(4)</sup> ..... just ..... a job at the new clothes shop in the high street.  
He <sup>(5)</sup> ..... time for a girlfriend now!  
Jane: That's his problem!

..... /5

## 6 Sandie is leaving tomorrow for a skiing holiday and has packed too many things. Read the description and tick (✓) the things she needs and put a cross (X) next to the things she probably doesn't need.

Sandie's got a suitcase full of clothes to take to the mountains. It's very cold there, and some things she has are not necessary. She's got ..... a big warm coat, and <sup>(1)</sup> ..... a warm hat. She's got <sup>(2)</sup> ..... her bikini and <sup>(3)</sup> ..... her sun hat. She's got <sup>(4)</sup> ..... a pair of thick trousers and <sup>(5)</sup> ..... her mountain boots. She's got <sup>(6)</sup> ..... shorts and <sup>(7)</sup> ..... a thin cotton T-shirt. She's got <sup>(8)</sup> ..... a thick woollen pullover, <sup>(9)</sup> ..... a scarf and <sup>(10)</sup> ..... a pair of gloves.

..... /5

## 7 Complete the dialogue with the correct form of *have got* and the words in the box.

sports clothes    phone number    school books    bus ticket    mobile phone    school bag

John: It's sports day at school, mum. I'm going to be late home.  
Mum: OK, love. *Have you got* your *sports clothes* ?  
John: Yes, mum. They're here in my sports bag.  
Mum: <sup>(1)</sup> ..... your <sup>(2)</sup> ..... ?  
John: Yes, mum. And it's very heavy.  
Mum: <sup>(3)</sup> ..... your <sup>(4)</sup> ..... ?  
John: Yes, mum. They're here in my bag.  
Mum: <sup>(5)</sup> ..... your new <sup>(6)</sup> ..... so I can call you?  
John: Yes, mum. It's in my jacket pocket.  
Mum: I think <sup>(7)</sup> ..... your new <sup>(8)</sup> ..... . Where is it?  
John: It's on your desk on a piece of paper.  
Mum: And <sup>(9)</sup> ..... the money for your <sup>(10)</sup> ..... ?  
John: Yes, mum. It's in my trouser pocket.  
Mum: Good. Have a nice day.

..... /10

## 8 Complete the answers for these questions.

What *have you got in your hand* ? I haven't got anything in my hand.  
1 What ..... ? He's got a huge sandwich for his lunch.  
2 Where ..... ? I've got my English lesson in Class 2D.  
3 Why ..... ? She's got her hat on because it's cold.  
4 When ..... ? We've got our bus home in five minutes.  
5 Who ..... ? I've got my little brother with me.

..... /10

**1 Complete the second sentence using the third person singular form of the verb used in the first sentence.**

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| You work on Saturdays.              | She <u>works</u> on Saturdays, too.   |
| 1 I run fast.                       | He ..... fast, too.                   |
| 2 I carry my books in a big bag.    | She ..... her books in a small bag.   |
| 3 We eat our dinner at six.         | The dog ..... its dinner at five.     |
| 4 I study English.                  | Larry ..... English, too.             |
| 5 They do their homework every day. | Sarah ..... her homework on Saturday. |
| 6 I teach French.                   | My brother ..... biology.             |

..... /6

**2 Complete the second sentence with the negative form of the verb used in the first sentence.**

- I work hard at English. I don't work hard at maths.
- I go to school on Mondays. I ..... to school on Saturdays.
  - He watches football on TV. He ..... football at the stadium.
  - We catch the 14 bus. We ..... the 18 bus.
  - She does karate and plays rugby. She ..... ballet and ..... tennis.
  - They finish school early. They ..... school late.

..... /6

**3 Use the words to write questions in the present simple.**

- |  |   |
|--|---|
| you / play football / Saturdays / ?      | <u>Do you play football on Saturdays?</u> |
| 1 you / do / homework / on Sundays / ?   | .....                                     |
| 2 they / go / cinema / every Friday / ?  | .....                                     |
| 3 he / write / e-mails / every day / ?   | .....                                     |
| 4 we / know / man / called Roberts / ?   | .....                                     |
| 5 she / wash / car / Sunday mornings / ? | .....                                     |
| 6 you / cook / dinner / weekdays / ?     | .....                                     |

..... /6

**4 Insert (A) where the frequency adverb goes.**

- (always) I **A** get up at seven o'clock.
- (never) Mick stays out late on school nights.
  - (always) Do you go swimming on Saturday?
  - (often) The boys don't play tennis in the park.
  - (usually) We visit our grandparents on Sundays.
  - (sometimes) She stays with us at the weekend.
  - (rarely) I go shopping in town now.

..... /6

**5 Match sentences 1-7 with a-g.**

- |                            |                              |         |         |         |         |         |
|----------------------------|------------------------------|---------|---------|---------|---------|---------|
| 1 <u>d</u>                 | 2 .....                      | 3 ..... | 4 ..... | 5 ..... | 6 ..... | 7 ..... |
| 1 It tastes like           | a a beautiful place to live. |         |         |         |         |         |
| 2 He seems to be           | b very expensive perfume.    |         |         |         |         |         |
| 3 It looks like            | c it sounds very good.       |         |         |         |         |         |
| 4 When you touch it        | d vanilla ice-cream          |         |         |         |         |         |
| 5 When he plays the violin | e a very nice person.        |         |         |         |         |         |
| 6 It smells like           | f doesn't look right.        |         |         |         |         |         |
| 7 This maths result        | g it feels very rough.       |         |         |         |         |         |

..... /6

**6 Complete the interview with the correct form of the present simple using the verbs in brackets.**

Mr Brown: So, where *do you live* (live), Miss Jones?

Miss Jones: I live in the centre of town.

Mr Brown: And how <sup>(1)</sup> (travel) into town?

Miss Jones: <sup>(2)</sup> usually (come) here by bus.

Mr Brown: What time <sup>(3)</sup> (wake up) on Monday morning?

Miss Jones: <sup>(4)</sup> (get up) at seven o'clock every day of the week.

Mr Brown: Why?

Miss Jones: Because <sup>(5)</sup> (run) in the park before breakfast.

..... /5

**7 Look at the table and write what Steve usually does at the weekend.**

	Saturday	Sunday
morning	play football for school (always)	get up late and do homework (always)
afternoon	go into town with friends (usually)	visit grandparents (sometimes)
evening	watch DVD with parents (sometimes)	e-mail friends/surf internet (usually)

On Saturday morning *he always plays football for the school* .....

1 On Saturday afternoon .....

2 .....

3 On Sunday morning .....

4 .....

5 .....

..... /10

**8 Read the survey results and complete the sentences about what London teenagers do. Using the information, finish the last sentence.**

In a recent survey of how teenagers in London spend their time, there was some alarming information. The results show the main things they do in the 168 hours of the week:	
Computer	10-15 hours
TV	8-10 hours
School	35 hours
Meals	10 hours
Sleep	60 hours
Sport	2 hours
With friends	5-8 hours
Personal care	boys 4 hours/girls 6-8 hours
Homework	6-10 hours

(sleep) The average teenager *sleeps for about 60 hours a week* .....

1 (watch TV) The average teenager .....

2 (use computer) Teenagers .....

3 (spend) Teenagers ..... with friends.

4 (spend) The average girl ..... on personal care.

5 The average teenager .....

..... /10

## 1 Complete the sentences with the present continuous using the verbs in brackets.

My father is working in the garden at the moment. (work)

- 1 The children ..... in their room. (play)
- 2 John ..... maths for his exam now. (study)
- 3 The girls ..... paper decorations for the party. (cut)
- 4 My grandparents ..... to stay at the weekend. (come)
- 5 My mother ..... to Spain next Monday. (travel)
- 6 Paul ..... on the sofa again – he feels ill. (lie)

..... /6

## 2 Use the words to write *Wh-* questions in the present continuous.

What / you / do / now / ?

What are you doing now?

- 1 How / she / travel / to Rome / ?
- 2 Where / they / going / tomorrow / ?
- 3 When / Paul / arrive / at the station / ?
- 4 Who / we / meet / next / ?
- 5 Why / she / bake / a cake / now / ?
- 6 How / they / get / to school / today / ?

..... /6

## 3 Use the words to write *Yes / No* questions in the present continuous. Then write short answers (✓ = affirmative, ✗ = negative)

they / play / football / now / ? ✓

Are they playing football now? Yes, they are.

- 1 Georgia / read / the paper / right now / ? ✗

- 2 you / do / homework / now / ? ✓

- 3 she / feed / cat / at the moment / ? ✗

- 4 we / put / up / decorations / today / ? ✓

- 5 Dan / fly / France / on Monday / ? ✓

- 6 you / take / shower / now / ? ✗

..... /12

## 4 Write N (*now*), LP (*over a long period*) or F (*future*), according to the period we are talking about.

..... He's cooking lunch right now.

- 1 ..... He's painting the bedroom at this very moment.
- 2 ..... They're arriving in an hour from now.
- 3 ..... I'm working in the accounts office this month.
- 4 ..... They're leaving for London tomorrow morning.
- 5 ..... We're cleaning the car in the afternoon.
- 6 ..... She's staying with me until Christmas.

..... /6

**5 Use the words to write sentences with the present simple or the present continuous.**

Mike / usually / work / Monday / but today / holiday / and / go / seaside

*Mike usually works on Monday, but today is a holiday and he's going to the seaside.*

1 Steve / usually / sleep late / Sunday / but today / get up / six o'clock / because / fly / France

2 Jane / usually / meet / mother / for lunch / but today / not meet / her / because / work on / new project / in office

3 Paul / usually / play / tennis / Tuesday evenings / but tonight / take / wife / theatre

4 Liz / usually / cook dinner / for friends / Saturdays / but tonight / they / invite / her / restaurant

5 Bill / usually / go / stadium / Saturday afternoons / but today / stay / home / because / feel ill

..... /10

**6 Look at the timetable and write what the students are doing at different times of the day.**

	Tom	Rob	June	Kay
10.00	dog for walk	with Tom	maths	biology
14.00	to town	tennis with June	tennis with Rob	biology
18.00	dinner	TV	dinner with Kay	dinner with June
22.00	computer games	TV	bed	biology

10.00 Tom / Rob *Tom and Rob are taking the dog for a walk.*

1 14.00 Rob / June

2 18.00 June / Kay

3 all day / Kay

4 all evening / Rob

5 22.00 / June

..... /10

**7 Look at the new timetable in exercise 6 and write questions and answers as in the example. Remember to add *in the morning / afternoon / evening*.**

10.00 June / Kay *What are June and Kay doing at ten o'clock in the morning?*  
*While June is studying maths, Kay is studying biology.*

1 14.00 Tom / Rob

2 14.00 June / Kay

3 18.00 Rob / Kay

4 22.00 Tom / June

5 22.00 Rob / Kay

..... /10

1 Complete the sentences with the correct form of the past simple of the verb *be*.I was at the cinema last night.

- 1 Where ..... Paul yesterday?                      4 We ..... very interested in it.  
 2 They ..... in town last Saturday.                      5 ..... you at Steve's party last week?  
 3 ..... he there when it happened?                      6 What ..... the weather like during your holiday?

..... /6

## 2 Complete the sentences with the past simple of the regular verbs in the box.

work love stay travel visit hurry fail

I worked there for a week last month.

- 1 Jane ..... around Europe by train.  
 2 We ..... to school to get there on time.  
 3 I ..... Mike's new house last weekend.  
 4 She ..... the new Johnny Depp film.  
 5 Paul ..... his maths exam last week.  
 6 They ..... at the White Horse Hotel.

..... /6

## 3 Write the past simple of the verbs in the box in the correct column, according to pronunciation.

like repeat try walk attend want kiss rain open pick close fix wait

/t/	/d/	/id/
liked, .....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

..... /6

4 Use the words to write *Yes / No* questions in the past simple and give affirmative (✓) or negative (✗) short answers.

you / feed / cat / ? ✓

Did you feed the cat? Yes, I did.

- 1 they / visit / Paris / ? ✓  
 .....  
 2 he / go / by car / ? ✗  
 .....  
 3 she / like / the museum / ? ✓  
 .....  
 4 you / swim / in the sea? ✗  
 .....  
 5 he / enjoy / flying / ? ✓  
 .....  
 6 your brother / like / the holiday? ✗  
 .....

..... /12



## 5 Complete the text with the past simple using the verbs in brackets.

Last summer the Browns travelled (travel) to Italy for the first time. They <sup>(1)</sup> ..... (go) by car and <sup>(2)</sup> ..... (camp) to save money. They <sup>(3)</sup> ..... (find) lots of nice campsites and <sup>(4)</sup> ..... (enjoy) meeting people from other countries who also <sup>(5)</sup> ..... (use) the sites. They <sup>(6)</sup> ..... (leave) their car at the campsites and <sup>(7)</sup> ..... (take) a bus or train into the city which they <sup>(8)</sup> ..... (want) to visit. This <sup>(9)</sup> ..... (be) cheaper and easier. They <sup>(10)</sup> ..... (see) Florence, Rome and Bologna. They <sup>(11)</sup> ..... (think) that Florence <sup>(12)</sup> ..... (be) the nicest, despite the large numbers of tourists, which <sup>(13)</sup> ..... (mean) that they <sup>(14)</sup> ..... (have) to queue to get into the museums and galleries. They <sup>(15)</sup> ..... (return) home very tired after their trip.

..... /15

## 6 John is getting ready for his holiday; put the sentences in the right order and then write a short paragraph adding *first, then, next, after that* and *finally*.

- ☐ he went to a sports shop and bought some skis
- ☐ he visited a travel agent's to get some brochures
- ☐ he had some ski lessons on the beginners' slopes
- ☐ he booked his holiday
- ☐ he flew to his resort in the Dolomites

John decided to go skiing for the first time last December. First .....  
.....  
.....  
.....

..... /15

## 7 Complete the dialogue with the expressions in the box. Insert the verbs in the past simple.

dance a waltz   have some pizza   meet   ~~be very nice, thank you~~  
play some songs   tell me   leave the party

**Douglas:** So how was the party last night, Lucy?  
**Lucy:** It was very nice, thank you.  
**Douglas:** Did you meet any interesting people?  
**Lucy:** Yes, I <sup>(1)</sup> ..... a musician called Angela.  
**Douglas:** Really? What was so interesting about her?  
**Lucy:** Oh, she <sup>(2)</sup> ..... how difficult it was to get regular work, and that she did other things to make money.  
**Douglas:** I see. And did they feed you well?  
**Lucy:** Yes. I <sup>(3)</sup> ..... and it was lovely.  
**Douglas:** Mmm. That sounds nice. And what else happened?  
**Lucy:** Well, I <sup>(4)</sup> ..... with a man called Robert.  
**Douglas:** A waltz? What kind of party was it?!  
**Lucy:** It was very high class! And then some people <sup>(5)</sup> .....  
**Douglas:** What kind of songs?  
**Lucy:** Folk songs. With a guitar and piano.  
**Douglas:** Right. And what time did you get home?  
**Lucy:** I <sup>(6)</sup> ..... at one o'clock in the morning.  
**Douglas:** So you were home by two?  
**Lucy:** Yes, that's right.

..... /12

**1 Use the words to write sentences with *used to* for habits in the past.**

I play in the sand pit / when / a boy

I used to play in the sand pit when I was a boy.

1 he / read comics / when / a child

.....

2 they / cry a lot / when / little

.....

3 you / like cartoons / when / young / ?

.....

4 your dog / chase you / when / a puppy?

.....

5 I / not have / many toys / when / child

.....

6 we / not have / a lot of friends / when / live there

.....

..... /12

**2 Complete the sentences with the past continuous of the verbs in brackets.**Paul was walking in Paris this time yesterday. (walk)

1 The girls ..... hockey all yesterday morning. (play)

2 Jane ..... for the party yesterday afternoon. (bake)

3 Danny ..... hard for his exam last week. (study)

4 They ..... in the garden last Saturday. (help)

5 I ..... the car on Sunday morning. (wash)

6 We ..... TV until late last night. (watch)

..... /6

**3 Past continuous or past simple? Complete the sentences with the correct form of the verbs in brackets.**I was eating (eat) my dinner when the lights went (go) out.

1 She ..... (have) a shower when the telephone ..... (ring).

2 Paul ..... (carry) some boxes when he ..... (fall) down.

3 They ..... (drive) to London when they ..... (have) the accident.

4 We ..... (make) lunch when Peter ..... (arrive).

5 The teacher ..... (clean) the board when the students ..... (come) in.

6 The cat ..... (sleep) when the dog ..... (bite) it.

..... /12

**4 Complete the *Wh-* questions with the past continuous of the verbs in brackets.**Where were you going (go) when I saw you yesterday?

1 When ..... he ..... to the seaside? (travel)

2 Why ..... they ..... in the park last night? (walk)

3 How ..... she ..... the turkey for Christmas? (cook)

4 What ..... we ..... about when we agreed to play in the match?! (think)

5 Who ..... he ..... to yesterday morning? (talk)

6 Where ..... they ..... in 1998? (live)

..... /6

- 5 These friends were on the beach yesterday. Look at the table and write what they were doing according to the numbers.

Paul and Dave swim / in sea	1	Bill and Andy eat sandwiches / on beach	5	Sam and Liz buy souvenirs	9
Lara and Sue sunbathe / on beach	2	Rick water-ski	6	Pete, Jim and Ron play football	10
Jane eat ice cream / in street	3	Sally shop / in town	7	Annie and Sarah sleep / on beach	11
Mick drink cola / in café	4	Mary write postcards	8	Steve and Rob build sandcastle	12

1+6 *While Paul and Dave were swimming in the sea, Rick was water-skiing.*  
 2+7 .....  
 3+8 .....  
 4+9 .....  
 5+10 .....  
 11+12 .....

..... /10

- 6 Inspector Jones asks Billy Badd about what he was doing yesterday when the crime was committed. Complete the dialogue with the past continuous of the verbs in brackets.

**Jones:** Right Badd. What *were* you *doing*. (do) at three o'clock yesterday afternoon?  
**Badd:** Let's see, Inspector. I think I <sup>(1)</sup> ..... (sit) in the Red Café in town.  
**Jones:** Who <sup>(2)</sup> ..... you ..... (talk) to?  
**Badd:** I was with Paul Crimes. We <sup>(3)</sup> ..... (drink) a pot of tea and <sup>(4)</sup> ..... (look) at the people passing by.  
 We <sup>(5)</sup> ..... (wait) for Peter Thief to arrive.  
**Jones:** How long did you wait?  
**Badd:** About twenty minutes, Inspector. He was late. He <sup>(6)</sup> ..... (come) from the other end of town.  
**Jones:** What <sup>(7)</sup> ..... you ..... (talk) about with Crimes?  
**Badd:** Oh, I can't really remember, Inspector, but I'm sure we <sup>(8)</sup> ..... (have) a nice chat. It was about the weather and his mother's health, I think.

..... /8

- 7 Andrew is talking to his grandfather. Complete the dialogue with the correct form of *used to* or *would* and the verbs in brackets.

**Grandad:** And we *used to play*. (play) in the street, because there were no cars.  
**Andrew:** What <sup>(1)</sup> ..... you ..... (play)?  
**Grandad:** We <sup>(2)</sup> ..... (play) different kinds of running, catching and hiding games.  
**Andrew:** Why <sup>(3)</sup> ..... you ..... (do) that?  
**Grandad:** Because we <sup>(4)</sup> ..... (not have) many toys in those days.  
**Andrew:** What toys <sup>(5)</sup> ..... you ..... (have)?  
**Grandad:** We <sup>(6)</sup> ..... (make) our own toys out of wood and paper.

..... /12

## 1 Write the past participle of these irregular verbs.

- |          |       |          |       |
|----------|-------|----------|-------|
| be       | been  |          |       |
| 1 begin  | ..... | 5 fall   | ..... |
| 2 choose | ..... | 6 fly    | ..... |
| 3 come   | ..... | 7 forget | ..... |
| 4 do     | ..... | 8 give   | ..... |
|          |       | 9 see    | ..... |
|          |       | 10 shake | ..... |
|          |       | 11 speak | ..... |
|          |       | 12 steal | ..... |

..... /6

## 2 Complete the sentences with the correct form of the present perfect of the verbs in brackets.

- ..... Have you ..... been ..... to India? (be)
- 1 ..... they ..... the new James Bond film? (see)
- 2 I ..... my homework. (not finish)
- 3 Which team ..... the football match? (win)
- 4 We ..... all the sights in this area. (visit)
- 5 Julie ..... that story. (not read)
- 6 ..... you ..... any new CDs? (buy)

..... /6

## 3 Rewrite the sentences inserting the adverbs in brackets in the correct place.

- I have eaten my dinner. (already) I have already eaten my dinner.
- 1 They have done their homework. (not...yet)
- .....
- 2 He has finished mending his bike. (just)
- .....
- 3 Have you washed your hair? (yet)
- .....
- 4 Has Susan made her bed? (already)
- .....
- 5 Dave has given me my CD back. (still not)
- .....
- 6 The boys have gone home. (already)
- .....

..... /6

## 4 Complete the sentences with the adverbs in the box.

already ever never recently today before often

- I have ..... already ..... visited the National Gallery twice.
- 1 No, I have ..... played squash with Michael.
- 2 Have you been to this restaurant ..... ?
- 3 Has she ..... met a film star?
- 4 He has ..... become interested in old maps.
- 5 He was here yesterday, but he hasn't been into the shop .....
- 6 I have met him many times, and he has ..... told me about his travels in Africa.

..... /6

5 Write *since* or *for* in front of these words and expressions.

- ..... since ..... April
- |                     |                       |                   |
|---------------------|-----------------------|-------------------|
| 1 ..... five years. | 3 ..... forty minutes | 5 ..... I met her |
| 2 ..... 2003        | 4 ..... a long time   | 6 ..... Monday    |

..... /6

**6 Janet wants to change office. Read her answers and write Mrs Green's questions. Use the words given, *How long...?* and the present perfect.**

- Mrs Green:** you / work / here / ? *How long have you worked here?*  
**Janet:** I've worked here for three years.  
**Mrs Green:** you / use / Photoshop / ? <sup>(1)</sup> .....  
**Janet:** I've used Photoshop since before I started to work here.  
**Mrs Green:** your office / have / Microsoft Vista / ? <sup>(2)</sup> .....  
**Janet:** It's had it since last year.  
**Mrs Green:** you / want / change / jobs / ? <sup>(3)</sup> .....  
**Janet:** I've wanted to change jobs since Mr Watson arrived.  
**Mrs Green:** Mr Watson / be / office manager / ? <sup>(4)</sup> .....  
**Janet:** He's been office manager for three months.  
**Mrs Green:** you / dislike / Mr Watson / ? <sup>(5)</sup> .....  
**Janet:** I've disliked Mr Watson since the first day he arrived.  
**Mrs Green:** you / try / get / a job / in our department / ? <sup>(6)</sup> .....  
**Janet:** I've tried to get a job in your department for the last two months.  
**Mrs Green:** Well, congratulations, Janet. You've got the job.

..... /12

**7 Present perfect or past simple? Complete the sentences with the correct form of the verbs in brackets.**

- Carol:** *Have you* ..... ever *been* ..... (be) to Africa?  
**Stuart:** Yes, I have. I <sup>(1)</sup> ..... (go) there in 2005.  
**Carol:** And which countries <sup>(2)</sup> ..... (visit) when you  
<sup>(3)</sup> ..... (be) there?  
**Stuart:** I <sup>(4)</sup> ..... (travel) through South Africa, Botswana and Swaziland.  
**Carol:** So you <sup>(5)</sup> ..... never ..... (see) Central Africa.  
**Stuart:** No, it <sup>(6)</sup> ..... (be) too dangerous to go there at that time.  
**Carol:** And <sup>(7)</sup> ..... you ..... (plan) any other trips to Africa?  
**Stuart:** Yes, I have. I <sup>(8)</sup> ..... (organise) a tour to East Africa for 2010.  
**Carol:** Why <sup>(9)</sup> ..... you ..... (decide) to go to East Africa?  
**Stuart:** Because I <sup>(10)</sup> ..... (never visit) any of the countries there. My brother <sup>(11)</sup> ..... (be) there three times in the past two years and he <sup>(12)</sup> ..... (tell) me it's a fantastic place to visit.

..... /12

**8 Complete the text with the words in the box.**

yet already not...yet recently since for just

My mum has just called upstairs to see if I've finished my homework *yet* ..... I don't know what the problem is because I've <sup>(1)</sup> ..... told her that I have a lot of exercises to do this weekend. I don't know why but our teachers have given us more homework <sup>(2)</sup> ..... I have had more each week <sup>(3)</sup> ..... Easter and it's more difficult, too. Perhaps they think that we have <sup>(4)</sup> ..... practised enough ..... But we have <sup>(5)</sup> ..... done lots of practice, so we should be good by now. Anyway, we've had this large amount of homework <sup>(6)</sup> ..... the last three weeks.

..... /6

**1 Complete the sentences with the present perfect continuous of the verbs in brackets.**Pat and June have been living in Rome for a year. (live)

- 1 The Smiths ..... to Brighton for their holidays for years. (go)
- 2 ..... you ..... organic food for a long time? (eat)
- 3 How long ..... your brother ..... on his university thesis? (work)
- 4 We ..... to this restaurant since 2002. (come)
- 5 I ..... this method of study for quite a long time. (use)
- 6 What ..... the dog ..... to get so dirty? (do)

..... /6

**2 Complete the sentences with the present perfect simple or continuous of the verbs in brackets.**I have seen him several times recently. (see)

- 1 She ..... about the exam results for several weeks. (know)
- 2 They ..... those birds for more than three hours. (watch)
- 3 We ..... here for at least an hour. (be)
- 4 The students ..... for the exam to start for twenty minutes. (wait)
- 5 I ..... this book for two weeks and I still can't get into it. (read)
- 6 My father ..... at least three different Fiat cars. (own)

..... /6

**3 Complete the sentences with the past perfect simple of the verbs in brackets.**Mike had been at school for two hours when we arrived. (be)

- 1 The teacher ..... my problems even before I mentioned them.  
(understand)
- 2 Before the end of term, John ..... several meetings with the headmaster. (have)
- 3 Petra ..... as hard as she could with her revision. (work)
- 4 The lesson ..... already ..... when Peter Smith walked in. (begin)
- 5 When she saw the test, Kate realized that she ..... enough.  
(not study)
- 6 I ..... a lot before the exam, but in the end it was easy. (worry)

..... /6

**4 Complete the sentences with the past perfect continuous or past simple of the verbs in brackets.**Angela had been studying (study) physics for many years before she passed (pass) the exam.

- 1 Jim ..... (wait) for weeks when the exam results .....  
..... (arrive).
- 2 The students ..... (think) about going home before the  
bell ..... (ring).
- 3 Tracey ..... (hope) to go to university, but she .....  
..... her exams (fail)
- 4 The teacher ..... (do) a chemistry experiment when  
something ..... (explode).
- 5 Sarah ..... (try) to solve the problem for an hour before she  
..... (finish) it.
- 6 The lecturer ..... (talk) for fifteen minutes when the fire  
alarm ..... (go off).

..... /12

## 5 Complete the dialogue with the present perfect simple or continuous of the verbs in brackets.

The teacher *has been asking* (ask) Paul some questions about his studies.

**Teacher:** So you want to study biology at university, Paul?

**Paul:** That's right, sir.

**Teacher:** And how long <sup>(1)</sup> ..... you ..... (study) biology now?

**Paul:** For three years, sir.

**Teacher:** And what aspects of biology <sup>(2)</sup> ..... you ..... (look) at recently?

**Paul:** We <sup>(3)</sup> ..... (read) about animal's teeth and the teacher <sup>(4)</sup> ..... (show) us different skulls.

**Teacher:** And <sup>(5)</sup> ..... you ..... (find) that interesting, Paul?

**Paul:** Yes, sir. Very. But we <sup>(6)</sup> ..... also ..... (discuss) plant evolution and looking at fossils, and I like that even more.

..... /12

## 6 Complete the text with the correct verb tense.

Paul *had been going* (go) to Mile Road School for three months before he *made* (make) any friends. At primary school he <sup>(1)</sup> ..... always ..... (be) a quiet boy, and <sup>(2)</sup> ..... only ..... (play) with his best friend John, who unfortunately <sup>(3)</sup> ..... (leave) the town before Paul <sup>(4)</sup> ..... (start) secondary school. Mile Road School was very big and there were thirty students in his class. Paul <sup>(5)</sup> ..... (wonder) for some time if he would be happy there, when he finally <sup>(6)</sup> ..... (meet) a boy called David at the chess club, and they soon became very close friends.

..... /12

## 7 Use the words to write sentences with the present perfect continuous or past perfect continuous.

April: Jack / go to football club; June last year / first team

*Jack had been going to the football club for two months before he played for the first team.*

age 12: Susan / compete in tennis tournaments; now

*Susan has been competing in tennis tournaments since she was twelve.*

1 2004: Jill / study German; 2008 / take the exam

.....  
.....

2 January: Danny / live in London; now

.....  
.....

3 2007: Bob / have dance lessons; 2008 / meet Janet

.....  
.....

4 age 6: Bill / play the guitar; now

.....  
.....

..... /8

1 Use the words to write sentences with *going to*.

I / visit / my parents / on Saturday.

*I'm going to visit my parents on Saturday.*

1 He / play / for our team / tomorrow

2 When / you / go / Moscow / ?

3 They / not watch / the Olympics / this year

4 We / take / my mother / to the seaside

5 She / not write / her essay / tonight

6 Where / they / stay / in Italy / ?

..... /6

2 Complete the sentences with the future *will* using the words in brackets.I'm sure he *will lend* you the money you need. (lend)

1 I wonder if they ..... to our summer party. (come)

2 I don't think she ..... very happy about that. (be)

3 ..... you ..... us for dinner this evening? (join)

4 They ..... if you don't remind them. (not phone)

5 ..... she ..... him or not? What do you think? (marry)

6 He ..... on time if he doesn't leave now. (not arrive)

..... /6

3 Complete the sentences with the appropriate future (*going to* or *will*) with the verbs in brackets.I've already decided that I *am going to visit* Egypt next year. (visit)

1 They have made their plans, and they ..... in China for two years. (stay)

2 What? There's no sugar left? I ..... and buy some immediately. (go)

3 No, I'm sorry. I ..... you any more! (not help)

4 What ..... you ..... next Saturday afternoon? (do)

5 Susan certainly ..... the new job if she behaves like that. (not get)

6 Michael has told us that he ..... at the end of next year. (retire)

..... /12

## 4 Choose the correct alternative.

I've received the bill. It **will** / **is going to** cost me £ 3000.1 Here are the tickets. We **will** / **are going to** leave at seven thirty.2 No, no discussion! I **will** / **am going to** get the first round of drinks.3 'What about next year?' 'No plans, but I think it **will** / **is going to** be very different.'4 I wonder what he **will** / **is going to** do now she's left him so suddenly.5 From looking at the reports I'd say there **will** / **is going to** be a big improvement.6 Look at those clouds – it **will** / **is going to** rain very soon.

..... /6



## 5 Match the two parts of the sentences.

1 ..... d ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| 1 I'll get the shopping          | a he will bring the company car.      |
| 2 She's going to visit           | b if they don't get a better salary.  |
| 3 They will go on strike         | c the company accounts on Monday.     |
| 4 Paul's going to write          | d you wanted when I'm in town.        |
| 5 If you ask John                | e a new business plan at the weekend. |
| 6 They are going to publish      | f Monday the 14 <sup>th</sup> .       |
| 7 The meeting will take place on | g her new office next Thursday.       |

..... /6

## 6 Read the questions and write affirmative (✓) or negative (✗) short form answers.

- Is Jenny going to go with you? ✓ *Yes, she is.* .....
- 1 Are the boys going to come home next weekend? ✓ .....
- 2 Will you get some bread while you're out? ✓ .....
- 3 Are you going to stay with Mary on Sunday night? ✗ .....
- 4 Will your parents be able to help us? ✗ .....
- 5 Do you think Paul will get the director's job? ✓ .....
- 6 Is Bill going to stay on after you retire? ✗ .....

..... /6

## 7 Complete the business news article with the appropriate future (going to or will) of the verbs in brackets.

This is the business news, and first let's look at the Bright Cars Corporation. Now, based upon their first quarter returns, they *are going to have* (have) a very good second quarter. Their overall production <sup>(1)</sup> ..... probably ..... (be) better than the same time last year, although we have to consider this against the report by Ronald Bright earlier today saying that the company <sup>(2)</sup> ..... (close) two of its factories in the south-east. That news <sup>(3)</sup> ..... certainly ..... (come) as a shock to the workers in that part of the country, and we have already heard that they <sup>(4)</sup> ..... (hold) demonstrations outside the factories on Saturday. Let's hope that the news about increased production <sup>(5)</sup> ..... (calm) the workers down. Elsewhere, there's good news from the Bank of England, who say that inflation <sup>(6)</sup> ..... (go) down by at least one percent in the next quarter.

..... /12

## 8 Complete the dialogue with the appropriate future (going to or will) of the verbs in brackets.

- Dick:** What *are you going to do* (do) when you leave school, Jane?
- Jane:** Well, I <sup>(1)</sup> ..... (study) chemistry at university.
- Dick:** Really? What university do you want to go to?
- Jane:** If they let me, I <sup>(2)</sup> ..... (go) to Manchester. It's got a good department.
- Dick:** And what sort of job <sup>(3)</sup> ..... you ..... (get) with a chemistry degree?
- Jane:** I don't know yet, but I'm sure I <sup>(4)</sup> ..... (find) something. <sup>(5)</sup> ..... you not ..... (go) to university, then?
- Dick:** I haven't applied. I think I <sup>(6)</sup> ..... (try) some work experience in my father's factory first.
- Jane:** Oh right. That's a good idea.

..... /12

**1 Complete the sentences with the appropriate future (present continuous or present simple) of the verbs in brackets.**

Next week I ..... *am leaving* ..... (leave) for Brazil.

- 1 Next Saturday we ..... (go) for a drive in the country.
- 2 I'll ask him about his holiday when he ..... (come) to see us.
- 3 If you ..... (see) Sally tomorrow, can you tell her about the party?
- 4 What ..... you ..... (watch) on TV tonight?
- 5 They'll find the answer as soon as they ..... (meet) him.
- 6 The train ..... (leave) at half past seven.

..... /12

**2 Choose the correct alternative.**

I've got an appointment with the manager. I ..... *A* ..... him at ten o'clock tomorrow.

- A** am meeting                      **B** am going to meet                      **C** will meet

- 1 Here are the tickets. The train is on platform 9. We ..... immediately.  
**A** are leaving                      **B** are going to leave                      **C** will leave
- 2 There's no butter left, Paul. .... some when you're in town?  
**A** Are you getting                      **B** Are you going to get                      **C** Will you get
- 3 It's such nice weather that I think we ..... to the seaside next weekend.  
**A** are going                      **B** are going to go                      **C** will go
- 4 Right, John, that's a good idea! If you drive us there, I ..... the petrol.  
**A** am buying                      **B** am going to buy                      **C** will buy
- 5 ..... to France, or haven't they decided yet?  
**A** Do they move                      **B** Are they going to move                      **C** Will they move
- 6 I talked to him last week, and we ..... again tomorrow.  
**A** are talking                      **B** are going to talk                      **C** will talk

..... /6

**3 Complete the sentences with the future continuous of the verbs in the box.**

take   have   give   play   lie   watch   see

This time tomorrow I ..... *will be taking* ..... my human anatomy exam.

- 1 At this time on Thursday he ..... the doctor to talk about his health.
- 2 On Friday afternoon my mother ..... her appendix removed.
- 3 At ten o'clock she ..... her unborn baby on the ultrasound screen.
- 4 In two hours' time they ..... me my pre-operation injections.
- 5 Don't worry, Mr Brown. In a month's time you ..... cricket again.
- 6 For the next three weeks Mary ..... in a hospital bed.

..... /6

**4 Complete the sentences about Mike's operation with the future perfect of the verbs in brackets.**

It's two o'clock. Mike ..... *will have had* ..... (have) all the medical tests by now.

- 1 By this time next week he ..... (receive) the results of the tests.
- 2 By the following day the doctors ..... (make) a decision about what to do.
- 3 If they decide to operate, we expect they ..... (operate) by Thursday.
- 4 By the weekend they ..... (take) Mike off the critical list.
- 5 If his recovery goes well, he ..... (start) work again by this time next month.
- 6 Everyone will be happy because the doctors ..... (save) Mike's life.

..... /6

## 5 Complete the short dialogues with the correct future form of the verbs in brackets.

- John:** There's no flour in the cupboard.  
**Mary:** Oh, dear! I (buy) will buy some when I go out shopping this afternoon.  
 1 **Pete:** You're on holiday next week, aren't you?  
**Gary:** Yes, just think... this time next week I ..... (lie) on a hot sunny beach!  
 2 **Mick:** Have you decided what you ..... (do) after school yet?  
**Lucy:** No, I haven't.  
 3 **Dave:** Have you seen Mr Roberts about that contract yet?  
**Jane:** No, but we ..... (meet) tomorrow at three.  
 4 **Dick:** So it's a quick decision, then?  
**Ron:** Yes, it is! I'll start the job as soon as I ..... (get) there.  
 5 **Angela:** Oh, this is such a boring job, isn't it?  
**Daniel:** Yes, it is! But think... by this time tomorrow we ..... (finish) it.  
 6 **Sue:** Oh no! I haven't got any change for the machine.  
**Sarah:** Don't worry, I ..... (pay) for it.  
 7 **Daniel:** Are you sure she will come? What if she doesn't turn up?  
**Bruce:** If she doesn't get here by two, I ..... (walk) away and never call her again.

..... /14

## 6 Complete the sentences with the time expressions in the box.

on Friday when before by this time at three o'clock in two months' time when I go out

What are you planning to do on Friday ?

- 1 What are you going to do ..... you leave school?  
 2 I've got the tickets – we're leaving ..... in the afternoon.  
 3 ..... tomorrow I'll be working in a new office.  
 4 I'll try to talk to them ..... they leave home.  
 5 ..... you'll have finished your treatment.  
 6 Never mind! I'll post the letters .....

..... /6

## 7 Chris and John are talking about their holiday plans. Complete the dialogue with the correct sentences. There are two sentences extra.

Only when I'm sure the snow conditions are good. It will say on the Internet.	Really? Where are you going? Are you going snowboarding, too?	I won't need to, Chris. I'll drive to Italy, and stay at my friend Paolo's.
Fine thanks. And you?	Wow! India... lucky you!	I haven't really decided yet.
	Do you like cold places?	Perhaps I'll go skiing in the Alps.

**Chris:** Hi John. How are you?

**John:** Fine thanks. And you?

**Chris:** I'm OK. So what are you going to do in the holidays?

**John:** <sup>(1)</sup> .....

**Chris:** Oh, that's nice. When will you know whether you're going or not?

**John:** <sup>(2)</sup> .....

**Chris:** But won't it be difficult to find flights and accommodation then?

**John:** <sup>(3)</sup> .....

**Chris:** That's very nice. I'm going to relax somewhere hot instead.

**John:** <sup>(4)</sup> .....

**Chris:** By this time next week I'll be lying on a beach in Goa.

**John:** <sup>(5)</sup> .....

..... /10

1 Complete the sentences with the imperative form of the verbs in the box. Then use them in the appropriate sentences 1- 6.

sit turn give come drink have enjoy

some advice an instruction an invitation a wish  
an order a request an offer

..... *Sit* ..... down and be quiet! ..... *an order* .....

- 1 ..... to our party tomorrow. ....
- 2 ..... this note to Mrs Smith, please. ....
- 3 ..... at least a litre of water a day. ....
- 4 ..... left when you get to the church. ....
- 5 ..... yourselves at the seaside! ....
- 6 ..... another sandwich, Martin. ....

..... /12

2 Complete the sentences with the infinitives of a suitable verb.

I want ..... *to go* ..... to the cinema this evening.

- 1 He refused ..... football with us.
- 2 This maths problem is very difficult .....
- 3 Paul is working hard ..... his project by Friday.
- 4 It's time ..... the office and go home.
- 5 John was very happy ..... us when we moved house.
- 6 He decided ..... art at university.

..... /6

3 Complete the sentences with the *-ing* form of the verbs in the box.

walk sing excite go listen bake exercise

I really like ..... *singing* ..... in the school choir.

- 1 I sat ..... carefully while he explained everything.
- 2 It was an extremely ..... film.
- 3 I'm going to keep on ..... at this new gym.
- 4 It's no good ..... shopping without a credit card!
- 5 Jane prefers ..... to cycling.
- 6 Paul is very good at ..... his own bread.

..... /6

4 Choose the correct alternative.

Rob enjoys making / to make model cars.

- 1 I have nothing nice **wearing** / **to wear** to Sue's party.
- 2 I want to go out **dancing** / **to dance** on Saturday.
- 3 Jane really hates **shopping** / **to shop** for Christmas presents.
- 4 The doctor refused **coming** / **to come** and visit my mother.
- 5 It's very hard **understanding** / **to understand** what he is saying.
- 6 Do you feel like **watching** / **to watch** a DVD tonight?

..... /6

## 5 Match the two parts of the sentences.

1 .....g... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

- |                        |  |
|------------------------|--|
| 1 I have nobody        | a living in a very hot country.          |
| 2 John is always ready | b at sending me stupid e-mails!          |
| 3 I can't imagine      | c complaining about the price of things. |
| 4 Can you explain how  | d going to the sales this year?          |
| 5 Alison is very good  | e to make this computer work?            |
| 6 Paul keeps on        | f to help me when I have a problem.      |
| 7 Is it worth          | g to go to the party with.               |

...../6

## 6 Dave and Lynn are discussing what to do next weekend. Complete the dialogue with the correct sentences. There are two sentences extra.

Because I'd like to see the countryside. It's very beautiful.	OK, but don't blame me if it's horrible!
We've got nothing else to do at the weekend, so let's just try it!	We went to the Lakes last year.
What if we watch a nice film on TV tonight?	How about going to Wales?
	Yes, but it's no use sitting and waiting for it to change.

**Dave:** What would you like to do this weekend, Lynn?

**Lynn:** *How about going to Wales?*

**Dave:** What do you want to go to Wales for?

**Lynn:** <sup>(1)</sup> .....

**Dave:** Well, if it keeps on raining like this it won't be very nice!

**Lynn:** Dave, don't be so negative about everything.  
<sup>(2)</sup> .....

**Dave:** But it's a long way to go if the weather isn't nice! Don't you think so?

**Lynn:** <sup>(3)</sup> .....  
Let's go and then we'll do what we can.

**Dave:** <sup>(4)</sup> .....

...../8

## 7 Write appropriate sentences, as in the example given.

You want to go dancing tomorrow. Ask Mary if she does.

Mary, would you *like to go dancing tomorrow?*

1 The students should be in their seats with their books open. Tell them to do that.

OK, everyone, ..... and .....

2 The dishes are dirty. Ask Paul to help you.

Paul, will you ....., please?

3 Pat smokes. Give her some advice.

Pat, I really think you should .....

4 Offer your friend Liam a cake.

Here, Liam, .....

5 Tell Steve you want to do something else on Saturday, not ski. Use *not fancy*.

Steve, I ..... on Saturday. Let's do something else.

6 You've made a decision – you're going to buy a new mountain bike.

I've decided .....

...../12

1 Use the words to write questions with *can* and give affirmative (✓) or negative (✗) short answers.

Paul / swim / ? ✓

Can Paul swim? Yes, he can.

1 the boys / play rugby / ? ✓

.....

2 a rabbit / fly / ? ✗

.....

3 you / speak / English / ? ✓

.....

4 we / go / swimming / ? ✗

.....

..... /8

2 Write P (*possibility*), A (*ability*) or R (*request*), according to the meaning of *can* in these sentences.

Do you know that John is twelve and he still can't swim? A

1 Neither Sue nor Jim can speak French. ....

2 Can you play badminton well? .....

3 We can have a picnic on the beach. ....

4 You can't go out to play in the rain. ....

5 Can I use your mobile, Jack? .....

6 Andy can run really fast! .....

7 Sorry, I can't come to the party. ....

8 Can I have the car tonight, dad? .....

..... /4

3 Use *can* / *could* and the words given to write sentences about someone's abilities in the past and now.

Jane / ✗ swim / two / but / ✓ swim / now

Jane couldn't swim when she was two, but she can swim now.

1 Richard / ✗ ride a bike / four / but / ✓ ride one / now

.....

2 Alice / ✓ climb / trees / little / but / ✗ climb them / now

.....

3 The boys / ✗ play rugby / ten / but / ✓ play / now

.....

4 Douglas / ✓ draw well / at school / but / ✗ draw / now

.....

5 Lucy and Jane / ✗ sing / young / but / ✓ sing well / now

.....

6 Paul / ✓ play chess / as a boy / but / ✗ play it / now

.....

..... /12

4 Match the questions with the answers.

1 d 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

1 Can I help you with your bags?

a No, I'm afraid not. I'm using it.

2 When could we meet to discuss the schedule?

b Sure. She'll be pleased to see you.

3 Do you think you might be able to help?

c I could see you on Friday morning.

4 May I visit the patient later?

d Thank you. That's very kind of you.

5 Could you lend me your bike tomorrow?

e We might as well do the kitchen, too.

6 Are we just decorating the living room and hall?

f I don't think so. They're too young.

7 Can the children come to the dinner party?

g I'm sure I'll be able to do something.

..... /6

- 5 Mike is going out and offers to do the shopping. Complete the dialogue with the correct sentences. There are two sentences extra.

OK. Wait a moment.  
Yes, can you get some eggs please?  
Do you really like spaghetti?  
Oh Mike, you know I can't make lasagna. What do we need it for?  
In that case, can you get it from Pasta Express, please?  
Well, if you're going to the supermarket, you might as well get a few other things.  
There's everything I need in the list.

**Mike:** I'm just going into town. Do you want me to get anything?

**Kay:** Yes, can you get some eggs please?

**Mike:** Sure. Is that all?

**Kay:** <sup>(1)</sup> .....

**Mike:** Can you write a list, otherwise I'll forget everything?

**Kay:** <sup>(2)</sup> .....

**Mike:** Remember to put down the ingredients for lasagna.

**Kay:** <sup>(3)</sup> .....

**Mike:** We're having the Hamiltons to dinner.

**Kay:** <sup>(4)</sup> .....

..... /8

- 6 Read the answers and write the appropriate requests with *can* / *could*.

Could you tell me how to get to the cinema, please?

Yes, go down this street, turn right, and the cinema's on your left.

1 ..... ?

No, I can't, John. I gave you £20 two days ago.

2 ..... ?

Of course, I could. It's terribly cold in here.

3 ..... ?

Yes, you can, but don't be late home.

4 ..... ?

I'm afraid not. I haven't got my car today and I'm not going to town.

5 ..... ?

Absolutely not, Smith! We have no money for pay rises at present!

6 ..... ?

Certainly, sir. Would you like something to eat with your wine?

7 ..... ?

No, I couldn't. My parents never took me to the mountains. Actually, I've never learnt.

8 ..... ?

You can't. You're going to school tomorrow morning so you'll have an early night as usual.

..... /16

1 Complete the sentences with the appropriate form of *must*.You ..... *must* ..... always stop at a red light when driving.

1 You ..... clean your teeth properly after each meal.

2 You ..... talk during the written test.

3 ..... we play football outside in the rain today?

4 Students ..... smoke in the school grounds.

5 We ..... look smart for the end-of-term party tomorrow.

6 ..... I finish my homework before dinner?

..... /6

2 Complete the sentences with *have to* in the affirmative (✓), negative (✗) or interrogative (?).Janice (✓) ..... *has to* ..... go to school at nine o'clock every day.

1 But she (✗) ..... go to school on Sunday.

2 (?) ..... she ..... go to school on Saturday?

3 What time (?) ..... you ..... leave for the station?

4 The kids (✓) ..... clean their rooms every Saturday morning.

5 You (✗) ..... take the dog for a walk this evening.

6 We (✓) ..... give in our projects tomorrow morning.

..... /6

3 Complete the sentences with *be to* in the affirmative (✓), negative (✗) or interrogative (?).The first witnesses (✓) ..... *are to* ..... be questioned tomorrow morning.

1 He (✓) ..... get to the solicitor's by five o'clock on Friday.

2 When (?) ..... the members of the jury ..... give their verdict?

3 You (✗) ..... say anything until the judge says that you can!

4 I (✓) ..... report to the police station at one o'clock.

5 What time (?) ..... she ..... be at the courtroom tomorrow?

6 He (✗) ..... be told the name of the witness who testified against him.

..... /6

4 Complete the second sentence with *need* and the *-ing* form, without changing the meaning.Your bedroom needs to be tidied up. Your bedroom ..... *needs tidying up* .....

1 Mark's hair needs to be cut. Mark's hair .....

2 Their car needs to be cleaned. Their car .....

3 This room needs to be painted. This room .....

4 My computer needs to be repaired. My computer .....

5 Your garden needs to be dug. Your garden .....

6 The cat needs to be fed. The cat .....

..... /6

5 Use the words to write sentences with *need* in the present (PR), past (PS) or future (F).

(PR) they / get to school / early / today.

*They need to get to school early today.*

1 (PR) He / pack his case / before / he leaves

2 (F) You / study harder / for the exams

3 (PS) We / pack / our cases / the day before

..... /6



## 6 Complete the short dialogues using the correct form of *have to*.

**Jane:** Mum, I *have to* take £2 to school today.

**Mum:** Why do you need £2?

**Jane:** Because we <sup>(1)</sup> ..... pay for the school trip.

**Paul:** What <sup>(2)</sup> ..... you ..... do in your dance classes?

**Mary:** We <sup>(3)</sup> ..... learn the movements for traditional folk dances.

**Dad:** How nice, we <sup>(4)</sup> ..... get up early tomorrow because it's a holiday.

**John:** Yes, but I still <sup>(5)</sup> ..... go for my piano lesson at ten o'clock.

**Liz:** <sup>(6)</sup> ..... you ..... sign in when you get to work each morning?

**Ann:** No, I don't. Do you?

..... /6

## 7 Match sentences 1 – 7 with sentences a – g.

1 *d* 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

1 You need to wash your hair.

a No, they won't.

2 Did you have to do a test yesterday?

b He must have missed the train.

3 Will they have to pay to get in?

c You mustn't park here.

4 Look at that sign!

d It's very dirty.

5 He's not here and it's eleven o'clock.

e We were asked to put on protective clothing.

6 What did you have to wear at the factory?

f No, you mustn't exceed thirty.

7 Can I drive at fifty miles per hour here?

g No, I didn't.

..... /6

## 8 Write what these people have to or don't have to do. Use *must*, *have to* or *need*.

The train is leaving in one minute. John is buying his ticket. (hurry)

*He needs to hurry up.* .....

1 Susan is running down the corridor. There is a school rule. (not run)

.....

2 Diane is driving in the country. Her petrol tank is almost empty. (buy)

.....

3 It's a school holiday today, and Jane's still in bed at nine o'clock. (not get up)

.....

4 There's a sign in the bank, but Paul's using his mobile phone. (not use)

.....

5 It's beautiful and sunny outside. Laura's umbrella is hanging by the door. (not take)

.....

6 Mike didn't see his boss yesterday. But he had a document for the boss to sign. (see)

.....

..... /12

## 9 Write sentences about what needs to be done.

Paul sees the grass is long. (cut + -ing)

*The grass needs cutting.* .....

Paul sees the grass is long. (cut + to)

*Paul needs to cut the grass.* .....

1 Sue sees her car is dirty. (clean + -ing)

.....

2 Andy hears the TV is too loud. (turn down + to)

.....

3 Lynn sees her jeans aren't clean. (wash + to)

.....

..... /6

1 Use the words to write questions with *shall*. Then match them to A, B, C or D.

A offer to do something    B make a suggestion    C ask for instructions    D ask for a suggestion

I / go / shops / ? ..... *Shall I go to the shops?* ..... A

1 I / put / TV / here / ? .....

2 I / help / you / carry / your bags / ? .....

3 Where / we / go / this evening / ? .....

4 we / watch / DVD / tonight / ? ..... /8

2 Rewrite the sentences using *ought to*.You should plant more trees. *You ought to plant more trees.*

1 We should recycle our rubbish. ....

2 They shouldn't drill for oil in Alaska. ....

3 Should I eat only organic food? ....

4 He should buy an electric car. ....

5 They shouldn't waste water. .... /5

3 Use the words to ask or give advice with *had better*.I / go / ?    No / you / stay at home ..... *'Had I better go?' 'No, you'd better stay at home.'*

1 I / travel / bus / ?    No / you / go / train .....

2 he / put on / brown jacket / ?    No / he / wear / grey suit .....

3 they / get there / early / ?    No / they / arrive / at ten .....

4 I / take something / to / party / ?    Yes / you / buy / cake .....

5 we / say something / Peter / ?    No / we / keep quiet .....

6 she / marry / John / ?    No / she / stay single ..... /12

4 Complete the sentences with *bound to* or *due to*.He's very fast. He's *bound to* win the race.

1 She's the best in the class. She's ..... come top.

2 She's ..... get here at four o'clock for the opening.

3 'What time's the London train?' 'It's ..... arrive at 15.17.'

4 Look at those black clouds. It's ..... rain in the next hour.

5 Don't wait for him. Mike's ..... to be late. He always is. .... /5

## 5 Write appropriate sentences with *would like* or *will*.

Invite Ros to your birthday party. *Would you like to come to my birthday party, Ros?*

- 1 Offer Peter a glass of orange juice. ....
- 2 Ask Karen to show you her new iPod. ....
- 3 Invite Tom to the Monet exhibition. ....
- 4 Ask Jo to go with you to your audition. ....

..... /8

## 6 Give people advice with *ought to* (OT) or *had better* (HB).

It's very wet and cold outside. Paul's going out. (OT: umbrella / warm clothes)

*You ought to take an umbrella and wear warm clothes, Paul.*

- 1 It's starting to snow. Jim's going to get his car. (HB: not drive / bus or walk)  
.....
- 2 It's really hot and sunny. Jane's going outside. (OT: sun hat / sun cream)  
.....
- 3 There are hurricane warnings in the Caribbean. Mike has to travel there for work. (HB: not travel now / postpone the trip)  
.....
- 4 It's very windy and the sea's rough. Diane wants to swim. (OT: not go / sea; swim / pool)  
.....

..... /8

## 7 Match the two parts of the sentences.

1 *d* 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

- |                                |                                     |
|--------------------------------|-------------------------------------|
| 1 Shall I help you             | a about the pain in my back?        |
| 2 Would you tell me            | b be here by now.                   |
| 3 It's five o'clock. He should | c to help the flood victims.        |
| 4 As a kid                     | d with the shopping?                |
| 5 We should try                | e an umbrella?                      |
| 6 What should I do             | f where your office is?             |
| 7 Shall we take                | g I would often paddle in the pond. |

..... /6

## 8 Write what they want to do.

It's raining. The dog is outside. (come in)

*It wants to come in.*

- 1 He likes her. There's a good film at the cinema. (invite)  
.....
- 2 She's looking at the TV guide. There's a good documentary. (watch)  
.....
- 3 She's looking in the shop window. There's a pretty blouse. (buy)  
.....
- 4 It's a beautiful day. She's putting on her mountain boots. (go for a walk)  
.....

..... /8

**1 Complete the sentences with the present simple or continuous passive of the verbs in brackets.**Books are printed in that printing shop. (print)

- 1 The latest bestsellers ..... in all of our shops. (sell)
- 2 The library ..... at the moment. (decorate)
- 3 A sequel to her first novel ..... by the author at present. (write)
- 4 Writers ..... their royalty payments twice a year. (send)
- 5 Each book ..... individually. (check)
- 6 Copies ..... all over the world now. (distribute)

..... /6

**2 Change the sentences from active to passive, keeping the same tense. Use the agent where necessary.**

The students read a selection of Shakespeare's sonnets.

A selection of Shakespeare's sonnets were read by the students.

- 1 Virginia Woolf wrote *To the Lighthouse*.  
.....
- 2 The sales staff sold a lot of books yesterday.  
.....
- 3 They have published three of his novels.  
.....
- 4 They have been checking his manuscript for weeks.  
.....

..... /8

**3 Rearrange the words and write the sentences. Each one uses the passive future form.**

selected – new – Prize – be – his – for – Booker – the – will – novel – for

His new novel will be selected for the Booker Prize.

- 1 in – Her – stories – China – will – collection – set – short – next – of – be  
.....
- 2 authors – be – poems – are – The – to – the – read – by – going  
.....
- 3 printed – Italy – The – in – be – will – books  
.....
- 4 new – fantasy novel – before – Her – won't – July – published – be  
.....
- 5 launch – going – writers – of – to – are – Lots – book – invited – be – his – to  
.....

..... /10

**4 Complete the sentences with the passive infinitives in the box.**

to be told	to have been read	<del>to be sold</del>	to have been televised
to be published	to have been written	to be liked	

If her stories are to be sold, she will have to rewrite some of them.

- 1 The author will have ..... about the sales figures soon.
- 2 His new novel seems ..... very quickly.
- 3 His poems were ..... in the cathedral, but the event was cancelled.
- 4 He just wants what he writes ..... by the critics and the public.
- 5 His first work is ..... in a small literary magazine.
- 6 Her new play was ..... but the BBC said it was too controversial.

..... /6

**5 Change the active sentences with two objects into passive sentences, keeping the same tense. Use the agent where necessary.**

They gave the book to me. *I was given the book.*

- |   |   |
|---|---|
| 1 We offered a lift to him.               | 4 They lent me their computer for a month.    |
| 2 Her publisher owes her £3,000.          | 5 He gave John a book token for his birthday. |
| 3 Mr Jones teaches them creative writing. | 6 They have promised Sarah a new job.         |

- 1 .....  
2 .....  
3 .....  
4 .....  
5 .....  
6 .....

..... /12

**6 Complete the dialogue with the verbs in the box. They are modals followed by the passive infinitive.**

must be done    should have been completed    would have to be done    can't be finished  
couldn't be delivered    might have been organised    ought to have been ordered

**Mrs Roberts:** It is absolutely essential! It *must be done* by tomorrow evening!

**Smith:** I'm sorry, Mrs Roberts, but it <sup>(1)</sup> ..... by then... there isn't time.

**Mrs Roberts:** Listen, Smith... in this company there is no such word as *can't*. You are perfectly aware that it <sup>(2)</sup> ..... last week, so you're well behind.

**Smith:** I know, Mrs Roberts, but if you remember some of the parts <sup>(3)</sup> ..... until last Monday.

**Mrs Roberts:** I know, Smith, but that's because they <sup>(4)</sup> ..... sooner.

**Smith:** But, Mrs Roberts, we didn't know this job <sup>(5)</sup> ..... so quickly.

**Mrs Roberts:** Even so, Smith, everything <sup>(6)</sup> ..... much better. Now go and get on with it.

..... /6

**7 Complete the sentences with the expressions in the box.**

made me pay for    get me to dig    didn't make me stay behind  
didn't allow him to leave    forced me to go to    won't let me ride

My mother *made me pay for* the window I broke yesterday.

- 1 My father ..... football training every week, and I hated it.  
2 I was lucky! The teacher ..... after school!  
3 My parents ..... my scooter to the seaside with my friends.  
4 My neighbour tried to ..... her garden for her, but I didn't do it.  
5 The policeman ..... his bicycle on the pavement.

..... /5

**8 Complete the second sentence without changing the meaning of the first.**

They were performing at the Royal Theatre.

We saw *them performing at the Royal Theatre.*

- 1 A group of people left early.  
We noticed .....  
2 Some candles were burning.  
We could smell .....  
3 He came home after midnight.  
His dad heard .....

..... /6

**1 Complete the sentences with *a* or *an*.**He is a very nice man.

- |   |  |
|---|--|
| 1 This is my brother Paul. He is ..... doctor.            | 6 I bought ..... hundred shares in Premium Banks.  |
| 2 It is ..... honour to meet you.                         | 7 What ..... horrible thing to happen!             |
| 3 I didn't go out all weekend. I had ..... terrible cold. | 8 He always drives at forty kilometres ..... hour. |
| 4 Don't go out without ..... umbrella today!              | 9 I'm sure that Linda is ..... honest person.      |
| 5 ..... Mrs Jones made the cakes for us.                  | 10 ..... hippopotamus is a very big animal.        |

..... /5

**2 Write *the* in the text. If the article isn't needed, write *0*.**

I always get up at 0 six o'clock in <sup>(1)</sup> ..... morning, because it's <sup>(2)</sup> ..... quietest time of <sup>(3)</sup> ..... day. After <sup>(4)</sup> ..... breakfast, I usually read <sup>(5)</sup> ..... newspaper, and I start <sup>(6)</sup> ..... work at half past seven. About half an hour later I usually get <sup>(7)</sup> ..... first phone-call, and it's often one of <sup>(8)</sup> ..... people I am working with on <sup>(9)</sup> ..... my latest book. After that, <sup>(10)</sup> ..... next few hours are spent writing.

..... /5

**3 Complete the sentences with *a*, *an* or *the*. If an article isn't needed, write *0*.**

- I bought a kilo of <sup>(1)</sup> ..... apples at <sup>(2)</sup> ..... market, but when I got home I found that <sup>(3)</sup> ..... apples were bad.
- I met <sup>(4)</sup> ..... good friend of mine in town yesterday – it was <sup>(5)</sup> ..... friend I went skiing with <sup>(6)</sup> ..... last winter.
- There was <sup>(7)</sup> ..... second-hand piano for <sup>(8)</sup> ..... sale in <sup>(9)</sup> ..... paper last night, so I rang up about it, because I play <sup>(10)</sup> ..... piano, and I would like to buy one.
- Let's go to <sup>(11)</sup> ..... mountains <sup>(12)</sup> ..... next weekend. There is <sup>(13)</sup> ..... mountain called *Scafell Pike* which I want to climb.
- I saw <sup>(14)</sup> ..... grey scarf in <sup>(15)</sup> ..... shop window <sup>(16)</sup> ..... last week – it was exactly <sup>(17)</sup> ..... grey I needed to go with <sup>(18)</sup> ..... my new suit.
- Do you like to sit in <sup>(19)</sup> ..... leather chair? Because if so, I'm sure you will find <sup>(20)</sup> ..... leather on this sofa very nice.

..... /10

**4 Complete the text with *a*, *an* or *the*. If an article isn't needed, write *0*.****Tigers in danger**

One of the world's most serious conservation issues is how to save <sup>(1)</sup> ..... tiger. Most people consider <sup>(2)</sup> ..... tigers to be <sup>(3)</sup> ..... most beautiful of all big cats, but <sup>(4)</sup> ..... news from <sup>(5)</sup> ..... India is not good. Not only are <sup>(6)</sup> ..... increasing number of tigers being killed, but also it is difficult for <sup>(7)</sup> ..... ones which are safe to find <sup>(8)</sup> ..... mate. This is because of <sup>(9)</sup> ..... expansion of <sup>(10)</sup> ..... Indian population, which has broken up larger areas of habitat into <sup>(11)</sup> ..... smaller parts. One of <sup>(12)</sup> ..... most difficult problems for conservationists is how to stop <sup>(13)</sup> ..... people killing tigers. There is <sup>(14)</sup> ..... enormous market in China for <sup>(15)</sup> ..... tiger body parts, for medicinal use. Until <sup>(16)</sup> ..... Chinese are able to prevent such trade, for example through <sup>(17)</sup> ..... education, <sup>(18)</sup> ..... problem will continue. In <sup>(19)</sup> ..... meantime, these wonderful animals are staring extinction in <sup>(20)</sup> ..... face.

..... /10

## 5 Where necessary, write *the* in front of these words.

- |                                     |                             |
|-------------------------------------|-----------------------------|
| ..... <i>the</i> Atlantic Ocean     |                             |
| 1 ..... Pacific Ocean               | 11 ..... Sicily             |
| 2 ..... Channel Islands             | 12 ..... Mount Etna         |
| 3 ..... Lake Superior               | 13 ..... Canary Islands     |
| 4 ..... Andes                       | 14 ..... Mediterranean      |
| 5 ..... Yangtze River               | 15 ..... Greece             |
| 6 ..... Amazon River                | 16 ..... Athens             |
| 7 ..... Netherlands                 | 17 ..... Scottish Highlands |
| 8 ..... United Kingdom              | 18 ..... Wales              |
| 9 ..... Egypt                       | 19 ..... River Avon         |
| 10 ..... People's Republic of China | 20 ..... Birmingham         |

..... /10

## 6 Complete the dialogue with *a*, *an* or *the*. If an article isn't needed, write *0*.

- Rachel:** Good morning, Andy. Did you have .....<sup>(1)</sup> good weekend?
- Andy:** Yes, .....<sup>(2)</sup> trip was OK, but .....<sup>(3)</sup> weather could have been better.
- Rachel:** Really? I'm surprised. We had .....<sup>(4)</sup> lovely weekend here.
- Andy:** I'm sure you did, but on .....<sup>(5)</sup> coast, things are different. The weather changes very fast and there was .....<sup>(6)</sup> huge thunderstorm on Saturday morning, which meant that we couldn't take .....<sup>(7)</sup> boat out.
- Rachel:** Oh, that's .....<sup>(8)</sup> pity! So did you do something else?
- Andy:** Well, fortunately there was .....<sup>(9)</sup> exhibition of sailing equipment at .....<sup>(10)</sup> marina, so we visited that. And then .....<sup>(11)</sup> sun came out in .....<sup>(12)</sup> afternoon, and we were able to get out on .....<sup>(13)</sup> sea for about two hours.
- Rachel:** And what was it like on .....<sup>(14)</sup> Sunday?
- Andy:** It was .....<sup>(15)</sup> bit too windy for my liking, but we went out all .....<sup>(16)</sup> same. And then .....<sup>(17)</sup> rain came down again around .....<sup>(18)</sup> midday so we gave up, went back and had .....<sup>(19)</sup> really good fish lunch at .....<sup>(20)</sup> new restaurant near .....<sup>(21)</sup> town hall.
- Rachel:** Is that .....<sup>(22)</sup> Greek one they wrote about in .....<sup>(23)</sup> paper last week?
- Andy:** No, Rachel. That's in .....<sup>(24)</sup> main square. This one was in .....<sup>(25)</sup> little street that you wouldn't notice. It has become .....<sup>(26)</sup> most popular place to eat, since somebody bought .....<sup>(27)</sup> *Old Ship* pub and changed it into .....<sup>(28)</sup> restaurant. And it's very nice, I can tell you, and .....<sup>(29)</sup> prices are still .....<sup>(30)</sup> same as in the old place.
- Rachel:** It sounds great. I must go next time we're at .....<sup>(31)</sup> seaside.
- Andy:** I'll give you .....<sup>(32)</sup> phone number, because you'll have to book. So how was .....<sup>(33)</sup> your weekend?
- Rachel:** Well, it wasn't as exciting, or as wet, as yours. We had .....<sup>(34)</sup> surprise birthday party I told you about. For my sister Janet.
- Andy:** Oh, yes. I remember. So did .....<sup>(35)</sup> things go as planned?
- Rachel:** Yes, they did. And we were lucky because it was such .....<sup>(36)</sup> beautiful day here. We had .....<sup>(37)</sup> big tent in .....<sup>(38)</sup> garden, and lots of friends and family came. And Janet's face was .....<sup>(39)</sup> picture when we brought her out and she saw .....<sup>(40)</sup> tent! She couldn't believe her eyes! And we all had .....<sup>(41)</sup> really good time.

..... /20

## 1 Complete the sentences with the plural form of the words in the box.

dog apple bus radio DVD alley tax

I couldn't sleep last night because my neighbour's ..... dogs ..... were barking.

- 1 There are some new ..... on offer in the corner shop. I bought four films!
- 2 The ..... on the tree in my father's garden are for cooking, not eating.
- 3 The government says it is going to raise the ..... again next year.
- 4 We waited for twenty minutes and no ..... came along.
- 5 I don't really know my way round the back ..... of Venice very well.
- 6 Of all the ..... I've owned this old non-digital one has been the most reliable.

..... /6

## 2 Write the plural form of these nouns and put them in the correct column, according to the pronunciation.

book patch ring crash pub pet axe town tap bag class roof room

/s/	/z/	/iz/
<u>books</u> .....	.....	.....
.....	.....	.....
.....	.....	.....

..... /6

## 3 Choose the correct alternative.

There were six **mens** / **men** waiting in the room when I got there.

- 1 They had some lovely **fishes** / **fish** for lunch.
- 2 The new history **curriculum**s / **curricula** are not very good.
- 3 All the **passer-bys** / **passers-by** stopped to look in our shop window.
- 4 The police say that at least three **thiefs** / **thieves** were involved in the robbery.
- 5 Farmers say that **gooses** / **geese** are becoming as popular as turkeys at Christmas.
- 6 The Tourist Office had some good **information** / **informations** about the town.

..... /6

## 4 Match 1 – 7 with a - g.

1 d ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

- |              |              |
|--------------|--------------|
| 1 a bar of   | a cake       |
| 2 a pint of  | b tomatoes   |
| 3 a slice of | c chocolates |
| 4 a jar of   | d soap       |
| 5 a box of   | e tea        |
| 6 a can of   | f beer       |
| 7 a cup of   | g honey      |

..... /6

## 5 Complete the second sentence with the appropriate possessive case.

That bag belongs to Peter. It's Peter's bag..... .

- 1 There's the shop where I buy bread. It's the ..... next to my house.
- 2 That's where Mr Hall lives. It's ..... house.
- 3 Those cars belong to the teachers. They're ..... cars .
- 4 That's the newspaper I bought yesterday. It's ..... newspaper.
- 5 Don't use that – the dog drinks from it! It's ..... bowl.
- 6 See letters from the readers on page 9. See ..... letters on page 9.

..... /6



## 6 Write C (countable) or U (uncountable) next to the nouns.

- .....C book
- |                   |                   |
|-------------------|-------------------|
| 1 ..... student   | 7 ..... advice    |
| 2 ..... milk      | 8 ..... freedom   |
| 3 ..... furniture | 9 ..... song      |
| 4 ..... film      | 10 ..... homework |
| 5 ..... actor     | 11 ..... flour    |
| 6 ..... money     | 12 ..... hobby    |

..... /6

## 7 Fill in the spaces with the correct form (singular, plural or possessive case) of the words at the end of the line.

John is reading the local ..... paper ..... to find out if there is anything interesting to see in town. He finds that there are two <sup>(1)</sup> ..... on at the <sup>(2)</sup> ..... two theatres. He has seen one of them before, but the other is new for him. In the <sup>(3)</sup> ..... about the cinemas, he can see that there is a new <sup>(4)</sup> ..... on at The Roxy from Wednesday. It's about a gang of <sup>(5)</sup> ..... in New York and the two <sup>(6)</sup> ..... he has read both said that it is good. Besides, it stars one of his film <sup>(7)</sup> ..... , Johnny Depp, which is a good enough <sup>(8)</sup> ..... to go and see it. He also reads that there is an <sup>(9)</sup> ..... of recent <sup>(10)</sup> ..... by newspaper photographers at the new gallery in the park. It is called <sup>(11)</sup> ' ..... Games' and it shows pictures of the <sup>(12)</sup> ..... at play around the world. There is something which will interest his <sup>(13)</sup> ..... Julie and Mark: the Ballet Rambert are doing two <sup>(14)</sup> ..... next weekend. John rings his friends with the <sup>(15)</sup> ..... . They are very pleased because <sup>(16)</sup> ..... hobby is modern dance, and he wants to see both <sup>(17)</sup> ..... . They decide to go together. John says he will buy the <sup>(18)</sup> ..... when he's in town the next day, and will find out the <sup>(19)</sup> ..... of the last two <sup>(20)</sup> ..... for them to get home afterwards.

PAPER  
PLAY  
TOWN  
INFORMATION  
RELEASE  
THIEF  
REVIEW  
HERO  
REASON  
EXHIBITION  
PHOTOGRAPH  
CHILD  
YOUNG  
FRIEND  
PERFORMANCE  
NEWS  
MARK  
SHOW  
TICKET  
TIME  
BUS

..... /20

## 8 Complete the sentences with the collective nouns in the box.

government team flock herd swarm staff group

- A ..... group ..... of students put on a performance of *Macbeth* last week.
- The ..... in the shop were very helpful.
  - We were standing on the beach watching a ..... of seagulls.
  - When I went into the garden there was a ..... of bees hanging from the tree.
  - A ..... of builders started work on our new house yesterday.
  - The car got stuck in the lane behind a ..... of cows going back to the barn.
  - There are several new ministers in the ..... after the election.

..... /6

## 1 Put (✓) where the adjective should be in the sentence.

- He is a ✓ boy . (clever)  
 1 She is an person . (interesting)  
 2 They look very . (happy)  
 3 It is a film . (boring)  
 4 They seem to be . (tired)  
 5 We are students . (good)  
 6 Do you feel ? (certain)

...../3

## 2 Write the adjectives in the sentences in the correct order.

- It is a valuable old oil painting. (oil / old / valuable)  
 1 I bought a ..... shirt. (nice / cotton / blue)  
 2 She's got an ..... chair. (African / interesting / wooden)  
 3 The market trader sold us a ..... lamp. (small / pretty / brass)  
 4 They visited a ..... village. (stone / old / lovely)  
 5 Mike's driving a ..... car. (electric / yellow / tiny)  
 6 Annie saw an ..... sculpture. (Greek / ancient / marble)

...../12

## 3 Complete the sentences with the comparative adjectives in the box.

white tall empty long beautiful enjoyable hot

- Peter is 4cm taller than me.  
 1 I think that rugby is ..... than football.  
 2 It's ..... in Morocco in the summer than in Spain.  
 3 This car park is always ..... than the one near the castle.  
 4 Her face is ..... than it was yesterday. She must be ill.  
 5 This little portrait is ..... than that huge painting.  
 6 It was a ..... journey than we expected.

...../6

## 4 Complete the sentences with the appropriate noun, used as an adjective.

- His mountain boots were still dirty after last week's climb.  
 1 He got thirty b..... cards when he turned eighteen.  
 2 My favourite dessert is a..... pie.  
 3 She bought a new v..... game for her PlayStation.  
 4 In August they're going to Spain for their s..... holiday.  
 5 She gave us her m..... number so we could phone her any time.  
 6 I think Julia Roberts is a great f..... star.

...../6

## 5 Choose the correct alternative.

- There are **much** / **more** people here than I expected.  
 1 There isn't **much** / **more** traffic on the road today.  
 2 There are **less** / **fewer** students on the course this year.  
 3 I didn't see as **much** / **many** films last year as the year before.  
 4 There is a lot **much** / **more** work to do before we finish.  
 5 There is **less** / **fewer** food in the fridge than I thought.  
 6 Do her films get as **much** / **many** publicity as her songs?

...../6

## 6 Complete the sentences with the superlative of the adjectives in brackets.

*Jammin' Hits* is their latest CD. (late)

- 1 They are ..... heavy metal group in town. (good)
- 2 It's ..... pop concert we've been to for years. (exciting)
- 3 Maria Callas was ..... soprano of her time. (famous)
- 4 Who is ..... woman in Britain? (rich)
- 5 He owns ..... disco in our area. (successful)
- 6 What was their ..... hit? (big)
- 7 *Les Miserables* is ..... - running musical in the world. It's been running in London for 23 years! (long)
- 8 Luciano Pavarotti was one of ..... tenors of all times. (celebrated)

..... /8

## 7 Complete the dialogue with the appropriate form of the words in brackets.

**Steve:** Do you think that Ralph is a nice (nice) person?

**Patty:** Well, he's OK, but I think he was <sup>(1)</sup> ..... (good) before he got this promotion. I mean, he was <sup>(2)</sup> ..... (helpful) than he is now, and he was the <sup>(3)</sup> ..... (interesting) person to talk to over lunch in the canteen.

**Steve:** Yes, you're right. He has changed. But I think he's <sup>(4)</sup> ..... (efficient) than old Smith who had the job before.

**Patty:** Well that wasn't very <sup>(5)</sup> ..... (hard), was it? But he certainly knows <sup>(6)</sup> ..... (much) than anyone else about the music business, and he's the <sup>(7)</sup> ..... (easy) manager I know to get on with.

**Steve:** I think there are <sup>(8)</sup> ..... (few) mistakes going on now, and the atmosphere in the recording studio is <sup>(9)</sup> ..... (healthy) than it was under Smith. I mean, everyone seems <sup>(10)</sup> ..... (interested) in their work.

..... /10

## 8 Complete the dialogue with the words in the box.

latest	as many... as	so many	as... as	more (x2)
a lot more	less (x2)	how many	fewer	most many

**Rob:** Hi Jim. I heard your latest concert was in Chester. How did you like the town?

**Jim:** Didn't you know I was born there, Rob? I left it when I was twelve and I never went back until last week. I noticed there haven't been <sup>(1)</sup> ..... changes ..... I expected, though. It's still <sup>(2)</sup> ..... quiet ..... it used to be. Except that now there are <sup>(3)</sup> ..... car parks and <sup>(4)</sup> ..... playgrounds, unfortunately. But all in all, there's still <sup>(5)</sup> ..... traffic than in <sup>(6)</sup> ..... other places I've been to on tour.

**Rob:** Were there <sup>(7)</sup> ..... people at the concert?

**Jim:** Yeah, there were <sup>(8)</sup> ..... than I could figure and I was surprised to see <sup>(9)</sup> ..... of my old school mates still remembered me. I had never realized I knew <sup>(10)</sup> ..... people when I was a kid. Could it be because I'm <sup>(11)</sup> ..... famous now?

**Rob:** Maybe. Were there any of your teachers?

**Jim:** Just one. My music teacher. Perhaps most teachers are <sup>(12)</sup> ..... interested in hard rock than teenagers!

..... /12

## 1 Complete the sentences with the correct personal pronouns and possessive adjectives.

Paul got up at seven, and went for a ride on his bike.

- 1 We are very curious. You still haven't told ..... about ..... holiday in Brazil.
- 2 Mary likes ..... new hat, but I don't think ..... is very nice.
- 3 The Homans showed me ..... new car. .... said it was very expensive.
- 4 When we went to ..... favourite restaurant last week, ..... was closed.
- 5 I was very angry because ..... couldn't find ..... leather gloves.
- 6 Gordon was looking for ..... car keys. He thought he had left ..... on the table.

..... /12

## 2 Complete the sentences with reflexive pronouns.

I really enjoyed myself at the party last night.

- 1 Robert cut ..... shaving this morning.
- 2 Janine is only three years old but she can get dressed by .....
- 3 I'm not going to help you. You can do it ..... !
- 4 Even the politicians ..... don't believe what they say!
- 5 We built the garden shed ..... because it was much cheaper.
- 6 As I walked along the road I sang a little song to .....

..... /6

## 3 Complete the text with the words in the box.

this one every everybody both (x2) neither...nor

We came to visit friends who live on a farm near this village yesterday but <sup>(1)</sup> ..... was out when we got to the farm. They were <sup>(2)</sup> ..... working in the fields ..... having a beer in the village pub. Then we saw <sup>(3)</sup> ..... of them walking down the main street. He told us that his two brothers were <sup>(4)</sup> ..... in town for the day, as they went there <sup>(5)</sup> ..... Friday to do the shopping for the weekend. They got back in the late afternoon, and <sup>(6)</sup> ..... of them were carrying two large bags of groceries.

..... /6

## 4 Choose the correct alternative.

There are **any** / **no** good apples in the market today.

- 1 There's only a **little** / **few** sugar left in the bowl.
- 2 Were there **much** / **many** people in town for the trade fair?
- 3 We needed some eggs to make a cake but there were **no** / **none** in the fridge.
- 4 There was a nice coat for sale but it cost too **much** / **many**.
- 5 I wanted to get some meat, but I didn't have **many** / **enough** money.
- 6 There was a choice of two desserts but I didn't like **either** / **neither** of them.

..... /6

## 5 Complete the sentences with the compounds every-, some-, any- or no-.

I went to the golf club, but there was nobody there who could play with me.

- 1 I want to go ..... really exotic for my next holiday.
- 2 We went to the souvenir shop but we couldn't find ..... nice to buy.
- 3 By the time Jonathan got to the party ..... had already gone home.
- 4 The article describes ..... in detail about the new housing development.
- 5 I wanted to go to the cinema with my friends, but there wasn't ..... to go with.
- 6 I couldn't find my keys, even though I looked for them ..... in the house.

..... /6

## 6 Complete the dialogue with indefinite pronouns or other appropriate pronouns.

**Don:** Are you doing anything interesting this coming weekend, Liz?

**Liz:** No, I'm afraid I've got <sup>(1)</sup> ..... planned. Why?

**Don:** Well, <sup>(2)</sup> ..... Jimmy and I are free, and we wondered if you'd like to go  
<sup>(3)</sup> ..... with <sup>(4)</sup> .....

**Liz:** <sup>(5)</sup> ..... would be really nice, Don. Thanks. Have <sup>(6)</sup> ..... of you had any ideas yet?

**Don:** Well, I don't want to go to a crowded place where <sup>(7)</sup> ..... goes for the weekend. And Jimmy is happy to go <sup>(8)</sup> ..... that he hasn't been to before.

**Liz:** There are lots of nice little villages along the coast, but I'm afraid <sup>(9)</sup> ..... of them are very crowded at this time of year, and the <sup>(10)</sup> ..... inland are not very pretty or interesting. But <sup>(11)</sup> ..... says that Hadrian's Wall is very nice, and that's not too far away.

**Don:** <sup>(12)</sup> ..... 's a good idea, Liz.

..... /12

## 7 Choose the correct alternative.

Yesterday I wanted to go for a ride on my / mine bike but I found it had a flat tyre. I asked <sup>(1)</sup> my / mine brother if I could borrow <sup>(2)</sup> him / his, and he said I could. I decided to go <sup>(3)</sup> something / somewhere I hadn't been to before – the old castle, the <sup>(4)</sup> one / ones you can see from my bedroom window. It was a hard ride and I needed <sup>(5)</sup> much / plenty of effort to get to the top. But it was worth it, because you could see <sup>(6)</sup> everything / everyone in the area – the fields, churches and villages. It was beautiful.

..... /6

## 8 Complete the second sentence without changing the meaning of the first.

I hadn't got any crayons, so they lent me theirs. I hadn't got any, so they lent me their crayons.

1 I went nowhere yesterday.

I didn't go ..... yesterday.

2 There were lots of people in the park.

There were a ..... people in the park.

3 I haven't got many banknotes left in my wallet.

I haven't got ..... money left in my wallet.

4 There weren't many apples in the bowl.

There were only a ..... apples left in the bowl.

5 The magician gave one card to everyone.

The magician gave one card to ..... person.

6 They didn't do anything after lunch.

They did ..... after lunch.

..... /6

## 9 Complete the text with the appropriate indefinite pronoun.

The place was deserted. There was nobody on the beach, you couldn't see <sup>(1)</sup> ..... swimming in the lake, you couldn't hear <sup>(2)</sup> ..... talking in the house. So where had the scream come from? Ron walked cautiously among the bushes, pointing the torch <sup>(3)</sup> ..... and calling out ' <sup>(4)</sup> ..... there? '. We followed him. We could hear <sup>(5)</sup> ..... but the rustling of our feet on the ground, then suddenly <sup>(6)</sup> ..... called out 'Who are you? '.

..... /6

**1 Write the numbers in figures.**

- one hundred and twenty-seven ..... 127 .....
- 1 nought point three eight .....
- 2 three hundred and forty-six Anno Domini .....
- 3 one million four hundred and eighty thousand .....
- 4 nineteen thirty-seven .....
- 5 minus seventeen degrees Celsius .....
- 6 three-double two-nine four-double eight .....

..... /6

**2 Resolve the anagrams and write the ordinal numbers as words and figures.**

- vtneesh ..... seventh ..... 7th .....
- 1 ytetwn-ridht ..... 4 flewhtt .....
- 2 gthhie ..... 5 hyritt-nocdes .....
- 3 nntyie-strif ..... 6 eitortfh .....

..... /6

**3 Complete the sentences with the correct relative pronoun: *who, which, whom* or *whose*. Put it in brackets if it can be omitted.**

- The man ..... who ..... bought my car works in the same office as my son.
- 1 The console ..... my parents gave me for my birthday has some great games.
- 2 The people ..... we met on holiday live in Sweden.
- 3 The woman ..... laptop was stolen on the train is very upset.
- 4 The athlete ..... photo you saw in the paper represented our town at the championship.
- 5 The elephant ..... we saw in the zoo last week will be moved to a safari park.
- 6 Who is the person ..... you consulted for your computer repairs?

..... /6

**4 Connect the two sentences with a relative pronoun, as in the example.**

- The Hills have bought a new computer. They live opposite us.  
The Hills, who live opposite us, have bought a new computer. .....
- 1 My dog runs very fast. He won a race last week.  
 .....
- 2 Paul's mother broke her leg yesterday. She works in a hospital.  
 .....
- 3 My friend hates flying. His father is a pilot.  
 .....
- 4 Daisy is going to sing on TV. She has a lovely voice.  
 .....
- 5 My neighbours have just bought a stereo. They are very noisy.  
 .....
- 6 Sam's computer keeps breaking down. It's very old.  
 .....

..... /12

## 5 Complete the sentences with *where*, *when* or *why*.

We just passed the town ..... *where* ..... I spent my childhood summers.

- 1 He was unable to explain the reason ..... he did it.
- 2 That's the mountain ..... she broke her leg skiing.
- 3 1992 was the year ..... my parents met.
- 4 He couldn't describe the place ..... the attack had happened.
- 5 She fixed the meeting for a time ..... I couldn't be there.
- 6 I couldn't understand the reason ..... she went there.

..... /6

## 6 Rewrite the sentences, omitting the relative pronoun.

The book for which you are looking is on the table.

*The book you are looking for is on the table.*

- 1 The person for whom she is waiting is standing by the door.  
.....
- 2 The platform on which you are standing is not the one for Brighton.  
.....
- 3 The game show in which they were supposed to take part has just been cancelled.  
.....
- 4 The teacher for whom he has been substituting is returning tomorrow.  
.....
- 5 The post for which you were applying has already been filled.  
.....
- 6 The candidate by whom we were contacted before the elections has just withdrawn.  
.....

..... /12

## 7 Complete the dialogue with the relative pronouns in the box.

~~who~~ where whom which whose who which

**Jack:** So how was your week in Wales, Lucy?

**Lucy:** It was OK, but the people ..... *who* ..... we were supposed to go with got ill at the last moment.

**Jack:** Oh, dear. Who were they?

**Lucy:** Some French people <sup>(1)</sup> ..... we had met on holiday last year.

**Jack:** So what did you do?

**Lucy:** Well, we phoned the people <sup>(2)</sup> ..... cottage we were renting to explain, but they said they wouldn't refund the money <sup>(3)</sup> ..... we had already paid. So we decided to go on our own.

**Jack:** I see. And what was it like?

**Lucy:** The place <sup>(4)</sup> ..... we were staying was very beautiful, but there were two sheep-dogs <sup>(5)</sup> ..... kept barking all night, so we couldn't sleep.

**Jack:** Really? So what did you do?

**Lucy:** We complained. But the owner, <sup>(6)</sup> ..... didn't live there, said it was our problem and refused to discuss it.

..... /6

**1 Complete the questions with a pronoun, adjective or adverb.**.....*Who*..... is going to the cinema with you?

- 1 ..... in France are you going for your holidays?
- 2 ..... sort of computer are you going to buy?
- 3 ..... are the Spanish students arriving?
- 4 ..... is he using his mobile phone in class?
- 5 ..... are you going to travel across Russia?
- 6 ..... of the two laptops will you buy?

..... /6

**2 Complete the questions which start with *How*, with the words in the box.**

fast   often   old   long   tall   big   deep

How.....*fast*..... is your new broadband system?

- 1 'How ..... is the Eiffel Tower in France?' 'It's just over 320 metres.'
- 2 'How ..... is Stonehenge in England?' 'It's over 2500 years.'
- 3 'How ..... do you check your e-mails?' 'Three times a day.'
- 4 'How ..... is the Yangtze River in China?' 'It's about 6,300 kilometres.'
- 5 'How ..... is the Mariana Trench near Japan?' 'It's over 11,000 metres.'
- 6 'How ..... are the latest microchip wafers?' 'They're under 0.20 micro.'

..... /6

**3 Write short answers for these *Wh* – questions. Use the words in brackets.**

Who lives there? (John)

*John does.*.....

- 1 What animals eat meat? (Lions) .....
- 2 Who went with you? (The Bakers) .....
- 3 Who doesn't like fish? (Alice) .....
- 4 Who wouldn't help with the work? (Mike) .....

..... /4

**4 Rewrite using *so* / *neither*. Use the pronouns in brackets.**

I often go swimming (I)

*So do I.*.....

- 1 I never go cycling. (we) .....
- 2 We sometimes played chess. (they) .....
- 3 He always gets up late. (she) .....
- 4 We didn't like camping. (I) .....
- 5 You won't come. (they) .....
- 6 She thought the library was closed. (he) .....

..... /6

**5 Match each sentence with the appropriate question tag.**1 *d* ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

- |                                |                  |
|--------------------------------|------------------|
| 1 You live in Germany,         | a doesn't he?    |
| 2 Paul works in China,         | b couldn't you?  |
| 3 You won't leave me,          | c can't she?     |
| 4 She can help us,             | d don't you?     |
| 5 Your hamster died,           | e wouldn't they? |
| 6 They'd like that,            | f will you?      |
| 7 You could tell her the truth | g didn't it?     |

..... /6



## 6 Complete the interrogation of suspect Fry with the appropriate interrogative.

- Policeman:** OK, Fry, *where* ..... do you live?  
**Fry:** I told you, officer. In Victoria Street.  
**Policeman:** Don't be clever, Fry. <sup>(1)</sup> ..... number?  
**Fry:** Forty-two.  
**Policeman:** <sup>(2)</sup> ..... did you get home last night?  
**Fry:** I didn't go home last night.  
**Policeman:** <sup>(3)</sup> ..... didn't you go home?  
**Fry:** Because I went to a party.  
**Policeman:** OK, Fry, so <sup>(4)</sup> ..... party was it?  
**Fry:** It was Big Danny Little's birthday.  
**Policeman:** And <sup>(5)</sup> ..... did this party take place?  
**Fry:** At the Drunken Eel Club in Islington.  
**Policeman:** I see. And <sup>(6)</sup> ..... else was at this party?  
**Fry:** Oh, I didn't know many people there, officer.  
**Policeman:** So <sup>(7)</sup> ..... did you go to the party?  
**Fry:** Because Big Danny invited me. When Big Danny invites, you don't refuse...  
**Policeman:** So <sup>(8)</sup> ..... time did you leave the Drunken Eel Club?  
**Fry:** I don't really know, officer. About ten o'clock, I think?  
**Policeman:** So <sup>(9)</sup> ..... did my constables find you in Mayfair at nine o'clock, then, Fry?  
**Fry:** I've no idea officer... my watch had stopped.  
**Policeman:** <sup>(10)</sup> ..... do you know about the 100 iPods we found in your car?  
**Fry:** Nothing, officer. I don't know how they got there.

..... /10

## 7 Rewrite the appropriate exclamations, using the words in brackets.

- |  |   |
|--|---|
| Look at this picture. (beautiful)        | What <i>a beautiful picture</i> ..... ! |
| Have you heard about the accident? (sad) | How <i>sad it is</i> ..... !            |
| 1 Have you seen that film? (great)       | What ..... !                            |
| 2 They are very nice people. (good)      | How ..... !                             |
| 3 Did you enjoy the party? (wonderful)   | What ..... !                            |
| 4 It's a lovely village. (quiet)         | How ..... !                             |

..... /8

## 8 Complete the dialogue with the words in the box.

Why    So do I    haven't you    How    isn't she    Who    didn't    Is she    didn't I

- Hazel:** *How* ..... annoying! The computer screen froze.  
**Annie:** You've checked the e-mails, <sup>(1)</sup> ..... ?  
**Hazel:** Er... actually I haven't.  
**Annie:** <sup>(2)</sup> ..... haven't you? I told you it was urgent, <sup>(3)</sup> ..... ?  
**Hazel:** No, you <sup>(4)</sup> ..... And anyway I had to download a very long file for Ms Rivets first.  
**Annie:** Ms. Rivets? <sup>(5)</sup> ..... 's Ms Rivets?  
**Hazel:** She's the new sales manager.  
**Annie:** <sup>(6)</sup> ..... ? Oh, yes. I remember now. She's the tall girl with red hair, <sup>(7)</sup> ..... ?  
**Hazel:** That's right.  
**Annie:** I think she looks very nice.  
**Hazel:** <sup>(8)</sup> .....

..... /8

## 1 Write the adverbs which correspond to these adjectives.

quiet quietly

- |                  |               |
|------------------|---------------|
| 1 cold .....     | 6 good .....  |
| 2 easy .....     | 7 bad .....   |
| 3 nice .....     | 8 early ..... |
| 4 helpful .....  | 9 fast .....  |
| 5 straight ..... | 10 shy .....  |

...../5

## 2 Complete the sentences with the adverbs and time expressions in the box.

now	yet	always	last month	just	ever	in two weeks' time
-----	-----	--------	------------	------	------	--------------------

Must you go now? Can't you wait just a few more minutes?

- I've ..... baked some cakes... you can have one as soon as they're cool.
- Paul ..... gets up at seven o'clock, even at the weekend.
- Susannah's going to work in Hollywood .....
- Have you seen the new George Clooney film .....?
- Steve won a prize for his acting .....
- Has he ..... acted on the London West End stage?

...../6

## 3 Choose the correct preposition.

I went to the shops at / in eleven o'clock.

- He doesn't like to get up early **at** / in the morning.
- She works every day **between** / until four and eight.
- He has been living here **for** / since ages.
- Can you come round to my house **at** / on Sunday?
- Don't forget to check your travel documents **before** / after your journey.
- He's been working on that story **for** / since seven o'clock.
- I'm going to have a nice rest **during** / between the holidays.
- She won't be able to meet us **within** / until Friday.

...../4

## 4 Rearrange the words and write sentences.

train – last – went – to – Pat – by – Edinburgh – week

Pat went to Edinburgh by train last week.

- Dad – lunch – cooks – all – of – for – every – us – Sunday  
.....
- usually – We – a – in – have – during – the – school – snack – cafeteria – break  
.....
- waterskiing – liked – He – always – very – has – much  
.....
- go – by – They – would – to – bicycle – was – the – work – weather – nice – when  
.....
- only – did – Not – come – he – late – day – every, – he – also – but – apologised – never  
.....

...../10

## 5 Complete the dialogue with the appropriate prepositions.

**Don:** So what did you do at the weekend, Sam?

**Sam:** I went <sup>(1)</sup> ..... a party <sup>(2)</sup> ..... Friday night, so I got up very late <sup>(3)</sup> ..... Saturday morning. I had just finished having a shower when Patsy arrived. I hadn't seen her <sup>(4)</sup> ..... two weeks, so we had a lot to catch up on.

**Don:** So you spent all day <sup>(5)</sup> ..... home gossiping?!

**Sam:** No, we didn't! We went out <sup>(6)</sup> ..... lunch <sup>(7)</sup> ..... The Lantern Bistro.

**Don:** Very nice. How did you get there? It's a long way <sup>(8)</sup> ..... your flat.

**Sam:** We went <sup>(9)</sup> ..... taxi, actually. Patsy paid.

**Don:** And where did you sit?

**Sam:** We were lucky. We sat <sup>(10)</sup> ..... to the back windows so we could look <sup>(11)</sup> ..... the view, plus there were not many people, so we stayed <sup>(12)</sup> ..... one o'clock <sup>(13)</sup> ..... three, when they closed. And do you know who came <sup>(14)</sup> ..... the restaurant while we were having coffee?

**Don:** Er... Tricky?... Sting?... the Queen?...

**Sam:** Don't be silly! No, Daniel Craig came in and booked a table.

..... /14

## 6 Complete the text with the adverbs of manner in the box.

quickly beautifully suddenly disappointedly sweetly  
carefully impatiently excitedly terribly

Oliver was walking quickly down Shaftesbury Avenue in London last week because he was <sup>(1)</sup> ..... late for a meeting in Leicester Square. He was crossing the road when a car <sup>(2)</sup> ..... drove up and Keira Knightly got <sup>(3)</sup> ..... out of it. She was dressed very <sup>(4)</sup> ..... as if she was going to a special event. Oliver stopped and watched, and several other people in the street stopped and pointed <sup>(5)</sup> ..... The actress smiled <sup>(6)</sup> ..... at everyone, and walked into a nearby theatre. Oliver and the others waited <sup>(7)</sup> ..... to see if any other celebrities would arrive, but no one did, so they all walked away <sup>(8)</sup> ..... .

..... /8

## 7 Complete the sentences with the adverbs of degree in the box..

really very enough (x2) absolutely too almost (x2) hardly

I really didn't enjoy the new Arctic Monkeys record.

1 I couldn't afford tickets to the premiere – they were ..... expensive.

2 Scarlett Johansson was beautifully dressed – her dress was ..... amazing!

3 I was very late, and when I got to the cinema it was ..... full.

4 Apparently they didn't ask him to sing because he wasn't good .....

5 I liked her dancing – I thought it was ..... graceful.

6 We can ..... talk, the music is so loud.

7 Nobody was clever ..... to answer all the questions in the quiz.

8 Can I come shopping with you, mum? I've ..... finished my essay.

..... /8

1 Choose the correct alternative, *say* or *tell*.Can you **say** / **tell** me how much these apples cost, please?

- 1 No, she didn't **say** / **tell** where the fish came from.
- 2 Did I **say** / **tell** you about the restaurant I went to last week?
- 3 If you see Martin, please **say** / **tell** thank you for last night's party.
- 4 Can you **say** / **tell** the difference between Stilton and Gorgonzola?
- 5 I went back to **say** / **tell** the chef how nice the dinner had been.
- 6 Could you **say** / **tell** something about your marvellous recipes?

..... /6

## 2 Change these instructions and advice into reported speech. Use the words in brackets.

Doctor: 'Take the tablets twice a day.' (tell / me)

*The doctor told me to take the tablets twice a day.*

- 1 Teacher: 'Sit down and be quiet.' (order / him)  
.....
- 2 Susan: 'I should stop smoking if I were you.' (advise / Lynn)  
.....
- 3 Paul: 'You'd better not go to the beach alone.' (warn / June)  
.....
- 4 Father: 'Don't forget your trip money.' (remind / Sandra)  
.....
- 5 Bill: 'I wouldn't go to the disco tonight.' (advise / Danny)  
.....
- 6 Anna: 'Don't go out with Robert Smith!' (tell / Daphne)  
.....

..... /12

## 3 Match the time expressions used in direct speech 1 – 6 with those used in reported speech a – f.

1 d 2 ..... 3 ..... 4 ..... 5 ..... 6 .....

- 1 today      2 last week      3 next year      4 tomorrow      5 yesterday      6 now  
a the year after      b the next day      c the day before      d that day      e then      f the week before

..... /5

4 Change these statements into reported speech introduced by *said*.Mike: 'I live in the city centre.' *Mike said that he lived in the city centre.*

- 1 Janet: 'I'm a waitress at a new restaurant now.'  
.....
- 2 Tim: 'We've just started buying organic food.'  
.....
- 3 Liz: 'I'm going to go on a gastronomic tour of France.'  
.....
- 4 Peter: 'I'll help you with the barbecue tomorrow.'  
.....
- 5 David: 'Sue cooks really well.'  
.....
- 6 Sarah: 'I met Jamie Oliver last week.'  
.....

..... /12

**5 Change the questions into reported speech. Use the suggestions in brackets, as in the example.**

Dave: 'Do you like seafood, Liz?' (asked)

*Dave asked Liz if she liked seafood.*

1 Paul: Did you enjoy your meal, Alice? (wanted to know)

2 Jack: Have you ever eaten a a double cheeseburger, Liza? (asked)

3 Gary: Do you like drinking beer, Pedro? (wanted to know)

4 Gavin: Will you cook dinner tonight, Chris? (asked)

5 Patrick: Are you going to the reception, June? (wanted to know)

6 Helen: Does Clara cook when she is alone? (inquired)

..... /12

**6 Change this dialogue into reported speech.**

**Jane:** What did you do on Sunday, Sue?

**Sue:** I wanted to go walking, but the weather was bad.

**Jane:** What did you do instead?

**Sue:** I went to see the new James Bond film with Billy.

**Jane:** I'm going to see it next week.

**Sue:** I won't tell you what happens!

*Jane asked Sue what she had done on Sunday.*

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

..... /10

**7 Write the dialogue in direct speech.**

Lucy wanted to know how Peter was. <sup>(1)</sup> Peter informed her that he was very well and thanked her. <sup>(2)</sup> Lucy wanted to know if Peter could come and help her that afternoon. <sup>(3)</sup> Peter said that he was very busy that afternoon but would be free the next morning. <sup>(4)</sup> Lucy replied that the next morning would be fine. <sup>(5)</sup> Peter inquired what time he should go to her house. <sup>(6)</sup> Lucy answered that around ten o'clock was best.

**Lucy:** *How are you, Peter?*

**Peter:** 1 .....

**Lucy:** 2 .....

**Peter:** 3 .....

**Lucy:** 4 .....

**Peter:** 5 .....

**Lucy:** 6 .....

..... /12

**1 Use the words to write sentences in the zero conditional.**when / it / rain / the garden / look green *When it rains, the garden looks greener.*

1 when / the baby / cry / we / wake up

.....

2 if / you / cut yourself / it / hurt

.....

3 when / the sun / come up / it / get / warmer

.....

4 if / he / need / food / he / shop / at the market

.....

5 when / she / try / she / can / do / it

.....

6 if / Mike / argue / I / get / angry

.....

..... /6

**2 Match the two parts of sentences. They are in the first conditional.**1 *d* 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

1 If it snows tomorrow,

a he'll never get in the team.

2 If you burn the cakes,

b we'll leave without them.

3 If he doesn't train harder,

c I'll have some free time tomorrow.

4 If she applies,

d we'll ski on the hill.

5 If they don't come soon,

e I'll meet you at five.

6 If it's OK with you,

f she'll probably get the job.

7 If I finish work tonight,

g nobody will eat them.

..... /6

**3 Write the correct form of the verbs in brackets, using the second conditional.**If he *worked* (work) harder, he *would earn* (earn) more money.

1 If he ..... (buy) some new clothes, he ..... (look) better.

2 If they ..... (train) harder, they ..... (win) more games.

3 If the kids ..... (not go) to sleep so late, it ..... (be) easier to wake them up in the morning.

4 If we ..... (leave) at 7 a.m., we ..... (arrive) on time.

5 If our coach ..... (not be) so tough, we ..... (feel) less nervous during the matches.

6 If he ..... (drive) slowly, he ..... (be) less stressed.

..... /12

**4 Match the two parts of the sentences. They are in the third conditional.**1 *d* 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

1 If he had driven more carefully,

a the flowers would have grown faster.

2 If you hadn't eaten so much,

b you would have understood.

3 If she had sung better,

c you wouldn't feel ill.

4 If we hadn't started so late,

d he wouldn't have crashed.

5 If it had rained more,

e we would have been there by now.

6 If I had explained it better,

f you would have caught the bus.

7 If you had run,

g she would have got into the choir.

..... /6

## 5 Complete the dialogue with the correct form of the verb in brackets.

**Hugh:** So how are you, Mike?

**Mike:** Terrible.

**Hugh:** Well, I did tell you. If you hadn't gone (not go) snowboarding you <sup>(1)</sup> .....  
..... (not break) your hip!

**Mike:** It wasn't the snowboarding, Hugh. If I <sup>(2)</sup> ..... (not ski) off piste  
then the avalanche <sup>(3)</sup> ..... (not start).

**Hugh:** Anyway, now if you <sup>(4)</sup> ..... (do) what the doctors tell you,  
you <sup>(5)</sup> ..... (be) out of hospital in three weeks.

**Mike:** But if I <sup>(6)</sup> ..... (have) to stay in hospital that long I <sup>(7)</sup> .....  
(go) mad!

**Hugh:** Yes, I understand. If I <sup>(8)</sup> ..... (be) to stay here for three weeks, I  
<sup>(9)</sup> ..... (go) crazy, too!

**Mike:** You wait, as soon as I <sup>(10)</sup> ..... (get) out, I <sup>(11)</sup> ..... (be)  
straight back on my snowboard!

**Hugh:** You <sup>(12)</sup> ..... (dare), would you?

..... /12

## 6 Offer advice for the following situations. Use *If I were...* and the suggestions in brackets.

Paul feels sick and has a temperature. (you / bed)

If I were you, I'd go to bed.

1 Mark wants to start hang-gliding. (you / find an instructor)

2 Jane doesn't like her job. (her / look at newspaper adverts)

3 Pat wants to go on safari but can't find anyone to go with. (you / search the web)

4 Bill and Zoe don't like city life. (them / move to the country)

5 Jack wants to try rafting. (him / go rafting on the Tara River in Serbia)

6 Alison is worried about the future of the planet. (you / join Greenpeace)

..... /12

## 7 Use the words to write sentences which express wishes or regret.

I / wish / could / try / parachuting

I wish I could try parachuting.

1 He / wish / could / play / violin

2 She / wish / had / not eat / so much

3 I / wish / you / help / me

4 If only / I / could / fly / plane

5 If only / she / not / bite / nails

6 We / wish / had / not waste / so much / time

..... /6

## 1 Complete the sentences using the connectors in the box.

and but on the other hand or although despite neither

I am going to the beach ..... *and* ..... my friend is coming, too.

- 1 I wanted to send an e-mail ..... my computer wasn't working.
- 2 I managed to communicate ..... not speaking the same language.
- 3 We ..... play tennis nor do we watch games on TV.
- 4 Do you want to stay in New York ..... would you rather fly to Boston today?
- 5 ..... it was cold, we still went for a long walk.
- 6 I loved the new space film; my friend, ....., hated it!

..... /6

## 2 Complete the text with sequencers and connectors where appropriate.

- ..... *First* ....., I took my laptop out of its case. <sup>(1)</sup> ..... I attached the power cable to it.
- <sup>(2)</sup> ..... I switched it on. <sup>(3)</sup> ..... I opened my e-mail folder. I read my e-mails
- <sup>(4)</sup> ..... later wrote some new ones. <sup>(5)</sup> ..... I sent the e-mails to my friends
- <sup>(6)</sup> ..... I switched the computer off.

..... /6

## 3 Complete the nouns and adjectives with the suffixes in the box.

-ness -er -ical -ible -ese -ish -less

A human emotion: happi. *ness* .....

- 1 Describing an adult who behaves like a child: chil.....
- 2 Someone working in a shop: shopkeep.....
- 3 Describing something that can be eaten: ed.....
- 4 Describing someone or something without hope: hope.....
- 5 A person from Japan: Japan.....
- 6 Something to do with medicine: med.....

..... /3

## 4 Choose the correct sentence, (a) or (b).

library (a) a public place where you can borrow books  
(b) a shop where you can buy books

- |            |                               |            |   |
|------------|-------------------------------|------------|---|
| 1 abusive  | (a) rude and offensive        | 4 factory  | (a) a place where animals are raised      |
|            | (b) illegal                   |            | (b) a place where things are manufactured |
| 2 annoyed  | (a) a little bit angry        | 5 pavement | (a) where you walk in the street          |
|            | (b) bored                     |            | (b) what you walk on inside a building    |
| 3 sensible | (a) sensitive and easily hurt | 6 educated | (a) someone with good behaviour           |
|            | (b) rational, thinking well   |            | (b) someone with a good education         |

..... /6

## 5 Choose the correct preposition.

I don't agree *with* / *on* him.

- 1 I depend *with* / *on* her for everything.
- 2 He asked me *after* / *about* my plans for the future.
- 3 It's difficult to know what to believe *on* / *in* nowadays.
- 4 What are you laughing *on* / *at* ?
- 5 Could you look *after* / *about* my dog for me, please?
- 6 Will you pay *with* / *for* it, or shall I?

..... /6



## 6 Match the two parts of the sentences.

1 d 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 ..... 8 .....

- |                               |   |
|-------------------------------|---|
| 1 I was very surprised        | a with her new job already.             |
| 2 Paul was frightened         | b of model making.                      |
| 3 Jane is fed up              | c from the village where I lived.       |
| 4 I was very sorry            | d at his behaviour.                     |
| 5 The bus was crowded         | e of the report I wrote.                |
| 6 He was very critical        | f of the characters in the horror film. |
| 7 This town is very different | g with passengers.                      |
| 8 The kids are very fond      | h about what had happened to him.       |

..... /7

## 7 Complete the dialogue using the correct form of the phrasal verbs in the box.

be off call off put off come up with keep off not turn up take off cut off make out

- Kate:** I must be off in a minute, Steve. I'm seeing James at 7 o'clock.
- Steve:** Oh, don't go yet, Kate. Please <sup>(1)</sup> ..... your coat and sit down. And ring to <sup>(2)</sup> ..... the meeting with James. I need your help now.
- Kate:** What's the problem?
- Steve:** Well it's strange – I was trying to talk to Roberts on his mobile and our call was <sup>(3)</sup> ..... I rang again but there was no answer.
- Kate:** That is strange – he always answers immediately.
- Steve:** And then I got this photo in the post this morning – it shows Roberts standing in a park somewhere, and there's a sign next to him which says <sup>(4)</sup> ..... the grass'. What do you think that means?
- Kate:** I don't know – is it a warning? Could you <sup>(5)</sup> ..... anything in the background of the photo?
- Steve:** Not really. Just a few trees. I'm getting quite worried, you know...
- Kate:** Well, let's start thinking. We have to <sup>(6)</sup> ..... some ideas. When did you say you tried to call him?
- Steve:** Last night. And he <sup>(7)</sup> ..... since then.
- Kate:** Shall we call the police? This matter can't be <sup>(8)</sup> ..... any longer.

..... /16

## 8 Complete the sentences with the correct particle in the box.

down up with (x2) down with across ~~up~~ out in

- I would be pleased if you brought it up at the meeting.
- 1 I don't seem to be able to get my ideas ..... .
- 2 Communication between them has broken ..... completely.
- 3 Do you think you can come ..... some new suggestions?
- 4 Would you fill ..... all your details on this form, please?
- 5 I really can't make ..... a single word he's saying.
- 6 He speaks so quickly the interpreter can't keep ..... what he's saying.
- 7 The whole family went ..... flu last week.

..... /7

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ISBN 978-3-85272-226-9



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